

Scope and Sequence for ¡Listos! F

Unit 1 • Bolivia • Nos conocemos

Themes	Language Functions	Structures	Culture	
1 Saludos y despedidas	<ul style="list-style-type: none"> greet others and say goodbyes greet others and say goodbyes according to the time of day or to the need for formal or informal language 	<ul style="list-style-type: none"> ¿Cómo te llamas?, Me llamo... ¿Cuántos años tienes?, Tengo ___ años. Te presento a... ¿Cómo está usted?/¿Cómo estás? 	Culture Connections: <i>La Cancha</i> Market, p. 14; Use of <i>Don/Doña/Sr./Sra.</i> , p. 16; Spanish Last Names, p. 18	<p>Writing: <i>Mi familia</i></p> <p>Investiga la cultura: Bolivia: un país de gran diversidad</p>
2				
3 La familia	<ul style="list-style-type: none"> identify family members introduce family members practice the numbers 0–100 	<ul style="list-style-type: none"> En mi familia somos (ocho) personas. 	Culture Connections: The Extended Family, p. 21; <i>Cocadas</i> , p. 22	
4 Los amigos	<ul style="list-style-type: none"> describe themselves and others 	<ul style="list-style-type: none"> verbs: <i>ser</i> (<i>soy, eres, es</i>) ¿Cómo eres/es/son? ¿Quién eres tú? 	Culture Connections: Wildlife Sanctuaries, p. 30	
4 ¿Cómo somos?	<ul style="list-style-type: none"> identify information in an email describe people and places 	<ul style="list-style-type: none"> verbs: <i>ser</i> (present forms) ¿Cómo somos? 	Culture Connections: Uros people and the <i>titora</i> plant, p. 37	

Unit 2 • España • ¿Cómo vivimos?

Themes	Language Functions	Structures	Culture	
1 Los colores y la ropa	<ul style="list-style-type: none"> identify colors and clothes describe clothes and what they wear at different places use formal terms of address with the appropriate person 	<ul style="list-style-type: none"> verbs: <i>esquiar, jugar, llevar</i> (<i>llevo</i>), <i>nadar, respetar</i> (<i>respeto</i>), <i>vivir</i> (<i>vive</i>) tu/su ¿Qué tal? ¿Te gusta(n)...? Me gusta(n)... 	Culture Connections: Addressing Adults with Respect, p. 52	<p>Writing: <i>Actividades divertidas</i></p> <p>Investiga la cultura: ¿Comemos unos churros?</p>
2 Las actividades en la casa	<ul style="list-style-type: none"> identify places and activities in the home 	<ul style="list-style-type: none"> verbs: <i>comer</i> (<i>comen</i>), <i>descansar</i> (<i>descansa</i>), <i>limpiar</i> (<i>limpia</i>), <i>preparar</i> (<i>prepara</i>) (No) Me gusta... 	Culture Connections: The Spanish <i>siesta</i> , p. 56	
3 Los lugares y las compras	<ul style="list-style-type: none"> identify different types of communities, places in the community, and activities they can do in those places give and follow directions to different places 	<ul style="list-style-type: none"> verbs: <i>caminar</i> (<i>camina</i>), <i>comprar</i> (<i>compro</i>), <i>cruzar</i> (<i>cruza</i>), <i>querer</i> (<i>quiero</i>), <i>ver</i> (<i>veo</i>) a la derecha/izquierda, enfrente ¿Dónde vives tú?, Yo vivo en... ¿Qué haces? 	Culture Connections: Mijas, p. 63; The <i>Puerta del Sol</i> , p. 64	
4 Las actividades en la comunidad	<ul style="list-style-type: none"> use an electronic map to locate places discuss various activities in the community 	<ul style="list-style-type: none"> verbs: <i>estar</i> (present forms), <i>pagar, probar</i> un, una, unos, unas ¿Dónde está...? ¿Qué quieres comprar?, Quiero comprar... 	Culture Connections: <i>Churros</i> with Hot Chocolate, p. 72	

