

Teacher's Edition Sampler

High School

1A

Español

Santillana



See Inside
Level 1A Unit 2



SANTILLANA USA
Language Education Experts

Español Santillana

Middle School Spanish as a World Language Program

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

Students join the action and learn Spanish as they follow four students traveling to fascinating places in the Spanish-speaking world. Students become online “fans” and vote for Andy, Tess, Tim, and Diana, who compete to demonstrate their mastery of Spanish and understanding of Hispanic culture through amazing challenges or “Desafíos”.



Student Resources



Student Edition
and Audio CD



Speaking and Listening
Workbook*



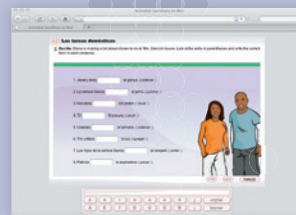
Practice Workbook*



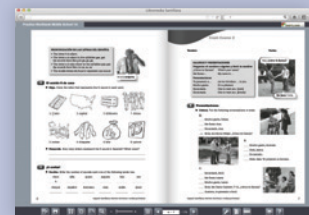
Cuaderno para hispanohablantes
Heritage Speaker Workbook*



Interactive Student
Edition



Fans Online
Practice Activities



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

Table of Contents

Writers and Reviewers 2-3

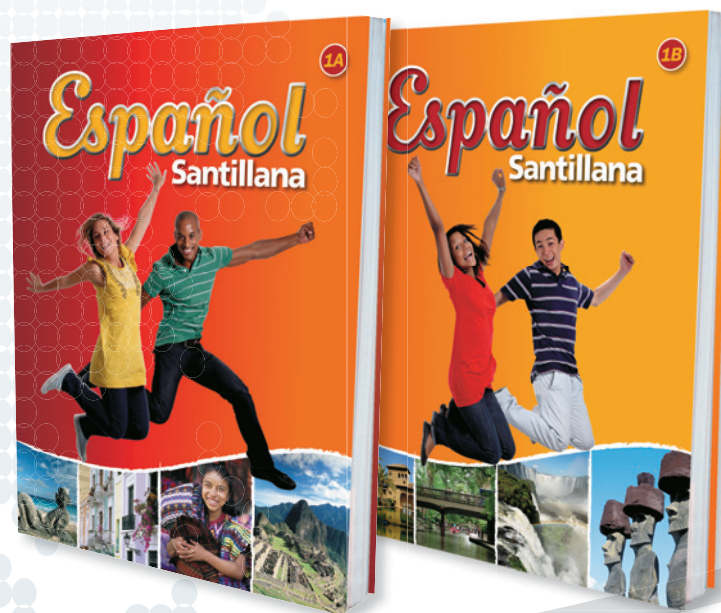
Unit Overview 4-9

Unit Structure..... 10-21

Scope and Sequence 1A and 1B..... 22-25

Background and Research..... 26-31

Book 1A, Unit 2 32-78



Teacher Resources



Teacher's Edition



Assessment Program



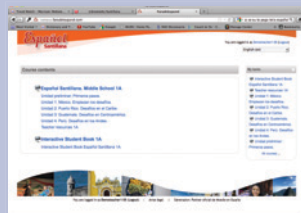
Audio Program



Enrichment Library



All-in-one Teacher's Edition



Fans Online Teacher Portal and Online Assessment



Video Program

* Teacher's Annotated Edition Available.

© 2010 by Santillana USA Publishing Company, Inc.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Published in the United States of America.

Español Santillana
Teacher's Edition Level 1A
ISBN-13: 978-1-61605-079-5
ISBN-10: 1-61605-079-9

Illustrators: **Bartolomé Seguí, Jorge Arranz**
Picture Coordinator: **Carlos Aguilera**

Cartographer: **Tania López**
Cartographic Coordinator: **Ana Isabel Calvo**

Production Manager: **Ángel García Encinar**

Production Coordinator: **Marisa Valbuena**

Design and Layout: **Javier Pulido, Alfonso García, Fernando Calonge, Julio Hernández**

Proofreaders: **Gerardo Z. García, Jennifer Farrington, José Ramón Díaz, Lawrence Lipson**

Photo Researchers: **Mercedes Barcenilla, Amparo Rodríguez**

Santillana USA Publishing Company, Inc.
2023 NW 84th Avenue, Doral, FL 33122

14 13 12 11 10

1 2 3 4 5 6 7 8 9 10

Español Santillana is a collaborative effort by two teams specializing in the design of Spanish-language educational materials. One team is located in the United States and the other in Spain.

Editorial Staff in United States

Anne Smieszny
Ana Isabel Antón
Andrea Roberson

Editorial Staff in Spain

Susana Gómez
Cristina Núñez
Belén Saiz

Linguistic and Cultural Advisers in Latin America and in the United States

Antonio Moreno
Editorial Director, Santillana México

Mayra Méndez
Editorial Director, Santillana Puerto Rico

Luis Guillermo Bernal
Editorial Director, Santillana Guatemala

Cecilia Mejía
Editorial Director, Santillana Perú

Graciela Pérez de Lois
Editorial Director, Santillana Argentina

Manuel José Rojas
Editorial Director, Santillana Chile

Mario Núñez
Director of Professional Development, Santillana USA

Reviewers

Dr. Tamara Alsace
Buffalo, NY

Dr. Josefa Báez-Ramos
Seattle, WA

Mercedes Bernal
West New York, NJ

Miguel Castro
New Orleans, LA

Yvonne Davault
Mansfield, TX

Dr. Frances S. Hoch
Raleigh, NC

Petra Liz-Morell
Ridgefield Park, NJ

James Orihuela
Whittier, CA

Ana Sainz de la Peña
Allentown, PA

Eugenia Sarmiento
Centennial, CO

Thomasina White
Philadelphia, PA

Writers (Teacher's Edition)

María Inés García
Austin, TX

Andrea Roberson
Miami, FL

Writers (Student Book)

Dr. Miguel Santana

received his PhD in Hispanic literature at the University of Texas–Austin. Dr. Santana has taught Spanish at the elementary, high school, and college levels, and has worked as a Spanish editor and writer for numerous educational publishers in the United States. Miguel Santana is also an author of several novels.

Dr. Lori Langer de Ramírez

received her doctorate in curriculum and teaching from Teacher's College, Columbia University. She is chairperson of the ESL and World Language Department for Herricks Public Schools, New York. Dr. Langer de Ramírez is the recipient of many prestigious awards.

Eduardo Fernández Galán

received his *Licenciatura en Lingüística Hispánica* from the Universidad Complutense de Madrid. He has taught Spanish at Montgomery High School in Montgomery, New Jersey, and The College of New Jersey in Ewing.

Dr. Michele Guerrini

received her PhD in Romance languages from the University of Pennsylvania. She has worked as director of bilingual and EFL departments at Richmond Publishing in Spain and as an adjunct assistant professor of Spanish at The George Washington University in Washington, DC.

Contributors

Janet L. Glass
Dwight-Englewood School, Englewood, NJ

Dr. Frances S. Hoch
Raleigh, NC

Jan Kucerik
Pinellas County Schools Largo, FL

Dr. Dave McAlpine
University of Arkansas–Little Rock,
Little Rock, AR

Advisers

Trina M. Gonzales-Alesi
John Glenn Middle School of International
Studies, Indio, CA

Paula Hirsch
Windward School, Los Angeles, CA

Cristina Núñez Pereira

received her *Licenciatura en Filología Hispánica* from the Universidad Nacional de Educación a Distancia and is a *Licenciada en Periodismo* from the Universidad Carlos III de Madrid.

Belén Saiz Noeda

received her *Licenciatura en Filología Hispánica* from Universidad de Alicante. She was a professor of Spanish language and culture and was in charge of Spanish teacher education at the Universidad de Alcalá and at other institutions.

María Inés García

received her masters in Spanish from Texas A & I University. She is a former director of the Languages Other Than English program for the Texas Education Agency, and was the Spanish specialist with the agency for 26 years.

María J. Fierro-Treviño

received her MA from the University of Texas–San Antonio. She was the director of Languages Other Than English program for the Texas Education Agency. She has taught Spanish at the secondary and college levels, and has worked as an instructional specialist, and as a presenter of professional-development seminars.

Maria Elena Messina
Adrian C. Wilcox High School, Santa Clara, CA

Dr. Gerardo Piña-Rosales
North American Academy of the Spanish Language,
The City University of New York
(CUNY) Lehman and Graduate Center,
New York, NY

María Orta
Kennedy High School, Chicago, IL

Nina Wilson
Murchison Middle School, Austin, TX

Developmental Editor
Belén Saiz

Editorial Coordinator
Anne Smieszny

Editorial Director
Enrique Ferro

1. A motivating story

1. *Español Santillana* tells a story of travels and challenges.

Four pairs of enthusiasts of the Spanish language and Hispanic culture want to explore the Spanish-speaking world: its people, its cities, its regions, and its cultures.

Because of this, they have decided to create the *Fans del español* website and to travel to different countries in order to discover and show unique aspects of each place.

In each country, the four teams compete, taking on different *desafíos*, or challenges, that they must complete.

2. The challenges present exceptionally motivating situations and fascinating places.

Each unit presents four challenges related to the people, the regions, or the cultures of a country. For example, the teams participate in the ritual of the *voladores de Papantla* in Mexico, prepare a dish containing *paiche* fish in Iquitos, Peru, and compete in the Stairs Marathon in Valparaiso, Chile.

3. The students decide which team wins the challenge in each unit.

At the beginning of each unit, students discuss the challenges and make predictions about which pair will win. At the end of the unit, students take a vote to decide the winners of the challenge according to a previously established criterion: the most original, the most fun, the most relevant, and so on.

Active participation in the storyline promotes student involvement and motivation.



TU DESAFÍO

The *Tu desafío* section that appears on certain pages is intended to motivate students and promote independent work.

Upon accessing the *Fans del español* website to complete the tasks proposed in this section, students earn points, which they accumulate throughout the year.



¿Quién ganará?

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

DESAFÍO 1

La máscara de jade

Diana y Rita

DESAFÍO 2

Vamos de compras

Patricia y Tess

DESAFÍO 3

Tres trajes típicos

Mack y Tim

DESAFÍO 4

Un mercado especial

Janet y Andy

5 Las votaciones
 ▶ **Decide.** You decide. You will vote to choose the most interesting challenge. Who do you think will win?

ciento cincuenta y tres 153

¿Quién ganará?												
Estudiantes	México			Puerto Rico			Guatemala			Perú		
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												

2. The integration of culture into the units

1. Culture is the framework for learning Spanish.

Culture is present throughout the unit: in the challenges, in the boxes that feature the five Cs of language learning, in the section titled *Mapa cultural*, in the readings, and in the final project.

Culture is also present in the practice activities: students analyze the culture of a particular country, compare it with their own, and transfer what they have learned to their own reality.

2. Culture is presented in an original way.

Each challenge features a **cultural element** of the country of focus, and this element is related to the theme of the unit. For example, *Desafío 1* in Guatemala showcases an element of traditional Guatemalan culture: jade masks.

Elements of the culture of each country are also presented in an organized way in the *Mapa cultural* section.

3. Culture is recognized in all its richness.

Culture is explored as a perspective, a practice, and a product. For example, students reflect about a *quinceañera* party, table manners, courtesy expressions, foods, and dances.

Culture is exhibited from a variety of angles:

- ▶ Major cities such as Mexico City; San Juan, Puerto Rico; and Antigua, Guatemala.
- ▶ Archeology, architecture, and the fine arts: Tikal, the Zócalo, Frida Kahlo, and so on.
- ▶ Customs such as festivals, traditional clothing, foods, and sports.
- ▶ Youth culture, such as music and fashion.

DESAFÍO 1

La máscara de jade



Diana y Rita

Find a jade mask in Antigua.

Guatemala



An example of the integration of culture

Country: Guatemala **Theme:** Shopping and clothing

DESAFÍO ②

Vamos de compras

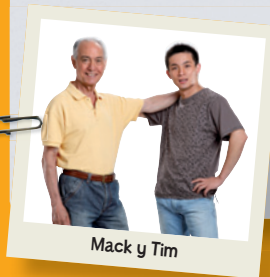


Patricia y Tess

Buy articles of clothing in a mall in Guatemala.

DESAFÍO ③

Tres trajes típicos



Mack y Tim



Acquire three traditional garments in Tikal.

DESAFÍO ④

Un mercado especial



Janet y Andy

Locate a bag of worry dolls in the Chichicastenango market.

MAPA CULTURAL Guatemala

1. La gran ciudad maya de Tikal
The region of Guatemala in the northern part of Guatemala is called Peten. Here is located Tikal, an immense Mayan city. The Tikal National Park covers an area of 576 km² (222 square miles). This is equivalent to the area occupied by the city of Chicago, Illinois.

(1) Ruinas de la ciudad de Tikal (Peten).

2. El quetzal: el ave de Guatemala
The quetzal is the bird represented on the Guatemalan flag. It symbolizes freedom. Because the quetzal is in danger of extinction, it has been declared a protected species. The quetzal played an important role in many Mayan myths.

(2) Un quetzal.

3. Rigoberta Menchú: la lucha por la paz
Rigoberta Menchú is a descendant of the Maya Quiché in the northwestern part of Guatemala. She received the Nobel Peace Prize in 1992 for defending the human rights of indigenous populations and for working for peace. She is the most famous indigenous woman in Guatemala.

(3) Rigoberta Menchú.

4. La marimba: sonido guatemalteco
The marimba is a popular musical instrument in Guatemala. It looks like a huge xylophone and can have either a single or a double keyboard. The most complex marimbas can produce the same sounds as a symphony orchestra.

(4) Niños tocando la marimba.

100 Mensajes desde Guatemala
Investiga y escribe. Choose one of these topics to research.
1. El centro histórico. Describe the buildings (size, color) and the types of shops.
2. El carnaval. Describe his appearance. Compare him with a singer you know. Say if you like his music.
3. La Quema del Diablo. Compare this festival with one you know.

El centro histórico de la ciudad de Guatemala. El cantante Ricardo Arjona. La Tradición de la Quema del Diablo.

Escribe. Use two of the most important facts to write an e-mail to a friend.

ciento noventa y seis 197

Tikal

Chichicastenango

Sololá

Antigua Guatemala

Guatemala

México

Belize

Honduras

El Salvador

0 25 50 millas

0 25 50 kilómetros

Español Santillana

Key Ideas

3. An organization based on learning

1. The units are organized in three major blocks.

1. The linguistic nucleus: *La llegada*, the *Desafíos*, *Todo junto*, and *El encuentro*. This is the fundamental and most extensive part of the unit, and the focus within is on vocabulary, grammar, and communication.

2. An in-depth look into culture: the *Mapa cultural* and the reading section. The cultural maps offer an organized and systematic insight into each country. The reading section highlights a cultural aspect while practicing reading comprehension skills and strategies.

3. Putting knowledge into action: the *Repaso* pages and the *Proyecto*. Students review the vocabulary and grammar of the unit, then do a project in which they integrate the unit's key linguistic and cultural concepts in a communicative way.

2. Vocabulary and Grammar are presented in short, well-defined sections.

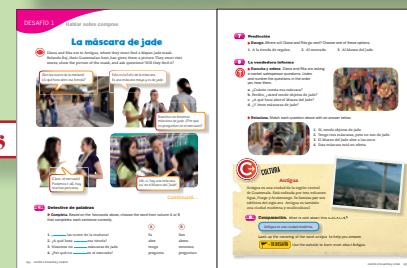
Vocabulary and Grammar have been organized in short, unified, two-page sections. This system facilitates focus on the topic being studied.



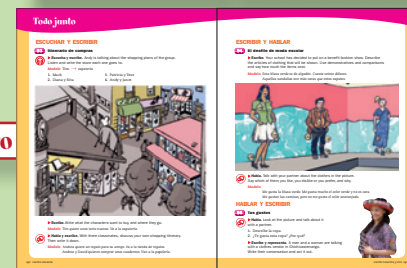
La llegada



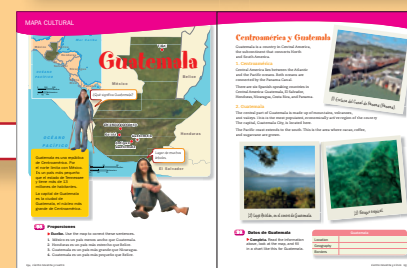
Los desafíos



El encuentro



El mapa



Los repastos



In each unit there are four *desafíos*.



EXPOSICIONES ÚTILES

¿Quién ganará?

¡Qué interesante!

Vocabulario

El centro comercial

¿Qué son los...?

¡Qué interesante!

El encuentro

En la ciudad maya de Tikal

¡Qué interesante!

Gramática

Verbos con *haber* (a > e)

¿Qué son los...?

¡Qué interesante!

Comercio

Final del desafío

¡Qué interesante!

USO CULTURAL

Guatemala

La lectura

LECTURA

Desde Chichicastenango

La lectura

REPASO

El proyecto

PROYECTO

muñecos quitapenas

El proyecto

Organization of the unit: The challenges

The first part of the unit tells the story of the challenges that the teams will face in each country.

1. *La llegada*

The initial pages contain three elements:

- ▶ A **fotonovela** that shows the arrival of the participants in the country. This section presents the vocabulary and the grammar of the unit in context. The story is followed by comprehension activities.
- ▶ A section with **Expresiones útiles**.
- ▶ A page titled **¿Quién ganará?** where, students make predictions about which team will win this stage of the challenge.

2. *The Desafíos*

On these pages, the target linguistic concepts are developed in greater detail. Each **Desafío** comprises 8 or 10 pages in which vocabulary, grammar, and communication are developed.

3. *El encuentro*

After the challenges, a double-page titled **Todo junto** provides communicative activities that integrate the vocabulary and the structures taught throughout the unit.

As a closing to the story line, the four teams meet at a culturally significant place (**El encuentro**) and talk about the tasks they have completed, using the structures and the vocabulary presented in the unit. At the end, students vote for the team they consider the winner.

La Llegada

En Antigua

The four pairs gather in Antigua, a beautiful colonial city in Guatemala. There they will receive their tasks from Rolando Rig, a young Guatemalan clothing designer. But before, they are going to buy some traditional Guatemalan-style clothes.

¿Qué colores me quedan?
¿Qué tamaño me queda?
¿Qué colores me gustan?
¿Qué colores me gustan?
¿Qué colores me gustan?
¿Qué colores me gustan?

¿Cómo se llama?
¿Cómo se llama?
¿Cómo se llama?
¿Cómo se llama?

¿Cuánto cuesta?
¿Cuánto cuesta?
¿Cuánto cuesta?
¿Cuánto cuesta?

¿Comprendes?
¿Comprendes?
¿Comprendes?
¿Comprendes?

1. How much is the hat?
2. What does black say about the hat?
3. What does Rita prefer instead of the cotton dress?
4. Why does Andy wear sandals?
5. Where is Tina going shopping?

1. Porque son más auténticas.
2. Una blusa blanca.
3. Cuello 30 pulgadas.
4. Al centro comercial.
5. A un taller de gases.

EXPRESSIONES ÚTILES

To ask for prices:
¿Cuánto cuestan?
To give prices:
¿Por qué no lleva zapatos?
To say something is hard to say:
¿Por qué no lleva zapatos?
To say something is hard to say:
¿Por qué no lleva zapatos?

1. En la tienda de turistas
2. Escucha. The pairs are at the market in Antigua. Listen and write true sentences.

1. La tienda...	abre a las nueve.	cierra a las nueve.
2. La tienda...	no está en oferta.	está en oferta.
3. La blusa...	está en oferta.	está en oferta.
4. Me gusta...	me gusta.	me gusta.

3. ¿Cuánto cuesta?
4. Habla. Talk about the prices of the following items. Write saving the price and answering with a partner.

el mazo - 5 dólares el vestido - 18 dólares la blusa - 14 dólares el bolso - 29 dólares

¿Quién ganará?

1. Los desafíos
2. Habla. What will be the challenge for each pair? Think about this question and discuss it with your classmates.

DESAFÍO 1
La máscara de jade
DESAFÍO 2
Vamos de compras
DESAFÍO 3
Tres trajes típicos
DESAFÍO 4
Una merienda especial
DESAFÍO 5
Las vacaciones
DESAFÍO 6
Decide. You decide. You will vote to choose the most interesting challenge. Who do you think will win?

Interesante

DESAFÍO 1

Hablar sobre compras

La máscara de jade

1. Complete. Based on the information, fill in each blank with the correct word.

1. _____ la máscara de jade.
2. ¿A qué hora _____ en tienda?
3. Necesito un _____ máscara de jade.
4. ¿Por qué no _____ en el mercado?

1. compra 2. voy 3. necesito 4. voy

2. Escucha y escribe. Listen to the audio and write down the information about the three stores.

1. El centro comercial.
2. El taller de gases.
3. El centro comercial.

3. ¿Qué piensan hacer?
4. Escucha y relaciona. Diana is telling Rita what her friends are planning to do.

