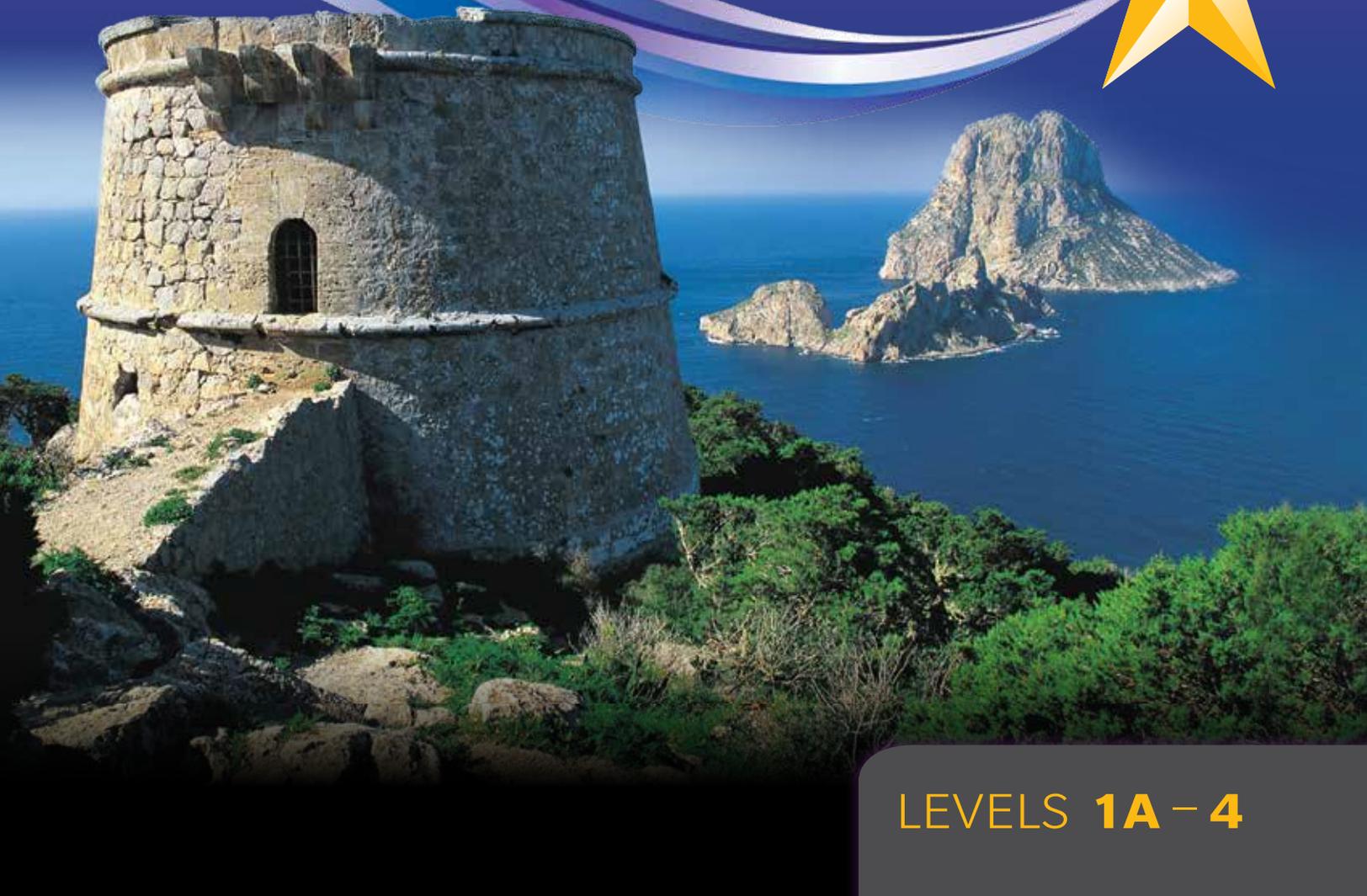


PROGRAM OVERVIEW | © 2018

TEXAS
iAvancemos!

