

Unit and Lesson Opener, Presentación y práctica de vocabulario, pp. 250–256

OBJECTIVES

- Introduce lesson theme: **¡Qué rico!**
- **Culture:** compare town centers or popular meeting places for young people.
- Present and practice vocabulary: foods, flavors, and food preparation.

TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 1B express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

FOCUS AND MOTIVATE

- (5 min.) Unit 5 Opener, p. 250. Read through Spain’s almanac information and ask students if anything surprises them about the statistics.

TEACH

- (10 min.) Unit 5 Opener, pp. 250–251. Read the three picture captions out loud and discuss the questions posed by each.
- (10 min.) Lesson 1 Opener, pp. 252–253. Read *Comparación cultural*. Have students view the photograph and respond to the *¿Qué ves?* questions.
- (10 min.) *Presentación de vocabulario*, pp. 254–255, paragraphs A–E. Read the paragraphs and have students make a note of any new words whose meanings they cannot guess by context.

IEP modification To help students learn the new vocabulary terms, encourage them to memorize the cognates and terms that correspond to the photos first. Then work toward mastering the more challenging terms.

PRACTICE AND APPLY

- (5 min.) *Presentación de vocabulario*, p. 255. Listen to TXT CD 6 track 2 to do *¡A responder!* activity.
- (5 min.) *Práctica de vocabulario*, Activity 1, p. 256 Suggest that students refer to the vocabulary presentation for visual cues of the terms in the word bank.
- (10 min.) Activities 2 and 3. Choose one of these two activities for practice of food preparation and taste.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 256. Have students practice words about recipe ingredients, food preparation, and flavors.
- (15 min.) Vocabulary Recognition Quiz, On-level Assessment, p. 216.
- Homework: *Cuaderno*, pp. 197–199; *Cuaderno para hispanohablantes*, pp. 197–200.

OPTIONAL RESOURCES

Plan

Family Letter, URB 5, p. 61
 Absent Student Copymasters, URB 5, p. 93

Present

Warm-up Projectable Transparencies 16
 Atlas Map, Projectable Transparencies 6
 Map Projectable Transparencies 7
 Map-Culture Activities, URB 5, pp. 83–84
 Música del mundo hispano
 Fine Art Activities, URB 5, pp. 87, 89

Fine Art Projectable Transparencies 3, 5
 Vocabulary Projectable Transparencies 6–7
 TPRS, pp. 57–63
 Video Script, URB 5, pp. 69–71
 Audio Script, URB 5, pp. 75–78
 Vocabulary Video, DVD 2

Practice

Video Activities, URB 5, pp. 49–50
 Practice Games, URB 5, p. 29

Assess

Reteaching Copymasters, URB 5, pp. 1–2
 Student Book and Workbook Answers, Projectable Transparencies 24–27, 32–39

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

Vocabulario en contexto, pp. 257–258

OBJECTIVES

- Understand descriptions with **-ísimo**.
- Use descriptions with **-ísimo**.

TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.

FOCUS AND MOTIVATE

- (2 min.) Telehistoria escena 1, p. 257. Read the Cuando escuchas strategy, p. 257.

TEACH

- (5 min.) Telehistoria escena 1, p. 257. Direct students' attention to the photos and have them guess what is happening in the scene. Why is José Luis holding a camera?
- (5 min.) Audio Program TXT CD 6 track 3. Listen to the audio for scene 1. Have students listen for foreshadowing at the end of the scene.
- (10 min.) Nota gramatical, p. 258. Explain how to emphasize adjectives with the intensifier **-ísimo(a)**. Then recite some adjectives the students know and have them form the intensified word orally.

PRACTICE AND APPLY

- (5 min.) Comprensión del episodio, Activity 4, p. 258. Listen to TXT CD 6 track 3. Call on students to complete the sentences.
- (5 min.) Activity 5 can also be assigned as an oral exercise. Remind students that adjectives, even with **-ísimo** on the end, must agree in gender and number with the noun it modifies.

IEP modification Refer students back to pp. 254–255 for visual reminders the food items shown in Activity 5.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 258. Have students use different adjectives with **-ísimo** to describe things.
- (15 min.) Vocabulary Production Quiz, On-level Assessment, p. 217.

OPTIONAL RESOURCES	
Plan	Practice
Student Book and Workbook Answers, Projectable Transparencies 24–27, 32– 39	Video Activities, URB 5, pp. 51–52 Practice Games, URB 5, pp. 32–30
Absent Student Copymasters, URB 5 , p. 94	Assess
	Reteaching Copymasters, URB 5, pp. 1, 3
Present	
Warm-up Projectable Transparencies 16 Audio Script, URB 5, pp. 75–78 Video Script, URB 5, pp. 69–71	

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

Presentación y práctica de gramática 1, pp. 259–261

OBJECTIVES

- Present and practice using **usted/ustedes** commands to give instructions and recommendations.
- **Culture:** Spanish still life.
- Pronunciation: the letter *d*.

TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 1E interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

FOCUS AND MOTIVATE

- (5 min.) Presentación de gramática, p. 259. Direct students' attention to the first chart in the grammar box. What can they surmise about how **usted** commands are formed?

TEACH

- (15 min.) Presentación de gramática, p. 259. Simplify the explanation of how to form commands: in the present tense, if the **usted** form ends in **-a**, then the command form ends in **-e**; if the **usted** form ends in **-e**, then the command form ends in **-a**.
- (10 min.) Presentación de gramática. Recite some infinitives not mentioned in the box and have students respond orally with the correct **usted** and **ustedes** forms.
- (10 min.) Comparación cultural, p. 260. Read about Àngel Planells. Ask students to name as many food items as possible in his painting. Then open a discussion about why he chose those foods as the subject of *Naturaleza muerta*.

IEP modification To help students remember the irregular **usted/ustedes** command forms, tell them to “stay on your SIDES!” Explain that the acronym stands for **saber, ir, dar, estar** and **ser**.

PRACTICE AND APPLY

- (5 min.) Práctica de gramática, Activity 6, p. 260. Allow students to exchange their work with a classmate for peer assessment.
- (5 min.) Activity 7, p. 260. Listen to TXT CD 6 track 4 to put the recipe instructions in order.
- (10 min.) Activities 8 and 9, p. 261. Choose one activity for transitional practice of **ustedes** commands.
- (5 min.) Pronunciación, p. 261. Listen to TXT CD 6 track 5 and encourage students to practice orally the hard and soft sounds of the Spanish **d**.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 261. Have students make **usted** and **ustedes** commands.
- Homework: *Cuaderno*, pp. 200–202; *Cuaderno para hispanohablantes*, pp. 201–203.

OPTIONAL RESOURCES	
Plan	Audio Script, URB 5, pp. 75–78
Student Book and Workbook Answers, Projectable Transparencies 24–27, 32–39	Fine Art Activities, URB 5, p. 86
Absent Student Copymasters, URB 5, p. 95	Fine Art Projectable Transparencies 2
Present	Practice
Warm-up Projectable Transparencies 17	Practice Games, URB 5, p. 31
Grammar Presentation Projectable Transparencies 10	Assess
	Reteaching Copymasters, URB 5, pp. 4–5

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

Gramática en contexto, pp. 262–263

OBJECTIVES

- Practice **usted/ustedes** commands in context.
- **Recycle:** staying healthy, p. 90.

TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 1C ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.

FOCUS AND MOTIVATE

- (2 min.) Telehistoria escena 2, p. 262. Read the Cuando lees strategy.

TEACH

- (10 min.) Telehistoria escena 2, p. 262. Ask for six volunteers to read the roles in this scene. Instruct the rest of the class to identify when the Garcías and the Vegas are acting and when they are being truthful.
- (5 min.) Video Program DVD 2, Unit 5. Watch the video for scene 2. Have students keep track of each food mentioned and what the characters say is wrong with each one.

PRACTICE AND APPLY

- (5 min.) Comprensión del episodio, Activity 10, p. 263. Listen to TXT CD 6 track 6 to help identify the recipients of each command. Remind students that they are not choosing who says the command, but rather to whom the command is said.
- (10 min.) Activity 11. Have students write the recipe and add details such as ingredients and measurements.
- (10 min.) Activity 12. Refer students to page 90 for review of health terms.

IEP modification For Activity 11, give students the infinitives of the verbs depicted in the drawings to assist them in forming the **usted** commands.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 263. Have students use **ustedes** commands to give advice.
- (20 min.) Grammar Quiz 1, On-level Assessment, p. 218.

OPTIONAL RESOURCES	
<p>Plan</p> <p>Student Book and Workbook Answers, Projectable Transparencies 24–27, 32–39</p> <p>Absent Student Copymasters, URB 5, p. 96</p> <p>Present</p> <p>Warm-up Projectable Transparencies 17</p> <p>Audio Script, URB 5, pp. 75–78</p> <p>Video Script, URB 5, pp. 69–71</p>	<p>Practice</p> <p>Practice Games, URB 5, p. 32</p> <p>Video Activities, URB 5, pp. 53–54</p> <p>Assess</p> <p>Reteaching Copymasters, URB 5, pp. 4, 6, 10</p>

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

Presentación y práctica de gramática 2, pp. 264–266

OBJECTIVES

- Present and practice pronoun placement with commands.
- Practice *usted/ustedes* commands.
- Compare the Spanish **tapas** tradition to food traditions in other countries.

TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 1C ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation.
- 1E interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

FOCUS AND MOTIVATE

- (5 min.) *Presentación de gramática*, p. 264. Read the English Grammar Connection out loud to compare the rules of pronoun placement in English and Spanish commands.

