Hispanic Studies Department  
SPA 202 Intermediate Spanish I Course  

8 WEEK SUMMER INTERSESSION  
This syllabus is also available on the World-Wide Web:  
http://www.uky.edu/Classes/SPA/20l/  

Class Meeting  
Time and Place: __________________________________
Instructor: __________________________________
Office: __________________________________
Phone: __________________________________
E-mail: __________________________________
Office hours: __________________________________

REQUIRED MATERIALS  
-Atando Cabos: Curso Intermedio de Español, with Interactive Atando Cabos: Activity CD-Rom  
  Marta Rosso and Conchita Lagunas Davis. Prentice Hall, 2002
-Atando Cabos: Workbook/Lab Manual  
  Marta Rosso and Conchita Lagunas Davis. Prentice Hall, 2002
-Atando Cabos: Workbook Answer Key,  
  Marta Rosso and Conchita Lagunas Davis. Prentice Hall, 2002
-Tapes for Atando Cabos: Lab Manual. To be purchased at the language lab.
-A bilingual dictionary, Spanish-English / English-Spanish.

COURSE DESCRIPTION AND OBJECTIVES  
SPA 202 is designed to provide students with an intermediate knowledge of the Spanish language with an emphasis on these four skills: listening, speaking, reading and writing. The textbook emphasizes the use of the functional-notional approach and content-based information approach, which stress oral and written communication. The workbook and lab manual integrates and expands upon the theme and material presented in the textbook, giving students the opportunity to practice their listening and writing skills at their own pace. Furthermore, the course aims to enhance student’s ability to use the resources of the World Wide Web and in turn, develop their cultural awareness of the Hispanic world.

COURSE GOALS  
After completing SPA 202, students should be able to utilize all language skills to:

1. Make recommendations and give suggestions  
2. Discuss daily routines and habits  
3. Narrate in the present, past and future  
4. Discuss future events  
5. Discuss what is unknown  
6. Discuss hypothetical situations
METHOD

TO: Students enrolled in SPA 201 and 202
FROM: Dr. Paz, Basic Director of Elementary Language Instruction
SUBJECT: Elementary Language Instruction

The goal of the first and second year language program is to develop the ability of the student to communicate in Spanish (orally and in writing) at a basic and intermediate level with an appropriate level of linguistic accuracy. The emphasis will be on negotiating meaningful communication, rather than on learning isolated grammatical structures. Research in second language acquisition suggests that two of the most important factors in second language acquisition are: 1) input and 2) student motivation

1) As comprehensible input is one of the crucial factors in second language acquisition, classes will be conducted entirely in the target language, Spanish. Comprehension will be facilitated through the use of simple, contextualized language and with the help of visual cues. Although it may be frustrating at first, the more you are exposed to the target language, the more you will understand. Remember, it is assumed that you will not understand and be able to respond to everything that the instructor says. You must be patient with yourself and try to capture as much as possible. This leads to the second important factor involved in the process of language acquisition-MOTIVATION.

2) Motivation implies various things. The students who excel in first and second year Spanish are those who make a serious effort to understand and use the language; they are open to new learning experiences and put in the time required to be able to participate actively in class activities. The three hours of class time per week will be dedicated to using the language and not to talking about the language. This means that it is imperative that students come to class prepared. The instructor will organize communicative activities for the class hour; s/he will not spend the time explaining grammar. Very clear grammar explanations are provided in the text and workbook; it is the students' responsibility to study and learn the grammar, do the appropriate exercises at home, and come prepared to use this material in class. Your instructor will be more than happy to explain difficult grammar points during his/her office hours, if the need arises.

Try to think of the class hour as the place to use the Spanish you have learned.

1) Attend all classes. Frequent absences and tardiness reduce your opportunity to receive Spanish input and practice the language (in addition, they substantially affect your grade).
2) Prepare grammar and other exercises at home. For each class hour you should put in at least two hours of home study.
3) Actively participate in class activities (remember participation constitutes 15% of your grade).
4) See your instructor if problems arise.
5) See the Academic Coordinator, Genny Ballard.
6) See the Program Director, Dr. Paz.
LA TELARAÑA AMPLIA Y MUNDIAL (WWW):
There is a Web site designed specifically for this course. The location is:
http://www.uky.edu/Classes/SPA/201
Our Web site contains all the information covered in this syllabus. On the Web site, there will be practical quizzes on specific vocabulary covered during the semester, as well as other writing assignments to be completed throughout the semester.

