

Unit and Lesson Opener, Presentación y práctica de vocabulario, pp. 306–312

OBJECTIVES

- Introduce lesson theme: **¡Luces, cámara, acción!**
- **Culture:** Learning about Chicano art and film festivals.
- Present vocabulary: terms for movies and movie making.
- Check for recognition.

TEKS

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

FOCUS AND MOTIVATE

- (5 min.) Unit Opener, pp. 306–307: Introduce students to the unit theme of movies and ask students to comment on the photos and information about Los Angeles.
- (10 min.) Lesson Opener, pp. 308–309: Have students look at the photo and answer the *Compara con tu mundo* questions.

TEACH

- (5 min.) Play Audio TXT CD 7, Track 1 as students read A–C, pp. 310–311. Have students repeat the bolded words after you.
- (5 min.) View Vocabulary Presentation video, DVD 2.

PRACTICE AND APPLY

- (5 min.) Use the ¡A responder! Activity (TXT CD 7, Track 2) on p. 311 to check recognition of new vocabulary.
- (10 min.) Do Activity 1 on p. 412 as a class, then pair students up to do Activity 2.

IEP modification Have students identify cognates from the vocabulary list. Practice the pronunciation of the Spanish word vs. the English (e.g. **el actor** vs. actor).

ASSESS AND RETEACH

- (5 min.) *Para y piensa*, p. 312. Have students practice vocabulary about movies and moviemaking.
- (15 min.) Vocabulary Recognition Quiz, On-level Assessment, p. 262.
- Homework: *Cuaderno*, pp. 246–248; *Cuaderno para hispanohablantes*, pp. 246–249.

OPTIONAL RESOURCES	
Plan	Fine Art Projectable Transparencies 4–5 TPRS, pp. 71–77
Family Letter, URB 6, p. 92	Video Script, URB 6, pp. 70–72
Absent Student Copymasters, URB 6, p. 94	Audio Script, URB 6, pp. 76–79
	Vocabulary Video, DVD 2
Present	Practice
Warm-up Projectable Transparencies 16	Video Activities, URB 6, pp. 50–51
Atlas Map, Projectable Transparencies 1–2	Practice Games, URB 6, p. 30
Map Projectable Transparencies 7	
Map-Culture Activities, URB 6, pp. 84–85	Assess
Vocabulary Projectable Transparencies 6–7	Reteaching Copymasters, URB 6, pp. 1–2
Fine Art Activities, URB 6, pp. 89–90	Student Book and Workbook Answers, Projectable Transparencies 24–27, 32–39

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

Vocabulario en contexto, pp. 313–314

OBJECTIVES

- Understand active vocabulary.
- Practice using vocabulary in context.
- Practice using **vamos + a + infinitive**.

TEKS

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

FOCUS AND MOTIVATE

- (5 min.) Telehistoria escena 1, p. 313. Ask students to look at the photo. Ask: **¿Dónde están Tamara y Gilberto? ¿Qué van a hacer? ¿De qué están hablando?**

TEACH

- (5 min.) Telehistoria escena 1, p. 313: Strategies. Go over the reading strategy with students.
- (15 min.) Read Telehistoria escena 1, first silently, then aloud. Go over the charts the students filled out, then have students volunteer to act out the dialogue.
- (5 min.) Nota gramatical, p. 314. Quickly review the difference between **ir a + infinitive** as a future tense and **¡Vamos a...! + infinitive** as a suggestion or **nosotros** command.

IEP modification After reading, play the audio as students follow along. Ask comprehension questions and encourage students to ask questions if anything is not clear.

PRACTICE AND APPLY

- (5 min.) *Comprensión del episodio*, p. 314: Do Activity 3 as a class.
- (10 min.) Have students write answers to Activity 4, then call on individuals to read aloud.

ASSESS AND RETEACH

- (5 min.) *Para y piensa*, p. 314. Have students complete the sentences in the activity.
- (15 min.) Vocabulary Production Quiz, On-level Assessment, p. 263.

