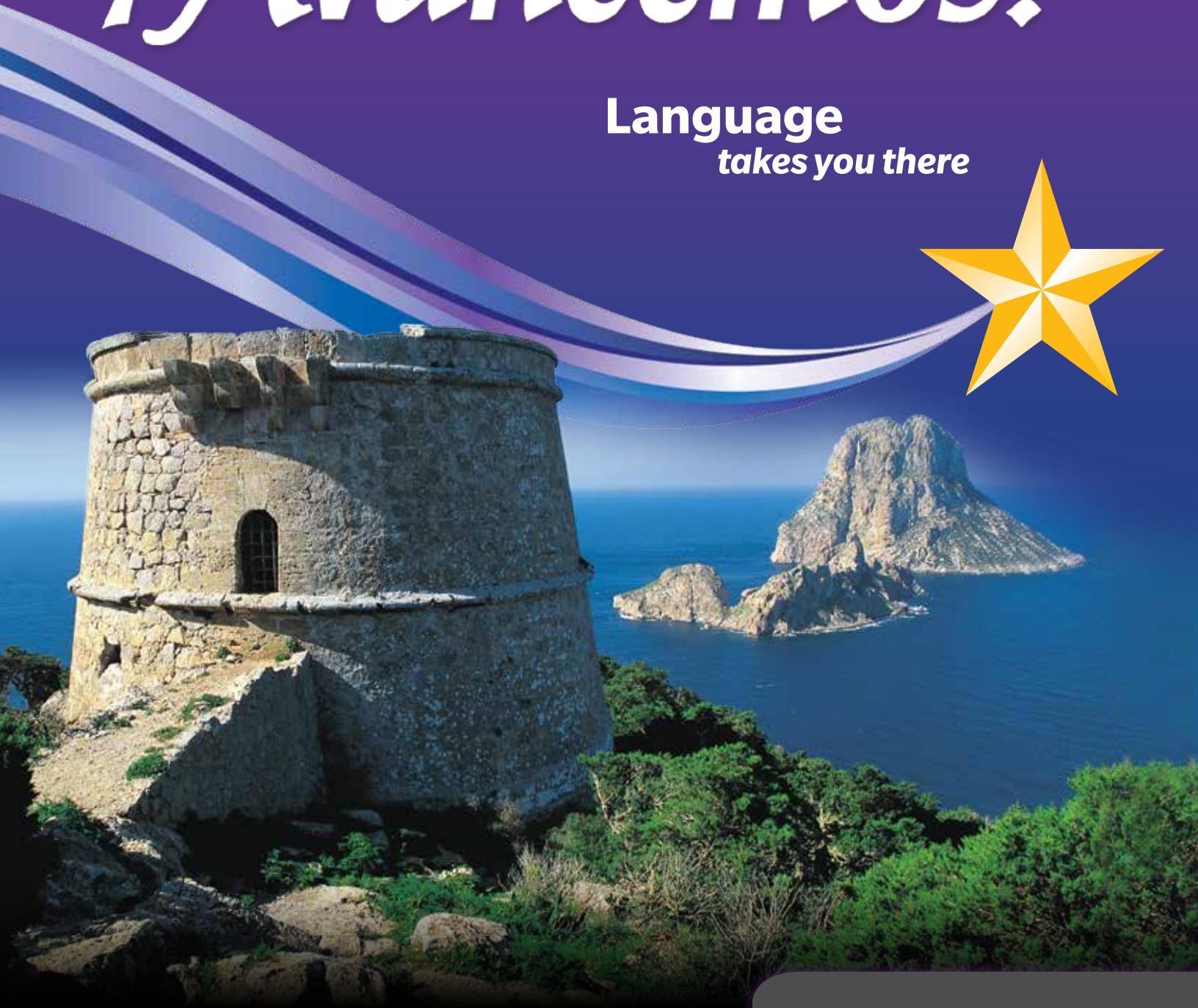


**PROGRAM OVERVIEW | © 2018**

# TEXAS *¡Avancemos!*

**Language**  
*takes you there*



LEVELS **1A – 4**

## Texas *¡Avancemos!*

is designed to help your students demonstrate proficiency in Spanish—to communicate meaningfully and productively in real-world situations.

Supporting **Languages Other Than English TEKS** and college and career readiness standards, **Texas *¡Avancemos!*** features performance-based materials that help your students practice and master the **modes of communication**—Interpersonal Communication, Interpretive Communication, and Presentational Communication.

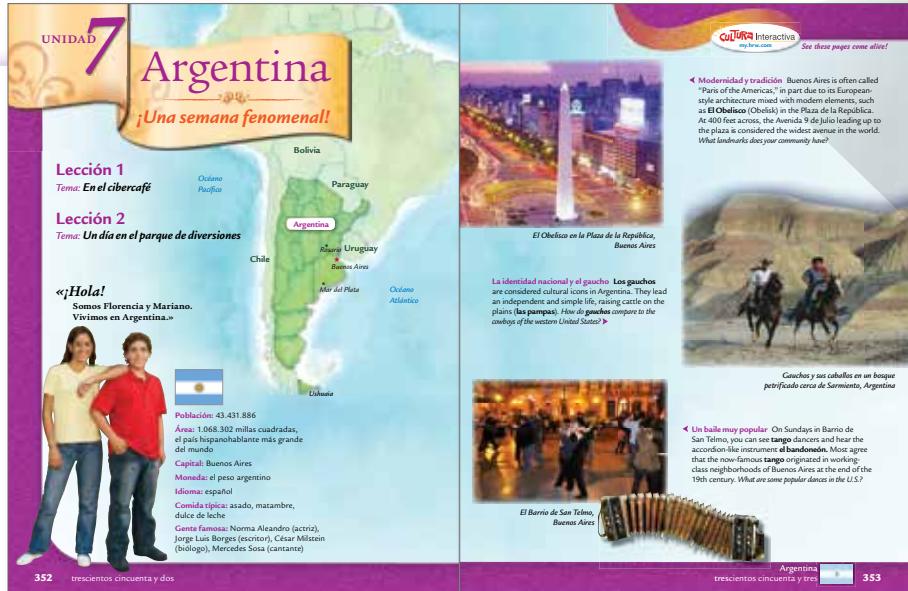
# TEXAS *¡Avancemos!*

# Language *takes you there*

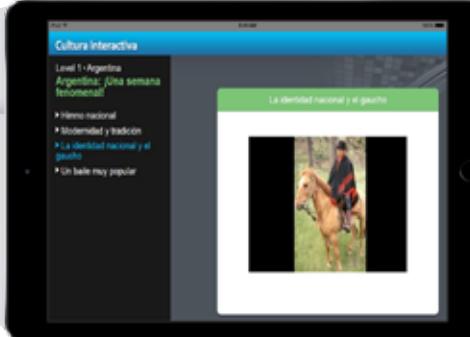


# Remarkable Culture

Texas *¡Avancemos!* takes students on an exciting journey through the diverse Spanish-speaking world with location-based units and culture woven throughout instruction.



**Location-based units** give students an in-depth view of the culture of different countries.



**Cultura Interactiva** lets students explore different cultural locations through video and audio clips.



**Mini cultural lessons** allow students to access popular topics at any time and in any order.



## ¡Día de los Muertos!

On **Día de los Muertos** families visit the cemeteries and gravesites of their loved ones. They clean the sites and leave flowers and candles and, in many countries, they bring entire meals with special drinks and traditional breads to share with the deceased. Displays are set up next to the gravesite that include flowers, hand-crafted skeletons, colorful paper cutouts, candy skulls, personal items, and photos. Family members pass the night sharing food and conversation as they keep vigil for their ancestors.

**Lectura cultural**

**Museos excepcionales**

**Comparación cultural**

**STRATEGY Leer**

Compare museums. Make a table to compare the two museums by name (**nombre**), location (**ubicación**), focus (**enfoque**), and exhibits (**exhibiciones**).

