Welcome to Spanlang 3!

As part of the Stanford Language Center, the Spanish language program aims to enable students to “live, work, study, and research in a different country.” You are about to embark on the next step of this journey. This course calendar is a tool designed to help you navigate a demanding yet rewarding course that will produce noticeable results toward the mission of the Language Center.


**Using the Supersite:** Learning to speak a language is like learning to play a musical instrument or sport: only by engaging in daily repetition, as with piano scales or batting practice, will you build the essential skills needed to perform language tasks. As such, daily language practice after class, to reinforce the skills introduced there, is essential. The Supersite website that accompanies *Protagonistas*, www.vhlcentral.com, provides a wealth of fun and helpful exercises for you to choose from using the Practice, WebSAM (Student Activities Manual), or vText (Virtual Textbook) options. In order to get you acquainted with the different types of exercises offered, for the first lesson of each quarter of study you’ll complete all of the vText exercises, accessible in the vText when you click on the mouse icon. Then, for the rest of the quarter, you’ll be asked to complete your Favorite 5 exercises for each lesson. So, for example, in Spanlang 3, you’ll complete all the Practice exercises that accompany Lección 13A, and after that, you’ll complete only 5 exercises for each lesson, that is, 5 exercises for Lección 13B, 5 for Lección 14A, and so on. The course calendar that follows includes helpful reminders so that you’ll remember to practice daily.

**Diagnostic Assessments in class:** There will be six (6) diagnostic assessments administered in class on Wednesdays throughout the quarter. They will be based on weekly themes and emphasize the most recent material studied (as noted in the calendar below) but will also be cumulative. No makeup diagnostics will be offered. Instead, the lowest grade will be dropped from your overall diagnostic assessment grade, allowing you to miss a diagnostic in an emergency.

**Oral Diagnostic Assessments (ODAs) and Written Diagnostic Assessments (WDAs) in the Language Lab:** In addition to written diagnostics in class, you will also take oral and written diagnostics in the Digital Language Lab periodically throughout the quarter. Your instructor will announce when these are due. You will have a 48-hour window in which to complete these assignments. As such, no makeup diagnostics will be offered. ODAs and WDAs will be graded on a Pass/No credit basis, with credit being awarded when the student completes her/his own work without consulting written notes or text.

**Portfolio Assignments:** These assignments are designed to help you make use of your Spanish outside the classroom, in the real world of native Spanish-speakers. Portfolio assignments have an added benefit: completing them is the best way to prepare outside of class for diagnostics and exams. More importantly, portfolio assignments encourage you to use your Spanish in real-life situations, which is, after all, the endgame of learning another language.

**Compositions:** You will write two (2) compositions (typed and double-spaced in size 12 font) of 2-3 pages this quarter on assigned topics using the Spanish you have learned. In class, preparation activities will help you feel comfortable about using the Spanish you know to write on topics ranging from your immediate world, to local communities, to the wider Spanish-speaking world. Although you may want to consult an online Spanish-English dictionary occasionally, such as http://wordreference.com, your participation in this course requires you to abide by the Honor Code. Therefore, do your own work. Do not consult with others except your instructor. And do not to use online-translators such as Google Translate, BabelFish, or SpanishDict, as these cannot teach you to write and merely spoil your writing style.

For further information about the program, see http://spanlang.stanford.edu. You’ll also want to consult the language learning resources at http://spanlang.stanford.edu/resources.
# Week One

Week’s theme: ¡Buen viaje!

## Objectives for Week One:

### Interpersonal:
- [ ] Make small talk about the weather (Review from Spanlang 2)
- [ ] Talk about health (Review from Spanlang 2)
- [ ] Talk about past experiences (Review from Spanlang 2)
- [ ] Make travel arrangements and give recommendations
- [ ] Lodge complaints (Review from Spanlang 2)

### Interpretive:
- [ ] Understand several details in weather reports
- [ ] Understand news reports on health issues
- [ ] Understand key details in discussions of past events
- [ ] Understand information regarding travel arrangements

### Presentational:
- [ ] Research and discuss my ideas for the first composition about an iconic figure of interest to me in the Spanish-speaking world
- [ ] Organize my ideas into an outline

