



SPANISH IMMERSION

International Extension Center Cusco, Peru

COURSE SYLLABUS: PRE-INTERMEDIATE SPANISH

SYLLABUS

Course Data				
Code:		Course:	PRE-INTERMEDIATE SPANISH	
Area / Coordinating Program:		CENTER FOR LANGUAGE STUDIES		Modality: Presential
Credits: 4		Hours of Presential Sessions: 64		
Presential Hours				
Total: 64	Total: 64	Practical: 16	Laboratory: 0	Evaluation hours: 0
Course Coordinator				
Email	Email	Contact hours		Location
NCUMPA@USIL.EDU.PE	NCUMPA@USIL.EDU.PE	Monday to Friday from 2-3pm		CLS Edificio E - Campus Miguel Grau
Course Teachers				
Summary				
The Pre-intermediate Spanish course, of theoretical and practical nature, based on the communicative approach, aims to ensure the initial competences corresponding to level A2 and familiarize the student with the DELE exam format according to the standards of the European Community Reference Framework (CEFR).				
Competence detail				
Professional competence		Does not apply		
Level of Professional Competence		Does not apply		
General competencies USIL		Bilingual communication		

Expected Results of the Course		
General results of the course	Number	Specific results of the course
The student communicates with a certain skill, fluency and spontaneity in Spanish orally and in writing, for personal and professional performance.	1.1.	Distinguishes the main ideas from the secondary ones and recognizes the explicit relevant information in long simple texts in Spanish on topics of their academic and professional environment.
	1.2.	Understand, analyze and infer general and specific information of extensive and complex auditory texts in Spanish on various topics.
	1.3	Compare, contrast different situations and discuss to achieve a consensus with fluency and precision on various topics.
	1.4.	Writes texts of medium and coherent extension of diverse formats paraphrasing and using grammatical structures of medium complexity on subjects of his academic and professional environment.

Schedule of Activities						
Ses	Week	(hrs)	Type	Content	Expected Achievement and Learning Activities	Didactic resources
N° 1:						
Specific result: 1.1.; 1.2.; 1.3.; 1.4						
1	1	2	PA	o Introduction to the course. UNIT 1: LIVE IN BABEL • Functional contents: - Habits and learning experiences. - Habits in the past	<ul style="list-style-type: none"> • Exchange opinions about learning habits and experiences. • Talk about habits in the past. • Check the conjugation of verbal forms. • Read texts and explain the meaning of some terms. 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio
2	1	3	PA	<ul style="list-style-type: none"> • Linguistic Biography - Learning strategies 	<ul style="list-style-type: none"> • Read a linguistic biography and answer questions • Analyze information and draw conclusions. • Describe your learning strategies 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio

SPANISH IMMERSION

International Extension Center Cusco, Peru

COURSE SYLLABUS: PRE-INTERMEDIATE SPANISH

					<ul style="list-style-type: none"> • Listen to an audio and identify specific information. • Write your linguistic biography. 	
				SPANISH MOVIE NIGHT		
3	1	2	PA	Introduction to the course UNIT 2: WORK TO LIVE <ul style="list-style-type: none"> • Functional contents: -General generation and work experience -Preferences and wishes 	<ul style="list-style-type: none"> • Ask and answer questions about the world of work. • Read texts about generations and discuss them with a partner. • Identify vocabulary related to work. • Express wishes by correctly conjugating verbs. • Use the present subjunctive. 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio
4	1	2	PA	Percentages -Strategies to remember vocabulary	<ul style="list-style-type: none"> • Identify words referring to the labor market. • Identify the percentages in an audio and complete data in a chart. • Read the survey report and complete the text with keywords. • Prepares a report on his first experience in the workplace. • Read a text with tips for learning and remembering words 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio
5	1	2	PA	Spanish TANDEM		<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]						
N° 2:						
Specific result: 1.1.; 1.2.; 1.3.; 1.4						
6	2	2	PA	UNIT 3: FILM <ul style="list-style-type: none"> • Functional contents: -Curiosities and movie stories. - Situations of the past. 	<ul style="list-style-type: none"> • Read the synopsis of a movie, identify the genre of the movie and explain. • Answer specific questions about a text. • Identifies the use of the past tense, past tense and past tense. • Complete a text by placing the verbs in their correct form. 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio
7	2	3	PA	Personal anecdotes -Strategies to improve fluency in oral expression	<ul style="list-style-type: none"> • Listen to a radio program about curiosities related to the world of cinema. • Identify expressions to start a story. • Identify expressions to keep attention, show surprise and react in a conversation. • Read a text with tips to improve fluency in oral expression. 	<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 • Film to be projected
8	2	2	PA	UNIT 4: CITIES FOR THE FUTURE <ul style="list-style-type: none"> • Functional contents: -Life in the cities -Future situations 	Answer questions about some cities and talk about your ideal city. <ul style="list-style-type: none"> • Listen to an audio and discriminate relevant information. • Identify different ways of expressing the future in short conversations. • Conjugate the future correctly. • Talk about what your life will be like in 5, 10 and 25 years. 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio
9	2	2	PA	The Olympic games Cultural differences	<ul style="list-style-type: none"> • Read short texts about the Olympic games and link them to the corresponding title. • In small groups, create a proposal for the Olympic games and prepare an oral presentation 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio

SPANISH IMMERSION

International Extension Center Cusco, Peru

COURSE SYLLABUS: PRE-INTERMEDIATE SPANISH

					• Reflect on cultural differences	
10	2	2	PA	Spanish TANDEM	Interact and talk directly with local students.	• Notebook
	2	4	AA	Week 2	• Complete grammar and vocabulary exercises of the unit learned.	• Workbook
Basic and Complementary References of Mandatory Reading: [1]						
N° 3.						
Specific result: 1.1.; 1.2.; 1.3.; 1.4						
11	3	2	PA	UNIT 5: SHOULD WE TRAVEL? • Functional contents: -Holidays and travel preferences -Plans, hypotheses and conditions	Talk about your vacation preferences. • Identify connectors to: ask for attention, give an explanation, show agreement and introduce difficulty • Identify the use of the conditional and conjugate the verbs correctly. • Use the conditional to discuss what would change in your city. • Discuss hypothetical situations.	• Student's book • PPTs • Audio
12	3	3	PA	-Formal and informal letters. -Differences between you, you and you in Latin America and Spain	• Write formal and informal letters from a model. • Identify the differences between you, you and you in different parts of America and Spain. • Exercise in listening and text comprehension	• Student's book • PPTs • Audio
				Spanish movie night	Watch a movie and discuss what you have observed with your classmates	• Film to be projected
13	3	2	PA	UNIT 6: DO WE TRAVEL? • Functional contents: -Tips orally and in writing - Describe people and objects - Facts about the future	• Gives and receives advice orally and in writing. • Describe people and objects using the correct vocabulary • Match future events using "when" • Identify the use of direct and indirect complement pronouns.	• Student's book • PPTs • Audio
14	3	3	PA	Spanish TANDEM	Interact and talk directly with local students.	Notebook
15	3	2	PA	MIDTERM EXAM		
16	3	4	PA	• Visit to the Mantay Social Project	Take notes of what you observe and then write a text describing what was done in this project.	• Notebook
Basic and Complementary References of Mandatory Reading: [1]						
N° 4:						
Specific result: 1.1.; 1.2.; 1.3.; 1.4						
17	4	2	PA	UNIT 7: DO YOU FAVOR ME? Functional contents: -Petitions orally and in writing. -The words of another. -Strategies to make requests.	• Develop a test and discuss the results obtained. • Read a comic and answer comprehension questions. • Read and listen to dialogues about requests and then discuss them with a partner. • Report information using the correct tenses. • Prepare answers accepting or rejecting different requests.	• Student's book • PPTs • Audio
18	4	3	PA	UNIT 8: I BELIEVE THAT ... Functional contents: -Reviews on press freedom and other rights. -Reviews, agreement and disagreement.	• Expresses their opinions on the different basic rights of people. • Read a comic about freedom of the press and identify expressions to give opinions, value and express agreement. • Apply expressions to express your opinion about given situations. • Know some cultural aspects of Latin American countries and express their point of view. • Listen to a recording and answer questions.	• Student's book • PPTs • Audio
19	4	2	PA	-The debate. -Forms to participate in a debate in	• Write arguments for and against. • Develop arguments to discuss specific topics.	• Student's book • PPTs