TEACH

- (15 min.) *Presentación de gramática*, p. 264. Explain to students that the rules of pronoun placement with commands apply not only to the object pronouns but also reflexive pronouns. Give examples: **Despiértese. No se levanten.** etc.
- (10 min.) *Presentación de gramática*. Write the infinitives of several verbs on one side of the board and some nouns on the other side. Have students give logical affirmative and negative **usted** commands with pronouns.

PRACTICE AND APPLY

- (5 min.) *Práctica de gramática*, p. 265. Choose Act. 13 or Act. 14 for practice of **usted** or **ustedes** commands with pronouns.
- (10 min.) Activity 15, p. 266. Allow students to work in groups to come up with their list of new rules. Have a representative read them out loud to you.
- (10 min.) Activity 16. Read the *Comparación cultural* as a class first, then have students work in groups to practice commands.

ASSESS AND RETEACH

- (5 min.) *Para y piensa*, p. 266. Have students answer questions using **usted** commands and direct object pronouns.
- Homework: *Cuaderno*, pp. 203–205; *Cuaderno para hispanohablantes*, pp. 204–207.

IEP Modification Assign students the Gramática A activities on page 203 of the *Cuaderno* for modified practice of pronoun placement with commands.

OPTIONAL RESOURCES	
<p>Plan</p> <p>Student Book and Workbook Answers, Projectable Transparencies 24–27, 32–39</p> <p>Absent Student Copymasters, URB 5, p. 97</p> <p>Present</p> <p>Warm-up Projectable Transparencies 18</p> <p>Grammar Presentation Projectable Transparencies 11</p>	<p>Practice</p> <p>Practice Games, URB 5, p. 33</p> <p>Audio Script, URB 5, pp. 75–78</p> <p>Assess</p> <p>Reteaching Copymasters, URB 5, pp. 7, 8, 11</p>

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

Todo junto, pp. 267–269

OBJECTIVES

- Integrate lesson content.
- Practice using and integrating lesson vocabulary and grammar.

TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.

FOCUS AND MOTIVATE

- (5 min.) Telehistoria completa, p. 267. Have students scan the dialog for verbs conjugated in the **vosotros** form.

TEACH

- (15 min.) Video Program DVD 2, Unit 5. Show Telehistoria scenes 1 and 2 as a review before showing scene 3. Ask students what foreshadowing occurred in the first two scenes that indicated what might happen subsequently.
- (10 min.) Telehistoria completa, p. 267. Ask for three volunteers to read the lines of scene 3. Have the rest of the class count and note all of the commands they hear.

PRACTICE AND APPLY

- (10 min.) Comprensión de los episodios, p. 268. Listen to TXT CD 6 tracks 3, 6, and 7 to do Activities 17–18.
- (15 min.) Activity 19. Allow students to perform their dialogs in front of the class. Check for correct usage of commands and correct placement of pronouns.
- (10 min.) Activity 20, p. 269. Have students read the recipe and listen to the food program on TXT CD 6 tracks 8 and 9 to give instructions on how to prepare the salad.
- (15 min.) Activity 21. Before students begin writing, take five minutes to brainstorm food vocabulary not presented in this lesson that may be used as ingredients in their recipes.

IEP modification Modify Activity 20 for students by instructing them to listen to the audio for Fuente 2 and then put the ingredients listed in Fuente 1 in the order that they hear them.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 269. Have students use **ustedes** commands to give advice.
- (20 min.) Grammar Quiz 2, On-level Assessment, p. 219.
- Homework: *Cuaderno*, pp. 206–207; *Cuaderno para hispanohablantes*, pp. 208–209.

OPTIONAL RESOURCES	
<p>Plan</p> <p>Student Book and Workbook Answers, Projectable Transparencies 24–27, 32–39</p> <p>Absent Student Copymasters, URB 5, p. 98</p> <p>Present</p> <p>Warm-up Projectable Transparencies 18</p> <p>Audio Script, URB 5, pp. 75–78</p> <p>Video Script, URB 5, pp. 69–71</p>	<p>Practice</p> <p>Learning Scenarios</p> <p>Conversation cards</p> <p>Video Activities, URB 5, pp. 55–56</p> <p>Practice Games, URB 5, p. 34</p> <p>Assess</p> <p>Reteaching Copymasters, URB 5, pp. 7, 9</p>

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

Lectura/Conexiones, pp. 270–272

OBJECTIVES

- Read works by a famous Chilean poet.
- Analyze the poems' references to food and think about the writer's craft.
- Learn about cultural and linguistic differences among the various **comunidades autónomas** in Spain.

TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.
- 2C infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

FOCUS AND MOTIVATE

- (5 min.) Lectura, pp. 270–271. Instruct students to spot-read the two odes have them count how many times Neruda uses the words **sal** and **aceite**, respectively.

TEACH

- (5 min.) Lectura, pp. 270–271. Review the reading strategy to assist students in their comprehension of Neruda's use of metaphors.
- (5 min.) Conexiones, p. 272. Read about Spain's Comunidades autónomas. Then ask students to think about what aspects they have in common with our 50 states.

PRACTICE AND APPLY

- (10 min.) Lectura, pp. 270–271. Have students look up the complete odes from which these verses were excerpted. Ask them to find other metaphors that Neruda uses to describe salt and oil.
- (20 min.) Conexiones, p. 272. Encourage students to work in pairs and research the traditional dishes, history, and music of one of the Spanish autonomous communities mentioned.

IEP modification Give students time to re-write Neruda's two odes as prose, reminding them to keep the punctuation he uses. Encourage them to write English definitions next to the words they do not know the meanings of in parentheses.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 271. Have students answer the questions.
- (20 min.) Culture Quiz, On-level Assessment, p. 220.

OPTIONAL RESOURCES	
<p>Plan</p> <p>Student Book and Workbook Answers, Projectable Transparencies 24–27, 32– 39</p> <p>Absent Student Copymasters, URB 5, p. 99</p>	<p>Practice</p> <p>Lecturas para todos, pp. 43–47</p> <p>Lecturas para hispanohablantes</p> <p>Practice Games, URB 5, p. 35</p>
<p>Present</p> <p>Warm-up Projectable Transparencies 19</p>	

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

En resumen, Repaso de la lección, pp. 273–275

OBJECTIVES

- Review lesson grammar and vocabulary.

TEKS

- 1C ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

FOCUS AND MOTIVATE

- (10 min.) En resumen, p. 273. Review all vocabulary terms and grammar items.

TEACH

- (10 min.) En resumen. Assess which vocabulary terms need more practice and encourage students to form sentences with each.
- (10 min.) Repaso de la lección, pp. 274–275. To review **usted** and **ustedes** commands, state the infinitives of all lesson vocabulary verbs and others, and call on students to give the command forms.

PRACTICE AND APPLY

- (5 min.) Repaso de la lección, Activity 1, p. 274. Listen to TXT CD 6 track 10 while students complete Activity 1.
- (25 min.) Complete activities 2–5, pp. 274–275. Allow students to work in pairs, or have them do the review individually and exchange their work with a classmate for peer assessment.

IEP modification Provide students with a copy of the script for Activity 1 (p. 251B) to help them come up with the correct commands.

ASSESS AND RETEACH

- Homework: Study En resumen, p. 273; *Cuaderno*, pp. 208–219; *Cuaderno para hispanohablantes*, pp. 210–219.
- (50 min.) Lesson Test, On-level Assessment, pp. 221–227.

OPTIONAL RESOURCES	
Plan	Assess
Student Book and Workbook Answers, Projectable Transparencies 24–27, 32– 39	Review Games Online Lesson Test, Modified Assessment, pp. 170–176
Absent Student Copymasters, URB 5, p. 100	Lesson Test, Pre-AP Assessment, pp. 170–176 Lesson Test, Heritage Learners Assessment, pp. 176–182
Present	
Warm-up Projectable Transparencies 19 Audio Script, URB 5, pp. 75–79	
Practice	
Practice Games, URB 5, p. 36 Sing-along Songs Audio CD	

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

Lesson Opener, Presentación y práctica de vocabulario, pp. 276–280

OBJECTIVES

- Introduce lesson theme: **¡Buen provecho!**
- **Culture:** favorite eating places.
- Present and practice vocabulary: place settings, restaurant dishes, ordering.

TEKS

- 1B express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.

FOCUS AND MOTIVATE

- (5 min.) Lesson Opener, pp. 276–277. Have your class discuss three things they notice about the photo.

TEACH

- (10 min.) Presentación de vocabulario, pp. 278–279. Read paragraphs A–E. Then have students guess the meanings of new vocabulary terms that accompany photos.
- (5 min.) Audio Program TXT CD 6 track 11. Listen to the audio of the vocabulary presentation with students' textbooks closed. Have them raise their hands every time they hear a term they do not know.

PRACTICE AND APPLY

- (10 min.) Lesson Opener, pp. 276–277. Have students read *Compara con tu mundo* and respond to the questions, either in writing or out loud.
- (5 min.) Presentación de vocabulario, p. 279. Listen to TXT CD 6 track 12 to do ¡A responder! activity.
- (5 min.) Práctica de vocabulario, p. 280, Activities 1 and 2. Choose one activity for controlled practice of lesson vocabulary.
- (10 min.) Activity 3. Allow students to do the activity as an interview with a partner. Have them switch roles.