DESAFÍO 1

Gramática

Verbs con

Verbs con
Irregular verbs do not follow typical for example, are irregular verbs.
Irregular verbs may change the stem.
Remember: To identify the stem of from the infinitive form.
Verbs con raíz irregular (e > ie)

yo	compro	compramos
tú	compras	compráis
usted	compra	compra
ella	compra	compra

15. Comparación. What important and explain why they are important.

16. En Guatemala
17. En Guatemala. Complete the sentences.

DESAFÍO 1

Comunicación

26. Un día de compras
27. ¿Con qué frecuencia?
28. En tu agenda
29. Una sesión en el centro comercial
30. ¿Qué tienda es?
31. ¿Qué pasa en la historia?

Final del desafío

32. ¿Qué tienda es?
33. ¿Qué pasa en la historia?

Todo junto

ESCUCHAR Y ESCRIBIR

1. Escucha y escribe. Write what the characters want to buy and where they go. Listen and write the store each one goes to.

1. María 2. Diana y Rita 3. Patricia y Tina 4. Andy y Janet

2. Escribe y habla. Write what the characters in the picture are talking about. Write their conversation and act it out.

ESCRIBIR Y HABLAR

34. El desfile de moda escolar
35. Habla y escribe. Write what the characters in the picture are talking about. Write their conversation and act it out.

36. Tus gustos
37. Habla y escribe. Write what the characters in the picture are talking about. Write their conversation and act it out.

El encuentro

En la ciudad maya de Tikal

The four pairs are in the Temple of the Great Jaguar, Tikal. Rolando Rig is there to greet them. They have all completed their tasks. What will they do?

1. Escucha y escribe. Listen to the audio and write down the information about the three stores.

2. ¿Qué piensan hacer?
3. Escucha y relaciona. Diana is telling Rita what her friends are planning to do.

90. Al final

1. Describe clothes and shoes.
2. Escucha un fragmento de audio y escribe el nombre de cada cosa.
3. Escribe libros y diálogos.
4. Escucha un fragmento de audio y escribe el nombre de cada cosa.
5. Escucha un fragmento de audio y escribe el nombre de cada cosa.

91. Las vacaciones
92. Decide. Which pair had the most interesting challenge? Take a vote to decide!

Interesante

3. La gramática

On the **grammar** pages, students are given explanations of key structures, which are practiced along with the key vocabulary.

DESAFÍO 1

Gramática

Verbos con raíz irregular (e > ie)

Verbos irregulares

- Irregular verbs do not follow typical conjugation patterns. See and listen, for example, are irregular verbs.
- See → yo **veo**, tú **ves**, ...
- See → yo **veo**, tú **ves**, ...
- Irregular verbs may change the stem or the endings.
- Remember: To identify the stem of a verb, delete the **-ar**, **-er**, or **-ir** endings from the infinitive form.

Verbos con raíz irregular (e > ie)

Some verbs, like **cerrar** (to close), require a stem change from **e** to **ie**.

VERBO CERRAR (TO CLOSE), PRESENTS

Singular	Plural
yo cierro	nosotros cerramos
tú cierras	vosotros cerráis
usted cierra	ellos cierran

Note: The **e > ie** stem change affects all the present tense forms except **nosotros**, **vosotros**, and **ustedes**.

Other verbs like **aparecer** → yo **aparezo**, **preferir** (to prefer) → yo **prefiero**, **entender** (to understand) → yo **entiendo**, **querer** (to want) → yo **quiero**, **pedir** (to ask) → yo **pidisco**.

1.9 Comparación. What irregular English verbs do you know? Give three examples and explain why they are irregular.

2.0 En Guatemala

Completa. Complete the sentences with the appropriate form of the verb.

- "Tú **cierras**, nosotros **cerramos** el desayuno ahora."
- Diana y Rita **cierran** en la máscara de jade.
- Rita no **cierra** el mensaje de Rolando Bot.
- La vendadora **cierra** la tienda a las diez de la tarde.

1.7 ¿Que piensan hacer?

Escucha y relaciona. Diana is telling Rita what their friends are planning to do. Listen and match each plan with a destination.

Modelo 1. Tess → A

1.8 Hacemos planes

Lee y escribe. These are Diana's notes about what the characters want to do in Guatemala. Read and transform them into an email. Use **querer** + infinitive.

- Tess: Comprar ropa típica.
- Andy y Jan: Visitar el Museo del Jade.
- Tony: Ir al centro.
- Yo: Investigar la cultura maya.
- Todos: Hablar mucho español.

Modelo

¡Hola!

Estos son nuestros planes. Tess quiere comprar ropa típica...

CONEXIONES: CIENCIAS SOCIALES

¿Dónde empieza Centroamérica?

Guatemala está en América Central. Este país y Belice marcan la transición entre Norteamérica y Centroamérica.

1.9 Investiga y escribe. Besides Guatemala and Belize, what countries make up Central America? Write their names.

TU DESAFÍO Use the website to investigate about countries of Central America and their capitals.

4. La comunicación

On the **communication** pages, there are progressively more open-ended activities allow students to apply the key vocabulary and grammar in communicative situations. The *Desafío* ends with a **fotonovela**, which is a continuation of and a conclusion to the initial *fotonovela*.

DESAFÍO 1

Comunicación

26 Un día de compras

Escucha y contesta. Diana and Rita are planning a day of shopping in Guatemala. Listen, and then say whether the following statements are true (sí/claro) or false (no).

- Rita no quiere ir de compras.
- Diana quiere comprar un suéter.
- Rita está cansada, no quiere usar vitritas.
- La tienda de ropa está cerrada hoy.

Modelo A. ¿Hay a la zapatera todos los días?
A. ¡No hay a veces!
B. Porque no compro zapatos todos los días.

27 ¿Con qué frecuencia?

Habla. How often do you go to these five places? With a partner, take turns asking the questions. Ask for and give the reasons behind each answer, using *¿por qué?* (why) and *porque* (because).

Modelo A. ¿Vas a la zapatera todos los días?
A. ¡No hay a veces!
B. Porque no compro zapatos todos los días.

28 En tu agenda

Escibe. Where do you want to go this weekend? Where do you have to go? Write a paragraph that includes the following information:

- When you plan to go.
- Where and why you want to go or have to go.
- Who is going with you.

Modelo. Este fin de semana quiero ir de compras con mi hermana. Tengo que ir al centro comercial.

29 Una escena en el centro comercial

Escibe y representa. Imagine you and a friend are meeting at the mall to go shopping. Create the scene with a partner. Then act it out for the class.

Modelo A. Tengo que ir al centro comercial.
¿Qué quieres comprar?
A. Quiero comprar una tesis.

30 ¿Qué tienda es?

Escibe y habla. Think of a store in a local mall. Write a description and read it to a partner. Can he or she guess what type of store it is?

Modelo

En esta tienda venden bolígrafos. Es la papelería.

Final del desafío

31 Tenemos una máscara de jade muy bonita.

¿Tienen máscaras de jade?

¿Tienen máscaras de jade?

32 ¿Qué pasa en la historia?

Lee y ordena. The photographs are out of order. Read the dialogue and sequence the exchanges appropriately to conclude this *Desafío*. Did Diana and Rita find the mask?

CULTURA

No más preocupaciones

Los muñecos que...
Estos muñecos re...
preocupaciones (we...
Por la mañana, tus...

59 Compara.

COMPARACIONES

El costo de la vida en una ciudad...
¿Son iguales los...
ciudad? ¿Qué tie...
o las pequeñas?...
de los centros c...
(neighborhoods)?

87 Investiga and at a s... this is the

39 Piensa y ex

Los trajes tradicional de un país. En Guate... una especie de blusa común a muchas cor...

64 Dibuja. Draw three objects in perspective to illustrate the concept of demonstratives.

CONEXIONES: ARTE

La perspectiva

Los artistas usan la perspectiva para representar en un cuadro la posición de los objetos. Los objetos más grandes parecen (appear) estar cerca y los objetos pequeños parecen estar lejos.

Alfredo Gálvez. Tejedoras de Atitlán.

TU DESAFÍO

TU DESAFÍO

The vocabulary

A careful selection.

Key vocabulary has been selected, considering the specifications of organizations dedicated to the instruction and evaluation of Spanish, including the *Instituto Cervantes* and the American Association of Teachers of Spanish and Portuguese (AATSP). In general, the most commonly used and standard Spanish terms have been chosen, rather than regional variants. Whenever possible words close to their English counterparts (cognates) have been included. The basic criteria for the selection of vocabulary were frequency of use and relevance to students' everyday life, interests, and needs.

Vocabulario

¿Cómo está la comida?

La temperatura



El helado frío



La sopa caliente

¡Cuidado! El plato está caliente.

Los sabores



dulce



salado



picante



agrio



amargo

¿Te gusta?



Está malo.



Está bueno.



¡Qué rico!
Está delicioso.

Organization by topic or situations.

The vocabulary is organized by topic or by situations related to the theme of the unit. For example, Unit 4, dedicated to the theme of food, includes words relating to foods and beverages, meals, and food stores.

Theme: Food



Desafío 1	<p>Foods and beverages: pan, papa, maíz, sopa, verduras, frijoles, huevos, pollo, carne, pescado, helado, tarta, frutas, manzana, naranja, plátano, limón...</p> <p>Meals: desayuno, almuerzo, cena.</p>
Desafío 2	<p>Food stores: supermercado, mercado, panadería, pescadería, frutería, carnicería.</p> <p>Actions in the kitchen: cortar las verduras, mezclar la ensalada, cocinar, probar la comida.</p>
Desafío 3	<p>At the table: el mantel, la servilleta, el tenedor, el vaso, el plato, el cuchillo, la cuchara, la botella, la sal, la pimienta, el azúcar, la taza...</p> <p>Actions and conditions related to food: comer, beber, poner la mesa, limpiar la mesa, limpio, sucio.</p>
Desafío 4	<p>Describing foods and beverages: caliente, frío, dulce, salado, picante, agrio, malo, bueno, delicioso.</p>

A decision guided by experience.

The selection and sequence of the grammatical elements was determined keeping three fundamental criteria in mind: the use of the structures, their productivity in communicative contexts, and their difficulty. For example, the verbs *ser*, *estar*, and *tener* are presented before the verb *gustar* because they are more frequently used, they are more productive, and they present fewer difficulties for English speakers than the verb *gustar*.

Organization: Grammar linked to communicative functions.

In general, the presentation of grammar is linked to a communicative function. For example, in Unit 1, dedicated to the theme of personal life, the following functions and structures are learned:

Theme: Personal life

<p>Desafío 1 Identifying yourself and others</p>	<p>Subject pronouns The verb <i>ser</i></p>
<p>Desafío 2 Describing people</p>	<p>Adjectives</p>
<p>Desafío 3 Describing family relationships</p>	<p>The verb <i>tener</i> Possessive adjectives and the preposition <i>de</i> (to show possession)</p>
<p>Desafío 4 Expressing states and feelings</p>	<p>The verb <i>estar</i></p>



Gramática

Verbos con raíz irregular (e > ie)

Verbos irregulares

- Irregular verbs do not follow typical conjugation patterns. *Ser* and *tener*, for example, are irregular verbs.
ser → yo soy, tú eres... *tener* → yo tengo, tú tienes...
- Irregular verbs may change the stem or the endings.
Remember: To identify the stem of a verb, delete the *-ar*, *-er*, *-ir* endings from the infinitive form.

lav ~~-ar~~ prend ~~-er~~ abr ~~-ir~~

Verbos con raíz irregular (e > ie)

- Some verbs, like *cerrar* (to close), require a stem change from *e* to *ie*.

VERBO CERRAR (TO CLOSE). PRESENTE

Singular	Plural
yo cierro	nosotros cerramos nosotras
tú cierras	vosotros cerráis vosotras
usted cierra él ella	ustedes cierran ellos ellas

Note: The *e > ie* stem change affects all the present tense forms except *nosotros*, *nosotras* and *vosotros*, *vosotras*. This is why these verbs are called "boot or shoe verbs."

- Other verbs like *cerrar* are:
empezar (to begin) → yo empiezo
entender (to understand) → yo entiendo
pensar (to think) → yo pienso
- preferir* (to prefer) → yo prefiero
querer (to want) → yo quiero

15 Comparación. What irregular English verbs do you know? Give three examples and explain why they are irregular.

The mapas culturales

The mapas culturales propose a systematic study.

The *Mapa cultural* section offers an organized and systematic study of each country, analyzing its regions and some characteristic cultural aspects.

The first page contains **general information** about the country: its location, size, population, capital, etc.

MAPA CULTURAL

Guatemala

¿Qué significa Guatemala?

Guatemala es una república de Centroamérica. Por el norte limita con México. Es un país más pequeño que el estado de Tennessee y tiene más de 13 millones de habitantes. La capital de Guatemala es la ciudad de Guatemala, el más grande de Centroamérica.

58 Proporciones

● **Escribe.** Use the map to correct these sentences.

- México es un país menos ancho que Guatemala.
- Honduras es un país más estrecho que Belice.
- Guatemala es un país más grande que Nicaragua.
- Guatemala es un país más pequeño que Belice.

Centroamérica y Guatemala

Guatemala is a country in Central America, the subcontinent that connects North and South America.

1. Centroamérica
Central America lies between the Atlantic and the Pacific oceans. Both oceans are connected by the Panama Canal. There are six Spanish-speaking countries in Central America: Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, and Panama.

2. Guatemala
The central part of Guatemala is made up of mountains, volcanoes, and valleys. This is the most populated, economically active region of the country. The capital, Guatemala City, is located here. The Pacific coast extends to the south. This is the area where cacao, coffee, and sugarcane are grown.

(1) Escasez del Canal de Panamá (Panamá).

(2) Lago Atitlán, es el corazón de Guatemala.

(2) Escasez tropical.

59 Datos de Guatemala

● **Completa.** Read the information above, look at the map, and fill in a chart like this for Guatemala.

Guatemala	
Location	
Geography	
Borders	

The notion of landscapes distinguishes large geographical regions, which allows students to create a **basic mental framework** about the zone or country. In Peru, for example, three major zones are defined: the coast, the Andes mountain range, and the jungle.

The *Mapa cultural* offers a selection of representative cultural aspects: places, people, traditions, customs, and folklore.

MAPA CULTURAL Guatemala

1. La gran ciudad maya de Tikal
The region of flatlands in the northern part of Guatemala is called Peten. Here is located Tikal, an immense Mayan city. The Tikal National Park covers an area of 216 km² (222 square miles). This is equivalent to the area occupied by the city of Chicago, Illinois.

(1) Ruinas de la ciudad de Tikal (Petén).

2. El quetzal: el ave de Guatemala
The quetzal is the bird represented on the Guatemalan flag. It symbolizes freedom. Because the quetzal is in danger of extinction, it has been declared a protected species. The quetzal played an important role in many Mayan myths.

(2) Un quetzal.

3. Rigoberta Menchú: la lucha por la paz
Rigoberta Menchú is a descendant of the Maya Quiché in the northwestern part of Guatemala. She received the Nobel Peace Prize in 1992 for defending the human rights of indigenous populations and for working for peace. She is the most famous indigenous woman in Guatemala.

(3) Rigoberta Menchú.

4. La marimba: sonido guatemalteco
The marimba is a popular musical instrument in Guatemala. It looks like a huge xylophone and can have either a single or a double keyboard. The most complex marimbas can produce the same sounds as a symphony orchestra.

(4) Niños tocando la marimba.

100 Mensajes desde Guatemala

● **Investiga y escribe.** Choose one of these topics to research.

- El centro histórico.** Describe the buildings (size, color) and the types of shops.
- El cantante.** Describe his appearance. Compare him with a singer you know. Say if you like his music.
- La Quema del Diablo.** Compare this festival with one you know.

(1) El centro histórico de la ciudad de Guatemala.

(2) El cantante Ricardo Arjona.

(3) La tradición de la Quema del Diablo.

● **Escribe.** Use two of the most important facts to write an e-mail to a friend.

Culture in the *mapas culturales*

1A

México	Los desiertos y las ciudades del norte: los corridos La Ciudad de México: la antigua Tenochtitlán El centro: Guanajuato El sur: la población indígena
Puerto Rico	El Viejo San Juan El bosque tropical El Yunque La salsa, la esencia de Puerto Rico Los Estados Unidos y Puerto Rico
Guatemala	La gran ciudad maya de Tikal El quetzal: el ave de Guatemala Rigoberta Menchú: la lucha por la paz La marimba: sonido guatemalteco
Perú	Los incas, reyes de las montañas Las líneas de Nazca Los caballitos de totora Arequipa: una ciudad muy europea

1B

España	La España atlántica: la cuna del español La meseta: territorio de La Mancha Madrid: paraíso de pintores El sur: la herencia árabe
Estados Unidos	Judy Baca y el muralismo de Los Ángeles La comida tex-mex La pequeña Habana
Argentina	El tango Mafalda Buenos Aires Los ñoquis del 29 del mes
Chile	La Isla de Pascua Pablo Neruda El Festival Internacional de la Canción de Viña del Mar



Reading materials build competency for reading in Spanish.

The reading materials present an opportunity to practice the given vocabulary and grammatical structures, while improving students' ability to interpret new vocabulary and grammatical structures from specific contexts.

The use of numerous cognates makes the context more understandable and helps students to increase their vocabulary.

The readings work with different types of texts.

The readings present an outstanding aspect of the culture of a country and relate it to a type of text. The diverse selection of texts strengthens reading comprehension while suggesting models for language production.

Theme

- Teotihuacan
- The fortress of San Felipe del Morro
- The market of Chichicastenango
- The festival of Inti Raymi
- The Picasso painting *Guernica*
- Hispanic Heritage Month
- *La vuelta al mundo...* by Ricardo Mariño
- *Oda a la manzana* by Pablo Neruda

Type of text

- An informative text.
- A travel blog.
- A letter.
- A travel brochure.
- An art catalog.
- An invitation to a cultural festival.
- A short story.
- A poem.

Each reading is linked to a comprehension strategy.

Each unit focuses on a specific reading strategy: identifying cognates, identifying key concepts, visualizing images from the text, formulating assumptions and questions, and so on. Applying these strategies, students develop their ability to read and understand Spanish texts.

LECTURA

Desde Chichicastenango

Chichicastenango, 10 de enero de 2010

Hola, Micaela... ¿Cómo estás?

Yo estoy muy contenta. ¡Me gusta mucho Guatemala!

Te escribo desde Chichicastenango, una ciudad pequeña a 165 kilómetros de la capital. "Chichic" es parte de la región maya y muchas mujeres tienen vestidos tradicionales mayas con colores y bordados muy lindos. Está en el mercado de las mujeres.



1. Tira o cinta. Representa una serpiente.
2. Mujol. Es una blusa tradicional de algodón con bordados.
3. Cinturón bordado.
4. Corte. Es una falda larga y estrecha.

Es Chichicastenango hay un mercado muy famoso. ¡Es como un centro comercial normal! Hay muchos productos de artesanía indígena. A mí me gustan las máscaras y los textiles. La cultura maya es realmente fascinante. La próxima vez palmearé Guatemala ¡jaja! ☺

Hasta pronto. Beate.

Beate

1. embroidery 2. next time 3. together

ESTRATEGIA Visualizar imágenes del texto

1.01 Tus imágenes

► **Dibuja.** Which pictures came into your mind as you read Desde Chichicastenango? Draw or sketch the most vivid ones. Then compare your pictures with your partner's.

► **Escribe y habla.** Choose the pictures you relate to the text and point out the sentences or ideas in the text that they refer to. Are these pictures similar to your own images? Explain your answer.



COMPRESIÓN

1.02 ¿Está claro?

► **Decide.** Decide whether each of the statements is true (cierto) or false (falso).

1. Chichicastenango es una ciudad pequeña.
2. El mercado de Chichicastenango es enorme.
3. En el mercado de Chichicastenango no hay artesanía indígena.
4. A Beate no le gustan los vestidos tradicionales de las mujeres mayas.

1.03 Los trajes tradicionales mayas

► **Elige y escribe.** Which of the following are typical of a traditional Mayan costume? Make a list.

1. falda estrecha y corta
2. cinturón negro
3. cinta para el pelo
4. sombrero con forma de serpiente
5. falda larga y ancha
6. blusa de algodón con bordados
7. falda estrecha y larga
8. blusa de lana blanca
9. cinturón con bordados

► **¡TU DESAFÍO!** Watch the video about Chichicastenango and describe the market in a letter to a friend.

ciento noventa y nueve 199

The project

The project provides an opportunity for integrating and applying knowledge.

Each unit closes with a project that encourages students' creativity and communicative capacity, while activating vocabulary and grammatical structures that students have learned. Each project develops a communicative activity that integrates cultural and linguistic information.

Tareas propuestas en los proyectos

- Make a presentation about Diego Rivera.
- Organize a visit to the Casa Blanca Museum in San Juan, Puerto Rico.
- Arrange an exhibit of Guatemalan worry dolls.
- Create a restaurant menu and role-play serving the “customers.”
- Make a poster about hygiene habits.
- Deliver a presentation about a distinguished Hispanic person in the United States.
- Create a travelogue.
- Participate in a campaign to protect endangered animals.

The activities are separated into steps.

Each project develops from a set of activities presented sequentially in separate steps. Each step is clearly defined and includes guidelines to help students complete the activities.


PROYECTO

Una exposición de **muñecos quitapenas**

Guatemalan children use muñecos quitapenas to deal with worries and stress. In this project, you will make a doll for a class display, and do a role-play to buy and sell dolls at a class market.

PASO 1 Crea tus muñecos quitapenas

- Study these worry dolls. Then describe what they look like and how they are dressed.




