

SCOPE & SEQUENCE

L	Learning Objectives	Vocabulary	Structures	Culture	Reading/Writing
Capítulo 1: Hola, ¿qué tal? p. 2					
	<p>1.1 Meet and greet others 1.2 Talk about yourself and others 1.3 Discuss the advantages of being bilingual, and learn about an alternative hip-hop group from Puerto Rico 1.4 Describe your classroom, and respond to classroom instructions 1.5 Identify and describe people, places, and things, including dates 1.6 Use visuals to aid comprehension 1.7 Recognize the expanse of the Hispanic world 1.8 Identify cognates to understand text 1.9 Move from phrases to sentences</p>	<p>Saludos y despedidas p. 4 (1.1) <i>Letras y sonidos</i>: Spanish vowels p. 6 En la clase p. 18 (1.4)</p>	<p>- The Spanish alphabet p. 8 (1.2) - The numbers 0–100 p. 10 (1.2) - Subject pronouns and the present tense of ser p. 12 (1.2) - Days of the week; months of the year; seasons p. 21 (1.5) - Nouns and articles p. 25 (1.5) - Adjective forms, position, and agreement p. 28 (1.5)</p>	<p><i>Perfiles</i> Mi experiencia: Soy bilingüe p. 16 Mi música: “Latinoamérica” (Calle 13, Puerto Rico) p. 17 (1.3) Mi arte: “La Gran Ñusta Mamá Occollo” (Anonymous) <i>LingroHub</i> <i>Club cultura</i> Explora el mundo hispano p. 31 (1.6) <i>Panoramas (1.6)</i> La diversidad del mundo hispano p. 32 (1.7)</p>	<p><i>Páginas</i> Versos sencillos, “XXXIX” (José Martí, Cuba) p. 34 (1.8) <i>Taller</i> Tu perfil p. 36 (1.9)</p>
Capítulo 2: ¿De dónde eres? p. 38					
	<p>2.1 Describe yourself and others 2.2 Ask and respond to questions about people, places, and things 2.3 Identify how names reflect a person’s heritage, and learn about an alternative rock musician from Spain 2.4 Discuss activities you do and like to do 2.5 Talk about your activities and obligations 2.6 Anticipate content 2.7 Identify and research some important cultural aspects of Spain 2.8 Identify opinions 2.9 Plan for an interview</p>	<p>Las descripciones y las nacionalidades p. 40 (2.1) ¿Qué haces? ¿Qué te gusta hacer? p. 58 (2.4) <i>Letras y sonidos</i>: More on vowels in Spanish p. 59</p>	<p>- The present tense of estar 2.2 p. 45 - Telling time p. 47 (2.2) - Formation of yes/no questions and negation p. 51 (2.2) - Interrogative words p. 52 (2.2) - The present tense of regular -ar verbs p. 62 (2.5) - The present tense of regular -er and -ir verbs p. 64 (2.5) - The present tense of tener p. 67 (2.5)</p>	<p><i>Perfiles</i> Mi experiencia: Nombres y apellidos p. 56 (2.3) Mi música: “K.I.E.R.E.M.E.” (Bebe, España) p. 57 (2.3) Mi arte: “Don Quijote” (Pablo Picasso) <i>LingroHub</i> <i>Club cultura</i> En la Universidad Complutense p. 69 (2.6) <i>Panoramas</i> Descubre España p. 70 (2.7)</p>	<p><i>Páginas</i> La corrida de toros: ¿Cultura o tortura? p. 72 (2.8) <i>Taller</i> Una entrevista 2.9 p. 74 (2.9)</p>
Capítulo 3: ¿Qué estudias? p. 76					
	<p>3.1 Exchange information about classes and schedules 3.2 Talk about dates, possessions, obligations, and physical and mental states 3.3 Compare and contrast the UNAM with your school, and learn about an alternative rock band from Mexico 3.4 Talk about places and give directions on your university campus 3.5 Make plans to do something, and describe traits and states of being 3.6 Compile information from several sources 3.7 Identify and research some important cultural aspects of Mexico 3.8 Scan text for information 3.9 Outline your thoughts before writing</p>	<p>Las materias académicas y la vida estudiantil p. 78 (3.1) Los edificios de la universidad p. 92 (3.1) <i>Letras y sonidos</i>: Syllabification p. 93</p>	<p>- The numbers 101–3,000,000 p. 81 (3.2) - Possessive adjectives p. 83 (3.2) - Other expressions with tener p. 86 (3.2) - The present tense of ir and hacer p. 95 (3.5) - Summary of uses of ser and estar p. 97 (3.5)</p>	<p><i>Perfiles</i> Mi experiencia: Mi universidad: La UNAM p. 90 (3.3) Mi música: “Eres” (Café Tacvba, México) p. 91 (3.3) Mi arte: “Dualidad” (Rufino Tamayo) <i>LingroHub</i> <i>Club cultura</i> Vida universitaria p. 101 (3.6) <i>Panoramas</i> ¡México fascinante! p. 102 (3.7)</p>	<p><i>Páginas</i> El Museo de Antropología de México p. 104 (3.8) <i>Taller</i> Tu universidad 3.9 p. 106 (3.9)</p>

