

Spanish 003 Syllabus – Spring 2017

Profesor Borja Gutiérrez

Faculty Lecturer in Spanish

Administrative Supervisor of Spanish 2 & 3

Spanish 3 Sections Taught: 4, 11, 20, 22, and 34.

Office Address: 134 Burrowes Building.

University E-mail: bxg207@psu.edu. Office Phone: 814-865-6587

Office Hours: MW 4:00-5:00 p.m., T 3:00-5:00 p.m., OR by Appointment (Made via e-mail).

- Class grading scale, assessment categories and percentages can be found in the Spanish 2 & 3 policies document. It is your responsibility to read and understand the course policies.
- Each section of SPAN 003 will cover the same topics on the dates listed on this syllabus; individual activities may vary by instructor. 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 should be completed on ANGEL or MySpanishLab, as indicated in this document. They 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 85 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 11 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 75-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 5, Tuesday, February 7th through Friday, February 10th
 - Exam 2:** In week 9, Tuesday, March 14th through Friday, March 17th
 - Exam 3:** In week 14. Check Testing Center's email for specific dates.The fourth exam is the **Oral Exam**, and will take place in week 15. See the policies for more information regarding this exam.
- **University Important Dates:**
 - Drop deadline:** Saturday, January 14th at 11:59 p.m. (ET)
 - Add deadline:** Sunday, January 15th at 11:59 p.m. (ET)

Late-drop deadline: Friday, April 7th

Withdrawal deadline: Friday, April 28th at 5:00 p.m. (ET)

For other dates, see the university's academic calendar:

http://registrar.psu.edu/academic_calendar/spring17.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, 8 a.m. - 6 p.m. (last exam starts at 4 p.m.)

Monday, January 9th through Thursday, January 12th

If you decide to take this free Diagnostic Exam, you must first fill out and submit the pre-registration form at the SBLP website (<http://sip.la.psu.edu/blp/courses/spanish-diagnostic-exam>) before going to the Testing Center. Please make sure to submit your pre-registration form by 2 p.m. of the day you intend to take the exam.

Note: The first three weeks of the semester are dedicated to review grammar from Spanish 2. The complete text for Spanish 3 begins with Chapter 10.

Semana 1: Del 9 al 15 de enero

Online Assignments Span 2 Review 9.3: Opens January 9th, due by January 22nd (2 weeks).

Online Assignments "Span 2 Review 9.3" must be completed on ANGEL, but you will not be able to start doing them until you have done the following, in this order:

1. Fill out the Diagnostic Questionnaire.
2. Take the Quiz about course policies and syllabus and score 100%.
3. Read and sign the Academic Integrity Form.

Once you have completed the above activities, the system will unlock your 9.3 online assignments:

Online Assignments Span 2 Review 9.3

9.3.1 Verb *gustar* and similar verbs

9.3.2 Present tense and reflexive verbs

9.3.3 *Ir + a + infinitive*

9.3.4 Preterit

9.3.5 Imperfect

9.3.6 Preterit vs. Imperfect

9.3.7 Formal commands

In-Class Mon 1/09

Introducción al curso (15 min)

Goal: To get to know your classmates and to share basic information about yourself.

9.3.2 Repaso del presente de indicativo: pp. R5-R8, R11, R16-R17, R24-R27, R32-R33, y de los pronombres interrogativos: pp. R12-R13.

Oral input: *La vida diaria.* I will read descriptions about daily life. Students decide who does the action and if the action is logical or illogical.

Written & oral output: *¡A conocernos!* Students interview a classmate to get to know him/her. Students will use questions like: *¿Cómo te llamas? ¿De dónde eres? ¿Qué estudias? ¿Trabajas? etc.*

In-Class Wed 1/11

9.3.4 Repaso del pretérito: pp. R51-R53, R60-R63.

Oral input: *¿Quién lo hizo?* I will read descriptions of what people did last weekend. Students decide: 1) if students, professors or both usually do the activity and 2) if it is one person or more that did the activity.

Written & oral output: *¿Qué hiciste el fin de semana pasado?* Students write 4 things they did last weekend and then compare their activities with their partner.