OPTIONAL RESOURCES	
Plan	Practice
Student Book and Workbook Answers, Projectable Transparencies 24–27, 32–39	Video Activities, URB 6, pp. 52–53 Practice Games, URB 6, p. 31
Absent Student Copymasters, URB 6, p. 95	Assess Reteaching Copymasters, URB 6, pp. 1, 3
Present	
Warm-up Projectable Transparencies 16 Audio Script, URB 6, pp. 76–79 Video Script, URB 6, pp. 70–72	

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

Presentación y práctica de gramática 1, pp. 315–317

OBJECTIVES

- Present affirmative **tú** commands.
- Practice listening to and using affirmative **tú** commands.
- **Culture:** Learn about a Chicano artist and discuss cultural identity.
- **Recycle:** daily routines, telling time
- Practice pronouncing the Spanish *f* sound.

TEKS

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

FOCUS AND MOTIVATE

- (5 min.) Presentación de gramática, p. 315. Read the English Grammar Connection. Ask students how they might phrase a command or request differently depending on the situation and the age or position of the addressee.

TEACH

- (15 min.) Presentación de gramática, p. 315. Present affirmative **tú** commands. Remind students this is a review of material they learned in Level 1.
- (10 min.) Comparación cultural, p. 316. Use the fine art transparency to present *Return to Aztlán*. Ask: **¿Qué representa la pintura?, ¿Qué figuras y edificios ven?**

PRACTICE AND APPLY

- (15 min.) Pair students up to do Activity 5, and switch partners to do Activity 7. Walk around and help with grammar and pronunciation.
- (5 min.) Play Audio CD Track 4 and have students complete Activity 6. Go over as a class.

IEP modification Break Activity 7 into manageable tasks. First, review telling time and. Then, review reflexive verbs. Let them refer back to p. 114. Finally, do the activity as a class and ask students to write answers on the board, paying attention to accentuation.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 317. Have students practice affirmative **tú** commands.
- Homework: *Cuaderno*, pp. 249–251; *Cuaderno para hispanohablantes*, pp. 250–252.

OPTIONAL RESOURCES	
Plan	Fine Art Activities, URB 6, p. 87
Student Book and Workbook Answers, Projectable Transparencies 24–27, 32– 39	Fine Art Projectable Transparencies 2 Audio Script, URB 6, pp. 76–79
Absent Student Copymasters, URB 6, p. 96	Practice Practice Games, URB 6, p. 32
Present	Assess
Warm-up Projectable Transparencies 17 Grammar Presentation Projectable Transparencies 10	Reteaching Copymasters, URB 6, pp. 4, 5, 11

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

Gramática en contexto, pp. 318–319

OBJECTIVES

- Practice using affirmative **tú** commands.

TEKS

- 1C ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.

FOCUS AND MOTIVATE

- (5 min.) Telehistoria escena 2, p. 318. Have students look at the two photos and brainstorm about what might be happening.

TEACH

- (2 min.) Go over the listening strategy on p. 318.
- (5 min.) Play Audio TXT CD 7 Track 6. Did students' predictions based on the photos match what happened? Follow up on listening strategy questions.

PRACTICE AND APPLY

- (5 min.) Go over Activity 9 on p. 319.
- (20 min.) Let students read all of the teen quandaries in Activity 10. Assign different students to write back to each of the teens pictured using **tú** commands and later read their responses aloud. Ask other students if they agree with the advice given.

IEP modification For Activity 10, brainstorm solutions to each problem as a class. Then using the notes on the board, call on students to create command forms to direct at the teens. (e.g. “Laura debe estudiar más” becomes “Laura, estudia más.”)

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 319. Have students use commands to give advice.
- (20 min.) Grammar Quiz 1, On-level Assessment, p. 264.

