

*Languages for a Global Perspective*



**THE FOREIGN LANGUAGE CURRICULUM**  
**City School District**  
**Rochester, New York**  
**2000**

# **FOREIGN LANGUAGE CURRICULUM GUIDE**

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# **DIVISION OF CURRICULUM DEVELOPMENT AND SUPPORT CURRICULUM**

The Rochester City School District Content Standards reflect the educational goals that are common to each curricular area, while recognizing the distinctive aspects of each discipline. Each area has its own philosophy, methods, materials, history and content. Assessment techniques reflect curricular similarities and differences, as well as the varying capacities and skill levels of all students pre-K through 12.

The content standards provide the direction and basic structure for the development of curricula (performance standards). They establish a direct link to classroom instruction and assessment.

The Rochester City School District recognizes the diversity of students in our district including students in our district including students with disabilities, students with limited English proficiency, gifted students and educationally disadvantaged students. The district has made a strong commitment to integrating the education of all students into the total school program. The standards apply to all students. A classroom typically includes students with a wide range of abilities who may pursue multiple pathways to learn effectively, participate meaningfully and work toward attaining the standards. Students with diverse learning needs may need accommodations or adaptations of instructional strategies and materials to enhance their learning and/or adjust for their learning capabilities. The district is committed to the provision of these needs so that all children will learn.

The Rochester City School District expectation is that all teachers will use the curricula document as a basis to their instructional delivery which is aligned to New York State Standards and performance tasks. Rochester City State District teachers will be responsible for the delivery of curricula.

The Foreign Language Department is committed to both communication in the target language and the teaching of culture as major components of its instructional program. The Department is committed to furthering advancement of foreign languages and its learning in a world increasingly independent and multilingual as well as multi cultural.

At the beginning level of a foreign language, emphasis is placed on the aural-oral acquisition of language skills: to understand the spoken language, to respond orally to visual and oral stimuli. Vocabulary, simple grammatical structures and conversational exchanges, carefully designed within the framework of the vocabulary learned, form the core of the introductory course. Since language is culture, the students concurrently acquire a sensitivity to the foreign culture and an awareness of another mode of thinking, of expressing oneself and of living.

As students progress in the chosen language, all skills begin to grow in complexity. Communication structures are more complex, written language is emphasized and reading comprehension integral, but the focus of all modern languages continues to be a communicative one. The target language is used explicitly in the classroom and students are encouraged to partake in activities that will reinforce the usage of their modern language.

The teaching of culture accompanies all levels of language learning. Customs, daily activities, values, civilizations, geography, history, art, and social sciences are only some topics to be expected to cover as a child studies a foreign language.

The teaching of a foreign language is to be delivered by a teacher who: practices interactive learning, is performance based oriented, has an interdisciplinary approach, and is flexible to address the learning needs of all the students. It is the department's expectation that the foreign language teacher be a representative to the quote: "A widening and an intensification of the teaching and study of foreign languages is little short of a national necessity" (Lindsley Fiske Kimball, Rockefeller Foundation).

The Foreign Language Curricula follows and supports New York State Standards for Languages Other than English:

- to be able to use a language other than English for communication.
- to develop cross-cultural skills and understandings.

# Best Practice in Teaching Foreign Language

The following factors have been identified as those which are likely to foster achievement of the learning standards for Languages Other Than English:

As teachers develop scope and sequence materials and classroom strategies which align to the new learning standards, they will address these factors in their work.

<b>Student Centered</b>	Students construct knowledge based on their needs and experiences; they assume responsibility for developing a language learning process.
<b>Performance Based</b>	Using language in face-to-face encounters becomes a tool for accomplishing specific language purposes.
<b>Interactive Learning</b>	Instructional practice provides ample opportunity for students to participate in peer learning through group activities.
<b>Interdisciplinary Approach</b>	Integrates knowledge and skills from other disciplines; expands horizons; maintains student interest; and promotes logical and creative thinking.
<b>Reality-Based/Relevant</b>	Real-life situations, topics, and issues of interest create a learning-relevant environment for students.
<b>Appropriate Assessment</b>	Curriculum and assessment are aligned to promote learners' growth, and are best achieved by multiple methods.
<b>Reflections</b>	Both teacher and students reflect, in either oral or written form, about what has been taught and learned.
<b>Discipline</b>	Establishes an environment conducive to learning by promoting trust and respect from teacher and students.
<b>Knowledge of Self</b>	Choose the teaching, learning, and student strategies that work best for you and for your students.
<b>Flexibility</b>	Willingness to change methods, classroom activities, or time allotments depending on need.

# FOREIGN LANGUAGE CURRICULUM

## SECONDARY - SPANISH

- LEVEL IA = GRADE 6 COURSE
- LEVEL IB = BEGINNING MIDDLE SCHOOL COURSE
- LEVEL IC = CONTINUING MIDDLE SCHOOL COURSE
- LEVEL I = FIRST YEAR HIGH SCHOOL COURSE  
EQUIVALENT TO COURSE IB+IC
- LEVEL II = SECOND YEAR HIGH SCHOOL COURSE

## Topics by Course Spanish IB and IC

### NYS Topics

### IB Topics

### IC Topics

#### **Personal ID (Biographical ID)**

Age, En camino  
Nationality, En camino  
Address/Phone, En camino  
Place and Date of Birth, En camino

Family, Chapter 6  
Occupation, Chapter 6, C 8  
(not in book)

#### **Physical Description**

Complexion, Chapter 2  
Body Shape, Chapter 2  
Color of Hair, Chapter 2

Height, Chapter 16  
Weight, Chapter 16  
Facial Features, Chapter 16  
Disabilities, Chapter 16  
Color of Eyes, Chapter 16

#### **Psychological Character**

Character, Chapter 2  
Personality, Chapter 5  
Likes and Dislikes, Chapter 1

Interests, En camino  
Tastes, Chapter 7, Chapter 8

#### **House and Home**

Cat, Chapter 2  
Dog  
Fish  
Bird

Family, Chapter 6  
House/Apt  
Rooms  
Lodging  
Size/Function Rooms  
Furnishing  
Garden

#### **Family Life**

None

Members, Chapter 6  
Activities  
Ages

**Community / Neighborhood**

Location, Chapter 4, Chapter 5  
Stores  
Facilities  
People  
En camino E  
Common Activities  
Nationalities and MAPSCulture

Occupation, Chapter 6  
(not in book)  
Common Activities  
Recreational Act.  
Maps, Chapter 5  
Directions, Chapter 5

**Physical Environment****Classroom****Sm Town****Suburbia****Village****Country****Geography of Area**

Classroom Objects, En camino  
Places, Chapter 5  
Transportation, Chapter 4  
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Places, Chapter 5

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**Climate and Weather**

Climate, Chapter 3  
Seasons  
Temperature  
Precipitation  
Wind

**Quality of Environment****Opportunities for Recreation**

Pastimes  
Montar en bicicleta  
ir al parque, Chapter 1  
ir al cine

Pastimes, Chapter 6  
Chapter 9

**Meal Taking / Food / Drink**

Food, Chapter 1  
Some Drinks  
Everyday Family Fare  
Regional / Nationality Specialties  
Fast Food

Meal Time Interaction  
Regular Meal Time  
Eating w/Friends and Relatives, Chapter 8  
Eating Out  
Food and Drink Preparation

**Health and Welfare**

No

Body Parts, Chapter 16  
Illnesses and Accidents, Chapters 16 and 5



## **Education**

Types of Schools, Chapter 17  
Subjects  
Schedule / School Year

## **Earning a Living**

Extra-curricular Activities, C  
Types of Employment  
Professions  
Commonly Known Occupations  
(not in book)

## **Leisure**

After School (En camino)  
Holidays (En camino)  
Vacations (En camino)  
Use of media  
Religious Events, Chapter 4  
Saint's Day, En camino  
Traditions and Customs  
Family Occasions, En camino

Pastime After School  
Weekends (En camino)  
Holidays (En camino)  
Vacations (En camino)  
Hobbies  
Use of Media  
Religions Events, Chapter 6  
Traditions and Customs  
Family Occasions, Chapter 6

## **Public and Private Services Communications**

Telephone, En camino  
Mail, Chapter 4 (Post Office)  
Transportation, Chapter 4  
Government Agencies, Post Office

## **Shopping**

Shopping Center, Chapter 5  
Clothing, Chapter 3  
Prices, Chapter 3  
Time, En camino  
Interaction w/Sales People, C 3

Marketing  
Specialty Shops Neighborhood Merchants  
Buying Staple Products, Chapter 8  
Currency, Chapter 8

## **Travel**

Means of Transportation  
Maps, Chapter 4, Chapter 5, En camino D

Time Tables and Fares (not in book)  
Interaction at Ticket Counters  
(not in book)  
Advertisement (not in book)  
Promotions and Information (not in book)

**(starting) 2000-2001**  
**Spanish**  
**Levels IB, IC & I**

**How to Use the Informal Speaking Rubric**

**Features of the Rubric:**

- The rubric describes a continuum of performances from Level 4 (most proficient) to Level 1 (least proficient).
- There are six criteria (called dimensions) in the informal speaking rubric: Initiation; Response; Conversational Strategies; Vocabulary; Structure; and Cultural Appropriateness.
- The dimensions are articulated in the left column of the rubric.
- Explanation and examples of terms are attached.
- The rubric is presented in two forms. The Informal Speaking Rubric describes the characteristics of a performance at each level. The Informal Speaking Checklist is simply another format of the same information. Scorers who prefer the checklist should refer to the Informal Speaking Rubric for definitions at each level.

**Applying the Dimensions:**

- Scores are determined by matching evidence from exchanges with students to the language of the rubric.
- Students are assigned a score for their performance in informal speaking on each of the six dimensions.
- The raw scores for each dimension represent the extent to which the student exhibits proficiency on that dimension; that is to say, the individual scores recognize a student's strength in the areas of initiation, response, conversational strategies, vocabulary, structure and cultural appropriateness.
- The scores for each dimension are then added to determine a **total raw score**.
- The raw score is converted to a score ranging from 0 to 10 points, using the chart provided on each rubric.

**Part 1a: Informal Classroom Evaluation** (As currently administered)

Scores for Part 1A of the examination are based on students' performance in daily classroom activities during the designated assessment period. This assessment presumes that instruction routinely includes frequent opportunities for students to engage in a variety of realistic oral communications. These communications must be consistent with functions, topics and situations for listening/speaking outcomes at Checkpoint A in the State syllabus. **Reading aloud and recitation or memorized text do not constitute oral communication for the purpose of this assessment.**

Presently, the criterion for this assessment is frequency/consistency: how often students express themselves in a manner consistent with the *speaking proficiency level for Checkpoint A in the State syllabus*. Scores must be expressed in whole numbers according to the following table: All the time: 10; Most of the time: 7-9; Half of the time: 4-6; Seldom: 1-3; Never: 0.

## **Informal Speaking Explanation/Examples**

Conversational Strategies – ways to clarify and continue a conversation. Student will use all or some, as appropriate to conversation.

### **CIRCUMLOCUTION**

- Uses familiar vocabulary and structures to express meaning beyond his/her current level of knowledge.  
Example: tiger (“a big cat with stripes in the zoo”)

### **SURVIVAL SKILLS**

- Uses learned expressions in appropriate situations to sustain conversation  
Examples: please explain, please repeat, how do you say, I don’t understand
- Uses nonverbal cues to clarify meaning.  
Examples: facial expression, body language

### **INTONATION**

- Uses language-appropriate inflection to indicate purpose of utterance.  
Example: rising pitch to show question

### **SELF-CORRECTION**

- Uses self-correction to clarify meaning.  
Example: You go ... no, I go

### **RESPONDS TO VERBAL CUES**

- Uses utterances of conversation partner as a clue or resource for unfamiliar vocabulary and structures to use in his/her own utterances, to self-correct, clarify or restate.  
Example: A – Give me a thing to write with.  
B – OK. Do you want a pen or a pencil?  
A – I need a pencil.

### **ATTENTION-GETTING DEVICES**

- Uses strategies to initiate a conversation.  
Example: A – Hello!  
B – Excuse me.  
C – Good morning.

Student Name \_\_\_\_\_

## Part 1A

### Informal Speaking Checklist

Please refer to Informal Speaking Rubric for definitions of each level.

	4	3	2	1	0
<b>Initiation</b> <ul style="list-style-type: none"> <li>Initiates speech and asks questions</li> <li>Uses appropriate attention-getting devices</li> <li>Speaks spontaneously</li> </ul>					
<b>Response</b> <ul style="list-style-type: none"> <li>Responds appropriately to questions/statements</li> </ul>					
<b>Conversational Strategies to Clarify and Continue Conversations Using:</b> <ul style="list-style-type: none"> <li>Circumlocution</li> <li>Survival strategies</li> <li>Intonation</li> <li>Self-correction</li> <li>Verbal cues</li> </ul>					
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Incorporates variety of old and new vocabulary</li> <li>Uses idiomatic expressions appropriate to topic</li> <li>Speaks clearly and imitates accurate pronunciation</li> </ul>					
<b>Structure</b> <ul style="list-style-type: none"> <li>Uses verbs in utterances when necessary with appropriate subject/verb agreement</li> <li>Makes nouns and adjectives agree</li> <li>Uses correct word order and article adjectives</li> </ul>					
<b>Cultural Appropriateness</b> <ul style="list-style-type: none"> <li>Uses/interprets cultural manifestations appropriate to the task (e.g., greeting, leave-taking, gestures, proximity, etc.)</li> </ul>					
<b>Total Raw Score</b>					
<b>Total Informal Speaking Score</b>					

<b>Conversion Chart</b>					
22-24	<b>10</b>	12-13	<b>6</b>	3-4	<b>2</b>
19-21	<b>9</b>	10-11	<b>5</b>	1-2	<b>1</b>
17-18	<b>8</b>	7-9	<b>4</b>	0	<b>0</b>
14-16	<b>7</b>	5-6	<b>3</b>		

Student Name \_\_\_\_\_

Total Raw Score \_\_\_\_\_

Total Score \_\_\_\_\_

## Part 1A

### Informal Speaking Rubric

Dimension	4 <i>The student:</i>	3 <i>The student:</i>	2 <i>The student:</i>	1 <i>The student:</i>
<b>Initiation</b>	Eagerly initiates speech, utilizing appropriate attention-getting devices. Easily asks questions and speaks simultaneously.	Is willing to initiate speech, utilizing appropriate attention-getting devices. Asks questions and speaks evenly.	Sometimes initiates speech, using attention-getting devices. Sometimes asks questions and speaks hesitantly.	Is reluctant to initiate speech and struggles to ask questions. Speech is halting.
<b>Response</b>	Almost always responds appropriately to questions/statements.	Frequently responds appropriately to questions/statements.	Sometimes responds appropriately to questions/statements.	Rarely responds appropriately to questions/statements.
<b>Conversational Strategies</b>	Clarifies and continues conversation, using all or some of the following strategies: <ul style="list-style-type: none"> <li>• circumlocution</li> <li>• survival strategies</li> <li>• intonation</li> <li>• self-correction</li> <li>• verbal cues</li> </ul>	Uses all or some strategies, but may need occasional prompting.	Uses some strategies and needs frequent prompting to further the conversation.	Uses few strategies. Relies heavily on conversation partner to sustain conversation. Rarely responds even with frequent prompting.
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Incorporates a variety of old and new vocabulary.</li> <li>• Uses idiomatic expressions to topic.</li> <li>• Speaks clearly and imitates accurate pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes a variety of old and limited vocabulary.</li> <li>• Attempts to use idiomatic expressions appropriate to topic.</li> <li>• Speaks clearly and attempts accurate pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• Relies on basic vocabulary.</li> <li>• Speech is comprehensible in spite of mispronunciations.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses limited vocabulary.</li> <li>• Mispronunciations impede comprehensibility.</li> </ul>
<b>Structure</b>	Makes few errors in the following areas: <ul style="list-style-type: none"> <li>• verbs in utterances when necessary with appropriate subject/verb agreement</li> <li>• noun and adjective agreement</li> <li>• correct word order and article adjectives</li> </ul> Errors do not hinder comprehensibility	Makes several errors in structure which do not affect overall comprehensibility.	Makes several errors which may interfere with comprehensibility.	Makes utterances which are so brief that there is little evidence of structure and comprehensibility is impeded.
<b>Cultural Appropriateness</b>	Almost always uses/interprets cultural manifestations when appropriate to the task (e.g., greeting, leave taking, gestures, proximity, etc.).	Frequently uses/interprets cultural manifestations when appropriate to the task.	Sometimes uses/interprets cultural manifestations when appropriate to the task.	Rarely uses/interprets cultural manifestations when appropriate to the task.

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for "1."

#### Conversion Chart

22-24	<b>10</b>	12-13	<b>6</b>	3-4	<b>2</b>
19-21	<b>9</b>	10-11	<b>5</b>	1-2	<b>1</b>
17-18	<b>8</b>	7-9	<b>4</b>	0	<b>0</b>
14-16	<b>7</b>	5-6	<b>3</b>		

Student Name \_\_\_\_\_

## Writing Checklist

Please refer to full Writing Rubric for definitions of each level.

	4	3	2	1	0
<b>Purpose/Task</b> <ul style="list-style-type: none"> <li>Satisfies the task</li> <li>Connects ideas to task/purpose</li> <li>Exhibits a logical and coherent sequence of ideas</li> </ul>					
<b>Vocabulary</b> (in statements/questions) <ul style="list-style-type: none"> <li>Incorporates a range of nouns, verbs and/or adjectives as appropriate to task</li> <li>Uses relevant and accurate words</li> </ul>					
<b>Structure</b> (degree to which errors hinder overall comprehensibility) <ul style="list-style-type: none"> <li>Subject/verb agreement</li> <li>Noun/adjective agreement</li> <li>Correct word order</li> <li>Spelling</li> </ul>					
<b>Word Count</b> <ul style="list-style-type: none"> <li>Comprehensible</li> <li>In target language</li> <li>Contributes to the development of the task</li> </ul>	30+	25-29	20-24	15-19	<15
<b>Total Raw Score</b>					
					<b>Final Task Score</b>

**A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for "1."**  
**If a paper scores a zero on purpose/task, the entire response receives a zero.**

### Conversion Chart

14-16	<b>5</b>
11-13	<b>4</b>
8-10	<b>3</b>
5-7	<b>2</b>
2-4	<b>1</b>
0-1	<b>0</b>

**1999-2000 Exam**  
**Foreign Language Examination Blue Print**  
**Spanish**  
**Levels IB, IC**

<b>Total Points / Section</b>	<b>Number of Questions</b>	<b>Types of Questions</b>	<b>Method for Assessment</b>
<b>5 points Culture</b>	1 Task	Performance tasks relating to the Standard for Culture	Rubric: teacher-made
<b>20 points Speaking</b>	10 points	Classroom Assessment Teacher-made	Rubric: Comprehensible Appropriate
	10 points 2 conversations	Actual Speaking Tasks 2 conversations <input type="checkbox"/> Socializing <input type="checkbox"/> Providing/Obtaining Information <input type="checkbox"/> Expressing Personal Feelings <input type="checkbox"/> Persuading	
<b>25 points Listening</b>	25 questions 1 point each	Various types of questions: Question/answer Short paragraph Pictures	Machine-scored
<b>40 points Reading</b>	80 questions ½ point each	<input type="checkbox"/> 15 points – Pictures/Cartoons <input type="checkbox"/> 10 points – Cloze <input type="checkbox"/> 40 points – Paragraphs <input type="checkbox"/> 15 points – Advertisements	Machine-scored
<b>10 points Writing</b>	8 points 4 points each	2 Short Notes	Rubric: Comprehensible Appropriate
	2 points ½ point each	1 List, 4 Items	
<b>100 points TOTAL</b>			

**(starting) 2000-2001**  
**Foreign Language Examination Blue Print**  
**Spanish**  
**Levels IB, IC**

<b>Total Points / Section</b>	<b>Number of Questions</b>	<b>Types of Questions</b>	<b>Method for Assessment</b>
<b>10 points Culture</b>	1 Task	Performance tasks relating to the Standard for Culture	Rubric: teacher-made
<b>15 points Speaking</b>	5 points	Classroom Assessment Teacher-made	Rubric: Comprehensible Appropriate
	10 points 2 conversations	Actual Speaking Tasks 2 conversations <input type="checkbox"/> Socializing <input type="checkbox"/> Providing/Obtaining Information <input type="checkbox"/> Expressing Personal Feelings <input type="checkbox"/> Persuading	
<b>40 points Listening</b>	40 questions 1 point each	Various types of questions: Question/answer Short paragraph Pictures	Machine-scored
<b>25 points Reading</b>	50 questions ½ point each	Conversations <input type="checkbox"/> 15 points – Pictures/Cartoons <input type="checkbox"/> 10 points – Cloze <input type="checkbox"/> 40 points – Paragraphs <input type="checkbox"/> 15 points – Advertisements	Machine-scored
<b>10 points Writing</b>	8 points 4 points each	2 Short Notes      IB – Personal ID IC – Where are you going?	Rubric: Comprehensible Appropriate
	2 points ½ point each	Compositions      IB – Personal ID 30 words each      IC – Where are you going?	
<b>100 points TOTAL</b>			



**Rochester City School District**

**Content Standards  
Aligned Curriculum  
for  
Spanish IB, IC, I and II**

# **SPANISH IB**

## Spanish IB Curriculum Topics

1. Personal ID and Greetings  
NYS Topic 1      En Camino A, B.
2. Numbers, Date and Time  
NYS Topic 1      En Camino C, D.
3. Weather and Seasons  
NYS Topic 6      Chapter 3
4. Classroom Objects  
NYS Topic 6      En Camino B, D, Chapter 1.
5. Food  
NYS Topic 7      Chapter 1
6. Nationalities  
NYS Topic 1      En Camino B, Chapter 2.
7. People, Pets and Descriptions  
NYS Topic 1      En Camino B, Chapter 2.
8. Feelings, Likes and Dislikes  
NYS Topic 1      En Camino E, Chapter 1, 3, 5.
9. Clothing  
NYS Topic 13      Chapter 3.
10. Places and Transportation  
NYS Topics 5, 6, 12, 13, 14      En Camino E, Chapters 4, 5.

**For the Midterm Exam, the following topics should be covered:**

**Spanish IB Curriculum    Topics 1, 2, 4, 5, 6, 7, or En Camino through Chapter 2.**

**For the Final Exam, all of the above topics should be covered.**

# Personal Identification and Greetings

# Spanish IB

## NYS TOPIC #1 – PERSONAL IDENTIFICATION

General goal: To provide and obtain information and to socialize using biographical information.

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>	Resources	Vocabulary
<b><i>Socializing</i></b> Students can: <ul style="list-style-type: none"> <li>Ask/tell name</li> <li>Ask/tell how someone is feeling</li> </ul>	<b><i>Perceptions</i></b> when evening begins  <b><i>Gestures</i></b>  <b><i>Folklore</i></b>	students prepare and present dialogues, possibly with puppets made from socks, decorated with wiggly eyes, etc.  students email message to pen pal  students make posters of situations labeled with feelings  teacher provides a template in English of greetings dialogue and students create cartoon characters of their own, filling in the bubbles with Spanish equivalents	VOCES Y VISTAS En Camino A, B  video – Hola, Amigos magazine – ¿Qué tal?	Buenas noches. Buenas tardes. Buenos días. ¡Hola!  Adiós. Hasta la vista. Hasta mañana. Hasta luego. Hasta pronto.  Muchas gracias. De nada. Por favor Sí / No  ¿Cómo te llamas? ¿Cómo se llama Ud.? Me llamo ... ¿Cómo se llama él/ella? Se llama ...
<b><i>Providing/Acquiring Information</i></b> Students can: <ul style="list-style-type: none"> <li>Ask/tell name</li> <li>Ask/tell someone else's name</li> </ul>	<b><i>Family &amp; Community</i></b> Tú y Ud informal and formal greetings social protocol lengthy greetings social kissing gender roles meaning of “bien educado” “mal educado”			¿Cómo estás? ¿Cómo está Ud.? ¿Qué tal? ¿Y tú? ¿Y Ud.? Mucho gusto.  (muy) bien (muy) mal así, así no muy bien
<b><i>Expressing Personal Feelings/Opinions</i></b> Students can: <ul style="list-style-type: none"> <li>Tell how they are feeling</li> </ul>				<u>Structure:</u> Yo, tú, Ud. él, ella of: estar llamarse
<b><i>Persuading</i></b>				

NYS TOPIC #1 – PERSONAL IDENTIFICATION

PERFORMANCE TASKS for SPEAKING	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
Conversation Situations			
<ul style="list-style-type: none"><li>• [Student initiates] You are sitting next to me at a concert. You learn that I am from a Spanish-speaking country and you want to get acquainted. You start the conversation.</li><li>• [Student initiates] I am a Spanish-speaking teenager. We meet at the beach. We want to get acquainted. You start the conversation.</li><li>• [Teacher initiates] I am your friend. I have met the new student in our school. You would like to know more about that person. I will start the conversation.</li><li>• [Teacher initiates] I am your host parent in a Spanish-speaking country. We meet for the first time. You tell me about yourself. I will start the conversation.</li></ul>			

## NYS TOPIC #1 – PERSONAL IDENTIFICATION

General goal: To provide and obtain information about times and to socialize using biographical information

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>		Resources	Vocabulary	
<b><i>Socializing</i></b> Students can: <ul style="list-style-type: none"> <li>Ask/tell date</li> <li>Ask/tell age</li> <li>Ask/tell phone number</li> <li>Ask/tell address</li> <li>Ask/tell birthday</li> </ul>	<b><i>Perceptions</i></b> difference between first half hour and second half hour 24-hour clock  <b><i>Gestures</i></b>  <b><i>Folklore</i></b> history of Aztec calendar  <b><i>Family &amp; Community</i></b> concept of time Saint's day Spanish holidays	Students prepare dialogues  Students send email  Students create a one-month calendar, decorating his/her birthday square, labeling days, numbers, months in Spanish  Students choose 7 different family members or friends and design a chart showing dates of their birthdays and saints' names or chart the entire class' birthdays  Play Bingo with numbers or time  Flash cards with math problems	Teacher takes part of sports newscaster, reporting on NFL scores or gives out important phone numbers and students write them down  Teacher calls out numbers and students color in squares of grid to form patterns  Begin autobiographies; photo, name, age, birthday  Students make clocks from paper plate, brass faster, 2 tag board hands, teacher calls out the time and students hold up clocks.	VOCES Y VISTAS En Camino C, D  manipulatives – hand-made clocks	Los días de la semana ¿Qué día es hoy? ¿Qué día es mañana? La semana El día El fin de semana  Los números 0-100 ¿Qué número es? ¿Cuál es tu número de teléfono? ¿Cuántos son...? y / más / menos  Los meses del año Es el ____ de ____. Es el primero de ... ¿Cuál es la fecha de hoy (mañana)? ¿Dónde vives? Vivo en la calle ____ número ____.  ¿Cuándo es tu cumpleaños?	¿Cuántos años tienes? Yo tengo ... años.  El día del Santo El año Nuevo El mes / año  ¿A qué hora? ¿Qué hora es? Es la una / a la una Son las ... / a las ... de la mañana de la tarde de la noche menos cuarto y cuarto / y media ahora, más tarde tarde, temprano El mediodía, la medianoche  <b><u>Structure:</u></b> date – number before month time (menos / y)
<b><i>Providing/Acquiring Information</i></b> Students can: <ul style="list-style-type: none"> <li>Ask/tell date</li> <li>Ask/tell age</li> <li>Ask/tell phone number</li> <li>Ask/tell address</li> <li>Ask/tell birthday</li> </ul>						
<b><i>Expressing Personal Feelings/Opinions</i></b>						
<b><i>Persuading</i></b>						

**NYS TOPIC #1 – PERSONAL IDENTIFICATION**

<b>PERFORMANCE TASKS for SPEAKING</b>	<b>SUPPLEMENTAL MATERIALS</b>	<b>NOTES TO THE TEACHER</b>	<b>EVALUATION &amp; RUBRICS</b>
<b>Conversation Situations</b>			

# Weather and Seasons

# Spanish IB

## NYS TOPIC #1 – PERSONAL IDENTIFICATION

General goal: To provide and obtain information about times and to socialize using biographical information

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>	Resources	Vocabulary
<i>Socializing</i> Students can: <ul style="list-style-type: none"> <li>Ask/tell about weather</li> </ul>	<i>Perceptions</i> Reversal of seasons Centigrade vs Fahrenheit People from warmer climates are more open; people from colder, mountainous regions are more reserved Hispanics seldom talk of weather hurricane seasons	Students give weather report giving name, day, date, possibly from a different state like Florida, with visual effects to be video-taped  Students make seasons posters: divide construction paper into 4 visual parts, draw a picture to illustrate season, give the 3 months of the season, a date, holiday and weather of the season in Spanish	VOCES Y VISTAS  Capítulo 3	El clima / el tiempo ¿Qué tiempo hace? Llueve. Nieva Hace buen tiempo. Hace mal tiempo Hace calor Hace frío Hace fresco Hace sol Hace viento. Está nublado.  ¿Cuál es la temperatura? ...grados  las estaciones el invierno el verano la primavera el otoño  Me gusta No me gusta
<i>Providing/Acquiring Information</i> Students can: <ul style="list-style-type: none"> <li>Name the seasons and describe the weather</li> <li>Tell about activities appropriate to the seasons and geography</li> </ul>	<i>Gestures</i>			Structure: Hace...
<i>Expressing Personal Feelings/Opinions</i>	<i>Folklore</i> Popo y lxta			
<i>Persuading</i>	<i>Family &amp; Community</i> temperature tolerances holiday / season / weather	Teacher gives a weather expression – students tell whether they like it or not		



**NYS TOPIC #1 – PERSONAL IDENTIFICATION**

<b>PERFORMANCE TASKS for SPEAKING</b>	<b>SUPPLEMENTAL MATERIALS</b>	<b>NOTES TO THE TEACHER</b>	<b>EVALUATION &amp; RUBRICS</b>
<b>Conversation Situations</b>			

- [Student initiates] You are a meteorologist (weather reporter). You receive a phone call from someone wanting to know the weather conditions for the upcoming week.
- [Student initiates] Your family has an exchange student for the month of January from Bolivia. Tell him about the weather and what kinds of activities there are to do during the time he is here.