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

Unit 3 • El Salvador • Vamos a aprender

Themes	Language Functions	Structures	Culture
1 Las clases	<ul style="list-style-type: none"> identify classes and the supplies they need talk about school practices and traditions in El Salvador 	<ul style="list-style-type: none"> verbs: <i>aprender (aprendo), estudiar (estudiamos)</i> me pongo de pie ¿Cuál es tu clase favorita?, Mi clase favorita es... 	Culture Connections: School Uniforms, p. 82; Horchata, p. 86
2 La hora de clase	<ul style="list-style-type: none"> ask and answer questions about the days and times of their school classes read and discuss schedules and times use numbers to calculate prices and grade averages 	<ul style="list-style-type: none"> verbs: <i>comprar (compras), entrar (entro), pagar (pagas), salir (salgo)</i> ¿Qué hora es?, Es la/Son las _de la mañana/tarde ... menos cuarto, ... y cuarto, ... y media 	Culture Connections: The 24-Hour Clock, p. 90
3 Actividades divertidas	<ul style="list-style-type: none"> ask and answer questions about favorite hobbies and vacation activities ask and answer questions to find out specific information 	<ul style="list-style-type: none"> verbs: <i>acampar, bailar, celebrar (se celebra), comer (come), escuchar (escucho), hacer (haces), ir (present forms), tocar (toco)</i> ¿Cómo?, ¿Con quién?, ¿Cuándo?, ¿Dónde?, ¿Por qué?, ¿Qué? 	Culture Connections: Soccer, p. 97; Traditional Foods: <i>La pupusa</i> , p. 98; National Park <i>El Imposible</i> , p. 100
4 La escuela	<ul style="list-style-type: none"> describe classes, teachers, and classmates discuss a school rules web page 	<ul style="list-style-type: none"> verbs: <i>venir (present forms)</i> 	Culture Connections: Culture, p. 104B

Writing:
El Salvador y Estados Unidos

Investiga la cultura:
El Día de la Independencia

Unit 4 • Puerto Rico • Los animales

Themes	Language Functions	Structures	Culture
1 Los animales de la granja	<ul style="list-style-type: none"> identify and describe pets and farm animals 	<ul style="list-style-type: none"> verbs: <i>correr (corre), cuidar (cuidan), dormir (duerme), recordar (recordarlos), trabajar (trabaja)</i> detrás de, enfrente de 	Culture Connections: The Tainos, p. 116; The Cuatro, p. 120
2 Animales de Puerto Rico	<ul style="list-style-type: none"> identify and describe endangered species from Puerto Rico describe animals, their food, and habitat 	<ul style="list-style-type: none"> verbs: <i>volar (vuela)</i> 	Culture Connections: The San Felipe del Morro Castle, p. 123
3 Animales del zoológico	<ul style="list-style-type: none"> identify and describe zoo animals compare zoo animals, farm animals, and pets discuss the manatee 	<ul style="list-style-type: none"> verbs: <i>medir, pesar</i> sujeto, predicado 	Culture Connections: The Mayagüez Zoo, p. 131
4 Una fábula de Puerto Rico	<ul style="list-style-type: none"> discuss the <i>coquí</i> fable identify, describe, and discuss games describe games you like to play using the verbs <i>jugar</i> (to play) and <i>querer</i> (to want). 	<ul style="list-style-type: none"> verbs: <i>ganar, jugar (present forms), querer (present forms)</i> 	Culture Connections: Dominoes, p. 140

