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ABSTRACT

This document is a curriculum guide for French I / Spanish I. It is based on the New York State Syllabus for Languages Other Than English, Checkpoint A. It begins with an introduction to the course and to the concept of second language instruction at Checkpoint A. It continues with a listing of topics and subtopics to be explored in the course. Suggested activities for each topic are provided, as well as a listing and explanation of generic activities that can be used across topics. In addition, this guide contains in-depth information for teachers on the assessment rubrics and design of the NYS Second Language Proficiency Examination. It concludes with other useful information for teachers such as the use of technology in the second language classroom and characteristics of effective second language instruction.

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Introduction

The study of a language other than English provides students with myriad opportunities. In addition to serving as a catalyst to better understanding cultures in a world that is becoming increasingly interdependent, it also allows students a new perspective into their own language, building on the foundation already laid out in English. Moreover, students will understand the importance of becoming life-long learners, developing a keen awareness not only of themselves but also of the world around them.

French I / Spanish I 7-8 is the first course of a three-course sequence. The main objective of this course is to teach students to communicate meaningfully in French/Spanish and to gain insights into many aspects of cultures related to the language of study.

The following excerpt from the document entitled "Languages Other Than English: Checkpoint A Resource Guide" (NYSED, 2001) explains what is meant by Checkpoint A and its philosophy:

Philosophy

Language is our connection to our community and to the world. Through language, we identify the world around us, express our concerns and dreams, and share our experiences and ideas.

The ability to communicate in a second language increases the opportunities to interact with other peoples and to understand other cultures. As the world becomes increasingly interdependent, it is important for every person to acquire the skills for communication with others and to attain cross-cultural understanding.

Checkpoint A study of languages other than English is the beginning of the curriculum and is a graduation requirement for all students in New York State. Assessment is based on the communicative approach in which the structure of the language is ancillary to, and yet supportive of, the primary goal of meaningful communication.

Checkpoint A:

- emphasizes simple, selected sentence structures, not necessarily limited to the present tense;
- sets the stage for oral and written communication for the beginning language learner;
- fosters cultural understandings;
- includes age-appropriate communicative activities, strategies, and goals that address the particular needs and interests of middle school students;
- encourages interdisciplinary connections; and
- is the first step on the pathway to linguistic proficiency.

Checkpoint A is not intended to fully develop linguistic proficiency or grammatical accuracy. It is an introductory-level curriculum that lays the groundwork for future studies. The expected linguistic growth can be demonstrated over time. It is hoped that this document, with its focus on Checkpoint A instruction, will be used in connection with the syllabus and the learning standards.

The philosophical basis for this document rests on the Board of Regents recognition of the diversity of students in New York State, including students with disabilities, English language learners, gifted students, and educationally disadvantaged students, and has made a strong commitment to integrating the education of all students into the total school program. The standards apply to all students, regardless of their experiential background, capabilities, developmental and learning differences, interests, or ambitions. A classroom typically includes students with a wide range of abilities who may pursue multiple pathways to learn effectively, participate meaningfully, and work toward attaining higher levels of achievement. Students with diverse learning needs may need accommodations or adaptations of instructional strategies and materials to enhance their learning and/or adjust for learning capabilities.

This curriculum guide lists the topics and subtopics to be covered in French I / Spanish I, as well as supportive grammar that should be addressed. The actual sequence in topics and grammar is left to the discretion of the teacher and will be determined by both the teacher's preference and the scope and sequence of the textbook used. This guide also includes suggested activities for teacher use. All activities are aligned with both NYS Learning Standards for Languages other than English, which are as follows:

Standard 1: Students will be able to use a language other than English for communication.

Standard 2: Students will develop cross-cultural skills and understandings.

Student proficiency within Checkpoint A is assessed by means of the NYS Foreign Language Proficiency Examination. Included in the appendix of this guide is information related to the preparation for and rating of this exam. This guide also contains useful information regarding language teaching and language learning.

OBJECTIVES:

1. Students will be able to discuss basic ideas in regard to the topics listed herein.
2. Students will be able to comprehend the main idea of short passages in the target language.
3. Students will be able to understand the main idea along with details of simple informative materials written for native speakers.
4. Students will be able to compose short, informal notes and messages to exchange information with members of the target culture.

The above objectives will be achieved within the following framework of language functions:

FUNCTIONS

- Socializing:
 - greeting
 - leave-taking
 - introducing
 - thanking
 - apologizing
- Providing and obtaining information about:
 - facts
 - events
 - needs
 - opinions
 - attitudes
 - feelings
- Expressing personal feelings about:
 - facts
 - events
 - opinions
 - attitudes
- Getting others to adopt a course of action by:
 - suggesting
 - requesting
 - directing
 - advising
 - warning
 - convincing
 - praising

Source: Languages Other Than English Albany: The New York State Education Department (13)

Languages Other Than English: A Rationale For All Students

Communication skills and cultural understandings for all students are the standards for Languages Other Than English. Attainment of these goals serves several purposes:

- to develop the ability to communicate with native speakers
- to provide an entree into many aspects of another culture
- to develop skills that will be needed in the world of work
- to cultivate the development of a firm foundation for lifelong learning.

The study of another language enables students to understand a different culture on its own terms. The exquisite connection between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both. American students need to develop an awareness of other people's world views, of their unique way of life, and of the patterns of behavior which order their world, as well as learn about contributions of other cultures to the world at large, and the solutions they offer to the common problems of humankind. Such awareness will help combat the ethnocentrism that often dominates the thinking of our young people.

Standards for Foreign Language Learning:
Preparing for the 21st Century, 1996



Source: Languages Other Than English Albany: The New York State Education Department (2)

Standards and Performance Indicators

Learning a language other than English may begin at any time. Performance indicators are therefore keyed to checkpoints, which may be measured at any point in the K-12 continuum. Checkpoint A is considered to be a way station enroute to proficiency. The performance indicators at this level suggest the degree of proficiency that students are expected to demonstrate at that specific checkpoint. They imply a "snapshot" of the student's capabilities at this particular point while on the road to continued study and proficiency.

Standard 1: Students will be able to use a language other than English for communication.

Checkpoint A performance indicators (listening and speaking):
Students can...

- comprehend simple language consisting of basic vocabulary and structures in face-to-face conversation with peers and familiar adults;
- comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words;
- call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English; and
- use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.

Checkpoint A performance indicators (reading and writing):
Students can...

- understand the main idea and some details of simple informative materials written for native speakers; and
- compose short, informal notes and messages to exchange information with members of the target culture.

Standard 2: Students will develop cross-cultural skills and understandings.

Checkpoint A performance indicator:
Students can...

- Use some key cultural traits of the societies in which the target language is spoken.

Source: Languages Other Than English Checkpoint A Resource Guide. 2001. Albany: The New York State Education Department (4)

Linking the LOTE Standards to the Curriculum

The Learning Standards for Languages Other Than English offer teachers the opportunity to examine the teaching and learning process in order to establish links between the standards, local curriculum, and classroom practice. The chart below suggests some specific strategies which teachers can use to establish these critical links.

Standard 1: Communication Skills

SKILL	HOW TO LINK
Listening	- provide students with opportunities to listen to authentic speech - provide students with opportunities to listen to teacher and peers - provide students with instruction that will enable them to detect emotional overtones and nuances - use technology to provide opportunities for students to listen to their own speech.
Speaking	- provide opportunities to engage in discussion with native speakers on a broad range of topics - provide opportunities for students to initiate conversation - provide opportunities for informal conversation with teacher and peers - provide students with culturally appropriate vocabulary and nonverbal cues - provide opportunities to discuss songs, stories, and excerpts from literature in the target language.
Reading	- provide information from short notes or brief messages derived from authentic material such as advertisements, newspapers, magazines, posters, etc. - provide selected short stories, feature articles, editorials, pamphlets, etc. - provide a broad range of literature, including prose and poetry, from the target language - provide the tools, such as dictionaries and other reference material, that will enable students to pursue independent reading.
Writing	- provide opportunity to compose short, informal notes and messages for members of the target culture - provide a simple structure with a range of tenses - provide opportunity to compose personal and business letters, journals, and short reports expressing personal opinions - provide opportunity to write creative text, prose, and/or poetry.



*Adeo in teneris conse
uscere multum est.*

SKILL	HOW TO LINK
Cross-Cultural	familiarize students with the cultural features (body language, gestures, perception of time, and folklore) in the target society or societies
	provide opportunities, either directly or through the use of technology, for interaction with members of the target culture
	provide opportunities for students to draw comparisons with their own society and other societies
	emphasize the aspects of culture most closely related to the comprehension and production of language.

Reading in the Checkpoint A Classroom

Reading and writing activities in a language other than English are designed to enable students to socialize, provide and acquire information, express personal feelings and opinions, and persuade others to adopt a course of action. At the Checkpoint A (beginning) level, these objectives are achieved when students understand the main idea and some details of simple informative materials written for native speakers, and when they compose short, informal notes and messages to exchange information with the members of the target culture (New York State Learning Standards for Languages Other Than English, 1996).

The Modern Languages for Communication: New York State Syllabus indicates that students have achieved Checkpoint A proficiency when they are able to:

- understand simple material for informative or social purposes;
- understand the essential content of standardized messages and short, general, public statements;
- comprehend the main idea of text written in simple structure and syntax when they can rely on visual cues and prior familiarity with the topic;
- understand simple language containing only the highest frequency grammatical patterns and vocabulary items;
- sometimes guess at cognates and highly contextualized unfamiliar vocabulary; and
- read the material several times in order to achieve understanding.

At the earliest stages of Checkpoint A, students should be encouraged to look at authentic texts. Texts should be relevant to topics being taught and should be chosen on the basis of students' age and interest level. Materials need to be current and must represent common situations that students would likely encounter in daily life within the target language culture.

Checkpoint A is the entry or beginning level for second language learning.

- Information gathering, short texts, main ideas, simple language, cognates, and high frequency vocabulary and structures define the reading process at this stage.
- Translation exercises often limit a student's contextual comprehension, which is characterized by cognate recognition and context clues; using such exercises, therefore, is not a recommended teaching strategy for Checkpoint A.

Authentic material is readily available by:

- accessing websites;
- collecting print materials while traveling and through written requests;
- using slides/videos/photographs with printed captions or other samples of writing; and
- retrieving materials printed in multiple languages from our own national monuments, museums, and other places of interest.

Source: Languages Other Than English Checkpoint A Resource Guide. 2001. Albany: The New York State Education Department (70)

Examples of print material that can be used in the Checkpoint A classroom include:

- literature (poems, short stories, short books) written for young children in the TC
- posters
- postcards
- brochures
- menus
- song lyrics
- book covers
- video titles
- charts
- surveys
- articles from newspapers, magazines, online journals, and websites
- product labels
- receipts from purchases
- maps, directories, telephone books
- tickets from museums, airplanes, movies and other performances

When using authentic materials to stimulate reading comprehension, it is important to remember:

- Not all print material is suitable for student use;
- Some print material may contain inaccuracies or typographical errors;
- Print material needs to be clear and readable; some material has too many distractions on the page and interferes with the student's ability to focus;
- Pictures and other visuals may aid textual comprehension.

The purpose of most reading done by Checkpoint A students is for information. Therefore, materials that contain readily identifiable information and details should be chosen. Understanding the surface meaning of the print material is the first step in a process that should lead to implications and inferences about the text.

Many techniques can be used to structure a developmental reading curriculum within the framework of LOTE. Most common are strategies that implement a three-tiered approach. These three tiers can be defined as follows:

Pre-reading Activities

- Look at the headlines and titles to make assumptions about the reading.
- Create a list of ideas that might be found in the text from scanning headlines or titles.
- Point out pictures or other visuals that will be relevant to comprehending the material.
- On the basis of the topic and/or title, generate a list of key words that might be found in the text. Have the students copy these into a notebook.
- Highlight key words or expressions that will be new for the student and provide appropriate English equivalents. Students might be asked to highlight these words or copy them into a notebook. Words may also be written on the blackboard or on a poster for reference during class.

Source: Languages Other Than English Checkpoint A Resource Guide. 2001. Albany: The New York State Education Department (71)

- Provide a structured overview, or graphic representation, of the text to be studied in order to facilitate comprehension.

Scanning the Text

- Look for recognizable words and cognates in the text.
- Point out new words in the target language that are cognates. Copy the new words into a notebook.
- Ask students to point out a few words that are new for them and assign appropriate English equivalents. They might also highlight these words and/or expressions and copy them into their notebooks.

Discovering Meanings and Uncovering Details

- Ask students to read in pairs; have them read aloud, alternating lines or paragraphs. The teacher might read the text aloud first in order to clarify pronunciation difficulties. Note: Reading aloud represents the ability to articulate sound-symbol relationships, but should not imply or suggest comprehension of the text.
- Give students a short list of two to five bits of information that they need to glean from the text. The teacher can provide information in the form of questions in English, and then ask students (individually or in pairs) to find and record this information. Questions might look like this:
 - What is the name of the main character?
 - Who is the intended audience?
 - Where does this take place?
 - How many people are mentioned here?
 - How many of these items cost more than...?
 - How many rooms does this hotel have?
 - When does this sale begin?
- Ask students to underline, circle, and/or highlight the key ideas in the text.
- Ask students to summarize the gist of the text, using their own words, in English. Such an activity will help them to understand the text better as a whole.
- Ask students to read the text again, perhaps with side glosses, for new vocabulary and expressions. This rereading will assist with reading comprehension and demonstrate to the student that the act of reading may require several tries in order to grasp meaning and details.

Many strategies can be used by teachers of LOTE to help students become good readers. The above suggestions represent some of the more common practices currently being used by classroom teachers. This list is not intended to be all-inclusive of the many possibilities and strategies available to teachers of LOTE.

Source: Languages Other Than English Checkpoint A Resource Guide. 2001. Albany: The New York State Education Department (72)

Writing in the Checkpoint A Classroom

Teachers use a variety of techniques to teach students to be good writers. At the Checkpoint A level, however, the teacher begins with some very basic steps that will, over time, lead to good, organized, and thoughtful writing.

The rubric provided by the New York State Education Department to score the Second Language Proficiency Examination helps students to understand what they need to do in order to provide a good writing sample that is comprehensible by the speakers of the target language. One process approach to writing is listed below. This can be modified and adapted to suit any situation. One effective first step is to have the teacher elicit from the class, with guidance and prompts, a group paragraph that is recorded on the overhead or the blackboard so that all can see how the process works.

The writing process:

1. Distribute copies of the New York State rubric for writing. Carefully discuss it and explain it to the students.
2. Brainstorm the topic and needed vocabulary in English, if necessary, and in the target language. Record this on the blackboard or overhead.
3. Students copy all items that they wish to include in their writing sample.
4. Use 1, 2, and 3 to write first draft on every other line of paper different from the paper to be used for the final copy. This may mean different colored paper, lined and unlined, etc. An alternative is to allow students to use pencil on the first draft and require ballpoint pen for the final paper.
5. Share first draft with peer reviewers (other students), focusing on comprehension of message and one or two other specifics such as spelling, grammar, and punctuation. Students are encouraged to use texts and/or teacher's notes to correct. Peer reviewer writes his/her name on the bottom of draft for accountability.
6. Drafts are returned to writers and they write the final copy, which includes peer reviewer's corrections, on official paper.
7. Draft and final paper are handed in to the teacher.
8. Teacher uses the writing rubric.

Further suggestions:

- After the brainstorm period, set reasonable time limits to encourage students to think and write and to complete the task.
- Provide access to dictionaries and other resources.
- Allow students to ask each other questions.
- Use a computer lab to produce final paper. Be sure to show students how to access the accent keys.

Source: Languages Other Than English Checkpoint A Resource Guide, 2001. Albany: The New York State Education Department (73)

- Provide the target language for words and expressions as needed and when asked for by students even when not a part of the planned lesson. Some examples are "My name is ____" or "I was born on ____."
- Complete certain forms in the target language such as school enrollment forms, medical forms, newspaper and magazine subscriptions, immigration and customs forms, or restaurant comment cards. These are good sources for beginning writers since they link reading and writing skills.
- Keep simple, personalized diaries or journals that are guided by teacher input such as, "Tonight, list in the target language the names and members of your family."

Source: Languages Other Than English Checkpoint A Resource Guide, 2001. Albany: The New York State Education Department (74)

FRENCH I / SPANISH I COURSE CURRICULUM

TL = target language

TC = target culture

I. PERSONAL IDENTIFICATION:

A. Biographical Information

1. Age
2. Nationality
3. Address and telephone number
4. Family
5. Occupation
6. Place and date of birth

B. Physical Characteristics

1. Height
2. Weight
3. Complexion
4. Facial features
5. Body shape
6. Color of hair/eyes
7. Disabilities

C. Psychological Characteristics

1. Character
2. Personality
3. Likes and dislikes
4. Tastes and interests

SUGGESTED ACTIVITIES:

1. Students role-play introductions and greetings. (Standard 1)
2. Students write a brief letter introducing him/herself to a pen pal from a target culture. (Standard 1)
3. Students survey other students in the TL about their likes and dislikes. (Standard 1)
4. Students exchange telephone numbers in target language. (Standard 1)
5. Students listen to native speakers describing themselves in target language and select a corresponding photo. (Standard 1)

6. Students will listen to teacher describe physical and personality traits of popular cartoon characters or celebrities and identify the character or celebrity. (Standard 1)
7. Teacher engages students in discussion of stereotypical physical and personality characteristics of people from target culture. Teacher then challenges students to think beyond stereotypes by presenting contradictory information, i.e. guest speaker, television newscast, celebrity photos, travel experiences of classmates or teachers, etc. (Standard 2)
8. Students create a "wanted poster" of a fictitious criminal on which they include written information regarding the biographical, physical, and psychological traits of the "wanted" person.

For Realia related to Personal Identification, see Appendix E, pages 61-64.

II. HOUSE AND HOME

A. Types of Lodging

1. House
2. Apartment

B. Rooms and Other Lodging Components

1. Identification
2. Size/function
3. Furnishings
4. Garden/terrace/balcony
5. Household chores

SUGGESTED ACTIVITIES:

1. Students create a poster of their actual or dream house/apartment. They then label all rooms along with basic furnishings. (Standard 1)
2. Students read "House for Sale" advertisements in TL and then create one of their own. (Standards 1 & 2)
3. Students listen to TL descriptions of activities done at home and identify the room best suited to such an activity. (Standard 1)
4. Each student is given a picture of a furnished room, which s/he describes in the TL to a partner. The partner must identify the room being described. The pair then reverses roles. (Standard 1)
5. Students role-play a scene in which one student calls a real estate agency to inquire about a home for sale. The caller asks questions pertaining to the home, such as the number of bedrooms and bathrooms, color, size and home amenities.

- The real estate agent responds accordingly using a picture (i.e. dream-house project or imaginary home). (Standard 1)
6. Teacher discusses houses/apartments typical of target culture. Students create Venn Diagram illustrating similarities and differences. (Standard 2)

For Realia related to House and Home, see Appendix E, pages 65-75.

III. FAMILY LIFE

- A. family members
- B. activities

SUGGESTED ACTIVITIES:

1. Students create a family tree in TL labeling each family member and describing his/her physical/personality traits, age, profession, etc. (Standard 1)
Example: This is my mother.
Her name is Beth.
She is 35 years old.
She is a teacher.
She is tall and very intelligent.
2. Students create a Power Point presentation of their family albums, giving biographical information, likes and dislikes, etc. of each family member. (Standard 1)
3. Students compose questions pertinent to one's family then circulate the room to interview classmates and respond to the questions of others. Students then share information orally with the class as they remember or recorded it. The teacher may prompt related questions. (Standard 1)
4. Compare/Contrast family structures of TC with those in U.S. (Standard 2)

For Realia related to Family Life, see Appendix E, pages 76-77.

