

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
Foreign Language--Spanish V

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| Mission Statement | Our goal is for students to become global citizens who possess both the skills and the desire to communicate and thrive in an increasingly diverse world and to acquire an understanding o and respect for other cultures. <i>(As developed during department meeting—all levels, all languages, March 10, 2006)</i> | | | | | | | | | | |
| Course Sequence (Grades 6-12) | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Spanish I</td> <td style="width: 50%; border: none;"></td> </tr> <tr> <td style="border: none;">Spanish II</td> <td style="border: none;">Spanish II Honors</td> </tr> <tr> <td style="border: none;">Spanish III</td> <td style="border: none;">Spanish III Honors</td> </tr> <tr> <td style="border: none;">Spanish IV</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">Spanish V</td> <td style="border: none;">AP Spanish V</td> </tr> </table> | Spanish I | | Spanish II | Spanish II Honors | Spanish III | Spanish III Honors | Spanish IV | | Spanish V | AP Spanish V |
| Spanish I | | | | | | | | | | | |
| Spanish II | Spanish II Honors | | | | | | | | | | |
| Spanish III | Spanish III Honors | | | | | | | | | | |
| Spanish IV | | | | | | | | | | | |
| Spanish V | AP Spanish V | | | | | | | | | | |

Course Framework

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| Course Title Grade Level Semesters (1-2-3-4) Prerequisite | Spanish V 12 2 Pass Spanish IV with B average strongly recommended |
| Course Description | In Spanish V students will expand on their four years of Spanish: increasing proficiency in speaking, listening and writing, refining critical reading skills and developing an appreciation of advanced literary selections. Specific cultural topics will also be studied to promote a deeper understanding of cultural patterns and behavior. |
| District-approved Materials and/or Resources | <ul style="list-style-type: none">• <i>Conexiones</i> textbook• <i>Conexiones</i> workbook• <i>Conexiones</i> Video & Audio series• <i>Spanish 3 years</i> textbook• Teacher Ancillaries/Assessment Program |

Unit Frameworks

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| Unit of Study: major topics | Lección 7 | Resources that will support instruction Text, workbook, video & audio programs, assessment programs, Audacity (speaking program), internet resources |
| Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit | <ul style="list-style-type: none"> • 28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines). • 28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom. • 28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids. • 28.B.4a Engage in extended conversations in a variety of situations. • 28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection. • 28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary. • 28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages. • 28.C.5b Distinguish nuances of meaning in a variety of contexts (e.g., layers of meaning in poetry and prose). • 28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures. • 28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion. • 28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate). • 29.B.3a Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language. • 29.C.3a Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines. • 29.C.3b Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth literature and abridgments in the target language using target language vocabulary. • 29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken. | |

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| <p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural | <p><u>Communication-</u></p> <ul style="list-style-type: none"> ● The student will discuss diversity, rights, and accomplishments ● The student will express how long an action or situation has been going on ● The student will answer the questions <i>Why?</i> and <i>What for?</i> <p><u>Grammar-</u></p> <ul style="list-style-type: none"> ● The student will review and use the preterit and imperfect tenses (regular and irregular verbs) ● The student will use <i>hacer</i> and <i>desde</i> in time expressions ● The student will review the differences between <i>por</i> and <i>para</i> ● The student will study verbs that require a preposition before an infinitive <p><u>Culture-</u></p> <ul style="list-style-type: none"> ● The student will learn about gypsies in Spain ● The student will learn about Latin American women in politics ● The student will listen to Vainica doble, a Spanish group that fought censorship during the 1960's ● The student will read poetry by Alfonsina Storni and Nicolás Guillén | |
| <p>Assessments</p> | <p>Performance Tasks—Listening, reading, writing, speaking</p> <p>May include:</p> <ul style="list-style-type: none"> ● Practice and explore the vocabulary dealing with human diversity ● Explore women in science ● Complete listening activities for Lección 7 ● Complete workbook activities for Lección 7 ● Read and discuss an article about sexual harassment ● Read and discuss various articles about racism ● Write an essay about stereotypes | <p>Other Evidence</p> <p>May include:</p> <ul style="list-style-type: none"> ● Vocabulary quiz (2) ● Lección 7 exam ● Preterit v. imperfect quiz ● Por v. para quiz |

