

CLASSROOM MANUAL

UNIDOS

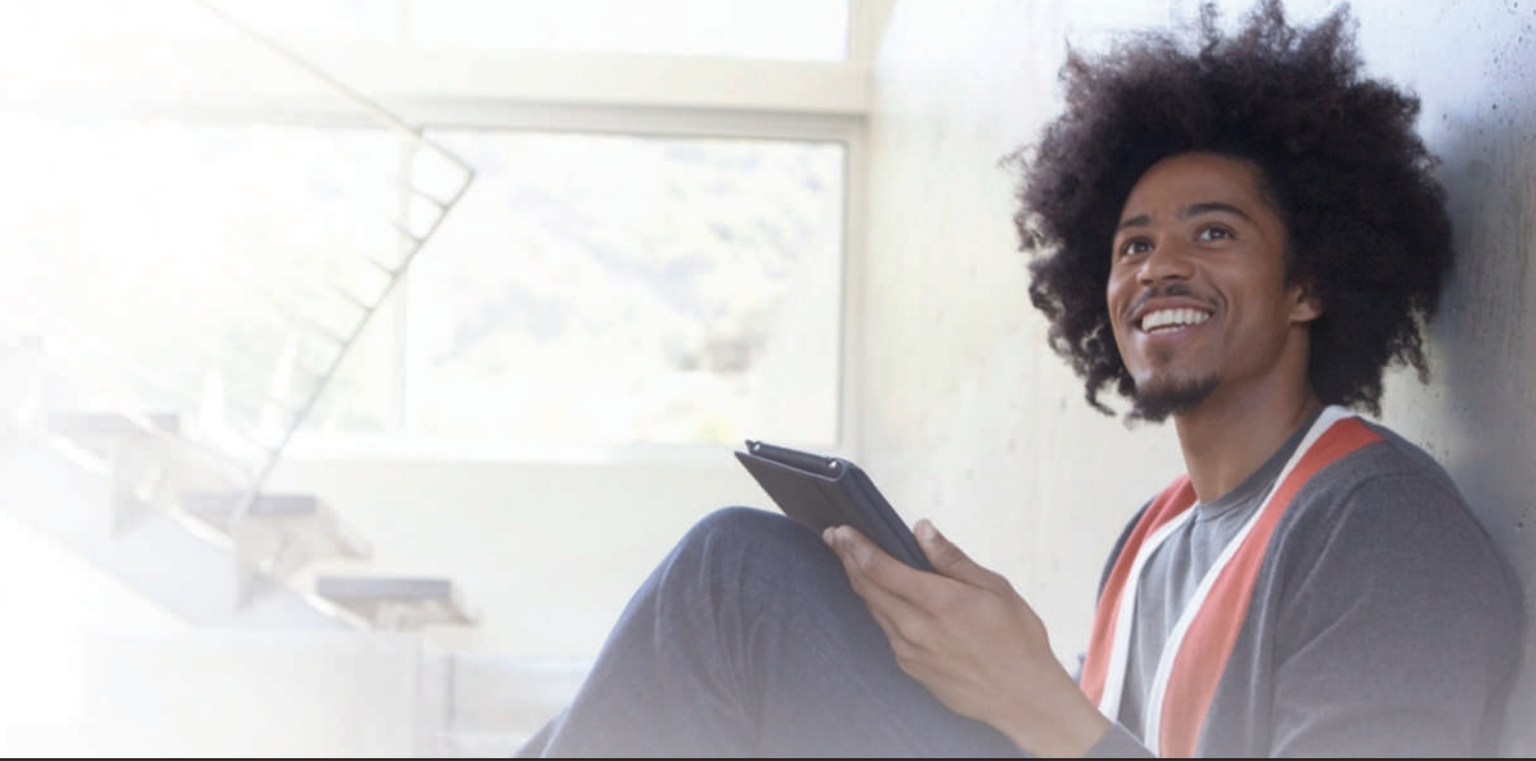
AN INTERACTIVE APPROACH

SECOND EDITION

GUZMÁN • LAPUERTA • LISKIN-GASPARRO

MySpanishLab®





Challenge:

6 of 10 college language programs either have completed or are planning to complete an Introductory Spanish Course Redesign, which will likely result in less face-to-face class time and greater numbers of hybrid or fully online classes.

Solution:

- Pearson Education is the undisputed leader in Higher Education Course Redesign.
- Pearson is an **experienced partner** with over 1150 faculty selecting Pearson to implement a Course Redesign.
- **Evidence-based ongoing Case Studies and Success Stories** demonstrate improved student performance in Course Redesigns that implemented **MyLanguageLabs™**.
- **MyLanguageLabs** offers the most extensive opportunities for course personalization that enables instructors to modify instruction according to individual needs, teaching style, grading philosophies, and more, which results in a more **engaging experience** for students.

Redesigning courses around MyLanguageLabs has been a success. The curriculum and course requirements are uniform across all sections so students receive a consistent learning experience. Because MyLanguageLabs automates the grading process, instructors report that they have more time to offer students one-on-one assistance. When I examine the data from before and after MyLanguageLabs it is clear to me what a great success MyLanguageLabs is and how useful it is for our students.

—Jason Fetters, Purdue University



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A GUIDE TO UNIDOS ICONS



Readiness Check

This icon, located at the beginning of the first *Gramática en contexto* section online, reminds students to take the Readiness Check to test their understanding of the English grammar related to the Spanish grammar concepts in the chapter.



Explore

This icon directly links to an interactive version of the *Piénsalo* activities that students can access from the eText.



Audio Program

This icon indicates that recorded material to accompany *Unidos* is available online.



Video

This icon indicates that a video episode is available for *Club cultura* or the *¡Cineastas en acción!* video series.



eText

This icon indicates that an electronic version of this activity is available in the online component.



¿Comprendes?

This icon indicates that a comprehension check is available in the online component.



Pair Activity

This icon indicates that the activity is designed to be done by students working in pairs.



Group Activity

This icon indicates that the activity is designed to be done by students working in small groups or as a whole class.



Interactive Globe

This icon indicates that additional cultural resources related to a particular country are organized on an interactive globe online in the form of videos, web links, interactive maps, and more.



Art Tour

This icon accompanies the works of art highlighted in each chapter opener. It links to a virtual art tour and interactive activity about the work of art.

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Second Edition

UNIDOS

An Interactive Approach

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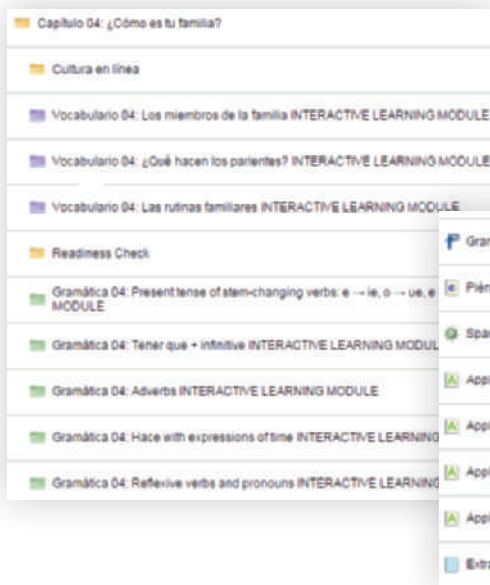
Unidos, Second Edition, powered by the award-winning MySpanishLab®, effectively prepares your students to communicate with confidence. *It's time to talk!*

Unidos is a first. Incorporating the **flipped classroom model** into its highly flexible approach, it capitalizes on using technology so that valuable class time is focused on applying knowledge rather than on instruction—it literally flips the nature of what typically takes place in class and out of class. Instead of first learning in the classroom and then practicing learned material out of class, students will, with **Unidos**, learn outside of class and then apply what they have learned in the communicative environment of the classroom.

Without question, instructors and coordinators of Elementary Spanish tell us that their number one goal is to increase the communicative nature of their classrooms and their courses. They also describe this among their greatest challenges. Limited contact hours, increasing class size, and varied levels of student preparedness make it difficult for students to learn vocabulary, grammar, and culture in class. At the same time, instructors want ample time for students to communicate. In short, there's little time to talk!

The creators of **Unidos** seek to embrace the goal and confront the challenge of increasing the communicative nature of the Elementary Spanish course head-on. This innovative communicative language program offers a unique online environment where students receive guided instruction and practice accompanied by individualized learning support and assessment. Students encounter continuous formative and summative assessment opportunities, all of which prepares them for communicative practice in the classroom. **Unidos** frees the classroom to be what instructors and students have always wanted it to be: a space for social interaction—in Spanish.

Whether learning in a face-to-face traditional classroom or in a hybrid program where, by necessity, significant learning must take place outside the classroom, **Unidos** offers an array of resources to help instructors and students achieve their goals.



At the heart of the **Unidos** program are the **carefully sequenced online learning modules**. These offer guided instruction and practice accompanied by individualized learning support and assessment to ensure students master concepts and come to class ready to communicate.

The activities in the **Classroom Manual**, which are intended to be completed in class, build on the learning that takes place out of class and foster a **highly engaging and effective social environment** in which participants achieve meaningful communication and interaction.

Students follow a **guided lesson plan that begins with an interactive learning module, continues with tutorials, and culminates in a set of Apply activities**. The *Apply* section offers both machine-gradable, discrete-point activities, and more complex instructor-graded activities in which the students write sentences or paragraphs or verbally record their responses either independently or in pairs. Students have multiple opportunities to practice, and a wealth of individualized, point-of-need support.

4-16 **AA** **¿Qué pasa en las reuniones familiares? PRIMERA FASE.** Describale los miembros de su familia a su compañero/a. Ambos (Both) deben tomar nota de las semejanzas y las diferencias.

Modelo

“preparar la comida”

En las reuniones de mi familia, mi abuela prepara mucha comida.

En las reuniones de mi familia, tenemos mucha comida también. Pero mi madre y mi tía preparan la comida.

1. servir la comida
2. jugar con los niños
3. venir de muy lejos
4. dormir en el sofá
5. preferir hablar de temas políticos
6. volver a casa todos los años

4-17 **AA** **Entrevista.** Tránsense para entrevistarse (Interview each other). Hablen sobre los siguientes temas (topics) y después comparen la información con otro compañero/a o compañera.

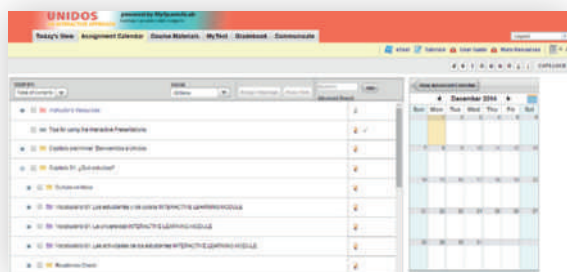
1. la hora del almuerzo, qué prefieren comer y dónde
2. los deportes que prefieren practicar o mirar en la televisión
3. a qué hora empieza a hacer la

4-18 **AA** **¿Cuándo y con quién? PRIMERA FASE.** Pregúntale a tu compañero/a para obtener la siguiente información:

1. qué actividades hace generalmente con miembros de su familia y cuándo
2. qué actividades hace con sus amigos los fines de semana
3. qué actividades hace con sus amigos durante la semana

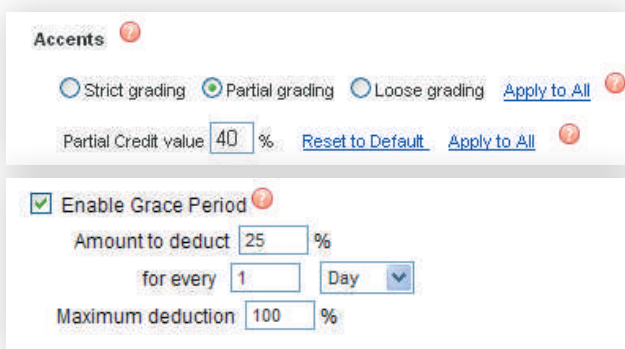
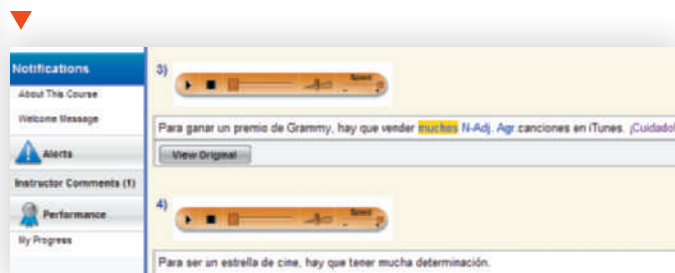
Unidos, Second Edition, powered by MySpanishLab®, gives you the flexibility and powerful tools to easily manage your course.

