

## V. Lesson Planning

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Careful organization of each class meeting helps even experienced language instructors use their time more efficiently, anticipate many questions, and provide clear explanations. Detailed lesson plans minimize the amount of talking done by the instructor and maximize the opportunity for student practice.

### A. TEXTBOOK ADAPTATION

Individual instructors always know their own students better than any group of textbook authors can. For this reason, most instructors do not follow the textbook word for word, but instead emphasize the grammar points and language skills that seem most important for their language program. They select some exercises and activities for classroom practice, assign others to be prepared out of class, create their own variations of some materials, and omit others. This type of decision making is at the heart of good language teaching.

At first reading, it may seem contradictory for the authors of a foreign language textbook to recommend the adaptation of—rather than the slavish use of—the text for effective language instruction, yet this is precisely their recommendation. Factors that make textbook adaptation a virtual necessity include the following:

- the reevaluation of course goals in elementary language courses
- curricular changes such as extending the first-year course over three semesters (four quarters)
- multiple sections of first-year courses, with different language goals in different sections
- the desire to incorporate supplementary materials (readers, video materials, and so on)
- available class time that is insufficient for covering all of the material offered in the text

If instructors are in agreement with the underlying pedagogical assumptions of a first-year text (that is, if they believe that the language learning materials that the text contains truly help students learn a foreign language and are compatible with course goals), then almost any textbook can be adapted to meet the needs of a given problem.

With the increased emphasis on proficiency-oriented instruction, instructors will find readily available many fine books and articles on the topic of textbook adaptation. In addition, since the topic of textbook adaptation has become popular in recent years, attendees at local or national foreign language conferences will often find sessions on the program about this topic. In particular, the ACTFL organization has been active in this area.

Perhaps the most common complaint about textbooks is that they cover too much material. Here again, instructors should feel free to adapt materials to fit their instructional needs. “Covers too much” may mean “presents too many grammar topics.” If this is the case, instructors should feel free to omit (or present for passive recognition only) grammar points that they feel are too detailed for first-year students. The omission of entire chapters is also another option. This recommendation is especially appropriate for language programs meeting three hours a week. Alternatively, many institutions choose to cover a beginning textbook over three semesters (or four quarters). There is no need to permit the textbook to define curricular goals, yet this is precisely what happens when “covering the text” or “covering ‘x’ chapters” is used as a synonym for “first-year Spanish.”

“Covers too much” can also mean “presents too many practice materials to be used in one’s academic program.” Again, textbook adaptation is the logical solution. *Puntos de partida* contains more material than can be used in most language programs. Some materials (the **Un poco de todo** and the **Un paso más** sections) lend themselves quite well to out-of-class assignments. The abundance of materials has been included for a variety of reasons:

- to be of help to novice instructors, who are less able to create supplementary materials needed for a given situation
- to provide instructors with a wide range of materials from which to choose
- to serve as supplementary materials for students who need more practice or who want to do more

It is the authors’ firm belief that providing *more* practice with *less* grammar is one of the keys to effective first-year language instruction, especially in four (or five) skills language programs. The text has been structured to serve as the basis for such programs.

## B. SYSTEMATIC LESSON PLANNING

Whereas some instructors are capable of teaching an excellent and engaging class off the top of their heads, most instructors—especially “new” teachers—cannot do so without substantial planning ahead of time. The following four-step approach demonstrates the issues that experienced language teachers think about implicitly or explicitly as they plan their classes. New or inexperienced teachers may wish to follow these steps carefully in planning their first classes.

### 1. Think Through What You Are Going to Teach

- a. What you want to accomplish (content)
- b. What students already know about the content
- c. How will you present new material
- d. What exercises and activities you will use and how you will use them
- e. How much time you need for each segment of the class

Be aware of how you sequence material. A typical sequence for new material would be: presentation → drill practice → communicative practice.

When you present a new grammar topic, it may make sense to begin with a brief review of similar or related material. For example, review possession with **de** before introducing the unstressed forms of possessive adjectives in **Capítulo 2. (¿Recuerda Ud.?** sections and marginal notes in the *Instructor’s Edition* will alert you to such situations.) When introducing new material, strive for clear, concise explanations, and give several pertinent examples; it is a good idea to write down a few.

Exercises should also follow a sequence. Ideally, you would follow the presentation of new material with a very brief, focused exercise that tests students’ ability to use the new material. Easier exercises should precede more difficult ones, and exercises that are very controlled should precede the open-ended kind, in which students must be creative. The exercise materials in *Puntos de partida*, including those in the *Instructor’s Edition*, follow the sequence just described.

A typical class should also include a review of the previous day’s material, especially when new material was presented, and a quick preview of new material for the following day. Review can be systematic, featuring grammar exercises, but it can also be a simple warm-up exercise at the beginning of the class, consisting of a few personalized questions that practice the vocabulary or grammar point emphasized in the previous day’s lesson. Even though a preview of new material can be as simple as the modeling and choral repetition of new vocabulary items, this kind of brief introduction will give students a head start.

A general sequence to follow in planning each class would be: review → new material (main emphasis) → preview of new material. The sample lesson plans in this section of the manual and the charts in the next section follow this sequence.