	1.	2.
nombre		
ubicación		
enfoque		
exhibiciones		

**Argentina**

El Museo al Aire Libre en Buenos Aires, Argentina

**Lectura** reinforces unit themes and provides additional practice of reading skills.



**FYI Spanish** offers links to culturally authentic websites with thematic connections to *¡Avancemos!*

**News and Networking** provides access to high-interest articles and cultural videos that are updated throughout the school year. Students have a monitored space where they can **add and view comments** from students around the world.

# Relevant Instruction

Multiple opportunities to review content help students build language proficiency.

**Presentación de VOCABULARIO**

**¡AVANZA!** Goal: Learn about Mariano's trip to the amusement park with his friends. Then practice what you learned to talk on the phone about where you like to go with your friends. *Actividades 1–2*

**A** Voy a llamar a Florencia para invitarla a hacer algo este fin de semana.  
Mariano: *llamar*  
Florencia: *el teléfono celular*

**B** Mariano: *Aló? Puedo hablar con Florencia?*  
Florencia: *Hola, Mariano. Soy yo, Florencia.*  
Mariano: *Hola, Florencia. ¿Quieres acompañarme al zoológico? Te invito.*  
Florencia: *Lo siento. No me gusta mucho ir al zoológico.*  
Mariano: *¿Te gustaría ir a la feria del libro el sábado?*  
Florencia: *¡Qué lástima! El sábado puedo, pero me gustaría hacer algo el domingo.*  
Mariano: *Voy a ir al parque de diversiones con Luciana. ¿Quieres ir?*  
Florencia: *¡Claro que sí! Hasta el domingo.*

**ZOO DE BUENOS**  
**el zoológico**

**VIDEO DVD**  
**AUDIO**

**380 Unidad 7 Argentina trescientos ochenta**

**Presentación de vocabulario** is presented in context and provides a clear goal to let students know what is new and what is review.

**TEKS** Interpersonal Communication and Presentational Communication

## Presentación de GRAMÁTICA

**¡AVANZA!** Goal: Learn about the preterite forms of -er and -ir verbs. Then practice using these verbs to say what you and others did. *Actividades 6–9*

**iRecuerdas?** Telling time p. 90, foods and beverages pp. 33, 140, 218

**English Grammar Connection:** Remember that the **preterite** is a tense used to express an action completed at a definite time in the past (see p. 331). In English, regular verbs in the past tense end in *-ed*.

### Preterite of Regular -er and -ir Verbs

Regular -er and -ir verbs follow a pattern similar to regular -ar verbs in the **preterite**. How do you form the **preterite** of regular -er and -ir verbs?

**Here's how:**

In the preterite, -er and -ir verb endings are identical.

vender	to sell	scribir	to write
vendí	vendimos	escribí	escribimos
vendiste	vendisteis	escribiste	escribisteis
vendieron		escribió	escribieron

Forms and the **usted/ella** forms take accents.

*Vendi la computadora.*

*Tomás escribió un correo electrónico.*

The **nosotros(as)** form of regular -ir verbs is the same in both the present and the preterite. Use context clues to determine the tense of the verb.

*Salimos a las ocho anoche.* We left at eight o'clock last night. The word *anoche* tells you that *salimos* is in the preterite tense.

**Más práctica**  
Cuaderno pp. 298–300  
Cuaderno para hispanohablantes pp. 299–301

Lección 1  
trescientos sesenta y uno 361

**Presentación de gramática** provides clear explanations of grammar concepts.

**English Grammar Connection** helps students make the link to English.



**HMH Spanish Vocabulary App** provides an engaging flashcard interface. Includes progress tracking and native-speaker audio that can be slowed down.

Download on the  
App Store

**Todo junto** brings together everything students have learned so they can show what they know.

**Todo junto**

**¡AVANZA!** Goal: Show what you know Notice the affirmative and negative words used to talk about Trini in Buenos Aires. Then use these words and the preterite of -er and -ir verbs to talk about past actions. *Actividades 16–20*

**STRATEGIES**

**Cuando lees** Notice the information exchange While reading, notice the information exchange. What does the waiter tell Mariano and Florencia? How does he help them solve their problem?