IEP modification Before students do Activity 1, give them time to match the four photos to their equivalents in the vocabulary presentation and write down the terms.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 280. Have students practice phrases to order in a restaurant.
- (15 min.) Vocabulary Recognition Quiz, On-level Assessment, p. 233.
- Homework: *Cuaderno*, pp. 220–222; *Cuaderno para hispanohablantes*, pp. 220–223.

OPTIONAL RESOURCES	
<p>Plan Absent Student Copymasters, URB 5, p. 101</p> <p>Present Warm-up Projectable Transparencies 20 Vocabulary Projectable Transparencies 8–9 TPRS, pp. 64–70 Video Script, URB 5, pp. 72–74</p>	<p>Audio Script, URB 5, pp. 72–74 Vocabulary Video, DVD 2</p> <p>Practice Video Activities, URB 5, pp. 57–58 Practice Games, URB 5, p. 37</p> <p>Assess Reteaching Copymasters, URB 5, pp. 12, 13 Student Book and Workbook Answers, Projectable Transparencies 28–31, 40–47</p>

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

Vocabulario en contexto, pp. 281–282

OBJECTIVES

- Understand and practice using vocabulary in context.
- Learn to describe a table setting.

TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 1C ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.

FOCUS AND MOTIVATE

- (2 min.) Telehistoria escena 1 p. 281. Read the Cuando escuchas strategy.

TEACH

- (5 min.) Telehistoria escena 1, p. 281. Have students read the dialog out loud for correct pronunciation, especially of the **vosotros** form, and intonation.
- (5 min.) Video Program DVD 2, Unit 5. Show the video for scene 1. Ask students their impressions of Beatriz. Are they the same or different from when they read the scene?

PRACTICE AND APPLY

- (5 min.) Comprensión del episodio, Activity 4, p. 282. Listen to TXT CD 6 track 13 to complete the sentences.
- (5 min.) Activity 5, p. 282. Refer students to the prepositions of location on page R9 in the appendix for help in completing this activity.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 282. Have students identify items in a place setting.
- (15 min.) Vocabulary Production Quiz, On-level Assessment, p. 234.

IEP modification Allow students to take the vocabulary production quiz on page 234 with their textbooks open.

OPTIONAL RESOURCES	
Plan	Practice
Student Book and Workbook Answers, Projectable Transparencies 28–31, 40– 47	Video Activities, URB 5, pp. 59–60 Practice Games, URB 5, p. 38
Absent Student Copymasters, URB 5, p. 102	Assess
	Reteaching Copymasters, URB 5, pp. 12, 14
Present	
Warm-up Projectable Transparencies 20 Audio Script, URB 5, pp. 79–82 Video Script, URB 5, pp. 72–74	

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

Presentación y práctica de gramática 1, pp. 283–285

OBJECTIVES

- Present spelling changes in the preterite of verbs ending in **-car, gar, and -zar**.
- Practice reading and writing the yo form of verbs ending in **-car, gar, and -zar**.
- Practice listening to directions.

TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

FOCUS AND MOTIVATE

- (5 min.) Presentación de gramática, p. 283. With books closed, have students say the negative opposites of the following affirmative words: *something, someone, some, either . . . or, always, and also*.

TEACH

- (15 min.) Presentación de gramática, p. 283. Present the affirmative words in Spanish and their negative counterparts. Point out that **algo** can also be defined as *anything*, **alguien** as *anyone*, and **algún** as *any*.
- (10 min.) Presentación de gramática. Write five sentences using affirmative words on the board. Ask for volunteers to come forward and rewrite them in the negative.
- (10 min.) Comparación cultural, p. 284. Read about María Blanchard and her works. Have students share their opinions of *La niña con pasteles* by answering the *Compara con tu mundo* questions.

PRACTICE AND APPLY

- (10 min.) Práctica de gramática, Activity 6 p. 284. Read each item out loud and call on students to be the pessimistic friend who responds.
- (5 min.) Activity 7, p. 284. Listen to TXT CD 6 track 14 to determine if the statements are true or false.
- (10 min.) Activity 9, p. 285. Remind students that questions should be asked in the **vosotros** form, and responses given in the **nosotros** form. Refer them to page 16 for the complete conjugation of **ir** in the present tense.

IEP modification Give students time to write out their responses to Activity 6 before speaking them out loud. Remind them that they are substituting the affirmative word(s) in each sentence with their negative opposite.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 285. Have students practice affirmative and negative words.
- Homework: *Cuaderno*, pp. 223–225; *Cuaderno para hispanohablantes*, pp. 224–226.

