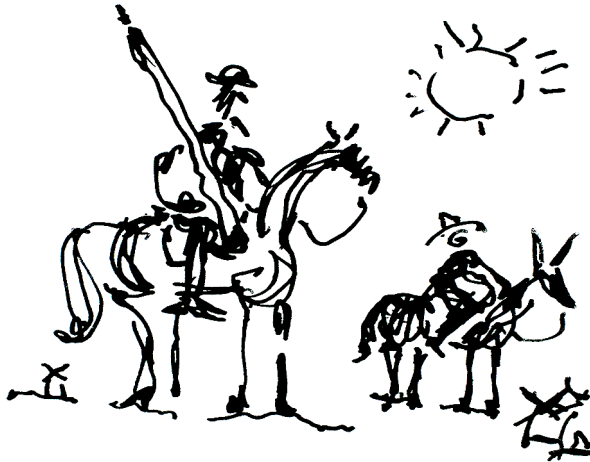


Nuestro idioma



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Español 103 La unidad tres

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BIENVENIDOS



Español

LANE COMMUNITY COLLEGE**LANGUAGE, LITERATURE AND COMMUNICATION**

COURSE: First year Spanish

INSTRUCTOR:

COURSE#: Spanish 103

OFFICE:

TERM: Spring 2018

OFFICE HOURS:

PREREQUISITE: Spanish 102 or equivalent with

Ph: (541) 463-

CRN: a passing grade.

EMAIL:

Accessibility and Accommodations: To request assistance or accommodations; contact the Center for Accessible Resources at [\(541\) 463-5150](tel:5414635150) or accessibleresources@lanecc.edu. ([link sends e-mail](#))

Publication Access Statement: To request this information in an alternate format please contact the Center for Accessible Resources at (541) 463-5150 or accessibleresources@laneccc.edu (link sends e-mail).

TEXTS: The following required materials are available in the bookstore: Nuestro idioma by LCC Spanish Program, 3rd edition (Revised); Correct-Aid packet by Arden Woods; Encuentros culturales by B. Synder; English Grammar for Students of Spanish by E. Spinelli.

COURSE DESCRIPTION: Spanish 103 is the third course in a three-course sequence designed to provide one full year of college level transfer courses at the beginning language level. Each course is conducted in Spanish and they must be taken in sequence. This sequence emphasizes the development of the skills of listening, speaking, reading, writing and culture. In Spanish 103, students will learn to converse in a variety of common, everyday settings using the vocabulary and structures presented in class. Emphasis is also placed on daily writing, reading, listening and learning about Hispanic cultures. Tests are administered outside of class hours.

GRADING: MORE THAN 8 CLASS HOURS ABSENT WILL RESULT IN A GRADE OF F.

MATERIALS NECESSARY: (All are available in the LCC bookstore.)

- 1- 1" thick 8 1/2" X 11" loose-leaf notebook for your portfolio
- 1 miniature "fidel" (phonic chart)
- 1 small box of colored pencils
- 1 Paradigm of Regular verbs

ACADEMIC CALENDAR:

Last day to drop w/full refund	April 8 (11:59 PM)
Last day for schedule changes	May 25
Spring conference (College closed)	May 4
Memorial Day holiday	May 28
Final exam week*	June 11-16

*Check with your instructor for exact date/time of your final exam.

EVALUATION:

The following elements will be calculated to determine your final grade in this course.

Grading				
1. Tareas/practice tests (3)	45%	90-92%= A-	93-100%= A	
2. Exams (3)	30%	80-82%= B-	83-87%= B	88-89%= B+
3. Professor evaluation/student participation	10%	70-72%= C-	73-77%= C	78-79%= C+
		60-62%= D-	63-67%= D	68-69%= D+
4. Encuentros culturales	10%	10%	59% or below = F	
5. Journals/portfolio	05%			
Total	<hr/> 100%	More than 8 hours absent = F		

Attendance:

Roll will be taken every class day. It will soon become apparent that absences are very costly in a language class. When you are absent, you lose participation points and the opportunity to hand in assignments, and it becomes difficult to participate effectively in the class.

Tareas

A tarea = weekly written (in Spanish) homework assignment(s). Please see the tarea rubric section of the document "Your Class at a Glance" (in this course packet).

- A tarea is based on course content practiced during the previous class(es). It is turned in at the beginning of class (any homework done during class will NOT be accepted). Credit will not be given for late tareas
- **You must correct your errors on all tareas. In order to receive full credit for your tareas, you must correct them using the Correct-Aid packet** (see required texts on the previous page as well as "Student Outcomes" at the end of this syllabus). Your instructor will provide information on how you need to go about correcting your tareas.
- You will complete a minimum of seven tareas and 3 practice tests in Spanish 103. Your instructor will provide information on tarea content, format and due dates.
- See "Your class at a Glance" in this course packet for additional details.

Practice tests

You will write three “practice” test at home. You must correct your errors on all practice exams using the Correct-Aid packet. Your instructor will provide more details in class.

Closed book exams

There are three closed book exams that will count for 30% of your grade in this course (3 X 10 = 30%). These tests are all CLOSED BOOK exams.

Before each exam you will be given a take-home “practice” version of the test (3 total practice tests). After each of the first two practice tests, you will take the corresponding “official” exam (dates and times TBA) in class. After practice test 3, you will take the third “official” exam in your classroom during the designated time for your class section’s final exam (see LCC exam schedule and consult with your instructor).

Professor evaluation: ALL CLASS ACTIVITY MUST BE IN SPANISH.

Class performance, participation, willingness to work in community with others, overall attitude, oral proficiency, the timely completion and correction of tareas and take-home exams, and competency in applying vocabulary, grammar and language learning strategies will be included in the final evaluation. More information will be given to you later.

