

Materials for Spanish for Spanish Speakers Instruction: Annotated Bibliography

Updated January 2011

This list of Spanish textbooks and materials used in instruction of Spanish Native and Heritage Speakers was originally gathered for the LangNet Annotated Bibliography Project at the Center for Applied Linguistics in the summer of 2001 by Cathy Stafford and Paula Winke, with funding from the National Foreign Language Center. In 2010, this bibliography was updated with both newer materials and newer editions by Anne Musica and Jacqueline López, with input from Lillian Gorman.

Each entry includes the following:

- Textbook and material name (in bold)
- ISBN
- Year of publication
- Publisher (when available)
- Type of material (workbook, textbook, CD)
- Level the materials are use in
- Skills taught
- Types of students the materials are designed for (native Spanish speakers, native and non-native speakers, intended for non-native speakers, but can be adapted for use with native speakers)
- Brief annotation
- Link to a publisher or book on Amazon

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Abriendo paso lectura

978-0838409343

2000

Heinle & Heinle

Diaz, Jose M.; Collins, Stephen J.

Textbook, Reader

Secondary 9-12 College 13-16

Reading, Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This reader for high school and college level Spanish speakers contains 27 selections including short stories, poetry, and magazine articles. Reading selections provide a wide range of genres, themes, styles, and difficulty levels. Activities preceding and following the readings develop language proficiency in all four skill areas.

[Visit Pearson Prentice Hall](#) informational Web site about this reader.

Abriendo paso gramática

978-0838426067

2000

Heinle & Heinle

Diaz, Jose M.; Collins, Stephen J.

Textbook, Reader

Secondary 9-12 College 13-16

Grammar

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This grammar textbook and reader accompanies *Abriendo Paso Lectura*. The text is an independent grammar book that features explanations in English followed by a variety of controlled and open-ended practice opportunities.

[Find](#) this textbook on Amazon.

Abriendo puertas

978-0-618-63342-5

2007

Houghton Mifflin

Armen, Judy

Textbook

Secondary 9-12 College 13-16

Reading, Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This textbook features pronunciation practice, systematic presentation of listening and reading comprehension strategies, tips on mastering difficult concepts and terms, a quick reference guide, and comprehensive tests that mimic the items on the AP Spanish Language Exam. The workshop-centered text that refines students' linguistic proficiency by extending their understanding of the Spanish grammar through writing and speaking activities. Comprehensive vocabulary notes, communicative activities, and writing instructions further aid in developing key fluency skills.

[Find](#) this textbook on Amazon.

¡Ahora sí! Expresión comunicativa para hispanohablantes

0-8384-4782-1

1995

Heinle & Heinle

Blanco, George; Contreras, Victoria; Márquez, Judy

Textbook

College 13-16

Reading, Writing, Listening, Speaking

Native/Heritage Spanish Speakers

This foundational text is designed for native Spanish speakers at the university level who are literate in English and beginning their formal study of Spanish. A video, "Mosaico cultural," comes with the textbook. Using a content-based approach, the book seeks to develop the four language skills. Vocabulary is academic and dialectal and informal/formal register differences are addressed throughout the text. Integrated language is emphasized and whole-language learning strategies are taught.

"¡Ahora sí!" is divided by theme into 12 chapters; themes include social issues, the future, environment, music, and Hispanic identity and traditions. Content, culture and language objectives are presented on the opening pages of each chapter. An introductory paragraph serves as an advance organizer for each chapter and is accompanied by questions that activate prior knowledge and facilitate oral interaction on the topic of the chapter.

Each chapter's introduction is followed by the chapter's reading selection, which is supported by pre-reading activities and reading strategies. Readings represent works from a variety of Spanish-speaking cultures and emphasize groups that comprise a majority of the U.S. Hispanic population. Sources for reading selections include magazine and newspaper articles, poetry, and short stories and legends. Post-reading exercises check comprehension and include identifying main ideas and supporting details in short answer format. A section, "Para escribir y comentar," makes suggestions for students to make journal entries, present dramatizations, conduct interviews and write essays, for example, as ways to extend the theme of a reading. Several reading selections of varying difficulty levels are included in chapters to allow for varying proficiency levels. Formal writing tasks are presented after readings along with strategies and suggested topics. These tasks are connected to the preceding reading.

Grammar explanations are given in Spanish and exercises frequently refer students to a chapter's readings in order to locate examples of a particular structure in context. Explanations touch upon accentuation, prefixes and suffixes, idiomatic expressions, verbs with spelling changes, uses of the pronoun "se," etc. Exercise formats include analyzing and explaining the use of a grammatical structure in the context of a reading, manipulating verbs of a passage from a chapter reading and writing an essay to practice a targeted structure.

[Click here](#) to read details and purchasing information from the publisher's Web site.

Aproximaciones al estudio de la literatura hispánica, 6th edition

0-07-351315-6

2007

McGraw-Hill

Virgillo, Carmelo; Friedman, Edward; Valdivieso, Teresa

Reader

College 13-16

Reading, Critical thinking

Both Native/Heritage and Non-Native Spanish Speakers

This reader is designed for both native and non-native speakers enrolled in a third-year college course. It seeks to provide an introduction to literary analysis and to develop critical thinking skills and expand literary vocabulary. The anthology is divided by literary genre into four units that focus on narrative, poetry, drama and essay. Each unit opens with an extensive overview of the genre in focus, providing discussion of its history, movements and significant figures. A structured questionnaire follows to check comprehension of the introduction. Several literary excerpts written in English and Spanish are included with each unit introduction so that students may practice analyzing a particular aspect of these fragments to further reinforce introductory material. Several examples (from 5 essays to 59 poems) of each genre are included and each selection is preceded by questions to guide reading as well as a brief biographical sketch of the writer. Readings are glossed, with English translations or Spanish explanations of words and phrases provided.

Five to ten structured comprehension questions follow each selection as well as a section of identification items and a list of possible topics for further discussion of the reading. The poetry unit includes examination of figurative language and literary devices.

Appendices include a guide on reading critical essays, examples of verses classified by number of syllables, a glossary of literary terminology and a chronological chart of literary works organized by genre.

[Find](#) this textbook on Amazon.

Así Me Lo Cuentan

1992

Lozano, Patti

Reader, Teacher's Manual

Secondary 6-8, Secondary 9-12, Middle school 6-8

Reading, Listening

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This student book of nine illustrated short stories has an accompanying teacher's edition with exercises for teaching reading skills, reproducible worksheets and an answer key. The reader is intended for native, young adolescent students reading at approximately a third grade level and can be used with non-native speakers as well. The selections are modified versions of tales and fables from rural Mexico. Each story is preceded by a vocabulary list with Spanish synonyms or glosses. Stories range in length from approximately 300 to 800 words. Each is followed by 7-10 reading comprehension questions, half of which address the content of the story, and the other half of which are more open-ended to address higher order thinking skills and facilitate class discussion. Each story is also accompanied by two activities that provide for interaction with the selection through, for instance, writing a continuation of the story or creating a similar tale based on personal experiences.

[Click here](#) to read about the author at this Web site.

Avanzando: Gramática española y lectura, 6th edition

978-0-471-69974-3

2007

John Wiley & Sons Inc

De la Vega, Sarah L.; Salazar, Carmen

Textbook

College 13-16

Grammar

Both Native/Heritage and Non-Native Spanish Speakers

This traditional intermediate-level book covers both spoken and written Spanish grammar to improve one's comprehension of the language. It incorporates updated vocabulary and topics covering new technology. The grammar scope and sequence has also been updated to provide more balance in length and difficulty.

Designed for use in intermediate or advanced college level courses, this review of spoken and written Spanish grammar is complemented by a selection of short stories by well-known Spanish and Latin American writers. Featuring an approach that has been tested and refined through five highly successful editions, *Avanzando* encourages students to build on their current Spanish literacy skills, focus on the finer details of the language, and expand their cultural knowledge.

[Click here](#) to read details and purchasing information from the publisher's Web site.

Avanzando: Gramática española y lectura, Workbook, 6th edition

978-0-471-70012-8

2007

John Wiley & Sons Inc

De la Vega, Sarah L.; Salazar, Carmen

Workbook

College 13-16

Grammar

Tackling the complexities of the Spanish language just got easier with the new sixth edition of *Avanzando*. This traditional intermediate-level book covers both spoken and written Spanish grammar to improve one's comprehension of the language. It incorporates updated vocabulary and topics covering new technology. The grammar scope and sequence has also been updated to provide more balance in length and difficulty.

[Click here](#) to read details and purchasing information from the publisher's Web site.

Azulejo: Study Guide for the AP Spanish Literature Course

1-877653-81-0

2002

Wayside Publishing

Colbert, Ana

Textbook

Secondary 9-12

Reading, Writing

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

Designed to assist in the preparation for the Advanced Placement Spanish Literature Exam, this text provides students with the opportunity not only to enjoy a wide array of some of the best Spanish literary works, but also to gain insight into the historical and cultural background of Spain and Latin America. The text begins each period with a necessarily brief historical and literary movement introduction, a rapid presentation of the period's trends and cultural norms, followed by sketches of the intellectual development and literary environment of the authors. Explanations of the author's themes, analysis questions, AP type essay topics, suggestions for discussions and numerous related activities, and unabridged versions of all the poetry and prose texts from the Middle Ages to the beginning of the 20th century are included as well.

[Find](#) this textbook on Amazon.

¡Bien dicho! 2 Gramática, estilo y uso para expresarte mejor

0-7362-07228

2008

HAMPTON-BROWN

Rueda, Robert; Saldivar, Tina; Shapiro, Lynne; Templeton, Shane

Textbook

Elementary 2-6

Writing

Native/Heritage Spanish Speakers

This fundamental textbook for second graders is part of the "¡Bien Dicho!" series of textbooks that focuses on Spanish grammar and writing activities for children grades 2 through 6 who are native speakers of Spanish. Goals of the text are to correct Spanish and improve grammar and fluency. The book is divided into five units of eight lessons each, all presented in Spanish. A lesson consists of two to four pages and begins with a brief advance organizer activity to introduce the grammatical topic of the lesson. Topics in the second grade book include subjects and predicates of a sentence, pronouns, adjectives, punctuation and preterit and imperfect verbs. A short explanation of a lesson's topic and its use is followed by oral and then written practice (each consisting of 3 or 4 discrete point items) of the topic. These activities are built around the color illustrations and photos of animals or people that accompany them. Additional tasks are intended to be completed individually by students and provide for further reinforcement of the grammar point. A writing task is included at the end of each lesson to serve as an interactive class or pair activity. Strategies are also presented in this section to improve writing fluency and individual writing activities serve to reinforce the strategies presented.

Each unit ends with a quiz, a practice test and additional practice activities for the topics covered in that lesson. Tasks in these sections include sentence completion or revision and identification of parts of speech. Many activities follow a multiple-choice format.

Each grade level textbook in the "¡Bien Dicho!" series has an accompanying "Teacher's Edition (Guía del maestro)" manual for the teacher ("Second grade ¡Bien Dicho! Guía del maestro" ISBN: 0-7362-0723-6).

[Find](#) this textbook on Amazon.

¡Bien dicho! 2, Guía del maestro (Teacher's Edition), Gramática, estilo y uso para expresarte mejor

0-7362-0723-6

2000

Hampton-Brown

Rueda, Robert; Saldivar, Tina; Shapiro, Lynne; Templeton, Shane

Teacher's Manual

Elementary 2-6

Writing

Native/Heritage Spanish Speakers

This Teacher's Edition of "¡Bien Dicho! 2," which is a textbook for second graders (ISBN 0-7362-0718-X), is part of the "¡Bien Dicho!" series of textbooks and teacher manuals that focuses on Spanish grammar and writing activities for children grades 2 through 6 who are native speakers of Spanish. The manual explains each section of the student text, provides answers to exercises and offers teaching suggestions for each lesson of the text. All explanations and suggestions are written in Spanish and English, but the student text is written entirely in Spanish.

[Find](#) this edition at this Web site.

¡Bien dicho! 3, Gramática, estilo y uso para expresarte mejor

0-7362-0719-8

2000

Hampton-Brown

Rueda, Robert; Saldivar, Tina; Shapiro, Lynne; Templeton, Shane

Textbook

Elementary 2-6

Writing

Native/Heritage Spanish Speakers

This foundational textbook for third graders is part of the "¡Bien Dicho!" series of textbooks that focuses on Spanish grammar and writing activities for children grades 2 through 6 who are native speakers of Spanish. Goals of the text are to correct Spanish and improve grammar and fluency. This third grade book is divided into six units of 5 to 15 lessons each, all presented in Spanish. A lesson consists of two to four pages and begins with a brief advance organizer activity to introduce the grammatical topic of the lesson. Topics in the third grade book include basic parts of speech, punctuation and spelling, and verb tenses from present to imperfect and preterit to future. A short explanation of a lesson's topic and its use is followed by oral and then written practice (each consisting of 4 to 10 discrete point items) of the topic. These activities are built around the color illustrations and photos of animals or people that accompany them. Additional tasks are intended to be completed individually by the students and provide for further reinforcement of the grammar point. A writing task is included at the end of each lesson to serve as an interactive class or pair activity. Strategies are also presented in this section to improve writing fluency and individual writing activities serve to reinforce the strategies presented.

Each unit ends with a quiz, a practice test and additional practice activities for the topics covered in that lesson. Tasks in these sections include sentence completion or revision and identification of parts of speech and practice tests follow the format of standardized tests.

Each grade level textbook in the "¡Bien Dicho!" series has an accompanying "Teacher's Edition (Guía del maestro)" manual for the teacher ("Third grade ¡Bien Dicho! Guía del maestro" ISBN: 0-7362-0724-4).

[Click here](#) to read details and purchasing information from the publisher's Web site.

¡Bien dicho! 3, Guía del maestro (Teacher's Edition), Gramática, estilo y uso para expresarte mejor

0-7362-0724-4

2000

Hampton-Brown

Rueda, Robert; Saldivar, Tina; Shapiro, Lynne; Templeton, Shane Teacher's Manual

Elementary 2-6

Writing

Native/Heritage Spanish Speakers

This Teacher's Edition of "¡Bien Dicho! 3", which is a textbook for third graders (ISBN 0-7362-0719-8), is part of the "¡Bien Dicho!" series of textbooks and teacher manuals that focuses on Spanish grammar and writing activities for SNS children grades 2 through 6. The manual explains each section of the student text, provides answers to exercises and offers teaching suggestions for each lesson of the text. All explanations and suggestions are written in Spanish and English.

[Find](#) ¡Bien dicho! Resources at this Web site.

¡Bien dicho! 4, Gramática, estilo y uso para expresarte mejor

0-7362-0720-1

2000

Hampton-Brown

Rueda, Robert; Saldivar, Tina; Shapiro, Lynne; Templeton, Shane

Textbook

Elementary 2-6

Writing

Native/Heritage Spanish Speakers

This fundamental textbook for fourth graders is part of the "¡Bien Dicho!" series of textbooks that focuses on Spanish grammar and writing activities for children grades 2 through 6 who are native speakers of Spanish. Goals of the text are to correct Spanish and improve grammar and fluency. This book is divided into seven units of 3 to 15 lessons each, all presented in Spanish. A lesson consists of two to four pages and begins with a brief advance organizer activity to introduce the grammatical topic of the lesson. Topics in the fourth grade book include parts of speech (e.g., nouns, adjectives, prepositions, conjunctions), punctuation and spelling, and verb tenses from present to future and compound tenses. A short explanation of a lesson's topic and its use is followed by oral and then written practice (each consisting of 4 to 10 discrete point items) of the topic. These activities are built around the color illustrations and photos of animals or people that accompany them. Additional tasks are intended to be completed individually by students and provide for further reinforcement of the grammar point. A writing task is included at the end of each lesson to serve as an interactive class or pair activity. Strategies are also presented in this section to improve writing fluency and individual writing activities serve to reinforce the strategies presented.

Each unit ends with a quiz, a practice test and additional practice activities for the topics covered in that lesson. Tasks in these sections include sentence completion or revision and identification of parts of speech and practice tests follow the format of standardized tests.

Each grade level textbook in the "¡Bien Dicho!" series has an accompanying "Teacher's Edition (Guía del maestro)" manual for the teacher ("Fourth grade ¡Bien Dicho! Guía del maestro" ISBN: 0-7362-0725-2).

¡Bien dicho! 4, Guía del maestro (Teacher's Edition), Gramática, estilo y uso para expresarte mejor

0-7362-0725-2

2000

Hampton-Brown

Rueda, Robert; Saldivar, Tina; Shapiro, Lynne; Templeton, Shane

Teacher's Manual

Elementary 2-6

Writing

Native/Heritage Spanish Speakers

This Teacher's Edition of "¡Bien Dicho! 4," which is a Spanish native speaker textbook for fourth graders (ISBN 0-7362-0720-1), is part of the "¡Bien Dicho!" series of textbooks and teacher manuals that focuses on Spanish grammar and writing activities for children grades 2 through 6 who are native speakers of Spanish. The manual explains each section of the student text, provides answers to exercises and offers teaching suggestions for each lesson of the text. All explanations and suggestions are written in Spanish and English, but the student text is written entirely in Spanish.

[Find](#) ¡Bien dicho! Resources at this Web site.

¡Bien dicho! 5, Gramática, estilo y uso para expresarte mejor

0-7362-0721-X

2000

Hampton-Brown

Rueda, Robert; Saldivar, Tina; Shapiro, Lynne; Templeton, Shane

Textbook

Elementary 2-6

Writing

Native/Heritage Spanish Speakers

This fundamental, SNS textbook for fifth graders is part of the "¡Bien Dicho!" series of textbooks that focuses on Spanish grammar and writing activities for children grades 2 through 6 who are native speakers of Spanish. Goals of the text are to correct Spanish and improve grammar and fluency. The book is divided into seven units of 4 to 13 lessons each, all presented in Spanish. A lesson consists of two to four pages and begins with a brief advance organizer activity to introduce the grammatical topic of the lesson. Topics in the fifth grade book include parts of speech (e.g., nouns, pronouns, adjectives, prepositions, adverbs), punctuation and spelling, active and passive voice, auxiliary verbs and verb tenses from present to future and compound tenses. A short explanation of a lesson's topic and its use is followed by oral and then written practice (each consisting of 4 to 10 discrete point items) of the topic. These activities are built around the color illustrations and photos of animals or people that accompany them. Additional tasks are intended to be completed individually by students and provide for further reinforcement of the grammar point. A writing task is included at the end of each lesson to serve as an interactive class or pair activity. Strategies are also presented in some lessons to improve writing fluency and individual writing activities serve to reinforce the strategies presented.

Each unit ends with a quiz, a practice test and additional practice activities for the topics covered in that lesson. Tasks in these sections include sentence completion or revision and identification of parts of speech and practice tests follow the format of standardized tests. Each grade level textbook in the "¡Bien Dicho!" series has an accompanying "Teacher's Edition (Guía del maestro)" manual for the teacher ("Fifth grade ¡Bien Dicho! Guía del maestro" ISBN: 0-7362-0726-0).

[Find](#) ¡Bien dicho! Resources at this Web site.

¡Bien dicho! 5, Guía del maestro (Teacher's Edition), Gramática, estilo y uso para expresarte mejor

0-7362-0726-0

2000

Hampton-Brown

Rueda, Robert; Saldivar, Tina; Shapiro, Lynne; Templeton, Shane

Teacher's Manual

Elementary 2-6

Writing

Native/Heritage Spanish Speakers

This book is the Teacher's Edition of "¡Bien Dicho! 5," which is a Spanish native speaker textbook for fifth graders (ISBN 0-7362-0721-X). This teacher's edition is part of the "¡Bien Dicho!" series of textbooks and teacher manuals that focuses on Spanish grammar and writing activities for children grades 2 through 6 who are native speakers of Spanish. The manual explains each section of the student text, provides answers to exercises and offers teaching suggestions for each lesson of the text. All explanations and suggestions are written in Spanish and English, but the student text is written entirely in Spanish.

[Find ¡Bien dicho! Resources at this Web site.](#)

¡Bien dicho! 6, Gramática, estilo y uso para expresarte mejor

0-7362-0722-8

2000

Hampton-Brown

Rueda, Robert; Saldivar, Tina; Shapiro, Lynne; Templeton, Shane

Textbook

Secondary 6-8 Middle school 6-8

Writing

Native/Heritage Spanish Speakers

This fundamental textbook for sixth graders is part of the "¡Bien Dicho!" series of textbooks that focuses on Spanish grammar and writing activities for children grades 2 through 6 who are native speakers of Spanish. Goals of the text are to correct Spanish and improve grammar and fluency. The book is divided into seven units of 4 to 12 lessons each, all presented in Spanish. A lesson consists of two to four pages and begins with a brief advance organizer activity to introduce the grammatical topic of the lesson. Topics in the sixth grade book include parts of speech (e.g., nouns, pronouns, adjectives, prepositions), punctuation and spelling, active and passive voice, auxiliary verbs and verb tenses from present to future and compound tenses as well as conditional tense and subjunctive mood. A short explanation of a lesson topic and its use is followed by oral and then written practice (each consisting of 4 to 10 discrete point items) of the topic.

Practice items include identifying parts of speech in a sentence read aloud, stating the participial form of an infinitive, fill-in-the-blanks, identifying and correcting errors, and inserting punctuation in sentences. These activities are built around the color photos of animals or people that accompany them. Additional tasks of similar formats are intended to be completed individually by students and provide further reinforcement of the grammar point. A writing task is included at the end of each lesson to serve as an interactive class or pair activity. Strategies are also presented in some lessons to improve writing fluency and individual writing activities serve to reinforce the strategies presented. These strategies include creating compound predicates from simple sentences, identifying and correcting sentence fragments, and using pronouns.

Each unit ends with a quiz, a practice test and additional practice activities for the topics covered in that lesson. Tasks in these sections include sentence completion or revision and identification of parts of speech and practice tests follow the format of standardized tests. Each grade level textbook in the "¡Bien Dicho!" series has an accompanying "Teacher's Edition (Guía del maestro)" manual for the teacher ("Sixth grade ¡Bien Dicho! Guía del maestro" ISBN: 0-7362-0727-9).

[Click here](#) to read details and purchasing information from the publisher's Web site.

¡Bien dicho! 6, Guía del maestro (Teacher's Edition), Gramática, estilo y uso para expresarte mejor

0-7362-0727-9

2000

Hampton-Brown

Rueda, Robert; Saldivar, Tina; Shapiro, Lynne; Templeton, Shane

Teacher's Manual

Secondary 6-8 Middle school 6-8

Writing

Native/Heritage Spanish Speakers

This book is the Teacher's Edition of "¡Bien Dicho! 6," which is a SNS textbook for sixth graders (ISBN 0-7362-0722-8). The teacher's edition is part of the "¡Bien Dicho!" series of textbooks and teacher manuals that focuses on Spanish grammar and writing activities for children grades 2 through 6 who are native speakers of Spanish. The manual explains each section of the student text, provides answers to exercises and offers teaching suggestions for each lesson of the text. All explanations and suggestions are written in Spanish and English, but the student text is written entirely in Spanish.

[Find](#) ¡Bien dicho! Resources at this Web site.

¡Buen viaje! Level 1, 2nd edition

978-0078465703

2004

Glencoe/McGraw-Hill

Textbook

Secondary 9-12

Reading, Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This text was received by LangNet; however, it is a textbook in a series that is for non-native speakers exclusively. It is from the publisher, Glencoe/McGraw-Hill, which produces the series of the textbook "Nosotros y nuestro mundo" for high school native speakers. "¡Buen viaje!" and "Nosotros y nuestro mundo" have some of the same photos but "¡Buen viaje!" is advanced in all the language skills.

Both books have the same number of chapters, but chapter themes are quite different and not readily integrated. "¡Buen viaje!" and "Nosotros y nuestro mundo" are two completely self-contained book series that coincide in very few items and structures; this may be explained by the fact that they are from the same publisher.

[Find](#) this textbook on Amazon.