## 2. Write Down Your Plan

Check your plan to see that you have a variety of classroom activities, as well as a balance of the language skills and cultural material appropriate to your course. Is there an opportunity for students to talk with each other in Spanish, as well as with you? Have you planned enough activities for the entire class hour? Many experienced instructors always have one extra exercise or activity prepared, just in case they finish a little early—a listening comprehension passage, a guessing game, a grammar review exercise, a conversation activity, and so on.

Remember to make an assignment for the next class. Many students appreciate being given very specific assignments, such as those listed in the sample lesson plans given in this section of the manual. When clear, regular assignments are given along with frequent quizzes, students are more likely to keep up with their work on a day-to-day basis.

## 3. Prepare Your Materials

Some instructors write down every detail of their plans on index cards; others make most of their teaching notes in the margins of their books, and still others use a teaching notebook or a folder. After you have written down your plan, prepare the handouts, visuals, or transparencies you want to use, and then review your plan and materials one last time to make sure that everything fits together: Does every exercise have a purpose? Has anything important been omitted? How much time do you want to devote to each segment of the class? Have you planned a few minutes of review? Will most of the class hour be spent on the material you want to emphasize? Have you reserved a few minutes of the class for a preview of tomorrow's material? This kind of planning will help students learn and provide links between classes.

## 4. Evaluate Your Class Session

What went well? Why? What didn't go so well? Why not? Would a slight change improve an explanation or an exercise? Should a particular exercise or activity be omitted? A few brief notations made on this term's plan will remind you to make the necessary changes next term or next year.

## C. USING THE SUGGESTIONS IN THE *INSTRUCTOR'S EDITION*

The suggestions and supplementary exercises in the *Instructor's Edition* are intended to save you planning time. The sample lesson plans in this Manual will show you how to incorporate the suggestions and exercises into your lesson plans for the first chapters of the text. Suggestions and exercises fall into several categories and are labeled for easy use and application.

### 1. Suggestion

A suggestion presents one way to introduce material or use an exercise in class. It is by no means the only way to use text material, but it may give you some good ideas. For example, the suggestions on the first page of the bound-in supplementary materials of the *Instructor's Edition* give you a sequence to follow in presenting the first minidiálogos in the text: introduction, modeling, choral repetition, individual repetition, and small groups.

## 2. Extension

An activity extension provides several more items of the same type as the items in student text exercises. These extra items afford more practice than the student text provides. When an exercise has been assigned as homework, you may want to use only the first few items in the student text and then skip to the extension items in the *Instructor's Edition* to make sure that students have mastered the material.

Another advantage to the extension items is that they provide listening comprehension practice. An example is on page 198.

## 3. Variation

This suggests use of activities in a way that is different from the instructions given in the student text. An example is on page 165.

## 4. Note

This information is intended for you. You may or may not want to pass it on to your students, depending on the information and your particular course goals. An example of this kind of additional information is on page 25.

## 5. Follow-Up

These are additional activities intended for use after related activities in the student text. These include entirely new activities, often personalized activities related to nonpersonalized ones or communicative activities related to precommunicative ones. An example is on page 32.

## 6. Preliminary Exercises

This kind of very focused exercise usually precedes an exercise in the student text on a given grammar point. These are often mechanical verb drills, pattern practice, discrimination exercises, or listening exercises. For example, the preliminary exercises that precede the **-ar** verb exercises on page 39 give students focused practice with personal endings and listening comprehension.

## 7. *Reciclado*

This review activity is intended to give students additional practice with material covered in earlier chapters. These are always preceded by the round recycling icon. An example is on page 48.

## 8. *Refrán*

These annotations are new to the Seventh Edition after many instructors requested that popular sayings and proverbs be included. **Refranes** were selected based on difficulty and relationship to the chapter's vocabulary and grammar. An example is on page 130.

## 9. Bright Idea!

New to the Seventh Edition, these suggestions or activities come directly from professors and instructors currently using *Puntos de partida* across the country. We are immensely grateful that they contributed their valuable ideas to the Seventh Edition. An example is on page 163.

## D. SAMPLE LESSON PLANS

This section of the Instructor's Manual offers sample lesson plans for **Ante todo** and **Capítulo 1** for classes meeting five hours per week (five to six contact hours available per core chapter). These plans assume that instructors intend to devote only a minimal amount of class time to the optional **Un paso más** sections. Instructors who do not wish to cover **Un paso más** at all can simply expand the amount of time per section of the regular chapter. These plans also assume that instructors require students to use the Workbook. Assignments for the audio program are not given here.

### LESSON PLANS: ANTE TODO (OVERVIEW)

- First Day: Introduction to the course  
Begin **Ante todo: Primera parte**
- Second Day: Main focus: **Ante todo: Primera parte**  
Preview aspects of **Ante todo: Segunda parte**
- Third Day: Finish **Ante todo: Primera parte**  
Main focus: **Ante todo: Segunda parte**  
Preview aspects of **Ante todo: Segunda parte**
- Fourth Day: Main focus: **Ante todo: Segunda parte**  
Finish **Ante todo: Segunda parte**  
Preview: Nothing (fifth day is review)
- Fifth Day: Main focus: Review of **Ante todo** test  
Preview aspects of **Capítulo 1**

The brief overview offered with each day's suggested lesson plan lists the major topics suggested for main focus on that day. You will note that, by and large, major sections of each chapter receive major in-class focus in the same sequence of presentation as in the textbook.

