

**\*SPN 263. ELEMENTARY SPANISH I**

## **Spanish 263**

**3 CREDIT HOURS: 2 CLASS HOURS, WEEKLY**

**Spring ,2008 EVANS 318**

**Tues./Thurs. 8-9:20 AM**

**Ray Renteria**

\*Evans 457

\*936-294-1424; rsr001@shsu.edu

\*Office hrs.: TT 10-11 AM;\*Other days & times by appt.

### **\*DESCRIPTION OF COURSE:**

A class for students with SPN.141,142 previous instruction in Spanish and are non-native speakers. (Native speakers should take the CLEP or register for 264.) Intro to pronunciation, vocabulary and basic language codes stressing an oral approach. Special emphasis on conversation & oral drill. Two one-hour lab periods required weekly. No pre-requisites.

**TEXTBOOK:** “¡Arriba! “ Fourth edition..(2004) Eduardo Zayas-Bazán and SusanM. Bacon. This book is a continuation from Spanish 142. Both the workbook and the lab. are available through Blackboard via Quia.

**NOTICE – The prerequisite for enrolling in SPN 263 is the completion of SPN 142 with a grade of C or higher or appropriate scores on the CLEP or AP examinations. The prerequisite for enrolling in SPN 264 is the completion of SPN 263 with a grade of C or higher or appropriate scores on the CLEP or AP examinations.**

**EVALUATIONS:** Your final grade will be based on the following:

- 50% 6 chapter exams
- 20% Comprehensive final exam
- 10% Quizzes
- 10% Homework-Workbook
- 10% Oral Interview

### **\*STYLE**

This course has two delivery methods: an on-line BLACKBOARD for information outside class meetings and a SEMINAR-STYLE, student-centered, format in class meetings with a minimum of professor lecture. English will be the preferred language in both in the majority of cases but code-switching will be practiced when necessary. Since language is a social skill and activity, this is the only way to effectively learn. In either

language, mistakes are natural--tolerance and assistance are the watchwords. Be flexible--think of another way to send the same message if you get "stuck."

**\*GENERAL GOALS (Optimal results)**

1. increased **AWARENESS** of and **APPRECIATION** for Hispanic language and culture
2. more than minimal **VOCABULARY** in Spanish, especially of cognates (and false cognates) and the ability make educated guesses about unknown words based on context as well as to identify unknown cognates
3. ability to **CONJUGATE** regular, stem-changing, and many irregular verbs in present indicative, present subjunctive, preterite, imperfect indicative, imperfect subjunctive, future, conditional, progressives and perfects in both indicative and subjunctive
4. ability to carry on more than minimal **LIFE-SUPPORT CONVERSATIONS** related to visiting/living in a Spanish-speaking country, e.g., arrange and execute transportation, accommodations, meals, etc.
5. ability to carry on more than minimal **SOCIAL CONVERSATIONS**, adapting to unexpected questions or responses

**\*COURSE OBJECTIVES (Optimal activities)**

1. To **LISTEN** to and comprehend a more than survival percentage of standard Spanish spoken at average native speed by concentrating on major words known (with the help of cognates) and by making educated guesses at the rest
2. To **SPEAK** without notes (or read aloud) a more than survival percentage of standard Spanish with few enough pronunciation errors (speed secondary) to be comprehended by a native speaker
3. To **READ** and comprehend a more than survival percentage of standard Spanish by concentrating on major words known (with the help of cognates) and by making educated guesses at the rest. With the further help of a dictionary, to be able to comprehend a high percentage of standard Spanish
4. To **WRITE** at a more than survival level in standard Spanish with few enough grammar errors to be comprehended by a native speaker

**\*CLASSROOM RULES OF CONDUCT**

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**YOUR ENROLLMENT IN THIS CLASS CONSTITUTES YOUR LEGAL AND MORAL OBLIGATION TO THE HONOR CODE.** Because this course is a listening, speaking, reading, and writing one, I encourage you to work together. HOWEVER, plagiarism--copying others' work with out crediting them for it--is legally and ethically unacceptable--AND GROUNDS FOR FAILURE, NOT JUST IN THE ASSIGNMENT, BUT IN THE CLASS. Paraphrases, as well quotes, must be documented. See the article, *Plagiarism*, posted in documents in Blackboard.

### **PHILOSOPHY**

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### **INTERACTION**

RESPECT FOR OTHERS' VIEWS AND SPACE, not necessarily in agreement with one's own, is required on the part of every participant, including what is expressed, shared, etc., in the course of class interaction.

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### **GENERAL STUDENT RESPONSIBILITIES**

YOU ARE RESPONSIBLE FOR ALL MATERIAL, in books, presented in class, etc., whether you are listening or not.

