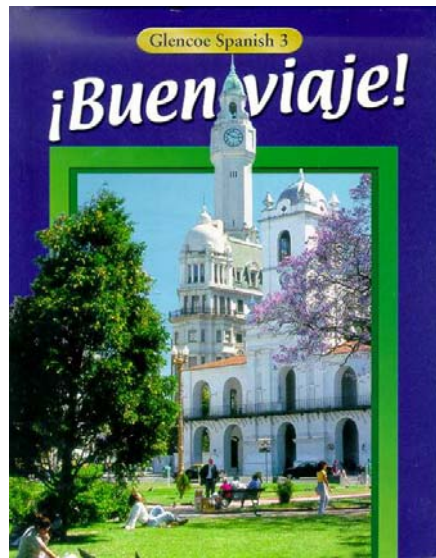


Glencoe/McGraw-Hill

¡Buen viaje! ©2000
Level 3



ISBN# 0-02-641813-4

correlated to

Tennessee
Foreign Language Goals
and Objectives for Expanding
Modern Languages

Tennessee Standards

Communicate in Languages Other Than English

The vocabulary presented at the beginning of each ¡*Buen viaje!* chapter prepares students to read and to discuss the reading selections with ease. Students will also use this vocabulary in personalized communication. Each chapter includes *Cultura*, *Conversación*, *Repaso de estructura*, *Periodismo*, *Estructura*, and *Literatura* sections. These sections are connected by a common theme. Teachers may choose to teach everything in the chapter or to choose the material that suits their students' interests and fits their needs. Throughout the chapter students learn language that allows them to communicate extensively about the theme.

Gain Knowledge and Understanding of Other Cultures

Accurate, up to date information on Hispanic culture is present from the very beginning of each chapter. The *Cultura* section sets the stage on which the other chapter materials will be played out, presenting a wide variety of materials about a specific cultural theme that will be recycled and expanded throughout the series. Through vocabulary presentations, readings, captioned visuals, and guided activities, these sections provide fundamental knowledge about such topics as Spanish travel and tourism, the media, and leisure and pastimes, among many others. Students are encouraged to compare what they learn about Spanish culture with their own, thereby learning to think critically and progress toward a more mature vision of the world.

Connect with Other Disciplines and Acquire Information

The *Periodismo* feature introduces students to the type of material people in Spain and Latin America read every day – newspaper and magazine articles, headlines, weather reports, advertisements – with a good deal of linguistic and cultural support to make it meaningful to them. Each section opens with an *Introducción* containing cultural and historical background information and a description of the texts they will read. The *Literatura* section introduces students to a sample of the great literature produced throughout the Spanish-speaking world. Included are poems, songs, and excerpts from novels and plays. The Teacher's Wraparound Edition also contains **Geography Connection** and **History Connection** features that allow the program to cross boundaries into other areas of the curriculum. By making the history and geography connections, students are encouraged to either import or export learning between the Spanish classroom and the History, Geography, or Social Studies realms.

Develop Insight into the Nature of Language and Culture

Students develop insight into the nature of language and culture through the many varied activities in *¡Buen viaje!* Greetings and expressions of politeness are described to students as well as cultural products and features of the many different Spanish-speaking communities. The classroom activities include many opportunities for students to interact with each other and ask questions about the culture. Students learn vocabulary that will help them to compare the cultures studied with their own culture.

Participate in Multicultural Communities and Global Society

The *Cultura* section contains original readings on one aspect of contemporary Hispanic life. High interest level has been a prerequisite in the choice of topics, which range from vacation preferences of the Spanish-speaking people, to breakthroughs in scientific research. Each reading is preceded by a brief introduction to the chapter theme. New vocabulary is then presented through a combination of illustrations and definitions in Spanish. Vocabulary is then practiced through various contextualized *Práctica*. The *Periodismo* and *Literatura* features in the program also introduce students to the vast Spanish-speaking world and culture.

