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UNIT 2 • CHAPTER 5

Level 2

Teacher Edition

Presented By:



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Table of Contents

Unit 2 Chapter 5: Help and Requests	5
Pacing Guide for Unit 2 Chapter 5	6
Lesson 1	8
Objetivos personales de aprendizaje	12
KWL	13
Vocabulario nuevo	15
El pretérito: Las formas regulares	18
El pretérito: Ser (to be) / Ir (to go)	20
¿Qué hiciste durante el verano?	21
Hoja de vocabulario - Lección 1	23
Lesson 2	24
¿Cómo te sientes?	27
El pretérito: Los verbos con cambio de raíz	28
¿Qué te pasó ayer?	29
Visita al médico	31
La importancia de lavarse las manos	33
Hoja de vocabulario - Lección 2	34
Lesson 3	35
Somos doctores	40
Anota la conversación	41
Hoja de vocabulario - Lección 3	42
Lesson 4	43
Infogap - Estudiante A	46
Infogap - Estudiante B	48
Cómo quitar el dolor de estómago	50
Los remedios	51
Sarampión	53
Hoja de vocabulario - Lección 4	55
Lesson 5	56
El cuerpo	59
El verbo “doler”	60
Anuncios	63
Mind Maps	65
Hoja de vocabulario - Lección 5	68
Lesson 6	69
¿Cómo mantenerse sano?	72
Una emergencia	74
Prompts: Una emergencia	75
El golpe de calor	76
Hoja de vocabulario - Lección 6	77
Lesson 7	78



El soroche	81
Un correo electrónico	82
Hoja de vocabulario - Lección 7	83
Lesson 8	84
¿Gripe o resfriado?	87
Una tira cómica	89
Ejercicio de escritura con límite de tiempo	90
Hoja de vocabulario - Lección 8	91
Chapter Checkpoint	
El sistema sanitario	95
¡Socorro!	98
¡Socorro! Rubric	99
Children's Book	100
Vocabulary Quiz	102



Unit 2 Chapter 5: Help and Requests		
Essential Question:	How do our cultural <i>perspectives</i> on health and medicine impact our cultural <i>practices</i> ?	
Key Culture Points:	<ul style="list-style-type: none"> • Emergency telephone numbers and emergency services • Home remedies used to cure ailments 	
Learning Objectives:	<i>Students can:</i>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> • Ask for and offer help • Describe emergency situations • Talk about how they feel physically • Talk about what they did or where they went • Name some parts of the body </td> <td style="width: 50%;"> <ul style="list-style-type: none"> • Form subordinate clauses using <i>que</i> • Form the simple past tense (preterite) • Learn some verbs like <i>gustar</i> • Learn how to talk about body parts </td> </tr> </table>	<ul style="list-style-type: none"> • Ask for and offer help • Describe emergency situations • Talk about how they feel physically • Talk about what they did or where they went • Name some parts of the body
<ul style="list-style-type: none"> • Ask for and offer help • Describe emergency situations • Talk about how they feel physically • Talk about what they did or where they went • Name some parts of the body 	<ul style="list-style-type: none"> • Form subordinate clauses using <i>que</i> • Form the simple past tense (preterite) • Learn some verbs like <i>gustar</i> • Learn how to talk about body parts 	
Projects:	<ul style="list-style-type: none"> • <i>El sistema sanitario</i>: Students compare healthcare systems in the U.S. and Cuba and optionally create an infographic sharing their research. • <i>¡Socorro!</i>: Students write and perform a skit depicting an emergency situation. • <i>Children’s Book</i>: Students write and illustrate a book about someone having a very bad day. 	
Important Links:	<ul style="list-style-type: none"> • Mango Platform Curriculum Tab (Access semester materials here) • Chapter Slides <ul style="list-style-type: none"> ○ Lesson 1 slides ○ Lesson 2 slides ○ Lesson 3 slides ○ Lesson 4 slides ○ Lesson 5 slides ○ Lesson 6 slides ○ Lesson 7 slides ○ Lesson 8 slides ○ Cumulative Activity slides <div style="text-align: center; padding: 10px;"> <p>Sample Materials To see more lessons, request a demo.</p> </div>	

