

Teen Voices: Spanish

Instructor Packet

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Course Description

The Teen Voices is intended for learners who are in middle school and high school. It can be used as a next step after the three levels of Elementary Spanish, or as a more age-appropriate beginner course for grades 6 through 9. Learners in both traditional brick and mortar schools and those who are homeschooled will find a complete course focused on the everyday lives of a typical adolescent: Typical school days, chores and responsibilities, organizing events, and job shadowing. The Teen Voices: Spanish course follows the lives and stories of a series of native Spanish-speakers and includes culturally-rich reading passages in each unit. The course contains common vocabulary topics, functional grammar, and integrated culture. Learners have access to a workbook for additional grammatical, cultural, and lexical practice. Teachers also have access to an answer key for the workbook as well as this teacher guide that outlines how to conveniently implement the 20 unit course in any school or schedule.

Classroom Implementation

There are three levels in this course. Level 1 includes units 1-7, Level 2 includes units 8-13 and unit 3 contains units 14-20. Each unit is then comprised of several lessons and ends with a unit assessment. Teachers can use this as their core curriculum as it contains everything students and teachers need to learn Spanish.

Begin the course by introducing students to the characters in order to engage them in the story line. Then, proceed with Unit 1 "Getting Started" by teaching the students how to complete each activity. Teachers may want to integrate the suggested "Classroom Application Activities" and "Unit Projects" in their lesson plans.

How do I start?

You should begin the course by introducing the students to the characters, the activities and the general navigation of the course. Here is a sample two week lesson sequence for Unit 1: Getting Started:

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	Welcome to Class/ Course Orientation Courseware: Lesson 1	Courseware: Lesson 2 (Walk students through activity by activity)	Classroom Application Activity: Lesson 2	Courseware: Lesson 3	Classroom Application Activity: Lesson 3
Week 2	Courseware: Refresh Learned Items (Walk student through this the first time.)	Classroom Application Activity or Project: Spanish- Speaking Places	Classroom Application Activity or Project: Spanish- Speaking Places	Classroom Application Activity or Project: Spanish- Speaking Places	Courseware: Assessment

How do I map out my lesson plans with this course?

First, think about your schedule. Are you on an everyday class schedule of approximately 45 minutes? Each lesson takes approximately 45 minutes to complete. Here is an example 4-week curriculum map that combines the course and application activities for your classes. You can simply modify the map for alternate schedules as needed.

Sample Unit:					
Week 1	Courseware: Lesson 1	Classroom Application Activity: Lesson 1	Courseware: Lesson 2	Classroom Application Activity: Lesson 2	Courseware: Refresh Learned Items Optional: teacher- created vocabulary quiz
Week 2	Courseware: Choose a "Practice Skill" and complete based on Lessons 1- 2	Courseware: Lesson 3	Classroom Application Activity: Lesson 3	Courseware: Lesson 4	Courseware: Refresh Learned Items Optional: teacher- created vocabulary quiz
Week 3	Courseware: Choose a "Practice Skill" and complete based on Lessons 3 & 4	Courseware: Lesson 5	Classroom Application Activity: Lesson 5	Classroom Application Activity: Lesson 6	Courseware: Refresh Learned Items Unit 2 Assessment
Week 4	Unit Project				

How do I use Courseware to improve in-class performance?

You may have noticed that we recommend that students do the courseware activities first and then the classroom application activities. This allows students to "front load" their knowledge of the language before each class. You can then help them apply that knowledge in class through communicative activities and task-based strategies. The result is a more rewarding classroom experience, with more time spent actively engaging with the teacher and peers. There are also built-in review activities called "Refresh Learned Items" that facilitates long term language recall by constantly requiring students to remember vocabulary and phrases learned in previous lessons.

Meet the Characters

The first activity in this course will introduce you to the main characters of this course. Four of them are high school students living in California: Luisa, the exciting (but sometimes forgetful) new arrival in town; Rafael, the fun-loving soccer player and resident computer nerd; Alberto, the hard-working and successful oldest son of the Garcia family; and Susana, the adventurous exchange student from Paraguay. You'll also meet Rafael and Alberto's father, Sr. García, and Luisa's mother, Sra. Torres.



Character Relationship Diagram

The Torres Family



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(cropped portrait from original image)

la Sra. Torres

Encantada. ¿Cómo estás? Soy la Sra. Torres.

- Birthday: September 20th
- Age: 56
- Mother of: Luisa Torres and Matilda Marquez
- Grandmother of: Carlos and Jose Marquez
- Neighbor to: the García family.

I grew up in Santiago, Chile and went to *Universidad de Lima* in Peru to get my degree in fashion and business management.

Luisa and I moved to California two years ago to be closer to my oldest daughter, Matilda *y su familia* (and her family). My brother lives a little north of here, but he visits quite often.

We just bought a beautiful house near Luisa's high school on a *calle sin salida* (cul-de-sac). It is such a relief to move out of our tiny little apartment, but I'm hoping Luisa doesn't have too much trouble making new friends in this neighborhood.

I am a manager at a boutique here in San Diego and love traveling around the world to buy vintage clothing for my shop. I'm hoping we can go to Spain this year!



"ROSTROS - MEDELLÍN 2014" by Flickr user "Iván Erre Jota", Flickr. <https://creativecommons.org/licenses/by-sa/2.0/>

(cropped portrait from original image)

Luisa Torres

Mi nombre es Luisa Torres.

- Birthday: August 21st
- Age: 16
- Daughter of: la Sra. Torres
- Sister of: Matilda Marquez
- Aunt to: Carlos and Jose Marquez
- Neighbor to: the García family

I was born in Lima, Peru near the university where my mom went to school. I went to school in Peru but traveled during the summers with my mom before we moved to California.

At home, my mom and I share all of the chores because it is just us at the house. My dad died a few years ago, so we moved out here to be with my older sister and my mom's brother.

Mom always says, *¡Luisa, tu eres olvidadiza!* (You are forgetful!) because I keep losing my stuff and I'm always late, but I can't help it!

When it comes to the weekends though, I never forget my plans; I love to hang out with friends, go for a trail run, hike in the mountains, or go swimming in the Pacific Ocean.

The García Family



"Patios del Maciel" by Flickr user "Embajada de los Estados Unidos en Uruguay", Flickr
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(cropped portrait from original image)

el Sr. García

Mucho gusto. Soy el Sr. García, mi nombre es Pedro.

- Birthday: October 1st
- Age: 55
- Husband of: Cristina García
- Father of: Alberto, Rafael, Isabel, and Manuel García
- Neighbor to: the Torres family

I am originally from Uruguay, but I moved to Colombia to be with the woman I fell in love with. My wife, Cristina, was working at a bank at the time and I was studying to be a lawyer.

We moved to the United States 4 or 5 years ago with the whole family. My three oldest children, Alberto, Rafael, and Isabel speak Spanish perfectly, but my youngest, Manuel, prefers to speak English.

It's not easy being the father of three boys, Rafael always needing a ride to this or that sporting event and Alberto always needing to borrow the car to get to work or to go on a date. And Manuel? Well..., Manuel *es muy travieso* (is very mischievous).

I am excited that my one and only daughter is turning 15 this year. We will throw a huge *fiesta* (party) to celebrate. Maybe Cristina can make her famous *polvorosas* (butter and sugar cookies) for the occasion.



"School in Pozo Colorado" by Flickr user "Arcadius",
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Alberto García

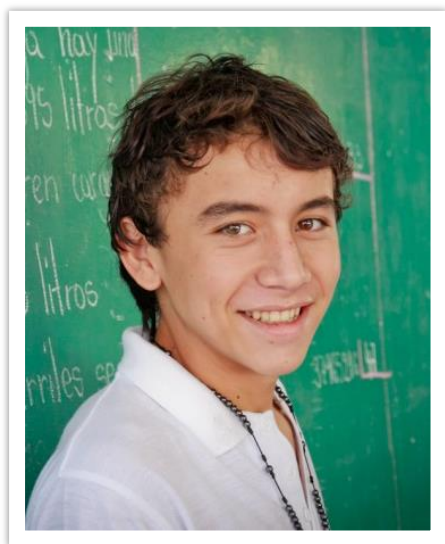
¿Todo bien? Me llamo Alberto García.

- Birthday: July 19th
- Age: 17
- Son of: el Sr. and la Sra. García
- Brother of: Rafael, Isabel, and Manuel García
- Neighbor to: the Torres family

I'm the oldest García kid and since we're such a big family, I feel like I have a lot of responsibility. To blow off some steam, I like to draw or kick a soccer ball around with my brother, Rafael.

Next year, I'm hoping to go to the University of San Diego on a soccer scholarship. Our team got to the quarterfinals last season and I am the starting goalie, but I will have to practice a lot this year so we can get to the finals.

I'm proud to be Colombian and I love to speak Spanish at home and with my friends. The only thing is, a lot of the kids at school just want to speak English. It would be so great to have a girlfriend to speak Spanish with.



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Rafael García

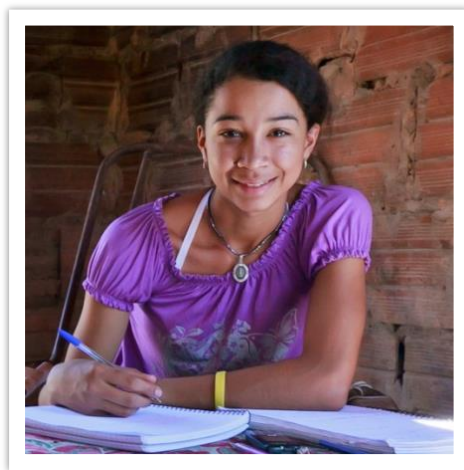
¿Cómo estás? Soy Rafael García.

- Birthday: August 21st
- Age: 15
- Son of: el Sr. and la Sra. García
- Brother of: Alberto, Isabel, and Manuel García
- Neighbor to: the Torres family

I was born in Colombia, but I love living in California. If it were up to me, I'd be at the beach every weekend; swimming, surfing and hanging out with friends.

People may not know this about me, but I am a secret nerd. I've been into programming since I was twelve and designed my own website by the time I was fourteen. I want to go to the University of San Diego with my brother to study video game design. We are hoping to start our own tech company once we graduate.

The Exchange Student



"Pozo Colorado" by Flickr user "Arcadiuš", Flickr
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Susana Díaz

¿Qué tal? Me llamo Susanna Díaz.

- Birthday: June 7th
- Age: 17
- Daughter of: Emilio and Fabiana Díaz
- Neighbor to: Betsy Gonzalez (an architect)

I'm so excited to be studying in the United States this year! My parents both work for the *Ministerio de Educación y Cultura* (Ministry of Education and Culture) in Asunción, so they were able to find a cool study abroad program in California so I can study English.

Back home, I speak both Spanish and Guarani with my parents. Actually, pretty much everyone there speaks Guarani. It was spoken in Paraguay way before people started speaking Spanish there. Guarani sounds very different than Spanish, but there are a few words in common, like the Spanish word *canela* and the Guarani word *kanéla* (cinnamon).

My parents want me to be a teacher, but I haven't decided what I want to be. I love sports and fitness, so maybe I could be a sports doctor. I also love art and beautiful things, so maybe I'll be an architect!

LEVEL 1 – Units 1-7

Unit 1: Getting Started

Story Event

Meet the cast of characters you'll be following throughout your Spanish studies this course. You'll learn where they're from, what they like to do, and how they all ended up studying at the same school in California.

Objectives

Communicative

- Get familiar with Spanish spelling and pronunciation with easy-to-remember words called "cognates".

Grammatical

- Find out about grammatical gender: Did you know that "computer" is considered feminine and "color" is masculine in Spanish?
- Discover how to tell the difference between a masculine noun and a feminine noun.

Cultural

- Get an overview of the Spanish language.
- Learn the names of countries where Spanish is spoken.
- Learn how Colombians, Argentinians, Uruguayans, and Paraguayans pronounce "ll".

Unit Project

Each student will choose a Spanish-speaking area to research and report on. A poster or visual aid should be included to assist them and create visuals around the classroom.

Lists to Learn

Lesson	Lesson Goal	Classroom Application Activities
Lesson 1 About Spanish	Overview of the Spanish Language	Have students use social media, websites, or other online media to search for and present common cognates.
Lesson 2 Cognates	Learn some cognates	
Lesson 3 Spanish-Speaking Places	Learn about pronunciation across Latin America	Have students use Google Maps to locate each Spanish-speaking area.

Conversation

- N/A

Cultural Reading

- N/A

Unit 2: Meeting Others

Story Event

The Garcia family introduces themselves to their new neighbors, the Torres family. Mr. Garcia takes the lead and heartily greets Ms. Torres and her daughter, Luisa. The introduction takes a long time because everyone is from a different place. Alberto and Luisa discover they have a few things in common.

Objectives

Communicative

- Learn the basics of Spanish by saying "Hello", "Good-bye", and "Nice to meet you."
- Be able to say what your name is and ask about someone else's.
- Ask where your new acquaintances are from and talk about your nationality.
- Talk to adults by calling them by their titles.

Grammatical

- Be able to use the word "ser" (to be) when talking about yourself, or someone else.
- Say that you have something using "tener" (to have).
- Learn about how questions and exclamations are written in Spanish.
- Claim something as your own using "mi" (my).

Cultural

- Learn how Spanish-speakers change one word to be more respectful to adults or to be more casual with family and friends.
- Read more about how people from Spanish-speaking countries hug, kiss, and shake hands to greet each other.

Unit Project

Students will create a (pretend) social media account for one of the characters (e.g. Facebook, Twitter, etc.). Students will take on the role of a character in the course or make up a new character. They can befriend each other, introduce themselves and interact with other "characters" through social media. This account can be kept and added to as part of a "virtual portfolio" throughout this course.

Lists to Learn

Lesson	Lesson Goal	Classroom Application Activities
Lesson 1 Informal Introduction	<ul style="list-style-type: none"> Be able to use informal "you" (tu) appropriately. Use inverted punctuation marks Mention of adjective agreement (describing men vs. women) 1st Person Singular use of "ser" 	<p>Role Play: Student-student introductions</p> <p>Role Play: Introduce yourself and two classmates to the President and his family. Use "este/esta" "soy/es/son" "mi amigo/a" and formal speech.</p>
Lesson 2 Formal Adult Introduction	<ul style="list-style-type: none"> Be able to use formal "you" appropriately. Mention of using "este" (this) to talk about a masculine noun and "esta" to talk about a masculine noun. Use formal titles to talk to adults. 3rd Person Singular (ella, el, usted) use of "ser" 	
Lesson 3 Informal Adult Introduction	<ul style="list-style-type: none"> Use formal titles to talk to adults. 1st Person Plural (nosotros/nosotras) and 2nd Person Plural (ustedes) use of "ser" Talking about a group of all men vs. a group of all women. 	
Lesson 4 Conversation Between Kids 1	<ul style="list-style-type: none"> 3rd person Plural (ellos) use of "ser" Use "ser" to talk about where you're from. Adjectives describing masc. vs. fem. nouns 	<p>Interview (work in pairs): every student chooses a nationality and interviews his/her classmate using "tengo una pregunta", "Yo soy de..." , and "¿De dónde eres/son...?"</p>
Lesson 5 Conversation Between Kids 2	<ul style="list-style-type: none"> 2nd person plural (nosotros) use of "tener" More adjectives describing masc. vs. fem. nouns The many meanings of "en" (in/on/at/to) 	
Lesson 6 Cultural Reading	<ul style="list-style-type: none"> ¿Cuándo? vs. cuando (using the accent in questions) Mention of reflexive "se" in "saludarse" 	<p>Writing exercise: Fill in the cultural reading text with vocabulary words (focus on reflexives and adverbs)</p>

Conversation: Meet and Greet

Presentaciones y saludos

Maria	Buenas tardes, quiero presentarme. Soy su vecina, la señora Torres. Esta es mi hija Luisa.	Good afternoon. I want to introduce myself. I am your neighbor, Ms. Torres. This is my daughter Luisa.
Eduardo	Mucho gusto, soy el señor García. Aquí está mi hijo, Alberto.	Pleased to meet you, I'm Mr. García. This is my son Alberto.
Maria	Encantada, Alberto.	Pleasure to meet you, Alberto.
Jaime	Mucho gusto, señora.	Nice to meet you, ma'am.
Alessandra	Hola, Alberto. ¿Cómo estás?	Hi, Alberto. How are you doing?
Jaime	Hola, ¿qué tal? Encantado.	Hi, how's it going? Nice to meet you.
Maria	Es un placer conocerlos. Tengo una pregunta. ¿De dónde son?	It's a pleasure to meet you all. I have a question. Where are you all from?
Eduardo	Somos colombianos. Bueno, yo soy uruguayo, pero mi familia es colombiana. ¿Y ustedes son americanas?	We are Colombians. Well, I'm Uruguayan but my family is Colombian. Are you guys Americans?
Maria	Yo soy chilena, de Santiago, la capital. Mi hija es peruana.	I'm Chilean, from Santiago, the capital. My daughter is Peruvian.
Alessandra	Y en mi clase nueva hay una chica de Paraguay.	And in my new class there's a girl from Paraguay.
Jaime	¿Es una estudiante de intercambio de Paraguay? ¡Entonces estamos todos en la misma escuela! Se llama Susana Díaz. La quiero conocer.	Is she an exchange student from Paraguay? So, we're all in the same school! Her name is Susana Diaz. I want to meet her.
Alessandra	¡Oh!, Alberto, ahora te reconozco! Perdona, soy nueva en la clase. Yo quiero conocer también a Susana. ¡Chau!	Oh, Alberto, now I recognize you! My apologies, I'm new to the class. I'd like to meet Susana too. Bye!
Eduardo	¡Hasta pronto!	See you soon!
Maria	Sí, ¡hasta pronto!	Sure, see you soon!
Jaime	¡Adiós, señora! ¡Hasta el lunes, Luisa!	Bye, ma'am! I'll see you on Monday, Luisa!

Cultural Reading: Meeting People in Spanish-Speaking Countries

Presentaciones y encuentros en América Latina

En América Latina cuando dos personas se saludan, se dan un beso en la mejilla y un abrazo. Por lo general, los hombres no se besan en la mejilla. Las personas se saludan así cuando van a una fiesta, a comer juntos, a la casa de un amigo, etc.

Cuando se van, pueden decir "Adiós." o "Hasta pronto." para expresar la esperanza de ver pronto a la otra persona.

Comprehension Questions

How do two people usually greet each other in Latin America?	They hug each other.	
	They smile and wave.	
	They kiss each other on the cheeks and give them a hug.	x
	They bump fists.	
When is it appropriate to say "Hasta pronto."?	When meeting someone for the first time.	
	When saying goodbye.	x
	After making a mistake.	
	After kissing someone on the cheek.	
Pick the incorrect statement:	Men typically greet women with a kiss on the cheek.	
	Men greet other men with a kiss on the cheek.	x
	Women greet both men and women a kiss on the cheek	

Unit 3: Important Numbers

Story Event

After class on Monday, Luisa and Alberto introduce themselves to Susana, the exchange student from Paraguay.

Susana gives them her phone number and address so they can all meet up at a later date.

