



provides the Spanish teacher with authentic materials designed to foster communication. Students become actively involved with their teacher and their classmates, trying out and modifying their language skills as they interact with each other.

Every component in the Kit calls for interactive learning activities, providing various ways to use the strategy of cooperative learning in the classroom.

The Kit may be used at any level with any textbook.

It is appropriate with any scheduling arrangement. Because the materials are organized by theme, the Kit can be easily integrated into any program organized around thematic units.

Teachers who use block scheduling will find these materials particularly useful, as they provide hands-on supplements to keep students actively engaged during longer class periods.

DEVELOPED activities for beginning, intermediate, and advanced level students. Kit includes realia items simulating actual materials in everyday use in 21 Spanish-speaking locations around the world. Designed to stimulate conversation in the classroom, each component centers on functional use of the language in situations that are exciting and relevant.

¿Qué bandera? ¿Qué país?

Mira las banderas. Cada una representa un país de habla hispana. ¿Puedes unir bandera y país?

¿Cuántas banderas son de América del Sur?
¿Cuántas son de América del Norte?
¿Y de América Central?

¿Cuál es la bandera de España?
¿Cuál es la de Guinea Ecuatorial?

Argentina
Bolivia
Chile
Colombia
Costa Rica
Cuba
Ecuador
El Salvador
España
Guatemala
Guinea Ecuatorial
Honduras
México
Nicaragua
Panamá
Paraguay
Perú
Puerto Rico*
República Dominicana
Uruguay
Venezuela

*Puerto Rico es un estado libre asociado de los Estados Unidos.

Clave

1 Guatemala	9 Bolivia	17 El Salvador
2 República Dominicana	10 Cuba	18 Perú
3 México	11 Uruguay	19 Venezuela
4 Nicaragua	12 Ecuador	20 Guinea Ecuatorial
5 Panamá	13 Chile	21 Puerto Rico
6 España	14 Honduras	
7 Costa Rica	15 Paraguay	
8 Argentina	16 Colombia	

JUNTOS PRENTICE HALL

COMPONENTS

SITUATION CARDS

← **FLAGS POSTER** is a colorful reference for the bulletin board in every Spanish classroom. You will find it useful not only with all the components of the Activity Kit, but with all your other materials.

MENUS

CITY MAPS

ADVERTISEMENTS

PHONE BOOKS

FLYERS

MONEY

RECIPES

WEIGHTS AND MEASUREMENTS CHART

SYMBOLS POSTER

FLOWERS/PLANTS POSTER

ANIMALS POSTER

NAMES POSTER

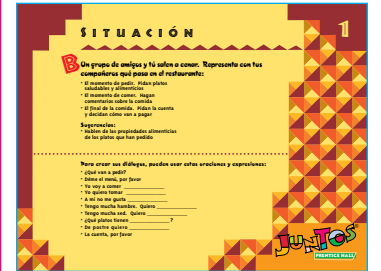
CRITERIA

- 1 MAKE KNOWN DESIGN PHILOSOPHY AND PROCESS
- 2 VISUAL EXPLORE ALL OPTIONS
- 3 REFINE COMPLEXITY TO MINIMUM
- 4 MEASURE AND REPORT CURRENT ENVIRONMENT

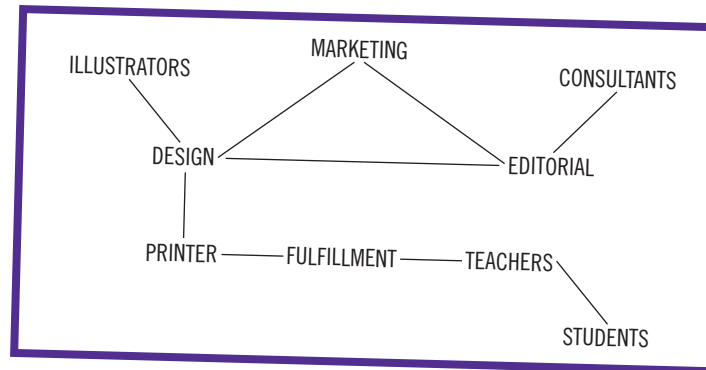
MENUS feature typical dishes in three different cultures of the Spanish-speaking world: Mexico City, San Antonio, and Madrid, and are designed to simulate real restaurant menus that could be found in these locations. They provide a rich point of departure for a variety of activities using language to make comparisons and contrasts within varied cultural contexts.



