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Spanish 3, Sections 7, 12, 17, and 21.

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Spanish 3 Syllabus Fall 2011

- 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/syllabi.shtml>
- The pages indicated in this syllabus correspond to the textbook *Mosaicos*.
- While the topics for each day will remain the same, I may change the particular activities used, or create other ones to supplement the material in the textbook.
- Regardless of the reason for your absence, if you cannot attend class, **you** will be responsible for contacting other classmates (not me, your instructor) to obtain any missed information.
- Online assignments (ANGEL) will normally be due on **Fridays by 4 p.m.**, unless indicated otherwise in this document. **Make sure you check this document every week.** If you have any questions about the content of the activities, please email me. If you do not receive a response from me within 48 hours (M-F) or 72 hours on weekends, email the supervisor of Spanish 3 at mxl30@psu.edu. If you experience technical difficulties with ANGEL, please fill out the help form at <http://sip.la.psu.edu/blp/helpform.shtml>.
- Writing assignments (*escrituras*) are due at the beginning of the class on Day 2 unless indicated otherwise in this document. Find topics and length in this document. *Escrituras* must be typed, double-spaced, and printed with Arial 12 point font, 1" margins, and legible. If an assignment is not typed, there will be a 0.5 point deduction in the *escritura* grade. See the policies for more information on *escrituras*. They will be returned to you corrected and graded one week after you turned them in. If you experience delays in receiving corrected homework, please contact the assistant to the director, Adriana Linnebur, at ail3@psu.edu.
- There will be **four 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 listening comprehension, grammar, vocabulary, reading comprehension, and a 50-word essay. You will have 90 minutes to complete your exam. You must bring your own **headphones** to these exams.
 - Exam 1:** In week 7, Tue 10/4 through Fri 10/7
 - Exam 2:** In week 11, Tue 11/1 through Fri 11/4
 - Exam 3:** In week 14, Tue 11/29 through Fri 12/2
 The fourth exam is the **Oral Exam**, which will take place in week 15.
- **University Important Dates:** For the dates of Drop-Add Period, Late-Drop and Withdrawal Deadlines, see the university's academic calendar at http://www.registrar.psu.edu/academic_calendar/calendar_index.cfm
- **Spanish 3 important dates:**
 - Diagnostic Exam (Optional for students who wish to see if they can move up a level)
 - Testing Center - 104 Pollock Building, 7 - 9 p.m.
 - Wednesday, August 24 and Tuesday, August 30
 - Drop period, August 22 - 31
 - Add period, August 22 - September 1st, at 8:00 a.m.

Late-drop deadline, November 11
 Withdrawal deadline, December 9

Note: The first week and a half of the semester is dedicated to review. The “Grammar Review” section of the textbook contains pages from the Spanish 2 textbook 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 textbook for Spanish 3 begins with Chapter 11.

Semana 1: del 22 al 26 de agosto.

Online homework 10.3 opens on Friday, August 26

DÍA 1	<p>Introducción al curso (15 min) Goal: To know your classmates and to share basic information about yourself. <i>Repaso de expresiones de clase, pronombres interrogativos y el presente</i> Oral input: ¡Acción! You respond to classroom commands. Written & oral output: <i>La entrevista</i>: You interview a classmate to get to know him/her. Use <i>¿Qué? ¿Dónde? ¿De dónde? ¿Cuántos? ¿Cómo?</i> etc. (e.g., <i>¿Qué actividades haces en tu tiempo libre?</i>) Then you introduce your partner to the class.</p>
DÍA 2	<p><i>Repaso de actividades diarias y habituales</i>: pp. 35, 36, 45, 102, 133 (<i>presentación</i>) Written input: <i>El profesor ideal</i>. p. 102:3-11. You indicate what activities are part of an ideal professor’s routine and then you compare with other students. Oral output: <i>Actividades de Penn State</i>. You complete sentences about typical PSU activities. Oral output: <i>La rutina diaria</i>. You find out when your classmates do various daily activities.</p> <p><i>Repaso del futuro perifrástico: ir a + infinitivo</i>: p. 105 (<i>presentación</i>) Oral output: <i>Una entrevista</i>. You find out about a classmate’s plans for the semester (classes, sports, fun activities, etc.)</p>

Semana 2: del 29 de agosto al 2 de septiembre.

