

# Spanish 002 Syllabus - Fall 2015

*BORJA GUTIÉRREZ*

FACULTY LECTURER IN SPANISH

ADMINISTRATIVE SUPERVISOR OF SPANISH 2 AND 3

SPANISH 2 SECTIONS TAUGHT: 2, 4, 9, 18, 19, 29, AND 32

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OFFICE HOURS: MW 4:00-5:00 P.M., T 3:00-5:00 P.M., OR BY APPOINTMENT (MADE VIA EMAIL).

- Class grading scale, assessment categories and percentages can be found in the Spanish 2 policies document. It is your responsibility to read and understand the course policies that can be found on the SBLP website: <http://sip.la.psu.edu/blp/courses/syllabi-and-policies>.
- Each section of SPAN 002 will cover the same topics on the dates listed on this syllabus; individual activities may vary. The pages indicated correspond to the *Mosaicos* textbook. If you cannot attend a class, regardless of the reason for your absence, **you** will be responsible for contacting other classmates to obtain any missed information. If you need further clarification, schedule an appointment with me to answer any specific questions you may have.
- Online assignments will normally be completed on MySpanishLab and are due on **Sundays at 11:59 p.m.**, unless indicated otherwise in this document. **Technical problems are not an excuse for not completing these assignments.** Plan accordingly. If you have any questions about the content of the assignments, please email me. If you experience **technical difficulties** with MySpanishLab or ANGEL please fill out the help form at <http://sip.la.psu.edu/blp/tech-support/helpform>.
- There will be three writing assignments (*escrituras*). They must be a minimum of 75 words long. Each *escritura* will have a first version and a final version. **The first versions** will be written in class on the dates indicated in this document. When writing in-class *escrituras*, you will not be allowed to use any electronic devices, but you can use your textbook, notes and a traditional (paper) dictionary. You may not copy sentences from your textbook or elsewhere. All versions of your *escrituras* must be produced by you. They may NOT be written, corrected, or edited by someone other than you. Doing so will be considered plagiarism and you will receive a 0 (zero) grade on the assignment (first and final versions) and it will be reported to the College of Liberal Arts. **The final version** is a rewrite of the first version, following my editorial comments. They are due at the beginning of class on the days specified in this document. They must be typed with Arial 12 font, double-spaced, 1" margins and printed out. If the final version is not typed, there will be a 0.5-point deduction in the assignment grade. See the policies for more information on *escrituras*. Each version of the *escrituras* will be returned to you corrected and graded one week after you turn it in.
- There will be four **closed-book exams** in this course. **Exams 1, 2, and 3** will take place at the Testing Center (<http://www.testing.psu.edu>) on the dates specified below. The Testing Center will email you instructions regarding how to sign up for a time slot. These exams will include five sections: listening comprehension, grammar, vocabulary, reading comprehension, and a 65-word essay. You will have 90 minutes to complete these exams. **You must take your Penn State ID and your own earphones.** The Testing Center will provide you with a piece of bar-coded paper to use during the exam. You must SCAN and RETURN the entire sheet of paper before leaving the Testing Center. **Failure to do so will result in an "F" for your final course grade.**

**Exam 1:** In week 6, Tuesday, September 29<sup>th</sup> through Friday, October 2<sup>nd</sup>

**Exam 2:** In week 10, Tuesday, October 27<sup>th</sup> through Friday, October 30<sup>th</sup>

**Exam 3:** In week 14, Tuesday, December 1<sup>st</sup> through Friday, December 4<sup>th</sup>

The fourth exam is the **Oral Exam**, and will take place in your classroom in week 15. See the policies for more information regarding this exam.

• **University Important Dates:** For the deadlines for Drop, Add, Late Drop, and Withdrawal, see the university's academic calendar: [http://registrar.psu.edu/academic\\_calendar/calendar\\_index.cfm](http://registrar.psu.edu/academic_calendar/calendar_index.cfm)

• **Spanish 2 Important Dates:**

Diagnostic Exam (optional for students who wish to see if they can move up a level)

Testing Center: 104 Pollock Building, 8 AM – 4 PM

Wednesday, August 26<sup>th</sup> and Tuesday, September 1<sup>st</sup>

Drop deadline: Wednesday, September 2<sup>nd</sup>

Add deadline: Thursday, September 3<sup>rd</sup> at 8:00 a.m.