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Capítulo 4: ¿Cómo es tu familia? p. 108					
	<p>4.1 Talk about family 4.2 Express preferences and plan family activities 4.3 Compare families, and learn about a pop fusion musician from Honduras 4.4 Extend and respond to invitations 4.5 Point out people and things, make plans, and discuss what and whom you know 4.6 Watch for the main idea 4.7 Identify and research some important cultural aspects of Guatemala, El Salvador, and Honduras 4.8 Skim for the main idea 4.9 Use appropriate conventions in informal writing</p>	<p>Miembros de la familia p. 110 (4.1) El ocio p. 126 (4.4) <i>Letras y sonidos:</i> Word stress and written accent marks in Spanish p. 128</p>	<p>- The present tense of stem-changing verbs: e → ie, o → ue, e → i p. 114 (4.2) - Direct objects, the personal a, and direct object pronouns p. 119 (4.2) - Demonstrative adjectives and pronouns p. 130 (4.5) - The present tense of poner, salir, and traer p. 132 (4.5) - Saber and conocer p. 135 (4.5)</p>	<p><i>Perfiles</i> Mi experiencia: La familia hispana ¿típica? p. 124 (4.3) Mi música: “El encarguito” (Guillermo Anderson, Honduras) p. 125 (4.3) Mi arte: “Domingo en La Palma” (Fernando Llort) <i>LingroHub</i></p> <p><i>Club cultura</i> Guatemala: Los mayas p. 139 (4.6)</p> <p><i>Panoramas</i> En tierras de los mayas: Guatemala, El Salvador, Honduras p. 140 (4.7)</p>	<p><i>Páginas</i> Sobreviviendo Guazapa, CineNuevo p. 142 (4.8)</p> <p><i>Taller</i> Una invitación p. 144 (4.9)</p>
Capítulo 5: ¿Cómo pasas el día? p. 146					
	<p>5.1 Talk about personal care items and routines 5.2 Describe your daily routine and feelings, and make comparisons 5.3 Compare opinions about ecotourism, and learn about a ska-rock fusion band from Panama 5.4 Talk about the home and household chores 5.5 Describe superlative qualities and actions in progress 5.6 Ask and answer questions to clarify information 5.7 Identify and research some important cultural aspects of Costa Rica, Nicaragua, and Panama 5.8 Trigger background knowledge to understand text 5.9 Know your audience</p>	<p>Las actividades diarias p. 148 (5.1) Los quehaceres domésticos p. 164 (5.4) <i>Letras y sonidos:</i> The consonant h and the sequence ch in Spanish p. 165</p>	<p>- Reflexive constructions: Pronouns and verbs p. 152 (5.2) - Comparisons of equality and inequality p. 156 (5.2) - The superlative p. 168 (5.5) - The present progressive p. 170 (5.5)</p>	<p><i>Perfiles</i> Mi experiencia: Eco voluntariado en Costa Rica p. 162 (5.3) Mi música: “Everybody” (Los Rabanes, Panamá) p. 163 (5.3) Mi arte: “Mola de un búho” (Mujer guna anónima) <i>LingroHub</i></p> <p><i>Club cultura</i> Panamá: Los emberá p. 173 (5.6)</p> <p><i>Panoramas</i> Costa Rica, Nicaragua y Panamá: Destinos emergentes de América Central p. 174 (5.7)</p>	<p><i>Páginas</i> Costa Rica: Más feliz que Estados Unidos p. 176 (5.8)</p> <p><i>Taller</i> Un anuncio de venta p. 178 (5.9)</p>

