

## Tentative Calendar

### Spanish 1 Spring Quarter, 2005

**SQ** = *¿Sabías que ...?* (textbook available at the Stanford Bookstore)

**Online Manual** = online exercise manual to accompany *¿Sabías que ...?* available at <http://books.quia.com>. Instructions on how to access the manual come with your textbook.

**Using Your Online Manual:** Doing daily practice exercises in your manual may seem tedious, but such consistent reinforcement is necessary to solidify your Spanish and enable you to produce it with increasing automaticity. As such, you should plan to spend one or more hours daily on language exercises, activities, and/or home study. You will be required to complete most of the exercises in your online manual, as indicated in the calendar below.

(Note for students who consider themselves extremely “technically challenged”: The Stanford Bookstore has ordered a few copies of the traditional print version of the manual for you, but you should first check with your instructor about the feasibility of using the print manual for her/his section. If you choose to use the print version, you must correct your own work with a different colored pen, bring your manual to class daily, and have your instructor initial your work at the top of each page daily. Please note that workbook exercises entitled “Para entregar” (“To hand in”), as indicated in the calendar below, will need to be written on a separate sheet of paper and submitted to your instructor. PE exercises from the online manual, however, are made available automatically to your instructor, thus avoiding the paper hassle. Another note for students using the print manual: Some exercises require the listening materials, available to you at two sites: <http://thelab.stanford.edu/sabias/index.html> or <http://www.mhhe.com/sabiasque4>. Students using the online manual, however, will be able to access these exercises directly.)

**A Note on Diagnostic Assessments (Quizzes):** There will be six diagnostic assessments administered throughout the quarter. They will be based on weekly themes (as noted in the calendar), and will emphasize the most recent chapter under study but will also be cumulative. **No make-up diagnostics can or will be offered.** Instead, the lowest grade will be dropped from your overall diagnostic assessment grade, allowing you to miss a diagnostic in an emergency.

**Oral Diagnostic Assessments (ODAs):** In addition to written diagnostics administered in class, you will also take a 15-minute oral diagnostic in the Digital Language Laboratory, on the second floor of Meyer Library, three times during the quarter. (See the ODA schedule to find out when your section is to do its oral diagnostics.) The diagnostic assessments are designed to track your improvement in oral proficiency as the quarter progresses. They will be graded on a pass/no credit basis. In order to pass, you will simply need to complete the assessment by responding to questions completely and spontaneously, without the use of reading or written notes. **Reading (instead of speaking) responses will result in a loss of credit for that diagnostic.** You will have a two-day window in which to complete your diagnostic, but we encourage you to do it as early as possible, as the Language Lab may become crowded with last-minute test-takers.

**Portfolio Assignments and Composition Assignments:** These enrichment activities are noted in the calendar below. For the specifics on these assignments, see the separate handouts available on-line at <http://spanlang.stanford.edu>.

**WEEK ONE**

**Week's theme: ¡VAMOS A CONOCERNOS! (Let's get to know each other)**

**Objectives for Week One:**

- Interpersonal:     Meet and greet others; introduce yourself  
                           Express politeness  
                           Express place of origin  
                           Express personal interests  
                           Talk about people  
                           Talk about academic fields and majors  
                           Name classroom items and places at the university  
                           Express personal interests  
                           Express likes and dislikes

- Presentational:    Write a one-page essay describing yourself, your personality and interests

