

WESTERN MICHIGAN UNIVERSITY
DEPARTMENT OF SPANISH
Spanish 2010 / Fall 2010

Any student who believes that s/he has a disability for which academic accommodations are needed should inform the instructor as soon as possible and/or contact Disabled Student Resources and Services

Course Description:

Intermediate Spanish II (Spanish 2010) is a one-semester course intended to enhance **communicative skills** that students have begun to acquire in Basic Spanish I and II (Spanish 1000 and 1010) and Intermediate Spanish I (Sp. 2000) or in high school Spanish classes. The emphasis of this course is on learning Spanish for practical use. The course requires regular classroom participation and approximately two hours of outside preparation (listening, writing, reading, and grammar study) for every hour of class. The course will be conducted entirely in Spanish. We will be doing many pair and group activities in which you are expected to actively participate and use only Spanish. A good command of the grammar as well as a broad knowledge of vocabulary are indispensable to enhance communicative skills. Using the verb forms correctly will ensure accurate communication.

Resources:

- Required Texts: Blanco and Colbert, *Enfoques, Vista*, 2nd ed., 2008.
- Recommended: Farrell, *Side by Side. Spanish & English Grammar*. McGraw-Hill.
- World Wide Web Site: <http://enfoques.vhlcentral.com>
<http://homepages.wmich.edu/~mperez>

Spanish 2010 will include the six last chapters starting from chapter 7 of the required text. The student already covered the first six chapters of the book in the previous semester, Spanish 2000.

Grades:

* The final grade will be calculated as follows:

- 1. Class Participation 5%
- 2. Compositions (2) 20%
- 3. Quizzes 10%
- 4. Oral presentation 10%
- 5. Oral exam 10%
- 6. 3 exams 30%
- 7. Web-site Homework 5%
- 8. Final exam 10%

• **Final Grade Computation**

Class Participation	_____	x .05 =	_____
Compositions (2)	_____	x .20 =	_____
Quizzes(12)	_____	x .10 =	_____
Oral presentation	_____	x .10 =	_____
Oral exam	_____	x .10 =	_____

3 exams _____ x .30 = _____
 Web-site Homework _____ x .05 = _____
 Final exam _____ x .10 = _____

PRELIMINARY TOTAL = _____
 # of 50-min. absences over 4 _____ x -2% = _____
 FINAL TOTAL = _____

Grading Scale:

A 94-100	B 84-88	C 74-78	D 64-68
BA 89-93	CB 79-83	DC 69-73	E 0-63

REQUIREMENTS (It is a requirement to bring the student textbook everyday to class):

1. **Class Participation.** (5% of the final grade). Students must attend class regularly and must make every effort to participate actively in classroom activities. You must attempt to speak Spanish in class activities. Each student is allowed 4, 50-minute absences. Any additional unjustified absence will result in a drop of two points in the final grade scale: with 5 absences a scale of 87 drops to 85, for instance. In order for an absence to be justified, the student must provide a valid explanation (note from a doctor to corroborate an illness, etc.). Two late arrivals by more than 10 minutes will equal one absence. Your grade will take into consideration, but is not limited to: 1) Comprehensibility of message, 2) Use of Spanish vs. English, 3) Active vs. passive participation in group activities and discussions, 4) Ability to elaborate.¹

2. **Compositions (2).** (20%) You will write 2 composition (approximately 200 words typed and double space) based on topics specified in the textbook. You will write the first draft of the composition and turn in to the teacher for critique and grading. When the first draft is returned to you, you will prepare a final draft, considering the peer revision and teacher comments. You will receive two grades; one for each draft, and the final grade will be the average of both. If you do not return the second draft you will receive a “0”. (*)

Composition Evaluation Criteria:²

Information/Composition of Task	35 points
Organization	15 points
Grammar	30 points
Vocabulary	15 points
Mechanics	5 points
Total:	100 points

3. **Quizzes.** (10%) There will be a five-minute grammar and vocabulary quizzes with each chapter.

4. **Oral Presentation.** (10 %) These group or individual presentations will serve as a review of the material covered during the semester. They will help improve your performance on the final exam and confirm your progress. Groups will be assigned by your professor in due time.