## Date | Class Activities | Preparation for the next class (at home/in lab)
--- | --- | ---


1/11 | Unidad 13, Lección 13A (312-313) Rincones escondidos: 13A.2 Describir un viaje 13A.3 Recomendar Vocabulario suplementario: En el aeropuerto *Hacer una reservación de avión Composición 1: Preparación, primera fase Selección y asignación de protagonistas | Estudiar: págs. 314-319. Estudiar: Vocabulario suplementario: Quejarse Supersite Unidad 13, Lección 13A: Complete available vText exercises (accessible when you click on the mouse icon). Composición 1, segunda fase y «Portfolio» 1A: Lectura. Based on today’s discussion, search for an article or two you could use as sources for Composición 1. Bring the articles to class tomorrow for discussion. «Portfolio» 1A is due in one week.

### Week Two
#### Week’s theme: Intercambios mundiales

**Objectives for Week Two:**

**Interpersonal:**
- [ ] Talk about situations and causes in the past
- [ ] Express possession
- [ ] Offer consolation and encouragement
- [ ] Talk about past situations and habitual actions
- [ ] Express order and degree
- [ ] Talk about actions prior to past actions
- [ ] Express that something is unknown

**Interpretive:**
- [ ] Understand when others talk about past and prior experiences
- [ ] Understand when others express possession
- [ ] Understand when others express consolation and encouragement
- [ ] Understand when others express order and degree
- [ ] Understand when others express that something is unknown

**Presentational:**
- [ ] Organize information and present it using connectives to relate opposing ideas (p. 324)
- [ ] Draft a paragraph or more and a working title for the first composition
- [ ] Compose the first draft of the composition

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Preparation for the next class (at home/in lab)</th>
</tr>
</thead>
</table>
| 1/15 | Dia feriado: MARTIN LUTHER KING  
No hay clase. | |
| 1/16 | Unidad 13, Lección 13B (320-323)  
Mundo tecnológico: ¿Imprescindibles?  
¿Un buen equipo?  
«Portfolio» 3A: Presentación de la asignación para  
«Portfolio» 3A: Interacción con un(a) compañero@ de conversación nativ@ | Estudiar: págs. 324-332.  
Supersite Unidad 13, Lección 13B: Continue with your favorite 5 exercises.  
«Portfolio» 1A: Complete this assignment for Thursday.  
«Portfolio» 3A: Prepare for this assignment by locating a native Spanish-speaking conversation partner and making an appointment to meet this week or next. |
| 1/17 | Diagnóstico 1: Lectura  
Tema: La labor y la tecnología  
Unidad 13, Lección 13B (324-332)  
Protagonista: Cristina Rubio  
Tarea final y Yo puedo  
Avance y Flash cultura  
Composición 1, tercera fase, segundo paso: Examinar un pasaje (págs. 5-6) | Estudiar: págs. 334-335.  
Completar: «Portfolio» 1A.  
Supersite Unidad 13, Lección 13B: Complete your favorite 5 exercises. |
| 1/18 | «Portfolio» 1A: Lectura  
Composición 1, tercera fase, tercer paso: Componer una tesis (pág. 7)  
Unidad 14, Lección 14A (334-335)  
Un idioma común  
14A.1 Hablar de acciones habituales en el pasado  
14A.2 Expresar orden (con números ordinales) | Estudiar: págs. 336-337.  
Supersite Unidad 14, Lección 14A: Start your favorite 5 exercises.  
«Portfolio» 2A: Interpretación auditiva. Work on this assignment daily. Due in one week. |
| 1/19 | Unidad 14, Lección 14A (336-337)  
Intercambios  
14A.3 Hablar de acciones anteriores a otra acción pasada  
14A.4 Expresar desconocimiento  
Composición 1, tercera fase, cuarto paso: Incluir una cita textual (pág. 7) | Estudiar: págs. 338-339.  
Composición 1: Primer borrador (first draft).  
Supersite Unidad 14, Lección 14A: Complete your favorite 5 exercises. |
Week Three
Week's theme: Tiempos pasados

Objectives for Week Three:

Interpersonal:
[ ] Express possible conditions
[ ] Situate past experiences and events
[ ] Talk about past actions in progress
[ ] Report what others have said
[ ] Refer to a topic using lo que
[ ] Express unfulfilled intentions

