

MORAVIAN COLLEGE
Department of Foreign Languages
Spanish 110 B: Introductory Spanish III
Spring 2015

Professor: Carmen Ferrero

Phone: (610) 861-1394

Office: Comenius 412

Email: ferreroc@moravian.edu

Office hours: Mondays and Wednesdays 10:15 to 11:30 AM or by appointment

TEXTBOOK REQUIRED

Please note that this course requires online access: only buy books that include the technology access. It's cheaper to buy the value packages. You have the following options:

OPTION 1

This package includes a traditional copy of the *Viva* textbook. Students can buy it at the Moravian College Bookstore or directly at <http://vistahigherlearning.com/students/store/>

José Blanco and Philip Redwine Donley. *¡Viva! Primer curso de lengua española*. Third Edition. Boston, Massachusetts: Vista Higher Learning, 2015.

Viva 3e SE+SSPlus(vTxt) + wSAM, ISBN 978-1-62680-028-1

OPTION 2

This is an E-package for those students who don't want to buy (or use) a copy/paperback textbook or for those students who prefer to rent or buy used textbooks.

Viva 3e SSPlus(vTxt) + wSAM Code (36M), ISBN 978-1-62680-008-3

This code can be purchased by clicking on the following link:

<http://vistahigherlearning.com/students/store/spanish-programs/viva-3rd-edition.html>

(Click the "Codes & other materials" tab and select ISBN 978-1-62680-008-3.

Attention! *Returning students do not need to buy any of the packages above. They can use their Viva textbook and Supersite account from last semester.*

Online Practice Exercises and Homework: *Supersite Plus*

The workbook and audio exercises, as well as the video, vText and extra tutorials are available through the *¡VIVA! Supersite Plus: Workbook, Video Manual and Lab Manual* online site.

<https://www.vhlcentral.com/> This daily preparation is important for solid language learning as well as forming the basis for informed class preparation and understanding. You **must** register on *¡VIVA!*

Supersite Plus and enroll in this course, in order to complete online assignments, view and read important announcements and instructions.

To set up your account, register, and enroll in this course, please click on the following link and read instructions for "New Students" and for "Returning Students."

http://www.vhlcentral.com/section/292282/student_instructions

Other Useful Online Resources

Diccionario de la Real Academia de la Lengua Española <http://www.rae.es/drae>

COURSE DESCRIPTION

Spanish 110 is the last in a three-semester language sequence intended to help students achieve an intermediate low level of proficiency in the target language. It will cover chapters 11-16 of ¡Viva! Students will develop reading, writing, speaking, listening and comprehension skills, as well as broadening their cultural understanding of the Spanish-speaking world. The class is conducted entirely in Spanish.

Pre-requisites: Passing grade in Spanish 105 or placement by the Foreign Language Department. This course falls under the F3 category.

Course Objectives

The aim of the Introductory Spanish level program is to establish the basis of a life-long learning experience in the Spanish language, which will include the development of communicative skills and learning about the cultures of the Spanish-speaking world. The material of study is divided into three semesters (Spanish 100, 105 and 110). By the end of the program, students will have developed solid competencies in each of the five goal areas: communication, cultures, connections, comparisons, and communities. Main objectives include:

- Ability to comprehend and respond to basic conversational patterns
- Proficiency and knowledge of basic grammatical structures and terminologies
- Basic proficiency in reading and writing the language
- Knowledge of significant cultural practices and historical events from the Spanish-speaking world

SPECIFIC OUTCOMES FOR SPANISH 110

- Talking about using technology and electronics
- Using common expressions on the telephone
- Talking about bus or car trouble
- Saying how far away things are
- Expressing surprise
- Offering assistance
- Talking about possessions
- Describing your house or apartment
- Talking about household chores
- Showing people around the house
- Telling people what to do
- Making polite requests
- Expressing attitudes toward events, actions, or states
- Talking about nature and the environment
- Expressing your beliefs and opinions about issues
- Giving advice to others
- Giving and receiving directions

- Discussing daily errands and city life
- Talking about health, well-being, and nutrition
- Talking about physical activities
- Talking about a hike
- Using courtesy expressions
- Differentiating between past tenses
- Talking about professions
- Preparing for a job interview
- Talking about future plans
- Reminiscing
- Expressing hopes and wishes

Time Commitment

Students are expected to dedicate *at least* two hours of work outside of class per hour of class, for a *minimum* total of 7 hrs./wk. You may need to spend more time than that to adequately prepare for class and complete assignments.

