GENERAL LANGUAGE ACQUISITION STRATEGIES AND TECHNIQUES

In this section you will find numerous suggestions for language acquisition strategies and techniques to use in the *¡Viva el español!* language classroom. Certain techniques and strategies may result in success at different stages of the learning process. Whichever suggestions you follow, it is wise to keep the following points in mind:

- *Allow students to respond spontaneously.* Requiring them to speak before they are ready may produce anxiety and actually impede their progress.

- *If a strategy is successful, add it to the many strategies you use in the classroom.* Adapt it, vary it, and enrich it; however, do not use it exclusively. Even the most tasty dishes become boring if they are the mainstay of your diet.

- *If a strategy is not successful, drop it.* What may work well with one group of students may not work at all with another group.

- *Be sensitive to the emotional, as well as the cognitive, needs of your students.* Very young students are often willing to engage in whimsical activities, whereas self-conscious early adolescents may not do something that may be perceived as foolish or silly.

- *Provide continual constructive, positive feedback.* Positive reinforcement may consist of a nod and a smile, a pat on the back, or an enthusiastic *¡Muy bien!* Students should be rewarded for doing their personal best.

- *Use props, costumes, realia, and puppets in the classroom.* Even older students sometimes find it easier to speak through a puppet or to assume a character role as attention is then diverted from themselves. Especially during the potentially awkward early adolescent years, students may need the comfort of sheltered instruction when learning something new.

Suggestions for Vocabulary Acquisition

Setting the Stage for TPR

Total Physical Response (TPR) methods have proven to be effective with vocabulary acquisition. Teachers who have used TPR in the classroom have reported extreme satisfaction with the result: students retain the vocabulary over long periods of time. In fact, with little prompting, students have been able to recall vocabulary quickly even after summer break. In a beginning class, you may wish to devote the first several class periods of the school year to teaching the TPR commands themselves. Combining a specific question with a new vocabulary word will help students to build a second pathway to easier recall of the word later on. During the school year, you may incorporate new commands into daily lessons and combine commands in new ways to add variety and stimulate interest.

As early as the first day of class, you can teach some useful commands for TPR activities as well as classroom management. The following sequence is recommended for presenting and modeling new commands:

1. Give yourself the command and then act it out. Repeat the procedure at least three times.
2. Give the command and act it out, with the entire class following along.
3. Give the command but do not act it out. Students respond on their own.
4. Give the command to small groups and individuals.
5. Have students volunteer to give the command to you and the class.
6. Have students give the command to one another in pairs or small groups.

Steps 5 and 6 may be carried out after students have exhibited a willingness to speak and are ready to work independently. Students who have participated in *¡Viva el español!* Systems *A, B,* and *C* may volunteer readily for the initial small-group activities.

During the school year, you may expand on the TPR commands by giving them in writing. To prepare students for reading commands, you may write the

command on the board and point to it before following steps 1 through 3 of the TPR sequence. Then, volunteers may point to a command, say it aloud, and have the class respond appropriately.

Preparing to Present Vocabulary

Each regular unit of *¡Hola!, ¿Qué tal?*, and *¡Adelante!* begins with the **¿Como se dice?** vocabulary section. This section is reproduced in the Teacher Resource Book (blackline masters). For the initial presentation of vocabulary, these blackline master pages may be made into transparencies for use on the overhead projector or enlarged on a photocopier and mounted for use as flashcards. Also included in the Vocabulary Cards section of the blackline master book are illustrations of the individual vocabulary words. These illustrations may be duplicated, mounted on heavy-gauge paper, and then laminated to become a classroom set of vocabulary cards/posters. The effort expended in preparing these materials will be rewarded, as you will soon have a permanent set of classroom materials that will last for years. The illustrations may also be photocopied and distributed to students, allowing them to compile their own sets of vocabulary cards throughout the year.

Presenting the Vocabulary

Outfitted with your illustrations, you are now ready to begin teaching vocabulary. It is recommended that an average of four or five vocabulary words be taught during one class period. Depending on your particular class, the number of words may range from a minimum of three to a maximum of eight. In general, the following procedure may be used for presenting, modeling, and practicing new vocabulary.

