

# Scope and Sequence

CAPÍTULO	LEARNING OUTCOMES	VOCABULARIO EN CONTEXTO
<p><b>Preliminar</b></p> <p><b>Bienvenidos a Unidos 2</b></p>	<ul style="list-style-type: none"> <li>• Introduce yourself, greet others, and say goodbye</li> <li>• Identify people and classroom objects and tell where they are in the classroom</li> <li>• Listen to and respond to classroom expressions and requests</li> <li>• Spell names and addresses and share phone numbers</li> <li>• Express dates, tell time, and comment on the weather</li> <li>• Share information about the Spanish language and where it is spoken</li> </ul>	<p><b>P.1.1</b> <i>Las presentaciones</i></p> <p><b>P.1.2</b> <i>Los saludos y las despedidas</i></p> <p><b>P.1.3</b> <i>¿Qué hay en el salón de clase?</i></p> <p><b>P.1.4</b> <i>Los meses del año y los días de la semana</i></p> <p><b>P.1.5</b> <i>El tiempo y las estaciones</i></p> <p><b>P.1.6</b> <i>Expresiones útiles en la clase</i></p> <p><b>P.1.7</b> <i>El alfabeto</i></p>
<p><b>1</b></p> <p><b>¿Qué estudias? 18</b></p>	<ul style="list-style-type: none"> <li>• Talk about studies, campus, and academic life</li> <li>• Describe daily routines and activities</li> <li>• Ask and answer questions</li> <li>• Express location and states of being</li> <li>• Specify gender and number</li> <li>• Talk about Spain in terms of products, practices, and perspectives</li> <li>• Share information about student life in Hispanic countries and identify cultural similarities</li> </ul>	<p><b>1.1.1</b> <i>Los estudiantes españoles</i></p> <p><b>1.1.2</b> <i>La universidad y los cursos</i></p> <p><b>1.1.3</b> <i>Las actividades de los estudiantes</i></p>
<p><b>2</b></p> <p><b>¿Quiénes son tus amigos? 44</b></p>	<ul style="list-style-type: none"> <li>• Describe people, places, and things</li> <li>• Express origin and possession</li> <li>• Talk about where and when events take place</li> <li>• Describe what someone or something is like</li> <li>• Express emotions and conditions</li> <li>• Identify what belongs to you and others</li> <li>• Discuss the people, things, and activities you and others like and dislike</li> <li>• Talk about Hispanics in the United States in terms of products, practices, and perspectives</li> <li>• Talk about cultural stereotypes</li> </ul>	<p><b>2.1.1</b> <i>Mis amigos y yo</i></p> <p><b>2.1.2</b> <i>Las descripciones</i></p> <p><b>2.1.3</b> <i>El origen</i></p>

CULTURA	GRAMÁTICA EN CONTEXTO	UNIDOS
<p><b>Cultura interactiva:</b> <i>El español en el mundo</i></p> <p><b>P.2 Enfoque cultural:</b> <i>El español en el mundo</i></p> <p><b>P.3 En acción:</b> <i>Bienvenidos</i></p>	<p><b>P.4.1</b> Identifying and describing people: <b>Singular forms of ser</b></p> <p><b>P.4.2</b> Locating people and things: <b>Estar + location</b></p> <p><b>P.4.3</b> Using numbers: <b>Numbers 0 to 99</b></p> <p><b>P.4.4</b> Expressing time in Spanish: <b>Telling time</b></p>	
<p><b>Cultura interactiva:</b> <i>España</i></p> <p><b>1.2 Enfoque cultural:</b> <i>España</i></p> <p><b>1.3 En acción:</b> <i>Los saludos</i></p> <p><b>1.6 Unidos cultural:</b> <i>La vida universitaria en España e Hispanoamérica</i></p>	<p><b>1.4.1</b> Asking and answering questions: <b>Interrogative words</b></p> <p><b>1.4.2</b> Expressing location and states of being: <b>Present tense of estar</b></p> <p><b>1.4.3</b> Talking about academic life and activities: <b>Present tense of regular -ar verbs</b></p> <p><b>1.4.4</b> Talking about academic life and activities: <b>Present tense of regular -er and -ir verbs</b></p> <p><b>1.4.5</b> Specifying gender and number: <b>Articles and nouns</b></p> <p><b>Infografía:</b> <i>Carreras favoritas en Argentina</i></p>	<p><b>1.5.1 Escucha:</b> Listen for the gist</p> <p><b>1.5.2 Habla:</b> Ask questions to gather information</p> <p><b>1.5.3 Lee:</b> Identify the format of a text</p> <p><b>1.5.4 Escribe:</b> Brainstorm key ideas before writing</p>
<p><b>Cultura interactiva:</b> <i>Estados Unidos</i></p> <p><b>2.2 Enfoque cultural:</b> <i>Estados Unidos</i></p> <p><b>2.3 En acción:</b> <i>Entre amigos en Los Ángeles</i></p> <p><b>2.6 Unidos cultural:</b> <i>Los estereotipos y la cultura hispana</i></p>	<p><b>2.4.1</b> Identifying and describing people, places, and things: <b>Adjectives</b></p> <p><b>2.4.2</b> Identifying and describing; expressing origin, possession, location of events, and time: <b>Present tense of ser</b></p> <p><b>2.4.3</b> Expressing qualities, emotions, and conditions: <b>Ser and estar with adjectives</b></p> <p><b>2.4.4</b> Expressing ownership: <b>Possessive adjectives</b></p> <p><b>2.4.5</b> Expressing likes and dislikes: <b>Gustar</b></p> <p><b>Infografía:</b> <i>Inmigrantes en Estados Unidos</i></p>	<p><b>2.5.1 Escucha:</b> Listen for specific information</p> <p><b>2.5.2 Habla:</b> Describe a person</p> <p><b>2.5.3 Lee:</b> Scan a text for specific information</p> <p><b>2.5.4 Escribe:</b> Use adjectives to enrich your descriptions</p>

