Course Title: SPANISH IV-V: Culture and Conversation

Subject: WORLD LANGUAGE

Grade Level: 11-12

Duration: 1 YEAR

Prerequisite: Spanish III or Spanish IV

Elective or Required: ELECTIVE

Department Mission Statement:
The mission of the World Language Department is to prepare students linguistically and culturally to communicate successfully in a global community. We believe every student is capable of acquiring a second language. We implement the four components of language learning: Listening, Speaking, Reading and Writing in our endeavor to develop passionate, confident, lifelong learners.

Course Description:
Spanish IV-V is an advanced course designed to continue the student’s skills in Spanish and broaden their cross-cultural experience. It includes reading selected excerpts of Spanish and Latin American literature, the study of Latin American history, and continues to build fluency in speaking and writing, as well as listening and reading. Several projects and essays require students to use Spanish as they examine cultural differences.

Author: Maria Dessipris
Date Submitted: Summer 2015
Spanish IV-V: Culture and Conversation

Topic/Unit: Preliminary
¡Conectémonos!

Approximate # Of Weeks: 8

Essential Questions:

- Can I successfully communicate by putting emphases into a good pronunciation and fluency?
- Can I respond and initiate simple statements and commands such as greetings, introductions, and leave-taking?
- Can I express likes and dislikes?
- Can I describe people, things, and events using phrases and simple sentences in the present tense?
- Can I express basic personal needs?
- Am I able to discuss social networks and their impact in society both at home and in Spanish-speaking countries?
- Can I say what happens habitually, what is going on now, or what will happen in the near future?

Upon completion of this unit students will be able to:

- Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (7.1.IH.A.2)
- Use the target language to identify and describe people, things and events using the present tense. (7.1.IL.A.4)
- Identify and employ the present tense in context (7.1.IL.A.5)
- Use digital tools to create and participate in extended conversations using a variety of time frames to exchange information related to the targeted themes (7.1.IH.B.1)
- Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature related to social networks. (7.1.IH.B.4)
- Engage in oral and/or written discourse in a variety of time frames on topics of personal or social interest related to social networks both at home and in Spanish-speaking countries. (7.1.IH.B.5)
- Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s) and targeted themes. (7.1.IH.C.2)
- Demonstrate an understanding of the perspectives of a culture(s) through the experiences with its products and practices (7.2)
Common Core ELA Standards:
- Reading Standards : 8.RL.1-3
- Writing Standards : 8.W.4
- Language Standards : 8.L.3
- Speaking and Listening Standards : 8.SL.4

Interdisciplinary Standards (njcccs.org)

Standard 9.1 21st Century Life and Career Skills
Standard 6.1 Social Studies, World History, Global Studies
Standard 8.1 Computer and Information Literacy
Standard 1.1 Visual and Performing Arts

Activities – include 21st Century Technologies:

- Listen to audio/video clips (21st Century Tech)
- Students’ conversations
- Discuss social networks and their impact in society.
- Describe people, places, and things.
- Express what occurs habitually, now and in the near future.
- Describe and/or narrate issues in the present tense.
- Talk about the influence of social networks at home and in Spanish-speaking countries.
- Preview vocabulary and grammar structures such as the uses, position, and forms of adjectives.
- Research, read and discuss interesting content and cultural information.
- Thematically, organize words and expressions.
- Learn patterns of noun, verb, and adjective formation using familiar words.
- Use the new vocabulary in meaningful and communicative context.
- Work on examples closely linked to the chapter topic.
- Develop listening, speaking, reading, and writing skills by analyzing works of art, traditional and popular songs, images and artifacts.
- Listen to audio samples (online and on cd) practicing comprehension with thematic vocabulary.
- Create and present pair/group dialogues, projects, and skits.
- Complete comprehension and cultural activities using authentic materials in the target language.
- Complete exercises in online textbook and workbook/manual.
- Use the language lab and/or computer with authentic audio excerpts to respond to and practice the targeted themes.
- Power Point presentations.
- Internet homework and research.
Make a connection between the readings, audios and images presented in the cultural sections of the unit (Ritmos, Videoblog, Imágenes, Páginas, and Taller) in the context of new vocabulary and discuss.

