

ERAN OTROS TIEMPOS UNIT OPENER

OBJECTIVES FOR UNIT OPENER

- Introduce unit theme: **Eran otros tiempos**, about how things were in the past
- Culture: Learn about how things have changed, while sharing information about family history and life in the past in Hispanic countries and comparing cultural similarities

STANDARDS

- Interpersonal Communication
- Interpretive Communication
- Relating Cultural Practices to Perspectives

INSTRUCTIONAL STRATEGIES

- Go over the theme of the unit and its objectives. Talk to your students about the main picture and ask the following questions: **¿Cómo es la mujer? ¿Y la muchacha? ¿Qué relación hay entre ellas? ¿Qué están haciendo?**
- Once the students have answered all of the questions, explain that the people in the picture are a grandmother and her granddaughter. The grandmother is showing old photos to her granddaughter.
- Use the photograph to preview unit vocabulary: **¿Tienes fotos viejas en tu casa? ¿Quién sale en las fotos? ¿Esa persona es igual ahora o diferente? ¿Qué cambios hay?**
- Ask related questions: **¿Tienes fotos tuyas de cuando eras pequeño/a? ¿Qué diferencias hay?**
- Help students formulate their ideas using **tenía... el pelo más corto / largo, las orejas más grandes / pequeñas**, etc.

ANSWERS

Answers will vary. Possible answers are:

- Es una abuela que está mirando un álbum de fotos con su nieta.
- Tengo muchas / algunas fotos antiguas de mi familia. Tengo fotos de mis padres. Son diferentes ahora. Ahora mi padre tiene el pelo gris / más corto.
- Me gusta escuchar historias sobre el pasado.

ADVANCED LEARNERS

Have students think more broadly about the concept of the past. Ask them to think about what other subjects they study that tend to focus a lot on the past and why they think it's important or not. Have them discuss their ideas in a group or write a paragraph individually.

HERITAGE LANGUAGE LEARNERS

Have students think about a favorite story that they've heard from a relative and tell it to a partner. Are there any stories or legends that they know that have been passed down from generation to generation in their family or culture?

UNIDAD
4

ERAN OTROS TIEMPOS

Recordando viejos tiempos.

¿Quiénes están en la foto y qué están haciendo?

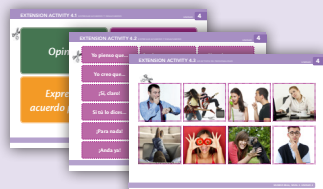
¿Tienes fotos antiguas de tu familia?

¿Te gusta escuchar historias sobre el pasado de tus padres y abuelos?

ADDITIONAL UNIT RESOURCES

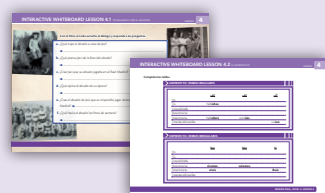
Extension Activities (EA) (Photocopiable)

EA: 4.1, 4.2, 4.3



Interactive Whiteboard Lessons (IWB)

IWB: 4.2



Audio



Video



Video 4

Online ELEteca



IN THIS UNIT,
YOU WILL LEARN TO:

- Ask someone for their opinion and give your own
- Express agreement and disagreement
- Talk about the past and the way things used to be using the imperfect of regular and irregular verbs
- Ask what the cause of something is using *por qué* and answer using *porque*
- Talk about personalities and characteristics
- Read *Juegos tradicionales*, Guillermo Dávalos Vela
- Write a comparative essay

CULTURAL CONNECTIONS

- Share information about family history and life in the past in Hispanic countries and compare cultural similarities

CULTURA EN VIVO

ENCUENTRO DE CULTURAS (1):
LOS ESPAÑOLES Y EL NUEVO MUNDO



115

LEARNING OUTCOMES

- Ask someone for their opinion and give your own
- Express agreement and disagreement
- Talk about the past and the way things used to be using the imperfect of regular and irregular verbs
- Ask what the cause of something is using *por qué* and answer using *porque*
- Talk about personalities and characteristics
- Read *Juegos tradicionales*, Guillermo Dávalos Vela
- Write a comparative essay

INSTRUCTIONAL STRATEGIES

- Use unit opener to preview vocabulary and cultural topics for this unit.
- Have students look at the images on this page and relate them to the objectives listed. Ask questions such as: *¿A qué deporte juegan? ¿Es ahora o en el pasado? ¿Qué te parece el béisbol?*
- Invite students to read the topic for **Cultura en vivo** and preview that section in the unit. Ask questions such as: *¿Es una casa moderna o antigua? ¿Te parece una ciudad grande o pequeña? ¿Por qué?*
- Have students work in pairs to talk about the images using the questions you have modeled. Then have volunteers present to the class what they understand this unit to be about.

SLOWER-PACED LEARNERS

You may want to remind students how they already know about talking about the past: the preterite tense. Perhaps elicit its conjugations and usage. Then give them a sentence in English, such as “I used to have long hair, but now I don’t.” Ask them how they might say it in Spanish. Then explain that since it doesn’t describe a past action, the preterite wouldn’t be appropriate. They would need to use the imperfect, which they will learn in this unit. The focus of this unit will be on situations and states of being in the past rather than past actions.

THREE MODES OF COMMUNICATION: UNIT 4

	INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
HABLAMOS DE...	5	1, 2, 3, 4	5
COMUNICA	1, 2, 4	3	4
¡ACCIÓN!		1, 2, 3, 4	
PALABRA POR PALABRA	2, 8	1, 4, 5, 6, 7	2, 3, 8, 9
GRAMÁTICA	2, 4, 5, 10, 11	1, 3, 6, 7, 9, 10	4, 8, 10, 11
TALLER DE LECTURA	1	3, 4, 5	5
TALLER DE ESCRITURA	1, 2, 4	2, 4	3, 5
CULTURA		CULTURA EN VIVO	

HABLAMOS DE... PREVIEWING LANGUAGE AND STRUCTURES

OBJECTIVES FOR HABLAMOS DE...

- Understand language in context
- Preview vocabulary: Describing personalities and characteristics, expressing opinions, agreeing and disagreeing
- Preview grammatical structures: Regular verbs in imperfect tense and irregular verbs **ser, ir, ver**
- Read and listen to a conversation between Julián and his grandfather about how life was different when he was younger

CORE RESOURCES

- Audio Program: Track 33

STANDARDS

- Interpersonal Communication
- Interpretive Communication
- Cultural Comparisons

INSTRUCTIONAL STRATEGIES

Activity 1

- Ask students to talk about the people in the photo and say what they are wearing and where they are. Ask if they are friends or a family and who they think each person is.
- Have students complete the activity and compare answers with a partner. Call on different students to report back to the class. Discuss any differences of opinion.

Activity 2

- Working in pairs, ask the students to ask each other the questions that are given in the activity to learn more about their own grandparents.
- Once the questions have been answered, encourage them to look for similarities and differences between their grandparents. After they have finished ask them to share what surprised them the most about their grandparents.

Activity 3 WL.K12.IL.1.1 WL.K12.IL.6.4

- Before students listen to the conversation, make two columns on the board with the headings **AHORA** and **EN EL PASADO** and tell students that they will be listening to a conversation between Julián and his grandfather and to listen for references to actions taking place **ahora** and **en el pasado**.
- Play the audio with books closed and have the students take notes in the chart. Elicit examples from their notes, and add them to the chart on the board. Don't worry about creating a thorough list; just see what general ideas they understood.
- Ask your students to reopen their books and go to the strategy box in which they will find suggestions to focus their attention on the parts of the text that have been the most difficult to understand while listening to the audio the first time. Afterwards, play the audio again while they read the text. Later ask them to answer the questions on page 117 without going back to look at the dialogue on page 116.
- Review the activity together. Ask students to practice the conversation in pairs and then invite volunteers to present to the class.

ANSWERS

Activity 1

Answers may vary. Sample answers provided. **a.** Son los miembros de una familia; **b.** Son los abuelos, los padres, los tíos y los hijos; **c.** Están en el jardín. **d.** Están posando para una foto. / Están celebrando una fiesta; **e.** Llevan ropa de verano, camisas, vestidos y la chef lleva un uniforme blanco; **f.** Están contentos. **g.** En la mesa hay comida como ensaladas, fruta, dulces, limonada y también hay flores; **h.** Creo que es sábado o domingo.

HABLAMOS DE... EL PASADO

1 Look at the image and discuss the following questions.



- ¿Quiénes son estas personas?
- ¿Qué relación crees que tienen entre ellos?
- ¿Dónde están?
- ¿Qué están haciendo?
- ¿Qué ropa llevan?
- ¿Cuál es su estado de ánimo?
- ¿Qué hay encima de la mesa?
- ¿Qué día de la semana crees que es?

2 Answer the questions below. Then, with a partner, exchange information.

- ¿Conoces el pasado de tus abuelos?
- ¿Qué información tienes de su profesión, hábitos o aficiones?

3 Follow along as you listen to the conversation between Julián and his grandfather. Identify the main idea and essential details to help you answer the questions.



Read the script of the conversation while you listen to audio again to help you focus on the parts of the conversation you did not understand in class.

Julián: ¿Qué es eso, abuelo?

Abuelo: Un álbum de fotos antiguas.

J.: A ver. ¿Qué joven te ves en esta foto! ¿Por qué vas vestido así?

A.: Porque yo jugaba en el equipo de béisbol de la universidad.

J.: ¿Eras jugador de béisbol, abuelo? ¡Anda ya!

A.: Que sí, y entrenábamos todos los días.

J.: ¿En serio? Cuéntame más.

A.: Bueno, eran otros tiempos, yo **creo que** más difíciles.

J.: ¡Qué va! Ahora es casi imposible jugar en el equipo de la universidad.

A.: **No estoy de acuerdo** contigo. Simplemente hay que trabajar duro.

J.: Si tú lo dices...

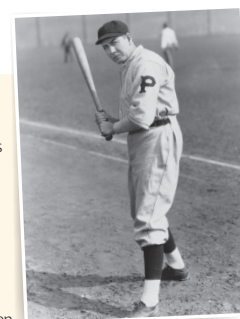
¿Y qué otras cosas hacías cuando tenías mi edad?

A.: Pues estudiaba y salía con mis amigos los fines de semana.

J.: ¿Y dónde iban?

A.: Pues salíamos al cine, nos reuníamos en casa... También íbamos a la piscina o hacíamos excursiones. Pero debía regresar temprano a casa, porque mis padres se enojaban si me retrasaba.

J.: ¡Qué vida tan diferente!



Activity 3

a. Trajo un álbum de fotos antiguas; **b.** Julián piensa que su abuelo se ve muy joven. Le pregunta por qué va vestido de esa manera; **c.** No, Julián no lo cree pero después sí y quiere saber más; **d.** El abuelo piensa que su época era más difícil que ahora; **e.** No, no está de acuerdo con Julián. Cree que solo hay que trabajar duro; **f.** Se reunía en casa con amigos, iba a las piscinas o hacía excursiones.

- a. ¿Qué trajo el abuelo a casa de Julián?
b. ¿Qué piensa Julián de la foto del abuelo?
c. ¿Cree Julián que su abuelo jugaba en el equipo de béisbol de la universidad?
d. ¿Qué opina el abuelo de su época?
e. ¿Cree el abuelo de Julián que es imposible jugar ahora en el equipo de béisbol de la universidad?
f. ¿Qué hacía el abuelo los fines de semana?

4 Fill in the blanks with the expressions in bold from the conversation between Julián and his grandfather.

- a. » la vida antes era mejor que ahora.
» con tu opinión.
b. » ¿Entonces no quieres venir?
» Seguro que la fiesta es muy aburrida.
c. » ¿Te dijo que de joven era millonario?
» No lo creo.
d. » A mí me parece que los muchachos de ahora lo tienen todo muy fácil.
» Yo pienso que no, pero

5 List the expressions from Activity 3 in the correct column according to their meaning.

 Dar una opinión	Expresar acuerdo (agreement)	Expresar acuerdo parcial	Expresar desacuerdo 
	Estoy de acuerdo		



6 Use the expressions above and describe to what extent you agree or disagree with the following situations that compare the way things were in the past to the way things are now. Do you agree with your partner's statements and his/her reasoning? Why or why not?

Modelo: En general, la vida de mi abuelo era más divertida que la mía.
E1: Estoy de acuerdo.
E2: ¡Qué va!

- a. En general, la vida de mis padres era más fácil que la mía.
b. Mis padres tenían más tiempo libre que yo.
c. Mis padres jugaban a más deportes que yo cuando tenían quince años.
d. Mis padres tenían que estudiar más que yo.

