

## Instructor: Borja Gutiérrez.

Spanish 1 Sections: 13 (11:15-12:05); 14 (12:20-1:10).

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## Spanish 001 Syllabus Fall 2008

- 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/BLPsyllabi/blp1.html>
- The pages indicated in this syllabus correspond to the text *Mosaicos*.
- While the topics for each day will remain the same, your instructor may change the particular activities used, or create other activities to supplement the material in the text.
- Regardless of the reason for your absence, if you cannot attend class, remember that **you** will be responsible for contacting other classmates (not your instructor) to obtain any missed information.
- Online activities (ANGEL) are due on **Wednesdays by 4PM**, and there will be no extensions. If the due date is different, it will be noted in the syllabus. If you have any questions about the **content** of the activities, please e-mail your instructor. If you do not receive a response from your instructor within 48 hours (M-F) or 72 hrs. (weekends), e-mail the supervisor of SPAN 1, [span1@psu.edu](mailto:span1@psu.edu). If you experience **any technical difficulties** with ANGEL, please fill out the form at [http://sip.la.psu.edu/angel\\_tech/helpform.htm](http://sip.la.psu.edu/angel_tech/helpform.htm).
- Writing assignments (*escrituras*) are due at the beginning of the class on Day 2 unless indicated otherwise in the syllabus. (See syllabus for topics and length.) *Escrituras* must be typed, double-spaced, and printed with Arial 12 point font, 1" margins, and legible. If an assignment is not typed, there will be a .5 point deduction in the *escrituras* grade. See policies for more information on *escrituras*. They will be returned to you corrected and graded one week after they are turned in. If you experience delays in receiving corrected homework, please contact the assistant to the director, Carol McCabe, at [cjm43@psu.edu](mailto:cjm43@psu.edu).
- **University Important Dates:** For the dates of Drop-Add, Final Exam Conflict filing period, Late Drop and Withdrawal, see the university's academic calendar at: [http://registrar.psu.edu/academic\\_calendar/fall08.cfm](http://registrar.psu.edu/academic_calendar/fall08.cfm)
- **The Final Exam takes place during finals week. Do not make travel plans before the date of the final exam is announced by the registrar's office. A plane ticket purchased by you or by anyone else for you will not be considered a reason for not taking the final exam at the officially scheduled time.**
- **Spanish 1 important dates:**
  - Diagnostic Exam
    - August 27, Wednesday Place: 262 Willard, 7-9pm
    - September 2, Tuesday Place: 262 Willard, 7-9pm
  - ANGEL Training
    - August 28, Thursday: 6-6:30pm, 6:30-7pm, 7-7:30pm, 7:30-8pm  
Place: 062 Willard
    - September 3, Wednesday: 6-6:30pm, 6:30-7pm, 7-7:30pm, 7:30-8pm  
Place: 062 Willard
    - September 08, Monday: 6-6:30pm, 6:30-7pm, 7-7:30pm, 7:30-8pm  
Place: 062 Willard
  - August 25- September 3: Drop/Add period
  - September 29 - October 19: Final exam conflict filing period
  - November 14: Late drop deadline
  - December 12: Last day for withdrawal from university