**Enrichment Activities:**
Complete a personal survey about your experiences with social networks and compare your results with your peers.

**Ritmos:** research and share a song that depicts information about social networks and their impact in society.

**Videoblog:** in small groups, create a short video describing yourself, your preferences and daily routines.

**Imágenes:** research and describe a painting that depicts information about social networks and relationships.

**Páginas and Taller:** create a pretend personal profile using a template.
Create a podcast/voicemail describing a topic of your choice from the targeted themes.
Compare and contrast your ancestors’ uses and trends of social networks.

**Methods of Assessments/Evaluation:**

- Listening, writing and speaking activities and assessments
- Role-playing (dialogues)
- Quiz games
- Homework
- Quizzes and unit tests
- DVD and audio comprehension
- Classwork
- Open-ended questions
- Class discussions
- Observation in group interaction
- Written and verbal responses in class
- Short analytical writing samples
- Grammar workbook exercises, verbal and written
- Literature textbook exercises, verbal and written
Resources/Including Online Resources

- *Conexiones (5th edition)*, textbook, workbook and ancillaries
- www.pearsonhighered.com/conexiones (online textbook and student practice website)
- Google Apps for Education (GAfE)
- Online games, apps, video clips.
- Teacher’s Resource Book
- Writing, Audio and Video Workbook
- Assessment Program Book
- DVD/CD to accompany Program
- Photo Gallery, maps, authentic materials
- Power point notes and vocabulary flashcards
- A variety of links for grammar, geographical and cultural reference
Spanish IV-V: Culture and Conversation

Topic/Unit: #1
De moda

Approximate # Of Weeks: 8

Essential Questions:
- Can I describe people, places, and things?
- Do I understand the verb conjugations I should use to express what occurred in the past?
- Am I able to discuss fashion trends and fads?
- Can I describe the influence of fashion on cars?
- Am I able to narrate in the past?
- Am I familiar with the vocabulary I need to express new concepts of fashion?
- Can I detect and express the interrelation between fashion and culture?

Upon completion of this unit students will be able to:
- Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (7.1.IH.A.2)
- Use the target language to identify and describe the preterite and the imperfect. (7.1.IL.A.4)
- Identify and employ the preterite and the imperfect in context (7.1.IL.A.5)
- Use digital tools to create and participate in extended conversations using a variety of time frames to exchange information related to the targeted themes (7.1.IH.B.1)
- Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature related to fashion and trends. (7.1.IH.B.4)
- Engage in oral and/or written discourse in a variety of time frames on topics of personal or social interest related to fashion and trends. (7.1.IH.B.5)
- Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s) and targeted themes. (7.1.IH.C.2)
- Demonstrate an understanding of the perspectives of a culture(s) through the experiences with its products and practices (7.2)

Common Core ELA Standards:
- Reading Standards : 8.RL.1-3
- Writing Standards : 8.W.4
- Language Standards : 8.L.3
• Speaking and Listening Standards : 8.SL.4

**Interdisciplinary Standards (njcccs.org)**

- Standard 9.1 21st Century Life and Career Skills
- Standard 6.1 Social Studies, World History, Global Studies
- Standard 8.1 Computer and Information Literacy
- Standard 1.1 Visual and Performing Arts