A suggestion box has been placed on our Web site so that everybody can send the instructor his/her comments about any aspect of the course at any time. Even though we will have a mid-term anonymous evaluation in class, we encourage everybody to use the electronic suggestion box as many times as you feel it is appropriate to make any comments (positive or negative) about the course.

ATAJO: A SPANISH WRITING ASSISTANT SOFTWARE:
You will have the opportunity to use this writing assistant to develop better writing and grammar skills. Everybody will be able to access and use ATAJO from the computer labs at Young Library. A tutorial and worksheet can be found on the Spanish website: http://www.uky.edu/Classes/SPI/atajo.html

COURSE REQUIREMENTS:
Class preparation:
Homework is a fundamental part of any language course. You must complete it on time and do your best. Remember, making mistakes is a natural part of the learning process, especially language learning. You should complete all the homework as it is specified in the syllabus; nevertheless, you will only have to turn in the exercises that are marked with the title “Para entregar” on your syllabus. You must also be prepared to turn in your workbook any time it is requested by your instructor.

Workbook and Lab Manual For every chapter of Atando Cabos there are reviews of basic grammatical concepts with exercises. Before doing the corresponding grammar activities in the Workbook, you should review each grammar point. Students must complete these assignments as specified in the syllabus. The answers to most of these exercises are included in the Workbook Answer Key for the Workbook exercises and at the back of the Workbook/Lab Manual for the Lab manual exercises. It is students responsibility to correct their own exercises using these answer keys. It is very important to do the exercises without help and then make corrections in a different pencil or color. These corrections will help you identify areas that you need to review. You are cheating yourself if you do not work out the exercises before you consult the answers. You will not receive any homework points if these assignments are not completed and corrected by you each day.

The instructor will make spot-checks of the Workbook and Lab Manual to assess completeness, apparent effort, corrections, etc. and will use the assessment as part of the classwork grade.

Grading Scale for Written Homework
5 pts. Assignment handed in on time, complete, and totally correct
4.5 Assignment handed in on time, complete, but with few (1-2) errors
4.0 Assignment handed in on time, complete, but with several (3-5) errors
3.5 Assignment handed in on time, complete, but with many (6+) errors OR
Assignment handed in on time, done correctly, but partly incomplete
2.0 Assignment handed in on time, partly incomplete and with errors
1.0 Assignment handed in on time, but largely incomplete
0 Homework is NOT turned in on time or at all

The interactive activity CD-ROM: Atando Cabos textbook comes with an exciting interactive program designed to provide you with further practice in the four language skills. Students should make use of
this new multimedia resource to better prepare themselves for class, and to acquire a better understanding of the Spanish language and culture.

In order to study for this course you should count on spending at least two hours preparing for each class meeting.

As part of class preparation, students will be required to attend to 2 extra-curricular activities, such as a “tertulia,” a movie in Spanish, or any other type of cultural event sponsored by the University. Please, keep in mind that these activities are mandatory; they will be graded as homework, not as extra-credit.

The instructor will evaluate your homework assignment according to the guidelines below. Please consult your teacher if you do not understand any aspect of your graded assignment. Homework is 15% of the final grade.

**Oral Presentation:**

For this presentation, the class will be divided into 6 groups. Each group will give a 20-30 minute presentation based on one of the themes from *Atando Cabos*. After the presentation, there will be time for further discussion on the topics. Each member in the group will be expected to successfully demonstrate the ability to field questions in their topic area. Handouts, transparencies, or other visual aids are required as ways to display information during the presentation. Classmates are expected to question the presenters and give feedback on quality of presentation.

Each group will provide an outline of their presentation to the class the day of the presentation. In addition, each person in the group will write a short essay in Spanish based on his/her oral presentation (300-450 words) to be given to the instructor at the beginning of the presentation.

Everybody in the group will have to present a different aspect of the topic based on his/her individual research. It is important that the group get together before the presentation in order to organize the information gathered by each person. Under no circumstances can two or more people in the group present the same information to the class during an oral presentation. Furthermore, nobody will be allowed to read the presentation from a paper or a note card.

