

U.S. INSTITUTE<sup>®</sup>  
OF LANGUAGES

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# INSTRUCTOR HANDBOOK

## How to Teach Visual Link Spanish<sup>™</sup>: Models, Methods, & Materials

*1893 E Skyline Drive Suite 105, South Ogden, UT 84403*

*Phone Number: (801) 475-4441 --- 1-866-977-2647*

*Fax Number: (801) 475-4446*

*[www.learnspanishtoday.com](http://www.learnspanishtoday.com)*

*[www.spanishprograms.com](http://www.spanishprograms.com)*

*Director: David S. Clark*

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## METHODS

Visual Link Spanish™ uses the latest methods in learning languages. Our innovative, progressive teaching methods accelerate and simplify the student's learning experience.

The methods that we use have proven to be very successful with companies and organizations in the past, and for your success, it is essential that you follow these same techniques as closely as possible. We do however encourage instructors to adapt the methods to their personality and use them as they see appropriate for each particular class.

The U.S. Institute of Languages is constantly developing new methods and improving the effectiveness of our current ones. Therefore, instructors are encouraged to share their impressions, experiences, and feedback with the U.S. Institute of Languages' Administrative Staff. We welcome your suggestions for improvements, changes, and additions. You can e-mail suggestions to: [feedback@spanishprograms.com](mailto:feedback@spanishprograms.com).

### COMPUTER SOFTWARE

Be sure to remind students that they can purchase the Visual Link™ Level I personal course to supplement their in-class study. The software is essential in helping the overachievers reach their full potential as well as helping remedial students catch up. It is also very beneficial if students miss class or transfer into the class after it has begun. With the software, students can catch up, keep up and excel to their full potential. It is highly recommended for the schools library or learning center.

### VISUAL LINK™ LEARNING MUSIC

The methods below are scientifically designed to work with Visual Link™ Learning Music to significantly increase attention, teaching/learning effectiveness, and retention.

The Visual Link™ Learning Music should be played as background music at appropriate times during classroom instruction. Baroque music has long been praised for its ability to help people learn faster and retain information longer. In fact, research done over the past 20 years has proven that this type of music can help students learn new information 2-3 times faster. Retention effectiveness and duration was also increased significantly.

This method is not based upon subliminal messages, rather on the listener's body! The beat of the Baroque music matches the beat of a person's heart; it is the 60 beats per minute that relaxes the person and aids in the learning process. As the person breathes in sync with the beat of the music and their heart, it sets up ideal conditions—the right pace—for effective learning.

The theory behind music and learning was extensively researched by a Bulgarian M.D., Georgi Lozanov, who dedicated his efforts to curing "didactogenic syndrome," the sickness resulting from poor teaching methods. His comprehensive research led to a new way of thinking about learning and teaching. Learning music has been used effectively in many different settings over the past several decades. As a result, extensive supplemental learning materials have been developed based upon this innovative theory and technique.

## TEACHING MODELS

Below you will find precise teaching models that have proven effective time and time again for teaching Pronunciation as well as the Basic Needs Section (Section 1 of the Student Workbook/Lesson Plan Manual). After learning to teach this section, you can adapt the models to teach the other sections of the Student Workbook/Lesson Plan Manual. Feel free to call U.S. Institute of Languages at any time for more explanation of teaching models and any questions about instruction in general. Instructor line: 801-475-4441 (9:00 a.m. – 5:00 p.m. Mountain Time)

## PRONUNCIATION ASSESSMENT

A verbal Pronunciation Assessment will be given to each student the week after the Pronunciation Section of the course is completed (Week 12, Days 59-60). This initial assessment will measure students' progress on their study of proper pronunciation, but more importantly give them direction on areas to focus on for further improvement.

The Assessment should be done one-on-one with each student. It is recommended that the teacher make arrangements to take the class into the school library and/or computer lab on Assessment days. While the teacher is meeting one-on-one with each student to conduct the Assessment, the rest of the students may use the class period as a research day to begin writing their Culture Reports. Alternatively, students may study or quietly work on homework during the Assessment.

A second/final Pronunciation Assessment will be given towards the end of the course (Week 33, Days 164-165). This second Assessment serves throughout the course as a motivator to continue practicing correct pronunciation. More importantly, it will allow a direct comparison with the scores/feedback sheet from the first assessment to measure progress on specific sounds. During this final Assessment students should be working quietly in groups to prepare their Final Skits (which will be performed the last few days of class).

### Instructions

1. Have the student slowly read the Pronunciation Assessment Script outloud.
2. Listen carefully and follow along on a separate Feedback Sheet (see Example below).
3. Whenever you hear an error in pronunciation, make a mark on the feedback sheet.

Example Feedback Sheet:

r's	Soft d's	z's	i's	ll's
IIII II	I	IIII	III	IIII

4. Score and record the Assessment as you see fit.
5. Write any additional comments and give the feedback sheet to the student for further study.

○ Example:

*The following letters were pronounced well: a, h, g, j, b, v, c, d*

*I recommend reviewing and practicing the following letters: r, z, i, ll*

IMPORTANT NOTE: While teaching the remainder of the course, continue to emphasize correct pronunciation.

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## Pronunciation Assessment Script

### Instructions:

Students should be graded on their overall effort and accuracy in Spanish pronunciation.

- |  |   |
|--|---|
| 1. La Casa Amarilla Es Más Grande Que Antes.   | 10. Ese Abogado Es Alto, Flaco, E Inteligente.    |
| 2. La Reja Azul Está Hecha De Madera.          | 11. El Va A Celebrar La Navidad Con Sus Amigos.   |
| 3. Necesito El Desarmador Para Armar Una Mesa. | 12. Gracias Por Estar Tan Feliz Hoy.              |
| 4. Mi Abuela Tiene Ochenta Y Tres Años.        | 13. Vamos A La Fiesta Esta Noche.                 |
| 5. Voy A Hacer La Comida Esta Noche.           | 14. Ella Siempre Regresa A Las Ocho De La Noche.  |
| 6. Me Gusta Ir A La Tienda Cuando Hace Frío.   | 15. Ellos Tienen Once Hijos Menores De Ocho Años. |
| 7. Hay Algo Grande Y Feo En El Cuarto.         | 16. Hay Tres Lápidas En Mi Mochila Azul.          |
| 8. Me Gusta Hablar Con Mis Amigos En Mi Casa.  | 17. Hay Tres Cuartos En El Edificio.              |
| 9. Margarita Está Enojada Hoy.                 | 18. Hay Un Árbol Verde En La Huerta.              |

Go through the Classroom Vocabulary below on the first day of class. Use it consistently and encourage students to use it in class as much as possible. Motivate the students the word “casi” in class when students don’t get something right. This can be a very positive and encouraging word.

