



U.S. INSTITUTE®
OF LANGUAGES

Visual Link Spanish™:
Spanish Level I

DAILY LESSON PLANS

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Introduction

¡Hola y Bienvenido!

Welcome to the Daily Lesson Plan Manual for the Visual Link™ Spanish Level I course. In the following pages you will find a step-by-step guide to walk you through an entire school year's worth of lessons! Each lesson has been carefully designed to work seamlessly within the Visual Link™ Method as described in the Instructor Handbook.

Frequently Asked Questions (F.A.Q.)

Technology

The Visual Link™ course represents a dramatic step forward in the incorporation of technology in the classroom. Don't worry! Visual Link Spanish™ makes multimedia use easy! Ask your school's technology specialist to help you set up and become familiar with the following before class begins:

- Classroom computer with CD drive.
- Microsoft PowerPoint software
 - If you do not have Microsoft Office installed on your classroom computer, a completely free PowerPoint Viewer can be downloaded at <http://www.microsoft.com/downloads> (search for PowerPoint Viewer).
- Video Projector (recommended light output of at least 2500 ANSI lumens).
 - Ask for help connecting your classroom computer to the projector.
 - Tip: practice opening PowerPoints, adjusting lighting, displaying and focusing your projector, and navigating between slides before class begins).
- Projection Screen
 - If no screen is available, a blank white or light-colored wall may suffice.
- Stereo or computer speakers for playing Music and Audio CDs.

How do I navigate the PowerPoint Presentations?

1. Place the PowerPoint CD into a computer that is connected to a video projector.
2. Open up the appropriate PowerPoint file (Each Lección will tell you the name of the file to open--files are listed in the order they appear in the course).
3. Using your computer's arrow keys or mouse, click through the slides until you find the ones you need for the particular Lección (Slide #s are found near the top right of each PowerPoint Slide).
 - a. TIP: if you hover your mouse pointer near the bottom left corner of the slide, a small transparent options panel will appear; by clicking the option button that looks like a pen you can write or highlight directly on the slide.

Why doesn't the course start out with verb conjugations?

Where is the introductory vocabulary like greetings, colors, numbers, etc...?

You will quickly notice that unlike traditional Spanish courses, the Visual Link™ method does not initially jump into complex grammar topics or traditional vocabulary lists. The innovative conversational method employed by the Visual Link™ course teaches students to communicate using complete sentences from the very first lessons! Rather than getting bogged down and overwhelmed by long lists of vocabulary and verb conjugations, the course is designed so students will feel successful and comfortable about expressing themselves in Spanish from day one.

By jumping right into conversations, students will gain valuable confidence and familiarity working with our highly effective phrase-building charts; the Basic Needs section provides a good introduction to these charts. "Greetings" is the very next section taught. Traditional introductory vocabulary on colors, days, time, etc... can be found in "Sección 13: Bonus." These Bonus lessons can be included at any point of the course; teachers may jump to them at the time they deem most appropriate.

Verb Conjugations make up a key part of the course and will be covered in depth during weekly Grammar lessons beginning right after the Pronunciation section. Experience has shown that it is most effective to teach proper speech and pronunciation at the beginning so that students will solidify good habits rather than become mired in bad ones.

In reality, students will be practicing verb conjugations from the very start as they learn to form correct phrases and sentences. This will give students the necessary context to later understand the conjugation rules. We have found that by building this framework early, students will understand the grammar rules and concepts better because they will have something to relate them to.

Teaching students to express themselves in complete sentences before anything else may seem an unfamiliar and even intimidating concept. Through our extensive experience and research, this conversational approach has been proven to greatly motivate students and help them feel a sense of confidence and achievement about their progress. We are confident that both you and your students will quickly reap the rewards of this ingenious method of language-learning.

Why does the course begin by using “Usted” rather than “Tú” conjugations?

The course was designed to introduce unfamiliar concepts gradually to students in order to avoid confusion and build their confidence; for this reason we start by using only one translation for the English “you.” “Ud.” was chosen over “tú” since in some social situations, the improper use of the informal tense can be somewhat offensive. Also, students tend to favor the use of “tú” over “Ud.” and will sometimes neglect to practice and use the formal tense if both “tú” and “Ud.” are introduced simultaneously.

How do I use the Vocabulary/Quiz lists?

In all of the “Quiz” sections of the course, students are encouraged to answer out loud as a class. According to scientific research, students are able to learn information faster and retain it longer through verbal repetition.

The lists of vocabulary and questions in the Group Practice/Quiz portions of the lesson plans have been meticulously chosen to cover every word and phrase thoroughly and proportionally. This will save you the time and trouble of trying to remember during class which words you have practiced and which you have not. We highly recommend that you follow the practices as they are written as this will ensure that students get a balanced practice using all the vocabulary taught in the course. This will greatly improve students’ retention and overall grasp of the material.

What is the purpose of the “Notes and Summary” Page after each Lesson Plan?

This page was designed to give you a convenient bullet-point summary of what was taught in the previous Lección as well as space to write specific notes about each class you are teaching. A quick glance at the the Summary box of the previous Lección will give you a reminder of what was taught and any homework assigned so that you can conduct a brief review. These daily reviews will prove invaluable for retention and organization purposes. The rest of the available boxes can be used as you see fit to keep track of things pertaining to a specific class period.

Note to Teachers:

- We are constantly updating and revising our materials and would appreciate your feedback to help us in the process. If you come across any errors in the course materials, or if you have any ideas on additional content you would like to see in the course, please let us know so that we might continue to cater to your teaching needs. Whenever a new edition of the materials is released, we would be happy to inform you so that you might receive the most advanced materials available.
- Some of the culture lessons may contain a few minor religious references as they were taken from the experiences of missionaries. If this concerns you, please read each culture topic first to ensure its appropriateness for your classroom.

First Day of Class

DAY 1

Give Students a Brief Summary of What They'll be Learning

- This course will teach them to converse in complete sentence after only a few weeks of class.
- They will learn how to comprehend native speakers and build confidence in speaking with them
- They will learn culture and how to apply it in conversations with native speakers
- They will have assignments to communicate with others in-class and outside of class to help develop their skills
- They will be encouraged to speak Spanish as much as possible in the classroom after learning it.
- Teach them about the Superlearning® music and how it will be used in the classroom (see page 3 of the Instructor Handbook).

Go Over Basic Administrative Items

- Rules, Policies, Disclosures, etc.
- Class Syllabus (Created by instructor)
- Student Contract – Optional (Workbook: pg 27)

Go Over Classroom Vocabulary (Have Students turn to Workbook: pg 28)

- See instructions (Instructor Handbook pg 5)
- Be sure to use the “Escuchen y repitan” as well as “Escuchen y NO repitan” (See Instructor Handbook pg 7)
 - Note: There is not a PowerPoint slide for the Classroom Vocabulary. Students simply turn to the workbook.

Go Over the Alphabet (Have Students turn to Workbook: pg 70)

- Teach basic Spanish sounds that are different from English as you go over the alphabet.

Give Students Spanish Names (Optional)

Play Name 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.

Sección 1 – Basic Needs

DAY 2

Lección 1: Groups 1&2, Part I

PowerPoint: 01 Basic Needs, Slide 1

Learn Vocabulary:

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 1 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		✎ subject pronouns are optional!
1.	I want to run	(Yo) quiero correr
2.	He needs to take a taxi	(El) necesita tomar un taxi
3.	You have to do...	(Ud.) tiene que hacer...
4.	She wants to go	(Ella) quiere ir
5.	He needs to walk	(El) necesita caminar
6.	I have to run	(Yo) tengo que correr
7.	You want to take a taxi	(Ud.) quiere tomar un taxi
8.	I need to run	(Yo) necesito correr
9.	He has to walk	(El) tiene que caminar
10.	I want to make...	(Yo) quiero hacer
11.	She needs to walk	(Ella) necesita caminar
12.	You have to run	(Ud.) tiene que correr

Teach Students How to Use Negatives – then Quiz as Below (see Instructor Handbook pg 9)

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		✎ subject pronouns are optional!
1.	He does not want to walk	(El) no quiere caminar
2.	You don’t need to go	(Ud.) no necesita ir
3.	I don’t need to do	(Yo) no tengo que hacer
4.	You do not want to take a taxi	(Ud.) no quiere tomar un taxi
5.	I do not need to go	(Yo) no necesito ir
6.	She doesn’t have to run	(Ella) no tiene que correr
7.	You don’t want to make	(Ud.) no quiere hacer
8.	He does not need to walk	(El) no necesita caminar
9.	I don’t want to run	(Yo) no quiero correr
10.	She doesn’t need to take a taxi	(Ella) no necesita tomar un taxi
11.	You have to do	(Ud.) tiene que hacer
12.	He doesn’t want to go	(El) no quiere ir

DAY 2**Quiz Vocabulary on Slide 2: (Without Spanish Word Prompts)**

- Use the list below to quiz students.
- Be sure to ask “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		<i>✓ subject pronouns are optional!</i>
1.	You need to take a taxi	(Ud.) necesita tomar un taxi
2.	She does not want to walk	(Ella) no quiere caminar
3.	I don't have to go	(Yo) no tengo que correr
4.	He needs to do	(El) necesita hacer
5.	You don't want to go	(Ud.) no quiere ir
6.	She has to take a taxi	(Ella) tiene que tomar un taxi
7.	I don't need to walk	(Yo) no necesito caminar
8.	He doesn't want to go	(El) no quiere ir
9.	You have to run	(Ud.) tiene que correr
10.	She needs to make...	(Ella) necesita hacer...
11.	I don't want to take a taxi	(Yo) no quiero tomar un taxi
12.	He has to walk	(El) tiene que caminar

In Class Writing: Give students 5-10 minutes to write at least 10 sentences with the words they just learned from the slide.

Practice using Practice Model: Follow the steps of the practice model to review the first slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step:

<u>English</u>	<u>Spanish</u>
<i>“¿Cómo se dice...”</i>	<i>✓ subject pronouns are optional!</i>
I don't need to walk	(Yo) no necesito caminar
He doesn't want to go	(El) no quiere ir
You have to run	(Ud.) tiene que correr
I don't need to take a taxi	(Yo) no necesito tomar un taxi
She does not want to walk	(Ella) no quiere caminar
He has to walk	(El) tiene que caminar
She has to take a taxi	(Ella) tiene que tomar un taxi
He needs to do	(El) necesita hacer
You don't want to go	(Ud.) no quiere ir
I don't have to go	(Yo) no tengo que correr

PRACTICE MODEL

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

Notes and Summary**DAY 2****Summary of Day 2**

- **Basic Needs Slide 1**
- **Negatives**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 1 – Basic Needs

DAY 3

Lección 2: Groups 1&2, Part II

Review Day 2 (Summary Found on Previous Page)

Learn Vocabulary: New Slide – 01 Basic Needs, Slides 3-4

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y **NO** repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 3 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		<i>✓ subject pronouns are optional!</i>
1.	She can cook	(Ella) puede cocinar
2.	It's possible to drink	Es posible tomar
3.	He doesn't like to study	No le gusta estudiar
4.	I can prepare	(Yo) puedo preparar
5.	It's important to eat	Es importante comer
6.	She likes to read	Le gusta leer
7.	You can buy	(Ud.) puede comprar
8.	I don't like to cook	No me gusta cocinar
9.	It's not possible to prepare	No es posible preparar
10.	He can't eat	(El) no puede comer
11.	You like to drink	Le gusta tomar
12.	It's not important to buy	No es importante comprar

Quiz Vocabulary on Slide 4: (Without Spanish Word Prompts)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		
1.	He doesn't like to eat	No le gusta comer
2.	You can read	(Ud.) puede leer
3.	It's not important to buy	No es importante comprar
4.	She likes to cook	Le gusta cocinar
5.	I can't drink	No puedo tomar
6.	He likes to study	Le gusta estudiar
7.	It's not possible to prepare	No es posible preparar
8.	You can't eat	(Ud.) no puede comer
9.	She doesn't like to read	No le gusta leer
10.	I can buy	Yo puedo comprar
11.	It's important to cook	Es importante cocinar
12.	He doesn't like to buy	No le gusta comprar

DAY 3

In Class Writing: Give students 5-10 minutes to write at least 10 sentences with the words they just learned from the slide.

Practice using Practice Model: Follow the steps of the practice model to review the current slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step:

	English	Spanish
	<i>“¿Cómo se dice...”</i>	
1.	You like to drink	Le gusta tomar
2.	It’s not possible to prepare	No es posible preparar
3.	It’s important to eat	Es importante comer
4.	You can buy	(Ud.) puede comprar
5.	I don’t like to cook	No me gusta cocinar
6.	She likes to read	Le gusta leer
7.	It’s not important to buy	No es importante comprar
8.	It’s possible to drink	Es posible tomar
9.	He doesn’t like to study	No le gusta estudiar
10.	I can prepare	(Yo) puedo preparar
11.	She can cook	(Ella) puede cocinar
12.	He can’t eat	(El) no puede comer

PRACTICE MODEL

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

Notes and Summary**DAY 3****Summary of Day 3**

- **Basic Needs Slides 3-4**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Pronunciation

DAY 4

Introduction

Read the poem entitled “English” on page 29 of the Student Workbook as a class.

- Discuss how Spanish Pronunciation compares to English. Ask students which they feel would be harder to learn. Encourage your students by expressing your confidence that, with proper practice and study, they will be able to master Spanish pronunciation. After all, if they were able to learn how to pronounce words in English, with all of its nuances and variations, Spanish should be “*pan comido*” (“a piece of cake”)!

ENGLISH

I take it you already know
Of tough and bough and cough and dough?
Others may stumble, but not you
On hiccough, thorough, slough, and through.
Well done! And now you wish, perhaps,
To learn of less familiar traps?

Beware of heard, a dreadful word
That looks like beard and sounds like bird.
And dead: it's said like bed, not bead;
For goodness sake, don't call it deed!
Watch out for meat and great and threat
(They rhyme with suite and straight and debt).
A moth is not a moth in mother.
Nor both in bother, broth in brother.

And here is not a match for there,
Nor dear and fear for bear and pear.
And then there's close and rose and lose –
Just look them up – and goose and choose,
And cork and work and card and ward,
And font and front and word and sword.
And do and go, then thwart and cart.
Come, come I've hardly made a start.

A dreadful language? Why, man alive,
I'd learn to talk it when I was five,
And yet to write it the more I tried,
I hadn't learned it at fifty-five.

- AUTHOR UNKNOWN -

Suggested Method for Teaching Pronunciation Lessons: See Instructor Handbook pages 17-18

Sounds Covered:

- Vocales
- Abecedario

Turn to page 70 in the Student Workbook

Comprehension

DAY 4

Lección 1 - Basic Needs I, Yes/No Questions

Suggested Lesson Outline for Comprehension CDs 1 & 2:

1. Display the Comprehension PowerPoint of today's Lección for the class to see.
 - a. (Turn on projector, insert the PowerPoint CD into the computer connected to the projector, open the "Comprehension" folder, and double-click on today's Lección).
2. Play the Dialogue audio track listed in today's Lección for the class.
 - a. (Place the appropriate Comprehension Audio CD in a stereo or computer, select the track number listed below, and press play).
3. Pause the Dialogue after every few phrases to check for understanding.
 - a. Have the students try to guess the meaning of the Dialogue and pick out any vocabulary they do not understand.
4. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
 - a. Tell the students to listen for the new words they just learned
5. Group Discussion:
 - a. Have the class identify the correct meaning of the narrative/conversation.
 - b. Encourage students use as much Spanish as they can during the discussion.
6. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 1: Track 2

- | | |
|---|---|
| 1. ¿Tiene que ir? - Do you have to go? | 8. ¿Es posible correr? - Is it possible to run? |
| 1a. No, no tengo que ir - No, I don't have to go. | 8a. Sí, es posible correr - Yes, it is possible to run. |
| 2. ¿Necesita estudiar? - Does she need to study? | 9. ¿Ella quiere cocinar? - Does she want to cook? |
| 2a. No, necesita comer. - No, she needs to eat. | 9a. No, Ella no quiere cocinar. - No, She doesn't want to cook. |
| 3. ¿Tengo que cocinar? - Do I have to cook? | 10. ¿Necesita ir? - Do you need to go? |
| 3a. Sí, tiene que cocinar. - Yes, you have to cook. | 10a. No, no necesito ir. - No, I don't need to go. |
| 4. ¿Es importante comer? - Is it important to eat? | 11. ¿A ella le gusta caminar? - Does she like to walk? |
| 4a. Sí, es importante comer. - Yes, it is important to eat. | 11a. Sí, a ella le gusta caminar - Yes, she likes to walk. |
| 5. ¿Quiere caminar? - Do you want to walk? | 12. ¿Él necesita correr? - Does he need to run? |
| 5a. No, quiero tomar un taxi. - No, I want to take a taxi. | 12a. No, él no necesita correr. - No, He doesn't need to run. |
| 6. Le gusta leer? - Do you like to read? | 13. ¿A ti te gusta tomar? - Do you like to drink? |
| 6a. Sí, me gusta leer. - Yes, I like to read. | 13a. No, a mi no me gusta tomar. - No, I don't like to drink. |
| 7. ¿Tiene que comprar? - Does he have to buy? | |
| 7a. No, no necesita comprar. - No, He doesn't have to buy. | |

Notes and Summary**DAY 4****Summary of Day 4**

- **Pronunciation**
 - **Vocales**
 - **Abecedario**
- **Comprehension CD 1, Tracks 1 & 2**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 5

Lección 1 - Spanish Symbols

Suggested Outline for Culture Lessons:

1. Display the Culture PowerPoint of today's Lección for the class to read.
 - a. (Turn on projector, Place the PowerPoint CD into the computer connected to the projector, open the "Culture" folder, and double-click on today's Lección).
2. Read the Culture Newsletter.
 - a. As you read, have the students try to guess the meaning of the Spanish words.
 - b. You may ask individual students to take turns reading.
3. Read and Practice the "Vocabulario de la Semana" list.
 - a. Inform the students that they do not need to memorize the words—just recognize them for comprehension while reading.
4. (Optional) Read the culture lesson again focusing on the new vocabulary.
5. **Group Discussion.**
 - a. **Compare and contrast** the lesson with the students' own diverse cultures.
 - b. Encourage the students to use as much Spanish as they can during the discussion.

Mucha gente ha preguntado, "What is the '¿' sign al principio of questions in Spanish?". It is officially called -- Are you ready for the technical term? -- the "upside-down question mark." It is placed al principio of any Spanish oración that is una pregunta.

Mucha gente piensa, "Why in the world does Spanish have an upside down question mark?" En realidad, you'll see as we talk about it, que tiene mucho sentido. You may even want to petition the people that make English grammar rules and get them to put an upside-down question mark en el idioma de inglés.

Let me explain porque necesitaría an upside-down question mark at the beginning of una oración and how it could help you. When I was in High School English class, we read quite a few short stories and plays en voz alta. The whole class would follow along and students would take turns reading different parts o párrafos. I remember más de una vez, when I was reading a long paragraph, all of a sudden, I would get to the end and realize there was a question mark there. El problema fue que I had read the whole párrafo as if it were a statement. I would then try to compensate and make my voice change at the last minute so it sounded like una pregunta. I know I must have sounded ridículo trying to change my voice at the last minute and I was always a bit embarrassed when this would happen.

Has that ever happened a usted?

With the upside-down question mark, eso nunca pasa in Spanish because you see that a sentence is a question desde el comienzo! No more embarrassing "end of sentence voice change to compensate for question marks" phobia or vergüenza.

Me encanta the Spanish language and all the cool little things they have like the "upside-down question mark." Tal vez con esta lección, we can start a grass-roots effort to change the English language and add the "upside-down question mark"! Llame o escriba a su senador or parliament representative today, para que podamos evitar "end of sentence voice change to compensate for question mark" phobia and vergüenza para siempre!

Anyway, if you can't tell, me encanta the Spanish language y espero que through this Lección and by learning Spanish with our Visual Link Spanish™ course, you gain the same love for it que yo tengo.

DAY 5**Vocabulario de la Semana**

mucha gente ha preguntado	many people have asked
al principio	at the beginning
oración	sentence
una pregunta	a question
mucha gente piensa	many people think
en realidad	actually (in reality)
que tiene mucho sentido	that it makes a lot of sense
en el idioma de inglés	in the English language
porque necesitaría	why you would need
una oración	a sentence
en voz alta	aloud
o párrafos	or paragraphs
más de una vez	more than once
el problema fue que	the problem was that
una pregunta	a question
ridículo	rediculous
a usted	to you
eso nunca pasa	that never happens
desde el comienzo	from the start
vergüenza	embarrassment
me encanta	I love
tal vez con esta lección	maybe with this lesson
llame o escriba a su senador	call or write your senator
para que podamos evitar	so that we can avoid
para siempre	forever
y espero que	and (I) hope that
que yo tengo	that I have
mucha gente ha preguntado	many people have asked

al principio	at the beginning
oración	sentence
una pregunta	a question
mucha gente piensa	many people think
en realidad	actually (in reality)
que tiene mucho sentido	that it makes a lot of sense
en el idioma de inglés	in the English language
porque necesitaría	why you would need
una oración	a sentence
en voz alta	aloud
o párrafos	or paragraphs
más de una vez	more than once
el problema fue que	the problem was that
una pregunta	a question
ridículo	rediculous
a usted	to you
eso nunca pasa	that never happens
desde el comienzo	from the start
vergüenza	embarrassment
me encanta	I love
tal vez con esta lección	maybe with this lesson
llame o escriba a su senador	call or write your senator
para que podamos evitar	so that we can avoid
para siempre	forever
y espero que	and (I) hope that
lección	lesson
que yo tengo	that I have

Notes and Summary**DAY 5****Summary of Day 5**

- **Culture**
 - **Spanish Symbols**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 1 – Basic Needs

DAY 6

Lección 3: Group 3, Part I

Review 01 Basic Needs, Slides 1-4

Learn Vocabulary: New Slide – 01 Basic Needs, Slide 5-6 (Group 3)

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 5 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students as a group.

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		<i>✓ subject pronouns are optional!</i>
1.	pool	piscina
2.	bathroom	baño
3.	store	tienda
4.	later	luego
5.	work	trabajo
6.	post office	correo
7.	bank	banco
8.	now	ahora
9.	it	lo/la
10.	them	los/las
11.	restaurant	restaurante
12.	tomorrow	mañana
13.	in (5) minutes	en (cinco) minutos
14.	park	parque
15.	office	oficina
16.	home	casa
17.	hotel	hotel
18.	movies	cine
19.	today	hoy
20.	in an hour	en una hora
21.	tonight	esta noche

Grammar Explanation

- Open the Grammar PowerPoint Slide and take 5-10 minutes to teach the articles (un, una, el, la etc.). **NOTE:** Don't cover the exercises with colored pictures yet – those will be covered in-depth when you get to the “Grammar” section.

DAY 6

Quiz Vocabulary on Slide 5 Using Articles: (With Spanish Word Prompts)

- Use the quiz below to quiz students as a group.

	English	Spanish
	<i>“¿Cómo se dice...”</i>	
1.	a bathroom	un baño
2.	some banks	unos banco
3.	a movie theatre	un cine
4.	the pools	las piscinas
5.	the houses	las casas
6.	the post office	el correo
7.	the offices	las oficinas
8.	the bathroom	el baño
9.	some hotels	unos hoteles
10.	a restaurant	un restaurante
11.	the park	el parque
12.	some stores	unas tiendas

Quiz Vocabulary on Slide 6: (Without Spanish Word Prompts)

- Use the quiz below to quiz students as a group.

	English	Spanish
	<i>“¿Cómo se dice...”</i>	
1.	the bathroom	el baño
2.	in (5) minutes	en (cinco) minutos
3.	work	trabajo
4.	the stores	las tiendas
5.	in an hour	en una hora
6.	now	ahora
7.	home	casa
8.	it	lo/la
9.	some post offices	unos correo
10.	the restaurants	los restaurants
11.	a bank	un banco
12.	tomorrow	mañana
13.	them	los/las
14.	some parks	unos parques
15.	the movies (or movie theater)	el cine
16.	a pool	una piscina
17.	tonight	esta noche
18.	today	hoy
19.	some hotels	unos hoteles
20.	later	luego
21.	an office	una oficina
22.	the bathroom	el baño

DAY 6

Practice using Practice Model: Follow the steps of the practice model to review the current slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step in the Practice Model:
- Be sure to ask each student individually here as compared to the other quizzes.

	<u>English</u>	<u>Spanish</u>
	“¿Cómo se dice...”	
1.	home	casa
2.	it	lo/la
3.	some post offices	unos correo
4.	the restaurants	los restaurants
5.	a bank	un banco
6.	tomorrow	mañana
7.	them	los/las
8.	some parks	unos parques
9.	the hotel	el hotel
10.	a pool	una piscina
11.	tonight	esta noche
12.	today	hoy

**PRACTICE
MODEL**

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

Notes and Summary**DAY 6****Summary of Day 6**

- **Basic Needs Slide 5-6**
- **Grammar Explanation: Articles**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 1 – Basic Needs

DAY 7

Lección 4: Group 3, Part II

Review Day 2 (Summary Found on Previous Page)

Learn Vocabulary: New Slide – 01 Basic Needs, Slides 7-8 (Group 3)

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 7 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students as a whole group.

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		✓ subject pronouns are optional!
1.	food	comida
2.	a drink	una bebida
3.	the vegetables	las verduras
4.	the magazines	las revistas
5.	also	también
6.	some books	unos libros
7.	the juice	el jugo
8.	water	agua
9.	a document	un documento
10.	the dictionary	el diccionario
11.	some salads	unas ensaladas
12.	the meat	la carne
13.	the fruit	la fruta
14.	the hamburgers	las hamburguesas
15.	something	algo
16.	a newspaper	un periódico
17.	some contracts	unos contratos
18.	nothing/anything	nada
19.	the cookies/crackers	las galletas
20.	some magazines	unas revistas

Quiz Vocabulary on Slide 8: (Without Spanish Word Prompts)

- Quiz students collectively using quiz below

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		
1.	also	también
2.	some magazines	unas revistas
3.	the meat	la carne
4.	some contracts	unos contratos
5.	the dictionary	el diccionario
6.	the hamburgers	las hamburguesas

DAY 7

7.	some books	unos libros
8.	the cookies/crackers	las galletas
9.	the vegetables	las verduras
10.	food	comida
11.	a newspaper	un periódico
12.	some salads	unas ensaladas
13.	water	agua
14.	a drink	una bebida
15.	something	algo
16.	the magazines	las revistas
17.	the juice	el jugo
18.	the fruit	la fruta
19.	nothing/anything	nada
20.	a document	un documento

In Class Writing: Give students 5-10 minutes to write at least 10 sentences with the words they just learned from the slide – using words from Groups 1, 2 and 3 learned up to this point.

Practice using Practice Model: Follow the steps of the practice model to review the current slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step (remember to ask students individually not collectively)

	English	Spanish
	<i>“¿Cómo se dice...”</i>	
1.	a drink	una bebida
2.	food	comida
3.	a newspaper	un periódico
4.	some books	unos libros
5.	the dictionary	el diccionario
6.	the hamburgers	las hamburguesas
7.	some contracts	unos contratos
8.	the cookies/crackers	las galletas
9.	the vegetables	las verduras
10.	water	agua
11.	something	algo
12.	some salads	unas ensaladas
13.	the magazines	las revistas

PRACTICE MODEL

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

Notes and Summary**DAY 7****Summary of Day 7**

- **Basic Needs Slide 7-8**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 1 – Basic Needs

DAY 8

Lección 5: Groups 1-3, Phrases

Workbook Recognition: Have Students turn to page 3-4 in the workbooks and spend 3 – 5 minutes looking at groups 1, 2, & 3. Help them recognize that everything they have learned up to this point on the 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. . . Also teach them the difference between masculine and feminine: “to the store - *f*” is “a la tienda” and “to the bank - *m*” is “al banco”. Show them that “al banco” is really “**a el** banco” put together or “contracted”.

Quiz Groups 1, 2 & 3 (using Workbooks): Say English phrases below and have students, as a group, say the Spanish equivalent:

<u>Inglés</u> * “Como se dice...”	<u>Español</u> ✎ Subject pronouns are optional!
1. It's possible to take a taxi to the office	Es posible tomar un taxi a la oficina
2. You have to prepare the contract	(Ud.) Tiene que preparar el contrato
3. He can't go to the movies tomorrow	(El) No puede ir al cine mañana
4. I don't have to study now	(Yo) No tengo que estudiar ahora
5. She doesn't likes to eat hamburgers	No le gusta comer hamburguesas
6. You want to walk to the store	(Ud.) Quiere caminar a la tienda
7. I don't want to read a book	(Yo) No quiero leer un libro
8. It's important to cook meat	Es importante cocinar carne
9. You want to buy a magazine	(Ud.) Quiere comprar una revista
10. You like to drink juice	Le gusta tomar jugo
11. She wants to go to the pool	(Ella) Quiere ir a la piscina
12. He doesn't want to study now	(El) No quiere estudiar ahora
13. I can do it tomorrow	(Yo) Puedo hacerlo mañana
14. She has to buy the vegetables	(Ella) Tiene que comprar las verduras
15. He doesn't need to take a taxi today	(El) No necesita tomar un taxi hoy
16. I want to make some cookies	(Yo) Quiero hacer unas galletas
17. I need to run to the store	(Yo) Necesito correr a la tienda
18. I don't like to walk to work	No me gusta caminar al trabajo
19. You can prepare the salad	(Ud.) Puede preparar la ensalada
20. You need to read the documents	(Ud.) Necesita leer los documentos

DAY 8

Quiz Groups 1, 2 & 3 (No Workbooks): Have students close workbook. Say English phrases below and have students, as a group, say the Spanish equivalent:

	<u>Inglés</u>	<u>Español</u>
	* “Como se dice...”	
13.	She likes to go to the park	Le gusta ir al parque
14.	I can study in an hour	(Yo) Puedo estudiar en una hora
15.	He has to read a book	(El) Tiene que leer un libro
16.	I don't want to cook the vegetables	(Yo) No quiero cocinar las verduras
17.	I have to do something tonight	(Yo) Tengo que hacer algo esta noche
18.	She can make the salad	(Ella) Puede hacer la ensalada
19.	She doesn't want to walk to the hotel	(Ella) No quiere caminar al hotel
20.	It's important to eat fruit	Es importante comer fruta
21.	I need to read the newspaper	(Yo) Necesito leer el periódico
22.	You want to take a taxi to the restaurant	(Ud.) Quiere tomar un taxi al restaurante
23.	I have to go to the bank	(Yo) Tengo que ir al banco
24.	It's not possible to prepare the food	No es posible preparar la comida
25.	You like to buy drinks	Le gusta comprar bebidas
26.	You need to take a taxi to the post office	(Ud.) Necesita tomar un taxi al correo
27.	I want to run home	(Yo) Quiero correr a la casa
28.	You don't want to buy anything	(Ud.) No quiere comprar nada
29.	You have to drink water	(Ud.) Tiene que tomar agua
30.	He wants to run to the bathroom	(El) Quiere correr al baño
31.	She doesn't need to study today	(Ella) No necesita estudiar hoy
32.	You can walk to the store	(Ud.) Puede caminar a la tienda

DAY 8

In Class Writing Assignment: Give students 5-10 minutes to write at least 10 sentences using Groups 1, 2 & 3 from the workbook. It is important for spatial learning that students learn the position of the words on the pages of the workbook.

Practice using Practice Model: Follow the steps of the practice model to review the section. (See Instructor Handbook pg 12 for complete details.)

- Use the Following for the “Model” step (remember to ask students individually not collectively)

	English	Spanish
<i>“¿Cómo se dice...”</i>		
1.	She can go to the bank	(Ella) Puede ir al banco
2.	I have to study the dictionary	(Yo) Tengo que estudiar el diccionario
3.	He likes to eat cookies	Le gusta comer galletas
4.	You don’t want to walk home	(Ud.) No quiere caminar a la casa
5.	I want to read the contract	(Yo) Quiero leer el contrato
6.	You don’t want to buy some drinks	(Ud.) No quiere comprar unas bebidas
7.	You don’t like to read magazines	No le gusta leer revistas
8.	He wants to go to a restaurant	(El) Quiere ir a un restaurante
9.	I like to cook hamburgers	Me gusta cocinar hamburguesas
10.	You can’t walk to work	(Ud.) No puede caminar al trabajo
11.	You need to read some documents	(Ud.) Necesita leer unos documentos
12.	She has to buy the food	(Ella) Tiene que comprar la comida
13.	He can go to the bank	(El) Puede ir al banco

PRACTICE MODEL

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

Important Note: When students are in the “Practice” step of the Practice Model, have them use the sentences they created during the “In-Class Writing Assignment” to quiz others in their group.

Notes and Summary**DAY 8****Summary of Day 8**

- **Basic Needs Slide Sentence Building with Groups 1, 2 & 3**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Pronunciation

DAY 9

Sounds Covered:

- ll, ñ, z

Turn to page 72-73 in the Student Workbook

Comprehension

Lección 2 - Basic Needs II, Yes/No Questions (cont.)

Suggested Lesson Outline:

1. Display the Comprehension PowerPoint.
2. Listen to the Dialogue listed below.
3. Pause after every few phrases to check for understanding.
 - a. Have the students try to guess the meaning and pick out vocabulary they do not understand.
4. Practice/review the unfamiliar vocabulary.
5. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
6. Group Discussion: as a class, discuss the correct meaning.
7. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 1: Track 3

This next set of questions will use words from Groups 1, 2 and 3 of the Basic Needs Section

1. ¿Quiere ir al banco? - Do you want to go to the bank?
 - a) Sí, quiero ir al banco. - Yes, I want to go to the bank.
2. ¿Quiere cocinar una hamburguesa? - Does she want to cook a hamburger?
 - a) No, no quiere cocinar una hamburguesa. - No, She doesn't want to cook a hamburger.
3. ¿Es importante estudiar el contrato? - Is it important to study the contract?
 - a) Sí, es importante estudiar el contrato. - Yes, it's important to study the contract.
4. ¿Es posible caminar a mi hotel? - Is it possible to walk to my hotel?
 - a) No, necesitamos tomar un taxi. - No, we need to take a taxi.
5. ¿No quieres comer algo? - Don't you want to eat something?
 - a) Sí, me gusta comer fruta. - Yes, I like to eat fruit.

(It is important to know that as part of the culture people ask questions this way also)
6. Le gusta ir a la alberca, ¿no? - He likes to go to the pool, doesn't he?

(In this case the word "¿no?" means doesn't he? And actually the question is the word "¿no?")

 - a) Sí, le gusta ir a la alberca. - Yes, He likes to go to the pool.
7. ¿A él le gusta preparar ensaladas? - Does he like to prepare salads?
 - a) No, a él le gusta cocinar carne. - No, he likes to cook meat.
8. ¿Ella necesita ir a la tienda? - Does she need to go to the store?
 - a) Sí, ella necesita comprar comida. - Yes, she needs to buy food.
9. Quiere ir a la oficina, ¿verdad? - You want to go to the office, right?
 - a) No, quiero ir a un restaurante. - No, I want to go to a restaurant.
10. ¿No quiere comer galletas? - Don't you want to eat cookies?
 - a) No, quiero tomar agua. - No, I want to drink water.
11. ¿El puede ir a la casa en una hora? - Can he go to the home in an hour?
 - a) No, él puede ir a la casa en cinco minutos. - No, he can go to the home in five minutes.
12. ¿Es posible comprar un diccionario? - Is it possible to buy a dictionary?
 - a) Sí, es posible ir a la tienda ahora. - Yes, it is possible to go to the store now.
13. ¿Él quiere ir al parque luego? - Does he want to go to the park later?
 - a) No, él quiere que ir ahora. - No, He wants to go now.

Notes and Summary**DAY 9****Summary of Day 9**

- **Pronunciation**
 - ll
 - ñ
 - z
- **Comprehension CD 1, Track 3**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 10

Lección 2: Don't Throw Things!

Culture Lesson Suggested Outline:

1. Display the Culture PowerPoint.
 - a. (Insert the PowerPoint CD into computer, open the "Culture" folder, and double-click today's Lección).
2. Read the culture lesson and have students guess the meaning of Spanish words
3. Read the vocabulary list – tell students they are not trying to memorize the words – just recognize them for comprehension while reading
4. Read the culture lesson again
5. **Compare and Contrast:** Have a discussion to compare and contrast with students' own culture

Voy a hablar hoy about something that Americans commonly do that is not done en la cultura Latina. I'm not sure if this happens en Inglaterra o Australia (if someone from Inglaterra o Australia would reply to this lesson and let me know I would enjoy hearing from you). Anyway, if I was at home or en la oficina and needed a pen, or some cinta for example, I would ask a family member or co-worker for it, and they would probably toss or throw it a mí. Likewise, at home if I needed mis llaves and mi esposa had them, she would probably toss them to me. Esto es una cosa normal to do.

In Latin America however, the culture about throwing objects es muy diferente. Let me explain to you exactly lo que me pasó. Cuando vivía en Latin America, I was visiting a family in their home; me habían invitado over for dinner. While we were waiting for dinner, about 6 of them and I were sitting in their living room platicando. We were having una conversación muy buena and I was really enjoying myself. Then uno de ellos me preguntó if I had a pen. Without giving it a second thought, I pulled out a pen and tossed it to the person que la pidió. Everyone gasped and the room went dead silent. — I suddenly felt my face turn red and asked, "¿Qué pasó?". I was startled by the situation and truly had no idea what was wrong. Por fin, one of them said in a subdued tone, "**Acabas de tirar that pen!**" I answered carefully and said, "Yes, is something wrong?" They said "Here, it is very impolite to throw pens or things to people." Me asombré by this cultural difference and I apologized profusely. Y entonces expliqué que it was a normal thing for us to do where I was from. Me miraron in disbelief, as if I had grown up without any form of education and then proceeded to show me, more than once, how to hand a pen to someone como si nunca lo había hecho antes.

Ese día, I learned a valuable Lección cultural, a faux pas that, I'm sure, many foreigners commit. Hopefully aprenderán de mi experiencia.

When most native Spanish speakers vienen a los Estados Unidos, they adapt a nuestra cultura and will usually get somewhat accustomed to our "throwing things" to each other. But, la próxima vez you go to Latin America and someone asks for a pen, be sure to walk over and hand it a ellos.

Vocabulario de la Semana

mucha gente ha preguntado	many people have asked
al principio	at the beginning
oración	sentence
una pregunta	a question
mucha gente piensa	many people think
en realidad	actually (in reality)
que tiene mucho sentido	that it makes a lot of sense
en el idioma de inglés	in the English language
porque necesitaría	why you would need
una oración	a sentence
en voz alta	aloud
o párrafos	or paragraphs
más de una vez	more than once
el problema fue que	the problem was that

una pregunta	a question
ridículo	ridiculous
a usted	to you
eso nunca pasa	that never happens
desde el comienzo	from the start
vergüenza	embarrassment
me encanta	I love
tal vez con esta lección	maybe with this lesson
llame o escriba a su senador	call or write your senator
para que podamos evitar	so that we can avoid
para siempre	forever
y espero que	and (I) hope that
lección	lesson
que yo tengo	that I have

Notes and Summary***DAY 10*****Summary of Day 10**

- **Culture**
 - **Don't Throw Things!**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 1 – Basic Needs

DAY 11

Lección 6: Yes/No Questions

Teach Yes/No Questions (Basic Needs – Slide 9-13)

Ask Questions to Students and Students Answer in Spanish (using Workbooks): Ask individual students the questions below and have students answer in Spanish using the Workbook.

<u>Pregunta</u>	
1. ¿Quiere leer el libro?	11. ¿Quiere leer el documento ahora?
2. ¿Quiere comer una hamburguesa?	12. ¿Necesita ir al banco hoy?
3. ¿Quiero comprar carne?	13. ¿Necesita tomar un taxi en una hora?
4. ¿Necesita tomar un taxi al trabajo?	14. ¿Le gusta preparar comida?
5. ¿No necesita caminar hoy?	15. ¿Puede preparar algo?
6. ¿Necesita cocinar las verduras?	16. ¿Quiere comer una ensalada?
7. ¿Tiene que estudiar el diccionario?	17. ¿Le gusta caminar?
8. ¿Tiene que hacer algo?	18. ¿Necesita cocinar la hamburguesa?
9. ¿No tiene que ir al correo?	19. ¿Le gusta comer fruta?
10. ¿Le gusta leer el periódico?	20. ¿Le gusta ir al parque?

Ask Questions to Students and Students Answer in Spanish (No Workbooks): Have students close workbooks and ask individual students the questions below and have students answer in Spanish using the Workbook.

Note: if students are struggling and really need to look at the workbook, it is ok at this point.

<u>Pregunta</u>	
1. ¿Le gusta tomar jugo?	11. ¿Quiere hacerlo luego?
2. ¿Le gusta cocinar carne?	12. ¿Quiere ir en una hora?
3. ¿Puede ir al banco hoy?	13. ¿Quiere ir mañana?
4. ¿Puede prepararlo esta noche?	14. ¿Quiere ir al trabajo hoy?
5. ¿Puede caminar a la piscina luego?	15. ¿Necesita tomar un taxi?
6. ¿Es importante comer verduras?	16. ¿Necesita tomar un taxi al hotel esta noche?
7. ¿Es importante estudiar algo?	17. ¿Puede cocinar galletas en una hora?
8. ¿Es importante correr?	18. ¿Puede correr al correo luego?
9. ¿Es posible cocinar agua?	19. ¿Es importante leer el contrato?
10. ¿Es posible comprarla?	20. ¿Es importante tomar agua?

In Class or At Home Writing Assignment: Have students write down at least 10 Yes/No questions using Groups 1, 2 & 3 from the Workbook.

DAY 11

Practice using Practice Model: Follow the steps of the practice model to review the section. (See Instructor Handbook pg 12 for complete details.)

- Use the Following for the “Model” step (remember to ask individual students questions in Spanish and they answer in Spanish – let them use their Workbooks if they need to.)

Pregunta

- | | |
|---|---------------------------------------|
| 1. ¿Es posible tomar una bebida esta noche? | 7. ¿Le gusta estudiar el diccionario? |
| 2. ¿No le gusta leer la revista? | 8. ¿Es posible comer comida ahora? |
| 3. ¿No necesita comprar el libro mañana? | 9. ¿Necesita tomar jugo también? |
| 4. ¿Tiene que cocinar comida ahora? | 10. ¿Tiene que ir al baño? |
| 5. ¿Puede tomar un taxi a la tienda? | 11. ¿No le gusta hacer nada? |
| 6. ¿Le gusta correr al baño? | 12. ¿No quiere comprar una bebida? |

Important Note: When students are in the “Practice” step of the Practice Model, have them use the questions they created during the “In-Class or At Home Writing Assignment”. They should ask questions in Spanish and members of their group should answer in Spanish.

**PRACTICE
MODEL**

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

Homework Assignment: Have students go home and write 20 Yes/No Questions from the Basic Needs section.

Notes and Summary***DAY 11*****Summary of Day 11**

- **Learn to Ask and Answer “Yes / No” Questions**
- **Homework – write 20 “Yes / No” questions.**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 1 – Basic Needs

DAY 12

Lección 7: Yes/No Questions (cont.)

Ask Questions to Students and Students Answer in Spanish (using Workbooks): Ask individual students the questions below and have students answer in Spanish using the Workbook.

Pregunta

- | | |
|---|--|
| 1. ¿Quiere ir al trabajo hoy? | 11. ¿Quiere leer el documento ahora? |
| 2. ¿Necesita tomar un taxi? | 12. ¿Necesita ir al banco hoy? |
| 3. ¿Necesita tomar un taxi al banco esta noche? | 13. ¿Necesita tomar un taxi en una hora? |
| 4. ¿Puede cocinar galletas en una hora? | 14. ¿Le gusta preparar comida? |
| 5. ¿Puede correr al correo luego? | 15. ¿Puede preparar algo? |
| 6. ¿Es importante leer el contrato? | 16. ¿Quiere comer una ensalada? |
| 7. ¿Es importante tomar agua? | 17. ¿Le gusta caminar? |
| 8. ¿Le gusta estudiar el diccionario? | 18. ¿Necesita cocinar la hamburguesa? |
| 9. ¿No tiene que ir al correo? | 19. ¿Le gusta comer fruta? |
| 10. ¿Le gusta leer el periódico? | 20. ¿Le gusta ir al parque? |

Ask Questions to Students and Students Answer in Spanish (No Workbooks): Have students close workbooks and ask individual students the questions below and have students answer in Spanish without using the Workbook if possible. **Note:** if students are still struggling try to encourage them to answer without the Workbook.

Pregunta

- | | |
|---------------------------------------|--|
| 1. ¿Le gusta tomar jugo? | 21. ¿Quiere hacerlo luego? |
| 2. ¿Le gusta cocinar carne? | 22. ¿Quiere ir en una hora? |
| 3. ¿Puede ir al banco hoy? | 23. ¿Quiere ir mañana? |
| 4. ¿Puede prepararlo esta noche? | 24. ¿Quiere ir al trabajo hoy? |
| 5. ¿Puede caminar a la piscina luego? | 25. ¿Necesita tomar un taxi? |
| 6. ¿Es importante comer verduras? | 26. ¿Necesita tomar un taxi al hotel esta noche? |
| 7. ¿Es importante estudiar algo? | 27. ¿Puede cocinar galletas en una hora? |
| 8. ¿Es importante correr? | 28. ¿Puede correr al correo luego? |
| 9. ¿Es posible cocinar agua? | 29. ¿Es importante leer el contrato? |
| 10. ¿Es posible comprarla? | 30. ¿Es importante tomar agua? |

DAY 12

Practice using Practice Model: Follow the steps of the practice model to review the section. (See Instructor Handbook pg 12 for complete details.)

- Use the Following for the “Model” step (remember to ask individual students questions in Spanish and they answer in Spanish – let them use their Workbooks if they need to.)

Pregunta

- | | |
|---|---------------------------------------|
| 1. ¿Es posible tomar una bebida esta noche? | 7. ¿Le gusta estudiar el diccionario? |
| 2. ¿No le gusta leer la revista? | 8. ¿Es posible comer comida ahora? |
| 3. ¿No necesita comprar el libro mañana? | 9. ¿Necesita tomar jugo también? |
| 4. ¿Tiene que cocinar comida ahora? | 10. ¿Tiene que ir al baño? |
| 5. ¿Puede tomar un taxi a la tienda? | 11. ¿No le gusta hacer nada? |
| 6. ¿Le gusta correr al baño? | 12. ¿No quiere comprar una bebida? |

Use Homework Here!: When students are in the “Practice” step of the Practice Model, have them use the questions they created during the “Homework Writing Assignment”. They should ask questions in Spanish and members of their group should answer in Spanish.

PRACTICE MODEL

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

Notes and Summary**DAY 12****Summary of Day 12**

- Review of “Yes / No” Questions
- More “Yes / No” Question Practice

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 1 – Basic Needs

DAY 13

Lección 8: Open Questions

Learn Vocabulary: New Slide – Basic Needs Slide 14-15 (? / Ans. / Links)

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Ask Questions to Students and Students Answer in Spanish (using Workbooks): Ask individual students the questions below and have students answer in Spanish using the Workbook.

Pregunta

- | | |
|--------------------------------------|---------------------------------------|
| 1. ¿Adónde necesita ir esta noche? | 1. ¿Cuándo tiene que ir al banco? |
| 2. ¿Adónde necesita ir mañana? | 2. ¿Cuándo necesita cocinar? |
| 3. ¿Adónde quiere correr hoy? | 3. ¿Cuándo es importante tomar agua? |
| 4. ¿Adónde tiene que tomar un taxi? | 4. ¿Cuándo tiene que estudiar? |
| 5. ¿Adónde puede caminar esta noche? | 5. ¿Dónde puede comprar verduras? |
| 6. ¿Adónde quiere correr? | 6. ¿Qué le gusta leer? |
| 7. ¿Adónde tiene que ir en una hora? | 7. ¿Qué necesita preparar luego? |
| 8. ¿Qué le gusta comer? | 8. ¿Cuándo puede leer el contrato? |
| 9. ¿Qué necesita estudiar? | 9. ¿Adónde tiene que ir mañana? |
| 10. ¿Qué teine que hacer mañana? | 10. ¿Adónde quiere caminar hoy? |
| 11. ¿Cuándo quiere ir a la piscina? | 11. ¿Cuándo puede hacer una ensalada? |

Ask Questions to Students and Students Answer in Spanish (No Workbooks): Have students close workbooks and ask individual students the questions below and have students answer in Spanish without using the Workbook if possible. **Note:** if students are still struggling try to encourage them to answer without the Workbook.

Pregunta

- | | |
|---|--|
| 1. ¿Cuándo puede preparar una ensalada? | 12. ¿Qué quiere leer hoy? |
| 2. ¿Adónde tiene que tomar un taxi mañana? | 13. ¿Cuándo necesito ir a la oficina? |
| 3. ¿Qué tiene que cocinar hoy? | 14. ¿Qué le gusta hacer? |
| 4. ¿Qué le gusta tomar? | 15. ¿Dónde le gusta estudiar? |
| 5. ¿Cuándo necesita comprar un diccionario? | 16. ¿Qué necesita comprar luego? |
| 6. ¿Dónde puede cocinar la carne? | 17. ¿Qué necesita hacer hoy? |
| 7. ¿Adónde tiene que ir en una hora? | 18. ¿Cuándo puede ir al cine? |
| 8. ¿Adónde necesita ir mañana? | 19. ¿Adónde le gusta correr? |
| 9. ¿Cuándo necesita leer el libro? | 20. ¿Qué tiene que comprar esta noche? |
| 10. ¿Cuándo es importante correr? | 21. ¿Dónde puede preparar la comida? |
| 11. ¿Cuándo tiene que ir a la tienda? | 22. ¿Qué le gusta cocinar? |

DAY 13

In Class or At Home Writing Assignment: Have students write down at least 10 questions using question words from the Workbook.

Practice using Practice Model: Follow the steps of the practice model to review the section. (See Instructor Handbook pg 12 for complete details.)

- Note: Only a rare use of “¿Por qué?” is recommended in this section since students generally aren’t prepared to answer questions of that type yet.
- Use the Following for the “Model” step (remember to ask individual students questions in Spanish and they answer in Spanish – let them use their Workbooks if they need to.)

Pregunta

- | | |
|--------------------------------------|--------------------------------------|
| 1. ¿Qué le gusta hacer? | 1. ¿Por qué ir a la tienda? |
| 2. ¿Qué le gusta comer? | 2. ¿Qué le gusta leer? |
| 3. ¿Cuándo puede ir al cine? | 3. ¿Adónde tiene que ir en una hora? |
| 4. ¿Cuándo tiene que ir a la tienda? | 4. ¿Qué necesita estudiar? |
| 5. ¿Adónde tiene que ir mañana? | 5. ¿Adónde quiere correr? |
| 6. ¿Adónde le gusta correr? | 6. ¿Cuándo puede leer el libro? |

Important Note: When students are in the “Practice” step of the Practice Model, have them use the questions they created during the “In-Class or At Home Writing Assignment”. They should ask questions in Spanish and members of their group should answer in Spanish.

PRACTICE MODEL

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

Homework Assignment: Have students go home and write 20 questions using question words from the Basic Needs section.

Notes and Summary**DAY 13****Summary of Day 13**

- Learn to ask questions using question words
- Practice with Question Words

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Pronunciation

DAY 14

Sounds Covered:

- Hard and Soft “d”
- Trilled “r/rr”

Turn to page 74-76 in the Student Workbook

Comprehension

Lección 3 - Basic Needs III, Question Words

Suggested Lesson Outline:

1. Display the Comprehension PowerPoint.
2. Listen to the Dialogue listed below.
3. Pause after every few phrases to check for understanding.
 - a. Have the students try to guess the meaning and pick out vocabulary they do not understand.
4. Practice/review the unfamiliar vocabulary.
5. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
6. Group Discussion: as a class, discuss the correct meaning.
7. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 1: Track 4

1. Why do you want to walk to the post office? – ¿Por qué quiere caminar al correo?
- 1a. Because I don't want to take a taxi. – Porque no quiero tomar un taxi.
2. Where does she need to study the book? – ¿Dónde necesita estudiar el libro?
- 2a. She needs to study the book at home. – Necesita estudiar el libro en la casa.
3. What do you like to prepare? – ¿Qué le gusta preparar?
- 3a. I like to prepare a salad. – Me gusta preparar una ensalada.
4. Where does she like to drink juice? – ¿Dónde le gusta tomar jugo?
- 4a. She likes to drink juice at the pool. – Le gusta tomar jugo en la alberca.
5. Where do you want to go tonight? – ¿Adónde quiere ir esta noche?
- 5a. I want to go to a restaurant. – Quiero ir a un restaurante.
6. What do you want to do tomorrow? – ¿Qué quiere hacer mañana?
- 6a. I want to run to the park. – Quiero correr al parque.
7. Why do you want to go to the restaurant? – ¿Por qué quiere ir al restaurante?
- 7a. Because I want to eat something. – Porque quiero comer algo.
8. ¿Adónde necesita ir esta noche? - Where do you need to go tonight (to)?
- 8a. Necesito ir a la tienda esta noche - I need to go to the store tonight.
9. ¿Cuándo puede ir al restaurante? - When can you go to the restaurant?
- 9a. ¿Puedo ir al restaurante en una hora? – I can go to the restaurant in an hour.
9. ¿Qué tiene que leer ella hoy? – What does she have to read today?
- 9a. Ella tiene que leer un contrato hoy. – She has to read a contract today.
10. ¿Por qué necesita él correr a la oficina? – Why does he need to run to the office?
- 10a. Porque él no puede tomar un taxi. - Because he can't take a taxi.
11. ¿Cuándo necesita Juan ir al correo? – When does Juan need to go to the post office?
- 11a. Juan necesita ir al correo el viernes. – He needs to go to the post office on Friday.
notice when we use days of the week on means el and it's always el, never la)
12. ¿Qué le gusta comer a Pedro en el restaurante? – What does Pedro like to eat at the restaurant?
- 12a. Le gusta comer una hamburguesa. – He likes to eat a hamburger.
13. ¿Cuándo puede leer Marcela un libro? – When can Marcela read a book?
- 13a. Marcela puede leer un libro ahora. – Marcela can read a book now.
14. ¿Qué tiene que estudiar usted hoy? – What do you have to study today?
- 14a. Tengo que estudiar un documento. – I have to study a document.

Notes and Summary**DAY 14****Summary of Day 14**

- **Pronunciation**
 - Hard and Soft “d”
 - Trilled “r/rr”
- **Comprehension CD 1, Track 4**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 15

Lección 3: ¡Usted habla muy bien!

Culture Lesson Guidelines:

1. Display the Culture PowerPoint.
 - a. (Insert the PowerPoint CD into computer, open the "Culture" folder, and double-click today's Lección).
2. Read the culture lesson and have students guess the meaning of Spanish words
3. Read the vocabulary list – tell students they are not trying to memorize the words – just recognize them for comprehension while reading
4. Read the culture lesson again
5. **Compare and Contrast:** Have a discussion to compare and contrast with students' own culture

Esta semana I wanted to talk un poco acerca de pronunciation. In español, you could know thousands of words y como to put them together into oraciones, but if you don't have good pronunciation, you'll never be understood. De hecho, your efforts to learn español will have been en vano.

Por otra parte, if you really take el tiempo to learn la pronunciación de español, native speakers are so impressed cuando habla. You may not have gramática perfecta or a very extensive vocabulario, but if you have good pronunciación, native speakers will usually say, "¡Usted habla muy bien!", or in English "You speak very well!". The pronunciación is the key! They'll think you are a great Spanish speaker just by having good solid técnicas de pronunciación!

Many people make the mistake of thinking that because they took español in Junior High, High School, or even College, they automatically have great técnicas de pronunciación when in-fact, they may not be understood by a native speaker at all.

Como Director del Instituto, I started teaching our curso de Visual Link Spanish™ through Weber State University as an online course por la primera vez in enero of 2003. At the first of the course, I gave mis estudiantes a pronunciation assignment. They had una semana para aprender our Pronunciation CD-ROM software and then turn in an audio recording en español. I was amazed cuando los escuché. A few de ellos had obviously not practiced with the software, but por la mayor parte, los estudiantes sounded similar a native Spanish speakers.

You don't have to be a College student to do well in pronunciación, gente of all edades and backgrounds have been able to sound similar a native speakers by using nuestro programa. Now is your chance. By learning pronunciación ahora, puede continuar with su meta of learning español!

Moral of the Historia: Si quiere impresionar the native Spanish speakers, one of the ways to do it is to focus on la pronunciación. If you sound good, no importa how good your grammar is, they'll be impressed.

DAY 15**Vocabulario de la Semana**

esta semana	this week
un poco acerca de	a little about
español	Spanish
y como	and how
oraciones	sentences
de hecho	in fact
en vano	in vain
por otra parte	on the other hand
el tiempo	the time
la pronunciación de español	Spanish pronunciation
cuando habla	when you speak
gramática perfecta	perfect grammar
vocabulario	vocabulary
técnicas de pronunciación	pronunciation skills
automaticamente	automatically
curso de Visual Link Spanish™	Visual Link Spanish™ course
por la primera vez	for the first time
enero	January
mis estudiantes	my students
una semana	one week
para aprender	to learn (in order to learn)
cuando los escuché	when I listened to them
de ellos	of them
por la mayor parte	for the most part
los estudiantes	the students
similar a	similar to
gente	people
edades	ages
nuestro programa	our program
ahora	now
puede continuar	you can continue
su meta	your goal
si quiere impresionar	if you want to impress
no importa	it doesn't matter

Notes and Summary**DAY 15****Summary of Day 15**

- **Culture**
 - **¡Usted habla muy bien!**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 1 – Basic Needs

DAY 16

Lección 9: Open Questions (cont.)

Review Slides 14-15 with Question Words

Ask Questions to Students and Students Answer in Spanish (using Workbooks): Ask individual students the questions below and have students answer in Spanish using the Workbook.

Pregunta	
1. ¿Adónde necesita ir esta noche?	12. ¿Cuándo tiene que ir al banco?
2. ¿Adónde quiere correr?	13. ¿Cuándo necesita cocinar?
3. ¿Qué necesita preparar luego?	14. ¿Cuándo es importante tomar agua?
4. ¿Cuándo puede leer el contrato?	15. (before asking the next one, teach students how to say “at” → “en”)
5. ¿Adónde puede caminar esta noche?	16. ¿Dónde puede comprar verduras?
6. ¿Cuándo quiere ir a la piscina?	17. ¿Qué le gusta leer?
7. ¿Qué necesita comprar luego?	18. ¿Adónde tiene que ir en una hora?
8. ¿Qué necesita hacer hoy?	19. ¿Qué le gusta comer?
9. ¿Cuándo necesita comprar un diccionario?	20. ¿Adónde tiene que ir mañana?
10. ¿Qué tiene que hacer mañana?	21. ¿Adónde quiere caminar hoy?
11. ¿Adónde tiene que tomar un taxi?	22. ¿Cuándo puede hacer una ensalada?

Ask Questions to Students and Students Answer in Spanish (No Workbooks): Have students close workbooks and ask individual students the questions below and have students answer in Spanish without using the Workbook if possible. **Note:** if students are still struggling try to encourage them to answer without the Workbook.

