

Spanish 002 Syllabus Spring 2009

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Office Hours: Mondays (11-12); Tuesdays and Thursdays (1-2); Or by Appointment.

Sections: 12 and 15.

- Class grading scale, assessment categories and percentages can be found in the class policies. It is your responsibility to read and understand the policies. They can be found at: <http://sip.la.psu.edu/blp/index.html>
- The pages indicated in this syllabus correspond to the text *Mosaicos*.
- While the topics for each day will remain the same, your instructor may change the particular activities used, or create other activities to supplement the material in the text.
- Regardless of the reason for your absence, if you cannot attend class, remember that *you* will be responsible for contacting other classmates (not your instructor) to obtain any missed information.
- Online activities (ANGEL) will normally be due on **Thursdays at 4PM**, and there will be no extensions. If the due date is different, it will be noted in the syllabus. **Note: Technical problems are not an excuse for not completing online assignments. Plan accordingly.** If you have any questions about the *content* of the activities, please e-mail your instructor. If you do not receive a response from your instructor within 48 hours (M-F) or 72 hrs. (Weekends), e-mail the supervisor of SPAN 2 at szg127@psu.edu. If you experience *technical difficulties* with ANGEL, please fill out the form at http://sip.la.psu.edu/angel_tech/helpform.htm
- Writing assignments (*escrituras*) are due at the beginning of the class on Day 2 unless indicated otherwise in the syllabus. (See syllabus for topics and length.) *Escrituras* must be typed, double-spaced, and printed with Times New Roman 12 point font, 1" margins, and legible. If an assignment is not typed, there will be a .5 point deduction in the *escrituras* grade. See policies for more information on *escrituras*. The *escrituras* will be returned to you corrected and graded one week after they are turned in. If you experience delays in receiving corrected homework, please contact the assistant to the director, Becky Cross, at rlc21@psu.edu
- **University Important Dates:** For the dates of Drop-Add, Final Exam Conflict filing period, Late Drop and Withdrawal, see the university's academic calendar at: http://registrar.psu.edu/academic_calendar/spring09.cfm
- **The Final Exam takes place during finals week. Do not make travel plans before the date of the final exam is announced by the registrar's office. The Final Exam takes place during finals week. Do not make travel plans before the date of the final exam is announced officially by the registrar's office. A plane ticket purchased by you or by anyone else for you will not be considered a reason for not taking the final exam at the officially scheduled time.**
- **Spanish 2 Important Dates**
 - Diagnostic Exam
 - January 14, Wednesday Place: 362 Willard , 7-9pm
 - January 20, Tuesday Place: 362 Willard, 7-9pm
 - ANGEL Training
 - January 15, Thursday: 6-6:30pm, 6:30-7pm, 7-7:30pm, 7:30-8pm
Place: 062 Willard
 - January 21, Wednesday: 6-6:30pm, 6:30-7pm, 7-7:30pm, 7:30-8pm
Place: 062 Willard
 - January 26, Monday: 6-6:30pm, 6:30-7pm, 7-7:30pm, 7:30-8pm
Place: 062 Willard
 - January 12 - January 15: Drop/Add period
 - February 16 - March 8: Final exam conflict filing period
 - April 10: Late drop deadline
 - May 1: Last day for withdrawal from university
- Note: The first week and a half of the semester is dedicated to review. The "Grammar Review" section of the student text contains pages from the Spanish 1 text with grammar information on them. The section does not have all of the pages listed in the syllabus (i.e. those without grammar

explanations and with activities for use in the class; your instructor will provide the activities in class). The complete text for Spanish 2 begins with Chapter 6.