OPTIONAL RESOURCES	
<p>Plan</p> <p>Student Book and Workbook Answers, Projectable Transparencies 28–31, 40–47</p> <p>Absent Student Copymasters, URB 5, p. 103</p> <p>Present</p> <p>Warm-up Projectable Transparencies 21</p> <p>Grammar Presentation Projectable Transparencies 12</p>	<p>Fine Art Activities, URB 5, p. 88</p> <p>Fine Art Projectable Transparencies 4</p> <p>Audio Script, URB 5, pp. 79–82</p> <p>Practice</p> <p>Practice Games, URB 5, p. 39</p> <p>Assess</p> <p>Reteaching Copymasters, URB 5, pp. 15, 16</p>

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

Gramática en contexto, pp. 286–287

OBJECTIVES

- Practice using affirmative and negative words in context.

TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 1B express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.

FOCUS AND MOTIVATE

- (2 min.) Telehistoria escena 2, p. 286. Read the Cuando lees strategy.

TEACH

- (5 min.) Telehistoria escena 2, p. 286. Have students read the dialog out loud. Ask them why they think Beatriz makes so many mistakes in taking the customer’s order.
- (5 min.) Audio Program TXT CD 6 track 15. Listen to audio for scene 2. Ask students if they think the customer’s reaction to Beatriz’s service is appropriate.

PRACTICE AND APPLY

- (5 min.) Comprensión del episodio, Activity 10, p. 287. Listen to TXT CD 6 track 15 to match the description to the person.
- (5 min.) Activity 11. Ask each of the questions out loud and call on students to answer them negatively.
- (15 min.) Activity 12. Create groups of three and have each student think of a restaurant to talk about. Instruct them also to comment on their classmates’ choices.

IEP modification Guide students through Activity 12 by asking them direct questions about the restaurant they choose. “¿Siempre sirven la especialidad de la casa? ¿Alguien te trae la cuenta? ¿Pides algún plato vegetariano?”

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 287. Have students practice affirmative and negative words.
- (20 min.) Grammar Quiz 1, On-level Assessment, p. 235.

OPTIONAL RESOURCES	
<p>Plan</p> <p>Student Book and Workbook Answers, Projectable Transparencies 28–31, 40–47</p> <p>Absent Student Copymasters, URB 5, p. 104</p> <p>Present</p> <p>Warm-up Projectable Transparencies 21</p> <p>Audio Script, URB 5, pp. 79–82</p> <p>Video Script, URB 5, pp. 72–74</p>	<p>Practice</p> <p>Practice Games, URB 5, p. 40</p> <p>Video Activities, URB 5, pp. 61–62</p> <p>Assess</p> <p>Reteaching Copymasters, URB 5, pp. 15, 16</p>

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

Presentación y práctica de gramática 2, pp. 288–290

OBJECTIVES

- Present and practice double object pronouns; practice using formal commands with pronouns.
- Practice pronouncing and spelling words with the letters **h**, **g**, and **i**.
- **Recycle:** pronoun placement, p. 264.

TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

FOCUS AND MOTIVATE

- (5 min.) Presentación de gramática, p. 288. Read the English Grammar Connection to review how double object pronouns are expressed in English.

TEACH

- (5 min.) Presentación de gramática, p. 288. Remind students about the use of the redundant indirect object pronoun even when the indirect object is stated.
- (10 min.) Presentación de gramática, p. 288. Clarify the difference between indirect objects and direct objects. Suggest that students think of the verb as an arrow that points to an indirect object, while the direct object sits on top of the arrow.
- (5 min.) Pronunciación, p. 289. Listen to TXT CD 6 track 16 to hear how the sound of the English h is produced in Spanish.

IEP modification Use the following mnemonic phrase to help students remember the rule about changing **le(s)** to **se**: “You can **se lo**, but you can’t **le lo**.”

PRACTICE AND APPLY

- (10 min.) Práctica de gramática, Activity 13, p. 289. Ask students to think about the pronouns that correspond to the indirect objects in each item. How will these be expressed with direct object pronouns?
- (10 min.) Activity 14. Refer students to page 264 for a review of pronoun placement with commands.
- (10 min.) Activity 15, p. 290. Listen to TXT CD 6 track 17 for the conversation between the teens and the server. Then ask students questions based on the specialties printed in the book: “¿Le va a traer el camarero el gazpacho a la chica?”, etc.
- (10 min.) Activity 16, Comparación cultural. Ask students to make a chart whose rows are **desayuno**, **almuerzo**, and **cena**, and whose columns are **España**, **Uruguay**, and **El Salvador**. Then have them fill in the chart with the mealtimes mentioned.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 290. Have students practice direct and indirect object pronouns.
- Homework: *Cuaderno*, pp. 226–228; *Cuaderno para hispanohablantes*, pp. 227–230.