Language
takes you there



LEVELS 1A – 4

Language takes you there



Texas ¡Avancemos!

is designed to help your students demonstrate proficiency in Spanish—to communicate meaningfully and productively in real-world situations.

Supporting **Languages Other Than English TEKS** and college and career readiness standards, *Texas ¡Avancemos!* features performance-based materials that help your students practice and master the **modes of communication**—Interpersonal Communication, Interpretive Communication, and Presentational Communication.



TEXAS *¡Avancemos!*



Remarkable Culture

Texas ¡Avancemos! takes students on an exciting journey through the diverse Spanish-speaking world with location-based units and culture woven throughout instruction.

UNIDAD 7 Argentina
¡Una semana fenomenal!

Lección 1
Tema: En el cibercafé

Lección 2
Tema: Un día en el parque de diversiones

«¡Hola! Somos Florencia y Mariano. Vivimos en Argentina.»

Populación: 43.431.886
Área: 1.068.302 millas cuadradas, el país hispanohablante más grande del mundo
Capital: Buenos Aires
Moneda: el peso argentino
Idioma: español
Comida típica: asado, matambre, dulce de leche
Canta famosa: Norma Aleandro (actriz), Jorge Luis Borges (escritor), César Milstein (biólogo), Mercedes Sosa (cantante)

Location-based units give students an in-depth view of the culture of different countries.

Mini cultural lessons allow students to access popular topics at any time and in any order.

¡Día de los Muertos!

On **Día de los Muertos** families visit the cemeteries and gravesites of their loved ones. They clean the sites and leave flowers and candles and, in many countries, they bring entire meals with special drinks and traditional breads to share with the deceased. Displays are set up next to the gravesite that include flowers, hand-crafted skeletons, colorful paper cutouts, candy skulls, personal items, and photos. Family members pass the night sharing food and conversation as they keep vigil for their ancestors.

Las mojigangas People parade

Cultura Interactiva
my.hrw.com

Cultura Interactiva lets students explore different cultural locations through video and audio clips.



Lectura cultural

¡AVANZA! Goal: Read about non-traditional museums in Argentina and Bolivia. Then compare the two museums and talk about museums that you have visited.

Comparación cultural

Museos excepcionales

STRATEGY Leer
Compare museums Make a table to compare the two museums by name (nombre), location (ubicación), focus (énfoque), and exhibits (exhibiciones).

	1.	2.
nombre		
ubicación		
énfoque		
exhibiciones		

¿Qué imaginas cuando piensas en un museo? Muchas personas imaginan cuartos formales con obras¹ de arte. Hay museos en Latinoamérica que celebran su cultura y también dan una experiencia diferente, sin² tantas restricciones como un museo tradicional.

El Museo al Aire Libre³ no tiene ni puertas ni paredes⁴, pero es uno de los museos más populares de Buenos Aires. Está en el corazón de La Boca, una sección de Buenos Aires cerca del mar, en una calle pequeña que se llama el Caminito. Allí viven muchos artistas argentinos en sus famosas casas multicolores.

1 works 2 without 3 Open-air 4 walls

Argentina

El Museo al Aire Libre en Buenos Aires, Argentina

Lectura reinforces unit themes and provides additional practice of reading skills.



News + Networking

Alumnos

MEJORA TU ESPAÑOL

PUNTOS

ALUMNO DEL MES

carolin01

HMH

News and Networking provides access to high-interest articles and cultural videos that are updated throughout the school year. Students have a monitored space where they can add and view comments from students around the world.



FYI Spanish offers links to culturally authentic websites with thematic connections to ¡Avancemos!



Relevant Instruction

Multiple opportunities to review content help students build language proficiency.

Presentación de VOCABULARIO

¡AVANZA! **Goal:** Learn about Mariano's trip to the amusement park with his friends. Then practice what you have learned to talk on the phone about where you like to go with your friends. *Actividades 1-2*

A Voy a **llamar** a Florencia para invitarla a hacer algo este **fin de semana**.