¡Buen viaje! Level 1, Workbook and Audio Activities. 3rd edition

978-0078619526

2004

Glencoe/McGraw-Hill

Workbook

This workbook provides a three level program with resources to help students communicate, understand connections, make comparisons, build communities, and understand cultures.

[Find](#) this textbook on Amazon.

¡Buen viaje! Level 2

978-0078619700

2004

Glencoe/McGraw-Hill

Textbook

Secondary 9-12

Reading, Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This text was received by LangNet; however, it is a textbook in a series that is for non-native speakers exclusively. It is from the publisher, Glencoe/McGraw-Hill, which produces the series of the textbook "Nosotros y nuestro mundo" for high school native speakers. "¡Buen viaje!" and "Nosotros y nuestro mundo" have some of the same photos but "¡Buen viaje!" is advanced in all the language skills.

Both books have the same number of chapters, but chapter themes are quite different and not readily integrated. "¡Buen viaje!" and "Nosotros y nuestro mundo" are two completely self-contained book series that coincide in very few items and structures; this may be explained by the fact that they are from the same publisher.

[Find](#) this textbook on Amazon.

¡Buen viaje! Level 2, Workbook and Audio Activities. 3rd edition

978-0078619724

2004

Glencoe/McGraw-Hill

Workbook

This level 2 workbook is ancillary material with other ¡Buen viaje! resources. Students get access to hands on activities, audio capabilities, and cultural information.

[Find](#) this student workbook with CD-ROM on Amazon.

Cajas de carton, Relatos de la vida peregrina de un niño campesino

0-395-95581-5

2000

Houghton Mifflin Harcourt

Jiménez, Francisco

Reader College 13-16

Reading

Both Native/Heritage and Non-Native Spanish Speakers

This reader is one in the Houghton Mifflin series, "Nuestra visión: U.S. Latino Literature." Other books in the series are "En la Ocho y la Doce" (ISBN: 0-618-00021-6) and "Canícula" (ISBN: 0-618-01180-3).

"Cajas de carton" is a collection of 12 separate but interconnected short stories written from the point of view of one of the children in a Mexican-American family of migrant farm workers. The stories are based on the life experiences of the author and his family. Vocabulary is colloquial with frequent use of Spanish-English code-switching in the dialog. The goals of the readers in this series are to provide for a deeper understanding of Latino heritage in the U.S. and to compare and contrast the culture and tradition of varied groups of Latinos. There are no activities that accompany the reading selections.

[Find](#) the book on Amazon. [Click here](#) to purchase book at a discounted price.

Camino oral: Fonética, fonología y práctica de los sonido del español, 2nd edition

0-07-365520-1

2000

McGraw-Hill

Teschner, Richard V.

Textbook

College 13-16

Listening, Speaking, Phonetics

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This foundational textbook is designed for advanced, undergraduate students enrolled in an introductory Spanish phonetics and phonology course. Each text ordered comes with free cassettes or audio CDs. The goals of the text are to facilitate improved pronunciation and expand students' knowledge of the Spanish sound system and the different dialects of Spanish. The book is organized into 8 chapters. The first two chapters address Spanish orthography, presenting spelling rules, contrasting graphemes and phonemes, and explaining common orthographic problems by means of spelling rules. Technical explanations are written in Spanish and supporting examples are provided. Contrastive analysis of English orthography with examples is included as well. Reinforcing exercises are offered throughout and formats include error correction, verbalizing rules, transcription and listening activities that involve the included audio program. An icon in the margin alerts students to sections that require use of the cassettes/CDs.

Chapter 3 deals with syllabification, tonic stress and accentuation, information that serves as a foundation for subsequent chapters about phonetics, phonology and intonation. Practice exercises include converting phonemic and phonetic transcriptions to standard Spanish as well as transcribing standard Spanish phonemically/phonetically. In Chapter 7 Spanish and English pronunciations are contrasted and the final chapter presents information about different dialects of Spanish.

[Find](#) this book on Amazon.

Canícula, Imágenes de una niñez fronteriza

0-618-01180-3

2001

Houghton Mifflin Company

Cantú, Norma Elia

Reader

College 13-16

Reading

Both Native/Heritage and Non-Native Spanish Speakers

This reader is one in the Houghton Mifflin series, "Nuestra visión: U.S. Latino Literature." Other books in the series are "En la Ocho y la Doce" (ISBN: 0-618-00021-6) and "Cajas de cartón" (ISBN: 0-395-95581-5).

"Canícula" is a collection of 83 short stories about a Mexican-American family living on the Texas-Mexico border. Stories average 250 words in length and each is accompanied by a related family snapshot. Vocabulary is colloquial with a provision of glosses in Spanish. The goals of the readers in this series are to provide a deeper understanding of Latino heritage in the U.S. and to compare and contrast the cultures and traditions of various groups of Latinos. There are no activities to accompany the reading selections.

[Find](#) this reader on Amazon.

Composición: Proceso y síntesis: 5th edition

978-0073513140

2007

Mcgraw-Hill

Valdés, Guadalupe; Dvorak, Trisha; Hannu, Thomasina

Textbook

College 13-16

Writing

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This foundational textbook is written for non-native college students enrolled in advanced composition courses. It can be used in either one- or two-semester courses and is supplemented by a workbook. The textbook is packaged with a CD-ROM (ISBN: 0-07-561929-6) that has accompanying writing software.

Using a process approach to writing, the text seeks to develop functional language and expository writing skills as students expand their control of grammar, range of vocabulary and use of rhetorical techniques. The book is organized into six chapters that focus on the four modes of writing: description, narration, exposition and argumentation. All explanations and activities are written in Spanish.

Each chapter begins with an 'Orientación' section in which an overview of the mode of writing along with analyzed examples is presented. The chapter's writing task is previewed in this section as well. The 'Orientación' is followed by prewriting activities designed to facilitate identifying a purpose and topic for the chapter's writing task, organize the composition and anticipate the audience for the writing. Writing strategies are also presented for each stage of the writing process. Prewriting activity formats include brainstorming, analyzing writing samples, visualization and free writing, and identifying the irony in a cartoon. From the prewriting activities students develop a draft, peer edit (sample drafts included in the text and later classmates' work) and create a revision plan for their own writing. Activities associated with the revision stage include group consultation, completing a checklist, and editing and discussing the strengths and weaknesses of writing samples presented in the text.

Grammar and vocabulary review is provided (with supporting activities in the workbook) for expansion of structural and vocabulary knowledge. Grammar explanations are written in Spanish and are accompanied by examples. Emphasis is given to difficulties typically encountered by English-speaking learners of Spanish. The structures and vocabulary presented in each chapter are particular to the mode of writing in focus and attention is drawn to these structures in the step-by-step revision process.

The accompanying writing software comes in two versions: a Student CD for use on standalone computers and an Institutional CD, which is a network edition that allows for interchange among students and the instructor. The software includes an onscreen handbook, searchable by chapter, that reproduces some of the strategy presentation and exercises from the textbook. An "Invent" section opens in a word processing program and asks prewriting questions in Spanish with space for students to write responses as they brainstorm and organize thoughts for the writing task. Another "Write" section opens in a word processing program to enable students to write and revise drafts of each chapter's writing task. Additional resources included in the software are a glossary of grammar terms (in English), Spanish thesaurus and verb conjugation reference charts.

[Visit McGraw Hill](#) informational Web site about this textbook.

¡Conozcámonos!: Curso práctico de español para el estudiante bilingüe en los Estados Unidos.

978-1413022001

2007

Thomson Heinle

Mrak, Ariana N.; Edwin Karli Padilla Aponte.

Textbook

Secondary 9-12

Reading, writing, speaking

Native/Heritage Spanish Speakers

¡Conozcámonos! is designed for the intermediate or advanced Spanish heritage language student who already speaks and reads some Spanish. The text assumes some basic knowledge in writing.

¡Conozcámonos! stresses the importance of developing writing skills in a standard and academic Spanish by integrating the knowledge the student already brings to the classroom so that the student's home variety and the standard variety work together.

The text is designed for a two semester sequence with an introductory chapter and eight additional chapters. The entire content of the text follows the Guerra family. Each reading revolves around a different member of the family and/or period of time in the history of this family. Each chapter contains a reading, cultural notes, a grammar section, explanations regarding the difference between spoken varieties of Spanish and formal written Spanish, spelling, and vocabulary sections with translation exercises. The chapter topics include the family, the university, professional careers, technology, medicine, business and globalization, civil rights and identity, and bilingual education.

The text encourages the student to visit a Thomson website for additional practice with specific grammar points. The Instructor edition contains sample syllabi, exams, guides for dictation exercise, and a sample key for correcting compositions.

[Find](#) this textbook on Amazon.

¡De una vez!: A College Course for Spanish Speakers

978-0618348947

2008

Houghton Mifflin

Samaniego, Fabián; Rodríguez, Francisco; Rojas, Nelson.

Textbook

College 13-16

Reading, writing

Native/Heritage Spanish Speakers

¡De una vez! utilizes a content-based approach in order to develop reading and writing skills for Spanish heritage learners. The text emphasizes the importance of expanding students' vocabulary, grammatical awareness, and understanding of the socio-cultural dimensions of the Spanish-speaking world. The text is divided into two sections. The first section of six chapters focuses on U.S.-based Latino communities and the second section of six chapters focuses on countries throughout the Spanish-speaking world.

Each chapter, with the exception of the introductory chapter, contains thirteen major sections. The sections include a unit opener; a section on oral traditions and varieties; reading activities based on the cultural theme for each chapter; engaging conversation topics; instruction regarding different Spanish varieties within students' families and within the Spanish-speaking world; profiles of well-known Hispanic personalities; career-based vocabulary development; art in the Spanish-speaking world; a literature section with pre and post-reading activities; practice with accentuation; a writing skills section; grammar explanations; and directions for use of an accompanying online resource. This text may be most appropriate for intermediate and advanced Spanish heritage learners.

[Find](#) this textbook on Amazon.

¡Díme! Cuaderno de actividades para hispanohablantes

0-669-43369-1

1997

McDougal Littell

Samaniego, Fabián; Rodríguez, Francisco; Pino, Cecilia

Workbook

Secondary 9-12

Reading, Writing, Listening, Speaking

Both Native/Heritage and Non-Native Spanish Speakers

This workbook supplements the "¡Díme! Uno" text for non-native high school students, making the series usable in mixed classes of native and non-native speakers. (There is also a workbook for non-natives.) The teacher's edition textbook provides suggestions for substituting activities more appropriate for native and heritage speakers. The workbook is intended for students who have completed the equivalent of one or two years of Spanish in primary schools in the U.S. or in their countries of origin, students who typically hear Spanish at home but who do not necessarily speak themselves and who are not experienced readers and writers of Spanish. An audio program supplements the workbook.

The workbook is set up in a manner similar to that of the "Tu mundo, Curso para hispanohablantes" (ISBN 0-618-08599-8) series workbook. Using a skill-based approach, the workbook's goals are to correct Spanish and improve grammar, reading and listening skills. Exercises focus on targeted needs of Spanish speakers with regard to grammar, spelling, reading comprehension and writing. There are 8 units that correspond to and reinforce the cultural and grammar content of the units in the text. Three lessons comprise each unit and lessons are divided into listening, grammar, writing and reading sections. Appendices contain an answer key, rules for Spanish accentuation and forms on which students may record their progress with spelling.

The listening section contains activities that accompany an audiotape program. Brief biographies of historic and contemporary Hispanic figures are presented along with six true/false comprehension questions. A second listening activity addresses accentuation and syllabification rules, spelling or pronunciation with a focus on needs specific to native speakers. Students listen to and complete exercises with lists of targeted words or sentences as additional practice.

Reading sections begin with activities in which open-ended questions serve as advance organizers for the reading selection. Many readings are whole or excerpts from authentic literary texts written by authors such as Juan Rulfo, Ana María Matute, Alfredo Villanueva-Collado and Daisy Zamora, others are descriptions of cities or regions of the Hispanic world. Some of the literary selections are read by their author and are included on the audiotape. Post-reading activities provide for comprehension checks, analysis and discussion of the reading. Formats for these exercises include multiple choice, true/false and diagram/picture completion. At the end of each section students are presented with an essay topic related to the reading.

Other sections of each lesson include practice with spelling, activities that facilitate sharing information with classmates, and sections devoted to colloquial language use and language variation. The third lesson of each unit has a section that focuses on a particular form of writing such as taking phone messages and writing an informal letter. Brief formal rules are followed by activities that provide skill-building practice.

[Click here](#) to read details and purchasing information.

¡Dímelo tú! Cuaderno de actividades y manual de laboratorio.

0030225132

1998

Harcourt Brace College Publishers

Samaniego, Fabian; Rodríguez, Fransisco

Workbook

This combination workbook and lab manual provides students with the additional reading, writing, and listening comprehension practice necessary to help them attain their competency goals. New video activities are included for further development and practice of listening skills. For each video segment there are a series of accompanying activities. First, the Antes de ver el video section prepares students through the completion of pre-viewing activities that activate background knowledge and allow students to review and apply the viewing and listening strategies they have learned in the "¿Comprendes lo que se dice?" sections of the textbook. Second, the "Al ver el video" section assesses students' comprehension of the video segment and provides them with additional practice of linguistic structures and vocabulary presented in the textbook. Finally, the "Después de ver el video" section includes form-focused communicative activities that motivate the students to use their comprehension of the video segment as a springboard for additional open-ended, pair or group activities.

[Find](#) this textbook on Amazon.

¡Dímelo tú! Fifth Edition

9781413011838

2005

Heinle

Samaniego, Fabian A.

Textbook

College 13-16

Reading, Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This is a foundational first-year text for nonnative university students that can be adapted for use in mixed native and nonnative classes. It is supplemented by an audio CD that comes with the text, a text-integrated video, workbook, an instructor's resource manual, situation cards, software, a text-specific Web site <www.hrwclege.com>, a CD-ROM and overhead transparencies. An ancillary "Cuaderno para hispanohablantes" is currently out of print. The text takes a communicative approach to develop fluency, accuracy and communicative competence. The book is divided by theme or featured Spanish-speaking country into an introductory lesson and 15 chapters. Opening pages of each chapter include an outline of its content and photos of the country highlighted in that chapter. Accompanying questions are designed to help students activate prior knowledge on the theme or country in focus. Chapters are subdivided into 3 "Pasos" and each Paso begins with an introductory section consisting of a photo, advertisement or drawing to facilitate making cross-cultural comparisons. In early chapters questions and captions are written in English; transition to all Spanish occurs in later chapters.

New lesson vocabulary and grammatical structures are presented by means of illustrated narratives. The first narrative of each Paso is designed for students to complete independently and involves listening to the audio CD and responding to short answer questions outside of class. Subsequent narrative (either audio- or video-based) in the first and second Paso is intended for completion in class with the instructor for further introduction and reinforcement of new vocabulary and grammar. Chapters 11-15 incorporate a "telenovela," "La dinastía del amor", in Paso 1 and 2 of each chapter. Following narratives are interactive activities in which students practice application of new structures in speech. Activities include guided dialogs, roleplay, interviewing a classmate and expressing personal opinions.

Cultural reading selections are presented in Paso 1 and 2 of each chapter and feature a particular Spanish-speaking country or region, notable Hispanic figure from that region, or a cross-cultural miscommunication that students are asked to analyze and explain.

Paso 3 of each chapter includes a reading selection accompanied by pre-reading activities and presentation of reading strategies (in English). Passages are both authentic (e.g., newspaper and magazine articles and literary works) and created by the authors of the textbook.

A section at the end of Paso 1 in each chapter illustrates how Spanish is used in various disciplines such as art, history, music and mathematics. Paso 2 concludes with a writing task presented with a process approach. A section at the end of Paso 3 provides addresses on the World Wide Web for topics related to chapter content.

Grammar explanations and written exercises appear at the end of each chapter. Explanations are presented in English and exercises are completed in Spanish. Formats of these activities include fill-in-the-blanks, sentence creation/completion and short answer questions. Two or three exercises support each grammar point. Included as appendices are illustrations to be used in interactive "information gap" activities, verb lists with paradigms for all but perfect tenses, reference pages for grammatical structures not presented formally in the text and Spanish-English, English-Spanish glossaries.

Find this textbook and an accompanying Audio CD on Amazon.

Don Juan Tenorio

978-8437602134

Santillana USA Publishing Company

1998, 2006

Zorrilla, José

Reader

Secondary 9-12 College 13-16

Reading

Both Native/Heritage and Non-Native Spanish Speakers

A romantic interpretation of the popular myth of Don Juan, this play allows students to read Spanish from Spain in the 1800s. The story takes place in Sevilla, incorporating contemporary Spanish culture and politics.

[Find](#) the reader on Amazon.

El carnaval

0-88436-895-5

1980

García Pavón, Francisco

Reader

Secondary 9-12

Reading

Both Native/Heritage and Non-Native Spanish Speakers

This reader is a murder mystery set in Tomelloso, Spain, in 1925. The story line incorporates some cultural content related to Spain. The book is abridged with simplified but academic vocabulary and is intended for use by students with a vocabulary base of approximately 1200 words. The book is divided into 10 chapters and has a brief epilogue. Chapters range in length from 5-10 pages (with illustrations) and are each followed by 7 to 10 reading comprehension questions, some of which are open-ended. Glosses are provided in footnotes written in Spanish or in the form of labeled illustrations.

[Find](#) this reader on Amazon.

El español para nosotros: Curso para hispanohablantes, level 2, student edition

978-0078271502

2005

Glencoe/McGraw-Hill

Schmitt, Conrad J.

Textbook

Secondary 6-8

Reading, Writing

Native/Heritage Spanish Speakers

El español para nosotros is a two-level series written for students who speak and hear Spanish at home and want to improve their academic language and literary skills. It is designed specifically to help Spanish-speaking students strengthen language skills and develop an appreciation for their literature and culture.

El español para nosotros includes the same number of chapters as *¡Buen viaje!* and links to the themes and grammar of the program. It is ideal for Heritage Language Learners who are enrolled in class with students using *¡Buen viaje!* to learn Spanish and can be used as a standalone program.

[Find](#) this textbook on Amazon.

En comunidad: Comunicación y conexión

978-0073385181

2008

McGraw-Hill

Nichols, Pennie; Johnson, Jane; Lemley, Lynne; Osa-Melero, Lucia

Textbook

Secondary 6-8 Secondary 9-12

Reading, Writing, Listening, Speaking

Both Native/Heritage and Non-Native Spanish Speakers

En comunidad: Comunicación y conexión is an intermediate Spanish program that responds to these very needs addresses the "Five Cs" of languages learning (Communication, Cultures, Connections, Comparisons and Communities). It offers a learner-centered approach that helps motivate students to take responsibility for their own language-learning process. The text targets the use of language skill for real-world, practical purposes, thus helping students see the immediate value in their learning process, and not only focuses on Spanish-speaking communities outside the United States, but also those within the United States.

Throughout the chapters the text provides a contextualized approach that integrates all four language-learning skills (listening, speaking, reading and writing) and doesn't "compartmentalize" the acquisition of vocabulary and grammar.

[Find](#) this textbook on Amazon.

En la ocho y la doce

0-618-00021-6

2001

Houghton Mifflin Company

Fernández, Roberto G.

Reader

College 13-16

Reading

Both Native/Heritage and Non-Native Spanish Speakers

This reader is one in the Houghton Mifflin series, "Nuestra visión: U.S. Latino Literature," a series written for college-level, native-speaking students enrolled in their first Spanish course; the readers can be used with non-native speakers as well. Other books in the series are "Canícula" (ISBN: 0-618-01180-3) and "Cajas de cartón" (ISBN: 0-395-95581-5).

"En la ocho y la doce" is a collection of 33 short fictional pieces of 600-4,000 words about the experience of Cuban emigration to the United States. Vocabulary is colloquial with frequent use of Spanish-English code-switching in dialog. The goals of the readers in this series are to provide for a deeper understanding of Latino heritage in the U.S. and to compare and contrast the culture and tradition of varied groups of Latinos. There are no activities that accompany the reading selections.

[Click here](#) to read details and purchasing information.

Encuentros maravillosos, Gramática a través de la literature

978-0131163645

2004

Pearson Prentice Hall

Kanter, Abby

Textbook

Secondary 9-12

Reading, Writing

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This foundational textbook is designed for advanced, non-native high school students, but can be used with native speakers in mixed classes. The goals of the literature-based text are to introduce students to Latin American and Spanish literature and to improve grammar and fluency in Spanish. Reading selections are authentic excerpts or entire pieces and vocabulary is academic.

The text consists of 14 chapters based on literary themes that include personal idiosyncrasies, superstitions, pivotal childhood experiences, cultural diversity and tolerance, and dream vs. reality. Each chapter begins with a presentation of new vocabulary that will be encountered in that chapter's reading. Almost all definitions are written in Spanish and contextualized examples are also provided. Two exercises that reinforce the vocabulary follow; the first follows a fill-in-the-blank format and the second asks open-ended questions that elicit use of new words.

Presentation of reading strategies or a brief advance organizer as well as a biographical sketch of the author introduces a chapter's reading. Represented writers include Jorge Luis Borges, Isabel Allende, Laura Esquivel and Mario Vargas Llosa. Selections of poetry and prose vary in length from 150 to 3000 words. Glosses are provided mostly in Spanish. Readings are supported by comprehension and discussion questions that facilitate determining main ideas, summarizing, making inferences and extending themes to a more global context. Communicative activities related to literary themes are provided and include roleplay and debate. Two or three possible composition topics are also presented.

Each chapter contains presentation of three to five grammar topics. Each topic is introduced by means of several sentential examples followed by an explanation in Spanish of that structure's function and formation. Accompanying activities include fill-in-the-blanks, English-Spanish translation and sentence production. Some open-ended exercises and interactive activities enable students to create with a newly presented structure individually or in groups. Grammar exercises often are connected with characters or themes from the chapter's reading. Review exercises combine use of a chapter's structures in sentence and paragraph completion as well as short answer format.

[Find](#) this textbook on Amazon.

Entre mundos, An integrated approach for the native speaker, 2nd edition

0131834096

2004

Prentice Hall Higher Education

Deana Alonso-Lyrintzis, Brandon Zaslow

Textbook

College 13-16

Reading, Writing, Listening, Speaking

Native/Heritage Spanish Speakers

This foundational text is designed for heritage speakers of Spanish. Complimentary upon adoption of the text are an instructor's cassette and resource manual. The cassette contains oral texts and an introduction to regional dialect, and the manual includes ideas for activities, a tape script, a syllabus, a sample test, games, vocabulary expansion exercises, and suggestions for student evaluation. The text takes an interactive, thematic approach and focuses on development of all four language skills. "Entre Mundos" is divided into an introduction and 21 chapters. Chapter themes include individual differences, family in crisis, college, careers and Hispanic communities.

Each chapter begins with an "Exploraciones" opener section that serves as an advance organizer for the chapter's content. Activity formats in this section include personalized questions, quick-writes, surveys and interviews.

The opener of each chapter is followed by an authentic reading selection. In early "Lecturas" the focus is on identifying main ideas and supporting detail. The difficulty of the selections increases in later chapters in which more abstract concepts are introduced and activities require more analysis, synthesis and higher-order thinking skills. Reading selections include a survey, magazine and newspaper articles, short stories and excerpts of literary texts. Vocabulary is academic and includes idiomatic expressions. Dialectal variation is discussed throughout the text.

Grammar is taught inductively and interactively. Grammar topics include problematic spelling, syllabification, subjunctive mood and passive voice. Supporting exercises provide both academic and real-world tasks. While some have a focus-on-form approach, many synthesizing activities are real-life tasks that require more global application of language knowledge.

[Click here](#) to read details and purchasing information from the publisher's Web site.

Español escrito: Curso para hispanohablantes bilingües, 6th edition

0132288451

2008

Prentice Hall

Guadalupe, Richard V. Teschner, Hector M. Enríquez.