IV. COMMUNITY/NEIGHBORHOOD

- A. Common activities
- B. Local stores/activities
- C. Recreational opportunities

SUGGESTED ACTIVITIES:

1. Students read map of a city from a target country to identify various places in community (i.e. stores, parks, museums, etc.) (Standards 1 & 2)
2. Students create an imaginary map or one of their own community labeling each place of business or recreation. (Standard 1)
3. Students role-play a conversation between an exchange student and a host student. The exchange student asks questions about the community and its leisure activities. The host student responds accordingly. (Standard 1)
4. Students are given a map of a downtown area. The teacher gives students a starting point and directions to a destination that the student subsequently identifies. (Standard 1)
5. Teacher and/or students simulate a town within the classroom using pictures and props. Students act as residents directing visitors to various places around town. (Standard 1)
6. Compare/Contrast typical communities of TC and U.S. Students research and present similarities/differences through Power Point presentations, graphics, Venn Diagram, drawings, etc. (Standard 2)

For Realia related to Community/Neighborhood, see Appendix E, pages 78-82.
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V. PHYSICAL ENVIRONMENT

A. Physical Features

1. Big city
2. Small town
3. Village
4. Suburb
5. Country
6. Geography of area

B. Climate and Weather

1. Seasons
2. Temperature/precipitation/wind

C. Quality of Environment

1. Opportunities for recreation and entertainment

SUGGESTED ACTIVITIES:

1. Students play the role of a meteorologist and present the day's weather and the weekly forecast to the class. (Standard 1)
2. Teacher distributes weather maps of U.S. or target country, if available. In pairs, students create lists of five or more questions about the weather in various cities. For example, "What's the weather like in? Is it raining in....? What will be the temperature in ...tomorrow?" Students record the answers on a separate sheet of paper. Pairs then exchange papers and respond to the new questions they received from another pair. The class then reconvenes to verify answers. One student volunteers to ask his/her original question. The pair with the answer responds orally. (Standard 1)
3. Students are given physical maps of target country. Students then label lakes, mountains, etc. in the TL. (Standards 1 & 2)
4. Students circulate the room interviewing others about their favorite outdoor activities during different seasons. (Standard 1)

For Realia related to Physical Environment, see Appendix E, pages 83-84

VI. MEAL TAKING

A. Types of Food and Drink

1. Everyday family fare
2. Regional and national specialties
3. Fast food
4. Food and drink preparation

B. Mealtime Interaction

1. Regular family meals
2. Eating with friends/relatives
3. Eating out

SUGGESTED ACTIVITIES:

1. Students role-play restaurant scenes (i.e. ordering food, commenting on taste, paying check, etc.) (Standard 1)

2. Students create menu in TL. (Standard 1)
Expansion: Students assume restaurant is in a target country and research capital city and typical food of the region. They also convert prices to reflect currency of target country. (Standard 2)
3. Students prepare an ethnic dish to share with the class and provide a written copy of their recipe. Recipes can subsequently be compiled to create a cookbook. (Standard 2)
4. Student read advertisements for various types of restaurants and answer questions based on ads. For example, "Where would you go for breakfast? Which restaurant is closed Mondays?" (Standard 1)
5. Students listen to recordings of native speakers discussing food in various contexts. Students choose corresponding photos. The illustrations may be from a textbook or photocopied from another source.

For Realia related to Meal Taking, see Appendix E, pages 85-89.

VII. HEALTH AND WELFARE

A. Parts of the Body

1. Identification

B. Illnesses and Accidents

1. Symptoms of illnesses

SUGGESTED ACTIVITIES:

1. Students play "Simon Says" with teacher as Simon first. Eventually students take turns leading the activity. (Standard 1)
2. Students role-play a visit to a doctor's office. For example, "I'm sick!", "What's wrong?", "My stomach hurts.", etc. (Standard 1)
3. Students design a poster creating a human body using their favorite foods as body parts. Then students label each body part. For example, "My head is lettuce. My fingers are fries, etc." (Standard 1)
4. Students listen to native speakers discussing ailments and select a corresponding illustration. (Standard 1)
5. Students describe illustrations of people with ailments, ex. "Her head hurts" and suggest a course of action, ex. "She should sleep more." (Standard 1)

For Realia related to Health and Welfare, see Appendix E, pages 90-95.

VIII. EDUCATION

A. School Organization

1. Types of schools
2. Subjects
3. Schedules/school year
4. Classroom objects

B. School Life

1. extracurricular activities

SUGGESTED ACTIVITIES:

1. TPR activities with classroom objects. (Standard 1)
2. Students read a class schedule in TL and then create their own. (Standards 1 & 2)
3. Students research school life in TC (school day, uniforms, subject requirements, etc.) and present similarities/differences to class in some fashion (i.e. Power Point presentation). (Standard 2)
4. Students role-play a conversation between an American student and a student from the TC in which they discuss school life. (Standards 1 & 2)
5. Student pairs create and perform dialogues in which they discuss their classes, teachers, schedules, etc. (Standard 1)

For Realia related to Education, see Appendix E, pages 96-101.
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IX. EARNING A LIVING

A. Types of Employment

1. commonly known occupations

SUGGESTED ACTIVITIES

1. Students read help-wanted advertisements in TL and identify the occupation to which each refers. (Standards 1 & 2)
2. Who am I? Students choose occupations for themselves. They then write two clues in the TL describing that occupation. Students circulate the room. Others read their clues and try to guess their classmates' occupation in the TL. (Standard 1)

3. Students listen to recordings of native speakers describing their occupations and identify a corresponding illustration. Ex.) I wear a uniform and fly airplanes. Who am I? (Standard 1)
4. Students read help-wanted advertisements in English from major U.S. newspapers to determine what types of employers seek bilingual job candidates. (Standard 2)

For Realia related to Earning a Living, see Appendix E, pages 102-103.
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X. LEISURE

A. Available Leisure Time

1. after school
2. weekends
3. holidays
4. vacations

B. Activities

1. hobbies/sports/other interests
2. use of media

C. Special Occasions

1. religious events
2. traditions and customs
3. family occasions

D. Planning a party/celebration

1. Invitations

SUGGESTED ACTIVITIES:

1. Students write and perform a dialogue in which they plan a party for a special celebration. They create invitations and plan food and activities for the party. (Standard 1)
2. Students interview others about leisure activities. They compare and contrast the preferences of their classmates with their own interests, likes, and dislikes. (Standard 1)
3. Students research and present cultural differences relating to sports interests, hobbies, dating, etc. (Standard 2)

4. Teacher discusses a typical family celebration in TC and invites students to compare and contrast that celebration with a family celebration of their own. (Standard 2)

For Realia related to Leisure, see Appendix E, pages 104-114.

XI. PUBLIC AND PRIVATE SERVICES

A. Communications

1. telephone
2. mail
3. internet

B. Government Agencies

1. post offices

SUGGESTED ACTIVITIES:

1. Students role play telephone conversations in TL using appropriate vocabulary (ex. practice making plans, leaving messages, socializing, etc.) (Standard 1)
2. Students use World Wide Web to correspond with a "key-pal" from TC, or initiate a traditional pen-pal correspondence. (Standard 2)

For Realia related to Public and Private Services, see Appendix E, pages 115-118.

XII. SHOPPING

A. Shopping Facilities

1. shopping centers
2. specialty shops
3. neighborhood merchants
4. department stores
5. markets

B. Shopping Patterns

1. time (opening hours...)
2. currency
3. interaction with sales staff

4. staples and everyday purchases

C. Shoppers' information

1. prices

D. Clothing vocabulary

1. General/seasonal/vacation apparel
2. Footwear
3. Materials/patterns
4. Colors

SUGGESTED ACTIVITIES:

1. Students role-play shopping for food, clothing, etc. (Standard 1)
2. Students listen to speakers of TL tell what they need to buy. Students then write the type of store to which this speaker would go to purchase the mentioned items. (Standards 1 & 2)
3. Students create and perform a dialogue in which they purchase a gift.
4. Students work cooperatively to research shopping patterns, store schedules, department store offerings, currency, styles, etc. and present this information to their classmates. (Standard 2)
*Emphasis should be placed on the role of the Euro in European life.
5. TPR activities to teach clothing vocabulary. (Standard 1)
6. Student groups create a fashion show in which each student narrates another's fashions. (Standard 1)
7. Students are given a budget along with a supermarket circular in TL. They are to comprise a shopping list in the TL. (Standards 1 & 2)

For Realia related to Shopping, see Appendix E, pages 119-121.
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XIII. TRAVEL

A. Transportation

1. means of transportation
2. maps
3. timetables and fares
4. signs and instructions
5. interaction at ticket counters
6. advertisements/promotional information

B. Vacation/Tourism

1. vacation activities
2. planning a vacation
3. foreign travel/passport

SUGGESTED ACTIVITIES:

1. Students read timetables in TL and answer comprehension questions, either oral or written. Emphasis should be placed on the use of the 24-hour clock. (Standards 1 & 2)
2. Students listen to native speakers discuss vacation plans to determine their method of transportation. (Standard 1)
3. Student pairs research a tourist destination in a target country and create a travel brochure in TL advertising nearby places of interest, activities, restaurants, prices, etc. (Standards 1 & 2)
4. Students write a postcard to a friend describing his/her vacation, real or imaginary. (Standard 1)
5. Students brainstorm a list of vacation activities they enjoy. Each student then interviews a partner about his/her vacation likes and dislikes. (Standard 1)
6. Students role-play a scene between a tourist and ticket agent. The tourist asks questions about transportation schedules and the purchase of tickets. (Standard 1)
7. Students complete a passport application in the TL.

For Realia related to Travel, see Appendix E, pages 122-127.
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XIV. CURRENT EVENTS

A. Political, Social, and Economic Aspects

1. miscellaneous news

C. Cultural Aspects

1. arts (theater/cinema/music)
2. people in the news
3. special events

SUGGESTED ACTIVITIES:

1. Students choose a celebrity and research his/her biographical information and role in/impact on society, past or present. Students present this information to the class, possibly through a Power Point presentation, posters, or timelines. (Standard 2)
2. Students bring in compact discs of popular music with lyrics in TL. Discuss as a class. (Standards 1 & 2)
3. Students convert American dollars to currency of a target country. (Standard 2)
4. Students compare/contrast forms of government of target countries with the democratic system of the United States.

For Realia related to Current Events, refer to the Internet, newspapers, magazines, etc.
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As previously stated, Checkpoint A is communicatively based curriculum. However, some instruction in grammar is necessary to help students communicate effectively in the target language. The following grammar topics should be covered in French 1 / Spanish 1 7-8 and should be taught within the above curriculum topics with the goal of using grammar for communication. Mastery of grammar is not the ultimate goal of Checkpoint A instruction; however, its importance should not be disregarded, as sufficient knowledge of grammar allows students to communicate their ideas with more accuracy and confidence.

The sequencing of grammar topics is left to the discretion of the teacher, although the instruction of grammar does generally follow a logical sequence. Additionally, because this curriculum guide is written for a two-year course, it is necessary for teachers of French I / Spanish I in the first year (usually grade 7) to cover basic topics in grammar in preparation for the second year of the course (usually grade 8). The grammar points that should be covered in the first year of the course are noted with an asterisk (*).

GRAMMAR TOPICS: SPANISH

1. VERBS:

- a) *Present tense of regular –ar, –er, –ir verbs.
- b) Present tense of irregular verbs: *ser, *estar, *tener, dar, *ir, venir, *querer, poner, poder, pensar
- c) *Ir a + infinitive to express future actions
- d) *Uses of ser and estar
- e) Shoe/Boot verbs
- f) Present Progressive (irregulars at teacher's discretion)
- g) Preterite (past tense) forms of –ar/–er/–ir regular verbs as well as ir and ser.
- h) Reflexive verbs
- i) *gustar/encantar/doler with IOP.
- j) Idioms with tener: *tener ____ años, tener sed/hambre, etc.
- k) Present Progressive
- l) Commands: Basic introduction to both formal and informal imperative

2. ADJECTIVES:

- a) *Placement of adjectives
- b) *Adjective agreement
- c) *Possessive adjectives as well as possession with “de”
- d) Demonstrative adjectives

3. OTHERS:

- a) *Gender of nouns
- b) *Definite and indefinite articles

- c) *Subject pronouns
- d) Direct object pronouns
- e) Indirect object pronouns
- f) Reflexive pronouns
- g) Prepositions
- h) Comparisons
- i) *Question words / formation of questions
- j) *Telling time
- k) Negation

GRAMMAR TOPICS: FRENCH

1. VERBS:

- a) Present tense of regular *-er, -ir, -re verbs.
- b) Present tense of irregular verbs: *être, *avoir, *faire, aller, venir, vouloir, mettre.
- c) Shoe/Boot verbs: acheter, préférer, payer, etc.
- d) Verb forms of “aller” + infinitive.
- e) Preterite (past tense) forms of regular and irregular verbs using auxiliaries (helping verbs) “avoir” and “être” as well as the appropriate participle (main verb) forms.
- f) Introduction to reflexive verbs
- g) Direct object pronoun (DOP) and indirect object pronoun (IOP)
- h) *Idioms with avoir : avoir _____ ans, avoir faim/soif, avoir raison, etc.
- i) *Idioms with faire: faire attention, faire une promenade, Il fait beau, etc.
- j) Expressions with être: *être d'accord, être à l'heure, être en retard.
- k) *Negation

2. ADJECTIVES

- a) *Placement of adjectives
- b) *Adjective agreement
- c) *Possessive adjectives as well as possession with “de”.
- d) *Demonstrative adjectives
- e) Irregular adjectives: beau, vieux, tout, etc.

3. OTHERS

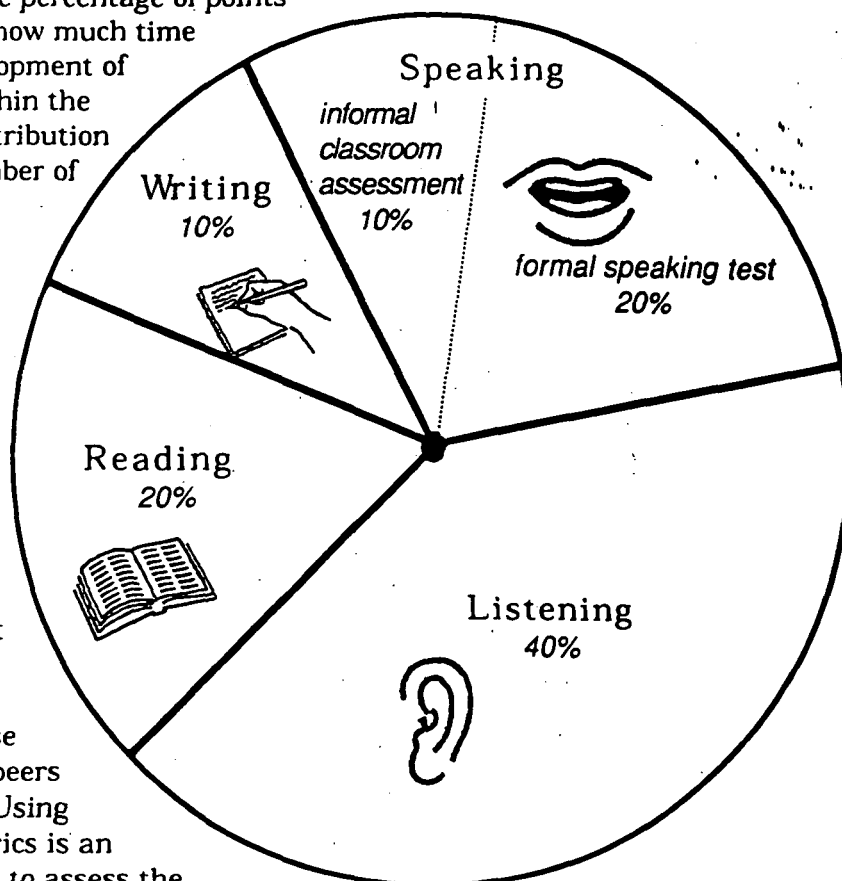
- a) *Nouns and genders thereof.
- b) Pronouns – *Subject, Reflexive and DOP/IOP.
- c) *Definite and indefinite articles
- d) *Prepositions
- e) Comparisons

Appendices

A Descriptive Overview of the Second Language Proficiency Examination

The Second Language Proficiency Examination measures the student's proficiency in a LOTE at the end of the Checkpoint A curriculum. It can be used to grant high school credit for Level 1 (Checkpoint A). It assess all four skills—speaking, listening, reading, and writing. Attention is given to assure that the tasks are culturally relevant. All speaking tasks—both Part 1a and 1b—are administered in the classroom prior to the date of the written test. The test is given once a year in June in French, German, Italian, and Spanish. The final test score is the sum of points received from each of the four sections of speaking, listening, reading, and writing. A passing score is 65.

The pie chart represents a graphic description of the Second Language Proficiency Examination by skill level. The percentage of points allotted to each skill suggests how much time should be allotted to the development of each of these areas of skill within the classroom. The percentage distribution correlates with the actual number of points for each section on the Second Language Proficiency Examination. The Checkpoint A LOTE classroom should emphasize the development of the aural/oral skills. As these skills are being developed, it is natural to introduce the reading and writing components of LOTE, always with an eye to contextualized instruction focused on real-life situations. A "snapshot" of most Checkpoint A classrooms will show that students are being given ample opportunities to use the language orally with their peers as well as with their teachers. Using the new informal speaking rubrics is an appropriate way for the teacher to assess the development of these skills on a daily basis in the classroom, and these rubrics should be



shared with the students from the very first day. It may be useful to use this pie chart as a guide in the creation and design of local curricula.

Speaking



- Part 1a** 10 points
(informal) Assessment of student performance in daily classroom activities from February 1 until five days prior to the date of the written exam.
-  A new rubric has been designed to help teachers in the assessment of students' performance.
- Part 1b** 20 points
(formal) A sourcebook of formal speaking tasks will be provided by the State Education Department. The tasks will be administered from February 1 until five calendar days prior to the written date of the examination.
- The State Education Department distributes a packet of all the tasks and will need to choose 20 tasks per language function for each test administration.
- The nature of the tasks will remain the same.
-  Guidelines for awarding the quality point are now made available (see page 60).

Listening



- Part 2a** 20 points
10 short listening passages in the target language read by teacher with multiple choice questions in English.
- Part 2b** 10 points
Five short listening passages in the target language read by teacher with multiple choice questions in target language.
- Part 2c** 10 points
Five short listening passages in the target language read by teacher with questions in English and with multiple choice answers in picture format.

Reading



Part 3a 12 points

Six reading selections based on authentic material with multiple choice questions in English.

Part 3b 8 points

Four reading selections based on authentic material with multiple choice questions in the target language.

Writing



Part 4 10 points



Students will write two notes out of three choices, each one worth 5 credits. Rubrics will be used for the rating. A writing checklist is also provided and is included in this document.



Informal Speaking (Part 1a)

How to Use the Rubric

Part 1a: Informal Classroom Evaluation

Scores for Part 1a of the examination are based on students' performance in daily classroom activities during the designated assessment period. This assessment presumes that instruction routinely includes frequent opportunities for students to engage in a variety of realistic oral communications. These communications must be consistent with functions, topics, and situations for listening/speaking outcomes at Checkpoint A in the State syllabus. Reading aloud and recitation of memorized text do not constitute oral communication for the purpose of this assessment.

Features of the Rubric

- The rubric describes a range of performances from most proficient (4) to least proficient (1).
- There are six dimensions, criteria, in the informal speaking rubric: initiation; response; conversational strategies; vocabulary; structure; and cultural appropriateness.
- The dimensions are articulated in the left column of the rubric.

Applying the Dimensions

- Scores for all six dimensions are determined by matching evidence from student exchanges with the language of the rubric.
- Students are assigned a score for their performance on each of the six dimensions.
- The raw scores for each dimension represent the extent to which the student exhibits proficiency in the areas of initiation, response, conversational strategies, vocabulary, structure, and cultural appropriateness.
- Add these scores for each dimension to determine a total raw score.
- The raw score is converted to a score ranging from 0 to 10 points, using the chart provided on each rubric.

In order to effectively use the informal speaking rubric as a scoring tool, a list of key terms and explanations is provided. The rubric also has an alternate form, a checklist, which is an abbreviated form of the detailed informal speaking rubric that describes the characteristics of each scoring level. In using the abbreviated form, teachers should refer back to the details and descriptions contained in the actual rubric.



Terminology

Conversational strategies are ways to clarify and continue a conversation. Students will use all or some of the strategies defined below, as appropriate to conversation.

- **Circumlocution**
Uses familiar vocabulary and structures to express meaning beyond his/her current level of knowledge.
Example: tiger ("a big cat with stripes in the zoo")
- **Survival Skills**
Uses learned expressions in appropriate situations to sustain conversation.
Examples: "please explain," "please repeat," "how do you say," "I don't understand"

Uses nonverbal cues to clarify meaning.
Examples: shows surprise with facial expression, shows emotion with body language
- **Intonation**
Uses language and appropriate inflection to indicate purpose of utterance.
Example: uses rising pitch to indicate question
- **Self-Correction**
Uses self-correction to clarify meaning.
Example: "You go" ... "No, I go."
- **Responds to Verbal Cues**
Uses utterances of conversation partner as a clue or resource for unfamiliar vocabulary and structures to use in his/her own utterances, to self-correct, clarify, or restate.
Example: A - "Give me a thing to write with."
 B - "OK. Do you want a pen or a pencil?"
 A - "I need a pencil."
- **Attention-Getting Devices**
Uses strategies to initiate a conversation.
Examples: "hello," "excuse me," "good morning."



Informal Speaking Rubric

Dimension	The student: 4	3	2	1
Initiation	Eagerly initiates speech, utilizing appropriate attention-getting devices. Easily asks questions and speaks spontaneously.	Is willing to initiate speech, utilizing appropriate attention-getting devices. Asks questions and speaks evenly.	Sometimes initiates speech, using attention-getting devices. Sometimes asks questions and speaks hesitantly.	Is reluctant to initiate speech and struggles to ask questions. Speech is halting.
Response	Almost always responds appropriately to questions/statements.	Frequently responds appropriately to questions/statements.	Sometimes responds appropriately to questions/statements.	Rarely responds appropriately to questions/statements.
Conversational Strategies	Clarifies and continues conversation, using all or some of the following strategies: • circumlocution • survival strategies • intonation • self-correction • verbal cues	Uses all or some strategies, but may need occasional prompting.	Uses some strategies and needs frequent prompting to further the conversation.	Uses few strategies. Relies heavily on conversation partner to sustain conversation. Rarely responds even with frequent prompting.
Vocabulary	• Incorporates a variety of old and new vocabulary. • Uses idiomatic expressions appropriate to topic. • Speaks clearly and imitates accurate pronunciation.	• Utilizes a variety of old and limited new vocabulary. • Attempts to use idiomatic expressions appropriate to topic. • Speaks clearly and attempts accurate pronunciation.	• Relies on basic vocabulary. • Speech is comprehensible in spite of mispronunciations.	• Uses limited vocabulary. • Mispronunciations impede comprehensibility.
Structure	Makes few errors in the following areas: • verbs in utterances when necessary with appropriate subject/verb agreement • noun and adjective agreement • correct word order and article adjectives Errors do not hinder comprehensibility.	Makes several errors in structure which do not affect overall comprehensibility.	Makes several errors which may interfere with comprehensibility.	Makes utterances which are so brief that there is little evidence of structure and comprehensibility is impeded.
Cultural Appropriateness	Almost always uses/interprets cultural manifestations when appropriate to the task (e.g., greeting, leave taking, gestures, proximity, etc.).	Frequently uses/interprets cultural manifestations when appropriate to the task.	Sometimes uses/interprets cultural manifestations when appropriate to the task.	Rarely uses/interprets cultural manifestations when appropriate to the task.