Instructors are faced with more demands for their time and expertise than ever before. They want a better way to manage all aspects of their courses and an online program that saves them time, not one that takes more time. The **Unidos Online Component** offers the most powerful instructor tools to help instructors efficiently manage their courses.



▲ To make assigning easier than ever, the **Online Component** offers a **drag-and-drop Assignment Calendar**. Instructors simply choose what they would like to assign to any given day, check the box, and drag it to the due date. They can choose one or multiple items, making course creation quick and easy.

By completing open-ended activities in which they write sentences or paragraphs, students demonstrate that they understand how to use the language. Instructors want to ensure that comments they entered while grading open-ended activities are reviewed by their students. The student dashboard alerts students when they have comments from their instructor and they can easily review them to assimilate corrections and suggestions.



◀ Instructors tell us that they want a flexible program that allows them to grade as if they were grading by hand. The intuitive grading palette in the **Online Component** gives instructors a host of options to **efficiently grade open-ended activities**, and the preferences in the **Online Component** offer a **wealth of customization options for grading student work**. Instructors concerned with students using accent marks properly can set the percentage that the system deducts from the student grade if accent marks are used incorrectly. The **Online Component** also offers a Grace Period preference that allows instructors to set automatic deductions for late work. Preferences in the **Online Component** give instructors tools to tailor the course to individual teaching styles.

“MySpanishLab® is the most robust and dependable program I have ever used with my introductory courses. The program can be **completely tailored to your course needs and teaching style** as well as to your colleagues' different needs/styles. With regard to learning, students are completely and clearly in control of their success and progress with the program.”

KRISTY BRITT
University of South Alabama

The individualized support of the online component to **Unidos** maximizes learning by students at all skill levels.

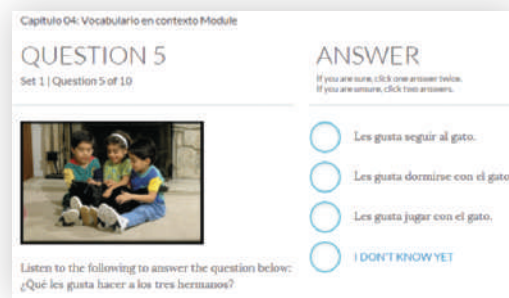
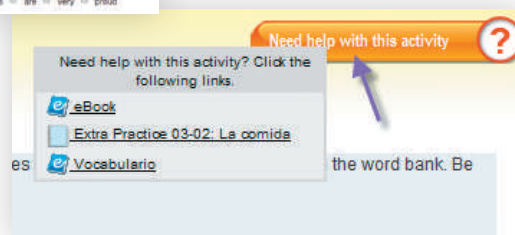
Students studying Spanish for the first time are often sitting next to students who have taken Spanish in high school or students who speak Spanish at home. With its array of adaptive learning tools and individualized tutorials, the **Online Component** for **Unidos** tailors learning to every student's individual needs and provides the support they need to come to class prepared to engage and to communicate.



By understanding English grammar, students can more quickly grasp concepts in Spanish grammar. Not all students have a strong grasp of English grammar, but explaining it in class takes time away from using the target language. Online, students complete a **Readiness Check** that tests whether they understand the English grammar that correlates with the Spanish grammar that they will learn in the chapter. If the Readiness Check results indicate that students need help with a specific topic, an **individual study plan is generated**, linking students to **animated English grammar tutorials** for the instruction they need.

Apply activities promote student success by providing students with the immediate support they need to understand why they may not have been successful when completing a machine-graded activity. If a response is incorrect, students receive feedback hints that help them think critically. With the student's second attempt, a "Need help with this activity?" feature appears that brings additional resources specific to the activity directly to the student. Resources include links to the exact page in the Interactive Presentations where the activity topic is explained, as well as tutorials and

additional practice exercises. Each question becomes a true learning opportunity via this layered feedback, and students are better prepared for the in-class communicative environment!



Since language learning is a process that builds upon previous knowledge, students need support to help them retain the information. **Dynamic Study Modules** powered by **amplifire™** for vocabulary and grammar lessons in the **Online Component** are based on the latest research in neuroscience

on how we learn best. The unique "game-like" application makes learning fun and effective. Students can quickly ascertain what they know, what they aren't sure of, and what they need to review in-depth. **amplifire's** patented methodology helps students increase their long-term retention and master concepts before coming to class. The results lead to class time focused on using the language instead of taking time for instruction of vocabulary and grammar.



The benefits are tremendous. **It caters to all learning styles.** No student would be left out. Students will be able to take advantage in their learning through this approach.”

FRANCES ALPREN
Vanderbilt University

“The interactive nature of the exercises makes the learning experience outside the classroom **more individualized**, more interesting, and, therefore, **more effective.**”

LEA RAMSDALL
Towson University

The consistent, explicit focus on learning objectives in Unidos will help you achieve consistent learning outcomes across all course models.

Spanish classes take many forms now: fully online, hybrid, and face-to-face. Achieving consistent learning outcomes for all these models is increasingly difficult. Instructors want their students in an online course to have the same skills as their face-to-face or hybrid students at the end of the course. The **Unidos** program reinforces learning objectives and gives instructors the tools to prove outcomes are achieved.

4

¿Cómo es tu familia?

VOCABULARIO EN CONTEXTO
Taking about family members, what they do, and their daily routines.
Los miembros de la familia
¿Qué hacen los parientes?
Las rutinas familiares

UNIDOS CULTURAL
Las familias de la televisión

GRAMÁTICA EN CONTEXTO
Talking about family members, their actions and their routines.
Present tense of stem-changing verbs: e → ie, o → ue, i → i
Tener que + infinitive
Adverbs
Hace with expressions of time
Reflexive verbs and pronouns

EN ACCIÓN
Una fiesta en familia

UNIDOS

ESCUCHA Listen for a purpose
Hear, or organize information to make comparisons

LEE Use the title and illustrations to anticipate content

ESCRIBE Use language appropriate for your reader

ENFOQUE CULTURAL
La ciudad de Colombia

EN ESTE CAPÍTULO...
Comprende lo que sabes
Vocabulario

Learning OBJECTIVES
You will:

- learn vocabulary to describe family members, relationships, and daily routines
- learn the forms of stem-changing verbs
- use tener que + infinitive to talk about what you and others have to do
- learn how to form adverbs in Spanish
- describe lengths of time using hace
- learn the forms and uses of reflexive verbs and pronouns
- connect new information about Colombia, its people, landscape, and culture to what you already know

Learning OUTCOMES
You will be able to:

- talk about families and their daily routines
- express opinions, plans, preferences, and feelings
- express obligation
- express when, where, or how an action occurs
- express how long something has been going on
- talk about daily routines
- relay information you have researched about famous Colombians from a variety of fields

Online, students complete Learning Modules that parallel the structure of the Organizer at the beginning of each chapter. **Consistent organization ensures that students continually focus on the goals of each chapter as they work online.**

- Capítulo 04: ¿Cómo es tu familia?
- Cultura en línea
- Vocabulario 04: Los miembros de la familia INTERACTIVE LEARNING MODULE
- Vocabulario 04: ¿Qué hacen los parientes? INTERACTIVE LEARNING MODULE
- Vocabulario 04: Las rutinas familiares INTERACTIVE LEARNING MODULE
- Readiness Check
- Gramática 04: Present tense of stem-changing verbs: e → ie, o → ue, i → i INTERACTIVE LEARNING MODULE
- Gramática 04: Tener que + infinitive INTERACTIVE LEARNING MODULE
- Gramática 04: Adverbs INTERACTIVE LEARNING MODULE
- Gramática 04: Hace with expressions of time INTERACTIVE LEARNING MODULE
- Gramática 04: Reflexive verbs and pronouns INTERACTIVE LEARNING MODULE

Each chapter begins with clearly outlined Learning Objectives. Specific **Learning Objectives are visually tied to measurable Learning Outcomes.** At the introduction to each section (**Vocabulario en contexto, Gramática en contexto, Enfoque cultural**), each Learning Objective is repeated to remind students what they will be able to achieve at the end of the section.

Course Materials	Grade	Content Completed	Time on Task hh:mm
Vocabulario 01: Los es...	80.63%	100%	00:02
Apply 01-01 Mi vida de estudiante [Los estudiantes y los cursos]	62.5%	100%	00:00
Apply 01-02 El horario de clases [Los estudiantes y los cursos]	100%	100%	00:00
Apply 01-03 Los estudiantes y los cursos [Los estudiantes y los cursos]	80%	100%	00:01



This is a GREAT part of the chapter. It isn't in the margin. It isn't an aside. It is front and center, and clearly stated: **here is what you'll be doing and this is how you will know if you 'got it.'** ”

ELIZABETH CALVERA
Virginia Tech University

“I like that there is a distinction between objectives, which are what a student will ‘learn’ with his or her brain as they memorize vocabulary and grammar points, **but the outcomes describe the meaningful contexts in which the student can actually ‘acquire’** the ability to communicate without thinking through the various grammar points and vocabulary.”

JANIE MCNUTT
Texas Tech University

The **Unidos** instructor online dashboard offers at-a-glance views of class performance for each Learning Module. The **Course Performance functionality quickly shows instructors how students are progressing with each learning objective.** Instructors can tailor their face-to-face time based on student results and can assess whether or not students are achieving the desired learning outcomes for the course.



NEW to *Unidos*, Second Edition

Students and instructors will benefit from a wealth of new content and features in this edition. Detailed, contextualized descriptions are provided in the features walk-through that follows.

- **¡Cineastas en acción!**, a new video program created especially for **Unidos, Second Edition**, brings together five young filmmakers from different Spanish-speaking countries to attend a summer program at the Los Angeles Film Institute. As part of the program, each will produce documentaries on Hispanic culture in the United States or abroad while competing for a prestigious scholarship for best documentary. Who will win? Students using the **Unidos** program will decide!

And, of course, our five young filmmakers will not only learn about making documentaries, but will also learn about each other, and create new bonds as they experience the diversity of Hispanic cultures in Los Angeles.

- **Club cultura**, a new cultural video program, takes a contemporary and journalistic approach as student hosts explore the Spanish-speaking world. Shot on location in Europe, Latin America, and in the United States, viewers are immersed in the cultural nuances, customs, language, and beauty of 22 Spanish-speaking countries including the United States. Interactive video activities are available online.
- Midway through the chapter, **Unidos cultural** provides a journalistic, thematic cultural presentation. The focus is not on a specific country, but rather on the chapter's theme and how it is reflected in different Spanish-speaking countries, including Hispanic communities in the United States.
- **Synchronous voice-recording activities (audio and video)** are now available online to further engage students in communicative practice with their classmates.
- **Learning Catalytics**, a “bring your own device” learner engagement and classroom intelligence system first developed at Harvard, is available with content specific to **Unidos**. **Learning Catalytics** also allows instructors to create a variety of activities that promote interaction and communication, deliver them to learners via mobile devices and receive feedback in real time making it even easier to engage students.
- Guided **Vocabulary Tutorials** are now available both in the online program and via a mobile app to practice

vocabulary on the go. Students work through a series of word recognition activities, most of which culminate with a pronunciation activity in which students compare their pronunciation to that of a native speaker.