Date	Class Activities	Preparation for the next class (at home/in lab)
3/29 <b>Lección preliminar</b>	Introduction to Course Introducing yourself (2) Stating/asking place of origin (2) Greetings (3) Stating/asking one's name (4-6)	<b>Study: SQ</b> pp. 1-10. <b>Study:</b> Course Syllabus (overview, format, grading, attendance) at <a href="http://spanlang.stanford.edu">http://spanlang.stanford.edu</a> . <b>Online Manual:</b> pp. 1-7. <b>(Print Manual:</b> pp. 2-3. Note that some exercises require on-line audio files. The web address for these files is listed above.)
3/30	The alphabet ((Print Manual: p. 14) Talking about academic fields and courses of study (7-10)	<b>Study</b> supplementary vocabulary lists: El salón de clase (The Classroom), La universidad (The University). <b>Online Manual:</b> pp. 8-12 <b>(Print Manual:</b> pp. 4-5.)
3/31	Naming things in the classroom and places at the university Stating my major and asking someone what his/her major is	<b>Study: SQ</b> pp. 10-13. <b>Study</b> supplementary vocabulary lists: La universidad (The University) and Stating my major and asking someone what her/his major is. <b>Online Manual:</b> pp. 13-15, 33-37. <b>(Print Manual:</b> p. 6 and pp. 14-15D.) <b>Portfolio 1:</b> Begin this assignment this evening. Read carefully the instructions available on the course website at <a href="http://spanlang.stanford.edu/first_year/spanish1.html">http://spanlang.stanford.edu/first_year/spanish1.html</a> . Due next Thursday.
4/1	Discussing likes and dislikes (10-13) Pre-writing for Composition 1.1 Introduce Progress Card	<b>Study: SQ</b> pp. 14-18. <b>Online Manual:</b> pp. 16-20, 23. <b>(Print Manual:</b> pp. 7-8 and p. 9A.) <b>Portfolio 1:</b> Continue to work this assignment this evening. <b>Progress Card:</b> Bring to class tomorrow a printed copy of the Progress Card, available at <a href="http://spanlang.stanford.edu/first_year/spanish1.html">http://spanlang.stanford.edu/first_year/spanish1.html</a> . <b>Composition 1 «Yo»:</b> See composition guidelines at <a href="http://spanlang.stanford.edu/first_year/spanish1.html">http://spanlang.stanford.edu/first_year/spanish1.html</a> . Bring completed draft to class on Monday.

**WEEK TWO**  
**Week's theme: LA UNIVERSIDAD**

**Objectives for Week Two:**

- Interpersonal:     Describe people and their daily routines  
                           Ask and answer simple questions  
                           Describe aspects of your immediate world: activities and personal interests  
                           Give and request information
- Interpretive:      Understand simple questions  
                           Become familiar with the socio-geography of the Spanish-speaking world  
                           Understand information in a transportation schedule
- Presentational:    Write and present information from an interview of a classmate  
                           Revise your composition for content, organization, and style

Date	Class Activities	Preparation for the next class (at home/in lab)
4/4	<b>Composition 1.1:</b> Peer revision of the first draft Describing people and things (14-18) Using numbers (18-19) Expressing existence using the verb <i>hay</i> (20-21)	<b>Study:</b> SQ pp. 18-21. <b>Online Manual:</b> pp. 21-22, 24-32. <b>(Print Manual:</b> pp. 9-13.) <b>Portfolio 1:</b> Continue to work on this assignment tonight. <b>Portfolio 3 advance preparation:</b> Have you found a native conversation partner yet? Be sure to ask politely rather than assume that someone is a Spanish speaker. Also be willing to extend a favor for one given. Go to <a href="http://spanlang.stanford.edu/first_year/format.html#requirements">http://spanlang.stanford.edu/first_year/format.html#requirements</a> for more information.
4/5	Intercambio (22-3) Vistazos culturales: El español como lengua mundial (24-6)	<b>Study:</b> SQ pp. 31-7. <b>Online Manual:</b> pp. 39-45. <b>(Print Manual:</b> pp. 15E-16 and pp. 18 <b>Review for Reading Diagnostic/Theme:</b> La universidad: SQ pp. 1-21, readings and vocabulary handouts.
4/6 <b>Unidad uno: Lección 1</b>	Talking about daily routines (31-7) <b>Reading Diagnostic/Theme:</b> La universidad	<b>Study:</b> SQ pp. 37-41. <b>Online Manual:</b> pp. 46-50. <b>(Print Manual:</b> pp. 19-20.) <b>Portfolio 1:</b> Compile and complete your work. Due in class tomorrow.
4/7	Talking about how often people do things (37-41) Days of the week (40) <b>Portfolio 1</b>	<b>Study:</b> SQ pp. 41-5. <b>Online Manual:</b> pp. 51-57, 59. <b>(Print Manual:</b> pp. 21-23; p. 24E.) <b>Portfolio 2:</b> Begin this assignment this evening. Read carefully the instructions available on the course website at <a href="http://spanlang.stanford.edu/first_year/spanish1.html">http://spanlang.stanford.edu/first_year/spanish1.html</a> . Due next Thursday.
4/8	Describing and comparing my daily activities (41-5)	<b>Study:</b> SQ pp. 45-8. <b>Online Manual:</b> pp. 58, 60-64. <b>(Print Manual:</b> pp. 24-26.) <b>Portfolio 2:</b> Continue to work this assignment over the weekend. <b>Composition 1.2 «Yo»:</b> Bring revised draft to class on Monday.

