

Middle and High School

Español

Santillana

Spanish as a World Language Program



Practice your Spanish
in Old San Juan

I'M A FAN!



Learn about ancient
Incan ruins in Peru



Take on challenges
in Iguazu Falls

Students become part of the adventure and learn Spanish as they travel with their new friends to fascinating Spanish-speaking countries and embark on amazing "Desafíos."

www.fansdelespañol.com



SANTILLANA USA
Language Education Experts

Español Santillana

Follow us online
www.fansdelespañol.com

Middle and High School Spanish as a World Language Program

Students become part of the adventure as they learn Spanish and become “fans del español”!

Students will learn Spanish as they follow four students traveling to fascinating places in the Spanish-speaking world. They become online “fans” and vote for **Andy**, **Tess**, **Tim**, and **Diana**, who compete by taking on amazing cultural challenges or *Desafíos*.



Student Resources



Student Edition and Audio CD



Listening and Speaking Workbook*



Practice Workbook*



Cuaderno para hispanohablantes Heritage Speaker Workbook*



Interactive Student Edition



F@ns Online Activities



Interactive Workbooks Practice Book, Listening and Speaking Workbook, and Heritage Speaker Workbook

new



Are your students "fans del español"?

Learning a new language has never been more exciting!

Teacher's Resources



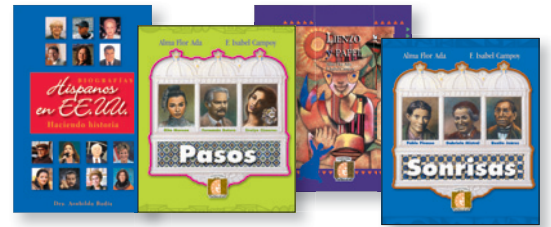
Teacher's Edition



Assessment Program



Audio Program



Enrichment Library



All-in-one Teacher's Edition



Online Assessment



Video Program

* Teacher's Annotated Edition Available

Español Santillana

Students learn Spanish and become “fans del español” through culturally rich print and technology resources!



- Fun storyline motivates students to learn Spanish and demonstrate their understanding of Hispanic cultures
- Grammar and vocabulary presented in authentic contexts help students make language and cultural connections and comparisons
- Technology resources encourage students to integrate learning into their everyday lives
- Resources specifically designed for advanced and heritage language learners

Students integrate learning Spanish into their everyday lives by:

- Logging onto fansdelespañol.com to vote for Tess, Andy, Tim, or Diana
- Reading Tess, Andy, Tim, or Diana's posts and finding out more about their adventures
- Learning about current events through the **Hispanoticias** newsfeed



Student eLearning Center



Interactive Student Edition

This reproduction of the Student Edition engages students with point-of-use audios and videos, links to photo galleries, and glossaries.



Interactive Workbooks

Practice Book, Listening and Speaking Workbook, and Heritage Speaker Workbook



F@ns Online

Students have an opportunity to demonstrate mastery of the concepts through a variety of vocabulary, grammar, communication, and cultural games and activities.

Print Resources

See Inside
Pages 4-9



Student Edition and Audio CD

Language and culture are seamlessly integrated in each of the units, which take students on different cultural adventures within the Spanish-speaking world. Language, vocabulary, and grammar are presented in authentic contexts to help students make comparisons and connections and learn to communicate in all modes of expression.



Speaking and Listening Workbook

Reading and Writing Practice Workbook

Heritage Speaker Workbook

Workbooks

Practice Book, Listening and Speaking Workbook, and Heritage Speaker Workbook

Full range of workbooks provide speaking and listening and reading and writing support for beginners and heritage speakers.



Enrichment Library

This classroom library is designed to expand unit themes and cultural perspectives, as well as build literacy skills for students at all levels—beginning, intermediate, and advanced.

Español Santillana

We're going to Puerto Rico!



Students learn the Spanish language and about Hispanic cultures as they “travel” with their new friends to Spanish speaking countries and regions.

La llegada

En San Juan

1 The pairs gather at El Morro, one of the largest forts built by the Spaniards in the Caribbean. Ana García, their host in Puerto Rico, has information about their next tasks, but they have to find her first! They get clues about her whereabouts from a group of actors re-enacting the defense of the island against a British invasion in 1797.

2 Tienen que visitar una casa en el Viejo San Juan. **3** No hay casas en El Morro. **4** La señora García vive en una casa con jardín. Pasea a su perro todos los días. **5** ¡Atención! La señora García está al lado del coquí.

6 Perdon. ¿Es usted la señora García? **7** No, no soy la señora García. Lo siento. **8** ¡Cuidado!

9 Mira, abuelo, ahí hay una casa con jardín! Es la casa de la señora García! **10** ¡Atención! La señora García está al lado del coquí.

11 No soy Ana García. Estoy al lado del coquí. ¿Dónde están los participantes?

12 Mira, abuelo, ahí hay una casa con jardín! Es la casa de la señora García!

13 ¿Comprendes? **14** Uhe. Match each question with the corresponding answer.

1. What place do the characters have to visit? a. Patea a su perro.
2. Where does Mrs. García live? b. Al lado del coquí.
3. There are none of these in El Morro. c. En una casa con jardín.
4. Where is Mrs. García? d. El Viejo San Juan.
5. Mrs. García does this every day. e. Casas.

1 La llegada (The Arrival)
The four pairs arrive at the country and discover their challenges.

Students make predictions about which team will win.

Fotonovela presents the vocabulary and grammar of the unit in context.

- Video Program
- Communication Activities
- Listening and Speaking Activities

¿Quién ganará?

4 Los desafíos **15** **Haba.** What will be the challenge for each pair? Think about this question and discuss it with your classmates.

DESAFÍO 1 **16** **17** **18** **19** **20** **21** **22** **23** **24** **25** **26** **27** **28** **29** **30** **31** **32** **33** **34** **35** **36** **37** **38** **39** **40** **41** **42** **43** **44** **45** **46** **47** **48** **49** **50** **51** **52** **53** **54** **55** **56** **57** **58** **59** **60** **61** **62** **63** **64** **65** **66** **67** **68** **69** **70** **71** **72** **73** **74** **75** **76** **77** **78** **79** **80** **81** **82** **83** **84** **85** **86** **87** **88** **89** **90** **91** **92** **93** **94** **95** **96** **97** **98** **99** **100**

EXPRESIONES ÚTILES

To get someone's attention:
Perdón.

To say you are sorry:
Lo siento.

To call attention to something:
Mira.

To warn someone of a danger:
¡Atención!
¡Cuidado!

2 Una conversación **11** **Escucha y ordena.** Listen to the dialogue and write the letter of the sentences in the order you hear them.

- a. Lo siento. Tengo que irme.
- b. Adiós, Felipe.
- c. Mira, te presento a Felipe.
- d. Hola, Juan, ¿cómo estás?

Uhe. Match the expressions in the columns.

1. Lo siento. Tengo que irme.
2. Adiós, Felipe.
3. Mira, te presento a Felipe.
4. Hola, Juan, ¿cómo estás?

3 Expresiones **12** **Relaciona.** Match each expression with the corresponding picture.

13 **14** **15** **16** **17** **18** **19** **20** **21** **22** **23** **24** **25** **26** **27** **28** **29** **30** **31** **32** **33** **34** **35** **36** **37** **38** **39** **40** **41** **42** **43** **44** **45** **46** **47** **48** **49** **50** **51** **52** **53** **54** **55** **56** **57** **58** **59** **60** **61** **62** **63** **64** **65** **66** **67** **68** **69** **70** **71** **72** **73** **74** **75** **76** **77** **78** **79** **80** **81** **82** **83** **84** **85** **86** **87** **88** **89** **90** **91** **92** **93** **94** **95** **96** **97** **98** **99** **100**

4 Las votaciones **11** **Decide.** You decide. You will vote to choose the most difficult challenge. Who do you think will win?

¡Difícil!

The pairs spill up and start their challenge.

What are Desafíos?

Desafíos are cultural challenges that take place throughout the Spanish-speaking world—and they're the most exciting way to learn Spanish!

Each unit's *Desafío* presents students with a challenge and is organized into sections, developing key **vocabulary** and **grammar** around a **communicative function**.



SECTION 1 El Desafío (Cultural Challenge)

Each *Desafío* begins with a *fotonovela*, in which the team's challenge is revealed using the target grammar and vocabulary in context.

DESAFÍO 2 Expresar existencia y lugar

Los coquíes en la casa

30 Tim and Mack arrive at Ana García's home. They have to find six coquíes hidden throughout the house and take photos of them.

Mira, abuelo, una casa amarilla con jardín. Es la casa de la señora García. ¿Toco a la puerta?

Hola, Mack. Hola, Tim. Bienvenidos a mi casa.

Gracias, señora García. Usted tiene una casa muy bonita.

Gracias, Tim. No hay casas feas en el Viejo San Juan!

¿Dónde están los coquíes? ¿Están detrás de la escalera?

¡Abuelo, hay un coquí en la estantería! ¡Está encima de los libros!

Continuará...

29 Detective de palabras

- **Completa.** Complete the statements using the *fotonovela* above.
- No hay casas feas _____ el Viejo San Juan.
 - _____ están los coquíes? ¿Están _____ de la escalera?
 - ¡Abuelo, hay un coquí _____ la estantería! ¡Está _____ de los libros!

30 ¿Comprendes?

► **Escucha y decide.** Listen and decide whether the five sentences you hear are true (*cierto*) or false (*falso*).

Modelo 1. *Cierto.*

31 ¿Dónde están?

► **Use.** What is the caption for each photo? Match the phrases in the columns to create the captions.



