

**Instructor: Borja Gutiérrez.**

**Spanish 2, Sections 18 and 20.**

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## Spanish 002 Syllabus Spring 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/>
- The pages indicated in this syllabus correspond to the text *Mosaicos*.
- While the topics for each day will remain the same, I may change the particular activities used, or create other activities to supplement the material in the text.
- Regardless of the reason for your absence, if you cannot attend class, remember that *you* will be responsible for contacting other classmates (not your instructor) to obtain any missed information.
- Online activities (ANGEL) will normally be due on **Thursdays at 4PM**, and there will be no extensions. If the due date is different, it will be noted in the syllabus. **Note: Technical problems are not an excuse for not completing online assignments. Plan accordingly.** If you have any questions about the *content* of the activities, please e-mail your instructor. If you do not receive a response from your instructor within 48 hours (M-F) or 72 hrs. (weekends), e-mail the supervisor of SPAN 2 at [span2sup@psu.edu](mailto:span2sup@psu.edu). If you experience *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 Times New Roman 12 point font, 1" margins, and legible. If an assignment is not typed, there will be a .5 point deduction in the *escrituras* grade. See policies for more information on *escrituras*. The *escrituras* will be returned to you corrected and graded one week after they are turned in. If you experience delays in receiving corrected homework, please contact the assistant to the director, Loretta Zehngut, at [lorettaz@psu.edu](mailto:lorettaz@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://www.registrar.psu.edu/academic\\_calendar/spring08.cfm](http://www.registrar.psu.edu/academic_calendar/spring08.cfm)
- **The Final Exam takes place during finals week. Do not make travel plans before the date of the final exam is announced by the registrar's office. The Final Exam takes place during finals week. Do not make travel plans before the date of the final exam is announced officially by the registrar's office. A plane ticket purchased by you or by anyone else for you will not be considered a reason for not taking the final exam at the officially scheduled time.**
  - **Spanish 2 Important Dates**
    - Diagnostic Exam
      - January 16, Wednesday Place: 262 Willard, 7-9pm
      - January 22, Tuesday Place: 262 Willard, 7-9pm
    - ANGEL Training
      - January 17, Thursday: 6-6:30pm, 6:30-7pm, 7-7:30pm, 7:30-8pm  
Place: 062 Willard
      - January 23, Wednesday: 6-6:30pm, 6:30-7pm, 7-7:30pm, 7:30-8pm  
Place: 062 Willard
      - January 28, Monday: 6-6:30pm, 6:30-7pm, 7-7:30pm, 7:30-8pm  
Place: 062 Willard
- Note: The first week and a half of the semester is dedicated to review. The "Grammar Review" section of the student text contains pages from the Spanish 1 text with grammar information on them. The section does not have all of the pages listed in the syllabus (i.e. those without grammar explanations and with activities for use in the class; your instructor will provide the activities in class). The complete text for Spanish 2 begins with Chapter 6.

**Semana 1: del 14 al 18 de enero. No Homework**

DÍA 1	<p><b>Introducción al curso (5 min.)</b>  <b>Goal: To meet your classmates and share basic information.</b>  <b>Introductions (Ice breaker Activity)</b></p> <ul style="list-style-type: none"> <li>▪ Repaso de los verbos regulares del presente de indicativo (<i>Mosaicos</i> -ar verbs: p. 35, p. 36, -er, -ir verbs: p. 45, 102)</li> </ul>
DÍA 2	<ul style="list-style-type: none"> <li>▪ Repaso de los verbos ser y estar (<i>Mosaicos</i> pp. 41, 71, 72)</li> <li>▪ Repaso del futuro perifrástico <i>ir a</i> + infinitive (<i>Mosaicos</i> p. 105)</li> </ul>