<p>Semana 1: del 12 al 16 de enero. No homework due this week. <i>In order to unlock the first two homework folders (0.1 and 1.1) you MUST FIRST COMPLETE the "Diagnostic Questionnaire" and then the "ANGEL: Quiz over policies and syllabus" (in that order).</i></p>	
DÍA 1	<p>Introducción al curso (5 min.) Goal: To meet your classmates and share basic information. Introductions (Ice breaker Activity)</p> <ul style="list-style-type: none"> Repaso de los verbos regulares del presente de indicativo (<i>Mosaicos</i> -ar verbs: p. 35, p. 36, -er, -ir verbs: p. 45, 102)
DÍA 2	<ul style="list-style-type: none"> Repaso de los verbos ser y estar (<i>Mosaicos</i> pp. 41, 71, 72) Repaso del futuro perifrástico <i>ir a</i> + infinitive (<i>Mosaicos</i> p. 105)
<p>Semana 2: del 19 al 23 de enero <i>ANGEL Homework 5.4 (Repaso) and 6.1 due on Thursday, January 29.</i></p>	
DÍA 1	<p>No classes on Monday, January 19. MW classes will have to review this information on their own. Your instructor may review it briefly on Day 2 if possible.</p> <ul style="list-style-type: none"> Repaso de los verbos reflexivos (<i>Mosaicos</i> p. 142) Repaso de los verbos saber vs. conocer (<i>Mosaicos</i> p. 176) <p>Review on your own: hacer, poner, salir, traer y oír. (<i>Mosaicos</i> p. 137-38)</p>
DÍA 2	<ul style="list-style-type: none"> Noun-adjective agreement (grammar): p. 69 (presentación), p. 70: 2-10 (Convert to written input), Oral Input Activity: your instructor reads aloud sentences describing students in the class (e.g., "es alta"), and you guess the student. You will have to pay attention to the meaning of the adjective as well as the ending of the adjective (e.g., if John and Monica are tall, you will choose Monica because the adjective is feminine singular), 2-11 (written output), Situaciones (oral output) (Note to instructors: students don't have the pages for activities 2-10, 2-11). <p>LECCIÓN 6. Goal: Talking about clothing and shopping, asking for and telling prices, expressing measurements, talking about past events, expressing likes and dislikes, expressing satisfaction and dissatisfaction, expressing opinions. Introduction to 6.1: (5 mins.)</p> <ul style="list-style-type: none"> <u>Preterite Tense of Regular Verbs (grammar):</u> p. 203
<p>Semana 3: del 26 al 30 de enero <i>ANGEL Homework 5.4 (Repaso) and 6.1 due on Thursday.</i> Escritura 1 based on 5.4 content due on Day 2 of this week: Describe what you are going to do this coming weekend. Use the <i>ir a</i> + <i>infinitivo</i> with reflexive and non-reflexive verbs to describe your future plans. (75 words typed).</p>	
DÍA 1	<p>DÍA CULTURAL (15 mins.)</p> <ul style="list-style-type: none"> <u>Direct object pronouns (grammar):</u> pp. 170-171 (presentación), p. 171: 5-13 (convert to written input), p. 172: 5-14 (convert to oral input), p. 172: 5-15 (written output instead of oral), p. 172: 5-16 (Note to instructors: students do not have the pages for activities 5-14, 5-15 and 5-16).

