

# Spearfish School District Curriculum/ Pacing Guide

## Spanish I / SHS

Instructional Focus	Focus Summary
<p style="text-align: center;">1</p> <p><b>Suggested Time Frame: 3-4 weeks</b></p>	<p><b>¡Bienvenidos! / Para Empezar</b> - Introduction to general language learning; review &amp; practice Spanish alphabet and sounds; learn “the basics” for Spanish communication such as greetings, numbers, classroom items &amp; instructions, time, body parts, calendar, and weather.</p>
<p style="text-align: center;">2</p> <p><b>Suggested Time Frame: 6-7 weeks</b></p>	<p><b>1A</b> - Activity vocabulary; expressing likes &amp; dislikes, infinitives  <b>1B</b> - Personality traits; describing oneself properly in Spanish (masculine vs feminine), proper sentence structure</p>
<p style="text-align: center;">3</p> <p><b>Suggested Time Frame: 6-7 weeks</b></p>	<p><b>2A</b> - Discussing classes and schedules; ordinal numbers; subject pronouns, regular AR verb conjugations  <b>2B</b> - Classroom items; prepositions indicating location; <i>estar</i>, plurals of nouns &amp; articles</p>
<p style="text-align: center;">4</p> <p><b>Suggested Time Frame: 6-7 weeks</b></p>	<p><b>3A</b> - Breakfast and lunch foods; vocabulary regarding frequency; regular ER and IR verb conjugations; <i>me gusta</i> vs <i>me gustan</i>  <b>3B</b> - Dinner foods; healthy activities &amp; choices; <i>ser</i>; plural adjectives</p> <p>Cumulative project: <b>El Refrigerador</b></p>
<p style="text-align: center;">5</p> <p><b>Suggested Time Frame: 6-7 weeks</b></p>	<p><b>4A</b> - Free time / leisure activities; places in the community; <i>ir</i>, interrogative words &amp; asking questions  <b>4B</b> - Sports and activities outside of school; telling time; extending, accepting, &amp; declining invitations; <i>ir + a + infinitive</i>; <i>jugar</i></p>
<p style="text-align: center;">6</p> <p><b>Suggested Time Frame: 1-2 class blocks per topic</b></p>	<p><b>CULTURA</b> - The following topics are taught when time permits throughout the year:</p> <ul style="list-style-type: none"> <li>1 - <i>Día de los Muertos</i></li> <li>2 - Southern Spain; Madrid</li> <li>3 - El Encierro / Sanfermines</li> </ul>

## Spearfish School District Curriculum/ Pacing Guide

### Grade/

Instructional Focus 1	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
<p><b>Suggested Time Frame:</b></p> <p><b>PARA EMPEZAR</b> <b>3-4 weeks</b></p>	Vocabulary	<p><b>Standard 1: Communicate effectively in more than one language for various purposes in multiple contexts.</b></p> <p><b>1.1 Interpersonal Communication:</b> Share and infer information, reactions, feelings, and opinions in spoken, signed, or written conversation.</p> <p><b>1.2 Interpretive Communication:</b> Understand, interpret, and analyze what is viewed, heard, or read on a variety of topics.</p> <p><b>1.3 Presentational Communication:</b> Present information, concepts, ideas, and opinions to different audiences in order to inform, persuade, explain, and narrate on a variety of topics.</p> <p><b>Standard 3: Connect with other disciplines and acquire information and diverse perspectives through language.</b></p>	<p>I can ask someone's name and say my own.</p> <p>I can ask how someone is and say how I am.</p> <p>I can identify numbers in Spanish from 0-100.</p> <p>I can give phone numbers, the time, the date and the day.</p> <p>I can recite the Spanish alphabet with accurate pronunciation.</p> <p>I can spell my name aloud in Spanish.</p> <p>I can discuss the weather in Spanish.</p>	<p>Greetings and goodbyes</p> <p>Asking someone's name</p> <p>Asking how someone is</p> <p>Numbers 0-100</p> <p>Telling time</p> <p>Days of the week and months of the year</p> <p>Spanish alphabet</p>	<p>Textbook: Auténtico Level 1</p> <p>Textbook Software and on-line activities</p> <p>Guided Practice And Core Practice activities (workbook)</p> <p>Youtube videos to expand cultural "experiences"</p> <p>Teacher generated activities to reinforce language acquisition.</p> <p>Textbook &amp; teacher generated exercises for listening, reading, writing, and speaking.</p>