**Activities – include 21st Century Technologies:**

- Listen to audio/video clips (21st Century Tech)
- Students’ conversations
- Discuss fashion trends and fads.
- Describe people, places, and things.
- Express what occurred in the past.
- Describe and/or narrate issues in the past.
- Talk about the influence of fashion on cars.
- Preview vocabulary and grammar structures.
- Research, read and discuss interesting content and cultural information.
- Thematically, organize words and expressions.
- Learn patterns of noun, verb, and adjective formation using familiar words.
- Use the new vocabulary in meaningful and communicative context.
- Work on examples closely linked to the chapter topic.
- Develop listening, speaking, reading, and writing skills by analyzing works of art, traditional and popular songs, images and artifacts.
- Listen to audio samples (online and on cd) practicing comprehension with thematic vocabulary.
- Create and present pair/group dialogues, projects, and skits.
- Complete comprehension and cultural activities using authentic materials in the target language.
- Complete exercises in online textbook and workbook/manual.
- Use the language lab and/or computer with authentic audio excerpts to respond to and practice the targeted themes.
- Power Point presentations.
- Internet homework and research.
- Make a connection between the readings, audios and images presented in the cultural sections of the unit (Ritmos, Videoblog, Imágenes, Páginas, and Taller) in the context of new vocabulary and discuss.

**Enrichment Activities:**
Complete a survey about fashion and trends through several decades.

**Ritmos:** research and share a song by Menudo that depicts fashion and trends from the 80’s and compare/contrast with current ones.

**Videoblog:** in small groups, create a short video describing your personal choices in fashion in different situations such as at school, at work, or at a formal party. Agree/Disagree with your peers.

**Imágenes:** research, describe and compare/contrast the clothes worn by Menudo and The Beatles.

**Páginas and Taller:** create a collage with pictures of paintings by Picasso and Gaudí that depict clothing and jewelry. Describe orally and in writing.

Create a podcast/voicemail describing a topic of your choice from the targeted themes.

**Cultural Project:** Fashion Show.

Compare and contrast your ancestors’ fashion and car choices when they were your age.

**Methods of Assessments/Evaluation:**

- Listening, writing and speaking activities and assessments
- Role-playing (dialogues)
- Quiz games
- Homework
- Quizzes and unit tests
- DVD and audio comprehension
- Classwork
- Open-ended questions
- Class discussions
- Observation in group interaction
- Written and verbal responses in class
- Short analytical writing samples
- Grammar workbook exercises, verbal and written
- Literature textbook exercises, verbal and written

**Resources/Including Online Resources**

- *Conexiones (5th edition)*, textbook, workbook and ancillaries
- www.pearsonhighered.com/conexiones (online textbook and student practice website)
- Google Apps for Education (GAfE)
- Online games, apps, video clips.
- Teacher’s Resource Book
- Writing, Audio and Video Workbook
- Assessment Program Book
- DVD/CD to accompany Program
● Photo Gallery, maps, authentic materials
● Power point notes and vocabulary flashcards
● A variety of links for grammar, geographical and cultural reference
Spanish IV-V: Culture and Conversation

Topic/Unit: #2
Por un mundo más verde

Approximate # Of Weeks: 8

Essential Questions:
● Can I explain causes and consequences of recycling?
● Can I learn about the serious consequences of contamination?
● Do I understand the advantages and disadvantages of technology and progress in our society?
● Am I familiar with descriptive words that are more appropriate to express my opinion about technology and progress?
● Do I know which verbal forms I should use, if I could change global problems?
● Can I give advice? Can I be part of the solution?
● Can I discuss environmental issues affecting the world?
● Am I able to predict future issues, speculate, and express hopes and desires?

Upon completion of this unit students will be able to:
● Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (7.1.IH.A.2)
● Use the target language to identify and describe the future tense and the subjunctive in noun clauses. (7.1.IL.A.4)
● Identify and employ the future tense and the verbs SER, ESTAR and HABER in context (7.1.I.L.A.5)
● Use digital tools to create and participate in extended conversations using a variety of time frames to exchange information related to the targeted themes (7.1.IH.B.1)
● Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature related to technology and the environment. (7.1.IH.B.4)
● Engage in oral and/or written discourse in a variety of time frames on topics of personal or social interest related to technology and the environment. (7.1.IH.B.5)
● Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s) and targeted themes. (7.1.IH.C.2)
● Demonstrate an understanding of the perspectives of a culture(s) through the experiences with its products and practices (7.2)

Common Core ELA Standards:
● Reading Standards : 8.RL.1-3
● Writing Standards : 8.W.4
Interdisciplinary Standards (njcccs.org)

