CENTRAL TEXAS COLLEGE  
SYLLABUS FOR SPAN2311  
INTERMEDIATE SPANISH I  
Semester Hours Credit: 3

INSTRUCTOR:  
OFFICE HOURS:

I. INTRODUCTION

A. This course is designed to help learners continue to build proficiency in Spanish and appreciation for the Spanish language. It will also help students to develop an understanding of Hispanic cultures and their growing importance in the world, while providing contexts that reinforce the usefulness of the Spanish language in today’s global economy, particularly in North America. This course focuses on the development of the four language skills (listening, speaking, reading, writing) and also introduces a wealth of cultural materials.

B. This course may be used to fulfill language requirements as outlined in your degree plan as well as satisfy one of the humanities requirements.

C. This course is occupationally related and serves as preparation for careers in bilingual education and many occupations where there is a need because of the high numbers of Spanish speakers that will be encountered. i.e. Social Work, Hotel Motel Management, medicine and many other jobs dealing with the public.

D. Prerequisites: for SPAN 2311: SPAN 1411 and SPAN 1412 with a course grade of at least a “C”; for SPAN 2312: SPAN 2311 with a course grade of at least a “C.”

II. Learning Outcomes

Upon successful completion of the courses, Intermediate Spanish I & II, the student will be able to:

A. Identify vocabulary in context orally and in written form. (C5, C6, C15, C18, F1, F2, F3, F5, F6, F7, F10, F11, F12, F13, F14, F15, F16).

B. Create sentences and questions to describe and illicit information about people, places and ideas. (C5, C6, C15, C18, F1, F2, F3, F5, F6, F7, F10, F11, F12, F13, F14, F15, F16).

C: Use present, preterit, future and progressive tenses in the indicative mood, the imperatives with an introduction to the subjunctive mood. (C1, C3, A5, C6, C9, C12, C13, C14, C15, C18, F1, F2, F3, F5, F6, F7, F9, F10, F11, F12, F13, F15, F16).
Use all tenses of the indicative mood as well as the subjunctive and imperative moods. C13, C14, C15, C18, F1, F2, F3, F5, F6, F7, F9, F10, F11, F12, F13, F15, F16).

D. Explain various cultural practices throughout the Spanish speaking world. C9, C10, C11, C12, C13, C14, C15.

II. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. Reading Assignments
Students will read all materials assigned by the instructor and be responsible for the content of each. Daily homework will be assigned from the text, workbook, handout, CD-ROM or Internet. If assignments are required to turn in, it is required to be prepared prior to the beginning of class and handed in at that time. Written assignments will vary in length from sentence level responses to short paragraphs.

B. Projects
Students must complete all projects and activities; listening activities in class will be conducted which will require attention and response in Spanish. Oral discussion will occur throughout the semester. Students are expected to perform not only on a daily basis, but at prearranged times throughout the semester. There will be four of each of the following: writing, oral, and illustrated presentations of material required throughout the semester, due within one week of assignment and in the format specified by the instructor at that time.

C. Class Performance
Students will bring all materials required to each class session, participate in class discussions and laboratory exercises, and come prepared with homework completed.

They must be present for all examinations and quizzes. Lesson Exams will be scheduled two to three days in advance. Quizzes may be announce or unannounced.

D. Class Participation
Each student must be an active member of group project activities and demonstrate tangible contribution to any project completed. Absences cannot be made up with respect to group project presentations. Every class session must be viewed as an opportunity to contribute to the group experience with the Spanish language and the cultural materials presented.
V. EXAMINATIONS

There will be a test upon completion of each lesson plus a separate listening quiz for each unit. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance they will be absent from an examination due to valid reasons, must arrange to take an early/late examination. Unexpected absences due to illness or extenuating circumstances will require the student to contact the instructor about individual make-up work in lieu of the missed examination at the instructor’s discretion. One exam maximum per semester may be allowed to be made up due to valid reasons.

Students without excused absences will be given a zero for the examination missed. Quizzes will not be allowed to be made up under any circumstances.