Instructional Focus 1	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
		<p><a href="#">Standard 3.1 Connections Across Disciplines</a>: Acquire, expand and reinforce knowledge of other disciplines using the language to develop critical thinking, creativity, collaboration, and problem-solving skills.</p> <p><a href="#">Standard 3.2 Acquisition of information and Diverse Perspectives</a>: Acquire, evaluate, and reflect on information and diverse perspectives available through the language and its culture(s).</p> <p><b>Standard 5: Communicate and interact in the language with respect and cultural competence in both the local and global communities.</b></p> <p><a href="#">Standard 5.1 School and Global Communities</a>: Interact and collaborate using the language in the classroom, the community, and the world.</p>	<p>I can refer to basic parts of the body in Spanish. (head, legs, feet, hands, etc)</p> <p>I can follow basic directions given in Spanish.</p> <p>I can identify common classroom objects in Spanish.</p>	<p>Body parts</p> <p>Weather</p> <p>Classroom instructions &amp; objects</p>	
	<b>Grammar</b>	<p><b>Standard 4: Develop insight into the nature of language and culture to enhance linguistic and cultural competence.</b></p> <p><a href="#">Standard 4.1 Language Comparisons</a>: Use the language to investigate, explain, and reflect on the nature of language by comparing and contrasting their own language with others.</p> <p><a href="#">Standard 4.2 Cultural Comparisons</a>: Use the language to investigate,</p>	<p>I can use Spanish punctuation marks, written accents, and tildes appropriately.</p>		

Instructional Focus 1	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
		explain, and reflect on the concept of culture by comparing and contrasting their own culture with others.			
	Culture	<b>Standard 2: Interact with respect and cultural competence in search of understanding our world.</b> <b>Standard 2.1 Cultural Practices in Relation to Cultural Perspectives:</b> Use the language to explore, reflect on, and explain the relationship between the <b>practices</b> , customs, and perspectives of the cultures studied.	I can use formal and informal address appropriately.  I can share basic information about <i>Sanfermines</i> , such as when & where it occurs, the history of the event, and what is unique about it.	<i>tú, usted</i>	Tú vs Ud (YouTube)  Definite Guide to Running with Bulls: Pamplona's Running of the Bulls (YouTube)
<b>Assessments:</b> How do my students demonstrate their understanding and how do I measure their learning?  Formative: Teacher observation, Daily assignments, Variety of class activities to enhance reading, writing, speaking, & listening skills  Summative: <i>Para Empezar</i> Quiz 1, <i>Para Empezar</i> Quiz 2					

Instructional Focus 2	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
<b>Suggested Time Frame:</b> 6-7 weeks  <b>MIS AMIGOS Y YO</b> •¿Qué te gusta hacer?	Vocabulary	<b>Standard 1: Communicate effectively in more than one language for various purposes in multiple contexts.</b> <b>1.1 Interpersonal Communication:</b> Share and infer information, reactions, feelings, and opinions in spoken, signed, or written conversation.	I can write about the activities I like and dislike.  I can discuss likes & dislikes with others.  I can listen to and read descriptions of others.  I can talk and write about my personality traits.	Activities  Expressing Likes & Dislikes  Personality Traits	Textbook: Auténtico Level 1  Textbook Software and on-line activities  Guided Practice

Instructional Focus 2	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
•Y tú, ¿Cómo eres?		<p><b>1.2 Interpretive Communication:</b> Understand, interpret, and analyze what is viewed, heard, or read on a variety of topics.</p> <p><b>1.3 Presentational Communication:</b> Present information, concepts, ideas, and opinions to different audiences in order to inform, persuade, explain, and narrate on a variety of topics.</p> <p><b>Standard 3: Connect with other disciplines and acquire information and diverse perspectives through language.</b></p> <p><b>Standard 3.1 Connections Across Disciplines:</b> Acquire, expand and reinforce knowledge of other disciplines using the language to develop critical thinking, creativity, collaboration, and problem-solving skills.</p>	<p>I can describe my personality to others.</p> <p>I can connect certain personality traits to activities (i.e. “Me gusta dibujar / Soy artística”)</p>		<p>And Core Practice activities (workbook)</p> <p>Youtube videos to expand cultural “experiences”</p> <p>Teacher generated activities to reinforce language acquisition.</p> <p>Textbook &amp; teacher generated exercises for listening, reading, writing, and speaking.</p>
	Grammar	<p><b>Standard 3: Connect with other disciplines and acquire information and diverse perspectives through language.</b></p> <p><b>Standard 3.1 Connections Across Disciplines:</b> Acquire, expand and reinforce knowledge of other disciplines using the language to develop critical thinking, creativity, collaboration, and problem-solving skills.</p> <p><b>Standard 4: Develop insight into the nature of language and culture to enhance linguistic and cultural competence.</b></p> <p><b>Standard 4.1 Language</b></p>	<p>I can identify infinitive verbs in Spanish and categorize them by their endings.</p> <p>I can write a Spanish sentence in the negative form.</p> <p>I can correctly express agreement or disagreement.</p> <p>I can use adjectives appropriately in Spanish (masculine vs feminine).</p> <p>I can identify and correctly use definite and indefinite (singular) articles.</p> <p>I can write a Spanish sentence with the proper placement of adjectives (correct word order).</p>	<p><i>un, una</i></p> <p><i>el, la</i></p> <p><i>también</i></p> <p><i>tampoco</i></p> <p>infinitive</p> <p>cognate</p>	