It is possible, of course, to cover materials in a different sequence, but you will find that adjustments in content may be needed. In particular, if you choose to introduce a section earlier than where it is presented in the text, it may be necessary to introduce some prerequisite knowledge for the section.

### 1. *Ante todo*: First Day

Overview: Introductions <b>Saludos y expresiones de cortesía</b>
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1. Greet students, saying **Buenos días/Buenas tardes/Buenas noches**, as appropriate, offering a handshake. Then have students greet other students who are sitting near them. (2 min.)
2. Introduce yourself and the course (see also "Teaching Techniques: The First Day of Class," Section III, this Manual). (5 min.)
3. Getting to know students (5 min.)  
Have students fill out information sheets: name, high school attended, local address and phone number; languages studied in high school or college and for how long; class rank and major; foreign study, work, or travel—where and for how long. Discuss some of the data, if appropriate.
4. **Primera parte: Saludos y expresiones de cortesía (1)** (p. 4) (8 min.)
  - a. Introduce the topic of the first **minidiálogo**: how to greet and take leave of friends.
  - b. Point out: the English equivalents of minidiálogos always appear at the bottom of the page.
  - c. Model the minidiálogo.
  - d. Use multiple choral repetitions, followed by individual repetitions.

- e. Do a small-group practice: students pair off and practice the minidiologue, reverse roles, and then repeat the dialogue, using their own names.
5. **Saludos y expresiones de cortesía (2)** (p. 4) (8 min.)
  - a. Introduce the topic: how to greet and take leave of people you don't know well.
  - b. Model the minidiologue.
  - c. Discuss familiar (first-name basis) relationships versus formal (last-name) relationships.
  - d. Do multiple choral repetitions followed by individual repetitions and pair practice.
6. **Saludos y expresiones de cortesía (3)** (p. 4) (8 min.)
  - a. Introduce the topic: one way to ask a person's name, and how to respond when meeting someone for the first time.
  - b. Model, then do multiple choral repetitions, followed by individual repetitions.
  - c. Ask several students: **¿Cómo se llama Ud.?** (formal) versus **¿Cómo te llamas?** (familiar). Have students use familiar form with each other, formal with you. Also point out the appropriate responses when meeting someone for the first time: **Mucho gusto. Encantado/a**. Possible rejoinder: **Igualmente**.
  - d. Do a chain drill: The first student in the front row turns to the next student and asks: **¿Cómo te llamas?** Student answers: **Me llamo \_\_\_\_\_**. First student responds: **Mucho gusto (Encantado/a)**. Second student then turns to the next student in the row and asks the same question. When students get to the end of the row, try to recall the names of the students.
7. **Saludos y expresiones de cortesía (4)** (p. 5) (8 min.)
  - a. Introduce the topic: one way to ask a person's name and find out where he or she is from.
  - b. Model, then do multiple choral repetitions, followed by individual repetitions.
  - c. Ask several students: **¿De dónde es usted?** (formal) versus **¿De dónde eres?** (familiar). Have students use familiar form with each other, formal with you. Also, point out the phrase **¿Y usted?** and **¿Y tú?** for returning the question.
  - d. Do a chain drill: The first student in the front row turns to the next student and asks: **¿De dónde eres?** Student answers: **Soy de \_\_\_\_\_**. **¿Y tú?** First student responds: **Soy de \_\_\_\_\_**. Second student then turns to the next student in the row and asks the same question. When students get to the end of the row, try to tell where each one is from: **Marcos, usted es de...**
8. Preview **El alfabeto español** (p. 7) (4 min.)
  - a. Point out: extra letters in the Spanish alphabet: **ñ, rr**.
  - b. Model letters, followed by choral repetition and individual repetition.
9. Assignment (on board)
  - a. Review: **Saludos y expresiones de cortesía 1, 2, 3, 4** (pp. 4–5).
  - b. Read: **Nota comunicativa: Los cognados** (p. 8) and **Nota cultural: Spanish in the United States and in the World** (pp. 10–11).

## 2. *Ante todo: Second Day*

Overview: **Nota comunicativa: Otros saludos y expresiones de cortesía**  
**El alfabeto español**  
**Nota comunicativa: Los cognados**  
**¿Cómo es usted?**  
**Nota cultural: Spanish in the United States and in the World**

1. Warm-up/Review (4 min.)
  - a. Review greetings.
  - b. Review **¿Cómo se llama Ud.?** and **¿De dónde eres?**
2. **Nota comunicativa: Otros saludos y expresiones de cortesía** (p. 5) (10 min.)
  - a. Introduce the topic: variations of greetings already learned.
  - b. Use model, choral repetition, individual repetition pattern.
  - c. Point out mealtimes (optional note).