**Telehistoria completa**

**Cuando escuchas** Practice what you hear Listen to how the speakers emphasize negative expressions (**no**, **nada**, **nadie**, **ni... ni**). After listening, say these sentences with proper emphasis. Remember this for future communication.

**Escena 1 Resumen** Florencia recibe un correo electrónico de Alicia porque Trini Salgado va a estar en Buenos Aires. Sus amigos mandan la camiseta a Argentina.

**Escena 2 Resumen** Alicia escribe que Trini va a estar en el estadio. Pero Florencia y Mariano tienen que navegar por Internet para buscar más información.

**Repasso** provides chapter-specific and cumulative unit reviews.

**Repaso de la lección**

**1** Listen and understand Listen half a minute to the comprehension. Listen again and answer whether the statements are true or false.

**2** Talk about a series of events Complete the events in the boxes with the forms of the preterite of the verbs *irregular*.

**3** Comprendión del episodio ¿Adónde la mandaron?

Escuchar Leer  
entonces más tarde por fin

**4** En qué orden?

Escuchar  
a. b. c. d. e. f.

**5** ¿Cómo lo hago? ¿Recuerdas?

Expansión Write sentences to tell how you use the computer at home or at school.

**PARA Y PIENSA**

Did you get it? Put the following sentences in order.

a. Más tarde, Trini va a Puerto Rico y a España.  
b. Luego, Trini está en Puebla, México.  
c. Por fin, Trini está en Buenos Aires.  
d. Primero, Trini llega a San Antonio.

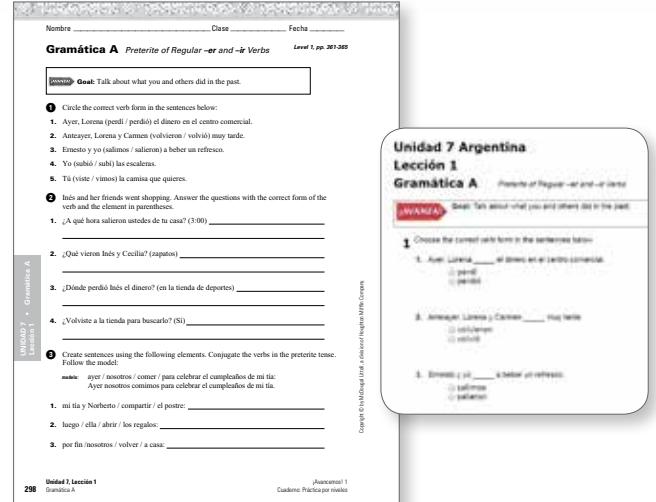
Get Help Online myhrw.com

Unidad 7 Argentina trescientos sesenta

The **Para y piensa** self check helps students know if they "got it." Additional Did You Get It? practice is available.

# Relevant Instruction

Differentiation in *Texas ¡Avancemos!* goes beyond the Student Edition and is built into print and digital components.



**Cuaderno: práctica por niveles** includes activities at three different ability levels (A-basic, B-average, and C-challenging). Activities include vocabulary, grammar, and reading practice.



The **Spanish InterActive Reader** provides additional authentic, content-area readings at three levels of difficulty.

