

Summer 2005

Second Language Acquisition through Reading, Comprehensible Input, Limited Grammar, and Cultural Study: A Handbook for the Secondary Language Teacher

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ABSTRACT

SECOND LANGUAGE ACQUISITION THROUGH READING, COMPREHENSIBLE INPUT, LIMITED GRAMMAR, AND CULTURAL STUDY: A HANDBOOK FOR THE SECONDARY LANGUAGE TEACHER

By

Judith A. Willis Nicolai

June 2005

Second language practitioners share the goal that their students reach communicative competence in the target language. Recent research findings regarding learning, however, have spawned a debate that has driven teachers to rethink the efficacy of the traditional practice of direct instruction of language usage. The Standards for Foreign Language Learning, as well as research that examines second language acquisition, support content-based instructional strategies that employ sustained language use, cultural infusion, and contextual grammar instruction in a constructivist classroom. This project reviews that research, then synthesizes and applies the findings of the research through the development of units that implement strategies that include storytelling, reading, scenarios, music, art, and video.

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Chapter 1: Introduction

Overview

The field of second/foreign language teaching is constantly evolving. Foreign language teachers are part of an ongoing dialogue and exploration of what works best in the classroom.

This project is a synthesis of current practices shown to maximize language and cultural learning through the use of content-based instructional methods, defined by Haley and Austin (2004) as “the concurrent study of language and subject matter” (p.28).

Activities in this project have been designed to allow a secondary Spanish teacher to teach the Spanish language and Hispanic culture in context while remaining in the target language for large segments of class time. Research indicates the more students hear and understand the target language (comprehensible input), the more completely the language will be reinforced and the greater possibility the students will retain learned information (Krashen & Terrell, 1983).

Purpose

The purpose of this project is to provide second language teachers with information on content-based instructional methods that incorporate cultural study along with contextual Spanish language input. Aside from contextual instruction, a major benefit to implementing content-based teaching methods is the opportunity to maximize the actual use of the second language in the classroom.

Since the late 1970's, focus has turned from grammar-translation and drill methods toward more communicative methods of language learning. Communicative methods have progressed from a behaviorist philosophy which promoted communication based on simple question/answer activities to a constructivist philosophy which promoted the teacher as a

resource person who works to design activities in which the students co-facilitate their learning. This project will provide activities that lead students to grade appropriate levels of communicative competence.

Communicative competence can be aided by the use of the L2 in meaningful chunks. Di Pietro (1987) states, "The belief remains strong that the target language should be used as much as possible right from the first day" (p.39). When the teacher uses the L2 in comprehensible ways for extended amounts of time, the students gain valuable lessons in understanding the language in meaning-based, fluent ways. According to Contee Seely (1997), "The number one interest of almost every student is to be able to speak and understand. Learning *about* the language is, at best, a peripheral interest for most" (p.22). In other words, students want to be able to use and understand the language and are less interested in "studying" the language, the grammar or syntax of the language. When students feel successful in using the language and feel safe to make errors, they exhibit increased motivation to learn the language. (Krashen and Terrell, 1983). It is the teacher's task to find that balance between learning the language (use) and learning about the language (usage). In the review of the literature (Chapter 2) this paper will examine research regarding when and how to include grammar instruction in second language study.

The project discusses approaches to second language teaching developed over the past forty years which should aid the reader in understanding the value of content-based activities for teaching a L2. Teaching practices have changed significantly through the years. Chapter 2 will review the literature pertinent to the changes in second language teaching.

The review of the literature in Chapter 2 will establish the value of content-based activities that incorporate storytelling, scenarios, cultural study, and reading can guide students

to successful acquisition of the L2. The supplemental learning materials included in Chapter 4, provide activities for students to review and learn Spanish in cultural context. For a visual layout illustrating the purpose of this project, see the chart on page 5.

Need/Rationale

As a result of funding from President Bush's America 2000 education initiative, Visionary Goals 2000 was completed and adopted in 1994 during the Clinton administration. This important initiative provided for the development of standards for seven challenging core subjects, including foreign language. Due to the funding available and the recognition of foreign language as a challenging core subject, the Standards for Foreign Language Learning (SFLL) was adopted in 1996 to guide second language teachers in curriculum development (Sandrock, 1995). These standards establish clear guidelines by which second language teachers can structure their curricular activities. The standards are based on the five C's: communication, cultures, connections, comparisons, and communities (American Council of Teachers of Foreign Languages, 2005). This project has been designed to meet the standards of the SFLL (see chart p.6).

Traditional methods (grammar-based instructional methods based on worksheets and drill) have been increasingly rejected by leaders in the field of second language acquisition (Haley and Austin, 2004). Current research supports the teaching of second language through the use of content-based instructional methods. Content-based instructional methods allow for meaningful, contextualized second language learning. Central to the benefits of content-based instruction is the opportunity available to second language teachers and students to use the target language fluently in class, not in disconnected parts. All five standards of the SFLL can be

successfully addressed using content-based teaching methods. The activities found in Chapter 4 are evidence of meeting the standards of the SFLL.

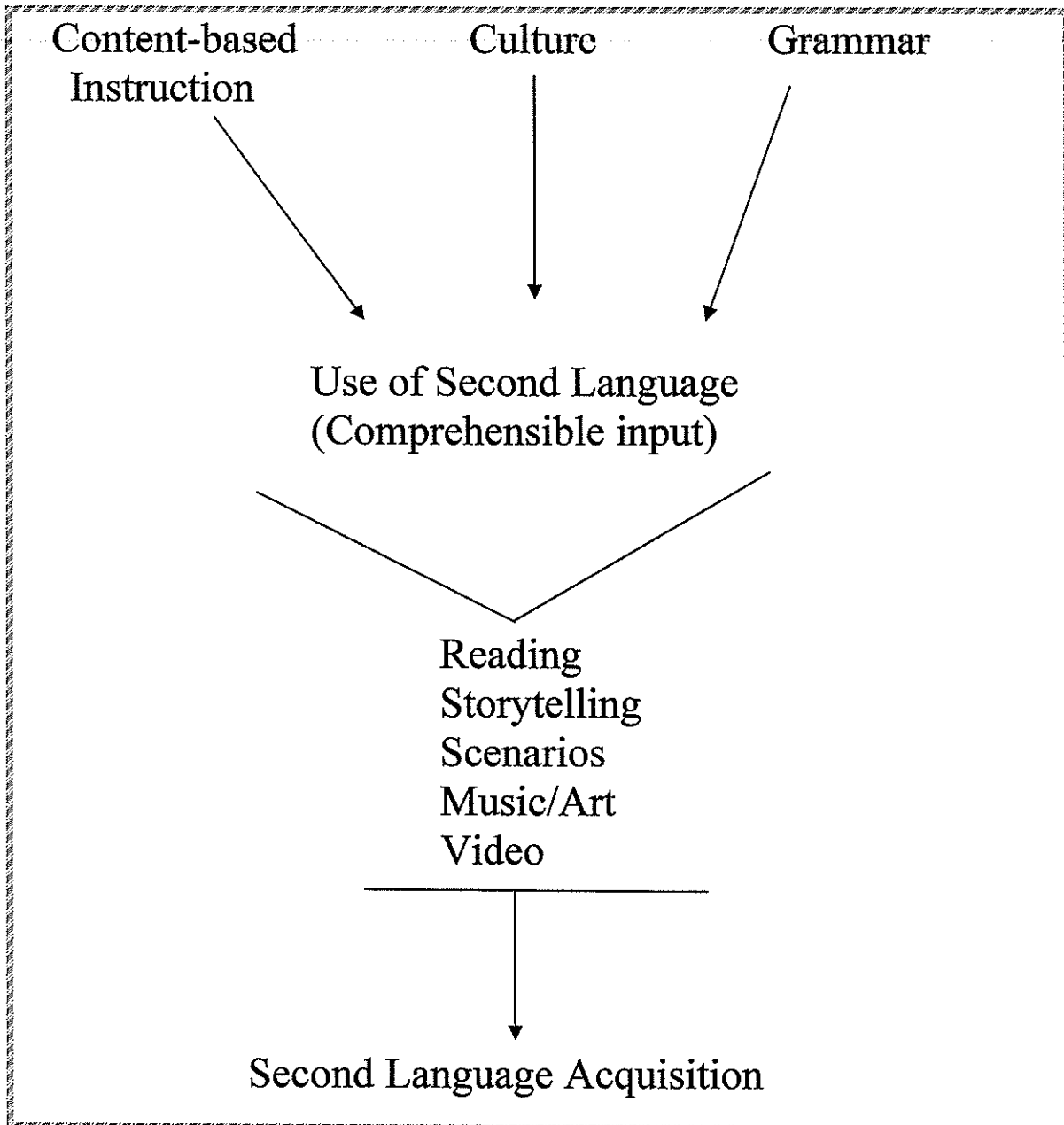
Content-based instruction is not only an excellent conduit for second language learning, but also for the presentation of cultural information, a component of the SFLL. The study of cultures has become a vital ingredient in today's school curriculum. It is impossible to ignore the evidence of our nation's need to understand the many cultural differences within our global community and even within the borders of our own national community (Oakes & Lipton, 1999). Cultural study also offers opportunities to capture the interest and imagination of the students, and thereby increase the students' motivation to learn.

Scope

This handbook should prove valuable for any secondary Spanish teacher looking for supplemental materials involving the teaching of culture and language. The handbook is geared toward the teacher who wants to reinforce communicative competence with the students through reading, writing, speaking, listening, music, video, and other interactive activities. It is hoped that students will be engaged in their learning and motivated by the project's activities to maintain an interest in language learning.

Second Language Acquisition

Instruction occurs through content-based instruction, cultural infusion, and attention to grammar with comprehensible input as the vehicle. These elements can be tapped through reading, storytelling, scenarios, music, art, and video.



Standards for Foreign Language Learning

<p>COMMUNICATION Communicate in Language Other Than English</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>
<p>CULTURES Gain Knowledge and Understanding of Other Cultures</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>
<p>CONNECTIONS Connect with Other Disciplines and Acquire Information</p> <p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>
<p>COMPARISONS Develop Insight into the Nature of Language and Culture</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
<p>COMMUNITIES Participate in Multilingual Communities at Home and Around the World</p> <p>Standard 5.1: Students use the language both within and beyond the school setting Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>

Adapted from chart found at afctl.org, internet cite for American Council on the Teaching of Foreign Language (ACFTL)

Definition of Terms

Audiolingual method (ALM) – places heavy emphasis on spoken rather than written language, stressing habit formation as a mode of learning. (Richard-Amato, 1996, p.11)

Authentic Texts – those written and oral communications produced by members of a language and culture group for members of the same language and culture group. (Galloway, 1998, p. 133)

Communicative Competence – includes grammatical, discourse, sociolinguistic, and strategic competence in the second language. (Brown, 2000, p.247)

Comprehensible input – aural reception of language that is just a little beyond the learner's level. (Haley & Austin, 2004, p.28)

Content-based instruction (CBI) – the concurrent study of language and subject matter. (Haley & Austin, 2004, p.28)

Grammatical Competence – includes knowledge of lexicon or vocabulary, which is also essential to the reading process. Reading also demands mastery of mechanics, such as the alphabet and the punctuation of the language. (Scarcella & Oxford, 1992, p. 93)

L1 – native language of speaker, the speaker's first language (Ellis, 1994, p.1)

L2 – second language of student, not the student's native language (Ellis, 1994, p.1)

Retelling – assessment method in which student reads or listens to a text and then gives an oral summary of its contents to demonstrate comprehension. (Haley & Austin, 2004, p.148)

SLA – second language acquisition (Ellis, 1994, p.1)

Syntax – the study of the rules in which words or other elements of sentence structure are combined to form grammatical sentences. (Haley & Austin, 2004, p.28)

Target language – the specific language that is taught in the classroom

Total Physical Response (TPR) – based on the theory that second language acquisition is similar to a child’s first language acquisition. Involves having students listen to a command and immediately respond with the appropriate physical action. (Haley & Austin, 2004, p.79)

Total physical response storytelling (TPRS) – uses storytelling to utilize and expand acquired vocabulary through stories that students can hear, see, act out, retell, revise and rewrite. (Haley & Austin, 2004, p.79)

Chapter 2: Review of the literature

Language Acquisition – History and Trends

Traditionally foreign language teaching entailed teacher as the expert, the central figure in the classroom who was the transmitter of knowledge to the passive, waiting, receptive students. The Audio-Lingual Method (a teacher-centered approach) reigned in foreign language classes during the 1960s and into the 1970s. The teacher assumed the role of drill leader. Students were asked to complete oral and workbook assignments that relied on substitution drills or verb tense drills. A substitution drill would look something like:

MODEL: I have to study today.

<u>Instructor's prompt</u>	<u>Student's response</u>
1. to work	I have to work today.
2. to travel	I have to travel today.
3. to read	I have to read today.

The ALM instructor did not elicit any response other than the correct substitution option provided on a worksheet. Speaking took place through practiced dialogues that had little relevance to, or meaning for students. Meaningful communication was not the objective. The objective was mastering the correct pattern. ALM was based on the psychology of behaviorism, which posited that language learning was a matter of habit formation. (Lee & VanPatten, 1995)

It would be unwise to think there is one method or approach for teaching a second language. Research identifies many sound pedagogic practices within the profession and all can have applications that can be used in developing competence in a second language. Shrum and Glisan (2000) echo this statement: "... the language profession needs an openness to new ideas, research findings, and an ever expanding repertoire of practices that evolve as we discover more

about teaching and learning foreign languages in today's classrooms" (p.xi). As we learn more about what research supports in regard to achieving communicative competence, educators must remain open to adapting classroom practices to reflect new findings.

Michael Canale and Merrill Swain (1980) contend that communicative competence goes beyond achieving competency in the structure of a language. Communicative competency, they argue, also includes the sociolinguistic components of a language. Haley and Austin (2004) explain,

Communicative competence, which includes grammatical, sociolinguistics, discourse, and strategic competence, means that students are expected to demonstrate their knowledge about the rules of language, social norms for language use through performing communicative acts, and to use strategies for developing and maintaining conversations or written discourse. Errors are not only allowed but viewed as evidence of active learning. (p.13)

The movement from teacher-centered traditional second language teaching methods toward student-centered communicative approaches is addressed by Shrum and Glisan (2000) in the following statement:

In the past, a traditional classroom with its emphasis on grammatical competence and explicit knowledge of language rules did not provide occasions for learners to "communicate" in the ways communication is currently being defined and understood by psycholinguists, applied linguists, material developers, and the language teaching profession. Unfortunately, many learners who spend years learning the formal properties of language (sound system, verb conjugations, rules of syntax, vocabulary lists, etc.) could not, in the end, exchange information,

express ideas or feelings, construct and control problem solving, or develop and nurture a social relationship in a second language (Adair-Hauk & Cumo-Johanssen, 1997; Barnes, 1992; Hall, 1995, 1999). (p. 147)

Teaching language in meaningful contexts is what Savignon (1983) refers to as “meaning making” (p.249). The goal of any language teaching program, according to Savignon, is the development of learners’ communicative competence, defined as “the expression, interpretation, and negotiation of meaning involving interaction between two or more persons or between one person and a written text or oral text” (p.249). Reaching communicative competence through meaningful context is the ultimate goal of the second language teacher.

Constructivism in relation to the L2 Classroom

Lev Vygotsky (1986) stated, “What the child can do in cooperation today he can do alone tomorrow. Therefore the only good kind of instruction is that which marches ahead of development and leads it” (p.188). Current approaches to second language acquisition reflect adoption of Vygotsky’s constructivist learning theories and distancing from behaviorist learning theories. According to Wind and Putney (2002), the behaviorist approach, which is how language has traditionally been taught, contends that “learning is defined as acquiring facts, skills, and concepts, often through drill and guided practice with discrete elements. In addition, teaching is assumed to cause learning in rather passive students” (p.10). Wind and Putney (2002) further explain,

For Vygotsky, learning is more than just passively receiving information and responding to it; learning includes the ideas generated in the process of dialectical

discovery. In addition, from a Vygotskian perspective, learning and development are inherently tied to the sociocultural context. (p.10)

It is within the sociocultural context that language is applied and it is through language that new learning and insights are gained. For Vygotsky, learning is “social and interactive” (Brown, 2000, p.89). Though Jean Piaget and Lev Vygotsky had differing theoretical premises about how children develop, they concurred that learning should be meaningful and interactive.

According to Wind and Putney (2002),

Jean Piaget (1971) representing the interactionist, developmental, and cognitive perspectives, would say that students need to have an active part in their learning, and they need to interact with each other and with the environment....From a sociohistorical perspective, Lev Vygotsky would say that the acquisition of new concepts is most meaningful to students when they are given an opportunity to construct their own knowledge and to discover things for themselves. This is done as they interact with each other and participate in activities that are of interest to them. (p.20-21)

According to Brown (2000), Piaget and Vygotsky are “names often associated with constructivism” (p.11). Both of these child development specialists laid the foundation for interaction and meaning in a child’s education. In the field of foreign language learning, current linguists have furthered the research that supports the need for meaning and interaction in a language learner’s classroom experience.

Constructivism has been defined by Spivey (1997) as:

an emphasis on active processes of construction (of meaning), attention to texts as a means of gaining insights into those processes, and an interest in the nature of

knowledge and its variations, including the nature of knowledge associated with membership in a particular group. (p.23-24)

Constructivism as defined by Spivey relates to the L2 classroom in that language learning can offer students an opportunity to actively enter another culture's realm by learning its language and its particular world view; that is, the particular world view of a specific Spanish speaking country, for example. In this way students experience the knowledge of language and group membership as Spivey mentions.

Krashen, Terrell, and Vygotsky: Input Hypothesis and the ZPD

Krashen and Terrell (1983) stress the importance of teaching language with heavy emphasis on comprehensible input that "contains structures a little beyond our current level of competence" (p.21). Krashen and Terrell (1983) refer to this as the "comprehensible input hypothesis" and explain,

To state the hypothesis a bit more formally, an acquirer can "move" from a stage i (where i is the acquirer's level of competence) to a stage $i + 1$ (where $i + 1$ is the stage immediately following i along some natural order) by understanding language containing $i + 1$. (p. 32)

As defined by Vygotsky (1978), the zone of proximal development is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with a more capable peer" (p.86). Wind and Putney (2002) explain that Vygotsky visualized the zone of proximal development "as a way of viewing what children are coming to know" (p. 86). Furthermore, Vygotsky "recognized that children were able to solve problems

beyond their actual development level if they were given guidance in the form of prompts or leading questions from someone more advanced” (Wind & Putney, 2002, p. 86).

Krashen and Terrell’s (1983) theories parallel the tenets of Vygotsky’s Zone of Proximal Development (ZPD). The similarities between Krashen and Terrell’s (1983) comprehensible input hypothesis of $i = i+1$ and Vygotsky’s ZPD strengthen the claim that students can be lead to greater knowledge and understanding while building on and incorporating what they already know in meaningful ways.