ATTENDANCE POLICY

Faithful attendance is expected, since continuous practice is needed in order to learn a language. The learning of a language is a cumulative process, and it is not easy to make up for several missed classes.

Attendance:

- Just like playing an instrument or practicing a sport, language learning occurs best through active participation. Being present is the first step.
- You need to come to class and be on time. 0-3 absences will not be penalized, but may affect class performance. If you will miss class for a religious holiday, please let me know ahead of time so we can make arrangements for missed work.
- Every absence over three (3), for any reason, will result in a lowering of the final grade by one point for every additional absence. Exceptions may be granted only in extraordinary circumstances such as prolonged illness or family emergency; these situations may require additional documentation and are not automatically guaranteed. Travel plans are not considered extraordinary circumstances. The student would need to make arrangements to complete missed work.
- The Academic and Disability Support Office is authorized to send e-mails informing instructors that students have valid excuses for not attending classes. Please make sure you contact: Laurie M. Roth, M.Ed. Director of Academic and Disability Support, Moravian College, 610-861-1401, E-mail: rothl@moravian.edu. In cases of extended absences, you must definitely contact Mrs. Laurie Roth and the Dean's office. **Only if the Dean justifies extended absences, they will be excused.**

- Arriving late (10 minutes or more) to class more than three times will equal one absence. Students who arrive 30 minutes late to an exam will not be given the opportunity to take the exam.
- It is the student's responsibility to complete assignments for missing classes. "I didn't do the homework because I was not in class" is not an acceptable excuse! Please contact your instructor and/or a classmate to bring you up to speed.
- Students have the responsibility of keeping track of their own absences. **No reminders will be given**
- **Don't forget** to turn off your cellular phone before coming to class. **If you insist in using your cellular (talking, texting, etc.) you will be asked to leave the classroom. This will result in an absence and a grade of 0 (zero) for that day**
- Leaving the room during class to go to the bathroom affects class performance and is disrupting so, please, be mindful of that.

COURSE EVALUATION

Exams

There will be a test after every chapter. All **chapter tests** will be cumulative. Tests will include all or some of the following sections: vocabulary, contextualized grammar, listening, reading and comprehension, short answer/short essay questions, dialogues/short interviews, and cultural topics.

Mid-Term

All students must give a group oral presentation in class. Topics must be related to issues in the Hispanic world. Students will have to work in groups of 3-4 students. Together they will select a topic and notify their instructor at least two weeks before presenting in class. All members of a group must participate in the research part of the project and be ready to present their topic in class the date assigned. **NOTE:** You must work as a team! There will be one evaluation per group and one grade for all the members of the group. The presentation will be graded as follows: content/information, organization, vocabulary, grammar and mechanics, pronunciation and fluency, completion of task, team-work, and ability to motivate classmates to participate during question/answer sessions. **REMEMBER!** At the end of each presentation, group members must test their classmates by asking them to answer **at least 5 questions** about their topic.

At the end of the presentations, groups must turn in **neatly typed** the questions and answers prepared for class discussion, an outline for the presentation, and a list of works consulted and cited during the research (when preparing your "works cited" page, please use the Modern Language Writing Style (MLA Style): <https://owl.english.purdue.edu/owl/resource/747/01/>

Duration of presentations: 10-12 minutes, including the session of questions and answers. Power Point or any other software presentation programs are highly recommended. If your group decides to use a software presentation program or any other presentation graphics package, **please** save your presentation on a flash drive – it will save us a lot of time.