Instructional Focus 2	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
		<b>Comparisons:</b> Use the language to investigate, explain, and reflect on the nature of language by comparing and contrasting their own language with others.	I can explain what a cognate is and identify some in an article about music in the Hispanic world.		
	<b>Culture</b>	<p><b>Standard 2.2 Cultural Products in Relation to Cultural Perspectives:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p><b>Standard 3.2 Acquisition of information and Diverse Perspectives:</b> Acquire, evaluate, and reflect on information and diverse perspectives available through the language and its culture(s).</p> <p><b>Standard 5.1 School and Global Communities:</b> Interact and collaborate using the language in the classroom, the community, and the world.</p>	<p><b>Pablo Picasso</b></p> <p><b>Frida Kahlo</b></p> <p><b>Instruments, music, &amp; dances from the Hispanic world</b></p>		
<p><b>Assessments:</b> How do my students demonstrate their understanding and how do I measure their learning?</p> <p>Formative: Teacher observation, Daily assignments, Variety of class activities to enhance reading, writing, speaking, &amp; listening skills, Survey of favorite activities (small group speaking activity)</p> <p>Summative: 1A Vocabulary Quiz, 1A Test, 1A Speaking Test (likes/dislikes presentation to teacher); 1B Vocabulary Quiz, 1B Test, 1B Speaking Test (personal questions)</p>					

Instructional Focus 3	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
<b>Suggested Time Frame:</b> <b>6-7 weeks</b> <b>LA ESCUELA</b> <b>•Tu día en la escuela</b> <b>•Tu sala de clases</b>	Vocabulary	<b>Standard 1: Communicate effectively in more than one language for various purposes in multiple contexts.</b> <b>1.1 Interpersonal Communication:</b> Share and infer information, reactions, feelings, and opinions in spoken, signed, or written conversation. <b>1.2 Interpretive Communication:</b> Understand, interpret, and analyze what is viewed, heard, or read on a variety of topics. <b>1.3 Presentational Communication:</b> Present information, concepts, ideas, and opinions to different audiences in order to inform, persuade, explain, and narrate on a variety of topics. <b>Standard 3: Connect with other disciplines and acquire information and diverse perspectives through language.</b> <b>Standard 3.1 Connections Across Disciplines:</b> Acquire, expand and reinforce knowledge of other disciplines using the language to develop critical thinking, creativity, collaboration, and problem-solving skills.	I can listen to and read descriptions of school subjects and schedules.  I can talk and write about classes, school activities, and likes & dislikes.  I can exchange information while explaining what classes and activities friends and I have in common.  I can listen to and read conversations and notes about school.  I can talk and write about classes, classrooms, and where things are located.  I can exchange information while describing someone's location.	School Subjects and schedules  School supplies  Class descriptions  Classroom items and furniture  Computers  Words to describe location	Textbook: Auténtico Level 1  Textbook Software and on-line activities  Guided Practice And Core Practice activities (workbook)  Teacher generated activities to reinforce language acquisition.  Textbook & teacher generated exercises for listening, reading, writing, and speaking.
	Grammar	<b>Standard 3: Connect with other disciplines and acquire information and diverse perspectives through language.</b> <b>Standard 3.1 Connections Across Disciplines:</b> Acquire, expand and reinforce knowledge of other disciplines using the language to	I can identify all Spanish pronouns and relate them to their English counterparts. (i.e. <b>yo</b> - I)  I can conjugate any regular AR verb to the correct present-tense form.  I can write a simple, complete sentence correctly in Spanish.	Subject pronouns  Present tense of AR verbs  conjugate  infinitive  <i>estar</i>	