# Classroom Objects

# Spanish IB

## NYS TOPIC #6 – PHYSICAL ENVIRONMENT

General goal: To provide and obtain information about classroom environment

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>	Resources	Vocabulary
<i>Socializing</i> Students can: <ul style="list-style-type: none"> <li>Request an item</li> <li>Ask/tell items they possess</li> </ul>	<i>Perceptions</i> value of education maps of continents  <i>Gestures</i>	Students request information about possession of objects.  Students describe classroom.	VOCES Y VISTAS  En Camino B, D	la clase (de español)  el bolígrafo el escritorio la computadora el examen
<i>Providing/Acquiring Information</i> Students can: <ul style="list-style-type: none"> <li>Name classroom objects</li> <li>Tell quantity of items</li> </ul>	<i>Folklore</i>  <i>Family &amp; Community</i> schooling differences school calendar	Students tell what objects they like or don't like.  Students make posters of classroom, labeling objects.	Capítulo 1	el cuaderno el mapa el dibujo la papeleria el papel el periódico el borrador el pupitre la tiza la pizarra el teléfono la mesa el cartel la bandera el disco el calendario la tarea el lápiz
<i>Expressing Personal Feelings/Opinions</i> Students can: <ul style="list-style-type: none"> <li>Tell what objects they like or do not like</li> </ul>		Students add to their autobiographies with pictures / drawings of objects they have.		la puerta el libro el reloj la ventana la silla  <u>Structure:</u>  singular / plural masc. / fem.  Hay...  ¿Cómo se dice...?  ¿Qué quiere decir...?  ¿Qué tienes?  ¿Cuántos...hay?  ¿Qué es esto?
<i>Persuading</i>				

NYS TOPIC #6 – PHYSICAL ENVIRONMENT

PERFORMANCE TASKS for SPEAKING	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
Conversation Situations			

- [Student initiates] I am a classmate. You left your pen on my desk. You want to find out what happened to it. You start the conversation.

## NYS TOPIC #7 – MEAL TAKING / FOOD / DRINK

General goal: To provide and obtain information about basic food preferences

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>		Resources	Vocabulary	
<i>Socializing</i> Students can: <ul style="list-style-type: none"><li>Ask/tell food preferences</li></ul>	<i>Perceptions</i> variety (not all countries eat tacos)  <i>Gestures</i>	Students request and give information on each other’s food preferences.	Students collect names of 20 (?) food items that are labeled in Spanish. Parent signature gives extra credit.	VOCES Y VISTAS  Capítulo 1  menus	el helado el yogur la ensalada la hamburguesa el jamón la limonada la mantequilla el pan las papas fritas el plato el queso el refresco	<u>Structure:</u>  Me gusta(n)... No me gusta(n)... Me encanta(n)...  ¿Qué te gusta más...? ¿Te gusta(n)...?
<i>Providing/Acquiring Information</i> Students can: <ul style="list-style-type: none"><li>Identify basic foods</li><li>Name fast foods</li><li>Name traditional Hispanic foods</li></ul>	<i>Folklore</i> corn and the Aztecs  <i>Family &amp; Community</i> meal times traditional dishes	Students make refrigerators: fold construction paper to form either a refrigerator with a freezer on the top, or a side-by-side, then draw and label food.	Research and download recipes.	Food commercial  supermarket flyers	el burrito el chile con carne el taco  con / sin / o ¡Por supuesto! ¡Cómo no!	
<i>Expressing Personal Feelings/Opinions</i> Students can: <ul style="list-style-type: none"><li>Express likes, dislikes about food</li></ul>		Students add to their autobiographies – foods they like and don’t like.				
<i>Persuading</i>						

NYS TOPIC #7 – MEAL TAKING / FOOD / DRINK

PERFORMANCE TASKS for SPEAKING	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
Conversation Situations			

- [Student initiates] I am your friend. We are making plans to go to a restaurant.
- [Teacher initiates] I am an exchange student from a Spanish-speaking country and we are discussing foods we like.
- [Student initiates] You are my best friend and we are having a party. We are going to discuss foods we will have at the party.
- [Teacher initiates] I am a waiter in a restaurant and I am taking your order.

## NYS TOPIC #1 – PERSONAL IDENTIFICATION

General goal: To provide and obtain information and to socialize using biographical information

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>		Resources	Vocabulary	
<b><i>Socializing</i></b> Students can: <ul style="list-style-type: none"> <li>Ask/tell origin</li> <li>Ask/tell nationality</li> </ul>	<b><i>Perceptions</i></b> What is an American? Derogatory terms Differences among Hispanics	Students inquire about someone's nationality or country of origin.	Students do reports on different countries.	VOCES Y VISTAS	la América Latina	<u>Structure:</u> noun / adjective agreement
<b><i>Providing/Acquiring Information</i></b> Students can: <ul style="list-style-type: none"> <li>Ask/tell nationality</li> <li>Ask/tell origin</li> </ul>	<b><i>Gestures</i></b> tactile culture mannerisms	Students ask/tell nationality.	Students find maps / information on countries from Internet.	En Camino B Capítulo 2	la América del Norte México los Estados Unidos el Canadá	ser de
<b><i>Expressing Personal Feelings/Opinions</i></b> Students can: <ul style="list-style-type: none"> <li>Tell likes / dislikes about countries</li> </ul>	<b><i>Folklore</i></b> Hernando Cortez thought to be Quetzalcoatl brief synopsis of history	Students make salt maps and write a report.		wall maps globe	la América del Sur la América Central el Caribe Cuba Puerto Rico la República Dominicana España	¿De qué país...?
<b><i>Persuading</i></b>	<b><i>Family &amp; Community</i></b> ethnic grouping – Indian / African / Spanish regional differences male / female roles	Students create travel brochures.	Students add to their autobiographies – where they are from, shown on a map of U.S.		latinoamericano, -a mexicano, -a norteamericano, -a centroamericano, -a cubano, -a puertorriqueño, -a español, -a	¿De dónde...?

NYS TOPIC #1 – PERSONAL IDENTIFICATION

PERFORMANCE TASKS for SPEAKING	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
Conversation Situations			

# People, Pets and Descriptions

# Spanish IB

## NYS TOPIC #1 – PERSONAL IDENTIFICATION

General goal: To provide and obtain information and to socialize using physical and psychological characteristics

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>		Resources		Vocabulary
<i>Socializing</i> Students can: • Ask/tell physical description of selves and others	<i>Perceptions</i> racial differences between Hispanics (i.e. “Hispanic is a culture, not a race.”)	Students ask others to describe their friends.	Students tell reasons someone would like this teacher/person/ friend.	VOCES Y VISTAS	el alumno la alumna el / la estudiante	alto, -a bajo, -a bonito, -a
<i>Providing/Acquiring Information</i> Students can: • Ask/tell physical description	differences in racial perceptions – “moreno” refers to skin color, not hair	Students describe someone and classmates guess who it is.	Students add to their autobiographies – description of selves.	En Camino A Capítulo 2	el profesor la profesora la señora (Sra.) el señor (Sr.) la señorita (Srta.)	guapo, -a feo, -a pelirrojo, -a moreno, -a rubio, -a
		Students describe selves.	Download current photos of Hispanics from Internet. Have students describe the person they chose.	Internet classified ads	el novio / la novia el niño / la niña el muchacho la muchacha el chico / la chica el maestro la maestra el amigo la amiga la mujer el hombre el perro, el gato el pez, el pájaro bastante, muy demasiado	delgado, -a gordo, -a grande pequeño, -a viejo, -a joven aburrido, -a interesante divertido, -a simpático, -a antipático, -a inteligente corto, -a largo, -a trigueño, -a listo, -a tonto, -a loco, -a estúpido, -a
<i>Expressing Personal Feelings/Opinions</i> Students can: • Tell which pet they like	<i>Gestures</i> (some countries) hand palm down to show height of animal; hand palm to the side to show height of person	Students draw pictures of a person and describe him / her, spiraling previous learning of name and age.				
<i>Persuading</i> Students can: • Tell reasons someone might like his/her pet	<i>Folklore</i> eagle on cactus for Aztec prophecy	Students tell which pet they like.				
	<i>Family &amp; Community</i> difference between “novio” and “amigo” extended family open acceptance of people “Tú eres familia.”	Students tell the reasons someone might like his/her pet.			<u>Structure:</u> noun adj. agree ser ¿Cómo es? ¿Quién es?	



NYS TOPIC #1 – PERSONAL IDENTIFICATION

PERFORMANCE TASKS for SPEAKING	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
Conversation Situations			

- [Teacher initiates] I am your friend. We are talking about our new math teacher. I will start the conversation.

# Feelings, Likes and Dislikes

# Spanish IB

## NYS TOPIC #1 and #8 – PERSONAL IDENTIFICATION and HEALTH AND WELFARE

General goal: To provide and obtain information and to socialize expressing likes and dislikes

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators Ways in which students may demonstrate they have met the standard:		Resources		Vocabulary
<i>Socializing</i> Students can: <ul style="list-style-type: none"><li>Ask/tell how someone is feeling</li><li>Ask/tell about pastimes, sports, home activities, chores, special interests</li></ul>	<i>Perceptions</i> importance of soccer male / female roles in household prevalence of bullfight  <i>Gestures</i>  <i>Folklore</i> traditional, folk dances rain dance, etc.  <i>Family &amp; Community</i> style of dancing and types of music regional dances traditional clothing	Students inquire about activities someone likes to do.  Students tell the activities they like or don't like to do.  Students draw pictures to illustrate the vocabulary and tell whether they like, don't like or love to do the activities.  Students tell what they like, don't like or love to do.  Students add to their autobiographies – telling likes and dislikes.  Students play charades.	Students tell someone the advantages of an activity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            			

NYS TOPIC #1 and #8 – PERSONAL IDENTIFICATION and HEALTH AND WELFARE

PERFORMANCE TASKS for SPEAKING	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
Conversation Situations			

- [Teacher initiates] You and your friend are discussing plans for your summer vacation. Talk about what kinds of things you can do.
- [Teacher initiates] I am your friend and we are watching a baseball game on television. I will start the conversation by saying that I hate watching sports on television. You express your feelings about it.
- [Student initiates] I am your friend. You are moving to a new school district. Tell me how you feel about that. You start the conversation.
- [Teacher initiates] I am your Spanish teacher. You cannot come to class tomorrow. I want to know why. I will start the conversation.

# Clothing

# Spanish IB

## NYS TOPIC #13 – SHOPPING

General goal: To provide and obtain information and to socialize expressing likes and dislikes

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>		Resources	Vocabulary	
<b><i>Socializing</i></b> Students can: <ul style="list-style-type: none"> <li>Ask/tell what someone is wearing</li> <li>Ask/tell clothing preferences</li> <li>Bargain for articles of clothing</li> </ul>	<b><i>Perceptions</i></b> what Hispanic teens wear clothing in Hispanic culture US emphasis on comfort; Hispanic countries emphasis on style definition of appropriate bargaining metric measure (height, weight) <b><i>Gestures</i></b> Folklore molar in Panama <b><i>Family &amp; Community</i></b> weather influence on clothing worn traditional clothing	Students ask and tell each other about clothing preferences.  Students convince a friend to buy an article of clothing.  Students write and perform skit of shopping – asking sizes, prices, bargaining and purchasing clothes.  Students describe the clothes they are wearing.  Students describe what someone in the class is wearing without saying the name – classmates figure out who the person is.	Students present fashion show – some are models, the rest write down what the models are wearing – can be videotaped.  Students make a poster, drawing the clothing they would wear to various places like the beach, church, school, party or in various weather conditions and label the clothing in Spanish.  Students create a catalog either drawing clothing or cutting out pictures from actual catalogs, giving prices, sizes, colors in Spanish.	VOCES Y VISTAS  Capítulo 3  clothing catalogs  spiral weather vocabulary  foreign currency  spiral number vocabulary	la ropa la blusa las botas la bufanda los calcetines la camisa la camiseta la chaqueta la falda los guantes el impermeable los jeans los pantalones las pantimedias el paraguas el abrigo el sombrero el suéter el traje el traje de baño el vestido los zapatos  caro, -a barato, -a nuevo, -a viejo, -a	amarillo, -a anaranjado, -a azul blanco, -a rosa / rosado, -a marrón / café morado, -a / violeta / púrpura negro, -a rojo, -a verde gris  <u>Structure:</u>  noun / adjective agreement and placement  llevar buscar comprar  ¿De qué color...? ¿Cuánto cuesta(n)? ¡Qué tal!
<b><i>Providing/Acquiring Information</i></b> Students can: <ul style="list-style-type: none"> <li>Ask/tell size of clothing</li> <li>Ask/tell color of clothing</li> <li>Ask/tell price of clothing</li> <li>Describe what they or others are wearing</li> </ul>						
<b><i>Expressing Personal Feelings/Opinions</i></b> Students can: <ul style="list-style-type: none"> <li>Ask/tell preferences in clothing</li> </ul>						
<b><i>Persuading</i></b> Students can: <ul style="list-style-type: none"> <li>Tell why an article of clothing should be bought</li> </ul>						

NYS TOPIC #13 – SHOPPING

PERFORMANCE TASKS for SPEAKING	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
Conversation Situations			

- [Teacher initiates] You are shopping for some new clothes in (*country*). I am the salesclerk. You need my help. I will start the conversation.
- [Student initiates] I am your friend. I have given you a gift and you want to exchange it. You start the conversation.
- [Student initiates] I am your friend. I am wearing something that you like very much. You would like to get something similar. You start the conversation.

# Places and Transportation

# Spanish IB

## NYS TOPIC #5, 6, 12, 13, 14 – COMMUNITY AND NEIGHBORHOOD, PHYSICAL ENVIRONMENT, PUBLIC AND PRIVATE SERVICES, SHOPPING and TRAVEL

General goal: To provide and obtain information and to socialize expressing likes and dislikes

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>		Resources	Vocabulary	
<b><i>Socializing</i></b> Students can: <ul style="list-style-type: none"> <li>Ask/tell about recreation, entertainment and transportation</li> <li>Ask/tell simple directions</li> <li>Ask/tell about their neighborhood / city</li> </ul>	<b><i>Perceptions</i></b> usage of space People in Hispanic countries don't live in "mud houses" poverty and housing differences between urban and suburban living  <b><i>Gestures</i></b> how to hail a taxi  <b><i>Folklore</i></b>  <b><i>Family &amp; Community</i></b> age at which a person gets a license / drives availability of a car for teens to drive	Students give information about neighborhood.  Students ask about opportunities for recreation, entertainment and transportation.  Students design boards and play Spanish "monopoly."  Students email information about city.  Students write postcard about city.  Students add to their autobiographies – tell places they (don't) like to go.	Students tell places they (don't) like to go.  Students convince someone to meet at a particular location at a set time.  Students find ads on Internet about places, events and travel.	VOCES Y VISTAS  En Camino E Capítulo 5  pictures of different modes of transportation  pictures of places	el aeropuerto la iglesia el banco la piscina la casa el café el centro el museo el campo  el parque el restaurante el hospital el cine el hotel la oficina el teatro la tienda	(en) el autobús el coche el avión  el metro el barco  la moto el camión el taxi el tren  a pie  <u>Structure:</u> ir a  direcciones a la derecha a la izquierda derecho
<b><i>Providing/Acquiring Information</i></b> Students can: <ul style="list-style-type: none"> <li>Give information about their neighborhood and city</li> </ul>						
<b><i>Expressing Personal Feelings/Opinions</i></b> Students can: <ul style="list-style-type: none"> <li>Tell preferences of travel</li> <li>Tell places they frequent and why</li> </ul>						
<b><i>Persuading</i></b> Students can: <ul style="list-style-type: none"> <li>Convince someone to meet at a particular place and time</li> </ul>						

NYS TOPIC #5, 6, 12, 13, 14 – COMMUNITY AND NEIGHBORHOOD, PHYSICAL ENVIRONMENT, PUBLIC AND PRIVATE SERVICES, SHOPPING and TRAVEL

PERFORMANCE TASKS for SPEAKING	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
Conversation Situations			

- [Teacher initiates] You would like to visit a Spanish-speaking country. Talk with your travel agent to determine where you would like to go.
- [Student initiates] I am a student from (*country*). I am visiting your Spanish class. You want to find out some things about my country. You start the conversation.
- [Student initiates] I am an exchange student who has just arrived in your community. Tell me about your community. You start the conversation.
- [Teacher initiates] I am your (*nationality*) friend. You have invited me to your home, but I need directions. I will start the conversation.

# Spanish IC



## Spanish IC Curriculum Topics

- |                                                                                                                             |                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 1. The Family<br>NYS Topic 4                      Family Life<br><u>Voces y Vistas</u> Chapter 6.                           | 5. Leisure<br>NYS Topic 11<br><u>Voces y Vistas</u> Review of 1B, Chapters 9, 11. |
| 2. House & Home<br>NYS Topic 2<br><u>Voces y Vistas</u> Chapter 6.                                                          | 6. Professions<br>NYS Topic 10      Earning a Living<br>Teacher-made materials.   |
| 3. Education<br>NYS Topic 9<br><u>Voces y Vistas</u> Chapter 7.                                                             | 7. Health and Welfare<br>NYS Topic 8<br><u>Voces y Vistas</u> Chapter 16.         |
| 4. Food<br>NYS Topic 7              Meal Taking.<br>NYS Topic 13              Shopping.<br><u>Voces y Vistas</u> Chapter 8. |                                                                                   |

**For the Midterm exam the following topics should be covered.**

**Review all Spanish 1B Curriculum Topics (1-10) and Spanish 1C Curriculum Topics 1-3.**

**For the Final exam all of the above topics should be covered.**

# The Family

# Spanish IC

## NYS TOPIC #1, 4

General goal: To socialize, provide and obtain information about the family.

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>		Resources	Vocabulary	
<i>Socializing</i> Students can: <ul style="list-style-type: none"> <li>Ask/tell about their family members</li> </ul>	<i>Perceptions</i> Concept of Family (extended family)  <i>Gestures</i>	Students make family albums with photos or magazine pictures. For each picture, tell in Spanish who the person is: name, age, what the person does, description, etc.		VOCES Y VISTAS Capitulo 6  Show video – Sweet 15	La familia	¿Cómo se llama(n). . . ?
<i>Providing/Acquiring Information</i> Students can: <ul style="list-style-type: none"> <li>identify family members (relationships)</li> <li>identify number of people in family</li> <li>tell ages of family member</li> <li>identify who is older/younger</li> </ul>	<i>Folklore</i>  <i>Family &amp; Community</i> Los quince años La quinceañera La boda Spanish last names	Students will create a family tree and describe members and relationships.	e.g., This is my mom—her name is Gloria. She's very pretty. This task may be expanded throughout the year as students become proficient in other areas related to their family.		el abuelo, la abuela los abuelos el nieto, la nieta los nietos el hermano, la hermana los hermanos el hermanito, la hermanita el hijo, la hija los hijos	¿Cuántos hermanos tienes? Tengo ____ hermanos. No tengo hermanos. Soy el hijo único.
<i>Expressing Personal Feelings/Opinions</i>		Students will write a letter or e-mail to an imaginary pen pal describing their family.	Students will select five family members about whom they want to speak. They prepare a presentation of each member including three pieces of information about each person and a drawing or snapshot of the member.		la madre / la mamá el padre / el papá los padres el esposo, la esposa el tío, la tía los tíos el primo, la prima los primos	¿Cuál es tu nombre? ¿Cuál es tu apellido?  ¿Cuántos años tiene . . . ? Tiene ____ años. ¿Cómo se llama(n). . . ?
<i>Persuading</i>					el sobriño, la sobrina los sobrinos  mayor menor	le gusta(n) recibir  Felicitaciones / felicidades  <u>Structure:</u> Tener Adjetivos posesivos: mi(s) tu(s) nuestro, —a, —os, as su, sus

NYS TOPIC #1, 4

PERFORMANCE TASKS for SPEAKING Conversation Situations	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
<ul style="list-style-type: none"><li>• [Student initiates] I am your neighbor in a Spanish-speaking country. We have just met and you would like to find out about me and my family. You start the conversation.</li><li>• [Teacher initiates] You just received a phone call from your Spanish-speaking exchange student. Describe your family to him.</li><li>• [Teacher initiates] You and your cousin are planning a family reunion. Discuss with him/her who is going to be invited.</li><li>• [Student initiates] I am your friend’s parent. You have come to our home for the first time. We will introduce ourselves and get to know each other. You will start the conversation.</li></ul>	Una boda Mexicana (see attached sheets on “La Ceremonia de Boda”)		

## Spanish IC

# Una boda Mexicana

## Culture

- I. Title:** “La Ceremonia de Boda” (The Wedding Ceremony)
- II. Background:** Family members, Godparents, numbers, dates, times, address.
- III. Audience:** Spanish IC or I (Mid-year)
- IV. Outcome:** Students will be exposed to the cultural aspects of the Mexican Wedding Ceremony (civil and religious), and create an invitation in Spanish.
- V. Task:**

Teacher: Will introduce students to the Mexican Wedding Ceremony (see packet).

Student: Will examine sample invitations, and be able to complete pages S-4 of packet using information from the invitation. Students will create their own invitation (either individually or in groups).
- VI. Procedure:**

T-1: Introduce the reading and wedding picture.

T-2: Provide copies of sample wedding decorations and other materials to be used in the invitations. (bells, print shop pictures, student artists)

S-1: Listen to teacher’s instruction

S-2: Examine sample invitation

S-3: Complete S-4 question sheet

S-4: Create an invitation on own or in groups using materials provided by teacher
- VII. Suggested Time:** Total time: at least 2 hours.
- VIII. Suggested Material:** Packet student copies of several invitations and p. S-1 (attached) markers, rulers, glue, pencils, construction paper, copies of sample decorations, scissors, glitter, crayons
- IX. Assessment:** Discretion of teacher as to quiz or project grade. Grades given separately for question sheet answers and for finished invitations.
- X. Extension:**
  - \* perform actual wedding ceremony In Spanish!
  - \* do an activity on preparing for a wedding (clothing worn, etc.)

(Voices y Vistas: IB, IC, IIA Fall '95)

## *La Ceremonia De La Boda*

*En México todas las parejas se casan dos veces una es por lo civil y la otra por la iglesia. Si es que deciden tener una sola ceremonia, lo más apropiado es por lo civil, ya que el gobierno reconoce la boda civil y no la religiosa. Generalmente, la boda civil se efectúa una semana antes de la boda por la iglesia. Por lo tanto, casarse por lo civil no significa nada si la pareja planea tener una ceremonia religiosa. Después de la boda en el registro civil (court house) el novio regresa a su casa y la novia regresa a la suya. Aunque estén casados, no significa que van a vivir juntos hasta después de la boda por la iglesia. La ceremonia más importante para ellos es la de la iglesia, porque la mayoría de los mexicanos son católicos.*

*La ceremonia católica empieza de la siguiente manera: el padre (priest) sale a recibir a los novios afuera de la iglesia. Una vez dentro, empieza el servicio católico tradicional donde encontramos lo siguiente:*

- a) Los padrinos y las madrinan enseñan los anillos, las arras, y el lazo para que el padre los bendiga (bless).*
- b) Los novios reciben los anillos de los padrinos y ellos lo ponen en la mano derecha y no en la izquierda cómo en los Estados Unidos.*
- c) Los novios se arrodillan (kneel) a mitad de la misa y los padrinos ponen “el lazo” (a rosary with 2 loops, like 2 lazos) alrededor de ellos. Entonces el padrino o la madrina le da un empujón como símbolo de buena suerte y vida próspera en el matrimonio.*
- d) Los padrinos le dan al novio una cajita de monedas, llamadas ARRAS y él, a su vez, se las da a la novia. Las monedas representan la prosperidad que la pareja encontrará en su vida futura.*

*Estos son los puntos más importantes y diferentes de una boda mexicana. Después de esta ceremonia los novios (married couple) van a una gran fiesta que han preparado para todos los invitados.*

*Nota: Los novios en México significa boyfriend and girlfriend but also a married couple.*

*Ojo: En México no hay “Wedding Party”, sólo hay padrinos y madrinan (sponsors).*

*Cortesía de NYSAFLT Annual Meeting, Concord Hotel, Oct. 20-22, 1995.*

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

## **La Ceremonia de la Boda**

### **Hoja de Trabajo**

I. Contesta las siguientes preguntas.

1. Explain why most Mexican couples celebrate two wedding ceremonies.

2. Describe at least two unique traditions in the Mexican church wedding:

## La Fiesta de la Boda

*Cuando los mexicanos celebran una boda, dan una fiesta muy divertida. La fiesta mexicana incluye unas tradiciones distintas de las que se usan en las fiestas estadounidenses.*

*En México, no sólo tiran el ramo y la liga, sino también la corbata del novio. Luego, hay un baile en que el novio y la novia se ponen de pie sobre las sillas. El novio levanta la cola del vestido de la novia (¡Claro que hay otro vestido debajo!) y una fila de muchachas baila alrededor de las sillas y pasan por debajo de la cola de la novia, lo que significa que las chicas solteras se casarán pronto. Cuando ellas terminan, les toca a los muchachos hacer lo mismo y tratan de tirar a las parejas de las sillas. Mientras tanto, otros dos muchachos apoyan a los novios para que no se caigan.*

*Otra tradición es cuando avientan al novio al aire. Esto lo hacen unas cinco veces o más. Después cargan al novio mientras el pincha discos (DJ) pone el disco de la marcha fúnebre y los muchachos lo llevan en una “procesión del difunto”. La procesión simboliza la muerte de la soltería (singlehood) del novio.*

*Los mexicanos tienen otra costumbre muy interesante. En lugar del “baile del dólar” (dollar dance), ellos colocan el dinero en la camisa del novio con un alfiler (pin) y luego la firman. Mientras tanto, la novia y la madrina pasan el zapato de novia y la gente pone dinero en él.*

*Esta fiesta dura seis horas pero en realidad uno nunca sabe cuando va a terminar la fiesta; es decir, se termina cuando el último invitado decide irse. ¡Todo el mundo está invitado a esta gran fiesta desde niños hasta abuelos, amigos, etc.!*

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

## **La Fiesta de la Boda**

I. Answer the following questions:

1. Which part of the wedding reception is the closest Mexican equivalent to our “dollar dance”?
  
  
  
  
  
  
  
  
  
  
2. Which part of the reception symbolizes the “death” of bachelorhood?
  
  
  
  
  
  
  
  
  
  
3. Describe at least 2 unique aspects of the wedding reception that have not been mentioned above.



**Silvania**

Señor: tú lo pusiste en mi camino  
me entregaste su amor, permitiste que  
lo amara.

Hoy que bendices nuestra unión  
permíteme ser la esposa comprensiva  
y amorosa que él necesita.

**Christopher**

Señor: después de mucho buscarla  
encontré en ella el amor, la ternura  
y la ilusión. Ayúdame a ser digno  
de su amor. Quiero ser para ella el  
esposo que merece.

Los dos buscaremos juntos la comprensión y la felicidad  
queremos hacerles participes de nuestra dicha el día  
27 de Diciembre a las 19:30 hrs., en la Parroquia  
Imaculada Concepción, Calle Manuel Gutiérrez Zamora  
y Rivera No. 470, Col. Las Aguilas

Nuestros Padres

**Francisco Medina Montes de Oca**

**Celia Medina Montes de Oca**

**Terrance Dooher**

**Joan Bintz**

Nuestros Padrinos

**Francisco Medina Reyes**

**Celia Medina Montes de Oca**

México, D.F., 1991

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

## **La Invitación para la Boda**

I. Analice Ud. esta invitación de una boda mexicana.

1. ¿Es la invitación para una ceremonia religiosa o una ceremonia civil (el juez)?