Online homework 11.1 opens on Friday, September 2

ANGEL Homework 10.3 and 11.1 due Friday, September 9 by 4 p.m.

Repasar páginas 39-45, 69, 71, 72, 76, 78, 102, 105, 108, 133, 134, 137, 138, 142, 166 para la semana que viene.

DÍA 1	<p><i>Repaso de objeto directo: pp. 170- 171 (presentación)</i> Oral input: <i>¿Qué hacen mis amigos?</i> You identify drawings of activities with descriptions you hear. Oral output: <i>Mis responsabilidades en casa.</i> p. 171: 5-13. You find out about your partner's responsibilities at home.</p> <p><i>Repaso de verbos como gustar (grammar) (10.3): p. 210-211 (presentación)</i> Oral input: <i>¿Les gusta?</i> You listen to sentences about various persons' / animals' likes and decide if they are true. Written & oral output: <i>Tus gustos.</i> You write 6 sentences with 3 things that you like and with 3 things that you do not like. Then, you ask classmates what they like and dislike and find at least one classmate who likes one thing that you do, and one classmate who does not like one thing that you do not. Then you write a summary that you may present to the class. i.e. <i>A Jason le gusta el chocolate, pero a Mary no le gusta el chocolate.</i></p>
DÍA 2	<p>10.3 Repaso del pretérito: p. 203 (presentación) Oral input: <i>¿Quién lo hizo?</i> The instructor reads descriptions of what people did last weekend. You decide: 1) if students, professors or both usually do the activity 2) if it is one person or more that did the activity. Written & oral input: p. 204: 6-7 <i>Ayer yo...</i> you indicate what activities you did yesterday. Oral output: p. 205:6-9, <i>¿Qué hicieron otros estudiantes?</i> You describe activities being done in pictures. Written & oral output: <i>Una persona famosa.</i> You describe what a famous person did over the weekend and the class will try to guess who it is.</p> <p><i>Repaso del imperfecto del indicativo: pp. 269-270 (presentación)</i> Oral input: <i>Mi niñez.</i> The instructor tells activities s/he did/did not do as a kid. You decide if it is the truth and if the activity was done alone or with others. Written & oral output: <i>¿Qué hacían?</i> You write 3 things you did as a kid, 2 truths and 1 lie, and, in groups, you guess what is true.</p> <p>LECCIÓN 11 Goals: Expressing your emotions, opinions, and attitudes, talking about your health conditions and medical treatments, expressing expectations and wishes, giving informal orders and instructions, expressing goals and purposes. Introduction to 11.1 (5 min) <u>Grammar:</u> p. 370: <i>el subjuntivo para expresar emoción</i> <u>Vocabulary:</u> pp. 362-365, 368: <i>las partes del cuerpo, enfermedades, médicos, farmacias y hospitales.</i></p>

Semana 3: del 5 al 9 de septiembre.

ANGEL Homework 10.3 and 11.1 due on Friday by 4 p.m. Note: Please be aware that throughout the semester you may experience delays when downloading the video files. Allow extra time to do these activities. Do not wait until the due date to complete them.