Encuentros culturales worksheets

You will be required to read two short reading assignments per week and turn-in the accompanying worksheet at the beginning of class every week. Worksheets completed during class will NOT be accepted. The questions over the readings and answer sheets are provided in this packet.. NO LATE WORK ACCEPTED. Be sure to review “Reading in Spanish” on page 358 of your Nuestro idioma textbook. For each reading there will be a series of statements that you must determine to be either true or falso (cierto o falso) and there will be one multiple-choice question included for each reading. Note that for all false statements, you must provide the correct information IN ENGLISH to confirm your comprehension. For all true statements, you must provide textual support IN ENGLISH.

Journals/portfolio

Your instructor will provide information on this category in class.

Student outcomes 103:

Upon course completion, the successful student will be able to (within the novice mid to novice high level, and within the content, context, vocabulary and the topics of this course and those of Spanish 101 and Spanish 102 as well as those courses’ outcomes):

1. Learn and comprehend the topics and themes of the course through the target language (Spanish) itself.
2. Recognize cues in the language and extrapolate meaning from them and the context in which they are encountered, rather than relying on looking up words in a bilingual dictionary or requesting a translation.
3. Practice the interrelatedness of language and culture.
4. Apply learning strategies, goals and skills of organization appropriate to second language acquisition.
5. Hear and read basic-plus to intermediary levels of the language with understanding.
6. Speak and write the language at a basic-plus to intermediate levels with accuracy.
7. Pronounce Spanish so that it is intelligible to a native speaker accustomed to dealing with foreigners.
8. Demonstrate an increased knowledge of Spanish-speaking cultures.
9. Demonstrate through both oral and written expression in Spanish the ability to:
 - Participate in basic-plus question and answer dialogues.
 - Form and use ten (10) different indicative mode tenses.
 - Form and use four (4) different subjunctive mode tenses.
 - Form, give and receive affirmative and negative direct commands in both formal and informal social contexts.
 - Contrast and express hypothetical actions with routine ones.
 - Use the prepositions “por” and “para” in context.
 - Talk about what one will do versus what one might do.
 - Talk about the rooms, furniture, appliances, exterior and interior of a house.
 - Request desired actions of others and receive the same from others.

- Talk about some (limited) professions.
- Demonstrate knowledge of vocabulary related to the body and express body aches and pains.
- Use basic vocabulary typically used to describe physical and emotional states.
- Extend and receive invitations as well as accept or reject one.
- Demonstrate appropriate use and placement of pronouns.
- Use basic vocabulary typical of the actions and objects of sports activities and popular pastimes.
- Use basic vocabulary typical of the actions and objects of a hotel setting.
- Use basic vocabulary typical of the actions and objects of a travel setting.
- Use basic vocabulary typical of the actions and objects related to ecology and the environment.
- Be polite and speculate using the conditional tense.
- Practice error management by utilizing:
 - a. Spanish class techniques and learning strategies in oral situations
 - b. Arden Woods Correct-Aid in written expression

Test pacing guide



Practice tests

You will write three “practice” tests at home. You must correct your errors on all practice exams using the Correct-Aid packet.

Closed book exams

There are three exams that will count for 15% of your grade in this course (3 X 5 = 15%). These are all CLOSED BOOK exams. You will correct these with Correct-Aid and resubmit them.

As you see above, there are two types of tests this term: 1) Take home practice tests and 2) Closed book exams administered in class. Before each closed book exam, you will be given a take-home “practice” version of the exam (3 total practice tests and 3 closed book exams). After each of the first two practice tests, you will take the corresponding “official” test (dates indicated by instructor) in class. (Your instructor will provide details.)

After practice test 3, you will take the third “official” test in your classroom during the designated time for your class section’s final exam (see LCC exam schedule and consult with your instructor).

ONE:**Practice test one and closed book exam one**

Practice test one will be distributed when you begin lección 24. You must submit the completed test as we begin lección 25. Your instructor will provide an answer sheet and you must make the corrections to submit at the end of the term in a test portfolio showing you have made corrections. Each take home test will be devalued by 5% if corrections are not submitted.

Closed book exam one will be administered in class. Your instructor will inform you of the dates. You must correct your errors (using Correct-Aid) and submit again. Tests not corrected will be devalued by 5%.

See next page.

TWO:

Practice test two and closed book exam two

Practice test two will be distributed when you begin lección 26. You must submit the completed test as we begin lección 27. Your instructor will provide an answer sheet and you must make the corrections to submit at the end of the term in a test portfolio showing you have made corrections. Each take home test will be devalued by 5% if corrections are not submitted.

Closed book exam two will be administered in class. Your instructor will inform you of the dates. You must correct your errors (using Correct-Aid) and submit again. Tests not corrected will be devalued by 5%.

THREE:

Practice test three and closed book exam three

Practice test three will be distributed when you begin lección 29. You must submit the completed test as we begin lección 30. Your instructor will provide an answer sheet and you must make the corrections to submit at the end of the term in a test portfolio showing you have made corrections. Each take home test will be devalued by 5% if corrections are not submitted.

Closed book exam three will be administered in class on the day of your final exam. Obviously, you will not be using Correct-Aid to correct this exam.

Your Class at a Glance



Salvador Dalí, pintor español

Your Class at a Glance
For Spanish 102 and 103 (Versión 2017)

This is a supplement to your syllabus. You must also read your syllabus (carefully!) for additional information.

I. Class materials

A. Nuestro idioma

Nuestro idioma is your course text. It contains your class notes. Study them (and review them!) carefully and often. In addition to the preface for Unidad dos, be sure to read the “prefacio” in Unidad uno at the beginning of your textbook. Familiarize yourself with the textbook components: 1. Índice de materias (table of contents); 2. Prefacio (preface); 3. Las lecciones (Each lesson corresponds to 5 hours of class.); 4. The three appendices in the back of the book; 5. Maps (immediately following the 3 appendices); 6. Index (Note that each Unidad has a corresponding index. This means that Spanish 102 uses the index that corresponds to Unidad 2. In Spanish 103 then, be sure to consult the index that corresponds to Unidad 3.)