It is the responsibility of the teacher to determine what constitutes the students’ zone of proximal development, as described by Vygotsky, and what constitutes the i of the input hypothesis, as described by Krashen and Terrell. Once these benchmarks are established and lesson plan material reflects the appropriate level for the students, many avenues exist to build on meaningful language learning in the classroom. By maintaining appropriate comprehensible input ($i+1$) and ZPD levels, a L2 teacher is better able to gear lesson plans for sustained second language use.

Contextual Grammar Instruction

Grammar instruction is vital to any language program; however, that instruction must be thoughtfully infused into practice. Research carried out by Lightbown and Spada (1990) indicates that when instruction involving language form is geared toward improving comprehension and meaning, student language gains are greater than when there is no grammar instruction or when grammar instruction is presented out of context, with no meaning.

As S. Jeffries (1996) stated, “Language is no longer an object to be analyzed. It is a tool to be used in accessing the dynamic richness of human existence” (p.27). If we want students to

be motivated to learn a second language and to view language learning as more than a two year commitment, teachers need to find ways to make language learning appealing. Examination of the research indicates many educational practitioners and researchers have created activities that can be drawn upon to engage students in meaningful ways with second languages. Toth (2004) states,

The issue of how best to facilitate the acquisition of second language (L2) grammar in classroom instruction has been extensively treated in the theoretical and pedagogical literature, but has yet to be conclusively resolved (cf. Doughty & Williams, 1998; Hinkel & Fotos, 2002; Krashen & Terrell, 1983; Robinson, 2001; Rutherford, 1987). Nonetheless, classroom-based research has suggested that the impact of instruction on acquisition is often indirect, and that optimal classroom practices draw learners' attention to grammatical form while also providing opportunities for creative and meaningful target language use (Ellis, 1997; Larsen Freeman & Long, 1991; Norris & Ortega, 2000). Methodologists have argued that the key to achieving this balance is the provision of comprehensible input and the contextualization of L2 grammatical forms within activities designed to reflect authentic communication tasks (e.g., Hall, 2002; Lee & VanPatten, 2003; Omaggio Hadley & Terry, 2000). (p.1)

During the late 1970s, more communicative approaches gained prominence in instructional practice. This resulted in less emphasis on direct grammar instruction. Teaching grammar in context has gained acceptance, though debate continues among second language teachers over how to incorporate effective grammar instruction in the classroom. Chat rooms on the internet for second language teachers often feature lively discussions on when and how to

approach grammar instruction. It is the consensus of many that grammar instruction is best retained when taught in context. Rutherford (1988) suggests that grammar instruction is beneficial because it raises the student's awareness regarding similarities of the L1 and the L2. This awareness that Rutherford refers to, directly targets the goal of comparisons of the SFLL (Standards of Foreign Language Learning). That being said, the question remains: how much grammar instruction is necessary and through what means should it be taught?

Studies have been performed to discern the efficacy of using valuable class time to teach grammar rules. DiPietro (1987) refers to one such study:

The actual contribution grammar makes to the learning of a second language, however, is open to question. According to a study conducted by Seliger (1983), only nine of fifty-five native and second-language respondents were able to provide a rule for how they chose between the two forms "a" and "an" of the indefinite article in English. No relationship was found to exist between these students' ability to state the rule – correctly or incorrectly- and the competence to perform it appropriately. (p.96)

This study appears to support Krashen's (1982) contention that students find most success when they are allowed to "acquire" knowledge of the language rather than "learn" the language. For the purposes of this review, the distinction between "acquire" and "learn" will only be made with reference to Krashen's (1982) work. According to Krashen (1982), the *acquisition* of language is an unconscious act. The student becomes knowledgeable in the language as a result of receiving comprehensible input. *Learning* a language consists of studying a language through emphasis on language rules. Students who "learn" the language often do not become as proficient at the language because they have not internalized the language and must

therefore stop in their mental flow while using the L2 and decide which rule to apply to make the appropriate utterance. He contrasts this with a student who has “acquired” the language unconsciously through comprehensible input and uses the language correctly because it sounds right, much like a child learns to use his first language correctly. Krashen claims that grammatical structures will become internalized when students take part in communicative activities in which they have a need to practice the structures of language. Krashen encourages the teacher to create learning situations in which the students are motivated to put grammatical rules into practice in order to understand and use the L2. (Krashen, 1982)

Content-based instruction as foundation to build language skills

“A child-centered, constructivist curriculum focuses on children’s thinking and learning” (Oakes & Lipton, 1999, p.111). Content-based instruction has at its core the objective to guide students to think and learn within a meaningful context and thus embodies the principles of constructivism. Oakes and Lipton (1999) also stress the importance

to design a curriculum built on problems and experiences that requires students to construct, understand, and use knowledge that is important, challenging, complex, related to real life, and rich in meaning. (p.110)

Though it is not always easy to design a lesson plan using the L2 to discuss problems and experiences in depth, it is possible to approach language learning in ways that make the language relate to the student’s and the world’s real existence. Haley and Austin (2004, p.85) state, “For maximum learning to occur, planning must produce lessons that enable students to make connections between their own knowledge and experiences, and the new information being taught.”

Attending to the issue of meaningful content, Henry Widdowson (1978) states: The language class, then, can relate to the world outside the classroom through history or geography. The content of the classroom should, therefore, be drawn from other school subjects, providing learners with opportunities for meaningful communicative behavior about relevant topics of realistic purposes, for example, to classify, predict, or describe. (p.94)

Language can be taught using content-based methods involving all academic subjects. A unit plan could be based on a region of Mexico and foods from that region. The unit could cover the geography and climate of the region, and recipes could be found that include the foods grown in that region. The students could compare the region of Mexico with the region of the world they live in. During such a unit there would be ample opportunity to point out language usage rules to students, but the rules would all be taught in context. Long (1991) points out that before emphasis on form takes place, students need to make connections between the words they are learning through contextualized language which can be found in sources such as stories, legends, poems, listening selections, cartoons, songs, recipes, etc. Long (1991) contends that there must be an emphasis on meaning-making and sense-making before focus on form can yield lasting effects on second language acquisition.

Content-based instruction provides a hook to catch the students' interest. The wealth of topics available to base language instruction upon should keep a teacher supplied with plenty of possibilities to pique most students' curiosity about the world. This is especially true with a subject like Spanish, where there are so many Spanish speaking countries in the world. As Snow, Met, & Genesee (1992) state, "Content can provide both a motivational and a cognitive basis for

language learning....Content also provides a cognitive basis for language learning in that it provides real meaning that is an inherent feature of naturalistic language learning” (p.28).

Content-based instruction makes review of material from other classes possible. For example, math operations can be reviewed when studying numbers. Geometric shapes can be introduced using formulas from geometry, such as reviewing the diameter of a circle or calculating the area of a triangle. Geography of the world can be reinforced by coupling names of languages in Spanish with the country they represent (example: francés with Francia) and then locating that country with a mapping activity. Even information from Health class can be reviewed by talking about and categorizing (in the L2) healthy foods versus unhealthy foods. The class could study the food pyramid and then come up with a sample diet for a week. The possibilities are extensive. As stated by Snow, Met, & Genesee (1992), “In context-embedded language tasks, support for meaning is readily available through the immediate communicative situation, whether through background knowledge or through visual or other contextual cues” (p.29).

It is also important to note that any content-based instruction should include some material, whether language or content, that the students have been exposed to prior to the lesson. As Bragger and Rice (1998) advise, “There must be familiarity with either the language needed to deal with the content or the content itself” (p.200).

Cultural study through content-based methods

Bring up the topic of “culture” around a group of language teachers and you will hear a collective groan! “It’s all I can do to get the language taught, let alone teach about the culture, too,” is a common reaction. Often, cultural instruction is relegated to the random inserts in

textbooks. Tedic, Walker, Lange, Paige, and Jorstad (1993) assert, "The treatment of culture in classrooms is another example of the view of language as object. Culture is treated as an interesting application, or a pleasant add-on, always secondary to the more important linguistic content" (p.57). Traditional methods of teaching a L2 with grammar-based methods makes culture study difficult because teachers often rely on English to present the cultural information, which takes away from precious class time for L2 study. Through content-based methods, however, the possibilities for cultural exploration and L2 study are magnified beyond what is possible in a traditional classroom setting.

Tedic, Walker, Lange, Paige, and Jorstad (1993) continue:

Second languages and cultures education in the twenty-first century will be faced with the question of whether it will contribute to the development of a multicultural society. We submit that a multicultural education approach to the teaching of second languages and cultures is an imperative....In their adult lives, Americans can anticipate that they will be working side by side with people from other cultures and countries....The diversity we will all experience can be the source of conflict and strife or cooperation and creativity. The multicultural literacy imperative for education is to help Americans manage diversity in positive, constructive ways. (p.69)

Schumann (1978) suggests that "unless second language learners are "driven" to internalize the culture as well, they will not go far in learning the language" (p.78). It is likely that as a student learns about another culture, he or she will be motivated to want to travel to the country of that culture and will have heightened reasons to learn the language and to be attentive in class. The student will see a direct connection between the language and the world. Learning

about other cultures could also encourage students to see that America is but one country in a very diverse world.

Media can be used for cultural and linguistic instruction. Visuals provide excellent ways to share the diverse expression of culture. As Toner (1998) says, "By using visuals from the target culture, the teacher can help students learn that language exists in a cultural context"

(p.244). In practical terms then, when teaching weather, a teacher could find a calendar from the L2 country and use the pictures to help students learn not only weather expressions but also get a glimpse into that country during the different times of the year. The student will take away images of the featured country and gain reinforced understanding of weather expressions.

Culture can be taught through content-based methods including storytelling, scenarios, videos, music, and reading. The community at large can be an excellent resource for authentic cultural information of the L2. There are often native speakers within any given school district who could offer valuable cultural insights to a class of curious language students. Occasionally, a school is fortunate to have a foreign exchange student who can be available to represent his or her country in a very authentic way. Exchange students can make a special impression on the language students because they are peers and can relate as one adolescent to another. The possibilities for tapping into cultural sources are as wide as the imagination.

By relying on content-based language instruction, culture can become a focal point along with the language. Though it is true that in-depth study into a culture is precluded by the limitations of the students' L2 abilities, students still stand to gain valuable appreciation for the diversity within the L2 culture. Imagine a classroom where every day some aspect of the L2 culture is presented in a meaningful context. The students would surely benefit in a lasting way.

Storytelling for maximum comprehensible input

Storytelling is one example of how contextualized language can be used in instructional practice. Pioneered by Blaine Ray (a Spanish teacher), TPRS (Total Physical Response Storytelling) combines James Asher's (1982) TPR (Total Physical Response) method with storytelling. TPR teaches language through associating words with gestures. The teacher introduces vocabulary by demonstrating an action while saying the word and the students mimic the teacher's action or gesture. After a while, the teacher need only say the word or combination of words and the students, who have internalized the vocabulary, complete the expected command. For example, the teacher might tell the students, "Scratch your head, touch your toes, and whistle." The students would then perform the action dictated by the teacher. TPRS extends this method one step further. The students are initially taught the vocabulary through gestures, but soon the teacher and students are putting the words together to create stories. The stories can be acted out by students, or drawn on the board or on paper. During the creation of the story and afterward, while reviewing the story, the teacher asks many questions about the storyline and the characters, and elicits opinions of the students regarding aspects of the story. The purpose is to create and maintain comprehensible input to ensure that students are learning and reviewing the language in context. Ray (2000) suggests that teachers make the stories BEP (Bizarre, Exaggerated, and Personal) to keep the stories humorous and the student interest high. During this activity, grammar is taught as "pop-up grammar". The teacher only takes short periods of time, less than a minute, to quickly explain a grammatical point. For example, when a student asks, "Why are you saying *encontré* instead of *encuentro*?" the teacher would quickly explain, "*Encontré* means *I found* and *encuentro* means *I find*." TPRS supports the claim that language is most successfully internalized through comprehensible input and that students will speak

structurally correct language because the language will sound right to them when they use it (Krashen and Terrell, 1983). Celce-Murcia (1985) supports storytelling as a venue for attention to syntax when she states that, "one of the best times for them (the learners) to attend to form is after comprehension has been achieved and in conjunction with their production of meaningful discourse" (p.301).

Storytelling provides opportunities for contextual grammar instruction. Along with pop-up grammar instruction, a teacher can use the stories to reinforce grammar points. Key to this approach is that communication is the focal point of class time, not grammar instruction. Though grammar instruction is important, it should not dominate language instruction. Shrum and Glisan (2000) state,

"In this way, the story or text highlights the functional significance of the grammatical structure before the learners' attention is focused on form

Learners and teacher should be co-constructors of grammatical explanations.

After learners focus attention on the target form, the teacher assists them in raising their awareness about the target structure and enables them to contrast the structure with what they know about their own language. (p.155)

The essence of constructivism is exemplified in storytelling where students are encouraged to navigate their learning by identifying their instructional needs. The teacher is available with concrete explanations any time the student encounters trouble with comprehension. In this fashion, the teacher and students become partners in the learning process. The teacher is the guide that Vygotsky contends is necessary to get students through the zone of proximal development successfully.

During these opportune grammar moments the teacher would ask questions such as, “What patterns do you notice? What’s different here? How do certain words change as their meanings change?” The learners rely on old information to help them understand the new information. Often the learners ask questions that bring clarity to their confusions. Timing is important. Students learn the necessary information as related to the story they are practicing. If, at the end of the story, the student still fails to understand the grammatical concept, other opportunities will arise when the student will be cognitively ready to internalize the grammar point. With communicative methods like storytelling, grammar points are not visited once and then left behind. Through repeated use of stories throughout the instructional year, the L2 syntax is revisited each day. Reinforcement opportunities for the student to hear and use the language are ongoing. According to Pearson (1989), “A distinguishing theme of a story-based and guided participatory approach to grammar instruction is that learning needs to be integrated, contextualized, and meaning centered” (p. 232). When integrated into meaningful storylines, the function of grammar becomes clear and purposeful.

Storytelling can be followed up with a variety of extension activities. Students can retell the stories to each other, draw the stories, and create new stories. Oller (1983) suggests that the episodic organization found in stories facilitates comprehension and retention. He further explains that comprehension is enhanced and reinforced through recycling the storyline using picture displays, TPR activities, or role-playing scenarios. Reinforcement of the vocabulary and structure provided by the stories can be found in extension activities. Extension activities play an important role in aiding students with reviewing and applying the objectives of the story.

One of the best features regarding methods like storytelling is that such methods provide opportunities to keep the teacher and the students in the L2. Often in L2 classes, English is heard

far and beyond the amount the L2 is heard. With storytelling, the teacher and students rely heavily on the L2 during class time. In a traditional classroom, it is extremely difficult for a teacher to instruct using the L2. The teacher must explain the usage rules, give examples and directions all in English. Teachers in traditional classes are typically well-qualified and speak the target language competently but are simply limited in their opportunities to remain in the target language during instructional time. As stated by Tedic, Walker, Lange, Paige, & Jorstad (1993),

a symptom of the pervasive view of language as object resides in the fact that use of the English language is still the norm in far too many foreign language classes. Even when teachers are very competent in their second language, they tend to use English as the major vehicle for actual instruction, thus devaluing the second language as a legitimate means of communication. (p.58)

Storytelling is also a good example of teaching through content-based instruction, which incorporates meaningful context for students. It gives the teacher a base to use the language in a meaningful, focused way. As stated by Snow, Met, & Genesee (1992),

A ...rationale behind integrating language and content teaching is that language is learned most effectively for communication in meaningful, purposeful social and academic contexts. In real life, people use language to talk about what they know and what they want to know more about, not to talk about the language itself. (p.30)

Critical to student success is the teacher's ability to organize and integrate lessons with careful attention to expected outcomes. The teacher must also evaluate the appropriate complexity of language presented at any given time. Snow, Met, and Genesee (1999) state:

It is unlikely that desired levels of language proficiency will emerge simply from the teaching of content through second language. The specification of language-learning objectives must be undertaken with deliberate, systematic planning and coordination of the language and content curricula. (p.30)

Scenarios for meaningful L2 practice

DiPietro (1987) proposed strategic interaction in the classroom through scenarios.

Scenarios are created by the students to give the students an opportunity to practice the language in meaningful ways. DiPietro (1987) explains, "The scenario lies at the heart of the strategic interaction approach. Through it, students are led to create discourse in the target language that embodies the drama of real life" (p.41). For example, the scenario could be a restaurant scene or a scene practicing how to get information from a train station clerk. The teacher would guide the students through the process as they worked to become proficient at the conversational task. As stated by DiPietro (1987):

The strategic interaction classroom permits several patterns of interaction.

By collaborating on resolution of communicative problems, the teacher and the students find themselves shifting into a variety of interactive roles. At times, the teacher becomes a coach to the students who are engaged in preparing their roles in the discourse. Students are alternately seekers and givers of information to their classmates. When the scenarios are performed, the teacher and the nonperforming members of the class turn into observers of those who are the active performers.

Debriefing provides the opportunity for everyone to join in evaluating the performance. (p. 20-21)

DiPietro (1987) suggests that students keep a personal language log to record their growth toward understanding the usage of the language. They are encouraged to address questions such as: What grammar points are clear for me? What were points of difficulty for me? What efforts could I make to improve my learning? Students could take the last five minutes of class to update their personal logs. DiPietro (1987) emphasizes:

It must be made clear however, that the logs are personal interpretations of what was learned and they are not expected to be uniform for the entire class. What is expected is an indication that each student is taking note of his or her own difficulties and is trying to do something about them. (p.95)

Personal language logs can help students personalize their learning, supporting them to reach communicative competence as they focus on what their personal needs are within the learning experience. It is important for the teacher and the students to remember that the objective is communicative competence, not knowledge of the grammar rules. As Savignon (1983) explained,

The development of the learner's communicative abilities is seen to depend not so much on the time they spend rehearsing grammatical patterns as on the opportunities they are given to interpret, to express, and to negotiate meaning in real-life situations. (p.xi)

Reading to build language skills

Research within the field of reading is revealing a positive correlation between reading and language acquisition. Flahive and Bailey (1993) refer to Krashen's 'reading input hypothesis' (1987):

This hypothesis, a direct extension of his “comprehensible input” hypothesis, claims that large amounts of self-directed pleasure reading in the target language will not only result in gains in writing proficiency, but will also help to improve writing style and contribute to the development of grammatical accuracy.” (p. 130)

Krashen (1982) supports free voluntary reading (FVR) in the second language classroom. Students are allowed to choose any book that is within their language ability and are allowed to read without any requirement of accountability. It is important for the teacher to have an ample supply of books that meet the appropriate levels of comprehension for the students. The reading supply could include children’s books, poems, magazines, etc. Krashen (1982) claims that silent sustained reading of student-selected material transforms students into “good readers, pretty good writers, and better spellers” (p. 176). For FVR, Placido (2005) suggests that reading material should be at a comprehension level of 90% for students to have a successful experience.