Prep
<p>Print as many copies of the Student Materials as needed for your class so that each student has one copy of all the relevant worksheets.</p> <p>Please refer to the chapter’s lesson plans for any further activity-specific “Prep” instructions. Certain lessons may or may not require additional materials and support documents (“Teacher Materials”).</p>

Pacing Guide for Unit 2 Chapter 5

Lesson Number, Topic, and Content	Corresponding Digital Lesson(s)	Suggested Time
Lesson 1 - What happened? <ul style="list-style-type: none"> Objetivos personales de aprendizaje Chapter Preview: KWL Vocabulario nuevo - Vocabulary El pretérito: Las formas regulares - Grammar El pretérito: Ser (to be) / Ir (to go) - Grammar ¿Qué hiciste durante el verano? - Speaking 	Chapter 5 Lesson 1 Chapter 5 Lesson 2	115 - 165 minutes
Lesson 2 - I don't feel well. <ul style="list-style-type: none"> ¿Cómo se sienten si...? - Vocabulary ¿Cómo te sientes? - Grammar El pretérito: Los verbos con cambio de raíz - Grammar ¿Qué te pasó ayer? - Writing Visita al médico - Listening La importancia de lavarse las manos - Reading 	Chapter 5 Lesson 3	90 - 135 minutes
Lesson 3 - Incidents in the Past <ul style="list-style-type: none"> De espalda a la pizarra - Speaking Somos doctores - Listening Anota la conversación, parte 1 Charadas - Vocabulary 	Chapter 5 Lesson 4 Chapter 5 Lesson 5 Chapter 5 Lesson 6	110 - 155 minutes
Lesson 4 - Ailments and Home Remedies <ul style="list-style-type: none"> Infogap - Listening Cómo quitar el dolor de estómago - Listening Los remedios - Culture Sarampión - Reading ¿Qué haces cuando...? - Speaking 	Chapter 5 Lesson 7	90 - 130 minutes
Lesson 5 - My head hurts! <ul style="list-style-type: none"> El cuerpo - Vocabulary El verbo "doler" - Grammar Anuncios - Listening Mind Maps - Learning Strategy 	Chapter 5 Lesson 8 Chapter 5 Lesson 9 Chapter 5 Lesson 10	105 - 150 minutes
Lesson 6 - Call a doctor! <ul style="list-style-type: none"> ¿Cómo mantenerse sano? - Reading Una emergencia - Writing El golpe de calor - Reading Una curandera - Culture 	Chapter 5 Lesson 11 Chapter 5 Lesson 12	90 - 135 minutes
Lesson 7 - Ask for and Offer Help <ul style="list-style-type: none"> El soroche - Listening Preguntas personales - Speaking Un correo electrónico - Writing Peer Evaluation - Grammar Reto de tarea 	Chapter 5 Lesson 13 Chapter 5 Lesson 14	100 - 140 minutes



<p>Lesson 8 - Is there a hospital close by?</p> <ul style="list-style-type: none"> ● ¿Gripe o resfriado? - Reading ● Anota la conversación, parte 2 ● Una tira cómica - Writing ● Drawing Vocabulary Challenge - Vocabulary ● Closer: Timed Production Exercise 	Chapter 5 Lesson 15	85 - 115 minutes
<p>Chapter Checkpoint</p> <ul style="list-style-type: none"> ● Cumulative Listening Activity ● Cumulative Reading Activity ● El sistema sanitario ● ¡Socorro! ● Presentational Writing: Children's Book ● Vocabulary Quiz ● Cumulative Chapter Quiz ● Chapter Closure: KWL 		10 - 13.5 hours



Lesson 1




115 - 165 MINUTES OF INSTRUCTION | [SLIDES](#)

Learning Objectives	Core Vocabulary / Phrases
<ul style="list-style-type: none"> • Talk about what you did and where you went • Practice reflexive verbs with <i>caerse</i> and <i>subirse</i> • Learn the regular conjugations for the preterite • Learn the irregular preterite forms <i>caí</i> and <i>fui</i> 	<ul style="list-style-type: none"> • ¿Qué pasa? • pasar • nada • ¿Qué pasó contigo? • conmigo • caerse • me caí • fui • supermercado • me subí
Standards Addressed	
<ul style="list-style-type: none"> • 1.1 - Interpersonal Communication • 1.2 - Interpretive Communication • 1.3 - Presentational Communication • 5.2 - Lifelong Learning 	


Prep

- ◆ **Vocabulario nuevo:** Print and cut out several copies of the vocabulary cards ([Vocabulario nuevo](#)). You can also have students cut out the cards if they have scissors.