Escritura 1, primera versión based on 10.3 content due on Day 2 of this week. Topic: What was life like in high school? Write about the things you routinely did (e.g., sports you played, things you always did with friends, work, etc.). Use the **imperfect**. Now, write about one memorable event or day that you distinctly remember from your high-school experience (e.g., a competition, a party, etc.). Use the **preterit**. (125 words)

DÍA 1	<p>No classes on Monday, September 5. MW classes will have to review this information on their own. I may review it briefly on Day 2 if possible.</p> <p><i>Repaso del pretérito y el imperfecto de indicativo:</i> pp. 273, 274 (presentación) Oral input: <i>¿Me conocen?</i> You decide if your instructor did various activities. Written & oral output: <i>¡Hagamos una historia!</i> In groups, you create a funny story. (The imperfect provides background information and the preterit tells what happened.) You will present your stories to the class.</p>
DÍA 2	<p><i>Repaso del subjuntivo con expresiones de esperanza, deseo y duda:</i> pp. 337, 338, 339, 340, 343 (presentación) Oral input: <i>¿Deseo o realidad?</i> You listen to statements and decide whether the activity is plausible, and whether the subjunctive or the indicative was used. Oral output: <i>Tu fiesta ideal.</i> You express your desires for an ideal party. Oral output: <i>Deseos del semestre.</i> In pairs, you discuss what you want to happen this semester. You share with the class and the class will decide if it is possible.</p> <p>Introduction to 11.2 (5 min) <u>Grammar:</u> pp. 374-375, 378-379: <i>mandatos informales, por y para</i></p> <p>Note: Let's (p. 372) and relative pronouns (p. 381) will not be covered in Spanish 3.</p>

Semana 4: del 12 al 16 de septiembre.

ANGEL Homework 11.2 due on Friday by 4 p.m.

You will get back **escritura 1, primera versión** this week so that you can make the necessary corrections.

DÍA 1	<p>11.1. Subjuntivo para expresar emociones (grammar pp. 370-371). Review of ANGEL 11.1 (5 min) Written input: <i>Las fiestas.</i> You complete sentences about what students like at parties. Oral input: <i>¿Dónde ocurre?</i> You respond with the most probable location based on statements by the instructor, and you identify whether subjunctive was used. Oral output: <i>¿Qué te gusta?</i> You discuss things you like/dislike about State College using <i>alegrarse de, gustar, encantar, no gustar, etc.</i> Oral output: <i>¿Qué te molesta?</i> In groups, you discuss 3 things you do not like that other people do, using <i>sentir, molestar, temer, etc.</i> Then, you choose the 2 most common annoyances to share with the class.</p>
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DÍA 2	<p>11.1. Las partes del cuerpo, enfermedades, médicos, farmacias y hospitales (vocabulario: pp. 362-365, 368) Review of ANGEL 11.1 (5 min) Oral input: <i>¿Qué hago?</i> You decide whether various reactions are true or false. Oral input: <i>Los síntomas.</i> p. 369. You decide whether advice for various illnesses is appropriate. Written input & output: <i>¿Qué recomiendas en estos casos?</i> p. 366: 11-4. You select the best advice for various ailments and come up with your own advice. Written & oral output: <i>Nuestros síntomas.</i> You describe symptoms of typical illnesses of students at PSU. Written & oral output: <i>¿Quién es?</i> In pairs, you describe a famous person, exaggerating physical characteristics. Pairs share the descriptions with another pair to guess who it is.</p> <p>LECCIÓN 12. Goal: Talking about travel arrangements, asking about and discussing itineraries, describing and getting hotel accommodations, asking and giving directions, expressing denial and uncertainty, expressing possession, talking about the future. Introduction to 12.1 (5 min) <u>Vocabulary:</u> pp. 396-398, 401: <i>medios de transporte, el aeropuerto, los hoteles</i></p>
<p>Semana 5: del 19 al 23 de septiembre. <i>ANGEL Homework 12.1 due on Friday by 4 p.m.</i> <i>Escritura 1, versión final due on day 2 of this week. Remember to turn in the first version with the final version.</i></p>	
DÍA 1	<p>11.2 Mandatos informales (grammar: p. 375). Review of ANGEL 11.2 (5 min) Oral input: <i>¿Bueno o malo?</i> You listen to advice for different people, in different situations, and decide if the advice is good or bad. Written & oral output: <i>¡Cuidate!</i> You give advice to avoid getting sick. Oral output: <i>Cómo sobrevivir PSU.</i> You give advice for new PSU students. Oral input: <i>¡Hazlo!</i> You perform commands given by the instructor. Written & oral output: <i>Más órdenes.</i> You give physical commands to classmates.</p> <p>Note: let's (p. 372) and relative pronouns (p. 381) will not be covered in Spanish 3.</p>