- | | |
|----------------------|--------------------------------|
| 1. El coquí está | a. al lado de la casa. |
| 2. Los coquíes están | b. en la cocina de Ana García. |
| 3. El jardín está | c. detrás de la escalera. |
| 4. Tim está | d. encima de los libros. |

CULTURA

Los coquíes

El coquí es una rana (frog) pequeña. Es un símbolo de Puerto Rico. Los coquíes producen un sonido similar a su nombre: "co-qui".



32 ¿Cómo son los coquíes?

► **Elige.** Choose words to compose an accurate description of a coquí.

- feo pequeño animal simbólico bonito grande

33 Comparación

What animal represents your state or your country? Why do you think it was chosen as a symbol?

► **TU DESAFÍO** Use the website to listen to a coquí.

ciento cinco 105

DESAFÍO 2

Vocabulario

Muebles y objetos de la casa

En el dormitorio



En el baño



En la sala



En la cocina



34 Muebles

► **Escribe.** Make a list of four things that could be in each of the following rooms.

1. la sala 2. el dormitorio 3. la cocina 4. el baño

► **Habla.** Talk with a partner about your lists, but not in the same order as above! See if your partner can guess which room you are talking about.

Modelo: Este cuarto tiene una mesita de noche, una cama, un armario y una cómoda.

106 ciento seis

35 Un hotel bonito

► **Escucha y decide.** Tim is looking at the website of his hotel in San Juan. He is describing the photos aloud to Mack. Listen and decide which one he is describing in each sentence.



36 ¿Dónde está el sofá?

► **Escribe.** Answer the questions by indicating the most logical place for each.

Modelo ¿Dónde está el sofá? → El sofá está en la sala.

- ¿Dónde está la ducha?
- ¿Dónde está el refrigerador?
- ¿Dónde están las camas?
- ¿Dónde está el carro?
- ¿Dónde están las sillas y la mesa?
- ¿Dónde está el microondas?

► **Habla.** Now ask a classmate where five other items are. You should both ask and answer in complete sentences, as in the activity above.

CULTURA

La Casa Blanca

La Casa Blanca de San Juan de Puerto Rico es un monumento histórico. Es la casa de la familia Ponce de León, el explorador español. Hoy, esta mansión es un museo.

► **Comparación.** What is one of the oldest buildings in your community? What was it originally used for?

► **TU DESAFÍO** Use the website to learn more about the Casa Blanca.



ciento siete 107

SECTION 2 El vocabulario (Vocabulary)

New words and phrases are introduced with plenty of visual support.

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Students participate in real-life problem-solving tasks as they learn language, vocabulary, and grammar in authentic contexts in each *Desafío*.

WHO WON!?



DESAFÍO 2

Gramática

Expresar lugar

La construcción estar en

- To say where things are, use the verb **estar** followed by words that express place. *El coqui está en el jardín.*
- The preposition **en** expresses location. It is equivalent to the English words at, in, on, and inside. *El coqui está en la sala. El coqui está en la estantería.*

Adverbios y expresiones de lugar

- Many other words and phrases are used to show location.

¿Dónde están los coquies?



Remember these contractions:

- a + el = al El coqui está al lado de la flor.
- de + el = del El coqui está encima del libro.

45 Conmación. What contractions are there in English? Are they optional or not?

Provides practice in both function and form of the language

44 ¿Dónde está el gato?

Habla. Ask a partner where the cat is in each picture.



Modelo A. ¿Dónde está el gato en el dibujo 1? B. El gato está a la izquierda de la silla.

45 ¿Qué hay y dónde está?

Escribe. Choose five things you see in this photo and write sentences indicating where each one is. Use the verb *estar*.



46 ¿Dónde está ahora?

Escribe. Say where these things are right now. Be very specific.

Modelo mi CD favorito → Mi CD favorito está en mi cuarto, encima de mi mesita de noche.

- 1. mi libro favorito 3. mi cómoda 5. mi mesita de noche 7. mis cuadernos
- 2. mi cama 4. mi armario 6. mis lápices 8. mis bolígrafos

CONEXIONES: CIENCIAS SOCIALES

El Yunque

El Yunque es el único bosque (forest) tropical en los parques nacionales de los Estados Unidos. Allí viven muchos coquies y muchos animales y plantas diferentes.



47 Pienso. What kinds of animals might you find in a tropical rainforest? What conditions do they need to survive?

Visítalo TU DESAFÍO Visit the website to view the flora and fauna in El Yunque.

SECTION 3

La gramática (Grammar)

New grammar structures are introduced and practiced along with key vocabulary.

Students take on their own cultural challenge through Tu Desafío activities.

SECTION 4

La comunicación (Communication)

Communication activities are progressively more open-ended, allowing students to apply key vocabulary and grammar in communicative situations.

DESAFÍO 2

Comunicación

48 La cocina de Ana García

Escucha. Tim is talking to Andy about Ana García's kitchen. Listen to the five statements and decide whether each one is true (cierto) or false (falso).



49 En el hotel

Lee y dibuja. Tess is describing her hotel room in Puerto Rico to Marisa. Read her description and use it to draw a picture or a floor plan of the room.

¡Hola, Marisa! ¿Cómo estás?
Mi hotel aquí en Puerto Rico está muy bien. Mi cuarto está en el primer piso. Tiene una cama grande y un sofá cerca de la ventana. El televisor está encima de una mesa pequeña, delante del sofá. El baño es magnífico: el inodoro, la bañera y el lavabo son muy modernos. No tengo cocina, pero hay una mesa y un pequeño refrigerador. Detrás del hotel, hay un jardín grande con mesas y sillas. ¡Hay coquies en el jardín!
¡Los coquies son muy agradables!
Hasta pronto.
Tess

Marisa Pérez
Avenida Morelia 23
Colonia Centro
Ciudad de México
México 45230

Escribe. Now write a postcard to Marisa and describe a room in your home. Describe everything it has and where each item is located. Include a photo or make a drawing on the back.

Presenta. Present your description to your classmates.

Modelo Mi casa está en... Tiene...

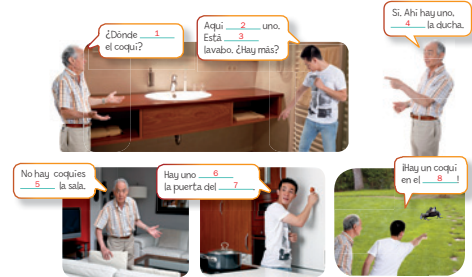
50 Diferencias

Habla y escribe. With a partner, find four differences between the rooms below. Say and write the differences in Spanish.

Modelo A. En el dibujo 1, hay dos sofás. B. Y en el dibujo 2, hay uno.



Final del desafío



51 ¿Qué pasa en la historia?

Escribe y representa. Fill in Tim and Mack's dialogue for these scenes. Some blanks may require more than one word. Then act out the dialogue.

Todo junto (Putting It All Together)

Communicative activities integrate the vocabulary and grammar taught throughout the unit.

Todo junto

ESCUCHAR

93 El fin de semana de Janet y Tim

▶ **Escucha y decide.** Listen to Janet and Tim talking about what they do on the weekends at home and decide who does each of these activities.

	Janet	Tim
1. Pasar la aspiradora.		
2. Lavar los platos.		
3. Cortar el césped.		
4. Cuidar a la mascota.		
5. Escribir correos electrónicos a los amigos.		
6. Hablar por teléfono con los amigos.		

LEER Y ESCRIBIR

94 Una página misteriosa

▶ **Lee y escribe.** Diana found this page from an old diary in an antique shop in Old San Juan. Read it, and answer the questions.

1. ¿Quién escribe el diario?
2. ¿Cómo es la casa?
3. ¿Dónde está la casa?
4. ¿Qué tareas realizan estas personas?

25 de octubre de 1518

Mi casa de Caparra es bonita. Mi madre y yo estamos muy bien aquí. La sala y la cocina son muy grandes. Casi siempre tenemos que abrir las ventanas y las puertas porque aquí hace calor. Mi dormitorio es pequeño. Hay una cama y una mesita de noche.

Mi madre y yo tenemos muchas tareas. Todos los días ella barre el suelo. A veces yo preparo un plato con arroz, carne y verduras. Aquí se llama asopao. También lavo los platos y limpio la casa.

Tengo ganas de visitar la bahía, pero está muy lejos de aquí. Mi tío Juan Ponce de León tiene una casa allí. Sus cartas son muy interesantes.

HABLAR Y ESCRIBIR

95 Un diario en fotos

▶ **Escribe.** Make a list of the activities you and your family do at home over three days. ▶ **Escribe.** Use photos or draw pictures of the most common activities, and write a caption for each one. The caption should introduce the people in the photos, and say how often each activity is done.

Modelo



Mi madre y mi hermana lavan el carro muchas veces.



Yo paseo a mi perro todos los días.

▶ **Presenta.** Assemble the photos into a diary. Be creative! Share your diary with your classmates in an oral presentation.



CONEXIONES: ARQUITECTURA

Las casas de los indígenas de Puerto Rico

En Puerto Rico hay dos tipos de casas indígenas: el bohío y el caney. El bohío es de forma circular y tiene un techo cónico. No tiene ventanas. Tiene un suelo de tierra y pocos muebles.

El caney es más grande y de forma rectangular. Tiene ventanas y más muebles que el bohío. El caney es la casa del cacique, el jefe de la comunidad.

96 Piensa y contesta.

1. ¿Esta foto es de un bohío o de un caney? ¿Cómo lo sabes? (How can you tell?)
2. ¿Qué crees que hay dentro de esta casa? ¿Quién vive allí?
3. Imagina que vives en un bohío. ¿Qué tareas tienes?



▶ **TU DESAFÍO** Listen to the questions for your Minientrevista Desafío 4 on the website.

132 ciento treinta y dos

ciento treinta y tres 133

El encuentro

En el Viejo San Juan

The four pairs return to Old San Juan. They all bring the proof of their completed tasks. Who will win the challenge in Puerto Rico?