Compositions or Writing Assignments

Students will write 3 short papers. Topics, guidelines, and instructions are on the *¡VIVA! Supersite Plus* Content – Activities - Grammar – Ampliación – *Escribir* section. The first draft will be written in class and revised by a writing partner. Feedback will be provided by instructor. All final versions **must** be typed, double-spaced (min. 1-2 page long). Follow format for written work below. See Course calendar for due dates. **Please do not send it via e-mail.** Be aware that content, vocabulary, grammar, mechanics, organization and completeness of task will be graded.

Homework

You **must** go to *¡VIVA! Supersite Plus* to access your online homework assignment and view/read important instructions. A lot of your homework assignments must be completed online. Please check your ***Supersite Calendar*** and your paper Course Calendar. Read instructions carefully and pay attention to deadlines.

FORMAT FOR WRITTEN WORK

*I will **not** accept work that does not follow these formats. This format applies to graded and non-graded writing assignments (example: typed compositions, written homework assignments, and any other in-class writing activity).*

Handwritten:

- Use smooth-edged paper (no spiral notebook tear-outs)
- Write NEATLY on every other line.
- Write QUESTIONS and answers. Answer in complete sentences unless otherwise directed.
- Clearly label each activity.

Typed:

- Use **12 pt.** Times New Roman or Arial.
- Use **double** space.
- Write QUESTIONS and answers. Answer in complete sentences unless otherwise directed.
- Clearly label each activity.

Final Oral Exam

The final will be an individual oral presentation on Hispanic/Latino issues in the USA (example: politics, economy, literature, film, art, culture, education and other social issues). When selecting topics, students must consult with instructor at least two weeks before the day of their presentation. All students must research and present their selected topics in class. The day of the presentations, all students must submit an outline of their presentation and a list of works cited/works consulted. The outline and list must be typed, double-spaced and they must follow the MLA style and format:

<https://owl.english.purdue.edu/owl/resource/747/01/>. Topics for the group oral presentation (Mid-Term) and topics for the individual oral presentation (Final oral exam) **must be different**. Duration: 5 minutes

(including a session for questions/answers and active discussion). Each student must prepare at least **5 analytical questions** for in-class discussion.

Be aware that content/information, grammar, mechanics, pronunciation/fluency, organization, completeness of task, and ability to motivate classmates will be considered when grading this assignment. Power Point is recommended. **Please do not e-mail** power point presentations, outlines and list of works cited. **Save power point on a flash drive.** It will save us a lot of time.

Final Written Exam

Students can write a research paper on the same topic of final individual oral presentation or a different topic (as long as it is related to the Hispanic world). This paper should be an in-depth analysis of the selected topic. Requirements: min. 2 pages, typed and double-spaced. MLA format is a must:

<https://owl.english.purdue.edu/owl/resource/747/01/>

Note: You will be offered a final written exam exemption if: a) your individual oral presentation shows serious research/an in-depth study of the topic, b) your overall grade before the final exams (oral and written) is 93% or higher.

Participation

Active participation in class is crucial for increasing conversational competence in Spanish. Students are expected to arrive prepared to participate in all class activities by having studied the topics to be covered and having completed all assigned homework. Simply being present and taking notes does not constitute active participation.

Active participation involves speaking and collaborating in paired and group activities, in-class writing assignments, short oral presentations, doing on-line preparatory work, and volunteering answers in class discussions. **A positive attitude** is also expected and it makes a difference in your participation.

Participation should be in Spanish, even when speaking with another student. Chatting in English may be considered “negative participation” and will result in a very low participation grade. Speaking in Spanish, even when you make mistakes, get frustrated, or have trouble communicating, helps your brain learn how to learn Spanish. It’s like a sport or playing an instrument—practice is key. **The class participation grades will be assigned as follows:**

A= 95 or higher - Excellent participation (the student answers questions and offers interesting comments without the need of the professor or the debate leader calling on him/her. The comments and answers show that the student has thoroughly prepared the reading and has done the necessary background research to understand the reading).