Activity Title & Info	Activity Instructions
<p>Opener</p> <p>15 - 20 Mins</p> <p>WRSL 1.1</p>	<p>OPTIONAL: Replace the five example slides with at least 5 personal photos and examples of what you did over the summer.</p> <p>Read the prompts out loud to the class. Emphasize the preterite forms to draw attention to them. Advance through the slides and encourage students to share their answers to the questions at the bottom of each slide. Then, display the language reflection question and talk about the difference between what they learned last year (<i>yo como</i>) and what they just saw on screen (<i>yo comí</i>).</p> <p>NOTE: Each Opener and Closer should take 5 minutes unless otherwise noted.</p> <p>NOTE: Teachers may implement a “flipped classroom” model by assigning the Digital Lessons as homework to be completed before the class. Valuable class time can then be spent on reinforcing the concepts through the activities.</p>

<p>Objetivos personales de aprendizaje</p> <p>5 - 10 Mins</p> <p>Worksheet</p> <p>WRSLL 5.2</p>	<p>Introduce students to the Learning Objectives of the chapter and have them complete the Objetivos personales de aprendizaje worksheet.</p> <p>NOTE: Scaffold this activity by introducing students to different strategies, tools, and resources that can help them meet their goals.</p>
<p>Chapter Preview: KWL</p> <p>5 - 10 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Understand</i> WRSLL 1.2, 5.2</p>	<p>Read the conversation aloud to students or play it from the Mango platform. Display the conversation so students can read it as they listen.</p> <p>Students complete the K and W parts of the KWL chart.</p> <p>NOTE: The conversation is previewed at the beginning of each chapter and reviewed at the end of each chapter. Start getting students familiar with this process, and be sure they keep the worksheet for later.</p>
<p>Digital Lesson 1 </p> <p>15 - 20 Mins</p>	<p>Students complete Lesson 1 in the Mango platform. When finished, they complete one session of daily review if time allows.</p>
<p>Vocabulario nuevo Vocabulary Activity</p> <p>10 - 15 Mins</p> <p>Prep Materials</p> <p><i>Bloom's: Remember</i> WRSLL 5.2</p>	<p>PREP: Print and cut out several copies of the vocabulary cards (Vocabulario nuevo). You can also have students cut out the cards.</p> <p>Put students into groups of 2 or 3 and pass out the cards. Tell students to categorize the words in a way that makes sense to them. Then, ask students how they categorized the words and why. Use this time to review the pronunciation of the new words as well.</p> <p>Ask for volunteers to act out some of the conditions described in the cards. Ask the class: <i>¿Qué pasa?/¿Qué está pasando?</i> The rest of the class has to guess what they are acting out. When finished, students return the cards to you.</p> <p>MODIFICATION: Students take turns acting out and guessing the terms in their groups of 3 rather than in front of the whole class.</p> <p>NOTE: Save the vocabulary cards for another activity later in the chapter. For more tips on how to ensure that your classroom materials last, see the Teacher Tip below.</p> <p> TEACHER TIP</p>
<p>Digital Lesson 2 </p> <p>15 - 20 Mins</p>	<p>Students complete Lesson 2 in the Mango platform. When finished, they complete one session of daily review if time allows.</p>