**Semana 2: del 21 al 25 de enero**

*ANGEL Homework 5.4 (Repaso) and 6.1 due on Thursday January 31.*

DÍA 1	<p><b>No classes on Monday, January 21. MW classes will have to review this information on their own. Your instructor may review it briefly on Day 2 if possible.</b></p> <ul style="list-style-type: none"> <li>▪ Repaso de los verbos reflexivos (<i>Mosaicos</i> p. 142)</li> <li>▪ Repaso de los verbos saber vs. conocer (<i>Mosaicos</i> p. 176)</li> </ul> <p><b>Review on your own:</b>  verbos hacer, poner, salir, traer y oír. (<i>Mosaicos</i> p. 137-38)</p>
DÍA 2	<ul style="list-style-type: none"> <li>▪ Noun-adjective agreement (grammar): p.69 (presentación), p. 70: 2-10 (Convert to written input), Oral Input Activity: your instructor reads aloud sentences describing students in the class (e.g., “es alta”), and you guess the student. You will have to pay attention to the meaning of the adjective as well as the ending of the adjective (e.g., if John and Monica are tall, you will choose Monica because the adjective is feminine singular), 2-11 (written output), Situaciones (oral output) (Note to instructors: students don’t have the pages for activities 2-10, 2-11).</li> </ul> <p><b>LECCIÓN 6.</b>  <b>Goal: Talking about clothing and shopping, asking for and telling prices, expressing measurements, talking about past events, expressing likes and dislikes, expressing satisfaction and dissatisfaction, expressing opinions.</b>  <b>Introduction to 6.1: (5 mins.)</b></p> <ul style="list-style-type: none"> <li>▪ <u>Preterite Tense of Regular Verbs (grammar):</u> p. 203</li> </ul>

**Semana 3: del 28 de enero al 1 de febrero**

*ANGEL Homework 5.4 (Repaso) and 6.1 due on Thursday. Escritura 1 based on 5.4 content due on Day 2 of this week: Describe what you do on an average day when you are at home with your family. Use reflexive and non-reflexive verbs in the present tense to describe your activities and the ones of your family. (75 words typed).*

DÍA 1	<p><b>DÍA CULTURAL (15 minutos)</b></p> <ul style="list-style-type: none"> <li>▪ <u>Direct object pronouns (grammar):</u> pp. 170-171 (presentación), p. 171: 5-13 (convert to written input), p. 172: 5-14 (convert to oral input), p. 172: 5-15 (written output instead of oral), p. 172: 5-16 (Note to instructors: students do not have the pages for activities 5-14, 5-15 and 5-16).</li> </ul>
DÍA 2	<ul style="list-style-type: none"> <li>▪ Review of ANGEL 5.4 (5 mins.)</li> <li>▪ <u>Oral output 5.4:</u> Activity A: Make a list of your daily routine activities including regular verbs, irregular (hacer, poner, salir, traer and oír) verbs, and reflexive verbs, and when (day and time) you do it. Then interview your partner to know what activities s/he does and when s/he does them. Activity B: look for 3 people in your class that do the same thing as you and at the same time.</li> </ul> <p><b>Introduction to 6.2 (5 mins.)</b></p> <ul style="list-style-type: none"> <li>▪ <u>Grammar:</u> pp. 206-207 pronombres de objeto indirecto;</li> <li>▪ <u>Grammar:</u> pp. 210-211 GUSTAR y los verbos similares</li> </ul>

**Semana 4: del 4 al 8 del febrero**

ANGEL Homework 6.2 due on Thursday. *Escritura 2 based on 6.1 content due on Day 2 of this week: Describe three items of clothing that you normally wear for different occasions. Be sure to specify the color, fabric, and design. (75 words typed).*

DÍA 1

**6.1 pretérito de verbos regulares (grammar p. 203): .**

- Review of ANGEL 6.1 (5 mins.)
- Written input 6.1: p. 204: 6-7.
- Oral input 6.1: your instructor reads aloud a list of activities that he/she did last weekend alone and with friends. Example: “Fui al cine.” Students decide if the statement is true or false (A. Cierto B. Falso), and whether the instructor was alone or with friends (A. El profesor solo B. El profesor y sus amigos).
- Oral output 6.1: your instructor gives you a list of activities that you could have done this past week. Tell your partner whether you did each activity, and if you did not, correct it and tell your partner what you actually did. (For instance, “estudié para un examen”).
- Oral output 6.1: Each student must describe to the class one thing that he/she did the week before. However, no verb may be used more than once.

DÍA 2

**6.1 la ropa (vocabulary pp. 196, 197), de compras (vocabulary pp. 198, 199), telas y diseños (vocabulary p. 200)**

- Review of ANGEL 6.1 (5 mins.)
- Oral input 6.1: p. 202: A escuchar, p. 214: A escuchar A, p. 215: C
- Oral output 6.1: activity A: What clothes do you need to buy? What clothes would like to buy even though you don't need them? Activity B: Describe what the typical PSU student wears during each of the four seasons. Are you and your partner typical? Activity B: Group of two-three describe the way someone in class is dressed without saying who they are and the class guesses according to the description.

**LECCIÓN 7.**

**Goals: Expressing and describing physical activities, asking and answering questions about weather conditions, expressing more measurements, talking about past events, expressing how long ago events and states occurred.**

**Introduction to 7.1 (5 min.):**

- Grammar: p. 238 pretérito de verbos -er, -ir que cambian de vocal
- Vocabulary: p. 228-229 deportes; p. 231 tiempo y estaciones

**Semana 5: del 11 al 15 de febrero**

ANGEL Homework 7.1 due on Thursday. *Escritura 3 based on 6.2 content due on Day 2 of this week. Your instructor will provide the topic in class.*

DÍA 1

**6.2 pretérito de los verbos SER, IR, TENER, ESTAR (grammar pp. 204, 245)**

- Review of ANGEL 6.2 (5 mins.)
- Oral input 6.2: your instructor reads some sentences and you have to decide (a) who did the action (i.e., what subject pronoun: yo, tú, él/ella/usted, nosotros, ellos/ellas) based on the ending of the verb, and (b) whether the subject of the action is typically a student, an instructor, or both. Example: your instructor says “tuvo problemas con escribir el examen,” and you choose (a) él/ella/usted, (b) estudiante/instructor/ambos
- Oral output 6.2: activity A: your instructor shows a series of pictures on the screen (through a PowerPoint or an overhead projector) and you invent a story to weave the pictures together. Activity B: introduce yourself to someone in the class. Find out what they did last weekend. Where did they go? What did they do? Write a short summary of your partner's responses to report to the class.

DÍA 2	<p><b>6.2 verbo DAR (grammar p. 207), objeto indirecto (grammar pp. 206, 207), GUSTAR y verbos similares (grammar pp. 210, 211)</b></p> <ul style="list-style-type: none"> <li>▪ Review of ANGEL 6.2 (5 mins.)</li> <li>▪ <u>Oral input 6.2:</u> your instructor reads aloud five short descriptions of situations where a person gave something to someone else. Write down (a) who gave the gift, (b) who received the gift, and (c) whether the person liked the gift or not.</li> <li>▪ <u>Oral output 6.2:</u> think of three things you have given to friends or family recently. Why did you give them those things? Did you like what you gave them? Was it a birthday present or just a daily gift (like buying someone lunch)? Was the gift interesting to the person you gave it to? p. 209: 6-14</li> </ul> <p><b>In class escritura 3 (65 words).</b></p> <p><b>Introduction to 7.2 (5 mins.)</b></p> <ul style="list-style-type: none"> <li>▪ <u>Grammar:</u> pp. 240-241 pronombres y verbos reflexivos; p. 243 pronombres después de preposiciones; pp. 244-245 pretérito irregular</li> </ul>
<p><b>Semana 6: del 18 al 22 de febrero</b></p> <p><i>ANGEL Homework 7.2 due on Thursday. Escritura 4 based on 7.1 content due on Day 2 of this week: How did you spend the last totally 'free' day that you had. Did you sleep late? What time did you get up? Did you listen to music/read something? Did you go out with our friends/play a sport? (75 words typed).</i></p>	
DÍA 1	<p><b>7.1 pretérito de verbos –er, –ir que cambian de vocal (grammar p. 238), deportes (vocabulary pp. 228, 229), tiempo y estaciones (vocabulary p. 231): .</b></p> <ul style="list-style-type: none"> <li>▪ Review of ANGEL 7.1 (5 mins.)</li> <li>▪ <u>Oral input 7.1:</u> p. 230: 7-2 (convert to oral input), p. 239: 7-12 (convert to oral input), p. 232: 7-5 (Instructor reads aloud seven descriptions of weather and students match the description with each picture of the sun.) OR p. 237: A escuchar OR p. 248: A Escuchar</li> <li>▪ <u>Oral output 7.1:</u> p. 239: 7-13 (Some questions to add to the activity are: ¿Dónde dormiste el domingo por la noche? ¿en tu dormitorio? ¿Dónde preferiste comer el domingo por la noche? ¿Leíste algo? ¿Oíste mucho ruido en las residencias universitarias?) Write down the answers that you hear from your partner and report their answers to the class. p. 240: Situaciones, p. 250: 7-28</li> </ul>
DÍA 2	<p><b>REVIEW FOR EXAM 1</b></p> <p><b>Introduction to LECCIÓN 8. (5 mins.)</b></p> <p><b>Goals: Talking about holiday activities, expressing ongoing actions in the past, extending, accepting, and declining invitations, expressing intent, making comparisons.</b></p> <p><b>Introduction to 8.1 (5 mins.):</b></p> <p><b>Vocabulary:</b> pp. 262-263 fiestas y tradiciones; pp. 264 días y fechas importantes; pp. 266-267 otras celebraciones</p>
<p><b>Semana 7: del 25 al 29 de febrero</b></p> <p><i>ANGEL Homework 8.1 due on Thursday. No escritura due this week.</i></p>	
DÍA 1	<p><b>EXAM 1: 5.4, 6.1, 6.2, 7.1</b></p>