Oral Presentation Evaluation Criteria:

Accuracy of grammar	25 points
Clarity of communication	20 points
Vocabulary	25 points

¹ See Appendix I.
² See Appendix II.

Originality	15 points
Fluency/Pronunciation	15 points
Total:	100 points

5. **Oral Exam** (10%) The Oral exam will be administered during the week of (November 29th and December 3rd). It will be a 10-12 minute exam with a partner. The exam consists of a role-play with your partner. You will be presented with a situation and you and your partner will have to assume different roles responding to it. The conversation may include different tasks such as describing places, asking and answering questions, giving opinions, etc.

Oral Exam Evaluation Criteria:³

Quality / Appropriateness of Content	35
Vocabulary	20
Accuracy of grammar	30
Fluency / Pronunciation	15
Total:	100 points

6. **Three exams.** (30%) Three exams of 50 minutes each. The first one will cover chapters 7 and 8 of the textbook and material covered in class and in homework/workbook assignments. The second exam will cover chapters 9 and 10 plus the other material worked in and out class. The third one will cover chapters 11 and 12. **No exam may be made up unless you have notified your instructor immediately before or after the class period of the scheduled exam, and you have a documented excuse. Only official notes are accepted, which you must bring with you.** NONE of the exams are curved.
7. **“Enfoques” Web-site Homework.** (5%) Some assignments activities on the “Enfoques” Web-site have to be done weekly at home. (See pages 8-9)
8. **Final exam.** (10%). This exam will be accumulative (though with special emphasis on the grammar). It includes (as the other three exams) listening, reading, writing, composition, and grammar. The final exam will take place in your classroom in the final examination week (December 13-17).

Final Exam Schedule

Number	Days	Hour	Instructor	Final Exam Day
41550	MTWR	12:00-12:50	Jerusa Carvajal	Monday, December 13, 2:45 - 4:45 pm
41551	MTWR	2:00-2:50	Sandra Martínez	Wednesday, December 15, 2:45 - 4:45 pm
41552	MTWR	4:00-4:50	Karina Ortiz Pacheco	Monday, December, 5:00-7:00 pm
44373	MW	12:00-1:40	Mariola Pérez de la Cruz	Monday, December 13, 2:45-4:45 pm

³ See Appendix III.

Code of Academic Conduct

“You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at <http://catalog.wmich.edu> under Academic Policies, Student Rights and Responsibilities.] If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.”

To access the Code of Honor and general academic policies go to <http://osc.wmich.edu> and www.wmich.edu/registrar

IT IS NOT ALLOWED TO USE CELL PHONES IN THE CLASSROOM. PLEASE, TURN OFF YOUR CELL PHONE AND LEAVE THEM INSIDE YOUR BACKPACKS. FAILURE TO DO SO WILL DIRECTLY AFFECT YOUR PARTICIPATION GRADE.

IT IS UNETHICAL TO PURCHASE AN INSTRUCTOR TEXTBOOK ONLINE AS A STUDENT, AND IT IS NOT ALLOWED TO USE SUCH A TEXTBOOK FOR THIS CLASS.

Important Dates to Remember:

September 7, Tuesday	Classes begin 8 a.m.
September 13, Monday	<u>Drop/add ends; last day for 100% refund</u>
September 15, Wednesday	\$100 <u>late add fee</u> begins. Withdraws recorded as "W" on transcript
September 16, Thursday	Last day for 90% refund for <u>complete withdrawal</u>
September 20, Monday	Last day for 50% refund for <u>partial withdrawal</u>
October 1, Friday	Last day for 50% refund for <u>complete withdrawal</u>
October 4, Monday	Deadline for first work grades
October 27, Wednesday	Last day for 25% refund for <u>complete withdrawal</u>
October 31, Sunday	Midterm grades due
November 8, Monday	Last day to withdraw from Fall courses
November 24, Wednesday	Thanksgiving Recess begins at noon
November 29, Monday	Classes resume
December 13–17	<u>Final examination week</u>
December 21, Tuesday	Fall grades due at noon

Writing Diacritical Marks in Spanish in Microsoft Word. Choose the method that works best for you.

- **Toolbar.** Select “**Insert**”, “**Symbol**”, Font: Times New Roman, the symbol you want, “**Insert**”, and “**Close**.”
- **Key strokes.** (Keyboards have different settings. Check your settings and use the instructions below only a guide.)
 - “**Control**” + “”” (release) + vowel = á, é, í, ó, ú
 - “**Control**” + “**Shift**” + “:” (release) + “**u**” = ü
 - “**Control**” + “**Shift**” + “~” (release) + “**n**” = ñ
 - “**Control**” + “**Alt**” + “**Shift**” + “?” = ¿ (sometimes you can just hit “control” and the question mark). Same with “¡”
 - Apple – “**Option**” + “**e**” (release) + vowel = á, é, í, ó, ú
 - Apple – “**Option**” + “**u**” = ü
 - Apple – “**Option**” + “**n**” = ñ
- **Alt functions.** Hold the alt button and enter the numbers on the number pad:

Alt + 160 = á	Alt + 130 = é	Alt + 161 = í	Alt + 162 = ó
Alt + 163 = ú	Alt + 129 = ü	Alt + 164 = ñ	Alt + 168 = ¿
Alt + 173 = ¡			

TENTATIVE DAILY SCHEDULE – Otoño 2010 / Sp. 2010

	Capítulo y videos	Estructuras	Composiciones	Exámenes & controles
1ª semana (7-10 sept.)	Introducción al curso Cap. 7 La tecnología y la ciencia	<ul style="list-style-type: none"> El presente perfecto El pasado perfecto 		quiz - vocabulario
2ª semana (13-17 sept.)	Video: <i>Happy Cool</i>	<ul style="list-style-type: none"> Diminutivos y aumentativos 		quiz – gramática
3ª semana (20-24 sept.)	Cap. 8 La economía y el trabajo	<ul style="list-style-type: none"> El condicional El pasado subjuntivo 	1ª parte 1ª comp.	quiz - vocabulario
4ª semana (27 sept.-1 oct.)	Video: <i>Clown</i>	<ul style="list-style-type: none"> Oraciones condicionales con tiempos simples 		quiz - gramática Repaso 1er Examen
5ª semana (4-8 octubre)	Cap. 9 La cultura popular y los medios de comunicación	<ul style="list-style-type: none"> El presente perfecto de subjuntivo Pronombres relativos 	2ª parte 1ª comp.	quiz – vocabulario
6ª semana (11-15 octubre)	Video: <i>Sintonía</i>	<ul style="list-style-type: none"> El neutro <u>lo</u> 		quiz – gramática
7ª semana (18-22 octubre)	Cap. 10 La literatura y el arte	<ul style="list-style-type: none"> El futuro perfeto El condicional perfecto 	1ª parte 2ª comp.	quiz – vocabulario
8ª semana (25-29 octubre)		<ul style="list-style-type: none"> El pasado perfecto de subjuntivo 		Quiz- gramática Repaso 2º examen
9ª semana (1-5 noviembre)	Cap. 11 La política y la religión	<ul style="list-style-type: none"> La voz pasiva Usos de <u>se</u> 		quiz - vocabulario
10ª semana (8-12 noviembre)	Video: <i>El rincón de Venezuela</i>	<ul style="list-style-type: none"> Preposiciones: <u>de</u>, <u>desde</u>, <u>en</u>, <u>entre</u>, ... 	2ª parte 2ª comp	quiz - gramática Presentaciones orales
11ª Semana (15-19 noviembre)	Cap. 12 La historia y la civilización	<ul style="list-style-type: none"> Usos del infinitivo 		quiz - vocabulario Presentaciones orales
12ª semana (22-24 noviembre)		<ul style="list-style-type: none"> Repaso del indicativo 		Presentaciones orales
T H A N K S G I V I N G				
13ª semana (29 noviembre- 3 diciembre)	Video: <i>Un pedazo de tierra</i>	Repaso del subjuntivo		quiz – gramática Exámenes orales
14ª semana (6-10 diciembre)	Repaso		<i>Entrega de extra-creditos</i>	3º examen
Exámenes finales (Diciembre 13-17)				

· Un día antes de los exámenes habrá una clase de repaso

· * Los exámenes tendrán lugar el último día de la semana

Appendix I: Class participation Evaluation Criteria

The “A” student:

1. Initiates interaction and participates actively in discussions and group activities.
2. Only uses Spanish for asking/answering questions, in class discussions and group activities.
3. Is always prepared, answers readily when called upon.
4. Frequently elaborates on answers using appropriate vocabulary and structures and is always easily comprehensible to other students and instructor.