B. Correct-Aid packet

The correct-aid packet (available in the bookstore) is what your instructor uses to signal your errors as he or she reads your tareas and tests. S/he circles your errors and writes the correct-aid numbers that correspond to the types of errors you have made. When your instructor returns your work to you, take it home and use the correct-aid packet to locate the numbers provided by your instructor. It is normal not to understand every word in the correct-aid packet. If the information provided is lengthy and looks difficult, do not give up. Instead, look at the examples given that illustrate correct usage and compare those examples with what you have written. Can you find what is incorrect? Go back to the corresponding exercise in your text, if necessary. Errors are opportunities to learn. Take advantage of this extremely beneficial aspect of learning. Get into the habit of correcting your errors. See your instructor or go to drop-in tutoring if you need help with this.

C. Miscellaneous materials

Be sure to purchase a miniature fidel, a small box of colored pencils and a paradigm verb conjugation card (available in the bookstore). All of these items are available in the bookstore.

D. Ancillary text

The text English Grammar for Students of Spanish (available in the bookstore and on reserve in the Reserve Library) is a highly useful source of information on grammar. It compares and contrasts English usage with Spanish usage and is designed for those who have little or no formal knowledge of grammatical concepts. Pertinent topic references to this text appear periodically in Nuestro idioma. See page 147 of Nuestro idioma for additional information.

II. Graded categories

A. Las tareas/practice tests—see syllabus

Tareas are double spaced written assignments (with standard margins at the left, right, top and bottom) that contain practice with the material from your most recent class sessions. Be sure to review your “class notes” in Nuestro idioma. The tareas are due weekly on the days indicated by your instructor.

Follow the “class notes” in Nuestro idioma heading by heading and include those headings on your tarea, followed by practice with the material that corresponds to those headings (including the cultural readings that appear throughout the text). As you continue to review and master older material, you should attempt to incorporate that older material with some of the more recent applications. The result will be a creative (and hopefully fun) application of the material that will lead you to deeper levels of learning. It can be difficult knowing what to do and how to do it. See your instructor for advice or go to a session of drop in tutoring to get help.

Tareas do not contain material from outside of the class. You might be surprised by how much you can create with the language, using only the material that is covered in class. Give it a try!

You are expected to correct your tareas. Your instructor will let you know her/his expectations about this component of the class. Remember that self-correction of your errors is required and is a necessary aspect of the language learning process (see the “prefacio” in Unidad uno). Error management is a required activity because it is vital to your successful learning. Consult your correct-aid packet carefully and consult with your instructor if you do not fully understand how to use it.

Tarea rubric (grading/evaluating criteria)

Grade of “A”

100–90%

Completeness: Student uses all pertinent practices (applications) in Nuestro idioma, including all new nuances (details) mentioned in the text. For example, uses variation of gender and number when working with nouns (people, places, things); uses variety of subjects and contexts. Includes the “Parte creativa”.

Context and clarity: Student indicates who is talking or acting in a conversation (male, female, one or multiple people); the relationship between the people is clear (formal, informal). Student uses drawings and colors to demonstrate knowledge of vocabulary and expressions of objects, colors, positions, people, places, actions and verb usage. Uses numeric digits to graphically demonstrate numbers and time that are written words. Always writes out numbers and time using the appropriate vocabulary.

Real applications/Combinations of prior and current materials:

Student uses strategy of “spiraling” or “recycling” of learned concepts.

Precision/Accuracy: Student has studied and compared tarea work to the class notes in the text (self-correction) prior to turning in work for a grade. Follows standard conventions of spelling and punctuation.

Follows tarea outline: Student includes tarea number, date and name of instructor. Uses double-spacing and writes legibly and with a dark solid-colored writing implement. Writes out all headings and uses them to label and organize the practices (applications). Uses standard margins to left and right, top and bottom. Uses 8.5 X 11 inch lined, loose-leaf paper.

Includes creativity and risk taking:

After practicing the mechanics of an application, attempts to apply the practice in an informed way using “spiraling”, “deduction” and “contextualization through personalizing” of material.

Grade of:

“B”	89–80%	Student uses most of the above.
“C”	79–70%	Student uses some of the above and only superficially.
“D”	69–60%	Sub-standard work: student writes only lists, does not include context (see above), does not use adequate amount of practices/applications, and uses sub-standard precision.
“F”	59–0%	Not passing.

B. Encuentros Culturales and encuentros culturales answer sheets—See syllabus and pages 148–149 of Nuestro idioma.

Encuentros Culturales is the cultural text (available in the bookstore) that contains dialogues between a native speaker of Spanish (in a particular country) and a native speaker of English who is visiting that country. In the course of the dialogue, it becomes apparent that a cultural misunderstanding arises. With certain clues at your disposal, your job is to help the native English speaker to understand the nature of the misunderstanding.

In order to help you learn how to read in another language, Nuestro idioma contains a page titled “Reading in Spanish (Encuentros culturales)” (see the Prefacio of Unidad dos). Do not allow yourself to grow frustrated from the false expectation that reading in Spanish is like reading in your native language. Also, it is extremely important that you not translate the dialogues word for word into English. Translation is not reading. You will not learn how to read in Spanish by translating. That is a different activity. So, be sure to consult “Reading in Spanish (Encuentros culturales)” on page 149 of Nuestro idioma and start familiarizing yourself with the strategies of reading contained on that page. Follow the instructions on that page and consult it anytime you are presented with a new reading (whether it be from Encuentros Culturales, your textbook or online).

The Encuentros answer sheets are in this packet. For each reading, use the answer sheets to respond to the true/false statements (and one multiple-choice question). **You must provide the correct information in English for each statement you**

determine to be false.