# Scope and Sequence (continued)

CAPÍTULO	LEARNING OUTCOMES	VOCABULARIO EN CONTEXTO
<p><b>3</b>  <b>¿Qué hacen para divertirse? 72</b></p>	<ul style="list-style-type: none"> <li>• Describe free-time activities and talk about food</li> <li>• Plan your daily activities and express intentions</li> <li>• Identify prices and dates</li> <li>• State what and whom you know</li> <li>• Talk about Peru, Bolivia, and Paraguay in terms of products, practices, and perspectives</li> <li>• Share information about free-time activities in Hispanic countries and identify cultural similarities</li> </ul>	<p><b>3.1.1</b> <i>Las diversiones</i>  <b>3.1.2</b> <i>Los planes</i>  <b>3.1.3</b> <i>La comida</i></p>
<p><b>4</b>  <b>¿Cómo es tu familia? 104</b></p>	<ul style="list-style-type: none"> <li>• Talk about family members and their daily routines</li> <li>• Express opinions, plans, preferences, and feelings</li> <li>• Express obligation</li> <li>• Express how long something has been going on</li> <li>• Talk about Venezuela in terms of products, practices, and perspectives</li> <li>• Share information about families and family life in Hispanic countries and make cultural comparisons</li> </ul>	<p><b>4.1.1</b> <i>Los miembros de la familia</i>  <b>4.1.2</b> <i>¿Qué hacen los parientes?</i>  <b>4.1.3</b> <i>Las rutinas familiares</i></p>
<p><b>5</b>  <b>¿Dónde vives? 132</b></p>	<ul style="list-style-type: none"> <li>• Talk about housing, the home, and household activities</li> <li>• Express ongoing actions</li> <li>• Describe physical and emotional states</li> <li>• Avoid repetition in speaking and writing</li> <li>• Point out and identify people and things</li> <li>• Talk about when, where, or how an action occurs</li> <li>• Talk about Nicaragua, El Salvador, and Honduras in terms of products, practices, and perspectives</li> <li>• Talk about housing in urban areas</li> </ul>	<p><b>5.1.1</b> <i>¿Dónde vives?</i>  <b>5.1.2</b> <i>La casa, los muebles y los electrodomésticos</i>  <b>5.1.3</b> <i>Las tareas domésticas</i></p>