YOU ARE PERSONALLY & SOLELY RESPONSIBLE FOR YOUR ACTIVITIES (ASKING QUESTIONS OR DOING HOMEWORK) IN ORDER TO MEET YOUR PERSONAL EXPECTATIONS AND DESIRE FOR SUCCESS/GRADE. Probable daily time needed for homework outside class will be a minimum of one to two hours per hour spent in class (3-6 hours per week). "Homework" is largely left to your discretion--you must assess how well you understand and how much practice, reading or written work outside of class you need. You are responsible for anything and everything in the syllabus, book or said in class. You are expected to highlight reading and take notes in class. You are expected to keep in contact with the professor and other students as personally needed.

### **GENERAL FACULTY RESPONSABILITIES**

I INTEND TO BE AVAILABLE TO DISCUSS, ADVISE, ETC., DURING AND OUTSIDE OF CLASS AS MUCH AS POSSIBLE. Please set prior appointment times. Once in a while I may not be available. If so, I will leave a note as to my return. Please

also either honor your appointment or call to cancel. I will afford you the same courtesy if I have an unavoidable conflict. Email is always better than telephoning.

I INTEND TO RETURN ASSIGNMENTS WITH COMMENTARY AND/OR GRADES AS SOON AS POSSIBLE, usually within a week.  
RESOURCES FOR THIS CLASS

**\*INSTRUCTOR EVALUATIONS**

\*Students will be asked to complete a course/instructor evaluation form towards the end of the semester.

**\*AMERICANS WITH DISABILITIES ACT**

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\*Unannounced visitors to class must present a current official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the educational process.

### **\*ATTENDANCE POLICY**

**ATTENDANCE IS REQUIRED** for every SINGLE class meeting. If you are absent without making arrangements, with justification, before or during with the professor, your grade will be lowered at least 10% per occurrence. Incompletes beyond the August 15, 2007 deadline for final projects will given only for cases of emergency when a student is unavoidably unable to complete the course, must be requested, and are at the discretion of the professor according to university guidelines.

### **DEADLINES**

Syllabus assignments will be performed or handed in at the corresponding class. Daily grades will be assigned at the professor's discretion. In case of serious illness or death in the family, advance or concurrent notice of your absence is required. Call or email and leave a message and, if possible, send your corresponding assignment with another student.

**NO LATE PAPERS OR EXAMS WITHOUT WRITTEN EXCUSE (DOCTOR, HOUSEMOTHER, MORTICIAN, ETC.) AND USUALLY MUST BE MADE UP AS SOON AS POSSIBLE AFTER ABSENCE.**

### **\*REQUIRED TEXTS AND REFERENCE/READING LIST**

Zayas-Bazán, et al. *Arriba* and ancillaries as posted in the Bookstore. 5<sup>th</sup> Ed. Upper Saddle River, NJ: Pearson/Prentice Hall, 2008.

### **\*REQUIRED SUPPLIES**

- something with pockets for class materials (handouts, notes, etc.) with lined notebook paper for your own use plus journal entries
- pencil or pen for taking notes in class
- personal skills and attitudes: enthusiasm and interest; listening skills, willingness to speak and open-mindedness; time every day outside of class for reading and reflection, awareness that this class is an academic experience which requires intellectual efforts and results

### **\*OPTIONAL TEXTS, REFERENCES OR SUPPLIES**

- one three-ring notebook binder
- colored highlighters for marking passages

EXTRA CREDIT: up to 10 points per cultural experience for up to 5 extra such experiences (5 are required; see above). You may visit sites or have other experiences pre-approved by professor.

Present a 5-sentence description (who, what, why, where, when) in class.

**COMPONENTS OF WRITTEN GRADE (in order of importance)**

1. Mechanics (grammar & spelling)
2. Vocabulary & style
3. Content
4. Organization
5. Investigation/research

**COMPONENTS OF ORAL GRADE/PRESENTATION: (in order of importance)**

1. Pronunciation
2. Style of presentation (eye contact, intonation, etc.)

**KEEP THE RUNNING TOTAL SECTION OF THIS SYLLABUS CURRENT IN ORDER TO KNOW YOUR GRADE STANDING PRIOR TO FINAL EXAMS, FINAL PAPER AND FINAL GRADE CALCULATION AND CHECK BLACKBOARD.**

**\*ASSIGNMENTS**

**COMPONENTS/EXPLANATIONS OF ASSIGNMENTS/GRADES AS APPLICABLE TO UNDERGRADUATE**

**PRESENCE & PARTICIPATION IN CLASS:** Be present in class, having previously prepared each assignment on the schedule portion of the syllabus before coming to the class when that assignment will be discussed. You may study the assignments as much as you wish or have time for, incidentally. Suggestions: Reflect afterwards and make notes of questions/observations.