OPTIONAL RESOURCES	
Plan	Practice
Student Book and Workbook Answers, Projectable Transparencies 24–27, 32–39 Absent Student Copymasters, URB 6, p. 97	Practice Games, URB 6, p. 33 Video Activities, URB 6, pp. 54–55
Present	Assess
Warm-up Projectable Transparencies 17 Audio Script, URB 6, pp. 76–69 Video Script, URB 6, pp. 70–72	Reteaching Copymasters, URB 6, pp. 4, 6

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

Presentación y práctica de gramática 2, pp. 320–322

OBJECTIVES

- Present negative **tú** commands.
- Practice using negative **tú** commands.
- **Culture:** The importance of film festivals.

TEKS

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

FOCUS AND MOTIVATE

- (5 min.) Presentación de gramática, p. 320. Review affirmative **tú** commands and ask students to recall **usted** and **ustedes** commands and when to use them.

TEACH

- (15 min.) Introduce negative **tú** commands. Point out that unlike **usted** commands, **tú** commands have a different form in the negative. The negative **tú** commands resemble the format of the **usted** commands.
- (10 min.) Comparación cultural, p. 322. Have student volunteers read the paragraph about Latino film festivals.

IEP modification Slow down and take extra time to go through each step of forming the negative **tú** command in its regular, irregular, and **-car, -gar, -zar** forms and with pronouns. Drill and practice before pairing students to do Activity 11.

PRACTICE AND APPLY

- (10 min.) Pair students together to do Activity 11.
- (10 min.) Do Activity 12 together as a class.
- (10 min.) Form groups to do Activity 13, and ask groups to share lists with the class.
- (5 min.) Assign Activity 14 and ask students to volunteer their responses. Make a list on the board.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 322. Have students practice negative **tú** commands.
- Homework: *Cuaderno*, pp. 252–254; *Cuaderno para hispanohablantes*, pp. 253–256.

OPTIONAL RESOURCES	
Plan	Practice
Student Book and Workbook Answers, Projectable Transparencies 24–27, 32–39	Practice Games, URB 6, p. 34 Audio Script, URB 6, pp. 76–79
Absent Student Copymasters, URB 6, p. 98	Assess Reteaching Copymasters, URB 6, pp. 7, 8
Present	
Warm-up Projectable Transparencies 18 Grammar Presentation Projectable Transparencies 11	

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

Todo junto, pp. 323–325

OBJECTIVES

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

TEKS

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

FOCUS AND MOTIVATE

- (5 min.) Telehistoria completa, p. 323. Have students recall and summarize scenes 1 and 2 for you without looking at the Resumen sections.

TEACH

- (2 min.) Go over the listening strategy on p. 323.
- (5 min.) Show Telehistoria escena 3, Video program, DVD 2. Ask students about the disruptions and who caused them. Ask them to compare Antonia and Tamara.
- (15 min.) Play scenes 1, 2, and 3 all together for review.

PRACTICE AND APPLY

- (10 min.) Complete Activities 15 and 16 p. 324.
- (10 min.) Activity 17, p. 324: Have students complete the speaking strategy before forming groups.
- (10 min.) Play the audio TXT CD tracks 8, 9 for students to do Activity 18, p. 325.
- (15 min.) Assign Activity 19, p. 325.

IEP modification Replay the audio in Activity 19 as many times as students need to answer the Listen and take notes questions and decide if the movie appeals to them.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 325. Have students practice affirmative and negative commands to give advice.
- (20 min.) Grammar Quiz 2, On-level Assessment, p. 265.
- Homework: *Cuaderno*, pp. 255–256; *Cuaderno para hispanohablantes*, pp. 257–258.

OPTIONAL RESOURCES	
<p>Plan</p> <p>Student Book and Workbook Answers, Projectable Transparencies 24–27, 32–39</p> <p>Absent Student Copymasters, URB 6, p. 98</p> <p>Present</p> <p>Warm-up Projectable Transparencies 18</p> <p>Audio Script, URB 6, pp. 73–77</p> <p>Video Script, URB 6, pp. 69–70</p>	<p>Practice</p> <p>Learning Scenarios</p> <p>Conversation cards</p> <p>Video Activities, URB 6, pp. 57–58</p> <p>Practice Games, URB 6, p. 36</p> <p>Assess</p> <p>Reteaching Copymasters, URB 6, pp. 7, 9, 12</p>

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

Lectura/Conexiones, pp. 326–328

OBJECTIVES

- Read an excerpt from a contemporary Latin American novel that was made into an American film.
- Answer reading comprehension questions about the main character.
- **Cross-curricular connections:** social science, art, sciences, history

TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

FOCUS AND MOTIVATE

- (5 min.) Lectura, *La casa de los espíritus*, pp. 326–327. Ask students if they have ever seen the movie pictured at right. Ask if they have heard of Isabel Allende.