The “Group Exercise” below is a game. The instructor starts off by saying “Me llamo Dave” (or whatever your name is). The next person says “Me llamo María, y él se llama Dave”. The third person says “Me llamo Marcos, ella se llama María, él se llama Dave” and so forth, the goal being to see who can go through the entire class without missing anyone’s name. To add another element to the game, students might invent a Spanish nickname to go by for the duration of the course. The same game can be played with the new nicknames.

## Classroom Vocabulary

**Repitan por favor**

**Please repeat**

**Repitan**

**Repeat**

**Todos repitan**

**Everybody repeat**

**No entiendo**

**I don’t understand**

**Muy bien**

**Very good (fine)**

**Excelente**

**Excellent**

**Tengo una pregunta**

**I have a question**

**¿Cómo se dice...en español?**

**How do you say...in Spanish?**

**¿Qué es eso?**

**What is that?**

**¿Qué es esto?**

**What is this?**

**Otra vez**

**Again**

**¿Qué significa...?**

**What does ... mean?**

**¿Qué tal?**

**How are things?**

**¿Cómo está Usted (Ud.)?**

**How are you?**

**Bien**

**Fine**

**Más o menos**

**More or less**

**Mal**

**Very bad**

**Casi**

**Almost**

### Group Exercise – Introductions:

**Me llamo (Juan/María)**

**My name is (Juan/María)**

**El es \_\_\_\_\_**

**He is \_\_\_\_\_**

**Ella es \_\_\_\_\_**

**She is \_\_\_\_\_**

**Ud. es \_\_\_\_\_**

**You are \_\_\_\_\_**

# **HOW TO TEACH:**

## **BASIC NEEDS**

### **SECTION 1**

# PHASE I: PHRASES

## TEACH GROUPS 1, 2, & 3 USING POWERPOINTS

### Groups 1 / 2

#### Teach Top Words of PowerPoint

1. “Escuchen y repitan”: Point to each word, say each in English, then in Spanish twice and have students repeat the Spanish.

Example:

Instructor Says: I want, Yo quiero

Students Say: Yo quiero

Instructor Says: Yo quiero

Students Say: Yo quiero

And so forth until you complete all the top words.

2. “Escuchen y NO repitan”: Repeat the same words as in step #1 above. This time point to each word say it once in English, then twice in Spanish. Pause 4 seconds then move on to the next word. This time students listen, watch, and DO NOT REPEAT.

Example:

Instructor Says: I want, Yo quiero, Yo quiero

Pause 4 seconds

Instructor Says: He wants, El quiere, El quiere

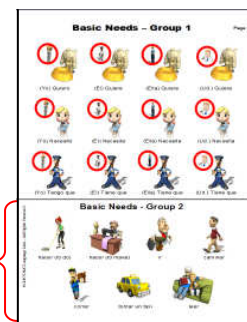
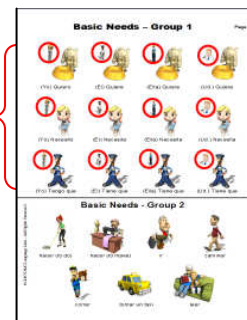
Pause 4 seconds

And so forth until completing all the top words..

NOTE: If you are not sure what a word is in English, look it up in the Workbook.

#### Teach Bottom Words of PowerPoint

Follow steps 1 and 2 above to teach the bottom part of the PowerPoint.



## Quiz PowerPoint Words (Top + Bottom)

Point to graphics as you say a phrase in English.  
Students then say them in Spanish. Be sure to use a Group 1 word AND a Group 2 word every time.

Examples:

Instructor: ¿Cómo se dice: “I want to go.”?

Students: “Yo quiero ir.” or “Quiero ir.”

Instructor: ¿Cómo se dice: “She wants to read.”?

Students: “Ella quiere leer.” or “Quiere leer.”

And so forth . . .

(Quiz them at least 2 to 4 minutes)



## Teach How to Use the Negative then Continue to Practice

Brief Explanation:

“I don’t want” = “**No** quiero” or “Yo **no** quiero”

With the negative, “Yo, El, Ella”, & “Ud.” come before the “no”. For example: “**El no** quiere”, “**Ella no** necesita”

(Quiz them for about 2 to 4 minutes using a combination of positive and negative sentences. )



Examples:

Instructor: ¿Cómo se dice: “She doesn’t have to read.”?

Students: Ella no tiene que leer.

Instructor, ¿Cómo se dice: “I want to go.”?

Students: Yo no quiero ir. (or Quiero ir.)

## Take Off the PowerPoint with Spanish Words and Quiz Again (Top + Bottom)

Like before, point to graphics as you say phrases in English. Students then say them in Spanish. Be sure to use a Group 1 word AND a Group 2 word every time.

Examples:

Instructor: ¿Cómo se dice: “I want to go.”?

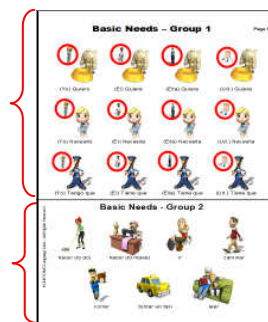
Students: “Yo quiero ir.” or “Quiero ir.”

Instructor: ¿Cómo se dice: “She doesn’t have to read.”?

Students: “Ella no quiere leer.” or “No quiere leer.”

And so forth . . .