1. Point to, touch, or hold up an illustration of the word (if practical, use the real object), and say the word. Repeat this step at least three times (e.g., **La ventana. La ventana. Es la ventana. Ésta es la ventana.**).

2. Continue by asking a question to which students may respond either nonverbally or verbally. Repeat this several times, as in the following examples:

Yes/no questions

T: (*pointing to or touching the window*) **¿Es la ventana? ¿Sí o no? ¿Es la ventana?**

C: Sí. (Students may also respond by nodding their heads.)

Either-or questions

T: (*pointing to or touching the window*) **¿Es la ventana o es la puerta? ¿Es la ventana o es la puerta?**

C: La ventana. (or) **Es la ventana.**

3. Practice the vocabulary by using vocabulary cards and giving TPR commands, such as the following:

T: *Anita*, **anda con la ventana.**

Diego, **pásale la ventana a** *Rita*.

Inés, **pon la ventana en mi escritorio.**

Susana, **dibuja una ventana en el pizarrón.**

Eduardo, **borra la ventana.**

Juan, **salta con la ventana. Dale la ventana a** *Ricardo*.

Chicos, brinquen con la ventana.

4. After students have demonstrated their comprehension of the words, volunteers may take turns giving commands to the class, or students may work in small groups or pairs to practice the vocabulary.

As students progress throughout the *¡Viva el español!* textbook series, you may increase the amount of comprehensible input with each unit by incorporating previously learned vocabulary and structures into the presentation of new vocabulary. For example, when presenting the **tener** expression **tengo calor,** you may combine the previously learned weather expressions with pantomiming techniques:

T: (*fanning yourself and wiping your forehead*) No hace viento. No hace frío. Hace calor. Hace mucho calor. (*pointing to yourself*) Tengo calor. Tengo calor. Tengo mucho calor.

By increasing familiar, comprehensible input, you help students to sharpen their listening skills and to derive meaning from context.

Useful Commands for TPR Activities and Classroom Exercises

abre / abran (open)
anda / anden (walk)
asómate / asómense (look out of)
borra / borren (erase)
brinca / brinquen (jump)
busca / busquen (look for)
canta / canten (sing)
cierra / cierren (close)
colorea / coloreen (color)
contesta / contestan (answer)
corta / corten (cut)
cuenta / cuenten (count)
da / den (give)
da / den un saltito (hop)
date / dense una vuelta (turn around)
di / digan (say)
dibuja / dibujen (draw)
dobla / doblen (fold; turn)
entra / entren (enter)
escoge / escojan (choose)
escribe / escriban (write)
escucha / escuchen (listen)
habla / hablen (talk)
levanta / levanten la mano (raise your hand)

levántate / levántense (stand up)
mira / miren (look)
muestra / muestren (show)
párate / párense (stand up; stop)
pasa / pasen (pass)
pon / pongan (put)
pregunta / pregunten (ask)
quita / quiten (take off)
recoge / recojan (pick up)
recorta / recorten (cut out)
repite / repitan (repeat)
responde / respondan (respond)
sac / saquen (take out)
sal / salgan (leave)
salta / salten (jump)
señala / señalen (point to)
siéntate / siéntense (sit down)
sigue / sigan (follow)
suma / sumen (add up)
tira / tiren (throw)
toca / toquen (touch)
toma / tomen (take)
trae / traigan (bring)
ve / vayan (go)
ven / vengan (come)

Suggestions for Presenting Grammar

Inductive Approach

In *¡Hola!, ¿Qué tal?,* and *¡Adelante!,* the inductive approach has been used primarily to present and reinforce grammar and language usage. With this approach, students first hear, see, and read specific examples of a grammar point and then form a general conclusion about those points. For example, in the **¿Cómo se dice?** for Lessons 3 and 4 in each unit, students see illustrated examples of a part of speech, such as subject pronouns. First they look at the pictures, hear and/or read the words below the pictures, and then answer questions about what they have observed. Following this, they practice with examples of the part of speech used in context— usually through questions and answers. From their observations and practice with examples in context, students—under your guidance—draw conclusions or form simply stated rules about how that part of the language works.