TEACH

- (10 min.) Lectura, pp. 326–327. Let students read silently before reading aloud together as a class.
- (5 min.) Conexiones, p. 328. Have students describe the scene in the painting. Then, read about murals in Los Angeles.

IEP modification Break the reading into sections and encourage students to read several times. In one reading, scan for cognates. In another, concentrate on unknown vocabulary. Then, work towards global comprehension.

PRACTICE AND APPLY

- (10 min.) Lectura, pp. 326–327. Encourage students to use the strategy to help them break the reading down.
- (25 min.) Conexiones, p. 328, Proyectos 1, 2, 3. Allow students to choose the project that interests them most.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 327. Have students answer questions in complete sentences.
- (20 min.) Culture Quiz, On-level Assessment, p. 266.

OPTIONAL RESOURCES	
<p>Plan</p> <p>Student Book and Workbook Answers, Projectable Transparencies 24–27, 32– 39</p> <p>Absent Student Copymasters, URB 6, p. 100</p> <p>Present</p> <p>Warm-up Projectable Transparencies 19</p> <p>Fine Art Activities, URB 6, p. 88</p> <p>Fine Art Projectable Transparencies 3</p>	<p>Practice</p> <p>Lecturas para todos, pp. 53–57</p> <p>Lecturas para hispanohablantes</p> <p>Practice Games, URB 6, p. 36</p>

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

En resumen, Repaso de la lección, pp. 329–331

OBJECTIVES

- Review lesson vocabulary and grammar.
- Review lesson content.

TEKS

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

FOCUS AND MOTIVATE

- (10 min.) Do a quick review of the vocabulary and grammar in the En resumen on p. 329.
- (10 min.) Review the information in the ¡Llegada! box on p. 330.

TEACH

- (5 min.) Activity 1, p. 330. Play Audio TXT CD 7, Track 10, while students choose the type of movie that is described in each item.

IEP modification To prepare for listening comprehension in Activity 1, have students describe to you the characteristics of each type of movie. Then play the audio, pausing after each item to give students time to process the information.

PRACTICE AND APPLY

- (25 min.) Do Activities 2–5 in class. Encourage review and questions.

ASSESS AND RETEACH

- Homework: Study En resumen, p. 329; *Cuaderno*, pp. 257–268; *Cuaderno para hispanohablantes*, pp. 259–268.
- (50 min.) Lesson Test, On-level Assessment, pp. 267–273.

OPTIONAL RESOURCES	
Plan	Assess
Student Book and Workbook Answers, Projectable Transparencies 24–27, 32– 39 Absent Student Copymasters, URB 6, p. 100	Review Games Online Lesson Test, Modified Assessment, pp. 206–212 Lesson Test, Pre-AP Assessment, pp. 206–212 Lesson Test, Heritage Learner Assessment, pp. 212–218
Present	
Warm-up Projectable Transparencies 19 Audio Script, URB 6, pp. 73–77	
Practice	
Practice Games, URB 6, p. 38 Sing-along Songs Audio CD	

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

Lesson Opener, Presentación y práctica de vocabulario, pp. 332–336

OBJECTIVES

- Introduce lesson theme: **¡Somos estrellas!**
- **Culture:** Discuss movie theaters.
- Present and practice vocabulary: making plans, extending and responding to invitations via the phone and online.
- Check for recognition.

TEKS

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

FOCUS AND MOTIVATE

- (5 min.) Ask students to look at the photo and describe where the kids are and what they are doing.