Late-drop deadline: Friday, November 13<sup>th</sup>

Withdrawal deadline: Friday, December 11<sup>th</sup>

**Note:** The first three weeks of the semester are dedicated to review grammar from Spanish 1. The complete text for Spanish 2 begins with Chapter 5.

**Semana 1: Del 24 de agosto al 30 de agosto**

**Online Assignments Span 1 Review (4.3)** open August 24<sup>th</sup>; due by September 13<sup>th</sup> (3 weeks).

These first assignments must be completed in ANGEL, but they are locked. You will not be able to access them until you have done the following, in this order:

1. Fill out the Diagnostic Questionnaire.
2. Score 100% on the quiz about the course policies and syllabus.
3. Read and sign the Academic Integrity Form.

Once you have completed the above activities, the system will unlock your 4.3 online assignments.

**Online Assignments Span 1 Review (4.3)**

4.3.1 Present tense of regular verbs

4.3.2 Present tense of stem-changing verbs and *hacer, traer, poner, salir y oír*

4.3.3 Noun-Adjective agreement

4.3.4 Reflexive verbs and pronouns

4.3.5 *Saber vs Conocer*

4.3.6 *Ir + a + infinitive*

**In-Class Mon 8/24**

**Introducción al curso**

**4.3.1 Present tense of regular verbs** (pp. R5-R8)

**Written & Oral Output:** *A conocernos.* Students introduce themselves to a partner and ask questions to get to know them. They then present their partners to another classmate.

**Oral Output:** *Mis actividades.* In pairs, students talk about things they normally do. They then present what they have in common to the class.

**In-Class Wed 8/26**

**4.3.2 Present tense of stem-changing verbs and *hacer, traer, poner, salir y oír*** (pp. R32-33 and R24-26)

**Oral Input:** *Tareas diarias.* I will read sentences with *hacer, poner, salir, traer, oír* and some stem-changing verbs. Students need to (1) identify the subject (*yo, tú, etc*) and (2) decide whether the sentence is logical or not. Ex: *Salgo para la clase a las 10:00 de la noche (yo, ilógico).*

**Written & Oral Output:** *Una historia.* In small groups, students create a story with the following words: *hacer, poner, salir, traer, oír, almorzar, pedir, tener, poder, preferir, Nittany Lions, yo, pizza, SPAN 2, Creamery.*

**Oral Output:** *La entrevista.* In pairs, students interview a classmate to find out his/her daily

	activities, using verbs: <i>hacer, poner, salir, traer</i> and <i>oír</i> and stem-changing verbs.
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<b>Semana 2: Del 31 de agosto al 6 de septiembre</b> Online Assignments Span 1 Review 4.3 (see <i>Semana 1</i> above) due by September 13 <sup>th</sup> .	
<b>In-Class Mon 8/31</b>	<b>In-Class Wed 9/02</b>
<p><b>4.3.4 Reflexive verbs and pronouns</b> (pp. R37-39)</p> <p><b>Oral Input:</b> <i>¿Mi rutina?</i> Students listen to sentences about a daily routine and decide if they are logical and if the verb is a reflexive.</p> <p><b>Written &amp; Oral Output:</b> <i>La rutina en los fines de semana.</i> Students will first write about their weekend routine and then discuss it with a partner. Students should get ready to share with the class what they have in common.</p> <p><b>4.3.3 Noun-Adjective agreement</b> (pp. R9-10 &amp; R14-15.)</p> <p><b>Oral Input:</b> <i>¿Quién es?</i> I will read aloud sentences describing various people presented in the PowerPoint (e.g. <i>Es alta</i>), and the students guess who it is. Attention must be paid to the meaning as well as the adjective ending (e.g. if John and Mary are tall, Mary should be chosen because the adjective is feminine, singular).</p> <p><b>Written &amp; Oral Output:</b> <i>Compañeros de clase.</i> Students write descriptions of people in the class and then share the descriptions with their partner for them to guess who they are describing.</p>	<p><b>4.3.5 Saber vs Conocer</b> (pp. R28-29)</p> <p><b>Oral Input:</b> <i>Conocer o saber.</i> I will read six sentences. Students will decide: 1) if I am describing a skill the subject has, a fact the subject knows, or something / someone with whom the subject is acquainted or familiar; and 2) who the subject of the sentence is (<i>yo, tú, el/ella</i>, etc.).</p> <p><b>Oral Output:</b> <i>Las habilidades de mis compañeros.</i> Find out three skills your classmate has (e.g. <i>¿Sabes esquiar?</i>)</p> <p><b>Oral Output:</b> <i>¿Conoces Penn State y State College?</i> Students ask questions to one another about Penn State and State College.</p> <p><b>Oral Output:</b> <i>Ciudades de Estados Unidos.</i> Students ask questions to one another about cities they have visited or not in the United States.</p> <p><b>5.1 Introduction</b></p>