Objectives

Communicative

- Ask someone how old they are and state your age. Be able to say who is the oldest.
- Exchange phone numbers.
- Tell someone exactly where you live using Spanish words for house number, street name, state, and zip code.
- Be able to count all the way to one billion (sort of).

Grammatical

- Talk about someone else's possessions using "tu" and "tus "(your).
- Use the verb "tener" to talk about age.
- Learn more about "ser" (to be) and when to use it.
- Use the impersonal "se" to mean "one" or "they" in general.

Cultural

- Read some advice about how to make phone calls when in a Latin American country.
- Learn about how Spanish-speakers talk about addresses.
- Find out why many Latin American cities have a "Main Street".

Unit Project

Who's who?

Prepare a set of business cards. Each card should have a different name, age, address, nationality and phone number.

Next distribute the cards among the students and tell them that this is their new identity. Students must then ask each other questions related to the information on the card (age, address, etc.) and record those answers on a separate sheet of paper.

Lists to Learn

Lesson	Lesson Goal	Classroom Application Activity Activities
Lesson 1 Numbers 0 - 20	<ul style="list-style-type: none"> Be able to say the numbers 1-20 	Short dialogues in pairs. Ask students to state their age and ask each other how old they are and where they are from.
Lesson 2 Age	<ul style="list-style-type: none"> 2nd person sg., 3rd person sg., 3rd person pl. Use of "tener" talking about age. State your age ask about others ages. 	
Lesson 3 Conjugation of Ser	<ul style="list-style-type: none"> Learn the full conjugation for "ser". Learn that "ser" is used to talk about permanent characteristics or qualities. 	
Lesson 4 Phone Numbers	<ul style="list-style-type: none"> Possessive pronouns "tu", "tus" 	"My Class telephone book": Students say their phone # and every one writes it down. Use of possessive + numbers.
Lesson 5 Higher Numbers	<ul style="list-style-type: none"> Learn 21, 22, and 30-100, as well as words for thousand, million, and billion. 	
Lesson 6 My City	<ul style="list-style-type: none"> 1st person sg., 2nd person sg., 3rd person sg. Use of "vivir" "Grande" doesn't change form for masc. fem. 	"Where do I live? Where do they live?" Use a world map and pin images of a family and an area of the city on it. Ask students to describe where they live and state where he/she lives.
Lesson 7 My Address	<ul style="list-style-type: none"> 1st and 2nd person plural uses of "vivir" Spanish-speakers say their street name first, then the number of their house. More forms of masc. and fem. adjectives. 	
Lesson 8 Cultural Reading	<ul style="list-style-type: none"> Communication in Latin America: phone cards, pre-paid cell phones, and American cell phones. Recognizing an infinitive verb form vs. noun "una llamada" vs. "llamar" 	Brainstorming: Use a set of pictures to identify vocabulary and match them with sentences the students have already learned.

Conversation: Making Friends and Sharing Digits

Luisa	Hola, me llamo Luisa y éste es mi amigo, Alberto. ¿Cuál es tu nombre?	Hi my name is Luisa and this is my friend Alberto. What's your name?
Susana	Me llamo Susana.	My name is Susana.
Alberto	Encantado. ¿Cuántos años tienes?	Pleased to meet you. How old are you?
Susana	Tengo 17 años. ¿Y ustedes?	I am seventeen. What about you?
Luisa	Alberto tiene 17 años también y yo tengo 16. ¡Qué lindo! ¡Estamos en la misma escuela!	Alberto is seventeen as well, and I am sixteen. That's so cool. We are all in the same school.
Alberto	Susana, ¿Cuál es tu número de teléfono?	Susana, what's your phone number?
Susana	Mi número es (801) 952 -6743.	My number is (801) 952 -6743.
Alberto	¿Y dónde vives?	And where do you live?
Susana	Vivo en Calle Santa Ana 241 en la ciudad de San Diego. ¿Cuál es tu dirección?	I live in Calle Santa Ana 241 in San Diego. What's your address?
Alberto	Mi dirección es Calle Encina, número 132.	My address is Calle Encina,132.
Susana	¡Ay, qué bien! Estoy contenta. Vivimos cerca.	Nice! I am glad we live close to one another.
Alberto	¡Sí! ¡Podemos venir a la escuela juntos!	Yes, we can go to school together.

Cultural Reading: Keeping in Touch

Seguir en contacto

Al llegar a la ciudad, puedes hacer llamadas desde un teléfono público, o usar una tarjeta telefónica. Puedes comprarla en una tienda. Es muy común comprar un celular pre-pagado al principio del viaje.

Muchas veces, hacer llamadas telefónicas con el celular pre-pagado es mucho más barato que usar una tarjeta o un celular americano. Se puede comprar una tarjeta telefónica o un celular en el aeropuerto antes de salir. En la tienda del aeropuerto entienden inglés. ¡Es muy fácil seguir en contacto!

Comprehension Questions

Instead of calling home with "una tarjeta telefónica", it is often cheaper to...	buy a phone card.	
	use an American mobile phone.	
	buy a prepaid mobile phone.	x
	make a new phone contract with a local company.	
In order to make a call from "un teléfono público", you will most likely need...	to wait in line at "la tienda".	
	a phone card.	x
	forty pesos.	
	permission from the mayor.	
You can buy a prepaid mobile phone:	from anyone you meet in Latin America.	
	from someone selling them on the street.	
	before leaving the airport.	x
	at the hotel reception desk.	
According to the passage, what is the benefit of buying a cell phone or a phone card from the airport?	It is much cheaper.	
	Airport employees often understand English.	x
	Airport stores are always open.	
According to the passage, it's easy to keep in touch with family and friends.	True	x
	False	

Unit 4: Important Dates

Story Event

Tonight is Isabel Garcia's birthday. But this isn't just any birthday party, it's her Quinceañera! The Garcias have been planning and saving for this party for months, and of course, their new neighbors are invited. Ms. Torres comes by to join the festivities with a gift in hand. She is met by Mr. Garcia at the front door.

Objectives

Communicative

- List the months of the year.
- Be able to answer someone when they ask you about today's date.
- Reveal that it's your birthday and ask someone about when theirs is.
- Talk about seasonal events: What's happening this fall?
- Talk about your family's holiday traditions.

Grammatical

- Talk about all of your birthday presents using "mis" (my)
- Use the plural forms of the verb "tener"
- Describe what things are made of using "de" (of).
- Learn some regular "-ar" verbs, like "cantar" (to sing)

Cultural

- Read about some familiar and not-so-familiar holidays celebrated in Latin America, like *la Quinceañera*.
- Use holiday-appropriate greetings like "Happy birthday!", "Merry Christmas!" and "Happy New Year!"

Unit Project

Throw a party

Have students work in pairs to prepare a party invitation. Each pair should choose a different occasion for their party (birthday, el Dia de los Muertos, Christmas, etc.), as well as the time, the date, and the address. Ask them to think about presents they are going to exchange and search for traditional songs to sing at the party. Have students exchange their invitations and ask each other follow-up questions about their party.

Lists to Learn

Lesson	Lesson Goal	Classroom Application Activities
Lesson 1 Months	<ul style="list-style-type: none"> List the months of the year Be able to say the date Months aren't capitalized in Spanish 	"Today is..." Ask students to identify the day and month (can be paired with activity Unit 4 Lesson 3).
Lesson 2 Her Birthday Party	<ul style="list-style-type: none"> Learn the 2nd person pl. and 3rd person pl. forms of "estar" Use "de" to talk about what things are made of. Use the expression "hay" to explain "there is/there are" Use "mis" (my) 	Project images of some famous people/fictional characters with their birthdays then ask students to read them aloud and then state their own birthdays.
Lesson 3 Seasons and Holidays	<ul style="list-style-type: none"> Latin American holidays like "Day of the Dead" and "Epiphany Day" 	Calendar: Students should identify the major holidays on a calendar. For each holiday they should think of an appropriate present and holiday greeting.
Lesson 4 Special Occasions	<ul style="list-style-type: none"> Learn some new -ar verbs: "cantar", "trabajar" and "celebrar" Implicitly teach the concept of infinitive vs. conjugated verb. 	Verb games: -Charades -Dice
Lesson 5 Cultural Reading	<ul style="list-style-type: none"> Read about how holidays are celebrated in Latin America. Use the plural forms of nouns Learn about verbs associated with holidays, such as "bailar, trabajar, celebrar, ahorrar, and practicar". 	Do a social media activity (Twitter, Blogs etc.) to identify verbs and plural nouns that align with the lesson. Each student presents a holiday by explaining what people do (use lesson verbs).

Conversation: La Quinceañera

La quinceañera

Sr. García	Gracias por venir con su familia a la fiesta Quinceañera de Isabel, mi hija. Hoy Isabel es una mujer.	Thanks for bringing your family to my daughter Isabel's Quinceañera. Today, Isabel is a woman.
Sra. Torres	¡Es un placer! Estamos muy contentos. ¿Cuántos años tienen sus hijos?	It's a pleasure! We're happy to be here. How old are your kids?
Sr. García	Mmm. Alberto es el mayor de todos. Tiene 17 años. Isabel tiene 15 años. Ella es mayor que Raphael. El más joven es Manuel... tiene 10 años.	Mmm. Alberto is the oldest. He's 17. Isabel is 15 and is older than Raphael. The youngest is Manuel... he's 10.
Sra. Torres	¡Que lindo! Tiene que celebrar muchos cumpleaños. Mi cumpleaños llega pronto, es el veinte de septiembre. ¿Cuándo es su cumpleaños?	That's great! You have a lot of birthdays to celebrate. My birthday is coming soon. It's on the 20th of September. When is your birthday?
Sr. García	El primero de octubre.	October first.
Sra. Torres	Debemos celebrar juntos.	We should celebrate together.
Sr. García	Celebramos los dos cumpleaños el mismo día.	Let's celebrate both birthdays on the same day.
Sra. Torres	¡Perfecto! ¿El veinticinco de septiembre?	Perfect! How about September 25th?
Sr. García	¡Muy bien! ¡Pero ahora pensemos en Isabel! Es su quinceañera. Hemos preparado muchas decoraciones y hay buena comida.	That's great! But now let's think about Isabel! It's her Quinceañera. We have prepared many decorations and there's tasty food.
Sr. García	Isabel lleva un vestido de fiesta especial.	Isabel is wearing a special party dress.
Sra. Torres	¡Qué linda fiesta! Yo también tengo un regalo de cumpleaños para Isabel.	This party is great! I also have a birthday present for Isabel.
Sr. García	Todo para la Quinceañera.	Everything for the birthday girl.

Cultural Reading: Important Dates and Holidays

Fechas importantes y días de fiesta

Hay tantas fechas importantes durante el año! Hay fiestas y desfiles para el Año Nuevo. El Día de los Reyes (Wise Men) es el seis de enero. Ese día es costumbre dar regalos a los niños; el primero de mayo es el Día del Trabajo y en ese día no se trabaja; el doce de octubre es el Día de la Raza, en ese día no se trabaja en algunos países para celebrar la fecha en que Cristóbal Colón llegó al continente americano. El dos de noviembre es el Día de los Muertos y el 25 de diciembre es la Navidad. La Pascua se celebra todos los años, pero en distintas fechas.

Hay también una fecha familiar muy importante, la Quinceañera, cuando una hija cumple quince años. Es tan importante tener una fiesta para la Quinceañera que muchas familias ahorran durante muchos años y practican bailar durante muchos meses. En esa fecha la joven se convierte en mujer.

Comprehension Questions

What date is "el Día de la Raza"?	April 30th	
	May 1st	
	October 12th	x
	It changes every year.	
What do English speakers call "Cristóbal Colón"?	Marco Polo	
	Hernando Cortés	
	Christopher Columbus	x
	Captain James Cook	
Choose the false statement about "la Quinceañera":	Families often prepare by taking dancing lessons.	
	"La quinceañera" is celebrating a girl becoming a woman.	
	It doesn't cost much to throw a "quinceañera" party.	x
	Countries often have different customs for celebrating it.	
What do people celebrate on January 6th in Latin America?	Thanksgiving	
	Wise Men Day	x
	Saint Joseph's Day	
	la Quinceañera	
According to the passage, how do people celebrate the New Year?	They go to the beach.	
	They go to parades and parties.	x
	They make special dresses for the children.	
	They do not work.	
People work all day on "el Día del Trabajo".	True.	
	False.	x

November 2nd is...	Columbus Day	
	the Day of the Dead	x
	Labor Day	
	Mexico's Independence Day	

Unit 5: Every Day

Story Event

Luisa arrives early to the computer lab one morning to find her younger neighbor, Rafael Garcia, already waiting. They pass the time waiting for class to begin by talking about their schedules.

Objectives:

Communicative

- Talk about your school schedule and say what classes you have each day.
- Talk about what classes you like using "me gusta" and say which is your favorite.
- Ask your friends about their schedules.
- Describe your perfect weekend.

Grammatical

- Ask what others like using the expression "te gusta".
- Practice saying what classes you're taking with "tomar" (to take).
- Get familiar with conjugating a regular -ar verb.

Cultural

- Read about a typical week in Latin America versus one in the United States.

Unit Project

Class schedule

Present students with a week long schedule and ask them to reply to your questions about what classes/activities they have each day. Then ask them to write down their ideal lesson schedule and be ready to say what they like and why, what they study on x day, what classes are held on x days. Then, have them work in pairs to create a calendar/weekly organizer phone application and to present their project to the class.

Lists to Learn

Lesson	Lesson Goal	Classroom Application Activities
Lesson 1 Days of the Week	<ul style="list-style-type: none"> List the days of the week Days not capitalized in Spanish 	Students create a written calendar with the days of the week and their classes in school.
Lesson 2 My Classes	<ul style="list-style-type: none"> Say what they like using the expression "me gusta" 	
Lesson 3 During the Week	<ul style="list-style-type: none"> Talk about your school schedule and say what classes you have each day. 1st person sg. Use of "tomar" 1st person pl. use of "tener" 2nd person sg. Use of "estudiar" 	Students describe which classes they have on which days of the week.
Lesson 4 The Weekend	<ul style="list-style-type: none"> Say what you don't like using "no me gusta" Learn some more -ar verbs such as "escuchar, trabajar" 	Complaints! Students complain about what they have to do on weekends using "No me gusta..."
Lesson 5 Conjugation of - AR Verb "Necesitar"	<ul style="list-style-type: none"> Conjugate regular -ar verb "necesitar" 	Students tell what activities they do using common 1st person verb forms.
Lesson 6 Cultural Reading	<ul style="list-style-type: none"> Talk about the order of the days of the week using time expressions (e.g. "the first", "after", to end", the same day") 	

Conversation: Do you like School?

¿Te gusta la escuela?

Luisa	Hola, Rafael, tengo una pregunta. ¿Te gusta la escuela?	Hi Rafael, I have a question for you. Do you like school?
Rafael	Si, pero no me gustan todos los días igual. Me gustan más los martes porque estudio español.	Yes, but not every day equally. I like Tuesdays better because I study Spanish.
Luisa	¿Qué estudias los jueves?	What do you study on Thursdays?
Rafael	Los jueves tomo computación.	On Thursdays I have computer class.
Luisa	¿Cuál es tu día favorito?	What's your favorite day?
Rafael	Mi día favorito es el sábado porque es un día para descansar.	My favorite day is Saturday because it's a day for relaxing.
Luisa	Mi día favorito es el viernes. Estudio y trabajo en la clase de ciencias a la una de la tarde, después del almuerzo a las doce...	My favorite day is Friday. I study and work in the science classroom at one o'clock in the afternoon, after lunch at twelve o'clock.
Luisa	...y el fin de semana comienza el día sábado!	... and the weekend starts on Saturday!
Rafael	Los fines de semana descansamos y nos divertimos.	On weekends we relax and have fun.
Luisa	¿Cuándo tienes matemáticas?	When is your math class?
Rafael	Los miércoles a las nueve de la mañana en punto. Necesitamos la computadora y una calculadora. Me gusta mucho esa clase.	On Wednesday morning at nine o'clock sharp. We need to use a laptop and a calculator. I really like that class.
Luisa	A mí no me gusta la escuela... ¿me gusta el fin de semana!	But I do not like school... I like the weekends!

Cultural Reading: Weekly Activities

Actividades semanales

La semana tiene siete días, pero comienza en distintos días en algunos países. En España y la mayoría de los países de Latinoamérica, tras el fin de semana, llega el nuevo ciclo de siete días, que empieza el lunes y termina el domingo. En Estados Unidos, la semana comienza el día domingo.

Durante la semana trabajamos y vamos a la escuela. Los fines de semana descansamos y nos divertimos. Por ejemplo, el lunes o primer día de la semana comienzan las clases. El martes estudiamos ciencias. El miércoles tengo matemáticas, mi clase favorita. El día jueves en la tarde trabajo en la tienda de mi padre. El viernes es un día muy lindo porque al día siguiente, sábado, comienza el fin de semana. El último día de la semana es el domingo. Ese día descansamos, paseamos y nos divertimos mucho. La semana y la escuela empiezan otra vez el lunes y estudiamos todos los días de la semana hasta comenzar el fin de semana.

Así es todo el año: cinco días de estudio o de trabajo, y dos días de descanso.

Comprehension Questions

In Spain and most of Latin American countries, the week...	ends on Monday.	
	ends on Friday.	
	starts on Monday and ends on Sunday.	x
	starts on Sunday and ends on Saturday.	
According to the passage, what does the author do on Tuesdays?	They have math class.	
	They have science class.	x
	They start classes.	
	They work at their father's store.	
Which is the first day of the weekend?	el jueves	
	el domingo	
	el viernes	
	el sábado	x
Based on the passage, what is the best translation of "días de descanso"?	"days of dancing"	
	"work days"	
	"days off"	x
	"study days"	
Which is the best description of "el ciclo" (the cycle) mentioned in the passage?	dos días a descansar y divertirse mucho	
	cinco días de estudio o de trabajo, y dos días de descanso	x

Unit 6:At School

Story Event

Alberto heads to his neighbor Luisa's house to see if she wants to walk with him to school. Unfortunately, Luisa has trouble finding all of the things she needs for school and is running late. Alberto does his best to help his friend, but he does not count on Luisa's dog's appetite!

Objectives

Communicative

- Be able to answer the question, "¿Qué hora es?" (What time is it?).
- Keep track of your schedule by knowing what time your classes are at.
- Help someone find their school supplies by asking where they are.
- Tell your friends you're running late.

Grammatical

- Learn to conjugate the regular -er verb "comer".
- Learn to conjugate the regular -ir verb "vivir".
- Use "mis", and "tus" to talk about possessing more than one thing.
- Use the verb "estar" to talk about an item's location.

Cultural

- Learn about two common ways to tell the time in Latin America: using the 12-hour and the 24-hour clock.

Unit Project

Out and About

Have students work in groups to plan a busy day in town. Each group will choose a location (museum/ train station/theater/school) and will write down a short dialogue to be performed in front of the class. Student should:

- Write down a schedule of things to do (i.e. going to the supermarket, to visit a friend, to the movie theatre, to a restaurant, the airport or the train station)
- Write a dialogue discussing the opening/ closing time or the train schedule or the movie time etc.
- Run late to one of their planned activities (and give a reason why).

