

Sample Assignment for the Course

Sample Modules with Content and Assignments: Every module is organized similarly to the following examples. English translations of Spanish page titles are provided in parentheses for the Showcase.

Module 1 – ¡Hola! ¿Cómo te llamas? (Hello! What's Your Name?)

The screenshots below provide examples of course content and activities. Where a complete activity or resource is available, a separate link is provided immediately below the corresponding screenshot.

1.1 Why It Matters – ¡Hola! ¿Cómo te llamas? (Hello! What's Your Name?)

This introduction uses authentic music videos from across the Spanish-speaking world to set the tone and preview module content. Students are invited to notice connections among the song titles: Chau previews greetings and goodbyes, while the later prompt and titles such as Uno begin to preview numbers.

Welcome to the first module of Spanish 1! The Spanish 1 text is divided into modules and sections, each grouped loosely around a vocabulary topic or grammar concept. In Module 1, we'll be learning the basics of saying hello, saying goodbye, and sharing some information in between.

At the beginning of each module, we'll offer some music to set the tone and preview the content of the chapter. See if you can figure out what the song titles have in common! Then, if you're interested, listen to any of the songs that catch your eye. Note: the lyrics aren't important for now, but if you want to see the lyrics, just search the band, song, and the word *letra* (lyrics).

No Te Va Gustar – **Chau**

No Te Va Gustar, also known by their initials NTVG (English: You Won't Like It), are a rock band from Uruguay. ([Wikipedia page for NTVG](#))



Take a look at the song titles below. Any guess what else we're covering in this module?

Edmundo Rivero – **Uno**

Leonel Edmundo Rivero (June 8, 1911 – January 18, 1986) was an Argentine tango singer, composer, and impresario.



1.4 Vocabulario – ¡Bienvenidos a la clase! (Vocabulary – Welcome to Class!)

Students are introduced to common greetings and goodbyes through model conversations that demonstrate several ways to introduce themselves and respond when meeting someone. The section includes embedded audio with the conversations and examples of both familiar and more formal interactions.

Objetivos

Identify and use common greetings and goodbyes



A typical familiar conversation:

Juana: ¡Hola! Me llamo Juana. Y tú, ¿cómo te llamas?

Sarita: Me llamo Sarita.

Juana: Encantada. (*typically shaking hands*)

Sarita: El gusto es mío.

▶ 0:00 / 0:10 ——— 🔊 ⋮



This same conversation might include some variations:

Juana: ¡Hola! Me llamo Juana. Y tú, ¿cómo te llamas?

Sarita: Me llamo Sarita.

Juana: Mucho gusto. (*typically shaking hands*)

Sarita: Igualmente.

▶ 0:00 / 0:09 ——— 🔊 ⋮

1.7 Ejercicios – ¡Bienvenidos a la clase! (Exercises – Welcome to Class!)

Students practice greetings and introductions through a series of exercises that include selecting appropriate greetings and responses, distinguishing between formal and informal interactions, and listening to spoken Spanish to identify appropriate responses.

▶ 0:00 / 0:02 — 🔊 ⋮

1.

- Me llamo Marcos.
- Muy bien, ¡gracias! ¿Y tú?
- Igualmente.
- Soy de Lima Perú.

▶ 0:00 / 0:01 — 🔊 ⋮

2.

- Igualmente, ¡gracias!
- Muy bien, ¡gracias! ¿Y tú?
- Encantada, ¡gracias!
- Bien, ¡gracias! ¿Y usted?

▶ 0:00 / 0:00 — 🔊 ⋮

3.

- Igualmente, ¡gracias!
- Me llamo Marta.
- No muy bien. Muy mal
- Mucho gusto.

▶ 0:00 / 0:01 — 🔊 ⋮

Quiz 1.7 – ¡Bienvenidos a la clase! (Welcome to Class!)

Selected exercises from 1.7 Ejercicios – ¡Bienvenidos a la clase! were adapted by the instructor into a graded Canvas quiz with meaningful feedback. The original exercises remain available to students for practice, while the adapted Canvas quiz provides the graded homework component.