Textbook

College 13-16

Reading, Writing

Native/Heritage Spanish Speakers

This foundational textbook is designed for college-level native speakers who are beginning their formal study of Spanish. Also available are an activity book and a cassette recording of the dictations included in the activity book ("Cuaderno de actividades," ISBN: 0133399613; "Audio Cassette," ISBN: 0137693818; "Transcript for Cassettes," ISBN: 0130855774). The material in the textbook focuses on US Hispanics, and includes narrations that trace the daily activities and thoughts of two Hispanic college students. There are also several authentic readings written by Hispanic authors. The goals of this skills-based textbook include developing reading and writing skills and expanding linguistic knowledge of Spanish.

The text is divided into 20 chapters and is sequenced with a focus on spelling, accentuation and vocabulary development in the first ten chapters and a focus on grammar in the last ten chapters. The chapters may be completed sequentially or in alternation. English directions and explanations are used in the first three chapters with transition to all Spanish starting with Chapter 4. Vocabulary is academic with some dialectal variation discussed throughout the text.

Each chapter begins with a brief narration about events and issues in the life of a young US Hispanic. Themes of these narrations include family, education, relationships, addictions and the future. Closed-ended questions check comprehension of the narrations and open-ended questions are also provided to facilitate more extensive self-expression. The first ten chapters present spelling and accentuation rules. Pronunciation rules for individual letters and diphthongs are explained and accompanied by lists of words. Some practice activities are provided for syllabification and accentuation and associated activity book exercises are cross-referenced in the text. Extensive grammatical explanations are presented along with English equivalents and verb paradigms. Students are referred to the activity book for corresponding exercises.

Authentic reading passages of varying themes appear in every chapter, several of which are written by US Hispanic authors. Exercises that address comprehension and analysis of the text as well as lexical development appear in the supplementary activity book.

[Click here](#) to read details and purchasing information from the publisher's Web site.

Español, Nuestra herencia, nuestro tesoro: Spanish as a Heritage Language

2009

Custom edition for the University of New Mexico (Pearson Custom Publishing)

Gonzales, María Dolores; Gonzales de Tucker, Cecilia

Textbook

College 13-16

Reading, Writing, Grammar

Native/Heritage Spanish Speakers

Español, Nuestra herencia, nuestro tesoro is a custom-published text utilized in the Spanish heritage language courses at both the University of New Mexico and New Mexico Highlands University. The text is designed for beginning-heritage language learners in New Mexico and Southern Colorado and emphasizes the Hispanic culture and heritage of New Mexico. The text is designed for a two-semester class sequence of beginning heritage language courses.

Español, Nuestra herencia, nuestro tesoro begins with some pedagogical notes and suggestions to instructors. The text is organized according to a semester framework and focuses primarily on vocabulary, basic grammatical instruction, writing, and reading activities. The text also incorporates activities within each grammatical section based on different cultural themes relevant to New Mexico and the Southwest.

Español Para el Hispanohablante en los Estados Unidos, 3rd edition

978-0761820376

2001

University Press of America

González, Alfonso; Gonzalez, Mirta A.

Textbook

College 13-16

Reading, Writing, Grammar

Native/Heritage Spanish Speakers

This text focuses on grammar for college students who speak Spanish and have knowledge of English. The purpose of the text is to teach a “universal” Spanish by avoiding regionalisms and using vocabulary and structures that everyone can understand. The aspects of grammar that are highlighted are phonics, syllabification, and accentuation.

[Find](#) this textbook on Amazon.

Gramática para hispanohablantes

0-8384-7605-8

1997

John Wiley and Sons

Ascarrunz-Gilman, Graciela

Textbook

College 13-16

Reading, Writing, Speaking, Grammar review

Native/Heritage Spanish Speakers

This manual accompanies the third edition of "Horizontes" and is designed for bilingual students at the university level. (There is a 2001, 4th Edition of "Horizontes" available, ISBN/ISSN 0-8384-1466-4.) Using a literature- and grammar-based approach, its goals are to expand academic reading and writing skills.

The manual consists of four units, each with introductory reading, spelling, grammar and composition subsections with approximately 30 supporting activities per unit. Introductory readings are authentic short stories that range in length from 1,000 to 2,700 words. Authors represented are José Emilio Pacheco, Silvia Molina, Horacio Quiroga and Marina Mayoral. Pre-reading activities prepare students for the selection and open-ended questions encourage oral interaction on themes related to the reading. Most post-reading questions are structured and focus on summarizing and identifying main ideas while some are open-ended and require higher-order thinking skills.

Spelling sections emphasize syllabification and accentuation, diphthongs and problematic letters and letter combinations. Spanish and English spellings are compared to address English interference. Spelling exercises include word search, matching, word completion, sentence manipulation, and sentence and paragraph writing.

Grammar explanations are presented in Spanish with paradigms, formulas and examples. Supporting activities are contextualized and frequently require students to create their own sentential or suprasentential contexts to practice a particular grammar point. Exercise formats include guided writing of sentences and paragraphs, fill-in-the-blanks and sentence manipulation. The final subsection of each unit presents a topic for writing and cues to follow in order to incorporate grammatical structures reviewed in that unit.

[Find](#) this textbook on Amazon.

Juntos dos (Spanish edition)

0134156625
1997
Prentice-Hall
Reader
Secondary 9-12
Reading, Speaking
Native/Heritage Spanish Speakers

This reader accompanies the "Juntos Dos" introductory textbook for non-native high school students. Reading selections are authentic, including articles, poetry and literary excerpts, and follow the themes of the textbook's chapters. There are three or four reading selections (length varies from approximately 100 to approximately 1,000 words) that correspond to each textbook chapter. Some of the selections are recorded on a supplementary audiotape.

Advance organizers introduce the content of each reading and explicitly relate it to the theme of the corresponding textbook chapter. Pre-reading activities include making predictions, commenting on accompanying photographs and using the photos to make inferences. Notes about the genre of the reading and a biographical sketch of its author are also provided. Three to five post-reading questions, some of which are structured and closed-ended, others of which are open-ended, serve to check comprehension, ask students' opinions of the reading and allow students to expand on the content of the passage. Further open-ended topics are suggested to generate class discussion of some aspect or extension of a reading's theme.

For more information on the "Juntos" series of textbooks for non-native speakers, which has supplements for native speakers, go to the Prentice Hall School Website: <<http://www.phschool.com/catalog/index.cfm>>and use the pull-down menu to select "Spanish" next to "Foreign Languages". Click on "Juntos" to find complete listings and descriptions of this series.

[Find](#) this reader on Amazon.

Juntos dos: Cuaderno para hispanohablantes

0-13-415753-2

1997

Prentice Hall

Workbook

Secondary 9-12

Reading, Writing, Speaking

Native/Heritage Spanish Speakers

This Spanish native speaker workbook supplements "Juntos Dos," a second year introductory text for non-native high school students, but which can be used for native speakers as well. The approach of the activities in this workbook is communicative as they seek to expand native speakers' speaking, writing and reading proficiency as well as linguistic accuracy. Activities correspond to material in the text and differ from activities in the non-native activity book in that they require more production in Spanish in the performance of open-ended writing tasks. Formats of these tasks include creating dialogs, describing personal experiences connected to chapter themes, writing a letter and creating a "sopa de letras" vocabulary puzzle.

Grammar sections provide brief, non-technical summaries of grammar explanations presented in the text. Supporting exercises take the format of writing paragraphs that incorporate a targeted structure, dialog completion and fill-in-the-blanks, for example.

Additional writing tasks supplement those presented in the textbook and include writing a journal entry, an autobiography from the perspective of a notable historic figure and a description of an ideal location.

Sections devoted to improving native-speaker spelling and writing are included in this workbook. These sections focus on accentuation, commonly confused letters, synonyms, derivations, false cognates, uppercase vs. lowercase, homophones and homonyms.

[Click here](#) for purchasing information.

Juntos dos: Practice Plus Activity Book

0-13-434968-7

1998

Prentice Hall

Workbook

Secondary 9-12

Reading, Writing, Speaking

Both Native/Heritage and Non-Native Spanish Speakers

This activity book supplements "Juntos Dos," a second year introductory text for non-native high school students. It can be bought separately or as part of the Student Value Pack (ISBN: 0-13-434787-0), which comes with the textbook, the student activity book and a magazine. While this workbook is designed for non-natives, a workbook entitled "Cuaderno para hispanohablantes" (ISBN: 0-13-415753-2) is also available for native speakers in classrooms that use the "Juntos" series of textbooks.

The activity book follows the sections of each chapter of the text and provides written activities to reinforce chapter content. Vocabulary building exercises include labeling illustrations, word searches, fill-in-the-blanks and following cues to write sentences. Grammar sections provide brief, non-technical summaries of grammar explanations presented in the text. Supporting activities have formats such as sentence/dialog completion, sentence transformation and guided sentence-writing. Review sections and self-tests offer additional activities with similar formats.

Structured reading comprehension questions are included in the activity book to accompany the textbook's reading selections. Related written exercises connect readings' themes with students' experience. Additional writing tasks are presented in the activity book and include a page for a school newspaper, a postcard and a party invitation. Activities designed to accompany the cultural content of each unit ask students to reflect in writing through summarizing, responding to short answer questions, expressing opinions, and creating hypothetical situations.

[Find](#) this workbook on Amazon.

Conexiones lecturas para hispanohablantes Teacher's Guide (Juntos dos)

0-13-415746-X

1997

Prentice Hall

Teacher's Manual

Secondary 9-12

Reading, Speaking

Native/Heritage Spanish Speakers

This teacher's guide offers suggestions for working with "Conexiones," the native-speaker reader (ISBN: 0-13-415738-9) that accompanies "Juntos Dos," a second year introductory text for nonnative high school students. The teacher's guide is written in English and provides ideas for lesson plans that center on selections in the student reader. Chapter themes and communicative objectives are presented along with suggestions for pre- and post-reading activities and class discussions. Ideas include specific questions to ask to get students thinking about the topic of a reading, specific questions to ask to guide students' reading and additional activities such as writing a description using personification or writing another stanza to a poem. The guide also includes 10 reproducible graphic organizers.

[Find](#) this teacher's guide on Amazon.

Juntos uno

0-13838905-5

1997

Prentice-Hall

Textbook

Secondary 9-12 Reading

Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This foundational textbook is for beginning non-native high school students, but can be adapted for native Spanish speakers in mixed classes. Ancillary materials include an activity book for non-natives (ISBN: 0-13-434967-9), a workbook called "Cuaderno para hispanohablantes" (ISBN: 0-13-415654-4), a reader called "Lecturas para hispanohablantes" (ISBN: 0-13-415621-8), "Lecturas para hispanohablantes Teacher's Guide" (ISBN: 0-13-415647-1) and text-related "Juntos Magazines" (ISBN: 0-13-415605-6). The textbook can be purchased separately or in a Student Value Pack (ISBN: 0-13-434786-2), which comes with the textbook, a student activity book and the magazine.

Using a communicative approach, the text seeks to develop proficiency in the four language skills. It is divided into a preliminary lesson and six units that focus on a particular country or region of the Spanish-speaking world. Featured regions are Mexico, Texas, Puerto Rico, the U.S., Spain, and Peru, Argentina and Chile. Each unit consists of two chapters and chapter themes include student life, mass media, celebrations and pastimes. Vocabulary is basic and functional with occasional inclusion of regional slang.

The preliminary lesson provides basic and "survival" vocabulary such as greetings and introductions, asking and giving directions, interrogatives, numbers and commands. Interactive exercises practice vocabulary, mostly in the format of information exchange with a classmate.

Each unit and chapter opens with a photograph from the region in focus and an advance organizer that presents (in English) the unit's objectives. Following the opening page is vocabulary needed to converse with a classmate about the chapter theme. Vocabulary is presented in Spanish with visual cues or as bilingual word lists. Captioned photographs present cultural information related to both the chapter theme and the unit's featured region. Accompanying these photographs are communicative activities that further practice new vocabulary in context. Activity formats include information exchange and class surveys. Further vocabulary-building activities relate to a color illustration and exercise formats include designing a collage, creating a dialog and sharing information with a partner. Grammar explanations are brief and presented in English. Bilingual examples and verb paradigms support explanations. Communicative activities practice new structures in context in formats such as interview, oral question/answer and guided dialog. Each grammar point is supported by three reinforcing activities.

Brief reading materials such as a weather forecast, letter from a friend and a travel brochure provide context for further practice with new vocabulary and grammar. Interactive exercises include planning for a trip, preparing for an in-class meal and making weekend plans. Culminating activities for each chapter present a task whose completion involves application of the content of that chapter. Such projects include drawing up plans for an ideal house, painting a mural, planning a group excursion in Mexico and creating a collage.

Each unit contains a cultural reading, writing task and culminating activity. Readings are created to relate to chapter vocabulary and grammar and are supported by pre- and post-reading activities whose formats include open-ended questions that activate prior knowledge and relate readings to personal experience, true/false, and locating specific information within a reading. Several writing tasks are suggested for each unit and include exchanging e-mails with a class in Puerto Rico, writing a friendly letter, designing a poster and writing a description of "tejana" music. Culminating unit activities are creative in nature and include making a piñata, preparing tacos in class and painting Spanish "azulejos." Appearing as appendices are irregular verb lists and Spanish-English, English-Spanish glossaries.

[Find](#) this textbook on Amazon.

Juntos Uno, Conexiones, Lecturas para hispanohablantes

01-34156471

1997

Prentice Hall

Reader

Secondary 9-12

Reading, Speaking

Native/Heritage Spanish Speakers

This reader accompanies the "Juntos Uno" introductory textbook (ISBN: 0-13-838905-5) for non-native high school students. Reading selections are authentic, including articles, poetry, songs, literary excerpts and legends, and follow the themes of the textbook's chapters. There are three or four reading selections (length varies from approximately 100 to approximately 1,000 words) that correspond to each textbook chapter. Some of the selections are recorded on a supplementary audiotape.

Advance organizers introduce the content of each reading and explicitly relate it to the theme of the corresponding textbook chapter. Pre-reading activities include making predictions, commenting on accompanying photographs and using the photos to make inferences. Notes about the genre of the reading and a biographical sketch of its author are also provided. Three to five post-reading questions, some of which are structured and closed-ended, others of which are open-ended, serve to check comprehension, ask students' opinions of the reading and allow students to expand on the content of the passage. Further open-ended topics are suggested to generate class discussion of some aspect or extension of a reading's theme.

[Find](#) this reader on Amazon.

Juntos uno, cuaderno para hispanohablantes

0-13-415654-4

1999

Prentice Hall

Workbook

Secondary 9-12

Reading, Writing, Speaking

Native/Heritage Spanish Speakers

This native speaker workbook supplements "Juntos Uno" (ISBN: 0-13-838905-5), an introductory text for non-native high school students. The approach of the activities is communicative as they seek to expand native speakers' speaking, writing and reading proficiency as well as linguistic accuracy. Activities correspond to material in the text and differ from activities in the non-native activity book in that they require more production in Spanish in the performance of open-ended writing tasks. Formats of these tasks include creating dialogs, inventing matching exercises that correspond to chapter vocabulary, writing definitions for words in crossword puzzles and describing personal experiences connected to chapter themes.

Grammar sections provide brief, non-technical summaries of grammar explanations presented in the text. Most supporting exercises take the format of completing verb paradigms or combining elements into complete sentences.

Additional writing tasks supplement those presented in the textbook and include writing new lyrics for a favorite song, putting the steps of a recipe in logical order, creating an expressive dialog and writing a figurative description.

Basic study skills such as using a dictionary, organizing study materials and taking notes are discussed. Brief pointers are written in Spanish and short exercises prepare students to implement the skills presented.

There is also a "Cuaderno para hispanohablantes (SSS Workbook, Teacher's Edition), " ISBN: 0134253566, offered by Prentice Hall.

[Find](#) this workbook on Amazon.

Juntos uno Magazines

0-13-415605-6

1997

Prentice Hall

Workbook

Secondary 9-12

Reading

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This set of six bound magazines can be bought separately or as part of the "Juntos Uno Student Value Pack" (ISBN: 0-13-434786-2), which comes with the textbook, the student activity book and this magazine set. Each magazine in the set corresponds to a unit in the "Juntos Uno" textbook (ISBN: 0-13838905-5) and provides cultural information related to the Spanish-speaking region featured in the corresponding textbook unit. These regions are: Mexico, Texas, Puerto Rico, the U.S., Spain and South America. Brief text accompanied by color maps and graphics as well as captioned photos introduce the region in focus in terms of its geography, history, arts and entertainment, and people. Opinions and lifestyles of teenagers in the region are emphasized. Supporting activities facilitate cross-cultural comparison and include surveys, personality "tests," decoding messages, word searches and completion of graphic organizers.

[Find this workbook on Amazon.](#)

Juntos uno: Activity Book Practice Plus

0-13-434967-9

1998

Prentice-Hall

Workbook

Secondary 9-12

Reading, Writing, Speaking

Both Native/Heritage and Non-Native Spanish Speakers

This activity book supplements "Juntos Uno" (ISBN: 0-13-838905-5), an introductory text for non-native high school students. It can be bought separately or as part of the Student Value Pack (ISBN: 0-13-434786-2), which comes with the textbook, the student activity book and a magazine. While this workbook is designed for use by non-natives, a workbook entitled "Cuaderno para hispanohablantes" (ISBN: 0-13-415654-4) is also available for native speakers in a classroom that uses this "Juntos" series.

The activity book follows the sections of each chapter of the text and provides written activities to reinforce chapter content. Vocabulary building exercises include labeling illustrations, word searches, fill-in-the-blanks and following cues to write sentences. Grammar sections provide brief, non-technical summaries of grammar explanations presented in the text. Supporting activities have formats such as sentence/dialog completion, sentence transformation and guided sentence-writing. Review sections and self-tests offer additional activities of similar formats.

Structured reading comprehension questions are included in the activity book to accompany the textbook's reading selections. Related written exercises connect readings' themes with students' experience. Additional writing tasks are presented in the activity book and include a page for a school newspaper, a postcard and a party invitation. Activities designed to accompany the cultural content of each unit ask students to reflect in writing through summarizing, responding to short answer questions, expressing opinions, and creating hypothetical situations.

[Find](#) this workbook on Amazon.

Juntos uno Teacher's Guide, conexiones, lecturas para hispanohablantes

0-13-415647-1

1997

Prentice-Hall

Teacher's Manual

Secondary 9-12

Reading, Writing, Critical thinking

Native/Heritage Spanish Speakers

This teacher's guide offers suggestions for working with "Conexiones," the native-speaker reader (ISBN: 0-13-415621-8) that accompanies "Juntos Uno" (ISBN: 0-13-838905-5), an introductory text for non-native high school students. The teacher's guide is written in English and provides ideas for lesson plans that center on selections in the student reader. Chapter themes and communicative objectives are presented along with suggestions for pre- and post-reading activities and class discussions. Ideas include specific questions to ask to get students thinking about the topic of a reading, specific questions to ask to guide students' reading and additional activities such as writing a poem or acting out phrases to build vocabulary. The guide also includes 10 reproducible graphic organizers.

[Find](#) this teacher's manual on Amazon.

La casa en Mango Street

0-679-75526-8

1994

Cisneros, Sandra

Reader

Secondary 9-12

Reading

Both Native/Heritage and Non-Native Spanish Speakers

This work of fiction traces the life of Esperanza Cordero, a young girl discovering her identity and facing her future as she grows up with adversity in a Latino barrio in Chicago. The writing paints the barrio as both a harsh reality and a place of beauty and is written from the point of view of a young woman struggling to transcend the mentality that has created the low expectations she sees have been set for her. The story is divided into 44 brief, subtitled chapters of 100 to 400 words. Vocabulary is academic and colloquial. It has been translated from English to Spanish by Elena Poniatowska in order to reach a Hispanic audience. Instructional materials and activities are not provided.

[Visit the author's Web site](#) for more information on this publication and available resources.

La familia Miranda, el viaje a Guatemala

0-8219-1258-5

1994

EMC/Paradigm Publishing

Frost, Barbara; Franco, Fabiola

Reader

Secondary 6-8 Secondary 9-12 Middle school 6-8

Reading

Both Native/Heritage and Non-Native Spanish Speakers

This illustrated reader consists of two stories that are divided into chapters of one to two pages of text or dialog. The stories revolve around a generic family in San José, Costa Rica. Everyday activities are the topics of the chapters; cultural content is limited. Each chapter is followed by 6 or 7 reading comprehension questions that can be answered by scanning the text. The basic/functional vocabulary and structures contained in this reader correspond to the chapters of the "Somos Así 1" (ISBN: 0-821-91887-7) text published by EMC/Paradigm, but it can also be used independently of that text. The 5-page vocabulary list at the end of the book glosses words and expressions that do not appear in "Somos Así 1."

[Click here](#) to read details and purchasing information from the publisher's Web site.

La lengua que heredamos, Curso de español para bilingües, Sixth Edition

978-0-471-47358-9
2008, Copyright 2009
Wiley, Knowledge for Generations
Sarah Marqués
Textbook
College 13-16
Reading
Writing
Speaking
Native/Heritage Spanish Speakers

This text is written for Latino students educated in the US, who speak Spanish at home, and want to further develop their formal language knowledge. The book is divided into 22 chapters, each one focusing on a particular Spanish-speaking country or Hispanic group. Reading selections of 800 to 1,000 words written in standard academic Spanish provide information about the featured country or culture and serve as a departure point for discussion, writing and grammar activities. The instructional approach integrates language and content with relatively strong emphasis on grammar.

Two pre-reading exercises (containing 5-10 questions each) prepare students for a chapter's reading and may be completed orally or in writing. Many of the questions are open-ended and involve higher order thinking, others require students to skim or scan the text to locate specific information. A set of 7-12 questions follows each reading to check comprehension of the content of the passage. A second set of questions can serve to extend discussion of the reading. Several themes and trivia snippets related to a reading are also provided in each chapter as options for additional research, writing assignments or discussion topics.

In vocabulary building activities students match synonyms, identify words that do not belong to a group, or relate words from the reading with definitions provided in an exercise. A section of each chapter is devoted to addressing the problems that English interference creates for native Spanish speakers. Topics covered in these sections include common spelling mistakes, false cognates and grammatical errors that result from code switching. Exercises in these sections frequently involve English-Spanish translation and also include sentence completion, fill-in-the-blanks, and substitution of equivalent expressions within a sentence.

Most chapters contain a section of "semejanzas y contrastes" in which cognates and false cognates are addressed as well as Spanish-English contrasts such as compound adjectives, the various translations of the verb 'take,' Spanish and English expressions with 'time,' and Spanish equivalents of the verb 'get.' Reinforcement exercises are formatted as sentence completion or English-Spanish translation.

Grammar explanations are accompanied by examples and items in focus (e.g., irregular participles, verbs with spelling changes, irregular comparatives) are presented paradigmatically or as lists. Discrete point grammar exercises follow explanations and formats include word and sentence manipulation, sentence completion and translation. Each chapter also has a section devoted to improving spelling and presentation and exercises focus on homophones as well as correct punctuation and accentuation.

[Click here](#) to read details and purchasing information from the publisher's Web site.

Leyendas con canciones

0-9650989-2-8

1999

Dolo Languages and Publications

Lozano, Patti

Songs

Reader

Secondary 6-8 Secondary 9-12 Middle school 6-8

Reading, Listening

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

"Leyendas con canciones" is a book, CD and activity masters set that presents folk legends from a variety of Spanish-speaking countries (the US, Honduras, Venezuela, Guatemala, Perú, Spain, Mexico and Argentina) and related songs composed by the author. The book contains Spanish and English versions of each of the 10 legends along with words and music to the accompanying songs. Each legend is approximately 1000 words in length and is introduced by a full-page illustration. Vocabulary and structure are intermediate to advanced, intended for nonnative learners who are relatively comfortable with the language. Spanish-English and English-Spanish glossaries are included at the end of the book.

Songs summarize the plot of the associated legend or relate to a character in the legend. All songs are sung in Spanish, but English translations are provided in addition to the Spanish lyrics.

Activity masters include two activities for each legend; one related to the legend itself and the other to the song. Activities offer opportunities for listening and reading comprehension, draw upon student creativity and practice grammatical structures to some extent within the context of a comprehension activity. Activities are interactive in nature, many designed to be completed cooperatively and/or shared with the class. Explanations of activities and directions for the tasks are written in English.