97 Al llegar

▶ **Escribe.** As each pair reaches the finish line, local journalists are waiting to interview them. Write questions for the journalists to ask. Be sure to mention:

- The names of each pair and a brief description of each person.
- Where each pair is from, and what each person often has to do and feels like doing at home.
- Where items or people are in the photo of the task.
- How often the people do activities similar to the ones for their task.

▶ **Habla.** Now use your questions to interview a classmate. Your classmate pretends to be one of the characters. Record his or her answers. Then switch roles.

Modelo A. ¿Cómo te llamas?
B. Me llamo Patricia.
A. ¿Y de dónde eres?

98 Las votaciones

▶ **Decide.** Which pair has done the most difficult challenge? Take a vote to decide.



Students vote for the team they feel should win the challenge.

134 ciento treinta y cuatro

ciento treinta y cinco 135

El encuentro (The Encounter)

The four pairs meet again to discuss the challenges they completed, using the grammar and vocabulary presented in the unit.

Español Santillana

Culminating activities at the end of every unit allow students to consolidate the language and cultural concepts learned throughout the unit.

Students learn interesting cultural aspects: places, people, traditions, customs, and folklore.

Mapa Cultural (Cultural Map)

Students get a cultural and geographical snapshot of each country.

MAPA CULTURAL

Puerto Rico

Puerto Rico está en las islas Antillas. El archipiélago de las Antillas está situado al sur de Florida, entre el mar Caribe y el océano Atlántico. El territorio de Puerto Rico está formado por tres islas principales: Puerto Rico, Vieques y Culebra. La capital de Puerto Rico es San Juan.

¿Sabes que Puerto Rico es un Estado Libre Asociado con los Estados Unidos? Si, por eso los puertorriqueños son ciudadanos estadounidenses.

Students learn basic geographical information about each country: location, size, population, and geographical regions.

99 ¿Dónde?

► **Lee y escribe.** Read the sentences and say which country each one refers to.

- Está al sur de Nicaragua.
- Está al oeste de Haití.
- Está al este de República Dominicana.



► **Habla.** Play a guessing game with a partner. Choose a place on the map, then give your partner a clue. He or she asks questions to find out where you are. Take turns.

Modelo A. Estoy al norte de El Salvador.
B. ¿Estás en Guatemala?
A. Sí.

Puerto Rico y el Caribe

1. El mar Caribe

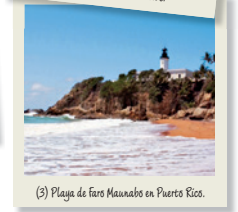
The West Indies, Mexico, Central America, Colombia, and Venezuela surround the Caribbean Sea. It is a warm sea, also called Sea of the Antilles.



2. Las Antillas

The archipelago of the Antilles is formed by many islands and many countries.

There are three Spanish-speaking countries in the Antilles: Cuba, the Dominican Republic, and Puerto Rico. On other islands they speak other languages, such as English (Jamaica), French (Haiti), and Dutch (Aruba).



3. La isla de Puerto Rico

The island of Puerto Rico is made up of a mountain range called the Cordillera Central and large coastal areas. San Juan, the capital of Puerto Rico, is in the North.

100 Describir el Caribe

► **Escribe.** Fill in the chart using the information above.

Puerto Rico and the Caribbean	
Islands in the Caribbean Sea	Languages spoken in the Caribbean
Antillas	

► **Responde.** Why do you think so many languages are spoken in the Caribbean?

LECTURA



Vista aérea del Morro.

Garita.



READING STRATEGY

Key concept synthesis

As you go through a reading, look for clues that will help you identify key concepts. Key concepts are the most important ideas that you would talk about when explaining a text to someone who has not read it. Clues that may help you identify key concepts are the title, the illustrations, words that stand out because of their color or the thickness of the line (bold type), the topic sentence in each paragraph, summary statements, and the conclusions.

El Morro

Blog de viajes

El castillo de San Felipe del Morro
Puerto Rico, 22 de enero de 2010

Mi nombre es Ricky, tengo 16 años y soy de Puerto Rico. Mi lugar favorito en San Juan es el castillo de San Felipe del Morro.

El Morro es uno de los fuertes más antiguos de América. Es un castillo del siglo XVI. Los españoles hacen el castillo para defender la ciudad de los ataques por mar.

Dentro del Morro hay un laberinto de túneles, pasajes y rampas y unas torres llamadas garitas.

¿Tienes que visitar el castillo? ¡Imagina el fuego de los cañones y el asalto de los piratas! Además, desde El Morro hay unas vistas fantásticas.

Hoy El Morro da la bienvenida a los barcos que entran en la bahía de San Juan y ofrece a sus visitantes casi 500 años de historia.

ESTRATEGIA Sintetizar los conceptos clave

102 Conceptos clave

► **Lee, habla y escribe.** Read the blog, and discuss El Morro. Then use the most important ideas in the text to complete this table. Use the column on the left for the important concepts from the reading and the one on the right to note connections with other parts of the text.

Key concepts	Supporting details in the text
1. El Morro es un fuerte muy antiguo.	1. El Morro tiene casi 500 años de historia.

COMPRENSIÓN

103 ¿Qué sabes sobre El Morro?

- **Elige.** Read the sentences and say which ones are true (ciertas).
1. El Morro es el fuerte más antiguo del Nuevo Mundo.
 2. El Morro está en la bahía de San Juan.
 3. El Morro es un edificio defensivo.
 4. En Puerto Rico hay piratas.

104 Un monumento histórico

- **Escribe.** Write a short text describing a famous historic monument. Include these points:
- Cuál es su nombre.
 - Dónde está.
 - Cómo es.
 - Qué cosas hay.



¡TU DESAFÍO!

Earn points for your own challenge! Visit the website to learn more about El Morro.

Lectura (Reading)

Students have an opportunity to practice the vocabulary and grammatical structures presented in the unit through culturally rich and developmentally appropriate readings.

Each reading is linked with a comprehension strategy.

Explicit summary of key concepts

REPASO Gramática

Los nombres: género y número (pág. 98)

Formación del femenino

Masculine form	Feminine form
Ends in -o.	Changes -o to -a. el niño → la niña
Ends in a consonant.	Adds -a. el profesor → la profesora

Formación del plural

Singular form	Plural form
Ends in a vowel.	Adds -s. el edificio → los edificios
Ends in a consonant.	Adds -es. el ascensor → los ascensores

Los artículos (pág. 100)

	singular	plural		
	mascul.	femen.	mascul.	femen.
definidos	el	la	los	las
indefinidos	un	una	unos	unas

Expresar existencia. El verbo haber (pág. 108)

hay + noun there is/are
no hay + noun there is not/are not

Verbos regulares. Presente de indicativo (págs. 118 y 120)

LAVAR	PRENDER	ABRIR
lavo lavamos	prendo prendemos	abro abrimos
lavas laváis	prendes prendéis	abres abríis
lava lavan	prende prenden	abre abren

Expresar lugar (pág. 110)

estar en	to be at/in/on/inside
aquí	here
ahí	there
allí	over there
al lado de	next to
a la derecha de	to the right of
a la izquierda de	to the left of
cerca de	near, close to
lejos de	far from
debajo de	under
encima de	on, on top of
delante de	in front of
detrás de	behind
en	at, in, on, inside

Adverbios de frecuencia (pág. 128)

nunca	never
casí nunca	almost never
rara vez	seldom, rarely
a veces	sometimes
muchas veces	many times, often
casí siempre	most of the time
siempre	always
todos los días	every day

Expresar obligación (pág. 128)

tener que + infinitivo
An obligation somebody has:
El tiene que cortar el césped.
hay que + infinitivo
General obligations, rules, or norms:
Hay que lavar los platos.

DESAFÍO 1

- 5 **La casa.** Choose the article that best accompanies each noun.
- Ellos cuidan _____ jardines. a. el b. los c. unas
 - Hay _____ coquí en el jardín. a. la b. una c. un
 - _____ paredes son altas. a. Las b. Unos c. Los
 - _____ profesores son serios. a. unas b. Los c. Las

DESAFÍO 2

- 6 **Los muebles.** Write four sentences describing the position of the things in this picture.

- delante de
- detrás de
- al lado de
- cerca de

Modelo Las sillas están delante de la ventana.



DESAFÍO 3

- 7 **Tareas domésticas.** Say what each person or group usually does on the weekend.

Modelo Juan - cortar el césped → Juan corta el césped.

- Ellos - sacar la basura 3. Nosotros - sacudir los muebles
- Ustedes - pasear al perro 4. Yo - barrer el suelo

DESAFÍO 4

- 8 **¿Qué tienes que hacer?** Write sentences about your obligations.

EN CLASE... Estudiar.
Hablar español.
Usar el diccionario.

EN CASA... Usar la computadora.
Hacer las tareas.
Ordenar mi cuarto.

Modelo En clase hay que estudiar.

Modelo En casa tengo que usar la computadora.



- 9 **¡Viva Puerto Rico!** Answer the questions.

- ¿Qué es El Morro?
- ¿Cómo son los techos de las casas en Puerto Rico?
¿Por qué?
- ¿Por qué es importante la Bahía de Mosquito?

Repaso (Review)

A comprehensive review of the vocabulary and grammar presented in each *Desafío* helps indicate the language skills learned and those that need further reinforcement.

Self-assessment opportunities

PROYECTO

Una visita guiada por

La Casa Blanca

The directors of the Casa Blanca museum want to create a living exhibit of the Ponce de León family home. A tour guide will lead visitors through the Casa Blanca describing each part of the house and gardens. In each part, visitors will meet costumed actors representing the Ponce de León family. The actors will answer visitors' questions and explain what the family normally does there. Your project involves writing the guide's commentary and a bank of questions and answers to prepare the actors for their role.