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Capítulo 6: ¿Cómo pasas el día? p. 146					
	<p>6.1 Discuss foods and order meals</p> <p>6.2 Convey who benefits from an action, and express preferences</p> <p>6.3 Learn about sustainable desert agriculture and a popular Chilean hip-hop artist</p> <p>6.4 Discuss cooking and recipes</p> <p>6.5 Talk about events in the past, and how long ago an event happened</p> <p>6.6 Watch and listen for specific information</p> <p>6.7 Identify and research some important cultural aspects of Chile</p> <p>6.8 Use genre and format to anticipate content</p> <p>6.9 Add supporting details</p>	<p>Las comidas y las bebidas p. 182 (6.1)</p> <p>En la cocina p. 196 (6.4) <i>Letras y sonidos:</i> The sequences s, z, ce, ci in Spanish p. 197</p>	<p>- Indirect objects, indirect object pronouns, and the verbs decir and dar p. 186 (6.2)</p> <p>- Gustar and similar verbs p. 190 (6.2)</p> <p>- The preterit of regular verbs and hacer in time expressions in the past p. 200 (6.5)</p> <p>- Preterit verbs with a vowel or consonant change p. 204 (6.5)</p>	<p><i>Perfiles</i> Mi experiencia: La agricultura sostenible en el desierto 6.3 p. 194 Mi música: “Sacar la voz” (Ana Tijoux, Chile) p. 195 (6.3) Mi arte: “Palafitos de Chiloé” (Jorge Gonzalo Fernández) <i>LingroHub</i></p> <p><i>Club cultura</i> Chile: Una tierra muy fértil p. 207 (6.6)</p> <p><i>Panoramas</i> Chile: Un país de contrastes p. 208 (6.7)</p>	<p><i>Páginas</i> ¿Importa lo que comes? p. 210 (6.8)</p> <p><i>Taller</i> Una reseña 6.9 p. 212 (6.9)</p>
Capítulo 7: ¡A divertirnos! p. 214					
	<p>7.1 Talk about your free time, and make plans to do something</p> <p>7.2 Report past activities, indefinite things, and contrasting ideas</p> <p>7.3 Read about Wi-Fi parks in Cuba and a world-famous Dominican artist</p> <p>7.4 Discuss sports you watch and those in which you participate</p> <p>7.5 Talk about other activities in the past, and take shortcuts in conversation</p> <p>7.6 Listen and watch for purpose</p> <p>7.7 Identify and research some important cultural aspects of Cuba, Puerto Rico, and the Dominican Republic</p> <p>7.8 Deal with unknown words</p> <p>7.9 Use transitional expressions</p>	<p>El tiempo libre p. 216 (7.1)</p> <p>Los deportes y las actividades deportivas p. 230 (7.4) <i>Letras y sonidos:</i> The sequences ca, co, cu, que, qui, and k in Spanish p. 231</p>	<p>- Irregular and strong preterit verbs p. 220 (7.2)</p> <p>- Indefinite and negative expressions p. 223 (7.2)</p> <p>- Pero or sino (que) p. 226 (7.2)</p> <p>- More strong preterit verbs p. 234 (7.5)</p> <p>- Double object pronouns p. 237 (7.5)</p>	<p><i>Perfiles</i> Mi experiencia: Los parques de wifi en Cuba p. 228 (7.3) Mi música: “Frío, Frío” (Juan Luis Guerra, la República Dominicana) p. 229 (7.3) Mi arte: “Juan, no le hagas cosquillas a Pedro” (Ramón Oviedo) <i>LingroHub</i></p> <p><i>Club cultura</i> Cuba: La influencia africana p. 241 (7.6)</p> <p><i>Panoramas</i> Joyas del Caribe: Cuba, Puerto Rico y la República Dominicana p. 242 (7.7)</p>	<p><i>Páginas</i> El sueño de las Grandes Ligas p. 244 (7.8)</p> <p><i>Taller</i> Un anuncio publicitario p. 246 (7.9)</p>