INSTRUCTIONAL STRATEGIES

Activity 4

Ask students to fill in the blanks first without referring to the conversation, and then check the text. Model correct pronunciation and intonation, and then have pairs of students read the exchanges aloud, exaggerating the expressions where appropriate.

Activity 5

- Explain the headings of each column. Students then write the expressions from the previous activity in the correct place, following the example given.
- Correct orally with the students providing the answers. Ask students to provide other expressions they have learned for showing agreement (**Yo pienso que...**, **Yo creo que...**, **Para mí...**).

Activity 6 WL.K12.IM.3.3 WL.K12.IM.3.8 LAFS.910.SL.1.3

- Focus on the model and read the statement. Invite two students to respond as shown. Repeat with another pair of students.
- Invite students to take turns making a statement from those given and responding appropriately using the expressions given.
- Ask students to repeat for the class.

ANSWERS

Activity 4

a. Creo que / No estoy de acuerdo; b. ¡Qué va!; c. ¡Anda ya!; d. si tú lo dices...

Activity 5

Dar una opinión: Creo que; **Expresar acuerdo:** Estoy de acuerdo; **Acuerdo parcial:** Si tú lo dices; **Desacuerdo:** No estoy de acuerdo / ¡Qué va! / ¡Anda ya!

SLOWER-PACED LEARNERS

Before doing Activity 4, help students understand how to use context clues to determine the meaning of unfamiliar expressions. Go over the first bold example in the conversation: **¡Anda ya!** Ask a series of comprehension questions related to the surrounding text to help them understand that Julián is expressing disbelief here. Elicit expressions they might use in English for such instances. You may consider having them do Activity 5 with a partner first so they can understand the meanings before applying them to the conversations in Activity 6.

ADVANCED LEARNERS

As an extension to Activity 3, put students into pairs to talk about anyone they know personally who was a professional athlete or who has played a sport at a highly competitive level. Have them say who the person was and what sport he or she played. Have them discuss whether or not they think it's difficult to become a professional athlete these days and explain their answers. Have volunteers report back to the class on their discussions.

HERITAGE LANGUAGE LEARNERS

Have students share the sentences from Activity 6 with a family member or friend who speaks Spanish to get their reactions. Encourage students to ask follow-up questions during the interview to get more information. Tell students to take notes during the discussion so that they can report back to the class either orally or by posting a summary to a class discussion board.

COMUNICA COMMUNICATIVE FUNCTIONS

OBJECTIVES FOR COMUNICA

- Present communicative functions of the unit: Asking and giving opinions, asking why
- Practice with the differences between *¿por qué?* and *porque*

CORE RESOURCES

- Interactive Online Materials - ELEteca

STANDARDS

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication

INSTRUCTIONAL STRATEGIES FOR ASKING AND GIVING OPINIONS

- Begin by asking students for their opinion on a current topic of interest to them. The purpose is to have students access previous knowledge and draw from what they already know.
- Ask: *¿Qué piensas sobre...?* to elicit *Pienso que*, *Creo que...* from students. Then write the expressions on the board and ask other students to agree or disagree with the comment: *¿Pienzas que sí o piensas que no...?*
- To avoid examples requiring the subjunctive, be sure to model the *no* after *que*.
- Walk students through the explanations. Introduce expressions such as *No sé qué decir* that describe uncertainty.
- Focus students' attention on the difference between *¿por qué?* and *porque*.

Activity 1 WL.K12.IL.3.3 LAFS.910.SL.1.3

- Focus attention on the photographs of Mexican and Italian food. Ask how many students like Mexican food and how many like Italian food: *¿A quién le gusta la comida mexicana / italiana?*
- Read the first statement and ask those that agree to give a thumbs up. Ask one of these students to give his/her opinion on the topic and explain why. Then ask others for their opinions either in favor of or against what was said.
- Ask the students to work in pairs to complete the activity. One student reads the statements and the other responds. Then they change roles.
- Invite a student to come to the front and read a statement for another student to respond to. Have various students read the statements.
- Encourage other students to make similar statements for the class to agree or disagree with.

Activity 2 WL.K12.IL.1.6 WL.K12.IM.3.1

- Explain that this activity is to be done in pairs, with each student looking at a different box (one turns the book upside down). Go over the model with them using facial expressions where appropriate to aid meaning.
- Have the students work in pairs asking and answering according to their lists and following the model.
- Ask for volunteers to perform a conversation for the class. Then ask another pair to perform a different conversation.

SLOWER-PACED LEARNERS

Encourage students to use a variety of question forms in Activity 2. Explain that they can use the preposition *sobre* (as written in the presentation) or *de* (as modeled in Activity 2) when asking about opinions. You may want to have them write out the questions first to make sure they practice the different structures: *¿Qué piensas de los gatos?* *¿Qué piensas sobre el fútbol?* *¿Qué opinas de la música romántica?* *¿Qué opinas sobre los idiomas?* *¿Qué te parece bailar?* *¿Cuál es tu opinión sobre / de la comida rápida?*

COMUNICA

ASKING AND GIVING OPINIONS AND ASKING WHY

- To ask for an opinion:
¿Qué piensas / opinas sobre las películas de Alfonso Cuarón? What do you think about Alfonso Cuarón's movies?
¿Qué te parece su última película? What do you think about his last movie?
¿Cuál es tu opinión sobre su trabajo como director de cine? What's your opinion about his work as movie director?
- To give your positive / negative opinion:
(Yo) *pienso / creo / opino que* (no) son muy buenas. I think / believe / In my opinion they are (not) very good.
(A mí) *me parece que* (no) tiene un buen argumento. I think / I believe it has (doesn't have) a very good storyline.
(A mí) *me parece un buen director.* I (don't) think he is a good director.
- To express an uncertainty:
No te puedo decir. I can't say.
No sé qué decir. I'm not sure what to say.
¿Yo qué sé! What do I know!
- To ask why, use *¿por qué?* and *porque* to answer and explain:
» *¿Por qué estudias español?* Why do you study Spanish?
» (Estudio español) *Porque me gusta mucho.* (I study Spanish) Because I like it a lot.

- 1  Read the sentences below and use the expressions you just learned to express your opinion about the comment. Then share your opinions with a partner. Do you agree on many of the same things? Why or why not?

- La comida mexicana es mejor que la italiana.
- Argentina va a ganar la próxima Copa Mundial de fútbol.
- El invierno es mejor que el verano.
- El inglés es más fácil que el español.



- 2  With a partner, decide which role to take and ask each other about the topics listed. Give your opinion and be sure to explain why.

Modelo: E1: *¿Qué piensas de los gatos?*

E2: *No me gustan.*

E1: *¿Por qué?*

E2: *Porque no son sociables.*

Estudiante 1

Pregunta a tu compañero/a por:

- los gatos
 - el fútbol
 - la música romántica
- Explica a tu compañero/a:
- los idiomas
 - bailar

- el dinero
 - el rap
- Explica a tu compañero/a:
- la literatura
 - el tenis
 - los perros

Estudiante 2

Pregunta a tu compañero/a por:

EXPRESSING AGREEMENT AND DISAGREEMENT

■ Total agreement

Estoy de acuerdo contigo.
I agree with you.
¡Totalmente! Totally!
¡Por supuesto! Of course!
Tienes razón. You are right.
¡Sí, claro! Yes, of course!

■ Partial agreement

Estoy **en parte** de acuerdo contigo. I partially agree with you.
No estoy totalmente de acuerdo contigo. I don't totally agree with you.
Si tú lo dices... If you say so.

■ Disagreement

No estoy de acuerdo contigo. I don't agree with you.
¡Para nada! Not at all!
¡Anda ya! Oh, come on! (in disbelief)
¡Ni modo! ¡Que no! No way!
¡Qué dices! What are you talking about?

■ Use negative expressions like **para nada**, **ni**, **nunca jamás** to reinforce the meaning of **no**:

No me gustó **para nada**. I did not like it at all.

Tú **no** tienes **ni** idea de lo que estás hablando. You have no idea what you are talking about.

No quiero hablar de eso **nunca jamás**. I don't want to talk about it ever again.



Note that, unlike English, double negatives are grammatically correct in Spanish.



De **ningún modo** or **de ninguna manera** are used in Spain instead of **ni modo**.

3 Listen to the following conversations and fill in the blanks with the expression you hear. Then choose the correct meaning from the options on the right.

- » Hay unas nubes muy negras en el cielo, yo creo que esta tarde va a llover.
 - ☐ La mujer cree que va a llover.
 - ☐ La mujer cree que no va a llover.
- » ¿Tú crees que el cine latinoamericano está de moda? A mí me parece que sí. Hay muchas películas en este momento con proyección internacional, ¿verdad?
 - ☐ La mujer no está de acuerdo con él.
 - ☐ La mujer está de acuerdo parcialmente con él.
- » Mira, ¡qué vestido tan bonito! ¿Por qué no te lo compras? Seguro que te ves muy bien, ¿no crees?
 - ☐ La mujer está de acuerdo con él.
 - ☐ La mujer no está de acuerdo con él.

4 Work with a partner to express your opinion about the following topics. Give reasons for your opinion. Restate your partner's position and comment on his/her reaction. Do you agree on any of the topics?

el mejor cantante o la mejor película o la mejor comida o la mejor ciudad

Modelo: el mejor director de cine

E1: Para mí, Guillermo del Toro es el mejor director porque hace películas de mucha acción.

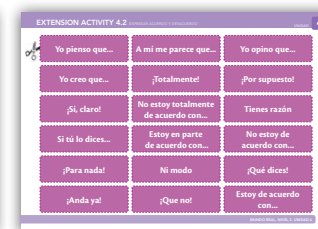
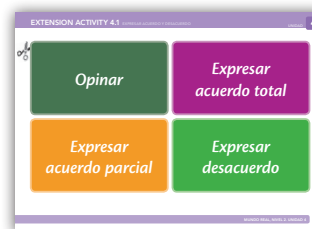
E2: ¡Totalmente! / No estoy totalmente de acuerdo contigo. / ¡Ni modo!



MORE IN EL Eteca EXTRA ONLINE PRACTICE

INSTRUCTIONAL STRATEGIES FOR EXPRESSING AGREEMENT AND DISAGREEMENT

- Distribute copies of EA 4.1 and 4.2, **Expresar acuerdo y desacuerdo** for students to cut up into cards. One sheet has cards with each of the functions (4.1) and the other has sample expressions (4.2). Then in pairs, ask students to match the expressions with the appropriate category. Students can check their work using the information in the book.



- Make some short statements for the students to respond to: **Ronaldo es el mejor futbolista del mundo. ¡Por supuesto!**; **Messi juega muy mal. ¡Qué dices!** etc.
- Point out the use of double negatives in Spanish.

Extension

Hold up **Opinar** and call on a student to provide an opinion on any topic. Then select another card, for example, **Expresar acuerdo parcial**, and call on another student to provide a response using an appropriate expression, and so on.



WL.K12.IL.8.2



Activity 3

- Have the students look at the sentences in the exercise and then play the audio while they write the expressions. Repeat for them to check answers.
- Call on student pairs to recreate the conversations using an appropriate response for the option not selected in the original version.

Activity 4 WL.K12.IL.3.3 WL.K12.IL.3.6 WL.K12.IM.3.1

LAFS.910.SL.1.3 LAFS.910.SL.2.4

Introduce the activity by asking a student, **¿Quién crees que es el mejor deportista del mundo?** and ask him/her to explain, defending his/her opinion. Invite the class to react according to their own opinion making sure that they restate their classmates' view and comment on their own reaction. Then have students continue with a partner.

ANSWERS

Activity 3

- b, Para nada, ¡qué dices!
- b, si tú lo dices
- a, ¡Totalmente!

ADVANCED LEARNERS

After presenting the expressions for agreement and disagreement, have students go back to Activity 2, this time working with a new partner. Have them ask for each other's opinions and explanations again. Instruct students to build on the conversation by reacting to their partners with the expressions for agreement and disagreement.

HERITAGE LANGUAGE LEARNERS

As an extension to Activity 4, have students create a survey about the best singer, movie, food, or city in the Spanish-speaking world (or from a particular Spanish-speaking country). Have them ask for the opinions and explanations of 10 different people –in or outside of class. Then have them compare the results with their own opinions and share their results with the class, and invite the class to react with expressions of agreement or disagreement.

OBJECTIVES FOR COMUNICA

- Present communicative functions of the unit: Expressing agreement and disagreement
- Practice with negative expressions

CORE RESOURCES

- Extension Activities: EA 4.1, 4.2
- Audio Program: Track 34

STANDARDS

- Interpersonal Communication
- Interpretive Communication
- Language Comparisons

OBJECTIVES FOR ¡ACCIÓN!