SITUATION CARD 1



The menu of the restaurant in Mexico City is perfect with Situation Card 1: En un restaurante. The menus may be used with the city maps and the faux currency in order to provide students with like being there experiences. Have beginning students scan the menus to find specific items. Ask simple questions requiring simple or yes or no answers. With other students, ask questions requiring inferences; e.g., ¿Qué restaurante aparece más elegante? Por qué? Have students role play, using index cards with directions in Spanish or English. Have them select items based on specific amounts of money to spend. Have more advanced students research recipes for some of the dishes and describe orally or in writing how to make them. And, if possible, have students plan and take a trip to an actual Spanish or Latino restaurant in your area. ¡Buen provecho!



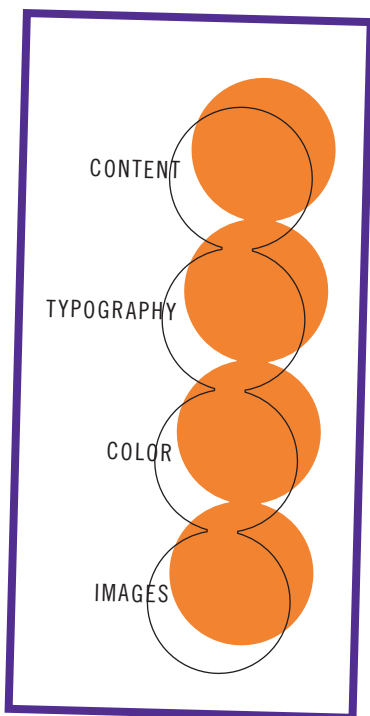
En un restaurante

You may wish to introduce the card this way: "You are on vacation in Madrid and want to dine in one of the many excellent restaurants. What will you and your friends choose to have? You want to order right away, but your friend can't decide. What will you say to each other? What will you say to the waiter when ordering? How much do you want to spend? How will you ask for the check? Is a tip included in the check?"

You may want to have students use one of the menus in the Kit and pay for the meal using the faux currency, which is also provided. They can locate the restaurant on the city map and then make reservations. The same situation can be used in Mexico City and San Antonio, along with the appropriate components in the Kit.

For listening practice, you can have students trace a route, as you describe it, from any point on the city map to a restaurant.

A suggested writing exercise is to have students design their own menus. Some students may want to decorate them with hand-drawn or computer graphics. These student menus can provide a colorful and personalized bulletin board display in your classroom.



There are three **CITY MAPS** San Antonio, Mexico City and Madrid. They are essential in locating museums, restaurants, stores, etc. as students plan activities in these locations. With beginners, use the maps for practicing adverbs of direction. They can be used for listening comprehension as you have students trace routes from one place to another following your spoken directions. More advanced students can give each other directions in an information gap activity in which both students have maps, but need to get to different locations in the city. Make simplified versions of maps of other cities that you study. The city maps are especially useful with Situation Card 2.

SITUATION CARD 2

SITUACIÓN 2
UN DÍA EN UNA GRAN CIUDAD

A Un grupo de amigos y tú están en una gran ciudad. Representa con tus compañeros qué pasaría si...

- Escogen a qué lugar irían.
- Escogen a qué hora irían.
- Hablan de cómo llegar.
- Hablan de lo que van a hacer allí.

Sugerencias: hacer una actividad para...

- Ciudad de México
- Madrid
- San Antonio, Texas

SITUACIÓN 2
UN DÍA EN UNA GRAN CIUDAD

B Un grupo de amigos y tú están haciendo turismo en la capital de un país hispanohablante. Representa con tus compañeros qué pasaría si...