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for a score of "1."

Conversion Chart

22-24	10	12-13	6	3-4	2
19-21	9	10-11	5	1-2	1
17-18	8	7-9	4		
14-16	7	5-6	3		



Informal Speaking Checklist

Please refer to the informal speaking rubric for definitions of each level.

	4	3	2	1	0
Initiation - Initiates speech and asks questions - Uses appropriate attention-getting devices - Speaks spontaneously					
Response Responds appropriately to questions/statements					
Conversational Strategies to Clarify and Continue Conversations Using: - Circumlocution - Survival strategies - Intonation - Self-correction - Verbal cues					
Vocabulary - Incorporates a variety of old and new vocabulary - Uses idiomatic expressions appropriate to topic - Speaks clearly and imitates accurate pronunciation					
Structure - Uses verbs in utterances when necessary with appropriate subject/verb agreement - Makes nouns and adjectives agree - Uses correct word order and article adjectives					
Cultural Appropriateness Uses/interprets cultural manifestations appropriate to the task (e.g., greeting, leave taking, gestures, proximity, etc.)					

Total Raw Score

Total Informal Speaking Score

Conversion Chart

22-24	10	12-13	6	3-4	2
19-21	9	10-11	5	1-2	1
17-18	8	7-9	4		
14-16	7	5-6	3		



Formal Speaking (Part 1b)

Scoring the Tasks

Students may earn a maximum of five credits for each formal speaking task (Part 1b of the Second Language Proficiency Examination). Credit is awarded to the following criteria:

- One point for each of the four student utterances that is comprehensible and appropriate. (Comprehensible means that the utterance makes sense to non-English native speakers who are used to hearing foreigners speak. Appropriate means that the utterance contributes to the completion of the task.) Each task is worth a total of 4 points, without the quality points.
- One point for the quality of all four comprehensible and appropriate student utterances. (Quality means overall complexity, spontaneity, fluency, and accuracy within the scope of the Checkpoint A proficiency statement in the State syllabus.) One point per task may be given for quality.
- The final score on Part 1b formal speaking is reached by totaling the points earned for each task. The maximum score on this part is 20 points.

As the conversation partner and rater, the teacher may make two attempts at eliciting each of the four student utterances. If the student produces no comprehensible and appropriate utterance after the teacher's first two eliciting attempts at the very beginning of the conversation, the student receives no credit for the entire task. However, during the conversation, if a student produces no comprehensible and appropriate utterance after the teacher's second eliciting attempt, the student receives no credit for that utterance, and the teacher shifts to another aspect of the task.

To facilitate rating while acting as the conversation partner, the teacher should use a score sheet to keep track of the student's comprehensible and appropriate utterances, to record the number of eliciting attempts for each, and to determine whether the quality credit is warranted. A sample score sheet is provided on the following page. Certain teacher-student interactions, although natural in the course of a conversation, do not provide evidence of the student's ability to produce language. They should be disregarded for rating purposes. Examples of such interactions include:

- yes/no responses
- proper names used in isolation
- restatements of all or essential parts of what the teacher has said
- socializing devices (hello, how are you, etc.) except in socializing tasks, when appropriate.

Quality Point Guidelines

For each task, students who require three or more second attempts do not qualify for the quality point (i.e., a student with three or more checkmarks in the second column of the scoring sheet is not eligible for the quality point). Responses eligible for a quality point contain evidence from each of the following categories as appropriate to Checkpoint A: FLUENCY, COMPLEXITY, and ACCURACY.

- | | |
|------------|---|
| FLUENCY | may be demonstrated by, but not limited to, ability to sustain the conversation, spontaneity, efficiency of task completion, intonation, pronunciation, and exclusive use of target language. |
| COMPLEXITY | may be demonstrated by, but not limited to, ability to initiate/direct conversation, risk taking, creativity, choice/variety of vocabulary, and grammatical structures. |
| ACCURACY | may be demonstrated by, but not limited to, correct grammatical structure, use of self-correction strategies, and cultural appropriateness. |



Writing (Part 4)

How to Use the Rubric

The writing rubric defines the levels of student performance at various points on a fixed scale by establishing clearly defined criteria for each level. The rubric should be used with the word-count guideline.

The writing portion of the Second Language Proficiency Examination (Part IV) required substantial change to align the assessments to the new, higher standards. Students must now write two 30-word notes in the target language. The notes are taken from the situations, topics, and functions in the Modern Languages for Communication: New York State Syllabus.

Directions for scoring:

- Familiarize yourself with the modern languages syllabus and understand the proficiencies in writing for Checkpoint A.
- Familiarize yourself with the dimensions of the rubric.
- Read over the writing task provided by the New York State Education Department and understand what the student is expected to do.
- Read over the entire sample.
- Determine if the task has been met or not. If it has not been met, the student receives 0 points for that task.
- Count words, using the word-count guidelines.
- Assess the writing according to the dimensions.
- Calculate a raw score and then convert the score.

Note: There are many ways for students to accomplish the writing task. Exact translation of the task is not expected to appear in the student's writing sample.



Word-Count Guidelines

The word-count guideline is provided to help teachers determine if a word is valid. It is used with the rubric to calculate a student's total score.

Definition: A word is a letter or collection of letters, surrounded by space, that in the target language is comprehensible and contributes to the development of the task.

This definition applies even when words are grammatically incorrect.

Example: à le (French) = 2 words; de el (Spanish) = 2 words

- Names of people do not count.
- Place names and brand names from the target culture count as one word; all other places (K-Mart) and brand names (Coke, Pepsi) are disregarded.
- Contractions are one word.
- Salutations and closings in notes written in the target language are counted. There is no penalty if students do not use salutations or closings.
- Commonly used abbreviations in the target language are counted.

English	French	German	Italian	Spanish
New York City = 0 words	Île St. Louis = 3 words La Tour Eiffel = 3 words La Eiffel Tower = 2 words Paris = 1 word L'hôpital = 1 word Jacques = 0 words des États-Unis = 2 words les Galleries Lafayette = 3 words J'ai = 1 word (verb contractions = 1 word)	Auf Wiedersehen = 2 words Wie geht's = 2 words Deutschland = 1 word München = 1 word Marktplatz = 1 word Fanta = 1 word Sprite = 0 words Josef = 0 words	Giuseppe = 0 words Il Colosseo = 2 words Venezia = 1 word nell 'aula = 1 word la Coca-cola = 1 word fare lo shopping = 3 words all 'una = 1 word alle tre = 2 words d'estate = 1 word in primavera = 2 words	Nueva York = 2 words el Corte Inglés = 3 words La Universidad de Salamanca = 4 words José = 0 words La Torre Pendente = 3 words



Spelling Exemption

USING THE NEW SCORING RUBRICS FOR STUDENTS WHO HAVE A SPELLING
EXEMPTION LISTED ON THEIR INDIVIDUALIZED EDUCATION PROGRAM (IEP) OR ON
THE 504 ACCOMMODATION PLAN

The following procedures must be followed when rating the writing section of the Second Language Proficiency Examination as well as the Comprehensive Regents Examination in a language other than English.

In order to rate the student's paper in a fair and objective manner, begin by reading over the entire sample. Then reread the sample and in the space above any misspelled word you may write the correct spelling. In the case of a word having no resemblance to the correct target language word, leave the student's response as is. Rate the sample accordingly. The dimension that contains conventions of language is not to be ignored as it is possible that the word order or the use of words will affect the rating you gave the paper after correcting the spelling errors. This allows the student a fair chance to display written expression in the target language.



Writing Rubric

Dimension	The student: 4	3	2	1
Purpose/Task	Satisfies the task, connects all ideas to task/purpose, and exhibits a logical and coherent sequence of ideas throughout.	Satisfies the task; connections are implied with few irrelevancies.	Satisfies the task; connections may be unclear with some irrelevancies.	Makes at least one statement that satisfies the task. Remaining statements are irrelevant to the task.
Vocabulary	Utilizes a wide variety of vocabulary that expands the topic in the statement/question to include nouns, verbs, and/or adjectives as appropriate to the task.	Utilizes a variety of vocabulary relevant to the topic in statements/questions to include nouns, verbs, and/or adjectives as appropriate to the task.	Utilizes vocabulary, some of which is inaccurate or irrelevant to the task.	Utilizes limited vocabulary, most of which is inaccurate or irrelevant to the task.
Structure/Conventions • Subject/verb agreement • Noun/adjective agreement • Correct word order • Spelling	Exhibits a high degree of control of structure/conventions: • subject/verb agreement • noun/adjective agreement • correct word order • spelling Errors do not hinder overall comprehensibility of the passage.	Exhibits some control of structure/conventions: • subject/verb agreement • noun/adjective agreement • correct word order • spelling Errors do not hinder overall comprehensibility of the passage.	Exhibits some control of structure/conventions: • subject/verb agreement • noun/adjective agreement • correct word order • spelling Errors do hinder overall comprehensibility of the passage.	Demonstrates little control of structure or convention, or errors impede overall comprehensibility of passage.
Word Count	Uses 30 or more comprehensible words in target language that contribute to the development of the task.	Uses 25 - 29 comprehensible words in target language that contribute to the development of the task.	Uses 20 - 24 comprehensible words in target language that contribute to the development of the task.	Uses 15 - 19 comprehensible words in target language that contribute to the development of the task.

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for a score of "1."

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart

14-16 = 5

11-13 = 4

8-10 = 3

5-7 = 2

2-4 = 1

0-1 = 0

Writing Checklist



Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task • Satisfies the task • Connects ideas to task/purpose • Exhibits a logical and coherent sequence of ideas					
Vocabulary (in statements/questions) • Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task • Uses relevant and accurate words					
Structure (degree to which errors hinder overall comprehensibility) • Subject/verb agreement • Noun/adjective agreement • Correct word order • Spelling					
Word Count • Comprehensible • In target language • Contributes to the development of the task	30+	25-29	20-24	15-19	<15

Total Raw Score

Total Informal Writing Score

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for "1."

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart

14-16 = 5

11-13 = 4

8-10 = 3

5-7 = 2

2-4 = 1

0-1 = 0

Characteristics of Effective Foreign Language Instruction

The National Association of District Supervisors of Foreign Language has identified *Characteristics of Effective Foreign Language Instruction* which can serve as a good summary to a proficiency-oriented philosophy of second language instruction. These guidelines are shared in the belief that they provide a basis for common understanding and communication among evaluators, observers, and practitioners in foreign language classrooms.

A Top 10 x 2 List = 20 Effective Characteristics of Foreign Language Instruction

- The teacher uses the target language extensively, encouraging the students to do so.
- The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.
- Skill-getting activities enable students to participate successfully in skill-using activities. Skill-using activities predominate.
- Time devoted to listening, speaking, reading, and writing is appropriate to course objectives and to the language skills of the students.
- Culture is systematically incorporated into instruction.
- The teacher uses a variety of student groupings.
- Most activities are student-centered.
- The teacher uses explicit error correction in activities which focus on accuracy, and implicit or no error correction in activities which focus on communication.
- Assessment, both formal and informal, reflects the way students are taught.
- Student tasks and teacher questions reflect a range of thinking skills.
- Instruction addresses student learning styles.
- Students are explicitly taught foreign language learning strategies and are encouraged to assess their own progress.
- The teacher enables all students to be successful.
- The teacher establishes an affective climate in which students feel comfortable taking risks.
- Students are enabled to develop positive attitudes toward cultural diversity.
- The physical environment reflects the target language and culture.
- The teacher uses the textbook as a tool, not as curriculum.
- The teacher uses a variety of print and nonprint materials including authentic materials.
- Technology, as available, is used to facilitate teaching and learning.
- The teacher engages in continued professional development in the areas of language skills, cultural knowledge, and current methodology.

Source Appendix B: Languages Other Than English Albany: The New York State Education Department (4-7)

The Five C's of Foreign Language Study

The Standards for Foreign Language Learning: Preparing for the 21st Century offers a vision of foreign language instruction that links five goal areas: communication, cultures, connections, comparisons, and communities. All of these areas are woven into the two New York State Standards for Languages Other Than English.

Communication is the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature.

Through the study of other languages, students gain a knowledge and understanding of the

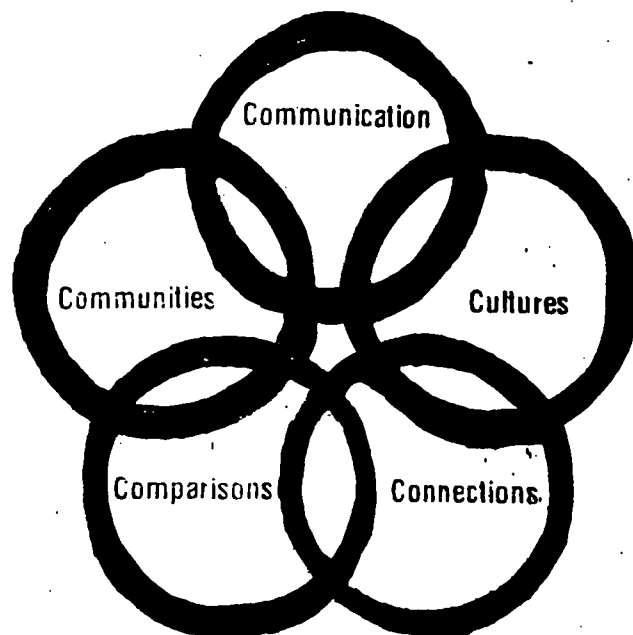
Communities that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.

Learning language provides **Connections** to additional bodies of knowledge that may be unavailable to the monolingual English speaker.

Through **Comparisons** and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.

Together, these elements enable the student of languages to participate in multilingual

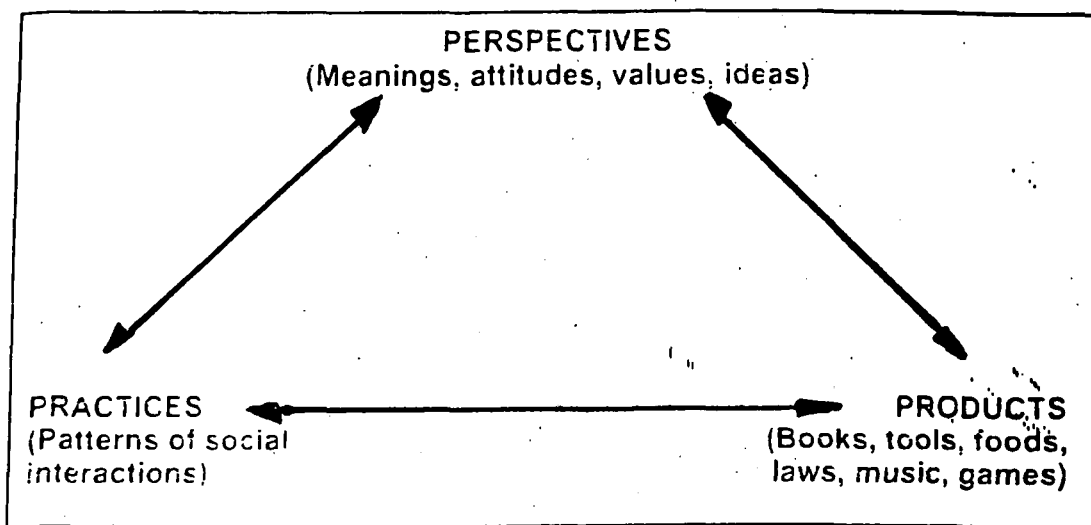
Cultures at home and around the world in a variety of contexts and in culturally appropriate ways.



The 2nd C: Culture

What is Culture? A Discussion from the National Standards

The term "culture" is generally understood to include the philosophical perspectives, the behavioral practices, and the products—both tangible and intangible—of a society. The diagram below illustrates how the products and practices are derived from the philosophical perspectives that form the world view of a cultural group. It also shows how these three components of culture are closely interrelated.



Because language is the primary vehicle for expressing cultural perspectives and participating in social practices, the study of a language provides opportunities for students to develop insights in a culture that are available in no other way. In reality, then, the true content of the foreign language course is not the grammar and the vocabulary of the language, but the cultures expressed through that language. It is important that students become skilled observers and analysts of other cultures.

In the last few decades, members of the foreign language profession have tended to divide culture into two bins: "Big C" (formal) and "little c" (daily life) cultures. Most teachers were comfortable with the concept of "Big C" (formal) culture, which required some knowledge of the formal institutions (social, political, and economic), the great figures of history, and those products of literature, fine arts, and the sciences that were traditionally assigned to the category of elite culture. The "little c" (daily life) culture bin included those aspects of daily living studied by the sociologist and the anthropologist: housing, clothing, food, tools, transportation, and all the patterns of behavior that members of the culture regard as necessary and appropriate. This "Big C" (formal), "little c" (daily life) division was valuable initially because it drew attention to

the sociological components of culture that in the past had been virtually ignored in textbooks and classrooms. However, because both aspects of culture are inextricably woven into the language of those who live in the culture, and because understanding and involvement with both is vitally important for students at all levels of language learning, they are viewed as inseparable in this document.

BOTH ASPECTS OF CULTURE (FORMAL AND DAILY LIFE) ARE INEXTRICABLY WOVEN INTO THE LANGUAGE OF THOSE WHO LIVE IN THE CULTURE.

The Specific Role of Second Language Study

The enduring dimension of cultural study is the actual participation in the exchange of information and ideas among members of various cultures using the foreign language. While a great deal of information about other cultures can be gained through the study of other disciplines, such as the social sciences and the arts, only second language study empowers learners to engage successfully in meaningful, direct interaction, both orally and in writing, with members of other cultures. The perspectives, practices, and products of culture—be they historical or contemporary—can be shared in a special way with members of the culture in which they originated. This new, “insider’s” perspective is the true catalyst for cross-cultural understanding.



**Vek xivi, vek
ucish.**

Standard	Cultural Understanding
	<i>A discussion from the New York State Learning Standards</i>

Students will develop cross-cultural skills and understandings.

In the context of language acquisition, culture is understood to mean the history, customs, social rituals, and behaviors that are shared by members of a particular group. Using a language other than English requires learners to adapt their communicative strategies to the cultural contexts of that language, and in addition, it provides an opportunity for them to share information, experiences, and perspectives across cultures. . . . Successful cross-cultural communication depends on people’s ability to adapt to the cultural contexts within which they communicate. Knowledge of cultural differences and similarities is an essential element of second language learning.

Teachers of second language across the State are beginning to review and revise their approaches to the teaching of cultural understandings based on discussions and dialogue similar to these.

Generic Mini Activities

The following activities represent only a few of the possible ways in which the teacher can enhance the instructional process and stimulate active and involved learning for the students. These activities can be used for any topic in the syllabus and at any point in the curriculum. They should be modified to meet your specific needs and local curriculum.

When playing a game with students, remember to share the complete set of directions with the students before actually beginning the activity. Be sure to do this step first, even before groups and pairs are formed. As a way of checking to be sure that your directions are clear, you might ask one or two of the students to repeat these directions for you as you list them on the blackboard. Then you will want to pass out the required materials.

Bingo

- Materials:**
- one blank bingo grid per student pair or group (5 boxes by 5 boxes or 4 by 4 for a quicker game)
 - a list of TL words, phrases, or pictures prepared by teacher or students (Lists should include a few more items than the number of boxes in the grid.)
 - calling cards with one word per card
 - a container to hold bingo calling cards
 - one writing utensil per student

Procedure:

1. Students are asked to copy one TL word or phrase into each box on personal grid in any order they wish.
2. Teacher calls out words as randomly selected.
3. Students mark the appropriate box on their own grid.
4. The first student to cover a horizontal, vertical, or diagonal line calls out "bingo" (or equivalent in TL), and must recite the winning row of TL words to the class.

Related Lessons:

- Teacher may duplicate a page of small pictures, each the size of one space on the grid. Students will cut these out for homework and place them in an envelope. Later in class students place pictures on bingo grid as desired. These may be shuffled and reused.
- Definitions or incomplete phrases may be used as calling cards.
- Students may mark the box with an X or any other symbol instead of using chips.
- A 3-box by 3-box bingo card may be used; it must be completely filled to win.
- Silent bingo: Separate pictures from an overhead transparency may be cut out and used as "silent" calling cards. Mimed actions or concrete objects could also be used in silent bingo. Student grids would consist of the TL vocabulary as in step 1.
- Teacher gives students a list of items and blank bingo grids and directs students to complete the grids as desired at home for school bingo game.
- Teacher gives students a list of questions to copy onto a bingo grid. As teacher calls out the answer, students cover the matching question.

