

THE UNIVERSITY OF TEXAS AT AUSTIN
DEPARTMENT OF SPANISH AND PORTUGUESE
FIRST YEAR SPANISH — SUMMER 2020
SPN 601D—#82690

This course will be taught synchronously online via Zoom at the time indicated on the Registrar's course schedule. Attendance is required. Please make sure you have access to reliable internet so you can attend class sessions. Please locate your Zoom room within your Canvas course.

NOTE: This class is part of a 3-semester language sequence designed specifically for non native and non-heritage speakers of Spanish. If you were exposed to Spanish on a regular basis while growing up, you should be enrolled in our 2-semester language sequence (SPN 604 & SPN 612).

- This document contains important information and represents an agreement between the Department of Spanish and Portuguese and its students.
- You are responsible for knowing all of the information contained in this document.
- You indicate acceptance of these policies by registering for this course.

1. OBJECTIVES OF THE LANGUAGE PROGRAM

The objective of the Spanish language program addresses the basic tenet of a liberal arts education: the development of a critical thinking approach towards the analysis of language in society. This objective is framed in an overall worldwide trend towards political and economic internationalization and an increasingly diverse and multicultural work environment.

The Spanish language program focuses on the development of multilingual literacies through the analysis and use of Spanish as a second language. The program focuses on the development of three major types of competencies (all equally ranked in terms of importance):

1. **linguistic competence** (Spanish phonetics / phonology, morphosyntax, lexicon, discourse, etc.)
2. **communication / interactional competence** (sociocultural uses of the language, pragmatics, cultural background / perspectives)
3. **metalinguistic competence** (language as a conceptual, symbolic system)

2. COURSE DESCRIPTION AND GOALS

SPN 601D is the first course in the University of Texas lower-division Spanish Program. The course focuses on developing speaking, listening, reading and writing skills in Spanish, while building vocabulary, learning basic rules and terminology of Spanish grammar, and gaining a better understanding of Hispanic cultures in order to communicate in an accurate, effective, and informed manner within a variety of sociocultural situations.

By the end of the semester, you should be able to do the following in Spanish:

- a. Understand the main ideas in a variety of discourse genres (*e.g.* radio advertisements, presentations, newspaper articles).
- b. Use reading strategies to search for specific information in longer texts.
- c. Participate in unrehearsed conversations about familiar topics
- d. Produce written discourse at the paragraph level (*e.g.* letters, emails, essays), paying attention to cohesion, organization and register.
- e. Analyze authentic discourse and hypothesize about unfamiliar grammar and vocabulary.
- f. Recognize basic instances of dialectal/regional variation.
- g. Discuss basic features of Spanish, using appropriate terminology.

3. PLACEMENT / PREREQUISITES

This course is designed for beginning-level students or students who have never studied Spanish. If you are a heritage speaker of Spanish (if you grew up speaking Spanish with family), consider enrolling in SPN 604, the first semester in our heritage track. If you have questions regarding placement, please contact Lia Haisley, the Academic Advising Coordinator, via email at liah@austin.utexas.edu. Keep in mind grade of C or higher if this course is required in order to continue to SPN 610D. Students with pass/fail status cannot go to the next level.

4. CONTACT INFORMATION

Your instructor will be glad to assist you with any questions or problems you may have relating to the class. If you feel that the issue has not been satisfactorily addressed by your instructor, you may refer the matter to the Director of the Language Program.

Course Instructor
Name: Yenibel Ruiz
Office hours: 3pm-4pm Mondays and Tuesdays
Email: yenibel@utexas.edu
Program Director
Name: Dr. Melissa Murphy
Email: mmurphy@mail.utexas.edu

5. COURSE TEXTBOOK AND RESOURCES

Required Textbook and access code: *Conectándonos* (Salaberry, Barrette, Fernandez-Garcia and Nevárez) **3rd edition**. Dubuque, IA: Kendall Hunt, 2015 [*at the Co-op*]
<https://he.kendallhunt.com/salaberry>

ISBN: 9781524991555

Note: If you are retaking this course, you do not need to purchase a new textbook/access code. Instead, reach out to the textbook web support for a new, complimentary access code. Your old access code will be deactivated. If you do NOT deactivate your previous code, you may experience technical issues with the online activities.