If a member of the group misses class the day of his/her group presentation, he/she will not be able to make up the presentation and will get an E for this assignment. Presentation and essay are worth 15% of the final grade.

**Compositions:**

There will be 3 compositions during the semester. All composition drafts must be typed or done on a word processor and double-spaced. It is suggested that you do your preliminary drafts on a computer - it certainly makes revision easier. You will be given the opportunity to rewrite the compositions, using the correction sheet attached to this syllabus. Even though the second version of each composition is optional (you do not need to turn it in) students are encourage to rewrite them, since this exercise helps you gain an active command of Spanish. If you do decide to turn in a second version, remember you will have to give your instructor a copy of the first version, along with the final one, in order to receive credit for them. The instructor will indicate the errors on the first version. You will correct these errors and return both versions to the instructor within a week from the date you received the first version reviewed by your instructor. Second version compositions will not be taken for credit at any other time. 5 points per day will be the penalty for late first drafts compositions. (Actual day, weekends included, not class days).
**Note:** Compositions must reflect the individual work of each student. No one should revise your composition before it is turned in to your instructor. Any composition that seems to have been corrected by somebody else, prior to the due date, will receive a cero (0) as a grade. It is also in your best interest to turn in as clean a first version as possible; any errors remaining in the second version will cause your grade to drop. Remember that the first version has to be a complete composition (60% of your grade). The final version of each composition (40% of your grade) will be used to address specific grammar, organization, spelling and content mistakes. Compositions are 15% of your total grade.

**Attendance Policy / Participation:**
Successful progress in a language course requires that students keep up with assigned material. Class discussions and exercises are also essential. For these reasons, daily attendance is strongly recommended. Failure to attend class regularly results in missed opportunities to practice the language. Please note that active participation is crucial in learning a second language, therefore if you are not in class you won’t be able to participate.

The Spanish program does not follow an attendance policy but participation guidelines will be strongly enforced. Students will be permitted to turn in late assignments three (3) times during the semester as long as they provide individual documentation for each of the three (3) EXCUSSED ABSENCES no later than “one (1) week after the absences” (University Senate Rules 5.2.4.2, B -16). Examples of written documentation include a university letter, from your advisor or the dean of your college, a doctor’s note, or a copy of the obituary in case of a death in the family. No excuses will be accepted to recover participation points lost because of any other absences. In case of an absence, it is the student’s responsibility to contact a classmate and find out what was done and what is due next class.

Unannounced quizzes will be given throughout the semester, especially if attendance slips or students come unprepared to class, to reinforce important homework assignments. These pop quizzes will be graded as homework assignments. There will not be any make-ups for pop quizzes.

After each regular quiz, your instructor will evaluate your participation and determine your grade based on the guidelines included in this syllabus. In order to ensure a good participation grade, students are expected to complete all homework and readings before every class period, and actively participate in all class activities.

**EXAMINATIONS:**

♦ **Quizzes:** In the semester there will be three (3) one-hour exams that will include an audiovisual comprehension section. The three exams are 20% of your final grade.

Unannounced quizzes will be given throughout the semester to reinforce important homework assignments.

♦ **Oral Interview:** Towards the middle of the semester, students will meet with the instructor outside of class to talk in Spanish about cultural topics covered in the chapters. More details about this interview will be given in class. This oral interview is 5% of your final grade. Interviews will be scheduled for the week of 07-24.

There will be a written comprehensive departmental final exam on Thursday, August 5. This final exam will count 15% of your final grade.

**Note:** There will not be any make-ups for quizzes and/or exams.

**GRADING BREAKDOWN:**
The course grade will be determined as follows:

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<th>Component</th>
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<tbody>
<tr>
<td>Exams</td>
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<td>Oral presentation</td>
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<tr>
<td>Compositions</td>
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<td>Oral presentation essay</td>
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<td>Homework</td>
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<td>Final exam</td>
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<td>Participation</td>
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<td>Oral Interview</td>
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The following grading criteria will be used to determine the final grades for this course:

A 90-100  B 80-89  C 70-79  D 60-69  E 59 and below
# CORRECCIÓN DE LA COMPOSICIÓN