OPTIONAL RESOURCES	
<p>Plan</p> <p>Student Book and Workbook Answers, Projectable Transparencies 28–31, 40–47</p> <p>Absent Student Copymasters, URB 5, p. 105</p> <p>Present</p> <p>Warm-up Projectable Transparencies 22</p> <p>Grammar Presentation Projectable Transparencies 13</p>	<p>Practice</p> <p>Practice Games, URB 5, p. 91</p> <p>Audio Script, URB 5, pp. 79–82</p> <p>Assess</p> <p>Reteaching Copymasters, URB 5, pp. 18, 19</p>

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

Todo junto, pp. 291–293

OBJECTIVES

- Present grammar and vocabulary in context.
- Practice using and integrating lesson content.

TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.
- 3A express and support an opinion or preference orally and in writing with supporting statements.

FOCUS AND MOTIVATE

- (5 min.) Telehistoria completa, p. 291. Read the Resumen sections for scenes 1 and 2 to review the storyline.

TEACH

- (5 min.) Telehistoria escena 3, p. 291. Read scene 3 as a class. Have students note the different personalities of the customers and to look for a change in attitude.
- (15 min.) Video Program DVD 2, Unit 5. Show Telehistoria scene 3. Then show all three scenes consecutively. Ask students to consider the José Luis and Beatriz's goal when they started out. In the end, did they succeed?

PRACTICE AND APPLY

- (10 min.) Comprensión de los episodios, p. 292. Listen to TXT CD 6 tracks 13, 15, and 18 to do Activities 17–18. Allow students to work in pairs to complete Activity 18.
- (15 min.) Activity 19, p. 292. Before students play their roles, have them create a menu containing food vocabulary that they learned in Lesson 1 and Lesson 2, categorizing each as an appetizer, a main dish, a drink, and dessert.
- (10 min.) Activity 20, p. 293. Have students read the magazine review of La Madrileña, then listen to the radio review of España Antigua on TXT CD 6 track 20.
- (15 min.) Activity 21. Allow students to exchange their ads with a classmate to check each other's work.

IEP modification Provide students with the Telehistoria scene that each item in Activities 17 and 18 pertains to. Give them time to search for the answers in the text.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 293. Have students practice phrases to order in a restaurant.
- (20 min.) Grammar Quiz 2, On-level Assessment, p. 236.

- Homework: *Cuaderno*, pp. 229–230; *Cuaderno para hispanohablantes*, pp. 231–232.

OPTIONAL RESOURCES	
Plan	Practice
Student Book and Workbook Answers, Projectable Transparencias 28–31, 40– 47 Absent Student Copymasters, URB 5, p. 106	Learning Scenarios Conversation cards Video Activities, URB 5, pp. 63–64 Practice Games, URB 5, p. 42
Present	Assess
Warm-up Projectable Transparencias 22 Audio Script, URB 5, pp. 79–82 Video Script, URB 5, pp. 72–74	Reteaching Copymasters, URB 5, pp. 18, 20

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

Lectura/Proyectos culturales, pp. 294–296

OBJECTIVES

- Learn about culinary traditions in Madrid and Montevideo.
- Compare with local culinary traditions.
- Learn to make typical foods from Spain and El Salvador.

TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.
- 2C infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

FOCUS AND MOTIVATE

- (5 min.) Lectura cultural pp. 294–295. Ask students which dish pictured, Spanish or Uruguayan, looks most appealing. Ask again after they read about them.

TEACH

- (10 min.) Lectura cultural, pp. 294–295. Read about Spanish and Uruguayan cuisine out loud to the class. Have students list all of the foods mentioned with each country and brainstorm why their dishes are similar or different.
- (10 min.) Proyectos culturales, p. 296. Request two volunteers to read out loud, one about Spanish tapas and the other about Salvadorian tortillas. Ask the class what similarities they see between the two.

PRACTICE AND APPLY

- (10 min.) Lectura cultural, pp. 294–295. Listen to TXT CD 6 track 21 for the audio of this reading. Assign a short essay in which students compare Casa Botín to Mercado del Puerto. Have them focus not only on the kind of place each is but also what they specialize in.
- (30 min.) Proyectos culturales, p. 296. Choose one of the two projects to do in class and bring in the ingredients. Call on students to tell you what to do to make the dish. Remind them to use **usted** commands.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 295. Have students do ¿Comprendiste? orally. Have them work in pairs to do ¿Y tú? to compare their answers.
- (20 min.) Culture Quiz, On-level Assessment, p. 237.

IEP modification When giving the culture quiz, allow students to use their books. Refer them to pages 284, 290, and 294–295.

OPTIONAL RESOURCES	
<p>Plan Student Book and Workbook Answers, Projectable Transparencies 28–31, 40– 47 Absent Student Copymasters, URB 5, pp. 107–108</p>	<p>Present Warm-up Projectable Transparencies 23</p> <p>Practice Lecturas para todos, pp. 48–52 Lecturas para hispanohablantes Practice Games, URB 5, p. 43</p>

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

En resumen, Repaso de la lección, pp. 297–299

OBJECTIVES

- Review lesson grammar and vocabulary.

TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

FOCUS AND MOTIVATE

- (10 min.) En resumen, p. 297. Review all vocabulary terms and grammar items.

TEACH

- (10 min.) En resumen, p. 297. Assess which vocabulary terms need more practice and encourage students to form sentences with each.
- (10 min.) Repaso de la lección, pp. 298–299. To review affirmative and negative words, dictate a word and have students state its opposite and use it in a sentence. To review double object pronouns, have them state all possible combinations with the direct object pronoun **lo**.

PRACTICE AND APPLY

- (5 min.) Repaso de la lección, Activity 1, p. 298. Listen to TXT CD 6 track 22 while students choose the most logical responses in Activity 1.
- (25 min.) Instruct students to complete Activities 2–5, pp. 298–299. Have them keep track of how often they need to refer to the lesson to do the activities.

IEP modification Pair students with others who have demonstrated more mastery of the lesson objectives. Assign Activities 2 and 3 to be done in pairs, but allow them to do Activity 4 on their own. Their partners will check their individual work on Activity 4.

ASSESS AND RETEACH

- Homework: Study En resumen, p. 297; *Cuaderno*, pp. 231–242; *Cuaderno para hispanohablantes*, pp. 233–242.
- (50 min.) Lesson Test, On-level Assessment, pp. 238–244.

OPTIONAL RESOURCES	
Plan	Assess
Student Book and Workbook Answers, Projectable Transparencies 28–31, 40– 47	Review Games Online Lesson Test, Modified Assessment, pp. 182–188
Absent Student Copymasters, URB 5, p. 109	Lesson Test, Pre-AP Assessment, pp. 182–188 Lesson Test, Heritage Learners Assessment, pp. 188–194
Present	
Warm-up Projectable Transparencies 23 Audio Script, URB 5, pp. 79–82	
Practice	
Practice Games, URB 5, p. 44 Sing-along Songs Audio CD	

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

Comparación cultural, El Gran Desafío, Repaso inclusivo, pp. 300–305

OBJECTIVES

- Read about typical foods in Uruguay, El Salvador and Spain.
- Introduce the first challenge of the Gran Desafío contest.
- Cumulative review.

TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 1B express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation.
- 1C ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.
- 3A express and support an opinion or preference orally and in writing with supporting statements.
- 3B describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.

FOCUS AND MOTIVATE

- (5 min.) Comparación cultural, pp. 300–301. Ask students to think about a favorite dish they have at home. Stipulate that they have to know how it is made.

TEACH

- (10 min.) Comparación cultural, p. 301. Listen to Danilo, Juan, and Saskia talk about typical cuisine from their countries on TXT CD 6 track 23. Encourage students to follow along and note similarities between the three.
- (20 min.) El Gran Desafío, pp. 302–303. As a class, look at the photos and read the captions in the Antes del video section. Then have students take notes as you play the video of the first challenge on DVD 2, Unit 5.
- (10 min.) Repaso inclusivo, pp. 304–305. Review the En resumen pages in Units 1, 2, 3, 4, and 5 to prepare students for Activities 1–7.

PRACTICE AND APPLY

- (10 min.) Comparación cultural, p. 300. Students write their descriptions about a typical dish. Afterward, help them increase their cultural awareness by doing the Compara con tu mundo activity.
- (10 min.) El Gran Desafío, p. 303. Have students use the notes they took to answer the Después del video questions. Then go over the responses as a class and ask them to check their own work.

- (5 min.) Repaso inclusivo, p. 304. Listen to TXT CD 6 track 24 to answer the questions in Activity 1.
- (40 min.) Repaso inclusivo, pp. 304–305. Complete Activities 2–7.

IEP modification Assess the strongest skill of each student (listening, speaking, writing, reading) and assign the most appropriate Repaso inclusivo activity for them to complete on their own. For group or pair work, allow them ample time to prepare before joining their classmates.

ASSESS AND RETEACH

- Homework: *Cuaderno*, pp. 243–245; *Cuaderno para hispanohablantes*, pp. 243–245.
- (50 min.) Unit Test, On-level Assessment, pp. 250–256.

OPTIONAL RESOURCES	
Plan	Assess
Absent Student Copymasters, URB 5, pp. 110–111	Unit Test, Modified Assessment, pp. 194–200 Unit Test, Pre-AP Assessment, pp. 194–200
Present	Unit Test, Heritage Learners Assessment, pp. 200–206 Integrated Performance Assessments, 37–45
Audio Script, URB 5, pp. 79–82 Video Script, URB 5, pp. 72–74	
Practice	
Family Involvement Activity, URB 5, p. 92 Situational Transparencias and Copymasters, Projectable Transparencias 14–15, pp. 1–2 Video Activities, URB 5, pp. 65–66	

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources