

# Scope and Sequence for ¡Listos! B

Unit 1 • México • Nos conocemos				
Themes	Language Functions	Structures	Culture	
1 <b>Saludos y despedidas</b>	<ul style="list-style-type: none"> <li>use different greetings and goodbyes</li> <li>introduce themselves to others</li> </ul>	<ul style="list-style-type: none"> <li>sí, no</li> <li>primero, después, por último</li> </ul>	<b>Culture Connections:</b> The Aztec Stadium, p. 14; Greetings and Goodbyes, p. 15	<p><b>Writing:</b> <i>Mis amigos</i></p> <p><b>Investiga la cultura:</b> <i>Máscaras para el Festival</i></p>
2 <b>Los amigos</b>	<ul style="list-style-type: none"> <li>ask another person his or her name</li> </ul>	<ul style="list-style-type: none"> <li>¿Cómo te llamas?</li> <li>Yo me llamo...</li> </ul>	<b>Culture Connections:</b> Pyramids, p. 22	
3 <b>La familia</b>	<ul style="list-style-type: none"> <li>name members of their family</li> <li>introduce their family members to others</li> </ul>	<ul style="list-style-type: none"> <li>verbs: <i>tener (tiene), visitar (visitamos)</i></li> <li>mi/tu</li> <li>el/la, los/las</li> <li>de + name</li> </ul>	<b>Culture Connections:</b> Build Background, p. 28; Close, p. 31	
4 <b>Un festival</b>	<ul style="list-style-type: none"> <li>describe people and events</li> <li>identify people and things using the verb, <i>ser</i></li> </ul>	<ul style="list-style-type: none"> <li>verbs: <i>ser</i> (present forms), <i>cantar (cantamos)</i></li> <li>mi/mis</li> <li>un/una, unos/unas</li> <li>yo, tú, él/ella, usted</li> <li>nosotros, ellos/ellas, ustedes</li> </ul>	<b>Culture Connections:</b> Mexican Music, p. 36; Spring Festival in Oaxaca, p. 38	
Unit 2 • Nicaragua • ¿Cómo vivimos?				
Themes	Language Functions	Structures	Culture	
1 <b>La casa</b>	<ul style="list-style-type: none"> <li>name different types of homes where people live</li> <li>identify some rooms in a house</li> </ul>	<ul style="list-style-type: none"> <li>verbs: <i>vivir</i> (present forms)</li> <li>¿Dónde vives tú?, Yo vivo en...</li> <li>¿Dónde está(n)?, El/Ella está..., Ellos están...</li> </ul>	<b>Culture Connections:</b> Hispanic Families, p. 48	<p><b>Writing:</b> <i>Mi casa</i></p> <p><b>Investiga la cultura:</b> <i>El huipil y la cotona</i></p>
2 <b>El mercado</b>	<ul style="list-style-type: none"> <li>name some food items</li> <li>state likes and dislikes</li> <li>count from one to three</li> </ul>	<ul style="list-style-type: none"> <li>¿Qué te gusta?, Me gusta(n)...</li> <li>¿Te gusta(n)...</li> <li>Sí, sí/ No, no me gusta(n)...</li> </ul>	<b>Culture Connections:</b> Markets, p. 56	
3 <b>La ropa</b>	<ul style="list-style-type: none"> <li>identify articles of clothing</li> <li>describe articles of clothing using adjectives for color</li> </ul>	<ul style="list-style-type: none"> <li>¿Qué compras tú?, Yo compro...</li> <li>¿De qué color es...?</li> </ul>	<b>Culture Connections:</b> <i>Traje de huipil</i> , p. 64	
4 <b>La comunidad</b>	<ul style="list-style-type: none"> <li>identify locations on a GPS map</li> <li>describe objects by using adjectives for size and length</li> <li>describe where someone is located using the verb <i>estar</i></li> </ul>	<ul style="list-style-type: none"> <li>verbs: <i>estar</i> (present forms)</li> <li>en</li> <li>¿A dónde vamos?, Vamos a la/al...</li> </ul>	<b>Culture Connections:</b> Plazas in Nicaragua, p. 70; Small Stores, p. 72	

\*For a Scope and Sequence correlated to Language Arts Skills, see pages 314–317 of this Teacher’s Edition.