B Mariano: ¿**Aló?** ¿Puedo hablar con Florencia?
Florencia: Hola, Mariano. Soy yo, Florencia.
Mariano: Hola, Florencia. ¿**Quieres acompañarme al zoológico?** Te invito.
Florencia: Lo siento. No me gusta mucho ir al zoológico.
Mariano: ¿**Te gustaría ir a la feria del libro el sábado?**
Florencia: ¡**Qué lástima!** El sábado no puedo, pero **me gustaría** hacer algo el domingo.
Mariano: Voy a ir al **parque de diversiones** con Luciana. ¿**Quieres ir?**
Florencia: ¡**Claro que sí!** Hasta el domingo.

Unidad 7 Argentina trescientos ochenta

Presentación de vocabulario is presented in context and provides a clear goal to let students know what is new and what is review.

TEKS Interpersonal Communication and Presentational Communication

Presentación de GRAMÁTICA

¡AVANZA! **Goal:** Learn about the preterite forms of -er and -ir verbs. Then practice using these verbs to say what you and others did. *Actividades 6-9*

¿Recuerdas? Telling time p. 90, foods and beverages pp. 33, 140, 218

English Grammar Connection: Remember that the **preterite** is a tense used to express an action completed at a definite time in the past (see p. 331). In English, regular verbs in the past tense end in -ed.

Preterite of Regular -er and -ir Verbs

Regular -er and -ir verbs follow a pattern similar to regular -ar verbs in the preterite. How do you form the preterite of regular -er and -ir verbs?

Here's how:

In the preterite, -er and -ir verb endings are identical.

vender	to sell	escribir	to write
vendí	vendimos	escribí	escribimos
vendiste	vendisteis	escribiste	escribisteis
vendió	vendieron	escribió	escribieron

Forms and the **usted/él/ella** forms take accents.

Vendí la computadora.
I sold the computer.

Tomás **escribió** un correo electrónico.
Tomás wrote an e-mail.

The **nosotros(as)** form of regular -ir verbs is the same in both the present and the preterite. Use context clues to determine the tense of the verb.

Salimos a las ocho **anoche**.
We left at eight o'clock last night.

The word **anoche** tells you that **salimos** is in the preterite tense.

Más práctica
Cuaderno pp. 298-300
Cuaderno para hispanohablantes pp. 299-301

Lección 1 trescientos sesenta y uno 361

English Grammar Connection: Remember that the **preterite** is a tense used to express an action completed at a definite time in the past (see p. 331). In English, regular verbs in the past tense end in -ed.

English Grammar Connection helps students make the link to English.



HMH Spanish Vocabulary App provides an engaging flashcard interface. Includes progress tracking and native-speaker audio that can be slowed down.



Repetición de la lección

1 **Repaso de la lección**

¡AVANZA!

¡REVISAR!

¡REVISAR!

¡REVISAR!

¡REVISAR!

Unidad 7 Argentina trescientos sesenta y uno 376

Todo junto brings together everything students have learned so they can show what they know.

Todo junto

¡AVANZA! **Goal:** **Show what you know** Notice the affirmative and negative words used to talk about Trini in Buenos Aires. Then use these words and the preterite of -er and -ir verbs to talk about past actions. *Actividades 16-20*

Telehistoria completa

STRATEGIES

Quando lees **Notice the information exchange**
While reading, notice the information exchange. What does the waiter tell Mariano and Florencia? How does he help them solve their problem?

Quando escuchas **Practice what you hear**
Listen to how the speakers emphasize negative expressions (**no, nada, nadie, ni... ni**). After listening, say these sentences with proper emphasis. Remember this for future communication.

Escena 1 Resúmen
Florencia recibe un correo electrónico de Alicia porque Trini Salgado va a estar en Buenos Aires. Sus amigos mandan la camiseta a Argentina.

Escena 2 Resúmen
Alicia escribe que Trini va a estar en el estado. Pero Florencia y Mariano tienen que navegar por Internet para buscar más información.

Repaso provides chapter-specific and cumulative unit reviews.

3 **Comprensión del episodio** **¿Adónde la mandaron?**

Escuchar **Leer**

Usa las palabras de la lista para indicar el orden y los lugares adonde mandaron la camiseta de Alicia. (Use the words in the list to write the order of the places where they sent Alicia's T-shirt.)

entonces **más tarde**
luego **por fin**

modelo: Primero, Alicia mandó la camiseta de Miami a Texas. Luego...