VI. SEMESTER GRADE COMPUTATIONS

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Quizzes</td>
<td>300</td>
</tr>
<tr>
<td>Listening</td>
<td>200</td>
</tr>
<tr>
<td>Workbook/Cassettes</td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td></td>
</tr>
<tr>
<td>Video</td>
<td></td>
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<tr>
<td>Oral Presentations/Interviews/Discussion</td>
<td>200</td>
</tr>
<tr>
<td>Written/Oral Homework:</td>
<td>200</td>
</tr>
<tr>
<td>Textbook</td>
<td></td>
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<tr>
<td>Workbook</td>
<td></td>
</tr>
<tr>
<td>Other Assigned Work</td>
<td></td>
</tr>
<tr>
<td>Final Written/Oral Report or Test</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Grade Scale:

- 900-1000 = A
- 800-890 = B
- 700-790 = C
- 600-690 = D
- Below 600 = F
VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Withdrawal from Course: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows:

<table>
<thead>
<tr>
<th>Session Length</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-week session</td>
<td>Friday of the 8th week</td>
</tr>
<tr>
<td>8-week session</td>
<td>Friday of the 6th week</td>
</tr>
<tr>
<td>5½-week session</td>
<td>Friday of the 4th week</td>
</tr>
</tbody>
</table>

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

B. An Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

C. An Incomplete Grade: The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "IP" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.

D. Students who receive cellular calls and pages during class disrupt the normal classroom learning environment. To avoid this disruption,
students must turn off all cellular phones, pagers, and beepers when entering the classroom.

E. Students are expected to initiate outside help if needed. It is the student’s responsibility to monitor feedback provided by the instructor. There are various possibilities for obtaining outside help. Always see your instructor first for guidance.

F. The instructor reserves the right of final decision in course requirements.

G. Individuals are expected to be cognizant of what constitutes a constructive educational experience and be respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

VIII. COURSE OUTLINE

SPAN 2311: Unit 1-6

A. Lesson One: Sobre las relaciones familiares

1. Learning Outcomes: Upon successful completion of this lesson, the student will:
   a. Speak and write using the present and present progressive tenses.
   b. Generate and respond to communication utilizing direct and indirect object pronouns correctly.
   c. Use reflexive verbal constructions in both written and spoken original sentences.
   d. Describe the various roles and perceptions of fathers in present-day American society, comparing and contrasting them to their counterparts in Hispanic countries.

2. Learning Activities:
   a. Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme.
(C5, C6, F1, F5, F11)
b. Discussion of first readings and new vocabulary words; completion of vocabulary exercises. (C7,F6)
c. Presentation of special, “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14,C16, F10,F14, F15)
In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)

Grammar-based listening and writing exercises. (C8, F5, F1, F11)

Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C18, F5, C15, C14, F11, F2, F10)

Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)

### 3. Equipment and Materials:

a. textbook
b. internet articles and magazine features
c. Instructor-prepared handouts
d. TV/VCR

### 4. Audio-Visual Aids:

a. photographs, pictures from magazines and newspapers
b. film clips
c. power point presentation

### 5. Lesson Outline:

Temas: Las relaciones humanas
Estructuras:
1. El presente del indicativo
2. El presente progresivo
3. La a personal
4. Formas pronominales en función de complemento directo
5. Formas pronominales en función de complemento indirecto
6. Construcciones reflexivas
Lectura
Composición original

### B. Lesson Two: Sistemas educativos

1. Learning outcomes:
   a. Describe the various elements of the hispanic educational systems and professions.
   b. Speak and write using the forms of the verbs ser and estar correctly.
c. Describe nouns in complete sentences using the correct adjectives and possessive pronouns.
d. Generate original written and oral sentences using the direct and indirect object pronoun combination in correct order and referential context.
e. Edit and compose sentences with the correct use or omission of the indefinite and definite article.
f. Read, write, and generate original oral sentences in both the preterite and imperfect tenses.
g. Describe the role of the internet in modern hispanic societies.

2. **Learning Activities:**

a. Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme.  
(C5, C6, F1, F5, F11)
b. Discussion of first readings and new vocabulary words; completion of vocabulary exercises.  (C7,F6)
c. Presentation of special, “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery.  (C9, C14,C16, F10,F14, F15)
d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context.  (C7, F2, F12)
e. Grammar-based listening and writing exercises.  (C8, F5, F1, F11)
f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text.  (C18, F5, C15, C14, F11, F2, F10)
g. Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary.  (C9, C14,C16, F10,F14, F15)

3. **Equipment and Materials:**

a. textbook
b. internet articles and magazine features
c. Instructor-prepared handouts
d. TV/VCR

4. **Audio-Visual Aids:**

a. photographs, pictures from magazines and newspapers
b. film clips
c. power point presentation
5. **Lesson Outline:**