DÍA 2	<ul style="list-style-type: none"> <li>▪ <b>7.2 pronombres y verbos reflexivos (grammar pp. 240, 241):</b></li> <li>▪ Review of ANGEL 7.2 (5 mins.)</li> <li>▪ <u>Oral input 7.2:</u> p. 241: your instructor reads four short descriptions of possible daily routines. Mark (a) whether each description is logical or illogical, and (b) whether each verb is reflexive or not.</li> <li>▪ <u>Oral output 7.2:</u> p. 241: 7-15</li> <li>▪ <u>Oral output 7.2:</u> Activity: create an alternative story for the pictures on p. 246: 7-22. Use some of the irregular preterit verbs (pp. 244, 245) in your story.</li> </ul> <p><b>Introduction to 8.2 (5 mins.)</b>  <u>Grammar:</u> pp. 269-271 imperfecto; pp. 273-274 pretérito e imperfecto I</p>
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### Semana 8: 3 al 7 de marzo

ANGEL Homework 8.2 due on Thursday. In class, *escritura 5* based on 8.2 on Day 2 of this week. Your instructor will provide the topic in class.

DÍA 1	<ul style="list-style-type: none"> <li>▪ <b>8.1 fiestas y tradiciones (vocabulary pp. 262, 263), días y fechas importantes (vocabulary p. 264), otras celebraciones (vocabulary pp. 266, 267):</b></li> <li>▪ Review of ANGEL 8.1 (5 mins.)</li> <li>▪ <u>Oral input 8.1:</u> p. 265: 8-1 (convert to oral input), p. 282: A escuchar (C), your instructor reads aloud 10 sentences describing other celebrations. Your goal is to decide if you or a family member has celebrated this event or not (a) sí or (b) no. Ex: If the instructor describes “jubilación,” students responding sí should designate a parent or a grandparent.</li> <li>▪ <u>Oral output 8.1:</u> Your instructor will create a jeopardy activity to practice all the target vocabulary in 8.1, p. 265: 8-3 and (time allowing)/or</li> <li>▪ <u>Oral output 8.1:</u> Think of a holiday you used to celebrate at home, but now celebrate here at school. Tell your partner about the differences.</li> </ul>
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DÍA 2	<p><b>8.2 Review of ANGEL</b></p> <p><b>8.2.1 Imperfect</b></p> <p><b>Preterit and Imperfect I (grammar): pp. 273-74 (presentación) (Note to instructors: prepare a grammar presentation for this topic.)</b></p> <ul style="list-style-type: none"> <li>▪ <u>Written input 8.2:</u> you will read sentences about your instructor’s life as a child, including how he/she celebrated certain holidays. Some sentences will describe things he/she did on a regular basis. Others will describe things that he/she did on a particular occasion. In addition, some will be false. Your goal is to decide: (1) whether you think the statement is (A) Cierto or (B) Falso, and (2) how often the activity was performed based on the verb form used: (A) a menudo (often), imperfecto; (B) una vez (once), pretérito; or (C) descripción, imperfect</li> <li>▪ <u>Oral input 8.2:</u> you will hear sentences about your instructor’s life as a child, Some sentences will describe things he/she did on a regular basis. Others will show action in progress. Your goal is to decide: (1) whether you think the statement is (A) description; (B) repeated action in the past; (C) ongoing action; or (D) time</li> </ul> <p><b>In class escritura 5 (65 words).</b></p> <p><b>Introduction to 8.3 (5 mins.)</b></p> <ul style="list-style-type: none"> <li>▪ <u>Grammar:</u> pp. 273-274 pretérito e imperfecto II; pp. 276-277, p. 278, p. 280 comparativos y superlativos</li> </ul>
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### Del 10 al 14 de marzo. Vacaciones de la primavera: No hay clases

### Semana 9: del 17 al 21 de Marzo

ANGEL Homework 8.3 due on Thursday. *Escritura 6* based on 8.2 content due on Day 2 of this week: What was school like when you were little? What did you used to do in school? What did you used to like about grade school/what didn’t you like? (75 words typed)