[Click here](#) to get information about the author and get purchasing information from the publisher's Web site.

Literatura moderna hispánica- An Anthology

978-0844270296

2001

McGraw-Hill Humanities/Social Sciences/Languages

González (Ed.) JR

Reader

Secondary 9-12

Reading, Speaking, Critical thinking

Native/Heritage Spanish Speakers

This anthology is written for advanced non-native learners of Spanish as well as bilinguals. It is an introduction to the contemporary writers and works of Hispanic literature. Reading selections are arranged by genre and include 13 short stories, a one-act play, excerpts from a novel, two essays and approximately 30 poems. Themes represented include fantasy, revolution, hypocrisy, superstitions and death. Selections are preceded by biographical sketches of the authors and are accompanied by marginal Spanish-English glosses. Each piece is followed by exercises that verify comprehension and facilitate discussion of theme. Formats for closed-ended activities include short-answer, sentence completion, and multiple-choice. Topics for oral or written discussion are suggested to further explore themes of readings. In these discussions students are required to think critically, hypothesize, defend an opinion, make inferences and relate personal experiences to the text.

[Find](#) this reader on Amazon.

Manual que acompaña nuevos destinos: Español para hispanohablantes

0-07-027505-X

1999

McGraw-Hill Publisher

Elliott, A. Raymond

Workbook

College 13-16

Reading, Writing, Listening, Speaking

Native/Heritage Spanish Speakers

This workbook supplements the "Nuevos Destinos" video-based college series. Like the text that it accompanies, the workbook is designed for college-level heritage speakers who can comprehend and produce Spanish, but who have had little or no formal instruction in the language. Other ancillary materials in the "Nuevos Destinos" series are an audiocassette program, a task-based CD-ROM program, an optional reader entitled "Voces hispánicas: Historias personales," and an instructor's manual and picture file.

Using a video-based approach, the materials' goals are to expand reading, writing and communication skills as well as to further students' linguistic knowledge of Spanish and to enrich their cultural knowledge. The workbook is divided into a preliminary chapter and 15 subsequent chapters that correspond to the textbook and episodes of the video upon which the series is based. Many workbook activities focus on listening skills and thus require the supplementary audiocassette program.

Each chapter begins with vocabulary-building exercises that include puzzles, definition writing, using words in original sentences, and word association. Video-based activities in the workbook supplement those found in the textbook. Additional listening exercises include interviews with the actresses who play the main characters in the "telenovela."

Structured grammar exercises build upon and reinforce textbook presentations of grammar. Exercise formats include translation, sentence production/completion and short answer activities that incorporate use of the audiocassette. Additional activities address dialectal variation and spelling issues of native speakers. Writing activities that supplement textbook exercises lead students through the process of writing through brainstorming, writing a draft and refining the final copy of an essay. Writing strategies and checklists are presented to facilitate the editing process. Included at the end of each workbook chapter are Websites related to the theme of that chapter.

[Click here](#) to details and purchasing information from the publisher's Web site.

Marcelino pan y vino

0-8219-1067-1

1975

Klett, Ernst; Verlag, Stuttgart

Sánchez-Silva, José María

Reader

Secondary 9-12

Reading

Native/Heritage Spanish Speakers

This reader tells the story of a young boy who was abandoned as a baby and now lives at a monastery in Spain. The boy discovers a crucifix in the attic of the monastery and he begins to bring bread and wine to the image of Jesus, who comes to life when the boy visits. The book is abridged with simplified but academic vocabulary and is intended for use by students with a vocabulary base of approximately 600 words. The book is divided into 6 chapters ranging in length from 5-9 pages (with illustrations), and each chapter is followed by 5-13 reading comprehension questions, some of which are open-ended. Vocabulary is glossed by means of footnotes written in Spanish or by labeled illustrations.

This reader is not a part of any series of textbooks or materials.

[Find](#) this reader on Amazon.

[DVD](#) starring Pablito Calvo and Carmen Caromnel, and directed by Ladislao Vadja (2004) available through Amazon.

More Music that Teaches Spanish, ¡Música que enseña español!

0-9650980-1

2000

Dolo Languages

Lozano Patti

CD

Cassette tapes

Elementary PreK-2 Elementary 3-5 Secondary 6-8 Middle school 6-8

Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This is a songbook that is a teacher's guide of reproducible sheet music and activity pages along with a CD that contains 18 original songs and music. It precedes the songbook "More Music that Teaches Spanish" (ISBN: 0-9650980-1-X) in the Dolo songbook series. The goals of the material are to expand basic vocabulary and review basic grammar points in song. All songs and sheet music are presented in Spanish and each focuses on a particular vocabulary theme or structure. Themes include greetings, the alphabet, body parts, family members, weather, and expressions with 'tener'.

The book has suggestions for activities to motivate students and practice targeted vocabulary and structures. Activities are interactive, several involving Total Physical Response (TPR), and include choreographing songs, adding a new verse to a song, sentence formation, BINGO and roleplay. All directions on reproducible activity pages are in English. Rules of Spanish pronunciation and a Spanish-English glossary are included at the end of the book.

[Click here](#) to find information about the author and purchasing information.

Mosaicos: Spanish as a World Language, Books a la Carte Edition, 5/E

0205762069

2010

Prentice Hall

Castells O. Matilde; Guzmán, Elizabeth; Lapuerta, Paloma; Liskin-Gasparro, Judith

Textbook

Elementary 1-5

Reading, Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This *Mosaicos*' 5th edition provides a fresh 21st- century perspective on language teaching and learning in the context of a dynamic introduction to Latinos through a common-sense, communicative approach. The book addresses the realities of the Elementary Spanish classroom-where students come to class with questions about grammar or feel anxious about communicating in a second language-by presenting grammar as well as vocabulary in a communicative context within the main body of each chapter and by offering carefully sequenced sets of activities that build student confidence and provide abundant opportunities for communicative practice. Strategies as well as practice opportunities are provided for listening, speaking, reading and writing, and cultural understanding is developed along with those communication skills. A flexible set of supplemental materials including electronic versions of the Workbook and Lab Manual, a Student Video DVD and Student Audio CD, allow students to learn and practice on their own, outside of class. Media, including Entrevistas, a new video featuring interviews with native speakers of Spanish and Notas, a new text feature that includes songs from across the Spanish-speaking world and accompanying activities, enhance the communicative goals of the course.

[Click here](#) to read details and purchasing information from Pearson publishing.

Mundo 21, Fourth Edition

0669410403

1999

Houghton Mifflin

Samaniego, Fabián A.; Rojas, Nelson; Alarcón, Francisco X.

Audio Cassette

Listening

Native/Heritage Spanish Speakers

Mundo 21's proven approach to language learning provides students with a wealth of both contextualized and purposeful content. The completely revised and redesigned Fourth edition offers a seamless transition between first-year and second-year Spanish. Mundo 21, offers ample opportunities to interact and discuss each lessons theme, integrated grammar, vocabulary, media (audio and video), and culture. Mundo 21's text-specific cultural video along with six new authentic short films and its rich array of online resources will keep your students both motivated and engaged throughout the course. Mundo 21 is Spanish for the 21st Century student.

[Find](#) this audio cassette on Amazon.

Mundo 21, Cuaderno de actividades para hispanohablantes, Third Edition

0618275819

2003

Heinle

Samaniego, Fabián A.; Rojas, Nelson; Alarcón, Francisco X.

Workbook

College 13-16

Listening, Writing

Native/Heritage Spanish Speakers

This workbook accompanies "Mundo 21 Edición alternativa" (ISBN: 0-395-96466-0). Each lesson contains a listening and grammar component related to the cultural content of the corresponding lesson in the textbook.

The audio program is available on CD (ISBN: 0-618-00421-1) or cassette tape (ISBN: 0-618-01804-2). Review of accentuation, syllabification and spelling with attention to problems specific to native and heritage speakers is included in the listening component of the lessons. Listening sections also feature biographies of prominent figures from the Spanish-speaking world. True/false questions in the workbook check aural comprehension. Other listening activities contain historical and cultural information and are accompanied by true/false or multiple choice comprehension questions. The audio program has been created for instructional use, with standard spoken Spanish and elimination of background noise. Dictation serves as the culminating activity for each listening section. Dictations are 80 to 120 words in length and are read in phrases of 4 to 10 words each at approximately 15-second intervals to allow for students to write.

A traditional presentation of grammar incorporates activities that are primarily content-based but with some decontextualized, discrete-point exercises. Lessons also feature discussion of colloquial language use and dialect variation, practice with formal and informal correspondence, and reading aloud. The workbook includes an answer key.

[Find](#) this workbook on Amazon.

[Click here](#) to find the workbook with lab manual on Amazon.

Mundo 21, Edición alternativa

0395964660

2001

Houghton Mifflin Company

Samaniego, Fabián A.; Rojas, Nelson; Ohara, Maricarmen; Alarcón, Francisco X.

Textbook

College 13-16

Reading, Writing, Speaking

Native/Heritage Spanish Speakers

This foundational intermediate college text has an accompanying workbook (ISBN: 0-395-96468-7), CD-ROMs (0-618-00421-1), audio cassettes (0-618-01804-2), an instructor's resource manual (0-395-96469-5), a 60-minute video (0-395-96474-1) and a text-specific website <www.hmco.com/college> with resources for students and instructors. The textbook is almost identical to "Nuestro Mundo" (ISBN: 0-618-08589-0) and is intended for heritage speakers and for courses conducted in Spanish; the text, including the grammar manual at the end of the book, is written entirely in Spanish.

The goals of "Mundo 21" are to expand students' historical and cultural knowledge, improve critical thinking and oral and written communication skills and refine grammar. The book uses a content-based approach and provides learner-centered activities in which students interact in pairs and groups. The text is divided into 8 units of 3 lessons each. Each lesson focuses on a particular Hispanic group (Chicanos, Puerto Rican Americans, Cuban Americans) or a Spanish-speaking country and opens with an historical and cultural overview of the group or region in focus. Closed- and open-ended questions follow the overview to check comprehension and relate the information to students' experiences. Open-ended questions involve higher order thinking skills as students hypothesize, make inferences and defend opinions in pairs or groups.

Important figures from each group or country are highlighted in short biographies and literary figures' writing is incorporated as the lessons' primary readings. These readings are preceded by activities to prepare students for the reading as well as brief biographical sketches of the authors. Readings are authentic and vary in length from 300 to 1500 words; vocabulary is academic with inclusion of idiomatic expressions. Postreading questionnaires verify comprehension with structured questions about reading content. Open-ended questions facilitate analysis of themes and require critical thinking on the part of students. Various literary devices are discussed after reading selections and supporting activities refer students back to the reading to examine that device in context.

Sections 'Para mejorar la comunicación' present thematic vocabulary essential for meeting particular communicative goals. These goals include talking about film, literature, music, family and foreign travel. Several Spanish examples are presented with parallel English translations. Process writing sections in the second lesson of each unit guide students through the steps of writing in such modes as description, contrast by analogy, poetry and short story. This section draws from readings and discussions of literary devices presented in the unit's lessons. Writing strategies are presented concisely along with structural exercises that review grammar essential for the mode in which students are writing. These exercises are designed to be completed in pairs before students revise the first draft of a writing task.

Pre- and post viewing activities are included in the first and third lesson of each unit to accompany video clips about prominent Hispanics. Detailed grammar explanations appear in the appendix along with practice exercises in formats such as guided sentence writing, fill-in-the-blanks and paragraph completion. Structured activities in the grammar manual reinforce the vocabulary and cultural content of the corresponding lesson as well as the structural information found in this appendix. The format of exercises in the grammar manual is largely sentence/ paragraph completion or transformation and fill-in-the-blanks. The grammar manual contains the same material as in the "Mundo 21" edition for non-native speakers, but it is supplemented by special notes for bilinguals that compare Spanish and English structures. Contrastive examples are given in Spanish and English.

[Find](#) this textbook on Amazon.

Mundo 21, Instructor's Resource Manual, Second Edition

0395964695

2001

Houghton Mifflin Company

Samaniego, Fabián A.; Rojas, Nelson; Ohara, Maricarmen; Alarcón, Francisco X.

Teacher's Manual

College 13-16

Reading, Writing, Speaking

Native/Heritage Spanish Speakers

This resource manual supplements "Mundo 21: Edición Alternativa" (ISBN: 0-395-96466-0) and also comes with a cassette tape entitled "Instructor's Testing Program Cassette Tape." The manual follows the text lesson by lesson and offers suggestions, written in English if they target non-native speakers, in Spanish if they target heritage speakers, on approaches to the activities included in the text as well as supplementary activities that can draw upon outside resources and the experiences of heritage speakers in mixed classrooms. The manual is divided into general teaching suggestions, course planning and syllabus outline, and lesson-by-lesson teaching suggestions. Also included in the manual are an answer key for the textbook's grammar manual, scripts for the video and audio components of the "Mundo 21" program, and a testing program for heritage speakers.

[Find](#) this teacher's manual on Amazon.

Music that Teaches Spanish, ¡Más música que enseña español!

0-9650980

1996

Dolo Publications, Inc.

Lozano, Patti

CD

Cassette tapes

Elementary PreK-2 Elementary 3-5 Secondary 6-8 Middle school 6-8

Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This is a songbook that is a teacher's guide of reproducible sheet music and activity pages along with a CD of 15 original songs and music. It follows the songbook "Music that Teaches Spanish" (ISBN: 0-9650980-1) in the Dolo songbook series. The goals of the material are to expand basic vocabulary and review basic grammar points in song. All songs and sheet music are presented in Spanish and each focuses on a basic vocabulary theme or structure. Themes include buildings in a city, rooms in a house, superlative adjectives, directions, topography, and commands.

The book has suggestions for activities to motivate students and practice targeted vocabulary and structures. Activities are interactive, several involving Total Physical Response (TPR), and include drawing, charades, creating/completing a story, concentration and pair/group discussion. All directions on reproducible activity pages are in English. Rules of Spanish pronunciation and a Spanish-English glossary are included at the end of the book.

[Click here](#) to read details and purchasing information from the publisher's Web site.

[An activity book](#) is also available through the Teacher's Discovery resource online center.

Nosotros y nuestro mundo, Spanish for Spanish Speakers 1

0-02-641290-X

2004

McGraw-Hill/Glencoe

Schmitt, Conrad J.

Textbook

Secondary 9-12

Reading, Writing, Listening, Speaking

Native/Heritage Spanish Speakers

This foundational textbook is designed for native-speaking high school students with some prior study of Spanish. Using a thematic approach, the book seeks to develop the four language skills.

The text is divided into 14 thematic chapters, the last two of which are repeated in the second textbook in this series. Each chapter opens with a thematic reading; themes include geography, literature, taxes, climate and weather, and ecology. Supporting activities offer task-based, cross-disciplinary use of Spanish to, for example, discuss different value systems, prepare a budget, and describe the vitamin content of a typical diet. Other supporting exercises check comprehension of the content of a reading and offer vocabulary building activities.

Grammar explanations are supported by examples and brief practice exercises. There are also sections devoted to regionalisms and vulgarisms as well as spelling and punctuation. Grammar exercises are most often sentential-level and presented in formats such as fill-in-the-blanks, sentence transformation and original sentence generation. Lists of words are provided for spelling practice and formats include error correction, syllabification and accentuation activities.

Cultural reading selections relate in some way to the opening reading; topics featured include Simón Bolívar, holidays, biographies of contemporary Hispanics and Hispanic ethnic groups. Readings are followed by structured comprehension exercises as well as interactive, cooperative activities such as drawing a map, expressing and defending an opinion, analyzing a metaphor, and creating a menu of ethnic foods.

Literary selections are authentic and include legend, poetry, short stories and excerpts from longer works. Readings are introduced through biographical sketches of their authors. Post reading questions facilitate analysis and interpretation of the text and activity formats include rewriting a poem in prose, making inferences and drawing a figurative or abstract illustration for a reading selection. Structured comprehension questions and vocabulary-building activities accompany some reading selections as well.

Synthesizing activities, many of which are interactive, relate cultural or linguistic content of a chapter to students' own experience and include dramatizing an adventure from Don Quijote, writing a formal letter to suggest steps to solve an environmental problem, composing and presenting an original poem, and debating the fairness of professional athletes' salaries. Chapters also include articles and advertisements from Spanish language newspapers and magazines for recreational reading.

[Find](#) the book on Amazon.

Nosotros y nuestro mundo, Spanish for Spanish Speakers 2 [Teacher's Edition]

0-02-6415739

2000

Glencoe/McGraw-Hill

Schmitt, Conrad J.; Woodford E. Protase

Textbook

Secondary 9-12

Reading, Writing, Listening, Speaking

Native/Heritage Spanish Speakers

This foundational textbook is designed to guide teachers with native-speaking high school students with prior formal study of Spanish. Using a thematic approach, the text seeks to develop students' language skills.

The text is divided into 14 thematic chapters, the first two of which are the same as the last chapters in the first textbook in this series. Each chapter opens with a thematic reading; themes include government and politics, health, Latin America, marketing and anthropology. Supporting activities offer task-based, cross-disciplinary use of Spanish to, for example, describe the vitamin content of one's typical diet, create a persuasive ad, and discuss the financial options for an aspiring medical student. Other supporting exercises check comprehension of the content of a reading and offer vocabulary-building activities.

Brief grammar explanations are presented in academic terminology and are supported by examples and brief practice exercises. Exercises are most often sentential-level and presented in formats such as fill-in-the-blanks, sentence transformation and original sentence generation. There are also sections devoted to regionalisms, vulgarisms and English influence on Spanish.

Cultural reading selections relate in some way to the opening reading; topics featured include food, communication, celebrations and Hispanic traditions. Readings are followed by interactive, cooperative activities such as preparing a recipe, generating a list of familiar customs, writing a persuasive letter, and researching the history of particular Hispanic names.

Literary selections are authentic and include legend, poetry, short stories and excerpts from longer works. Readings are introduced through biographical sketches of their authors. Post-reading questions facilitate analysis and interpretation of the text and activity formats include analyzing the writer's tone, making inferences and identifying examples of metaphor and simile. Structured comprehension questions and vocabulary-building activities accompany some reading selections.

Synthesizing activities, many of which are interactive, relate cultural or linguistic content of a chapter to students' own experience and include describing ethnic foods that students like, preparing an oral presentation about a favorite trip, conducting interviews to discover how different cultures celebrate the New Year, and discussing cultural rejection. Chapters also include articles and advertisements from Spanish language newspapers and magazines for recreational reading.

[Find](#) this textbook on Amazon.

Nuestro Mundo, Curso para hispanohablantes

9780618085897

2006

McDougal Littell

Samaniego, Fabián

Textbook

College 13-16

Reading, Writing, Speaking

Native/Heritage Spanish Speakers

This foundational intermediate college text has an accompanying workbook (ISBN: 978-0669434453) and a text-specific Website <www.mcdougallittell.com> with resources for students and instructors. The book is almost identical to "Mundo 21, Edición alternativa" (ISBN: 0-395-96466-0), which is intended for heritage speakers and for courses conducted in Spanish. "Nuestro Mundo" is also intended for heritage speakers and for courses conducted in Spanish; the text, including the grammar manual at the end of the book, is written entirely in Spanish.

The goals of "Nuestro Mundo" are to expand students' historical and cultural knowledge, improve critical thinking and oral and written communication skills and refine grammar. The book uses a content-based approach and provides learner-centered activities in which students interact in pairs and groups. The text is divided into 8 units of 3 lessons each. Each lesson focuses on a particular Hispanic group (Chicanos, Puerto Rican Americans, Cuban Americans) or a Spanish-speaking country and opens with an historical and cultural overview of the group or region in focus. Closed- and open-ended questions follow the overview to check comprehension and relate the information to students' experiences. Open-ended questions involve higher order thinking skills as students hypothesize, make inferences and defend opinions in pairs or groups.

Important figures from each group or country are highlighted in short biographies and literary figures' writing is incorporated as the lessons' primary readings. These readings are preceded by activities to prepare students for the reading as well as brief biographical sketches of the authors. Readings are authentic and vary in length from 300 to 1500 words; vocabulary is academic with inclusion of idiomatic expressions. Post reading questionnaires verify comprehension with structured questions about reading content. Open-ended questions facilitate analysis of themes and require critical thinking on the part of students. Various literary devices are discussed after reading selections and supporting activities refer students back to the reading to examine that device in context.

Sections 'Para mejorar la comunicación' present thematic vocabulary essential for meeting particular communicative goals. These goals include talking about film, literature, music, family and foreign travel. Several Spanish examples are presented with parallel English translations. Process writing sections in the second lesson of each unit guide students through the steps of writing in such modes as description, contrast by analogy, poetry and short story. This section draws from readings and discussions of literary devices presented in the unit's lessons. Writing strategies are presented concisely along with structural exercises that review grammar essential for the mode in which students are writing. These exercises are designed to be completed in pairs before students revise the first draft of a writing task.

Pre- and post viewing activities are included in the first and third lesson of each unit to accompany video clips about prominent Hispanics. Detailed grammar explanations appear in the appendix along with practice exercises in formats such as guided sentence writing, fill-in-the-blanks and paragraph completion.

[Find](#) the book on Amazon.

Nuestro Mundo, Curso para hispanohablantes, Cuaderno de actividades

978-0669434453

2006

Great Source Education Group Inc

Samaniego, Fabián; Alarcón, Francisco; Sánchez, Elba; Rojas, Nelson

Workbook

College 13-16

Reading, Writing, Listening

Native/Heritage Spanish Speakers

This SNS workbook accompanies the SNS textbook "Nuestro Mundo, Curso para hispanohablantes" (ISBN: 0-618-08589-0). Each lesson contains a listening and grammar component related to the cultural content of the corresponding lesson in the textbook. Review of accentuation, syllabification and spelling with attention to problems specific to native and heritage speakers is included in the listening component of the lessons. Listening sections also feature biographies of prominent figures from the Spanish-speaking world. True/false questions in the workbook check aural comprehension. Other listening activities contain historical and cultural information and are accompanied by true/false or multiple choice comprehension questions. Dictation serves as the culminating activity for each listening section. A traditional presentation of grammar incorporates activities that are primarily content-based but with some decontextualized, discrete point exercises. Activity formats include error correction, sentence/ paragraph completion, sentence writing according to cues, and expressing opinions. Lessons also feature discussion of colloquial language use and dialect variation, practice with formal and informal correspondence, and reading aloud. The workbook includes an answer key.

[Find](#) this workbook on Amazon.

Nuevas vistas

0030552133

2003

Houghton Mifflin Harcourt

Textbook

Secondary 9-12

Reading, Writing, Listening, Speaking

Both Native/Heritage and Non-Native Spanish Speakers

Designed to meet the needs of heritage speakers, upper-level students, and students preparing for the Advanced Placement Language Exam, *Nuevas vistas* is a student-centered, communicative program for language learning. *Curso uno* and *Curso dos* contain six theme-based collections each that feature a variety of literature and cultural information; along with vocabulary, grammar, speaking, and writing activities based on a theme.

[Find](#) this textbook on Amazon.

Nuevos destinos: Español para hispanohablantes

0-07-059334-5

1999

Elliott, A. Raymond

Textbook

College 13-16

Reading, Writing, Listening, Speaking

Native/Heritage Spanish Speakers

This foundational text is designed for college level heritage speakers who can comprehend and produce Spanish, but who have had little or no formal instruction in the language. Ancillary materials are a workbook, "Manual que acompaña Nuevos Destinos: Español para hispanohablantes" (ISBN: 0-07-027505-X), an audiocassette program, a task-based CD-ROM program, an optional reader, "Voces hispánicas: Historias personales," and an instructor's manual and picture file.

Using a video-based approach, the materials' goals are to expand reading, writing and communication skills as well as to further students' linguistic knowledge of Spanish and to enrich their cultural knowledge. The four-hour video is divided into fifteen 15-minute episodes of an original "telenovela" that tells the story of a family mystery whose investigation is undertaken by a Mexican-American lawyer in Los Angeles and a lawyer in Mexico City.