Unit Frameworks

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| Unit of Study: major topics | Lección 8 | Resources that will support instruction Text, workbook, video & audio programs, assessment programs, Audacity (speaking program), internet resources |
| Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit | <ul style="list-style-type: none"> • 28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom. • 28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids. • 28.B.4a Engage in extended conversations in a variety of situations. • 28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection. • 28.C.4a Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals. • 28.C.5b Distinguish nuances of meaning in a variety of contexts (e.g., layers of meaning in poetry and prose). • 28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures. • 28.C.5b Distinguish nuances of meaning in a variety of contexts (e.g. layers of meaning in poetry and prose). • 28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate). • 28.D.2c Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures. • 28.D.4a Write complete expository description, definition and analysis for a variety of situations. • 29.C.3a Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines. • 29.C.3b Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth literature and abridgments in the target language using target language vocabulary. • 29.C.4c Comprehend main ideas from target language media in relation to everyday life. • 30.A.2b Use the target language to make, use and estimate measurements (e.g., time, linear, monetary). • 30.A.4d Use the target language to describe and compare daily diet, nutrition and physical fitness regiments in areas where the target language is spoken. • 30.A.5d Use the target language to analyze and contrast diet, nutrition and physical fitness programs in areas where the target language is spoken with those of the United States. | |

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| <p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural | <p style="text-align: center;"><u>Communication-</u></p> <ul style="list-style-type: none"> ● The student will discuss trends and tastes in food and recipes ● The student will express what s/he would do or would have done ● The student will discuss hypothetical situations <p style="text-align: center;"><u>Grammar-</u></p> <ul style="list-style-type: none"> ● The student will review forms and uses of the imperfect subjunctive ● The student will use the conditional and conditional perfect tenses ● The student will use the subjunctive in <i>sí</i>-clauses <p style="text-align: center;"><u>Culture-</u></p> <ul style="list-style-type: none"> ● The student will learn about the diversity of Spanish food ● The student will learn about food products native to Latin America and those that were introduced by the Spaniards ● The student will listen to Juan Luis Guerra y 4:40, one of the most important contemporary musical groups in Latin America ● The student will read an excerpt from <i>Como Agua Para Chocolate</i> by Laura Esquivel | |
| <p>Assessments</p> | <p>Performance Tasks—Listening, reading, writing, speaking</p> <p>May include:</p> <ul style="list-style-type: none"> ● Practice, reinforce, and explore the vocabulary dealing with culinary arts and nutrition ● Complete listening activities for Lección 8 ● Complete workbook activities for Lección 8 ● Essay about health and good nutrition ● Perform a cooking demonstration in Spanish of a typical Spanish or Mexican food | <p>Other Evidence</p> <p>May include:</p> <ul style="list-style-type: none"> ● Vocabulary quiz (2) ● Conditional/Conditional perfect verb quiz ● Subjunctive v. indicative quiz ● Lección 8 exam |

Unit Frameworks

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| <p>Unit of Study: major topics</p> | <p>Lección 9</p> | <p>Resources that will support instruction</p> <p>Text, workbook, video & audio programs, assessment programs, Audacity (speaking program), internet resources</p> |
| <p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p> | <ul style="list-style-type: none"> • 28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines). • 28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom. • 28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids. • 28.B.4a Engage in extended conversations in a variety of situations. • 28.B.5a Discuss and defend a position on an issue in a discussion. • 28.B.5b Approximate native-like pronunciation, intonation and inflection. • 28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary. • 28.C.4a Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals. • 28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages. • 28.C.5b Distinguish nuances of meaning in a variety of contexts (e.g., layers of meaning in poetry and prose). • 28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures. • 28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines. • 29.B.3a Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language. • 29.C.3a Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines. • 29.C.3b Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth literature and abridgments in the target language using target language vocabulary. • 29.C.5c Compare topics, types and styles of media communication in areas where the target language is spoken. | |

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| <p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural | <p><u>Communication-</u></p> <ul style="list-style-type: none"> ● The student will discuss personal problems and personal excesses ● The student will talk about what is done or what one does ● The student will explain what had or might have happened <p><u>Grammar-</u></p> <ul style="list-style-type: none"> ● The student will use the pluperfect subjunctive ● The student will examine the uses of impersonal <i>se</i> ● The student will use definite and negative expressions <p><u>Culture-</u></p> <ul style="list-style-type: none"> ● The student will learn about the battle against terrorism and gangs ● The student will learn about actor Edward James Olmos and his volunteer work ● The student will listen to Ramón Orlando, a Dominican artist who sings about problems in society ● The student will read <i>La Droga</i> by Luisa Valenzuela ● The student will watch a documentary about a prominent and dangerous Latin American gang | |
| <p>Assessments</p> | <p>Performance Tasks—Listening, reading, writing, speaking Practice, reinforce, and explore the vocabulary of societal problems</p> <p>May include:</p> <ul style="list-style-type: none"> ● Investigate the effects of these problems throughout Latin America and the world ● Complete listening activities for Lección 9 ● Complete workbook activities for Lección 9 ● Write an essay addressing the connection between drugs and crime | <p>Other Evidence</p> <p>May include:</p> <ul style="list-style-type: none"> ● Vocabulary quiz (2) ● Pluperfect subjunctive quiz ● Affirmative and negative words quiz ● Speaking quiz ● Lección 9 exam |

Unit Frameworks

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| <p>Unit of Study: major topics</p> | <p>Lección 10</p> | <p>Resources that will support instruction</p> <p>Text, workbook, video & audio programs, assessment programs, Audacity (speaking program), internet resources</p> |
| <p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p> | <ul style="list-style-type: none"> • 28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines). • 28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom. • 28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids. • 28.B.4a Engage in extended conversations in a variety of situations. • 28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection. • 28.B.4c Recognize and use nonverbal cues in various formal and informal • 28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary. • 28.C.5a Comprehend, with little or no support, a variety of materials intended for native speakers in academic, social and work situations. • 28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures. • 28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion. • 28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate). • 28.D.5b Make impromptu presentations in a variety of academic, social and work situations. • 28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines. • 29.A.4 Demonstrate target language expressions and levels of formality (e.g. age, social status) appropriate for entry-level work and social situations. • 29.C.3a Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines. • 29.C.3b Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth literature and abridgments in the target language using target language vocabulary. • 29.C.5c Compare topics, types and styles of media communication in areas | |

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| | <p>where the target language is spoken.</p> <ul style="list-style-type: none"> • 30.A.4a Identify major sources of employment and income in target language country(ies) compared to the United States. • 30.A.5a Describe and explain factors affecting economic conditions in target language country(ies) compared to the United States. | |
| <p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural | <p><u>Communication-</u></p> <ul style="list-style-type: none"> • The student will read classified ads and discuss looking for jobs • The student will understand the training and obligations of different careers and professions • The student will debate national and international economic issues • The student will report what is or was said, and what is or was asked <p><u>Grammar-</u></p> <ul style="list-style-type: none"> • The student will study indirect speech • The student will examine the relative pronouns <i>que, quien, and lo que</i>, and the relative adjective <i>cuyo</i> • The student will study the relative pronouns <i>el/la cual</i> and <i>los/las cuales</i> <p><u>Culture-</u></p> <ul style="list-style-type: none"> • The student will learn about free trade organizations • The student will examine the economy of Spain • The student will listen to <i>El costo de la vida</i> by Juan Luis Guerra • The student will read <i>Fiebre de lotto</i> by Orlando Sánchez • The student will read various authentic classified ads | |
| <p>Assessments</p> | <p>Performance Tasks—Listening, reading, writing, speaking</p> <p>May include:</p> <ul style="list-style-type: none"> • Practice, reinforce, and explore the vocabulary of employment and the economy • Research and report on different career options in Spanish-speaking countries • Complete listening activities for Lección 10 • Complete workbook activities for Lección 10 • Write an essay comparing work and free time • Complete an imaginary job interview • Write an original ironic story | <p>Other Evidence</p> <p>May include:</p> <ul style="list-style-type: none"> • Vocabulary quiz (2) • Indirect speech quiz • Relative pronouns quiz • Lección 10 exam |

Unit Frameworks

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| <p>Unit of Study: major topics</p> | <p>Lección 11</p> | <p>Resources that will support instruction</p> <p>Text, workbook, video & audio programs, assessment programs, Audacity (speaking program), internet resources</p> |
| <p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p> | <ul style="list-style-type: none"> • 28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines). • 28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom. • 28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids. • 28.B.4a Engage in extended conversations in a variety of situations. • 28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary. • 28.C.4a Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals. • 28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages. • 28.C.5b Distinguish nuances of meaning in a variety of contexts (e.g., layers of meaning in poetry and prose). • 28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures. • 28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate). • 28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines. • 29.B.5a Explain the cultural and historical significance of characteristic art forms of a target language society. • 29.C.3a Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines. • 29.C.3b Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth literature and abridgments in the target language using target language vocabulary. • 29.C.4a Comprehend main ideas from target language media in relation to everyday life. • 29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken. • 29.E.2 Use maps, charts, digital images, graphs and other geographic | |