<b>Semana 3: Del 7 al 13 de septiembre</b> Online Assignments 5.1 open in MySpanishLab on September 7 <sup>th</sup> ; both 5.1 (on MSL) and 4.3 (on ANGEL) due by September 13 <sup>th</sup> . 5.1.1 Vocabulary <i>La casa, los muebles y los electrodomésticos</i> 5.1.2 Vocabulary <i>Las tareas domésticas</i> 5.1.3 <i>Ser and Estar</i> 5.1.4 Present progressive 5.1.5 Listening 5.1.6 Reading	
<b>In-Class Mon 9/07</b>	<b>In-Class Wed 9/09</b>
<b>No Classes – Labor Day Holiday</b>	<b>4.3.6 Ir + a + infinitive</b> (p. R27)

	<p><b>Oral Input:</b> <i>Nuestros planes</i>. Students listen to five sentences, name the subject, and decide if they are typical plans for a student, a professor, or both.</p> <p><b>Oral Output:</b> ¡<i>Tu cumpleaños!</i> Students ask their partners questions about how they are going to celebrate their next birthday. <i>In-class Escritura 1: 75 words (30 min)</i></p> <p>Based on 4.3 content. I will provide the topic in class this day.</p>
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<p><b>Semana 4: Del 14 al 20 de septiembre</b>  MSL Online Assignments 5.2 open September 14<sup>th</sup>, due by September 20<sup>st</sup>.  Starting this week, all your online assignments must be completed on MySpanishLab (MSL).  5.2.1 Expressions with <i>tener</i>  5.2.2 Direct object nouns and pronouns  5.2.3 Demonstrative adjectives and pronouns  5.2.4 Pronunciation  5.2.5 Listening  5.2.6 Reading</p>	
<p><b>In-Class Mon 9/14</b></p>	<p><b>In-Class Wed 9/16</b></p>
<p><b>5.1.1 Vocabulary <i>La casa, los muebles y los electrodomésticos</i></b> (p. 7)  <b>5.1.3 <i>Ser and Estar</i></b> (pp. 12-14)  <b>Oral Input:</b> <i>En una vivienda</i>. Students decide if the sentences are logical and if the vocabulary words presented are electronic devices, furniture or accessories (p.7, activity 5-6 adapted)  <b>Written &amp; Oral Output:</b> <i>¿Cómo es tu apartamento o casa?</i> Students write down a brief description of their home and describe it to a partner.  <b>Oral Output:</b> <i>Descripciones</i>. Students think of three objects or pieces of furniture, describe them to their partners (<i>¿Cómo es?</i>) and say in what part of the house they are found (<i>¿Dónde está?</i>). Their partner asks questions to figure out what piece of furniture or object it is.  <b>5.2 Introduction</b></p>	<p><b>5.1.2 Vocabulary <i>Las tareas domésticas</i></b> (p. 9)  <b>5.1.4 Present progressive</b> (pp. 16-17)  <b>Oral Input:</b> <i>Las tareas domésticas</i>. Students listen to a list of chores and indicate in what room that activity is performed and the subject of the sentence that is performing the action (p. 9, 5-11)  <b>Written &amp; Oral Output:</b> <i>Tus tareas domésticas</i>. Individually, students write a list of chores they are responsible for around the home. In pairs, they share their answers. Finally, students tell the class what their partner does around the house.  <b>Written &amp; Oral Output:</b> <i>A actuar</i>. In groups of 3, students write down 3 chores and then represent them to the class. The class has to guess what activity or chore they are performing. Using the present progressive, students will describe what their classmates are doing.  <i>I will give back Escritura 1</i></p>

**Semana 5: Del 21 al 27 de septiembre**

MSL Online Assignments 6.1 open September 21<sup>st</sup>; due by September 27<sup>th</sup>.