2. Compárese la invitación a otras que has visto en los Estados Unidos y las diferencias que han llamado su atención.

**OJO:** Profesor(a) este cuestionario es para nivel avanzado.

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

## La Invitación para la Boda

I. Answer the following questions about this Mexican wedding invitation.

1. What was the date of the ceremony?
2. At what time of day was the ceremony?
3. Write the first name of the bride and of the groom:
4. What is the name of the city where they had the ceremony?
5. What is the church's address?
6. Write the names of the fathers of the bride and the groom:
7. Compare this invitation to others that you may have seen in the USA. What differences do you notice?

**OJO:** Profesor(a) este cuestionario es para nivel básico.

# House and Home

# Spanish IC

## NYS TOPIC #2

General goal: To socialize, provide and obtain information about facts, needs and opinions pertaining to types of lodging and their components.

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>	Resources	Vocabulary	
<p><i>Socializing</i> Students can:</p> <ul style="list-style-type: none"> <li>ask/tell where they live</li> </ul> <p><i>Providing/Acquiring Information</i> Students can:</p> <ul style="list-style-type: none"> <li>tell the type of lodging where they live (house or apartment)</li> <li>state rooms of the house</li> <li>tell if there is a garden and a garage</li> <li>discuss use of rooms</li> <li>describe furnishing</li> </ul> <p><i>Expressing Personal Feelings/Opinions</i> Students can:</p> <ul style="list-style-type: none"> <li>discuss likes/dislikes about where they live</li> </ul> <p><i>Persuading</i> Students can provide reasons as to what type of lodging is best (house or apartment)</p>	<p><i>Perceptions</i></p> <ul style="list-style-type: none"> <li>usage of space</li> <li>numbering of floors in a building</li> <li>Mi casa es tu casa</li> </ul> <p><i>Gestures</i></p> <p><i>Folklore</i></p> <p><i>Family &amp; Community</i></p>	<p>Students will design either their current or ideal house plan. Then students will make an oral presentation describing their house to the class. (Student may tell what is his/her favorite room in the house and why.)</p>	<p>VOCES Y VISTAS Capitulo 6</p>	<p>el apartamento</p> <p>la casa</p> <p>el dormitorio</p> <p>la cama</p> <p>la cómoda</p> <p>el baño</p> <p>el inodoro/el retrete</p> <p>el lavabo</p> <p>la bañera/la ducha</p> <p>la sala</p> <p>el sofá</p> <p>la lámpara</p> <p>el comedor</p> <p>la mesa</p> <p>la silla</p> <p>la cocina</p> <p>la estufa</p> <p>el refrigerador</p> <p>el fregadero</p> <p>mi(s), tu(s), su(s)</p> <p>nuestro(s)</p> <p>cómodo, -a</p> <p>incómodo, -a</p> <p>sucio, -a</p> <p>limpio, -a</p>	<p>tener ganas de. . .</p> <p>tener que. . .</p> <p>tampoco</p> <p>el garaje</p> <p>el patio</p> <p>el piso</p> <p>la planta baja</p> <p>el primer (segundo, tercer) piso</p> <p>ayudar</p> <p>lavar/limpiar</p> <p>cuidar a los niños</p> <p>dar de comer a . . .</p> <p><u>Structure:</u> —adjetivos posesivos —números ordinales</p>

NYS TOPIC #2

General goal: To socialize, provide and obtain information about facts, needs and opinions pertaining to types of lodging and their components.

PERFORMANCE TASKS for SPEAKING	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
Conversation Situations			

- [Teacher initiates] Your mother is going to buy a new home. Discuss with her what kind of home you would like her to buy.
- [Teacher initiates] You are on the phone placing a classified advertisement to sell your house. Tell the clerk what you want in the ad.
- [Student initiates] You have just won the lottery and want to buy your family their dream home. Tell your real estate agent what kind of house you are looking for.
- [Teacher initiates] I am your friend. I have a birthday present hidden for you at my home. Try to find out where it is. I will start the conversation.

## Education

## Spanish IC

## NYS TOPIC #9

General goal: To socialize, provide and obtain information about secondary school organization, subjects and school life.

<b>Standard 1</b>	<b>Standard 2</b>	<b>Sample Performance Indicators</b>	<b>Resources</b>	<b>Vocabulary</b>
<b>Communication Skills</b>	<b>Cultural Understanding</b>	<i>Ways in which students may demonstrate they have met the standard:</i>		
<b>Socializing</b> Students can: <ul style="list-style-type: none"> <li>ask/tell about school and its major subjects</li> </ul>	<b>Perceptions</b> <ul style="list-style-type: none"> <li>concept of education (bien educado/mal educado)</li> <li>difference in grading system</li> <li>Hispanic educational system</li> <li>compare and contrast a student's daily schedule in a Hispanic country.</li> </ul>	Students make a poster labeling classroom objects.  Make a class schedule for a visiting students (use schedule template provided with the supplemental materials on this section).  Write to a pen pal about school.  Students will prepare a short dialogue about their current schedules for presentation to classmates. Each member of the group must speak five times—either asking a question, giving information, or supporting the opinion of a friend. Students need to be aware of the subject, time of	VOCES Y VISTAS Capitulo 7  Key pals Club International <a href="http://www.worldkids.com/clubs/kci/first1.html">http://www.worldkids.com/clubs/kci/first1.html</a>	el colegio la materia/la asignatura la nota el horario la sala de clase el gimnasio la cafetería el laboratorio  el arte Las ciencias la educación física el inglés el francés el español las matemáticas los estudios sociales aprender asistir a borrar comprender escribir enseñar sacar una buena (mala) nota salir bien (mal) tener razón  ¿A qué hora sales de casa? de la escuela? Yo salgo. . .
<b>Providing/Acquiring Information</b> Students can: <ul style="list-style-type: none"> <li>name major subjects</li> <li>talk about times as it relates to the school day (I go to school at...)</li> </ul>	<b>Gestures</b>  <b>Folklore</b>  <b>Family &amp; Community</b>			ausente presente flojo, -a listo, -a preparado, -a fuerte correcto, -a difícil fácil favorito, -a nadie la página la palabra la frase la respuesta el examen todo ¡ojalá!  Optional Vocabulary terminar repasar usar  el capítulo la lección  el álgebra la biología la física la geometría
<b>Expressing Personal Feelings/Opinions</b> Students can: <ul style="list-style-type: none"> <li>tell what school subjects they like or dislike</li> </ul>				<u>Structure:</u> pronombres: conmigo/ contigo mi/ti nadie todos (as)
<b>Persuading</b>				

NYS TOPIC #9

General goal: To socialize, provide and obtain information about secondary school organization, subjects and school life.

PERFORMANCE TASKS for SPEAKING	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
Conversation Situations			

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <ul style="list-style-type: none"><li>• [Student initiates] I am a Spanish-speaking exchange student visiting your school. We are going to spend the day together. We discuss what we are going to do.</li><li>• [Teacher initiates] I am a student at your school and we are discussing what classes we have and our opinions of our classes.</li><li>• [Teacher initiates] I am your parent and we are discussing what time you are going to school and your different classes.</li><li>• [Teacher initiates] I am a relative. You stop by my house on the way home from school. We talk about what you do in school.</li></ul> | schedule template (next page) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|

# HORARIO

Grado:

Año Escolar: 19 \_\_\_\_

Nombre: \_\_\_\_\_

Escuela: \_\_\_\_\_

No.		Período	Lunes	Martes	Miércoles	Jueves	Viernes



# Meal Taking / Food / Drink

# Spanish IC

## NYS TOPIC #7

General goal: To socialize, obtain and provide information about food and drinks.

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>	Resources	Vocabulary		
<i>Socializing</i> Students can: <ul style="list-style-type: none"><li>ask/tell about their food tastes</li></ul>	<i>Perceptions</i> <ul style="list-style-type: none"><li>differences of meals between Hispanic countries (it is not the same)</li><li>Hispanic food</li><li>meal times</li></ul>	Students make menus, write and video tape restaurant skits.	VOCES Y VISTAS Capitulo 8	Review of 1B + la carne el pavo el pollo la chuleta el bistec el pescado el tocino la fruta el limón la naranja la manzana el plátano la bebida el té el café el agua el jugo de . . . el chocolate	Mi _____ favorito, -a es _____  el desayuno el pan tostado el huevo la mermelada el azúcar el almuerzo la sopa la cena la docena el kilo el gramo el litro la botella  la mesa el mantel la cuchara el platillo el plato el cuchillo la servilleta el vaso el tenedor la taza	el mercado la cuenta la propina el camarero la propina comer beber debajo de sobre churros flan paella sopa de elote frijoles refritos guacamole tamales arroz con pollo huevos rancheros tortillas chiles rellenos buñuelos salsa burritos tacos mole gazpacho café con leche pan dulce
<i>Providing/Acquiring Information</i> Students can: <ul style="list-style-type: none"><li>identify basic foods</li><li>be familiar with names of fast foods</li><li>name the meals</li></ul>	<i>Gestures</i>  <i>Folklore</i>  <i>Family &amp; Community</i>	Students will bring a Hispanic dish and share recipe with class (in Spanish).  Students create and label a food collage.	Trip to a restaurant (Chi-Chi’s)  Video on Hispanic food and how to prepare.  Students prepare and eat a meal with dishes from several Hispanic countries.	el postre el pastel la verdura la zanahoria la cebolla la lechuga los frijoles el arroz los guisantes el tomate el maíz las papas	el almuerzo la sopa la cena la docena el kilo el gramo el litro la botella  la mesa el mantel la cuchara el platillo el plato el cuchillo la servilleta el vaso el tenedor la taza  la carnicería la panadería el supermercado	Structure: tener + _____ hambre      sed calor      frío sueño      miedo
<i>Expressing Personal Feelings/Opinions</i> Students can: <ul style="list-style-type: none"><li>tell what foods they like or dislike</li></ul>						
<i>Persuading</i>						

Structure:  
 tener + \_\_\_\_\_  
 hambre    sed  
 calor      frío  
 sueño    miedo

NYS TOPIC #7

General goal: To socialize, obtain and provide information about food and drinks.

PERFORMANCE TASKS for SPEAKING	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
Conversation Situations			

- [Teacher initiates] I am an exchange student from a Spanish-speaking country and we are discussing foods we like.
- [Teacher initiates] I am a waiter in a restaurant and I am taking your order.
- [Student initiates] You are my best friend and we are having a party. We are going to discuss foods we will have at the party.
- [Student initiates] I am your friend. We are making plans to go to a restaurant.

# Leisure

# Spanish IC

## NYS TOPIC #11

General goal: To socialize, provide and obtain information about recreation, hobbies, pastimes or after school activities.

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>	Resources	Vocabulary
<p><i>Socializing</i> Students can:</p> <ul style="list-style-type: none"> <li>Ask/tell about their main interests</li> </ul>	<p><i>Perceptions</i> Popularity of soccer</p> <p>Novelas</p> <p><i>Gestures</i></p>	<p>Make a poster of their favorite sports player, singer, actor, etc.; write sentences / give an oral report.</p>	<p>VOCES Y VISTAS</p> <p>Chapters 9, 11</p> <p>Review 1B Vocabulary</p>	<p>ver</p> <p>la película romántica musical policiaca cómica de ciencia ficción del oeste de terror en colores en blanco y negro la televisión los deportes las noticias el programa los dibujos animados el anuncio comercial</p> <p>jugar a los naipes los deportes (review of IB) el equipo el jugador</p> <p>leer el libro la revista el periódico la carta</p> <p>escuchar discos (compactos) la radio cintas</p>
<p><i>Providing/Acquiring Information</i> Students can:</p> <ul style="list-style-type: none"> <li>Ask/tell about their main interests, pastimes, favorite shows, vacation activities, after-school activities</li> </ul>	<p><i>Folklore</i></p> <p><i>Family &amp; Community</i> Role and importance of group/family activities</p>	<p>Write and present a skit on leisure activities.</p> <p>Keep a log of daily activities for several days.</p>		<p>ir</p> <p>al cine a la playa al mar al concierto</p> <p>¿En qué canal...? ¿Qué clase de película es? ¿Quién es tu actor favorito? ¿Cuál es tu programa favorito? ¿Quién es tu jugador favorito? ¿A qué hora es...?</p>
<p><i>Expressing Personal Feelings/Opinions</i> Students can:</p> <ul style="list-style-type: none"> <li>Provide opinions on recreational / favorite events</li> </ul>				<p>tocar la guitarra el piano la batería</p>
<p><i>Persuading</i></p>				<p><u>Structure:</u> All forms of: preferir leer jugar</p>

**NYS TOPIC #11**

General goal: To socialize and obtain information about recreation, hobbies, pastimes or after school activities.

**PERFORMANCE TASKS for SPEAKING    SUPPLEMENTAL MATERIALS    NOTES TO THE TEACHER    EVALUATION & RUBRICS**

**Conversation Situations**

- [Teacher Initiates] I am your friend. We are at a soccer game in (*country*). I will start the conversation.
- [Student Initiates] I am your friend. You have invited me to your home to watch television. We will discuss which show to watch. You start the conversation.
- [Teacher Initiates] I am your pen pal and you are spending the summer at my home. We are discussing plans for the summer. I will start by telling you what we could do.
- [Student Initiates] I am your friend. You want me to spend the weekend with your family. Invite me and we will talk about the details. You start the conversation.
- [Student Initiates] I am your (*nationality*) friend. We will talk about our plans for the next vacation. You start the conversation.
- [Teacher Initiates] I am a(n) (*nationality*) student who is new in your school. To get to know each other better, we will talk about our hobbies and interests. I will start the conversation.
- [Student Initiates] I am your friend. We are going to talk about going to a sports event this weekend. You start the conversation.
- [Teacher Initiates] I am an exchange student in your school. I am interested in participating in after-school activities and I would like some information. I will start the conversation.

**PERFORMANCE TASKS for SPEAKING**  
**Conversation Situations**

**SUPPLEMENTAL MATERIALS**

**NOTES TO THE TEACHER**

**EVALUATION & RUBRICS**

- [Student Initiates] I am your friend. You have just heard me mention a sports event that will be shown on television tonight. You want to know more about this event. You start the conversation.
- [Teacher Initiates] I am your friend. We are discussing movies. I will start by telling you what kind of movies I like. You tell me what you think of that kind of movie.
- [Teacher Initiates] I am your pen pal from (*country*). I am visiting you during summer vacation. I want to find out what we are going to do for the next few days. I will start the conversation.
- [Teacher Initiates] I am a visitor from (*country*) and I am conducting a survey to find out about the favorite television programs of American teenagers. I will start by asking you what your favorite program is. Then we will talk about it.

## NYS TOPIC #10 – EARNING A LIVING

General goal: To socialize, provide and obtain information about occupations.

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>	Resources	Vocabulary
<b>Socializing</b> Students can: <ul style="list-style-type: none"> <li>Ask/tell about main occupations</li> </ul>	<b>Perceptions</b> Job advantages from knowing another language / culture	Fill out a job application in Spanish.  Play Concentration game using the names of professions matching Spanish words with English words.	Teacher-made materials  Invite a guest speaker whose career involves the use of Spanish.	el secretario el vendedor el gerente el trabajador el locutor el periodista  el camarero el maestro el profesor el arquitecto
<b>Providing/Acquiring Information</b> Students can: <ul style="list-style-type: none"> <li>Ask/tell about types of careers</li> </ul>	<b>Gestures</b>  <b>Folklore</b>  <b>Family &amp; Community</b>	Play Bingo.  Role-play in job interview situations.	el agente de viajes  el dentista el enfermero el veterinario el médico el farmacéutico  el actor, la actriz el cantante el artista el músico el escritor el fotógrafo	el plomero el mecánico el peluquero el electricista el bombero el cartero
<b>Expressing Personal Feelings/Opinions</b>  <b>Persuading</b>		Make posters of careers they are considering; write sentences, give oral report.	¿Qué quieres ser?	¿Dónde trabaja? ¿Quién trabaja en ...?

NYS TOPIC #10 – EARNING A LIVING

General goal: To socialize, provide and obtain information about occupations.

PERFORMANCE TASKS for SPEAKING	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
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Conversation Situations

- [Teacher Initiates] I am your friend. We are talking about your immediate and extended family and I would like to know about their occupations. I will start the conversation.

## NYS TOPIC #8

General goal: To socialize, provide and obtain information about facts, feelings and needs. To be able to describe parts of the body, illnesses and accidents.

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### NYS TOPIC #8

General goal: To socialize, provide and obtain information about facts, feelings and needs. To be able to describe parts of the body, illnesses and accidents.

**PERFORMANCE TASKS for SPEAKING    SUPPLEMENTAL MATERIALS    NOTES TO THE TEACHER    EVALUATION & RUBRICS**

#### Conversation Situations

- [Student Initiates] You are visiting a Spanish-speaking country. You are not feeling well and have come into a pharmacy to buy some medicine. I am the pharmacist who will help you.
- [Student Initiates] I am a doctor. You do not feel well and have come to my office.
- [Teacher Initiates] I am your friend. We are at the pool and suddenly you do not feel well.
- [Teacher Initiates] I am your friend. I am ill and you are visiting me. You will try to figure out what is wrong with me.

# Spanish II

## Topics by Course Spanish II

### NYS Topics

<b>Personal ID</b>	Nationality	- Chapter 1 - Chapter 6
<b>Physical Description</b>	Body Shapes Color of Hair	- Chapter 9 - Chapter 7
<b>Psychological Characteristics</b>	Character Personality Types	- Chapter 2 - Chapter 3 - Chapter 5
<b>House and Home</b>	Household & Kitchen	- Chapter 2
<b>Family Life</b>	Teacher-made materials Review from IC	
<b>Community / Neighborhood</b>	Types of Stores Shopping Entertainment Facilities Camping	- Chapter 7 - Chapter 7 - Chapter 3 - Chapter 4
<b>Physical Environment</b>	Classroom Objects Small Town, Suburbia, Village, Country, Geography	- Chapter 1 - Chapters 1 & 6
<b>Quality of Environment</b>		
<b>Opportunities for Recreation</b>	Sports ir al cine	- Chapter 5 - Chapter 5
<b>Meal Taking / Food / Drink</b>	Regional/National Specialties Drinks	- Chapters 4 & 9

<b>Health and Welfare</b>	The pharmacy, going to the doctor, how do you feel?	- Chapter 9
<b>Education</b>	Classroom items, schedules, subject	- Chapter 1
<b>Leisure</b>	The Fair Camping	- Chapter 3 - Chapter 4
<b>Shopping</b>	Clothing, prices, shopping mall, stores, beauty shop	- Chapter 7
<b>Travel</b>	Train travel, hotel	- Chapter 6

# Foreign Language Examination Blue Print

## Spanish

### Level II

Total Points / Section	Number of Questions	Types of Questions	Method for Assessment
<b>10 points Culture</b>	1 or more Tasks	Performance tasks relating to the Standard for Culture	Rubric: teacher-made
<b>24 points Speaking</b>	10 points	Classroom Assessment Teacher-made	Rubric: Comprehensible Appropriate
	14 points 2 conversations	Actual Speaking Tasks 2 conversations <input type="checkbox"/> Socializing <input type="checkbox"/> Providing/Obtaining Information <input type="checkbox"/> Expressing Personal Feelings <input type="checkbox"/> Persuading	
<b>26 points Listening</b>	26 questions 1 point each	Various types of questions: Question/answer Short paragraph Pictures	Machine-scored
<b>30 points Reading</b>	60 questions ½ point each	<input type="checkbox"/> Pictures/Cartoons <input type="checkbox"/> Cloze <input type="checkbox"/> Paragraphs <input type="checkbox"/> Advertisements	Machine-scored
<b>10 points Writing</b>	2 writing tasks 5 points each	<input type="checkbox"/> Letters <input type="checkbox"/> Notes <input type="checkbox"/> Postcard	Rubric: Comprehensible Appropriate
<b>100 points TOTAL</b>			

# 1. Personal Identification Nationality

## Spanish II

### NYS TOPIC #1

General goal: To provide and obtain information about place of origin.

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>	Resources	Vocabulary
<p><i>Socializing</i></p> <ul style="list-style-type: none"> <li>Students can talk about different Hispanic countries</li> </ul>	<p><i>Perceptions</i></p> <ul style="list-style-type: none"> <li>Long history of Hispanics and their influence in the USA. Contributions of the Spanish language in the naming of States, cities, foods, etc.</li> <li>Nonexistence of hyphenated identity in Hispanic countries vs. USA i.e.: Italian-American. A person born in Mexico is Mexican does not matter his/her racial origin.</li> </ul>	<p>Students will pick a Hispanic country and pretend they were born there. Students have a conversation inquiring about their nationality and/or city of origin.</p> <p>Students find maps/information on countries from internet and do reports on their country.</p> <p>Based on their information students will tell likes and dislikes about their chosen country.</p>	<p><u>Pasos y Fuentes</u></p> <p>Capítulo 1</p>	<p>costarricense dominicano,-a hondureño,-a nicaragüense panameño,-a salvadoreño,-a el millón de, millones de mismo,-a, la parte del noreste noroeste sureste suroeste</p>
<p><i>Providing/Acquiring Information</i></p> <p>Students can:</p> <ul style="list-style-type: none"> <li>Ask/tell nationality</li> <li>Ask/tell where countries are located</li> </ul>				
<p><i>Expression Personal Feelings/Opinions</i></p> <p>Students can:</p> <ul style="list-style-type: none"> <li>Tell likes/dislikes about a particular Hispanic country</li> </ul>	<p><i>Gestures</i></p> <p><i>Folklore</i></p>			
<p><i>Persuading</i></p>	<p><i>Family &amp; Community</i></p>			<p><i>Review Spanish I Vocabulary</i></p> <p>la América Latina la América del Norte México Estados Unidos el Canadá la América del Sur la América Central el Caribe Cuba Puerto Rico La República Dominicana España</p>

# 1. Personal Identification Nationality

## Continued

## Spanish II

**Standard 1**  
**Communication Skills**

**Standard 2**  
**Cultural Understanding**

**Sample Performance Indicators**  
*Ways in which students may  
demonstrate they have met the  
standard:*

**Resources**

**Vocabulary**

*Review Spanish I  
Vocabulary –  
Continued*

latinoamericano,—a  
mexicano, —a  
norteamericano, —a  
centroamericano, —a  
cubano,—a  
puertorriqueño, —a  
español.—a

*Review Structure*

Noun/ adjective  
agreement

ser de

¿De qué país . . . ?

¿De dónde . . . ?

PERFORMANCE TASKS for SPEAKING	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
Conversation Situations			
<p>[Student Initiates] I am a student from (<i>country</i>). I am visiting your class. You want to find out some things about my country. You start the conversation.</p>			
<p>[Student Initiates] I am your friend. I have been absent for a week and now we have a new teacher at school. Tell me about that teacher. You start the conversation.</p>			



## 2. Education

## Spanish II

### NYS TOPIC #9

General goal: To socialize, persuade, provide and obtain information about secondary school organization, subjects and school life.

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>	Resources	Vocabulary
<p><i>Socializing</i> Students can:</p> <ul style="list-style-type: none"> <li>Tell their schedule to a friend</li> <li>Request materials needed for class</li> </ul> <p><i>Providing/Acquiring Information</i> Students can:</p> <ul style="list-style-type: none"> <li>Name current courses or courses studied in the past</li> <li>Discuss the events of their school day</li> <li>Relay the location and name of their school</li> </ul> <p><i>Expression Personal Feelings/Opinions</i> Students can:</p> <ul style="list-style-type: none"> <li>Indicate their favorite and least favorite class and tell the reason why</li> </ul> <p><i>Persuading</i> Students can:</p> <ul style="list-style-type: none"> <li>Suggest to a friend why he/she should study Spanish</li> </ul>	<p><i>Perceptions</i></p> <ul style="list-style-type: none"> <li>Differences between U.S. and Latin American high schools</li> <li>Contributions of the Spanish language in the naming of U.S. states, foods, etc.</li> <li>Value of education and educators in Spanish-speaking countries</li> <li>1-10 Mexican grading scale</li> <li>use of <i>vosotros</i> with classmates / peers in Spain</li> <li>Usage of <i>vos</i> instead of <i>tú</i> in some central and South American countries</li> </ul> <p><i>Gestures</i></p> <p><i>Folklore</i></p> <p><i>Family &amp; Community</i></p>	<p>Students make school schedules in Spanish and talk with classmates about their likes/dislikes about their schedules</p>	<p>PASOS Y PUENTES Capítulo 1</p>	<p><i>Review vocabulary on classroom objects.</i> <i>Review vocabulary on Education – Spanish 1C</i> el colegio particular / público el director / la directora el / la habitante el autor, la autora el bibliotecario, la bibliotecaria la vida el uniforme el apunte la biografía la composición / las composiciones el tema el repaso la historia el idioma la calculadora la máquina de escribir el diccionario la grapa la grapadora</p>

2. Education

Spanish II

NYS TOPIC #9 —Continued					
Standard 1	Standard 2	Sample Performance Indicators	Resources	Vocabulary	
Communication Skills	Cultural Understanding	<i>Ways in which students may demonstrate they have met the standard:</i>		Continued	
				el sujetapapeles / los sujetapapeles el proyector la diapositiva la pantalla	
				admirar explicar dar ver escribir a máquina hacer una pregunta prestar atención quizás todavía no (no. . . todavía)	
				<i>Structures:</i> Introduce preterite of regular verbs	
				Uses of ser / estar	
				Lo, la, los, las, le, les	

## 2. Education

## Spanish II

PERFORMANCE TASKS for SPEAKING Conversation Situations	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
<ul style="list-style-type: none"><li>• [Student Initiates] I am a classmate. I was absent from school today. You stop by my house on the way home. We will talk about what we did today. You start the conversation.</li><li>• [Student Initiates] I am a(n) (<i>nationality</i>) student visiting your school. We are going to spend the day together. We discuss what we are going to do. You start the conversation.</li><li>• [Teacher Initiates] I am your friend from (<i>country</i>). I will be attending your school, and I want to know what school activities are available. I will start the conversation.</li><li>• [Teacher Initiates] I am your (<i>language</i>) teacher. A guest will be visiting our class and I want to act as his/her host. We are going to discuss your plans for the day. I will start the conversation.</li><li>• [Teacher Initiates] I am a teacher in a school in (<i>country</i>). You are an exchange student in my school. I notice that you have a problem. I will start the conversation.</li><li>• [Student Initiates] I am your classmate. We have just received our report cards. We will talk about our grades. You start the conversation.</li></ul>			

## 2. Education

## Spanish II

### PERFORMANCE TASKS for SPEAKING Conversation Situations

### SUPPLEMENTAL MATERIALS

### NOTES TO THE TEACHER

### EVALUATION & RUBRICS

[Teacher Initiates] I am your Spanish teacher. I am checking notebooks and you do not have yours. Try to convince me to let you bring it tomorrow. I will start the conversation.

[Student Initiates] I am your Spanish teacher. You want to go on a field trip. Try to convince me to take the class on a field trip. You start the conversation.

[Student Initiates] I am your Spanish teacher. It is a beautiful spring day. You try to convince me to hold class outdoors. You will start the conversation.

[Student Initiates] I am your Spanish teacher. You want to leave class for a few minutes to do something important. Try to get my permission to leave. You start the conversation.

[Student Initiates] I am your friend. You are moving to a new school district. Tell me how you feel about that. You start the conversation.

[Teacher Initiates] I am a student from (*country*). I will tell you what I like about your school. You give me your opinion. I will start the conversation.

2. Education

Spanish II

PERFORMANCE TASKS for SPEAKING	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
Conversation Situations			
Continued			

[Student Initiates] I am your friend. You are a member of a school club. Try to convince me to join the club. You start the conversation.

[Student Initiates] I am a classmate. You left your pen on my desk. You want to find out what happened to it. You start the conversation.

[Student Initiates] You are a new student in this school. I am the student sitting next to you in class. You want to know more about this school. You start the conversation.

[Teacher Initiates] I am a foreign teacher visiting your school. I am going to ask you about your school day. I will start the conversation.

[Student Initiates] I am your friend. I have been absent for a week and now we have a new teacher at school. Tell me about that teacher. You start the conversation.

PERFORMANCE TASKS for SPEAKING	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
Conversation Situations			
Continued			

[Teacher Initiates] I am your friend. I am ill and you are visiting me. I will start the conversation by asking you what is going on at school. You tell me what is happening.

[Student Initiates] I am a classmate. You left left your pen on my desk. You want to find out what happened to it. You start the conversation.

[Student Initiates] You are a new student in this school. I am the student sitting next to you in class. You want to know more about this school. You start the conversation.

[Teacher Initiates] I am your Spanish teacher. I will start the conversation by telling you that I will give a test tomorrow. Try to convince me not to give it.

[Student Initiates] I am your friend. You want to stay after school today. Try to convince me to stay with you. You start the conversation.

[Teacher Initiates] I am your friend. I want to go to the movies. You want me to study with you for an important test. Try to convince me to say home and study with you. I will start the conversation.

### 3. Family Life

### Spanish II

#### NYS TOPIC #4

General Goal: To socialize, provide and obtain information about the family.

