

Scope and Sequence for ¡Listos! D

Unit 1 • Perú • Nos conocemos				
Themes	Language Functions	Structures	Culture	
1 Saludos y despedidas	<ul style="list-style-type: none"> use a variety of greetings and goodbyes at different times of the day identify themselves and others 	<ul style="list-style-type: none"> primero, después, por último ¿Cómo estás? Te presento a..., Yo soy... 	Culture Connections: <i>Plaza de Armas</i> , p. 13; <i>Markets</i> , p. 14; <i>Polite Forms of Address</i> , p. 18	<p>Writing: <i>Mi familia</i></p> <p>Investiga la cultura: <i>Las arpilleras de Perú</i></p>
2 La familia	<ul style="list-style-type: none"> identify the names for family members introduce family members describe where people are located 	<ul style="list-style-type: none"> al lado de, debajo de, dentro de 	Culture Connections: <i>Culture</i> , p. 20B	
3 Los amigos	<ul style="list-style-type: none"> introduce themselves and others recognize and use the correct abbreviations for commonly used titles 	<ul style="list-style-type: none"> verbs: <i>comer</i> (<i>como, come, comemos</i>) ¿Cómo te llamas?, Me llamo... ¿Dónde vives?, Yo vivo en... ¿Quieres comer?, ¿Qué comes?, Yo como... 	Culture Connections: <i>Ceviche</i> , p. 29	
4 ¿Cómo somos?	<ul style="list-style-type: none"> identify writing conventions used in emails describe the personalities of people they know describe people and places 	<ul style="list-style-type: none"> verbs: <i>ser</i> (present forms) 	Culture Connections: <i>Culture</i> , p. 36B	

Unit 2 • Argentina • ¿Cómo vivimos?				
Themes	Language Functions	Structures	Culture	
1 El barrio y el hogar	<ul style="list-style-type: none"> describe where they live name the rooms in a house or an apartment locate and describe neighborhoods and homes 	<ul style="list-style-type: none"> Me gusta(n)... ¿Dónde vives?, Yo vivo en... 	Culture Connections: <i>Plaza de Mayo</i> , p. 52	<p>Writing: <i>Mi hogar</i></p> <p>Investiga la cultura: <i>Las tradiciones de los gauchos</i></p>
2 Las personas de la comunidad	<ul style="list-style-type: none"> describe people and places in their neighborhood identify colors 	<ul style="list-style-type: none"> verbs: <i>comprar</i> (<i>compro, compran</i>), <i>hablar</i> (<i>hablan</i>), <i>ir</i> (<i>vamos</i>) 	Culture Connections: <i>The Day of the Baker</i> , p. 56	
3 La ropa y la moda	<ul style="list-style-type: none"> name clothing items and their colors express their likes and dislikes describe clothing preferences when shopping 	<ul style="list-style-type: none"> ¿Qué te gusta?, ¿Qué le gusta? ¿Te gusta(n)...?, Sí/No, no me gusta(n)... ¡Qué lindo(a)!, ¡Qué hermoso(a)! 	Culture Connections: <i>Clothing Styles</i> , p. 63	
4 Los lugares de la comunidad	<ul style="list-style-type: none"> describe their location using <i>estar</i> describe the location of their home and other places in their community describe where someone works 	<ul style="list-style-type: none"> verbs: <i>estar</i> (present forms) al lado de, enfrente de primero, luego, después, por último 	Culture Connections: <i>Iguazú Falls</i> , p. 70	

*For a Scope and Sequence correlated to Language Arts Skills, see pages 306–309 of this Teacher’s Edition.

Unit 3 • Honduras • Vamos a aprender

Themes	Language Functions	Structures	Culture
1 Los pasatiempos	<ul style="list-style-type: none"> talk about various activities and hobbies and say whether they enjoy them or not describe the activities they and others do each day of the week 	<ul style="list-style-type: none"> verbs: <i>jugar, oír, ver, visitar (visitan)</i> aquí/allí 	Culture Connections: Popular Sports, p. 81; Carnival of Friendship, p. 86
2 La escuela	<ul style="list-style-type: none"> talk about their school day, what they do and study, and during what part of the day these activities take place describe the time of day count from zero to twenty-four 	<ul style="list-style-type: none"> por la mañana/tarde, al mediodía 	Culture Connections: Children's Day, p. 90
3 Las actividades culturales	<ul style="list-style-type: none"> discuss cultural activities and hobbies 	<ul style="list-style-type: none"> verbs: <i>hacer, poder (puedo), tocar (un instrumento)</i> Te invito a... Yo te enseño. ¿Qué te divierte?, Me divierte... 	Culture Connections: Honduran Music, p. 97
4 La hora	<ul style="list-style-type: none"> discuss school and after-school activities tell time in Spanish read and create schedules 	<ul style="list-style-type: none"> el, la un, una ¿A qué hora es...?, A la una.../A las... Es la una. /Son las... 	Culture Connections: Una página web, p. 106