Ask them to choose a celebrity or book/movie character and write down that person's daily schedule. Imagine a conversation between Harry Potter and Hermione or Barak Obama and Michelle or Han Solo and Chewbacca. Have students present their prepared schedules as if they were that person's personal manager (e.g. "He goes to the gym on Friday.")

Lists to Learn

Lesson	Lesson Goal	Classroom Application Activities
Lesson 1 School Supplies	<ul style="list-style-type: none"> List school supplies 	Students list what they have in their backpacks. (Use vocabulary and possessives.)
Lesson 2 Possessive Adjectives	<ul style="list-style-type: none"> Use all possessive pronouns correctly 	
Lesson 3 Telling Time 1	<ul style="list-style-type: none"> Say a "whole hour" with "Son las..." Say a half hour with "y media" Use the 12-hour clock informal situations. 	Students explain what time they have each class on a given day.
Lesson 4 Telling Time 2	<ul style="list-style-type: none"> Say a quarter hour with "y cuarto" and "y quince" Learn about the exception "Es la una." Say "twenty till" with "vente para las..." and "next hour + menos veinte" 	Students locate time tables from authentic TV schedules, train/plane schedules etc. Peers present the times of activities to each other.
Lesson 5 Conjugation of "Estar"	<ul style="list-style-type: none"> Explicitly learn the conjugation of "estar" "Estar" is used to talk about temporary things like emotions and location. Learn plural forms of possessive adjectives 	Students create a graphic organizer of verbs learned thus far to maintain in their notes.
Lesson 6 At School	<ul style="list-style-type: none"> Use "estar" to talk about location 	
Lesson 7 Conjugation of "-er" verbs	<ul style="list-style-type: none"> Explicit teaching of "-er" verb conjugation 	
Lesson 8 Conjugation of "-ir" verbs	<ul style="list-style-type: none"> Explicit teaching of "-ir" verb conjugation 	Students describe where things are located in school.
Lesson 9 Cultural Reading	<ul style="list-style-type: none"> Learn some new regular "-ar" verbs Learn about the 12 and 24-hour clocks Learn some words for places around town 	Opening and closing times for important places around the city. List activities/actions that can be performed in different environments at different times.

Conversation: School Supplies

Luisa	Alberto, ¿dónde está mi libro?	Alberto, where's my book?
Alberto	¡No otra vez!	Not again!
Luisa	¿Y dónde está mi cuaderno?	And where's my notebook?
Alberto	Tu libro y tu cuaderno están en el dormitorio.	Your book and notebook are in the bedroom.
Luisa	¿¡Ay! dónde está mi mochila?	Oh no! Where's my backpack?
Alberto	¡Cálmate! Tu mochila está en la sala.	Calm down! Your backpack is in the living room.
Luisa	¿Dónde tengo el diccionario y las tijeras?	Where are the dictionary and scissors?
Alberto	Tus tijeras y el diccionario están en la mochila.	Your scissors and the dictionary are in the backpack.
Luisa	Gracias. ¿Qué hora es? Tengo que estar en la escuela a las ocho.	Thanks. What's the time? I need to be at school at eight o'clock.
Alberto	Son las ocho menos cuarto. ¿Estás lista?	It's a quarter to eight. Are you ready?
Luisa	¡Ay!, ¡es muy tarde!	Oh no! It's so late!
Alberto	Todos los días estamos listos a las siete.	We are always ready at seven o'clock.
Luisa	Siempre salimos a esa hora, bueno..., si estoy lista.	We always leave the house then, well..., if I am ready.
Alberto	Partimos a las 7:30... 7:40...	We leave around 7:30... 7:40...
Luisa	...si estoy lista.	... if I am ready.
Alberto	Mi clase hoy empieza a las 8:45. Tengo que estar en la cafetería a las 8:40.	My class today starts at 8:45. I need to be in the cafeteria at 8:40.
Luisa	Hoy yo llego tarde, pero tú llegas a tiempo.	Today I'll be late, but you'll be on time.
Alberto	Luisa, ¿dónde está mi tarea de matemáticas?	Luisa, where's my math homework?
Luisa	El perro se la comió!	The dog ate it.
Alberto	¡Oh no!	Oh no!

Luisa	La hoja está en el basurero de la cocina. Ja, ja...	Your paper is in the trash in the kitchen. Haha...
Alberto	¡Ay! ¡Necesito pegamento y tijeras, pronto!	Oh no! I need glue and scissors, now!
Luisa	¡Es una broma, Alberto! Aquí tengo tu tarea.	I was joking, Alberto! Here's your homework.
Alberto	¡Camina, camina o llegaremos tarde otra vez!	Let's go, let's go, or we'll be late again!

Cultural Reading: What Time Is It?

¿Qué hora es?

En los Estados Unidos se utiliza un reloj de 12 horas pero en los países hispanohablantes se utiliza el reloj de 12 horas en situaciones informales y el de 24 horas para anuncios oficiales, aeropuertos, tiendas, teatros, museos, etc.

Siempre que tengo que partir de viaje de San Francisco a Montevideo, salgo a las 18 así llego a la mañana muy temprano a Uruguay.

Llegué ayer martes y hoy tengo que salir de compras a la 1:30 con mi amiga Marta. En la puerta de la tienda dice "Abierto de 8 a 17 horas", así que tenemos mucho tiempo para elegir vestidos. Mañana vamos a ir con mis primas al Museo de Arte que abre a las 13:45. Al salir tomamos el metro a las cuatro menos veinte para llegar a la casa de Marta a las 4 de la tarde para tomar el té.

¡Mis amigas uruguayas y argentinas usan muchas veces los dos sistemas para la hora, y ahora, yo también!

Comprehension Questions

Spain and other Spanish-speaking countries...	use a 12-hour clock all the time.	
	use a 12-hour clock only at train and metro stations.	
	use a 12-hour clock in informal situations and a 24 hour clock for official schedules and at stores, cinemas, and TV programs.	x
	only use the 24-hour clock.	
The correct way to say 1:30 p.m. in Spanish is...	Son las doce y media.	
	Son las trece y media.	x
	Es la una.	
	Son las tres y media.	
What time does the author leave San Francisco to get to Montevideo?	At 8:00 p.m.	
	At 6:00 a.m.	
	At 12:00 a.m.	
	At 6:00 p.m.	x
	At 3:00 p.m.	
On Tuesday, the author goes to a store that...	opens at 12:00 p.m. closes at 4:00 p.m.	
	opens at 12:00 p.m. and closes at 1:17 p.m.	
	opens at 8:00 a.m. and closes at 5:00 p.m.	x
	opens at 1:30 p.m. and closes at 5:45 p.m.	
What time did the author take the subway from the store to get to Marta's house?	At 3:40.	x
	At 4:20.	
	At 1:30.	
	At 4:00.	

Unit 7: After School

Story Event

Alberto meets Susana as she's leaving school for the day. He wants to get to know her better so he suggests hanging out at her house to burn some CDs and listen to some music. They decide to meet back at her house after they finish their homework.

Unit Objectives

Communicative

- Be able to navigate a webpage in Spanish.
- Use a computer to log into a social media site.
- Talk about the things you can do after school.

Grammatical

- Using "Voy a..." to talk about the things you want to do in the near future.
- Continue to use "-ar", "-er", and "-ir" verbs.
- Use "Tengo que..." to talk about the things you have to do.

Cultural

- Read about the social networks that people in South America use to stay connected.

Unit Project

Class blog

Students may work in pairs or small groups to create and develop ideas for a class blog. At the beginning, ask students to do some research on some popular Spanish blogs: What makes a good bog, what sorts of topics are covered, etc. Have them write down the key features that they would include in their blog. Have them present their ideas for the blog and then vote on their favorites. When the best blog has been chosen, the entire class will work on its different sections (i.e the fashion, the food, science, sport, literature etc) and then write down a series of tweets to attract audience.

Lists to Learn

Lesson	Lesson Goal	Classroom Application Activities
Lesson 1 Entertainment	<ul style="list-style-type: none"> • Modal verbs "querer", "ir", and "poder" for 1st person singular and plural. • Introduction to "ir" + "a" to talk about the future 	TV/movie theater schedule. Create a TV /movie theater schedule and have students write down what they want/can/will do. Good to review days/month.
Lesson 2 Social Media	<ul style="list-style-type: none"> • Learn internet terms. 	Students will visit a common site in Spanish (Amazon, ebay, etc.). Students will search for authentic uses of internet and computer terms. Have them take screenshots of new vocabulary words/phrases they feel are important and present to class.
Lesson 3 Computers	<ul style="list-style-type: none"> • Learn computer terms. 	
Lesson 4 After School	<ul style="list-style-type: none"> • Using "estar" with "broken". • Two ways to express obligation: "Tengo que..." and "deber..." 	Tweet your friends to ask for help. Have students write a message on a social media platform asking for help with some technical problem.
Lesson 5 Cultural Reading	<ul style="list-style-type: none"> • Learn about adjectives that can be nouns: "joven" → "el joven" • Learn about verbs that look like nouns: "Ayudar" → "Necesito ayuda" • Read about social media sites in the US and in South America (like Tuenti, Taringa.net, and Sonico) 	

Conversation: After School

Después de la escuela

Alberto	Susana, ¿Qué vas a hacer después de la escuela?	Susana, what are you doing after school?
Susana	Voy al café y si quieres podemos chatear en Facebook.	I am going to the internet cafe and if you want we can chat on Facebook.
Alberto	Pues, me gustaría ir a tu casa y quemar unos discos compactos.	Well, I'd like to come to your house to burn some CDs.
Susana	Mi computadora está descompuesta, pero puedes traer tu computadora portátil.	My computer is broken but you can bring your laptop.
Alberto	¿Tiene un virus? Hay que tener cuidado con los virus.	Does it have a virus? You've got to be careful with viruses.
Susana	¡Oh! Tengo que cambiar las contraseñas.	Oh! I must change my passwords.
Alberto	¡Bueno, perfecto! Voy a tu casa a las cinco en punto.	Perfect! I'll come by your house at five o'clock sharp.
Susana	¿Tienes el nuevo álbum de Enrique Iglesias?	Do you have the new Enrique Iglesias album?
Alberto	No, tienes que bajarlo o comprarlo.	No, you either have to download it or buy it.
Susana	De acuerdo.	Ok.
Alberto	Susana, ¿Qué vas a hacer después de la escuela?	Susana, what are you doing after school?

Cultural Reading: Social Media

Las redes sociales

Las redes sociales son muy populares entre los jóvenes. El Internet es una excelente ayuda para hacer las tareas, investigaciones o divertirse. En España una de las redes populares más utilizadas entre los jóvenes de 14 a 25 años se llama Tuenti. Taringa.net y Sónico son otras redes sociales famosas en América del Sur.

Todos mis amigos están en Facebook. Ponen fotos, enlaces a sitios Web y noticias muy interesantes. Mis amigos tienen también cuenta en Twitter, pero a mí no me gusta tanto. Para fotos, mi amigo Juan usa Instagram. Sube fotos desde sus CD.

Las redes sociales son muy importantes y divertidas pero tenemos que acordarnos de no pasar demasiado tiempo en la casa chateando y navegando en internet. La tecnología nos ofrece un mundo nuevo, pero también tenemos que disfrutar del aire libre y pasear con amigos.

Comprehension Questions

Social networks are...	not popular among young people.	
	only used by people between 14 to 25 years old.	
	very popular among young people.	x
	mostly used to arrange meetings.	
What are Taringa and Sónico?	They are two good friends.	
	South American social networks.	x
	Mobile phone companies.	
	South American search engines.	
Social networks are important but we must keep in mind:	Instagram	
	Facebook	
	Twitter	x
	Tuenti	
Which social media site does the author say all of their friends belong to?	Taringa.net and Sónico	
	Facebook	x
	Instagram	
	a South American social network.	
Tuenti is...	a Spanish social network.	x
	an online Spanish dictionary.	
	not popular among young people.	

LEVEL 2 – Units 8-13

Unit 8: At Home

Story Event

Susana has such a mysterious air about her. Her friends want to know what her life was like back in Paraguay.

Susana is over at Luisa's one day to do some homework and they talk about Susana's house.

Objectives

Communicative

- Describe what your house looks like and ask others about theirs.
- Explain where things are in your house using prepositions of location.

Grammatical

- Use "hay" to say what "there is" or "there are" in your house.
- Learn where adjectives belong in Spanish sentences.
- Learn which color words do not change to describe feminine nouns.

Cultural

- Find out why you have to walk up a flight of stairs to get to the first level of a Spanish building.
- Read about what makes a Spanish Colonial Style Hispanic colonial house so unique.

Unit Project

Dream House

Build your dream house. Ask student to do some research and find some houses for sale in Colombia (or another South American country) and present their favorites to class. They should include the number of rooms, bedrooms, bathrooms, and any other significant features of the house. Afterwards, divide class in pairs/small groups. Have them draw a floor plan for their dream house and go online looking for furniture/features (i.e. garage, garden etc) estimating some costs. Have them collect images of the features they would like to include. Once they have "built" and furnished their houses they must write a sale advertisement. Afterwards students should try to convince each other to buy the house.

Lists to Learn

Lesson	Lesson Goal	Classroom Application Activity Activities
Lesson 1 Parts of the House	<ul style="list-style-type: none"> • Use colors as adjectives to describe rooms of the house. • Adjective position in sentences (noun adjective) 	Students describe their own house in front of the class. Use of "ser" and house vocabulary.
Lesson 2 Rooms of the House	<ul style="list-style-type: none"> • Learn words related to rooms of the house 	
Lesson 3 Colors	<ul style="list-style-type: none"> • Use "ser" when talking about color • Some color adjectives don't change form when describing feminine nouns. 	
Lesson 4 Prepositions of Location	<ul style="list-style-type: none"> • Learn prepositions of location • Use "estar" to talk about location 	"Where is...?" Ask students to use "estar" and prepositions to locate items around the classroom or on a picture. Show different uses of "hay" and "estar"
Lesson 5 Cultural Reading	<ul style="list-style-type: none"> • "el primer piso" is the first floor above the ground • Adjective position in sentences (adjectives that "belong" to the noun come before, like "un gran hombre") 	"Where is...?" Ask students to use "estar" and prepositions to locate items around the classroom or on a picture. Show different uses of "hay" and "estar"

Conversation: At Home

En casa

Luisa	Susana, ¿cómo es tu casa en Paraguay?	Susana, what is your house like in Paraguay?
Susana	Mi casa es verde y tiene el techo negro. Enfrente hay un parque hermoso. Está cerca de un lago.	My house is green and has a black roof. It sits in front of a beautiful park. It's close to a lake.
Luisa	¿Cuántos dormitorios hay?	How many bedrooms does it have?
Susana	Hay cuatro. El mío está enfrente del dormitorio de mis padres. Ellos tienen el dormitorio al lado del baño. Las ventanas y las paredes del dormitorio son grises.	There are four. Mine is in front of my parents' room. Their bedroom is next to the bathroom. The windows and bedroom walls are gray.
Luisa	¿De qué color es tu dormitorio?	What color is your bedroom?
Susana	Mi dormitorio es blanco.	My bedroom is white.
Luisa	¿Y la cocina cómo es?	And how is the kitchen?
Susana	Es enorme y está a la derecha del comedor. Hay una puerta al patio.	It's huge and it's to the right of the dining room. It has a door out to the patio.
Luisa	¿Y cómo es la sala?	And how is the living room?
Susana	La sala está a la izquierda de la cocina. Es grande y elegante con chimenea.	The living room is to the left of the kitchen. It's big and elegant and has a fireplace.
Luisa	¿Tiene un garaje?	Is there a garage?
Susana	Sí, de dos carros.	Yes, it fits two cars.
Luisa	¡Es hermosa y muy grande! Espero que te guste igual aquí.	Sounds beautiful and very big! I hope you like this place as much as that one.

Cultural Reading: The Rivera Mansion

La mansión de la familia Rivera

La casa de la familia Rivera en Colombia es una hermosa mansión de estilo colonial. Tiene dos pisos planta baja y primer piso y un hermoso tejado tradicional de color rojo. Al frente hay ocho ventanas blancas. La puerta de entrada y la puerta al garaje también son blancas. La entrada principal es muy elegante. La casa tiene seis dormitorios y tres baños. Cuatro dormitorios en el primer piso y dos en la planta baja que da a la calle principal. La sala tiene ocho ventanas muy bellas de estilo colonial.

En la planta baja está también la oficina de la Sra. Rivera. La casa no tiene subsuelo. La cocina es grande, muy linda y tradicional. Está al lado izquierdo de la casa y hacia el lado derecho hay un portón (o puerta grande) que lleva al patio trasero y al jardín. Tiene también una amplia terraza en el primer piso que rodea el patio. Todas las casas del barrio son coloniales. A veces tienen un patio cuadrado y sin techo en el centro de la casa donde pueden colgar ropa y tener un pequeño jardín. Ese patio es siempre un lugar seguro para que los niños jueguen.

Ms. Rivera's office is located...	on the first floor.	x
	on the second floor.	
	on the third floor.	
	in the basement.	
How many bedrooms and bathrooms are there in the Rivera House?	five bedrooms and two bathrooms	
	four bedrooms and six bathrooms	
	six bedrooms and three bathrooms	x
What color is the front door?	red	
	blue	
	white	x
	gray	
Where is the terrace (la terraza) that overlooks the garden?	In the basement.	
	On the ground floor.	
	On the second floor.	x
	On the right side of the house	
Choose the passage that best describes a Colonial-style house.	A traditional, elegant, two-floor house, with a red roof.	x
	A modern, open-concept house, with a swimming pool.	
	A small shack with no windows and a tin roof.	
	A unique, red brick house with a terrace and a courtyard.	
What can you often find at the center of a Colonial-style house?	A swimming pool.	
	A jungle gym for kids to play.	
	A greenhouse to grow plants.	
	A square, open courtyard.	x

Unit 9: Chores and Responsibilities

Story Event

Luisa shares the household chores with her mom and she has a lot to do this week. Rafael wants to invite her to go out, but Luisa has to finish her chores before they can have fun. Maybe if Rafael helps her out, they'll get done faster.

Objectives

Communicative

- Explain what chores and responsibilities you have to do.
- Be able to make excuses like "The dog ate my homework!" and "I was sick."
- Say which chores your friends like and dislike.

Grammatical

- Use "tener que" and "hay que" to talk about what you and others have to do.
- Talk about how you feel using "estar".
- Say you just finished something with "acabar de..."

Cultural

- Read about the kinds of things that Rafael has to do around his house and how his parents feel about it.

Unit Project

Chores

You're a teenager in ancient civilization in Central/South America! What chores are you expected to do? Briefly introduce a few ancient Central/South American civilizations. Ask students to do some online research and report about daily activities in that civilization in front of the class. Then ask student to interview each other on what chores they usually do or must do every day. They should express their opinion on what they like and what they don't.