The “B” student:

1. Participate actively in-group activities but passively in discussions.
2. Occasionally resorts to use of English (i.e. vocabulary) but only uses Spanish for asking/answering questions in group activities and class discussions.
3. Is almost always prepared, usually answers when called upon.
4. Elaborates somewhat on answers, uses mostly appropriate vocabulary and structures and is mostly comprehensible to other students and instructor.

The “C” student:

1. Participates more passively than actively in group activities and discussions.
2. Occasionally resorts to use of English (i.e. vocabulary and small group activities or does not always ask questions in English)
3. Is not always fully prepared, sometimes unable to answer.
4. Some elaboration of answers with an attempt to use vocabulary and structures but is sometimes not comprehensible to other students and instructor.

The “D” student:

1. Rarely participates in group activities and class discussions and generally does not cooperate in class activities.
2. Speaks English in discussions and small group activities.
3. Lacks adequate preparation and has difficulty answering questions.
4. Minimal or no elaboration of answers with little attempt to use vocabulary and structures and is not comprehensible to other students and instructor.

The “E” student:

1. Frequently absent from class
2. Fails to comply with the above participation requirements.

Appendix II: Composition Evaluation Criteria

CONTENT	POINTS
Information = 35%	
• Not enough to evaluate, incomplete work	15
• Information lacks substance (superficial or irrelevant); task minimally completed	22
• Ideas/information present but not developed (lack of supporting detail or evidence; task mostly completely	26
• Some development of ideas/information (some ideas lack supporting detail or evidence); task satisfactorily completed	30
• Very complete information: no more can be said (through; relevant; on target); task very well completed	35
Organization = 15%	
• Not enough to evaluate, incomplete work	7
• Series of separate sentences with no transitions; disconnected ideas; no apparent order to content; needs interpretation	9
• Limited order to the content: lacks logical sequencing of ideas; ineffective ordering; very choppy; disjointed	11
• There is an evident order to the content: somewhat choppy, loosely organized but main points to stand out although sequencing of ideas is not complete	13
• Logically and effectively ordered; main points and details are well connected; fluent; not choppy whatsoever	15
LANGUAGE	
Grammar = 30%	
• Grammar totally inadequate; incomplete work; not enough to evaluate	10
• Less than half of grammar presented accurately; frequent errors in subject/verb agreement; non Spanish sentence structure; erroneous use of language often makes the work incomprehensible (little evidence of having edited the work)	19
• About half of grammar presented accurately; some errors in subject/verb agreement; some errors in adjective/noun agreement; erroneous use of language may impede comprehensibility; work was poorly edited	22
• Majority of grammar presented accurately; occasional errors in subject/verb or adjective/noun agreement, erroneous use of language does not impede comprehensibility; some editing for language evident but not complete	25
• Almost perfect grammar, very few non-significant errors; work well edited	30
Vocabulary = 15%	
• Inadequate; incomplete work; not enough to evaluate	7
• Repetitive, incorrect or non-use of words studied; literal translations of expressions and invented words	9
• Limited use of words studied; some erroneous word use or choice leads to confuses or obscured meaning; some literal translations and invented words	11
• Adequate but no impressive use of words studied; some erroneous word usage or choice, but meaning is not confused or obscured	13
• Extensive and impressive use of words studied; precise and effective word use and choice	15
Mechanics = 5%	
• Complete lack of accents, numerous spelling errors and errors of punctuation, capitalization	0-2
• Frequent spelling errors (accents, duplication of consonants, etc.): many errors of punctuation, capitalization	3
• Sporadic spelling (accents, duplication of consonants, etc) and mechanics problems	4
• Near perfect spelling (accents, duplication of consonants, etc.) and mechanics	5