Buried Treasure (also known as Battleship)

- Materials:**
- overhead projectors and one transparency of grid of the sample recording chart grid
 - one grid, 10 boxes by 10 boxes, for each student. Each square should be no larger than the diameter of a penny/dime, if pennies or chips are used to cover grid squares on overhead transparency. The subject pronouns are written vertically down the left edge of grid and the verb infinitives are written horizontally across the top of grid.
 - teacher transparency of same grid. Before covering grid with chips or pennies, teacher must "bury" his/her treasure without overlapping, as follows:
 - A. Put an X (or the first letter of the TL word for gold) on any one set of three boxes in a row, vertically or horizontally (this represents the TC gold) and,
 - B. Put a Y (or the first letter of the TL word for silver) on any two sets of two boxes in a row, vertically or horizontally (this represents the TC silver) and,
 - C. Put a Z (or the first letter of the TC word for money) on three single boxes separated by at least one space (this represents the TC money)
 - 100 pennies, chips, or buttons to cover the 100 squares of teacher grid
 - a paper copy of grid with buried treasure marked, for reference during activity, when treasure is covered up
 - a list of the following TL expressions: "Nothing here!" "Here it is!" "Is that your final answer?" "You are close."

Procedure:

1. Place transparency on the overhead with all boxes covered by coins or chips before students arrive.
2. Students must try to locate the teacher's buried treasure and capture it by combining a subject from the left side of the grid with an infinitive from the top of the grid, stating the correct conjugated verb form out loud. (It will take three correct guesses to capture the gold [from A grouping as above] and four correct guesses to capture the silver [from B grouping as above], and it will take three correct single guesses to capture all the TC money [from C grouping as above].)
3. Student volunteer calls off a subject/verb combination and teacher does the same thing whether the student's answer is correct or incorrect. If incorrect, teacher responds in TL, "Is that your final answer?" giving the student another opportunity to answer. If incorrect the second time, the turn passes to another student.
 - If the space is blank, the turn passes to another student.
 - If chosen space has an X, Y, or Z, teacher says in TL, "Here it is!" and points to expression on the board. This student gets another turn.

The activity ends when the entire treasure is uncovered.

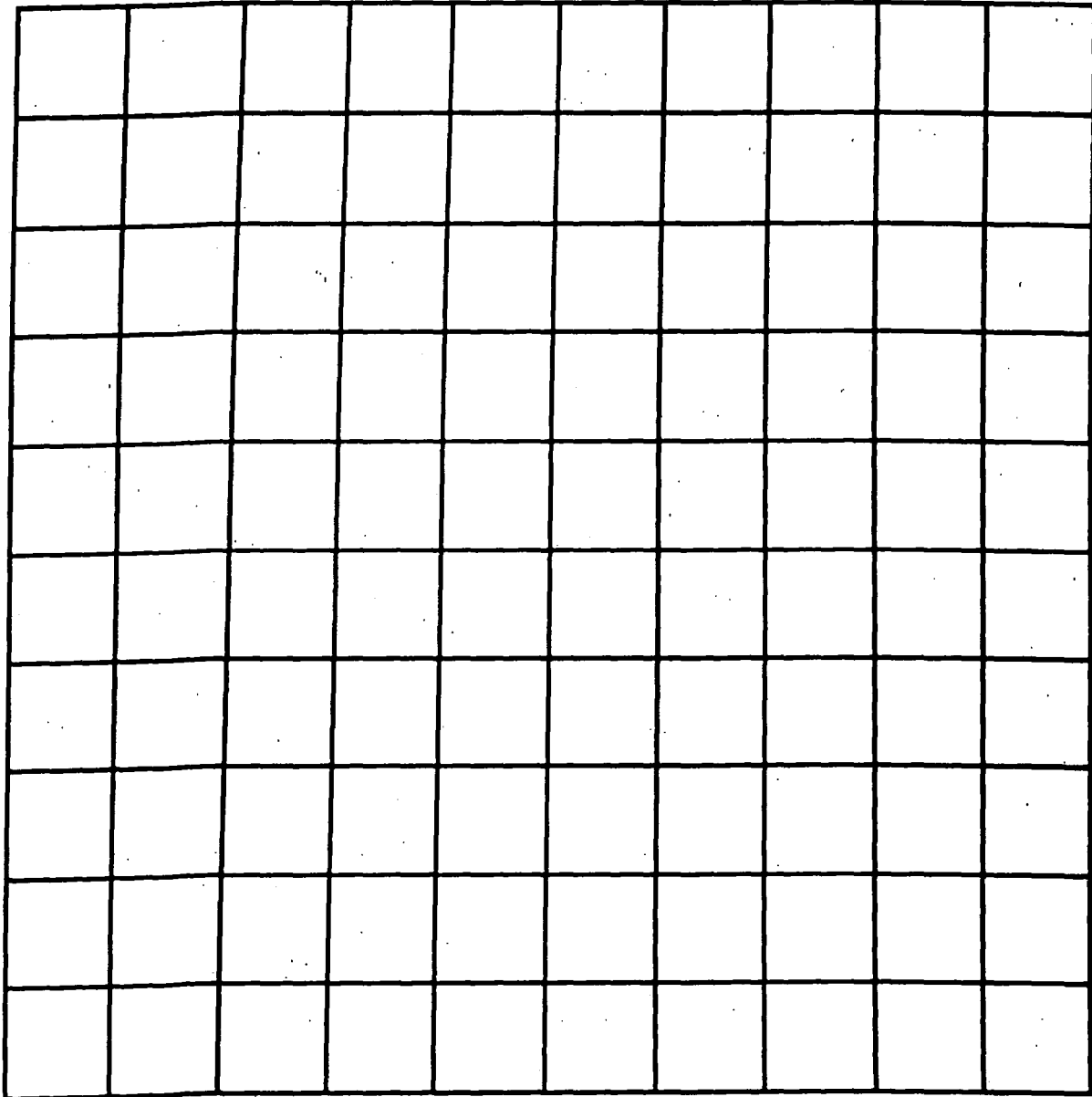
Related Lessons:

1. This activity may be timed and then replayed on subsequent days as class seeks to increase its speed in uncovering the treasure.
2. Words for top and left side of grid could be copied by students from board or from a prepared list as additional writing practice.
3. Paired Activity:
 - Each student receives a sheet with two half-page grids, one for burying their own treasure and the other for recording their own guesses of the location of their partner's treasure, with either the same subjects/verbs as above or with new ones.
 - Students erect barriers to prevent partners from seeing their buried treasure.
 - Students mark their spaces of buried treasure and take turns guessing as in above procedure.
 - Students will need to keep track on their own grid of their own correct and incorrect guesses, using one symbol (for example, a star) for correct guesses and any different symbol (for example, a check mark) for incorrect guesses.

SAMPLE RECORDING CHART

	to eat	to walk	to sleep	to have	to win	to live	to want	to write	to sing	to dance
I										
they (f)										
he										
we										
you (pl)										
they (m)										
Joe										
Ann										
You (s)										
Sue & Jon										

BURIED TREASURE GRID



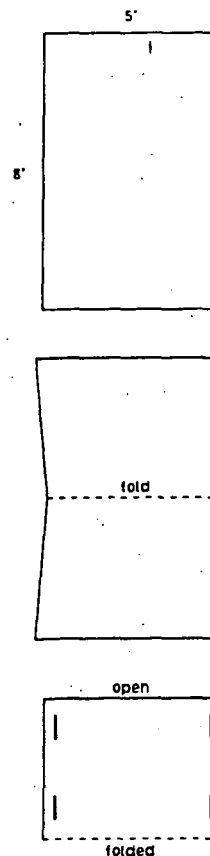
Categories 1

- Materials:**
- one set of five 3" x 5" index cards per category for increasingly challenging questions that correspond to increasing point value on back of each card (the questions vary from easy to hard with the easy questions worth less points and the more challenging questions worth more)
 - one 5" x 8" index card per category, labeled with category name, folded and stapled together to create an open envelope holding the five question cards for each category
 - chalk to keep score

Procedure:

1. Place category envelopes along the chalk tray.
2. Divide the class into teams of four to five members. Names of teams are placed on chalkboard for keeping score.
3. Teacher announces that all students must take a turn before any student can respond twice.
4. A student volunteer from one team chooses a category and an amount. Teacher reads the question from chosen card and the student must answer correctly within one minute. Student may consult with his/her teammates before answering.
5. If student response is correct, points are added under team name on chalkboard preceded by a plus sign, and used question card is placed behind the category envelope. If incorrect, points are deducted under team name preceded by a minus sign. The question card is then returned to the category envelope and another team volunteers to answer.
6. The activity continues until all questions have been answered and scores are tallied. The team with the highest score wins.

HOW TO MAKE A POCKET



Categories 2

- Materials:**
- One handout per student, per pair of students per group
 - Each handout is divided into, for example, three columns that are labeled at the top by a category. (Foods: hot food, cold food, red food; or food that you keep in the refrigerator, food you keep in a cupboard, food you keep on the table or kitchen counter. Leisure Activities: things you do inside, things you do in the countryside, things you might do at the beach. Education: school-related items that you have in your book bag, school-related items that you have in your bedroom, school-related items that are found in your living room.)

Procedure:

This may be done either as a whole class, or as a small group activity.

1. With the whole class:

- At the blackboard or overhead, the teacher names the categories.
- Students work in pairs or in small groups. The teacher calls on each pair or group to elicit words or expressions in the target language that can be identified with the specific category.
- The teacher moves from group to group to ensure participation of all students
- The teacher records identified words or expressions on the blackboard or overhead.

2. In small groups:

- Students copy the categories from the blackboard or overhead onto a separate sheet of paper.
- Students take turns, within their groups, writing words or expressions that are related to the categories on their paper.
- Students double-check the spelling of these words or expressions.
- All students sign the bottom of their papers before they are collected by the teacher, who will check for accuracy and appropriateness of the responses.

Things in your bedroom	Things in the living room	Things in the kitchen

Concentration/Memory (whole class)

Materials: • one set of paired pictures/vocabulary words on index cards, one set of numbered index cards (same amount), chalk, chalkboard, or shoe organizer pockets

Procedure:

1. Place set of picture/vocabulary cards randomly behind numbered cards in rows, down and across.
2. Students are organized into teams with a member of each team taking turns to select a pair of cards that match by calling off the numbers on top card in the TL. Once top card is removed, the students must try to recall a match.
3. The team collecting the most paired cards is the winner.

Variation:

Step 1 could be done in reverse. Materials needed are matched numbered cards and picture or vocabulary cards.

Crossword Puzzles (individuals, pairs, groups)

Materials: • two numbered grids for each student pair or group, writing utensil

Procedure:

1. Provide students with a topic.
2. Distribute one numbered grid (graph paper) to each pair of students.
3. Working together, partners will write 10 words in the TL on the grid and write the "horizontal" and "vertical" clues, numbering each one to correspond with the number in the square of the first letter of the word in puzzle.
4. After each clue, students should write the number of letters in the TL word in parentheses.
5. Give each student pair a second numbered grid. Students will copy the clues exactly from the first grid onto the second grid, leaving the squares blank.
6. Teacher collects second grid and redistributes to students to solve.
7. Students give solved puzzles to "original creators" to check with their first grid key.

CROSSWORD PUZZLE

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120

Horizontal

Vertical

Charades (whole class)

Materials: • list of four vocabulary words/phrases in TL on paper, timer

Procedure:

1. Divide class into groups of three or four and give each group a list in TL to act out.
2. Each team or individual pantomimes or acts out the word/phrase using gestures, but may not speak.
3. The class tries to guess the word or phrase in TL. A time limit of two minutes per group is advisable to keep the game moving.

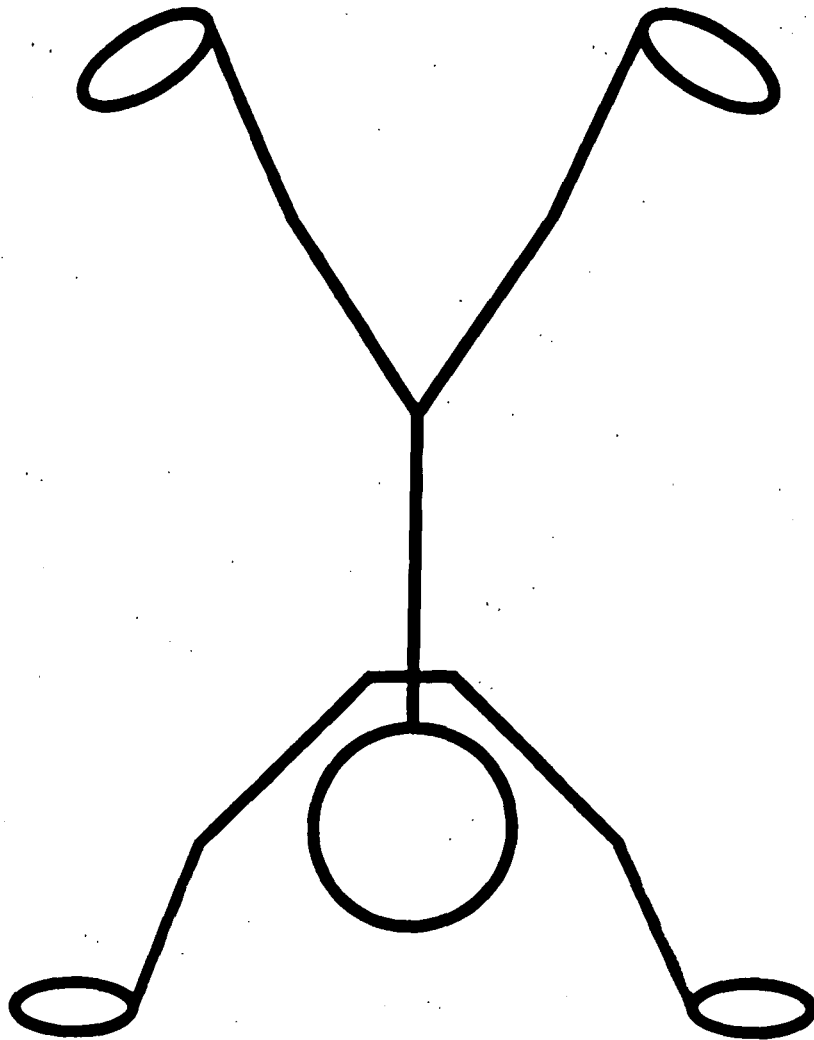
Handstand (also known as Hangman)

Materials: • a simple sketch of a person with about 10 clearly delineated structural parts which can be erased one part at a time
• chalkboard or white board, chalk or markers, eraser
• a list of familiar TL vocabulary

Procedure:

1. Students are divided into two teams, A and B.
2. The teacher chooses a word from a list. Under the sketch she draws the exact number of spaces corresponding to the number of letters in the words (For example, if the word is casa, the spaces would be _ _ _ _)
3. A student from team A suggests a certain letter, which might be found in the word in question. If it is part of that word, the teacher inserts that letter in the appropriate space or spaces and then allows that student to guess the word. If, however, the letter is not part of the word, one structural part of the drawing is erased and the turn passes to team B.
4. The process is continued until the figure "tumbles" and "disappears" (becomes totally erased) or until one team guesses the mystery word.

HANDSTAND



Magazine Scavenger Hunt

Materials: • two magazines per student; scissors; glue; markers; large paper/poster board; numbered list of objects in TL; dictionaries (optional)

Procedure:

1. Teacher prepares a list of very specific items in the TL that correspond to the current topic (e.g., a green kitchen with flowers on the table; a dining room table with five chairs).
2. Teacher divides the class into teams of three to four people, distributes materials to each team, and announces a time limit.
3. Students search for the items in the magazines, glue them onto the large paper, and number the pictures according to the list.
4. When time is up, teacher collects the papers and announces the team with the most items.

Mystery Bag

Materials: • objects that represent vocabulary items, large storage container

Procedure:

1. Teacher collects objects (e.g., plastic food, plastic body parts, dollhouse furniture, or toy animals) and stores them in a large container.
2. One at a time, a student comes up to the container, closes his/her eyes, and pulls out the item for the whole class to see.
3. The student says the word for the item in the TL.

Variation:

Student can guess the identity of the item by touch before removing it from the container.

Spinners

Description: • Spinners are used to randomly assign specific information to a student, who then must use the information to complete a task. Alternatively, spinners can be used to designate the number of spaces to be moved in a game.

Suggested Uses:

Write verbs on one spinner, subjects on another; students must give the correct verb form and use it in a sentence. Write places on one spinner, activities on another; students combine the place and the activity in a sentence.

Materials: • paper bowls or plates, heavy string or cord, oak tag, markers (permanent)

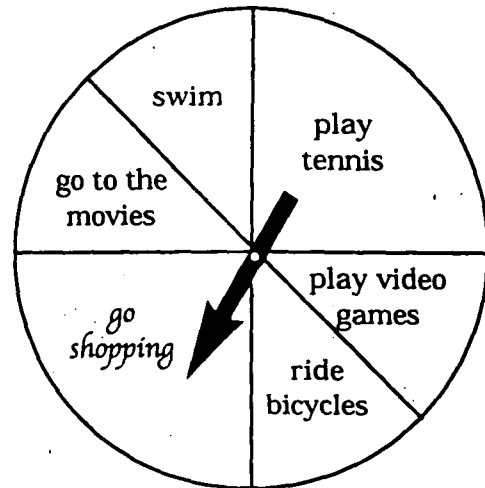
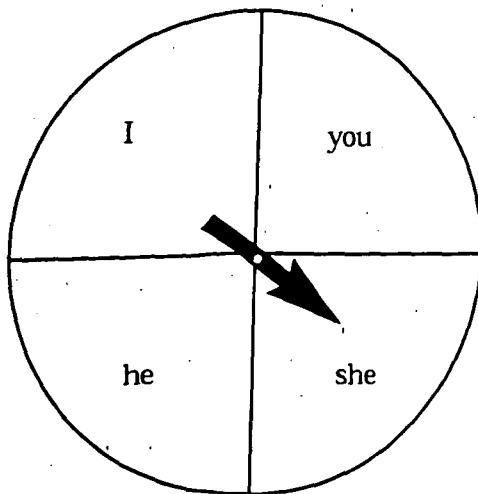
Procedure:

1. Make spinners by:
 - Labeling bottom (exterior) of paper bowls with words, phrases, or vocabulary to be practiced.
 - Cutting out a pointer from the oak tag and attaching it to the center of the bowl with a cord—securing it with knots on both sides, but allowing room for the pointer to spin freely.
2. Students sit with partners, or in small groups, and spin the pointers.
3. Students are expected to construct sentences as indicated by the pointer.

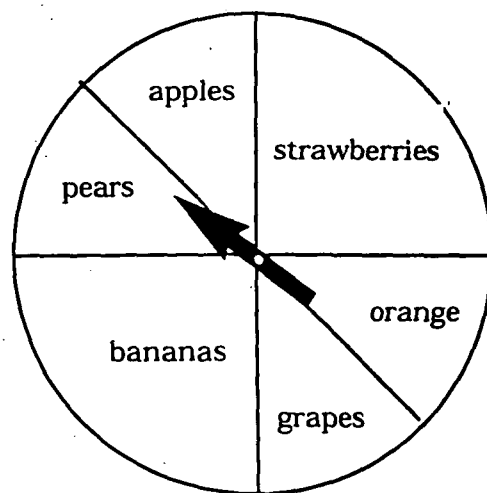
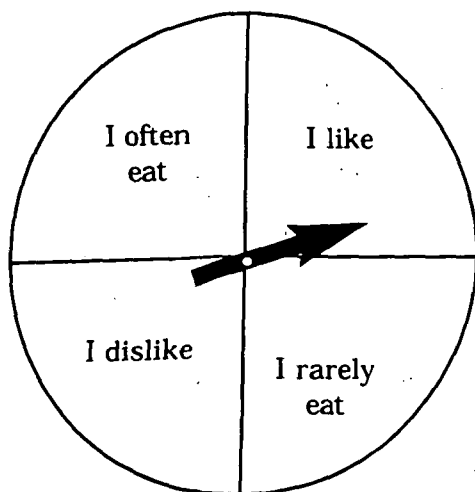
Variation:

Ask students to construct spinners as a homework assignment. Spinners can be made of other materials such as thick corrugated cardboard or wood.

TOPIC: LEISURE



TOPIC: MEAL TAKING



Tic-tac-toe

Materials: • a tic-tac-toe grid drawn on the board (three squares by three squares)
• list of TL commands or questions

Procedure:

1. Teacher or student gives a command, such as "Put the book on the table," or asks a question, such as "What is the capital of _____?" in the target culture.
2. The student who performs the command or answers the question successfully gets to put an X anywhere on the grid.
3. The next successful participant puts an O (or other symbol) on any other square on the grid.
4. Each successful participant alternates in marking either an X or an O on the grid. After unsuccessful tries the turn goes to another student volunteer or volunteers. Teacher may provide correct response and add the alternate symbol, if needed.
5. The student (or teacher) placing the last of three Xs or Os in a row is the winner.