Then, ask them to write down a diary page where they list all the chores they have performed that day. Now that they have their diary page pair them or form small groups and ask them to imagine they are ancient Mayan or Pioneers etc and their mother/father wants them to clean the house (a pyramid? a cave? a spaceship?). Student must first write down the dialogue and then present it in front of the class.

Lists to Learn

Lesson	Lesson Goal	Classroom Application Activity Activities
Lesson 1 Around the House	<ul style="list-style-type: none"> Basic verbs related to housework. 	Charades! Assign a secret verb/house chore to a student and ask him/her to mime it in front of the class. Whoever guesses correctly goes next.
Lesson 2 Chores	<ul style="list-style-type: none"> Verb phrases related to specific chores 	
Lesson 3 Using Tener Que	<ul style="list-style-type: none"> Conjugate "tener" in a modal verb phrase, expressing what they "have" to do, before an infinitive. Explicitly demonstrate the conjugation pattern of "tener" Use "Hay que..." 	Students receive a message from his/her mother with a list of things to do in the house (use verb "hay"). Students have to write what they "must do" using the phrase "tengo que" and present their chores to the class.
Lesson 4 Using Estar	<ul style="list-style-type: none"> Explicitly demonstrate the conjugation pattern of "estar" + adjective to describe one's current state. 	Show a set of pictures with different facial expressions and ask students to describe them. Point out the proper use of masculine/feminine adjectives.
Lesson 5 Excuses	<ul style="list-style-type: none"> Common, idiomatic expressions. Emphasize verb "comer" by changing it to "comerse". Introduce the preterit and imperfect implicitly only (recognition) 	Play the song "Se comio" by Yucatan Go Go. Writing and Listening activity. After playing the song for the class, ask students to transform all the reflexive verbs into present active verbs (el come).*
Lesson 6 Using Acabar de...	<ul style="list-style-type: none"> Use acabar de + infinitive verb Conjugate "acabar de" for all forms Learn more verbs related to chores 	"What did you/they just do?" Round Robin Exercise.
Lesson 7 Cultural Reading	<ul style="list-style-type: none"> Use third person with "gustar" (le) 	Writing exercise. Prepare a sheet with brief descriptions about what several characters like. Students must describe each character's tastes.

Conversation: Chores

Rafael	Hola Luisa. ¿Qué tienes que hacer esta tarde?	Hi, Luisa. What are you doing this afternoon?
Luisa	Tengo que hacer los quehaceres. ¿Por qué?	I have to do some chores around the house. Why?
Rafael	Acabo de regresar de compras y quería salir contigo, pero estás ocupada.	I just came back from shopping and I wanted to go out with you, but you are busy.
Luisa	Sí, también tengo que limpiar la casa, lavar los platos y hacer las compras.	Yes, I also have to clean the house, wash the dishes and go shopping.
Rafael	Hay que barrer y trapear el piso, ¿no?. ¿Te puedo ayudar?	You have to sweep and mop the floor too, right? Can I help you?
Luisa	Sí, por favor. ¿Puedes sacar la basura y regar las plantas?	Yes, please. Can you bring the trash out and water the plants?
Rafael	No hay problema. Espero que acabemos los quehaceres muy rápido.	Sure, no problem. I hope we will be done with the chores soon.
Luisa	Por lo menos estás aquí para ayudar.	At least you're here to help me.
Rafael	¡Vamos a empezar! ¡Hay que trabajar!	Let's get started! We have work to do!

Cultural Reading: Chores

Los quehaceres de la familia García

Todos los días tenemos que hacer los quehaceres, pero son muy aburridos. No me gusta lavar, especialmente los platos. Hace un rato acabé de limpiar la sala. Mis padres dicen: Rafael, tienes que hacer eso todos los días. Mucha gente busca excusas para no sacar la basura, cortar el césped, hacer las tareas o limpiar el dormitorio, pero no hay manera de evitar los quehaceres.

En la familia García, a mi hermano Alberto le gusta cocinar. Prepara comidas muy sabrosas. Mi quehacer favorito es lavar el coche. A mi amiga Luisa no le gusta limpiar el baño o lavar la ropa, pero no le importa pasear al perro.

Papá y mamá están muy contentos porque siempre ayudamos con las tareas de la casa.

¡Cuando está limpio puedo salir de paseo con mis amigos!

What chore does Rafael especially dislike?	washing dishes	x
	cleaning their bedroom	
	sweeping the floor	
	mowing the lawn	
What chore does Luisa not mind doing?	cleaning the bathroom	
	doing the laundry	
	walking the dog	x
	making dinner	
What is Rafael's favorite chore?	making excuses	
	taking out the trash	
	washing the car	x
	cooking delicious meals	
Because the Rafael and Alberto help with the chores...	Their parents are very happy.	x
	Their parents wish they had another child.	
	Their parents say they are very busy.	
	Their parents let them hang out with friends.	

Unit 10: Family and Friends

Story Event

The Torres and Garcia families decide to meet in the park and have a picnic and a day of fun together. All their family members and friends are invited. Mr. Garcia learns that Luisa is an aunt and meets her sister and her nephews.

Objectives

Communicative

- Be able to describe what you can or cannot do with "poder".
- Use "tener" to say what you have, what you have to do, and how old you are.

Grammatical

- Describe how people look using "ser".
- Form and use irregular present tense verbs that change stems from "-o" to "-ue".
- Recall adjective agreement.

Cultural

- Learn about nicknames in Spanish.

Unit Project

Family album

Give students empty family trees to be filled out. They should work in pairs, interviewing their partner about the people in their family (such as each family member's profession, age, hobby, nationality etc.) The interviewer should fill out his partner's family tree and they switch roles. After the filled sheets are collected, the teacher draws an empty family tree on the blackboard and asks each pair to choose a family member to role play in front of the class. Class must infer who is and help fill out the family tree.

Lists to Learn

Lesson	Lesson Goal	Classroom Application Activity Activities
Lesson 1 Family	<ul style="list-style-type: none"> Learn words for family members 	Students draw their family trees and write short descriptions of their family members.
Lesson 2 Physical Description	<ul style="list-style-type: none"> Recall adjective agreement <i>Tech alert:</i> Students can type in the masculine or feminine version of adjectives when they practice in Transparent Language Online 	
Lesson 3 Describing People with Ser	<ul style="list-style-type: none"> Describe family members using "ser" "Joven" gets an accent mark when it becomes "jóvenes" 	
Lesson 4 Describing People with Tener	<ul style="list-style-type: none"> Review 3rd person singular and plural forms of "tener". 	Communicative activity: Students describe pictures of famous people.
Lesson 6 Talking to Friends	<ul style="list-style-type: none"> Irregular present tense verbs that change stems -o to -ue ("dormir", "poder") 	Writing exercise: Student should describe the daily routine of one member of their family and his/her peculiar traits. Work with them to come up with a nickname for one of their family members or friends.
Lesson 7 Cultural Reading	<ul style="list-style-type: none"> Irregular present tense verbs that change stems -o to -ue ("almorzar") Implicitly recognize direct object pronouns "lo" and "la" 	

Conversation: My Family

Mi familia

Maria	Buenos días, Sr. García. Me encanta su idea de tener un picnic en este parque.	Good morning, Mr. García. I love the idea of having a picnic in this park.
Eduardo	Sí, es un parque muy bonito para almorzar.	Yes, it's really a pretty park to have lunch in.
Maria	Quiero presentarle mi familia. Ya conoce a Luisa. Vengo también al almuerzo con mi hija mayor, Matilde y su familia.	I would like to introduce you to my family. You already know Luisa. My oldest daughter Matilda and her family are also coming to lunch.
Eduardo	¿Los niños?	And the kids?
Maria	Tengo dos nietos que duermen ahora aquí sobre el césped. Uno tiene diez años y el otro, tres.	I have two grandchildren who are sleeping here on the grass. One is ten and the other is three.
Eduardo	Tiene unos nietos hermosos. El niño mayor es pelirrojo y el otro tiene el cabello castaño.	You have beautiful grandchildren. The oldest one has red hair and the other has brown.
Alessandra	¿No tienen hambre? ¡Yo sí! Tengo que comer un bocadillo.	Aren't you hungry? I am! I need a sandwich.
Maria	Nosotros tenemos mucha hambre también.	We are very hungry too.
Eduardo	Vamos a comer, entonces.	Let's go eat, then.
Maria	Luisa, ¿Quieres traer la ensalada y la fruta para compartir?	Luisa can you bring salad and fruit so that we can share?
Alessandra	Sí, sí, mamá.	Yes, yes, mom.
Eduardo	¿Es tan importante estar con la familia o con amigos!	It's so important to be with family or friends.
Alessandra	Mis abuelos están en casa. No pueden venir hoy.	My grandparents are at the house. They couldn't come today.
Maria	Los tíos de Luisa quieren venir más tarde.	Luisa's uncles want to come later.
Jaime	Mi amiga Susana puede venir a las tres de la tarde.	My friend Susana can come at three in the afternoon.
Maria	¡La comida está lista!	Lunch is ready!
Eduardo	¡Vamos a comer! ¡Vamos todos a almorzar!	Let's go eat! Let's all go have lunch!

Cultural Reading: My Family

Mi familia

Mi familia es la más interesante del vecindario. Mis padres son muy cariñosos y divertidos. Siempre invitan a nuestros vecinos a comer en casa. A todos les gusta cómo cocina mi mamá. Mi papá entretiene a los vecinos con sus chistes. Le decimos "el jefe" porque él siempre toma las decisiones (bueno, a veces).

Tengo dos hermanas. Mi hermana mayor es la más inteligente. Tiene cabello rubio y largo, le decimos "Rubia". Mi hermana menor es la más optimista de la familia. Tiene cabello negro y corto, y es muy flaca. Le decimos "Flaquita" de cariño.

En nuestra casa tenemos mascotas muy simpáticas: un perro y un conejo. El perro tiene manchas negras y le decimos "Mota". Nuestro conejo, Saltarín, es blanco y vive en el patio.

Todos en nuestra familia vamos a acampar al mejor bosque de la zona, los fines de semana. Hacemos muchas actividades juntos y nos divertimos mucho.

Choose the sentence that best describes the author's parents:	They are the busiest people in the neighborhood.	
	They prefer to keep to themselves.	
	They are very fun and caring.	x
	They are often away from home.	
Why do you think the Rivera family calls the dad "el jefe"?	Because he likes to make jokes.	
	Because he's an excellent cook.	
	Because he's very caring.	
	Because he tends to make decisions.	x
What does the nickname "Rubia" mean?	Smartie	
	Blondie	x
	Ginger	
	Mystery	
What does the Rivera family do on weekends?	They go to the movies.	
	They go camping in the forest.	x
	They run marathons.	
	They throw a huge party.	
If you translated the rabbit's name into English, it would be:	Hoppy	x
	Whitey	
	Snowball	
	Thumper	
Which nickname would most likely be used to describe a thin girl?	Cariña	
	Mota	
	Rubia	
	Flaquita	x

Unit 11: More or Less

Story Event

Luisa and Susana discuss their school schedules for the winter trimester. Luisa's been having trouble with math, but luckily Susana is in her class and got excellent grades back in Paraguay. She offers Luisa some advice about how she could do better in school.

Objectives

Communicative

- Be able to describe people by their personality.
- Talk about your friend's ages and say who is the oldest and who is the youngest.
- Use comparative terms to compare and contrast two things.

Grammatical

- Use superlative terms to talk about the best, the worst, and the most...
- Know how to use the two words that mean "to know": "saber" and "conocer"
- Use stem-changing verbs "empezar" and "preferir" to talk about your classes at school.

Cultural

- Read about how students in Latin American countries get graded.
- Find out more about how schools in Latin America are organized.

Unit Project

Two Aliens

Students create a visual and sentences that compare and contrast two aliens. They should be encouraged to use phrases that compare their physical appearance and personality. Students should describe what they "know" and "do" using appropriate verbs.

Lists to Learn

Lesson	Lesson Goal	Classroom Application Activity
Lesson 1 Comparatives	<ul style="list-style-type: none"> • Students will be able to compare 2 objects using the comparative. • mas... que... • menos... que... • mayor que... • menor que... • tan... como... 	Compare the pictures provided using the comparatives listed.
Lesson 2 Describing Personality	<ul style="list-style-type: none"> • Learn adjectives of personality. • Adjectives that don't change for noun gender 	Compare the pictures provided using the superlatives listed (use items from the vocabulary list of lesson 2).
Lesson 3 Superlatives	<ul style="list-style-type: none"> • Superlative terms: <i>el/la más</i> + adjective or <i>el/la menos</i> + adjective 	
Lesson 4 Saber vs Conocer	<ul style="list-style-type: none"> • Form and use "saber" and "conocer" correctly for 1st person singular and 2nd person singular. 	Teacher asks students questions with "conocer" and "saber" about adjectives listed in lesson 2.
Lesson 5 E to IE Stem Changing Verbs	<ul style="list-style-type: none"> • Form and use verbs that change from –e to –ie "empezar" and "preferir" 	Teacher provides students with a dialogue containing verb "ir" conjugated, so they can role-play using "empezar" and "preferir".
Lesson 6 Conjugating IR	<ul style="list-style-type: none"> • Explicit conjugation of "ir" for all subjects. 	

Lesson	Lesson Goal	Classroom Application Activity
Lesson 7 Cultural Reading	<ul style="list-style-type: none"> Learn about schools in Latin America and how students are graded. 	<p>Conversation activity Teacher prepares a set of questions where students have to use comparatives, superlatives and "conocer", "saber", "empezar" and/or "preferir" to talk about themselves and others. Ex:</p> <ul style="list-style-type: none"> ¿Prefieres la clase de español o la de inglés? ¿Porque? ¿Cuál es la clase más importante en tu opinión? ¿A qué hora empieza la película/clase/fiesta mañana?

Conversation: My Classes at School

Mis clases en la escuela

Luisa Torres	Susana, ¿qué clases piensas tomar?	Susana, what classes are you thinking about taking?
Susana Díaz	Quiero empezar álgebra, inglés, arte, historia y educación física. Son muy interesantes.	I want to start algebra, English, art, history and physical education.
Luisa Torres	¿Te gusta álgebra?	Do you like algebra?
Susana Díaz	Me gusta menos que historia... Prefiero historia porque es más interesante. La clase de álgebra es la más aburrida.	I like it less than history... I like history better because it's more interesting. Algebra class is the most boring.
Luisa Torres	Rafael y Alberto toman álgebra, inglés e historia también. Pueden estudiar juntos.	Rafael and Alberto also take algebra, English and history.
Susana Díaz	¿Qué clases tomamos juntas tú y yo?	What classes are we taking together?
Luisa Torres	Este trimestre empezamos las clases de educación física y arte. Yo tomo también matemáticas los martes.	This trimester we will start physical education and art. I also take math on Tuesdays.
Susana Díaz	¡Oh!...Yo también empiezo matemáticas!	Oh, I am starting math class too.
Luisa Torres	¡Qué bien! ¡Entonces estamos juntas en tres clases!	Great! That means we will be in three classes together.
Susana Díaz	Tengo que estudiar mucho. Quiero tener A+ en inglés. Es decir, un 10 como en Paraguay.	I need to study a lot. I want to get an A+ in English. That is like a 10 in Paraguay.
Luisa Torres	¡Yo quiero A+ en todas mis clases! Pero siempre tengo D.	I want an A+ in all my classes! But I always get a D.
Susana Díaz	Eres muy inteligente. Tienes que estudiar más y no llegar tarde a clase. Así puedes sacar una A. Es menos que una A+, pero más que una D.	You are very intelligent. You have to study more and not be late to class. That way you can get an A. It's lower than an A+ but it's higher than a D.
Luisa Torres	¿Puedo? Matemáticas es la clase más difícil.	Do you think I can? Math is the hardest class.
Susana Díaz	¡Entonces, estudia y no llegues tarde! ¡Estoy tan contenta podemos estudiar juntas!..., y yo puedo tomar también clases con Rafael y Alberto.	Study and don't be late to class! I am so happy we can study together... and that I can also take classes with Rafael and Alberto.

Cultural Reading: School in Latin América

La escuela en América Latina

En América Latina y España los niños de seis a doce años van a la escuela primaria. Los jóvenes de doce a quince años van a la escuela secundaria y después, hasta los dieciocho años, van a una escuela preparatoria. Por fin los estudiantes pueden decidir si ir a la universidad o empezar a trabajar.

Los estudiantes no caminan por los pasillos como en Estados Unidos para ir de un salón a otro para tomar las distintas clases. Se quedan todos en el mismo salón y la maestra o los profesores van a ese salón a dar la clase.

También el sistema de calificación es diferente del de Estados Unidos. Por ejemplo, las notas son de 1 a 10 en vez de A a F. Para pasar un examen o una prueba en varios países tienes que tener una nota igual o superior a 6, pero esta nota es muy baja. Así que una nota 6 corresponde aproximadamente a la nota D de EE. UU., un 7 a una C, un 8 a B, un 9 a A y un 10 es A+. Ahora conoces los dos sistemas. ¿Cuál prefieres? ¿Cuál te gusta más?

Reading Comprehension Questions

Why don't many Latin American students get lost in the hallways at school?	Because schools are often small and easy to navigate.	
	Because students are excellent with directions.	
	Because students stay in the same classroom but teachers switch to give different classes.	x
	Because classrooms are connected by a central courtyard.	
In Spain and Latin America, who goes to secondary school?	Students from 13 to 18 years of age.	
	Students from 16 to 20 years of age.	
	Students from 15 to 18 years of age.	
	Students from 12 to 15 years of age.	x
In Spain and Latin America, who goes to preparatory school?	Students 15 years old and up.	x
	Students 17 years old and up.	
	Students 18 years old and up.	
	Only students who want to attend a university.	
After attending a pre-university school, students may...	take a long holiday.	
	decide to go to work.	x
	travel with their parents.	
	live in the wilderness.	
In many Latin American countries, what is the lowest passing grade?	5	
	6	x
	7	
	8	

Unit 12: What's Happening Now?

Story Event

Alberto summons his courage and asks Susana to come watch him play in the school soccer game this afternoon. Alberto learns that "fútbol" means something different in the United States than in the rest of the world. Susana is so smart! Unfortunately, it doesn't look like the game is going to happen.

Objectives

Communicative

- Say what the weather is like right now and in general.
- Talk about what is going on and what you are doing at this very moment.
- Say what you will do in the near future.

Grammatical

- Learn some useful phrases using the verb "decir" (to say).
- Use "hacer" and "estar" to talk about the weather.
- Learn about the difference between the Present Progressive and the Present Perfect tenses.

Cultural

- Read about the difference in weather patterns between North and South America.
- Read about some natural phenomena found in South America.

Unit Project

Weather Forecast:

Description: Students should create a weather forecast video about the weather in their location, city or school area.

Day 1: Explain project's details, students may search online for samples of weather forecast if needed and write their own forecast.

Day 2: Practice designed written forecast and record video.

Day 3: Wrap up recordings and present to class and teacher.