**WEEK THREE**  
**Week's theme: LAS ACTIVIDADES DIARIAS**

<b><u>Objectives for Week Three:</u></b>	
Interpersonal:	<input type="checkbox"/> Describe your immediate world: leisure activities, personal interests, and the weather <input type="checkbox"/> Express likes and dislikes (cont.) <input type="checkbox"/> Describe people and daily activities (cont.) <input type="checkbox"/> Ask and answer simple questions (cont.) <input type="checkbox"/> Give and request information (cont.) <input type="checkbox"/> Extend, accept, and decline invitations
Interpretive:	<input type="checkbox"/> Become familiar with the socio-geography of the Spanish-speaking world <input type="checkbox"/> List ideas in brief oral presentations of which you have some knowledge
Presentational:	<input type="checkbox"/> Edit your composition with extra attention to correcting frequent errors, such as number and gender agreement, subject-verb agreement, and spelling

Date	Class Activities	Preparation for the next class (at home/in lab)
4/11	<b>Composition 1.2:</b> Editing the second draft Expressing the time of day at which things happen (45-8)	<b>Study:</b> SQ pp. 48-52. <b>Online Manual:</b> pp. 65-69, 72-73. <b>(Print Manual:</b> pp. 27-29; p. 32F-G.) <b>Portfolio 2:</b> Continue to work this assignment this evening. <b>Portfolio 3 advance preparation:</b> Have you found a native conversation partner yet? Be sure to ask politely rather than assume that someone is a Spanish speaker. Also be willing to extend a favor for one given. Go to <a href="http://spanlang.stanford.edu/first_year/format.html#requirements">http://spanlang.stanford.edu/first_year/format.html#requirements</a> for more information.
4/12	Addressing others; Expressing obligation, capability, and preference (48-51)	<b>Study:</b> SQ pp. 52-8. <b>Online Manual:</b> pp. 70-71, 74-78. <b>(Print Manual:</b> pp. 30-33.) <b>Review for Listening Diagnostic/Theme:</b> Las actividades diarias. <b>Portfolio 2:</b> Continue to work this assignment this evening.
4/13	Intercambio (52-3) Vistazos culturales: La vida en el mundo hispano (54-6) <b>Listening Diagnostic/Theme:</b> Las actividades diarias	<b>Study:</b> SQ pp. 59-63. <b>Online Manual:</b> pp. 79-83. <b>(Print Manual:</b> pp. 34-36.) <b>Portfolio 2:</b> Compile and complete your work this evening. Due in class tomorrow.
4/14 <b>Lección 2</b>	Talking about weekend activities (59-62) Talking about when we do and don't do things using negation and negative words (62-63) <b>Portfolio 2</b>	<b>Study:</b> SQ pp. 64-8. <b>Online Manual:</b> pp. 84-91. <b>(Print Manual:</b> pp. 37-39.) <b>Portfolio 3:</b> Read carefully the instructions available on the course website at <a href="http://spanlang.stanford.edu/first_year/spanish1.html">http://spanlang.stanford.edu/first_year/spanish1.html</a> and schedule an interview with your conversation partner. Due next Thursday.
4/15	More about likes and dislikes (64-5) Talking about the activities of two or more people (65-68)	<b>Study:</b> SQ pp. 68-70. <b>Study:</b> Supplementary Phrase List: Extending, accepting or declining invitations <b>Online Manual:</b> pp. 92-97. <b>(Print Manual:</b> pp. 40-42.) <b>Composition 1.3:</b> Self-edit and bring in the final draft, with all previous drafts and revisions stapled beneath it, on Monday.