Estos muñecos son pequeños. Llévan...

- Make your own worry doll. Follow these steps:
 1. Use a length of wire to make the body framework. Bend back the ends of the wire so they don't cut you.
 2. Wind strips of paper around the framework to make the body.
 3. Dress your doll with pieces of brightly colored fabric or yarn.
 4. Color the head and hair and draw the mouth and eyes.

• Make a list in Spanish of the materials you have used. Use a dictionary if necessary.

PASO 2 Prepara una exposición de muñecos

- Display the dolls as Andy and Janet have done.



• Write an advertisement to place alongside your doll.

¿Estás listo? Este muñeco quitapenas. Está en oferta.

PASO 3 Dramatiza la compra y venta de muñecos

- Prepare a shopping dialogue with a partner. Use this outline:
 - A. Ask what the doll is made of.
 - B. Describe it in detail.
 - A. Ask how much the doll costs.
 - B. Give the price.
 - A. Say how many you want. Pay and say thank you.
- Optional: Decide what you can do with your doll. For example:
 - Un regalo para tu madre.
 - Un regalo para un(a) niño(a) enfermo(a).

Unidad 3

Autoevaluación

¿Qué has aprendido en esta unidad?

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

- Can you talk about store hours and shopping?
 - Say what you want to buy there.
- Can you say where someone is going?
 - Tell your partner where you go after school.
- Can you say that you like something?
 - Ask a classmate if he or she likes your shoes.
- Can you direct attention to things around you?
 - Tell a classmate which book is yours; the one next to you or the one ten feet away.
- Can you compare things?
 - Compare the price of two articles of clothing.
 - Ask a classmate to compare the quality of two pairs of jeans.

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

204 dieciséis cuatro 205 dieciséis cinco 205

Scope and Sequence 1A

Preliminary

Unit

Primeros pasos 1-29

- Spelling and pronouncing words in Spanish 2
- Greetings and introductions 4
- Goodbyes and courtesy expressions 6
- The classroom 8
- Useful classroom expressions 10

Unidad	Vocabulario	Gramática
Unit 1 México 30-87	<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
Unit 2 Puerto Rico 88-147	<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 <i>-ar</i> verbs, present tense
Unit 3 Guatemala 148-205	<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>
Unit 4 Perú 206-263	<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> • Irregular verbs in the <i>yo</i> form

Appendices

R1-R35

- Grammar summary R1
- Spanish-English glossary R10

• Asking questions 12	• Spanish around the world 22
• Days and dates 14	• Learning strategies 24
• The school schedule 16	• Review 28
• Weather and seasons 18	
• Three reasons to learn Spanish 20	

Gramática	Cultura	
<ul style="list-style-type: none"> • The verb <i>tener</i> • 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: Mexico</i> <ul style="list-style-type: none"> • The deserts and cities in the north: <i>los corridos</i> • Mexico City: Tenochtitlan • The central region: Guanajuato 	<ul style="list-style-type: none"> • The south: the indigenous population • <i>Lectura: Teotihuacán, ciudad de los dioses</i>
<ul style="list-style-type: none"> • Regular <i>-er</i> and <i>-ir</i> 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: Puerto Rico</i> <ul style="list-style-type: none"> • Old San Juan • <i>El Yunque</i> National Forest • Salsa, the essence of Puerto Rico • The U.S. and Puerto Rico 	<ul style="list-style-type: none"> • <i>Lectura: El Morro: Blog de viajes</i>
<ul style="list-style-type: none"> • Demonstratives • Comparison. Comparative adjectives • Stem-changing verbs (<i>o > ue</i>) 	<ul style="list-style-type: none"> • <i>Mapa cultural: Guatemala</i> <ul style="list-style-type: none"> • The great Mayan city of Tikal • The quetzal, national bird of Guatemala • Rigoberta Menchú: the fight for peace 	<ul style="list-style-type: none"> • The marimba: the sound of Guatemala • <i>Lectura: Desde Chichicastenango</i>
<ul style="list-style-type: none"> • Direct object pronouns • Indirect object pronouns • Stem-changing verbs (<i>e > i</i>) 	<ul style="list-style-type: none"> • <i>Mapa cultural: Peru</i> <ul style="list-style-type: none"> • The Incas, kings of the mountains • The Nazca lines • The <i>caballitos de totora</i> • Arequipa: a European city 	<ul style="list-style-type: none"> • <i>Lectura: Festividad inca del Inti Raymi</i>

See a full Desafío, pages 53-61

• English-Spanish glossary R22
• Grammar index R32

Scope and Sequence 1B

Unidad	Vocabulario	
Connecting Unit ¿Recuerdas? 1-31	<ul style="list-style-type: none"> • Introductions • Family • What are you like? • How are you? • House • Household chores and free-time activities • Stores • Clothing • Food 	<ul style="list-style-type: none"> • Describing people: <ul style="list-style-type: none"> - The verbs <i>ser</i> and <i>estar</i> - Adjectives • Expressing possession: <ul style="list-style-type: none"> - The verb <i>tener</i> - Possessive adjectives • Identifying people and things: <ul style="list-style-type: none"> - Nouns - Articles

Unidad	Vocabulario	Gramática
Unit 5 España 32-87	<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>oír</i>, <i>oler</i>, and <i>decir</i> • Reflexive verbs • The verb <i>doler</i>
Unit 6 Estados Unidos 88-143	<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
Unit 7 Argentina 144-199	<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 <i>-ar</i> verbs • The preterite tense of regular <i>-er</i> and <i>-ir</i> verbs • Time markers in the past
Unit 8 Chile 200-255	<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: <ul style="list-style-type: none"> - The word <i>porque</i> - The preposition <i>por</i> • Expressing quantity. Indefinites • Irregular verbs in the preterite. <i>Decir</i> and <i>hacer</i>

Appendices R1-R43	<ul style="list-style-type: none"> • Grammar summary R1 • Spanish-English glossary R14
-----------------------------	--

Gramática

- Expressing place, movement, and existence
 - Adverbs and expressions of place
 - The verb *ir*
 - The verb *haber*
- Expressing habitual actions in the present:
 - Regular verbs
 - Adverbs of frequency
- Expressing habitual actions in the present. Stem-changing verbs
- Expressing likes:
 - The verb *gustar*
 - Adverbs of quantity
 - Comparison
- Object pronouns
- Expressing habitual actions in the present:
 - Irregular verbs in the *yo* form
 - Demonstratives

Gramática	Cultura	
<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: Spain</i> <ul style="list-style-type: none"> • Atlantic Spain: the cradle of the Spanish language • The plateau: territory of <i>La Mancha</i> • Madrid: a painter's paradise 	<ul style="list-style-type: none"> • The south: an arabic heritage • <i>Lectura: El Guernica, de Pablo Picasso</i>
<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: United States</i> <ul style="list-style-type: none"> • Judy Baca and the murals of Los Angeles • Tex-mex food 	<ul style="list-style-type: none"> • Little Havana • <i>Lectura: Celebramos la Herencia Hispana</i>
<ul style="list-style-type: none"> • The preterite tense of the verbs <i>ser</i> and <i>ir</i> • Negative commands 	<ul style="list-style-type: none"> • <i>Mapa cultural: Argentina</i> <ul style="list-style-type: none"> • The tango • Mafalda • Buenos Aires 	<ul style="list-style-type: none"> • Gnocchi Day • <i>Lectura: La vuelta al mundo de Cinthia Scoch</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: Chile</i> <ul style="list-style-type: none"> • Easter Island • Pablo Neruda • The Viña del Mar International Song Festival 	<ul style="list-style-type: none"> • <i>Lectura: Oda a la manzana</i>

- English-Spanish glossary R28
- Grammar index R40

The Spanish Language of the United States

Gerardo Piña-Rosales The North American Academy of the Spanish Language

First of all, dear reader, let us focus on the title of this essay: “The Spanish Language of the United States” instead of “The Spanish Language in the United States.” The difference between these two prepositions is an essential one: it implies that we have begun to speak of a United States Spanish with its own characteristics, as one more of the multiple variants of the Spanish language spoken around the world.

Spanish Speakers in the United States

It is estimated that there are some 45 million Spanish-speaking people in the United States, which translates into 15 percent of the nation’s population, and it is expected that this figure will rise to more than 150 million Spanish speakers by 2050. In other words, it is highly probable that the United States will become the country with the largest number of Spanish-speaking inhabitants on our planet. More than half of the 45 million Spanish speakers were born in this country, and they make up a younger-than-average portion of the overall population: 48 percent of Hispanics are younger than 25 years of age. Whether or not a minority language replaces the language spoken by the majority depends, above all, on the new generations; thus, the relative youth of the Hispanic population will undoubtedly influence the future of the Spanish language in the United States.

Spanish Variants

When we speak of the Spanish language of the United States, it is important to point out that we are not referring to a monolithic, uniform language, but to one that encompasses a number of variants. In this regard, we can divide the country into several linguistic areas, each with its own distinct characteristics. In the West and Southwest, where 60 percent of Hispanics reside, a *chicano* variant of Spanish is spoken; in Florida, and especially in Miami, a Cuban variant of Spanish is heard. In the Northeast, including New York, New Jersey, and Connecticut, a Caribbean form of Spanish is spoken. Furthermore, one can hear *isleño* Spanish in Louisiana and a distinctive form of Spanish spoken in the region of the Sabine River (Louisiana and Texas).

English Influences

The massive influence of English has imparted a unique imprint on the Spanish language of the United States, which contrasts with that of other Spanish-speaking countries.

This particular influence is manifested in new vocabulary, much of it based on “borrowed” words, which have contributed to the incorporation of *anglicisms* into the Spanish spoken in those countries.

English Influence at Work

Hispanic immigrants try to learn and speak English at their workplace and in their associations with Americans. This effort to communicate tends to facilitate the use of *Spanglish*. In time, if they have a certain level of education, they learn both languages well and become bilingual. There is a desire to acquire a better knowledge not only of English but also of the Spanish of their heritage.

Spanglish

A distinctive characteristic of the Spanish language of the United States is the so-called “code-switching,” which consists of a speaker’s use of both languages during a conversation. Since this means of communication has not been methodically studied until recently, a certain notion exists—both among the general public and among certain educators—that it is a random mixture of languages, i.e., *Spanglish*. In fact it is a process with its own structural conventions, one that also plays a unique role among bilingual Spanish speakers, precisely as an alternative to communicating in a single language. The economic importance of the Spanish language of the United States is greater than that of any other Spanish-speaking country. The Spanish language would survive if only for the United States.

Bibliography

- Amastae, J., and L. Elías-Olivares. *Spanish in the United States: Sociolinguistic Aspects*. Cambridge: Cambridge University Press, 1982.
- Elías-Olivares, L., ed. *Spanish in the U.S. Setting: Beyond the Southwest*. Rosslyn, VA: National Clearinghouse for Bilingual Education, 1983.
- Lipski, John M. *Varieties of Spanish in the United States*. Washington, DC: Georgetown University Press, 2008.
- López-Morales, Humberto, ed. *Enciclopedia del español en los Estados Unidos*. Madrid: Instituto Cervantes/Santillana, 2008.

Standards-based Teaching and Instructional Materials in the Spanish as a Foreign Language Classroom

Dr. David McAlpine University of Arkansas at Little Rock

The students in my *Methods of Teaching Second Languages* class don't believe me when I tell them that my best Spanish teaching experience in forty years was in a middle school classroom. It's true! Those of you just beginning your career in a middle school will soon learn, and those of you who are middle school "lifers" already know, that these youngsters in grades five through eight respond readily to content that is connected to their everyday lives and to instruction that actively involves them in the learning process. Your middle school Spanish students may show higher competencies in the three modes of communication than many of their high school counterparts because of their openness to learning new concepts, their curiosity about themselves and others, and their unabashed willingness to be a part of real-life situations.

How can the *Standards for Foreign Language Learning in the 21st Century* help create an engaging atmosphere for middle school students? Let's look at the five Cs and try to draw some classroom ideas from them.

Communication

This standard should be the easiest to meet, as middle school students enjoy listening, speaking, reading, and writing about themselves and others. Guiding the middle school student through tasks that involve problem solving will keep them engaged in the learning process as you move from meaningful listening to speaking activities, from age-appropriate readings to writing activities that range from interpersonal notes to other classmates to presentational products such as children's books and travel brochures.

Cultures

The paradigm of products, practices, and perspectives is just right for middle school students. They relish investigation of the strange and sometimes weird reasons why speakers of Spanish speak, act, and think as they do.

Connections

Middle school students are ready to see the connection of this new language with the other disciplines being explored in this novel educational structure. Should you be a part of a middle school "team" that allows you to collaborate on interdisciplinary lessons and projects, be sure to consider

the unique contribution a second language makes to the development of communication skills, cross-cultural awareness, healthy attitudes, and 21st-century skills.

Comparisons

Students between the ages of 10 and 14 enjoy comparing and contrasting their first language and culture with that of the new language and culture. Having students work with authentic materials gives them the opportunity to see the similarities and differences between the Spanish language and that of their native language.

Communities

While it may be more difficult to take middle school students out of their classroom environment to use Spanish in culturally appropriate settings, many teachers have been successful with short-term, well-chaperoned study abroad trips. Others have developed service-learning projects where middle school students volunteer in Hispanic community centers and churches. Having your middle school students use their presentational language skills in the local elementary schools both provides a real-life language experience and enhances the middle school program. Of course, your middle school students are digital natives and are highly motivated by opportunities to use technology to communicate in Spanish, both within and outside our country.

Bibliography

- Adair-Hauck, B. "Foreign Languages in the Middle Schools: A Curricular Challenge." *Pennsylvania Language Forum* 64 (1992): 12-18.
- Curtain, Helena, and Carol A. Dahlberg. *Languages and Children—Making the Match: New Languages for Young Learners, Grades K-8*. 4th ed. Boston, MA: Pearson Allyn and Bacon, 2010.
- Knop, C. K., and P. Sandrock. "The Case for a Sequential Second Language Learning Experience at the Middle Level." *Foreign Language Annals* 27 (1994): 77-83.
- Met, M. "Current Foreign Language Practices in Middle Schools." *Foreign Language Annals* 27 (1994): 43-58.
- National Standards in Foreign Language Education Project (NSFLEP). *Standards for Foreign Language Learning in the 21st Century*. Lawrence, KS: Allen Press, 2006.

Teaching and Learning: Language and Culture

Janet Glass Dwight Englewood School, Englewood,
New Jersey Rutgers University

Alfred Nobel's Peace Prize wished to reward "the person who shall have done the most or the best work for fraternity between nations." What could be more critical today? As teachers of world languages, our medium is language, but our message is one of cultural ambassador. Besides, what is more intriguing to a student than to learn how to make a new friend from another culture, to enter another world? This motivation is what stimulates our students' curiosity and helps them master the language. But once hooked, how can we make the most of their interest?

Five-Senses Culture

We can start by integrating culture into the whole language instruction process, making sure that culture underscores every language activity and is at the core of the unit. We can go beyond cultural "awareness" and try to experience the target culture in the classroom with smells, touches, simulations, tastes, rhythms, and video clips. Learning is enhanced when exchanges with people from the target culture happen early and often. As Byram et al. say in "Developing Intercultural Competence in Practice," "the task is rather to facilitate learners' interactions with some small part of another society and its cultures ... and encouraging them to investigate for themselves the otherness around them." Let's lift it off the page!

Measuring Culture

When it comes to culture, students are always asking, "Does it count?" Although we have currently come a long way in measuring the language proficiency of our students, we are challenged to do as well with testing cultural appropriateness. Culture has to be taught systematically and then, assessed. How powerful it is to show students evidence of their own cultural competence, yet more exploration of how to best assess cultural competence is needed.

Seeing Our Own Culture with New Eyes

As language teachers, we also make the most of students' interest when we show how language shapes our thoughts, and leads to how we behave. Most of us don't become aware of our own cultural assumptions until confronted by another world view. When I was in Japan, for example, people frequently apologized as part of their daily conversation. They said, "Sorry I disturbed you" when calling someone on the phone. How does

this habit of polite language reflect its culture? Accepting responsibility is a very high priority in Japan. As a result, we find it is a culture that discourages blame and is relatively free of lawsuits. Cultural instincts become internal, hidden, and subconscious. Through the target language, we strive to have our students uncover these influences, empathize with the people, and be able to interact in culturally appropriate ways.

Research Says

Meanwhile, research has confirmed what we have sensed. In a survey of young students studying language and culture, their responses to "People from other countries are scary" and "Hearing a language that's not English makes me nervous" was a resounding "No!" Students not in the program answered "Maybe" and "Yes."

So, as we make the foreign become familiar, the familiar will become a bit more foreign. By bringing cultural experiences into the classroom, measuring the outcomes, aiming for deep understanding and exchanges, we put linguistic and cultural abilities together and at the forefront of our shrinking world. ¡Sí, se puede!

Bibliography

- Byram, Michael, A. Nichols, and D. Stevens. "Developing Intercultural Competence in Practice." *Multilingual Matters Ltd.* 3 (2001).
- Kennedy, Teresa, et al. "The FLES Attitudinal Inventory." *Foreign Language Annals*, ACTFL 33(3), May/June 2000: 278-289.
- Wright, David A. "Culture as Information and Culture as Affective Process: A Comparative Study." *Foreign Language Annals*, ACTFL 33(3), May/June 2000: 330-341,

Motivation

Jan Kucerik Pinellas County Public Schools, Pinellas County, Florida

A seventh grade student known to his Spanish teacher as “Juanito” ambles reluctantly into his beginning Spanish classroom. He greets the teacher, not with an enthusiastic “Buenos días, señora,” but instead with the question on the mind of many of his classmates, “What are we doing in here today?” Although we would like to believe that the question has been posed out of genuine interest in the classroom activities, we realize that Juanito’s question is motivated by self-preservation. He worries that he might be unprepared for, or embarrassed by, the activities Señora has planned for the day.

What Motivates Our Students

Motivation is crucial to teaching and learning. Whenever we feel a desire or need for something, we are in a state of motivation. Juanito is motivated to survive the class period, and his teacher wants him to thrive and share her passion for the Spanish language and Hispanic culture. He has a need to feel safe, yet his teacher understands that he must take risks in order to acquire language. He wants to avoid struggle, and she knows that great effort is involved in negotiating meaning and learning from mistakes. Although human beings are motivated to learn from birth, students are often not motivated to learn what we want them to learn in the way that we want them to learn it. They do, however, select information and learning experiences that are important to them every day. Teachers continue to work tirelessly to motivate their students, but most focus on extrinsic motivators, which may not be enough to truly engage students in the long term. How do we make students feel connected to learning? How do we make them feel as if the learning could not happen without them? How do we create excitement for learning, resulting in students eagerly entering our classrooms each day?

Relationships Are Key

We rely on the standards and performance guidelines to articulate authentic tasks and clear goals. We persevere in our commitment to adjust the learning environment and the content to attract students. Most importantly, we recognize that our relationships with our students and their relationship with the learning process are crucial. Students must believe that they can be successful and experience incremental growth through learning experiences carefully designed around small chunks of meaningful language, leading to purposeful communication. Learning must be fun. Students are more likely to retain the language they acquire in a learning context that they enjoy.

They must feel that they are part of the learning environment, that they belong to the target culture, while they are acquiring their new language. They must understand the purpose of the lesson and have the freedom to select language that is important to them along the way.

Motivation and Learning

Students are motivated to take part in Spanish class when the context through which the language is presented and practiced is meaningful, serves a purpose, and relies on the students to bring it to life. Effective teachers understand the link between motivation and learning, and select language and cultural contexts that rely on the students to tell the story. “What are we doing in here today, Señora?” “We need you, Juanito, to help guide us on our learning journey.”

Bibliography

- Blaz, Deborah. *Foreign Language Teacher’s Guide to Active Learning*. Larchmont, NY: Eye on Education, Inc., 1999.
- . *Bringing the Standards for Foreign Language Learning to Life*. NY: Eye on Education, Inc., 2002.
- Curtain, Helena, and Carol A. Dahlberg. *Languages and Children—Making the Match*. Boston: Allyn and Bacon, 2004.
- High, Julie. *Second Language Learning through Cooperative Learning*. San Clemente, CA: Kagan Publishing, 1993.
- Marzano, Robert J., Debra J. Pickering, and Jane E. Pollock. *Classroom Instruction that Works*. Baltimore: ASCD, 2001.
- Omaggio, Alice H. *Teaching Language in Context*. Florence, KY: Cengage and Heinle, 2000.
- Patrick, Paula. *The Keys to the Classroom*. Alexandria, VA: The American Council on the Teaching of Foreign Languages, 2007.
- Rogers, Spence. *21 Building Blocks Critical to Leaving No Child Left Behind*. Evergreen, CO: PEAK Learning Systems, Inc., 2003.
- Rogers, Spence, Jim Ludington, and Becky Graf. *Teaching and Training Techniques: Lighting the Way to Performance Excellence*. Evergreen, CO: PEAK Learning Systems, Inc., 2003.
- Rogers, Spence, Jim Ludington, and Shari Graham. *Motivation and Learning: A Teacher’s Guide to Building Excitement for Learning and Igniting the Drive for Quality*. Evergreen, CO: PEAK Learning Systems, Inc., 1999.
- Shrum, Judith L., and Eileen W. Glisan. *Teacher’s Handbook: Contextualized Language Instruction*. Florence, KY: Cengage and Heinle, 2005.