- 6.1.1 Vocabulary *Las compras y los accesorios*
- 6.1.2 Preterit tense of regular verbs and verbs *ir* and *ser*
- 6.1.3 Pronunciation
- 6.1.4 Listening
- 6.1.5 Reading

**Escritura 1 - FINAL VERSION (typed) due in class on Wednesday 9/23.** You must turn in the first version with the final version in order to receive credit for your assignment; otherwise your grade for the final version will be zero.

In-Class Mon 9/21	In-Class Wed 9/23
<p><b>5.2.1 Expressions with <i>tener</i></b> (pp. 19-20)</p> <p><b>Oral Input:</b> <i>¿Qué pasa?</i> Students listen to a group of descriptions. They will then identify the subject of the sentence (yo, tú, él/ella, etc.) and choose if it is a logical statement or not.</p> <p><b>Oral Output:</b> <i>¿Cómo se sienten?</i> Students describe pictures using expressions of <i>tener</i>.</p> <p><b>5.2.2 Direct object nouns and pronouns</b> (pp. 22-23)</p> <p><b>Written Input:</b> <i>La limpieza.</i> Students match pronouns with cleaning tasks.</p> <p><b>Written &amp; Oral Output:</b> <i>Después de la fiesta.</i> Students write about who they think will clean up after a party and what they need to do. Then ask their classmates if they agree.</p> <p><b>6.1 Introduction</b></p>	<p><b>5.2.3 Demonstrative adjectives and pronouns</b> (pp. 27-28)</p> <p><b>Oral Input:</b> <i>Cerca, relativamente cerca o lejos.</i> Students listen to a description of objects and decide if they are close, relatively close or far away.</p> <p><b>Oral Output:</b> <i>¿Qué es?</i> In pairs, students describe the furniture and appliances presented on the PPT slides using demonstratives. Their partner guesses what it is.</p> <p><b>Review-game</b></p> <p><i>Escritura 1 – FINAL VERSION</i></p>

**Semana 6: Del 28 de septiembre al 4 de octubre**

MSL Online Assignments 6.2 open September 28<sup>th</sup>; due by October 4<sup>th</sup>.

- 6.2.1 Vocabulary *La ropa and Telas y diseños*
- 6.2.2 Indirect object pronouns and verbs like *dar*
- 6.2.3 *Gustar* and similar verbs
- 6.2.4 Listening
- 6.2.5 Reading

**Exam 1 at the Testing Center: Tue 9/29 – Fri 10/02.** Based on Span1 Review (4.3) and Lesson 5. Please schedule your exam promptly at <https://clc.its.psu.edu/eTesting/Students/>

In-Class Mon 9/28	In-Class Wed 9/30
<p>Review for Exam 1</p> <p><b>6.2 Introduction</b></p>	<p><b>6.1.1 Vocabulary <i>Las compras y los accesorios</i></b> (pp. 42-43, 47)</p> <p><b>Oral Input:</b> <i>¿Dónde compramos?</i> Students listen to descriptions of things someone needs to buy</p>

