



SPANISH IMMERSION

International Extension Center Cusco, Peru
COURSE SYLLABUS: ADVANCED SPANISH

Course Data						
Code:	ESP4104	Course:	ADVANCED SPANISH			
Area / Coordinating Program:	CENTER FOR LANGUAGE STUDIES	Modality:	Presential			
Credits: 4	Hours of Presential Sessions: 64					
Major: LANGUAGES						
Presential Hours						
Total: 64	Theoretical: 48	Practical: 16	Laboratory: 0	Evaluation Hours: 0		
Course Coordinator						
Last names and Given names	Email	Contact time	Location			
CUMPA ARRIBASPLATA, NARDA REBEKA	NCUMPA@USIL.EDU.PE	Monday – Friday (2-3pm)	CLS E Building - Miguel Grau Campus			
Course Teacher						
Summary						
The Advanced Spanish course, of theoretical and practical nature, is based on the communicative approach, aims to ensure the corresponding competences at level B2 and to familiarize the student with the format of the DELE exam according to the standards of the European Community Reference Framework (CEFR).						
Competencies Detail						
Professional competence	Does not apply					
Level of Professional Competence	Does not apply					
General competencies USIL	Bilingual Communication					
Expected Results of the Course						
Overall result of the course	Number	Specific results of the course				
The student Communicates with some skill, fluency and spontaneity in Spanish orally and in writing, for personal and professional performance.	1.1.	It distinguishes the main ideas from the secondary ones and recognizes the relevant information explicitly in simple large texts in Spanish on topics of their academic and professional environment.				
	1.2.	Understands, analyzes and infers general and specific information of extensive and complex auditory texts in Spanish on various topics.				
	1.3.	Compare, contrast diverse situations and discuss to achieve a fluent and precise consensus on diverse topics.				
	1.4.	Writes medium-sized and coherent texts of various formats paraphrasing and using grammar structures of medium complexity on topics of his academic and professional environment.				
Schedule of Activities						
Ses	Week	(hrs)	Type	Content	Expected Achievement and Learning Activities	Didactic resources
N° 1: Remembering anecdotes and asking for wishes						
Specific result: 1.1.; 1.2.; 1.3.; 1.4						
1	1	2	PA	o Introduction to the course. * UNIT 1 • Functional contents - Meet others. Give and ask for information - Describe places, objects - Express real and unreal conditions	<ul style="list-style-type: none"> • Know the teaching and evaluation system in this cycle. • Ask and give information about others. • Differentiate the uses of the conditional in various written exercises and compare their answers with their peers. • Differentiate the uses and values of the present in texts and sentences. • Complete a dialogue with the appropriate tense. • Conjugate the verbs correctly in the appropriate time. 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio

SPANISH IMMERSION

International Extension Center Cusco, Peru

COURSE SYLLABUS: ADVANCED SPANISH

2	1	3	PA	<ul style="list-style-type: none"> - Tell past experiences - Changes of meaning in nouns: the cure / the kite, etc. - Comment on some social conventions: weddings, reunions with former friends, etc. 	<ul style="list-style-type: none"> • Talk about habitual actions of his life in the past. • Create imaginary stories using the imperfect. • Conjugate verbs correctly in texts and sentences. • Compare and distinguish the use of pronominal verbs in various contexts. • Classify words according to their gender and number. • Differentiates the meaning of nouns according to the article above. • Complete a fragment based on the information provided by the images. • Recognize vocabulary related to the wedding. • Talk about some experience or anecdote lived in a marriage. 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio 	
				SPANISH MOVIE NIGHT	Watch a movie and discuss what you have observed with your classmates.		
3	1	2	PA	<p>UNIT 2</p> <ul style="list-style-type: none"> • Functional contents - Formulas to give encouragement, tranquility and comfort: come, come on, calm down, etc. - Talk about the real estate world - Express wishes: Hopefully + subjunctive 	<ul style="list-style-type: none"> • Use appropriate vocabulary to describe different types of homes in your country and in ours. • Listen to an audio and answer comprehension questions. • Use the imperative to calm or encourage in different contexts. In pairs, read and complete the grammar rules of the subjunctive. • Develop a dialogue using the formulas learned. • Write an example for each case of the subjunctive that has been presented in class. 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio 	
4	1	2	PA	<ul style="list-style-type: none"> - Express doubts and possibilities - Thank you, formulas: very kind, thank you very much, I appreciate it, etc. - Intensification in discourse with adjective structures 	<ul style="list-style-type: none"> • Recognizes in texts formulas to express doubts and possibilities. • Express probabilities with different verbal forms. • Classify adjectives according to the structure they present. • Create a small dialogue with different adjectival values. 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio 	
5	1	2	PA	Spanish TANDEM	<ul style="list-style-type: none"> • Interact and talk directly with local students and do an interview to obtain personal information from some colleagues. 	<ul style="list-style-type: none"> • Notebook 	
	1	4	AA	Week 1	<ul style="list-style-type: none"> • Complete grammar and vocabulary exercises of the unit learned. 	<ul style="list-style-type: none"> • Workbook 	
Basic and Complementary References of Mandatory Reading: [1]							
Nº 2: The Internet							
Specific result: 1.1.; 1.2.; 1.3.; 1.4							
6	2	2	PA	<p>* UNIT 3</p> <ul style="list-style-type: none"> • Functional contents - Debate on the traditional and digital press - Express agreement and disagreements 	<ul style="list-style-type: none"> • Read news and propose an appropriate title. • Expresses your opinion for or against the content of journalistic texts. • In groups, give your opinion about the advantages and disadvantages of the digital or traditional press or other topics. 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio 	
7	2	3	PA	<ul style="list-style-type: none"> - Ask and give opinion - Express wishes, feelings, tastes and obligations - Match two actions in the past - Express lack of certainty and evidence 	<ul style="list-style-type: none"> • Classify verbs according to the idea they express as indicative or subjunctive. • Deduce the temporal correlation of these verbs in contexts. • Complete sentences with indicative or subjunctive. • Remember the uses of being and being in given contexts. • Create brief dialogues using adjectives with being and being, and explain their differences. • Develop exercises with the adjective prefixes shown. • Deduce the double meaning of the verbs say and feel according to the context. • Complete texts with the verbs say and feel in the indicative or subjunctive. 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio 	
				SPANISH MOVIE NIGHT	<ul style="list-style-type: none"> • Watch a movie and discuss what you have observed with your classmates. 		

SPANISH IMMERSION

International Extension Center Cusco, Peru

COURSE SYLLABUS: ADVANCED SPANISH

8	2	2	PA	UNIT 4 <ul style="list-style-type: none"> Functional contents - Talk about weather and natural disasters - Comment on environmental problems - New ways of buying: online shopping. 	<ul style="list-style-type: none"> Complete sentences with the appropriate adverb. Make requests to your partner using friendly expressions. Discussion about the pros and cons of shopping online. Write a text about the advantages and disadvantages of making purchases online Identify and use vocabulary to talk about environmental problems. Read different texts and answer comprehension questions. Listen to an audio and discriminate relevant information. 	<ul style="list-style-type: none"> Student's book PPTs Audio
9	2	2	PA	<ul style="list-style-type: none"> - The pronoun is a liability mitigator - Express cause and consequences 	<ul style="list-style-type: none"> Identifies the uses of impersonality and demonstrates their understanding in written exercises. Complete sentences of purpose with infinity or subjunctive. In pairs, complete texts with causal expressions. Differentiates the uses of causal connectors in contexts. Complete modal sentences with indicative or subjunctive. Reflect on the different uses of the pronoun SE when reading a text. Complete texts with the verb in the appropriate form. 	<ul style="list-style-type: none"> Student's book PPTs Audio
10	2	2	PA	<ul style="list-style-type: none"> Fieldtrip to the plaza mayor 	<ul style="list-style-type: none"> Interact and talk directly with the inhabitants to obtain information about what is in the area. 	<ul style="list-style-type: none"> Notebook
	2	4	AA	Week 2	<ul style="list-style-type: none"> Complete grammar and vocabulary exercises of the unit learned. 	<ul style="list-style-type: none"> Workbook
Basic and Complementary References of Mandatory Reading: [1]						
N° 3. Conditionals						
Specific Result: 1.1.; 1.2.; 1.3.; 1.4						
11	3	2	PA	UNIT 5 <ul style="list-style-type: none"> Functional contents - Give advice to learn to spend less and save more 	<ul style="list-style-type: none"> Write a complaint letter following the parameters learned in class. Talk about the importance of spending less and saving more 	<ul style="list-style-type: none"> Student's book PPTs Audio
12	3	3	PA	<ul style="list-style-type: none"> - Talk about possible situations, little possible and impossible - Express hypotheses in the past with the compound conditional 	<ul style="list-style-type: none"> In pairs they comment on the advantages and / or disadvantages of living in the countryside or the city Talk about the sports you practice and their risks. Listen to an audio and answer comprehension questions. Remember the use of simple conditionals through various examples and understand the new use in a text. 	<ul style="list-style-type: none"> Student's book PPTs Audio
				SPANISH MOVIE NIGHT	<ul style="list-style-type: none"> Watch a movie and discuss what you have observed with your classmates. 	
13	3	2	PA	<ul style="list-style-type: none"> - Express threats and warnings - Present objections using the indicative and subjunctive - Recommend books, songs, movies and other shows 	<ul style="list-style-type: none"> Recognizes other conditional links more subjunctive. Express warning or threat according to the given situation. Complete sentences with indicative or subjunctive. In pairs, create conversations in which you use reduplicated expressions. Listen to an audio and complete the dialogue with the appropriate verb. Write a text that gives advice on a specific topic. 	<ul style="list-style-type: none"> Student's book PPTs Audio
14	3	3	PA	<ul style="list-style-type: none"> - Give advice for a healthy life - Talk about ideal vacations 	<ul style="list-style-type: none"> Listen to an audio to identify specific information and correct answers with your classmates. Discuss in groups to give advice for a good life. Create group conversations about your vacation. 	<ul style="list-style-type: none"> Student's book PPTs Audio
15	3	2	PA	MIDTERM EXAMS		
16	3	4	PA	Service Learning activity : visit to Manchay Social Project	<ul style="list-style-type: none"> Interacts and communicates with the inhabitants of the community while understanding the social problems and enabling dialogue. 	<ul style="list-style-type: none"> Notebook
Basic and Complementary References of Mandatory Reading: [1]						
N° 4: Active and Passive sentences						
Specific Result: 1.1.; 1.2.; 1.3.; 1.4						