- d. Have students greet each other using **señor/señorita/señora** with last name and appropriate time expression: **Buenos días/Buenas tardes/Buenas noches**.
- e. Do **Conversación A** through **D** (p. 6).
3. **El alfabeto español** (p. 7) (8 min.)
  - a. Practice the alphabet.
  - b. Practice pronunciation of names in list: model, choral repetition, individual repetition.
  - c. Do a spelling dictation.
  - d. Ask **¿Cómo se llama usted?** Have students answer and spell names: **Me llamo Juan: jota - u - a - ene**.
  - e. Do **Prácticas A** and **B** (p. 8).
4. **Nota comunicativa: Los cognados** (p. 8) (6 min.)
  - a. Present concept of cognates.
  - b. Point out: spelling equivalents (**-ent** versus **-ente**, and so on), following examples in text.
  - c. Model adjectives, followed by students' repetitions.
5. **¿Cómo es usted?** (p. 9) (10 min.)
  - a. Model singular forms of **ser**, then do choral repetition, individual repetition.
  - b. Point out: concept of familiar (**tú eres**) versus formal (**usted es**) already discussed in greetings.
  - c. Do **Conversación** (p. 9) using cognates presented on p. 8.
6. **Nota cultural: Spanish in the United States and in the World** (pp. 10–11) (8 min.)
  - a. Ask: Where is Spanish spoken? Students answer using the names of Spanish-speaking countries from the map (p. 11). Write names of countries on the board as students give them.
  - b. Point out: (1) There are more than twenty Spanish-speaking countries with 358 million speakers; (2) Spanish is the third most widely spoken language in the world.
  - c. Model names of countries, followed by student repetition.
7. Preview **Los números 0–30; hay** (p. 14) and **Gustos y preferencias** (p. 16) (4 min.)
  - a. Preview numbers by counting out loud with students, 1 to 10, then 1 to 20, then 1 to 30.
  - b. Preview **gustar** by using objects or drawings that you have brought to class.
8. Assignment (on board)
  - a. Review: **Notas comunicativas: Otros saludos y expresiones de cortesía** (p. 5) and **Los cognados** (p. 8), and **¿Cómo es usted?** (p. 9).
  - b. **Pronunciación: Las vocales** (p. 12), **Los números 0–30; hay** (p. 14), and **Gustos y preferencias** (p. 16).
  - c. Write: the exercises for **Ante todo: Primera parte** in the Workbook (pp. 1–4).

### 3. *Ante todo: Third Day*

Overview: **Pronunciación: Las vocales**  
**Los números 0–30; hay**  
**Gustos y preferencias**

1. Warm-up/Review (7 min.)
  - a. Greet students, using all expressions of courtesy and titles.
  - b. Review **Nota comunicativa: Otros saludos y expresiones de cortesía**.
  - c. Review the Spanish alphabet.
  - d. Review **¿Cómo es usted?** and cognates. Ask, **¿La clase es interesante/importante/eficiente/terrible?**, using cognate adjectives from p. 8.
2. **Pronunciación: Las vocales: a, e, i, o, u** (p. 12) (10 min.)
  - a. Introduce Spanish vowel sounds as compared to English vowel sounds (p. 12).
  - b. Use model, choral repetition, individual repetition pattern.
  - c. Do **Prácticas A, B, C, and D** (pp. 12–13): model, choral repetition.

3. **Segunda parte: Los números 0–30; hay** (p. 14) (16 min.)
  - a. Introduce the topic: a typical child’s song from the Spanish-speaking world.
  - b. **Canción infantil:** model, choral repetition, individual repetition.
  - c. Present 0–30 with flash cards (5 × 8 file cards or half sheets of paper). Choral repetition as you point to numbers. Point out written accents on **dieciséis, veintidós, veintitrés, veintiséis**, and the change from final **-e** in **veinte** to **-i (veinti-)**.
  - d. Do **Prácticas A** and **B** (p. 15). Follow up with more math problems, given orally.
  - e. Do **Conversación** (p. 15).
4. **Gustos y preferencias** (p. 16) (12 min.)
  - a. Use objects or drawings that you have brought to class, in addition to those used when previewing **gustar** during the previous class session. Holding the appropriate item, say, **Me gusta el café. No me gusta la Coca-Cola**. Make appropriate facial expressions to accompany the model sentences. Use the question form (**¿Le gusta el café?**) to elicit full-sentence answers from several students.
  - b. Present the concept of **gustar** (p. 16). Write model sentences on the board as you give the explanation.
  - c. Model **Me gusta la clase / No me gusta la clase** (and other appropriate cognates); do choral repetition.
  - d. Do **Conversación A** on p. 16, asking questions of individual students while indicating possible model answers on the board.
  - e. Working in pairs, have students do **Conversación B** (p. 17).
5. Preview: **¿Qué hora es?** (pp. 17–18) (5 min.)
  - a. Draw a clock face on the board.
  - b. As you draw hour and minute hands, model the question **¿Qué hora es?** and the answer, **Son las dos (las tres, and so on)**.
6. Assignment (on board)
  - a. Review: **Pronunciación: Las vocales** (p. 12), **Los números 0–30; hay** (p. 14), and **Gustos y preferencias** (p. 16).
  - b. Read: **¿Qué hora es?** (pp. 17–18) and **Lectura: La geografía del mundo hispánico** (pp. 20–21).
  - c. Write: the exercises for **Los números 0–30; hay** and **Gustos y preferencias** in the Workbook (pp. 5–7).