- Standard 9.1 21st Century Life and Career Skills
- Standard 6.1 Social Studies, World History, Global Studies
- Standard 8.1 Computer and Information Literacy
- Standard 1.1 Visual and Performing Arts

Activities – include 21st Century Technologies:

- Listen to audio/video clips (21st Century Tech)
- Students’ conversations
- Discuss technology, progress and the environment.
- Describe people, places, and things.
- Express what will occur or might be in the future.
- Describe and/or narrate issues in the future.
- Talk about the influence, advantages and disadvantages of technology in the environment.
- Preview vocabulary and grammar structures.
- Research, read and discuss interesting content and cultural information.
- Thematically, organize words and expressions.
- Learn patterns of noun, verb, and adjective formation using familiar words.
- Use the new vocabulary in meaningful and communicative context.
- Work on examples closely linked to the chapter topic.
- Develop listening, speaking, reading, and writing skills by analyzing works of art, traditional and popular songs, images and artifacts.
- Listen to audio samples (online and on cd) practicing comprehension with thematic vocabulary.
- Create and present pair/group dialogues, projects, and skits.
- Complete comprehension and cultural activities using authentic materials in the target language.
- Complete exercises in online textbook and workbook/manual.
- Use the language lab and/or computer with authentic audio excerpts to respond to and practice the targeted themes.
- Power Point presentations.
- Internet homework and research.
- Make a connection between the readings, audios and images presented in the cultural sections of the unit (Ritmos, Videoblog, Imágenes, Páginas, and Taller) in the context of new vocabulary and discuss.
• Complete a survey about sustainable environmental practices.
• **Ritmos:** research and share a song by a Latin American artist or group that depicts positive examples about the use of technology and the care for the environment.
• **Videoblog:** in small groups, create a short video describing a sustainable project, its benefits and how it will be implemented.
• **Imágenes:** research, describe and compare/contrast an image of Juanito Laguna by Antonio Bernie.
• **Páginas and Taller:** in small groups, create a collage with disposable/recycled materials. Describe orally and in writing.
• Create a podcast/voicemail giving your opinion about ‘Génesis’ and ‘Apocalipsis’ based on the reading selection in the textbook.

**Methods of Assessments/Evaluation:**

• Listening, writing and speaking activities and assessments
• Role-playing (dialogues)
• Quiz games
• Homework
• Quizzes and unit tests
• DVD and audio comprehension
• Classwork
• Open-ended questions
• Class discussions
• Observation in group interaction
• Written and verbal responses in class
• Short analytical writing samples
• Grammar workbook exercises, verbal and written
• Literature textbook exercises, verbal and written

**Resources/Including Online Resources**

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• Google Apps for Education (GAfE)
• Online games, apps, video clips.
• Teacher’s Resource Book
• Writing, Audio and Video Workbook
• Assessment Program Book
• DVD/CD to accompany Program
• Photo Gallery, maps, authentic materials
Approximate # Of Weeks: 8

Essential Questions:
- Am I able to point out the characteristics of my personality and my best qualities?
- Can I achieve good understanding with friends and classmates?
- Can I talk about myself and other about personality and routines?
- Am I familiar with the differences in styles of communication and relationships with friends and family?
- Can I talk about and express an opinion about what has happened?
- Am I able to make predictions and describe what had happened before, or will have happened by sometime in the near future?
- Do I know when to avoid words, expressions, or ideas that would convey wrong interpretation due to culture differences?

Upon completion of this unit students will be able to:
- Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (7.1.IH.A.2)
- Use the target language to identify and describe the present perfect indicative tense and the subjunctive. (7.1.IL.A.4)
- Identify and employ the future perfect tense in context (7.1.I.L.A.5)
- Use digital tools to create and participate in extended conversations using a variety of time frames to exchange information related to the targeted themes (7.1.IH.B.1)
- Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature related to personal preferences. (7.1.IH.B.4)
- Engage in oral and/or written discourse in a variety of time frames on topics of personal or social interest related to personal preferences, routines, personality, and styles of communication. (7.1.IH.B.5)
- Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s) and targeted themes. (7.1.IH.C.2)
- Demonstrate an understanding of the perspectives of a culture(s) through the experiences with its products and practices (7.2)

Common Core ELA Standards:
• Reading Standards : 8.RL.1-3
• Writing Standards : 8.W.4
• Language Standards : 8.L.3
• Speaking and Listening Standards : 8.SL.4

**Interdisciplinary Standards (njcccs.org)**

Standard 9.1 21\textsuperscript{st} Century Life and Career Skills
Standard 6.1 Social Studies, World History, Global Studies
Standard 8.1 Computer and Information Literacy
Standard 1.1 Visual and Performing Arts

**Activities – include 21\textsuperscript{st} Century Technologies:**

- Listen to audio/video clips (21st Century Tech)
- Students’ conversations
- Discuss personal preferences, routines, personality, and styles of communication.
- Describe people, places, and things.
- Express what will occur or might be in the future.
- Describe and/or narrate issues in the future.
- Talk about styles of communication and relationships with friends and family.
- Preview vocabulary and grammar structures.
- Research, read and discuss interesting content and cultural information.
- Thematically, organize words and expressions.
- Learn patterns of noun, verb, and adjective formation using familiar words.
- Use the new vocabulary in meaningful and communicative context.
- Work on examples closely linked to the chapter topic.
- Develop listening, speaking, reading, and writing skills by analyzing works of art, traditional and popular songs, images and artifacts.
- Listen to audio samples (online and on cd) practicing comprehension with thematic vocabulary.
- Create and present pair/group dialogues, projects, and skits.
- Complete comprehension and cultural activities using authentic materials in the target language.
- Complete exercises in online textbook and workbook/manual.
- Use the language lab and/or computer with authentic audio excerpts to respond to and practice the targeted themes.
- Power Point presentations.
- Internet homework and research.
- Make a connection between the readings, audios and images presented in the cultural sections of the unit (Ritmos, Videoblog, Imágenes, Páginas, and Taller) in the context of new vocabulary and discuss.
Enrichment Activities:

- Complete a personal survey about being imaginative, intuitive or analytical and compare your answers and results with your peers.
- **Ritmos**: research and share a song or poem by a Latin American artist or group that depicts the future tense and has a positive message or advice about personal changes.
- **Videoblog**: in small groups, create a short video agreeing/disagreeing about tattoos.
- **Imágenes**: Cultural Project: Frida Kahlo.
- **Páginas and Taller**: create a poster depicting opposite personalities. Describe orally and in writing. Use Frida Kahlo’s painting and Julia de Burgos’ poem as examples.
- Create a podcast/voicemail giving your opinion about ‘Génesis’ and ‘Apocalipsis’ based on the reading selection in the textbook.

Methods of Assessments/Evaluation:

- Listening, writing and speaking activities and assessments
- Role-playing (dialogues)
- Quiz games
- Homework
- Quizzes and unit tests
- DVD and audio comprehension
- Classwork
- Open-ended questions
- Class discussions
- Observation in group interaction
- Written and verbal responses in class
- Short analytical writing samples
- Grammar workbook exercises, verbal and written
- Literature textbook exercises, verbal and written

Resources/Including Online Resources

- *Conexiones* (5th edition), textbook, workbook and ancillaries
- www.pearsonhighered.com/conexiones (online textbook and student practice website)
- Google Apps for Education (GAfE)
- Online games, apps, video clips.
- Teacher’s Resource Book
- Writing, Audio and Video Workbook
- Assessment Program Book
- DVD/CD to accompany Program
- Photo Gallery, maps, authentic materials
Spanish IV-V: Culture and Conversation

Topic/Unit: #4
¡Luz, cámara, acción!

Approximate # Of Weeks: 8

Essential Questions:
- Can I talk about my favorite entertainers, films and shows in the target language?
- Am I able to describe people, places, and things that may or may not exist?
- Can I talk about actions that depend on time and circumstances?
- Am I familiar with Hispanic music, musicians, and musical events?

Upon completion of this unit students will be able to:
- Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (7.1.IH.A.2)
- Use the target language to identify and describe people, places and things in the Hispanic entertainment world. (7.1.IL.A.4)
- Identify and employ formal and informal commands, and the subjunctive and indicative in adjective and adverbial clauses. (7.1.IL.A.5)
- Use digital tools to create and participate in extended conversations using a variety of time frames to exchange information related to the targeted themes (7.1.IH.B.1)
- Ask and respond to questions as part of a group discussion of topics and situations of a personal or social nature related to the Hispanic entertainment world. (7.1.IH.B.4)
- Engage in oral and/or written discourse in a variety of time frames on topics of personal or social interest related to people, places and things in the Hispanic entertainment world. (7.1.IH.B.5)
- Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s) and targeted themes. (7.1.IH.C.2)
- Demonstrate an understanding of the perspectives of a culture(s) through the experiences with its products and practices (7.2)

Common Core ELA Standards:
- Reading Standards : 8.RL.1-3
- Writing Standards : 8.W.4
- Language Standards : 8.L.3
- Speaking and Listening Standards : 8.SL.4
Interdisciplinary Standards (njcccs.org)

Standard 9.1 21st Century Life and Career Skills
Standard 6.1 Social Studies, World History, Global Studies
Standard 8.1 Computer and Information Literacy
Standard 1.1 Visual and Performing Arts

Activities – include 21st Century Technologies:

- Listen to audio/video clips (21st Century Tech)
- Students’ conversations
- Discuss and describe people, places and things in the Hispanic entertainment world.
- Describe and/or narrate information about the Hispanic entertainment world using the subjunctive and indicative in adjective and adverbial clauses.
- Express formal and informal commands.
- Talk about types of entertainment.
- Preview vocabulary and grammar structures.
- Research, read and discuss interesting content and cultural information.
- Thematically, organize words and expressions.
- Learn patterns of noun, verb, and adjective formation using familiar words.
- Use the new vocabulary in meaningful and communicative context.
- Work on examples closely linked to the chapter topic.
- Develop listening, speaking, reading, and writing skills by analyzing works of art, traditional and popular songs, images and artifacts.
- Listen to audio samples (online and on cd) practicing comprehension with thematic vocabulary.
- Create and present pair/group dialogues, projects, and skits.
- Complete comprehension and cultural activities using authentic materials in the target language.
- Complete exercises in online textbook and workbook/manual.
- Use the language lab and/or computer with authentic audio excerpts to respond to and practice the targeted themes.
- Power Point presentations.
- Internet homework and research.
- Make a connection between the readings, audios and images presented in the cultural sections of the unit (Ritmos, Videoblog, Imágenes, Páginas, and Taller) in the context of new vocabulary and discuss.

Enrichment Activities:

- Complete a personal survey about entertainment preferences.
- **Ritmos**: research and describe a Hispanic actor/singer and his/her contributions to society.
- **Videoblog**: in small groups, create a short video or class skit and present a talent show.
- **Imágenes**: compare/contrast a painting by Aída Emart from Mexico and a photograph of a dance from a Spanish-speaking country. Discuss their history, instruments, and costumes.
- **Páginas and Taller**: in small groups, create a dramatic scene using dialogue, gestures, and varied tones of voice. Each member will create a prop (such as a mask, scenography, or costume). Present the skit to the class.

**Methods of Assessments/Evaluation:**

- Listening, writing and speaking activities and assessments
- Role-playing (dialogues)
- Quiz games
- Homework
- Quizzes and unit tests
- DVD and audio comprehension
- Classwork
- Open-ended questions
- Class discussions
- Observation in group interaction
- Written and verbal responses in class
- Short analytical writing samples
- Grammar workbook exercises, verbal and written
- Literature textbook exercises, verbal and written

**Resources/Including Online Resources**

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