TEACH

- (10 min.) Presentación de vocabulario, pp. 334–335. Play Audio TXT CD 7, Track 11 while students follow along. Have students repeat the labeled vocabulary in A–E after you.
- (5 min.) Show Vocabulary Presentation video, DVD 2.
- (5 min.) Play TXT CD 7, Track 12, while students do ¡A responder! activity, p. 335.

IEP modification Encourage students to make vocabulary flashcards and drill each other on the new words.

PRACTICE AND APPLY

- (5 min.) Práctica de vocabulario, p. 336. Have students complete Activity 1.
- (5 min.) Play Audio TXT CD 7, Track 13 while students choose the correct responses in Activity 2.
- (10 min.) Assign Activity 3, ¿Y tú? in class and have students share their responses.

OPTIONAL RESOURCES

Plan

Absent Student Copymasters, URB 6, p. 102

Present

Warm-up Projectable Transparencies 20
Vocabulary Projectable Transparencies 7–8
TPRS, pp. 78–84

Practice

Video Activities, URB 6, pp. 58–59
Practice Games, URB 6, p. 38

Assess

Reteaching Copymasters, URB 6, pp. 7–9
Student Book and Workbook Answers, Projectable Transparencies 28–31, 40–47

Video Script, URB 6, pp. 73–75
 Audio Script, URB 6, pp. 80–83
 Vocabulary Video, DVD 2

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

Vocabulario en contexto, pp. 337–338

OBJECTIVES

- Understand and practice using vocabulary in context.

TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 1D articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.

FOCUS AND MOTIVATE

- (5 min.) Telehistoria escena 1, p. 337. Direct students' attention to the photo and ask students what they think Tamara and Gilberto are doing.

TEACH

- (2 min.) Telehistoria escena 1, p. 337. Go over the listening strategy.
- (5 min.) Play Audio TXT CD 7 Track 14.
- (5 min.) Ask students questions based on the dialogue and strategy.

IEP modification Replay the audio twice, pausing at intervals to allow students to absorb the material. Ask comprehension questions and allow students to read along while they listen the third time.

PRACTICE AND APPLY

- (5 min.) Vocabulario en contexto, pp. 337–338. Do Activity 4 as a class.
- (10 min.) Have students do Activity 5 in pairs. Call on pairs to share their conversations with the class.

OPTIONAL RESOURCES

Plan

Student Book and Workbook Answers,
Projectable Transparencies 28–31, 40–
47

Absent Student Copymasters, URB 6, p.
103

Present

Warm-up Projectable Transparencies 20
Audio Script, URB 6, pp. 80–83
Video Script, URB 6, pp. 73–75

Practice

Video Activities, URB 6, pp. 60–61
Practice Games, URB 6, p. 39

Assess

Reteaching Copymasters, URB 6, pp.
12, 14

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

Presentación y práctica de gramática 1, pp. 339–341

OBJECTIVES

- Present and practice listening to and using the present subjunctive with **Ojalá**.
- **Culture:** Learn about a Chicana artist and discuss working in different artistic mediums.
- Practice using the present subjunctive of verbs ending in **-car, -gar, and -zar**.

TEKS

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

FOCUS AND MOTIVATE

- (5 min.) Presentación de gramática, p. 339. Review the English Grammar Connection note. Ask students to recall how **usted** commands are formed.

TEACH

- (25 min.) Presentación de gramática, p. 339. Present the present subjunctive by going over the chart on p. 339.
- (10 min.) Comparación cultural: Medios artísticos, p. 340. Have a volunteer read aloud the information about Patssi Valdez. Ask about art mediums that students are familiar with.
- (10 min.) Nota gramatical, p. 341. Quickly review **-car, -gar, -zar** spelling changes in the preterite, in **usted** commands, and in negative **tú** commands.

IEP modification To reinforce learning, have students explain the rule about **-car, -gar, -zar** spelling changes. Ask them to explain what would happen without the spelling change in **-car** and **-gar** verbs and give an example of each.