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<p><b>Cultura interactiva:</b> <i>Perú, Bolivia y Paraguay</i></p> <p><b>3.2 Enfoque cultural:</b> <i>Perú, Bolivia y Paraguay</i></p> <p><b>3.3 En acción:</b> <i>¡A comer!</i></p> <p><b>3.6 Unidos cultural:</b> <i>Los jóvenes y la vida social</i></p>	<p><b>3.4.1</b> Expressing movement and plans: <b>Present tense of <i>ir</i> and <i>ir a</i> + infinitive</b></p> <p><b>3.4.2</b> Expressing intention, means, movement, and duration: <b>Some uses of <i>por</i> and <i>para</i></b></p> <p><b>3.4.3</b> Talking about things we do: <b>Present tense of <i>hacer, poner, salir, traer, and oír</i></b></p> <p><b>3.4.4</b> Talking about quantity: <b>Numbers 100 to 2,000,000</b></p> <p><b>3.4.5</b> Stating what you know: <b><i>Saber</i> and <i>conocer</i></b></p> <p><b>Infografía:</b> <i>Las diversiones</i></p>	<p><b>3.5.1 Escucha:</b> Use background knowledge</p> <p><b>3.5.2 Habla:</b> Inform yourself before you do a survey</p> <p><b>3.5.3 Lee:</b> Look for and use key words</p> <p><b>3.5.4 Escribe:</b> Write for your audience</p>
<p><b>Cultura interactiva:</b> <i>Venezuela</i></p> <p><b>4.2 Enfoque cultural:</b> <i>Venezuela</i></p> <p><b>4.3 En acción:</b> <i>Una fiesta en familia</i></p> <p><b>4.6 Unidos cultural:</b> <i>Las telenovelas venezolanas</i></p>	<p><b>4.4.1</b> Expressing obligation: <b><i>Tener que</i> + infinitive</b></p> <p><b>4.4.2</b> Expressing opinions, plans, preferences, and feelings: <b>Present tense of stem-changing verbs: <i>e</i> → <i>ie</i>, <i>o</i> → <i>ue</i>, and <i>e</i> → <i>i</i></b></p> <p><b>4.4.3</b> Talking about daily routine: <b>Reflexive verbs and pronouns</b></p> <p><b>4.4.4</b> Expressing reciprocity: <b>Reciprocal verbs and pronouns</b></p> <p><b>4.4.5</b> Expressing how long something has been going on: <b><i>Hace</i> with expressions of time</b></p> <p><b>Infografía:</b> <i>Los hábitos y las rutinas de los niños</i></p>	<p><b>4.5.1 Escucha:</b> Listen for a purpose</p> <p><b>4.5.2 Habla:</b> Organize information</p> <p><b>4.5.3 Lee:</b> Use the title and illustrations to anticipate content</p> <p><b>4.5.4 Escribe:</b> Use your knowledge of the topic when you write</p>
<p><b>Cultura interactiva:</b> <i>Nicaragua, El Salvador y Honduras</i></p> <p><b>5.2 Enfoque cultural:</b> <i>Nicaragua, El Salvador y Honduras</i></p> <p><b>5.3 En acción:</b> <i>En casa</i></p> <p><b>5.6 Unidos cultural:</b> <i>Las viviendas en centros urbanos</i></p>	<p><b>5.4.1</b> Expressing ongoing actions: <b>Present progressive</b></p> <p><b>5.4.2</b> Describing physical and emotional states: <b>Expressions with <i>tener</i></b></p> <p><b>5.4.3</b> Avoiding repetition in speaking and writing: <b>Direct object nouns and pronouns</b></p> <p><b>5.4.4</b> Pointing out and identifying people and things: <b>Demonstrative adjectives and pronouns</b></p> <p><b>5.4.5</b> Expressing when, where, or how an action occurs: <b>Adverbs</b></p> <p><b>Infografía:</b> <i>Condiciones ideales para estudiar o trabajar en casa</i></p>	<p><b>5.5.1 Escucha:</b> Create mental images</p> <p><b>5.5.2 Habla:</b> Plan what you want to say</p> <p><b>5.5.3 Lee:</b> Inform yourself about a topic before you start to read</p> <p><b>5.5.4 Escribe:</b> Consider various perspectives</p>

# Scope and Sequence (continued)

CAPÍTULO	LEARNING OUTCOMES	VOCABULARIO EN CONTEXTO
<p><b>6</b>  <b>¿Qué te gusta comprar? 164</b></p>	<ul style="list-style-type: none"> <li>• Talk about shopping and clothes</li> <li>• Describe people, objects, and events</li> <li>• Indicate to whom or for whom an action takes place</li> <li>• Express likes and dislikes</li> <li>• Talk about events in the past</li> <li>• Talk about Colombia in terms of products, practices, and perspectives</li> <li>• Share information about shopping practices in Hispanic countries and identify cultural similarities</li> </ul>	<p><b>6.1.1</b> <i>Las compras</i>  <b>6.1.2</b> <i>La ropa</i>  <b>6.1.3</b> <i>¿Qué debo llevar?</i></p>
<p><b>7</b>  <b>¿Cuál es tu deporte favorito? 192</b></p>	<ul style="list-style-type: none"> <li>• Talk about sports</li> <li>• Talk about the weather</li> <li>• Emphasize and clarify information</li> <li>• Talk about past events</li> <li>• Talk about Argentina, Uruguay, and Chile in terms of products, practices, and perspectives</li> <li>• Share information about sporting events in Hispanic countries and identify cultural similarities</li> </ul>	<p><b>7.1.1</b> <i>Los deportes</i>  <b>7.1.2</b> <i>El tiempo</i>  <b>7.1.3</b> <i>¿Qué pasó ayer?</i></p>
<p><b>8</b>  <b>¿Cuáles son tus tradiciones? 222</b></p>	<ul style="list-style-type: none"> <li>• Discuss situations and celebrations</li> <li>• Describe conditions and express ongoing actions in the past</li> <li>• Tell stories about past events</li> <li>• Compare people and things</li> <li>• Talk about Mexico in terms of products, practices, and perspectives</li> <li>• Share information about celebrations in Hispanic countries and make cultural comparisons</li> </ul>	<p><b>8.1.1</b> <i>Las fiestas y las tradiciones</i>  <b>8.1.2</b> <i>Otras celebraciones</i>  <b>8.1.3</b> <i>Las invitaciones</i></p>

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<p><b>Cultura interactiva:</b> <i>Colombia</i></p> <p><b>6.2 Enfoque cultural:</b> <i>Colombia</i></p> <p><b>6.3 En acción:</b> <i>De moda</i></p> <p><b>6.6 Unidos cultural:</b> <i>Las tiendas de barrio</i></p>	<p><b>6.4.1</b> Describing people, objects, and events: <b>More about ser and estar</b></p> <p><b>6.4.2</b> Indicating to whom or for whom an action takes place: <b>Indirect object nouns and pronouns</b></p> <p><b>6.4.3</b> Expressing likes and dislikes: <b>Gustar and similar verbs</b></p> <p><b>6.4.4</b> Talking about the past: <b>Preterit tense of regular verbs</b></p> <p><b>6.4.5</b> Talking about the past: <b>Preterit of ir and ser</b></p> <p><b>Infografía:</b> <i>Así consume la generación Z</i></p>	<p><b>6.5.1 Escucha:</b> Take notes to recall information</p> <p><b>6.5.2 Habla:</b> Expressing dissatisfaction to achieve a result</p> <p><b>6.5.3 Lee:</b> Use context to figure out the meaning of unfamiliar words</p> <p><b>6.5.4 Escribe:</b> Recount events in sequence</p>
<p><b>Cultura interactiva:</b> <i>Argentina, Uruguay y Chile</i></p> <p><b>7.2 Enfoque cultural:</b> <i>Argentina, Uruguay y Chile</i></p> <p><b>7.3 En acción:</b> <i>Vamos a hacer surf</i></p> <p><b>7.6 Unidos cultural:</b> <i>Los hinchas y el superclásico</i></p>	<p><b>7.4.1</b> Talking about the past: <b>Preterit of reflexive verbs</b></p> <p><b>7.4.2</b> Talking about the past: <b>Preterit of -er and -ir verbs whose stem ends in a vowel</b></p> <p><b>7.4.3</b> Talking about the past: <b>Preterit of stem-changing -ir verbs</b></p> <p><b>7.4.4</b> Emphasizing or clarifying information: <b>Pronouns after prepositions</b></p> <p><b>7.4.5</b> Talking about the past: <b>Some irregular preterits</b></p> <p><b>Infografía:</b> <i>Participación femenina en los Juegos Olímpicos</i></p>	<p><b>7.5.1 Escucha:</b> Differentiate fact from opinion</p> <p><b>7.5.2 Habla:</b> Focus on key information</p> <p><b>7.5.3 Lee:</b> Predict and guess content</p> <p><b>7.5.4 Escribe:</b> Use supporting details</p>
<p><b>Cultura interactiva:</b> <i>México</i></p> <p><b>8.2 Enfoque cultural:</b> <i>México</i></p> <p><b>8.3 En acción:</b> <i>Hay que celebrar</i></p> <p><b>8.6 Unidos cultural:</b> <i>Las tradiciones y la diversidad cultural</i></p>	<p><b>8.4.1</b> Expressing ongoing actions and describing in the past: <b>The imperfect</b></p> <p><b>8.4.2</b> Narrating in the past: <b>The preterit and the imperfect</b></p> <p><b>8.4.3</b> Comparing people and things: <b>Comparisons of inequality</b></p> <p><b>8.4.4</b> Comparing people and things: <b>Comparisons of equality</b></p> <p><b>8.4.5</b> Comparing people and things: <b>The superlative</b></p> <p><b>Infografía:</b> <i>La flor de nochebuena mexicana</i></p>	<p><b>8.5.1 Escucha:</b> Draw conclusions based on what you know</p> <p><b>8.5.2 Habla:</b> Conduct an interview</p> <p><b>8.5.3 Lee:</b> Make inferences</p> <p><b>8.5.4 Escribe:</b> Select and sequence details</p>

# Scope and Sequence (continued)

CAPÍTULO	LEARNING OUTCOMES	VOCABULARIO EN CONTEXTO
<p><b>9</b> ¿Dónde trabajas? 256</p>	<ul style="list-style-type: none"> <li>• Talk about careers and employment</li> <li>• Describe past events in more detail</li> <li>• Avoid repetition</li> <li>• Give instructions and suggestions</li> <li>• Talk about Guatemala in terms of products, practices, and perspectives</li> <li>• Share information about the causes and consequences of migration from Guatemala to the United States</li> </ul>	<p><b>9.1.1</b> <i>El trabajo</i>  <b>9.1.2</b> <i>Los oficios y las profesiones</i>  <b>9.1.3</b> <i>La entrevista de trabajo</i></p>
<p><b>10</b> ¿Cuál es tu comida preferida? 286</p>	<ul style="list-style-type: none"> <li>• Talk about ingredients, recipes, and meals</li> <li>• State impersonal information</li> <li>• Talk about the recent past</li> <li>• Give instructions in informal settings</li> <li>• Talk about the future</li> <li>• Talk about Ecuador in terms of products, practices, and perspectives</li> <li>• Present information, concepts, and ideas about food and public health in Ecuador and other Latin American countries</li> </ul>	<p><b>10.1.1</b> <i>Los productos y las recetas</i>  <b>10.1.2</b> <i>En el supermercado</i>  <b>10.1.3</b> <i>La mesa</i></p>
<p><b>11</b> ¿Cómo te sientes? 316</p>	<ul style="list-style-type: none"> <li>• Discuss health and medical treatments</li> <li>• Express expectations and hopes</li> <li>• Describe emotions, opinions, and wishes</li> <li>• Express goals, purposes, and means</li> <li>• Talk about Cuba, the Dominican Republic, and Puerto Rico in terms of products, practices, and perspectives</li> <li>• Talk about health, the body, and medical practices in Cuba, the Dominican Republic, and Puerto Rico and identify cultural similarities</li> </ul>	<p><b>11.1.1</b> <i>Médicos, farmacias y hospitales</i>  <b>11.1.2</b> <i>Las partes del cuerpo</i>  <b>11.1.3</b> <i>La salud</i></p>
<p><b>12</b> ¿Te gusta viajar? 348</p>	<ul style="list-style-type: none"> <li>• Talk about travel arrangements and preferences</li> <li>• Express affirmation and negation</li> <li>• Express possession and clarify what belongs to you and to others</li> <li>• Express doubt and uncertainty</li> <li>• Talk about travel experiences</li> <li>• Talk about Costa Rica and Panama in terms of products, practices, and perspectives</li> <li>• Share information about low-cost travel in Latin America and make comparisons</li> </ul>	<p><b>12.1.1</b> <i>Los medios de transporte</i>  <b>12.1.2</b> <i>El alojamiento y las direcciones</i>  <b>12.1.3</b> <i>Los viajes en coche</i></p>