9.3.5 Repaso del imperfecto del indicativo: pp. R68-R70.

Oral input: *Mi niñez.* I state activities I did/did not do as a kid. Students decide if it is the truth

	<p>and if the activity was done alone or with others.</p> <p>Written & oral output: <i>¿Qué hacían?</i> Students write 3 things they used to do as a kid, 2 truths and 1 lie, and, in groups, they guess what is true.</p> <p>Oral output: <i>Antes y ahora.</i> In pairs, students comment on changes in celebrities' appearances and lifestyles from childhood to present, based on the photos.</p>
--	---

Semana 2: Del 16 al 22 de enero	
Online Assignments Span 2 Review 9.3 (See Semana 1): Due by January 22nd.	
In-Class Mon 1/16	In-Class Wed 1/18
No classes- Martin Luther King Day	<p>9.3.6 Repaso del pretérito y el imperfecto de indicativo: pp. R71-R72, R83-R84, 82.</p> <p>Oral input: <i>¿Qué hacía de pequeño/a?</i> Students decide if I did various activities.</p> <p>Written & oral output: <i>La anécdota.</i> In groups, students create a funny story. (The imperfect provides background information and the preterit tells what happened.) Students will present their stories to the class.</p> <p><i>In-class escritura 1 based on 9.3</i> 85 words (30 min)</p> <p>I will provide the topic in class this day. English words and proper nouns do not count towards the 85-word minimum.</p>

Semana 3: Del 23 al 29 de enero	
Online Assignments 10.1 open January 23rd on MySpanishLab (MSL), due by January 29th.	
Starting with 10.1, all your online assignments must be completed on MySpanishLab.	
<ul style="list-style-type: none"> 10.1.1 Vocabulary: <i>Los productos</i> and <i>En el supermercado</i> 10.1.2 Vocabulary: <i>La mesa</i> 10.1.3 Grammar: Informal commands 10.1.4 Grammar: <i>Se + verb</i> 10.1.5 Pronunciation 10.1.6 Listening 10.1.7 Reading 	
In-Class Mon 1/23	In-Class Wed 1/25
<p>9.3.1 Repaso del verbo gustar y verbos como gustar: pp. R56-R57.</p> <p>Written & oral output: <i>¿Qué nos gusta?</i> Students ask their classmates what three things they like and dislike about State College or Penn State (e.g. <i>Me gusta la clase de español; No me</i></p>	<p>9.3.2 Repaso de los verbos reflexivos: pp. R37-R39.</p> <p>Oral input: <i>Mi rutina.</i> I read some of my daily activities. Students decide if the action is logical or illogical and if the verb is reflexive or not.</p> <p>Oral output: <i>La rutina diaria.</i> Students find out</p>

<p><i>gustan las tiendas de State College</i>). Students share their answers.</p> <p>Written & oral output: <i>Mis gustos en los deportes</i>. First, students individually write 3 things they like/dislike about sports/sports teams (students must use verbs other than <i>gustar</i> like <i>parecer, interesar, caer bien/mal</i>, etc.). Then, students talk with the rest of the class to see who else has similar likes/dislikes.</p> <p>9.3.7 Repaso de los mandatos formales: pp. R85-R86.</p> <p>Oral input: <i>Hablando con tus profesores</i>. I will read formal commands between professors and their students. Students decide 1) to whom the command is given, and 2) if the command is normal, odd, or very strict.</p> <p>Written & oral output: <i>Mandatos para tus compañeros</i>. Individually, students write 2 commands to give to their group. Then, in groups of three students give their commands to their group.</p> <p>Oral output: <i>La vida más fácil</i>. Students give advice to their professors or important politicians about how to make life better for young people in the USA.</p> <p>LECCIÓN 10</p> <p>Goal: Discuss food, menus, diets, and shopping for food. State impersonal information, and give instructions.</p> <p>Introduction to 10.1 (5 min)</p> <p><u>Grammar:</u> <i>Se + verb constructions</i> (pp. 12-13), <i>informal commands</i> (pp. 16-17).</p> <p><u>Vocabulary:</u> <i>Los productos y las recetas</i> (p. 4), <i>en el supermercado</i> (pp. 6-7), <i>la mesa</i> (p. 9).</p>	<p>when their classmates do various daily activities during the week. Then, students share with the class.</p> <p>Written & oral output: <i>Tu rutina los fines de semana</i>. In pairs, students talk about their weekend daily routines. Then, students share with the class.</p> <p>Written & oral output: <i>Famosos</i>. In groups, students describe the daily routine of a celebrity and the rest of the class guesses who she/he is based on their description.</p> <p>9.3.3 Repaso del futuro perifrástico: ir + a + infinitivo: p. R27.</p> <p>Oral input: <i>Nuestros planes</i>. I will read descriptions of people's plans. Students decide 1) if students, professors or both will do the activity and 2) if the action is logical or illogical.</p> <p>Written & oral output: <i>¡Tu cumpleaños!</i> Students write 2 plans for their next birthday celebration and look for classmates with same/similar plans.</p> <p>Oral output: <i>Tu semestre</i>. Students ask their partners about their plans for the semester.</p> <p>Escritura 1 Returned to Students.</p>
--	--