<p>El pretérito: Las formas regulares Grammar Activity</p> <p>20 - 25 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Understand</i></p>	<p>Distribute the El pretérito: Las formas regulares worksheet. Students take guided notes following the slides on the regular preterite tense and complete a practice exercise.</p> <p>For more information about the Preterite, see the Grammar Toolkit below.</p> 
<p>El pretérito: Ser (to be) / Ir (to go) Grammar Activity</p> <p>10 - 15 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Understand</i></p>	<p>Distribute the El pretérito: Ser (to be) / Ir (to go) worksheet and display the notes slides. Students take notes on the preterite conjugations for the verbs <i>ir</i> and <i>ser</i> and complete a practice exercise.</p>
<p>¿Qué hiciste durante el verano? Interpersonal Speaking</p> <p>15 - 20 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Apply</i> <i>WRSLL 1.1, 1.3</i></p>	<p>Distribute the ¿Qué hiciste durante el verano? worksheet.</p> <p>Part 1: Students walk around the classroom and ask each other questions about what they did during the summer in Spanish. They write their classmates' names in the boxes. Encourage them to ask follow-up questions.</p> <p>Part 2: Students mark 3 activities on the sheet that they did with a star. Then, they use the Yo form of the preterite to write complete sentences for each of the activities that they marked.</p>
<p>Closer</p> <p>5 - 10 Mins</p> <p><i>WRSLL 1.1</i></p>	<p>Choose a few activities on the ¿Qué hiciste durante el verano? worksheet. Call on students individually and ask them for the name of a student who carried out that activity. Model 3rd person conjugation in your questions so students can practice answering in full sentences.</p> <p style="text-align: center;">Teacher: <i>Ana, ¿quién viajó durante el verano?</i> Ana: <i>Jessica viajó durante el verano.</i></p> <p>TIP: Use this opportunity to learn students' names and preferences.</p>



Grammar Toolkit - The Preterite

WHAT IS IT? The Grammar Toolkit provides teachers with resources related to the grammar topics covered in the lesson. It includes an article, printable tables, and activities.

HOW TO USE IT? Review the toolkit to refresh your grammar knowledge and find examples and tips to help students understand tricky grammar concepts. You can use the content in your lessons as supplementary materials, or individually assign articles and activities to students who want to know more.

ARTICLE: [How to use the preterite tense in Spanish?](#)

TABLES: [Preterite conjugation tables](#)

ACTIVITIES: [The Spanish preterite](#)



Teacher Tip - Print Materials on Cardstock

WHAT IS IT?

Printing materials on cardstock rather than on normal paper.

WHY SHOULD I IMPLEMENT IT?

Students often play with materials given to them in class. Using normal computer paper won't last from class to class, and certainly not from year to year.

HOW CAN I IMPLEMENT IT?

To avoid having to re-print and cut materials, print your materials on cardstock. *Extra tip:* if you print the same activity out for multiple groups, print each group's copy on a different color cardstock. That way, when a student leaves one element of an activity on the floor, you know which group's materials it goes with.





Objetivos personales de aprendizaje

INSTRUCCIONES:

Lee los objetivos del capítulo que aparecen en la siguiente tabla. Pon una marca junto a dos de los objetivos que más te gustaría lograr (o escribe tu propio objetivo relacionado con el tema del capítulo). Después, anota las estrategias, herramientas y recursos que puedes utilizar para lograr ese objetivo. Finalmente, piensa en las preguntas de discusión y coméntalas con un compañero/a o en un grupo pequeño.

Chapter 5 Theme: Help and Requests	
Goals	Strategies, Tools, Resources
<p><i>I want to be able to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> ask for and offer help <input type="checkbox"/> describe emergency situations <input type="checkbox"/> talk about how I feel physically <input type="checkbox"/> talk about what I did or where I went <input type="checkbox"/> name some body parts <input type="checkbox"/> _____ 	<p><i>To achieve these goals, I will...</i></p> <p><i>Examples:</i></p> <p>...<u>focus on <i>how my teacher says hello and goodbye</i></u></p> <p>...<u>ask my teacher if I get stuck</u></p> <p>...<u>use <i>an online dictionary (like WordReference) to look up new words</i></u></p>

Preguntas de discusión:

1. ¿Por qué elegiste enfocarte en estos dos objetivos?
2. ¿Qué estrategias, herramientas y recursos te pueden ayudar a conseguir estos objetivos?



KWL

INSTRUCCIONES:

En clase, escucha la siguiente conversación y completa las secciones **K** y **W** de la tabla. Al terminar el capítulo, vas a completar la sección **L** y las preguntas.