Temas para la comunicación: Estudios universitarios y profesiones
Estructuras:
1. Usos de los verbos *ser* y *estar*
2. Adjetivos y pronombres posesivos
3. Pronombres de complementos directo e indirecto usados juntos
4. Usos y omisiones de los artículos definidos e indefinidos
5. El pretérito
6. El imperfecto
Lectura
Composición original

C. **Lesson Three: Los deportes y las actividades al aire libre**

1. **Learning Outcomes:**
   
a. Describe and discuss preferences in reference to various sports and outdoor activities.
   b. Write and speak using verbs that require special constructions.
   c. Generate original sentences using the preterite and imperfect tenses in their appropriate and opposing contextual selection.
   d. Write and speak sentences that use the past-tense verbs which shift in meaning with selection of the preterite tense.
   e. Correctly edit and produce sentences which use relative pronouns.
   f. Describe weather with the idiomatic expressions which use the verb *hacer*.

2. **Learning Activities:**
   
a. Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme. *(C5, C6, F1, F5, F11)*
   b. Discussion of first readings and new vocabulary words; completion of vocabulary exercises. *(C7, F6)*
   c. Presentation of special, “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. *(C9, C14, C16, F10, F14, F15)*
   d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. *(C7, F2, F12)*
e. Grammar-based listening and writing exercises. (C8, F5, F1, F11)
f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C18, F5, C15, C14, F11, F2, F10)
g. Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)

3. Equipment and Materials:

a. textbook
b. internet articles and magazine features
c. Instructor-prepared handouts
d. TV/VCR

4. Audio-Visual Aids:

a. photographs, pictures from magazines and newspapers
b. film clips
c. power point presentation

5. Lesson Outline:

Temas para la comunicación: Los deportes y las actividades al aire libre
Estructuras:
  • Verbos que requieren una construcción especial
  • El pretérito contrastado con el imperfecto
  • Verbos que cambian de significado en el pretérito
  • Los pronombres relativos
  • Expresiones de tiempo con hacer
Lectura
Composición original

D. Lesson Four: Costumbres y tradiciones

1. Learning Outcomes:

a. Describe in both writing and oral sentences the customs and traditions of various Hispanic countries.
b. Make both written and oral comparisons and contrasts between given elements.
c. Generate original sentences with the correct use of the prepositions por and para.
d. Write and speak in the subjunctive mood.
e. Give and receive both written and oral commands and other sentences using the subjunctive mood to express volition or desire.

f. Write and speak sentences with subjunctive dependent clauses of impersonal expressions and of emotion.

g. Use the various vocabulary words of the horoscope in sentences such as those found in prognostications.

2. **Learning Activities:**

   a. Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme. (C5, C6, F1, F5, F11)
   
   b. Discussion of first readings and new vocabulary words; completion of vocabulary exercises. (C7,F6)
   
   c. Presentation of special, “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14,C16, F10,F14, F15)
   
   d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
   
   e. Grammar-based listening and writing exercises. (C8, F5, F1, F11)
   
   f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C18, F5, C15, C14, F11, F2, F10)
   
   g. Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. (C9, C14,C16, F10,F14, F15)

3. **Equipment and Materials:**

   h. textbook
   
   i. internet articles and magazine features
   
   j. Instructor-prepared handouts
   
   k. TV/VCR

4. **Audio-Visual Aids:**

   l. photographs, pictures from magazines and newspapers
   
   m. film clips
   
   n. power point presentation

5. **Lesson Outline:**

   Temas para la comunicación: Costumbres y tradiciones
Estructuras:
- Comparativos de igualdad y de desigualdad
- Usos de las preposiciones por y para
- El modo subjuntivo
- El subjuntivo con verbos o expresiones de voluntad o deseo
- El subjuntivo con verbos o expresiones impersonales de emoción

Lectura
Composición original

E. **Lesson Five: Mente sana en cuerpo sano**

1. **Learning Outcomes:**

a. Discuss, both orally and in writing, personal health and hygiene practices and aspects of good nutrition.

b. Generate both written and spoken commands in the formal singular and plural person.

c. Generate both written and spoken forms of the first person plural imperative in suggestions and invitations.

d. Express doubt, disbelief, and denial both orally and in writing.

e. Write and orally produce sentences with subjunctive dependent clauses with indefinite or non-existent antecedent.

f. Select the correct indicative or subjunctive verbs for various clauses according to degree of veracity.

g. Discuss, both orally and in writing, various strategies for weight loss and good health maintenance.

