

**Hispanic Studies Department
SPA 201 (Intermediate Spanish I)
University of Kentucky
8 WEEK SUMMER INTERSESSION**

This syllabus is also available on the World-Wide Web:
<http://www.uky.edu/Classes/SPA/>

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 201 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.

All classes will be conducted entirely in the target language, Spanish.

COURSE GOALS

After completing SPA 201, students should be able to utilize all four language skills to:

1. obtain and exchange information with different degrees of formality
2. narrate in the present and past
3. express opinions
4. ask for information and give orders (formal and informal)
5. express obligation and necessity
6. discuss what is unknown (how to influence others)

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/SPA/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 student's 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 class work 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.**

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 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 3 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 encouraged 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) EXCUSED 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.

There will be a written comprehensive departmental final exam on **Thursday, 7/8, during class time.** 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:

Exams	20%	Oral presentation	10%
Compositions	15%	Oral presentation essay	5%
Homework	15%	Final exam	15%
Participation	15%	Oral Interview	5%

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

30-27	Excelente-Muy Buena	30	29	28	27		
26-22	Buena-Adecuada		26	25	24	23	22
21-17	Regular-Mala	21	20	19	18	17	
16-13	Inadecuada	16	15	14	13		

Organización

15-13	Excelente-Muy Buena	15	14	13			
12-10	Buena-Adecuada		12	11	10		
9-7	Regular-Mala	9	8	7			
6-4	Inadecuada	6	5	4			

Gramática

30-25	Excelente-Muy Buena	30	29	28	27	26	25	
24-19	Buena-Adecuada		24	23	22	21	20	19
18-12	Regular-Mala	18	17	16	15	14	13	12
11-5	Inadecuada	11	10	9	8	7	6	5

Vocabulario

15-13	Excelente-Muy Buena	15	14	13			
12-10	Buena-Adecuada		12	11	10		
9-7	Regular-Mala	9	8	7			
6-4	Inadecuada	6	5	4			

Acentuación / ortografía

10-9	Excelente-Muy Buena	10	9		
8-7	Buena-Adecuada		8	7	
6-5	Regular-Mala	6	5		
4-3	Inadecuada	4	3		

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 (40% of your grade), so you should spend time correcting the original.

AGR	Agreement: -number: singular or plural -gender: masc. or fem.	las botas verde = las botas verdes la casa es bonito = la casa es bonita esta 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 ciudaz 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 emple o. = 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 bueno 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

SPA _____ **Name:** _____

Date _____ **Grade:** _____

1. Arrived for class on time.

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

10 - 9	Always	8	Most Times	7	Sometimes	5	Rarely	0	Never
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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
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4. Initiated oral interaction by responding to classmate's 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		

Comments:

****** 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.

Hispanic Studies Department
SPA 201 (Intermediate Spanish I Course)
8 WEEK SUMMER INTERSESSION
TENTATIVE SCHEDULE OF ASSIGNMENTS

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

Fecha	Actividades para clase:	Tarea para completar para el día indicado antes de clase	
	Texto: Atando Cabos	WB = WorkBook LM =LabManual (with audio tapes/CDs) AC =Atando Cabos –Texto-	Recommended: Atando Cabos CD-Rom
6-10 R	Introducción al curso Capítulo 1: La identidad Vocabulario en contexto pp. 3-6 Sin duda; Así se dice pp 7-9		
6-11 F	Práctica y comunicación: el presente de los verbos Irregulares pp.10-12 Conexiones: Comparaciones con ser y estar pp. 12-19	Capítulo 1: La identidad AC 382 Describing people and things AC 384-385 Regular and irregular verbs WB3 Referencia gramatical I WB4 Referencia gramatical II LM4-5 Referencia gramatical I-II AC 390-391 Ser y Estar WB5-6 Conexiones Para entregar: 1-9 LM2 Conexiones	Capítulo 1: La identidad Así se dice 1 Así se dice 2 Conexiones 1: Ser y Estar
6-14 M	Manos a la obra: antes de leer, pp. 20-23 Lectura: El bueno, el feo y el malo, pp. 23-27	AC 15-17 Comparaciones WB7-9 Conexiones Para entregar: 1-11 y 1-13 LM3 Conexiones AC23-25 Lectura: El bueno, el feo y el malo AC25 1-36 ¿Cierto o falso?	Quiosco
6-15 T	Al fin y al cabo, pp. 29-30 Video 1: Las madres de la Plaza de Mayo (presentar A escribir , pp. 30-31) Presentación 1	LM6-8 Al fin y al cabo AC30-31: A escribir Retrato: Carta de Recomendación Para entregar: Composición 1.1 1-51 La carta de recomendación Extensión 200-250 palabras. A máquina.	Video Cabos sueltos