DÍA 2	<p>11.2 Por y Para (grammar: pp. 378-380). Review of ANGEL 11.2 (5 min) Oral input: <i>¿Qué hacen?</i> You listen to statements and choose the picture that represents the action. Oral output: <i>¿Por dónde y para dónde van?</i> p. 379: 11-20. You and a classmate identify the destination and the reason people are going to various places. Oral output: <i>¿Para qué fueron?</i> You write about why various people went to a particular location, and then you ask a classmate about his/her answer. Written & Oral output: <i>¿Dónde vives?</i> You ask one another about your living situations.</p> <p>Introduction to 12.2 (5 min) <u>Grammar:</u> pp. 404-405, 407-408: <i>expresiones positivas o negativas, el indicativo o el subjuntivo en frases adjetivas.</i></p> <p>Note: Possessive adjectives and pronouns (grammar: pp. 410-412) will not be covered in this course.</p>
<p>Semana 6: del 26 al 30 de septiembre. <i>ANGEL Homework 12.2 due on Friday by 4 p.m.</i> <i>In-class escritura 2, primera versión based on 11.1, 11.2 or 12.1 on day 2 of this week. I will provide the topic in class. (75 words)</i></p>	
DÍA 1	<p>12.1 Medios de transporte, el aeropuerto (vocabulary): pp. 396-398, 401. Review of ANGEL 12.1 (5 min) Oral input: <i>¿Corresponden?</i> You listen to the statements made by the instructor and choose the picture that represents the action. Written input & oral output: <i>¿Qué describe?</i> p. 399: 12-1. You match travel words with their descriptions, and then describe your last trip to a partner. Written & oral output: <i>Lluvia de ideas.</i> You come up with what you need to do before going on a trip. Then, with a partner, you talk about your last trip.</p>
DÍA 2	<p>Review Day and Cultural Day</p> <p>Introduction to 12.3 (5 min) <u>Grammar:</u> pp. 413-414: <i>El futuro del indicativo.</i></p> <p>In-class Escritura 2, Primera Versión (75 words) – 30 min</p>
<p>Semana 7: del 3 al 7 de octubre. EXAM 1: 10.3, 11.1, 11.2, 12.1 on Tue 10/4 through Fri 10/7 at the Testing Center. Tue-Thu classes: It is highly recommended to schedule your exam for W 10/5 – F 10/7. <i>ANGEL Homework 12.3 due on Friday by 4 p.m.</i> You will get back <i>escritura 2, primera versión</i> this week so that you can make the necessary corrections.</p>	
DÍA 1	<p>REVIEW FOR EXAM 1</p>