(Quiz them 3 to 5 minutes)



**Important:** After each slide, have students look at their Workbooks and locate the words they learned.



## Complete the Group 1 / Group 2 PowerPoints then Use the following Technique to Practice Group 3

### GROUP 3

#### Teach Top Words of PowerPoint

1. “Escuchen y repitan”: Point to each word, say each in English, then in Spanish twice and have students repeat the Spanish.

Example:

Instructor Says: bank, banco

Students Say: banco

Instructor Says: banco

Students Say: banco

And so Forth until you complete all the top words.



2. “Escuchen y NO repitan”: Repeat the same words as in step #1 above. This time point to each word say it once in English, then twice in Spanish. Pause 4 seconds then move on to the next word. This time students listen, watch, and DO NOT REPEAT.

Example:

Instructor Says: bank, banco, banco

Pause 4 seconds

Instructor Says: restaurant, restaurante, restaurante

Pause 4 seconds

And so Forth until completing all the top words



#### Teach Bottom Words of PowerPoint

Follow steps 1 and 2 above to teach the bottom part of the PowerPoint.





**Have Students take out their Workbooks and spend 3 – 5 minutes looking at Groups 1, 2, & 3 on pages 3-4. Help them recognize that everything they have learned up to this point on the PowerPoint slides is in the Workbook.**

**Teach them that there are a few variations in Group 3 and go over them: “the park” is “el parque” and “to the park” is “al parque” etc. . .**

**Important: Remind students that they can review everything they’ve learned in the corresponding software lessons from the personal course. They can do this in the school computer lab if you have purchased individual licenses for each computer.**

## Practice Sentences, English to Spanish, Using the Practice Model

*Step 1 – Explain* – Tell the students what you are going to be doing.

Example: You have now learned all the words in Groups 1, 2, and 3 and now we are going to practice them. I'm going to divide you into groups of two or three and have you practice. One of you will say a phrase using Groups 1, 2, & 3 in English and the next person will say it in Spanish. You CAN use your Workbooks. I'll show you how we will do it.

*Step 2 – Model* – Give them an example of how you want them to practice.

Example:

Instructor: Juan, ¿Cómo se dice, "I want to go to the park."?

Juan: Quiero ir al parque.

Instructor: María, ¿Cómo se dice, "She likes to eat hamburgers."?

María: Le gusta comer hamburguesas.

Instructor: Juana, ¿Cómo se dice, "You need to read the book."?

And so forth . . . (Model about 5 or 6 minutos.)

### PRACTICE MODEL

1. Explain
2. Model
3. Practice
4. Feedback
5. Present
6. Summarize

*Step 3 – Practice* – Divide the class into groups of two or three and have them practice just like you modeled: Have one student say ¿Cómo se dice ...? and a phrase with Groups 1, 2, & 3 in English. The next student then says the answer in Spanish.

As students practice, the instructor goes around to each group to help students with questions and understand what is to be practiced. If students say something incorrectly, remember to use "casi" and correct them without making them feel "stupid".

Take mental (or written) notes of mistakes students made to use for the next step.

*Step 4 – Feedback* – Without mentioning students' names or making them feel "dumb" for making a mistake, go over the mistakes and show them correct ways to speak Spanish. Here is a good place to go over pronunciation. If one student is having a problem with pronunciation, don't single him/her out, have all the students repeat the correct pronunciation.

To start off giving feedback, here is a great line to use. Memorize this one: "Let's look at something that wasn't very clear." Don't say "Let's look at something that Juan did wrong" or the converse "Let's look at something that I didn't teach very well". To begin giving feedback, just remember to say "Let's look at something that wasn't very clear".

*Step 5 – Present* – Have the practice groups demonstrate to the rest of the class the concept they have just practiced (make sure they stay in the same groups). Have them each do one question and answer. They can use their Workbooks if necessary.

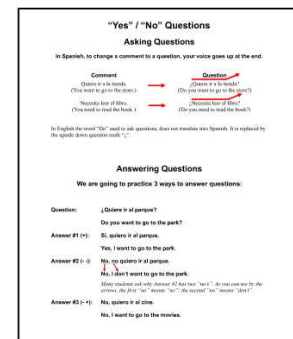
*Step 6 – Summarize* – After all the practice groups have presented to the class, take a moment to repeat the Feedback.

**Note:** Instructors should not point out the individuals who made the mistakes. By doing so, they may make the person feel embarrassed and uncomfortable. If a concept was not understood, the instructor may want to have the entire class engage in additional practice in order to reinforce that concept. However, if one class student is experiencing difficulties grasping a concept, to the point that the rest of the class is being held back, the instructor may want to speak privately with that student and encourage him/her to do additional practice on his/her own and work a little extra with the person during the practice sessions.

Remember to be encouraging and supportive; first emphasize the things that the students are doing well and then make corrections in a positive manner.

## PHASE II – TEACH “YES” / “NO” QUESTIONS AND ANSWERS

Use PowerPoint to teach students “yes” / “no” questions and answers. →



### Practice “Yes” / “No” Questions.

*This time instructor spends about 10 – 15 minutes modeling.*

**Step 1 – Explain** – Tell the students what you are going to be doing.

Example: Now that you have learned to ask “yes” / “no” questions, I’m going to divide you into groups of two or three and have you practice. One of you will ask a “yes” / “no” question in Spanish and the next person will answer it in Spanish. In real life, you could simply answer “sí” or “no” to any question but for the sake of practicing, I’ll have you answer in complete sentences. Remember, you CAN use your Workbooks if you’d like.

**Step 2 – Model** – Give them an example of how you want them to practice. Remember to spend 10-15 minutes modeling this time (usually you would just spend two to three minutes modeling).

Example:

Instructor: Juan, ¿Necesita ir al banco?

Juan: (invents his own answer) Sí, necesito ir al banco.

Instructor: María, ¿Le gusta comer hamburguesas?

María: (invents her own answer) No, no me gusta comer hamburguesas.

**Step 3 – Practice** – Divide the class into groups of two or three and have them practice just like you modeled: One student will ask another student a “yes” / “no” question in Spanish and the other one will answer in Spanish. Just like before, the instructor goes around the room helping groups and making written or mental notes.