National Standards

Communicate in Languages Other Than English

The vocabulary presented at the beginning of each *¡Buen viaje!* chapter prepares students to read and to discuss the reading selections with ease. Students will also use this vocabulary in personalized communication. Each chapter includes *Cultura*, *Conversación*, *Repaso de estructura*, *Periodismo*, *Estructura*, and *Literatura* sections. These sections are connected by a common theme. Teachers may choose to teach everything in the chapter or to choose the material that suits their students' interests and fits their needs. Throughout the chapter students learn language that allows them to communicate extensively about the theme.

Gain Knowledge and Understanding of Other Cultures

Accurate, up-to-date information on Hispanic culture is present from the very beginning of each chapter. The *Cultura* section sets the stage on which the other chapter materials will be played out, presenting a wide variety of materials about a specific cultural theme that is built upon throughout the series. These sections provide fundamental knowledge about topics like Spanish travel and tourism and leisure activities through vocabulary presentations, readings, captioned visuals, and guided activities. Students are encouraged to compare Spanish culture with their own, thereby learning to think critically and progress toward a more mature vision of the world.

Connect with Other Disciplines and Acquire Information

The *Periodismo* feature introduces students to the type of material people in Spain and Latin America read every day. Newspaper and magazine articles, for example, provide a good deal of linguistic and cultural support to make it meaningful to students. Each section opens with an *Introducción* containing cultural and historical background information and a description of the texts they will read. The *Literatura* section introduces students to a sample of the great literature produced throughout the Spanish-speaking world. Included are poems, songs, and excerpts from novels and plays. The **Teacher Wraparound Edition** contains **Geography Connection** and **History Connection** features that cross boundaries into other areas of the curriculum. By making these connections, students are encouraged to either import or export learning between the Spanish classroom and the Social Studies realm.

Develop Insight into the Nature of Language and Culture

Students develop insight into the nature of language and culture through the many varied activities in *¡Buen viaje!* Greetings and expressions of politeness are described to students, as are cultural products and features of the Spanish-speaking community. The classroom activities include opportunities for students to interact with each other and ask questions about the culture. Students learn vocabulary that will help them compare the cultures studied with their own.

Participate in Multicultural Communities and Global Society

The *Cultura* section contains original readings on one aspect of contemporary Hispanic life. High interest level has been a prerequisite in the choice of topics, which range from vacation preferences of the Spanish-speaking people, to breakthroughs in scientific research. Each reading is preceded by a brief introduction to the chapter theme. New vocabulary is then presented through a combination of illustrations and definitions in Spanish. Vocabulary is practiced through various contextualized *Práctica*. The *Periodismo* and *Literatura* features also introduce students to the vast Spanish-speaking world and cultures.

Assessment

Computer testmaker software is available to permit the instructor to print out ready-made chapter tests or customize a test for their students by adding or deleting test items. The testmaker program includes a randomizer, so that each test will present the questions in a different order. The following chapter sections are represented in the testing program: *Cultura*, testing vocabulary acquisition; *Conversación/Lenguaje*, testing vocabulary acquisition and the students' ability to react to thematic and functional situations using the new expressions; *Repaso de estructura* and *Estructura*, ensures students have learned grammar points from these sections; *Periodismo* and *Literatura*, each selection has its own test, unless there are two or more very short readings in a section. Each test evaluates vocabulary acquisition. The tests go on to ask students to demonstrate comprehension of the reading selection and to analyze it in more open-ended, essay-type answers; every chapter has a **Listening Comprehension Test** test which covers the entire chapter but emphasizes the *Conversación*, *Lenguaje*, and

Estructura sections. This test is designed to be useful to all teachers using this program, regardless of whether they complete all sections of a chapter. For this reason, factual recall of cultural or literary material is not tested here. The test relies heavily on the new active vocabulary and grammar presented in the chapter. In addition to the section tests described above, there are comprehensive chapter tests provided for *¡Buen viaje!* Level 3. All tests are provided on blackline masters, and all answers appear in an **Answer Key** at the end of the **Testing Program**.