- Provide students with a structured approach to viewing the video
- Contextualize the content of the unit in a familiar scenario

CORE RESOURCES

- Unit Video 4 - Nuestra serie favorita
- Online Materials - ELEteca

STANDARDS

- Interpersonal Communication
- Interpretive Communication
- Relating Cultural Practices to Perspectives

INSTRUCTIONAL STRATEGIES

Previewing: Antes del video

Activity 1

- Point out the title of the video and ask what they think it's going to be about. Encourage them to make guesses about the TV show(s) that might be characters' favorite(s).
- Direct students' attention to the questions. Perhaps read them aloud and model possible responses. Then have students answer the questions with their own information in writing.

Activity 2

- Put students in pairs to interview each other with the questions from Activity 1. Tell them to take notes about their partners' responses. If necessary, model how to take notes based on a volunteer's response. Remind them that they don't need to write full sentences here.
- Call on volunteers to share interesting information about their partner's answers.

Viewing: Durante el video

Activity 3 WL.K12.IL.1.4

- Before viewing the first clip, impress upon the students that what is really important in this activity is that they understand the adjectives the friends use to talk about the characters of their favorite series. If you feel it is appropriate, go over the meaning of each adjective that is used in the activity.
- Play the video clip again so that the students can check to see if they have done the activity correctly.

ANSWERS

Activity 3

Los adjetivos son: genial, emocionante, bromista, inteligente, divertido, hablador.

¡ACCIÓN! NUESTRA SERIE FAVORITA



ANTES DEL VIDEO

- 1 Answer the questions about your television viewing habits.
- a. Cuando ves la tele, ¿qué tipo de programas te gustan?
 - b. ¿Te gustan las series de televisión?
 - c. ¿Cuál es tu serie favorita? ¿Por qué?
 - d. ¿Y cuál es tu personaje favorito en esa serie? ¿Por qué?
- 2 Ask your partner the same questions and note his/her answers. Do you agree on many of the same things?
- a.
 - b.
 - c.
 - d.

DURANTE EL VIDEO

- 3 Watch the first segment and choose the six adjectives that Sebas and Felipe use to describe the series and their favorite characters.
- | | | |
|--------------------------------------|--------------------------------------|------------------------------------|
| ☐ genial | ☐ serio | ☐ divertido |
| ☐ horrible | ☐ bromista | ☐ aburrido |
| ☐ interesante | ☐ inteligente | ☐ callado |
| ☐ emocionante | ☐ fuerte | ☐ hablador |

- 4  Watch the following segment and indicate whether the statements are true (T) or false (F).

	T	F
a. Para una de las muchachas, todos los personajes son fascinantes.	☐	☐
b. Las dos amigas tienen el mismo personaje favorito.	☐	☐
c. Según Eli, el personaje favorito de Lorena es malvado.	☐	☐
d. Eli dice de un personaje que es cruel y desagradable.	☐	☐
e. Lorena y Eli leyeron los libros antes de ver la serie.	☐	☐

- 5  Watch the last segment and match the following statements with Juanjo or Alfonso.

- a. Cada episodio es mejor que el anterior.
b. Los personajes son todos fantásticos.
c. Es muy inteligente y tiene una personalidad muy fuerte.
d. La verdad es que esa niña es impresionante.
e. Me parece que, en realidad, es el personaje principal de la serie.
f. El hermano tiene poderes mágicos.



DESPUÉS DEL VIDEO

- 6 The friends used the following adjectives to describe their favorite characters in the series. List them as positive or negative according to their meaning.

genial ◦ bromista ◦ divertido ◦ malvado ◦ cruel ◦ impresionante ◦ peligroso ◦ emocionante
desagradable ◦ fascinante ◦ práctico ◦ original ◦ padrísimo ◦ linda

Positivos	Negativos

- 7  Prepare a profile about one of your favorite series leaving out the title. Pass your profile around to other students to see how many can guess the series.

Título			
Año	País	Género	
Argumento			

INSTRUCTIONAL STRATEGIES

Activity 4

- Before viewing the second clip in which Eli and Lorena talk about the main characters of their favorite series, ask the students to carefully read the questions for this activity. Make sure that they completely understand the questions. Answer any question they may have about vocabulary.
- Play the clip again for the students to check their answers.

Activity 5

- Before showing the last clip of the video, ask your students to carefully read the 6 statements and to ask you for help with any vocabulary they may not know.
- After a second showing of the video, you and your students should check to see what statements were said by Juanjo and which by Alfonso.

Post-viewing: Después del video

Activity 6

- The objective of this activity is to review the adjectives used in the three dialogues that the students have watched in the video clips. First explain to them that the purpose of the activity is to divide the adjectives into two lists: positive adjectives and negative adjectives.
- The activity can be done individually, but it is recommended that the results be checked as a class so that students can help clear up each other's questions about the meanings and give the meaning of any adjectives that have not been understood.

Activity 7 WL.K12.IL.2.1

Elicit examples of students' favorite TV series to get them motivated to do the activity. Write their titles on the board. You might prompt them with different genres to get them thinking of more ideas.

ANSWERS

Activity 4

a. T; b. F; c. T; d. T; e. F; f. T.

Activity 5

Juanjo: a, d, f, g; Alfonso: b, c, e, h.

Activity 6

Positivos: genial, bromista, divertido, impresionante, emocionante, fascinante, práctico, original, padrísimo, linda;
Negativos: malvado, cruel, peligroso, desagradable.

SLOWER-PACED LEARNERS

To help students write their plot summaries in Activity 7, you might want to prompt them to first fill out a chart with basic information about the location, time period, main characters, and overarching conflicts of the series. They can then convert that data into complete sentences for a basic summary.

HERITAGE LANGUAGE LEARNERS

Rather than having students write a profile about their favorite television series in Activity 7, you might want to introduce them to television shows from various Spanish-speaking countries and encourage students to investigate them. You might even invite them to find and play a clip from the series while presenting their profiles to the class.

PALABRA POR PALABRA LANGUAGE AND VOCABULARY

OBJECTIVES FOR LAS CARACTERÍSTICAS

- Present vocabulary needed to practice communicative and grammatical functions for the unit: Adjectives used to describe personalities and the characteristics of people, places and things
- Express an opinion and give reasons for that opinion

CORE RESOURCES

- Interactive Online Materials - ELEteca
- Audio Program: Tracks 35 and 36
- Extension Activities: EA 4.3

STANDARDS

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication
- Acquiring Information and Diverse Perspectives
- Language Comparisons

INSTRUCTIONAL STRATEGIES

Activity 1

Invite the students to guess the meanings of the adjectives in the list. Ask them to compare their answers with another student before having different students give their answers to the class. When the answer is correct, encourage the rest of the class to agree: **Tienes razón; ¡Sí, claro!**

Activity 2 WL.K12.IL.5.3

- Look at the images with the class and discuss what each picture represents. Ask background questions such as: **¿Te gustan los parques de atracciones?** **¿Vives en un pueblo o en una ciudad?**, etc.
- Read the model with the students and then ask other students for their opinion.
- First the students work individually and then exchange their work with a partner to compare their opinions about the various topics. They should attempt to use two adjectives for each image, following the model provided.

Extension

Ask for volunteers to give their opinions for the class to respond to with one of the expressions in Comunica: **¡Totalmente!**, **¡Para nada!**, etc.

Activity 3

- Students work in pairs to provide examples for each adjective. They should fill in as many examples as they can find for each adjective. When they finish, they call time and then share with the class. They earn one point for each correct example that is not repeated. The pair with the most points is the winner.
- To vary, invite students to make statements for you to respond to: **Creo que los elefantes son peligrosos. Estoy de acuerdo.**

ANSWERS

Activity 1

1. f; 2. d; 3. a; 4. b; 5. g; 6. h; 7. c; 8. e.

Activity 3

Answers will vary, but could include the following: **peligroso**: los carros rápidos, las serpientes; **emocionante**: las ferias, los safaris; **impresionante**: las cataratas, los edificios altos; **saludable**: la fruta, la comida orgánica; **práctico**: los carros híbridos, las pilas recargables.

SLOWER-PACED LEARNERS

To support students in Activity 3, consider giving them a dictionary so that they can look up the translations of their ideas.

ADVANCED LEARNERS

Encourage students to expand their conversations by not only talking about the topics in Activity 2 broadly but by giving and comparing examples within each.

PALABRA POR PALABRA LAS CARACTERÍSTICAS

- 1 The following adjectives are useful when talking about characteristics for places and things. Match the adjective to its definition in English.



El Salto Ángel en Venezuela es impresionante.

1. práctico/a
 2. peligroso/a
 3. entretenido/a
 4. saludable
 5. emocionante
 6. aburrido/a
 7. impresionante
 8. relajante
- a. entertaining, enjoyable
 - b. healthy
 - c. impressive
 - d. dangerous
 - e. relaxing
 - f. practical
 - g. exciting
 - h. boring

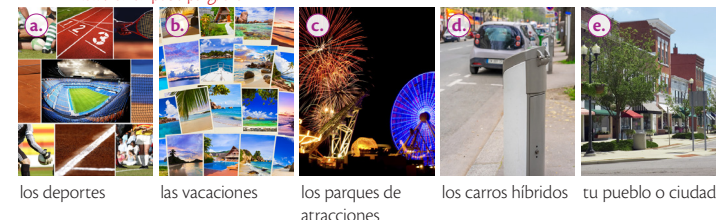


Los mercados de México son entretenidos.

- 2 Write about the topics below, using the adjectives above to express and support your opinions. Exchange papers with a partner. Do you agree on any of the topics?

Modelo: las redes sociales

Yo creo que las redes sociales son muy entretenidas, pero también un poco peligrosas.



los deportes

las vacaciones

los parques de atracciones

los carros híbridos

tu pueblo o ciudad



Share information with your partner to help you remember examples better and put the knowledge into practice.

- 3 Let's play. Work together in pairs to complete the chart with examples of things that fit the categories. Call time when you have completed your chart. Review answers with the class. Points are awarded for each correct example that is not repeated. Student pairs with the most points win.

peligroso	emocionante	impresionante	saludable	práctico

Next Page

INSTRUCTIONAL STRATEGIES

Activity 4

- Introduce the topic by using some of the adjectives to describe yourself: **Soy trabajador/a y divertido/a, ¿y tú?**
- Distribute copies of EA 4.3, **Adjetivos de personalidad** to student pairs and ask each student to select 4 cards each. Taking turns, each student holds up a card and shows it to his/her partner who then has to list at least 3 adjectives to describe the personality of the person on the card. Then have students share their adjectives with the class while you record responses on the board. This serves to review and recycle previous vocabulary.
- Have the students look at the images and decide which adjective applies. Tell students



LAS PERSONALIDADES

UNIDAD

4

4 35 Match the adjectives to the image. Then listen to the audio to check your answers.

- | | | | |
|-------------|--------------|--------------|--------------|
| 1. ruidosos | 3. estresada | 5. cariñoso | 7. perezoso |
| 2. bromista | 4. soso | 6. habladora | 8. impuntual |



FROM THE corpus

- In most of Latin America, people use **flojo/a** and **haragán/haragana**: *Despierto, haragán!*
- In Spain, **perezoso/a** and **vago/a** are used more frequently.

5 Match the adjectives from the activity above with their opposites below.

- | | | |
|---------------|-----------------|----------------|
| a. frío/a | d. divertido/a | g. puntual |
| b. callado/a | e. silencioso/a | h. tranquilo/a |
| c. aburrido/a | f. trabajador/a | |

6 Yolanda is describing her family and friends. Read the sentences and choose the appropriate word to complete the descriptions. Then check your answers with a partner.

- | | |
|---|--|
| a. Mi abuela siempre me da besos y me abraza. Es una persona (sosa / cariñosa) | c. Mi hermana no hace nada en casa. Nunca jamás limpia su habitación. Es muy (tranquila / floja) |
| b. A mi tío le gusta hacer bromas (jokes) y nunca habla en serio. Es (bromista / estresado) | d. Es bastante amable, pero no tiene mucha personalidad. Es una amiga (sosa / interesante) |

7 36 Listen to Javi describing Ana and Daniel. Then write down their personality traits.

- Ana →
- Daniel →

Modelo: E1: ¿Cómo eres?

E2: Soy muy hablador. Siempre estoy hablando por teléfono. ¿Y tú?

E1: Yo soy bastante... ¿Cómo es...?

8 Write a short paragraph about yourself and list some things you like to do. In groups of 3 or 4, meet and exchange your papers. Each one will read someone else's paragraph to guess who wrote it. Then take turns adding information about each other.