DÍA 1:	<p><b>8.2 imperfecto (grammar pp. 269-271):</b></p> <ul style="list-style-type: none"> <li>▪ Review of ANGEL 8.2 (5 mins.)</li> <li>▪ <u>Oral input 8.2:</u> your instructor reads aloud ten sentences describing how he/she used to spend the summer as a child. Students will decide (1) whether the instructor did the action alone (el profesor solo) or not (el profesor con otras personas), and (2) whether you did the same thing (lo mismo) or not (algo diferente).</li> <li>▪ <u>Oral output 8.2:</u> p. 272: 8-11, 8-13.</li> </ul>
DÍA 2:	<p><b>8.2 pretérito e imperfecto I (grammar pp. 273, 274)</b></p> <ul style="list-style-type: none"> <li>▪ Review of ANGEL 8.2 (5 mins.)</li> <li>▪ <u>Oral input 8.2:</u> your instructor reads aloud ten sentences describing what he/she did last weekend. Your task is to decide whether each activity is a description or an action, who did the activity and whether the activity is true. Example: You hear: 1. <i>Fuimos a Beaver Stadium</i>. You write: action, nosotros, true. 2. <i>Llevaba sandalias</i>. You write: description, I, false.</li> <li>▪ <u>Oral output 8.2:</u> p. 275: 8-18. Oral activity: Students will ask at least five classmates what their favorite holiday or celebration is, and why.</li> </ul> <p><b>LECCIÓN 9.</b>  <b>Goals: Talking about the workplace and professions, discussing job skills and abilities, giving formal orders and instructions, expressing intention, avoiding repetition.</b>  <b>Introduction to 9.1 (5 mins.):</b></p> <ul style="list-style-type: none"> <li>▪ <u>Grammar:</u> p. 304 construcciones con “se”; p. 307 repaso del pretérito e imperfecto</li> <li>▪ <u>Vocabulary:</u> pp. 296-299 profesiones, oficios y ocupaciones; p. 301 la entrevista</li> </ul>
<p><b>Semana 10: del 24 al 28 de marzo</b>  ANGEL Homework 9.1 due on Thursday. <i>Escritura 7 based on 8.3 content due on Day 2 of this week: Think about one of your hobbies/activities in the past. Describe what you used to do when you were involved in it, where and when you did it, and tell an anecdote of something interesting, funny... that happened once when you were practicing it. Use at least 3 of the irregular verbs in the preterit from pp. 244 and 245. (75 words typed).</i></p>	
DÍA 1	<p><b>8.3 pretérito e imperfecto II (grammar pp.273, 274):</b></p> <ul style="list-style-type: none"> <li>▪ Review of ANGEL 8.3 (5 mins.)</li> <li>▪ <u>Oral input 8.3:</u> using preterit and imperfect, your instructor will tell a story about the last time he/she went on a trip. You will answer multiple-choice questions about the story, choosing between preterit and imperfect forms of the verb (La profesora fue/iba a México.), and decide if the information is true or false.</li> <li>▪ <u>Oral output 8.3:</u> Activity A: Now tell a partner about the last trip you took.</li> </ul> <p><b>8.3 comparativos y superlativos (grammar pp. 276, 277, 278, 280)</b></p> <ul style="list-style-type: none"> <li>▪ <u>Oral input 8.3:</u> your instructor compares various aspects of State College business and then gives his or her final opinion on which is best. You will listen carefully to see what your instructor thinks is the best restaurant, coffee shop, ice cream shop, clothing store, etc. Do you agree? (sí/no)</li> <li>▪ <u>Oral output 8.3:</u> p. 278: 8-20</li> </ul>
DÍA 2	<p><b>Your instructor will create another brief activity with comparativos y superlativos if s/he thinks it is necessary.</b>  <b>REVIEW FOR EXAM 2.</b>  <b>Introduction to 9.2 (5 mins.)</b></p> <ul style="list-style-type: none"> <li>▪ <u>Grammar:</u> pp. 309-310 pronombres directos e indirectos; pp. 312-313 comandos formales</li> <li>▪ <u>Vocabulary:</u> pp. 330-331 el supermercado; p. 333 la mesa</li> </ul>
<p><b>Semana 11: del 31 de marzo al 4 de abril</b>  ANGEL Homework 9.2 due on Thursday. <i>No escritura due this week.</i></p>	
DÍA 1	<p><b>EXAM 2: 7.2, 8.1, 8.2, 8.3</b></p>