Writing: Los pasatiempos

Investiga la cultura: Juegos de los mayas

Unit 4 • Colombia • Los animales

Themes	Language Functions	Structures	Culture
1 Las mascotas	<ul style="list-style-type: none"> name and describe popular pets talk about the care of pets 	<ul style="list-style-type: none"> verbs: <i>cuidar (cuidan)</i> y/o Yo tengo... 	Culture Connections: Pet Care, p. 116; The Birds of Colombia, p. 120
2 Los animales del zoológico	<ul style="list-style-type: none"> identify animals that live in the zoo describe animals and their habitats 		Culture Connections: The Santacruz Zoo, p. 123
3 Los animales de la granja	<ul style="list-style-type: none"> name and describe farm animals ask and answer questions about details 	<ul style="list-style-type: none"> verbs: <i>alimentar, cepillar (cepillamos), poner huevos (ponen huevos), volar (vuelan)</i> ¿Qué...?, ¿Quién...?, ¿Quieres...? 	Culture Connections: Así son los animales, Act. C, p. 136
4 Los animales de la selva	<ul style="list-style-type: none"> identify the animals in the Colombian rain forest compare how birds fly using <i>volar</i> describe animals using adjectives 	<ul style="list-style-type: none"> verbs: <i>acompañar (acompaña), buscar, cruzar, llegar, volar (present forms)</i> Ayúdalos a... (verb) 	Culture Connections: The Magdalena River, p. 138. Activity, p. 138B

Writing: Los animales

Investiga la cultura: ¡Colombia: Un país muy diverso!

Scope and Sequence for ¡Listos! D

Unit 5 • República Dominicana • Nos cuidamos

Themes	Language Functions	Structures	Culture	
1 La comida	<ul style="list-style-type: none"> name foods and beverages of the Dominican Republic use the present and past tenses to talk about what they eat and drink name eating utensils 	<ul style="list-style-type: none"> verbs: <i>beber (bebí), comer (comí)</i> arriba, abajo Tengo hambre/sed. 	Culture Connections: Yuca, p. 150; Traditional Dishes of the Dominican Republic, p. 154	<p>Writing: <i>La comida y el cuerpo</i></p> <p>Investiga la cultura: <i>Vamos a comer</i></p>
2 Los sabores	<ul style="list-style-type: none"> name desserts and their flavors 	<ul style="list-style-type: none"> verbs: <i>oler (huele, huelen), sonar (suena, suenan)</i> 	Culture Connections: Street Vendors, p. 157; Dominican Desserts, p. 158	
3 Los hábitos saludables	<ul style="list-style-type: none"> discuss healthy habits describe movements of merengue and other dances as healthy exercise recognize and use words that tell when or how often 	<ul style="list-style-type: none"> verbs: <i>aprender (aprendiste), bailar, practicar (practicaron)</i> a la derecha, a la izquierda a veces, ahora, ayer, nunca, siempre 	Culture Connections: Merengue, p. 170	
4 Las sensaciones	<ul style="list-style-type: none"> discuss everyday pains and the body parts that hurt describe when or how often something happens describe actions done in the past 	<ul style="list-style-type: none"> verbs: <i>aprender</i> (past forms), <i>comer</i> (past forms), <i>sentir (sientes)</i> Me duele(n)..., Me lastimé. 	Culture Connections: Carnival in Latin America, p. 174	

Unit 6 • España • Nuestro ambiente

Themes	Language Functions	Structures	Culture	
1 Las estaciones del año	<ul style="list-style-type: none"> name the seasons and the months of the year talk about different climates and review how to use geographic directions (North, South, East, West) 	<ul style="list-style-type: none"> Hace calor/frío. 	Culture Connections: Barcelona, p. 183; Holidays in Spain, p. 188	<p>Writing: <i>El clima y las estaciones del año</i></p> <p>Investiga la cultura: <i>Cartas de España</i></p>
2 Los medios de transporte	<ul style="list-style-type: none"> express preferences about means of transportation and travel 	<ul style="list-style-type: none"> verbs: <i>llegar (llegaron), llover (llueve), viajar, viajan</i> 	Culture Connections: Spain's Rail System, p. 191	
3 La geografía	<ul style="list-style-type: none"> describe geographical features describe actions in the past tense make travel recommendations give and react to simple commands 	<ul style="list-style-type: none"> verbs: <i>caminar (camina, caminó), correr (corrió), subir (sube), tener (ten), tomar (toma, tomó), montar (montó), nadar (nadó), pasear (paseó), viajar (viajó), visitar (visitó)</i> 	Culture Connections: The Plaza Mayor, p. 199	
4 El tiempo	<ul style="list-style-type: none"> exchange information about weather referring to visuals and reports describe where they and others went discuss events using adverbs of time: <i>hoy, ayer, mañana</i> 	<ul style="list-style-type: none"> verbs: <i>estar (estaba), hacer (hacía), ir</i> (past forms) Va a estar..., Va a hacer... Hace (mucho/un poco de) calor/viento/frío. Está lloviendo/nevando. Está lluvioso/nublado/soleado. 	Culture Connections: Sayings about the Weather, p. 207	