**Step 4 – Feedback** – Go to the whiteboard and give suggestions / make corrections for improvement. Remember the phrase “Let’s look at something that wasn’t very clear”.

**Step 5 – Present** – Have the practice groups demonstrate to the rest of the class the concept they have just practiced (make sure they stay in the same groups). Have them each do one question and answer each. They can use their Workbooks if needed.

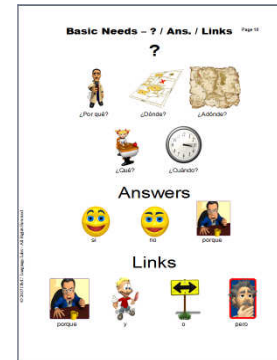
**Step 6 – Summarize** – After all the practice groups have presented to the class, take a moment to repeat the Feedback and make any further corrections.

## PRACTICE MODEL

1. Explain
2. Model
3. Practice
4. Feedback
5. Present
6. Summarize

## PHASE III – TEACH LINKS AND QUESTIONS WITH “?” WORDS

Teach the “? / Answer / links” PowerPoint and show how it corresponds to the Student Workbook.



### Link Practice

Have students create sentences using links and share them with the class. They should use Group 1, 2, 3, then a Link, then Group 1, 2, 3 again.

Example: [Juana quiere] [ir] [a la tienda] [porque] [necesita] [comprar] [comida.]  
(They don't have to use brackets.)

[Group 1] [G2] [Group 3] [Link] [Group 1] [Group 2] [Group 3]

### Practice Questions using “?” Words

*This time instructor spends about 10 – 15 minutes modeling.*

**Step 1 – Explain** – Tell the students what you are going to be doing.

Example: Now that you have learned question words, I'm going to divide you into groups of two or three and have you practice. One of you will ask a “yes” / “no” question in Spanish and the next person will answer it in Spanish. *Note: have students beware of using “¿Por qué” at this point because it can be difficult to come up with an answer.*

**Step 2 – Model** – Give them an example of how you want them to practice. Remember to spend 10-15 minutes modeling this time (usually you would just spend two to three minutes modeling).

Example:

Instructor: Juan, ¿Qué quiere hacer mañana?

Juan: Quiero ir a la piscina.

Instructor: María, ¿Qué le gusta hacer?

María: Me gusta leer revistas.

Variation: If there are things students “like to do” that aren't in the Workbook, you can tell them the words in Spanish.

**Step 3 – Practice** – Divide the class into groups of two or three and have them practice just like you modeled: One student will ask another student a question in Spanish using the “?” words and the other one will answer in Spanish. Just like before, the instructor goes around the room helping groups and making written or mental notes.

**Step 4 – Feedback** – Go to the whiteboard and give suggestions / make corrections for improvement. Remember the phrase “Let's look at something that wasn't very clear”.

**Step 5 – Present** – Have the practice groups demonstrate to the rest of the class the concept they have just practiced (make sure they stay in the same groups). Have them each do one question and answer each. They can use their Workbooks if needed.

**Step 6 – Summarize** – After all the practice groups have presented to the class, take a moment to repeat the Feedback. and make any further corrections.

## PRACTICE MODEL

1. Explain
2. Model
3. Practice
4. Feedback
5. Present
6. Summarize

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## **This Completes the Basic Needs Section of the Student Workbook.**

**To teach Sections 6, 8, and 10 of the Student Workbook, use the same methods as taught on the previous nine pages.**

**For the other sections of the Student Workbook, use variations of the methods above.**

### *Final Skit Assignment*

Suggested Instructions:

- Explain the Final Skit assignment, objectives, and expectations.
- Divide the class into groups with 2-4 students in each group.
- Students may be allowed to choose their own groups with teacher adaptation as needed.
- Pass around the Final Skit Sign-up sheet to each group.
- Instruct students that they will be given additional time in class to prepare their skits, but that they must decide on a topic by the end of the day.

Each group will select a scenario based on one of the Conversation and/or Culture Sections of the course. As a group, students will prepare a 5 minute skit to be presented on the final days of class (Week 36, Days 178-180). Students may be encouraged to use props, costumes, music, or any other type of visual aids when making their presentation. Students should be reminded to share speaking time equally. The Final Skits may be graded at the teacher's discretion. It is recommended that a written copy of the skit be required before the first day the skits are performed.

Students should be encouraged to incorporate elements of the Culture and vocabulary studied during the course in the selection and preparation of their skits.

Examples of Final Skit scenarios:

- |  |   |
|--|---|
| • A birthday celebration at a restaurant             | • Comical costumes on <i>El Día de los Muertos</i>  |
| • A bargaining experience at a Spanish street market | • An important international business meeting   |
| • A blond lost in a Spanish city                     | • A chance meeting of friends at a grocery store  |
| • A traditional Spanish New Year's Dance             | • A first-time acquaintance of English and Spanish speakers using comprehension techniques to understand each other |
| • A first-time Spanish meal with eccentric cuisine   | • Individuals meeting each other for the first time at a sporting event and becoming acquainted                     |
| • An argument at a match of <i>Fútbol</i>            |   |
| • A disaster at a <i>Quinceañera</i>                 |   |
| • A close call at the Running of the Bulls           |   |
| • A reenactment of a <i>Telenovela</i>               |   |
| • A visit to the monarchy of Spain                   |   |

## How to Teach the Pronunciation Section of the Workbook

This manual is designed to help the students pronounce as closely to native speakers as possible. Students explore the subtle nuances that native speakers use and learn the rules that govern those nuances.

*Benefits of Learning Proper Pronunciation* – No matter how many vocabulary words an individual may know or how well an individual may know the grammar of a language, without correct pronunciation it can be difficult, if not impossible, for him/her to be understood by native speakers.

*Forming & Breaking Habits* – Often times when people learn a foreign language, they form some “bad habits” in pronunciation. The emphasis of this manual is based on breaking these “bad habits.” If the person already knows how to speak the language, learning the correct pronunciation can be challenging. Students must listen to the tapes enough that the correct pronunciation becomes habitual.

*Instructor’s Responsibility* – The instructor goes over this manual with the students in order to help them make the correct sound. It is important that the instructor say the new sound/word first so that the students do not have to guess at the correct pronunciation.