PASO 1 Investiga sobre la Casa Blanca

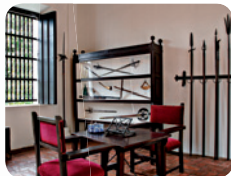
- Get information about this famous house. For example:
 - Where is the museum located?
 - What areas and rooms does it have?
- Search for photos of the house and its surroundings.
- Research clothing typical of the period so you can provide some appropriate articles of clothing for the actors.



El explorador Juan Ponce de León.



En el jardín hay muchas fuentes.



Interior de la Casa Blanca.



Un dormitorio.

146 Ciento cuarenta y seis

PASO 2 Prepara el material para el guía y los actores

- Prepare a script for the guide. Remember to include information for each place visited on your tour. For example, identify each place and describe it.

Modelo Ahí nos estamos en la cocina. La estufa es grande.



La cocina de la Casa Blanca.

- Prepare the questions that tourists will probably want to ask the actors. Write the answers, too!
- Modelo A. ¿Preparan ustedes el desayuno aquí?
B. Sí. Preparamos el desayuno, el almuerzo y la cena. También barremos el suelo y lavamos los platos.

PASO 3 Comprueba y evalúa

- Check your work:
 - Is the cultural information clear and correct?
 - Are the texts correct and complete?
- Proofread your work carefully.

PASO 4 Ensaya tu guión y actúa

- Practice your scripts: take turns being the guide, the actors, and the tourists.
- If possible, prepare costumes and simple props.

Unidad 2

Autoevaluación

¿Qué has aprendido en esta unidad?

Do these activities to evaluate how well you can manage in Spanish.

- Can you identify and describe places?
 - Describe your house, a room, or some furniture.
- Can you say where people or things are?
 - Talk about your kitchen: say where the appliances are.
 - Ask a friend to describe his or her room and to draw a floor plan of it.
- Can you talk about household chores?
 - Say what chores you and your siblings have to do, and how often you do them.
- Can you talk about your free-time activities?
 - Ask two classmates what they do at home on the weekend.

Evaluate your skills. For each activity, say Very well, Well, or I need more practice.



Ciento cuarenta y siete 147

Proyecto (Project)

End of unit projects recycle the vocabulary and language developed and integrate the cultural and linguistic concepts presented throughout the unit.

Español Santillana

A full range of instructional resources supports instruction, provides flexibility, and facilitates classroom management.

Print Resources

Teacher's Edition

Wrap-around Teacher's Edition is an all-in-one, manageable guide designed to help deliver effective instruction.

- Comprehensive lessons with suggestions, strategies, and activities help teachers adjust instruction to any teaching situation.
- Differentiated instruction activities in every lesson help meet the needs of all students—from beginning to advanced and heritage speakers.
- Pacing guide for 50- and 90-minute class periods.



Additional cultural information to support instruction as students complete the activities in the “C-boxes”

At-a-glance look at standards covered and materials needed

Presents meaningful treatment of the 5 Cs

Unit 2
DESAFÍO 2
Expresar existencia y lugar

Presentation

- In Desafío 2 Tim and Mack search for coquiés at Mrs. García's house in order to take pictures. Students talk about where people, animals, and things are located using the verb *estar*.

Actividad	Standards	Resources
Fotonovela	1.2, 2.2	Vis. Pres.
29.	1.2, 1.3	
30.	1.2	Audio
31.	1.2, 1.3	
32. Cultura	1.1, 1.2, 3.1, 3.2, 4.2	
Tu desafío	3.1	

Teaching suggestions

Warm-up / Independent starter

- Ask students to write six sentences in Spanish about the houses and streets of Old San Juan.

Preparation

- Ask volunteers to read the text in the speech bubbles for each image.

La fotonovela

Before viewing

- Ask students to review the expressions they learned in Unit 1 to greet someone they meet for the first time.

While viewing

- Ask students to pay close attention to Ana García's house and write down the names of the parts of the house that they observe in the video based on the vocabulary they learned in Desafío 1.

After viewing

- Ask students to write a summary of what happened.

Activities

32. Point out that the word *coquí* is masculine: *el coquí*. As a result, it is modified by masculine adjectives (ending in o).

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DESAFÍO 2 Expresar existencia y lugar

Los coquiés en la casa

Tim and Mack arrive at Ana García's home. They have to find six coquiés hidden throughout the house and take photos of them.

Mrs. abuelita, una casa amarilla con jardín. Es la casa de la señora García. ¿Toca a la puerta?

Hola, Mack. Hola, Tim. Bienvenidos a mi casa.

Gracias, señora García. Usted tiene una casa muy bonita.

¿Dónde están los coquiés? ¿Están detrás de la escalera?

¡Abuelita, hay un coquí encima de los libros!

29. Detective de palabras

• **Completa.** Complete the statements using the fotonovela above.

1. No hay casas feas _____ el Viejo San Juan.
2. _____ están los coquiés? ¿Están _____ de la escalera?
3. ¡Abuelita, hay un coquí _____ la estantería! Está _____ de los libros!

30. ¿Comprendes?

• **Escucha y decide.** Listen and decide whether the five sentences you hear are true (*cierto*) or false (*falso*).

Modelo: 1. Cierto.

31. ¿Dónde están?

• **Une.** What is the caption for each photo? Match the phrases in the columns to create the captions.

1. El coquí está _____
2. Los coquiés están _____
3. El jardín está _____
4. Tim está _____

a. el lado de la casa.
b. en la cocina de Ana García.
c. detrás de la escalera.
d. encima de los libros.

CULTURA

Los coquiés

El coquí es una rana [frog] pequeña. Es un símbolo de Puerto Rico. Los coquiés producen un sonido similar a su nombre: "co-qui".

32. ¿Cómo son los coquiés?

• **Elige.** Choose words to compose an accurate description of a coquí.

feo pequeño animal simbólico bonito grande

33. Comparación

What animal represents your state or your country? Why do you think it was chosen as a symbol?

¡TU DESAFÍO! Use the website to listen to a coquí.

Differentiated Instruction

DEVELOPING LEARNERS

- Have students rewrite the fotonovela and highlight the words they know from the previous unit and the previous desafío. Then ask them to count the number of words highlighted. How many words do they already know?

EXPANDING LEARNERS

- Ask students to cover the speech bubbles in the fotonovela so only the pictures remain. Have students write a script of what they would say in each situation.

HERITAGE LANGUAGE LEARNERS

- The coquí is a typical animal of Puerto Rico. As a result it is a symbol of national identity. What other symbols are representative of other Spanish-speaking countries? Some examples: El toro en España; el cóndor en Perú; el quetzal en Guatemala.

COOPERATIVE LEARNING

- Place students in groups of four. Each group should have:
 - Two strong readers in Spanish.
 - Two students who need help with reading skills in Spanish.
- Have students read (or reread) the dialogue together. Students pick out the words they understand from the dialogue such as cognates, previous vocabulary, and previous grammatical structures.

Answer key

29. 1. en 4. en
2. Dónde 5. encima
3. detrás

30. 1. Cierto 4. Falso
2. Falso 5. Cierto
3. Falso

31. 1. c 2. d 3. a 1. b
32. Answers will vary.

33. Answers will vary. Sample answer: The bald eagle is the symbol of the United States. It is found in the West and Southwest of the country. It is a bird that represents might, speed, and strength, which are admired qualities.

Additional resources

Fans Online activities
Practice Workbook

105

Point-of-use icons

Guided viewing activities help with comprehension

Differentiated Instruction activities in every lesson

At-a-glance look at unit objectives, language skills covered, lesson duration, themes, functions and forms, and cultural activities

Resources for easy, stress-free planning

Unit 2 Puerto Rico

Objectives

- To identify people and things.
- To describe one's house.
- To describe in detail.
- To express existence and location.
- To describe one's classroom.
- To identify the location of objects.
- To express common activities.
- To describe characteristics of the tropics.
- To express obligation or necessity.
- To ask and state frequency of chores performed.
- To identify key concepts in an informational text and the facts that support them.
- To explore cultural aspects of Puerto Rico.

Contents

Vocabulary

- Parts of a house.
- Furniture.
- Household items.
- Household chores and actions.
- Leisure activities.
- Useful expressions.

Grammar

- To identify nouns, gender, number, and articles.
- To express existence using the verb *haber*.
- To express location or place.
- To conjugate present tense verbs.
- To express obligation with *tener que* and *hay que*.
- To specify frequency using adverbs.

Culture

- The composition of the streets in Old San Juan.
- Units of measure used in Puerto Rico.
- Design and rationale of roofs in Puerto Rican buildings.
- Symbols of Puerto Rico.
- Famous Puerto Rican monuments.
- Geographic map of Puerto Rico and the Caribbean.

Evaluation criteria

- Ask and give information about people and things.
- Recognize and use nouns, articles, regular verbs, and adverbs of frequency.
- Describe the rooms and furnishings in a house.
- Tell chores that one has to do and talk about what one feels like doing.
- Describe someone's normal activities at home and how frequently he or she does them.
- Use the verb *haber* and expressions with *tener que* and *hay que*.
- Express understanding of some of Puerto Rico's customs, geographical aspects, and historical facts.
- Recognize the differences between linguistic expressions in Spanish-speaking countries and the United States.

87A

Unit plan

1a Hojuela

Estimated time: 2 sessions.
Dialogues: En San Juan.
Functions & forms:
 • Greeting people.
 • Using useful conversational expressions.
Culture:
 • San Juan.

DESAFÍO 1

Estimated time: 6 sessions.
Dialogues: La casa más colorida.
Functions & forms:
 • Expressing the number and gender of nouns.
 • Using articles with nouns.
Culture:
 • Las calles del Viejo San Juan.
 • Los techos tropicales.