**Objectives**  
• Introduce lesson theme: *En el cibercafé*.  
• Culture: Special beverages or foods in different regions of the world.  
**Presentation Strategies**  
• Introduce characters' names: Florencia, Mariano, and Luciana.  
• Ask students to make a list of favorite landmarks in their city or town. Have them talk about how often they go there and with whom.  
**STANDARDS**  
4.2 Compare cultures  
Social and Cross-Cultural Skills, Compara con tu mundo/Exploring the Theme/English Learners  
**Warm Up** Projectable Transparencies, 7-16  
Pretense of -car, -gar, -zar Verbs Complete each sentence using the pretense of the verb in parentheses.  
1. Ayer Felipe \_\_\_\_\_ una A en español y yo \_\_\_\_\_ una B. (sacar)  
2. El lunes ustedes \_\_\_\_\_ a aprender el español pero yo \_\_\_\_\_ ayer. (empezar)  
3. El sábado tú \_\_\_\_\_ al fútbol pero yo \_\_\_\_\_ al básquetbol. (jugar)  
Answers: 1. sacó, saqué; 2. empezaron, empecé; 3. jugaste, jugué  
**Exploring the Theme**  
Ask the following:  
• What does the Casa Rosada look like? Does it remind you of any buildings that you know?  
• Based on the teens' clothing, what season could it be? During what months is that season in Argentina?  
**¿Qué ves?** Possible answers include:  
• Sí, son amigos.  
• Tienen sed.  
• Sirve una bebida.  
**Differentiating Instruction**  
**Inclusion**  
Cumulative Instruction Organize students into four groups and give each a piece of poster board. Assign each group one of the ¿Recuerdas? topics on p. 354. Instruct students to create a poster that will help their peers review the details of that topic. They might design a chart, list examples, or create an exercise.  
**English Learners**  
Build Background Explain to students that La Casa Rosada in Buenos Aires can be compared to the White House in Washington, D.C. Ask students to share what the equivalent would be in their country of origin. Is there a famous house for the country's leader? Or is there another famous building that represents the government?  
354 trescientos cincuenta y cuatro

The **Texas Teacher's Edition** includes suggestions for activities to further differentiate instruction.



**HMH Spanish Resources for Heritage Learners** provides diagnostic assessment for placement into the correct level, and modules that explain and remediate common spelling, vocabulary, and grammar errors of heritage learners.

The **Spanish @HomeTutor** provides three levels of practice with immediate feedback and reteaching support.

- Animated Grammar
- Video clips
- Audio recording capability
- Audio flashcards
- Review games
- Self-check exercises



# **Robust** Teacher Resources

From planning through assessment, **Texas ¡Avancemos!** provides teacher resources that make your life easier.

# Online Texas Teacher's Edition and Resources

Texas ¡Avancemos!

gives you easy access to resources and all of your students' online work.



**Performance Space** is a virtual environment in which students and teachers can access all student work and teachers can leave spoken or written feedback.

## Pre-AP® / AP® Resources

levels 1-4

#### Activities included:

- Conversation
  - Cultural comparison
  - Interpersonal writing
  - Interpretive reading and listening
  - Worksheets with printable/fillable activities
  - Gradual progression of skills practice with Level 4 in the AP Exam format
  - Test practice
  - Teaching suggestions

**Texas ¡Avancemos! is available  
in Common Cartridge®.**

# ¡Avancemos! Level 1 Lección preliminar

Modes of Communication	Activities	Formative Assessment Tasks	Summative Assessment Tasks
<b>Interpersonal Communication: Speaking</b> The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.	<b>Student Edition:</b> <i>Hola, ¿qué tal?</i> , p. 5, Act. 3; <i>Muchos gustos</i> , p. 8, Act. 6; p. 9, Act. 7; <i>El abecedario</i> , p. 11, Act. 9–10; <i>¿De dónde eres?</i> , p. 14, Act. 12; p. 15, Act. 13; <i>Mi número de teléfono</i> , p. 17, Acts. 15–16; <i>Los días de la semana</i> , p. 19, Act. 19; <i>¿Qué tiempo hace?</i> , p. 21, Act. 22; <i>En la clase</i> , p. 24, Act. 25	<b>Student Edition:</b> <i>Hola, ¿qué tal?</i> , p. 5, <i>Para y pienso</i> ; <i>Muchos gustos</i> , p. 9, <i>Para y pienso</i> ; <i>¿De dónde eres?</i> , p. 15, <i>Para y pienso</i> ; <i>Mi número de teléfono</i> , p. 17, <i>Para y pienso</i> ; <i>Los días de la semana</i> , p. 19, <i>Para y pienso</i> ; <i>¿Qué tiempo hace?</i> , p. 21, <i>Para y pienso</i> ; <i>Reposo de la lección</i> , p. 27, Act. 4	<b>Assessment Program, On-Level Assessment:</b> Examen Lección preliminar, p. 2, Acts. D–E
<b>Interpersonal Communication: Writing</b> The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.	<b>Student Edition:</b> <i>En la clase</i> , p. 24, Act. 24	<b>Student Edition:</b> <i>Repaso de la lección</i> , p. 26, Act. 2	<b>Assessment Program, On-Level Assessment:</b> Examen Lección preliminar, p. 2, Acts. C, F; p. 6, Act. M
<b>Interpretive communication: Listening</b> The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.	<b>Student Edition:</b> <i>Hola, ¿qué tal?</i> , p. 3, <i>JA responder!</i> ; <i>Muchos gusto</i> , p. 7, <i>JA responder!</i> ; <i>¿De dónde eres?</i> , p. 13, <i>JA responder!</i> ; <i>Mi número de teléfono</i> , p. 16, <i>JA responder!</i> ; <i>Los días de la semana</i> , p. 18, <i>JA responder!</i> ; p. 19, Act. 18; <i>¿Qué tiempo hace?</i> , p. 20, <i>JA responder!</i> ; p. 21, Act. 20; <i>¿Qué tiempo hace?</i> , p. 21, Act. 20; <i>En la clase</i> , p. 23, <i>JA responder!</i>	<b>Student Edition:</b> <i>Repaso de la lección</i> , p. 26, Act. 1	<b>Assessment Program, On-Level Assessment:</b> Examen Lección preliminar, p. 1, Acts. A–B