Meeting the Needs of Middle Grades Students in the Foreign Language Classroom: A Call for Differentiated Instruction

Dr. Frances S. Hoch Raleigh, North Carolina

Middle school instruction is essential to the success of a K–12 Spanish language program, but it has often been the biggest stumbling block to full implementation. Middle school teacher faces many challenges such as insufficient contact time in language classes, designation as a “noncore” or exploratory subject, and, perhaps most significantly, a diverse student population.

The Different Skill Levels

Middle school Spanish students in the same classroom may be beginners, may have studied the language in elementary school, or may come from a home where Spanish is spoken. They may be gifted or struggling. They are at various stages of growth as they undergo many physical, emotional, intellectual, and social changes. They live in the moment and are most concerned about the opinions of their peers. It is the middle school Spanish teacher’s responsibility to motivate these students, to teach them communication skills, and to help them understand and appreciate other cultures while meeting their personal and developmental needs as young adolescents.

How Do We Differentiate Instruction?

Differentiated instruction describes the variety of ways in which teachers respond to the needs and preferences of their students. Carol Ann Tomlinson suggests that teachers can differentiate in three areas: content, process, and product. Let’s look at her model for the Spanish language classroom.

Content

Differentiating content can be accomplished by providing to students with choices. Students must meet basic content goals and objectives but they can accomplish them in different ways. Students may be able to select the topic and relevant vocabulary they wish to explore from a list of topics provided by the teacher. They may be given a choice of readings that address their interests and abilities. Teachers may also be able to provide direct instruction to those students who need it while allowing others to work independently.

Process

Process refers to the learning activities provided to students. Again, choice is important to address student needs and preferences. Middle school students often prefer to work

in groups. Teachers should employ various flexible grouping strategies by sometimes mixing students of different abilities, and at other times grouping students according to interests or preferred learning styles. Students may be able to choose activities based on opportunities provided by the teacher or developed by the class.

Product

The product is the way in which students demonstrate what they have learned. Products may be oral and written tests, but they may also be graphic organizers, multimedia presentations, homework assignments, or journals, which students complete individually or in groups. All products should be judged according to a rubric that is clear to students before they begin. Student self-assessment is an evaluation tool. *Linguafolio*, a self-assessment system for foreign language students developed by NCSSFL (the National Council of State Supervisors for Languages), is one instrument that can assist students in monitoring their own language development.

Middle school is an important bridge in K–12 foreign language instruction which helps students progress toward communicative competence. Differentiated instruction can help these students experience success in the Spanish classroom and encourage them to continue studying the language in high school and beyond.

Bibliography

- Blaz, Deborah. *Differentiated Instruction: A Guide for Foreign Language Instruction*. Larchmont, NY: Eye on Education, Inc., 2006.
- Thiesen, Toni. “Differentiated Instruction in the Foreign Language Classroom: Meeting the Diverse Needs of All Learners.” *Communique LOTECEd* (2002).
- Tomlinson, Carol A. *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: ASCD, 1999.

Meeting the Needs of Heritage Speakers in a Spanish as a World Language Classroom

Maria Elena Messina Adrian C. Wilcox High School, Santa Clara, California

As middle school teachers take on the challenge of teaching Spanish to a small minority of heritage Spanish speakers (in a predominantly native English-speaking classroom), it is important to keep in mind the ultimate goals: to promote language acquisition and cultural awareness for both groups. This can be accomplished by differentiated instruction, by open-ended and cooperative activities that require linguistic and analytic ability, and by allowing both groups to contribute to completing tasks that promote equal-status behavior.

The Traditional Role of the Heritage Speaker

In the past, heritage speakers of Spanish were relegated to the role of “model” for the English speakers. While this gave them a higher status, it seldom met the need to increase their level of academic language. This resulted in discipline issues stemming from a lack of interest on the part of the student.

The Heritage and Native Speaker Backgrounds

Heritage speakers are American-born students whose home language is Spanish. Native speakers are recent immigrants from Spanish-speaking countries. Recent immigrants range from well-educated native speakers, at or above grade level in their primary language, to children whose formal schooling has been interrupted significantly. Heritage speakers can be at grade level in English and tend to have different levels of oral proficiency, but lack register development in Spanish since their formal education has been predominantly in English. Because of the differences in academic preparation in the target language, it is essential to determine each student's individual needs.

Spanish at the Middle School Level

The Center for Applied Linguistics has completed a comprehensive survey of K–12 foreign language programs nationwide, describing how schools are meeting the need for language instruction to prepare global citizens. The 2008 survey results indicate a serious “disconnect between the national call to educate world citizens with high-level language skills and the current state of foreign language instruction in schools across the country.” According to the study, however, “Spanish has become increasingly popular over the last decade. In 2008, 88% of the elementary schools teaching a language reported teaching Spanish.” Unfortunately, while the number of Spanish for Heritage Speakers programs is

increasing at the high school level, they are practically none existent at middle schools. There are several reasons for this deficiency, including an insufficient number of heritage speakers to implement a program and a lack of appropriate materials. Because of this lack of dedicated programs, Spanish as a World Language programs must also embrace heritage speakers.

Meeting the Needs of English Speakers and Heritage Spanish Speakers: A Balancing Act

While the goals of Spanish instruction for heritage speakers are the same as those for their peers, the approach to reaching those goals is definitely different, and a true challenge for Spanish teachers in middle school.

The Curriculum

A successful second-language program will contain systematic differentiated instruction through which *all* students are guided to develop higher-order thinking skills which allow them to work independently, in pairs, and in groups. This program must teach language-learning strategies through authentic target language materials enhanced by the use of technology. Standards-based instruction, alternative assignments, and goals for heritage speakers that enable them to demonstrate mastery will foster engagement and motivation for both groups. Activities that raise the English speakers' level of confidence as well as the heritage speakers' level of academic language will promote a sense of community and enrich the relevance of learning.

Bibliography

- Hall, Joan K., and A. Ramírez. “How a Group of High School Learners of Spanish Perceives the Cultural Identities of Spanish Speakers, English Speakers, and Themselves.” *Hispania* 76(3) (1993): 613-620.
- Jensen, Janis, Paul Sandrock, and John Franklin, *The Essentials of World Languages, Grades K–12: Effective Curriculum, Instruction, and Assessment*. Alexandria, VA: Association for Supervision and Curriculum Development, 2007.
- Rhodes, Nancy C., and Ingrid Pufahl, *Foreign Language Teaching in U.S. Schools: Results of a National Survey*. Washington, DC: Center for Applied Linguistics, 2009.

Puerto Rico

Desafíos en el Caribe

La llegada

En San Juan 90

DESAFÍO 1

Identificar y describir lugares 94-103

DESAFÍO 2

Expresar existencia y lugar 104-113

DESAFÍO 3

Expresar acciones habituales 114-123

DESAFÍO 4

Expresar obligación o necesidad 124-131

Todo junto 132

Conexiones

Las casas de los indígenas de Puerto Rico 133

El encuentro

En el Viejo San Juan 134

MAPA CULTURAL

Puerto Rico 136

LECTURA

El Morro. Blog de viajes 140

REPASO Vocabulario 142

REPASO Gramática 144

PROYECTO

Una visita guiada por la Casa Blanca ... 146

Autoevaluación 147

DESAFÍO 1

► Identificar y describir lugares

La casa más colorida 94

Vocabulario

La vivienda 96

Gramática

Los nombres 98

Los artículos. Concordancia del nombre . 100

Comunicación 102

🕒 Cultura

Las calles del Viejo San Juan 95

🏠 Comunidades

Apartamento disponible 97

🏠 Comparaciones

Los techos tropicales 99

DESAFÍO 2

► Expresar existencia y lugar

Los coquies en la casa 104

Vocabulario

Muebles y objetos de la casa 106

Gramática

Expresar existencia. El verbo *haber* 108

Expresar lugar 110

Comunicación 112

🕒 Cultura

Los coquies 105

La Casa Blanca 107

🕒 Conexiones

El Yunque 111

DESAFÍO 3

► Expresar acciones habituales

¿Quién prende la luz?.....114

Vocabulario

Las tareas domésticas116

Gramática

Verbos regulares en *-ar*. Presente118

Verbos regulares en *-er* y en *-ir*.

Presente.....120

Comunicación.....122

📍 Cultura

La Bahía de Mosquito115

Asopao119

📍 Conexiones

Una encuesta117

DESAFÍO 4

► Expresar obligación o necesidad

Las cuevas de Camuy124

Vocabulario

Actividades de ocio126

Gramática

Expresar obligación:

– *Tener que* + infinitivo

– *Hay que* + infinitivo

Adverbios de frecuencia.....128

Comunicación.....130

📍 Cultura

Las cuevas de Camuy.....125

Video Program

Videos

- Puerto Rico. Desafíos en el Caribe
- El Viejo San Juan
- La bahía bioluminiscente de Vieques
- Mapa cultural de Puerto Rico



Audiovisuales



En San Juan



La casa más colorida



Los coquíes en la casa



¿Quién prende la luz?



Las cuevas de Camuy

www.fansdelespañol.com



XIII

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.

Unit plan

La llegada

Estimated time: 2 sessions.

Dialogue: *En San Juan.*

Functions & forms:

- Greeting people.
- Using useful conversational expressions.

Culture:

- San Juan.

DESAFÍO 1

Estimated time: 6 sessions.

Dialogue: *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.

Dialogue: *Los coquíes 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 coquíes.*
- *La Casa Blanca.*

DESAFÍO 3

Estimated time: 6 sessions.

Dialogue: *¿Quién prende la luz?*

Functions & forms:

- Expressing certain actions using regular *-ar*, *-er*, and *-ir* verbs.

Culture:

- *La Bahía de Mosquito.*
- *Asopao.*

DESAFÍO 4

Estimated time: 6 sessions.

Dialogue: *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.*

Todo junto /El encuentro

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.*

Standards for learning Spanish



COMMUNICATION

1.1. Interpersonal mode

- Participate in discussions on a given topic.
- Talk 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 blanks, 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.
- Act out a dialogue written by the student.
- Note items in a photo or not in the photo.
- Describe the location of personal items.
- Write a postcard to a friend describing a room in one's home.
- Represent the findings of a poll in a bar graph.
- Write a letter to one's parents describing the chores one has while on a trip to Puerto Rico.



CULTURE

2.1. Practices and perspectives

- Understand the reasons for the composition of old streets in Puerto Rico.
- Recognize the system of measurement in Puerto Rico.
- Understand why Puerto Ricans build their houses and roofs the way they do.
- Understand the origins of Puerto Rican traditional dishes.

2.2. Products and perspectives

- Obtain information about *La Bahía de Mosquito*, *Las cuevas de Camuy*, *El Yunque*, *los coquíes*,

and understand their importance to Puerto Rican patrimony.

- Reflect on the houses of indigenous people in Puerto Rico and why they were constructed the way they were.
- Reflect on the contributions of famous Puerto Ricans.
- Research the biographies of famous Puerto Ricans.
- Understand the importance of *El Morro* in Puerto Rican history.
- Understand the importance of *La Casa Blanca* to Puerto Ricans.



CONNECTIONS

3.1. Interdisciplinary connections

- Research the building of roads during the colonial period.
- Learn about Old San Juan.
- Research apartment advertisements online and in newspapers.
- Research tropical rainforests and their characteristics.
- Research the phenomena of "bioluminescence."
- Use a Venn diagram to display information.

3.2. Viewpoints through language/culture

- Gain information on why houses in Puerto Rico predominantly have flat roofs.
- Learn about the wonders of the *Bahía de Mosquito*.
- Learn about the *cuevas de Camuy*.
- Discover the types of *Taíno* homes.



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 questions in Spanish and English.
- Compare contractions and their use in Spanish and English.
- Compare verb patterns in Spanish and English.

4.2. Compare cultures

- Compare common household chores at home and in other cultures.
- Compare typical dishes in various cultures.
- Compare architectural features affected by culture and climate.



COMMUNITIES

5.1. Spanish beyond the school setting

- Gain information through advertisements.
- Write a postcard.
- Represent information using graphs.
- Prepare an oral presentation of a photo diary.
- Write a short text about a famous historical monument.

5.2. Spanish for lifelong learning

- Take a virtual tour of *La Casa Blanca*.
- Design a poster.
- Play a famous monument guessing game.

Communicative skills

Interpersonal mode

Activities

Speaking	<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, 56, 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, 31, 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, <i>Lectura</i> <i>Tu desafío</i>

Interpretive mode

Activities

Listening	<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, synthesizing key concepts. 	<ul style="list-style-type: none"> 94, 96, 103 6, 18, 23, 28, 29, 51, 52, 74, 92 <i>Lectura</i>

Presentational mode

Activities

Speaking	<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, 95, 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, 84 <i>Proyecto</i>
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"> 99 <i>Proyecto</i>
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"> <i>Proyecto</i> 28, 51, 74, 92, <i>Proyecto</i>

Lesson plans (50-minute classes)

Day	Objectives	Sessions	Activities	Time	Standards	Resources / Homework
1	To introduce Puerto Rico	Puerto Rico (88–89) <ul style="list-style-type: none"> Warm-up: Country orientation Puerto Rico Images and Functions 		5 m. 15 m. 30 m.	1.1, 1.2, 2.1, 2.2	Video Practice Workbook
2	To introduce Puerto Rico and to discuss the pairs' challenges	La llegada (90–93) <ul style="list-style-type: none"> Warm-up: Independent starter Presentation: <i>En San Juan</i> <i>Expresiones útiles</i> and <i>¿Quién ganará?</i> 	1 2–5	5 m. 25 m. 20 m.	1.1, 1.2, 1.3, 2.1, 2.2, 4.1	Visual Presentation Audio Practice Workbook
3	To introduce Old San Juan	Desafío 1 – La casa más colorida (94–95) <ul style="list-style-type: none"> Warm-up: Independent starter <i>Fotonovela: La casa más colorida</i> <i>Cultura: Las calles del Viejo San Juan</i> 	6–8 9	5 m. 20 m. 25 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 5.1	Visual Presentation Audio Video Practice Workbook <i>Tu desafío</i>
4	To speak about parts of a home	Desafío 1 – Vocabulario (96–97) <ul style="list-style-type: none"> Warm-up: Independent starter Vocabulary: <i>La vivienda</i> <i>Comunidades: Apartamento Disponible</i> 	10–12 13–14	5 m. 30 m. 15 m.	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 5.1	Audio Practice Workbook <i>Tu desafío</i>
5	To speak about people, animals, places, and things	Desafío 1 – Gramática (98–99) <ul style="list-style-type: none"> Warm-up: Independent starter Grammar: <i>Los nombres</i> <i>Comparaciones: Los techos tropicales</i> 	15–18 19	5 m. 35 m. 10 m.	1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 4.1, 4.2	Audio Practice Workbook <i>Tu desafío</i>
6	To learn and use articles, and to integrate vocabulary and grammar	Desafío 1 – Gramática/Comunicación (100–103) <ul style="list-style-type: none"> Warm-up: Independent starter Grammar: <i>Los artículos</i> <i>Comunicación</i>: Review main vocabulary and grammar 	20–24 25–27	5 m. 25 m. 20 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.1, 5.2	Audio Practice Workbook
7	To assess student proficiency	Desafío 1 – Evaluación (103) <ul style="list-style-type: none"> Warm-up: <i>Final del desafío</i> Quiz on <i>Desafío 1</i> 	28	30 m. 20 m.	1.2, 1.3, 4.2	
8	To introduce coquíes and the second challenge	Desafío 2 – Los coquíes en la casa (104–105) <ul style="list-style-type: none"> Warm-up: Independent starter <i>Fotonovela: Los coquíes en la casa</i> <i>Cultura: Los coquíes</i> 	29–31 32–33	5 m. 35 m. 10 m.	1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 4.2	Visual Presentation Audio Practice Workbook <i>Tu desafío</i>
9	To speak about furniture and objects in the home	Desafío 2 – Vocabulario (106–107) <ul style="list-style-type: none"> Warm-up: Independent starter Vocabulary: <i>Muebles y objetos de la casa</i> <i>Cultura: La Casa Blanca</i> 	34–36 37	5 m. 35 m. 10 m.	1.1, 1.2, 1.3, 2.2, 3.1, 4.2, 5.2	Audio Practice Workbook <i>Tu desafío</i>
10	To express existence	Desafío 2 – Gramática (108–109) <ul style="list-style-type: none"> Warm-up: Independent starter Grammar: <i>Expresar existencia. El verbo 'haber'</i> 	38–42	5 m. 45 m.	1.1, 1.2, 1.3, 3.1, 4.1, 5.1	Audio Practice Workbook

Day	Objectives	Sessions	Activities	Time	Standards	Resources / Homework
11	To say where things are	Desafío 2 – Gramática (110–111)) <ul style="list-style-type: none"> Warm-up: Independent starter Grammar: <i>Expresar lugar</i> Conexiones: <i>El Yunque</i> 	43–46 47	5 m. 35 m. 10 m.	1.1, 1.2, 1.3, 3.1, 4.1, 5.1	Practice Workbook <i>Tu desafío</i>
12	To integrate vocabulary and grammar	Desafío 2 – Comunicación (112–113) <ul style="list-style-type: none"> Warm-up: Independent starter Comunicación: Review main vocabulary and grammar 	48–50	5 m. 45 m.	1.1, 1.2, 1.3, 2.1, 4.2, 5.1	Audio Practice Workbook
13	To assess student proficiency	Desafío 2 – Evaluación (113) <ul style="list-style-type: none"> Warm-up: <i>Final de desafío</i> Quiz on <i>Desafío 2</i> 	51	30 m. 20 m.	1.2, 1.3	
14	To introduce Mosquito Bay and the third challenge	Desafío 3 – ¿Quién prende la luz? (114–115) <ul style="list-style-type: none"> Warm-up: Independent starter Fotonovela: <i>¿Quién prende la luz?</i> Cultura: <i>La Bahía de Mosquito</i> 	52–54 55	5 m. 35 m. 10 m.	1.1, 1.2, 1.3. 3.1, 3.2	Visual Presentation Audio Video Practice Workbook <i>Tu desafío</i>
15	To speak about household tasks	Desafío 3 – Vocabulario (116–117) <ul style="list-style-type: none"> Warm-up: Independent starter Vocabulary: <i>Las tareas domésticas</i> Conexiones: <i>Una encuesta</i> 	56–59 60	5 m. 35 m. 10 m.	1.1, 1.2, 1.3, 3.1, 5.1	Audio Practice Workbook
16	To express certain actions in the present	Desafío 3 – Gramática (118–119) <ul style="list-style-type: none"> Warm-up: Independent starter Grammar: <i>Verbos regulares en -ar. Presente</i> Cultura: <i>Asopao</i> 	61–64 65	5 m. 35 m. 10 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2	Practice Workbook <i>Tu desafío</i>
17	To express certain actions in the present	Desafío 3 – Gramática (120–121) <ul style="list-style-type: none"> Warm-up: Independent starter Grammar: <i>Verbos regulares en -er y en -ir. Presente</i> 	66–70	5 m. 45 m.	1.1, 1.2, 1.3, 3.1, 4.1, 5.1	Audio Practice Workbook <i>Tu desafío</i>
18	To integrate vocabulary and grammar	Desafío 3 – Comunicación (122–123) <ul style="list-style-type: none"> Warm-up: Independent starter Comunicación: Review main vocabulary and grammar 	71–73	5 m. 45 m.	1.2, 1.3, 5.1, 5.2	Audio Practice Workbook
19	To assess student proficiency	Desafío 3 – Evaluación (123) <ul style="list-style-type: none"> Warm-up: <i>Final del desafío</i> Quiz on <i>Desafío 3</i> 	74	30 m. 20 m.	1.2, 1.3	<i>Tu desafío</i>
20	To introduce the Río Camuy Caves	Desafío 4 – Las cuevas de Camuy (124–125) <ul style="list-style-type: none"> Warm-up: Independent starter Fotonovela: <i>Las cuevas de Camuy</i> 	75–77	5 m. 45 m.	1.1, 1.2, 1.3, 3.1, 4.1, 5.2	Visual Presentation Audio Practice Workbook
21	To express leisure activities	Desafío 4 – Vocabulario (125–127) <ul style="list-style-type: none"> Warm-up: <i>Las cuevas de Camuy</i> Vocabulary: <i>Actividades de ocio</i> 	78 79–83	5 m. 45 m.	1.1, 1.2, 1.3, 5.1	Audio Practice Workbook <i>Tu desafío</i>