**HOMEWORK** may include

Workbook

Worksheets: Perform activity, either on own or in group during class, fill out sheet, turn in on due date

Finding Internet sources: find one on the topic, write down the address and a synopsis of what the site contains

Other unspecified assignments

You may work together or alone on homework. **DO NOT COPY.**

**\*EXAMS**

**ACTIVITIES**

Attend an approved activity outside of class. If you would like immediate feedback, write a maximum 5-sentence, 50-word summary of who, what, why, when, where and how, which you will hand to the prof immediately before presenting your synopsis to the class. However, your only grade will be on the oral presentation. **DO NOT READ WHAT YOU HAVE WRITTEN ALOUD.**

**MAXIMUM 1 MINUTE.**

**MAY NOT BE "MADE-UP" IF YOU ARE ABSENT OR FORGET SERVICE LEARNING**

## EXTRA CREDIT

You may earn up to 10 points per additional experience. You may have 5 experiences (beyond the five required). You may see videos, visit museums or have other experiences pre-approved by professor such as concerts, theatre, dance, etc. Write a 5-sentence description (who, what, why, where, when), typed and double-spaced to discussion board; be prepared to present in class.

### Spring 08 SPN 263 T-TH (TENTATIVE SCHEDULE)

TH-Jan.17	(wk.1) Introducción – <b>Review</b> Imperfect Tense & Subjunctive in Ch. 9 & 10
TU-Jan.22	¿Para qué profesión te preparas? Voc. pp. 360-366, Wkbk. 11-2, 3 (wk.2) Subj. w/impersonal express pp. 367-370, Wkbk. 11-7, 8
TH-Jan. 24	<b>EXAMEN sobre Imperfect vs. Preterito Exam # 1</b>
TU-Feb.5	Segunda parte, voc. pp. 371-375, Wkbk. 11-19 & 20 – Formal commands pp.376-378, WK11-28
TH-Feb.7	(wk.3) Subj. & Indic. w/ adverb. Conjunctions pp. 379-384, Wkbk. 11-19 & 20
TU-Feb. 12	Observaciones pp. 385-395, Wkbk. 11-22 – Repaso Wkbk. 11-28, 29, 30
TH-Feb. 14	(wk.4) <b>CHAPTER 11 EXAMEN Exam # 2</b>
TU-Feb. 19	“El futuro es tuyo” voc. pp. 397-402, 12-1, 12-2 & 12-5
TH-Feb. 21	(wk.5) Pres. Perf. Indica. pp. 403-408, Wkbk. 12-6, 12-7 & 12-9
TU-Feb. 26	Future & fut./probab. pp. 409-414. Segunda parte voc. pp. 415-418
TH-Feb.28	(wk.6) Wkbk. 12-10, 11, 12, 13 & 15 – Condi. & cond./probab. pp. 419-421/Tú commands, pp. 422-424
TU-Mar. 4.	Wkbk. 12-19, 20, 21, 24, 25 & 26 – Observaciones pp. 425-433, Wkbk. 12-27
TH-Mar.6.	(wk.7) Repaso Wkbk. 12-35, 36 & 37
TU-	
TH-Mar.11	(wk.8) , Spring Break
TU-Mar.-18	<b>CHAPTER 12 EXAMEN Exam #3</b>
TH- Mar.-20	(wk.9) ¿Oíste las noticias? Voc. Pp. 434-440, Wkbk. 13-1, 2, 3 – Poss Adj./pronoun pp. 446-449 Wkbk. 13-5, 6,7 8, 13 & 14
TU-Mar- 25	Fut.& cond. Perf. Pp. 458-60 Wkbk. 13-15, 17, 18 & 19 –
TH-Mar. 27	(wk.10) Observaciones pp. 461-469, Repaso Wkbk. 13-26 thru. 29
TU-Apr.1	<b>CHAPTER 13 EXAMEN Exam #4</b>
TH-Apr.3	(wk.11) “Seamos cultos” voc. Pp. 472-475, Wkbk. 14-1, 2, 3 & 5 – Hacer in time expressions pp. 476-478, Wkbk. 14-7, 8, 9
TU-Apr.- 8	Segunda Parte voc. 483-487 – Plu-Perf. & Cond. Perf. pp. 487-
TH-Apr.-10	(wk.12) 490, Wkbk. 14-10, 16 & 17

Observaciones pp. 491-499 – Repaso Wkbk. 14-24, 25 & 26

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TU-Apr.15-		<b>CHAPTER 14 EXAMEN</b>	<b>Exam #5</b>
TH-Apr.-17	(wk.13)	Vocabulary 500-505,WK.15-1, Subj. vs. Indefinite antecedents WK.15-5,6,7,	
TU-Apr.-22	(wk.14)	Relative pronouns pp. 509-518, Wkbk. 15-1, 2 – Segunda parte, voc. pp. 514-517, Wkbk. 15-5 & 7 “Se” unplanned occurrences pp. 518-520, Wkbk. 15-9 – Passive voice pp. 520-522, Wkbk. 15-13, 16 & 17	
TH-Apr.-24			
TU-Apr.-29	(wk.15)	Pero or sino pp. 522-524, Wkbk. 15-20 – Observaciones pp. 525-535	
TH-May.-1		<b>CHAPTER 15 EXAMEN</b>	<b>Exam# 6</b>
TU-May-6	(wk.16)	<b>Repaso</b> Wkbk. 15-27 thru. 31	
TH-May-8		Orales	
TU-May 13	(wk.)	Orales	
TH-May 15		Repaso para el examen final “Last day of class”	

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**\*STUDY TIPS**

MODERN LANGUAGE LEARNING STRATEGIES: SPANISH

GENERAL RULE OF THUMB: TRY TO INCORPORATE SPANISH INTO YOUR REGULAR, EVERYDAY LIFE AS MUCH AS POSSIBLE.