C. Tests & final exam (Spanish 102 and Spanish 103)—See syllabus.

D. Professor evaluation—See syllabus.

Read the syllabus carefully for a description of this heading. Although this category may appear subjective, it is no more or less subjective or objective than the other graded categories of the class. Your instructor's training and experience in the field of Second Language Teaching make her/him fully qualified to assess your performance in all aspects of the class.

Tutoring Services



Drop-in tutoring: expected behavior

The Spanish program offers drop-in tutoring for First- and Second- Year students daily in Center 450.

We encourage you to use our tutoring services. Fátima and Norma have years of experience tutoring students in our program and will assist you with understanding, clarifying and practicing the concepts and content covered in class. If you have missed a class, you will need to first meet with your instructor before receiving assistance from the tutors. Remember, the tutors are here to assist you with material that has already been presented to you. It is not a function of their job to give you your first exposure to new material.

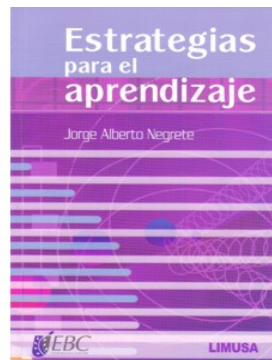
You will need to abide by Lane's "Student code of conduct" and any violation of it could result in disciplinary sanctions. (See Judicial Policies: Sanctions.) Pay particular attention to article III, #3 which reads: "Physical abuse, verbal abuse, threats, intimidation, harassment, coercion and/or other conduct which threatens or endangers the health or safety of any member of the college community".

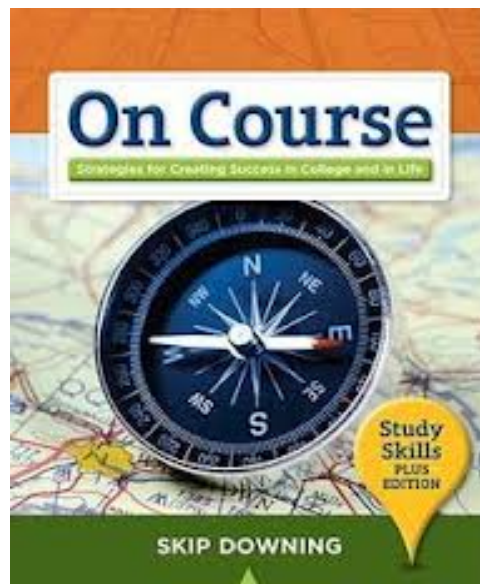
We expect respectful/non-disruptive behavior towards our tutors as well as other students present in the drop-in tutoring suite. If your behavior is not respectful of the rules, you will be cited after one warning.

The tutoring suite is a welcoming place and you will benefit greatly from working with our dedicated and caring staff. Your experience there will help you to focus your attention where it needs to go. Come and enjoy a focused learning experience with us!



Learning Strategies





Strategies and Behaviors for Successful Learning

(1) Become familiar with the aspects of the process. You have just been exposed to the beginning of a language learning process. Think about how you have felt, what you have been directed to do or say and what you and others have done and have said. Enjoy the process without expecting to understand new concepts immediately. Relax. It is common for production to come before meaning. So, in the process of learning, you will sometimes practice material without understanding the meaning of the words you use. It is part of the process and it will challenge you to become more involved in your learning by creating hypotheses and testing them until meaning is attained. Please let go of the judgment, "I need to know what this means in English." You already know what "this" means in English. You are now involved in a process that leads to meanings in Spanish. Think, feel, create hypotheses, test them, and learn from successes and errors. HAVE FUN!

(2) Grant yourself and others the necessary, respectful period of silence. Pay attention to the ways in which silence is used and orchestrated in class. Think back on the presentation and your and other students' participation in the "el molino" activity. Many steps occurred in that activity, each of which utilized silence. In general, silence is a device that lets students experience, from the start, that they can learn better by relying on themselves rather than on an outside authority (e.g. the teacher, a textbook, etc). Trust yourself and listen to your own inner voice of authority during and after periods of silence. Silence also allows the instructors more time and energy to observe their students' involvement in learning and to think of different ways of renewing it. Language learning then is not a "one size fits all" approach. The process is dynamic, not static. The teacher and students must pay close attention to the unfolding process. A major role of the teacher is to guide the students in the hypothesis

testing process in which the students are constantly engaged. The teacher too must listen to her/his inner voice of authority to know how to help facilitate the ever-changing process. Searching for meanings in English will disengage you from this process. The latter is an important point to remember. Trust yourself, be patient, be persistent and remain engaged in the process of acquiring meaning without the intrusion of English.

(3) You will benefit from working with a diversity of learning styles. You are now involved in a dynamic learning process along with your peers. You have just worked in groups in class and will continue to do so. Always think back on your experiences of group work as you consider the following. Yes, you will benefit from working with a diversity of learning styles. This means that you will need to work with different people. Working with others helps you to develop confidence in the learning process, confidence in your role in it, confidence in the value of your inner voice and it always allows you to receive and to give valuable feedback. Everyone has something to gain and something to contribute during group work. Pay attention to how others work in class and don't be afraid of testing new ways of learning any body of material. There are many types of material and there are several ways of approaching that material as a learner. Keep aware of what works for you, but remember to try new approaches, especially whenever you are engaged with material that seems resistant to your old ways of approaching your learning. Expand your repertoire of learning strategies and be prepared to modify them, as needed. Believe in your ability to learn in different ways. For starters, believe in your ability to learn Spanish without the interference of English. You can do it!

(4) Belief desire and expectancy Believe and maintain confidence in yourself, in your classmates, in the process and in your instructor. Your classroom is a cooperative environment. Tell yourself often, "I can learn Spanish! I can do this!" Expect this to happen as a natural part of the process (as long as you are actively involved in it and maintain good study habits). Be accepting of your errors and the errors of others. Also, do not be afraid of making errors, but be sure to make an effort to learn from them and to complete your learning tasks again, only better.