Writing: *Mi animal secreto*

Investiga la cultura:
Animales de Puerto Rico

Scope and Sequence for ¡Listos! F

Unit 5 • Guatemala • Nos cuidamos

Themes	Language Functions	Structures	Culture
1 Los alimentos	<ul style="list-style-type: none"> identify and describe foods ask and answer questions about daily meals ask about and describe healthy habits 	<ul style="list-style-type: none"> verbs: <i>beber</i> (<i>bebo</i>), <i>escalar</i> Tengo hambre/sed. ¿Tienes hambre/sed? 	Culture Connections: Tortillas, p. 149; Uses of Corn, p. 152; Volcanoes in Guatemala, p. 154
2 La comida y las celebraciones	<ul style="list-style-type: none"> identify the elements of a table setting and when to use them follow recipe directions 	<ul style="list-style-type: none"> verbs: <i>celebrar</i> (past forms), <i>comer</i> (past forms), <i>poner</i> (<i>ponerlo</i>), <i>sacar</i> (<i>sacarlo</i>) 	Culture Connections: The Popol Vuh, p. 157; Antigua, p. 158; Vanilla <i>Flan</i> , p. 162
3 El cuerpo y la salud	<ul style="list-style-type: none"> identify parts of the body describe how parts of the body are used ask and answer questions about ailments and injuries 	<ul style="list-style-type: none"> verbs: <i>caminar</i> (<i>caminé</i>), <i>cantar</i> (<i>canté</i>), <i>inventar</i> (<i>inventaron</i>), <i>ir</i> (<i>fue</i>), <i>lavar</i> (<i>lavarse</i>), <i>leer</i> (<i>leí</i>), <i>oler</i>, <i>probar</i>, <i>tocar</i>, <i>ver</i> ayer ¿Cómo te sientes? Me siento mal., Me duele(n)... Yo uso _ para... 	Culture Connections: Tikal, p. 165; The <i>Panela</i> , p. 166; The <i>Quetzal</i> , p. 170
4 Una vida sana	<ul style="list-style-type: none"> discuss how to lead a healthy life describe healthy activities you did in the past explain the importance of keeping the environment healthy 	<ul style="list-style-type: none"> verbs: <i>conservar</i> (<i>conservamos</i>), <i>beber</i> (<i>bebí</i>), <i>dormir</i> (<i>dormí</i>), <i>hacer</i> (<i>hice</i>), <i>ir</i> (past forms), <i>lavar</i> (<i>me lavé</i>), <i>reciclar</i> 	Culture Connections: Lake Atitlán, p. 173

Writing:
Una vida saludable

Investiga la cultura: Los mayas: ayer y hoy

Unit 6 • Uruguay • Nuestro ambiente

Themes	Language Functions	Structures	Culture
1 El estado del tiempo	<ul style="list-style-type: none"> identify the months of each season in the Northern and Southern hemispheres describe the weather discuss summer and winter activities 	<ul style="list-style-type: none"> verbs: <i>comenzar</i> (<i>comienza</i>), <i>llover</i> (<i>llueve</i>), <i>terminar</i> (<i>termina</i>) Hace calor/fresco/frío/sol/viento. 	Culture Connections: <i>Los Dedos</i> , p. 184
2 Las estaciones del año	<ul style="list-style-type: none"> identify and describe the seasons discuss vacation activities describe the <i>gaucho</i> culture 	<ul style="list-style-type: none"> verbs: <i>ir</i> (past forms) 	Culture Connections: The Uruguayan <i>asado</i> , p. 192
3 Los medios de transporte	<ul style="list-style-type: none"> identify and name means of transportation describe activities they did while on vacation 	<ul style="list-style-type: none"> verbs: <i>ir</i> (<i>voy</i>, <i>vamos</i>, <i>van</i>), <i>viajar</i> (<i>viaja</i>, <i>viajan</i>, <i>viajé</i>, <i>viajaste</i>, <i>viajamos</i>, <i>viajaron</i>) primero, después, por último 	Culture Connections: Pedestrian Zones, p. 198; The <i>Puerta de la Ciudadela</i> , p. 200; The Tango, p. 204
4 Los lugares para visitar	<ul style="list-style-type: none"> describe seasonal activities and places and events compare and contrast the weather in places in opposite hemispheres describe past activities 	<ul style="list-style-type: none"> verbs: <i>viajar</i> (past forms), <i>visitar</i> (past forms) Está nublado., Hay nieve. Hace buen/mal tiempo. Hace sol/frío. 	Culture Connections: The Rhythm of <i>candombe</i> , p. 207; <i>El Mercado del Puerto</i> , p. 211

Writing:
Mis vacaciones divertidas

Investiga la cultura:
Blog de viajes – Destino: Uruguay

Unit 7 · México · ¿Cómo funciona?

