

VIDEO Companion

Using video in the classroom

The use of video in the classroom can be a wonderful asset to the World Languages teacher and a most beneficial learning tool for the language student. Video enables students to experience whatever it is they are learning in their textbook in a real-life setting. With each lesson, they are able to take a vicarious field trip. They see people interacting at home, at school, at the market, etc., in an authentic milieu. Students sitting in a classroom can see real people going about their real life in real places. They may experience the target culture in many countries. The cultural benefits are limitless.

Developing listening and viewing skills

In addition to its tremendous cultural value, video, when properly used, gives students much needed practice in developing good listening and viewing skills. Video allows students to look for numerous clues that are evident in a tone of voice, facial expressions, and gestures. Through video students can see and hear the diversity of the target culture and, as discerning viewers and listeners, compare and contrast the Spanish-speaking cultures to each other and to their own culture. Video introduces a dimension into classroom instruction that no other medium—teachers, overhead, text, audio CDs—can provide.

Reinforcing learned language

Video that is properly developed for classroom use has speakers reincorporate the language students have learned in a given lesson. In keeping with reality, however, speakers introduce some new words, expressions, and structures because students functioning in a real-life situation would not know every word native speakers use with them in a live conversation. The lively and interactive nature of video allows students to use their listening and viewing skills to comprehend new language in addition to seeing and hearing the language they have learned come to life.

Getting the most out of video

The intrinsic benefit of video is often lost when students are allowed to read the scripted material before viewing. In many cases, students will have come to understand language used by the speakers in the video by means of reading comprehension, thus negating the inherent benefits of video as a tool to develop listening and viewing skills. Because today's students are so accustomed to the medium of video as a tool for entertainment and learning, a well-written and well-produced video program will help them develop real-life language skills and confidence in those skills in an enjoyable way.

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On Location



Soy Alberto.
Soy colombiano.
Soy de Bogota, Colombia.

Soy Alejandra.
Soy mexicana.
Soy de la Ciudad de México.

Soy Francisco.
Soy español.
Soy de Madrid, España.

Soy Vicky.
Soy argentina.
Soy de Buenos Aires.

Soy Claudia.
Soy argentina.
Soy de Buenos Aires,
Argentina.

Soy Julián.
Soy venezolano.
Soy de Caracas, Venezuela.

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¡Viva el mundo hispano!

Episodio 1



Julián y Francisco en Buenos Aires

Alberto y Claudia en El Caminito



Antes de mirar

Make an educated guess!

In the photos you see several of our new Spanish friends—Fernando and Julián and Alberto and Claudia. One of them is from Spain. What clue is there in one of the photos to let you know that he or she is from there?

Después de mirar

Expansión In the video you have just taken a tour of Argentina, Mexico, and Spain. What similarities did you notice among the three countries? What differences did you see? Choose a place in one of the countries that you would like to visit. Do some research to find out more about that place. Why do you find it interesting?

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Episodio 2



Alberto y Claudia en la escuela

Alberto en la clase



Antes de mirar

Can you spot the following?

1. un muchacho
2. una alumna
3. una clase
4. un libro
5. una escuela

Después de mirar

Expansión *El Quijote* by Miguel de Cervantes de Saavedra is one of the most famous novels of all times. Do some research to find out about this author. When did he live? What jobs did he have? Did anything unusual happen to him during his lifetime? You may also want to research more about the story of don Quijote. It has been retold in other forms. Can you find out what musical was based on the story of don Quijote? Are you familiar with any of the music from this musical? What is one of the important themes of this story?

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Episodio 3



El mercado al aire libre

Julián con un "look" nuevo



Antes de mirar

Make an educated guess!

1. What do you think would be sold in the market you see in the first photograph?
2. In the second photograph, does Julián look as though he is having a good time?
3. What do you think Vicky might be saying to Julián?

Después de mirar

Expansión After you view the video about weavers in Peru, do some research on some of the patterns the weavers use. Choose a pattern and duplicate it either by drawing it or creating it from colored construction paper.

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Episodio 4



La clase de matemáticas

Francisco y Vicky después de las clases



Antes de mirar

Can you see the following? If so, give an adjective to describe each.

1. una pizarra
2. unos alumnos
3. una sala de clase
4. un profesor
5. una mochila

Después de mirar

Expansión When you first met Francisco in the video, you may remember that he was wearing a shirt that said **Danza flamenco Madrid**. Flamenco is one of the traditional forms of music from Spain. Do some research to find more information about flamenco music.

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Episodio 5



Julián en el parque

Alejandra saluda a Julián



Antes de mirar

Invent the following.

1. el nombre de la revista que Julián lee
2. el nombre del café
3. lo que Alejandra toma
4. lo que Julián toma

Después de mirar

Expansión As you can imagine from what you saw in the video, café life is an important part of Spanish culture. Do you have any cafés near where you live? If you do, do you and your friends go there often? If not, do you think you might enjoy them based on what you viewed in the video?

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Episodio 6



Francisco y Claudia en la estancia

Dentro de la casa de la tía de Claudia



Antes de mirar

Can you see the following? If so, describe each.