## Unit 3 • Chile • Vamos a aprender

Themes	Language Functions	Structures	Culture
<b>1 La escuela</b>	<ul style="list-style-type: none"> <li>identify and count school supplies</li> <li>identify the days of the week</li> <li>explain activities conducted on different days of the week</li> </ul>	<ul style="list-style-type: none"> <li>Hoy es...</li> <li>yo voy</li> <li>nosotros vamos</li> </ul>	<b>Culture Connections:</b> School Uniforms, p. 81
<b>2 Los juegos</b>	<ul style="list-style-type: none"> <li>identify games played in school</li> <li>compare games they play with those played by Chilean children</li> </ul>	<ul style="list-style-type: none"> <li>verbs: <i>jugar (juego, juegas, juegan) saltar (salta)</i></li> <li>¿Dónde estás tú?, Yo estoy...</li> </ul>	<b>Culture Connections:</b> Hopscotch, p. 94
<b>3 La hora</b>	<ul style="list-style-type: none"> <li>count up to 12</li> <li>tell the time on the hour</li> <li>differentiate between activities done in the morning and the afternoon</li> </ul>	<ul style="list-style-type: none"> <li>¿Qué hora es?</li> <li>Es la una., Son las...</li> <li>Yo voy a la/al...</li> <li>por la mañana/tarde</li> </ul>	<b>Culture Connections:</b> Class Schedules, p. 100
<b>4 Las clases</b>	<ul style="list-style-type: none"> <li>recognize information in a website that shows a class schedule</li> <li>name school subjects</li> <li>describe activities and express opinions about them using adjectives</li> </ul>	<ul style="list-style-type: none"> <li>verbs: <i>estudiar (estudio, estudias), tener</i> (present forms)</li> </ul>	<b>Culture Connections:</b> Culture, p. 104B

**Writing:**  
*Mi salón de clase*

**Investiga la cultura:**  
*Volantines para las Fiestas Patrias*

## Unit 4 • Costa Rica • Los animales

Themes	Language Functions	Structures	Culture
<b>1 Las mascotas y otros animales</b>	<ul style="list-style-type: none"> <li>name different pets and other animals</li> <li>describe and compare animals by size and by color</li> </ul>	<ul style="list-style-type: none"> <li>¿Qué?/¿Cuál?</li> <li>más pequeño/grande que</li> </ul>	<b>Culture Connections:</b> Rain Forests, p. 120
<b>2 ¿Dónde viven las mascotas?</b>	<ul style="list-style-type: none"> <li>name different types of pet homes</li> <li>describe their favorite pet or animal</li> </ul>	<ul style="list-style-type: none"> <li>nuevo(a)</li> </ul>	<b>Culture Connections:</b> <i>La tienda de mascotas</i> , Expansion, p. 122B
<b>3 ¿Cómo se mueven los animales?</b>	<ul style="list-style-type: none"> <li>use action words to describe the way animals move</li> <li>compare the movements of domestic and wild animals</li> </ul>	<ul style="list-style-type: none"> <li>verbs: <i>caminar (camina, caminan), correr (corre, corren), nadar (nada, nadan), saltar (salta, saltan), volar (vuela, vuelan)</i></li> </ul>	<b>Culture Connections:</b> Plazas in Costa Rica, p. 130
<b>4 ¿Cómo son los animales?</b>	<ul style="list-style-type: none"> <li>name the body parts of different animals</li> <li>use adjectives to describe the speed of animals</li> </ul>	<ul style="list-style-type: none"> <li>¿Cómo es/son?</li> <li>¿Qué tiene/tienen?</li> </ul>	<b>Culture Connections:</b> Poem: <i>Mariposa del aire</i> by Federico García Lorca, p. 139