Modelo: Yo soy un muchacho deportista y muy sociable. Mis amigos dicen que soy divertido y hablador. Me gusta jugar al fútbol y hablar por teléfono.



MORE IN ELeTeca | EXTRA ONLINE PRACTICE

123

to use word families to aid their comprehension: **un ruido, ruidoso; una broma, bromista**, and so on.

- Play the audio while they check their answers.

Audio Script

a. impuntual; b. ruidosos; c. habladora; d. estresada; e. perezoso; f. bromista; g. cariñoso; h. soso.

Activity 5

- Before students begin the activity, ask them to think about what opposites they would choose for the adjectives in Activity 4 and list them together with a partner.
- Then have students work individually to complete the activity. Review their answers along with the opposites they had prepared with their partner. In this way students can see that there may be more than one possibility. For example, the opposite of **divertido** can be **soso** when referring to people and **aburrido** when referring to people and things.

Activity 6

- Have students read the sentences and decide which of the words in parentheses is most appropriate. Ask them to share their answers with their partner.

- Ask individual students to read a sentence with the correct word in place so the class can correct their work.

36 Activity 7 WL.K12.IM.1.2

- Explain to students that they are going to listen to Javi talk about his two friends, Ana and Daniel, and how they typically behave.
- Create a T-chart on the board with Ana on one side and Daniel on the other. Have students copy it and use it to record any key phrases they hear during the first listening. Ask them questions to check their comprehension: **¿Quién siempre llega a la hora? ¿Quién llega cansado?**
- Play the audio again, giving students the opportunity to add more notes to their T-charts. Then Have them compare notes with a partner and use them to select the best personality adjectives to describe Ana and Daniel.

See audio script on page APP7

Activity 8 WL.K12.IL.5.2

- Go over the model and instructions with the class. Challenge students to write at least five details about themselves.
- After guessing who wrote each paragraph, each group member offers one more detail about its author. Students take notes on their partners' ideas and use them to write a second draft of their paragraphs with more details.

Extension

This can be written up for display on the wall, to include photos and/or drawings illustrating the description.

ANSWERS

Activity 4

a. impuntual; b. ruidosos; c. habladora; d. estresada; e. perezoso; f. bromista; g. cariñoso; h. soso.

Activity 5

a. cariñoso/a; b. hablador/a; c. bromista; d. soso/a; e. ruidoso/a; f. perezoso/a; flojo/a; g. impuntual; h. estresado/a.

Activity 6

a. cariñoso; b. bromista; c. floja; d. sosa.

Activity 7

Ana: puntual, divertida / alegre y habladora. Daniel: perezoso, tranquilo y bromista.

ADVANCED LEARNERS

For additional practice with the vocabulary, have each student write three sentences like those in Activity 6 in which they describe a person's characteristics without revealing the target vocabulary word (or its opposite). Put them in pairs or groups to take turns sharing their sentences and identifying the correct adjectives.

HERITAGE LANGUAGE LEARNERS

As an extension to this section, encourage students to investigate someone of power and influence in Hispanic culture and consider how his or her personality has contributed to his or her success. Have students peruse Spanish-language resources to find a photo, article, or video clip about the person to support their findings. Then have students present their information to the class.

OBJECTIVES FOR GRAMÁTICA 1

- Present grammatical structures needed to practice communicative functions of the unit: Imperfect tense (regular verbs)
- Learn to conjugate verbs in the imperfect tense

CORE RESOURCES

- Interactive Whiteboard Lesson: IWB 4.2
- Interactive Online Materials - ELEteca

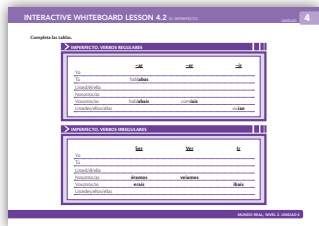
STANDARDS

- Interpersonal Communication
- Interpretive Communication
- Language Comparisons

INSTRUCTIONAL STRATEGIES

1. The Imperfect Tense of Regular Verbs

- Students have already seen the forms of the imperfect in **Hablamos de...** Build on what they already know by asking: **¿Recuerdan de qué están hablando Julián y su abuelo en su conversación? ¿Están hablando del pasado o del presente?**
- Tell students to turn to page 116 and list all the regular verbs in the conversation that refer to the past (**jugaba, entrenábamos, hacías, trabajaba, salía, había, hacíamos, debía, se enfadaban**). Then instruct students to write the infinitive of the verb next to each verb form. And finally, identify the subject.
- Project IWB 4.2, **El imperfecto** and invite students to fill in the missing forms in the first chart for regular verbs. Ask students if any of the subjects share the same endings (**yo** and **usted/él/ella**) and if any verbs have all the same endings (**-er** and **-ir**). Then have students check their answers against the chart in the book.



- Walk students through the grammatical explanation in the book. Then provide practice by saying one of the verbs and a subject pronoun, asking students to say the correct form. For instance, say **hablar, él**. Students should answer: **él hablaba**.
- Focus attention on where the accents are and which forms do not bear accents.
- Point out the imperfect form of **hay**: **había**.
- Ask additional questions to provide extra practice: **¿Cuando eras niño, ¿tenías mucha energía? ¿Eras muy hablador? ¿Eras ruidoso?**, etc.

SLOWER-PACED LEARNERS

Spend some extra time focusing on the different uses of the imperfect tense. Consider saying some more sample sentences in the imperfect tense aloud and having students identify the usage of each: (1) expressing habitual or ongoing actions in the past; (2) describing people or circumstances in the past; or (3) setting the stage for an event that occurred in the past. Have them listen quietly and write down 1, 2, or 3. Then go over the answers as a class, inviting students to explain why they picked the usage that they did.

GRAMÁTICA

1. THE IMPERFECT TENSE OF REGULAR VERBS

- You have already learned to talk about actions in the past using the preterite tense. Spanish has another past tense, the imperfect, which has different uses from the preterite. Here are the forms of regular verbs in the imperfect:

	HABLAR	COMER	VIVIR
yo	hablaba	comía	vivía
tú	hablabas	comías	vivías
usted/él/ella	hablaba	comía	vivía
nosotros/as	hablábamos	comíamos	vivíamos
vosotros/as	hablabais	comíais	vivíais
ustedes/ellos/ellas	hablaban	comían	vivían

- Notice the accent mark over the **i** in all the endings for **-er** and **-ir** verbs. Only the **nosotros** form has an accent in **-ar** verbs.

- Verbs that change stem in the present do not change stem in the imperfect:
*Cuando **tenía** cinco años **quería** ser veterinaria.*
When I was five years old, I wanted to be a veterinarian.



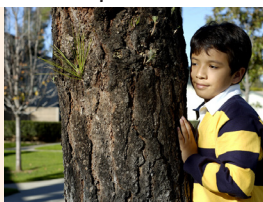
- The imperfect form of **hay** is **había**:
*Antes **había** más tiempo libre.* *Before, there used to be more free time.*

- The imperfect is used:
 - To express habitual actions or ongoing actions in the past:
*Antes **salíamos** todos los fines de semana.*
Before, we went (used to go) out on weekends.
*Cuando **era** niño, **tenía** mucha energía.*
When I was a child, I had (used to have) a lot of energy.
 - To describe people or circumstances in the past:
*Mi abuelo **era** muy trabajador.*
My grandfather was very hardworking.
 - To "set the stage" for an event that occurred in the past:
*Aquella tarde yo **estaba** leyendo en el parque cuando empezó a llover.*
That afternoon, I was reading in the park when it started to rain.



- 1 Diego's grandfather is recalling some of the things he used to do as a child in Ecuador. Fill in the blanks with the correct imperfect forms of the appropriate verb in parentheses.

Mira, Diego, cuando yo era niño, solo (a) (querer / tener) jugar y estar fuera. (b) (jugar / pasar) a las escondidas (hide and seek) con mis amigos. Me (c) (gustar / gustar) correr detrás de ellos cuando los encontraba. También (d) (tener / poder) un yoyo con el que siempre (e) (hacer / trabajar) trucos. En esa época, la moneda de Ecuador era el sucre. Con un sucre (f) (comprar / decir) montones de dulces. A menudo mi mamá me (g) (pasar / llevar) al parque y allí (h) (subir / leer) a los columpios (swings) y (i) (pasar / comer) allí toda la tarde. ¡Qué buenos tiempos aquellos!



- 2 Let's play. With a partner, takes turns filling a box with the correct imperfect form. Win the box by writing the correct form of the verb. Win the game by getting three correct boxes in a row to form tic-tac-toe. Keep playing for another chance to win.

preparar (él)	vivir (nosotras)	estudiar (ella)	viajar (tú)	leer (ellos)	abrir (él)
trabajar (yo)	hablar (ustedes)	tener (ellas)	dormir (nosotros)	beber (tú)	correr (nosotros)
comer (ellos)	jugar (tú)	cantar (yo)	salir (ustedes)	tomar (ella)	hacer (ellos)

2. TIME EXPRESSIONS WITH THE IMPERFECT

- The imperfect is often used with the following expressions that describe the frequency of past actions:

antes

Antes me gustaba mucho el chocolate, ahora no. I used to like chocolate a lot, now I don't.

entonces

Entonces la vida en México era diferente. Life in Mexico used to be different.

de pequeño/a

De pequeño jugaba mucho con mis amigos. As a child, I used to play a lot with my friends.

de joven

De joven mi madre pasaba los veranos con sus abuelos. As a youngster, my mother used to spend her summers with her grandparents.

cuando

Cuando Pedro estudiaba en la universidad, no salía mucho. When Pedro studied at the university, he didn't go out much.



To be more formal when referring to past eras or to refer to other moments in history, it is common to use these expressions: **en ese / aquel tiempo** and **en esos / aquellos tiempos**.

INSTRUCTIONAL STRATEGIES

Activity 1

- Explain that Diego's grandfather is talking about what he used to do.
- Tell students to choose the correct verb in parentheses and write the correct form of that verb in the imperfect. Do the first sentence with the class, asking for volunteers to choose the correct verb and form.
- Invite students to continue through the activity individually and then compare answers with a partner.
- Circulate while they work and answer any questions that may arise.
- When they have finished, ask for volunteers to call out the answers and write them on the board, emphasizing accents.
- Ask students: **¿Quién es el niño de la foto? ¿Es Diego o su abuelo? (el abuelo) ¿Cómo lo sabes? (Porque el abuelo jugaba a las escondidas cuando era niño).**

Activity 2

- Have the students draw up a grid (3 x 6). Explain that they are playing a version of tic-tac-toe, using verbs in the imperfect.
- They take turns to write the correct form of the imperfect, and the first to get three in a row is the winner.
- Circulate around the room while they play, checking and answering any questions.
- If further practice seems necessary, have the students repeat the activity with a new partner and a new grid.

OBJECTIVES FOR GRAMÁTICA 2

- Present grammatical structures needed to practice communicative functions of the unit: Time expressions used with the imperfect
- Talk about what you used to do in the past

STANDARDS

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication

INSTRUCTIONAL STRATEGIES

2. Time Expressions with the Imperfect

Walk the students through the explanation in the book and invite volunteers to read the examples for the class.

ANSWERS

Activity 1

a. quería; b. Jugaba; c. gustaba; d. tenía; e. hacía; f. compraba; g. llevaba; h. subía; i. pasaba.

Activity 2

Preparaba; vivíamos; estudiaba; viajabas; leían; abría.
Trabajaba; hablaban; tenían; dormíamos; bebías; corríamos.
Comían; jugabas; cantaba; salían; tomaba; hacían.

SLOWER-PACED LEARNERS

To simplify Activity 1, remove the multiple-choice element and just have students focus on forming the conjugations correctly.

ADVANCED LEARNERS

After playing the game in Activity 2, have students write sentences putting each of the conjugated verbs into context.

HERITAGE LANGUAGE LEARNERS

Using Activity 1 as a model, have students write down three sentences describing, guessing, or making assumptions about what an older relative of theirs was like as a child and/or what life was like for them in the past: **Yo creo que mi abuela era muy habladora cuando era niña, porque siempre que la veo me hace un montón de preguntas y es muy sociable.** Then have them share their sentences with those relatives (if they're still alive) or others who knew them at that time (if they're not) to confirm whether or not their descriptions and assumptions are accurate.

INSTRUCTIONAL STRATEGIES

Activity 3

- Have students write the correct form of the verb in the imperfect and then share with a partner.
- Next have them choose a suitable time expression.
- Invite students to read their sentences to the class in order to correct them.