Pregunta	
1. ¿Qué le gusta hacer?	12. ¿Qué quiere leer hoy?
2. ¿Dónde le gusta estudiar?	13. ¿Cuándo necesito ir a la oficina?
3. ¿Qué tiene que cocinar hoy?	14. ¿Cuándo puede preparar una ensalada?
4. ¿Qué le gusta tomar?	15. ¿Dónde puede cocinar la carne?
5. ¿Cuándo puede ir al cine?	16. ¿Adónde tiene que ir en una hora?
6. ¿Adónde tiene que tomar un taxi mañana?	17. ¿Adónde necesita ir mañana?
7. ¿Adónde necesita ir mañana?	18. ¿Cuándo puede leer el libro?
8. ¿Adónde quiere correr hoy?	19. ¿Adónde le gusta correr?
9. ¿Cuándo necesita leer el libro?	20. ¿Qué tiene que comprar esta noche?
10. ¿Cuándo es importante correr?	21. ¿Dónde puede preparar la comida?
11. ¿Cuándo tiene que ir a la tienda?	22. ¿Qué le gusta cocinar?

DAY 16

Practice using Practice Model: Follow the steps of the practice model to review the section. (See Instructor Handbook pg 12 for complete details.)

- Use the Following for the “Model” step (remember to ask individual students questions in Spanish and they answer in Spanish – let them use their Workbooks if they need to.)

Pregunta

- | | |
|---|--|
| 7. ¿Es posible tomar una bebida esta noche? | 13. ¿Le gusta estudiar el diccionario? |
| 8. ¿No le gusta leer la revista? | 14. ¿Es posible comer comida ahora? |
| 9. ¿No necesita comprar el libro mañana? | 15. ¿Necesita tomar jugo también? |
| 10. ¿Tiene que cocinar comida ahora? | 16. ¿Tiene que ir al baño? |
| 11. ¿Puede tomar un taxi a la tienda? | 17. ¿No le gusta hacer nada? |
| 12. ¿Le gusta correr al baño? | 18. ¿No quiere comprar una bebida? |

Use Homework Here!: When students are in the “Practice” step of the Practice Model, have them use the questions they created during the “Homework Writing Assignment”. They should ask questions in Spanish and members of their group should answer in Spanish.

**PRACTICE
MODEL**

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

Notes and Summary***DAY 16*****Summary of Day 16**

- Review of questions using question words
- Practice with Question Words

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 1 – Basic Needs**DAY 17****Lección 10: Review of All Slides**

PowerPoint Slides: Review all Slides

Notes and Summary**Summary of Day 16**

- Review of questions using question words
- Practice with Question Words

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 1 – Basic Needs

DAY18

Lección 11: Enrichment Activities

Suggested Enrichment Activities:

- Use group activities and games found in the Instructor Handbook (pg 18)
- Take time in class to correct the Workbook assignments
- 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.
- Create Crossword Puzzles or Word Searches using the free resources found at:
www.spanishprograms.com/free-worksheets-page.htm
- Take students to the computer lab to review using the Level I Interactive Software. The Software includes games, activities, and lessons for each of the Conversation Sections of the course.
 - NOTE: Multiple licenses should be purchased to install software in a computer lab (call 866-977-2647 for more info).

Notes and Summary**DAY18****Summary of Day 18**

- **Enrichment Activities**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Pronunciation

DAY19

Sounds Covered:

- Tripped single “r”
- “h”
- “i”

Turn to page 77-78 in the Student Workbook

Comprehension

Lección 4 - Basic Needs IV, Compound Sentences

Suggested Lesson Outline:

1. Display the Comprehension PowerPoint.
2. Listen to the Dialogue listed below.
3. Pause after every few phrases to check for understanding.
 - b. Have the students try to guess the meaning and pick out vocabulary they do not understand.
4. Practice/review the unfamiliar vocabulary.
5. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
6. Group Discussion: as a class, discuss the correct meaning.
7. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 1: Track 5

Now we'll practice a few compound sentences.

1. Where do you want to go tonight? - ¿Adónde quiere ir esta noche?
 - 1a. I want to go to the park tonight, but I have to take a taxi to my hotel.
Quiero ir al parque esta noche, pero tengo que tomar un taxi a mi hotel.
2. What do you have to do now? - ¿Qué tiene que hacer ahora?
 - 2a. I need to walk to the store and I need to run to the bank.
Necesito caminar a la tienda, y necesito correr al banco.
3. Do you want to run to work? - ¿Quieres correr al trabajo?
 - 3a. I can run to work, but I want to take a taxi.
Puedo correr al trabajo, pero quiero tomar un taxi.
4. Does Martín want to eat a hamburger? - ¿Martín quiere comer una hamburguesa?
 - 4a. Sí, él quiere comer una hamburguesa y una ensalada.
Yes, he wants to eat a hamburger and a salad.
5. ¿Cuándo quiere María leer el libro? - When does Maria want to read the book?
 - 5a. María quiere leer el libro esta noche pero ella tiene que ir a la oficina.
María wants to read the book tonight but she has to go to the office.
6. ¿Amanda puede ir al restaurante ahora?
 - 6a. Amanda puede ir al restaurante ahora o en una hora.
Amanda can go to the restaurant now or in an hour.
7. ¿Qué necesitas hacer en la casa? - What do you need to do at home?
 - 7a. Necesito preparar la comida en la casa pero necesito ir a la tienda.
I need to prepare the food at home but I need to go to the store.
8. ¿Por qué tienes que correr a la oficina? - Why do you have to run to the office?
 - 8a. Porque necesito preparar un contrato y tengo que leer un documento.
Because I need to prepare a contract and I need to read a document.

Notes and Summary**DAY 19****Summary of Day 19**

- **Pronunciation**
 - "r"
 - "h"
 - "i"
- **Comprehension CD 1, Track 5**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 20

Lección 4 - Spanish Punctuation, Dates and Capital Letters

Suggested Lesson Outline:

1. Display the Culture PowerPoint.
 - a. (Insert the PowerPoint CD into computer, open the "Culture" folder, and double-click today's Lección).
2. Read the Newsletter and guess the meaning of the Spanish words.
3. Read and Practice "Vocabulario de la Semana."
4. Read the Newsletter again.
5. **Group Discussion:** compare and contrast with students' personal cultures.

In the U.S., cuando nuevas palabras are added to dictionaries, or when grammar changes are made, committees at the major dictionary companies, according to my understanding, deciden qué cambios adoptar year to year and then los publican. Every year there are many nuevas palabras added to dictionaries que han sido adoptadas by society.

For the Spanish language, the process works differently y es mucho más formal. There is an official organization that dictates the acceptance of nuevas palabras, Spanish grammar and punctuation. Se llama "La Real Academia Española". It was founded in 1713 bajo la dirección de Rey Felipe V. According to the statement on their website, its purpose was "to determine the words and expressions of the Spanish language in their most natural state, elegance and purity". Si le gustaría visitar their website, which is only in Spanish of course, you can go to: www.rae.es.

Esta semana I would like to share algunas de las diferencias between Spanish and English that I learned from university classes as well as from my own copy of "ORTOGRAFÍA de la LENGUA ESPAÑOLA" written by "la Real Academia Española". By the way, "orthography" is "the art of writing words with the proper letters de acuerdo con standard usage".

Punctuation in Numbers

In the U.S. si escribimos la palabra "three thousand", usamos una coma: 3,000. In Spanish, instead of using una coma, usan a period - 3.000. El contrario is also true; for the American 3.4, in Spanish it would be 3,4. Vamos a ver unos ejemplos:

inglés (US)	español
6,000,000	6.000.000
2,345	2.345
723,456,789	723.456.789
3.68	3,68
9.9	9,9
66.1	66,1

Capitalization of Titles

A diferencia del inglés, in Spanish just the first letter of the first word of a title es mayúscula but the rest of the title isn't. En otras palabras, titles of books, magazines or lesson articles would follow this pattern. For example, el título "Little Red Riding Hood" in Spanish would be "Caperucita roja".

Now just a side note - even though esto es supuestamente the "official" guideline, there are many native Spanish people that don't follow it - including some newspaper reporters and even editors. Now you know the rule, aquí está la excepción. Con títulos of people and organizations, the first letter of each word es mayúscula, for example: "Real Academia Española". Otra excepción is that sometimes los títulos of books are in all letras mayúsculas, for example - "FORTUNATA Y JACINTA".

DAY 20**Accents on Capital (Upper Case) Letters**

De acuerdo con la Real Academia Española, if accents should be placed on a particular letter, no importa si it is mayúscula or lower case, it should still carry the accent. For example, the word "águila" carries an accent. De acuerdo con the "la Real Academia Española", if a sentence were started by this word (so it was mayúscula), it should still carry the accent - "Águila". While attending la universidad, the professors taught us that it was optional whether or not letras mayúsculas had accents; most of us didn't put them on. It is still a common belief among many Spanish speakers that accents on capital letters are optional. However, la Real Academia Española, de acuerdo con su libro, has never stated otherwise. Basically, you can choose either way of doing it and you will be okay; sin embargo, to be **más** correcto, you should add the accents onto upper case letters.

Capitalization of Dates

A diferencia del inglés, in Spanish los días de la semana and los meses del año don't begin with a capital letter.

English Spanish

January enero

August agosto

Monday lunes

Friday viernes

Backwards Dates In English, at least in the U.S., when fechas are given, we say the month first, then the day, then the year. For example, escribimos "10/26/04" (October 26, 2004). In Spanish, they do el contrario. They write the day first, then the month, then the year. They would write the previous date as "26/10/04" (26th of October, 2004). To me, esto tiene más sentido because they go from the day (the smallest increment of time) to the month then year (which is the largest).

Es importante saber este concepto; especially if you are doing business with Latin America. For example, a company in Mexico may put as a due date for a project "10/11/04". Como Norteamericano, that would be October 11th, 2004. Pero, for the company in Mexico, it would be November 10th, 2004! Para evitar la confusión, I recommend writing out the month when giving dates.

Moral of la historia: Knowing some of the basic punctuation rules of Spanish can not only help you write más preciso y correcto en español, as shown in the case of dates, it can also help you avoid major malentendidos.

¡Qué le vaya bien! (May everything go well for you!)

DAY 20**Vocabulario de la Semana**

cuando nuevas palabras	when new words
deciden qué cambios	(they) decide what changes
adoptar	to adopt
los publican	they publish them
que han sido adoptadas	that have been adopted
y es mucho más formal	and is much more formal
se llama	it is called
La Real Academia Española	The Royal Spanish Academy
bajo la dirección de	under the direction of
Rey Felipe V	King Phillip V
Si le gustaría visitar	If you'd like to visit
esta semana	this week
algunas de las diferencias	some of the differences
de acuerdo con	according to
si escribimos la palabra	if we write the word
usamos una coma	we use a comma
usan	they use
el contrario	the opposite (contrary)
vamos a ver unos ejemplos	Let's look at some examples
inglés	English
español	Spanish
a diferencia del inglés	unlike English
es mayúscula	is capitalized (upper case)
en otras palabras	in other words
el título	the title
esto es supuestamente	this is supposedly
aquí está	here is

la excepción	the exception
con títulos	with titles
otra excepción	another exception
los títulos	the titles
letras mayúsculas	upper case (capital) letters
no importa si	it doesn't matter if
águila	eagle
la universidad	the university
de acuerdo con su libro	according to their book
sin embargo	however
más correcto	more correct
los días de la semana	the days of the week
los meses del año	the months of the year
fechas	dates
escribimos	we write
esto tiene más sentido	this makes more sense
es importante saber este concepto	it's important to know this concept
como Norteamericano	as an American
pero	but
para evitar la confusión	to avoid confusion
hágannos saber	let us know
la historia	the story
más preciso y correcto en español	more precise and correct in Spanish
malentendidos	misunderstandings

Notes and Summary**DAY 20****Summary of Day 20**

- **Culture**
 - **Spanish Punctuation, Dates and Capital Letters**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 1 – Basic Needs

DAY 21

Lección 12: Enrichment Activities

Suggested Enrichment Activities:

- Use group activities and games found in the Instructor Handbook (pg 18)
- Take time in class to correct the Workbook assignments
- 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.
- Create Crossword Puzzles or Word Searches using the free resources found at:
www.spanishprograms.com/free-worksheets-page.htm
- Take students to the computer lab to review using the Level I Interactive Software. The Software includes games, activities, and lessons for each of the Conversation Sections of the course.
 - NOTE: Multiple licenses should be purchased to install software in a computer lab (call 866-977-2647 for more info).

Notes and Summary**DAY 21****Summary of Day**

- **Enrichment Activities**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 1 – Basic Needs**DAY 22****Lección 13: Exam Review**

Take students to the computer lab and have them take the Written Practice Test in the Basic Needs section of the software. Another option is to go over the workbook if that was not covered yesterday.

Notes and Summary**Summary of Day 22**

- **Enrichment Activities**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 1 – Basic Needs

DAY 23

Lección 14: Basic Needs Exam

Take students to the computer lab and have them take the Online on the Basic Needs section of the software. Here is some info to get you started, for more detailed info on exam tracking, see the Instructor Handbook.

Online Testing

The U.S. Institute of Languages can setup an online classroom for each course you are teaching for a one-time setup fee of \$150 + \$50 per additional class if instructor wants the ability to view students by class. Teachers 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.



**U.S. INSTITUTE®
OF LANGUAGES**

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*. Students then create their own usernames and passwords. Please recommend that they use upper and lower case letters and numbers when creating their passwords. You will be able to see them all from the Administrative Login area below.

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 Jay Banner at: 801-475-4441 during business hours.

Thank you!

Notes and Summary**DAY 23****Summary of Day 23**

- **Final Exam Taken for the Basic Needs Section**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Pronunciation

DAY 24

Sounds Covered:

- “j”
- “g”
- “c/q”

Turn to page 79-81 in the Student Workbook

Comprehension

Lección 5 – Greetings I-V

Suggested Lesson Outline:

1. Display the Comprehension PowerPoint.
2. Listen to the Dialogue listed below.
3. Pause after every few phrases to check for understanding.
 - c. Have the students try to guess the meaning and pick out vocabulary they do not understand.
4. Practice/review the unfamiliar vocabulary.
5. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
6. Group Discussion: as a class, discuss the correct meaning.
7. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 1: Track 6

Greetings I

Now we'll move to the GREETINGS section. See how much of the following short conversations you can understand.

English to Spanish

1. Good morning. – Buenos días.
2. Hello. – Hola.
3. What's new? – ¿Qué hay de nuevo?
4. Nothing. – Nada.
5. Until tomorrow. – Hasta mañana.
6. May everything go well for you! – ¡Qué le vaya bien!

Comprehension CD 1: Track 7

Greetings II

Spanish to English

7. Buenos días. – Good morning.
8. ¿Cuál es su nombre? – What's your name?
9. Mi nombre es Pablo. – My name is Pablo.
10. Mucho gusto en conocerla Hilda. – Pleased to meet you Hilda.
11. El gusto es mío. – The pleasure is mine.
12. Hasta luego. – Until later.
13. Nos vemos. – We'll see ya.

Comprehension CD 1: Track 8

Greetings III

English to Spanish

14. Good morning. – Buenos días.

Comprehension CD 1: Track 8 (cont.)

15. How are things doing? – ¿Cómo le va?
16. Fine, thanks. How about you? – Bien, gracias ¿Y usted?
17. More or less. – Más o menos.
18. Until later. – Hasta luego.
19. Good bye. – Adiós.

Comprehension CD 1: Track 9

Greetings IV

Spanish to English

20. Buenas noches. – Good evening.
21. Buenas noches. – Good evening.
22. ¿Qué hay de nuevo? – What's new?
23. No mucho. – Not much.
24. Adiós. – Goodbye.
25. Chau. – Bye.

Comprehension CD 1: Track 10

Greetings V

English to Spanish

26. Hello. – Hola.
27. Good afternoon. – Buenas tardes.
28. How are things? – ¿Qué tal?
29. Bad – Mal.
30. What's wrong? – ¿Qué pasa?
31. Not much. – No mucho.
32. We'll see ya. – Nos vemos.
33. Goodbye. – Adiós.

Notes and Summary**DAY 24****Summary of Day 24**

- **Pronunciation**
 - "j"
 - "g"
 - "c/q"
- **Comprehension CD 1, Tracks 6-10**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 25

Lección 5 – No Mucho

Culture Lesson Guidelines:

1. Display the Culture PowerPoint.
 - a. (Insert the PowerPoint CD into computer, open the "Culture" folder, and double-click today's Lección).
2. Read the culture lesson and have students guess the meaning of Spanish words
3. Read the vocabulary list – tell students they are not trying to memorize the words – just recognize them for comprehension while reading
4. Read the culture lesson again
5. **Compare and Contrast:** Have a discussion to compare and contrast with students' own culture

Esta semana I'm going to talk acerca de otra phrase that Americans, and English speakers in general (for you readers outside of the U.S.) generalmente dicen incorrectly. Si usa this phrase, you will definitely sound like a "Gringo" or "foreigner" (we'll talk about the exact definición of "Gringo" next week).

I am talking about la frase "Not mucho". Many native English speakers will say "Nada mucho" for "Not much", this is simply equivocado!!! The problem is that now I've told you la frase you will have a tendency to remember and say it. Don't! It's incorrect! -- necesita recordar the correct phrase "No mucho" [no moo-choh]. Let's repeat it a few times to help you remember it "No mucho"... "No mucho". Now say it en voz alta -- "No mucho". Now yell it for emphasis "¡¡NO MUCHO!!".

To let you know how funny this incorrect phrase suena to native Spanish speakers, I'm going to tell you about a TV commercial which aired in the Dominican Republic hace más o menos diez años. It was a shampoo commercial where an American was shampooing his hair and some Dominicans asked him "¿Qué pasa?" [Kay paw-saw]. The American, with a very "Gringo" accent said "Nada mucho" and all the Dominicans laughed because not only did he say la frase with a "Gringo" accent, but because it was incorrect. I didn't quite see how the commercial sold shampoo, but I guess debe haber funcionado.

La razón I can vividly remember what happened in the commercial es porque cuando I was walking around the streets of the Dominican Republic, por lo menos once or twice a day groups of teenage Dominican boys, the kind that think they're really "cool", would come up to me and say "¿Qué pasa?"... "¿Nada mucho?". Then they would all die laughing hysterically. Al principio, it would drive me crazy, but then I would start a conversation with them in Spanish. Se asombraron that I could speak fluently and correctly and it would quiet them down más o menos, but el día siguiente it would happen all over again.

Vamos a darnos a good name and reputation as English speakers learning Spanish y en vez de decir "Nada mucho", say "No mucho". Why don't you say it una última vez para ayudarlo a recordar..."No mucho".

DAY 25**Vocabulario de la Semana**

esta semana	this week
acerca de otro/a	about another
generalmente dicen	generally (they) say
si usa	if you use
definición	definition
la frase	the phrase
equivocado	wrong
la frase	the phrase
necesita recordar	you need to remember
en voz alta	out loud
y su maestro	and your teacher
suenan	sounds
hace más o menos diez años	about ten years ago
¿Qué pasa?	What's happening?
incorrecto	incorrect
debe haber funcionado	it must have worked
la razón	the reason
es porque cuando	is because when
por lo menos	at least
al principio	at first
se asombraron	they were amazed
más o menos	more or less (somewhat)
el día siguiente	the next day
vamos a darnos	let's give ourselves
y en vez de decir	and instead of saying
una última vez	one last time
para ayudarlo a recordar	to help you remember
le enseña	teaches you
que usted es	that you are (a)
también aprenderá	you will also learn
la mayoría de los cursos	most courses
en oraciones	in sentences

Notes and Summary**DAY 25****Summary of Day 25**

- **Culture**
 - **No mucho**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 2 – Greetings

DAY 26

Lección 1 – Slides 1-2

PowerPoint Slides: Open Greetings Slide 1

Learn Vocabulary:

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 1 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		<i>⚡ subject pronouns are optional!</i>
1.	Good morning.	Buenos días.
2.	Good afternoon.	Buenas tardes.
3.	How’s it going?	¿Cómo le va?
4.	More or less.	Más o menos.
5.	What’s your name?	¿Cómo se llama (usted)?
6.	How are you?	¿Cómo está (usted)?
7.	Hello.	Hola.
8.	The pleasure is mine	El gusto es mío.
9.	How are things?	¿Qué tal?
10.	Equally/Likewise (You too)	Igualmente.
11.	Very bad.	Mal.
12.	Fine.	Bien.
13.	Good evening.	Buenas noches.
14.	Nice to meet you.	Mucho gusto.
15.	My name is	Me llamo ____.
16.	Fine, thanks.	Bien, gracias.

Quiz Vocabulary on Slide 2: (Without Spanish Word Prompts)**DAY 26**

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

	English	Spanish
	<i>“¿Cómo se dice...”</i>	<i>⚡ subject pronouns are optional!</i>
1.	Fine, thanks.	Bien, gracias.
2.	Good evening.	Buenas noches.
3.	Equally/Likewise (You too)	Igualmente.
4.	How’s it going?	¿Cómo le va?
5.	Good morning.	Buenos días.
6.	What’s your name?	¿Cómo se llama (usted)?
7.	Good afternoon.	Buenas tardes.
8.	More or less.	Más o menos.
9.	Very bad.	Mal.
10.	Nice to meet you.	Mucho gusto.
11.	Hello.	Hola.
12.	My name is	Me llamo _____.
13.	Fine.	Bien.
14.	How are things?	¿Qué tal?
15.	The pleasure is mine	El gusto es mío.
16.	How are you?	¿Cómo está (usted)?

In Class Writing: Give students 5-10 minutes to write at least 10 small conversations using the Greetings. They can also add in a few sentences from the Basic Needs section if desired.

Practice using Practice Model: Follow the steps of the practice model to review the first slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step:

	English	Spanish
	<i>“¿Cómo se dice...”</i>	<i>⚡ subject pronouns are optional!</i>
1.	How’s it going?	¿Cómo le va?
2.	Hello.	Hola.
3.	Fine.	Bien.
4.	Good afternoon.	Buenas tardes.
5.	Nice to meet you.	Mucho gusto.
6.	Very bad.	Mal.
7.	My name is	Me llamo _____.
8.	Good evening.	Buenas noches.
9.	What’s your name?	¿Cómo se llama (usted)?
10.	Fine, thanks.	Bien, gracias.

PRACTICE MODEL

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

Notes and Summary***DAY 26*****Summary of Day 26**

- **Greetings Slide 1-2**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 2 – Greetings

DAY 27

Lección 2 – Slides 3-4

PowerPoint Slides: Open Greetings Slide 3

Learn Vocabulary:

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 3 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		<i>subject pronouns are optional!</i>
1.	What’s happening/wrong?	¿Qué pasa?
2.	May everything go well for you!	¡Qué le vaya bien!
3.	Thank you.	Gracias.
4.	Until tomorrow.	Hasta mañana.
5.	And what about you?	¿Y usted?
6.	What’s new?	¿Qué hay de nuevo?
7.	Nothing.	Nada.
8.	Until later.	Hasta luego.
9.	Ciao.	Chao.
10.	Not much.	No mucho.
11.	Good bye.	Adiós.
12.	We’ll see you.	Nos vemos.

Quiz Vocabulary on Slide 4: (Without Spanish Word Prompts)

- Use the quiz below to quiz students as a collective group (they all answer at once)

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		<i>subject pronouns are optional!</i>
1.	What’s new?	¿Qué hay de nuevo?
2.	Thank you.	Gracias.
3.	Nothing.	Nada.
4.	And what about you?	¿Y usted?
5.	Ciao.	Chao.
6.	What’s happening/wrong?	¿Qué pasa?
7.	Until later.	Hasta luego.
8.	May everything go well for you!	¡Qué le vaya bien!
9.	Good bye.	Adiós.
10.	We’ll see you.	Nos vemos.
11.	Until tomorrow.	Hasta mañana.
12.	Not much.	No mucho.

DAY 27

In Class Writing: Give students 5-10 minutes to write at least 10 small conversations using the Greetings. They can also add in a few sentences from the Basic Needs section if desired.

Practice using Practice Model: Follow the steps of the practice model to review the first slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step:

	English	Spanish
	<i>“¿Cómo se dice...”</i>	<i>✓ subject pronouns are optional!</i>
1.	Until tomorrow.	Hasta mañana.
2.	What’s happening/wrong?	¿Qué pasa?
3.	Nothing.	Nada.
4.	Not much.	No mucho.
5.	May everything go well for you!	¡Qué le vaya bien!
6.	What’s new?	¿Qué hay de nuevo?
7.	And what about you?	¿Y usted?
8.	Ciao.	Chao.
9.	We’ll see you.	Nos vemos.
10.	Thank you.	Gracias.
11.	Good bye.	Adiós.
12.	Until later.	Hasta luego.

PRACTICE MODEL

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

Homework Assignment: Have students go home and write 10 short conversations using the vocabulary from the Greetings section of the Workbook (pg 5)

Notes and Summary**DAY 27****Summary of Day 27**

- **Greetings Slide 3-4**
- **Practice Session**
- **Homework – create conversations**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 2 – Greetings

DAY 28

Lección 3: Greetings Practice

PowerPoint Slides: Review Greetings Slides 1-4

Have Students Open Workbooks and Review (pg 5): Give students 5 minutes to review all the words from the slides in the Workbook

Quiz Vocabulary on Slides 1-4 Below – English to Spanish: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

English	Spanish
<i>“¿Cómo se dice...”</i>	<i>✓ subject pronouns are optional!</i>
1. What’s happening/wrong?	¿Qué pasa?
2. May everything go well for you!	¡Qué le vaya bien!
3. Thank you.	Gracias.
4. Until tomorrow.	Hasta mañana.
5. And what about you?	¿Y usted?
6. What’s new?	¿Qué hay de nuevo?
7. Nothing.	Nada.
8. Until later.	Hasta luego.
9. Ciao.	Chao.
10. Not much.	No mucho.
11. Good bye.	Adiós.
12. We’ll see you.	Nos vemos.
13. Good morning.	Buenos días.
14. Good afternoon.	Buenas tardes.
15. How’s it going?	¿Cómo le va?
16. More or less.	Más o menos.
17. What’s your name?	¿Cómo se llama (usted)?
18. How are you?	¿Cómo está (usted)?
19. Hello.	Hola.
20. The pleasure is mine	El gusto es mío.
21. How are things?	¿Qué tal?
22. Equally/Likewise (You too)	Igualmente.
23. Very bad.	Mal.
24. Fine.	Bien.
25. Good evening.	Buenas noches.
26. Nice to meet you.	Mucho gusto.
27. My name is	Me llamo _____.
28. Fine, thanks.	Bien, gracias.

DAY 28

Practice using Practice Model:

- Use the Following for the “Model” step:

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		<i>✓ subject pronouns are optional!</i>
1.	Hello.	Hola.
2.	How’s it going?	¿Cómo le va?
3.	Good morning.	Buenos días.
4.	What’s new?	¿Qué hay de nuevo?
5.	Good afternoon.	Buenas tardes.
6.	What’s happening/wrong?	¿Qué pasa?
7.	Good evening.	Buenas noches.
8.	What’s your name?	¿Cómo se llama (usted)?
9.	How are you?	¿Cómo está (usted)?
10.	How are things?	¿Qué tal?

Incorporation of Homework: When students are in the “Practice” step of the Practice Model, have them use the questions they created during the “Homework Assignment”. They should start conversations in Spanish and members of their group should answer in Spanish and continue the conversation.

**PRACTICE
MODEL**

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

Notes and Summary**DAY 28****Summary of Day 28**

- **Greetings Slide 1-4 Review**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Pronunciation

DAY 29

Sounds Covered:

- Hard “b/v”
- Soft “b/v”

Turn to page 82-83 in the Student Workbook

Comprehension

Lección 6 - Greetings VI-X

Suggested Lesson Outline:

1. Display the Comprehension PowerPoint.
2. Listen to the Dialogue listed below.
3. Pause after every few phrases to check for understanding.
 - d. Have the students try to guess the meaning and pick out vocabulary they do not understand.
4. Practice/review the unfamiliar vocabulary.
5. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
6. Group Discussion: as a class, discuss the correct meaning.
7. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 1: Track 11

Greetings VI

Spanish to English

1. Buenos días. – Good morning.
2. Buenos días, ¿Cómo le va? - Good morning, how are things going?
3. Bien, y ¿y usted? – Fine, and you?
4. Bien, gracias – Fine, thanks.
5. Hasta luego. – Until later.
6. Chau – Bye.

Comprehension CD 1: Track 12

Greetings VII

English to Spanish

7. Good afternoon. – Buenas tardes.
8. Good afternoon. My name is Sofía. - Buenas tardes, me llamo Sofía.
9. Pleased to meet you Sofía. My name is Marcos – Mucho gusto Sofía. Mi nombre es Marcos.
10. We'll see ya - Nos vemos.
11. Until tomorrow - Hasta mañana.

Comprehension CD 1: Track 13

Greetings IIX

Spanish to English

- Buenos días, ¿Cómo se llama? – Good morning, What is your name?
12. Me llamo Rosa – My name is Rosa.

Comprehension CD 1: Track 13 (cont.)

13. Mucho gusto Rosa - Pleased to meet you, Rosa.
14. El gusto es mío. – The pleasure is mine.
15. Hasta luego. – Until later.
16. Hasta luego. – Until later.

Comprehension CD 1: Track 14

Greetings IX

Spanish to English

51. Hola, me llamo Héctor. – Hello, my name is Héctor.
52. Mucho gusto en conocerlo – Pleased to meet you.
53. El gusto es mío – The pleasure is mine.
54. ¿Cómo le va? - How are things?
55. Bien, gracias. – Fine, thanks.
56. Hasta luego. – Until later.
57. Adiós. – Goodbye.

Comprehension CD 1: Track 15

Greetings X

English to Spanish

58. Hello. Good evening. – Hola. Buenas noches.
59. Good evening. - Buenas noches.
60. How are things going? - ¿Cómo le va?
61. Very bad. How are you? – Mal. ¿Cómo está usted?
62. Fine, thanks. - Bien, gracias.
63. We'll see you. - Nos vemos.
64. We'll see you. – Nos vemos.

Notes and Summary**DAY 29****Summary of Day 29**

- **Pronunciation**
 - Hard “b/v”
 - Soft “b/v”
- **Comprehension CD 1, Tracks 11-15**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 30

Lección 6 - How to Properly Greet Spanish Speakers

Culture Lesson Guidelines:

1. Display the Culture PowerPoint.
 - a. (Insert the PowerPoint CD into computer, open the "Culture" folder, and double-click today's Lección).
2. Read the culture lesson and have students guess the meaning of Spanish words
3. Read the vocabulary list – tell students they are not trying to memorize the words – just recognize them for comprehension while reading
4. Read the culture lesson again
5. **Compare and Contrast:** Have a discussion to compare and contrast with students' own culture

Si no está preparado, greetings can be some of the most awkward situations in a different culture. Some cultures wave, some shake hands, others kiss once, some cultures kiss multiple times, y otros aun dan "high fives." With Spanish speakers, the way people greet each other puede variar region to region. En esta lección, I'll give you a few tips so you can be prepared para situaciones diferentes.

1. **Amigos y parientes** - Generally, when you greet amigos y parientes in the Latin culture, here's what you do. When a male greets a female or when a female greets a female, they will gently touch both arms while moving their bodies to about 6 inches apart, then they cock their heads, put their mejillas juntas, and make a light kissing sound. Their lips don't actually make contact with anything. All this will take about 1 or maybe 2 seconds. For men greeting men, in most areas, it is completely customary to give each other un abrazo. This may seem unnatural para mucha gente outside of the Latin culture, so you may have to practice hugging a few times before you gain any close friends or relatives que viven in Latin areas.
2. **Casual Parties** - For small groups en la casa de alguien, you will generally follow the guideline for "amigos y parientes." Basically, en esta situación let the host take the lead. You can follow their body language and be prepared for a light hug and kiss on the cheek as explained above. En algunos países and regions people may kiss twice -- once on one cheek and once on the other cheek. If you are prepared to follow the lead of the Latin person, you'll do just fine! A propósito, before some of you get too excited about all the kissing, these are the kind of hugs and kisses that are so commonplace in the Latin culture that they have absolutely no significado romántico.
3. **Negocios** - Cuando está in a business situation, you generally shake hands when greeting someone a menos que they are a long-time acquaintance or relative. En este caso, follow the "amigos y parientes" guideline, pero otra vez, be sure to follow their lead.

Mientras vivía en Latin America, I became friends con un hombre local and we would have conversations about the difference between Greetings in Latin culture and saludos in English speaking culture. He thought it was so funny and so unnatural to see two Americans que eran buenos amigos greet each other. He described it this way, "It's funny to see two American friends approach each other and then just sort of stop a few feet away and say 'Hi', or wave their hands and say 'hi', or even give each other a 'high five.'" Él dijo que for him, "It seems much more natural to have contact with each other either through a hug or a kiss on the cheek."

Después de oír his point of view, the whole idea me tenía más sentido, and I completely understood how he felt. I love la cultura Latina and hope that you are gradually gaining a love for it too!!

Vocabulario de la Semana**DAY 30**

si no está preparado	if you're not prepared
y otros aun dan	and others even give
puede variar	can vary
en esta Lección	in this lesson
para situaciones diferentes	for different situations
amigos y parientes	friends and family (relatives)
mejillas juntas	cheeks together
un abrazo	a hug
para mucha gente	for many people
que viven	that live (plural)
en la casa de alguien	at someone's house
en esta situación	in this situation
en algunos países	in some countries
a propósito	by the way
significado romántico	romantic meaning
negocios	business
cuando está	when you (formal)
a menos que	unless
en este caso	in this case
pero otra vez	but again
mientras vivía en	while I lived in
con un hombre local	with a local man
saludos	greetings
que eran buenos amigos	that were good friends
él dijo que	he said that
después de oír	after hearing
me tenía más sentido	made more sense to me
la cultura Latina	the Latin culture
que está de oferta ahora	that is on sale now
miles de otras oraciones	thousands of other sentences

Notes and Summary***DAY 30*****Summary of Day 30**

- **Culture**
 - **How to properly greet Spanish speakers**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 2 – Greetings

DAY 31

Lección 4: Enrichment Activities

Suggested Enrichment Activities (choose one or more of the following):

- Use group activities and games found in the Instructor Handbook (pg 18)
- 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
- 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).

Notes and Summary***DAY 31*****Summary of Day 31**

- **Enrichment Activities**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 2 – Greetings**DAY 32****Lección 5: Exam Review**

Take students to the computer lab and have them take the Written Practice Test in the Basic Needs section of the software. Another option is to go over the workbook if that was not covered yesterday.

Notes and Summary**Summary of Day 22**

- **Enrichment Activities**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 2 – Greetings

DAY 33

Lección 6: Greetings Exam

Take students to the computer lab and have them take the Online on the Greetings section of the software. Here is some info to get you started, for more detailed info on exam tracking, see the Instructor Handbook.

Online Testing

The U.S. Institute of Languages can setup an online classroom for each course you are teaching for a one-time setup fee of \$150 + \$50 per additional class if instructor wants the ability to view students by class. Teachers 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.



**U.S. INSTITUTE®
OF LANGUAGES**

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

How to Login

Students

- 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*. Students then create their own usernames and passwords. Please recommend that they use upper and lower case letters and numbers when creating their passwords. You will be able to see them all from the Administrative Login area below.

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 Jay Banner at: 801-475-4441 during business hours.

Thank you!

Notes and Summary**DAY 33****Summary of Day 33**

- **Final Exam Taken for Greetings**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Pronunciation

DAY 34

Sounds Covered:

- Spanish Vowels

- a
- e
- i

- o
- u

Turn to pages 84-86 in the Student Workbook

Comprehension

Lección 7 - Greetings XI-XVI

Comprehension CD 1: Track 16

Greetings XI

Spanish to English

1. Buenos días. – Good morning.
2. Buenos días. ¿Cómo le va? - Good morning. How are things going?
3. Bien, ¿y usted? – Fine, and you?
4. Bien, gracias. – Fine, thanks.
5. Hasta luego. – Until later.
6. Chau. – Bye.

Comprehension CD 1: Track 17

Greetings XII

English to Spanish

7. Buenos días. – Good morning.
8. Buenos días. ¿Cómo le va? - Good morning. How are things going?
9. Bien, ¿y usted? – Fine, and you?
10. Bien, gracias – Fine, thanks.
11. Hasta luego. – Until later.
12. Chau. – Bye.

Comprehension CD 1: Track 18

Greetings XIII

English to Spanish

13. Good afternoon. – Buenas tardes.
14. Good afternoon. – Buenas tardes.
15. How are you? – ¿Cómo está usted?
16. Fine, how are you? – Bien ¿Cómo está usted?
17. Fine, thanks. – Bien, gracias.
18. Goodbye – Adiós.
19. Goodbye – Adiós.

Comprehension CD 1: Track 19

Greetings XIV

Spanish to English

20. Buenos días. – Good morning.
21. ¿Cuál es su nombre? - What's your name?
22. Mi nombre es Marcos. - My name is Marcos.
23. Mucho gusto en conocerlo Marcos. - Pleased to meet you Marcos.
24. El gusto es mío. –The pleasure is mine.
25. Hasta luego. – Until later.
26. Nos vemos. - We'll see ya.

Comprehension CD 1: Track 20

Greetings XV

English to Spanish

27. Good morning. - Buenos días.
28. Good morning. What is your name? – Buenos días. ¿Cómo se llama usted?
29. Carlos, and you? – Carlos, ¿y usted?
30. My name is Rosa. - Me llamo Rosa.
31. Pleased to meet you Roberto. - Mucho gusto en conocerla Rosa.
32. The pleasure is mine. – El gusto es mío.
33. We'll see you later. – Nos vemos.
34. Until tomorrow. – Hasta mañana.

Comprehension CD 1: Track 21

Greetings XVI

Spanish to English

35. Buenas tardes. – Good afternoon.
36. Buenas tardes. Mi nombre es Patricia. ¿Cómo se llama usted? – Good afternoon. My name is Patricia. What is your name?
37. Me llamo Tomás. Mucho gusto – My name is Tomás. Nice to meet you.
38. Igualmente. – Equally.
39. Nos vemos. – We'll see you.
40. Hasta mañana. – Until tomorrow.

Notes and Summary**DAY 34****Summary of Day 34**

- **Pronunciation**
 - a
 - e
 - i
 - o
 - u
- **Comprehension CD 1, Tracks 16-21**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 35

Lección 7 - The Cold-Fish and Other Important Handshakes

Culture Lesson Guidelines:

1. Open corresponding culture topic PowerPoint and project for class to see
2. Read the culture lesson and have students guess the meaning of Spanish words
3. Read the vocabulary list – tell students they are not trying to memorize the words – just recognize them for comprehension while reading
4. Read the culture lesson again
5. **Compare and Contrast:** Have a discussion to compare and contrast with students' own culture

When Latin Americans se saludan, they almost always shake hands, hug or kiss each other. Es importante saber about this diferencia cultural so you aren't thrown off by your first few saludos when visiting Latin America.

Como mencioné, when mujeres who are friends or relatives se saludan, they usually give each other a kiss on the mejilla. Men greeting mujeres, in a casual non-business setting, will also give each other a kiss on the mejilla. When hombres greet hombres in a similar setting, they will often give each other a handshake and/or un abrazo. The key is to be aware of the diferentes saludos and follow the lead of the Latin person you are greeting. Latin people that have lived in the U.S. for a while usually have adopted U.S. customs cuando se saludan a Americans.

Now the important question of the day is, ¿qué pasa cuando you are in a more formal setting, where you would normally shake hands, pero la mujer you are going to greet is carrying things in her brazos? What should you do? This happens frecuentemente and because of it, an interesting cultural norm ha sido creado.

First see if you can guess la respuest correcta for this situation:

- a. Avoid eye contact because it could be embarrassing if she couldn't shake your hand.
- b. Offer to shake her hand anyway. Handshakes are so important that she will probably put everything down to shake your hand.
- c. Shake her forearm.
- d. Just wave to her and wink (but only in a politically correct way).

And...la respuesta correcta es

La respuesta correcta es "d. Shake her forearm". Forearm handshakes were tan común in Latin America that parecía like I shook a woman's forearm casi diario. The first time it happened to me, the mujer put out her forearm and I had no idea what she was doing. It was a little embarrassing for both of us. Más tarde, I realized that you actually shake her forearm when that happens.

Now to the art of forearm shaking: Gently grab the forearm unas pulgadas down from el codo with a few dedos and your thumb. Very gently move your hand por arriba y abajo a few times. CAUTION: Don't give a "fuerte" forearm shake or make jerking movimientos por arriba y abajo as you could cause the person to drop everything they are cargando!

Changing the subject just a little, la primera vez you shake a Latin woman's mano, and she isn't holding anything in her arms, be prepared for una sorpresa. A diferencia de Latin America, when I shake men's and women's hands in the U.S., they usually use a very strong grip. Some U.S. mujeres even have stronger grips than some U.S. hombres. However, no es así in Latin America. Hombres usually use a strong grip, but mujeres generally leave their mano still and sort of limp. When you shake their manos, they don't grip at all. It reminds me of shaking a "cold fish". La primera vez I shook one of their manos, I tried to get a better grip, then realized that she was making no effort to grip my mano.

DAY 35

Al principio, I thought this diferencia cultural was maybe just a phenomenon in the país I was living in. Then I went to live in another Latin American país and the same thing happened. Recently, I met un vecino here in the U.S. who is originally from Guatemala, just south of Mexico, when I shook her mano it was the same as every other "cold-fish" handshake I had experienced in Latin America. If alguien sabe the reason behind this cultural phenomenon, please let us know why they shake hands in this intriguing manera.

If you are not prepared for este tipo of handshake, it can be very shocking la primera vez you experience it. It can make you wonder if you have offended la persona whose mano you are shaking or if everything está bien. But if you realize it's simply parte de la cultura, you'll be prepared for it.

It is my understanding that Latin businesswomen don't do this handshake as much as the average ama de casa.

Moral of the Story: This is a diferencia cultural that can really catch you off guard if you're not ready for it. Be prepared for it and you'll do great. Be sure to practice the "forearm handshake" on un amigo.
como mencioné - as I mentioned

Vocabulario de la Semana

se saludan	greet each other
es importante saber	it's important to know
diferencia cultural	cultural difference
saludos	greetings
mujeres	women
mejilla	cheek
hombres	men
un abrazo	a hug
diferentes saludos	different greetings
cuando se saludan (a)	when they greet
¿qué pasa cuando	what happens when
pero la mujer	but the woman
brazos	arms
frecuentemente	frequently
ha sido creado	has been created
la respuesta correcta	the correct answer
es	is
tan común	so common
parecía	it seemed
casi diario	almost daily
más tarde	later on
unas pulgadas	a few inches
el codo	the elbow
dedos	fingers

por arriba y abajo	up and down
fuerte	strong
movimientos	movements
cargando	carrying
la primera vez	the first time
mano	hand
una sorpresa	a surprise
a diferencia de	unlike
no es así	it is not so
al principio	at first
país	country
un vecino	a neighbor
alguien	anyone
sabe	knows
manera	way
este tipo	this type
la persona	the person
está bien	is okay
parte de la cultura	part of the culture
ama de casa	housewife
el mundo	the world
nos encantaría	we would love
un amigo	a friend

Notes and Summary**DAY 35****Summary of Day 35**

- **Culture**
 - **The Cold-Fish and other important Handshakes**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 3 – Survival

DAY 36

Lección 1: Slides 1-4

PowerPoint Slides: Open Survival Slide 1 and continue through 4

Learn Vocabulary:

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 1 & 3 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		<i>⚡ subject pronouns are optional!</i>
	Slide #1	
1.	Where is a telephone?	¿Dónde está un teléfono?
2.	I’m hungry.	Tengo hambre.
3.	Just a minute.	Un momento
4.	I’ll be right back.	Ahorita vengo
5.	I don’t want it.	No lo quiero.
6.	Where is a bathroom?	¿Dónde está el baño?
7.	I want more.	Quiero más.
8.	I’m in a hurry.	Tengo prisa.
9.	I live in	Vivo en...
10.	I’m thirsty.	Tengo sed.
11.	Where do you live?	¿Dónde vive?
12.	Do you speak Spanish?	¿Habla español?
13.	I speak a little.	Hablo un poquito.
	Slide #3	
14.	Be careful!	¡Tenga cuidado!
15.	I’m sorry.	Lo siento/Perdón
16.	Please.	Por favor.
17.	Calm down!	¡Tranquilo!
18.	Hey!	¡Oiga!
19.	Good luck!	¡Buena suerte!
20.	Thank you.	Gracias.
21.	Hurry up!	¡Apúrese!
22.	You’re Welcome.	De nada.
23.	(To get by or leave a group)	Con permiso.
24.	Excuse me.	Perdón.
25.	Bless you! (sneeze)	¡Salud!

DAY 36

Quiz Vocabulary on Slide 2 & 4: (Without Spanish Word Prompts)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

	English	Spanish
	<i>“¿Cómo se dice...”</i>	<i>✎ subject pronouns are optional!</i>
	Slide #1	
1.	I'll be right back.	Ahorita vengo
2.	Just a minute.	Un momento
3.	Where is a telephone?	¿Dónde está un teléfono?
4.	I don't want it.	No lo quiero.
5.	I speak a little.	Hablo un poquito.
6.	I want more.	Quiero más.
7.	Where is a bathroom?	¿Dónde está el baño?
8.	Do you speak Spanish?	¿Habla español?
9.	I live in	Vivo en...
10.	Where do you live?	¿Dónde vive?
11.	I'm thirsty.	Tengo sed.
12.	I'm hungry.	Tengo hambre.
13.	I'm in a hurry.	Tengo prisa.
	Slide #3	
14.	Bless you! (sneeze)	¡Salud!
15.	Thank you.	Gracias.
16.	Calm down!	¡Tranquilo!
17.	Be careful!	¡Tenga cuidado!
18.	I'm sorry.	Lo siento/Perdón
19.	You're Welcome.	De nada.
20.	Hey!	¡Oiga!
21.	Good luck!	¡Buena suerte!
22.	Excuse me.	Perdón.
23.	Please.	Por favor.
24.	(To get by or leave a group)	Con permiso.
25.	Hurry up!	¡Apúrese!

In Class Writing: Give students 5-10 minutes to write at least 10 scenarios where different Survival words would come in handy.

DAY 36

Practice using Practice Model: Follow the steps of the practice model to review the first two slides. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the "Model" step:

<u>English</u>		<u>Spanish</u>
<i>"¿Cómo se dice..."</i>		<i>⚡ subject pronouns are optional!</i>
1.	Do you speak Spanish?	¿Habla español?
2.	Where is a telephone?	¿Dónde está un teléfono?
3.	I live in	Vivo en...
4.	I'm hungry.	Tengo hambre.
5.	I speak a little.	Hablo un poquito.
6.	I'll be right back.	Ahorita vengo
7.	Just a minute.	Un momento
8.	Where is a bathroom?	¿Dónde está el baño?
9.	Where do you live?	¿Dónde vive?
10.	I'm thirsty.	Tengo sed.
11.	I want more.	Quiero más.
12.	I don't want it.	No lo quiero.
13.	I'm in a hurry.	Tengo prisa.

PRACTICE MODEL

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

Notes and Summary***DAY 36*****Summary of Day 36**

- **Survival Slides 1-4**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 3 – Survival

DAY 37

Lección 2: Slides 5-8

PowerPoint Slides: Open Survival Slide 5

Learn Vocabulary:

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 5 & 7 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

	<u>English</u>	<u>Spanish</u>
	<i>“¿Cómo se dice...”</i>	<i>✓ subject pronouns are optional!</i>
1.	Wait!	¡Espere!
2.	Ready?	¿Listo(a)(s)
3.	It doesn't work.	No funciona.
4.	I don't think so.	No creo.
5.	Of course!	¡Claro!
6.	Listen to me!	¡Escúcheme!
7.	Fast; quick.	Rápido
8.	Look!	¡Mire!
9.	Just kidding.	Estoy bromeando.
10.	Get out of here!	¡Salga de aquí!
11.	Let's go.	Vámonos/Vamos.
12.	Come here!	¡Venga para acá!
13.	Really?	¿De veras?
14.	It doesn't matter.	No importa.
15.	Well...	Bueno...
16.	O.K	O.K.
17.	No problem.	No hay problema.
18.	Is it O.K?	¿Está bien?
19.	I don't understand.	No comprendo.
20.	I think so	Creo que sí
21.	I don't understand.	No entiendo.
22.	Can you help me?	¿Puede ayudarme?
23.	thing	cosa
24.	I don't know.	No sé.
25.	I forgot.	Se me olvidó.
26.	Don't worry.	No se preocupe.
27.	place	lugar

Quiz Vocabulary on Slide 5 & 7: (Without Spanish Word Prompts)**DAY 37**

- Use the quiz below to quiz students as a collective group (they all answer at once)

	English	Spanish
<i>“¿Cómo se dice...”</i>		
	Slide #5	<i>✍ subject pronouns are optional!</i>
1.	Ready?	¿Listo(a)(s)
2.	Of course!	¡Claro!
3.	Just kidding.	Estoy bromeando.
4.	Let's go.	Vámonos/Vamos.
5.	Wait!	¡Espere!
6.	Listen to me!	¡Escúcheme!
7.	Look!	¡Mire!
8.	It doesn't work.	No funciona.
9.	Get out of here!	¡Salga de aquí!
10.	Really?	¿De veras?
11.	I don't think so.	No creo.
12.	It doesn't matter.	No importa.
13.	Fast; quick.	Rápido
14.	Come here!	¡Venga para acá!
	Slide #7	
15.	I don't understand.	No comprendo.
16.	place	lugar
17.	O.K	O.K.
18.	I think so	Creo que sí
19.	Is it O.K?	¿Está bien?
20.	Can you help me?	¿Puede ayudarme?
21.	I don't understand.	No entiendo.
22.	Well...	Bueno...
23.	I don't know.	No sé.
24.	Don't worry.	No se preocupe.
25.	I forgot.	Se me olvidó.
26.	No problem.	No hay problema.
27.	thing	cosa

In Class Writing: Give students 5-10 minutes to write at least 10 scenarios where the Survival words just learned would come in handy.

DAY 37

Practice using Practice Model:

- Use the Following for the "Model" step:

<u>English</u>		<u>Spanish</u>
<i>"¿Cómo se dice..."</i>		<i>✓ subject pronouns are optional!</i>
1.	Ready?	¿Listo(a)(s)
2.	It doesn't work.	No funciona.
3.	Look!	¡Mire!
4.	Get out of here!	¡Salga de aquí!
5.	It doesn't matter.	No importa.
6.	Is it O.K.?	¿Está bien?
7.	Can you help me?	¿Puede ayudarme?
8.	Don't worry.	No se preocupe.
9.	I don't understand.	No entiendo.
10.	place	lugar
11.	I think so	Creo que sí
12.	No problem.	No hay problema.

PRACTICE MODEL

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

Homework Assignment: Have students go home and write 10 short conversations using the vocabulary from the first three sections of the Workbook (pgs 3-6). Make sure to incorporate at least 10 phrases from the Survival section.

Notes and Summary**DAY 37****Summary of Day 37**

- **Survival Slide 5-8**
- **Practice Session**
- **Homework – 10 Sentences**
from past sections including 10
Survival Phrases

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 3 – Survival

DAY 38

Lección 3: Survival Practice

PowerPoint Slides: Review Greetings Slides 1-8

Have Students Open Workbooks and Review (pg 6): Give students 5 minutes to review all the words from the slides in the Workbook

Quiz Vocabulary on Slides 1-4 Below – English to Spanish: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		✎ subject pronouns are optional!
	Slide #1:	
1.	I'll be right back.	Ahorita vengo
2.	Just a minute.	Un momento
3.	Where is a telephone?	¿Dónde está un teléfono?
4.	I don't want it.	No lo quiero.
5.	I speak a little.	Hablo un poquito.
6.	I want more.	Quiero más.
7.	Where is a bathroom?	¿Dónde está el baño?
8.	Do you speak Spanish?	¿Habla español?
9.	I live in	Vivo en...
10.	Where do you live?	¿Dónde vive?
11.	I'm thirsty.	Tengo sed.
12.	I'm hungry.	Tengo hambre.
13.	I'm in a hurry.	Tengo prisa.
	Slide #2:	
14.	Good luck!	¡Buena suerte!
15.	Hurry up!	¡Apúrese!
16.	I'm sorry.	Lo siento/Perdón
17.	Hey!	¡Oiga!
18.	Bless you! (sneeze)	¡Salud!
19.	Calm down!	¡Tranquilo!
20.	Thank you.	Gracias.
21.	(To get by or leave a group)	Con permiso.
22.	Be careful!	¡Tenga cuidado!
23.	Please.	Por favor.
24.	Excuse me.	Perdón.
25.	You're Welcome.	De nada.
26.	Slide #3:	
27.	Wait!	¡Espere!
28.	Ready?	¿Listo(a)(s)
29.	It doesn't work.	No funciona.
30.	I don't think so.	No creo.
31.	Of course!	¡Claro!

DAY 38

32.	Listen to me!	¡Escúcheme!
33.	Fast; quick.	Rápido
34.	Look!	¡Mire!
35.	Just kidding.	Estoy bromeando.
36.	Get out of here!	¡Salga de aquí!
37.	Let's go.	Vámonos/Vamos.
38.	Come here!	¡Venga para acá!
39.	Really?	¿De veras?
40.	It doesn't matter.	No importa.
Slide #4		
41.	I don't understand.	No comprendo.
42.	place	lugar
43.	O.K.	O.K.
44.	I think so	Creo que sí
45.	Is it O.K.?	¿Está bien?
46.	Can you help me?	¿Puede ayudarme?
47.	I don't understand.	No entiendo.
48.	Well...	Bueno...
49.	I don't know.	No sé.
50.	Don't worry.	No se preocupe.
51.	I forgot.	Se me olvidó.
52.	No problem.	No hay problema.
53.	thing	cosa

Practice using Practice Model: Follow the steps of the practice model to review the first slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the "Model" step:

<u>English</u>		<u>Spanish</u>
"¿Cómo se dice..."		<i>✍ subject pronouns are optional!</i>
1.	I want more.	Quiero más.
2.	Where is a bathroom?	¿Dónde está el baño?
3.	Do you speak Spanish?	¿Habla español?
4.	Hey!	¡Oiga!
5.	Bless you! (sneeze)	¡Salud!
6.	Calm down!	¡Tranquilo!
7.	Wait!	¡Espere!
8.	Ready?	¿Listo(a)(s)
9.	It doesn't work.	No funciona.
10.	Can you help me?	¿Puede ayudarme?
11.	I don't understand.	No entiendo.
12.	Well...	Bueno...

Notes and Summary***DAY 38*****Summary of Day 38**

- **Survival Slide 1-8 Review**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Pronunciation

DAY 39

Sounds Covered:

- Vowel Mixed/Diphthongs
- Remaining Spanish Sounds

Turn to pages 87-89 in the Student Workbook

Comprehension

Lección 8 – Dialogue I, Narrative

Suggested Lesson Outline for Comprehension CD 3:

1. Display the Comprehension PowerPoint of today's Lección for the class to see.
 - a. (Turn on projector, insert the PowerPoint CD into the computer connected to the projector, open the "Comprehension" folder, and double-click on today's Lección).
2. Play the Narrative or Conversation audio track listed in today's Lección.
 - a. (Insert Comprehension Audio CD #3 into a stereo or computer, select the track number listed below, and press play).
3. Have the students try to guess the meaning of the Narrative/Conversation.
 - a. Tell the students to listen for words they have studied in the course.
4. Listen to and practice the corresponding Vocabulary (on the track immediately preceding the Narratives or 2 tracks before the Conversations).
5. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
6. Group Discussion: as a class, discuss the correct meaning.
7. Listen to the dialogue again without looking at the PowerPoint lesson.

Dialogue I

Comprehension CD 3: Track 4

Spanish

Mi nombre es Juana Sánchez. Me gusta leer el periódico y preparar contratos en la oficina. Para mí, es importante correr todos los días, comer fruta y verduras y tomar agua y jugos de fruta. No me gusta comer hamburguesas pero me gusta preparar ensaladas. Esta noche quiero ir a un restaurante y comer una ensalada. Necesito tomar un taxi a mi hotel y caminar al parque.

English

My name is Juana Sánchez. I like to read the newspaper and prepare contracts in the office. For me, it is important to run every day, eat fruit and vegetables and drink water and fruit juices. I don't like to eat hamburgers but I like to make salads. Tonight I want to go to a restaurant and eat a salad. I need to take a taxi to my hotel and walk to the park.

Comprehension CD 3: Track 3

*New Vocabulary

creo que	I think that
con nosotros	with us

Notes and Summary**DAY 39****Summary of Day 39**

- **Pronunciation**
 - Vowel Mixed/Diphthongs
 - Remaining Spanish Sounds
- **Comprehension CD 3, Tracks 1-4**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 40

Lección 8 - How to Instantly Learn Hundreds of Spanish Words!

Culture Lesson Guidelines:

1. Open corresponding culture topic PowerPoint and project for class to see
2. Read the culture lesson and have students guess the meaning of Spanish words
3. Read the vocabulary list – tell students they are not trying to memorize the words – just recognize them for comprehension while reading
4. Read the culture lesson again
5. **Compare and Contrast:** Have a discussion to compare and contrast with students' own culture

Antes de we get into this week's tema, I just quería hablar about some observations I received from algunos de ustedes on last week's lesson. Hablé about a few palabras like "parabrisas" and "parachoques" which empiezan with the palabra "para". The palabra "para" has more than one significado in English. Puede significar "for", as I mentioned last week, but it can also mean "stop" or "stops". En otras palabras, the word "windshield" ("parabrisas") could be translated as "for breezes" and/or "stops breezes". A few native speakers let me know that the later es preferido. This concept is lo mismo for the palabra "parachoques" as well as for the palabra "paraguas" (new palabra not covered la semana pasada) which means "umbrella". The translation of "paraguas" is "stops water".

Esta semana I want to talk about a myth about speaking Spanish as well as some técnicas to instantly learn cienes of Spanish palabras.

Muchos Americanos mistakenly think you can just add la letra "o" to English palabras and they'll instantly become Spanish. Aunque this does work once in a blue moon, more often than not no funciona para nada and just causes confusión. I have heard muchos Americanos in Latin America use this flawed técnica and suffer from a large communication gap.

Here are a few técnicas that do work muchas veces, but there are exceptions. These técnicas all involve suffixes (word endings):

1. "-ty" = "-dad": university (universidad), activity (actividad), intensity (intensidad), ability (abilidad)
2. "-tion" = "-ción": activation (activación), penetration (penetración), station (estación), vacation (vacación)
3. "-ssion" = "-sión": session (sesión), passion (pasión), depression (depresión), aggression (agresión)
4. "-ction" = "-cción": action (acción), attraction (atracción), fiction (ficción), reaction (reacción)
5. "-ive" = "-ivo": active (activo), passive (pasivo), relative (relativo), intensive (intensivo), massive (masivo). Partly because of this "ivo/ive" technique, people try to ineffectively put an "o" on the end of any English word to turn it into Spanish
6. "-ly" = "-mente": recently (recientemente), actively (activamente), relatively (relativamente), effectively (efectivamente). This technique ("ly/mente") isn't as reliable in taking words from English into Spanish but can help you better decipher the meaning of written Spanish words.

