

Scope and Sequence for ¡Listos! E

Unit 1 • Nicaragua • Nos conocemos				
Themes	Language Functions	Structures	Culture	
1 Los saludos	<ul style="list-style-type: none"> use different greetings and introductions identify themselves and others 	<ul style="list-style-type: none"> primero, después, por último Te presento a..., Yo soy... ¿Cómo está/estás/están? 	Culture Connections: Arts and Crafts Markets in Nicaragua, p. 14; The Giant Dance, p. 16; Titles, p. 18	Writing: <i>Mi visita a Nicaragua</i> Investiga la cultura: <i>La herencia cultural de Nicaragua</i>
2 La familia	<ul style="list-style-type: none"> name and introduce family members use location expressions 	<ul style="list-style-type: none"> verbs: <i>ver (ve), visitar (visitan)</i> 	Culture Connections: Close, p. 21	
3 Los amigos	<ul style="list-style-type: none"> ask and give directions use abbreviations in correspondence identify one or more people or things using singular and plural nouns 	<ul style="list-style-type: none"> verbs: <i>buscar (busco), cantar (canta, cantamos), encontrar (encuentro, encontramos, encuentran), preguntar (pregunto, preguntamos), tener (tiene, tienen)</i> al lado (de), cerca (de), lejos (de) ¿Dónde está?, Está (en) el mapa. 	Culture Connections: Street Addresses in Nicaragua, p. 30	
4 Las despedidas	<ul style="list-style-type: none"> say goodbye in different ways use nouns to identify people, places, and things 	<ul style="list-style-type: none"> verbs: <i>mostrar (mostramos), ser (present forms), visitar</i> ¿Quieres...?, Yo quiero... 	Culture Connections: Greetings and Goodbyes, p. 37; Email, p. 38	

Unit 2 • Paraguay • ¿Cómo vivimos?				
Themes	Language Functions	Structures	Culture	
1 El lugar donde vivimos	<ul style="list-style-type: none"> name the rooms in a house identify the name and location of places in a neighborhood 	<ul style="list-style-type: none"> a la derecha/izquierda, cerca, detrás de, enfrente de, lejos 	Culture Connections: Homes, p. 48; Mercado 4, p. 52	Writing: <i>Mi visita a Paraguay</i> Investiga la cultura: <i>La ropa paraguaya</i>
2 La ropa y los colores	<ul style="list-style-type: none"> identify the colors and the names of clothing learn about money and how to shop 	<ul style="list-style-type: none"> verbs: <i>cuidar (cuiden), ensuciar (ensucien), usar (usan)</i> 	Culture Connections: Asunción's Botanical Garden, p. 56	
3 La casa y el vecindario	<ul style="list-style-type: none"> describe the rooms in a house and how they are cleaned compare clothing appropriate for different occasions 	<ul style="list-style-type: none"> verbs: <i>cuidar (cuida), lavar, limpiar (limpamos), secar (seca)</i> primero, después, por último 	Culture Connections: Build Background, p. 62	
4 La comunidad	<ul style="list-style-type: none"> identify and locate places by using an electronic map (GPS) identify people, places, and things identify and name occupations of people in a community 	<ul style="list-style-type: none"> verbs: <i>conocer (conocen), escribir, estar (present forms), hablar, llegar, pasear (pasean), trabajar, vender</i> divertido(a) 	Culture Connections: Close, p. 71	

*For a Scope and Sequence correlated to Language Arts Skills, see pages 310–313 of this Teacher's Edition.

Unit 3 • México • Vamos a aprender

Themes	Language Functions	Structures	Culture
1 Las actividades en la escuela	<ul style="list-style-type: none"> learn the names of school supplies talk about their classes 	<ul style="list-style-type: none"> él/el tú/tu sí/si 	Culture Connections: Mexican Salute to the Flag, p. 82
2 Las actividades después de la escuela	<ul style="list-style-type: none"> identify and name after-school activities talk about what they like to do in their free time use math to take measurements 	<ul style="list-style-type: none"> verbs: <i>dibujar, hacer ejercicios, medir (medimos), tocar (un instrumento)</i> por la tarde 	Culture Connections: <i>Plaza de los Mariachis en Guadalajara</i> , pp. 88–89
3 Las vacaciones	<ul style="list-style-type: none"> describe their vacation express opinions identify ecological parks and cultural sites in Mexico compare and contrast a park in Mexico with one in their community 	<ul style="list-style-type: none"> verbs: <i>bailar, nadar, viajar (viajan)</i> ¿Cómo...?, ¿Dónde...?, ¿Qué...?, ¿Quién...? 	Culture Connections: Cancún, p. 97; Palapas Park, p. 98; The Ruins of Tulum, p. 100; An Ecological Park, p. 102
4 Los eventos	<ul style="list-style-type: none"> express what they want to do using <i>quiero</i> talk about special events describe how they feel describe where someone is coming from using the present tense of <i>venir</i> describe playing a sport using the stem-changing verb <i>jugar</i> 	<ul style="list-style-type: none"> verbs: <i>jugar</i> (present forms), <i>venir</i> (present forms) 	Culture Connections: Mexico City Attractions, p. 105; Diego Rivera, p. 106

