

HOW TO USE AND TEACH THE **¡VIVA EL ESPAÑOL! TEXTBOOK SERIES**

¡Viva el español! is a complete, content-related series that will help you meet the needs of all your students, no matter what your curriculum, and no matter what your teaching style. The following sections will provide helpful information about the organization of the series, describe the purposes and uses of each section and subsection, offer ideas for general strategies and techniques, give recommendations for structuring and pacing your lessons, and tell you how the various components of the series work together to create an exciting, effective language acquisition resource.

Organization of the Textbooks: Preliminary Lessons

Each of the textbooks begins with a preliminary unit. In *¡Hola!* this unit is called **¡Bienvenidos!** In *¿Qué tal?* and *¡Adelante!* there is an **Unidad de repaso** to start the year.

In *¡Hola!*, the first textbook in the series, the **¡Bienvenidos!** unit begins with basic communication practice involving linguistic functions such as greeting, counting, and identifying classroom objects. The unit is divided into six separate lessons. Throughout these lessons, beginning students are eased into second-language acquisition through situationalized practice, useful, high-frequency vocabulary and language acquisition strategies. Each lesson begins with **¡Úsalo!** (discussed on page T-16) and extensive opportunities to practice. If students are coming into your program with prior experience in speaking Spanish—either from having studied with the *¡Viva el español!* Learning Systems A, B, and C, or because they are heritage speakers of the language—the **¡Bienvenidos!** unit can serve as an opportunity to review familiar language and learn some new words and expressions.

In the second and third textbooks in the series, *¿Qué tal?* and *¡Adelante!*, the preliminary **Unidad de repaso** provides an opportunity for revisiting concepts. The situational practice and activities cover all the important linguistic functions from the previous book.

Organization of the Textbooks: Regular Units

After the preliminary units, the units in each book follow a regular pattern that will help you pace and plan your teaching, and that will offer your students the additional support of knowing what to expect and where to look to find information. *¡Hola!* contains ten regular units, while *¿Qué tal?* and *¡Adelante!* have twelve units each. The sections of each unit are described here in terms of general content and purposes. Throughout the Teacher's Wraparound Edition, you will find extensive help and suggestions for teaching each section of the units.

Unit Opener

Every unit throughout the program begins with a colorful opener on a two-page spread that can be introduced on the first day of a new unit or on the testing day of the prior unit. On the left-hand page of each unit opener, you will find a title that sets the communication theme of the unit, with a background photograph related to the theme. Following that is a list of learning and communication objectives written in language students can easily understand. The wrap text in the Teacher's Wraparound Edition will give you ideas for tapping into student background knowledge and then moving them into the unit.

The right-hand page features colorful photographs from around the Spanish-speaking world that are linked to the communication and culture themes of the unit. Toward Cultural Understanding notes in the wrap text will give you background information on those photos that call for extra explanation, as well as offering you ideas for using the photos for communication practice and recycling of previously taught material.

Here, you will also find the **¿Sabías que...?** features. These are collections of short, interesting cultural facts that you can share with your students or that they can read on their own. The information is designed both to compare and contrast cultures, sensitizing students to

see both what is different and what is the same across cultures. The **¿Sabías que...?** features are linked to the general theme(s) of the unit.

¿Cómo se dice?

Each lesson within a unit begins with a **¿Cómo se dice?** section. There are two kinds of **¿Cómo se dice?** sections in every unit: 1) the **¿Cómo se dice?** sections in the first two lessons of a unit provide the basic communication models and vocabulary that will be used throughout the unit, and 2) the **¿Cómo se dice?** sections in the last few lessons of a unit explain communicative functions and language structures.

¿Cómo se dice? Lessons 1 and 2

Each of these lessons presents an average of six to eight new words or expressions that are linked to one another lexically or thematically. Research and experience indicate that this is the most effective method of fostering vocabulary retention.

Every **¿Cómo se dice?** section in Lessons 1 and 2 has one or two brief communication models followed by illustrations that present new vocabulary. The models and illustration labels are not translated into English on these pages. This helps students to establish more direct links between the concept and the Spanish word, rather than resorting to translation. In many ways the illustrations serve as icons representing the words. The full-color overhead transparencies available with the program will allow you to focus all your students' attention on the picture you want them to look at, and will be useful in cuing in extended practice.

The communication models are designed to allow you to substitute the pictured vocabulary into various slots in the conversations. By introducing the model first, and then substituting the pictured vocabulary, you can give a more interesting and meaningful initial presentation than if you were simply to point to the item and identify it. The conversation models lend themselves beautifully to getting students to simulate real interchanges. Because they are brief and easily modified, the conversations can be performed by several pairs of students without becoming tedious. You may choose to play the Audio CD for an initial model of these conversations as well as similar additional ones that follow on the CD.

Additional **¿Sabías que...?** boxes that appear in many of the **¿Cómo se dice?** sections provide paragraphs of additional cultural information on single topics. In many cases they are accompanied by related photos and by additional cultural information in the teacher annotations.