For required classroom reading, Placido (2005) recommends that students have a comprehension level of 75 – 80% of the words they read. She also recommends that teachers just tell the students the words they don’t know during class reading. Thus the reading activity keeps its momentum and students will not lose the flow of the material.

Authentic text should be an integral part of any reading program in the second language classroom. Scarcella and Oxford (1992) state, “Even beginning students need exposure to authentic language, the vehicle of everyday communication that is used in conversations, magazines, books, slogans, menus, schedules, posters, notices, etc.” (p. 98).

Ray (2005) describes the reading process in terms of two circles, one small and one large. In the small circle are the phrases and vocabulary of the current lesson. In the big circle are the

other supporting vocabulary words of the reading material. The big circle is the reading circle, not the practice words of the lesson (the small circle). Translation of the unknown words is simply given quickly so students can move smoothly through the reading and not get discouraged by lengthy stops and starts.

Lee and VanPatten (1995) state, "Second language learners, who tend to read word for word when left to their own devices, need to be directed in how to read in another language. The instructor's function is to provide that direction" (p.204). Lee and Van Patten (1995) suggest that the teacher direct the student to divide long passages into manageable segments by having the students occasionally stop and write a sentence summarizing what they read.

The teacher can be a pivotal resource to guide students through their reading experience by equipping the students with L2 reading strategies. These strategies include using contextual clues, surrounding pictures, and cognates. As Scarcella and Oxford (1992) state,

Clues come from the linguistic context of the sentence or the paragraph, from the reader's background knowledge, from the content, from what has been said earlier or what will be said later in the text, or from any other source the reader can find.

Guessing is not only useful in reading; it is indispensable. Fortunately, it can be taught and practiced in the language classroom" (p. 94).

Scarcella and Oxford (1992) also suggest students rely on their grammatical competence to help them understand written text. Grammatical competence could signal to the reader, for example, who the subject or the tense of a verb would be, which would help the student comprehend the overall text. Grammatical competence would include knowledge such as "mente" in Spanish signals the "ly" of adverbs in English; for example, lentamente means

slowly, or rápidamente means quickly. Such grammatical clues can make a student's reading experience a successful one.

Many extended activities exist to help support students with their reading experience. Scarcella and Oxford (1992) have suggested several activities including mapping (also called word-webbing or clustering). The teacher can lead the class in a mapping activity to capture the main ideas of the text or the teacher could break the students into small groups, give them large pieces of butcher paper and have them brainstorm and map together. After the small groups meet the teacher could lead discussion amongst the students in the target language and review the text. A mapping activity could also lead to a writing assignment that reviews the reading. Haley and Austin (2004) state that "reading comprehension should be regarded as an interactive process" (p.151). Scarcella and Oxford (1992) warn against too much emphasis on comprehension checks:

Most importantly, students should be asked to use the reading purposefully.

Lengthy comprehension checks that continue to appear in numerous texts only serve to bore students. Grellet (1981), reminds us that many texts are "meant to be read and enjoyed, that too many exercises might spoil the pleasure of reading." (p.110)

Writing responses to reading can provide positive opportunities for students to demonstrate their knowledge of the written text and thereby boost their confidence in their second language experience. A teacher can incorporate reading, writing, and speaking to support the material presented in class. Ovando and Collier (1998) state, "Writing stimulates reading. Reading stimulates writing. And talking about one's writing and other authors' writings, as well

as connected life experiences, leads to continuing cognitive and academic growth through language acquisition: a full circle” (p.132).

Chapter 3: Design of the Project

Rationale

As stated in Chapter 2 within the review of the literature, current second language researchers and practitioners recognize the need for meaningful second language learning and cultural study. To this end, and with research findings in mind, this project has been designed to bring content-based instructional methods into the classroom to allow for cultural study and meaningful second language learning. Such methods also provide ample opportunity for the teacher and students to make maximum use of the target language during class time.

The curriculum within this project has been designed to meet the Standards of Foreign Language Learning (SFL) which were adopted in 1994. The standards are based on the five Cs: Communication, Comparisons, Connections, Culture, and Communities.

Project Development

The research in this project comprises the review of more than fifty sources. Sources were located primarily through the Central Washington University library system. The CWU library resources included the interlibrary loan system, databases such as ERIC, Education Full Text, and Educational Journals ProQuest. Other sources came from helpful professors within the Education department at CWU. Sources also came from the author's personal library as well as from colleagues at Ellensburg High School.

Project Implementation

After a complete synthesis of the review of the literature, activities were designed to reflect the findings of second language acquisition research. These activities found in Chapter 4 are meant to supplement an existing Spanish language program. It is hoped that other L2

practitioners will make use of the activities found in this project. The activities should add variety to the classroom routine and are expected to appeal to a student's curiosity about language and culture.

Spain and Mexico were the chosen countries on which to base the activities of Chapter 4. The reading material related to these two countries was chosen to accommodate the various levels of Spanish learners. The levels include first, second, and third year Spanish. Meaningful reading selections with sufficient comprehensible input (understood language) were carefully chosen. Reading selections were also based on their cultural value. All reading selections are followed-up with extension activities to reinforce language and culture learning. Teachers would not be expected to use all of the extension activities, but each reading selection has a suggestion page of possible extension activities.

Chapter 4

The Project

MEXICO

Los Novios – a Mexican Legend

Activity:

Students will read the short (3 pages) Mexican legend “Los Novios”. The legend can be found in the reader *Leyendas mexicanas* (second edition) written by Barlow and Stivers. The story retells the legend of how two volcanoes in Mexico came to be called Ixtly and Popo.

Audience:

This story could be read by first year students during the second half of the school year or by second year students at the beginning of their school year.

Purpose

“Los Novios” provides reading with excellent comprehensible input and interesting subject matter. The engaging story connects to the follow-up PowerPoint presentation that makes geographic input regarding Mexico’s mountainous topography contextual and relevant.

SFLL –

Standard 1 – Communication

Communicate in language other than English

Standard 2 – Cultures

Gain knowledge and understanding of other cultures

Standard 3 – Connections

Connect with other disciplines and acquire information

Standard 4 – Comparisons

Develop insight into the nature of language and culture

Standard 5 – Communities

Participate in multilingual communities at home and around the world.

Procedure:

To prepare students for reading, the teacher might need to review the vocabulary contained in the story. A vocabulary sheet has been provided. When the teacher feels the students are prepared, they will read the story. The teacher may choose to have the class read the story together, have students read in pairs, or have students read individually. After reading the story there is a prepared worksheet to check for students' understanding. In addition to the worksheet, a PowerPoint presentation is included to relate the story to the geography of Mexico. The students will see the volcanoes that are characterized in the story. Several maps have been included in the slide presentation to expose the students to the mountainous topography of Mexico. The presentation is intended to be used as an opportunity for the teacher to discuss the story and the pictures with comprehensible input and for students to understand the simple discussion.

Students should be encouraged to answer simple questions and make comments regarding the slides. Following the PowerPoint presentation, several extension activity ideas have been included to continue practice with the vocabulary and cultural investigation.

Una leyenda mexicana “Los Novios”

Vocabulario

1. volcán (volcanes) – volcano (volcanoes)
2. humo – smoke
3. guerrero – warrior
3. había – (haber) there was
4. enemigos – enemies
5. su país – his country
6. les dijo – (decir) (he) said to them
7. como soy viejo – (ser) as I am old
8. nuestra tierra – our land
9. le daré mi trono – (dar) I’ll give him my throne
10. él debe ser – (deber ser) he ought to be
11. nuestros dioses – our gods
12. él no dijo nada – (decir) he didn’t say anything
13. de lo que estaba pensando – (estar pensar) about what he was thinking
14. volveré pronto – (volver) I’ll return soon
15. tú estarás – (estar) you will be
16. tienes razón – (tener) you are right
17. fue larga y cruel – (ser) was long and cruel
18. nadie era – (ser) no one was
19. fueron – (ser) were
20. tenía celos – (tener) was jealous
21. fue corriendo – (ir) he went running
22. en seguida – right away
23. él había sido – (haber ser) he had been
24. últimas – last
25. creía – (creer) (he) believed
26. decía la verdad – (decir) (he) told the truth
27. el guerrero celoso – the jealous warrior
28. cayó – (caer) (she) fell
29. hemos vencido – (haber vencer) we have conquered
30. su querida princesa – (querer) his beloved princesa

Los Novios – una leyenda mexicana

Nombre _____

Clase _____

Fecha _____

A. Termine las frases con las palabras apropiadas.

1. Al este del capital de México hay _____ que siempre están cubiertos de nieve.
 - a. dos lagos
 - b. cinco pueblos
 - c. dos volcanes
 - d. tres caballos

2. El emperador era
 - a. azteca
 - b. japonés
 - c. un monstruo
 - d. un hombre bajo

3. El emperador no podía pelear porque
 - a. no quería
 - b. tenía hambre
 - c. era pobre
 - d. era viejo

4. El emperador iba a dar su trono y la mano de su hija a
 - a. el guerrero más rico
 - b. el guerrero más pobre
 - c. el guerrero más cruel
 - d. el guerrero más valiente

5. Entre los guerreros había uno que
 - a. tenía una casa grande
 - b. tenía celos
 - c. hablaba francés
 - d. nadaba muy bien

6. La princesa y Popocatépetl
 - a. eran hermanos
 - b. eran enemigos
 - c. estaban enamorados
 - d. estaban peleando

7. Popo le dijo a la princesa, Ixy, que iba a
 - a. volver pronto
 - b. comer una hamburguesa
 - c. dormir por seis días
 - d. leer un libro

8. Los guerreros aztecas

- a. bebieron agua de vasos grandes
- b. besaron a sus mamás
- c. fueron victoriosos
- d. lloraron

9. Cuando la princesa oyó del muerto de Popo,

- a. gritó con alegría
- b. se cayó muerta
- c. cantó
- d. durmió por cuatro días

10. Ahora el volcán Ixy es tranquila y de vez en cuando

- a. Popo tiembla y de su corazón salen lágrimas de fuego
- b. Popo grita una canción y baila con entusiasmo
- c. Popo parece un pato en el agua
- d. Popo parece un gato con una cola larga

B. Responde a las siguientes.

1. ¿Cómo se llaman los dos volcanes?

2. ¿Quién era el guerrero más valiente?

3. ¿Quería la princesa casarse con Popocatéptl?

4. ¿Qué anunció el guerrero que tenía celos?

5. ¿Quién llegó momentos después de la princesa se cayó muerta?

6. ¿Quién transformó a los novios en volcanes?

PowerPoint Presentation for "Los Novios":



Extention activities for “Los Novios”:

1. Use the prepared PowerPoint presentation to apply the legend to the actual volcanoes (Ixtly and Popo) in Mexico. (see attached PowerPoint printout of slides)

The PowerPoint is included to generate discussion in review of the story. It can also be used for general discussion to comment on the objects of the slides to provide an opportunity for students to apply any language knowledge they have retained to describe the pictures.

2. Spend a day in the library researching the volcanic mountains of Mexico.

3. Students reenact the story using at least twenty new vocabulary words. They can have a narrator who reads the story while the others act it out or students can be required to participate orally.

4. As a writing activity, students create a new legend (in pairs or individually) using the new vocabulary.

5. Teacher uses a timer and students have twenty seconds to tell as much of the story sequentially as possible. As one student finishes, teacher points to next student to pick up story from where the previous student left off.

6. Students rewrite and illustrate the story in their own words. Students could create a small book retelling the story. The best books could be kept by the teacher to add to class reading library during silent sustained reading.

7. Students generate posters and other media to place in display cases around the school to depict the two volcanoes and the legend behind their names. These projects could be displayed around the area to display with other community members (the library, art gallery, city hall, etc.)

Masks of Mexico – a videoActivity:

Students will view and respond to the video *Masks of Mexico*. The thirty minute video follows the practice of seasonal festivities in three Mexican states: Puebla, Chiapas and Michoacán. The video is in English.

Audience:

This video is appropriate for first or second year students.

Purpose:

The video provides important cultural information regarding traditional practices of the local people in the featured cities. There is an information sheet in Spanish to accompany each section of the video. The students will read the short information sections and then respond in writing on a worksheet.

SFLL –

Standard 1 – Communication

Communicate in language other than English

Standard 2 – Cultures

Gain knowledge and understanding of other cultures

Standard 3 – Connections

Connect with other disciplines and acquire information

Standard 4 – Comparisons

Develop insight into the nature of language and culture

Standard 5 – Communities

Participate in multilingual communities at home and around the world

Procedure:

Students will view the thirty minute video. After viewing the video the teacher will hand out an information packet for the students to read. The readings will

reinforce what they saw in the video. The class can then discuss the video in Spanish. After discussion, there is a worksheet for the students to complete to check for understanding. Extension activity ideas have been provided to further utilize the video and vocabulary.

Las Máscaras de México
(un video)

Introducción

Vocabulario:

Lugar – place

Refuerzan – reinforce

Las creencias – the beliefs

Las costumbres – the customs

Máscara – mask

Festividad – festival

Gobierno – government

Un baile – a dance

La gente – the people

El desfile – the parade

Para los americanos las máscaras son para los niños durante festividades como Halloween, pero para los mexicanos las máscaras son importantes en las festividades celebrando la cultura de México. Son intrínsecos a las festividades que tienen lugar en México.

En todas partes de México hay festividades importantes. Las máscaras son importantes para muchas festividades mexicanas. Las festividades son básicas a la vida de la gente de México. Lo que las festividades tienen en común es que enseñan y refuerzan las creencias y las costumbres de la comunidad.

Hace siglos que los bailes con máscaras le importan a la gente de México. Los españoles llegaron en 1519 (mil quinientos diecinueve) a México y encontraron a las Aztecas llevando las máscaras en sus festividades. Los españoles querían enseñar la cristiandad a los mexicanos y ellos también usaron las máscaras en sus festividades religiosas.

El gobierno de México quiere que la gente de los EEUU sepa la importancia de las tradiciones de México, que haya muchas expresiones del arte. Por eso, el gobierno da dinero a exhibidos que enseñan los bailes de máscaras al público.

Preparando para un baile puede tomar un año para hacer preparaciones para las máscaras, los trajes, y los otros planes para el desfile. Mucha gente de la comunidad trabajan mucho para preparar para la festividad.

El Día de los Muertos

Vocabulario:

Los muertos – the dead
Los santos – the saints
Las almas – the souls
Las sepulturas – the graves
Cementerio – cemetery
El desfile – the parade
La bruja – the witch

Lugar de ejemplo: Acatlan, Puebla

Una festividad favorita de Latino América es el Día de los Muertos en el 1 y 2 de noviembre. El 1 de noviembre es el Día de Todos los Santos y el 2 de noviembre es el Día de Todas las Almas. Los dos días hacen el Día de los Muertos. El Día de los Muertos es cuando las almas de los muertos regresan a las casas de sus familias y a los cementerios. Unos días antes del Día de los Muertos las familias limpian los cementerios y ponen flores y velas encima de las sepulturas. Todo es para celebrar los miembros muertos de las familias. El 1 de noviembre es para recordar los niños. Todos vienen al cementerio y esperan las almas de los niños. La gente regresa el 2 de noviembre para esperar las almas de los adultos.

El desfile del Día de los Muertos incluye un baile que se llama The Dance of the Beasts. La gente baila y dedica su baile a los muertos fuera del cementerio. Ellos llevan trajes de viejos con decoraciones en las espaldas. Llevan máscaras con caras rosadas y narices grandes. Se llaman Los Viejos Rancheros. Se visten como tigres y diablos, vacas, perros, y brujas. Juegan con los niños durante el desfile.

Corpus Christi

Vocabulario:

La capilla – the chapel

La iglesia – the church

Caza – hunt

Perseguida – chase

Los bailadores – the dancers

Los ciervos – the deer

Los tigres – the tigers

Alquilar – to rent

El entallador de máscaras – the mask carver

Tallar – to carve

La maquiladora – the factory

Lugar de ejemplo: Suchiapa, Chiapas

La festividad favorita de la gente de Suchiapa, Chiapas es Corpus Christi. Tiene lugar enfrente de la capilla, no enfrente de la iglesia. En este desfile hay máscaras de tigres, ciervos, y otras cosas. Los tigres llevan sus máscaras encima de las cabezas y pueden ver por las bocas. Hay Chamulas que no tienen máscaras pero tienen las caras pintadas blancas. También hay unos Serpientes Plumados (Plumed Serpents). Ellos llevan sus máscaras en las espaldas. El baile incluye dos cuentos en uno: Un cuento es de cazar y perseguir y no es necesariamente religioso. El otro baile es del Serpiente Plumado y los pequeñitos que representa el cuento de David y Goliath.

Los bailadores pueden comprar o alquilar sus máscaras. Un entallador de máscaras normalmente tiene otro trabajo porque no puede vivir sólo del dinero de las máscaras. Su trabajo de tallar las máscaras es como un trabajo segundo. Por ejemplo, en el video hay un hombre que trabaja en una maquiladora para su trabajo principal.

Las Ceremonias de Invierno

Vocabulario:

El oficial – the officer

Cuidan – care for

Cambia –changes

Los viejitos- the (little) old ones

Los negritos – the (little) black ones

Los feos – the ugly ones

Recuerdan – remember, remind

Se portan (portarse) - behave

El comportamiento – the behavior

Parecidos – like (in appearance)

Lugar de ejemplo: San Lorenzo, Michoacán

El invierno es un tiempo cuando los oficiales que cuidan a los santos del pueblo y que tienen la responsabilidad de preparar para la festividad al año nuevo cambian a oficiales nuevos para el año nuevo. La posición de oficiales para cuidar a los santos cambia cada año nuevo. En el desfile hay tres grupos de bailadores: los Viejitos, los Negritos, y los Feos. Los Viejitos y los Negritos sirven a los oficiales religiosos. Los Feos se visten parecidos a las mujeres y se portan malos para ser ejemplos a la gente, y especialmente a las mujeres, de mal comportamiento.

Resumen:

Los bailes y los desfiles son muy importantes en muchos lugares de México. El gobierno de México quiere que la gente de los EEUU sepa que los mexicanos tienen mucho ofrecer. Los bailes con máscaras son importantes en parte así que los mexicanos pueden identificarse. Es importante que la cultura de México mantenga las expresiones de arte que han sido parte de su cultura por mucho de su historia.

Repaso del video: Las Máscaras de México

Nombre _____

Clase _____

Fecha _____

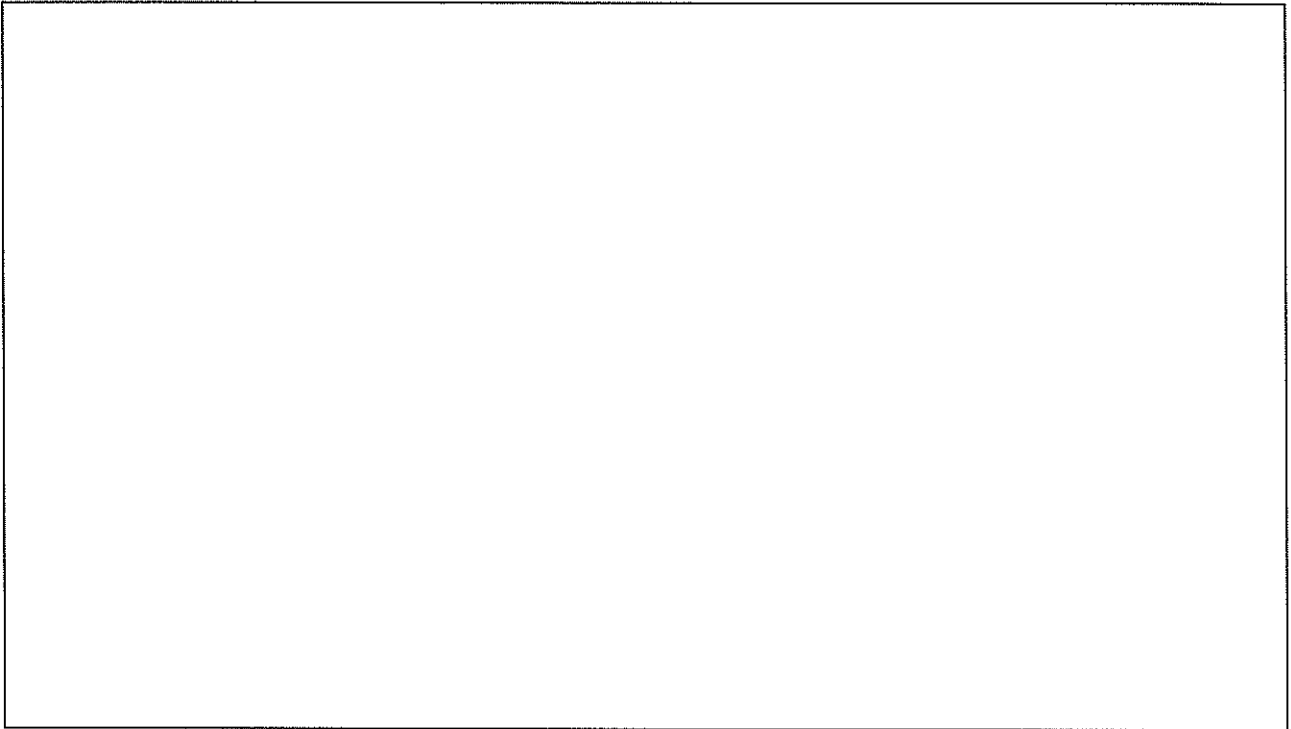
I. Escribe la palabra correcta en el espacio:

La festividad	el desfile	maquiladora	un año
Los muertos	Feos	gobierno	sirven
Sepa	las máscaras	mil quinientos diecinueve	

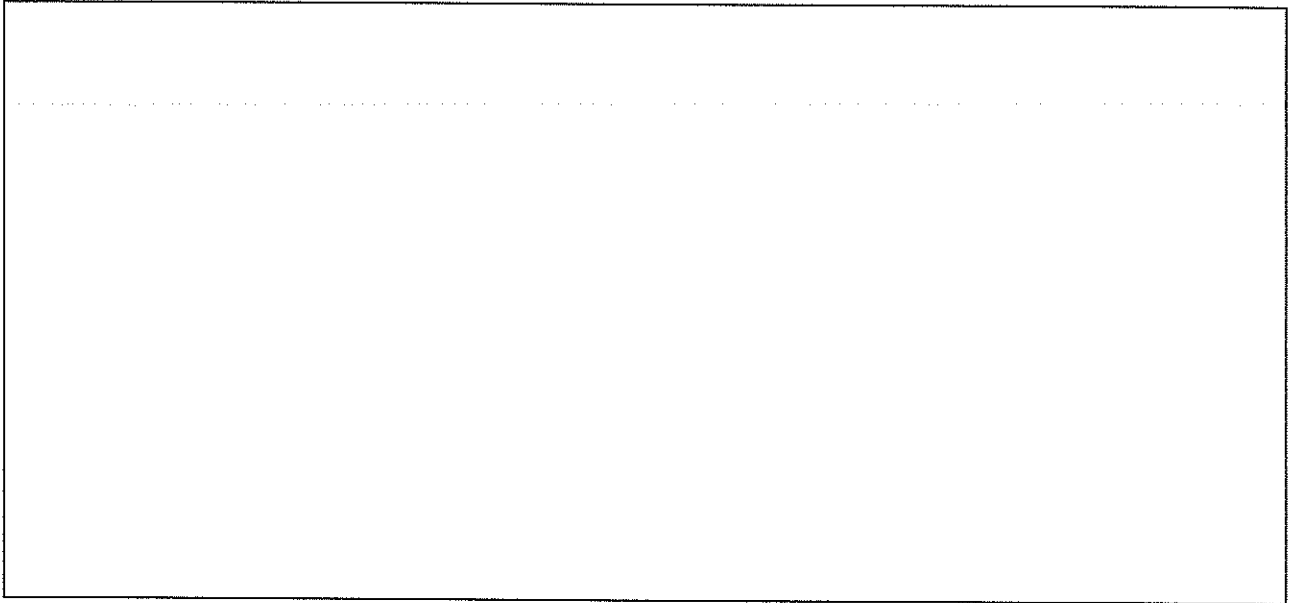
1. Para los mexicanos _____ son muy importantes en los bailes tradicionales.
2. Al _____ de México le importa que la _____ de los EEUU sepa la importancia de las tradiciones de México.
3. Puede tomar _____ para hacer preparaciones para una festividad.
4. Los españoles llegaron en México en el año _____.
5. El Día de los Muertos es cuando _____ regresan a los cementerios para visitar con sus familias.
6. Los Viejos Rancheros llevan máscaras con caras rosadas y narices grandes en _____ durante el Día de los Muertos.
7. Corpus Christi es _____ favorita en Suchiapa, Chiapas.
8. Los escultores de máscaras normalmente tienen trabajos segundos como trabajando en una _____.
9. Durante los desfiles del invierno en Michoacán los _____ se visten parecidos a las mujeres y se portan malos para ser ejemplos de mal comportamiento.
10. Durante los desfiles del invierno Los Viejitos y los Negritos _____ a los oficiales religiosos.

Dibuja lo que dice la oración:

II. Es el Día de los Muertos. Es el otoño en el estado de Puebla, México. Hay una familia a un cementerio preparando la sepultura de su abuelo. La sepultura está pintado azul y hay muchas flores de muchos colores. Hay un desfile pasando enfrente del cementerio con personas llevando máscaras de tigres y vacas. Hay muchos niños caminando cerca del desfile.



III. Es el día de Corpus Christi en Suchiapa, Chiapas y hay un desfile grande de mucha gente. Hay cinco personas con máscaras de tigres, siete personas baliando con las caras pintadas blancas. Están enfrente de una capilla. También hay una persona con máscara de una serpiente plumada en su espalda.



IV. En esta caja dibuja un mapa de México y escribe dónde están las ciudades y estados de:
Acatlan, Puebla
Suchiapa, Chiapas
Michoacán

El mapa no necesita ser perfecta, pero debe ser correcto.

V. Escribe un cuento nuevo y dibuja. Necesitas usar al menos quince palabras nuevas de las listas del paquete y el cuento debe ser al menos sesenta palabras.
Subraya las palabras nuevas.

PowerPoint Presentation for *Masks of Mexico* (a video)

Extensión Activities for the video *The Masks of Mexico*:

1. Have students research celebrations in Mexico where masks are used. Refer to the book *Masks of Mexico: Tigers, Devils, and the Dance of Life* by Barbara Mauldin. Students will then make masks using various materials (cardboard, wood, paper maché, etc.) Students will then present information of the celebration and display the mask to the class. Masks will then be displayed in display boxes around the school. They could also be displayed in central locations around the town.
2. Have students (in groups of four) study a Mexican cultural festivity. They can generate posters, costumes or other realia to use in a reenactment of the festivity.
3. Students write a short paper (five essay paragraph) comparing an American festivity with one from Mexico that serves similar cultural purposes. For example, students could compare Independence Day celebrations in both countries.
4. Using the vocabulary from the lists, students can create a celebration from their own imagination and write a story around it.

“The Circuit”

a story (in English) from the book *The Circuit: Stories from the Life of a Migrant Child* written by Francisco Jiménez

Activity

Students will read “The Circuit”, the title story from the book *The Circuit: Stories from the Life of a Migrant Child*, written by Francisco Jiménez.

Audience

“The Circuit” has been included as a first year activity to be used toward the middle of the year, or to be used as a second year activity toward the beginning of the year.

Purpose

The story is autobiographical and provides cultural insights into the life of a child from a migrant family who must move with the availability of jobs for this family. The story is in English.

Discussion will ensue in English for candid responses to the reading. Further discussion will take place in Spanish for basic storyline information. Spanish vocabulary that is used in the story will be included for the students to learn. A mapping activity will review Mexico.

SFLL

Standard 1 – Communication

Communicate on language other than English

Standard 2 – Cultures

Gain knowledge and understanding of other cultures

Standard 3 – Connections

Connect with other disciplines and acquire information

Standard 4 – Comparisons

Develop insight into the nature of language and culture

Standard 5 – Communities

Participate in multilingual communities at home and around the world

Procedure

Students will be prepared for reading the story with background information on the author and the story. The autobiographical story, “The Circuit”, was written by Francisco Jiménez. The story is from a collection of stories written by Jiménez called *The Circuit: Stories from the Life of a Migrant Child*. Jiménez was born in the state of Jalisco, Mexico in 1943. He was the son of migrant workers who worked in the fields of California’s Central Valley. His family lived in abject poverty and moved often to find work. Jiménez’s education was sketchy but he loved to study and loved being in school. The schools had floors, heat, and indoor plumbing. Jiménez was successful in school. In high school he became student body president. After high school he earned a scholarship to attend Santa Clara University. He continued his studies and earned a doctorate at Columbia. Currently he teaches at Santa Clara University where he teaches language courses and Latin American literature and culture. He has published several books.

The story is in English. Review of the story will incorporate Spanish and English. A list of important vocabulary words has been included. There is a worksheet in Spanish for the purpose of very basic story review. The basic review will provide important review of previous vocabulary and will reinforce the limited Spanish language found in the short story. The students will also look at a map of Mexico to find Jalisco, the birthplace of Jiménez and locate the Central Valley of California.

“The Circuit”
A short story by Francisco Jiménez

Nombre _____
Clase _____
Fecha _____

Vocabulario importante:

Braceros – laborers (from brazo – arm)

Ya esora - a shortened form of “ya es hora”, meaning “It’s time now.”

Listo – ready

Mi olla – my pot

Es todo – that’s all

Tienen que tener cuidado – you (as in ustedes) have to be careful

Vámonos – Let’s go

Quince – fifteen

Carne con chile – meat with chili

Corridos – popular ballads

I. Responde a las siguientes preguntas en español.

1. ¿Cómo se llama el autor del cuento? _____
2. ¿Cuántos hay en la familia de del chico? _____
3. ¿Cuál es el tipo de trabajo de la familia? _____
4. ¿Cómo se llama el hermano del chico? _____
5. ¿Cómo se llama el carro del papá? _____
6. ¿Quería ir el chico a la escuela? _____
7. ¿Cuántos años tenía el chico? _____
8. ¿Cómo se llama el maestro del chico? _____
9. ¿Era el maestro un buen hombre? _____
10. ¿Cuál instrumento quería tocar el chico? _____
11. ¿Después de abrir la puerta a su casa, estaba contento el chico? _____

Mexico is divided into 31 states (*estados*) and a Federal District. Each state has its own constitution and its citizens elect a governor as well as representatives to their respective State Congresses.

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II. Usando el mapa arriba, escribe el nombre y pon color en los espacios correctos de los siguientes estados de México.

1. Nay - _____ (azul)
2. Jal - _____ (rojo)
3. Sin - _____ (verde)
4. Yuc - _____ (amarillo)
5. Chh - _____ (anaranjado)
6. BCS - _____ (morado)
7. Oax - _____ (rosado)

Responde:

1. ¿Cuántos estados hay en México? _____
2. ¿De dónde es Francisco Jiménez (cuál estado)? _____

Extension Activities for “The Circuit”:

1. Have students go home and discuss the story with their parents. Suggest to them that they engage in discussion concerning how it would feel to be restricted to jobs that require constant unexpected movement. Students are encouraged to discuss the idea of leaving one’s original country for hopes of a better life in another. The students should be reminded of the immigration history of the USA and compare that history with what is happening currently with Mexican immigration. The following day the class can spend time writing about the discussion they had with their parents along with their personal reactions to the discussion. Class discussion could follow the next day in class to explore the family discussions. Following the class discussion, students would be assigned a ten minute writing activity to revisit their personal reactions to the issue of Mexican immigration.

2. Using the new vocabulary, students could draw and illustrate new stories, add a new ending to the main story, complete cross-word puzzles, or play vocabulary games.

Somos de México, a book by Ellensburg High School ELL students
(book can be found clipped to back of binder)

Activity

Students will read individual stories written by fellow EHS students.

Audience

First, second or third year students

Purpose

This book was created by seven Ellensburg High School ELL students. The book provides interesting reading material for Spanish language learners. The reader will learn about the ELL student's family and his/her life in transition as the student makes a new life in Ellensburg. Most of the students have recently arrived in the USA. Their personal stories will help sensitize the Spanish language learners to the challenges these students face each day. The stories will also help expose students to life in Mexico.

SFLL

Standard 1 – Communication

Communicate in language other than English

Standard 2 – Cultures

Gain knowledge and understanding of other cultures

Standard 4 – Comparisons

Develop insight into the nature of language and culture

Standard 5 – Communities

Participate in multilingual communities at home and around the world

Procedure

Students will read each story. Stories can be read individually, in small groups, or in the class as a larger group. Maps should be utilized to locate the city and state of origin of each student.

Students can generate questions to ask of other students in the class. Extension activities (see below) can be used as follow-up to the discussions.

Extension activities:

1. For grammar review, students could change the subject of the narrator to second or third person (singular or plural).
2. Students could write letters to students in ELL classes within the school.
3. Students could write their own personal stories and send them to the ELL students.
4. Students could locate ELL students' cities of origin.
5. Specific sections of the book could be used during corresponding holidays during the year to be studied for cultural comparisons.

SPAIN

“Lémor de Irlanda” – a Spanish legend

Activity

Students will read the Spanish legend “Lémor de Irlanda”, a selection from the book *Leyendas de España*, written by Barlow and Stivers.

Audience

This legend is recommended for second or third year students.

Purpose

The legend will provide comprehensible input and cultural content. Students will have opportunity for discussion in Spanish and will learn about the Basque country of Spain.

SFLL

Standard 1 – Communication

Communicate in language other than English

Standard 2 – Cultures

Gain knowledge and understanding of other cultures

Standard 3 – Connections

Connect with other disciplines and acquire information

Standard 4 – Comparisons

Develop insight into the nature of language and culture

Procedure

Students will read the legend individually, in small groups, or as a class. Follow-up questions for class discussion are provided below. A worksheet has been provided to check for understanding. A short PowerPoint presentation has been included to expose students to the northern Basque country of Spain. The legend takes place in the Basque country (el país vasco). The PowerPoint should be utilized to encourage general discussion.

Discussion Questions for the legend: *Lémor of Irlanda*

1. ¿Quién era el padre de Lémor?
2. ¿Por qué salió Lémor de Irlanda?
3. ¿Quién era el rey después de morirse el rey Morna?
4. ¿Era Armín menor o mayor que Lémor?
5. ¿Fue Lémor solo en su viaje?
6. ¿Quiénes fueron con él?
7. ¿Cómo les recibió Lekobide a Lémor y sus criados?
8. Describe la gente de la tierra de los vascongados.
9. ¿El príncipe Lémor se enamoró de quién?
10. ¿Qué pasó el día de la boda?
11. ¿Quería ser Lémor rey del País Vasco?
12. ¿Quiénes avanzaron del oeste?
13. ¿Vencieron Lémor y los vascongados a los asturianos?
14. Dibuja un mapa de España y muestra dónde está el País Vasco y también dónde está Irlanda.

La leyenda: *Lémor de Irlanda*

Nombre _____

Vocabulario

1. Un rey – a king
2. Jóvenes – young people
3. De pronto – suddenly
4. Mayor – older
5. La flecha – the arrow
6. El jefe – the boss
7. La culpa – the fault (Ud. No tiene culpa – it's not your fault)
8. La mañana siguiente – the following morning
9. El mar – the sea
10. La tierra – the land
11. Irlanda – Ireland
12. Los vascongados – the Basque
13. Sus enemigos – his enemies
14. Valientes – brave, valiant
15. La cama – the bed
16. Mi yerno – my son-in-law
17. Sangre noble – noble blood
18. Al principio – at the beginning, at first
19. Nuestro caudillo – our leader

Verbos y expresiones con verbos

1. Salieron (salir) – left, went out
2. Fue (ir) – went
3. Fueron (ir) – went
4. Oyeron (oír) – heard
5. Vieron (ver) – saw
6. Se reunieron (reunirse) – met
7. Le dijeron (decir) – said to him
8. Al llegar – upon arriving
9. Era (ser) – was
10. Habían llegado (haber llegar) - had arrived
11. Fue llevado (ser llevar) – was carried
12. Se había enamorado de (haber enamorarse de) – had fallen in love
13. Cayó (caer) – fell
14. Les dijo (decir) – said to them
15. Han pasado muchos años (haber pasar) – many years have passed
16. No puedo seguir siendo (poder seguir ser) – I can't continue being
17. No quiso aceptar (querer aceptar) – refused to accept
18. Ud. será ahora (ser) – You will now be
19. Siguieron siendo (seguir ser) – continued being
20. vencieron (vencer) – defeated