Talk Abroad: TalkAbroad.com is a website that permits you to video chat with native speakers of Spanish who are trained in helping you to converse. A 30-minute conversation costs **\$15**, and one of these is required during the summer session.

6. ATTENDANCE POLICY

A. Attendance is required at all classes and is checked daily.

B. All absences count (except religious holidays, documented jury duty, documented military duty, and university-sponsored activities). Your instructor will take attendance at the beginning of each 50-minute session (*i.e.* twice per day). Up to **eight** 50-minute session absences will not result in a reduction of your final grade because of the absence itself. However, each absence during a 50-minute session beyond eight, regardless of the reason for the absence, will carry a **1% penalty toward your final grade**. Note: Arriving more than 20 minutes late counts as an absence. 4 tardies (arriving to class at least 5 minutes late) equal one absence.

7. POLICY ON MISSED WORK

<i>Reason for absence</i>	<i>Procedures</i>
Religious holiday Jury duty Military duty University-sponsored activity	<ul style="list-style-type: none">• Notify your instructor via email during the first week of class.• For written in-class assessments (exams, essays, etc.), you will receive a make-up upon return. Make arrangements with your instructor at least 2 weeks in advance.• For oral in-class assessments, you will receive “grade averaging”.• At-home assignments (e.g. HW, reading, etc.) should be turned in upon return.
Documented illness or emergency	<ul style="list-style-type: none">• Notify your instructor immediately via email.• No make-ups are permitted.• Fill out and submit to your instructor a “Request for Grade Averaging Form” (posted on Canvas), along with the appropriate documentation within one week of the absence. Your instructor will determine whether or not you may receive grade averaging for your missed assessment(s).

8. GRADING SCALE

There is no curve or extra credit available in this course. If your final average is 89.9, your course grade will be a B+. Do not expect to receive a passing grade simply because you complete all requirements. To receive an “A”, all or most of your work must be excellent. A “B” indicates that your work is very good. A “C” means that your work is adequate and you may continue with the next course. **Please keep in mind that a grade of C or higher in this course is required in order to continue in Spanish.** A grade of C- or Pass is not sufficient to go to the next level. Final letter grades are assigned according to the following scale:

93-100	A	83-86.9	B	73-76.9	C	63-66.9	D
90-92.9	A-	80-82.9	B-	70-72.9	C-	60-62.9	D-
87-89.9	B+	77-79.9	C+	67-69.9	D+	0-59.9	F

9. GRADE DISTRIBUTION AND COURSE ASSESSMENTS

Homework	10%
At-home online activities	10%
In-class work (group activities, participation, etc.)	10%
Quizzes	10%
¡A Hablar! (3, one per unit)	15%
Talk Abroad (one toward the end of semester)	15%
3 Exams (one per unit)	30%
TOTAL	100%

TALK ABROAD: Toward the end of the semester, you will have a 30-minute conversation online with a native speaker from a Spanish-speaking country. This assessment will consist of a pre-activity (which will help you prepare), the conversation itself, and an in-depth follow-up activity, in which you will comment on the content of your conversation, as well as observations you have made about your language skills.

AT-HOME ONLINE ACTIVITIES: Paralleling the organization of the main text, the online activities (www.grtep.com) will provide meaningful practice and review outside of class. Your instructor will give you specific directions.

HOMEWORK: Your instructor will assign homework on a daily basis and will periodically collect these assignments and/or give a pop-quiz over their content. Your lowest homework score will be dropped.

IN-CLASS WORK: You will be assessed on a variety of in-class assignments during the semester. These may take the form of pair/group activities, in-class activities, participation, etc. Your lowest score in this grading category will be dropped.

¡A HABLAR! This is one of the oral components of the course. Once per unit, you will spend 30 minutes, approximately, speaking in small groups. These discussions will be unrehearsed, and will relate directly to the chapter themes. Your grade will be based on your ability to express yourself,

maintain a conversation and interact effectively with others. The dates are listed on your course calendar.

QUIZZES: There will be several quizzes throughout the semester. Each will cover topics of chapters, focusing on both grammar and vocabulary, as well as reading and listening skills. These quizzes will help you determine your strengths and weaknesses in order to better prepare for the exams. Your lowest quiz score will be dropped.

