

Auténtico

Your path, your world, your way

Connect Language and Culture Through Authentic Resources

Build your students' language skills and increase their confidence as they watch, listen to, and read carefully selected authentic resources. Follow the video links below and use the Lesson Plans and Student Worksheets to bring these authentic resources to life in the classroom.

Auténtico, Level 1

WATCH VIDEO

[Quesadillas en las calles de México >](#)

Raúl de Molina, a well-known television personality, enjoys several Mexican antojitos (snack foods) from a vendor in the Zona Rosa, a popular tourist area in Mexico City.

Auténtico, Level 2

WATCH VIDEO

[Un mercado para ayudar a los Reyes Magos >](#)

A reporter presents a look at the last-minute preparations for the arrival of the *Tres Reyes Magos* at the *Vía Blanca*, a street market in Montevideo, Uruguay.

Included in this packet:

- **Lesson plan pages** that offer guidance and differentiation strategies for using authentic resources in the classroom.
- **Authentic Resources Workbook pages** with scaffolded student activities for every resource.

Quesadillas en las calles de México

Video Spotlight from *Univision Trends*

Summary

Raúl de Molina, a well-known television personality, enjoys several Mexican **antojitos** (snack foods) from a vendor in the Zona Rosa, a popular tourist area in Mexico City. He samples **quesadillas de chicharrón** and **nopales** and chats with the other clients and the owner of the quesadilla stand. Explain to students that **quesadillas** are made with corn or flour tortillas, filled with almost any ingredient, folded in half, cooked on a flat griddle, and served with salsa.

Theme: *La comida*

AP Theme: *La vida contemporánea: Los estilos de vida*

How does culture influence meal choices?

Before Viewing

Pre-viewing Strategy

Assign the activity **Activate Background Knowledge** as homework the night before or discuss together in class before viewing. Have students discuss the foods they commonly eat for lunch when they are not at school or home and invite volunteers to provide the names in Spanish. Point out the title of the video and ask students if they have ever eaten **quesadillas** and to name the ingredients in Spanish if possible: *¿Qué te gusta comer en el almuerzo? ¿Comen quesadillas? ¿Qué ingredientes tienen?* Some of the common **quesadilla** ingredients are **verduras, queso, carne, huevos**, and so on. Then encourage students to share any experience they may have had with food from a fast food vendor, ice cream truck, street vendor, or food truck.

Key Vocabulary

The **Vocabulario clave** may be unfamiliar to your students. You may want to review the list with the class.

Culture

The prickly pear cactus is called a **nopal** and its fleshy pads (or leaves) are a staple in Mexican cooking. **Nopales** can be found in many

different dishes such as **huevos con nopal**, **tacos de nopal**, or **ensalada de nopal**.

While Viewing

Viewing Strategy: Use Visual Clues

Discuss some common visual clues people often use, such as shaking their head to indicate a negative response, or nodding and smiling to indicate pleasure or agreement. Explain to students that looking for these clues will help them get a general understanding of what people are saying. Then ask what kind of visual cues they expect to see in a video about food.

Viewing Suggestions

Before starting the video, explain to students that they might not comprehend everything being said, but they should apply the viewing strategy as they do the **Use Visual Clues** activity. Play the video once without pausing, having students listen for greetings and common expressions (**Hola, ¿cómo estás?**) and familiar words such as **tortilla, chile, bueno, señora**, or **comer**. Then replay it and have them pay particular attention to Raúl and his actions and body language. Stop the video as necessary for students to complete the chart and to check comprehension.



Video Spotlight from **Univision Trends**



Quesadillas en las calles de México

Learn about where the locals go to eat in Mexico City, and get a glimpse of the delicious street food offered in the Zona Rosa.

To view the video, go to:

- > *Auténtico* digital course
- > Authentic Resources folder
- > Capítulo 3A

THEME *La comida*

AP THEME *La vida contemporánea: Los estilos de vida*

How does culture influence meal choices?