<p><b>Semana 1: Del 25 al 29 de agosto.</b>  <i>ANGEL Homework 0.1 due on Wednesday, September 10 (week 3) by 4 PM.</i></p>	
DÍA 1	<p><b>Introducción a la clase and Angel folder 0.1</b>  <b>LECCIÓN PRELIMINAR.</b>  <b>Goals: To get to know your classmates and to share information about yourself.</b>  <b>Introductions:</b> pp. 4-6 (presentation);  <u>Written input:</u> p. 5, B-1;  <u>Oral Output:</u> introduce yourself several classmates in Spanish for 5 minutes  <b>Expresiones de cortesía:</b> p. 6 (presentation)  <u>Written-Input:</u> p. 7, B-4  <b>Fill out the Diagnostic Questionnaires</b>  <b>*** STUDY pp. 5, 9-10, 22-23 FOR NEXT CLASS ***</b></p>
DÍA 2	<p><b>Greetings and responses to “How are you?”</b> p. 5 (presentation)  <u>Written-Input:</u> p. 6, B-2;  <u>Oral Output:</u> Greet several students around the classroom during 5 minutes and ask them how they are  <b>Identification and descriptions of people:</b> pp. 9-10 (presentation)  <u>Written-Input:</u> Complete 3 sentences with the correct form of the verb <i>ser</i>  <u>Written-Input:</u> Complete 2 sentences with the correct form of the cognate  <u>Oral Output:</u> Identify and describe 3 famous people  <b>Useful classroom expressions:</b> pp. 22-23 (presentation)  <u>Oral input:</u> your instructor will give commands to various students in the class to verify your understanding.  <u>Written and Oral Output:</u> Write what you would respond in Spanish under several situations in the classroom  <b>*** STUDY pp. 8, 14 and 18 FOR NEXT CLASS ***</b></p>
<p><b>Semana 2: Del 1 al 5 de septiembre</b>  <i>ANGEL Homework 0.1 and 1.1. due on Wednesday, September 10 (week 3) by 4 PM.</i></p>	
DÍA 1	<p><b>No classes on Monday, September 1. MW classes will have to review this information on their own. Your instructor may review it briefly on Day 2 if possible.</b>  <b>El alfabeto:</b> p. 8 (presentation)  <u>Oral Output:</u> p. 9, B-7 Ask three of your classmates their names  <b>Numbers 0-99:</b> p. 14 (presentation)  <u>Written-Input:</u> Choose the correct spelling of the number (0-30)  <u>Written-Input:</u> Choose the correct spelling of the number (31-99)  <u>Oral-Input:</u> Bingo game  <u>Oral Output:</u> Ask three of your classmates their phone number  <b>Telling the time:</b> p. 18 (presentation)  <u>Written-Input:</u> Match the clocks with the corresponding time  <u>Oral Input:</u> p. 19: listen to your instructor’s statements and choose the city in B-24 (e.g., Instructor says: “<i>Es la una y veinte</i>” and you would choose the city with a clock indicating that time)  <u>Oral Output:</u> p.19, B-26  <b>*** STUDY pp. 11, 12 and 16 FOR NEXT CLASS ***</b></p>

DÍA 2	<p><b>The classroom (vocabulary):</b> p. 11 (presentation and activities)  <b>Describing location (preposiciones de lugar):</b> p. 12 (presentation)  <u>Written Input:</u> p. 13, B-12;  <u>Oral Output:</u> p. 13, B-15  <b>Months and days:</b> p. 16 (presentation)  Your instructor will create input and output activities.</p> <p><b>LECCIÓN 1.</b>  <b>Goals: asking for and providing information, expressing needs, talking about daily activities, asking about and expressing location.</b>  <b>Introduction to 1.1 (5 mins)</b></p> <ul style="list-style-type: none"> <li>▪ <b>Vocabulary:</b> Students and their courses - pp. 28, 29</li> <li>▪ <b>Grammar:</b> Personal pronouns - p. 35</li> </ul>
<p><b>Semana 3: Del 08 al 12 de septiembre</b></p> <p><i>ANGEL Homework 0.1 and 1.1 due on Wednesday by 4 PM. <b>Escritura 1</b> based on 0.1 is due on Day 2 of this week:</i> Write a letter to your parents telling them about your schedule and classrooms. Include the date; greeting and good-bye expressions; the time when one of your classes is held. In what building is it? Write about the location of the building and the items found in your classroom. How many students are there in that class? Spell out all numbers.  <b>(50 words typed, double spaced).</b></p>	
DÍA 1	<p><b>ANGEL 1.1 presentation</b></p> <ul style="list-style-type: none"> <li>▪ <b>Vocabulary:</b> Students and their courses - pp. 28, 29</li> <li>▪ <b>Grammar:</b> Personal pronouns - p. 35</li> </ul> <p><u>Written Input:</u> Activity 1-3 p. 29  <u>Written Input:</u> Match the adjectives with their opposite  <u>Written Input:</u> Activity 1-12 p. 35</p> <p><b>Review of ANGEL 0.1</b>  <b>Greeting and courtesy expressions:</b> pp. 4-7 (warm-up)  <u>Oral Input:</u> A escuchar, p. 8  <u>Oral Output:</u> p. 8 B-5  <b>The verb <i>Ser</i> and Cognates:</b> pp. 9-10 (warm-up)  <u>Oral Input:</u> You will hear short sentences like “<i>eres perfeccionista</i>” Respond what the subject pronoun is according to the form of the verb <i>ser</i> (<i>soy, eres, es</i>).  <u>Oral Output:</u> Ask three classmates how they are</p>