Thumbs Up, Thumbs Down

Description: • Teacher shows a word card, picture, or concrete manipulative while stating its TL name. The name given is sometimes the correct one and other times it is not. The class will respond with thumbs up (true), thumbs down (false), or thumbs sideways (unsure). Teacher observes student reactions. Teacher confirms the appropriate gesture for the class with his/her thumb. This technique can also be used to check for understanding by asking the students to hold their hands (fists) to their chests as they show thumbs up/thumbs down. In this way, their responses are visible only to the teacher.

Word Search

Materials: • blank grid

Procedure:

1. Teacher and students brainstorm words in TL to be included in word search.
2. Each student or pair is given a blank grid.
3. Students enter words in a line or grid going up, down, or diagonally with one letter to a box on the grid.
4. The other boxes are filled in with any other letters until all boxes are filled.
5. Students solve each other's word searches. Spelling errors might be noted by the student solving the search.

Variation:

After brainstorming phase, this is an excellent homework assignment.

Using Technology

Technology has taken on a whole new meaning in the 21st century. Although tried-and-true technological methods such as cassette recorders, videos, and overhead projectors are still used in the classroom and continue to serve a purpose, the computer brings with it endless possibilities for the teacher of LOTE. As with more traditional technology, the computer does not stand alone. No technology can provide the kind of interaction required of a truly communicative classroom that is guided by teacher enthusiasm and competence, the standards, and active student participation. However, computers provide the teacher with new ways to access information and enrich the classroom experience for both students and teacher.

Teacher Use

The use of the Internet can provide didactic information for the teacher. Information can be obtained by accessing the many sites that are currently available regarding second language acquisition theories, foreign languages in general, or learning styles and strategies. These sites are monitored by the sponsoring organizations and can provide teachers with a good start in exploring possibilities on the Internet.

- www.accesseric.org
originates from the Education Resources Information Center (ERIC) and has current information relating to communicative teaching, statistics, and new trends.
- www.actfl.org
is presented by the American Council on the Teaching of Foreign Languages. It includes information such as upcoming workshops and special projects.
- www.nysaflt.org
is a useful website of The New York State Association of Foreign Language Teachers.
- www.nysed.gov
is the official website of the New York State Education Department. This site provides access to the latest information regarding State policies and practices.
- www.emsc.nysed.gov/ciai/lotte.html
will retrieve the New York State Education Department website for Languages Other than English.
- www.cortland.edu/flteach/
can be used to find out about the FLTEACH discussion list and ancillaries. It is another way for teachers to keep updated regarding current methodologies and classroom ideas, and to share concerns and ideas using the listserv FLTEACH. This listserv was, designed by Jean LeLoup and Robert Ponterio at the State University of New York at Cortland (SUNY Cortland).
- www.nysatl.nysed.gov
is a website which houses a collection of standard-based learning experiences which have been validated by New York State teachers through its Statewide Peer Review process.

It is important to note that the Internet also serves as a tool for in-service training for teachers of LOTE. A difficult and time-consuming endeavor for any LOTE teacher is to visit and interact personally with the target culture of the language taught. Often, such travel is not possible. Through the Internet, however, it is possible to read daily papers from many target cultures, connect to other related pages, and thus keep up-to-date with a country's culture, history, and language.

Print material from the Internet is often far more current than published textbooks, and can be chosen to meet students' needs and interests. Scans can be made and information and vocabulary can be deleted and/or highlighted. The teacher can use print material to establish cross-cultural comparisons by comparing and contrasting key points of one culture with another. Such materials can be used to enhance and develop students' reading comprehension and to give students the opportunity to see the language in print exactly as millions of people in the target culture see it. Print materials serve to heighten student interest and increase motivation, as well as to develop vocabulary and certain linguistic skills such as analyzing and studying grammar in context.

However, it should be noted that none of the above uses of technology can ever replace the presence of a certified teacher of LOTE. The teacher's use of technology can enrich classroom practice and bring learning experiences for the students to a new level. Alone, these technologies are a poor substitute for the spontaneous interactions that are needed in a communicative classroom. They do, however, provide an important tool for teaching and learning for our students in the 21st century.

Student Use

The use of the Internet can also provide the learner with the opportunity to connect directly with the target culture and its people. Through correspondence with key pals, students can enhance their own writing skills and reduce their fear of using the target language in real-life situations. There are many organizations that sponsor key pals, and schools may set up key pal programs as well. Although such endeavors require a certain amount of technology and organization, they can significantly enhance and enrich learning a second language.

Current technologies can enable students to use traditional equipment in new ways. For instance, they may create PowerPoint presentations or use word processing or drawing programs to fulfill class assignments—and they are usually enthusiastic about doing so. Students are easily engaged and willing to use the target language in these creative efforts. With the aid of the computer, students are now able to take untimed tests online and are provided with the opportunity for countless activities outside the classroom. With the growth in the market of CD-ROMs and software, both teacher and student can easily explore authentic places, using the target language; visit culturally authentic places; and practice new as well as recycled material.

Llene esta aplicación y la procesaremos inmediatamente...!HAGALO AHORAI

CERTIFICAMOS QUE LA INFORMACION ANTERIOR
ES LEGITIMA Y AUTORIZAMOS UNA INVESTIGACION
DE CREDITO, HISTORIA DE EMPLEO Y LIBERAR
INFORMACION RELACIONADA
FIRMA DEL APLICANTE FECHA
FIRMA DEL COAPLICANTE FECHA

DUEÑO O RESPONSABLE DE MORTGAGE		☐ DUEÑO RENTA ☐ PAGO / RENTA		TEL. CASA TEL. TRABAJO	
EMPLEADOR DEL CONYUGE		POSICION		SUELDO BRUTO ? CUANTO TIEMPO TRABAJA ALLI?	
NOMBRE DEL CONYUGE		APELLIDO		INICIAL SEGUNDO NOMBRE	
EMPLEADOR		POSICION		SUELDO BRUTO ? CUANTO TIEMPO TRABAJA ALLI?	
DIRECCION		CIUDAD		ESTADO ZIP	
NOMBRE		APELLIDO		INICIAL SEGUNDO NOMBRE	
FECHA DE NACIMIENTO		SEG. SOCIAL		FECHA DE NACIMIENTO	

Horóscopo

Aries 
21/3 al 19/4

Desgano, apatía, desinterés. Trata de levantar el ánimo. Tu pareja, tus amigos y tus familiares pueden ayudarte a salir de esta situación. Acude a la gente que te quiere sin miedo. Sólo así podrás sentirte pleno nuevamente.

Leo 
23/7 al 22/8

Edía de mucho trabajo. Estarás atareado hasta altas horas. Pero tanto esfuerzo rendirá sus frutos. Tu pareja sabrá comprender la importancia del trabajo en esta etapa de tu vida, para lograr construirte un futuro.

Sagitario 
22/11 al 21/12

Pasas un día agitado pero todo se reacomoda al final. En el amor, un giro imprevisto destruye el buen clima. Tus expectativas e ilusiones se esfuman. No permitas que los problemas afectivos te desanimen. Vuelve a empezar.

Tauro 
20/4 al 20/5

Hoy tendrás tiempo para reorganizar tareas y tu vida en general. En el amor, los celos son una pésima opción. Debes dejar de acosar a tu pareja. Ve sobre seguro o evita el tema.

Virgo 
23/8 al 23/9

Vas a contar con un golpe de suerte extra para llevar a cabo tus planes y conseguir lo deseado. Es un buen día para iniciar una nueva etapa y la suerte te favorece para que lo intentes.

Capricornio 
22/12 al 19/1

Vas a contar con un golpe de suerte extra para llevar a cabo tus planes y conseguir lo deseado. Es un buen día para iniciar una nueva etapa y la suerte te favorece para que lo intentes.

Géminis 
21/5 al 21/6

Tu pareja te tendrá atareado con planes y proyectos en común. Excelente día para concretar decisiones postergadas. La sinceridad se vuelve fundamental para lograr lo que ambos se proponen.

Libra 
24/9 al 23/10

Te has sacado diez años de encima. Te sientes positivo y emprendedor, feliz entre la multitud. Alguien te refresca una vieja idea de una ventura. Es justo lo que necesitabas.

Acuario 
20/1 al 18/2

No dejes pasar una oportunidad clara de prosperar económicamente. Escucha con sumo interés la propuesta que te realicen. En ella radica el cambio de vida que tanto deseas.

Cáncer 
22/6 al 22/7

Hoy se ordenan un par de situaciones confusas que te preocupaban. Llegó la paz a tu vida, al menos por un tiempo. Prioriza el amor y deja las finanzas a un costado por unos instantes.

Escorpio 
24/10 al 21/11

Basta de rutina y de refugiarte en lo seguro. Quieres involucrarte en el movimiento, promoviendo cambios y acatando las novedades con confianza. En lo económico decides parar con los gastos innecesarios.

Piscis 
19/2 al 20/3

Recibes una visita muy esperada. Tienes la oportunidad de recuperar tu espacio familiar con aquellos parientes con quienes sientes afinidad, más allá de lo estrecho o no del vínculo. Aprovechala.

HOROSCOPE

SIGNES DE FEU : Spontanés, motivés, passionnés, les signes de Feu font tourner le monde.

BÉLIER

Climat général : Les planètes s'ébattent joyeusement dans le zodiaque et vous aussi ! La rigueur hivernale vous demande de bouger, d'agir tous azimuts, histoire de vous réchauffer.

Au travail : Dès la mi-février, Mars et Vénus donnent l'énergie et la possibilité de séduire vos interlocuteurs. Bousculez-les un peu !

En amour : Vénus rajoute une dose de passion dans vos relations. Cœur et corps s'enflamment, c'est sensuel, sexuel et très bon...

LION

Climat général : Après un début février un peu poussif, vers la moitié du mois, quelque chose ou quelqu'un apparaît. Vous allez repartir en avant, vous engouffrer dans un nouveau projet.

Au travail : La déstabilisation que vous avez connue laisse place au besoin de lutter et de vaincre. Reprenez tout ça en main et allez-y !

En amour : La présence de Vénus en signe de Feu excite vos ambitions amoureuses et vous ne vous contenterez plus de ce que vous avez.

SAGITTAIRE

Climat général : Cette année - de tous les dangers - commence vraiment ce mois-ci. Ça pulse dans votre tête, dans votre cœur et ça vous pousse à prendre des risques... calculés.

Au travail : Vous avez le vent en poupe, des contacts se créent, l'énergie ne vous quittera pas. Vous allez franchir les obstacles, hop !

En amour : Faites-vous plus tendres, plus réceptifs et offrez-vous sans rien attendre en retour. Alors, c'est sûr, vous recevrez...

SIGNES DE TERRE : Stables, concrets, réalistes, les signes de Terre bâtissent le monde.

TAUREAU

Climat général : Ne vous précipitez pas sur ce mois de février, le début est un peu lent, mais, petit à petit, de nouvelles opportunités apparaissent, votre vision des choses s'éclaircit.

Au travail : Ne vous acharnez pas tout de suite, prenez votre temps, étudiez la situation et vers le 1^{er} février, vous appuierez sur l'accélérateur.

En amour : Vous voulez le faire et bien le faire ? Alors, parlez, écoutez, communiquez. Votre partenaire ne demande... que ça !

VIERGE

Climat général : Si vous cherchez la perfection en toutes choses, vous faites fausse route, la perfection n'existe pas... Vous le savez, mais vous avez du mal à l'admettre. Pourtant...

Au travail : Profitez du début février pour relancer la machine, prendre une direction, affirmer vos vues. Ensuite, lâchez du lest.

En amour : Mettez un grain d'imagination et de folie dans vos relations. Sinon, elles s'endormiraient. Ce serait dommage, non ?

CAPRICORNE

Climat général : Après un début février assez dynamique, vous pourriez connaître, ensuite, une certaine démotivation. Ne vous laissez pas influencer par ce que disent les autres.

Au travail : Ne cherchez pas à tout faire, à endosser des responsabilités qui ne sont pas les vôtres. Laissez les autres les prendre...

En amour : Vénus, en signe hostile, répand une nappe de brouillard sur vos amours. Soyez prudents et allumez vos projecteurs...

SIGNES D'AIR : Libres, mobiles, inventifs, les signes d'Air relient le monde.

GÉMEAUX

Climat général : Très bon et même excellent, on ne peut pas dire autre chose... Les planètes de février vous font la fête, remuent la queue et aboient leurs encouragements. Allez, en route !

Au travail : Mercure vous donne contacts et idées, Vénus les fait passer en souplesse et le Soleil les illumine. Que voulez-vous de plus ?

En amour : Que vous soyez célibataire ou en couple, vous aurez envie de renouveler vos sentiments. Votre route mène à la satisfaction.

BALANCE

Climat général : Les planètes de février vous servent de détonateur, de catalyseur et, progressivement, vous allez atteindre une nouvelle vitesse de croisière. Êtes-vous prêts ?

Au travail : Vous qui aimez associer les idées, les personnes et qui jonglez avec tout ça, vous allez être servis, le moment est fait pour agir.

En amour : Tiens, tiens... Vénus en opposition remet en question une relation, un sentiment. Dites ce que vous voulez et ne voulez plus...

VERSEAU

Climat général : Tout est bon dans le zodiaque, il n'y a rien à jeter... Pour vous, février sonne la charge, présage une grande année 2001.

Au travail : Les idées se bousculent au portillon, de nouvelles relations se forment, l'énergie ne vous quitte pas... bref, vous allez évoluer.

En amour : Coup de chance ? De foudre ? Qui sait ? Amitié et complicité font irruption dans votre vie. Aimez, aimez à tort et à travers.

SIGNES D'EAU : Sensibles, intuitifs, créatifs, les signes d'Eau inspirent le monde.

CANCER

Climat général : Pourquoi vous posez-vous des questions ? Pour rien, car ce mois de février vous encourage à agir, à prendre des décisions, de nouvelles directions. Qu'attendez-vous ?

Au travail : Au cours de la première moitié de février, Mars vous pousse vers l'inconnu, vous demande des efforts. Soyez prêts à les fournir.

En amour : Aïe, ça coince un peu, Vénus jette du sable dans les rouages de vos relations. Restez fidèles, au moins à vous-mêmes...

SCORPION

Climat général : La planète Mars reste avec vous jusqu'à la mi-février et vous ressentirez une certaine agressivité. Si vous savez la canaliser, elle vous fera avancer, évoluer.

Au travail : Tout n'est pas rose ? Alors, écrasez du talon les petits ennuis qui vous gâchent l'existence. C'est ça, voyez loin, voyez grand !

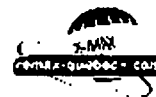
En amour : Passion, besoin d'amour intense... Vous n'êtes jamais rassasiés. Tant mieux, c'est ça qui vous fait vivre, créer, vous régénérer.

POISSONS

Climat général : Vous voilà sortis de la léthargie du mois de janvier et maintenant, il faut vous y mettre. Mais à quoi ? Réfléchissez aux buts importants que vous désirez atteindre.

Au travail : Démarrez quelque chose au début du mois car, ensuite, des tensions pourraient se faire jour. N'imitiez personne, suivez votre voie !

En amour : Vos sentiments ne doivent pas être dispersés un peu partout mais concentrés sur quelques personnes seulement : les bonnes.



Résidentielle

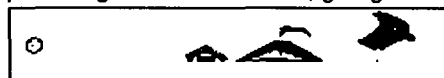
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Fiche descriptive # ULS M-1097722 - (5/53)

**Prix :** \$ 269 000

Région : Montréal
Ville : N.D.G.
Adresse : 4839 Melrose Av
Genre : Appartement - Condominium
Type : Détaché / Isolé
Chambres à coucher : 3
Salles de bains : 1
Salles d'eau : 0
Taxes municipales : \$ 2 179
Taxes scolaires : \$ 365
Taxes (total) : \$ 2 544

INFO-MAISON 276-4636 code 1668 ou Joli haut de duplex très ensoleillé situé tout près du village Monkland. Copropriété de 3 chambres avec puits de lumière, foyer, terrasse, accès au jardin, salle familiale et beaucoup de rangement au sous-sol, garage.



Dimensions

Bâtisse

Dimension : 26 X 53**Superficie :** n/d**Superficie habitable :** 1259

Terrain

Largeur : 31**Profondeur :** 93**Superficie :** 2332 pieds carrés

Caractéristiques

Foyer	Garage	Salle familiale	Salle à manger
Sous-sol 6 et +			

Détail des pièces

Pièce	Niveau	Dimensions *	Revêtement plancher	Description
Chambre à coucher	2ième niveau	10.6 X 8.8	Bois	balcon
Chambre à coucher	2ième niveau	9.5 X 15.2	Bois	
Chambre à coucher principale	2ième niveau	11.4 X 15.3	Bois	SDB attenante
Cuisine	2ième niveau	13.3 X 9	n/d	
Salle de bain	2ième niveau	n/d	n/d	attenante CCP
Salle à manger	2ième niveau	11.2 X 14.6	Bois	
Salon	2ième niveau	13.9 X 15.5	Bois	foyer
Rangement	Sous-sol	n/d	n/d	
Salle familiale	Sous-sol	20.9 X 8.6	Plancher flottant	

* Toutes les dimensions sont en pieds

Agent inscripteur

Visitez les propriétés de **GEORGES BARDAGI**
 RE/MAX DU CARTIER G.B., Outremont, (514) 271-2131



Trouvez une propriété Résidentielle


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Fiche descriptive # ULS M-1108792 - (3/53)

**Prix : \$ 259 000**
 Versement hypothécaire
selon vos critères :
[Calculer](#)

Région : Montréal
Ville : N.D.G.
Adresse : 5267 De La Cote Saint Antoine Ch (202)
Genre : Appartement - Condominium
Type : Détaché / Isolé
Chambres à coucher : 2
Salles de bains : 2
Salles d'eau : 0
Taxes municipales : \$ 2 535
Taxes scolaires : \$ 561
Taxes (total) : \$ 3 096

Meilleur emplacement dans l'immeuble. Surplombe un beau jardin tranquille. Bâti depuis 1 an, jamais occupé. Bien situé adj. Westmount, près du quartier Monkland et des services. Caract. incluant plancher de bois franc, balcon, ascenseur, rangement abondant, syst. d'intercom, intimité.