Lists to Learn

Lesson	Lesson Goal	Classroom Application Activity
Lesson 1 Weather	<ul style="list-style-type: none"> Weather statements (Present Perfect) Hacer vs. estar 	Vocabulary picture description: Students identify and describe a set of weather pictures related to the vocabulary.
Lesson 2 Present Progressive	<ul style="list-style-type: none"> Weather statements (Present Progressive) Present Progressive practice with familiar verbs. 	
Lesson 3 Invitation to the Game	<ul style="list-style-type: none"> Use "decir" in idiomatic expressions Implicitly use verb "ir" to form the future tense (ir a...) 	Mark the correct sentence: Teacher reads the vocabulary in English and students have to choose the correct vocabulary in Spanish, from a text prompt.
Lesson 4 Soccer Game	<ul style="list-style-type: none"> Learn verbs and nouns related to soccer 	<p>Read the unit conversation (below) "al partido" (each student can read a sentence aloud) and highlight/mark the following:</p> <ul style="list-style-type: none"> - Weather statements (Present perfect and progressive) - Idiomatic expressions with "decir" - The future form use of verb "ir" - Soccer related vocabulary
Lesson 5 Cultural Reading	<ul style="list-style-type: none"> Compare the difference in weather patterns above and below the equator 	Which season? Have students talk about each corresponding season above and below the equator as well as the climate/weather that accompanies each one (hace frio, etc)

Conversation: To the Game

Al partido

Alberto García	Susana, ¿vienes al partido de fútbol de hoy?	Susana, are you coming to the soccer match today?
Susana Díaz	¿Quieres decir fútbol americano? ¡Sí, me encanta!	Do you mean American football? Yes, I love it!
Susana Díaz	¡Quiero ir a ver el partido!	I want to see the game!
Alberto García	¿Por qué dices "fútbol americano"?	Why do you call it American football?
Susana Díaz	Porque en mi país y en todos los otros países llamamos "fútbol" al soccer.	Because in my country and every other country we call soccer "fútbol."
Alberto García	¡Cierto! ¡Es verdad!	Right! That's true!
Susana Díaz	Cuando yo digo "fútbol" quiero decir "soccer".	When I say "fútbol" I mean soccer.
Alberto García	Sí, Rafael y yo vamos a ir a jugar al fútbol.	Yes, Rafael and I are going to play soccer today.
Alberto García	Yo soy el portero y él juega en la defensa.	I am the goalkeeper and he plays defense.
Susana Díaz	Hoy es un buen día para un partido de fútbol.	Today is a great day for a soccer game.
Alberto García	Sí, hoy hace sol.	Yes, today it's sunny.
Susana Díaz	En mi país hace mucho frío y llueve.	In my country it's very cold and rainy now.
Alberto García	¿Cómo dices que hace frío? ¡Estamos en verano!	What do you mean it's cold? It's summer now!
Susana Díaz	Cuando es verano en Estados Unidos es invierno en Centro América y en América del Sur.	When it's summer in the United States, it's winter in Central and South America.
Alberto García	¡Qué tonto! Claro, en los países debajo del ecuador el clima es siempre diferente.	How silly of me! Sure, in countries below the equator, the climate is always different.
Susana Díaz	¡Mira! Está nublado y está lloviendo.	Look! It's cloudy and it's raining.
Alberto García	¡Oh no! Los árbitros van a cancelar el partido.	Oh no! The referees are going to cancel the game.

Cultural Reading: Climate in Central and South America 1

El clima en Centro y Sudamérica 1

En Centro y Sudamérica, el clima es diferente del de Estados Unidos. El verano en Centro América empieza en marzo y dura hasta octubre. En muchos países cerca del ecuador no hay ni otoño ni primavera. Muchas veces hay desastres naturales. En Centro América hay muchos huracanes por la costa y también muchos volcanes que causan terremotos, a veces todos los días. En Norte América, en México, hay un volcán muy famoso que se llama Popocatépetl. ¿Puedes pronunciarlo? ¡Es difícil! Po-po-ca-té-petl. Hay cientos de volcanes.

Reading Comprehension Questions 1

Where is Popocatépetl volcano located?	Colombia	
	Ecuador	
	Mexico	x
	Guatemala	
According to the passage, what do volcanoes cause?	tsunamis	
	earthquakes	x
	hurricanes	
	global warming	
In Central America...	winter starts in March and ends in October.	
	autumn starts in February and ends in May.	
	summer starts in March and ends in October.	x
	spring starts in November and ends in February.	
How many seasons are there in countries near the equator?	Two: Spring and summer.	
	Two: Summer and winter.	x
	Two: Fall and winter.	
	Four: Spring, summer, fall and winter.	

Cultural Reading: Climate in Central and South America 2

El clima en Centro y Sudamérica 2

En los países que quedan debajo del ecuador, el clima es opuesto al de Estados Unidos. Por ejemplo cuando en EE. UU. es verano, en Argentina, Brasil, Bolivia y Chile es invierno. La fiesta de Navidad, por ejemplo, se celebra en el invierno en Europa y Estados Unidos, pero en el verano en los países al sur del ecuador. En Estados Unidos hace mucho frío y hay nieve. En Centro y Sudamérica es verano y hace mucho calor para las fiestas. Mucha gente pasa la Navidad en la playa, ;pero los árboles de Navidad tienen a veces copos de nieve de adorno! La comida tradicional puede ser distinta de un país a otro y de familia en familia. En muchos países comen pavo, lechón o cordero. En Venezuela es tradicional comer tamales y en Paraguay comen sopa paraguaya. ;Qué rico! ¿Cuándo llega la Navidad? La familia, los vecinos y amigos se saludan y dicen "Feliz Navidad! ", "Feliz Año Nuevo" o "Feliz Día de Reyes". Muchas veces dicen "Felices Fiestas" porque piensan en esas tres fiestas juntas.

Reading Comprehension Questions 2

When it is winter in the United States...,	It is winter in Argentina and Chile as well.	
	It is spring in Argentina and Chile.	
	It is summer in South America.	x
	It is summer in Central America.	
Where do many people spend Christmas in South America?	Next to a warm fire.	
	On the beach.	x
	In the forest.	
	In the mountains.	
What is a common Christmas tree decoration in South America?	mistletoe	
	ornamental snowflakes	x
	dried chilies	
	paper lanterns	
What do people in Central and South America eat for the holidays?	Paraguayan soup	
	turkey or pork	
	tamales	
	It varies from one country to another.	x

Unit 13: Dinner Time!

Story Event

Alberto and Susana start hanging out in the hallway between classes. They are obviously attracted to one another, so Alberto finally works up the courage to ask Susana out on a real date. Susana agrees enthusiastically, and suggests going to a good restaurant she heard about.

Objectives

Communicative

- Say you're hungry and thirsty!
- Learn handy, idiomatic expressions to use in a restaurant for ordering food.
- Show respect to your waiter.
- Describe how you will pay for your meal.

Grammatical

- Use direct object pronouns.
- Use "Quisiera..." to say you would like something.
- Learn about indirect object pronouns.

Cultural

- Learn some commonly used words for food items across Latin America.
- Read about the custom of "la siesta" in Spain and Latin America.

Unit Project

Menu

Students should develop a menu in Spanish containing at least 10 of the food words learned in this unit. Provide a description of each dish, the corresponding English translation and price for each item. The menu should also include time the restaurant is open and forms of payment it accepts.

Lists to Learn

Lesson	Lesson Goal	Classroom Application Activity
Lesson 1 Meals	<ul style="list-style-type: none"> Learn words related to the meals of the day 	<p>Vocabulary picture description: Students identify and describe a set of pictures related to the vocabulary. Pictures can be taken from authentic restaurants online or even a menu could be used to practice vocabulary.</p>
Lesson 2 Drinks	<ul style="list-style-type: none"> Learn words related to drinks 	
Lesson 3 Sandwiches	<ul style="list-style-type: none"> Learn words related to things you may put on a sandwich 	
Lesson 4 Dinner Food	<ul style="list-style-type: none"> Learn words and phrases related to dinner foods. 	
Lesson 5 Dinner Time!	<ul style="list-style-type: none"> Use respectful expressions to request something. Explicit use of direct objects and indirect objects. Students will require more support about the object pronouns in Spanish. Implicit use of near future 	<p>Dialogue and role-play: Develop a dialogue using the sentences in vocabulary and have students practice role-play</p>
Lesson 6 Methods of Payment	<ul style="list-style-type: none"> Implicit use of reflexive pronoun. Learn words and phrases related to forms of payment. 	
Lesson 7 At the Restaurant	<ul style="list-style-type: none"> Use more respectful expressions to request something. Explicit use of direct objects and indirect objects. Students will require more support about the object pronouns in Spanish. 	<p>Fill in the blank: Develop either a dialogue or a short text using the vocabulary and have students fill in the blanks using the direct and indirect objects.</p>
Lesson 8 Ordering Dessert	<ul style="list-style-type: none"> Compare direct and indirect object forms (many overlap). 	
Lesson 9 Cultural Reading	<ul style="list-style-type: none"> Use of adverbs Implicit use of reflexive "complicarse" Learn some commonly used words for food items across Latin America Read about the custom of "la siesta" in Spain and Latin America. 	<p>Students can describe the many meanings of each word used for the foods mentioned in Cultural Reading 2 (teacher might have either the pictures of the foods or the word in English on white board).</p>

Conversation: Dinner Time

La cena

Alberto	Hola, Susana, ¿vamos a un restaurante? ¡Tengo hambre, quisiera comer algo rico.	Hi Susana, shall we go to a restaurant? I'm hungry, I want to eat something good.
Susana	Hay un restaurante a media cuadra. No aceptan cheques.	There's a restaurant a half block from here. They do not accept checks.
Alberto	Te invito. Voy a pagar con mi tarjeta de crédito.	I'm inviting you. I am going to pay with my credit card.
Susana	Muchas gracias. Es un restaurante muy agradable y la comida es muy sabrosa.	Thanks a lot. It's a very nice restaurant and the food is so good.
Alberto	Ya llegamos.	Here we are.
camarera	Buenas tardes, ¿qué les gustaría comer? Aquí está el menú.	Good afternoon. What would you like to eat? Here is the menu.
Alberto	¿Qué nos recomienda?	What do you recommend?
camarera	El plato del día es costillas de cerdo al horno.	The special of the day is roasted pork ribs.
Susana	¡Qué rico! Pero yo quisiera probar comida americana.	Good! But I would like to try American food.
Waitress	Mientras miran el menú, les traigo un vaso de agua.	While you look at the menu I am going to bring you some water.
Susana	Muchas gracias. Me trae agua con limón, por favor.	Thanks. Please bring me a water with lemon.
Alberto	Apresúrate, miremos la carta de menús.	Hurry up, let's look at the menu.
Susana	¿Qué es "macaroni and cheese"?	What's "macaroni and cheese"?
Alberto	Un plato de fideos, macarrones, que sirven con una salsa de queso.	It's a plate of noodles served with cheese sauce.
Susana	¿Y un BLT? ¿Qué es eso? ¡BLT!	And a BLT? What's that? BLT?
Alberto	Es un bocadillo delicioso. Tiene tocino, B quiere decir bacon, L quiere decir lettuce y tomato, bueno, ya lo puedes saber, T de tomate.	It's a delicious sandwich made with bacon. B stands for Bacon, L stands for Lettuce and tomato. As you may have guessed, T stands for tomato.
Alberto	Me gustaría probarlo.	I'd love to try it.
camarera	Aquí está el agua con limón. ¿Qué les puedo traer entonces para comer?	Here's your water with lemon. So what can I get you to eat?

Alberto	Yo voy a probar el plato del día y a ella le trae un BLT, por favor.	I am going to try the special of the day, and she will get a BLT, please.
Susana	Mira los postres, Alberto. ¿Qué es un "pumpkin pie"?	Alberto, look at the desserts. What's "pumpkin pie"?
Alberto	Un pastel con un relleno de crema de calabaza dulce.	It's a pie filled with sweet pumpkin cream.
Susana	Entonces yo tomo un pastel de calabaza. Tú puedes probar el flan.	So, I'll get a slice of pumpkin pie. You can try the flan.
Alberto	¿Flan? ¡Ah, como en Colombia!	Flan? Oh, like in Colombia!
Susana	Sí, ese postre tan rico que comemos en nuestros países y en toda América Central y Sur América. Bueno, también comen flan en España y en México.	Yes, that's the tasty dessert we eat everywhere in Central and South America. Well, they also eat flan in Spain and Mexico.
camarera	¿Qué les traigo como postre? ¿Qué desean?	What would you like for dessert?
Susana	A mí me trae un pumpkin pie y a él, un flan, por favor.	For me pumpkin pie and for him, a flan please.
Alberto	Yo pago con tarjeta... ¡Ay, ay, ay! No tengo la billetera...	I'm paying with the credit card... Oh my! I don't have my wallet with me...
Susana	Está bien. Yo tengo efectivo y te puedo pagar. ¡Te invito, te pago!	It's ok. I have cash and can pay for you. I invited you, it's my treat!

Cultural Reading: Time to Eat 1!

¡A comer! 1

¿A quién no le gusta comer? Todos comemos, pero no siempre la misma comida... y no siempre a la misma hora. La mayoría de la gente en distintos países toma el desayuno temprano y luego va a trabajar. En muchos países de Latinoamérica la gente almuerza y luego duerme una siesta. Es una costumbre que llegó de España. Es decir, trabajan hasta las 12 del mediodía y van a sus casas a descansar. Esta costumbre está cambiando, pero todavía hay tiendas que abren temprano y cierran al mediodía. ¡Es la hora del almuerzo y luego, de la siesta! Después abren otra vez a las 2 o 3 y cierran entre las 5 y las 7 de la tarde. A las 8 de la noche, vuelven a sus casas para cenar.

En Estados Unidos, las familias con hijos que van a la escuela, comen temprano, entre las 5:30 y las 6:30. En Latinoamérica las familias comen mucho más tarde. En Estados Unidos, la noche comienza a las 7, pero en español las 7 son "las siete de la tarde" y recién a las 8 decimos "ocho de la noche".

Reading Comprehension Questions 1

Choose the incorrect sentence about "la siesta":	The break for "siesta" usually lasts 2-3 hours.	
	The law requires stores to stay open during "siesta" hours.	x
	The custom of taking a "siesta" came from Spain.	
	People usually go home at around noon to eat and rest.	
What time do Latin Americans usually eat dinner?	Children eat between 5:30 and 6:30, adults eat later.	
	Everyone eats between 5:30 and 6:30.	
	Everyone eats late at night.	x
	Everyone eats a big lunch and has a snack around 11:00 p.m.	
What time is considered the beginning of nighttime in Spanish?	6:00 p.m.	
	7:00 p.m.	
	8:00 p.m.	x
	9:00 p.m.	

Cultural Reading: Time to Eat 2!

¡A comer! 2

Todos los Hispanos hablamos español y nos entendemos muy bien. Pero cuando hablamos de la comida, la cosa se complica. Hay muchas palabras diferentes de una región a otra para decir la misma cosa:

"Palta" y "aguacate" para "avocado"; "maníes" y "cacahuetes" o "cacahuates" para "peanuts"; "Elote" o "choclo" para "sweet corn". "Un sándwich" o "un emparedado" es un "bocadillo", pero una "torta" es también un bocadillo en México. Claro que para complicar, "torta" y "pastel" es a veces lo que en inglés llaman "cake" y un "pastel" puede ser un "pie". Las "frutillas" de Argentina se llaman "fresas" en otros países como México y España. ¿Parece tan complicado que no tienes ya ganas de comer?

¿No es aburrido repetir la misma palabra todo el tiempo para la misma cosa? Por eso usamos palabras distintas, o sinónimos. Por ejemplo, "camarero", "mesero" y "mozo" para "waiter".

Esas diferencias parecen confusas, pero todos nos entendemos muy bien, y si no comprendemos, pues preguntamos.

Reading Comprehension Questions 2

Why do Spanish-speakers sometimes have a hard time understanding each other?	Different countries have very different accents.	
	Different countries use different words to say the same thing.	x
	Some Spanish dialects have different grammar related to food.	
	Mexican Spanish is much different than any other dialect of Spanish.	
If you ask for "un torta" in Mexico, you might get...	a birthday cake	
	a sandwich	x
	a croissant	
	a pie	
What do you call strawberries in Argentina?	las frutillas	x
	las frambuesas	
	los maníes	
	los arándanos	
What is not a word for "waiter" in Spanish?	el mesero	
	el mozo	
	el camarero	
	el cocinero	x
Which of these foods are the main ingredient in guacamole?	el pastel	
	el elote	
	la palta	x
	los cacahuates	

LEVEL 3 – Units 14-20

Unit 14: Staying Healthy

Story Event

Susana feels great after her date with Alberto. He seems smart, funny, and is awkward in a good way. They hang out after school as often as possible. As for Luisa, she started walking home with her neighbor, Rafael, since Alberto hasn't been around to walk with them. Even though he's a little younger than her, Luisa can see she has a lot in common with Rafael.

Objectives

Communicative

- Recommend some good habits in order to stay healthy.
- Say that you've got a cold and aren't feeling well.

Grammatical

- Use "tener" and "me siento" to describe how you feel.
- Use "Me duele..." + the name of a body part to say that something hurts.

Cultural

- Read about the best "equipos de fútbol" in South America and the world.

Unit Project

Stay healthy!

Students will create a public service brochure that encourages others to be healthy. They might tell others what to do and not do. Or, they could explain what to eat and not eat, etc.