DAY 40

Moral of the historia: When you really need to guess a Spanish palabra, these técnicas can come in handy. They can also be very útil in helping you decipher mensajes escritas. However, you must remember that there are many exceptions to these técnicas. Desafortunadamente they aren't fool-proof.

Vocabulario de la Semana

antes de	before
tema	topic/theme
quería	I wanted
hablar	to talk
algunos de ustedes	some of you
hablé	I talked
palabra(s)	word(s)
empiezan	(they) start
significado	meaning
puede significar	it can mean
en otras palabras	in other words
la semana pasada	last week
es preferido	is preferred
lo mismo	the same
esta semana	this week
técnicas	techniques
cien	hundreds
palabras	words
muchos Americanos	many Americans
la letra	the letter
aunque	although
no funciona para nada	it doesn't work at all
confusión	confusion
muchas veces	many times (a lot of times)
historia	story
útil	useful
mensajes escritas	written messages
desafortunadamente	unfortunately

Notes and Summary**DAY 40****Summary of Day 40**

- **Culture**
 - **How to instantly learn hundreds of Spanish words**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 3 – Survival**DAY 41****Lección 4: Enrichment Activities**

Use activities in the Instructor Handbook (pg 18), take time in class to correct the workbook, or create Crossword Puzzles or Word Searches using the free resources found at: www.spanishprograms.com/free-worksheets-page.htm, or take students to the computer lab to review the Survival section of the course. The software includes lessons games and activities. Students can be self-guided to a point on the software.

Notes and Summary**Summary of Day 41**

- **Enrichment Activities**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 3 – Survival**DAY 42****Lección 5: Exam Review**

Take students to the computer lab and have them take the Written Practice Test in the Basic Needs section of the software. Another option is to go over the workbook if that was not covered yesterday.

Notes and Summary**Summary of Day 42**

- **Enrichment Activities**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 3 – Survival

DAY 43

Lección 6: Survival Exam

Take students to the computer lab and have them take the Online on the Survival section of the software. Here is some info to get you started, for more detailed info on exam tracking, see the Instructor Handbook.

Online Testing

Use the form you're received, similar to the one below, to get your students logged in to take the test.



**U.S. INSTITUTE®
OF LANGUAGES**

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

How to Login

Students

- 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*. Students then create their own usernames and passwords. Please recommend that they use upper and lower case letters and numbers when creating their passwords. You will be able to see them all from the Administrative Login area below.

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 Jay Banner at: 801-475-4441 during business hours.

Thank you!

Notes and Summary***DAY 43*****Summary of Day 43**

- **Final Exam Taken for Survival**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Pronunciation

DAY 44

Sounds Covered:

- “x”
- “ch”
- “y”

Turn to page 90 in the Student Workbook

Comprehension

Lección 9 – Dialogue I, Conversation

Suggested Lesson Outline:

1. Display the Comprehension PowerPoint.
2. Listen to the Conversation listed below.
3. Have the students try to guess the meaning.
4. Listen to and practice the Vocabulary.
5. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
6. Group Discussion: as a class, discuss the correct meaning.
7. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 3: Track 5

A: Buenos días. – Good morning.

B: Buenos días ¿Cómo está? – Good morning. How are you?

A: Bien, gracias, ¿Qué hay de nuevo? – Good, thanks. What’s new?

B: No mucho, necesito ir al banco y tengo que caminar. – Not much. I need to go to the bank and I have to walk.

A: ¿Cuándo tiene que ir? – When do you have to go?

B: Ahora, pero creo que puedo tomar un taxi. – Now, but I think I can take a taxi.

A: Bueno. ¿Puede leer el contrato? Es importante. – Good. May I read the contract? It’s important.

B: Claro, puedo leer el contrato ahora. – Of course, I can read the contract now.

A: ¿Quiere comer con nosotros hoy? – Do you want to eat with us today?

B: Sí, me gustaría comer carne y ensalada. – Yes, I would like to eat meat and salad.

A: Está bien. – Okay.

B: Tengo que ir al banco ahora. Nos vemos en una hora. – I have to go to the bank now. See you in an hour.

A: Está bien, adiós. Okay, bye.

Comprehension CD 3: Track 3

*New Vocabulary

creo que I think that

con nosotros with us

Homework – Prepare for In-Class Verbal Exam: Have students go home and write 10 questions from sections 1-3 of the course (Basic Needs, Greetings, Survival). They will also need to thoroughly review these sections. Each student will come up one by one in front of the class, next week, and be asked questions randomly that other students have created and be expected to answer them in Spanish.

Notes and Summary**DAY 44****Summary of Day 44**

- **Pronunciation**
 - "x"
 - "ch"
 - "y"
- **Homework: prepare for in-class Verbal Exam**
- **Comprehension CD 3, Tracks 4-5**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 45

Lección 9 - Never Say this Word!!!

Culture Lesson Guidelines:

1. Open corresponding culture topic PowerPoint and project for class to see
2. Read the culture lesson and have students guess the meaning of Spanish words
3. Read the vocabulary list – tell students they are not trying to memorize the words – just recognize them for comprehension while reading
4. Read the culture lesson again
5. **Compare and Contrast:** Have a discussion to compare and contrast with students' own culture

El problema with starting a lesson or a language class con esta frase (above) is that you (the reader or learner) will automatically want to say the word que le voy a enseñar. In the past, cuando he enseñado our course to major corporations like the IRS, Allstate or Autoliv (the world's largest maker of automobile airbags), a veces he dicho something like "Don't ever do this!" or "Don't ever make this mistake!" Bueno, those are usually the words or mistakes that students remember the most.

Again, tengo que repetir, don't ever say this word I'm going to teach you. Yo sé que será difícil, but you must use self-control! Are you ready to hear the word? (To keep up the suspense, I made it so you have to scroll down the page para ver la palabra.) A propósito, the word for "suspense" in Spanish is "suspenso" [sue-spence-oh].

It is the word "estúpido" [eh-**stoo**-pea-dough]. Lo siento, I'm going against my better judgment al enseñarles the pronunciation of this word ya que you shouldn't even use it at all.

You can probably easily guess lo que significa. But if you have a hard time guessing, significa "stupid." In English we tend to use that word a menudo. La gente dice "What a stupid thing," or "How could I have been so stupid," or even to a friend "Boy, that was stupid."

In English si dice "You are stupid" a un amigo, it could be taken jokingly or it could be taken seriously and be offensive. Si lo dice in Spanish there is no comparison to its offensiveness in English – it is **siempre** taken very seriously! In Spanish, it is a VERY VERY STRONG WORD!! To many se considera as bad as a very vulgar swear word. It is extremely offensive and degrading. If you use it in Spanish, en cualquier situación, you will be found trying to dig yourself out of a hole.

Quería tomar time in this issue to let you know acerca de this word because many people just translate it and use it como lo harían en English. I just wanted to forewarn you so you don't make that equivocación!

DAY 45**Vocabulario de la Semana**

el problema	the problem
con esta frase	with this phrase
que le voy a enseñar	that I'm going to teach you
cuando he enseñado	when I have taught
a veces he dicho	sometimes I have said
bueno	well
tengo que repetir	I have to repeat
yo sé que será difícil	I know it will be hard
para ver la palabra	to (in order to) see the word
a propósito	by the way
lo siento	I'm sorry
al enseñarles	by (upon) showing you
ya que	since
lo que significa	what it means
significa	it means
a menudo	frequently
La gente dice	people say
si dice	if you say
a un amigo	to a friend
si lo dice	if you say it
siempre	always
se considera	it is considered
en cualquier situación	in any situation
quería tomar	I wanted to take
acerca de	about
como lo harían en	like they would in
equivocación	mistake
para terminar	to (in order to) end
que le enseña a	that teaches you to
está disponible	is available

Homework Reminder – Prepare for In-Class Verbal Exam: Have students go home and write 10 questions from sections 1-3 of the course (Basic Needs, Greetings, Survival). They will also need to thoroughly review these sections. Each student will come up one by one in front of the class, next week, and be asked questions randomly that other students have created and be expected to answer them in Spanish.

Students are Grades on:

- Preparation – 30%
- Correctness of their questions (they make sense and are easy to answer) – 30%
 - Make sure they don't use questions with "¿Por qué" in them at this point – unless they're sure they can be answered easily using the chart in the Student Workbook. (e.g. - ¿Por qué necesita ir a la tienda, etc.)
- Ability to answer the questions – 40%

Notes and Summary***DAY 45*****Summary of Day 45**

- **Culture**
 - **Never Say This Word**
- **Homework: prepare for in-class Verbal Exam**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

In-Class Verbal Exam #1***DAY 46*****Exam Day 1**

In-Class Verbal Exam: Have each student come up one by one in front of the class. Two students, as chosen by the teacher, will then ask the student 5 questions each. The student will answer in front of the class.

Students Should be Graded on:

- Preparation – 30%
- Correctness of their questions (they make sense and are easy to answer) – 30%
- Ability to answer the questions – 40%

Notes and Summary***DAY 46*****Summary of Day 46**

- **In-Class Verbal Exam**
 - **Day 1**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

In-Class Verbal Exam #1***DAY 47*****Exam Day 2**

In-Class Verbal Exam: Have each student come up one by one in front of the class. Two students, as chosen by the teacher, will then ask the student 5 questions each. The student will answer in front of the class.

Students Should be Graded on:

- Preparation – 30%
- Correctness of their questions (they make sense and are easy to answer) – 30%
- Ability to answer the questions – 40%

Notes and Summary**DAY 47****Summary of Day 47**

- **In-Class Verbal Exam**
 - **Day 2**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

In-Class Verbal Exam #1**DAY 48****Exam Day 3**

In-Class Verbal Exam: Have each student come up one by one in front of the class. Two students, as chosen by the teacher, will then ask the student 5 questions each. The student will answer in front of the class.

Students Should be Graded on:

- Preparation – 30%
- Correctness of their questions (they make sense and are easy to answer) – 30%
- Ability to answer the questions – 40%

Notes and Summary**DAY 48****Summary of Day 48**

- **In-Class Verbal Exam**
 - **Day 3**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Pronunciation

DAY 49

Sounds Covered:

- Subtle Nuances
- “n” and “s” Transformation
- Word Linking

Turn to pages 91-94 in the Student Workbook

Comprehension

Lección 10 – Dialogue II, Narrative

Suggested Lesson Outline:

1. Display the Comprehension PowerPoint.
2. Listen to the Narrative listed below.
3. Have the students try to guess the meaning.
4. Listen to and practice the Vocabulary.
5. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
6. Group Discussion: as a class, discuss the correct meaning.
7. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 3: Track 7

Spanish

La señora González tiene hambre, quiere ir a un restaurante y necesita tomar un taxi para ir, pero primero tiene que ir al banco porque no tiene dinero. También quiere comprar una revista y el periódico en inglés por que le gusta leer. Es difícil leer en otro idioma, ella habla español pero quiere aprender inglés, le gusta mucho y necesita hablar inglés porque es posible hacer un contrato con una compañía americana. ¿Usted piensa que es difícil aprender otro idioma? Es importante practicar las palabras y las frases nuevas y, sobre todo, hablar. No se preocupe cuando no entienda, toma tiempo pero puede tener mucho éxito.

English

Mrs. González is hungry, she wants to go to a restaurant and needs to take a taxi in order to go, but first she has to go to the bank because she doesn't have money. Also, she wants to buy a magazine and the newspaper in English because she likes to read. It is difficult to read in another language. She speaks Spanish but she wants to learn English. She likes it a lot and needs to speak English because she might make a contract with an American company. Do you think it is difficult to learn another language? It is important to practice the words and the new phrases and, more than anything, to speak. Don't worry when you don't understand. It takes time, but you can have much success.

Comprehension CD 3: Track 6

*New Vocabulary:

toma tiempo it takes time

aprender otro idioma to learn another language

pero puede tener mucho éxito but you can be very succesful

cumpleaños birthday

invitar to invite

Notes and Summary**DAY 49****Summary of Day 49**

- **Pronunciation**
 - Subtle Nuances
 - “n” and “s” Transformation
 - Word Linking
- **Comprehension CD 3, Tracks 6-7**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 50

Lección 10 - Practice Makes Perfect!

Culture Lesson Guidelines:

1. Open corresponding culture topic PowerPoint and project for class to see
2. Read the culture lesson and have students guess the meaning of Spanish words
3. Read the vocabulary list – tell students they are not trying to memorize the words – just recognize them for comprehension while reading
4. Read the culture lesson again
5. **Compare and Contrast:** Have a discussion to compare and contrast with students' own culture

Hay dos claves importantes to learning Spanish well and being an effective communicator. La primera is to gain a basic knowledge of the language y la segunda is to practice with real people. Uno sin otro can never get you as far as you could've gone with both. Nuestro curso has proven to be muy exitoso for thousands of people all over the world; it will give you the base you need to succeed. However, it alone no es suficiente. También tiene que estar dispuesto to break out of your comfort zone and speak with others in Spanish - especially native speakers. Si es posible, recomiendo doing this at least once or twice per week. Here in our office, Brock está tratando de aprender Spanish; every Thursday we have "día de español" where we only speak Spanish. Brock está mejorando his Spanish by leaps and bounds.

Many people are very nervous about striking up una conversación con otros in Spanish especially with a native speaker. Se preocupan que maybe they'll say something wrong or that the native speaker won't understand them. También se preocupan por decir things incorrectly or possibly even getting embarrassed or "making a fool of themselves". Nothing could be farther de la verdad. Cuando empiezas a hablar another language, you actually gain compassion for all of the people trying to learn "su" idioma. You'll be surprised at how nice people are when you try to speak su idioma - especially gente Latina. This misconception is generally true, however, with some French people who may not be quite as patient con Norteamericanos que no saben el Francés bien, but the Spanish experience es muy diferente.

Algo que necesita saber about Spanish culture is that native Spanish speakers are some of the más amables en el mundo. Les hace sentir bien to see others trying to learn su idioma, and they are very eager to help you.

To really learn Spanish, necesita tener the courage to go up to a native Spanish speaker en el futuro cercano and start-up a conversation con ellos (in Spanish of course). Once you get over el el miedo of the initial conversation, I think you'll be amazed at how easy y cómodo que es hablar con ellos.

Here are a few phrases that I recommend to get you started. First you could say, "Hola, ¿Qué tal?" [Oh-law, kay tall]. Then, you could say, "Estoy aprendiendo español, ¿Puede ayudarme?" [Es-toy ah-pren-dyen-do es-pan-yol, pweh-they ah-you-thar-may]. Next, you could say "Me llamo Dave" [May yaw-moe Dave]. *Of course, you don't want to say your name is "Dave" unless your name really is "Dave"*. Finally, to spark some conversation, you could ask "¿De dónde es usted?" [Day doan-day es oo-stead] which means "Where are you from?"

Here is my assignment to all of you. ¿Están listos? Practice the phrases (arriba) and set una meta of when you are going to approach a native speaker. Una vez que lo haya hecho, share with the class how your conversation went.

Vocabulario de la Semana**DAY 50**

hay dos claves importantes	there are two important keys
la primera	the first one
y la segunda	and the second one
uno sin otro	one without another
nuestro curso	our course
muy exitoso	very successful
no es suficiente	isn't enough (sufficient)
también tiene que estar dispuesto	you also have to be willing
si es posible	if it's possible
recomiendo	I recommend
está tratando de aprender	is trying to learn
día de español	Spanish day
está mejorando	is improving
una conversación	a conversation
con otros	with others
se preocupan que	they worry that
también se preocupan por decir	also they worry about saying
de la verdad	from the truth
cuando empiezas a hablar	when you start to speak
su idioma	your language
su idioma	their language ('su' can be 'your formal' for 'their')
gente Latina	Latino people
con Norteamericanos	with Americans
que no saben el Francés bien	who (that) don't know French well
es muy diferente	is very different
algo que necesita saber	something you need to know
más amables en el mundo	friendliest in the world
les hace sentir bien	it makes them feel good
necesita tener	you need to have
en el futuro cercano	in the near future
con ellos	with them
el miedo/el temor	the fear
y cómodo que es	and comfortable (that) it is
hablar con ellos	to talk to them
Hola, ¿Qué tal?	Hi, how are you?
Estoy aprendiendo español, "¿Puede ayudarme?"	I'm learning Spanish, can you help me?
Me llamo Dave	My name is Dave
¿De dónde es usted?	Where are you from?
¿Están listos?	Are you ready?
arriba	above
una meta	a goal
una vez que lo haya hecho	once you've done it (<i>this is subjunctive</i>)
como le fue	how it went for you

Notes and Summary***DAY 50*****Summary of Day 50**

- **Culture**
 - **Practice Makes Perfect**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 4 – Grammar

DAY 51

Lección 1: All Grammar Slides

PowerPoint Slides: Open Grammar Slides

Learn Concept:

- Teach gender and number: masculine, feminine, singular and plural

Quiz Gender and Number using Slides (Quiz on Slides is Below). Students can use Workbooks.

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		<i>✓ subject pronouns are optional!</i>
1.	some salads	unas ensaladas
2.	the hamburgers	las hamburguesas
3.	the document	el documento
4.	the bathrooms	los baños
5.	the parks	los parques
6.	some hamburgers	unas hamburguesas
7.	some stores	unas tiendas
8.	some pools	unas piscinas
9.	a park	un parque
10.	the dictionaries	los diccionarios
11.	the offices	las oficinas
12.	a salad	una ensalada
13.	the pool	la piscina
14.	the restaurant	el restaurante
15.	the cookie	la galleta
16.	the hotel	el hotel
17.	a bank	un banco
18.	a contract	un contrato
19.	the salads	las ensaladas
20.	the book	el libro
21.	the drink	la bebida
22.	the magazines	las revistas
23.	the banks	los bancos
24.	a magazine	una revista

DAY 51

Quiz Gender and Number using Slides (Quiz on Slides is Below). This time have Students close their Workbooks.

- Use the quiz below to quiz students collectively. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		<i>✓ subject pronouns are optional!</i>
1.	a drink	una bebida
2.	the books	los libros
3.	the drinks	las bebidas
4.	a hotel	un hotel
5.	the newspaper	el periódico
6.	the bank	el banco
7.	some documents	unos documentos
8.	a book	un libro
9.	the restaurants	los restaurantes
10.	some cookies	unas galletas
11.	a store	una tienda
12.	the pools	las piscinas
13.	a document	un documento
14.	some restaurants	unos restaurantes
15.	some hotels	unos hoteles
16.	some contracts	unos contratos
17.	the hamburger	la hamburguesa
18.	the bathroom	el baño
19.	the contract	el contrato
20.	the stores	las tiendas
21.	the office	la oficina
22.	some newspapers	unos periódicos
23.	the dictionary	el diccionario
24.	a newspaper	un periódico

DAY 51

Practice using Practice Model: Follow the steps of the practice model to review the first slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step:

	English	Spanish
	<i>“¿Cómo se dice...”</i>	<i>✓ subject pronouns are optional!</i>
1.	a hamburger	una hamburguesa
2.	the magazine	la revista
3.	the cookies	las galletas
4.	a restaurant	un restaurante
5.	the contracts	los contratos
6.	some magazines	unas revistas
7.	a bathroom	un baño
8.	the documents	documentos
9.	some offices	unas oficinas
10.	some dictionaries	unos diccionarios
11.	some drinks	unas bebidas
12.	some books	unos libros

PRACTICE MODEL

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

Note: When students quiz each other on definite and indefinite articles, be sure to have them use words from Basic Needs Group 3 – page 4 in the workbook.

Homework Assignment: Have students write 16 sentences from the Basic Needs section of the course and have them use each article at least twice.

Notes and Summary***DAY 51*****Summary of Day 51**

- **Learn Articles and practice using Group 3 of the Basic Needs Section**
- **Homework – write 16 sentences using each article twice**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 4 – Grammar**DAY 52****Lección 2: Enrichment Activities/Exam Review**

Use activities in the Instructor Handbook (pg 18), take time in class to correct the workbook, or create Crossword Puzzles or Word Searches using the free resources found at: www.spanishprograms.com/free-worksheets-page.htm, or take students to the computer lab to review the Grammar section of the course. The software includes lessons games and activities. Students can be self-guided to a point on the software.

Notes and Summary**Summary of Day 51**

- **Enrichment Activities**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 4 – Grammar

DAY 53

Lección 3: Grammar Exam

Take students to the computer lab and have them take the Online on the Grammar section of the software. Here is some info to get you started, for more detailed info on exam tracking, see the Instructor Handbook.

Online Testing

Use the form you're received, similar to the one below, to get your students logged in to take the test.



**U.S. INSTITUTE®
OF LANGUAGES**

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

How to Login

Students

4. 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*. Students then create their own usernames and passwords. Please recommend that they use upper and lower case letters and numbers when creating their passwords. You will be able to see them all from the Administrative Login area below.

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 Jay Banner at: 801-475-4441 during business hours.

Thank you!

Notes and Summary**DAY 53****Summary of Day 53**

- **Final Exam Taken for Grammar**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Pronunciation

DAY 54

Sounds Covered:

- Spanish Accent Rules

Turn to pages 95-96 in the Student Workbook

Comprehension

Lección 11 – Dialogue II, Conversation

Suggested Lesson Outline:

1. Listen to the Conversation listed below.
2. Have the students try to guess the meaning.
3. Listen to and practice the Vocabulary.
4. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
5. Group Discussion: as a class, discuss the correct meaning.
6. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 3: Track 8

Armando: ¡Oiga!, ¡María! – Hi Maria!

María: Hola Armando, ¿Cómo está? – Hi Armando. How are you?

A: Estoy muy bien, gracias, ¿y usted?. ¿Qué hay de nuevo? – I'm very good, thanks, and you? What's new?

M: Nada, Voy a ir a la tienda por que necesito preparar una cena para el gerente. – Nothing. I'm going to go to the store because I need to prepare a dinner for the boss.

A: ¿Por qué? – Why?

M: Por que es su cumpleaños. – Because it's his birthday.

A: ¿De veras? Se me olvidó ¿Cuándo es su cumpleaños? – Really? I forgot. When is his birthday?

M: Mañana, ¿Quiere ir? - Tomorrow. Do you want to go?

A: Claro, me gustaría. ¿Puedo invitar a Miguel? – Of course, I would like to. May I invite Miguel?

M: Claro, él puede ir también. ¿Me puede ayudar?, Hay que llamar a José y a los empleados de la oficina. ¿Puede hacerlo? – Of course, he can go too. Can you help me? You should call José and the office employees.

A: A ver.....sí, puedo llamarles hoy. – Um. . .yes, I can call them today.

M: Bueno, nos vemos mañana, ¿Está bien? – Good, see you tomorrow, alright?

A: Está bien. Gracias, nos vemos. – Okay. Thanks, see you later.

M: Adiós. – Bye.

Comprehension CD 3: Track 6

*New Vocabulary:

toma tiempo it takes time

aprender otro idioma to learn another language

pero puede tener mucho éxito but you can be very succesful

cumpleaños birthday

invitar to invite

Notes and Summary**DAY 54****Summary of Day 49**

- **Pronunciation**
 - Spanish Accent Rules
- **Comprehension CD 3, Tracks 6 & 8**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture Presentation - Assignment

DAY 55

Suggested Instructions:

This project may be worked on in class as well as outside of class. Each student will select a culture topic (listed below or any other topic if approved in advance). A 5 minute oral report will be prepared and presented to the class. Students may be encouraged to use posters, overheads, music, video or any other type of teaching aid when making their presentation. Food items may be part of report but are NOT required. Students may work individually or in pairs. Students may be encouraged to prepare and present some parts of their report in Spanish.

Starting on day 65 (two weeks from today), 1 or 2 students will present their reports to the class before each Culture Lección (every 5th Day). Refer students to the following list of Suggested Topics which can be found in the Appendix of their Workbooks.

Suggested Topics:

- I. Using 1 or 2 of the following subject areas*, compare the culture of a Spanish-speaking country or region to your own culture.
 - *more specific examples are listed under each subject area.
 - *Be sure to discuss the *perspectives* of your target culture—how the subject you choose affects and is affected by their attitudes and way of thinking and doing things.
- a. Religion and beliefs
 - i. Predominant faiths, evangelism, *Semana Santa*, superstitions
- b. Politics and Government
 - i. Political involvement, elections, freedom and rights, systems of government, political parties, monarchy of Spain, corruption and bribes
- c. Current Events
 - i. Perspectives on major world issues, important local/regional events
- d. Traditions
 - i. *La Quinceañera*, San Fermines (Running of the Bulls), Weddings, Funerals
- e. Holidays
 - i. *Día de los Muertos*, *La Navidad*, *Día de Los Tres Reyes*, *Cinco de Mayo*
- f. Traditional Fine Arts
 - i. Famous artists, writers, and composers
- g. Music and Dance
 - i. Traditional performances, popular modern musicians and styles
- h. Media, Movies, and Television
 - i. *Telenovelas*
- i. Clothing and Traditional Styles of Dress
- j. Traditional Cuisine
 - i. Staple foods, cooking, *puestos*, restaurants
- k. Traditional Dwellings/Habitation
- l. Interpersonal Relationships
 - i. *El besito de saludo*, Personal space, gender roles (machismo), time management (punctuality), formal vs. informal, native relations, prejudice/racism, *compadre/comadre* titles, courtship and dating
- m. Family Relationships
 - i. Family expectations and roles (father, mother, son, daughter, etc...), *padrino/madrina*, extended families and housing space—who lives with whom?
- n. Pastimes and Athletics
 - i. Fútbol, béisbol, voleibol, bullfighting, hobbies, community events, toys (*títeres*, *trompos*),
- o. Vacations and Tourism

DAY 55

- i. *Hostales* & Family-owned/small businesses, famous landmarks and attractions, *plaza de armas*
- p. Economy, professions
 - i. Bargaining, street markets, key imports and exports, common employment, median income, disappearing trades (tailor, shoemaker/repair)
- q. Daily Routines
 - i. Hygiene and bathroom habits, meal times, work schedules, siestas, timing, night-life, potable water
- r. Healthcare
 - i. Role of the doctor and the pharmacist, the status of natural medicine; health insurance, emergency care, exercise (walking for transportation)
- s. Language and Communication
 - i. Hand gestures, idioms, common sayings/quotes, slang, cognates, borrowed words, handshakes and greetings, Sarcasm, humor/jokes, manners/politeness

List of Spanish Speaking Countries:

 Argentina	 Bolivia	 Chile	 Colombia	 Costa Rica
 Cuba	 Dominican Republic	 Ecuador	 Equatorial Guinea	 El Salvador
 Guatemala	 Honduras	 Mexico	 Nicaragua	 Panama
 Paraguay	 Peru	 Puerto Rico	 Spain	 Uruguay
 Venezuela	 Andorra*	 Belize*	 Gibraltar*	 United States*

*Countries with a significant proportion of Spanish speakers.

**Students do NOT have to choose a specific country; they may report on all of Latin America/South America as a whole or on Spanish speakers in general. They may also give a general report on the culture of a single country.

***Students may also choose to report on the culture of an ancient Latin American or Spanish civilization (e.g. Aztec, Inca, Maya).

Sample Culture Presentation Sign-up Sheet***DAY 55***

<u>DAY #</u>	<u>DATE</u>	<u>NAME</u>	<u>TOPIC</u>
65			
70			
75			
80			
85			
90			
95			
100			
105			
110			
115			
120			
125			
130			
135			
140			
145			
150			
155			
160			

170			
175			

*To fit within the allotted schedule, more than one student may present each week.

Lección 11 – El Sarcasmo

DAY 55

Culture Lesson Guidelines:

1. Open corresponding culture topic PowerPoint and project for class to see
2. Read the culture lesson and have students guess the meaning of Spanish words
3. Read the vocabulary list – tell students they are not trying to memorize the words – just recognize them for comprehension while reading
4. Read the culture lesson again
5. **Compare and Contrast:** Have a discussion to compare and contrast with students' own culture

In all of the Latin American países I've either lived in o visited, la gente reacciona to "el sarcasmo" (sarcasm) muy differently than they do aquí in the U.S.

Here in the U.S., el sarcasmo is very widespread and is used as a común, forma diaria of communication. Por ejemplo, if un amigo or pariente purchased a new camisa that was obviously a little extraño, you could tease them by saying "**Nice** shirt!" Por supuesto, when you say "**Nice** camisa!" what you really mean is, "Wow, that camisa is a little wild or extraño".

In Latin America, la gente usually no están acostumbrados to hearing or using sarcasmo con each other. Por ejemplo, yo trabajaba with a native speaker who was wearing a suéter muy interesante. It was definitely out of the ordinary and a little extraño. Yo dije, "**Nice** sweater!" He looked at me with a thoughtful look and dijo "Thanks". He didn't get the fact that I was using sarcasmo con él. El pensaba I was serio and was giving him a nice compliment about his suéter.

As I lived in Latin America for two consecutive años in diferentes países, I began to get accustomed to this nueva actitud of not using el sarcasmo. It took quite a while, but pronto I didn't use sarcasm at all. Because of the falta de sarcasm in Latin America, me pareció there was generally más respeto between gente.

Then, after two años of living entre the natives and adopting this new mentality, I met up con an American. We were put on a project where we would have to work juntos todos los días for a month or so. He had just llegado in Latin America and wasn't used to the idioma or cultura (without el sarcasmo). Quite a few times, me encontré getting offended when he used el sarcasmo conmigo. I had become so immersed into the Latin culture that yo encontré his sarcasmo offensive. It took me a few semanas to get back into the swing of things and realize that he wasn't actually trying to be rude or mean. He was just using a similar type of sarcasmo that I had used anteriormente when living in the U.S.

Now, algunos de ustedes may be saying, "I know some Latin people in the U.S. that are sarcásticos". If you do, it's probablemente because they have already begun to adopt algunos de our cultural behaviors. Just remember that la mayoría de los native speakers que viven in Latin America itself usually aren't sarcásticos.

Me encantaría to hear from you in different countries to find out if you use sarcasm in your countries.

Moral of the Story: When visiting Latin America, for business or pleasure, it's important to know about their mentality on el sarcasmo. On the other hand, even though many Latin people living in the U.S. may have adopted el sarcasmo and use it frequently, be careful when talking to them, sarcasm still may offend them. Although a world without el sarcasmo was very different to live in and get used to, I grew to love it and found the gente to be very respectful towards each other.

DAY 55**Vocabulario de la Semana**

países	countries
o	or
la gente	the people
reacciona	react
muy	very
aquí	here
el sarcasmo	sarcasm
común	common
forma diaria	daily form
por ejemplo	for example
un amigo	a friend
pariente	relative/family member
camisa	shirt
extraño	strange
por supuesto	of course
no están acostumbrados	aren't accustomed
con	with
yo trabajaba	I was working with
suéter muy interesante	very interesting sweater
Yo dije	I said
dijo	he said
con él	with him
El pensaba	he thought
serio	serious
años	years
diferentes países	different countries
nueva actitud	new attitude
pronto	soon
falta de	lack of
me pareció	it seemed to me
más respeto	more respect
entre	among
juntos	together
todos los días	every day
llegado	arrived
idioma	language
cultura	culture
me encontré	I found myself
conmigo	with me
yo encontré	I found
semanas	weeks
anteriormente	previously
algunos de ustedes	some of you
probablemente	probably
algunos de	some of
sarcásticos	sarcastic
la mayoría de los	most of the
que viven	that live
me encantaría	I would love

Notes and Summary**DAY 55****Summary of Day 55**

- **Culture Assignment Given for Upcoming Culture Reports**
- **Culture**
 - **Es Sarcasmo**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 5 – Comprehending Native Speakers

DAY 56

Lección 1: All Comprehension Slides

Conversations with Native Speakers:

- Talk about the importance of starting a conversation with a native speaker to students' progress in learning Spanish. Also tell them how friendly and eager native speakers are to talk to with English speakers trying to learn their language.

Learn Vocabulary: PowerPoint Slides – Open Comprehension Slides

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide – Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

English	Spanish
<i>“¿Cómo se dice...”</i>	<i>subject pronouns are optional!</i>
1. Can you speak a little slower?	¿Me puede hablar un poco más despacio?
2. What does _____ mean?	¿Qué significa _____?
3. Slower, please.	Más despacio, por favor
4. How do you say this in Spanish?	¿Cómo se dice esto en español?
5. I didn't understand very well.	No entendí bien
6. How do you say _____ in Spanish?	¿Cómo se dice _____ en español?
7. Did I say that correctly?	¿Está bien dicho?
8. What is the difference between _____ and _____?	¿Cuál es la diferencia entre _____ y _____?
9. How do you say that in Spanish?	¿Cómo se dice eso en español?

Quiz Vocabulary on Slide – Below: (Without Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

English	Spanish
<i>“¿Cómo se dice...”</i>	<i>subject pronouns are optional!</i>
10. How do you say that in Spanish?	¿Cómo se dice eso en español?
11. Can you speak a little slower?	¿Me puede hablar un poco más despacio?
12. How do you say _____ in Spanish?	¿Cómo se dice _____ en español?
13. Slower, please.	Más despacio, por favor
14. What is the difference between _____ and _____?	¿Cuál es la diferencia entre _____ y _____?
15. I didn't understand very well.	No entendí bien
16. How do you say this in Spanish?	¿Cómo se dice esto en español?
17. What does _____ mean?	¿Qué significa _____?
18. Did I say that correctly?	¿Está bien dicho?

DAY 56

PowerPoint Slides: Review Comprehension Slides

Have Students Open Workbooks and Review (pg 8): Give students 5 minutes to review all the words from the slides in the Workbook

Practice using Practice Model: Follow the steps of the practice model to review the first slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step:

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		<i>✶ subject pronouns are optional!</i>
1.	How do you say that in Spanish?	¿Cómo se dice eso en español?
2.	How do you say _____ in Spanish?	¿Cómo se dice _____ en español?
3.	Can you speak a little slower?	¿Me puede hablar un poco más despacio?
4.	Slower, please.	Más despacio, por favor
5.	What is the difference between _____ and _____?	¿Cuál es la diferencia entre _____ y _____?
6.	I didn’t understand very well.	No entendí bien
7.	Did I say that correctly?	¿Está bien dicho?
8.	How do you say this in Spanish?	¿Cómo se dice esto en español?
9.	What does _____ mean?	¿Qué significa _____?

PRACTICE MODEL

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

DAY 56**Notes and Summary****Summary of Day 56**

- **Learn Comprehending Native Speakers Vocabulary**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 5 – Comprehending Native Speakers**DAY 57****Lección 2: Enrichment Activities/Exam Review**

Use activities in the Instructor Handbook (pg 18), take time in class to correct the workbook, or create Crossword Puzzles or Word Searches using the free resources found at: www.spanishprograms.com/free-worksheets-page.htm, or take students to the computer lab to review the Comprehension section of the course. The software includes lessons games and activities. Students can be self-guided to a point on the software.

Notes and Summary**Summary of Day 57**

- **Enrichment Activities**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 5 – Comprehending Native Speakers

DAY 58

Lección 3: Comprehension Exam

Take students to the computer lab and have them take the Online on the Comprehension section of the software. Here is some info to get you started, for more detailed info on exam tracking, see the Instructor Handbook.

Online Testing

Use the form you're received, similar to the one below, to get your students logged in to take the test.



**U.S. INSTITUTE®
OF LANGUAGES**

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

How to Login

Students

5. 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*. Students then create their own usernames and passwords. Please recommend that they use upper and lower case letters and numbers when creating their passwords. You will be able to see them all from the Administrative Login area below.

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 Jay Banner at: 801-475-4441 during business hours.

Thank you!

Notes and Summary**DAY 59****Summary of Day 59**

- **Final Exam Taken for Comprehending Native Speakers**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Pronunciation Assessment

DAY 59

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.

Pronunciation Assessment Script

Instructions:

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

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. La Casa Amarilla Es Más Grande Que Antes. 2. La Reja Azul Está Hecha De Madera. 3. Necesito El Desarmador Para Armar Una Mesa. 4. Mi Abuela Tiene Ochenta Y Tres Años. 5. Voy A Hacer La Comida Esta Noche. 6. Me Gusta Ir A La Tienda Cuando Hace Frío. 7. Hay Algo Grande Y Feo En El Cuarto. 8. Me Gusta Hablar Con Mis Amigos En Mi Casa. 9. Margarita Está Enojada Hoy. | <ol style="list-style-type: none"> 10. Ese Abogado Es Alto, Flaco, E Inteligente. 11. El Va A Celebrar La Navidad Con Sus Amigos. 12. Gracias Por Estar Tan Feliz Hoy. 13. Vamos A La Fiesta Esta Noche. 14. Ella Siempre Regresa A Las Ocho De La Noche. 15. Ellos Tienen Once Hijos Menores De Ocho Años. 16. Hay Tres Lápices En Mi Mochila Azul. 17. Hay Tres Cuartos En El Edificio. 18. Hay Un Árbol Verde En La Huerta. |
|---|---|

Notes and Summary**DAY 59****Summary of Day 59**

- **Pronunciation**
 - Pronunciation Assessment

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Pronunciation Assessment

DAY 60

See Previous Day or Instructor Handbook pg 4

Culture

Lección 12 - ¿Habla español?

Culture Lesson Guidelines:

1. Open corresponding culture topic PowerPoint and project for class to see
2. Read the culture lesson and have students guess the meaning of Spanish words
3. Read the vocabulary list – tell students they are not trying to memorize the words – just recognize them for comprehension while reading
4. Read the culture lesson again
5. **Compare and Contrast:** Have a discussion to compare and contrast with students' own culture

This week quiero hablar acerca de a very common equivocación that many of us "Gringo's" make. Just a quick reminder from nuestra Lección of about a month ago that the word "Gringo" básicamente significa "foreigner".

Bueno, the mistake de que quiero hablar is a phrase I've heard misused tantas veces that I wanted let you know about it so you can say it correctamente. Muchas veces a native Spanish speaker will start speaking with an English speaker in Spanish. The English speaker dirá, wanting to sound intelligent and knowledgeable in Spanish, "No habla español." What the English speaker is trying to say is, "I don't speak Spanish", but what is actually said is, "**You** don't speak Spanish." Hay una diferencia grande entre these two phrases. En vez de letting them know that you don't speak Spanish, you are telling them that they don't speak Spanish.

Here's como decirlo correctamente it correctly. The next time a native Spanish speaker starts speaking Spanish, debe decir, "No hablo español." Esto significa "I don't speak Spanish" and is pronounced [No aw-blow es-pan-yohl]. There is only one letter difference between las dos frases, but it completely changes el significado. The word "habla" (with an "a" on the end) means "you speak" and the word "hablo" (with an "o" on the end) means "I speak". Recuerden, "I don't speak Spanish" is "No hablo español."

Ahora, vamos a cambiar the situation un poco. Let's say a native Spanish speaker directly asks you if you speak Spanish -- "¿Habla español?" Here is a simple but effective respuesta para ellos. You can say "Hablo un poquito" which means "I speak a little" y se pronuncia [Aw-blow oon poh-key-toh].

Recuerden to practice your Spanish with native Spanish speakers. Aparte de a formal program, this is la mejor manera de mejorar your Spanish. Recuerden to use the "Comprehending Native Speakers" section en su Visual Link Spanish™ Student Workbook to get through casi cualquier situación with a native Spanish speaker.

Vocabulario de la Semana***DAY 60***

quiero hablar	I want to talk
acerca de	about
equivocación	mistake
nuestra Lección	our lesson
básicamente significa	basically means
bueno	anyway
de que quiero hablar	that I want to talk about
tantas veces	so many times
correctamente	correctly
muchas veces	many times
dirá	will say
hay una diferencia grande	there is a big difference
entre	between
en vez de	instead of
como decirlo correctamente	how to say it correctly
debe decir	you should say
esto significa	this means
las dos frases	the two phrases
el significado	the meaning
recuerden	remember ("all of you")
ahora	now
vamos a cambiar	let's change
un poco	a little
respuesta para ellos	answer for them
y se pronuncia	and is pronounced
aparte de	apart from
la mejor manera	the best way
de mejorar	to improve
en su	in your
curso	course
casi cualquier situación	almost any situation

Notes and Summary**DAY 60****Summary of Day 60**

- **Culture**
 - ¿Habla español?

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 6 – Communication

DAY 61

Lección 1: Groups 1&2, Part I

PowerPoint Slides: Communication Slide 1

Learn Vocabulary:

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 1 Below: (With Spanish Word Prompts on Slide)

- When quizzing the students, remember to add some negatives.
- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		✱ subject pronouns are optional!
1.	I want to write	(Yo) Quiero escribir
2.	He can’t speak	(El) No puede hablar
3.	You don’t need to sign	(Ustede) No necesita firmar
4.	I need to read	(Yo) Necesito leer
5.	She can’t use	(Ella) No Puede usar
6.	You don’t want to leave	(Ustede) No quiere dejar
7.	He can revise	(El) Puede revisar
8.	I don’t need to write	(Yo) No necesito escribir
9.	You can read	(Ustede) Puede leer
10.	He wants to send	(El) Quiere mandar
11.	You don’t need to revise	(Ustede) No necesita revisar
12.	She wants to sign	(Ella) Quiere firmar
13.	I can’t read	(Yo) No puedo leer
14.	He can send	(El) Puede mandar
15.	You need to use	(Ustede) Necesita usar
16.	I don’t want to do	(Yo) No quiero hacer
17.	She wants to use	(Ella) Quiere usar
18.	I need to send	(Yo) Necesito mandar
19.	He can’t write	(El) No puede escribir
20.	You want to do	(Ustede) Quiere hacer

DAY 61

Quiz Vocabulary on Slide 2: (Without Spanish Word Prompts)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		<i>⚡ subject pronouns are optional!</i>
1.	She wants to use	(Ella) Quiere usar
2.	He wants to send	(El) Quiere mandar
3.	You don't want to leave	(Ustede) No quiere dejar
4.	I can't read	(Yo) No puedo leer
5.	I want to write	(Yo) Quiero escribir
6.	You don't need to revise	(Ustede) No necesita revisar
7.	He can revise	(El) Puede revisar
8.	You don't need to sign	(Ustede) No necesita firmar
9.	You can read	(Ustede) Puede leer
10.	She can't use	(Ella) No Puede usar
11.	You want to do	(Ustede) Quiere hacer
12.	He can't write	(El) No puede escribir
13.	He can't speak	(El) No puede hablar
14.	He can send	(El) Puede mandar
15.	I don't want to do	(Yo) No quiero hacer
16.	I don't need to write	(Yo) No necesito escribir
17.	I need to read	(Yo) Necesito leer
18.	I need to send	(Yo) Necesito mandar
19.	You need to use	(Ustede) Necesita usar
20.	She wants to sign	(Ella) Quiere firmar

In Class Writing: Give students 5-10 minutes to write at least 10 sentences with the words they just learned from the slide.

DAY 61

Practice using Practice Model: Follow the steps of the practice model to review the first slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step:

	English	Spanish
	<i>“¿Cómo se dice...”</i>	<i>✎ subject pronouns are optional!</i>
1.	I can't read	(Yo) No puedo leer
2.	I want to write	(Yo) Quiero escribir
3.	You don't need to revise	(Ustede) No necesita revisar
4.	He can revise	(El) Puede revisar
5.	You don't want to leave	(Ustede) No quiere dejar
6.	You don't need to sign	(Ustede) No necesita firmar
7.	You can read	(Ustede) Puede leer
8.	She can't use	(Ella) No Puede usar
9.	You want to do	(Ustede) Quiere hacer
10.	He can't write	(El) No puede escribir
11.	He can't speak	(El) No puede hablar
12.	He can send	(El) Puede mandar
13.	I don't want to do	(Yo) No quiero hacer
14.	I don't need to write	(Yo) No necesito escribir
15.	I need to read	(Yo) Necesito leer
16.	I need to send	(Yo) Necesito mandar
17.	You need to use	(Ustede) Necesita usar
18.	She wants to sign	(Ella) Quiere firmar
19.	He wants to send	(El) Quiere mandar
20.	She wants to use	(Ella) Quiere usar

PRACTICE MODEL

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

Notes and Summary***DAY 61*****Summary of Day 61**

- **Communication Slide 1**
- **Negatives Reviewed**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 6 – Communication

DAY 62

Lección 2: Groups 1&2, Part II

Review Day 61 (Summary Found on Previous Page)

Learn Vocabulary: New Slide – Communication Slide 3

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 3 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

English		Spanish
“¿Cómo se dice...”		⚡ subject pronouns are optional!
1.	I would like to leave	Me gustaria dejar
2.	I would like to tell	Le gustaria decir
3.	You would like to speak	Le gustaria hablar
4.	He would like ask	Le gustaria preguntar
5.	It's very difficult to speak	Es (muy) dificil a llamar
6.	It's very easy to repeat	Es (muy) facil a repetir
7.	It's necessary to practice	Es necesario a practicar
8.	What are you leaving?	Hay que dejar?
9.	I'm going to say	(Yo) voy a decir
10.	He is going to speak	(El) va a hablar
11.	You are going to ask	(Ud.) va a preguntar

Quiz Vocabulary on Slide 4: (Without Spanish Word Prompts)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

English		Spanish
“¿Cómo se dice...”		
1.	You are going to ask	(Ud.) va a preguntar
2.	It's necessary to practice	Es necesario a practicar
3.	I would like to tell	Le gustaria decir
4.	What are you leaving?	Hay que dejar?
5.	He would like ask	Le gustaria preguntar
6.	He is going to speak	(El) va a hablar
7.	It's very easy to repeat	Es (muy) facil a repetir
8.	You would like to speak	Le gustaria hablar
9.	I would like to leave	Me gustaria dejar
10.	I'm going to say	(Yo) voy a decir
11.	It's very difficult to speak	Es (muy) dificil a llamar
12.	He doesn't like to buy	No le gusta comprar

DAY 62

In Class Writing: Give students 5-10 minutes to write at least 10 sentences with the words they just learned from the slide.

Practice using Practice Model: Follow the steps of the practice model to review the current slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step:

	<u>English</u>	<u>Spanish</u>
	“¿Cómo se dice...”	
1.	He would like ask	Le gustaria preguntar
2.	You are going to ask	(Ud.) va a preguntar
3.	I’m going to say	(Yo) voy a decir
4.	You would like to speak	Le gustaria hablar
5.	I would like to leave	Me gustaria dejar
6.	It’s very easy to repeat	Es (muy) facil a repetir
7.	It’s necessary to practice	Es necesario a practicar
8.	What are you leaving?	Hay que dejar?
9.	It’s very difficult to speak	Es (muy) difcil a llamar
10.	He is going to speak	(El) va a hablar
11.	I would like to tell	Le gustaría decir

PRACTICE MODEL

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

Notes and Summary**DAY 62****Summary of Day 62**

- **Communication Slide 3-4**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 6 – Communication

DAY 63

Lección 3: Group 3, Part I

Review Communication Slides 1-4

Learn Vocabulary: New Slide – Communication Slide 5-6 (Group 3)

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 5 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students as a group.

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		<i>✓ subject pronouns are optional!</i>
1.	a phone	un teléfono
2.	some messages	unos recados
3.	the message	el mensaje
4.	the letters	las cartas
5.	the Internet	el internet
6.	an e-mail	un e-mail
7.	some documents	unos documentos
8.	the contract	el contrato
9.	the faxes	los faxes
10.	the paper	un papel
11.	something	algo
12.	her/she	ella
13.	him/he	él
14.	them/they (masc.)	ellos
15.	them/they (fem.)	ellas
16.	you	usted (Ud.)
17.	my brother	mi hermano
18.	your sister	su hermana
19.	my mom	mi mamá
20.	your dad	su papá
21.	the fax machines	los faxes
22.	a computer	una computadora

Quiz Vocabulary on Slide 6: (Without Spanish Word Prompts)

- Use the words below to quiz students as a group.

EnglishSpanish

DAY 63***“¿Cómo se dice...”***

1.	the contract	el contrato
2.	the faxes	los faxes
3.	the paper	un papel
4.	an e-mail	un e-mail
5.	something	algo
6.	her/she	ella
7.	him/he	él
8.	them/they (masc.)	ellos
9.	a phone	un teléfono
10.	them/they (fem.)	ellas
11.	you	usted (Ud.)
12.	my brother	mi hermano
13.	your sister	su hermana
14.	the message	el mensaje
15.	my mom	mi mamá
16.	your dad	su papá
17.	the fax machines	los faxes
18.	a computer	una computadora
19.	the internet	el internet
20.	some messages	unos recados
21.	the letters	las cartas
22.	some documents	unos documentos

Practice using Practice Model: Follow the steps of the practice model to review the current slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step in the Practice Model (ask students individually):

<u>English</u>	<u>Spanish</u>
<i>“¿Cómo se dice...”</i>	
1. the internet	el internet
2. my mom	mi mamá
3. him/he	él
4. them/they (masc.)	ellos
5. them/they (fem.)	ellas
6. something	algo
7. some messages	unos recados
8. your dad	su papá
9. The paper	un papel
10. my brother	mi hermano
11. a computer	una computadora
12. the message	el mensaje

**PRACTICE
MODEL**

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

Notes and Summary***DAY 63*****Summary of Day 63**

- **Communication Slide 5-6**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Grammar/Verb Conjugation

DAY 64

Lección 1: Accent Marks and Stress / Learn Infinitives, Part I

Topics Covered:

- Accent Marks/Stress (from “Grammar” CD)
- Refer students to their 131 Most Common Verbs List found in the Appendix of their Workbooks.
 - Inform students that they will be studying and becoming familiar with the verbs on this list during weekly Grammar lessons for the remainder of the course.
 - Explain and give examples of how many of these verbs can be incorporated into Group 2 of the Phrase-building charts (See Sección 1: Basic Needs)
 - Use the interactive Verb CD lesson to teach them the “Learn Infinitives, Part I” lesson. Have the students study this list for next week’s Grammar/Verb Conjugation lesson (be sure and look at CD lesson ahead of time). You may want to cover the CD in multiple class periods.
- Go through the “Learn Infinitives Part I” lesson (from “Verb Conjugation” CD-ROM)

Comprehension

Lección 12 – Dialogue III, Conversation

Suggested Lesson Outline:

1. Listen to the Conversation listed below.
2. Have the students try to guess the meaning.
3. Listen to and practice the Vocabulary.
4. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
5. Group Discussion: as a class, discuss the correct meaning.
6. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 3: Track 10

Secretaria: Aceros de México. Buenos días, ¿En qué puedo servirle? – Mexican Steel. Good morning. How can I help you?

Lic. Alcántar: Buenos días, ¿Se encuentra el señor Martínez? – Good morning. Is Mr. Martínez in?

S: No está en este momento, ¿le gustaría dejar un mensaje? – He’s not here right now. Would you like to leave a message?

L: ¿Cuándo va a regresar? – When is he going to be back?

S: En una hora. – In an hour.

L: ¿Puede pedirle que se comunice con el Lic. Alcántar, por favor? – Can you tell him to get in contact with ____ Alcántar, please?

S: ¡Claro!, ¿Tiene su teléfono? – Of course! Does he have your phone number?

L: Si, él ya lo tiene. – Yes, he already has it.

S: Está bien, yo le doy su mensaje. – Okay, I’ll give him your message.

L: Gracias, hasta luego. Thank you. Until later.

S: Adiós. – Bye.

Comprehension CD 3: Track 9

*New Vocabulary

¿Puede pedirle que se comunice con Miguel Rosales, por favor?

Can you ask him to call Miguel Rosales, please?

¿Tiene su teléfono? Does he have your number?

Si, él ya lo tiene. Yes, he already has it.

Aceros de México Mexican Steel Company

DAY 64**131 Most Common Spanish Verbs****“ar” VERBS**

1. to answer	- contestar	31. to look at/watch	- mirar
2. to arrive	- llegar	32. to look for	- buscar
3. to ask	- preguntar	33. to love	- amar
4. to buy	- comprar	34. to need	- necesitar
5. to call	- llamar	35. to paint	- pintar
6. to carry/take/wear	- llevar	36. to pay	- pagar
7. to change	- cambiar	37. to plan	- planear
8. to clean	- limpiar	38. to practice	- practicar
9. to converse	- conversar	39. to prepare	- preparar
10. to cook	- cocinar	40. to rest	- descansar
11. to dance	- bailar	41. to return	- regresar
12. to deliver	- entregar	42. to send	- mandar
13. to desire	- desear	43. to play (instrument)	- tocar
14. to draw	- dibujar	44. to sing	- cantar
15. to drive	- manejar	45. to speak/talk	- hablar
16. to eat breakfast	- desayunar	46. to spend	- gastar
17. to eat dinner	- cenar	47. to study	- estudiar
18. to enter	- entrar (en...)	48. to swim	- nadar
19. to explain	- explicar	49. to take out, get	- sacar
20. to finish	- terminar (de...)	50. to take/drink	- tomar
21. to fix	- arreglar	51. to teach	- enseñar
22. to go down/lower	- bajar	52. to touch	- tocar
23. to help	- ayudar	53. to travel	- viajar
24. to hit	- pegar	54. to try (to..)	- tratar (de...)
25. to invite	- invitar	55. to use	- usar
26. to jump	- saltar	56. to visit	- visitar
27. to keep/maintain	- guardar	57. to wait for	- esperar
28. to leave something or someone	- dejar	58. to walk	- caminar
29. to listen to	- escuchar	59. to win/earn	- ganar
30. to loan	- prestar	60. to work	- trabajar

“er” VERBS

61. to believe	- creer
62. to drink	- beber
63. to eat	- comer
64. to learn (to...)	- aprender (a...)
65. to owe, ought to, must	- deber
66. to promise	- prometer
67. to read	- leer
68. to run	- correr
69. to see	- ver
70. to sell	- vender
71. to surprise	- sorprender
72. to understand	- comprender

“ir” Verbs

72. to attend	- asistir a
73. to decide	- decidir
74. to go up	- subir
75. to live	- vivir
76. to open	- abrir
77. to permit	- permitir
78. to receive	- recibir
79. to write	- escribir

73. to understand

- entender

DAY 64**IRREGULAR VERBS AR/ER/IR**Stem changes “e” – “i”

to ask for/to order	- p <u>e</u> dir(i)
to follow/to continue	- s <u>e</u> guir(i)
to get	- cons <u>e</u> guir(i)
to repeat	- rep <u>e</u> tir(i)
to serve	- s <u>e</u> rvir(i)

Verbos “i” to “y”

to destroy	- destr <u>i</u> uir
to include	- incl <u>i</u> uir
to hear	- o <u>i</u> r

Plain Irregulars

to be (permanent)	- ser
to be (temp./location etc.)	- estar
to continue	- continuar
to go (to)	- ir (a...)
to like (please)	- gustar

Stem changes “e” – “ie”

to be sorry/to feel	- s <u>e</u> ntir(ie)
to begin / start (to...)	- em <u>e</u> pezar(ie) (a...)
to close	- cerr <u>e</u> rrar(ie)
to lose	- per <u>e</u> der(ie)
to prefer	- pref <u>e</u> rer(ie)
to recommend	- recom <u>e</u> ndar(ie)
to require	- requ <u>e</u> rir(ie)
to snow	- nev <u>e</u> rrar(ie)
to begin / start	- com <u>e</u> nzar(ie)
to think	- pens <u>e</u> rrar(ie)
to understand	- ent <u>e</u> nder(ie)
to want	- quer <u>e</u> rrar(ie)

Irregular in “yo” form

to agree	- estar de acuerdo
to choose	- escog <u>e</u> rrar(g-j)
to give	- dar
to know (personally)	- conocer
to know (info)	- saber

Go go verbs

to bring	- traer
to come	- ven <u>i</u> rrar(ie)
to do/make	- hacer
to have (to...)	- tener(ie) (que...)
to leave (from)	- salir (de)
to put/place; to turn on	- poner
to say/tell	- decir(i) and (yo)

Stem changes “o/u” – “ue”

to be able to (can)	- p <u>o</u> der(ue)
to cost	- cost <u>o</u> rrar(ue)
to count	- cont <u>o</u> rrar(ue)
to die	- mor <u>u</u> rrar(ue)
to eat lunch	- almorzar(ue)
to find	- encontr <u>o</u> rrar(ue)
to move	- mov <u>u</u> rrar(ue)
to play	- jugar(ue)
to rain	- ll <u>o</u> ver(ue)
to remember	- record <u>o</u> rrar(ue)
to return	- vol <u>u</u> rrar(ue)
to return (an object)	- devolv <u>u</u> rrar(ue)
to sleep	- dorm <u>u</u> rrar(ue)
to show	- mostr <u>o</u> rrar(ue)

Notes and Summary**DAY 64****Summary of Day 64**

- **Grammar**
 - **Accent Stress Marks**
- **Verbs**
 - **Learn Infinitives Part I**
- **Comprehension CD 3, Tracks 9-10**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 65

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Lección 13 - Get a little closer! Part I

This week vamos a hablar about personal space. Puede ser algo que you have not thought about very much, but after today, por lo menos sabrás que existe. I'm not sure how it is en otras partes del mundo, (those of you from England, Australia, and so forth, can inform me) pero en los Estados Unidos when people talk to each other at social gatherings they probably stand three to four feet apart.

In Latin America es muy diferente. People generally stand closer together cuando hablan to each other. Esto es verdad for both men and women, and the fact que hacen eso has no hidden or implied meaning at all. They simplemente stand closer together cuando hablan.

Tenía que acostumbrarme a esto when I first went to live in Latin America. The first time it happened, I was standing by someone hablando con ellos and they stood very close to me. Sentí un poco incómodo like they were invading my personal space. I took a step backwards and after a few seconds, they unconsciously took a step towards me, después de un minuto más o menos of discomfort, I again casually took a step hacia atrás, and they eventually took another step towards me. Yo pensaba que la persona was either trying to send me a subtle message or was just a little bit different. No me di cuenta que "personal space" was a cultural thing.

El primer mes or two that I lived in Latin America, the fact that people would stand tan cerca a mí when they talked to me drove me crazy, but then I gradualmente got used to it. Now, the personal space issue doesn't no me molesta because I am accustomed to it.

Quería que sepas this exists so si viajas to Latin America, for business or pleasure, y la persona you are talking to stands más cerca a ti que normal, te darás cuenta that they aren't trying to send you any mensajes sutiles, they simply stand closer together cuando hablan.

Vocabulario de la Semana

vamos a hablar	we are going to talk
puede ser algo que	it may be something that
por lo menos	at least
sabrás que existe	you (informal) will know that it exists
en otras partes del mundo	in other parts of the world
pero en los Estados Unidos	but in the United States
es muy diferente	it's very different
cuando hablan	when they talk
esto es verdad	this is true
que hacen eso	that they do that
simplemente	simply
cuando hablan	when they talk
tenía que acostumbrarme a esto	I had to get used to this
hablando con ellos	talking to me
sentí un poco incómodo	I felt a bit uncomfortable

después de un minuto más o menos	after about a minute
hacia atrás	backwards
yo pensaba que la persona	I thought that the person
no me di cuenta que	I didn't realize that
el primer mes	the first month
tan cerca a mí	so close to me
gradualmente	gradually
no me molesta	doesn't bother me
quería que sepas	I wanted you to know
si viajas	if you travel
y la persona	and the person
más cerca a ti que normal	closer to you than normal
te darás cuenta	you will realize
mensajes sutiles	subtle messages
cuando hablan	when they talk
me encantaría oír	I would love to hear.