- **Mobile apps** are available to practice vocabulary and grammar on the go!
- A new form-focused activity, **¿Comprendes?**, is available online and follows the presentation of each grammatical structure. This quick, form-focused activity provides students with the opportunity to test themselves in order to ensure they have understood the form of the structure before moving on.
- **MediaShare**, Pearson's one-stop media share tool available in MySpanishLab®, includes activities specific to **Unidos**. **MediaShare** is a comprehensive file-upload tool that allows language learners to create and to post video assignments, role plays, group projects, and more in a variety of formats including video, Word, PowerPoint, and Excel. Structured much like a social networking site, **MediaShare** helps promote a sense of community among learners. Instructors can create and post assignments—or copy and use pre-loaded assignments for **Unidos**—and then evaluate and comment on learners' submissions online. Integrated video capture functionality allows language learners to record video directly from a webcam to their assignments, and enables instructors to record videos via webcam and tag them to a specific learner and/or assignment.
- The **Unidos** skills section has been edited to make it more manageable for students. Some of the readings for the *Lee* section have been updated, ensuring consistently high-interest readings at the appropriate level.
- The **end-of-chapter Vocabulario list** now includes English definitions.
- **Annotated Scope and Sequence** The authors share their thinking through annotations in the Scope and Sequence of the Annotated Instructor's Edition, explaining the rationale of the grammar scope and sequence.

CHAPTER ORGANIZATION

HOW THE UNIDOS PROGRAM WORKS

Through its highly articulated and individualized **online learning, practice, and assessment system, Unidos** meets students at their point of need. Its personalized learning and practice modules provide learners with continuous formative and cumulative assessment opportunities. The activities in the **Classroom Manual** build on the learning that takes place outside of class and make for a highly engaging and effective social environment in which participants achieve meaningful communication and interaction.

Unidos provides a seamless integration of out-of-class work and in-class communication. Here we show you how the pieces fit together.

Unidos gives you the time to create a truly communicative classroom—It's time to talk!

Sequential Walkthrough of Chapter 4



Unidos
Online Component



Unidos
Classroom Manual



CHAPTER OPENING ORGANIZER

Prepares students visually with clear goals for the chapter. Specific Learning Objectives are tied to measurable Learning Outcomes. For example, the learning objective “learn how to form adverbs in Spanish” is expected to result in students’ ability to “express when, where, or how an action occurs.”

Both the **Online Component** and the **Classroom Manual** use consistent language to describe learning objectives and outcomes so that the goals of every chapter are clear and accessible to students.

Reporting features in the **Online Component** provide instructors with at-a-glance views of student performance for each learning objective.

4

¿Cómo es tu familia?

VOCABULARIO EN CONTEXTO
Talking about family members, what they do, and their daily routines
Los miembros de la familia
¿Qué hacen los parientes?
Las rutinas familiares

UNIDOS CULTURAL
Las familias de la televisión

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Present tense of stem-changing verbs: e → ie, o → ue, e → i
Tener que + infinitive
Adverbs
Hace with expressions of time
Reflexive verbs and pronouns

EN ACCIÓN
Una fiesta en familia

UNIDOS

ESCUCHA Listen for a purpose
HABLA Organize information to make comparisons
LEE Use the title and illustrations to anticipate content
ESCRIBE Use language appropriate for your reader

ENFOQUE CULTURAL
La riqueza de Colombia

EN ESTE CAPÍTULO...
Comprueba lo que sabes
Vocabulario

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Learning OUTCOMES

You will be able to:

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- express opinions, plans, preferences, and feelings
- express obligation
- express when, where, or how an action occurs
- express how long something has been going on
- talk about daily routines
- relay information you have researched about famous Colombians from a variety of fields

CULTURE

Unidos fosters awareness of the diversity of the Spanish-speaking world by deeply integrating culture throughout the entire program.



CULTURA EN LÍNEA

Experience online interactive introductions to the cultural theme and countries of focus through videos, art, and an array of resources in *Cultura en línea*.

These can be assigned either before class or after completing the in-class *Cultura interactiva* sections.



Art of the Hispanic world comes to life through interactive Art Tours. Based off the art found in the chapter openers, these tours feature Spanish narrations, and offer an in-depth look at key works of art, enabling students to zoom in on details they couldn't otherwise see.



Club cultura, a cultural video program with a contemporary and journalistic approach, immerses viewers in the cultural nuances, customs, language, and beauty of the 22 Spanish-speaking countries, including the United States. Activities to accompany **Club cultura** are available online in the *Cultura en línea* folder.

Vistas culturales videos present cultural artifacts of the country or countries of focus. With native speakers from each country providing the narration for each clip, students are introduced to the variations of the Spanish language throughout the Hispanic world. *Vistas culturales Expansion Activities* are available online and include a list of useful vocabulary words with definitions, before viewing, while viewing, after viewing, and in-class activities.



CULTURA INTERACTIVA

The *Cultura interactiva* section provides an immediate orientation to the target culture(s) of the chapter. As many students have insufficient prior knowledge about the countries of the Hispanic world (including their location), **Unidos** includes a map with visual clues about important cultural aspects of each country.

¿Cuánto sabes?, a warm-up activity, activates background knowledge and prepares students to learn more about the culture(s) throughout the chapter.

CULTURA INTERACTIVA

Explore a first look at Club cultural!

Cultura en línea
To learn more about Colombia and the chapter theme, go to the *Cultura en línea* folder in the *Unidos* online component to view the *Vistas culturales* video and take a virtual art tour.

COLOMBIA

¿Cuánto sabes?
Completa estas oraciones (sentencias) con la información correcta.

1. Ecuador, _____ y Brasil están al sur de Colombia.
2. _____ es la capital de Colombia.
3. Las casas pintadas de diferentes colores son típicas en la ciudad de _____.
4. Fernando Botero es un _____ colombiano.

En familia
Fernando Botero, uno de los pintores contemporáneos más famosos de Colombia, pinta a unos padres con sus hijos en este cuadro titulado *En familia*.

¿Cómo es tu familia? 125



INTEGRATED CULTURE

Culture is **integrated throughout the chapter in rich realia pieces, photos, activities, and maps.**

The *Cultura* boxes describe cultural products, practices, and perspectives, making the cultural contexts of the vocabulary and grammar activities meaningful and accessible to students.

Cultura

The ending *-ito/a* (*Jorge* → *Jorgito*) is very common in Hispanic countries. It is frequently used to differentiate parents from children of the same name. It also expresses smallness (*hermanito/a, sillita*), affection, and intimacy (*mi primita*). Names that end in a consonant use the ending *-cito/a* (*Carmen* → *Carmencita*).

Hispanics are often given more than one name (*Carlos Alberto, María del Carmen*). These names are often combined (*Mariví*, from *María Victoria*). *María* may also be part of a man's name: *José María*.

Compara: Are diminutives common in your family or community? How are they formed? Does your family call you by a special name or nickname?



Chapter theme, learning outcomes, and culture all come together in **Unidos cultural**. Midway through the chapter (between the vocabulary and grammar sections), **Unidos cultural** provides a journalistic, thematic, cultural presentation. The focus here is not on a specific country but rather on different cultural aspects of the Hispanic world, including Latinos in the United States, which are relevant to the chapter theme. The communicative *Compara* questions that follow the readings provide the opportunity for cross-cultural reflection. Additional comprehension-based activities and opportunities for cultural reflection are provided in the **Cultura en línea** folder in the **Online Component**.

VOCABULARY

Vocabulary is presented in communicative and cultural contexts to help students truly learn how to use words in oral and written communication.



VOCABULARIO EN CONTEXTO

Study begins with the **Vocabulario en contexto** section in the **Unidos Online Component**. Vocabulary instruction along with meaningful and mechanical practice are completed online, freeing up valuable class time for communication. All learning is divided into a series of carefully sequenced learning modules. Each module contains two components: **Learn** and **Apply**. Students complete each learning module before coming to class and are guided throughout the process with point-of-need support.

Los miembros de la familia

Go to the **Capítulo 4** folder online to complete the Learning Module for *Vocabulario en contexto: Los miembros de la familia*.

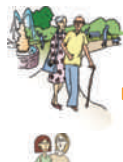
PLAN DE ESTUDIO

<p>LEARN</p> <ul style="list-style-type: none"> • Interactive presentation: <i>Los miembros de la familia</i> • Vocabulary tutorials • Pronunciation 	<p>APPLY</p> <ul style="list-style-type: none"> • Activities • Pronunciation activities
--	--

Vocabulario en contexto

Objetivo Read the following descriptions of what some family members do. Do people in your family do similar things? Click on the highlighted words to see images that will help you learn the vocabulary.

¿Qué hacen los parientes?



14 Mi abuelita vive en una casa al lado del parque. Siempre cuando ella **camina** por las mañanas y **abrazamos** muy temprano. Después **descansa** la tarde y por la noche **visitan** a sus parientes.

15 Siempre me voy pronto temprano. En un poco me voy a trabajar con mi familia y **aprovecho mucho** tiempo. También me gusta ver el fútbol en la televisión y me gusta en bicicleta los domingos.



STEP 1 Interactive Presentation.

The interactive presentation introduces new words in appropriate linguistic and cultural contexts.

Language samples, photos, line drawings, and realia present new materials, rather than word lists and translations. Boldface type highlights new words and phrases that students will use actively. Clickable audio offers recorded versions of the language samples.

STEP 2 Vocabulary Tutorials.

Guided online Vocabulary Tutorials offer students opportunities to work through a series of word recognition samples that help them tie words to images.

The **Pronunciación** section found in the first vocabulary module of each chapter guides students through a presentation of the specific topic followed by a set of carefully sequenced practice activities to help students improve their pronunciation.

Entrevistas video. In the third vocabulary module in each chapter, the *Entrevistas* video and accompanying activities further model vocabulary in context and introduce students to the thematic content of the chapter through a series of authentic interviews.

STEP 3 Application Activities.

Students put new vocabulary to use with the *Apply* activities. Both machine-gradable, discrete-point activities and more complex instructor-graded activities appear in the activity set. Students have multiple opportunities to respond and a wealth of individualized, point-of-need support. Machine-graded *Apply* activities offer **layered feedback to help students successfully complete the activity**:

- In the first attempt, the **Resource Toolbar** within the activity window offers several help options: the full array of vocabulary and grammar tutorials, a glossary, verb charts, and the full eText (with both interactive presentations and a digital version of the **Classroom Manual**).
- After the first attempt, **feedback hints** appear for answers that are incorrect. Hints help students think about what they got wrong instead of showing them the correct answer. Students can then try again.
- The “Need help with this activity?” button offers help based on the vocabulary the student is practicing. Links to the exact section of the interactive presentation where the vocabulary is presented and links to the **Vocabulary Tutorials** are listed to provide point-of-need support.
- As a default, students see the **correct answer** after the third attempt, but instructors can easily decide and change when students see the correct answers. Students can easily review activities from their student dashboard.





VOCABULARIO EN CONTEXTO (PRÁCTICA COMUNICATIVA)

It's time to talk!

Students are ready to communicate. The *Práctica comunicativa* activities foster active use of new and previously learned vocabulary in natural, thematically relevant contexts.

In this example, students recycle vocabulary within a cultural context and are asked to plan a trip to Machu Picchu and to pack a lunch for the trip. All activities in the **Classroom Manual** move from controlled to open-ended production. ▶

3-13



Un viaje (trip). You and your partner are in Peru and are planning a day trip to Machu Picchu. Arrange to take some food and beverages with you.

1. Make a list of the food and beverages that you need to take.
2. Talk in detail about at least five activities that you are going to do.



GRAMMAR

Grammar is presented as a means to effective communication. Students focus on the functions, not just the structures, they will need to express themselves in Spanish.



