

Spanish 2 3rd Edition

Lesson Plan Overview

Introduction				
Lesson	Student Edition	Activities*	Teacher Resources	Objectives
1	x–xii	v–ix	Audio: Ejercicios A–C	Understand class procedures. Identify the Spanish 2 book characters. View the introductory material in the Activities book.
2	xiii–xv			Identify reasons for studying Spanish. BWS Understand the overall goal of <i>SPANISH 2 ¡NUEVOS AMIGOS!</i> Identify strategies for learning Spanish. Learn how to prepare for Diálogo 1-1.
Capítulo 1: La familia nueva				
Describe family relationships. Compare expressions of endearment in the family. Compare family member's personalities.			Describe family routines and occupations. Describe family life in earlier Mayan culture. Ask and answer questions about everyday life.	
3	1–6	1–2	Audio: Diálogo 1-1	Identify the main idea of the dialog. Recount the sequence of events in the story.
4	6–9	3–4		Identify family relationships. Describe to whom someone is related. Describe family members' characteristics.
5	10–11	5		Identify how Spanish speakers refer to family members. Compare expressions of endearment within Hispanic and American families. Analyze how language can be used to convey respect and love. BWS
6	12–13	7	Audio: Actividad 1-11	Identify personality traits. Describe family members' personalities.
7	14–15	8–9		Describe family members' personalities. Compare family members' personalities.
8	16–19	11–17	Audio: Diálogo 1-2	Identify the main idea of the dialog. Recount the sequence of events in the story. Describe kinds of occupations. Describe work-related activities.
9	20–21	18–19	Audio: Actividad 1-19	Describe daily routines.
 10	22–23	20		Describe daily and weekly routines. Describe daily and weekly family routines.
11	24–26	21		List crops and foods eaten by the Maya. Identify types of clothing worn by members of a Mayan family. Give examples of everyday life for a typical Mayan family. Evaluate the process of nixtamalization from a biblical worldview. BWS
12	27–28	23–24	Audio: Actividad 1-25	Ask and answer questions about yourself.
Lesson	Student Edition	Activities*	Teacher Resources	Objectives

13	29			Apply knowledge of the chapter material to a performance-based task.
14				Demonstrate knowledge and application of vocabulary and structures from Chapter 1.
15				Demonstrate using Spanish in practical exchanges.

Capítulo 2: El estudiante nuevo

Describe people and places at school. Compare your schedule with someone else's. Describe schools in Spanish-speaking countries.			Express your tasks and obligations. Make suggestions about school-related activities. Evaluate ways the Maya applied their math skills.	
Lesson	Student Edition	Activities	Teacher Resources	Objectives
16	32–37	25–28	Audio: Diálogo 2-1, Actividad 2-4	Identify the main idea of the dialog. Recount the sequence of events in the story. Identify people, places, and objects at school. Describe school personnel. Describe your school facilities.
17	38–40	29–31	Audio: Actividad 2-9	Identify items in a classroom. Describe your school facilities.
18	41–44	32–35	Audio: Actividades 2-12 and 2-13	Talk about school subjects. Talk about your class schedule. Identify numbers 1–100. Tell what time classes start and finish.
19	45–47	36–39	Audio: Actividad 2-14	Compare subjects and teachers. Discuss which subjects are most difficult.
20	48–49	41		Compare schools in Spanish-speaking countries with those in the United States. Describe courses offered in Spanish-speaking schools. Explain the grading scale used in Guatemala. Analyze terms used for passing or failing and how this kind of evaluation relates to Scripture. BWS
21	50–52	43–44	Audio: Diálogo 2-2	Identify the main idea of the dialog. Recount the sequence of events in the story.
22	52–53			Express obligation or necessity.
23	54	45–46		Express obligation or necessity.
24	55	47		Suggest ideas and changes in plans.
25	56–58	49		Explain the Mayan numbering system. Compare the Mayan calendar with our calendar. List examples of Mayan ingenuity as displayed in their buildings. Evaluate how the Maya applied their knowledge of mathematics. BWS
26	59–60		Audio: Actividades 2-23 to 2-26	Analyze sounds and practice word patterns from Chapter 2. Formulate the gospel message. BWS
27	61			Apply knowledge of the chapter content to a real-life task.
28				Participate in <i>Español en vivo</i> activities and prepare for the chapter assessments.
29				Demonstrate knowledge of vocabulary and structures from Chapter 2.
30				Demonstrate skill level in using the language in practical exchanges.