DÍA 2	<p>12.2. Expresiones positivas o negativas (grammar p. 404). Review of ANGEL 12.2 (5 min) Written input: <i>¿Qué hace el señor Paterno?</i> You complete sentences about Coach Paterno's activities. Oral input 12.2: <i>Un restaurante malo.</i> You listen to descriptions about restaurants and choose the appropriate picture. Written & oral output: <i>¿Con qué frecuencia?</i> You talk about the frequency with which you do some typical activities. Oral output: p. 406:12-13 <i>La negatividad es contagiosa.</i> You respond negatively to questions.</p> <p>LECCIÓN 13. Goals: Stating facts in the present and in the past, giving opinions, describing states and conditions, talking about the past from a present-time perspective, and hypothesizing about the future. Introduction to 13.1 (5 min) <u>Grammar:</u> pp. 438-439, 441-442, 444, 446: <i>el condicional, el participio y el presente perfecto, participios usados como adjetivos, verbos y pronombres recíprocos.</i> <u>Vocabulary:</u> pp. 432-433, 434-435: <i>caras de hoy, centros hispanos.</i></p>
<p>Semana 8: del 10 al 14 de octubre. <i>ANGEL Homework 13.1 due on Friday by 4 p.m.</i> Escritura 2, versión final (typed) due on day 2 of this week. Remember to turn in the first version with the final version.</p>	
DÍA 1	<p>12.2. Indicativo o subjuntivo en frases adjetivas (grammar pp. 407-408). Review of ANGEL (5 min) Oral input: <i>¿Conoces a tus compañeros de clase?</i> You listen to sentences and decide whether you think they apply to anyone in the class. Written & Oral output: <i>Mi compañero de cuarto actual, ideal.</i> You describe your actual roommate and your ideal roommate. Then you share the information with a classmate. Oral output: <i>Un lugar para descansar.</i> p. 409: 12-16. You describe your ideal place to relax.</p> <p>Note: Possessive adjectives and pronouns (grammar: pp. 410-412) will not be covered in this course.</p>

DÍA 2	<p>12.3. Futuro del indicativo (grammar: pp. 413-414). Review of ANGEL 12.3 (5 min) Oral input: <i>¿Cuándo y dónde?</i> You respond where and when activities take place. Written & Oral output: <i>Mis planes.</i> You write about what you are going to do this weekend, and then find three students who are going to do the same that you are going to do. Oral output: <i>La vida después de PSU.</i> You talk about what your plans are for after your studies at PSU. The class sees who has similar plans.</p> <p>LECCIÓN 14. Goals: Describing and discussing demographics, describing social conditions, projecting conditions, goals, and purposes, and talking about the past from a past perspective. Introduction to 14.1 (5 min) <u>Vocabulary:</u> pp. 462-465: <i>la familia de hoy, el papel de la mujer.</i></p> <p>Note: Conjunciones adverbiales (pp. 468-469) will not be covered in this course.</p>
<p>Semana 9: del 17 al 21 de octubre. ANGEL Homework 14.1 <i>due on Friday by 4 p.m.</i> <i>Escritura 3, primera versión based on 13.1 content due on Day 2 of this week.</i> Topic: Based on 13.1. Imagine that your best friend from high school won ten million dollars in the lottery. He asks you to help him spend the money to help the people in your city and in your state. What would you do first? How would you help the people in your city? How would you help your state? Use the conditional tense and any appropriate vocabulary. (125 words)</p>	
DÍA 1	<p>13.1. El condicional (grammar: pp. 438-439). Review of ANGEL 13.1 (5 min) Oral input: <i>¿Cómo me divertiría en mi fiesta?</i> You listen to statements and choose whether the action is logical or not to enjoy a party, and whether the subject is singular or plural. Written & oral output: <i>Nuestra fiesta.</i> You and a classmate describe what you would do to organize a great party. Written & oral output: <i>La lotería.</i> You talk about what you would do if you were to win the lottery, how you would spend the money. Oral output: <i>¿Qué harías en estas situaciones?</i> You talk about how you would react in particular situations.</p>