DÍA 2	<p><b>Review of ANGEL 0.1</b></p> <p><b>Objetos en el salón de clase:</b> p. 11 (warm-up)  <u>Oral-Input:</u> B-10, Pág. 12  <u>Oral output:</u> Describe everything you are carrying with you for your classes today to your classmates. You can use <i>Tengo un cuaderno</i> (I have...). Who has the most original thing?</p> <p><b>Prepositions of place:</b> p. 12 (warm-up)  <u>Oral Input:</u> A escuchar, p. 13  <u>Oral Output:</u> p. 13 B-14</p> <p><b>Months and days:</b> p. 16 (warm-up)  <u>Oral input:</u> You will hear several days, e.g. “<i>el catorce de enero es martes</i>” Look at the calendar on page 16 and respond – True or False –  <u>Oral Output:</u> Tell your classmates what your favorite day of the week is  <u>Oral Input:</u> Your instructor will post a calendar with holidays in each month. You will hear several statements, e.g. “<i>En mayo es el día de las Madres</i>” and write on your notebook – True or False – according to the displayed calendar  <u>Oral output:</u> Tell a classmate when about any important holiday or celebration for you</p> <p><b>Introduction to 1.2 (5 mins)</b></p> <ul style="list-style-type: none"> <li>▪ <b>Vocabulary:</b> La vida estudiantil: pp. 30 y 31; En la librería: p. 32</li> <li>▪ <b>Grammar:</b> Present tense of regular <i>-ar</i> verbs: p. 36; some regular <i>-er, -ir</i> verbs: p. 45</li> </ul>
<p><b>Semana 4: del 15 al 19 del septiembre</b>  <i>ANGEL Homework 1.2 due on Wednesday by 4PM. On day 2: in class, escritura 2 based on 0.1 and 1.1. Your instructor will provide the topic in class.</i></p>	
DÍA 1	<p><b>Review of ANGEL 1.1 (5 mins)</b></p> <p><b>Vocabulary:</b> Estudiantes y Cursos: pp. 28 y 29  <b>Activities:</b>  <u>Oral input:</u> Your instructor will read 10 sentences about courses and you must decide if it is logical or illogical.  <u>Written input:</u> 1-3 p. 29  <u>Oral output:</u> Talk about your class schedule, what courses you have and when.  <u>Oral output:</u> 1-5 p. 30.</p>

DÍA 2	<p><b>Review of ANGEL 1.1 (5 mins)</b>  <b>Grammar:</b> Pronombres Personales: p. 35  <b>Activities:</b>  <u>Oral input:</u> Your instructor will say one of the personal pronouns. You decide if it is one person or more and if your instructor is including him/herself or not. You hear “tú” you write singular, no.  <u>Oral input:</u> A escuchar A and B, p. 34  <u>Written input:</u> 1-12 p. 35  <u>Oral output:</u> 1-13 p. 35. En paso 2, students should share answers with the class (<i>nosotros somos ...; ellos son...; él/ella es ...; yo soy ...</i>)</p> <p><b>In-class escritura 2 (50 words, 20 mins)</b></p> <p><b>Introduction to 1.3 (5 mins)</b></p> <ul style="list-style-type: none"> <li>▪ <b>Vocabulary:</b> En la universidad – p. 33</li> <li>▪ <b>Grammar:</b> Articles and nouns (<i>Género y número</i>) – pp. 39 y 40;  <i>El verbo estar</i> – p. 41; Question words – p. 43</li> </ul>
<p><b>Semana 5: del 22 al 26 de septiembre</b>  <i>ANGEL Homework 1.3 due on Wednesday by 4PM. Escritura 3 based on 1.2 due on Day 2 of this week:</i> Tell your instructor about your life at the university: What your daily routine is like, what you do after (<i>después de</i>) classes, on weekends, etc. Use vocabulary learned so far, present tense of regular –<i>ar</i> verbs (page 36) and expressions of frequency (page 54).  <i>(50 words typed and double spaced).</i></p>	
DÍA 1	<p><b>Review of ANGEL 1.2</b>  <b>Vocabulary:</b> <i>La vida estudiantil:</i> pp. 30 y 31  <b>Grammar:</b> Present tense of regular –<i>ar</i> verbs: p. 36  <b>Activities:</b>  <u>Oral input:</u> Your instructor will read 10 sentences about the students in Penn State and you must decide if it is true or false and who does the action, <i>tú, ustedes,</i> etc.)  <u>Oral output:</u> Take turns with a classmate to say what you do in different places like (<i>la biblioteca, el café, la casa, etc</i>) and how often, e.g. – <i>yo estudio a veces en la biblioteca</i> - You can use the list of verbs, places and frequency expressions on pages 53 and 54.  <u>Oral output:</u> <i>¿Qué hace un estudiante típico de Penn State?</i> With a classmate describe what a typical student does at Penn State. Get together with another pair, listen to each other and choose the best description to share with the class.</p>