When you present a new structure, supplement the presentation with as much comprehensible input as possible before students even open their textbooks. That is, begin the presentation with oral examples of the language structure. For example, when introducing **estudiar** with **-ar** verbs, pantomime or act out the activity while you talk to the students:

> **T:** (pantomiming) **Estudio mucho. Estudio en la casa. Estudio en la escuela. También estudio en la biblioteca. No estudio mucho los domingos. Pero sí estudio los lunes, los martes, los miércoles, los jueves y los viernes.**

By demonstrating a structure, you give students the opportunity to hear it used in context before they see it in writing. Also, by including familiar vocabulary and structures, students can experience the language passively with comprehension before they use it actively themselves.

After students have been exposed to the language structure, they are ready to begin forming conclusions about it. In the textbooks, have students observe the illustrations as you read the words or sentences below them aloud. Point out features in the illustrations that help convey the meanings of the words. Guide students in answering the questions posed in the text. [For quick reference, the answers to the questions are given on the wrap text.] After students have completed the presentation and have read or heard the examples of the structure in context, help them come to a conclusion about the language. By stating a rule of language in their own words, students are more likely to remember it. It is important to note that the role of accuracy, in the second-language acquisition process, is not to create initial communication, but rather to minimize the potential for 'miscommunication'.

At the beginning of each **¿Cómo se dice?** presentation in the Teacher's Wraparound Edition, you will find a statement of the rule or point of grammar being stressed. These rules have been simply worded, as they might actually be stated by the students themselves. The purpose behind these simplified statements is to avoid the complicating use of grammatical terminology. Students at this stage of their education may not know the parts of speech and the grammatical terms as they apply to their first language. Therefore, reliance on prior knowledge of grammar and terms has been eliminated. Trust that youngsters have an 'intuitive' sense for grammar and syntax.

Grammatical terms are introduced and defined as needed throughout the textbooks. Students should be aware of these terms, but they should not be expected to memorize them or define them as part of the

assessment of their progress. It is more important that they assimilate the newly acquired information and demonstrate it in their everyday performances than it is that they recite a rule or conjugate a verb.

Techniques of inductive learning are not equally successful with all students. If your students appear unable to understand what is expected of them, you may wish to try a different approach. For example, you may reverse the process. That is, you may begin with the general statement about the language and follow up with specific examples of its use. In practical terms, you may present the rule first, encouraging students to repeat it or read it aloud. Or you may write the rule on the chalkboard and ask students to write it in their notebooks. Then, from the rule you may progress to its application, as given in the illustrated examples, charts, and contextual examples of its use in the textbook. It is more important to maintain a classroom environment that encourages risk-taking, vulnerability, and intuition than it is to adhere to a specific technique of instruction.

If students have difficulty with a particular concept, do not spend an inordinate amount of time trying to explain it. Language concepts are continually reinforced throughout the textbook series. For example, the singular forms of regular **-ar, -er,** and **-ir** verbs are presented and practiced in *¡Hola!* and are subsequently reintroduced in *¿Qué tal?*, when students encounter the plural forms of the verbs.

Suggestions for Developing Reading Skills

The spectrum of reading skills in young students may not be fully developed in their first language. Therefore, you may find yourself teaching some of the basic skills of reading as well as teaching reading skills in the second language. However, any approach to reading begins simply and develops gradually. Bear in mind that there is an intimate relationship between what a student is able to do in L2 (the language being acquired) and L1 (the native language).

Reading as Support for Speaking and Listening

Beginning students need to become acquainted with the written language. Accent marks, punctuation, and sound-letter correspondences can begin early on. Just as students begin to develop reading skills by being read to while looking at the text of a book, beginning language students may also begin their reading development by associating sounds with their written equivalents. In short, reading can serve as source of comprehensible input, which, in turn, leads to output of language.