GRAMÁTICA EN CONTEXTO

Similar to the **Vocabulario en contexto** modules, the **Gramática en contexto** modules make it possible for students to learn and master grammatical concepts out of class and come to class ready to communicate. ▶

Expressing opinions, plans, preferences, and feelings:

Present tense of stem-changing verbs: *e* → *ie*, *o* → *ue*, and *e* → *i*

Go to the **Capítulo 4** folder online to complete the Learning Module for *Gramática en contexto*: Present tense of stem-changing verbs: *e* → *ie*, *o* → *ue*, and *e* → *i*.

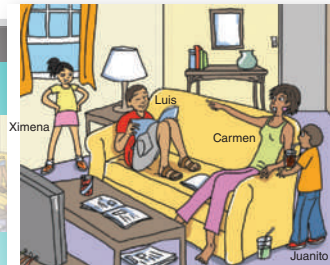
PLAN DE ESTUDIO

LEARN

- Interactive presentation: Present tense of stem-changing verbs: *e* → *ie*, *o* → *ue*, and *e* → *i*
- ¿Comprendes? grammar self-check
- Grammar tutorials

APPLY

- Activities
- Extra Practice





◀ **STEP 1 Readiness Check.** After students complete the interactive learning modules for vocabulary, they are presented with a **Readiness Check** found once in each chapter. Students may answer questions covering several English grammar concepts necessary for understanding the Spanish grammar in that chapter. If the **Readiness Check** results indicate students need help on a specific topic, they are referred to an English grammar tutorial for the instruction they need. **Readiness Checks** will also include recycled Spanish grammar concepts necessary for understanding newly-presented grammar in the **Online Component** of a given chapter. If students need a review, they are referred to a Spanish grammar tutorial.

Gramática en contexto

LEARN Read and listen to the description of what the hikers are doing. Then do the **Piénsalo** activity, which will help you prepare for the explanations that follow.

3 Expressing when, where, or how an action occurs: Adverbs

Los senderistas (hikers) siguen una ruta difícil y tienen que caminar **lentamente**. Si van **rápidamente** van a estar cansados. Cruzan el riachuelo (creek) **cuidadosamente**. Adonde hay animales peligrosos en la sierra, pero **afortunadamente** es otoño y **seguramente** no van a encontrar serpientes.



◀ **STEP 2 Interactive Presentation.** Each module begins with an interactive presentation of the grammar. Students also see recycled vocabulary in each grammar presentation. **Meaningful, realistic language samples** introduce grammar, with new structures highlighted in boldface type. Students can listen to the language samples by clicking on the audio icon.

STEP 3 Comprehension Activity. The *Piénsalo* activities draw students' attention to the **connection between meaning and linguistic form**. These activities focus attention on the communicative purpose of the linguistic structures while invoking culturally relevant contexts. Students can find the answers to the *Piénsalo* activities by clicking on the icon.

PIÉNSALO. Select the best meaning for the expressions in boldface.

- Los senderistas piensan escalar **poco a poco**.
- Si los senderistas suben la montaña **con rapidez**, ellos van a estar cansados.
- Por suerte**, ahora es otoño.
- Los senderistas **saben que** no van a encontrar serpientes.
- Cruzan el riachuelo **con mucho cuidado**.

- rápidamente
- afortunadamente
- seguramente
- cuidadosamente
- lentamente

◀ **STEP 4 Grammar Explanations.** Grammar explanations are primarily presented in **clear charts with easy-to-follow examples** that facilitate out-of-class learning.

Expressing when, where, or how an action occurs: Adverbs

LEARN Read the explanations to learn about the grammar topic.

Adverbs are used to describe when, where, and how an action occurs. Learn about the most commonly used adverbs with adverbs referring to time (*cuando, siempre, después*) and place (*allí, ahí, adonde*) and how you have used adverbs to express how you feel (*bien, muy mal, regular*). These adverbs can also be used to express how things are done.

Many Spanish adverbs end in *-mente*, an ending that corresponds to the English *-ly*. In some cases adverbs, *-ly* words in the English language are the same as the Spanish adverbs. When adverbs that do not have a separate feminine form, simply add *-mente* to the singular form.

When two or three adverbs are used in a sentence, only the last one has the *-mente* ending. The other adverbs in the sentence have the same form as the feminine singular form of the adjectives.

Some commonly used adverbs ending in *-mente* are:

rápidamente	lentamente	seguramente	afortunadamente
tranquilamente	desafortunadamente	regularmente	después

PIÉNSALO Think you are ready to complete the Apply activities for this module?

STEP 5 Tutorials. The interactive grammar tutorials offer **narrated explanations and illustrated examples** to help students further comprehend the concepts they are learning. Each set of tutorials is followed by a machine-graded comprehension check.

Adverbs

- modify verbs, adjectives, or adverbs

- answer the questions:
-when?
-how?
-where?

- feminine adjective + -mente

silenciosa + -mente → *silenciosamente*
adjective feminine → adverb

◀ **STEP 6 Application Activities.** The *Apply* section offers a series of machine-gradable and open-ended practice activities that prepare students for communicating in class. Students receive the valuable point-of-need support within the **Online Component** as they did with vocabulary. Although most of the support is indeed similar to that for vocabulary, additional **Extra Practice Activities** are offered for grammar.



It's time to talk!

Having ample opportunities to learn, apply, and practice new grammar structures online, out of class, students complete a series of engaging *Práctica comunicativa* exercises.

Activities require students to process meaning as well as form so that they develop confidence in speaking and skill in using their linguistic knowledge to gather information, answer questions, and resolve problems. ▶

4-16

¿Qué pasa en las reuniones familiares? PRIMERA FASE. Describe las reuniones de tu familia a tu compañero/a. Ambos (*Both*) deben tomar nota de las semejanzas y las diferencias.

Modelo

“preparar la comida”

En las reuniones de mi familia, mi abuela prepara mucha comida.

En las reuniones de mi familia, tenemos mucha comida también. Pero mi madre y mi tía preparan la comida.

- servir la comida
- jugar con los niños
- venir de muy lejos
- dormir en el sofá
- preferir hablar de temas políticos
- volver a casa todos los años

SEGUNDA FASE. Hablen de una semejanza y una diferencia entre las reuniones de sus familias. Compartan la información con la clase.



4-17

Entrevista. Túrnense para entrevistarse (*interview each other*). Hablen sobre los siguientes temas (*topics*) y después compartan la información con otro compañero/otra compañera.

- la hora del almuerzo, qué

4-18

¿Cuándo y con quién? PRIMERA FASE. Pregúntale a tu compañero/a para obtener la siguiente información.

- qué actividades hace generalmente con miembros de su familia y cuándo
- qué actividades



Situaciones

1

ROLE A. You and a member of your family are planning to visit Latin America. Your friend has heard about your plans and calls with some questions. Answer your friend's questions in detail.

ROLE B. Your friend is planning to go to Latin America with a relative. Call to find out a) when he/she is planning to go; b) with whom; c) what country and cities he/she wants to visit and why; d) if his/her relative prefers to go to other places; and e) when they are returning.

2

ROLE A. Your family has gathered at a party for the holidays. A relative is very curious about your life in college. After commenting on the party and several family members, answer her/his questions politely.

ROLE B. You are at a family holiday gathering and are very happy to see your relative who is in college. After commenting on the party and several family members, ask about these aspects of college life: a) his/her classes; b) which class(es) he/she prefers; c) if the food is good; and d) when vacation (**las vacaciones**) starts.

◀ *Situaciones* are cumulative activities that prompt students to integrate relevant grammatical structures within contexts drawn from the chapter theme. These roleplays offer students an exciting way to **put together everything they've learned in realistic contexts.**

The *Situaciones* are assignable online where students can work in partners using Pearson's synchronous voice and video recording tool to complete these roleplays. Students can also use the **MediaShare** app to post videos of their roleplays from their own mobile devices.

VIDEO

cineasta 1. com. Persona que se dedica al cine, especialmente como director.

¡Cineastas en acción!: Where people and cultures come together!

The Cast

All aspiring documentary filmmakers



**Esteban
[Costa Rica]**



Artistic, free-spirited surfer



Yolanda [Mexico]



Vegan. Green. Hipster.

Esteban's good looks catch her eye, but Federico tries to touch her heart.



Vanesa [Spain]



Madrileña. Trasnochadora. Full of fun and high spirits. Who cannot love fashionista Vanesa?



**Federico
[Argentina]**



Meat lover. A little macho and full of himself. Can he win over vegan Yolanda who finds him just plain annoying?



Héctor [Peru]



The nice guy and everyone's friend.

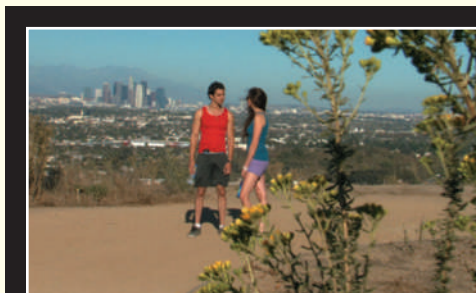
THE LOCATION



The Los Angeles Film Institute



Our protagonists' rendezvous point: Blanca's house, their home for the summer



The city of Los Angeles and a myriad of sites throughout the Hispanic world

THE SET-UP

Our five aspiring young filmmakers attend the Los Angeles Film Institute's summer program on documentary filmmaking. Each explores, learns, and then documents the wealth of Hispanic culture in the United States and abroad as part of their course work. Each has also brought previously shot footage from Spanish-speaking countries around the world. Lots of cultural exchange goes on among these new friends as they share aspects of their native cultures and personal experiences through video.

However, our friendly *amigos* are in competition with each other for a prestigious scholarship—spending the next academic year at the Institute—awarded to the student who produces the best work over the course of the summer. Who decides who deserves to win the coveted beca? Students using the **Unidos, 2nd Edition** program will decide!

Technology also opens up further cultural exchange. The filmmakers are able to virtually share their various projects using tablets and smartphones. In addition, when Vanesa's cousin contacts her on Skype from Guatemala, they hop onto her Facebook page to view her photo album of Guatemala while she narrates her experiences working there. *¡El mundo se convierte en un pañuelo!*



Put five eclectic young filmmakers together and of course some drama will ensue—friendships, rivalries, and maybe even some romance. Watch the dramas unfold!



THE PEDAGOGY

The central theme of each video segment expands on the overarching theme of each **Unidos, Second Edition** chapter. In the chapter *¿Qué hacen para divertirse?*, we'll visit a Peruvian restaurant in Los Angeles where the chef shares her recipe for *pescado encebollado*. We learn through Federico's eyes what his neighborhood and house in Buenos Aires look like in the chapter *¿Dónde vives?*. In *¿Qué te gusta comprar?*, we'll view a Latino fashion show in Los Angeles and in *¿Cuáles son tus tradiciones?*, we get a close-up look at the exuberance of the La Mercé festival in Barcelona. Tapas culture in Spain, ecotourism in Costa Rica, surfing in Perú—just a few of the many worlds our friends explore and share!

- Dialogues reinforce each chapter's vocabulary and grammar.
- In-text activities in the **En acción** section of the chapter provide pre-, during, and post-viewing activities (continuing the process approach of the **Unidos, Second Edition**, four-skills section).
- Instructors can—at their discretion and reflecting their own methodology—choose whether or not Spanish captions are available to students.
- A variety of auto-graded interactive activities that assess listening comprehension and cultural knowledge, as well as additional opportunities for cultural reflection, are provided in the **Online Component**.

SKILLS DEVELOPMENT

The **Unidos** skills development section provides students with a unique opportunity to bring together the chapter's thematic content and vocabulary with its linguistic structures and cultural focus.



Each **Unidos** section begins with *Escucha*, followed by *Habla*, *Lee*, and *Escribe* sections. Online activities are available in the *Unidos: Skill Activities* section for each of the four skills presented in the **Classroom Manual**. Additionally, specific **strategies are presented for each of the four skills**. The strategies build on each other within and across chapters. Activities are designed so that students **systematically** practice implementing the strategies presented. The **Online Component** includes additional practice activities that can be completed outside of class.

Escribe (and the other skills) begins with *Preparación*, which **introduces the writing topic and offers a series of steps to prepare**. In this example, students are writing an e-mail about their life at the university.