Appendix III: Oral evaluation criteria

A. Quality / appropriateness of Content = 35%	Points
<ul style="list-style-type: none"> • Almost none of responses appropriate / message almost totally incomprehensible; can not initiate, maintain and close the conversation; no evidence of connected discourse; fails to ask appropriate questions and answers are incomplete and lack information presented in class; not able to use basic conversational strategies. 	0-22
<ul style="list-style-type: none"> • Less than half of responses appropriate / less than half of message comprehensible. 	24-21
<ul style="list-style-type: none"> • More than half of responses appropriate / message is mostly comprehensible. 	27-25
<ul style="list-style-type: none"> • Most responses appropriate / majority of message comprehensible. 	31-28
<ul style="list-style-type: none"> • All responses totally appropriate / message totally comprehensible; can initiate, maintain and close the conversation; there is evidence of connected discourse; successfully integrates information presented in class; uses appropriate strategies. 	32-35
B. Vocabulary = 20%	
<ul style="list-style-type: none"> • Vocabulary choice is almost totally inappropriate or inaccurate; unable to use appropriate strategies for unknown words (uses English or creates own words); vocabulary is inadequate to express speakers messages; unable to incorporate newly learned vocabulary successfully. 	0-11
<ul style="list-style-type: none"> • Less than half of vocabulary choice is appropriate or accurate. 	12-13
<ul style="list-style-type: none"> • About half of vocabulary choice is appropriate and presented accurately. 	14-15
<ul style="list-style-type: none"> • Majority of vocabulary choice is appropriate and presented accurately. 	16-17
<ul style="list-style-type: none"> • Vocabulary choice is almost totally appropriate and accurate; vocabulary is frequently extensive and varied; is able to use appropriate strategies such as circumlocution successfully for unknown words; able to incorporate newly learned vocabulary successfully. 	18-20
C. Accuracy of Grammar = 30%	
<ul style="list-style-type: none"> • Grammar almost totally inaccurate or no attempt made to communicate. 	0-17
<ul style="list-style-type: none"> • Less than half of grammar presented accurately with no attempts to use the newly presented grammar when necessary (forms are avoided or substituted with inappropriate verb forms) 	18-20
<ul style="list-style-type: none"> • About half of grammar presented accurately with limited attempts to use complex grammar when necessary (attempts are largely unsuccessful, is still evidence of avoidance and substitution of other forms). 	21-23
<ul style="list-style-type: none"> • More than half of grammar presented accurately with some attempts to use complex grammar (attempts are sometimes successful). 	24-26
<ul style="list-style-type: none"> • Majority of grammar presented accurately with some attempts to use complex grammar when necessary (attempts are mostly successful). 	27-30
E. Fluency & Pronunciation = 15%	
<ul style="list-style-type: none"> • All of message is halting, with abrupt, frequent and long pauses and hesitations; pronunciation totally inaccurate and usually not understandable. 	0-8
<ul style="list-style-type: none"> • Almost all of message is halting, with abrupt, frequent and long pauses and hesitations; pronunciation almost totally inaccurate; is strong interference from English and sometimes not understandable. 	9-10
<ul style="list-style-type: none"> • About half of message occurs with hesitations and frequent long pauses; half of pronunciation presented perfectly; pronunciation still strongly influenced by English but usually understandable. 	11
<ul style="list-style-type: none"> • Most of message flows smoothly with some hesitations and pauses; most of pronunciation presented perfectly; some evidence of English influence but is mostly understandable. 	12-13
<ul style="list-style-type: none"> • Message flows smoothly, with very little hesitations, majority of pronunciation presented perfectly and easily understandable. 	14-15
TOTAL =	100

“Enfoques” Web-site Homework. Sp. 2010 / FALL 2010

Chapter 7. Due date: September 17th at 11:pm		
<p>* Contextos:</p> <p>Escuchar A p. 245</p> <p>Escuchar B p. 245</p> <p>Sopa de letras p. 245</p> <p>Elegir</p> <p>Completar</p> <p>* Fotonovela:</p> <p>¿Cierto o falso? p 250</p> <p>Razones p 250</p> <p>* Enfoques:</p> <p>¿Cierto o falso? P 254</p> <p>Oraciones p 254</p> <p>Identificar</p> <p>¿Cierto o falso?</p>	<p>* Estructura:</p> <p>El asistente de laboratorio p 258</p> <p>Oraciones p 258</p> <p>Completar</p> <p>Discurso p 261</p> <p>Explicación p 261</p> <p>Historia del mar</p> <p>La carta p 264</p> <p>Palabras</p> <p>Escoger</p>	<p>* Cinemateca:</p> <p>Oraciones incompletas p 266</p> <p>Ordenar</p>