SPANISH IMMERSION

International Extension Center Cusco, Peru

COURSE SYLLABUS: ADVANCED SPANISH

17	4	2	PA	UNIT 6 <ul style="list-style-type: none"> Functional contents - Talk about the advantages and disadvantages of self-employment - Labor lexicon 	<ul style="list-style-type: none"> Talk about the reasons to change jobs or countries. Recognize vocabulary to talk about work. In small groups, summarize the information of four people using the neutral article. Recognize suffixes related to the labor field. Proposes new terms with the suffixes given. Contrast other ways to express impersonality. 	<ul style="list-style-type: none"> Student's book PPTs Audio 	
18	4	3	PA	<ul style="list-style-type: none"> - Express temporary relationships of present, past and future - Express probability with the perfect future - Ask about the ability to do something 	<ul style="list-style-type: none"> Listen to a recording to identify specific information. Read some examples and understand the uses of when in the present, past and future. Work in pairs and create more examples to share in the classroom. Answer grammar questions and share them to verify if they are correct. Applies mechanisms to form new words. Listen to an audio and complete sentences with the appropriate verbal form. Use the perfect future in contexts with temporary function. Read a text to get specific information. 	<ul style="list-style-type: none"> Student's book PPTs Audio 	
				- SPANISH MOVIE NIGHT	<ul style="list-style-type: none"> Watch a movie and discuss what you have observed with your classmates. 		
19	4	2	PA	UNIT 7 Functional contents <ul style="list-style-type: none"> - Talk about what is done (or not) in free time - Propose and reject free time activities 	<ul style="list-style-type: none"> Talk about your free time and leisure activities. In pairs, make a list of free time activities in your country. Use text markers that add various values to the information. In pairs, look at images and deduce the preferences of family members 	<ul style="list-style-type: none"> Student's book PPTs Audio 	
20	4	2	PA	Express consequences <ul style="list-style-type: none"> - Ask for mood - Express passive voice 	<ul style="list-style-type: none"> In pairs, prepare consecutive sentences from the context given by the teacher. Differentiates the use of periphrasis according to their meaning in contexts. Change passive sentences to active and vice versa and then verify answers with your classmates. Reflect on the use of the two forms of the passive with being and being. Complete sentences with the correct word. Read a text and express your opinion about its content. 	<ul style="list-style-type: none"> Student's book PPTs Audio 	
21	4	2	PA	Spanish TANDEM	<ul style="list-style-type: none"> Interact and talk directly with local students. 	<ul style="list-style-type: none"> Notebook 	
22	4	2	PA	Fieldtrip to the Inka Museum	<ul style="list-style-type: none"> Observe and take notes of the place to make a written description and present it in class. 	<ul style="list-style-type: none"> Notebook 	
	4	4	AA	Week 4	<ul style="list-style-type: none"> Complete grammar and vocabulary exercises of the unit learned. 	<ul style="list-style-type: none"> Workbook 	
Basic and Complementary References of Mandatory Reading: [1]							
N°5: Health care							
Specific result: 1.1; 1.2.; 1.3.; 1.4							
23	5	2	PA	UNIT 8 Functional contents <ul style="list-style-type: none"> - Give recommendations to combat stress - Express inaccuracy 	<ul style="list-style-type: none"> Recognize vocabulary to talk about health. Comment on activities that reduce stress. Listen to a recording to identify specific information. Identify change verbs in a text. Express changes or transformations of characters and actors with 	<ul style="list-style-type: none"> Student's book PPTs Audio 	