Question 5	1 pts
Choose the most appropriate answer to complete the sentence.	
Profesor: Profesora Hernández, le presento a mi estudiante Julio.	
Julio: -----	
Profesora: El gusto es mío.	
☐ Mucho gusto	
☐ Muy bien	
☐ Igualmente	
☐ Mi nombre es Julio	

1.21: Putting It Together- ¡Hola! ¿Cómo te llamas?

See the review summaries below to help you complete the assignments and prepare for the quiz to demonstrate your mastery of the objectives.

Vocabulario: Saludos y respuestas

Saludos y respuestas (*Greetings and Responses*)

Hola <i>Hello</i>	▶ 0:00 / 0:00 ———— 🔊 ⋮
Estoy muy bien. <i>I am very well.</i>	▶ 0:00 / 0:00 ———— 🔊 ⋮
Buenos días <i>Good morning</i>	▶ 0:00 / 0:01 ———— 🔊 ⋮
Estoy bastante bien. <i>I am quite well.</i>	▶ 0:00 / 0:01 ———— 🔊 ⋮
Buenas tardes <i>Good afternoon</i>	▶ 0:00 / 0:01 ———— 🔊 ⋮
Buenas noches <i>Good evening</i>	▶ 0:00 / 0:01 ———— 🔊 ⋮
Estoy más o menos. <i>I am ok.</i>	▶ 0:00 / 0:01 ———— 🔊 ⋮
Estoy regular. <i>I am ok.</i>	▶ 0:00 / 0:01 ———— 🔊 ⋮
Estoy mal. <i>I'm sick / I'm not doing well.</i>	▶ 0:00 / 0:00 ———— 🔊 ⋮
¿Cómo está (usted)? (formal) <i>How are you?</i>	▶ 0:00 / 0:01 ———— 🔊 ⋮

1.24 Assignment – Collaborative Peer Activity – Una conferencia (A Conference)

In this collaborative assignment, students work with a partner in person, over Zoom, or by phone to practice exchanging information in Spanish. Each partner receives different information about the equipment available and the needs of presenters at an international conference. Students work together to complete the missing information in their packets and then independently write a report in Spanish based on the interaction.



Dra. Alma Mar maralma@unam.mx
para mí ▼

¡Gracias por su mensaje! El título de mi presentación es "A las plantas les gusta la música heavy metal?" Necesito una computadora con altavoces (speakers) para reproducir ejemplos musicales. La audiencia será muy pequeña (un máximo de seis personas).



Dra. Denisse Núñez dnunez@una.py
para mí ▼

¡Gracias! Me siento honrada por la invitación de asistir a la reunión. Mi presentación es sobre la calculación de la probabilidad de la vida inteligente en nuestro sistema solar. Solamente necesito una pizarra para mis ecuaciones. Me gustaría una mesa para impulsar una discusión. Espero 10-12 personas en la audiencia.



Julia Duckworth-Clarke mega@uq.edu.au
para mí ▼

Presento el proyecto MEGA que cría tiburones (sharks) gigantes para proteger los arrecifes de coral de los buzos (from scuba divers). Espero 9-12 personas en la audiencia. Necesito un mapa del mundo. Necesito un salón sin ventanas. No fotos por favor.



Chet Frank chet@ecowow.biz
para mí ▼

Mi presentación (la que presento al Foro Económico Mundial en Davos) se llama "Yes, We Can Buy Our Way Out of Climate Change!" ("¡Sí, podemos comprar una solución al cambio climático!") Necesito un micrófono y un proyector. Tengo mi propia computadora. Puede esperar un grupo grande (30 y más) ya que soy orador popular.



Prof. Dr. Dr. Helmut von Torkle torkle@uni-freiburg.de
para mí ▼

Mi presentación se llama "Courtship Rituals of the Sea Slug" ("Rituales de cortejo de la babosa de mar"). Tengo una presentación de Powerpoint con muchas fotos y tablas fascinantes (necesito un proyector). Mi presentación es muy difícil así que espero una audiencia muy pequeña (3-5 personas). Además, normalmente mis presentaciones llevan mucho tiempo así que necesito un reloj para mantenerme puntual para no pasarme de tiempo.