Samuel: ¿Qué pasa?

Alba: No me siento bien. Creo que tengo fiebre alta.

Samuel: ¿Le duele algo?

Alba: Sí. Me duele la cabeza.

Alba: ¿Hay un hospital cerca?

Samuel: No. ¿Quiere que llame a un taxi?

Alba: Sí, por favor.

K What I already <u>know</u> <i>Lo que sé</i>	W What I <u>want</u> to know <i>Lo que quiero saber</i>	L What I <u>learned</u> <i>Lo que aprendí</i>

Responde estas preguntas al terminar el capítulo:

1. Go back to the goals you chose at the beginning of the chapter. Based on what you've learned (L), how much progress have you made toward meeting those goals? What do you still need to work on?
2. Which words or phrases from the chapter would be most helpful if you ever needed to report an emergency in a Spanish-speaking country?
3. What are some valuable tips you would give someone just starting to learn *el pretérito* in Spanish?

Vocabulario nuevo

INSTRUCTIONS: Print and cut out several copies of the vocabulary cards. Distribute cards to students in groups of 2-3. Tell students to categorize the words in a way that makes sense to them. Then, ask students how they categorized the words and why. Use this time to review the pronunciation of the new words as well.

Ask for volunteers to act out some of the conditions described in the cards. Ask the class: *¿Qué pasa?* / *¿Qué está pasando?* The rest of the class has to guess what they are acting out. When finished, students return the cards to you.

<p>el dolor (de cabeza)</p> <p><i>(head)ache</i></p>	<p>estar mareado/a</p> <p><i>to be dizzy</i></p>
<p>estar congestionado/a</p> <p><i>to be congested</i></p>	<p>el resfriado</p> <p><i>common cold</i></p>
<p>la fiebre</p> <p><i>fever</i></p>	<p>estar roto/a</p> <p><i>to be broken</i></p>
<p>la gripe</p> <p><i>flu</i></p>	<p>la tos</p> <p><i>cough</i></p>



<p>estar hinchado/a</p> <p><i>to be swollen</i></p>	<p>estornudar</p> <p><i>to sneeze</i></p>
<p>la infección</p> <p><i>infection</i></p>	<p>ser alérgico/a</p> <p><i>to be allergic</i></p>
<p>romperse</p> <p><i>to break</i></p>	<p>caerse</p> <p><i>to fall down</i></p>
<p>dislocarse</p> <p><i>to dislocate</i></p>	<p>torcerse (o:ue)</p> <p><i>to twist</i></p>
<p>desmayarse</p> <p><i>to faint</i></p>	<p>el medicamento</p> <p><i>medicine</i></p>
<p>doler (o:ue)</p> <p><i>to hurt</i></p>	<p>el síntoma</p> <p><i>symptom</i></p>

el sarpullido

rash

la picadura

sting



El pretérito: Las formas regulares



- In order to talk about events in the past in Spanish, we use the preterite tense.
- The following are some words that cue us to use the past tense:

ayer → yesterday

anoche → last night

ya → already

Ayer, (yo) **hablé** con el doctor.

Anoche, (yo) **comí** mucho helado.

Ya (yo) **escribí** el correo electrónico.



-ar

é	amos
aste	-
ó	aron

-er

í	imos
iste	-
ió	ieron

-ir

í	imos
iste	-
ió	ieron

comprar

compré	compramos
compraste	-
compró	compraron

comer

comí	comimos
comiste	-
comió	comieron

escribir

escribí	escribimos
escribiste	-
escribió	escribieron

Observations about these verb forms:



- The yo and él/ella/usted forms for -ar/-er/-ir verbs have accent marks.
- The forms for -er verbs and -ir verbs are the same.
- The *nosotros* forms for -ar and -ir verbs are the same as in the present tense.