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Capítulo 8: ¿En qué puedo servirle? p. 248					
	<p>8.1 Talk about clothes and shopping at a department store</p> <p>8.2 Describe and narrate in the past, and put things in order</p> <p>8.3 Learn about shopping in Peru and traditional Andean music</p> <p>8.4 Shop for personal care products and jewelry</p> <p>8.5 Narrate in the past, and talk about what people say and believe</p> <p>8.6 Use images to support narration</p> <p>8.7 Identify and research some important cultural aspects of Peru and Ecuador</p> <p>8.8 Step into a character</p> <p>8.9 Use conventions of storytelling</p>	<p>Las compras y la ropa p. 250 (8.1)</p> <p>Tiendas y productos personales p. 262 (8.4)</p> <p><i>Letras y sonidos:</i> The sequences j, ge, gi, and x p. 263</p>	<p>- The imperfect of regular and irregular verbs p. 254 (8.2)</p> <p>- Ordinal numbers p. 258 (8.2)</p> <p>- Preterit versus imperfect p. 267 (8.5)</p> <p>- Impersonal and passive se p. 271 (8.5)</p>	<p><i>Perfiles</i></p> <p>Mi experiencia: De compras en Perú p. 260 (8.3)</p> <p>Mi música: "Compañera" (Yawar, Perú) p. 261 (8.3)</p> <p>Mi arte: "Mercado andino" (Freddy Toledo) <i>LingroHub</i></p> <p><i>Club cultura</i></p> <p>Machu Picchu, la ciudad perdida de los incas p. 275 (8.6)</p> <p><i>Panoramas</i></p> <p>El imperio inca: Perú y Ecuador p. 276 (8.7)</p>	<p><i>Páginas</i></p> <p>"Los rivales y el juez" (Ciro Alegría, Perú) p. 278 (8.8)</p> <p><i>Taller</i></p> <p>Una fábula p. 280 (8.9)</p>
Capítulo 9: Vamos de viaje p. 282					
	<p>9.1 Make travel arrangements</p> <p>9.2 Give reasons and purpose, and describe actions and conditions</p> <p>9.3 Learn about adventure travel in Venezuela, and hear a renowned Colombian musician</p> <p>9.4 Describe travel and vacation experiences</p> <p>9.5 Try to influence others, and give advice</p> <p>9.6 Summarize what you have seen</p> <p>9.7 Identify and research some important cultural aspects of Colombia and Venezuela</p> <p>9.8 Read for purpose</p> <p>9.9 Give advice</p>	<p>En el aeropuerto p. 284 (9.1)</p> <p>Los viajes p. 298 (9.4)</p> <p><i>Letras y sonidos:</i> The letter g in sequences other than ge and gi in Spanish p. 299</p>	<p>- Por or para p. 289 (9.2)</p> <p>- Adverbs ending in -mente p. 293 (9.2)</p> <p>- Introduction to the Spanish subjunctive p. 302 (9.5)</p> <p>- The subjunctive to express influence p. 306 (9.5)</p>	<p><i>Perfiles</i></p> <p>Mi experiencia: Auyantepuy: Un viaje de aventura p. 296 (9.3)</p> <p>Mi música: "Juntos" (Juanes, Colombia) p. 297 (9.3)</p> <p>Mi arte: "Los ricos" (Fernando Botero) <i>LingroHub</i></p> <p><i>Club cultura</i></p> <p>El paraíso venezolano p. 311 (9.6)</p> <p><i>Panoramas</i></p> <p>Riquezas naturales e históricas: Colombia y Venezuela p. 312 (9.7)</p>	<p><i>Páginas</i></p> <p>Viajes aventura, un sitio turístico p. 314 (9.8)</p> <p><i>Taller</i></p> <p>Conoce mi universidad p. 316 (9.9)</p>