								¿Cuántas sillas?
Alma Mar					✓			6
Denisse Núñez								
Julia Duckworth-Clarke								
Chet Frank								
Helmut von Torkle								

Modelo: Alma Mar **necesita** (needs) una computadora y sillas para seis personas.

[Una conferencia collaborative activity](#)

Module 2 – ¿Eres estudiante? (Are you a student?)

The screenshots below provide examples of course content and activities. Where a complete activity or resource is available, a separate link is provided immediately below the corresponding screenshot.

2.1 Why It Matters – ¿Eres estudiante? (Are You a Student?)

This introduction uses authentic music videos to preview language students will encounter in the module. Songs featuring forms of the verb *ser* introduce the verb “to be,” while other selections preview adjectives of color.

Bomba Estéreo — **Soy yo**

Bomba Estéreo is a Colombian band founded in the capital, Bogotá, in 2005 by Simón Mejía. Their music has been described as “electro tropical” or “psychedelic cumbia”. ([More about Bomba Estéreo on Wikipedia](#))



Las Cafeteras — **Mujer Soy**

Las Cafeteras is a Chicano band from East Los Angeles, California. Their music fuses spoken word and folk music, with traditional Son Jarocho, Afro-Mexican music and zapateado dancing.



2.16 En contexto – Concordancia de adjetivos (In Context – Adjective Agreement)

Students reread Manuel's letter and analyze adjectives in context. They identify adjectives in the text, consider where adjectives are placed in relation to nouns, and examine what changes when an adjective is added.

Objetivos

- Recognize the correct position, gender and number of adjectives



Read the letter from Manuel again and answer the questions that follow.

La fecha: Hoy es el 11 de febrero.

¡Hola! Me llamo Manuel y soy de Perú. Mi familia no es muy grande. Mi mamá se llama Teresa y ella es de Lima, la capital de Perú y una ciudad grande. Mi papá se llama Roberto y es de Chiclayo, una ciudad pequeña al norte de Lima. Mi mamá es amable y mi papá es generoso. Mis hermanos son Lucas y Marisol, ellos son inteligentes. Somos una familia muy unida (close-knit). Mis mejores amigos son Juan y Rodolfo, ellos son chicos tontos. Ellos son de Cuzco, cerca de Machu Picchu. Pero ahora, nosotros somos estudiantes en la Universidad de Lima. Las clases son difíciles. ¿Cómo es tu familia? ¿De dónde son tus amigos? ¿Eres estudiante también? ¿Cómo son tus clases?

Preguntas de análisis:

1. Underline all of the adjectives in the text.
2. What verb do we use with these adjectives? Where do we put the adjective in the sentence?
3. What are the two things that change when adding an adjective? (Hint: Look at the ending)

2.18 Ejercicios – Concordancia de adjetivos (Exercises – Adjective Agreement)

Students practice adjective position, gender and number agreement, colors, and identifying information from spoken descriptions through several exercise types.

Text Only

A. Ubicación

Place the adjective in brackets in the correct place in the sentence; only use one of the blank spaces per sentence and cross out the unused ones.

1. [roja] El _____ libro _____ tiene una portada (*cover*) _____.
2. [disciplinados] Los _____ estudiantes _____ pasan horas _____ en la biblioteca _____.
3. [cinco] _____ estudiantes _____ visitan la _____ universidad _____ este semestre.
4. [alto] El _____ chico _____ es _____ jugador _____ de básquetbol.
5. [singulares] Las _____ palabras _____ normalmente no terminan en _____ 's' _____.
6. [rojo] El _____ bolígrafo _____ es de la _____ profesora _____.
7. [rayado (*lined*)] Usamos el _____ papel _____ para tomar _____ apuntes (*notes*) _____.
8. [gruesas (*thick*)] Usamos las _____ hojas de papel _____ para dibujar (*to draw*) en la clase _____ de arte _____.
9. [multicolores] Las _____ mochilas _____ de los _____ estudiantes _____ son _____.