	<p>and decide where the person should go.</p> <p><b>Oral Output:</b> <i>Las compras</i>. In pairs, students talk about the best and worst places to shop, giving reasons why. They present their discussion to the class.</p> <p><b>6.1.2 Preterit tense of regular verbs and verbs <i>ir</i> and <i>ser</i></b> (pp. 50-51, 53)</p> <p><b>Oral Input:</b> <i>¿Quién lo hizo?</i> Students listen to sentences about weekend activities and decide if a student, a professor, or both did the activity.</p> <p><b>Oral Output:</b> <i>Y tú, ¿qué hiciste?</i> In pairs, students talk about three activities they did last week. Then they share with the class what activities they have in common.</p>
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<p><b>Semana 7: Del 5 al 11 de octubre</b>  MSL Online Assignments 7.1 open October 5<sup>th</sup>; due by October 11<sup>th</sup>.  7.1.1 Vocabulary <i>Los deportes</i>  7.1.2 Preterit of reflexive verbs and pronouns  7.1.3 Preterit of <i>-er</i> and <i>-ir</i> verbs whose stem ends in a vowel and stem-changing <i>-ir</i> verbs  7.1.4 Listening  7.1.5 Reading</p>	
<p><b>In-Class Mon 10/05</b></p> <p><b>6.2.1 Vocabulary <i>La ropa</i> and <i>Telas y diseños</i></b> (pp. 45-47)  <b>Oral Input:</b> <i>¿Qué ocasión?</i> Students listen to clothing descriptions and decide if it is for a formal or an informal occasion and if the sentence is logical.  <b>Written &amp; Oral Output:</b> <i>¿Quién es?</i> In groups of 3, students write down what someone in the class is wearing, then each group shares with the class for the others to guess who it is.  <b>6.2.2 Indirect object pronouns and verbs like <i>dar</i></b> (pp. 55-56)  <b>Oral Input:</b> <i>¿Quién lo dio?</i> I will read sentences where a person gave something to someone else. Students write down (a) who gave the gift and (b) who received the gift.  <b>Oral Output:</b> <i>¿Qué recibiste?</i> Students think of the best gift they have received and then share with a partner what they got, for what occasion, and who gave it to them. Then tell the class the</p>	<p><b>In-Class Wed 10/07</b></p> <p><b>6.2.3 <i>Gustar, encantar, fascinar</i> and <i>quedar</i></b> (pp. 58-59)  <b>Oral Input:</b> <i>La ropa de Elena</i>. Students listen to Elena's clothing preferences and decide: a) if Elena likes or dislikes the clothing and b) if the description is logical or not.  <b>Written &amp; Oral Output:</b> <i>Nuestros gustos</i>. Students are presented with several images of clothing and fabrics. They decide if they like them or not and then they discuss with a partner why they do or do not like each item.    <b>In-class <i>Escritura 2: 75 words</i> (30 min)</b>  Based on 6.1 and/or 6.2 content. I will provide the topic in class this day.</p>

<p>gift and the class will guess the occasion and the giver.</p> <p><b>7.1 Introduction</b></p>	
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<p><b>Semana 8: Del 12 al 18 de octubre</b></p> <p>MSL Online Assignments 7.2 open October 12<sup>th</sup>; due by October 18<sup>th</sup>.</p> <p>7.2.1 Vocabulary <i>El tiempo y las estaciones</i></p> <p>7.2.2 Pronouns after prepositions</p> <p>7.2.3 Some irregular preterits</p> <p>7.2.4 Pronunciation</p> <p>7.2.5 Listening</p> <p>7.2.6 Reading</p>	
<p><b>In-Class Mon 10/12</b></p>	<p><b>In-Class Wed 10/14</b></p>
<p><b>7.1.1 Vocabulary <i>Los deportes</i></b> (pp. 74-75)</p> <p><b>Oral Input:</b> <i>¿Qué deporte es?</i> I will read aloud descriptions of activities and students identify the sport.</p> <p><b>Oral Output:</b> <i>Los deportes.</i> Students talk about the different sports they play or watch in each season.</p> <p><b>7.1.2 Preterit of reflexive verbs and pronouns</b> (pp. 80-82)</p> <p><b>Oral Input:</b> <i>¿Qué pasó ayer?</i> I will read descriptions of yesterday's events. Students write: (a) whether each verb is reflexive or not and (b) identify the subject of the sentence (yo, tú, él/ella, etc.).</p> <p><b>Oral Output:</b> <i>Las actividades de ayer.</i> In groups of three, students talk about what they did yesterday. They then present to the class what their partners did and if they had anything in common.</p> <p><b>7.2 Introduction</b></p>	<p><b>7.1.3 Preterit of -er and -ir verbs whose stem ends in a vowel and stem-changing -ir verbs</b> (pp. 86-89)</p> <p><b>Oral Input:</b> <i>¿Cuándo pasó?</i> Students listen to activities and answer: (1) who did them and (2) when they think the action took place (during the week or weekend).</p> <p><b>Written &amp; Oral Output:</b> <i>Encuesta.</i> Students find out what a classmate did last week and write down their answers to report to the class.</p> <p><b>6.2.3 Review of <i>caer (bien/mal), interesar, quedar and parecer</i></b> (pp. 58-59)</p> <p><b>Oral Input:</b> <i>Nuestras Opiniones.</i> I will project a pair of images for each sentence I will read. Students choose the image that best represents what they hear and decide whether it's the opinion of one person or of multiple people.</p> <p><b>Oral Output:</b> <i>Mis jugadores preferidos.</i> Students speak with a partner about what sports and players they like using the verbs <i>interesar</i> and <i>caer bien/mal</i>.</p> <p><b>Oral Output:</b> <i>¿Qué os parece?</i> Students are presented with pictures of various outfits on people. In pairs, they discuss their opinions about the clothing and accessories using the following verbs: <i>gustar, interesar, quedar, fascinar, parecer</i>.</p>

I will give back <i>Escritura 2</i>
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**Semana 9: Del 19 al 25 de octubre**

MSL Online Assignments 8.1 open October 19<sup>th</sup>; due by October 25<sup>th</sup>.