Practice listening and speaking:

- make a friend who speaks Spanish (either as a student or as a native:
- attend Charla or Tertulia (to be scheduled)
- attend Spanish Club

Practice listening:

- watch television: news reports on SIN, anything on SIN
- listen to the radio
- go to movies or rent videos in Spanish: children's level

Practice reading:

- Buy or borrow books or articles in Spanish: children's level, your particular interest: cookbooks, medical studies, etc.
- Subscribe to, buy or borrow a newspaper or magazine: AMERICAS, VANIDADES, BUEN HOGAR, COSMO

Practice writing:

- find a pen pal: write and receive letters in Spanish



keep a journal/diary in Spanish  
write your notes in Spanish  
write creatively (stories) in Spanish

Use computer programs

## SPECIFIC STUDY STRATEGIES

Study with other students  
get a tutor

Buy or borrow a workbook or a text by another author:  
write out exercises

Review your text:  
table of contents (write all you know and check)  
exercises (redo)

Make note cards:  
use ink colors to indicate gender of nouns, etc.  
make visualization/collage cards

Listen to your text tapes extra times or get other tapes  
repeat  
do exercises in accompanying workbooks

Use computer programs:  
Language Lab  
Library  
Personal software available

# Spanish 263.02

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### **COMPONENTS OF WRITTEN GRADE (in order of importance)**

1. Mechanics (grammar & spelling)
2. Vocabulary & style
3. Content
4. Organization
5. Investigation/research

COMPONENTS OF ORAL GRADE/PRESENTATION: (in order of importance)

1. Pronunciation
2. Style of presentation (eye contact, intonation, etc.)

KEEP THE RUNNING TOTAL SECTION OF THIS SYLLABUS CURRENT IN ORDER TO KNOW YOUR GRADE STANDING PRIOR TO FINAL EXAMS, FINAL PAPER AND FINAL GRADE CALCULATION AND CHECK BLACKBOARD.

### **\*ASSIGNMENTS**

COMPONENTS/EXPLANATIONS OF ASSIGNMENTS/GRADES AS APPLICABLE TO UNDERGRADUATE

**PRESENCE & PARTICIPATION IN CLASS:** Be present in class, having previously prepared each assignment on the schedule portion of the syllabus before coming to the class when that assignment will be discussed. You may study the assignments as much as you wish or have time for, incidentally. Suggestions: Reflect afterwards and make notes of questions/observations.

**HOMEWORK** may include

Workbook

Worksheets: Perform activity, either on own or in group during class, fill out sheet, turn in on due date

Finding Internet sources: find one on the topic, write down the address and a synopsis of what the site contains

Other unspecified assignments

You may work together or alone on homework. **DO NOT COPY.**

### **\*EXAMS**

#### **ACTIVITIES**

Attend an approved activity outside of class. If you would like immediate feedback, write a maximum 5-sentence, 50-word summary of who, what, why, when, where and how, which you will hand to the prof immediately before presenting your synopsis to the class. However, your only grade will be on the oral presentation. **DO NOT READ WHAT YOU HAVE WRITTEN ALOUD.**

MAXIMUM 1 MINUTE.

**MAY NOT BE "MADE-UP" IF YOU ARE ABSENT OR FORGET SERVICE LEARNING**

#### **EXTRA CREDIT**

You may earn up to 10 points per additional experience. You may have 5 experiences (beyond the five required). You may see videos, visit museums or have other experiences pre-approved by professor such as concerts, theatre, dance, etc. Write a 5-sentence description (who, what, why, where, when), typed and double-spaced to discussion board; be prepared to present in class.