Estrategia is directly related to *Preparación* and **gives a specific focus to help approach the writing activity**. This strategy is focused on *Using language appropriate for your reader*. For this activity, students are writing to their mother so they will need to use the familiar *tú* form. This strategy will direct them as they write their e-mail.

A series of pre- and post-writing activities guide students through the critical steps in the writing process. In *Escribe*, students will actually write their e-mail. Before they write, students can listen to the *En directo* colloquial expressions in context. Following the listening step, students will write their e-mail. A quick check, *Comprueba*, ensures they have covered the important points with accuracy.

In the last step, *Un paso más*, students review a classmate's work, take notes, and report back to the class about the classmate's vacation. **Even in the writing step, students practice listening, speaking, and writing, a true four-skills synthesis.**

Finally, students **complete a self-assessment**. If they determine that they need more practice writing, students can go to the **Unidos** folder in the **Online Component** for additional practice.

ADDITIONAL CULTURAL EXPLORATION

The *Enfoque cultural* provides an understanding of the relationship between culture and language throughout the Hispanic world.



ENFOQUE CULTURAL

After honing their communicative skills in the **Unidos** section in class, students complete the **Enfoque cultural** reading in the *Cultura* online learning module that **delves deeper into the culture(s) of focus**.

In Chapter 4, students learn more about Colombia.

En otras palabras introduces students to **regional variations** in the Spanish language.

EN OTRAS PALABRAS

Expresiones colombianas

Sacar una A en español es difícil. Eso no es como **soplar y hacer botellas**.

To get an A in Spanish is hard. It is not as easy as it looks.

No puedo ir al cine. Tengo mucho **camello**.

I can't go to the movies. I have a lot of work.

Te llamo más tarde. Ahora **estoy de afán**.

I'll call you later. I'm in a hurry now.

ENFOQUE cultural Colombia

LEARN Read and listen to the following passage to learn more about Colombia. Then do the **Comprensión** activities.



La riqueza de Colombia



Normalmente asociamos a Colombia con el café de Juan Valdez, un personaje inventado por las agencias de publicidad, como el representante de Colombia ante el mundo. En realidad, Colombia se conoce en todas partes por la calidad suave de su café, y el símbolo de Juan Valdez es una de las imágenes corporativas más famosas del mundo. Sin embargo, Colombia es mucho más que su café. Su diversidad geográfica y climática, y la variedad natural, étnica y cultural de sus regiones hacen de Colombia un país con un inmenso potencial.

Para empezar, Colombia es el único país de América del Sur que tiene costas en los dos mares. La costa Atlántica, que es la región caribeña, tiene playas espectaculares, montañas impresionantes en la Sierra Nevada de Santa Marta, selvas tropicales en Urabá y un desierto en La Guajira. Los habitantes de la costa atlántica tienen fama de tener un carácter alegre y festivo. La costa Pacífica es la región con mayor biodiversidad del mundo y es la región más lluviosa del planeta. Una

Similar to the online vocabulary and grammar sections, the students engage in a variety of activities online to provide ample practice of the material presented.



ENFOQUE CULTURAL

It's time to talk!

Students now are ready to complete the highly applied and engaging *Práctica comunicativa* activities centered on cultural content and exchange. **All activities synthesize chapter vocabulary and grammar within a cultural context.**

Club cultura, a cultural video program with a contemporary and journalistic approach, immerses viewers in the cultural nuances, customs, language, and beauty of the 22 Spanish-speaking countries, including the United States. Activities to accompany **Club cultura** are available online in the **Enfoque cultural** section of the program.



ENFOQUE cultural



COLOMBIA



El carnaval de Barranquilla es una celebración importante de la cultura y folclor colombiano. Se celebra cada año cuatro días antes de la Cuaremasma (Lent). Atrae a gente de todas partes del país y del mundo para disfrutar de la música, el baile y las tradiciones colombianas.



Bogotá, la capital, está situada en el centro del país en el altiplano de la Cordillera Oriental. Es una ciudad moderna y a la vez tradicional donde todavía se celebran corridos de toros (bullfights) en la Plaza de Santamaría.



El escritor y Premio Nobel de Literatura colombiano, Gabriel García Márquez cuenta con grandes éxitos literarios entre ellos, su obra maestra, Cien años de Soledad (One Hundred Years of Solitude). El uso del realismo mágico es una característica de su estilo literario. García Márquez falleció (died) en 2014 a la edad de 87 años.



PRÁCTICA COMUNICATIVA

4-47

Una información. Prepara un afiche (poster) para hacer una presentación sobre dos colombianos famosos. Ve a Internet y elige personas que representen áreas diferentes de la vida colombiana, como la política, las

artes, la música, los deportes, etc. Incluye fotos y la siguiente información: lugar donde vivieron, el trabajo que hacen y otra información de interés.

SELF-ASSESSMENT

The self-assessment section, *Comprueba lo que sabes*, asks students to demonstrate mastery of chapter content through further practice in a variety of activities and games that reinforce chapter vocabulary, grammar, and culture in different ways.

Vocabulary
Flashcards

Games

Oral Practice

Practice Test /
Study Plan

amplifire
Dynamic Study
Modules



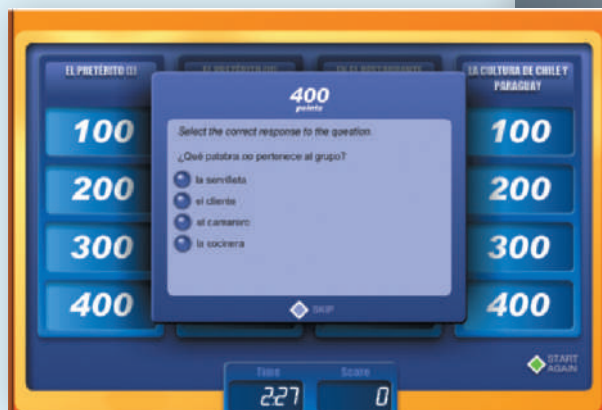
COMPRUEBA LO QUE SABES

The **Practice Test with Study Plan** is a machine-graded full-length test that reviews chapter vocabulary and grammar. Students are given a study plan based on their performance. The study plan refers them to explanations in the interactive presentations, **Extra Practice Activities**, and tutorials to help them review concepts where they need additional practice.

Name	Type	Score/Status	Options
04-02 Saber y conocer		Pass criteria: 75.00% Your Score: 0%	
eText pg. 137, 2 Gramática: Saber y conocer	eText Link	Not viewed	
Spanish Grammar Tutorial: Saber and Conocer	Link	Not viewed	
Spanish Grammar Tutorial: Personal a	Link	Not viewed	
Spanish Extra Practice: Saber and Conocer	Extra Pra.	---	
Spanish Extra Practice: Personal a	Extra Practice Activity	---	

Vocabulary Flashcards help students review words and quiz themselves on the active vocabulary.

Flashcards can also be downloaded to mobile devices for practice on the go.



Games are an engaging way to practice new skills. **Games** vary from *Concentration* (flip cards to match words to visuals), to *Soccer* (provide the appropriate word in a context), to a *Quiz Show* game during which students choose the appropriate response in a multiple-choice format. Questions are contextualized and move beyond simple form-based exercises to more meaningful, engaging activities.



VOCABULARIO

The chapter ends with the audio-enhanced comprehensive list of vocabulary words. Students can click on each word to hear its pronunciation. Additional pronunciation practice is available in the **Online Component**.



Vocabulario

LA FAMILIA

The family

la abuela *grandmother*
 el abuelo *grandfather*
 el ahijado/la ahijada *godchild*
 la esposa *wife*
 el esposo *husband*
 la hermana *sister*
 la hermanastra *stepsister*
 el hermano *brother*
 el hermanoastro *stepbrother*
 la hija *daughter*
 el hijo *son*
 el hijo único/la hija única *only child*
 la madrastra *stepmother*
 la madre *mother*
 la madrina *godmother*
 la mamá *mom*
 la media hermana *half-sister*
 el medio hermano *half-brother*
 la nieta *granddaughter*
 el nieto *grandson*
 el niño/la niña *child*
 la novia *fiancée; girlfriend*
 el novio *fiancé; boyfriend*
 el padrastro *stepfather*
 el padre *father*
 los padres *parents*
 el padrino *godfather*
 el papá *dad*
 el pariente *relative*
 el primo/la prima *cousin*
 la sobrina *niece*
 el sobrino *nephew*
 la tía *aunt*
 el tío *uncle*

LAS DESCRIPCIONES

Descriptions

divorciado/a *divorced*
 gemelo/a *twin*
 ocupado/a *busy*

VERBOS

Verbs

acostar(se) (ue) *to put to bed; to go to bed*
 afeitarse (se) *to shave; to shave (oneself)*
 almorzar (ue) *to have lunch*
 bañarse (se) *to bathe; to take a bath*
 casarse (se) *to get married*
 cerrar (ie) *to close*
 costar (ue) *to cost*
 decir (g, i) *to say, to tell*
 desayunar *to have breakfast*
 despertar(se) (ie) *to wake (someone up); to wake up*
 dormir (ue) *to sleep; to take a nap*
 dormirse (se) (ue) *to sleep; to fall asleep*
 ducharse (se) *to give a shower to; to take a shower*
 empezar (ie) *to begin, to start*
 entender (ie) *to understand*
 jugar (ue) *to play (a game, sport)*
 lavar(se) *to wash (oneself)*
 levantar(se) *to raise; to get up*
 maquillarse (se) *to put makeup on (someone); to put makeup on (oneself)*

pasar *to spend (time)*
 pasear *to take a walk, to stroll*
 pedir (i) *to ask for; to order*
 peinar(se) *to comb (someone's hair); to comb (one's hair)*
 pensar (ie) *to think*
 pensar (ie) + infinitive *to plan to + verb*
 poder (ue) *to be able to, can*
 poner(se) (g) la ropa *to put one's clothes on*
 preferir (ie) *to prefer*
 querer (ie) *to want*
 quitar(se) *to take away; to take off*
 secarse (se) *to dry (oneself)*
 seguir (i) *to follow, to go on*
 sentarse (ie) *to sit down*
 sentir(se) (ie) *to feel*
 servir (i) *to serve*
 tener (g, ie) *to have*
 venir (g, ie) *to come*
 vestirse (se) (i) *to dress; to get dressed*
 visitar *to visit*
 volver (ue) *to return*

PALABRAS Y EXPRESIONES ÚTILES

Useful words and expressions

el bautizo *baptism, christening*
 la derecha *right*
 la foto(grafía) *photo(graph)*
 la izquierda *left*



juntos/as *together*
 el/la mayor *the oldest*
 el/la menor *the youngest*
 la noticia *news*
 tarde *late*
 temprano *early*
 un poco *a little*



See page O-80 in the Interactive Presentation for time expressions with **hacer**.