B= 85 - Good participation (the student answers questions and offers interesting comments whenever the professor or debate leader calls on him/her. Sometimes, the student participates without being asked. The comments and answers show that the student has prepared the reading and has done the necessary background research to understand the reading quite well).

C= 75 - Fair participation (the student answers questions and offers comments only when the professor or debate leader calls on him/her. The comments and answers show that the student has prepared the reading, but has not done much necessary background research to understand the reading).

D= 65 - Poor participation (the student answers questions and offers very brief comments only when

the professor or debate leader calls on him/her. The comments and answers show that the student has a poor preparation of the reading and has not done the necessary background research to understand it).

F= 55 - Lack of participation (the student does not answer questions and does not offer any comments in the class or group discussion. The lack of comments and answers, as well as incorrect answers, show that the student has not done the reading or, if he/she has done it, it has been in a careless or incomplete way).

No attendance, no participation at all (when a student is not in class, he/she gets a 0 for that day regardless of the reason for that absence).

Extra credit (to be added to total grade at the end of the semester): Students will have the opportunity to earn up to 5 points by participating in events approved by instructor. These extra credit events or activities will be announced in class. Students must **actively participate** in some of the following events/activities to receive credit:

The Spanish Club

I highly recommend that you attend the activities organized by the Spanish Club such as weekly meetings, movie screenings, restaurant visits and cultural trips. They are an excellent way to get involved in the language and the culture of the Spanish-speaking world.

Babel

Interested in poetry? I encourage you to write a poem in Spanish for *Babel*, the literary journal of the Department of Foreign Languages. For more information feel free to talk to me or send an email to Dr. Claudia Mesa at: mesac@moravian.edu

POLICY ON LATE ASSIGNMENTS

As a general rule for this class, late assignments will be penalized and make-up exams or other work will be given only in extremely unusual circumstances. **If accepted, all late work (including online homework) will lose 5% per day, starting the due date at the time of class.**

Spanish 110 Overall Grade Distribution:

Exams (6)	30%
Mid-Term (oral)	10%
Compositions (3)	15%
Final Written Exam	15%
Final Oral exam	10%
Class Participation	10%
Homework (includes online)	10%

Letter Grades

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	0-59

Note: Students are responsible for keeping track of their own progress. They can check their progress by accessing the *Supersite Plus Gradebook*. Grades are not curved!

ACADEMIC INTEGRITY

Academic dishonesty is a serious offense and will not be tolerated. Cases of academic dishonesty will be handled according to the **Moravian policy on Academic Honesty**. If you cheat you will be given a grade of zero for that assignment or a failing grade in the course. You will also be reported to the Dean of Students and “a copy of the record [will remain] in the Division of Student Affairs until the student completes the degree or certification program.” Also, please note that, “When writing creative or research papers in a foreign language, students *may not use electronic translation services*. Utilizing such tools without express permission of the instructor constitutes plagiarism (using another person’s words and passing them off as your own). The use of electronic dictionaries for single-word inquiries or short idiomatic expressions is permissible at the discretion of professors in the Department of Foreign Languages.”

For detailed information please see the *Student Handbook*:
<http://www.moravian.edu/studentlife/handbook/academic/academic2.html>

DISABILITY STATEMENT

“Students who wish to request accommodations in this class for a disability must contact Ms. Elaine Mara, assistant director of academic support services for academic and disability support, at the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.”

CLASSROOM CIVILITY

Each Moravian student is encouraged to help create an environment that promotes learning, dignity, and **mutual respect** for everyone. Just a reminder that normal courtesies are practiced in the classroom!

Classroom expectations. Students are expected to show respect for all present by

- arriving on time.
- not eating in class.
- turning off cell phones.
- not wearing hats that prevent eye contact.
- refraining from private conversations during class.
- taking care of bathroom needs before class so as not to disrupt class with coming and going.