Writing:
Mi visita a México

Investiga la cultura:
Frida Kahlo

Unit 4 • Costa Rica • Los animales

Themes	Language Functions	Structures	Culture
1 Las mascotas	<ul style="list-style-type: none"> describe pets and discuss their care identify special pets in Costa Rica 		Culture Connections: <i>Teatro Nacional en San José</i> , p. 115; <i>Los guacamayos</i> , Culture Connection, p. 120
2 Los animales de la granja	<ul style="list-style-type: none"> identify farm animals and describe their care listen to and sing a folk song from Costa Rica identify different ecosystems 		Culture Connections: Photo: <i>Catarata de La Paz en Alajuela</i> , p. 122; <i>Caballito nicoyano</i> , p. 123
3 Las fábulas	<ul style="list-style-type: none"> read and act out a fable discuss animals found in fables identify animals native to Costa Rica 	<ul style="list-style-type: none"> verbs: <i>aprender (aprendo, aprendes), leer, preferir (prefiero)</i> <i>aunque, pero, y</i> 	Culture Connections: <i>Parque Francisco Morazán en San José</i> , p. 130; Close, p. 133, Expansion, p. 130B
4 Los animales del zoológico	<ul style="list-style-type: none"> name and describe zoo animals read and write an email 	<ul style="list-style-type: none"> verbs: <i>comer, correr, entrar, esperar, hablar, vivir</i> 	Culture Connections: <i>Parque Zoológico Nacional Simón Bolívar</i> , p. 138

Writing:
Mi visita a Costa Rica

Investiga la cultura:
Un hábitat para un animal

Scope and Sequence for ¡Listos! E

Unit 5 • Cuba • Nos cuidamos

Themes	Language Functions	Structures	Culture	
1 Los alimentos	<ul style="list-style-type: none"> explain how to set a table talk about typical Cuban foods describe location using adverbs 	<ul style="list-style-type: none"> encima de, a la izquierda de, a la derecha de junto a, frente a Tengo hambre/sed. 	Culture Connections: Cuban Eating Customs, p. 150; Cuban Foods, p. 151; Plantains, p. 154	<p>Writing: Aprendo sobre Cuba</p> <p>Investiga la cultura: El flan cubano</p>
2 Las comidas	<ul style="list-style-type: none"> learn the names of more Cuban foods discuss nutrition and the food groups 		Culture Connections: Cuban Fruits, p. 158	
3 Las sensaciones	<ul style="list-style-type: none"> talk about feelings and the five senses talk about how they feel and what hurts them 	<ul style="list-style-type: none"> verbs: <i>cocinar, descansar, escuchar, estar resfriado(a), oír, oler, poder, saborear, tocar, tomar, ver</i> ¿Qué te duele?, Me duele(n)... ¿Cómo te sientes?, Me siento... Le duele(n)..., Se siente... 	Culture Connections: <i>Pastel de tres leches</i> , p. 165	
4 La buena salud	<ul style="list-style-type: none"> describe what they do to stay healthy describe pains and injuries using the verb <i>doler</i> describe a visit to the doctor using present- and past-tense forms of the verb <i>atender</i> 	<ul style="list-style-type: none"> verbs: <i>atender</i> (past and present forms), <i>doler</i> (<i>duele</i>) 	Culture Connections: Medical Care, p. 173; Comic Books, p. 174	

Unit 6 • Chile • Nuestro ambiente

Themes	Language Functions	Structures	Culture	
1 Las estaciones y el tiempo	<ul style="list-style-type: none"> identify typical weather in each of the four seasons and different months of the year ask and answer questions about preferences for weather compare the seasons and weather in the Northern and Southern Hemispheres 	<ul style="list-style-type: none"> Hace buen/mal tiempo. Hace calor/fresco. Hará buen/mal tiempo. 	Culture Connections: Viña del Mar, p. 184	<p>Writing: Mi visita a Chile</p> <p>Investiga la cultura: Los extremos climáticos de Chile</p>
2 Los viajes y los mapas	<ul style="list-style-type: none"> identify means of transportation use the cardinal points to read a map discuss measurement in kilometers and miles 	<ul style="list-style-type: none"> abajo, arriba 	Culture Connections: Funiculars, p. 191; Valparaíso, p. 192	
3 La geografía y el clima	<ul style="list-style-type: none"> identify and name geographic features describe the climate in different geographic locations 	<ul style="list-style-type: none"> verbs: <i>dar</i> (<i>dame</i>), <i>disfrutar</i>, <i>esquiar</i>, <i>regalar</i> (<i>regalan</i>), <i>tejer</i> (<i>teje</i>) 	Culture Connections: <i>Laguna del Inca</i> , p. 200; <i>El chamanto</i> , p. 204	
4 Los lugares históricos	<ul style="list-style-type: none"> discuss historical places use information from a weather forecast to make plans describe places visited in the past read and respond to a personal letter 	<ul style="list-style-type: none"> verbs: <i>mejorar</i> (<i>mejoran</i>), <i>visitar</i> (past forms) 	Culture Connections: Historical Sites in Chile, p. 212	

Unit 7 · Venezuela · ¿Cómo funciona?

