



Department of Literature, Journalism, Writing  
and Languages

SPA 1001.3: Elementary Spanish

BAC 156

4 Units

**Spring 2025**

<b>Meeting days:</b> MWThF	<b>Instructor title and name:</b> Profesora Mariana Apalategui
<b>Meeting times:</b> 11:00 - 11:55 am	<b>Phone:</b> 619-849-3489
<b>Meeting location:</b>  MWThF BAC 156  <b>Wednesdays</b> LW 215 (Language Lab)	<b>E-mail:</b> mapalate@pointloma.edu
<b>Final Exam:</b> Friday, May 9, 2025 from 10:30 am to 1:00pm in person. Must be present. No exceptions.	<b>Office location and hours:</b> BAC 126  By appointment only

**PLNU Mission To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**General Education Mission Statement**

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

**Spiritual Care**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

### **State Authorization**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

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### **COURSE DESCRIPTION**

Welcome to the Elementary Spanish sequence. This course is one of the components of the General Education Program at Point Loma Nazarene University, under the category of Seeking Cultural Perspectives. By including this course in a common educational experience for undergraduates, the faculty supports the survey of human endeavors from a historical, cultural, linguistic and philosophical perspective, including developing critical appreciation of human expression--both artistic and literary. This course emphasizes four basic skills: aural comprehension, speaking, reading, and writing. Also noted is the cultural and historical background of the areas where the language is spoken. Participation and active use of the language is emphasized in the classroom.

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### **COURSE LEARNING OUTCOMES**

#### **Course Learning Outcomes (CLOs):**

By the end of the SPA 1001 - 1002 sequence, students will be able to:

1. Speak at the mid to high novice level using basic formulaic and memorized materials within the student's own experience.
  2. Recognize basic connected discourse that uses vocabulary and grammar within the student's own experience.
  3. Write discrete sentences as well as simple connected paragraphs using memorized vocabulary and grammar structures.
  4. Read cultural texts that employ familiar vocabulary and cognates as well as learned grammatical structures.
  5. Demonstrate comprehension of basic cultural mores and patterns of living of the target culture(s) studied.
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### **General Education Learning Outcomes**

**GELO 2c.** Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

The signature assignment that assesses your learning for the complex issues faced by diverse groups in the Spanish-speaking world, inside and outside the United States, is the cultural component of this class (5 assignments throughout the semester/ your culture portfolio). You will be attending events, completing assignments, reflecting on your own cultural background and how you may compare or contrast to the situations and cultures studied. Deeper reflection is encouraged by allowing these responses to be recorded in English instead of in Spanish. In all these assignments, you will be delving deeper into the human experience, as opposed to studying cultural production devoid of its people (such as food, music, or sports). Throughout this semester, as well as in the next sequence (Spa1002), you will complete this work, worth 20% of your overall grade, and provide a culminating reflection at the end of Spa1002, as part of the final exam.

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## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

**Portales 2.0 ebook plus supersite.**

<https://vistahiegherlearning.com/school/pointloma>

### **Talkabroad**

*Talkabroad* conversation (Two-15 minute conversations are required) for \$25. Instructor will explain more about this assignment in class. *TalkAbroad* website: <https://talkabroad.com>:

**Section Code: Apala2025-538400**

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## COURSE REQUIREMENTS

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1. Active participation is defined to include the following: group work, journal writing and sharing, oral participation, and completion of daily assignments. Any day a student is absent he/she loses **10 points** of class participation.
2. Completion of required readings, written, oral, lab, video, and web assignments.
3. Successful completion of written and oral examinations.