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All class activities and presentations must be done in Spanish

The instructor reserves the right to modify this syllabus. You will be notified within a reasonable period of time.

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COURSE CALENDAR

You must go to <http://www.vhlcentral.com/> to access your *¡VIVA! Supersite Plus* account. On this Supersite, you can view the Supersite calendar, online assignments, due dates, and important announcements. *¡VIVA! Supersite Plus* will give you access to vText, grades, Workbook, Lab Manual, audio and video exercises, as well as extra tutorials and other helpful online resources.

Semana 1

19 de enero Introducción al curso

Homework for next class: Textbook - Study vocabulary pp. 240-241, 258, and Expresiones útiles p. 244. **Go to Supersite** – ortografía, pronunciación, vocabulario, and audio activities

21 de enero Lección 11

In class: review homework. Práctica y conversación textbook pp. 242-243. Video: Fotonovela and actividades p. 244

Homework for next class: Textbook – reading p. 246, actividades ¿cierto o falso? p. 247, *preterite and imperfect* p. 248, do prácticas 1 and 2 p. 249 (use Supersite tutorial). **Go to Supersite** – Flash cultura video and activities

23 de enero Lección 11

In class: review grammar and homework, textbook – Actividades “¿Cómo te comunicas?” p. 247, *preterite and imperfect*, prácticas 3, 4, 5 p. 249.

Homework for next class: Textbook - Study *por and para* p. 250-251, do prácticas 1 p. 251 (use Supersite tutorial). Lectura pp. 256-257, do “después de leer” p. 257

Semana 2

26 de enero Lección 11

In class: review grammar and homework. Práctica y conversación: 2, 3, 4 p. 251. Be ready to discuss lectura (tira cómica).

Homework for next class: Textbook – *Stressed possessive adjectives and pronouns* pp. 252-253 (use Supersite tutorial), do práctica 1 p. 253. **Go to Supersite -**
Ampliación: Escuchar A
Prepare activity 4 “un paso más” textbook p. 255.

28 de enero Lección 11

In class: Prácticas 2, 3 p. 253. Ampliación 2 “conversar” p. 254.
“Escribir” p. 255: **Composition 1 (rough draft)**

30 de enero **Supersite activities (Lesson 11) due**

Homework: Study for Exam 1 (**Lesson 11**)

Semana 3

2 de febrero **Exam 1**

Homework for next class: Textbook - Study vocabulary pp. 260-261, 280 and Expresiones útiles p. 264. **Go to Supersite** – ortografía, pronunciación, vocabulario, and audio activities

4 de febrero Lección 12: Hogar, dulce hogar
In class: review homework. Práctica y conversación pp. 262-263,
Video: Fotonovela and actividades p. 265

Homework for next class: Textbook – reading p. 266, actividades ¿cierto o falso? p. 267, study *Usted and Ustedes commands* pp. 268-269, do práctica 1 p. 269 (use Supersite tutorial). **Go to Supersite** – Flash cultura video and activities

6 de febrero Lección 12
In class: review grammar and homework, textbook – Actividad 2 “viviendas y tradiciones” p. 267. Práctica y conversación: 2, 3, 4, and 5 p. 269

Homework for next class: Textbook – study *the present subjunctive* pp. 270-272 (use Supersite tutorial)

Semana 4

9 de febrero Lección 12
In class: Subjunctive - Práctica y conversación: 1, 2, 3, 4 p. 273. Misc. subjunctive exercises. **Composition 1 (final version due)**

Homework for next class: Textbook – study *subjunctive with verbs of will and influence* p. 274 (use Supersite tutorial)

Go to Supersite - Ampliación: Escuchar A
Prepare activity 4 “un paso más” textbook p. 277

11 de febrero Lección 12
In class: review grammar and homework. Práctica y conversación: 1, 2, 3, 4, 5 p. 275. Ampliación 2 “conversar” p. 276. “Escribir” p. 277: **Composition 2 (rough draft)**