¿Cómo se dice? Lessons 3 and 4

Each of these lessons begins with an objective, stated either as a communicative function or a question, that indicates to students what communicative purpose is served by the language being discussed. Inductive methods of instruction are used frequently, whereby students are asked to build their own understanding of the structure based on guided observation of language in use. Extensive illustrations give visual learners extra assistance in grasping the meaning of the material. Suggestions for presentation and for TPR activities are given in the wrap text.

Throughout the program, you should avoid teaching grammar for grammar's sake. What is important is that students learn to use language, not that they learn to state its rules or describe it. All humans who use language have an innate understanding that there is an underlying order to the way a language is put together, and will seek to decode that order. However, being able to describe the order is not necessarily the same as being able to function using that order. Thus, we have avoided using traditional grammatical terminology as much as possible. Students will be more successful if they understand what they need to do to be comprehensible as opposed to simply reciting isolated grammatical points. It is important to note that linguistic accuracy is a destination that we work toward, not a point of departure.

Integrating actual practice with your presentation of structures is probably the most effective means of leading students to proficiency. You might even want to have students do the practice activities before you spend time explaining the underlying structure. This requires more effort on your part in leading students through the exercises, but may well pay off in increased proficiency.

¡Úsalo!

¿Cómo se dice? is followed immediately by a set of practice activities that will allow students to begin using the language in context. Practice in *¡Viva el español!* is rich and varied. Activities are set in meaningful and real contexts so that student learning is purposeful. The variety of practice will help you meet the needs of all your students with their various learning styles.

There is a general progression of practice from more *discrete activities* (with single right answers), to *transitional activities* (where students are providing some information, but still within fairly strict limits), to *open-ended activities* (where students are answering in creative ways about real information). In the Teacher's Wraparound Edition, these levels are indicated beside each exercise or activity with the following symbols:

- Discrete
- Transitional
- Open-ended

In most cases, you will find two to four exercises for each structural discussion, ending with an **Entre amigos** and/or a **Conexión** activity. See the discussions of the ¡Úsalo! and **Entre amigos** activities for an explanation of the kinds of practice you will find in the ¡Úsalo! sections, as well as the resources available to help you in working with students on these activities.

You will also see icons that tell you whether a practice is intended for pair work or small-group work:



Pair work



Group work

The instructions for activities have been kept flexible so that you may change the intent of a particular practice. For example, you might choose to assign an essentially oral activity as written practice. You may also wish to extend a discrete or transitional activity to the next level of practice, making it transitional or open-ended. The wrap text will give you ideas for doing this, as well as for tailoring practice to the range of student needs in your classroom. The notes will help you with set-up and presentation of activities, as well as giving you the answers for those that have answers.

Entre amigos

Many sequences of practice throughout the program end with an **Entre amigos** activity. These are all at either the transitional or open-ended level and are always designed for pair or group practice. Some provide high-interest extended reading practice. Others provide writing practice. Many are styled as games. Some call for materials such as index cards, paper bags, art supplies, pictures from magazines, etc. These will always be listed in the unit opener section under "Materials to Gather" so that you can prepare in advance. The notes also give ideas for setting up, extending, or enriching the activities.

Conexión con...

These features include content-related activities that allow the students to connect what they're learning in Spanish with what they're learning in their math, science, social studies, health, and art classes. The features also focus on important cultural connections.

¿Dónde se habla español?

These end-of-unit features teach students about all of the Spanish-speaking countries and regions of the world. Each Spanish-speaking country is featured at least once throughout the *¡Hola!*, *¿Qué tal?*, and *¡Adelante!* series. These features not only educate students about the culture of the Spanish-speaking world, but also offer opportunities to read short selections in Spanish and answer comprehension questions about the reading.

Photos and Realia

Throughout the program, you will find hundreds of colorful photos and numerous pieces of realia from the Spanish-speaking world. The photos have been selected to complement and enrich the themes of each unit, while providing a cultural context for learning. In addition, they offer you excellent opportunities for communication practice, whether as the basis for a series of questions, or as a springboard for a comprehensible input narrative. The notes and annotations will give you important background where necessary, and make suggestions for extension or activities based on the photos. You may want to use the photos as the launching pad for your own cultural presentations and activities.

Using the Components of the *¡Viva el español!* Textbook Series

The student texts and Teacher's Wraparound Editions of *¡Viva el español!* are designed to be stand-alone, self-sufficient books that give you the basis for your curriculum. Of course, there are excellent supplemental components that can enrich your teaching and give you additional resources for the classroom. (For a complete listing and description of additional components, see the article on p. 12 of this booklet.) Each unit of the program is designed to be taught over approximately fourteen days, including time for bringing in enrichment activities and other resources. You may extend or shorten the time as needed, depending on the length of your class periods as well as on the learning styles and abilities of your students. The chart on the following pages will help you see how to pace your classes and integrate all of the various supplemental components in your planning.