DÍA 2	<ul style="list-style-type: none"> ▪ Review of ANGEL 5.4 (5 mins.) ▪ <u>Oral output 5.4</u>: Activity A: Make a list of your daily routine activities including regular verbs, irregular (hacer, poner, salir, traer and oír) verbs, and reflexive verbs, and when (day and time) you do it. Then interview your partner to know what activities s/he does and when s/he does them. Activity B: look for 3 people in your class that do the same thing as you and at the same time. <p>Introduction to 6.2 (5 mins.)</p> <ul style="list-style-type: none"> ▪ <u>Grammar</u>: pp. 206-207 pronombres de objeto indirecto ▪ <u>Grammar</u>: pp. 210-211 GUSTAR y los verbos similares
<p>Semana 4: del 2 al 6 de febrero ANGEL Homework 6.2 due on Thursday. <i>Escritura 2 based on 6.1 on Day 2 of this week.</i> Write about what your daily routine is on a Saturday. What do you do in the morning, in the afternoon? What do you do at night? What do you do to get ready? (use some reflexive verbs) (75 words typed)</p>	
DÍA 1	<p>6.1 pretérito de verbos regulares (grammar p. 203): .</p> <ul style="list-style-type: none"> ▪ Review of ANGEL 6.1 (5 mins.) ▪ <u>Written input 6.1</u>: p. 204: 6-7. ▪ <u>Oral input 6.1</u>: your instructor reads aloud a list of activities that he/she did last weekend alone and with friends. Example: “Fui al cine.” Students decide if the statement is true or false (A. Cierto B. Falso), and whether the instructor was alone or with friends (A. El profesor solo B. El profesor y sus amigos). ▪ <u>Oral output 6.1</u>: your instructor gives you a list of activities that you could have done this past week. Tell your partner whether you did each activity, and if you did not, correct it and tell your partner what you actually did. (For instance, “estudié para un examen”). ▪ <u>Oral output 6.1</u>: Each student must describe to the class one thing that he/she did the week before. However, no verb may be used more than once.
DÍA 2	<p>6.1 la ropa (vocabulary pp. 196, 197), de compras (vocabulary pp. 198, 199), telas y diseños (vocabulary p. 200)</p> <ul style="list-style-type: none"> ▪ Review of ANGEL 6.1 (5 mins.) ▪ <u>Oral input 6.1</u>: p. 202: A escuchar, p. 214: A escuchar A, p. 215: C ▪ <u>Oral output 6.1</u>: activity A: What clothes do you need to buy? What clothes would like to buy even though you don’t need them? Activity B: Describe what the typical PSU student wears during each of the four seasons. Are you and your partner typical? <p>LECCIÓN 7. Goals: Expressing and describing physical activities, asking and answering questions about weather conditions, expressing more measurements, talking about past events, expressing how long ago events and states occurred.</p> <p>Introduction to 7.1 (5 min.):</p> <ul style="list-style-type: none"> ▪ <u>Grammar</u>: p. 238 pretérito de verbos -er, -ir que cambian de vocal ▪ <u>Vocabulary</u>: p. 228-229 deportes; p. 231 tiempo y estaciones

Semana 5: del 9 al 13 de febrero

ANGEL Homework 7.1 due on Thursday.

*In-class **Escritura 3** based on 6.2 content due on Day 2 of this week. Your instructor will provide the topic in class.*

DÍA 1	<p>6.2 pretérito de los verbos SER, IR, TENER, ESTAR (grammar pp. 204, 245)</p> <ul style="list-style-type: none"> ▪ Review of ANGEL 6.2 (5 mins.) ▪ <u>Oral input 6.2:</u> your instructor reads some sentences and you have to decide (a) who did the action (i.e., what subject pronoun: yo, tú, él/ella/usted, nosotros, ellos/ellas) based on the ending of the verb, and (b) whether the subject of the action is typically a student, an instructor, or both. Example: your instructor says “tuvo problemas con escribir el examen,” and you choose (a) él/ella/usted, (b) estudiante/instructor/ambos ▪ <u>Oral output 6.2:</u> activity A: your instructor shows a series of pictures on the screen (through a PowerPoint or an overhead projector) and you invent a story to weave the pictures together. Activity B: introduce yourself to someone in the class. Find out what they did last weekend. Where did they go? What did they do? Write a short summary of your partner’s responses to report to the class.
DÍA 2	<p>6.2 verbo DAR (grammar p. 207), objeto indirecto (grammar pp. 206, 207), GUSTAR y verbos similares (grammar pp. 210, 211)</p> <ul style="list-style-type: none"> ▪ Review of ANGEL 6.2 (5 mins.) ▪ <u>Oral input 6.2:</u> your instructor reads aloud five short descriptions of situations where a person gave something to someone else. Write down (a) who gave the gift, (b) who received the gift, and (c) whether the person liked the gift or not. ▪ <u>Oral output 6.2:</u> think of three things you have given to friends or family recently. Why did you give them those things? Did you like what you gave them? Was it a birthday present or just a daily gift (like buying someone lunch)? Was the gift interesting to the person to whom you gave it? p. 209: 6-14 <p>Introduction to 7.2 (5 mins.)</p> <ul style="list-style-type: none"> ▪ <u>Grammar:</u> pp. 240-241 pronombres y verbos reflexivos; p. 243 pronombres después de preposiciones; pp. 244-245 pretérito irregular <p>Escritura 3 in class (65 words).</p>