#### 4. *Ante todo:* Fourth Day

Overview: **¿Qué hora es?**  
**Lectura: La geografía del mundo hispánico**

1. Warm-up/Review (10 min.)
  - a. Review **Los números 0–30, hay**. Give math problems orally, as in **Práctica B**, p. 17. Ask, **¿Hay treinta días en una semana? ¿diecinueve, dieciocho, doce, veintisiete? ¿Hay veinticuatro estudiantes en la clase?**
  - b. Review **gustar** and cognates. Ask individual students what they like or don’t like, prompting them with cognates.
2. **¿Qué hora es?** (pp. 17–18) (15 min.)
  - a. Introduce ways of telling time. Model pronunciation in examples, followed by student repetition.
  - b. Introduce **Nota comunicativa: Para expresar la hora** (p. 18). Model expressions.
  - c. Do **Práctica A** (p. 18) and **Práctica B** (p. 19).
  - d. Do **Conversación A** and **B** (p. 19).



3. **Lectura: La geografía del mundo hispánico (Parte 1)** (pp. 20–21) (20 min.)
  - a. Point out: **Estrategia** sections precede reading passages in *Puntos de partida*. These sections will help students develop good reading skills in Spanish.
  - b. Go over the **Estrategia** section for this reading.
  - c. Ask students what they already know about geography in different Spanish-speaking countries. Describe the photos in random order in Spanish, and have students identify which one you are describing. For example, **Hay muchas montañas en Chile**.
  - d. Have students do the reading out loud and help with pronunciation.
  - e. Remind students about the significance of the underlined words. Go over the first such words with them.
  - f. Go over the reading section by section, asking brief **sí/no** comprehension questions like: **¿Hay pampas en la Argentina?**
  - g. Do **Comprensión** (p. 22).
4. Preview: **Videoteca** (5 min.)
 

*Point out:* There is a **Videoteca** section in every chapter of *Puntos de partida*. Beginning with **Capítulo 1**, it includes two dialogues (**Entrevista cultural** and **Entre amigos**) and corresponding activities. The **Entre amigos** in **Ante todo** focuses on greetings and introductions.
5. Assignment (on board)
  - a. Review all of **Ante todo**.
  - b. Complete Workbook for **Ante todo**.

### 5. *Ante todo*: Fifth Day

Overview: **Videoteca**  
**Test**  
**Preview of Capítulo 1**

1. Warm-up/Review (10 min.)
  - a. After greeting students, ask a variety of questions covering the different topics of **Ante todo**, such as: **¿Qué hora es? ¿A qué hora es la clase? ¿Te gusta la clase de español? ¿A qué hora es el programa de televisión *Los Simpson* (*Friends*...)?**
  - b. Offer students a chance to ask questions about material in **Ante todo**.
2. **Videoteca** (p. 22) (10 min.)
 

*Note:* See “Video Activities and Related Materials,” Section XI, **Capítulo 1**, this Manual. You may choose to play video segments during a class period. Also available are the video segments for **Minidramas** and **En contexto**. You may want to include one or both of these as listening comprehension activities in class as well. There are activities in the Workbook for **Minidramas**, and additional activities for both **Minidramas** and **En contexto** in this Manual (Section XI).

  - a. Review introductions and greetings.
  - b. Model the dialogue with choral repetitions for each line.
  - c. Show **Entre amigos** video segment.
  - d. Do the activity.
3. Test (25 min.)
4. Preview: Overview of **Capítulo 1** (5 min.)
  - a. Point out: *Puntos de partida* has a regular chapter structure that begins with **Capítulo 1**.
  - b. Introduce the theme and grammar structures of the chapter, focusing on opening pages (pp. 24–25).
5. Assignment (on board): Read **Vocabulario: Preparación** (pp. 26–30).

LESSON PLANS: CAPÍTULO 1 (OVERVIEW)

- First Day: Review **Ante todo**  
Main focus: **Vocabulario: Preparación, Pronunciación**  
Preview: **Gramática 1**
- Second Day: Review: **Vocabulario: Preparación**  
Main focus: **Gramática 1**  
Preview: **Gramática 2**
- Third Day: Review: **Gramática 1**  
Main focus: **Gramática 2**  
Preview: **Gramática 3**
- Fourth Day: Review: **Gramática 2**  
Main focus: **Gramática 3**  
Preview: **Gramática 4, Videoteca, Un poco de todo**
- Fifth Day: Review: **Gramática 3**  
Main focus: **Gramática 4, Videoteca, Un poco de todo**  
Preview: **Un paso más**
- Sixth Day: Test  
Main focus: **Un paso más**  
Preview: **Vocabulario: Preparación (Capítulo 2)**