DÍA 2	<p><b>Review of ANGEL 1.2</b>  <b>Vocabulary:</b> <i>En la librería:</i> p. 32  <b>Grammar:</b> Present tense of regular <i>-ar</i> verbs: p. 36; some <i>-er, -ir</i> verbs, p. 45  <b>Activities:</b>  <u>Oral Input:</u> 1-8, p.32 adapted to oral input. The instructor says how much the item costs and you identify which item it is.  <u>Oral output:</u> Ask your partner how much the school supplies s/he has with him/her cost. How much does the most expensive item the two of you have cost?  <u>Oral input:</u> (present tense - daily routine) Your instructor will read some sentences and you have to decide (a) who does the action (i.e., what subject pronoun: <i>yo, tú, él/ella, nosotros, ellos/ellas</i>) based on the ending of the verb, and (b) whether the subject of the action is typically a student, an instructor, or both. Example: your instructor says “<i>estudian para el examen de español</i>”, then you choose (a) <i>Ellos/ellas</i>; (b) <i>estudiantes</i>.  <u>Oral output:</u> Daily routine. In groups of three talk about your daily routine. Do you have anything in common?</p> <p><b>LECCIÓN 2.</b>  <b>Goals: asking about and describing persons, places and things; expressing nationality and possession; expressing where and when events take place.</b>  <b>Introduction to 2.1 (5 mins)</b></p> <ul style="list-style-type: none"> <li>▪ <b>Vocabulary:</b> Mis amigos y yo – pp. 62 y 63; Colores y adjetivos – pp. 64 - 66; Nacionalidades – p. 67</li> <li>▪ <b>Grammar:</b> Género y número con adjetivos – p. 69</li> </ul>
<p><b>Semana 6: del 29 de septiembre al 3 de octubre</b>  <i>ANGEL Homework 2.1. due on Wednesday by 4PM. The content of 2.1. is assessed in Exam 2, not in Exam 1. <b>Escritura 4</b> based on 1.3 due on Day 2 of this week: Write a letter to a friend covering the following points: a) How things are going for you; ask him/her how she is doing; b) Tell her/him about the items you need or use in school, e.g. – <i>necesito <u>un</u> diccionario para mi clase de español</i> -c) How much these items cost (spell out all numbers); d) Ask him/her at least three questions about her/his college (<b>50 words typed and double spaced</b>).</i></p>	
DÍA 1	<p><b>Review of ANGEL 1.3</b>  <b>Vocabulary:</b> En la universidad – p. 33  <b>Grammar:</b> Articles and nouns (Género y número) – pp. 39 y 40;  El verbo <i>estar</i> – p. 41; Question words – p. 43  <b>Activities:</b>  <u>Oral Input:</u> Activity created by your instructor (vocabulary en la Universidad)  <u>Oral Output:</u> Take turns with your classmate to say activities that a student does on campus. Your partner will mention two places where the activity can be done, e.g. You say “<i>Estudia</i>” Your partner responds “<i>en la biblioteca, en la casa</i>”. You can use the list of verbs and places on page 53.  <u>Oral Output:</u> 1-19 p. 33  <u>Oral input:</u> Your instructor will create an activity (articles and nouns)  <u>Oral output:</u> 1-22 p.41  <u>Oral input:</u> Adapt 1-25 p. 42 (present tense of the verb <i>estar</i>)  <u>Oral output:</u> 1-24 p. 42  <u>Oral input:</u> Listen to the questions posed by your instructor (e.g., <i>¿Cómo te llamas? ¿Dónde vives?</i>) And write an appropriate answer.  <u>Oral output:</u> 1-29 p. 44</p>