**Writing:**  
*Mi mascota*

**Investiga la cultura:**  
*Los perezosos*

# Scope and Sequence for ¡Listos! B

## Unit 5 • Paraguay • Nos cuidamos

Themes	Language Functions	Structures	Culture
<b>1</b> Las partes del cuerpo	<ul style="list-style-type: none"> <li>name and count parts of the face and the body</li> <li>describe facial features</li> </ul>	<ul style="list-style-type: none"> <li>verbs: <i>tocar (toca)</i></li> <li>tu/tus</li> <li>este es/estos son</li> <li>esta es/estas son</li> </ul>	<b>Culture Connections:</b> Ceramics, p. 150
<b>2</b> La salud	<ul style="list-style-type: none"> <li>use expressions to convey comfort, pain, and discomfort</li> </ul>	<ul style="list-style-type: none"> <li>¿Cómo te sientes?, Me siento bien/mal.</li> <li>¿Qué te duele?, Me duele(n)...</li> </ul>	<b>Culture Connections:</b> Traditional Songs, p. 157
<b>3</b> Los ejercicios	<ul style="list-style-type: none"> <li>name different types of sports and exercises</li> <li>describe activities related to exercising</li> <li>express opinions about activities and exercise</li> </ul>	<ul style="list-style-type: none"> <li>verbs: <i>caminar (camino), correr (corro), gustar (me gusta, te gusta, le gusta), jugar (juego, juega), nadar (nado), saltar (salto), practicar, hacer ejercicios</i></li> <li>con mi(s), con su(s)</li> </ul>	<b>Culture Connections:</b> Recreational Parks, p. 166
<b>4</b> Los alimentos	<ul style="list-style-type: none"> <li>name different foods and eating utensils</li> <li>describe the appearance, flavor, and smell of food</li> </ul>	<ul style="list-style-type: none"> <li>verbs: <i>comer (como, comes)</i></li> <li>¿Te gusta(n)...?, (No) me gusta(n)...</li> </ul>	<b>Culture Connections:</b> Traditional Breads, p. 176

**Writing:**  
*Mi cuerpo*

**Investiga la cultura:**  
*¿Hacemos chipá?*

## Unit 6 • España • Nuestro ambiente

Themes	Language Functions	Structures	Culture
<b>1</b> Los viajes	<ul style="list-style-type: none"> <li>identify and describe various means of transportation</li> <li>describe how people use different means of transportation</li> </ul>	<ul style="list-style-type: none"> <li>verbs: <i>viajar</i> (present forms)</li> <li>viajar en..., viaja por...</li> </ul>	<b>Culture Connections:</b> Subway Systems, p. 188
<b>2</b> Las actividades durante el año	<ul style="list-style-type: none"> <li>identify the months of the year</li> <li>compare and contrast activities that people do throughout the year</li> <li>describe different geographic features of Spain</li> </ul>	<ul style="list-style-type: none"> <li>verbs: <i>esquiar (esquío, esquía, esquían)</i></li> </ul>	<b>Culture Connections:</b> Festivals, p. 191
<b>3</b> Las estaciones del año	<ul style="list-style-type: none"> <li>identify the seasons</li> <li>explain how plants change through the seasons</li> <li>describe different activities people do during the seasons</li> </ul>	<ul style="list-style-type: none"> <li>con</li> <li>en</li> </ul>	<b>Culture Connections:</b> Seasons and Symbols, p. 200
<b>4</b> El tiempo	<ul style="list-style-type: none"> <li>identify types of weather</li> <li>compare and contrast temperatures</li> <li>describe events that are going to happen in the future</li> </ul>	<ul style="list-style-type: none"> <li>verbs: <i>ir a</i> (present forms)</li> <li>¿Cómo está el día?, El día está...</li> <li>¿Qué tiempo hace?, Hace...</li> </ul>	<b>Culture Connections:</b> <i>Un periódico</i> , Warm-up, p. 208