6. *Capítulo 1: First Day*

Overview: <b>Vocabulario: Preparación</b> <b>Pronunciación: Diphthongs and Linking</b>
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- Warm-up/Review (5 min.)
  - Greet students, using all expressions of courtesy and titles possible for the class.
  - Review telling time, **gustar** questions, and questions with interrogatives.
- Vocabulario: Preparación: En la clase** (p. 26) (8 min.)
  - Reenter vocabulary: model, choral repetition, individual repetition.
  - Hold up classroom items, point to other items; use **¿Qué es esto?** / **¿Quién es?**, as appropriate.
  - Do **Conversación A, B** (p. 27).
- Nota cultural** (p. 28) (3 min.)
  - Ask students what they know about Hispanic education and universities.
  - Help students with the pronunciation of the university names. Ask if they have heard of any of these before.
- Vocabulario: Preparación: Las materias** (p. 28) (12 min.)
  - Introduce **Las materias** (p. 28): model, choral repetition, individual repetition.
  - Do **Conversación A** (p. 29).
  - Introduce **Nota comunicativa: Las palabras interrogativas** (p. 30).
  - Do **Conversación B** (p. 29).
- Pronunciación: Diphthongs and Linking** (p. 31) (10 min.)
  - Review vowels: **a, e, i, o, u**. Do Exercise **A** (p. 31).
  - Introduce the concept of diphthongs. Do Exercise **B** (p. 31).
  - Stress the importance of linking. Do Exercise **C** (p. 31).
- Preview: **Gramática 1: Singular Nouns: Gender and Articles** (pp. 32–34) (12 min.)
  - Introduce the topic.
  - Minidiálogo** (p. 32): model, choral repetition, one individual repetition.

- c. Ask **¿Cómo se dice en inglés?: Aquí está; También hay; cuestan demasiado.**
  - d. Introduce the definite article (English *the*): **el hombre, la mujer, el libro, la mesa.**
  - e. Introduce the indefinite article (English *a, an*): **un hombre, una mujer, un libro, una mesa.**
  - f. Do the first few items in **Prácticas A, B** (pp. 41–42).
7. Assignment (on board)
- a. Review: **Vocabulario: En la clase, Las materias** (pp. 26–39), **Pronunciación:** Diphthongs and Linking (p. 31).
  - b. Read: **Gramática 1:** Singular Nouns: Gender and Articles (pp. 32–34). Do **Autoprueba** and prepare activities in textbook.
  - c. Write: in Workbook, **Vocabulario: Preparación: En la clase** and **Las materias** (pp. 11–13); **Pronunciación: Diphthongs and Linking** (p. 15); **Gramática 1:** Singular Nouns: Gender and Articles (pp. 15–16).

## 7. Capítulo 1: Second Day

Overview: **Gramática 1**  
Introduction of **Gramática 2**

1. Warm-up/Review (10 min.)
  - a. Use visuals or objects and people to review **En la clase.**
  - b. Review **Las materias**, practicing pronunciation (model/choral repetitions).
  - c. Cognate recognition: use optional vocabulary (p. 8, *Instructor's Edition*). Expand with **¿Le gusta... ?** questions.
  - d. Do **Conversación C** (p. 31).
2. **Gramática 1:** Singular Nouns: Gender and Articles (pp. 32–34) (25 min.)
  - a. **Minidiálogo:** model, choral repetition.
  - b. Students practice minidiologue in pairs; have one pair perform for the whole class.
  - c. Do follow-up discussion exercises (p. 32, *Instructor's Edition*).
  - d. Review concept of gender: not related to biological sex.
  - e. Review definite article: **Dé el artículo definido: libro, mesa, hombre, mujer, niño, consejero, niña, consejera.**
  - f. Review indefinite article: **Dé el artículo indefinido:** same as above.
  - g. Ask: What gender are nouns that end in **-o**, usually? in **-a**? in **-ión**? in **-dad**? in **-dad**? the word **día**?
  - h. Do **Prácticas A** (plus follow-up) and **B** (p. 34, student text and *Instructor's Edition*). Do **Conversación A** and **B** (p. 35).
3. Preview: **Gramática 2:** Nouns and Articles: Plural Forms (pp. 35–36) (15 min.)
  - a. Introduce the topic.
  - b. Realia (p. 35): Ask students to identify plural nouns in the flyer. Then do items in textbook.
  - c. Introduce plural of nouns that end in a vowel: add **-s**. **Dé la forma plural: el libro, el niño, el hombre, la mesa, la niña, la consejera.**
  - d. Introduce plural of nouns that end in a consonant: add **-es**. **Dé la forma plural: el papel, la universidad, la libertad, la mujer.**
  - e. Present plural of articles. Do Preliminary Exercise (p. 35, *Instructor's Edition*).
  - f. Do some items of **Práctica A** and **B** (p. 36).
4. Assignment (on board)
  - a. Review: **Gramática 1.**
  - b. Read: **Gramática 2.** Do **Autoprueba** and prepare orally **Práctica** and **Conversación** activities (pp. 36–37).
  - c. Read: **Gramática 3** (explanation, pp. 38–41) and do **Autoprueba.**
  - d. Write: in Workbook, **Gramática 2** (pp. 16–17).