### *How To Use*

For each sound, the instructor should go over approximately half of the sample words with the students in class by following Pronunciation Model. It is important to repeat each sound enough so that the students can pronounce it correctly. Model more than half of the words for the sounds that the students are not used to, such as the non-standard foreign language sounds including the Spanish rr, r, j. Once the students can produce the sound well, move on to the next sound. Additionally, instructors may encourage the students to study on their own by practicing with the pronunciation CD-ROM’s (available for student purchase).

*Sound Comparison* – This section is intended to help people distinguish the difference between English and non-English (foreign) sounds. Some people cannot pronounce a sound correctly simply because they cannot hear the difference between how they pronounce a word and how it should be pronounced. Therefore, when the instructor goes over the Sound Comparison section he/she should over-emphasize the difference so that the students can clearly hear the difference.

*Sample Words* – This section is intended as a practice for pronouncing the sound; therefore, the instructor will not read the English words, which are provided only for informational purposes. Instructors should repeat each word at least twice. The part of the word that is in bold print contains the sound that is being learned; therefore, emphasize that part of the word. Students do not need to worry about learning words in the Pronunciation Manual for vocabulary purposes; they are provided primarily to help in learning the proper pronunciation.

*Sample Sentences* – This section is important so students can hear the correct intonation of sentences and help students practice the pronunciation of a sound within a sentence. Students should listen to the instructor and try to imitate how the voice goes up and down (intonation). Remind the students that the letters in bold represent the sound they are working on.



## **WORKBOOK (RECOMMEND FOR EACH STUDENT)**

The Workbook has nearly 100 pages and incorporates a course outline, exercises, stories, quizzes, and pronunciation instruction.

### ***How To Use***

Instructors should use the Workbook in class and encourage the students to independently work on sections that correspond to those being covered.

## **COURSE SYLLABUS**

The course syllabus contains a day-by-day description of the Objectives, Standards, and Goals of each Lesson.

## **Teaching Tips**

- Play the Visual Link™ Learning Music as background music during class, but don't play it so loud that it might become a distraction.
- Remember to use the 4-second pause to allow students to process information.
- Let students know it is alright to "cheat" and look at their manuals if they need to.
- If students get a word wrong, remember to use the word "almost" ("casi" in Spanish) to keep things on a positive note. Note: Do not overuse
- Remind students about the personal goal(s) they wrote on their student contract.
- Every week, spend a few minutes going over any specific vocabulary or everyday terms that the students would like to know.
- Regularly ask the students if they have used their new vocabulary and what happened.
- Encourage the students to use their new language.
- Teach the students both the grammatically correct way to say something and the way it is most commonly said by native speakers.
- Correcting students: It is not always possible to provide feedback on everything the students are doing incorrectly; in other words, the instructor cannot correct everything the students do wrong. First of all, the students would get depressed. Secondly, it would take too long. Keep in mind that learning grammar is a gradual process. Children do not learn how to speak grammatically correctly for several years, and although adults can learn the grammar more quickly than children, it still takes time. It is important for the instructor to give students enough feedback so they can know specifically what and how they need to improve. Also, take special care to not make any one individual feel uncomfortable if they do something wrong. Instead, have the entire group learn the phrase or grammar correctly.

**IMPORTANT NOTE:** The Daily Lesson Plans are designed to be taught using the methods explained in this Handbook. Become familiar with the Handbook and use it as a reference as you go through the lesson plans.

## Enrichment Activities

After the basic lessons are taught in each Conversation Section, a day is set aside for enrichment activities to reinforce and practice what has been learned. Use this day to complete any additional projects or lessons that you would like your class to complete. The following is a list of ideas for activities that might be done on an Enrichment Day.

- Use group activities and games found in the following pages
- Take time in class to correct the Workbook assignments
- Create Crossword Puzzles or Word Searches with the vocabulary learned in this section using the free resources found at: [www.spanishprograms.com/free-worksheets-page.htm](http://www.spanishprograms.com/free-worksheets-page.htm)
- Lead a group discussion about real-life opportunities where students can utilize their Spanish knowledge (i.e. vocations/jobs, vacations/travel, business, college, social interactions, etc...).
- Discuss how knowledge of Spanish can be applied to many other fields and disciplines (e.g. Government, Business, Social Studies, Health, English, Communications, etc...)
- Use this time to introduce students to popular Spanish media such as movies, music, literature, or art. Much of this can be obtained through local public and school libraries. Encourage students to seek out such media on their own and share their findings with the class.
- Take students to the computer lab to review using the Level I Interactive Software. The Software includes games and activities for each of the Conversation Sections in the course.
- NOTE: Multiple licenses should be purchased to install software in a computer lab (call 866-977-2647 for more info or to order more licenses).

Class activities are helpful to make classes interesting and hold the students' attention. It is necessary to find the right balance between class activities and practicing the language. Instructors must be careful to not do too many class activities in which the class objectives are not achieved.

Instructors should carefully select the class activities to be used in a particular class. Not all activities will work with each section of the manual and each group of people.

### GAMES & PHYSICAL MOVEMENT

- Candy-Bar challenge – Tell the students the day before that you are going to have a candy-bar challenge so they can prepare. Have all the students stand up. One person will say another person's name and say ¿Cómo se dice?" and a word or phrase from the current section in English. If the person answers correctly, he/she asks another person. If incorrect, the person is out and must sit down. The last person standing wins and gets a candy bar which you, the instructor, provide. Rule: the person can't ask the same person that just asked them unless they are the last two left.
- Estirar (stretching) – When you can see that students may need a short break say "Pónganse de pie." and motion them to stand up. Ask them ¿Qué quiere estirar? Use this activity to teach body parts and related verbs.
- Loteria (Bingo) – Use with pre-made cards containing graphics of vocabulary words.