- 8.1.1 Vocabulary *Las fiestas y las tradiciones*
- 8.1.2 Vocabulary *Otras celebraciones*
- 8.1.3 The imperfect
- 8.1.4 Pronunciation
- 8.1.5 Listening
- 8.1.6 Reading

**Escritura 2 - FINAL VERSION (typed) due in class on Wednesday 10/21.** You must turn in the first version with the final version in order to receive credit for the assignment; otherwise your grade for the final version will be zero.

**In-Class Mon 10/19****7.2.1 Vocabulary *El tiempo y las estaciones***  
(p. 77)

**Oral Input:** *¿Qué tiempo hace y qué estación es?* Students listen to weather descriptions and decide what kind of weather and season.

**Oral Output:** *Las estaciones y el tiempo.* Students think what their favorite and least favorite thing is about each season. They then discuss this with a partner and present their opinions to the class.

**7.2.2 Pronouns after prepositions** (pp. 91-92)

**Written Input:** *Antes de ir a un partido de fútbol.* Individually, students read the sentences presented in the PowerPoint and decide which pronoun to use in the blanks. The class then goes over the answers together.

**Oral Output:** *¿Con quién?* In pairs, students interview each other to see if they do any of the activities in the list and who does the activities with them.

**8.1 Introduction****In-Class 10/21****7.2.3 Some irregular preterits** (pp. 93-94)

**Oral Input:** *¿Quién lo hizo?* I will read some sentences and students decide: (a) who did the action (i.e. what subject pronoun: *yo, tú, él/ella/usted, nosotros/nosotras, ellos/ellas*) based on the ending of the verb, and (b) whether the sentence is logical or not.

**Oral Output:** *El fin de semana pasado.* Students talk about what they did last weekend, using irregular verbs in the preterit.

**Written & Oral Output:** *Una historia.* After presenting some pictures, students (in groups of 3-4) will create a story. They need to explain what happened by using irregular preterit verbs for each action and including as many details as possible.

**Escritura 2 – FINAL VERSION**

**Semana 10: Del 26 de octubre al 1 de noviembre**

MSL Online Assignments 8.2 open October 26<sup>th</sup>; due by November 1<sup>st</sup>.

- 8.2.1 Vocabulary *Las invitaciones*
- 8.2.2 The preterit and the imperfect
- 8.2.3 Comparisons of inequality, equality and the superlative
- 8.2.4 Listening

<p>8.2.5 Reading</p> <p><b>Exam 2</b> at the Testing Center: Tue 10/27 - Fri 10/30. Based on Lessons 6 and 7. Please schedule your exam promptly at <a href="https://clc.its.psu.edu/eTesting/Students/">https://clc.its.psu.edu/eTesting/Students/</a></p>	
<p><b>In-Class Mon 10/26</b></p> <p>Review for Exam 2</p> <p><b>8.2 Introduction</b></p>	<p><b>In-Class Wed 10/28</b></p> <p><b>8.1.1 Vocabulary <i>Las fiestas y las tradiciones</i></b> (pp. 108-109)</p> <p><b>8.1.2 Vocabulary <i>Otras celebraciones</i></b> (p. 110)</p> <p><b>8.1.3 The imperfect</b> (pp. 116-118)</p> <p><b>Oral Input:</b> <i>¿Qué celebración es?</i> Students listen to descriptions of holidays and decide if they celebrate them or not, and if it is a description or a habitual action in the past (e.g. Students hear: <i>Los fuegos artificiales de este día en julio eran maravillosos</i>, they choose No/Sí, and also determine that it is a description).</p> <p><b>Oral Output:</b> <i>Días festivos.</i> Students describe some celebrations/holidays, and their partners should guess which one it is (p.110).</p> <p><b>Written &amp; Oral Output:</b> <i>Mi celebración favorita.</i> Students write down three of their favorite holidays and why they prefer them. Then they compare their celebrations with a classmate and tell them what they used to do during those celebrations and why they prefer them to other celebrations. Finally, they share their favorite holiday with the class.</p>

