

Vocabulario

STANDARDS FOR FOREIGN LANGUAGE LEARNING

Pupil's Edition: 1.2; 2.2; 3.1; 4.1

Teacher's Resource Binder: 1.2; 1.3; 2.1; 4.1

■ Vocabulario en contexto

Collect several photographs or drawings of scenes from nature. They should represent different times of the day and weather, as well as varying topographies. Nature and travel magazines are good resources for these types of scenes. Present the **Vocabulario esencial** by describing the nature scenes, relating events from legends, fairy tales, and myths familiar to students, and telling original mini-stories. For example: (photo of a sunrise) **Son las seis de la mañana. Es el alba de un nuevo día. El sol queda medio oculto detrás de la montaña. Cesó de respirar por un segundo ante este paisaje tan tranquilo, tan *apacible*, *dotado* de tanta belleza.**

Group Work



Divide the words in **Vocabulario esencial** among four groups of students. Students are to make one set of note cards with a synonym, definition, or drawing for each word assigned to their group. Then they are to make another set of note cards with the vocabulary words written on them. Groups shuffle their cards, then pass them to another group. Give students three minutes to match the new sets of cards. The original group then checks that the second group has matched the cards correctly. Cards are shuffled again and passed to a third group. Play continues in this manner until all the vocabulary words have been practiced by each group.

Challenge

Ask students to think of the symbolic themes that appear in the myths they have read; for example, **la sabiduría, la maldad, el amor, and la fuerza**. Have students find words from **Vocabulario esencial** that they would associate with each of the archetypes they listed.

A. Faltan palabras «La historia de Quetzalcóatl»

Have students read Activity A, noting whether an adjective, noun, or a verb should be used in

each blank. Next, have students divide the list of words in the box into the three above-mentioned categories. Finally, have students reread the activity, choosing a word from the correct category to fill in the blanks.

ANSWERS

- | | |
|----------------|-----------------|
| 1. dócil | 9. cumplimiento |
| 2. discordia | 10. arrepentido |
| 3. tramposo | 11. plumas |
| 4. sustentarse | 12. se arrojó |
| 5. se tapó | 13. crepité |
| 6. ocultarse | 14. cenizas |
| 7. simulando | 15. despejado |
| 8. se echó | |

B. Faltan palabras *Popol Vuh*

ANSWERS

- | | |
|--------------------|---------------------|
| 1. antigüedad, faz | 5. cesara, estorbar |
| 2. asiera, roce | 6. serpentear |
| 3. tinieblas | 7. dotada |
| 4. sabiduría | 8. alba |

Challenge

Have students take turns reading the sentences from Activity B to a partner, substituting the correct vocabulary word with a synonym or phrase to practice circumlocution.

C. Faltan palabras «El casamiento del sol»

ANSWERS

- | | |
|---------------------|-------------------------|
| 1. resbaladizo, | 6. alcanzara, se trans- |
| partió | mutó |
| 2. derribó, revivió | 7. envolvió, deshizo |
| 3. reconoció | 8. restos, desparramado |
| 4. detuviera | 9. recobró |
| 5. centellas | |

Additional Practice

Make several true-or-false statements about «La historia de Quetzalcóatl» and «El casamiento del Sol». If the statement is false, have students correct it. Use the vocabulary words from Activities B and C in your statements or have students use them in their corrections. For example, **Desde niño Quetzalcóatl era tramposo y muy vivo. (Falso. Desde niño Quetzalcóatl era dócil y obediente.)**

Challenge



Write the **Vocabulario esencial** from one of the four reading selections on the board. Arrange students in pairs in a large circle and have them summarize the story you have selected, using all the vocabulary listed on the board. The first pair begins the story with a sentence containing one or more of the vocabulary words on the board. The second pair adds to the story. If a pair cannot think of a sentence to add, allow the class to help them out with their sentence, and if needed, allow the class to consult the story.

