



SPANISH IMMERSION

International Extension Center Cusco, Peru

COURSE SYLLABUS: ELEMENTAL SPANISH

Course Data			
Code:	ESP4101	Course:	ELEMENTAL 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 Elementary Spanish course, of theoretical and practical nature, is based on the communicative approach, aims to ensure the corresponding competences at level A1 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 in structured situations, expressing some simple ideas in Spanish in oral and written form, for personal and professional performance.	1.1.	Identifies the main idea and some secondary ideas in short written texts in Spanish on familiar and common topics.
	1.2.	Identifies and understand phrases and expressions of frequent use in a short and simple audio text in Spanish related to their immediate environment.
	1.3.	Dialogues using basic grammatical structures on familiar and habitual topics.
	1.4.	Writes short descriptive texts using basic grammatical structures on familiar and habitual topics.

Schedule of Activities						
Ses	Week	(hrs)	Type	Content	Expected Achievement and Learning Activities	Didactic resources

N° 1: PERSONAL INFORMATION

Specific result: 1.1.; 1.2.; 1.3.; 1.4

1	1	2	PA	*Introduction to course UNIT 1: IN SPANISH Functional contents: Expressions to say and ask the name, phone and email.	<ul style="list-style-type: none"> get to know the learning and evaluation system in the program Identify and practice expressions of greeting and presentation. Identify the numbers through games by reinforcing the numbers from 1 to 10. Listen to an audio to practice pronunciation and identify new vocabulary. 	<ul style="list-style-type: none"> Student's book PPTs Audio
2	1	3	PA	<ul style="list-style-type: none"> - Simple phrases to speak in Spanish in class - Words necessary to work in the course 	<ul style="list-style-type: none"> Observe a PPT and recognize the rules of use of gender and number of professions and nationalities. Work in pairs to ask and answer your partner with courtesy phrases. Understands vocabulary learned and completes the activities 	<ul style="list-style-type: none"> Student's book PPTs Audio



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					proposed in the book.	
3	1	2	PA	UNIT 2: NICE TO MEET YOU Functional contents: - Greetings and presentations - Exchange of personal information	<ul style="list-style-type: none"> Match questions and answers of personal information and correct answers in groups. Look at images and phrases and match them according to the professions and / or occupations that are presented. Work in teams to practice simple conversations. 	<ul style="list-style-type: none"> Student's book PPTs Audio
4	1	2	PA	- Languages - Activities - Presentations - Civil status- Is it your diary?	<ul style="list-style-type: none"> Practice grammar content through written exercises and then check the answers in pairs. Complete a personal file and share it with the group. Participate in a game to identify famous people. 	<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: MY FAMILY AND MY FAVORITE ACTIVITIES						
Specific result: 1.1.; 1.2.; 1.3.; 1.4						
6	2	2	PA	UNIT 3: CELEBRATING WITH MY FAMILY Functional contents: - Exchange of personal information	<ul style="list-style-type: none"> Observe a PPT with activities and vocabulary related to the unit. Understand the use of HAVING in exercises describing your family. Practice numbers through written exercises. 	<ul style="list-style-type: none"> Student's book PPTs Audio
7	2	3	PA	- Family and family parties - Physical and personality description - Age.	<ul style="list-style-type: none"> Identify necessary vocabulary in a text and answer questions with specific information. Complete tabs with audio information and compare responses in pairs. Present photos of your family and describe it in the classroom. Use vocabulary to describe family members. Read a text and answer questions of general and specific understanding. 	<ul style="list-style-type: none"> Student's book PPTs Audio
8	2	2	PA	UNIT 4: HAVE A GOOD WEEKEND Functional contents: - Leisure and free time - Tastes and preferences about cultural activities, sports, etc.	<ul style="list-style-type: none"> Identify vocabulary about leisure time activities and review an account. Talk in groups about your favorite activities. Understands the use of the verb GUSTAR and applies it in small conversations with their peers. 	<ul style="list-style-type: none"> Student's book PPTs Audio
9	2	2	PA	Understanding documents with information about shows and other leisure activities.	<ul style="list-style-type: none"> Complete written exercises with vocabulary of sports and extracurricular activities learned. Read texts to answer specific information questions. Read texts to answer specific information questions. In pairs, describe the place where you live and establishments in the area. 	<ul style="list-style-type: none"> Student's book PPTs Audio
10	2	2	PA	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]						
Nº 3. PLACES OF INTEREST AND OUR FOOD						
Specific Result: 1.1.; 1.2.; 1.3.; 1.4						
11	3	2	PA	UNIT 5: MAIN STREET Functional contents: - Description of places of interest and public services. - Schedules	<ul style="list-style-type: none"> Remember the name of some cities in different countries and talk about tourist cities. Talk with your classmates about the services and places that are in your district or neighborhood. 	<ul style="list-style-type: none"> Student's book PPTs Audio
12	3	3	PA	- Proposal of activities and	<ul style="list-style-type: none"> Practice the way of asking and telling time in simple conversations. 	<ul style="list-style-type: none"> Student's