Interpretive:
[ ] Understand when others express possible conditions
[ ] Understand when others situate past experiences and talk about past actions in progress
[ ] Understand when others report on what someone else has said
[ ] Understand references using lo que
[ ] Understand when others express unfulfilled intentions

Presentational:
[ ] Revise my composition

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Preparation for the next class (at home/in lab)</th>
</tr>
</thead>
</table>
# Week Four

**Week’s theme:** Una dieta salubre

## Objectives for Week Four:

### Interpersonal:
- [ ] Express probability
- [ ] Make suggestions
- [ ] Talk about objectives
- [ ] Express hope and necessity
- [ ] Place conditions on others

### Interpretive:
- [ ] Understand when others express probability
- [ ] Understand when others make suggestions
- [ ] Understand when others express hope and necessity
- [ ] Understand when others place certain conditions on someone

### Presentational:
- [ ] Edit Composition 1 for errors based on what we’ve learned in class
- [ ] Explore indigenous legends as sources of ideas for Composition 2

## Date | Class Activities | Preparation for the next class (at home/in lab)
---|---|---
1/29 | **Unidad 15, Lección 15A** (358-359)
De la Madre Tierra: ¿Qué comemos?
15A.1 Expresar probabilidad (con el tiempo futuro)
15A.2 Hacer sugerencias
**Composición 1: Auto-edición** (Self-editing)
| Estudiar: págs. 360-363.
Supersite Unidad 15, Lección 15A: Start your favorite 5 exercises.
«Portfolio» 3A: Complete this assignment for Thursday.

1/30 | **Unidad 15, Lección 15A** (360-363)
**Mucho sabor**
15A.3 Hablar de objetivos (esperanzas y deseos) con el presente de subjuntivo
15A.4 Expresar esperanza (con ojalá [que] + subjuntivo y a ver si + indicativo)
Protagonista: Evaristo Acebedo
15A.5 Expresar necesidad
Supersite Unidad 15, Lección 15A: Continue with your favorite 5 exercises.

1/31 | **Diagnóstico 3: Escritura**
**Tema: Tiempos anteriores**
Unidad 15, Lección 15A (364-369)
**Tarea final y Yo puedo**
Completar: «Portfolio» 3A.
Supersite Unidad 15, Lección 15A: Complete your favorite 5 exercises.

2/1 | **«Portfolio» 3A: Interacción**
**Unidad 15, Lección 15B** (370-371)
Rebeldes con causa
15B.1 Expresar disgusto y enfado
15B.2 Expresar finalidad (con para que + subjuntivo)
**Composición 2: Preparación, primera fase:**
Introducción y Pre-escritura Actividad A (págs. 1-3)
| Estudiar: págs. 372-373.
Estudiar: Vocabulario suplementario: Buscar apartamento
Supersite Unidad 15, Lección 15B: Start your favorite 5 exercises.
«Portfolio» 1B: Lectura. Based on today’s discussion, search for an article or two you could use as sources for Composición 2. Bring the articles to class tomorrow for discussion. Portfolio 1B is due in one week.

2/2 | **Unidad 15, Lección 15B** (372-373)
El proceso de independizarse
15B.4 Expresar temor y preocupación (con el subjuntivo)
15B.5 Expresar extrañeza (con el subjuntivo)
**Vocabulario suplementario:** Buscar apartamento
**Composición 2, Primera etapa:** Pre-escritura, Actividad B (págs. 4-7)
| Estudiar: págs. 374-381.
Estudiar: Vocabulario suplementario: Dar opiniones
Estudiar: Vocabulario suplementario: Aclarar y reafirmar
Supersite Unidad 15, Lección 15B: Continue with your favorite 5 exercises.
Composición 1: Versión final (Final draft).
Week Five
Week’s theme: El debate

Objectives for Week Five:

Interpersonal:  [ ] Express and emphasize opinions  
[ ] Clarify and restate information  
[ ] Show skepticism  
[ ] Report information  
[ ] Make requests and explain why

Interpretive:  [ ] Understand when others express and emphasize opinions  
[ ] Understand when others show skepticism  
[ ] Summarize key points and details conveyed in reports