- Cada uno propone visitar un lugar distinto y explica por qué irían.
- Hablan de los horarios y direcciones de cada lugar y deciden a qué hora ir y a qué hora salir.
- Hacen un plan de actividades en qué orden van a visitar los lugares turísticos, cómo van a ir y cuánto va a costar.

Sugerencias: hacer una actividad para...

Para crear sus diálogos, pueden usar estas oraciones:

• ¿Dónde vamos? ¿A qué hora?

• ¿Cómo vamos? ¿Por qué?

• ¿Qué hora es? ¿Qué hora es?

• ¿Qué hora es? ¿Qué hora es?

• ¿Qué hora es? ¿Qué hora es?

• ¿Qué hora es? ¿Qué hora es?

Un día en una gran ciudad

You may wish to introduce the card this way: "You have a day to spend in Mexico City, and there is so much to see and do! Plan a day of sightseeing. Organize your itinerary, choosing the places you would like to visit and the things you would like to do. Begin in the morning, and be sure to include lunch. You will want to walk during your sightseeing so that you can see as much as possible, but you might want to take a taxi to some places. Be sure you have enough time to do everything!"

You may wish to have students use the city map to plan their day. They may need to use the phone directory to call certain places and find out the hours they are open.

They will need enough money for meals and entrance fees to museums and other attractions. Have students plan the same activity in Madrid and San Antonio, with the components provided in the Kit, or change the setting to any other city.

For speaking practice, have students use the city maps to give each other directions to various places.

A suggested writing exercise for intermediate students is to have them write entries in their travel diaries, describing what they saw and did that day.

ADVERTISEMENTS in the Kit illustrate vacation spots in three locations: Mexico, Costa Rica, and Puerto Rico. They can be used to spark a variety of activities using the four skills: listening, speaking, reading, and writing. Have students practice verb tenses by describing what is taking place in the posters, what they would like to do, etc. Students can use these advertisements to plan their itineraries for trips to these vacation spots and others.

VIVA MÉXICO

Parque de Chapultepec

México, país de legendario pasado. Descubre el sabor de México en su espléndida comida, su riqueza histórica, sus mercados contrastes. Maravíllate con la solemnidad de sus templos, escucha sus imponentes cánticos, explora sus lugares arqueológicos y revive su historia en sus magníficos museos. Disfruta su presente en los sonidos de su música, en la elegancia de sus plazas y parques. México es un lugar donde la mitología, la tradición, la cultura, la realidad y los misterios se funden en uno solo. ¡Una experiencia grandiosa!

▲ Pirámides de Teotihuacán

▲ Una comida al aire libre

JUNTOS

Redescubre la naturaleza en **COSTA RICA**

PARAJES IMPRESIONANTES

ESPECIES BRICAS

DIVERSIDAD DE PARQUES

OFERTA QUE BATE TODOS LOS RÉCORDS

Recorre 30 kilómetros corriente abajo por el río San Juan, uno de los ríos más espectacularmente de América Central. Fluye y prueba tu destreza y disfruta la brisa de las aguas en este emocionante viaje!

Practica canotaje en sus caudalosos ríos

¡Costa Rica! ¡El nombre lo dice todo! Playas de belleza sin igual, multiplicidad de climas y regiones. Una variedad flora y una sorprendente fauna. ¿Quieres disfrutar del mar? ¿O te gusta más la montaña? No importa cuál prefieras, Costa Rica te ofrece uno y más. ¡Recorre el país, y encontrarás recreo, emoción y aventuras a todo pasar!

JUNTOS

¡DISFRUTA PUERTO RICO!

La perla del Caribe. Miles de kilómetros de costa cálida, fecunda y exótica.

Disfruta en las aguas y el viento del Caribe

El Morro

Disfruta la increíble variedad de playas

Relájate en las playas de Puerto Rico

Si prefieres la montaña... Haz una excursión a El Yunque, donde puedes contemplar al lado de belleza tropical, y disfrutar de la experiencia única de conocer, en su propio hábitat, numerosas especies en peligro de extinción. Admira plantas y animales únicos en el planeta. Explora la variedad de colores, sonidos y aromas que te ofrece la flora y la fauna puertorriqueña.