**¡Arriba! 4e**  
**Integrated Syllabus**

**Spanish 263.02 MWF**

<b>Day</b>	<b>Chapter</b>	<b>In class</b>	<b>Homework</b>	<b>Optional Homework</b>
Wed Jan.16	11	<b>Text:</b> <b>Review Imperfect Vs. Preterite</b> <b>Primera parte</b> Introduction (pp. 360-363) Vocabulary (Activities pp. 364-366)	<b>Workbook:</b> Activities 11-1 to 11-5  <b>Lab Manual:</b> Activities 11-31 to 11-32	<b>Website:</b> <b>Primera parte</b> Introduction: In-text Audio, ¡Así es la vida! El mundo del trabajo  Vocabulary: Review, Activity W 11-1
Friday Jan.18	11	<b>Text:</b> <b>Continue review of past tenses</b> <b>Primera parte</b> Grammar (pp. 367-368)	<b>Workbook:</b> Activities 11-6 to 11-7  <b>Lab Manual:</b> Activities 11-33 to 11-34	<b>Gramática viva:</b> - The subjunctive with impersonal expressions
Wed. Jan.23	11	<b>Text:</b> <b>Do exercises using past tenses</b> <b>Primera parte</b> Grammar (pp. 369) Culture: <b>Comparaciones</b> (pp. 370)	<b>Workbook:</b> Activities 11-8 to 11-9  <b>Lab Manual:</b> Activity 11-35	<b>Website:</b> <b>Primera parte</b> Grammar: Review, Activity W 11-2 Culture: Web Resources, <b>Comparaciones</b> Los empleos y las relaciones personales Web Activity



Friday Jan.25	11	<b>Text:</b> <b>Segunda parte</b> Introduction (pp. 371-372) Vocabulary (Activities pp. 373-375) <b>Segunda parte</b> Grammar (pp. 376-379) Formal commands	<b>Workbook:</b> Activities 11-10 to 11-12  <b>Lab Manual:</b> Activities 11-36 to 11-37	<b>Website:</b> <b>Segunda parte</b> Introduction: In-text Audio, ¡Así es la vida! En busca de empleo  Vocabulary: Review, Activity W 11-3
Mon. Jan.28	11	<b>Text:</b> <b>Examen sobre imperfecto y preterio</b> <b>Exam # 1</b>	<b>Workbook:</b> Activities 11-13 to 11-16  <b>Lab Manual:</b> Activities 11-38 to 11-40	<b>Gramática viva:</b> - Formal commands - The subjunctive and the indicative with adverbial conjunctions
Wed. Jan. 30	11	<b>Text:</b> <b>Segunda parte</b> Grammar (pp. 379-384)  <b>Subj.&amp; indicative w/ adverb. conjunctons</b>	<b>Workbook:</b> Activities 11-17 to 11-21  <b>Lab Manual:</b> Activities 11-41 to 11-43	<b>Website:</b> <b>Segunda parte</b> Grammar: Review, Activities W 11-4 to W 11-5
Friday Feb.1	11	<b>Text:</b> Culture (pp. 386-388) Listening (pp. 388-389) Review “Weirdo”	<b>Workbook:</b> Activities 11-22 to 11-23  <b>Lab Manual:</b> Activity 11-44	<b>Website:</b> <b>Segunda parte</b> Culture: Web Resources, <b>Panoramas</b> El virreinato de la Plata Web Activity Web Resources, <b>Ritmos</b> Mercedes Sosa Web Links

Mon. Feb.4	11	<b>Text:</b> Reading (pp. 390-393) Writing (pp. 394-395) Review “Weirdo”	<b>Workbook:</b> Activities 11-24 to 11-30  <b>Lab Manual:</b> Activity 11-45  <b>Website:</b> - Review - Sample Tests	<b>Website:</b> <b>Segunda parte</b> Web Resources, <b>Páginas Marco</b> Denevi Web Links
Wed. Feb.6	11	<b>Exam Chapter 11</b>  <b>Exam #2</b>		
Friday Feb.8	12	<b>Text:</b> <b>Primera parte</b> Introduction (pp. 396- 399) Vocabulary (Activities pp. 400-402)	<b>Workbook:</b> Activities 12-1 to 12- 5  <b>Lab Manual:</b> Activities 12-38 to 12-39	<b>Website:</b> <b>Primera parte</b> Introduction: In-text Audio, ¡Así es la vida! El impacto de la tecnología  Vocabulary: Review, Activity W 12-1

Mon. Feb.11	12	<b>Text:</b>	<b>Workbook:</b>	<b>Gramática viva:</b>
		<b>Primera parte</b> Grammar (pp. 403-408) Pres.	Activities 12-6 to 12-9	- The past participle - The present perfect indicative
		Perf.indicative* <b>STUDY</b>	<b>Lab Manual:</b>	- The future and the future
		<b>TIPS</b> MODERN LANGUAGE LEARNING STRATEGIES: SPANISH	Activities 12-40 to 12-43	of probability
		GENERAL RULE OF THUMB: TRY TO INCORPORATE SPANISH INTO YOUR REGULAR, EVERYDAY LIFE AS MUCH AS POSSIBLE.		
		Practice listening and speaking: make a friend who speaks Spanish (either as a student or as a native: attend Charla or Tertulia (to be scheduled) attend Spanish Club		
		Practice listening: watch television: news reports on SIN, anything on SIN listen to the radio go to movies or rent videos in Spanish: children's level		
		Practice reading: Buy or borrow books or articles in Spanish: children's level, your particular interest: cookbooks, medical studies, etc.		
		Subscribe to, buy or borrow a newspaper or magazine: AMERICAS, VANIDADES, BIEN		