Reading skills development may range from reading isolated words to reading complete sentences. You may start, for example, by having a student match word cards to vocabulary-card illustrations. Word cards may be made from 3” x 5” cards with the word printed neatly on one side. These cards may then be used to match the written word to its vocabulary-card illustration, which is provided in the Teacher Resource Book. This passive reading activity is non-threatening and parallels the acquisition of reading skills in the first language.

Gradually, students may read the words aloud in choral reading activities as a class and in smaller groups, such as by rows. Then, after they have practiced, you may ask volunteers to read the words aloud. As with speaking, individuals should read aloud only when they are ready. Following this stage, students may progress to reading the words in context and finally to reading complete sentences based on familiar material.

Once the sounds of the language have been related to the written forms of the language, you can begin to develop more sophisticated skills, such as guessing the meanings of unfamiliar words from visual and textual contexts and deriving meanings by recognizing cognates. Throughout the wrap text in the Teacher’s Wraparound Edition, you will find many practical suggestions for helping students to develop these skills.

Basic Reading Skills

Reading skills in Spanish may then progress to the broader, basic reading skills of skimming, scanning, reading for specific information, and reading for general meaning (gist). It is important for students to realize that they do not have to understand every single word in a passage or simulated document in order to understand its general meaning.

This realization will help to maintain and develop intuition in your students, a critical device for language acquisition.

Skimming

The reading skill of *skimming*—a quick, overall glance at a passage or selection—helps students understand the framework of the selection. For example, students may quickly skim a selection to determine whether it is an advertisement, a questionnaire, a friendly letter, or a conversation between two people. Once they identify the framework, they consciously or subconsciously trigger any knowledge they have stored about that framework in their own language.

Scanning

Scanning, another reading skill, involves looking for specific pieces of information. For example, students may scan a friendly letter to find out who wrote it or they may scan a television schedule to find a particular program.

Students can incorporate these skills in their second-language reading by following your guidance. For example, before beginning to read a selection, you may ask students to state what the selection is. The reading activities in the **¿Dónde se habla español?** sections of the textbooks often lend themselves to practice in skimming and scanning.

Reading for Information

Reading for specific information may first involve scanning the selection to locate the information and then reading every word to understand the information itself. For example, in answering the questions following a passage in a **¿Dónde se habla español?** section, students may practice scanning the passage to find key words and then reading the sentence or sentences carefully to find the information they need to answer the questions. As students progress in their language studies and as their reading encompasses Spanish-language comics, magazines, newspapers, and novels, the skills of skimming, scanning, and reading for information that have been developed in their early studies will become increasingly valuable to them.

Reading for General Meaning

The skill of *reading to understand the general meaning (gist)* of a passage or selection most closely approximates the reading people do for pleasure. In this kind of reading, it is not necessary to understand every word nor to process the information for a specific purpose. Instead, it is more useful to comprehend the overall meaning as it advances the plot or relates to the character. Only when the student experiences difficulty in grasping that meaning is it necessary to isolate the barriers to understanding and then to solve the problem by looking up the troublesome words or expressions in the dictionary. At the beginning stages of reading, students may read a selection first for general meaning; for example, they may begin by quickly reading a friendly letter as part of a **¿Dónde se habla español?** activity. Then, as students answer the questions in the friendly letter or formulate their own questions for their "key pal," they may read the letter again for specific information.

In many instances, you may discover that the basic skills of skimming, scanning, reading for specific information, and reading for general meaning (gist) have not been taught in the first language. You may then need to provide practice in developing the skills themselves in addition to applying those skills to reading selections in Spanish. Although time in the classroom is short, it is important to address the need to develop solid, basic reading skills in your students if they are to progress successfully from reading carefully controlled selections to reading lengthier, richer, authentic materials in the Spanish language. It is generally a wise practice not to anticipate performances in the second language that the student is unable to deliver in his/her native tongue.