<p>Semana 4: Del 30 de enero al 5 de febrero</p> <p>MSL Online Assignments 11.1 open January 30th, due by February 5th.</p> <p>11.1.1 Vocabulary: <i>Las partes del cuerpo</i></p> <p>11.1.2 Vocabulary: <i>Médicos, farmacias y hospitales</i> and <i>La salud</i></p> <p>11.1.3 Grammar: Introduction to the present subjunctive</p> <p>11.1.4 Listening</p> <p>11.1.5 Reading</p> <p>Escritura 1 - FINAL VERSION (typed) due in class this Wednesday 2/01. 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.</p>	
<p>In-Class Mon 1/30</p>	<p>In-Class Wed 2/01</p>

<p>10.1.1 Vocabulary: <i>Los productos</i> and <i>En el supermercado</i>: pp. 4-8.</p> <p>10.1.4 Grammar: <i>Se + verb</i>: pp. 12-14.</p> <p>Review of MSL 10.1.1 and 10.1.4 (5 min)</p> <p>Oral input: <i>Las comidas y las bebidas</i>. I will read the descriptions of meals and students choose the photo that best represents the description.</p> <p>Oral output: <i>Hacer la compra</i>. In pairs, students decide on a menu for a dinner with their friends and then make the shopping list of what needs to be bought and where.</p> <p>Written & oral output: <i>Mi receta favorita</i>. Students share their favorite recipes with the rest of the class, describing the ingredients and how the dishes are prepared.</p> <p>LECCIÓN 11</p> <p>Goals: Discuss health and medical treatments. Talk about the body. Express emotions, opinions, expectations, and wishes.</p> <p>Introduction to 11.1 (5 min)</p> <p>Grammar: Introduction to the present subjunctive (pp. 40-42).</p> <p>Vocabulary: <i>Médicos, farmacias y hospitales</i> (p. 32), <i>las partes del cuerpo</i> (p. 34), <i>la salud</i> (p. 36).</p>	<p>10.1.2 Vocabulary: <i>La mesa</i>: pp. 9-10.</p> <p>10.1.3 Grammar: Informal commands: pp. 16-19.</p> <p>Review of MSL 10.1.2 and 10.1.3 (5 min)</p> <p>Oral input: <i>¿Bueno o malo?</i> Students listen to advice for people in different situations, and decide if the advice is good or bad according to the situation.</p> <p>Oral input: <i>¡Hazlo!</i> Students, individually, perform commands given by me.</p> <p>Oral output: <i>¡Qué horror!</i> Students give orders to people presented in the photos in different uncomfortable situations in the restaurants.</p> <p>Written & oral output: <i>¡Come comida sana!</i> Students give advice to other students about how to eat healthy in State College.</p> <p>Oral output: <i>Cómo organizar una cena romántica</i>. Students advise each other on how to organize a romantic dinner.</p> <p>Written & oral output: <i>Más órdenes</i>. Students give physical commands to a classmate.</p> <p>Rewrite <i>Escritura 1</i>—FINAL VERSION DUE AT BEGINNING OF CLASS (see above).</p>
--	---