4 **¿En qué orden?**

Escuchar

Escucha la descripción de cómo Florencia tomó fotos y se las mandó a sus amigos. Luego indica el orden correcto de los dibujos. (Listen to the description and put the drawings in order.)

a. b. c.
d. e. f.

Expansión
Write five sentences to tell how you use the computer at home or at school.

5 **¿Cómo lo hago?** **¿Recuerdas?** Affirmative tú commands p. 282

Hablar

Pregúntale a otro(a) estudiante cómo hacer varias cosas en la computadora. (Ask a partner how to do these things.)

A ¿Cómo uso una cámara digital?
B Toma fotos. Luego ponlas en la computadora y míralas en la pantalla.

navegar por Internet
usar una cámara digital
mandar fotos
usar el mensajero instantáneo
mandar un correo electrónico

PARA Y PIENSA **Did you get it?** Put the following sentences in order.
a. Más tarde, Trini va a Puerto Rico y a España.
b. Luego, Trini está en Puebla, México.
c. Por fin, Trini está en Buenos Aires.
d. Primero, Trini llega a San Antonio.

Unidad 7 Argentina trescientos sesenta 360

The **Para y piensa** self check helps students know if they "got it." Additional Did You Get It? practice is available.

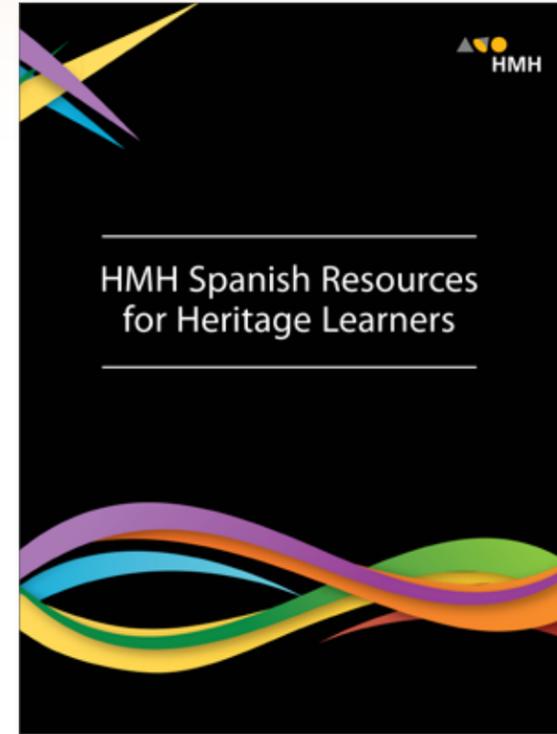
Relevant Instruction

Differentiation in **Texas ¡Avancemos!** goes beyond the Student Edition and is built into print and digital components.



Cuaderno: práctica por niveles includes activities at three different ability levels (A-basic, B-average, and C-challenging). Activities include vocabulary, grammar, and reading practice.

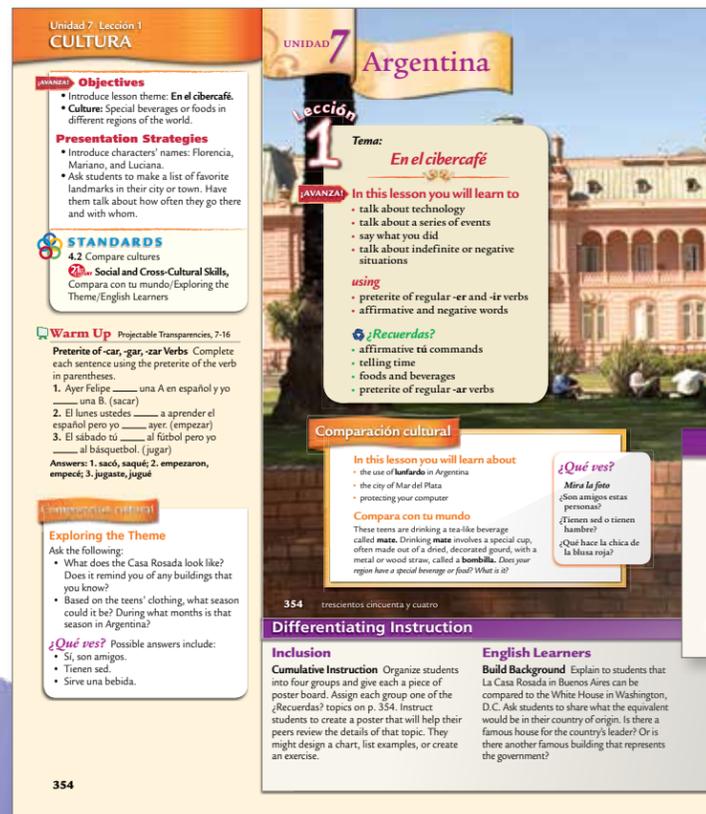
The **Spanish InterActive Reader** provides additional authentic, content-area readings at three levels of difficulty.