Wed. Feb.13	12	<b>Text:</b> <b>Primera parte</b> Grammar (pp. 409-413) Culture: <b>Comparaciones</b> (pp. 414)	<b>Workbook:</b> Activities 12-10 to 12-14  <b>Lab Manual:</b> Activities 12-44 to 12-46	<b>Website:</b> <b>Primera parte</b> Grammar: Review, Activities W 12-2 to W 12-3 Culture: Web Resources, <b>Comparaciones</b> La tecnología y el idioma Web Activity
Friday Feb.15	12	<b>Text:</b> <b>Segunda parte</b> Introduction (pp. 415-416) Vocabulary (Activities pp. 417-418)	<b>Workbook:</b> Activities 12-15 to 12-18  <b>Lab Manual:</b> Activities 12-47 to 12-48	<b>Website:</b> <b>Segunda parte</b> Introduction: In-text Audio, ¡Así es la vida! El medio ambiente: Hablan los jóvenes  Vocabulary: Review, Activity W 12-4
Mon. Feb.18	12	<b>Text:</b> <b>Segunda parte</b> Grammar (pp. 419-421)	<b>Workbook:</b> Activities 12-19 to 12-23  <b>Lab Manual:</b> Activities 12-49 to 12-51	<b>Gramática viva:</b> - The conditional and the conditional of probability - Tú commands
Wed. Feb.20	12	<b>Text:</b> <b>Segunda parte</b> Grammar (pp. 422-424)  Video: <b>Observaciones</b> (pp. 425)	<b>Workbook:</b> Activities 12-24 to 12-26  <b>Lab Manual:</b> Activities 12-52 to 12-53	<b>Website:</b> <b>Segunda parte</b> Grammar: Review, Activities W 12-5 to W 12-6
Friday Feb.22	12	<b>Text:</b> Culture (pp. 426-428) Listening (pp. 428-429)	<b>Workbook:</b> Activities 12-27 to 12-28  <b>Lab Manual:</b> Activities 12-54 to 12-55	<b>Website:</b> <b>Segunda parte</b> Culture: Web Resources, <b>Panoramas</b> Los hispanos en los EE.UU. Web Activity Web Resources, <b>Ritmos</b> Millo Torres y El tercer planeta Web Links

Mon. Feb.25 .	12	<b>Text:</b> Reading (pp. 430-432) Writing (pp. 432-433)	<b>Workbook:</b> Activities 12-29 to 12-37  <b>Lab Manual:</b> Activity 12-56  <b>Website:</b> - Review - Sample Tests	<b>Website:</b> <b>Segunda parte</b> Web Resources, <b>Páginas Sandra</b> Cisneros Web Links
Wed. Feb.27	12	<b>Exam Chapter 12</b>		
Friday Feb.29	13	<b>Text:</b> <b>Primera parte</b> Introduction (pp. 434- 437) Vocabulary (Activities pp. 438-441)	<b>Workbook:</b> Activities 13-1 to 13- 4  <b>Lab Manual:</b> Activities 13-30 to 13-31	<b>Website:</b> <b>Primera parte</b> Introduction: In-text Audio, ¡Así es la vida! Tu horóscopo  Vocabulary: Review, Activity W 13-1
Mon. Mar.3	13	<b>Text:</b> <b>Primera parte</b> Grammar (pp. 441-446)	<b>Workbook:</b> Activities 13-5 to 13- 7  <b>Lab Manual:</b> Activities 13-32 to 13-34	<b>Gramática viva:</b> - The imperfect subjunctive - Long-form possessive adjectives and pronouns
Wed. Mar.5	13	<b>Text:</b> <b>Primera parte</b> Grammar (pp. 446-449) Culture: <b>Comparaciones</b> (pp. 450)	<b>Workbook:</b> Activities 13-8 to 13- 10  <b>Lab Manual:</b> Activities 13-35 to 13-36	<b>Website:</b> <b>Primera parte</b> Grammar: Review, Activities W 13-2 to W 13-3 Culture: Web Resources, <b>Comparaciones</b> Periódicos del mundo hispano Web Activity