<p>Semana 5: Del 6 al 12 de febrero</p> <p>MSL Online Assignments 11.2 open February 6th, due by February 12th.</p> <ul style="list-style-type: none"> 11.2.1 Grammar: The subjunctive with expressions of emotions 11.2.2 Grammar: Uses of <i>por</i> and <i>para</i> 11.2.3 Pronunciation 11.2.4 Listening 11.2.5 Reading <p>Exam 1 at the Testing Center: Tue 2/7 – Fri 2/10; Based on Span 2 Review (9.3) and Lesson 10 Please schedule your exam promptly at https://clc.its.psu.edu/eTesting/Students/</p>	
<p>In-Class Mon 2/06</p> <p>Review for Exam 1</p> <p>Introduction to 11.2 (5 min)</p> <p>Grammar: The subjunctive with expressions of emotions (p. 46). Uses of <i>por</i> and <i>para</i> (pp. 48-49).</p>	<p>In-Class Wed 2/08</p> <p>11.1.1 Vocabulary: <i>Médicos, farmacias y hospitales</i> and <i>La salud</i>: pp. 32, 36-37.</p> <p>11.1.2 Vocabulary: <i>Las partes del cuerpo</i>: pp. 34-35.</p> <p>11.1.3 Grammar: Introduction to the present subjunctive: pp. 40-45.</p> <p>Review of MSL 11.1.1, 11.1.2 and 11.1.3 (5 min)</p> <p>Written input: <i>¿Para qué sirve(n)?</i> p. 35: 11-5. In pairs, students match the definitions with corresponding words.</p>

	<p>Oral input: <i>¿Son buenos o malos consejos?</i> Students decide if various recommendations are good or bad.</p> <p>Written & oral output: <i>Nuestros síntomas.</i> Students describe symptoms of typical illnesses of students at Penn State and their partner recommends how to treat them.</p> <p>Oral output: <i>Trabajo voluntario en el hospital.</i> p. 43: 11-16. In pairs, talk about the expected activities of the people in the pictures.</p> <p>Oral output: <i>¿Qué les recomiendas?</i> In pairs, students give recommendations to various celebrities with health related issues presented in the photos.</p> <p><i>No Escritura this week.</i></p>
--	---

<p>Semana 6: Del 13 al 19 de febrero MSL Online Assignments 12.1 open February 13th, due by February 19th. 12.1.1 Vocabulary: <i>Los viajes y los medios de transporte</i> 12.1.2 Vocabulary: <i>El alojamiento y las reservaciones</i> 12.1.3 Grammar: Affirmative and negative expressions 12.1.4 Listening 12.1.5 Reading</p>	
<p>In-Class Mon 2/13</p> <p>11.2.1 Grammar: The subjunctive with expressions of emotions: pp. 46-47. Review of MSL 11.2.1 (5 min) Written input: <i>Un amigo enfermo.</i> p. 46: 11-21. Students match sentences appropriately. Oral input: <i>¿Dónde ocurre?</i> Students respond with the most probable location based on statements read by the instructor, and they identify whether the subjunctive was used. Written & oral output: <i>¿Qué te gusta?</i> Students discuss things they like/dislike about opportunities for active and healthy living in State College using <i>alegrarse de, gustar, encantar, no gustar, etc.</i> and the subjunctive. Oral output: <i>¿Qué te molesta?</i> In groups, students discuss 3 things they do not like that other people do when they are sick, using <i>sentir, molestar, temer, etc.</i> Then, they choose the 2 most common annoyances to share with the class. LECCIÓN 12 Goal: Talk about travel arrangements, hotel, and reservations, express affirmation and negation,</p>	<p>In-Class Wed 2/15</p> <p>11.2.2 Grammar: Uses of <i>por</i> and <i>para</i>: pp. 48-51. Review of MSL 11.2.2 (5 min) Written input: <i>¿Para qué sirven?</i> p. 50: 11-25. In pairs, students chose the right preposition. Oral input: <i>¿Qué hacen?</i> Students listen to statements and choose the picture that represents the action. Written & oral output: <i>¿Por dónde y para dónde van?</i> In pairs, students ask questions and give answers using <i>por/para</i> based on the photos offered in the presentation. <i>In-class Escritura 2 based on 11.1 and 11.2 85 words (30 min)</i> I will provide the topic in class this day. English words and proper nouns do not count towards the 85-word minimum.</p>