- **Basta (Scattagories)** – Each person comes up with a word (from the manuals or vocabulary) that fits each category: *Nombre* (name), *Cosa* (thing), *Persona* (person, characteristics), *Lugar* (place), *Marca* (brand name), *Comida* (food), *Verbos* (verb). Each round the word must contain a certain letter which is chosen by somebody saying the alphabet in their head and another person stopping then by saying “basta”. Next everyone writes words for each category; the first one done says “basta” and everyone must stop writing. Then everyone tells what word they came up with for each category: full points if the letter is at the beginning of the word, 3/4 points if the letter is somewhere in the word, and half points if more than one person chose the same word.
- **Caras y Gestos (Charades)** – Works well with verbs and the Sports & Hobbies under the *Becoming Acquainted Sección*.

## **LISTENING / READING / WRITING**

- Instructor/student tells a story or describes a situation in Spanish, incorporating vocabulary.
- Listen to or sing Spanish songs.
- Watch clips from Spanish speaking movies and commercials.
- Instructor/student read Spanish advertisements, news articles, stories, or poems.
- Instructor writes a sentence in English (on the board) and the students write the sentence in Spanish (on a piece of paper).
- **Teléfono Descompuesto (gossip)** – A message is whispered from one student to another; incorporates vocabulary and pronunciation.
- **Ahorcado (Hangman)** – Use with vocabulary; points are for guessing a wrong letter or for saying the letter/word in English.
- **La Papa Caliente (Hot Potato)** – Use with conjugations; student must quickly give the proper response and pass off the hot potato to the next person.

## **SAMPLE PRACTICE ACTIVITIES**

- **Tongue Twisters (Pronunciation)** – “Tlalnepantla” or “Parangaricutirimícuaro”.
- **Where am I? (Locations)** – Instructor/student gives directions to a location in Spanish and the others try to figure out where they are.
- **La Carta (Communication)** – Act out sending a letter, pass around class and students have to say what they would do with it. Use with almost any noun/practice different tenses.
- **Restaurant** – Role-play going to a restaurant and ordering food.
- **Numbers** – How old are you? What is your Social Security Number? What is your telephone number?
- **Months and Numbers** – When is your birthday?
- **Colors** – What color is...(different objects in the room)?
- **Cognates** – Students read an article written in Spanish and try to translate it.

- **Survival Expression Exercise**

**Exercise:** What would you say in the following situations?

1. You want to get someone's attention.
2. Someone has just sneezed.
3. A close friend is going to compete in a track meet, what would you tell him/her.
4. You come home and your house has a strange odor, after a while, you finally realize that a pig, chickens and a goat are running around in your home.
5. You see something and want the person standing next to you to see it also.
6. You're in a hurry and want someone else to hurry up.
7. You are with a friend and need to leave quickly, what would you say to him/her.
8. You told a joke to a Spanish speaking person and they took you seriously. What could you say to them.
9. Someone tries to offer you something you don't want, what do you tell them?
10. Someone is in your way and you need to get by them.
11. You are in a hotel and you bring the key back to the front desk because it doesn't work.
12. You are trying to lift up a heavy box and can't. How do you ask for help?
13. Someone is on the beach and accidentally spills water on your towel. They feel horrible.
14. You are with a friend who leaves while you are still tying your shoe.
15. You are not sure if your friend is ready or not.
16. You are late for an appointment and your friend is moving as slowly as possible.
17. You drank five soft drinks two hours ago.
18. You are in public and urgently need to call someone, but don't know where the phone is.

## **FINAL SKIT**

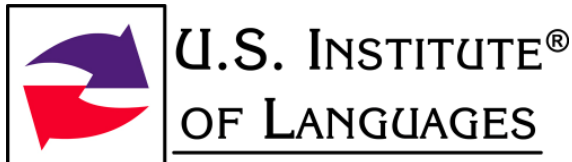
The preparation of a group skit is incorporated into the course. STUDENTS prepare a skit using props and costumes to add color and life and then present it to the class. They should use the vocabulary, structures and situations learned during the course. It can be used as the oral exam with or without students knowing.

Instructors may want to give awards for the most creative, most fun, most original, and funniest skit

## Online Testing

The U.S. Institute of Languages can setup an online classroom for each course you are teaching for a fee of \$25 per class. This way, you can see all the students in a class, which tests they've taken and their results on each.

Each time you setup an online classroom, you will receive a form like the one below, by mail or e-mail, showing your username and password.



## Exam Tracking Instructions For Instructors (Computer Network-based Courses)

### How to Login

#### **Students**

1. Students can also go directly to <http://www.spanishscore.com> and login to take exams.

#### First Time Use

After following the step above, the first time students login to take a test, they must click "Sign Up". They must then fill out the form and under "Group:" they must write **Group Name**

**Administrators** – Login at <http://www.spanishscore.com/adminlog.phtml> and can check student scores.

**User Name (used to login):**

**Group Name**

**Password:**

**Assigned by U.S. Institute of Languages**

**NOTE:** The login is case sensitive, so be sure to use upper and lower case letters as indicated above.

For Technical Support, call Dave Clark at: 801-475-4441 during business hours.

Thank you!

You will also receive a form (like the one below) for your students, by mail or e-mail that you can copy, which has instructions for the students to login and take exams.



## Spanish Course Study/Online Exam Instructions (For Students)

### Learn Using the Computer Lessons

1. On your desktop, there should be a red and blue arrow that says Spanish. Double click on this icon to access the Spanish lessons. If you don't have this icon, contact your instructor or school administrator.
2. After double clicking on the icon, you will be at the "Main Lesson Menu" that contains 13 different lessons plus Pronunciation. First, open Section 1 "Basic Needs", start with the lessons at the top of the page and gradually work your way to the bottom. After completing all the lessons in the section, be sure and take the test at the bottom of the page and then continue on to Lesson 2 "Greetings" and so forth.
3. At any time, you can focus on Spanish pronunciation. At the Main Lesson Menu, click on Pronunciation. Be sure to repeat the words aloud as you hear them to improve at a faster rate.
4. Carry the Student Workbook around with you for Spanish situations. It will help you remember the words you have learned in the course.

