

# SPANISH Levels I-III, Phase IV

## NPS Learning in Place Packet

Students,

Complete the opportunities for learning provided below based on your level of Spanish course. If you do not have a copy of the print textbook at home, you may access it via **my.hrw.com**. Reach out to your teacher or your school if you need your log in information.

### SPANISH I - use your textbook *Avancemos*, Level I

- I. **Repaso Inclusivo, Options for Review**— pgs. 188 – 189 of your textbook, *Avancemos* to review vocabulary and grammar concepts from Units 1-3.
  - a. **Select 3 activities** to complete from activities 1-7 presented on pages 188-189. You may need to adjust and adapt some of the activities if they ask you to work with a partner. Your goal is to show what you know and what you can do with language so be as creative as you need to be 😊
  - b.
- II. **Comparación Cultural** – Answer the following questions using the pages provided from your text.

The image shows a screenshot of a textbook page. The page title is "United States" and the section is "Comparación cultural". Below the title, it says "Answer these culture questions." followed by four numbered questions. To the right of the main text is a box titled "To review" which lists three items: "Miami's Freedom Tower p. 29", "Fiesta San Antonio p. 29", and "Comparación cultural pp. 41, 44". Red arrows point from the text in the instructions to the corresponding items in the "To review" box.

United States

### Comparación cultural

Answer these culture questions.

1. What is inside Miami's Freedom Tower?
2. What occurs during Fiesta San Antonio?
3. Who votes for the winners of **Los Premios Juventud**?
4. What is Xavier Cortada's heritage?

**To review**

- Miami's Freedom Tower p. 29
- Fiesta San Antonio p. 29
- Comparación cultural pp. 41, 44

### SPANISH II – use your textbook *Avancemos*, Level II

- III. **Repaso Inclusivo, Options for Review**— pgs. 248-249 of your textbook, *Avancemos* to review vocabulary and grammar concepts from Units 1-4.
  - a. **Select 3 activities** to complete from activities 1-7 presented on pages 248-249. You may need to adjust and adapt some of the activities if they ask you to work with a

partner. Your goal is to show what you know and what you can do with language - so be as creative as you need to be 😊

I. **Comparacion Cultural – Answer the following questions using the pages provided from your text.**

**To review**

- El Zócalo, p. 195
- Comparación cultural, pp. 204, 210
- Lectura, pp. 214-215

**5** Mexico and Nicaragua

**Comparación cultural**

Contesta estas preguntas culturales. (*Answer these culture questions.*)

1. ¿Qué día celebran los mexicanos en el Zócalo? ¿Cuándo es?
2. ¿Qué hay en San Juan Parangaricutiro, México? ¿De quiénes son las Huellas de Acahualinca?
3. ¿Qué era muy importante para el artista Alfredo Zalce Torres?
4. En la leyenda mazateca, ¿quién le trajo el fuego a los mazatecas?

**SPANISH III – use your textbook *Avancemos*, Level III**

IV. **Repaso Inclusivo, *Options for Review*– pgs. 266-267 of your textbook, *Avancemos* to review vocabulary and grammar concepts from Units 1-4.**

b. **Select 3 activities** to complete from activities 1-7 presented on pages 266-267. You may need to adjust and adapt some of the activities if they ask you to work with a partner. Your goal is to show what you know and what you can do with language - so be as creative as you need to be 😊

II. **Comparacion Cultural – Answer the following questions using the pages provided from your text.**

**To review**

- Comparación cultural pp. 278, 284

**5** Indigenous artifacts and art

**Comparación cultural**

1. ¿Qué tipos de objetos se guardan en el Museo de los Metales Preciosos en La Paz?
2. ¿Cuáles son los objetos más valiosos del museo y dónde se guardan?
3. ¿Qué representan las pinturas de Tigua?
4. ¿De qué manera el pueblo de Tigua muestra su arte a los turistas?