The path is easier, of course, if students recognize that a skill they have practiced in a language arts class can be applied to their activities in Spanish class. At the

beginning of the school year, you may wish to work together with the language arts teachers to determine the kinds of skills that can be applied in the second-language classroom as well as to exchange practical ideas for teaching and reinforcing those skills.

Suggestions for Teaching Writing Skills

The development of writing skills in the target language has some similarity to the development of reading skills. As students progress in writing, they may begin with isolated words, move to complete sentences, and eventually graduate to directed or original compositions.

Beginning with Individual Words

Writing skills may begin in conjunction with learning new vocabulary. Once comprehension of the spoken word has been established, you may then combine reading and writing skills development. The following procedure is recommended for initial development of writing skills:

1. Write the word (or words) on the board or on a transparency.
2. Pronounce one word at a time and have the class repeat it.
3. Spell the word and have the class repeat it.
4. Spell the word and have the class write it.

Four to eight words is the most you should use in initial writing practice. In the beginning, writing skills and speaking skills are closely linked. At first, students may copy or write words and sentences they have only practiced orally. In this way, writing is a controlled skill that depends on and reinforces speaking skills. Most of the exercises provided in *¡Hola!*, *¿Qué tal?*, and *¡Adelante!* may first be completed orally in class and then used as writing practice to support students' speaking abilities. Likewise, Language Experience Approach activities, such as producing Big Books, also reinforce speaking activities. These are controlled activities, yet they give students the sense that they are writing and creating their own materials.

Applying the Writing Process

As students develop in their first language, they learn that writing is a process. Initially they learn and practice skills of choosing a topic, identifying their audience, gathering information, and organizing the information. These activities form the prewriting process.

Once these skills have been practiced, students move on to the writing process itself. They develop their ideas by writing the information in a noncritical "primer borrador", followed by a "cooling-off" period. Then they revise the first draft by reading it critically and by changing sentences and paragraphs according to the organization of their topic and the clarity of meaning of their paragraphs. They read the revised draft again to edit it, correcting errors they recognize such as misspelled words, incorrect subject-verb agreement, etc. The last step in the process is the preparation of a clean copy of their writing and a final proofreading to ensure that the text is as good as they can make it.

If students are just beginning to learn and practice these skills in their first language, it is unrealistic to expect them to produce error-free initial compositions in their second language. Although it is not necessary to focus on the writing process in the second-language classroom, it is valuable to encourage students to incorporate the skills they are learning in their language arts classes into their Spanish-class activities. Again, your communication with the language arts teachers may result in better transference of skills into the second-language classroom as students' confidence and competence in writing increase.

Suggestions for Teaching Culture

Each regular unit of *¡Hola!, ¿Qué tal?,* and *¡Adelante!* may contain three sections related to culture: **¿Sabías qué...?** and **Conexión con la cultura,** and **¿Dónde se habla español?** Each **¿Sabías que...?** and **Conexión con la cultura** section presents facts, comparison opportunities, and/or activities about Spanish-speaking countries. The **¿Dónde se habla español?** spread at the end of each unit offers information, reading opportunities in the target language, and comprehension questions about a specific Spanish-speaking country or region. In addition, photographs, charts, and simulated real-life documents in the different units provide access to other aspects of everyday life in Spanish-speaking countries. By observing these photographs and realia and answering questions, students begin to formulate ideas about the diversity of Hispanic peoples.

These elements are simply an introduction. They should, by no means, be the sole means of integrating culture into the program. In this Teacher's Wraparound Edition, you will find suggestions and information that will help you incorporate cultural instruction into your daily lessons.

Cultures are not static. They are dynamic and evolve over time. Therefore, it is important to build the skills students will need to gather information, make observations, and formulate general and specific conclusions; to compare and contrast cultural information objectively.

As students gain competence and confidence in communicating facts and opinions about their own world, they can develop an awareness of those same aspects of culture in the Spanish-speaking world. They can begin to recognize similarities and differences through observation. They can begin to experience how behavior is affected by culture through role-play activities, research projects, and interviews with native speakers.