Lists to Learn

Lesson	Lesson Goal	Classroom Application Activity
Lesson 1 Staying Healthy	<ul style="list-style-type: none"> Learn words and phrases related to healthy habits 	<p>What one should do in order to be healthy? Students can take turns to choose from a set of sentences/vocabulary presented and say it aloud.</p>
Lesson 2 Talking about Health	<ul style="list-style-type: none"> Use "ser" to describe healthy and unhealthy people. Compare "ser" and "estar" 	
Lesson 3 Expressions with Tener	<ul style="list-style-type: none"> Idiomatic expressions with "tener" like "tener sed/calor/miedo a...) 	<p>Search online for examples of idiomatic expressions listed in this unit's vocabulary lists. Twitter</p>
Lesson 4 Parts of the Body	<ul style="list-style-type: none"> Use "Me duele..." + body part to say that something hurts 	<p>Identify the body parts in the video: "Las partes del cuerpo" https://rockalingua.com/videos/parts-body</p>
Lesson 5 I'm Sick!	<ul style="list-style-type: none"> Use "Me siento..." and learn some words for diseases. 	<p>Say 3 sentences using "me siento..." and "estoy..." to express feelings (teacher may provide the sentences in English)</p>
Lesson 6 Cultural Reading	<ul style="list-style-type: none"> Read about the best "equipos de fútbol" in South America and the world. Learn how to make nouns from verbs using "-(a)dor" 	<p>Read the text "El futbol en America Latina" and highlight/mark the nouns ending in "-(a)dor".</p>

Conversation: Sharing Healthy Habits

Buenos hábitos para estar saludable

Luisa Torres	Susana, ¿A ti te gusta Alberto?	Susana, do you like Alberto?
Susana Díaz	¡Sííí...! Es muy guapo, guay y muy activo.	Yeeesss! He's very handsome, cool and active.
Luisa Torres	¿Guay quiere decir chévere, padre o genial?	"Guay" means cool, smart, clever or fantastic?
Susana Díaz	Sí, sí, guay quiere decir todo eso. Muchas veces decimos "guay de Paraguay", je je.	Well, "guay" means all that. We often say "guay of Paraguay", haha.
Luisa Torres	Claro, hay palabras diferentes para decir la misma cosa.	Sure, there are different words to say the same thing.
Susana Díaz	¿Sabes? Alberto y yo somos muy amigos. Él es mayor que yo. Tiene 17 años.	Did you know? Alberto and I are really good friends. He's older than me. He's 17.
Luisa Torres	Rafael es más joven. Tiene solamente 15 años. Cumple 16 en junio.	Rafael is younger. He's only 15. His birthday is in June.
Susana Díaz	Alberto y yo salimos mucho, vamos al gimnasio, paseamos, caminamos juntos...	Alberto and I hang out together a lot. We go to the gym, we stroll, we take walks together...
Luisa Torres	Rafael es deportista también. Es guapo y muy simpático. Es... ¡guay!	Rafael is athletic too. He's handsome and very funny. He is... "guay"!
Susana Díaz	¡Ah! Es tan importante hacer ejercicio para tener buena salud!	Ah! Being active is so important to being healthy.
Luisa Torres	Tienes razón. Rafael y yo hacemos también mucho ejercicio y comemos comidas sanas, sin grasas. Tomamos agua con limón cuando tenemos sed.	You are right. Rafael and I also exercise a lot and eat healthy food without fats. When we are thirsty we drink water with lemon.
Susana Díaz	Alberto come comidas muy saludables. Yo también. Comemos mucha fruta y vegetales.	Alberto eats healthy food. I do too. We eat a lot of fruit and vegetables.
Luisa Torres	Hay que tomar vitaminas.	We must take vitamins.
Susana Díaz	Hay que caminar mucho todos los días.	We must walk a lot every day.
Luisa Torres	¡Mira! Alberto y Rafael vienen para la casa. Podemos salir a caminar juntos.	Look! Alberto and Rafael are coming by the house. We can go for a walk together.

Cultural Reading: Sports

El fútbol en América Latina

El fútbol es el deporte más popular del mundo. ¿Quién no conoce a Messi, el 10 de Argentina? ¿O a Ronaldo de Brasil? ¡Hay tantos jugadores excelentes!

En la Copa América juegan los mejores jugadores de cada país de Centro y Sudamérica. Esos jugadores, los mejores de cada club, forman un equipo nacional, o selección, que representa y lleva el nombre de su país. Siempre es muy interesante ver los últimos partidos.

La Copa Libertadores (en honor de los líderes de la independencia) es la más importante de Sudamérica. Juegan los mejores equipos de fútbol de la región. Cada equipo conserva su nombre pero representa también a su país. El campeón sudamericano en 2015 es River Plate, el equipo campeón de Argentina. El subcampeón es Los Tigres, el equipo campeón de México. El mejor equipo del continente americano juega después con el mejor equipo de Europa. ¡El ganador es el mejor club de fútbol del mundo! ¿Piensas ver la Copa Libertadores por televisión?

La Copa Mundial se disputa cada cuatro años en un país diferente. Cada equipo lleva el nombre de su país. En 2014 los partidos para la Copa Mundial se jugaron en Brasil. ¿Sabes quién ganó?

Reading Comprehension Questions

Who are Messi and Ronaldo?	They are best friends.	
	They are soccer players.	x
	They are teammates.	
	They are the winners of the World Cup.	
Choose the incorrect sentence about "la Copa América":	The final games of the competition are often interesting to watch.	
	The best team from each country is paired up against teams from other countries.	x
	National teams are made up of the best players in each country's soccer clubs.	
	It is an international soccer tournament for teams in Central and South America.	
Who was the winner of "la Copa Libertadores" in 2015?	Argentina's national team.	
	Argentina's best club team.	x
	Mexico's national team.	
	Mexico's best club team.	
Who participates in "La Copa Mundial"?	South America's best club teams.	
	The world's best national teams.	x
	The best teams in Brazil.	
	The winners of "la Copa Libertadores" and "la Copa América".	

Unit 15: Free Time

Story Event

The Garcia and the Torres families meet again in the park. This time, Luisa and Rafael are dating and Alberto brings his new girlfriend, Susana. They all enjoy activities in the park.

Objectives

Communicative

- Plan activities for you and your friends to do.
- Talk about what you like to do in your free time.
- Be able to ask someone do something for you.

Grammatical

- Learn a shorter way to write "a" + "el" and "de" + "el" in Spanish.
- Use "ya" (already) in a sentence.
- Use "ningún" to mean "none" or "any".

Cultural

- Read about some unique sports native to South America.
- Find out two ways to say "cowboy" in Spanish.

Unit Project

Story Time!

Write your own classroom story or dialogue using the vocabulary and sentences in unit 15. Teacher provides the first sentence and each student can chose 1-3 sentences, depending on the size of classroom (providing only 1 sentence at a time), to complete the dialogue/story. Then teacher reads finished dialogue/story aloud. Does the story make any sense? Is it funny?

Lists to Learn

Lesson	Lesson Goal	Classroom Application Activity
Lesson 1 Play in the Park	<ul style="list-style-type: none"> • Add "a" after "jugar" when talking about sports. • The preposition "a" + "el" becomes "al" • Double-negatives "no"/"nada" 	Dialogue and role-play. Develop a dialogue using the sentences in vocabulary and have students practice with role-play.
Lesson 2 The Rules of the Game	<ul style="list-style-type: none"> • Two words for ball: "pelota" and "balón" • "de" + "el" becomes "del" • Use "ya" to mean "already" 	
Lesson 3 Fun Things to Do	<ul style="list-style-type: none"> • Use "ningún" to mean "none/any" • Verbs related to what you do in your free time 	Fill in the blank: write and speak. Using a short text with the corresponding vocabulary (or existing text, "Deportes en Latinoamérica"), students fill in the blanks.
Lesson 4 Cultural Reading	<ul style="list-style-type: none"> • Hacer + pro(noun) + infinitive = to have someone else do something • Prepositional phrases "a través de...", "agrarrar a...", "hasta que..." • Read about some unique sports native to South America. • Find out two ways to say "cowboy" in Spanish. 	

Conversation: Outside Activities

Actividades al aire libre

Sr. García	Gracias por venir al parque otra vez. Alberto viene con su novia, Susana.	Thanks for coming to the park again. Alberto is coming with his girlfriend Susana.
Sra. Torres	Ella es la nueva amiga de Luisa. Las dos estudian, van de compras, hablan por teléfono, textean y caminan juntas todo el tiempo. Luisa es novia de su hijo Rafael.	She's Luisa's new friend. They study, go shopping, talk on the phone, chat and walk together all the time. Luisa is the girlfriend of your son Rafael.
Sr. García	Sí, lo sé. Luisa y Rafael bucean, navegan, pasean en bote y surfean juntos. Los dos son muy activos.	Yes, I know. Luisa and Rafael scuba dive, sail, take boat rides, and surf together. They are both very active.
Sra. Torres	Es muy importante hacer mucho ejercicio. Qué bien no son perezosos. No juegan solamente a los videojuegos.	It's really important to exercise a lot. It's so good that they aren't lazy. They don't just play video games.
Sr. García	¡Qué saludables son!	They are so healthy!
Sra. Torres	¡Luisa y Susana comen comidas sanas y no son demasiado delgadas! Rafael dice "Flaca" o "Flaquita" cuando habla con Luisa. Ella le dice "Gordo". Pero ella no es flaca y él no es gordo. Es un apodo cariñoso.	Luisa and Susana eat healthy food and are not too skinny. Rafael calls Luisa "Skinny." And she calls him "Chubby." But she's not skinny and he's not chubby. Those are terms of endearment.
Sr. Torres	Ahí vienen ellos. Siempre juntos. ¿Por qué no jugamos un poco al béisbol antes de almorzar?	Here they come. Always together. Why don't we play baseball a little before lunch?

Cultural Reading: Sports

Deportes en Latinoamérica

Hay tantos deportes interesantes en Latinoamérica!

Los gauchos del sur de Latinoamérica juegan al pato, un deporte curioso y tradicional. Éste es el deporte nacional de Argentina. Se parece al polo, porque se juega a caballo, pero en vez de una pelota común usan una pelota con seis mangos para que el jugador pueda levantarla del piso con la mano mientras corre con su caballo. El jugador que tiene la pelota debe llevarla siempre con el brazo extendido, así los otros jugadores pueden quitarle la pelota. El equipo que hace más goles, gana.

Otro juego interesante es el tejo, el deporte nacional de Colombia. Es un juego tradicional que consiste en lanzar un disco metálico, llamado "tejo". El tejo se lanza a través de una cancha para hacer estallar unos pequeños sobres con pólvora que se encuentran en un círculo metálico ubicado en la cancha. Así se ganan los puntos. Gana la persona o equipo que llega a 27 puntos.

El deporte nacional de Chile es el rodeo. El de Venezuela es el coleo de toros. El coleador es un llanero que anda a caballo y "colea" al toro. Durante el evento, un coleador agarra al toro por la cola. El toro corre hasta que se cansa. Luego varios coleadores jalan al toro hasta el suelo. Antes, este "evento" era un trabajo y en la actualidad es un deporte. Se practica también en Brasil, Perú, Nicaragua, Panamá y en Estados Unidos.

Reading Comprehension Questions

Which sport involves throwing a metal disc at a clay board filled with firecrackers?	Argentina's "pato"	
	Chile's "rodeo"	
	Colombia's "tejo"	x
	Venezuela's "colego de toros"	
Which sport involves pulling a bull by its tail until it is tired?	Venezuela's "colego de toros"	x
	Colombia's "tejo"	
	Chile's "rodeo"	
	Argentina's "pato"	
Which sport involves picking up a ball with six handles while on horseback?	Argentina's "pato"	x
	Colombia's "tejo"	
	Venezuela's "colego de toros"	
	Chile's "rodeo"	
What is a "llanero"?	a ranger or cowboy on horseback	x
	a lasso to catch cattle	
	a bull's tail	
	a narrow corridor used to herd cattle	
Which sport was once a job and is now a pastime?	Argentina's "pato"	
	Colombia's "tejo"	
	Venezuela's "colego de toros"	x

Unit 16: Out and About

Story Event

Susana needs to go shopping but she still doesn't know her way around the town. Luisa does her best to give directions but she realizes it's easier to just go with. Alberto and Rafael join them and they all go to dinner and a movie together.

Objectives

Communicative

- Express where you're going and what you are going to do downtown.
- Give directions to your friends on where they should go.
- Learn more words for stores around town.

Grammatical

- Talk about things that will happen in the future with "ir + a + infinitive".
- Use prepositions to tell people how to get from point A to point B.
- Use "estar" to describe location.

Cultural

- Read about how towns were built during Spanish colonial times.
- Find out what "cabildo" and a "cabildo abierto" are.

Unit Project

Map

Using the map provided by the teacher or Google Earth (i.e.: Little Italy NYC), write down directions as follows:

1. from "el estadio" to "el banco"
2. from "la casa de gobierno" to "la universidad"
3. from "el mercado" to "la zapatería"

Remember to use the "usted" and "ustedes" forms of "ir".

Lists to Learn

Lesson	Lesson Goal	Classroom Application Activity
Lesson 1 Places Around Town	<ul style="list-style-type: none"> Learn the names of buildings downtown. 	<p>¿Es verdad? Teacher provides several sentences using "voy a + infinitive" and action + places (i.e. voy a cenar en la farmacia, ¿es verdad? ¿uno puede cenar en la farmacia?, etc.).</p>
Lesson 2 Future Tense with "ir"	<ul style="list-style-type: none"> Explicit practice with voy a + infinitive Verbs that belong with places around town. (e.g. "cenar a un restaurante") 	
Lesson 3 Directions	<ul style="list-style-type: none"> Practice with "usted" and "ustedes" forms of "ir" Give directions using "you are going to..." Use prepositions relating two nouns Use "estar" to talk about location 	<p>Using the text "Gobierno local", teacher asks questions (or students can be paired): "¿Dónde está ...?" (i.e.: la gran plaza central) and students take turn answering (text may be shown to help students).</p>
Lesson 4 Specialty Stores	<ul style="list-style-type: none"> Learn more names for stores 	
Lesson 5 Cultural Reading	<ul style="list-style-type: none"> Vocabulary related to local government and themes of Spanish colonial era. Direct object pronoun "nos" 	

Conversation: Places and Directions

Susana Díaz	Necesito ir de compras con Alberto. Primero vamos a ir al banco para sacar dinero, luego al mercado para comprar queso.	I need to go shopping with Alberto. First we'll go to the bank to get money and then to the market to buy cheese.
Luisa Torres	Puedes ir al centro comercial para comprar ropa.	You can go to the mall to buy clothing.
Susana Díaz	Alberto tiene que ir a la biblioteca para devolver un libro. Yo tengo que ir a la farmacia para comprar medicinas.	Alberto has to go to the library to return a book. I have to go to the pharmacy to buy medicine.
Luisa Torres	¿No quieres ir al correo para comprar estampillas? Está al lado de la farmacia.	Don't you want to go to the post office to get stamps? It's next to the pharmacy.
Susana Díaz	¿Para dónde tenemos que ir?	Which way do we go?
Luisa Torres	Es fácil. Van a seguir la Calle Irías hasta la Ruta Olson y doblar a la derecha.	It's easy. Follow Calle Irías until you get to Ruta Olson and then turn right.
Susana Díaz	¿Allí queda el centro de la ciudad?	Is that downtown?
Luisa Torres	Sí, van a encontrar todo. El centro comercial está a la izquierda del correo y la farmacia está a la derecha de la biblioteca.	Yes, there you'll find everything. The mall is to the left of the post office and the pharmacy is to the right of the library.
Susana Díaz	¿Y el banco?	And the bank?
Luisa Torres	Está detrás de la biblioteca. Rafael y yo vamos a acompañarlos. Luego podemos ir al cine juntos para ver una película.	It's behind the library. Rafael and I are going with you. Afterward we can go see a movie together at the movie theatre.
Susana Díaz	Luego de la película quisiera ir a un restaurante latino al lado del cine. Quiero comer sopa paraguaya.	After the movie I'd like to go to the Latin restaurant next to the movie theatre. I want to eat Paraguayan soup.
Luisa Torres	¿Sopa paraguaya?	Paraguayan soup?
Susana Díaz	Es un plato muy sabroso. Decimos "sopa", pero no es sopa... es un bizcocho esponjoso y salado. Tiene queso, huevos, cebolla y otras cosas.	It's really tasty food. We call it soup but it's not soup... it's a salty spongy biscuit. It's made with cheese, eggs, onions and other ingredients.
Luisa Torres	¡Buena idea!	Great idea!

Cultural Reading: Main Square

Gobierno Local

Las ciudades normalmente tienen una gran plaza central. Esa plaza está en el centro de la ciudad y es el punto de encuentro de la gente. Alrededor de la plaza hay lugares o edificios muy importantes, como los museos, la universidad, la biblioteca, la oficina de correo, la casa de gobierno, la catedral y más.

En algunas ciudades de América Latina, todavía hay un cabildo frente a la plaza central. Ese edificio o palacio antiguo era la casa del gobierno local en la época colonial española. Era el lugar de reunión de las autoridades. Pero allí se reunían a veces todos los habitantes del lugar en "cabildos abiertos", o asambleas abiertas y democráticas, para tratar asuntos importantes para la ciudad. Como participaban todos los habitantes, esas reuniones se hacían en la plaza central. Los cabildos ahora son museos de historia o centros culturales. En Sudamérica puedes ver y visitar cabildos en Asunción, Lima, Bogotá y Buenos Aires. En Norteamérica también hay muchos cabildos. Uno de los más antiguos es el de la Ciudad de México. En Estados Unidos hay un cabildo en Nueva Orleans y en otras ciudades de origen español. Por ejemplo, la ciudad de Santa Fe, fundada en 1610, es la capital de Nuevo México desde la época colonial española y es la capital más antigua de Estados Unidos.

Hoy las ciudades son modernas, pero algunas plazas y edificios históricos de algunas partes de Centro, Sur y Norte América nos recuerdan la época colonial española.

Reading Comprehension Questions

Where is the "plaza central" usually located?	Outside the city.	
	In the center of the city.	x
	Next to a river or body of water.	
	Between the post office and the library.	
What is a "plaza central"?	An open garden in the middle of a house.	
	A courtyard in a museum.	
	An open area in the center of town.	x
	A government building where meetings take place.	
What was a "cabildo" used for in Colonial times?	The location of the biggest farmers' market in town.	
	A place to auction off cattle.	
	A place to buy and sell local arts and crafts.	
	The seat of the local government.	x
There is a "cabildo" in each of the following cities except...	Lima, Peru	
	New Orleans, United States	
	Buenos Aires, Argentina	
	Miami, United States	x
	Asunción, Paraguay	
	Mexico City, Mexico	
	Santa Fe, United States	
What is a "cabildo abierto"? A place where people...	gather to relax and play.	
	assemble to discuss important issues about the city.	x
	go to learn about the history of the city.	
	buy locally grown vegetables and fruits.	

Unit 17: Shopping

Story Event

While shopping with Luisa and Susana, Alberto spies an outdoor craft fair. He has been saving his money up to get her something special ever since Susana paid for their meal at that restaurant, but he still doesn't have enough. Unless the vendors at the market like to haggle...

Objectives

Communicative

- Learn some polite ways to talk with a salesperson at a store.
- Say that you like something very much.
- Try on clothes at a store and say they are too large or too expensive.

Grammatical

- Review stem-changing verbs.
- Use demonstrative adjectives to say "this" and "these".
- Review the impersonal "se" before a verb.

Cultural

- Negotiate prices with market vendors who like to haggle.

Unit Project

Shop 'til You Drop!

Develop a short dialogue inspired by the text "El Mercado", where you bargain with the sales person for a determined product (choose one from the vocabulary list of this unit). Make sure to use the demonstrative adjectives "este", "esta", "estas", and "estos".

Lists to Learn

Lesson	Lesson Goal	Classroom Application Activity
Lesson 1 Going Shopping	<ul style="list-style-type: none"> Learn words for items of clothing Review adjective agreement (Colors) 	Ask students "Que buscas?" and students have to answer "Busco un/una...". Teacher may provide either a vocabulary list or pictures from vocabulary for students to choose from (color question can be added to this activity too)
Lesson 2 Looking Around	<ul style="list-style-type: none"> Explicit practice with voy a + infinitive Verbs that belong with places around town. (e.g. "cenar a un restaurante") Review: "o" → "ue" verb: "costar" "e" → "ie" verb: "pensar" Review present progressive: "estoy mirando" 	Dialogue and role-play. Develop a dialogue using the sentences in vocabulary (especially the ones noted below) and students role-play. <ul style="list-style-type: none"> ¿Cuánto cuesta?, Cuesta..., ¿Qué piensas de esto?, Pienso que... ¿Cuál es tu talla?
Lesson 3 Bargaining at a Market	<ul style="list-style-type: none"> Practice with direct objects "I'll give you..." Review impersonal "se" Learn the superlative form of "mucho" 	
Lesson 4 Let's Try It On!	<ul style="list-style-type: none"> Use demonstrative adjectives "este", "esta", "estas", and "estos". More practice with voy + a More practice with direct objects Direct object pronoun "nos" 	
Lesson 5 Cultural Reading	<ul style="list-style-type: none"> Review impersonal "se" Review "o" → "ue" stem-changing verb "volver" Learn advanced words for things to buy at stores. Review indirect object "¿Le puedo pagar...?" 	