DÍA 2	<p><b>9.1 construcciones con SE (grammar p. 304), profesiones, oficios y ocupaciones (vocabulary pp. 296, 297, 298, 299):</b></p> <ul style="list-style-type: none"> <li>▪ Review of ANGEL 9.1 (5 mins.)</li> <li>▪ <u>Oral input 9.1:</u> p. 316: A escuchar (A y B)</li> <li>▪ <u>Oral output 9.1:</u> activity: thinking of the vocabulary for profesiones/oficios, mention 3 activities a person doing one of these jobs does, using SE. Your classmate will guess what job you are describing, ie, se corta pelo, se habla con los clients, se barre el suelo=Peluquera/o, activity: mention 3 things one does for a job interview, ie., se viste bien, se habla con el jefe, se prepara el curriculum</li> </ul> <p><b>9.1. We won't cover repaso del pretérito e imperfecto (grammar p. 307) or la entrevista (vocabulario p. 301) in class but this is covered in ANGEL and will be part of the final exam.</b></p> <p><b>LECCIÓN 10. (5 mins.)</b>  <b>Goals: Discussing food, shopping and planning menus, expressing wishes and hope, making requests and expressing opinions, granting and denying permission, expressing doubt, giving advice.</b>  <b>Introduction to 10.1 (5 mins.)</b></p> <ul style="list-style-type: none"> <li>▪ <u>Grammar:</u> pp. 337-338 presente de subjuntivo; pp. 339-340 el subjuntivo para expresar deseo</li> <li>▪ <u>Vocabulary:</u> p. 334 de compras</li> </ul>
<p><b>Semana 12: del 7 al 11 de abril</b>  ANGEL Homework 10.1 due on Thursday. No escritura due this week.</p>	
DÍA 1	<p><b>9.2 pronombres directos e indirectos (grammar pp. 309, 310), comandos formales (grammar pp. 312, 313), el supermercado (vocabulary pp. 330, 331), la mesa (vocabulary p. 333):</b></p> <ul style="list-style-type: none"> <li>▪ Review of ANGEL 9.2 (5 mins.)</li> <li>▪ <u>Oral input 9.2:</u> p. 313: 9-20 (convert to oral input), p. 347: A escuchar, A</li> <li>▪ <u>Oral output 9.2:</u> Someone wants to open a new company in State College and buy a plot of land. With a partner, talk about the people that you need to hire, and what are the instructions you are going to give them. Example: "Al arquitecto: Diseñe los planos", p. 311: Situaciones</li> </ul>
DÍA 2	<p><b>DÍA CULTURAL</b>  <b>Oral Exams (presentación):</b> Instructor explains oral exam process. Students choose partners and sign up for a time.  <b>Introduction to 10.2 (5 mins.)</b>  <u>Grammar:</u> p. 343 el subjuntivo para expresar dudas.</p>
<p><b>Semana 13: del 14 al 18 de abril</b>  ANGEL Homework 10.2 is due on Thursday. In class, <i>escritura 8</i> based on 10.1 on Day 2 of this week. Your instructor will provide the topic in class.</p>	
DÍA 1	<p><b>10.1 presente de subjuntivo (grammar pp. 337-38), el subjuntivo para expresar deseo (grammar pp. 339-40), ir de compras (vocabulary p. 334):</b></p> <ul style="list-style-type: none"> <li>▪ Review of ANGEL 10.1 (5 mins.)</li> <li>▪ <u>Oral input 10.1:</u> p. 338: 10-9 (convert to oral input and add some illogical statements using the vocabulary) Students decide if the statement is logical.</li> </ul> <p><u>Oral output 10.1:</u> Someone wants to open a new restaurant in State College. With a partner, talk about the advice you would give this person so that his new restaurant will be successful (think about the type of food, the prices, the location, etc.). Example: "Aconsejamos que el restaurante sirva tapas."</p>