Capítulo 3: La farmacia nueva

Identify key places in a town. Explain how to get around a city. Describe typical cuisine in Guatemala and Mexico.				Order a meal based on recommendations. Ask questions about the ingredients in a dish. Evaluate Mayan beliefs about creation and God.
Lesson	Student Edition	Activities	Teacher Resources	Objectives
31	64–68	51–52	Audio: Diálogo 3-1	Identify the main idea of the dialog. Recount the sequence of events in the story. Identify key places in a town. Explain how to get around a city.
32	68–71	53–55	Audio: Actividad 3-2	Explain how to get around in a city.
33	72–73	55–57	Audio: Actividad 3-5	Explain where places are in a city. Identify means of transportation.
34	74–77	56–59	Audio: Actividad 3-8	Explain how to get around in a city.
35	78–79	61		Recall culturally appropriate expressions of politeness to use when eating out. BWS Discuss why food is an important part of culture. Recognize terminology used in cooking foods. Identify typical dishes, drinks, and desserts served in Mexican and Guatemalan restaurants, and identify their main ingredients.
36	80–82	63–64	Audio: Diálogo 3-2	Identify the main idea of the dialog. Recount the sequence of events in the story. Identify foods and their countries of origin.
37	83–84	65–67	Audio: Actividad 3-13	Ask for food recommendations. Express food preferences. Identify dishes and ingredients. Order food at a restaurant.
38	84–85	67–68		Identify foods and the countries of origin. Identify ingredients. Ask about the ingredients in a dish.
39	86–87	68–69	Audio: Ejercicio 3-25	Identify dishes by their ingredients. Identify ingredients. Ask about the ingredients in a dish. Ask for extra utensils in a restaurant.
40	88–90	71		Explain the importance of the Popol Vuh for the K'iche' people in Guatemala. Examine statements from the Popol Vuh that reflect the Mayan concept of creation. Analyze the Mayan understanding of creation and God. BWS Evaluate Mayan practices of worship. BWS
41	91–92		Audio: Actividades 3-18 to 3-21	Analyze consonant sounds and practice word patterns from Chapter 3. Formulate the basic points of man's sin and the penalty for sin as part of the gospel message. BWS
42	93			Apply knowledge of the chapter content to a real-life task.
43				Complete the <i>Español en vivo</i> activities and review for the chapter assessments.

Lesson	Student Edition	Activities	Teacher Resources	Objectives
--------	-----------------	------------	-------------------	------------

44				Demonstrate knowledge of vocabulary and structures from Chapter 3.
45				Demonstrate skill level in using the language in practical, conversational exchanges.

Capítulo 4: Mis antepasados

<p>Extend invitations to friends and family. Describe activities and events of yesterday. Give examples of life in today's Andean culture.</p>				<p>Describe past events with your friends and family. Describe who people were and where they went. Analyze <i>The Royal Commentaries of the Incas</i>.</p>
Lesson	Student Edition	Activities	Teacher Resources	Objectives
46	98–102	73–74	Audio: Diálogo 4-1	Identify the main idea of the dialog. Recount the sequence of events in the story.
47	102–5	75–76	Audio: Actividad 4-3	Extend invitations. Accept and decline invitations in a culturally appropriate manner.
48	106–7	77–80	Audio: Actividades 4-4 and 4-5	Describe recent past activities and events.
49	108–11	81	Audio: Actividad 4-7	Describe past changes in someone's daily routine.
50	112–13	83		Explain the role of the Andes mountains in Andean culture. Assess Inca influence in the Andean region today. List examples of cultural products. Examine the relationship between evangelism and cultural practices. BWS
51	114–16	83–86	Audio: Diálogo 4-2	Identify the main idea of the dialog. Recount the sequence of events in the story.
52	116–19	87–90		Talk about past events. Describe past activities to friends and family.
53	119–20	90–92	Audio: Actividad 4-13	Describe past events with friends and family. Tell the years in which events happened.
54	121–23	93–94	Audio: Actividad 4-15	Identify who people were and where they went. Describe past activities.
55	124–26	95		Identify El Inca Garcilaso de la Vega and parts of his writings. Evaluate Garcilaso's record of the Inca and how they treated their enemies. Analyze how God sovereignly prepares us to serve Him with our lives. BWS Evaluate the importance of studying languages and cultures in order to reach others with the gospel. BWS
56	127–28		Audio: Actividades 4-18 to 4-21 Hymn: "En la cruz"	Analyze sounds and practice word patterns found throughout Chapter 4. Formulate the gospel message. BWS
57	129			Apply knowledge of the chapter content to a real-life task.
58				Complete the <i>Español en vivo</i> activities and review for the chapter assessments.
59				Demonstrate knowledge of vocabulary and structures from Chapter 4.
60				Demonstrate skill level in using the language in practical, conversational exchanges.