(5) Arrive to class on time and find a table where your presence establishes an even number of students at the table. Be prepared to start practicing right away. Check your non-class related concerns at the door (e.g. "What will I be having for lunch? I wonder what is going to be on my math exam? I've just got to text...", etc.) NEVER work on homework for this or any other class during class time. Recall the strategies of directed/selective attention, cooperative learning and the orchestra analogy. Others are counting on you.

(6) For better, open-minded learning to happen, you need to suspend judgment. Judgments create barriers and limitations to effective learning and they can be damaging to morale. Go with the flow of the class and avoid making unfair, uninformed, premature statements. Have fun and keep an open mind. Rather than criticizing, make a serious effort to understand the

purpose of the things we do in class. Also, do not render harsh judgments on your own performance. Do not limit yourself with statements such as “I can't learn this.” “Everyone else can do this better than I can.” Involve all your senses in your learning and believe in your ability to learn better and better. By doing so, you will relate to the language on deeper levels and you will enjoy your learning to a greater extent. Take advantage of the opportunities to learn and to develop your skills in new and different ways.

(7) Set realistic goals and modify them as needed. Identify your professional, educational and personal goals (short- and long-term goals) and be prepared to adjust them as needed. Be patient, be realistic, and keep your goals flexible as the term progresses. In time you may discover new goals that are of interest or, you may lose interest in an earlier goal. As for short term goals, get in the habit of identifying something new you have learned every day and establish the goal of practicing those items and getting better and better with them. Give yourself credit every time you do something better than the last time and continue to ask yourself how your learning is meeting or changing your goals.

(8) Remember that you are enrolled in a 5-credit class. Set aside up to 8 hours per week for study, review and practice outside of class. Attend drop-in tutoring sessions for extra practice and help with difficult concepts. Enquire about forming a study group made up of your peers. Get started right! Form good study habits now! Communicate difficulties to your instructor right away. Be proactive.

(9) Review older material on a regular basis and incorporate it into your current areas. Also, remember to review strategies and to put them into practice, developing, modifying and fine tuning them, as needed.

(10) Self evaluation. After performing any task, ask yourself, “Did I do that correctly? Did I make sense? What strategies did I use or could I use to perform this task? How could I do this task again, only better next time?”

(11) Journal writing. Keep a daily journal of your learning experiences. Include descriptions of how you felt in class on any given day, what worked well, what did not work and remind yourself about what you would like to do better next time. Write about your positive feelings as well as your frustrations and make a proactive plan to deal with your frustrations directly. Write what you think it is you need to do to feel more positive and less frustrated. Write about how you solved a problem, about what you learned today and what strategies or group of strategies seem to be the most helpful. Keep a record of how much time you have needed to set aside for study. Set a reasonable goal in writing that you hope to achieve by a date in the near future.

(12) Be accepting of errors. If you are not making errors, you are not challenging yourself enough. Making errors and learning from them is a natural part of the process. Go ahead and

make them, but remember to ask yourself, "Why did I make that error? What led me to that response? How can I do that again only better?" The only bad error is the one from which you learn nothing--you know, the ones that you make over and over again without challenging yourself to 'do it better next time.' However, do not challenge yourself with new material unless you feel confident to do so. Do the basic, "get comfortable and acquainted with the material" practices first. Be sure to challenge yourself when it comes to material you have practiced thoroughly and understand well. Create hypotheses and test them, applying all the appropriate strategies. BE CREATIVE but use only the material from class.

(13) Communication. Do not be afraid or hesitant when it comes to communicating with your instructor, your tutor and with other students. Your instructor wants and needs to know about your successes and your frustrations. Just as you correct your errors so that you can learn from them, please communicate openly with your instructor so that any concerns can be addressed immediately. The sooner you tend to issues that arise, the sooner you will be able to resolve them so that you can move on and learn more and more and always better and better. Also, remember that there are several drop-in tutoring sessions available to you. If there are time constraints, which make it hard for you to connect with your instructor in an office hour, speak with your instructor about this and/or choose a drop in tutoring time to receive extra practice.

(14) The Fidel. Practice with it often! Whenever you need to hear a word pronounced, see it spelled or see how the syllables are divided, ask another student, a tutor or an instructor to present it for you on the fidel. Present words that you know to your classmates who need help. Imitate the ways in which your instructor signals the letters, how syllables are separated and how the stress in the words (or within a syllable) is indicated. Practice!

(15) Tarea Review. Be sure to review your tareas before handing them in and after they are returned to you. The tarea is one of the principal means through which you and your instructor communicate about your learning. After your instructor returns your tarea to you, be sure to correct the errors so that you will learn from them.

As you write better and better tareas, you will improve not only your writing proficiency but also your proficiency in listening, speaking and reading will reach higher levels.

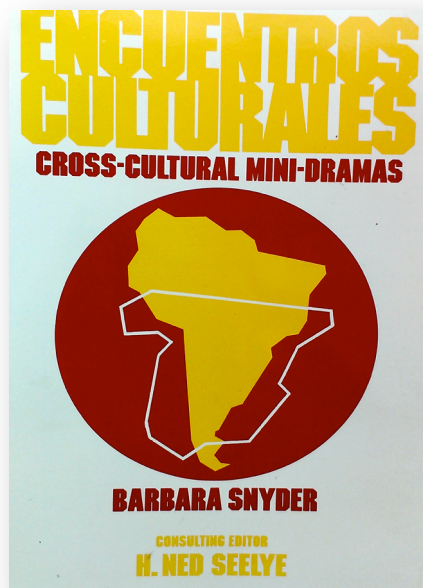
Remember for your next tarea to "Do it again, only better next time!" Ask yourself, "How can I do this again, only better next time?" Or, "Now that I have done this better, what did I do and how did I do it differently?"