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OBJECTIVES	PAGE REFERENCES
GOAL ONE: Communicate in Languages Other Than English	
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	
<ul style="list-style-type: none"> • exchange personal feelings and persuade others in the target language. 	SE: 71, 83, 87, 110, 133, 307, 308, 321, 343, 359, 382 TWE: 71, 83, 87, 110, 133, 307, 308, 321, 343, 359, 382
<ul style="list-style-type: none"> • exchange information from international media. 	This objective is addressed throughout. See, for example: SE: 50–51, 54–57, 86–87, 99–101, 146–149, 192–193, 240–243, 284–287, 290–293, 340–343, 346–351, 406–407 TWE: 50–51, 54–57, 86–87, 99–101, 146–149, 192–193, 240–243, 284–287, 290–293, 340–343, 346–351, 406–407
<ul style="list-style-type: none"> • express personal feelings and opinions on authentic literary texts. 	This objective is addressed throughout. See, for example: SE: 50–51, 54–57, 94–95, 99–101, 192–193, 198–199, 240–243, 290–293, 340–343, 346–351, 401–403 TWE: 50–51, 54–57, 94–95, 99–101, 192–193, 198–199, 240–243, 290–293, 340–343, 346–351, 401–403
<ul style="list-style-type: none"> • collaborate to develop and propose solutions to contemporary and historical problems. 	SE: 83, 87, 114, 272, 317, 343, 382 TWE: 83, 87, 114, 272, 317, 343, 382

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • manage complicated situations and communicate successfully. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 13, 15, 34, 71, 74, 101, 119, 149, 160, 212, 215, 255</p> <p>TWE: 13, 15, 34, 71, 74, 101, 119, 149, 160, 212, 215, 255</p>
<ul style="list-style-type: none"> • converse and communicate a wide variety of topics using social amenities. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 13, 15, 34, 71, 74, 101, 119, 149, 160, 212, 215, 255</p> <p>TWE: 13, 15, 34, 71, 74, 101, 119, 149, 160, 212, 215, 255</p>
<p>Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.</p>	
<ul style="list-style-type: none"> • show understanding of main ideas and details of discussions, lectures, and oral presentations. 	<p>SE: 146–148</p> <p>TWE: 146–148</p>
<ul style="list-style-type: none"> • demonstrate knowledge of main elements of magazine and newspaper articles on current and historical topics. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 24, 25, 27–28, 52, 82–83, 86–87, 131–133, 175, 180–182, 223–224, 227, 228, 229, 269–271</p> <p>TWE: 24, 25, 27–28, 52, 82–83, 86–87, 131–133, 175, 180–182, 223–224, 227, 228, 229, 269–271</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • understand linguistic and cultural information in written and spoken language. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 10–12, 68–70, 112–114, 158–160, 198–199, 211–212, 240–242, 252–254, 302–304, 340–343, 362–364, 380–382, 401–403</p> <p>TWE: 10–12, 68–70, 112–114, 158–160, 198–199, 211–212, 240–242, 252–254, 302–304, 340–343, 362–364, 380–382, 401–403</p>
<p>Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	
<ul style="list-style-type: none"> • perform scenes from plays and recite poems or excerpts from selected short stories. 	<p>SE: 57, 146–148, 195</p> <p>TWE: 57, 146–148, 195</p>
<ul style="list-style-type: none"> • create stories, poems, and skits on personal experience. 	<p>SE: 95, 110, 195, 321</p> <p>TWE: 95, 110, 195, 321</p>
<ul style="list-style-type: none"> • summarize and discuss content of an article. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 5–7, 54–57, 62–64, 99–101, 107–110, 154–156, 205–208, 248–250, 316–317, 384–386, 393–394</p> <p>TWE: 5–7, 54–57, 62–64, 99–101, 107–110, 154–156, 205–208, 248–250, 316–317, 384–386, 393–394</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> write a letter or article describing and analyzing an issue. 	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 5–7, 82–83, 107–110, 154–156, 180–182, 223–224, 227–229, 248–250, 269–272, 298–300, 316–317, 324–326, 357–359</p> <p>TWE: 5–7, 82–83, 107–110, 154–156, 180–182, 223–224, 227–229, 248–250, 269–272, 298–300, 316–317, 324–326, 357–359</p>
GOAL TWO: Gain Knowledge and Understanding of Other Cultures	
Standard 2.1 Students demonstrate knowledge and understanding of daily life, traditional ideas and perspectives, institutions, literary and artistic expressions, and other components and aspects of the cultures being studied.	
<ul style="list-style-type: none"> catalog and discuss patterns of behavior and interact successfully in a variety of cultural contexts involving both peer-groups and adult activities. 	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 13, 15, 34, 71, 74, 101, 119, 149, 160, 212, 215, 255</p> <p>TWE: 13, 15, 34, 71, 74, 101, 119, 149, 160, 212, 215, 255</p>
<ul style="list-style-type: none"> identify and experience expressive forms of the culture, including books, periodicals, films and music. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 24–25, 27–28, 82–83, 86–87, 131–133, 174–176, 180–182, 223–224, 227–228, 229, 264–265, 269–272, 316–317, 324–326, 373–377</p> <p>TWE: 24–25, 27–28, 82–83, 86–87, 131–133, 174–176, 180–182, 223–224, 227–228, 229, 264–265, 269–272, 316–317, 324–326, 373–377</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • know and examine historical periods, place and persons, and evaluate their influence on cultural perspectives and behavior. 	SE: 21, 46, 47, 49–51, 54–57, 142, 202, 205–207, 236–243, 384–386 TWE: 13, 15, 21, 46, 47, 49–51, 54–57, 142, 202, 205–207, 236–243, 384–386
<ul style="list-style-type: none"> • identify and experience expressive forms of the culture classified as literature and the fine arts. 	This objective is addressed throughout. See, for example: SE: 24–25, 27–28, 82–83, 86–87, 131–133, 174–176, 180–182, 223–224, 227–228, 229, 264–265, 269–272, 316–317, 324–326, 373–377 TWE: 24–25, 27–28, 82–83, 86–87, 131–133, 174–176, 180–182, 223–224, 227–228, 229, 264–265, 269–272, 316–317, 324–326, 373–377
<ul style="list-style-type: none"> • name, discuss and analyze social, economic, and political institutions, and their relationship to the culture. 	This objective is addressed throughout. See, for example: SE: 21, 62–65, 87, 142–144, 154–156, 174–175, 236–243, 248–250, 269–271 TWE: 21, 62–65, 87, 142–144, 154–156, 174–175, 236–243, 248–250, 269–271
<ul style="list-style-type: none"> • recognize, discuss, analyze, and evaluate the relationships among the products, practices, and perspectives of the culture. 	This objective is addressed throughout. See, for example: SE: 62–65, 94–95, 107–110, 142–144, 154–156, 174–175, 236–243, 248–250, 269–271 TWE: 62–65, 94–95, 107–110, 142–144, 154–156, 174–175, 236–243, 248–250, 269–271