HMH Spanish Resources for Heritage Learners provides diagnostic assessment for placement into the correct level, and modules that explain and remediate common spelling, vocabulary, and grammar errors of heritage learners.

The **Spanish @HomeTutor** provides three levels of practice with immediate feedback and reteaching support.

- Animated Grammar
- Video clips
- Audio recording capability
- Audio flashcards
- Review games
- Self-check exercises



The **Texas Teacher's Edition** includes suggestions for activities to further differentiate instruction.

Differentiating Instruction

Pre-AP Support Opinions Ask students to write a paragraph about the photo. Ask them to write what is happening, using descriptive words they have already learned. For example, **Los tres chicos están contentos. Los chicos llevan jeans. El chico lleva una camiseta verde. Una chica lleva blusa roja y la otra chica lleva blusa azul.**

Heritage Language Learners Literacy Skills Have students form two groups. Ask both groups to brainstorm information about Argentina. Ask each group to write about the country, which could be focused on its cuisine, music, history, or famous people. Tell them to consult the encyclopedia if necessary. Then have the groups give an oral presentation to the class.

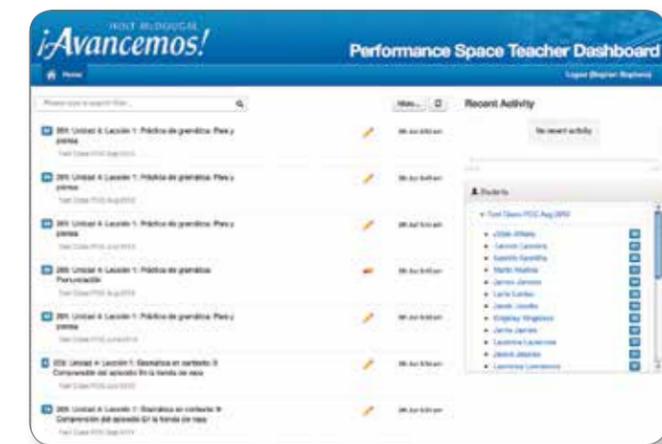
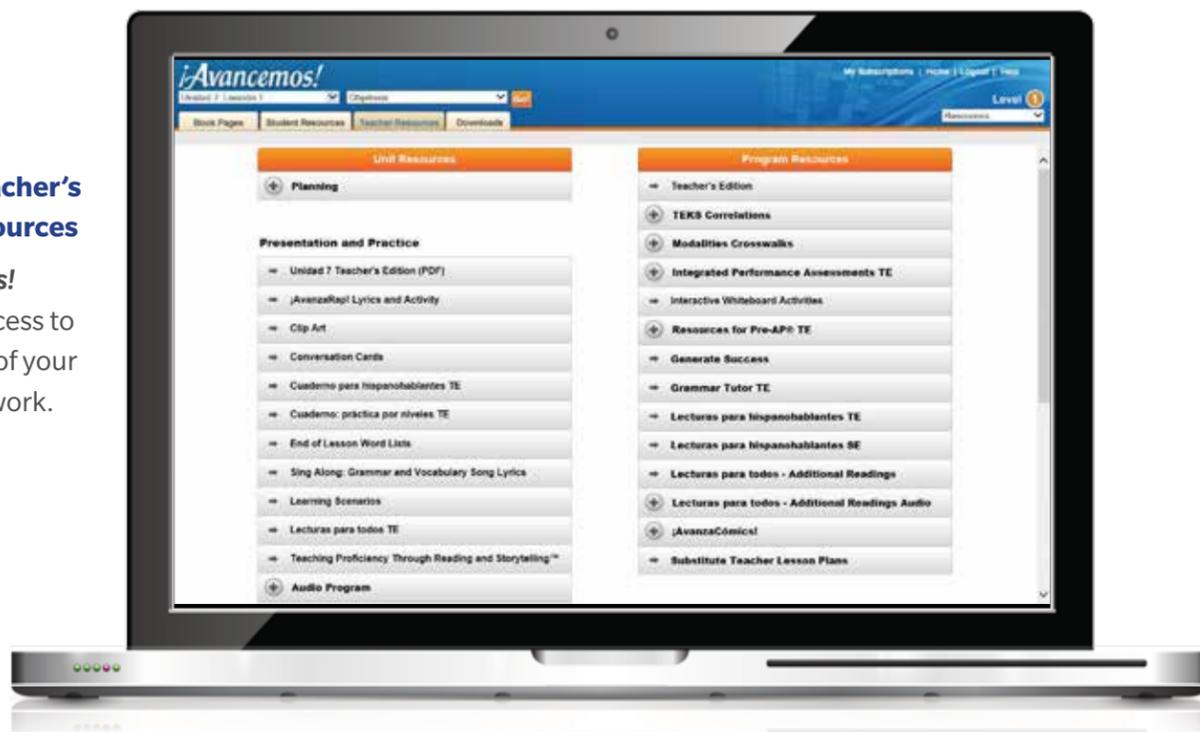