### **Student Responsibilities**

#### **I. Class participation and attendance**

Regular and punctual attendance in all meetings for which a student is registered is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each class are two of the course requirements to be met. There are no allowed or excused absences except when absences are necessitated by certain university sponsored activities and approved in writing by the Provost of the university. Any day a student is absent, the student will lose **10 points** on the class attendance and participation grade. You must be in meetings to participate, since we do conversation, review, and active practice with the material. The first two absences do not count, but after, 1% of grade will be deducted per absence (10 points per absence). After 6 unexcused absences, the professor reserves the right to de-enroll the student from the class. After 12 absences (20% of the grade), a student cannot pass the class, and will receive an F for the course (per university policy). Also, coming late twice equals one absence. Students are expected to come to class prepared, and to be active participants in their own learning for the duration of the class period. Our classroom environment will be one of “**mutual respect**” and a “community of learning.” What this means is that you should not be embarrassed or discouraged to

participate—and mistakes will be considered part of the learning process that everyone can benefit from. If you do not understand something, do not hesitate to ask for further explanation. Participation means coming to class with a positive attitude, making original comments in Spanish while not speaking English or getting off task. ***Please see the details below concerning synchronous/asynchronous learning and how this affects attendance.***

**How to determine your participation grade:**

9-10%	<ul style="list-style-type: none"> <li>● I speak and participate in class every day.</li> <li>● I do all the class exercises assigned by the professor.</li> <li>● I always give my opinion.</li> <li>● I can talk about the material in class because I read it well.</li> <li>● I speak Spanish most of the time.</li> </ul>
7-8%	<ul style="list-style-type: none"> <li>● I always speak and participate in class</li> <li>● I frequently express my opinion.</li> <li>● I am able to answer all questions asked by the professor.</li> <li>● I speak Spanish in class every day.</li> </ul>
6%	<ul style="list-style-type: none"> <li>● I regularly participate and speak in class.I</li> <li>● I try to express my opinion regularly.</li> <li>● Generally, I answer the questions of the lessons or homework.</li> <li>● I try to speak Spanish in class every day.</li> </ul>
5-4%	<ul style="list-style-type: none"> <li>● I speak in class now and then; for instance, when the professor asks me a question.</li> <li>● I do not express my ideas well enough because I failed to read the material or did not do my homework.</li> <li>● I do not speak Spanish when it is necessary or when working in groups.</li> </ul>
3-2%	<ul style="list-style-type: none"> <li>● I am never prepared.</li> <li>● I do not answer the professor's questions.</li> <li>● I sometimes try to speak Spanish.</li> </ul>
1-0%	<ul style="list-style-type: none"> <li>● I am never prepared.</li> <li>● I only speak English.</li> </ul>

**METHODOLOGY**

This course is taught in Spanish (90%). Furthermore, English (10%) will be used by the Instructor only to clarify and explain difficult words or concepts. You are expected to attend class every day, to participate actively and to attempt to speak Spanish as much as possible. Although you will make mistakes when you speak Spanish, keep in mind that the more you speak, the more you will gain in your Spanish ability. For the success of the learning of the language, students are expected, also, to use their

Spanish in daily life.

Learning a foreign language is a sequential process: it is, therefore, critically important for you to study and review carefully every day throughout this course. In general, your approach should be to preview the grammar and vocabulary of each chapter before it is introduced in class so that you are familiar with what is to come. It takes time to process both grammar and vocabulary, so the sooner you begin working with the material in a given chapter, the better.

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

### **Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Class time is not free time to browse the internet or to text message friends. Since we have an online component for the class, students have permission to use phones and laptops, but only for the course materials. I will instruct the class when to use—or not—computers and phones. Not paying attention in class and/or unauthorized use of technology will affect your participation grade. If I see you texting or using a laptop for something different than the class exercises, I will take off 5-10 points for participation for the day. I may not even call your attention or stop class, as learning and practicing Spanish with the class is my first priority. **DO NOT** be surprised at the end of the semester if your grade is lower than you think because you have not followed these guidelines.

It is **EXTREMELY** important and necessary to study and review the material the day before by completing the online homework and assignments. Students should come to class with a basic understanding of the material and be ready to participate in activities and practice with the material already. Class time will be used to practice and review, not just go over the grammar or vocabulary of the lesson. The professor will provide some handouts to practice, but students need to spend at least 45 minutes of preparation per lesson. If it is obvious that students are not preparing and studying, this will directly affect the participation grade in the class. **PLEASE** consult the online textbook, or e-companion!