Unit 2 Puerto Rico

Day	Objectives	Sessions	Activities	Time	Standards	Resources / Homework
22	To express an obligation and to express frequency	Desafío 4 – Gramática (128–129) • Warm-up: Independent starter • Grammar: <i>Expresar obligación</i>	84–88	10 m. 40 m.	1.1, 1.2, 1.3, 3.1, 4.1, 5.1	Audio Practice Workbook
23	To integrate vocabulary and grammar	Desafío 4 – Comunicación (130–131) • Warm-up: Independent starter • <i>Comunicación</i> : Review main vocabulary and grammar	89–91	5 m. 45 m.	1.1, 1.2, 1.3, 5.1	Audio Practice Workbook
24	To assess student proficiency	Desafío 4 – Evaluación (131) • Warm-up: <i>Final del desafío</i> • Quiz on <i>Desafío 4</i>	92	30 m. 20 m.	1.2, 1.3	
25	To integrate language in context	Todo junto (132–133) • Warm-up: Independent starter • <i>Todo junto</i>	93–95	5 m. 45 m.	1.2, 1.3, 5.1, 5.2	Audio Practice Workbook
26	To integrate language in context	El encuentro (133–135) • Warm-up: <i>Conexiones: Las casas de los indígenas de Puerto Rico</i> • <i>El encuentro: En el Viejo San Juan</i>	96 97–98	20 m. 30 m.	1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 5.2	Practice Workbook <i>Tu desafío</i>
27	To learn about Puerto Rican customs and traditions	Mapa cultural – Puerto Rico (136–139) • Warm-up: Independent starter • <i>Mapa cultural: Puerto Rico</i> • Read and complete activities	99–101	5 m. 5 m. 40 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 5.2	Video Practice Workbook
28	To learn about <i>El Morro</i>	Lectura – El Morro (140–141) • Warm-up: Independent starter • <i>Lectura: El Morro</i>	102–104	5 m. 45 m.	1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 5.1, 5.2	<i>Tu desafío</i>
29	To review vocabulary	Repaso – Vocabulario (142–143) • Warm-up: Independent starter • <i>Repaso: Vocabulario</i>	1–4	5 m. 45 m.	1.2, 1.3	Practice Workbook
30	To review grammar	Repaso – Gramática (144–145) • Warm-up: Independent starter • <i>Repaso: Gramática</i>	5–9	5 m. 45 m.	1.2, 1.3, 5.1	Practice Workbook
31	To create a guided tour of <i>La Casa Blanca</i>	Proyecto – La Casa Blanca (146–147) • Warm-up: Read project outline • Work on project		5 m. 45 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.2, 5.2	
32	To create a guided tour of <i>La Casa Blanca</i>	Proyecto – La Casa Blanca (146–147) • Warm-up: Read project outline • Work on project		5 m. 45 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.2, 5.2	
33	To create a guided tour of <i>La Casa Blanca</i>	Proyecto – La Casa Blanca (146–147) • Warm-up: Read project outline • Project presentations		5 m. 45 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.2, 5.2	
34	To assess student proficiency	Assessment • Autoevaluación (147) • Test on Unit 2		10 m. 40 m.	1.2, 1.3	

Lesson plans (90-minute classes)

Day	Objectives	Sessions	Activities	Time	Standards	Resources / Homework
1	To introduce Puerto Rico and Unit 2 and to discuss the challenge for each pair	Puerto Rico / La llegada (89–92) <ul style="list-style-type: none"> • Warm-up: Country orientation • Puerto Rico • Images and functions • Presentation of <i>En San Juan</i> • <i>Expresiones útiles</i> 	1 2–3	5 m. 10 m. 10 m. 30 m. 35 m.	1.1, 1.2, 1.3, 2.1, 2.2, 4.1	Visual Presentation Audio Video Practice Workbook
2	To introduce the first challenge and Old San Juan	La llegada / Desafío 1 – La casa más colorida (93–95) <ul style="list-style-type: none"> • Warm-up: Independent starter • <i>¿Quién ganará?</i> • Fotonovela: <i>La casa más colorida</i> • <i>Cultura: Las calles del Viejo San Juan</i> 	4–5 6–8 9	5 m. 45 m. 30 m. 10 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 5.1	Visual Presentation Audio Video Practice Workbook <i>Tu desafío</i>
3	To speak about the parts of a home; to speak about people, animals, places, and things	Desafío 1 – Vocabulario / Gramática (96–99) <ul style="list-style-type: none"> • Warm-up: Independent starter • Vocabulary: <i>La vivienda</i> • <i>Comunidades: Apartamento disponible</i> • Grammar: <i>Los nombres</i> • <i>Comparaciones: Los techos tropicales</i> 	10–12 13–14 15–18 19	5 m. 25 m. 15 m. 30 m. 15 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1	Audio Practice Workbook <i>Tu desafío</i>
4	To learn and use definite and indefinite articles, to integrate vocabulary and grammar, and to assess student proficiency	Desafío 1 – Gramática / Comunicación / Evaluación (100–103) <ul style="list-style-type: none"> • Grammar: <i>Los artículos</i> • <i>Comunicación</i>: Review main vocabulary and grammar • <i>Final del desafío</i> • Quiz on <i>Desafío 1</i> 	20–24 25–27 28	25 m. 25 m. 20 m. 20 m.	1.1, 1.2, 1.3, 3.1, 4.2, 4.2, 5.1, 5.2	Audio Practice Workbook
5	To introduce <i>coquies</i> and the second challenge, and to speak about furniture and objects in the home	Desafío 2 – Los coquies en la casa / Vocabulario (104–107) <ul style="list-style-type: none"> • Warm-up: Independent starter • Fotonovela: <i>Los coquies en la casa</i> • <i>Cultura: Los coquies</i> • Vocabulary: <i>Muebles y objetos de la casa</i> 	29–31 32–33 34–36	5 m. 30 m. 10 m. 45 m.	1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 4.2, 5.2	Visual Presentation Audio Practice Workbook <i>Tu desafío</i>
6	To express existence and to say where things are	Desafío 2 – Gramática (107–111) <ul style="list-style-type: none"> • Warm-up: <i>Cultura – La Casa Blanca</i> • Grammar: <i>Expresar existencia</i> • Grammar: <i>Expresar lugar</i> • <i>Conexiones: El Yunque</i> 	37 38–42 43–46 47	15 m. 30 m. 30 m. 15 m.	1.1, 1.2, 1.3, 2.2, 3.1, 4.1, 5.1	Audio Practice Workbook <i>Tu desafío</i>

Unit 2 Puerto Rico

Day	Objectives	Sessions	Activities	Time	Standards	Resources / Homework
7	To integrate vocabulary and grammar and to assess student proficiency	Desafío 2 – Comunicación/Evaluación (112–113) <ul style="list-style-type: none"> Warm-up: Independent starter <i>Comunicación</i>: Review main vocabulary and grammar <i>Final del desafío</i> Quiz on <i>Desafío 2</i> 	48–50 51	5 m. 35 m. 30 m. 20 m.	1.1, 1.2, 1.3. 2.1, 4.2, 5.1	Audio Practice Workbook
8	To introduce Mosquito Bay and the third challenge, and to speak about household chores	Desafío 3 – ¿Quién prende la luz?/Vocabulario (114–117) <ul style="list-style-type: none"> Warm-up: Independent starter <i>Fotonovela</i>: ¿Quién prende la luz? <i>Cultura</i>: La Bahía de Mosquito Vocabulary: Las tareas domésticas 	52–54 55 56–59	5 m. 35 m. 15 m. 35 m.	1.1, 1.2, 1.3, 3.1, 3.2, 5.1	Visual Presentation Audio Video Practice Workbook <i>Tu desafío</i>
9	To express certain actions using regular -ar verbs	Desafío 3 – Gramática (117–119) <ul style="list-style-type: none"> Warm-up and <i>Conexiones</i>: Una encuesta Grammar: Verbos regulares en -ar. Presente <i>Cultura</i>: Asopao 	60 61–64 65	20 m. 45 m. 25 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1	Practice Workbook <i>Tu desafío</i>
10	To express certain actions using regular -er, -ir verbs, and to integrate vocabulary and grammar	Desafío 3 – Gramática/Comunicación (120–123) <ul style="list-style-type: none"> Warm-up: Independent starter Grammar: Verbos regulares en -er y en -ir. Presente <i>Comunicación</i>: Review main vocabulary and grammar 	66–70 71–73	5 m. 40 m. 45 m.	1.1, 1.2, 1.3, 3.1, 4.1, 5.1, 5.2	Audio Practice Workbook
11	To discuss the end of the challenge and to assess student proficiency	Desafío 3 – Evaluación (123) <ul style="list-style-type: none"> Warm-up: <i>Final del desafío</i> Review main vocabulary and grammar Quiz on <i>Desafío 3</i> 	74	30 m. 40 m. 20 m.	1.2, 1.3	<i>Tu desafío</i>
12	To introduce the Río Camuy Caves, the fourth challenge, and to speak about leisure activities	Desafío 4 – Las cuevas de Camuy/Vocabulario (124–127) <ul style="list-style-type: none"> Warm-up: Independent starter <i>Fotonovela</i>: Las cuevas de Camuy Vocabulary: Actividades de ocio 	75–77 79–83	5 m. 40 m. 45 m.	1.1, 1.2, 1.3, 3.1, 4.1, 5.1, 5.2	Visual Presentation Audio Practice Workbook <i>Tu desafío</i>
13	To express an obligation and to express frequency	Desafío 4 – Gramática (128–129) <ul style="list-style-type: none"> Warm-up: <i>Cultura</i>: Las cuevas de Camuy Grammar: Expresar obligación 	78 84–88	30 m. 60 m.	1.1, 1.2, 1.3, 3.1, 4.1, 5.1	Audio Practice Workbook
14	To integrate vocabulary and grammar and to assess student proficiency	Desafío 4 – Comunicación/Evaluación (130–131) <ul style="list-style-type: none"> Warm-up: Independent starter <i>Comunicación</i>: Review main vocabulary and grammar <i>Final del desafío</i> Quiz on <i>Desafío 4</i> 	89–91 92	5 m. 40 m. 25 m. 20 m.	1.1, 1.2, 1.3, 5.1	Audio Practice Workbook

Day	Objectives	Sessions	Activities	Time	Standards	Resources / Homework
15	To integrate language and culture in context	Todo junto/El encuentro (132–135) <ul style="list-style-type: none"> • Warm-up: Independent starter • <i>Todo junto</i> • <i>Conexiones: Las casas de los indígenas de Puerto Rico</i> • <i>El encuentro: En el Viejo San Juan</i> 	93–95 96 97–98	5 m. 35 m. 40 m. 10 m.	1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 5.1, 5.2	Audio Practice Workbook <i>Tu desafío</i>
16	To create a guided tour of <i>La Casa Blanca</i> and to review vocabulary and grammar	Mapa cultural/Lectura/Repaso Vocabulario (136–143) <ul style="list-style-type: none"> • Warm-up: Read project outline • <i>Mapa cultural: Puerto Rico</i> • <i>Lectura: El Morro</i> • <i>Repaso: Vocabulario</i> 	99–101 102–104 1–4	5 m. 30 m. 25 m. 30 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 5.1, 5.2	Video Practice Workbook <i>Tu desafío</i>
17	To learn about Puerto Rican customs and traditions	Repaso Gramática/Proyecto (144–147) <ul style="list-style-type: none"> • Warm-up: Review project outline • <i>Repaso: Gramática</i> • Work on project 	5–9	5 m. 25 m. 60 m	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.2, 5.1, 5.2	Practice Workbook
18	To assess student proficiency	Proyecto/Assessment (146–147) <ul style="list-style-type: none"> • Project presentations • <i>Autoevaluación</i> • Test on Unit 2 		40 m. 10 m. 40 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.2, 5.2	

Unit 2 Puerto Rico

2 Una conversación

- Hola, Carlos.
–Hola, Juan. ¿Cómo estás?
–Bien. Mira, te presento a Felipe. Es mi hermano.
–Encantado, Felipe.
–Mucho gusto.
–Lo siento. Tengo que irme. Tengo clase de Inglés.
–Hasta luego, Carlos.
–Hasta luego, Juan. Adiós, Felipe.
–Adiós.

17 ¿Qué ves?

1. Mi profesora de Español se llama Ana.
2. Mis hermanos son muy altos.
3. Antonio Garcés es el profesor de Música.
4. Teresa, Ana y María son mis amigas.

25 Tiene un garaje...

–Andy, estoy en un apartamento muy bonito. Tiene una sala muy grande, una cocina, dos dormitorios y dos baños. ¡Ah! Y también tiene un garaje.

30 ¿Comprendes?

1. La casa de la señora García es muy bonita.
2. La señora García está en el dormitorio.
3. Las casas del Viejo San Juan son feas.
4. No hay un coquí en la estantería.
5. Hay un coquí encima de los libros.

35 Un hotel bonito

1. Tiene una bañera y dos lavabos.
2. Es muy bonito. Tiene mesas pequeñas y sillas, y también tiene flores.
3. Tiene dos mesitas de noche y una cama muy grande.
4. Tiene una mesa grande y seis sillas. Es grande y elegante.

40 La casa del abuelo Mack

Mi casa es pequeña. Hay dos dormitorios y dos baños. Tengo un jardín muy bonito. Hay muchas flores en primavera. En la sala no hay muchos muebles, pero hay un sofá muy bonito. Hay un garaje, ¡es muy grande!
¡Bienvenidos a mi casa!

48 La cocina de Ana García

1. El refrigerador está cerca de la ventana.
2. Hay un microondas.
3. La estufa está a la derecha del microondas.
4. Hay dos mesas al lado de la ventana.
5. El microondas está a la izquierda de la ventana.

54 Fotos de la bahía

1. Diana no comprende el enigma.
2. Las casas están lejos de la bahía.
3. Rita toca el agua.
4. La luz está dentro del agua.

57 Pistas

1. Mónica, hay mucha basura. Por favor, ¿puedes sacarla?
2. Los platos están sucios. ¿Puedes lavarlos, por favor?
3. Hija, estoy muy cansada. ¿Puedes pasear tú al perro, por favor?
4. ¡Huy, el suelo está muy sucio! ¿Puedes pasar la aspiradora?
5. Mónica, tu cuarto está muy desordenado. ¿Puedes ordenarlo?
¡Gracias!

68 Andy en casa

1. A las nueve, sacudo los muebles.
2. A las once y media, corto el césped.
3. A las dos, paso la aspiradora.
4. A las cuatro y media, barro el suelo.

71 ¿Quién pasea al perro?

1. Tim y Andy pasean al perro.
2. Rita abre la ventana.
3. Diana barre la sala.
4. Ana García y Tess barren la escalera.
5. Mack saca la basura.

77 Actividades de preparación

1. Tengo que leer la guía turística sobre Puerto Rico.
2. Tengo que llevar las botas.
3. Tengo que preparar un sándwich.
4. Tengo que apagar la luz.

79 Preferencias

–Tess, ¿cuáles son tus actividades de ocio? A mí me gusta usar la computadora.
–Yo también uso la computadora y escribo correos electrónicos.
–Y todos los días cuido a mi mascota y escucho música.
–Yo leo revistas y hablo por teléfono. Diana, tengo ganas de ver la televisión.
–¡Yo también tengo ganas de ver la televisión! ¡Te acompaño!

81 Conclusiones lógicas

1. María siempre hace sus tareas en casa. Pasea al perro, ordena la casa y lava los platos con frecuencia.
2. Andrés tiene muchos amigos y habla mucho por teléfono.
3. Ana tiene ganas de preparar un sándwich.

4. Felipe y Mateo pasean al perro en el parque, pasan la aspiradora y cortan el césped, pero no tienen ganas de ver la televisión ni de leer libros.

82 Los planes de Mónica

¡Tengo muchas cosas que hacer!

El sábado tengo que escribir correos electrónicos a Juan y a Carmen. Y tengo que escuchar el nuevo CD de Beyoncé.

A las ocho tengo que ver en la televisión la película *La máscara del Zorro* con mis amigas. Y después tengo que cuidar a mi gato y leer la revista *Tiempo*.

El domingo tengo que preparar los sándwiches para el picnic con mamá. También tengo que hablar por teléfono con el tío Carlos, porque es su cumpleaños.

Y por la tarde tengo que usar la computadora con papá para hacer las tareas de Ciencias.

¡Uff! ¡Tengo que hacer muchas cosas!

85 El fin de semana

1. Mi mamá y yo tenemos que usar la computadora.
2. Hay que preparar el almuerzo.
3. Papá tiene que cortar el césped.
4. Yo tengo que cuidar el perro.
5. Hay que ordenar la casa.
6. Papá y mamá tienen que limpiar la cocina.

89 Patricia y Tess no tienen tareas

–Hola, amor, ¿qué tal?

–Hola, querida. Todo bien, gracias. ¿Qué tal en Puerto Rico?

–Muy bien, gracias. Oye, Bill, ¿quién hace nuestras tareas en casa?

–¡Karen, David y yo! Ahora yo corto el césped.

–Bien. Hay que limpiar el garaje y lavar los platos. ¿Lo hacen Karen y David?

–Sí. Karen limpia el garaje y David lava los platos.

–Muy bien. ¿Y quién lava la ropa?

–David lava la ropa. Y yo saco la basura.

–Ok, muy bien. Gracias, cariño. ¡Hasta pronto!

–Adiós, querida.

93 El fin de semana de Janet y Tim

–Tim, ¿tú haces tareas en casa los fines de semana?

–Sí, claro. ¿Y tú?

–Sí. Todos los sábados paso la aspiradora.

–Yo no paso la aspiradora, pero casi siempre lavo los platos.

–Uff, yo también lavo los platos.

–Y yo a veces ayudo a mi padre a cortar el césped.

–¡Qué tarea! Yo no corto el césped, pero muchas veces cuido a nuestro perro. ¿Y por la tarde qué haces?

–Hago las tareas y escribo correos electrónicos a mis amigos.

¿Tú escribes correos electrónicos a tus amigos?

–No, pero hablo por teléfono con ellos todos los fines de semana.

The unit

■ The themes of this unit are housing and household chores. The four pairs meet their host, *Señora García*, in San Juan, Puerto Rico. The four pairs complete the following tasks related to Puerto Rican culture:

- *Desafío 1.* Andy and Janet have to find the most colorful house in Old San Juan.
- *Desafío 2.* Tim and Mack have to find six local frogs, or *coquíes*, and take a photo of them.
- *Desafío 3.* Diana and Rita have to solve a riddle related to the Bahía de Mosquito, a bioluminescent bay.
- *Desafío 4.* Tess and Patricia have to find a rare species of blind fish in the caves of Río Camuy, in the north of Puerto Rico.

Activities	Standards	Resources
Puerto Rico	1.1, 1.2, 2.1, 2.2	Video

Teaching suggestions**Warm-up / Independent starter**

- Using the pictures on this page as a reference, students should take a few moments to write what they already know about the island.
- They write down a short list of things they know about Puerto Rico and a second list of things they would like to learn about this Caribbean island.

Puerto Rico

- Puerto Rico is one of the islands of the Greater Antilles in the Caribbean. Since 1952, it is a commonwealth, or *estado libre asociado*, of the United States. Puerto Ricans are U.S. citizens, and do not require visas to enter the United States. San Juan is the capital city, and one of its most visited attractions is the fortress called *El Morro*. It was used to defend the city from pirates and privateers.
- The map of Puerto Rico provides a reference for the information on the locations presented in this section. Focus attention on Puerto Rico by asking students to say what they know about this island, its people, and its traditions. Elicit personal experiences related to Puerto Rico and its culture.

Puerto Rico

Desafíos en el Caribe

DESAFÍO 1

DESAFÍO 2

► **To identify and describe places**

Vocabulario
La vivienda

Gramática
Los nombres
Los artículos.
Concordancia del nombre

El coquí

► **To express existence and location**

Vocabulario
Muebles y objetos de la casa

Gramática
Expresar existencia. El verbo *haber*
Expresar lugar

El Viejo San Juan

88 ochenta y ocho

See a full Desafío, pages 53-61

The challenge**DESAFÍO 1****El Viejo San Juan**

Spain was the colonial power that ruled over Puerto Rico for close to five hundred years. The conquistadors left their mark on the administration and architecture of the island. The streets and buildings of Old San Juan date back to the 16th and 17th centuries. The city was founded in 1521 and named after John the Baptist, or *San Juan Bautista*. The colorful buildings along cobblestone streets are the characteristics that make this former colonial town memorable to visitors and vibrant to its inhabitants.

DESAFÍO 2**El coquí**

El coquí is a small frog that is named after the loud sound it makes. It is often considered the Puerto Rican national symbol because it is most commonly found in Puerto Rico and the nearby islands.



La bahía
bioluminiscente



► To express habitual actions

Vocabulario

Las tareas domésticas

Gramática

Verbos regulares en -ar

Verbos regulares en -er

y en -ir



► To express obligation or necessity

Vocabulario

Actividades de ocio

Gramática

Expresar obligación:

- *Tener que* + infinitivo

- *Hay que* + infinitivo

Adverbios de frecuencia



Las cuevas
de Camuy

ochenta y nueve 89

DESAFÍO 3

La bahía bioluminiscente

Bioluminescence is the light that comes from living creatures (from the Latin *lumen*, meaning “light”). There are many animals that give off light, such as fireflies. In a few places on Earth, given very special conditions, one is able to see light coming from the waters of the ocean and bays. Microorganisms that give off light use it as a defense mechanism. The motion in the water from a predator triggers the light, which in turn attracts bigger fish that eat the smaller ones that feed on microscopic organisms. It takes special equipment to photograph bioluminescence.

DESAFÍO 4

Las cuevas de Camuy

These caverns were formed by the Camuy River that flows through them. Untouched for centuries after the native Taino people used them, the caverns were re-explored in the 1950s. This underground river and cavern system is among the longest in the world. Underground rivers and cave systems have been explored less than those above ground because of the difficulties in reaching those areas and the dangers associated with underground exploration. A species of blind fish lives in the caves. If there is no light, fish have no use for eyes as sensory organs.