Capítulo 5: La vida en casa

Identify the rooms and furniture of a house. Describe tasks done in your room and house. Compare houses in the Hispanic world and in the United States.				Describe your hobbies and interests. Discuss your reading habits. Evaluate the stonework in Inca buildings.
Lesson	Student Edition	Activities	Teacher Resources	Objectives
61	132–36	97–98	Audio: Diálogo 5-1	Identify the main idea of the dialog. Recount the sequence of events in the story.
62	137–38	99–100	Audio: Actividad 5-3	Identify the rooms in a house. Identify common pieces of furniture in each room.
63	139–42	100–102	Audio: Actividades 5-5 and 5-7	Describe a bedroom. Describe tasks done to tidy up one’s bedroom. Describe study habits. Describe other responsibilities at home.
64	143–47	103–5		Describe bedroom decorations and furnishings in detail.
65	148–49	107		Compare house styles in Spanish-speaking countries with styles in the United States. List materials used to build houses in Spanish-speaking countries. Analyze the role weather plays in house design and material. Examine cultural preferences that affect house design and material.
66	150–52	109–10	Audio: Diálogo 5-2	Identify the main idea of the dialog. Recount the sequence of events in the story.
67	152–54	111–16		Describe your hobbies and interests.
68	155	115–16		Describe your hobbies and interests. Narrate someone’s life.
69	156–57	117–18		Describe hobbies and interests. Narrate someone’s life.
70	158–60	119		Summarize Pedro Pizarro’s description of Sacsayhuamán. Explain the significance of Machu Picchu. Discuss Inca architectural style and designs used to help their buildings withstand earthquakes. Analyze the reasons for the end of the Inca empire. BWS
71	161–62		Audio: Actividades 5-17 to 5-20 Hymn: “En la cruz”	Analyze sounds and practice word patterns found throughout Chapter 5. Explain the gospel message. BWS
72	163			Apply knowledge of the chapter material to a real-life task.
73				Complete the <i>Español en vivo</i> activities and review for the chapter assessments.
74				Demonstrate knowledge of vocabulary and structures from Chapter 5.
75				Demonstrate skill level in using the language in practical, conversational exchanges.

Capítulo 6: Las Navidades en familia

Describe family Christmas plans.
Describe how you feel during the holidays.
Analyze some Three Kings' Day traditions.

Describe end-of-the-year celebrations.
Specify for whom something is done.
Evaluate Inca beliefs and traditions about the sun.

Lesson	Student Edition	Activities	Teacher Resources	Objectives
76	166–70	121–22	Audio: Diálogo 6-1	Identify the main idea of the dialog. Recount the sequence of events in the story.
77	170–74	123–26	Audio: Actividad 6-3	Describe family Christmas celebrations. Talk about Christmas shopping.
78	175–78	124–30	Audio: Actividad 6-5	Describe preparations for a family Christmas celebration. Talk about well-known Christmas carols.
79	178–81	131–34		Describe Christmas celebrations. Express happiness, sympathy, and encouragement.
80	182–83	135		Identify terms associated with <i>Día de Reyes</i> . Recall details from the account of the wise men in Matthew 2. List traditions in Spanish-speaking countries. Discuss how Christians can use <i>Día de Reyes</i> to point others to Christ. BWS
81	184–86	137–38	Audio: Diálogo 6-2	Identify the main idea of the dialog. Recount the sequence of events in the story.
82	187–88	139–42		Describe end-of-year celebrations.
83	189–90	141–42	Audio: Actividad 6-15 <i>Adivinanzas</i>	Describe what was said in a message or story.
84	191	143–44	Audio: Actividad 6-16	Talk about presents given or received at Christmas.
85	192–94	145		Evaluate Inca religious practices in light of Scripture. BWS Identify the significance of the Coricancha temple complex. Evaluate Inca beliefs about the emperor. BWS Analyze the decision to build a church over the old Inca temple. BWS
86	195–96		Audio: Actividades 6-18 to 6-21 Hymn: “En la cruz”	Analyze sounds and practice word patterns from Chapter 6. Formulate the gospel message. BWS
87	197			Apply knowledge of the chapter content to a real-life task.
88				Complete the <i>Español en vivo</i> activities and review for the chapter assessments.
89				Demonstrate knowledge of vocabulary and structures from Chapter 6.
90				Demonstrate skill level in using the language in practical, conversational exchanges.