<p>talk about the recent past and the future.</p> <p>Introduction to 12.1 (5 min)</p> <p><u>Grammar</u>: Affirmative and negative expressions (pp. 70-71).</p> <p><u>Vocabulary</u>: <i>Los viajes y los medios de transporte</i> (pp. 64-65, 67), <i>el alojamiento y las reservaciones</i> (p. 68).</p>	
--	--

<p>Semana 7: Del 20 al 26 de febrero</p> <p>MSL Online Assignments 12.2 open February 20th, due by February 26th.</p> <p>12.2.1 Grammar: Present perfect and participles used as adjectives</p> <p>12.2.2 Grammar: The future tense</p> <p>12.2.3 Pronunciation</p> <p>12.2.4 Listening</p> <p>12.2.5 Reading</p>	
<p>In-Class Mon 2/20</p> <p>12.1.1 Vocabulary: <i>Los viajes y los medios de transporte</i>: pp. 64-67.</p> <p>12.1.2 Vocabulary: <i>El alojamiento y las reservaciones</i>: p. 68.</p> <p>12.1.3 Grammar: Affirmative and negative expressions: pp. 70-72.</p> <p>Review of MSL 12.1.1, 12.1.2 and 12.1.3 (5 min)</p> <p>Written input: <i>¿En qué orden?</i> Students indicate in what order they do the following activities, posted on the PowerPoint, when taking a trip.</p> <p>Oral input: <i>Un viaje.</i> Students listen to descriptions and choose the picture that best represents the action.</p> <p>Written & oral output: <i>¿Con qué frecuencia?</i> Students talk about the frequency with which they do some typical activities when travelling.</p> <p>Introduction to 12.2 (5 min)</p> <p><u>Grammar</u>: Present perfect and participles used as adjectives (pp. 74-76), the future tense (pp. 78-79).</p>	<p>In-Class Wed 2/22</p> <p>Review affirmative and negative expressions (5 min)</p> <p>Oral input: <i>Los viajes y los medios de transporte.</i> I will read the sentences related to trips and means of transportation and students decide if they are true or false.</p> <p>Written & oral output: <i>Nuestras vacaciones ideales.</i> In groups, students write down 3 characteristics of their ideal spring break vacation and then present the information to the class.</p> <p>Oral output: <i>¡La negatividad es contagiosa!</i> p. 73:12-15. Students respond negatively to questions.</p> <p>Vocabulary review: <i>¡Pásalo!</i> In groups, students will compete against each other in a game comprising of various activities that will serve as a review of vocabulary from chapters 11 and 12.</p> <p><i>Escritura 2 Returned to Students.</i></p>

<p>Semana 8: Del 27 de febrero al 5 de marzo</p> <p>MSL Online Assignments 13.1 open February 27th, due by March 12th (2 weeks).</p> <p>13.1.1 Vocabulary: <i>Las artes y las letras: La literatura y el cine. La pintura y el arte. La música y la cultura popular</i></p> <p>13.1.2 Grammar: The subjunctive with verbs and expressions of doubt</p> <p>13.1.3 Listening</p>
--

13.1.4 Reading

Escritura 2 - FINAL VERSION (typed) due in class this Wednesday 3/01. 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 2/27	In-Class Wed 3/01
<p>12.2.1 Grammar: Present perfect and participles used as adjectives: pp. 74-77. Review of MSL 12.2.1 (5 min)</p> <p>Oral input: <i>Persona tímida o atrevida.</i> I will read the sentences and students respond regarding the level of adventure of different modes of travel, and indicate who is the subject.</p> <p>Written & oral output: <i>En la clase de español.</i> Students indicate if the offered actions apply to them or not and then interview a classmate.</p> <p>Oral input: <i>¿Un robo o una casa desordenada?</i> Students respond to my descriptions of the pictures.</p> <p>Oral output: <i>¿Cómo están las cosas?</i> Students describe various pictures of things and people on their trips.</p> <p>LECCIÓN 13 Goal: Talk about art and culture. Express doubt and uncertainty. Hypothesize about the future. Describe states and conditions and talk about the past from a past perspective</p> <p>Introduction to 13.1 (5 min) <u>Grammar:</u> The subjunctive with verbs and expressions of doubt (pp. 106-107). <u>Vocabulary:</u> <i>Las artes y las letras: la literatura y el cine</i> (pp. 96-99), <i>la pintura y el arte</i> (p. 101), <i>la música y la cultura popular</i> (p. 103).</p>	<p>12.2.2 Grammar: The future tense: pp. 78-81. Review of MSL 12.2.2 (5 min)</p> <p>Written input: <i>¿Qué lugares...?</i> p. 80: 12-21. In pairs, students choose the right verb in future tense.</p> <p>Oral input: <i>¿Dónde, cuándo y quién?</i> I will read the sentences and students respond where and when activities take place.</p> <p>Written & oral output: <i>Mis planes.</i> Students write about what they will do next week, and then they find three students who will do the same.</p> <p>Written & oral output: <i>Una historia.</i> In groups, students create a story using future tense based on the offered images.</p> <p>Oral output: <i>La vida después de Penn State.</i> Students talk to their partners about what their plans are after they graduate from Penn State. The class sees who has similar plans.</p> <p>Rewrite <i>Escritura 2</i> –FINAL VERSION DUE AT BEGINNING OF CLASS (see above).</p>