Una leyenda: *Lémor de Irlanda*
Tarea #1

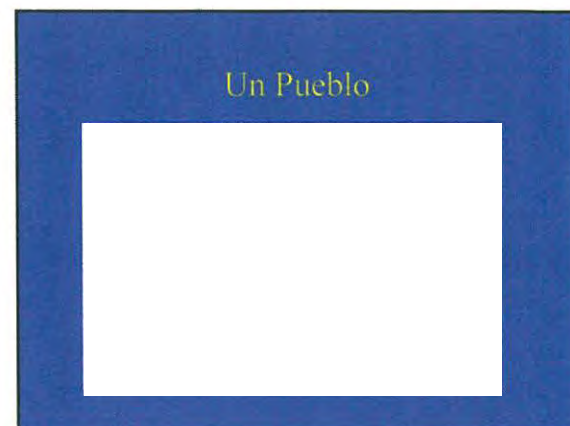
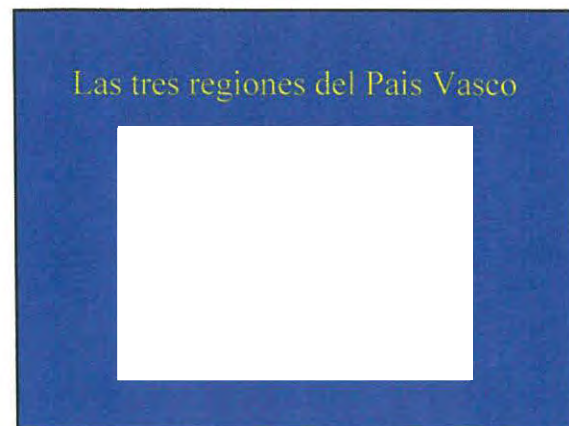
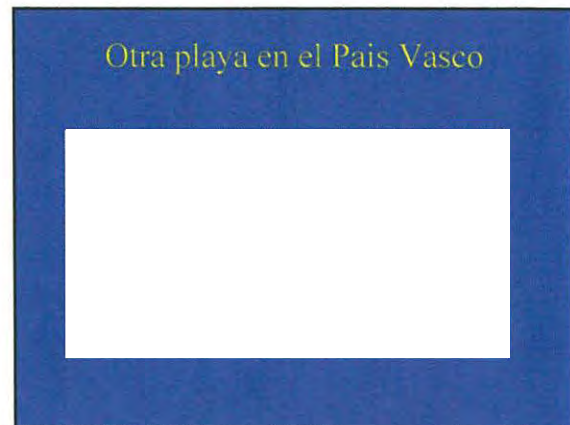
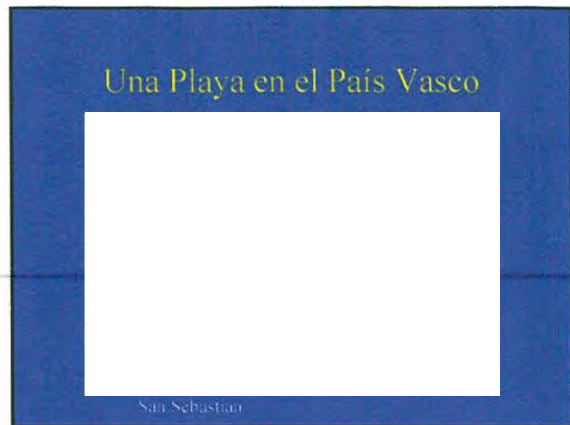
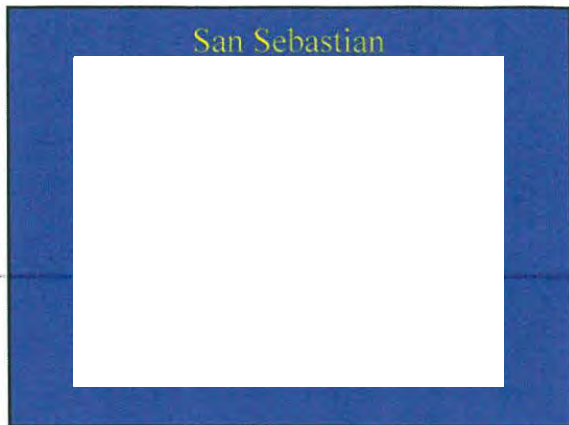
Nombre _____
Clase _____
Fecha _____

A. Escoge la letra correcta.

1. El buen rey Morna era de
 - a. Francia
 - b. Inglaterra
 - c. Irlanda
 - d. Alemania
2. El rey Morna tenía _____ hijos.
 - a. dos
 - b. tres
 - c. cuatro
 - d. cinco
3. Lémor era el hijo _____.
 - a. menor
 - b. malo
 - c. enfermo
 - d. mayor
4. Lémor y los otros oyeron un grito de agonía y vieron _____.
 - a. tres ladrones llorando
 - b. el rey con la flecha en su pecho
 - c. sus madres cocinando
 - d. sus caballos con flores
5. Aunque Lémor no tenía culpa, no podía ser _____.
 - a. rey
 - b. amigo
 - c. esposo
 - d. reina
6. Lémor y sus criados vieron la tierra verde que era de _____.
 - a. Napoleón
 - b. los vascongados
 - c. la reina de España
 - d. los franceses
7. Lekobide era el _____ de los vascongados.
 - a. enemigo
 - b. yerno
 - c. hermano
 - d. caudillo
8. Lémor se había enamorado de _____.
 - a. la hermana de Lekobide
 - b. la hija de Lekobide
 - c. la amiga de Lekobide
 - d. la tía de Lekobide

III. Dibuja la leyenda de *Lémor de Irlanda* y escribe dentro de las cajas de lo que dibujaste. Usa al menos **nueve** palabras de la lista de vocabulario. Subraya las palabras de la lista.

PowerPoint Presentation for “Lémor de Irlanda” – a Spanish legend.




PowerPoint Presentation for “Lémor de Irlanda” – a Spanish legend.

Mira cómo llegó Lémor de Irlanda a España



Una perspectiva interesantedel País Vasco




La lengua Vasco
 A short Euskera lesson, from my small repertoire in Bizkaia (uskera).
 Pronunciation tips: /z/ vs /s/ sound the same as in Spanish, /r/ is like in Spanish, sounds like /ʒ/ in French.
 The list of words goes: Basque - American - Spanish

- Bai - Yes - Sí
- Ez - No - No
- Kaixo - Hi Hello - Hola
- Egunon - Good Day - Buenos Dias
- Eskerrikasko - Thank you very much - Muchas Gracias
- Mesedez - Please - Por Favor
- Zelan zagos? - How are you? - Como estas?
- Ondo? - Fine! - Bien!
- Poztuten naz - I am glad - Me alegro
- Euskera baki zu? - Do you speak Basque? - Hablas vasco?
- Ez dakordin, a ba ikasten nabil - No I don't, but I am learning. - No, pero lo estoy aprendiendo


Foto de un satélite de España



Las regiones de España



Las tres regiones del País Vasco (Basque Country)



Extensión activities for “Lémor de Irlanda”:

1. Have students write a ten minute review of the legend. Have the vocabulary sheet available to them, but not the story itself.
2. Teacher leads a retell of the story. The teacher points to a student to tell as much of the story as possible in twenty seconds. The teacher then points to another student to continue the story from where the previous student left off.
3. Teacher has ten slips with segments of the story. Students work in pairs to arrange the strips in order of the sequence of the story.
4. Students retell the story from perspective of Lémor (in first person).
5. Students are divided into groups of four to reenact the story.

¡Viva el toro!

Activity

1. A short novel *¡Viva el toro!*
written by Lisa Ray Turner and Blaine Ray
2. worksheets for each chapter (eight chapters) to check for understanding
3. Discussion questions for an overhead projector
4. 136 slide powerpoint presentation used for visual impact and discussion opportunities

¡Viva el toro! is a short novel (59 pages) geared toward second or third year students.

The novel is about an American student, Ana, who goes to live with a family and attend school in Sevilla, southern Spain. The story takes a look at the practice of bullfighting. Ana is troubled by bullfighting and has to come to terms with the very popular Spanish event. The book follows Ana as she adjusts to life with her family, the school environment, new friends and cultural differences.

The book is an excellent reader for intermediate students. The language provides ample comprehensible input. The authors carefully crafted the language with repeated use of common verbs, vocabulary, and expressions.

Several cultural aspects are discussed such as typical foods, famous artists, political figures, explorers, writers, wars, buildings, etc. There is some discussion on the major religion of Spain, Catholicism. Information on weather, family life, housing architecture, school systems, and favorite sports is also explored. A student will gain accurate and useful cultural information from the reading.

Worksheets are provided for each chapter. The worksheets can be completed before class discussion dealing with the individual chapters or be completed after class discussion. A list of

questions to be put on an overhead projector has been included to aid classroom discussion for each chapter.

A powerpoint presentation has been created to visually aid the students in their cultural exploration. There are a total of 136 slides in the presentation covering the eight chapter book. The powerpoint presentation was designed to encourage students to discuss the story in class. A teacher could use the slides for a variety of speaking/listening activities. Writing activities could also be inspired by some of the slides. There are many possible uses for the powerpoint to encourage writing and speaking.

Audience

Second year students (mid-year) or third year students

Purpose

Students will be presented with reading material containing a high degree of comprehensible input. Students will gain confidence from knowing they can read and understand a short novel in Spanish. Students will be exposed to life in Spain and some important cultural aspects.

SFLL

Communication

Communicate in language other than English

Cultures

Gain knowledge and understanding of other cultures

Comparisons

Develop insight into the nature of language and culture

Procedure

This is an eight chapter novel. Each novel could be covered in a week to two weeks when all activities are utilized (reading material, discussion questions, worksheets, powerpoint, extended activities). The suggested procedure is as follows:

- 1) assign reading (to be assigned as individual, small group, or class reading)
- 2) discussion questions from overhead projector – Preguntas para discutir
Students are assigned a partner to discuss questions amongst themselves, then whole class discusses each question and others that come up.
- 3) worksheet assignment
- 4) powerpoint discussion
- 5) extension activities (optional)

¡VIVA EL TORO!

Nombre _____

Clase _____

Fecha _____

Guarda este papel.

Vamos a usar los mapas durante la lectura de este libro.

Usa los mapas para ayudarte durante todo el trabajo de ¡Viva el toro!

¡Viva el Toro!

Vocabulario de Capítulo 1

1. no lo podía creer – (poder creer) she couldn't believe it
2. estaba – (estar) (she) was
3. iba a vivir – (ir + a+ infinitive) – (she) was going to live
4. gente de varias razas – people of various races
5. la mayoría – the majority
6. le parecía – (parecer) it seemed to her
7. Ana sabía que había – (saber que haber) Ana knew that there was
8. cartero – mail carrier
9. se acercó – (acercarse) approached
10. debes ser – (deber ser) you must be
11. le dieron un beso – (dar) gave her a kiss
12. gracioso – funny
13. tus maletas – your luggage
14. estuve – (estar) I was
15. todavía no extrañaba – (extrañar) (she) still didn't miss
16. fue – (ser) was
17. fue – (ir) went
18. aunque – although
19. cenar – to eat dinner
20. pasear – to go for walks
21. corrida de toros – bullfight
22. has visto – (haber ver) have you seen
23. cola – tail
24. se acostó – (acostarse) (she) went to bed
25. debido al calor – (deber) Due to the warmth
26. cobija – blanket
27. ¡Qué asco! – How gross!
28. no se despertó – (despertarse) (she) didn't wake up
29. durmió – (dormir) (she) slept

¡Viva el Toro!
Capítulo 1

Nombre _____
Clase _____
Fecha _____

1. Encuentra Sevilla en el mapa y dibuja un círculo alrededor el lugar.

2. ¿Está Sevilla al norte o sur de España? _____

3. ¿Por cuántos meses va a vivir Ana en Sevilla? _____

4. ¿Cómo son la gente en el aeropuerto de Sevilla?

5. Describe la familia de Marco. Incluye la edad de cada persona posible, y su trabajo o el tipo de escuela donde asiste. _____

6. Describe la ciudad de Sevilla (p.5).

7. En inglés, ¿qué quiere decir Torre de Oro? _____

8. ¿Quién salió del río Guadalquivir para América? _____

9. ¿Según los españoles, dónde está enterrado Cristobol Colón?

10. ¿Cuál es el deporte más favorito de Europa, incluyendo España?

11. ¿Cuál evento ocurre en la plaza de toros de la Maestranza?

12. ¿Cómo se siente Ana acerca de este evento?

Preguntas para discutir ¡Viva el toro!
Capítulo 1

1. Describe el aeropuerto en Sevilla y cómo se sentía Ana.
2. Describe la familia de Marco.
3. ¿Por cuántas horas estuvo Ana en el avión?
4. ¿Qué hora era cuando cenaron? ¿Es normal en España?
5. Describe lo que vieron cuando pasaron por Sevilla.
6. ¿Por qué se sintió Ana un poco enferma cuando la señora de Marco hablaba de la corrida de toros?
7. Explica la expresión: “Mi casa es tu casa”.
8. Describe el patio en la casa de Marco.
9. La señora de Marco le dijo a Ana que después de descansar iban a cenar. ¿Qué iban a comer para la cena?
10. Ana no comió el rabo de cola esa noche. ¿Por qué?

¡Viva el Toro!

Vocabulario de Capítulo 2

1. comenzó – (comenzar) (Ana) began
2. fueron a pie – (ir) (they) walked
3. muy duro – very hard
4. tienen que saber – (tener que + infinitive) (they) have to know
5. puedes asistir – (poder asistir) you can attend
6. escuelas particulares – private schools
7. capilla – chapel
8. monjas – nuns
9. sacerdotes – priests
10. estaban leyendo – (estar leer) (they) were reading
11. no sabía nada de eso – (saber) (she) didn't know anything about that
12. fue dictador – (ser) (he) was dictator
13. estuvo sorprendida – (estar) (she) was surprised
14. hasta que supo – (saber) until she found out
15. bocadillos – sandwiches
16. olor – smell (odor)
17. Es un placer conocerte – (ser, conocer) It's a pleasure to meet you.
18. acabó – (acabar) finished
19. espero verte pronto – (esperar, ver) I hope to see you soon
20. sería un placer para mí – (ser) It would be a pleasure for me
21. la idea de hacer algo – (hacer) the idea of doing something
22. pedazos – pieces
23. aceitunas – olives
24. quesos – cheeses
25. mariscos – seafood (shellfish)
26. bares de tapas – bars (different from American bars)
27. muy mono – very cute (good-looking)
28. país – country

Preguntas para discutir ¡Viva el toro!
Capítulo 2

1. Describe la escuela adonde fue Ana.
2. ¿Le gustó a Ana el tiempo que tenían para el almuerzo?
3. Describe lo que comieron para el almuerzo.
4. Describe Julio Barquero.
5. ¿De qué hablaron Julio y Ana?
6. ¿Qué son tapas?
7. ¿Cómo es Julio?
8. ¿Qué piensa Ana del país?

¡Viva el Toro!
Capítulo 2

Nombre _____
Clase _____
Fecha _____

1. El examen que todos tienen que tomar para entrar en una universidad es muy fácil. Verdad o Falso _____

2. Una persona necesita salir bien en el examen para entrar en una universidad.
Verdad o Falso _____

3. Ellensburg High School es una escuela particular. Verdad o Falso _____

4. ¿Cómo se llama el hombre que escribió el libro Don Quixote de la Mancha?

5. ¿A qué hora terminan las clases al fin del día en España? _____

6. ¿Qué son "tapas"? Describe las: _____

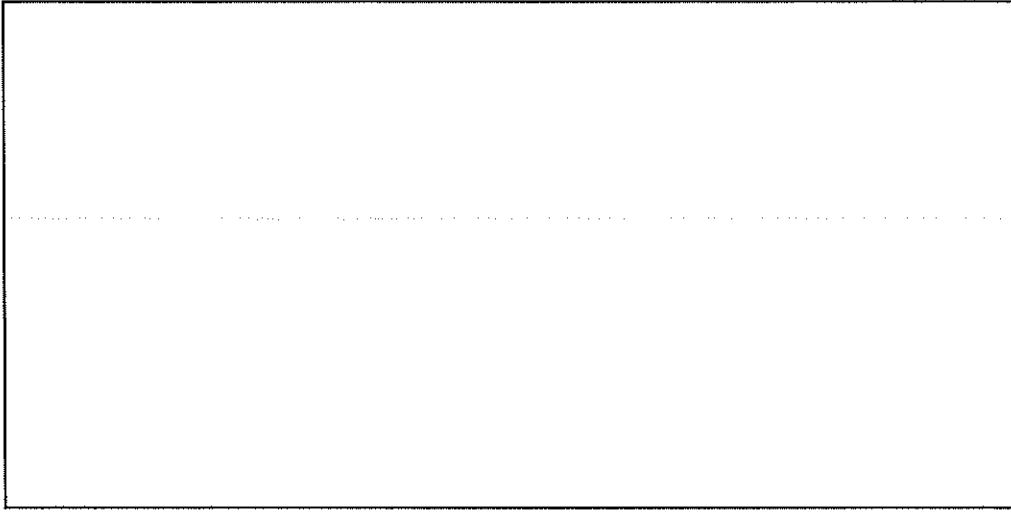
7. ¿Quién es Julio? Describe lo: _____

_____ 8. Usa las

palabras siguientes y escribe un repaso del cuento. Puedes incluir información de Capítulo 1 y 2. Cada persona escribirá algo diferente. Hay maneras diferentes de usar las palabras. Subraya las palabras de la lista.

Comenzó Ana supo guapísimo país las monjas
El almuerzo ciencias popular placer comieron

9. Con crayones, dibuja la bandera de España dentro de la caja:



¡Viva el toro!

Vocabulario para **Capítulo 3**

1. Iba a ver – (ir + a + infinitive) she was going to see
2. Su llegada – (llegar) her arrival
3. lo habían encontrado – (haber encontrar) had found it
4. como la mayoría – like the majority
5. ¡Adivina qué! – (adivinar) Guess what!
6. Vamos a hacer algo – (ir + a + infinitive) We're going to do something
7. le gustaba molestar – he liked to bother
8. una entrada – a ticket
9. boletos de sombra – shade tickets (tickets to sit in the shade)
10. son más caros – are more expensive
11. el matador – the bullfighter
12. de ninguna manera – not in any way (No way!)
13. lo que estaban diciendo (estar decir) – what they were saying
14. ¿Nunca has ido? – (haber ir) Haven't you ever gone? (You've never gone?)
15. No lo puedo creer. – (poder creer) I can't believe it.
16. siguió peleando – (seguir pelear) continued fighting
17. después de verla – (después de + infinitivo) after seeing it.
18. va a sentirse mal. (ir + a + infinitive) he's going to feel bad
19. aún en la sombra – even in the shade
20. Vale. – Alright. (an expression like, "OK")
21. cambiaría – (cambiar) she would change
22. demasiado – too much
23. buenas noticias – good news
24. el domingo que viene – this coming Sunday
25. tienes muchas ganas de ver – you really feel like seeing

¡Viva el toro!
Capítulo 3

Nombre _____
Clase _____
Fecha _____

1. Tres semanas después de la llegada de Ana, ¿qué ocurrió?

2. ¿Cuál comida (o bebida) encontraron los españoles cuando fueron a América?

3. ¿Quién compró las entradas a la corrida? _____

4. ¿Qué tipo de entradas tenían? (¿Dónde iban a sentarse?)

5. Los boletos de sombra son más _____ que los boletos de sol.
(baratos o caros) choose one.

6. ¿Por qué no quería saber Ana nada de los toros? _____

7. ¿Por qué no ha visto Ana una corrida de toros antes de estar en España?

8. Según Pedro, ¿quién es el mejor matador en el mundo?

9. ¿Qué quiere decir Pedro cuando dice, “Violencia, no. Vida, sí.”

10. ¿Qué decidió Ana, ir o no ir? ¿Pensaba que cambiaría su opinión?

11. ¿Qué es la opinión de Laurita acerca de Juan Cortez, el matador?

12. ¿Por qué pensaba Ana que no comprendía a los españoles?

13. Explica en tus propias palabras como te sientes acerca de las corridas de toros. ¿Piensas que te gustaría ir a una corrida?