**Dimensions****Bâtisse**

mension : n/d
Superficie : n/d
Superficie habitable : 1003

Terrain

Largeur : n/d
Profondeur : n/d
Superficie : n/d

Caractéristiques

Const. 10 ans et - **Garage** **Sous-sol 6 et +**

Détail des pièces

Pièce	Niveau	Dimensions *	Revêtement plancher	Description
Chambre à coucher	2ième niveau	9.4 X 12	Autre	
Chambre à coucher principale	2ième niveau	11 X 15.8	Bois	
Cuisine	2ième niveau	8 X 8	Tuile	
Salon	2ième niveau	14 X 20	Bois	

* Toutes les dimensions sont en pieds

Agent inscripteur

Visitez les propriétés de **BRIAN DUTCH**
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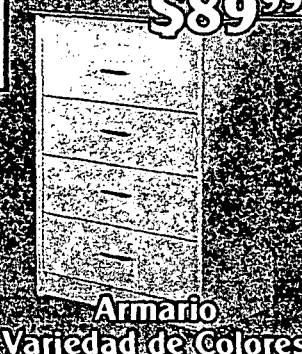
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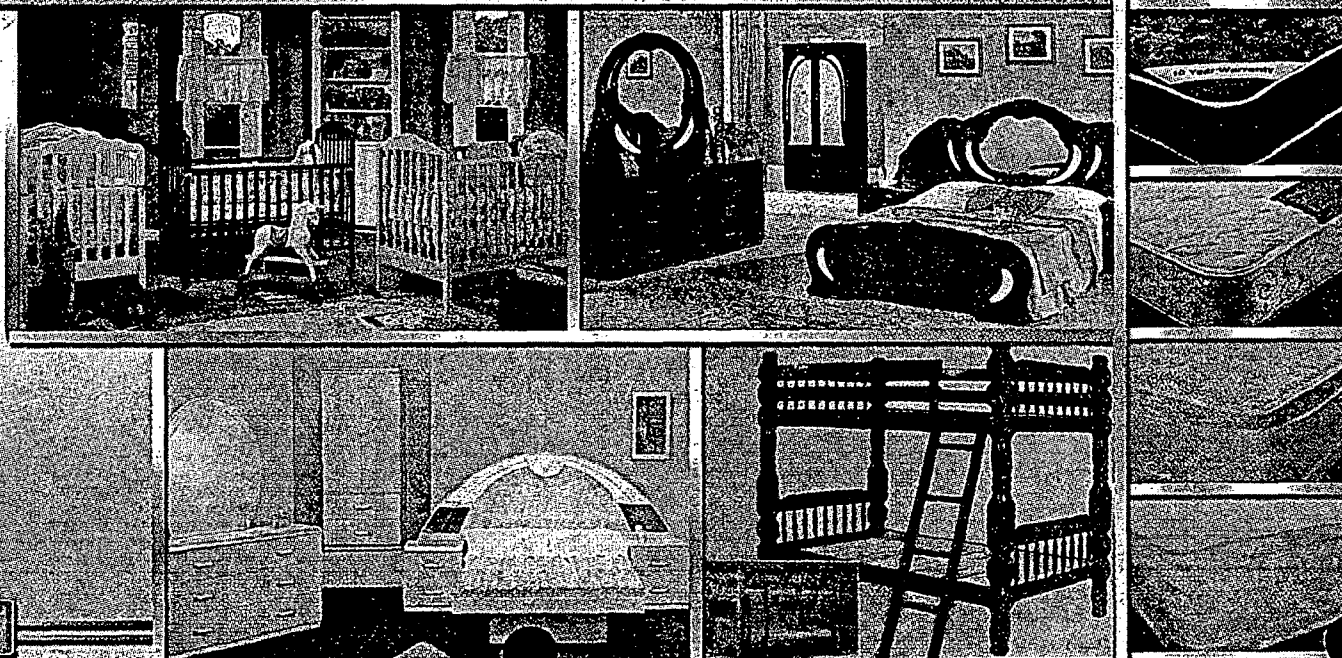


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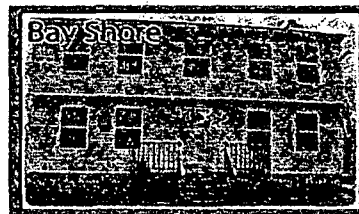


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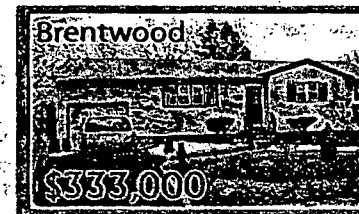


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7 Dormitorios,
Sótano Terminado



Rancho de 5 dormitorios,
2 Baños Terminados,
Sótano Terminado



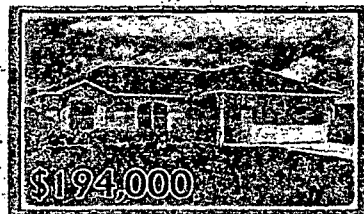
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1.5 Baños, /2 Sótano Terminado

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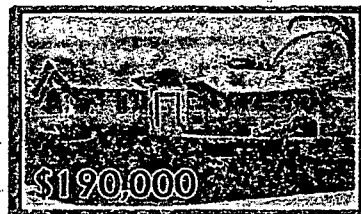
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Pasajes Aéreos Para dos Personas, 2 Noches de Hospedaje, Lunch

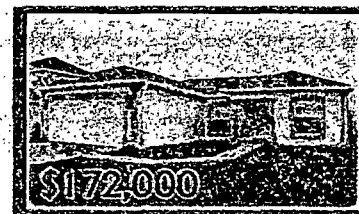
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3 Dormitorios,
2 Baños, 2 Garages



3 Dormitorios,
2 Baños, 2 Garages



3 Dormitorios,
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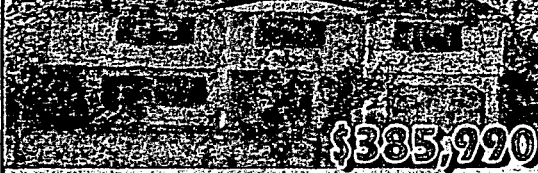
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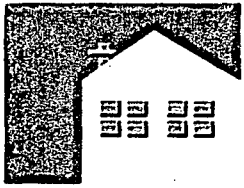


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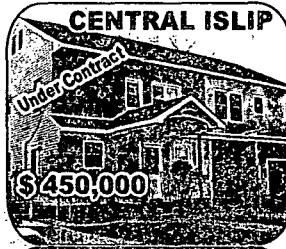
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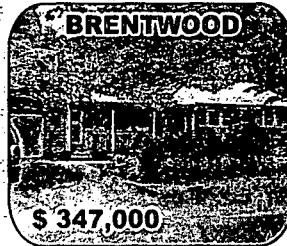
Karina J. Escobar
Lic. R.E. Agent



Ulises O. Turcios
Lic. R.E. Agent



BAY SHORE
RANCHO
3 Dormitorios, Baño, Sala, Comedor, Sótano Terminado.



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MASTIC

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comedor, cocina,
full basement.
\$2,500

MASTIC

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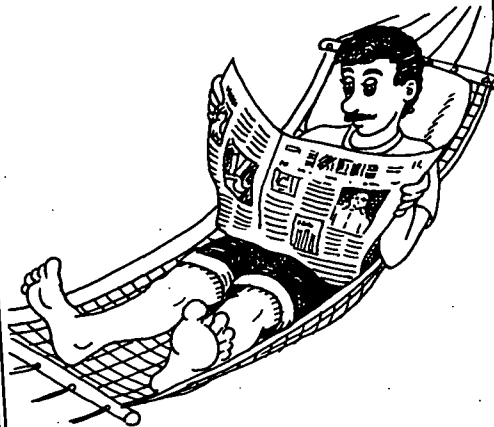
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las Madres!*

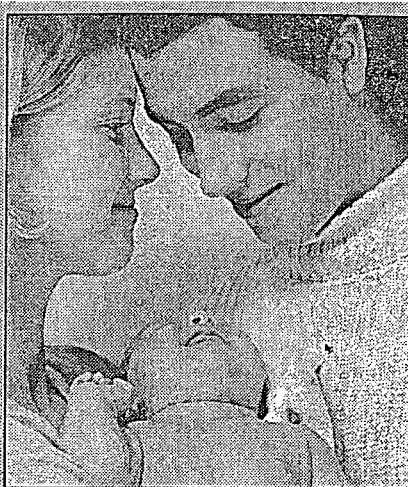


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para la mamá más buena
y cariñosa*

**"¡Feliz Día
del Padre!"**



*Con mucho cariño de
tu hija Patricia
para el papá más
simpático del mundo*



AGENCIAS

Los padres deben empezar a cimentar la comunicación abierta y efectiva desde que los hijos están recién nacidos.

COMUNICACION EFECTIVA

■ **Empiece la comunicación efectiva cuando los niños están chicos.** Antes de que los padres y los hijos puedan comunicarse, deben sentirse cómodos al hacerlo. Cuando los niños están chicos, los padres deben empezar a cimentar la comunicación abierta y efectiva.

■ **Comuníquese al nivel del niño.** Cuando los padres se comunican con sus hijos, es importante que lo hagan al nivel del niño, verbal y físicamente. Verbalmente, los padres deben tratar de usar lenguaje apropiado a la edad de sus hijos para que puedan entender.

■ **Aprenda a realmente escuchar.** Escuchar es una habilidad que se debe aprender y practicar. Escuchar es una parte muy importante de la comunicación efectiva. Cuando los padres escuchan a sus hijos les están mostrando que están interesados y que ponen atención a lo que sus hijos tienen que decir. A continuación se ofrecen unos consejos para convertirse en mejores escuchas:

■ **Mantenga las conversaciones breves.** Entre mas chicos son los niños, mas difícil es que pongan atención a sermones largos. Una buena regla es que los padres hablen con sus hijos por 30 segundos, luego pregúnteles algo o pida su opinión de lo que se ha hablado.

■ **Haga preguntas indicadas.** Algunas preguntas ayudan a mantener el curso de una conversación, mientras que otras la pueden parar en seco. Los padres deben tratar de hacer preguntas fáciles de contestar en sus conversaciones con sus hijos.

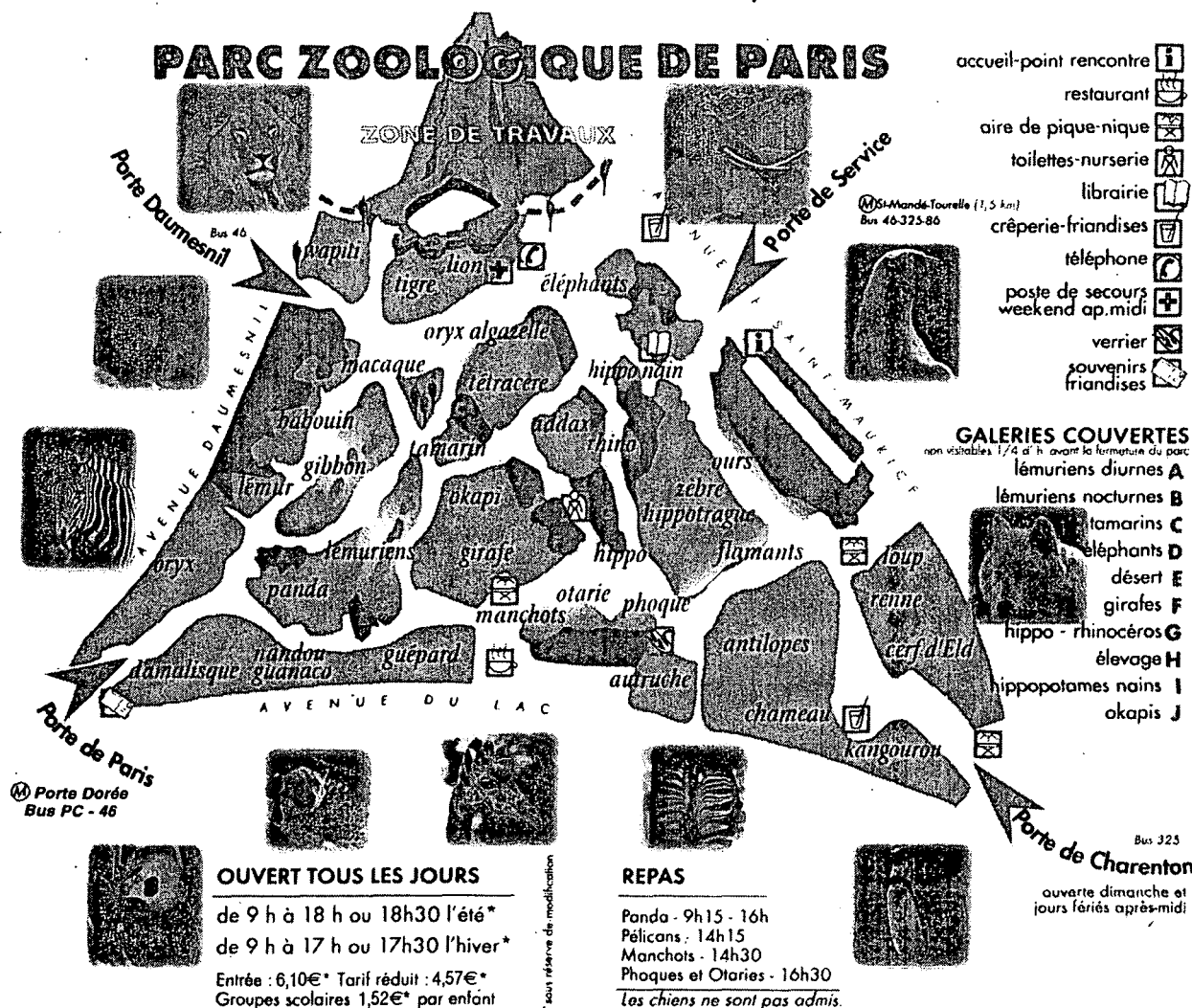
■ **Expresa sus ideas y opiniones con sus hijos cuando se comunique con ellos.** Para que la comunicación sea efectiva, deben haber dos lados. No solo los padres deben estar disponibles para sus hijos y listos a escucharlos, para que la comunicación efectiva tome lugar, también deben estar preparados para compartir ideas y sentimientos con sus hijos.

■ **Planee regularmente juntas de familia o tiempo para platicar.** Una forma muy útil para las familias de comunicarse efectivamente con niños mas crecidos es planear juntas para platicar.

■ **Trate de dar explicaciones completas.** Al contestar las preguntas de los niños, los padres deben proveer tanta información como sea necesaria, aunque los temas sean de algo que los padres no se sienten cómodos para hablar.

Fuente: Centro para el Padre Efectivo.

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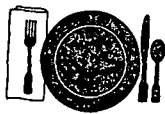
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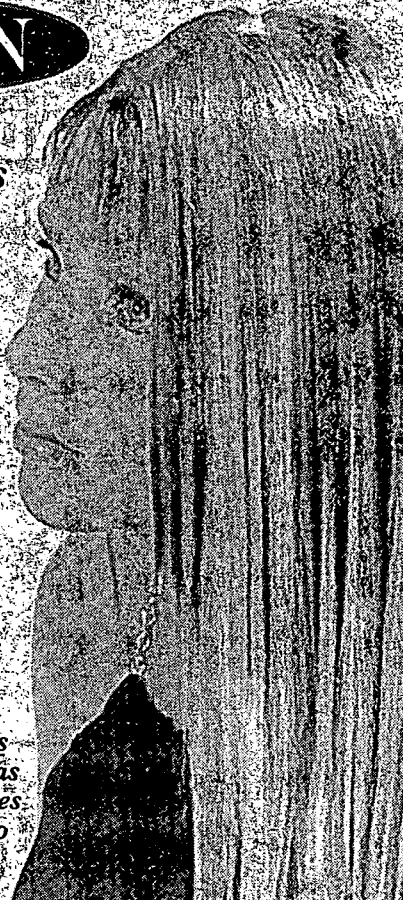
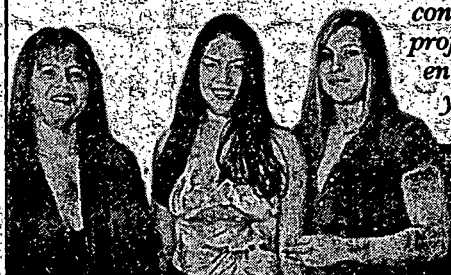
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mín. 72°

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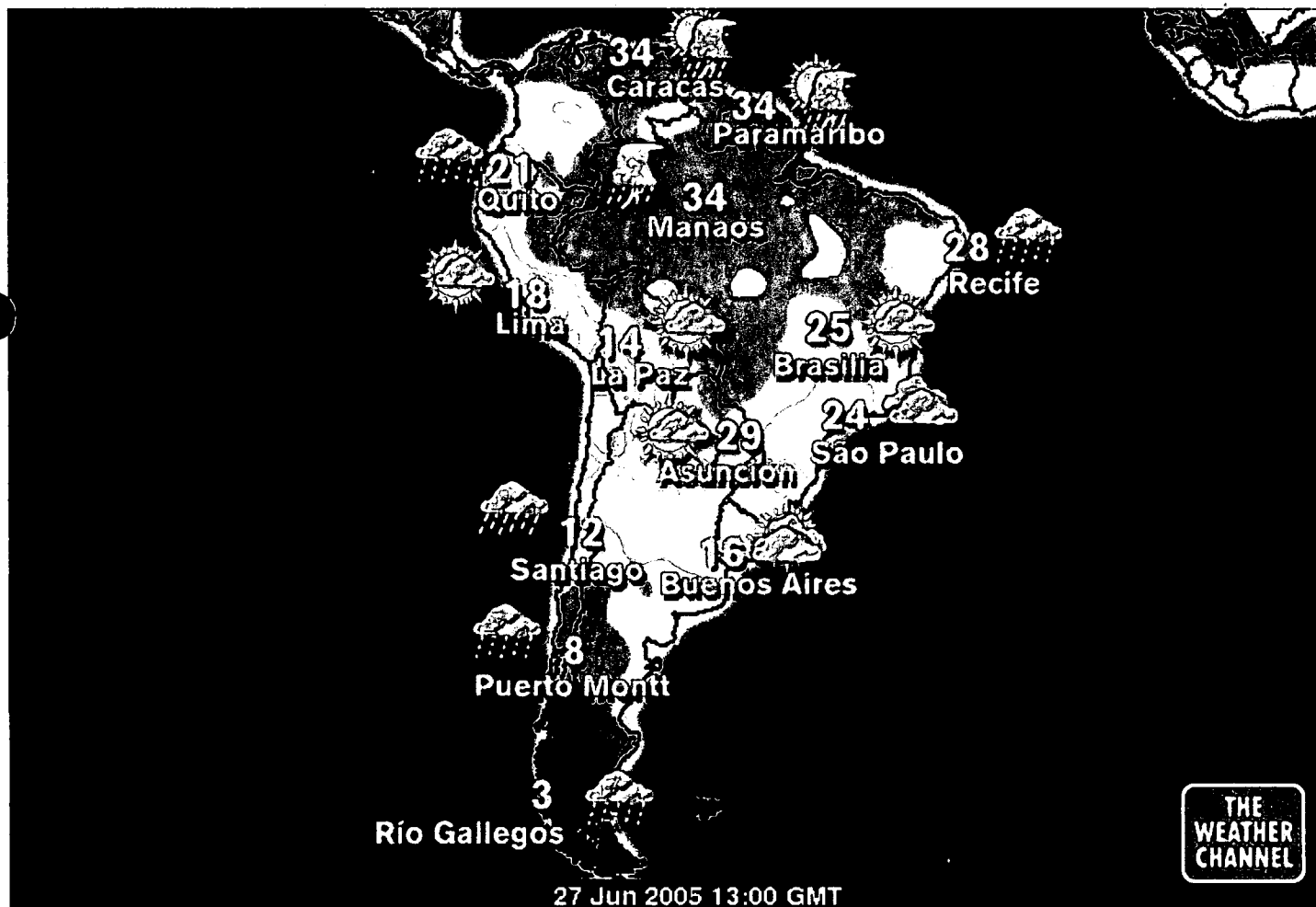
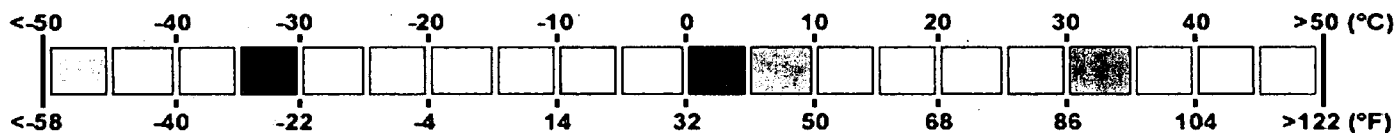
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GAZPACHO From Spain

It is difficult for me to give you definite weights or quantities for this recipe; please forgive me.
Lots of red, ripe tomatoes Cucumber (with the part that attaches it to the plant removed: it is bitter) Anaheim pe

Garlic
Vinegar
Olive oil
Salt
Water

There might be as many recipes of gazpacho as families are in Spain. This is the one i have learned at my house.
As a rule, you want more tomatoes in the gazpacho than anything else. A nice looking gazpacho should have a pret
anything (at least i never do).

Cut some bread and soak it in water.

Add it to the blender. Add the olive oil, salt, vinegar and water.

Turn the power on until everything blends "homogeneously". Take a spoonful and taste it. At this point you can

Some people get crazy adding garlic, while some
others hate it.

I prefer gazpacho at room temperature. However, as it is a typical summer dish, it is usually served cold. In :

As with many other dishes, when you save gazpacho from one
day to the other, it tends to improve in flavor.

Enjoy!

Gloria

< Aportado por: Christine Corrado-Knutson>

Hace unas semanas alguien pidió una receta para gazpacho. No me acuerdo si ya ha salido una receta, así que os of

Ingredientes: 8 tomates rojos
2 pepinos pequennos
1 rebanada de pan
2 dientes de ajo
2 pimiento
cuarto litro de aceite
vinagre
sal
agua

Elaboración:

Triturar en la batidora los pimientos--sin semillas y partidos por la mitad--los tomates, los pepinos pelados,

Cuando esté muy bien batido, vertir todo en la fuente en la que vaya a ser servido y agregar agua hasta que adqu

En cuanto a las cantidades de los ingredientes, no hay que ser muy exactos con ellos. Además, hay un montón de mo

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Realia 10-2

"Tortillitas Fritas"



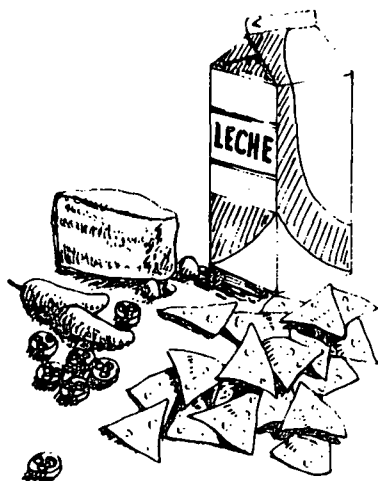
Ingredientes:

- 12 tortillas de maíz
- aceite para freír
- 2 cucharaditas de sal

Manera de prepararse:

Corta cada tortilla en 8 pedazos. En una sartén honda, pon aceite. Pon los pedazos de tortilla en el aceite caliente y haz que ambos lados de la tortilla se doren. Retira y pon los pedazos de tortilla a secar en una toalla de papel. Pon sal al gusto. Come las tortillitas solas o con salsa o dip.

"Nachos con Queso"



Ingredientes:

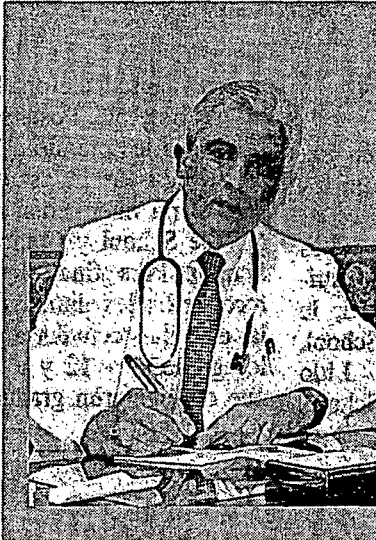
- 170 gramos de tortillitas
- 1 taza de queso Cheddar rallado
- 2 cucharadas de leche
- 1/4 de taza de chiles jalapeños rebanados

Manera de prepararse:

Pon las tortillitas en un plato. En una sartén, pon la leche y el queso. Haz cremosa la leche y el queso. Pon esa crema sobre las tortillitas. Luego, pon el chile. Sirvelo caliente.

