



U.S. INSTITUTE®
OF LANGUAGES

Visual Link Spanish™:
Spanish Level I

DAILY LESSON PLANS

***NOTE: THIS SAMPLE INCLUDES 30 OF THE
180 TOTAL LESSON PLANS AVAILABLE IN
THE “TEACHER TOOL KIT”***

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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 then the very next section taught. Traditional introductory vocabulary on colors, days, 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 “Tu” 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 only using one translation for the English “you.” “Ud.” was chosen over “tu” since in some social situations, the improper use of the informal tense can be somewhat offensive. Also, students tend to favor the use of “tu” over “ud.” and will sometimes neglect practice/use of the formal tense if they 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 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**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>
	<i>“¿Cómo se dice...”</i>	<i>⚡ subject pronouns are optional!</i>
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>
	<i>“¿Cómo se dice...”</i>	<i>⚡ subject pronouns are optional!</i>
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 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.

English	Spanish
<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:

English	Spanish
<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

DAY 2

Notes and Summary

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

DAY 3

Sección 1 – Basic Needs

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>
<i>“¿Cómo se dice...”</i>	
<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>
<i>“¿Cómo se dice...”</i>	
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:

	<u>English</u>	<u>Spanish</u>
	<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

DAY 4

Comprehension

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

DAY 4

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

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

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

DAY 6

Sección 1 – Basic Needs

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>⚡ subject pronouns are optional!</i>
	“¿Cómo se dice...”	
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.

	<u>English</u>	<u>Spanish</u>
“¿Cómo se dice...”		
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.

	<u>English</u>	<u>Spanish</u>
“¿Cómo se dice...”		
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 restaurantes
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>
	<i>“¿Cómo se dice...”</i>	
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

DAY 6

Notes and Summary

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>
<i>“¿Cómo se dice...”</i>		<i>✎ subject pronouns are optional!</i>
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>
<i>“¿Cómo se dice...”</i>		
1.	also	también
2.	some magazines	unas revistas
3.	the meat	la carne
4.	some contracts	unos contratos

DAY 7

5.	the dictionary	el diccionario
6.	the hamburgers	las hamburguesas
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)

	<u>English</u>	<u>Spanish</u>
	<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 9

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>	<u>Español</u>
* “Como se dice...”	✎ <i>Subject pronouns are optional!</i>
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 9

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 9

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>
<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 9

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

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

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

DAY 10

this cultural difference and I apologize profusely. Me 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.

DAY 10**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.

Pregunta	
¿Quiere leer el libro?	11. ¿Quiere leer el documento ahora?
¿Quiere comer una hamburguesa?	12. ¿Necesita ir al banco hoy?
¿Quiero comprar carne?	13. ¿Necesita tomar un taxi en una hora?
¿Necesita tomar un taxi al trabajo?	14. ¿Le gusta preparar comida?
¿No necesita caminar hoy?	15. ¿Puede preparar algo?
¿Necesita cocinar las verduras?	16. ¿Quiere comer una ensalada?
¿Tiene que estudiar el diccionario?	17. ¿Le gusta caminar?
¿Tiene que hacer algo?	18. ¿Necesita cocinar la hamburguesa?
¿No tiene que ir al correo?	19. ¿Le gusta comer fruta?
¿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.

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

DAY 11

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.

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.

<p>PRACTICE MODEL</p>

- | |
|--|
| <ol style="list-style-type: none"> 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. <u>¿Quiere ir al trabajo hoy?</u> | 11. <u>¿Quiere leer el documento ahora?</u> |
| 2. <u>¿Necesita tomar un taxi?</u> | 12. <u>¿Necesita ir al banco hoy?</u> |
| 3. <u>¿Necesita tomar un taxi al banco esta noche?</u> | 13. <u>¿Necesita tomar un taxi en una hora?</u> |
| 4. <u>¿Puede cocinar galletas en una hora?</u> | 14. <u>¿Le gusta preparar comida?</u> |
| 5. <u>¿Puede correr al correo luego?</u> | 15. <u>¿Puede preparar algo?</u> |
| 6. <u>¿Es importante leer el contrato?</u> | 16. <u>¿Quiere comer una ensalada?</u> |
| 7. <u>¿Es importante tomar agua?</u> | 17. <u>¿Le gusta caminar?</u> |
| 8. <u>¿Le gusta estudiar el diccionario?</u> | 18. <u>¿Necesita cocinar la hamburguesa?</u> |
| 9. <u>¿No tiene que ir al correo?</u> | 19. <u>¿Le gusta comer fruta?</u> |
| 10. <u>¿Le gusta leer el periódico?</u> | 20. <u>¿Le gusta ir al parque?</u> |