¡Navega, nada, bucea bajo el ardiente sol de Puerto Rico!

¡Sumérgete en las aguas del Mar Caribe! Disfruta llevar por sus olas y el viento! Puerto Rico te ofrece la posibilidad de hacer tabla o vela, esquí acuático, buceo, regata de veleros y mucho más! Todo está a tu alcance en la isla, del encanto a la emoción.

JUNTOS

SITUATION CARD 3

SITUACIÓN 3

VAMOS A COMPRAR RECUERDOS

Un grupo de amigos y tú están visitando una ciudad hispana y van a comprar recuerdos. Representa con tus compañeros qué pasar en la tienda.

- Habla y comenta con los amigos.
- Encuentra algunos ítems.
- Registra los precios.
- Averigua cuáles son los recuerdos más populares.
- Mira los artículos.
- Decide qué vas a comprar.

Sugerencias:

- Compra recuerdos para:
- un compañero que venga de:
- un amigo que va a quedarse en:
- a alguien que:
- es hombre o una
- hermana.

SITUACIÓN 3

SITUACIÓN 3

Un amigo y tú van de compras en un país hispano. Quieren comprar regalos para su familia y sus amigos. Representa con tu compañero qué pasar en las tiendas.

• Habla con los amigos y con tu compañero.

• Habla de los ítems que les gustaría comprar para su habitación.

• Escucha los precios que les hacen y los anota en una lista.

• Averigua por qué prefieren ese regalo y cuáles son los precios en dólares.

Sugerencias:

- Registra cómo varían los tipos de monedas.
- Anota cuánto cuesta:
- un artículo favorito.
- de cuánto para tu plaza.
- de agua.
- de zapatos electrónicos.

Para usar sus dólares, pueden usar estas tarjetas y copiarlas:

¿Cuántos dólares? _____ \$100

¿Qué recuerdos de _____ es el favorito de los turistas?

¿Qué recuerdos compraron?

Nombre _____ apellido _____ edad _____

¿De cuántos países a qué, ¿qué regalos?

¿Qué? _____ ?

¿Precio? _____

¿Qué regalo _____ es un regalo perfecto para _____?

JUNTOS

Vamos a comprar recuerdos

You may wish to introduce the card this way:

“You have had a great vacation in Mexico, but it is now time to go home. You have some Mexican money left over, so you go to the airport souvenir shop to buy some small gifts for your family and friends. What will you buy? T-shirts? What else?”

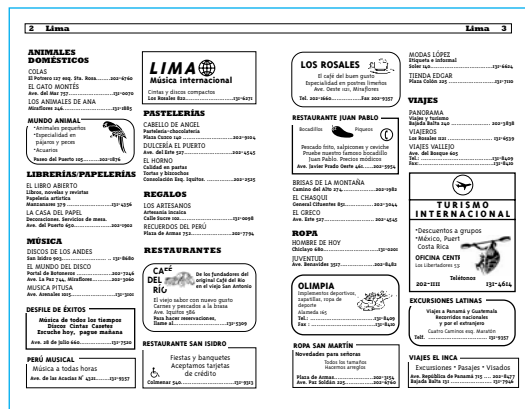
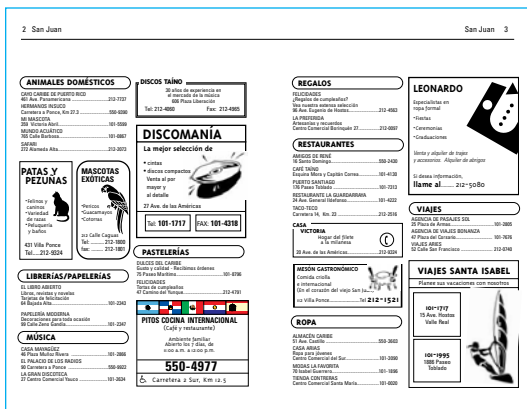
Ask the sales person to show you some items, and find out how much they cost. Do you have enough money? Before you leave, you need to exchange your Mexican money for US money. What is the exchange rate that day?”

You may wish to have students use the International Symbols poster to find their way around the airport. Students can exchange money in Madrid using the currency provided in the Kit. Have them use the exchange rate table from the newspaper. Set the situation in Madrid or San Antonio, or in any other Spanish-speaking places that you are studying. Travelers will have to consult the departures screens in the airport to make sure of the flight number, time, and gate. This situation provides good practice in using numbers in a realistic way. This is where those tickets and schedules you saved from your own trips come in handy!

A possible writing activity for beginning students is to make a list of the names of family and friends for whom they wish to buy souvenirs, determine the total amount they have to spend, make choices based on that amount, then complete the list with items and amounts.



They could compose their own situations, role playing clients and travel agents discussing possible vacation spots, using advertisements they design, and making choices based on their own interests. They could cooperate in designing their own advertisements for vacations in the Spanish-speaking world, using magazine cutouts and brochures from travel agencies. They can then post their advertisements on the bulletin board.



SITUATION CARD 4



expectations

- 1.0 ORGANIZATION
 - 1.1 communicate
 - 1.2 collaborate-sharepoint
 - 1.3 research
 - 1.4 budgets
- 2.0 CREATION
 - 2.1 visual exploration
 - 2.2 graphic solutions
 - 2.3 creative preparation
 - 2.4 planned execution
- 3.0 ACTUALIZATION
 - 3.1 production workflow>prepress
 - 3.2 revisions>rushes>updates
 - 3.3 tight color comps (PDFs)
 - 3.4 report and track project time
- 4.0 COMPLETION
 - 4.1 costs controls
 - 4.2 upload approved final version
 - 4.3 progress and team performance
 - 4.4 scheduling follow-through

PHONE BOOKS have been designed to look like real directories from El Salvador, Peru, and Puerto Rico.

They are connected specifically with Situation Card 4: Celebraciones. They are also useful with beginners learning numbers, as students can say numbers in a realistic way instead of merely reciting them. Have other students scan the pages to find certain types of stores and services. Use them with toy telephones to simulate conversations. If possible, obtain real yellow pages for other locations studied.

Celebraciones

You may wish to introduce the card this way:

"You are in El Salvador and have made a really good friend for whom you want to give a birthday party. Decide on whom to invite, and phone them. Choose a place for the party and decide what decorations you will need, such as flowers or balloons. What kind of cake will you have? Decide what music you will have and how you will provide it. What else will you do? Then decide what you would like to give as a gift. What will you wear?"

You may wish to have students use the phone book for El Salvador in the Kit to see if the stores they need are listed. You may also have students plan a party in Lima or in San Juan using the phone books provided in the Kit. If you have access to phone books in any other city, you could use the same idea.

Plan parties for other occasions, such as a wedding anniversary. This is another good situation for using numbers in a realistic way.

A possible writing exercise is to have students design invitations to the party and decorate them with graphics.

SYMBOLS POSTER contains a number of international signs useful for any location in the world. It can be used with beginning students for simple naming of the items. More advanced students can write sentences for each sign explaining why they are appropriate.

DEFINE GOALS

HAVE A FLEXIBLE PLAN TO REACH THEM

ALWAYS KEEP MOVING FORWARD

SÍMBOLOS Y SEÑALIZACIONES INTERNACIONALES

¿Qué indica cada uno de estos símbolos?
 ¿Cuáles puedes encontrar cuando viajas por una carretera?
 ¿Cuáles puedes encontrar si vas de camping?