Notes and Summary**DAY 65****Summary of Day 65**

- **Culture**
 - **Get a Little Closer Part I**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 6 – Communication

DAY 66

Lección 4: Group 3, Part II

Review Slides 5-6

Learn Vocabulary: New Slide – Communication Slide 7-8 (Group 3)

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 7 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students as a whole group.

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		✓ subject pronouns are optional!
1.	next month	el mes que viene
2.	the phrases	las frases
3.	the sentences	la oraciones
4.	tomorrow	mañana
5.	in English	en inglés
6.	the people	a la gente
7.	next week	la próxima semana
8.	next month	el próximo mes
9.	your friend (f)	su amiga
10.	the boss	el jefe
11.	the day after tomorrow	el pasado mañana
12.	my friend (m)	mi amigo
13.	the words	las palabra(s)
14.	it/them	lo/a/s
15.	the next week	la semana que viene
16.	in Spanish	en español
17.	the workers	los trabajadores
18.	a manager	un gerente
19.	some supervision	unos supervisor
20.	an employee	una empleado

*DAY 66***Quiz Vocabulary on Slide 8: (Without Spanish Word Prompts)**

- Quiz students collectively using words below

	<u>English</u>	<u>Spanish</u>
	<i>“¿Cómo se dice...”</i>	
1.	the sentences	la oraciones
2.	some supervision	unos supervisor
3.	the day after tomorrow	el pasado mañana
4.	my friend (m)	mi amigo
5.	it/them	lo/a/s
6.	the phrases	las frases
7.	next month	el mes que viene
8.	your friend (f)	su amiga
9.	an employee	una empleado
10.	next week	la próxima semana
11.	in Spanish	en español
12.	a manager	un germle
13.	in English	en inglés
14.	the people	a la gente
15.	the next week	la semana que viene
16.	tomorrow	mañana
17.	the boss	el jefe
18.	the words	las palabra(s)
19.	the workers	los trabajadores
20.	next month	el próximo mes

In Class Writing: Give students 5-10 minutes to write at least 10 sentences with the words they just learned from the slide – using words from Groups 1, 2 and 3 learned up to this point.

DAY 66

Practice using Practice Model: Follow the steps of the practice model to review the current slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step (remember to ask students individually not collectively)

	<u>English</u>	<u>Spanish</u>
	“¿Cómo se dice...”	
1.	the words	las palabra(s)
2.	in Spanish	en español
3.	next month	el mes que viene
4.	the people	a la gente
5.	some supervision	unos supervisor
6.	a manager	un gerente
7.	your friend (f)	su amiga
8.	my friend (m)	mi amigo
9.	next week	la próxima semana
10.	the phrases	las frases
11.	next month	el próximo mes
12.	the day after tomorrow	el pasado mañana
13.	the next week	la semana que viene

**PRACTICE
MODEL**

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

Notes and Summary**DAY 66****Summary of Day 66**

- **Communication Slide 7-8**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 6 – Communication

DAY 67

Lección 5: Groups 1-3, Phrases

Workbook Recognition: Have Students turn to pages 9-10 in the workbooks and spend 3 – 5 minutes looking at groups 1, 2, & 3. Have them start memorizing where words are on the pages.

Personal a - Teach them the use of the “personal a”; i.e. - when people are the object of a sentence, as in Group 3, you need to put a “personal a” in front of them.

Quiz Groups 1, 2 & 3 (using Workbooks): Say English phrases below and have students, as a group, say the Spanish equivalent:

<u>Inglés</u>	<u>Español</u>
* “Como se dice...”	✎ Subject pronouns are optional!
21. I want to use the computer	(Yo) Quiero usar la computadora
22. He wants to use the fax machine	(El) Quiere usar el fax
23. I can't use the internet	(Yo) No puedo usar el Internet
24. You want to use the telephone tomorrow	(Ud.) quiere usar el teléfono mañana
25. He can leave a message	(El) puede dejar un mensaje/recado
26. You don't need to write the letter	(Ud.) No necesita escribir la carta
27. She can send an e-mail	(Ella) Puede mandar un email
28. I need to sign the document	(Yo) Necesito firmar el documento
29. She needs to read the contract	(Ella) Necesita leer el contrato
30. I would like to send the fax	Me gustaría mandar el fax
31. He would like to revise the paper	Le gustaría revisar el papel
32. She would like to leave something	Le gustaría dejar algo
33. You would no like to tell her	No le gustaría decirle
34. It's very difficult to speak to him	Es muy difícil hablar con él
35. It's easy to ask them	Es fácil preguntarles
36. It's necessary to repeat it	Es necesario repetirlo
37. It's not necessary to practice	No es necesario practicar
38. I'm going to call my brother	Voy a llamar a mi hermano
39. I'm going to write a letter	Voy a escribir una carta
40. He is going to ask your friend in Spanish	(El) Va a preguntarle a su amigo en español

DAY 67

Quiz Groups 1, 2 & 3 (No Workbooks): Have students close workbook. Say English phrases below and have students, as a group, say the Spanish equivalent:

	<u>Inglés</u>	<u>Español</u>
	* "Como se dice..."	
1.	You need to sign the document.	(Ud.) Necesita firmar el documento
2.	It's easy to say phrases	Es fácil decir las frases
3.	It's very easy to say words	Es muy fácil decir las palabras
4.	It's necessary to practice in Spanish	Es necesario practicar en español
5.	He wants to tell her	(El) quiere decirle
6.	He wants to speak to them (<i>f & m</i>)	(El) Quiere hablar con ellos
7.	She would like to call your brother	Le gustaría llamarle a su hermano
8.	You would like to talk to my sister	Le gustaría hablar con mi hermana
9.	I can ask the people	(Yo) Puedo preguntarle a la gente
10.	She doesn't want to read the message	(Ella) No quiere leer el mensaje/recado
11.	I need to send a fax	(Yo) Necesito mandar un fax
12.	I'm going to make something	(Yo) Voy a hacer algo

Note: for the next one, explain that "on the phone" is "por teléfono"

13.	You are going to talk on the phone	(Ud.) Va a hablar por teléfono
14.	It's necessary to talk in Spanish	Es necesario hablar en español
15.	It's easy to repeat it	Es fácil repetirlo
16.	She would like to write an e-mail	Le gustaría escribir un email
17.	He can leave a message the day after tomorrow	(El) Puede dejar un mensaje/recado pasado mañana
18.	I'm going to speak next month	(Yo) Voy a hablar el mes que viene
19.	You can ask them next month	(Ud.) Puede preguntarles el mes que viene/el próximo mes
20.	I would like to tell you something	Me gustaría decirle algo

DAY 67

In Class Writing Assignment: Give students 5-10 minutes to write at least 10 sentences using Groups 1, 2 & 3 from the workbook. It is important for spatial learning that students learn the position of the words on the pages of the workbook.

Practice using Practice Model: Follow the steps of the practice model to review the section. (See Instructor Handbook pg 12 for complete details.)

- Use the Following for the “Model” step (remember to ask students individually not collectively)

	<u>English</u>	<u>Spanish</u>
	“¿Cómo se dice...”	
14.	She is going to practice the sentences in English	(Ella) Va a practicar las oraciones en inglés
15.	You are not going to sign the paper next week	(Ud.) No va a firmar el papel la próxima semana
16.	He needs to tell the boss	(El) Necesita decirle al jefe
17.	She would like to use the Internet	Le gustaría usar el Internet
18.	I want to speak in Spanish next month	(Yo) Quiero hablar en español el próximo mes/el mes que viene
19.	She wants to speak in Spanish next week	(Ella) Quiere hablar en español le semana que viene/la próxima semana.
20.	You can revise a document	(Ud.) Puede revisar el documento
21.	He doesn't need to use the computer	(El) El no necesita usar la computadora
22.	She needs to leave the fax for him	(Ella) Necesita dejarle el fax a él
23.	It's difficult to leave her	Es difícil dejarle
24.	You are not going to do it	(Ud.) No va a hacerlo
25.	I need the contract	(Yo) No necesito el contrato
26.	You need to sign the document	(Ud.) Necesita firmar el documento

PRACTICE MODEL

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

*Explain that “oración” singular has an accent and “oraciones” plural doesn’t have an accent according to the accent rules learned last week.

Important Note: When students are in the “Practice” step of the Practice Model, have them use the sentences they created during the “In-Class Writing Assignment” to quiz others in their group.

Homework Assignment: Have students write 10 Yes/No questions to be used in tomorrow’s Practice Session.

Notes and Summary**DAY 67****Summary of Day 67**

- **Communication Slide Sentence Building with Groups 1, 2 & 3**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 6 – Communication

DAY 68

Lección 6: Yes/No Questions

Review the Three Ways to Answer Yes/No Questions

Ask Questions to Students and Students Answer in Spanish (using Workbooks): Ask individual students the questions below and have students answer in Spanish using the Workbook.

Pregunta

- | | |
|---|---|
| 1. ¿Quiere usar el teléfono? | 2. ¿Le gustaría dejarle a ella? |
| 3. ¿Puede mandar la carta mañana? | 4. ¿Va a escribir una carta el próximo mes? |
| 5. ¿Necesita leer el documento? | 6. ¿Va a hacerlo pasado mañana? |
| 7. ¿Quiere Usted firmar el contrato? | 8. ¿Puede revisar la carta? |
| 9. ¿Le gustaría hablar en español? ¿Verdad? | 10. ¿Le gustaría firmar el contrato? |
| 11. ¿Le gustaría decirle a él? ¿No? | 12. ¿Va a llamarle a él? ¿No? |
| 13. ¿Quiere revisar el mensaje? | 14. ¿Necesita practicarlos? |
| 15. ¿Necesita hablarle al jefe? | 16. ¿Necesita repetir el mensaje? |
| 17. ¿Le gustaría llamarle a su hermano? | 18. ¿Quiere dejar un recado? |
| 19. ¿Es difícil preguntar en Inglés? | 20. ¿Es necesario decirle a mi mamá? |

Ask Questions to Students and Students Answer in Spanish (Without Workbooks): Have students close workbooks and ask individual students the questions below and have students answer in Spanish using the Workbook.
Note: if students are struggling and really need to look at the workbook, it is ok at this point.

Pregunta

- | | |
|---|---|
| 1. ¿Es necesario leer el fax? | 2. ¿Hay que usar la computadora? ¿Verdad? |
| 3. ¿Quiere mandar un fax? | 4. ¿Va a revisarla la semana que viene? |
| 5. ¿Hay que practicar las frases? ¿No? | 6. ¿Va a hablar en español el próximo mes? |
| 7. ¿Hay que firmar el contrato? | 8. ¿Voy a hablar en español el mes que viene? |
| 9. ¿Le gustaría revisar el papel? | 10. ¿Puede mandar el fax? |
| 11. ¿Es necesario llamarle pasado mañana? | 12. ¿Necesita preguntarle a la gente? |
| 13. ¿Es muy fácil hacerlo? | 14. ¿Le gustaría hacerlo hoy? |
| 15. ¿Ella puede usar una computadora? | 16. ¿Quiere usar el fax? ¿No? |
| 17. ¿Usted necesita repetirlo el mes que viene? | 18. ¿Quiere escribir un contrato la próxima semana? |
| 19. ¿Quiere usar el documento? | 20. ¿Es difícil practicar en inglés? |

DAY 68

Practice using Practice Model: Follow the steps of the practice model to review the section. (See Instructor Handbook pg 12 for complete details.)

- Use the Following for the “Model” step (remember to ask individual students questions in Spanish and they answer in Spanish – let them use their Workbooks if they need to.)

Pregunta

- | | |
|--|--------------------------------------|
| 1. ¿Va a decirlo en español? | 2. ¿Quiere hablar en español? |
| 3. ¿Va a llamarle Fred? ¿No? | 4. ¿Es muy difícil dejarlo? ¿Verdad? |
| 5. ¿Quiere dejar el papel? | 6. ¿Puede escribir documentos? |
| 7. ¿Necesita firmar los documentos mañana? | 8. ¿Le gustaría escribir un e-mail? |
| 9. ¿Le gustaría usar el Internet? | 10. ¿Necesita usar el Internet? |
| 11. ¿Hay que hacerlo esta noche? | 12. ¿Es fácil usar el Internet? |

Important Note: When students are in the “Practice” step of the Practice Model, have them use the questions they created during the “Homework Assignment”. They should ask questions in Spanish and members of their group should answer in Spanish.

PRACTICE MODEL

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

Notes and Summary**DAY 68****Summary of Day 68**

- **Learn to Ask and Answer
“Yes / No” Questions**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Grammar/Verb Conjugation

DAY 69

Lección 2: De, del, al / Learn Infinitives, Part II

Topics Covered:

- De, del, al (from “Grammar” CD-ROM)
- Go through the “Learn Infinitives Part II” lesson (from “Verb Conjugation” CD-ROM)
 - Refer to Most Common Verbs list (Appendix of Workbook)

Comprehension

Lección 13 – Communication I, Yes/No Questions

Suggested Lesson Outline:

1. Listen to the Dialogue listed below.
2. Pause after every few phrases to check for understanding.
 - e. Have the students try to guess the meaning and pick out vocabulary they do not understand.
3. Practice/review the unfamiliar vocabulary.
4. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
5. Group Discussion: as a class, discuss the correct meaning.
6. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 2: Track 2

The following questions and answers come from the Communication section of the Level I course.

1. Do you want to speak in Spanish. – ¿Quiere hablar en Español?
1a. Sí, I want to speak in Spanish. – Sí, quiero hablar en Español.
2. Does she want to sign the contract? – ¿Quiere firmar el contrato?
2a. Yes, I want to sign the contract tomorrow. - Sí, quiero firmar el contrato mañana.
3. Can I send a fax tomorrow? – ¿Puedo mandar un fax mañana?
3a. Yes, you can. – Sí, puedes.
4. Does he need to call his supervisor? – ¿Necesita llamar a su supervisor?
4a. No, I don't need to call my supervisor. – No, no necesito llamar a mi supervisor.
5. Does Pedro need to call the president? - ¿Pedro necesita llamar al presidente?
5a. No, Pedro doesn't need to call the president. He needs to send a letter. – No, Pedro no necesita llamar al presidente. Necesita mandar una carta.
6. Is it necessary to sign the papers today? - ¿Hay que firmar los papeles hoy?
6a.No, It's necessary to sign the papers next week. – No, hay que firmar los papeles la próxima semana.
7. Would Martha like to ask the manager? – ¿A Marta le gustaría preguntarle al gerente?
7a.Yes, she would like to ask the manager. – Sí, le gustaría preguntarle al gerente.
8. ¿Mario necesita decirle algo a él? – Does Mario need to say something to him?
8a. Sí, Mario necesita hablar con él. – Yes, Mario needs to talk to him.

Notes and Summary**DAY 69****Summary of Day 69**

- **Grammar**
 - De, del and al
- **Verbs:**
 - 131 Most Common Verbs
 - Learn Infinitives Part II
- **Comprehension** CD 2, Tracks 2

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 70

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Lección 14 - Get a little closer! Part II

Culture Lesson Guidelines:

1. Open corresponding culture topic PowerPoint and project for class to see
2. Read the culture lesson and have students guess the meaning of Spanish words
3. Read the vocabulary list – tell students they are not trying to memorize the words – just recognize them for comprehension while reading
4. Read the culture lesson again
5. **Compare and Contrast:** Have a discussion to compare and contrast with students' own culture

Como mencioné la semana pasada, today I'm going to compartir an experience that happened a mi esposa. Hopefully, les ayuda a entender the cultural issue of space even more.

Hace un buen tiempo, my wife was at a well-known national toy store with the youngest of our four children. She went to the computer department y buscaba children's educational software. The man who was over the computer department era de México and approached her and offered to help her find lo que necesitaba.

Al empezar a hablar, he started a nice conversation about his family y de donde era (this is very common in the Latin American culture). As he was talking to her, he began to step más y más cerca a ella. She began to feel uncomfortable and stepped backwards gradualmente. Pretty soon the man stepped closer to her again, and she again stepped hacia atrás. After a few minutes she found herself "pinned" into a corner and felt muy incómoda. As soon as she could see a way out, she pushed the shopping cart quickly and went away del hombre.

Afterwards, me contó how she thought the man was trying to make advances on her and how ella casi le dijo al gerente de la tienda about feeling "threatened" by this man. After I calmed my wife down, le expliqué the whole personal space thing to her - how Latin American people simply use less personal space when talking to each other y estaba muy aliviada. She actually thought it was chistoso and began to tell many of her friends about lo que había pasado and explained the culture to them. Needless to say, she was glad that she hadn't turned in the man al gerente de la tienda. Es asombroso how cultural differences can be blown way out of proportion if not properly understood.

Hay dos razones que I have mentioned this topic twice in a row. The first is so we can understand other cultures better y si esto les pasa, you'll realize what it happening. The second reason is that being aware this issue about personal space can help you better train your Latin American friends about American espacio personal (as well as in other countries around the world). If you educate them about personal space here in the U.S. (and abroad) and have them stand a little farther apart when they talk to clients and customers, podrían evitar potential accusations and misunderstandings.

Cultural awareness me es tan interesante. If you have learned something de la Lección hoy, please pass it on to friends and family.

DAY 70**Vocabulario de la Semana**

como mencioné la semana pasada	as I mentioned last week
compartir	(to) share
a mi esposa	to my wife
les ayuda a entender	helps you (plural) to understand
hace un buen tiempo	quite a while ago
y buscaba	and was looking for
era de México	was from Mexico
lo que necesitaba	what (that which) she needed
al empezar a hablar	upon (while) starting to talk
y de donde era	and where he was from
más y más cerca a ella	closer and closer to her
gradualmente	gradually
hacia atrás	backwards
muy incómodo/a	very uncomfortable
del hombre	from the man
me contó	she told me
ella casi (le) dijo	she almost told (him)
al gerente de la tienda	the store manager ("al" instead of "el" because of the personal "a")
(le) expliqué	I explained (to her)
y estaba muy aliviada	and she was very relieved
chistoso	funny
lo que había pasado	what had happened
al gerente de la tienda	to the store manager
es asombroso	it's amazing
hay dos razones que	there are two reasons that
y si esto les pasa	and if this happens to you (plural)
la Lección	the lesson
espacio personal	personal space
podrían evitar	you (plural) could avoid
me es tan interesante	is so interesting to me
de la Lección hoy	from the lesson today
información cultural	cultural information
nuestra meta	our goal

Homework Assignment: Have students go home and write 10 questions using question words (e.g. - ¿Dónde?, ¿Cuándo?, etc.) from the Communication section (pgs 9-10).

Notes and Summary**DAY 70****Summary of Day 70**

- **Culture**
 - **Personal Space
Part II**
- **Homework Assignment**
 - **Write 10 questions to
be used in practice**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 6 – Communication

DAY 71

Lección 7: Open Questions

Learn Vocabulary: New Slide – Communication Slides 9-10 (? / Ans. / Links)

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Ask Questions to Students and Students Answer in Spanish (using Workbooks): Ask individual students the questions below and have students answer in Spanish using the Workbook.

Pregunta

- | | |
|--|---|
| 1. ¿Cuándo quiere hacer el contrato? | 1. ¿Qué puede decir él en español? |
| 2. ¿Adónde necesita correr el mes que viene? | 2. ¿Qué le gustaría escribir a su amiga? |
| 3. ¿Qué necesita decirle? | 3. ¿Cuándo puedo mandarle el e-mail? |
| 4. ¿Adónde quiere ir mañana? | 4. ¿Adónde quiere ir pasado mañana? |
| 5. ¿Adónde va a tomar un taxi? | 5. ¿Con quién puede repetir? |
| 6. ¿Dónde necesita mandar el fax? | 6. ¿Dónde puedo llamar a mi mamá? |
| 7. ¿Cuándo puedo revisar la carta? | 7. ¿Dónde va a dejarlas la semana que viene? |
| 8. ¿Qué va a dejarles la próxima semana? | 8. ¿Cuándo va a dejar un recado? |
| 9. ¿Por qué va a practicar en español? | 9. ¿Con quién es fácil practicar las oraciones? |
| 10. ¿Cuándo le gustaría hablar español? | 10. ¿Qué va a decirles mis amigos? |
| 11. ¿Cuándo quiere hacer el contrato? | 11. ¿Qué puede decir él en español? |

Ask Questions to Students and Students Answer in Spanish (No Workbooks): Have students close workbooks and ask individual students the questions below and have students answer in Spanish without using the Workbook if possible. **Note:** if students are still struggling try to encourage them to answer without the Workbook.

Pregunta

- | | |
|---|---|
| 1. ¿Por qué quiere usar la computadora? | 12. ¿Con quién necesita usar el Internet? |
| 2. ¿Dónde puede dejar la carta? | 13. ¿Qué va a leer esta noche? |
| 3. ¿Cuándo no necesito firmar el documento? | 14. ¿Adónde puede hablar en inglés? |
| 4. ¿Qué puede mandar en inglés? | 15. ¿Qué puedo practicar en español? |
| 5. ¿Cuándo va a practicar en español? | 16. ¿Con quién puede revisar el fax? |
| 6. ¿Adónde no puedo caminar? | 17. ¿Qué hay que decir a su hermano? |
| 7. ¿Dónde es necesario hablar en inglés? | 18. ¿Con quién quiere practicar las oraciones en español? |
| 8. ¿Por qué necesita leer el documento? | 19. ¿Con quién le gustaría tomar un taxi? |
| 9. ¿Qué quiere usar pasado mañana? | 20. ¿Cuándo le gustaría decirle a él? |
| 10. ¿Dónde quiere firmar el documento? | 21. ¿Con quién va a repetir las palabras? |
| 11. ¿Por qué quiere usar la computadora? | 22. ¿Con quién necesita usar el Internet? |

DAY 71

Practice using Practice Model: Follow the steps of the practice model to review the section. (See Instructor Handbook pg 12 for complete details.)

- Reminder: Only a rare use of “¿Por qué?” is recommended in this section since students generally aren’t prepared to answer questions of that type yet.
- Use the Following for the “Model” step (remember to ask individual students questions in Spanish and they answer in Spanish – let them use their Workbooks if they need to.)

Pregunta

- | | |
|--|---|
| 1. ¿Dónde le gustaría escribir el libro? | 7. ¿Cuándo necesito practicar las frases? |
| 2. ¿Adónde le gustaría ir la próxima semana? | 8. ¿Adónde necesita ir pasado mañana? |
| 3. ¿Con quién quiere hablar mañana? | 9. ¿Dónde va a hablar español e inglés? |
| 4. ¿Qué le gustaría preguntar a mi papá? | 10. ¿Cuándo necesita escribir un mensaje? |
| 5. ¿Cuándo hay que llamarle al jefe? | 11. ¿Cuándo tiene que dejar los documentos? |
| 6. ¿Dónde va a dejar el mensaje? | 12. ¿Con quién va a escribir el e-mail? |

Incorporation of Homework: When students are in the “Practice” step of the Practice Model, have them use the questions they created during the “Homework Assignment”. They should ask questions in Spanish and members of their group should answer in Spanish.

**PRACTICE
MODEL**

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

Notes and Summary**DAY 71****Summary of Day 71**

- Learn to ask questions using question words
- Practice with Question Words

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 6 – Communication**DAY 72****Lección 8: Review****PowerPoint Slides: Review all Slides****Notes and Summary****Summary of Day 72**

- **Review of All Slides**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 6 – Communication

DAY 73

Lección 9: Open Questions (cont.)

Review Slides 14-15 with Question Words

Ask Questions to Students and Students Answer in Spanish (using Workbooks): Ask individual students the questions below and have students answer in Spanish using the Workbook.

Pregunta

- | | |
|--|--|
| 1. ¿Cuándo puedo revisar la carta? | 12. ¿Dónde puedo llamar a mi mamá? |
| 2. ¿Qué va a dejarles la próxima semana? | 13. ¿Dónde va a dejarlas la semana que viene? |
| 3. ¿Por qué va a practicar en español? | 14. ¿Cuándo va a dejar un recado? |
| 4. ¿Adónde quiere ir mañana? | 15. ¿Qué puede decir él en español? |
| 5. ¿Adónde va a tomar un taxi? | 16. ¿Qué le gustaría escribir a su amiga? |
| 6. ¿Dónde necesita mandar el fax? | 17. ¿Adónde quiere ir pasado mañana? |
| 7. ¿Cuándo quiere hacer el contrato? | 18. ¿Con quién puede repetir? |
| 8. ¿Adónde necesita correr el mes que viene? | 19. ¿Cuándo puedo mandarle el e-mail? |
| 9. ¿Qué necesita decirle? | 20. ¿Con quién es fácil practicar las oraciones? |
| 10. ¿Cuándo le gustaría hablar español? | 21. ¿Qué va a decirles mis amigos? |
| 11. ¿Cuándo quiere hacer el contrato? | 22. ¿Qué puede decir él en español? |

Ask Questions to Students and Students Answer in Spanish (No Workbooks): Have students close workbooks and ask individual students the questions below and have students answer in Spanish without using the Workbook if possible. **Note:** if students are still struggling try to encourage them to answer without the Workbook.

Pregunta

- | | |
|--|--|
| 1. ¿Qué puede mandar en inglés? | 12. ¿Con quién necesita usar el Internet? |
| 2. ¿Cuándo va a practicar en español? | 13. ¿Con quién puede revisar el fax? |
| 3. ¿Qué quiere usar pasado mañana? | 14. ¿Qué hay que decir a su hermano? |
| 4. ¿Con quién quiere practicar las oraciones en español? | 15. ¿Dónde quiere firmar el documento? |
| 5. ¿Con quién le gustaría tomar un taxi? | 16. ¿Por qué necesita leer el documento? |
| 6. ¿Cuándo le gustaría decirle a él? | 17. ¿Cuándo no necesito firmar el documento? |
| 7. ¿Qué puedo practicar en español? | 18. ¿Por qué quiere usar la computadora? |
| 8. ¿Qué va a leer esta noche? | 19. ¿Dónde puede dejar la carta? |
| 9. ¿Adónde no puedo caminar? | 20. ¿Adónde puede hablar en inglés? |
| 10. ¿Con quién va a repetir las palabras? | 21. ¿Dónde es necesario hablar en inglés? |
| 11. ¿Con quién necesita usar el Internet? | 22. ¿Por qué quiere usar la computadora? |

DAY 73

Practice using Practice Model: Follow the steps of the practice model to review the section. (See Instructor Handbook pg 12 for complete details.)

- Use the Following for the “Model” step (remember to ask individual students questions in Spanish and they answer in Spanish – let them use their Workbooks if they need to.)

Pregunta

- | | |
|--|--|
| 1. <u>¿Cuándo necesita escribir un mensaje?</u> | 13. <u>¿Adónde le gustaría ir la próxima semana?</u> |
| 2. <u>¿Con quién quiere hablar mañana?</u> | 14. <u>¿Cuándo tiene que dejar los documentos?</u> |
| 3. <u>¿Qué le gustaría preguntar a mi papá?</u> | 15. <u>¿Con quién va a escribir el e-mail?</u> |
| 4. <u>¿Dónde le gustaría escribir el libro?</u> | 16. <u>¿Dónde va a hablar español e inglés?</u> |
| 5. <u>¿Cuándo necesito practicar las frases?</u> | 17. <u>¿Cuándo hay que llamarle al jefe?</u> |
| 6. <u>¿Dónde va a dejar el mensaje?</u> | 18. <u>¿Adónde necesita ir pasado mañana?</u> |

Use Homework Here!: When students are in the “Practice” step of the Practice Model, have them use the questions they created during the “Homework Writing Assignment”. They should ask questions in Spanish and members of their group should answer in Spanish.

**PRACTICE
MODEL**

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

Notes and Summary***DAY 73*****Summary of Day 73**

- Review of questions using question words
- Practice with Question Words

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Grammar/Verb Conjugation

DAY 74

Lección 3: Present Tense / Learn Infinitives, Part III

Items Covered:

- Watch “Present Tense Lesson 1: Introduction” (found on “Verb Conjugation” CD-ROM)
- Go through “Learn Infinitives Part III (found on “Verb Conjugation” CD-ROM)

Comprehension

Lección 14 - Communication II, Yes/No Questions (cont.)

Suggested Lesson Outline:

1. Listen to the Dialogue listed below.
2. Pause after every few phrases to check for understanding.
 - a. Have the students try to guess the meaning and pick out vocabulary they do not understand.
3. Practice/review the unfamiliar vocabulary.
4. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
5. Group Discussion: as a class, discuss the correct meaning.
6. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 2: Track 3

1. ¿Andrea puede practicar las palabras en español? – Can Andrea Practice the words in Spanish?
 - a) Sí, ella puede practicar las palabras en español – Yes, she can practice the words in Spanish.
2. ¿A María le gustaría usar la computadora mañana? – Would María like to use the computer tomorrow?
 - a) Sí, a ella le gustaría usar la computadora mañana. – Yes, she would like to use the computer tomorrow.
3. ¿Hay que hablar con el jefe la próxima semana? – Is it necessary to talk to the boss next week?
 - a) No, no hay que hablar con él la próxima semana. – No, is not necessary to talk to him next week.
4. ¿Juana quiere preguntarle algo al supervisor? – Does Juana want to ask something to the supervisor?
 - a) No, Juana quiere preguntarle algo al gerente. – No, Juana wants to ask something to the manager.
5. ¿Voy a escribir el contrato en inglés? – Am I going to write the contract in English?
 - a) No, vas a escribir el contrato en español. – No, you are going to write the contract in Spanish.
6. Do you want to use the phone – ¿Quiere usar el teléfono?
 - a) Yes I want to use the phone – Sí, quiero usar el teléfono.
7. Would you like to talk with the president? – ¿Le gustaría hablar con el presidente?
 - a) No, I wouldn't like to talk with the president? – ¿No, no me gustaría hablar con el presidente.
8. Is it difficult to send an e-mail? – ¿Es difícil mandar un e-mail (correo electrónico)?
 - a) Yes, it's very difficult to send an email. – Sí, es muy difícil mandar un e-mail (correo electrónico).
9. Is it necessary to ask the employee? – ¿Hay que preguntarle al empleado?
 - a) Yes, it's necessary to ask the employee? – Sí, hay que preguntarle al empleado.

Notes and Summary**DAY 74****Summary of Day 74**

- **Verb Conjugation**
 - **Present Tense – Lesson I**
 - **Learn Infinitives Part III**
- **Comprehension CD 2, Track 3**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 75

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Culture Lesson Guidelines:

1. Open corresponding culture topic PowerPoint and project for class to see
2. Read the culture lesson and have students guess the meaning of Spanish words
3. Read the vocabulary list – tell students they are not trying to memorize the words – just recognize them for comprehension while reading
4. Read the culture lesson again
5. **Compare and Contrast:** Have a discussion to compare and contrast with students' own culture

Lección 15 - Common “Gringoisms”

This week's culture tidbit deals with algo that I hear Americans (Gringos) do siempre and it drives me crazy. Quería hacerles saber about it so you'll know how to do it correctamente. Instead of dealing with the Latin culture itself, this lesson deals with una frase en español that has been integrated into nuestra cultura.

A menudo, in everyday life, someone will unintentionally do something a nosotros. Many Americans responderán by saying "No problem" en lo que piensan is the Spanish language -- "No problema". ¡Esto es equivocado! Contrary to popular belief (at least by some people), you don't create palabras de español by tacking on an "o" at the end of English words. This is an incorrect translation technique. This little "'o'-at-the-end-of-a-word" trick works in only a few cases, but with most words no funciona. La manera correcta to say "No problem" is -- are you ready for this? "No hay problema". (The word "hay" se pronuncia "eye" - the "h" is silent). Try saying "No hay problema" en voz alta.

Another word que mucha gente piensa is a Spanish word, pero no es, is the word "bambino". Many people use it for the word "baby" y piensan que es español. To let the truth out of the bag, the word "bambino" does mean "baby" or "child", however, it isn't Spanish, es Italiano! The Spanish word for baby is "bebé".

I wanted to let you know acerca de estas palabras this week so you can become more aware of the culture que le rodea and not make these common errors. Nada podría hacerme más feliz than to see "No problema" and "bambino" as a "Spanish" words slowly die de nuestra cultura. Please help por pasar la voz and letting others

Vocabulario de la Semana

algo	something	que mucha gente piensa	that a lot of people think
siempre	all the time (always)	pero no es	but it isn't
quería hacerles saber	I wanted to let you know	y piensan que es español	and they think it's Spanish
correctamente	correctly	es Italiano	it's Italian
una frase en español	a Spanish phrase	acerca de estas palabras	about these words
nuestra cultura	our culture	que le rodea	that is around you
a menudo	often	nada podría hacerme más feliz	nothing could make me happier
a nosotros	to us	de nuestra cultura	from our culture
responderán	will respond	por pasar la voz	by spreading the word
en lo que piensan	in what they think	a otros	to others
esto es equivocado	this is wrong	contiene	contains
palabras de español	Spanish words	y errores comunes	and common mistakes
no funciona	it doesn't work	le enseña a conversar	it teaches you to converse
la manera correcta	the correct way	preguntas	questions
se pronuncia	is pronounced		
en voz alta	aloud / out loud		

Homework Assignment: Have students do the Workbook exercises on pages 43-35 for class tomorrow.

Notes and Summary**DAY 75****Summary of Day 75**

- **Culture**
 - **Common “Gringoisms”**
- **Homework**
 - **Workbook pgs 43-45**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 6 – Communication**DAY 76****Lección 10: Enrichment Activities**

Use activities in the Instructor Handbook (pg 18), take time in class to correct the workbook, or create Crossword Puzzles or Word Searches using the free resources found at: www.spanishprograms.com/free-worksheets-page.htm, or take students to the computer lab to review the Communication section of the course.

Notes and Summary**Summary of Day 77**

- **Enrichment Activities**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 6 – Communication**DAY 77****Lección 11: Exam Review**

Take students to the computer lab and have them take the Written Practice Test in the Basic Needs section of the software. Another option is to go over the workbook if that was not covered yesterday.

Notes and Summary**Summary of Day 22**

- **Enrichment Activities**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 6 – Communication

DAY 78

Lección 12: Communication Exam

Take students to the computer lab and have them take the Online on the Communication section of the software. Here is some info to get you started, for more detailed info on exam tracking, see the Instructor Handbook.

Online Testing

The U.S. Institute of Languages can setup an online classroom for each course you are teaching for a one-time setup fee of \$150 + \$50 per additional class if instructor wants the ability to view students by class. Teachers 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

6. 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**. Students then create their own usernames and passwords. Please recommend that they use upper and lower case letters and numbers when creating their passwords. You will be able to see them all from the Administrative Login area below.

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 Customer Service at: 801-475-4441 during business hours.

Thank you!

Notes and Summary

Day 78

Summary of Day 20

- **Final Exam Taken for the Communication Section**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Grammar/Verb Conjugation

DAY 79

Lección 4: Present Tense – AR Conjugation / Learn Infinitives, Part IV

Items Covered:

- Watch “Present Tense Lesson 2: AR Conjugation” (show lesson found on “Verb Conjugation” CD-ROM)
- Go through “Learn Infinitives Part IV” (show lesson found on “Verb Conjugation” CD-ROM)

Comprehension

Lección 15 - Communication III, Open Questions

Suggested Lesson Outline:

1. Listen to the Dialogue listed below.
2. Pause after every few phrases to check for understanding.
 - a. Have the students try to guess the meaning and pick out vocabulary they do not understand.
3. Practice/review the unfamiliar vocabulary.
4. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
5. Group Discussion: as a class, discuss the correct meaning.
6. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 2: Track 4

The next set of questions and answers will use the question words found in the Communication section.

1. Why do you want to use the phone? – ¿Por qué quiere usar el teléfono?
2. Because I want to call the supervisor. – Porque quiero llamarle al supervisor.
3. Who is able to sign the document? – ¿Quién puede firmar el documento?
4. She can sign the document. – Ella puede firmar el documento.
5. With whom do I need to speak? – ¿Con quién necesito hablar?
6. You need to speak with the people. – Necesita hablar con la gente.
7. When is it necessary to repeat the words in Spanish? – ¿Cuándo es necesario repetir las palabras en español?
8. It's necessary to repeat the words in Spanish tomorrow. – Es necesario repetir las palabras en español mañana.
9. Who needs to write a message? – ¿Quién necesita escribir un mensaje?
10. He can write a message – Él puede escribir un mensaje.

Notes and Summary**DAY 79****Summary of Day 79**

- **Verbs**
 - **Learn Infinitives IV**
 - **Present Tense 2**
- **Comprehension CD 2, Track 4**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 80

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Culture Lesson Guidelines:

1. Open corresponding culture topic PowerPoint and project for class to see
2. Read the culture lesson and have students guess the meaning of Spanish words
3. Read the vocabulary list – tell students they are not trying to memorize the words – just recognize them for comprehension while reading
4. Read the culture lesson again
5. **Compare and Contrast:** Have a discussion to compare and contrast with students' own culture

Lección 16 - Spanish Street Music!

In Latin American culture, la música y el baile are a staple of life. In just about every ciudad en que viví, you could walk around la ciudad on any given day and hear música salsa o merengue filling the streets. Me encantó el ritmo, the beat and the affect it had on me.

Es muy común for Latin Americans to play loud música desde sus casas with puertas y ventanas wide open. They play music for any type of fiesta or get-together, for special occasions and just for fun. Un evento they play music for, that I really enjoyed learning about, was one-year-old birthday parties. For a child's primer cumpleaños, parents invite friends, relatives and the child's compadres for a big celebration where there's a lot of música y baile. For me, it was a little amusing that tantos adultos would get together to celebrate a party where the guest of honor (a one-year old) wouldn't even remember anything about it or la gente who came.

Me parecía like either a great excuse to have otra fiesta with música y baile, or a cultural thing that is done in other areas of the world where parents are so thankful that the child has lived through the delicate primer año de vida.

Now back to música en las calles. I especially noticed how loud their music can get cuando vivía in a particular Latin American city. Alquilaba a small home/apartment that had 10" decorative holes around the front door. No había nada to block out sonido except screen-door-type material; there was no solid surface covering the decorative holes. I spent las primeras dos horas de cada mañana studying in the apartment and, because of the música from across la calle, I think I learned more Spanish music than I was able to actually study. It was okay, and I chalked it up to "educación cultural" and Latin experience. I became familiar with a number of bandas Latinas and grew to love many of them. I now think salsa and merengue music is buenaso!

Something that was very interesting to me was that música de una casa never seemed to compete with music from someone else's home on any given street. They must have had monthly neighborhood scheduling parties (con música) para decidir whose home la música would come from each day.

Moral of the Story: For those of you who have amigos Latinos o vecinos and they turn their music up loud, necesita darse cuenta que they aren't trying to "blast you out" or "compete" with your música, they are just doing what is culturally "normal" para ellos. Tal vez quieras ir over to their casa, presentarse, practice speaking español a little and ask them to teach you some Spanish dancing moves. You could say, ¿Puede enseñarme a bailar?

Vocabulario de la Semana**DAY 80**

la música	music
y	and
el baile	dance
(la) ciudad	(the) city
en que viví	in which I lived
música salsa o merengue	salsa or merengue music
me encantó el ritmo	I loved the rhythm
es muy común	It's very common
desde sus casas	from their homes (houses)
puertas	doors
ventanas	windows
fiesta	party
un evento	one vent
primer cumpleaños	first birthday
compadres	godparents
tantos adultos	so many adults
la gente	the people
me parecía	It seemed to me
otra fiesta	another party
música y baile	music and dance
primer año de vida	first year of life
hágannos saber	let us know

música en las calles	music in the streets
cuando vivía	when I was living
alquilaba (rentaba)	I was renting
no había nada	there wasn't anything
sonido	sound
las primeras dos horas	the first two hours
de cada mañana	of each morning
educación cultural	cultural education
bandas Latinas	Latin bands
buenaso	great
música de una casa	music from one house
con música	with music
para decidir	to decide
amigos Latinos	Latin friends
o vecinos	or neighbors
necesita	you need
darse cuenta que	to realize that
para ellos	for them
tal vez quieras ir	you may want to go
presentarse	introduce yourself
español	Spanish
¿Puede enseñarme a bailar?	Can you teach me to dance?

Homework Reminder – Prepare for In-Class Verbal Exam: Have students go home and write 10 questions from sections 1-3 of the course (Basic Needs, Greetings, Survival). They will also need to thoroughly review these sections. Each student will come up one by one in front of the class, next week, and be asked questions randomly that other students have created and be expected to answer them in Spanish.

Students are Grades on:

- Preparation – 30%
- Correctness of their questions (they make sense and are easy to answer) – 30%
 - Make sure they don't use questions with "¿Por qué" in them at this point – unless they're sure they can be answered easily using the chart in the Student Workbook. (e.g. - ¿Por qué necesita ir a la tienda, etc.)
- Ability to answer the questions – 40%

Notes and Summary***DAY 80*****Summary of Day 80**

- **Culture**
 - **Street Music**
- **Homework Reminder**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

In-Class Verbal Exam #2***DAY 81*****Exam Day 1**

In-Class Verbal Exam: Have each student come up one by one in front of the class. Two students, as chosen by the teacher, will then ask the student 5 questions each. The student will answer in front of the class.

Students Should be Graded on:

- Preparation – 30%
- Correctness of their questions (they make sense and are easy to answer) – 30%
- Ability to answer the questions – 40%

Notes and Summary***DAY 81*****Summary of Day 81**

- **In-Class Verbal Exam**
 - **Day 1**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

In-Class Verbal Exam #2***DAY 82*****Exam Day 2**

In-Class Verbal Exam: Have each student come up one by one in front of the class. Two students, as chosen by the teacher, will then ask the student 5 questions each. The student will answer in front of the class.

Students Should be Graded on:

- Preparation – 30%
- Correctness of their questions (they make sense and are easy to answer) – 30%
- Ability to answer the questions – 40%

Notes and Summary**DAY 82****Summary of Day 82**

- **In-Class Verbal Exam**
 - **Day 2**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

In-Class Verbal Exam #2***DAY 83*****Exam Day 3**

In-Class Verbal Exam: Have each student come up one by one in front of the class. Two students, as chosen by the teacher, will then ask the student 5 questions each. The student will answer in front of the class.

Students Should be Graded on:

- Preparation – 30%
- Correctness of their questions (they make sense and are easy to answer) – 30%
- Ability to answer the questions – 40%

Notes and Summary***DAY 83*****Summary of Day 83**

- **In-Class Verbal Exam**
 - **Day 3**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Grammar/Verb Conjugation

DAY 84

Lección 5: Present Tense – ER/IR Conjugation

Items Covered:

- Watch “Present Tense Lesson 3: ER/IR Conjugation” (show lesson found on “Verb Conjugation” CD-ROM)

Comprehension

Lección 16 - Communication IV, Compound Sentences

Suggested Lesson Outline:

1. Listen to the Dialogue listed below.
2. Pause after every few phrases to check for understanding.
 - a. Have the students try to guess the meaning and pick out vocabulary they do not understand.
3. Practice/review the unfamiliar vocabulary.
4. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
5. Group Discussion: as a class, discuss the correct meaning.
6. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 2: Track 5

Next you can practice a few compound sentences.

1. I want to use the computer because I want to send an e-mail.
Quiero usar la computadora porque quiero mandar un e-mail.
2. I want to say something, but first, it's necessary to practice in Spanish.
Quiero decir algo, pero primero, hay que (es necesario) practicar en español.
3. She would like to sign the letter because it's necessary.
Le gustaría firmar la carta porque es necesario.
4. I can send a fax, but I need to ask the supervisor.
Puedo mandar un fax, pero necesito preguntarle al supervisor.

Homework – Prepare for In-Class Verbal Exam: Have students go home and write 10 questions from sections 4-6 of the course (Grammar, Comprehending Native Speakers and Communication). They will also need to thoroughly review these sections. Each student will come up one by one in front of the class, next week, and be asked questions randomly that other students have created and be expected to answer them in Spanish.

Students are Grades on:

- Preparation – 30%
- Correctness of their questions (they make sense and are easy to answer) – 30%
 - Make sure they don't use questions with “¿Por qué” in them at this point – unless they're sure they can be answered easily using the chart in the Student Workbook. (e.g. - ¿Por qué necesita ir a la tienda, etc.)
- Ability to answer the questions – 40%

Notes and Summary**DAY 84****Summary of Day 84**

- **Verbs**
 - **Present Tense: ER/IR Conjugation**
- **Comprehension CD 2, Track 5**
- **Homework: preparation for in-class verbal exam**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 85

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Lección 17 - The Holiday Season in Latin America

Because about noventa y cinco por ciento of Latin America es Católico, Christmas is as widely or even more widely celebrated than in the U.S. Also, because una mayoría of Latin Americans live south of the equator, for them Christmas is actually durante el verano. As you will see más tarde, this influences some of their holiday traditions.

Primero vamos a hablar acerca de Navidad. In Latin America, on Noche Buena, there is a mass (religious worship service) at many Christian churches at 11:00 p.m. Tan pronto como the preacher or priest termina de hablar, the children run home to await Santa Claus who usually arrives at 12:00 (medianoche) with gifts (in many regions of Latin America). He knocks on the door and brings them in para la familia. (For those of you under age 10 reading our lesson: Since Santa can't be at everyone's home at the same time, he usually gets a neighbor to be his official ayudante.)

Ya que they live in a warmer climate, there are fireworks around medianoche. La cena Navideña is also after medianoche where the main course es un pavo tradicional. Families that customarily wouldn't have el dinero suficiente to buy a turkey try to save their dinero beforehand to make it possible. If they still don't have el dinero suficiente for un pavo, they eat pollo. After dinner, children will usually juegan con sus regalos for a few hours and then go to bed around 3:00 a.m. Needless to say, generalmente duermen tarde on Christmas morning.

Para la Nochevieja they stay up at least until medianoche (like we do here in the U.S.) y como la Navidad, they again light fireworks. One thing they do in many regions that I found interesting is they build una muñeca grande out of ropa vieja – usually stuffed with straw. On New Year's Eve (Nochevieja) [no-chay bee-eh-hah] around medianoche they take their muñecas grandes out en las calles, light them on fire, y las queman. (Do not try this at home!) Para mucha gente, this represents the end of "la persona vieja" and the beginning of "una persona nueva".

As with cualquier parte del mundo, traditions vary somewhat familia a familia and región a región.

Vocabulario de la Semana

noventa y cinco por ciento	95%
es Católico	is Catholic
una mayoría	a majority
durante el verano	during the summer
más tarde	later
primero vamos a hablar	first let's talk
acerca de	about
Navidad	Christmas
Noche Buena	Christmas Eve
tan pronto como	as soon as
termina de hablar	finishes speaking
medianoche	midnight
para la familia	for the family
ayudante	helper
ya que	since
la cena Navideña	the Christmas dinner
es un pavo tradicional	is a traditional turkey
el dinero suficiente	enough money
dinero	money

pollo	chicken
juegan con sus regalos	play with their gifts
generalmente duermen tarde	generally they sleep in
para la Nochevieja	for New Year's Eve
y como la Navidad	and like Christmas
una muñeca grande	a large doll
ropa vieja	old clothes
muñecas grandes	large dolls
en las calles	in the streets
y las queman	and they burn them
para mucha gente	for many people
la persona vieja	the old person
una persona nueva	a new person
cualquier parte del mundo	any part of the world
familia a familia	family to family
región a región	region to region
como regalo de Navidad	as a Christmas gift
si ordenan antes de las 2:00	if you order before 2:00
para nuestra oferta actual	for our current sale

Notes and Summary**DAY 85****Summary of Day 85**

- **Culture**
 - **Culture Reports**
 - **Holiday Season**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 7 – Locations

DAY 86

Lección 1: Questions and Places

PowerPoint Slides: Locations Slide 1

Learn Vocabulary:

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)
- While going over the slide, take some extra time to go over the new subject pronouns that are introduced in this section and talk about the different conjugations.

Quiz Vocabulary on Slide 1 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		<i>✓ subject pronouns are optional!</i>
21.	Where are you (formal)?	¿Dónde está (Ud.)?
22.	How do I get to...?	¿Cómo llego a...?
23.	Where is...? / Where is it?	¿Dónde está...?
24.	Where are all of you?	¿Dónde están (Ustedes)?
25.	Where are...?	¿Dónde están...?
26.	Where are you (informal)?	¿Dónde estás (Tú)?
27.	How far is the...?	¿Qué tan lejos está el/la...?
28.	Where are the schools?	¿Donde están las escuelas
29.	the university	la universidad
30.	corner	esquina
31.	How far is Mexico?	¿Qué tan lejos está México?
32.	the mall	el centro comercial
33.	the supermarket	el supermercado
34.	How far is the post office?	¿Qué tan lejos está el correo?
35.	the movie theater	el cine
36.	the bathroom	el baño
37.	the library	la biblioteca
38.	How far is the hospital?	¿Qué tan lejos está el hospital?
39.	The Seccióned States	Los Estados Unidos
40.	Where are the churches?	¿Donde están las iglesias?

DAY 86

Quiz Vocabulary on Slide 2: (Without Spanish Word Prompts)

- Use the quiz below to quiz students as a group. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		<i>✓ subject pronouns are optional!</i>
21.	Where is...? / Where is it?	¿Dónde está...?
22.	Where are you (formal)?	¿Dónde está (Ud.)?
23.	Where are...?	¿Dónde están...?
24.	How far is the...?	¿Qué tan lejos está el/la...?
25.	How do I get to...?	¿Cómo llego a...?
26.	Where are you (informal)?	¿Dónde estás (Tú)?
27.	Where are all of you?	¿Dónde están (Ustedes)?
28.	the buildings	los edificios
29.	the school	la escuela
30.	the supermarket	el supermercado
31.	Where are The Seccióned States?	¿Donde están Los Estados Unidos?
32.	the book store	la librería
33.	the mall	el centro comercial
34.	the hospital	el hospital
35.	Where are the beaches?	¿Donde están las playas
36.	the post office	el correo
37.	Mexico	México
38.	the library	la biblioteca
39.	the park	el parque
40.	the store	la tienda

In Class Writing: Give students 5-10 minutes to write at least 10 sentences with the words they just learned from the slide.

DAY 86

Practice using Practice Model: Follow the steps of the practice model to review the first slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step. Be sure to ask one student at a time:

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		✍ subject pronouns are optional!
21.	corner	esquina
22.	Where are the parks?	¿Donde están los parques?
23.	the building	el edificio
24.	the library	la biblioteca
25.	the book store	la librería
26.	the church	la iglesia
27.	How far is the beach?	¿Qué tan lejos está la playa?
28.	The Seccióned States	Los Estados Unidos
29.	Wall Street	la calle Wall
30.	How far is the store?	¿Qué tan lejos está la tienda?
31.	the school	la escuela
32.	Where are the bathrooms?	¿Donde están los baños?

PRACTICE MODEL

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

Notes and Summary***DAY 86*****Summary of Day 96**

- **Locations Slide 1**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 7 – Locations

DAY 87

Lección 2: Questions and People/Things

Review Day 86 (Summary Found on Previous Page)

Learn Vocabulary: New Slide – Communication Slide 3

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 3 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		<i>✓ subject pronouns are optional!</i>
12.	Where are my socks?	¿Dónde están mis calcetines?
13.	your house	¿Cómo llego a su casa
14.	a cup	¿Dónde está un vaso
15.	the wall	la pared
16.	my book	mi libro
17.	Where are some pens?	¿Dónde están unas plumas?
18.	a brush	un cepillo
19.	your shoes	sus zapatos
20.	Where are my pants?	¿Dónde están mis pantalones?
21.	a comb	un peine
22.	your money	su dinero
23.	the remote control	el control remoto
24.	the table	la mesa
25.	Where are my keys?	¿Dónde están mis llaves?
26.	traffic light	semáforo
27.	my mother	mi mamá
28.	How do I get to a phone?	¿Cómo llego a un teléfono?
29.	a pencil	un lápiz

DAY 87

Quiz Vocabulary on Slide 4: (Without Spanish Word Prompts)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...” before each English phrase.

	<u>English</u>	<u>Spanish</u>
	“¿Cómo se dice...”	
13.	the phone	el teléfono
14.	Where are the cups?	¿Dónde están los vasos?
15.	your money	su dinero
16.	Where are some pencils?	¿Dónde están unos lápices?
17.	a brush	un cepillo
18.	a comb	¿Dónde está un peine?
19.	traffic light	semáforo
20.	Where is my mother?	¿Dónde está mi mamá?
21.	Where is your house?	¿Dónde está su casa?
22.	the wall	la pared
23.	some pens	unas plumas
24.	my socks	mis calcetines
25.	the table	la mesa
26.	my books	mis libros
27.	Where are your shoes?	¿Dónde están sus zapatos?
28.	my pants	¿Dónde están mis pantalones?
29.	my keys	mis llaves
30.	the remote control	el control remoto

In Class Writing: Give students 5-10 minutes to write at least 10 sentences with the words they just learned from the slide.

DAY 87

Practice using Practice Model: Follow the steps of the practice model to review the current slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step asking one student at a time:

	<u>English</u>	<u>Spanish</u>
	“¿Cómo se dice...”	
12.	my mother	mi mamá
13.	the table	la mesa
14.	a pen	una pluma
15.	the phone	el teléfono
16.	your money	su dinero
17.	my keys	mis llaves
18.	my socks	mis calcetines
19.	a brush	un cepillo
20.	your shoes	sus zapatos
21.	your house	su casa
22.	a comb	un peine
23.	traffic light	semáforo
24.	my pants	mis pantalones

PRACTICE MODEL

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

Notes and Summary**DAY 87****Summary of Day 87**

- **Location Slide 3-4**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 7 – Locations

DAY 88

Lección 3: Responses and Inside/Object Locations

Review Locations Slides 1-4

Learn Vocabulary: New Slide – Locations Slides 5-6

Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 5 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students as a group.

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		✓ subject pronouns are optional!
1.	in front of (close to)	delante de
2.	(over) there	(por) allí
3.	(over) here	(por) aquí
4.	around the corner	a la vuelta
5.	close (to...)	cerca (de...)
6.	on top of	sobre
7.	underneath	debajo de
8.	in front of	frente a
9.	towards	hacia
10.	far (from...)	lejos (de...)
11.	at/in/on	en
12.	(over) there	(por) allá
13.	straight ahead	derecho
14.	next to..	al lado de...
15.	(over) here	(por) acá
16.	against	contra (the wall etc.)
17.	behind	detrás de

Quiz Vocabulary on Slide 6: (Without Spanish Word Prompts)

- Use the words below to quiz students as a group.

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		
1.	They are (over) there	Están (por) allá
2.	It's towards the beach	Está hacia la playa
3.	I am (over) here	Estoy (por) aquí
4.	It's on top of the table	Está sobre la mesa
5.	We are next to the book store	Estamos al lado de la librería

DAY 88

6.	He is (over) there	He is (por) allí
7.	You all are behind the church	Están detrás de la iglesia
8.	We are in front of the mall	Estamos delante del centro comercial
9.	They are against the wall	Están contra la pared
10.	You are close to the movie theatre	Está cerca del cine
11.	It's around the corner from the hospital	Está a la vuelta del hospital
12.	It's underneath my book	Está debajo de mi libro
13.	straight ahead	derecho
14.	I am at the beach	Estoy en la playa
15.	He is in front of the post office	Está frente al correo
16.	You all are (over) here	Están (por) acá
17.	We are far from Mexico	Estamos lejos de México

Practice using Practice Model: Follow the steps of the practice model to review the current slide. (See Instructor Handbook pg 12 for complete details)

- Use the following for the “Model” step in the Practice Model (ask students individually):

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		
1.	in front of	frente a
2.	on top of	sobre
3.	(over) here	(por) aquí
4.	at/in/on	en
5.	far (from...)	lejos (de...)
6.	around the corner	a la vuelta
7.	(over) there	(por) allá
8.	(over) here	(por) acá
9.	(over) there	(por) allí
10.	behind	detrás de
11.	next to..	al lado de...
12.	in front of (close to)	delante de
13.	straight ahead	derecho
14.	close (to...)	cerca (de...)
15.	against	contra (the wall etc.)
16.	towards	hacia
17.	underneath	debajo de

PRACTICE MODEL

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

Notes and Summary**DAY 88****Summary of Day 88**

- **Locations Slide 5-6**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Grammar/Verb Conjugation

DAY 89

Lección 6: Possesives, Parts I & II

Topics Covered:

- Possesives (show lesson found on "Grammar" CD-ROM)

Comprehension

Lección 17 – Dialogue III, Conversation

Suggested Lesson Outline:

1. Listen to the Conversation listed below.
2. Have the students try to guess the meaning.
3. Listen to and practice the Vocabulary.
4. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
5. Group Discussion: as a class, discuss the correct meaning.
6. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 3: Track 11

Mariana: ¿Bueno? – Hello.

Sr. Johnson: Buenos días, ¿Puedo hablar con Manuel Arrieta? – Good morning, May I speak with Manuel Arrieta?

M: Lo voy a pasar con su secretaria, ¿está bien? – I'll transfer you to his secretary. Is that alright?

Sr. J: Sí, gracias. Yes, thank you.

Secretaria: Oficina del Sr. Arrieta, ¿En qué puedo servirle? Mr. Arrieta's Office. How can I help you?

Sr. J: ¿Se encuentra el Sr. Arrieta? – Is Mr. Arrieta in?

Secretaria: Si, ¿quién habla? – Yes, who's calling?

Sr. J: El Señor John Johnson de Acme Consulting. – Mr. John Johnson from Acme Consulting.

Secretaria: Un momento, la voy a pasar con él. One moment, I'll transfer you.

Comprehension CD 3: Track 9

*New Vocabulary

¿Puede pedirle que se comunique con Miguel Rosales, por favor?

Can you ask him to call Miguel Rosales, please?

¿Tiene su teléfono? Does he have your number?

Si, él ya lo tiene. Yes, he already has it.

Aceros de México Mexican Steel Company

Notes and Summary**DAY 89****Summary of Day 84**

- **Grammar**
 - **Possessives**
- **Comprehension CD 3, Tracks 9 & 11**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 90

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Lección 18 - Baile y Año Nuevo

With the New Years Celebration only a few days away, he decidido compartir some information acerca de New Years culture and baile entre la gente Latina.

If you turn on the T.V. in the United States on New Years Eve, you'll probably see Dick Clark, the Apple dropping in New York, hoards of people in time square making as much noise as possible, famous singers, and some people dancing.

If you turn on la televisión in Latin America, or in the United States to a Spanish channel, chances are that verás baile, baile, y más baile. The Latino people les encanta bailar. We talked briefly about Latino music and dancing in a lesson earlier this year, but I want to spend a little more time on it hoy. Latino music is rich in culture; there is Salsa music, Merengue music, Tango music, and other types of wonderful types of Latino music. La más popular and widely danced are probably Salsa and Merengue. They have a wonderful sound and beat. A diferencia de in the U.S. where you just move your body around to music (I'm exaggerating a little), dancing to Latino music usually takes un poco más de práctica. As I mentioned in an earlier lesson, Latin fiestas always have dancing. If there is a Latin fiesta without dancing, it is simply not called a "fiesta".