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>	Resources	Vocabulary
<i>Socializing</i> Students can introduce and/or talk about their family members.	<i>Perceptions</i> <ul style="list-style-type: none"> <li>• Respect for elders</li> <li>• Changing trends in family                life</li> </ul>	<ul style="list-style-type: none"> <li>• Students will write a letter or e-mail to                a pen pal describing their family</li> </ul>	Teacher made materials <u>Voces y Vistas</u>	<i>Review topic                from Spanish I                Vocabulary                Topic I IC                Curriculum</i>
<i>Providing/Acquiring                Information</i> Ask – tell Family members (relationships)	<i>Gestures</i>  <i>Folklore</i>			
<i>Expressing Personal                Feelings/Opinions</i>	<i>Family &amp; Community</i>			
<ul style="list-style-type: none"> <li>• <i>Persuading</i></li> </ul>				

3. Family Life

Spanish II

PERFORMANCE TASKS for SPEAKING	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
Conversation Situations			
<ul style="list-style-type: none"><li>[Teacher Initiates] You are visiting (<i>country</i>). I am a (n) (<i>nationality</i>) teenager. We have just met. Tell me about your family. I will start the conversation.</li><li>[Student Initiates] I am your new neighbor from (<i>country</i>). We have just met and you would like to find out about me and my family. You start the conversation..</li><li>[Teacher Initiates] I am your host parent in (<i>country</i>). We meet for the first time. You tell me about yourself and your family. I will start the conversation.</li></ul>		<p>A quick review on this topic will suffice</p>	



## 4. House and Home

## Spanish II

### NYS TOPIC #2

General Goal: To socialize, provide and obtain information about facts, needs and opinions about types of lodging, components and house chores.

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>	Resources	Vocabulary
<i>Socializing</i> Students can <ul style="list-style-type: none"> <li>Describe their residence</li> </ul>	<i>Perceptions</i> <ul style="list-style-type: none"> <li>Grandparents living in the same home. Children stay longer at home before they go on their own</li> <li>Compare a Spanish-style home with a typical American home</li> <li>Discuss the differences between the styles/materials of the architecture</li> <li>Discuss the Arabic influence on the Spanish architecture</li> <li>Describe the Spanish language influence on American English</li> <li>Indicate the traditional roles of men and women in the U.S. and in Latin America</li> </ul>	<ul style="list-style-type: none"> <li>Plan your dream house and describe it.</li> <li>Prepare a circular for a garage sale.</li> <li>Record a message for your housekeeper with the day's instruction.</li> <li>You have hired a housesitter during your vacation, give instructions.</li> <li>Play charades using the household chores commands.</li> </ul>	<u>Pasos y Puentes</u> Capítulo 2	la casa el aire acondicionado la aspiradora el cordón / los cordones el enchufe la luz/las luces la bombilla la calefacción el césped el cortacésped el pasillo el sótano el suelo el techo la cortina la lavadora el detergente la secadora  la cocina el basurero la basura la escoba el fregadero el horno el lavaplatos  Continued
<i>Providing/Acquiring Information</i> <ul style="list-style-type: none"> <li>Discuss how household chores are divided within the home</li> <li>Describe his/her room</li> <li>Inquire about a friend's room</li> <li>Describe the items in each room of the house</li> </ul>				
<i>Expressing Personal Feelings/Opinions</i> Students can: <ul style="list-style-type: none"> <li>Tell his/her favorite or least favorite chore</li> <li>List his/her favorite places in the house</li> </ul>				
<i>Persuading</i> Students can: <ul style="list-style-type: none"> <li>Convince your brother or sister to do your chores</li> </ul>	<i>Gestures</i>  <i>Folklore</i>  <i>Family &amp; Community</i>			

#### 4. House and Home - Continued

#### Spanish II

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>	Resources	Vocabulary Continued
				La cocina la plancha el refrigerador la tostadora almorzar alquilar añadir barrer batir cortar desenchufar enchufar escoger funcionar mezclar pasar pasar la aspiradora planchar poner en orden la cuchara la cacerola la sartén/las sartenes la olla  el orden el desorden la idea descompuesto, -a desordenado, -a eléctrico, -a ordenado. -a quemado, -a ahora mismo Feliz Cumpleaños

4. House and Home - Continued

Spanish II

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>	Resources	Vocabulary Continued
				<i>Structures</i>  aquel, aquella, aquellos, aquellas aquél, aquélla, aquéllos, aquéllas ése, -a, -os, -as éste, -a, -os, -as esto, eso, aquello tú forma of commands verbs o – ue hace. . . que

4.     **House and Home - Continued**

PERFORMANCE TASKS for SPEAKING Conversation Situations	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
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[Teacher Initiates] I am your new classmate. I just moved into your neighborhood and we are talking about my new home. I will start the conversation.

[Student Initiates] I am your friend. You have a big job to do. Try to persuade me to help you. You start the conversation.

[Teacher Initiates] I am your neighbor and you have been babysitting for my children tonight. I come home and you tell me how everything is going. I will start the conversation.

[Teacher Initiates] I am your new neighbor who has just moved into the next house or apartment. I will start by introducing myself, and then we will talk about ourselves.

[Teacher Initiates] I am your friend. You were supposed to come to my home yesterday, but you forgot. I will start the conversation.

## 5. Leisure & Community/ Neighborhood

## Spanish II

### NYS topics #11 & 5

General goal: To socialize, persuade, provide and obtain information about leisure activities and recreational opportunities.

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>	Resources	Vocabulary
<p><i>Socializing</i> Students can:</p> <ul style="list-style-type: none"> <li>• Invite someone to an amusement park</li> <li>• Talk about what one sees in an amusement park</li> <li>• Ask/tell where people go camping</li> </ul>	<p><i>Perceptions</i></p> <ul style="list-style-type: none"> <li>• role of parks in Hispanic culture</li> <li>• plaza mayor / zócalo</li> <li>• Chapultepec Park in Mexico</li> </ul>	<p>Students will create a carnival ad for one ride.</p> <p>Show a video about carnivals in the U. S. and abroad.</p> <p>Create a mask</p> <p>Bring in popcorn popper and simulate the food court at the faire (home economics teacher may provide assistance).</p> <p>Student write schedule of past weekend activities.</p> <p>Draw and describe your campground.</p> <p>Using items from home, simulate a campsite.</p> <p>Plan a shopping trip to purchase camping equipment (use a budget).</p> <p>Create an itinerary for your camping trip.</p> <p>Write a letter to a pen pan relating the events of your camping trip.</p> <p>Plan a barbecue and design invitations.</p> <p>Investigate campsites in the southwest that relate to Mexican culture.</p>	<p>PASOS Y PUENTES</p> <p>Capítulo 3 &amp; 4</p>	<p>El parque de diversiones</p> <p>los patines (de rueda)</p> <p>el lugar</p> <p>la feria</p> <p>la atracción, las atracciones</p> <p>el carrusel</p> <p>la casa de los espejos</p> <p>la casa de los fantasmas</p> <p>la rueda de feria</p> <p>el espectáculo</p> <p>la banda</p> <p>la exposición de arte/las exposiciones de arte</p> <p>el cuadro</p> <p>el globo</p> <p>la montaña rusa</p> <p>el puesto</p> <p>la bolsa</p> <p>el cacahuate/maní</p> <p>la canasta</p> <p>la heladería</p> <p>las palomitas</p> <p>el pinic</p>
<p><i>Providing/Acquiring Information</i> Students can:</p> <ul style="list-style-type: none"> <li>• Tell what people do on a trip</li> <li>• Tell which rides are scary, boring or fun</li> <li>• Describe his/her favorite activities</li> <li>• Tell about a real or imaginary camping trip taken last year</li> <li>• Give instructions for taking care of a campsite</li> <li>• Give directions for erecting a tent</li> </ul>	<p><i>Gestures</i></p> <p><i>Folklore</i></p> <ul style="list-style-type: none"> <li>• Carnival</li> <li>• the Gypsy culture</li> <li>• Fiestas Patronales (Puerto Rico)</li> <li>• Ferias (Spain)</li> </ul> <p><i>Family &amp; Community</i></p>			
<p><i>Expressing Personal Feelings/Opinions</i> Students can:</p> <ul style="list-style-type: none"> <li>• Tell what they love/hate about camping</li> <li>• Describe his/her emotions on the rides (use the superlative)</li> </ul>				

## 5. Leisure & Community/ Neighborhood Continued

## Spanish II

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>	Resources	Vocabulary Continued
<p><i>Persuading</i> Students can:</p> <ul style="list-style-type: none"> <li>Persuade someone to go camping</li> <li>Persuade your grandmother to go on the roller coaster</li> </ul>				<p>asustar entender olvidar parar remar patinar (sobre ruedas/ sobre hielo) afortunadamente antes completamente después especialmente exactamente frecuentemente probablemente asustado,-a famoso,-a flaco,-a gracioso,-a gratis tanto tímido,-a valiente cambiar de idea dar un paseo dar una vuelta hacer un picnic jugar a los bolos pensar + review of preferir querer</p>

## 5. Leisure & Community/ Neighborhood Continued

## Spanish II

**Standard 1**  
**Communication Skills**

**Standard 2**  
**Cultural Understanding**

**Sample Performance Indicators**  
*Ways in which students may demonstrate they  
have met the standard:*

**Resources**

**Vocabulary  
Continued**

acampar  
el abrelatas  
los abrelatas  
la lata  
la linterna  
la pila  
el saco de dormir  
la tienda (de  
acampar)  
  
la rana  
la araña  
el ratón  
los ratones  
la hormiga  
la mosca  
el mosquito  
la actividad  
apagar  
asar  
calentar  
cenar  
desayunar  
encender  
hervir  
llevar  
probar  
prometer  
recoger  
hacer un asado  
asar a la parrilla

## 5. Leisure & Community/ Neighborhood Continued

## Spanish II

**Standard 1**  
**Communication Skills**

**Standard 2**  
**Cultural Understanding**

**Sample Performance Indicators**  
*Ways in which students may demonstrate they  
have met the standard:*

**Resources**

**Vocabulary  
Continued**

ir de pesca  
la piedra  
la colina  
el campamento  
el paisaje  
el pueblo  
el sendero  
el valle  
el rancho  
el campesino  
la campesina  
el ganado

*Structures*  
verbs e – ie  
commands with lo,  
la, los, las, le, les  
comparatives  
tan +*adj./adv.*/+  
como  
tanto *noun* +  
como  
superlatives  
introduce preterite  
of *ir*



## 5. Leisure & Community/ Neighborhood

## Spanish II

### PERFORMANCE TASKS for SPEAKING Conversation Situations

### SUPPLEMENTAL MATERIALS

### NOTES TO THE TEACHER

### EVALUATION & RUBRICS

[Teacher Initiates] I am your pen pal and you are spending the summer at my home. We are discussing plans for the summer. I will start by telling you what we could do.

[Student Initiates] I am your friend. You want me to spend the weekend with your family. Invite me and we will talk about the details. You start the conversation.

[Teacher Initiates] I am your friend. I am going to invite you to a concert, but you cannot go and will tell me why. I will start the conversation.

[Student Initiates] I am your friend. We are making plans for the weekend. You want to find out what I like to do. You start the conversation.

[Teacher Initiates] I am your pen pal from (*country*). I am visiting you during summer vacation. I want to find out what we are going to do for the next few days. I will start the conversation.

[Student Initiates] I am an exchange student who has just arrived in your community. Tell me about your community. You start the conversation.

5.     **Leisure & Community/ Neighborhood**

**Spanish II**

<b>PERFORMANCE TASKS for SPEAKING</b>	<b>SUPPLEMENTAL MATERIALS</b>	<b>NOTES TO THE TEACHER</b>	<b>EVALUATION &amp; RUBRICS</b>
<b>Conversation Situations</b>			
<p>[Teacher Initiates] I am your friend. We are discussing movies. I will start by telling you what kind of movies I like. You tell me what you think of that kind of movie.</p>			
<p>[Student Initiates] I am your friend. We are having lunch together. You tell me what you are planning to do for the weekend. You start the conversation.</p>			
<p>[Teacher Initiates] I am your friend. We have not seen each other for a long time. We meet at a party. I will start the conversation to find out how you are and what you have been doing.</p>			

## 6. Meal Taking / Food Drink

## Spanish II

### NYS topic #7

General goal: To socialize, persuade, provide and obtain information about different types of food and drink.

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>	Resources	Vocabulary
<i>Socializing</i>	<i>Perceptions</i> <ul style="list-style-type: none"> <li>Present typical food. <ul style="list-style-type: none"> <li>– Puerto Rican</li> <li>– Dominican</li> <li>– Mexican</li> <li>– Spanish (of Spain)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students plan a picnic – label items</li> <li>Students make a chart of Hispanic countries labeling one or two major dishes from each country.</li> </ul>	<u>Pasos y Puentes</u> Capítulo 4  Review Spanish I Vocabulary Spanish IB food <u>Voces y Vistas</u> Chapter 1 Spanish IC – Meal Taking <u>Voces y Vistas</u> – Chapter 8	el aceite la aceituna el ajo el asado el fuego la galleta la mostaza la parrilla el perro caliente la pimienta la sal la salchicha la sandía la tortilla el vinagre el sabor el olor asado,-a congelado,-a fresco,-a mojado,-a pesado,-a sabroso.-a seco,-a
<i>Providing/Acquiring Information</i> Students can: <ul style="list-style-type: none"> <li>Tell what type of foods one may bring on a camping trip</li> <li>Ask/tell about different types of dishes</li> </ul>	<i>Gestures</i>  <i>Folklore</i>			
<i>Expressing Personal Feelings/Opinions</i>	<i>Family &amp; Community</i> <ul style="list-style-type: none"> <li>— Role of food in family life</li> <li>— Special dishes for different celebrations and/or times of the year</li> </ul>			
<i>Persuading</i> Students can: <ul style="list-style-type: none"> <li>Suggest/convince a friend to try a new dish.</li> </ul>				bien/medio/poco cocido,-a por ejemplo ¡Buen Provecho!

6. Meal Taking / Food Drink Continued

Spanish II

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators <i>Ways in which students may demonstrate they have met the standard:</i>	Resources	Vocabulary
				<i>Structures</i>
				Present tense of: decir oir poner salir hacer traer
				Introduce preterite of regular –er, -ir verbs me, te, nos tú form of irregular positive commands

## 6. Meal Taking / Food Drink Continued

## Spanish II

### PERFORMANCE TASKS for SPEAKING Conversation Situations

### SUPPLEMENTAL MATERIALS

### NOTES TO THE TEACHER

### EVALUATION & RUBRICS

[Teacher Initiates] I am your friend. We are going on a picnic tomorrow. We will talk about what we are going to bring. I will start the conversation.

[Teacher Initiates] I am your friend. We meet on our way out of a restaurant. We will talk about our meals. I will start the conversation.

[Student Initiates] I am an exchange teacher in your school. You would like to invite me to your home for dinner. You start the conversation

[Teacher Initiates] I am your (*nationality*) friend. We plan to have dinner with some friends. We will talk about what we like to eat. I will start the conversation.

[Teacher Initiates] You are in a restaurant in (*country*). I am your waiter/waitress. I will find out what you want to order. I will start the conversation.

[Student Initiates] I am your friend. We are in a restaurant. We have been waiting so long for our food that your are becoming upset. We will talk about that. You start the conversation.

## 6. Meal Taking / Food Drink Continued

## Spanish II

[Student Initiates] I am your friend and we are in a restaurant. I want dessert. Try to talk me out of ordering it. You start the conversation.

[Student Initiates] I am your friend. We are making plans to have a party. You start the conversation.

{Student Initiates} I am your friend. I invited you to a party. You want to know more about my plans for the party. You start the conversation.

[Student Initiates] I am your friend. I invited you to a party at my home and you have to leave early. You start the conversation.

[Student Initiates] I am your friend. We made plans to eat at a local restaurant tomorrow afternoon. You prefer a different restaurant. Try to convince me to go to the other restaurant. You start the conversation.

[Teacher Initiates] I am your friend. I have invited you to a party. Try to convince me to let you bring one of your friends. I will start the conversation.

## 6. Meal Taking / Food Drink Continued

## Spanish II

[Student Initiates] I am your Spanish teacher. Your best friend's birthday is Friday. Try to convince me to have a class party to celebrate. You start the conversation.

[Student Initiates] I am your Spanish teacher. Your class wants to go to a(n) (*nationality*) restaurant. Try to convince me to take you. You start the conversation.

[Student Initiates] I am your friend. We are eating lunch together. You like what I am having for dessert. Try to convince me to give you some. You start the conversation.

## 7. Leisure (Sports)

## Spanish II

### NYS topic #11

General goal: To socialize, persuade, provide and obtain information about leisure activities.

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators Ways in which students may demonstrate they have met the standard:	Resources	Vocabulary
<p><i>Socializing</i> Students can:</p> <ul style="list-style-type: none"> <li>Discuss school or professional sports games</li> </ul>	<p><i>Perceptions</i></p> <ul style="list-style-type: none"> <li>J'ai Alai</li> <li>bull fighting</li> <li>soccer</li> <li>cock fighting</li> <li>Tlachтли – Aztec / Mayan game</li> <li>popol vuh – Aztec Bible</li> <li>Aztec calendar</li> </ul>	<p>Students check Internet and/or newspapers and give a report on one sport from a Hispanic country.</p>	<p><u>Pasos y Puentes</u>  Capítulo 5</p>	<p>las personas el campeón, la campeona los campeones el esquiador, la esquiadora el nadador, la nadadora el levantador, la levantadora de pesas el patinador, la patinadora el salvavidas, la salvavidas el tenista, la tenista el ganador, la ganadora el perdedor, la perdedora el visitante, la visitante el campeonato la carrera el equipo local el tanteo el empate el club, los clubes el carnet la voz, las voces</p>
<p><i>Providing/Acquiring Information</i> Students can:</p> <ul style="list-style-type: none"> <li>Tell about what sports are popular where you live (U.S./Hispanic culture)</li> <li>What equipment do you need for each sport?</li> </ul>	<p><i>Gestures</i></p>	<p>Make a poster about sports here and in the Hispanic culture.</p>		
<p><i>Expressing Personal Feelings/Opinions</i> Students can:</p> <ul style="list-style-type: none"> <li>Tell/ask about favorite sports and why they like/dislike those sports</li> </ul>	<p><i>Folklore</i></p> <p><i>Family &amp; Community</i> Awareness of Hispanic sports and athletes</p>	<p>Videotape a simulation of sports commentators describing various sporting events.</p>		
<p><i>Persuading</i> Students can:</p> <ul style="list-style-type: none"> <li>Persuade a friend to attend a sporting event that he/she does not like</li> </ul>				



## 7. Leisure (Sports) Continued

## Spanish II

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators Ways in which students may demonstrate they have met the standard:	Resources	Vocabulary Continued
				los deportes el jai alai el tenis la cancha de tenis la raqueta los zapatos de tenis el esquí acuático el esquí los esquís la natación las pesas el velero la regata el / los salvavidas primer, primero, -a segundo, -a tercer, tercero, -a cuarto, -a quinto, -a sexto, -a séptimo, -a octavo, -a noven, -a décimo, -a último, -a  activo, -a deportivo, -a estricto, -a fuerte ganador, -a increíble

## 7. Leisure (Sports) Continued

## Spanish II

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators Ways in which students may demonstrate they have met the standard:	Resources	Vocabulary Continued
				<p>bucear navegar participar reír sonreír hacer gimnasia levantar pesas montar a caballo</p> <p>anteayer</p> <p>de acuerdo ¿no te parece? vez ¡qué barbaridad! la isla                    contra el milagro            hasta</p> <p><i>Structure:</i> Por + <i>número ordinal</i> + Preterite of <i>hacer</i></p>

## 7. Leisure (Sports) Continued

## Spanish II

### PERFORMANCE TASKS for SPEAKING Conversation Situations

### SUPPLEMENTAL MATERIALS

### NOTES TO THE TEACHER

### EVALUATION & RUBRICS

[Teacher Initiates] I am your friend. We are at a soccer game in (*country*). I will start the conversation.

[Student Initiates] I am your friend. We are going to talk about going to a sports event this weekend. You start the conversation.

[Student Initiates] I am your friend. You have just heard me mention a sports event that will be shown on television tonight. You want to know more about this event. You start the conversation.

[Student Initiates] I am your friend and we are watching a baseball game on television. I will start the conversation by saying that I hate watching sports on television. You express your feelings about it.

[Student Initiates] I am your friend. You cannot attend the final game of the season because you are sick. Tell me how you fell about this. You start the conversation.

[Student Initiates] I am your friend. You Want someone to go for a bicycle ride with you. Try to convince me to go. You start the conversation.

[Student Initiates] I am your friend. You want someone to go to the school baseball game with you. You start the conversation by trying to persuade me to go.

7.    **Leisure (Sports)    Continued**

**Spanish II**

PERFORMANCE TASKS for SPEAKING	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
Conversation Situations			
[Student Initiates] I am your ( <i>nationality</i> ) friend. We are at a soccer game in ( <i>country</i> ). You want to leave before the game is over. Try to convince me to go. You start the conversation.			
[Teacher Initiates] I am a(n) ( <i>nationality</i> ) student who is new in your school. To get to know each other better, we will talk about our hobbies and interests. I will start the conversation.			
[Teacher Initiates] I am your classmate. We have an important test tomorrow and we have to study. I will start the conversation by telling you that I still intend to go to the basketball game. You try to talk me out of it.			

## 8. Travel & Physical Environment

## Spanish II

### NYS topic #14 & 6

General goal: To socialize, persuade and obtain information about travel.

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators Ways in which students may demonstrate they have met the standard:	Resources	Vocabulary
<p><i>Socializing</i> Students can:</p> <ul style="list-style-type: none"> <li>Buy a ticket at the train station</li> <li>Talk to a friend about where and how he is going</li> <li>Talk to a friend about where he likes to go</li> </ul>	<p><i>Perceptions</i></p> <ul style="list-style-type: none"> <li>Chile la Carretera Panamericana</li> <li>Compare to U.S. roads and bridges</li> <li>Popular means of transportation in other countries</li> <li>Units of currency and exchange rates</li> </ul>	<p>Skits with situations in which one student is lost.</p> <p>Make a travel brochure about a South American country.</p> <p>Use the past tense to describe a trip you took (imaginary or real). Use transparency from book.</p>	<p><u>Pasos y Puentes</u></p> <p>Capítulo 6</p>	<p>el tren la vía el andén, los andenes la llegada la salida el coche cama, los coches cama el coche comedor los coches comedor el vagón, los vagones el pasajero, la pasajera la ventanilla el billete de ida y vuelta de primera/segunda clase el inspector la casa de cambio el bolsillo el cheque el cheque viajero el registro (del hotel) la profesión, las profesiones la recepción, las recepciones</p>
<p><i>Providing/Acquiring Information</i> Students can:</p> <ul style="list-style-type: none"> <li>Ask how much does a ticket cost</li> <li>Ask/tell what they did last summer</li> <li>Make a hotel reservation</li> <li>Exchange money</li> </ul>	<p><i>Gestures</i></p> <p><i>Folklore</i></p>			
<p><i>Expressing Personal Feelings/Opinions</i> Students can:</p> <ul style="list-style-type: none"> <li>Tell how they like to travel</li> <li>Use negative words to talk about a bad travel experience</li> </ul>	<p><i>Family &amp; Community</i></p>			
<p><i>Persuading</i> Students can:</p> <ul style="list-style-type: none"> <li>Persuade someone to travel to a South American country</li> </ul>				

## 8. Travel & Physical Environment Continued

## Spanish II

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators Ways in which students may demonstrate they have met the standard:	Resources	Vocabulary Continued
				el equipaje la habitación (individual / doble) las habitaciones (individuales/dobles) el plano el dueño, la dueña el viajero, la viajera la tarjeta de crédito  el castillo el parador la pensión  argentino,-a boliviano,-a brasileño, -a colombiano, -a chileno, -a ecuatoriano, -a paraguayo, -a peruano, -a uruguayo, -a venezolano, -a  claro, -a expreso histórico, -a local maravilloso, -a oscuro, -a

## 8. Travel & Physical Environment Continued

## Spanish II

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators Ways in which students may demonstrate they have met the standard:	Resources	Vocabulary Continued
				<p>anunciar colocar cruzar firmar cobrar un cheque pagar al contado pagar en efectivo de profesión</p> <p>nada nadie ningún, ninguna ninguno, -a nunca</p> <p><i>Structures:</i> comenzar (a + inf.) tardar (en+inf.) quiere + inf. con (+time+de retraso) ni. . . tampoco (no. . . ) ni (no. . . ) ni. . . ni introduce preterite of verbs ending in –zar, -gar, -car introduce preterite of <i>ser</i></p>

## 8. Travel & Physical Environment Continued

## Spanish II

### PERFORMANCE TASKS for SPEAKING Conversation Situations

### SUPPLEMENTAL MATERIALS

### NOTES TO THE TEACHER

### EVALUATION & RUBRICS

[Student Initiates] I am your (*nationality*) friend. We will talk about our plans for the next vacation. You start the conversation.

[Teacher Initiates] You are traveling in (*country*). I am a(n) (*nationality*) student who notices that you are wearing your school T-shirt. I approach you to ask about your country. I will start the conversation.

[Student Initiates] We are on a train in (*country*). I am a(n) (*nationality*) traveler sitting next to you. You introduce yourself, and we talk about what you plan to do here. You start the conversation.

[Teacher Initiates] I am the ticket agent at a train station in (*country*). You need to buy a ticket. I will start the conversation.

[Student Initiates] You are on a school trip in (*country*). I am a clerk at a tourist information booth. You want information about things to do. You start the conversation.

[Student Initiates] I am a friend of yours from (*country*). You will be going to (*country*) soon. You are trying to make some plans for your trip. You want me to give you some ideas. You start the conversation.



8. Travel & Physical Environment Continued

Spanish II

PERFORMANCE TASKS for SPEAKING	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
Conversation Situations			

[Student Initiates] I am your friend. You are giving a surprise party for my birthday. Try to persuade me to come to your home without letting me know about the party. You start the conversation.

[Teacher Initiates] I am your (*nationality*) friend. You have invited me to your home, but I need directions. I will start the conversation.

## 9. Health and Welfare / Personal Identification

## Spanish II

### NYS topic #8 & 1

General goal: To socialize, persuade, provide and obtain information about identification and care of one's body.

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators Ways in which students may demonstrate they have met the standard:	Resources	Vocabulary
<p><i>Socializing</i> Students can: Talk about their morning routine</p> <p><i>Providing/Acquiring Information</i> Students can:  <ul style="list-style-type: none"> <li>Ask/tell about daily routine</li> </ul> </p> <p><i>Expressing Personal Feelings/Opinions</i> Students can:  <ul style="list-style-type: none"> <li>Express likes and dislikes about parts of their bodies or morning/evening routines</li> </ul> </p> <p><i>Persuading</i> Students can convince a friend:  <ul style="list-style-type: none"> <li>to get a haircut</li> <li>to go to bed early</li> <li>to brush his/her teeth more often</li> <li>put more or/less make-up</li> </ul> </p>	<p><i>Perceptions</i></p> <ul style="list-style-type: none"> <li>Hispanics tend to believe a lot more in all wives' tales concerning health. i.e., do not go to a funeral if you have a cold, you will get worse</li> </ul> <p><i>Gestures</i></p> <ul style="list-style-type: none"> <li>Hispanics use many gestures when speaking</li> <li>In some countries people point with their mouth</li> <li>All gestures do not mean the same for everyone</li> </ul> <p><i>Folklore</i></p> <p><i>Family &amp; Community</i></p>	<p>Students create morning routine schedule.</p> <p>Game – Simon says with hygiene routine.</p> <p>Use TPR with morning routine.</p> <p>Tape a commercial with a real/imaginary hygiene product.</p> <p>Describe in writing your hygiene routine.</p>	<p><u>Pasos y Puentes</u></p> <p>Capítulo 7</p>	<p>Review body parts</p> <p>afeitarse</p> <p>la barba</p> <p>el bigote</p> <p>la crema de afeitar</p> <p>la maquinilla de afeitar</p> <p>atarse</p> <p>la corbata /los cordones de los zapatos</p> <p>limpiar(se)</p> <p>las uñas</p> <p>los zapatos</p> <p>los anteojos</p> <p>cortar(se)</p> <p>el pelo</p> <p>el secador</p> <p>las tijeras</p> <p>la peluquería</p> <p>el peluquero,</p> <p>la peluquera</p> <p>las uñas</p> <p>el esmalte de uñas</p> <p>la lima de uñas</p>

## 9. Health and Welfare / Personal Identification Continued

## Spanish II

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators Ways in which students may demonstrate they have met the standard:	Resources	Vocabulary Continued
				maquillar(se) el maquillaje el labio / el lápiz de labios el perfume  <i>Verbos</i> despertarse levantarse cepillarse los dientes bañarse ducharse lavarse vestirse irse darse prisa acostarse  <i>Structures:</i> present and preterite of reflexive verbs recognition of reflexive commands (tú form) date prisa      quítate despiértate    vete levántate      lávate pónte acuéstate cepíllate los dientes

9. Health and Welfare / Personal Identification Continued

Spanish II

PERFORMANCE TASKS for SPEAKING	SUPPLEMENTAL MATERIALS	NOTES TO THE TEACHER	EVALUATION & RUBRICS
Conversation Situations			

[Teacher Initiates] I am your friend. We are in health class. I ask you about your daily hygiene habits.