Capítulo 7: Los servicios en la ciudad

Identify parts of the body and the five senses. Describe physical problems to a doctor. Make use of medical and money exchange services.				Identify banking terminology. Discuss personal finances. Explain the growth in the city of Tenochtitlán.
Lesson	Student Edition	Activities	Teacher Resources	Objectives
91	202–7	147–49	Audio: Diálogo 7-1	Identify the main idea of the dialog. Recount the sequence of events in the story.
92	208–9	150–51		Identify the parts of the face. Identify the senses and sensations.
93	210–13	152–54	Audio: Actividad 7-6	Explain basic symptoms to a doctor. Explain how an accident happened.
94	214–15	152–56		Explain how an accident happened.
95	216–17	157		Identify a medical service found in most Spanish-speaking countries. Discuss ways to find help while traveling in a Spanish-speaking country. Demonstrate an understanding of money exchange services. Explain the types of bank holidays in Mexico.
96	218–21	159–61	Audio: Diálogo 7-2	Identify the main idea of the dialog. Recount the sequence of events in the story.
97	222–23	161–62	Audio: Actividad 7-14	Identify financial terms. Talk about personal finances and jobs.
98	224–25	163		Talk about studies, work, time management, and personal routines.
99	226–27	163–65		Describe personal financial habits. Express what you do and don't do. Agree and disagree with other people's statements.
100	228–30	167		Describe the founding of Tenochtitlán. Describe a <i>chinampa</i> . List factors that led to the growth of Tenochtitlán. Evaluate whether the Aztec fulfilled the Creation Mandate with their city. BWS
101	231–32		Audio: Actividades 7-20 to 7-23	Analyze sounds and practice word patterns found throughout Chapter 7. Recall a decision to trust Christ for salvation. BWS
102	233			Apply knowledge of the chapter material to a real-life task.
103				Complete the <i>Español en vivo</i> activities and review for the chapter assessments.
104				Demonstrate knowledge of vocabulary and structures from Chapter 7.
105				Demonstrate skill level in using the language in practical, conversational exchanges.

Capítulo 8: El mercado de la ciudad

Understand what is included in a mailing address. Describe people in the past. Discuss certain aspects of the marketplace.				Describe places and things in the past. Describe memories and occurrences from the past. Describe the great market of Tlatelolco.
Lesson	Student Edition	Activities	Teacher Resources	Objectives
106	236–40	169–70	Audio: Diálogo 8-1	Identify the main idea of the dialog. Recount the sequence of events in the story.
107	241–42	171		Understand and identify the elements included in a mailing address.
108	243–46	172–75		Describe what people used to be like and how they lived in the past.
109	247–49	176–80		Describe what people used to be like and how they lived in the past.
110	250–51	181	<i>Conexiones culturales con el presente</i> activity	Contrast the supermarket with the traditional marketplace. Explain the names for markets in Mexico. Give examples of regional products in Mexico. Demonstrate bartering at the marketplace.
111	252–54	183–84	Audio: Diálogo 8-2	Identify the main idea of the dialog. Recount the sequence of events in the story.
112	255–56	185–87		Describe places and things in the past.
113	257–58	186–87		Describe things in the past.
114	259–61	187–88	Audio: Actividad 8-14	Describe memories and events in the past.
115	262–64	189		Describe the market of Tlatelolco. List items sold in the market of Tlatelolco. Describe the responsibilities of the senior merchants. Evaluate whether the Aztec followed God’s law when dealing with merchants who cheated. BWS
116	265–66		Audio: Actividades 8-17 to 8-20	Review examples of the imperfect found in Chapter 8 and learn to distinguish syllables. Analyze a salvation testimony to prepare for writing a testimony in Spanish. BWS
117	267			Apply knowledge of the chapter material to a real-life task.
118				Complete the <i>Español en vivo</i> activities and review for the chapter assessments.
119				Demonstrate knowledge of vocabulary and structures from Chapter 8.
120				Demonstrate skill level in using the language in practical, conversational exchanges.