Número total de puntos: 100

## Ideas y Contenido

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## Organización

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## Gramática

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## Vocabulario

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## Acentuación / ortografía

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**TOTAL:** _______
On your composition assignments you will notice that I am not correcting the errors but have indicated errors and included a hint for you to be able to figure out what your errors are. The following code will help you understand what needs to be corrected. You have the responsibility to correct your own errors. The re-writes will count as complete assignments (60% of your grade), so you should spend time correcting the original.

| AGR | Agreement: | las botas verde = las botas **verdes**
|     | -number: singular or plural | la casa es bonito = la casa es **bonita**
|     | -gender: masc. or fem. | estas niñas son altos = estas niñas son **altas**

| ART | Article: |
|     | -incorrect form of article (definite or indefinite) |
|     | -missing article where it should be used |
|     | Tengo bicicleta en el garaje = |
|     | Tengo **la** bicicleta en el garaje |

| IP | Incorrect Pronoun: |
|    | -used the incorrect pronoun (direct, indirect, reflexive, object of preposition) |
|    | -missing pronoun |
|    | Mis padres ayudaron con mis problemas. |= Mis padres **me** ayudaron ... |
|    | Escribí una carta a ella = |
|    | **Le** escribí una carta a ella. |
|    | Yo levanto a las seis = |
|    | Yo **me** levanto a las seis. |

| MW | Missing Word, required by Spanish grammar (can be an article, personal ‘a,’ prepositions like ‘por’ or ‘para,’ conjunctions like ‘que,’ etc.) |
|    | Vamos bailar esta noche = |
|    | Vamos **a** bailar esta noche. |
|    | Compré este libro Teresa. = |
|    | Compré este libro **para** Teresa. |

| RP | Misuse of relative pronoun: |
|    | -incorrect relative pronoun |
|    | -omission of relative pronoun |
|    | El niño quien bebe Coca-cola es mi primo. |= El niño **que** bebe... |
|    | La historia te dije es cierta. = |
|    | La historia **que** te dije es cierta. |

| P | Punctuation: |
|    | -incorrect punctuation or lack of punctuation. |
|    | Dónde vivo? Vivo en Palencia España.= |
|    | ¿Dónde vivo? Vivo en Palencia, España. |

| P/I | Misuse of Preterite or Imperfect: |
|     | Cuando fui pequeño, fui a la playa todos los días. = |
|     | Cuando **era** pequeño, **iba** a la playa... |

| PP | Personal Pronoun: |
|     | -unnecessary or inappropriate use of subject pronoun |
|     | -omission of subject pronoun where it is needed |
|     | Yo como a las doce, yo trabajo después y yo salgo a las 8. |= |
|     | Como a las doce, trabajo después y salgo a las 8. |
|     | Salgo y salen también. |= |
|     | **Yo** salgo y **ellos** salen también. |

| S | Subjunctive: |
|    | -incorrect use of subjunctive |
|    | -failure to use subjunctive |
|    | Quiero que tú vienes a mi casa. |= |
|    | Quiero que tú **vengas** a mi casa. |
| S/E | Misuse of Ser or Estar:  
- one of these verbs used incorrectly in place of the other | Tú estás moreno y muy alto. = Tú eres moreno y muy alto. |
|-----|-------------------------------------------------|--------------------------------------------------|
| SP  | Spelling mistake:  
- improper capitalization  
- improper use of lower-case  
- error in spelling  
- missing written accent or error in placing of written accent | madrid es una ciudad facil de amar. = Madrid es una ciudad fácil de amar. |
| STR | Structure mistake:  
- word placement or direct translation from English  
(when it’s not expressed that way in Spanish) | Yo tuve un buen tiempo. = Yo me divertí. |
| SW  | Superfluous word(s) – OMIT | Juan él busca por empleo. = Juan busca empleo. |
| VF  | Verb form:  
- correct tense but incorrect form | Mi novio y yo comen. = Mi novio y yo comemos. |
| VOC | Vocabulary:  
- wrong word or poor choice of words  
- Spanglish | Juan dropeó su clase de física. = Juan canceló su clase de física.  
Yo tomé notas en clase. = Yo tomé apuntes en clase. |
| VT  | Verb tense:  
- incorrect choice of tense  
- error in formation of tense  
- incorrect sequence of tenses | La semana pasada voy a una fiesta. = La semana pasada fui a una fiesta. |
| WC  | Wrong word choice, from grammatical point of view:  
- por/para  
- buen/bueno  
- gran/grande etc. | El niño gran es mi primo. = El niño grande es mi primo.  
Era un buen ejemplo. = Era un buen ejemplo. |
| WO  | Word Order:  
- incorrect word position | Tengo una azul chaqueta. = Tengo una chaqueta azul. |
| =  | Same mistake marked before | |
| ?  | Illegible: what are you talking about? | |
| ↑↓ | You need to combine sentences and use complex sentences. | Ella es mi hermana. Ella se llama Elena.  
Tiene 18 años. = Mi hermana, Elena, tiene 18 años. |
Participation guidelines