**WEEK FOUR**  
**Week's theme: LAS DIVERSIONES DEL FIN DE SEMANA**

<b>Objectives for Week Four:</b>	
Interpersonal:	[ ] Describe your immediate world: past events [ ] Ask and answer simple questions (cont.)
Interpretive:	[ ] Glean biographical information from written materials [ ] Understand connected discourse in an expository text [ ] Become familiar with the socio-geography of the Spanish-speaking world
Presentational:	[ ] Write a one-page description of a recent trip you made

Date	Class Activities	Preparation for the next class (at home/in lab)
4/18	<b>Composition 1.3</b> Talking about activities that you or others do (68-70) Extending invitations	<b>Study:</b> SQ pp. 71-6. <b>Online Manual:</b> pp. 98-99, 110-113. <b>(Print Manual:</b> pp. 43-44A and 48-49.) <b>Portfolio 3:</b> Schedule an interview with your conversation partner if you haven't done so already. Due Thursday.
4/19	Talking about the weather and the seasons of the year (71-6) Talking about future activities and events (77-8)	<b>Study:</b> SQ pp. 77-8, 79-83. <b>Online Manual:</b> pp. 100-109. <b>(Print Manual:</b> pp. 44B-47.) <b>Review for Writing Diagnostic /Theme:</b> Las diversiones del fin de semana, emphasis on Lección 2 and supplementary phrase list on extending, accepting or declining invitations.
4/20	Intercambio (79) Vistazos culturales: La música y la danza en el mundo hispano (80-2) <b>Writing Diagnostic/Theme:</b> Las diversiones del fin de semana	<b>Study:</b> SQ pp. 85-9. <b>Online Manual:</b> pp. 115-117. (Print Manual: pp. 52.) <b>Web activity:</b> SQ p. 82 «Navegando la red» Activity (1) OR (2) <b>Portfolio 3:</b> Compile and complete your work this evening. Due in class tomorrow.
4/21 <b>Lección 3</b>	Talking about activities in the past (85-9) Discussion of web activity <b>Portfolio 3</b>	<b>Study:</b> SQ pp. 89-93. <b>Online Manual:</b> pp. 118-120. <b>(Print Manual:</b> pp. 53.)
4/22	Talking about what someone else did recently (89-93) Pre-writing for composition 2.1	<b>Study:</b> SQ pp. 93-9. <b>Online Manual:</b> pp. 121-123. <b>(Print Manual:</b> pp. 54-55.) <b>Composition 2.1 «Mi viaje a...» :</b> See composition guidelines at <a href="http://spanlang.stanford.edu/first_year/spanish_1.html">http://spanlang.stanford.edu/first_year/spanish_1.html</a> . Bring completed draft to class on Monday <b>Review SQ</b> and supplementary handouts for Wednesday's midterm.

**WEEK FIVE**  
**Week's theme: ¿QUÉ PASÓ?**

**Objectives for Week Five:**

- Interpersonal:    [ ] Describe your immediate world: past events (cont.)  
                          [ ] Ask and answer simple questions (cont.)  
                          [ ] Describe people (cont.)
- Interpretive:     [ ] Understand connected discourse in an expository text  
                          [ ] List ideas in brief oral presentations of which you have some knowledge  
                          [ ] Become familiar with the socio-geography of the Spanish-speaking world
- Presentational:   [ ] Revise your composition for content, organization, and style

Date	Class Activities	Preparation for the next class (at home/in lab)
4/25	<b>Composition 2.1:</b> Peer revision of the first draft Talking about what you did recently (93-6) Vamos a ver: scanning a text (96-9)	<b>Study:</b> SQ pp. 100-3. <b>Online Manual:</b> pp. 124-130. <b>(Print Manual:</b> pp. 56-58.) <b>Review SQ</b> and supplementary handouts for Wednesday's midterm. <b>Progress Card:</b> Review your progress card and check off those items you feel you can do so far. Bring it to class tomorrow.
4/26	<b>Review activities</b> <b>Progress Card Check</b>	<b>Review:</b> SQ "Lección Preliminar" through "Lección 3" pp. 1-113 and supplementary handouts.
4/27	<b>Midterm</b>	<b>Study:</b> SQ pp. 103-9. <b>Online Manual:</b> pp. 131-133, 138-140. <b>(Print Manual:</b> pp. 59-60E and 62.)
4/28	Talking to a friend about what he or she did recently (100-102) Talking about what two or more people did recently (102-3)	<b>Online Manual:</b> pp. 134-137, 141-143. <b>(Print Manual:</b> pp. 60-61 and pp. 63-64.) <b>Portfolio 4:</b> Begin this assignment this evening. Read carefully the instructions available on the course website at <a href="http://spanlang.stanford.edu/first_year/spanish_1.html">http://spanlang.stanford.edu/first_year/spanish_1.html</a> . Due next Thursday. Suggestion: Plan ahead! ☺ As you read for this assignment, be thinking about a topic for your final, oral presentation in Nov./Dec.
4/29	Talking about what you and someone else did recently (103-5) Intercambio (105) Vistazos culturales: El folclor en el mundo hispano (106-8)	<b>Study:</b> SQ pp. 114-118. <b>Online Manual:</b> pp. 144-146. <b>(Print Manual:</b> p. 66.) <b>Composition 2.2:</b> Bring revised draft to class on Monday. <b>Portfolio 4:</b> Continue to work on this assignment over the weekend.