DESAFÍO 2

Estimated time: 6 sessions.
Dialogues: Los coquies en la casa.
Functions & forms:
 • Expressing existence using the verb *haber*.
 • Asking questions with *hay*.
 • Expressing where things are using the expression *estar en*.
Culture:
 • Los coquies.
 • La Casa Blanca.

DESAFÍO 3

Estimated time: 6 sessions.
Dialogues: ¿Quién prende la luz?
Functions & forms:
 • Expressing certain actions using regular *ar, er, and ir* verbs.
Culture:
 • La Bahía de Mosquito.
 • Aogoa.

DESAFÍO 4

Estimated time: 6 sessions.
Dialogues: Una excursión.
Functions & forms:
 • Expressing an obligation that somebody has using *tener que* + infinitive.
 • Expressing a general obligation using *hay que* + infinitive.
 • Expressing how often something is done by using certain adverbs.
Culture:
 • Las cuevas de Camuy.

Toda junta / ¡¡ caseríno !!

Estimated time: 2 sessions.
Functions & forms:
 • Review of Desafíos 1–4.
Culture:
 • Las casas de los indígenas de Puerto Rico.
 • El Viejo San Juan.

MAPA CULTURAL / LECTURA

Estimated time: 2 sessions.
Mapa cultural: Puerto Rico and the Caribbean.
Reading: El Morro.

REPASO

Estimated time: 2 sessions.
Vocabulary: Repaso.
Grammar: Repaso.

PROYECTO

Estimated time: 2 sessions.
Project: Una visita guiada por la Casa Blanca.
Self-evaluation: Autoevaluación.

87B

Standards covered in the unit and crosswalk of communicative and cross-curricular standards

Unit 2 Puerto Rico

Standards for learning Spanish

COMMUNICATION

- 1.1. Interpersonal mode**
- Participate in discussions on a given topic.
 - Take to a classmate about the challenges.
 - Discuss impressions of a photo.
 - Play a guessing game.
 - Participate in a question-and-answer sequence based on describing the location of objects.
 - Compare two photos with a classmate.
 - Take a poll among classmates to rank household chores.
 - Interview students to gather information.
- 1.2. Interpretive mode**
- Watch a story on DVD and answer comprehension questions.
 - View a story and demonstrate comprehension by matching, true/false, fill in the blank and/or multiple choice.

- Read a text and make comparisons to student's own experience.
 - Read a text and gain information through the second language.
- 1.3. Presentational mode**
- Write captions for a series of photos.
 - Write a description of one's house.
 - Give an oral description of a floor plan.

COMPARISONS

- 4.1. Compare languages**
- Compare gender and number of nouns in Spanish and English.
 - Compare noun-adjective agreement in Spanish and English.
 - Compare the punctuation used with *comparisons*.

Overview

Communicative skills

Interpersonal mode

Speaking	Activities	
<ul style="list-style-type: none"> Participate in discussion on a given topic. Initiate a guessing game with another student. Discuss photos with a classmate. Interview students to gather information. 	<ul style="list-style-type: none"> 11, 24, 25, 26, 36, 41, 42, 60, 70, 75, 83, 86, 88, 97, 102 27, 34, 96, 99 25, 27, 41, 44, 50, 64, 87 36, 60, 70, 83, 90, 97 	
Writing	<ul style="list-style-type: none"> Write captions for a series of photos. Write a descriptive letter or postcard. 	<ul style="list-style-type: none"> 22, 23, 80 49, 73, 91
Listening	<ul style="list-style-type: none"> Interview a classmate and interpret his/her answers. Play a guessing game with a partner. 	<ul style="list-style-type: none"> 36, 60, 70, 83, 90, 97 6, 27, 34, 99
Reading	<ul style="list-style-type: none"> Read a text or blog about Puerto Rico. Read an online article. 	<ul style="list-style-type: none"> 49, 82, 91, 94, Lectura Tríptico

Interpretive mode

Listening	Activities	
<ul style="list-style-type: none"> Listen and identify ideas or photos. Listen and evaluate or interpret the information. 	<ul style="list-style-type: none"> 2, 10, 17, 25, 35, 54, 57, 68, 77, 89, 93 30, 40, 48, 71, 79, 81, 82, 85 	
Reading	<ul style="list-style-type: none"> Read a text and answer comprehension questions. Fill in key words in a story or paragraph. Read about culture, participating key concepts. 	<ul style="list-style-type: none"> 94, 96, 103 6, 18, 22, 28, 29, 51, 52, 74, 92, Lectura

Presentational mode

Speaking	Activities	
<ul style="list-style-type: none"> Present information or results orally to the class. Act out a script or dialogue. 	<ul style="list-style-type: none"> 49, 60, 95, 101 28, 51, 74, 92 	
Writing	<ul style="list-style-type: none"> Summarize or report information. 	<ul style="list-style-type: none"> 24, 45, 46, 58, 59, 70, 72, 85, 89, 90, 96, 104

Cross-curricular standards

Subject	Standard	Activities
Language Arts	<ul style="list-style-type: none"> Compare elements of English grammar with Spanish equivalents. Proofread an original piece of writing. 	<ul style="list-style-type: none"> 15, 20, 38, 43, 61, 66, 94 Projecto
Social Studies	<ul style="list-style-type: none"> Locate political and geographical divisions of Puerto Rico and the Caribbean. Research the early history of Puerto Rico. 	<ul style="list-style-type: none"> Projecto
Art	<ul style="list-style-type: none"> Learn about indigenous and modern architecture. Learn about famous Puerto Rican artists and designers. 	<ul style="list-style-type: none"> 19, 96 101
Drama	<ul style="list-style-type: none"> Write a script. Act out a dialogue. 	<ul style="list-style-type: none"> Projecto 28, 51, 74, 92, Proyecto

87C

87D



Video Program

The video program includes nine video segments that present:

- The geographical and cultural context of the unit
- The cultural challenges (or *Desafíos*) the student book characters embark on
- The dialogues that model the target vocabulary and language covered in the unit

Audio Program

The audio program is used in conjunction with Student Book lessons and Speaking and Listening Workbook activities to help develop speaking and listening skills.

Two CDs included:

- Student Book Audio CD
- Speaking and Listening Workbook CD





Español Santillana

Teachers enjoy an array of resources to help plan and deliver lessons and assess student progress.

All-in-one Interactive Teacher's Edition

Minimize planning time with this interactive tool that brings all the resources you need to teach a lesson together with just a click!

- Teacher's Guide
- Student Edition Pages
- Videos
- Audios
- Grammar Presentations
- Annotated Editions of Workbooks

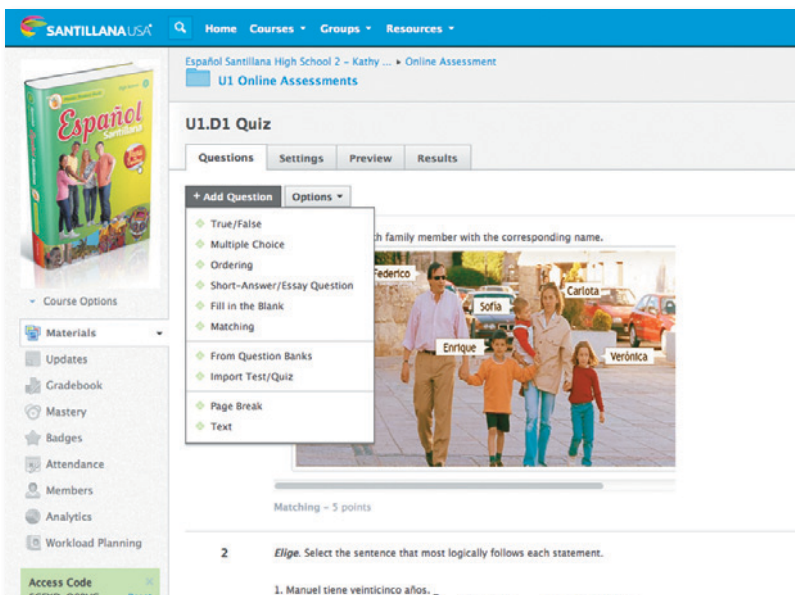
This website was created by Tess, Andy, Tim, and Diana for all “fans.”

WWW.FANSDEL ESPAÑOL.COM

LOG ON!



- Photos, cool videos, and posts with comprehension activities about the adventures that Andy, Tess, Tim, and Diana embark on
- *Tu Desafío*: Students take on their own challenges through fun online projects
- **Hispanoticias** newsfeed and comprehension activities



Tracking student progress, scoring, and report generation are made easy with the **Online Assessment tool**.

Online Assessments

Assessment, tracking, and reporting are made simple with easy-to-use online assessment tools, test banks and rubrics, and customizable gradebook features.

Español Santillana

Teachers can evaluate student progress easily with a wide range of print and technology options!

Assessment Program

This comprehensive program helps track student progress and assesses student proficiency in all skills areas (listening, speaking, reading, writing, grammar, and vocabulary), and evaluates cultural understanding, as well as students' ability to use the language to make comparisons and connections. Audio CD for listening assessments also included.

PUERTO RICO

Nombre: _____ Clase: _____ Fecha: _____

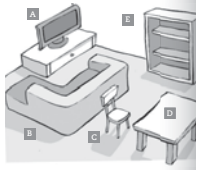
Prueba: Desafío 2 (pp. 104-113)

Vocabulario

1. En la sala

Relaciona. Match each item with the corresponding letter.

1. la estantería _____
 2. la mesa _____
 3. la silla _____
 4. el sofá _____
 5. el televisor _____



2. En todas las casas

Elige. Which item is most likely to be in each room? Choose the vocabulary word that best completes the sentence.