Presentational:  [ ] Prepare and draft my legend (2-3 pages) based on an an indigenous legend from the Spanish-speaking world

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Preparation for the next class (at home/in lab)</th>
</tr>
</thead>
</table>
| 2/5  | Composición 1: Versión Final  
Unidad 15, Lección 15B (374-381)  
Protagonista: Marina Sánchez  
Vocabulario suplementario: Dar opiniones  
Vocabulario suplementario: Aclarar y reafirmar  
15B.6 Enfatizar opiniones  
Tarea final y Yo puedo  
Supersite Unidad 15, Lección 15B: Complete your favorite 5 exercises.  
«Portfolio» 1B: Continue to work on this assignment. Due Thursday. |
| 2/6  | Unidad 15, Lección 15B (382-384)  
Avance y Flash cultura  
Repaso para el examen parcial  
| 2/7  | Examen parcial | Estudiar: págs. 386-387.  
Completar: «Portfolio» 1B.  
Supersite Unidad 16, Lección 16A: Start your favorite 5 exercises. |
| 2/8  | «Portfolio» 1B: Lectura  
Unidad 16, Lección 16A (386-387)  
Embajadores de la paz: Compromiso de todos  
16A.1 Exponer opiniones (con certeza o duda)  
Estudiar: Actividad y vocabulario suplementario: Preparar, presentar y defender una opinión en un debate formal |
| 2/9  | Unidad 16, Lección 16A (388-391)  
Debate social  
*Preparar, presentar y defender una opinión en un debate formal  
Protagonista: Ingrid Betancourt  
16A.4 Hacer pedidos (pedir que + subjuntivo...porque + indicativo) | Estudiar: págs. 392-395.  
Supersite Unidad 16, Lección 16A: Continue with your favorite 5 exercises. |
Week Six
Week’s theme: De costumbre

Objectives for Week Six:

Interpersonal:  
[ ] Give encouragement and advice  
[ ] Refer to known people or objects  
[ ] Talk about habits and customs using se  
[ ] Draw comparisons  
[ ] Talk about an imminent event

Interpretive:  
[ ] Understand expressions of encouragement and advice  
[ ] Understand references to known people or objects  
[ ] Understand discussions of habits and customs  
[ ] Understand comparisons  
[ ] Understand talk about imminent events

Presentational:  
[ ] Revise my legend (2-3 pages) with attention to descriptive vocabulary, connectors, and other narrative elements

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Preparation for the next class (at home/in lab)</th>
</tr>
</thead>
</table>
| 2/12 | Composición 2: Revisión entre colegas  
Debate social (seguimiento)  
*Preparar, presentar y defender una opinión en un debate formal  
Unidad 16, Lección 16A (392-395)  
Tarea final y Yo puedo | Estudiar: págs. 396-397.  
Supersite Unidad 16, Lección 16A: Complete your favorite 5 exercises.  
«Portfolio» 3B: Time to check in with your conversation partner if you haven’t already. Due in one next Thursday. |
| 2/13 | Unidad 16, Lección 16B (396-397)  
Típicos tópicos: Publicidad hasta en el café  
16B.1 Dar consejos (con mandatos)  
16B.2 Referirse a personas u objetos conocidos (combinando pronombres de objeto directo e indirecto) | Estudiar: págs. 398-399.  
Supersite Unidad 16, Lección 16B: Start your favorite 5 exercises. |
| 2/14 | Diagnóstico 4: Lectura  
Tema: Movimientos por la paz  
Unidad 16, Lección 16B (398-399)  
Usos y costumbres  
16B.3 Hablar sobre usos y costumbres (con se o "la gente") | Estudiar: págs. 400-407.  
Completar: «Portfolio» 3B.  
Supersite Unidad 16, Lección 16B: Continue your favorite 5 exercises. |
| 2/15 | Unidad 16, Lección 16B (400-407)  
Protagonistas: Estela y Mario  
16B.5 Hablar de un suceso próximo (con estar a punto de + infinitivo)  
Tarea final y Yo puedo | Estudiar: págs. 408-410.  
«Portfolio» 3B: Time to check in with your conversation partner if you haven’t already. Due in one week. |
| 2/16 | Unidad 16, Lección 16B (408-410)  
Composición 2: Primer borrador.  
Supersite Unidad 16, Lección 16B: Complete your favorite 5 exercises. |
Week Seven
Week's theme: El futuro por delante