**Writing:**  
*Mi viaje*

**Investiga la cultura:**  
*Celebraciones en España*

## Unit 7 • Venezuela • Las profesiones

Themes	Language Functions	Structures	Culture
<b>1</b> Los trabajos y las profesiones	<ul style="list-style-type: none"> <li>identify and name some occupations</li> <li>express what profession they would like to have in the future</li> </ul>	<ul style="list-style-type: none"> <li>¿Qué vas a ser?, Voy a ser...</li> <li>¿Quién es?, Él/ella es...</li> </ul>	<b>Culture Connections:</b> Venezuelan Instruments and Foods, p. 222
<b>2</b> Los trabajos	<ul style="list-style-type: none"> <li>describe actions performed by people at their jobs</li> </ul>	<ul style="list-style-type: none"> <li>verbs: <i>ayudar</i> (<i>ayudo, ayuda</i>), <i>cocinar</i> (<i>cocino, cocina</i>), <i>cuidar</i> (<i>cuido, cuida</i>), <i>enseñar</i> (<i>enseño, enseña</i>), <i>pintar</i> (<i>pinto, pinta</i>), <i>tocar</i> (<i>toco, toca</i>)</li> <li>¿Qué haces?, ¿Qué hace(n)?</li> <li>¿En qué trabaja(n)?</li> </ul>	<b>Culture Connections:</b> Traditional Soups, p. 226
<b>3</b> Las herramientas de trabajo	<ul style="list-style-type: none"> <li>identify tools used by different professionals</li> <li>explain how some work tools are used</li> </ul>	<ul style="list-style-type: none"> <li>verbs: <i>usar</i> (<i>uso, usas, usa</i>), <i>trabajar</i> (<i>trabaja con</i>)</li> </ul>	<b>Culture Connections:</b> <i>Las herramientas</i> , p. 234
<b>4</b> Los lugares de trabajo	<ul style="list-style-type: none"> <li>identify places where professionals work</li> <li>describe professionals in their communities</li> </ul>	<ul style="list-style-type: none"> <li>verbs: <i>trabajar</i> (present forms)</li> </ul>	<b>Culture Connections:</b> <i>¿Dónde trabaja?</i> , Build Background, pp. 240–241

**Writing:**  
*Mi profesión*

**Investiga la cultura:**  
*El cuatro venezolano*

## Unit 8 • Cuba • Nuestras celebraciones

Themes	Language Functions	Structures	Culture
<b>1</b> Las fiestas	<ul style="list-style-type: none"> <li>identify and name some items needed for a party</li> <li>express what they would do to prepare for a birthday party</li> </ul>	<ul style="list-style-type: none"> <li>verbs: <i>celebrar, preparar, beber, comer</i></li> </ul>	<b>Culture Connections:</b> <i>Piñatas</i> , p. 252
<b>2</b> Los cumpleaños	<ul style="list-style-type: none"> <li>identify activities people do at celebrations</li> <li>describe feelings at celebrations</li> <li>state the time of an event</li> </ul>	<ul style="list-style-type: none"> <li>verbs: <i>cantar</i> (<i>cantan</i>), <i>jugar</i> (<i>juegan</i>)</li> <li>¿Cuántos años tienes?</li> <li>Tengo ___ años.</li> <li>a la/las ___ de la mañana/tarde</li> </ul>	<b>Culture Connections:</b> Birthday Games, p. 258; <i>Churros con chocolate</i> , p. 262
<b>3</b> Las celebraciones	<ul style="list-style-type: none"> <li>describe community celebrations</li> <li>compare singular and plural forms of nouns</li> </ul>	<ul style="list-style-type: none"> <li>verbs: <i>bailar</i> (<i>bailan</i>)</li> </ul>	<b>Culture Connections:</b> Carnival Celebrations, p. 268; <i>Calle Ocho</i> , p. 272
<b>4</b> Las tradiciones	<ul style="list-style-type: none"> <li>name several traditional Cuban musical instruments</li> <li>describe situations, objects, moods, and climate conditions</li> <li>compare celebrations</li> </ul>		<b>Culture Connections:</b> Cuban Music, p. 278

**Writing:**  
*Mi fiesta de cumpleaños*

**Investiga la cultura:**  
*Calle Ocho*