### **USE OF TECHNOLOGY**

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [\*Technology and System Requirements\*](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (**tablets are not compatible nor allowable**) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## **II. Assessment**

Since language learning is a skill, it will be imperative to ensure the necessary proficiency is attained. To this end, there will be a short test given after every chapter during the term. It will be necessary for students to do a thorough review before each test since the material is cumulative. All exams and quizzes are scheduled on the calendar. There are no make-up exams or quizzes. In order to allow for illness and any other necessary absences, students will be allowed to drop **one** test and **one** quiz. There will also be one Final exam which is comprehensive in nature. This exam cannot be taken at any other time than that assigned by the University calendar.

## **III. Cultural Engagement Assignment**

Students will be required to complete five (5) cultural engagement assignments during the semester, three of the five cultural events will be participating in [Ministries with Mexico](#). Other options will be interviewing a Spanish speaker, attending a cultural event (and answering questions etc.), or watching a film in Spanish. The professor will provide more information in class. Cultural engagement assignments are specific events or activities that challenge students to get out and see something concerning Spanish-speaking culture in the San Diego/Tijuana area. Not just any assignment can fulfill this requirement; the activities will be approved and chosen by the professor. It will be necessary to take a photo of yourself at the event, and also get a ticket stub or brochure showing that you were there. **No photo = no credit!**

Also, your event **MUST** be pre-approved by the professor. Please ask first to get your idea approved! Once you have finished your cultural engagement assignments, if there are more opportunities available, you can then do the other possible activities for extra credit.

## **IV. Conversation**

Students will have the opportunity to attend conversation sessions for extra credit. Professor will provide times for a Spanish Coffee Hour, or conversation sessions that can be done by appointment or during office hours. The idea is to not talk about grammar and class review, but to simply practice conversational Spanish. It is a good idea to arrange a small group ahead of time to have more interaction. An hour of conversation is worth the limit of 10 extra credit points, but students are encouraged to keep practicing and improving their Spanish even after receiving the 10 points. More information will be provided in class.

## **VI. Homework**

Homework will be assigned on-line through CANVAS and [www.vhlcentral.com](http://www.vhlcentral.com)

Assignments are due by Sunday at 11:59 p.m. PST on the date due, so please give yourself enough time to complete these before your clock runs out.

All assigned homework throughout will be **due on the day noted per assignment**. This work **will not be accepted for late credit**.

## **VI. Talkabroad**

In addition, each student will be required to conduct **two** 15 minute conversations through [Talkabroad](https://talkabroad.com). *TalkAbroad* website: <https://talkabroad.com>. The code for our class is Section Code: **Apala2024-657275**

## VII. Oral Presentations

You will complete speaking activities throughout the semester to help you improve, monitor, and develop a range of speaking strategies and abilities. In these activities the students will be responsible to carry out a class activity, where they should present their ideas and stimulate other students to share their opinions.

In different moments of the semester, each student will present a news topic of the Hispanic world, in relation to the weekly topic. The presentations must be informative in their content, but also generate conversation among students. These presentations should be done in pairs (minimum of five minutes). Two weeks prior to their presentations students must send their topics to the professor and a link, copy of the reading and/or video they want to share with other students to be prepared for the presentations.

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### ASSESSMENT AND GRADING

Chapter Exams	40%
Quizzes	5%
Online Homework (VHL and Canvas)	20%
<i>TalkAbroad</i> (2- 15 Minute conversations)	5%
Cultural Events Portfolio (5 Events w/Pictures)	5%
Attendance and Daily Participation in Spanish	15%
Final Exam	10%

### STUDENT SUCCESS: Setting yourself up for success

Time with the language is the most important factor when learning a language. You will learn best as you spend time during and outside class practicing and reviewing the course content (grammar, vocabulary, readings, etc.) indicated in the syllabus. Think of assignment due dates as a milestone for completing work by a specific day.

All activities for the semester are available from the beginning of the course to give you more flexibility in balancing personal, work, and academic matters. You are encouraged to work ahead.

Some things students have done in the past that helped them included:

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- making a personal study plan

- practicing a bit every day
  - attending all class sessions
  - practice Spanish with a family member, friend, coworker, etc.
  - do extra work in the [Portales 2.0](#)
  - ask the professor for additional learning materials adapted to your needs
  - use other free Spanish study tools like [Duolingo](#) (Links to an external site.), [Conjuguemos.com](#) (Links to an external site.), [SpanishDict.com](#) (Links to an external site.), etc.
  - creating study groups
  - meeting with [PLNU Spanish](#) tutors
  - arranging an appointment with your professor
  - completing quiz corrections
  - watching media in Spanish on Youtube, Netflix, Hulu, etc.
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Lastly, as your professor I have a deep knowledge about language learning and commitment to the success of each of my students. Please reach out to discuss recommendations and ideas which will best help you.