[Student Initiates] I am your South American friend. Ask me what time I perform my daily hygiene rituals.

## 10. Shopping

## Spanish II

### NYS topic #13

General goal: To socialize, persuade, provide and obtain information about purchasing articles of clothing.

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators Ways in which students may demonstrate they have met the standard:	Resources	Vocabulary
<i>Socializing</i> Students can: <ul style="list-style-type: none"> <li>Ask about items for sale at a store</li> </ul>	<i>Perceptions</i> <ul style="list-style-type: none"> <li>Mercados</li> <li>Clothing sizes</li> <li>Units of money</li> <li>Shopping malls (similarities US/ Puerto Rico)</li> <li>Plaza del Mercado</li> </ul>	Students write advertisements for stores.  Make a catalog of a store including prices, items, color.	<u>Pasos y Puentes</u>  Capítulo 7	el departamento la vitrina el letrero la caja el cajero, -a el dependiente, la dependiente la escalera mecánica la moda la talla el precio la marca el número de zapatos la etiqueta la liquidación las liquidaciones la ganga el impuesto el mostrador probarse quejarse (de) quedar gastar devolver ancho, -a anticuado, -a distinto, -a de
<i>Providing/Acquiring Information</i> Students can: <ul style="list-style-type: none"> <li>Ask/tell prices of clothing and cosmetics, sizes, colors</li> </ul>	<i>Gestures</i>  <i>Folklore</i>  <i>Family &amp; Community</i>			
<i>Expressing Personal Feelings/Opinions</i> Students can: <ul style="list-style-type: none"> <li>Tell what fashions they like/don't like</li> </ul>				
<i>Persuading</i> Students can: Persuade someone to buy something or not to buy something				

10.

Shopping

Continued

Spanish II

Standard 1

Communication Skills

Standard 2

Cultural Understanding

Sample Performance Indicators

Ways in which students may demonstrate they have met the standard:

Resources

Vocabulary

Continued

elegante

estrecho,-a

hecho,-a

*review of colors* +

rosado,-a

castaño,-a

de moda

en venta

la mayoría de

miles (de)

“cuesta un ojo de la cara”

nos / se

pruébate

## 10. Shopping Continued

## Spanish II

### PERFORMANCE TASKS for SPEAKING Conversation Situations

### SUPPLEMENTAL MATERIALS

### NOTES TO THE TEACHER

### EVALUATION & RUBRICS

[Student Initiates] I am your friend. We are going shopping. We will talk about what we want to buy. You start the conversation.

[Student Initiates] I am a tourist from (*country*). We have just met at a shopping center. We greet each other and then talk about my impressions of American life. You start the conversation.

[Student Initiates] You are in a department store. I am a child who is lost. Try to help me. You start the conversation.

[Student Initiates] I am your friend. I have given you a gift and you want to exchange it. You start the conversation.

[Teacher Initiates] You are shopping for some new clothes in (*country*). I am the salesclerk. You need my help. I will start the conversation.

[Student Initiates] I am your friend. You need some money. Try to convince me to give you some. You start the conversation

[Student Initiates] I am your (*nationality*) neighbor. You are trying to raise money for your (*language*) club. Try to convince me to buy whatever you are selling. You start the conversation.

## 10. Shopping Continued

## Spanish II

### PERFORMANCE TASKS for SPEAKING Conversation Situations

### SUPPLEMENTAL MATERIALS

### NOTES TO THE TEACHER

### EVALUATION & RUBRICS

[Teacher Initiates] I am your friend. I have just received money to buy a computer, but I am not sure I want to buy one. Try to convince me to buy a computer. I will start the conversation.

[Teacher Initiates] I am your friend. We are trying to decide what to do today. I want to go shopping, but you try to convince me to do something else. I will start the conversation.

[Teacher Initiates] I am your friend. I want to walk to the shopping mall, which is more than a mile away. Try to convince me to take the bus. I will start the conversation.



## 11. Physical Environment / Transportation

## Spanish II

### NYS TOPIC #6, 14

General goal: To socialize, persuade, provide and obtain information about physical environment and transportation.

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators Ways in which students may demonstrate they have met the standard:	Resources	Vocabulary
<i>Socializing</i> Students can: <ul style="list-style-type: none"> <li>Talk about their family's car</li> </ul>	<i>Perceptions</i> <ul style="list-style-type: none"> <li>Mexico City – la Plaza de las Tres Culturas</li> <li>Driving in Mexico</li> <li>International Sign System</li> <li>bartering</li> <li>old model cars</li> <li>traffic problems</li> <li>gas prices</li> </ul>	Students draw and label a car.  Fill out a learner's permit form in Spanish (DMV).  Create traffic signs for the room.  Write an ad to sell your car-illustrated car.  Look at a driver's manual.	<u>Pasos y Puentes</u>  Capítulo 8	el tráfico el accidente el cruce (de calles) la cuadra el carril la carretera el estacionamiento la estación de servicio, las estaciones de servicio el mecánico el parquímetro el paso de peatones el peatón, los peatones la velocidad máxima la regla la señal de tráfico el semáforo la multa el permiso de manejar / conducir la licencia de manejar / conducir todo derecho con cuidado
<i>Providing/Acquiring Information</i> Students can: <ul style="list-style-type: none"> <li>Ask/tell what's wrong with the car</li> <li>Ask/tell traffic rules (negative commands)</li> <li>Ask/tell price of a car</li> </ul>	<i>Gestures</i>  <i>Folklore</i>  <i>Family &amp; Community</i>			
<i>Expressing Personal Feelings/Opinions</i> Students can: <ul style="list-style-type: none"> <li>Tell what kind of car they like</li> </ul>				
<i>Persuading</i> Students can: <ul style="list-style-type: none"> <li>Sell me a car (a lemon), (use numbers)</li> <li>Try to get me to buy a new car</li> </ul>				

## 11. Physical Environment / Transportation

## Spanish II

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators Ways in which students may demonstrate they have met the standard:	Resources	Vocabulary (Continued)
				<p>por aquí, allá</p> <p>el coche</p> <p>el coche deportivo</p> <p>el cacharro</p> <p>el acelerador</p> <p>el baúl</p> <p>el capó</p> <p>la bocina</p> <p>el cinturón de seguridad</p> <p>los cinturones de seguridad</p> <p>la llanta</p> <p>el faro      la gasolina</p> <p>el freno      el motor</p> <p>el parabrisas</p> <p>los parabrisas</p> <p>el parachoques</p> <p>los parachoques</p> <p>la placa      el tanque</p> <p>la ventanilla      el volante</p> <p>el instructor,</p> <p>la instructora</p> <p>el conductor,</p> <p>la conductora</p> <p>distraído, -a</p> <p>impaciente</p> <p>nervioso,-a</p> <p>peligroso,-a</p>

## 11. Physical Environment / Transportation

## Continued

## Spanish II

Standard 1

Standard 2

Sample Performance Indicators

Communication Skills

Cultural Understanding

Ways in which students may demonstrate  
they have met the standard:

Resources

Vocabulary  
(Continued)

dar la vuelta  
acelerar  
arrancar  
chocar (con)  
doblar  
estacionar  
llenar  
manejar  
obtener  
quedar  
respetar  
poner una multa  
tener prisa  
tocar la bocina

*Structure:*

negative command  
(tú form)

possessive pronouns

el mío, la mía, los míos,  
las mías

el nuestro, la nuestra,  
los nuestros,  
las nuestras

el suyo, la suya,  
los suyos, las tuyas  
el tuyo, la tuya,  
los tuyos, las tuyas

possessive adjectives

mis, mis; tu, tus; su,  
sus; nuestro, -a, -os, -as

## 11. Physical Environment / Transportation Continued

## Spanish II

### PERFORMANCE TASKS for SPEAKING Conversation Situations

### SUPPLEMENTAL MATERIALS

### NOTES TO THE TEACHER

### EVALUATION & RUBRICS

[Teacher Initiates] You just bought a new car. I will ask you to describe it.

[Student Initiates] You walk into my repair shop. Tell me what's wrong with your car.

[Teacher Initiates] You've just hit my car. I am very angry.

[Teacher Initiates] We are taking a road trip together. We will discuss what preparation to make.

[Student Initiates] You are giving me a road test. Tell me what to do.

## 12. Meal Taking / Food / Drink /Health and Welfare

## Spanish II

### NYS topic #7 & 8

General goal: To socialize, persuade, provide and obtain information about health care and healthy foods.

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators Ways in which students may demonstrate they have met the standard:	Resources	Vocabulary
<i>Socializing</i> Students can: <ul style="list-style-type: none"> <li>Introduce themselves to a doctor and tell how they are</li> </ul>	<i>Perceptions</i> <ul style="list-style-type: none"> <li>Health eating habits around the world</li> <li>Socialized health care</li> <li>Alternative medicine</li> <li>Body weight</li> <li>Perception of body weight</li> </ul>	Perform a skit about a visit to the doctor.  You were absent from school because you were sick.  Write a note to your teacher telling why you were absent.  Convert the food pyramid into Spanish.  Play Simon Says with body parts.  Sing the Hokey Pokey.  Listen to the description and draw a baby.  Create a “being” with magazine cutouts and labels body parts.  Plan a favorite meal.  Make a shopping list.  Make a collage with healthy foods.  Create a healthy menu.  Give instructions for preparing a good nutritional meal.	<u>Pasos y Puentes</u>  Capítulo 9	la dieta las calorías el plato del día la balanza el peso las frutas la cereza el coco el durazno la fresa la papaya la pera la piña la toronja las uvas los mariscos el camarón, los camarones la langosta  las verduras el aguacate el guacamole los espárragos las espinacas la col  el cereal la miel  la mayonesa
<i>Providing/Acquiring Information</i> Students can: <ul style="list-style-type: none"> <li>Ask/tell symptoms of illness</li> <li>Tell how they are feeling</li> </ul>				
<i>Expressing Personal Feelings/Opinions</i> Students can: <ul style="list-style-type: none"> <li>Tell what foods they like/dislike</li> </ul>	<i>Gestures</i>  <i>Folklore</i>  <i>Family &amp; Community</i>			
<i>Persuading</i> Students can: <ul style="list-style-type: none"> <li>Persuade a family member to go to the doctor</li> </ul>				

## 12. Meal Taking / Food / Drink /Health and Welfare Continued

## SPANISH II

Standard 1 Communication Skills	Standard 2 Cultural Understanding	Sample Performance Indicators Ways in which students may demonstrate they have met the standard:	Resources	Vocabulary (Continued)
				<p>La salud</p> <p>el / la paciente</p> <p>un caso de urgencia</p> <p>la ambulancia</p> <p>la clínica</p> <p>la medicina</p> <p>la muleta</p> <p>la pastilla</p> <p>la sala de espera</p> <p>la venda</p> <p>la silla de ruedas</p>
				<p>el codo            el pecho</p> <p>el cuello        la rodilla</p> <p>la espalda      palido,-a</p> <p>el hombro      roto,-a</p> <p>el hueso        sano, -a</p> <p>la muñeca</p> <p>el tobillo        ya</p>
				<p>estornudar      recetar</p> <p>lastimarse      romperse</p> <p>mejorarse      sentirse</p> <p>morirse        toser</p> <p>pesar(se)</p> <p>recomendar</p> <p>aumentar de peso</p> <p>bajar de peso</p> <p>estar a dieta</p> <p>hacer ejercicio</p>

<b>12. Meal Taking / Food / Drink /Health and Welfare</b>	<b>Continued</b>	<b>Spanish II</b>
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<b>PERFORMANCE TASKS for SPEAKING</b> <b>Conversation Situations</b>	<b>SUPPLEMENTAL MATERIALS</b>	<b>NOTES TO THE TEACHER</b>	<b>EVALUATION &amp; RUBRICS</b>
-------------------------------------------------------------------------	-------------------------------	-----------------------------	---------------------------------

[Student Initiates] I am your friend. We are at the pool and suddenly you do not feel well. You start the conversation.

[Student Initiates] You are visiting (*country*). You are not feeling well and have come into the pharmacy to buy some medicine. I am the pharmacist who will help you. You start the conversation.

[Student Initiates] I am a doctor. Because you do not feel well, you have come to my office. You start the conversation.

[Student Initiates] I am a foreign tourist visiting your hometown. You notice that I look very ill. Try to find out what is wrong. You start the conversation.

[Student Initiates] I am your teacher. You come into class today and tell me that you do not feel well. You start the conversation.

[Student Initiates] I am your (*nationality*) classmate. You notice that I do not look well. Try to talk me into going to the office. You start the conversation.

[Student Initiates] I am your Spanish teacher. You do not feel well. Try to convince me to let you go home. You start the conversation.

## *Modern Languages for a Global Perspective*





# **APPENDIXES**

**Appendix A. Speaking Tasks**

**Appendix B. Activities for Foreign Language Week**

**Appendix C. Games**

**Appendix D. Songs**

**Appendix E. Culture Capsules**

**Appendix F. Modern Language Study, Careers and  
Community Resources**

# **APPENDIX A**

## **Speaking Tasks**

A1. [Teacher Initiates] I am your friend. We are at a soccer game in ( <i>country</i> ). I will start the conversation.	A10. [Student Initiates] I am your friend. We are making plans to have a party. You start the conversation.
A2. [Student Initiates] I am your friend. You have invited me to your home to watch television. We will discuss which show to watch. You start the conversation.	A11. [Teacher Initiates] You are visiting ( <i>country</i> ). I am a(n) ( <i>nationality</i> ) teenager. We have just met. Tell my about your family. I will start the conversation.
A3. [Student Initiates] We are on a train in ( <i>country</i> ). I am a(n) ( <i>nationality</i> ) traveler sitting next to you. You introduce yourself, and we talk about what you plan to do here. You start the conversation.	A12. [Teacher Initiates] I am your friend. You were supposed to come to my home yesterday, but you forgot. I will start the conversation.
A4. [Teacher Initiates] I am your friend. We are going on a picnic tomorrow. We will talk about what we are going to bring. I will start the conversation.	A13. [Student Initiates] I am your ( <i>nationality</i> ) friend. We will talk about our plans for the next vacation. You start the conversation.
A5. [Student Initiates] I am your friend. You want me to spend the weekend with your family. Invite me and we will talk about the details. You start the conversation.	A14. [Teacher Initiates] I am your friend. We have not seen each other for a long time. We meet at a party. I will start the conversation to find out how you are and what you have been doing.
A6. [Teacher Initiates] I am your new neighbor who has just moved into the next house or apartment. I will start by introducing myself, and then we will talk about ourselves.	A15. [Teacher Initiates] I am your pen pal and you are spending the summer at my home. We are discussing plans for the summer. I will start by telling you what we could do.
A7. [Student Initiates] I am a(n) ( <i>nationality</i> ) teenager. We meet at the beach. We want to get acquainted. You start the conversation.	A16. [Student Initiates] I am a classmate. I was absent from school today. You stop by my house on the way home. We will talk about what we did today. You start the conversation.
A8. [Student Initiates] I am your friend. We are going shopping. We will talk about what we want to buy. You start the conversation.	A17. [Teacher Initiates] I am your host parent in ( <i>country</i> ). We meet for the first time. You tell me about yourself. I will start the conversation.
A9. [Teacher Initiates] You are traveling in ( <i>country</i> ). I am a(n) ( <i>nationality</i> ) student who notices that you are wearing your school T-shirt. I approach you to ask about your country. I will start the conversation.	A18. [Student Initiates] I am a(n) ( <i>nationality</i> ) student visiting your school. We are going to spend the day together. We discuss what we are going to do. You start the conversation.

A19. [Student Initiates] I am your friend. We are at the pool and suddenly you do not feel well. You start the conversation.	A28. [Student Initiates] I am your friend. We are having lunch together. You tell me what you are planning to do for the weekend. You start the conversation.
A20. [Teacher Initiates] I am your friend from ( <i>country</i> ). I will be attending your school, and I want to know what school activities are available. I will start the conversation.	A29. [Teacher Initiates] I am a teacher in a school in ( <i>country</i> ). You are an exchange student in my school. I notice that you have a problem. I will start the conversation.
A21. [Student Initiates] I am your friend. I invited you to a party. You want to know more about my plans for the party. You start the conversation.	A30. [Student Initiates] I am your friend. You are at a party at my home and you have to leave early. You start the conversation.
A22. [Teacher Initiates] I am your ( <i>language</i> ) teacher. A guest will be visiting our class and I want to act as his/her host. We are going to discuss your plans for the day. I will start the conversation.	<b>Providing/Obtaining Information</b>
A23. [Teacher Initiates] I am your friend. We meet on our way out of a restaurant. We will talk about our meals. I will start the conversation.	B31. [Student Initiates] You are in a department store. I am a child who is lost. Try to help me. You start the conversation.
A24. [Student Initiates] I am a tourist from ( <i>country</i> ). We have just met at a shopping center. We greet each other and then talk about my impressions of American life. You start the conversation.	B32. [Student Initiates] I am your classmate. We have just received our report cards. We will talk about our grades. You start the conversation.
A25. [Student Initiates] I am your friend. We are going to talk about going to a sports event this weekend. You start the conversation.	B33. [Student Initiates] You are visiting ( <i>country</i> ). You are not feeling well and have come into the pharmacy to buy some medicine. I am the pharmacist who will help you. You start the conversation.
A26. [Student Initiates] I am an exchange teacher in your school. You would like to invite me to your home for dinner. You start the conversation.	B34. [Student Initiates] I am your friend. I am wearing something that you like very much. You would like to get something similar. You start the conversation.
A27. [Teacher Initiates] I am your friend. I am going to invite you to a concert, but you cannot go and will tell me why. I will start the conversation.	B35. [Student Initiates] I am your friend. We were both invited to a birthday party for ( <i>name</i> ). You need help in choosing a gift for him/her. You start the conversation.
	B36. [Student Initiates] I am your friend. We are making plans for the weekend. You want to find out what I like to do. You start the conversation.

B37. [Student Initiates] I am your friend. I have given you a gift and you want to exchange it. You start the conversation.	B46. [Student Initiates] I am a classmate. You left your pen on my desk. You want to find out what happened to it. You start the conversation.
B38. [Teacher Initiates] I am a(n) ( <i>nationality</i> ) student who is new in your school. To get to know each other better, we will talk about our hobbies and interests. I will start the conversation.	B47. [Student Initiates] I am a friend of yours from ( <i>country</i> ). You will be going to ( <i>country</i> ) soon. You are trying to make some plans for your trip. You want me to give you some ideas. You start the conversation.
B39. [Student Initiates] I am your friend. I have been absent for a week and now we have a new teacher at school. Tell me about that teacher. You start the conversation.	B48. [Student Initiates] You are a new student in this school. I am the student sitting next to you in class. You want to know more about this school. You start the conversation.
B40. [Teacher Initiates] I am your pen pal from ( <i>country</i> ). I am visiting you during summer vacation. I want to find out what we are going to do for the next few days. I will start the conversation.	B49. [Student Initiates] I am your friend. You have just heard me mention a sports event that will be shown on television tonight. You want to know more about this event. You start the conversation.
B41. [Teacher Initiates] I am your friend. I am ill and you are visiting me. I will start the conversation by asking you what is going on at school. You tell me what is happening.	B50. [Student Initiates] You are on a school trip in ( <i>country</i> ). I am a clerk at a tourist information booth. You want information about things to do. You start the conversation.
B42. [Student Initiates] I am a doctor. Because you do not feel well, you have come to my office. You start the conversation.	B51. [Teacher Initiates] I am your ( <i>nationality</i> ) friend. You have invited me to your home, but I need directions. I will start the conversation.
B43. [Teacher Initiates] I am the ticket agent at a train station in ( <i>country</i> ). You need to buy a ticket. I will start the conversation.	B52. [Teacher Initiates] I am a foreign teacher visiting your school. I am going to ask you about your school day. I will start the conversation.
B44. [Teacher Initiates] I am your ( <i>nationality</i> ) friend. We plan to have dinner with some friends. We will talk about what we like to eat. I will start the conversation.	B53. [Student Initiates] I am an exchange student who has just arrived in your community. Tell me about your community. You start the conversation.
B45. [Teacher Initiates] You are in a restaurant in ( <i>country</i> ). I am your waiter/waitress. I will find out what you want to order. I will start the conversation.	B54. [Teacher Initiates] I am an exchange student in your school. I am interested in participating in after-school activities and I would like some information. I will start the conversation.

B55. [Student Initiates] I am your new neighbor from ( <i>country</i> ). We have just met and you would like to find out about me and my family. You start the conversation.	C64. [Teacher Initiates] I am your neighbor and you have been babysitting for my children tonight. I come home and you tell me how everything is going. I will start the conversation.
B56. [Teacher Initiates] I am your new classmate. I just moved into your neighborhood and we are talking about my new home. I will start the conversation.	C65. [Student Initiates] I am your friend. You cannot attend the final game of the season because you are sick. Tell me how you felt about this. You start the conversation.
B57. [Student Initiates] I am a student from ( <i>country</i> ). I am visiting your ( <i>language</i> ) class. You want to find out some things about my country. You start the conversation.	C66. [Teacher Initiates] I am your friend. I have been invited to a party, but you have not been invited. Tell me how you feel about this. I will start the conversation.
B58. [Teacher Initiates] You are shopping for some new clothes in ( <i>country</i> ). I am the salesclerk. You need my help. I will start the conversation.	C67. [Teacher Initiates] I am your friend. We are talking about our new math teacher. I will start the conversation.
B59. [Teacher Initiates] I am your ( <i>language</i> ) teacher. You cannot come to class tomorrow. I want to know why. I will start the conversation.	C68. [Student Initiates] I am your teacher. You come into class today and tell me that you do not feel well. You start the conversation.
B60. [Student Initiates] I am a foreign tourist visiting your hometown. You notice that I look very ill. Try to find out what is wrong. You start the conversation.	C69. [Teacher Initiates] I am your friend. We are discussing movies. I will start by telling you what kind of movies I like. You tell me what you think of that kind of movie.
<b>Expressing Personal Feelings</b>	C70. [Teacher Initiates] I am a visitor from ( <i>country</i> ) and I am conducting a survey to find out about the favorite television programs of American teenagers. I will start by asking you what your favorite program is. Then we will talk about it.
C61. [Student Initiates] I am your friend. You are moving to a new school district. Tell me how you feel about that. You start the conversation.	
C62. [Student Initiates] I am your friend and we are watching a baseball game on television. I will start the conversation by saying that I hate watching sports on television. You express your feelings about it.	C71. [Student Initiates] You are being punished and are not allowed to go out this weekend. I am your friend. We are going to talk about your reaction to your punishment. You start the conversation.
C63. [Teacher Initiates] I am a student from ( <i>country</i> ). I will tell you what I like about your school. You give me your opinion. I will start the conversation.	C72. [Student Initiates] I am your friend. We are in a restaurant. We have been waiting so long for our food that you are becoming upset. We will talk about that. You start the conversation.

# **APPENDIX B**

# **ACTIVITIES FOR FOREIGN LANGUAGE**

# **WEEK**

## **Appendix B – ACTIVITIES FOR FOREIGN LANGUAGE WEEK**

- Visit an ethnic market, if there is one in your area.
- Take students to an ethnic restaurant. You may want to set up an exchange with students of Spanish going to a French restaurant, etc.
- Hold a foreign language sing-along in your classroom or in the auditorium of your school.
- Have students bring in foreign foods to eat in class.
- Invite visitors who have lived in, traveled to, or come from a foreign country.
- Plan a unit on the origins of languages.
- Hold an International Night with entertainment and food.
- Have a poster contest with prizes for the winners.
- Organize a recitation contest in the languages taught in your school.
- Ask a local cinema to feature foreign films that week, or plan a field trip to a theater where a foreign film is being shown.
- Make costumes and have a costume day with a contest and prizes for the winners.
- Plan a field trip to a museum to see paintings by foreign artists.
- Hold a balloon launch.
- Have students speak only the target language in school that week.
- Arrange to have foreign foods served in the school cafeteria.
- Prepare exhibits for school display cases--use them all !!!
- Label stores in town in the foreign language.
- Arrange for displays in store windows in town.
- Decorate the school's corridors with posters and flags.
- Publish a school foreign language newspaper that week.
- College modern language departments may wish to prepare a program to take to the school in their region, or secondary students can visit elementary schools with a program.



## **Appendix B – Activities for Foreign Language Week (cont'd)**

- Plan a special program for the Board of Education.
- Prepare a presentation for social studies classes.
- Make announcements on the P. A. system in the target languages.
- Hold an international Olympics in your school.
- Have a talent show featuring songs, skits, and dances in the target languages.
- Teach a foreign song in music class.
- Have foreign music played during lunch periods.
- Ask students to bring in articles and pictures about foreign countries.
- Prepare a slide presentation on foreign artists or some aspect of other cultures.
- Teach folk dances and hold a folk dance contest.
- Have high school students teach folk dances to younger students.
- Involve non-English-speaking students and their cultures in all activities. (You may wish to display the flags of their countries in school during the week).
- On a large map of the world, mark the countries from which the non-English-speaking students come.
- Invite local ethnic organizations to hold events of some kind.
- Do a presentation for the P. T. A.
- Make presentations before local community service organizations.
- Offer modern language courses for other faculty members.
- Place announcements in local newspapers.
- Have announcements about foreign language week made on local radio stations.
- Invite the media to all of your activities.
- Ask students to make scrapbooks or bulletin board displays of postal cards from other countries.

**Appendix B – Activities for Foreign Language Week (cont'd)**

- Ask local government officials to proclaim foreign language week in your area.
- Have the school principal read the Governor's and President's Proclamations over the P. A. System of your school.
- Send copies of the various proclamations to the Superintendent, school board members, and local government officials.
- Present a foreign play or excerpts from plays to students, parents, and community members.

# APPENDIX C

## GAMES

## APPENDIX C - GAMES

### 1) **ADIVINA**

Teacher sets up a pack of vocabulary unit flashcards. One student picks one word or picture out of the stack for the other students to guess. The students ask yes or no questions after a designated number of guesses, either the class wins or the student gets another chance to stump the class.

### 2) **AROUND THE WORLD**

The teacher has 10-20 flashcards ready. The student who is “it” stands next to the desk of another student. The teacher shows a flashcard to both students. The first student to give a correct response moves on to other desks in the book to complete the trip “Around the World.”

### 3) **BASEBALL**

Students are divided into opposing teams. Each team must have ready flashcards or questions for their “Pitcher.” “Batters” must respond correctly to advance around the bases. The baseball field may be drawn on the board, on a laminated chart or on the overhead. Each batter gets only one hit, if the game is to move quickly. Stress the fact that the rules are different from regular baseball.

#### **VARIATION - FUTBOL NORTEAMERICANO**

Instead of advancing on bases, teams begin on the 20 yardline. If a team answers correctly, they advance 10 yards and so forth until reaching the goal. A “touchdown” is worth six points. After every incorrect response the teams are pushed back to the 20 yard line.

#### **VARIATION - FUTBOL OR SOCCER**

Instead of advancing on lines or bases, teacher draws a certain amount of circles at diagonals to represent successful passes of the ball. If the team misses, they must go back to center field.

### 4) **BEANBAG TOSS**

The teacher picks a vocabulary topic such as “Foods” or a grammar topic such as plural verbs. Each student receiving the tossed beanbag must say a word related to the topic. The word must not be the same word said by the last person. Students are “out” if they fail to contribute a new word or if they drop the beanbag.

### 5) **BINGO**

Each student has a Bingo card with 9 or 16 spaces. A nine space game is a faster version. Pictures or written words or numbers are placed in each space. The caller picks out cards from a hand made stack. Winners are the first to fill out a designated line, which might be up and down, diagonal, T-Shape, corners only, full board.

## APPENDIX C - GAMES

(continued)

### 6) **BIS-BIS**

Students count from 1-100. Each student must give the next number in order. A predesignated set of numbers, such as 3S, 5S, or 7S cannot be said out loud. Instead, the student must say 'Bis-Bis' or some other nonsense word. Game is continued until most students are eliminated by forgetting the next correct number or by forgetting to say "Bis-Bis."

### 7) **BOARD RELAY**

This game is best done with numbers, alphabet letters, math problems, and parts of the face and body. The class is divided into teams. The teacher calls out one word such as a number. Representatives from each team try to be the first to write or draw the correct response on the board.

### 8) **COLOR-NUMBER**

The teacher prepares a large circle divided into sections or a large chart with squares. In each division the teacher writes a colored number. Teams or individual students try to identify either the color or the number depending on the questions asked by the teacher. Typical questions might be "Which number is gray?" or "What color is the number 2000?"

