

# Unit 05: Accelerated - La vida en la ciudad y en el campo (Life in the city and the countryside)

Content Area: **World Languages**  
Course(s): **Generic Course, Spanish III A**  
Time Period: **Semester 2**  
Length: **3-4 of weeks**  
Status: **Published**

## Unit Introduction

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Students use the target language in the three modes of communication to explore transportation and life styles in the home and target culture(s) by comparing and contrasting city life and life in the country in both cultures..

## Standards

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FL.6-12.7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
FL.6-12.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
FL.6-12.7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
FL.6-12.7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.
FL.6-12.7.1.IL.A.A.1	Identify the main idea and some supporting details when reading.
FL.6-12.7.1.IL.A.A.2	Understand the gist and some supporting details of conversations dealing with everyday life.
FL.6-12.7.1.IL.A.A.3	Infer the meaning of some unfamiliar words when used in familiar contexts.
FL.6-12.7.1.IL.A.D	Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
FL.6-12.7.1.IL.A.G	The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
FL.6-12.7.1.IL.A.J	Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)
FL.6-12.7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

FL.6-12.7.1.IL.B.A.1	Ask and answer questions related to everyday life.
FL.6-12.7.1.IL.B.A.2.1	Initiate, maintain, and end a conversation.
FL.6-12.7.1.IL.B.A.2.7	Express an opinion and preference.
FL.6-12.7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
FL.6-12.7.1.IL.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

## Essential Questions

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What modes of transportation do people in other countries use and where do they go?

How does city life differ in Chile and Argentina as compared to US cities?

How does life in the countryside differ in Chile and Argentina as compared to the US?

## Content/Skills

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Student will be able to:

- give advice about driving in the city
- identify road signs
- tell others what to do
- ask for and give directions
- make generalizations about what's important, useful, and necessary
- talk about train travel
- talk about camping activities
- make requests, suggestions, and demands

Students will be required to use the following vocabulary and grammar :

- Driving vocabulary
- Road signs
- Vocab. for Giving directions
- Train travel vocab.
- Vocab. related to countryside
- Camping vocab.

- Los mandatos formales singulares y plurales
- Los mandatos con nosotros
- Repaso rápido: Preguntar y pedir
- El subjuntivo: Verbos regulares y con cambios ortográficos
- El subjuntivo: Verbos irregulares y más expresiones impersonales
- El subjuntivo: Verbos con cambio de raíz
- Para y por
- Más sobre el subjuntivo