Spring Break: Del 6 al 12 de marzo

Semana 9: Del 13 al 19 de marzo

MSL Online Assignments 13.2 open March 13th, due by March 19th.

13.2.1 Grammar: The conditional

13.2.2 Grammar: Reciprocal verbs and pronouns

13.2.3 Listening

13.2.4 Reading

Exam 2 at the Testing Center: Tue 3/14 - Fri 3/17; Based on Lessons 11 and 12

Please schedule your exam promptly at <https://clc.its.psu.edu/eTesting/Students/>

In-Class Mon 3/13

In-Class Wed 3/15

<p>Review for Exam 2</p> <p>Introduction to 13.2 (5 min)</p> <p><u>Grammar:</u> The conditional (pp: 110-111), reciprocal verbs and pronouns (p. 114).</p>	<p>13.1.1 Vocabulary: <i>Las artes y las letras: La literatura y el cine. La pintura y el arte. La música y la cultura popular:</i> pp. 96-100, 101-102, 103-104.</p> <p>13.1.2 Grammar: The subjunctive with verbs and expressions of doubt: pp. 106-109.</p> <p>Review of MSL 13.1.1 and 13.1.2 (5 min)</p> <p>Written input: <i>Información</i>, p.103: 13-7. Students match descriptions with appropriate words.</p> <p>Oral input: <i>La clase de arte.</i> I will read sentences about what one should do in Art class and students decide whether they agree or not and what tense was used.</p> <p>Written & oral output: <i>Los gustos artísticos.</i> Students write down five doubts about their partners' artistic interests and abilities and then check their assumptions with each other and present the results to the class.</p> <p>Written input & oral output: <i>¿Qué opinas?</i> Students talk to their partners about the offered art topics and use indicative/subjunctive depending on the degree of certainty.</p> <p>Written & oral output: <i>Una cena con un artista famoso.</i> In pairs, students choose artists they admire and then talk about what they think would happen during a dinner with those people.</p> <p><i>No Escritura this week.</i></p>
--	---

<p>Semana 10: Del 20 al 26 de marzo</p> <p>MSL Online Assignments 13.3 open March 20th, due by March 26th.</p> <p>13.3.1 Vocabulary review: <i>Las artes y las letras: La literatura y el cine. La pintura y el arte. La música y la cultura popular</i></p> <p>13.3.2 Grammar: The past perfect</p> <p>13.3.3 Pronunciation</p> <p>13.3.4 Listening</p> <p>13.3.5 Reading</p>	
<p>In-Class Mon 3/20</p> <p>13.2.1 Grammar: The conditional: pp. 110-113.</p> <p>Review of MSL 13.2.1 (5 min)</p> <p>Oral input: <i>¿Qué haría en la fiesta para divertirme?</i> Students listen to statements and decide 1) whether the action is logical or not, in the context of enjoying the party, and 2) who does the action.</p>	<p>In-Class Wed 3/22</p> <p>13.2.2 Grammar: Reciprocal verbs and pronouns: pp. 114-116.</p> <p>Review of MSL 13.2.2 (5 min)</p> <p>Written input: <i>Una historia de amor.</i> In pairs, students choose the correct reciprocal verb to complete the story.</p> <p>Oral input: <i>¿Cómo son las acciones?</i> Students respond to statements read by me and indicate</p>