PRACTICE AND APPLY

- (10 min.) Práctica de gramática, p. 340. Call on students to give answers to Activity 6.
- (5 min.) Play Audio TXT CD 7 Track 15 and have students circle the correct verbs in Activity 7.
- (10 min.) Have students write the answers to Activity 8 on the board and peer correct.
- (10 min.) Pair students together to do Activity 9 orally.

OPTIONAL RESOURCES	
Plan	Practice
Student Book and Workbook Answers, Projectable Transparencies 28–31, 40– 47	Practice Games, URB 6, p. 40
Absent Student Copymasters, URB 6, p. 104	Assess
	Reteaching Copymasters, URB 6, pp. 15, 16
Present	
Warm-up Projectable Transparencies 21	
Grammar Presentation Projectable Transparencies 12	
Audio Script, URB 6, pp. 80–83	

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

Gramática en contexto, pp. 342–343

OBJECTIVES

- Practice using the present subjunctive after **ojalá** in context.
- **Recycle:** school subjects, vacation activities, and sports.

TEKS

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

FOCUS AND MOTIVATE

- (5 min.) Telehistoria escena 2, p. 342. Have students answer warm-up questions by looking at the photo and using their imagination.

TEACH

- (10 min.) Telehistoria escena 2, p. 342. Go over the reading strategy, and have students read the dialogue silently. Then, have volunteers read aloud.
- (5 min.) Show Telehistoria escena 2, DVD 2. Ask questions based on reading strategy.
- (5 min.) Have students rescan the text for instances of subjunctive.
- (2 min.) Review with students the information given in the También se dice note.

PRACTICE AND APPLY

- (5 min.) Comprensión del episodio, p. 343. Have students complete individually, then review as a class.
- (10 min.) Have students pair up to do Activity 11, p. 343. Rearrange into groups for Activity 12.

IEP modification In Activities 11 and 12, encourage students to refer back to the referenced pages for review. Brainstorm with them to come up with phrases in Activity 11 and activities in Activity 12. Write them on the board for visual support.

OPTIONAL RESOURCES	
Plan	Practice
Student Book and Workbook Answers, Projectable Transparencies 28–31, 40– 47	Practice Games, URB 6, p. 41 Video Activities, URB 6, pp. 62–63
Absent Student Copymasters, URB 6, p. 95	Assess Reteaching Copymasters, URB 6, pp. 15, 17
Present	
Warm-up Projectable Transparencies 21 Audio Script, URB 6, pp. 80–83 Video Script, URB 6, pp. 73–75	

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

Presentación y práctica de gramática 2, pp. 344–346

OBJECTIVES

- Present additional subjunctive verbs with **ojalá**.
- Practice using the subjunctive of some irregular verbs and **-ir** stem-changing verbs with **ojalá que...**
- Practice using the subjunctive with **ojalá que...**
- **Culture:** Hispanic actors in Hollywood.

TEKS

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

FOCUS AND MOTIVATE

- (5 min.) Warm up by reviewing the regular verbs in the subjunctive. Ask students to recall when the subjunctive is needed.

TEACH

- (20 min.) Presentación de gramática, p. 344. Present the irregular and stem-changing verbs in the subjunctive.
- (5 min.) Pronunciación, p. 345: Go over elision (linking vowels). Play TXT CD 7 Track 17 and have students repeat the sample sentences.
- (10 min.) Comparación cultural, p. 346. Ask students about Spanish/Latino actors who are popular in the U.S., then read the paragraph. Ask comprehension questions.

IEP modification Pair slower-paced learners with stronger students in Activities 14–16. Circulate and help students. Address common problems for the class by putting examples on the board.

PRACTICE AND APPLY

- (15 min.) Práctica de gramática, p. 345. Do Activity 13 aloud as a class and have students complete Activity 14, p. 345.
- (10 min.) Have students do Activity 14 in pairs and switch partners for Activity 15.
- (10 min.) Comparación cultural, p. 346. Pair students up to do Activity 16.