### Online Quiz Instructions (Be sure to read this section)

1. **Taking the Online Quizzes:** At the bottom of each section in the software is a Lesson called "Final Quiz". Clicking this button will close your software and open a browser so you can take the tests.
  - I. If the browser doesn't open automatically, open a browser and go to **spanishscore.com**. (the software will not open all types of browsers.)
  - II. Once you are in the student login area, click on "Sign Up". Enter all of your information and where it says "**Group Name**", type in "**assigned group name**".
  - III. Next, login with your First Name, Last Name, and Password and you can either take a test or see your scores.
2. **Scores are Tracked on the Internet:** By taking the online quizzes, you and your administrator / Visual Link™visor are able to track your scores and see your progress. After taking all 13 quizzes, your average score percentage is e-mailed to your instructor / school administrator.

### How to Do Well on the Online Exams!!!

1. **Lessons and Practice Quizzes** – Open the software and learn one section at a time. After going through **all** the lessons in a section, go through the Practice Quiz **two to four times!** (This is important to getting a good score on the final test.)
2. **The Computer Correction is Very Picky** – If you forget a period, put in an extra period, or put in an extra space, you will be marked wrong. This is why it is so important to go through the Practice Quizzes so you get used to how the computer will correct your Final Quizzes.
3. **One Chance at Online Quizzes** – Once you take the Final Quiz, it cannot be taken again so be sure you are ready for it! This is another good reason to spend time with the Practice Quizzes before taking the Final Quizzes. Remember, you can practice with them as much as you want. Be sure to plan enough time to take the Final Quiz. If you begin a Final Online Quiz and have to leave without finishing, you will get a "0" score. If there was an emergency or a power outage and you couldn't finish your quiz, contact your instructor / school administrator who will be able to reset your test for you.

## Exam Tracking Manual

Because the exams are corrected by the computer, the correction is not very flexible. For example, if there is an extra space in the answer, it is marked incorrect. The online exams should be used as a tool and not a final judgment call. In other words, it is recommended that you tell your students to take a look at each test after completion and if there are questions marked wrong that look right, they should write down the test name and the questions numbers that they thought were correct. That way, the burden is on them and they know they were responsible to double-check their tests. This process also helps them to learn Spanish better, as it encourages them to go through their tests in greater detail.

Q. Why are the student's scores so low on the first online test?

A. This is normal. It takes students the first test to figure out how the computer corrects the tests. Be sure to remind students to do the practice tests with the software before taking the final online test and their scores will improve on the rest of the tests.

Q. Why does the computer mark a question wrong that appears to be right?

A. Usually it is because the student accidentally added a space after the question.

Q. If a student's answer appears to be correct, can I change their score or answer?

A. You can change their score but not their answer. Type their name in here and click "Adjust Scores".

**Admin Login - Microsoft Internet Explorer**

File Edit View Favorites Tools Help

Address <http://www.spanishscore.com/PAdmin/adminlog.phtml>

**Login For WSUClark**

[Back](#) [Logout](#)

Change Group Administrator Information

User ID	e-mail	Password	Re-enter Password	Click to change
WSUClark	dave@spanishprogram	.....	.....	<a href="#">Change</a>

**Group Administrator Area:**

Type in student information to search, \*set to zero, add, change or delete (last name required for search).

First Name	Last Name	e-mail	Password	Re-Enter Password
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

[Search by Last Name](#) [Add](#) [Delete](#) [Change](#) [Adjust Scores](#)

**\*NOTE:** If a test score needs to be reset to zero or adjusted, type in a "Last Name", and then use the "Adjust Scores" button.

**Click on score to see results from test**

[Back](#)

Opening page <http://www.spanishscore.com/PAdmin/adminlog.phtml...> Internet

Next, follow the instructions online to reset a test score.

Q. What if students say they took the test but they have a "0" score.

A. If students have a "0" score but you click on their score and you see some answers, the student didn't finish taking the test. They either left in the middle of the test, their computer kicked them off the web site, or there was a power outage.

Q. How do I reset their tests?

A. You can reset a test by logging in, then type the student's name in here and click "Adjust Scores".

**Admin Login - Microsoft Internet Explorer**

File Edit View Favorites Tools Help

Address <http://www.spanishscore.com/PAdmin/adminlog.phtml>

**Login For WSUClark**

[Back](#) [Logout](#)

Change Group Administrator Information

User ID	e-mail	Password	Re-enter Password	Click to change
WSUClark	dave@spanishprogram	.....	.....	Change

**Group Administrator Area:**

Type in student information to search, \*set to zero, add, change or delete (last name required for search).

First Name	Last Name	e-mail	Password	Re-Enter Password

Search by Last Name Add Delete Change Adjust Scores

**\*NOTE:** If a test score needs to be reset to zero or adjusted, type in a "Last Name", and then use the "Adjust Scores" button.

**Click on score to see results from test**

[Back](#)

Opening page <http://www.spanishscore.com/PAdmin/adminlog.phtml...>

### Here are a few items you need to be aware of about the Online Exam Tracking:

1. Students cannot retake tests unless you reset a particular test for them.
2. The practice quizzes on the software are just like the final online tests. The only difference is that the multiple choice answers are in a different order so students can't just memorize the order of the letters.
3. Be sure and emphasize to students that if they take the practice quizzes 2-4 times, they will be prepared for the final online tests.
4. In some cases it is technologically not possible to put all the possible answers. Because of this, "usted" is favored over "Ud.". If students use the practice tests, they will be prepared for the correct answers on the final exam.
5. Scores are marked incorrect if a period is missing and should be added vice-versa.
6. Students must know that slower modems and computer systems will have a hard time opening the tests. If their computer system is slow, they must be prepared to take the exam at a computer learning center, a public library, or at a friend or relative's home with a faster computer system.



# INSTRUCTIONAL MATERIALS

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For information regarding licensing please contact Visual Link Spanish™ at: 866-977-2647

## LOST MATERIALS

If a student loses materials, The U.S. Institute of Languages will replace lost items for the same discounted cost received on your original order. Toll free #: 866-977-2647

## ACQUIRING MATERIALS – ON TIME

In order to have materials on time for courses, instructors must order them at least **4 business** days ahead. Materials can be ordered toll free at: 866-977-2647.