¡OJO! The timely correction of your homework is one of the categories your instructor uses to help determine your class grade. If you are not retrieving your work and correcting it, your instructor will know that you are not making the proper efforts to learn from your errors. This may lead to your production of error patterns which can be very difficult to eliminate once you have waited too long to take action. Be proactive.

La unidad tres

Encuentros culturales, Cross Cultural Mini-Dramas

lecturas	lección
21/22	lección 21
23/24	lección 22
25/26	lección 23
27/28	lección 24
29/34	lección 25
35-39	lección 26
42/43	lección 27
47/48	lección 28
49/51	lección 29
52/53	lección 30



¡OJO! You must print out the following answer sheets and submit when due.

Nombre: _____

21 Lectura veintiuno: Está cerrada (página veintiuno) ¿Cierto o falso?

1. Marisol dice que es la hora de desayunarse.
2. Becky quiere comprar algo más para comer.
3. Becky no puede comprar nada porque ya son las dos.
4. La tienda está cerrada a las dos.
5. Becky sabe que hoy es día de fiesta.
6. Becky quiere comer en la farmacia.
7. Becky quiere escribir unas cartas por la tarde.
8. La mamá de Marisol espera tomar la comida con las dos muchachas.
9. Madrid está al norte de Barcelona.
10. Why can't Becky buy paper? (multiple choice)

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Nombre: _____

22 Lectura veintidós: El indígena (página 22) ¿Cierto o falso?

1. Alfredo no sabe cuál es la calle que va a la estación.
2. Steve no sabe donde está la estación tampoco.
3. Alfredo nunca ha estado en Cuzco.
4. Steve reconoce a un hombre que es amigo de Alfredo.
5. El hombre le indica a Steve donde está la estación.
6. Alfredo cree que el indígena sólo habla quechua.
7. El indígena no le contesta a Steve.
8. Alfredo cree que reconoce una bocacalle.
9. El Perú está en la costa oeste de Sudamérica.
10. Why didn't the man answer them? (multiple choice)

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Nombre: _____

23 Lectura 23 Playas y poesías ¿Cierto o falso?

1. Tomás ha estado en Michigan.
2. A Betsy le gusta el clima de Florida.
3. Betsy tiene frío cuando piensa en la nieve.
4. El nombre de Robert Frost le da frío a Tomás.
5. A Tomás le gusta la poesía de Robert Frost y de José María Heredia.
6. Betsy no quiere hablar de poesía, prefiere hablar de la playa.
7. Betsy quiere aprender un poema de José María Heredia.
8. Mañana Tomás va a aprender el esquí acuático.
9. Betsy y Tomás van a pasearse muy lentamente de regreso.
10. Why does Tomás keep talking about poetry? (multiple choice)

NOTAS: imagínate (mandato informal de “imaginarse”)
me gustaría = I would like

1. _____

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Nombre: _____

24 Lectura 24 ¡Estoy embarazada! ¿Cierto o falso?

1. Linda trabaja en una tienda de modas puertorriqueña.
2. Linda no quiere probarse los pantalones.
3. La dependienta quiere saber si los pantalones le quedan bien a Linda.
4. A Linda le quedan bien los pantalones.
5. La dependienta sale y regresa con otros pantalones.
6. La dependienta se alegra porque piensa que Linda está embarazada.
7. Linda no está contenta porque ha ganado peso.
8. La dependienta y su marido deben ser muy felices.
9. Linda se alegra porque dice que tiene suerte.
10. Why is the saleswoman so happy? (multiple choice)

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Nombre: _____

25 Lectura 25 ¿Qué usar? ¿Cierto o falso?

1. La Argentina está al este de Chile.
2. Andrés y Emilio quieren salir con Isabel y Marcia.
3. En la Exposición tienen un parque de diversiones.
4. Isabel dice que esta noche van a ver los saltos de los caballos.
5. Isabel tiene que lavar sus jeans porque están sucios.
6. Marcia quiere saber si es mejor usar pantalones.
7. Isabel quiere que Marcia use su vestido amarillo.
8. Muchas estrellas del cine vienen a ver el ganado.
9. Marcia quiere que Isabel se ponga (ponerse) el nuevo vestido.
10. Why doesn't Marcia want to dress up to go to the Cattle Show?
(multiple choice)

NOTAS: ponte = el mandato informal (tú) de "ponerse"

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Nombre: _____

26 Lectura 26 Espera la señorita ¿Cierto o falso?

1. Bill y Dave no saben dónde están sus asientos.
2. La acomodadora los ayuda a encontrar sus asientos.
3. Los asientos están por el pasillo a la derecha.
4. Bill y Dave van a ver una película cómica.
5. A Bill y Dave les gustan los asientos.
6. Bill quiere saber por qué la acomodadora todavía está esperando.
7. Dave quiere pedir dos carteles.
8. Bill y Dave deben buscar otros asientos.
9. La acomodadora les ha enseñado los asientos correctos.
10. What is the usher waiting for? (multiple choice)

NOTAS: Un teatro no es un cine.