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06/22/05	SAVE LATIN AMERICA/ST. MARY'S CHURCH 567 65th St. - West New York, NJ	10AM-3PM
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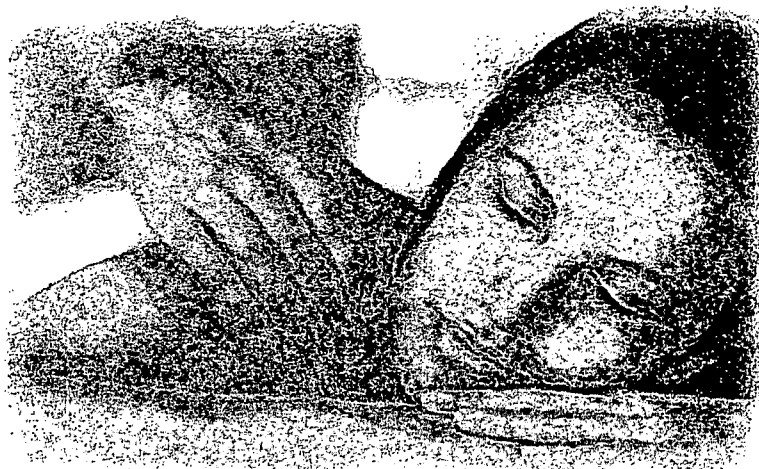
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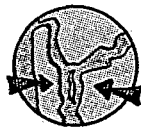
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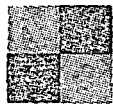
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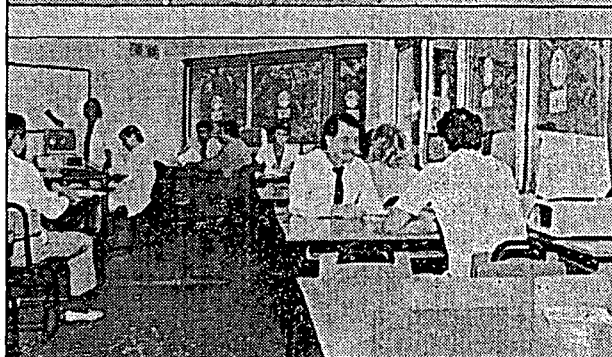
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Restaurante
Busboy, cocineros, meseros/os. Se
nec. para restaurante muy ocupado en
el Norte de New Jersey. Llame a Joe.
(201)703-3500. Fax: (201)797-3511

RESTAURANTE
Cocinero con exp. en comida Mexi-
cana. También Lavaplatos. Inglés
nec. 1444 7th Ave. NYC (esquina 75
calle)

RESTAURANTE
Cocinero de línea. Familia con exp.
para rest. en NY. Muebles,
179 3rd Ave. (17th St.) NYC. Llame
Lun-Vier, 10am-6pm. (212)477-6066

RESTAURANT en Brooklyn Busca
Expertos/as ayudantes de cocina,
asistente chef, Prep de ensaladas, pa-
n, pasta, sushi, y meseros/as. In-
glés nec. INF. Danes Lun-Jueves
10am-4pm 1-718-382-1900

Restaurante Necesita
Parrillero con Experiencia que Hable
Inglés. Ayudante de cocina.
(718)380-4449 Ext-2 Int.
1:00-5:00PM. Preg. X MANAGER.

RESTAURANTE- TAMPA FLORIDA
Necesita ayudante de cocina con exp.
Para trabajar en cocina de restaurante
Colombiano. Interesados llamar al
(813)843-0301

RESTAURANT
Line cook and dishwasher needed for
steakhouse. Immediate hire. Must
speak some English. Apply within: 680
Columbus Ave. NYC (corner 93rd)

RESTAURANT MIRAGE
DINER EN BROOKLYN BUSCA
AYUDANTE-CHEF, PARRILLERO/
LAVAPLATOS Y PREPARADORA/
(718)998-3750 PREG X BOBBY

RESTAURANTE THE PARK
Solicita (BUSSER)
Entrevistas Lunes - Viernes de 2-4 PM
118 10th Avenue (Entre Calles 17 y 18)

SALES
CEMETERY SALES. Before you say no,
take 5 minutes of your time & call
Manny (914)771-9400. This could be
one of the most important calls of your
life. Great benefits & sales opportunity
EOE. www.cnsmdatant.com

SECURITY GUARDS
IMMEDIATE OPENINGS
Full time, P/T, weekends. Available in
NYC, Bklyn and Nassau. Must be flexi-
ble and bilingual. For appt. call
(718)544-3949 or (1)631-979-7000

SE NECESITAN PERSONAS
Para trabajar en la fabricación de már-
mol y granito. En L.I.C., Queens. In-
teresados llamar al (646)262-6714 o al
(718)709-6168. Pregunte por John

Sheet metal
Mechanic/helper/bilingual; all year
round; good pay. Work in Manhattan.
Call (516)536-0742

SUPER-Bronx T/C
Must know heavy Plumbing, have
car & tools. Bilingual. Reliable.
Experienced. 718-353-3902

SUPER/BROOKLYN
Handyman, experiencia en superia,
edificio pequeño. Dormir dentro, No
humor. Norte Bklyn. Referencias ne-
cesarias. Llamar (212)662-7614

SUPERINTENDENTE
Reciba licencia de "Boiler". 1, 6 clases
en Inglés y en Español. Licencias de la
Ciudad y del Departamento de Fuego
tel. (212) 279-6805.

SUPERINTENDENTE WANTED
For elev. apartment building; good
neighborhood, near Brighton Beach.
Good salary + 2 BR apt. + utilities.
Must know plumbing inside the wall +
some carpentry and electrical. Must
speak English. Interview takes place
at 1706 50th St. Brooklyn (corner of
17th Ave.) on Tuesday 06/28 and
Thursday 06/30. Call (1)347-672-5449

SUPER WITH EXPERIENCE
FOR #6 OIL BOILER. GOOD PAID
& MANY EXTRAS. QUEENS
SPEAK ENGLISH. INF.
917-862-0938

Taller de muebles en Brooklyn solicita
Ayudante para trabajar en camión,
y lijador de madera. Llame Michael
718-852-4500 ext-12

TAPICERO
Se necesita para trabajar en Staten
Island. T/C o P/T. Se requiere exp. Por
favor llame al (718)448-2739

IMBAJU DE FABRICA

MUJERES/HOMBRES
Transportación desde Queens. En-
plece inmediatamente. (718)397-3241

TRABAJO INMEDIATO
SE NECESITAN 100 PERSONAS
PARA TRABAJAR TRES TURNOS
708 WEST 177 ST. MANHATTAN
(212)795-6227

UPHOLSTERER
MUST BE FULLY EXPERIENCED
Excellent Working Conditions
Custom Shop. Bronx. 718/665-3140
MUST SPEAK ENGLISH

URGENTE
Rest. en Long Island necesita: prepa-
radores, lavaplatos y cocineros. Pre-
sentarse: Vincent's Clam Bar, 179 Old
Country Rd. Cape Place, LI. o llame al
(516)742-4577

VENEDORES(AS)
Compañía: Importadora de alimentos,
localizada en el área de New Jersey,
busca Vendedores/Ruteros con exp.
para vender productos a: bodegas y
supermercados en el área tri-estatal.
Envíe resume: Fax (1)973/977-9910

WAREHOUSE/PICKERS
Needed for busy Bronx warehouse.
Forklift operation and experience a
plus. Apply at 962 Washington Avenue
(Off 3rd Ave & 163 Street)

Warehouse/stock workers
Needed F/T/P. Co. expanding into
NYC. \$16.80 - \$27.54 to start. No exp.
NYC. Medical/Dental, 401K
\$1,500 sign on bonus. Paid training
start immediately. Call Roberto at
(212)779-1177

WELDERS, IRON WORKERS
STALLERS AND ELECTRICIAN
NEED WITH EXPERIENCE. APPLY
IN PERSON: Monday to Friday
11am-3pm at City Gates 15-20 129 St.
College Point: Queens, NY
(718)939-9712

**AGENCIAS
DE EMPLEOS**

1ra AGENCIA MEXICANA
J.R.
EMPLOYMENT

TENEMOS MUCHOS TRABAJOS
En: Restaurante, cocineros, Lava-
platos, Ayudantes, Delivery, Mese-
ras/ Pizzena y Deli.

*QUEENS: 23-03 Astoria Blvd. en-
tre 23 y Crescent Tren N. parada
Astoria Blvd. (718)204-0625

*MANHATTAN: 150 West 28th
Street 2do piso, Suite #203 entre 6ta
y 7ma. Trenes #1, 2, 6 N-R hasta 28th
Street. (212)929-7559

*BROOKLYN: 667 5ta AVE. entre
Calles 19 y 20. Trenes M-R parada
Prospect Ave. Inf: 718-788-2081

*QUEENS: 96-04 Roosevelt Ave.
2do piso, Corona. Tren 47. Hasta
Junction Blvd. Inf: 718-639-4900

*BRONX: 32 East Kingsbridge Rd.
3er piso. Tren 4 o D, parada Kings-
bridge Rd. (718)561-8648

00 Agencia NBE
Trabaja ya. (718)587-4187
Muchas posiciones en Restaurant/
Pizzeria/Costura/Limpieza/Cleaner/
Fabrica/Tienda/Deli/Construcción.
Todo New York/No Inglés/Con/sin Exp.
479-B 72 Street (Entre 4 y 5 Aves.)
Brooklyn/Tren "R" - Bay Ridge Av.

Agencia Especializada!

En conseguir empleos puertas aden
en N.Y. y N.J. Garantizamos Excl-
sivos y además le cobramos baj-
ta para conseguirse sus empleos
\$10.00/hora. Inf: 1-718-627-578
1322 EAST 17 STREET
Tren Q hasta Ave M, Brooklyn

\$\$\$ AGENCIA IRIS \$\$\$
TODO TIPO DE BUENO
TRABAJOS EN: RESTAURANTES
PIZZA, DELI, COCINA, COUNTER
CASHIER, TIENDAS, CHOFERE-
316 5TH AVE. 5TH FLR

Llame Maria 212-206-1300

AGENCIA LISA
COCINEROS, GRILL, DELI, PIZZA
WAITER/RESS, BUSBOY, CAS-
HIER, LAVAPLATOS, DELIVE-
RIES, CONSTRUCCION, CAMPO.
333 39th Street. entre 8 y
Aves. 212/563-0822

ALMA EMPLOYMENT
Deli, Cocineros, Pizzeros, Grill, Lava-
platos, Busboy, Waiters. 612 8th Ave
piso 3, entre 39-40 Sts. 212-782-8221

***AMA DE LLAVES ***
Gran especial de trabajos domésticos
Internos. Salarios de \$300-550. Co-
o sin exp. con o sin Inglés. Con familia:
americanas que hablan poco Español
Llaman ahora Reclame su regalo co-
este aviso. *GLORIA'S AGENCY
316-944-9725

A PLUS EMPLOYMENT
Restaurantes, deli, cajeros/os, super-
mercados, pizzeros, domésticas, etc
35-10 Broadway, Suite 201, Astoria.
Llamar a Alicia. (718)932-0400

ATLANTIS EMPLEOS
Encuentra trabajo de lavaplatos,
cocinero delivery pizzaman delima
busboy y más. BAJO COSTO llam:
1-800-431-0746. Servicio en Español
505-8 ave. entre 35-36 st. 5th
piso 12A. no experiencia necesaria

CITY GENCY (212)532-2900
Cajero(a), Driver, Factoría, Oficina
Restaurante, Parking, Limpieza.
Security. Campos Afuera
872 6th Ave., 4th Fl. Esq. 31 St., NY.

COSTAS AGENCY
Rest. Deli, Pizzeria. Trabajos en NYC,
CT. & PA. Cto y Comida. 30-16 31 St.
Astoria, Ons. (Tren N hasta la 30 Ave.)

DELPHI EMP. AGENCY
352 7ma Av. NYC, Rm. 714, 29 y 30 St.
Grill, busboys, lavaplatos, meseros/os,
deli, campos afuera: pizza, cajeros,
delivery, almacén. Tel. (212)402-7735

ELENA'S EMPLOYMENT AGENCY
519 - 8 Ave. bet. 35-36 St. Piso 8
Suite 803. Llamar (212)967-9695
Cashier, Deli, Grill, Dishwashers,
Delivery, Pizze, Drivers, Cooks y más.

TEW EMPLOYMENT AGENCY
Atención: Empresarios y trabajadores
TENEMOS LO QUE USTED BUSCA!
Oficina, Domésticas: Deli, Delivery,
Grillman; Cocineros; Lavaplatos,
Chof. Meseros y Más. 718-463-1700
68-08 Fresh Meadow Lane, Flushing

UK Int. Employment and Entertainment
Agencies Inc. For grillman, waiters/as,
cashiers, delima, busboys, secreta-
ries, housekeepers, dancers. Tel.
212-430-6775, Fax 212-430-6776

11 Ce sont les Jeux olympiques! Complétez la grille (grid) à la page 102 avec le nom du sport qu'on doit filmer aux heures et aux endroits (locations) indiqués. Suivez (follow) le modèle.

17.00 17.00 ÉQUITATION 18.30 Concours complet Saut indiv. (open) 17.00 WATER-POLO 18.00 (M) Classement 17.00 NATATION 17.45 50 m nage libre (D) Relais 4 x 100 m 4 nages (M) Éliminatoires 17.20 CYCLISME 18.10 Sur piste - Sprint (D) 1/4 Sprint (M) 1/8 17.20 TENNIS DE TABLE 20.00 Simples (D) Éliminatoires A-P 17.30 SOFTBALL 19.00 Éliminatoires 17.40 CANOË-KAYAK 19.10 Slalom - Canoë simple (C1) (M) Entraînement 17.45 HANDBALL 19.00 (D) Éliminatoires	19.00 19.00 CYCLISME 20.25 Sur piste - Poursuite équipes (M) Poursuite indiv. (D) 1/4 Sprint (D) 1/2 19.00 VOILE 20.40 Mistral (open) Course 7 Soling (M) Tornado (D) Courses 5 Slalom canoë double (C2) (M) Entraînement 19.20 CANOË-KAYAK 20.05 Slalom - Canoë double (C2) (M) Entraînement 19.30 BOXE 21.55 Diverses catégories* Série 2	21.00 21.00 BADMINTON 23.00 Simples (D) 1/16 21.00 BASKET-BALL 22.30 (M) Éliminatoires 21.00 PLONGEON 23.30 Haut vol (D) Éliminatoires 21.00 JUDO 22.05 Super-légers (D) (M) Finales Médailles bronze et or 21.00 VOILE 22.40 Soling (open) Tornado (D) Courses 6 21.00 WATER-POLO 22.00 (M) 1/4
18.00 18.00 BASKET-BALL 19.30 (M) Éliminatoires 18.00 TENNIS 00.00 Doubles (D) (M) 1er Tour 18.10 CYCLISME 18.55 Sur piste - Sprint (M) 1/4, repêchage Sprint (D) 1/4 (manche décisive) 18.30 VOLLEY-BALL 20.30 (D) Éliminatoires 18.40 WATER-POLO 19.40 (M) Classement	20.00 20.00 BADMINTON 22.00 Simples (M) 1/8 20.15 CANOË-KAYAK 22.30 Slalom kayak simple (K1) (M) Entraînement 20.30 BEACH-VOLLEY 22.30 (M) Éliminatoires Par équipes (D) 1/2 20.30 CYCLISME 20.55 Sur piste - Sprint (D) 1/2 Finale 5-8, 1/2 (manche décisive) 20.30 HANDBALL 21.45 (D) Éliminatoires 20.30 VOILE 21.40 Mistral (M) (open) Courses 8	22.00 22.00 VOLLEY-BALL 00.00 (M) Éliminatoires 22.15 BEACH-VOLLEY 23.45 (M) Éliminatoires 22.15 GYMNASTIQUE ARTISTIQUE 00.45 Concours général en indiv. (M) Finales 22.15 HANDBALL 00.45 (D) Éliminatoires

TELEAGENDA

hora	6	TA	T	ECUAVISA	T	13	23	XX5
6:00	Buenos días agricultar	Despertares Esta mañana	Noticiero Telem.	NBC News	Dibujos Club 700	Buenos días Euronews		Noticias
6:30	Primera hora	Deporte total	La noticia Copa	Contacto directo	Noti 10	Aprendiendo a vivir		Menú de Karlos A Lingo
7:00	Protagonistas	Variedades Teve	Club telemundo	Tiro libre Complicidades	Acción de Noti 10 D/Cocina	Telediaro Telenegocios		TV educativa
8:00	Mucho gusto	Toque de Mariaca	Animados	Gino Mollinari	El mundo infantil de TC	Directo Tve TV mandato		Telediaro-1 TV Educativa
8:30	Para usted Dibujos	Cine: A veces se dice una mentira		Princesa		Euronews TV mandato		Vuelta ciclistica a
10:00	Clásicos del cine mexicano							
10:30								
11:00								
11:30								
12:00	Gasparín							
12:30	Protagonistas							
13:00	Polivoces							
13:30	Medio día							
14:00	En familia con Mercedes							
14:30								
15:00	Alcanzar una estrella							
15:30								
16:00	Deportes espectaculares							
16:30								
17:00								
17:30								
18:00	Enamorada							
18:30	Noticiero							
19:00	Más allá del horizonte							
19:30								
20:00	Noticiero							
20:30	Más allá del							
21:00	puente							
21:30	Comedias							
22:00	Noticiero							
22:30								
23:00	Basquetbol de la NBA							
23:30								
24:00								
24:30								
1:00								
1:30								
2:00								
2:30								
3:00								
3:30								
4:00								
4:30								
5:00								
5:30								

"Teleagenda" from Hoy, Tuesday, May 3, 1994. Copyright © 1994 by E

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SPORT PASSION

Tignes

Dans la vallée de la Tarentaise à 2100 mètres, Tignes est située aux portes du Parc National de la Vanoise.

Site et équipement

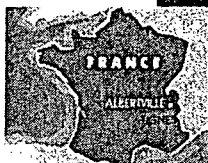
Le funiculaire ultra moderne situé à proximité du centre vous propulsera en moins de 6 minutes à 3000 mètres sur le glacier de la Grande Motte. Vous y trouverez un réseau de remontées mécaniques (téléphérique, téléskis, télésièges) qui vous permettront de profiter au mieux d'un des plus vastes domaines skiables d'été. Plus bas la station vous propose des activités à foison, son lac, ses grands espaces verts, son soleil...

Le centre

Nous vous proposons un hébergement de qualité en chambres de 4 dans nos deux chalets de style, articulés autour du centre de vie : restaurant, bar, cheminée, terrasse ensoleillée.

Matériel

Skis : Rossignol, Dynamic, Dynastar, Salomon.
Chaussures : Salomon, Rossignol, Nordica.
Surfs : exclusivité Rossignol.
Chaussures de surf : exclusivité Rossignol.



Après le sport

Après le ski le matin et les activités sportives de l'après-midi, une ambiance chaleureuse vous attend en soirée; acteur ou spectateur, faites votre choix.

Sur le centre : emmenés par une équipe dynamique, vous participerez à des soirées dansantes, grand jeu, casino, spectacle; vous vous initierez au jonglage et si vous préférez le calme : BD, jeux de cartes ou de société vous attendent tous les soirs ainsi qu'une salle TV câblée.

Sur la station : le cœur du village du Val Claret est à 3 minutes du centre.

Vous y trouverez tous commerces : restaurants, pubs, pizzerias, crêperies, night clubs et salle de jeux. Avec des navettes gratuites, vous pouvez vous rendre au bowling, cinéma ou au centre de remise en forme : sauna, ham-mam ou jacuzzi...

Surf des neiges

314 SU



Avec Rossignol Snowboard.

Tous niveaux. Vous surfez le matin jusqu'à 13h00, encadré par nos moniteurs spécialistes dans un esprit de "technique alpine". Les après-midi : loisirs dans les mêmes conditions que le stage Ski d'Été ou détente.

Stages promotionnels du 18/06 au 08/07 : dans une ambiance d'altitude "printanière", les puristes de l'activité Surf trouveront un programme d'oxygénation adapté.



Ski d'Été

314 SE

*** à ****

Tous niveaux. Vous skiez le matin, jusqu'aux environs de 13h00, encadré par nos moniteurs spécialistes.

Les après-midi : loisir ou détente.

Notre carte : tir à l'arc, tir à la carabine, badminton, volleyball, baseball, balades, parcours de blocs, cerfs volants, animation tennis.

Toutes ces activités sont gratuites et encadrées par nos moniteurs.

Activités avec supplément sur place : location de VTT, location de court de tennis. À partir du 09/07 baptême de raft ou de nage en eaux vives (38,11€), baptême de parapente (45,73€).

Vous trouverez également : golf 18 trous, practice et putting green, planche à voile, catamaran, pédalo et kayak sur le lac.