		
1	2	3
		
4	5	6
		
9	10	11
		
14	15	16
		
19	20	21
		
24	25	26
		
22	23	27
		
28		

CLAVE

- 1 Primeros auxilios
- 2 Damas
- 3 Caballeros
- 4 Teléfono
- 5 Oficina de correos
- 6 Minusválidos
- 7 Embajada
- 8 Taxi
- 9 Autobuses
- 10 Aeropuerto
- 11 Ruta de bicicletas
- 12 Ciudadanía
- 13 Escucha
- 14 Campamento
- 15 Hombre
- 16 Información
- 17 Cafetería
- 18 Información
- 19 Fútbol
- 20 Voto
- 21 Pare
- 22 Prohibido fumar la botella
- 23 Información
- 24 Cruz
- 25 Reciclaje
- 26 No a nivel
- 27 Prohibido el paso
- 28 Vehículo

JUNTOS
PRENTICE HALL

SITUACIÓN 5 EN LA FERIA DEL VECINDARIO



A Un grupo de amigos y tú van a la feria de un vecindario hispano. Representa con tus compañeros qué hacen y qué dicen en la feria.

- Escucha el tipo de vecindario
- Escucha qué dicen por...
- Una persona quiere probar...
- Escucha... como hablar con la madre del lugar
- Qué comida venden
- Un compañero quiere descansar

Representa: Escucha una de las siguientes actividades:
 • baile
 • parrillada
 • pañuelito
 • música

SITUACIÓN 5

B Tus amigos y tú quieren hacer una feria hispana en la escuela. Representa con tus compañeros qué cosas diferentes hacen las preparatorias.

- Escucha qué dicen con sus preparatorias
- Habla de la comida que más preparan
- Habla de la música que van a tener (pop, rock, salsa...)
- Habla de las actividades que van a tener

Representa: Pueden representar una feria de:
 • comida
 • salsa y literatura
 • baile
 • música
 • artesanías

Para crear sus diálogos, pueden usar estas oraciones y expresiones:
 • ¿Te gusta...?
 • ¿Cuál es su plato favorito?
 • ¿La música...?
 • ¿Qué tipo de...?
 • ¿Qué tipo de...?
 • ¿Qué tipo de...?
 • ¿Qué tipo de...?

JUNTOS
PRENTICE HALL

En la feria del vecindario

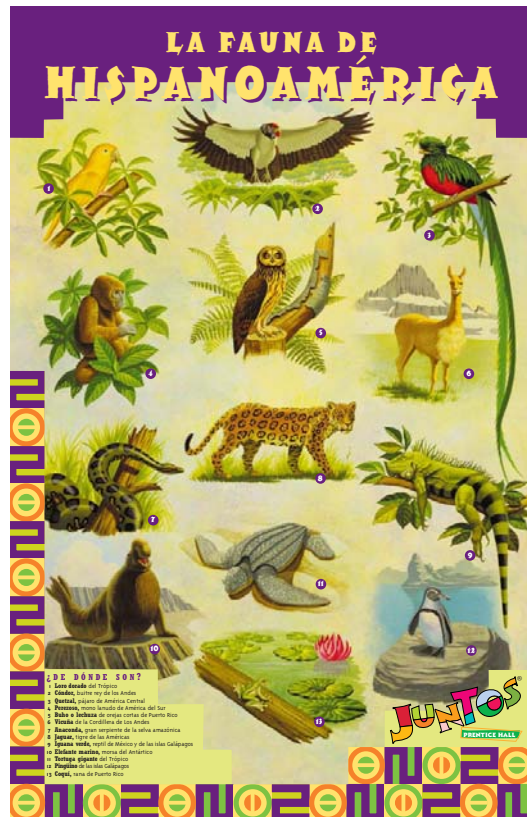
You may wish to introduce the card this way:
 "You are at a neighborhood fair in a Spanish-speaking neighborhood. What are the people celebrating? How long does the fair last? What is there to see and do? Which booth do you like best and why? What food is served? What will you have to eat? What will you wear?"

This situation lends itself very well to fairs and festivals in any geographical region, especially ethnic fairs. The situation is also appropriate for multicultural days held in many schools around the country.

A possible writing activity would be for students to write letters or e-mail to pen pals in other Spanish classes, describing either a fair in the future or one which has taken place.



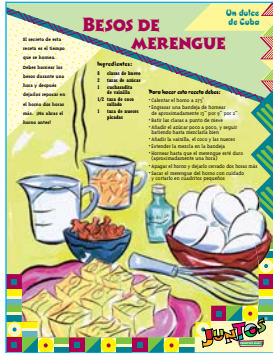
FLOWERS/PLANTS and ANIMALS POSTERS provide essential information to help identify the color, size, and countries they belong.