## 8. Capítulo 1: Third Day

Overview: **Gramática 2**  
Introduction of **Gramática 3**

- Warm-up/Review: **Las materias, Gramática 1:** Singular Nouns: Gender and Articles (7 min.)
  - Oral exercise: Conduct as choral or individual drill or mixture: **Dé el femenino: el secretario, el consejero. Dé el masculino: la consejera, la profesora,** and so on.
  - ¿Cómo se dice en español?** Give mix of masculine/feminine items and people.
- Gramática 2:** Nouns and Articles: Plural Forms (pp. 35–36) (18 min.)
  - Introduce the topic.
  - Point out: plural of *a, an* → *some*. Review the plural form of nouns ending in a vowel (-s) and those ending in a consonant (-es).
  - Do **Práctica A** and **B** (p. 36).
  - Do **Conversación A** and **B** (p. 37).
- Preview: **Gramática 3:** Subject Pronouns; Present Tense of -ar Verbs; Negation (pp. 38–41) (25 min.)
  - Introduce the concept of the subject: a word or group of words about which something is said or asserted.
  - Introduce subject pronouns in Spanish. Follow suggestions in *Instructor's Edition*.
  - Call students' attention to brief discussion of use of subject pronouns (p. 38).
  - Introduce the concept of the infinitive.
  - Introduce the concept of conjugation.
  - Contrast English with Spanish: **yo hablo, tú hablas, él habla,** and so on. Emphasize how endings indicate the subject of the verb.
  - Introduce the topic: aspects of student life.
  - Minidiálogo** (p. 38): model, choral repetition, one individual repetition.
  - Present infinitives of -ar verbs (pp. 39–41): model, choral repetition. Continue to follow *Instructor's Edition* suggestions.
- Assignment (on board)
  - Review: **Gramática 2.**
  - Prepare orally: **Gramática 3, Práctica** and **Conversación** (pp. 38–41).
  - Read: two **Nota comunicativa** boxes (pp. 43–44), and **En los Estados Unidos y el Canadá** (p. 44).
  - Write: in Workbook, **Gramática 3** (pp. 17–19).

## 9. Capítulo 1: Fourth Day

Overview: **Gramática 3**  
Introduction of **Gramática 4**

- Warm-up/Review (10 min.)
  - Practice conjugation of **estudiar** and **necesitar**.
  - Hold up objects from **En la clase** vocabulary. Ask, **¿Necesita Ud. un(a) \_\_\_\_\_?**
  - Review: **Las materias**. Ask, **¿Estudia Ud. \_\_\_\_\_?**
  - Review: **Gramática 1** and **2** as choral/individual drill, **Dé el plural: el libro, el consejero, la profesora, una mujer,** and so on. **Dé el singular: unos papeles, unos estudiantes, unas amigas,** and so on.
- Gramática 3:** Subject Pronouns; Present Tense of -ar Verbs; Negation (pp. 38–41) (25 min.)
  - Model **Minidiálogo**. Do **Suggestion** and **Follow-up** (p. 38, *Instructor's Edition*).

- b. Ask: What is a pronoun? What are the subject pronouns in English? What are they in Spanish? What is the difference between **tú** and **usted**? between **vosotros/as** and **ustedes**?
  - c. Do Preliminary Exercises (p. 41, *Instructor's Edition*).
  - d. **¿Cómo se dice en inglés?: bailar, necesitar, pagar, trabajar, tomar, regresar, estudiar, desear, enseñar, buscar, comprar, cantar.**
  - e. **¿Cómo se dice?:** *I dance, we dance*, and so on.
  - f. Follow suggestions for Preliminary Exercises (p. 41, *Instructor's Edition*).
  - g. Do **Prácticas A** and **B** (pp. 41–42).
  - h. Do **Conversación A** (p. 42).
  - i. Introduce **Nota comunicativa: The verb *estar***, and do **Conversación B** (p. 43), plus **Con. B: Note** (p. 43, *Instructor's Edition*).
  - j. Introduce **Nota comunicativa: Expressing the Time of Day** and do **Conversación C** (p. 44).
3. **En los Estados Unidos y el Canadá: Jaime Escalante** (p. 44) (5 min.)  
Discuss brief reading. See additional information in “Chapter-by-Chapter Supplementary Materials,” Section VIII, **Capítulo 1**, this Manual.
  4. Preview: **Gramática 4: Asking Yes/No Questions** (pp. 45–46) and **Un poco de todo** (pp. 48–49) (10 min.)
    - a. **Gramática 4:** Contrast English (*You work here. Do you work here? You do work here?*) with Spanish (**Ud. trabaja aquí. ¿Trabaja Ud. aquí?** [inversion] **¿Ud. trabaja aquí?** [intonation]).
    - b. Introduce minidiologue (p. 45): what registration day sometimes feels like.
    - c. Model minidiologue. Do the comprehension questions (p. 45) and follow-up activity (p. 45, *Instructor's Edition*).
    - d. **Un poco de todo:** Point out that the purpose of this section is to provide a general review of grammar and vocabulary from the current and preceding chapters.
  5. Assignment (on board)
    - a. Review: **Gramática 3**.
    - b. Read: **Gramática 4** (pp. 45–46). Prepare orally: **Práctica** and **Conversación** (pp. 46–47).
    - c. Prepare: **Un poco de todo** activities (pp. 48–49).
    - d. Read: **Perspectivas culturales** (pp. 50–51).
    - e. Write: in Workbook, **Gramática 4** (pp. 20–21); **Un poco de todo** (pp. 21–22).