6-16 W	EXAMEN 1 (Capítulo 1) Capítulo 2: Relaciones interculturales Vocabulario en contexto; Sin duda pp.35-41	Traer la tarea de WB y LM a clase C2: Relaciones interculturales WB15-17 Vocabulario LM9-10 Vocabulario en contexto	Cabos sueltos y W C2: Relac. interculturales Así se dice 1
6-17 R	Así se dice; reflexivos, recíprocos, inesperados, pp.42-47 Video 2: Los gustos personales, pp 47-50 Manos a la obra: antes de leer, pp. 50-53	AC 395-397 Reflexive and reciprocal verbs AC45- Unplanned occurrences WB18-19 Referencia Gramatical I y 2 LM11-12 Referencia Gramatical I y 2 WB19-21 Conexiones LM13-14 Conexiones	Conexiones 1: Unexpected events Video
6-18 F	Lectura: No Speak English, pp. 53-55 Al fin y al cabo, 58-61 (presentar A escribir , pp. 61) Presentacion 2	WB22-23 Conexiones Para entregar 2-13 y 2-14 pp. 23 LM15-16 Conexiones AC53-54 Lectura: No Speak English AC55 2-13¿Quién es quién? LM16-18 Al fin y al cabo Opcional, Comp. 1. 2 (Both versions)	Conexiones 2: Gustar Quiosco Así se dice 2
6-21 M	EXAMEN 2 (Capítulo 2) Capítulo 3: Trotamundos Vocabulario en contexto, pp. 64-69	Traer la tarea de WB y LM a clase C3: Trotamundos WB29-30 Vocabulario LM19-20 Vocabulario en contexto	Cabos sueltos y W C3: Trotamundos Así se dice 1
6-22 T	Sin duda; Así se dice, pp. 69-71 Práctica y comunicación: expresiones de tiempo pp. 72-75 Video 3	AC 398-401 The preterite WB31 Referencia gramatical 1 LM20 Referencia gramatical 1 AC 402 Hace + time expressions WB33 Referencia gramatical 3 WB39 Cultura Para entregar 3-12, pp. 39 LM21 Referencia gramatical 2	Así se dice 2 Quiosco
6-23 W	Conexiones: el pasado I, pp. 75-77 Conexiones: el pasado II Manos a la obra: antes de leer pp. 78-83	AC 403-404 The imperfect WB32 Referencia gramatical 2 LM21 Referencia gramatical 3 WB34 -38 Conexiones Para entregar A , pp. 36 Para entregar B , pp. 37 LM22-24 Conexiones	Conexiones 1: Preterite and Imperfect Conexiones 2: The past