Chapter 8. Due date: October 1st at 11:pm		
<p>* Contextos:</p> <p>Escuchar A p 283</p> <p>Escuchar B p 283</p> <p>Definiciones p 283</p> <p>Completar</p> <p>Elegir</p> <p>* Fotonovela:</p> <p>¿Pasado o presente? p 288</p> <p>La trama p 288</p> <p>* Enfoques</p> <p>Comprensión p 292</p> <p>Oraciones incompletas p 292</p> <p>Completar</p> <p>Escoger</p> <p>¿Cierto o falso?</p>	<p>* Estructura:</p> <p>La entrevista p 296</p> <p>El primer día p 296</p> <p>Elegir</p> <p>Mi hermano Javier</p> <p>El peor día p 300</p> <p>Escoger</p> <p>Los animales</p> <p>Situaciones p 304</p> <p>Elegir</p> <p>Completar</p>	<p>*Cinemateca:</p> <p>Completar</p> <p>Comprensión p 309</p> <p>Elegir</p> <p>* Lecturas:</p> <p>Comprensión p 320</p> <p>¿Cierto o falso?</p>

Chapter 9. Due date: October 15^h at 11:pm		
<p>* Contextos:</p> <p>Escuchar A p 325</p> <p>Escuchar B p 325</p> <p>Analogías p 325</p> <p>Completar</p> <p>Elegir</p> <p>* Fotonovela:</p> <p>Comprensión p 330</p> <p>* Enfoques:</p> <p>Comprensión p 334</p> <p>Oraciones incompletas p 334</p> <p>Completar</p>	<p>• Estructura:</p> <p>¿Indicativo o subjuntivo? p 337</p> <p>Opuestas p 337</p> <p>Completar</p> <p>Oraciones incompletas p 340</p> <p>El tereré p 340</p> <p>Escoger</p> <p>Chisme p 343</p> <p>Reacciones p 343</p> <p>Escoger</p>	<p>*Cinemateca:</p> <p>Comprensión p 347</p> <p>Elegir</p> <p>* Lecturas:</p> <p>Comprensión p 358</p>

Chapter 10. Due date: October 22nd at 11:pm

* Contextos: Escuchar A p 363 Escuchar B p 363 Relaciones p 363 Escribir Elegir * Fotonovela: ¿Realidad o fantasía? p 368 * Enfoques: ¿Cierto o falso? p 372 Oraciones incompletas p 372 ¿Qué aprendiste?	Arquitectura modernista: ¿Cierto o falso Violeta Parra: ¿Cierto o falso? * Estructura: Artes y letras p 375 Planes p 375 Completar Lo que habrían hecho p 377 La entrevista Hubiera... p 379 Escribir Completar	*Lecturas: Comprensión p 388
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Chapter 11. Due date: November 5th at 11:pm

* Contextos: Escuchar A p 397 Escuchar B p 397 No pertenece p 397 Completar Elegir * Fotonovela: ¿Cierto o falso? p 402 * Enfoques: Oraciones p 406 ¿Qué aprendiste? Puerto Rico: ¿Cierto o falso? Elegir	* Estructura: Oraciones p 409 Decirlo de otra manera p 409 Completar ¿Cuál corresponde? p 412 Opciones p 412 Escribir Oraciones p 416 El poder del sol p 343	*Cinemateca: Comprensión p 421 * Lecturas: El salar de Uyuni p 431
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Chapter 12. Due date: December 10th at 11:pm

* Contextos: Escuchar A p 439 Escuchar B p 439 Completar p 439 Escribir Elegir * Fotonovela: La trama p 439 * Enfoques: Comprensión p 448 Oraciones incompletas p 448 ¿Qué aprendiste? Machu Picchu: Elegir Completar	* Estructura: Oraciones p 452 Una profesora exigente p 452 Escribir Escoger Declaración p 456 Completar Elegir Oraciones incompletas p 461 Cita perdida p 461 Completar	*Cinemateca: Comprensión p 467 Elegir * Lecturas: Comprensión p 480 El Inca Garcilaso
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