### 9) **CONCENTRATION**

The teacher prepares 20-30 cards numbered consecutively on one side. Cards may also have colors. On half the cards the teacher puts a picture on the back related to a vocabulary unit word. On the other half of the cards, the teacher puts words that match the pictures. Make sure only one pairing is possible with each word. Both sets are shuffled. Place cards face down. Divide class into teams. The first person on each team calls out two numbers and then gets to see the cards face up. If the cards match, it is a point for the team and the cards are removed. Team with the highest score wins.

### **QUICK VARIATION**

Students on one team show flashcards with pictures or words briefly to the other team and place them face down. Students on the other team try to remember which student has which flashcards.

### 10) **DETECTIVE**

Select the same number of students as the number of family members studied. Give each one a piece of paper with the word for a family member. The rest of the class will try to guess what family member each student is by asking questions in the target language such as:

How old are you?

Where are you from?

Are you tall?

## APPENDIX C - GAMES

(continued)

### 11) DIRECTIONS BOARD GAME

Make a blank board divided into nine squares ( like for tic-tac-toe). Place the stack of vocabulary words to be reviewed on the blackboard ledge. Give each student a 3” x 5” index card with instructions such as: take the “apple” and place it in the center of the board (this should be the student who starts the game); take the “peach” and place it to the left of the apple; take the “grapes” and place them on top of the apple; etc.

### 12) ELIMINATION

Each student gets a turn identifying pictures or answering a question. Students giving incorrect responses are “eliminated” and are out of the game. Game continues until only a few students remain.

### 13) “EYE” SPY

Teacher or student who is “it” describes an object in the classroom. Students try to guess what the object is. Instead of the classroom or things visible from a window, pictures or posters may also be used.

### 14) FLOOR TIC-TAC-TOE

Divide a large cardboard into nine squares for tic-tac-toe. On each square place a flashcard with the vocabulary to be practiced or reviewed. The students are divided into two teams. They take turns tossing a bean bag onto the board. They must identify the vocabulary word in order to earn an “X” or an “O”. The team to form tic-tac-toe wins.

### 15) PASAPALABRA OR PASSWORD

The class is divided into two teams. The first person on team one and the first person on team two are shown the password. These students take turns giving one word clues to their teams. The first student gives a clue to one person on the team. If this student misses and cannot guess, the captain of the other team now gets a turn to give the one word clue. The team captains must give a turn to each person on their team. It is advisable to change captains frequently.

### 16) PICTURE HIDE AND SEEK

Student picks a location in a picture where he is “hiding” and imagines that he is hidden there. He then tells the teacher the location without letting the other students know. The other students ask questions which can be answered with “Yes” or “No” to find the correct “Hiding Place.” The teacher may put a limit on the number of questions.

## **APPENDIX C - GAMES**

(continued)

**17) SIMON DICE**

The teacher gives a direction or command in Spanish. This may include touching or pointing to clothing, classroom objects, and parts of the body. Students may not do any action unless the teacher says “Simon Dice” before the command.

**18) STORE OR RESTAURANT**

Students play storekeeper or waiter and customers. Props may be as limited or as elaborate as the teacher desires, such as fake money, actual boxes and cans, toy cash register, sale signs.

**19) TIC-TAC-TOE**

In order to be able to put an X or O in the box, a student must be able to identify a flashcard or answer a question. A piece of colored paper or a number may be inserted in each of the nine spaces so that the student who wishes to place an X or an O must also describe the space where he wishes to place the X or O. Students or opposing teams may make up questions or vocabulary items to identify. Use colored paper to identify squares.

**20) TOSS THE CUBE**

Make a large cub out of cardboard. On each side of the cube write a number or color each side with a different color (or any vocabulary you wish to practice or review). The students are divided into two teams. They take turns tossing the cube. The students earn points by correctly identifying the number or color showing on top of the cube. The team with the most points wins.

**21) WHAT DOES NOT BELONG**

Students who are secure in vocabulary may use this. Team members give four words, one of which does not belong in the list--”red, blue, diamond, brown.” Before the count of five, the other side has to identify the word that doesn’t belong.

**22) There are games available in Spanish--Scrabble, Monopoly--remake English board games.**

## APPENDIX C - GAMES

(continued)

### Adivina

1. The teacher writes one vocabulary word on each 3" x 5" index card.
2. Divide the class into two or more teams.
3. Select one member of each team to be the scorekeeper.
4. A player picks a card and then draws a picture of the vocabulary word on the chalkboard or performs the command.
5. The first team to guess the word or command correctly scores one point. (Students must raise their hands before answering.)
6. The team with the most points at the end of the game period is the winner.

### ¿Adónde vas?    Où vas-tu?

1. Select one student to be the guesser, and have him or her stand and face the wall or chalkboard.
2. Have another student circle the classroom once or twice and then come to a stop next to a classroom object or place in the classroom.
3. The student at the front gets to ask three questions to guess where the other one is:

**S1** ¿Vas a la puerta?

**S2** No, no voy a la puerta

**S1** ¿Vas a la ventana?

**S2** No, no voy a la ventana.



## APPENDIX C - GAMES

(continued)

4. If the student guesses correctly, he or she gets to circle the room and choose the next person to guess.
5. If the student does not guess correctly, he or she must sit down, and the teacher selects the next guesser.

### **Busca el Objeto**

1. Divide the class into teams of three or four players each.
2. Give each team an index card.
3. Instruct the teams to write, in the target language, the name of five objects in the classroom.
4. Collect and shuffle all the cards.
5. Ask each team to pick a card.
6. When you give the clue - *Busca el objeto* - each team must read the name of one item aloud, find the item, and then (if correct) have it checked off the card.
7. The first team to have all five items checked off its card wins.

### **Busco la Fortuna**

1. On a transparency, chalkboard, or paper, draw dashed lines to stand for the letters of a familiar expression or vocabulary word.
2. On the index cards, write large amounts of money (or amounts that correspond to the numbers students have learned).
3. Shuffle the cards and place them face down on a table.
4. To make the game more interesting, you may add cards such as “lose a turn” (*pierde un turno*), “free spin” (*turno extra*) or bankrupt” (*bancarrota*). Either make or purchase play money for the winnings.
5. Divide the class into teams.

## APPENDIX C - GAMES

(continued)

6. One team chooses an index card. If a money amount is on the card, the team gets to guess a consonant in the expression or word. If the guess is correct, write the consonant on the dashed line(s) where it appears in the expression.
7. Give the team the matching amount of play money.
8. The team continues playing until it either turns up a bad card or does not guess a letter correctly.
9. If a team has enough money, it may buy a vowel for an agreed-upon price. (*Quiero comprar una vocal*).
10. A team may try to guess the expression after it has completed a correct letter guess. The first team to guess the expression correctly wins the game.

### **La Cadena**

1. Have a player begin the game by repeating a sentence (e.g., *En el salón de clase hay una profesora.*)
2. A second player repeats the sentence and then adds to it (e.g., *En el salón de clase hay una profesora y un alumno*).
3. The third player repeats the longer sentence and adds another item or person.
4. Players continue adding to the sentence until no one is able to repeat it correctly.

Examples:

Clothing: *Voy a la tienda y voy a comprar un abrigo.*

Activities: *Por la tarde me gusta leer, cantar . . . .*

### **¿Cómo te llamas?**

1. Distribute the cards, one to each player, and instruct students to write their names (in the target language) on the cards.
2. Collect and redistribute the cards, making sure that each player gets someone else's name card.
3. Students must already know how to greet someone. Reinforce the practice of shaking hands upon being introduced.

## APPENDIX C - GAMES

(continued)

4. Players try to find the person on their name cards by asking

*¿Cómo te llamas?*

Other players respond *me llamo* \_\_\_\_ (name) When two players connect, they introduce themselves, saying *mucho gusto* and *El gusto es mio*.

5. Pairs may stay together until someone else meets them or until they meet another pair of student. Each time one group joins another, players give their names and repeat the introductions.

### **Concentration**

1. Construct a game board with 27 pockets. Number the pockets.
2. Make vocabulary cards, half with the vocabulary words labeled and the other half with corresponding pictures.
3. Divide the group into two teams.
4. The first person on a team selects a number (says it in the target language) and sees what has been chooses. The word is said aloud. The player then makes a second selection, hoping to match a vocabulary word with the correct illustration. If a match is made, the next person on the same team continues play. If not match is made, the turn goes to the other team. Play continues until all the vocabulary cards and illustration-cards are paired. The team with the most matches wins.

### **El juego de acciones**

1. Have each player make up a sentence that combines two commands, each of which involves a different classroom item (e.g., *Anda a la pizarra y dibuja un círculo*).
2. Tell players they may write down their sentences if they wish, but that others should not see them.
3. Then have each row stand. The first player in a row turns and gives his sentences with two commands to the second player, who must perform them.

## APPENDIX C - GAMES

(continued)

4. The second player turns and gives her commands to the next player to perform.
5. The game continues in this way until each player's commands have been performed correctly. The first row to finish wins the game.

### **La pirámide**

1. Make copies of game sheet, one for each team.
2. Arrange the class into teams of four players each.
3. Give each team a game sheet.
4. On the chalkboard, draw a replica of the pyramid and label each section of the pyramid with the name of a word family you wish to practice.
5. Have each team copy the word category labels on their game sheets.
6. Instruct the students to place their game sheets face down.
7. At the count of three, instruct each team to turn over its game sheet and to write the words for each category in the corresponding section of the pyramid. (Spelling doesn't count.)
8. The first team to complete the pyramid with the most appropriate answers wins.

### **¿Qué hora es?**

1. You will need 12 sheets of 8 1/2" x 11" paper.
2. Write one number from one to twelve on each sheet of paper. Arrange the sheets of paper in a circle on the floor to resemble the face of a clock.
3. Have two students begin the game by volunteering to stand next to two numbers on the clock. (For Beginning students, one person should always stand next to the twelve). Ask the question *¿Qué hora es?* and call on a student to come to the front and answer.

## APPENDIX C - GAMES

(continued)

4. If that player responds correctly, he or she may take the place of either player on the clock. (The new “hands” change position to form a new time).
5. The player who is leaving then asks the question *¿Qué hora es?* and calls on another student to answer.
6. If a player does not answer correctly, he or she must return to the desk and you call on another student to answer.

### **Simón dice**

The leader stands in front of the room and gives a command to the group preceded by “*Simón dice.*” Occasionally, the leader should give a command without saying *Simón dice*. Anyone who moves or responds to that command must sit down. The game may proceed slowly at first and then gradually increase in speed.

## ¿Cómo te llamas?

### Speaking Activity

- I. Title:** ¿Cómo te llamas?
- II. Background:** Songs, especially children’s songs, are a fun way to practice another language because they are short and repetitive. Songs that allow substitution in the lyrics also provide ample vocabulary development.
- III. Audience:** A level IIA, II or higher.
- IV. Outcome:** Students will develop a stronger facility with the Spanish language. The relaxed atmosphere will help increase their confidence in speaking the language, and the “catchiness” of the tune will give way to unsolicited practice.
- V. Task:** You will be teaching (informally) a class of Spanish-speaking children a game song that is new to them. You must memorize the Spanish alphabet and begin to mentally compile names of people (men & women), places and things that begin with each letter of the alphabet. Be prepared when children discover that not all letters and sounds are usable in this game.
- VI. Procedure:**
- Teacher:
1. Review the alphabet using any method.
  2. Draw/display map(s) of areas of the world where Spanish is spoken.
  3. Post a list of Spanish names for reference.
  4. Practice repeating the “model” phrase.
- English “A” my name is Alice and my husband’s name is Al; we come from Alabama and we sell apples.
- Spanish “A” me llamo Ana y mi esposo se llama Arturo; somos de la Argentina y vendemos agua.
- Student:
1. Taking turns, repeat the verse, substituting words beginning with each of the letters of the alphabet.

## **¿Cómo te llamas?**

### **Speaking Activity**

(cont'd)

- VII. Suggested Time:** The first few tries, 20-30 min. After a while, 10 min. should cover the whole alphabet.
- VIII. Suggested Material:**
- map of areas where Spanish is spoken
  - list of names (boys & girls)
  - pictures or lists of products from areas pertaining to map(s)
- IX. Assessment:**
- X. Extension:**
1. Use a stop watch and time each student: fastest student/team gets ?????
  2. Working in pairs or groups, have students write out their rhymes, trying to use as many countries (of the target language) as possible.

# **APPENDIX D**

# **SONGS**



## APPENDIX D - SONGS

### NURSERY RHYMES AND SONGS

- 1) *Pin uno, pin dos, pin tres, pin cuatro, pin cinco, pin seis, pin siete, pin ocho, pingüino.*
- 2) *Uno, dos, cho-  
tres, cuatro co-  
cinco, seis late-  
bate, bate chocolate  
bate, bate chocolate  
chocolate, chocolate, ch, ch, ch.*
- 3) Spanish “Patty Cake, Patty Cake” - Children’s Rhyme  
*Tortillas, tortillas para mamá  
Tortillas, tortillas para papá  
Las quemaditas para mamá  
Las tostaditas para papá  
Tortillas, tortillas, tortillas*
- 4) *Son, son  
Son los enanos,  
Chiquititos, veracruzanos  
Son, son, son los enanos  
Cortos de pies, largos de manos  
Los enanitos quieren camisa,  
Que se la compren con longaniza.*
- 5) Rima de Sorteo -- Rhyme to decide who is “it”  
used the same as “Eeny, Meeny, Miny, Mo”  
*De tin, Marín, de don pingüé  
Cúcara, mácara, títere, fue  
Cuchara, salero, esconde tu dedo  
detrás del trastero.*
- 6) Rima de Sorteo  
*Un chivó se dio un tubazo  
Y en el aire se detuvo  
Botín, botín  
Salió primero--tu compañero.*
- 7) Rima de Sorteo  
*En la calle del ocho  
Me encontré a Pinocho  
y me dijo que contara  
del uno al ocho, 1, 2, 3, 4, 5, 6, 7, 8.*
- 8) *Pollito, chicken  
Gallina, hen  
Lápiz, pencil y pluma, pen  
Ventana, window  
y puerta, door  
Maestra, teacher  
Y piso, floor.*
- 9) Variation on a Children’s Song  
*Me gustan todos, me gustan todos  
Me gustan todos en particular  
Pero este \_\_\_\_\_, ese \_\_\_\_\_ (put in animal word or any other  
Ese \_\_\_\_\_ me gusta más. appropriate vocabulary word)*
- 10) *Me gusta la leche, me gusta el café  
Pero más me gustan  
los ojos de usted.*

## NURSERY RHYMES AND SONGS - Continued

11) *Que llueva, que llueva  
la vieja de la cueva  
Los pajaritos cantan,  
La luna se levanta  
Que sí, que no, que caiga un chaparrón  
Debajo del colchón.*

12) *Patito, patito  
Color de café  
Si tú no me quieres  
Pues luego qué,  
Ya no me presumas,  
Que al cabo yo sé  
Que tú eres un pato color de café.*

13) *Brinca la Tablita  
Yo ya la brinqué  
Bríncala de vuelta,  
Yo ya me cansé.  
Dos y dos son cuatro  
Cuatro y dos son seis  
Seis y dos son ocho  
Y ocho diez y seis,  
Y ocho veinte y cuatro  
Y ocho treinta y dos  
Animas benditas  
Me arrodillo yo.*

14) Rhymes while hitting the Piñata  
*Dale, dale, dale  
No pierdas el tino  
Mide la distancia  
Que hay en el camino  
Y si no le das  
De un palo te empino.  
(Lowering de rope:)  
Bajen la Piñata,  
Bájenla un tantito  
Que le den de palos,  
Poquito a poquito.*

15) Spanish London Bridge (Tune is not the same)  
*A la víbora, víbora de la mar, de la mar,  
Por aquí pueden pasar.  
Los de adelante corren mucho  
Los de atrás se quedarán, tras, tras, tras  
Será melón, será sandía, será la fruta  
Del otro día, día, día.*

16) San Fermín  
*Uno de enero  
dos de febrero  
tres de marzo  
cuatro de abril  
cinco de mayo  
seis de junio  
siete de julio  
San Fermín.*

## NURSERY RHYMES AND SONGS – Continued

### 17) San Serení

*San Serení*

*de la buena vida, buena vida.*

*Hacen así, así los zapateros.*

*Así, así, así, así me gusta a mí.*

Substitute “los zapateros” by “las planchadoras”,

“los carpinteros”, “las constructoras”, etc.

imitating the movements each will make in their trades.

### 18) El Viejo Pepe

*El Viejo Pepe tiene un rancho, A-E-I-O-U (cha-cha-cha)*

*Y en el rancho tiene una vaca, A-E-I-O-U (cha-cha-cha)*

*Con el mu-mu aquí, mu-mu allí;*

*Aquí mu; allí mu; en todas partes mu-mu;*

*El Viejo Pepe tiene un rancho, A-E-I-O-U (cha-cha-cha) □*

### 19) Las Mañanitas

*Estas son las mañanitas*

*que cantaba el rey David,*

*A la muchachas bonitas*

*se las cantamos así.*

*Despierta, mi bien despierta*

*mira que ya amaneció,*

*ya los pajaritos cantan,*

*la luna ya se metió.*

### 20) Fray Felipe

*Fray Felipe, Fray Felipe*

*¿Duermes tú?, ¿duermes tú?*

*Toca la campana, toca la campana*

*¡Tan, tan, tan, tan, tan, tan!*

# **APPENDIX E**

# **CULTURE CAPSULES**

# INTRODUCTION

Everyone knows that the Japanese, Africans, and the Hindus have cultures and ways of life that are very different from the American. There are, however, so many Hispanic people living in the United States, that it is frequently assumed that the only major differences between the Spanish speaker and the American is the language that they speak. There are, in fact, hundreds of different ways in which the two cultures are not alike, and as a result, great misunderstandings can be created if you and the Spanish speaker do not realize how and why you are different. To help you understand the Spanish speaker better, you will find hereafter short descriptions of some significant differences between Hispanic and American culture. Read these carefully and eventually you will have a deeper understanding of how you and the Spanish speaker differ. Here is an example.

The Spanish speaker has a very different attitude towards animals than most Americans. The American may keep almost any type of animal as a pet. Many people keep dogs and cats as household companions, and each animal is given a name, the way the human members of the family are. There are, in addition, pet stores, animal hospitals, pet beauty salons, and even special graveyards for pets. The Spanish speaker, in sharp contrast, has no word at all for *pet* and frequently does not even give names to animals. Moreover, he carefully keeps animals and people clearly separated in his mind, and it is generally considered improper to describe human speech with verbs used to describe animal noises, such as *growl*, *bellow*, *roar*, and *hiss*. As a result, few words in the Spanish vocabulary can be used as impolite substitutes for “to say.” In the same way Spanish has two words for “foot,” one for people (*pie*) and another for animals (*pata*), and when a person sticks his nose (*nariz*) into someone else’s business the word used is *hocico*, the equivalent of a “snout.” In general it is considered derogatory to use animal terms to describe people.

When the people of two different cultures first come into contact with each other, what each group usually notices first are the differences in customs and attitudes. It frequently happens that a custom which is so common in one culture that is hardly noticed is considered to be rude, ugly, obscene, or immoral in the other. When a member of the other culture observes this custom he frequently suffers what sociologists and anthropologists call *cultural shock*. You believe, for example, that drinking milk is wholesome and proper. In contrast, for the people of one African tribe, this is something filthy because they put cow’s milk in the same category as urine. Similarly, most American males think nothing of showing a bit of bare leg between the top of their sock and the bottom of their trousers when they sit down and cross their legs. This is obscene in Indonesia. In the same way, many American business men do not hesitate to sit down on the edge of somebody else’s desk. This is considered rude in Latin America. Kissing is a common way for couples in America to show affection. This custom shocks most Japanese and is frowned on in the Hispanic world when done in public.

William E. Bull et al., Spanish for Communication. (Part A, B) New York: Houghton Mifflin, 1972, p. 5.

You have, perhaps, suffered some cultural shock as you have read these cultural notes. You must keep in mind that you do things that are just as shocking to the Latinos. They are shocked by American girl tourists who tour their churches in slacks and do not cover their heads before entering. The more religious are shocked when these same tourists nonchalantly walk by the altar without genuflecting (bending the knee in sign of reverence).

The culturally sophisticated person quickly recovers from these shocks and rapidly learns to accept the behavior of the natives of each culture in terms of their own standards. At the same time, such a person also learns not to do those things which seem natural to him, but shock the other people, when he is in their country as a guest. This is the meaning of the old saying, “When in Rome, do as the Romans do.”

When the Spanish speakers came to their part of the New World, they came as conquering armies. For a long time no Spanish women came to the New World and, as a result, the soldiers who stayed often married Indian women and their children had a mixture of Spanish and Indian blood. In many countries of Latin America today the majority of the people have some Indian blood.

In contrast, when the early settlers came to the United States, they brought their families with them, and as you already know, they drove the Indians off their lands. Because the Indians continued to fight the settlers until late in the 19th century there was almost no intermarriage between the two groups until the present century.

Certain people in the United States have been struggling with the problem of who is a Black. The question, you should notice, is never “Who is white?” because from the first, popular opinion considered anyone with any black ancestry to be a Black.

In Latin America there were never any laws prohibiting marriage between the Spanish and the Indians and there are, as a result, millions of people who have Indian ancestry. The Latinos, nevertheless, are preoccupied with who is and who is not an Indian. Strange as it may seem, in Latin America a person who has an absolutely pure Indian ancestry may not be an Indian at all. In Bolivia a pure Indian may be classified as white when he acquires a certain level of education and economic status. The same is true for Mexico where the shift may be accomplished by shifting from Indian costume to store-bought clothes. One Mexican once jokingly defined the difference between Indian and white by saying, “Anyone who wears shoes is *not* an Indian.”

A major difference between Hispanic and American culture developed from the fact that the Indians in Latin America were mostly farmers who lived in one place while almost all the Indians in the United States were hunters who moved about in search of game. When the early Americans came, they drove the Indians from their lands so that they could be farmed; and after the Indian wars of the last century, most of the tribes were forced to live on reservations. Today there are still many tribes which live on reservations and have a culture which is still Indian, not modern American.

Idem., p. 176

Although a great many Indians in the United States still live on reservations and preserve some features of their ancient culture, they have accepted many forms of American culture. For example, they have cars, radios, and television sets, which they buy with American money. In contrast, there are many Indians in Latin America, especially in Peru, Bolivia, and Brazil, who live completely outside of the money economy. This means that they never earn any money and that they acquire whatever they have by bartering. There are no stores or shops in their villages because there is no money to buy things, and as a result, they never get many of the very common things that you take for granted. Most of them never have shoes or store-bought clothes; some use almost no clothes at all.

Idem., p. 176, p. 129 (A), p. 439 (B).

## **APPENDIX E**

### **Culture Capsules**

#### **Introduction**

#### **I. Miscellaneous Topics**

1. Crafts
2. Greetings
3. Marriage
4. Machismo
5. Clothing
6. Transportation
7. Houses
8. Streets
9. Family and Friends
10. Spanish Foods
11. Table Etiquette
12. Health
13. Mourning
14. Superstition
15. Numbers
16. Shopping
17. Bargaining
18. Use of Proper Names
19. Forms of Address
20. Meaning of Time
21. World of Work
22. Language: Tone and Meaning

#### **II. Body Language: Nonverbal Communication**

#### **III. Holidays**

#### **IV. Praises Hispanos**



## I. Miscellaneous Topics

### 1. CRAFTS

When the Spaniards took over the New World, they did not totally destroy the Indian civilization. There are still many villages which are completely Indian and some in which the people do not speak Spanish. As a result, folk traditions, customs, and art have survived. The silversmiths of Mexico and Peru are famous for their craftsmanship, and each country that has a large Indian population produces its own special artifacts: pottery, blankets, leather work, etc. In the past, these home industries produced articles primarily for local use. With the growth of tourism, new markets opened up and modifications in designs began to develop. Today many craftsman produce imitation handicraft articles which sell almost exclusively to tourists. In the areas where there are ruins of ancient Indian civilizations, the craftsmen make copies of original art objects which are sometimes sold to the unsuspecting tourist as originals.

### 2. GREETINGS

When a great many Americans and Spanish speakers meet for the first time, they have trouble establishing friendly relationships. The Spanish speaker thinks the American is cold and standoffish, and the American thinks the Spanish speaker is trying to be too intimate too soon. What neither realizes is that the two cultures have very fixed customs on how close two people should stand to each other during a normal conversation. When two Spanish speakers, either males or females, talk to each other they stand about 16 inches apart. For the average American this distance is commonly only for sweethearts or two persons discussing something very intimate or secret. In ordinary conversation Americans may stand two or three feet apart. Until the members of each culture understand this difference, each gets a wrong impression of the intentions of the other, and they have trouble trying to establish a friendly relationship.

It is quite customary in the United States for married couples or sweethearts to greet each other after a long absence with a hug. In the Hispanic world after similar absences, men often greet each other with a big hug, called *un abrazo* (embrace). It is also common for men friends to end a letter with *Con un abrazo* (With a hug). It is considered quite proper for grown men to hug each other; In Russia men friends sometimes hold hands when they go for a walk together. If you react negatively to these customs, the sociologist says you are suffering from “cultural shock.” This means you are not ready to accept the notion that behavior patterns that are taboo in our society may be very acceptable in another culture.

When a Spanish speaker joins a group of people at a table in a cafe or at a party, he shakes hands with each individual and greets each one personally. He also shakes hands with everyone when he leaves the group. Because of this many Spanish speakers consider Americans impolite because they often just say “Hello” or Good-bye” to a group and do not always shake everyone’s hand.

Idem., pp. 407 (B), 318 (B), 338, 323 (B).

### 3. MARRIAGE

In the United States a couple that wishes to get married has a choice between a civil and religious ceremony. In the Hispanic world it is customary to have both ceremonies. The couple is first married in the civil ceremony and then in church, where they receive the marriage sacrament. In the remote rural areas and in the city slums it is not uncommon to dispense with both ceremonies. It is this tradition which gave the original meaning to *casarse con*: *to house oneself with*.

### 4. MACHISMO

The American male takes it for granted that he is a male, and he does not feel insecure doing some things that by tradition are done by women. The American frequently likes to cook, often does not object to doing the dishes, and carries groceries to the car without giving the matter a second thought. Spanish speakers, in contrast, are *muy macho* (very much a male), and many of them believe it is undignified to do anything that is woman's work. Those who believe this will not carry a baby on the street or even a grocery bag. Many would not even think of doing the dishes or sweeping the floors. There is, consequently, a sharp contrast between what a man and a woman may do in the Hispanic world. In the United States there exists a custom which is rarely talked about, but which is followed with very considerable consistency. This custom says that a man should be as tall or taller than his wife. A very large majority of Latin men are short, and as a result, many Latin wives are taller than their husbands. It is considered impolite to mention this fact to the individuals concerned.

In the American theatrical tradition, the man and nasty villain generally has a mustache and the clean-cut hero who saves the girl is almost always smooth-shaven. In the Hispanic world, a mustache is traditionally a mark of masculinity, the sign of a true man. As a result, the villain in Spanish movies is usually smooth shaven and the good here wears a mustache.

The gun has played a very different role in the history of the Hispanic world and the United States, and there are variations in the development of the vocabulary of the two languages. In Latin America, excepting the periods of Conquest and Independence movements, guns played a fairly minor role and most have never even owned one. In contrast, during the settling of most of the United States the possession and use of firearms was widespread. As a consequence, there are in American English many "gun" words which have no equivalent in Spanish. When something goes wrong in a shop, the boss sends for a "troubleshooter." If he is a very important person, he is a "big shot," but if he fails, he is a "dud." If he is honest, he is a "straight shooter" who sometimes tells the workers that they need to "raise their sights." If the troubleshooter is successful, the company buys his suggestions "lock, stock and barrel." You could probably think of many other examples of this type of "gun" vocabulary if you tried. It would be almost impossible for a Spanish speaker to come up with even one.

Idem., pp. 293, 269 (B), p. 241 (B), p. 280 (A), p. 485 (B), p. 118 (A).

## 5. CLOTHING

A great many American tourists find the long, flowing skirts of the Indian women of Latin America (and the United States) to be quaint and something typically Indian. What these people do not know is that the Indian women of the New World did not wear skirts before the Discovery. When the European women came here, the Indians began to dress like them. Since all women wore long skirts at the time, the Indians did the same thing. The difference is that the Indians have kept up the custom while the city dwellers have changed their styles to match those of Paris or New York. The “typical” Indian dress, in short, is not Indian at all. It is an inheritance of the European styles of the sixteenth and seventeenth centuries.

A good deal has been said in these cultural notes about the Indians. It should be mentioned that in Argentina and Uruguay there are almost no *pureblooded* Indians anymore. The population of most of Latin America is made up principally of mixtures of white, Indian, and Negro, with percentages varying from one region to another. This is largely dependent on factors of climate and history. Most of the population is mestizo (mixed Indian and white), and in some places the differences between mestizo and Indian is in the types of clothes worn, and occasionally the language(s) spoken.