Homework for next class: Textbook – Reading ¡Vivan los países hispanos! pp. 281-284, do actividad 1 ¿Cierto y Falso? p. 284 (use Supersite interactive map)

13 de febrero Lección 12
In class: Lecturas and actividades pp. 281-284. Discuss reading ¡Vivan los países hispanos! Go over actividad 1 and 2 p. 284. Additional reading pp. 278-279

Supersite activities (Lesson 12) due

Homework: Study for Exam 2 (**Lesson 12**)

Semana 5

16 de febrero **Exam 2**

Homework for next class: Textbook - Study vocabulary pp. 286-287, 304, and Expresiones útiles p. 290. **Go to Supersite** – ortografía, pronunciación, vocabulario, and audio activities

18 de febrero Lección 13: La naturaleza
In class: review homework, complete prácticas 3, 4, 5 pp. 288-289. Video: Fotonovela and actividades p. 290

Homework for next class: Textbook – reading p. 292, actividad 1 p. 293. Study *subjunctive with verbs of emotion* p. 294 (use Supersite tutorial). **Go to Supersite** – Flash cultura video and activities

20 de febrero Lección 13
In class: review grammar and homework, do actividad 2 “Maravillas de la naturaleza” p. 293. Subjuntivo - Práctica y conversación p. 295

Homework for next class: Textbook - study *subjunctive with doubt, disbelief, and denial* p. 296-297 (use Supersite tutorial), complete práctica 1 p. 297.

Composition 2 (final version due)

Semana 6

23 de febrero Lección 13
In class: review grammar and homework. Subjunctive - Práctica y conversación p. 297

Homework for next class: Textbook - study *Subjunctive with conjunctions* p. 298, complete práctica 1 p. 299 (use Supersite tutorial)

Go to Supersite – Ampliación: Escuchar A
Prepare activity 4 “un paso más” textbook p. 301

25 de febrero Lección 13
In class: review grammar and homework. Práctica y conversación p. 299 Ampliación “conversar” p. 300. “Escribir” p. 301: **Composition 3 (rough draft)**

Homework for next class: reading “el perro y el cocodrillo” pp. 302-303 (check Supersite for additional reading), do “Después de leer” p. 303

27 de febrero Lección 13
In class: group/pair work and class discussion on reading assignments.

Supersite activities (Lesson 13) due

Homework: Study for Exam 3 (**Lesson 13**)

Semana 7

2 de marzo **Exam 3**

Homework for next class (March 16): Textbook - Study vocabulary pp. 306-307, 324 and Expresiones útiles p. 310. **Go to Supersite** – ortografía, pronunciación, vocabulario, and audio activities

4 de marzo Mid-Term

6 de marzo Mid-Term

Semana 8

Spring Recess: March 7, Saturday, noon to March 16, Monday, 7:30am

16 de marzo Lección 14: En la ciudad
In class: review homework. Práctica y conversación pp. 308-309. Video: Fotonovela and actividades p. 310
Composition 3 (final version due)

Homework for next class: Textbook – reading p. 312, actividades ¿cierto o falso? and comparación p. 313, study *subjunctive in adjective clauses* p. 314 (use Supersite tutorial). **Go to Supersite** – Flash cultura video and activities

18 de marzo Lección 14
In class: review grammar and homework. Práctica y conversación – subjunctive p. 315

Homework for next class: Textbook – Study *tú and nosotros commands* pp. 316-318 (use Supersite tutorial). Complete práctica 1 p. 317, práctica 1 p. 319

20 de marzo Lección 14
In class: review grammar and homework. Práctica y conversación pp. 317, 319

Homework for next class: Textbook – reading “Esquina peligrosa” pp. 322-323, complete “Después de leer” p. 323. **Go to Supersite** – Ampliación A

Semana 9

23 de marzo Lección 14
In class: review homework. “Escribir” p. 321. Reading and discussion