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Nombre: _____

27 Lectura 27 Dolor de cabeza ¿Cierto o falso?

1. Honduras es un país centroamericano.
2. Margarita quiere descansar porque tiene dolor de cabeza.
3. Amy quiere un vaso de agua fría porque tiene mucho calor.
4. Margarita cree que Amy tiene fiebre y que no debe tomar nada frío.
5. Margarita estaba jugando al tenis con Mario.
6. Amy no quiere tomar una limonada caliente, sino unas aspirinas.
7. Margarita quiere que Amy ponga hielo en el agua.
8. Margarita piensa que las bebidas frías pueden dar un resfriado.
9. Amy tiene ganas de tomar agua fría porque tiene sed y está acostumbrada a tomar el agua así.
10. Why doesn't Margarita want Amy to drink cold water? (multiple choice)

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Nombre: _____

28 Lectura 28 Dolor de espalda ¿Cierto o falso?

1. Honduras está al noreste de Costa Rica.
2. Margarita quiere saber cómo se siente Amy.
3. Any jugó al tenis tres horas y ahora le duele la espalda.
4. Amy piensa que su dolor es serio y va a decírselo a su mamá.
5. Margarita cree que Amy está mala del hígado.
6. Margarita va a llamar al médico porque Amy no se siente bien.
7. Amy no quiere que se moleste mamá.
8. Papá ha oído que hay muchos enfermos con la gripe.
9. Margarita tiene miedo de decir que le duele el brazo derecho.
10. What's wrong with Amy? (multiple choice)

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Nombre: _____

29 Lectura 29 Margaritas y rosas ¿Cierto o falso?

1. Bolivia se encuentra al norte del Perú.
2. A Joan le gusta mucho la casa de Lucía.
3. Joan se alegra de que Lucía esté contenta.
4. Joan piensa que es muy amable saludarla con las rosas.
5. Papá quiere que Lucía llame a Lola.
6. A Lucía le gustan más los claveles.
7. Los lirios son para la sala.
8. Joan prefiere que papá compre margaritas para ella.
9. Joan cree que los Cisneros son ricos porque tienen criadas y flores todos los días.
10. Why are there so many flowers in the house? (multiple choice)

Notas: me alegro (de "alegrarse"), traigo (de "traer")

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Nombre: _____

34 Lectura 34 Las bodas ¿Cierto o falso?

1. El hermano mayor de Josefina va a casarse con Anita.
2. Los padres de Josefina no aprueban del matrimonio.
3. El papá de Josefina va a regresar para la boda civil.
4. Antonio y su primo son los testigos.
5. Mary Lou no entiende porque la madrina de bodas no va a estar esta tarde.
6. La madrina de bodas vive en Quito.
7. La hermana de Anita va a llegar la semana que viene.
8. Josefina quiere que Mary Lou vaya (ir) con ella al Palacio Municipal antes de ir al Cine Bolívar.
9. Guayaquil y Quito se encuentran en el Ecuador.
10. When is the wedding? (multiple choice)

Notas: estar de negocios = to be on business,
aprueban (de "aprobar"--ue--)

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Nombre: _____

35 LECTURA 35 En el Mercado ¿Cierto o falso?

1. Guadalajara es una ciudad guatemalteca.
2. Karen quiere que Luisa mire una bolsa amarilla.
3. Antes de oír el precio, Luisa piensa que la bolsa cuesta muy poco.
4. La vendedora trabaja en un mercado de Guadalajara.
5. Luisa le pregunta a la vendedora cuánto cuesta la bolsa.
6. Luisa dijo que la bolsa era probablemente barata.
7. Karen le paga en dólares a la vendedora.
8. Luisa quiere saber por qué Karen quiere comprar la bolsa a este precio.
9. Luisa piensa que setecientos pesos es mucho por la bolsa.
10. Do you know why Luisa disapproves of Karen buying the purse? (multiple choice)

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Nombre: _____

39 LECTURA 39 La farmacia ¿Cierto o falso?

1. Mary Jo y Meche van al centro por la tarde para comprar maquillaje y un peine.
2. Meche tiene que estar en casa a las siete.
3. Mary Jo quiere comprar medicina en la farmacia.
4. Meche le dijo a Mary Jo que no había ni maquillaje ni tarjetas en la farmacia.
5. A Mary Jo no le importa la marca del maquillaje.
6. En la farmacia, no hay maquillaje.
7. Meche quiere que su amiga vaya (ir) con ella a la tienda "Novedades".
8. Mary Jo quiso (querer) ir a la farmacia primero porque estaba más cerca.
9. Meche dijo que quería tener tiempo para ir de tienda en tienda antes de comprar las cosas necesarias.
10. Why doesn't Meche want to go to the drugstore? (multiple choice)

NOTAS:

vámonos = el mandato directo de nosotros (irse) ("Vayámonos" es una forma gramatical correcta, pero no se usa.)

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Nombre: _____

42 Lectura 42 ¿Más fotos? ¿Cierto o falso?

1. Rich quiere que su amigo espere porque va a sacar una foto en el parque.
2. Carlos quiere saber dónde está su cámara.
3. Rich quiere que Carlos vaya a ver los animales en el jardín zoológico.
4. Mario cree que Carlos se ha vuelto (volver) loco porque ha sacado cien fotos esta semana.
5. Le gusta a Rich enviar cartas y fotos a sus amigos.
6. Carlos piensa que Richa exagera con las fotos y con las cartas.
7. Rich quiere sacar fotos de las chicas con los mono porque va a ser cómico.
8. Rich ha sacado una foto de Belita y Juana en frente de la entrada del jardín zoológico.
9. Carlos es impaciente porque las chicas esperan a ellos y no quiere que Rich tome más fotos.
10. Why do Carlos and Mario think that Rich should not take so many pictures?
(multiple choice) **NOTAS:** estará = el futuro de "estar"

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Nombre: _____

43 Lectura 43 Los libros ¿Cierto o falso?

1. Uruguay se encuentra entre Argentina y Brasil en la costa del Atlántico.
2. Ron y Gerardo están charlando en el ómnibus.
3. Gerardo quiere ir al cine el 18 de julio.
4. Ron no pudo sacar los libros que necesitaba.
5. Ron tiene que leer libros de literatura de Uruguay, del Paraguay y de la Argentina.
6. Gerardo cree que a Ron le va a gustar el autor Horacio Quiroga.
7. Ron quiso regresar a la librería porque se había olvidado de un libro.
8. Gerardo sugiere que corten las páginas del libro en casa.
9. Gerardo quiere que la librería le dé un descuento porque el libro de Quiroga no es bueno.
10. Why isn't Gerardo upset about the book with the uncut pages? (multiple choice)