There are in the United States certain restaurants and places of public entertainment where men are not admitted without a necktie or a coat and, in general, men wear a necktie and a coat to church and other formal meetings. In these same situations sports clothes are generally considered improper. The same customs exist in the Hispanic world, but the restrictions are much more generalized. More restaurants require coats and ties. In general, sports clothes are worn only for sporting events and, as a result, many Latinos react negatively to the American tourists who wear sport shirts on the street. In some places tourists are not allowed in churches without a coat, and many people are shocked when American women tourists visit churches in slacks. In both cultures, custom usually requires women to cover their heads in Catholic churches. Many American women wear hats. This is not done in the Hispanic world. They cover their heads, instead, with a veil (*velo*), scarf (*pañuelo*), or a *mantilla*. In most of the United States teenage girls and women think nothing of going to a store or to a party by themselves after dark. Except for the great metropolitan centers, in most of Latin America a teenage girl does not leave the house after dark unless escorted by a parent and a woman does not go out unless escorted by her husband or a relative. In many places it is considered immoral for a woman to be on the street alone after dark.

Idem., p. 433 (B), p. 275 (A), pp. 458, 469 (B).

## 6. TRANSPORTATION

The United States has been characterized as an extremely mobile society. There are highways and roads that lead just about everywhere, and every day thousands of people use cars, buses, trains and planes to move about. Communications media are also very highly developed, and the gradual result of all this is a breakdown in regional loyalties and differences. In many parts of Latin America, however, communications are not so highly developed, and transportation is still a major problem. This is in part due to local geography and climate, and many millions of people rarely if ever travel very far from their homes. The frequent result of this is a strong sense of regional identification; historically, this in part explains the formation of so many small countries, each with their fixed prejudices against people of other regions. There are often great differences in customs, social mores and even dialects. In fact, linguists have discovered areas where people on opposite sides of town exhibit noticeable differences in speech. An expression exists in Spanish, *la patria chica*, “the little home-country,” which defines the area in which one is born and to which one owes the greatest emotional attachment. This expression is more like “home is where your heart is” than is the contrasting English expression “home is where you hang your hat.”

The capital of the state of Alaska, Juneau, can be reached in only two practical ways: by plane or by boat. It is impossible to get to Juneau by road because no road leads to Juneau. This seems strange to most Americans because almost every town and village in the continental United States can be reached by car. Latin America, like parts of Alaska, has many towns that can be reached only by boat or plane and a great many villages can be reached only by foot or horseback. Many people in these villages live their whole lives without ever being farther away from home than a long day’s walk.

## 7. HOUSES

In the United States, the majority of people who are well-to-do live in the cities. About two million of these people have a second home in the country which is used for weekends and vacations. In Latin America, the rich are mostly owners of great estates or *haciendas*. A great many of these people have a second home in the nearest big city or the capital of the country. In the United States people want to escape from the big cities to the country. In Latin America they want to escape from the country to the cities.

Idem., pp. 162, 169 (A), p. 88 (A)

## 8. STREETS

In most American small towns or villages the streets have names. There is Main Street or First Street, etc., and usually, signs on the street corners which give these names. In many Latin American small towns and villages (and even in some larger towns) the streets are not named. As a result, when a stranger wants to find somebody's home he has to be directed by landmarks such as "go to the church, turn left to the banana grove, then cross the bridge to the right, and stop at the house with a broken green shutter on the left upper window."

In most American buildings the first floor is the ground or street floor. In contrast, the *primer piso* (first floor) in Hispanic buildings is regularly the equivalent of the American second floor. The ground floor is the *piso bajo* (low floor), and the top floor is the *piso alto* (high floor).

## 9. FAMILY AND FRIENDS

In many American families the use of familial titles such as aunt, uncle, brother, sister, cousin, etc., is rapidly disappearing. Most people still use grandmother (gramma), grandfather (grandpa), father (pa, dad), and mother (mom, ma) in addressing their elders, but first names only are commonly used in talking to other members of the family, especially when the age difference is small. This custom upsets many Latin Americans who visit the United States. They feel that this is disrespectful and that American parents are not bringing up their children properly.

In American homes it is a fairly common practice for the members of a family to say "good morning" to each other when they meet for breakfast. For many Latinos this is a strange custom, for they use *Buenos días* only to greet a person who comes in from outside or when they meet a person on the street.

## 10. SPANISH FOODS

It is well-known that each culture has its own favorite foods and dishes. Although Americans eat pizza, wieners, and Chinese food, the traditional dishes are meat, potatoes, apple pie, chicken, turkey, hamburger, bread, butter, etc. In Spain butter is quite uncommon. They much prefer olive oil. In Cuba the traditional meat for Christmas dinner is pork. In many parts of the Hispanic world, kids (young goats) are considered a delicacy. In tropical countries the natives eat monkeys. Corn is not a staple in the Peninsular (Spain) diet; it is replaced by rice or potatoes. Rice, corn, beans, and potatoes are common in most of Latin America. The tortillas of Mexico are made from corn flower.

What each group considers a delicacy is often surprising to the other. Ice cream and Coca Cola® are found in every country, but many people drink their Cokes *di tempo* (at air temperature). Cokes and cookies are so foreign in some places that there are no words for them in Spanish. A favorite dessert is like a rich custard called *flan*, something for which we have no word. The same is true for *paella*, a dish made of rice and different meats and fish. In Mexico there is a rather large worm which grows on the *aguey* plant. These worms are harvested, fried crisp, and sold by street vendors as a special delicacy. The vendors stand on street corners with the worms in a small paper bag tied with a loop of string attached to each finger. They hawk their wares by calling out *gusanillos* (the diminutive of *gusanos* which means “worms.”)

When most Americans think of Spanish food they are usually thinking of the extremely hot, spicy food of Mexico. This is not typical for the rest of the Hispanic world.

## 11. TABLE ETIQUETTE

The Hispanic and the American tend to exhibit very different habits when they eat a meal. In the average American home all the food for a meal, except dessert, is commonly put on the table at once, and a person helps himself to a little of everything and begins to eat. For elegant meals, especially when there are guests, an appetizer is served before the meal, then there is a soup or a salad, followed by the main meal, and, finally, dessert. A great many people in the Hispanic world tend to follow this second pattern regularly, that is, each dish is eaten separately or in a rather strict combination with other dishes. What may be eaten along with something else reveals a marked contrast in eating habits. In both cultures meat, fish, vegetables, rice, and bread are frequently eaten together. In both cultures fruit and other sweet things are served as a dessert. It is, indeed, a rare American, however, who eats apple pie along with meat and potatoes. A great many Latinos, as well as other people in parts of Europe, carry this tradition farther. They eat nothing sweet with their meat. Many Americans, in contrast, eat jelly along with meat, use sugar on rice that is eaten with the meat, or put honey on their bread. This is as strange to many Latinos (and certain Germans) as eating meat and apple pie simultaneously is to the average American.

In the United States children and many adults drink milk with their meals. Adults often drink coffee or tea with their meals. In the Hispanic world, coffee and milk are not regularly served with the meal. Coffee is drunk after the meal. During the meal the common drink is water or a table wine. In some families the children are allowed to have wine with meals. Many children are also allowed to drink *café con leche*, that is, hot milk which is flavored with very strong coffee, and most people drink this at breakfast. In many American homes, the children are trained to eat everything that is put on their plate. When Americans carry this custom over into the Hispanic society, they give some people the impression of being gluttons. A guest in a Hispanic home is often expected to leave a portion of something on the plate. This is considered proper etiquette and does not insult the hostess.

Idem., pp. 248, 309 (B), 577 (B), 561, 541 (B).

Americans usually have only three meals a day: breakfast, lunch, and dinner. For most people, lunch is at noon and dinner is around six o'clock in the evening. A great many Spanish speakers, in contrast, regularly have four meals a day: breakfast, lunch, *merienda*, and dinner. The reason for the fourth meal (*merienda*) is that dinner is served very late in the evening (sometimes as late as 10 o'clock) and the *merienda* is something like an after-school snack or our five o'clock tea. The Spanish breakfast and *merienda* are light meals. Their lunch and dinner are both heavy meals. The American custom of having just a sandwich for lunch seems strange to the Spanish speaker, and only restaurants that cater to tourists normally have sandwiches on their menu.

The heavy noon meal makes people sleepy, and this helps explain the Spanish habit of taking a *siesta*. And, of course, having an afternoon nap explains why so many people stay up later at night than most Americans.

In a great many homes in the United States, it is considered very impolite to eat with both hands on the table. According to high etiquette, you are supposed to keep one hand on your lap while you eat. In the Hispanic world, keeping one hand hidden while you eat is very impolite. To be polite you must keep both hands on the table, resting your wrists on the edge.

Visitors from Latin America who come to the United States are often bothered and upset by the fact that a great many restaurants and cafes in this country do not have tablecloths on their tables. Some have bare tables; others just use place mats. In contrast, a tablecloth is used in most respectable restaurants of Latin America, and it is a *must* of etiquette when guests are invited for dinner in Spanish homes.

**1** Let's pretend you are eating a steak. To cut off a piece you use your knife and fork. In which hand do you normally hold the fork? (1) right (2) left. You have now cut off a bite size piece of the steak. What do you normally do now? (1) You pick up the piece with the fork in your left hand and put it in your mouth. **2** You put down your knife, shift the fork to your right hand, then pick up the meat with the fork and put it in your mouth. If you are a typical American, you shift the fork to the right hand and then pick up the meat. **3** A great many Spanish speakers follow the European custom of not changing the fork to the right hand. They cut whatever they are eating while holding the fork in the left hand, and then with the fork (still in the left hand), they put the food in their mouth. The opposite custom is so typically American that during World War II an American spy was caught in Germany by a counter agent who observed him eating in the American fashion.

The manufacturers of breakfast cereals in the United States spend a lot of money suggesting that fruit mixed with cereal makes a delicious breakfast. Many Americans put slices of banana in their cereal or eat banana with sugar and cream. This would horrify most Cubans who firmly believe that eating bananas with milk or cream will make one sick.

The bananas that you eat are not tree-ripened. When the stalks are taken from the trees, the bananas are a deep green. They “ripen” to their yellow color in the warehouse. In the tropical countries of Latin America there is a common type of banana plant called plantain which is rarely seen in the United States. This banana is more angular than the one you are accustomed to, and when ripe, it is a yellowish green. This is a staple item of diet for many people. In contrast with American custom, this banana is not eaten raw. It is usually fried or cooked.

In the United States electric companies frequently try to get more business by advertising to the housewife that she no longer needs to cook over an open flame, that is, with a gas stove. In 1969 there was being sold in Spain a special pan for cooking a common dish called *paella*. With the pan came a recipe in several languages. At the end of the recipe was the statement: cook over an open wood fire.

## 12. HEALTH

In most of the United States when a person becomes very ill he goes to see a doctor and when he is seriously ill, he goes to a hospital. In a great many parts of Latin America, there are neither doctors nor hospitals, and as a result, when a person becomes sick he goes to see the *curandero*. The *curandero* has no formal education or training in medicine and is sometimes very much like a witch doctor. Occasionally a *curandero* discovers from experience real cures for certain diseases and modern drug companies will often send out expeditions to find out what *curanderos* use for medicine. The ancient Indian *curanderos* discovered that *digitalis* is good for heart trouble and that quinine will cure malaria and reduce fevers. Most of their “prescriptions,” however, are useless, but the patient often feels better and even gets well simply because of the attention paid to him.

## 13. MOURNING

The custom of wearing black mourning clothes when a member of the family dies is gradually disappearing in the United States. The same thing is happening among the men in Latin countries who now often show their mourning simply by wearing a black arm band. Middle and upper-class women, in contrast, still frequently wear black; and because the death rate is high, the proportion of women in black that one sees on the street strikes many Americans as strange.

The people who are very devout and strongly traditional believe that mourning clothes should be worn for at least a year. They also believe that when a man’s wife dies, he is not showing proper respect for her if he remarries before the end of the year of mourning. In reverse, it is generally considered improper for a man to pay court to a widow who is still wearing the mourning black.



## 14. SUPERSTITION

Among the superstitious people of the United States, Friday is considered to be an unlucky day, and Friday the thirteenth is the unluckiest day of all. In the Hispanic world the unlucky day of the week is Tuesday. Superstitious people feel that one should not undertake enterprises on Tuesday. This belief is expressed in a well known saying, *En martes, ni te cases ni te embarques*. The translation is *On Tuesday, don't get married or start a trip*.

## 15. NUMBERS

There are still many ways of writing numbers in the world today, but the one used by mathematicians everywhere came to Europe from India after the Arabs conquered most of the Spanish Peninsula in 711 A.D. Since the Arabs introduced their way of writing the Hindu numbers into Europe, we still speak of these numbers as Arabic numbers. Some of the Arab mathematicians tried to make each number have the same number of angles as the number itself. So



3, which originally was the written form  $\eta$ , took the shape of with three angles as numbered above. To make 7 have seven angles it was necessary to use two bars, one across the middle  $\overline{7}$  and another at the bottom  $\underline{7}$ . Part of this old Arabic symbol is conserved in Spanish writing today, that is, the seven is still written with a bar:  $\overline{7}$ . What Americans write as a seven (7), consequently is frequently read as a 1 by a Spanish speaker, and great care is needed, for example, when writing checks.

## 16. SHOPPING

There are many types of shops in the United States which sell only one class of items: shoes, dresses, hats, lampshades, etc. It is hard, however, to find a drugstore that sells only drugs, a grocery store that sells nothing but food, or a fruit shop that sells only one kind of fruit. In the Hispanic world the shops and stalls in the markets tend to be more specialized. Drugstores tend to sell only drugs, a hat shop may sell only one type of hat, and in the public markets each stall keeper usually sells only one type of item. This is especially true in the sidewalk markets, because the salesperson is often the one who has produced the item being sold.

## 17. BARGAINING

In most American stores everything for sale has the price marked on it. Except during sales, this price is fixed and the customer does not argue over it. In the large stores and supermarkets of Latin America the prices are also fixed. However, in small shops and the market place, the prices are rarely fixed. The buyer must haggle with the seller. The seller usually begins by setting a price according to what he thinks the customer can afford. After that, the bargaining becomes a kind of a game of wits and patience to see who gives up first. Many American tourists do not understand the unwritten rules of this game, and as a result, they often settle for a price that may be many times higher than a native would pay for the same article. One knowledgeable tourist once bought an ashtray from an Indian craftsman for 50 cents. His friend happily paid two dollars for the same article.

The word for this bargaining process is *regateo*. The verb is *regatear*.

## 18. USE OF PROPER NAMES

In both English and Spanish there are common adjectives which are also used as last or surnames. Some are the same, *Brown (Moreno)*, *White (Blanco)*, but many do not match. Spanish does not generally use *Black* or *Green*, while English does not use *Rojo* (red), *Rubio* (blond), *Bello* (beautiful), *Caro* (expensive) or *Calvo* (bald).

Most American girls called *Dolores* probably do not know that the word comes from Our Lady of Sorrows (*Nuestra Señora de los Dolores*) and the majority of *Lindas* are probably unaware of the adjectival meaning “pretty.” In Spanish there are many first names which would sound extremely strange in English. Boys for example, may be named *Severo* (severe), *Modesto* (modest), *Justo* (just), *Candido* (candid), or *Amado* (loving). Girls may be called *Dulce* (sweet), *Pura* (pure), *Clara* (clear), *Bárbara* (barbaric), *Blanca* (white), *Celeste* (heavenly), or *Modesta* and *Candida*. When an adjective has two forms (*Modesto*, *Modesta*), the form ending in *o* is a boy’s name; the form ending in *a* is a girl’s name. The name, like a common adjective, agrees with the sex of the person bearing it. Diminutives may also be used as a name: *Blanquita* (from *blanca*).

When a person does not know the name of a shoemaker or a carpenter, it is socially acceptable in English culture to address him as Mr. carpenter or Mr. shoemaker. It is this custom which accounts for the fact that *mason*, *baker*, *cook*, and many more words like them may be found in both the dictionary and the telephone directory. In the Hispanic world it is also proper to address a man as *Sr. carpintero*, but the translations of the above English name words (*carpintero*, *zapatero*, *albañil*, *panadero*, *cocinero*) are not used as proper names as frequently as in English.

The phonemic structure of Spanish words, however, makes it possible to do something in Spanish which is impossible in English. When it is customary for only men to follow a given trade or occupation, words like *carpintera* and *zapatera* translates as *wife of the carpintero, the wife of the shoemaker*. The use of these forms, once universal, is today largely restricted to small towns in the rural areas.

In both cultures there are social rules which govern who may and may not use diminutives. People of all ages and both sexes may use the diminutives of given names to show friendliness or affection (*Pancho > Panchito, Ana>Anita, John>Johnny, Juan>Juanito*). A child or a woman may say *horsie*, but a grown male, and especially a cowboy, is not likely to use the word. This would be childish. Similarly, women may say *dearie*, but men use it less. In Latin America the diminutives are used much more frequently by women and children than by men. From the point of view of the Peninsular Spaniards, however, the Latin Americans overwork the diminutives, and there are quite a few which are not used in Spain at all; for example, *adiosito* (bye-bye) and *nadita* (hardly nothing), which are largely confined to Mexico.

Many American entertainers are astonished and upset when they first play before a Latin American audience. The audience frequently whistles at them noisily, and often, this is interrupted as a sign of displeasure. In actuality, this means that they liked the performance. Both whistling and clapping of hands are ways of showing approval.

## 19. FORMS OF ADDRESS

The disappearance of *thou* and *ye* forms of addressing English reflects a change in society. Speakers of English gradually came to feel that everyone, friends and strangers, could be treated alike. The preservation of the *tú / usted* contrast in the Hispanic culture goes hand in hand with an attitude toward people in general. Although every society is divided into in- and out-groups, in the Hispanic world the in-groups tend to be much smaller and the members of the out-group are treated with much more distrust and suspicion. New friendships are formed slowly and considerable tension develops when people have to do serious business with strangers. This fact is so well known to European businessmen that their representatives often spend months in a Latin country before they attempt to do business. During this time, they arrange to meet their counterparts socially, to work on establishing confidence, and on becoming a member of some in-group. When this has been accomplished, they can do business with friends who can put them in contact with their friends. Americans, in contrast, have no hesitation in doing business with total strangers and frequently find it easy to shift to a first name basis in a very short time. It is probably true that the great development in the United States could not have been achieved without the ability to learn to work with strangers easily. The great industrial combines, the huge research centers, and the enormous governmental agencies require close cooperation of many people who hardly know each other. Conversely, it is also probably true that one of the factors that has held back a comparable development in the Hispanic world has been the cultural tradition that makes it difficult for the people to cooperate with confidence with persons who are not close friends.

In the United States a great many young people believe that persons over thirty are squares and conformists. These same young people find the social customs and mores of their elders old-fashioned or irrelevant and they try to establish the identity of their own generation by being different and by breaking away from the old social customs.

The Spanish speaker, who places much more emphasis on individualism than the American, is simultaneously much more of a social conformist than the older generation in the United States. The grandmothers of many of the young today were the flappers of the 1920's who wore short skirts, smoked cigarettes, and scandalized their elders. There were no flappers in the Hispanic world. The mothers of these same young people made slacks popular and the fathers took to wearing loud sport shirts. Both are generally frowned on in Hispanic society.

The titles of address which you have learned (*señor, señora, señorita*) are used like their English equivalents, with last names. They may also be used in speaking to anyone who is old enough to be addressed with a formal title and in addressing a person of any social class. In contrast, Spanish has two titles, *don* and *doña*, which are used only with first names and which originated as class titles, that is, were used only as titles of respect for the nobility. These titles are no longer reserved for just the nobility, but unlike the other titles of address, they still indicate either a difference of social class or a high degree of deference or respect. Thus, a person of a higher social class does not normally use *don* or *doña* in speaking to a person of lower class.

These titles, like *tú* and *usted*, permit a kind of interpersonal reaction which is impossible in English. They are used when two people are too intimate to interact on a last-name basis, but not intimate enough to be on a first-name basis. In general, however, only one of the two people in a conversation uses *don* or *doña* in addressing the other. Thus, a highly respected scholar may be addressed as *don Felipe* by his colleagues. Similarly, the owner of a ranch may address all his employees as *tú*, calling them by the first names, while they, in turn, use *don* and his first name, and *usted*.

One cannot get a deep understanding of Hispanic culture until one is thoroughly aware of the fact that the use of *tú, usted, don* and *doña* establish very special social relationships between people. English approaches this kind of relationship only in very special cases. For example, the nurses in a clinic may address a doctor with whom they are very friendly as "Doctor Jim."

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According to American etiquette, one always says "ladies first," and a speaker addressing a mixed audience begins with "Ladies and gentlemen." Many Latinos are upset because American girls and women often do not wait for them to open doors or stay in a car until they get out and open the door for a female passenger. Nevertheless, when a Spanish speaker addresses a mixed audience, he begins with *Señores y señoras*.

Idem., pp. 343, 302 (B).

## 20. MEANING OF TIME

Americans, by and large, are slaves to the clock and to unwritten social rules which are tied to the clock. It is expected that you come to class on time. If you don't, you may get a tardy mark. Conductors get annoyed if people come late to concerts. You must get to the doctor's office at the appointed hour or you may miss your turn or upset his schedule. Every effort is made to be certain that trains, buses, and planes leave on time. One must check out of hotels and motels at a certain time of day or pay an extra day's rent. People buy things on a time payment plan. And, in addition, there is an unconventional but general agreement that the importance of the person with whom you have an appointment determines how much you arrive *ahead of time* to keep the appointment. Because we are afraid of being late, we give ourselves more time in proportion to the importance of the person we are to meet. The more insecure a person is, the earlier he arrives. Many people go to the airport an hour before their plane is to leave.

The Latinos are much more nonchalant about arriving on time. Millions of them do not even own a watch or clock and many live a life which is almost totally unregulated by clocks.

Guests may arrive for dinner an hour late and no one expects an apology. Teachers are frequently late for classes. Knowledgeable people call the railroad station or airport before going to meet arrivals because trains and planes are often behind schedule.

The following anecdote clearly reveals the difference in attitude toward punctuality. A North American living in a Latin country had a date to go to the theater with a man and his wife. Because of heavy traffic there was a delay, and upon arriving five minutes late he found the couple gone. On next meeting they explained their action in this manner. "We are so accustomed to having you arrive *ahead of time*, we just assumed that you couldn't make it. So we left."

In the United States it is often said that "time is money." A great many Americans feel that time should not be wasted and that things should get done as soon as possible and, moreover, with as much dispatch as possible. This attitude produces a style of life very different from that in the Hispanic world.

Almost all human affairs in the Hispanic culture are conducted with more ceremony than in America. Introductions and farewells are more elaborate. The Spanish speaker very frequently uses more words to say the same thing as an American. Ordinary meals are frequently like dinner parties in America. The signature to formal letters are often elaborate and, by American standard, stilted and overdone. There are more rituals to be observed in almost all social situations. In businesses it takes longer to get to the point. For the American who is not accustomed to all this the Latin seems to lack directness and, often, normal behavior is interpreted as a sign of insincerity. The Latin appears to be putting things off.

*Idem.*, pp. 223, 186 (A)

For a very long time the *siesta*, or afternoon nap or rest period, has been a special feature of Hispanic culture, especially in the hotter countries and during the summer. This custom, however, is gradually disappearing. Very few young people take the *siesta*. In many places, however, the shops still close down between two and five, and as a result, remain open late in the evening. There are other remnants of the custom. In general it is still not considered proper to make social calls during the siesta hours. Many social functions still begin late in the evening, especially formal dinners, and many people still believe that there should be a rest period of some kind during the hot part of the day. Thus in Southern Spain the siesta is considered as something necessary to maintain health.

In the United States almost no one believes that it is dangerous to go out at night. In most of the Hispanic world there are people who believe that the night air, *el sereno*, is harmful to one's health. *El sereno* is believed to damage the lungs and to cause a variety of illness. As a result many people will go out at night only in an emergency while others cover their nose and mouth with a handkerchief until their system get used to *el sereno*.

## 21. WORLD OF WORK

The great development of industry and commerce in the U. S. makes American culture different from Hispanic culture in many ways. One of these differences is seen in what is taught in the schools. Most American schools offer courses designed to prepare one for making a living. In many high schools there are courses in machine shop, woodwork, economics, typing, bookkeeping, etc. In college there are frequently courses given in business management, computers, marketing, advertising, etc. Courses such as these are not taught in the equivalent schools of Latin America, but rather in specialized trade and business schools. Latin American universities generally offer only courses in the humanities, and the three practical courses most commonly found are law, medicine and engineering.

## 22. LANGUAGE: TONE AND MEANING

You were told that English has four pitch levels while Spanish has only three. Let's see what bearing this has on intercultural communication and, also, on what you still have to learn.

The vast majority of speakers of both English and Spanish do not know that the two languages have a different number of pitch levels and most teachers, as a result, teach the opposite language with the pitch levels of their own language. Here are two examples of what happens when this is not understood.

A Latin American who married an American girl lived in this country several years before he discovered why his wife insisted that he always got up grouchy. For years he protested, saying that he almost always awoke up feeling very cheerful. His wife refused to believe him, and this misunderstanding was not resolved until he discovered that he always said, "*Good morning*," with only the two pitch level of Spanish, those used in English when you are grouchy or annoyed.

A very beautiful talented and highly cultured young woman from a Latin country found a job in the United States in an exclusive jewelry shop as a salesgirl. Although she knew how to deal with people most graciously in her own culture and spoke English quite fluently, she was, to the confusion of everyone, an immediate failure and had to give up the job. The explanation was eventually found in the fact that she spoke English only with the normal pitch levels of Spanish, and the customers all thought her boring and totally indifferent to their needs.

Unless you are careful, you are going to speak Spanish with the four pitch levels of English. Spanish speakers will believe that you are "pushy," overemphatic, domineering, rude, or peculiar.

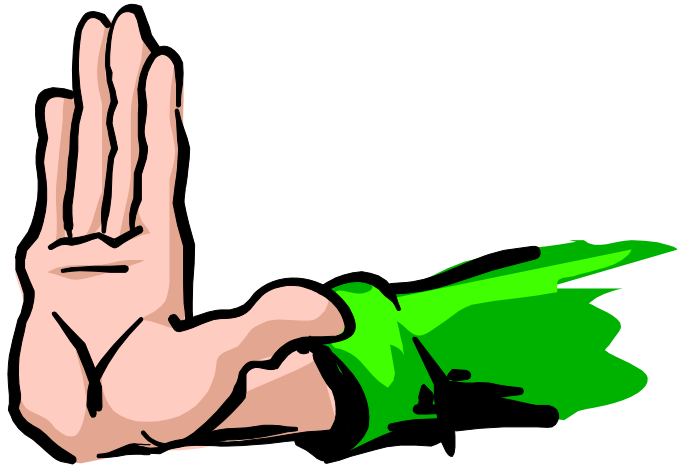
Very few people are aware of the fact that there are about 250 American Indian dialects that are spoken in the United States. However, the number of people who speak an Indian language is small (about 300,000), and many Americans go all their life without even meeting real Indians or hearing them speak in their own language. This situation is very different in Latin America. In Guatemala, Peru, and Bolivia more than half of the population is Indian. Almost half the population of Ecuador is Indian, and more than 10 percent of the population of Mexico, Venezuela and Colombia is Indian. In Paraguay almost everyone speaks Spanish and Guarani, the local language.

In Peru and Bolivia nearly half the people speak no Spanish at all, and in many other countries there are also people who speak no Spanish.

No one knows precisely how many Indian languages are spoken in Latin America. One author calculates that in South America alone there are 558 Indian languages. There are 52 in Mexico and 20 in Guatemala. Only one of all these languages has a literature. It is Guarani, the Indian language of Paraguay.

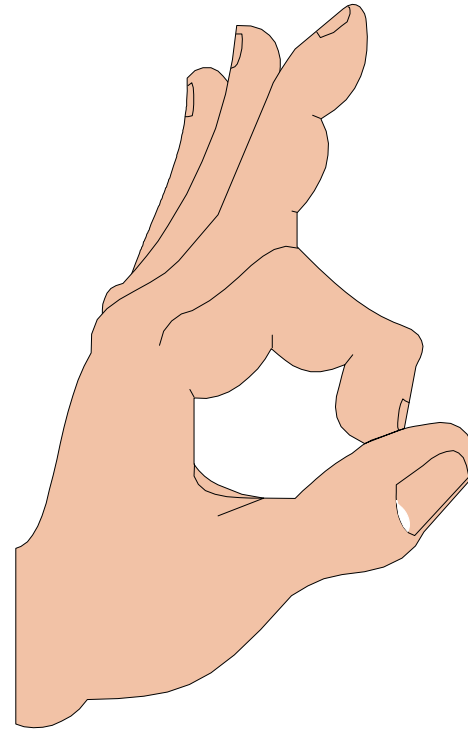
# **II. BODY LANGUAGE: NONVERBAL COMMUNICATION**





**¡Espera!**  
**Wait!**

Hold either hand, fingers up and palm out, the way a policeman directs traffic to stop.



**¡Perfecto!**  
**Perfect!**

Hold right hand in front of you and bring the thumb and index finger together to form a circle or O. The hand is frequently given a quick shake and then brought quickly to a still position. We use a similar gesture in English to mean the same thing.