1. Arrived for class on time
   10 Always   8 Most Times   7 Sometimes   5 Rarely   0 Never

2. Spoke exclusively in Spanish during whole class and group discussion
   10-9 Always   8 Most Times   7 Sometimes   5 Rarely   0 Never

3. Came to class with homework done and ready to discuss it with classmates and instructor
   10-9 Always   8 Most Times   7 Sometimes   5 Rarely   0 Never

4. Initiated oral interaction by responding to classmates’ comments in addition to responding to instructor’s questions without being called on
   20-18-17 Always   16-15-14-13 Most Times   12 Sometimes
   10 Rarely   0 Never

5. Participated in the discussions of readings and/or cultural topics and whole group discussions by presenting his/her ideas or opinions
   20-18-17 Always   16-15-14-13 Most Times   12 Sometimes
   10 Rarely   0 Never

6. Attended class
   30 Every day   20 Missed one day   10 Missed two days
   5 Missed three days   0 Missed more than three days

If students are dissatisfied with their participation grade, they should contact their instructor immediately and resolve the discrepancies with him/her. Participation is 15% of your total grade.
### Tentative Schedule of Assignments

**The instructor has the right to make any necessary changes to accommodate the material to the progress of the class.**

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Actividades para clase</th>
<th>Tarea para completar para el día indicado antes de clase</th>
<th>Recommended:</th>
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<tbody>
<tr>
<td></td>
<td><strong>Texto: Atando Cabos</strong></td>
<td><strong>WB = Workbook</strong> &lt;br&gt;<strong>LM = Lab Manual (with audio tapes/ Cds)</strong> &lt;br&gt;<strong>AC = Atando Cabos --Texto--</strong></td>
<td><strong>Atando cabos</strong> &lt;br&gt;<strong>CD-ROM</strong></td>
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<td><strong>7-9 F</strong></td>
<td><strong>Introducción al curso</strong> &lt;br&gt;<strong>Cap. 8: El arte</strong> &lt;br&gt;Vocabulario en contexto, pp. 216-222 &lt;br&gt;Sin duda y Así se dice pp. 223-225</td>
<td><strong>Cap. 8: El arte</strong> &lt;br&gt;WB 117-118 Vocabulario &lt;br&gt;LM 67 Vocabulario en contexto &lt;br&gt;WWW Cap. 8 Vocabulario</td>
<td><strong>Cap. 8: El arte</strong> &lt;br&gt;Así se dice 1 &lt;br&gt;Así se dice 2</td>
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<tr>
<td><strong>7-12 M</strong></td>
<td><strong>Referencia gramatical I-II: Imperfect Subjunctive</strong>, pp. 225-226 &lt;br&gt;Conexiones: Subjunctive in adverbial clauses, pp. 227-230 &lt;br&gt;México vivo: La artesanía &lt;br&gt;Manos a la obra, pp. 231-234 &lt;br&gt;(Presentar <strong>Introducción a la lectura, pp. 234</strong>)</td>
<td><strong>AC 424-426 Imperfect subjunctive</strong> &lt;br&gt;<strong>WB 118-119 Referencia gramatical I y II</strong> &lt;br&gt;<strong>LM 68 Referencia gramatical I y II</strong> &lt;br&gt;<strong>LM 69-71 Conexiones</strong> &lt;br&gt;<strong>WB 120-124 Conexiones</strong> &lt;br&gt;<strong>LM 71-73 Conexiones</strong> &lt;br&gt;<strong>WWW Cap. 8 Conexiones 1 Cabos sueltos</strong></td>
<td><strong>Conexiones 1</strong> &lt;br&gt;<strong>Conexiones 2</strong></td>