### **FINAL EXAMINATION POLICY**

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Successful completion of this class requires taking the final examination on its scheduled day which is **Friday, May 9, 2025 from 10:30 am to 1:00 pm**. The final examination schedule is posted on the [Class Schedules](#) site.

Furthermore, if you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

### **PLNU COPYRIGHT POLICY**

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU ACADEMIC HONESTY POLICY**

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **PLNU RECORDING NOTIFICATION**

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In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

## **SEXUAL MISCONDUCT AND DISCRIMINATION**

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.



If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix)



**Please note that the instructor reserves the right to make adjustments to this course syllabus and calendar as deemed necessary. Students will be notified of any changes via Canvas.**



## **COURSE SEQUENCE**

<b>Unidades</b>	<b>Temas de vocabulario y gramática</b>
Unidad 1	Vocabulario- Hola, ¿qué tal? Y la familia Gramática- Los verbos-ser, estar, tener y verbos en el presente, el verbo gustar
Unidad 2	Vocabulario- En la universidad y los pasatiempos Gramática- El verbo ir, los verbos en el presente, palabras de interrogación
Unidad 3	Vocabulario- Las vacaciones y la rutina diaria Gramática- Más ser y estar, los verbos reflexivos, los verbos en el pasado (pretérito)
Unidad 4	Vocabulario- De compras y La comida Gramática- Los verbos saber y conocer, objetos directos e indirectos, verbos similares al verbo gustar y más pretérito

### CALENDARIO DE ESPAÑOL 101, Primavera 2025

<b>Fecha</b>	<b>Tema</b>	<b>Actividad</b>
<b>13 al 17 de enero</b> 	<b>Tema: Vamos a conocernos</b>	<b>Miércoles</b> -Repasar el temario, calendario, Todo sobre mí <b>Jueves</b> –Laboratorio de idiomas-El mundo hispano <b>Viernes</b> - Pruebita de vocabulario y de gramática
<b>20 al 24 de enero</b> <b>Lunes, 20 de enero Día de Martín Luther King (Feriado)</b> 	<b>Tema: Hola, ¿qué tal? Y la familia</b>	<b>Lunes:Quién soy yo</b> <b>Martes: Mi Familia</b> <b>Miércoles - Mi familia y yo</b> <b>Jueves-Laboratorio de idiomas- Personajes históricos del mundo hispano</b> <b>Viernes-Pruebita de vocabulario y de gramática</b>
<b>27 al 31 de enero</b> <b>Viernes, 31 de enero- Capilla de Facultad</b>	<b>Tema: Hola, ¿qué tal? Y la familia</b>	<b>Lunes- Cómo soy yo</b> <b>Miércoles - Cómo es mi familia</b> <b>Jueves-Laboratorio de idiomas-</b> <b>Viernes-Pruebita de vocabulario y de gramática</b>
<b>3 al 7 de febrero</b>	<b>Tema: Hola, ¿qué tal? Y la familia</b>	<b>Lunes- Lo que me gusta</b> <b>Miércoles - Lo que le gusta a mi familia</b> <b>Jueves-Laboratorio de idiomas-</b> <b>Viernes-Pruebita de vocabulario y de</b>