Semana 6: del 16 al 20 de febrero

ANGEL Homework 7.2 due on Thursday.

***Escritura 4** based on 7.1 content due on Day 2 of this week: What did you do for New Year’s Eve last year? What did your friends and family do? What did you eat and drink? How did you get ready for the day? What was the weather like? What did you like about the night? What did you not like? (75 words typed).*

DÍA 1	<p>7.1 pretérito de verbos –er, -ir que cambian de vocal (grammar p. 238), deportes (vocabulary pp. 228, 229), tiempo y estaciones (vocabulary p. 231)</p> <ul style="list-style-type: none"> ▪ Review of ANGEL 7.1 (5 mins.) ▪ <u>Oral input 7.1:</u> p. 230: 7-2 (convert to oral input), p. 239: 7-12 (convert to oral input), p. 232: 7-5 (Instructor reads aloud seven descriptions of weather and students match the description with each picture.) OR p. 237: A escuchar OR p. 248: A Escuchar ▪ <u>Oral output 7.1:</u> p. 239: 7-13 (Some questions to add to the activity are: ¿Dónde dormiste el domingo por la noche? ¿En tu dormitorio? ¿Dónde preferiste comer el domingo por la noche? ¿Leíste algo? ¿Oíste mucho ruido en las residencias universitarias?) Write down the answers that you hear from your partner and report their answers to the class. p. 240: Situaciones, p. 250: 7-28
DÍA 2	<p>REVIEW FOR EXAM 1</p> <p>Introduction to LECCIÓN 8. (5 mins.)</p> <p>Goals: Talking about holiday activities, expressing ongoing actions in the past, extending, accepting, and declining invitations, expressing intent, making comparisons.</p> <p>Introduction to 8.1 (5 mins.):</p> <p><u>Vocabulary:</u> pp. 262-263 fiestas y tradiciones; pp. 264 días y fechas importantes; pp. 266-267 otras celebraciones</p>
<p>Semana 7: del 23 al 27 de febrero</p> <p><i>ANGEL Homework 8.1 due on Thursday. No escritura due this week.</i></p>	
DÍA 1	<p>EXAM 1: 5.4, 6.1, 6.2, 7.1</p>
DÍA 2	<ul style="list-style-type: none"> ▪ 7.2 pronombres y verbos reflexivos (grammar pp. 240, 241): ▪ Review of ANGEL 7.2 (5 mins.) ▪ <u>Oral input 7.2:</u> p. 241: your instructor reads four short descriptions of possible daily routines. Mark (a) whether each description is logical or illogical, and (b) whether each verb is reflexive or not. ▪ <u>Oral output 7.2:</u> p. 241: 7-15 ▪ <u>Oral output 7.2:</u> Activity: create an alternative story for the pictures on p. 246: 7-22. Use some of the irregular preterit verbs (pp. 244, 245) in your story. <p>Introduction to 8.1 (5 mins.)</p> <p><u>Vocabulary:</u> fiestas y tradiciones (pp. 262, 263), días y fechas importantes (p. 264), otras celebraciones (pp. 266, 267):</p>
<p>Semana 8: 2 al 6 de marzo</p> <p><i>ANGEL Homework 8.2 due on Thursday.</i></p> <p><i>In-class Escritura 5 based on 8.2 on Day 2 of this week. Your instructor will provide the topic in class.</i></p>	