¡Viva el toro!

Vocabulario Capítulo 4

1. redonda – round
2. asientos – seats
3. se sentía muy extraña – (sentirse) felt very strange
4. está empezando ya – (estar empezar) it's starting now
5. había dicho – (haber decir) had said
6. parecían ser – (parecer ser) appeared to be
7. fueron presentadas – (ser presentar) were presented
8. no les hacía daño – (hacer) didn't hurt them (didn't do harm to them)
9. sus cuernos – his horns
10. pegó – (pegar) hit
11. picó con su lanza – (picar) pierced with his spear
12. se sintió enferma – (sentirse) (she) felt sick
13. no quería ver más – (querer ver) (she) didn't want to see more
14. valientes – brave
15. color dorado – gold color
16. palos – sticks
17. peligroso luchar contra – dangerous to fight against
18. estaba enamorada - (estar enamorar) was in love
19. no le gustaba estar sentado – (gustar estar sentar) didn't like to be seated
20. saltó y puso – (saltar poner) jumped and placed (put)
21. no podía mirar – (poder mirar) (she) couldn't watch
22. quería tirárselo al toro – (querer tirar) (she) wanted to throw him at the bull
23. su espada – his sword
24. Acaba de mirar – (acabar + de + infinitive) just finished watching
25. no había hecho nada malo – (haber hacer) (he) hadn't done anything wrong
26. nunca iría a otra corrida – (ir) (she) would never go to another bullfight

¡Viva el toro!
Capítulo 4

Nombre _____
Clase _____
Fecha _____

1. ¿Cómo se llamaba la plaza de toros adonde fueron la familia Marcos y Ana?

2. Describe la plaza. ¿Cómo era?

3. ¿Quién se sentó con Ana? _____

4. ¿Qué es un torero? _____

5. ¿Cómo reaccionó Pedro cuando entró Juan Carlos en la arena?

6. Describen los trajes de luces. _____

7. ¿Quiénes fueron presentadas?

8. Describe el orden de los toreros y qué hizo cada uno:

9. ¿Por qué se sintió Ana enferma?

10. ¿Cómo estaban vestidos los banderilleros? _____

Preguntas para discutir ¡Viva el toro!
Capítulo 4

1. ¿Cómo se llama la plaza más bella del mundo según unas personas?
2. ¿Cuál es la diferencia entre los boletos de sombra y los del sol?
3. ¿Qué es un traje de luces?
4. ¿De qué colores es la capa de los banderilleros? ¿Qué hacen con la capa?
5. ¿Tenía Ana ganas de ir a la corrida?
6. ¿Qué hace los picadores?
7. ¿Quiénes llevaron palos largos de muchos colores?
8. ¿Era Juan Cortez tan famoso como un actor de cine?
9. Comprendía Ana por qué le gustaba la corrida a la gente española?
10. ¿Cómo te sientes acerca de la corrida de toros? Explica.
11. ¿Crees que Ana debe aceptar las costumbres de los españoles donde ella es una invitada?!

¡Viva el toro!

Vocabulario **Capítulo 5**

1. esperó mucho tiempo – (esperar) (she) waited a long time
2. oía los gritos – (oír) (she) heard the shouts
3. extrañaba mucho – (extrañar) (she) missed
4. tenía vergüenza – (tener) (she) was embarrassed
5. dejó de llorar – (dejar llorar) (she) stopped crying
6. una oreja, una cola, y una pata – an ear, a tail, and a foot
7. en ninguna parte – anywhere (not anywhere)
8. qué estaban diciendo y sintiendo – (estar decir sentir) what they were saying and feeling
9. estarían incómodos con ella – (estar) they would be uncomfortable with her
10. te perdiste – you missed (not like extrañar)
11. qué quieren decir – (querer decir) what do you (uds.) mean?
12. premio – prize
13. tuviste mucha suerte – (tener) you were very lucky
14. mi última – my last
15. una cascada – a waterfall
16. no pudo evitarlo – (poder) (she) couldn't avoid it
17. somos extraños – (ser) we are strange
18. rió aunque estaba enojada – (reír estar) (she) laughed even though she was angry
19. nadie dijo nada – (decir) no one said anything
20. aún más pequeño – even smaller
21. no iba a hablar – (ir + a + infinitive) wasn't going to talk
22. me siento muy mal – (sentirse) I feel really badly
23. va a estar – (ir + a + infinitive) is going to be
24. me caes muy bien – (caer) I like you a lot
25. su único amigo – her only friend

¡Viva el toro!
Capítulo 5

Nombre _____

Clase _____

Fecha _____

1. ¿Cuándo fue al carro, qué oía Ana y cómo se sentía? _____

2. ¿Por qué tenía Ana vergüenza? _____

3. ¿Qué recibió el matador después de la corrida y por qué?

4. ¿Cómo le reaccionó Ana a la familia de Marco cuando ellos hablaban de la corrida?

5. Traduce y explica la expresión: Las palabras le salían como de una cascada que baja rápidamente y sin dirección. _____

6. ¿Pudo Ana evitar lo que decía? _____

7. ¿Cómo reaccionó Carmen a lo que decía Ana? ¿Y Pedro? _____

8. ¿Qué piensas tú de lo que decía Ana? ¿Piensas que ella debía haber dicho lo que decía? Da un ejemplo de alguna costumbre americana que un extranjero (a foreigner) posiblemente no comprendería. _____

Preguntas para discutir para ¡Viva el toro! Capítulo 5

1. Describe la situación cuando Ana fue al carro. ¿Cómo se sentía?
2. Describe los regalos que recibe el matador cuando hace un buen trabajo.
3. ¿Cómo fue la conversación entre Ana y la familia de Marco acerca de la corrida que vieron?
4. ¿Puedes pensar de una costumbre americana que podría ser difícil comprender para un extranjero? Da un ejemplo.
5. Traduce y explica la expresión: Las palabras le salían como de una cascada que baja rápidamente y sin dirección. ¿Cómo representa la situación de Ana?
6. “Los ojos de Carmen estaban fríos y enojados.” Explica.
7. “Era un coche pequeño... Ahora el coche le parecía aún más pequeño a Ana.” Explica.
8. ¿Quién parecía ser el único amigo de Ana ahora?

¡Viva el toro!

Vocabulario para **Capítulo 6**

1. trató de olvidarse – (tratar + de + infinitive) (she) tried to forget
2. quería – (querer) (she) wanted
3. seguían – (seguir) (they) continued
4. más que nada – more than anything
5. pelear – to fight
6. limpiar – to clean
7. tan amistosa como antes – (tan __ como __) as friendly as before
8. no la odiaba – (odiar) didn't hate her
9. todavía extrañaba (extrañar) – still missed
10. tal vez – maybe
11. su almuerzo – their lunch
12. iban a tener – (ir + a + infinitive) (they) were going to have
13. esa tarde – that afternoon
14. guerra – war
15. una voz de bromeo – a joking voice
16. tuyos – of yours
17. nunca había visto – (haber ver) had never seen
18. este domingo que viene – this coming Sunday
19. vale – alright (as in “OK” or “you’re right)
20. tienes mucha suerte – (tener) you are very lucky
21. trató de pensar – (tratar + de + infinitive) tried to think
22. sólo podía pensar – (poder pensar) (she) could only think

¡Viva el toro!
Capítulo 6

Nombre _____

Clase _____

Fecha _____

1. ¿Qué no quería Ana? Y más que nada, ¿qué no quería Ana? (p. 43)

2. ¿Quién le decía a Ana que era muy bonita? _____

3. ¿Era Carmen tan amistosa como antes con Ana? _____

4. Describe unas cosas que quería Ana. (p.44) _____

5. Un día, durante el almuerzo, ¿para qué estudiaban Ana, Carmen, y otros amigos?

6. ¿Cuándo era la Guerra Civil de España? _____

7. ¿Adónde le preguntó Julio a Ana salir? _____

8. ¿Cuál día van a ir al partido? _____

9. Pensaba Carmen que Ana tenía suerte porque Ana iba a salir con Julio?

10. ¿Quién conoces tú que vivía durante la Guerra Civil de España?

11. ¿Cuándo era la Guerra Civil de los Estados Unidos? _____

¡Viva el toro!

Capítulo 6

Preguntas para discutir

1. Describe unas maneras de cómo la familia de Marco seguían con sus vidas después de la corrida.
2. ¿Extrañaba Ana a su familia todavía?
3. Describe unas cosas que Ana quería hacer en España.
4. ¿Qué era la opinión que tenía Ana de Julio Barquero?
5. ¿Cuándo era la Guerra Civil de España?
6. ¿Conoces tú una persona que vivía durante los años de la guerra?
7. ¿Cuándo era la Guerra Civil de los Estados Unidos?
8. ¿Adónde van a salir Ana y Julio?
9. ¿Había visto Ana un partido de fútbol antes?
10. Ana trató de pensar en sus estudios, pero era muy difícil. ¿Por qué?

¡Viva el toro!

Vocabulario **Capítulo 7**

1. iba a jugar – (ir + a + infinitive) was going to play
2. extraño – strange
3. no podían hablar – (poder hablar) (they) couldn't talk
4. ruido – noise

5. boletos – tickets
6. hacer cola – to stand in line
7. perdieron – (perder) (they) lost
8. no importa – it's doesn't matter (it's not important)
9. ¿Qué vamos a hacer? – (ir + a + infinitive) What are we going to do?
10. tienes que hacer – (tener + que + infinitive) you have to do
11. ¿Qué te parece si...? – (parecer) How would like it if ...? (parecer = to seem)
12. iba a pensar – (ir + a + infinitive) (he) was going to think
13. me dejan entrar – (dejar + infinitive) they let me enter
14. quiere que yo sea – (querer ser) wants me to be
15. reconocieron – (reconocer) recognized
16. conocía – (conocer) (he) knew

¡Viva el toro!
Capítulo 7

Nombre _____

Clase _____

Fecha _____

1. ¿Cómo se llama el estadio adonde fueron Julio y Ana?

2. ¿Cómo iban Julio y Ana al estadio? _____

3. ¿Cómo se llaman las motos en España? _____

4. ¿Cuál deporte jugaba Julio? _____

5. ¿Qué ocurrió cuando Julio fue para buscar sus boletos para el partido?

6. Cuando Ana le pregunto, “¿Qué vamos a hacer?”, ¿en qué pensaba Julio?

7. ¿Qué le parecía a Ana lo que pensaba Julio? ¿Quería ir?

8. ¿Qué son los trabajos del papá y tío de Julio? ¿Qué era su abuelo?

9. ¿Conocía Julio a la gente en la plaza de corrida de toros? _____

10. ¿Cómo se sentía Ana cuando entró en la plaza?

11. ¿Recuerdas dónde está **Sevilla** en España? ¿**Madrid**? ¿**Barcelona**? Dibuja un mapa debajo y muestra dónde están estas ciudades. Piensa: ¿Cuál es la forma de España?

¡Viva el toro!
Preguntas para discutir
Capítulo 7

1. ¿Qué tienen muchos jóvenes en Sevilla para ir de lugar a lugar?
2. ¿Cuál deporte jugaba Julio? ¿Era bueno o no?
3. ¿Por qué estaba enojado Julio después de ir para sus boletos para el partido?
4. ¿Le importaba a Ana que no tenían sus boletos?
5. ¿Adónde quería ir Julio en vez de ir al partido?
6. ¿Cómo le parecía la idea a Ana?
7. ¿Qué decidieron hacer? ¿Cómo se sentía Ana?

Ana quería ir al partido de fútbol pero fue a otra corrida de toros. Pobrequita.

¡Viva el toro!

Vocabulario para **Capítulo 8**

1. comenzó – (comenzar) started
2. igual que la primera – same as the first
3. valientes – brave
4. nacieron – (nacer) (they) were born
5. casi – almost
6. hace dos años – two years ago
7. tuvo que pasar – (tener que + infinitive) (he) had to spend
8. no pudo caminar – (poder caminar) (he) couldn't walk
9. se le olvidó – (olvidarse) (she) forgot
10. raras – strange
11. disfraces – costumes
12. parecía danzar – (parecer) appeared (seemed) to dance
13. se acercaba – (acercarse) (he) came closer
14. para divertirnos – (divertirse) in order to have fun
15. demuestran – (demostrar) (they) demonstrate
16. luchaba – (luchar) (he) fought
17. se volvía loco – (volver) (he) went crazy
18. un indulto – a pardon
19. estaba confundida – (estar) (she) was confused
20. a veces – sometimes
21. no iba a morir – (ir + a + infinitive) (he) wasn't going to die
22. no pasa mucho – (pasar) doesn't happen much
23. tienes suerte – (tener) you are lucky
24. mejor – better
25. mientras – while
26. no debía morir – (deber morir) (he) shouldn't have died
27. iban a pedir – (ir + a + pedir) (they) were going to ask for

¡Viva el toro!
Capítulo 8

Nombre _____
Clase _____
Fecha _____

1. Describe un poco la reputación de los toros de la corrida en España.

2. ¿Qué le pasó al matador Luis Romero hace dos años? _____

3. Explica cómo la corrida es algo honorable para el toro y el matador.

4. ¿Qué pasó durante la corrida con el toro y el matador?

5. Ana estaba confundida porque ella pensaba que el matador siempre mata el toro, pero no es así. Explica.

6. Después de la corrida, ¿pensaba Ana que comprendía la gente de España mejor?

7. “Hoy Ana no se sentía como Ana de América. Se sentía como Ana de España.” Explica esto en tus propias palabras. _____

¡Viva el toro!
Preguntas para discutir
Capítulo 8

1. Describe el tratamiento de los toros de la corrida en España.
2. ¿Qué le pasó al matador Luis Romero hace dos años?
3. Ana pensaba que las corridas eran “feas, raras, y terribles.”
¿Qué pensaba Julio?
4. ¿Quiénes parecían bailarines en disfraces bonitos?
5. Según Julio, ¿matan los toros para divertirse?
6. Explica cómo “la corrida es el concepto español del honor, para el hombre y para el toro.”
7. ¿Qué es un indulto?
8. ¿Qué aprendió Ana ese día?

Power Point presentation for *¡Viva el toro!*

¡Viva el toro!
Capítulo 1

Sevilla

Ana iba a estar en Sevilla por unos seis meses.

Ana llega al aeropuerto en Sevilla

Ana fue de California a España

¿Puedes encontrar España?

El Flamenco

Corrida in Toros y Toreros

Un retrato por
Pablo
Picasso.

Pablo Picasso
era un artista
muy famoso
quien nació
en España.

Don Quixote de la Mancha y
Pancho Sanza

Un retrato
Por
Pablo
Picasso

Ana va a aprender mucho acerca de Don Quixote en
en su escuela en Sevilla.

Molinos de Viento en La Mancha

Don Quixote y su amigo Sancho
Panza

Don Quixote, su caballo, y su
amigo Sancho

Unos edificios de Sevilla

Un
apartamento
en
Sevilla

Una casa en España

“Mi casa es tu casa,” le dijo la Sra. de Marco

El Torre de
Oro

Cuando Ana y la familia Marco
iban a su casa, pasaron por el
Torre de Oro.

El torre fue construido en el
siglo 13.

El Torre de Oro

El río Guadalquivir

Cristóbal Colón salió desde este río para
América.

El Puente Alamillo
en Sevilla sobre el río Guadalquivir

El Puente de Isabella II

Puente de la Barqueta

El río Guadalquivir en Sevilla, España

Giralda

The Moorish
influenced
tower on
Plaza de
España built
for the 1929
Ibero-
American
exposition

La Plaza de España

La Plaza de España

Carmona

Carmona era una ciudad romana.

Los tres barcos de
Cristobol Colón

El año fue mil cuatrocientos noventa y dos.

Cristobol Colón
Christopher Columbus
(1451 - 1506)

¿Es un hombre guapo? Es muy serio, ¿no?

Otro pintura de Cristobol Colón

La Tierra Española en el siglo
XVI

El catedral de Sevilla

Hay sólo un catedral más grande en todo el mundo. Es el catedral de San Pedro en Roma.

Una vidriera de colores

La Plaza de Toros de La
Maestranza

Una entrada a la Plaza de la Maestranza

Un Campo de fútbol

Los aficionados de fútbol

Jugadores de fútbol

Unos aficionados

¡Jugadores excelentes!

La señora Marco le dijo a Ana,
“Ana descansa antes de cenar.
Vamos a comer gazpacho y rabo
de toro.”

Gazpacho

Ravioli de rabo de toro con puré
de castañas

5 kg. rabo de toro 2 kg. cebolla 2 ud. pimiento verde 2
ud. tomate maduro 1 cabeza ajo 1 hoja laurel 1 cuchara
sopera pimentón dulce 1/2 l. vino blanco 1/2 l. vino tinto
1 chorro brandy tomillo romero y pimienta

¡Más rabo de toro!

Ana no quería comer rabo de toro.

Capítulo 2
¡Viva el toro!

La casa de la familia Marco
(quizás)

Una escuela en España

Unas monjas

Las monjas son maestras en muchas escuelas en España.

Una estatua de Don Quixote

La Guerra Civil de España
1936-1939

Miguel de Cervantes Saavedra escribió el libro de Don Quixote de la Mancha. La Mancha es la región de España donde vivía don Quixote.

La Guerra Civil de España.
Generalismo Francisco Franco era el
líder de los nacionalistas.

Una pintura
del dictador
Francisco
Franco

Alumnos españoles

Churros

Ana comió
churros para
postre
Despues del
almuerzo.

Comiendo
bocadillos

¿Puede ser Ana, Carmen y Julio?

A Ana le gustaba la idea de tener un hora y media
para comer hasta que supo que la escuela terminaba
a las cinco y media de la tarde.

Ana comió ensalada en el
almuerzo.

¡Tantos bocadillos!

¿Cuál es Julio? ¿Carmen? ¿Ana?

¡Alumnos jugando!

Ana estudiaba mucho.

Julio jugaba fútbol. Era un jugador excelente.

Tapas

Julio le dijo a Ana,
"Tapas son pedazos pequeños de pescado, carne, aceitunas, vegetales, quesos, or mariscos. Las comemos antes de cenar."

Tapas

Julio le dijo a Ana, “Es divertido ir de bar a bar comiendo tapas.”

Capítulo 3

¡Viva el toro!

No era un buen día para Ana.

Ana estaba feliz de estar en España hasta cierto día. Ese día ocurrió tres semanas después de su llegada a España.

Un boleto para una corrida de toros en la sombra – un boleto caro

La gente tiene boletos de sol. Son más baratos que los de la sombra. Los boletos de la sombra son caros.

Según Pedro, Juan Cortez es el mejor matador en España.

Joselito, posible el mejor matador
del mundo, según Pedro.

Enrique
Ponce,
matador
de
Valencia

Otro retrato
por Pablo
Picasso

Capítulo 4
¡Viva el toro!

Todos llevaban ropa
hermosa y elegante

Un
traje
de
luces

Traje de
luces

azul y
dorado

Los toreros

El matador y sus ayudantes
hicieron un pequeño desfile.