1. En la sala hay _____
 a. una estufa. b. un inodoro. c. una mesita de noche. d. un televisor.

2. En el dormitorio hay _____
 a. una cama. b. una estufa. c. un lavaplatos. d. una bañera.

3. En el baño hay _____
 a. una estufa. b. un lavabo. c. un microondas. d. un televisor.

4. En la cocina _____
 a. una cómoda. b. una ducha. c. un inodoro. d. un refrigerador.

5. En el comedor _____
 a. una mesita. b. una cama. c. un sofá. d. un inodoro.

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Gramática

3. ¿Qué hay en casa?

Elige. Choose the correct word to fill each blank in the paragraph.


a. hay b. está c. cuántas d. cuántos e. dónde

Así es mi casa

Mi casa es grande. Tiene sala, baño, cocina y tres dormitorios. (1) _____ dormitorios hay en tu casa? (2) _____ muchas ventanas en tu casa? (3) _____ ventanas hay en tu dormitorio? Yo no tengo ventanas en mi dormitorio. (4) _____ está el garaje en tu casa? Nuestro garaje (5) _____ al lado de la casa. También hay un jardín detrás de la casa.

4. ¿Dónde está?

Escribe. Fill in the blanks to describe where each item is.



1. El jardín está _____ de la casa.
 2. El perro está _____ de la cama.
 3. El televisor está _____ del televisor.
 4. La estantería está _____ del sofá.
 5. El microondas está _____ de la estufa.

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Lesson Quiz

I'M A FAN!

Includes quizzes, unit tests, cumulative exams, and answer keys

PUERTO RICO

Nombre: _____ Clase: _____ Fecha: _____

Examen: Unidad 2 (pp. 88-147)

Vocabulario

1. Extrañas descripciones

Elige. Decide if each statement is logical (lógico) or illogical (ilógico).

1. En el jardín hay flores y coqueles. Lógico Ilógico
 2. En la sala hay un inodoro delante del sofá. Lógico Ilógico
 3. En el comedor hay una mesa y cuatro sillas. Lógico Ilógico
 4. La cocina no tiene estufa. Lógico Ilógico
 5. En mi dormitorio hay una cómoda encima de la cama. Lógico Ilógico
 6. El garaje está en el carro. Lógico Ilógico
 7. Mi dormitorio no tiene ventanas. Lógico Ilógico
 8. Hay un refrigerador en el jardín. Lógico Ilógico

2. Tengo ganas

Completa. Fill in each sentence with the most logical chore or activity suggested by the information.

1. Tengo ganas de _____
 mi grupo favorito son los Beatles.

2. Tengo ganas de _____
 mi programa favorito es Survivor.

3. Tengo ganas de _____
 Mi perro se llama Squishy.

4. Tengo ganas de _____
 mi favorita se llama Teen People.

5. Tengo ganas de _____
 Mi amiga Sara siempre me llama a las siete.

6. Tengo ganas de _____
 ¡Tengo mucha hambre!


7. Tengo ganas de _____
 necesito información para la tarea de Arte.

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Gramática

3. ¿Cómo es el apartamento?

Elige. Based on the picture, decide if each statement is true or false.



1. El jardín está delante del garaje. C F
 2. El baño está a la derecha del dormitorio. C F
 3. La cocina está al lado de la sala. C F
 4. El garaje está en el comedor. C F
 5. El dormitorio está cerca de la cocina. C F

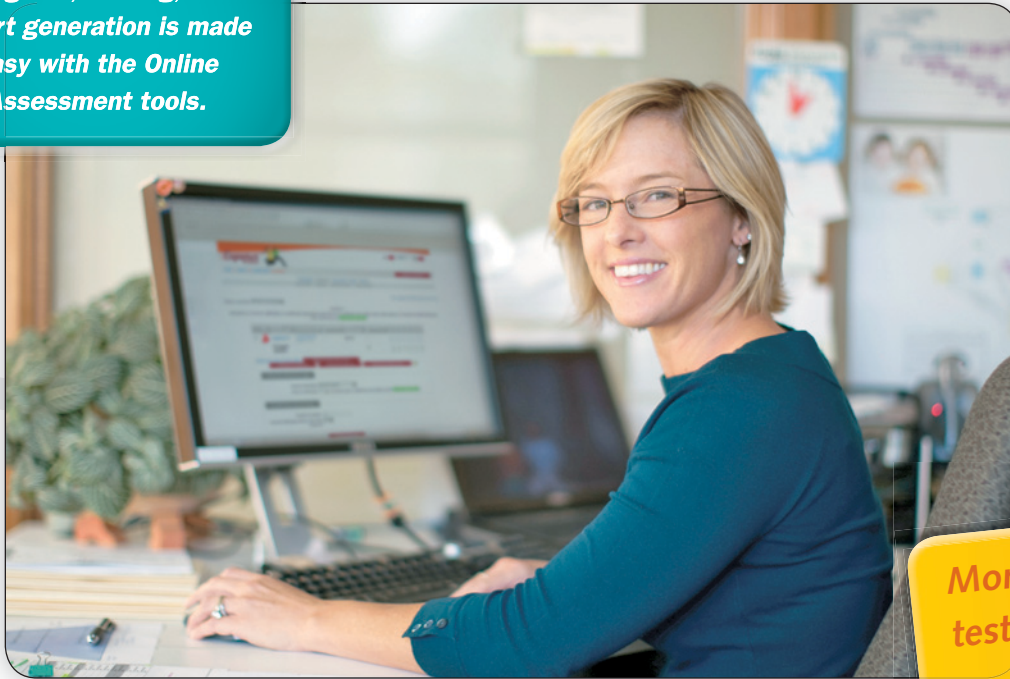
4. Todos hacen algo

Completa. Write the conjugated form of the verb in parentheses to complete each sentence correctly.

1. Libby _____ (cuidar) a la mascota por la tarde.
 2. Juanita y yo _____ un correo electrónico a nuestros amigos en México. (escribir)
 3. Mi papá y mis hermanos _____ la basura. (sacar)
 4. Ustedes _____ revistas en sus dormitorios. (limpiar)
 5. Tú _____ música en tu dormitorio. (escuchar)

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Tracking student progress, scoring, and report generation is made easy with the Online Assessment tools.



Online Assessment

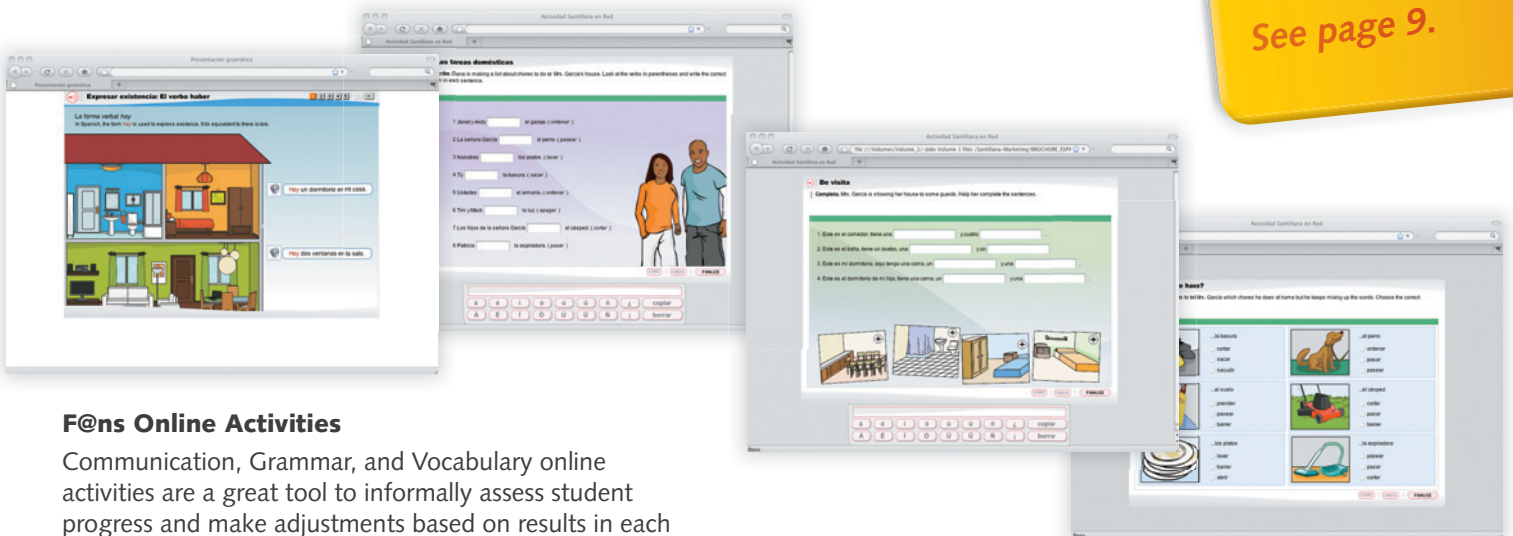
This easy-to-use tool helps customize quizzes and tests with the click of a mouse. Choose from an extensive bank of closed- and open-ended questions based on unit sections (communication, grammar, or vocabulary) and skills covered (speaking and listening, reading and writing). Choose question formats or simply use the sample tests provided.



More review and test-prep tools!

Student Book Repaso and Proyecto at the end of each unit help students review key linguistic and cultural concepts and prepare for unit tests!

See page 9.



F@ns Online Activities

Communication, Grammar, and Vocabulary online activities are a great tool to informally assess student progress and make adjustments based on results in each of these key areas.

Español Santillana

¡M A FAN!



Students expand and enrich linguistic and cultural experience with authentic literature.



Enrichment Library

This classroom library is designed to expand unit themes and cultural perspectives, as well as build literacy skills for students at all levels—beginning, intermediate, and advanced.