D. ¿Qué significa? «Los primeros incas»

ANSWERS

- | | | |
|------|------|------|
| 1. a | 4. a | 7. a |
| 2. a | 5. b | 8. b |
| 3. b | 6. b | |

E. ¡A escuchar! «Tres mitos latinoamericanos»

Script:



Audio CD 2
Track 15

1. El joven que pasaba frente a la casa de la muchacha no era un cazador común.
2. A medida que fue creciendo, descubrió muchos secretos y destrezas que enseñó a la humanidad.
3. Ayar Sauca, que significa «el regocijo», se quedó entre los campesinos y se convirtió en el espíritu de los campos.
4. Prometió tomar precauciones para que el padre de la muchacha no los descubriera.
5. Sus ojos se entristecieron al ver horrorizado en el espejo cuán viejo era.
6. Ayar Ucho se convirtió de nuevo en piedra, para así ser inmortal como un ídolo.
7. En el ambiente de la cálida choza, el colibrí revivió mientras la muchacha dormía profundamente.
8. Se decidió levantar la ciudad a pesar de que el viento soplaba con furia día y noche.
9. Construyó una pira funeraria y se arrojó al fuego para así pagar por sus faltas.

E. ANSWERS

1. el Sol
2. Quetzalcóatl

3. los fundadores del Imperio inca
4. el Sol
5. Quetzalcóatl
6. los fundadores del Imperio inca
7. el Sol
8. los fundadores del Imperio inca
9. Quetzalcóatl

Pair Work



Give pairs of students two to three words from **Vocabulario esencial**, preferably from different myths. Have students find their words in the texts and copy the sentences in which the words appear. Next, call on pairs to act out their sentences for the class to guess the word. Encourage them to use props, drawings, and mime to interpret their sentences. You might want to have students do this to review for the vocabulary quiz.

■ Mejora tu vocabulario

Las voces indígenas

Have students read the chart on page 340 of the *Pupil's Edition*. Ask them to list the words they already know, state whether they are **un alimento, un animal o pájaro u otra cosa**, and define them. Next, have them list those words that are also used exactly as they are spelled in English, and which are cognates. Have students look up those words they do not know in a dictionary.

Critical Thinking

Evaluation Ask students how they think both spoken and written language is affected when two different languages come into contact with each other over a long period of time.

F. ¿Qué significa? Voces indígenas

ANSWERS

- | | |
|-----------|------------|
| 1. pampa | 5. colibrí |
| 2. yuca | 6. llama |
| 3. papaya | 7. achote |
| 4. choclo | |

Extension

Have students find out in which countries the words in Activity F are used. If these words are not used in a particular country, have students find out if there is another word used instead. For example, the term **pampas** is not used in Venezuela;

llanos is used instead. Then have students find out to which countries the foods, animals, and birds are indigenous.

G. Palabras parecidas

ANSWERS

- | | |
|------|------|
| 1. c | 5. a |
| 2. g | 6. e |
| 3. f | 7. d |
| 4. b | |

■ Aplicación

H. ¡Adivina la palabra! «Tres mitos latinoamericanos»

ANSWERS

Answers will vary.

I. ¡A escribir! *Popol Vuh* y «Tres mitos latinoamericanos»

Before students begin this activity, you might want to bring in accounts of other creation myths from around the world to share and discuss with your students. What themes and elements do all these myths have in common? How do the myths differ? Do students want to include some of the same elements and themes in their own myths?

ANSWERS

Answers will vary.

Extension

Divide the class into groups of three to four students. Have them read their creation myths to each other, then choose one or more elements from several myths as a basis for writing a script to be performed for the class. Have students use as much of the vocabulary from Collection 5 as they can. Have students rehearse, then perform, their myths for the class. Encourage them to use props and costumes.

J. ¡A investigar! Voces indígenas

ANSWERS

Answers will vary.

Extension

Words from languages other than the indigenous languages of the Americas have also been incorporated into modern Spanish. Have students find 10 loanwords from Arabic, French, and/or English, then speculate why each one was incorporated into the Spanish language.

For additional practice, see pp. 96–97 of the *Cuaderno de práctica*. For assessment, see pp. 171–172 of the *Assessment Program*.

PARA HISPANOHABLANTES

Have native speakers interview older friends or relatives, or search in the library or the Internet, to find out about another myth from the Spanish-speaking world. Ask students to write a summary of the myth, create a glossary of the words their classmates would not know, and list discussion questions that would compel their classmates to use the new vocabulary. Have students present the vocabulary from their glossaries, then present the myth. Students should follow up their presentation with the discussion questions.

PARA ANGLOPARLANTES

Have students work in small groups to brainstorm about myths they are familiar with or may have studied in another class. Next, have them pick a myth to act out for the class. Students should write a script that includes as much of the vocabulary from this collection as possible, using a minimum of 15 words. Allow students time to rehearse, then have them perform their myths for the class. The class should then guess the title of the myth.