NOTAS: pudiera = el imperfecto de subjuntivo de "poder"

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Nombre: _____

47 LECTURA 47 Pagar o no pagar ¿Cierto o falso?

1. John y Diego se estacionaron en una zona prohibida.
2. John quiere saber dónde está el guardia.
3. John prefiere que Diego y él le den (dar) una mordida al guardia.
4. Diego insiste en que John busque al guardia para pagar la multa.
5. El jefe del tránsito es muy buen amigo con el tío de Diego.
6. Jaime es el sobrino de Ricardo.
7. Diego le explica a su tío que le dieron una infracción pero ellos no notaron un letrero que indicaba la zona prohibida.
8. El Sr. Cárdenas no quiere que se preocupe Diego porque va a arreglar todo con su compadre.
9. Los estudiantes de intercambio están invitando a John y Diego a su reunión.
10. How is Diego going to pay his parking fine? (multiple choice)

NOTAS: sería (posible) que vinieran = it would be possible for you to come
¡por Dios! = My God!

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Nombre: _____

48 Lectura 48 ¿Dónde está el baño? ¿Cierto o falso?

1. El Sr. Jones está inscribiéndose en un hotel madrileño.
2. El Sr. Jones hizo reservaciones para cinco personas.
3. El/la recepcionista le preguntó si quería una o dos habitaciones.
4. El Sr. Jones quiso (querer) saber lo que incluía la pensión completa.
5. El botones llevará (futuro) a la familia al séptimo piso.
6. Tommy quiere que su papá le diga (decir) dónde está el baño.
7. Tommy cree que la puerta del baño está cerca del armario.
8. El botones le dijo al Sr. Jones que el baño estaba cerca de su cuarto al fin del corredor.
9. El Sr. Jones había reservado dos cuartos sin baño pero no lo sabía.
10. What misunderstanding has occurred to make Mr. Jones angry about the room?
(multiple choice)

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Nombre: _____

49 Lectura 49 El piso perdido ¿Cierto o falso?

1. Sevilla se encuentra en la costa del Atlántico.
2. El/la recepcionista quiere que el Sr. García le diga cuántas personas son.
3. El Sr. García insiste en que el botones les dé (dar) las llaves del 215 y 217.
4. El Sr. García quiere que el recepcionista firme por él.
5. Los cuartos 215 y 217 están en el tercer piso.
6. El recepcionista les dijo que el cuarto estaba en el segundo piso.
7. Miguelito cree que el primer piso tiene un techo alto.
8. Al Sr. García, no le importa en qué piso están.
9. Miguelito insiste en que estén en el tercer piso.
10. Why does Miguelito keep insisting that they are on the third floor?
(multiple choice)

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Nombre: _____

51 LECTURA 51 Voy a votar ¿Cierto o falso?

1. A Connie y Yolanda les gusta la política.
2. Connie le está hablando de los recepcionistas a Yolanda.
3. El papá de Yolanda prefiere que Puerto Rico sea independiente.
4. Puerto Rico es un Estado Libre Asociado.
5. Connie dijo que ella prefería que Puerto Rico fuera (ser) un estado de los EEUU.
6. Si las elecciones fueran mañana, Connie votaría por el republicano para presidente.
7. Connie le preguntó a Yolanda por quién iba a votar ella.
8. Yolanda no puede votar en las elecciones de Puerto Rico aunque cumplió 18 años.
9. Yolanda dice que le interesa a todo el mundo la campaña presidencial pero no ella no puede participar en esta elección.
10. Why isn't Yolanda going to vote in the presidential election? (multiple choice)

NOTAS: Estado Libre Asociado = Commonwealth; sea = el presente de subjuntivo de "ser"; fuera = el imperfecto de subjuntivo de "ser"; iba = el imperfecto simple de indicativo de "ir" (irregular); EEUU = los Estados Unidos; todo el mundo = toda la gente, todas las personas

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Nombre: _____

52 LECTURA 52 Una manifestación ¿Cierto o falso?

1. Joe quiere que Marcos mire una foto en el periódico y que le diga si es su hermano mayor.
2. Marcos le pide a Joe que le deje leer el artículo.
3. Marcos no sabía que a Alejandro le interesaba la política.
4. Marcos no se había dado cuenta de que Alejandro era uno de los líderes.
5. Marcos no quiere que vayan al centro porque habrá otra manifestación.
6. Los estudiantes están en favor de la huelga y quieren meterse con los obreros automovilísticos.
7. Joe lamenta que el gobierno no haga nada.
8. Marcos teme que la manifestación sea peligrosa.
9. Los estudiantes tendrán la seguridad del gobierno.
10. Why does Marcos want to get involved in the auto worker strike? (multiple choice)

NOTAS: meterse—participar en una situación (posiblemente problemática)

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Nombre: _____

53 Lectura 53 El golpe de estado ¿Cierto o falso?

1. Anoche, Alfredo oyó las noticias del golpe de estado boliviano.
2. La Sra. Ramos dijo que se había efectuado el golpe de estado y que el nuevo gobierno estaba en control.
3. Es necesario que la Sra. Ramos ayude en el hospital.
4. El Sr. Ramos sugiere que Jorge maneje y que lleve a su mamá al hospital.
5. Alfredo tenía una cita con el Sr. Taylor pero no irá hoy.
6. El Sr. Ramos llamará a la casa para avisarle a su esposa si regresa.
7. La Sra. Ramos quiere que Alfredo tenga cuidado porque hay peligro.
8. Gary teme que haya una revolución.
9. Jorge quiere que vayan al centro con él para celebrar el golpe de estado.
10. Why is the family so calm if there is a revolution? (multiple choice)

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