DÍA 1	<ul style="list-style-type: none"> ▪ 8.1 fiestas y tradiciones (vocabulary pp. 262, 263), días y fechas importantes (vocabulary p. 264), otras celebraciones (vocabulary pp. 266, 267): ▪ Review of ANGEL 8.1 (5 mins.) ▪ <u>Oral input 8.1:</u> p. 265: 8-1 (convert to oral input), p. 282: A escuchar (C), your instructor reads aloud 10 sentences describing other celebrations. Your goal is to decide if you or a family member has celebrated this event or not (a) sí or (b) no. Ex: If the instructor describes “jubilación,” students responding sí should designate a parent or a grandparent. ▪ <u>Oral output 8.1:</u> Think of a holiday you used to celebrate at home, but now celebrate here at school. Tell your partner about the differences. <p>Introduction to 8.2 (5 mins.) Grammar: pp. 269-271 imperfecto; pp. 273-274 pretérito e imperfecto I</p>
DÍA 2	<p>8.2 Review of ANGEL</p> <p>8.2.1 Preterit and Imperfect I (grammar): pp. 273-74 (presentación)</p> <ul style="list-style-type: none"> ▪ <u>Oral input 8.2:</u> you will hear sentences about your instructor’s life as a child, including how he/she celebrated certain holidays. Some sentences will describe things he/she did on a regular basis. Others will describe things that he/she did on a particular occasion. In addition, some will be false. Your goal is to decide: (1) whether you think the statement is (A) Cierto or (B) Falso, and (2) how often the activity was performed based on the verb form used: (A) a menudo (often), imperfecto; (B) una vez (once), pretérito; or (C) descripción, imperfecto ▪ <u>Oral output 8.2:</u> Activity: get together with other students who wrote about the same holiday (e.g., a spring break group) and compare what you wrote. <p>Escritura 5 in class (65 words).</p>
Del 9 al 13 de marzo. Vacaciones de primavera: No hay clases.	
<p>Semana 9: del 16 al 20 de marzo ANGEL Homework 8.3 due on Thursday. Escritura 6 based on 8.2 content due on Day 2 of this week: What did you used to do on weekends when you were a child? Use the imperfect to describe where you used to go, what you used to eat, and what you used to wear. (75 words typed).</p>	
DÍA 1:	<p>8.2 imperfecto (grammar pp. 269-271):</p> <ul style="list-style-type: none"> ▪ Review of ANGEL 8.2 (5 mins.) ▪ <u>Oral input 8.2:</u> your instructor reads aloud ten sentences describing how he/she used to spend the summer as a child. Students will decide (1) whether the instructor did the action alone (el profesor solo) or not (el profesor con otras personas), and (2) whether you did the same thing (lo mismo) or not (algo diferente). ▪ <u>Oral output 8.2:</u> p. 272: 8-11, 8-13.