<p>Written & oral output: <i>Nuestra fiesta</i>. In groups, students describe what they would do to organize a great party.</p> <p>Oral output: <i>La lotería</i>. Students talk about what they would do if they were to win the lottery and how they would spend the money.</p> <p>Oral output: <i>¿Qué harías en estas situaciones?</i> Students talk about how they would react in particular situations.</p> <p>Introduction to 13.3 (5 min) <u>Grammar:</u> The past perfect (p.117). <u>Vocabulary (review):</u> <i>Las artes y las letras: la literatura y el cine</i> (pp. 96-99), <i>la pintura y el arte</i> (p. 101), <i>la música y la cultura popular</i> (p. 103).</p>	<p>whether the verb is reflexive or reciprocal and if the action is typical or atypical.</p> <p>Written & oral output: <i>¿Qué hacen estas personas?</i> Students identify the verb that describes some drawings, then use that verb in a sentence.</p> <p>Oral output: <i>¿Qué hacen los buenos colegas?</i> p. 115: 13-24. Students decide whether good colleagues do various activities for one another.</p> <p>Oral output: <i>Mis relaciones con...</i> In pairs, students mutually describe their relationships with their family, friends, significant others etc.</p> <p><i>No Escritura this week.</i></p>
---	--

<p>Semana 11: Del 27 de marzo al 2 de abril</p> <p>MSL Online Assignments 14.1 open March 27th, due by April 2nd</p> <p>14.1.1 Vocabulary: <i>La conservación del medio ambiente</i> and <i>La ciencia y la tecnología en el mundo de hoy</i></p> <p>14.1.2 Vocabulary: <i>Otros retos del futuro</i></p> <p>14.1.3 Grammar: <i>Imperfect subjunctive</i></p> <p>14.1.4 Listening</p> <p>14.1.5 Reading</p>	
<p>In-Class Mon 3/27</p> <p>13.3.2 Grammar: The past perfect: pp. 117-119. Review of MSL 13.3.2 (5 min)</p> <p>Oral input: <i>Planes y recuerdos</i>. Students respond to activities read by me and indicate whether they are possible, and what verb-tense is used.</p> <p>Written & oral output: <i>Tus experiencias artísticas</i>. Students write down three experiences they had with creating/observing art before they graduated from high school and then share them with a group of classmates.</p> <p>Written & oral output: <i>Una aventura atrevida</i>. Students write down something unforgettable that they had done prior to this semester on the piece of paper and give it to me. Then I redistribute the activities and they must find the person who did the activity they have.</p> <p>LECCIÓN 14</p> <p>Goal: Talk about the environment and advances in science and technology. Express wishes and recommendations in the past. Hypothesize about the present and the future.</p>	<p>In-Class Wed 3/29</p> <p>Brief Grammar review / Cultural Day (20 min)</p> <p>In-class Escritura 3 based on 13.1, 13.2 and 13.3 85 words (30 min)</p> <p>I will provide the topic in class this day. English words and proper nouns do not count towards the 85-word minimum.</p>

<p>Introduction to 14.1 (5 min) <u>Grammar:</u> Imperfect subjunctive (pp. 140-141). <u>Vocabulary:</u> <i>La ciencia y la tecnología en el mundo de hoy</i> (p. 132), <i>la conservación del medio ambiente</i> (p. 134), <i>otros retos del futuro</i> (pp. 136-137).</p>	
--	--