<b>Semana de Renovación espiritual</b>		<b>gramática</b>
<b>10 al 14 de febrero</b>	<b>Tema:</b> Hola, ¿qué tal? Y la familia	<b>Lunes- Cómo estoy</b> <b>Miércoles - Cómo está mi familia</b> <b>Jueves-Laboratorio de idiomas-</b> <b>Viernes-Examen Unidad 1</b>
<b>17 al 21 de febrero</b>	<b>Tema:</b> En la universidad y los pasatiempos	<b>Lunes- Mi vida en PLNU</b> <b>Miércoles - Mis pasatiempos favoritos</b> <b>Jueves-Laboratorio de idiomas-</b> <b>Viernes-Pruebita de vocabulario y de gramática</b>
<b>24 al 28 de febrero</b>  <b>Viernes, 28 de febrero- TalkAbroad I</b>  <i>Section Code:</i> <i>Apala2025-538400</i>	<b>Tema:</b> En la universidad y los pasatiempos	<b>Lunes- Cómo conversar sobre la universidad</b> <b>Miércoles -Cómo conversar sobre los pasatiempos</b> <b>Jueves-Laboratorio de idiomas-</b> <b>Viernes-Pruebita de vocabulario y de gramática</b>
<b>3 al 7 de marzo</b>	<b>Tema:</b> En la universidad y los pasatiempos	<b>Lunes- Mi horario</b> <b>Miércoles - El horario de mis amigos</b> <b>Jueves-Laboratorio de idiomas-</b> <b>Viernes- Pruebita de vocabulario y de gramática</b>
<b>10 al 14 de marzo</b>  <b>Vacaciones de Primavera</b>		
<b>17 al 21 de marzo</b>  <b>Viernes, 21 de marzo- Capilla de asesoría</b>	<b>Tema:</b> En la universidad y los pasatiempos	<b>Lunes- Mi vida universitaria</b> <b>Miércoles - La vida universitaria de mis amigos</b> <b>Jueves-Laboratorio de idiomas-</b> <b>Viernes-Examen Unidad 2</b>

<p><b>24 al 28 de marzo</b></p>	<p><b>Tema:</b> Las vacaciones y la rutina diaria</p>	<p><b>Lunes- Mis últimas vacaciones</b>  <b>Miércoles - Describe tus vacaciones</b>  <b>Jueves-Laboratorio de idiomas-</b>  <b>Viernes-Pruebita de vocabulario y de gramática</b></p>
<p><b>31 de marzo al 4 de abril</b></p>	<p><b>Tema:</b> Las vacaciones y la rutina diaria</p>	<p><b>Lunes- Cómo es mi vida cotidiana</b>  <b>Miércoles - Mis actividades favoritas</b>  <b>Jueves-Laboratorio de idiomas-</b>  <b>Viernes- Pruebita de vocabulario y de gramática</b></p>
<p><b>7 al 11 de abril</b></p>	<p><b>Tema:</b> Las vacaciones y la rutina diaria</p>	<p><b>Lunes- Qué hago durante las vacaciones</b>  <b>Miércoles - Describe unas vacaciones perfectas</b>  <b>Jueves-Laboratorio de idiomas-</b>  <b>Viernes-Examen Unidad 3</b></p>
<p><b>14 al 18 de abril</b></p> <p><b>17 al 18 de abril- Feliz Pascua</b></p> 	<p><b>Tema:</b> De compras y La comida</p>	<p><b>Lunes- Mi tienda favorita</b>  <b>Miércoles - Mis atuendos favoritos</b>  <b>Jueves-Laboratorio de idiomas-</b>  <b>Viernes-Pruebita de vocabulario y de gramática</b></p>
<p><b>21 al 25 de abril</b></p> <p><b>21 de abril- Feliz Pascua</b></p>  <p><b>Viernes, 25 de abril- TalkAbroad II</b></p> <p><i>Section Code:</i>  <i>Apala2025-538400</i></p>	<p><b>Tema:</b> De compras y <b>Tema:</b> La comida</p>	<p><b>Lunes- Mi restaurante favorito</b>  <b>Miércoles - Descripción de mi comida favorita</b>  <b>Jueves-Laboratorio de idiomas-</b>  <b>Viernes- Examen Unidad 4</b></p>

<b>28 de abril al 2 de mayo</b>	<b>Tema: Repaso para el Examen final</b>	<b>Presentaciones de los alumnos sobre vocabulario y gramática que aprendieron durante el semestre.</b>
<b>5 al 9 de mayo</b>	<b>Examen Final: Viernes, 9 de mayo de 10:30 am a 1:00pm en persona.</b>	<b>No se puede cambiar la fecha del examen final, no hay excepciones. Por favor, no pidan permiso para hacerlo. Gracias.</b>