Objectives for Week Seven:

Interpersonal:
- [ ] Make predictions
- [ ] Express probability and certainty
- [ ] Express continuity
- [ ] Express emotions like delight and boredom
- [ ] Express tastes, interests and preferences
- [ ] Express dislike and reproach

Interpretive:
- [ ] Understand predictions
- [ ] Understand expressions of probability, certainty and continuity
- [ ] Understand expressions of emotions such as delight and boredom, dislike and reproach
- [ ] Understand expressions of tastes and preferences
- [ ] Understand opinions and counter opinions
- [ ] Understand others’ talk of changes in their lives

Presentational:
- [ ] Edit my legend for errors based on what we’ve learned in class

Date | Class Activities | Preparation for the next class (at home/in lab)
--- | --- | ---
2/19 | Día feriado: Los Presidentes  
No hay clase. | |
2/20 | Composición 2: Auto-edición  
Unidad 17, Lección 17A (412-415)  
El futuro por delante  
17A.2 Expresar probabilidad (con el subjuntivo e indicativo)  
Ciencia con conciencia  
17A.3 Expresar certeza y evidencia (con el subjuntivo e indicativo)  
Tiempo en clase para trabajar en el  
Supersite Unidad 17, Lección 17A: Start your favorite 5 exercises.  
«Portfolio» 3B: Due Thursday.
2/21 | Diagnóstico 5: Audición  
Tema: Las costumbres  
Unidad 17, Lección 17A (416-417)  
Protagonista: Salvador Moncada  
17A.4 Expresar continuidad (con el verbo seguir) | Estudiar: págs. 418-421.  
Completar: «Portfolio» 3B.  
Supersite Unidad 17, Lección 17A: Complete your favorite 5 exercises.
2/22 | «Portfolio» 3B: Interacción  
Unidad 17, Lección 17A (418-421)  
Tarea final y Yo puedo  
«Portfolio» 2B: Interpretación auditiva.  
Supersite Unidad 17, Lección 17B: Start your favorite 5 exercises.
2/23 | Unidad 17, Lección 17B (422-425)  
Aficiones comunes  
17B.1 (modificado) Expresar diversión con:  
"Lo pasé bien" o "Me la pasé bien" y  
"Me divertí mucho".  
Buena comunicación  
17B.2 Expresar acciones recíprocas  
17B.3 Reaccionar de forma negativa  
Tiempo en clase para trabajar en el  
Estudiar: Vocabulario suplementario  
Composición 2: Versión final.  
Supersite Unidad 17, Lección 17B: Continue with your favorite 5 exercises.
Week Eight
Week’s theme: Nuevos retos

Objectives for Week Eight:

Interpersonal:  
[ ] Talk about skills and abilities  
[ ] Talk about people and things in greater detail  
[ ] Express feelings such as admiration and sadness  
[ ] Express emotions such as displeasure, annoyance, fear, concern and surprise  
[ ] Express politeness  
[ ] Relate events to one another  
[ ] Talk about future challenges

Interpretive:  
[ ] Understand discussions of skills and abilities  
[ ] Understand references to others that provide greater detail  
[ ] Understand expressions of feelings  
[ ] Understand expressions relating events to one another  
[ ] Understand talk of future challenges

Presentational:  
[ ] Prepare a rehearsed oral report, based on your first composition

Date | Class Activities | Preparation for the next class (at home/in lab)
--- | --- | ---
2/26 | Composición 2: Versión final  
Unidad 17, Lección 17B (426-433)  
Protagonistas: Amanda y Rubén  
Tarea final y Yo puedo  
Lección suplementaria: Presentación del poema «Si pudiera vivir nuevamente mi vida»  
*Expresar una hipótesis contraria a los hechos | Estudiar: págs. 434-436.  
Supersite Unidad 17, Lección 17B: Complete your favorite 5 exercises.  
«Portfolio» 2B: Continue to work on this assignment. Due Thursday.

2/27 | Unidad 17, Lección 17B (434-436)  
Avance y Flash cultura  
Lección suplementaria (cont.)  
*Expresar una hipótesis contraria a los hechos  
Estudiar: Vocabulario suplementario: Expresar emociones  
Supersite Unidad 18, Lección 18A: Start your favorite 5 exercises.