EXAMS: There will be three comprehensive exams throughout the semester. Exam 1 covers chapters 1-3. Exam 2 covers chapters 4-6. Exam 3 covers chapters 7-8 and 10. The focus of each exam will be the material from the most recent chapters. However, since learning a second language is a cumulative process, you should also expect to encounter previous material on exams. Exam dates are listed on your course calendar.

10. GENERAL INFORMATION ABOUT ASSESSMENTS

Throughout the semester, you will be acquiring knowledge (e.g. vocabulary, grammar) and you will be developing skills (e.g. reading strategies, data analysis). Therefore, course assessments are designed to reflect your progress in both of these areas. Assessments can include material not explicitly studied, but that is closely related to the course content and tests a student's ability to apply acquired information and abilities to unfamiliar situations and contexts.

KNOWLEDGE

Vocabulary: You are responsible for all words and phrases on the vocabulary lists. You should know the meaning, gender and spelling of these items. Furthermore, you will be expected to use these words within a context. Therefore, make sure you know not only the English translations for the words, but also understand how they would be used in Spanish discourse.

Grammar: You are expected to know all grammar structures included in the course syllabus. Make sure you fully understand all formulas and rules. For verb conjugations, you will be expected to know how to conjugate not only regular verbs, but also irregular verbs and verbs with spelling and stem changes.

Terminology: In order to talk effectively about language, you will be expected to know the appropriate terminology. You should be prepared to answer questions involving technical linguistic terminology and/or identify these elements both in class and on exams or other assessments.

Sociocultural: Your instructor will expose you to different interactional contexts and a variety of dialects and their principal characteristics throughout the semester. You must familiarize yourself with this material and will be expected to recognize these features on exams and other graded assignments.

SKILLS

Reading: Of the four skills (reading, writing, listening, speaking), the ability to read is typically retained for the longest period of time. With this natural tendency in mind, one of the main goals of our program is to develop strong reading skills that will stay with you for years to come. In this

course, you will be given many opportunities to develop these skills, both in groups and individually, both at home and in-class. You will develop skills such as skimming, recognizing cognates, making inferences, etc. It is in your best interest to work pro-actively on developing these reading skills at home, since you will be tested on your ability to read and comprehend unfamiliar texts containing unfamiliar vocabulary and to do so with relative speed.

Data analysis: Our department implements a guided inductive approach to language learning. This means that you will be exposed to language data (written or oral) and will be encouraged to formulate your own rules and test your own hypotheses regarding language forms and structures. Since a substantial part of the course will involve this type of data analysis, you should expect to be tested on this skill via graded assignments and exams. In other words, you will not only be expected to reproduce language practiced in the classroom, but will also be given new data, about which you will be asked to draw conclusions.

11. STUDENT RESPONSIBILITIES

In order to be successful in this course, students must fulfill several responsibilities both in class and at home and must also be able to demonstrate their progress in course assessments.

Homework: Your instructor will assign homework regularly. Many of these assignments are given in order to prepare you for the following class day. Therefore, it is imperative that you complete this work in order to be able to participate in class. Homework is also given to provide you with ample opportunities to practice the course material and identify potential areas of weakness. As a result, you will experience an increase in self-awareness, which will enable you to take a proactive stance in your progress, thus becoming a more effective learner overall.

Studying: You should not limit your work at home only to homework assignments collected by your instructor for a grade. Instead, you should also study the course material on a regular basis, since attempts to memorize large amounts of material quickly before an exam are not normally successful. You should frequently review grammar rules, vocabulary lists, etc. and take note of any items you may not understand. This will enable you to ask your instructor important questions and resolve issues before a quiz or exam.

Practice: Students often rely exclusively on more passive activities such as re-reading or staring at tables and lists of words / rules. This type of traditional studying is not sufficient in a language course. Students who don't actively use the target language at home often don't develop the automaticity necessary to successfully complete exams and compositions within a limited time frame. Therefore, on a regular basis, you should also set aside time to:

- practice conjugating verbs
- practice writing sentences, letters, essays, etc.
- practice reading newspaper articles, ads, etc.
- practice speaking with friends and/or classmates
- practice listening via news broadcasts, television or online videos

Interaction: Language courses are not lecture courses. Instead, classes are student-centered and rely heavily on interaction and collaboration between you and your peers. Much of your work will

be pair work and group work, where students are the main participants and the instructor is the facilitator. All students are expected to participate equally in these activities.