DÍA 2:	<p>8.2 pretérito e imperfecto I (grammar pp. 273, 274)</p> <ul style="list-style-type: none"> ▪ Review of ANGEL 8.2 (5 mins.) ▪ <u>Oral input 8.2:</u> your instructor reads aloud ten sentences describing what he/she did last weekend. Your task is to decide whether each activity is a description or an action, who did the activity and whether the activity is true. Example: You hear: 1. <i>Fuimos a Beaver Stadium</i>. You write: action, nosotros, true. 2. <i>Llevaba sandalias</i>. You write: description, yo, false. ▪ <u>Oral output 8.2:</u> p. 275: 8-18. Oral activity: Students will ask at least five classmates what their favorite holiday or celebration is and why. <p>LECCIÓN 9.</p> <p>Goals: Talking about the workplace and professions, discussing job skills and abilities, giving formal orders and instructions, expressing intention, avoiding repetition.</p> <p>Introduction to 9.1 (5 mins.):</p> <ul style="list-style-type: none"> ▪ <u>Grammar:</u> p. 304 construcciones con “se”; p. 307 repaso del pretérito e imperfecto ▪ <u>Vocabulary:</u> pp. 296-299 profesiones, oficios y ocupaciones; p. 301 la entrevista
<p>Semana 10: del 23 al 27 de marzo</p> <p>ANGEL Homework 9.1 due on Thursday.</p> <p><i>Escritura 7 based on 8.3 content due on Day 2 of this week:</i> Talk about what you and your family did one vacation when you were a child. Use the imperfect to describe the place and the weather. Also say where you went while there and what you saw, using the preterit. Use at least 5 of the irregular verbs in the preterit from pp. 244 and 245. (75 words typed).</p>	
DÍA 1	<p>8.3 pretérito e imperfecto II (grammar pp.273, 274):</p> <ul style="list-style-type: none"> ▪ Review of ANGEL 8.3 (5 mins.) ▪ <u>Oral input 8.3:</u> using preterit and imperfect, your instructor will tell a story about the last time he/she went on a trip. You will answer multiple-choice questions about the story, choosing between preterit and imperfect forms of the verb (La profesora fue/iba a México.), and decide if the information is true or false. ▪ <u>Oral output 8.3:</u> Activity A: Now tell a partner about the last trip you took. <p>8.3 comparativos y superlativos (grammar pp. 276, 277, 278, 280)</p> <ul style="list-style-type: none"> ▪ <u>Oral input 8.3:</u> your instructor compares various aspects of State College businesses and then gives his or her final opinion on which is best. You will listen carefully to see what your instructor thinks is the best restaurant, coffee shop, ice cream shop, clothing store, etc. Do you agree? (sí/no) ▪ <u>Oral output 8.3:</u> p. 278: 8-20
DÍA 2	<p>Your instructor will create another brief activity with comparativos y superlativos if s/he thinks it is necessary.</p> <p>REVIEW FOR EXAM 2.</p> <p>Introduction to 9.2 (5 mins.)</p> <ul style="list-style-type: none"> ▪ <u>Grammar:</u> pp. 309-310 pronombres directos e indirectos; pp. 312-313 mandatos formales ▪ <u>Vocabulary:</u> pp. 330-331 el supermercado; p. 333 la mesa

Semana 11: del 30 de marzo al 3 de abril

ANGEL Homework 9.2 due on Thursday. No escritura due this week.

DÍA 1	EXAM 2: 7.2, 8.1, 8.2, 8.3
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DÍA 2	<p>9.1 construcciones con SE (grammar p. 304), profesiones, oficios y ocupaciones (vocabulary pp. 296, 297, 298, 299):</p> <ul style="list-style-type: none"> ▪ Review of ANGEL 9.1 (5 mins.) ▪ <u>Oral input 9.1:</u> p. 316: A escuchar (A y B) ▪ <u>Oral output 9.1:</u> activity: thinking of the vocabulary for profesiones/oficios, mention 3 activities a person doing one of these jobs does, using SE. Your classmate will guess what job you are describing, ie, se corta pelo, se habla con los clientes, se barre el suelo=peluquera/o, activity: mention 3 things one does for a job interview, ie., se viste bien, se habla con el jefe, se prepara el currículum <p>9.1. We won't cover repaso del pretérito e imperfecto (grammar p. 307) or la entrevista (vocabulario p. 301) in class but this is covered in ANGEL and will be part of the final exam.</p> <p>LECCIÓN 10. (5 mins.) Goals: Discussing food, shopping and planning menus, expressing wishes and hope, making requests and expressing opinions, granting and denying permission, expressing doubt, giving advice. Introduction to 10.1 (5 mins.)</p> <ul style="list-style-type: none"> ▪ <u>Grammar:</u> pp. 337-338 presente de subjuntivo; pp. 339-340 el subjuntivo para expresar deseo ▪ <u>Vocabulary:</u> p. 334 de compras
<p>Semana 12: del 6 al 10 de abril ANGEL Homework 10.1 due on Thursday. No escritura due this week.</p>	
DÍA 1	<p>9.2 pronombres directos e indirectos (grammar pp. 309, 310), mandatos formales (grammar pp. 312, 313), el supermercado (vocabulary pp. 330, 331), la mesa (vocabulary p. 333):</p> <ul style="list-style-type: none"> ▪ Review of ANGEL 9.2 (5 mins.) ▪ <u>Oral input 9.2:</u> p. 313: 9-20 (convert to oral input), p. 347: A escuchar, A ▪ <u>Oral output 9.2:</u> Someone wants to open a new company in State College and buy a plot of land. With a partner, talk about the people that you need to hire, and what are the instructions you are going to give them. Example: “Al arquitecto: Diseña los planos”, p. 311: Situaciones
DÍA 2	<p>DÍA CULTURAL Oral Exams (presentación): Instructor explains oral exam process. Students choose partners and sign up for a time. Introduction to 10.2 (5 mins.) <u>Grammar:</u> p. 343 el subjuntivo para expresar dudas.</p>