DÍA 2	<b>REVIEW FOR EXAM 1</b>  <b>Introduction to 2.2</b> (5 mins) <ul style="list-style-type: none"> <li>▪ <b>Grammar:</b> Usos del verbo Ser – p. 71; Verbos Ser vs Estar – p. 72; Adjetivos posesivos – p. 76</li> </ul>
<b>Semana 7: del 6 al 10 del octubre</b> <i>ANGEL homework 2.2 due on Wednesday by 4PM. No escritura due this week.</i>	
DÍA 1	<b>EXAM 1: 0.1, 1.1, 1.2, 1.3.</b>
DÍA 2	<b>Review of ANGEL 2.1</b> <b>Vocabulary:</b> Mis amigos y yo – pp. 62 y 63; Colores y adjetivos – pp. 64 - 66; Nacionalidades – p. 67; <b>Grammar:</b> Género y número con adjetivos – p. 69 <b>Activities:</b> <u>Oral input:</u> The instructor will describe someone in the class. She/he will say “ <i>Esta persona es alta y delgada</i> ” you have to guess who it is. All descriptions will be in feminine to make the guessing more challenging. <u>Oral output:</u> Now, in pairs, describe a famous actor/actress or musician, e.g. “ <i>Esta persona es ...</i> ” Can your classmates guess who it is?; p. 70: Situaciones.  <b>LECCIÓN 3.</b> <b>Goals: asking about and discussing leisure activities; communicating by phone; ordering food in a restaurant; making suggestions and future plans; using numbers above 100.</b> <b>Introduction to 3.1</b> (5 mins) <b>Vocabulary:</b> Diversiones populares – pp. 94 y 95; La comida – pp. 97 y 98; Números 100 a 2.000.000 – p. 108 <b>Grammar:</b> Present tense of regular <i>-er</i> and <i>-ir</i> verbs – p. 102; Present tense of <i>ir</i> – p. 105; <i>Ir + a + infinitive</i> to express future action – p. 105; The present tense to express future action – p. 105
<b>Semana 8: 13 al 17 del octubre</b> <i>ANGEL Homework 3.1 due on Wednesday by 4PM. No escritura due this week.</i>	
DÍA 1	<b>Review of ANGEL 2.2</b> <b>Grammar:</b> Usos del verbo Ser – p. 71; Verbos Ser vs Estar – p. 72 <b>Activities:</b> <u>Oral input:</u> Your instructor will describe various friends with the verbs <i>ser</i> and <i>estar</i> . You will say whether your instructor is describing characteristics of the person or how they are feeling today. You will also determine the subject: <i>yo, tú,</i> etc. <u>Oral output:</u> Interview a classmate. Find out where s/he is from; 3 personal characteristics and how s/he is feeling today. Tell the class about your classmate. Do you two have anything in common? <u>Written &amp; Oral output:</u> (if time allows) In groups, create a story about a friend or famous person using <i>ser/estar</i> .