Homework for next class: Textbook – ¡Vivan los países hispanos! pp. 325-327, complete ¿Qué aprendiste? p. 328 (use Supersite interactive map)

Supersite activities (Lesson 14) due

Homework: Study for Exam 4 (Lesson 14)

25 de marzo **Exam 4**

Homework for next class: Textbook – study vocabulary pp. 330-331, 348 Expresiones útiles p. 315. **Go to Supersite** – ortografía, pronunciación, vocabulario, and audio activities

27 de marzo Lección 15: El bienestar

In class: review homework. Práctica y conversación pp. 332-333. Video: Fotonovela and actividades p. 334

Homework for next class: Textbook – reading p. 336, actividades ¿cierto o falso? and “Para sentirse mejor” p. 337, study *Past participle used as adjectives* p. 338 (use Supersite tutorial), do práctica 1 p. 339. **Go to Supersite** – Flash cultura video and activities

Semana 10

30 de marzo

Lección 15

In class: review grammar and homework. Práctica y conversación p. 339

Homework for next class: Textbook – Study *present perfect and past perfect* pp. 340, 342 (use Supersite tutorial). Complete práctica 1 p. 341, práctica 1 p. 343. **Go to Supersite** - Ampliación A

1 de abril

Lección 15

In class: review grammar and homework. Práctica y conversación pp. 341 and 343. Conversar p. 344

Homework for next class: Textbook – reading “El viaje” pp. 346-347, “Después de leer” p. 347. Prepare “escribir” or “un paso más” p. 345

Easter Recess: Fri., April 3 to Sun., April 5

Semana 11

6 de abril

Lección 15

In class: Review homework. Group/pair work and class discussion.

Supersite activities (Lesson 15) due

Homework: Study for Exam 5 (Lesson 15)

8 de abril

Exam 5

Homework for next class: Textbook – study vocabulary pp. 350-351, 368 Expresiones útiles p. 354. **Go to Supersite** – ortografía, pronunciación, vocabulario, and audio activities

10 de abril

Lección 16: El mundo del trabajo

In class: review homework. Práctica y conversación pp. 352-353. Video: Fotonovela and actividades p. 354-355

Homework for next class: Textbook – reading “beneficios en los empleos” p. 356, complete ¿cierto o falso? p. 357. **Go to Supersite** – Flash cultura video and activities

Semana 12

- 13 de abril Lección 16
In class: review homework. Go over “lectura” and complete actividad 2 “Futuro laboral” p. 357. Group/pair work and class discussion.
Homework for next class: Textbook – study *the future tense* pp. 358-359 (use Supersite tutorial), complete práctica 1 p. 359
- 15 de abril Lección 16
In class: review grammar and homework. Práctica y conversación 2, 3, 4, 5 p. 359
Homework for next class: Textbook – study *the conditional tense* pp. 360-361 (use Supersite tutorial), complete práctica 1 p. 361
- 17 de abril Lección 16
In class: review grammar and homework. Práctica y conversación 2, 3, 4 p. 361
Homework for next class: Textbook – study *past subjunctive* pp. 362-363 (use Supersite tutorial). **Go to Supersite** - Ampliación A

Semana 13

- 20 de abril Lección 16
In class: review grammar and homework. Práctica y conversación p. 363, “conversar” p. 364. “Escribir” p. 365
Homework for next class: Textbook – readings “Imaginación y destino” pp. 366-367, complete “Después de leer” p. 367. ¡Vivan los países hispanos! pp. 369-371, complete ¿Qué aprendiste? p. 372
- 22 de abril Lección 16
In class: Group/ pair work and class discussion
Supersite activities (Lesson 16) due
Homework: Study for Exam 6 (Lesson 16)
- 24 de abril **Exam 6 (oral)**
Consultas para examen final

Semana 14

- 27 de abril Final Oral Exams
- 29 de abril Final Oral Exams
- 1 de mayo Final Oral Exams