2/28 | Diagnóstico 6: Escritura  
Tema: El baile  
Unidad 18, Lección 18A (438-439)  
Nuevos retos: Al límite  
18A.1 Identificar (con pronombres de relativo)  
18A.2 Expresar admiración  
Estudiar: Vocabulario suplementario: Expresar cortesía  
Completar: «Portfolio» 2B.  
Supersite Unidad 18, Lección 18A: Continue with your favorite 5 exercises.

3/1 | «Portfolio» 2B: Interpretación auditiva  
Unidad 18, Lección 18A (440-443)  
Nuevos aires  
*Expresar deseos cortésmente con Quisiera + infinitivo  
Vocabulario suplementario: Expresar cortesía  
Protagonista: Rafa Nadal  
«Portfolio» 4: Due in one week.  
«Portfolio» 5: Compilación final. Due in one week.  
Supersite Unidad 18, Lección 18A: Complete your favorite 5 exercises.

3/2 | Unidad 18, Lección 18A (444-449)  
Tarea final y Yo puedo  
Unidad 18, Lección 18B (450-451)  
Mejor imposible: Acontecimientos de la vida  
18B.1 (modificado) Expresar tristeza (sobre acciones en el presente)  
18B.2 Felicitar y expresar mejores deseos | Estudiar: págs. 452-455.  
«Portfolio» 4: Complete this assignment this weekend.  
Supersite Unidad 18, Lección 18B: Start your favorite 5 exercises.
Week Nine
Week’s theme: ¡A celebrar!

Objectives for Week Nine:

Interpersonal:  
[ ] Evaluate ideas
[ ] Express possible conditions
[ ] Indicate repeated actions
[ ] Request a favor or offer help

Interpretive:  
[ ] Understand evaluations or “spin” on ideas
[ ] Understand expressions of possible conditions
[ ] Understand indications of repeated actions

Presentational:  
[ ] Prepare a rehearsed oral report, based on your first composition

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Preparation for the next class (at home/in lab)</th>
</tr>
</thead>
</table>
| 3/5  | Unidad 18, Lección 18B (452-455)  
Celebraciones a la carta  
Protagonista: Marián Rico  
18B.5 Indicar acciones que se repiten (con volver a + infinitivo) | Estudiar: págs. 456-461.  
Estudiar: Vocabulario suplementario: Pedir favores u ofrecer ayuda  
Supersite Unidad 18, Lección 18B: Start your favorite 5 exercises. |
| 3/6  | Unidad 18, Lección 18B (456-461)  
Vocabulario suplementario: Pedir favores u ofrecer ayuda  
Tarea final y Yo puedo | Estudiar: págs. 462-464.  
«Portfolio» 4: Due tomorrow.  
«Portfolio» 5: Compilación final. Due tomorrow.  
Supersite Unidad 18, Lección 18B: Continue with your favorite 5 exercises. |
| 3/7  | Unidad 18, Lección 18B (462-464)  
Avance y Flash cultura | Preparar tu presentación oral.  
Supersite Unidad 18, Lección 18B: Complete your favorite 5 exercises. |
Preparar tu presentación oral.  
Estudiar para el examen final. |
| 3/9  | «Portfolio» 5: Compilación final  
Presentaciones y repaso | Preparar tu presentación oral.  
Estudiar para el examen final. |
Week Ten
End-Quarter Period

Week’s theme: Repaso y presentaciones orales

Objectives for Week Ten:

Interpersonal: [ ] Perform all language tasks from this and the previous quarters

Interpretive: [ ] Understand when others perform the language tasks of this and the previous quarters

Presentational: [ ] Present a rehearsed oral report, based on your first composition

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Preparation for the next class (at home/in lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/12</td>
<td>Presentaciones y repaso</td>
<td>Preparar tu presentación oral. Estudiar para el examen final.</td>
</tr>
<tr>
<td>3/16</td>
<td>Presentaciones y repaso</td>
<td>¡¡¡Felices vacaciones!!!</td>
</tr>
</tbody>
</table>

FINAL EXAM: TUESDAY, MARCH 20, 12:15-3:15PM