DÍA 2	<p><b>Review of ANGEL 2.2</b>  <b>Grammar:</b> Adjetivos posesivos – p. 76  <b>Activities:</b>  <u>Written &amp; Oral input:</u> p. 77: 2-20; your instructor will add 6 items and will read them aloud.  <u>Oral output:</u> p. 77: Situaciones.</p> <p>Grammar: Expressions with gustar - p. 78 (presentation) (this is not covered in ANGEL)  <u>Written Input:</u> p. 78: 2-22;  <u>Oral Output restricted:</u> p. 78: 2-23;  <u>Oral Output affective:</u> p. 78: 2-24  <u>Suggested activity:</u> <i>Me gustas tú</i> by Manu Chao. (10 min.)</p> <p><b>LECCIÓN 4.</b>  <b>Goals: identifying and describing family members; describing routine activities; expressing preferences, desires, and feelings; asking and giving permission; expressing when, where, or how an action is done; expressing how long events and states have been going on.</b>  <b>Introduction to 4.1 (5 mins)</b></p> <ul style="list-style-type: none"> <li>▪ <b>Vocabulary:</b> La familia – pp. 128 - 131</li> <li>▪ <b>Grammar:</b> Present tense of stem-changing verbs – pp. 133 y 134; Adverbs – p. 136</li> </ul>
<p><b>Semana 9: del 20 al 24 de octubre</b>  <i>ANGEL Homework 4.1 due on Wednesday by 4PM. On day 2: in class, escritura 5 based on lesson 2. Your instructor will provide the topic in class.</i></p>	
DÍA 1	<p><b>Review of ANGEL 3.1</b>  <b>Vocabulary:</b> Diversiones populares – pp. 94 y 95; La comida – pp. 97 y 98; Numbers above 100 – p. 108  <b>Grammar:</b> Present tense of regular <i>-er</i> and <i>-ir</i> verbs – p. 102; Present tense of <i>ir</i> – p. 105; <i>Ir + a + infinitive</i> to express future action – p. 105; The present tense to express future action – p. 105</p> <p><b>Activities:</b>  <u>Oral input:</u> convert p. 98: 3-4 to oral input;  <u>Oral Input:</u> p. 108: 3-23 (identify the numbers above 100)  <u>Oral output:</u> you have received a very generous check of \$1,500 from your rich aunt. She is a Penn Stater and requests that you spend the money in one weekend in State College and Central Pennsylvania. Plan the weekend: fill in the orange chart in p. 96.  <u>Oral output:</u> Adapt p. 101: 3-10 to two of your favorite restaurants in State College. Discuss how much you are going to spend in what activity. Use <i>ir + a + infinitive</i>.  <u>Oral output:</u> p. 104: 3-16 (find out more about your classmates)</p>

DÍA 2	<p><b>Review of ANGEL 3.1</b>  <b>Grammar:</b> Some uses of <i>por</i> and <i>para</i> - p. 111 (this is not covered in Angel)  <b>Activities:</b>  <u>Written-Input:</u> Your instructor will post sentences like “Va para la cafetería” Look at the sentences in your book p. 111: 3-26 and choose the number that matches the place;  <u>Oral-output:</u> p. 111: 3-27</p> <p><b>Escritura 5 (based on lesson 2) (50 words, 20 mins)</b></p> <p><b>Introduction to 4.2 (5 mins)</b>  <b>Grammar:</b> Present tense of <i>Hacer, Poner, Salir, Traer</i> and <i>Oír</i> – pp. 137 y 138;  <i>Hacer</i> with expressions of time – p. 141; Some reflexive verbs and pronouns - p. 142</p>
<p><b>Semana 10: del 27 al 31 del octubre</b>  <i>ANGEL Homework 4.2. due on Wednesday by 4PM. Escritura 6 based on lesson 3 due on Day 2 of this week:</i> Tell your instructor about your future plans for Thanksgiving (<i>Día de Acción de Gracias</i>) or for Winter break (<i>vacaciones de invierno</i>). What are you going to do? Where are you going to go? With whom are you traveling? Whom are you visiting? What are you going to eat? <b>(50 words typed and double spaced).</b></p>	
DÍA 1	<p><b>Review of ANGEL 4.1</b>  <b>Vocabulary:</b> La familia – pp. 128 - 131  <b>Grammar:</b> Present tense of stem-changing verbs – pp. 133 y 134; Adverbs – p. 136  <b>Activities:</b>  <u>Oral input:</u> Your instructor will choose a famous family and read sentences about it. Decide whether they are true or false (similar to p. 130: 4-4).  <u>Oral output:</u> p. 145: 4-28.  <u>Oral input:</u> Adapt p. 136: 4-16 Add 4 sentences using stem-changing verbs –ie- “<i>Las familias normalmente almuerzan juntas durante la semana</i>”  <u>Oral output:</u> p. 135: 4-12; p. 137: Situaciones.</p>
DÍA 2	<p><b>Review for Exam 2</b></p> <p><b>LECCIÓN 5.</b>  <b>Goals: describing housing and household items; discussing daily activities in the home; expressing ongoing actions, physical and emotional states and obligation.</b>  <b>Introduction to 5.1 (5 mins)</b></p> <ul style="list-style-type: none"> <li>▪ <b>Vocabulary:</b> La casa – pp. 160 y 161; Tareas domésticas – p. 163</li> <li>▪ <b>Grammar:</b> Present progressive – p. 166</li> </ul>
<p><b>Semana 11: del 3 al 7 de noviembre</b>  <i>ANGEL homework 5.1 due on Wednesday by 4PM. No escritura due this week.</i></p>	
DÍA 1	<p><b>EXAM 2: 2.1, 2.2, 3.1, 4.1.</b></p>