Spanish: In order to improve your oral communication skills, you must practice both listening to and speaking Spanish! Therefore, your instructor will speak almost exclusively in Spanish, which will not only help you learn new vocabulary and grammar structures, but will also increase your comfort level over the course of the semester. In turn, you are expected to speak in Spanish during all activities and for basic functional language (e.g. saying hello, asking to go to the bathroom, asking the instructor to repeat something, etc.). Don't be shy! You won't be graded on the accuracy of your speech in these situations. You are, however, expected to make the effort.

12. STUDENTS WITH DISABILITIES

The University provides, upon request, appropriate academic adjustments for qualified students with disabilities. Any students with a documented disability (physical or cognitive) who require academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students, 471-6259, as soon as possible to request an official letter outlining authorized accommodations. Before course accommodations can be made, the letter from SSD must be presented to the instructor. Approved accommodations will not change the basic elements of the course.

13. ACADEMIC INTEGRITY

The University's honor Code states: "the core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community." Please note that all graded work (e.g. essays, homework) done inside or outside of class must be your own work. Writing that appears to be the work of someone else (e.g. a friend more proficient in Spanish, a Web or print source) or that appears to have been written in English and then translated by an online translation program will not be accepted, and may entail severe penalties beyond just a zero on the particular assignment. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the university. Since dishonesty harms the individual, all students, and the integrity of the university, policies on academic dishonesty will be strictly enforced. For more information, visit the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/>

15. STUDENT CONDUCT

Any student who, acting singly or in concert with others, obstructs, disrupts, or interferes with any teaching, educational, research, administrative, disciplinary, public service, or other activity or public performance authorized to be held or conducted on campus or on property or in a building or facility owned or controlled by the U.T. System or institution is subject to discipline. For more information, visit <http://www.utsystem.edu/bor/rules/50000Series/50101.pdf>.

16. EMERGENCY EVACUATION

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police department, or Fire Prevention Services office. Information regarding emergency evacuation routes and emergency procedures can be found at <http://www.utexas.edu/emergency>.

SPN 601D: CALENDARIO

NOTE: This course calendar is a general outline. Any change in assignments or dates will be announced accordingly. Please make note of pertinent information in order to be prepared for class.

Unidad 1: Los estudiantes y la vida estudiantil

- **Communicative functions:** providing basic descriptions of people and places, talking about yourself, talking about university life
- **Vocabulary:** numbers, nationalities, colors, personality, parts of the body, time, days of the week, classroom, university, academic subjects & majors
- **Grammar:** subject pronouns, demonstrative pronouns, *ser* & *estar*, gender & number, articles, adjectives, possessive adjectives, present tense (regular, stem- changing and irregular verbs), question words, *gustar*, *ir* + *a* + infinitive
- **Pragmatics, sociolinguistic, and culture:** giving thanks, apologizing, making requests, cognates, loan words, regional variation, expressions & fillers to increase fluency

June 4	Introducción al curso - Presentación del instructor y de los estudiantes Chapter 1 Vocabulario en contexto <ul style="list-style-type: none"> • Saludos y presentaciones (4-5) • Interacciones formales e informales (6-7) 	Tarea para la clase: 1. Leer el Syllabus y Addendum 2. Completar Syllabus/Calendar Quiz 3. Pág 4-5 Actividad 1-1 Paso 1 y 2 4. Pág 6 Actividad 1-3 Paso 1 y 2
June 5	<ul style="list-style-type: none"> • Préstamos, cognados, formas de palabras, y contexto (8-11) • Los números desde 0 hasta 30 (12-13) • Hay (13) • El abecedario (el alfabeto) (14-18) 	Tarea: 1. Pág 8 Paso 1 2. Pág 9 Act. 1-6 3. Pág 10 Act 1-7 y 1-8 4. Pág 12 Act. 1-10 5. Pág 16 Paso 2 y Act. 1-14