DÍA 2	<p>13.1. El participio y el presente perfecto (grammar pp. 441-442). Review of ANGEL 13.1 (5 min) Oral input: ¡<i>Qué tímido!</i> ¡<i>Qué atrevido!</i> You respond regarding the level of adventure of activities, and indicate who is the subject. Oral output: <i>Lo que he hecho y no he hecho.</i> You and a classmate talk about exciting things that you have and have not done. Then you share with the class.</p> <p>13.1. Participios pasados usados como adjetivos (grammar p. 444). Oral input: ¡<i>Qué pasó?</i> You respond to the instructor's descriptions of pictures. Written & oral output: ¡<i>Cómo están las cosas?</i> You describe various pictures of things and people.</p> <p>Vocabulary for 13.1 will only be covered in ANGEL.</p> <p>Introduction to 14.2 (5 min) <u>Grammar</u>: pp. 472: <i>El pasado perfecto.</i> Conjunciones adverbiales (pp. 468-469) will not be covered in this course.</p>
<p>Semana 10: del 24 al 28 de octubre. <i>ANGEL Homework 14.2 due on Friday by 4 p.m.</i> You will get back <i>escritura 3, primera versión</i> this week so that you can make the necessary corrections.</p>	
DÍA 1	<p>13.1. Verbos y pronombres recíprocos (grammar: p. 446). Review of ANGEL 13.1 (5 min) Oral input: ¡<i>Cómo son las acciones?</i> You respond to statements read by the instructor and indicate whether they are reflexive or reciprocal, typical or atypical. Written & oral output: ¡<i>Qué hacen estas personas?</i> You identify the verb that describes some drawings, then use them in a sentence. Oral output: ¡<i>Qué hacen los buenos amigos?</i> p. 446: 13-19. You decide whether good friends do various activities for one another. Written & oral output: ¡<i>Qué hacen los familiares?</i> You make a list of what is important to maintain family relations, and then compare with classmates.</p>
DÍA 2	<p>14.1. Vocabulary: la familia de hoy, el papel de la mujer (vocabulary: pp. 462-465). Review of ANGEL 14.1 (5 min) Oral input: <i>La mujer en España.</i> p. 467, <i>A Escuchar.</i> You listen to an article and respond to questions about the article. Written input & oral output: <i>La Encuesta.</i> p. 463: 14-1. You look up the necessary information in the tables and answer the given questions. Oral output: <i>El papel de la mujer en el presente y el futuro.</i> You compare the role of a female relative today and in 10 years. Oral output: ¡<i>Cómo ha sido, cómo es y cómo será tu familia?</i> You separate in groups of 3, and discuss how your families have been in the last 50 years, how they are now, and how they will be in 20 years. Oral output: ¡<i>Cómo sería tu familia ideal?</i> You talk about your ideal family.</p> <p>Introduction to 15.1 (5 min) <u>Vocabulary</u>: pp. 490-493: <i>conservación del medio ambiente, el futuro</i></p>

Semana 11: del 31 de octubre al 4 de noviembre.**EXAM 2: 12.2, 12.3, 13.1, 14.1 on Tue 11/1 through Fri 11/4 at the the Testing Center****Tue-Thu classes:** It is highly recommended to schedule your exam for W 11/2 – F 11/4.*ANGEL Homework 15.1 due on Friday by 4 p.m.**Escritura 3, versión final due on day 2 of this week. Remember to turn in the first version with the final version.*