SPANISH IMMERSION

International Extension Center Cusco, Peru

COURSE SYLLABUS: PRE-INTERMEDIATE SPANISH

				Hispanic-American cultures.	<ul style="list-style-type: none"> Discuss your arguments in a group. Read a text and answer comprehension questions. 	<ul style="list-style-type: none"> Audio
20	4	2	PA	UNIT 9: CAN YOU EXPLAIN HOW IT IS DONE? <ul style="list-style-type: none"> Functional contents: <ul style="list-style-type: none"> -Written and oral instructions - Purpose and possession - Objects and their operation 	<ul style="list-style-type: none"> Read a job offer and answer questions with a partner. Identify verbal forms in sentences to give instructions. In pairs, give and receive instructions on a given topic. Describe the use of some objects. Identify the parts of an object. Complete a text with specific verbs. Compose an email with instructions. 	<ul style="list-style-type: none"> Student's book PPTs Audio
21	4	2	PA	Spanish TANDEM	Interact and talk directly with local students.	<ul style="list-style-type: none"> Notebook
22	4	2	PA	Visit to the Inca Museum	Observe and describe in writing the visit made.	<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						
Specific result: 1.1; 1.2.; 1.3.; 1.4						
23	5	2	PA	UNIT 10: DON'T TELL ME TALES <ul style="list-style-type: none"> Functional contents: <ul style="list-style-type: none"> - The tales - People and places in the past 	<ul style="list-style-type: none"> Identify popular stories and make a list of words related to the story. Practice silent reading and answer comprehension questions. Read a story and identify past verbs. Write a short story from images given. 	<ul style="list-style-type: none"> Student's book PPTs Audio
24	5	2	PA	<ul style="list-style-type: none"> Comparison - Storytelling 	<ul style="list-style-type: none"> Use the past perfect tense to make sentences Match characters with their characteristics Write a story and tell it in class.. Exercises in listening comprehension. Identify lexicalized imperatives and classify them according to their function. Use this new resource in a conversation and represent it in the classroom. 	<ul style="list-style-type: none"> Student's book PPTs Audio
25	5	3	PA	UNIT 11: PEOPLE WITH CHARACTER <ul style="list-style-type: none"> Functional contents: <ul style="list-style-type: none"> -Character of the people. -Social relationships. -Offer and apologize -Cultural aspects 	<ul style="list-style-type: none"> Read a conversation and answer comprehension questions orally. Match words with their definitions. Identify qualifying adjectives for famous people. In pairs, describe a co-worker or studies. Match expressions with their meaning. Describe a situation in which you had to apologize. Write a presentation of a character. 	<ul style="list-style-type: none"> Student's book PPTs Audio
26	5	3	PA	UNIT 12: PARTY! <ul style="list-style-type: none"> Functional contents: <ul style="list-style-type: none"> -Wishes -Proposals - Permissions 	<ul style="list-style-type: none"> Read texts and relate them to images. Describe the funniest party you've been to. Read a comic and organize the expressions to invite, accept or reject a proposal or invitation in a box Identifies the imperfect subjunctive and uses it to write sentences. Identify different types of invitations. Write a note to confirm your attendance at an event. 	<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.						



SPANISH IMMERSION
International Extension Center Cusco, Peru
COURSE SYLLABUS: PRE-INTERMEDIATE SPANISH

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 absences is not accepted.
Basic and Complementary References of Mandatory Reading
Basic References: [1] Cárdenas, F; Hierro, Antonio; Robles, Sara. 2015. METHOD 4. Spanish course (third edition). Spain: Grupo Anaya. Complementary References of Compulsory Reading: NOT SHOWN

Approved by:	Validated by
CUMPA ARRIBASPLATA, NARDA REBEKA	Curricular Management
Date	Date