Picture discussion

- Use the photos to have students share any information they have on the four topics. Some general questions are:
 - What do you know about San Juan?
 - Have you heard of the *coquí* frog?
 - What do you know about bioluminescent bays?
 - What do you know about underground rivers?

El Viejo San Juan

- Ask students what they can tell about El Viejo San Juan based on the first photo. Are there any features that tell us about San Juan’s colonial heritage?

El coquí

- Ask the class to tell what kind of animal is in the photo. Does it seem big or small? Is this type of animal a likely choice to represent a tropical island? Ask students if they know what animal and flower are used as their state symbol.

La bahía bioluminiscente

- Can students name any other bioluminescent animals? What can students tell about this bay from the photo? Where is it located and what other animals could possibly live around this bay?

Las cuevas de Camuy

- Ask students to comment on the features of the caves that they can see in the photo. Has anyone explored above—or underground caves in the past? Can anyone explain why people may not explore underground caves as much as those above ground?

Objectives

- The overall objective of Unit 2 is for students to learn to talk about where they live and about daily household chores, as well as some activities done in their leisure time.
- By the end of the unit, students will be able to
 - Express existence (*there is/are*) of people and things as well as their location.
 - Talk about daily activities and household chores.
 - Express an obligation related to chores.
- To get started, ask students how they describe houses and other places people live. What are the types of words one uses to talk about places?

Presentation

- In this section, the pairs are in the Old San Juan, looking for the home of their hostess, *la señora García*.
- Students see vocabulary in context, with pictures and illustrations. Presenting new words directly in this manner helps students develop their Spanish vocabulary with background knowledge while engaging them with the text. You can preview the vocabulary before reading or watching the *fotonovela*, or review it afterwards.

Activities	Standards	Resources
Fotonovela	1.1, 1.2, 2.1, 2.2	Vis. Pres.
1.	1.2	

Teaching suggestions

Warm-up / Independent starter

- Introduce the topic and ask students to study the pictures and text in silence for a moment and write down the words they understand or already know.
- Students write five sentences about what they learned about *El Viejo San Juan* and Puerto Rico from the previous day's lesson.

Preparation

- Ask students to pay close attention to the video and audio sections to look for familiar vocabulary words, and to note how they are used.

 La fotonovela

Before viewing

- Ask a student to read the introduction. Point out the picture of *El Morro* to exemplify the types of forts built by the Spaniards to protect the city from pirate attacks as well as from other European naval powers.

While viewing

- Point out to students the soldiers' style of dress and their surroundings. Also, show students who the real Mrs. García is and ask them to keep her in mind as they go through the unit.

En San Juan



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.



90 noventa

Differentiated instruction

DEVELOPING LEARNERS

- In order to practice identifying nouns and adjectives, play a simple game with the class. One student calls out a word from this section. Then the class answers back if the word is a noun (*nombre*) or an adjective (*adjetivo*). You may also ask students if the noun or adjective is masculine (*masculino*) or feminine (*femenino*).

EXPANDING LEARNERS

- Ask students to work in pairs to write sentences with the following words and expressions from the presentation: *visitar una casa, pasea al perro, al lado del coquí, en El Morro, con jardín*.



Perdón. ¿Es usted la señora García?

No, no soy la señora García. Lo siento.

Yo soy Ana García. Estoy al lado del coquí. ¿Dónde están los participantes?



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



1 ¿Comprendes?

► **Une.** Match each question with the corresponding answer.

A

1. What place do the characters have to visit?
2. Where does Mrs. García live?
3. There are none of these in El Morro.
4. Where is Mrs. García?
5. Mrs. García does this every day.

B

- a. Pasea a su perro.
- b. Al lado del coquí.
- c. En una casa con jardín.
- d. El Viejo San Juan.
- e. Casas.

noventa y uno 91

After viewing

- Go through the captions one by one, having a different student read each one. Then ask students to make comparisons between the style of dress of the soldiers and our military. Do they wear the same style of clothing? Do our forts and bases look the same as *El Morro*?

Activities

1. Have the class go over the words in this activity and select the ones for which they know the Spanish or the English translation. Then they write the Spanish word next to each English translation. For example: *dónde* – *where*; *perro* – *dog*; *casas* – *houses*.

Answer key

1. 1. d 2. c 3. e 4. d 5. a

Additional resources

Fans Online activities
Practice Workbook

HERITAGE LANGUAGE LEARNERS

- Ask student to discuss why they believe the Spanish built forts such as *El Morro* to defend the port. Ask students to work in groups of three to write one paragraph with their reasons for the heavy fortifications in Puerto Rico.

TOTAL PHYSICAL RESPONSE (TPR)

- In order to receive maximum usage and practice of polite language, the class performs the following:
 - Point to students as they count off 1 to 5. All of the 1s represent the word *Perdón*, the 2s represent *Lo siento*, the 3s *¡Cuidado!*, the 4s *Gracias*, and the 5s *De nada*.
 - You read a paragraph containing these expressions, and every time students hear theirs, they raise their hands. Repeat it twice if time allows.

Presentation

- In this section, students learn expressions of courtesy. Presenting new expressions by grouping them into categories helps students develop their Spanish vocabulary.

Activities	Standards	Resources
Expresiones útiles	1.2, 4.1	
2.	1.2, 4.1	Audio
3.	1.2	
4.	1.1	
5.	1.1, 1.2, 1.3	

Teaching suggestions

Warm-up / Independent starter

- Ask students to study *Expresiones útiles* in silence for a moment and write down the words they remember.

Preparation

- Ask students to repeat each expression in the *Expresiones útiles* box after you, paying attention to pronunciation.

Activities

- Before playing the audio, preview in the following way:
 - Pronounce each expression. Ask students to repeat.
 - Ask students when they would use these expressions.
 - This is also an opportunity to add expressions such as *Con permiso*, *Por favor*, *Qué pena*, or *Lo lamento*.

If time allows, have students improvise conversations in pairs using *Expresiones útiles*.
- After students complete this activity, you may ask volunteers to act out each scenario.

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



► **Escucha y ordena.** Listen to the dialogue and write the letter of the sentences in the order you hear them.

- Lo siento. Tengo que irme.
- Adiós, Felipe.
- Mira, te presento a Felipe.
- Hola, Juan. ¿Cómo estás?

► **Une.** Match the expressions in the columns.

A

- Lo siento. Tengo que irme.
- Adiós, Felipe.
- Mira, te presento a Felipe.
- Hola, Juan. ¿Cómo estás?

B

- Juan introduces Felipe to Carlos.
- Carlos says he's sorry.
- Carlos says goodbye.
- Carlos says hello.

3 Expresiones

► **Relaciona.** Match each expression with the corresponding picture.

¡Cuidado!

Lo siento.

¡Mira!

Perdón.

A



B



C



D



92 noventa y dos

Differentiated instruction

DEVELOPING LEARNERS


- In order to practice basic greetings and introductions, ask students to form groups of three or four and introduce themselves to the rest of the students in the group.

EXPANDING LEARNERS

- Students can invent situations in which one or more of the *expresiones* would be used. In groups, they can write and act out a dialogue for each situation. For example:
 - Hola, llego tarde. Lo siento.*
 - No importa. Bienvenido.*
 - Gracias.*

¿Quién ganará?

4 Los desafíos

-  **Habla.** What will be the challenge for each pair? Think about this question and discuss it with your classmates.

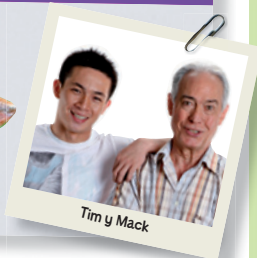
DESAFÍO 1



La casa más colorida

DESAFÍO 2

Los coquíes en la casa



DESAFÍO 3

¿Quién prende la luz?



DESAFÍO 4

Las cuevas de Camuy



5 Las votaciones

- Decide.** You decide. You will vote to choose the most difficult challenge. Who do you think will win?



noventa y tres 93

¿Quién ganará?

4. Have students look at the pictures and ask them which pair they think has to face the most difficult challenge. Elicit different answers. Remind students that:
1. Andy and Janet have to find the most colorful house in Old San Juan.
 2. Tim and Mack have to find *coquíes*.
 3. Diana and Rita have to solve a riddle.
 4. Tess and Patricia have to find a rare species of blind fish in the caves of *Río Camuy*.



AUDIO SCRIPT

See page 87K

Answer key

2. d, c, a, b.
▶ 1. b. 2. c. 3. a. 4. d.
3. a. Perdón.
b. ¡Mira!
c. ¡Cuidado!
d. Lo siento.
4. Answers will vary.
5. Answers will vary.

Additional resources

Fans Online activities
Practice Workbook

HERITAGE LANGUAGE LEARNERS

- Have students discuss the importance of being punctual in different social situations.
- Share with the whole class and identify similarities and differences.

SPECIAL-NEEDS LEARNERS

- To learn how to optimize this approach, ask students to get into groups of four and state in English the context or situation in which they would use the following expressions: *¡Cuidado!*, *¡Atención!*, *Perdón*, *Lo siento*.

DESAFÍO 2

Expresar existencia y lugar

Presentation

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

Activities	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*).

Los coquíes en la casa



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

Si.

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 1 el Viejo San Juan.
- ¿2 están los coquíes? ¿Están 3 de la escalera?
- ¡Abuelo, hay un coquí 4 la estantería! ¡Está 5 de los libros!

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.

Expresar existencia y lugar

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.



A

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

B

- a. al lado de la casa.
- b. en la cocina de Ana García.
- c. detrás de la escalera.
- 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

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.



AUDIO SCRIPT

See page 87K



CULTURA

Los coquíes

The sound the *coquí* frogs make at night is very distinct. The inhabitants of the island often say they miss the murmur of these creatures when they go to sleep if they move to other countries. Because of this, it is relatively easy to find recordings of the *coquíes* on the web.

Some students may relate to this if they grew up in rural areas where the sound of crickets or birds may fill the nights.

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

DESAFÍO 2

Vocabulario – Muebles y objetos de la casa

Presentation

- In this section, students will learn new vocabulary to talk about furniture and appliances, review the use of articles with nouns and practice gender and number agreements.

Activities	Standards	Resources
Vocabulario	1.2	
34.	1.1, 1.3, 5.2	
35.	1.2	Audio
36.	1.1, 1.2, 1.3	
37. Cultura	1.1, 1.2, 2.2, 3.1, 4.2	
Tu desafío	1.2, 3.1	

Teaching suggestions

Warm-up / Independent starter

- Have students rewrite each vocabulary term using indefinite articles instead of definite ones.

Preparation

- Ask students to scan the words in the pictures on the page to look for words they can understand (because they are similar in English or they learned them before).
- Write them on the board and review the concept of cognates and how they help learners acquire new vocabulary.
- Then read aloud the rest of the vocabulary words and ask students to repeat after each word is modeled. Point at each picture as you say the words with the class.

Activities

34. Remind students that articles must agree in gender and number with the nouns they modify.
37. In the *Cultura* section, students are asked to think about the value of learning about older buildings in order to preserve the history and heritage of a community.

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

Differentiated instruction

DEVELOPING LEARNERS

- To help students learn the gender of the vocabulary, and to review the use of articles, create a worksheet with short blanks in front of ten of the words in the vocabulary. Have students fill in the blanks working in pairs. Sample words: *baño, sofá, lavaplatos, microondas, televisor.*
- Explain that compound words such as *lavaplatos* and *microondas* are generally masculine and singular (*el*).

EXPANDING LEARNERS

- To help students learn the vocabulary, write four headings to four separate columns on the board *La sala, la cocina, el dormitorio, el baño.*
- Ask four students at a time to come to the board and each write one word from the vocabulary that corresponds to each category until there are four words under each heading.
- Have students include the article, indicating if each word is feminine or masculine.
- Then ask the class for other words they could add to each category and write them under each corresponding heading.

Vocabulario – Muebles y objetos de la casa

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.

37 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

HERITAGE LANGUAGE LEARNERS

- Have students go through the vocabulary list and put an alternative word for each vocabulary word and list others that are not mentioned.
- Then have students draw a picture of each room in the house and label the parts of the room.

CRITICAL THINKING

- In situations when many family members come to stay at one house, the living conditions can be unusual. People sleep in rooms that are not typical bedrooms, and gather in places where people don't usually gather.
- Going through the floor plan of a house tell where people could possibly sleep, gather, shower, cook, etc. For example: people would not cook in the *cocina*, but may use the grill in the *jardín*; people would not sleep in the *dormitorio* on a *cama*, but sleep in the *sala* on the *sofá*.

AUDIO SCRIPT
See page 87K

CULTURA

Juan Ponce de León

Juan Ponce de León was a Spanish explorer who may have accompanied Christopher Columbus on his second voyage to the New World. Ponce de León became the first Governor of Puerto Rico by appointment of the Spanish Crown. He is also famous for his exploration of Florida, the first-known European excursion there, as well as for being associated with the legend of the Fountain of Youth (*la fuente de la juventud*), which was said to be in Florida. He died in Cuba in 1521 from a wound caused by a poisoned arrow from the Calusa Indians in Florida.

Answer key

- 34.** Answers will vary. Sample answers:
- La sala: el estante, el sofá, la silla, la mesa.
 - El dormitorio: la cama, la mesita de noche, la cómoda, el armario.
 - La cocina: la estufa, el horno, el lavaplatos, el refrigerador.
 - El baño: el inodoro, la ducha, el lavabo, la bañera.
- ▶ Answers will vary.
- 35.** 1. b 2. c 3. a 4. d
- 36.** 1. La ducha está en el baño.
2. El refrigerador está en la cocina.
3. Las camas están en la habitación.
4. El carro está en el garaje.
5. Las sillas y la mesa están en la sala.
6. El microondas está en la cocina.
▶ Answers will vary.
- 37.** Answers will vary.

Additional resources

Fans Online activities
Practice Workbook

Gramática – Expresar existencia. El verbo *haber*

Presentation

- In this section, students will learn the use of the verb form *hay* to express there is/there are and how to use it as a negation: *No hay...* They also learn to use *hay* in questions.
- Students will also learn to ask how many people, animals, and things there are (*¿cuánto(a)?*, *¿cuántos(as)?*) as well as where they are (*¿dónde?*). They will learn about punctuation marks in Spanish and the opening (upside-down) question mark.

Activities	Standards	Resources
Gramática	3.1, 4.1	
38.	4.1	
39.	1.2, 1.3	
40.	1.2	Audio
41.	1.1, 1.3, 5.1	
42.	1.1	

Teaching suggestions

Warm-up / Independent starter

- Have students write the correct article and gender of the following nouns that end in letters other than *o* and *a*:
 - (la) pared
 - (el) garaje
 - (el) jardín
 - (el) microondas
 - (el) televisor
 - (el) refrigerador

Preparation

- Ask a student volunteer to read the presentation of the form *hay* of the verb *haber*. Point out that with *hay* one can use numbers to tell how many of an item there is or are (*¿Hay una o dos ventanas?*).
- That is why we can use *hay* with the question word *cuántos(as)* which means “how many”: *¿Cuántos estudiantes hay?*
- It is very similar to asking how many exist or are there, but *hay* does not tell us any more information (such as where the items are located).
- In order to tell someone where an item is, we use the question word *¿dónde?*: *¿Dónde hay una casa colorida?* We generally answer these questions with the preposition *en*.

Gramática

Expresar existencia. El verbo *haber*

La forma verbal *hay*

- In Spanish, the form *hay* is used to express existence. It is equivalent to *there is/are*.
Hay un dormitorio en mi casa. *Hay dos ventanas en la sala.*
- The Spanish form equivalent to *there isn't* or *there aren't* is *no hay*:
No hay dormitorios grandes. *No hay jardín en el hotel.*

Preguntas con *hay*

- To ask about the existence of something, use *hay*:
¿Hay garaje en la casa?

Answers usually include *Sí* or *No*:

- Affirmative: *Sí, hay un garaje pequeño.*
- Negative: *No, no hay garaje en la casa.*

- To ask how many people, animals, or things there are, use the question words *cuánto*, *cuánta*, *cuántos*, or *cuántas* followed by a noun and *hay*.
¿Cuántos dormitorios hay en la casa? *¿Cuántas salas hay en la casa?*

Notice that the question word agrees in number and gender with the noun.

- To ask where something can be found, use the question word *dónde* followed by *hay*:
¿Dónde hay un garaje?

Note: In Spanish, questions are punctuated with a question mark at the beginning (¿) and at the end (?) of the sentence.

- 38 Piensa.** How are questions punctuated in English? Which punctuation marks are used at the beginning and end of English sentences?

39 En la foto...

- **Escribe.** Write two sentences for each photo. In the first, write about one thing that appears in the photo; in the second, write about one thing that does not appear.



armario - cómoda



escalera - ascensor



lavaplatos - microondas



sofá - mesa

Modelo 1. *Hay una cómoda. No hay armario.*

108 ciento ocho

Differentiated instruction

DEVELOPING LEARNERS

- In pairs, ask students to take out some of the items in their book bags (*mochilas*) and place them on the table. They take turns telling what items are or are not on the table using *hay*: *Hay tres lápices. No hay bolígrafo.*

EXPANDING LEARNERS

- Have students work in pairs to formulate a dialogue using the floor plan of their own house with the verb *haber*.
 - Students draw a picture of the floor plan of their home.
 - They formulate questions such as *¿Qué hay en tu casa?* *¿Cuántos cuartos hay en tu casa?*
 - Finally, each partner responds to the question using the vocabulary.

40 La casa del abuelo Mack

▶ **Escucha.** Mack is describing his house. Listen and say whether these statements are true (*cierto*) or false (*falso*).

1. Hay tres dormitorios.
2. Hay tres baños.
3. Hay un jardín con muchas flores.
4. En la sala, hay un sofá muy bonito.
5. Hay un garaje grande.



41 En tu casa

▶ **Habla.** With a partner, write what is in this house, using complete sentences. Say how many there are of each thing. Can you list everything?

Modelo Hay dos dormitorios y una sala.



42 En tu salón de clase

▶ **Habla.** Choose four of the words in the box to describe your classroom, and ask a partner how many of them there are. Your partner will ask you about the remaining four. Answer in complete sentences.

sillas	relojes
televisores	profesores
puertas	chicas
chicos	ventanas

¿Cuántas pizarras hay en el aula?

Hay dos pizarras.



ciento nueve 109

Gramática – Expresar existencia.
El verbo *haber*

Activities

39. Extend this activity by having students form questions for each item using *¿dónde?*
1. *¿Dónde hay una cocina?*
 2. *¿Dónde hay un dormitorio?*
40. To prepare students for this activity, review some vocabulary words and numbers.
42. You may want to have students work in pairs and go around the classroom pointing at each item. One student asks the question and the other points at the item as they give their answer.



AUDIO SCRIPT

See page 87K

Answer key

38. ? ; “ ” and ().
39. Answers will vary.
40. 1. Falso
2. Falso
3. Cierto
4. Cierto
5. Cierto
41. Answers will vary.
42. Answers will vary.

Additional resources

Fans Online activities
Practice Workbook

HERITAGE LANGUAGE LEARNERS

- There are two useful expressions in Spanish that use the verb form *hay*. *No hay de qué* is used when someone thanks you, and it means *you are welcome*. *No hay problema* means “no problem” or “sure” and can be used after someone asks for a favor.
- Ask students to decide which expression they would use in each of these situations:
 - Andy helps Janet walk on the cobblestoned streets of Old San Juan and she thanks him. What would Andy say?
 - You walk into a café in San Juan and ask if you may use the bathroom. What would the server say?

MULTIPLE INTELLIGENCES:

Bodily-kinesthetic intelligence

- In order to present the class with bodily-kinesthetics, ask for all of the students to stand at their seats.
 - If you make a true statement about their surroundings, they remain standing.
 - If you make a false statement, they sit down.
 - If you make a statement that could be both true or false, then students turn around one time in a circle.

Gramática – Expresar lugar

Presentation

- In this section, students learn the words and expressions used to express the location of people and things using the verb *estar*.
- Students should be able to ask where something or someone is, and answer using adverbs of place or prepositional phrases indicating where something or someone is in relation to something or someone else.
- Students learn about the tropical rainforest in Puerto Rico.

Activities	Standards	Resources
Gramática	3.1, 4.1	
43.	4.1	
44.	1.1	
45.	1.3	
46.	1.3, 5.1	
47. Conexiones	1.1, 1.2, 3.1	
Tu desafío	3.1, 3.2	

Teaching suggestions

Warm-up / Independent starter

- In order to compare the furniture in a hotel with what one finds in a house, ask students to write two headings: *En un hotel* and *En una casa*.
- Students write four sentences in Spanish, two affirmative and two negative, under each heading using the words and expressions from the previous lesson. For example: *En un hotel no hay un lavaplatos*.