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

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. <u>¿Es posible tomar una bebida esta noche?</u> | 7. <u>¿Le gusta estudiar el diccionario?</u> |
| 2. <u>¿No le gusta leer la revista?</u> | 8. <u>¿Es posible comer comida ahora?</u> |
| 3. <u>¿No necesita comprar el libro mañana?</u> | 9. <u>¿Necesita tomar jugo también?</u> |
| 4. <u>¿Tiene que cocinar comida ahora?</u> | 10. <u>¿Tiene que ir al baño?</u> |
| 5. <u>¿Puede tomar un taxi a la tienda?</u> | 11. <u>¿No le gusta hacer nada?</u> |
| 6. <u>¿Le gusta correr al baño?</u> | 12. <u>¿No quiere comprar una bebida?</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 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. <u>¿Adónde necesita ir esta noche?</u> | 12. <u>¿Cuándo tiene que ir al banco?</u> |
| 2. <u>¿Adónde necesita ir mañana?</u> | 13. <u>¿Cuándo necesita cocinar?</u> |
| 3. <u>¿Adónde quiere correr hoy?</u> | 14. <u>¿Cuándo es importante tomar agua?</u> |
| 4. <u>¿Adónde tiene que tomar un taxi?</u> | 15. <u>¿Cuándo tiene que estudiar?</u> |
| 5. <u>¿Adónde puede caminar esta noche?</u> | 16. <u>¿Dónde puede comprar verduras?</u> |
| 6. <u>¿Adónde quiere correr?</u> | 17. <u>¿Qué le gusta leer?</u> |
| 7. <u>¿Adónde tiene que ir en una hora?</u> | 18. <u>¿Qué necesita preparar luego?</u> |
| 8. <u>¿Qué le gusta comer?</u> | 19. <u>¿Cuándo puede leer el contrato?</u> |
| 9. <u>¿Qué necesita estudiar?</u> | 20. <u>¿Adónde tiene que ir mañana?</u> |
| 10. <u>¿Qué teine que hacer mañana?</u> | 21. <u>¿Adónde quiere caminar hoy?</u> |
| 11. <u>¿Cuándo quiere ir a la piscina?</u> | 22. <u>¿Cuándo puede hacer una ensalada?</u> |

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

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. <u>¿Qué le gusta hacer?</u> | 7. <u>¿Por qué ir a la tienda?</u> |
| 2. <u>¿Qué le gusta comer?</u> | 8. <u>¿Qué le gusta leer?</u> |
| 3. <u>¿Cuándo puede ir al cine?</u> | 9. <u>¿Adónde tiene que ir en una hora?</u> |
| 4. <u>¿Cuándo tiene que ir a la tienda?</u> | 10. <u>¿Qué necesita estudiar?</u> |
| 5. <u>¿Adónde tiene que ir mañana?</u> | 11. <u>¿Adónde quiere correr?</u> |
| 6. <u>¿Adónde le gusta correr?</u> | 12. <u>¿Cuándo puede leer el libro?</u> |

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

- | |
|--|
| <ol style="list-style-type: none"> 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 automáticamente 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.