**WEEK SIX**  
**Week's theme: ¿QUÉ PASÓ?**

**Objectives for Week Six:**

- Interpersonal: [ ] Describe your immediate world: the family  
 [ ] Give and request information  
 [ ] Describe the home
- Interpretive: [ ] Understand connected discourse in an expository text  
 [ ] List ideas in brief oral presentations of which you have some knowledge  
 [ ] Become familiar with the socio-geography of the Spanish-speaking world
- Presentational: [ ] Write descriptions of people, including family members  
 [ ] Edit your composition with extra attention to correcting frequent errors

Date	Class Activities	Preparation for the next class (at home/in lab)
5/2 <b>Unidad dos</b> <b>Lección 4</b>	<b>Composition 2.2:</b> Editing the second draft Talking about the immediate family (115-118)	<b>Study:</b> SQ pp. 119-124. <b>Online Manual:</b> pp. 147-151. ( <b>Print Manual:</b> pp. 67-68E.) <b>Portfolio 4:</b> Continue to work on this assignment as needed.
5/3	Asking questions using interrogative words (summary) Talking about the extended family (119-124)	<b>Study:</b> SQ pp. 124-131. <b>Online Manual:</b> pp. 152-159. ( <b>Print Manual:</b> pp. 68F-71.) <b>Portfolio 4:</b> Continue to work on this assignment as needed.
5/4	Additional vocabulary related to the family (124-6) Expressing to or for whom an action is performed (127-131)	<b>Study:</b> SQ pp. 131-7. <b>Online Manual:</b> pp. 160-165. ( <b>Print Manual:</b> pp. 72-74A.) <b>Portfolio 4:</b> Complete and compile this assignment. Due in class tomorrow.
5/5	Indicate the object of an action using direct object pronouns (131-7) <b>Portfolio 4</b>	<b>Study:</b> Supplementary vocabulary: La casa (The Home). <b>Online Manual:</b> pp. 166-173. ( <b>Print Manual:</b> pp. 75-80.) <b>Final presentation advance preparation:</b> Have you thought of a topic for your final presentation? Consult with your instructor for ideas and guidelines.
5/6	Talking about the home Time in class to work on <b>Portfolio 5</b>	<b>Study:</b> Supplementary vocabulary: Talking on the telephone. <b>Online Manual:</b> pp. 174-176. ( <b>Print Manual:</b> pp. 81-82.) <b>Composition 2.3:</b> Self-edit and bring in the final draft, with all previous drafts and revisions stapled beneath it, on Monday. <b>Portfolio 5:</b> Get together with your group as necessary over the weekend or during next week.

**WEEK SEVEN**  
**Week's theme: LA FAMILIA**

**Objectives for Week Seven:**

- Interpersonal: [ ] Talk on the telephone  
 [ ] Describe your mental state and that of others
- Interpretive: [ ] Understand connected discourse in an expository text  
 [ ] List ideas in brief oral presentations of which you have some knowledge  
 [ ] Become familiar with the socio-geography of the Spanish-speaking world
- Presentational: [ ] Write descriptions of people, including family members