**Modality Crosswalks** provide specific correlations between the ACTFL modes of communication and *Texas ¡Avancemos!* content.

## MODES OF COMMUNICATION

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
<p>Listen to a radio review about a place to go after school.</p> <p>Read a questionnaire about computer viruses.</p>	<p>Discuss how to do various things on the computer.</p> <p>Interview a classmate about an event that happened at school.</p>	<p>Explain how you use a computer and technology.</p> <p>Write and conduct a survey and present the results.</p>

**Texas Lesson Plans** include TEKS objectives, IEP suggestions, and plenty of optional resources to support instruction.

## Modes of Communication

are integrated throughout each lesson.

¡Avancemos! Level 1 Lesson Plans Unidad 7  
Lesson Opener, Presentación y práctica de vocabulario

### TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.

### OBJECTIVES

- Introduce lesson theme: *Un día en el parque de diversiones*.
- Present and practice vocabulary: amusement parks, places of interest and special events, extending and defining invitations, talking on the phone.

### FOCUS AND MOTIVATE

- (5 min.) Introduce students to the culture of Argentina and the lesson theme of how to talk on the phone and extend invitations, and talking about what you did on the weekend and how it was. pp. 378–379.

### TEACH

- (10 min.) Presentación de vocabulario, pp. 380–381, paragraphs A–D. Read the paragraphs.
- (3 min.) Video Program DVD 2, Unit 7. Show the Vocabulary Presentation video.
- (5 min.) Audio Program TXT CD 7, track 12. Play the Vocabulary Presentation audio.

**IEP Modification:** The vocabulary word for answering the phone is *¿A qué?* Ask students what words they use when answering the phone in Spanish.

### PRACTICE AND APPLY

- (10 min.) Lesson 1 Opener, pp. 378–379. Read Compración cultural. Have students view the photographs and respond to the *¿Quién es?* questions.
- (5 min.) Play TXT CD 7, track 13 to the *JA responder!* activity, p. 381.

### ASSESS AND RETEACH

- (5 min.) *Para y piensa*, p. 382. Have students name amusement park rides and places that require tickets.
- (15 min.) Vocabulary Recognition Quiz, On-level Assessment, p. 319.
- Homework: Cuaderno, pp. 318–320; Cuaderno para hispanohablantes, pp. 318–321.

### OPTIONAL RESOURCES

#### Plan

- Absent Student Copymasters, URB 7, p. 101

#### Present

- Warm-up Projectable Transparencies 20
- Vocabulary Projectable Transparencies 8–9
- TPRS, pp. 92–98

**Texas Lesson Plans** include TEKS objectives, IEP suggestions, and plenty of optional resources to support instruction.