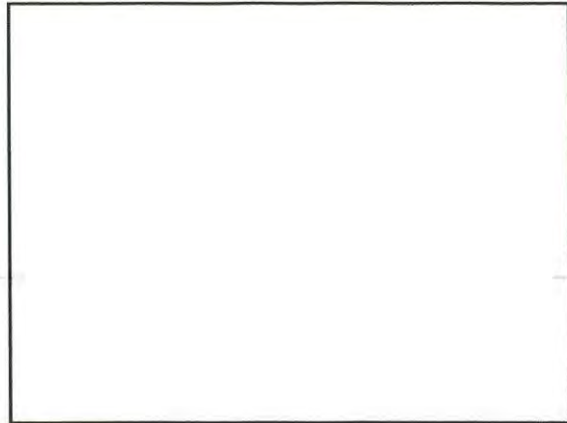
El sol
y la
sombra

Un desfile en la Maestranza en Sevilla

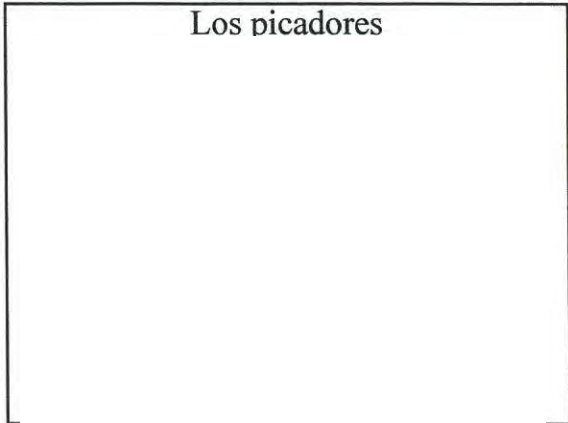
El matador y sus ayudantes

La procesión

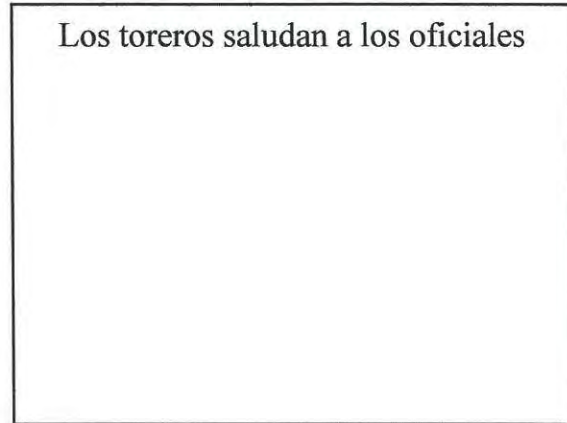
Los oficiales



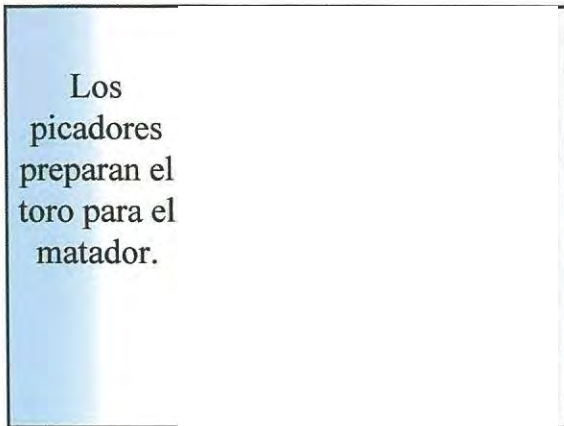
Los picadores



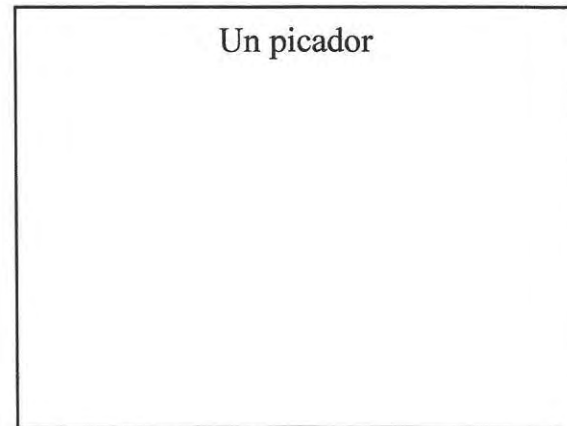
Los toreros saludan a los oficiales

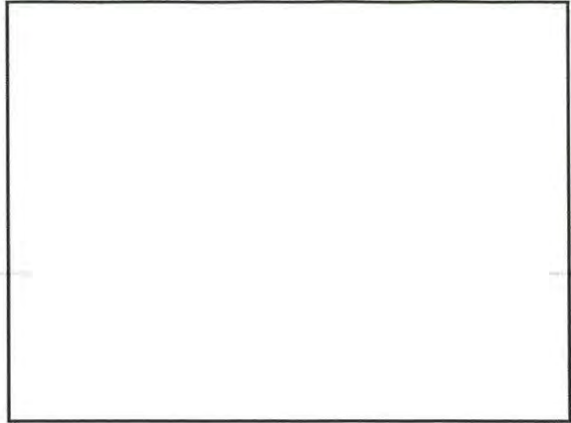
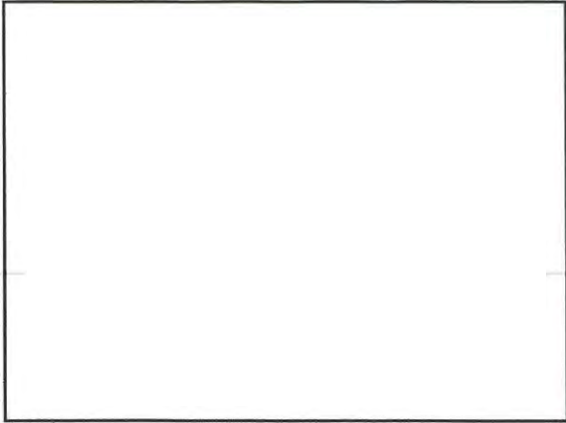


Los
picadores
preparan el
toro para el
matador.



Un picador





Los banderilleros

Sus zapatos parecían zapatos de balarín de ballet

A rectangular box with a black border containing two lines of text. The first line is centered and reads "Los banderilleros". The second line is positioned near the bottom-left corner and reads "Sus zapatos parecían zapatos de balarín de ballet".

Un banderillero

A rectangular box with a black border containing a single line of centered text that reads "Un banderillero".

Juan Cortez

Por Pablo Picasso

Una mujer
puede ser
matadora

De vez en
cuando el
torero está
herido

Capítulo 5
¡Viva el toro!

¿Qué le dieron al matador como premio?

Sr. Marco dijo, “No puedo creer que le dieron una oreja, la cola, y una pata.”

Después de la corrida le dan parte al toro al matador como premio.

Posible es el carro que tenía la familia de Marco



¿Cómo fue la conversación entre Ana y la familia de Marco después de la corrida?

Capítulo 6
¡Viva el toro!

Ana trató de olvidarse de los toros.

Seguían con sus vidas.

El corero en Madrid. Posible es similar en Sevilla.

Sr. Marco iba al correo cada día.

La señora de Marco se quedaba en casa. Ella era la ama de casa.

La familia ayudaba a su mamá a limpiar la casa.

¿Qué quería hacer Ana?

Ana quería....

divertirse
ver España
ir a la Plaza de Cabildo
comprar dulces a las monjas
comer tapas
probar las aceitunas verdes
pasear en lancha en el río
ver el arte en el museo
estudiar mucho

Ana,
Carmen, y
otros
amigos
estaban
afuera
comiendo su
almuerzo.

Durante su almuerzo
los alumnos
estudiaban
Para su examen de
historia.

La Guerra Civil de España
era de 1936 - 1939

Francisco Franco 1892-1975

Francisco
Franco
cuando era
viejo

Ana tuvo que aprender acerca de Francisco Franco
en su clase de historia.

Francisco
Franco y
su ejército

Julio dijo, "Conozco
a unos presidentes
tuyos."

Ana, ¿quieres ir a un partido de
fútbol conmigo?

¿Cuándo iban a salir?
domingo
lunes
martes
miércoles
jueves
viernes
sábado

Capítulo 7
¡Viva el toro!

"¡Perdieron mis boletos!"
dijo Julio.

“Oh no. Otra
corrida de
toros,” dijo
Ana.

Nó lo podía creer.

Capítulo 8
¡Viva el toro!

La segunda corrida de toro
comenzó igual que la primera

“Los toros
de las
corridas son
toros
especiales,”
dijo Julio.

“Son valientes, más valientes que
toros normales,” seguía Julio.

“Nacieron especialmente para las
corridas. En España nos encantan los
toros,” dijo Julio.

“Estos toros tienen una vida buena. Comen comida buena. Después de un tiempo, son fuertes,” le dijo Julio.

“Honramos a los toros aquí.”

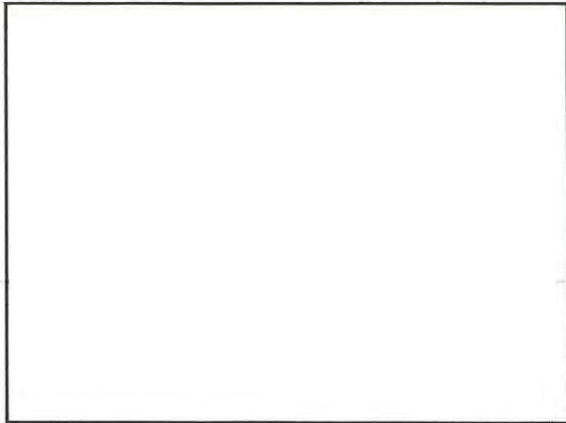
“La corrida es el concepto español del honor, para el hombre y para el toro.”

“¡No lo puedo creer!”

Un indulto.

¡Viva el toro!
¡Viva el toro!

La bandera de España



Mira como parece la forma del país. Parece como la cabeza de un toro, ¿no?

Tortilla Española

¡Sabrosa!

Extension activities for *Viva el toro!* :

1. After each reading segment, students work with a partner to generate five questions for the rest of the class regarding the story. They are given up to ten minutes to write down their questions. Afterwards, the students ask questions of the rest of the class.
2. Divide students into five groups. Have them go to the board lined up. Give each group a slip of paper with a section of the chapter typed out. One by one each member of the group will illustrate the information contained on their group's slip of paper in a panel of the board. The teacher has a timer. Each student gets 20 seconds to illustrate the info as complete as possible. After each 20 second segment, the teacher signals for the next student to step forward and add as much detail as possible. This continues until each student has had 20 seconds to read and illustrate. The students are instructed to add as much detail as possible. After all students have had a chance to draw on the board, the class takes part in discussion (in Spanish) describing what has been drawn in each panel (there are five panels on the board).
3. Students retell the story to each other in small groups for 3 minutes and then take turns retelling the story to the class. The teacher can assign different sections of the story to different groups.
4. Students can write for ten minutes about what they think will happen next in the story. They create the next chapter.
5. Students are given a paper with eight boxes and are told to illustrate the story to date and then write in each box to review their illustration.
6. Students are put into groups of four and give a large piece of butcher paper. They are given fifteen minutes to illustrate the story and prepare to retell the story while referring to their pictures. Each group then has up to five minutes to retell the story to the class.

7. After each reading segment, students work with a partner to generate five questions for the rest of the class regarding the story. They are given up to ten minutes to write down their questions.

Afterwards, the students ask questions of the rest of the class.

8. In groups of up to four students take a chapter of the book and reenact the story for the class.

Students can each speak or there can be one narrator while the rest of the students act out the story while the narrator tells the story.

Assessment for *¡Viva el toro!*

Assessment is ongoing and should guide instruction. Included below are several assessment selections that can be applied to any of the activities provided in Chapter 4.

Possible assessments for *¡Viva el toro!* include the following:

- 1) Students will have a ten minute writing assignment each Friday to summarize the progression of the book *¡Viva el toro!*. The writing will be in Spanish. They will be graded on how many words they write, use of current vocabulary, and syntax to a lesser degree. We will cover two chapters of the book a week with attention to discussion of the book, Spain, and bullfighting throughout the four week period slated to finish the unit.

	Word amount	Storyline	Syntax
15	All entries at least 200 words	No errors in storyline	0-10 errors in syntax
13	All entries but 2 have 200 words.	1-5 errors in storyline	11-18 errors in syntax
12	All entries but 3 have 200 words.	6-9 errors in storyline	19-25 errors in syntax
11	All entries but 4 or 5 have 200 words	10 -12 errors in storyline	26-30 errors in syntax
10	All entries but 6 have 200 words	13 or more errors in storyline	31 + errors in syntax

Total points: _____ / 45

- 2) **Grammar logs**
Students will write in their “Grammar logs” every Tuesday and Thursday for five minutes in English. They will write about new understandings concerning grammar points that have been made clear to them, or they may write about grammar points that remain difficult. They will be instructed to include at least three examples of challenges or new understandings.

The purpose of the grammar logs is to help students guide their own learning by assessing their personal progress in learning Spanish and thereby be in charge of what areas they need to focus on or ask questions about in order to keep up with the class agenda.

1. Entries for each assigned day. Check if there is an entry.

Date _____

Tues. Thurs. Tues. Thurs. Tues. Thurs. Tues. Thurs.

2. Evidence of thoughtful log entries:

5 – very thoughtful, with at least three examples
4 - thoughtful, with less than three examples
3- somewhat thoughtful, with no examples
1- no evidence of thoughtful reflection

Tues. Thurs. Tues. Thurs. Tues. Thurs. Tues. Thurs.

Rubric for Grammar Logs

_____ entry for each day (8 entries) 5 points each dated entry
 _____ evidence of thoughtful log entries (total from individual entries)
 _____ /40 – total grade (40 points possible)

3. Short answer.

1. Explain what, “Mi casa es su casa” means and why you would say it.
2. What are tapas? Give at least three examples.
3. What is a “rabo de toro” in relation to a bullfight and how is it used?
4. What book did Miguel de Cervantes Saavedra write? Give the name and describe the main character of the book.

5. How are schools in Spain different from schools in the U.S.? Give at least three examples.

4. Essay:

1. Discuss bullfighting in Spain. Include input based on the cultural significance and some historical information related to bullfighting. Also include input on the participants in a bullfight and how their participation is sequenced. Finally, include a short explanation of your personal opinions regarding bullfighting with the rationale behind your opinions. Keep this essay to around 250 words. (In English)
2. Summarize *¡Viva el toro!*. Include five events in the book with as much descriptive detail as possible. You must describe five events or scenes with sufficient descriptive detail to thoroughly review those scenes. Be sure to include descriptive cultural information as well as storyline information with each summarized scene. (in Spanish)

5. Performance:

After reading *¡Viva el toro!*, students will be divided into groups of 3 and assigned a chapter of the book to reenact. There are eight chapters in the book which means some groups might have more than three members, depending on the size of the class. The students will be given three days of fifteen - twenty minutes each to plan and rehearse their performance. We will begin practice on Monday and perform the skits on Thursday and into Friday, if necessary. Skits should last 3-5 minutes. Props should be included. Each person must have a minimum of eight lines of at least six words. The final presentation should be performed without note cards. The rubric follows:

- 1= serious lack of effort to reach requirements
- 2= some effort shown but misses requirements
- 3= reaches minimum requirements with 5 or more mistakes
- 4= reaches minimum requirements with 3-4 mistakes
- 5= reaches minimum requirements with near perfect language use

1) Nombre de alumno y grupo _____

Individual Grade:

_____ Minimum 8 lines	1	2	3	4	5
_____ Note card use 1	2	3	4	5	
_____ Mistakes	1	2	3	4	5
_____ Total individual grade					

Teacher notes:

_____ individual grade

_____ group grade

_____ Total

Nombre del Grupo _____

Group Grade:

_____ Props	1	2	3	4	5
_____ Accuracy of story line	1	2	3	4	5
_____ Time	1	2	3	4	5

Teacher notes for group:

Props:

- 1= no props
- 2= poor props
- 3= some creativity
- 4= creative and relevant
- 5= superior

Accuracy of story line:

- 1= serious lack of effort to reach requirements
- 2= some effort shown but misses requirements
- 3= reaches minimum requirements with several mistakes
- 4= reaches minimum requirements with few mistakes
- 5= reaches minimum requirements with near perfect language use

Time:

- 3= Under 3 minutes
- 5= 4-5 minutes

La Tortilla Española

Activity

Students will make a Spanish tortilla.

Audience

First, second or third year students

Purpose

Students will learn food vocabulary as well as cooking vocabulary. Students will be introduced

to a very popular Spanish tapa item. This activity could also be an excellent activity to follow

¡Viva el toro!

SFLL

Standard 1 – Communication

Communicate in language other than English

Standard 2 – Cultures

Gain knowledge and understanding of other cultures

Standard 3 – Connections

Connect with other disciplines and acquire information

Standard 4 – Comparisons

Develop insight into the nature of language and culture

Standard 5 – Communities

Participate in multilingual communities at home and around the world

Procedure

I. Learning the vocabulary in preparation for the cooking activity can take place through the following activities:

II. When the teacher is confident that the students have learned the vocabulary, the class will be ready to make tortillas. The teacher could

- Make arrangements with the home-ec teacher to use the kitchen and have a day of groups making the tortillas. OR
- Students make tortillas at home and bring in the next day.

Extension Activities for La Tortilla Española:

- 1. Students make flash-cards of the vocabulary (12 words per day). Fewer words a day can be taught, depending on the level of students. For second year students, many words will already be familiar.
- Students can quiz each other with flash-cards
- Students prepare scenarios using the vocabulary
- Students create stories in class using the vocabulary
- Teacher bring in items from the list and direct students in TPR activities
- Play games with the words: bingo, pictionary, mata la mosca, etc.
- Complete crossword puzzles, word-find, worksheet
- Students work together in groups creating a bulletin board display

Tortilla Española**Vocabulario:**

Patata	potato
Aceite de olivas.....	olive oil
Cebolla	onion
Sal	salt
Pimienta negra	black pepper
Huevos	eggs
Cucharada	tablespoon
Picada.....	chopped
Se lava.....	wash
Pelar	peel
Se corta	cut
Lonchas muy finas	fine slices
Cacerola	casserole (dish)
Agua salada.....	salt water
Hervir.....	to boil
Las cocer a medio de cocer	cook them ½ way
Freír.....	to fry
Se calienta.....	warm (heat up)
La sartén.....	the fry pan
Cuidadosamente.....	carefully
Podría brotar	it could splatter
Se remueve.....	stir
Se añade	add
Se mueve.....	move
Nada se pegue	nothing sticks
Se sazona	season
Revolviendo	stirring
Una bola.....	a ball
Se pone.....	put
Un fuego	a fire
Lento	slow
Se mezcla	mix
Va a cuajarse.....	it's going to thicken
Dar la una vuelta.....	to turn it over

La Tortilla Española La Receta

Ingredientes:

3 patatas
1 cucharada de aceite
1 cebolla, picada
sal y pimienta negra
3 huevos

Preparación:

- Se lava las patatas (lo mejor es pelarlas).
- Se corta las patatas en lonchas muy finas
- Se las pone en una cacerola llena de agua salada
- Se hace hervir las patatas y las coce a medio cocer. Se puede también freír las patatas un poquito.
- Se calienta el aceite en la sartén.
- Se pone las cebollas cuidadosamente porque el aceite podría brotar. Se remueve.
- Se añade las patatas. Se mueve la sartén y se remueve todo para que nada se pegue.
- Se sazona con sal y pimienta
- Se va revolviendo los huevos en una bola y les sazona bien con sal y pimienta.
- Se pone las cebollas y las patatas a un fuego un poco más lento, siempre removiéndolo.
- Se pone las patatas en los huevos revueltos y se mezcla todo bien.
- Se pone la sartén por otra vez al fuego y cuando la sartén está muy caliente se pone la mixtura. Va a cuajarse inmediatamente.
- Hay que freír la tortilla por 2 minutos. Después, hay que darla una vuelta y terminarla.