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OBJECTIVES	PAGE REFERENCES
GOAL THREE: Connect with Other Disciplines and Acquire Information	
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.	
<ul style="list-style-type: none"> use topics from other school subjects including sports, music, fashion, customs and life in the country of the target language. 	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 21, 83, 154–156, 202, 205–207, 208, 236–243, 298–300, 316, 384–386</p> <p>TWE: 21, 83, 154–156, 202, 205–207, 208, 236–243, 298–300, 316, 384–386</p>
<ul style="list-style-type: none"> acquire information from a variety of authentic materials about a topic being studied in other school subjects. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 7, 24–25, 27–28, 32, 82–83, 86–87, 119, 146–148, 192–193, 194–195, 198–199, 316</p> <p>TWE: 7, 24–25, 27–28, 32, 82–83, 86–87, 119, 146–148, 192–193, 194–195, 198–199, 316</p>
<ul style="list-style-type: none"> evaluate accomplishments and achievements of famous speakers of the language. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 46, 49, 54, 94, 95, 98, 146, 192, 194, 198, 205–207, 236–245, 269–271</p> <p>TWE: 46, 49, 54, 94, 95, 98, 146, 192, 194, 198, 205–207, 236–245, 269–271</p>
Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	
<ul style="list-style-type: none"> use new information and perspectives to analyze the differences between the foreign culture and their own, and begin to explain the reason for such differences. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 62–65, 71, 87, 107–110, 154–156, 174–175, 248–250, 298–300</p> <p>TWE: 62–65, 71, 87, 107–110, 154–156, 174–175, 248–250, 298–300</p>