SPANISH IMMERSION
International Extension Center Cusco, Peru
COURSE SYLLABUS: ADVANCED SPANISH

				through the future and the conditional - Talk about transient and permanent changes	the appropriate verb. • Answer some questions using expressions to show insecurity or doubt. • Express probabilities with different verbal forms in different contexts.	
24	5	2	PA	UNIT 9 Functional contents - Talk about everyday food	<ul style="list-style-type: none"> Watch a video about the advances in medicine and comment on it. Practice silent reading and answer comprehension questions. Work in teams and answer various questions supporting each of your ideas. Recognize terms to talk about gastronomy. In small groups, he talks about his culinary experience in Peru. 	<ul style="list-style-type: none"> Student's book PPTs Audio
25	5	3	PA	<ul style="list-style-type: none"> Talk about some typical Peruvian dishes Express personal tastes about eating habits * UNIT 10 <ul style="list-style-type: none"> Functional contents Makes physical and character descriptions 	<ul style="list-style-type: none"> Transform two sentences into a sentence using the relative with preposition. Contrast two sentences and explain the semantic difference. Compare various sentences using by or for. Listen to an audio and complete a dialogue with the appropriate word. Use the prepositions learned in situations proposed by the teacher. As a couple, prepare a dialogue with the colloquial expressions in context. Answer questions of listening comprehension. Comment on the veracity of the information provided by the zodiac signs. 	<ul style="list-style-type: none"> Student's book PPTs Audio
26	5	2	PA	<ul style="list-style-type: none"> Make claims using the indirect style Talk about superstitions and popular beliefs 	<ul style="list-style-type: none"> In groups, make a list of adjectives that describe the character and personality according to the zodiac sign. Observe information on the use of indirect style and identify the moments of its uses in various examples. Deduce the grammar rules for the use of indirect style. Participate in a game to give the correct form of verbs in the indirect style. Differentiate and reflect the uses of personal pronouns in different contexts. Talk about some beliefs or superstitions of your country or other culture you know. 	<ul style="list-style-type: none"> Student's book PPTs Audio
27	5	3	PA	FINAL EXAM		

Methodology				
An eclectic methodology is used that allows the student to develop skills and apply learning strategies prioritizing collaborative work, autonomous learning in different virtual platforms and oral and written production.				
Evaluation System				
Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam. The averages calculated components of the item 'Permanent Evaluation' will maintain their calculation with 2 decimals.				
Item	%Weighing	Observation	Evaluation Week	Delayed
Midterm Exam	40%		3rd	No
Oral Final Exam	20%		5th	No
Written Final Exam	40%		5th	No
Specific rules of the Course				
Applying article 27: In the courses of the English language and Other Languages (German, Chinese, Spanish for foreigners, French, Japanese, Italian, Portuguese) the student who accumulates 20% or more of absences over the total hours of the course, is Unable to take the final exam. The justification of faults is not accepted.				



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COURSE SYLLABUS: ADVANCED SPANISH

Basic and Complementary References of Compulsory Reading

Basic References:

[1] Amenós, J; Gil-Toresano, Manuel; Soria, Inés. 2017. AGENCIA ELE 4. Curso de español (segunda edición). España: SGEL - Educación.

Complementary References of Compulsory Reading: NOT SHOWN

Approved by:

CUMPA ARRIBASPLATA, NARDA REBEKA

Validated by

Curricular Management