Friday Mar. 7	13	<b>Text:</b> <b>Segunda parte</b> Introduction (pp. 451-452) Vocabulary (Activities pp. 453-454)	<b>Workbook:</b> Activities 13-11 to 13-13  <b>Lab Manual:</b> Activities 13-37 to 13-38	<b>Website:</b> <b>Segunda parte</b> Introduction: In-text Audio, ¡Así es la vida! Jorge Ramos, presentador de Univisión  Vocabulary: Review, Activity W 13-4
Mon. Mar.17	13	<b>Text:</b> <b>Segunda parte</b> Grammar (pp. 455-457)	<b>Workbook:</b> Activities 13-14 to 13-16  <b>Lab Manual:</b> Activities 13-39 to 13-40	<b>Gramática viva:</b> - <i>Si</i> clauses - The future perfect and the conditional perfect
Wed. Mar.19	13	<b>Text:</b> <b>Segunda parte</b> Grammar (pp. 458-460)  Video: <b>Observaciones</b> (pp. 461)	<b>Workbook:</b> Activities 13-17 to 13-20  <b>Lab Manual:</b> Activities 13-41 to 13-43	<b>Website:</b> <b>Segunda parte</b> Grammar: Review, Activities W 13-5 to W 13-6
Friday Mar.21	13	<b>Text:</b> Culture (pp. 462-464) Listening (pp. 464-465)	<b>Workbook:</b> Activities 13-21 to 13-22  <b>Lab Manual:</b> Activities 13-44 to 13-45	<b>Website:</b> <b>Segunda parte</b> Culture: Web Resources, <b>Panoramas</b> La herencia cultural de España Web Activity Web Resources, <b>Ritmos ADN</b> Web Links
Mon. Mar.24	13	<b>Text:</b> Reading (pp. 466-469) Writing (pp. 469)	<b>Workbook:</b> Activities 13-23 to 13-29  <b>Lab Manual:</b> Activities 13-46 to 13-47  <b>Website:</b> - Review - Sample Tests	<b>Website:</b> <b>Segunda parte</b> Web Resources, <b>Páginas</b> Paloma Pedrero

Wed. Mar 26	13	<b>Exam Chapter 13</b>		
Friday Mar.28	14	<b>Text:</b> <b>Primera parte</b> Introduction (pp. 470-473) Vocabulary (Activities pp. 474-475)	<b>Workbook:</b> Activities 14-1 to 14-5  <b>Lab Manual:</b> Activities 14-27 to 14-28	<b>Website:</b> <b>Primera parte</b> Introduction: In-text Audio, ¡Así es la vida! Los Romero: La “familia real” de la guitarra española  Vocabulary: Review, Activity W 14-1
Mon. Mar.31	14	<b>Text:</b> <b>Primera parte</b> Grammar (pp. 476-478)	<b>Workbook:</b> Activities 14-6 to 14-8  <b>Lab Manual:</b> Activities 14-29 to 14-30	<b>Gramática viva:</b> - <i>Hacer</i> in time expressions - Pluperfect indicative
Wed. Apr.2	14	<b>Text:</b> <b>Primera parte</b> Grammar (pp. 479-481) Culture: <b>Comparaciones</b> (pp. 482)	<b>Workbook:</b> Activities 14-9 to 14-10  <b>Lab Manual:</b> Activities 14-31 to 14-32	<b>Website:</b> <b>Primera parte</b> Grammar: Review, Activities W 14-2 to W 14-3 Culture: Web Resources, <b>Comparaciones</b> Julio Bocca, bailarín Web Activity
Friday Apr.4	14	<b>Text:</b> <b>Segunda parte</b> Introduction (pp. 483-484) Vocabulary (Activities pp. 485-487)	<b>Workbook:</b> Activities 14-11 to 14-14  <b>Lab Manual:</b> Activities 14-33 to 14-34	<b>Website:</b> <b>Segunda parte</b> Introduction: In-text Audio, ¡Así es la vida! Carolina Herrera: Elegancia total  Vocabulary: Review, Activity W 14-4

Mon. Apr.7	14	<b>Text:</b> <b>Segunda parte</b> Grammar (pp. 487-489)	<b>Workbook:</b> Activities 14-15 to 14-16  <b>Lab Manual:</b> Activities 14-35 to 14-36	<b>Gramática viva:</b> - Pluperfect subjunctive and the conditional perfect
Wed. Apr.9	14	<b>Text:</b> <b>Segunda parte</b> Grammar (pp. 490)  Video: <b>Observaciones</b> (pp. 491)	<b>Workbook:</b> Activities 14-17 to 14-18  <b>Lab Manual:</b> Activities 14-37 to 14-38	<b>Website:</b> <b>Segunda parte</b> Grammar: Review, Activity W 14-5
Friday Apr.11	14	<b>Text:</b> Culture (pp. 492-494) Listening (pp. 495-496)	<b>Workbook:</b> Activities 14-19 to 14-20  <b>Lab Manual:</b> Activity 14-39	<b>Website:</b> <b>Segunda parte</b> Culture: Web Resources, <b>Panoramas</b> El arte moderno hispano Web Activity Web Resources, <b>Ritmos</b> Tito Rodríguez
Mon. Apr.14	14	<b>Text:</b> Reading (pp. 496-498) Writing (pp. 498-499)	<b>Workbook:</b> Activities 14-21 to 14-26  <b>Lab Manual:</b> Activity 14-40  <b>Website:</b> - Review - Sample Tests	<b>Website:</b> <b>Segunda parte</b> Web Resources, <b>Páginas</b> Enrique Anderson Imbert Web Links
Wed. Apr.16	14	<b>Exam Chapter 14</b>		
Friday Apr.18	15	<b>Text:</b> <b>Primera parte</b> Introduction (pp. 500- 503) Vocabulary (Activities pp. 504-505)	<b>Workbook:</b> Activities 15-1 to 15- 4  <b>Lab Manual:</b> Activities 15-32 to 15-33	<b>Website:</b> <b>Primera parte</b> Introduction: In-text Audio, ¡Así es la vida! La gran preocupación de Óscar Arias  Vocabulary: Review, Activity W 15-1