B. Los adjetivos

1. Tenemos clase en el edificio más _____ del campus.
 - pequeña
 - grandes
 - gran
 - grande
2. Tengo un cuaderno _____ para mi clase de español.
 - roja
 - rojas
 - rojo

Quiz 2.18 – Concordancia de adjetivos (Adjective Agreement)

Selected exercises from 2.18 Ejercicios – Concordancia de adjetivos were adapted by the instructor into a graded Canvas quiz with meaningful feedback. The original LibreTexts exercises remain available to students for practice, while the adapted Canvas quiz provides the graded homework component.

Question 2	1.5 pts
Choose the sentence that places the word in brackets correctly. [disciplinados]	
☐ Los estudiantes pasan disciplinados horas en la biblioteca.	
☐ Los estudiantes disciplinados pasan horas en la biblioteca.	
☐ Los estudiantes pasan horas en la disciplinados biblioteca.	
☐ Los disciplinado estudiantes pasan horas en la biblioteca.	

Look at the picture and choose the correct answer.
Tomate = tomato



- ☐ Los 2 tomates pequeños son rojos.
- ☐ Los 2 tomates pequeñas son rojas.
- ☐ Los 2 tomates pequeños son anaranjado.
- ☐ Los 2 tomates pequeños son anaranjados.

2.19 Introduction to Cultura – Los hispanos en los Estados Unidos (Introduction to Culture – Hispanics in the United States)

This section prepares students to read authentic cultural material in Spanish by emphasizing that comprehension depends on more than vocabulary and grammar. Students are encouraged to use background knowledge, genre, context, cognates, illustrations, subtitles, and other textual clues, and to reread before deciding which unfamiliar words or structures require additional attention.

The *Cultura* sections offer an opportunity to learn about a variety of themes and topics in the Spanish-speaking world. You may find that the *Cultura* sections have vocabulary or structures you don't know yet. If that's the case, don't worry! The point of these sections is to practice inferring meaning from context.

As Janet Swaffar and Katherine Arens point out:

Reading experts assert that only about half of what people understand when they read in any language has to do with knowing that language's vocabulary and its grammar. The other half involves factors such as:

- background knowledge about the topic or the medium (e.g. what kind of a hero Batman is, and what an action movie looks like)
- knowledge of a genre (e.g. what information is in a movie review and what importance is attached to who writes the review and where it's published)
- strategies for guessing and working with uncertainty ("I don't know this term, but it has been mentioned twice so it's probably important and I'll continue reading to see if I can figure it out.")
- strategies for identifying cognates and other textual clues (illustrations, subtitles, etc.).

<https://coerll.utexas.edu/methods/modules/reading/02/>

Whether in your native language or in a language you're just learning, reading is as much about context as it is about content. So the first time you read through the *Cultura* text (or any text in Spanish), try to note the words and phrases you already understand. Once you've read it through once this way, consider which words or phrases you would need to look up in order to understand the text more thoroughly. Look up these words and see how this knowledge changes your understanding of the text. Finally, think about whether there are any formulations or structures you still don't understand. Ask your teacher (or a native speaker) to explain what's going on in these passages.

Reading Strategy Lesson – Como agua para chocolate (Like Water for Chocolate)

This 50-minute lesson, included through the reading-strategy resources connected to this section, uses a culturally authentic text to teach second-language reading strategies. Students read an excerpt multiple times,

identify cognates and familiar vocabulary, use context to infer the meanings of unfamiliar words, compare interpretations with classmates, check predictions with a dictionary, and discuss the passage for comprehension.

Laura Rigby
Verónica Ríos

GER 397P

Reading Lesson Plan

This lesson utilizes a variety of approaches to teach students the process of reading generally, but especially when they read in the second language. It includes strategies for reading comprehension, as well as reinforcement of the grammar and vocabulary skills already taught in the unit. Students move from decoding the language on a basic level to converting that to comprehension of the text.

Level: Novice to Intermediate

Length of Lesson: 50 minutes

Objectives:

This activity utilizes a culturally authentic text to give students practice reading in the second language.