Robust Teacher Resources

From planning through assessment, **Texas ¡Avancemos!** provides teacher resources that make your life easier.

Online Texas Teacher's Edition and Resources

Texas ¡Avancemos! gives you easy access to resources and all of your students' online work.



Performance Space is a virtual environment in which students and teachers can access all student work and teachers can leave spoken or written feedback.

Pre-AP®/AP® Resources

Levels 1–4

Activities included:

- Conversation
- Cultural comparison
- Interpersonal writing
- Interpretive reading and listening
- Worksheets with printable/fillable activities
- Gradual progression of skills practice with Level 4 in the AP Exam format
- Test practice
- Teaching suggestions

Texas ¡Avancemos! is available in **Common Cartridge®**.

iAvancemos! Level 1 Lección preliminar

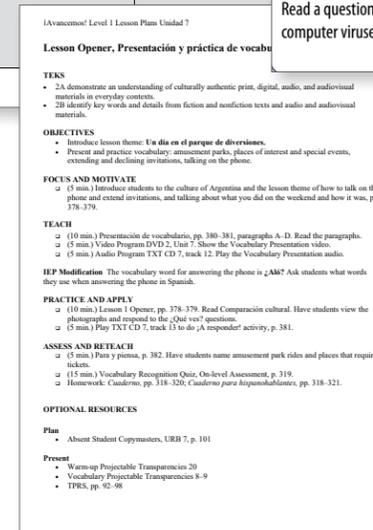
Modes of Communication	Activities	Formative Assessment Tasks	Summative Assessment Tasks
Interpersonal Communication: Speaking The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.	Student Edition: <i>Hola, ¿qué tal?</i> , p. 5, Act. 3; <i>¡Mucho gusto!</i> , p. 8, Act. 6; p. 9, Act. 7; <i>El abecedario</i> , p. 11, Acts. 9–10; <i>¿De dónde eres?</i> , p. 14, Act. 12; p. 15, Act. 13; <i>Mi número de teléfono</i> , p. 17, Acts. 15–16; <i>Los días de la semana</i> , p. 19, Act. 19; <i>¿Qué tiempo hace?</i> , p. 21, Act. 22; <i>En la clase</i> , p. 24, Act. 25	Student Edition: <i>Hola, ¿qué tal?</i> , p. 5, <i>Para y piensa</i> ; <i>¡Mucho gusto!</i> , p. 9, <i>Para y piensa</i> ; <i>¿De dónde eres?</i> , p. 15, <i>Para y piensa</i> ; <i>Los días de la semana</i> , p. 19, <i>Para y piensa</i> ; <i>¿Qué tiempo hace?</i> , p. 21, <i>Para y piensa</i> ; <i>Repaso de la lección</i> , p. 27, Act. 4	Assessment Program, On-Level Assessment: <i>Examen Lección preliminar</i> , p. 2, Acts. D–E
Interpersonal Communication: Writing The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.	Student Edition: <i>En la clase</i> , p. 24, Act. 24	Student Edition: <i>Repaso de la lección</i> , p. 26, Act. 2	Assessment Program, On-Level Assessment: <i>Examen Lección preliminar</i> , p. 2, Acts. C, F; p. 6, Act. M