2. **Learning Activities:**

o. Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme. (C5, C6, F1, F5, F11)

p. Discussion of first readings and new vocabulary words; completion of vocabulary exercises. (C7,F6)

q. Presentation of special, “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14,C16, F10,F14, F15)

r. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)

s. Grammar-based listening and writing exercises. (C8, F5, F1, F11)
t. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. 
\((C18, F5, C15, C14, F11, F2, F10)\)
u. Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. 
\((C9, C14,C16, F10,F14, F15)\)

3. **Equipment and Materials:**

v. textbook  
w. internet articles and magazine features  
x. Instructor-prepared handouts  
y. TV/VCR

4. **Audio-Visual Aids:**

z. photographs, pictures from magazines and newspapers  
   aa. film clips  
   bb. power point presentation

5. **Lesson Outline:**

Temas para la comunicación: La salud personal
Estructuras:
- El imperative: Ud. y Uds.
- El imperative de la primera personal del plural
- El subjuntivo para expresar duda, incredulidad y negación
- El subjuntivo para expresar lo indefinido y lo inexistente
- Expresiones que requieren el subjuntivo o el indicative

Lectura  
Composición original

**SPAN 2312: Unit 6-12**

**F. Lesson Six: Una estudiante americana en Costa Rica**

1. **Learning Outcomes:**

a. Discuss, both orally and in writing, the experiences of American students in Hispanic university environments.

b. Describe the parts of an automobile and the experience of driving and car maintenance.

c. Produce both written and oral sentences in the imperative using the familiar singular and plural.

d. Write and speak using participles.
e. Describe activities, events, and conditions using the present perfect and past perfect tenses.
f. Correctly decline and position adjectives in written and oral clauses and phrases.
g. Describe the attractions of Costa Rica, both orally and in writing.

2. Learning Activities:

a. Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme. (C5, C6, F1, F5, F11)
b. Discussion of first readings and new vocabulary words; completion of vocabulary exercises. (C7,F6)
c. Presentation of special, “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14,C16, F10,F14, F15)
d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
e. Grammar-based listening and writing exercises. (C8, F5, F1, F11)
f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C18, F5, C15, C14, F11, F2, F10)
g. Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. (C9, C14,C16, F10,F14, F15)

3. Equipment and Materials:

a. textbook  
b. internet articles and magazine features  
c. Instructor-prepared handouts  
d. TV/VCR

4. Audio-Visual Aids:

a. photographs, pictures from magazines and newspapers  
b. film clips  
c. power point presentation

5. Lesson Outline:

Temas para la comunicación: Estudios en el extranjero/ Los automóviles
Estructuras:
- El imperativo: tú y vosotros
- El participio
- El pretérito perfecto y el pluscuamperfecto
- Posición de los adjetivos

Lectura
Composición original

G. **Lesson Seven: ¡Buen provecho!**

1. **Learning Outcomes:**

   a. Describe food, individual dishes and cuisines both orally and in writing.
   b. Write and speak in the future tense.
   c. Write and speak in the conditional tense.
   d. Write and speak in the future perfect and conditional perfect tenses.
   e. Generate both oral and written sentences which demonstrate the semantic differences between nouns that change in meaning as they change gender markers.
   f. Describe the regional dishes of various countries, specifically that of Guatemala.

2. **Learning Activities:**

   a. Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme. (C5, C6, F1, F5, F11)
   b. Discussion of first readings and new vocabulary words; completion of vocabulary exercises. (C7, F6)
   c. Presentation of special, “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14, C16, F10, F14, F15)
   d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
   e. Grammar-based listening and writing exercises. (C8, F5, F1, F11)
   f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C18, F5, C15, C14, F11, F2, F10)
   g. Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)
3. **Equipment and Materials:**
   a. textbook
   b. internet articles and magazine features
   c. Instructor-prepared handouts
   d. TV/VCR

4. **Audio-Visual Aids:**
   a. photographs, pictures from magazines and newspapers
   b. film clips
   c. power point presentation

6. **Lesson Outline:**
   Temas para la comunicación: ¡Buen provecho!
   