Conversation: At the Market

En el mercado

Susana Díaz	Me encanta el mercado, ¡qué lindo!	I love the market! It's so pretty!
Alberto García	Perdón señora, ¿cuánto cuesta el collar? Quiero comprar un regalo para mi novia.	Excuse me, ma'am, how much is the necklace? I want to buy a present for my girlfriend.
Vendedora	Cuesta cinco pesos.	It's 5 dollars.
Alberto García	Tengo solamente tres pesos. Le daré dos.	I only have three dollars. I'll give you two.
Susana Díaz	Pero Alberto! Dice que cuesta cinco pesos... Te pide cinco pesos. Tienes que pagar cinco pesos..	But, Alberto! She says it costs five dollars. She's asking for five dollars. You have to pay five dollars.
Alberto García	¡Shhh!, hay que regatear...	Shhh! We have to bargain...
Vendedora	No se acepta menos de tres pesos.	I can't take less than three dollars.
Alberto García	De acuerdo, está bien. Le daré tres. ¿Quieres probarlo, Susana?	Ok, fine. I'll give you three. Susana, do you want to try it on?
Susana Díaz	¡Sí, gracias! Lo pruebo ya mismo. Me gustan muchísimo los collares. ¡Qué romántico eres, Alberto!	Yes, please! I'll try it on right now. I love necklaces. Alberto, you are so romantic.
Alberto García	Prefiero el collar rojo y verde. Es más bonito. Tienes que ponerte este collar.	I like the red and green necklace better. It's prettier. You should try this on.
Susana Díaz	Sí, me gusta mucho más que el otro. Gracias. ¡Qué lindo es ir de compras!	Yes, I like this much more than the other one. Thanks! It's so nice to go shopping.
Alberto García	¡Qué lindo es regatear!	Bargaining is such a pleasure!

Cultural Reading: The Marketplace

El Mercado

En la mayoría de los países latinos hay mercados al aire libre donde venden ropa, recuerdos turísticos, antigüedades, herramientas, revistas, artesanías etc. Siempre hay algo interesante para comprar o para ver.

Si se vende afuera, se puede regatear. El cliente dice cuánto quiere pagar y el vendedor dice su precio, es decir cuánto acepta. En los mercados, siempre se puede negociar el precio y muchas veces, el comprador trata de bajarlo. En algunas tiendas también se puede negociar el precio, pero normalmente, en esas tiendas, los precios son fijos. Muchos turistas no lo saben, así que algunos vendedores se aprovechan de ellos. ¡Hay que negociar!

Si el vendedor pide \$30 pesos, el comprador puede decir que paga hasta \$25. Para negociar, se puede preguntar "¿Le puedo pagar...?". El vendedor puede aceptar y decir "Bueno." o "No, eso es muy bajo. Quiero... pesos." Así se sigue negociando hasta encontrar un precio aceptable para los dos. Si no se llega a un acuerdo el comprador puede decir "Gracias, voy a seguir mirando en el mercado" o "Voy a pensarlo, a lo mejor vuelvo". Eso puede terminar todo el regateo, o hacer que comience otra vez.

Reading Comprehension Questions

When can you haggle in some Latin American countries?	When you know the salesperson.	
	When you do not know the price.	
	When you are at an outdoor market.	x
	When you are in a supermarket.	
Do sellers dislike it when buyers try to get a cheaper price?	Yes, they do not like it.	
	No, it is a part of doing business.	x
	Yes, and it should not be done.	
	Yes, the prices for goods are already as low as possible.	
How do you negotiate price?	Write your price on a piece of paper and give it to the salesperson.	
	Ask the police for help.	
	State how much you want to pay and the seller will tell you his price.	x
	Demand that the salesperson accept your price and leave if he does not.	

Unit 18: Travel

Story Event

It's spring break! Ms. Torres is off to Spain on a buying trip for her boutique and she's bringing Luisa along. At the airport, Luisa and Ms. Torres find that Mr. Garcia, Alberto, and Rafael are on their flight. Both families bought round-trip tickets to Spain and they get to share a vacation together. Luisa is happy to sit next to Rafael for the long flight, but poor Alberto has to sit alone.

Objectives

Communicative

- Plan a tropical vacation and say what you're going to do once you arrive.
- Travel through an international airport and understand some of the announcements.

Grammatical

- Learn how to form the preterit to talk about what happened in the past.
- Form the present progressive for "-ar" verbs to talk about things happening this minute.
- Form the Preterit for singular subjects.

Cultural

- Navigate through customs and border control in Spanish.

Unit Project

Read the dialogue "Compramos los boletos" - each student can read a sentence aloud - and highlight/mark the following:

- Present Progressive and Present Participle
- Past preterit verb "oír"
- Past preterit of verb "perder"
- Plural direct objects "los"

Lists to Learn

Lesson	Lesson Goal	Classroom Application Activity
Lesson 1 At the Airport	<ul style="list-style-type: none"> • Explicit discussion about use of Present Progressive and how to form the Present Participle • Past preterit of irregular verb "oír" for 1st and 2nd person singular. 	What's happening? Students look at pictures of airport and describe actions using Present Progressive.
Lesson 2 En Route!	<ul style="list-style-type: none"> • Past preterit of regular "-er" verb "perder" for 1st person singular. • Idiomatic use of "Me tocó..." (it's my turn) 	Video discussion. Watch video below and have a class discussion using the preterit tense. = http://www.laits.utexas.edu/spe/vid/advo2ex.html
Lesson 3 Arrival	<ul style="list-style-type: none"> • Past preterite of regular "-ar" verb "encontrar" • Plural direct objects "los" 	
Lesson 4 On Vacation	<ul style="list-style-type: none"> • Learn some nouns and verbs related to a tropical vacation 	Students search online for a travel blog in Spanish and describe a trip or travel tip, trying to find some of the works from the lesson's vocabulary. They should take screenshots of the page and where the term is found.
Lesson 5 Cultural Reading	<ul style="list-style-type: none"> • Navigate through customs and border control in Spanish. 	Summarize the text: writing and speaking. Students make a two paragraph summary of the text, "Cómo pasar por la aduana" and then relate it to the classroom.

Conversation: Buying Tickets

Compramos los boletos

Sra. Torres	¡Por fin vamos a España! ¡Además, volamos con Iberia, la aerolínea nacional española!	Finally we're going to Spain! What's more, we're flying with Iberia, Spain's national airline!
Sr. García	Es emocionante, ¿verdad? Aquí tenemos los pasaportes, los billetes, las maletas... ¡Estamos listos!	It's exciting, right? We have everything: passports, tickets, luggage... We're ready to go!
Sra. Torres	¿Oíste? Están llamando nuestro vuelo. Ya están abordando. ¡Apúrense! Vamos todos a la puerta de embarque.	Did you hear that? They are calling our flight. They are boarding. Hurry up! Let's all go to the boarding gate.
Sr. García	¡Dios mío! ¡Tenemos que correr! Pero, Alberto, ¿dónde está tu maleta?	My God! We have to run! But, Alberto, where is your luggage?
Alberto García	Papá, lo siento mucho, ¡la perdí! Hay tanta gente en el aeropuerto... ¡Ay!, ¡mis documentos! Los encontré... acá están... los tenía en mi bolsillo.	Dad, I am really sorry, I lost it! There are so many people in the airport... Ah! My documents! I found them... here they are ... they were in my pocket.
Sr. García	¡¿Alberto, dónde tienes tu cabeza?! Cuando eras niño no perdías nada. Bueno, vamos a comprar otra valija en España y algo de ropa. Por favor, no pierdas nada en la escala en Granada.	Alberto, what's wrong with you?! When you were a child you never lost anything. Well, we will buy another suitcase and some clothing in Spain. Please, try not to lose anything else during the layover in Granada.
Señor García	Yo quisiera el asiento del pasillo.	I wanted the aisle seat.
Luisa Torres	Yo prefiero el asiento de la ventanilla. ¡Qué suerte! Me tocó el asiento al lado de Rafael. Éste va a ser un viaje especial.	I prefer the window seat. I am so lucky. I got the seat next to Rafael. This is going to be a special trip.
Alberto García	¡Para ti, no para mí! Perdí la maleta al pasar por seguridad o al comprar un libro. Papá está muy enfadado...; y Susana no pudo venir!	For you, not for me! I lost my luggage going through security or maybe while I was buying a book. My father is mad at me and... Susana couldn't come.

Cultural Reading: Travel

Cómo pasar por la aduana

Para viajar de un país al otro, hay que tener un pasaporte válido. Algunos países requieren un visa para poder entrar. En el aeropuerto, primero, tienes que presentar el boleto o billete en la línea aérea, luego hay que esperar y pasar por la seguridad. Antes de llegar al otro país tienes que llenar en el avión el formulario de declaración de aduana. Tienes que indicar tu nombre, datos personales, motivo del viaje (si viajas por negocios, turismo, etc.), lugares que piensas visitar, alojamiento (hotel, familia, etc.), tipo de visa, cuánto dinero llevas, etc. Cuando aterrizas tienes que pasar por la oficina de inmigración donde entregas el formulario declaración de aduana junto con el pasaporte. Allí te hacen preguntas como: "¿De dónde viene?, ¿A dónde va?, ¿Por qué viaja?, ¿Dónde se aloja? ¿Puedo ver su pasaporte?"

El empleado sella el pasaporte para aprobar la entrada. Ahora hay que esperar para recoger las maletas y, una vez recogidas, hay que ir a la Aduana. Allí te preguntan si traes plantas o animales, comida, objetos de valor o dinero, y revisan tu equipaje. No puedes entrar objetos prohibidos. Cuando sales del aeropuerto puedes tomar un taxi o un autobús para ir a la ciudad. Ahora comienza lo lindo. ¡Qué divertido es viajar!

Reading Comprehension Questions

What does the passage say you have to do before going through security?	the address of where you will be staying	
	a filled-out customs declaration form	
	a list of prohibited items	
	an airline ticket	x
What do some countries require for entry?	a bribe	
	a visa	x
	an interpreter	
	a driver's license	
Customs agents won't ask you if you are bringing...	photos from your trip.	x
	valuable objects.	
	foreign money.	
	fruits or vegetables.	
What question won't you be asked on a customs declaration form?	Where are you going?	
	What is your name?	
	What is your driver's license number?	x
	What is the purpose of your travels?	
	Will you be staying with family or friends?	

Unit 19: Job Shadow

Story Event

Alberto, Luisa, Susana, and Rafael join a program through school, which allows them to spend a day shadowing their parents at their jobs. The boys join their father at his law firm and are quickly put to work. Alberto hopes that he can earn a little money to take Susana on a real date. Ms. Torres has a lot of work for Luisa to do at her boutique after buying all of those clothes in Spain. Susana's neighbor, who is an architect, invites her to spend the day with her at her office.

Objectives

Communicative

- Describe a one-time, isolated event in the past.
- Master some terms related to earning a living.
- Be able to describe what you did at work or school today.

Grammatical

- Be able to form and use regular and irregular verbs in the preterit.

Cultural

- Learn about a famous writer, Gabriel García Márquez.
- Learn about a famous singer, Plácido Domingo.

Unit Project

Biography

Write a short biography of a celebrity or famous person in the Spanish-speaking world in a style similar to the biographies presented in this unit. Make sure to use the preterit tense and mention when and where the person was born, what they're known for, any awards or honors they've won, and any other interesting facts about them..

Lists to Learn

Lesson	Lesson Goal	Classroom Application Activity
Lesson 1 Professions	<ul style="list-style-type: none"> Learn masculine forms of common professions (feminine forms not explicitly taught) 	Provide the feminine of the professions listed in Spanish.
Lesson 2 Earning a Living	<ul style="list-style-type: none"> Learn some terms related to Earning a Living. 	Given job advertisements, students identify profession and other terms related to employment.
Lesson 3 It Was a Great Day!	<ul style="list-style-type: none"> Explicit teaching of preterit forms of "hacer", "tener" Implicit teaching of preterit forms of "ir" and "ser", "gustarse", "ayudar" Direct object with reflexive verb "gustarse" 	¿Cómo fue tu día? Talk about what you did today using preterit forms of verbs studied in this lesson.
Lesson 4 Cultural Reading Gabriel Garcia Marquez	<ul style="list-style-type: none"> Preterite forms for 3rd person singular: "nacer", "escribir", "vender", "recibir", "vivir". Vocabulary related to writer Gabriel Garcia Marquez 	Describe an experience you have had in the past using the vocabulary provided.
Lesson 5 Cultural Reading Placido Domingo	<ul style="list-style-type: none"> Preterite forms for 3rd person singular: "estudiar", "dedicarse". Implicit use of past perfect. Vocabulary related to singer Placido Domingo 	Informal short discussion on music video of Placido Domingo, "María Bonita" https://youtu.be/7q12mfqVaKg

Conversation: Going to Work

A trabajar

Alberto García	Luisa, ¿cómo fue tu día en la tienda de tu madre?	Luisa, how was your day at your mother's store?
Luisa Torres	¡Ah!, Alberto, ya sabes que me encanta ayudar a mi mamá en su trabajo. Mi mamá es gerente de una tienda de moda.	Oh Alberto, you know I love to help my mom at work. My mom is the manager of a fashion store.
Alberto García	Ayer me fui a la tienda de tu madre para buscar un par de pantalones. Me encanta su tienda y tu mamá rebajó el precio para mí. ¡Fue tan amable!	Yesterday I went to your mother's store to look for a pair of pants. I love her store and she also gave me a discount. She was so nice!
Luisa Torres	Hoy la ayudé a recoger las prendas de verano y también ayudé a los cajeros. Estoy aprendiendo a manejar dinero. ¡Es muy útil! Y tú, ¿qué hiciste?	Today I helped her take away the summer collection and I also helped the cashiers. I am learning to handle money. It's very useful. And you, what did you?
Alberto García	Yo fui con mi hermano Rafael al estudio de mi papá. Él es abogado y hoy lo ayudamos a leer unas declaraciones de testigos.	I went with my brother to my father's studio. He's a lawyer and today we helped him read some of witnesses' statements.
Susana Díaz	¿Les gustó? ¿Aprendiste algo nuevo?	Did you like it? Did you learn something new?
Alberto García	Rafael y yo hoy aprendimos muchas cosas nuevas. Lo que no me gustó es que quería ganar algo de dinero para ir a cenar con Susana, y mi papá no me pagó nada.	Rafael and I learned a lot. The only thing I didn't like is that I wanted to earn some money to go out to dinner with Susana, but my father didn't pay me.
Luisa Torres	Susana, ¿qué tal fue tu día?	Susana, how was your day?
Susana Díaz	Yo fui con mi vecina a su trabajo. Es arquitecta.	I went with my neighbor to her workplace. She's an architect.
Luisa Díaz	¿Qué hiciste?	What did you do?
Susana Díaz	Hoy me pasé todo el día leyendo y ordenando planos de edificios. Tuve muchas ideas.	I spent the entire day reading and organizing building plans. I got many new ideas.
Susana Díaz	Me gusta construir. Fue divertido, aprendí mucho, ¡pero ahora estoy tan cansada!	I love to build things. It was so fun, I learned a lot but now I am so tired!

Cultural Reading: Gabriel García Márquez

Biografía: Gabriel García Márquez

Gabriel García Márquez nació en un pueblo llamado Aracataca, en Colombia. Muchos lo consideran como el escritor más importante y significativo de la lengua española. Los latinoamericanos lo llaman cariñosamente "Gabo" o "Gabito".

Durante su infancia, García Márquez vivió con sus abuelos. Ellos lo inspiraron y tuvieron mucha influencia en sus obras. Se inició como periodista, pero es más conocido como escritor. Su primera novela exitosa, Cien Años de Soledad, fue publicada en 1967. Se vendieron más de 30 millones de ejemplares. Gabriel García Márquez recibió el premio Nobel de Literatura en 1982 cuando vivía en México.

Sus libros combinan temas de magia, realismo, política, cultura y de la vida durante el período llamado La Violencia, la guerra civil colombiana que terminó en la década del sesenta.

Además del Premio Nobel, García Márquez obtuvo también algunos de los premios internacionales más valiosos otorgados a los grandes escritores, como el Premio de la Legión Francesa. García Márquez no solamente fue un escritor famoso y excepcional, también escribió una gran variedad de guiones y dirigió varias películas.

Reading Comprehension Questions

Who did Gabriel García Márquez live with when he was a child?	his parents	
	his aunt and uncle	
	his grandparents	x
	his older sister	
Pick the true statement about Gabriel García Márquez:	He is the most imaginative and non-fiction writer of the 20th century.	
	He is the most influential and significant novelist in the Spanish language.	x
	He has won a Nobel Prizes for his work documenting the Spanish Civil War.	
	He is the only Mexican to have won both the Nobel Prize and the French Legion of Honor award for his literary works.	
What is the best English translation for the title "Cien años de soledad"?	One Hundred Years of Silence	
	One Hundred Years of Civil War	

	One Hundred Years of Sunshine	
	One Hundred Years of Solitude	x
How many copies of "Cien Años de Soledad" have been sold since 1967?	20 million	
	30 million	x
	50 million	
	200 million	
Which of the following wasn't listed as a theme that Gabriel García Márquez used in his literature:	Culture	
	Realism	
	Fame	x
	Magic	
What does "La Violencia" refer to?	the Colombian War of Independence	
	the armed conflict between Colombia and Peru over sugar taxes	
	the series of riots which occurred during the Industrial Revolution	
	the period of violence during the Colombian Civil War	x

Cultural Reading: Plácido Domingo

Biografía: Plácido Domingo

Plácido Domingo, el famoso cantante español y gran director de orquesta, nació el 21 de enero de 1941 en Madrid, España. Estudió piano y dirección de orquesta, aunque también intentó ser futbolista y torero. Al poco tiempo intervino en comedias musicales e incluso recibió ofertas para trabajar en cine, hasta finalmente dedicarse a cantar óperas.

Su gran talento lo llevó a todas las capitales del mundo y ha cantado en más de ochenta y cinco óperas diferentes. Plácido Domingo tiene el don de dar realismo a sus interpretaciones y su voz posee gran belleza. Como es versátil, le permite cantar tanto como tenor o barítono. Ha cantado en italiano, francés, alemán, español, inglés y ruso.

Está reconocido como uno de los mejores cantantes y directores de ópera del mundo. Ha sido premiado con once premios Grammy, con el Premio Príncipe de Asturias de las Artes (España), y hasta con una estrella en el Paseo de la Fama, en Hollywood.