At the end of this lesson, students will:

- Have read part of their entire reading assignment
- Have learned reading strategies, including:
 - multiple readings
 - looking for cognates and familiar words
 - using context to find meaning in unfamiliar words

[Como agua para chocolate reading lesson](#)

2.20 Cultura – Los hispanos en los Estados Unidos (Culture – Hispanics in the United States)

This cultural section introduces students to the diversity and influence of Hispanic communities in the United States. Students read about population and cultural influence, encounter notable Hispanic and Latino figures, examine the terms hispano and latino, and review material from the module.

Objetivos

In this section, you will...

- Learn about Hispanic* culture in the United States
- Review what you have learned in this module

La población (*population*) hispana* en los Estados Unidos es muy diversa. Hay aproximadamente 58,9 millones de hispanos en los EE.UU. desde (*since*) el año 2017. Esto representa un 18,1% de la población total de los Estados Unidos que es de 327,2 millones de personas (en el 2018). Esto es 21 millones más que (*more than*) en el año 2000. Hay muchos estados donde hay una presencia hispana muy grande. Los estados donde hay más hispanos en los Estados Unidos son: California, Tejas, Arizona y Nuevo México.

Hay muchos hispanos-americanos que tienen mucha influencia en la cultura de los Estados Unidos. La cultura hispana está presente en momentos importantes de la cultura de los EE.UU. Un ejemplo es el [medio tiempo \(half-time\) del Super Bowl del año 2020](#). Jennifer López, cantante “Nuyorican” y Shakira, cantante de Barranquilla, Colombia, son las estrellas del medio tiempo.



	Gwen Ifill Gwendolyn L. Ifill (/ˈɑːfəl/ EYE-fəl; September 29, 1955 – November 14, 2016) was an American journalist, television newscaster, and author. In 1999, she became the first woman of African descent to host a nationally televised U.S. public affairs program with Washington Week in Review. Ifill was born in the Queens neighborhood of Jamaica in New York City, the fifth of six children of African Methodist Episcopal (AME) minister (Oliver) Urcille Ifill, Sr., a Panamanian of Barbadian descent who emigrated from Panama, and Eleanor Ifill, who was from Barbados. (More about Gwen Ifill on Wikipedia)
	Lin-Manuel Miranda Lin-Manuel Miranda (Nueva York, 16 de enero de 1980) es un compositor, letrista, actor, cantante, dramaturgo y productor estadounidense, creador y protagonista de los musicales de Broadway In the Heights y Hamilton. Lin-Manuel Miranda nació en el barrio neoyorquino de Washington Heights en Manhattan y creció en Inwood. Es de origen puertorriqueño. (Wikipedia)
	Mario J. Molina José Mario Molina Pasquel y Henríquez (Ciudad de México , 19 de marzo de 1943)1 es un ingeniero químico mexicano. Mario Molina recibió junto con Sherwood Rowland el Premio Nobel de Química por ser los pioneros en establecer la relación entre el agujero de ozono y los compuestos de cloro y bromuro en la estratosfera. (More about Mario J. Molina on Wikipedia)
	Indya Moore Indya Adrianna Moore (Nueva York, 17 de enero de 1995) es una actriz, modelo y activista por los derechos de las personas trans estadounidense. Es conocida por su papel de Angel Evangelista en la serie de televisión de la cadena FX Pose. La revista Time la nombró una de las 100 personas más influyentes del mundo en 2019. Originaria del Bronx, la madre de Indya Moore es puertorriqueña y su padre también es originario del Caribe. Moore es una persona transgénero y no binaria. (More about Indya Moore on Wikipedia)
	Ellen Ochoa Ellen Ochoa (Los Ángeles, California; 10 de mayo de 1958) es una física, científica y una astronauta de la NASA. Sus abuelos paternos eran mexicanos. Fue la primera mujer de origen hispano en haber viajado al espacio.
	David Ortiz David Ortiz (Santo Domingo, República Dominicana; 18 de noviembre de 1975), es un exjugador profesional de béisbol dominicano. Jugaba como bateador designado y primera base y desarrolló su carrera en los Minnesota Twins y en los Boston Red Sox de las Grandes Ligas de Béisbol (MLB). (More about David Ortiz on Wikipedia)
	Sonia Sotomayor Sonia Sotomayor (Nueva York, Estados Unidos, 25 de junio de 1954) es una Juez Asociada en la Corte Suprema de los Estados Unidos. Sotomayor es hija de padres puertorriqueños.