In addition to the many photographs in the textbooks, it is recommended that you use maps, slides, and other visual aids to lay the foundation of basic skills and information. For example, students may need to learn first that geography and climate greatly affect how people live before they investigate a specific region of the Spanish-speaking world. Likewise, they may need to recognize first that in their own culture, life in a big city differs from life in a small town or rural area before they can appreciate these aspects in other cultures. The following suggestions will help you to add variety to the teaching of culture in the classroom as well as to build skills that will aid students in understanding other ways of life.

- *Use maps and globes* to help identify areas of the world where Spanish is spoken—including in the United States. Whenever possible, have students locate specific countries and areas being discussed or depicted and then determine the relationship of that area to the place where they live.

- *Show slides and videos* that relate to the theme of a unit to make cultural information more concrete and meaningful. For example, with the increased prevalence of Spanish-language television programs, students may be exposed to aspects of the culture that previously would have required them to visit the culture. Practical examples of greeting and leave-taking, food, homes, family life, popular music—all may be depicted in programs broadcast on the Spanish-language networks.

- *Invite native speakers* to your class as often as possible—neighbors, exchange students, business people—to interact with the students. Preparation for the visit may consist of presenting background information on the visitor, such as country and city of origin, having students research the country, preparing suitable questions for the visitor in advance, and so forth. Likewise, the visitor will need information about what the students are studying and the questions they will ask.

  Activities following the visit can include writing thank-you notes in Spanish, conducting discussions about what the students learned, and assigning further research.

- *Create a cultural environment.* If you have your own classroom, you may display artifacts, create culture corners, and provide a "lending library" of resources

and references for information gathering. Through records, CDs, and radio programs, you can expose students to the diversity of music in Spanish-speaking countries, from well-known folk songs to currently popular rock music and music videos.

Suggestions for Correcting Errors

The support of communication in the second language by encouraging student risk-taking, vulnerability, and intuition is a fundamental principle of language acquisition. For many teachers who have been schooled in more traditional methods of teaching, this means reconsidering the way they have historically approached their own classrooms and, perhaps, learning to be risk-takers themselves.

At one point or another, all second-language learners have experienced the frustration of trying to communicate a message while being interrupted over accuracy issues by a well-intentioned listener. The second-language learner's level of frustration rises to such a point that the message is often lost, his/her confidence is shaken, and the corrections are ignored. Even worse, fear and reluctance to communicate in the second-language replace the initial enthusiasm for communicating a message.

This is not to say that errors should not be corrected. Making mistakes is a natural, inevitable part of the learning process. If left alone, mistakes may become deeply ingrained bad habits. If corrected in a positive, nurturing way, they can be eliminated without creating anxiety in the learner.

Knowing What and When to Correct

In general, researchers have shown that teachers who select the errors to be corrected at the proper time can be more effective than those who correct by the interruptive reflex method.

In the 'productive' areas of speaking and writing, it is important to correct errors that essentially confound communication. That is, if an error makes a message unintelligible, it should be corrected. If an error creates a barrier to listening and reading, it should be dealt with directly. In the literature on second-language acquisition, these errors are called *global errors,* in contrast to minor, *local errors.* If a global error is made frequently, it is important to correct that error first, while temporarily ignoring a smaller error or slip within the same message. Researchers have also shown that correction is effective at the time of practice, for example, while doing exercises that follow a pattern. Conversely, correction can have an adverse effect when done while students are earnestly trying to communicate freely, for example, during paired interviews or conversations.

It is advantageous as well to distinguish between an *error* and a *mistake.* Generally speaking, linguists consider errors to be a positive part of the language acquisition process. They are dynamic, creative, and of transitional influence. A mistake is an ingrained (fossilized) pattern in the communication and, if left unattended, will, in all probability, remain as part of the language user's pattern of communication.

Remember that linguistic accuracy is a 'destination' and not a 'point of departure'. Part of the consideration as to when to correct is linked to how far along your students are with any given language concept. And at no time should the rules (*conventions)* of the language impede the creation (*invention)* of the language.