1. una casa
2. unos amigos
3. una madre
4. una fiesta
5. una mochila

Después de mirar

Expansión In the video you visited San Lorenzo de Escorial and saw a festival called **La Romería**. Do some research on the Internet about the monastery at **El Escorial** or about **La Romería**. Write a travel guide for someone who might visit these places.



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Episodio 7



Alberto y Julián afuera de la escuela

Alberto habla con Julián.



Antes de mirar

Answer the questions.

1. ¿Dónde están los amigos?
2. ¿Quién lee?
3. ¿Quién escribe?

Después de mirar

Expansión In the video you hear about a game called **pato**. From what you learned does it remind you of any other sport you are familiar with? Do some research on the Internet to find out the countries it is played in, what the rules of the game are, and who some of its most famous players are. Discuss with a friend the skills you need to participate and whether or not you think this is a sport you would enjoy.

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Episodio 8



Vicky llama al «médico».

Alberto tiene una condición muy grave.



Antes de mirar

Answer the questions.

1. ¿Dónde está Alberto?
2. ¿Cómo está Alberto?
3. ¿Quién llega para ayudar?
4. ¿Qué le duele a Alberto?
5. ¿Qué piensas? ¿Está muy enfermo Alberto o no?

Después de mirar

Expansión In the video you travel to the rainforest in Costa Rica. Do some research on Costa Rica to find out more about the jungle and the conservation of the rainforest there. Why do you think Costa Rica is so important for scientists and conservationists like Luis Poveda?



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Episodio 9



Alberto y Claudia van de compras.

Ellos miran el escaparate de la tienda.



Antes de mirar

Answer the questions.

1. ¿Dónde están Alberto y Claudia?
2. ¿Qué tipo de tienda es?
3. ¿Qué hay en el escaparate?
4. ¿Es ropa para el invierno y para el verano?
5. ¿Para qué pueden usar este tipo de ropa?

Después de mirar

Expansión You are going on a short vacation. Do some research on the Internet to find out more about beaches to visit in Puerto Rico. Choose a beach you like. Discuss how you will get there and what you will do there. Tell what you might eat on this vacation to Puerto Rico.

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Episodio 10



Alejandra y Vicky en la Plaza de San Telmo

Alejandra y Vicky hablan mientras escuchan una orquesta típica.



Antes de mirar

Can you spot the following?

1. un artista
2. una orquesta
3. unas pinturas
4. un museo

Después de mirar

Expansión In the video you see a very colorful event known as the **charreada**. Carmen mentions in the video that **Un charro no se hace. Un charro se nace**. What do you think this means? Why do you think she says this? Do some research on the Internet to find out more about this very popular cultural event in Mexico.

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Episodio 11



Julián y Francisco hablan de algo importante.

Francisco y Julián llegan al aeropuerto.



Antes de mirar

Let's invent!

Make up a conversation that Julián and Francisco might be having. Take clues from the photographs to finish the dialogue.

Julián: Francisco, voy de vacaciones.

Francisco: ¿Ah, sí? ¿Adónde vas?

Después de mirar

Expansión In the video you see a form of art that is famous in Venezuela. Do some research on the Internet to find other forms of art that are typical of Venezuela. El **arte murano** originated in Italy. What are the origins of the other art forms you found out about?

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Episodio 12



Claudia y Alejandra en camino

Alejandra y Claudia descansan un poco.



Antes de mirar

Let's invent!

1. ¿Dónde están las amigas?
2. ¿Qué llevan?
3. ¿Qué tiempo hace?
4. ¿A quién llama Alejandra?
5. ¿Se divierten Alejandra y Claudia?

Después de mirar

Expansión In the video you see the Inca trail. Do some research on the Internet to find out more about the Incas. We already know that they built the beautiful **pueblo** of Macchu Picchu. What else did they build or invent?

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Episodio 13



Francisco y Claudia leen un libro.

«Una mujer misteriosa» en la estación de ferrocarril



Antes de mirar

Let's invent!

1. ¿Dónde están Francisco y Claudia?
2. ¿Qué tipo de libro leen?
3. ¿Hacen un viaje?
4. ¿Adónde van?
5. ¿Quién es el otro señor con «la mujer misteriosa»?

Después de mirar

Expansión As you can see from the video, train travel is very popular in some Spanish-speaking countries. Do you think it is as popular where you live? What is your favorite means of transportation for long trips? Why? Survey your friends to find out their preferred means of travel. Share your results with the class.

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Episodio 14



Alberto en el restaurante de su tío

Vicky y Alberto con cara de sorpresa



Antes de mirar

Can you spot the following?

1. un camarero
2. un cliente
3. las papas
4. una propina
5. un vaso de agua

Después de mirar

Expansión Are there many Hispanic restaurants in your community? Are they representative of a variety of different Spanish-speaking countries? Which ones are they? Do you have a favorite? Look at the menus of the different restaurants in your community or do research on the Internet to find some menus of Hispanic restaurants in this country. Are the foods very different? If any of the Hispanic restaurants in your community are run by a family, speak with one of the family members about the history of their business. Try to do this in Spanish if possible.