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| | representations to describe and discuss the countries where the target language is spoken. | |
| Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural | <p style="text-align: center;"><u>Communication-</u></p> <ul style="list-style-type: none"> • The student will talk about outdoor activities and sports • The student will plan for a summer break or job • The student will talk about what you do for fun and leisure <p style="text-align: center;"><u>Grammar-</u></p> <ul style="list-style-type: none"> • The student will learn the sequence of tenses with the subjunctive • The student will review uses of definite and indefinite articles • The student will study uses of the gerund and the infinitive <p style="text-align: center;"><u>Culture-</u></p> <ul style="list-style-type: none"> • The student will explore baseball and Latin American players • The student will examine free time in the Hispanic world • The student will listen to <i>Fin de Semana</i> by Los hermanos Rosario, a Dominican musical group • The student will read <i>Tiempo Libre</i> by Guillermo Samperio | |
| Assessments | <p>Performance Tasks—Listening, reading, writing, speaking May include:</p> <ul style="list-style-type: none"> • Practice, reinforce, and explore the vocabulary of free time, sports and leisure • Read and discuss authentic leisure and activity guides • Complete listening activities for Lección 11 • Complete workbook activities for Lección 11 • Complete an impromptu interview about free time activities • Write an essay about the connection between free time and technology • Research, plan and report on an ideal vacation to a Latin American country, including information about leisure activities | <p>Other Evidence May include:</p> <ul style="list-style-type: none"> • Vocabulary quiz (2) • Sequence of tenses quiz • Lección 11 exam |

Unit Frameworks

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| <p>Unit of Study: major topics</p> | <p>Lección 12</p> | <p>Resources that will support instruction</p> <p>Text, workbook, video & audio programs, assessment programs, Audacity (speaking program), internet resources</p> |
| <p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p> | <ul style="list-style-type: none"> • 28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines). • 28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom. • 28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids. • 28.B.4a Engage in extended conversations in a variety of situations. • 28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary. • 28.C.4a Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals. • 28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages. • 28.C.5b Distinguish nuances of meaning in a variety of contexts (e.g., layers of meaning in poetry and prose). • 28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures. • 28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate). • 28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines. • 29.C.3a Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines. • 29.C.3b Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth literature and abridgments in the target language using target language vocabulary. • 29.C.4a Comprehend main ideas from target language media in relation to everyday life. • 29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken. • 30.A.5d Use the target language to analyze current science issues (e.g., ecology and the environment, space exploration, health) from the perspective of speakers of the language. | |

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| <p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural | <p><u>Communication-</u></p> <ul style="list-style-type: none"> ● The student will talk about the 21st century ● The student will practice making excuses ● The student will practice exaggerating <p><u>Grammar-</u></p> <ul style="list-style-type: none"> ● The student will examine the use of <i>se</i> for unplanned occurrences ● The student will study the passive voice ● The student will use the diminutives and augmentatives <p><u>Culture-</u></p> <ul style="list-style-type: none"> ● The student will learn El Tec de Monterrey, a virtual university ● The student will investigate La Silla, an observatory ● The student will listen to <i>Rescate especial en Alfa centauro</i> by Meteosat, a Spanish musical group ● The student will read <i>Génesis</i> and <i>Apocalipsis</i> by Marco Denevi | |
| <p>Assessments</p> | <p>Performance Tasks—Listening, reading, writing, speaking</p> <p>May include:</p> <ul style="list-style-type: none"> ● Practice, reinforce, and explore the vocabulary of technological and scientific advancements ● Complete listening activities for Lección 12 ● Complete workbook activities for Lección 12 ● Write an essay about the advantages and disadvantages of advancements in the field of genetics ● Read an article about technology ● Research and report on an invention, discovery or scientific or technological advancement | <p>Other Evidence</p> <p>May include:</p> <ul style="list-style-type: none"> ● Vocabulary quiz (2) ● Passive voice and <i>se</i> quiz ● Speaking quiz ● Lección 12 exam |