Práctica rápida:



DOK LEVEL 1

1. cocinar (tú): _____ cocinaste _____
2. abrir (nosotros): _____ abrimos _____
3. romper (ellos): _____ rompieron _____
4. caminar (yo): _____ caminé _____
5. vivir (él): _____ vivió _____
6. vender (mi abuelo): _____ vendió _____
7. hablar (yo): _____ hablé _____
8. beber (él y yo): _____ bebimos _____
9. celebrar (las familias): _____ celebraron _____
10. decidir (tú): _____ decidiste _____

El pretérito: Ser (to be) / Ir (to go)



- While the verbs *ser* and *ir* have different meanings, in the preterite tense, their conjugations are the same.
- There are no accent marks for these verbs in any form!

yo	fui	nosotros nosotras	fuimos
tú	fuiste		
él ella usted	fue	ellos ellas ustedes	fueron

Quick review on the verb *ir*: DOK LEVEL 2

- There are two main ways to use *ir* in a sentence, and both require you to use “a”
 - *ir* + a + infinitive (I went to buy food for dinner. → *Fui a comprar comida para la cena.*)
 - *ir* + a + place (I went to the party. → *Fui a la fiesta.*)

Práctica rápida: DOK LEVEL 2

INSTRUCCIONES: Fill in the blanks with the correct form of *ser* or *ir*. Then, based on the context, choose which verb it is.

1. Ellos fueron a la tienda. ¿ser o ir? **ir**
2. La película fue buena. ¿ser o ir? **ser**
3. Tú fuiste profesor el año pasado, ¿no? ¿ser o ir? **ser**
4. Nosotros fuimos a la piscina ayer. ¿ser o ir? **ir**
5. Yo fui a cenar con mis amigos. ¿ser o ir? **ir**

¿Qué hiciste durante el verano?

INSTRUCCIONES, PARTE 1:



Pregúntale a un(a) compañero/a de clase qué hizo (*what they did*) durante el verano usando las preguntas en la hoja. Si contesta “sí”, escribe su nombre en la caja. Si contesta “no”, hazle otra pregunta o habla con otra persona. *If you can, ask them a follow-up question! Ex. ¿Dónde trabajaste?*

¿Viajaste?	¿Comiste en una barbacoa?	¿Fuiste al cine?	¿Jugaste un deporte?
¿Nadaste en una piscina?	¿Trabajaste?	¿Cuidaste a tus hermanos? (cuidar = to take care of)	¿Celebraste un cumpleaños?
¿Fuiste a una fiesta?	¿Hiciste ejercicio?	¿Fuiste a un concierto?	¿Tocaste un instrumento?
¿Leíste un libro?	¿Viste una serie en la televisión?	¿Aprendiste algo nuevo?	¿Jugaste videojuegos?
¿Comiste un helado?	¿Bebiste limonada?	¿Estudiaste algo?	¿Conociste a una persona nueva? (conocer = to meet)

INSTRUCCIONES, PARTE 2: Ahora, marca con una estrella (*star*) 3 cosas que hiciste este verano y escribe lo que hiciste durante el verano. Escribe al menos 5 oraciones. ¡Incluye detalles!



Hoja de vocabulario - Lección 1

Vocabulario principal <i>Palabras que aparecen en las lecciones en línea de Mango</i>					
caerse	—	to fall	nada	—	nothing
conmigo	—	with me	pasando	—	happening
contigo	—	with you Informal	pasar	—	to happen
fui	—	I went	pasó	—	happened
me caí	—	I fell	supermercado	—	supermarket
me subí	—	I got on			
Vocabulario suplementario <i>Palabras adicionales que se encuentran en las actividades del capítulo</i>					
estar congestionado/a	—	to be congested	resfriado	—	the common cold
estar embarazada	—	to be pregnant	romperse	—	to break
estar roto/a	—	to be broken	ser alérgico/a	—	to be allergic
estornudar	—	to sneeze	el síntoma		symptom
la gripe	—	the flu	torcerse	—	to twist
la infección	—	infection	la tos	—	cough
medicamento	—	medicine			
Mi vocabulario <i>Usa este espacio para agregar palabras nuevas que quieres aprender</i>					
	—			—	
	—			—	
	—			—	
	—			—	

~~~~~ **END OF SAMPLE** ~~~~~

To see the rest of this chapter, including communicative activities, authentic resources, capstone projects, and all student-facing materials, request a demo with one of our representatives.

**ASK A QUESTION**

**REQUEST A DEMO**