The text is divided into a preliminary chapter and 15 subsequent chapters that correspond to the episodes of the "telenovela." The first page of each chapter shows a photograph of the episode that will be viewed for that chapter and students guess at the plot of the episode. Introductory communicative activities present the featured theme (e.g., careers, nutrition, women and society, holidays and traditions, etc.) of a chapter. Pre- and post-viewing activities provide short-answer review and comprehension questions as well as vocabulary building activities that include writing definitions of words encountered in the video and using those words in original sentences. Interactive open-ended activities related to the video including roleplay and making inferences are also provided.

A grammar section in each chapter contains one to three grammar presentations, often contrasting Spanish and English structures. Accompanying activities provide form-focused and open-ended exercises; formats include sentence/paragraph completion, conducting an interview with a classmate, explaining the use of a particular structure in context and writing a personal ad. An answer key for form-focused exercises is included as an appendix.

Reading selections provide sociolinguistic as well as cultural information about Hispanic groups in the U.S. or a particular region of the Spanish-speaking world. Readings offer portraits of historic as well as contemporary figures in the arts and sciences. Authentic literary selections appear in some chapters and are accompanied by pre- and post-reading activities. Topics for writing are presented in each chapter and associated activities provide the basis for compositions that are assigned in the manual that supplements the "Nuevos Destinos" text.

In a communicative activity at the end of each chapter students return to what they had anticipated about the "telenovela" episode at the beginning of the chapter and compare with what actually occurred.

[Find](#) this book on Amazon.

Nuevos mundos, Lectura, cultura, y comunicación, Curso de español para estudiantes bilingües

978-0471269250

2004

Wiley

Roca, Ana

Textbook

College 13-16

Reading, Writing, Speaking

Native/Heritage Spanish Speakers

This foundational text is designed for use by intermediate or advanced Hispanic bilingual college students whose dominant language is English, but whose home language is Spanish. It can also be adapted for use by high-intermediate and advanced non-native learners. A supplementary workbook created for bilingual students is available and contains exercises in spelling and grammar and practice with vocabulary topics such as false cognates, Anglicisms and idiomatic expressions. The textbook's homepage <www.wiley.com/college/nuevosmundos> provides links to Websites related to material in the text.

The text is appropriate for a one- or two-semester college course, depending on how much material the instructor selects to cover. The material can be adapted for a content- or theme-based instructional approach and focuses on expanding reading and communication skills.

The book is divided into eight chapters that are subdivided into five sections. Each chapter highlights a particular Hispanic group or a theme such as multicultural heritage, human rights, and women and culture. Each chapter begins with an advance organizer in the form of a multiple-choice questionnaire whose answers are provided at the end of the exercise. The first section of a chapter, "Conversación y cultura" introduces the cultural content of the chapter; a cultural reading of between 500 and 1,000 words is followed by "mesa redonda" questions and topics for small group or pair discussions. A longer, authentic literary text constitutes the second section of a chapter, "Lectura." A variety of literary genres are represented in these sections, including poetry, essays, short stories and journalistic pieces. A brief biography of the author and pre-reading questions introduce a selection. Readings are followed by questions suitable for written or oral commentary and involve higher order thinking skills. Vocabulary in the reading selections is academic and includes idiomatic expressions; passages are accompanied by Spanish-Spanish glosses.

In the third section, "Mundos hispanos," a brief reading features a personality or topic related to the chapter's theme. Communicative activities (written and oral) accompany these readings and often involve use of outside sources such as film or music.

The fourth section, "El arte de ser bilingüe," provides suggestions for further practice of oral and written communication. Activities include debate, roleplay, editorial writing and preparing a CV. The final section of a chapter, "Unos pasos más: fuentes y recursos," presents lists of resources in print and on video to further investigate the theme of that chapter. Suggestions for activities and projects that utilize the resources are provided as well.

The book includes appendices that include a list of dictionaries, cultural and media resources, and Websites in Spanish and English.

[Click here](#) to read details and purchasing information from the publisher's Web site.

Palabra abierta

0-395-90957-0

2001

Houghton Mifflin Company

Colombi, María Cecilia; Pellettieri, Jill L.; Rodríguez, María Isabel

Textbook

Secondary 9-12 College 13-16

Reading, Writing

Both Native/Heritage and Non-Native Spanish Speakers

This foundational text is for advanced, native and non-native speakers in third- or fourth-year college courses or in high school advanced placement language courses. This text is supplemented by a CD-ROM (ISBN: 0-395-92695-5), which comes with the textbook.

The textbook is literature-based and uses reading as a point of departure for writing. The primary instructional goal is to develop academic writing proficiency, and students proceed from "informal interaction" to "academic written expression" in each chapter. The text takes a process approach to writing.

The textbook is divided into 7 theme-based chapters and has an introductory chapter to familiarize students with the text's format. The themes are: relationships, family, society, women and society, magical realism, the Latino experience in the US, and Latino identity.

Reading selections are authentic and cover a variety of genres including essays, interviews, short stories, research papers and articles. The chapters incorporate interactive pre- and post-reading discussion activities with a focus on critical thinking skills. Grammar is addressed functionally, as a means to improve the overall quality of students' writing. Activities (many of which are interactive) that accompany grammar discussions range from text analysis to fill-in-the-blanks. Writing activities lead students through the process of writing in each chapter's target genre. Vocabulary is academic with the inclusion of idioms within the context of strategies that writers use to communicate in a particular register or tone.

The accompanying CD-ROM reproduces the process writing section of each chapter as rich text format (.rtf) files that are compatible with and open in software programs designed for processing text files. Themes for student writings are drawn from the text's reading selections. Several themes are suggested for a chapter's writing task and subsequent questions, pair activities and strategy presentations lead students from brainstorming to free writing, first draft to final copy. Suggestions are given in each chapter for students to keep a "carpeta de escritura" of notes for improvement on future writing tasks. Activities can be completed with or without the CD-ROM.

[Find](#) this textbook on Amazon.

Paso a paso Level 1

0-673-58922-6

2000

Scott Foresman & Co

Met, Myriam; Carol E. Wargin; Sayers S. Richard

Textbook

Secondary 9-12

Reading, Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This foundational textbook is supplemented by a practice workbook (ISBN: 0-673-21681-0), an activity book for native speakers (ISBN: 0-673-21687-X), a Total Physical Response (TPR) story book (ISBN: 0-673-63379-9), a teacher's edition (ISBN: 0-673-58926-9) and Website <www.pasoapaso.com>. It is intended for beginning non-native Spanish learners at the high school level, but may be adapted for use in mixed classes of natives and non-natives. The teacher's edition offers suggestions and additional questioning techniques to provide more of a challenge for native speakers. "Paso a paso" takes a thematic approach to building vocabulary and introducing grammatical structures to novice learners. The text is divided by theme into an introductory unit and 14 chapters. Themes include friendship, school, home, parties and celebrations, and community. Vocabulary is basic and functional and related to the chapters' themes.

Color photographs from Spanish-speaking regions open each chapter and are accompanied by brief cultural explanations and questions that encourage students to compare cultures. The communicative objectives of the chapter are presented on this opening page as well. Both cultural explanations and chapter objectives are written in English.

Labeled illustrations introduce new vocabulary and additional vocabulary needed to meet the chapter's communicative objectives is provided as bilingual word lists. Vocabulary lists often address dialectal variation with provision of synonyms. Pair activities facilitate practicing vocabulary in context. In these activities partners converse by manipulating or rewording a model dialog according to presented cues. Written exercises practice vocabulary in formats such as categorizing new words and responding to short answer questions.

Grammar is presented in context by means of captioned photos or illustrations. Target structures are included in the captions and accompanying questions lead students to compare structures and infer and explain grammar rules from the captions. This grammar in context is supplemented by formal grammar explanations, additional examples and verb paradigms. Communicative grammar exercises related to the chapter's theme follow grammar explanations. Students follow visual and/or written cues to practice the new structure in writing or in conversation with a partner. Additional activities to practice vocabulary and grammar are included as an appendix in the back of the book. These activities do not appear in the 1996 edition of this text, but can be found on and printed from the text-specific Website. Suggestions for activities that synthesize a chapter's grammar points are provided in each chapter. These activities often incorporate some cultural component such as art or geography.

Chapters also include reading activities that are accompanied by presentation of reading strategies and exercises to check comprehension. Exercises involve scanning and skimming techniques to locate specific information as well as closed-ended questions. More open-ended questions facilitate applying what was read in real-life or hypothetical situations. Reading strategies and questions are written in English and reading selections appear in Spanish. Selections are authentic and include advertisements, brochures and brief articles of 100 to 200 words. Writing activities lead students step by step to organize and write in forms that include a review, diary entry and short essay. Topics suggested relate to chapter themes. Included as appendices are verb lists with full conjugations in present and preterit, English-Spanish and Spanish-English glossaries, and supplementary practice and homework exercises.

[Find](#) this textbook on Amazon.

Paso a paso Level 1, Un paso más: Actividades para ampliar tu español

0-673-21687-X

2000

Scott Foresman & Co

Montalvo, María Antonia; Hannum, Thomasina Pagán

Workbook

Secondary 6-8 Secondary 9-12 Middle school 6-8

Reading, Writing

Native/Heritage Spanish Speakers

This activity book supplements the "Paso a paso Level 1" textbook (ISBN: 0-673-58922-6) and is intended for use by native speakers and bilinguals in middle or secondary schools who have had little formal study of Spanish and/or who seek to expand reading and writing skills in Spanish.

The activity book is divided into 14 thematic units that correspond to the textbook's chapters and provides practice for process writing in a variety of formats to include friendly letters, essays, descriptions and poetry. Peer editing is encouraged and space is included for a classmate to write recommendations for improvement of a draft. Reminders are made throughout the activity book to check spelling, written accent placement and correct word usage. Space is provided on the pages of the activity book for students to write two drafts of each assignment and presentation of writing strategies often guides students through the writing process. Structured writing exercises in which students complete graphic organizers, identify cause and effect related to a particular topic or respond to short answer questions, for example, are frequently developed into the writing assignment of a chapter. At times assignments build upon such textbook activities as a school schedule or a survey that was completed in class. Student reactions to poems or other writing samples (of not more than 300 words) or photos from the textbook provide a point of departure for some writing assignments. Activities such as creating a poster, tourist brochure or family tree accompany some assignments as well.

[Find](#) information about this publication at this Web site.

Paso a Paso Level 1 Workbook

0-673-21681-0

2000

Scott Foresman & Co

Workbook

Secondary 9-12

Writing

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This workbook supplements the "Paso a paso 1" textbook (ISBN: 0-673-58922-6). It is intended for beginning non-native Spanish learners at the high school level, but may be adapted for use in mixed classes of natives and non-natives. Activities correspond to chapters' communicative goals, vocabulary and grammar topics and offer written reinforcement of material presented in the text. Activity formats include multiple choice, fill-in-the-blank and dialog completion. Illustrations provide visual cues for many vocabulary exercises. Directions are written in English and activities are completed in Spanish. Models are provided for students to follow.

[Find](#) this textbook on Amazon.

Paso a paso Level 2

0-673-58923-4

2000

Scott Foresman & Co

Textbook

Secondary 9-12

Reading, Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This foundational textbook is supplemented by a practice workbook (ISBN: 0-673-21682-9) and a Web site <www.pasoapaso.com>. It is intended for beginning non-native Spanish learners at the high school level, but may be adapted for use in mixed classes of natives and non-natives. "Paso a paso" takes a thematic approach to building vocabulary and introducing grammatical structures to novice learners. The text is divided by theme into 14 chapters. Themes include childhood, leisure activities, accidents and illness, travel and the future. Vocabulary is basic and functional and related to the chapters' themes.

Color photographs from Spanish-speaking regions open each chapter and are accompanied by brief cultural explanations and questions that encourage students to compare cultures. The communicative objectives of the chapter are presented on this opening page as well. Cultural snippets are written in Spanish and chapter objectives in English.

Labeled illustrations introduce new vocabulary and additional vocabulary needed to meet the chapter's communicative objectives is provided as bilingual word lists. Vocabulary lists often address dialectal variation with provision of synonymous terms used in different countries. Pair activities facilitate practicing vocabulary in context. In these activities partners converse by manipulating or rewording a model dialog according to presented cues. Short-answer questions (mostly closed-ended) provide written practice of new vocabulary.

A "Perspectiva cultural" section provides a cultural reading of approximately 200 words that relates to the chapter's theme and vocabulary. Explanations of customs and ways of life are followed by questions that ask students to compare their experience with that of people in Spanish-speaking countries. The text-specific Website offers activities and links to sites that are relevant to the cultural content of these sections.

Grammar is introduced in context by means of captioned photos or illustrations. Target structures are included in the captions and accompanying questions lead students to compare structures and infer and explain grammar rules from the captions. This grammar in context is supplemented by formal grammar explanations, additional examples and verb paradigms. Communicative grammar exercises related to the chapter's theme follow grammar explanations. Students follow visual and/or written cues to practice the new structure in writing or in conversation with a partner. Additional activities to practice vocabulary and grammar are included as an appendix in the back of the book. These activities do not appear in the 1996 edition of this text, but can be found on and printed from the text-specific Website. Suggestions for activities that synthesize a chapter's grammar points are provided in each chapter. These activities often incorporate some cultural component such as art or geography.

Chapters also include reading activities that are accompanied by presentation of reading strategies and exercises to check comprehension. Exercises involve scanning and skimming techniques to locate specific information as well as closed-ended questions. More open-ended questions facilitate applying what was read in real-life or hypothetical situations. Reading strategies and questions are written in English and reading selections appear in Spanish. Selections are authentic and include advertisements, poems and brief articles of 100 to 200 words. Writing activities lead students step by step to organize and write in forms that include a tourist guide, letter and short essay. Topics suggested relate to chapter themes. Included as appendices are verb lists with full conjugations in all of the tenses presented in the text, English-Spanish and Spanish-English glossaries, and supplementary practice and homework exercises.

[Find](#) this textbook on Amazon.

Paso a paso Level 2, Un paso más: Actividades para ampliar tu Español

0-673-21688-8

2000

Scott Foresman & Co

Montalvo, María Antonia; Hannum, Thomasina Pagán

Workbook

Secondary 6-8 Secondary 9-12 Middle school 6-8

Reading, Writing

Native/Heritage Spanish Speakers

This activity book supplements the "Paso a paso Level 2" textbook (ISBN: 0-673-58923-4) and is intended for use by native speakers and bilinguals in middle or secondary schools who have had little formal study of Spanish and/or who seek to expand reading and writing skills in Spanish.

The activity book is divided into 14 thematic units that correspond to the textbook's chapters and provides practice for process writing in a variety of formats to include friendly letters, compositions, and descriptions of personal experiences. Peer editing is encouraged and reminders are made throughout the activity book to check spelling, written accent placement and correct word usage as drafts are revised. Space is provided on the pages of the activity book for students to write two drafts of each assignment and presentation of writing strategies often guides students through the writing process. Structured writing exercises where students complete graphic organizers, identify cause and effect related to a particular topic or respond to short answer questions, for example, are frequently developed into the writing assignment of a chapter. At times assignments build upon textbook activities. Student reactions to poems or cultural reading passages provide the basis for some writing assignments. Activities such as drawing an illustration, creating a photo portfolio or brochure accompany some assignments as well.

[Find](#) information about this publication at this Web site.

Paso a paso Level 2 Workbook

0-673-21682-9

2000

Scott Foreman & Co

Workbook

Secondary 9-12

Writing

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This workbook supplements the "Paso a paso 2" textbook (ISBN: 0-673-58923-4). It is intended for beginning non-native Spanish learners at the high school level, but may be adapted for use in mixed classes of natives and non-natives. Activities correspond to chapters' communicative goals, vocabulary and grammar topics and offer written reinforcement of material presented in the text. Activity formats include short answer questions, fill-in-the-blank and dialog creation/completion. Illustrations provide visual cues for many vocabulary exercises. Directions are written in English and activities are completed in Spanish. Models are provided for students to follow.

[Find](#) this on Amazon.

Paso a Paso Level 3

0-673-58924-2

2000

Scott Foresman & Co

Met, Myriam; Sayers, S. Richard; Wargin, E. Carol

Textbook

Secondary 9-12

Reading, Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This foundational textbook is supplemented by a practice workbook (ISBN: 0-673-21683-7) and Web site <www.pasoapaso.com>. It is intended for beginning non-native Spanish learners at the high school level, but may be adapted for use in mixed classes of natives and non-natives. A teacher's edition (ISBN: 0-673-58927-7) offers suggestions and questioning techniques to challenge native speakers in mixed classes.

"Paso a paso" takes a thematic approach to building vocabulary and introducing grammatical structures to novice learners. The text is divided by theme into 12 chapters. Themes include identity, the Mayan civilization, technology and communication, work and learning other languages. Vocabulary is academic and functional and related to the chapters' themes. At the beginning of the book are reprints of pages from "Pasodoble," a scholastic magazine that supplements the "Paso a paso" text series.

Color photographs from Spanish-speaking regions open each chapter and are accompanied by brief cultural explanations and questions that encourage students to compare cultures. The communicative objectives of the chapter are presented on the opening page as well. Cultural snippets and chapter objectives are written in Spanish.

Labeled illustrations introduce new vocabulary and additional vocabulary needed to meet the chapter's communicative objectives is provided as bilingual word lists. Vocabulary lists often address dialectal variation with provision of synonymous terms used in different countries. Pair activities facilitate practicing vocabulary in context. In these activities partners converse by rewording a model dialog according to cues that are presented. Short answer questions provide written practice of new vocabulary. Many questions are open-ended to allow for student creativity.

A "Tema para investigar" section provides a cultural reading of approximately 200 words that relates to the chapter's theme and vocabulary. Explanations of customs and ways of life are followed by comprehension questions and questions that ask students to compare their experience with that of people in Spanish-speaking countries. The text-specific Web site offers activities and links to sites that are relevant to the cultural content of these sections. Each chapter also includes an "álbum cultural" of captioned photographs that provide further opportunities for students to compare their experience with that of people from other cultures.

Grammar is introduced in context by means of captioned photos or illustrations. Target structures are included in the captions and accompanying questions lead students to compare structures and infer and explain grammar rules from the captions. This grammar in context is supplemented by formal grammar explanations, additional examples and verb paradigms. Communicative grammar exercises related to the chapter's theme follow grammar explanations. Students follow visual and/or written cues to practice the new structure in writing or in conversation with a partner. Additional activities to practice vocabulary and grammar are included as an appendix in the back of the book. These activities do not appear in the 1996 edition of this text, but can be found on and printed from the text-specific Website.

Suggestions for activities that synthesize a chapter's grammar points are provided in each chapter. These activities often incorporate some cultural component such as art or geography.

Chapters also include reading activities that are accompanied by presentation of reading strategies and exercises to check comprehension. Open-ended questions facilitate applying what was read in real-life or hypothetical situations. Activities such as making a poster and creating a radio ad are suggested to further extend the theme of a reading. Selections are authentic and include interviews, horoscopes and brief

articles. Length of the readings is approximately 500 words.

Writing activities lead students step by step to organize and write in forms that include an opinion article, an anti-violence policy and a brochure. Topics suggested relate to chapter themes.

Included as appendices are verb lists with full conjugations of all tenses, English-Spanish and Spanish-English glossaries, supplementary practice and homework exercises, and a cumulative exam of the vocabulary and grammar content of the text.

[Find](#) this textbook on Amazon.

Paso a paso Level 3 Workbook

0-673-21683-7

1997

Pearson Prentice Hall

Longman Addison Wesley

Workbook

Secondary 9-12

Writing

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This workbook supplements the "Paso a paso 3" textbook (ISBN: 0-673-58924-2). It is intended for beginning non-native Spanish learners at the high school level, but may be adapted for use in mixed classes of natives and non-natives. Activities correspond to chapters' communicative goals, vocabulary and grammar topics and offer written reinforcement of material presented in the text. Activity formats include short answer questions, fill-in-the-blank and dialog creation/completion. Illustrations provide visual cues for many vocabulary exercises. Directions are written in Spanish and activities are completed in Spanish. Models are provided for students to follow.

Prentice Hall School Group has a Website for the "Paso a paso" series:

<<http://www.phschool.com/atschool/paso/>>. The Website gives further information about the contents of the books chapter by chapter. For further information on the "Paso a paso" series of textbooks for non-native speakers, which has supplements for native speakers, go to the Prentice Hall School Website:

<<http://www.phschool.com/catalog/index.cfm>>and use the pull-down menu to select "Spanish" next to "Foreign Languages". Click on "Paso a paso" to find complete listings and descriptions of items in this series.

[Find](#) this workbook on Amazon.

Perspectivas culturales de hispanoamérica, Second edition

0-8442-7203-5

1989

McGraw-Hill Humanities

Kattán-Ibarra, Juan

Reader

College 13-16

Reading

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This reader is written for nonnative students, but can be adapted for native speakers as well. The goals of the reader are to develop reading, speaking and writing skills and to provide a survey of Hispanic American civilization from pre-Columbian cultures to the 1980's. The book's eight chapters are divided into two parts. The first covers geography, pre-Columbian cultures, Spanish conquest and colonization through the independence movement. Part II traces history from the early 20th century to the 1980's and includes discussion of arts and literature, economic problems and development, ethnic groups and politics. Themes such as the role of the Catholic Church, dialectal variation, women and youth in society and mass media are also addressed. Vocabulary is academic and readings, which were written by the author, average 7,000 words in length; they are sub-headed to facilitate dividing of the reading. Each selection is accompanied by black and white photos and followed by a Spanish-English glossary as well as many structured comprehension questions. Several topics are suggested for composition and discussion or debate related to the content of a chapter's reading. Students' own knowledge and experience is often drawn into a writing or discussion activity. Exercises review grammar that it is assumed students have learned elsewhere and provide contextualized practice of grammatical structures that appear in the readings. Exercise formats include sentence/paragraph completion, matching, and text transformation.

[Find](#) this reader on Amazon.

Punto y aparte, Spanish in Review, Moving toward Fluency, 3rd edition

0073254991

2005

McGraw-Hill

Sharon Foerster; Anne Lambright

Textbook

College 13-16

Reading, Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This foundational textbook is supplemented by a text-specific video, a preview copy of which may be requested through McGraw Hill Higher Education representatives. Other ancillary materials are a workbook/laboratory manual, an audio program and an instructor's manual. Contact a McGraw-Hill representative for more details regarding these materials.

The textbook is written for non-native, intermediate-level (second-year) university students, adaptable for use by native speakers, and seeks to improve proficiency by expanding vocabulary and increasing grammatical accuracy. Its instructional approach is based on the idea of task repetition; the seven communicative tasks recycled throughout the text are describing, comparing, reacting and recommending, narrating in the past, expressing likes and dislikes, hypothesizing, and talking about the future. Vocabulary and grammar are presented in the context of support for achieving these communicative functions.

The book consists of a preliminary unit and six theme-based chapters, each of which also features one of the following regions of the Spanish-speaking world: Spain, the Caribbean, Mexico, the Southern Cone of South America, the Andes region and Central America. The preliminary unit introduces five friends whose lives are revisited throughout the book as they meet at an Austin, TX coffee shop. Each subsequent chapter contains an opening page that serves as an advance organizer for the chapter theme. Communicative goals for that chapter are also listed. The theme is presented in context by means of dialog between and among the five friends. Activities follow to check comprehension with structured questions and to extend discussion of the theme orally or in writing. Open-ended activity formats include sentence completion, continuing the dialog, rewording a conversation and role play.

Vocabulary related to the chapter theme is presented in semantically grouped, bilingual wordlists. Lexical exercises reinforce new vocabulary and formats of such activities include word classification, sentence transformation and creating original contexts for new words. Additional open-ended, interactive tasks connect new vocabulary to the five friends and often require use of critical thinking skills.

Communicative activities are labeled according to which of the seven recycled tasks they involve. These activities are accompanied by additional vocabulary 'Para conversar mejor' and draw students' own experience into discussion of the chapter theme. Many of these activities practice and reinforce specific structures as they involve task-essential vocabulary such as connecting words and relative pronouns.