When and if you turn on la televisión this "Nochevieja", be sure to spend at least a few minutes watching the Spanish channel(s) so you can get a good taste of Latino music, baile, y cultura. Personalmente me encanta mirar and listen to Latino music. Trying to dance to it can also be muy divertido. For "Año nuevo" in the past, I have gone Latin dancing con mi esposa and some Latino friends y nos encantó. They had a big buffet-style dinner first with comida Latina, and then we danced for hours. I have to say, I'm not a great Latin dancer but I loved trying to dance and being surrounded by la cultura Latina.

I would be excited si algunos de ustedes, after reading this lesson, decided to go Latin dancing for "Año nuevo/Nochevieja". If you do, please drop me a line afterwards and let me know how it went. Me encantaría oír from you.

Para aquellos de ustedes who like dancing and really want to get un sabor for Latino culture, dancing and practice some español al mismo tiempo, I highly recommend enrolling in a Latin dance class; if it were me, yo escogería Salsa dancing. Like learning Spanish, enrolling in a Latin dance class can be a great New Years Resolution!

¡Próspero Año Nuevo! (Happy New Year!)

DAY 90**Vocabulario de la Semana**

he decidido compartir	I have decided to share
acerca de	about
baile	dance
entre la gente Latina	among the Latin people
la televisión	the T.V.
verás	you will see
y más	and more
les encanta bailar	(they) love to dance
hoy	today
la más popular	the most popular
a diferencia de	unlike
un poco más de práctica	a little more practice
fiestas	parties
Nochevieja	New Years Eve
y cultura	and culture

personalmente me encanta mirar	personally I love to watch
muy divertido	very fun
con mi esposa	with my wife
y nos encantó	and we loved it
comida Latina	Latin food
la cultura Latina	the Latin culture
si algunos de ustedes	if some of you
Año nuevo	New Years
me encantaría oír	I'd love to hear
para aquellos de ustedes	for those of you
un sabor	a taste
español	Spanish
al mismo tiempo (a la vez)	at the same time
yo escogería	I would choose

Notes and Summary**DAY 90****Summary of Day 90**

- **Culture**
 - **Culture Reports**
 - **Baile y Año Nuevo**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 7 – Locations

DAY 91

Lección 4: Responses and Outside Locations

Review Slides 5-6

Learn Vocabulary: New Slide – Communication Slide 7-8 (Group 3)

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 7 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students as a whole group.

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		✓ subject pronouns are optional!
1. Go...	Vaya...	
2. Continue...	Siga...	
3. until (you get to)	hasta	
4. 5 blocks away	a 5 cuadra(s)	
5. past ____	pasando la/el ____	
6. between __ and __	entre __ y __	
7. 17 minutes away	a 17 minutos	
8. to the right	a la derecha	
9. turn left	dé vuelta a la izquierda	
10. to the north	al norte	
11. to the left	a la izquierda	
12. turn on to ____	dé vuelta en ____	
13. to the east	al este	
14. a mile away	a una milla	
15. for (5) blocks	por (5) cuadras	
16. of / from	de	
17. 10 km. away	a 10 kilómetros	
18. to the west	al oeste	
19. turn right	dé vuelta a la derecha	
20. to the south	al sur	
21. at the corner of _ and _	en la esquina de __ y __	

DAY 91

Quiz Vocabulary on Slide 8: (Without Spanish Word Prompts)

- Quiz students collectively using words below

	English	Spanish
“¿Cómo se dice...”		
1.	to the east	al este
2.	to the right	a la derecha
3.	past ____	pasando la/el ____
4.	a mile away	a una milla
5.	10 km. away	a 10 kilómetros
6.	to the south	al sur
7.	at the corner of _ and _	en la esquina de _ y _
8.	to the north	al norte
9.	turn right	dé vuelta a la derecha
10.	17 minutes away	a 17 minutos
11.	turn on to ____	dé vuelta en ____
12.	5 blocks away	a 5 cuadra(s)
13.	of / from	de
14.	to the left	a la izquierda
15.	until (you get to)	hasta
16.	turn left	dé vuelta a la izquierda
17.	to the west	al oeste
18.	for (5) blocks	por (5) cuadras
19.	between ____ and ____	entre ____ y ____
20.	Go...	Vaya...
21.	Continue...	Siga...

In Class Writing: Give students 5-10 minutes to write at least 10 sentences with the words they just learned from the slide – using words from Groups 1, 2 and 3 learned up to this point.

DAY 91

Practice using Practice Model: Follow the steps of the practice model to review the current slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step (remember to ask students individually not collectively)

	English	Spanish
	<i>“¿Cómo se dice...”</i>	
1.	5 blocks away	a 5 cuadra(s)
2.	for (5) blocks	por (5) cuadras
3.	to the west	al oeste
4.	17 minutes away	a 17 minutos
5.	between __ and __	entre __ y __
6.	to the right	a la derecha
7.	to the left	a la izquierda
8.	of / from	de
9.	10 km. away	a 10 kilómetros
10.	at the corner of _ and _	en la esquina de __ y __
11.	turn right	dé vuelta a la derecha
12.	to the east	al este
13.	to the north	al norte
14.	a mile away	a una milla
15.	to the south	al sur
16.	turn left	dé vuelta a la izquierda
17.	turn on to ____	dé vuelta en ____
18.	past ____	pasando la/el ____
19.	until (you get to)	hasta

PRACTICE MODEL

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

Notes and Summary**DAY 91****Summary of Day 91**

- **Locations Slide 7-8**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 7 – Locations

DAY 92

Lección 5: Phrases

Workbook Recognition: Have Students turn to pages 11-12 in the workbooks and spend 3 – 5 minutes learning the location of the words on both pages.

Quiz Groups 1, 2 & 3 (using Workbooks): Say English phrases below and have students, as a group, say the Spanish equivalent:

<u>Inglés</u>		<u>Español</u>
* “Como se dice...”		✎ Subject pronouns are optional!
1.	Where are my books?	¿Dónde están mis libros?
2.	I'm in California.	Estoy en California.
3.	They are in the church.	Están en la iglesia.
4.	How do I get to the post office?	¿Cómo llego al correo?
5.	It's 2 minutes away.	Está a 2 minutos.
6.	Go west. It's 12 hours away.	Vaya al oeste. Está a 12 horas.
7.	Where is the supermarket?	¿Dónde está el supermercado.
8.	Where is the Seccióned States?	¿Dónde están Los Estados Unidos.
9.	They are in the store.	Están en la tienda.
10.	It's close to the hospital.	Está cerca del hospital.
11.	How do I get to the bathroom?	¿Cómo llego al baño?
12.	How do I get to the beach?	¿Cómo llego a la playa?
13.	Where is the comb?	¿Dónde está un peine?
14.	Where are you? (informal)	¿Dónde estás?
15.	How far is the corner?	¿Qué tan lejos está la esquina?
16.	Where are the pencils?	¿Dónde están las lápices?
17.	The table is over there	La mesa está por alla.
18.	It's on top of the book.	Está sobre el libro.
19.	Where are my keys?	¿Dónde están mis llaves?
20.	How do I get to the movies?	¿Cómo llego al cine?

DAY 92

Quiz Groups 1, 2 & 3 (No Workbooks): Have students close workbook. Say English phrases below and have students, as a group, say the Spanish equivalent:

	<u>Inglés</u>	<u>Español</u>
	* "Como se dice..."	
1.	Where is the building?	¿Dónde está el edificio?
2.	Go towards the east for 6 miles	Vaya hacia el este por 6 millas.
3.	Continue straight ahead, and turn left.	Siga derecho y dé vuelta a la izquierda.
4.	They are under your pants.	Están debajo de sus pantalones
5.	Where is the library?	¿Dónde está la biblioteca?
6.	It's 2 miles to the north in front of the school.	Está a dos millas al norte delante de la escuela.
7.	Where is my mother?	¿Dónde está mi mamá?
8.	It's 2 blocks past the book store.	Está a dos cuadras pasando la librería.
9.	It's far from here.	Está lejos de aquí.
10.	Where is the table?	¿Dónde está la mesa?
11.	Where are your shoes?	¿Dónde están sus zapatos?
12.	How far is Mexico?	¿Qué tan lejos está México?
13.	It's over there.	Está por allá.
14.	Where are you? (formal)	¿Dónde está?
15.	We are at the mall.	Estamos en el centro commercial.
16.	How far is the park?	¿Qué tan lejos está el parque.
17.	Where is a cup?	¿Dónde está un vaso.
18.	It's Next to Canada.	Está al lado de Canadá.
19.	The park is 10 blocks away.	El parque está a diez cuadras.
20.	It's on top of the table.	Está sobre la mesa.

DAY 92

In Class Writing Assignment: Give students 5-10 minutes to write at least 10 Questions and 10 Responses from the workbook. It is important for spatial learning that students learn the position of the words on the pages of the workbook.

Practice using Practice Model: Follow the steps of the practice model to review the section. (See Instructor Handbook pg 12 for complete details.)

- Use the Following for the “Model” step (remember to ask students individually not collectively)

	English	Spanish
<i>“¿Cómo se dice...”</i>		
1.	I'm at the beach.	Estoy en la playa.
2.	Where is Wall Street?	¿Dónde está la calle Wall?
3.	Where is a brush?	¿Dónde está un peine?
4.	Go straight to the stop light and turn right.	Vaya derecho al semáforo y dé vuelta a la derecha
5.	Where is the hospital?	¿Dónde está el hospital.
6.	Where is the mall?	¿Dónde está el centro comercial?
7.	He's in the bathroom.	Está en el baño.
8.	They are 4 blocks away.	Están a cuatro cuadras.
9.	It's 15 minutes away.	Está a quince minutos.
10.	It's 2 miles to the north, behind the supermarket.	Está a dos milla al norte, atras del supermercado.
11.	Where are all of you?	¿Dónde están?
12.	She is in the house.	Está en la casa.
13.	Where is the traffic light?	¿Dónde está el semáforo?
14.	How far is your house?	¿Qué tan lejos está su casa?
15.	How far is the university?	¿Qué tan lejos está la universidad?
16.	They are behind the building.	Están atras del edificio.
17.	Where is the remote control?	Dónde está el control remoto?
18.	John is far from here.	Juan está lejos de aqui.
19.	How do I get to the church?	¿Cómo llego a
20.	How far is the park?	¿Qué tan lejos está el parque?

PRACTICE MODEL

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

Important Note: When students are in the “Practice” step of the Practice Model, have them use the sentences they created during the “In-Class Writing Assignment” to quiz others in their group.

Homework Assignment: Have students write 10 questions to be used in tomorrow's Practice Session.

Notes and Summary**DAY 92****Summary of Day 92**

- **Locations Slide - Questions and Responses**
- **Practice Session**
- **Homework – write sentences**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 7 – Locations

DAY 93

Lección 6: Open Questions

Ask Questions to Students and Students Answer in Spanish (using Workbooks): Ask individual students the questions below and have students answer in Spanish using the Workbook.

Pregunta

- | | |
|--|-------------------------------------|
| 1. ¿Dónde está su casa? | 2. ¿Dónde están los libros? |
| 3. ¿Dónde está el supermercado? | 4. ¿Dónde está su amigo? |
| 5. ¿Dónde está la tienda? | 6. ¿Dónde está el norte? |
| 7. ¿Dónde están mis llaves? | 8. ¿Dónde está la calle Washington? |
| 9. ¿Cómo llego al hospital? | 10. ¿Qué tan lejos está Argentina? |
| 11. ¿Dónde están mis pantalones? | 12. ¿Dónde está un taxi? |
| 13. ¿Qué tan lejos está la biblioteca? | 14. ¿Dónde está la fruta? |
| 15. ¿Cómo llego a la escuela? | 16. ¿Dónde están los edificios? |
| 17. ¿Dónde está México? | 18. ¿Dónde está el periódico? |
| 19. ¿Dónde están Los Estados Unidos? | 20. ¿Dónde está la revista? |

Ask Questions to Students and Students Answer in Spanish (Without Workbooks): Have students close workbooks and ask individual students the questions below and have students answer in Spanish using the Workbook.

Note: if students are struggling and really need to look at the workbook, it is ok at this point.

Pregunta

- | | |
|-------------------------------------|---|
| 1. ¿Dónde está el control remoto? | 2. ¿Dónde está el baño? |
| 3. ¿Cómo llego al hotel? | 4. ¿Cómo llego al cine? |
| 5. ¿Cómo llego a un teléfono? | 6. ¿Dónde están mis zapatos? |
| 7. ¿Dónde están las mesas? | 8. ¿Qué tan lejos está un vaso? |
| 9. ¿Dónde está un cepillo? | 10. ¿Dónde está su mamá? |
| 11. ¿Dónde está un peine? | 12. ¿Qué tan lejos está el edificio? |
| 13. ¿Dónde están mis calcetines? | 14. ¿Cómo llego al lugar? |
| 15. ¿Dónde está la oficina? | 16. ¿Dónde está la librería? |
| 17. ¿Qué tan lejos está la iglesia? | 18. ¿Dónde está un cepillo? |
| 19. ¿Cómo llego a la pared? | 20. ¿Qué tan lejos está la universidad? |

DAY 93

Practice using Practice Model: Follow the steps of the practice model to review the section. (See Instructor Handbook pg 12 for complete details.)

- Use the Following for the “Model” step (remember to ask individual students questions in Spanish and they answer in Spanish – let them use their Workbooks if they need to.)

¿Dónde está su dinero?	12. ¿Dónde están las plumas?
¿Dónde está un semáforo?	13. ¿Dónde está el control remoto?
¿Dónde está la esquina?	14. ¿Dónde está mi hamburguesa.
¿Dónde están los lápices?	15. ¿Cómo llego al trabajo?
¿Qué tan lejos está la playa?	16. ¿Dónde está el banco?
¿Cómo llego al baño?	17. ¿Qué tan lejos está la librería?
¿Dónde está el centro comercial?	18. ¿Dónde está la casa?
¿Dónde está el parque?	19. ¿Cómo llego al correo?
¿Dónde está la calle Wall?	20. ¿Dónde está la tienda?
¿Dónde está el correo?	21. ¿Dónde está un restaurante?

Important Note: When students are in the “Practice” step of the Practice Model, have them use the questions they created during the “Homework Assignment”. They should ask questions in Spanish and members of their group should answer in Spanish.

PRACTICE MODEL

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

Notes and Summary**DAY 93****Summary of Day 93**

- **Learn to Ask and Answer Questions**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Grammar/Verb Conjugation

DAY 94

Lesson 7: Present Tense – E to IE Stem Changes

Topics Covered:

- Present Tense Lesson 4: E to IE Stem Changes (show lesson found on “Verb Conjugation” CD-ROM)

Comprehension

Lección 18 - Locations I, Open Questions

Suggested Lesson Outline:

1. Listen to the Dialogue listed below.
2. Pause after every few phrases to check for understanding.
 - a. Have the students try to guess the meaning and pick out vocabulary they do not understand.
3. Practice/review the unfamiliar vocabulary.
4. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
5. Group Discussion: as a class, discuss the correct meaning.
6. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 2: Track 6

Now you'll get to practice comprehending some questions and answers from the LOCATIONS section

1. ¿Dónde está el parque? – Where is the park?
El parque está cerca de la escuela. – The park is close to the school.
2. ¿Dónde está Usted? – Where are you?
Estoy en el supermercado. – I'm in the supermarket.
3. ¿Dónde están ustedes? – Where are all of you? Estamos en
California. – We're in California.
4. ¿Dónde está la universidad? – Where is the university?
Está al lado de la librería, frente al baño. – It is next to the library, across from the bathroom.
5. ¿Dónde están las llaves? – Where are the keys?
Están sobre el portafolio. – They are on the briefcase?
6. ¿Dónde está Paco? – Where is Paco?
Está en el cine. – He's at the movies.
7. ¿Dónde estás? – Where are you? (informal – if you're on a first-name basis)
Estoy en el hospital. – I'm at the hospital.
8. ¿Dónde está mi mamá? – Where is my mom?
Está en la iglesia – She's at church.
9. ¿Dónde están Rosa y Paco? – Where are Rosa and Paco?
Están en su casa. – They are at home.
10. ¿Dónde está su dinero? – Where is your money?
Está en mi pantalón. – It's in my pants.

DAY 94**Notes and Summary****Summary of Day 89**

- Verbs
 - E to IE Stem Changes
- Comprehension CD 2, Track 6
 - Locations Open Questions

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 95

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Lección 19 - This One's Four You (The Four Spanish You's)

In Spanish hay cuatro maneras diferentes de decir "you" - "tú", "usted", "ustedes", and "vosotros". Si utilizan el equivocado at the wrong time, you could end up offending someone. Luckily, most Latin people se darán cuenta que you are a "gringo" and give you the benefit of the doubt, but it is still important to know cómo y dónde usar cada forma de "you". Knowing this will help you sound más educados and possibly avoid causing offense. Some of you may have already learned about this concept in school; hopefully this lesson puede ayudarles a aclarar things a little more. Here are a few basic tips for usage:

"Usted" - Is often abbreviated as "Ud.". When in doubt as to which "you" to use, "usted" is the safest and will get you en la cantidad más pequeña de problemas. "Usted" is the formal "you" and shows respect for the person con quien están hablando. When you first meet someone, if they are around your age or older, you should use "usted" when talking to them. Likewise, if you use a title with someone, like Dr. Martinez, or Mrs. Garcia, deben usar "usted" also with them. For example, the phrase "Mrs. Garcia, **you** are very friendly" would be "Señora Garcia, **usted** es muy amable." After knowing someone your age for a while, you can transition into using "tú" en vez de "usted". To know when to do this, follow their lead; cuando lo hacen, you can do it. If you are doing business in Mexico and meet someone por la primera vez you should always use "usted" regardless of whether they are younger than you or not. Otherwise, they could become offended (por su falta de respeto) and you could lose an important business deal.

"Tú" - Is the informal way to say "you". You should use "tú" cuando hablan con people notably younger than you. Also use "tú" when you are on a first-name basis con alguien or if you are very good friends with them. An example of this is, "Juana, **you** are very smart." - "Juana, **tú** eres muy inteligente." In any business relationship, when first meeting someone, you should always use "usted" instead of "tú" para mostrarles el respeto debido.

"Ustedes" - Se abrevia como "Uds.". Use this form of "you" when talking to más de una persona whether formal or informal. Por ejemplo, "**All of you** (you plural) are late!" - "¡**Ustedes** llegaron tarde!"

"Vosotros" - Esta forma de "you" is only used in Spain. It is like la forma plural de "tú". If you are con un grupo de amigos around your same age or younger, or if you are on a first-name basis with them, you would use esta forma de "you" (plural). An example of this would be "**All of you** (you plural) are tall!" - "**Vosotros** estáis altos". Again, ya que esta forma de "you" is only used in Spain, if you learn Latin American style Spanish, no tienen que preocuparse about "vosotros". Also, if you learn Latin American style Spanish (without "vosotros") then go to Spain, todavía les podrán entender and you will still be able to communicate bien.

Moral of the Story: To sound más educados cuando hablan español and avoid possibly offending people, es importante aprender when to use que forma de "you". Recomendando reading about the different forms of "you" (above) until you are thoroughly familiar with them.

DAY 95**Vocabulario de la Semana**

hay cuatro maneras diferentes de decir	there are four different ways to say
si utilizan el equivocado	if you (plural) use the wrong one
se darán cuenta que	(they) will realize that
cómo y dónde usar cada forma de	how and when to use each form of
más educados	more educated (plural)
puede ayudarles a aclarar	can help you to clarify
en la cantidad más pequeña de problemas	in the least amount of trouble
con quien están hablando	with whom you (plural) are talking
deben usar	you (plural) ought to use
en vez de	instead of
cuando lo hacen	when they do it
por la primera vez	for the first time
por su falta de respeto	because of your (plural) lack of respect
cuando hablan con	when you (plural) speak with
con alguien	with someone
para mostrarles el respeto debido	in order to show them proper respect
se abrevia como	is abbreviated as
más de una persona	more than one person
por ejemplo	for example
esta forma de	this form of
la forma plural de	the plural form of
con un grupo de amigos	with a group of friends
ya que esta forma de	since this form of
no tienen que preocuparse	you don't have to worry
todavía les podrán entender	they will still be able to understand you (plural)
bien	fine
más educados cuando hablan español	more educated when you (plural) speak Spanish
es importante aprender	it's important to learn
que forma de	what form of
recomiendo	I recommend
nos encantaría saber	we would love to know
y como funcionan	and how they work
y	and

Homework: Have students complete the Workbook pages 46-48 for class tomorrow

Notes and Summary**DAY 95****Summary of Day 95**

- **Culture**
 - **Culture Reports**
 - **The Four Spanish “You’s”**
- **Homework**
 - **Workbook pgs 46-48**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 7 – Locations**DAY 96****Lección 7: Enrichment Activities**

Use activities in the Instructor Handbook (pg 18), take time in class to correct the workbook, or use the final Locations Slide activity (see slides) or take students to the computer lab to review the Locations section of the course. The software includes lessons games and activities. Students can be self-guided to a point on the software.

Notes and Summary**Summary of Day 96**

- **Enrichment Activities**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 7 – Locations**DAY 97****Lección 8: Exam Review**

Take students to the computer lab and have them take the Written Practice Test in the Basic Needs section of the software. Another option is to go over the workbook if that was not covered yesterday.

Notes and Summary**Summary of Day 97**

- **Exam Review**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 7 – Locations

DAY 98

Lección 9: Locations Exam

Take students to the computer lab and have them take the Online on the Communication section of the software. Here is some info to get you started, for more detailed info on exam tracking, see the Instructor Handbook.

Online Testing

The U.S. Institute of Languages can setup an online classroom for each course you are teaching for a one-time setup fee of \$150 + \$50 per additional class if instructor wants the ability to view students by class. Teachers 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.



**U.S. INSTITUTE®
OF LANGUAGES**

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

How to Login

Students

7. 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**. Students then create their own usernames and passwords. Please recommend that they use upper and lower case letters and numbers when creating their passwords. You will be able to see them all from the Administrative Login area below.

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 Customer Service at: 801-475-4441 during business hours.

Thank you!

Notes and Summary**DAY 98****Summary of Day 98**

- **Locations Exam**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Grammar/Verb Conjugation

DAY 99

Lección 8: Present Tense – O to UE Stem Changes

Items Covered:

- Go through “Present Tense Lesson 5: O to UE Stem Changes (show lesson found on “Verb Conjugation” CD-ROM)

Comprehension

Lección 19 - Locations II, Open Questions (cont.)

Suggested Lesson Outline:

1. Listen to the Dialogue listed below.
2. Pause after every few phrases to check for understanding.
 - a. Have the students try to guess the meaning and pick out vocabulary they do not understand.
3. Practice/review the unfamiliar vocabulary.
4. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
5. Group Discussion: as a class, discuss the correct meaning.
6. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 2: Track 7

1. ¿Dónde está la iglesia? – Where is the church?
Está por allá, detrás de el correo, a cinco cuadras de la universidad. – It’s over there, behind the post office, five blocks from the university.
2. ¿Dónde está la universidad? – Where is the university?
Está a 15 minutos del supermercado, dé vuelta a la derecha. – It’s 15 minutes from the supermarket, then turn to the right.
3. ¿Dónde está el baño? – Where’s the bathroom?
Está cerca del teléfono, a la izquierda. – It’s near the telephone, to the left.
4. ¿Dónde está el centro comercial? – Where is the mall?
Está entre la calle 25 y 27, cerca del hospital. – It’s between 25th and 27th street, near the hospital.
5. ¿Dónde está la playa? – Where’s the beach?
Está en California. – It’s in California.
6. ¿Dónde está su casa? – Where is your house?
Está en la calle Wall, a cinco cuadras de la librería. – It’s on Wall Street, five blocks from the bookstore.
7. ¿Dónde está la tienda? – Where is the store?
Está derecho a 5 minutos. – It’s straight 5 minutes ahead.
8. ¿Dónde están ustedes? – Where are all of you?
Estamos en el edificio al lado del correo. – We are in the building next to the post office.
9. ¿Dónde está el cine? – Where’s the movie theatre?
Está delante de la tienda, en el centro comercial. – It’s in front of the store, in the mall.
10. ¿Dónde está la iglesia? – Where’s the church?
Está lejos de aquí, a 20 minutos al este. – It’s far from here, 20 minutes to the east.

Notes and Summary**DAY 99****Summary of Day 99**

- **Verbs**
 - **Present Tense – O to UE Stem Changes**
- **Comprehension CD 2, Track 7**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 100

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Lección 20 – Do Animals Speak in Spanish?

Puesto que we've covered some serious topics durante las pasadas semanas, I thought we'd cover a fun, lighter topic hoy. Vamos a hablar acerca de Spanish-speaking animals and what they say.

Vamos a empezar con the rooster. A U.S., U.K. or Australian rooster dice "cock-a-doodle-doo." If you look in most major diccionarios de inglés, you won't find this wonderful, useful rooster word que despierta al mundo. I think our major dictionary publishers have missed the point. Puesto que ni está en el diccionario, I'm not sure if I spelled the last part correctly: "do" or "doo?" Anyway, if you go sur de la frontera, (into Latin America,) all of a sudden roosters speak Spanish! It's amazing, if you've ever heard them, dicen "kikiriki" [key-key-ree-key.]

Now we'll take a look at what otros animales importantes dicen in Spanish:

Birds or Baby Chicks (Pájaros o Pollitos)	En inglés, dicen "chirp", but en español dicen "pío pío" [pea-oh pea-oh]. Famous Latin songs have been made up about what Spanish baby chicks dicen.
Frogs (ranas)	En inglés frogs dicen "ribbit". How in the world did they learn to say "ribbit", my two-year-old can't even say it? En español, dicen "cruá cruá" [crew-ah crew-ah]
Turkeys (Pavos)	En inglés the turkey dicen "gobble" and en español, the turkey dice gluglú. By the way, the Spanish word for turkey is "pavo" however, in Mexico they call it "guajolote" [gwah-hoe-low-tay] which, according to my understanding, came from the native Aztec Indians.
Dogs (Perros)	En inglés dogs dicen "ruff". En español, they dicen "guau guau" [gooah-oo gooah-oo]. I have also heard dogs from some Latin countries say "jau jau" [how, how]
Pigs (Cerdos/Chanchos)	Some *experts think that Spanish pigs dicen "oink" like the English pig. However, I have heard them say "tru tru" [true true.] <small>*Experts were from Georgetown University (www.georgetown.edu/faculty/ballc/animals/spanish.html)</small>
Animal Migration: Now we'll look at animals who must have either crossed la frontera from North America into Latin America, or han nadado from the U.K. or Australia to Latin America. At least this is my inexpert hypothesis of what happened since they say essentially the same thing in Spanish and English.	
Cats (Gatos)	Cats En inglés dicen "meow" and en español dicen "miau" which are essentially los mismos sonidos.
Cows (Vacas)	Cows En inglés dicen "moo" and en español they say "muu." They sound the same but cows in Latin America spell it a little differently.
Ducks (Patos)	Ducks En inglés dicen "quack" and en español dicen "cuac." Again, the same sound with a slightly different spelling.

DAY 100

Básicamente, if you get right down to it, animales make essentially los mismos sonidos wherever you go en el mundo. However, as you have seen, nuestra percepción of what they say changes according to the language

que hablamos. To English speakers, animales seem to have more of an "English accent" en los sonidos que hacen. Spanish speakers hear animal sounds through "Spanish ears" and parecen tener more of a "Spanish accent" to them.

Como en español, I would imagine that some animales seem to produce los mismos sonidos as "English speaking" animals and some animales seem to produce sonidos muy diferentes.

Personalmente, yo pienso que there should be an international summit on sonidos de animales and what they really say no matter what country you're in! I then think the "true" sonidos de animales should be put in every major dictionary across el mundo. De esa manera, when we are talking to animales, we can speak their real language and not just "our version" of "their language!"

Vocabulario de la Semana

to start out	para empezar
responses, answers	respuestas
lesson	Lección
responses received	respuestas recibidas
I have included	he incluido
at the bottom	al pie
since	puesto que
during the last few weeks	durante las pasadas semanas
today	hoy
we are going to talk about	vamos a hablar
about	acerca de
we're going to start	vamos a empezar
with	con
says	dice
English dictionaries	diccionarios de inglés
that wakes up the world	que despierta al mundo
it isn't even in the dictionary	ni está en el diccionario
south of the border	sur de la frontera
(they) say	dicen
some other important animals	otros animales importantes
in English	en inglés

in Spanish	en español
the same sounds	los mismos sonidos
the border	la frontera
(they) have swum	han nadado
basically	básicamente
animales	animales
in the world	en el mundo
our perception	nuestra percepción
that we speak	que hablamos
in the sounds they make	en los sonidos que hacen
they seem to have	parecen tener
on this very important topic	en este tema tan importante
part of the world	parte del mundo
as in Spanish	como en español
very different sounds	sonidos muy diferentes
personally, I think that	personalmente, yo pienso que
animal sounds	sonidos de animales
that way	de esa manera
Spain	España
website	página web

Notes and Summary***DAY 100*****Summary of Day 100**

- **Culture**
 - **Culture Reports**
 - **Do Animals Speak in Spanish?**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 8 – Becoming Acquainted

DAY 101

Lección 1: Groups 1&2, Part I

PowerPoint Slides: Becoming Acquainted Slide 1

Learn Vocabulary:

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 1 Below: (With Spanish Word Prompts on Slide)

- When quizzing the students, remember to add some negatives.
- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

*“Cómo se dice...”	
Inglés	Español
1. You can watch	(Ud.) Puede ver/mirar
2. I can/am able to play	(Yo) Puedo jugar
3. You need to read	(Ud.) Necesita leer
4. You want to practice	(Ud.) Quiere practicar
5. I want to listen (to...)	(Yo) Quiero escuchar
6. He/She needs to teach	(El/Ella) Necesita enseñar (a)
7. He/She can play	(El/Ella) Puede jugar
8. He/She likes to play (instruments)	Le gusta tocar
9. He/She wants to listen (to...)	(El/Ella) Quiere escuchar
10. I need to learn	(Yo) Necesito aprender (a)
11. I like to practice	Me gusta practicar
12. You like to do/make	Le gusta hacer
13. You can teach	(Ud.) Puede enseñar (a)(le a)
14. I can/am able to watch	(Yo) Puedo ver/mirar
15. You need to sing	(Ud.) Necesita cantar
16. You want to learn	(Ud.) Quiere aprender (a)

DAY 101

Quiz Vocabulary on Slide 2: (Without Spanish Word Prompts)

- Use the quiz below to quiz students as a group.

<i>*"Cómo se dice..."</i>	<u>Inglés</u>	<u>Español</u>
1.	He/She can watch	(El/Ella) Puede ver/mirar
2.	I need to play	(Yo) Necesito jugar
3.	You need to read	(Ud.) Necesita leer
4.	He/She likes to learn	Le gusta aprender (a)
5.	He/She wants to learn	(El/Ella) Quiere aprender (a)
6.	I like to play (instruments)	Me gusta tocar
7.	I want to teach	(Yo) Quiero enseñar (a)
8.	I can/am able to play	(Yo) Puedo jugar
9.	He/She needs to practice	(El/Ella) Necesita practicar
10.	You like to practice	Le gusta practicar
11.	You can teach	(Ud.) Puede enseñar (a)(le a)
12.	You want to watch	(Ud.) Quiere ver/mirar
13.	He/She can sing	(El/Ella) Puede cantar
14.	I need to do/make	(Yo) Necesito hacer
15.	You need to listen (to...)	(Ud.) Necesita escuchar
16.	He/She likes to listen (to...)	Le gusta escuchar

In Class Writing: Give students 5-10 minutes to write at least 10 sentences with the words they just learned from the slide.

Practice using Practice Model: Follow the steps of the practice model to review the first slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the "Model" step:

<i>"¿Cómo se dice..."</i>	<u>English</u>	<u>Spanish</u>
1.	I need to learn	<i>✱ subject pronouns are optional!</i> (Yo) Necesito aprender (a)
2.	I can/am able to practice	(Yo) Puedo practicar
3.	He/She can play (instruments)	(El/Ella) Puede tocar
4.	You want to listen (to...)	(Ud.) Quiere escuchar
5.	I like to teach	Me gusta enseñar (a)(le a)
6.	He/She wants to play	(El/Ella) Quiere jugar
7.	You like to learn	Le gusta aprender (a)
8.	He/She needs to sing	(El/Ella) Necesita cantar
9.	You can play	(Ud.) Puede jugar
10.	I want to practice	(Yo) Quiero practicar
11.	You need to watch	(Ud.) Necesita ver/mirar
12.	He/She likes to teach	Le gusta enseñar (a)
13.	I need to do/make	(Yo) Necesito hacer
14.	I can/am able to read	(Yo) Puedo leer

PRACTICE MODEL

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

Notes and Summary***DAY 101*****Summary of Day 101**

- **Becoming Acquainted Slide 1**
- **Negatives Reviewed**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 8 – Becoming Acquainted

DAY 102

Lección 2: Groups 1&2, Part II

Review Lección 1 (Summary Found on Previous Page)

Learn Vocabulary: New Slide – Becoming Acquainted Slides 3-4

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 3 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>Inglés</u>	<u>Español</u>
“Cómo se dice...”	
1. You hope to throw	(Ud.) Espera tirar
2. You know how to paint	(Ud.) Sabe pintar
3. I know how to win/earn	(Yo) Sé ganar
4. He/She hopes to swim	(El/Ella) Espera nadar
5. He/She went to hit	(El/Ella) Fue a pegar(le a)
6. He/She knows how to kick	(El/Ella) Sabe patear
7. I hope to paint	(Yo) Espero pintar
8. I went to ski	(Yo) Fui a esquiar
9. You went to draw	(Ud.) Fue a dibujar
10. You hope to lose	(Ud.) Espera perder
11. You know how to throw	(Ud.) Sabe tirar
12. I know how to paint	(Yo) Sé pintar
13. He/She hopes to win/earn	(El/Ella) Espera ganar
14. He/She went to swim	(El/Ella) Fue a nadar
15. He/She knows how to hit	(El/Ella) Sabe pegar(le a)
16. I hope to kick	(Yo) Espero patear
17. I went to paint	(Yo) Fui a pintar
18. You went to ski	(Ud.) Fue a esquiar
19. You hope to draw	(Ud.) Espera dibujar
20. You know how to lose	(Ud.) Sabe perder

DAY 102

Quiz Vocabulary on Slide 4: (Without Spanish Word Prompts)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

	English	Spanish
<i>“¿Cómo se dice...”</i>		
1.	I went to hit	(Yo) Fui a pegar(le a)
2.	He/She went to kick	(El/Ella) Fue a patear
3.	You know how to draw	(Ud.) Sabe dibujar
4.	I hope to paint	(Yo) Espero pintar
5.	He/She hopes to swim	(El/Ella) Espera nadar
6.	He/She knows how to ski	(El/Ella) Sabe esquiar
7.	I know how to win/earn	(Yo) Sé ganar
8.	You hope to throw	(Ud.) Espera tirar
9.	You went to lose	(Ud.) Fue a perder
10.	I went to paint	(Yo) Fui a pintar
11.	He/She went to hit	(El/Ella) Fue a pegar(le a)
12.	You know how to kick	(Ud.) Sabe patear
13.	I hope to draw	(Yo) Espero dibujar
14.	He/She hopes to paint	(El/Ella) Espera pintar
15.	He/She knows how to swim	(El/Ella) Sabe nadar
16.	I know how to ski	(Yo) Sé esquiar
17.	You hope to win/earn	(Ud.) Espera ganar
18.	You went to throw	(Ud.) Fue a tirar
19.	I went to lose	(Yo) Fui a perder
20.	He/She went to paint	(El/Ella) Fue a pintar

In Class Writing: Give students 5-10 minutes to write at least 10 sentences with the words they just learned from the slide.

DAY 102

Practice using Practice Model: Follow the steps of the practice model to review the current slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step:

	English	Spanish
	<i>“¿Cómo se dice...”</i>	
1.	I know how to hit	(Yo) Sé pegar(le a)
2.	He/She knows how to throw	(El/Ella) Sabe tirar
3.	He/She hopes to ski	(El/Ella) Espera esquiar
4.	He/She went to kick	(El/Ella) Fue a patear
5.	You went to swim	(Ud.) Fue a nadar
6.	I hope to draw	(Yo) Espero dibujar
7.	You hope to paint	(Ud.) Espera pintar
8.	You know how to lose	(Ud.) Sabe perder
9.	I went to paint	(Yo) Fui a pintar
10.	I know how to win/earn	(Yo) Sé ganar
11.	He/She knows how to hit	(El/Ella) Sabe pegar(le a)
12.	He/She hopes to throw	(El/Ella) Espera tirar
13.	He/She went to ski	(El/Ella) Fue a esquiar
14.	You went to kick	(Ud.) Fue a patear
15.	I hope to swim	(Yo) Espero nadar
16.	You hope to draw	(Ud.) Espera dibujar
17.	You know how to paint	(Ud.) Sabe pintar
18.	I went to lose	(Yo) Fui a perder
19.	I know how to paint	(Yo) Sé pintar
20.	He/She knows how to win/earn	(El/Ella) Sabe ganar

PRACTICE MODEL

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

Notes and Summary***DAY 102*****Summary of Day 102**

- **Becoming Acquainted
Slide 3-4**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 8 – Becoming Acquainted

DAY 103

Lección 3: Group 3, Part I

Review Locations Slides 1-4

Learn Vocabulary: New Slide – Becoming Acquainted Slides 5-6 (Group 3)

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 5 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students as a group.

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		<i>✓ subject pronouns are optional!</i>
1.	basketball	(el) básquetbol
2.	swimming	(la) natación
3.	sports	(los) deportes
4.	golf	(el) golf
5.	songs	canciones
6.	baseball	(el) béisbol
7.	an instrument	un instrumento
8.	the guitar	la guitarra
9.	novels	novelas
10.	volleyball	(el) vólibol (voli)
11.	football	(el) fútbol americano
12.	the radio	la radio/el radio
13.	the piano	el piano
14.	soccer	(el) fútbol
15.	the newspaper	el periódico
16.	rock music	música rock
17.	tennis	(el) tenis
18.	ping pong	(el) ping pong
19.	TV (television)	la tele (la televisión)

Quiz Vocabulary on Slide 6: (Without Spanish Word Prompts)

- Use the words below to quiz students as a group.

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		
1.	tennis	(el) tenis
2.	the radio	la radio/el radio
3.	novels	novelas

DAY 103

4.	ping pong	(el) ping pong
5.	baseball	(el) béisbol
6.	basketball	(el) básquetbol
7.	soccer	(el) fútbol
8.	sports	(los) deportes
9.	football	(el) fútbol americano
10.	rock music	música rock
11.	the guitar	la guitarra
12.	songs	canciones
13.	the newspaper	el periódico
14.	an instrument	un instrumento
15.	the piano	el piano
16.	TV (television)	la tele (la televisión)
17.	golf	(el) golf
18.	swimming	(la) natación
19.	volleyball	(el) vólibol (voli)

Practice using Practice Model: Follow the steps of the practice model to review the current slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step in the Practice Model (ask students individually):

	<u>English</u>	<u>Spanish</u>
	<i>“¿Cómo se dice...”</i>	
1.	the piano	el piano
2.	novels	novelas
3.	sports	(los) deportes
4.	rock music	música rock
5.	soccer	(el) fútbol
6.	basketball	(el) básquetbol
7.	swimming	(la) natación
8.	baseball	(el) béisbol
9.	the radio	la radio/el radio
10.	golf	(el) golf
11.	the guitar	la guitarra
12.	songs	canciones
13.	tennis	(el) tenis
14.	volleyball	(el) vólibol (voli)
15.	TV (television)	la tele (la televisión)
16.	an instrument	un instrumento

PRACTICE MODEL

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

Notes and Summary***DAY 103*****Summary of Day 103**

- **Becoming Acquainted
Slide 5-6**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Grammar/Verb Conjugation

DAY 104

Lección 9: Present Tense – Go Go Verbs

Topics Covered:

- Present Tense Lesson 6: Go Go Verbs (show lesson found on “Verb Conjugation” CD-ROM)

Comprehension

Lección 20 – Dialogue IV, Narrative

Suggested Lesson Outline:

1. Listen to the Narrative listed below.
2. Have the students try to guess the meaning.
3. Listen to and practice the Vocabulary.
4. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
5. Group Discussion: as a class, discuss the correct meaning.
6. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 3: Track 13

Spanish

¡Hola! Me llamo Adrián, tengo 25 años y vivo en la ciudad de Cuernavaca en México. En Cuernavaca, hay varios lugares para hacer ejercicio, a mí me gusta mantenerme en forma, me gusta jugar fútbol americano, y también practico natación y básquetbol. Aquí en Cuernavaca el clima es cálido y se puede hacer ejercicio al aire libre, hay muchos campos de golf y también hay canchas de tenis y básquetbol. Me gusta jugar en equipo y siempre veo los partidos en la televisión con mis amigos. De vez en cuando toco en una banda, porque sé tocar la guitarra, me gusta el rock y me gusta bailar también. La semana pasada fui a un partido de fútbol americano y la próxima semana voy a jugar otro partido y espero ganar el campeonato. Quiero aprender a esquiar, pero tengo que ir a la nieve, aquí en Cuernavaca nunca hay nieve.

English

Hi! My name is Adrián, I am 25 years old and I live in the city of Cuernavaca, Mexico. In Cuernavaca there are several places to exercise. I like to stay in shape, I like to play football, and I also practice swimming and basketball. Here in Cuernavaca, the weather is warm and you can exercise in the fresh air, there are many golf courses and there are also tennis and basketball courts. I like to play in a team and I always watch the games on television with my friends. Once in a while I play in a band because I know how to play the guitar. I like rock music and I like to dance too. Last week I went to a football game and next week I'm going to play another game and I hope to win the championship. I want to learn to ski but I have to go to where the snow is. Here in Cuernavaca there isn't any snow.

Comprehension CD 3: Track 12

*New Vocabulary

hacer ejercicio	to exercise
mantenerme en forma	keep in shape
el clima es cálido	the weather is warm
se puede hacer ejercicio al aire libre	you can exercise outside
bailar	to dance
nieve	snow
nunca	never
la próxima vez	the next time

Notes and Summary***DAY 104*****Summary of Day 104**

- **Verbs**
 - **Present Tense: “go go” verbs**
- **Comprehension CD 3, Tracks 12 & 13**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 105

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Lección 21 – Air on your Neck at Night

Mientras en Latin America, I lived very close to the equator en unas areas muy calurosas. I mainly lived in lower-income pueblos that had streets made of arena o polvo. It was extremely hot durante el día and still very warm at night; none of the areas I lived in had aire acondicionado. As I would walk through the streets of ciertas ciudades, la arena and/o polvo was so hot it would almost burn my feet.

At night, hacía tanto calor that I could hardly sleep. There were usually ventiladores en los apartamentos I lived in so, of course, I would turn on the fans at night in attempt to take the edge off el calor.

As I did that, the native Latin Americans con quien me quedé would get very upset and tell me how bad it was para mi salud. Me explicaron that if I slept with air blowing on me at night and it hit mi cuello, I was sure to wake up con un dolor or a kink in my neck.

I thought que estaban bromeando and I made a joke about it, but they were dead serious. Since I was a missionary there, I always had a compañero nativo with me. Usually he would never let me turn on el ventilador at night so we wouldn't wake up with dolores de cuello in the morning. Como resultado, I **almost** learned to sleep in very hot temperatures at night!

La parte más chistosa was when I got my way and had the fan on durante la noche, every once in a while I would wake up with a kink en mi cuello (which is normal for me with or without un ventilador going.) The native people I was staying with, when they noticed I had un dolor de cuello, would always accusingly ask if I'd slept with el ventilador on. When I'd tell them I had, they would all gang up on me and say ah ha - we told you so!!! Then they'd give me a bad time for sleeping "with un ventilador prendido." Actually me divertí mucho light-heartedly arguing back and forth with them trying to prove that the cause of mi dolor de cuello was from how I slept en mi almohada. Les expliqué que many Americans regularly sleep with fans on (ceiling fans or AC) and don't get dolores de cabeza from them.

I absolutely loved getting to know la gente Latina and conversing with them and learning about su cultura and different ideas they have. Son buena gente!

Moral of the Story: Todos tenemos ideas about what causes ailments o dolor in our lives, and many of us have nuestros propios remedios that we swear by - chicken noodle soup, tonic, cod-liver oil and so forth. La cosa interesante es que whole cultures can have completely different ideas about ailments, causes and cures. La ciencia has proven many things, but there are still a lot of unanswered questions that we can all speculate about.

Now to our audiencia internacional, what ailments and interesting cures do you have en sus países? We'd all love to hear about them!

DAY 105**Vocabulario de la Semana**

mientras en	while in
in some very hot areas	en unas areas muy calurosas
pueblos	villages (cities)
(la) arena	(the) sand
o	or
(el) polvo	(the) dirt
durante el día	during the day
aire acondicionado	air conditioning
ciertas ciudades	certain cities
hacía tanto calor	it was so hot
ventiladores/abanicos	fans
en los apartamentos	in the apartments
el calor	the heat
con quien me quedé	whom I stayed with
para mi salud	for my health
me explicaron	they explained to me
mi cuello	my neck
con un dolor	with a pain
que estaban bromeando	that they were joking/kidding
compañero nativo	native companion
dolores de cuello	neck aches
como resultado	as a result
la parte más chistosa	the funniest part
durante la noche	during the night
en micuello	in my neck
un dolor de cuello	a neck ache
prendido	on
me divertí mucho	I had a lot of fun
en mi almohada	on my pillow
les expliqué que	I explained to them that
la gente Latina	the Latin people
su cultura	their culture
son buena gente	they are great (good) people
todos tenemos ideas	all of us have ideas
dolor	pain
nuestros propios remedios	our own remedies
la cosa interesante es que	the interesting thing is that
la ciencia	science
audiencia internacional	international audience
en sus países	in your countries

Notes and Summary***DAY 105*****Summary of Day 105**

- **Culture**
 - **Culture Reports**
 - **Air on Neck at Night**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 8 – Becoming Acquainted

DAY 106

Lección 4: Group 3, Part II

Review Slides 5-6

Learn Vocabulary: New Slide – Becoming Acquainted Slide 7-8 (Group 3)

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 7 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students as a whole group.

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		✓ subject pronouns are optional!
1.	once/one time	una vez
2.	last month	el mes pasado
3.	frequently	frecuentemente
4.	yesterday	ayer
5.	the/a racquet	la/una raqueta
6.	one year ago	hace un año
7.	the game	el partido/el juego
8.	as a team	en equipo
9.	the/a ball	la/una bola
10.	last night	anoche
11.	in a little while	en un ratito
12.	always	siempre
13.	the championship	el campeonato
14.	last week	la semana pasada
15.	the/a ball	la/una pelota
16.	sometimes	a veces
17.	many times	muchas veces
18.	one week ago	hace una semana
19.	every once in a while	de vez en cuando

Quiz Vocabulary on Slide 8: (Without Spanish Word Prompts)**DAY 106**

- Quiz students collectively using words below

	English	Spanish
<i>“¿Cómo se dice...”</i>		
1.	sometimes	a veces
2.	in a little while	en un ratito
3.	as a team	en equipo
4.	many times	muchas veces
5.	the/a racquet	la/una raqueta
6.	the championship	el campeonato
7.	last month	el mes pasado
8.	last night	anoche
9.	the/a ball	la/una pelota
10.	the game	el partido/el juego
11.	yesterday	ayer
12.	every once in a while	de vez en cuando
13.	last week	la semana pasada
14.	one year ago	hace un año
15.	always	siempre
16.	one week ago	hace una semana
17.	frequently	frecuentemente
18.	once/one time	una vez
19.	the/a ball	la/una bola
20.	sometimes	a veces

In Class Writing: Give students 5-10 minutes to write at least 10 sentences with the words they just learned from the slide – using words from Groups 1, 2 and 3 learned up to this point.

DAY 106

Practice using Practice Model: Follow the steps of the practice model to review the current slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step (remember to ask students individually not collectively)

	English	Spanish
	<i>“¿Cómo se dice...”</i>	
1.	one week ago	hace una semana
2.	in a little while	en un ratito
3.	the game	el partido/el juego
4.	once/one time	una vez
5.	last week	la semana pasada
6.	always	siempre
7.	yesterday	ayer
8.	last night	anoche
9.	last month	el mes pasado
10.	one year ago	hace un año
11.	frequently	frecuentemente
12.	the/a ball	la/una pelota
13.	as a team	en equipo
14.	many times	muchas veces
15.	the/a racquet	la/una raqueta
16.	every once in a while	de vez en cuando
17.	sometimes	a veces
18.	the championship	el campeonato
19.	the/a ball	la/una bola

PRACTICE MODEL

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

Notes and Summary***DAY 106*****Summary of Day 106**

- **Becoming Acquainted
Slide 7-8**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 8 – Becoming Acquainted

DAY 107

Lección 5: Groups 1-3, Phrases

Workbook Recognition: Have Students turn to pages 9-10 in the workbooks and spend 3 – 5 minutes looking at groups 1, 2, & 3. Have them start memorizing where words are on the pages.

Quiz Groups 1, 2 & 3 (using Workbooks): Say English phrases below and have students, as a group, say the Spanish equivalent:

* “Como se dice...”		<u>Inglés</u>	<u>Español</u> ✈ Subject pronouns are optional!
1.	She hopes to teach ping pong		(Ella) Espera enseñar ping pong
2.	You don't need to play golf		(Ud.) No necesita jugar golf
3.	I went to win yesterday		(Yo) Fui a ganar ayer
4.	I can swim sometimes		(Yo) Puedo nadar a veces
5.	He went to use the racquet one week ago		(El) Fue a usar la raqueta hace una semana
6.	I want to play soccer		(Yo) Fui a jugar fútbol
7.	She hopes to use the racquet		(Ella) Espera usar la raqueta
8.	He wants to learn baseball		(El) Quiere aprender a jugar béisbol
9.	You need to make songs		(Ud.) Necesita hacer canciones
10.	I went swimming		(Yo) Fui a nadar
11.	She knows how to ski		(Ella) Ella sabe esquiar
12.	I can teach tennis		(Yo) Puedo enseñar tenis
13.	I would like to play the guitar		Me gustaría tocar la guitarra
14.	I know how to paint		(Yo) Sé pintar
15.	She likes to practice the guitar		Le gusta practicar la guitarra
16.	You hope to read the newspaper		(Ud.) Espera leer el periódico
17.	He hopes to swim in a little while		(El) Espera nadar en un rato
18.	He hopes to paint always		(El) Espera pintar siempre
19.	He can kick the ball many times		(El) puede patear la pelota muchas veces
20.	I want to read the newspaper		(Yo) Quiero leer el periódico

DAY 107

Quiz Groups 1, 2 & 3 (No Workbooks): Have students close workbook. Say English phrases below and have students, as a group, say the Spanish equivalent:

	<u>Inglés</u>	<u>Español</u>
	* "Como se dice..."	
1.	She doesn't want to watch television	(Ella) No quiere ver la tele
2.	I like to play the guitar	Me gusta tocar la guitarra
3.	She went home	(Ella) Fue a casa
4.	You hope to earn the championship	(Ud.) Espera ganar el campeonato
5.	I went to a football game once	(Yo) Fui a un partido de fútbol americano una vez
6.	You need to watch basketball	(Ud.) Necesita mirar basquetbol
7.	She hopes to hit the ball	(Ella) Espera pegar la bola
8.	I like to listen to rock music	Me gusta escuchar música rock
9.	She went to the supermarket last night	(Ella) Fue al supermercado anoche
10.	She wants to throw the radio	(Ella) Quiere tirar el radio
11.	He knows how to watch golf	(El) Sabe ver golf
12.	You need to listen to the radio	(Ud.) Necesita escuchar la radio
13.	You like to win games	Le gusta ganar partidos
14.	I went to ski last week	(Yo) Fui a esquiar la semana pasada
15.	You don't want to read novels	(Ud.) No quiere leer novelas
16.	I need to play football	(Yo) Necesito jugar fútbol americano
17.	You know how to kick the ball	(Ud.) Sabe patear la pelota
18.	I can practice every once in a while	(Yo) Puedo practicar de vez en cuando
19.	I can paint an instrument	(Yo) Puedo pintar un instrumento
20.	I like to watch the games sometimes	Me gusta ver los partidos a veces

DAY 107

In Class Writing Assignment: Give students 5-10 minutes to write at least 10 sentences using Groups 1, 2 & 3 from the workbook. It is important for spatial learning that students learn the position of the words on the pages of the workbook.

Practice using Practice Model: Follow the steps of the practice model to review the section. (See Instructor Handbook pg 12 for complete details.)

- Use the Following for the “Model” step (remember to ask students individually not collectively)

	English	Spanish
“¿Cómo se dice...”		
1.	I don't know how to play an instrument	(Yo) No sé tocar un instrumento
2.	You went to watch sports	(Ud.) Fue a ver deportes
3.	I want to play the piano	(Yo) Fui a tocar el piano
4.	You know how to play volleyball	(Ud.) Sabe jugar vólibol
5.	She can sing rock music	(Ella) Puede cantar música rock
6.	She wants to listen to music	(Ella) Quiere escuchar música
7.	I know how to throw the ball	(Yo) Sé tirar la bola
8.	He went to draw last month	(El) Fue a dibujar el mes pasado
9.	I need to hit the ball	(Yo) Necesito pegar la bola
10.	You know how to play the piano	(Ud.) Sabe tocar el piano
11.	I want to practice baseball	(Yo) Quiero practicar béisbol
12.	He wants to teach golf	(El) Quiere enseñar golf
13.	He needs to play as a team	(El) Necesita jugar en equipo
14.	I went to Peru one year ago	(Yo) Fui a Perú hace un año
15.	I know how to draw a ball	(Yo) Sé dibujar una pelota
16.	You need to lose	(Ud.) Necesita perder

PRACTICE MODEL

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

*Explain that “oración” singular has an accent and “oraciones” plural doesn’t have an accent according to the accent rules learned last week.

Important Note: When students are in the “Practice” step of the Practice Model, have them use the sentences they created during the “In-Class Writing Assignment” to quiz others in their group.

Homework Assignment: Have students write 10 Yes/No questions to be used in tomorrow’s Practice Session.

Notes and Summary***DAY 107*****Summary of Day 107**

- **Becoming Acquainted Slide Sentence Building with Groups 1, 2 & 3**
- **Practice Session**
- **Homework: write 10 “Yes / No” Questions**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 8 – Becoming Acquainted

DAY 108

Lección 6: Yes/No Questions

Review the Three Ways to Answer Yes/No Questions

Ask Questions to Students and Students Answer in Spanish (using Workbooks): Ask individual students the questions below and have students answer in Spanish using the Workbook.

Pregunta

- | | |
|--------------------------------------|---|
| 13. ¿Le gusta jugar tennis? | 14. ¿Sabe pinter? |
| 15. ¿Quiere jugar ping pong? | 16. ¿Puede ver la pelota? |
| 17. ¿Le gusta tocar el piano? | 18. ¿Sabe tocar el piano? |
| 19. ¿Sabe hacer música rock? | 20. ¿Le gusta dibujar a veces? |
| 21. ¿Puede leer música? | 22. ¿Espera esquiar una vez? |
| 23. ¿Necesita ganar el partido? | 24. ¿Usted necesita practicar? |
| 25. ¿Le gusta tocar la guitarra más? | 26. ¿Quiere pegarle a la bola muchas veces? |
| 27. ¿Le gusta dibujar? | 28. ¿El no quiere jugar el básquetbol? |
| 29. ¿Quiere enseñar deportes? | 30. ¿Ella no quiere tocar la guitarra más? |
| 31. ¿Sabe ganar? | 32. ¿Puede leer las novelas? |

Ask Questions to Students and Students Answer in Spanish (Without Workbooks): Have students close workbooks and ask individual students the questions below and have students answer in Spanish using the Workbook.
Note: if students are struggling and really need to look at the workbook, it is ok.

Pregunta

- | | |
|--|--|
| 21. ¿Sabe Ud. jugar el voli? | 22. ¿Necesita hacer una bola? |
| 23. ¿Puede aprender a pegar la pelota? | 24. ¿Fue a escuchar anoche? |
| 25. ¿Quiere pegarle a Jorge? | 26. ¿Quiere tirar el béisbol? |
| 27. ¿Le gusta esquiar a veces? | 28. ¿Le gusta pintar más? |
| 29. ¿Ella espera patear una bola? | 30. ¿Sabe ganar en tenis? |
| 31. ¿Sabe usar un raqueta? | 32. ¿Le gusta aprender frecuentemente? |
| 33. ¿No le gusta cantar canciones más? | 34. ¿Fui al partido ayer? |
| 35. ¿Puede tocar un instrumento? | 36. ¿Espera leer el periódico? |
| 37. ¿Necesita ganar el juego? | 38. ¿Le gusta leer novelas? |
| 39. ¿Fue a nadar ayer? | 40. ¿Le gusta escuchar canciones? |

DAY 108

Practice using Practice Model: Follow the steps of the practice model to review the section. (See Instructor Handbook pg 12 for complete details.)

- Use the Following for the “Model” step (remember to ask individual students questions in Spanish and they answer in Spanish – let them use their Workbooks if they need to.)

Pregunta

- | | |
|--------------------------------------|--|
| 7. ¿Fue él a jugar la semana pasada? | 8. ¿Sabe jugar fútbol americano? |
| 9. ¿Quiere perder? | 10. ¿Quiere jugar ping pong en un ratito? |
| 11. ¿Ella fue a mirar más la tele? | 12. ¿Le gusta jugar tennis de vez en cuando? |
| 13. ¿Puede escuchar música rock? | 14. ¿Fue a esquiar hace una semana? |
| 15. ¿Sabe pintar guitarras? | 16. ¿Sabe tirar una pelota? |
| 17. ¿Fue a pintar anoche? | 18. ¿Quiere ganarle a su hermano? |
| 19. ¿Fui a México hace un año? | 20. ¿Le gusta jugar deportes siempre? |

Use Homework Here: When students are in the “Practice” step of the Practice Model, have them use the questions they created during the “Homework Assignment”. They should ask questions in Spanish and members of their group should answer in Spanish.

PRACTICE MODEL

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

Notes and Summary**DAY 108****Summary of Day 108**

- **Learn to Ask and Answer
“Yes / No” Questions**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Grammar/Verb Conjugation

DAY 109

Lección 10: Saber vs. Conocer

Topics Covered:

- Saber vs. Conocer (show lesson found on "Grammar" CD-ROM)

Comprehension

Lección 21 - Becoming Acquainted I, Yes/No Questions

Suggested Lesson Outline:

1. Listen to the Dialogue listed below.
2. Pause after every few phrases to check for understanding.
 - a. Have the students try to guess the meaning and pick out vocabulary they do not understand.
3. Practice/review the unfamiliar vocabulary.
4. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
5. Group Discussion: as a class, discuss the correct meaning.
6. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 2: Track 8

Now we'll practice sentences from the Becoming Acquainted Section of the course

First you can practice understanding yes/no questions and answers in very short conversations.