DÍA 2	<p><b>Review of ANGEL 4.2</b>  <b>Grammar:</b> Present tense of <i>Hacer, Poner, Salir, Traer</i> and <i>Oír</i> – pp. 137 y 138  <b>Activities:</b>  <u>Oral input:</u> Your instructor will read sentences with <i>hacer, poner, salir, traer, oír</i>.  1) Identify the subject (<i>yo, tú, etc</i>) 2) Decide whether the sentence is logical or not. i.e <i>Salgo para la clase a las 10:00 de la noche. (yo, ilógico)</i>  <u>Oral output:</u> p. 140: 4-21 (irregular verbs);  <u>Written &amp; Oral output:</u> In small groups, create a story with the following words:  Paterno, hacer, poner, pizza, salir, traer, oír, Nittany lion, español 1, Creamery.</p> <p><b>Introduction to 5.2</b> (5 mins)  <b>Grammar:</b> Expressions with <i>Tener</i> – p. 168;  Direct object nouns and pronouns – pp. 170 y 171;  Demonstrative adjectives and pronouns – pp. 173 y 174</p>
<p><b>Semana 12: del 10 al 14 de noviembre</b>  <i>ANGEL Homework 5.2 is due on Wednesday by 4PM. Escritura 7 based on lesson 4 due on Day 2 of this week:</i> Tell your instructor about your family (parents, brothers/sisters, grandparents, aunts/uncles, cousins). What do they do for a living and in their daily routine? Use the verbs in present tense that you have learned so far and some reflexive verbs and pronouns.  <i>(50 words typed and double spaced).</i></p>	
DÍA 1	<p><b>Review of ANGEL 4.2</b>  <b>Grammar:</b> <i>Hace</i> with expressions of time – p. 141;  Some reflexive verbs and pronouns - p. 142  <b>Activities:</b>  <u>Oral input:</u> your instructor will read six items using expressions with <i>hace</i> and you will have to decide if they are true or false;  <u>Oral output:</u> 4-23 p.141.(adapted)  <u>Oral input:</u> convert 4-26 p.143 to oral input (reflexive)  <u>Oral output:</u> 4-25 p.143.(adapted)</p>
DÍA 2	<p><b>Review of ANGEL 5.1</b>  <b>Vocabulary:</b> La casa – pp. 160 y 161; Tareas domésticas – p. 163  <b>Grammar:</b> Present progressive – p. 166  <b>Activities:</b>  <u>Oral input:</u> A escuchar p. 180: A (with present progressive) and B.  <u>Oral output:</u> The class is divided into two groups both for activity A and B. Activity A: one member of group A acts out an activity that is normally done at home and group B has to guess the activity (e.g., “<i>está planchando</i>”). Switch roles.  Activity B: pictionary with vocabulary from pp. 160-163 (optional).</p> <p><b>Oral Exams (presentación):</b> Instructor explains oral exam process.  Students choose partners and sign up for a time.</p> <p><b>Introduction to 5.3</b> (5 mins)  ▪ <b>Grammar:</b> <i>Saber vs Conocer</i> – p. 176; More on adjectives – p. 179</p>