Capítulo 9: Día libre en mi ciudad

Talk about leisure activities in the city.
Describe background situations to start a story.
Explain how families spend free time in the city.

Talk about habits in the past.
Express how you used to think about something.
Evaluate the Aztec practice of sacrifice.

Lesson	Student Edition	Activities	Teacher Resources	Objectives
121	270–76	191–92	Audio: Diálogo 9-1	Identify the main idea of the dialog. Recount the sequence of events in the story.
122	276–77	193–94	Audio: Actividad 9-3	Talk about rides and activities in theme parks. Describe preferences and types of emotions associated with different activities.
123	278–80	195–96	Audio: Actividad 9-5	Talk about sports as leisure activities. Describe emotions and reactions to sports and high-risk activities.
124	281–83	197–99	Audio: Actividad 9-7	Describe the background situation to tell a story that happened in the past.
125	284–85	201		Explain the concept of a <i>puente festivo</i> . Apply a biblical perspective to our use of free time. BWS Interpret descriptions of amusement park rides in Spanish. Compare the shopping experience in Spanish-speaking countries to shopping in the United States.
126	286–88	203–4	Audio: Diálogo 9-2	Identify the main idea of the dialog. Recount the sequence of events in the story.
127	289–90	205–8	Audio: Ejercicio 9-20	Talk about habits and ongoing situations in the past.
128	291–92	209		Talk about habits and routines in the past.
129	293–95	210–12	Audio: Actividad 9-16	Express how you used to think about something. Express the reason for doing something, the means used, or for whom it is done.
130	296–98	213		Discuss the Aztec’s place in history. Describe Aztec worship of the sun. Explain how the Aztec worldview guided their worship. BWS Compare Aztec sacrifices with the sacrifices in the Bible. BWS Evaluate Hernán Cortés’s efforts to end human sacrifice. BWS
131	299–300		Audio: Actividades 9-18 to 9-21	Identify time phrases that are often used with the preterite and the imperfect tenses. Write the first part of a personal testimony. BWS
132	301			Apply knowledge of the chapter material to a real-life task.
133				Complete the <i>Español en vivo</i> activities and review for the chapter assessments.
134				Demonstrate knowledge of the vocabulary and structures from Chapter 9.
135				Demonstrate skill level in using the language in practical, conversational exchanges.

Capítulo 10: Un mundo sin fronteras

Talk about traveling by high-speed train. Give and receive instructions on a trip. Analyze similarities among various countries in the Spanish-speaking world.				Give instructions to someone. Express changes in past situations, plans, or habits. Explain what led to Spain's global influence.
Lesson	Student Edition	Activities	Teacher Resources	Objectives
136	306–10	215–16	Audio: Diálogo 10-1	Identify the main idea of the dialog. Recount the sequence of events in the story.
137	311–13	217	Audio: Actividad 10-4	Talk about traveling by high-speed train.
138	314–15	218–19	Audio: Ejercicio 10-5	Ask questions to get information for a trip. Ask for things and give and receive instructions.
139	316–19	219–26	Audio: Ejercicio 10-10	Give and receive instructions.
140	320–21	227		Illustrate differences in spoken Spanish. Discuss characteristics of Spanish as spoken in Spain. Analyze cultural ties in the Hispanic world. Analyze how we can connect with Spanish speakers while giving the gospel. BWS
141	322–24	229–30	Audio: Diálogo 10-2	Identify the main idea of the dialog. Recount the sequence of events in the story.
142	325–27	231–33		Ask someone to do something or give instructions to someone in a culturally appropriate manner.
143	328–29	235–36	Audio: Actividad 10-12	Express a change of situation, plans, or habit in the past.
144	330–31	235–36		Express a change of situation, plans, or habit in the past.
145	332–34	237		Identify reasons for the variety of cultures that have impacted Spain. Analyze Roman influence in Spain. Discuss the Arab invasion and the Reconquest of Spain. List important events from 1492. Identify doors God has opened to give the gospel today. BWS
146	335–36		Audio: Actividades 10-16 to 10-19	Identify patterns with the imperative. Write part two of a personal testimony. BWS
147	337			Apply knowledge of the chapter content to a real-life task.
148				Complete the <i>Español en vivo</i> activities and review for the chapter assessments.
149				Demonstrate knowledge of vocabulary and structures from Chapter 10.
150				Demonstrate skill level in using the language in practical, conversational exchanges.