1. Do you want to play? - ¿Quiere jugar?
 - 1a. No, I don't want to play - No, no quiero jugar.
2. Does she like to learn? - ¿Le gusta aprender?
 - 2a. No, she doesn't like to learn. - No, no le gusta aprender.
3. Does he know how to sing? - ¿Sabe cantar?
 - 3a. No, she doesn't know how to sing. - No, no sabe cantar.
4. Do you hope to play (instrument)? - ¿Espera tocar?
 - 4a. No, I don't hope to play. - No, no espero tocar.
5. Do you want to play tennis? - ¿Quiere jugar tenis?
 - 5a. No, I don't want to play tennis. - No, no quiero jugar tenis.
6. Does he need to practice soccer? - ¿Necesita practicar fútbol?
 - 6a. No, he doesn't need to practice soccer. - No, no necesita practicar fútbol.
7. Does she like to paint sometimes? - ¿Le gusta pintar a veces?
 - 7a. No, she doesn't like to paint ever. - No, no le gusta pintar nunca.
8. Do you know how to hit the ball? - ¿Sabe pegarle a la bola?
 - 8a. No, I don't know how to hit the ball. - No, no sé pegarle a la bola.
9. Do you hope to ski every once in a while? - ¿Espera esquiar de vez en cuando?
 - 9a. No, I don't hope to ski every once in a while. - No, no espero esquiar de vez en cuando.

DAY 109**Notes and Summary****Summary of Day 109**

- **Grammar:**
 - **Saber vs. Conocer**
- **Comprehension CD 2, Track 8**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 110

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Lección 22 - The Dominican Point

La República Dominicana is an island country off of Florida en el Caribe. It shares its isla with a country called Haiti. Los Dominicanos are Spanish speaking and of African descent. En el otro lado de la isla, the Haitians are also of African descent but speak French Creole.

Yo viví en La República Dominicana for about 3 months and quería compartir a fun gesture with you that, to my knowledge, only los Dominicanos hacen. If any of you have ever seen this gesture done en otros países, apart from la República Dominicana, please let us know about it.

No hay nombre oficial for this gesture, but me gusta llamarlo "The Dominican Point". The first time I saw it, me reí when I realized what it meant and that it was actually a common gesture. Ahora uso this gesture occasionally con mi esposa e hijos; they laugh at me and think I'm loco.

Para darles a little background, ya había vivido in Latin America quite a while when I first arrived en la República Dominicana. When I got there, I had a pretty good command of español and asked someone where something was. To answer my question, they puckered up their lips and turned their head to the side. I thought to myself, what in the world están haciendo?

After a while, por fin me dí cuenta that Dominicans point to the location of objects or people with puckered lips! Si les pregunta where a book is, por ejemplo, they pucker and point with their lips! This was fun for me to see because it is tan diferente from the way people point to objects en otros países. After the first month or so of living en La República Dominicana, I actually started pointing a objetos with **my** lips. After my three-month stay, it was almost second nature para mí to point at something with my "puckered lips".

In the U.S. we point a objetos with our fingers, sin embargo, it is generally not considered polite to point a las personas. A lot of people no hacen caso de this "social rule" and point a las personas with their finger anyway. Talk about pointing where you live—is it polite to point a objetos and a la gente in your community, and do you do it with your finger?

Moral of the Historia: It is fun to learn and adopt diferencias culturales into our own lives. If you ever see someone de otro país do something that appears "extraño" or "weird", just realize that it may be part of their every-day cultura. Give them some slack, and maybe even ask them to explain some of their diferencias culturales to you.

Vocabulario de la Semana**DAY 110**

La República Dominicana	The Dominican Republic
en el Caribe	in the Caribbean
isla	island
los Dominicanos	the Dominicans
en el otro lado de la isla	on the other side of the island
yo viví en La República Dominicana	I lived in the Dominican Republic
quería compartir	I wanted to share
los Dominicanos hacen	the Dominicans do
en otros países	in other countries
no hay nombre oficial	there isn't an official name
me gusta llamarlo	I like to call it
me reí	I laughed
ahora uso	I now use
con mi esposa e hijos	with my wife and children
loco	crazy
para darles	to give you
ya había vivido	I had already lived
español	Spanish
...están haciendo?	...are they doing?
por fin me dí cuenta	I finally realized
si les pregunta	if you ask them
por ejemplo	for example
tan diferente	so different
a objetos	to objects
para mí	for me
sin embargo	however
a las personas / a la gente	at people
no hacen caso de	ignore
diferencias culturales	cultural differences
de otro país	from another country
extraño	strange
cultura	culture

Homework Assignment: Have students write 10 questions using Question Words to be used in tomorrow's Practice Session.

Notes and Summary***DAY 110*****Summary of Day 110**

- **Culture**
 - **Culture Reports**
 - **The Dominican Point**
- **Homework:**
 - **10 Questions with Question Words**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 8 – Becoming Acquainted

DAY 111

Lección 7: Open Questions

Learn Vocabulary: New Slide – Becoming Acquainted Slides 9-10 (? / Ans. / Links)

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Ask Questions to Students and Students Answer in Spanish (using Workbooks): Ask individual students the questions below and have students answer in Spanish using the Workbook.

Pregunta

- | | |
|--|---|
| 1. ¿Qué puede jugar? | 2. ¿Cuándo fue a mirar deportes? |
| 3. ¿Con quién quiere practicar? | 4. ¿Dónde fue hace una semana? |
| 5. ¿Dónde fue a jugar el campeonato? | 6. ¿Con quién quiere cantar? |
| 7. ¿Dónde necesita dejar el instrumento? | 8. ¿Qué sabe hacer? |
| 9. ¿Adónde espera nadar? | 10. ¿Dónde fue a tocar el piano? |
| 11. ¿Qué tan seguido le gusta tocar la guitarra? | 12. ¿Dónde le gusta pintar? |
| 13. ¿Qué tan seguido le gusta perder un partido? | 14. ¿Qué tan seguido espera leer novelas? |
| 15. ¿Adónde fue a practicar fútbol? | 16. ¿Cuándo fue a enseñar golf? |
| 17. ¿Cuándo necesita cantar la canción? | 18. ¿Con quién espera jugar vólibol? |
| 19. ¿Dónde fue a esquiar ayer? | 20. ¿Adónde fue anoche? |

Ask Questions to Students and Students Answer in Spanish (No Workbooks): Have students close workbooks and ask individual students the questions below and have students answer in Spanish without using the Workbook if possible. **Note:** if students are still struggling try to encourage them to answer without the Workbook.

Pregunta

- | | |
|--|--|
| 1. ¿Qué quiere usar en un ratito? | 2. ¿Dónde quiere cantar? |
| 3. ¿Dónde puede practicar en equipo? | 4. ¿Cuándo puede tocar el radio? |
| 5. ¿Con quién fue a jugar tenis? | 6. ¿Qué necesita aprender? |
| 7. ¿Dónde fue a jugar ping pong? | 8. ¿Cuándo fui a México? |
| 9. ¿Qué tan seguido le gusta dibujar? | 10. ¿Qué quiere leer? |
| 11. ¿Qué espera ganar? | 12. ¿Con quién puede ganar el juego? |
| 13. ¿Cuándo fue a jugar béisbol? | 14. ¿Dónde le gusta leer el periódico? |
| 15. ¿Le gusta jugar tennis de vez en cuando? | 16. ¿Le gusta practicar en equipo? |
| 17. ¿Fue a esquiar hace una semana? | 18. ¿Le gusta enseñar la natación? |
| 19. ¿Qué sabe tocar? | 20. ¿Quiere escuchar la radio? |

DAY 111

Practice using Practice Model: Follow the steps of the practice model to review the section. (See Instructor Handbook pg 12 for complete details.)

- Reminder: Only a rare use of “¿Por qué?” is recommended in this section since students generally aren’t prepared to answer questions of that type yet.
- Use the Following for the “Model” step (remember to ask individual students questions in Spanish and they answer in Spanish – let them use their Workbooks if they need to.)

Pregunta

- | | |
|--|-------------------------------------|
| 1. ¿Adónde fue hace una semana? | 2. ¿Cuándo puede escuchar la radio? |
| 3. ¿Qué tan seguido le gusta pintar? | 4. ¿Con quién quiere tirar la bola? |
| 5. ¿Dónde quiere escuchar música rock? | 6. ¿Necesita ganar el juego? |
| 7. ¿Puede leer música? | 8. ¿Cuándo fue a nadar? |
| 9. ¿Necesita ganar el partido? | 10. ¿Cuándo fue él a jugar? |

Incorporation of Homework: When students are in the “Practice” step of the Practice Model, have them use the questions they created during the “Homework Assignment”. They should ask questions in Spanish and members of their group should answer in Spanish.

PRACTICE MODEL

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

Homework Assignment: Have students do the Workbook exercises on pages 49-52 for class tomorrow.

Notes and Summary***DAY 111*****Summary of Day 111**

- **Learn to ask questions using question words**
- **Practice with Question Words**
- **Homework: Workbook pgs 49-52**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 8 – Becoming Acquainted**DAY 112****Lección 8: Review/Enrichment Activities**

Use activities in the Instructor Handbook (pg 18), take time in class to correct the workbook, or create Crossword Puzzles or Word Searches using the free resources found at: www.spanishprograms.com/free-worksheets-page.htm, or take students to the computer lab to review the Becoming Acquainted section of the course and take the Practice Test.

Notes and Summary**Summary of Day 112**

- **Enrichment Activities**
- **Exam Review**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 8 – Becoming Acquainted

DAY 113

Lección 9: Becoming Acquainted Exam

Take students to the computer lab and have them take the Online on the Becoming Acquainted section of the software. Here is some info to get you started, for more detailed info on exam tracking, see the Instructor Handbook.

Online Testing

The U.S. Institute of Languages can setup an online classroom for each course you are teaching for a one-time setup fee of \$150 + \$50 per additional class if instructor wants the ability to view students by class. Teachers 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.



**U.S. INSTITUTE®
OF LANGUAGES**

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

How to Login

Students

8. 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**. Students then create their own usernames and passwords. Please recommend that they use upper and lower case letters and numbers when creating their passwords. You will be able to see them all from the Administrative Login area below.

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 Customer Service at: 801-475-4441 during business hours.

Thank you!

Notes and Summary

Day 113**Summary of Day 113**

- **Final Exam Taken for the Becoming Acquainted Section**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Grammar/Verb Conjugation

DAY 114

Lección 11: Present Tense – Misc. Irregular Verbs

Items Covered:

- Watch “Present Tense Lesson 7: E to I Stem Changes and Misc. Irregular Verbs” (show lesson found on “Verb Conjugation” CD-ROM)

Comprehension

Lección 22 - Becoming Acquainted II, Open Questions

Suggested Lesson Outline:

1. Listen to the Dialogue listed below.
2. Pause after every few phrases to check for understanding.
 - a. Have the students try to guess the meaning and pick out vocabulary they do not understand.
3. Practice/review the unfamiliar vocabulary.
4. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
5. Group Discussion: as a class, discuss the correct meaning.
6. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 2: Track 9

Next, you can practice understanding questions and answers from Groups 1, 2 and 3 of the Becoming Acquainted Section.

1. Why do you want to watch the TV? - ¿Por qué quiere ver la tele?
2. Because I like to watch sports. – Porque me gusta ver los deportes.
3. Where does he need to play the guitar. - ¿Dónde necesita tocar la guitarra?
4. He needs to play the guitar *at home. – Necesita tocar la guitarra en la casa.
(en = in, at, on)
5. When can she play volleyball? - ¿Cuándo puede jugar vólibol?
6. She can play volleyball in a little while. – Puede jugar voleibol en un ratito.
7. With whom does she like to play as a team? - ¿Con quién le gusta jugar en equipo?
8. She likes to play *with them (group of females). – Le gusta jugar con ellas.
9. What does he like to watch on TV. - ¿Qué le gusta mirar en la tele?
10. He always likes to watch the baseball championship on TV. – Siempre le gusta mirar el campeonato de béisbol en la televisión.
11. What do you like to play? - ¿Qué le gusta jugar?
12. I likes to play soccer. – Me gusta jugar fútbol.

Notes and Summary***DAY 114*****Summary of Day 114**

- **Verbs**
 - E to I stem changes and Misc. irregular verbs
- **Comprehension CD 2, Track 9**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 115

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Lección 23 – How joven is joven?

In English, cuando decimos "She is young" or "She is a youth", significa que "she" is probably a teenager or younger. (Those in England and Australia, please let us know if it's different there.) In Spanish, cuando dice "She is a youth", it means that "she" is anywhere de la edad de 1 a la edad de 29.

To illustrate este punto, cuando vivía in Latin America at age 19, hablaba con some people and began to tell them a story. Empecé by saying, "When I was young." To my surprise, they all started laughing y dijeron, "You are still young!" dije "What do you mean, I'm still young." They laughed aun más and said "You're young."

Because it was una diferencia cultural, at first I didn't understand lo que querían decir -- in my opinion, I wasn't young anymore. During the next few months de observación, I realized that when a native Spanish speaker talked about a "young person", or "being young", or "a youth", hablaban acerca de someone who was either a child, a teenager, o aun into their late twenties.

Another example of this es cuando I was in my late twenties; fui a una compañía called Autoliv to give some ESL (English as a Second Language) placement tests to native Spanish speakers. I was about to test a Spanish speaking lady who was probably in her 50's. She was smiling y parecía ser a very happy and friendly person. When she came to sit down at the testing table, she said "Hola joven" [oh-law ho-ben] - or in English "Hi youth." I said "Hola" to her and began the session. Mientras continuamos, she called me "joven" (young person or youth) about seis o siete veces. She would say things like "OK joven", or "muy bien joven", or "está bien joven" and so forth. It is very common for Latin people in their fifties or older to call people in their twenties or younger "joven".

The moral to this story is: In Latin America, hasta llegar a la edad de treinta, you're younger than you think. This is a fun little tidbit of culture que quería to share with you esta semana.

Vocabulario de la Semana

joven	young
cuando decimos	when we say
significa que	it means that
cuando dice	when you (formal) say
de la edad de	from the age of
a la edad de	to the age of
este punto	this point
cuando vivía	when I lived (used to live)
hablaba con	I was talking to (with)
empecé	I started
y dijeron	and they said
dije	I said
aun más	even more
una diferencia cultural	a cultural difference
lo que querían decir	what they meant
de observación	of observation

hablaban acerca de	they were talking about
o aun	or even
es cuando	is when
fui a una compañía	I went to a company
y parecía ser	and (she) seemed to be
mientras continuamos	as we continued
seis o siete veces	six or seven times
está bien joven	that's fine "young person"
hasta llegar a la edad de treinta	until you reach the age 30
que quería	that I wanted
esta semana	this week
en sus países	in your countries
tradicionalmente	traditionally
vacaciones de verano	summer vacation(s)
destino este verano	destination this summer

Notes and Summary***DAY 115*****Summary of Day 115**

- **Culture**
 - **Culture Reports**
 - **How joven is joven?**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 9 – Describing Characteristics

DAY 116

Lección 1: Ser and Permanent Characteristics

PowerPoint Slides: Describing Characteristics Slide 1

Learn Vocabulary:

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)
- While going over vocabulary, take some extra time to go over the different subject pronouns (especially new ones that are introduced here) and talk about the different conjugations.

Quiz Vocabulary on Slide 1 Below: (With Spanish Word Prompts on Slide)

- When quizzing the students, remember to add some negatives.
- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

*“Cómo se dice...”		<u>Inglés</u>	<u>Español</u>
1.	I am skinny		(Yo) Soy delgado/a
2.	(formal) You are fat		(Usted) Es gordo/a
3.	He is rich		(El) Es rico
4.	All of you are small		(Ustedes) Son pequeños/as
5.	(group of girls) They are ugly		(Ellas) Son fea/s
6.	She is short		(Ella) Es bajita
7.	(informal) You are young		(Tú) Eres joven
8.	We are big		(Nosotros) Somos grandes
9.	They are boring		(Ellos) Son aburridos
10.	I am poor		(Yo) Soy pobre
11.	(formal) You are tall		(Usted) Es alto/a
12.	He is old		(El) Es viejo
13.	All of you are pretty		(Ustedes) Son bonitos/as
14.	(informal) You are blond		(Tú) Eres rubio/a
15.	She is intelligent		(Ella) Es inteligente

DAY 116

Quiz Vocabulary on Slide 2: (Without Spanish Word Prompts)

- Use the quiz below to quiz students as a group.

<u>Inglés</u>	<u>Español</u>
<i>*"Cómo se dice..."</i>	
1. (formal) You are old	(Usted) Es viejo/a
2. He is young	(El) Es joven
3. I am small	(Yo) Soy pequeño/a
4. All of you are pretty	(Ustedes) Son bonitos/as
5. (group of girls) They are skinny	(Ellas) Son delgadas
6. She is boring	(Ella) Es aburrida
7. (informal) You are short	(Tú) Eres bajito/a
8. We are tall	(Nosotros) Somos altos/as
9. They are rich	(Ellos) Son ricos
10. (formal) You are intelligent	(Usted) Es inteligente
11. He is poor	(El) Es pobre
12. I am fat	(Yo) Soy gordo/a
13. All of you are big	(Ustedes) Son grandes
14. They are blond	(Ellos) Son rubios
15. She is ugly	(Ella) Es fea
16. (informal) You are old	(Tú) Eres viejo/a
17. We are young	(Nosotros) Somos jóvenes

In Class Writing: Give students 5-10 minutes to write at least 10 sentences with the words they just learned from the slide.

DAY 116

Practice using Practice Model: Follow the steps of the practice model to review the first slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step:

	English <i>“¿Cómo se dice...”</i>	Spanish <i>✓ subject pronouns are optional!</i>
1.	All of you are young	(Ustedes) Son jóvenes
2.	He is ugly	(El) Es feo
3.	I am fat	(Yo) Soy gordo/a
4.	<i>(informal)</i> You are poor	(Tú) Eres pobre
5.	<i>(group of girls)</i> They are boring	(Ellas) Son aburridas
6.	They are rich	(Ellos) Son ricos
7.	She is tall	(Ella) Es alta
8.	We are blond	(Nosotros) Somos rubios
9.	<i>(formal)</i> You are skinny	(Usted) Es delgado/a
10.	All of you are pretty	(Ustedes) Son bonitos/as
11.	He is old	(El) Es viejo
12.	I am small	(Yo) Soy pequeño/a
13.	<i>(informal)</i> You are intelligent	(Tú) Eres inteligente
14.	<i>(formal)</i> You are big	(Usted) Es grande
15.	They are short	(Ellos) Son bajitos
16.	She is young	(Ella) Es joven
17.	We are poor	(Nosotros) Somos pobres

PRACTICE MODEL

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

Notes and Summary**DAY 116****Summary of Day 116**

- **Permanent Characteristics:**
Slide 1-2
- **Negatives Reviewed**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 9 – Describing Characteristics

DAY 117

Lección 2: Ser and Permanent Characteristics (cont.)

Review Lección 1 (Summary Found on Previous Page)

Learn Vocabulary: New Slide – Becoming Acquainted Slides 3-4

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)
- Mention to students that the article is left off when describing professions. For example “She is a nurse” would be “Ella es enfermera” (without “una”).

Quiz Vocabulary on Slide 3 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>“Cómo se dice...”</u>	<u>Inglés</u>	<u>Español</u>
1. They are business people		(Ellos) son comerciantes
2. She is fast		(Ella) Es rápida
3. (informal) You are a lawyer		(Tu) Eres abogado/a/s
4. All of you are managers		(Ud.) son gerente/s
5. He is bad		(El) Es malo/a/s
6. I am different		(Yo) Soy diferente/s
7. (formal) You are new		(Ud.) Es nuevo/a/s
8. (girls) They are doctors		(Ellas) son doctor/médico
9. We are engineers		(Nosotros) Somos ingeniero/a/s
10. They are cheap		(Ellos) son barato/a/s
11. She is strong		(Ella) Es fuerte/s
12. (informal) You are nice(friendly)		(Tu) Eres amable/s
13. All of you are secretaries		(Ud.) son secretario/a/s
14. He is a nurse		(El) Es enfermero/a/s
15. I am slow		(Yo) Soy lento/a/s
16. (formal) You are good looking		(Ud.) Es guapo/a/s
17. (girls) They are good		(Ellas) son bueno/a/s
18. We are lazy		(Nosotros) Somos flojo/a/s
19. They are expensive		(Ellos) son caro/a/s
20. She is funny		(Ella) Es chistoso/a/s
21. (informal) You are interesting		(Tu) Eres interesante/s
22. All of you are large business owners		(Ud.) son empresario/a/s
23. He is a mechanic		(El) Es mecánico/a/s
24. I am weak		(Yo) Soy débil/es

DAY 117

Quiz Vocabulary on Slide 4: (Without Spanish Word Prompts)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

	English	Spanish
“¿Cómo se dice...”		
1.	(girls) They are fast	(Ellas) son rápido/a/s
2.	She is nurse	(Ella) Es enfermero/a/s
3.	They are cheap	(Ellos) son barato/a/s
4.	He is nice(friendly)	(El) Es amable/s
5.	(informal) You are different	(Tu) Eres diferente/s
6.	(formal) You are an engineer	(Ud.) Es ingeniero/a/s
7.	All of you are good	(Ud.) son bueno/a/s
8.	We are good looking	(Nosotros) Somos guapo/a/s
9.	I am a lawyer	(Yo) Soy abogado/a/s
10.	(girls) They are lazy	(Ellas) son flojo/a/s
11.	She is interesting	(Ella) Es interesante/s
12.	They are doctors	(Ellos) son doctor/médico
13.	He is a business person	(El) Es comerciante/s
14.	(informal) You are bad	(Tu) Eres malo/a/s
15.	(formal) You are a mechanic	(Ud.) Es mecánico/a/s
16.	All of you are funny	(Ud.) son chistoso/a/s
17.	We are weak	(Nosotros) Somos débil/es
18.	I am new	(Yo) Soy nuevo/a/s
19.	(girls) They are expensive	(Ellas) son caro/a/s
20.	She is strong	(Ella) Es fuerte/s
21.	They are large business owners	(Ellos) son empresario/a/s
22.	He is slow	(El) Es lento/a/s
23.	(informal) You are a manager	(Tu) Eres gerente/s
24.	(formal) You are a secretary	(Ud.) Es secretario/a/s

In Class Writing: Give students 5-10 minutes to write at least 10 sentences with the words they just learned from the slide.

DAY 117

Practice using Practice Model: Follow the steps of the practice model to review the current slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step:

	<u>English</u>	<u>Spanish</u>
	“¿Cómo se dice...”	
1.	I am slow	(Yo) Soy lento/a/s
2.	We are lawyers	(Nosotros) Somos abogado/a/s
3.	She is a secretary	(Ella) Es secretario/a/s
4.	They are fast	(Ellos) son rápido/a/s
5.	All of you are good	(Ud.) son bueno/a/s
6.	(informal) You are nice(friendly)	(Tu) Eres amable/s
7.	He is good looking	(El) Es guapo/a/s
8.	(girls) They are bad	(Ellas) son malo/a/s
9.	(formal) You are weak	(Ud.) Es débil/es
10.	I am funny	(Yo) Soy chistoso/a/s
11.	We are new	(Nosotros) Somos nuevo/a/s
12.	She is nurse	(Ella) Es enfermero/a/s
13.	They are large business owners	(Ellos) son empresario/a/s
14.	All of you are lazy	(Ud.) son flojo/a/s
15.	(informal) You are an engineer	(Tu) Eres ingeniero/a/s

PRACTICE MODEL

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

Notes and Summary***DAY 117*****Summary of Day 117**

- **Permanent Characteristics:**
Slide 3-4
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 9 – Describing Characteristics

DAY 118

Lección 3: Estar and Temporary Characteristics

Review Locations Slides 1-4

Learn Vocabulary: New Slide – Becoming Acquainted Slides 5-6 (Group 3)

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)
- Spend some time here talking about the difference between “ser” and “estar”. (“Ser” is generally used when a characteristic or trait is used to describe someone for more than a few weeks at a time. “Estar” is generally used when a characteristic can be used to describe someone for only a few days at a time or less.)

Quiz Vocabulary on Slide 5 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students as a group.

	English	Spanish
	<i>“¿Cómo se dice...”</i>	<i>✓ subject pronouns are optional!</i>
1.	I am busy	(Yo) Estoy ocupado/a/s
2.	We are very sad	(Nosotros) Estamos muy triste/s
3.	(formal) You are divorced	(Ud.) Está divorciado/a/s
4.	She is in a hurry	(Ella) Está apurado/a/s
5.	They are a little nervous	(Ellos) Están un poco nervioso/a/s
6.	(informal) You are very bored	(Tu) Estás bien aburrido/a/s
7.	He is married	(El) Está casado/a/s
8.	All of you are somewhat ready	(Uds.) Están más o menos listo/a/s
9.	(feminine) They are tired	(Ellas) Están cansado/a/s
10.	I am frustrated	(Yo) Estoy frustrado/a/s
11.	We are excited	(Nosotros) Estamos emocionado/a/s
12.	(formal) You are happy	(Ud.) Está feliz/ces
13.	She is too busy	(Ella) Está demasiada ocupado/a
14.	They are sad	(Ellos) Están triste/s
15.	(informal) You are divorced	(Tu) Estás divorciado/a/s
16.	He is in a hurry	(El) Está apurado/a/s
17.	All of you are nervous	(Uds.) Están nervioso/a/s
18.	I am bored	(Yo) Estoy aburrido/a/s

Quiz Vocabulary on Slide 6: (Without Spanish Word Prompts)

- Use the words below to quiz students as a group.

	English	Spanish
	<i>“¿Cómo se dice...”</i>	
1.	(feminine) They are in a hurry	(Ellas) Están apurado/a/s

DAY 118

2.	We are frustrated	(Nosotros) Estamos frustrado/a/s
3.	(formal) You are very happy	(Ud.) Está bien feliz/ces
4.	They are nervous	(Ellos) Están nervioso/a/s
5.	She is ready	(Ella) Está listo/a/s
6.	(informal) You are busy	(Tu) Estás ocupado/a/s
7.	He is somewhat excited	(El) Está más o menos emocionado/a/s
8.	I am divorced	(Yo) Estoy divorciado/a/s
9.	All of you are sad	(Uds.) Están triste/s
10.	(feminine) They are a little bored	(Ellas) Están un poco aburrido/a/s
11.	We are married	(Nosotros) Estamos casado/a/s
12.	(formal) You are very tired	(Ud.) Está muy cansado/a/s
13.	They are in a hurry	(Ellos) Están apurado/a/s
14.	She is frustrated	(Ella) Está frustrado/a/s
15.	(informal) You are happy	(Tu) Estás feliz/ces
16.	He is too nervous	(El) Está demasiado nervioso/a/s
17.	I am ready	(Yo) Estoy listo/a/s
18.	All of you are busy	(Uds.) Están ocupado/a/s
19.	volleyball	(el) vólibol (voli)

Practice using Practice Model: Follow the steps of the practice model to review the current slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step in the Practice Model (ask students individually):

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		
1.	They are nervous	(Ellos) Están nervioso/a/s
2.	He is ready	(El) Está listo/a/s
3.	(fem.) They are in a hurry	(Ellas) Están apurado/a/s
4.	We are busy	(Nosotros) Estamos ocupados
5.	(formal) You are sad	(Ud.) Está triste/s
6.	All of you are tired	(Uds.) Están cansado/a/s
7.	(informal) You are excited	(Tu) Estás emocionado/a/s
8.	She is happy	(Ella) Está feliz/ces
9.	They are frustrated	(Ellos) Están frustrado/a/s
10.	I am married	(Yo) Estoy casado/a/s
11.	He is bored	(El) Está aburrido/a/s
12.	(fem.) They are nervous	(Ellas) Están nervioso/a/s
13.	(formal) You are ready	(Ud.) Está listo/a/s
14.	All of you are in a hurry	(Uds.) Están apurado/a/s
15.	(informal) You are busy	(Tu) Estás ocupado/a/s

PRACTICE MODEL

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

Notes and Summary***DAY 118*****Summary of Day 118**

- **Temporary Characteristics:**
Slide 5-6
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Grammar/Verb Conjugation

DAY 119

Lección 12: Present Tense – Gustar

Topics Covered:

- Present Tense Lesson 8: Gustar (show lesson found on “Verb Conjugation” CD-ROM)
- Refer students to the Common Reflexive Verbs list in the Appendix of their workbooks. Use the interactive Verb CD lesson to teach them the Reflexive Verbs. Have the students study this list for next week’s Grammar/Verb Conjugation lesson (be sure and look at lesson ahead of time).

Reflexive Verbs:

“ar” VERBOS

- | | |
|---------------------------------|--------------|
| 1. to bathe (oneself) | - bañarse |
| 3. to shower | - ducharse |
| 5. to break | - romperse |
| 7. to get sick | - enfermarse |
| 9. to brush | - cepillarse |
| 11. to burn | - quemarse |
| 13. to take off, remove oneself | - quitarse |
| 15. to wash oneself | - lavarse |
| 17. to dry (oneself) off | - secarse |
| 19. to shave | - afeitarse |
| 21. to get angry | - enojarse |

“ar/er/ir” VERBOS

- | | |
|---------------------------------|--------------|
| 2. to bathe (oneself) | - bañarse |
| 4. to shower | - ducharse |
| 6. to break | - romperse |
| 8. to get sick | - enfermarse |
| 10. to brush | - cepillarse |
| 12. to burn | - quemarse |
| 14. to take off, remove oneself | - quitarse |
| 16. to wash oneself | - lavarse |
| 18. to dry (oneself) off | - secarse |
| 20. to shave | - afeitarse |
| 22. to get angry | - enojarse |

Irregular Reflexive Verbs:

STEM CHANGES “E” – “I”

- | | |
|--------------------|-----------------|
| 23. to get dressed | - vestirse |
| 24. to say goodbye | - despedirse(i) |

STEM CHANGES “E” – “IE”

- | | |
|---------------------------|-------------------|
| 25. to feel (well or ill) | - sentirse(ie) |
| 26. to have fun | - divertirse(ie) |
| 27. to sit down | - sentarse(ie) |
| 28. to wake up | - despertarse(ie) |

STEM CHANGES “O” – “UE”

- | | |
|-----------------|-----------------|
| 29. to lay down | - acostarse(ue) |
|-----------------|-----------------|

IRREGULAR IN “YO” FORM

- | | |
|----------------|----------------|
| 30. to realize | - darse cuenta |
|----------------|----------------|

Go Go VERBS

- | | |
|------------------|-----------------------|
| 31. to fall down | - caerse (yo – go go) |
|------------------|-----------------------|

Comprehension

DAY 119

Lección 23 - Becoming Acquainted III, Compound Sentences

Suggested Lesson Outline:

1. Listen to the Dialogue listed below.
2. Pause after every few phrases to check for understanding.
 - a. Have the students try to guess the meaning and pick out vocabulary they do not understand.
3. Practice/review the unfamiliar vocabulary.
4. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
5. Group Discussion: as a class, discuss the correct meaning.
6. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 2: Track 10

Next you can practice understanding a few compound sentences.

1. I want to learn golf and after, I want to practice tennis.
Quiero aprender golf y después, quiero practicar tenis.
2. She likes to watch T.V. but before, she needs to practice the piano.
Le gusta ver la tele, pero antes necesita practicar el piano.
3. You need to practice basketball if you want to win the championship.
Necesita practicar básquetbol si quiere ganar el campeonato.
4. I can hit the ball but I need to use a racquet.
Puedo pegar a la bola pero necesito usar una raqueta.

Notes and Summary***DAY 119*****Summary of Day 119**

- **Verbs**
 - **Gustar**
 - **Learn Reflexives**
- **Comprehension CD 2, Track 10**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 120

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Lección 24 - Blonds in Latin America

En la mayoría de Latin America, the word for blond is "rubio" [ruby-oh]. In Mexico however, frecuentemente dicen "güero" [gweh-row]. The interesting thing about esta palabra es that to most Latin Americans, anyone that doesn't have completely dark black hair is considered "rubio" or "güero" (blond). Some Latin Americans will refer to their friends, whose hair is lighter than "dark black", as being "blond". As we talked about hace unas lecciones, many Mexicans call Americans "gringos", pero mucho de ellos also call Americans "güeros" because of the lighter hair many of us have. No se preocupe, neither is offensive.

La primera vez que oí acerca de someone with "brunette" hair referred to as being "blond", yo pensaba que tal vez the Spanish speaker was color blind. I would show people fotos de mi familia and they would talk about todos nosotros, brunette or blond, as being blond. This really threw me for a loop y me tomó a while to get used to. But then, the more I heard it, the more que me dí cuenta that to a Latin American, anyone that has cabello lighter than "dark black" is considered "rubio" o "güero" (blond).

Another interesting note es que many Latin Americans like, or are attracted to, extranjeros with lighter hair. Take me, for instance, I definitely no me considero a real "good-looking" person. However, cuando caminaba down the streets of Latin America, teenaged girls, de sus ventanas, would make a hissing sound. Which was a way of flirting in the regions donde vivía. It happened so often that it actually became a nuisance, especialmente since I had a girlfriend back home. Pretty soon I just learned to ignore it. De nuevo - it didn't happen because I am a good-looking person, pero porque tengo dark-blond hair and blue eyes.

On the other side of the spectrum, también fue el sueño of many of my native Latin American guy friends to marry a foreign blue-eyed blond girl. I even had dos amigos específicos, including a former business partner, que se mudaron to the US and married blue-eyed blonds or "rubias" y sus "dreams came true" - I guess they're en su camino to living happily ever after.

Bueno - eso es todo para esta semana. (Well - that's it for this week.)

Vocabulario de la Semana

en la mayoría de	in most of
frecuentemente dicen	they frequently say
esta palabra es	this word is
hace unas lecciones	a few lessons ago
pero mucho de ellos	but a lot of them
no se preocupe	don't worry
la primera vez	the first time
que oí acerca de	that I heard about
yo pensaba que tal vez	I thought that maybe
fotos de mi familia	photos/pictures of my family
todos nosotros	all of us
y me tomó	and took me
que me dí cuenta	that I realized
cabello/pelo	hair
o	or

es que	is that
extranjeros	foreigners
no me considero	I don't consider myself
cuando caminaba	when I walked (used to walk)
de sus ventanas	from their windows
donde vivía	where I used to live
especialmente	especially
de nuevo / otra vez	again
pero porque tengo	but because I have
también fue el sueño	it was also the dream
dos amigos específicos	two specific friends
que se mudaron	that moved (residence)
y sus	and their
en su camino	on their way

Notes and Summary***DAY 120*****Summary of Day 120**

- **Culture**
 - **Culture Reports**
 - **Blonds in Latin America**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 9 – Describing Characteristics

DAY 121

Lección 4: Estar and Temporary Characteristics (cont.)

Review Slides 5-6

Learn Vocabulary: New Slide – Becoming Acquainted Slide 7-8

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 7 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students as a whole group.

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		<i>✓ subject pronouns are optional!</i>
1.	I am angry	(Yo) Estoy enojado/a/s
2.	We are dead	(Nosotros) Estamos muerto/a/s
3.	(formal) You are asleep	(Ud.) Está dormido/a/s
4.	She is content	(Ella) Está contento/a/s
5.	It is bad (food)	Está feo/a/s
6.	It is spicy hot	Estás picante/s
7.	He is clean	(El) Está limpio/a/s
8.	All of you are broken	(Uds.) Están roto/a/s
9.	They are delicious	Están delicioso/a/s
10.	It is good (comida)	Está rico/a/s
11.	It is hot (things)	Están caliente/s
12.	(formal) You are sick	(Ud.) Está enfermo/a/s
13.	She is angry	(Ella) Está enojado/a/s
14.	They are dead	(Ellos) Están muerto/a/s
15.	(informal) You are asleep	(Tu) Estás dormido/a/s
16.	He is content	(El) Está contento/a/s
17.	They are bad (food)	Están feo/a/s
18.	They are spicy hot	Están picante/s

DAY 121

Quiz Vocabulary on Slide 8: (Without Spanish Word Prompts)

- Quiz students collectively using words below

	English	Spanish
<i>“¿Cómo se dice...”</i>		
1.	It is delicious	Está delicioso/a/s
2.	It is bad (food)	Está feo/a/s
3.	All of you are sick	(Uds.) Están enfermo/a/s
4.	(feminine) They are good (food)	(Ellas) Están rico/a/s
5.	They are dead	(Ellos) Están muerto/a/s
6.	We are broken	(Nosotros) Estamos roto/a/s
7.	(informal) You are content	(Tu) Estás contento/a/s
8.	I am angry	(Yo) Estoy enojado/a/s
9.	It is spicy hot	Está picante/s
10.	He is asleep	(El) Está dormido/a/s
11.	It is hot (things)	Está caliente/s
12.	All of you are clean	(Uds.) Están limpio/a/s
13.	(feminine) They are delicious	(Ellas) Están delicioso/a/s
14.	They are bad (food)	(Ellos) Están feo/a/s
15.	We are sick	(Nosotros) Estamos enfermo/a/s
16.	It is good (food)	Está rico/a/s
17.	I am dead	(Yo) Estoy muerto/a/s
18.	She is broken	(Ella) Está roto/a/s

In Class Writing: Give students 5-10 minutes to write at least 10 sentences with the words they just learned from the slide – using words from Groups 1, 2 and 3 learned up to this point.

DAY 121

Practice using Practice Model: Follow the steps of the practice model to review the current slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step (remember to ask students individually not collectively)

	English	Spanish
	<i>“¿Cómo se dice...”</i>	
1.	(fem.) They are asleep	(Ellas) Están dormido/a/s
2.	(informal) You are content	(Tu) Estás contento/a/s
3.	(formal) You are clean	(Ud.) Está limpio/a/s
4.	They are good (food)	Están rico/a/s
5.	They are hot (things)	Están caliente/s
6.	It is delicious	Están delicioso/a/s
7.	She is dead	(Ella) Está muerto/a/s
8.	It is spicy hot	Está picante/s
9.	He is angry	(El) Está enojado/a/s
10.	(fem.) They are broken	(Ellas) Están roto/a/s
11.	(informal) You are sick	(Tu) Estás enfermo/a/s
12.	It is bad (food)	Está feo/a/s
13.	All of you are asleep	(Uds.) Están dormido/a/s
14.	They are content	(Ellos) Están contento/a/s
15.	We are clean	(Nosotros) Estamos limpio/a/s
16.	It is good (food)	Está rico/a/s
17.	It is hot (things)	Esá caliente
18.	(fem.) They are asleep	Está delicioso/a/s

PRACTICE MODEL

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

Notes and Summary***DAY 121*****Summary of Day 121**

- **Permanent Characteristics**
Slide 7-8
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 9 – Describing Characteristics

DAY 122

Lección 5: Characteristics with “tener”

Review Slides 7-8

Learn Vocabulary: New Slide – Becoming Acquainted Slide 9-10

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)
- Teach students that sometimes the phrase “I have” or “tengo, etc.” replaces “I am” or “Soy/Estoy”. There is no magic to this – they simply have to memorize which ones do this.
- Teach them here how to tell their age: “Tengo dieciséis años” etc...

Quiz Vocabulary on Slide 7 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students as a whole group.

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		✎ subject pronouns are optional!
1.	She is sleepy	(Ella) Tiene sueño
2.	We are hungry	(Nosotros) Tenemos hambre
3.	I am thirsty	(Yo) Tengo sed
4.	He is lucky	(El) Tiene suerte
5.	They are hot	(Ellos) Tienen calor
6.	(informal) You are cold	(Tú) Tienes frío
7.	(formal) You are embarrassed	(Ud.) Tiene vergüenza
8.	All of you are in a hurry	(Uds.) Tienen prisa
9.	She is sleepy	(Ella) Tiene sueño
10.	We are hungry	(Nosotros) Tenemos hambre
11.	I am thirsty	(Yo) Tengo sed
12.	He is lucky	(El) Tiene suerte
13.	They are hot	(Ellos) Tienen calor
14.	(informal) You are cold	(Tú) Tienes frío
15.	(formal) You are embarrassed	(Ud.) Tiene vergüenza
16.	All of you are in a hurry	(Uds.) Tienen prisa

Quiz Vocabulary on Slide 8: (Without Spanish Word Prompts)

- Quiz students collectively using words below

	English	Spanish
	<i>“¿Cómo se dice...”</i>	
1.	They are in a hurry	(Ellos) Tienen prisa
2.	All of you are lucky	(Uds.) Tienen suerte
3.	She is sleepy	(Ella) Tiene sueño
4.	(informal) You are embarrassed	(Tú) Tienes vergüenza
5.	(formal) You are thirsty	(Ud.) Tiene sed
6.	I am hot	(Yo) Tengo calor
7.	He is hungry	(El) Tiene hambre
8.	We are cold	(Nosotros) Tenemos frío
9.	They are in a hurry	(Ellos) Tienen prisa
10.	All of you are lucky	(Uds.) Tienen suerte
11.	She is sleepy	(Ella) Tiene sueño
12.	(informal) You are embarrassed	(Tú) Tienes vergüenza
13.	(formal) You are thirsty	(Ud.) Tiene sed
14.	I am hot	(Yo) Tengo calor
15.	He is hungry	(El) Tiene hambre
16.	We are cold	(Nosotros) Tenemos frío

In Class Writing: Give students 5-10 minutes to write at least 10 sentences with the words they just learned from the slide – using words from Groups 1, 2 and 3 learned up to this point.

DAY 122

Practice using Practice Model: Follow the steps of the practice model to review the current slide. (See Instructor Handbook pg 12 for complete details)

- Remind students that with “have/tener”, the modifiers change masculine or feminine not according to the subject but the gender of the adjective.
- Use the Following for the “Model” step (remember to ask students individually not collectively)

	English	Spanish
	“¿Cómo se dice...”	
1.	(<i>formal</i>) You are hot	(Ud.) Tiene calor
2.	He is very cold	(El) Tiene mucho frío <i>m.</i>
3.	She is very hungry	(Ella) Tiene mucha hambre <i>f.</i>
4.	(<i>informal</i>) You are lucky	(Tú) Tienes suerte
5.	I am in a hurry	(Yo) Tengo prisa
6.	They are very thirsty	(Ellos) Tienen mucha sed <i>f.</i>
7.	We are sleepy	(Nosotros) Tenemos sueño
8.	All of you are embarrassed	(Uds.) Tienen vergüenza
9.	(<i>formal</i>) You are hot	(Ud.) Tiene calor
10.	They are very cold	(El) Tienen mucho frío <i>m.</i>
11.	She is hungry	(Ella) Tiene hambre
12.	(<i>informal</i>) You are lucky	(Tú) Tienes suerte
13.	I am in a hurry	(Yo) Tengo prisa

PRACTICE MODEL

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

Notes and Summary**DAY 122****Summary of Day 122**

- **Characteristics with “tener”**
Slide 9-10
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 9 – Describing Characteristics***DAY 123*****Lección 6: Review of All Slides**

Homework Assignment: Have students bring a photo of Family or Friend to describe tomorrow and write down 5 sentences about them.

Notes and Summary**Summary of Day 122**

- **Review of All Slides**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Grammar/Verb Conjugation

DAY 124

Lección 13: Reflexive Conjugation

Topics Covered:

- Have students turn to the Common Reflexive Verbs list in the Appendix of their Workbooks.
- Reflexive Verbs Lesson 1: Reflexive Conjugation (show lesson found on “Verb Conjugation” CD-ROM)

Comprehension

Lección 24 - Becoming Acquainted IV, Conversation

Suggested Lesson Outline:

1. Listen to the Dialogue listed below.
2. Pause after every few phrases to check for understanding.
 - a. Have the students try to guess the meaning and pick out vocabulary they do not understand.
3. Practice/review the unfamiliar vocabulary.
4. Listen to the Dialogue a second time. This time find and project the corresponding PowerPoint lesson.
5. Group Discussion: as a class, discuss the correct meaning.
6. Listen to the dialogue again without looking at the PowerPoint lesson.

Comprehension CD 2: Track 11

Next, you'll hear two conversations which are examples of starting a conversation. There are a few words in this conversation that you haven't learned yet. See how much you can understand by the context.

D: Mucho gusto mi nombre es David. – Nice to meet you, my name is David.

M: Hola David, mi nombre es María. – Hi David, my name is Maria.

D: Me gusta mucho este lugar. – I like this place a lot.

M: Está bonito ¿verdad? lo acaban de decorar – It's pretty. Isn't it? They just decorated it.

D: ¿Hace cuanto tiempo están en este lugar? – How long have you been here (in this place)?

M: Ya tenemos 3 años – We've been here 3 years already.

D: Tengo entendido que su compañía tiene (10) años. – I understand that your company has been around for 10 years.

M: No, ya cumplió 12 años en enero. – No, it's been (it just completed) 12 years in January.

D: ¿Empezaron de operar en esta ciudad? – Did you begin operating in this city?

M: No, empezamos en Monterrey y luego en Guadalajara. – No we started in Monterrey and then in Guadalajara.

D: ¿De dónde es usted, de qué ciudad? – Where are you from? From what city?

M: Yo nací en Monterrey – I was born in Monterrey.

*D: Yo soy de Utah. – I'm from Utah.

M: ¿Es bonito por allá? – Is it pretty over there?

D: Sí, es muy bonito; es diferente. – It's very pretty; it's different.

Hace mucho frío en el invierno. – It's very cold in the winter.

M: ¿Y tienen montañas? – Are there mountains?

D: Sí, hay muchas montañas – Yes, there are many mountains.

DAY 124

M: ¿Y cae nieve en las montañas? – Does it snow in the mountains?

D: Sí, mucha nieve – Yes, there's a lot of snow.

M: Entonces, ¿la gente esquía? – So, do people ski?

D: Sí, se esquía mucho. – Yes, they ski a lot.

¿Ha esquiado alguna vez? – Have you skied before?

M: No, nunca – No, never.

¿Es divertido? – Is it fun?

D: Sí, es muy divertido. – It's very fun.

Si tiene la oportunidad de ir a Utah, me avisa. – If you have the opportunity to go to Utah, let me know.

M: Siempre he querido conocer por allá. – I've always wanted to become acquainted with that area.

D: Si fuera para allá, yo la llevaría a los mejores lugares para esquiar de Utah. – If you went there, I would take you to the best places to ski in Utah.

Bueno, también quería hablar de negocios con Usted. – Well, I also wanted to talk business with you.

M: Yo también, que bueno que está aquí. – Me too, it's good that you're here.

D: Quería decirle cómo nos va en Utah y de la oportunidad de trabajar juntos en equipo con su compañía. – I wanted to tell you how it's going for us in Utah and about the opportunity to work together as a team with your company.

M: Me gustaría mucho, he escuchado muy buenas cosas acerca de su compañía – I would like that very much. I have heard very good things about your company.

D: Sí, trabajamos muy duro allá. – Yes, we work very hard there.

M: He escuchado que ustedes son muy estables. – I have heard that you are very stable.

D: Sí, ya tenemos muchos años en el negocio. Le voy a hablar acerca de mi compañía y también le voy a hablar acerca de los beneficios de trabajar juntos. – Yes, we have already been in business many years. I am going to speak to you about my company and also I am going to speak to you about the benefits of working together.

M: Está bien, vamos a tomarnos un refresco y platicamos. – Ok, let's drink a soda and talk.

DAY 124**Notes and Summary****Summary of Day 124**

- Verbs:
 - Reflexive Conjugation
- Comprehension CD 2, Track 1

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 125

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Lección 25 - Now or Right Now!

In Spanish la palabra for "now" is "ahora". Se pronuncia "ah - or - dah". We are going to talk a little this week acerca de la importancia de "ahora". Let's say que está conversando at work with a Spanish speaking person and you tell them acerca de algo que needs to be done "ahora". What will likely happen is that they will get around to the task en una hora o dos or possibly even sometime más tarde en el día. This can be very frustrating si necesita algo hecho "now". You may wonder why están tomando tanto tiempo to complete the task. Understanding this term completely y la cultura behind it will le ayudará a evitar la frustración and bridge culture gaps that may exist in this area.

For un hispanohablante, the word "ahora" (defined as "now" en un diccionario) actually significa "now, or any time today". So if you tell a Spanish speaking person que algo tiene que ser hecho "ahora" it will probably get done sometime hoy.

Entonces-- how do you let someone know that something really necesita ser hecho "now"? Muchos native speakers will tell you that la palabra for "right now" in Spanish is "ahorita". But even that term means within the next hour or so. Por ejemplo, many native speakers will leave and say they'll be coming back "ahorita". Esto significa they'll return in approximately an hour.

La manera de decir "right now" is "ahora mismo". Esta traducción literal of "ahora mismo" is "the same now". By understanding este concepto, you can avoid many potential cultural mal entendimientos. Be sure you understand the terms "ahora", "ahorita" and "ahora mismo" as explained en esta Lección and when to use them. And for higher retention, empiece a usar and practicing them "ahora mismo"!

¡Hasta la próxima semana! (Until next week!)

Vocabulario de la Semana**DAY 125**

la palabra	the word
se pronuncia	it is pronounced
acerca de	about
la importancia de	the importance of
que está conversando	that you are conversing
algo que	something that
en una hora o dos	in an hour or two
más tarde en el día	later in the day
si necesita algo hecho	if you need something done
están tomando tanto tiempo	they are taking so long
y la cultura	and the culture
le ayudará a evitar	will help you avoid
la frustración	frustration
un hispanohablante	Spanish speaking person
en un diccionario	in a dictionary
significa	means
que algo	that something
tiene que ser hecho	has to be done
hoy	today
entonces	so
necesita ser hecho	needs to be done
muchos	many
la palabra	the word
por ejemplo	for example
esto significa	this means
la manera de decir	the way to say
esta traducción literal	this literal translation
este concepto	this concept
mal entendimientos	misunderstandings
en esta Lección	in this lesson
empiece a usar	start using (formal)

Notes and Summary**DAY 125****Summary of Day 125**

- **Culture**
 - **Culture Reports**
 - **Now or Right Now!**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 9 – Describing Characteristics

DAY 126

Lección 7: Describe Family or Friend

Workbook Recognition: Have Students turn to pages 15-16 in the workbooks and spend 3 – 5 minutes looking at groups 1, 2, & 3. Have them start memorizing where words are on the pages.

Homework Activity: Have students one at a time show the class their photo and describe the person or people.

Homework Assignment: Have students complete pages 53-58 in the Workbook. If the Homework Activity (above) ends early, give students time to start on the Workbook exercises.

DAY 126**Notes and Summary****Summary of Day 126**

- **Workbook Recognition**
- **Homework Activity with Photos**
- **Homework: Workbook pages 53-58**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 9 – Describing Characteristics**DAY 127****Lección 8: Review/Enrichment Activities**

Use activities in the Instructor Handbook (pg 18), take time in class to correct the workbook, or create Crossword Puzzles or Word Searches using the free resources found at: www.spanishprograms.com/free-worksheets-page.htm, or take students to the computer lab to review the Describing Characteristics section of the course and take the Practice Test.

Notes and Summary**Summary of Day 127**

- **Enrichment Activities**
- **Exam Review**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 9 – Describing Characteristics

DAY 128

Lección 9: Becoming Acquainted Exam

Take students to the computer lab and have them take the Online on the Describing Characteristics section of the software. Here is some info to get you started, for more detailed info on exam tracking, see the Instructor Handbook.

Online Testing

The U.S. Institute of Languages can setup an online classroom for each course you are teaching for a one-time setup fee of \$150 + \$50 per additional class if instructor wants the ability to view students by class. Teachers 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.



**U.S. INSTITUTE®
OF LANGUAGES**

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

How to Login

Students

9. 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**. Students then create their own usernames and passwords. Please recommend that they use upper and lower case letters and numbers when creating their passwords. You will be able to see them all from the Administrative Login area below.

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 Customer Service at: 801-475-4441 during business hours.

Thank you!

Notes and Summary***DAY 128*****Summary of Day 128**

- **Final Exam Taken for the Describing Characteristics Section**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Grammar/Verb Conjugation

DAY 129

Lección 14: Reflexive Conjugation (cont.)

Items Covered:

- Reflexive Verbs Lesson 2: Reflexive Conjugation (Continued) - show lesson found on "Verb Conjugation" CD-ROM

Comprehension

Lección 25 - Becoming Acquainted V, Conversation 2

Comprehension CD 2: Track 12

Here is another conversation that, like the previous conversation, also has more of the business tone:

M: Mucho gusto. ¿Cuál es su nombre? – Nice to meet you. What's your name?

D: Mi nombre es Antonio. – My name is Antonio.

M: Me da mucho gusto que esté trabajando en nuestra compañía. – It gives me much pleasure that you are working in our company.

D: Gracias – Thank you.

M: He escuchado que es un buen trabajador y eso es importante para el crecimiento de la compañía. – I have heard that you are a good worker and that is important for the growth of the company.

D: Espero ser útil – I hope to be helpful.

M: ¿De dónde es usted? – Where are you from?

D: Yo nací en Tampico. – I was born in Tampico.

M: He escuchado que allí se come muy bien. – I have heard that they eat very well there.

D: Sí, la comida es muy buena. – Yes, the food is very good.

M: ¿Qué tal es la comida allá? ¿Es como la que venden aquí en Utah? – What is the food like there? Is it like what they sell in Utah?

D: No, es muy diferente. – No, it's very different.

M: ¿Qué comen allá en México? – What do they eat there in Mexico?

D: Se usan mucho las tortillas y el chile. – They eat a lot of tortillas and chile.

M: Me gusta mucho la comida Mexicana – I like Mexican food a lot.

D: Es muy sabrosa. – It's very tasty.

M: ¿Qué restaurant me recomienda aquí en el área? – What restaurant to you recommend here in this area?

D: Le recomiendo la taquería El Palenque. – I recommend El Palenque.

M: Bueno, ya me tengo que ir, continúe trabajando duro. – Well, I have to go now. Continue working hard.

D: ¡Claro! – Of course!

M: Si tiene alguna pregunta, un (supervisor) siempre está disponible. If you have any questions, a supervisor is always available.

D: Gracias, se lo agradezco. – Thank you.

M: Me dió mucho gusto conocer(lo). – It was very good to meet you.

D: El gusto es mío. – The pleasure is mine.

Outline:

1. Listen
2. Guess
3. Practice/Review
4. Listen with slide
5. Group Discussion
6. Listen no slide

Notes and Summary**DAY 129****Summary of Day 124**

- **Verbs**
 - **Reflexive Verbs Lesson 2**
- **Comprehension CD 2, Track 12**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 130

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Lección 26 – Dinner in Latin America, Part I

There is quite a cultural difference entre la actitud towards mealtime and food in Latin America and the attitude in the United States. Food es una parte grande de la vida in Latin America. It's not just food that is so important but the ritual de comer y compartir comida with others that has deeper meaning.

Before I get too deep into mealtime, let me say that the food in Latin America tal vez no sea exactamente what we picture it to be, especially in South America donde la mayoría de la gente have never heard of tacos, burritos, enchiladas, and other typical "Mexican/American" dishes. I lived for a while in South America y tuve la oportunidad de comer many different types of food. I ate a lot of beans, rice, and fish, but I also had many exotic foods such as guinea pig, mondongo, pig's feet, and many other unrecognizable meats that I didn't dare ask what they really were mientras las comía.

On a similar note, I had a friend who recién regresó from a trip to Mexico. He had an "exciting" train ride around Mexico and couldn't wait for his first meal of authentic "comida Mexicana" - the kind he was used to eating in America. He was deeply disappointed to learn that the "Mexican food" in Mexico es muy diferente que the Americanized version of comida Mexicana he was accustomed to in the U.S.

Now back to la actitud hacia mealtime. In many smaller pueblos (lower income areas), people don't have el dinero suficiente to purchase pre-prepared, procesada, or even comida enlatada. Many women make everything from scratch y pasan horas en la cocina every day providing meals para sus familias.

Tuve la oportunidad to live in Latin America por dos años and just about every meal I had was prepared by a native Spanish speaking woman. When they would prepare food, they weren't just preparing a meal but it was almost as if they put una parte emocional of themselves into the food they gave us. As a result, siempre se esperaba que we eat every bit of our food or they would get offended.

After just about every meal, they would ask si quería más. If I said, "No thanks, I'm full," they would be deeply hurt and act como si I were rejecting them and their family. Aprendí rápidamente a responder, "Yes, I'd like just a little bit more since I am almost full." They would then beam with joy and come back, most of the time, with an even bigger serving que antes. Needless to say, mealtime often took a lot longer than expected para comer the many servings of food.

Moral of the Story: If you want a great cultural experience, try eating at the home of a Latin American. However, Recuerde that you must eat everything. Nunca use el pretexto of being full or that you have an allergy to something; no funciona and will almost always make the person feel bad. If you are not an adventurous eater, recomiendo staying home and eating Top Ramen™.

Vocabulario de la Semana**DAY 130**

entre la actitud	between the attitude
es una parte grande de la vida	is a big part of life
de comer	of eating
y compartir comida	and sharing food
tal vez no sea exactamente	may not be exactly
donde la mayoría de la gente	where most people
y tuve la oportunidad de comer	and I had the opportunity to eat
mondongo/menudo	cow's stomach
mientras las comía	while I was eating them
recién regresó	recently returned
comida Mexicana	Mexican food
es muy diferente que	is very different from
la actitud hacia	the attitude towards
dinero suficiente	enough money
procesado/a	processed
comida enlatada	canned food
y pasan horas en la cocina	and they spend hours in the kitchen
para sus familias	for their families
tuve la oportunidad	I had the opportunity
por dos años	for two years
una parte emocional	an emotional part
siempre se esperaba que	it was always expected that
si quería más	if I wanted more
como si	as if
aprendí rápidamente a responder	I learned quickly to respond
que antes	than before
para comer	to (in order to) eat
recuerde	remember (command form)
nunca use el pretexto	never use the excuse
no funciona	it doesn't work
recomiendo	I recommend

Homework Reminder – Prepare for In-Class Verbal Exam: Have students go home and write 10 questions from sections 1-3 of the course (Locations, Becoming Acquainted, Describing Characteristics). They will also need to thoroughly review these sections. Each student will come up one by one in front of the class, next week, and be asked questions randomly that other students have created and be expected to answer them in Spanish.

Students are Grades on:

- Preparation – 30%
- Correctness of their questions (they make sense and are easy to answer) – 30%
 - Make sure they don't use questions with "¿Por qué" in them at this point – unless they're sure they can be answered easily using the chart in the Student Workbook. (e.g. - ¿Por qué necesita ir a la tienda, etc.)
- Ability to answer the questions – 40%

Notes and Summary***DAY 130*****Summary of Day 130**

- **Culture**
 - Culture Reports
 - Dinner in Latin America Part I
- **Homework Reminder:**
Verbal Exam

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

In-Class Verbal Exam #3***DAY 131*****Exam Day 1**

In-Class Verbal Exam: Have each student come up one by one in front of the class. Two students, as chosen by the teacher, will then ask the student 5 questions each. The student will answer in front of the class.

Students Should be Graded on:

- Preparation – 30%
- Correctness of their questions (they make sense and are easy to answer) – 30%
- Ability to answer the questions – 40%

Notes and Summary***DAY 131*****Summary of Day 131**

- **In-Class Verbal Exam**
 - **Day 1**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

In-Class Verbal Exam #3***DAY 132*****Exam Day 2**

In-Class Verbal Exam: Have each student come up one by one in front of the class. Two students, as chosen by the teacher, will then ask the student 5 questions each. The student will answer in front of the class.