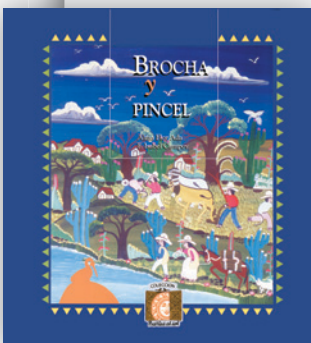
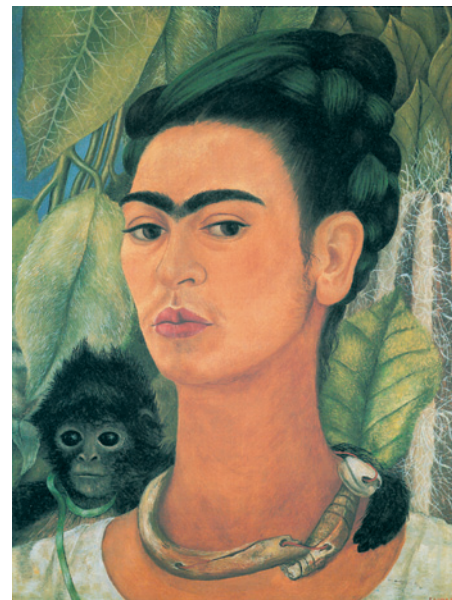
Great enrichment opportunities for students at all levels, even beginners

Frida, Frida, Frida,
que pintas y pintas y pintas,
tu cara, tu cara, tu cara,
afirmando sobre el dolor
la belleza del arte
y de tu vida, Frida.



Autorretrato con mono,
de Frida Kahlo.

👉 Ojos brillantes,
cuerpo peludo,
chillido alegre.
Chango-mono gracioso.



At-a-glance look at the linguistic and cultural concepts presented in Levels 1–4.

Appendices

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- Grammar summary R1
- Spanish-English glossary R14
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Unidad	Vocabulario	Gramática	Cultura	
Unit 1 México 30–85	<ul style="list-style-type: none"> • People • Physical characteristics • Personality traits • Family • States and conditions 	<ul style="list-style-type: none"> • Subject pronouns • The verb <i>ser</i> • Adjectives • The verb <i>tener</i> 	<ul style="list-style-type: none"> • Expressing possession: <ul style="list-style-type: none"> – Possessive adjectives – The preposition <i>de</i> • The verb <i>estar</i> 	<ul style="list-style-type: none"> • <i>Mapa cultural:</i> Mexico • Mexico City: Tenochtitlan • The south: the indigenous population • <i>Lectura:</i> Teotihuacán, ciudad de los dioses
Unit 2 Puerto Rico 86–143	<ul style="list-style-type: none"> • The house • Furniture and objects in a house • Household chores • Leisure activities 	<ul style="list-style-type: none"> • Nouns • Articles. Agreement with nouns • Expressing existence. The verb <i>haber</i> • Expressing location • Regular -ar verbs, present tense 	<ul style="list-style-type: none"> • Regular -er and -ir verbs, present tense • Expressing obligation: <ul style="list-style-type: none"> – <i>Tener que</i> + infinitive – <i>Hay que</i> + infinitive • Adverbs of frequency 	<ul style="list-style-type: none"> • <i>Mapa cultural:</i> Puerto Rico • Old San Juan • Salsa, the essence of Puerto Rico • <i>Lectura:</i> El Morro: Blog de viajes
Unit 3 Guatemala 144–199	<ul style="list-style-type: none"> • The shopping center • Clothing and footwear • Describing clothing and footwear • Shopping 	<ul style="list-style-type: none"> • Stem-changing verbs (<i>e > ie</i>) • The verb <i>ir</i> • The verb <i>gustar</i> • Demonstratives 	<ul style="list-style-type: none"> • Comparison. Comparative adjectives • Stem-changing verbs (<i>o > ue</i>) 	<ul style="list-style-type: none"> • <i>Mapa cultural:</i> Guatemala • The great Mayan city of Tikal • The quetzal, national bird of Guatemala • <i>Lectura:</i> Desde Chichicastenango
Unit 4 Perú 200–255	<ul style="list-style-type: none"> • Foods and beverages • Food stores • At the table • Describing food 	<ul style="list-style-type: none"> • Adverbs of quantity • Expressing want, preference, and rejection. The verbs <i>querer</i> and <i>preferir</i> 	<ul style="list-style-type: none"> • Irregular verbs in the <i>yo</i> form • Direct object pronouns • Indirect object pronouns • Stem-changing verbs (<i>e > i</i>) 	<ul style="list-style-type: none"> • <i>Mapa cultural:</i> Peru • The Incas, kings of the mountains • The Nazca lines • <i>Lectura:</i> Festividad inca del Inti Raymi
Unit 5 España 256–309	<ul style="list-style-type: none"> • Parts of the body • Personal hygiene • Symptoms and illnesses • Basic remedies • Healthy habits 	<ul style="list-style-type: none"> • The verbs <i>ver</i>, <i>oir</i>, <i>oler</i>, and <i>decir</i> • Reflexive verbs • The verb <i>doler</i> 	<ul style="list-style-type: none"> • The verb <i>sentirse</i> • Affirmative <i>tú</i> commands. Regular verbs 	<ul style="list-style-type: none"> • <i>Mapa cultural:</i> Spain • Madrid: a painter's paradise • The south: an arabic heritage • <i>Lectura:</i> El Guernica, de Pablo Picasso
Unit 6 Estados Unidos 310–363	<ul style="list-style-type: none"> • The world of work • Hobbies • Free time • Sports 	<ul style="list-style-type: none"> • Affirmative commands. Irregular verbs • <i>Ir a</i> + infinitive. Time markers in the future • The present progressive 	<ul style="list-style-type: none"> • The present participle • Stem-changing verbs (<i>u > ue</i>) 	<ul style="list-style-type: none"> • <i>Mapa cultural:</i> United States • Hispanic influence in the United States • States with Hispanic history • Concentration of Hispanic people in cities • <i>Lectura:</i> Celebramos la Herencia Hispana
Unit 7 Argentina 364–417	<ul style="list-style-type: none"> • Transportation • Travel • Destinations and lodging • The city. Location and directions 	<ul style="list-style-type: none"> • The preterite tense of regular -ar verbs • The preterite tense of regular -er and -ir verbs 	<ul style="list-style-type: none"> • Time markers in the past • The preterite tense of the verbs <i>ser</i> and <i>ir</i> • Negative commands 	<ul style="list-style-type: none"> • <i>Mapa cultural:</i> Argentina • The tango • Buenos Aires • <i>Lectura:</i> La vuelta al mundo de Cinthia Scoch
Unit 8 Chile 418–471	<ul style="list-style-type: none"> • The universe • Geography • Political divisions • Numbers from 101 to 1,000 • Nature and the environment 	<ul style="list-style-type: none"> • Expressing cause: <i>porque</i> and <i>por</i> • Expressing quantity. Indefinites • Irregular verbs in the preterite. <i>Decir</i> and <i>hacer</i> 	<ul style="list-style-type: none"> • Irregular verbs in the preterite. <i>Estar</i> and <i>tener</i> • Expressing permission and prohibition 	<ul style="list-style-type: none"> • <i>Mapa cultural:</i> Chile • Easter Island • Pablo Neruda • The chincheros • <i>Lectura:</i> Oda a la manzana