*** Note: ¿Quiénes somos los latinos o hispanos?**

“Hispano” o “latino” se refiere a una persona de origen cubano, mexicano, puertorriqueño, centro- o suramericano o de otra cultura u origen español, independientemente de la raza. La diferencia entre los dos está en el origen de las palabras. La palabra “hispano” conecta a la persona con España por su historia colonial en Latinoamérica y por su lengua: el español. La palabra “latino” conecta a la persona con su origen de Latinoamérica o la cultura latina de Europa, pero no con la lengua española necesariamente.

Being Hispanic or Latino can be viewed as a matter of heritage, nationality group, lineage, or country of birth of the person or the person’s parents or their ancestors before their arrival in the United States. People who identify their origin as Hispanic, Latino or Spanish may be any race. The difference between “Hispanic” and “Latino” is connected the origin of the words. The word “Hispanic” connects the person with Spain by the colonial history in Latin America and by the person’s language: Spanish. The word “Latino” connects the person with their origins in Latin America or the Latin cultures of Europe, but not necessarily with the Spanish language.

2.22 Assignment – Escribir (Writing)

Students reread Manuel’s model letter, analyze how he introduces and describes himself and others, and then write a 60–75 word letter in Spanish. The assignment includes an editing checklist that asks students to review forms of ser, adjective and article agreement, sentence connections, punctuation, accent marks, and length.

Earlier in this chapter Manuel wrote you a letter introducing himself. Now you are going to write a paragraph-length (60 – 75 words) letter back to him.

Paso 1: Re-read the letter from Manuel. (From the “En contexto” pages in this chapter, reprinted below).

La fecha: Hoy es el 11 de febrero

¡Hola! Me llamo Manuel y soy de Perú. Mi familia no es muy grande. Mi mamá se llama Teresa y ella es de Lima, la capital de Perú y una ciudad grande. Mi papá se llama Roberto y es de Chiclayo, una ciudad pequeña al norte de Lima. Mi mamá es amable y mi papá es generoso. Mis hermanos son Lucas y Marisol, ellos son inteligentes. Somos una familia muy unida (close-knit). Mis mejores amigos son Juan y Rodolfo, ellos son chicos tontos. Ellos son de Cuzco, cerca de Machu Picchu. Pero ahora, nosotros somos estudiantes en la Universidad de Lima. Las clases son difíciles. ¿Cómo es tu familia? ¿De dónde son tus amigos? ¿Eres estudiante también? ¿Cómo son tus clases?

As you are reading his letter, write down some notes:

- How does he introduce himself?
- What information does he include about himself?
- What type of questions did he ask you?
- What verb did he use to:
 - describe something/someone
 - identify someone/something
 - ask or say where someone is from
 - ask and say his or someone's profession

Paso 2: Write the letter. Be sure to include the date at the top of your letter (¿Qué día es hoy?). Write an introduction sentence similar to Manuel's (¿Cómo te llamas?). Develop information about yourself and your friends and classmates (¿De dónde eres? ¿Cómo eres tú? ¿Y tus amigos? etc.). Lastly, your conclusion sentences should have new questions for Manuel.

¡A editar!

1. Do you properly introduce yourself?
2. Did you use the correct form of the verb “ser” with its respective subjects?
3. Do your adjectives and articles coordinate with your nouns? (masculine and feminine)
4. Have you looked at combining short sentences together with “y” (*and*) or “pero” (*but*)?
5. Did you check your punctuation and accent marks?
6. Did you write a paragraph with 60-75 words?

2.25 Assignment – Collaborative Peer Activity – El zodiaco chino (The Chinese Zodiac)

Students work with a classmate in person, over Zoom, or by phone to exchange information in Spanish using a Chinese zodiac chart. Partners ask and answer questions, take notes on one another's responses, and then independently write a report in Spanish based on the interaction.