Interpretive communication: Listening The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.	Student Edition: <i>Hola, ¿qué tal?</i> , p. 3, <i>¡A responder!</i> ; <i>Mucho gusto</i> , p. 7, <i>¡A responder!</i> ; <i>¿De dónde eres?</i> , p. 13, <i>¡A responder!</i> ; <i>Mi número de teléfono</i> , p. 16, <i>¡A responder!</i> ; <i>Los días de la semana</i> , p. 18, <i>¡A responder!</i> ; p. 19, Act. 18; <i>¿Qué tiempo hace?</i> , p. 20, <i>¡A responder!</i> ; p. 21, Act. 20; <i>¿Qué tiempo hace?</i> , p. 21, Act. 20; <i>En la clase</i> , p. 23, <i>¡A responder!</i>	Student Edition: <i>Repaso de la lección</i> , p. 26, Act. 1	Assessment Program, On-Level Assessment: <i>Examen Lección preliminar</i> , p. 1, Acts. A–B

Modality Crosswalks provide specific correlations between the ACTFL modes of communication and **Texas ¡Avancemos!** content.

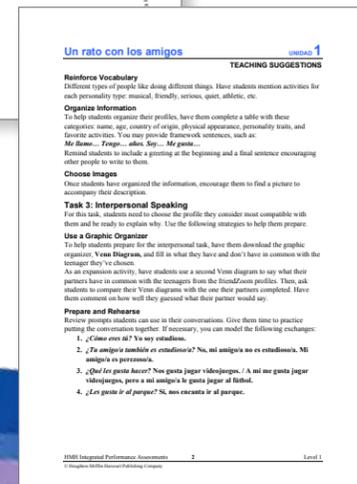
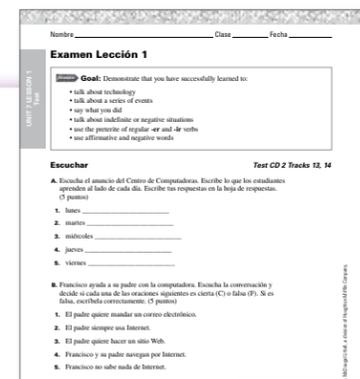
MODES OF COMMUNICATION		
INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
Listen to a radio review about a place to go after school. Read a questionnaire about computer viruses.	Discuss how to do various things on the computer. Interview a classmate about an event that happened at school.	Explain how you use a computer and technology. Write and conduct a survey and present the results.

Modes of Communication are integrated throughout each lesson.

Texas Lesson Plans include TEKS objectives, IEP suggestions, and plenty of optional resources to support instruction.



Differentiated Assessment Program offers four levels of assessment to meet various student needs. Includes audio. **ExamView®** assessment suites provide pre-made or customizable tests with three levels of questions.



Integrated Performance Assessments allow students to demonstrate proficiency in Spanish.

TEXAS *i*Avancemos!

Language
takes you there



1. Upon Login:
Find Your Course
2. Select **Go to**
Online Textbook

Sign up for an evaluation account now.

learn.hmhco.com/SuccessTX

1. Select **Sample Now**
2. Enter sample word: **TXWL18**
3. Complete the form 
4. Write down **Username** and **Password**
5. **Bookmark** the login page for easy return 

#SuccessTX

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