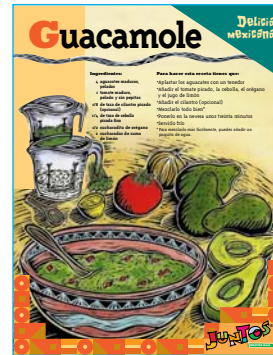
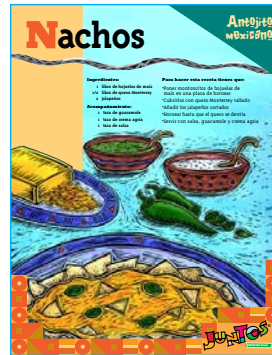
DESIGN IS THE SOLUTION OF PROBLEMS, INCORPORATING IDEAS IN RELATION TO THE GIVEN PROBLEM, RATHER THAN THE ARBITRARY APPLICATION OF FASHIONABLE STYLES



Al aire libre
 You may wish to introduce the card this way:
 "You are in Costa Rica and have decided to go camping. There are so many things to do outdoors that it is hard to agree on what to do. You know that you all especially want to visit the beautiful national parks. Be sure you choose a place where camping is permitted. What will you do to observe the rules to maintain the environment? What will you need for camping? What will you need to buy?"
 The poster depicting plants and animals is appropriate for use with this situation card. The flyers will be useful for deciding what to take on the trip. Have students plan trips to other countries. Go to the beach or to the mountains and plan other outdoor activities. Have beginning students write lists of what to buy, etc. More advanced students may write a composition on reasons for protecting the environment, for example.

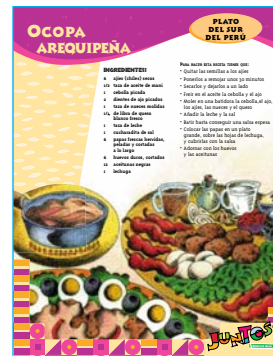
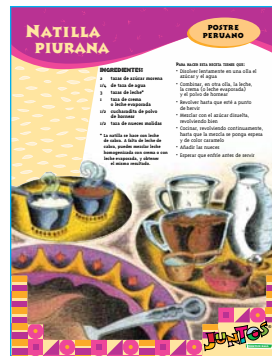
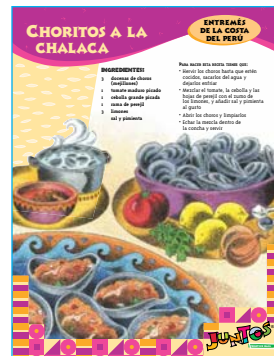


RECIPES of Mexican, Cuban, Venezuelan, and Peruvian dishes are included in the Kit. Students are generally interested in food, and comparing and contrasting typical foods is a fun cultural activity for Spanish students. Cooking is a real hands-on activity! Make some of the recipes in the classroom.

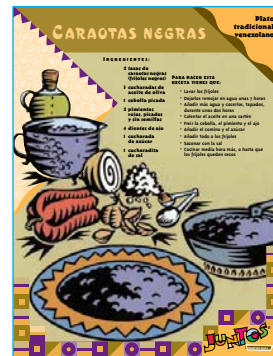


RELY ON VALUES OF QUALITY, CARING, INNOVATION, DIVERSITY AND SERVICE.

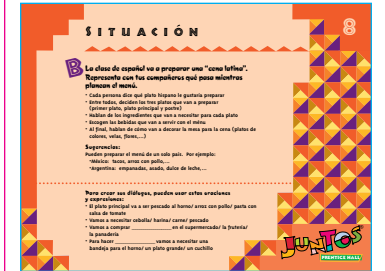
KNOWING THAT ALL CAN RESPOND TO CHANGE AS NEEDED.



If possible, work with a home economics teacher to have students prepare some recipes, and invite students from other Spanish classes and school faculty and administrators to sample your culinary talents!