Knowing How to Correct

Guiding students to discover an error for themselves and to correct it on their own has generally proven more effective than supplying the correct answer or form for them. The following suggestions have been gleaned from the literature on techniques of error correction in the second-language classroom.

One approach to correcting through gentle guidance is to repeat what the student has said up to the point of the error. Often this will cue the student to recognize the mistake and then correct it alone.

> **S:** Me duele las manos.
>
> **T:** (*holding up two hands*) Hay dos manos. Me...
>
> **S:** Me duelen las manos.

Another possibility is to provide an on-the-spot multiple choice, thus allowing the student to choose the correct response (e.g., **¿Me duele las manos o me duelen las manos?**). If the student has had sufficient initial input and modeling, he or she will be able to recognize the correct response and choose it. You can also correct an error by supplying your own response to serve as a model (e.g., **A mí no me duelen las manos. Me duelen los pies. ¿Qué te duele a ti?**).

Students may make an error or fail to respond when they do not understand the question or do not fully understand what is expected of them. In these instances, you may rephrase or restate the question or provide additional models to clear up the confusion. A confusing word or expression can also be cleared up by either allowing the student to see it in writing or, if the phrase is familiar from oral work, to hear it spoken.

Your acquaintance with and application of the research on error correction in the second-language classroom will be rewarded through your students in their positive attitude and willingness to take communicative risks.

Suggestions for Structuring the Class Period

Spanish language instruction is far from standardized; the number of classes, length of class periods, and class size and composition are as varied as the schools in which they are offered. **¡Viva el español!** has been structured to provide flexibility and ease of adaptation for most types of Spanish-as-a-second-language classrooms.

Multisection Class Periods

A *multisection class period* allows the freedom to adapt activities to fit the structure of any situation. Each section of a class period serves to keep the routine familiar, yet interesting and stimulating, by virtue of the variety of activities.

- The *warm-up* serves as a bridge to the target language. It affords a brief period for students to begin thinking and responding in Spanish.

- *Review activities* may act as reminders of material recently learned or of vocabulary and structures learned previously. These review activities may take the form of continuing games, "show and tell," brief role-plays, pencil-and-paper puzzles, or even a rereading of a passage or conversation. Numerous suggestions for review activities are listed in the wrap text of the TWE.

- *Presentation periods* include the presentation and/or explanation or the core vocabulary, language structure, conversation, or culture concept corresponding to the appropriate section of the unit being studied.

- *Activities* allow students to use the target language in varied situations, by completing exercises, interviewing classmates, preparing Big Books, etc.

- *Closing activities* briefly wrap up the class session.

The following sample daily lesson presents suggestions for allotting time for each section of a class period. It is expected that you will modify the times and activities to reflect your own classroom situation and instructional objectives.

Multisection Class Period

[Based on a 50-minute class section]

Assessment and evaluation of students' progress in a second language play an important part in sustaining the enthusiasm for language learning generated during the acquisition phases of the language program. The assessment program for **¡Viva el español!** has been designed to articulate with the content objectives found in *¡Hola!*, *¿Qué tal?*, and *¡Adelante!*

In this section you will find information about the organizing principles of the assessment program, the skills assesssed, the nature of the assessment items, and recommendations for conducting and scoring the assessments.

Multisection Class Period

Time	Section	Activities
2–5 min.	*Warm-up*	Quick questions and answers **(¿Cómo estás? ¿Qué día es hoy? ¿Cuál es la fecha? ¿Qué tiempo hace? etc.)** Brief relay game, chain activity, song, etc.
5 min.	*Review*	Games Oral presentations; role-playing Audio exercises TPR activities Paired or small-group activities
5–15 min.	*Presentation*	Learning activities corresponding to the unit being studied Introduction of vocabulary or language structures, etc.
5–15 min.	*Activities*	Textbook or workbook activities Guided oral practice Games Paired, small-group, or large-group activities or projects Informal assessment/individual or small-group Extension or enrichment activities/projects
3–5 min.	*Closing*	Riddles, rhymes, songs Summary of the day's lesson