Capítulo 11: Una tecnología sin fronteras

Express future plans, intentions, and outcomes. Predict what will happen in certain circumstances. Evaluate the role technology has in the Spanish language.				Report what was expected, said, or promised. Explain what you would do in certain situations. Trace the use of technology through Spain's history.
Lesson	Student Edition	Activities	Teacher Resources	Objectives
151	340–44	239–40	Audio: Diálogo 11-1	Identify the main idea of the dialog. Recount the sequence of events in the story.
152	345–48	241–45		Express future plans, intentions, and outcomes.
153	349–51	244–47	Audio: Actividad 11-6	Express future plans, intentions, and outcomes.
154	352–53	246–49		Predict what will happen in certain circumstances.
155	354–55	251		List communication technology terms used in Spanish. Discuss the impact of radio in Spanish-speaking countries and its usefulness for learning a language. Discuss the use of cell phones in Spanish-speaking countries. Identify technology that can aid with learning languages. Evaluate the role of technology and the human ability to learn languages. BWS
156	356–58	253–54	Audio: Diálogo 11-2	Identify the main idea of the dialog. Recount the sequence of events in the story.
157	359–61	255–56		Report what was expected, said, or promised.
158	362		Audio: Actividad 11-13	Explain what you would do in certain situations.
159	363–65	257–58		Explain what you would do in certain situations.
160	366–68	259		Define <i>technology</i> . List examples of Roman technology that was used in construction. Give an example of Moorish technology used in navigation. Explain how the Spaniards used technology in the sixteenth and seventeenth centuries. Discuss how technology should be used today. BWS
161	369–70		Audio: Actividades 11-16 to 11-19	Identify patterns of the future and conditional tenses. Write part three of a personal testimony. BWS
162	371			Apply knowledge of the chapter material to a real-life task.
163				Complete the <i>Español en vivo</i> activities and review for the chapter assessments.
164				Demonstrate knowledge of vocabulary and structures from Chapter 11.
165				Demonstrate skill level in using the language in practical, conversational exchanges.

Capítulo 12: Una educación sin fronteras

Describe academic disciplines and fields of study. Talk about your personal interests. Explain why it is important to study Spanish today.			Make predictions about the future of education. Express plans, hopes, and expectations. Evaluate Spain's religious history and present need.	
Lesson	Student Edition	Activities	Teacher Resources	Objectives
166	374–78	261	Audio: Diálogo 12-1	Identify the main idea of the dialog. Recount the sequence of events in the story.
167	379–80	263–64		Describe academic disciplines and fields of study.
168	381–83	265–67	Audio: Actividad 12-3	Talk about your personal interests.
169	384–87	268–72		Talk about your personal interests.
170	388–89	273		Summarize events that helped make <i>castellano</i> a world language. Explain why other languages are still spoken in Spain. Identify practical ways we can serve the Lord with a knowledge of Spanish. BWS Discuss the importance of speaking Spanish today.
171	390–92	275	Audio: Diálogo 12-2	Identify the main idea of the dialog. Recount the sequence of events in the story.
172	393–95	277–78, 280		Make predictions about the future of education. Express plans, hopes, and expectations.
173	396–98	278–83		Express preferences and choices when planning an activity.
174	398–99	282–84		Express wishes, plans, and hopes and give advice.
175	400–402	285		Identify the role of religion in the culture and history of Spain. Identify God's basis of acceptance. BWS Evaluate common beliefs and practices in Spain from a biblical worldview. BWS Differentiate between true and false worship of God. BWS Explain how someone can come to Christ for salvation. BWS
176	403–4		Audio: Actividades 12-18 to 12-21	Identify how discourse markers are commonly used in conversation. Finalize a salvation testimony. BWS
177	405			Apply knowledge of the chapter material to a real-life task.
178				Complete the <i>Español en vivo</i> activities and review for the chapter assessments.
179				Demonstrate knowledge of the vocabulary and structures from Chapter 12.
180				Demonstrate skill level in using the language in practical, conversational exchanges.