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				appointments - The time - Acknowledgments and apologies	<ul style="list-style-type: none"> Read a text to answer questions with specific information. Order a dialogue and propose to your partner to do an activity together. Look at some pictures and describe each picture indicating how to react in each situation. 	book • PPTs • Audio
13	3	2	PA	UNIT 6: THE DAY MENU Functional contents: Eating habits.	<ul style="list-style-type: none"> Read a text and identify the ways to place orders in a restaurant. Listen to an audio to complete a chart with common expressions to place orders in a restaurant. Create a poster with a special menu and present it in class. 	• Student's book • PPTs • Audio
14	3	3	PA	- How to order food and drinks in a restaurant. - The menu of a meal.	<ul style="list-style-type: none"> Identify the ingredients of some known dishes and describe the preparation process. Create different dialogues according to the context that the teacher offers them. 	• Student's book • PPTs • Audio
15	3	2	PA	MIDTERM EXAMS		
16	3	4	PA	Fieldtrip to San Pedro market	<ul style="list-style-type: none"> Identify Peruvian products and ask about their prices. 	• Notebook
Basic and Complementary References of Mandatory Reading: [1]						
Nº 4: MY HOME AND MY OCCUPATIONS						
Specific Result: 1.1.; 1.2.; 1.3.; 1.4						
17	4	2	PA	UNIT 7: OF THE COUNTRYSIDE AND THE BEACH Functional contents: - Natural areas and vacation places - Plans, desires and intentions - Weather and climate in one place	<ul style="list-style-type: none"> Identify vocabulary to describe national parks and create simple descriptions. Read a text and talk with your classmates about the alternatives offered. Complete short texts with the correct form of the present verb. Look at some sentences and express your travel plans or wishes. Discuss in class about the plans you have on specific dates. 	• Student's book • PPTs • Audio
18	4	3	PA	Giving Opinions UNIT 8: RENTING APARTMENT Functional contents: - Types of homes (types, decoration, furniture, etc)	<ul style="list-style-type: none"> Read a text and talk with your classmates about vacations in other places outside the country. Describe each room in your home with vocabulary learned. Read a comic and respond with detailed information. Make an ad to share housing and show it in class. 	• Student's book • PPTs • Audio
19	4	2	PA	- Standards of Conduct - How to establish rules of coexistence - The colors	<ul style="list-style-type: none"> Read a text and understand the rules of conduct that must be followed in a given situation and then express your agreement or disagreement. Complete descriptions of various places and verify answers with your classmates. Work in pairs and elaborate the design of your home and present it in the classroom. 	• Student's book • PPTs • Audio
20	4	2	PA	UNIT 9: DO YUR WORK OR STUDY? Functional contents: Description of occupations, places, schedules, general tasks and chores.	<ul style="list-style-type: none"> Listen to some descriptions and identify the job or profession mentioned. Read a text to complete specific information exercises. Expresses his opinion in front of diverse contexts presented in the classroom. Makes recommendations for various health situations. 	• Student's book • PPTs • Audio
21	4	2	PA	Spanish TANDEM	<ul style="list-style-type: none"> Interact and talk directly with local students. 	• 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. 	• Notebook
	4	4	AA	Week 4	<ul style="list-style-type: none"> Complete grammar and vocabulary exercises of the unit learned. 	• Workbook
Basic and Complementary References of Mandatory Reading: [1]						



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N°5: MY PAST						
Specific result: 1.1; 1.2.; 1.3.; 1.4						
23	5	2	PA	- Requirements to do a good job. - Show agreement or disagreement.	<ul style="list-style-type: none"> Talk in groups and make a list of the qualities that should be had for some professions. Read a text and complete the written exercises related to the topic. Work in pairs and give their opinion on some forms of work. 	<ul style="list-style-type: none"> Student's book PPTs Audio
24	5	2	PA	- Information on professional knowledge and skills - Comparisons	<ul style="list-style-type: none"> Make a list of questions to do an interview in Spanish. Record the interview process with several classmates and share the video in class. 	<ul style="list-style-type: none"> Student's book PPTs Audio
25	5	3	PA	UNIT 10: MEMORIES Functional contents: Dates and important moments in life.	<ul style="list-style-type: none"> In pairs, talk about objects that bring memories and why. Look at images and read a text to answer in simple written exercises considering the Preterite Undefined time. Understands the use of indefinite past tense and puts it into practice through written exercises. Use the learned grammar structure to talk about an unforgettable trip. In pairs he describes how he likes to travel and how he did in the past. Understands the use of perfect tense and puts it into practice through written exercises. Participate in a game through the answers in a test. 	<ul style="list-style-type: none"> Student's book PPTs Audio
26	5	2	PA	Past experiences and counting trips and other activities	<ul style="list-style-type: none"> Make a list of important events in your life to prepare a biography of your life. Describe a city or country you have visited. Listen to an audio to answer different questions with specific information. 	<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.				
Basic and Complementary References of Compulsory Reading				
Basic References: [1] Cárdenas, F; Hierro, Antonio; Robles, Sara. 2015. METHOD 1. Spanish course (third edition). Spain: Grupo Anaya.				
Complementary References of Compulsory Reading: NOT SHOWN				
Approved by: CUMPA ARRIBASPLATA, NARDA REBEKA			Validated by Curricular Management	