SITUATION CARD 8



En la cocina
 You may wish to introduce the card this way:
 "You want to prepare some typical dishes enjoyed by Spanish-speaking people around the world. You have chosen to start with a Mexican dinner. What will you select for the main course? What ingredients will you need? What are the steps in preparing this dish? What else will you have for the meal?"
 The recipes in the Kit are particularly appropriate to this situation, as is the weights and measures poster. Have students discuss the recipes for Venezuelan, Cuban, and Peruvian dishes.
 You may wish to use pictures of the ingredients and have students go through the motions of preparing the main course as you give the directions.
 Another comprehension activity is to have line drawings made of each step, distribute them, and ask students to arrange themselves in the correct order of the steps.
 For reading practice, use written statements instead of drawings.

COMMUNICATE EVERYTHING YOU POSSIBLY CAN

EVERYONE KNOWS, EVERYONE UNDERSTANDS

INFORMATION IS POWER AND BECOMES ENPOWERING

¿CÓMO TE LLAMAS?

Mujeres

CHICAS

Compound Names:

- Flor Gloria
- Graciela Inés
- Adela Ana
- Beatriz (Bea) Blanca
- Cecilia (Ceci) Clara
- Josefina Juana
- Laura Lourdes
- Lucía
- Cristina (Tina) Dolores (Lola)
- Dora Elena (Nena)
- Elisa Eva
- Luisa (Lucha) Luz
- Magdalena María
- Margarita (Marga)
- Marisol Noemi

Hombres

CHICOS

Compound Names:

In Spanish it is very common to have a compound name. Juan, José, and Maria are the ones more often combined with other names. For example: Ana María, José Antonio, Juan Carlos, María Luisa.

Nicknames:

As in English, many Spanish names have a corresponding nickname, to shorten them or to make them more affectionate. The nicknames appear in parentheses in the list.

CHICAS

- Patricia (Pati)
- Pilar (Pili)
- Raquel Rosa
- Rosario (Charo)
- Silvia Susana (Susi)
- Teresa (Tere)
- Victoria (Vicki)
- Yolanda

CHICOS

- Alberto (Beto)
- Alejandro Eduardo
- Alfonso Emilio
- Andrés Felipe
- Antonio Francisco (Paco)
- (Toño)
- Armando Fernando Martín
- Arturo Gustavo Miguel
- Carlos Guillermo Nicolás
- Cristóbal Hugo Pablo
- Diego Ignacio Pedro
- Domingo Jaime Rafael
- Edmundo Juan (Rafa)
- José Ramón
- (Pepe) Ricardo
- Jorge Roberto
- Luis Rodrigo
- (Lucho) Santiago
- Manuel Tomás
- (Manolo) Víctor

SITUACIÓN 9
TRABAJOS BILINGÜES



Objetivo: Comprender cómo se discute en la escuela para hablar de trabajos bilingües. Representa con tus compañeros qué pases durante la presentación.

- El estudiante debe ser capaz de explicar y explicar por qué se presenta un trabajo bilingüe.
- El estudiante debe ser capaz de explicar y explicar por qué se presenta un trabajo bilingüe.
- El estudiante debe ser capaz de explicar y explicar por qué se presenta un trabajo bilingüe.
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- El estudiante debe ser capaz de explicar y explicar por qué se presenta un trabajo bilingüe.

Repaso:

- ¿Qué es un trabajo bilingüe?
- ¿Por qué es importante un trabajo bilingüe?
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SITUACIÓN 9

Objetivo: Ver si puede trabajar en una agencia de empleo. Representa con un compañero qué pases durante la entrevista.

- El estudiante debe ser capaz de explicar y explicar por qué se presenta un trabajo bilingüe.
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Trabajos bilingües

You may wish to introduce the card this way:

“How can you use Spanish in the future? What are the careers open to a bilingual person? What would you need to study? Where would you have to go to look for a job that uses Spanish?”

You may have beginning students learn the names of jobs and workplaces, and complete simple applications. More advanced students can role play a job interview, or write their resumes and letters of application.