The cultural content of each chapter is associated with the region in focus and is presented in the form of 'Notas culturales,' biographical sketches of political figures and Hispanic artists, and passages that relate some aspect of the featured region to the U.S. Individual readings are approximately 250 words in length and average four per chapter. Vocabulary is academic with inclusion of idiomatic expressions. Cultural readings are supported by structured comprehension questions and/or open-ended discussion questions.

The main grammar point, or 'Punto clave' of a chapter is briefly introduced within the chapter and students are referred to the book's appendices for further study and explanation. Explanations are written in English and supported by examples. Discrete point exercises reinforce each grammar explanation and answers to these exercises are provided in a separate appendix. Exercise formats include fill-in-the-blanks, matching, multiple choice and following cues to write sentences. More interactive, contextualized activities to reinforce grammar points are included in the chapters in formats such as dialog completion, expressing opinions, writing and presenting a radio ad, and making comparisons.

The principal reading of each chapter is connected in some way to the region in focus or to the chapter theme. Readings are authentic, range in length and represent such formats as articles, literary excerpts and short story. Readings are preceded by advance organizer questions to generate conversation on the topic of the reading. Readings are glossed with provision of English translations of words and phrases. Post-reading comprehension questions follow true/false, short answer formats. Longer readings are divided, with structured 'A verificar' questions to check comprehension as students complete each section of a selection. Open-ended activities facilitate interaction and extension of the theme of a reading in formats such as hypothesizing in pairs, expressing opinions and dialog invention.

Writing tasks are presented in three parts: brainstorming, first draft and final copy. Suggested topics are related to the theme of a chapter. Speaking tasks encourage students to prepare note cards of vocabulary required to comment on the chapter theme and/or discuss it with classmates. Suggested discussion topics are labeled according to which of the seven communicative functions they involve.

Included as appendices are detailed grammatical explanations, verb charts, answers to grammar exercises, and a Spanish-English glossary.

[Find](#) this textbook on Amazon.

Repaso, A Complete Review Workbook for Grammar, Communication, and Culture

0844274127

2001

Glencoe/McGraw-Hill

Workbook

Secondary 9-12

Reading, Writing, Grammar review

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This review workbook is written for non-native learners of Spanish at the intermediate to advanced levels. It contains 28 grammar lessons and 7 culture lessons. It is grammar-based and seeks to improve grammar and fluency as well as to prepare students for comprehensive exams and competitions.

Grammar explanations are written in English with supporting vocabulary lists, verb paradigms and examples presented in bilingual pairs. Writing exercises reinforce explanations in formats such as fill-in-the-blanks, sentence transformation, translation, matching, and sentence generation. Directions are given in Spanish and all exercises are completed in Spanish. Some activities are task-based and allow for interaction and oral communication.

'Notas culturales' are included throughout the grammar lessons. They are written in Spanish and vocabulary related to the lesson appears in boldface. Seven culture lessons provide text (in Spanish) regarding the history of the Spanish language and the geography, history and literature of Spanish-speaking countries. Supporting exercises follow multiple-choice, matching and fill-in-the-blanks formats.

A final exam is provided with sections presented in formats such as sentence completion, sentence transformation and fill-in-the-blanks. Answers are not included.

[Find](#) this book on Amazon.

¿Sabías qué...?, 5th edition

0073513164

2007

McGraw-Hill

Bill Van Patten, James F. Lee, Terry L. Ballman, James Lee

Textbook

College 13-16

Reading, Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This foundational textbook comes with an accompanying "Student Audio CD" and is supplemented by a set of two activity manuals (also available in an electronic version), a video, a CD-ROM, an Instructor's Manual, and a Website <www.spanish.mhhe.com>. Icons appear throughout the book to signal activities that integrate multimedia components. An electronic language tutor is also available on floppy disk. The text is designed for beginning, non-native college students, but can be adapted for use with native speakers. It uses an interactive, information-based approach to develop communicative proficiency in the four language skills.

The book is divided into a preliminary lesson and six units of three lessons each. Each unit presents a theme and aspects of that theme are explored in each of a unit's three lessons. Lesson sub-themes include leisure activities, family, food, emotions, abuse and the future.

The opening page of a lesson presents its objectives and an advance organizer of the cultural content of the lesson. Reference is also made to the culminating "Intercambio" or "Composición" task toward which students will be working throughout the lesson. Following the opening page are presentations of the vocabulary and grammar that students will need to complete the lesson's communicative tasks. Vocabulary is presented through labeled or captioned illustrations with bilingual word lists for additional functional vocabulary. Grammar explanations are brief and written in English; verb paradigms and examples are provided also. Communicative activities accompany both vocabulary and grammar presentations and facilitate practicing of new words and structures in a real-world context. Exercises are interactive and frequently formatted as information exchange activities. Directions for activities early in the text are written in English and transition is made to all Spanish as students progress through the lessons.

Additional open-ended activities related to lesson themes offer questions, observations and situations to generate pair, small group or whole-class discussion.

Reading selections (included in every third lesson) are authentic materials such as magazine and newspaper articles of approximately 400 words. Selections have been edited for length, but language has not been simplified. Pre- and post-reading activities and presentation of reading strategies support selections. Pre-reading exercises include making predictions and previewing new vocabulary. Post-reading activities include scanning to locate specific information, verifying predictions, identifying main ideas and supporting detail (in later readings). Some post-reading activities focus on synthesis and formats include completing information grids, writing outlines, creating semantic maps and composing essays. Students are occasionally referred back to a reading to examine language structures, organization of the text, the author's intention, etc. Other post-reading activities serve to expand upon the content or theme of a reading. Formats of such activities include survey, information sharing and open-ended questions.

Cultural vignettes appear throughout lessons and provide information about Hispanic cultures. Activities accompany these sections and some snippets are recorded on the student audiotape or CD. Culturally related World Wide Web links are also provided in these sections.

Culminating "Intercambio" and "Composición" tasks provide real-world application of lesson vocabulary and grammar. "Intercambio" activities are designed to be carried out in pairs or in small groups. "Composición" sections, which appear approximately every third lesson, are guided writing tasks that include brainstorming, organization of ideas, creating a first draft, editing and writing a final version.

Each lesson concludes with a "Vistazos" section that includes two activities: an authentic literary excerpt and an interview with a native speaker of Spanish. These activities integrate multimedia components, with both recorded on the student audiotape or CD and the interviews appearing on the videotape. The CD-ROM contains interactive activities connected to the literary excerpts. Such activities involve history, geographical, biographical and cultural information.

[Find](#) this textbook on Amazon.

Santitos

0-553-06098-8

1999

New Media Spanish Language

Escandón, Maria Amparo

Reader

Secondary 9-12

Reading

Both Native/Heritage and Non-Native Spanish Speakers

This novel is the story of the journey, both literal and of spiritual self-discovery, of Esperanza Díaz, a young widow in search of her daughter, who has disappeared. She is compelled by San Judas Tadeo to travel from a small tropical town in Mexico to the sexual underworld of the United States, and along the way the protagonist struggles with her faith. A work of magical realism, this novel brings together the miraculous and the mundane. Vocabulary is academic with idiomatic expressions. Neither instructional materials nor activities are provided.

[Find](#) this novel on Amazon.

Selecciones literarias: Bronze

0-13-418047-X

1997

Prentice Hall

Kiraithe-Córdova, Jacqueline

Reader

Secondary 6-8 Middle school 6-8

Critical thinking, Reading

Native/Heritage Spanish Speakers

This reader for native-speaking middle school students uses a thematic, literature-based approach to improve reading and critical thinking skills. The material focuses on determining main ideas and summarizing as well as using inference and other higher order thinking skills. Reading strategies are presented explicitly in Spanish to facilitate comprehension of and interaction with authentic literary selections and excerpts. All writing is in Spanish.

Readings are divided by theme into five units and six to eight reading selections (in both poetry and prose) of varying length comprise each unit; unit themes include the self, problem solving and communication. Readings are accompanied by illustrations or photographs as well as by brief biographical information about the writers. Authors represented include Horacio Quiroga, Federico García Lorca, Gabriela Mistral and Gloria Fuertes. Vocabulary is academic with some use of idiomatic expressions. Marginal glosses are provided in Spanish and a short Spanish- Spanish glossary is also included as an appendix.

Unit introductions contain advance organizer activities for individuals or small groups to complete. Activities include writing journal entries, creating a poster and group discussions. Being an "active reader" is emphasized throughout the book and activities are included to encourage dynamic interaction with readings. Such activities include creating graphic organizers to explain the theme of a reading and completing a chart to compare particular elements of a unit's reading selections. Questions that can be answered orally or in writing are provided for two or three readings at a time to facilitate analysis and synthesis of those readings; ideas for writing assignments and projects are also presented.

At the end of each unit are suggestions for larger scale projects that extend the units' themes. Projects suggested include designing a class plan for conflict resolution, creating a board game, writing movie reviews and designing a multicultural mural.

This reader may also be purchased in paperback (ISBN:0-13-052394-1). There is also a "Bronze Teacher's Manual" (ISBN: 0134180704)

[Find](#) this book on Amazon.

Selecciones literarias: Copper

0-13-418039-9

1997

Globe Fearon

Kiraithe-Córdova, Jacqueline

Reader

Middle school 6-8 (ages 9-12)

Reading, Critical thinking

Native/Heritage Spanish Speakers

This reader for native-speaking, middle school students uses a thematic, literature-based approach to improve reading and critical thinking skills. The material focuses on determining main ideas and summarizing as well as using inference and other higher order thinking skills. Reading strategies are presented explicitly in Spanish to facilitate comprehension of and interaction with authentic literary selections and excerpts. All writing is in Spanish.

Readings are divided by theme into five units. Six to eight reading selections (in both poetry and prose) of varying length comprise each unit; unit themes include the self, conflict and resolution, and the imagination. Readings are accompanied by illustrations or photographs and brief biographical information about the writers. Authors represented include Sandra Cisneros, Juan Ramón Jiménez, Gabriela Mistral and Gustavo Roldán. Vocabulary is academic with some use of idiomatic expressions. Marginal glosses are provided in Spanish and a short glossary is also included as an appendix.

Unit introductions contain advance organizer activities for individuals or small groups to complete. Activities include dramatization, creating a mural, designing a bookmark, and creating, discussing and prioritizing a list of real-life situations. Being an "active reader" is emphasized throughout the book and activities are included to encourage dynamic interaction with readings. Such activities include creating graphic organizers to summarize a reading and completing a chart to compare particular elements of a unit's reading selections. Questions that can be answered orally or in writing are provided for two or three readings at a time to facilitate analysis and synthesis of those readings; ideas for writing assignments and projects are also presented.

At the end of each unit are suggestions for larger scale projects that extend the units' themes. Projects suggested include conducting interviews in the community, creating a photo essay, role play and designing a multimedia presentation. There is also a "Copper Teacher's Manual" (ISBN: 0134180623)

[Find](#) this reader on Amazon.

Selecciones literarias: Silver

0-13-052395-X

2000

Pearson Prentice Hall

Kiraithe-Córdova, Jacqueline

Reader (Spanish Edition)

Middle school 6-8

Reading, Critical thinking

Native/Heritage Spanish Speakers

This reader for native-speaking, middle school students uses a thematic, literature-based approach to improve reading and critical thinking skills. The material focuses on determining main ideas and summarizing as well as using inference and other higher order thinking skills. Reading strategies are presented explicitly in Spanish to facilitate comprehension of and interaction with authentic literary selections and excerpts. All writing is in Spanish.

Readings are divided by theme into five units. Five to seven reading selections (in both poetry and prose) of varying length comprise each unit; unit themes include the North American tapestry, choosing your own path, and change. Readings are accompanied by illustrations or photographs and brief biographical information about the writers. Authors represented include Sandra Cisneros, Pablo Neruda, Pat Mora and César Vallejo. Vocabulary is academic with some use of idiomatic expressions. Marginal glosses are provided in Spanish and a short glossary is also included as an appendix.

Unit introductions contain advance organizer activities for individuals or small groups to complete. Activities include dramatization, debate, designing a poster, and conducting interviews. Being an "active reader" is emphasized throughout the book and activities are included to encourage dynamic interaction with readings. Such activities include creating graphic organizers to summarize a reading and completing a chart to compare particular elements of a unit's reading selections. Questions that can be answered orally or in writing are provided for two or three readings at a time to facilitate analysis and synthesis of those readings; ideas for writing assignments and projects are also presented.

At the end of each unit are suggestions for larger scale projects that extend the units' themes. Projects suggested include researching and presenting findings on a scientific discovery, creating a children's book, putting on a musical and planning an international fair.

This reader is available in both hardcover (ISBN: 0-13-418039-9) and paperback (ISBN: 0-13-052393-3). There is also a "Silver Teacher's Manual" (ISBN: 0134180887)

[Find](#) this reader on Amazon.

Sendas literarias: Level 1, Español compete para hispanohablantes

0-8384-0301-8

2001

Heinle & Heinle Publishers

Walqui-van Lier, Aída; Barraza, Ruth A.; Dellinger, Mary Ann

Textbook

Secondary 9-12

Reading, Writing, Listening, Speaking

Native/Heritage Spanish Speakers

This foundational textbook is written for native-speaking high school students. Using a literature-based approach, the goals of the text are to develop all four language skills as well as expand students' study skills in the areas of critical thinking, summarizing, making inferences, etc. Literature is authentic and includes short stories and legends.

The book consists of five thematic units of five lessons each; unit themes include family, community and the migrant experience. Opening pages of each lesson present an advance organizer in the form of a brief paragraph and related photo. Individual, pair and group pre-reading activities help students prepare for the reading passage in formats such as free writing, sharing personal experiences in groups, making predictions and completing graphic organizers. Reading strategies are presented to facilitate active reading and suggestions are made for students to take notes and graphically represent events and characters in the selection. Structured, closed-ended questions check comprehension and activities to extend comprehension are provided for individual, pair or group completion. Such activities include sharing journal entries in groups, drawing an illustration of a reading, analyzing the tone of a passage, and creating a poster.

Grammar is presented in brief, technical explanations and many grammar rules are deduced through analysis of examples. Practice activities are provided for some grammar points and include identifying parts of speech in a reading passage, paragraph completion, completing verb paradigms and writing original sentences that contain a particular structure.

Writing topics are presented to practice writing in a variety of genres. Tasks include inventing another chapter to a story, writing a persuasive essay, composing a letter from a character's point of view and writing a poem about someone in the student's community. Occasional brief strategies are offered to facilitate the writing process and some writing tasks are presented step-by-step.

Synthesizing activities tie together the content of lesson readings with the broader unit themes. Suggestions are offered for keeping a journal, writing a letter to a character to relate a personal experience, creating a chart to express a set of statistics graphically and creating and illustrating a children's story.

[Find](#) this textbook on Amazon.

[Read a PDF](#) teacher's guide to this textbook.

[A Sendas Literarias 1 Teacher's Resource book](#) is also available.

Sendas literarias: Level 2, Español completo para hispanohablantes

0-8384-0912-1

2001

Pearson Prentice Hall

Walqui-van Lier, Aída; Barraza, Ruth A.; Dellinger, Mary Ann

Textbook

Secondary 9-12

Reading, Writing, Listening, Speaking

Native/Heritage Spanish Speakers

This foundational textbook is written for native-speaking high school students. Using a literature-based approach, the goals of the text are to develop all four language skills as well as expand students' study skills in the areas of critical thinking, summarizing, making inferences, etc. Literature is authentic and includes short stories and novel excerpts.

The book consists of five thematic units of from three to five lessons each; unit themes include social justice, imagination and fantasy, and women's issues. Opening pages of each lesson present an advance organizer in the form of a brief paragraph and related photo. Individual, pair and group pre-reading activities help students prepare for the reading passage in formats such as free writing, conducting interviews, making predictions and completing graphic organizers. Reading strategies are presented to facilitate active reading and suggestions are made for students to graphically represent events and characters in the selection, perform dramatic readings and read out loud in pairs or groups. Structured, closed-ended questions check comprehension and activities to extend comprehension are provided for individual, pair or group completion. Such activities include making inferences, semi-structured interview, generating a cause and effect diagram, and creating a poster.

Grammar is presented in brief, technical explanations and many grammar rules are deduced through analysis of examples. Practice activities are provided for some grammar points and include identifying parts of speech in a reading passage, paragraph transformation, and writing original sentences that contain a particular structure.

Writing topics are presented to practice writing in a variety of genres. Tasks include creating a newspaper ad, writing an interpretive essay, composing a poem and writing a dialog between two authors. Occasional brief strategies are offered to facilitate the writing process and some writing tasks are presented step-by-step.

Synthesizing activities tie together the content of lesson readings with the broader unit themes. Suggestions are offered for creating a guessing game, roleplay, reviewing and rating a unit's stories and creating a social contract.

[Find](#) this textbook on Amazon.

¡Sí se puede!: Un curso transicional para hispanohablantes, 1st Edition

978-0618061365

2007

Heinle

Carreira, María; Geoffrion-Vinci, Michelle.

Textbook

College 13-16

Reading, Writing, Speaking

Native/Heritage Spanish Speakers

¡Sí se puede! begins with words of encouragement to the heritage student explaining the diverse profiles of heritage language students and the objectives of the text. The introductory note clarifies erroneous assumptions about bilinguals and underscores the fact that all heritage students have different skills.

¡Sí se puede! has two primary distinguishing features: its emphasis on linguistic register and its emphasis on cultural diversity among Latinos in the United States. Designed for the college-level heritage speaker who has had little or no formal instruction in the language, *¡Sí se puede!* focuses on providing the student with a variety of communicative contexts in which to utilize the Spanish skills that they already have and to improve on their written skills. The text also capitalizes on the critical thinking skills that the students have most likely developed in English. This text takes as its point of departure the multiple U.S. Latino communities within the United States that embody complex, multifaceted, and non-monolithic Latino identities. Each chapter revolves around one or more these U.S. Latino communities.

The text is divided into ten chapters and is ideal for a two-semester sequence. Each chapter contains four distinct sections: Identidades, Puentes, Herencias, and ¡Sí se puede! The “Identidades” section focuses on discussion and reading activities around a particular U.S. Latino identity. “Puentes” attempts to bridge the gap between students’ grammatical knowledge in English and Spanish. This section focuses on register, grammatical concepts, linguistic phenomena, and writing activities. “Herencias” focuses on the country of origin to the Latino community, notable individuals from this country, and reading activities. Each chapter concludes with the “¡Sí se puede! section that consists of culminating communicative activities that focus on the application and recognition of different registers in Spanish. The text also directs students to an accompanying online resource.

Though this text emphasizes its applicability to Spanish heritage learners with diverse linguistic profiles, it may be most appropriate for advanced beginner, intermediate, and/or advanced Spanish heritage learners.

[Find](#) this textbook on Amazon.

Somos así 1: Materiales para hispanohablantes nativos, En sus marcas A and B

0-8219-1958-X

2000

EMC/Paradigm Publishing

Funston, James; Bonilla V. Alejandro; Sherman D.

Workbook, Reader

Teacher's Manual

Middle School

Reading, Writing, Speaking

Native/Heritage Spanish Speakers

Somos así EN SUS MARCAS A and *Somos así EN SUS MARCAS B* are two new textbooks specifically designed for use in middle schools. Capítulos 1-5 appear in *Somos así EN SUS MARCAS A* for students in their first year of Spanish in middle school; Capítulos 6-10 appear in *Somos así EN SUS MARCAS B* for students in their second year of Spanish in middle school.

Connecting the two middle school textbooks is a Bridge Program, a thematic unit that appears at the beginning of the *Somos así EN SUS MARCAS B* textbook. In this unit, students have the opportunity to experience the language they studied previously in a holistic learning scenario. Vocabulary, functions, and structures that they have previously learned come alive in a new context, a real-life situation that is appropriate and positive for middle school learners.

Organized in the framework of an adventure, the unit focuses on a trip to the Mayan city of Chichén Itzá taken by a team of four middle school students, their teacher, and two special animal friends. Their task is to find the secret of the Mayans.

The Middle School Program includes comprehensive resources to support Book A and Book B. Components, among other, include an annotated teacher's edition, CD-ROM, teacher's resource kit and an oral proficiency evaluation manual, internet resource center, video vignettes, a Spanish reader and materials for native Spanish speakers.

[Click here](#) to read details and purchasing information from the publisher's Web site.

Somos así, En sus marcas

0-8219-1887-7

2000

EMC/Paradigm Publishing

Funston, James/Vargas, Bonilla, Alejandro; Sherman, Daphne

Textbook

Secondary 9-12

Reading, Writing, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This foundational text is appropriate for secondary school beginners. It is written with non-native learners in mind, but includes ideas for teachers to use in mixed classes of native and non-native speakers. Several of the suggestions utilize native speakers as a resource for mixed classes, drawing upon the experiences of native speakers either in their home country or in the Spanish-speaking community. Enrichment for native speakers is the goal of many of the suggested activities; ideas often involve students' doing independent research or writing an essay on a topic of interest related to a lesson. The text does not address the needs specific to language development of native or heritage speakers.

Ancillary materials include a workbook (ISBN: 0-8219-1890-7), a teacher's resource kit with audiocassettes (ISBN: 0-8219-1891-5) or with CDs ISBN: 0-8219-1893-1), an audio program available on CD (ISBN: 0-8219-1903-2) or on audiocassette (ISBN: 0-8219-1902-4), a testing program with audiocassettes (ISBN: 0-8219-1894-X) or with CDs (ISBN: 0-8219-1898-2), a CD-ROM program (ISBN: 0-8219-1904-0 for Mac, 0-8219-1906-7 for IBM), a video program (ISBN: 0-8219-1907-5), overhead transparencies (ISBN: 0-8219-1909-1), a Spanish reader, "La familia Miranda- El viaje a Guatemala" (ISBN: 0-8219-1258-5), an Internet Activities Web site and supplementary materials for native speakers (ISBN: 0-8219-1899-0). The annotated teacher's edition is also available on CD-ROM (ISBN: 0-8219-1966-0).

The "Somos así" series takes a communicative approach with structured activities meant for beginners. It is also standards-based, incorporating activities based on the National Standards: Communication, Cultures, Connections, Comparisons and Communities. Communicative exercises provide for working in pairs and small groups; these activities allow students to create with the language. Other activities encourage the integration of technology, frequently listing Web sites that students may visit to expand on material presented in the text. Many activities are grammar-based to practice new structures by means of fill-in-the-blanks, pattern drills and sentence formation and completion. Most directions and some questions for exercises are written in English, and at the beginning of the book activities are often structured for students to respond in English. Use of Spanish in both directions and in expected responses increases as students progress through the book. The teacher's edition provides supplementary activities that take into account multiple intelligences and students with special needs.

The text is divided into 10 chapters of two lessons each. Sections of the lessons focus on communicative goals, culture, grammar, reading and writing. A brief illustrated paragraph or dialog presents the theme of each chapter with related vocabulary and is followed by comprehension questions and questions that relate the theme to students' own experience.

Grammar points are presented in English and each new structure's explanation is accompanied by several reinforcement exercises. Brief reviews within grammar sections periodically recycle structures presented previously and connect them to new material.

The cultural component of each lesson focuses on a particular Spanish-speaking country and seeks to relate some aspect of that culture to the language component of the lesson. Up to four cultural vignettes are presented in English (with some Spanish vocabulary) in each lesson. Follow-up activities are often completed in Spanish. A reading in Spanish of approximately 150-200 words appears at the end of each chapter but the first. The content of many of these readings is cultural while others are more loosely connected to the culture highlighted in the lessons of a chapter. Spanish readings are written with the instructional goals of the chapter in mind. One authentic selection, however, is an excerpt of a poem with parallel text in English.

Reading selections are preceded by related vocabulary lists and a presentation of reading strategies. They are followed by questions that check comprehension of a reading; such questions can be answered by scanning the passage. Other questions relate the topic to students' experiences.