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<td><strong>7-13 T</strong></td>
<td><strong>Lectura: La obra de Frida Kahlo</strong>, pp. 234-236 &lt;br&gt;Al fin y al cabo, pp. 239-240 &lt;br&gt;Vídeo 8: Siqueiros &lt;br&gt;(presentar <strong>A escribir: Expresar una opinión</strong>, pp. 241)</td>
<td><strong>AC 234-235 Lecture: La obra de Frida Kahlo</strong> &lt;br&gt;<strong>AC 235 8-26 La obra de Frida Kahlo</strong> &lt;br&gt;<strong>LM 73-74 Al fin y al cabo</strong> &lt;br&gt;<strong>AC 241 A escribir: Expresar una opinión</strong> &lt;br&gt;<strong>Para entregar:</strong> 8-41 <strong>Reseña de arte</strong>, p. 241 &lt;br&gt;Extensión 300-350 palabras. A máquina</td>
<td><strong>Quiosco</strong> &lt;br&gt;<strong>Video</strong></td>
</tr>
<tr>
<td><strong>7-14 W</strong></td>
<td><strong>Presentación grupo 1</strong> &lt;br&gt;En clase: CD-ROM capítulo 8: Quiosco &lt;br&gt;<strong>EXAMEN 1 (capítulo 8)</strong></td>
<td><strong>Traer la tarea del WB y LM a clase</strong></td>
<td><strong>Cabos sueltos</strong></td>
</tr>
</tbody>
</table>
| 7-15 R | **Capítulo 9: La mujer orquesta**  
Vocabulario en contexto, pp. 245-249  
Sin duda y Así se dice, pp. 249-253  
Referencia gramatical I: Future tense, pp. 253-254 | **Capítulo 9: La mujer orquesta**  
WB 129-131 Vocabulario  
LM 75-76 Vocabulario en contexto  
AC 427-428 Future Tense  
WB Referencia gramatical I  
LM 11-12 Referencia gramatical I | **Capítulo 9**  
Así se dice 1  
Así se dice 2 |
|---|---|---|
| 7-16 F | **Referencia gramatical II: Conditional Tense, pp. 254-255**  
Referencia gramatical III: Future & Conditional, pp. 255-257  
Conexiones: Conditional Clauses, pp. 257-260  
Video 2: Angeles Mastreta | **Referencia gramatical II: Conditional Tense**  
AC 430 Conditional Tense  
AC 432 Future & Conditional  
WB 133 Referencia gramatical II  
LM 77 Referencia gramatical III  
WWW cap. 9 Cartelera: La mujer I y II | **Conexiones 1**  
Conexiones 2  
Video |
| 7-19 M | **Manos a la obra, pp. 261-265**  
México vivo: La medicina indígena  
(presentar **Introducción a la lectura**, pp. 266)  
Lectura: Una cabeza para Jane Austen, pp. 266-269 | **Manos a la obra, pp. 261-265**  
AC 134-136 Conexiones (**Entregar: 9-8**)  
LM 78-81 Conexiones  
WB 137-139 Conexiones (**Entregar: 9-14**)  
AC 266-269 Lectura: Una cabeza para Jane...  
AC 269 9-36 Para comprender mejor  
**Opcional: Comp. 1.2 (both versions)** | **Conexiones 1**  
Conexiones 2  
Video |
| 7-20 T | **Al fin y al cabo, pp. 272-275**  
(presentar **A escribir: Escribir un informe**, pp. 275)  
**Presentación grupo 2**  
**En clase: CD-ROM Cap. 9: Quiosco** | **Al fin y al cabo, pp. 272-275**  
LM 81-83 Al fin y al cabo  
**Para entregar: 9-51 El informe, pp. 277**  
Extensión 325-350 palabras. A máquina. | **Cabos sueltos** |
| 7-21 W | **EXAMEN 2 (Capítulo 9)**  
Capítulo 10: La globalizacion y la tecnología  
Vocabulario en contexto, pp. 281-285  
Sin duda y Así se dice, pp. 285-287 | **EXAMEN 2 (Capítulo 9)**  
Capítulo 10: La globalizacion  
WB 151-154 Vocabulario  
LM 85 Vocabulario en contexto | **Capítulo 10**  
Así se dice 1 |
| 7-22 R | **Referencia gramatical I: Superlatives, pp. 288**  