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Structures

Culture

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Capítulo 10: ¡Tu salud es lo primero! p. 318

- 10.1** Discuss health-related issues
- 10.2** Give and follow instructions from an acquaintance, and express feelings about future situations
- 10.3** Learn about traditional medicine and an influential Bolivian pop rock band
- 10.4** Talk about how to stay healthy and fit
- 10.5** Express beliefs and doubts about future situations
- 10.6** Plan for the viewing/listening task
- 10.7** Identify and research some important cultural aspects of Bolivia and Paraguay
- 10.8** Identify the main characteristics in a story
- 10.9** Create an idea web

Las partes del cuerpo humano p. 320 **(10.1)**

Los alimentos p. 332 **(10.4)**
Letras y sonidos: The consonants r and rr p. 333

- Formal commands p. 324 **(10.2)**
- The subjunctive to express feelings and emotions p. 327 **(10.2)**
- The subjunctive to express doubt and denial p. 337 **(10.5)**

Perfiles
Mi experiencia: La medicina tradicional en Bolivia p. 330 **(10.3)**
Mi música: "La ciudad que habita en mí" (Octavia, Bolivia) p. 331 **(10.3)**
Mi arte: "El juicio final" (Anónimo) *LingroHub*

Club cultura
La medicina tradicional y la medicina moderna en Bolivia p. 341 **(10.6)**

Panoramas
Bolivia y Paraguay: Riquezas por descubrir p. 342 **(10.7)**

Páginas
"La azucena del bosque" (Mito guaraní) p. 344 **(10.8)**

Taller
Un artículo sobre la salud p. 346 **(10.9)**

Capítulo 11: ¿Para qué profesión te preparas? p. 348

- 11.1** Discuss professions and job qualifications
- 11.2** Give and follow instructions from a friend, and communicate future plans
- 11.3** Learn about job hunting in a hard economy and an award-winning Uruguayan musician
- 11.4** Discuss job hunting, and interview for a position
- 11.5** Describe people and things that do or do not exist
- 11.6** Put yourself into the scene
- 11.7** Identify and research some important cultural aspects of Argentina and Uruguay
- 11.8** Use illustrations to aid comprehension
- 11.9** Write an outline

El mundo del trabajo p. 350 **(11.1)**

La búsqueda de empleo p. 364 **(11.4)**
Letras y sonidos: The consonants b and v p. 365

- Tú commands p. 354 **(11.2)**
- The subjunctive and the indicative with adverbial conjunctions p. 357 **(11.2)**
- The subjunctive with indefinite people and things p. 368 **(11.5)**

Perfiles
Mi experiencia: Los empleos y las recomendaciones p. 362 **(11.3)**
Mi música: "Todo se transforma" (Jorge Drexler, Uruguay) p. 363 **(11.3)**
Mi arte: "Sin título" (Florencio Molina Campos) *LingroHub*

Club cultura
Introducción a Uruguay p. 373 **(11.6)**

Panoramas
El virreinato del Río de la Plata: Argentina y Uruguay p. 374 **(11.7)**