Esta receta viene de Karl A. Erber: karl.erber@almodovarlandia.com

Chapter 5

Summary, Conclusion, Recommendations

Summary

This project was completed with the purpose of offering methods that encourage the use of the L2 in the classroom. In addition, it was the purpose of this project to partner cultural study with second language study. Researchers have found that content-based methods can bring the L2 alive in the classroom successfully. Many students want to learn a second language but most do not have a sustained interest in learning language rules (grammar). Grammar learned in context through content-based methods makes acquiring a L2 meaningful. When language instruction is meaningful it is more likely that student interest will remain high during their studies. Comprehensible input is the vehicle to bring language and culture to the student at challenging, but not overwhelming, levels of language input.

Conclusions

After careful review of the literature regarding second language acquisition, it can be concluded that language instruction has its greatest success when taught through meaningful, content-rich methods. Instruction through content-based methods can be enlisted through reading, writing, listening, and speaking. Storytelling and scenarios are excellent activities for attaining communicative competence and can be used to practice all four skills (reading, writing, listening, speaking).

Content-based teaching methods reflect the constructivist philosophy of education. Language learning can make use of student-centered activities where the teacher becomes the guide to assist students at their various levels of language learning. Students are encouraged to make use of the language to gain and exchange information in meaningful ways.

The Standards for Foreign Language Learning (American Council of Teachers of Foreign Languages (ACTFL), 2005) were set to establish the philosophy that second language acquisition is more than teaching language rules. The standards make it clear that L2 learning involves the gaining and sharing of information as well as cultural appreciation. Content-based methods that involve teaching grammar in context and culture as an instructional focus (not a footnote at the end of a chapter) have been found to be very effective in the second language classroom.

In this project, bullfighting was studied. Two legends were included that assist in the understanding of the histories of Mexico and Spain. Mapping activities help reinforce student understanding of places in the world. Various paintings by Pablo Picasso were presented in PowerPoint. A story written by a Mexican-born former migrant worker who now teaches at an American university was included. It is exciting to think of how many ways language and cultural instruction can become partners in second language instruction. Language learning can be diverse, challenging, and meaningful.

Recommendations

It is highly recommended that teachers become acquainted with various applications of content-based methods of second language instruction. It is clear that language instruction needs to push past the traditional methods utilizing drill and language practice taught in pieces. There is extensive literature available on the subject of communicative competence through content-based methods. Internet chat rooms have made the sharing of ideas easy and quick. It is recommended that teachers stay current with new research regarding second language acquisition and keep sharing their ideas. Furthermore, it is important that researchers of second language acquisition

continue to examine the efficacy of content-based teaching methods and whether internalization of the language through sustained use will have lasting effects on retention levels of the L2.

It is hoped that the activities contained in this project will contribute in positive ways to the ongoing discussion of how to best serve our second language students.

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**Somos de México.
Ahora vivimos aquí.**

11/11/2020 10:11:11 AM

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**Vengo de
Canada, Jalisco**

M. J. F. A. M. J. L. J. A.

Hola. Mi nombre es _____ y yo vengo de Jalisco Méx. para los Estados Unidos, para estudiar inglés. Yo viví en México por trece años y a mis trece mismos viajé para Washington para estar con mi familia. Todos mis hermanos se encontraban en los Estados Unidos y yo tenía que venir para Washington con mi padre para estudiar y progresar. Ahora vivo con toda mi familia, y tengo viviendo en Ellensburg WA, por tres años, y tengo todo este tiempo sin volver a México. En México vivía en un pueblo que se llama la Canada. Pero como a media hora se encuentra la ciudad de Tamazula.

Año Nuevo

El día 31 de diciembre se celebra el nuevo milenio. Es el empiezo de un nuevo año. Este día es muy especial para toda la gente porque empieza una nueva generación. Cada 31 de diciembre es especial por todo el mundo. Es una de las celebraciones más grandes que existen. En México cuando empiezan los primeros doce segundos piden doce deseos con doce uvas y es una tradición mexicana. En Estados Unidos no existe la tradición. Por lo natural las familias se reúnen para celebrar un nuevo milenio cada 31 de diciembre y es otra tradición.

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**Vengo de
Tepic, Nayarit**

Mi Familia y Estado



Esta banderita que ven aqui arriba es la bandera donde yo vivo. Donde yo vivo no es tan grande ni tan chiquito, es un estado bonito donde mucha gente quisiera vivir. Mi estado se llama Nayarit. La populizacio'n de Nayarit es de 920,185 habitantes.

Aqui está el mapa de mi estado.

Nayarit es uno de los más bonitos y hermosos estado que hay en México. Es por eso que me gusta vivir allí. Done yo vivo es un pueblo cerca de Compostela y Xalisco. Mi pueblo se llama Adolfo Lopéez Mateos, no es tan grande ni tan chiquito. La hora se acabo de hablar de mi estado. Eso es todo.

Mi familia es muy grande por que tengo muchos tios y primos, pero yo vivo con mi mamà, mis dos hermanos y mi primo, tengo dos tios en Nueva York y todos los demás viven en Mèxico.

En Mèxico hay muchas tradicionespero las màs festejadas son la Navidad, Ano nuevo, Dia de los muertos, El dia de la Virgen y hay celebraciones no tan importantes como San Valentin,Cumpleanos, Bodas pero la importancia se la da cadà quien.

Yo admiro como artista a Diego Rivera por que a hecho muros muy importantes, tambien me gusta el gupo de musica La Ley por que es muy bueno.

Mi Familia.

Mi familia es grande que no s de dónde empezar. Yo tengo familia en los dos lados del estado de Mexico y los Estados Unidos. Yo tengo familia en Califas, y en Washington. En California tengo una tia y primos. Son como 7 los que viven en California. También tengo en Chicago pero no se cuantos son los que viven allí. En Washington tengo más familia viviendo, tengo tíos, tías, primos, y hernanos. Son muchos los que tengo. Mi familia es muy amable con todas las personas.

Alguien importante en mi Vida

Las personas más importantes en mi vida son mis papas porque ellos me dieron mi vida. Mis papas son los que quiero más en la vida. Ellos me han dado todo lo que yo he querido en la vida.

**Vengo de
Tamazula,
Jalisco**

02/17/05

DIA DEL AMOR Y LA AMISTAD

Esta foto es una carta del amor y la amistad.

El día del amor y la amistad en México es muy tradicional, porque es algo muy especial. El día 14 de febrero, es el día del amor y la amistad toda la las personas le dan regalos a sus parejas o amigos.

LA PERSONA MAS IMPORTANTE DE MI VIDA

Mi madre es lo mas importante que tengo en mi vida. Porque ella me dio la vida y siempre ella me da consejos, como debo ser, y ella se derica acuidar mi Hermano Braulio y ella es muy importate porque ella siempre me a yudado a lo que le pido, también siempe me apoya a lo que ago medise si esta mal o bien pero ella siempre me comprende lo que ago.

**Vengo de
Tamazula,
Jalisco**

Yo soy de Jalisco y en el 2002 vine para los Estados Unidos con mi familia. Mis padres vinieron porque nesesitaban trabajo y yo vine para estudiar y aprender el inglés. En Jalisco yo vivía en un pueblo llamado la Cañadá. Es un pueblo muy chico pero es muy bonito porque hay menos gente hay menos ruidos o problemas con las demás. Toda mi familia está en mi pueblo pero también unas tías y tíos viven en California y otros en Arizona. También cuando vivía en Jalisco lo que me gustaba haser es cuidar las vacas o ir al cerro a ver los caballos y por las tardes siempre me gustaba haser era jugar fútbol con

mis amigos y por la noche íbamos a ver las morras o los domingos iba con mis amigos a dar la vuelta en el jardín de contla por las noches. En mi familia somos por todos 8. Tengo 3 hermanos y 2 hermanas.

Este es un escudo de un equipo deportivo de Jalisco. Su nombre es Chivas Ralladas de Guaralajara. Los domingos y sabado los miro por televisión cuando jugaron con otro equipo. Es mi equipo favorito.

Este es el sino de mexico

**Vengo de
México, D.F.**

Yo soy de la Ciudad de México, Yo me vine a los Estados Unidos hace dos años. Yo llegue a Ellensburg el 31 de Diciembre del 2002 cuando yo tenia 15 años y ahora tengo 17. Mi mama se vino año antes que yo.

Yo vivía en una ciudad que es más grande que aquí y hay mas gente que aquí no se compara nada a WA ni a seattle porque donde yo vivía es la ciudad mas habitada del mundo.

A mí me gusta la escuela de México porque son más grandes que las de aquí. A la escuela asisten 9 meses en un año en las clases son como 45 estudiantes en cada clase.

Cuando llegué Alos estados Unidos el lenguaje es diferente la gente era diferente también. Ellensburg es muy chico casi no hay gente como en México. Las tiendas son diferentes; ni una se parece a las de México. El clima de Ellensburg es diferente que al de México porque en Ellensburg cae nieve y hace mucho frío y en México no cae nieve y no hace frío yo prefiero el clima de México que el de Ellensburg

Mi familia es muy grande porque tengo muchos primos y tíos pero. A qui en Ellensburg vivo con mi mama, mi hermano una hermana y un tío y también tengo 2 tíos en New York y todos los de mas viven en México.

Las tradiciones de México son mas grandes y mejores hay muchas tradiciones como "el día del niño" el día del mvito", etc. Hay muchas tradiciones importantes todas se festejan en familia y con amigos todos se divierten. Los niños salen a tronar cuetes a las 12:00 y hay mucha gente en la calle festejando

Mi favorito equipo de soccer son las chivas del Guadalajara porque me gusta como juegan casi to da mi familia le va a ese equipo unos le van a otro equipo. Y mi música favorita es el ska, electrónica, hip hop y el reggae

Cuando séa grande me gustaría vivir en México con mi familia y en un lugar chido como Acapulco o puerto Vallarta.

Las diferencias de Ellensburg y México:

- 1: El clima*
- 2: La gente*
- 3: Las casas*
- 4: Los trabajos Etc...*

Esta Ciudad de es la México aquí sola menten viven 109,459,000 personas en México. La ciudad de

Tradiciones Tradiciones

El día de los muertos se festeja el día 1 y 2 de noviembre el día 1 de noviembre se le festejan a los niños muertos se les festeja con hacerle una ofrenda dejándole lo que lo mas le gustaba comer, dulces y otras cosas ese día los niños se visten de muertos y salen a pedir dinero no se porque pero yo pienso que es una tradición de México casi todos los niños salen a pedir dinero pero lo mas común es pedir dulces.

El día 2 de noviembre se festeja el día de los muertos para los adultos es igual que el día 1 de noviembre pero ora se les hace ofrenda a el adulto.

Esta una foto de una ofrenda del dia de los muertos con comida y flores

**Vengo de
México, D.F.**

Yo soy de México D.F. yo me vine a los Estados Unidos hace un año y medio, yo llegue a Ellensburg el 12 de Julio del 2003, cuando tenia 16 casi los 17 por que me faltaban 3 dias para cumplirlos cuando lleguè aquí. Yo vine con mi familia para que mi mamá trabajara y mis hermanos y yo estudiaramos y aprendamos Inglés.

Yo solamente he estado aquí en Ellensburg y de donde yo vengo es una ciudad, es mucho mas grande que aquí de hecho es más grande que Seattle. A mi me gustan las escuelas por que son más grandes y tienen más alumnos. Prefiero las escuelas de México por que para cada grado hay como 12 salònes y en cada clase hay de 35 a 45 alumnosy los maestros van a los salònes no los alumnos.

Cuando yo lleguè a Ellensburg me sorprendieròn tantas cosas como el lenguaje, las tiendas, el clima y hasta el pueblo por que es muy chico, a comparacion de donde yo vengo. Además el clima de aquí no me gusta por que aquí nieva y en México no y no hace tanto frío como aquí, la unica temporada que me gusta aquí es el verano por el calor, pero prfiero el clima de México.

February 16, 2005

TRADICIONES DE MÉXICO

TRADICIONES DE MÉXICO

La Navidad

La navidad en México es muy divertida porque se junta toda la familia y se hacen muchos platillos tradicionales de México. Además que se puede salir a las calles a tronar cuetes y pasar un buen rato con tus vecinos y amigos, también se arrulla al Niño Dios y se le canta. Aparte de que es la última posada ya que las posadas empiezan desde el 16 de Diciembre y terminan en Noche buena, y se rompen muchas piñatas y se reparten dulces.

Día de los muertos

También festejamos el Día de los Muertos en esta celebración se recuerda a los difuntos que ya no están con nosotros se les ponen ofrendas se les da una misa. También los niños se disfrazan y salen a pedir dulces. Esta celebración es un poco parecida a la de aquí.

Año Nuevo

En el Año Nuevo es un festejo muy importante para México porque se junta toda la familia y se recuerda lo que hicieron en todo el año. Cuando dan las doce de la noche se toma sidra y se comen doce uvas y por cada una que te comas puedes pedir un deseo. Después se sale a la calle a tronar cuetes. También se proponen cosas nuevas para el año nuevo que viene.

Día del Amor y la Amistad

Este día es especial para todos los enamorados porque se obsequian regalos hay veces que van a cenar o llevan serenatas. Por lo regular ese día aprovechan para declarar su amor a las personas queridas o demostrar una verdadera amistad. Esta tradición es casi igual que aquí en los Estados Unidos.

Dia de la Virgen de Guadalupe

Esta celebracion es muy importante para Mèxico porque es simbolo de la fe que tiene la gente hacia esta imagen, y esto se celebra por todo Mèxico hay personas que van a la Basilica de Guadalupe, hay gente que hace una misa en las iglesias de su comunidad y aparte en las noches se le canta las mañanitas y se le reza. Despúes se comen tamales con atole.

Las personas más importantes para mi...

Son mi familia que se conforma por mis padres y mis dos hermanos son importantes para mi, porque con ellos yo e crecido y e compartido muchas cosas tanto problemas como alegrías, además

Esta es la ciudad de México

Este es el zócalo de la ciudad de México.

**Vengo de
Mazatlán,
Sinaloa**

Mi nombre es _____ . Yo vengo de Mazatlán, Sinaloa, México. Mi familia es de Mazatlán, también. Mi familia y yo nos movimos a California cuando tenía 12 años.

Nos movimos a los Estados Unidos porque queríamos tener un buen trabajo y estar con nuestra familia. Tengo viviendo en los Estados Unidos 3 años. Viví en California por 1 año. Después me vine a Ellensburg, Washington. Cuando llegué a Ellensburg me encontré con mi tío. Donde yo vivía en México no era tan grande mi muy pequeño; era un rancho no muy grande. La Escuela donde yo iba en México era muy pequeña. Yo iba 12 meses al año, en cada clase iban 20 estudiantes. Si me gustaba porque tenía muchos amigos en la escuela. La escuela en México era más pequeña que la de Ellensburg. Cuando yo me vine a los Estados Unidos me sorprendí al ver a mi familia, y la ciudad era más grande que México. También el clima era diferente, y la gente y el lenguaje. Ellos hablaban inglés y yo hablaba español. Sí era diferente porque allá an México está muy caliente y aquí en Ellensburg, Washington está muy frío. Yo me acostumbré al frío porque ya vivo en Ellensburg, Washington.

Este es el ángel de la Independencia en México.

Mis padres

Mis padres vivian en Nayarit, México. Nacieron en Nayarit pero vive en Sinaloa. My papá se llama Martín y mi mamá se llama Imelda. Donde vivimos esen Mazatlán, la ciudad de Mazatlán es muy grande.

La ciudad de Mazatlán

tiene playa. Hay muchas cosas de que contar.

En Nayarit las cosas son más diferentes porque las ciudades tienen mas cosas. Nayarit tiene playa. Esta playa está al oeste de México.

Este es el Río de Nayarit

El Día de los Muertos

El día de los muertos en México nosotros lo festejamos con ir a las tumbas de sus parientes así como lo ven en esta foto.

En México lo festejan muy bonito. Los familiares de las personas que ya están muertas les llevan comida a sus tumbas para celebrar el día de los muertos. Pero me gusta más en U.S. porque dan dulces, para comer cuando quieras y donde quieras. Así es como festejan en México el día de los muertos.

La Navidad en México

Navidad en México es muy divertido. La Navidad en México empieza desde el 24 de Diciembre hasta el 25. En México celebran muchas cosas de la Navidad como la Virgen de Guadalupe. En México muchas personas van con sus familiares a otros estados, porque quieren estar con ellos y porque quieren pasar el año nuevo con ellos. En México yo y mi familia nos juntamos todos en la casa donde vivimos nosotros por es más grande que las otras casas que hay. A mi me gusta más la Navidad en México porque allí podemos tronar cuetes sin que los policas te digan nada, por eso me gusta más en México, pero me gusta también la navidad en los Estados Unidos porque acá nos dan más regalos y es más divertido. También si quieres pasar una Navidad con felicidad tienes que ir a México.

FELIZ CHRISTMAS, MERRY NAVIDAD !

**Otras cosas
Interesantes**

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Sabes que una persona de Se
llama

México D.F. ----- un chilango
Una chilanga

Jalisco -----un tapatio

Nayarit ----- un cora
Una cora

Sinaloa -----un sinaluénse

Comida que comemos a menudo.

Para la cena:

- Sopa de arroz con queso y salsa
- Frijoles fritos con queso
- Café con leche
- Tamales con carne
- Enchiladas
- Quesadillas
- Posole
- Carne azada
- Chilaquiles (tortillas, queso, huevo, cebolla, chile, sal)
- Carne de puerco o de pollo (sal, pimienta, oregano, granos de maiz)
- Huevos a la mexicana (huevos, cebolla, jitomate, chiles verdes, mantequilla o monteca)
- Sincronizadas (2 tortillas de harina, crema, 2 o 3 pedazos de jamón, queso, jalapeños, lechuga)
- Salsa dulce (jitomates, ajo, pimienta, oregano, chiles jalapeños)