► **Antes de ver el video**

Activate Background Knowledge When you are not home or at school, what do you eat for lunch? Where do you go for “fast food”? Have you ever eaten at a food truck or from a street vendor? List the foods you typically eat for lunch.

En el almuerzo, me gusta comer...

Vocabulario clave

un poquito de hambre

a little hungry

¿Está rico?

Is it tasty?

nopal

a prickly pear cactus, a common ingredient in Mexican cuisine

uno de los mejores que he comido

one of the best that I have eaten

chicharrón

crispy pork rind

► **Mientras ves el video**

Viewing Strategy: Use Visual Clues Even though you might not understand every word that is being said in the video, you can get the gist of the meaning of unknown words or phrases by paying attention to people’s actions, body language, and facial expressions.



◀ Raúl de Molina está en la Ciudad de México.



Use Visual Clues As you watch the video, focus on Raúl de Molina’s expressions and actions in the video. What can you infer about the meaning of these words just from watching and listening to Raúl?

Palabra	Quiere decir...	Pista (Clue)
caliente		
rico		
perrito		
muerde		

► **Después de ver el video**

Watch the video again as needed to complete the following activities.

I. Interpretive: Ideas clave Choose the appropriate word or words to complete each sentence based on the information in the video.

- A Raúl le gusta comer _____.
a. perros calientes **b.** quesadillas **c.** tortas de jamón
- ¿Qué expresión puede usar Raúl para describir la comida?
a. ¡Qué asco! **b.** Está más o menos. **c.** Me encanta.
- Raúl está en _____.
a. la Ciudad de México **b.** Miami **c.** Los Ángeles
- Las quesadillas están hechas (*made*) con _____.
a. tortillas **b.** pan **c.** pan tostado

II. Interpretive: Identificar prácticas culturales Mexican **antojitos** (snacks), such as tacos and quesadillas, have become popular around the world. However, the street vendors in Mexico are renowned for their home-style cooking and fresh ingredients. Decide which of the following statements are **verdadero** (true) or **falso** (false) based on what you learned from the video.

- Solamente (*Only*) los chicos comen los antojitos.
- Las tortillas son hechas a mano (*made by hand*).
- Las quesadillas son populares en la Zona Rosa.
- Las personas en los puestos (*food stands*) trabajan todos los días.

III. Presentational: Describir Describe the cultural practice of eating street food in Mexico. Include details from the video to support your response.

Un mercado para ayudar a los Reyes Magos

Informative Report from *Agencia EFE*

Summary

A reporter presents a look at the last-minute preparations for the arrival of the **Tres Reyes Magos** at the **Via Blanca**, a street market in Montevideo, Uruguay. This street market runs for one kilometer, and more than 30,000 people and 1,800 vendors participate in this annual event.

Theme: *Celebraciones familiares y días festivos*

AP Theme: *Las identidades personales y públicas: La identidad nacional y la identidad étnica*
¿Cómo influyen la lengua y la cultura en la identidad de una persona?

Before Viewing

Assign the activity **Activate Background Knowledge** as homework the night before or discuss together in class before viewing. Ask students what holidays they celebrate at the end of the year. Ask volunteers to describe how they celebrate, and if they receive or exchange gifts. Point out the title of the video and ask students if they have ever been to a **mercado al aire libre** or **mercadillo** (street fair).

Key Vocabulary

The **Vocabulario clave** may be unfamiliar to your students. You may want to review the list with the class.

Culture

In many countries in Latin America and Spain, the holiday season continues until January 6, known by Christians as the “Feast of Epiphany” or “Three Kings Day.” It marks the day that the Three Kings, also known as the Three Wise Men, found Jesus after traveling through the desert for twelve days. They brought Jesus three symbolic gifts: gold, frankincense, and myrrh. The celebration includes parades, food, family gatherings, and of course, gifts.

While Viewing

Viewing Strategy: Use Visual Clues

Discuss some common visual clues that can help students understand the context of what they are seeing, for example the types of items for sale or the number of people at the market. Does it look like a place they have seen or visited before? What does it have in common with what they have experienced? Explain that looking for these clues will help them have a general understanding of what the video is about.