June 8	Gramática en contexto <ul style="list-style-type: none"> • Subject Pronouns (19-23) • The verb <i>ser</i> (24-29) 	Due today: Vocabulary preparation Chapter 1*(see pg. 12)	Tarea: Pág 18, 19, 21 y 22.
June 9	<ul style="list-style-type: none"> • Gender and number of nouns (30-32) (74-76) • Definite and indefinite articles (33-34) • Demonstrative adjectives (34-36) 		Tarea: 1.Pág 25 y 26 2.Pág 30,31, 33 3.Pág 34 Only Demonstratives Adjectives
June 10	Integración comunicativa <ul style="list-style-type: none"> • Conversación: Common interactions in Spanish class (37-38) • Lectura: Skimming a text (40-41) Comparaciones culturales <ul style="list-style-type: none"> • Dialectos: Variaciones regionales de vocabulario (50-51) 		Tarea: 1.Pág 37 2.Pág 38 Act. 1-36 Paso1 3.Pág 40 y 41 4.Pág 44 Paso1 y 2 5.Pág 45 Paso 3
June 11	Chapter 2 Vocabulario en contexto <ul style="list-style-type: none"> • Las nacionalidades (56-58) • Los colores (59-60) • La personalidad (61-64) 	Due today: Vocabulary preparation Chapter 2	
June 12	<ul style="list-style-type: none"> • El cuerpo humano (partes básicas) (65-70) • Más números: desde 30 hasta un millón (70-73) Gramática en contexto <ul style="list-style-type: none"> • Adjectives: agreement with nouns in gender and number (77-80) • The verb <i>estar</i> with emotions and common locations (81-85) 		
June 15	<ul style="list-style-type: none"> • Present tense: Regular verbs (86-89) • Question words and yes/no questions (90-91) • Possessive adjectives (92-93) 		
June 16	Integración comunicativa <ul style="list-style-type: none"> • Conversación: Giving thanks, apologizing and making requests (94-97) Comparaciones culturales <ul style="list-style-type: none"> • Diferencias dialectales: Préstamos del inglés en español (107) 		
June 17	Chapter 3 Vocabulario en contexto <ul style="list-style-type: none"> • Las universidades, las carreras y las materias académicas (112-114) • Los días de la semana, la hora y expresiones asociadas (115-122) 	Due today: Vocabulary preparation Chapter 3	
June 18	Gramática en contexto <ul style="list-style-type: none"> • The verb <i>gustar</i> (122-129) • Stem-changing verbs in the present tense (129-134) 		

June 19	<ul style="list-style-type: none"> Continuación Stem-changing verbs in the present tense (129-134) Irregular verbs in the present tense (134-139) 	
June 22	<ul style="list-style-type: none"> Future with <i>ir + a + verb</i> (140-142) Integración comunicativa <ul style="list-style-type: none"> Conversación: Fillers and expressions to develop fluency in conversation (143-145) 	
June 23	<p style="text-align: center;">¡A Hablar! 1</p> <p style="text-align: center;">Review for the exam</p>	
June 24	EXAMEN #1	

Unidad 2: La vida profesional y personal

- Communicative functions:** talking about daily routine and work, talking about obligations (things you need to do), talking about family and celebrations
- Vocabulary:** professions, clothing, family, months, dates, holidays, seasons & weather, food & meals
- Grammar:** *ser/estar/haber*, reflexive and reciprocal verbs, impersonal & passive *se*, indefinite and negative expressions, ordinal adjectives, adjectives ending in *mente*, indirect object pronouns, direct object pronouns, personal *a*
- Pragmatics, sociolinguistic, and culture:** asking for and giving opinions, regional variation, inviting & accepting/rejecting invitations, discourse organization

June 25	Chapter 4 Vocabulario en contexto <ul style="list-style-type: none"> Las profesiones y los oficios (162-167) Las obligaciones: <i>tener que</i> (167-169) Verbos <i>saber y conocer</i> (169-172) 	Due today: Vocabulary preparation Chapter 4
June 26	<ul style="list-style-type: none"> La ropa (173-176) <i>Tener ganas de</i> (176) Gramática en contexto <ul style="list-style-type: none"> The verbs <i>ser, estar and haber (hay)</i> (177-181) 	
June 29	<ul style="list-style-type: none"> Present Progressive: another use of the verb <i>estar</i> (182-187) Reflexive verbs in the present tense (188-192) 	
June 30	<ul style="list-style-type: none"> Reciprocal verbs (192-196) Integración comunicativa Comprensión oral: Understanding Interview Routines (205-207)	
July 1	Chapter 5 Vocabulario en contexto	Due today: Vocabulary preparation Chapter 5