Preparation

- In preparation for this grammar lesson on locations, ask students to recall what questions were asked in the *fotonovela* when Tim and Mack were looking for *coquíes*. Remind them that Mack asked *¿Dónde están los coquíes?*
- Write the question on the board and have students look up the answers.
- Then write the answer on the board: *¡Hay un coquí en la estantería! ¡Está encima de los libros!*

Gramática

Expresar lugar

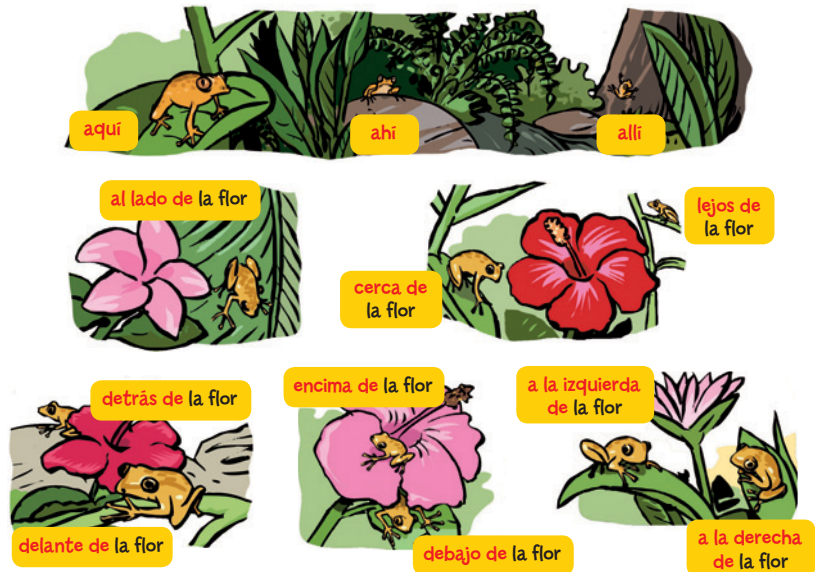
La construcción *estar en*

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

Adverbios y expresiones de lugar

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

¿Dónde están los coquíes?



Remember these contractions:

a + el = al

El coquí está al lado de la flor.

de + el = del

El coquí está encima del libro.

43

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

110 ciento diez

Differentiated instruction

DEVELOPING LEARNERS

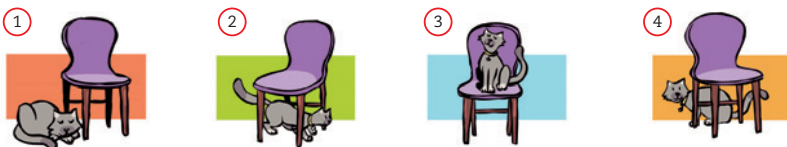
- For more practice listening and writing using the vocabulary for parts of a house and furniture, do a dictation activity in class.
- Ask students to write the numbers 1–5 on a piece of paper in preparation for a dictation of five sentences in Spanish.
- At the end, have students switch papers with a partner, then write the correct answers on the board so that students can verify their partner's answers. Then ask students to return the sheets to the original writers.

EXPANDING LEARNERS

- Draw a picture of a house with its different rooms. Then ask students to tell you what rooms are next to each other: *La cocina está al lado del comedor.*
- Then expand the activity with two new phrases to express where something is located: *está a la izquierda de (del, de la), está a la derecha de (del, de la)*. You may also add the words *arriba* and *abajo*.

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*.

Modelo El televisor está lejos del sofá.



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

El Yunque

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

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



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



ciento once 111

HERITAGE LANGUAGE LEARNERS

- Spanish speakers and students often wonder what the difference is between *allá* and *allí*. Explain that they both mean “over there” and either word can be used. Ask students to think of three situations in which they would use the words *allá* or *allí*.

TOTAL PHYSICAL RESPONSE (TPR)

- Have students get in groups of four and write sentences with *al lado de* using their classmates and the vocabulary. For example: *Carlos está al lado de Mary.*
- Ask one person from each group to read aloud the group's sentences while students try to rearrange themselves into the locations which they hear: *Carlos está al lado de Mary.* (Carlos would then move next to Mary.)

Activities

- Divide the class into pairs and ask each student to alternate between asking questions and giving a response.
- Go over the photo with the class and ask if there are questions about the vocabulary.
- For this activity, students may need to consult an encyclopedia, or search for information online.



CONEXIONES: CIENCIAS SOCIALES

El Yunque

El Yunque National Forest runs through the center of the island of Puerto Rico. It is commonly known as only *El Yunque*, a Spanish approximation of the Taino word *Yu-ke*, which experts think means “White Lands.” To Spaniards, however, the lightning storms that occur there reminded them of the sound of a giant hammer hitting an anvil (*yunque* in Spanish).

Answer key

- English has many contractions such as *it's*, *isn't* (*is not*), *doesn't*, *didn't*, *wasn't* and *won't*. They are optional as opposed to Spanish, where they are mandatory.
1. El gato está a la izquierda de la silla.
2. El gato está debajo de la silla.
3. El gato está encima de la silla.
4. El gato está detrás de la silla.
- Answers will vary.
- Answers will vary.
- Some animals one might find in a tropical forest are insects and tropical birds. Warm temperatures.

Additional resources

Fans Online activities
Practice Workbook

Presentation

- In this section, students will put into practice what they have learned in *Desafío 2*. They will listen to a conversation between Tim and Andy, read a postcard from Tess to Marisa, and talk with a partner about the furniture in a living room using the verb *estar* and the words used to express location.

Activities	Standards	Resources
48.	1.2	Audio
49.	1.2, 1.3, 2.1, 4.2, 5.1	
50.	1.1	
51. Final del desafío	1.2, 1.3	

Teaching suggestions

Warm-up / Independent starter

- To practice the words to tell location from the previous lesson, ask students to write six sentences in Spanish using the words and expressions from the *Gramática* and the *Vocabulario*.
- Students use objects in the classroom for which they know the names, such as *el profesor, el bolígrafo, la ventana, la puerta, los estudiantes*, and *el techo*. For example: *Los estudiantes están delante del profesor.*

Preparation

- Remind students that the goal in this section, *Comunicación*, is to use as much of the material studied to be able to read, listen, speak, and write in Spanish. They should keep in mind the objective to be able to express their ideas in Spanish using the vocabulary and grammar they have studied.
- Remind students to make the most out of each activity, reading out loud whenever possible and paying attention to pronunciation. They should check the written activities for spelling and use the dictionary.

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...

Differentiated instruction

DEVELOPING LEARNERS

- Find an image of a room, house, or floor plan. Have students complete the following table about the items they see.

Ítem	¿Qué hay?	¿Dónde está?
el sofá	Hay un sofá.	Está al lado de la ventana.

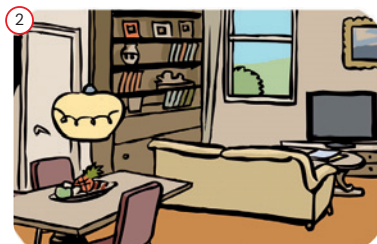
EXPANDING LEARNERS

- In order to give students a review of the *Gramática* in this *Desafío*, have students work on the difference between *hay* and *está*.
- Students complete sentences using the following model:
 - *En la casa de la Sra. García hay ...*
 - *El/los/la/las ... está(n) en (al lado de/ debajo de/ encima de) ...*
- Then have them create five sentences like the model.

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.

ciento trece 113

HERITAGE LANGUAGE LEARNERS

- Students often have difficulty distinguishing between the uses of *hay*, *tiene*, and *está*.
- Create some situations where students describe streets, houses, and people and ask students to answer the questions *¿Dónde está(n)?*, *¿Qué hay?*, *¿Qué tiene(n)?*
- Encourage a discussion on the uses of *hay* versus *tiene* and *está*.

COOPERATIVE LEARNING

- To help students learn vocabulary from each other, have students draw a floor plan of their ideal home, complete with furniture.
- Ask them to switch the images of the ideal home with a classmate. Then each student has to explain the ideal home of his or her classmate: *En la casa ideal de Javier hay...*

Activities

49. Ask students to pay attention to the greetings in the postcard. They should use them when they write their own card. Verify correct use of vocabulary, adjectives, and verbs.

Encourage students to make a collage. You can turn this into a class project by asking the class to bring in clippings of parts of houses and apartments. Provide glue and posterboard and allow fifteen minutes to create the collages in groups of three or four. You can also assign this as homework.

Remind the class to include negative sentences such as *No hay un ático*.



AUDIO SCRIPT

See page 87K

Answer key

48. 1. Falso 4. Falso
2. Cierto 5. Cierto
3. Falso
49. Answers will vary. Sample answer:
En mi casa hay cinco garajes.
También hay un ascensor y tres pisos.
No hay un sótano.
50. Answers will vary. Sample answer:
Dibujo 1: cuatro sillas, dos sofás, la televisión y el cuadro a la izquierda, la ventana a la derecha.
Dibujo 2: dos sillas, un sofá, la ventana a la izquierda, la televisión y el cuadro a la derecha.
51. 1. está 5. en
2. hay 6. en
3. debajo del 7. refrigerador
4. en/ dentro de 8. jardín

Additional resources

Fans Online activities
Practice Workbook

Presentation

- In this section, students will learn more about Puerto Rico and its pre-Columbian heritage. They also read about the life of an inhabitant from colonial times.
- Students will integrate the language objectives from all four *Desafíos* in Unit 2.

Activities	Standards	Resources
93.	1.2	Audio
94.	1.2, 1.3, 3.1	
95.	1.3, 5.1, 5.2	
96. Conexiones	1.2, 1.3, 2.2, 3.1, 3.2	

Teaching suggestions

Warm-up / Independent starter

- Have the students complete this sentence.
En mi casa no hay...

Preparation

- In order to prepare the class to consider the historical impact of the colonial experience in Puerto Rico, ask students to reflect on the impact of the arrival of Juan Ponce de León in the New World.
- He arrived in 1508, after seeing the island in 1493 while traveling with Christopher Columbus. What would one expect to find on the island?

Activities

95. Require students to use at least two activities for each of the three days. When finished, tell students to put their pictures and captions in the order in which the activities occur, labeled *Día uno*, *Día dos*, and *Día tres*. Have students decorate a front and a back cover for their photo diary before presenting them to the class.
96. Ask students to skim the passage and look for familiar words or cognates. Point out that some of the words are from the original inhabitants of the island. Have them list the words and write a definition according to the reading.

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.

- ¿Quién escribe el diario?
- ¿Cómo es la casa?
- ¿Dónde está la casa?
- ¿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.

132 ciento treinta y dos

Differentiated instruction

DEVELOPING LEARNERS

- To visually reinforce the vocabulary for the parts of a house (and the information about the house presented in the reading), you may want to ask students to draw the layout of the rooms as they imagine it based on the description in the diary.

EXPANDING LEARNERS

- Have students write a letter back to the author of the diary. They can write it from the point of view of a *Taino* adolescent who lives in a *bohío*. (Information found in the *Conexiones* reading.) What kind of information would they exchange?

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.** Answer the questions.

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.

ciento treinta y tres 133

HERITAGE LANGUAGE LEARNERS

- Ask students to come up with a new task to suggest for a future team in Puerto Rico. Students can research other features of the culture on the island and present their proposals to the class.

CRITICAL THINKING

- Have students think, pair, and share (first think alone to generate hypotheses, then pair with a partner to discuss viewpoints, and finally share with the class) about the following prompt.
- Taking the four tasks into consideration, what might a Puerto Rican person think about the challenges chosen for this unit? What do the challenges show about Puerto Rican culture and heritage? Are there any aspects of Puerto Rican culture that aren't included that a native Puerto Rican might want included?



AUDIO SCRIPT

See page 87L



CONEXIONES: ARQUITECTURA

Las casas taínas

The *Taínos* used mainly plants and wood to build their houses in order to keep them cool in the tropical heat. Their houses were similar to North American tepees, but animal skins were impractical in the heat. There also were very few large mammals to be found on the island, so skins were rare. Beds and furniture were made of cotton or large, smooth leaves, and they constructed woven hammocks, seats, and cradles for their babies.

Answer key

93. Janet: 1, 2, 4, 6.
Tim: 2, 3, 5.
94. 1. Este diario es de la sobrina de Juan Ponce de León.
2. La casa es cómoda.
3. La casa está lejos de la bahía.
4. Barren el suelo, cocinan, lavan los platos y limpian la casa.
95. Answers will vary.
► Answers will vary.
► Answers will vary.
96. Answers will vary. Sample answers:
1. Esta foto es de un bohío. Porque es de forma circular.
2. Hay pocos muebles dentro de la casa. Una familia vive allí.
3. Sacudir los muebles, barrer el piso y ordenar la casa.

Additional resources

Fans Online activities
Practice Workbook

El encuentro

Presentation

- The pairs, who have brought proof of their tasks, meet back in Old San Juan. This encounter serves as a context for reviewing the vocabulary and grammar learned in Unit 2. Students will decide who wins the challenge in Puerto Rico.

Activities	Standard	Resources
Fotonovela	1.2, 2.2	
97.	1.1, 1.3	
98.	1.1, 5.2	

Teaching suggestions

Warm-up / Independent starter

- Ask students to remember what happened in the four challenges, and write what they think the characters might say when they get to Old San Juan.

Preparation

- Ask students to get into four groups according to the pair they voted for as the winners of the challenge in Puerto Rico. They should write a brief summary of the task, where it took place, who took part, and how everyone was feeling.

La fotonovela

- Ask students to study the pictures. Let them read individually and then share their impressions with the class.
- Have students write the names of the different characters and how they feel or what they have achieved.
- Assign pairs of students one of the four scenes to act out for the class. They can create their “photo” by illustrating it on a card or small posterboard.

Activities

97. Divide the class into pairs and ask each to read the captions together. You may want to review question words with the class. They may use the dictionary to prepare the interviews.

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?



134 ciento treinta y cuatro

Differentiated instruction

DEVELOPING LEARNERS

- In groups, students write a short dialogue between one of the pairs. They remember what the pairs had to do in their challenge and write it down.
- The different groups share with the class.

EXPANDING LEARNERS

- To reinforce conjugation, ask students to report what the characters say in the *fotonovela*, changing the first person to the third person.
- Let more confident students begin talking and elicit responses from less confident students.

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.



ciento treinta y cinco 135

HERITAGE LANGUAGE LEARNERS

- Ask students to write a blog of eight to ten sentences expressing how they feel about the tasks the characters had to do in this unit, and a description of the tasks they do at home.

COOPERATIVE LEARNING

- After students have completed the unit, ask the class to talk in small groups about what they have learned. Have students write the areas in which they need improvement, so they can concentrate on those areas during the review.

Answer key

97. Answers will vary.
98. Answers will vary.

MAPA CULTURAL

Puerto Rico

Presentation

- This section presents Puerto Rico through facts and physical features so learners can see the country from other perspectives.
- The map of Puerto Rico serves as a reference point for the readings and the activities.

Activities	Standards	Resources
Mapa cultural	1.2, 2.1, 3.1, 5.2	Video
99.	1.1, 3.1, 5.2	
100.	3.1, 5.2	

Teaching suggestions

Warm-up / Independent starter

- Students compare the map of Mexico from Unit 1 with the map of Puerto Rico. They write five sentences with ideas about possible similarities and differences between Mexico and Puerto Rico.

Preparation

- Project a map of Puerto Rico as students read the opening text. Use a pointer to link each sentence to the map.
- Write the words *archipiélago* and *isla* on the board and ask students to say what an archipelago is (a group of islands) and to look up the definition of an island (land surrounded by water on all sides). What body of water surrounds Puerto Rico?
- Ask students to read the two speech bubbles. Point out that the word *ciudadano* (citizen) comes from *ciudad*.
- Ask students to think about the school systems in Puerto Rico. Do they think that Puerto Rican children are required to learn the same lessons as American children since all Puerto Rican citizens are also United States citizens? How would the Puerto Rican curriculum be similar and different to that of the United States?

MAPA CULTURAL



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?



Sí, por eso los puertorriqueños son ciudadanos estadounidenses.

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.

136 ciento treinta y seis

Differentiated instruction

DEVELOPING LEARNERS

- You may want to help students understand the map and the information on the page by bringing books or using the Internet to find information.
- Ask them to find specific things on the map or the resources they have available. Let them work in groups and give them support when needed.

EXPANDING LEARNERS

- On the board, list six important cities of interest in Puerto Rico (such as Mayagüez, Río Piedras, and Cayey) as well as six famous Puerto Rican landscapes (such as the *Laguna del Condado*, *Isla Verde Beach*, and *El Yunque*).
- Ask students to relate what they have seen about Puerto Rico so far with these places. Ask them to compare and contrast them with places they are familiar with in the continental United States.

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) Playa de Samaná en la República Dominicana.

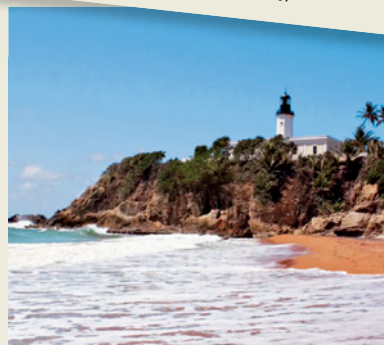
2. Las Antillas

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).



(1) Pequeñas islas del Caribe.



(3) Playa de Faro Maunabo en Puerto Rico.

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?

ciento treinta y siete 137

HERITAGE LANGUAGE LEARNERS

- Students who can read some Spanish can most likely find different research sources for the activities on this page than students who are searching only in English.
- These students can share with the class any research sources or pieces of information that they find that are only available in the Spanish language.

COOPERATIVE LEARNING

- Puerto Rico is comprised of three main islands, including Culebra and Vieques, which are popular tourist destinations.
- You may want to ask students to work together and find information about the history of Culebra, Vieques, and the former naval bases on both islands. Why were these bases of strategic importance? Why did the U.S. Navy close each base?

Activities

99. Inquire if students have learned about geographical descriptions in other classes such as social studies or geography. You may want to ask what constitutes a continent, and remind them that it is a large landmass; the term is used to describe seven regions on Earth, from Asia, the largest, to Australia, the smallest continent. An island is defined as a landmass surrounded by water on all sides. The reason Australia is classified as a continent rather than an island is more by convention than by definition. If an island is surrounded by water on all sides, then what is a peninsula? What is an archipelago?

One suggestion to stimulate a conversation is to ask students to compare what the difference might be between living on a small island and on a large one.

Review the words *norte*, *sur*, *este*, and *oeste*. Remind students to use *al* before these words.

100. Have students copy the chart onto a sheet of paper and fill in the answers based on the reading.

Answer key

99. Costa Rica
Jamaica, Cuba
Puerto Rico
► Answers will vary.
100. Antillas. Spanish, French, English and Dutch.
► Answers will vary. Sample answer:
Many languages are spoken in the Caribbean because of the different colonial powers that settled the region.

Additional resources

Fans Online activities
Practice Workbook

MAPA CULTURAL

Puerto Rico

Presentation

- In this section, students expand their knowledge and awareness of the culture of Puerto Rico. They learn about the capital, San Juan, as well as about a typical dance/music and its performers (salsa). They also expand their knowledge of the *coquí* and its habitat.
- In addition, students read about famous personalities from Puerto Rico.

Activities	Standards	Resources
Mapa cultural	2.1, 2.2, 3.1, 5.2	Video
101.	1.3, 2.1, 2.2, 3.1, 5.2	

Teaching suggestions

Warm-up / Independent starter

- Ask students to write five sentences about what they learned in the first *Mapa cultural* regarding the islands of the Caribbean and Puerto Rico. What languages are spoken in the region? What lies to the north, south, east, and west of Puerto Rico?

Preparation

- Review the photos with the class. Point out to the class that there are pictures of *San Felipe del Morro* in the next section (*Lectura*), as well as an aerial illustration with details of the fort.
- *El Yunque* is the only rainforest in the National Parks register in the United States. In what ways is it an important resource for this tropical island?

Activities

- 101.** Give an introduction to this activity to prepare the class for the research on these famous names of Puerto Rican culture. Some are artists, such as Willie Colón, Ricky Martin, Benicio del Toro, and Giannina Braschi. Luis Muñoz Marín was a politician, and Hiram Bithorn was a baseball player.

MAPA CULTURAL Puerto Rico



(1) Muralla del Viejo San Juan.



(1) El Viejo San Juan.

1. El Viejo San Juan

Old San Juan is the traditional center of the capital of Puerto Rico. It is surrounded by historic walls, and is full of cafés, art galleries, squares, and churches.

2. El bosque tropical El Yunque

In the northeast of Puerto Rico lies the tropical rainforest known as *El Yunque*. Many exotic species live there; for example, the *coquí*, the symbol of Puerto Rico.



(2) El Yunque.

138 ciento treinta y ocho

The Hispanic world

Old San Juan

The old capital city has an approximate population of 438,000 inhabitants. After all the restoration work that was done for the 500th anniversary of Columbus' voyage, it is a very interesting city to visit. The original town, Old San Juan, was founded in 1521 and is the oldest capital in the United States. It sits on a small peninsula facing the Atlantic Ocean.

It is very pleasant to visit Old San Juan today, with stores, restaurants, and cafes along its cobblestone streets. There are signs along the ramparts of the walled city, giving visitor information and maps of the local sights.

The Yunque rainforest

The Yunque Caribbean National Forest lies in the northeastern mountains and has an extension of 28,000 acres. *El Yunque* is the only tropical rainforest in the U.S. National Forest System. It holds over 240 different species of trees. *El Toro* is the highest peak in the forest at 3,532 feet.

The Spanish built viewing towers to sight ships in the distance approaching the island. One can still climb these towers today to see the magnificent panoramic views of the mountains and the coastal lowlands.