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Unidad	Vocabulario	Gramática	Cultura	
Unit 1 Centroamérica 28–79	<ul style="list-style-type: none"> • Personal and family relationships • Physical characteristics and personality traits • Emotional states and feelings • Personal information 	<ul style="list-style-type: none"> • Possessives • Adjectives and nouns 	<ul style="list-style-type: none"> • Comparisons and superlatives • Interrogatives 	<ul style="list-style-type: none"> • <i>Mapa cultural:</i> Centroamérica • Mestizaje y cultura • Riqueza natural • <i>Lectura:</i> <i>El blog de Ichxel</i>
Unit 2 Las Antillas 80–131	<ul style="list-style-type: none"> • The house. Household chores • Furniture and objects in a house • Electrical appliances • The neighborhood. Places and services 	<ul style="list-style-type: none"> • The present progressive • Direct object pronouns 	<ul style="list-style-type: none"> • Indirect object pronouns • Demonstratives 	<ul style="list-style-type: none"> • <i>Mapa cultural:</i> Las Antillas • Barrios coloniales • Música caribeña • <i>Lectura:</i> <i>Estilo de vida caribeño</i>
Unit 3 Andes centrales 132–183	<ul style="list-style-type: none"> • Clothing and accessories • Describing clothes • Stores and establishments • Shopping 	<ul style="list-style-type: none"> • The preterite tense of regular -ar verbs • The preterite tense of regular -er and -ir verbs 	<ul style="list-style-type: none"> • The preterite tense of the verbs <i>ser, ir, decir, tener, estar, and hacer</i> • The preterite tense of stem-changing -ir verbs 	<ul style="list-style-type: none"> • <i>Mapa cultural:</i> Andes centrales • Quechuas y aymaras • Los equesos • Las islas Galápagos • <i>Lectura:</i> <i>Textiles andinos bolivianos</i>
Unit 4 Norteamérica 184–235	<ul style="list-style-type: none"> • Foods • Buying food • In the kitchen • In the restaurant 	<ul style="list-style-type: none"> • Expressing amount. Indefinites • Singular affirmative commands 	<ul style="list-style-type: none"> • Plural affirmative commands • Negative commands 	<ul style="list-style-type: none"> • <i>Mapa cultural:</i> Norteamérica • El Camino Real de Tierra Adentro • Los chicanos • <i>Lectura:</i> <i>La receta del guacamole</i>
Unit 5 España 236–287	<ul style="list-style-type: none"> • Parts of the body • Personal hygiene • Health: symptoms and illnesses • Healthy habits 	<ul style="list-style-type: none"> • The past participle • Adverbs ending in <i>-mente</i> 	<ul style="list-style-type: none"> • <i>Por and para</i> • Making recommendations 	<ul style="list-style-type: none"> • <i>Mapa cultural:</i> España y el Mediterráneo • Paisaje mediterráneo • La Noche de San Juan • Las lenguas romances • <i>Lectura:</i> <i>Figura en una ventana, de Salvador Dalí</i>
Unit 6 Caribe continental 288–339	<ul style="list-style-type: none"> • Trips and excursions • On the train and on the plane • The car • The hotel. The bank 	<ul style="list-style-type: none"> • The imperfect tense • The preterite tense of the verbs <i>dar, poder, poner, querer, saber, and venir</i> 	<ul style="list-style-type: none"> • Talking about past actions. The preterite and imperfect tenses • Talking about past actions and describing in the past. The preterite and imperfect tenses 	<ul style="list-style-type: none"> • <i>Mapa cultural:</i> Caribe continental • Símbolos nacionales • El mestizaje y los bailes • Cocina del Caribe: color y sabor • <i>Lectura:</i> <i>El Dorado, ecos de una leyenda</i>
Unit 7 Río de la Plata 340–391	<ul style="list-style-type: none"> • The school • Professions • Hobbies, free-time activities, and entertainment • Sports 	<ul style="list-style-type: none"> • Expressing existence. Indefinites • The present subjunctive of regular verbs 	<ul style="list-style-type: none"> • The present subjunctive of stem-changing verbs • The present subjunctive of irregular verbs 	<ul style="list-style-type: none"> • <i>Mapa cultural:</i> Río de la Plata • Influencia italiana • Cultura rioplatense • El chipá • <i>Lectura:</i> <i>Un cuento de Benedetti</i>
Unit 8 La Panamericana 392–443	<ul style="list-style-type: none"> • Geography • Countries • The weather • Nature and environment 	<ul style="list-style-type: none"> • The relative superlative • Expressing plans and intentions 	<ul style="list-style-type: none"> • The future tense • Hiding the agent. The pronoun <i>se</i> 	<ul style="list-style-type: none"> • <i>Mapa cultural:</i> La ruta Panamericana • Variedad geográfica • El mundo hispano: unidad y diversidad • <i>Lectura:</i> <i>El Tapón de Darién: un corte en la ruta Panamericana</i>

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- Spanish-English glossary R24
- English-Spanish glossary R50
- Grammar index R76



Unidad	Vocabulario	Gramática	Cultura	Escritura
Unit 1 ¿Cómo eres? 12–65	<ul style="list-style-type: none"> • Physical characteristics and personality traits • Family relationships • Biographies 	<ul style="list-style-type: none"> • Ser and estar • Comparatives and superlatives • The imperfect and the past progressive • Expressing possession • The preterite and the imperfect tenses • Time expressions for narration 	<ul style="list-style-type: none"> • Lectura informativa: <i>Una breve biografía</i> • Lectura literaria: <i>Los hermanos Ayar (leyenda inca)</i> • Mapa cultural: La población latinoamericana 	Un bosquejo biográfico
Unit 2 Entre amigos 66–119	<ul style="list-style-type: none"> • Personal relationships • Introductions. Expressions to invite, accept, and reject an invitation • Phone calls 	<ul style="list-style-type: none"> • Direct object and indirect object pronouns • Reflexive and reciprocal verbs • Expressing wishes, likes, and preferences • Non-reflexive verbs used with pronouns • Expressing need or obligation • Speaking about the future 	<ul style="list-style-type: none"> • Lectura informativa: <i>Juegos precolombinos</i> • Lectura literaria: <i>El mensaje</i> • Mapa cultural: La fiesta: expresión comunitaria 	Un caligrama
Unit 3 Tus cosas 120–173	<ul style="list-style-type: none"> • Clothing • Describing objects • Household chores and professions 	<ul style="list-style-type: none"> • The past participle • Talking about recent actions. The present perfect tense • Indefinites • Impersonal constructions. The pronoun se • The past perfect tense • Demonstratives 	<ul style="list-style-type: none"> • Lectura informativa: <i>Guía de viajeros: un hotel inolvidable</i> • Lectura literaria: <i>La casa de muñecas</i> • Mapa cultural: La ciudad colonial 	Un ensayo
Unit 4 Vida sana 174–227	<ul style="list-style-type: none"> • Food and nutrition • Healthy habits • The doctor's office. The human body 	<ul style="list-style-type: none"> • Commands • Verbs that express change • Para and por • Making value statements • The conditional tense • Giving advice and recommendations 	<ul style="list-style-type: none"> • Lectura informativa: <i>El blog personal de Sara</i> • Lectura literaria: <i>La leyenda del maíz (leyenda azteca)</i> • Mapa cultural: Alimentos básicos en el mundo hispano 	Una receta
Unit 5 ¿Trabajas? 228–281	<ul style="list-style-type: none"> • Jobs and professions • Work and technology • Volunteering and community service 	<ul style="list-style-type: none"> • Expressing certainty and doubt • The imperfect subjunctive • Giving details. The relative pronoun que • The gender of nouns • Expressing feelings • Expressing difficulty 	<ul style="list-style-type: none"> • Lectura informativa: <i>Manuel Jalón, un inventor humanista</i> • Lectura literaria: <i>Música (Ana María Matute)</i> • Mapa cultural: Universidades hispanas 	Una carta formal
Unit 6 Tus aficiones 282–335	<ul style="list-style-type: none"> • Free time and events • Sports • Travel and lodging 	<ul style="list-style-type: none"> • Expressing opinion • Grammatical forms of courtesy • Expressing probability • Expressing purpose • Indirect speech • Expressing place 	<ul style="list-style-type: none"> • Lectura informativa: <i>Historia de los Juegos Panamericanos</i> • Lectura literaria: <i>Galletitas (Jorge Bucay)</i> • Mapa cultural: Deportes con tradición 	Un cuento
Unit 7 Por el planeta 336–389	<ul style="list-style-type: none"> • Nature and the environment • The weather. The universe • Natural disasters. Natural resources 	<ul style="list-style-type: none"> • Expressing condition (I) • Expressing condition (II) • Expressing time • The present perfect subjunctive • Expressing cause and consequence • The personal a 	<ul style="list-style-type: none"> • Lectura informativa: <i>Las tradiciones del Sol</i> • Lectura literaria: <i>El eclipse (Augusto Monterroso)</i> • Mapa cultural: Espacios naturales singulares 	Un reportaje
Unit 8 En sociedad 390–443	<ul style="list-style-type: none"> • Historical figures, events, civilizations • Politics and government • Society 	<ul style="list-style-type: none"> • The passive voice • Uses of the past tenses (review) • Referring to the stages of an action • Uses of the indicative (review) • Articles • Uses of the subjunctive (review) 	<ul style="list-style-type: none"> • Lectura informativa: <i>Entrevista a Debra McKeon</i> • Lectura literaria: <i>La muralla (Nicolás Guillén)</i> • Mapa cultural: Una ciudad con historia: Barcelona 	Un texto de opinión

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Unidad 2 Nos cuidamos 70–127	<ul style="list-style-type: none"> • En el restaurante • La sala de urgencias • Estados físicos y anímicos 	<ul style="list-style-type: none"> • Las construcciones impersonales. El pronombre se • Los pronombres de OD y OI • Los verbos con preposición • Los artículos • La voz pasiva • <i>Ser y estar</i> 	<ul style="list-style-type: none"> • Lectura informativa: <i>El cáncer y su prevención</i> (artículo científico) • Lectura literaria: <i>La piedra mágica</i> (cuento popular) • Mapa cultural: Sistemas de salud en el mundo hispano 	Recomendaciones de viajes	Interpretación de textos orales
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Unidad 4 Nos divertimos 184–239	<ul style="list-style-type: none"> • Ocio y espectáculos. Deportes y tiempo libre • Los viajes • El alojamiento. El tiempo meteorológico 	<ul style="list-style-type: none"> • Expresar frecuencia • Expresar probabilidad (I) • Expresar probabilidad (II) • El presente perfecto de subjuntivo • Expresar causa • Expresar consecuencia 	<ul style="list-style-type: none"> • Lectura informativa: <i>Como la vida misma</i> (Rosa Montero; columna periodística) • Lectura literaria: <i>Vivir para contarla</i> (Gabriel García Márquez) • Mapa cultural: El turismo en Latinoamérica 	Un blog de viajes	Interacción oral
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World Language Program AP* Themes



AP* THEMES ADDRESSED - LEVELS 1-4						
	Personal & Public Identities	Families & Communities	Beauty & Aesthetics	Contemporary Life	Science and Technology	Global Challenges
LEVEL 1						
Unit 1	*	*		*		
Unit 2		*	*	*		
Unit 3			*	*		
Unit 4				*	*	
Unit 5				*	*	
Unit 6				*	*	
Unit 7				*	*	
Unit 8					*	*
LEVEL 2						
Unit 1	*	*		*		
Unit 2		*	*	*	*	
Unit 3			*	*		
Unit 4				*	*	
Unit 5				*	*	
Unit 6				*	*	*
Unit 7				*	*	
Unit 8					*	*
LEVEL 3						
Unit 1	*	*		*		
Unit 2				*		
Unit 3		*	*	*		
Unit 4				*	*	
Unit 5				*	*	
Unit 6				*	*	
Unit 7					*	*
Unit 8	*			*		*
LEVEL 4						
Unit 1	*	*		*		
Unit 2		*		*	*	
Unit 3				*		*
Unit 4				*	*	
Unit 5	*			*		*
Unit 6			*			

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