Themes	Language Functions	Structures	Culture
1 El trabajo	<ul style="list-style-type: none"> identify the names of several professions discuss jobs people have in the theater describe how something is done describe and compare weekday schedules 	<ul style="list-style-type: none"> verbs: <i>estudiar</i> (<i>estudiaré</i>), <i>levantarse</i> (present forms), <i>trabajar</i> (<i>trabajaré</i>) difícilmente, fácilmente, lentamente, rápidamente 	Culture Connections: Proverbs and Sayings, p. 218
2 La tecnología	<ul style="list-style-type: none"> identify the names of electronic devices discuss advances in technology 	<ul style="list-style-type: none"> verbs: <i>arreglar</i>, <i>construir</i> (<i>construimos</i>), <i>enviar</i> (<i>enviaremos</i>), <i>manufacturar</i> (<i>manufacturan</i>), <i>usar</i> (<i>usaré, usarás</i>) 	Culture Connections: Repair Shops, p. 226; Venezuela's Satellite, p. 228
3 Las profesiones	<ul style="list-style-type: none"> express what they like to do describe a job they like identify additional professions 	<ul style="list-style-type: none"> verbs: <i>aprender</i> (<i>aprenderé</i>), <i>cuidar</i> (<i>cuidaré</i>), <i>practicar</i> (<i>practicaré</i>), <i>ser</i> (<i>seré</i>) 	Culture Connections: <i>Alma llanera</i> , p. 232; Simón Bolívar, p. 234
4 El mundo del trabajo	<ul style="list-style-type: none"> discuss locations where they would like to work in the future analyze a video game screen 	<ul style="list-style-type: none"> verbs: <i>trabajar</i> (future forms), <i>arregla</i>, <i>cantaré</i>, <i>construiré</i>, <i>cuidaré</i>, <i>escribiré</i>, <i>estudiaré</i>, <i>ganar</i>, <i>harás</i>, <i>iremos</i>, <i>seleccionar</i>, <i>será</i>, <i>seré</i>, <i>usaré</i>, <i>veremos</i>, <i>viajaremos</i>, <i>visitaremos</i> 	Culture Connections: Angel Falls, p. 241

Writing:
Mi visita a Venezuela

Investiga la cultura:
Profesionales venezolanos

Unit 8 · España · Nuestras celebraciones

Themes	Language Functions	Structures	Culture
1 Las celebraciones	<ul style="list-style-type: none"> describe some popular celebrations in Spain discuss where and how people celebrate holidays 	<ul style="list-style-type: none"> verbs: <i>conmemorar</i> (<i>conmemoramos</i>), <i>festejar</i> (<i>se festeja</i>) 	Culture Connections: The Twelve Grapes, p. 252; St. John's Night, p. 256
2 Las costumbres y tradiciones	<ul style="list-style-type: none"> describe the customs and traditions of an important fair in Spain describe the music played at the fair read and follow the steps in a recipe for <i>paella</i> 	<ul style="list-style-type: none"> verbs: <i>bailar</i> (<i>bailaremos</i>), <i>cantar</i> (<i>cantaremos</i>), <i>compartir</i>, <i>llevar</i> (<i>llevarán</i>), <i>tocar</i> (<i>tocarán</i>) 	Culture Connections: April Fair in Seville, p. 260; Flamenco Dancing, p. 262; Spanish Food, p. 263
3 Las fiestas	<ul style="list-style-type: none"> discuss celebrations using verbs in the present, past, and future tense 	<ul style="list-style-type: none"> verbs: <i>celebrar</i> (<i>celebraré</i>, <i>celebrarás</i>), <i>empezar</i> (<i>empezó</i>), <i>lanzar</i> (<i>lanzan</i>, <i>lanzaron</i>), <i>pagar</i>, <i>participar</i> (<i>participan</i>, <i>participaron</i>), <i>tener</i> (<i>tuvieron</i>) 	Culture Connections: Carnival in Tenerife, p. 267; The Tomato War, p. 268
4 Los personajes históricos	<ul style="list-style-type: none"> identify some historical figures from Spain understand an advertisement by reading an email 	<ul style="list-style-type: none"> verbs: <i>aprender</i>, <i>aprendo</i>, <i>aprendes</i>, <i>aprendí</i>, <i>aprenderé</i>, <i>aprenderá</i>, <i>estudiar</i> (<i>estudio</i>, <i>estudié</i>, <i>estudiaré</i>), <i>hablar</i> (<i>habla</i>, <i>habló</i>, <i>hablará</i>), <i>leer</i> (<i>leí</i>) 	Culture Connections: Pablo Picasso, p. 276; Francisco de Goya, p. 279

Writing:
Mi visita a España

Investiga la cultura:
El abanico