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<p><b>Cultura interactiva:</b> <i>Guatemala</i></p> <p><b>9.2 Enfoque cultural:</b> <i>Guatemala</i></p> <p><b>9.3 En acción:</b> <i>Buscando trabajo</i></p> <p><b>9.6 Unidos cultural:</b> <i>¿Trabajas o estudias?</i></p>	<p><b>9.4.1</b> Talking about the past: <b>More on the imperfect and the preterit</b></p> <p><b>9.4.2</b> Avoiding repetition: <b>Review of direct and indirect object pronouns</b></p> <p><b>9.4.3</b> Avoiding repetition: <b>Use of direct and indirect object pronouns together</b></p> <p><b>9.4.4</b> Giving instructions or suggestions: <b>Formal commands</b></p> <p><b>Infografía:</b> <i>Jóvenes latinoamericanos que no estudian ni tienen trabajo</i></p>	<p><b>9.5.1 Escucha:</b> Use contextual guessing</p> <p><b>9.5.2 Habla:</b> Gather information strategically to express a decision</p> <p><b>9.5.3 Lee:</b> Organize textual information into categories</p> <p><b>9.5.4 Escribe:</b> Report on an interview</p>
<p><b>Cultura interactiva:</b> <i>Ecuador</i></p> <p><b>10.2 Enfoque cultural:</b> <i>Ecuador</i></p> <p><b>10.3 En acción:</b> <i>¡Buen provecho!</i></p> <p><b>10.6 Unidos cultural:</b> <i>Comida callejera</i></p>	<p><b>10.4.1</b> Stating impersonal information: <b>Se + verb constructions</b></p> <p><b>10.4.2</b> Talking about the recent past: <b>Present perfect and participles used as adjectives</b></p> <p><b>10.4.3</b> Giving instructions in informal settings: <b>Informal commands</b></p> <p><b>10.4.4</b> Talking about the future: <b>The future tense</b></p> <p><b>Infografía:</b> <i>La dieta diaria equilibrada</i></p>	<p><b>10.5.1 Escucha:</b> Take notes about relevant details</p> <p><b>10.5.2 Habla:</b> Give and defend reasons for a decision</p> <p><b>10.5.3 Lee:</b> Learn new words by analyzing their connections with known words</p> <p><b>10.5.4 Escribe:</b> Summarize information</p>
<p><b>Cultura interactiva:</b> <i>Cuba, República Dominicana y Puerto Rico</i></p> <p><b>11.2 Enfoque cultural:</b> <i>Cuba, República Dominicana y Puerto Rico</i></p> <p><b>11.3 En acción:</b> <i>No me encuentro bien</i></p> <p><b>11.6 Unidos cultural:</b> <i>La medicina tradicional</i></p>	<p><b>11.4.1</b> Expressing expectations and hopes: <b>Introduction to the present subjunctive</b></p> <p><b>11.4.2</b> Expressing requests: <b>The subjunctive with expressions of influence</b></p> <p><b>11.4.3</b> Expressing emotions, opinions, and attitudes: <b>The subjunctive with expressions of emotion</b></p> <p><b>11.4.4</b> Expressing goals, purposes, and means: <b>Uses of <i>por</i> and <i>para</i></b></p> <p><b>Infografía:</b> <i>Salud sostenible en las Américas</i></p>	<p><b>11.5.1 Escucha:</b> Listen for the main ideas</p> <p><b>11.5.2 Habla:</b> Select appropriate phrases to offer opinions</p> <p><b>11.5.3 Lee:</b> Focus on relevant information</p> <p><b>11.5.4 Escribe:</b> Persuade through suggestions and advice</p>
<p><b>Cultura interactiva:</b> <i>Costa Rica y Panamá</i></p> <p><b>12.2 Enfoque cultural:</b> <i>Costa Rica y Panamá</i></p> <p><b>12.3 En acción:</b> <i>Lugares fantásticos</i></p> <p><b>12.6 Unidos cultural:</b> <i>El mochilero</i></p>	<p><b>12.4.1</b> Expressing affirmation and negation: <b>Affirmative and negative expressions</b></p> <p><b>12.4.2</b> Expressing possession: <b>Possessive pronouns</b></p> <p><b>12.4.3</b> Expressing doubt and uncertainty: <b>Subjunctive with expressions of doubt</b></p> <p><b>12.4.4</b> Talking about things that may not exist: <b>Subjunctive in adjective clauses</b></p> <p><b>Infografía:</b> <i>Los millennials viajeros</i></p>	<p><b>12.5.1 Escucha:</b> Use background knowledge to support comprehension</p> <p><b>12.5.2 Habla:</b> Use visuals to make your presentations engaging</p> <p><b>12.5.3 Lee:</b> Focus on logical relationships</p> <p><b>12.5.4 Escribe:</b> Use facts to offer advice</p>