Activity 4

- Run through the list of verbs, ensuring students understand them all and have them say the imperfect form they will need for each statement (**yo**).
- Students use a time expression and the imperfect of the verbs suggested and make statements about what they used to do and what they do now.
- Invite students to modify some of their sentences to talk about themselves and their friends/brothers/sisters, etc.: **Celebrábamos los cumpleaños en...**
- Ask if anyone can make a statement with a different verb and write the sentence on the board. Congratulate that student on being able to extend what they have learned.

Activity 5

- Explain that the game consists of writing three sentences about themselves which are all plausible, but one of which is untrue.
- Point out the time expressions in the box below, which they should use in their sentences. Circulate as they work to give assistance where required.
- Go over the **Modelo** with the class and invite volunteers to read the parts.
- When they are ready, have them work in small groups. They exchange papers and have to guess which sentence is untrue, using the conversation provided as a model.
- Continue to circulate in order to listen in and check, correcting pronunciation and/or grammar where necessary.

ANSWERS

Activity 3

a. Antes / trabajaban; b. Cuando / pasaban; c. De pequeña / jugaba; d. Todos los días / tomaba.

Activity 4

Answers will vary. Me acostaba; escuchaba; leía; salía; celebraba; estudiaba; me levantaba; usaba; comía; jugaba; quería ser; vivía. Give extra praise / points for any students who use the **nosotros** form correctly.

Activity 5

Answers will vary but should follow the model provided.

SLOWER-PACED LEARNERS

Consider narrowing down the verb list in Activity 4 to have students focus on just four or five of them. You may want to give them time to select the verbs, jot down notes, or write full sentences before speaking with a partner.

ADVANCED LEARNERS

After playing the game in Activity 5, have students reflect on what they learned about their classmates and write a paragraph summarizing the information and reacting to it. Did anything in particular surprise or interest them? What was it? Why did it surprise or interest them?

GRAMÁTICA

3 Fill in the blanks with the following time expressions and write the correct imperfect tense of the verbs in parentheses.

de pequeño/a o antes o todos los días o cuando

- a. las mujeres no (trabajar) fuera de casa.
- b. mis padres eran jóvenes (pasar) los fines de semana en el campo.
- c. mi hermana (jugar) con un osito de color azul.
- d. (tomar, yo) el autobús para ir a la escuela.

4 With a partner, talk about what you used to do in the past compared to what you do now. Use the activities from the list and the time expressions from the list above.

Modelo: De pequeño montaba en monopatín. Ahora juego al fútbol.



- acostarse a las...
- escuchar (tipo de música)
- leer...
- salir con...
- celebrar...
- estudiar...
- levantarse a las...
- usar la computadora para...
- comer...
- jugar...
- querer ser (profesión)
- vivir en...

5 Let's play. Write two true statements and one false describing what you used to do when you were a child. Use the time expressions below to give more details. Then, in groups of three, share your sentences and have your classmate guess which one is not true.

Modelo: E1: Cuando era pequeña, comía siempre dulces.
E2: Yo creo que es falso, porque tú comes siempre sano.
E3: Pues yo creo que es verdad, porque te gustan mucho los dulces.
E1: Es falso. Solo comía dulces a veces.
E2: ¡Bien! ¡Un punto para mí!



- siempre / todos los días
- a veces
- a menudo
- nunca

3. THE IMPERFECT TENSE OF IRREGULAR VERBS

- There are only three irregular verbs in the imperfect tense:

	SER	VER	IR
yo	era	veía	iba
tú	eras	veías	ibas
usted/él/ella	era	veía	iba
nosotros/as	éramos	veíamos	íbamos
vosotros/as	erais	veíais	ibais
ustedes/ellos/ellas	eran	veían	iban



- 6 Julián is interested in what life was like in Spain in the 1960s. Fill in the blanks with the correct imperfect tense of the verbs in parentheses.

La España de los sesenta

En casa, mi abuelo dice que cuando él (a) (ser) niño, la situación en España (b) (ser) más difícil que ahora. Busqué en Internet algunas cosas sobre esa época. Por ejemplo, que España (c) (estar) gobernada por Franco y en nuestro país (d) (haber) una dictadura, lo que significa, entre otras cosas, que la gente no (e) (tener) libertad. También (f) (haber) muchas personas que (g) (emigrar) a otros países europeos como Francia, Alemania o Suiza, en busca de trabajo. Las familias (h) (ser) muy grandes. Las mujeres (i) (poder) tener una media de cuatro o cinco hijos y habitualmente no (j) (trabajar) fuera de casa. Muchas familias no (k) (tener) coche ni (l) (ver) la televisión. Tampoco (m) (ir) de vacaciones al extranjero. Las principales aficiones de los españoles (n) (ser) el fútbol y las corridas de toros. ¡Cómo cambian las cosas!



- 7 Compare your answers in the activity above with a partner. Then reread the text about Spain in the 1960's and answer the following questions. Discuss your answers and ideas, citing evidence from the text.

- ¿Quién gobernaba durante esa época (period)? ¿Era presidente o dictador?
- ¿Qué tenía la gente? ¿Qué cosas no tenía?
- ¿Adónde iban muchas personas? ¿Qué buscaban?
- ¿Cómo era la vida de las mujeres?

OBJECTIVES FOR GRAMÁTICA 3

- Present grammatical structures needed to practice communicative functions for the unit: Imperfect tense (irregular verbs)
- Talk about how life used to be

CORE RESOURCES

- Interactive Whiteboard Lesson: IWB 4.2

STANDARDS

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication
- Acquiring Information and Diverse Perspectives
- Cultural Comparisons

INSTRUCTIONAL STRATEGIES

3. The Imperfect Tense of Irregular Verbs

- Point out to students that there are only three irregular verbs. Remind them that they have already used **era**. Ask students what infinitive it comes from (**ser**).
- Once again, have students turn to page 116 in their books and look for examples of the verbs **ser** and **ir** in the imperfect. (**¿Eras jugador del Real Madrid? Eran otros tiempos. ¿Ibas a la discoteca? También íbamos al río**). Call on students to read the examples and identify the infinitives of the verbs in their example.
- Project the chart of IWB 4.2, **El imperfecto** to complete the second chart with the forms of irregular verbs and then check their answers in the book.
- Walk them through the chart showing the irregular verbs and ask: **¿Cuál es el verbo más irregular? (Ser) ¿Qué irregularidad tiene el verbo "ver"? (Que conserva la "e" del infinitivo).**

Activity 6

- Read the statement with the students and direct their attention to the photograph. Ask questions such as: **¿Quiénes creen que son las personas que aparecen? ¿Qué relación hay entre ellas? ¿Dónde creen que están...?** Then tell students that it is a photograph of Javi's grandfather and his family. Ask: **¿Tienen fotos antiguas en su casa? ¿Qué personas se ven en ellas?**
- Do the first sentence orally with the class to make sure they understand what to do, and then ask them to continue on their own.

Activity 7

Have the students read the passage again and answer the questions in pairs, defending their answers by citing information found in the text from the previous activity.

ANSWERS

Activity 6

- a. era; b. era; c. estaba; d. había; e. tenía; f. había; g. emigraban; h. eran; i. podían; j. trabajaban; k. tenían; l. veían; m. iban; n. eran.

Activity 7

- a. Franco gobernaba durante esa época. Era un dictador; b. La gente tenía familias grandes. No tenían trabajo ni coches, ni televisión y tampoco tenían libertad; c. Muchas personas iban al extranjero. Buscaban trabajo; d. La vida de las mujeres era dura y trabajaban mucho en casa.

HERITAGE LANGUAGE LEARNERS

Have students gather three facts that interest them about Franco or his dictatorship in Spain and report back to the class.

INSTRUCTIONAL STRATEGIES

Activity 8 WL.K12.IL.5.5

Ask your students to think about a time in the past in which they would like to live. Then ask them to come up with questions using the following interrogatives: *qué, cuándo, cómo y dónde*. You can suggest the following questions: *¿Qué comían? ¿Cómo viajaban? ¿Dónde dormían?*... After they finish, do Activity 9.

Activity 9 WL.K12.IM.5.4

- Ask your students to find the answers to the questions that they came up with about about living in a past era.
- Once they have found the information, ask them to write sentences about the differences between the era they have chosen and the present. Remind your students that they should use imperfect to describe life in the past.
- You may also wish to brainstorm with the entire class the differences between several of the eras they chose and the present to model the process for writing their paragraphs.

Activity 10

- Ask the students to write about themselves in the past.
- To correct, invite volunteers to read sentences aloud.

Activity 11 WL.K12.IL.5.5

- Explain that students are to formulate questions for their partner to answer about the past. These may be Yes/No questions or information questions beginning with a question word.
- Read the example with the class and ask for a volunteer to answer.
- Have the students write their questions and ask their partner to answer. They should record the answer.
- Call on students to talk about themselves and what they learned about their partner.

Activity 12 WL.K12.IL.5.2

- Ask students to think ahead and look back on the present year.
- Point out the **Modelo** and ask them to use this in their conversations.
- Divide the class into small groups (of 5 or 6) and have them talk about the things they did, using their imagination.
- Students write a description of school and their classmates using the imperfect. They should insert adjectives from the unit to make the description more interesting.
- Have each group choose a spokesperson to read the description to the class.

ANSWERS

Activity 10

a. era, era; b. se llamaban, eran; c. íbamos; d. iba; e. veía; f. veía.

ADVANCED LEARNERS

Encourage students to build on Activity 11 by asking and answering questions about other categories, such as sports, music, television shows, pets, favorite foods, and other ideas they might have.

GRAMÁTICA

- 8 In what decade or time of history would you like to live? To research that time period, develop five probing questions using *qué, cuándo, cómo, dónde*. Write them in a list. Avoid yes/no questions.
- 9 Search the Internet for answers to your questions above. Write about the differences of your chosen time period and now. Use connected detailed paragraphs.
- 10  Using your own words and the correct form of the imperfect for the verbs in parentheses, write a few sentences explaining your childhood. Then take turns reading your sentences to each other. Did you have similar or different experiences?
- a. Cuando yo (ser) niño/a, (ser) muy...
- b. Mis mejores amigos/as (llamarse) y (ser)
- c. A veces mi familia y yo (ir) a...
- d. En verano casi siempre (ir) a...
- e. Generalmente yo (ver) a mis primos...
- f. Por las tardes siempre (ver) en la televisión.
- 11  Take turns asking your partner about his/her childhood. Use the chart below to help you formulate four questions. Write down the questions and the answers.



	Habitación	Amigos	Juguetes
Pregunta	¿Cómo era tu habitación?		
Respuesta	Mi habitación era / tenía...		

- 12  Think ahead to your high school graduation and look back on this year at school with your classmates. What would you say about them? What were they like? What did they used to do (or not do)? Choose five classmates to discuss and together with a partner, write a description about them using the imperfect and adjectives from this unit. Share your writing with the class, and ask them to read and comment on it.
- Modelo: ¿Te acuerdas de...? Era...



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EXTRA ONLINE PRACTICE



GRAMMAR TUTORIALS 7 AND 8

TALLER DE LECTURA JUEGOS TRADICIONALES

UNIDAD

4

1  Answer the following questions.

- a. ¿A qué jugabas cuando eras pequeño/a?
- b. ¿Recuerdas quién te enseñó esos juegos?
- c. ¿Jugabas más en la calle o en casa?
- d. ¿Conoces algún juego antiguo? ¿Cuál?

2 Match each game to the image that represents it. You can use the dictionary.

las escondidas o la gallinita ciega o las tabas o el pañuelo o saltar a la cuerda o las canicas



3  Read this article about traditional popular games and check your answers for Activity 2.

Cuando no había televisión, computadoras ni videoconsolas, los niños jugaban, en las plazas y calles de los pueblos y ciudades, a diferentes juegos tradicionales. Actualmente muchos padres, madres y abuelos intentan recuperarlos y transmitirlos a sus hijos y nietos, a los niños del siglo XXI.

La Unesco reconoció en repetidas ocasiones que los juegos tradicionales y populares son patrimonio cultural y que, con ellos, los niños disfrutaban jugando con otros niños sin necesidad de pantallas ni tecnologías. Jugando al aire libre los pequeños se divierten mientras corren, saltan, hacen ejercicio, se relacionan y disfrutan de la libertad de estar en la calle. Por eso es tan necesario recuperar juegos como estos que vamos a recordar:

- Las escondidas, en el que, simplemente, uno de los niños tiene que encontrar a sus compañeros que se han escondido (*are hidden*).
- Saltar a la cuerda (*rope*), juego que solo necesita una cuerda de cierta longitud y dos niños en sus extremos para moverla.
- La gallinita ciega, consiste en buscar con los ojos tapados (*covered*) a los demás niños.
- El pañuelo, donde solo es necesario un pañuelo y niños que compiten para conseguirlo.