Themes	Language Functions	Structures	Culture
1 Los inventos	<ul style="list-style-type: none"> identify Mayan inventions and contemporary Mexican inventions discuss new technology in Mexico 		Culture Connections: The Sun Stone, p. 217; The Nobel Prize, p. 218
2 Las profesiones	<ul style="list-style-type: none"> identify and describe professions discuss future career plans 		Culture Connections: The Kukulcán Pyramid, p. 226
3 Los planes para el futuro	<ul style="list-style-type: none"> describe their plans for the future identify and describe professions in the arts discuss skills needed for specific professions 	<ul style="list-style-type: none"> verbs: <i>comer</i> (<i>comeremos</i>), <i>dormir</i> (<i>dormiremos</i>), <i>interpretar</i> (<i>interpretarán</i>), <i>pasear</i> (<i>pasearemos</i>), <i>ser</i> (<i>seré, será</i>), <i>trabajar</i> (<i>trabajaré, trabajarás</i>), <i>viajar</i> (<i>viajaremos</i>) 	Culture Connections: The Jarabe Tapatío, p. 233; El Palacio de Bellas Artes, p. 234; Teotihuacán, p. 236
4 Las actividades en el futuro	<ul style="list-style-type: none"> describe a visit to Xochimilco use verbs in the future tense to discuss forthcoming events explain an invention 	<ul style="list-style-type: none"> verbs: <i>ayudar</i> (<i>ayudará</i>), <i>escuchar</i> (<i>escucharemos</i>), <i>gustar</i> (<i>gustará</i>), <i>ser</i> (future forms), <i>trabajar</i> (future forms), <i>viajar</i> (<i>viajaré</i>), <i>visitar</i> (<i>visitaré</i>), <i>volar</i> (<i>volará</i>) 	Culture Connections: Xochimilco, p. 241; Las trajineras, p. 242; Nopalitos, p. 244

Writing:
Un invento del futuro

Investiga la cultura:
Volcanes de México

Unit 8 · Ecuador · Nuestras celebraciones

Themes	Language Functions	Structures	Culture
1 Los días festivos	<ul style="list-style-type: none"> describe how national holidays are celebrated compare and contrast carnival celebrations 	<ul style="list-style-type: none"> verbs: <i>festejar</i> (<i>festejamos</i>) 	Culture Connections: Independence Square Monument, p. 251; Antonio José de Sucre, p. 252; Traditional Music in Ecuador, p. 254
2 Las fiestas populares	<ul style="list-style-type: none"> express preferences about celebrating holidays describe traditional festivals of Ecuador explain what the equator is 	<ul style="list-style-type: none"> Dar gracias por... Es una fiesta para... Me gusta celebrar... 	Culture Connections: Festival of the Sun, p. 260; The Yamor Festival, p. 262
3 Las celebraciones	<ul style="list-style-type: none"> describe family celebrations describe preparations for family celebrations using the future tense 	<ul style="list-style-type: none"> ¡Quiero celebrar...! Yo compraré... 	Culture Connections: Quito's Cable Car, p. 268; Otavalo, p. 270
4 Las tradiciones	<ul style="list-style-type: none"> discuss New Year's celebrations identify, describe, and express preferences about traditions talk about traditional foods using verbs in the present, the past, and the future 	<ul style="list-style-type: none"> verbs: <i>bailar, celebrar, comer, comprar, construir</i> (<i>construyen</i>), <i>destruir</i>, <i>destruyen</i>, <i>escuchar, invitar, preparar, ser, tocar, viajar</i> 	Culture Connections: Festival of the Innocents, p. 275; New Year's Traditions, p. 276; Ceviche, p. 278

Writing:
Mi celebración favorita

Investiga la cultura:
El Año Viejo