Which of the following describes Plácido Domingo's career:	He is the conductor of the largest and most famous orchestra from Italy.	
	He is a multi-lingual piano player and speaks Italian, French, Spanish, German, English, and Russian.	
	He is one of the greatest composers of classical music and operas in Europe.	
	He is a an award-winning opera singer, a world-famous conductor.	x
Which prize, award, or honor does not belong to Plácido Domingo?	a star in the Hollywood Walk of Fame	
	an Asturias Award (aka "Princess of Asturias Award")	
	a Nobel Prize for Performing Arts	x
	eleven Grammy awards	
Before studying piano and orchestral direction, what did Plácido Domingo try to be?	a soccer player and a bullfighter	x
	a pianist and conductor	
	a football player and a rodeo star	
	a painter and an actor	
How many operas has Plácido Domingo sung in?	more than 85	x
	less than 85	
	more than 805	

Unit 20: Emergency!

Story Event

Susana rushes to Alberto's side on the soccer field after seeing him fall, clutching his ankle. The referee calls a time-out and clears the field while the soccer club nurse checks his condition.

Objectives

Communicative

- Be able to talk about what happened in case of emergency.
- Describe your symptoms to a doctor if you aren't feeling well.
- Name the parts of your body in Spanish.

Grammatical

- Continue practicing the Preterit with regular and irregular verbs.

Cultural

- Find out what a "curandero" does when he comes to your house.
- Read about home remedies and traditional medicine.

Unit Project

Video and text discussion: Watch the video below and read the text "Remedios caseros". Briefly discuss some similarities mentioned in both. How about you? ¿Utilizas algún remedio casero? ¿Qué usas? ¿Para qué lo usas?

<http://www.laits.utexas.edu/spe/vid/int27ex.html>

Lists to Learn

Lesson	Lesson Goal	Classroom Application Activity
Lesson 1 At the Hospital 1	<ul style="list-style-type: none"> • Implicitly recognize imperative form for "deber" • Emergency-related vocabulary 	Mark the correct sentence. Teacher reads the vocabulary in English and students have to choose the correct vocabulary in Spanish
Lesson 2 I Hurt My Hand	<ul style="list-style-type: none"> • Definite articles not used with body parts • Start to recognize the reflexive with bodyparts. • Learn words for body-parts 	
Lesson 3 I Hurt My Leg	<ul style="list-style-type: none"> • Relate the Preterit and the Imperfect tenses. • Learn new adjectives made from past participles. 	
Lesson 4 Past Tense Expressions	<ul style="list-style-type: none"> • Time expressions related to months, years, and days. 	Dialogue and role-play. Using the dialogue developed by teacher students role-play
Lesson 5 Regular Preterit Verb Forms	<ul style="list-style-type: none"> • Practice regular preterit verb forms for singular subjects (mirar, hablar, llamar, volver, escribir) 	Fill in the blank. Using the dialogue above, students fill in the blank using the past tense.
Lesson 6 Irregular Preterite Verb Forms	<ul style="list-style-type: none"> • Practice irregular preterit verb forms for singular subjects (ser, estar, venir, ir) 	
Lesson 7 Cultural Reading	<ul style="list-style-type: none"> • Learn words and phrases related to herbal and folk-medicine. 	<p>Video and text discussion. Watch the video below and read the text "Remedios caseros". Briefly discuss some similarities mentioned in both. How about you? ¿Utilizas algún remedio casero? ¿Qué usas? ¿Para qué lo usas?.</p> <p>http://www.laits.utexas.edu/spe/vid/int27ex.html</p>

Conversation: Alberto Gets Hurt

Alberto se lastima

Alberto García	¡Ay, que dolor! Me he torcido el tobillo jugando. Me duele muchísimo.	Oh, that really hurts! I twisted my ankle while I was playing. It hurts so much.
Susana Díaz	Tienes que ir al hospital. Llamo a tu padre para que nos lleve.	You must go to the hospital. I am calling your father so that he can bring us there.
Alberto García	Gracias, Susana.	Thanks, Susana.
Médico	Alberto, tu tobillo está muy hinchado. Vamos a sacar una radiografía.	Alberto, your ankle is really swollen. We are going to take an X-ray.
Alberto García	Sí, gracias. Me duele mucho.	Yes, thanks. It's really hurting me.
Médico	Miré la radiografía y desafortunadamente tu tobillo está roto. Tienes que llevar el yeso durante un mes.	I looked at the X-ray. Unfortunately, your ankle is broken. You'll have to wear a cast for a month.
Alberto García	¿El yeso? ¿Durante un mes? ¿Eso quiere decir que no puedo jugar más al fútbol este año? ¡Oh no! ¡Qué mala suerte!	A cast? For a month? Does that mean I can't play soccer this year? Oh no. What bad luck!
Médico	Puede caminar, pero solamente con muletas. La enfermera le enseñará.	You can walk but only with crutches. The nurse will show you how.
Susana Díaz	No debes estar triste, vamos a pasar más tiempo juntos. Volverás a jugar el año próximo.	Don't be upset. This way we get to spend more time together. You'll play next year.
Alberto García	Tienes razón. Vamos a mi casa a mirar una película.	You're right. Let's go to my place and watch a movie.

Cultural Reading: Home Remedies

Remedios caseros

En los pueblos pequeños y en los lugares remotos de Centro y América del Sur a veces no hay un hospital o un doctor cercano cuando los necesitas, por eso mucha gente llama a los curanderos. Los curanderos son personas que usan los remedios naturales de la tradición indígena. La palabra "curandero" viene de "curar" ("to cure", en inglés). En general usan plantas y flores, preparan infusiones y dan consejos a los enfermos para seguir un estilo de vida saludable.

Si bien todavía algunas personas van al curandero y utilizan curas tradicionales, la mayoría de la gente ahora va al médico, sigue sus consejos y toma los remedios recetados. A veces toman un té de hierbas medicinales para calmar el dolor de estómago o para mejorar el resfrío y la tos. Las abuelas siempre recomiendan azúcar para no tener hipo, vinagre para las quemaduras y algunos tés para el dolor de aquí y el dolor de allá. Hay remedios caseros que son muy buenos y se usan en todos los países, por ejemplo eucaliptus, jengibre (ginger), manzanilla (chamomile) y menta. La gente moderna confía más en el médico que en el curandero, pero sigue usando algunos remedios caseros seguros. En muchos países, incluso en Estados Unidos, hay tiendas de productos naturales que venden hierbas, tés, cremas y aceites para usar como remedios caseros. ¿Utilizas algún remedio casero? ¿Qué usas? ¿Para qué lo usas?

A "curandero" is a...	medical student at a university.	
	healer who is knowledgeable about natural remedies.	x
	health clinic employee.	
	mythical being who cures the ill.	
What type of home remedy do some people take to cure a cold?	religious leader in the community	
	a glass of milk	
	a piece of chocolate	
	an herbal tea	x
What do some grandmothers recommend for burns?	a cup of coffee	
	orange juice	
	vinegar	x
	oil	
Who is most likely to visit a "curandero"?	sugar	
	a businessman in the United States	
	a citizen of a remote area in Central America	x
	a doctor in South America	
What is a "curandero" unlikely to prescribe for an ill patient?	a priest or nun	
	ibuprofen	x
	mint	
	infusions from plants and flowers	

Cultural Reading: Epilogue

Epílogo

Después del accidente, Susana y Alberto pasan mucho tiempo juntos. De hecho, siguen juntos hoy porque asisten a la misma universidad. Alberto puede pagar para las citas ahora que tiene trabajo y Susana también lo invita y paga de vez en cuando. Luisa y Rafael ya no son más novios, pero se mantienen en contacto. Luisa y Susana son muy amigas. Susana vuelve a menudo a visitar a su familia en Paraguay y lleva a Luisa y a Alberto. ¡La casa es tal cuál la imaginaba Luisa! Después de un año, los García y los Torres se han hecho grandes amigos. Siempre se invitan a las fiestas, a las vacaciones y comparten los momentos importantes de la vida. Para las dos familias, ser vecino es ser parte de la familia, para siempre.

Susana...	does not go to Paraguay anymore.	
	is no longer Luisa's friend.	
	and Alberto are still dating.	x
Luisa and Rafael...	go to the same university.	
	are best friends.	
	stay in touch, but are no longer dating.	x
Who did not meet Susana's family?	Alberto	
	Luisa	
	Rafael	x
What do the García and Torres families believe about neighbors?	Neighbors should keep to themselves except during holidays.	
	Neighbors are like part of a larger family.	x
	Neighbors should see each other every once in a while.	
	Neighbors throw the best parties.	

Suggested Classroom Activities

Skill-targeted Teaching Exercises

These activities focus on the four main skills related to language learning: listening, speaking, reading, and writing. The material used in them may or may not be directly related to the main subject of your lesson, but these exercises can help students practice and hone their abilities. Depending on the needs of your students, you may choose one or more of these skills to focus on in each class.

Listening

Listening activities help students hone their comprehension, build vocabulary, and increase their understanding.

Possible listening activities include:

- **Follow along:** Read a passage aloud to your students, and have them follow along. Pick a subject and a level of difficulty that is appropriate for your class. For example, you might choose a topic related to the main theme of your lesson, or you may choose an article that deals with an issue in current events.
- **Pre-recorded Sound:** Play a pre-recorded sound file, either from a different Transparent Language lesson or from another source, such as SoundCloud (<https://soundcloud.com/>). Again, pick a passage or a video which is interesting and relevant to your students. Lesson Authoring can be used to provide audio sounds both for live classes as well as asynchronous courses.
- **Video:** Play a video with foreign language sound from YouTube or any other source. Ask questions afterwards to confirm the students' understanding of the subject.
- **True/False:** Show your students a visual (or series of visuals), then make statements in the target language. Students must then indicate whether the statements they hear are true or false.
- **Choice:** Show your students a visual representations (authentic documents, images, etc.), then say several descriptive sentences in the foreign language. For each sentence, students must choose the correct item.
- **Information Gap:** Show a passage in the foreign language, with some of the key words omitted. Read the passage out loud, so that students can listen for and fill in the missing words.

Speaking

Speaking skills are critical to practice during class time. The more chances students get to speak aloud, the more confidence they will gain and the better their pronunciation will become.

Some suggested general speaking activities:

- **Modeling:** The goal of this activity is correct pronunciation. You model the pronunciation of words or phrases, and each student repeats it in succession.
- **Picture Identification/Description:** Show your students a visual (or series of visuals), then have them practice vocabulary by identifying each object out loud in the foreign language.
- **Ranking:** Provide your students with chunks of information in the target language (for example, job ads), then have students manipulate them on the whiteboard and discuss the ranking of the items.
- **Round Robin:** This activity has several variations, but the main objective is to have each student say one thing (or phrase) in the target language. The next person builds upon that and the flow continues until everyone has participated. For example, you might present a category (such as "Names of Mammals") for discussion, then have students take turns going around the group and naming items that fit the category.
- **Compare & Contrast:** Give your students two similar documents or images, then have them state the differences in the target language.
- **Images:** Two students each hold an image. Student A explains the image in target language while student B draws the likeness in the white board and vice versa. Instructors might consider finding images in advance that are relevant to the topic taught during that class session.
- **Line Dance:** Have your students form two concentric circles or two lines facing each other. You ask a question (on any content) and students discuss the answer with the student facing them. After one minute, the outside circle or one line moves to the right so that students have new partners, and you pose a second question for them to discuss. Continue with five or more questions.
- **Numbered Heads Together:** Group students into four person teams, and ask the students in each group to number off from one to four. Announce a question and a time limit. Students put their heads together to come up with an answer. Call a number and ask all students with that number to stand and answer the question. Recognize correct responses and elaborate through discussions.
- **News Reports:** Ask your students to read a newspaper or magazine before coming to class, then report to the class in the foreign language what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.
- **Interviews:** Students are given a topic on which to find an expert to interview or they are given a type of person to interview. An alternative is the 'pretend' interview in which the student writes up what an interview with a particular interview might be like, such as interviewing a famous person in the target culture.

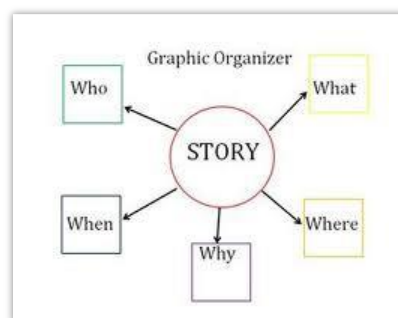
- **Comic Strip:** One student recounts a story based on a comic strip. The listener must arrange the comic strip images to match the chronology of the story. The task can be made more difficult by introducing 'distractors,' images that don't belong to the storyline. Thus, the listener must determine which events (images) belong to the story, manipulate them, and arrange them in the proper order in which they occur.
- **Role Play:** Set up a situation, and have students take turns acting out different roles in the dialogue. Depending on the level of your students, you may or may not decide whether to provide a full or limited text of the conversation as support.
- **Debates:** Pose a topic, and have students conduct a debate about the issue. You can have individual students present their opinions, or organize the class into teams assigned to specific sides.

Reading

Reading activities help students practice comprehension, familiarize themselves with spelling conventions, and prepare to write their own thoughts, as well as opening up vast new worlds of information, from traditional literature to modern websites and text messages.

Ideas for reading activities might be:

- **Read Aloud:** Give your students a simple passage in the target language, and have them read aloud to the class. Additionally, have students take turns identifying key words and phrases.
- **Forms:** Given authentic text (forms, signs, headlines, etc.), students will read aloud key words and main ideas. Additionally, students should be encouraged to fill out the forms.
- **Tweet Analysis:** Show students a list of Twitter tweets and have them rate them favorite to least favorite and give reasons why, or have them verbally compare and contrast two Twitter tweets on the same topic. Remember that you can use Twitter to find real time conversational phrases. <https://twitter.com/search-home>
- **Text Analysis:** Have students read a short text, such as an advertisement or a set of news headlines, then have them verbally identify key vocabulary, summarize the main ideas, or pick out the strongest and weakest statements, depending on their level and experience.
- **Authentic Document Analysis:** Give your students an authentic document in the target language, then have them ask and answer questions in the target language about it. Alternatively, have them come up with synonyms/antonyms for the vocabulary in the document.
- **Jigsaw:** Assign each student in a team one fourth of a page to read from any text (for example, a social studies text), or one fourth of a topic to investigate or memorize. Each student completes his or her assignment and then teaches the others or helps to put together a team product by contributing a piece of the puzzle.
- **Graphic Organizer:** Ask your students to read a text, then fill out a graphic organizer based on it, similar to the one shown below.



Writing

Teen Voices: Spanish Instructor Packet

Writing exercises are often done as homework, but can also be done in class, particularly when combined with speaking or listening activities. Some writing activities work well for individuals, while others lend themselves to group interactions.

Possible writing exercises could include:

- **Information Gap:** Students are given a written task to accomplish, such as filling out a chart or a family tree, but each group member only has part of the necessary information. The students must combine and synthesize their individual bits of information in order to solve a problem or make a decision.
- **Binomials:** Write or type the first half of a common pair of words, such as "Bread and..." Have your students quickly write the first word that comes into their heads (in this case, "butter"). Continue with other "halves" of binomials, but slowly widen the scope so that there may be more than one choice.
- **Stories:** Show students an image or series of images, and have them write short stories based on the pictures. Encourage them to incorporate the vocabulary and grammar that they have been studying. For example, you might ask them to write the story in a specific tense, or include a certain number of words from their vocabulary list.
- **Brainstorming:** Give your students a topic, set of topics, graphic organizer or chart, and have them write in vocabulary words related to each subject, as shown in the example chart below.

Fruit	Vegetables	Meat	Dairy products	<i>Some or Any</i>
cherries	onion	fish	yogurt	pasta
apples	beans	hot dogs	milk	turkey
fruit	chili pepper	beef	butter	green beans
orange	potato	chicken	ice cream	rice
banana	squash	sausage	cheese	hamburgers

Suggested Grading Rubrics

Speaking

The below chart is a general speaking task rubric that teachers can use to assess student performance and output in the classroom during spoken and communicative tasks.

Element	4	3	2	1
Content Information as outlined in the description and requirements	Contains all essential components of the speaking task.	Contains some essential components of the speaking task.	Contains few essential components of the speaking task.	Contains little or none of the essential components of the speaking task.
Comprehensibility	Speech is completely understandable.	Speech is mostly understandable.	Only isolated words and short sentences understood.	Could not understand anything student said
Accuracy	Statements are coherent, grammatically correct, and organized	Generally structurally correct. Minor errors do not affect comprehensibility.	Some structural problems and inaccuracies evident, although some statements are correct.	Almost no statements are correct and nothing could be understood.
Pronunciation	Presentation is smooth. There are no glaring pronunciation errors	Presentation is smooth There are a few errors in pronunciation	Presentation is halting. There are several pronunciation errors.	Presentation is so halting and pronunciation errors are so numerous that it is difficult to understand.
Effort	Extremely high effort to communicate.	Effort is good.	Some effort, although more could have been applied.	Little or no effort on this task.

Writing

Element	4	3	2	1
Content Information as outlined in the description and requirements	Contains all essential components of the written task.	Contains some essential components of the written task.	Contains few essential components of the written task.	Contains little or none of the essential components of the written task.
Comprehensibility	Written task is completely understandable.	Written task is mostly understandable.	Only isolated words and short sentences understood.	Could not understand anything student wrote.
Accuracy	Statements are coherent, grammatically correct, and organized.	Generally structurally correct. Minor errors do not affect comprehensibility.	Some structural problems and inaccuracies evident, although some statements are correct.	Almost no statements are correct and nothing could be understood.
Organization	Presentation is smooth. There are no glaring pronunciation errors	Presentation is smooth There are a few errors in pronunciation	Presentation is halting. There are several pronunciation errors.	Presentation is so halting and pronunciation errors are so numerous that it is difficult to understand.
Effort	Extremely high effort to communicate.	Effort is good.	Some effort, although more could have been applied.	Little or no effort on this task.

Projects

Element	4	3	2	1
Content Information as outlined in the description and requirements	All components are included, factually accurate and in complete sentences.	Most of the components are included, factually accurate and in complete sentences.	Some of the components are included and factually accurate. There are a few fragments.	Little or no components are included. Information is mostly accurate. There are several sentences fragments.
Vocabulary and sentences	Includes an expanded amount of vocabulary and sentences. Up and beyond the required.	Includes an adequate amount of vocabulary and sentences.	Includes some vocabulary and sentences but requires more.	Includes an inadequate amount of vocabulary and sentences.
Form and Accuracy	There are 25 sentences and a Table of Contents. Pages are numbered. Project is exceptionally neat.	There are at least 20 sentences and a Table of Contents. The pages are numbered.	There are at least 15 sentences. There is a Table of Contents or the pages are numbered.	There are at least 10 sentences. There is no Table of Contents. Pages are not numbered.
Presentation (Creativity, visuals, appeal etc.)	Extremely eye-pleasing, original in design, colors, etc. Organized well. Project is exceptionally neat.	Good in design and theme. Good organization.	Average creativity. Somewhat disorganized.	Poor. Lacks creativity. Is not eye-pleasing. Disorganized.