   Estructuras:
   • El futuro
   • El condicional
   • El futuro perfecto y el condicional perfecto
   • Género de los nombres: casos especiales
   • La cocina guatemalteca
   
   Lectura
   Composición original

H. **Lesson Eight: Nuestras grandes ciudades: problemas y soluciones**

1. **Learning Outcomes:**
   a. Discuss, both orally and in writing, the problems faced in a big city.
   b. Write and speak in the imperfect subjunctive tense.
   c. Write and speak in the imperfect subjunctive in conditional tenses.
   d. Write and speak in the present perfect subjunctive.
   e. Write and speak in the preterite perfect subjunctive.
   f. Describe, both orally and in writing, the activities associated with shopping in supermarkets.

2. **Learning Activities:**
   a. Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme. 
   (C5, C6, F1, F5, F11)
b. Discussion of first readings and new vocabulary words; completion of vocabulary exercises. (C7,F6)

c. Presentation of special, “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14,C16, F10,F14, F15)

d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)

e. Grammar-based listening and writing exercises. (C8, F5, F1, F11)

f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C18, F5, C15, C14, F11, F2, F10)

g. Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. (C9, C14,C16, F10,F14, F15)

3. **Equipment and Materials:**

   a. textbook
   b. internet articles and magazine features
   c. Instructor-prepared handouts
   d. TV/VCR

4. **Audio-Visual Aids:**

   a. photographs, pictures from magazines and newspapers
   b. film clips
   c. power point presentation

7. **Lesson Outline:**

   Temas para la comunicación: Problemas urbanos
   Estructuras:
   • El imperfecto de subjuntivo
   • El imperfecto de subjuntivo en oraciones condicionales
   • El pretérito perfecto de subjuntivo
   • El pluscuamperfecto de subjuntivo
   • El supermercado
   Lectura
   Composición original

I. **Lesson Nine: El mundo del espectáculo**

   1. **Learning Outcomes:**
a. Discuss, both orally and in writing, the Hispanic world of pop culture, especially music and dance.
b. Write sentences in various forms of the subjunctive
c. Use prepositions in both written and oral original sentences.
d. Write and speak using verbs with their correct prepositions as dictated by necessity of specialized meaning.
e. Use infinitives in both written and oral original sentences.
f. Describe the current popular trends in hispanic cultures, both in original written compositions and in group conversations.

2. Learning Activities:

a. Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme. (C5, C6, F1, F5, F11)
b. Discussion of first readings and new vocabulary words; completion of vocabulary exercises. (C7,F6)
c. Presentation of special, “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14,C16, F10,F14, F15)
d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
e. Grammar-based listening and writing exercises. (C8, F5, F1, F11)
f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C18, F5, C15, C14, F11, F2, F10)
g. Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. (C9, C14,C16, F10,F14, F15)

3. Equipment and Materials:

a. textbook
b. internet articles and magazine features
c. Instructor-prepared handouts
d. TV/VCR

4. Audio-Visual Aids:

a. photographs, pictures from magazines and newspapers
b. film clips
c. power point presentation
8. **Lesson Outline:**

Temas para la comunicación: El mundo del espectáculo

Estructuras:
- El subjuntivo: resumen general
- Usos de algunas preposiciones
- Verbos con preposiciones
- El infinitivo

Lectura
Composición original

J. **Lesson Ten: El mundo del trabajo y la tecnología**

1. **Learning Outcomes:**

a. Discuss, both orally and in writing, the various aspects of work and work-related technology, especially computer systems and the internet.
b. Write and speak in the passive voice.
c. Generate both written and oral sentences with the impersonal constructions that use “se,” including its special uses.
d. Write and speak with given common idiomatic expressions.

2. **Learning Activities:**

a. Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme. (C5, C6, F1, F5, F11)
b. Discussion of first readings and new vocabulary words; completion of vocabulary exercises. (C7, F6)
c. Presentation of special, “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14, C16, F10, F14, F15)
d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
e. Grammar-based listening and writing exercises. (C8, F5, F1, F11)
f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C18, F5, C15, C14, F11, F2, F10)
g. Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)
3. **Equipment and Materials:**
   
a. textbook  
b. internet articles and magazine features  
c. Instructor-prepared handouts  
d. TV/VCR  

4. **Audio-Visual Aids:**
   
a. photographs, pictures from magazines and newspapers  
b. film clips  
c. power point presentation  

9. **Lesson Outline:**
   
Temas para la comunicación: El mundo del trabajo y la tecnología  
Estructuras:  
• La voz pasiva  
• Construcciones con se  
• Usos especiales de se  
• Algunas expresiones idiomáticas comunes  
Lectura  
Composición original