Students Should be Graded on:

- Preparation – 30%
- Correctness of their questions (they make sense and are easy to answer) – 30%
- Ability to answer the questions – 40%

Notes and Summary***DAY 132*****Summary of Day 132**

- **In-Class Verbal Exam**
 - **Day 2**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

In-Class Verbal Exam #3***DAY 133*****Exam Day 3**

In-Class Verbal Exam: Have each student come up one by one in front of the class. Two students, as chosen by the teacher, will then ask the student 5 questions each. The student will answer in front of the class.

Students Should be Graded on:

- Preparation – 30%
- Correctness of their questions (they make sense and are easy to answer) – 30%
- Ability to answer the questions – 40%

Notes and Summary***DAY 133*****Summary of Day 133**

- **In-Class Verbal Exam**
 - **Day 3**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Grammar/Verb Conjugation

DAY 134

Lección 15: Reflexive Verbs – Unique Cases

Topics Covered:

- Reflexive Verbs Lesson 3: Unique Cases (show lesson found on “Verb Conjugation” CD-ROM)

Comprehension

Lección 26 - Dialogue IV, Conversation

Comprehension CD 3: Track 14

Manuela: Hola Francisco – Hi Francisco.

Francisco: ¿Qué tal? – What’s up?

M: ¿Cómo le va? – How’s it going?

F: Bien, ¿Y a usted? – Good, and you?

M: Muy bien. Fui a jugar golf el sábado y no lo vi. – Very good. I went to play golf Saturday and I didn’t see you.

F: No, no fui. Fui a practicar voleibol, necesito aprender. Voy a jugar la próxima semana con los empleados – No, I didn’t go. I went to practice volleyball. I need to learn. I am going to play next week with the employees.

M: ¿De veras? ¡Qué divertido! – Really? How fun!

F: Sí, pero tengo que practicar mucho, y a veces no tengo tiempo. – Yeah, but I have to practice a lot and sometimes I don’t have time.

M: Pero ¿Le gusta? – But you like it?

F: Oh sí, me gusta mucho. – Oh, yes, I like it a lot.

M: Bueno, me voy. Espero jugar golf con usted la próxima vez. ¿Está bien? – Well, I’m going. I hope to play golf with you next time. Is that okay?

F: Sí, claro. Adiós. – Yeah, of course. Bye.

Outline:

1. Listen
2. Guess
3. Practice/Review
4. Listen – with slide
5. Group Discussion
6. Listen – no slide

Comprehension CD 3: Track 12

*New Vocabulary

hacer ejercicio

mantenerme en forma

el clima es cálido

se puede hacer ejercicio al aire libre

bailar

nieve

nunca

la próxima vez

to exercise

keep in shape

the weather is warm

you can exercise outside

to dance

snow

never

the next time

DAY 134

Homework – Prepare for In-Class Verbal Exam: Have students go home and write 10 questions from sections 1-3 of the course (Locations, Becoming Acquainted, Describing Characteristics). They will also need to thoroughly review these sections. Each student will come up one by one in front of the class, next week, and be asked questions randomly that other students have created and be expected to answer them in Spanish.

Students are Grades on:

- Preparation – 30%
- Correctness of their questions (they make sense and are easy to answer) – 30%
 - Make sure they don't use questions with "¿Por qué" in them at this point – unless they're sure they can be answered easily using the chart in the Student Workbook. (e.g. - ¿Por qué necesita ir a la tienda, etc.)
- Ability to answer the questions – 40%

Notes and Summary***DAY 134*****Summary of Day 134**

- **Verbs**
 - Reflexive Verbs Unique cases
- **Comprehension** CD 3, Tracks 12 & 14
- **Homework:** Prepare for Verbal Exam

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 135

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Lección 27 - Dinner in Latin America, Part II

After last week, debes tener a pretty good idea acerca de la importancia of food in Latin America. With that in mind, me gustaría compartir an experience that happened to me. Yo vivía en a city called Vista Alegre and every evening I would eat with the Silva family. Llegué a ser good friends with the Silvas and Mrs. Silva became like a second mother to me.

One night Mrs. Silva made us pata de chanco. Como siempre, she beamed as she presented the food to us. Esta vez, she left our food and went into a different room while we ate with her children. This was the first time I had ever eaten pig's feet and they looked un poco como mushy gelatin. I put a fork full in my mouth and tried to swallow pero no pude. The texture was a little bit too slimy and I gagged as I tried to swallow it. I felt horrible because I had been able to eat all of the culturally different foods up to that point. I then took a bite of bread, took another bite of the pigs feet and tried to chase it down with water. Again I gagged. I tried a couple of different techniques to swallow the pig's feet but without success; I then began to worry. I physically could not eat the pig's feet, but at the same time, I could not offend Mrs. Silva.

I sat in this dilemma for quite some time until I devised what seemed to be un plan ingenioso. I put the pigs feet inside of my rolls, rolled them up en una servilleta and then planned to take them back to my apartment to secretly dispose of them. I made the children think I was going to take them back to my apartment para comer más tarde as a snack. Everything seemed to be going well and I had the packages neatly tucked away into a bag. Then Mrs. Silva regresó and one of the children instantly, in a tattle-tale sort of voice said, "Mom, he put the pigs feet in a napkin y lo va a botar afuera!"

I was devastated. Mrs. Silva was instantly hurt y ofendida that I was going to do this con mi comida. Traté de explicar that I was going to take them back to my apartment, but the more I explained, lo peor que se hizo. Finally, I left after saying "sorry" ("lo siento") about twenty times and Mrs. Silva looking like she was going to burst into tears en cualquier momento.

Lo malo fue que I had to go to her home every morning and evening for the next two months to have breakfast and dinner there. It took me about two months de pedir disculpas to finally get on her good side again.

Como puedes ver, food and mealtime in Latin America is an important part of life. Si alguien te invita to dinner at their home in Latin America, here is what I suggest. Si tienes a strong stomach, go for it, disfrutarás la experiencia and be culturally enriched. If you don't have a strong stomach, tell them that te encantaría ir pero won't be able to make it.

Vocabulario de la Semana**DAY 135**

debes tener	you (informal) should have
acerca de la importancia	about the importance
me gustaría compartir	I would like to share
yo vivía en	I was living in
llegué a ser	I became
pata de chancho/cerdo	pig's feet
como siempre	as always
esta vez	this time
un poco como	a little like
pero no pude	but I couldn't
un plan ingenioso	an ingenious plan
en una servilleta	in a napkin
para comer más tarde	to eat later
regresó	returned
y lo va a botar afuera	and he's going to throw it away outside
y ofendido/a	and offended
con mi comida	with my food
traté de explicar	I tried to explain
lo peor que se hizo	the worse it became
en cualquier momento	at any moment
lo malo fue que	the bad part was that
de pedir disculpas	of apologizing
como puedes ver	as you (informal) can see
si alguien te invita	if someone invites you
si tienes	if you (informal) have
disfrutarás la experiencia	you (informal) will enjoy the experience
te encantaría ir pero	you (informal) would love to go but
si te gustaría comunicarte bien	if you (informal) would like to communicate well
en verdad funciona	it really works

Notes and Summary***DAY 135*****Summary of Day 135**

- **Culture**
 - **Culture Reports**
 - **Dinner Part II**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 10 – Restaurant

DAY 136

Lección 1: Groups 1&2, Part I

PowerPoint Slides: Restaurant Slide 1

Learn Vocabulary:

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 1 Below: (With Spanish Word Prompts on Slide)

- When quizzing the students, remember to add some negatives.
- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

*“Cómo se dice...”		<u>Inglés</u>	<u>Español</u>
1.	We would like to make		Nos gustaría hacer
2.	She would like to ask for		Le gustaría pedir
3.	He wants to eat		(El) Quiere comer
4.	You need to cook		(Ud.) Necesita cocinar
5.	I need to cook it		(Yo) Necesito cocerlo
6.	I want to order		(Yo) Quiero ordenar
7.	You would like to sit (down)		Le gustaría sentar(me/se/nos)
8.	We want to taste/try		(Nosotros) Queremos probar (el/la/los/las)
9.	She needs to make/do		(Ella) Necesita hacer
10.	We need to ask for		(Nosotros) Necesitamos pedir
11.	You want to eat		(Ud.) Quiere comer
12.	I would like to cook		Me gustaría cocinar
13.	We would like to cook it		Nos gustaría cocerlo
14.	He would like to order		Le gustaría ordenar
15.	She wants to sit (down)		(Ella) Quiere sentarse
16.	You need to taste/try		(Ud.) Necesita probar

DAY 136

Quiz Vocabulary on Slide 2: (Without Spanish Word Prompts)

- Use the quiz below to quiz students as a group.

<i>*"Cómo se dice..."</i>	<u>Inglés</u>	<u>Español</u>
1.	We need to ask for	(Nosotros) Necesitamos pedir
2.	You would like to sit (down)	Le gustaría sentar(me/se/nos)
3.	We want to taste/try	(Nosotros) Queremos probar (el/la/los/las)
4.	She wants to sit (down)	(Ella) Quiere sentarse
5.	She would like to ask for	Le gustaría pedir
6.	He wants to eat	(El) Quiere comer
7.	You need to cook	(Ud.) Necesita cocinar
8.	He would like to order	Le gustaría ordenar
9.	I would like to cook	Me gustaría cocinar
10.	We would like to cook it	Nos gustaría cocerlo
11.	I need to cook it	(Yo) Necesito cocerlo
12.	I want to order	(Yo) Quiero ordenar
13.	You want to eat	(Ud.) Quiere comer
14.	She needs to make/do	(Ella) Necesita hacer
15.	We would like to make	Nos gustaría hacer
16.	You need to taste/try	(Ud.) Necesita probar

In Class Writing: Give students 5-10 minutes to write at least 10 sentences with the words they just learned from the slide.

DAY 136

Practice using Practice Model: Follow the steps of the practice model to review the first slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step:

<u>English</u> “¿Cómo se dice...”		<u>Spanish</u> ✍ subject pronouns are optional!
1.	We need to cook it	(Nosotros) Necesitamos cocerlo
2.	You would like to make/do	Le gustaría hacer
3.	You need to taste	(Ud.) Necesita probar
4.	I would like to ask for	Me gustaría pedir
5.	We would like to sit (down)	Nos gustaría sentarnos
6.	He needs to cook	(El) Necesita cocinar
7.	I want to order	(Yo) Quiero ordenar
8.	She wants to eat	(Ella) Quiere comer
9.	I need to cook it	(Yo) Necesito cocerlo
10.	You want to make/do	(Ud.) Quiere hacer
11.	He would like to try	Le gustaría probar
12.	We want to ask for	(Nosotros) Queremos pedir
13.	We need to sit (down)	(Nosotros) Necesitamos sentarnos
14.	You would like to cook	Le gustaría cocinar

PRACTICE MODEL

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

Notes and Summary***DAY 136*****Summary of Day 136**

- **Restaurant Slide 1**
- **Negatives Reviewed**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 10 – Restaurant

DAY 137

Lección 2: Groups 1&2, Part II

Review Lección 1 (Summary Found on Previous Page)

Learn Vocabulary: New Slide – Becoming Acquainted Slides 3-4

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 3 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

	<u>Inglés</u>	<u>Español</u>
	“Cómo se dice...”	
1.	He/She is going to bring me	(El/Ella) Va a traerme
2.	After paying (with)	Después de pagar (con)
3.	We are going to bring him/her	(Nosotros) Vamos a traerle
4.	He/She prefers to bring	(El/Ella) Prefiere traer
5.	You can/are able to bring us	(Ud.) Puede traernos
6.	I can/am able to bring you	(Yo) Puedo traerle
7.	I prefer to drink	(Yo) Prefiero tomar
8.	I’m going to accept	(Yo) Voy a aceptar
9.	We prefer to have	(Nosotros) Preferimos tener
10.	He/She can/is able to bring me	(El/Ella) Puede traerme
11.	We can/are able to pay (with)	(Nosotros) Podemos pagar (con)
12.	You prefer to bring him/her	(Ud.) Prefiere traerle
13.	You are going to bring	(Ud.) Va a traer
14.	Before bringing us	Antes de traernos
15.	He/She is going to bring you	(El/Ella) Va a traerle
16.	You can to drink	(Yo) Puedo tomar
17.	We are going to accept	(Nosotros) Vamos a aceptar
18.	He/She prefers to have	(El/Ella) Prefiere tener

DAY 137

Quiz Vocabulary on Slide 4: (Without Spanish Word Prompts)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

	English	Spanish
<i>“¿Cómo se dice...”</i>		
1.	I prefer to bring	(Yo) Prefiero traer
2.	He/She can/is able to drink	(El/Ella) Puede tomar
3.	We are going to bring us	(Nosotros) Vamos a traernos
4.	I’m going to bring him/her	(Yo) Voy a traerle
5.	We prefer to accept	(Nosotros) Preferimos aceptar
6.	You are going to bring me	(Ud.) Va a traerme
7.	We can/are able to have	(Nosotros) Podemos tener
8.	You can/are able to bring you	(Ud.) Puede traerle
9.	After paying (with)	Después de pagar (con)
10.	I can/am able to bring	(Yo) Puedo traer
11.	You prefer to drink	(Ud.) Prefiere tomar
12.	He/She is going to bring us	(El/Ella) Va a traernos
13.	He/She prefers to bring him/her	(El/Ella) Prefiere traerle
14.	Before accepting	Antes de aceptar
15.	I prefer to bring me	(Yo) Prefiero traerme
16.	He/She can/is able to have	(El/Ella) Puede tener
17.	We are going to bring you	(Nosotros) Vamos a traerle
18.	I’m going to pay (with)	(Yo) Voy a pagar (con)

In Class Writing: Give students 5-10 minutes to write at least 10 sentences with the words they just learned from the slide.

DAY 137

Practice using Practice Model: Follow the steps of the practice model to review the current slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step:

	<u>English</u>	<u>Spanish</u>
	“¿Cómo se dice...”	
1.	You prefer to accept	(Ud.) Prefiere aceptar
2.	I prefer to bring you	(Yo) Prefiero traerle
3.	She prefers to bring him	(Ella) Prefiere traerle
4.	You are going to bring	(Ud.) Va a traer
5.	He/She is going to pay (with)	(El/Ella) Va a pagar (con)
6.	We prefer to bring me	(Nosotros) Preferimos traerme
7.	I can/am able to bring us	(Yo) Puedo traernos
8.	We can/are able to have	(Nosotros) Podemos tener
9.	We are going to drink	(Nosotros) Vamos a tomar
10.	He/She can/is able to accept	(El/Ella) Puede aceptar
11.	After bringing you	Después de traerle
12.	I’m going to bring him/her	(Yo) Voy a traerle
13.	Before bringing	Antes de traer
14.	You can/are able to pay (with)	(Ud.) Puede pagar (con)
15.	You prefer to bring me	(Ud.) Prefiere traerme

PRACTICE MODEL

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

Notes and Summary***DAY 137*****Summary of Day 137**

- **Restaurant Slide 3-4**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 10 – Restaurant

DAY 138

Lección 3: Group 3, Part I

Review Locations Slides 1-4

Learn Vocabulary: New Slide – Becoming Acquainted Slides 5-6 (Group 3)

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 5 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students as a group.

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		✓ subject pronouns are optional!
1.	ham	jamón
2.	fish	pescado
3.	beans	frijoles
4.	a steak (medium)	un bistec tres cuartos
5.	potatoes	papas
6.	soup	sopa
7.	eggs	huevos
8.	broccoli	brócoli
9.	on the second floor	en el segundo piso
10.	a table for (2)	una mesa para (dos)
11.	bread	pan
12.	carrots	zanahorias
13.	a steak (rare)	un bistec término medio
14.	chicken	pollo
15.	on the first floor	en el primer piso
16.	french fries	papas fritas
17.	next to the window	al lado de la ventana
18.	salad	ensalada
19.	pork	puerco
20.	rice	arroz
21.	a steak (well done)	un bistec (bien cocido)

Quiz Vocabulary on Slide 6: (Without Spanish Word Prompts)

- Use the words below to quiz students as a group.

<u>English</u>	<u>Spanish</u>
“¿Cómo se dice...”	
1. french fries	papas fritas

DAY 138

2.	bread	pan
3.	broccoli	brócoli
4.	next to the window	al lado de la ventana
5.	potatoes	papas
6.	rice	arroz
7.	a steak (rare)	un bistec término medio
8.	fish	pescado
9.	a table for (2)	una mesa para (dos)
10.	on the first floor	en el primer piso
11.	eggs	huevos
12.	a steak (medium)	un bistec tres cuartos
13.	pork	puerco
14.	chicken	pollo
15.	soup	sopa
16.	carrots	zanahorias
17.	a steak (well done)	un bistec (bien cocido)
18.	salad	ensalada
19.	beans	frijoles
20.	ham	jamón
21.	on the second floor	en el segundo piso

DAY 138

Practice using Practice Model: Follow the steps of the practice model to review the current slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step in the Practice Model (ask students individually):

	<u>English</u>	<u>Spanish</u>
	“¿Cómo se dice...”	
1.	rice	arroz
2.	french fries	papas fritas
3.	eggs	huevos
4.	a table for (2)	una mesa para (dos)
5.	beans	frijoles
6.	a steak (well done)	un bistec (bien cocido)
7.	broccoli	brócoli
8.	on the second floor	en el segundo piso
9.	a steak (rare)	un bistec término medio
10.	pork	puerco
11.	bread	pan
12.	potatoes	papas
13.	on the first floor	en el primer piso
14.	fish	pescado
15.	soup	sopa

**PRACTICE
MODEL**

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

Notes and Summary***DAY 138*****Summary of Day 133**

- **Restaurant Slide 5-6**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Grammar/Verb Conjugation

DAY 139

Lección 16: Irregular Reflexives

Topics Covered:

- Reflexive Verbs Lesson 4: Irregular Reflexives (show lesson found on "Verb Conjugation" CD-ROM)

Comprehension

Lección 27 - Dialogue V, Narrative

Comprehension CD 3: Track 16

Spanish

Héctor es alto y delgado, tiene 40 años y vive en el sur de la ciudad de México. Es inteligente y simpático, y siempre está feliz. Él es ingeniero y trabaja para Altos Hornos de México, por la noche está cansado de trabajar y tiene hambre y sueño, entonces va a su casa a descansar. Cuando regresa a su casa tiene hambre y su esposa le prepara su cena, a veces él come muy deprisa y platica con su esposa que es abogada, acerca de su día. Ellos platican un poco y luego ven las noticias por televisión y a Héctor le gusta ver los deportes, a él le gusta el fútbol. Cuando están aburridos de ver televisión ellos van a dormir y a prepararse para otro día de trabajo.

English

Héctor is tall and skinny, is 40 years old, and lives in the south of Mexico City. He is intelligent and compassionate and he always is happy. He is an engineer and he works for High Ovens of Mexico. At night he is tired of working and is hungry and tired, so he goes home to rest. When he returns home he is hungry and his wife makes dinner, sometimes he eats very fast and talks with his wife who is an attorney, about his day. They talk a bit and later watch the news on television. Héctor likes to watch sports. He likes football. When they are tired of watching television, they go to sleep and prepare themselves for another workday.

Comprehension CD 3: Track 15

*New Vocabulary

está de buen humor

a descansar

Cuando regresa a su casa

su cena

acerca de su día

Ellos platican un poco

las noticias

prepararse

para otro día de trabajo

tiene como 35 años

Trabaja en esta oficina

Tenemos una cita con él

Él va a llegar pronto

¿Puedo ofrecerles algo?

is in a good mood

to rest

When he gets back home

his dinner

about her day

They talk a little

the news

to prepare themselves

for another day of work

He's around 35 years old

he works in this office

we have an appointment with him

he'll be here soon.

Can I offer you something?

Outline:

1. Listen
2. Guess
3. Vocabulary
4. Listen – with slide
5. Group Discussion
6. Listen – no slide

DAY 139**Notes and Summary****Summary of Day 134**

- Verbs:
 - Reflexive Verbs Lesson 4: Irregulars
- **Comprehension CD 3, Tracks 15 & 16**
-

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 140

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Lección 28 - Share Your Food - Especially Jell-O Pudding®

Cuando tenía más o menos diez años, living in the U.S., I went to a movie con un amigo. No tenía dinero for the snack bar, but he seemed to have an unlimited supply. He bought a bebida grande, large popcorn and big bag of licorice but didn't offer to share any conmigo. He went through the entire movie eating in front of me but never offered me a thing. I don't remember anything about the movie, but I do remember that he didn't share even a single piece of popcorn with me.

Yo aprendí a great lesson that day which was re-emphasized when I más tarde lived in Latin America. The small amount of posesiones y comida that many Latin people have, they will usually share con usted. Muchos le invitan to dinner when they scarcely have enough comida to feed even sus propias familias. If you become amigos with them, many will give you regalos or just about anything they have. Ellos son muy generosos and giving people. Por supuesto there are excepciones, but this is generally the case from my experience.

Yo aprendí this cultural lesson the hard way. In Latin America, they don't eat much azúcar and I have a huge sweet tooth. Después de vivir allí for a month or two, I developed an incredible antojo for anything with a decent amount of azúcar. Les escribí a my parents and had them send whatever they could. Ellos mandaron a box of Jell-O Pudding® which was one of my favorite snacks.

Yo estaba tan emocionado to finally receive something sweet, that when the Jell-O Pudding® llegó, I couldn't wait to eat it. Since muchos apartamentos don't have una cocina, including the one I lived in, fui a la casa of our pensión (the native family we paid to make breakfast and dinner for us). They gave me un poco de leche, and I mixed up the Jell-O Pudding®. I was in los cielos! Two months of antojos had come to an end! La familia wasn't around cuando lo comí. I did share some of the pudding with the native amigo I was with, but I failed to offer any to la familia who had so generously given me la leche. They came into the room just cuando terminé the last bite of the Jell-O Pudding®. Me preguntaron excitedly, "So do we get to try some of your American postre?" A feeling of shame and vergüenza came over me as I realized that I had selfishly devoured the pudding sin ofrecer to share any con ellos. La situación was worse than I had realized; because en su cultura you should share whatever you have - especially comida. I felt horrible and vowed always to share from that point on.

It was a great Lección cultural for me, and one that I have tried to adopt into my life. After that experiencia, I have always offered to share candy, comida or things I have bought with Latin people (and Americans). I have tried to be very careful not to buy anything in front of them unless I could share it con ellos. And they, because of their Latin Culture, have done the same para mí.

To give you another brief ejemplo of this cultural difference, I had a native amigo who didn't have much dinero but loved to buy ice cream cones and would **siempre** offer to buy me one when he bought his. As you immerse yourself into the Latin culture, es importante to accept their offers to share con usted, but to also to share con ellos when you get the chance.

This is a great trait to develop, regardless of the country or cultura you live in. It is algo that is simply nice to do and will help win you more amigos. Please let me know if any of you around the world have had experiences similar to this.

Moral of the Story: If you don't want to offend Latin Americans, don't buy things or eat comida in front of ellos. Remember that their cultura is to share, give, and be generous.

Vocabulario de la Semana***DAY 140***

cuando tenía más o menos diez años	when I was about 10 years old
más o menos	more or less
con un amigo	with a friend
No tenía dinero	I didn't have any money
bebida grande	large drink
conmigo	with me
Yo aprendí	I learned
más tarde	later
posesiones y comida	possessions and food
con usted	with you
muchos le invitan	many invite you
sus propias familias	their own families
amigos	friends
regalos	gifts
son muy generosos	they are very generous
por supuesto	of course
excepciones	exceptions
azúcar	sugar
después de vivir allí	after living there
antojo(s)	craving(s)
les escribí a	I wrote to
ellos mandaron	they sent
emocionado	excited
estaba tan emocionado	I was so excited

llegó	arrived
muchos apartamentos	many apartments
una cocina	a kitchen
fui a la casa	I went to the house
un poco de leche	some milk
los cielos	heaven
la familia	the family
cuando lo comí	when I ate it
la leche	the milk
cuando terminé	when I finished
me preguntaron	they asked me
postre	dessert
vergüenza	embarrassment
sin ofrecer	without offering
con ellos	with them
la situación	the situation
en su cultura	in their culture
Lección cultural	cultural lesson
experiencia	experience
para mí	for me
ejemplo	example
siempre	always
es importante	it's important
algo	something
ellos	them

Homework Assignment: Have students write 10 questions using Question Words to be used in tomorrow's Practice Session.

Notes and Summary**DAY 140****Summary of Day 140**

- **Culture**
 - **Culture Reports**
 - **Share Your Food**
- **Homework:**
 - **10 Questions with Question Words**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 10 – Restaurant

DAY 141

Lección 4: Group 3, Part II

Review Slides 5-6

Learn Vocabulary: New Slide – Becoming Acquainted Slide 7-8 (Group 3)

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 7 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students as a whole group.

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		✓ subject pronouns are optional!
1.	a napkin	una servilleta
2.	a credit card	una tarjeta de crédito
3.	a/the menu	un/el menú
4.	kechup	kéchup/cátsup
5.	tea	té
6.	cash	efectivo
7.	milk	leche
8.	more	más
9.	coffee	café
10.	please	por favor
11.	the bill	la cuenta
12.	beer	cerveza
13.	water	agua
14.	salt/pepper	sal / pimienta
15.	juice	jugo
16.	wine (red/white)	vino (tinto/blanco)
17.	more (water)	más (agua)
18.	a check	un cheque
19.	soda	refresco

DAY 141**Quiz Vocabulary on Slide 8: (Without Spanish Word Prompts)**

- Quiz students collectively using words below

	<u>English</u>	<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		
1.	a check	un cheque
2.	water	agua
3.	please	por favor
4.	soda	refresco
5.	milk	leche
6.	a credit card	una tarjeta de crédito
7.	a napkin	una servilleta
8.	juice	jugo
9.	kechup	kéchup/cátsup
10.	beer	cerveza
11.	more (water)	más (agua)
12.	coffee	café
13.	cash	efectivo
14.	wine (red/white)	vino (tinto/blanco)
15.	more	más
16.	salt/pepper	sal / pimienta
17.	tea	té
18.	a/the menu	un/el menú
19.	the bill	la cuenta
20.	sometimes	a veces

In Class Writing: Give students 5-10 minutes to write at least 10 sentences with the words they just learned from the slide – using words from Groups 1, 2 and 3 learned up to this point.

DAY 141

Practice using Practice Model: Follow the steps of the practice model to review the current slide. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step (remember to ask students individually not collectively)

	<u>English</u>	<u>Spanish</u>
	<i>“¿Cómo se dice...”</i>	
1.	a check	un cheque
2.	salt/pepper	sal / pimienta
3.	tea	té
4.	more	más
5.	a napkin	una servilleta
6.	soda	refresco
7.	cash	efectivo
8.	milk	leche
9.	the bill	la cuenta
10.	more (water)	más (agua)
11.	coffee	café
12.	a/the menu	un/el menú
13.	water	agua
14.	kechup	kéchup/cátsup
15.	please	por favor

PRACTICE MODEL

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

Notes and Summary***DAY 141*****Summary of Day 141**

- **Restaurant Slide 7-8**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 10 – Restaurant

DAY 142

Lección 5: Groups 1-3, Phrases

Workbook Recognition: Have Students turn to pages 9-10 in the workbooks and spend 3 – 5 minutes looking at groups 1, 2, & 3. Have them start memorizing where words are on the pages.

Quiz Groups 1, 2 & 3 (using Workbooks): Say English phrases below and have students, as a group, say the Spanish equivalent:

* “Como se dice...”		<u>Ingles</u>	<u>Español</u>
			✍ Subject pronouns are optional!
1.	We are going to cook chicken and french fries		(Nosotros) Vamos a cocer pollo y papas fritas
2.	He wants to sit on the second floor		(El) Quiere sentarse en el segundo piso
3.	She wants to have white wine		(Ella) Quiere tener vino blanco
4.	I need to try the potatoes		(Yo) Necesito probar las papas
5.	She is going to cook it more		(Ella) Va a cocerlo más.
6.	She is going to pay with a check		(Ella) Va a pagar con cheque
7.	He is going to pay with cash		(El) Va a pagar con efectivo
8.	We would like to drink milk please		Nos gustaría tomar leche por favor
9.	I prefer salad		(Yo) Prefiero ensalada
10.	She needs to sit		(Ella) Necesita sentarse
11.	She can bring some napkins		(Ella) Puede traer unas servilletas
12.	He can accept a check		(El) Puede aceptar un cheque
13.	He needs a napkin		(El) Necesita una servilleta
14.	He is going to pay with a credit card		(El) Va a pagar con una tarjeta de crédito
15.	She prefers ham		(Ella) Prefiere jamón
16.	I need to taste the soup		(Yo) Necesito probar la sopa
17.	You would like eat		Le gustaría comer
18.	She prefers to cook a steak		(Ella) Prefiere cocer un bistec
19.	She would like to see the menu		Le gustaría ver el menú
20.	I want to cook potatoes		(Yo) Quiero cocer papas

DAY 142

Quiz Groups 1, 2 & 3 (No Workbooks): Have students close workbook. Say English phrases below and have students, as a group, say the Spanish equivalent:

	<u>Inglés</u>	<u>Español</u>
	* “Como se dice...”	
1.	He would like to ask for a steak, well done	Le gustaría pedir un bistec bien cocido
2.	I want to order ham and eggs.	(Yo) Quiero ordenar jamón y huevos
3.	We need water, milk, and soda	(Nosotros) Necesitamos agua, leche, y soda
4.	He needs a table for three	(El) Necesita una mesa para tres
5.	We are going to sit on the first floor	(Nosotros) Vamos a sentarnos en el primer piso
6.	He cannot drink soda	(El) No puede tomar soda
7.	He prefers to accept cash	(El) Prefiere aceptar efectivo
8.	She prefers to drink wine	(Ella) Prefiere tomar vino
9.	We would like to make bread	Nos gustaría hacer pan
10.	We are going to try the steak rare	(Nosotros) Vamos a probar el bistec término medio
11.	We prefer to eat rice and beans	(Nosotros) Preferimos comer arroz y frijoles
12.	We would like to order ham and broccoli	Nos gustaría ordenar jamón y brócoli
13.	I prefer to drink water	(Yo) Prefiero tomar agua
14.	I want to drink soda	(Yo) Prefiero tomar soda
15.	I want to eat broccoli	(Yo) Quiero comer brócoli
16.	We want a table for two	(Nosotros) Queremos una mesa para dos
17.	We want to order carrots, pork, and french fries	(Nosotros) Queremos ordenar zanahorias, puerco, y papas fritas
18.	You want to pay the bill	(Ud.) Quiere pagar la cuenta
19.	You can bring us some napkins	(Ud.) Puede traernos unas servilletas
20.	We want to ask for the bill	(Nosotros) Queremos pedir la cuenta

DAY 142

In Class Writing Assignment: Give students 5-10 minutes to write at least 10 sentences using Groups 1, 2 & 3 from the workbook. It is important for spatial learning that students learn the position of the words on the pages of the workbook.

Practice using Practice Model: Follow the steps of the practice model to review the section. (See Instructor Handbook pg 12 for complete details.)

- Use the Following for the “Model” step (remember to ask students individually not collectively)

	English	Spanish
<i>“¿Cómo se dice...”</i>		
1.	She needs to order more potatoes	(Ella) Quiere ordenar más papas
2.	She prefers to eat french fries	(Ella) Prefiere comer papas fritas
3.	We need to order bread	(Nosotros) Necesitamos ordenar pan
4.	I want to sit on the first floor	(Yo) Quiero sentarme en el primer piso
5.	She is going to drink juice	(Ella) Va a tomar jugo
6.	You would like to taste the soup	Le gustaría probar la sopa
7.	She cannot drink coffee	(Ella) No puede tomar café
8.	He wants to bring you more tea	(El) Quiere traerle más té
9.	He would like to bring you bread	Le gustaría traerle más pan
10.	He prefers to use a napkin	(El) Prefiere usar una servilleta
11.	She is going to bring me ketchup	(Ella) Va a traerme ketchup
12.	I would like to try the carrots	Me gustaría probar las zanahorias
13.	She would like to have salt and pepper	Le gustaría tener más sal y pimienta
14.	I want to order more fish	(Yo) Quiero ordenar más pescado
15.	We would like to pay please	Nos gustaría pagar por favor
16.	She is going to bring me fish	(Ella) Va a traerme pescado

PRACTICE MODEL

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

*Explain that “oración” singular has an accent and “oraciones” plural doesn’t have an accent according to the accent rules learned last week.

Important Note: When students are in the “Practice” step of the Practice Model, have them use the sentences they created during the “In-Class Writing Assignment” to quiz others in their group.

Homework Assignment: Have students write 10 Yes/No questions to be used in tomorrow’s Practice Session.

Notes and Summary**DAY 142****Summary of Day 142**

- **Restaurant Slide: Sentence Building with Groups 1, 2 & 3**
- **Practice Session**
- **Homework: write 10 “Yes / No” Questions**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 10 – Restaurant

DAY 143

Lección 6: Yes/No Questions

Review the Three Ways to Answer Yes/No Questions

Ask Questions to Students and Students Answer in Spanish (using Workbooks): Ask individual students the questions below and have students answer in Spanish using the Workbook.

Pregunta

- | | |
|--|---|
| 1. ¿Quiere ordenar más papas? | 2. ¿Le gustaría probarlas? |
| 3. ¿Va a pagar con efectivo? | 4. ¿Necesita más agua? |
| 5. ¿Le gustaría usar una servilleta? | 6. ¿Puede traernos le kechúp por favor? |
| 7. ¿Necesita pedir pan y agua? | 8. ¿Quiere pollo o sopa? |
| 9. ¿Le gustaría probar las papas fritas? | 10. ¿Voy a pagar? |
| 11. ¿El necesita traer más refresco? | 12. ¿Puedo usar una tarjeta de crédito? |
| 13. ¿Necesito ordenar? | 14. ¿le gustaría tener más pan? |
| 15. ¿Quiere cocinarlo tres cuartos? | 16. ¿Prefiere tomar té? |
| 17. ¿Puede cocinarlo más? | 18. ¿Va a traer el menú? |
| 19. ¿Puede traerme la leche? | 20. ¿Necesita probar el arroz? |

Ask Questions to Students and Students Answer in Spanish (Without Workbooks): Have students close workbooks and ask individual students the questions below and have students answer in Spanish using the Workbook.
Note: if students are struggling and really need to look at the workbook, it is ok.

Pregunta

- | | |
|--|--|
| 1. ¿Le gustaría tener un menú? | 2. ¿Puede aceptar efectivo por favor? |
| 3. ¿Ella quiere puerco o pescado? | 4. ¿Le gustaría ordenar un bistec? |
| 5. ¿Prefiere comer brócoli o zanahorias? | 6. ¿Quiere pedir una mesa al lado de la ventana? |
| 7. ¿Vamos a comer? | 8. ¿Prefiere soda más que cerveza? |
| 9. ¿Necesita cocinarla? | 10. ¿Le gustaría traerme más pan? |
| 11. ¿Prefiere sal y pimienta | 12. ¿Quiere ordenar huevos? |
| 13. ¿Puede hacerlo? | 14. ¿Quiere sentarse en el primer piso? |
| 15. ¿Necesita probarlo? | 16. ¿Prefiere ensalada? |
| 17. ¿Necesitamos ordenar? | 18. ¿Puede tenerla? |
| 19. ¿Quiere tomar jugo? | 20. ¿Puedo pagar con un cheque? |

DAY 143

Practice using Practice Model: Follow the steps of the practice model to review the section. (See Instructor Handbook pg 12 for complete details.)

- Use the Following for the “Model” step (remember to ask individual students questions in Spanish and they answer in Spanish – let them use their Workbooks if they need to.)

Pregunta

- | | |
|--|--------------------------------|
| 1. ¿Puede traernos la cuenta? | 2. ¿Le gustaría sentarse aquí? |
| 3. ¿Puede aceptar una tarjeta de crédito? | 4. ¿Puede cocinarlo más? |
| 5. ¿Le gustaría comer jamón y huevos? | 6. ¿Dónde vamos a sentarnos? |
| 7. ¿Vamos a pagar con un cheque? | 8. ¿Queremos servilletas? |
| 9. ¿Le gustaría pedir una mesa para cinco? | 10. ¿Necesita la cuenta? |

Use Homework Here: When students are in the “Practice” step of the Practice Model, have them use the questions they created during the “Homework Assignment”. They should ask questions in Spanish and members of their group should answer in Spanish.

**PRACTICE
MODEL**

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

Notes and Summary***DAY 143*****Summary of Day 143**

- **Learn to Ask and Answer
“Yes / No” Questions**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Grammar/Verb Conjugation

DAY 144

Lección 17: 2 Verb Reflexives

Items Covered:

- Reflexive Verbs Lesson 5: 2 Verb Reflexives (show lesson found on “Verb Conjugation” CD-ROM)

Comprehension

Lección 28 - Dialogue V, Conversation

Comprehension CD 3: Track 17

Karen: Buenos días – Good morning.

Mario: Buenos días, me llamo Mario - Good morning, my name is Mario.

Karen: Yo me llamo Karen y ella es Laura – My name is Karen and she is Laura.

Mario: Mucho gusto Laura – Nice to meet you Laura.

Laura: El gusto es mío. – The pleasure’s all mine.

Mario: ¿Conocen a Gustavo? – Do you know Gustavo?

L: No, ¿Cómo es él? – No. What is he like?

M: Es bajo, gordito, joven, castaño, tiene como 35 años, y es bien alegre.

Trabaja en esta oficina y habla un poco de inglés. – He is short, chubby, young, dark hair. He is about 35-years-old, and is very energetic.

K: No, no lo conocemos. – No, we don’t know him.

M: ¿Van a esperar al Sr. González? – Are you going to wait for Mr. González?

K: Sí, tenemos una cita con él a las nueve. – Yes, we have an appointment with him at 9:00.

M: Él va a llegar pronto, ¿Tienen sed o hambre? ¿Puedo ofrecerles algo? – He is going to arrive shortly. Are you thirsty or hungry? Can I offer you something?

L: Yo tengo un poco de sed, me gustaría un vaso de agua, por favor. – I’m a little thirsty. I would like a glass of water, please.

M: ¿Y usted? (talking to Karen) – And you?

K: Yo estoy bien, gracias. – I’m good, thank you.

Comprehension CD 3: Track 15

*New Vocabulary

está de buen humor

a descansar

Cuando regresa a su casa

su cena

acerca de su día

Ellos platican un poco

las noticias

prepararse

para otro día de trabajo

tiene como 35 años

Trabaja en esta oficina

Tenemos una cita con él

Él va a llegar pronto

¿Puedo ofrecerles algo?

is in a good mood

to rest

When he gets back home

his dinner

about her day

They talk a little

the news

to prepare themselves

for another day of work

He’s around 35 years old

he works in this office

we have an appointment with him

he’ll be here soon.

Can I offer you something?

Outline:

1. Listen
2. Guess
3. Vocabulary
4. Listen – with slide
5. Group Discussion
6. Listen – no slide

Notes and Summary**DAY 144****Summary of Day 144**

- **Verbs**
 - **Reflexive Verbs Lesson 5: 2-Verb Reflexives**
- **Comprehension CD 3, Tracks 15 & 17**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 145

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Lección 29 - Don't Waste Your Food - All Parts of the Cow!!?

In many of the lower-income pueblos in Latin America, resources para comprar comida can be scarce. Most of Latin America consiste en developing or so called third-world countries. Because of their low recursos económicos, Latin people usually don't waste comida. De hecho, many will go to extremes to eat a lot of interesting parts de la vaca, pig and otros animales that most Americans have never thought about eating.

Después de vivir in Latin America for two years and becoming accustomed to their estilo de vida, I was shocked when I returned to the U.S. and had dinner con mi familia the first night back. Era como reverse culture shock for me. No podía creer how much comida they wasted. If they couldn't or didn't want to eat all of their comida, they just left it on their platos and it all went down the hungry and ever-ready food disposal never to be seen again. La cosa interesante is that I used to do la misma cosa at mealtime before spending two years of my life living entre the Latin people. In Latin America, because of economic conditions and estilo de vida, they usually eat every bit of their comida.

In a way, I wish everyone from more developed países could have the chance to visit Latin America and live con la gente of the poor pueblos. If they did, I believe we would have a mundo cambiado. I think people would be less greedy and appreciate what they have mucho más. I think people would also develop more compassion for the less-fortunate. The mentality of not wasting comida has now become parte de mi vida. A veces I'll be eating con mi esposa and when she is finished, there will still be some comida left on her plato. I usually eat it for her because, después de vivir in Latin America, it's hard for me to see comida go to waste. (I have to exercise mucho to burn off all of the calorías extras from eating su comida as well as mine - I have an indoor bike I ride frequently.)

En ciertas areas de Latin America, I saw little children crawling around on dirt floors, putting piedras and tierra in their mouths hoping it was comida. Yo vi some children literally starving to death. What a heart wrenching experience it is to see real people and little children dying por la falta de comida. Ni puedo explicar what it does to you to see someone in that condition.

My life has been changed forever after being con gente living in this type of situación. When I was a niño, my mom always told me to eat all of my comida because there were children starving in China. I never realized the full extent of her seemingly "nagging" phrase until I actually saw children dying of starvation in third-world países.

Moral of the Story: What should we do? There are humanitarian aid programs we can donate to which help children who lack comida to survive. Most of us have plenty, and it can mean so much to give to those less-fortunate than us.

DAY 145**Vocabulario de la Semana**

pueblos	small cities; villages
para comprar comida	to buy food
comida	food
consiste en	consists of
recursos económicos	economic resources
de hecho	in fact
de la vaca	of the cow
otros animales	other animals
después de vivir	after living
estilo de vida	lifestyle
con mi familia	with my family
era como	it was like
no podía creer	I couldn't believe
platos	plates
la cosa interesante	the interesting thing
la misma cosa	the same thing
entre	among
países	countries
con la gente	with the people
mundo cambiado	changed world
mucho más	a lot more
parte de mi vida	part of my life
a veces	sometimes
con mi esposa	with my wife
después de vivir	after living
mucho	a lot
calorias extras	extra calories
su comida	her food
en ciertas areas de	in certain areas of
piedras	rocks
tierra	dirt (earth)
yo vi	I saw
por la falta de comida	because of the lack of food
ni puedo explicar	I can't even explain
con gente	with people
situación	situation
niño	little boy
por favor	please
sus pensamientos	your thoughts
respuestas	responses/answers
correo electrónico <i>or</i> email	email
yo puedo recomendar	I can recommend

Notes and Summary**DAY 145****Summary of Day 145**

- **Culture**
 - **Culture Reports**
 - **Don't Waste Your Food**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 10 – Restaurant

DAY 146

Lección 7: Practice Section Phase III – Questions with Question Words

Learn Vocabulary: New Slide – Becoming Acquainted Slides 9-10 (? / Ans. / Links)

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Ask Questions to Students and Students Answer in Spanish (using Workbooks): Ask individual students the questions below and have students answer in Spanish using the Workbook.

Pregunta

- | | |
|--|--|
| 1. ¿Qué le gustaría ordenar? | 2. ¿Qué lleva? |
| 3. ¿Cómo puedo ordenar pescado? | 4. ¿Qué necesita? |
| 5. ¿Cuándo necesito pagar? | 6. ¿Dónde vamos a sentarnos? |
| 7. ¿Qué quiere comer? | 8. ¿Quién quiere más? |
| 9. ¿Quién necesita hacer? | 10. ¿Cuándo queremos ordenar? |
| 11. ¿Cómo prefiere el pollo? | 12. ¿Qué va a pedir? |
| 13. ¿Cómo le gustaría tener el bistec? | 14. ¿Cómo le gustaría tenerlas? |
| 15. ¿Dónde va a sentarse? | 16. ¿Qué lleva al jamón? |
| 17. ¿Qué lleva el puerco? | 18. ¿Cómo le gustaría tener la cuenta? |
| 19. ¿Qué vamos a probar? | 20. ¿Qué lleva el pescado? |

Ask Questions to Students and Students Answer in Spanish (No Workbooks): Have students close workbooks and ask individual students the questions below and have students answer in Spanish without using the Workbook if possible. **Note:** if students are still struggling try to encourage them to answer without the Workbook.

Pregunta

- | | |
|--|-----------------------------------|
| 21. ¿Cuándo va a traer el jugo? | 22. ¿Quién va a comer puerco? |
| 23. ¿Qué necesita hacer? | 24. ¿Cómo le gusta su pescado? |
| 25. ¿Cómo le gustaría tener sus huevos? | 26. ¿Qué puede cocinar aquí? |
| 27. ¿Quién quiere comer? | 28. ¿Qué lleva la sopa? |
| 29. ¿Adónde va a ir? | 30. ¿Dónde podemos pagar? |
| 31. ¿Qué prefiere? | 32. ¿Cuándo vamos a comer? |
| 33. ¿Qué lleva el arroz? | 34. ¿Quién puede comer más pollo? |
| 35. ¿Cuándo puede trearnos las papas fritas? | 36. ¿Adónde va a caminar? |
| 37. ¿Qué vamos a pedir? | 38. ¿Cómo quiere su café? |
| 39. ¿Cómo le gustaría su bistec? | 40. ¿Qué prefiere? |

DAY 146

Practice using Practice Model: Follow the steps of the practice model to review the section. (See Instructor Handbook pg 12 for complete details.)

- Reminder: Only a rare use of “¿Por qué?” is recommended in this section since students generally aren’t prepared to answer questions of that type yet.
- Use the Following for the “Model” step (remember to ask individual students questions in Spanish and they answer in Spanish – let them use their Workbooks if they need to.)

Pregunta

- | | |
|--------------------------------------|----------------------------------|
| 1. ¿Cómo va a cocinarlo? | 2. ¿Qué lleva? |
| 3. ¿Cuándo quiere comer la ensalada? | 4. ¿Dónde prefiere sentarse? |
| 5. ¿Qué queremos ordenar? | 6. ¿Qué quiere? |
| 7. ¿Cómo vamos a pagar? | 8. ¿Cuándo va a traerme mi vino? |
| 9. ¿Qué lleva? | 10. ¿Dónde quiere sentarse? |

Incorporation of Homework: When students are in the “Practice” step of the Practice Model, have them use the questions they created during the “Homework Assignment”. They should ask questions in Spanish and members of their group should answer in Spanish.

PRACTICE MODEL

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

Homework Assignment: Have students do the Workbook exercises on pages 59-61 for class tomorrow.

Notes and Summary**DAY 146****Summary of Day 146**

- **Learn to ask questions using question words**
- **Practice with Question Words**
- **Homework: Workbook pgs 59-61**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 10 – Restaurant**DAY 147****Lección 8: Review/Enrichment Activities**

Use activities in the Instructor Handbook (pg 18), take time in class to correct the workbook, or have students role play being at a restaurant and draw food items on paper, or take students to the computer lab to review the Becoming Acquainted section of the course and take the Practice Test.

Notes and Summary**Summary of Day 147**

- **Enrichment Activities**
- **Exam Review**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 10 – Restaurant

DAY 148

Lección 9: Restaurant Exam

Take students to the computer lab and have them take the Online on the Restaurant section of the software. Here is some info to get you started, for more detailed info on exam tracking, see the Instructor Handbook.

Online Testing

The U.S. Institute of Languages can setup an online classroom for each course you are teaching for a one-time setup fee of \$150 + \$50 per additional class if instructor wants the ability to view students by class. Teachers 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.



**U.S. INSTITUTE®
OF LANGUAGES**

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

How to Login

Students

10. 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**. Students then create their own usernames and passwords. Please recommend that they use upper and lower case letters and numbers when creating their passwords. You will be able to see them all from the Administrative Login area below.

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 Customer Service at: 801-475-4441 during business hours.

Thank you!

Notes and Summary**DAY 148****Summary of Day 148**

- **Final Exam Taken for the Restaurant Section**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Grammar/Verb Conjugation

DAY 149

Lección 18: Por vs. Para

Items Covered:

- Por vs. Para (show lesson found on "Grammar" CD-ROM)

Comprehension

Lección 29 - Dialogue VI, Narrative

Comprehension CD 3: Track 19

La ciudad de México o el D.F.(Distrito Federal) es una ciudad muy grande y es fácil perderse, es importante saber en donde están los lugares más importantes. Un lugar que debe visitar si va al D.F. es el centro histórico.

En el centro histórico hay un asta bandera, y a las seis de la mañana, los soldados tienen que subir la bandera y a las seis de la tarde la tienen que bajar. En un lado está la catedral, y al lado de la catedral hay varias tiendas y unas ruinas que se llaman el templo mayor, al lado del templo mayor está el Palacio de Gobierno y dentro del Palacio de Gobierno hay museos. Frente al Palacio de Gobierno hay un hotel muy famoso porque es muy viejo y allí hay vitrales en el techo y los elevadores son muy antiguos, es muy bonito. A la vuelta hay muchas tiendas y siempre hay mucha gente de compras.

Comprehension CD 3: Track 18

*New Vocabulary

Perderse	to get lost
Vitrales	stained-glass
Los soldados	the soldiers
En un lado	on one side
que se llaman	that are called
me duele la cabeza	it hurts my head (I have a headache)
Ruinas	ruins
Asta bandera	flag pole
Antiguos	old/ancient
Gente	people
De compras	shopping

Outline:

1. Listen
2. Guess
3. Vocabulary
4. Listen – with slide
5. Group Discussion
6. Listen – no slide

Notes and Summary**DAY 149****Summary of Day 149**

- **Grammar**
 - **Por vs. Para**
- **Comprehension CD 3, Tracks 18 & 19**
-

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 150

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Lección 30 - All Parts of the Cow!!? - Part II

First I'd like to thank everyone around el mundo for your wonderful responses to last week's Lección which touched on poverty and the scarcity of comida in areas of Latin America. Puede ver a few of the responses below. Since there were so many responses, desafortunadamente we weren't able to publish everyone's response.

Hablamos brevemente last week about eating different partes de la vaca so no comida is wasted. Esta semana I want to tell you about some of las cosas interesantes I ate while living in Latin America. If it makes your stomach week, hay que darse cuenta that you are only reading about it; I had to actually eat them.

Como he mencionado anteriormente, when eating at someone's house in Latin America, as I did 3 meals a day por dos años, you should eat all of la comida your host/hostess serves you or they can become muy ofendidos and hurt. I quickly realized, by painful experience, that I couldn't even give la comida to a friend and have them eat it - I had to eat it **all** yo mismo. As I learned more about Latin American culture con respecto a comida, I made one food rule para mí mismo that helped me get through the culture shock. The rule is, "when eating an unrecognized comida, don't ask what it is". Sometimes I implemented a slight variación to this rule, "Don't ask what it is for an hour or two after eating it". This rule helped keep my mind focused, my stomach less weak and mi plato vacio.

Here are just a few of las cosas interesantes I ate in Latin America that I wasn't accustomed to. We often had mondongo. To me, it tasted a lot like edible rubber. It was usually cut into pedacitos pequeños about the size of a coin; on un lado it was liso and rubbery, y el otro lado had fibers similar to those on a towel. It took me a few times of eating it to get used to it, but then it was tolerable. We also frecuentemente had cow heart, liver and other interesting looking carne that I never dared ask what they were.

We had sopa almost every day for almuerzo during the two years I lived there. It was sopa caliente even though it was around 100 degrees outside with no air-conditioning adentro. Often the soup had an actual chicken's foot in it! The first time yo vi a chicken's foot in mi sopa, I was shocked and thought it must be un chiste until I saw everyone else eating their chicken's foot.

Now I'll briefly educate you on the fine art of chicken-foot eating. You pick up the pata de pollo in both hands, and then nibble the skin/meat around each hueso. This process can take quite a while, so if you get patas de pollo in your sopa, be sure to plan your time accordingly if you have time constraints. The great thing about patas de pollo is that if you're watching your figure, you don't have to worry; puede tener as many as you want without having to worry about calorías - there isn't much to a pata de pollo.

While we're on the topic of pollo, in Latin America I learned to eat every bit of pollo from the huesos; then I learned to bite the huesos in half and suck out the marrow. When I first got married (back in the U.S.), and mi esposa saw me do this. She thought I had gone loco and was about to send me to a psychotherapist. I really had to convince her that I was okay and explain why I bit the hueso de pollo in half and was sucking out the marrow.

A few other cosas interesanted I ate were cuí, pig's feet and pig intestines stuffed with shredded pork cooked in boiled pig's blood. Aunque las diferencias culturales in comida were difficult to get used to, I came to enjoy these diferencias and soaked it all in. Para mí, it became a culinary adventure! Me encantó every bit of cultura learned in Latin America.

Moral of the Historia: Some diferencias culturales can seem extraño or even weird, but they are just that - diferencias. Remember, just because someone does things different or eats cosas diferentes, it doesn't make them "weird". Instead of saying, "Wow - that's weird!" try saying "That is different."

Vocabulario de la Semana**DAY 150**

aunque las diferencias culturales	even though the cultural differences
para mí	for me
el mundo	the world
Lección	lesson
(la) comida	(the) food
puede ver	you can see
desafortunadamente	unfortunately
hablamos brevemente	we talked briefly
partes de la vaca	parts of the cow
esta semana	this week
las cosas interesantes	the interesting things
hay que darse cuenta	You have to realize
como he mencionado anteriormente	as I have mentioned previously
por dos años	for two years
muy ofendidos	very offended
yo mismo	myself
con respecto a	regarding
para mí mismo	for myself
variación	variation
mi plato vacío	my empty plate
mondongo	cow stomach
pedacitos pequeños	little pieces
liso	smooth
un lado	one side
y el otro lado	and the other side
frecuentemente	frequently
carne	meat
sopa	soup
almuerzo	lunch
sopa caliente	hot soup
adentro	inside
yo vi	I saw
mi sopa	my soup
un chiste	a joke
hueso(s)	bone(s)
pata de pollo	chicken foot
patas de pollo	chicken's feet
puede tener	you can have
calorias	calories
pollo	chicken
mi esposa	my wife
loco	crazy
hueso de pollo	chicken bone
cuí	guinea pig
me encantó	I loved
país	country
escribe a	write to
extraño	strange
cosas diferentes	different things

DAY 150**Notes and Summary****Summary of Day 150**

- **Culture**
 - **Culture Reports**
 - **All Part of the Cow – Part II**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 11 – Telephone

DAY 151

Lección 1: All Slides

Learn Vocabulary:

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 1 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
“¿Cómo se dice...”		✎ subject pronouns are optional!
Slide #1		
26.	(Is _____ in?)	¿Se encuentra (José)?
27.	(This is _____ from _____)	Habla (name) de (company)
28.	(With whom do you want to speak?)	¿Con quién quiere hablar?
29.	(Hello)	¿Aló?
30.	(This is he/she)	El/Ella habla.
31.	(With whom am I speaking?)	¿Con quién hablo?
32.	(No. With _____ please.)	No. Con (Paco) por favor.
33.	(Hello)	¿Bueno?
34.	(How can I help you?)	¿En qué puedo servirle?
35.	(You want to speak with _____?)	¿Quiere hablar con (José)?
36.	(Can I speak with _____?)	¿Me puede comunicar con (Juan)?
37.	(Good morning/afternoon.)	Buenos días/tardes.

Quiz Vocabulary on Slide 2 Below: (Without Spanish Word Prompts on Slide)

<u>Inglés</u>	<u>Español</u>
*“Cómo se dice...”	
1. (With whom do you want to speak?)	¿Con quién quiere hablar?
2. (Can I speak with _____?)	¿Me puede comunicar con (Juan)?
3. (Hello)	¿Aló?
4. (This is _____ from _____)	Habla (name) de (company)
5. (With whom am I speaking?)	¿Con quién hablo?
6. (This is he/she)	El/Ella habla.
7. (Hello)	¿Bueno?
8. (You want to speak with _____?)	¿Quiere hablar con (José)?
9. (Good morning/afternoon.)	Buenos días/tardes.
10. (How can I help you?)	¿En qué puedo servirle?
11. (Is _____ in?)	¿Se encuentra (José)?
12. (No. With _____ please.)	No. Con (Paco) por favor.

DAY 151

Quiz Vocabulary on Slide 3 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>	<u>Spanish</u>
<p>“¿Cómo se dice...”</p> <p>Slide #1</p>	<p><i>✍ subject pronouns are optional!</i></p>

1.	(Can you give me your number?)	¿Me puede dar su teléfono?
2.	(He/she is not in (right now).)	No está (ahora).
3.	(I'm going to transfer you to ____.)	Le voy a pasar con ____.
4.	(Would you like to leave a message?)	¿Le gustaría dejar un mensaje?
5.	(One moment please.)	Un momento por favor.
6.	(He/she will return in ____ hrs/mins.)	Va a regresar en ____ horas/minutos.

Quiz Vocabulary on Slide 4 Below: (Without Spanish Word Prompts on Slide)

<u>Inglés</u>	<u>Español</u>
<p><i>*“Cómo se dice...”</i></p>	

1.	(One moment please.)	Un momento por favor.
2.	(He/she is not in (right now).)	No está (ahora).
3.	(Would you like to leave a message?)	¿Le gustaría dejar un mensaje?
4.	(I'm going to transfer you to ____.)	Le voy a pasar con ____.
5.	(Can you give me your number?)	¿Me puede dar su teléfono?
6.	(He/she will return in ____ hrs/mins.)	Va a regresar en ____ horas/minutos.

DAY 151

Quiz Vocabulary on Slide 5 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>	<u>Spanish</u>
“¿Cómo se dice...”	✍ subject pronouns are optional!
Slide #1	

1.	Thank you. Until later.	Gracias. Hasta luego.
2.	No, thanks. I'll call back.	No, gracias. Yo vuelvo a llamar.
3.	My phone number is 123-456-7890.	Mi teléfono es (123-456-7890).
4.	Can you tell him/her that (name) called from (company)?	¿Puede decirle que llamó ____ de ____?
5.	(Can I leave him/her a message?	¿Puedo dejarle un mensaje?
6.	(When will he/she return?	¿Cuándo va a regresar?

Quiz Vocabulary on Slide 6 Below: (Without Spanish Word Prompts on Slide)

	<u>Inglés</u>	<u>Español</u>
	<i>*"Cómo se dice..."</i>	
1.	Can you tell him/her that (name) called from (company)?	¿Puede decirle que llamó ____ de ____?
2.	No, thanks. I'll call back.	No, gracias. Yo vuelvo a llamar.
3.	My phone number is 123-456-7890.	Mi teléfono es (123-456-7890).
4.	Thank you. Until later.	Gracias. Hasta luego.
5.	(Can I leave him/her a message?	¿Puedo dejarle un mensaje?
6.	(When will he/she return?	¿Cuándo va a regresar?

Practice using Practice Model: Follow the steps of the practice model to review the section. (See Instructor Handbook pg 12 for complete details.)

For the practice session, have students imagine they are on real phone calls with others in their group. As the instructor, you should model a phone call or two for them.

Homework Assignment: Workbook pages 62-64

PRACTICE MODEL

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

DAY 151**Notes and Summary****Summary of Day 151**

- Telephone Slides 1 - 6
- Practice Session
- Workbook Assignment:
pages 62-64

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 11 – Telephone

DAY 152

Lección 2: Review

Review All Slides:

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 1 Below: (With Spanish Word Prompts on Slide)

Practice using Practice Model: Follow the steps of the practice model to review the section. (See Instructor Handbook pg 12 for complete details.)