3. La salsa, la esencia de Puerto Rico

Salsa is a style of Latin music that is very popular both in Puerto Rico and in the United States. Important salsa bands from Puerto Rico include *El gran combo de Puerto Rico* and *La sonora ponceña*. These bands mix Caribbean and African rhythms with American jazz music.



(3) Festival de salsa en Puerto Rico.

4. Los Estados Unidos y Puerto Rico

Puerto Rico is a commonwealth (a self-governing unincorporated territory) of the United States. Many Puerto Ricans, such as singer and actress Jennifer Lopez and baseball player Roberto Clemente, have had an impact on popular U.S. culture.



(4) La cantante Jennifer Lopez.

101 Puertorriqueños famosos

► **Escribe.** Find more information on these famous Puerto Ricans. Use the questions below to guide your research.

Willie Colón

Ricky Martin

Benicio del Toro

Hiram Bithorn

Luis Muñoz Marín

Giannina Braschi

- Where were they born? What is their background?
- Why are they famous?
- What are their most important contributions to Puerto Rican culture?



► **Habla.** Present one of these people to the class. Use the information you found.

ciento treinta y nueve 139

Salsa

Salsa is a musical genre popularized by Cuban and Puerto Rican performers in the twentieth century during the 1960s and 1970s.

The style was popular among Cuban and Puerto Rican immigrants in New York City, and its popularity spread all over the world, including Japan, where concerts sell out.

Some famous Puerto Rican salsa performers are Tito Puente (1923–2000), Eddie Palmieri (born in 1936), and Ray Barreto (1929–2006). The word *salsa* means “sauce,” which reflects the mix of flavors that come into play in this style of music.

Puerto Ricans and the United States

Puerto Ricans not only include people born on the Caribbean island but also those born and raised in the United States. The immigrant population from Puerto Rico in the United States is sometimes referred to as *New Yoricans* (or *Nuyoricans*) because a large percentage of the immigrants have come to live and work in New York.

Most Puerto Ricans are descendants of Europeans, *Táinos*, and Africans. Puerto Rican culture reflects this mix in its cuisine, its music, its language, and its spiritual practices.

Answer key

101. Answers will vary.

- *Willie Colón* (born in 1950). Famous trombone player.
 - *Ricky Martin* (born in 1971). Famous Puerto Rican pop singer.
 - *Benicio del Toro* (born in 1967). Famous Puerto Rican actor and producer.
 - *Hiram Bithorn* (1916-1951). Puerto Rican pitcher who became the first baseball player from Puerto Rico to play Major League Baseball.
 - *Luis Muñoz Marín* (1898-1980). Puerto Rican politician.
 - *Giannina Braschi* (born in 1953). Well-known poet, novelist, and essayist, credited with writing the first Spanglish novel (*YO-YO-BOING*).
- Answers will vary.

Additional resources

Fans Online activities
Practice Workbook

Unit 2

LECTURA

El Morro

Presentation

- In this section, students will learn to identify key concepts while scanning a reading in Spanish in order to optimize their understanding of the text.
- The strategy of identifying key concepts can be combined with the Unit 1 reading strategy (identifying cognates) in order to pre-read a text with better focus and clarity.
- Students read about one of the most visited historical sites in Puerto Rico: *El Morro*. Construction on this fort began in 1539, and in 1983 it was declared a World Heritage Site by the United Nations. Students learn about its history and architecture.

Activities	Standards	Resources
Lectura	1.2, 2.2, 3.1, 3.2	
102.	1.1, 1.2, 1.3, 3.1	
103.	1.2	
104.	1.3, 3.1, 5.1, 5.2	
Tu desafío	1.2, 3.1, 5.2	

Teaching suggestions

Warm-up / Independent starter

- Students scan the reading for cognates. They write a list of six words. Some possible answers include *favorito*, *castillo*, *defender*, *ataques*, *túneles*, and *rampas*.

Preparation

- Before reading this passage, point out the Reading Strategy feature to the class. Ask what strategies they have previously learned and review the concept of familiar words, or cognates.
- Discuss the new strategy and review what key concepts are. Point to the headings and titles on the page and explain to students that they will read a blog by a 16-year-old Puerto Rican named Ricky.
- Go over the illustrations and photos. What do they tell us about the reading?
- Read the passage in class and ask volunteers to point out the key concepts.

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.

140 ciento cuarenta

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.

Differentiated instruction

DEVELOPING LEARNERS

- In order to review words to express location using the verb *estar*, have students ask each other where each part of the fort is located in relation to the others.

EXPANDING LEARNERS

- In order to facilitate a better understanding of the defensive purpose of *El Morro* and its design, point out the picture of the *garita* or fortified observation tower.
- Ask students to devise some theories as to the purpose of the observation posts and the reasons for its design. What were soldiers looking out for? Why were guards in an enclosed tower?
- Stimulate a discussion about the photo of *El Morro* and the purpose of its design.

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.



Fuerte de San Jerónimo
(San Juan).



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

ciento cuarenta y uno 141

HERITAGE LANGUAGE LEARNERS

- Explain to the class that similar Spanish fortifications of the 17th and 18th centuries can be found in Cuba, St. Augustine (Florida), Santo Domingo (Dominican Republic), Veracruz and Acapulco (Mexico), Portobello and Panama City (Panama). These fortifications proved to be effective most of the time.
- Ask groups of students to come up with the main reasons for building strong fortifications along the Caribbean.
- If time allows, ask groups to research and give a brief presentation on these forts. How do they compare with El Morro?

SPECIAL-NEEDS LEARNERS

- Visual aids are useful to most students because they help support other means of retaining new information and making connections with the ideas presented in a reading.
- Encourage students to complete the task assigned in *Tu desafío* and create posters with photos that illustrate *El Morro* and other similar forts.
- You can ask the class to help generate a list of websites that have good resources for this project.

Activities

- 102.** Have students read the whole passage first before completing this activity. Then they should copy the chart headings on a piece of paper and put the model as their first entry.
- 103.** This true-or-false activity encourages students to look for details in the text.



CULTURA

El Morro

There are many forts similar to *El Morro* throughout the Caribbean, but the width of the walls and the height of the building (six levels) makes *El Morro* one of the most impressive examples of this type of construction from the Age of Exploration. For this reason it was designated a World Heritage Site by the United Nations in 1983. Because students may not be familiar with World Heritage Sites, ask them to look up other such sites online. Have them brainstorm the types of qualities one might find in a World Heritage Site.

Answer key

- 102.** Answers will vary.
- 103.** Ciertas: 2, 3.
- 104.** Answers will vary.

Additional resources

Fans Online activities

REPASO

Vocabulario

Presentation

- In this section, students will review the vocabulary presented in Unit 2—the words and expressions related to housing, living spaces, and furniture.
- In addition to new nouns, students will go over the new verbs or actions related to household chores and leisure-time activities.
- Activities are organized by *Desafío* to help reference the section of the unit where the material is presented.

Activities	Standards	Resources
1.	1.2	
2.	1.2, 1.3	
3.	1.2	
4.	1.3	

Teaching suggestions

Warm-up / Independent starter

- Students now have two sets of vocabulary lists they should know: the vocabulary from Unit 1 about descriptions and greetings, and that from Unit 2 about houses and household chores.
- Using the verbs *ser*, *tener*, and *estar*, have the class write six sentences: three with descriptions of someone in their family, and three with descriptions of their house or apartment.

Preparation

- Play a lightning round of vocabulary recognition with items in the classroom, photos, or other images of the vocabulary.
- Students can call out answers or write them down. If written, have students exchange papers to check for spelling and article agreement. This can help them develop an eye for proofreading their own Spanish as well.

Activities

2. Before assigning this activity, review the words and expressions to tell location.
4. To prepare students for this activity, have some volunteers tell the infinitive that corresponds to the action in each picture.

La vivienda

El edificio

el apartamento	apartment
el ascensor	elevator
la escalera	stairs
el garaje	garage
el jardín	yard
la planta baja	ground floor
el primer piso	first floor

La casa

el baño	bathroom
la cocina	kitchen
el comedor	dining room
el dormitorio	bedroom
la sala	living room

El cuarto

la pared	wall
la puerta	door
el suelo	floor
el techo	ceiling
la ventana	window

Muebles y objetos de la casa

En el dormitorio

el armario	closet
la cama	bed
la cómoda	dresser
la mesita de noche	nightstand

En la sala

la estantería	bookcase
la mesa	table
la silla	chair
el sofá	sofa
el televisor	television set

En el baño

la bañera	bathtub
la ducha	shower
el inodoro	toilet
el lavabo	sink

En la cocina

la estufa	stove
el lavaplatos	dishwasher
el microondas	microwave oven
el refrigerador	refrigerator

Las tareas domésticas

barrer el suelo	to sweep the floor
cortar el césped	to cut the grass
lavar los platos	to wash the dishes
limpiar el baño	to clean the bathroom
ordenar la casa	to straighten up the house
pasar la aspiradora	to vacuum
pasear al perro	to walk the dog
sacar la basura	to take the trash out
sacudir los muebles	to dust the furniture

Acciones habituales en la casa

abrir la ventana	to open the window
apagar la luz	to turn the light off
prender la luz	to turn the light on

Actividades de ocio

cuidar a la mascota	to take care of a pet
escuchar música	to listen to music
escribir un correo electrónico	to write an e-mail
hablar por teléfono	to talk on the phone
leer una revista	to read a magazine
usar la computadora	to use the computer
ver la televisión	to watch TV
tener ganas de	to feel like

Differentiated instruction

DEVELOPING LEARNERS

- Help students review the vocabulary to talk about chores by having them write a sentence with each verb associated with a noun that logically matches the *tarea doméstica*. For example, we can associate *barrer el piso* with *la sala* to write *Mi tía no barre la sala*.

EXPANDING LEARNERS

- Review question words related to the vocabulary learned in this unit. Then ask students to work in pairs using the list to ask a partner questions.
A. *¿Dónde leemos una revista?*
B. *En la sala o en el dormitorio.*

DESAFÍO 1

1 ¿Dónde están? Where is it? Match each item in column A with a place in column B.

A

1. la estufa
2. la cama
3. la ducha
4. el césped
5. el sofá

B

- a. el jardín
- b. el baño
- c. la sala
- d. la cocina
- e. el dormitorio

DESAFÍO 2

2 **Mi dormitorio.** Look at the photo and write six sentences. Use these phrases:

Modelo La silla está delante de la mesa.

- | | |
|----------------------|--------------------|
| 1. delante de | 4. a la derecha de |
| 2. detrás de | 5. encima de |
| 3. a la izquierda de | 6. al lado de |



DESAFÍO 3

3 **Actividades y lugares.** Complete each sentence with the logical option.

- | | | | |
|------------------------|---------------------------|------------------------|---------------------------|
| 1. En una cocina... | a. cortamos el césped. | b. paseamos al perro. | c. preparamos sándwiches. |
| 2. En tu dormitorio... | a. lavas los platos. | b. sacas la basura. | c. usas la computadora. |
| 3. En el jardín... | a. corto el césped. | b. sacudo los muebles. | c. limpio el baño. |
| 4. En el baño... | a. limpio el inodoro. | b. veo la televisión. | c. paso la aspiradora. |
| 5. En la sala... | a. cuidas a las mascotas. | b. lavas los platos. | c. lees una revista. |

DESAFÍO 4

4 **Fin de semana.** Look at the pictures and say what Roberto is doing this weekend.

El sábado



El domingo



ciento cuarenta y tres 143

HERITAGE LANGUAGE LEARNERS

- Ask students to work in groups of three to go over the vocabulary list, and select the words and expressions that are cognates (such as *garaje*) and that they can easily associate with the English term.
- Review what false cognates are. Are there any false cognates in the vocabulary list? For example: *horno* means “oven” but could be thought to mean “horn” (*cuerno*).

MULTIPLE INTELLIGENCES:

Visual/spatial Intelligence

- For words that are not cognates, have students draw a visual mnemonic device that helps them remember the word. For example, a horn sticking out of the oven may help students remember *horno*. A set of stairs made of scales may help remind them of *escalera*.

Answer key

1. 1. d
2. e
3. b
4. a
5. c
2. Answers will vary.
3. 1. c
2. c
3. a
4. a
5. c
4. El sábado:
– Usa la computadora.
– Escucha música.
El domingo:
– Come sándwiches.
– Ve la televisión.

Additional resources

Fans Online activities
Practice Workbook

REPASO

Gramática

Presentation

- In this section, students will review the grammar structures presented in Unit 2. Students go over gender and number agreements, including nouns and articles.
- They will review the words used to express obligation, the use of the verb form *hay*, and the conjugation of regular verbs in the present tense.
- Activities are organized by *Desafío* to help reference the section of the unit where the material is presented.

Activities	Standards	Resources
5.	1.2, 1.3	
6.	1.3	
7.	1.3	
8.	1.3, 5.1	
9. Cultura	1.2, 3.1	

Teaching suggestions

Warm-up / Independent starter

- Ask students to write five sentences, each representing at least three of the boxes on the grammar review page. They should identify the three grammatical structures with colors or highlighters.

Preparation

- Suggest that students use this grammar review as a quick guide to test whether or not they need to go back to any *Desafío* to do a more thorough study of the structures presented in Unit 2.
- Go over the uses of *hay* versus *hay que* and have students give you some examples of each. Ask some warm-up questions with *¿dónde hay?* and *¿cuántos hay?*

Activities

- Have students work independently to write their answers and then come together as a class to verify the answers.

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)

<i>hay</i> + noun	<i>there is/are</i>
<i>no hay</i> + noun	<i>there is not/are not</i>

Verbos regulares. Presente de indicativo

(págs. 118 y 120)

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

144 ciento cuarenta y cuatro

Expresar lugar (pág. 110)

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

Adverbios de frecuencia (pág. 128)

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

Expresar obligación (pág. 128)

tener que + infinitivo

An obligation somebody has:

Él **tiene que cortar** el césped.**hay que** + infinitivo

General obligations, rules, or norms:

Hay que lavar los platos.

Differentiated instruction

DEVELOPING LEARNERS

- Have students work in pairs to practice the gender of nouns by playing a game in which one person says a noun from the unit and the other gives the corresponding article. For example: *la pared*.
- They should each work on five nouns for a total of ten words.
- Then they should look together for adjectives that can be associated logically with the nouns. For example: *la pared alta*.

EXPANDING LEARNERS

- Using the words and structures listed in the *Repasos*, have the class create ten sentences combining household chores, *tener que*, and adverbs of frequency. For example: *Nunca tengo que barrer el sótano*.

DESAFÍO 1

5 **La casa.** Choose the article that best accompanies each noun.

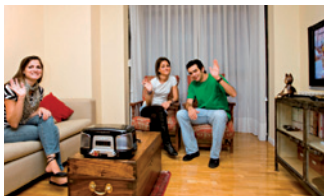
- | | | | |
|----------------------------------|---------|---------|---------|
| 1. Ellos cuidan _____ jardines. | a. el | b. los | c. unas |
| 2. Hay _____ coquí en el jardín. | a. la | b. una | c. un |
| 3. _____ paredes son altas. | a. Las | b. Unos | c. Los |
| 4. _____ profesores son serios. | a. 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.

- | | |
|------------------------------|-----------------------------------|
| 1. Ellos - sacar la basura | 3. Nosotros - sacudir los muebles |
| 2. 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.

CULTURA



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?

ciento cuarenta y cinco 145

Answer key

5. 1. b
2. c
3. a
4. b
6. Answers will vary.
7. 1. Ellos sacan la basura.
2. Ustedes pasean al perro.
3. Nosotros sacudimos los muebles.
4. Yo barro el piso.
8. Answers will vary.
9. 1. Es un fuerte defensivo.
2. Son planos. Porque no nieva.
3. Porque tiene la mayor concentración de organismos bioluminiscentes del mundo.

Additional resources

Fans Online activities
Practice Workbook

HERITAGE LANGUAGE LEARNERS

- Ask students to combine the words and expressions that express location (*localizadores*) and the map of the Caribbean to tell where the countries in the Caribbean are located in relation to each other. For example: *Cuba está cerca de la República Dominicana. Está lejos de Venezuela.*

SPECIAL-NEEDS LEARNERS

- Students may be overwhelmed by the information on the review pages. They may have an easier time focusing their attention on the topics found in a *Desafío* if they concentrate on each one individually.
- Have students label four pages *Desafío 1*, *Desafío 2*, *Desafío 3*, and *Desafío 4*. They should identify the grammar box that goes with each *Desafío*'s objectives and copy it at the top of the corresponding page.
- Then the answers for each *Desafío*'s review activity can be placed on the page where the key information is found.

PROYECTO

La Casa Blanca

Presentation

- In this project, students will prepare a reenactment of the Ponce de León family's daily household tasks using the Casa Blanca museum as their set.
- Students will follow a series of small steps that, when put together, produce a script that pushes the level of Spanish in the class to new heights.

Activities	Standards	Resources
Paso 1	2.1, 2.2, 3.1	
Paso 2	1.3, 2.1, 2.2, 4.2	
Paso 3	1.2, 1.3	
Paso 4	1.1, 1.3, 3.1, 5.2	

Teaching suggestions

Preparation

- Because the *Proyecto* is a group effort, students need to follow the instructions closely. Students should take into consideration each step of the presentation one at a time.
- In order to avoid making errors with false cognates and sentence structure, advise students to refer to the *Repaso de Vocabulario* and *Repaso de Gramática* to check their Spanish.

Step-by-step instructions

- Read the introduction with the class. Ask students to identify the key elements of the project from the instructions. Then follow these steps:

Paso 1

- Each student should do some research individually before pooling their information with their group.
- Divide each question for analysis with the class. Students need to decide how they will find the information for each part.

Paso 2

- Divide the class into small groups. The results in this step depend in part on how well students have completed *Paso 1*, so the group should evaluate their materials and decide if more research is needed.

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.



El explorador Juan Ponce de León.



En el jardín hay muchas fuentes.

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.



Interior de la Casa Blanca.



Un dormitorio.

Rubric for evaluation

	Content	Organization	Presentation
1 point	Limited relevance. Information is incomplete or not based on research. Little Spanish is used.	Inefficient use of class time. Information is disorganized or unclear.	Communication is unclear. Many errors in vocabulary and grammar.
3 points	Basic information is correct. Relevant information but lacks significance. Spanish is used most of the time.	Class time is used well. Information and content are mostly organized but lack some clarity.	Good communication. Mostly correct vocabulary and grammar.

Unidad 2

Autoevaluación

¿Qué has aprendido en esta unidad?

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

a. Can you identify and describe places?

▶ Describe your house, a room, or some furniture.

b. 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.

c. Can you talk about household chores?

▶ Say what chores you and your siblings have to do, and how often you do them.

d. 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

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 *Ahora 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.

Paso 3

- Have one student in the group check the vocabulary and agreements, a second verify the verbs and conjugations, a third approve the flow of ideas and organization of the script, and a fourth check that the finished script complies with every step required in the instructions and rubric for the project.

Paso 4

- Now the groups should be ready to practice their scripts. Allow ample time for students to practice.

Evaluation

- Discuss the rubric before beginning the project. Encourage students to refer to the rubric as they prepare their projects.

Content

- Explain the importance of good data collection (Paso 1). Students should select information that is interesting and relevant. To develop research skills, ask students to provide quotes in correct format and to include a list of sources, especially if they need to go back to them for more research.

Organization

- Let students decide what information to include, and then reflect on the length of their written script and the time in oral performance. Decide whether you want to evaluate the project individually or in groups.

Presentation

- Students should use as much Spanish as possible. They should check grammar and vocabulary (Paso 3) before completing the project.
- Rehearsals should enable them to present confidently and fluently, as well as guarantee a good grade. Encourage creativity and a style that holds their classmates' attention.

	Content	Organization	Presentation
5 points	Relevant, interesting information. Many details, and significance is highlighted. Spanish is used exclusively.	Class time is used wisely. Information and content are clearly organized visually and logically.	Clear communication. Correct and complete vocabulary and grammar.

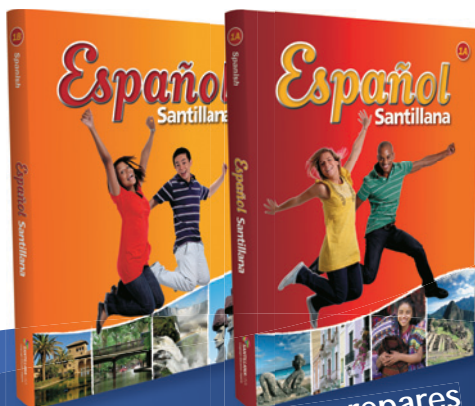
Middle School Spanish as a World Language Program

Español Santillana

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

Students join the action 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 to demonstrate their mastery of Spanish and understanding of Hispanic cultures!

- Fun storyline centered on the adventures of students just like yours!
- Seamless integration of language and culture
- Differentiated instruction to meet the needs of ALL your students — from beginners to advanced students and heritage speakers
- Integrated and balanced for ultimate classroom flexibility



Two-book program prepares students for high school level 2!

ISBN 978161605227-0



9 781616 052270 >

Follow Us



www.spanishclassroom.com Spanish Classroom @plazasantillana Plaza Santillana



SANTILLANA USA

Language Education Experts

2023 NW 84 Avenue, Doral, FL 33122
Phone 1-800-245-8584–Fax 1-888-248-9518
customerservice@santillanausa.com