Unit 7 · Panamá · ¿Cómo funciona?

Themes	Language Functions	Structures	Culture
1 Las profesiones	<ul style="list-style-type: none"> name professions talk about what different professionals do and where they work 	<ul style="list-style-type: none"> verbs: <i>escribir (escribe)</i>, <i>funcionar (funciona)</i>, <i>pintar (pinta)</i>, <i>ser (seré)</i>, <i>trabajar (trabajaré)</i> 	Culture Connections: <i>Teatro Nacional</i> in Panamá, p. 217; The Panamá Canal, p. 218
2 Los inventos y la tecnología	<ul style="list-style-type: none"> name inventions and talk about technology talk about how the Panamá Canal works 	<ul style="list-style-type: none"> verbs: <i>escribir (escribiré)</i>, <i>hablar (hablaré)</i>, <i>inventar (inventaré)</i>, <i>jugar (jugaré)</i>, <i>viajar (viajaré)</i> 	Culture Connections: Technology Use, p. 226
3 El mundo del trabajo	<ul style="list-style-type: none"> discuss jobs people have and what they do at work talk about the ways people get to work 	<ul style="list-style-type: none"> verbs: <i>llevar (llevaré)</i>, <i>reparar (repararé)</i> roto(a) 	Culture Connections: The Panamá Metro, p. 233
4 Los lugares de trabajo	<ul style="list-style-type: none"> talk about the people and steps involved in creating an invention describe activities to do in the future using the future tense of <i>trabajar</i> describe how different workers improve and help their community 	<ul style="list-style-type: none"> verbs: <i>construir (construiré)</i>, <i>diseñar (diseñaré)</i>, <i>trabajar (future forms)</i>, <i>usar (usaré)</i> 	Culture Connections: The Science and Arts Interactive Center “ <i>Explora</i> ”, p. 241

Writing:
Las profesiones

Investiga la cultura: *Molas de Panamá*

Unit 8 · México · Nuestras celebraciones

Themes	Language Functions	Structures	Culture
1 Las ceremonias	<ul style="list-style-type: none"> discuss coming-of-age ceremonies in México describe and express opinions about parties and celebrations 	<ul style="list-style-type: none"> verbs: <i>bailar (bailaré)</i>, <i>cantar (cantaré)</i>, <i>comer (comeré)</i>, <i>desfilear (desfila)</i>, <i>disfrutar</i>, <i>festejar</i> 	Culture Connections: A Fifteenth Birthday Celebration, p. 252
2 Las celebraciones de la comunidad	<ul style="list-style-type: none"> talk about community celebrations discuss celebrations that take place in various countries 	<ul style="list-style-type: none"> verbs: <i>recordar</i> segundo(a), tercer(o)(a) 	Culture Connections: Mariachi, p. 259; Mother’s Day, p. 260
3 Las celebraciones del país	<ul style="list-style-type: none"> compare ways Mexicans and Americans celebrate their Independence Day discuss how Mexicans celebrate Flag Day 	<ul style="list-style-type: none"> verbs: <i>desfilear (desfilan)</i> saludo a la bandera 	Culture Connections: <i>Plaza del Zócalo</i> , p. 266; México’s Independence Day, p. 268
4 Las costumbres y tradiciones	<ul style="list-style-type: none"> talk about and express opinions on some unique Mexican traditions discuss the content of an advertisement for a Mexican handicraft practice using past, present, and future tenses 	<ul style="list-style-type: none"> verbs: <i>aprender (aprenderé)</i>, <i>celebrar (celebraré)</i>, <i>decorar (decoraron, decoran, decorarán, decoraremos)</i>, <i>ir (iré)</i> 	Culture Connections: The Day of the Dead, p. 275; Mexican Crafts, p. 276

Writing: *Las celebraciones*

Investiga la cultura: *Las ofrendas*