SCOPE & SEQUENCE



Capítulo	Learning Outcomes	Vocabulario en contexto
<p>Preliminar</p> <p>Bienvenidos a Unidos 2</p>	<ul style="list-style-type: none"> introduce yourself, greet others, and say good-bye identify people and classroom objects and tell where they are in the classroom listen to and respond to classroom expressions and requests spell names and addresses and express phone numbers express dates and tell time comment on the weather 	<p><i>Las presentaciones</i></p> <p><i>Los saludos y las despedidas</i></p> <p><i>¿Qué hay en el salón de clase?</i></p> <p><i>Los meses del año y los días de la semana</i></p> <p><i>El tiempo</i></p> <p><i>Expresiones útiles en la clase</i></p> <p><i>El alfabeto</i></p>
<p>1</p> <p>¿Qué estudias? 24</p>	<ul style="list-style-type: none"> talk about studies, campus, and academic life describe daily routines and activities specify gender and number express location and states of being ask and answer questions compare the educational system of Spain to that of your own country 	<p><i>Los estudiantes y los cursos</i></p> <p><i>La universidad</i></p> <p><i>Las actividades de los estudiantes</i></p>
<p>2</p> <p>¿Quiénes son tus amigos? 56</p>	<ul style="list-style-type: none"> describe people, places, and things express origin and possession talk about where and when events take place describe what someone or something is like and express changeable conditions identify what belongs to you and others discuss the people, things, and activities you and others like and dislike present information about Hispanic influences on state flags and other U.S. symbols 	<p><i>Mis amigos y yo</i></p> <p><i>Las descripciones</i></p> <p><i>El origen</i></p>
<p>3</p> <p>¿Qué hacen para divertirse? 88</p>	<ul style="list-style-type: none"> describe leisure activities and food plan your daily activities and express intentions identify prices and dates state what and whom you know describe places to visit in Peru, Bolivia, and Paraguay 	<p><i>Las diversiones</i></p> <p><i>Los planes</i></p> <p><i>La comida</i></p>

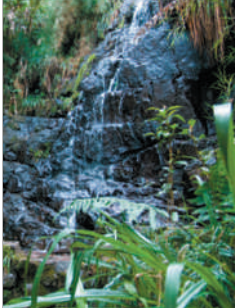




	Gramática en contexto	Unidos	Enfoque cultural
	Identifying and describing people: Singular forms of ser Locating people and things: ¿Dónde está? Using numbers: Los números de 0 a 99 Telling time: La hora		
	Talking about academic life and daily occurrences: Present tense of regular -ar verbs Talking about academic life and daily occurrences: Present tense of regular -er and -ir verbs Specifying gender and number: Articles and nouns Expressing location and states of being: Present tense of the verb estar Asking and answering questions: Interrogative words	Escucha <ul style="list-style-type: none"> Listen for the gist Habla <ul style="list-style-type: none"> Ask questions to gather information Lee <ul style="list-style-type: none"> Identify the format of a text Escribe <ul style="list-style-type: none"> Brainstorm key ideas before writing 	Cultural focus: España <i>Escuelas y universidades en España</i>
	Describing people, places, and things: Adjectives Identifying and describing, expressing origin, possession, location of events, and time: Present tense of ser Expressing inherent qualities and changeable conditions: Ser and estar with adjectives Expressing ownership: Possessive adjectives Expressing likes and dislikes: Gustar	Escucha <ul style="list-style-type: none"> Listen for specific information Habla <ul style="list-style-type: none"> Describe a person Lee <ul style="list-style-type: none"> Scan a text for specific information Escribe <ul style="list-style-type: none"> Consider audience and purpose 	Cultural focus: Estados Unidos <i>Los hispanos y la expansión de Estados Unidos</i>
	Talking about daily activities: Present tense of hacer, poner, salir, traer, and oír Expressing movement and plans: Present tense of ir and ir a + infinitive Talking about quantity: Numbers 100 to 2,000,000 Stating what you know: Saber and conocer Expressing intention, means, movement, and duration: Some uses of por and para	Escucha <ul style="list-style-type: none"> Use background knowledge Habla <ul style="list-style-type: none"> Inform yourself before you do a survey Lee <ul style="list-style-type: none"> Look for and use key words Escribe <ul style="list-style-type: none"> Identify your audience 	Cultural focus: Perú, Bolivia y Paraguay <i>Perfiles de Perú, Bolivia y Paraguay</i>

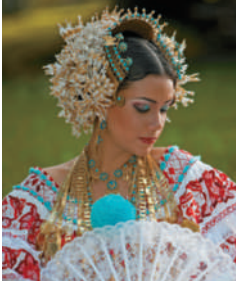
Capítulo	Learning Outcomes	Vocabulario en contexto	
<p>4</p> <p>¿Cómo es tu familia? 124</p>	<ul style="list-style-type: none"> • talk about families and their daily routines • express opinions, plans, preferences, and feelings • express obligation • express when, where, or how an action occurs • express how long something has been going on • talk about daily routines • relay information you have researched about famous Colombians from a variety of fields 	<p><i>Los miembros de la familia</i></p> <p><i>¿Qué hacen los parientes?</i></p> <p><i>Las rutinas familiares</i></p> 	
<p>5</p> <p>¿Dónde vives? 156</p>	<ul style="list-style-type: none"> • talk about housing, the home, and household activities • express ongoing actions • describe physical and emotional states • avoid repetition in speaking and writing • point out and identify people and things • compare cultural and geographic information of Nicaragua, El Salvador, and Honduras 	<p><i>En casa</i></p> <p><i>La casa, los muebles y los electrodomésticos</i></p> <p><i>Las tareas domésticas</i></p>	
<p>6</p> <p>¿Qué te gusta comprar? 190</p>	<ul style="list-style-type: none"> • talk about shopping and clothes • talk about events in the past • indicate to whom or for whom an action takes place • express likes and dislikes • describe people, objects, and events • compare Simón Bolívar and Venezuela with leaders in the history of your own country 	<p><i>Las compras</i></p> <p><i>La ropa</i></p> <p><i>¿Qué debo llevar?</i></p>	
<p>7</p> <p>¿Cuál es tu deporte favorito? 220</p>	<ul style="list-style-type: none"> • talk about sports • emphasize and clarify information • talk about past events • compare ranching and fishing industries in Argentina, Uruguay, and Chile with those in your own country 	<p><i>Los deportes</i></p> <p><i>El tiempo y las estaciones</i></p> <p><i>¿Qué pasó ayer?</i></p> 	

	Gramática en contexto	Unidos	Enfoque cultural
	<p>Expressing opinions, plans, preferences, and feelings: Present tense of stem-changing verbs: e → ie, o → ue, e → i</p> <p>Expressing obligation: Tener que + infinitive</p> <p>Expressing when, where, or how an action occurs: Adverbs</p> <p>Expressing how long something has been going on: Hace with expressions of time</p> <p>Talking about daily routine: Reflexive verbs and pronouns</p>	<p>Escucha</p> <ul style="list-style-type: none"> Listen for a purpose <p>Habla</p> <ul style="list-style-type: none"> Organize information to make comparisons <p>Lee</p> <ul style="list-style-type: none"> Use title and illustrations to anticipate content <p>Escribe</p> <ul style="list-style-type: none"> Choose between informal and formal language to express the desired tone 	<p>Cultural focus: Colombia</p> <p><i>La riqueza de Colombia</i></p> 
	<p>Expressing ongoing actions: Present progressive</p> <p>Describing physical and emotional states: Expressions with tener</p> <p>Avoiding repetition in speaking and writing: Direct object nouns and pronouns</p> <p>Pointing out and identifying people and things: Demonstrative adjectives and pronouns</p>	<p>Escucha</p> <ul style="list-style-type: none"> Create mental images <p>Habla</p> <ul style="list-style-type: none"> Plan what you want to say <p>Lee</p> <ul style="list-style-type: none"> Inform yourself about a topic before you start to read <p>Escribe</p> <ul style="list-style-type: none"> Select the appropriate content and tone for a formal description 	<p>Cultural focus: Nicaragua, El Salvador y Honduras</p> <p><i>La geografía espectacular de Nicaragua, El Salvador y Honduras</i></p>
	<p>Talking about the past: Preterit tense of regular verbs</p> <p>Talking about the past: Preterit of ir and ser</p> <p>Indicating to whom or for whom an action takes place: Indirect object nouns and pronouns</p> <p>Expressing likes and dislikes: Gustar and similar verbs</p> <p>Describing people, objects, and events: More about ser and estar</p>	<p>Escucha</p> <ul style="list-style-type: none"> Take notes to recall information <p>Habla</p> <ul style="list-style-type: none"> Negotiate a price <p>Lee</p> <ul style="list-style-type: none"> Use context to figure out the meaning of unfamiliar words <p>Escribe</p> <ul style="list-style-type: none"> Recount events in sequence 	<p>Cultural focus: Venezuela</p> <p><i>El mundo fascinante de Simón Bolívar</i></p>
	<p>Talking about the past: Preterit of reflexive verbs</p> <p>Talking about the past: Preterit of -er and -ir verbs whose stem ends in a vowel</p> <p>Talking about the past: Preterit of stem-changing -ir verbs: e → i, o → u</p> <p>Emphasizing or clarifying information: Pronouns after prepositions</p> <p>Talking about the past: Some irregular preterits</p>	<p>Escucha</p> <ul style="list-style-type: none"> Differentiate fact from opinion <p>Habla</p> <ul style="list-style-type: none"> Focus on key information to report what was said <p>Lee</p> <ul style="list-style-type: none"> Predict and guess content <p>Escribe</p> <ul style="list-style-type: none"> Use supporting details 	<p>Cultural focus: Argentina, Uruguay y Chile</p> <p><i>El ganado y el pescado en la vida de Argentina, Uruguay y Chile</i></p>

Capítulo	Learning Outcomes	Vocabulario en contexto
<p>8</p> <p>¿Cuáles son sus tradiciones? 254</p>	<ul style="list-style-type: none"> • discuss situations and celebrations • describe conditions and express ongoing actions in the past • tell stories about past events • compare people and things • talk about a Mexican celebration 	<p><i>Las fiestas y las tradiciones</i></p> <p><i>Otras celebraciones</i></p> <p><i>Las invitaciones</i></p> 
<p>9</p> <p>¿Dónde trabajas? 290</p>	<ul style="list-style-type: none"> • talk about careers and employment • avoid repetition • describe past events in more detail • give instructions and suggestions • compare demographic and economic changes in Guatemala and in the United States 	<p><i>El trabajo</i></p> <p><i>Los oficios y las profesiones</i></p> <p><i>Buscando trabajo</i></p>
<p>10</p> <p>¿Cuál es tu comida preferida? 324</p>	<ul style="list-style-type: none"> • talk about ingredients, recipes, and meals • state impersonal information • talk about the recent past • give instructions in informal settings • talk about the future • present information, concepts, and ideas about food and public health in Ecuador and other Latin American countries 	<p><i>Los productos y las recetas</i></p> <p><i>En el supermercado</i></p> <p><i>La mesa</i></p> 

	Gramática en contexto	Unidos	Enfoque cultural
	<p>Expressing ongoing actions and describing in the past: The imperfect</p> <p>Narrating in the past: The preterit and the imperfect</p> <p>Comparing people and things: Comparisons of inequality</p> <p>Comparing people and things: Comparisons of equality</p> <p>Comparing people and things: The superlative</p>	<p>Escucha</p> <ul style="list-style-type: none"> • Draw conclusions based on what you know <p>Habla</p> <ul style="list-style-type: none"> • Conduct an interview <p>Lee</p> <ul style="list-style-type: none"> • Make inferences <p>Escribe</p> <ul style="list-style-type: none"> • Select and sequence details to write effective narratives 	<p>Cultural focus: México</p> <p><i>Cultura y tradiciones mexicanas</i></p>
	<p>Avoiding repetition: Review of direct and indirect object pronouns</p> <p>Avoiding repetition: Use of direct and indirect object pronouns together</p> <p>Talking about the past: More on the imperfect and the preterit</p> <p>Giving instructions or suggestions: Formal commands</p>	<p>Escucha</p> <ul style="list-style-type: none"> • Use contextual guessing <p>Habla</p> <ul style="list-style-type: none"> • Gather information strategically to express a decision <p>Lee</p> <ul style="list-style-type: none"> • Organize textual information into categories <p>Escribe</p> <ul style="list-style-type: none"> • Focus on purpose, content, and audience 	<p>Cultural focus: Guatemala</p> <p><i>Historia y trabajo en Guatemala</i></p> 
	<p>Stating impersonal information: Se + verb constructions</p> <p>Talking about the recent past: Present perfect and participles used as adjectives</p> <p>Giving instructions in informal settings: Informal commands</p> <p>Talking about the future: The future tense</p>	<p>Escucha</p> <ul style="list-style-type: none"> • Record relevant detail <p>Habla</p> <ul style="list-style-type: none"> • Give and defend reasons for a decision <p>Lee</p> <ul style="list-style-type: none"> • Learn new words by analyzing their connections with known words <p>Escribe</p> <ul style="list-style-type: none"> • Summarize information 	<p>Cultural focus: Ecuador</p> <p><i>Ecuador: alimentación y salud pública</i></p>