<p><b>Semana 11: Del 2 al 8 de noviembre</b></p> <p>MSL Online Assignments 9.1 open November 2<sup>nd</sup>; due by November 8<sup>th</sup>.</p> <p>9.1.1 Vocabulary <i>El trabajo</i></p> <p>9.1.2 Vocabulary <i>Los oficios y las profesiones</i></p> <p>9.1.3 Review of direct and indirect object pronouns</p> <p>9.1.4 The use of direct and indirect object pronouns together</p> <p>9.1.5 Listening</p> <p>9.1.6 Reading</p>	
<p><b>In-Class Mon 11/02</b></p> <p><b>8.2.1 Vocabulary <i>Las invitaciones</i></b> (pp. 112-113)</p> <p><b>8.2.2 The preterit and the imperfect</b> (pp. 120-121)</p> <p><b>Oral Input:</b> <i>Los eventos en la universidad.</i> Students listen to sentences and decide if the invitation is to a wedding, a party, a dinner or a formal event and if the sentence is a description,</p>	<p><b>In-Class Wed 11/04</b></p> <p><b>8.2.3 Comparisons of inequality</b> (pp. 123-124)</p> <p><b>Oral Input:</b> <i>Lo que es bueno en State College.</i> I will project a pair of images for each sentence I read. Students choose the image that best represents what they hear.</p> <p><b>Oral Output:</b> <i>Las personas famosas.</i> Students make comparisons of famous people.</p>

<p>a habitual action, or a completed action.</p> <p><b>Written &amp; Oral Output:</b> <i>Las cosas inesperadas</i>. Students write about an activity they were doing during a celebration last semester when suddenly something unexpected happened. Then they share the experience with a partner.</p> <p><b>Oral Output:</b> <i>Una boda</i>. In pairs, students discuss the last wedding they attended, focusing on using the preterit and imperfect tenses with wedding vocabulary.</p> <p><b>Oral Output:</b> <i>Una cena romántica</i>. In groups of three, students discuss the last romantic date they went on, focusing on using the preterit and imperfect tenses with <i>las invitaciones</i> vocabulary.</p> <p><b>9.1 Introduction</b></p>	<p><b>In-class <i>Escritura 3: 75 words (30 min)</i></b> Based on 8.1 and/or 8.2 content. I will provide the topic in class this day.</p>
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<p><b>Semana 12: Del 9 al 15 de noviembre</b></p> <p>MSL Online Assignments 9.2 open November 9<sup>th</sup>; due by November 15<sup>th</sup>.</p> <ul style="list-style-type: none"> <li>9.2.1 Vocabulary <i>Buscando trabajo</i></li> <li>9.2.2 More on the imperfect and the preterit</li> <li>9.2.3 Formal commands</li> <li>9.2.4 Pronunciation</li> <li>9.2.5 Listening</li> <li>9.2.6 Reading</li> </ul>	
<p><b>In-Class Mon 11/09</b></p> <p><b>9.1.1 Vocabulary <i>El trabajo</i></b> (p. 142)</p> <p><b>9.1.2 Vocabulary <i>Los oficios y las profesiones</i></b> (pp. 144-145)</p> <p><b>Oral Input:</b> <i>¿Qué trabajo?</i> Students listen to descriptions of people and decide what their profession is.</p> <p><b>Oral Output:</b> <i>Los trabajos</i>. Students think of defining characteristics of two jobs. In pairs, they describe the profession without saying its name. Their partners guess what it is.</p> <p><b>Oral Output:</b> <i>¿Qué profesión es?</i> Students identify some professions and then discuss some advantages/disadvantages of each.</p> <p><b>Oral Output:</b> <i>¿Qué quieres ser?</i> In groups of three, students talk about their desired professions after graduating from Penn State.</p>	<p><b>In-Class Wed 11/11</b></p> <p><b>9.1.3 Review of direct and indirect object pronouns</b> (pp. 152-153)</p> <p><b>9.1.4 The use of direct and indirect object pronouns together</b> (pp. 155-156)</p> <p><b>Written Input:</b> <i>Nuevo trabajo</i>. In pairs, students will complete the sentences provided by the instructor in the PPT with the appropriate direct or indirect object pronoun.</p> <p><b>Oral Output:</b> <i>El servicio del restaurante</i>. <i>Mosaicos</i> 9-22, p. 157. Students interview each other about their experience in a restaurant. Answers must include the appropriate direct and indirect object pronouns.</p> <p><b>Time permitting: Oral Output:</b> <i>Negocios y comunicaciones</i>. <i>Mosaicos</i> 9-18 p.154. Students look at images and explain the scenery and what is happening.</p>