Semana 13: del 13 al 17 de abril

ANGEL Homework 10.2 is due on Thursday.

In-class **Escritura 8** based on 10.1 on Day 2 of this week. Your instructor will provide the topic in class.

DÍA 1	<p>10.1 presente de subjuntivo (grammar pp. 337-38), el subjuntivo para expresar deseo (grammar pp. 339-40), ir de compras (vocabulary p. 334):</p> <ul style="list-style-type: none"> ▪ Review of ANGEL 10.1 (5 mins.) ▪ <u>Oral input 10.1:</u> p. 338: 10-9 Students decide if the statement is logical. ▪ <u>Oral output 10.1:</u> Someone wants to open a new restaurant in State College. With a partner, talk about the advice you would give this person so that his new restaurant will be successful (think about the type of food, the prices, the location, etc.). Example: “Aconsejamos que el restaurante sirva tapas.”
DÍA 2	<p>10.1 el subjuntivo para expresar deseo (grammar pp. 339-40), ir de compras (vocabulary p. 334):</p> <ul style="list-style-type: none"> ▪ Review of ANGEL 10.1 (5 mins.) ▪ <u>Oral output 10.1:</u> Activity A: The class is going to have a party to celebrate the end of the semester. Paso 1: Divide the class in groups. Each group has to organize a different part of the party (food and drinks, place to celebrate it and decorations, buying and picking up of people and things, cleaning...). ¿Qué quieren/esperan/necesitan que haga cada persona del grupo? Paso 2: Tell your mates what your group will be bringing/doing. Classmates should make additional suggestions, ie. Espero que ustedes traigan refrescos. <p>Escritura 8 in class (65 words).</p>
<p>Semana 14: del 20 al 24 de abril <i>No homework due this week.</i></p>	
DÍA 1	<p>10.2 el subjuntivo para expresar dudas (grammar p. 343):</p> <ul style="list-style-type: none"> ▪ Review of ANGEL 10.2 (5 mins.) ▪ <u>Oral input 10.2:</u> activity A: your instructor reads a set of sentences (with subjunctive expressions) and you choose whether the activity is healthy or not and who should do the action (subject). Por ejemplo, “Es mejor que comamos papas fritas que fruta.” You write “Healthy” “nosotros”. ▪ <u>Oral output 10.2:</u> p. 344: 10-18. <p>Class Evaluations (SRTEs) (10 minutes)</p>
DÍA 2	ORAL EXAMS I.
<p>Semana 15: del 27 de abril al 1 de mayo <i>No homework due this week.</i></p>	
DÍA 1	ORAL EXAMS II.
DÍA 2	<p>REVIEW FOR THE FINAL EXAM II FINAL EXAM I (listening and composition)</p>

DO NOT MAKE ANY TRAVEL PLANS UNTIL THE REGISTRAR'S OFFICE MAKES PUBLIC THE DATE OF THE FINAL EXAM