Páginas
¿Qué tipo de jefe tienes tú? p. 376 **(11.8)**

Taller
Una carta formal p. 378 **(11.9)**

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Capítulo 12: ¡El futuro es tuyo! p. 380 ¿Cómo era ese lugar?					
	<p>12.1 Discuss technology and ways to communicate</p> <p>12.2 Describe people and things, and discuss what has happened</p> <p>12.3 Learn about gaming and a popular Mexican American pop rock artist</p> <p>12.4 Discuss environmental challenges</p> <p>12.5 Discuss future and contingent actions, and speculate on events</p> <p>12.6 Gather information</p> <p>12.7 Identify and research some important Hispanic Americans</p> <p>12.8 Look for the main idea and supporting evidence</p> <p>12.9 State the main idea and add supporting evidence</p>	<p>La tecnología p. 382 (12.1)</p> <p>El medio ambiente p. 394 (12.4) <i>Letras y sonidos:</i> The consonants t and d p. 395</p>	<p>- The past participle p. 386 (12.2)</p> <p>- The present perfect indicative p. 388 (12.2)</p> <p>- The future tense p. 398 (12.5)</p> <p>- The conditional tense p. 401 (12.5)</p>	<p><i>Perfiles</i></p> <p>Mi experiencia: La tecnología y el futuro p. 392 (12.3)</p> <p>Mi música: "Ese camino" (Julieta Venegas, México/EE. UU.) p. 393 (12.3)</p> <p>Mi arte: "Humanscape 65" (Melesio Casas) <i>LingroHub</i></p> <p><i>Club cultura</i></p> <p>EE. UU.: Los medios de comunicación en español p. 405 (12.6)</p> <p><i>Panoramas</i></p> <p>Los hispanos en Estados Unidos p. 406 (12.7)</p>	<p><i>Páginas</i></p> <p>El cambio climático es en serio para la comunidad latina p. 408 (12.8)</p> <p><i>Taller</i></p> <p>Un artículo serio p. 410 (12.9)</p>
Capítulo 13: ¿Oíste las noticias? p. 412					
	<p>13.1 Discuss print and electronic media</p> <p>13.2 Express uncertainty in the past; emphasize possession and avoid repetition</p> <p>13.3 Learn about a symbol of press freedom in Spain and a popular rumba flamenco band</p> <p>13.4 Discuss popular media: television, movies, and other entertainment</p> <p>13.5 Hypothesize about what you and others will or would do</p> <p>13.6 First identify topics, then summarize main ideas</p> <p>13.7 Identify and research key elements of Spain's cultural heritage</p> <p>13.8 Evaluate what you read</p> <p>13.9 Express and support an opinion</p>	<p>Los medios de comunicación p. 414 (13.1)</p> <p>El cine, el teatro y la televisión p. 428 (13.4) <i>Letras y sonidos:</i> The consonants y, l, and the sequence ll p. 429</p>	<p>- The imperfect subjunctive p. 418 (13.2)</p> <p>- Long-form possessive adjectives and pronouns p. 422 (13.2)</p> <p>- Si clauses p. 432 (13.5)</p>	<p><i>Perfiles</i></p> <p>Mi experiencia: El País, voz de la democracia p. 426 (13.3)</p> <p>Mi música: "Baila me" (Gipsy Kings, España) p. 427 (13.3)</p> <p>Mi arte: "La Alhambra" (Granada, España) <i>LingroHub</i></p> <p><i>Club cultura</i></p> <p>San Sebastián y el Festival Internacional del Cine p. 437 (13.6)</p> <p><i>Panoramas</i></p> <p>La herencia cultural de España p. 438 (13.7)</p>	<p><i>Páginas</i></p> <p>La diversidad en el cine, el teatro y la televisión (Erasmus Santiago del Toboso, España) p. 440 (13.8)</p> <p><i>Taller</i></p> <p>Una carta al director p. 442 (13.9)</p>