OBJECTIVES FOR TALLER DE LECTURA

- Culture: Traditional games
- Make a presentation on children's games of the past

CORE RESOURCES

- Audio Program: Track 37

STANDARDS

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication
- Acquiring information and Diverse Perspectives

INSTRUCTIONAL STRATEGIES

Activity 1

- Read the title of this section and ask your students what they think "traditional games" means. Listen to their hypotheses and then explain that this is the topic of this unit's Taller de Lectura.
- Interpersonal Speaking Activity. Go over the questions of the activity in order to access their prior knowledge about the vocabulary associated with games. You can also ask them if they still play games and introduce terms such as: **juego de mesa, juegos de tablero, cartas, juegos de rol, parchís, ajedrez, Monopoly**, etc., to increase their vocabulary related to the topic of this section.

Activity 2

Ask your students to match the names of the games in the word box to the images. Encourage them to look up the words they don't know in the dictionary and answer any questions they may have for words they could not find.

 37 Activity 3

- Tell your students to read the text while listening to the audio. Turn on the audio.
- Check to make sure that the answers that the students got for Activity 2 are the correct answers according to the information in the text.
- As an enhancement activity, you could explain to the students how two of the games seen in Activity 2 are played (they are not explained in the text). These 2 games are **canicas** (marbles) and **tabas**. If you wish you can take some **tabas** to class or you can play with other small objects, such as rubber bands, pencil sharpeners, etc.) to show how it's played.
- If you have a big enough space, you can play pañuelo or gallinita ciega with your students. If you don't have enough space, you can look for videos on the Internet that show some of these games. Be sure to provide a list of websites that are safe and reliable.

ANSWERS

Activity 2

- a. las tabas; b. las escondidas; c. la gallinita ciega; d. saltar a la cuerda; e. el pañuelo; f. las canicas.

INSTRUCTIONAL STRATEGIES

Activity 4 WL.K12.IM.2.1

- Reading Comprehension Activity. Have your students read the statements and decide if they are true or false.
- Correct as a class. Ask for volunteers to give an answer making sure that they can defend their answer by telling where they found the answer in the text.

Activity 5 WL.K12.IL.6.2

- Explain to your students that they are going to give a short presentation about children's games from the past. It is a pair activity. Ask your students to search for information about children's games of the past. Give them a list of safe and reliable websites to guide their search. Then tell each pair to choose one of the games based on their interests and the reasons for having chosen that game.
- Once the students have found all of the information they need about the game they have chosen, read the skills box and answer any questions the students might have before making their presentation.
- Presentational Speaking activity: Ask the students to prepare their presentation in pairs following the steps in the skills box they have just read. While they prepare make sure that each student has decided who will do each part of the presentation (type of game, era in which it was played, characteristics and how it's played, etc.) and answer any questions they may have.
- Give the groups time to prepare their presentations and present them to the class.

Activity 6 WL.K12.IM.1.2

- Ask your students to take notes during their classmates' presentations. They should write the main ideas as well as examples given to support their main idea.
- If you wish, you can ask the students to vote for the game they thought was the most interesting and explain why.

ANSWERS

Activity 4

a. verdadero; b. falso (Se relacionan más); c. falso (Actualmente muchos padres, madres y abuelos intentan recuperarlos y transmitirlos a sus hijos y nietos...); d. verdadero; e. falso (Los juegos tradicionales no necesitan tecnología, se realizan con el propio cuerpo o con objetos muy simples y naturales...); f. verdadero.

TALLER DE LECTURA GUILLERMO DÁVALOS VELA

Los juegos tradicionales no necesitan tecnología, se realizan con el propio cuerpo o con objetos muy simples y naturales: arena (*sand*), piedrecitas (*pebbles*), canicas (*marbles*) o pequeños huesos (*bones*) como las tabas (*jacks*). Sin duda alguna, los juegos populares estimulan el desarrollo físico e intelectual de los niños y la capacidad para relacionarse y hacer amigos. Conservar estos juegos tradicionales es importante para transmitir valores como la amistad, la imaginación y la tolerancia. Además, con ellos los niños y las niñas aprenden a perder y a ganar, se preparan para la vida.

Guillermo Dávalos Vela Autor boliviano licenciado en Sociología y columnista del matutino El Deber.



El juego de la rayuela

4 Indicate if each sentence is true (T) or false (F). Then rewrite the sentences that are false to make them true.

- | | T | F |
|---|--------------------------|--------------------------|
| a. En el pasado los niños jugaban más en la calle que ahora. | ☐ | ☐ |
| b. Con los juegos tradicionales los niños se relacionan menos. | ☐ | ☐ |
| c. Los padres y abuelos olvidaron transmitir estos juegos a sus hijos y nietos. | ☐ | ☐ |
| d. Los juegos tradicionales enseñan valores. | ☐ | ☐ |
| e. Los juegos populares necesitan juguetes antiguos difíciles de encontrar. | ☐ | ☐ |
| f. Cuando los niños practican estos juegos, hacen más ejercicio físico. | ☐ | ☐ |

5 With a partner, research toys or children's games from the past. Of the toys and games you researched, which one was the most interesting to you? Why? Before you present what you learned, review the strategy and follow the suggestions.

6 As you listen to your classmates, note the main idea and supporting details in their presentation.

To prepare for an oral presentation, create an outline beforehand with the most important ideas that you are going to develop so that you can do a thoughtful and focused search for information.

When you jot down the information that you plan to present, try to use familiar vocabulary and avoid repeating phrases and structures that you have found in your sources.

During your presentation, do not read your outline. Instead, explain the concepts and ideas in a way that is natural for you and use the outline as a guide for your presentation.

TALLER DE ESCRITURA

UNIDAD

4

1 Look at the images and answer the questions.



1. ¿Cómo viajaba la gente en el pasado?
2. ¿Qué tipo de transportes había?
3. ¿Cómo crees que eran los viajes?



1. ¿Cómo crees que eran las ciudades antes de la revolución industrial?
2. ¿Había problemas de medioambiente (environment)?
3. ¿En qué trabajaba la mayoría de la gente?



1. ¿Qué ropa llevaban los hombres y las mujeres?
2. ¿Usaban las mujeres pantalones?
3. ¿Crees que la ropa era cómoda?



1. ¿Qué medios usaban las personas antes de la aparición de Internet?
2. ¿Era inmediata la comunicación?
3. ¿Crees que antes la gente escribía más?

2 With a partner, match the statements with the images above. Do you agree with them?

1. ☐ El desarrollo (development) económico ha provocado muchos problemas medioambientales.
2. ☐ Los jóvenes no escriben tantas cartas como antes.
3. ☐ La moda (fashion) actual es más práctica e igualitaria que la antigua.
4. ☐ Antes del tren y el avión los viajes podían durar (to last) días.

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OBJECTIVES FOR TALLER DE ESCRITURA

- Review the key words that trigger using the imperfect when speaking of habitual actions in the past
- Compare habitual actions in the past with the present
- Write a comparison essay

STANDARDS

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication
- Acquiring Information and Diverse Perspectives

INSTRUCTIONAL STRATEGIES

Activity 1

- Before beginning the activity, tell the students to think about the following questions: **¿La vida era mejor antes o ahora? ¿En qué cosas era mejor? ¿En qué era peor? ¿En qué aspectos ha cambiado más la vida? (ciencia, tecnología, alimentación, sociedad...).** To help your students with their answers, review the structures they have learned in the unit to talk about habitual actions in the past and have a short debate with your students. Later, explain to them that in this section they are going to write a comparison essay to compare different aspects of life in the past and those in the present.
- Look at the pictures with your students and ask them questions about each one.
- Take advantage of the activity to use vocabulary used in all four topics that are shown in this unit: **viajar a caballo / en carro / en carroza, fábricas, contaminación, polución, sombrero, casaca, peluca, máquina de escribir, escribir a mano, telegrama, carta**, etc.

Activity 2

- Divide your students into pairs and ask them to match the sentences with the pictures.
- Check the answers as a class.

ANSWERS

Activity 1

Answers will vary.

Activity 2

1. b; 2. d; 3. c; 4. a.

INSTRUCTIONAL STRATEGIES

Activity 3 **WL.K12.IL.5.4** **WL.K12.IM.5.5** **LAFS.910.WHST.1.1**
LAFS.910.WHST.1.2

- Explain the strategy box for this activity to your students and clear up any questions they may have. If you wish, you can use the chart as a guide and to add information to sections 3, 4 and 5.
- After the explanation, ask them to find information about one of the 4 proposed topics, giving them some safe and reliable websites to help them in their search. Once they have selected the information they are going to present, ask them to fill in the chart before writing a draft. If you see that they have problems writing an introduction for the topic or organizing the text, tell them that they can use the questions suggested by the photos in Activity 1, as well as the statements from Activity 2.
- When they have finished their chart, ask them to write a final copy. Walk around to answer any questions the students may have.
- You can help your students with this guide and provide examples of transitional phrases to structure their draft:

Título: Use a title that will draw the reader's attention.

Introducción: The introduction should include:

- Something that draws the reader's attention, such as asking a question or making a statement to later defend or refute it.
- Present the topic with the points you want to compare and contrast, using some transitional phrases such as: **En primer lugar..., Por un lado..., Por una parte..., En segundo lugar..., Por otro lado..., Por otra parte..., Por último...,** etc.
- State the main idea.

Comparaciones:

- Compare the topic's past situation with the present situation using phrases such as: **Antes..., En los años..., En el pasado..., Ahora..., En la actualidad..., Hoy (en) día...,** etc.
- Use examples to discuss the similarities using phrases such as: **Por ejemplo..., Un ejemplo de esto/ello es..., Este es el caso de...,** etc.

Contrastes:

- Contrast the past with the present: **Hoy (en) día, sin embargo... / por el contrario..., ...en cambio hoy (en) día / en la actualidad...,** etc.
- Give examples to discuss the differences using phrases such as: **Por ejemplo..., Un ejemplo de esto/ello es..., Este es el caso de...,** etc.

Conclusión: Summarize your essay and repeat your initial thesis or argument using concluding phrases such as: **En conclusión..., Para terminar..., Finalmente...,** etc.

PEER REVIEW **WL.K12.IL.5.4** **WL.K12.IM.5.5** **WL.K12.IM.5.6**
LAFS.910.WHST.1.1 **LAFS.910.WHST.1.2**

Activity 4

- Group your students in pairs and ask them to exchange their essays.
- Ask them to analyze the essay that their partner has written, making sure that the questions that were presented in the activity demonstrate that their partner has done the assignment correctly.
- To finish this activity, ask your students to discuss the results of the analysis with their partner, paying attention to the similarities and differences between both of their essays.

TALLER DE ESCRITURA

- 3 Read the writing strategy. Then write a draft of a comparative essay about one of the topics below.

los transportes o la moda o las comunicaciones o el medioambiente



Follow these steps to **write a comparative essay**:

1. **Collect and select** all the **information** you are going to present.
2. **Choose a title** related to the topic.
3. **List the points** you want to compare. Plan to write a paragraph for each point.
4. **Develop your paragraphs** by explaining what is the same and different now compared to the past.
5. **Write an introduction** to the topic.
6. You may wish to use graphics to illustrate your ideas.

Título:	Grab the reader's attention.	
Introducción	You should include: • A hook that raises interest. • The topic and points to compare and contrast. • A thesis statement.	
Comparaciones	Compare the past to now. Discuss the similarities and give examples and concrete details.	
Contrastes	Contrast the past to now. Discuss the differences through examples and concrete details.	
Conclusión	Summarize your essay and rephrase your thesis with more depth to prove that you have supported your thesis.	

- 4 **PEER REVIEW** Exchange drafts with a partner. Answer the questions and discuss them with your partner.

- a. Find your partner's thesis statement in the introduction and conclusion. Underline them.
- b. Circle every comparison.
- c. How many similarities did he/she write about?
- d. How many differences did he/she discuss?

- 5 Use the peer review to edit your comparative essay. Edit your spelling, grammar, punctuation, and organization. Publish your final version.

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Activity 5

- Ask your students to use the corrected draft from the peer review from Activity 4 to write the final version. Also ask them to check their spelling, grammar, punctuation and the organization of their essay before writing the final version.
- Remind students to check that the organization and development of their writing is appropriate for the purpose.