DÍA 1	REVIEW FOR EXAM 2
DÍA 2	<p>14.2. El pasado perfecto (grammar: p. 472). Review of ANGEL 14.2 (5 min) Oral input: <i>Planes y recuerdos</i>. You respond to activities read by indicating whether they are possible, and what the verb-tense used is. Oral output: <i>Tu vida y tus experiencias</i>. You discuss experiences you had before you graduated from high school. Written & oral output: <i>Una aventura atrevida</i>. You write down something daring that you have done. Then the instructor redistributes the activities and you must find the person who did the activity you have.</p> <p>Note: Infinitivos como sujeto y objeto indirecto (grammar: p. 475) will not be covered in Spanish 3.</p> <p>Introduction to 15.2 (5 min) <u>Grammar:</u> pp. 496, 498: <i>el imperfecto de subjuntivo, cláusulas si</i>.</p>
<p>Semana 12: del 7 al 11 de noviembre. <i>ANGEL Homework 15.2 due on Friday by 4 p.m.</i> <i>In-class escritura 4, primera versión based on 14.2 or 15.1 on Day 2 of this week. I will provide the topic in class (75 words.)</i></p>	
DÍA 1	<p>15.1. El medio ambiente y el futuro (vocabulary pp. 490-493) Review of ANGEL 15.1 (5 min) Oral input: <i>El problema de alimentación</i>. p. 495, <i>A escuchar</i>. You listen to an article and respond to questions about the article. (Note: This can be read paragraph by paragraph because it is long.) Written input: <i>¿A qué se refiere?</i> You identify to what area various predictions refer. Written & oral output: <i>Amigos de la Tierra</i>. You come up with 3 environmental problems, and give possible solutions to them. Then you ask your classmates about their ideas to solve these problems. Oral output: <i>El futuro es hoy</i>. p. 494: 15-6. You think of inventions that could benefit the planet.</p> <p>Note: Infinitivos como sujeto y objeto indirecto (grammar: p. 475) will not be covered in Spanish 3.</p>
DÍA 2	<p>Cultural Day and Review Day</p> <p>Oral-exams Presentation: The instructor explains the process of the oral exam. You will sign-up on Week 13, Day 2</p> <p>In-class Escritura 4, Primera Versión (75 words) – 30 min</p>

<p>Semana 13: del 14 al 18 de noviembre. <i>ANGEL Homework 15.3 is due on Friday by 4 p.m.</i> You will get back <i>escritura 4, primera versión</i> this week so that you can make the necessary corrections.</p>	
DÍA 1	<p>15.2 El imperfecto de subjuntivo (grammar: p. 496) Review of ANGEL (5 min) Oral input: <i>Cuando éramos niños</i>. You decide whether the activities are true or false, and determine who the subject is. Written input: <i>¿Qué quería tu instructor?</i> You match up desires of the instructor for Spanish class. Written & oral output: <i>Cuando eras niño</i>. p. 496: 15-9. You write down 2 things your parents did want and 2 things your parents did not want you to do when you were little, and then compare your answers with your classmates. Oral output: <i>Reacciones a Spanish 3</i>. You talk about what you liked/disliked about Spanish class and how you would change things.</p>
DÍA 2	<p>15.2. Cláusulas Si (“if-clauses”) (p. 498). Review of ANGEL (5 min) Oral input: <i>Situaciones medio ambientales</i>. You decide the probability of statements made pertaining to the environment. Oral output: <i>¿Qué pasa si...?</i> You explain what you do in probable situations. Oral output: <i>¿Qué pasaría si...?</i> You explain what you would do in unlikely situations. Written & oral output: <i>¿Me conocen?</i> You complete sentences about the instructor according to the probability you think the instructor will/would do various things. Oral-exams Sign Ups: You choose partners and sign up for a time slot for the oral exam.</p>
<p>Vacaciones del Día de Acción de Gracias: del 21 al 25 de noviembre - No hay clases -</p>	
<p>Semana 14: del 28 de noviembre al 2 de diciembre. EXAM 3: 14.2, 15.1 and 15.2 on Tue 11/29 through Fri 12/2 at the Testing Center. Tue-Thu classes: It is highly recommended to schedule your exam for W 11/30 – F 12/2. <i>There is no ANGEL homework due this week.</i> <i>Escritura 4, versión final</i> (typed) due on day 2 of this week. Remember to turn in the first version with the final version.</p>	
DÍA 1	<p>REVIEW FOR EXAM 3</p>
DÍA 2	<p>SRTEs Presentation: Instructor explains the importance of filling out the SRTEs online. Students have 2 weeks to fill them out. Cultural Day Oral-Exam Practice</p>
<p>Semana 15: del 5 al 9 de diciembre. <i>There is no ANGEL homework due this week.</i></p>	
DÍA 1	<p>ORAL EXAMS I</p>
DÍA 2	<p>ORAL EXAMS II</p>