DÍA 2	<p><b>10.1 el subjuntivo para expresar deseo (grammar pp. 339-40), ir de compras (vocabulary p. 334):</b></p> <ul style="list-style-type: none"> <li>▪ Review of ANGEL 10.1 (5 mins.)</li> <li>▪ <u>Oral output 10.1: Activity A:</u> The class is going to have a party to celebrate the end of the semester. Paso 1: Divide the class in groups. Each group has to organize a different part of the party (food and drinks, place to celebrate it and decorations, buying and picking up of people and things, cleaning...). ¿Qué quieren/esperan/necesitan que haga cada persona del grupo? Paso 2: Tell your mates what your group will be bringing/doing. Classmates should make additional suggestions, ie. Espero que ustedes traigan refrescos.</li> </ul> <p><b>Escritura 8 in class (65 words).</b></p>
<b>Semana 14: del 21 al 25 de abril</b> <i>No homework this week.</i>	
DÍA 1	<p><b>10.2 el subjuntivo para expresar dudas (grammar p. 343):</b></p> <ul style="list-style-type: none"> <li>▪ <b>Review of ANGEL 10.2 (5 mins.)</b></li> <li>▪ <u>Oral input 10.2: activity A:</u> your instructor reads a set of sentences (with subjunctive expressions) and you choose whether the activity is healthy (<i>saludable</i>) or unhealthy (<i>no saludable</i>) and who should do the action (subject). Por ejemplo, “Es mejor que comamos papas fritas que fruta.” You write “no saludable” “nosotros”.</li> <li>▪ <u>Oral output 10.2:</u> p. 344: 10-18.</li> <li>▪ <b>REVIEW FOR THE FINAL EXAM (10 mins.)</b></li> </ul> <p><b>Class Evaluations (SRTEs) (10 minutes)</b></p>
DÍA 2	<b>ROLE PLAYS I.</b>
<b>Semana 15: del 28 de abril al 2 de mayo</b> <i>No homework this week.</i>	
DÍA 1	<b>ROLE PLAYS II.</b>
DÍA 2	<p><b>REVIEW FOR THE FINAL EXAM (10 mins.)</b></p> <p><b>FINAL EXAM I (listening and writing).</b></p>

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