Referencia gramatical II: Indefinite Articles, pp. 290  
Conexiones Present Perfect & Pluperfect, pp. 291-295  
México vivo: La ciudad de los milagros  
**Comienzan las entrevistas orales** | **Referencia gramatical I: Superlatives**  
AC 433-435 Superlatives  
AC 236 Indefinite articles  
WB 155-156 Referencia gramatical I y II  
LM 85-88 Referencia gramatical I y II  
WB 157-161 Conexiones  
LM 89-90 Conexiones | **Así se dice 2**  
Conexiones 1 |
| 7-23 F | **Conexiones: Relative pronouns, pp. 295-298**  
Manos a la obra, pp. 299-301  
(presentar **Introducción a la lectura**, pp. 301) | **Conexiones: Relative pronouns, pp. 295-298**  
WWW cap. 10 Cabos sueltos  
**Opcional: Comp. 2.2 (both versions)** | **Conexiones 2** |
| 7-26 M | Lectura: Vértigo digital, pp. 301-306  
Al fin y al cabo, pp. 307-310  
(presentar **A escribir: comparación y contraste**, pp. 311)  
Presentación grupo 3 | WWW Capítulo 10 Conexiones  
AC 301-303 Lectura: Vértigo digital  
LM 91-92 Al fin y al cabo  
AC 311-312 **A escribir: comparación y contraste**  
**Para entregar: Comp. 3. 1:**  
10-45 Queremos un cambio, pp. 313  
Extensión 350-475 palabras. A máquina | Cabos sueltos |
|---|---|---|---|
| 7-27 T | **Capítulo 11: Música, cine y televisión**  
Vocabulario en contexto, pp. 317-322  
Sin duda y Así se dice, pp. 322-324  
Referencia gramatical I: Passive Voice with **Ser**, pp. 324-326  
Referencia gramatical II: The Passive Se, pp. 326-328 | **Capítulo 11: Música, cine y televisión**  
WB 169-171 Vocabulario  
LM 93-94 Vocabulario en contexto  
AC 438 Passive Voice with **Ser**  
AC 440 The Passive Se  
WB 172-173 Referencia gramatical I y II  
LM 95-98 Referencia gramatical I y II | **Capítulo 11**  
Así se dice 1  
Así se dice 2 |
| 7-28 W | Conexiones: Present Perfect Subjunctive, pp. 328-330  
Pluperfect Subjunctive, pp. 330-334  
Conexiones: Sequence of tenses in the subjunctive, pp. 334-337 | WB 176-178 Conexiones  
LM 99-100 Conexiones  
**Opcional: Comp. 3.2 (both versions)** | Conexiones 1  
Conexiones 2 |
| 7-29 R | Manos a la obra, pp. 338-340  
(presentar **Introducción a la lectura**, pp. 340)  
Lectura: El mundo en casa, pp. 341-346 | AC 340-342 Lectura: El mundo en casa  
AC 342-343 11-33 El mundo en casa | Cabos sueltos |
| 7-30 F | **Presentación grupo 4**  
En clase CD-ROM cap. 11: Quiosco  
**EXAMEN 3 (capítulos 10 y 11)** | **Traer la tarea del WB y LM a clase** |  |
| 8-2 M | **Capítulo 12: El amor y la celebración de la vida**  
Vocabulario en contexto, pp. 317-322  
Sin duda y Así se dice, pp. 322-324 | **Capítulo 12: El amor y la celebración de la vida**  
WB 187-188 Vocabulario  
LM 103-104 Vocabulario en contexto | **Capítulo 12**  
Así se dice 1  
Video |
| 8-3 T | Referencia gramatical I: Future Perfect, p. 361  
Referencia gramatical II: Conditional Perfect, p. 362  
México vivo: La charriada | AC 441 Future Perfect  
AC 442 Conditional Perfect  
WB 189-190 Referencia gramatical I y II  
LM 104-106 Referencia gramatical I y II | Conexión 1 |
| 8-4 W | Al fin y al cabo, pp. 376-377  
Presentación grupo 5  
En clase: CD-ROM cap. 12: Quiosco | WWW capítulo 12 Cabos sueltos | Cabos sueltos |
| 8-5 R | SPA 202 EXAMEN FINAL COMPRENSIVO EN CLASE | | |