6-24 R	<p>Lecturas: Viajes, Poema: Cantares, pp. 84-87 Al fin y al cabo, 88-90 (presentar A escribir, pp. 91)</p> <p>Presentación 3 ** Comienzan las entrevistas orales</p>	<p>AC84; 86 Lecturas: Viajes y Cantares AC85 3-30 ¿Cómo viajas? AC86 3-33 ¿Qué nos dice el poema? LM26-28 Al fin y al cabo AC91: A escribir Carta para hacer reservas Para entregar: Composición 2.1 3-45 Necesitamos un cuarto Extensión 250-300 palabras. A máquina.</p>	<p>Video Cabos sueltos</p>
6-25 F	<p>Capítulo 4: Salud y nutrición Vocabulario en contexto; Sin duda, pp. 97-102 Así se dice; por y para, pp. 103-106 Conexiones: mandatos, pp. 107-111 Video 4 Manos a la obra: antes de leer, pp. 112-114</p>	<p>Traer la tarea de WB y LM a clase C4: Salud y nutrición WB51-53 Vocabulario Para entregar 4-4, pp. 53 LM29-30 Vocabulario en contexto AC 406 Por y Para</p>	<p>C4: Salud y nutrición Así se dice 1 Así se dice 2 Conexiones 1: Commands Video</p>
6-28 M	<p>Lectura: La actitud mental, pp. 115-116 Al fin y al cabo, pp. 120-123 (presentar A escribir, pp. 122)</p> <p>Presentación 4</p>	<p>WB53-54 Referencia gramatical 1 LM31 Referencia gramatical 1 AC107-108 Commands WB55 Referencia gramatical 2 LM32-33 Conexiones WB55-58 Conexiones Para entregar 4-11 B, pp. 57 Para entregar 4-12, pp. 58 AC 115-116 Lectura: La actitud mental AC116 4-28 ¿Qué piensas? LM34-35 Conexiones LM35-36 Al fin y al cabo AC 122: A escribir: Para dar instrucciones Opcional, Comp. 2. 2 (Both versions)</p>	<p>Conexiones 2: Nosotros command Quiosco s</p>
6-29 T	<p>EXAMEN 3 (Capítulos 3 y 4)</p> <p>Capítulo 5: El medio ambiente Vocabulario en contexto; Sin duda, pp. 127-132</p>	<p>Traer la tarea de WB y LM a clase C5: El medio ambiente WB65-68 Vocabulario LM39-40 Vocabulario en contexto</p>	<p>Cabos sueltos y W</p> <p>C5: El medio ambiente Así se dice 1</p>

6-30 W	Así se dice; 'a' personal Pronombres de objeto directo, pp. 133-138 Pronombres de objeto indirecto, pp. 138-140	AC 411 The personal a WB68 Referencia gramatical 2 AC 136 Direct object pronouns WB69-70 Conexiones LM41 Conexiones AC 412-414 Indirect Object Pronouns WB71-72 Conexiones LM42 Conexiones	Conexiones 1: Direct Object Pronouns Conexiones 2: Indirect Object Pronouns
7-1 R	Manos a la obra: Antes de leer, pp. 141-143 Lectura: Preciclar, un nuevo verbo que conjugar, pp. 143-145 Al fin y al cabo, pp. 147-150	WB73-75 Conexiones Para entregar 5-14 , pp. 75 LM43-44 Conexiones AC 143-144 Lectura: Preciclar, un nuevo verbo que conjugar. AC 145 5-25 ¿Qué podemos hacer? AC151 A escribir: El resumen Para entregar 5-42 Reseña , p. 151	Video 5 Cabos sueltos y W
7-2 F	Presentación 5 Capítulo 6: Los derechos humanos Vocabulario en contexto; Sin duda, pp. 155-160	Composición 3.1 (Only one version) Extensión 300 palabras. A máquina C6: Los derechos humanos WB83-86 Vocabulario LM47 Vocabulario en contexto	C6: Los derechos humanos Así se dice 1
7-5 M	Día de independencia		
7-6 T	Así se dice; Expresando deseo y esperanza, pp. 160-163 Ofreciendo consejos, sugerencias y peticiones, pp. 164-166 Duda, negación, inseguridad, pp. 166-169	AC 415-417 Present subjunctive WB87-88 Referencia gramatical 1 LM48-49 Referencia gramatical 1 AC 419 Expressing feelings WB88-89 Referencia gramatical 2 LM49-50 Conexiones	Así se dice 2 Conexiones 1: Giving advise
7-7 W	Video 6 Presentación 6 Repaso para el examen	WB89-92 Conexiones LM50-51 Conexiones	Conexiones 2: Expressing doubt
7-8 R	SPA 201 EXAMEN FINAL COMPRENSIVO, EN CLASE.		