<b>Semana 13: del 17 al 21 de noviembre</b>	
<i>ANGEL Homework 5.3 due on Wednesday, December 3 by 4PM. On day 2: in class, escritura 8 based on lesson 5. Your instructor will provide the topic in class.</i>	
DÍA 1	<p><b>Review of ANGEL 5.2</b></p> <p><b>Grammar:</b> Expressions with <i>Tener</i> – p. 168;  Direct object nouns and pronouns – pp. 170 y 171;  Demonstrative adjectives and pronouns – pp. 173 y 174</p> <p><b>Activities:</b></p> <p><u>Oral input:</u> (expressions with <i>tener</i>) your instructor will describe the pictures of p. 169: 5-11. Match each description with one of the pictures (e.g., you hear “1. <i>esta persona tiene frío</i>” and you choose <i>Pablo</i>). (5 min.)</p> <p><u>Oral output:</u> (demonstrative adjectives) p. 175: 5-19.</p> <p><u>Practice for the Oral Exam</u> (15 mins):</p> <p>Paso1 (5 mins): You and the partner who you will do the oral exam with prepare a conversation that last 5 minutes about the things you have to do this week, e.g. – <i>El miércoles tengo que estudiar para mi examen de matemáticas</i> – Ask him/her also how he/she feels right now.</p> <p>Paso2 (5 mins): Get together with another pair and talk with your partner. Your classmates will evaluate your speaking according to the criteria used in the exam and will provide useful feedback.</p> <p>Paso3 (5 mins): Switch roles</p>
DÍA 2	<p><b>Review of ANGEL 5.2</b></p> <p><b>Grammar:</b> Direct object nouns and pronouns – pp. 170 y 171</p> <p><b>Activities:</b></p> <p><u>Oral input:</u> Your instructor will read six items and you will have to decide:  1) if the use of the direct object pronoun is correct, 2) if the sentence is logical or illogical. ie. “<i>El césped. Lo lavo cada semana.</i>” You answer “<i>Correcto; ilógico.</i>”</p> <p><u>Oral output:</u> 5-13 p.171, 5-14 p.172, (if time permits 5-15 p.172).</p> <p><b><i>Escritura 8 (based on lesson 5) (50 words, 20 mins)</i></b></p>
<b>Del 24 al 28 de noviembre. Vacaciones del Día de Acción de Gracias: No hay clases</b>	
<b>Semana 14: del 1 al 5 de diciembre</b>	
<i>ANGEL Homework 5.3. due on Wednesday by 4PM</i>	
DÍA 1	<b>ORAL EXAMS I</b>
DÍA 2	<b>ORAL EXAMS II</b>
<b>Semana 15: del 08 al 12 de diciembre. No homework this week.</b>	

DÍA 1	<p><b>Review of ANGEL 5.3</b></p> <p><b>Grammar:</b> <i>Saber vs Conocer</i> – p. 176; More on adjectives – p. 179</p> <p><b>Activities:</b></p> <p><u>Oral input:</u> your instructor will read six items. You decide 1) if s/he is describing a skill the subject has, a fact the subject knows or something/someone the subject is acquainted or familiar with; 2) who the subject of the sentence is.</p> <p><u>Oral output:</u> Find out 3 skills your classmate has ie. <i>¿Sabes esquiar?</i>. Also find out if he/she knows someone famous and what city s/he is familiar with.</p> <p><u>Written-Output:</u> p. 178: 5-24 and do 5-23 (if there is time). (5 min.)</p> <p><u>Oral output:</u> p. 179: 5-25 (but student A has left column and student B has right column) to exchange unknown information. (10 min.)</p> <p><b>Class Evaluations (SRTEs) (10 minutes)</b></p>
DÍA 2	<p><b>REVIEW FOR FINAL EXAM</b></p> <p><b>FINAL EXAM Part I (listening portion + composition)</b></p>

**DO NOT MAKE ANY TRAVEL PLANS UNTIL THE UNIVERSITY ANNOUNCES THE DATE OF THE FINAL EXAM**