Viewing Suggestions

Before starting the video, explain to students that they will probably not understand everything they hear but to listen for familiar words such as **ropa, regalos, ayudar, buscan** and the cognates **complementar, momento, complicado**. They should also look for visual clues to help them understand what is being said. Play the entire video once. Then replay the video and have students pay particular attention to the items for sale at the street market. Stop the video as needed for students to identify the items.

Answers:

ropa, joyas, vestidos para niña, peces, juguetes para mascotas, juguetes para niños



Reportaje informativo de la **Agencia EFE**



Un mercado para ayudar a los Reyes Magos

Learn about the **Vía blanca**, a street market in Montevideo, Uruguay, which offers different types of items and last-minute gifts for the **Reyes Magos** (Three Wise Men) celebration.

To view the video, go to:

- > *Auténtico* digital course
- > Authentic Resources folder
- > Capítulo 4B

THEME *Celebraciones familiares y días festivos*

AP THEME *Las identidades personales y públicas: La identidad nacional y la identidad étnica*

¿Cómo influyen la lengua y la cultura en la identidad de una persona?

► **Antes de ver el video**

Activate Background Knowledge ¿Qué días especiales se celebran en tu casa? ¿Cómo los celebran? Haz una lista de las actividades que hacen durante la celebración. ¿A veces tienes que comprar regalos? ¿Estuviste alguna vez en un mercado al aire libre (*street market*)? ¿Qué tipo de cosas vendían en el mercado?

En mi casa celebramos...

Vocabulario clave

ultiman
las majestades
recorrido

to finalize
majesties
route

hacer su agosto
el mercadillo
mascota

to line one's nest
street market
pet

Viewing Strategy: Use Visual Clues Even though you might not understand every word that is being said in the video, you can get a gist of the unknown words or phrases by paying attention to the images and thinking of what you already know about cultural celebrations and street markets.



◀ **Compradores buscan el regalo perfecto en la Vía Blanca de Montevideo, Uruguay.**

**► Mientras ves el video**

Use Visual Clues Presta atención a las imágenes y acciones. ¿Qué objetos de la lista se venden en este mercado? Encierra en un círculo las palabras que escojas.

libros
ropa
joyas

café
vestidos para niña
peces

desayunos
juguetes para mascotas
juguetes para niños

► Después de ver el video

Mira el video otra vez para completar estas actividades.

I. Interpretive: Ideas clave Escoge la palabra o palabras que completan cada oración.

1. La Vía Blanca está en _____.
a. Buenos Aires **b.** Montevideo **c.** Quito
2. En el mercado se reúnen más de _____.
a. treinta mil personas **b.** cincuenta vendedores **c.** dos mil familias
3. El mercado está abierto hasta las cinco de la mañana _____.
a. de hoy **b.** del lunes **c.** del Día de Reyes
4. El mercado ayuda a _____ a encontrar los regalos populares.
a. los compradores **b.** los vendedores **c.** las mascotas

II. Interpretive: Identificar productos culturales La llegada de los Reyes Magos es una tradición que se celebra en muchos países de América Latina. Así como en Navidad, el Día de Reyes se hace un intercambio (*exchange*) de regalos. Según la información del video, decide si las siguientes oraciones son verdaderas o falsas. Escribe **sí** o **no**.

1. Solo los niños celebran la llegada de los reyes.
2. La Vía Blanca es una feria (*fair*) importante para los vendedores.
3. Los Reyes Magos traen regalos a las mascotas.
4. La Vía Blanca se hace en agosto.

III. Interpersonal: Expresar opiniones A la Vía Blanca van más de 30,000 personas cada año en busca del regalo perfecto para el Día de Reyes. Trabaja con un compañero y comenten lo que vieron en el video. Qué opinan sobre la tradición del Día de los Reyes Magos en Uruguay? ¿Qué opinan sobre otras tradiciones que conocen? En su respuesta, incluyan detalles del video que muestran la importancia de las tradiciones culturales y religiosas.

Creo que la tradición del Día de los Reyes Magos es importante porque...