Each chapter concludes with a guided writing activity. Strategies and a topic are presented in English and are followed by focus questions, ideas for representing ideas schematically, key words and phrases to include in the essay, suggestions for enhancing the essay with art.

[Click here](#) to read details and purchasing information from the publisher's Web site.

Somos así: Materiales para hispanos hablantes natives, listos, level 2

0-8219-1913-X

2000

EMC/Paradigm Publishing

Cunningham, D.; Funston, J.; McClendon, J.

Workbook, Reader

Teacher's Manual

Secondary 9-12

Reading, Writing, Speaking

Native/Heritage Spanish Speakers

This set of materials supplements the "Somos así, Listos" text (ISBN: 0-8219-1914-8) for non-native high school students at an intermediate level. The set includes an activity book for native speakers, a teacher's guide, and a reader, "El carnaval" by Francisco García Pavón. The activity book contains three or four activities for each of the textbook's 20 lessons.

The first activity presented for each of the lessons in the textbook is 'Así es mi vida,' a brief free writing exercise guided by questions that relate the theme of the textbook lesson to students' personal experiences. The second activity, 'A escribir,' is a writing topic that incorporates lesson vocabulary or grammar in the context of one or two paragraphs. Students are referred to pages of the textbook for required vocabulary lists or appropriate grammatical structures. The third activity, 'El Museo,' provides a topic for an oral report, the creation of a poster, or a roleplay, etc., that relates to the Spanish speaking country or region featured in that lesson of the text. It is often suggested that students do independent research as they complete the project. The fourth activity, 'Juegos,' is included in most but not all lessons. It consists of a crossword puzzle or word-search to practice the lesson's vocabulary. Answers to these puzzles are provided in the teacher's guide.

Even numbered lessons include an excerpt from "El Carnaval" (approximately 200 words in length) and these excerpts are followed by three structured comprehension questions. Suggestions for related projects are also provided to extend the content of the reading. Projects include roleplay, improving upon an existing invention and interviewing a member of the community.

The activity book includes appendices that provide information regarding how to use the library, lists of strategies for speaking, reading and writing, and eight evaluation forms to be used with the book's activities.

[Click here](#) to read details and purchasing information from the publisher's Web site.

[A textbook program](#), "Somos así, En sus marcas, Listos, Ya!" Is available for those interested.

Somos así, listos, Second Edition, Annotated Teacher's Edition CD

0-8219-1914-8

2000

EMC/Paradigm Publishing

Hoff J. Paul, Arnold, M. Sandra; Sherman, Daphne; Castellanos Rolando

Textbook

Secondary 9-12

Reading, Writing, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This foundational text is appropriate for secondary school students at an intermediate level of Spanish. It is written with non-native learners in mind, but includes ideas for teachers to use in mixed classes of native and non-native speakers. Several of the suggestions utilize native speakers as a resource for mixed classes, drawing upon the experiences of native speakers either in their home country or in the Spanish-speaking community. Some ideas are identical to those found in the "Somos Así, En sus marcas" text. Enrichment for native speakers is the goal of many of the suggested activities; ideas often involve students' doing independent research or writing an essay on a topic of interest related to a lesson. The text does not address the needs specific to language development of native or heritage speakers. Ancillary materials include a workbook (ISBN: 0-8219-1916-4), a teacher's resource kit (ISBN: 0-8219-1917-2 with audiocassettes; 0-8219-1921-0 with CDs), an audio program available on CD (ISBN: 0-8219-1932-6) or on audiocassette (ISBN: 0-8219-1931-8), a testing program (ISBN: 0-8219-1922-9 with audiocassettes, 0-8219-1927-X with CDs), a video program (ISBN: 0-8219-1933-4), overhead transparencies (ISBN: 0-8219-1935-0), a Spanish reader, an Internet Activities Website, and supplementary materials for native speakers (ISBN: 0-8219-1928-8). The annotated teacher's edition is available on CD-ROM (ISBN: 0-8219-1968-7).

The "Somos así" series takes a communicative approach and is also standards-based, incorporating activities based on the National Standards: Communication, Cultures, Connections, Comparisons and Communities. Communicative exercises provide for working in pairs and small groups; these activities allow students to create with the language. Other activities encourage the integration of technology, frequently listing Web sites that students may visit to expand on material presented in the text. Many activities are grammar-based to practice new structures by means of fill-in-the-blanks, pattern drills and sentence formation and completion. Directions for activities are written in Spanish. The teacher's edition provides supplementary activities that take into account multiple intelligences and students with special needs.

The text is divided into 10 chapters of two lessons each. Sections of the lessons focus on communicative goals, culture, grammar, reading and writing. A brief illustrated paragraph or dialog presents the theme of each chapter with related vocabulary and is followed by comprehension questions and questions that relate the theme to students' own experience. Grammar points are presented in English and each new structure's explanation is accompanied by several reinforcement exercises. Brief reviews within grammar sections periodically recycle structures presented previously and connect them to new material.

The cultural component of each lesson focuses on some aspect of Hispanic culture that is related to the language component of the lesson. One or two cultural vignettes are presented in Spanish in each lesson with follow-up activities to check comprehension and expand upon content. A longer reading in Spanish appears at the end of each chapter. The content of many of these readings is cultural while others are more loosely connected to the culture highlighted in the lessons of a chapter. Some of the selections are authentic text while others are written with the instructional goals of the chapter in mind. Reading passages are preceded by related vocabulary lists and presentation of reading strategies. They are followed by questions that check comprehension of a reading; such questions can be answered by scanning the passage. Other questions relate the topic to students' experiences and are more open-ended for the purposes of discussion. Each chapter concludes with a guided writing activity. Strategies and a topic are presented in English and are followed by focus questions, ideas for representing ideas schematically, key words and phrases to include in the essay, suggestions for enhancing the essay with art.

[Find](#) the book on Amazon.

Spanish Grammar Swings!

0-9650980-9-5

2001

Dolo Languages and Publications

Lozano, Patti

Songs, Other

Cassette tapes, CD

Middle school 6-8 Secondary 9-12

Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This is a book and CD set that is a teacher's guide of reproducible sheet music and suggestions for activities along with a CD of 15 original songs and music. All songs and sheet music are presented in Spanish and each focuses on a particular grammatical structure. Themes include definite and indefinite articles, verb conjugation, adjective agreement, 'tener + que' and 'acabar + de' expressions, direct object pronouns and preterit tense.

The book has suggestions for activities to motivate students and practice targeted vocabulary and structures. Activities are interactive, several involving Total Physical Response (TPR), and include creating verb wheels, Simon Says, varying song lyrics, drawing and games with pattern drills. Guitar chords and transposition charts are included at the end of the book.

The book can be purchased with audio cassettes. All three products, the book, CD, and audio cassettes, may also be purchased separately.

[Click here](#) to read details and purchasing information from the publisher's Web site.

Teacher's Edition, Paso a paso Level 1

0-673-58926-9

2000

Scott Foresman & Co.

Met, Myriam; Sayers, Richard S.; Eubanks Wargin, Carol

Teacher's Manual

Secondary 9-12

Reading, Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This is a teacher's edition of "Paso a paso Level 1" (ISBN: 0-673-58922-6), which is a foundational textbook supplemented by a practice workbook (ISBN: 0-673-21681-0), an activity book for native speakers (ISBN: 0-673-21687-X), a Total Physical Response (TPR) story book (ISBN: 0-673-63379-9) and Website <www.pasoapaso.com>. It is intended for beginning non-native Spanish learners at the high school level, but may be adapted for use in mixed classes of natives and non-natives.

The teacher's edition offers suggestions and additional questioning techniques to provide more of a challenge for native speakers. "Paso a paso" takes a thematic approach to building vocabulary and introducing grammatical structures to novice learners. The text is divided by theme into an introductory unit and 14 chapters. Themes include friendship, school, home, parties and celebrations, and community. Vocabulary is basic and functional and related to the chapters' themes.

[Find](#) this teacher's manual on Amazon.

Teacher's Edition, Paso a paso Level 3

0-673-58927-7

2000

Prentice Hall

Met, Myriam; Sayers, Richard S.; Eubanks Wargin, Carol

Teacher's Manual

Secondary 9-12

Reading, Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This is the Teacher's Edition of the textbook "Paso a paso 3" (ISBN: 0-673-58924-2), which is supplemented by a practice workbook (ISBN: 0-673-21683-7) and Website <www.pasoapaso.com>. The textbooks is intended for beginning non-native Spanish learners at the high school level, but may be adapted for use in mixed classes of natives and non-natives.

This teacher's edition offers suggestions and questioning techniques to challenge native speakers in mixed classes. "Paso a paso" takes a thematic approach to building vocabulary and introducing grammatical structures to novice learners. The student text is divided by theme into 12 chapters. Themes include identity, the Mayan civilization, technology and communication, work and learning other languages. Vocabulary is academic and functional and related to the chapters' themes. At the beginning of the student book are reprints of pages from "Pasodoble," a scholastic magazine that supplements the "Paso a paso" text series.

Prentice Hall School Group has a Website for the "Paso a paso" series:

<<http://www.phschool.com/atschool/paso/>>. The Website gives further information about the contents of the books chapter by chapter. For further information on the "Paso a paso" series of textbooks for non-native speakers, which has supplements for native speakers, go to the Prentice Hall School Website:

<<http://www.phschool.com/catalog/index.cfm>>and use the pull-down menu to select "Spanish" next to "Foreign Languages". Click on "Paso a paso" to find complete listings and descriptions of items in this series.

[Find](#) this teacher's manual on Amazon.

TPR Stories for Paso a paso: Complete Support for 14 Thematic Units: Paso A Paso 1

0-673-63379-9

Prentice Hall

2000

Rowan, Karen

Teacher's Manual

Middle school 6-8 Secondary 9-12

Fluency, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This teacher's manual/activity book supplements the "Paso a paso Level 1" textbook (ISBN: 0-673-58922-6) and is intended for use by non-native students in middle or secondary school introductory Spanish courses. Using the Natural Approach and Total Physical Response (TPR), the goals are to teach vocabulary and improve fluency in Spanish. The manual's 13 chapters follow the textbook's 12 thematic units; story content relates to the theme of the corresponding textbook unit. A preliminary chapter offers techniques for using TPR methodology as well as twelve mini-lessons to get students started with TPR and to present and practice basic vocabulary needed to perform gestures and respond to commands.

Each subsequent chapter consists of several "minicuentos" to help introduce and practice new vocabulary through TPR. "Minicuentos," which range in length from 60-100 words, are meant to be personalized by inserting students' names as the stories are told and acted out. Suggestions follow each "minicuento" for practicing vocabulary and checking comprehension through the use of novel commands and asking of yes/no or either/ or questions related to the "minicuento."

The "cuento principal" is a story of from 200 to 300 words. Reproducible pages include the text of the story, brief comprehension activities such as true/false, short-answer and sequencing of events, and illustrations that can be used to guide students' retelling of the story in Spanish. Additional activities reinforce vocabulary and structures presented in the main story and expand upon story content. These activities include oral sight-reading, for which students study an illustration and then describe it in Spanish in 60 seconds, original storytelling in groups and class invention of an original story.

[Find](#) this teacher's manual on Amazon.

Triángulo: A propósito, manual para estudiantes, 4th edition

978-1877653896

2006

Wayside Publishing

Gatski, Barbara; McMullan, John

Textbook

Secondary 9-12

Reading, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This nationally recognized text has been revised to meet the requirements of the new integrated-skills format for the AP Spanish Language Exam. The student text continues to emphasize vocabulary acquisition. As before, each of the ten chapters will treat a different theme and recycle vocabulary throughout. A major revision, 85% of the text has been rewritten in order to prepare students for success with the nine different evaluation types required for the exam. The audio portion of the program has been completely revised and expanded. It now includes 90 audio activities plus 100 articles of interest to high school students on a wide variety of authentic topics. Vocabulary building and testing activities for each chapter have been added as well as a Spanish-to-English glossary.

[Find](#) this textbook on Amazon.

¡Tú dirás!, 3rd Printing Text/Audio CD/CD-ROM Package

1413028101

2006

Heinle

Gutiérrez-Candelaria, John; Rosser, Harry L.; Martínez-Lage, Ana

Textbook

Secondary 9-12

Reading, Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

¡Tú dirás! fully integrates technology to help students learn in familiar ways--through video, audio, popular music, and interactive multimedia. Cultural Videos expand knowledge of the different countries and cultures of the Spanish-speaking world. MP3-ready Spanish tutorials help with pronunciation and grammar.

[Find](#) this book on Amazon.

¡Tú dirás! 4th Edition

1413028101

2006

Heinle

Gutiérrez-Cadelaria, John R.; Rosser, Harry L.; Martínez-Lage, Ana

Textbook

College 13-16

Reading, Writing, Listening, Speaking

Both Native/Heritage and Non-Native Spanish Speakers

This text is written for both non-native and native students in university courses. Using a task-based approach, the textbook's goals are to develop the four language skills and improve linguistic accuracy. Supplementary to the text are other ¡Tú dirás! books, such as "Activities Manual for Non-natives", an "Instructor's Resource Manual" that includes a section on working with native speakers of Spanish, an "Answer Key Activities Manual", a CD-ROM with "Misterio en Toluca", an e-mail mystery game, audio CDs or cassette tapes, a "Computerized Test Bank", test tape, video, "Heinle Transparency Bank", "Atajo: writing assistant for Spanish" and [Internet activities](#). [Click here](#) for more ¡Tú dirás! resources from Amazon.

The text is divided into a preliminary lesson and 14 chapters. The preliminary lesson presents information regarding sounds and letters, cognates, accents and punctuation, pronunciation and the alphabet, and basic vocabulary for making introductions. Each subsequent chapter consists of three "etapas" that present new material and review content of previous "etapas." Each chapter's opening pages list its communicative objectives and present statistics on a particular Spanish-speaking country or region. "Comentarios culturales" appear throughout the chapters and provide cultural information about the country or region in focus along with comprehension questions (in English in early chapters, Spanish in later ones) to facilitate cross-cultural comparison.

Preparatory questions in English anticipate the content of each of a chapter's "etapas." These questions are followed by presentation of vocabulary that corresponds to the communicative objectives of the chapter (Cultural readings follow "etapa" introductions in later chapters.). Labeled illustrations are supplemented by bilingual word and phrase lists. Supporting exercises allow students to practice new vocabulary in context. Exercise formats include talking about personal experiences relevant to new vocabulary, following cues to create sentences and dialogs, and taking a poll. Grammar explanations are presented in English and are followed by two or three structured practice activities. As students progress through a chapter, activities become more open-ended to allow students more creativity. Chapters conclude with a culminating task whose successful completion depends on students' ability to apply what they have learned in the chapter. These tasks are designed to be completed in pairs.

Listening sections integrate the audio program and are accompanied by pre- and post-listening exercises. Exercise formats include short answer questions and identifying specific structures or phrases that have been heard in the recording. Integration of the content of the three "etapas" of a chapter occurs in a reading selection. Some reading selections are authentic and include literary excerpts, poetry, brochures and menus and others are written by the textbook authors. Reading strategies as well as pre-reading activities support the passages and formats of activities include guessing the meaning of new words, scanning and matching. Pre- and post-viewing activities to accompany the video program are also included in the text. Activities prepare students for the video clip, check comprehension and facilitate linking video content with students' own experiences. Exercise formats include structured short answer as well as open-ended questions, fill-in-the-blanks, listing vocabulary as it is heard in the video and multiple-choice.

[Find](#) this textbook on Amazon.

Tu mundo, Curso para hispanohablantes (Spanish Edition)

0-618-08588-2

2001

Holt McDougal

Samaniego, Fabián; Alarcón, Francisco; Otheguy, Ricardo; Rodríguez Pino, Cecilia

Workbook

Secondary 9-12

Reading, Writing, Listening

Native/Heritage Spanish Speakers

This workbook, for heritage/native speakers, is set up in a similar manner to that of the "¡Dime! Uno" series workbook. Using a skill-based approach, the workbook's goals are to improve students' listening, writing and reading. Exercises focus on the specific needs of Spanish speakers with regard to written accents, spelling, reading and writing. There are 8 units that correspond to and reinforce the content of the units in the text. Three lessons comprise each unit and lessons are divided into listening, grammar, writing and reading sections.

The listening section contains activities that accompany an audio CD program. Radio program excerpts address cultural topics and brief comprehension activities are presented in true/false or multiple-choice format. Accentuation and syllabification rules are reviewed and a dictation is included at the end of each listening section.

The second section of each lesson is grammar-based and serves to build upon grammar presented in the text. Activities include identifying parts of speech, sentence completion and manipulation, and fill-in-the-blanks.

The writing sections focus on a particular form of writing, starting with taking phone messages and progressing through preparing a resume, keeping a diary and writing a letter. Strategy presentation is followed by activities, which provide practice for the genre in focus.

Reading sections begin with activities in which open-ended questions serve as advance organizers for the reading selection. Readings are whole or excerpts from authentic texts written by authors from various Spanish-speaking countries. Post-reading activities provide for comprehension checks, analysis and discussion of the reading. At the end of each section students are presented with an essay topic related to the reading.

[Find](#) this workbook on Amazon.

[Click here](#) for more "Tu Mundo" resources including a teacher's guide from Amazon.

Tu mundo, Curso para hispanohablantes, Cuaderno de actividades

0618085998

2001

Houghton Mifflin Hartcourt

Textbook

Secondary 9-12

Reading, Writing, Speaking

Native/Heritage Spanish Speakers

In this foundational text various countries of the Spanish-speaking world are highlighted as well as some Latino groups in the United States. A thematic approach aims to connect the lesson topics with students' daily lives and interests such as friends, nutrition, cultural diversity and the environment. Eight units are divided into 6 lessons each. Of these 6 lessons, three focus on reading and communicative interaction while the other three focus on grammar. Readings are a mixture of photographic dialogues, authentic legends from the oral tradition, cultural/historical passages and authentic poems and literary passages. Some cultural/historical passages assume cultural and geographical knowledge of the U.S. (English system of measures, size of countries compared to that of U.S. states). Discussion activities focus on cultural knowledge, main ideas and critical thinking. Vocabulary is academic, but vignettes highlight contemporary usage and colloquial variation. The third reading/ communication lesson of each unit concludes with a section that focuses on the process approach to writing. Strategies for writing are presented and students produce writing in various genres.

Grammar lessons are somewhat related to the content of a unit's reading/ communication lessons, and topics range from accurate spelling to grammar review. Many grammar exercises are structured, sentential-level activities that include sentence completion/manipulation and fill-in-the-blanks. Spelling exercises frequently ask students to reflect on and respond to a reading or proverb presented earlier in the chapter while simultaneously eliciting target-spelling sequences in language that the students produce.

[Find](#) this book on Amazon.

[Click here](#) for more "Tu Mundo" resources from Amazon.

¡Ven conmigo!, Level 1, Annotated Teacher's Edition

0-03-052299-4

2000

Holt, Rinehart, and Winston

Humbach, Nancy; Ozete, Oscar

Teacher's Manual

Secondary 9-12

Reading, Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This foundational text is appropriate for secondary school beginners. (ISBN for student's edition is 0-03-052074-6.) It is written with non-native learners in mind, but includes ideas for teachers to use in mixed classes of native and non-native speakers. Some of the suggestions utilize native speakers as a resource for mixed classes, and draw upon native speakers' experience with language and culture. Enrichment for native speakers is the goal of many of the suggested activities; ideas often involve keeping a journal or writing an essay on a topic of interest related to a lesson. The teacher's edition also includes a few notes and suggestions to address spelling and grammar problems common to native and heritage Spanish speakers as they come up in lessons.

Supplementary materials for teachers include a lesson planner (ISBN: 0-03-064411-9), a Total Physical Response (TPR) storytelling book, a testing program, and alternative assessment guide. Additional student resources are a grammar and vocabulary workbook (ISBN: 0-03-052678-7), and a practice and activity book (ISBN: 0-03-052602-7). Multimedia resources for the "¡Ven Conmigo!" series include a video program (available on videotape or videodisc), a CD-ROM program (ISBN: 0-03-016859-7), a companion Website <<http://go.hrw.com>>, audio CDs, transparencies, and a test generator CD-ROM. The teacher's edition offers extensive suggestions for integrating multimedia resources into lessons.

There is also a "¡Ven Conmigo! Level 1, ©2000 Native Speaker Activity Book " available (ISBN: 0030530040), and a "¡Ven Conmigo! Level 1, ©2000 Native Speaker Activity Book, Teacher's Edition with Answer Key" (ISBN: 0030530075) available.

The text is divided into 12 chapters. (Chapter 1 is a preliminary chapter.) Chapters are built around communicative goals such as introducing oneself, talking about leisure time, expressing polite requests and making future plans. Cultural notes written in English compare customs related to the communicative goals of each chapter and a featured region of the Spanish-speaking world. Brief interviews with Spanish-speaking individuals offer perspectives on a chapter's theme and may be read, listened to or seen on video. Activities check comprehension and facilitate open-ended communication about the cultural theme. Some regional vocabulary differences are presented in the lessons and the teacher's edition includes language notes regarding other dialect differences.

Each chapter is introduced by means of still photographs of an episode of the series' video program with accompanying text. The presentation of this abridged version of the video is designed as an advance organizer to be followed by watching or listening to the whole episode. Activities check comprehension and facilitate further oral and written communication in pairs or small groups. Comprehension exercises include true/false or short answer questions and scanning text for particular expressions. Communicative activities often address critical thinking skills.

Vocabulary associated with the communicative goals of a chapter is accompanied by oral and written exercises to reinforce and relate new vocabulary to students' experiences. Grammar is presented in brief explanations followed by activities that include fill-in-the-blanks, sentence formation and responding to situations in context using the new grammatical structure. Directions for exercises are written mostly in English, but use of Spanish increases in later chapters of the text. Brief sections of each chapter formally address spelling and pronunciation and include dictations, tongue twisters and integration of the series' audio program.

Reading selections are authentic texts ranging from advertisements to recipes to short stories. Reading strategies as well as pre- and post-reading activities check comprehension and offer activities for completion *in pairs or small groups*. *Many post-reading activities address critical thinking skills*. Starting in Chapter 3, each chapter contains a process writing activity that presents strategies, prewriting and revising activities. Students write in a variety of formats including Web page, menu, newspaper ad and interview. Alternative writing assignments are occasionally provided for native speakers.

At the end of each chapter is a page of questions and items that students may use as a checklist to evaluate their mastery of the major points of the chapter. A reference section appears at the back of the student text and includes vocabulary lists by topic, a grammar summary and supplementary exercises and Spanish-English and English-Spanish glossaries.

[Click here](#) to read details and purchasing information from the publisher's Web site.

¡Ven conmigo!, Level 1, Grammar and Vocabulary Book

0-03-052678-7

2000

Holt, Rinehart, and Winston

Humbach, Nancy; Ozete, Oscar

Workbook

Secondary 9-12

Writing

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This supplementary workbook accompanies the Level 1 text (ISBN: 0-03-052074-6) of the "¡Ven Conmigo!" series. Activities correspond closely to chapter content and offer written reinforcement of material presented in the text. Sections of each chapter are titled and grammar notes are repeated as they appear in the text so that companion exercises to a chapter section are easy to find. Activity formats include matching, fill-in-the-blank, dialog completion, categorizing vocabulary words, word scrambles, sentence completion/manipulation and some open-ended questions and answers. Directions are written exclusively in English, but students complete activities in Spanish.

[Find](#) this textbook on Amazon

¡Ven conmigo!, Level 1, Interactive CD-ROM Program

0-03-016859-7

2000

Holt, Rinehart, and Winston

Humbach, Nancy; Ozete, Oscar

CD ROM

Secondary 9-12

Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This CD-ROM program accompanies the "¡Ven conmigo! Level 3" textbook. It provides interactive exercises to reinforce vocabulary, grammar, writing and speaking as well as the cultural and thematic content of the textbook's chapters. Activities are completed and checked onscreen with cues often provided to elicit correct responses before the correct answer is supplied. Instructions are provided in Spanish and many tasks are adaptable for students to complete in pairs. Photographs, color illustrations, video and audio support activities that include memory games, tic-tac-toe, multiple-choice, fill-in-the-blanks, free writing, dictation and recording one's own speech. Four writing tasks are provided for each textbook chapter with a separate assignment included for native speakers. Directions for non-natives are written in English and those for native speakers are written in Spanish. Software can be installed in an Easy Install student edition or a Teacher Management Installation that allows for student records tracking by the teacher.