	<ul style="list-style-type: none"> • La familia (216-224) • Los meses y las fechas (225-228) 	
July 2	<ul style="list-style-type: none"> • Las estaciones y el tiempo (230-232) Gramática en contexto <ul style="list-style-type: none"> • Impersonal/Passive <i>se</i> (232-237) • Indefinite and negative expressions (237-241) 	
July 3	<ul style="list-style-type: none"> • Indirect object pronouns (246-251) Integración comunicativa <ul style="list-style-type: none"> • Conversación: Inviting someone, accepting/turning down invitation (252-253) 	
July 6	Chapter 6 Vocabulario en contexto <ul style="list-style-type: none"> • Categorías de la comida (<i>food</i>) y bebida (<i>drink</i>) (278-283) • Lugares en donde comer y divertirse (284) • ¿Me trae la carta por favor? (290-291) 	Due today: Vocabulary preparation Chapter 6
July 7	Gramática en contexto <ul style="list-style-type: none"> • Ordinal adjectives (primero/a al décimo/a) (291-293) • Adverbs ending in <i>–mente</i> (296-298) • Direct object pronouns (and use of personal <i>a</i>) (299-303) 	
July 8	Integración comunicativa Conversación: Accepting and Refusing Food (310-312) Comparaciones culturales <ul style="list-style-type: none"> • Diferencias dialectales: El pronombre vosotros (325) 	
July 9	¡A Hablar 2!	
	Review for the exam	
July 10	End of first session – No class	
July 13	EXAMEN #2	

Unidad 3: La cultura y nuestro pasado

- **Communicative functions:** talking about past events and describing past situations, distinguishing between background and foreground, talking about hobbies & pastimes, making comparisons
- **Vocabulary:** sports, popular culture, stages of life
- **Grammar:** regular, stem-changing and irregular verbs in the preterit, regular and irregular verbs in the imperfect, comparisons of equality & inequality, superlatives
- **Pragmatics, sociolinguistic, and culture:** circumlocution, regional variation, taking turns

July 14	Chapter 7 <ul style="list-style-type: none"> • Los deportes y las artes (330-339) Gramática en contexto <ul style="list-style-type: none"> • Past tense: Preterit with regular verbs (342-350) 	Due today: Vocabulary preparation Chapter 7
July 15	<ul style="list-style-type: none"> • Preterit verbs with spelling changes (351-354) • Preterit with irregular verbs (354-360) 	
July 16	<ul style="list-style-type: none"> • Direct and indirect object pronouns together (361-366) Comparaciones culturales	

	• Diferencias dialectales: El pronombre <i>vos</i> (381)	
July 17	Chapter 8 Vocabulario en contexto • Las relaciones familiares (386-391) <u>Note</u> : Skip Activity 8-3 • Celebraciones y eventos importantes (393-397)	Due today: Vocabulary preparation Chapter 8
July 20	Gramática en contexto • The Imperfect (398-401) • Imperfect & Preterit: Background and Foreground (402-406)	
July 21	Continuación Imperfect & Preterit: Background and Foreground (402-406) Integración comunicativa • Comprensión oral: Expressions to show understanding and support (421-422)	
July 22	Chapter 10 Vocabulario en contexto • Los grupos alimenticios	Due today: Vocabulary preparation Chapter 10
July 23	Gramática en Contexto • Comparisons of equality and inequality (507-511) • Superlatives (512-513)	
July 24	• Review of Indirect and Direct Object Pronouns (514-518) • <i>Por y para</i> (material for this topic is on Canvas)	Due today: Talk Abroad Activity
July 27	¡A Hablar! 3 Review for exam	
July 28	EXAMEN #3	

*** Vocabulary preparation:**

The worksheet and the audios for this activity are on Canvas. **UPLOAD** your vocabulary preparation sheet to Canvas on the due dates marked in your course calendar, unless your instructor directs you to do otherwise.

Website information:

Go to the following website to do the at-home online activities: www.grtep.com

When you are on the website, click on the chapter you are working on in class. Then, click “online activities.” **Access code is required.**

In-text audios:

On this website, you will have access to all the audios that are used for the listening activities (from the textbook) in class.