For the practice session, have students imagine they are on real phone calls with others in their group. As the instructor, you should model a phone call or two for them.

PRACTICE MODEL

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

Review/Enrichment Activities

Use activities in the Instructor Handbook (pg 18), take time in class to correct the workbook, or have students role play being at a restaurant and draw food items on paper, or take students to the computer lab to review the Becoming Acquainted section of the course and take the Practice Test.

Notes and Summary***DAY 152*****Summary of Day 152**

- Telephone Review for Exam
- Enrichment Activities

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 11 – Telephone

DAY 153

Lección 3: Telephone Exam

Take students to the computer lab and have them take the Online on the Telephone section of the software. Here is some info to get you started, for more detailed info on exam tracking, see the Instructor Handbook.

Online Testing

The U.S. Institute of Languages can setup an online classroom for each course you are teaching for a one-time setup fee of \$150 + \$50 per additional class if instructor wants the ability to view students by class. Teachers 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.



**U.S. INSTITUTE®
OF LANGUAGES**

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

How to Login

Students

11. 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**. Students then create their own usernames and passwords. Please recommend that they use upper and lower case letters and numbers when creating their passwords. You will be able to see them all from the Administrative Login area below.

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 Customer Service at: 801-475-4441 during business hours.

Thank you!

Notes and Summary***DAY 153*****Summary of Day 153**

- **Final Exam Taken for the Telephone Section**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Grammar/Verb Conjugation

DAY 154

Lección 19: Sentence Structure

Items Covered:

- Sentence Structure (show lesson found on "Grammar" CD-ROM)

Comprehension

Lección 30 - Dialogue VII, Conversation

Comprehension CD 3: Track 20

Thomas: Disculpe, me duele la cabeza, ¿puede decirme dónde puedo comprar una aspirina?

Frida: Hay una farmacia en la calle de Izazaga.

T: ¿Está muy lejos de aquí?

F: No, vaya derecho hasta la calle 5 de Febrero y de vuelta a la izquierda, allí está, frente a la librería, al lado de un restaurante chino.

T: ¿Está cerca de Mc Donalds?

F: ¡Exactamente!, a una cuadra.

Comprehension CD 3: Track 18

*New Vocabulary

Perderse	to get lost
Vitrales	stained-glass
Los soldados	the soldiers
En un lado	on one side
que se llaman	that are called
me duele la cabeza	it hurts my head (I have a headache)
Ruinas	ruins
Asta bandera	flag pole
Antiguos	old/ancient
Gente	people
De compras	shopping

Outline:

1. Listen
2. Guess
3. Vocabulary
4. Listen – with slide
5. Group Discussion
6. Listen – no slide

Notes and Summary***DAY 154*****Summary of Day 154**

- **Grammar**
 - **Sentence Structure**
- **Comprehension CD 3, Tracks 18 & 20**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 155

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Lección 31 - Provecho / Servido - Manners While Someone is Eating

En los Estados Unidos as well as in Latin America, it is impolite comer in front of otra persona. Pero, what should you do if you if you stop by la casa de alguien while they are eating? Si esto me pasa to me personally, I usually say algo como, "Lo siento, I didn't mean to interrupt your dinner", o "Sorry to bother you durante dinner time."

Este tipo of interruption doesn't seem to happen as much in los Estados Unidos as in Latin America. Parece ser because casi todos in the U.S. has a teléfono and people frequently call each other before stopping by. In many Latin American regions, especially the lower-income pueblos, a very small porcentaje of la población owns a teléfono because of el costo involved. Phone calls are cobrados by the length of each call whether local or larga distancia. In the U.S., a set monthly phone bill gets you all the local llamadas you want, regardless of the length, gratis. However, extra fees are incurred for llamadas de larga distancia. Because of the scarcity de gente with teléfonos in Latin America, la gente frequently stop by acquaintances homes unannounced y a veces during mealtime. I assume that because of this practice, and because of the Latin American emphasis on comida, there has been una palabra de español inventada for this exact situación.

If you stop by la casa de alguien while they are eating but you aren't, hay que decir either "¡Provecho!" o "¡Buen provecho!" which significa "Enjoy your meal!" La palabra "provecho" literally significa "profit" o "benefit", and "Buen provecho" literally significa "Good benefit" o "Good profit".

La gente usually say esta frase with a light-hearted attitude casi as if to say, "Go ahead and keep eating and no se preocupe por mí". To continue the scenario un poco más, if you are eating and alguien dice "¡Buen provecho" a usted, puede contestarles by saying "Servido" which means "Served". By saying "Servido", you are basically saying, "Feel free to take a seat and have some if you'd like." Aunque that is the real significado, no creo que I ever saw anyone in this situación ever take someone up on the offer and sit down para comer con la familia after they had already empezado a meal.

Recuerden, the next time you see Latin-American people comiendo and you are not, be sure to say "¡Provecho!" o "¡Buen provecho!" a ellos. También, if you are eating, and alguien dice "¡Provecho!" a usted, be sure and say "Servido" a ellos, and be ready to offer them comida; just in-case they take you up on your offer.

Moral of the Historia: A large part of Latin American cultura is based on comida. Without a lot of instant comida available a la gente in the lower-income pueblos, they spend a lot of tiempo in food preparation. Because la comida is such a big part of their vidas, es importante aprender proper mealtime etiquette. Just recuerden, "¡Provecho!" o "¡Buen provecho!" and "Servido".

Vocabulario de la Semana

en los Estados Unidos	in the United States
comer	to eat
otra persona	another person
pero	but
la casa de alguien	someone's house
si esto me pasa	if this happens to me
algo como	something like
lo siento	I'm sorry
o	or

DAY 155

durante	during
este tipo	this type
parece ser	this seems to be
casi todos	almost everyone
teléfono(s)	telephone(s)
pueblos	cities/townships
porcentaje	percentage
la población	the population
el costo	the cost
cobrados	charged
local	local (spelled the same in Spanish and English)
llamadas	calls
gratis	free
larga distancia	long distance
llamadas de larga distancia – long distance calls	
de gente	of people
la gente	people
y a veces	and sometimes
comida	food
una palabra de español inventada	a Spanish word invented
situación	situation
hay que decir	you should say
significa	means
la palabra	the word
esta frase	this phrase
casi	almost
no se preocupe por mí	don't worry about me
un poco más	a little farther (more)
alguien dice	someone says
a usted	to you
puede contestarles	you can answer them
aunque	although
no creo que	I don't think that
para comer	to eat (in order to eat)
con la familia	with the family
empezado	started
recuerden	remember
comiendo	eating
a ellos	to them
también	also
cultura	culture
(la) comida	food
a la gente	to the people
tiempo	time
vidas	lives
es importante aprender	it's important to learn

Notes and Summary**DAY 155****Summary of Day 155**

- **Culture**
 - **Culture Reports**
 - **Provecho/Servido**
Manners While
Eating

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 12 – Travel

DAY 156

Lección 1: Bank, Medical Emergencies

PowerPoint Slides: Open Travel Slides 1-2

Learn Vocabulary:

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 1 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		<i>⚡ subject pronouns are optional!</i>
1.	Call an ambulance!	¡Llame una ambulancia!
2.	I need to exchange dollars for (the local currency).	Necesito cambiar dólares por (pesos).
3.	I need to cash travelers checks.	Necesito cambiar Cheques de Viajero.
4.	He/She needs to go to a hospital.	(El/Ella) Necesita ir a un hospital.
5.	Are there ambulances close?	¿Hay ambulancias cerca?
6.	We need help right now!	¡Necesitamos ayuda ahora mismo!
7.	He/She needs a doctor.	(El/Ella) Necesita un doctor.
8.	Where’s a bank?	¿Dónde hay un banco?
9.	Call a taxi!	¡Llame un taxi!

Quiz Vocabulary on Slide 2: (Without Spanish Word Prompts)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		<i>⚡ subject pronouns are optional!</i>
26.	Call an ambulance!	¡Llame una ambulancia!
27.	I need to exchange dollars for (the local currency).	Necesito cambiar dólares por (pesos).
28.	I need to cash travelers checks.	Necesito cambiar Cheques de Viajero.
29.	He/She needs to go to a hospital.	(El/Ella) Necesita ir a un hospital.
30.	Are there ambulances close?	¿Hay ambulancias cerca?
31.	We need help right now!	¡Necesitamos ayuda ahora mismo!
32.	He/She needs a doctor.	(El/Ella) Necesita un doctor.
33.	Where’s a bank?	¿Dónde hay un banco?
34.	Call a taxi!	¡Llame un taxi!

DAY 156

In Class Writing: Give students 5-10 minutes to write at least 10 using the words you just learned.

Practice using Practice Model: Follow the steps of the practice model to review the first two slides. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step (be creative!):

	English	Spanish
	<i>“¿Cómo se dice...”</i>	<i>✎ subject pronouns are optional!</i>
14.	I need to cash travelers checks.	Necesito cambiar Cheques de Viajero.
15.	Where’s a bank?	¿Dónde hay un banco?
16.	Are there ambulances close?	¿Hay ambulancias cerca?
17.	Call an ambulance!	¡Llame una ambulancia!
18.	I need to exchange dollars for (the local currency).	Necesito cambiar dólares por (pesos).
19.	Call a taxi!	¡Llame un taxi!
20.	He/She needs a doctor.	(El/Ella) Necesita un doctor.
21.	We need help right now!	¡Necesitamos ayuda ahora mismo!
22.	He/She needs to go to a hospital.	(El/Ella) Necesita ir a un hospital.
23.	I need to cash travelers checks.	Necesito cambiar Cheques de Viajero.
24.	Where’s a bank?	¿Dónde hay un banco?
25.	Are there ambulances close?	¿Hay ambulancias cerca?
26.	Call an ambulance!	¡Llame una ambulancia!

PRACTICE MODEL

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

Notes and Summary***DAY 156*****Summary of Day 156**

- **Survival Slides 1-2**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 12 – Travel

DAY 157

Lección 2: Hotel

PowerPoint Slides: Open Travel Slides 3-4

Learn Vocabulary:

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 3 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		<i>✓ subject pronouns are optional!</i>
1.	the air cond.	el aire acondicionado
2.	a room	un cuarto
3.	clean towels	toallas limpias
4.	my/a key	mi/una llave
5.	a queen bed	una cama queen size
6.	the/a museum	el/un museo
7.	the heat	la calefacción
8.	the/a light	la/una luz
9.	the/a laundromat	la/una lavandería
10.	videos	videos
11.	the/a restaurant	el/un restaurante
12.	the/some stores	las/unas tiendas
13.	drinkable water	agua potable
14.	soap	jabón
15.	another key	otra llave
16.	the/a sauna	el/un sauna
17.	the/an exercise room	el/un gimnasio
18.	room service	servicio a la habitación
19.	the/a bar	el/un bar
20.	the/a swimming pool	la/una piscina
21.	a single bed	una cama individual
22.	the/a TV	la/una televisión
23.	the/a telephone	el/un teléfono
24.	the/a jacuzzi /Hot tub	el/un jakuzi

DAY 157

Quiz Vocabulary on Slide 4: (Without Spanish Word Prompts)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		<i>✎ subject pronouns are optional!</i>
1.	the/a restaurant	el/un restaurante
2.	the/a museum	el/un museo
3.	clean towels	toallas limpias
4.	the/a telephone	el/un teléfono
5.	the/some stores	las/unas tiendas
6.	a single bed	una cama individual
7.	another key	otra llave
8.	room service	servicio a la habitación
9.	the/a bar	el/un bar
10.	the/a light	la/una luz
11.	the/an exercise room	el/un gimnasio
12.	a queen bed	una cama queen size
13.	videos	videos
14.	a room	un cuarto
15.	soap	jabón
16.	the/a laundromat	la/una lavandería
17.	the air cond.	el aire acondicionado
18.	the heat	la calefacción
19.	the/a sauna	el/un sauna
20.	the/a swimming pool	la/una piscina
21.	the/a jacuzzi	el/un jakuzi
22.	drinkable water	agua potable
23.	the/a TV	la/una televisión
24.	my/a key	mi/una llave

DAY 157

In Class Writing: Give students 5-10 minutes to write at least 10 sentences using the words you just learned.

Practice using Practice Model: Follow the steps of the practice model to review the first two slides. (See Instructor Handbook pg 12 for complete details)

Use the Following for the “Model” step (be creative!) Encourage students to make up answers with the vocabulary they know.

Question “¿Cómo se dice...”		
1.	¿Hay un restaurante?	¿A qué hora se registra la salida?
2.	¿Hay un museo cerca?	¿Dónde hay un banco?
3.	El teléfono no funciona.	Necesito otra llave.
4.	¿Dónde está el gimnasio?	¿Dónde está la lavandería?

PRACTICE MODEL

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

Notes and Summary***DAY 157*****Summary of Day 157**

- **Hotel Slides 3-4**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 12 – Travel

DAY 158

Lección 3: Rent-a-Car / Shopping

PowerPoint Slides: Open Travel Slides 5-6

Learn Vocabulary:

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 5 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

	<u>English</u>	<u>Spanish</u>
	“¿Cómo se dice...”	
1.	I would like to buy ____?	¿Me gustaría comprar ____?
2.	Where is a mall?	¿Dónde está un centro comercial?
3.	How much is ____?	¿Cuánto cuesta ____?
4.	How much does it cost per km.?	¿Cuánto cuesta por kilómetro?
5.	Where can I rent a car?	¿Dónde puedo rentar un carro?
6.	How much does it cost per day?	¿Cuánto cuesta por día?
7.	Where is a clothing store?	¿Dónde está una tienda de ropa?
8.	Where is a Gift shop?	¿Dónde está una tienda de regalos?
9.	I need to rent a car.	Necesito rentar un carro.
10.	Which credit cards do you accept?	¿Qué tarjetas de crédito aceptan?
11.	I need a car for ____ days.	Necesito un carro por ____ días.
12.	How much is this / that?	¿Cuánto cuesta esto / eso?
13.	Where is a Pharmacy / Drug Store?	¿Dónde está una farmacia?

DAY 158

Quiz Vocabulary on Slide 6: (Without Spanish Word Prompts)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...” before each English phrase.

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		<i>✎ subject pronouns are optional!</i>
1.	How much is ____?	¿Cuánto cuesta ____?
2.	I need a car for ____ days.	Necesito un carro por ____ días.
3.	How much does it cost per km.?	¿Cuánto cuesta por kilómetro?
4.	Where is a mall?	¿Dónde está un centro comercial?
5.	How much does it cost per day?	¿Cuánto cuesta por día?
6.	Where can I rent a car?	¿Dónde puedo rentar un carro?
7.	Where is a Gift shop?	¿Dónde está una tienda de regalos?
8.	Where is a Pharmacy / Drug Store?	¿Dónde está una farmacia?
9.	Which credit cards do you accept?	¿Qué tarjetas de crédito aceptan?
10.	How much is this / that?	¿Cuánto cuesta esto / eso?
11.	I need to rent a car.	Necesito rentar un carro.
12.	I would like to buy ____?	¿Me gustaría comprar ____?
13.	Where is a clothing store?	¿Dónde está una tienda de ropa?

DAY 158

In Class Writing: Give students 5-10 minutes to write at least 10 sentences using the words you just learned.

Practice using Practice Model: Follow the steps of the practice model to review the first two slides. (See Instructor Handbook pg 12 for complete details)

Use the Following for the “Model” step (be creative!) Encourage students to make up answers with the vocabulary they know.

Question “¿Cómo se dice...”		
1.	¿Dónde está una tienda de ropa?	¿Cuánto cuesta por día?
2.	¿Dónde está un centro comercial?	¿Qué tarjetas de crédito aceptan?
3.	¿Dónde está una tienda de regalos?	¿Dónde puedo rentar un carro?
4.	Necesito un carro por __ días.	¿Cuánto cuesta ____?
5.	¿Cuánto cuesta por kilómetro?	¿Cuánto cuesta esto / eso?
6.	¿Dónde está una farmacia?	Necesito rentar un carro.

PRACTICE MODEL

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

DAY 158**Summary of Day 158**

- **Travel Slides 5-6**
 - **Rent-a-Car**
 - **Shopping**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Grammar/Verb Conjugation**DAY 159****Lección 20: Direct Objects****Items Covered:**

- Direct Objects - Optional (show lesson found on "Grammar" CD-ROM)

Comprehension**Lección 31 - Dialogue VIII, Narrative*****Comprehension CD 3: Track 22*****Spanish**

Tengo mucha hambre y necesito comer, no quiero ir a un restaurante japonés, pero me gustaría ir a un restaurante mexicano.

En el restaurante me gusta sentarme al lado de la ventana, en el segundo piso, me gusta sentarme cerca de la música.

En el restaurante mexicano tocan los mariachis, me gusta la música mexicana y disfruto escucharla.

En el menú puedo ver lo que quiero comer y creo que hoy voy a comer pescado, me gustaría probar los antojitos mexicanos, hay muchas cosas que no conozco y quiero probar algo nuevo. Voy a preguntarle a un mesero, ellos conocen la comida que sirven aquí.

Después de comer me gustaría probar un postre mexicano, y luego tomar una taza de café. A mis amigos y a mí nos gusta comer en restaurantes donde hay música, aunque la música de mariachi es muy escandalosa. En México no se puede pagar la comida con cheque, pero aceptan tarjetas de crédito. Creo que después de comer vamos a ir a la compañía, vamos a tener una junta a las cinco. Me gusta México y su comida.

English

I am very hungry and need to eat. I don't want to go to a Japanese restaurant, but I would like to go to a Mexican restaurant.

In the restaurant I like to sit by the side of the window on the second floor. I like to sit close to the music. In the Mexican restaurant, mariachis play music. I like Mexican music and I enjoy listening to it.

On the menu I can see what I want to eat and I think I'm going to eat fish. I would like to try the Mexican savoury tidbits. There are many things that I haven't tried and I want to try something new. I am going to ask a waiter; they know the food they serve here.

After eating, I would like to try a Mexican dessert and later drink a cup of coffee. My friends and I like to eat in restaurants where there's music, even though the mariachi music is very scandalous.

Comprehension CD 3: Track 21***New Vocabulary**

disfruto

antojitos mexicanos

no conozco

postre

escandalosa

junta

no se puede

en este momento

¿Quiere ir conmigo?

Me encanta

Yo invito

Aquí tiene

Que tengan un buen día

pollo al carbón

I enjoy

Mexican savoury tidbits

I don't know/ I'm not acquainted with

dessert

loud *

meeting

people can't

at this moment

Do you want to come with me?

I love it

It's on me/ my treat.

Here you are

have a nice day.

barbacued chicken

Outline:

1. Listen
2. Guess
3. Vocabulary
4. Listen – with slide
5. Group Discussion
6. Listen – no slide

Notes and Summary***DAY 159*****Summary of Day 159**

- **Grammar**
 - Direct Objects
- **Comprehension CD 3, Tracks 21 & 22**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 160

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Lección 32 – Bargaining for Taxis in Latin America

Uno de los aspectos of Latin America that I love most is that you are able, and are actually expected, to bargain para cualquier cosa -- even taxis. After getting used to this cultural difference in Latin America and living there for an extended period of time, regresé a the U.S., took a taxi, and tried to bargain pero no salió bien. El chofer pensaba I was crazy, and I got stuck with a hefty bill.

Bargaining for taxis in Latin America es divertido and can save you a lot of money. In heavy tourist areas, the rates may go up substantially, but you can still bargain to get un precio más bajo. The first step es regatear for a rate **before** getting into the taxi. Te voy a dar un ejemplo of how this works. It is similar to our "bargaining" lesson hace unas semanas.

Vamos a decir que you are trying to get to the "Garcia Museum." First I would start out by saying, "¿Cuánto para Museo Garcia?" [quan-toe pa-raw moo-say-oh Garcia?].

A veces, just because you're a gringo (foreigner) they will give you un precio alto muy ridículo. If they do, just say "¡Soy gringo, pero no soy tonto!" [Soy green-go peh-row no soy tone-toe]. This may sound very harsh but it's all part of the culture of bargaining. Many taxi drivers will be impressed that you, un extranjero, actually know this phrase and some will even get a good chuckle from it. From my experience, taxi drivers like bargaining tanto como yo. They enjoy going back and forth regateando for the best price.

¿Cuánto cuesta de verdad? - How much does it really cost?

Mejor voy a tomar otro taxi. - It will be better if I take another taxi

al empezar a salir - as you start (upon starting) to leave

ahora - now

e ideas - and ideas ("idea" is spelled the same. Note: "y" turns to "e" when the next letter is an "i".) Next, you can ask, "¿Cuánto cuesta de verdad?" [quan-toe qwes-taw de bear-thath?]. They will then give you a lower price, and you can say the following line and start to walk away, "Mejor voy a tomar otro taxi." [may-hore boy a toh-mar oh-troh taxi]. Al empezar a salir they will begin to get desperate, give you a lower price which you can accept, and you are on your way.

Ahora for a couple of quick pistas e ideas for getting around in Latin America:

- El tráfico is crazy and taxi drivers can aun más locos. Once you get in, hold on. Taxis are usually pretty safe but can give you an exciting ride. Especialmente si you're not used to driving ettiquete in Latin America.
- Algunas áreas have motorcycle taxis. They pull a type of carriage with a canopy para dos. This can be a very fun and exciting way to experience la cultura de Latin America.
- If you are thinking about driving tu propio carro, I highly discourage it. In most places, las leyes no protegen your car if you get in an accident.
- Renting a car puede ser una buena opción. Just make sure you are ready to drive with your horn and also that the car has "seguro" [seh-goo-roh] or "aseguranza" [ah-seh-goo-rahn-sah]. There are different words for insurance according to the region you go to.

DAY 160**Vocabulario de la Semana**

uno de los aspectos	one of the aspects
para cualquier cosa	for anything
regresé a	I returned to
pero no salió bien	but it didn't turn out well
el chofer pensaba	the driver thought
es divertido	is fun
un precio más bajo	a lower price
es regatear	is to bargain
te voy a dar un ejemplo	I'm going to give you an example
hace unas semanas	a few weeks ago
vamos a decir que	let's say that
¿Cuánto para Museo Garcia?	How much for Garcia Museum?
a veces	sometimes
un precio alto muy ridículo	a ridiculously high price
¡Soy gringo, pero no soy tonto!	I'm a gringo but I'm not a fool!
un extranjero	a foreigner
tanto como yo	as much as me (I do)
regateando	bargaining
el tráfico	traffic (in general)
aun más locos	even crazier
especialmente si	especially if
algunas áreas	some areas
para dos	for two
la cultura de	the culture of
tu propio carro	your (informal) own car
las leyes no protegen	the laws don't protect
puede ser una buena opción	can be a good option
seguro / aseguranza	insurance
para más información	for more information
antes de tu próximo viaje	before your (informal) next trip
incluyen	they include
pistas e ideas	tips and ideas

DAY 160**Notes and Summary****Summary of Day 160**

- **Culture**
 - **Culture Reports**
 - **Bargaining for Taxis**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 12 – Travel**DAY 161****Lección 4: Enrichment Activities**

Use activities in the Instructor Handbook (pg 18), take time in class to correct the workbook, or create Crossword Puzzles or Word Searches using the free resources found at: www.spanishprograms.com/free-worksheets-page.htm, or take students to the computer lab to review the Survival section of the course. The software includes lessons games and activities. Students can be self-guided to a point on the software.

Notes and Summary**Summary of Day 161**

- **Enrichment Activities**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 12 – Travel**DAY 162****Lección 5: Exam Review**

Take students to the computer lab and have them take the Written Practice Test in the Basic Needs section of the software. Another option is to go over the workbook if that was not covered yesterday.

Notes and Summary**Summary of Day 162**

- **Enrichment Activities**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 12 – Travel

DAY 163

Lección 6: Travel Exam

Take students to the computer lab and have them take the Online on the Travel section of the software. Here is some info to get you started, for more detailed info on exam tracking, see the Instructor Handbook.

Online Testing

Use the form you're received, similar to the one below, to get your students logged in to take the test.



**U.S. INSTITUTE®
OF LANGUAGES**

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

How to Login

Students

12. 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**. Students then create their own usernames and passwords. Please recommend that they use upper and lower case letters and numbers when creating their passwords. You will be able to see them all from the Administrative Login area below.

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 Jay Banner at: 801-475-4441 during business hours.

Thank you!

Notes and Summary***DAY 163*****Summary of Day 163**

- **Final Exam Taken for Travel**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Final Pronunciation Assessment

DAY 164

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.
 - a. 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

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

Skit Preparation Assignment

DAY 164

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 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
- A bargaining experience at a Spanish street market
- A blond lost in a Spanish city
- A traditional Spanish New Year's Dance
- A first-time Spanish meal with eccentric cuisine
- An argument at a match of *Fútbol*
- A disaster at a *Quinceañera*
- A close call at the Running of the Bulls
- A reenactment of a *Telenovela*
- A visit to the monarchy of Spain
- Comical costumes on *El Día de los Muertos*
- A business meeting between Americans and Latin Americans
- A chance meeting of friends at a grocery store
- A first-time meeting of Americans with Latin Americans using techniques to understand each other
- Individuals meeting each other for the first time at a sporting event and becoming acquainted

Final Skit – Sample Sign-up Sheet**DAY 164**

DAY #	DATE	GROUP	NAMES	TOPIC
178		I	1. _____ 2. _____ 3. _____ 4. _____	
		II	1. _____ 2. _____ 3. _____ 4. _____	
		III	1. _____ 2. _____ 3. _____	
		IV	1. _____ 2. _____ 3. _____	
		V	1. _____ 2. _____	
179*		VI	1. _____ 2. _____ 3. _____ 4. _____	
		VII	1. _____ 2. _____ 3. _____ 4. _____	
		VIII	1. _____ 2. _____ 3. _____	
		IX	1. _____ 2. _____ 3. _____	
		X	1. _____ 2. _____	

*Any remaining skits will be finished during the Fiesta on the last day of class—Day 180.

DAY 164

Notes and Summary**DAY 164****Summary of Day 164**

- **Pronunciation Assessment**
- **Skit Preparation**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Final Pronunciation Assessment

DAY 165

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.
6. 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

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 Lápices 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. |

Skit Preparation (continued): While individual students are conducting their Pronunciation Assessments, the rest of the students are gathered in assigned groups writing and preparing their final skits.

Culture

DAY 165

Lección 33 – Getting Around in Latin America

Cuando pide direcciones a la gente in a Latin American country, if they know where your destination is, tiene suerte and they will give you directions like those found in the "Locations" section of the Student Workbook. However, si no saben, they usually won't let you know that they don't know. They will instead say, "Está por allí". Then they'll usually wave their arm and point to some lugar indefinido. If this happens to you, it should be a quick red flag que la persona isn't quite sure where the place is. If this happens and especially si está de pie, be sure to ask at least 3 to 4 people where the place is as you get closer a su destino; eventually you'll get there. I can't tell you cuántas veces this happened to me when I lived in Latin America.

Like the U.S., where many of us men don't no queremos pararnos and ask for directions (it's kind of a pride thing because we'd have to admit que en verdad we **didn't** know where we were going), in Latin America many men act similarly y no quieren admitir that they don't know where a certain destino is. Por supuesto, in both cultures, hay mujeres that do the same thing, but generally us men are the most guilty.

Now back to our original scenario. Vamos a decir que you want show off your newly acquired Spanish, and ask where the "Vásquez Building" is, so you say, "¿Dónde está el edificio Vasquez?" And, let's say that the person knows exactly donde está and rattles off some long description in Spanish y no tiene idea de lo que dijo. What should you do?

Acabo de hablar con una vecina last week who had an experience just like that. She was in Latin America con su jefa representing an adoption agency last month. They had to get to a certain building and she said, "¿Dónde está..." Her boss was so impressed that she knew Spanish, and after a lengthy description, the boss said, "Bueno, ¿Qué dijo?". She said, "¡No tengo la menor idea!"; they both laughed.

Si alguno de ustedes ha tenido similar experiences, please let us know; we'd love to hear about them. Also, if any of you native speakers out there tiene más para agregar a this topic, please feel free to write in. Nos encantaría to hear from you.

Side Note: In Latin American millas are not used when speaking about direcciones o distancias. Instead of miles, se usan kilómetros. For your information, una milla equals approximately 1.6 kilometers. So, si tiene que manejar 30 millas, that would be equivalent to 48 kilometers. And, if you drive at 65 millas por hora that is the same as 104 kilometers per hour!

DAY 165**Vocabulario de la Semana**

cuando pide direcciones a la gente	when you ask people for directions
tiene suerte	you're in luck
si no saben	if they don't know
está por allí	it's over there
lugar indefinido	indefinite place
que la persona	that the person
si está de pie	if you're on foot
a su destino	to your destination
cuántas veces	how many times
no queremos pararnos	(we) don't want to stop
que en verdad	that really (truly)
y no quieren admitir	and they don't want to admit
por supuesto	of course
hay mujeres	there are women
vamos a decir que	let's say that
¿Dónde está el edificio Vásquez?	Where is the Vásquez building?
donde está	where it is
y no tiene idea de lo que dijo	and you have no idea what he said
acabo de hablar con una vecina	I just talked to a neighbor
con su jefa	with her boss (feminine)
¿Dónde está...	Where is...?
Bueno, ¿Qué dijo?	Well, what did he say?
¡No tengo la menor idea!	I have no idea
y ahora quiere comprar	and now she wants to buy
incluyendo	including
si alguno de ustedes ha tenido	if any of you have had
tiene más para agregar a	have more to add to
nos encantaría	we would love
millas	miles
direcciones	directions
o	or
distancias	distances
se usan kilómetros	kilometers are used
una milla	one mile
si tiene que manejar 30 millas	if you have to drive 30 miles
millas por hora	miles per hour

Notes and Summary***DAY 165*****Summary of Day 165**

- **Culture:**
 - **Getting Around in Latin America**
- **Pronunciation Assessment**
- **Skit Preparation**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 13 – Bonus

DAY 166

Lección 1: Months, Days, Seasons

PowerPoint Slides: Open Travel Slides 1-2

Learn Vocabulary:

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 1 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<u>English</u>		<u>Spanish</u>
<i>“¿Cómo se dice...”</i>		<i>✓ subject pronouns are optional!</i>
1.	Friday	viernes
2.	September	se(p)tiembre
3.	Tuesday	martes
4.	July	julio
5.	November	noviembre
6.	March	marzo
7.	Saturday	sábado
8.	Thursday	jueves
9.	Spring	primavera
10.	February	febrero
11.	Sunday	domingo
12.	Monday	lunes
13.	Fall	otoño
14.	August	agosto
15.	May	mayo
16.	December	diciembre
17.	January	enero
18.	April	abril
19.	October	octubre
20.	Winter	invierno
21.	Wednesday	miércoles
22.	Summer	verano
23.	June	junio

DAY 166

Quiz Vocabulary on Slide 2: (Without Spanish Word Prompts)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<i>“¿Cómo se dice...”</i>		<u>English</u>	<u>Spanish</u>
			<i>✍ subject pronouns are optional!</i>
1.	February		febrero
2.	November		noviembre
3.	September		se(p)tiembre
4.	Summer		verano
5.	Sunday		domingo
6.	Winter		invierno
7.	August		agosto
8.	January		enero
9.	April		abril
10.	Saturday		sábado
11.	December		diciembre
12.	July		julio
13.	Spring		primavera
14.	Friday		viernes
15.	Fall		otoño
16.	Thursday		jueves
17.	March		marzo
18.	May		mayo
19.	October		octubre
20.	June		junio
21.	Monday		lunes
22.	Wednesday		miércoles
23.	Tuesday		martes

DAY 166

Practice using Practice Model: Follow the steps of the practice model to review the first two slides. (See Instructor Handbook pg 12 for complete details)

- Use the Following for the “Model” step (be creative!):

	<u>English</u>	<u>Spanish</u>
	<i>“¿Cómo se dice...”</i>	<i>✎ subject pronouns are optional!</i>
1.	Winter	invierno
2.	December	diciembre
3.	Saturday	sábado
4.	February	febrero
5.	June	junio
6.	Tuesday	martes
7.	Wednesday	miércoles
8.	Thursday	jueves
9.	Spring	primavera
10.	Fall	otoño
11.	October	octubre
12.	Sunday	domingo
13.	November	noviembre
14.	May	mayo
15.	September	se(p)tiembre
16.	March	marzo
17.	Monday	lunes
18.	January	enero
19.	Friday	viernes
20.	July	julio
21.	August	agosto
22.	Summer	verano
23.	April	abril

Notes and Summary***DAY 166*****Summary of Day 166**

- **Months, Seasons, Colors**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 13 – Bonus

DAY 167

Lección 2: Colors

PowerPoint Slides: Open Travel Slides 3-4

Learn Vocabulary:

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 3 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

	<u>English</u>	<u>Spanish</u>
	“¿Cómo se dice...”	⚡ subject pronouns are optional!
1.	light blue	celeste/s
2.	purple	morado/a/s
3.	maroon	guinda/s
4.	green	verde/s
5.	white	blanco/a/s
6.	gray	gris/es
7.	gold	dorado/a/s
8.	pink	rosa/s
9.	gray	plomo/s
10.	brown	marrón/es
11.	blond	güero/a/s
12.	blue	azul/es
13.	orange	anaranjado/a/s
14.	brown	café/s
15.	red	rojo/a/s
16.	black	negro/a/s
17.	blond	rubio/a/s
18.	silver	plateado/a/s
19.	violet	violeta/s
20.	yellow	amarillo/a/s

DAY 167

Quiz Vocabulary on Slide 4: (Without Spanish Word Prompts)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<i>“¿Cómo se dice...”</i>		<u>English</u>	<u>Spanish</u>
			<i>✎ subject pronouns are optional!</i>
1.	blond		güero/a/s
2.	gray		gris/es
3.	maroon		guinda/s
4.	blue		azul/es
5.	red		rojo/a/s
6.	silver		plateado/a/s
7.	violet		violeta/s
8.	pink		rosa/s
9.	blond		rubio/a/s
10.	white		blanco/a/s
11.	brown		marrón/es
12.	purple		morado/a/s
13.	brown		café/s
14.	gray		plomo/s
15.	light blue		celeste/s
16.	gold		dorado/a/s
17.	black		negro/a/s
18.	yellow		amarillo/a/s
19.	orange		anaranjado/a/s
20.	green		verde/s
21.	blond		güero/a/s
22.	gray		gris/es
23.	maroon		guinda/s
24.	blue		azul/es

DAY 167

In Class Writing: Give students 5-10 minutes to write at least 10 sentences using the words you just learned.

Practice using Practice Model: Follow the steps of the practice model to review the first two slides. (See Instructor Handbook pg 12 for complete details)

Use the Following for the “Model” step.

Question “¿Cómo se dice...”		
1.	silver	plateado/a/s
2.	brown	café/s
3.	white	blanco/a/s
4.	pink	rosa/s
5.	light blue	celeste/s
6.	violet	violeta/s
7.	gray	gris/es
8.	gold	dorado/a/s
9.	blond	güero/a/s
10.	blond	rubio/a/s
11.	gray	plomo/s
12.	maroon	guinda/s

PRACTICE MODEL

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

Notes and Summary**DAY 167****Summary of Day 167**

- **Colors**
- **Practice Session**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 13 – Bonus

DAY 168

Lección 3: Numbers

PowerPoint Slides: Open Travel Slides 5-10

Learn Vocabulary:

- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 5-10 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

		<u>English</u>	<u>Spanish</u>
<i>“¿Cómo se dice...”</i>			
1.	29		veintinueve
2.	400		cuatrocientos
3.	111		ciento once
4.	101		ciento uno
5.	1,000,000		un millón
6.	500		quinientos
7.	92		noventa y dos
8.	14		catorce
9.	2,000		dos mil
10.	800		ochocientos
11.	19		diecinueve
12.	12		doce
13.	16		dieciséis
14.	30		treinta
15.	28		veintiocho
16.	1,001		mil uno
17.	1,000,000,000		mil millones
18.	50		cincuenta
19.	100,000,000		cien millones
20.	1,100		mil cien
21.	40		cuarenta
22.	130		ciento treinta
23.	1,000		mil

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Quiz Vocabulary on Slide 5-10: (Without Spanish Word Prompts)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

<i>“¿Cómo se dice...”</i>		<u>English</u>	<u>Spanish</u>
1.	18		dieciocho
2.	70		setenta
3.	13		trece
4.	110		ciento diez
5.	300		trescientos
6.	100		cien
7.	90		noventa
8.	700		setecientos
9.	200		doscientos
10.	17		diecisiete
11.	31		treinta y uno
12.	120		ciento veinte
13.	900		novcientos
14.	1,500		mil quinientos
15.	2,000,000		dos millones
16.	600		seiscientos
17.	15		quince
18.	80		ochenta
19.	20		veinte
20.	100,000		cien mil
21.	60		sesenta
22.	102		ciento dos
23.	11		once

DAY 168

Practice using Practice Model: Follow the steps of the practice model to review the first two slides. (See Instructor Handbook pg 12 for complete details)

Use the Following for the “Model” step (be creative!) Encourage students to make up answers with the vocabulary they know.

<i>“¿Cómo se dice...”</i>		<u>Question</u>
7.	1	uno
8.	3	tres
9.	5	cinco
10.	7	siete
11.	9	nueve
12.	11	once
13.	13	trece
14.	15	quince
15.	17	diecisiete
16.	19	diecinueve
17.	2	dos
18.	4	cuatro
19.	6	seis
20.	8	ocho
21.	10	diez
22.	12	doce
23.	14	catorce
24.	16	dieciséis
25.	18	dieciocho
26.	20	veinte

PRACTICE MODEL

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

DAY 168**Notes and Summary****Summary of Day 168**

- **Numbers**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Comprehension

DAY 169

Lección 32 - Dialogue IX, Conversation

Comprehension CD 3: Track 23

Antonio: Hola Margarita, ¿Cómo está? – Hi Margarita. How are you?

Margarita: Bien, gracias ¿Y usted? – Good, thank you. How are you?

A: Muy bien, gracias. Voy a comer en este momento ¿Quiere ir conmigo? – Very good, thanks. I'm going to eat now. Do you want to go with me?

M: ¿Adónde va? – Where are you going?

A: A un restaurante que está a la vuelta. – To a restaurant that's around the corner.

M: Sí, me gustaría ir, tengo mucha hambre. – Yes, I'd like to go. I am very hungry.

A: ¿Le gusta la comida china? – Do you like Chinese food?

M: Sí, me gusta mucho ¿y a usted? – Yes, I like it very much. Do you like it?

A: Me encanta. Hay un muy buen restaurante chino a tres cuadas de aquí, cerca del cine ¿Lo conoce? – I love it. There's a very good Chinese restaurant three blocks from here, close to the theater. Do you know it?

M: No, no lo conozco. Pero podemos ir el viernes. ¿Está bien? – No, I don't know it, but we could go Friday. Is that okay?

A: ¡Claro! – Of course!

(En el restaurante) – (In the restaurant)

Mesero: ¿Dónde les gustaría sentarse? – Where would you like to sit?

M: Cerca de la ventana, ¿Está bien? – Close to the window. Is that alright?

A: A mí me gustaría sentarme al lado de la ventana también – I would like to sit next to the window too.

M: Vamos a ver el menú. ¿Qué le gustaría ordenar? – Let's see the menu. What would you like to order?

A: A ver.... Me gustaría probar el pollo al carbón – Let me see. . . I would like to try the barbequed chicken.

M: A mí el pescado, ¿No quiere probar el pescado? – I'd like the fish. You don't want to try the fish?

A: No, no me gusta el pescado, prefiero el pollo. – No, I don't like fish. I prefer chicken.

Mesero: ¿Están listas? – Are you ready?

M: Sí, ¿Puede traerme el pescado? – Yes. Could you bring me the fish?

A: ¿Y a mí puede traerme el pollo al carbón? – And for me you could bring me the barbequed chicken.

Mesero: Claro – Of course.

M: ¡Mmmm! El pescado está muy rico. – Mmmm! The fish is very good.

A: ¡Mmmmm! El pollo también. ¿Quiere probar un postre? – Mmmmm! The chicken is too. Do you want to try a dessert?

M: Sí, tal vez un pay de limón. – Yes, maybe a lemon pie.

A: yo también voy a probar el pay. – I would also like to try the pie.

M: Vamos a pagar – Let's pay

A: Yo invito. (Al mesero) ¿Aceptan American Express? – I'll pay. Do you accept American Express?

Mesero: Sí. – Yes.

A: Aquí tiene. Gracias – Here it is. Thank you.

Mesero: Gracias a usted, que tengan buen día. – Thank you. Have a nice day.

Outline:

1. Listen
2. Guess
3. Vocabulary
4. Listen – with slide
5. Group Discussion
6. Listen – no slide

DAY 169**Comprehension CD 3: Track 21*****New Vocabulary**

disfruto	I enjoy
antojitos mexicanos	Mexican savoury tidbits
no conozco	I don't know/ I'm not acquainted with
postre	dessert
escandalosa	loud *
junta	meeting
no se puede	people can't
en este momento	at this moment
¿Quiere ir conmigo?	Do you want to come with me?
Me encanta	I love it
Yo invito	It's on me/ my treat.
Aquí tiene	Here you are
Que tengan un buen día	have a nice day.
pollo al carbón	barbacued chicken

Skit Preparation (cont.)

Students gather in assigned groups to write and prepare their final skits.

Extra Credit / Makeup: As deemed appropriate by teacher.

Notes and Summary***DAY 169*****Summary of Day 169**

- **Comprehension CD 3, Tracks 21 & 23**
- **Skit Preparation**
- **Extra Credit / Makeup**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 170

Student Culture Reports

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Lección 34 – "El Regateo".

The Spanish culture has a wonderful system de compras that I think everyone debe experimentar. It is called "regateo" [reh-gaw-tay-oh] or in English "bargaining". Not only is "regateo" fun to do, but it earns you un precio más bajo, and is actually expected as part of their culture. You can bargain at any small shop o mercado, but usually at larger grocery stores or department stores bargaining no se hace.

Una de mis cosas favoritas in the world to do is to go into a small shop o mercado al aire libre and bargain with the people for a lower price. ¡Es muy divertido!

Let me give you un ejemplo of my personal technique. Feel free usar todas estas frases the next time you go shopping in Mexico or Latin America.

Vamos a decir que I wanted to purchase un reloj nuevo.

Primero, empezaría by saying, "¿A cuánto está?" [ah quan-toe ess-tah?] **or** "¿Cuánto cuesta?" [quan-toh cwes-tah]

A veces, just because I'm a gringo (foreigner) me dan some ridiculously high price. If they do, digo in a playful tone, "¡Soy gringo, pero no soy tonto!" [Soy green-go peh-row no soy tone-toe]. Then I immediately and resolutely start walking towards the door como si voy a salir. Then they will usually say "wait", "wait", "wait", and proceed to give me un precio más bajo (they know that "gringos" usually aren't pobres).

With this new lower price, I will look at the clerk as if he is crazy and say "¡Demasiado, ni hablar!" [deh-mas-ee(ah)-though knee ah-blár]. Then I say "¿Cuál es el precio de verdad?" [kwal es el preh-see(oh) de bear-thath].

Then they'll give me a price that's a little lower and there will be a series of me saying "¡Demasiado!" and him lowering the price tres o cuatro veces.

Por fin, when I see he's gone down in price quite a bit, I will look directly at him and say "Usted cobra demasiado, lo siento." [oo-stead co-brah deh-mas-ee(ah)-though, loh see(en) toh]. Then I will start to leave again and the clerk will usually give me one final offer to keep me in the store. Generalmente acepto this final offer.

To me, la parte más divertida of bargaining is seeing how low I can get the clerk to go. After doing it unas veces, it becomes almost like a sport.

Always remember, never feel bad about asking for un precio más bajo, it is expected in their culture and todos lo hacen.

La mayoría de las tiendas in the United States have very good return policies. A menudo, you must keep the receipt to get your money back, but some stores will even return things sin recibo. For example, when my wife and I were first married, recibimos muchos regalos that we didn't want or were duplicates. Aunque we didn't have receipts or know where the items were purchased, my wife took them all back to Wal-Mart® y nos dieron money back for the items they carried. (That is a free bonus tip this week to recién casados out there!!) Even tiendas pequeñas here in the U.S. have reasonably good return policies.

No es así in Latin America. Beware of small shops if you think you might want to devolver algo. I had a friend que compró a nice expensive pair of tennis shoes at a small shop. He was so proud of his new shoes y los llevó so everyone could see. About a week after he purchased the shoes, the upper part of one of the shoes came right off la suela! He couldn't believe it but took comfort in the fact that the next day he could return his shoes and get his money back or at least exchange them for a non-defective pair de zapatos.

DAY 170

Lo vi the next day after he had gone to the shop, y estaba enojado! He was making all kinds of amenazas legales and was trying to pull resources together to go after the store that wouldn't give his money back or even exchange his pair de zapatos. However, my friend no tuvo suerte. Apparently no hay leyes in Latin America governing the return of merchandise, and it is not part of the culture, generally, to do so.

My friend estaba deprimido about his shoes for a while but learned a good lesson that I wanted to pass on to you. Practical tip: When haces compras in small shops in Latin America, asegúrate que what you buy is what you want. Also, give the product a quick test for calidad. You can always asks if shops have a return policy, but pretty much no cuentas con eso!

Para más información on shopping, be sure to go to section 12 of your complete Visual Link Spanish™ course.

Hasta la próxima semana and...good shopping!

Vocabulario de la Semana

de compras	of shopping
debe experimentar	should experience
un precio más bajo	a lower price
o mercado	or market
no se hace	is not done
una de mis cosas favoritas	one of my favorite things
o mercado al aire libre	or open air market
¡Es muy divertido!	It is very fun!
un ejemplo	an example
usar todas estas frases	to use all of these phrases
vamos a decir que	let's say that
un reloj nuevo	a new watch
primero, empezaría	first, I would start
¿A cuánto está?	How much is it?
¿Cuánto cuesta?	How much does it cost?
a veces	sometimes
me dan	they give me
digo	I say
¡Soy gringo, pero no soy tonto!	I'm a gringo but I'm not a fool
como si voy a salir	as if I'm going to leave
un precio más bajo	a lower price
pobres	poor
¡Demasiado, ni hablar!	Too much, no way!
¿Cuál es el precio de verdad?	What is the real price?
¡Demasiado!	Too much!
tres o cuatro veces	three or four times
por fin	finally
usted cobra demasiado, lo siento.	you charge too much, I'm sorry
generalmente acepto	I generally accept
la parte más divertida	the funnest part
unas veces	a few times

todos lo hacen	everyone does it
para más información	for more information
¡Está de oferta ahora!	It's on sale now (today)!
hablamos acerca de	we talked about
y como	and how
divertido	fun
emocionante	exciting
esta semana	this week
la mayoría de las tiendas	most stores
a menudo	often
sin recibo	without (a) receipt
recibimos muchos regalos	we received many gifts
aunque	even though
y nos dieron	and they gave us
recién casados	newlyweds
tiendas pequeñas	small shops
no es así	this isn't so
devolver algo	return something
que (quien) compró	who purchased
y los llevé	and (he) wore them
la suela	the sole
de zapatos	of shoes
lo vi	I saw him
y estaba enojado	and he was angry
amenazas legales	legal threats
no tuvo suerte	didn't have (any) luck
no hay leyes	there aren't laws
estaba deprimido	was depressed
haces compras en	shop at (using tú form)
asegúrate que	be sure that (tú form)
calidad	quality
no cuentas con eso	don't count on that (tú form)

Skit Preparation (continued): Students gather in assigned groups to write and prepare their Final Skits.

Extra Credit / Makeup: As deemed appropriate by teacher.

Notes and Summary***DAY 170*****Summary of Day 170**

- **Culture**
 - **Culture Reports**
 - **El Regateo**
- **Skit Preparation**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 13 – Bonus

DAY 171

Lección 4: Telling Time

PowerPoint Slides: Open Travel Slides 11-12

Learn Vocabulary:

- Explain the basics of telling time
- Teach the words on the slide using the “Escuchen y repitan” and “Escuchen y NO repitan” techniques (See Instructor Handbook pg 7)

Quiz Vocabulary on Slide 5 Below: (With Spanish Word Prompts on Slide)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

	English	Spanish
	“¿Cómo se dice...”	
1.	it's/at 4:30	son/a las cuatro y media
2.	it's/at 10:40	son/a las veinte para las once
3.	it's/at 3:00	son/a las tres
4.	it's/at 3:10	son/a las tres (y) diez
5.	it's/at 6:45	son/al cuarto para las siete
6.	it's/at 1:20	es/a la una (y) veinte
7.	It's/at 12:30	son/a las doce y media
8.	it's/at midnight	es/a (la) medianoche
9.	it's/at 8:55	son/a las cinco para las nueve
10.	it's/at 1:50	son/a las diez para las dos
11.	it's/at 12:05	son/a las doce (y) cinco
12.	it's/at midday	es/al mediodía
13.	it's/at 7:25	son/a las siete (y) veinticinco
14.	it's/at 8:15	son/a las ocho (y) cuarto
15.	it's/at 10:00	son/a las diez
16.	it's/at 5:35	son/a las cinco (y) treinta y cinco

DAY 171

Quiz Vocabulary on Slide 6: (Without Spanish Word Prompts)

- Use the quiz below to quiz students. Be sure to say “¿Cómo se dice...?” before each English phrase.

	<u>English</u>	<u>Spanish</u>
“¿Cómo se dice...”		
1.	it's/at 6:45	son/al cuarto para las siete
2.	it's/at 1:20	es/a la una (y) veinte
3.	it's/at 10:00	son/a las diez
4.	it's/at 8:55	son/a las cinco para las nueve
5.	it's/at midday	es/al mediodía
6.	it's/at 7:25	son/a las siete (y) veinticinco
7.	it's/at 10:40	son/a las veinte para las once
8.	it's/at 12:05	son/a las doce (y) cinco
9.	it's/at 3:10	son/a las tres (y) diez
10.	it's/at midnight	es/a (la) medianoche
11.	it's/at 3:00	son/a las tres
12.	it's/at 4:30	son/a las cuatro y media
13.	it's/at 1:50	son/a las diez para las dos
14.	it's/at 8:15	son/a las ocho (y) cuarto
15.	It's/at 12:30	son/a las doce y media
16.	it's/at 5:35	son/a las cinco (y) treinta y cinco

DAY 171

Practice using Practice Model: Follow the steps of the practice model to review the first two slides. (See Instructor Handbook pg 12 for complete details)

Use the Following for the “Model” step (be creative!) Encourage students to make up answers with the vocabulary they know.

Question
“¿Cómo se dice...”

1.	it's/at 8:15	son/a las ocho (y) cuarto
2.	it's/at 6:45	son/al cuarto para las siete
3.	it's/at midnight	es/a (la) medianoche
4.	it's/at 4:30	son/a las cuatro y media
5.	it's/at 1:20	es/a la una (y) veinte
6.	It's/at 12:30	son/a las doce y media
7.	it's/at 12:05	son/a las doce (y) cinco
8.	it's/at 8:55	son/a las cinco para las nueve
9.	it's/at 3:00	son/a las tres
10.	it's/at 7:25	son/a las siete (y) veinticinco
11.	it's/at 3:10	son/a las tres (y) diez
12.	it's/at 1:50	son/a las diez para las dos
13.	it's/at 10:00	son/a las diez
14.	it's/at 10:40	son/a las veinte para las once
15.	it's/at midday	es/al mediodía
16.	it's/at 5:35	son/a las cinco (y) treinta y cinco

PRACTICE MODEL

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

Homework Assignment: Have students complete workbook pages 65-67

Notes and Summary**DAY 171****Summary of Day 171**

- **Telling Time**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 13 – Bonus**DAY 172****Lección 5: Review all with Slides / Enrichment Activities**

Use activities in the Instructor Handbook (pg 18), take time in class to correct the workbook, or create Crossword Puzzles or Word Searches using the free resources found at: www.spanishprograms.com/free-worksheets-page.htm, or take students to the computer lab to review the Survival section of the course. The software includes lessons games and activities. Students can be self-guided to a point on the software.

Notes and Summary**Summary of Day 172**

- **Review Bonus section with Slides**
- **Enrichment Activities**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Sección 13 – Bonus

DAY 173

Lección 6: Bonus Exam

Take students to the computer lab and have them take the Online on the Bonus section of the software. Here is some info to get you started, for more detailed info on exam tracking, see the Instructor Handbook.

Online Testing

Use the form you're received, similar to the one below, to get your students logged in to take the test.



**U.S. INSTITUTE®
OF LANGUAGES**

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

How to Login

Students

13. 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**. Students then create their own usernames and passwords. Please recommend that they use upper and lower case letters and numbers when creating their passwords. You will be able to see them all from the Administrative Login area below.

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 Jay Banner at: 801-475-4441 during business hours.

Thank you!

Notes and Summary**DAY 173****Summary of Day 173**

- **Final Exam Taken for Bonus Sections**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Skit Preparation (cont.)

DAY 174

Students gather in assigned groups to write and prepare their Final Skits.

Notes and Summary**DAY 174****Summary of Day 174**

- **Skit Preparation**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 175

Student Culture Reports – Final Day

Give students 5-10 minutes to do culture reports in class according to the sign-up schedule

Lección 35 - Latin Americans are Serious about their #1 Pastime

Like many parts of the mundo, soccer is the "número uno" pastime in Latin America. Latin American's are very serious about their soccer, and many fans are fanatical acerca de sus teams.

In Spanish, the word for soccer is "fútbol". It looks and sounds similar to the English word "football". However, if you are referring to U.S.-style "football", you say "fútbol americano" instead of "fútbol" which, as I mentioned, significa "soccer" in español.

Como mencioné, Latin Americans are very serios about their "fútbol". Después de many of their partidos, the fans meet each other afuera. The fans from one equipo are pitted against the fans from the other equipo and they will often get into a physical pelea. I guess it isn't enough for the partido to be decided by the final score; the fans want to really show who won by getting in a pelea after the partidos. A veces the fights can become very serious!

En el país de Brazil, they don't speak español, but they are very integrated into the Latin American culture puesto que they are surrounded on most sides by countries that speak español. Anyway, hace unos años, the equipo nacional (national team) of Brazil was in competición for the world title and their goal keeper missed a key stop. Some fans were so enojados when the team returned to Brazil that they found the goal keeper and it wasn't pretty. Como mencioné, they are muy serios about their fútbol.

Professional deportes in the United States usually don't get serios enough that fans fight and injure each other or the atletas (athletes). If it is that way in other parts of the mundo, please e-mail and let me know.

Latins here in the U.S. also are muy serios about their fútbol. If the games aren't on their home televisión they will often pay a lot of dinero to watch partidos on a big screen televisión at a Latin/Spanish restaurant or casa de un amigo.

Moral of the historia: If you are in Latin America, close to an estadio, just after a game, take cover fast or be sure to wear a bullet-proof vest. Or -- just stay away from the area altogether. También, if you are friends with Latin people, it is good to be aware of how serios they are about their "fútbol". You may want to ask them about their equipo favorito, or how the copa mundial is going.

DAY 175**Vocabulario de la Semana**

mundo	world
número uno	number one
acerca de sus	about their
fútbol	soccer
fútbol americano	American football
significa	means
como mencioné	as I mentioned
después de	after
partidos	games
afuera	outside
equipo	team
pelea	fight
a veces	sometimes
en el país de	in the country of
español	Spanish

puesto que	since
hace unos años	a few years ago
enojados	angry
muy serios	very serious
deportes	sports
atletas	athletes
mundo	world
televisión	television
dinero	money
casa de un amigo	friend's house
historia	story
estadio	stadium
también	also
equipo favorito	favorite team
copa mundial	world cup soccer

Skit Preparation (cont.):

Students gather in assigned groups to write and prepare their Final Skits.

Notes and Summary**DAY 175****Summary of Day 175**

- **Culture**
 - **Soccer**
- **Skit Preparation**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Comprehensive Review

DAY 176

Final Exam Preparation

Students do a review of the complete course and prepare for a final essay exam to be created by the teacher.

Note: A final comprehensive exam is optional

Notes and Summary**DAY 176****Summary of Day 176**

- **Review and Exam Preparation**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Final Exam

DAY 177

Administered by teacher: A final comprehensive exam is optional

Notes and Summary***DAY 177*****Summary of Day 177**

- **Final Exam**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Final Skits

DAY 178

Students perform final skits

Notes and Summary**DAY 178****Summary of Day 178**

- **Final Skits**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Culture

DAY 179

Lección 36 - ¡Hagamos fiesta!

Parties (Fiestas - [fee-es-taws]) in Latin America are very different from fiestas en países donde hablan inglés. To give you un breve ejemplo, a friend from Latin America vino a quedarse conmigo y con mi esposa and yo le dije that we were going to a family party. When we got there, we ate, talked, and played games. Mi amigo looked muy confuso and said, "Where's the dancing?" I said, "What you mean 'Where's the dancing?'" Él dijo, "This is a party isn't it? -- So, where's the dancing?" To Latin Americans, the word "fiesta" means that, among other activities, siempre habrá dancing. No podía entender how there could be a "fiesta" without "dancing."

La cultura Hispana is rich with música y baile. They have salsa music, merengue [meh-rang-geh], tango and many other types of música y baile. It is a wonderful experiencia cultural to watch these types of baile and hear su música.

Si alguna vez ha tenido the chance to walk down the streets of a Latin American pueblo in the evening, especially en un fin de semana, the air will most likely be filled with Latin music. A typical setting is to see a house con las ventanas y puertas abiertas so you can hear the music from the street and see a true "fiesta" in progress -- con baile of course.

Any fiesta in Latin America, whether con amigos, parientes, o grupos de escuela will have music and dancing. If not, it's simply not a "fiesta."

Remember, si invita a native Spanish speaker to a "Fiesta" (party), you should either make sure there is baile or be prepared to explain why our culture no tiene baile at "parties."

Vocabulario de la Semana

hagamos fiesta	let's party!
en países donde hablan inglés	in English speaking countries
un breve ejemplo	a brief example
vino a quedarse conmigo	came to stay with me
y con mi esposa	and my wife
yo le dije	I told him
mi amigo	my friend
muy confuso	very confused
él dijo	he said
fiesta	party
siempre habrá	there will always be
no podía entender	he couldn't understand
la cultura Hispana	the Spanish culture
música	music
y	and
baile	dance (dancing)
experiencia cultural	cultural experience
su música	their music
si alguna vez ha tenido	if you've ever had
pueblo	village
en un fin de semana	on a weekend
con las ventanas	with the windows
y puertas	and doors
abiertas	opened
con baile	with dancing
con amigos	with friends

DAY 179

parientes	relatives
o grupos de escuela	or school groups
si invita	if you invite
baile	dancing
no tiene	doesn't have
tiene preguntas	has questions
respuestas	responses
cada semana	each week
disponible(s)	available
y ayudarle	and help you

Students perform final skits

Notes and Summary**DAY 179****Summary of Day 179**

- **Culture**
 - ¡Hagamos fiesta!
- **Final Skits**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7

Final Day of Spanish!

DAY 180

Final Skits (cont.): Students perform remaining final skits

Closure:

¡FIESTA!

Notes and Summary***DAY 180*****Summary of Day 180**

- **Final Skits**
- **Closure**
- **¡Fiesta!**

Period 4

Period 1

Period 5

Period 2

Period 6

Period 3

Period 7