Vocabulario de la Semana**DAY 15**

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

- | | |
|---|--|
| 12. <u>¿Adónde necesita ir esta noche?</u> | 23. <u>¿Cuándo tiene que ir al banco?</u> |
| 13. <u>¿Adónde quiere correr?</u> | 24. <u>¿Cuándo necesita cocinar?</u> |
| 14. <u>¿Qué necesita preparar luego?</u> | 25. <u>¿Cuándo es importante tomar agua?</u> |
| 15. <u>¿Cuándo puede leer el contrato?</u> | 26. <u>(before asking the next one, teach students how to say “at” → “en”)</u> |
| 16. <u>¿Adónde puede caminar esta noche?</u> | 27. <u>¿Dónde puede comprar verduras?</u> |
| 17. <u>¿Cuándo quiere ir a la piscina?</u> | 28. <u>¿Qué le gusta leer?</u> |
| 18. <u>¿Qué necesita comprar luego?</u> | 29. <u>¿Adónde tiene que ir en una hora?</u> |
| 19. <u>¿Qué necesita hacer hoy?</u> | 30. <u>¿Qué le gusta comer?</u> |
| 20. <u>¿Cuándo necesita comprar un diccionario?</u> | 31. <u>¿Adónde tiene que ir mañana?</u> |
| 21. <u>¿Qué tiene que hacer mañana?</u> | 32. <u>¿Adónde quiere caminar hoy?</u> |
| 22. <u>¿Adónde tiene que tomar un taxi?</u> | 33. <u>¿Cuándo puede hacer una ensalada?</u> |

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

- | | |
|--|---|
| 12. <u>¿Qué le gusta hacer?</u> | 12. <u>¿Qué quiere leer hoy?</u> |
| 13. <u>¿Dónde le gusta estudiar?</u> | 13. <u>¿Cuándo necesito ir a la oficina?</u> |
| 14. <u>¿Qué tiene que cocinar hoy?</u> | 14. <u>¿Cuándo puede preparar una ensalada?</u> |
| 15. <u>¿Qué le gusta tomar?</u> | 15. <u>¿Dónde puede cocinar la carne?</u> |
| 16. <u>¿Cuándo puede ir al cine?</u> | 16. <u>¿Adónde tiene que ir en una hora?</u> |
| 17. <u>¿Adónde tiene que tomar un taxi mañana?</u> | 17. <u>¿Adónde necesita ir mañana?</u> |
| 18. <u>¿Adónde necesita ir mañana?</u> | 18. <u>¿Cuándo puede leer el libro?</u> |
| 19. <u>¿Adónde quiere correr hoy?</u> | 19. <u>¿Adónde le gusta correr?</u> |
| 20. <u>¿Cuándo necesita leer el libro?</u> | 20. <u>¿Qué tiene que comprar esta noche?</u> |
| 21. <u>¿Cuándo es importante correr?</u> | 21. <u>¿Dónde puede preparar la comida?</u> |
| 22. <u>¿Cuándo tiene que ir a la tienda?</u> | 22. <u>¿Qué le gusta cocinar?</u> |

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. <u>¿Es posible tomar una bebida esta noche?</u> | 13. <u>¿Le gusta estudiar el diccionario?</u> |
| 8. <u>¿No le gusta leer la revista?</u> | 14. <u>¿Es posible comer comida ahora?</u> |
| 9. <u>¿No necesita comprar el libro mañana?</u> | 15. <u>¿Necesita tomar jugo también?</u> |
| 10. <u>¿Tiene que cocinar comida ahora?</u> | 16. <u>¿Tiene que ir al baño?</u> |
| 11. <u>¿Puede tomar un taxi a la tienda?</u> | 17. <u>¿No le gusta hacer nada?</u> |
| 12. <u>¿Le gusta correr al baño?</u> | 18. <u>¿No quiere comprar una bebida?</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 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 purchases to install software in a computer lab (call 866-977-2647 for more info).

Notes and Summary

DAY 18

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

Culture

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:

DAY 20

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".

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.

DAY 20**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 purchases 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.

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.

Comprehension CD 1: Track 10

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.

DAY 26

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.

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>
<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.

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>
<i>“¿Cómo se dice...”</i>	<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:

	<u>English</u>	<u>Spanish</u>
	“¿Cómo se dice...”	<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.

<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.
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.

<i>DAY 28</i>

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

- | |
|--|
| <ol style="list-style-type: none"> 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!!

DAY 30**Vocabulario de la Semana**

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

Note:

The other 150 days of lesson plans are available in the Teacher Tool Kit.