## 10. Capítulo 1: Fifth Day

Overview: **Gramática 4**  
**Perspectivas culturales**  
**Un poco de todo**

1. Warm-up/Review (5 min.)
  - a. Listening for structural cues: have students give the subject pronoun that corresponds to the verb in each sentence:
 

1. <b>Hablas bien.</b>	3. <b>Regreso mañana.</b>	5. <b>Cantan bien.</b>
2. <b>Compramos los libros.</b>	4. <b>No trabajan aquí.</b>	6. <b>Enseñan historia.</b>
  - b. Small-group activity: Conversation Cards. Students work in pairs, asking each other the following questions (from copies):
 

1. <b>¿Hablas italiano?</b>	5. <b>¿Tomas cerveza? ¿Tomas cerveza en clase?</b>
2. <b>¿Estudias en la biblioteca?</b>	6. <b>¿Necesitas dinero?</b>
3. <b>¿Bailas mucho?</b>	7. <b>¿Trabajas?</b>
4. <b>¿Deseas bailar con (estudiante)?</b>	8. <b>¿Estudias historia? ¿sociología? ¿psicología? ¿matemáticas?</b>

- c. Whole-class follow-up: Ask individual students questions about the student(s) they talked with. For example, **Juan, ¿Susana habla italiano?**, and so on. Or ask questions such as **¿Quién habla italiano?** based on the copies. Students may answer only for the students they talked with, not for themselves. For example, Ana may answer, **Linda habla italiano**, and so on.
2. **Gramática 4: Asking Yes/No Questions** (pp. 45–46) (8 min.)
  - a. Ask: What are two ways for forming *yes/no* questions? (inversion, intonation) What are the possible ways to change the statement **Ud. estudia mucho** into a question?
  - b. Do Preliminary Exercises (p. 46, *Instructor's Edition*). Do **Práctica** (p. 46). Emphasize the importance of rising intonation. Students ask each other questions based on the drawing.
  - c. Do **Conversación** (p. 47).
3. **Un poco de todo** (pp. 48–49) (12 min.)  
Do Exercises A–C.
4. **Perspectivas culturales: Videoteca** (pp. 50–51) (10 min.)  
*Note:* See “Video Activities and Related Materials,” Section XI, **Capítulo 1**, this Manual.
  - a. Model **Entrevista cultural** dialogue, with choral repetitions after each line.
  - b. Model dialogue with another student, substituting information with personal preferences, facts, and so on.
  - c. Ask the questions from the follow-up activity.
  - d. Show **Entrevista cultural** video segment.
  - e. Model **Entre amigos** dialogue, with choral repetitions after each line.
  - f. Model dialogue with another student, substituting information with personal preferences, facts, and so on.
  - g. Ask the questions from the follow-up activity.
  - h. Show **Entre amigos** video segment.
5. **Perspectivas culturales: Conozca... Los hispanos de los Estados Unidos** (12 min.)
  - a. Introduce the section. Point out that the **Conozca...** pages will present numerical facts (**Datos esenciales**), cultural/historical highlights (**Fíjese**), as well as more in depth cultural, historical, social, and so on information (**Personas famosas**, **Lugares famosos**, **Civilizaciones indígenas**, **Nota histórica**, and so on).
  - b. **Datos esenciales:** Ask questions like **¿Cuántos hispanohablantes hay en los Estados Unidos?**
  - c. Practice reading out loud using the **¡Fíjese!** section.
  - d. Assign students **Personas famosas** section for reading in pairs. Follow up with comprehension questions.
6. Preview: **Un paso más** (pp. 54–57) (3 min.)
  - a. Introduce **Literatura de...** and explain the general purpose of these boxes. Point out that this excerpt is in English, but beginning in **Capítulo 2**, they will be in Spanish.
  - b. Go over **Estrategia** section and introduce topic of reading.
7. Assignment (on board)
  - a. Read **Literatura de...**, **Lectura**, and do **Comprensión** (pp. 54–56).
  - b. Review: **Capítulo 1**.
  - c. Write: **Escritura** (p. 57); in Workbook, **Conozca...** (p. 22), **Póngase a prueba, Punto final** (pp. 22–24).

## 11. Capítulo 1: Sixth Day

Overview: Test <b>Lectura</b>
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1. Warm-up/Review (5 min.)  
As needed, tailored to your class. Allow students to ask questions for review.

2. **Literatura de...** (p. 54) (5 min.)
  - a. Ask how many students have heard of Sandra Cisneros. How many have read works by her?
  - b. Have a volunteer read the excerpt.
3. **Lectura** (pp. 55–56) (15 min.)
  - a. Do **Comprensión** (p. 56).
  - b. Have students read out loud for pronunciation practice.
4. Test (20 min.)
5. Preview: **Overview of Capítulo 2** (5 min.)

Introduce the theme and grammar structures of the chapter, focusing on the opening pages (pp. 58–59).