[Click here](#) to read details and purchasing information from the publisher's Web site.

¡Ven conmigo!, Level 1, One-Stop Planner

0-03-064411-9

2000

Holt, Rinehart, and Winston

Humbach, Nancy; Ozete, Oscar

CD ROM

Teacher's Manual

Secondary 9-12

Reading, Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This CD-ROM for Macintosh and Windows is a resource for teachers who have adopted the "¡Ven conmigo!" textbook series for introductory high school courses. The CD-ROM includes the following components: a Test Generator from which teachers may select pre-written questions in a variety of formats (e.g., multiple-choice, fill-in-the-blank, true/false) to create a chapter test, printable teaching resources, editable lesson plans, a clip art library, and video and audio clips for classroom use. Lesson plans include objectives, motivational activities, hypertext links to view teaching resources incorporated into a plan, supporting classroom activities, closers and assessment suggestions.

[Click here](#) to read details and purchasing information from the publisher's Web site.

¡Ven conmigo!, Level 1, Practice and Activity Book

0-03-052602-7

2000

Holt McDougal

Rheinhart and Winston Holt

Workbook

Secondary 9-12

Reading, Writing

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This supplementary workbook accompanies the Level 1 text (ISBN: 0-03-052074-6) of the "¡Ven Conmigo!" series. Activities correspond to chapters' communicative goals, vocabulary and cultural topics and offer written reinforcement of material presented in the text. Sections of each chapter are titled as they appear in the text so that companion exercises to a chapter section are easy to find. Activity formats include matching, fill-in-the-blank, dialog completion, crosswords, word scrambles, open and closed-ended question/answer and writing a brief letter or postcard. Use of Spanish and English varies. In some activities students read in Spanish and answer questions in English, in others students respond in Spanish to cues presented in English.

Additional reading activities are provided to supplement readings in the text. Selections are authentic and include poetry, magazine covers, a map and advertisements. Some realia are pictured and illustrations are used to provide visual cues and facilitate comprehension of written exercises and readings.

[Find](#) this textbook on Amazon.

¡Ven conmigo!, Level 2, Annotated Teacher's Edition

0-03-052302-8

2000

Holt, Rinehart, and Winston

Humbach, Nancy; Ozete, Oscar

Teacher's Manual

Secondary 9-12

Reading, Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This foundational text is appropriate for secondary school beginners in a second year Spanish course. (The ISBN for the student's edition is 0-03-093990-9.) It is written with non-native learners in mind, but includes ideas for teachers to use in mixed classes of native- and non-native speakers. Many of the suggestions utilize native speakers as a resource for mixed classes, and draw upon native speakers' experience with language and culture. Enrichment for native speakers is the goal of many of the suggested activities; ideas often involve writing a paragraph or essay that relates personal experience to the topic of a lesson.

Supplementary materials for teachers include a lesson planner (ISBN: 0-03-064412-7), TPR storytelling book, testing program and alternative assessment guide. Additional student resources are a grammar and vocabulary workbook (ISBN:0-03-052708-2), and practice and activity book (ISBN: 0-03-094991-2).

Multimedia resources for the "¡Ven Conmigo!" series include a video program (available on videotape or videodisc), CD-ROM program (ISBN: 0-03-016862-7), a companion Web site <<http://go.hrw.com>>, audio CDs, transparencies and a test generator CD-ROM. The teacher's edition offers extensive suggestions for integrating multimedia resources into lessons.

There is also a "¡Ven Conmigo! Level 2, ©2000 Native Speaker Activity Book " available (ISBN: 0030530083), and a "¡Ven Conmigo! Level 2, ©2000 Native Speaker Activity Book, Teacher's Edition with Answer Key" (ISBN: 0030530091) available.

The text is divided into 12 chapters built around a particular Spanish-speaking region and around communicative goals such as expressing likes and dislikes, reporting past events, asking for and giving opinions and discussing consequences. Cultural notes written in English present information related to the theme or highlighted culture of a chapter. Brief interviews with Spanish-speaking individuals offer perspectives on a chapter's theme and may be read, listened to or viewed on video. Activities check comprehension and facilitate open-ended communication about the cultural theme. Some regional vocabulary differences are presented in the lessons and the teacher's edition includes language notes regarding other dialect differences.

Each chapter is introduced by means of still photographs of an episode of the series' video program with accompanying text. The presentation of this abridged version of the video is designed as an advance organizer to be followed by watching or listening to the whole episode. Activities check comprehension and facilitate further oral and written communication in pairs or small groups. Comprehension exercises include true/false or short answer questions and scanning text for particular expressions. Communicative activities often address critical thinking skills.

Vocabulary associated with the communicative goals of a chapter is accompanied by oral and written exercises to reinforce and relate new vocabulary to students' experiences. Grammar is presented in brief explanations followed by activities that include fill-in-the-blanks, sentence formation and responding to situations in context using the new grammatical structure. Directions for exercises are written mostly in English at the beginning of the text with transition to more Spanish in later chapters.

Reading selections are largely authentic texts ranging from advertisements to narrative to poetry. Reading strategies as well as pre- and post-reading activities check comprehension and offer activities for completion in pairs or small groups. Many post-reading activities address critical thinking skills. Each chapter contains a process writing activity that presents strategies, prewriting and revising exercises. Students write in a variety

of formats including expository paragraphs, an article summary and a modern fairy tale. Alternative writing assignments are occasionally provided for native speakers.

At the end of each chapter is a review page that students may use to evaluate their mastery of the major points of the chapter. A reference section appears at the back of the student text and includes vocabulary lists by topic, a grammar summary and supplementary exercises and Spanish-English and English-Spanish glossaries.

[Click here](#) to read details and purchasing information from the publisher's Web site.

¡Ven conmigo!, Level 2, Grammar and Vocabulary Book

0-03-052708-2

2000

Holt, Rinehart, and Winston

Humbach, Nancy; Ozete, Oscar

Workbook

Secondary 9-12

Writing

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This supplementary workbook accompanies the Level 2 text (ISBN: 0-03-093990-9) of the "¡Ven Conmigo!" series. Activities correspond closely to chapter content and offer written reinforcement of material presented in the text. Sections of each chapter are titled and grammar notes are repeated as they appear in the text so that companion exercises to a chapter section are easy to find. Activity formats include matching, fill-in-the-blank, dialog completion, word scrambles, sentence completion/manipulation and occasional open-ended questions and answers. Directions are written exclusively in English, but students complete activities in Spanish.

[Click here](#) to read details and purchasing information from the publisher's Web site.

¡Ven conmigo!, Level 2, Interactive CD-ROM Program

0-03-016862-7

2000

Holt, Rinehart, and Winston

Humbach, Nancy; Ozete, Oscar

CD ROM

Secondary 9-12

Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This CD-ROM program accompanies the "¡Ven conmigo! Level 3" textbook. It provides interactive exercises to reinforce vocabulary, grammar, writing and speaking as well as the cultural and thematic content of the textbook's chapters. Activities are completed and checked onscreen with cues often provided to elicit correct responses before the correct answer is supplied. Directions are provided in English and many tasks are adaptable for students to complete in pairs. Photographs, color illustrations, video and audio support activities that include memory games, tic-tac-toe, multiple-choice, fill-in-the-blanks, free writing, dictation and recording one's own speech. Four writing tasks are provided for each textbook chapter with a separate assignment included for native speakers. Directions for non-natives are written in English and those for native speakers are written in Spanish. Software can be installed in an Easy Install student edition or a Teacher Management Installation that allows for student records tracking by the teacher.

[Click here](#) to read details and purchasing information from the publisher's Web site.

¡Ven conmigo!, Level 2, One-Stop Planner

0-03-064412-7

2000

Holt, Rinehart, and Winston

Humbach, Nancy; Ozete, Oscar

Teacher's Manual

CD ROM

Secondary 9-12

Reading, Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This CD-ROM for Macintosh and Windows is a resource for teachers who have adopted the "¡Ven conmigo!" textbook series for introductory high school courses. The CD-ROM includes the following components: a Test Generator from which teachers may select pre-written questions in a variety of formats (e.g., multiple-choice, fill-in-the-blank, true/false) to create a chapter test, printable teaching resources, editable lesson plans, a clip art library, and video and audio clips for classroom use. Lesson plans include objectives, motivational activities, hypertext links to view teaching resources incorporated into a plan, supporting classroom activities, closers and assessment suggestions.

[Click here](#) to read details and purchasing information from the publisher's Web site.

¡Ven conmigo!, Level 2, Practice and Activity Book

0-03-094991-2

2000

Holt, Rinehart, and Winston

Humbach, Nancy; Ozete, Oscar; Miller, Jean; Todd, Dana

Workbook

Secondary 9-12

Reading, Writing

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This supplementary workbook accompanies the Level 2 textbook (ISBN: 0-03-093990-9) of the "¡Ven Conmigo!" series. Activities correspond to chapters' communicative goals, vocabulary and cultural topics and offer written reinforcement of material presented in the text. Sections of each chapter are titled as they appear in the text so that companion exercises to a chapter section are easy to find. Activity formats include matching, fill-in-the-blank, dialog completion, crosswords, word scrambles, open and closed-ended questions and answers and writing a brief letter or postcard. Use of Spanish and English varies. In some activities students read in Spanish and answer questions in English, in others students respond in Spanish to cues presented in English.

Additional reading activities are provided to supplement readings in the text. Selections are authentic and include poetry, magazine covers, a map and advertisements. Some realia are pictured and illustrations are used to provide visual cues and facilitate comprehension of written exercises and readings.

[Click here](#) to read details and purchasing information from the publisher's Web site.

¡Ven conmigo!, Level 3, Annotated Teacher's Edition

0-03-052303-6

2000

Holt, Rinehart, and Winston

Humbach, Nancy; Ozete, Oscar

Teacher's Manual

Secondary 9-12

Reading, Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This foundational text is appropriate for secondary school beginners in a third year Spanish course (ISBN for student's edition is 0-03-093992-5.). It is written with non-native learners in mind, but includes ideas for teachers to use in mixed classes of native- and non-native speakers. Many of the suggestions utilize native speakers as a resource for mixed classes, and draw upon native speakers' experience with language and culture. Enrichment for native speakers is the goal of many of the suggested activities; ideas often involve writing a paragraph or essay that relates personal experience to the topic of a lesson.

Supplementary materials for teachers include a lesson planner (ISBN: 0-03-064413-5), TPR storytelling book, testing program and alternative assessment guide. Additional student resources are a grammar and vocabulary workbook (ISBN:0-03-053957-9) and a practice and activity book (ISBN: 0-03-053949-8). Multimedia resources for the "¡Ven Conmigo!" series include a video program (available on videotape or videodisc), a CD-ROM program (ISBN: 0-03-053989-7), a companion Website <<http://go.hrw.com>>, audio CDs, transparencies, and a test generator CD-ROM. The teacher's edition offers extensive suggestions for integrating multimedia resources into lessons.

There is also a "¡Ven Conmigo! Level 3, ©2000 Native Speaker Activity Book " available (ISBN: 0030530121), and a "¡Ven Conmigo! Level 3, ©2000 Native Speaker Activity Book, Teacher's Edition with Answer Key" (ISBN: 003053013X) available.

The text is divided into 12 chapters built around a particular Spanish-speaking region and around communicative goals such as expressing interest, indifference and displeasure, talking about hopes and wishes, comforting someone and discussing hypothetical situations. Cultural notes written in Spanish present information related to the theme or featured culture of a chapter. Brief interviews with Spanish-speaking individuals offer perspectives on a chapter's theme and may be read, listened to or viewed on video. Activities check comprehension and facilitate open-ended communication about the cultural theme. Some regional vocabulary differences are presented in the lessons and the teacher's edition includes language notes regarding other dialect differences.

Each chapter is introduced by means of illustrated text or dialogs that serve as an advance organizer for the theme, grammar and vocabulary of the chapter. The audio program includes recordings of the dialogs and may be incorporated into an introductory lesson. Activities in the text check comprehension of the dialogs and facilitate further oral and written communication in pairs or small groups. Comprehension exercises include true/false or short answer questions and scanning text for particular expressions. Communicative activities often address critical thinking skills. A "telenovela" episode included as part of the video program may also be used to introduce the content of a chapter.

Vocabulary associated with the communicative goals of a chapter is accompanied by oral and written exercises to reinforce and relate new vocabulary to students' experiences. Grammar is presented in brief explanations followed by activities that include fill-in-the-blanks, sentence formation and responding to situations in context using the new grammatical structure. Directions for exercises are written in Spanish.

Reading selections are authentic texts ranging from magazine articles to legends and fables to poetry. Reading strategies as well as pre- and post-reading activities check comprehension and offer activities for completion in pairs or small groups. Many post-reading activities involve critical thinking skills. Each chapter contains a process writing activity that presents strategies, prewriting and revising exercises. Students write in a variety of formats including letter, fax and editorial. Alternative writing assignments are occasionally

provided for native speakers.

At the end of each chapter is a review page that students may use to evaluate their mastery of the major points of the chapter. A reference section appears at the back of the student text and includes a summary of communicative functions and related vocabulary, vocabulary lists by topic, a grammar summary and supplementary exercises and Spanish-English and English-Spanish glossaries.

[Click here](#) to read details and purchasing information from the publisher's Web site.

¡Ven conmigo!, Level 3, Grammar and Vocabulary Book

0-03-053957-9

2000

Holt, Rinehart, and Winston

Humbach, Nancy; Ozete, Oscar

Workbook

Secondary 9-12

Writing

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This supplementary workbook accompanies the Level 3 text (ISBN: 0-03-093992-5) of the "¡Ven Conmigo!" series. Activities correspond closely to chapter content and offer written reinforcement of material presented in the text. Sections of each chapter are titled and grammar notes are repeated as they appear in the text so that companion exercises to a chapter section are easy to find. Activity formats include matching, fill-in-the-blank, dialog completion, sentence completion/manipulation and occasional open-ended questions and answers. Directions are written exclusively in English, but students complete activities in Spanish.

[Find](#) this textbook on Amazon.

¡Ven conmigo!, Level 3, Interactive CD-ROM Program

0-03-053989-7

2000

Holt, Rinehart, and Winston

Humbach, Nancy; Ozete, Oscar

CD ROM

Secondary 9-12

Writing, Listening, Speaking

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This CD-ROM program accompanies the "¡Ven conmigo! Level 3" textbook. It provides interactive exercises to reinforce vocabulary, grammar, writing and speaking as well as the cultural and thematic content of the textbook's chapters. Activities are completed and checked onscreen with cues often provided to elicit correct responses before the correct answer is supplied. Instructions are provided in Spanish and many tasks are adaptable for students to complete in pairs. Photographs, color illustrations, video and audio support activities that include memory games, tic-tac-toe, multiple-choice, fill-in-the-blanks, free writing, dictation and recording one's own speech. Four writing tasks are provided for each textbook chapter with a separate assignment included for native speakers. Directions for non-natives are written in English and those for native speakers are written in Spanish. Software can be installed in an Easy Install student edition or a Teacher Management Installation that allows for student records tracking by the teacher.

[Click here](#) to read details and purchasing information from the publisher's Web site.

¡Ven conmigo!, Level 3, One-Stop Planner

0-03-064413-5

2000

Holt, Rinehart, and Winston

Humbach, Nancy; Ozete, Oscar

Teacher's Manual

CD ROM

Secondary 9-12

Reading, Writing, Speaking, Listening

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This CD-ROM for Macintosh and Windows is a resource for teachers who have adopted the "¡Ven conmigo!" textbook series for introductory high school courses. The CD-ROM includes the following components: a Test Generator from which teachers may select pre-written questions in a variety of formats (e.g., multiple-choice, fill-in-the-blank, true/false) to create a chapter test, printable teaching resources, editable lesson plans, a clip art library, and video and audio clips for classroom use. Lesson plans include objectives, motivational activities, hypertext links to view teaching resources incorporated into a plan, supporting classroom activities, closers and assessment suggestions.

[Click here](#) to read details and purchasing information from the publisher's Web site.

¡Ven conmigo!, Level 3 Practice and Activity Book

0-03-053949-8

2000

Holt, Rinehart, and Winston

Humbach, Nancy; Ozete, Oscar; Miller, Jean; Todd, Dana

Workbook

Secondary 9-12

Reading, Writing

Non-Native Spanish Speakers, but can be adapted for Native/Heritage Speakers

This supplementary workbook accompanies the Level 3 student text (ISBN: 0-03-093992-5) of the "¡Ven Conmigo!" series. Activities correspond to chapters' communicative goals, vocabulary and cultural topics and offer written reinforcement of material presented in the text. Sections of each chapter are titled as they appear in the text so that companion exercises to a chapter section are easy to find. Activity formats include matching, fill-in-the-blank, dialog completion, questions that elicit short-answer responses, assorted puzzles and open and closed-ended questions. Some directions are written in English, others in Spanish; all activities are completed in Spanish.

Additional reading activities are provided to supplement readings in the textbook. Selections are authentic and mostly in the format of brief articles. Some realia are pictured and illustrations are used to provide visual cues and facilitate comprehension of written exercises and readings.

[Click here](#) to read details and purchasing information from the publisher's Web site.

Voces hispánicas: Historias personales

0-07-290418-6

1999

McGraw-Hill

Brito, Armando

Reader

College 13-16

Reading

Both Native/Heritage and Non-Native Spanish Speakers

This reader is designed for use by native Spanish speaking university students but may be used by non-natives as well. The reader may also be used with any set of textbooks or materials; however, it was created to accompany the textbook "Nuevos Destinos: Español para hispanohablantes" (ISBN: 0-07-059334-5).

Reading selections are authentic autobiographies of U.S. Hispanics and descriptions of experiences and obstacles that have stemmed from the authors' Hispanic identity. The reader is comprised of 14 selections that range in length from 1,000 to 2,000 words. Vocabulary is academic and a Spanish-English glossary appears at the back of the book. Two or three activities of "Comprensión y opinión" support each reading; some exercises are meant to be completed individually, others in pairs or small groups. Activity foci include identifying main ideas and supporting details, sequencing events, and critical thinking. Activity formats include true-false, matching, group discussion, oral presentation, and composition.

[Click here](#) to read more information from the publisher's Web site.

¡Ya verás! Gold, Nivel 1, Workbook for Spanish-Speaking Students

0-8384-0926-1

1999

Heinle & Heinle Publishers

Workbook

Secondary 9-12

Reading, Writing, Listening, Speaking

Native/Heritage Spanish Speakers

This Spanish native speaker workbook supplements the "¡Ya verás!, level 1" textbook that is designed for non-native students but adaptable for use with native speakers in high school introductory language courses. (Go to the Website listed below for information on the textbook.) The workbook is divided into 18 chapters that follow the textbook. Each chapter is subdivided into 4 sections that address reading, phonetics and spelling, the specific language needs of native speakers, and open-ended activities for reinforcement of the material. At the end of every third chapter there are activities for building speaking and writing proficiency with presentation of topics for oral reports and interviews with classmates, for example, as well as process writing assignments.

Reading passages are mostly authentic, approximately 350 words in length and include cultural articles, scripts and a fax from a pen pal. Pre-reading questions encourage students to make predictions about the passage and post-reading questions check comprehension with structured short answer as well as open-ended formats to relate the reading to students' personal experience.

Exercises draw attention to and provide practice of frequently confused letters such as "r" & "rr," "f" & "j" and "m" & "n." Language issues such as homophones and accentuation are also addressed with exercises whose formats include multiple choice, correcting errors in a written passage and fill-in-the-blanks.

Features of the language that might need to be reinforced with heritage learners are outlined and accompanied by supporting activities. Topics include adjective meaning changes with "ser" and "estar," the "preterite tú" form, the verbs "dares," "cuenta" and "realizar," prepositions and regional differences. Formats of associated activities include writing sentences according to cues, fill-in-the-blanks, short-answer and multiple-choice.

Open-ended activities synthesize chapter content with a task-based approach and are often interactive. These activities include structured interviews, writing a list of instructions, giving and asking directions and predicting the future.

There is also an "Answer Key for SSS Workbook" (ISBN: 0838484824) available.

[Click here](#) to read the "¡Ya verás" series of textbooks and materials from the publisher's Web site.

¡Ya verás! Gold, Nivel 2, Workbook for Spanish-Speaking Students

0-8384-0935-0

1999

Heinle

Workbook

Secondary 9-12

Reading, Writing, Speaking

Native/Heritage Spanish Speakers

This Spanish native speaker workbook supplements the "¡Ya verás!, level 2" textbook designed for non-native students but adaptable for use with native speakers in high school introductory language courses. (Go to the Website listed below for more information on the textbook and materials in this series.) The workbook is divided into 18 chapters that follow the textbook. Each chapter is subdivided into 4 sections that address reading, phonetics and spelling, the specific language needs of native speakers, and open-ended activities for reinforcement of material. At the end of every third chapter there are activities for building speaking and writing proficiency with presentation of topics for oral reports and interviews with classmates, for example, as well as process writing assignments.

Reading passages are mostly authentic, approximately 350 words in length and include cultural articles, scripts and a fax from a pen pal. Pre-reading questions encourage students to make predictions about the passage and post-reading questions check comprehension with structured short-answer as well as open-ended formats to relate the reading to students' personal experience.

Exercises draw attention to and provide practice of frequently confused letters such as "g" & "j", "b" & "v" and "c," "s" & "z". Language issues such as cognates and accentuation are also addressed with exercises whose formats include multiple-choice, correcting errors in a written passage and fill-in-the-blanks.

Features of the language that might need to be reinforced with heritage learners are outlined and accompanied by supporting activities. Topics include Anglicisms, false cognates, indirect-object pronouns, personal and regional differences. Formats of associated activities include writing sentences according to cues, fill-in-the-blanks, short-answer and multiple-choice.

Open-ended activities synthesize chapter content with a task-based approach and are often interactive. These activities include structured interviews, writing an email, planning a vacation and making recommendations for a healthy diet.

There is also an "Answer Key for SSS Workbook" (ISBN: 0838484824) available.

[Click here](#) to read the "¡Ya verás" series of textbooks and materials from the publisher's Web site.

¡Ya verás! Gold, Nivel 3, Workbook for Spanish-Speaking Students

0-8384-0944-X

1999

Heinle & Heinle Publishers

Workbook

Secondary 9-12

Reading, Writing, Speaking

Native/Heritage Spanish Speakers

This Spanish native speaker workbook supplements the "¡Ya verás!, level 3" textbook that is designed for non-native students but adaptable for use with native speakers in high school introductory/intermediate language courses. The workbook is divided into 12 chapters that follow the textbook. Each chapter is subdivided into 3 sections that present reading passages and open-ended activities for reinforcement and extension of reading content. At the end of every third chapter there are activities for building speaking and writing proficiency with presentation of topics for oral reports and interviews, for example, as well as process writing assignments.

Reading passages of approximately 700 words in length are primarily cultural articles. Pre-reading questions encourage students to make predictions about the passage and activate prior knowledge and post-reading questions check comprehension with structured short answer as well as open-ended format to relate the reading to students' personal experience.

Open-ended questions guide group discussion to synthesize reading content and discussion is followed by individual reflection in writing. Topics of these discussions include food, travel, art and mass media, particularly as they relate to the Hispanic community. Larger-scale projects, most of which are to be completed cooperatively seek to further extend the content of a reading in a task-based format. Suggested projects include planning and mapping out a trip, planning to open a restaurant, teaching the class words and music to an Hispanic song, and creating a new line of clothing for the Hispanic market. Questions and cues guide students step by step through the project and each one is followed by a self-evaluation questionnaire.

There is also an "Answer Key for SSS Workbook" (ISBN: 0838484824) available.

[Click here](#) to read the "¡Ya verás" series of textbooks and materials from the publisher's Web site.