Mon. Apr.21	15	<b>Text:</b> <b>Primera parte</b> Grammar (pp. 506-508)	<b>Workbook:</b> Activities 15-5 to 15-8  <b>Lab Manual:</b> Activities 15-34 to 15-36	<b>Website:</b> <b>Gramática viva:</b> - The subjunctive with indefinite and nonexistent antecedents - The relative pronouns <i>que, quien, lo que</i>
Wed. Apr.23	15	<b>Text:</b> <b>Primera parte</b> Grammar (pp. 509-512) Culture: <b>Comparaciones</b> (pp. 513)	<b>Workbook:</b> Activities 15-9 to 15-10  <b>Lab Manual:</b> Activity 15-37	<b>Website:</b> <b>Primera parte</b> Grammar: Review, Activities W 15-2 to W 15-3 Culture: Web Resources, <b>Comparaciones</b> La política y los hispanos Web Activity
Friday Apr.25	15	<b>Text:</b> <b>Segunda parte</b> Introduction (pp. 514-515) Vocabulary (Activities pp. 516-517)	<b>Workbook:</b> Activities 15-11 to 15-14  <b>Lab Manual:</b> Activities 15-38 to 15-39	<b>Website:</b> <b>Segunda parte</b> Introduction: In-text Audio, ¡Así es la vida! La política  Vocabulary: Review, Activity W 15-4
Mon. Apr.28	15	<b>Text:</b> <b>Segunda parte</b> Grammar (pp. 518-520)	<b>Workbook:</b> Activities 15-15 to 15-16  <b>Lab Manual:</b> Activity 15-40	<b>Gramática viva:</b> - <i>Se</i> for unplanned occurrences - The passive voice - <i>Pero</i> or <i>sino</i>
Wed. Apr.30	15	<b>Text:</b> <b>Segunda parte</b> Grammar (pp. 520-524)  Video: <b>Observaciones</b> (pp. 525)	<b>Workbook:</b> Activities 15-17 to 15-21  <b>Lab Manual:</b> Activities 15-41 to 15-43	<b>Website:</b> <b>Segunda parte</b> Grammar: Review, Activities W 15-5 to W 15-7

Friday May 2	15	<b>Oral Presentations</b>	<p><b>Workbook:</b> Activities 15-22 to 15-23</p> <p><b>Lab Manual:</b> Activities 15-44 to 15-45</p>	<p><b>Website:</b> <b>Segunda parte</b> Culture: Web Resources, <b>Panoramas</b> La herencia indígena Web Activity Web Resources, <b>Ritmos</b> Gilberto Santa Rosa</p>
Mon. May 5	15	<b>Oral Presentations</b>	<p><b>Workbook:</b> Activities 15-24 to 15-31</p> <p><b>Lab Manual:</b> Activity 15-46</p> <p><b>Website:</b> - Review - Sample Tests</p>	<p><b>Website:</b> <b>Segunda parte</b> Web Resources, <b>Páginas</b> Francisco Jiménez Web Links</p>
Wed. May 7	15	<b>Exam Chapter 15</b>		

## **\*STUDY TIPS**

### MODERN LANGUAGE LEARNING STRATEGIES: SPANISH

GENERAL RULE OF THUMB: TRY TO INCORPORATE SPANISH INTO YOUR REGULAR, EVERYDAY LIFE AS MUCH AS POSSIBLE.

Practice listening and speaking:

- make a friend who speaks Spanish (either as a student or as a native:
- attend Charla or Tertulia (to be scheduled)
- attend Spanish Club

Practice listening:

- watch television: news reports on SIN, anything on SIN
- listen to the radio
- go to movies or rent videos in Spanish: children's level

Practice reading:

- Buy or borrow books or articles in Spanish: children's level, your particular interest: cookbooks, medical studies, etc.
- Subscribe to, buy or borrow a newspaper or magazine: AMERICAS, VANIDADES, BUEN HOGAR, COSMO

Practice writing:

- find a pen pal: write and receive letters in Spanish
- keep a journal/diary in Spanish
- write your notes in Spanish
- write creatively (stories) in Spanish

Use computer programs

### SPECIFIC STUDY STRATEGIES

Study with other students

- get a tutor

Buy or borrow a workbook or a text by another author:

- write out exercises

Review your text:

- table of contents (write all you know and check)
- exercises (redo)

Make note cards:

- use ink colors to indicate gender of nouns, etc.
- make visualization/collage cards

Listen to your text tapes extra times or get other tapes  
repeat  
do exercises in accompanying workbooks

Use computer programs:  
Language Lab  
Library  
Personal software available