<p>Semana 12: Del 3 al 9 de abril MSL Online Assignments 14.2 open April 3rd, due by April 9th. 14.2.1 Grammar: Review: The present tense, the future tense, and the conditional 14.2.2 Grammar: If-clauses 14.2.3 Pronunciation 14.2.4 Listening 14.2.5 Reading</p>	
<p>In-Class Mon 4/03</p>	<p>In-Class Wed 4/05</p>
<p>14.1.1 Vocabulary: <i>La conservación del medio ambiente</i> and <i>La ciencia y la tecnología en el mundo de hoy</i>: pp. 132-133, 134-135. 14.1.2 Vocabulary: <i>Otros retos del futuro</i>: pp. 136-138. Review of MSL 14.1.1 and 14.1.2 (5 min) Written input: <i>¿A qué se refiere?</i> Students identify to what area various predictions refer. Oral input: <i>El problema de alimentación.</i> Students listen to an article read by me and respond to questions about the article. Written & oral output: <i>Amigos de la Tierra.</i> Students come up with 3 environmental problems, and give possible solutions to them. Then they ask their classmates about their ideas to solve these problems. Written & oral output: <i>El medio ambiente y tú.</i> Students interview their partners regarding environmental problems and ways they protect the environment. Introduction to 14.2 (5 min) <u>Grammar:</u> The present tense (pp. R5-R8, R11, R16-R17, R24-R27, R32-R33), the future tense (pp. 78-79) and the conditional (pp. 110-111) (review); if-clauses (pp. 144-146).</p>	<p>14.1.3 Grammar: Imperfect subjunctive: pp. 140-143. Review of MSL 14.1.3 (5 min) Written input: <i>¿Qué quería tu instructor?</i> Students match up my desires for the Spanish class. Oral input: <i>Cuando éramos niños.</i> Students decide whether the activities are true or false, and determine who is the subject. Written & oral output: <i>Cuando era niño/a.</i> Students write down 2 things that their parents did want and 2 things their parents did not want them to do when they were little, in order to preserve the environment. Then, they compare their answers with classmates. Oral output: <i>Cuando vivía con mis padres.</i> In pairs, students ask each other about their reactions to other people's requests and desires regarding their actions in the past. Oral output: <i>Mis tres deseos.</i> In pairs, students talk about how would they have liked their Spanish 3 class to be. <i>Escritura 3 Returned to Students.</i></p>

<p>Semana 13: Del 10 al 16 de abril No Online Homework</p>

<p>Escritura 3 - FINAL VERSION (typed) due in class this Wednesday 4/12. 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.</p>	
<p>In-Class Mon 4/10</p> <p>14.2.2 Grammar: If-clauses: pp. 144-146. Review of MSL (5 min)</p> <p>Oral input: <i>Situaciones medio ambientales.</i> I will read sentences about the environment and students decide the probability of statements and if they are logical or illogical.</p> <p>Oral output: <i>¿Qué pasa si...?</i> Activity 14-20, p. 145. Students explain what they do in probable situations.</p> <p>Oral output: <i>Situaciones probables.</i> In pairs, students comment on their reactions in the presented probable situations.</p> <p>Oral output: <i>¿Cómo sería el mundo si...?</i> Activity 14-21, p. 145. Students explain what would happen to the world in offered situations.</p> <p>Oral output: <i>Situaciones poco probables.</i> In pairs, students comment on their reactions in the presented less probable situations.</p>	<p>In-Class Wed 4/12</p> <p>Review If-clauses (5 min)</p> <p>Written input: <i>El mundo que todos queremos.</i> Activity 14-19, p. 145. Students match the ideas with conclusions.</p> <p>Written & oral output: <i>Consecuencias.</i> In pairs, students complete the presented sentences.</p> <p>Written & oral output: <i>Una cadena de posibilidades.</i> In groups, students choose one of the offered topics and write a chain with five possibilities.</p> <p>Oral output: <i>¿Qué harías?</i> Students individually explain to the class what they would do for the planet if they had a lot of money.</p> <p>Oral exam: Presentation and sign up</p> <p>Rewrite <i>Escritura 3 – FINAL VERSION DUE AT BEGINNING OF CLASS</i> (see above).</p>

<p>Semana 14: Del 17 al 23 de abril No Online Homework</p> <p>Exam 3 at the Testing Center: Check Testing Center's email for specific dates; Based on Lessons 13 and 14 Please schedule your exam promptly at https://clc.its.psu.edu/eTesting/Students/</p>	
<p>In-Class Mon 4/17</p> <p>Review for Exam 3</p>	<p>In-Class Wed 4/19</p> <p>Cultural Day. Practice for the Oral Exam. Please remember to fill out the SRTE on ANGEL. <i>No Escritura this week.</i></p>

<p>Semana 15: Del 24 al 28 de abril No Online Homework</p>	
<p>In-Class Mon 4/24</p> <p>ORAL EXAM</p>	<p>In-Class Wed 4/26</p> <p>ORAL EXAM</p>