Date	Class Activities	Preparation for the next class (at home/in lab)
5/9	<b>Composition 2.3</b> Talking on the telephone Intercambio (137) Vistazos culturales: el bilingüismo en el mundo hispano (137-9)	<b>Study:</b> SQ pp. 137-146. <b>Online Manual:</b> pp. 177-179. <b>(Print Manual:</b> pp. 84A-B.) <b>Read:</b> Supplementary reading on bilingualism in the U.S.
5/10	Discussion of reading on bilingualism Describing people's physical characteristics (142-5)	<b>Study:</b> SQ pp. 146-150. <b>Review for Reading Diagnostic /Theme:</b> La familia. Review Lesson 4 and supplementary handouts.
5/11 <b>Lección 5</b>	Making comparisons (145-6) <b>Reading Diagnostic/Theme:</b> La familia	<b>Study:</b> SQ pp. 146-150. <b>Online Manual:</b> pp. 180-184. <b>(Print Manual:</b> pp. 84-86E.)
5/12	Talking about family resemblances (146-9) Describing people's physical or mental state (149-150) Pre-writing for Composition 3.1	<b>Study:</b> SQ pp. 151-152. <b>Online Manual:</b> pp. 186-192. <b>(Print Manual:</b> pp. 87-8.)
5/13	Talking about knowing someone (151-2) Time in class to work on <b>Portfolio 5</b> More Pre-writing for Composition 3.1	<b>Study:</b> Supplementary vocabulary: Hablando del cuerpo y de la salud (Talking about the body and health) <b>Study:</b> Supplementary vocabulary: Describiendo los síntomas (Describing symptoms) <b>Study:</b> SQ pp. 152-155. <b>Online Manual:</b> pp. 193-195. <b>(Print Manual:</b> pp. 89-90A.) <b>Composition 3.1</b> «El bilingüismo en mi vida y en la vida de mi compañero/a hispano-hablante» See composition guidelines at <a href="http://spanlang.stanford.edu/first_year/spanish_1.html">http://spanlang.stanford.edu/first_year/spanish_1.html</a> . Bring completed draft to class on Monday. <b>Portfolio 5:</b> Get together with your group as necessary over the weekend or during next week. Due Thursday.

**WEEK EIGHT**  
**Week's theme: LA SALUD MENTAL Y FÍSICA**

**Objectives for Week Eight:**

- Interpersonal: [ ] Describe people and daily activities  
 [ ] Describe your mental state and that of others (cont.)  
 [ ] Ask and answer simple questions (cont.)  
 [ ] Give and request information (cont.)  
 [ ] Describe the immediate world: expressing numbers, ages, and dates
- Interpretive: [ ] Understand connected discourse in an expository text (cont.)  
 [ ] Become familiar with the socio-geography of the Spanish-speaking world
- Presentational: [ ] Present rehearsed reports on such topics as the family  
 [ ] Answer questions about prepared presentation topics  
 [ ] Write descriptions of people and daily activities  
 [ ] Write a one-page composition comparing bilingualism in your life and in the life of your conversation partner

Date	Class Activities	Preparation for the next class (at home/in lab)
5/16	<b>Composition 3.1:</b> Revising the first draft Talking about the body and health Service Encounter: Calling a health hot-line, describing your symptoms and seeking medical advice More about daily routines (152-5)	<b>Study:</b> SQ pp. 156-159. <b>Online Manual:</b> pp. 196-200. <b>(Print Manual:</b> p. 90-92E.) <b>Portfolio 5:</b> Get together with your group as necessary this week. Due Thursday.
5/17	Expressing reciprocity (156-9) Intercambio (159) Vistazos culturales: el mestizaje en el mundo hispano (160-162)	<b>Study:</b> SQ pp. 160-168. <b>Online Manual:</b> pp. 201-206. <b>(Print Manual:</b> pp. 93-94, 96.) <b>Review for Listening Diagnostic Theme:</b> La salud mental y física: Lesson 5 (to p. 155) and supplementary handouts.
5/18 <b>Lección 6</b>	Using numbers 30-99 and talking about people's age (164-6) <b>Listening Diagnostic/Theme:</b> La salud mental y física	<b>Study:</b> SQ pp. 167-172. <b>Online Manual:</b> pp. 207-210, 213-214. <b>(Print Manual:</b> pp. 97-98E, 99G-H.) <b>Portfolio 5:</b> Due tomorrow.
5/19	Using numbers 200-1999 and expressing years (167-8) Describing continuous actions in the present (169- 70) Reading about family size (170-2) Discussion of web activity <b>Portfolio 5</b>	<b>Study:</b> SQ pp. 174-180. <b>Online Manual:</b> pp. 211-212, 215-217. <b>(Print Manual:</b> pp. 98-100B.) <b>Web activity:</b> SQ p. 162 «Navegando la red» Activity (1) OR (2) <b>Portfolio 6:</b> Another time sensitive project! Begin working on this assignment this evening. Read carefully the instructions available on the course website at <a href="http://spanlang.stanford.edu/first_year/spanish1.html">http://spanlang.stanford.edu/first_year/spanish1.ht ml</a> . Due next Wednesday.
5/20	Listening about family size (173) Describing and narrating continuous actions in the past (174-6)	<b>Study:</b> SQ pp. 180-183. <b>Online Manual:</b> pp. 218-225. <b>(Print Manual:</b> pp. 101-105.) <b>Outline in Spanish of your final presentation</b> <b>Composition 3.2:</b> Bring revised draft to class on Monday.