OPTIONAL RESOURCES	
Plan	Practice
Student Book and Workbook Answers, Projectable Transparencies 28–31, 40– 47	Practice Games, URB 6, p. 42 Audio Script, URB 6, pp. 80–83
Absent Student Copymasters, URB 6, p. 106	Assess Reteaching Copymasters, URB 6, pp. 18, 19
Present	
Warm-up Projectable Transparencies 22 Grammar Presentation Projectable Transparencies 13	

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

Todo junto, pp. 347–349

OBJECTIVES

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

TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 1D articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 3B describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.

FOCUS AND MOTIVATE

- (5 min.) Todo junto, p. 347. Warm up by asking students questions about what they hope will happen in scene 3 using **ojalá**.

TEACH

- (5 min.) Telehistoria completa, p. 347. Read the Resumen sections for Escenas 1 and 2.
- (5 min.) Ask students to look at the photo on p. 347 and predict what is going to happen.
- (15 min.) Go over the Cuando escuchas strategy on p. 347, then show Telehistoria completa, DVD 2. To review, show all three scenes together.

PRACTICE AND APPLY

- (10 min.) Have students complete Activities 17 and 18, p. 348. Go over them aloud.
- (10 min.) Activity 19: Assign students to work in pairs to simulate a phone conversation.
- (15 min.) Activity 20, p. 349. Play Audio TXT CD 7, tracks 19, 20. Have students read the invitation and listen to the message. Then call on volunteers to share their message inviting a friend.
- (15 min.) Assign Activity 20.

IEP modification To focus students, ask them to explain the task they need to perform in Activity 20. Allow them to write their responses before giving them orally.

OPTIONAL RESOURCES	
<p>Plan</p> <p>Student Book and Workbook Answers, Projectable Transparencies 28–31, 40–47</p> <p>Absent Student Copymasters, URB 6, p. 107</p> <p>Present</p> <p>Warm-up Projectable Transparencies 22</p> <p>Audio Script, URB 6, pp. 80–83</p> <p>Video Script, URB 6, pp. 73–75</p>	<p>Practice</p> <p>Learning Scenarios</p> <p>Conversation cards</p> <p>Video Activities, URB 6, pp. 73–75</p> <p>Practice Games, URB 6, p. 93</p> <p>Assess</p> <p>Reteaching Copymasters, URB 6, pp. 18, 20</p>

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

Lectura/Proyectos culturales, pp. 350–352

OBJECTIVES

- Practice reading about and comparing two important prizes for film in the U.S. and México.
- Answer reading comprehension questions about the film industry and awards ceremonies in both countries.
- **Culture:** Identify some of the benefits of tourism for visitors and residents of a country.

TEKS

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

FOCUS AND MOTIVATE

- (5 min.) Lectura cultural, pp. 350–351. Preview the reading strategy. Have students prepare a three-circle Venn diagram on a sheet of paper before listening and/or reading.

TEACH

- (5 min.) Lectura cultural: Play TXT CD 7 Track 21. Students should listen and follow along, then reread silently. Check students' understanding of the passage.
- (5 min.) Proyectos culturales: Present the information on travel and tourism. If possible, bring books about various Spanish-speaking countries to class.

PRACTICE AND APPLY

- (10 min.) Lectura cultural: As they read, have students fill in their Venn diagrams with information about the two film awards. Ask them about movies they know that have won awards.
- (25 min.) Proyectos culturales, p. 352. Have students read about the projects and vote on one. Have them work in groups.

IEP modification Let students' interests guide their roles in the Proyectos. If they are visual or artistic, have them decorate or illustrate the brochure. If they are good with data-gathering or working independently, they can research a country.

OPTIONAL RESOURCES	
<p>Plan</p> <p>Student Book and Workbook Answers, Projectable Transparencies 28–31, 40– 47</p> <p>Absent Student Copymasters, URB 6, pp. 108–109</p> <p>Present</p> <p>Warm-up Projectable Transparencies 23</p>	<p>Practice</p> <p>Lecturas para todos, pp. 58–62</p> <p>Lecturas para hispanohablantes</p> <p>Practice Games, URB 6, p. 4</p>

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

En resumen, Repaso de la lección, pp. 353–355

OBJECTIVES

- Review lesson vocabulary and grammar.