Capítulo	Learning Outcomes	Vocabulario en contexto
<p>11</p> <p>¿Cómo es tu salud? 356</p>	<ul style="list-style-type: none"> • discuss health and medical treatments • express expectations and hopes • describe emotions, opinions, and wishes • express goals, purposes, and means • present information about music and dance traditions in Cuba, the Dominican Republic, and Puerto Rico 	<p><i>Médicos, farmacias y hospitales</i></p> <p><i>Las partes del cuerpo</i></p> <p><i>La salud</i></p> 
<p>12</p> <p>¿Te gusta viajar? 388</p>	<ul style="list-style-type: none"> • talk about travel arrangements and preferences • express possession and clarify what belongs to you and others • express affirmation and negation • express doubt and uncertainty • talk about past travel experiences • talk about the social and economic impact of the Panama Canal 	<p><i>Los medios de transporte</i></p> <p><i>El alojamiento y las reservaciones</i></p> <p><i>Viajando en coche</i></p> 

	Gramática en contexto	Unidos	Enfoque cultural
	<p>Expressing expectations and hopes: Introduction to the present subjunctive</p> <p>Expressing emotions, opinions, and attitudes: The Subjunctive with expressions of emotion</p> <p>Expressing goals, purposes, and means: Uses of <i>por</i> and <i>para</i></p>	<p>Escucha</p> <ul style="list-style-type: none"> • Listen for the main idea <p>Habla</p> <ul style="list-style-type: none"> • Select appropriate phrases to offer opinions <p>Lee</p> <ul style="list-style-type: none"> • Focus on relevant information <p>Escribe</p> <ul style="list-style-type: none"> • Persuade through suggestions and advice 	<p>Cultural focus: Cuba, República Dominicana y Puerto Rico</p> <p><i>Cuba, República Dominicana y Puerto Rico: la música y el baile</i></p>
	<p>Expressing possession: Possessive pronouns</p> <p>Expressing affirmation and negation: Affirmative and negative expressions</p> <p>Expressing doubt and uncertainty: Subjunctive with expressions of doubt</p> <p>Talking about the past: Review of the preterit and imperfect</p>	<p>Escucha</p> <ul style="list-style-type: none"> • Use background knowledge to support comprehension <p>Habla</p> <ul style="list-style-type: none"> • Engage and maintain the interest of your listeners <p>Lee</p> <ul style="list-style-type: none"> • Focus on logical relationships <p>Escribe</p> <ul style="list-style-type: none"> • Use facts to support a point of view 	<p>Cultural focus: Panamá y Costa Rica</p> <p><i>Centroamérica: un puente entre dos océanos</i></p> 

The Unidos Program

With a unique online environment that offers a guided approach to instruction and practice, **Unidos** prepares students to come to class and communicate with confidence. The **Classroom Manual** (available in print or digital format) offers a wide variety of communicative activities for students to put into practice the skills they learned in the **Online Component**.

FOR STUDENTS

Students have the option to purchase **Unidos** in a completely digital format (**Online Component**, which includes a digital version of the **Classroom Manual**) or with a printed **Classroom Manual** for a nominal fee. Access to **Unidos** is available in one-semester or multi-semester duration.

- **Classroom Manual** contains a wide variety of communicative practice activities to use in a face-to-face, hybrid, or fully online classroom. If students choose the print version, the three-hole-punched, loose-leaf format offers them the flexibility to bring to class only what they need.

FOR INSTRUCTORS

Annotated Instructor's Edition (AIE)

Available in a convenient, paperback version, the **Unidos** annotations offer technology tips and ideas for implementation of activities, for expansion, alternative practice, and review. They also highlight the integration of the National Standards and Integrated Performance Assessment throughout the program. Other notes provide in-depth linguistic and cultural information that the instructor may find useful.



Instructor's Resource Manual (Download Only)

The Instructor's Resource Manual (IRM) offers integrated syllabi for traditional and hybrid classroom settings at different paces. The IRM is available in the **Unidos Online Component**.

Testing Program (Download Only)

A highly flexible testing program allows instructors to customize tests by selecting the modules they wish to use or by changing individual items in the pre-built chapter exams, midterms, and finals. The assessment goal, content area, and response type are identified for each module. The full testing program is available in the **Unidos Online Component**. Also available in the **Online Component** is a user-friendly test-generating program known as **MyTest** that allows instructors to select, arrange, and customize testing modules to meet the needs of their courses. Once created, tests can be administered online.

Testing Audio

The recordings to accompany the listening comprehension activities in the **Testing Program** are available in MySpanishLab® or on CD for instructors.

Videos

The **¡Cineastas en acción!** and **Club cultura** video programs are found in the **Unidos Online Component** or on DVD for instructors.

Situaciones adicionales (Download Only)

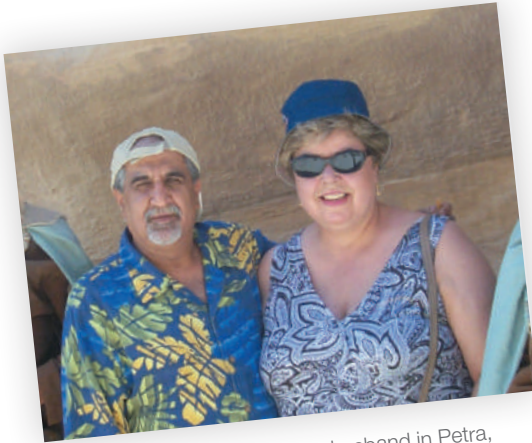
Situaciones adicionales offer alternative *Situaciones* to use with the *Práctica comunicativa* sections of the **Classroom Manual**.

PowerPoint Presentations (Download Only)

PowerPoint presentations are offered for each chapter. They can help readdress key concepts before communicative practice.

Unidos Powerpoints are available in the **Online Component**.

About the Authors



Elizabeth with her husband in Petra, Jordan

PALOMA LAPUERTA

My Ph.D. is from... Université de Genève, Switzerland, but I did my “licenciatura” in Universidad de Salamanca, Spain.

My research area is... Spanish Language and Peninsular Literature.

One of my proudest teaching moments was... when I noticed that everybody was having a good time... and learning!

My favorite vacation spot in the Hispanic world is... I have two: Castellón, Spain, which is by the sea, and Pereira, Colombia, which is near the Andes.

I can't live without my... Moleskine®.

My favorite feature in Unidos is... that it takes you to places beyond the textbook.

The movie I have seen most often is... *Volter*, by Pedro Almodóvar.

My favorite activity is... to travel.

The site that I found most beautiful was... Machu Picchu.

The landscape I found most impressive was... Namibia.

Paloma in Istanbul, Turkey



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I did my graduate studies in Spanish Applied Linguistics at the University of Pittsburgh.

One of my proudest teaching moments was... when my former students have shown me what a difference I can make in my students through my love of teaching.

My favorite vacation spots in the Hispanic world are... the lake regions of my native Chile and Peru.

I can't live without... my laptop and Pandora radio.

My favorite feature in Unidos is... that it opens the doors to the fascinating Spanish-speaking world, its people, and its diverse cultures.

My favorite activities are... traveling, gardening, and listening to music.

The people closest to my heart are... my family, my friends, and the people who value freedom and justice as much as I do.

What makes me happy is... knowing that my work transcends me.

The people I admire are... those from whom I can learn something.

My favorite classroom is... one in which students and I become part of one community working toward common goals.



Judy with student Jia and her first apple pie

JUDITH E. LISKIN-GASPARRO

My Ph.D. is from... the University of Texas–Austin

My research area is... classroom-based second language acquisition.

One of my proudest teaching moments was... when my doctoral student won the ACTFL-MLJ Birkmaier Award for Doctoral Dissertation Research. There have been four proudest moments, because four of my SLA students have won this award since 2007.

My favorite vacation spot in the Hispanic world is... For its mystery and sheer beauty, Machu Picchu. For the lifestyle and amazing *tortillas de patatas*, San Sebastián.

I can't live without my... laptop.

My favorite feature in Unidos is... its clickability (my made-up word). It invites students and instructors to challenge linear patterns of learning.

My public talent is... baking cookies—all kinds, and for all occasions. I also give pie workshops.

My secret talent is... making up cool games to play with toddlers.

I am thrilled when... people think I am a native speaker of Spanish.

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Acknowledgments

We created **Unidos** so that students would learn important vocabulary, grammar, and culture concepts online on their own, making it possible for instructors to organize face-to-face classroom meetings in any way they wished and ultimately to provide a meaningful, culturally rich communicative environment in which their students and their students' language skills would flourish.

The second edition of **Unidos** enhances the ability of instructors to infuse active learning into their beginning language courses of all types, from small classes on campus to large courses taught online. From the feedback we have received from instructors and students, the key to teaching and learning with **Unidos** lies in its unique design. **Unidos** radically changes the ratio between student talk and teacher talk in the classroom, because much of the teacher-fronted instruction in the basics of vocabulary and grammar has been moved outside of class to the richly contextualized online modules. Students interact with the online modules at their own pace, moving through the explanations and self-correcting practice activities that they have learned and spending more time on the parts that are challenging for them. Frequent self-assessment questions help them to determine when to spend more time on a module, and when to move on. Precious class time can then be freed up for the communicative activities offered in the **Unidos Classroom Manual**, in which students put into use the vocabulary and structures they have already studied.

The result is a truly communicative classroom in which students' knowledge and skills expand in an environment of interaction, meaning-making, and linguistic and cultural exploration. **Unidos** is the first elementary Spanish program designed to foster students' capacity for autonomous learning, self-assessment, and learning-for-doing, skills that will serve them well in

the professional world they will soon enter. Its wealth and variety of materials meet the needs of students and learning situations of all kinds.

The second edition of **Unidos** builds on our experience with the first edition. We have expanded and enriched the cultural content with new readings and photos, as well as a new storyline video. We have added the end-of-chapter vocabulary that our users requested, and we have modified some activities based on feedback from instructors and students. The MySpanishLab® online platform continues to expand in response to instructor and student feedback as well. We are confident that you and your students will find a wealth of resources to support students' learning and your valuable work in introducing them to the Spanish language and its diverse cultures.

We are very grateful to our colleagues, graduate teaching assistants, and to the students at the University of Iowa and Central Connecticut State University for their feedback on **Unidos** and for their collaboration in building the foundation of experience in using the program that has resulted in the changes to the second edition.

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There could not be a more fitting title for a program that has engaged us in so much creativity, coordination, and teamwork. We thank our colleagues and the many members of the Pearson product creation and development team for supporting this cutting-edge program to instructors and students worldwide. To Bob Hemmer, Editor in Chief; Tiziana Aime, Senior Acquisitions Editor; Scott Gravina, Senior Development Editor; Samantha Alducin, Senior Digital Product Manager; Nathalie Murray and Sandra Fisac Rodríguez, Editorial Assistants; Annemarie Franklin, Program Manager; Molly White, Project Manager; Steve Debow, Marketing Director, World Languages; Kristine Suárez, Director of Market Development, World Languages; and Yesha Brill, Mellissa Yokell, and Raúl J. Vázquez López, World Languages Consultants our deepest gratitude and, of course, *abrazos fuertes*. Finally, to our students, friends, and families, you continue to be our source of inspiration and support.

Thank you!

Preliminar

VOCABULARIO EN CONTEXTO

Making introductions and talking about the classroom

Las presentaciones

Los saludos y las despedidas

¿Qué hay en el salón de clase?

Los meses del año y los días de la semana

El tiempo

Expresiones útiles en la clase

El alfabeto

GRAMÁTICA EN CONTEXTO

Describing people and things, and sharing information related to the classroom

Singular forms of *ser*

¿Dónde está?

Los números de 0 a 99

La hora

EN ACCIÓN

Bienvenidos

EN ESTE CAPÍTULO...