**WEEK NINE**  
**Week's theme: ¿CÓMO ERA LA VIDA?**

**Objectives for Week Nine:**

- Interpersonal:    [ ] Describe similarities and equalities  
                          [ ] Ask and answer simple questions (cont.)  
                          [ ] Give and request information (cont.)
- Interpretive:     [ ] Understand connected discourse in an expository text (cont.)  
                          [ ] Understand simple questions (cont.)  
                          [ ] Understand information requested (cont.)  
                          [ ] List ideas in brief oral presentations
- Presentational:   [ ] Present rehearsed reports on people and places related to the Spanish-speaking world  
                          [ ] Answer questions about prepared presentation topics  
                          [ ] Edit your composition with extra attention to correcting frequent errors

Date	Class Activities	Preparation for the next class (at home/in lab)
5/23	<b>Composition 3.2:</b> Editing the second draft Describing and narrating continuous actions in the past (177-180) Describing similarities and equalities (180-1)	<b>Study:</b> SQ pp. 184-187. <b>Online Manual:</b> pp. 226-233. <b>(Print Manual:</b> pp. 106-8.) <b>Study for Writing Diagnostic/ Theme:</b> ¿Cómo era la vida? <b>Prepare your final Presentation</b>
5/24	Vistazos culturales: La inmigración y emigración en el mundo hispano (184-6) <b>Writing Diagnostic/Theme:</b> ¿Cómo era la vida?	<b>Supplementary reading</b> on Latino (im)migration and the U.S. <b>Portfolio 6</b> <b>Prepare your final Presentation</b>
5/25	Supplementary reading on Latino (im)migration and the U.S. Presentaciones/Repaso <b>Portfolio 6</b>	<b>Study/Review:</b> SQ “Lección preliminar” through “Lección 6” and “Grammar Summary” pp. 1-189. <b>Online Manual:</b> pp. 234-236. <b>(Print Manual:</b> pp. 109-110.) <b>Prepare your final Presentation</b>
5/26	Presentations and review	<b>Composition 3.3:</b> Self-edit and bring in the final draft, with all previous drafts and revisions stapled beneath it, on Monday. <b>Portfolio 7: Final compilation.</b> Go to <a href="http://spanlang.stanford.edu/first_year/spanish_1.html">http://spanlang.stanford.edu/first_year/spanish_1.html</a> for details. Due Tuesday.
5/27	<b>Composition 3.3</b> Presentations and review	<b>Portfolio 7 Final Compilation:</b> Due Tuesday.

## END-QUARTER PERIOD

### **Objectives for End-Quarter Period:**

Interpretive: [ ] List ideas in brief oral presentations

Presentational: [ ] Present your rehearsed report

[ ] Answer questions about your prepared presentation topics

[ ] Ask questions of others following their presentations

Date	Class Activities	Preparation for the next class (at home/in lab)
5/30	<b>Día Memorial</b> (No hay clases)	Study/Review: <b>SQ</b> “Lección preliminar” through “Lección 6” pp. 1-189
5/31	<b>Portfolio 7</b> Presentations and review	Study/Review: <b>SQ</b> “Lección preliminar” through “Lección 6” pp. 1-189
6/1	Presentations and review	Study/Review: <b>SQ</b> “Lección preliminar” through “Lección 6” pp. 1-189

**Final Exam: Saturday, June 4, 12:15-3:15 p.m.**