ORTOGRAFÍA Y PRONUNCIACIÓN Los diptongos

- Diphthongs are combinations of vowels that form a single syllable. Their individual vowel sounds do not change, but they blend together to form a single syllable. Diphthongs occur in Spanish when:
 - the vowels **i** and **u** appear together in the same syllable.
 - the vowel **i** appears in combination with either **a**, **e**, **o** in the same syllable.
 - the vowel **u** appears in combination with either **a**, **e**, **o** in the same syllable.

■ Examples:

- **u** and **i** together: **fui**mos fui-mos
ciudad ciu-dad
- **i** and **a** together: **pia**no pia-no
bailar bai-lar
- **i** and **e** together: **pie**so pien-so
vóleibol vó-lei-bol
- **i** and **o** together: **soi**s sois
millonario mi-llo-na-rio
- **u** and **a** together: **cua**dro cua-dro
auto au-to
- **u** and **e** together: **fue**go fue-go
deuda deu-da
- **u** and **o** together: **an**tiguo an-ti-guo



Notice that both **ui** and **iu** are diphthongs. The same is true for other vowel pairs that form diphthongs. As long as these pairs of vowels are together, they will form a diphthong, regardless of which one comes first.



Note that, when there is a written accent over the letter **i**, the diphthong is broken or "split" into separate syllables and the two vowels are pronounced separately.

1 Separate the following words into syllables.

- | | | | |
|-----------|-----------|-----------|--------------|
| a. aunque | d. reina | g. ciudad | j. fuimos |
| b. aire | e. tierra | h. agua | k. automóvil |
| c. Europa | f. radio | i. trueno | l. muy |



MORE IN ELeTeca | EXTRA ONLINE PRACTICE

OBJECTIVES FOR ORTOGRAFÍA Y PRONUNCIACIÓN

- Practice correct pronunciation of diphthongs **ui/ia/ie/io/ua/ue/uo**

CORE RESOURCES

- Interactive Online Materials - ELeTeca

STANDARDS

- Interpretive Communication
- Language Comparisons

INSTRUCTIONAL STRATEGIES

- Introduce the sounds with sample words and books closed. Ask students to spell out the words as you write them on the board: **fui**mos, **ciu**dad, **pia**no, **bai**lar, **pie**so, **vólei**bol, **soi**s, **millona**rio, **cua**dro, **au**to, **fue**go, **deu**da, **an**tiguo.
- Point out that these combinations of vowels are known as diphthongs and are pronounced as one syllable (demonstrate the difference).
- Have the students open their books and read the information with them as they look at the chart.
- Say each word and have the students repeat after you.
- Read the notes at the end with the students.

Activity 1

- Read the words and have the students repeat.
- Write the first word on the board and ask the students to separate the syllables. If necessary, do the same with the second word.
- Have the students continue on their own and then compare their answers with a partner.
- Invite random students to come to the front to write the words on the board, marking the separate syllables.

ANSWERS

Activity 1

- a. aun-que; b. ai-re; c. Eu-ro-pa; d. rei -na; e. tie-rra; f. ra-dio; g. ciu-dad; h. a-gua; i. true-no; j. fui-mos; k. au-to-mó-vil; l. muy.

ADVANCED LEARNERS

Have students make sentences with the diphthongs and take turns reading the sentences aloud to a partner for additional practice, being especially mindful of their pronunciation when reading them in context. Then have the pairs brainstorm more examples of diphthongs and go over them as a class.

HERITAGE LANGUAGE LEARNERS

If you have any native speakers in class, considering having them model the correct pronunciation of these words for the class.

OBJECTIVES FOR CULTURA EN VIVO

- Learn about Spanish heritage in Hispanic countries
- Learn about Spanish influences in the United States
- Learn about popular tourist and cultural destinations

CORE RESOURCES

- Audio Program: Track 38

STANDARDS

- Relating Cultural Practices to Perspectives
- Relating Cultural Products to Perspectives
- Acquiring Information and Diverse Perspectives
- Lifelong Learning

INSTRUCTIONAL STRATEGIES

- Introduce the topic by asking what the students know about Spanish heritage in Hispanic countries and the US.
- Ask them to look at the images and try to guess what the text is about.
- Talk about the images and elicit what they already know and can share.
- Ask if any of them have noticed this heritage, and where.
- Read the first section of the text and invite a volunteer to read after you. After each section, ask questions such as: *¿Cómo se dice Cristóbal Colón en inglés?* *¿Qué territorios no eran de los españoles?*, etc. Continue with the other sections.
- Ask what the students have understood and invite those who understood more to help those who understood less.

Extension WL.K12.IM.6.4

Have students identify the similarities and differences they see in the images of architecture on this page. Ask if they have seen this type of architecture in the city where they live. What influences do they see in these examples of architecture?

SLOWER-PACED LEARNERS

Focus students’ attention on the characteristics of Spanish colonial architecture and highlight some of the key phrases from the reading: **dos pisos, grandes puertas, color blanco**. Have students find more pictures and examples of Spanish colonial architecture and use them to draw or build a replica of a building in that style. What other common characteristics do they notice? Have them present their drawings or models to the class and explain why they are examples of Spanish colonial architecture.

HERITAGE LANGUAGE LEARNERS

Have students find another example of Spanish colonial architecture in the US and prepare a presentation about it. They should bring in a picture of the building, tell the class its name and location, and provide a brief a history of it. You may also invite them to add a few personal details explaining why they chose it and what their impressions are of it.

CULTURA EN VIVO

ENCUENTRO DE CULTURAS (1)

LOS TOP 5 DE...

LOS ESPAÑOLES EN EL NUEVO MUNDO

Con la llegada de Cristóbal Colón al continente americano, los españoles quisieron crear en el Nuevo Mundo una sociedad similar a la europea. Durante quinientos años, gran parte del territorio americano era español. En el siglo XIX, los países americanos empezaron su proceso de independencia de España.

- ✓ En Norteamérica, las colonias españolas incluían California, Nuevo México, Arizona, Texas, Nevada, Florida, Utah y parte de otros estados como Colorado, Wyoming, Kansas y Oklahoma, además de México.
- ✓ En Centro y Sudamérica, todos los territorios eran españoles con excepción de parte de Brasil y Surinam.
- ✓ Una parte importante de la colonización española fueron las misiones, que eran poblaciones de indígenas a cargo de monjes (*priests*) jesuitas, dominicanos y franciscanos.
- ✓ Hoy es posible ver la herencia colonial española en el idioma y la cultura de muchos países americanos. La arquitectura colonial también es parte de esta herencia. Este estilo es de casas de dos pisos, con grandes puertas y de color blanco.
- ✓ En el siglo XVII, el movimiento barroco inspiró muchos edificios, obras de arte y música en Europa. Este estilo, impresionante y con muchos adornos, llegó a Perú y se ve en muchas iglesias en las ciudades de Quito y Cusco.

¿Quieres saber cuál es la herencia española en América? Te lo contamos.



Iglesia de la Compañía de Jesús en Cusco, un ejemplo del barroco peruano



El palacio de Justicia de Santa Bárbara, en California



Iglesia de estilo español en Goliad, Texas



Detalle de un edificio en el Parque de Balboa, San Diego

¡Qué interesante!

El Viejo San Juan es un distrito en la capital de Puerto Rico. Está en una pequeña isla, conectada por puentes a la isla principal. Es una zona que no ha cambiado mucho desde la época de la colonia española. Allí hay dos fuertes (*fortresses*): el Morro y el Castillo de San Cristóbal, que se usaban para la defensa de la ciudad. Hay también muchas plazas e iglesias preciosas de piedra. Al caminar por las calles con adoquines (*cobblestones*) y casas de colores alegres, es fácil imaginar cómo era la vida en el siglo XVII.

Fuente: www.solboricua.com, William Figueroa, 2016.



Casas de colores en una calle del Viejo San Juan

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ENCUENTRO DE CULTURAS (1)

UNIDAD

4

38 Mi experiencia

"Soy Beatriz y soy una guía turística del Mercosur, una región sudamericana que incluye Argentina, Bolivia, Brasil, Paraguay, Uruguay y Venezuela. El objetivo de esta región, que existe desde 1991, es comercial y cultural, e incentiva la circulación de personas y bienes (*goods*) sin restricciones.

Uno de los circuitos turísticos más interesantes es el de las misiones jesuíticas guaraníes. Es una ruta que pasa por Brasil, Paraguay, Argentina y Uruguay. Estos países tienen una herencia cultural común, porque los jesuitas españoles crearon misiones en toda esta zona, donde vivía y aún vive el pueblo guaraní. Hoy, mi trabajo es mostrar (*to show*) a los turistas internacionales los lugares donde estaban las misiones. Muchos de ellos son ruinas (*ruins*), pero yo les cuento detalles sobre las actividades de los

españoles e indígenas en las misiones para ayudarlos a imaginar la vida en el siglo XVI".



Beatriz, guía turística

Fuente: sitio web oficial del Mercosur, Cultura, 8 de junio de 2015.



El circuito de las misiones del Mercosur

¿COMPRENDISTE?

Join the following sentences.

- | | |
|---------------------------------|---|
| 1. Las colonias españolas... | a. se ve en muchas iglesias peruanas. |
| 2. El estilo barroco... | b. es una región cultural y comercial. |
| 3. En el Viejo San Juan... | c. ocurren en la California Española. |
| 4. El Mercosur... | d. hay muchas casas de colores. |
| 5. Las aventuras de El Zorro... | e. incluyen varios estados norteamericanos. |

AHORA TÚ

What's it like for you? Answer the following questions and discuss your ideas with the class.

- ¿Fue tu estado parte de una colonia española? ¿Cómo era la vida allí?
- ¿Cómo son las casas de tu barrio? ¿Qué tipos de estilos diferentes hay?
- ¿Te gustaría visitar el Viejo San Juan? ¿Por qué?
- ¿Qué lugares turísticos hay en tu ciudad? ¿Cuál es tu favorito y por qué?
- ¿Quién es tu personaje de cómic favorito? ¿Cómo es? ¿En qué época ocurren sus aventuras?



PUERTO RICO, UNA ISLA ÚNICA



Una imagen del misterioso personaje El Zorro

El rincón de los cómics EL ZORRO

¿Conoces a El Zorro? ¿Sabías que las aventuras de este personaje ocurren en la California española?

El héroe nació en 1919, cuando el escritor Johnny McCulley lo incluyó en su historia *La maldición de Capistrano*. El Zorro es la identidad secreta del noble californiano Diego de la Vega. Es un hombre valiente y misterioso. Lucha (*he fights*) contra un gobernador español cruel e injusto.

Fuentes: *La Razón*, diciembre de 2013; *La Nación*, Historia España y el mundo, Personajes, noviembre de 2018.

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INSTRUCTIONAL STRATEGIES

38 Mi experiencia

- Tell the students they are going to hear a young woman talking about her job as a guide. Ask them to listen for the countries in which she works.
- Play the audio track while the students listen with books closed.
- Ask which countries she works in (Argentina, Bolivia, Brasil, Paraguay, Uruguay y Venezuela).
- Ask them what they understood and discuss any questions.
- Play the audio again with books open while the students follow along.
- Play again in short sections, while the students repeat.
- Look at the map and have the students name the different countries shown. Ask if anyone has any more information. Ask: **¿Cuál es la capital de Argentina / Paraguay / Chile?, etc.; ¿Qué océanos hay?**

Cultural Note

While the term **guaraní** is used in modern Spanish to refer to Paraguayan nationals, it traditionally refers to the indigenous people who lived in Paraguay between the Uruguay and Paraguay Rivers, parts of Uruguay and Bolivia, the Misiones Province of Argentina, and southern Brazil. It also refers to those who spoke the **guaraní** language, which is still used and taught throughout schools in Paraguay today.

Extension

Ask students to find more information about the Spanish heritage of the US on Internet. They can bring in pictures and information and make posters in small groups. These posters can be displayed on the classroom walls.

EL RINCÓN DE LOS CÓMICOS

Read the text with the class and ask them what they know about El Zorro. Have any of them read a book about him or seen a movie?

¿COMPRENDISTE?

- Look at the activity and have the students join the two parts of the sentences.
- Ask for volunteers to read the complete sentences.
- Discuss any vocabulary that may be unknown, and ask those that have understood to help those that have not.

AHORA TÚ WL.K12.IL.6.3

- Read the questions with the students and have them think about the answers.
- Have the students answer the questions in pairs and then present to the class. Each student may take a turn at speaking.

ANSWERS

¿Comprendiste?

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

ADVANCED LEARNERS

Have students do more research on the **guaraní** people and prepare a report about them. Have them include at least three interesting facts about their culture and summarize a **guaraní** legend or myth that interests them.