Nombre \_\_\_\_\_ Clase \_\_\_\_\_ Fecha \_\_\_\_\_

## Examen Lección 1

**Goal:** Demonstrate that you have successfully learned to:

- talk about technology
- talk about a series of events
- ask for information
- talk about indefinite or negative situations
- use the preterite of regular -er and -ir verbs
- use affirmative and negative words

### Escuchar

**Test CD 2 Tracks 13, 14**

A. Escucha el anuncio del Centro de Computadoras. Escribe lo que los estudiantes aprenden en el lado de cada día. Escribe tus respuestas en la hoja de respuestas. (5 puntos)

1. lunes \_\_\_\_\_
2. martes \_\_\_\_\_
3. miércoles \_\_\_\_\_
4. jueves \_\_\_\_\_
5. viernes \_\_\_\_\_

B. Francisco ayuda a su padre con la computadora. Escucha la conversación y decide si cada una de las oraciones siguientes es cierta (C) o falsa (F). Si es falsa, escribe la corrección. (5 puntos)

1. El padre quiere mandar un correo electrónico.
2. El padre siempre usa Internet.
3. El padre quiere hacer un sitio Web.
4. Francisco y su padre navegan por Internet.
5. Francisco no sabe nada de Internet.

**Un rato con los amigos**

**Reinforce Vocabulary**  
Different types of people like doing different  
each personality type: musical, friendly, serious

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<h2>Un rato con los amigos</h2> <p><b>Reading: Vocabulary</b> Different types of people like doing different things. Have students mention activities for each personality type musical, friendly, serious, quiet, athletic, etc.</p> <p><b>Organize Information</b> To help students organize their profiles, have them complete a table with these categories: name, age, gender, type of eyes, physical appearance, personality traits, and favorite activities. You may provide framework sentences, such as:</p> <p><i>Mi nombre... Tengo... años. Soy... Mi gesto...</i></p> <p>Finally, encourage students to include a greeting at the beginning and a final sentence encouraging other people to do the same.</p> <p><b>Choose Images</b> Once students have organized the information, encourage them to find a picture to accompany their descriptions.</p> <p><b>Task 2: Interpersonal Speaking</b> For this task, students need to choose the profile they consider most compatible with them and be ready to explain why. Use the following strategies to help them prepare:</p> <p><b>Use a Graphic Organizer</b> Using the graphic organizer for the interpersonal task, have them download the graphic organizer, <b>Venn Diagram</b>, and fill in what they have and don't have in common with the teenagers they've chosen.</p> <p>As a follow-up activity, have students use a second Venn diagram to say what their partners have in common with the teenagers from the friendZooon profiles. Then, ask students to compare their Venn diagrams with their partners completed. Have them continue the discussion as they guessed what their partner would say.</p> <p><b>Prepare and Rehearse</b> Review prompts students can use in their conversations. Give them time to practice putting them into their own words. If necessary, you can model the following exchanges:</p> <p>1. ¿Con quién eres? / Yo no con nadie.</p> <p>2. ¿Tu amiga/o también es extrovertida/a? No, mi amiga/o no es extrovertida/a. Mi amiga/o es tímida.</p> <p>3. ¿Qué te gusta hacer? No gusta jugar videojuegos. / A mí me gusta jugar videojuegos, pero a mi amiga/o le gusta jugar al fútbol.</p> <p>4. ¿Les gusta el/la perro/a? Sí, nos encanta el/la perro/a.</p>	<p><b>UNIDAD 1</b></p> <p><b>TEACHING SUGGESTIONS</b></p>
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**Differentiated Assessment Program** offers four levels of assessment to meet various student needs. Includes audio.

**ExamView®** assessment suites provide pre-made or customizable tests with three levels of questions.

**Integrated Performance Assessments** allow students to demonstrate proficiency in Spanish

# TEXAS *iAvancemos!*

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takes you there



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1. Select **Sample Now**
2. Enter sample word: **TXWL18**
3. Complete the form
4. Write down **Username** and **Password**
5. **Bookmark** the login page for easy return

#SuccessTX

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