Stages promotionnels du 18/06 au 08/07 : dans une ambiance d'altitude "printanière", les puristes de l'activité ski trouveront un programme d'oxygénation adapté.

Ski d'Été Cocktail Eaux Vives

314 BSR

Tous niveaux. Le must de nos stages.

Vous avez la forme, vous savez nager, alors vous pouvez participer à un stage audacieux.

Vous partagez l'activité ski le matin jusqu'à 13h00 avec notre stage Ski d'Été encadré par nos moniteurs spécialistes. L'après-midi sur le site de renommée internationale de l'Isère, les émotions fortes sont assurées avec notre cocktail d'eaux vives : une séance rafting, une séance nage en eaux vives, une séance canoë-raft soit 3 séances au total.

Si vous êtes super-actif durant 2 après-midi dans la semaine, vous pourrez profiter aussi des activités proposées sur le centre.

Tarifs : voir p. 211

Accès

Gare SNCF : Bourg-Saint-Maurice.



RADIO-CANADA
TÉLÉVISION

MISSIONS
HORAIRE
CONCOURS
VEDETTES
CINÉMA
e-REPORTAGES
e-DIVERTISSEMENTS

→ **HORAIRE**

TÉLÉVISION DE RADIO-CANADA

- ☐ ÉMISSION SOUS-TITRÉE CODÉE
- ☐ ÉMISSION EN NOIR ET BLANC

HORAIRE ÉTABLI EN FONCTION DE L'HEURE DE L'EST.

← JOURNÉE PRÉ

JOURNÉE SUV →

→ CALENDRIER

ACCUEIL ←

Mardi 28 juin 2005

→ CHOIX DE LA SEMAINE

- 5 h 55 OUVERTURE ET HORAIRE
- 6 h LA PRINCESSE ASTRONAUTE ☐
- 6 h 30 TWEENIES ☐
- 7 h MATIN EXPRESS ☐
- 9 h DES KIWIS ET DES HOMMES ☐
- 10 h 30 DES VERTES ET DES PAS MÛRES ☐
- 11 h RICARDO ☐
- 11 h 30 SIMONDURIVAGE.COM ☐
- 12 h LE TÉLÉJOURNAL / MIDI ☐
- 12 h 30 CINÉ-FRAÎCHEUR ☐
- 14 h 30 LA LOI ET L'ORDRE ☐
- 15 h 30 LA COUR DE RÉCRÉ ☐
- 16 h SCIENCES POINT COM ☐
- 16 h 30 WATATATOW ☐
- 17 h ON NE MENT QUE 2 FOIS ! ☐
- 17 h 30 LE TÉLÉJOURNAL / MONTRÉAL ☐
- 18 h 30 L'UNION FAIT LA FORCE ☐
- 19 h DES VERTES ET DES PAS MÛRES ☐
- 19 h 30 JUSTICE ☐
- 20 h BEAUTÉS DÉSESPÉRÉES ☐
- 21 h BONS BAISERS DE FRANCE ☐
- 22 h LE TÉLÉJOURNAL / LE POINT ☐
- 23 h DES KIWIS ET DES HOMMES ☐
- 0 h 30 FIN DES ÉMISSIONS

DESCRIPTION

5 h 55
OUVERTURE ET HORAIRE

6 h
LA PRINCESSE ASTRONAUTE ☐

6 h 30

TWEENIES □

7 h

MATIN EXPRESS □

9 h

DES KIWIS ET DES HOMMES □

Invité : **Patrice L'Ecuyer**.

N.B. En rediffusion à 23 h.

10 h 30

DES VERTES ET DES PAS MÛRES □

N.B. Rediffusion de l'émission présentée la veille à 19 h.

11 h

RICARDO □

Thème : **la cuisine végétarienne**. - Recette : seitan bourguignon - Chronique de Brigitte Coutu : Informations sur le seitan - Chronique d'Alain Bélanger : l'accord entre vins et plats végétariens.

11 h 30

SIMONDURIVAGE.COM □

12 h

LE TÉLÉJOURNAL / MIDI □

12 h 30

CINÉ-FRAÎCHEUR □

La raison du coeur (Indiscretion of an American Wife), É.-U. 1998. Drame réalisé par George Kaczender. Avec Anne Archer, Michael Murphy et Andrea Occhipinti. À Rome, la femme négligée d'un diplomate américain tente de rompre avec son jeune amant italien.

14 h 30

LA LOI ET L'ORDRE □

Maquillage. Logan et son nouveau partenaire, Briscoe, enquêtent sur un meurtre survenu à la sortie d'un bar. La femme qui a tiré affirme que l'homme allait la violer et qu'elle a donc agi en légitime défense.

15 h 30

LA COUR DE RÉCRÉ □

16 h

SCIENCES POINT COM □

Les Beaux-Arts. Émilie (Mariève Gauvreau-Pressseau) rencontre Francis Châteauneuf (Vincent Leclerc), le nouveau professeur d'arts plastiques. Il lui fait comprendre qu'il faut être exigeant quand on veut devenir un artiste. Pascale (Valérie Charbonneau), elle, réalise que cette matière n'est pas pour elle, même si elle y met beaucoup d'efforts et d'énergie. Michel (Stéphane Guertin) encourage Randi (Paul Lemelin) à avouer ses sentiments à Marie-Lou (Nicole Blundell). Michel entreprend aussi de souhaiter la bienvenue au nouveau professeur, mais à sa façon. N.B. L'émission fait relâche pour le reste de la semaine en raison des *Jeux de l'Acadie*.

16 h 30

WATATATOW □

Geneviève (Julie Le Breton) fait des mystères et Vincent (Michel Goyette) croit qu'elle prépare leur rupture. Martin (Étienne dePassillé) cherche une fille pour l'accompagner dans une réunion de famille. Nadeige (Maud Beauchemin) le met dans l'embarras en invitant Manuelle (Isabelle Guérard) en son nom. Louise (Pauline Lapointe), quant à elle, a invité Maya... Raphaël (Ruddy B. Eloi) veut sauver son année scolaire et demande conseil à Serge (Daniel Gadouas).

17 h

ON NE MENT QUE 2 FOIS ! □

17 h 30

LE TÉLÉJOURNAL / MONTRÉAL □

18 h 30

L'UNION FAIT LA FORCE □

19 h

DES VERTES ET DES PAS MÛRES □

19 h 30

JUSTICE □

Justice démystifie, explique et pose les problèmes éthiques et sociaux qui sous-tendent l'exercice de la justice, dans toutes ses manifestations. Les sujets abordés en reportage, en débat et en entrevue sont près des préoccupations des citoyens. Ils explorent des aspects peu connus de certaines affaires judiciaires, expliquent les raisons derrière les règles et les rituels de la justice et donnent la parole à ceux qui s'y débattent tant bien que mal. Journalistes : François Sanche, Julie Vaillancourt et Madeleine Roy. Réalisateur-journaliste : Jacques Taschereau. Réalisatrices : Geneviève Turcotte et Hélène Naud. Réalisateur-coordonnateur : Alain Abel. Rédactrice en chef : Martine Lanctôt.

20 h

BEAUTÉS DÉSESPÉRÉES □

Comédie dramatique. Dans sa parfaite petite maison de banlieue cossue, Mary Alice Young a tout pour être heureuse... jusqu'à ce bel après-midi où elle sort une arme du placard et s'enlève la vie. Du haut de son nuage, elle survole cette même banlieue et nous fait découvrir la vie de tout le voisinage. Et au fil des jours, la vie en apparence si parfaite de ces beautés désespérées nous est dévoilée et leurs secrets, petits et grands, tout à coup révélés. Production : Touchstone Television.

À cause de toi. Lorsque le beau-père de Lynette leur rend visite, elle apprend malgré elle un secret de famille. Pendant ce temps, la relation plus suivie entre Julie et Zach dérange Susan. Rex tente une réconciliation avec Bree et Gabrielle est offusquée lorsque les parents de John lui demandent une faveur.

N.B. La série *Beautés désespérées* est rediffusée le dimanche à 11 h.

21 h

BONS BAISERS DE FRANCE □

Invité spécial de la semaine : **Stéphan Bureau**

Invités du jour : **Luc Plamondon, Marc-André Grondin, Pierre Lavoie et Catherine Durand.**

22 h

LE TÉLÉJOURNAL / LE POINT □

23 h

DES KIWIS ET DES HOMMES □

0 h 30

FIN DES ÉMISSIONS

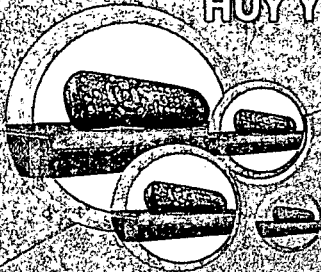
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Lider Latino del mes de Junio

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Estreno de la semana



Bewitched

La película se basa en una vieja serie de televisión de los años sesenta, sobre una bruja llamada Samantha. Ésta vez es un productor (Will Ferrell) que quiere hacer un programa sobre la serie de televisión y comienza el casting de la que será la estrella del programa, sin imaginar que la actriz que ha escogido (Nicole Kidman) es en realidad una bruja con escoba y todo.

Mira los avances!

Para poder verlos, necesitas [Windows Media Player](#) o [Real Player](#) (son gratuitos).

Sobre la película



Comedia, Romance y Fantasía
24 de Junio del 2005

Actores:

Nicole Kidman, Will Ferrell, Shirley MacLaine, Michael Caine, Steve Carell, Heather Burns

Dirigida por:
Nora Ephron

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Fotos del reparto



En los cines

[Batman Begins](#)
[Cinderella Man](#)
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Encuesta

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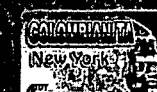
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Actividad	Días	Horario
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GIMNASIA MANTENIMIENTO	M y J	13'55 - 14'50 1. ^º turno 14'50 - 15'45 2. ^º turno
DANZA	M y J	20'30 - 21'30
GIMNASIA MANTENIMIENTO	L, X y V	21'15 - 22'15
SAUNA * (1 hora /persona)	L	20'00 - 21'00 21'00 - 22'00
SQUASH (1/2 hora/persona)	L, X y V	17'00 - 18'00
PISCINA (solo usuarios otras actividades)	L, M, X, J y V	22'00 - 22'30
RUGBY	M y J	21'30 - 22'45
NATACION	L, M, X, J y V	15'00 - 16'00 1. ^º turno 16'00 - 17'00 2. ^º turno
ATLETISMO	L, M, X, J y V	19'00 - 21'00 1. ^º turno / 2. ^º turno
TENIS DE MESA	M y J	14'00 - 15'00 1. ^º turno / 2. ^º turno
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DANZA	M y J	14'00 - 15'00 1. ^º turno / 2. ^º turno

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NOMBRE DEL PADRE		NOMBRE DE LA MADRE			

DOMICILIO

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4. Libreta Militar original y fotocopia.
5. Los menores de edad en lugar del DNI y Libreta Militar, presentarán Partida de Nacimiento Original y fotocopia, documento de identidad del padre, madre o acompañante del menor que solicita el pasaporte.
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7. Carnet de Identidad con fotocopia simple (Sólo para miembros de las Fuerzas Armadas y policía Nacional).
8. Otros documentos que el caso amerite.

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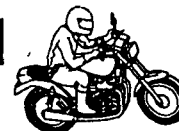
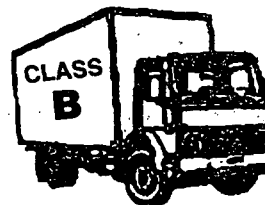
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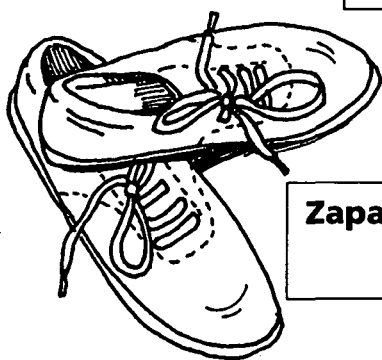
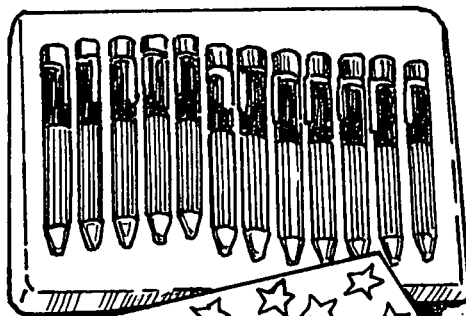
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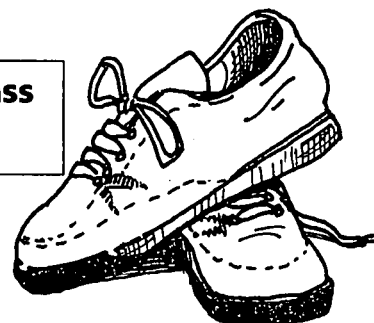
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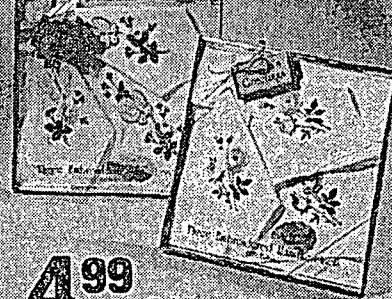


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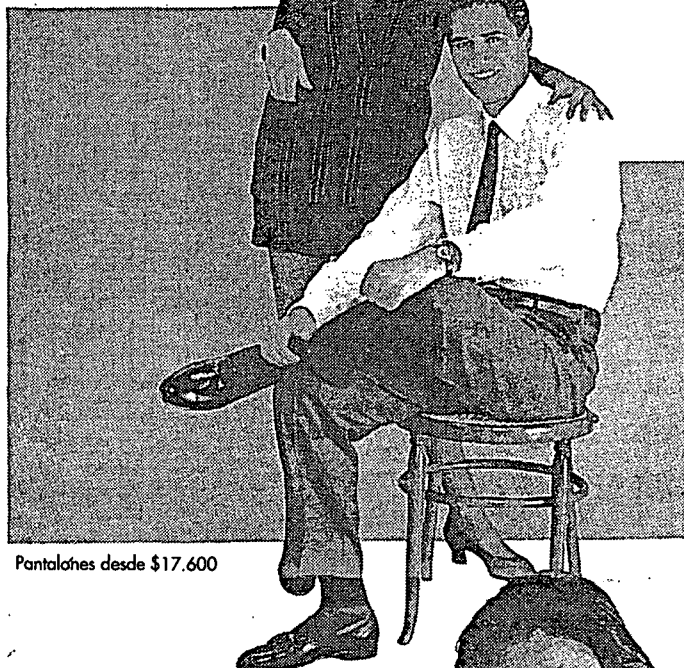
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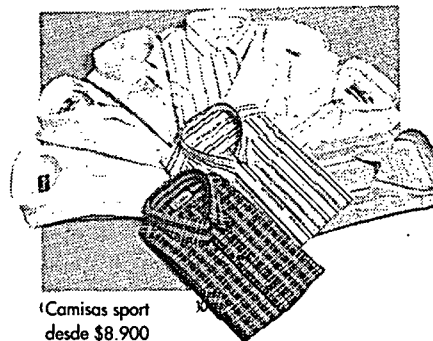
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EL DIARIO/LA PRENSA LUNES 27 DE JUNIO DE 2005

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PANAMA	\$250	\$375	CHILE	\$295	\$475
HONDURAS	\$350	\$415	URUGUAY	\$295	\$475
GUATEMALA	\$150	\$225	PARAGUAY	\$325	\$525
EL SALVADOR	\$225	\$375	ECUADOR	\$295	\$395
MANAGUA	\$295	\$475	PERU	\$295	\$475
COSTA RICA	\$150	\$225	COLOMBIA	\$275	\$425
BELICE	\$250	\$325	VENEZUELA	\$250	\$425
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Mesón de Jobito, edificio del siglo XIX, muestra de arquitectura popular de la época, restaurado con autorización de la Junta Estatal de Monumentos Coloniales para crear en él un pequeño gran Hotel amueblado y ambientado con singular buen gusto que hará de su estancia un momento inolvidable.

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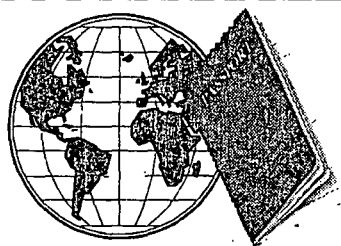
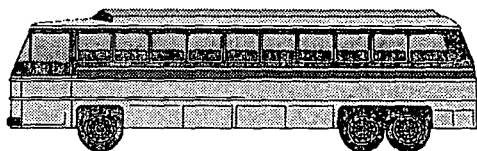
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Realia 3-2


Excursiones Diurnas	Hora Sale	Duración	Salidas	Precio Venta
Visita Ciudad	09.30 y 14.30 14.3	3 hs.	Lunes a Sábado	A 50
Puma y Zeta	14.00	5 hs.	Lunes a Viernes	A 100
El oro y Demócrata de los niños	13.30	6 hs.	Martes y Jueves	A 75
F. Grande (Estancia) c/merienda	10.30	7 hs.	Miércoles y Sábado	A 200
Puma y Zeta	10.30	7 hs.	Sábado	A 110
Excursiones de noche—cena-show				
Boca a Todo Color	21.00	4 hs.	Martes y Viernes	A 100
El Viejo Almancén	20.15	4 hs.	Lunes a Sábado	A 250
Casa Negra (Restaurante típico)	20.15	4 hs.	Lunes a Domingo	A 200
Michelangelo, Cena (Restaurante, típico)	20.15	4 hs.	Lunes a Viernes	A 250
Taconense Cena (Restaurante, típico)	20.15	4 hs.	Martes y Jueves	A 200
La Puerta de Plata Canilla y tenedor libre	21.00	4 hs.	Lunes a Domingo	A 180
El Palo Sobrio Cena - Show	20.15	4 hs.	Lunes a Sábado	A 190
La Veda, Cena - Show	20.15	4 hs.	Lunes a Sábado	A 220
De noche (show solamente)				
El Viejo Almacén	21.45	3 hs.	Lunes a Domingo	A 170
Casa Negra	22.15	3 hs.	Lunes a Viernes	A 175
Michelangelo	22.15	3 hs.	Lunes y Miércoles	A 175
Taconenses	22.15	3 hs.	Martes y Jueves	A 175

Hotel Manolo Santa Cruz de Tenerife



**Calle San Francisco #1961
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Tel: (922) 35 24 12**



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- Tenis
- Sauna
- Piscina
- Jardines Subtropicales.
- Gimnasio
- Sala de Juegos.
- Restaurantes
- Aparcamiento

Realia 4-2

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Lunes: Día 1 Londres. Registro en el Hotel Royal National.

Martes: Día 2 Londres — Amsterdam. Viaje para tomar el Ferry y cruzar el Canal hasta el grandioso puerto de Amberes y luego a Amsterdam.

Miércoles: Día 3 Amsterdam — El Rhin. En la mañana, recorrido por los canales, visitando el activo puerto, después, vía Colonia, se sigue el río Rhin hasta Coblenza, pernoctando en un pueblo del Rhin.

Jueves: Día 4 El Rhin — Heidelberg —

Munich. Hacia Heidelberg y su castillo, se atraviesa el Danubio cerca de Ulm rumbo a Baviera, siguiendo hasta Munich.

Viernes: Día Innsbruck — Venecia (Mestre). A través de los hermosos Alpes de Baviera y pasando por la encantadora Garmisch-Partenkirchen hacia la frontera de Austria e Innsbruck. Atravesando el Paso Brenner, descendiendo hasta Venecia.

Sábado: Día 6 Venecia. Recorriendo los canales de esta bella ciudad. En la mañana, visitas a

lugares de interés incluyendo la magnífica Plaza de San Marco. Tarde Libre.

Domingo: Día 7 Venecia — Lago Como — Lago Lucerna. A Padua y la encantadora Basílica de San Antonio, pasando por Lombardia hacia el Lago Como. Entrada a Suiza por el popular Lago Lugano y atravesando por el túnel de San Gotthard, con espectacular vista de los Alpes Suizos, hacia Altdorf y Lucerna.

Lunes: Día 8 Lucerna. Día libre para subir en teleférico a la montaña, ir de compras o simplemente pasearse por los lindos jardines de los alrededores del Lago.

Martes: Día 9 Lucerna — Fontainebleau — París. Hacia Francia, vía Basilea, pasando por el magnífico Castillo de Fontainebleau, hacia París.

Miércoles: Día 10 París. En la mañana excursión a lugares de interés, incluyendo la Catedral de Notre Dame, el Museo del Louvre, Campos Elíseos, la Plaza de la Concordia y la Torre Eiffel.

Jueves: Día 11 París — Londres. En autobús hacia el norte para tomar el Ferry y atravesar el canal hasta Londres.

Viernes: Día 12 Londres. Despedida en el Hotel Royal National.

Puntos de Interés

Amsterdam — Crucero por los canales y visita a los diamantistas.

Colonia — Visita a la magnífica catedral

Rhin — Parada en la Roca del Lorelei

Heidelberg — Excelente vista desde el castillo

Innsbruck — Ver el "Techo Dorado"

Venecia — Crucero por los canales y vista a la fábrica de vidrio

Alpes — Impresionante vista

Lucerna — Visita al Monumento Lion

París — Visita a la Catedral de Notre Dame

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