<p><b>9.2 Introduction</b></p>	<p><b>8.2.3 Comparisons of equality and the superlative</b> (pp. 123-124, 126-129)</p> <p><b>Oral Input:</b> <i>Lo mejor de State College.</i> I will project a pair of images for each sentence I read. Students choose the image that best represents what they hear.</p> <p><b>Oral Output:</b> <i>Días festivos.</i> In pairs, students ask each other questions provided by the instructor in the PPT in order to compare different holidays.</p> <p>I will give back <i>Escritura 3</i></p>
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<p><b>Semana 13: Del 16 al 22 de noviembre</b></p> <p>No Online Homework</p> <p><b>Escritura 3 - FINAL VERSION (typed) due in class on Wednesday 11/18.</b> You must turn in the first version with the final version in order to receive credit for the assignment; otherwise your grade for the final version will be zero.</p>	
<p><b>In-Class Mon 11/16</b></p>	<p><b>In-Class Wed 11/18</b></p>
<p><b>9.2.1 Vocabulary <i>Buscando trabajo</i></b> (p. 148)</p> <p><b>9.2.3 Formal commands</b> (pp. 162-163)</p> <p><b>Oral Input:</b> <i>Escuche estos mandatos.</i> Students listen to different commands and decide which photo depicts the command they heard.</p> <p><b>Written and Oral Output:</b> <i>En el trabajo.</i> Individually, students will write down three commands they can hear by three different professionals at their workplace (using formal commands). In pairs, students will read them to a classmate who will need to guess (ask questions) what kind of work he/she is looking for and where.</p> <p><b>Oral Output:</b> <i>El trabajo.</i> In pairs, students discuss what they consider to be the three most important things to do when looking for a job. They then share this information with the class.</p> <p><b>Oral Output</b> (Time permitting): <i>Una nueva empresa.</i> Students decide on a business they would open in State College. In pairs, they discuss what needs to be done to get the business open.</p> <p>Oral exam: Presentation and sign up</p>	<p><b>9.2.2 More on the imperfect and the preterit</b> (pp. 158-159)</p> <p><b>Written Input:</b> <i>Trabajos.</i> In pairs, students complete the sentences provided with the appropriate verb, choosing between imperfect and preterit tenses.</p> <p><b>Oral Output:</b> <i>¿Qué profesión es?</i> In pairs, students read some information about certain people and what they did yesterday. Based on the description provided, students need to figure out their trades, professions, or occupations, and what they intended to do next.</p> <p><b>Oral Output:</b> <i>¿Qué estaban haciendo en la oficina?</i> In pairs, students look at the pictures in <i>Mosaicos</i> (p. 159, 9-23), and ask their partners what those people were doing in the office (focusing on imperfect progressive).</p> <p><b>Oral Output:</b> <i>Mi última fiesta.</i> Students describe their last holiday party to a partner. Students need to say if they wanted to go to the party, if they met new people, and if they were able to do certain things.</p> <p><i>Escritura 3 – FINAL VERSION</i></p>

**Vacaciones de Acción de Gracias: del 22 al 28 de noviembre**

**Semana 14: Del 30 de noviembre al 6 de diciembre**

No Online Homework

**Exam 3** at the Testing Center: Tue 12/01 – Fri 12/04. Based on Lessons 8 and 9.  
Please schedule your exam promptly at <https://clc.its.psu.edu/eTesting/Students/>

In-Class Mon 11/30	In-Class Wed 12/02
Review for Exam 3	Practice for the Oral Exam <b>Please remind your students to fill out the SRTE in ANGEL.</b>

**Semana 15: Del 7 al 13 de diciembre**

No Online Homework

In-Class Mon 12/07	In-Class Wed 12/09
Oral Exam	Oral Exam