Purpose: You will meet with a classmate in person, over Zoom, or via a phone call to practice using information in Spanish with a partner about you and your loved ones' birth years to determine if there is any correlation between birth years and personalities. The collaboration part of this activity will take approximately 10 minutes, so plan accordingly. You will each have access to the same Chinese Zodiac chart, but you will be talking about different people in your lives and applying their information to the chart.

After you work with your partner through the questions, you will independently write a *Reporte* (report) based on the activity you did with your partner.

Task: Download or print the following PDF. [PDF: El zodiaco chino](#). Inside, you will find information about the Chinese Zodiac. Start off by reading the instructions and finding your birth year on the chart.

After you have glanced through the chart, you will take turns reading the six questions about yourself and your loved ones with your partner. Each partner should have the opportunity to ask and answer each of the six questions. Make sure you take notes on your partner's responses so you can use that information in your *Reporte*.

After you complete the activity with your partner, you will write a report in Spanish '*Reporte*' based on your interaction with your partner. Your report needs to answer the following questions in paragraph form.

El zodiaco chino

Concordancia de adjetivos

The Chinese Zodiac categorizes people and their personalities based on the year they were born. There are 12 different animals that represent different birth years. Start by finding your birth year on the list. Read the name of the animal that represents that year, as well as the descriptive adjectives that supposedly represent people born in that year. Then, answer the following questions.



1. ¿Cuál es tu signo del zodiaco chino?
2. ¿Cómo eres, supuestamente? (*supposedly*)
3. ¿Estás de acuerdo (*do you agree*) con la descripción? (Sí, estoy de acuerdo / No, no estoy de acuerdo) ¿Por qué?
4. ¿Cuál es el signo zodiaco chino de tu mamá? ¿Cómo es ella, supuestamente?
5. ¿Cuál es el signo zodiaco chino de tu mejor (*best*) amigo(a)? ¿Cómo es él o ella, supuestamente?
6. ¿Cuál es el signo zodiaco chino de tu hermano o hermana? ¿Cómo es él o ella, supuestamente?

El conejo (<i>rabbit</i>) 1927, 1939, 1951, 1963, 1975, 1987, 1999, 2011, 2023 elegante, responsable, sensible (<i>sensitive</i>)	El tigre (<i>tiger</i>) 1926, 1938, 1950, 1962, 1974, 1986, 1998, 2010, 2022 valiente, tolerante, arrogante	El gallo (<i>rooster</i>) 1933, 1945, 1957, 1969, 1981, 1993, 2005, 2017, 2029 excéntrico, crítico, competente
El dragón (<i>dragon</i>) 1928, 1940, 1952, 1964, 1976, 1988, 2000, 2012, 2024 inteligente, entusiasta, idealista	La serpiente (<i>snake</i>) 1929, 1941, 1953, 1965, 1977, 1989, 2001, 2013, 2025 misteriosa, apasionada, celosa (<i>jealous</i>)	La rata (<i>rat</i>) 1924, 1936, 1948, 1960, 1972, 1984, 1996, 2008, 2020 amable, optimista, adaptable
El cerdo (<i>pig</i>) 1935, 1947, 1959, 1971, 1983, 1995, 2007, 2019, 2031 diligente, generoso, inocente	La cabra (<i>goat</i>) 1931, 1943, 1955, 1967, 1979, 1991, 2003, 2015, 2027 tranquila, atractiva, pesimista	El mono (<i>monkey</i>) 1932, 1944, 1956, 1968, 1980, 1992, 2004, 2016, 2028 curioso, arrogante, innovador
El perro (<i>dog</i>) 1934, 1946, 1958, 1970, 1982, 1994, 2006, 2018, 2030 prudente, impaciente, creativo	El buey (<i>ox</i>) 1925, 1937, 1949, 1961, 1973, 1985, 1997, 2009, 2021 persistente, honesto, obstinado	El caballo (<i>horse</i>) 1930, 1942, 1954, 1966, 1978, 1990, 2002, 2014, 2026 energético, sociable, independiente

[El zodiaco chino activity](#)

Modules 1–2 Integrated Performance Assessment (IPA)

The first two developed modules culminate in an instructor-developed Integrated Performance Assessment (IPA) that assesses interpretive, interpersonal, and presentational communication. The IPA provides students with an opportunity to integrate the vocabulary and grammatical structures developed throughout the modules and apply them through meaningful communication. The interpretive and interpersonal components are completed in class, while the presentational component is an individual recorded oral assignment submitted through Canvas. The completed assessment includes rubrics for each communicative mode and an instructor answer key. As the remaining course modules are developed, a culminating IPA is planned after each two-module sequence.