TEKS

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

FOCUS AND MOTIVATE

- (10 min.) Do a quick review of lesson vocabulary and grammar by asking questions and scanning the En resumen on p. 353.
- (10 min.) Repaso de la lección, p. 354. Review the information in the ¡Llegada! box.

TEACH

- (5 min.) Repaso de la lección, pp. 354–355. Play TXT CD 7 Track 22 while students complete Activity 1, p. 354.

PRACTICE AND APPLY

- (10 min.) Have students complete Activities 2–3.
- (5 min.) Have students work in pairs or small groups to complete Activity 4, p. 355.
- (5 min.) Comparación cultural, p. 355. Have students answer questions 1–4.

IEP modification Encourage students to consult the En resumen or ask questions if they are having trouble. Allow extra time to complete Activities 2–3, and skip Activity 4.

OPTIONAL RESOURCES	
Plan	Assess
Student Book and Workbook Answers, Projectable Transparencies 28–31, 40– 47	Review Games Online
Absent Student Copymasters, URB 6, p. 110	Lesson Test, Modified Assessment, pp. 218–224
	Lesson Test, Pre-AP Assessment, pp. 218–224
	Lesson Test, Heritage Learners Assessment, pp. 224–230
Present	
Warm-up Projectable Transparencies 23	
Audio Script, URB 6, pp. 80–83	
Practice	
Practice Games, URB 6, p. 45	
Sing-along Songs Audio CD	

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

Comparación cultural, El Gran Desafío, Repaso inclusivo, pp. 356–361

OBJECTIVES

- **Culture:** Compare likes in movies and interests in movie-related work to those of three students who live in L.A., Argentina, and México.
- Introduce the second challenge of the Gran Desafío contest.
- Cumulative review.

TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 1D articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation.
- 1F interact and react in writing using culturally appropriate expressions, register, and style.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 3A express and support an opinion or preference orally and in writing with supporting statements.
- 3B describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.

FOCUS AND MOTIVATE

- (5 min.) Comparación cultural, pp. 356–357. Have students describe what they see in the three photos.

TEACH

- (10 min.) Comparación cultural: Play Audio program TXT CD 7 Track 23 as students follow along. Then call on students to summarize each paragraph.
- (15 min.) Gran Desafío, pp. 359–360: Read the summary aloud, then have students discuss the Antes del video questions. Show video, DVD 2.
- (10 min.) Repaso inclusivo, pp. 350–351: Choose for extra review key vocabulary terms and grammar points from units 1–8 that students have had difficulty with.

PRACTICE AND APPLY

- (15 min.) Comparación cultural: Assign writing activity. Help students increase their cultural awareness by doing the **Compara con tu mundo** activity.
- (15 min.) Gran Desafío: Students should take notes during the video, then answer Después del video questions.
- (10 min.) Repaso inclusivo: Play Audio Program TXT CD 7 track 24 for students to complete Activity 1. Assign one activity from Activities 2–7.

IEP modification Replay the audio several times in Activity 1, p. 360. Allow students to scan

the audio transcript if they are having difficulty.

OPTIONAL RESOURCES	
<p>Plan Absent Student Copymasters URB 6, pp. 111–112</p>	<p>Situational Transparencies and Copymasters, Projectable Transparencies 14–15, pp. 1–2 Video Activities, URB 6, pp. 66–67</p>
<p>Present Audio Scripts, URB 6, pp. 80–83 Video Script, URB 6, pp. 73–75</p>	<p>Assess Unit Test, Modified Assessment, pp. 230–236 Unit Test, Pre-AP Assessment, pp. 230–236 Unit Test, Heritage Learners Assessment, pp. 236–242 Integrated Performance Assessments, 46–54</p>
<p>Practice Family Involvement Activity, URB 6, p. 93</p>	

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