*¡No!*  
*No!*

(a negative response)

Wave index finger of either hand from left to right at just below shoulder height, pivoting at the elbow and/or wrist.



*¡Ojo!*

**Look out! Be careful!**

Touch index finger of either hand to cheek directly below right eye pointing up toward it.



*¡Piensa!*


**Think! Use your head!**

Place index finger of right hand over the nose so that the tip touches the center of the forehead.



*Un momentito*

**Un moment.**

Hold hand in front with thumb and index finger about one-half inch apart as if showing the thickness of a book. 

Idem., p. 234 (B).

***Quiero comer. I want to eat.***

Use either hand, hold hand with palm up, bring all fingers and thumb together, tilt head slightly, backwards, raise hand up to within about four inches of the mouth and move hand back and forth two or three times as if cramming food into the mouth.

***Tengo hambre. I'm hungry.***

Use right hand or even both hands, place them over the abdominal area and either rub or pat very gently.

We use a similar gesture in English to mean the same thing.

*Idem.*, p. 231 (B).

**¡Excelente!**  
**Excellent!**

Use either hand.  
Bring the tip of the  
thumb and four  
fingers together,  
raise them to your  
lips, pucker your lips  
well and kiss them,  
gently throwing the  
kiss outward and  
upward by raising the  
hand and separating  
the thumb and fingers.



***Dinero***  
**Money**

Use either arm, bend  
it at the elbow and  
hold hand comfortably  
in front of you with  
palm up. Rub thumb  
back and forth several  
times across the tip  
of the index and  
middle fingers.

*Tacaño*

**Stingy, tightwad**

Bend elbow of left arm until hand is directly below chin. With right hand sharply pat the end of the left elbow two or three times.

# **III. HOLIDAYS**

**SEPTEMBER** Spanish Heritage Week  
7 Brazil (1822)  
15 Guatemala (1821), Honduras (1821),  
El Salvador (1821) and Nicaragua (1821)  
16 Mexico  
18 Chile (1810)

**OCTOBER** 12 Columbus Day and Early Explorers

**NOVEMBER** 1 Día de todos los Santos  
2 Día de los Muertos  
19 Puerto Rico's Discovery Day

**DECEMBER** 25-31 Navidad/New Year's  
28 Día de los Inocentes

**JANUARY** 6 Los Reyes Magos

**FEBRUARY** 14 Día de los Enamorados  
27 Dominican Republic (1844)

**MARCH** Carnaval  
Foreign Language Week (First full week in March)

**APRIL** Easter - Semana Santa

**MAY** 1 Día del Trabajo (Latinamerica 2<sup>nd</sup> Sunday in May)  
2 Spain - Día de las Madres  
14-15 Paraguay (1811)  
20 Cuba (1902)  
25 Independencia - Argentina (1810  
and July 9, 1816)

**JUNE** Día del Padre (2<sup>nd</sup> Sunday in June)

**JULY** 5 Venezuela (1811)  
20 Colombia (1810)

**AUGUST** 6 Bolivia and Jamaica  
10 Ecuador (1809)  
25 Uruguay (1825)□

# **IV. PAISES HISPANOS**



## Spanish II

<b>Pais</b>	<b>Capital</b>	<b>Moneda</b>	<b>Gentilicio</b>
México	Ciudad México	Nuevo Peso Mexicano	Mexicano (a)
Guatemala	Guatemala	El Quetzal	Guatemalteco (a)
El Salvador	San Salvador	El Colón	Salvadoreño (a)
Honduras	Tegucigalpa	El Lémpera	Hondureño (a)
Nicaragua	Managua	El Cordoba	Nicaragüense
Costa Rica	San José	El Colón	Costarricense
Panamá	Panamá	El Balboa	Panameño (a)
Cuba	Habana	El Peso Cubano	Cubano (a)
República Dominicana	Santo Domingo	El Peso Dominicano	Dominicano (a)
Puerto Rico	San Juan	El dolar (USA)	Puertorriqueño
Colombia	Santa Fé de Bogotá	El Peso Colombiano	Colombiano (a)
Venezuela	Caracas	El Bolívar	Venezolano (a)
Ecuador	Quito	El Sucre	Ecuatoriano (a)
Perú	Lima	El Nuevo Sol	Peruano
Bolivia	La Paz/Sucre	El Peso Boliviano	Boliviano (a)
Chile	Santiago	El Peso Chileno	Chileno (a)
Paraguay	Asunción	El Guaraní	Paraguayo (a)
Uruguay	Montevideo	El Peso Uruguayo	Uruguayo (a)
Argentina	Buenos Aires	El Peso Argentino	Argentino (a)
España	Madrid	La Peseta	Español (a)

Un ahorra-tiempo. Cortesía de Abel Pérez Pherett  
Revisado el 2/8/00

# **APPENDIX F**

## **MODERN LANGUAGE STUDY, CAREER AND COMMUNITY RESOURCES**

## **APPENDIX F**

### **Modern Language Study, Career and Community Resources**

- I. School Community**
- II. Modern Language Study Careers**
  - A. Quotations
  - B. Benefits of Foreign Language Study
  - C. Better Understand Our Own Language
  - D. Jobs
  - E. Organizations that are Resources
- III. Useful Addresses**
- IV. Passport, Visa, Health and International Driving Information**
- V. Travel Agents Careers and Travel Related Information**
- VI. Customs and Immigration Information**
- VII. International Business and Trade**
- VIII. U.S. Military Information**
- IX. U.S. Government Careers in International Services**
- X. Careers with International Philanthropic Organization**
- XI. Airline Career Information**
- XII. Miscellaneous Information**

## **COMMUNITY RESOURCES FOR FOREIGN LANGUAGE CLASSES**

### **I. SCHOOL COMMUNITY**

#### **A. The Faculty**

Exchange of lectures within the Department of Foreign Language; exchange with other departments such as: Art, Home Economics, Literature, Music, Social Studies, etc.

#### **B. The Parents**

Travels, professions, arts, crafts, music, culinary arts.

#### **C. The Students**

1. Foreign born students
2. ATAD Representatives. See IIA
3. Sister Cities Exchange Program. See IIB

#### **D. City School District**

The Central Office is located at 131 West Broad Street

Telephone number: 262-8315

COB -- Central Office Basement

CO3 -- Central Office 3rd. Floor

1. Office of Public Information and Services.

They work with the media and do publicity activities.

## II. MODERN LANGUAGE STUDY AND CAREERS

### WHY STUDY A FOREIGN LANGUAGE

The ability to communicate in languages other than English is an important component of a global perspective and the special responsibility of Modern Language teachers.

#### A. Quotations

In addition to being educated, the world force of the future must be flexible. “People must likely retrain many times in their lifetime. Among the most critical skills will be computer literacy and language skills. If America expects to be a true global competitor, Americans will have to become more fluent in other languages.” -- *Diane Harris, Bausch and Lomb*, quoted in *Democrat and Chronicle, Rochester, NY, Oct. 15, 1989*.

“The Nation’s second economy, culture and security are suffering because students fail to learn languages and do not study foreign cultures. Our provincialism and our failure to look beyond our own borders can be traced to the lack of foreign language requirements. The world would be a safer place if students participated in more cultural exchanges. We fear each other because we don’t understand each other.” *Sen. Paul Simon*, address to *Education Writer’s Association in Baltimore, April 1986*.

“The study of foreign language is a liberating discipline that not only improves the student’s listening and speaking proficiency, but also frees his/her narrow national bonds, that makes him/her aware of the diversity of cultures, that sharpens rational powers, and, above all, that makes the student more aware of the fundamental importance of language.” --*National Association of Independent Schools*.

“The lack of language preparation is a major handicap in the conduct of our foreign policy.” --*U. S. Senate Report (Title VI NDEW Act)*.

“An adequate knowledge of a foreign language is also a great asset in obtaining employment both with the government and with some of our largest industrial concerns.” *J. W. Fulbright, U. S. Senator*.

“A widening and an intensification of the teaching and study of foreign languages is little short of a national necessity.” --*Lindsley Fiske Kimball, VP, Rockefeller Foundation*.

“There is a sensitivity development through the process of learning a foreign language that makes you realize that you have to treat these people (foreign clients) differently than you’ve treated people all your life. They have different systems, different values, different cultures.” --*Joseph Laundry, Manager of International Support at Taylor Instruments*.

“English is an international language, but it also isn’t the international language.” 90-plus percent of the world’s population doesn’t know English.” -- *Paul Aron of Dawai American Securities*, as quoted in *Living, USAIR, January 1990*.

## **B. Benefits of Foreign Language Study**

### **1. Cultural Understanding**

Language. Language study is an important key to understanding other cultures. It is the key to getting inside the mind of other speaker.

Gestures. There are cultures in which commonly used gestures in the USA have entirely different and sometimes obscene meaning elsewhere. For example, the OK sign to us is obscene in Brazil.

Flexibility/Viable Solutions. There is more than one way to do most things. In the South Pacific Islands an architect brought the latest technology to the building of houses for the natives. Despite many advantages of the new housing, those houses did not survive a tropical storm; the native construction did survive the storm.

Time. In many countries, time is not money. Meetings may not start anywhere near on time. Social engagements rarely run by the clock. People are more important than a chronometer. In Spanish, the clock (and other machinery) doesn't run as in the USA; it "walks" (*anda*).

Values. Cultural tolerance leads us to see that there are more similarities in values between cultures than differences. The ideals are very much alike despite their difference in expression.

Stereotypes. A given culture may have a tendency toward certain attitudes, hold certain ideals, and prefer certain ways of relating, but individuals within that culture still are individuals with varying characteristics.

### C. **Better Understand Our Own Language**

Connotative benefits. “Several studies have shown increased (1) mental linguistic awareness (the recognition of a language as a system and a communication device) (Hakuta 1984, Ben-Zeev 1977); (2) reasoning ability (Ben Zeev, 1977); (3) verbal intelligence (Pearl and Lambert 1962); and (4) cognitive flexibility and divergent thinking (Landry, 1974).”

“Five years of foreign language study were associated with higher verbal SAT scores than five years of any other academic subject (Cooper 1987).” --*Myriam Met, Educational Leadership, September 1989.*

“Research in the field of language acquisition suggests that for the child undergoing normal development in the native language, the earlier instruction begins in the foreign language, the higher the level of proficiency the child will likely attain in that language (Krashen, Long and Scarella, 1979). Because children are cognitively, affectively and socially more flexible than adolescents or adults, they are more ‘efficient’ foreign language learners . . . There are both strong pedagogical and psychological reasons for making foreign language instruction part of the regular school curriculum for students at the earliest grade levels.” --*Else Hamayan, RIC Digest, November, 1986.*

SAT’s. Seniors with five years of foreign language study had a higher percentage increase in their verbal scores versus those who had taken no foreign language, of any of the subjects indexed. Further, students who had studied foreign languages for four or five years achieved higher mean verbal scores than seniors who had studied any other subject for four or five years. --*College Board Admissions Testing Program, “Profiles, College Bound Senior, 1981.*

Communication. Language consists of far more than words. Meaning also comes from gestures, content, intonation, and pauses. These elements are interpreted so rapidly in our native language that usually we are unaware of their importance until we see them at work in or second or third language. Then we can use them to clarify misunderstandings, to communicate even more effectively in our native language.



## **D. Jobs**

Adaptability. The job market of the future will require much more flexibility than it has in the past. Second language learners have already learned many skills of adjusting to new conditions.

Discipline. Language is habit formation and involves practice, practice, and more practice. Mere intellectual understanding is not sufficient. Response in communication must be reasonably quick, or the other party will find someone else to talk to.

International Business. Our growing international economy requires more multilingual ability.

## **E. Organizations that are resources:**

ACTFL: American Council on the Teaching of Foreign Languages, 579 Broadway, Hastings-on-Hudson,  
NY 10706

Advocates for Language Learning, P. O. Box 4964, Culver City, CA 90231

Center for Applied Linguistics, 1116 22nd Street N.W., Washington D.C., 20037

ERIC Clearinghouse on Languages and Linguistics

FLATRA: Foreign Language Teachers Association

MLA: Modern Language Association, 62 Fifth Street, New York, NY 10158

NEC: Northeast Conference on the Teaching of Foreign Languages, Box 623, Middlebury, VT 05753

NYSAFLT: New York State Association of Foreign Language Teachers, 1102 Ardsley Road,  
Schenectady, NY 12308

# CAREERS AND MODERN LANGUAGES

## FOREIGN TRADE

Banks  
Export  
Import  
Industry

## U.S. AGENCIES

CIA  
FBI  
Peace Corps  
Foreign Service  
Information  
Agency

## OCCUPATIONS

Advertising  
Clerking  
Selling  
Shipping  
Office Work  
Translating  
Marketing  
Overseas  
Employment  
Public  
Relations

## JOURNALISM

Foreign  
Correspondent  
Publisher  
Editor  
Reporter  
Printer  
Proof Reader

## HOTEL SERVICES

Reception  
Waiter  
Entertainer  
Information

## EDUCATION

Teacher Exchange  
Student Exchange  
Research  
Travel  
Doctoral Requirement  
Overseas  
Dependents' Schools

## U.S. DEPARTMENTS

Agriculture  
Commerce  
Defense  
Health, Education  
and Welfare  
Justice  
State  
Post Office  
Labor  
Treasury

## INTERPRETING

Banks  
Hotels  
Hospitals  
Immigration  
Police  
Courts  
Stores  
Tourist  
Services

## SOCIAL SERVICE

Missionary  
Settlement Work  
Social Agencies  
Red Cross  
Public Employment  
Agencies

## COSTUMING

Designing  
Dressmaking  
Millinery

## TRAVEL

Explorer  
Tourist  
Courier  
Interpreter  
Guide  
Ship Personnel  
Airline  
Personnel  
Agencies

## PROFESSIONS

Teaching  
Medicine  
Pharmacy  
Nursing  
Geology  
Engineering  
Architecture  
Archeology  
Ministry  
Mining  
Chemistry  
Law  
Physics  
Mathematics  
Biology

## DRAMATICS

Opera  
Movies  
Legitimate  
Stage

## COMMUNICATIONS

Cable  
Telegraph  
Telephone  
Radio  
Television  
Foreign News  
Service

**III. USEFUL ADDRESSES  
FOR  
FOREIGN LANGUAGE STUDENTS SEEKING EMPLOYMENT  
AND**

**TEACHERS WHO ARE CREATING FOREIGN LANGUAGE CAREER EDUCATION ACTIVITIES**

The list of addresses below were compiled to give teachers an idea of businesses, organizations, and government that could supply information pertinent to employment in the fields of international travel, trade, and communication. Almost all of the careers in these fields either require or are enhanced by the knowledge of a foreign language. This list was compiled as of 4/16/74 by Miss Patricia Breiner, 5205 Horizonvue Drive, Cincinnati, Ohio 45239. A majority of these addresses have been used and should be up-to-date; however, if any individuals are aware of additions or corrections to the list, I would appreciate knowing of them. Thank you,

Pat Breiner

**NOTE:** The notation, "GPO", after an entry on the list indicates that it is a publication that is available from the:

Superintendent of Documents  
U. S. Government Printing Office  
Washington, D. C. 20402

Many of these publications are sent out free of charge by the agencies to which they pertain (Custom, State Department, etc.); however, if that agency does not send you a complimentary copy, you may be assured of getting copies by ordering them from the above address (in which case you must also pay for them).

**IV. PASSPORT, VISA, HEALTH, AND INTERNATIONAL DRIVING INFORMATION**

"Facts About U.S. Passports"  
(Form M-38) Passport Office  
Passport Office  
Department of State  
1425 K Street N. W.  
Washington, D. C. 20524

Form M-330 (information on passports, agricultural imports, customs,  
regulations of foreign countries, visas, vaccinations)  
Passport Office (address above)

**Passport, Visa, Health, and International Driving Information: (continued)**

“Where to Purchase U. S. - Owned Foreign Currency”  
Passport Office (address above)

Passport Application (Form DSP-11)  
Passport Office (address above)  
-or- Local Passport Office

“Application for Passport by Mail”  
(Form DSP-82)  
Passport Office (address above) -or-  
Local Passport Office

See local telephone directory for local passport office - look under  
United States Government, or in some cases, passports are handled  
locally by Post Offices and Clerks of Court.

“Information for Passport Applicants”  
(Form M.265) GPO, 104)□

“Fees Charged by Foreign Countries for the Visa of United States  
Passports”  
(Form M-264) - Lists countries that require visas, fees, other  
information. GPO, 104

International Certificates of Vaccination (a document which must be  
carried by international travelers)  
U. S. Dept. of Health, Education and Welfare  
Public Health Service  
Washington, D. C.  
(also available from GPO, 104)

For information on International Driver’s Licenses;  
American Automobile Association  
World Wide Travel  
1712 G Street, N. W.  
Washington, D. C. 20006

## **V. TRAVEL AGENTS CAREERS AND TRAVEL RELATED INFORMATION**

“Youth Travel Abroad: What to Know Before You Go”  
(Dept. of State Publication 8656 - Available from GPO, 204)

American Society of Travel Agents (ASTA)  
8 Maple Street  
Croton-on-Hudson, New York 10017

American Hotel and Motel Association  
888 Seventh Avenue  
New York, NY 10019  
(hiring personnel who speak Spanish, French, German, or Japanese to  
staff their front desks, switchboards, and restaurants)

International Air Transport Association (IATA)  
11 55 Mansfield Street  
Montreal 113, Quebec  
Canada

Grand Order of European Tour Operators  
Villa Ste. Esperance  
Avenue Pierval  
Cannes, France

Association of Retail Travel Agents (ARTA)  
8 Maple Street  
Croton-on-Hudson, New York 10017

International Hotel Association  
89 Rue du Faubourg Saint Honore  
F75 Paris 08, France□

Trans-Atlantic Passenger Steamship Conference  
17 Battery Place  
New York, New York 10004

## **VI. CUSTOMS AND IMMIGRATION INFORMATION:**

Office of Information and Publications  
Bureau of Customs

Department of Treasury

Washington, D. C. 20226

(also check local customs offices - they are listed in the telephone directories of many major cities under: United States Government, Dept. of Treasury)

Immigration and Naturalization Service

Department of Justice

119 D Street N. E.

Washington, D. C. 20536

You may wish to request these booklets in addition to any other material:

“Naturalization Requirements and General Information”

“United States Immigration Laws” (latter also available from GPO, 204)

Publications of Custom Bureau:

“United States Customs and You” (also available from GPO, 304)

“A Gift. . . Are You Sure?”

“Pets, Wildlife”

“United States Import Requirements”

“Customs Hints for Returning U. S. Residents - Know Before You Go” (also available from GPO, 304)

“U. S. Customs Trademark Information”

“Can You Find It?”

Regional Immigration Office (Cincinnati)

U. S. Post Office and Courthouse

P. O. Box 537

5th and Walnut Streets

Cincinnati, OH 44199

## **VII. INTERNATIONAL BUSINESS AND TRADE:**

For explanation of University of Cincinnati International Business  
Option (combined 4 year college program with a major in a language  
and a minor in business):

Dr. Paul A. Gaeng, Chairman  
Romance Language Department  
University of Cincinnati  
Cincinnati, Ohio 45221

Chase Manhattan Bank  
Personnel Director  
One Chase Manhattan Plaza  
New York, New York 10015

Personnel Director  
General Motors Overseas Corporation  
767 Fifth Avenue  
New York, New York 10022

Manager, Business Recruitment  
Eastman Kodak Co.  
Rochester, New York 14650

Also try international departments of other large banks or businesses  
in your area.

## **VIII. U.S. MILITARY INFORMATION:**

**(relating to careers overseas or careers as linguists, translator, interpreter, interrogator)**

Chief, In-Service Placement  
Directorate of Civilian Personnel  
Headquarters of USAF  
Washington, D. C.

Civilian Personnel Advisor Headquarters  
Defense Language Institute  
U. S. Naval Station (Anacostia Annex)

Department of the Air Force  
1100 Air Base Wing (DPCR)  
Bolling Air Force Base  
Washington, D. C. 20332

Defense Intelligence Agency  
Civilian Personnel Branch  
Recruitment Section  
Pentagon  
Washington D. C. 20301

Department of the Army  
Overseas Recruitment Center  
Old Post Office Building  
12th and Pennsylvania Avenue, N. W.  
Washington, D. C. 20315

Local Military Reserve Units in your area (often able to supply  
speakers or films)

## **IX. U.S. GOVERNMENT CAREERS IN INTERNATIONAL SERVICE:**

U. S. Department of State  
Employment Division  
Washington, D. C. 20520

Recruitment and Examining Division  
United States Information Agency  
Room 508  
1776 Pennsylvania Avenue, N. W.  
Washington, D. C, 20547

Department of State publications:

“The Agency in Brief” (U.S.I.A.)  
“The Foreign Service of the Seventies” (also available from GPO, 604)  
“Your Department of State”  
“Assignment Worldwide with the Dept. of State - Foreign Service Secretaries”  
“Assignment: Worldwide with the Dept. of State - Communications & Records Assistants & Communications Technicians”  
“Assignment: Worldwide with the Dept. of State - Secretaries, Stenographers, Typists”

United States Information Agency  
Bethany Relay Station  
P. O. Box 227  
Mason, Ohio 45040  
(Information from here is limited strictly to the transmission of Voice of America programs)

Central Intelligence Agency  
Chief, Personnel  
Washington, D. C. 20523

U. S. Civil Service Commission  
Washington, D. C. 20415

Agency for International Development  
Recruitment Branch  
419 Pomponio Plaza  
Office of Personnel  
Washington, D. C. 20523

Publications of Civil Service Commission:

“Personal Qualifications Statement: Standard Form 171”  
“Junior Federal Assistant”  
“Mid Level Positions”  
“Federal Entrance Examination” booklet

Department of Commerce  
Bureau of International Commerce  
Washington, D. C. 20230

“Federal Job Overseas”  
(Pamphlet No. BRE-18 published by U. S. Civil Service Commission)  
(Available from GPO, 104)



**X. CAREERS WITH INTERNATIONAL PHILANTHROPIC ORGANIZATIONS:**

ACTION (Peace Corps), VISTA, other volunteers agencies)  
Personnel Office, 3rd Floor  
806 Connecticut Avenue, N. W.  
Washington, D. C. 20525

Personnel Director  
CARE, Inc.  
New York, New York 10016

HOPE  
People-to-People Health Foundation, Inc.  
Washington, D. C.

Personnel Director  
American Red Cross  
Western Area  
1550 Sutter Street  
P. O. Box 3673  
San Francisco, CA 94119

**XI. AIRLINE CAREER INFORMATION**

Allegheny Airlines  
Washington National Airport  
Washington, D. C. 20001

Aloha Airlines  
Honolulu International Airport  
P. O. Box 9038  
Honolulu, Hawaii 96820

American Airlines  
633 Third Avenue  
New York, New York 10017

- or -

Manager, Stewardess Recruitment  
American Airlines, Inc.  
3300W. Mockingbird Lane  
Dallas, Texas 75235

- or -

American Airlines Flight Services College  
Greater Southwest International Airport  
Greater Southwest International  
Forth Worth, Texas 75235

Braniff International  
P. O. Box 350001, Exchange Park  
Dallas, Texas 75235

Continental Air Lines  
Los Angeles International Airport  
Los Angeles, California 90009

Delta Air Lines  
Atlanta Airport  
Atlanta, Georgia 30320

### **Airlines Career Information - Continued**

Eastern Air Lines  
Executive Office Building  
Miami International Airport  
Miami, Florida 33148

Frontier Airlines  
5900 East 39th Avenue  
Denver, Colorado 80207

Hawaiian Airlines  
P. O. Box 9008  
Honolulu, Hawaii 96820

Hughes Airwest  
San Francisco International Airport  
San Francisco, California 94128

National Airlines  
Box 2055, Airport Mail Facility  
Miami, Florida 33159

Northwest Airlines  
Minneapolis-St. Paul International Airport  
St. Paul, Minnesota 55111

Ozark Air Lines  
Box 6007  
Lambert Field  
St. Louis, Missouri 63145□

Pan American World Airways  
Director, Personnel Administration  
Pan Am Building  
New York, New York 10017

Piedmont Airlines  
Smith Reynolds Airport  
Winston-Salem, North Carolina 27102

Southern Airways  
Atlanta Airport  
Atlanta, Georgia 30320

Texas International Airlines  
P. O. Box 60188  
Houston International Airport  
Houston, Texas 77060

Trans World Airlines  
605 Third Avenue  
New York, New York 10016

- or -

Trans World Airlines, Inc.  
Flight Crew Employment  
Administrative Center  
Kansas City, Missouri 64153

United Air Lines  
P. O. Box 66100  
O'Hare International Airport  
Chicago, Illinois 60666

### **Airline Career Information - Continued**

Western Air Lines  
World Way Postal Center  
Box 92005  
Los Angeles, California 90009

More airline addresses from:  
Air Transport Association of America  
1000 Connecticut Avenue N. W.  
Washington, D. C. 20036  
(this association represents America's scheduled airlines)

"1972-1973 Airline Guide to Stewardess Careers," a  
handbook.

Costs \$3.95. Published by:  
Arco  
219 Park Avenue S.  
New York, New York 10003  
(also available to some libraries)

"Stewardess & Flight Service" magazine  
Box 188  
Hialeah, Florida 33011  
(year's subscription - \$5.00)

Airline Stewards & Stewardesses Assoc.  
Transport Workers' Union of America  
205 W. Wacker Drive  
Chicago, Illinois 60606

Occupational Brief #182 (Aircraft Mechanic)  
Chronicle Guidance Publications  
Moravia, Washington 98055 □

Air Line Dispatchers Association  
16219 142nd Avenue S. E.  
Renton, Washington 98055

Federal Aviation Administration  
Public Inquiry Section  
AHQ-406 Federal Aviation Administration  
Washington, D. C. 20591  
(free career data sheets on aviation occupational and lists of FAA-  
approved schools giving training for pilots, mechanics, other technical  
fields)

Occupational Outlook Reprint #129  
"Civil Aviation" (career details on pilots, flight engineers, flight  
attendants, aircraft mechanics, airline dispatchers, air traffic  
controllers, ground radio operators and teletypists, traffic agents, and  
clerks)  
(Available from GPO, 204)

Airline Pilots Association  
1625 Massachusetts Avenue N.W.  
Washington, D. C. 20006

Flight Engineer's International Association  
905 16th N. W.  
Washington, D. C. 20006

Air Line Employees Association  
5600 S. Central Avenue  
Chicago, Illinois 60638

"Employment Outlook for Civil Aviation"  
Bulletin 1700-129 (available from GPO, 204)

### **Airline Career Information - Continued**

Flying High, a Bantam paperback book (how to secure a stewardess job)  
Bantam Books, Inc.  
666 Fifth Avenue  
New York, New York 10019  
(Costs 954)

Official Airline Guide airline rates & schedules (available in North American Edition and International Edition) handled by subscription rate - fairly expensive - better to get used copies from airline offices and travel agencies)  
Publisher:  
Reuben H. Donnelley Corp.  
2000 Clearwater Drive  
Oak Brook, Illinois 60521

### **XII. MISCELLANEOUS INFORMATION:**

For copies of the curriculum guide, "Careers in International Travel, Trade, and Communication":  
Cincinnati Public Schools  
Education Center  
230 East Ninth Street  
Cincinnati, Ohio 45202  
Attention: Mr. Jack Ford, Supervisor of Career Education  
Director of Personnel  
United Nations Headquarters  
New York, New York 10017

Catalogue and price list of career booklets called, "Occupations: Professions and Job Descriptions"  
(available from GPO, price unknown)  
Personnel Director

Panama Canal Company  
Box 2008  
Balboa Heights, Canal Zone

Personnel Projects Office  
American Friends Service Committee  
160 North 15th Street  
Philadelphia, Pennsylvania 19102  
Experiment in International Living  
Putney, Vermont 05346

Local universities and colleges (as a source of speakers, films, etc.)

Council for World Affairs (check for local chapter) in Cincinnati  
Suite 1028  
Dixie Terminal Bldg.  
Cincinnati, Ohio 45202

International Visitors Center, Inc.  
(check for local chapter)  
in Cincinnati:  
Mercantile Library Building  
414 Walnut Street  
Cincinnati, Ohio 45202

### **Miscellaneous Information - Continued**

Multilingual Port Receptionist Program  
("Golden Girls") - in Seattle, Philadelphia, New York, and San Juan,  
Puerto Rico)

Nurse, Health Office (in Spanish-speaking areas of Southwest, New  
York, Florida, etc.) - contact local health organizations in these areas

Travel Phone USA (nationwide multilingual toll free telephone  
interpreter service)

YMCA (information on overseas projects and work)

Local Chambers of Commerce

State Employment Service

Bilingual Secretary - contact individual companies or government  
agencies

U. S. Foreign Correspondent (UPI, AP, etc.)

Traveler's Aid (local chapter - they conduct English language classes  
for immigrants as well as performing other services)

Airports (for field trips, other information)