## SUPPLEMENTAL ITEMS

- Complete Instructor Kit
  - Training Manual
  - PowerPoint Presentation/PowerPoint Slides
  - Visual Link™ Background Music
  - Lesson Plans / Ideas for Teaching
- Student Workbooks
- Complete Visual Link Spanish™ - Level I
  - Partial Sets Available
- Advanced Verb Module – Level II
  - Partial Sets Available
- Student Mini-manuals
- Online Testing – SpanishScore.com
- PowerPoint Presentations

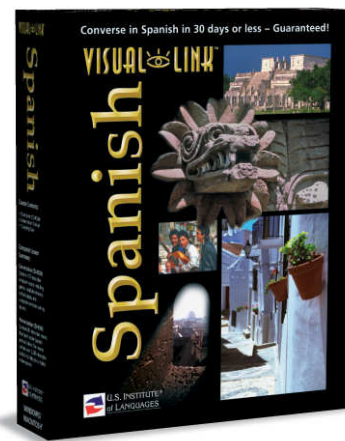
For more information Call Toll Free 866-977-2647

## Additional Visual Link Spanish™ Products

### Complete Set of Materials:

- 2 Computer CD-ROM's
- 10 Audio CD's or MP3
- Travel Case
- Student Mini-Manual

Quantity	Cost Per Unit
1 License	\$119.99
2 – 10 Licenses	\$89.99
11 – 49 Licenses	\$79.99
50 – 99 Licenses	\$71.99
100 – 199 Licenses	\$68.99
200 – 499 Licenses	\$65.99
500 + Licenses	Contact us for price



### CD-ROMs and Student Mini-Manual Set:

- 2 Computer CD-ROM's

Quantity	Cost Per Unit
1	\$79.99
2 - 10	\$69.99
11 - 49	\$59.99
50 - 99	\$49.99
100 - 199	\$44.99
200 – 499	\$39.99
500 +	Contact us for price



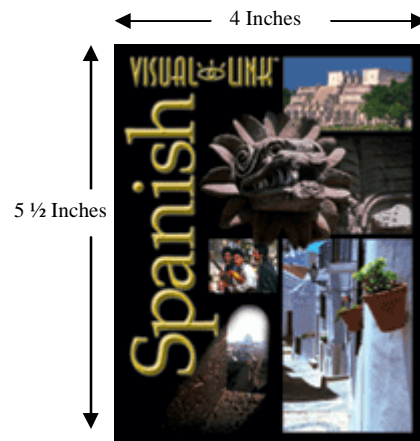
\* Shipping cost is calculated upon the quantity of each order and is based on actual cost.

## Additional Visual Link Spanish™ Products

### Student Mini-Manuals:

It is recommended that each student that takes the course be given a pocket-sized Student Workbook for easy reference while taking the course. This can help with study or while “on-the-go.” The Student Workbook contains all the words taught in the complete course and follows the same outline of the course.

Quantity	Cost Per Unit
1 – 49	\$9.99
50 – 99	\$8.99
100 +	\$7.99



\* Shipping cost is calculated upon the quantity of each order and is based on actual cost.

### SpanishScore.com:

This system permits students learning with, or entirely from, our Level I course to take 13 online exams directly related to the course. Students can login to see their own scores. Also, instructors can login to see individuals scores, how many tests have been completed by the student, and what the score was on each test.

To watch a demo of how this system works visit:  
[www.learnspanishtoday.com/flashins/examdemo.htm](http://www.learnspanishtoday.com/flashins/examdemo.htm)

**COST: \$150.00**



## Additional Visual Link Spanish™ Products

### Instructor PowerPoint Presentations for Classroom Teaching

This is a set of over 80 PowerPoint Presentations for daily use in the classroom. The PowerPoints contain every word and all the graphics from our Software. Using the PowerPoints has proven to significantly help the students learn and retain Spanish. It is guaranteed to be a sure-fire combination for success. The Conversation PowerPoint Slides are full-color with animated images for every word. The remainders of the PowerPoint Slides are text only.

#### PowerPoint Presentation Price: \$99.99

- The graphics in the PowerPoint Presentations move exactly like they do in the software.



### Full-size Classroom Workbooks

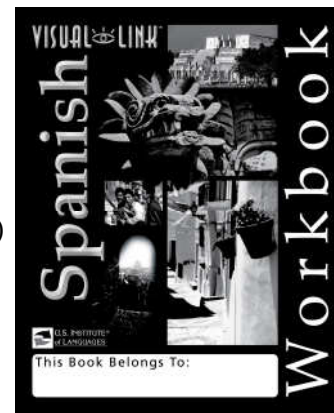
These workbooks are for classroom use for each individual student. Each workbook covers the material taught in the software or in the classroom with the PowerPoint Presentations.

These workbooks include:

- A everything in the Student Mini-manual in large form (11x17)
- A variety of fun activities and practice exercises
- A pronunciation guide teaching correct pronunciation skills.
- An appendix of Verb Lists and Assignments

The workbook works perfectly for additional home study or for in-class exercises.

**Price: \$17.95 each**



## Complete Instructor Kit

Training for Teachers or Instructors is an essential part of getting the most out of Visual Link Spanish™ as it is taught to a student. **The Full Instructor Kit includes:**

- Training Manual
  - o This Instructor Handbook explains step-by-step how to present and teach the course effectively in a classroom setting.
- PowerPoint Slides or the PowerPoint Presentation
  - o This is a set of over 80 PowerPoint Presentations for daily use in the classroom. The PowerPoints contain every word and all the graphics from our Software and are daily to create interactive visual-learning experience.
- Visual Link™ Background Music CD's
  - o A selection of background music that is scientifically proven to boost the brain's ability to learn and retain information when played softly during instruction and study.
- Complete Daily Lesson Plan Manual and Syllabus
  - o Over 500 pages of pre-prepared daily lesson plans that guide the Teacher through a full year of instruction! The Syllabus lists the objectives, goals, and codes for the ACTFL National Standards corresponding to each lesson plan.

**COST: \$349.99**

**Please help Visual Link Spanish™ continue to be able to offer low pricing for schools by referring a friend, teacher, or school. Thanks!**

Contact: School Liaison  
866.977.2647 ----- 801.475.4441