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Capítulo 14: ¡Seamos cultos! p. 444

	<p>14.1 Discuss music and dance</p> <p>14.2 Report how long something has been going on, and convince others to join you to do something</p> <p>14.3 Discuss types of dance, and learn about an eclectic Colombian band</p> <p>14.4 Talk about fashion</p> <p>14.5 Talk about what had happened before another past action or event</p> <p>14.6 Create an idea chart</p> <p>14.7 Identify and research some modern art in the Spanish-speaking world</p> <p>14.8 Draw a mental picture while you read</p> <p>14.9 Use words to paint a picture</p>	<p>La música y el baile p. 446 (14.1)</p> <p>La moda p. 458 (14.4)</p> <p><i>Letras y sonidos:</i> The consonants m, n, and ñ p. 459</p>	<p>- Hacer in time expressions p. 450 (14.2)</p> <p>- Nosotros commands p. 453 (14.2)</p> <p>- The pluperfect indicative p. 462 (14.5)</p>	<p><i>Perfiles</i></p> <p>Mi experiencia: ¿Baile o ballet? ¡Esa es la cuestión! p. 456 (14.3)</p> <p>Mi música: “Suñ romaticón” (Monsieur Periné, Colombia) p. 457 (14.3)</p> <p>Mi arte: “Deux figures” (Wifredo Lam) <i>LingroHub</i></p> <p><i>Club cultura</i></p> <p>Arte moderno en Quito p. 465 (14.6)</p> <p><i>Panoramas</i></p> <p>El arte moderno hispano p. 466 (14.7)</p>	<p><i>Páginas</i></p> <p>“La música” (Eduardo Galeano, Uruguay) p. 468 (14.8)</p> <p><i>Taller</i></p> <p>Pintar un personaje con palabras p. 470 (14.9)</p>
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Capítulo 15: ¿Te gusta la política? p. 472

	<p>15.1 Discuss world problems and possible solutions</p> <p>15.2 Provide additional information about ideas, events, and situations</p> <p>15.3 Discuss politics, and learn about a popular border band</p> <p>15.4 Express political points of view, and identify types of government</p> <p>15.5 Talk about unexpected events, and make excuses</p> <p>15.6 Monitor your viewing strategies</p> <p>15.7 Identify and research indigenous heritage in Hispano-American culture</p> <p>15.8 Divide the task into chunks</p> <p>15.9 Use dictionaries wisely</p>	<p>Las crisis políticas y económicas p. 474 (15.1)</p> <p>Cargos políticos y tipos de gobierno p. 482 (15.4)</p> <p><i>Letras y sonidos:</i> Linking and rhythm p. 483</p>	<p>- The relative pronouns que, quien, and lo que p. 477 (15.2)</p> <p>- Se for unplanned occurrences p. 485 (15.5)</p>	<p><i>Perfiles</i></p> <p>Mi experiencia: La política y los hispanos p. 480 (15.3)</p> <p>Mi música: “De paisano a paisano” (Los Tigres del Norte, México/EE. UU.) p. 481 (15.3)</p> <p>Mi arte: “Códice Fejérváry-Mayer” (Origen azteca) <i>LingroHub</i></p> <p><i>Club cultura</i></p> <p>Civilizaciones antiguas de Bolivia p. 489 (15.6)</p> <p><i>Panoramas</i></p> <p>La herencia indígena p. 490 (15.7)</p>	<p><i>Páginas</i></p> <p>“En solidaridad” (fragmento) (Francisco Jiménez, México/EE. UU.) p. 492 (15.8)</p> <p><i>Taller</i></p> <p>Un recuerdo p. 496 (15.9)</p>
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Appendix 1 *Estudiante B A-1*

Appendix 2 Verb Charts A-19

Appendix 3 Spanish-English Vocabulary A-27

Appendix 4 English-Spanish Vocabulary A-53

Credits C-1 20

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