Comprueba lo que sabes

Vocabulario

Bienvenidos a Unidos

online learning

t i p

Before you begin

Learning OBJECTIVES



You will:

- learn expressions used in greetings, introductions, leave taking, and the classroom
- learn vocabulary for the numbers from 0 to 99, the days, and the months
- learn expressions to describe the weather
- learn the letters of the Spanish alphabet
- use the verb *ser* to identify and describe people and things
- use the verb *estar* to locate people and classroom objects

Learning OUTCOMES



By the end of the chapter, you will be able to:

- introduce yourself, greet others, and say good-bye
- identify people and classroom objects and tell where they are in the classroom
- comment on the weather
- listen to and respond to classroom expressions and requests
- spell names and addresses and express phone numbers
- express dates and tell time

Be self-motivated and self-disciplined. With the freedom and flexibility of the online environment comes responsibility. The online process takes commitment and discipline to keep up with the flow of the content and online assignments.

Use critical thinking in your learning process. All learning involves integrating new information into what you already know. When you read explanations and do homework, you have to use your critical thinking skills to make use of the new information and practice opportunities. Just doing the activities is not enough; you have to think actively in order to learn.

Have regular access to a computer and a high-speed Internet connection. Key parts of the course content and interaction are engaged by computer through the Internet. You must have access to the necessary equipment and meet the system requirements to successfully engage with the online materials.

Take advantage of learning opportunities online and in class. Take responsibility for your learning by familiarizing yourself with all aspects of the technology, completing assignments on time, and participating actively in class.

CULTURA INTERACTIVA



Explore a first look at *Club cultura!*



Personas que hablan español (en millones)

¿Cuánto sabes?

Relying on your knowledge of the world, look at the map and determine whether each statement is true (**Cierto**) or false (**Falso**).

1. _____ Más de (*More than*) 350 millones de personas hablan español en el mundo.
2. _____ En Filipinas no se habla español.
3. _____ En Estados Unidos hablan español más personas que (*more ... than*) en Chile.
4. _____ En Guinea Ecuatorial se habla español.
5. _____ En Brasil se habla español.
6. _____ El español se habla en 23 países.



Bienvenidos al mundo hispano.

LEARN

Hispanic Cultures

In the *Unidos* online component you will find a variety of engaging cultural materials. Browse on your own through videos, interactive art tours, and readings to learn more about the Spanish-speaking world.



Cultura en línea

To learn more about the Spanish-speaking world, go to the *Cultura en línea* folder in the *Unidos* online component to view the *Vistas culturales* video.

Vocabulario en contexto

Making introductions and talking about the classroom

LEARN

Vocabulary in context

Unidos is designed to put learning in your own hands. A complete study plan, *Plan de estudio*, will appear before each *Vocabulario en contexto* section to guide you through the online vocabulary learning modules and application activities. In the *Unidos* program, you will complete learning modules online to prepare for engaging in speaking activities you will do in class in *Práctica comunicativa*.

Las presentaciones

Go to the *Capítulo preliminar* folder in the online component to complete the Learning Module for *Vocabulario en contexto: Las presentaciones*.



PLAN DE ESTUDIO

LEARN

- Interactive presentation: *Las presentaciones*
- Vocabulary tutorials

APPLY

- Activities

PRÁCTICA COMUNICATIVA

P-1



Presentaciones.

PRIMERA FASE. With a partner complete the following conversation with the appropriate expressions from the list.

Encantado Igualmente mi amigo Pedro Mucho gusto

ALICIA: Me llamo Alicia. Y tú, ¿cómo te llamas?

ISABEL: Isabel Pérez. _____.

ALICIA: _____.

ALICIA: Isabel, _____.

ISABEL: Mucho gusto.

PEDRO: _____.



SEGUNDA FASE. Move around the classroom, introducing yourself to several classmates and introducing classmates to each other.

P-2



Conversaciones.

PRIMERA FASE. Before you listen to four brief conversations in which people greet each other, complete the following chart with the pronoun you think you would use in each case. Compare your answers with those of a classmate and explain why you chose *tú* or *usted*.

WHEN TALKING TO YOUR...	TÚ	USTED
1. brother or sister		
2. doctor		
3. coach		
4. parent		

LENGUA

When you talk to different people, you address them with various degrees of formality, depending on how well you know the person and the context of the exchange. For example, when you talk to a professor, you probably use more formal language than when you talk to classmates or friends. In Spanish, one way to mark this difference is by using **tú** (informal) and **usted** (formal).



SEGUNDA FASE. As you listen to the four conversations, mark (✓) the appropriate column to indicate whether the greetings are formal (with **usted**) or informal (with **tú**).

	FORMAL	INFORMAL
1.		
2.		
3.		
4.		

Los saludos y las despedidas

Go to the *Capítulo preliminar* folder in the online component to complete the Learning Module for *Vocabulario en contexto: Los saludos y las despedidas*.



PLAN DE ESTUDIO

LEARN

- Interactive presentation: *Los saludos y las despedidas*
- Vocabulary tutorials

APPLY

- Activities

PRÁCTICA COMUNICATIVA

P-3



Saludos.

Which greeting (**buenos días, buenas tardes, buenas noches**) is appropriate at the following times? Compare your answers with those of a classmate. For the last item, give your partner a new time to which he/she will respond with an appropriate greeting.

1. 9:00 A.M.
2. 11:00 P.M.
3. 4:00 P.M.
4. 8:00 A.M.
5. 1:00 P.M.
6. 10:00 P.M.
7. ...

Cultura

When saying *hello* or *good-bye* and when being introduced, Spanish-speaking men and women almost always shake hands. When greeting each other, young girls and women often kiss each other on one cheek. This is also the custom for men and women who are close friends. In Spain they kiss on both cheeks. Men who are close friends normally embrace and pat each other on the back.

Native Spanish speakers also tend to stand physically closer to the person with whom they are talking than do English speakers.

Compara: What are common greetings in your culture? Do you greet your family and your friends in the same way?



P-4

Despedidas. What would you say to your partner in the following situations?

Modelo “You run into a good friend on campus.”

Chao

Adiós

1. You'll see your friend tomorrow.
2. You arrange to meet your classmate at the library in ten minutes.
3. Your roommate is leaving for a semester abroad.

P-6

Despedidas y expresiones de cortesía. Which

expression(s) would you use in the following situations? Compare your answers with those of a classmate and then provide a new situation for him/her to respond to.

Adiós.	Gracias.
Por favor.	De nada.
Hasta luego.	¡Qué pena!

1. Someone thanks you.
2. You say good-bye to a friend you will see later this evening.
3. You ask if you can borrow a classmate's notes.
4. You hear that your friend is sick.
5. You receive a present from your cousin.
6. ...

P-5

¿Perdón o con permiso? Would you use **perdón** or **con permiso** in these situations? Compare your answers with those of a classmate. Then create a similar situation to act out for the class.

1.



2.



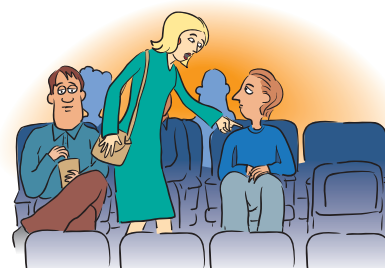
3.



4.



5.

**P-7**

Encuentros (Encounters). You meet the following people on the street. Greet them, ask how they are, and then say good-bye. Switch roles and role-play the encounters again.

1. tu (your) amigo Miguel
2. tu profesor/a
3. tu amiga Isabel
4. tu doctor/a



¿Qué hay en el salón de clase?

Go to the *Capítulo preliminar* folder in the online component to complete the Learning Module for *Vocabulario en contexto: ¿Qué hay en el salón de clase?*



PLAN DE ESTUDIO



LEARN

- Interactive presentation: *¿Qué hay en el salón de clase?*
- Vocabulary tutorials

APPLY



- Activities

PRÁCTICA COMUNICATIVA

P-8

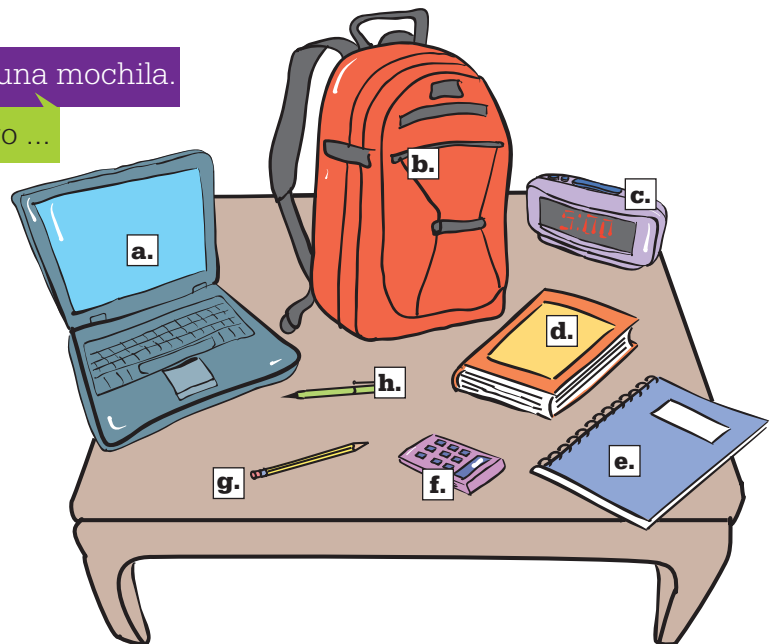


Identificación. With a partner, identify the items on this table and then tell him/her which of the items you have.

Modelo

Tengo una mochila.

Tengo ...





P-9



Para la clase de español.

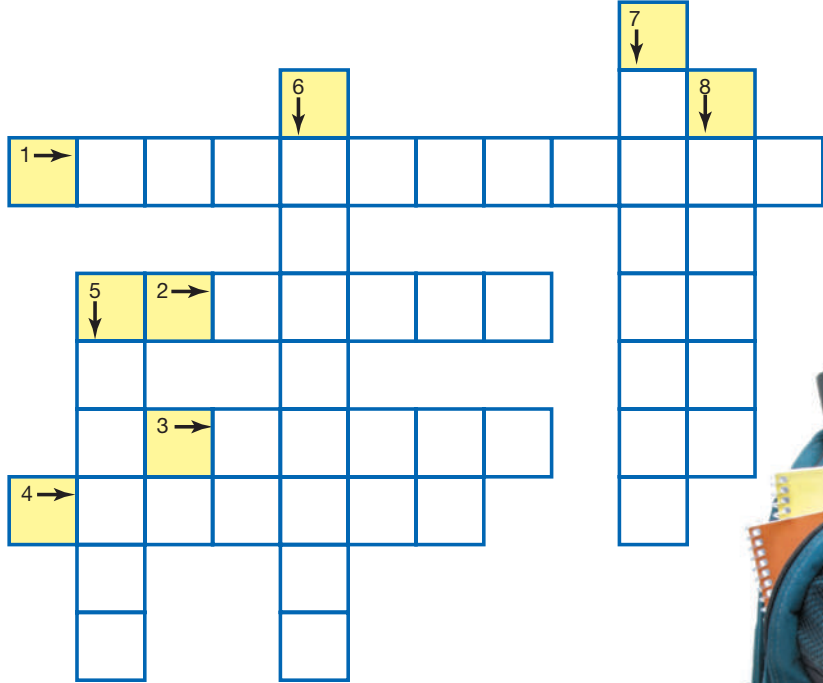
Write down a list of the things you need for this class. Compare your list with that of your partner.

P-10



¿Qué hay en el salón de clase?

There are eight hidden classroom objects in the following word puzzle. Work with a partner to name them in Spanish. Then look around your classroom and take turns telling your partner what objects you see.



1. It is essential for your math problems.
2. Without it, you cannot write
3. Old papers and waste go here.
4. You need them to study.
5. You sit on it.
6. You write your notes in it.
7. You pack and carry your books in it every morning.
8. It tells the time.