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OBJECTIVES	PAGE REFERENCES
GOAL FOUR: Develop Insight into the Nature of Language and Culture	
Standard 4.1 Students demonstrate understanding of the nature of language through comparison of language studied and their own.	
<ul style="list-style-type: none"> • perceive derivatives. 	TWE: 55, 109, 196–197, 305
<ul style="list-style-type: none"> • analyze time elements in both languages. 	SE: 71, 134–135 TWE: 71, 134–135
<ul style="list-style-type: none"> • discuss relationships between word order and meaning and hypothesize how this may reflect a world view. 	The opportunity to address this objective is available. See the following: SE: 78–79, 170, 187, 261 TWE: 78–79, 170, 187, 261
Standard 4.2 Students demonstrate understanding of concept of culture through comparison of cultures studied and their own.	
<ul style="list-style-type: none"> • identify origins of idioms as reflections of culture. 	This objective falls outside the scope of Glencoe/McGraw-Hill ¡Buen viaje! Level 3.
<ul style="list-style-type: none"> • compare nuances of the meanings of words, idioms, and vocal inflections. 	SE: 51, 88, 331 TWE: 51, 88, 331
<ul style="list-style-type: none"> • compare and contrast relationships between perspectives and practices in both countries. 	This objective is addressed throughout. See, for example: SE: 62–65, 87, 107–110, 154–156, 174–175, 248–250, 298–300 TWE: 62–65, 87, 107–110, 154–156, 174–175, 248–250, 298–300

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • compare and contrast relationships between perspectives and certain literary genres in both cultures. 	<p>The opportunity to address this objective is available throughout. See, for example:</p> <p>SE: 46, 47, 54–57, 94–95, 98–101, 146–148, 192–193, 194–195, 198–199, 239–243, 248–250</p> <p>TWE: 46, 47, 54–57, 94–95, 98–101, 146–148, 192–193, 194–195, 198–199, 239–243, 248–250</p>
GOAL FIVE: Participate in Multicultural Communities and Global Society	
Standard 5.1 Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways.	
<ul style="list-style-type: none"> • interact directly with native speakers in the target language either through oral or written conversation, such as memos, letters, etc. 	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 65, 71</p> <p>TWE: 65, 71</p>
<ul style="list-style-type: none"> • identify cultural similarities and differences observed while viewing a film from the target culture. 	<p>The opportunity to address this objective is available. See the following:</p> <p>TWE: 99</p>
<ul style="list-style-type: none"> • adjust target language vocabulary appropriately to a given situation and audience. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 13, 15, 34, 71, 74, 101, 0119, 149, 160, 212, 215, 255</p> <p>TWE: 13, 15, 34, 71, 74, 101, 0119, 149, 160, 212, 215, 255</p>

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OBJECTIVES	PAGE REFERENCES
Standard 5.2 Students use the language for leisure and personal enrichment.	
<ul style="list-style-type: none"> • use various media from the language and culture for entertainment or personal growth. 	TWE: 143
<ul style="list-style-type: none"> • be familiar with major geographical features, historical events, and political structures of foreign countries in which the target language is spoken. 	SE: 5–6, 21, 29, 202, 205–207, 208, 236–243, 384–386 TWE: 5–6, 21, 29, 202, 205–207, 208, 236–243, 384–386
<ul style="list-style-type: none"> • establish and/or maintain interpersonal relations with speakers of two languages. 	The opportunity to address this objective is available. See the following: SE: 65, 71 TWE: 65, 71
<ul style="list-style-type: none"> • identify the historical figures on the coinage/currency in the target language culture. 	The opportunity to address this objective is available. See the following: SE: 57, 254, 330 TWE: 57, 254, 330
<ul style="list-style-type: none"> • seek help in crisis situations. 	The opportunity to address this objective is available. See the following: SE: 300 TWE: 300

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