¿QUÉ HE APRENDIDO? SELF-ASSESSMENT

OBJECTIVES FOR ¿QUÉ HE APRENDIDO?

- Review grammar, vocabulary and culture from the unit
- Complete self-assessment

CORE RESOURCES

- Interactive Online Materials - ELEteca

STANDARDS

- Interpretive Communication
- Relating Cultural Practices to Perspectives
- Cultural Compensarais
- Lifelong Learning

INSTRUCTIONAL STRATEGIES

- Activities can be completed individually and then reviewed with the class. Vary by asking students if they agree with the answer given and then writing it on the board. Provide explanations as needed.
- You may wish to assign point value to each activity as a way for students to monitor their progress.
- Direct students to the indicated pages in **En resumen** if they make more than one or two mistakes in any one section.

ANSWERS

Activity 1

a. por qué; b. porque; c. porque; d. Por qué; e. por qué.

Activity 2

1. c; 2. a; 3. d; 4. b.

Activity 3

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

Activity 4

a. Marcos es un muchacho frío; b. Liliana no es una muchacha muy divertida; c. Ramón es un muchacho bastante haragán; d. María Elena no es una muchacha estudiosa; e. Felipe y Rico son unos muchachos muy trabajadores.

¿QUÉ HE APRENDIDO?

EXPLAINING WHY

- 1 Fill in the blanks with *porque* or *por qué*.
- a. ¿Sabes llegó Antonio tarde a clase?
 - b. No quiero salir esta noche tengo que estudiar.
 - c. Javi escribió sobre su abuelo le interesa mucho su vida.
 - d. ¿..... no hiciste tu tarea?
 - e. Dime estás triste.

EXPRESSING AGREEMENT AND DISAGREEMENT

- 2 What does Marta mean with these expressions? Match the meaning with the responses given in the following conversations.
- a. El verano pasado fue más fresco.

b. Sí, la profesora de español es muy amable.

c. No es verdad.

d. No.
1. Juan: Mi madre, de joven, era una modelo muy famosa.
Marta: ¡Anda ya! ☐
2. Carol: El verano pasado fue más caluroso.
Marta: No creo. ☐
3. Alberto: ¿Te apetece cenar este sábado con mis padres?
Marta: ¡Para nada! ☐
4. Cristina: La nueva profesora de español es muy amable.
Marta: Estoy de acuerdo. ☐



LAS CARACTERÍSTICAS Y LAS PERSONALIDADES

- 3 Match the following descriptions with their corresponding adjectives.
- | | |
|--|----------------|
| 1. Marta no es nada cariñosa. | a. flojo |
| 2. Miguel no me parece nada divertido. | b. hablador |
| 3. A mi abuelo le gusta mucho conversar. | c. trabajadora |
| 4. Carmen siempre hace sus tareas. | d. fría |
| 5. A David no le gusta mucho trabajar. | e. aburrido |
- 4 Arrange the following words in the correct order to form logical sentences.
- Modelo: *inteligente / muy / es / muchacha / una / Margarita* ➔ *Margarita es una muchacha muy inteligente.*
- a. Marcos / frío / muchacho / es / un
 - b. muchacha / no / una / Liliana / es / divertida / muy
 - c. bastante / es / un / Ramón / haragán / muchacho
 - d. muchacha / no / María / Elena / es / estudiosa / una
 - e. Felipe / unos / muy / trabajadores / son / muchachos / y / Rico

IMPERFECT TENSE

5 Fill in the blanks with the verbs from the box in the imperfect tense.

trabajar o estar o hacer o tener o haber o vivir o tener o ser o tomar

Miren, muchachos, aquí (a) yo cuando (b) diez años. El pueblo se llamaba Villallano y (c) muy cerca de un pueblo más grande llamado Aguilar. Mi hermana y yo (d) el autobús para ir a la escuela y (e) que comer en el comedor. Mi padre (f) en la panadería de mis abuelos, que (g) el pan para todos los pueblos cercanos y mi madre (h) la veterinaria. Era muy popular porque en la zona (i) muchas vacas y ovejas.

6 Osvaldo is talking about how he used to spend his summers when he was a kid. Complete the description with the correct imperfect form of the verbs *ir* or *ser*.

Cada verano, cuando (a) pequeño (b) al pueblo de mis abuelos con mi hermano. El pueblo (c) muy bonito y muy chiquito pero lo pasábamos muy bien. Generalmente, mis primos también (d), y entonces lo pasábamos genial. Por las mañanas (e) todos juntos de excursión a la montaña o al río. Mi abuela (f) a comprar al mercado y preparaba unas comidas deliciosas. Por las tardes jugábamos en la calle con otros niños y de vez en cuando (g) al cine. Los veranos con mis abuelos (h) maravillosos.

CULTURA

7 Answer the following questions about *Encuentro de culturas*.

- a. ¿Qué estados formaban parte del territorio español? ¿Cuántos estados con nombres españoles puedes nombrar?
- b. ¿Cómo eran las casas de estilo español que construían en las colonias? ¿Qué edificio público conoces con este estilo?
- c. ¿Dónde hay buenos ejemplos del estilo barroco? ¿Cómo es este estilo?
- d. ¿Por qué eran importantes las misiones? ¿Cómo se encuentran muchas de las misiones ahora?
- e. ¿Qué aspectos del siglo XVII se mantienen en el Viejo San Juan?

AL FINAL DE LA UNIDAD PUEDO...

	★	★★	★★★	★★★★
a. I can ask someone for their opinion and give my own.	☐	☐	☐	☐
b. I can express agreement and disagreement.	☐	☐	☐	☐
c. I can talk about the past and the way things used to be using the imperfect of regular and irregular verbs.	☐	☐	☐	☐
d. I can ask what the cause of something is using <i>por qué</i> and <i>porque</i> .	☐	☐	☐	☐
e. I can talk about personalities and characteristics.	☐	☐	☐	☐
f. I can read and understand <i>Juegos tradicionales</i> , Guillermo Dávalos Vela	☐	☐	☐	☐
g. I can write a comparative essay.	☐	☐	☐	☐

 MORE IN ELETeca | EXTRA ONLINE PRACTICE

ANSWERS

Activity 5

a. vivía; b. tenía; c. estaba; d. tomábamos; e. teníamos; f. trabajaba; g. hacía; h. era; i. había.

Activity 6

a. era; b. iba; c. era; d. iban; e. íbamos; f. iba; g. íbamos; h. eran.

Activity 7

Answers will vary. a. California, New Mexico, Arizona, Texas, Nevada, Florida, Utah. Montana, Colorado and the above; b. Las casas eran de dos pisos con puertas grandes y de color blanco. El palacio de justicia de Santa Barbara, en California; c. Hay buenos ejemplos del estilo barroco en el Perú. Este estilo es impresionante y con muchos adornos; d. Las misiones eran importantes porque es allí donde vivía el pueblo guaraní. Ahora muchas de las misiones son ruinas; e. En el Viejo San Juan se mantienen dos fuertes, muchas plazas e iglesias, calles y casas del siglo XVII.

AL FINAL DE LA UNIDAD PUEDO...

Have students complete the checklist individually and relate the can-do statements back to the Learning Outcomes in the unit opener.

OBJECTIVES FOR EN RESUMEN: VOCABULARIO

- Review unit vocabulary and expressions
- Practice communicative skills

STANDARDS

- Interpersonal Communication
- Presentational Communication
- Language Comparisons

INSTRUCTIONAL STRATEGIES

- Encourage students to use self-adhesive notes to place on correct objects in their house.
- Index cards can be used as flash cards with the Spanish term on one side and the English term on the other, or a picture or drawing.
- Students work in pairs or groups, using vocabulary flash cards as they would the cards of a board game to help each other practice unit vocabulary.
- Encourage students to write labels or captions for the photos on this page. Remind them to use the vocabulary and expressions they have learned in this unit.
- Have students work with a partner to prepare a dialogue in which they ask for and give opinions about a famous person, discussing his or her personality, past and background, recent achievements or projects, and the public's attitude toward him or her. Encourage students to use as many words and expressions from the vocabulary summary as possible. Then have them present their dialogues to the class while others listen for and take notes on the key words and expressions that they hear in the conversations.

EN RESUMEN: VOCABULARIO

Las personalidades

bromista *jokester*
callado/a *quiet*
cariñoso/a *affectionate*



divertido/a *fun*
emocionante *exciting*
entretenido/a *entertaining, enjoyable*
estresado/a *stressed*
frío/a *cold, distant*
hablador/a *talkative*
impresionante *impressive*



impuntual *perpetually late*
interesante *interesting*
peligroso/a *dangerous*
perezoso/a, flojo/a, haragán / haragana *lazy*



práctico/a *practical*
puntual *punctual*
relajante *relaxing*
responsable *responsible*
ruidoso/a *loud, noisy*



saludable *healthy*
silencioso/a *quiet*
soso/a *dull, bland*
tranquilo/a *calm*
vago *lazy*

Expresiones temporales

antes *before*
cuando *when*
de joven *as a youngster, young man/woman*
de pequeño/a *as a child*



entonces *then*

Pedir y dar opiniones

Me parece (qué)... *I think / I believe ...*
No sé qué decir. *I'm not sure what to say.*
No te puedo decir. *I can't say.*
¿Por qué? *Why?*
porque *because*
¿Qué opinas / piensas sobre...? *What do you think about ...?*
¿Qué te parece...? *What do you think about ...?*
¿Yo qué sé! *What do I know?*



Expresar acuerdo y desacuerdo

¡Anda ya! *Oh, come on!*
Estoy (en parte / totalmente) de acuerdo con... *I agree (in part / totally) with ...*



¡Ni modo! ¡Que no! / ¡De ninguna manera! *No way!*



No estoy (totalmente) de acuerdo con... *I don't totally agree with ...*
Nunca jamás. *Never ever.*
¡Para nada! *Not at all!*
¡Por supuesto! *Of course!*
¿Qué dices! *What are you talking about?*



Tienes razón. *You are right.*
¡Totalmente! *Totally!*

EN RESUMEN: GRAMÁTICA

UNIDAD

4

THE IMPERFECT TENSE OF REGULAR VERBS

(See page 124)

	HABLAR	COMER	VIVIR
yo	hablaba	comía	vivía
tú	hablabas	comías	vivías
usted/él/ella	hablaba	comía	vivía
nosotros/as	hablábamos	comíamos	vivíamos
vosotros/as	hablabais	comíais	vivíais
ustedes/ellos/ellas	hablaban	comían	vivían

- The imperfect form of **hay** is **había**.

THE IMPERFECT TENSE OF IRREGULAR VERBS

(See page 127)

- There are only three irregular verbs in the imperfect tense:

	SER	VER	IR
yo	era	veía	iba
tú	eras	veías	ibas
usted/él/ella	era	veía	iba
nosotros/as	éramos	veíamos	íbamos
vosotros/as	erais	veíais	ibais
ustedes/ellos/ellas	eran	veían	iban

- Use the imperfect tense for the following:
 - To refer to actions in the past that occurred repeatedly:
*Antes **salíamos** todos los fines de semana.*
Before, we went (used to go) out on every weekend.
 - To describe people or circumstances in the past:
*Mi abuelo **era** muy trabajador.*
My grandfather was very hardworking.
 - To “set the stage” for an event that occurred in the past:
*Aquella tarde yo **estaba leyendo** en el parque cuando empezó a llover.*
That afternoon, I was reading in the park when it started to rain.

OBJECTIVES FOR EN RESUMEN: GRAMÁTICA

- Review unit grammar
- Practice communication skills

STANDARDS

- Interpretive Communication
- Presentational Communication

INSTRUCTIONAL STRATEGIES

- Model how to review grammar.
- Have the students review the Learning Outcomes in the unit opener to assess whether they feel they have mastered the main ideas and skills.
- Ask them if they can remember additional examples for each grammar topic.
- Model how to find and go back to the appropriate page in the unit to review any grammar topic they may need help with.
- Invite students to review the grammar activities they completed in this unit.
- Ask them what grammar activities they found easy and which they found challenging. Encourage them to rework any activities they found particularly challenging.
- Have students write three sentences for each of the three uses of the imperfect tense and compare them with a partner to check that they’re written correctly. Then have them rewrite the sentences, this time with a gap where the imperfect verb should be. Have students provide two possible infinitives for each gap, one correct and one incorrect (creating a worksheet along the same lines as Activity 1 on page 125). After they prepare their worksheets, have students switch papers with a new partner who then tries to fill in the sentences with the correctly conjugated imperfect verbs. Finally, have students return the worksheets to their original creators who correct them and provide feedback to their partners.