Interpretive Communication

Nombre _____

Módulos 1–2 Integrated Performance Assessment (IPA)

Parte interpretativa

1. Vocabulario y comprensión. Lucía and Mateo are new students meeting before Spanish class. Complete their conversation with the most appropriate word or expression from the bank. Each answer is used once. (14 × 2 = 28 points)

Buenos días	clase	cuadernos	de	estudiante
fecha	hay	inteligente	libros	mochila
mucho gusto	profesora		veintidós	viernes

LUCÍA: ¡(1) _____, Mateo! ¿Cómo estás?

MATEO: Muy bien, gracias. ¿Y tú?

LUCÍA: Estoy bastante bien. Me llamo Lucía Gómez.

MATEO: (2) _____, Lucía. Yo soy Mateo Ruiz. Soy un nuevo (3) _____ en la universidad.

LUCÍA: Yo también. ¿Eres (4) _____ Chico?

MATEO: No, soy de Sacramento. ¿Y tú?

LUCÍA: Soy de Redding. Mira, esta es mi (5) _____. Tengo dos (6) _____, un diccionario y tres (7) _____.

MATEO: Yo necesito un libro para la (8) _____ de español. ¿(9) _____ libros en el salón?

LUCÍA: Sí. La (10) _____ tiene unos libros para los estudiantes.

MATEO: Perfecto. ¿Qué día es hoy?

LUCÍA: Hoy es (11) _____, y la (12) _____ es importante porque hoy es el cumpleaños de mi profesora.

MATEO: Sí, hoy es viernes, y la fecha es el (13) _____ de agosto.

LUCÍA: ¿Cómo es tu hermana?

MATEO: Es muy (14) _____ y también es muy amable.

Interpersonal Communication

Parte interpersonal

**No phones or computers are allowed for this activity.*

Conociendo a un compañero de clase

You and your partner are students in the same beginning Spanish class. You are getting to know each other and comparing information about yourselves and your classes.

Paso 1. Individually, write four questions in Spanish. Your questions must draw from the material in Modules 1–2. Ask about four different topics from the list below.

- name and how the person is doing
- where the person is from
- the day, date, or a number connected to the person
- classes or classroom items
- a description of the person, a friend, or a classmate using ser + an adjective

Paso 2. Ask your partner your four questions. Listen to each answer and respond naturally before moving to the next question. Your partner may ask a follow-up question.

Paso 3. Switch roles. Your partner will ask you four questions. Answer in complete Spanish phrases or sentences whenever possible.

MODELOS: ¿Cómo te llamas? ¿De dónde eres? ¿Cómo es tu clase de español?

Presentational Communication

Nombre _____

Parte presentacional

**This portion is completed outside of class and submitted to Canvas by the end of the day.*

Así soy yo

Record a short individual presentation in Spanish introducing yourself to someone who does not know you. Use what you have learned in Modules 1–2 to communicate connected information about yourself and your life as a student.

Your recording should be approximately 1–2 minutes. The goal is meaningful communication, not reaching an exact time. Do not read a complete written script.

Include the following:

- an appropriate greeting and your name
- where you are from
- that you are a student and information about at least one class
- the current day or date, or another meaningful date
- a description of yourself using adjectives you have learned
- a description of at least one friend or classmate using adjectives you have learned
- your age or the number of classes you have
- an appropriate closing or goodbye

Submission: Record your presentation using your phone or another recording tool and upload the recording to the Canvas assignment by the end of the day.

Remember: This is a beginning-level speaking assessment. Focus on communicating clearly with the Spanish you know. You may prepare brief notes, but the recording should sound like you are speaking to an audience rather than reading a paragraph.

Parte presentacional: 25 puntos