Instructional Focus 3	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
		develop critical thinking, creativity, collaboration, and problem-solving skills. <b>Standard 4: Develop insight into the nature of language and culture to enhance linguistic and cultural competence.</b> <b>Standard 4.1 Language Comparisons:</b> Use the language to investigate, explain, and reflect on the nature of language by comparing and contrasting their own language with others.	I can conjugate the verb <i>estar</i> to all forms and use it appropriately in sentences.  I can use <i>de la</i> and <i>del</i> correctly in prepositions of location.  I can correctly discuss & write about nouns in both the singular and the plural form.	prepositions of location  <i>unos/unas</i>  <i>los/las</i>	
	Culture		I can compare my school day with that of students in Spanish-speaking countries.  I can compare sports and attitudes towards sports in the Spanish-speaking world and the US.  I can compare perspectives towards school and uniforms in the Spanish-speaking world and the US.  <b>Xavier Cortada</b>  <b>Romans; Latin influence on Spanish</b>		Youtube videos to expand cultural “experiences”
<b>Assessments:</b> How do my students demonstrate their understanding and how do I measure their learning?  Formative: Teacher observation, Daily assignments, Variety of class activities to enhance reading, writing, speaking, & listening skills  Summative: 2A Vocabulary Quiz, 2A Test; 2B Vocabulary Quiz, 2B Test					

Instructional Focus 4	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
		<b>Standard 1: Communicate effectively in more than one</b>	I can listen to and read descriptions of school subjects and schedules.	Foods and beverages for	Textbook: Auténtico Level 1



Instructional Focus 4	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
<p><b>Suggested Time Frame:</b></p> <p><b>6-7 weeks</b></p> <p><b>LA COMIDA</b></p> <p><b>•¿Desayuno o almuerzo?</b></p> <p><b>•Para mantener la salud</b></p>	Vocabulary	<p><b>language for various purposes in multiple contexts.</b></p> <p><b>1.1 Interpersonal Communication:</b> Share and infer information, reactions, feelings, and opinions in spoken, signed, or written conversation.</p> <p><b>1.2 Interpretive Communication:</b> Understand, interpret, and analyze what is viewed, heard, or read on a variety of topics.</p> <p><b>1.3 Presentational Communication:</b> Present information, concepts, ideas, and opinions to different audiences in order to inform, persuade, explain, and narrate on a variety of topics.</p> <p><b>Standard 3: Connect with other disciplines and acquire information and diverse perspectives through language.</b></p> <p><b>Standard 3.1 Connections Across Disciplines:</b> Acquire, expand and reinforce knowledge of other disciplines using the language to develop critical thinking, creativity, collaboration, and problem-solving skills.</p>	<p>I can listen to and read descriptions of meals and menus.</p> <p>I can talk and write about foods that I and others like &amp; dislike.</p> <p>I can exchange information about food preferences.</p> <p>I can listen to and read descriptions of healthy and unhealthy lifestyles.</p> <p>I can talk and write about food, health, and exercise options.</p>	<p>breakfast, lunch, and dinner</p> <p>Expressions of frequency</p> <p>Food groups</p> <p>Healthy activities</p> <p>Ways to describe foods</p>	<p>Textbook Software and on-line activities</p> <p>Guided Practice And Core Practice activities (workbook)</p> <p>Teacher generated activities to reinforce language acquisition.</p> <p>Textbook &amp; teacher generated exercises for listening, reading, writing, and speaking.</p>
	Grammar	<p><b>Standard 3: Connect with other disciplines and acquire information and diverse perspectives through language.</b></p> <p><b>Standard 3.1 Connections Across Disciplines:</b> Acquire, expand and reinforce knowledge of other disciplines using the language to</p>	<p>I can conjugate any regular ER or IR verb to the correct present-tense form.</p> <p>I can write a simple, complete sentence correctly in Spanish using any regular verb.</p> <p>I can conjugate the verb <i>ser</i> to all forms and use it appropriately in sentences.</p> <p>I can use <i>me gustan</i> and <i>me encantan</i> correctly when stating likes &amp; preferences.</p>	<p>Present tense of ER/IR verbs</p> <p><i>Me gustan / Me encantan</i></p> <p><i>Ser</i></p> <p>Plurals of adjectives</p>	

		<p>develop critical thinking, creativity, collaboration, and problem-solving skills.</p> <p><b>Standard 4: Develop insight into the nature of language and culture to enhance linguistic and cultural competence.</b></p> <p><b>Standard 4.1 Language Comparisons:</b> Use the language to investigate, explain, and reflect on the nature of language by comparing and contrasting their own language with others.</p>	<p>I can describe singular and plural nouns correctly with Spanish adjectives.</p>		
	<b>Culture</b>	<p><b>Standard 2.1 Cultural Practices in Relation to Cultural Perspectives:</b> Use the language to explore, reflect on, and explain the relationship between the <b>practices</b>, customs, and perspectives of the cultures studied.</p> <p><b>Standard 2.2 Cultural Products in Relation to Cultural Perspectives:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p><b>Standard 3.2 Acquisition of information and Diverse Perspectives:</b> Acquire, evaluate, and reflect on information and diverse perspectives available through the language and its culture(s).</p> <p><b>Standard 5.1 School and Global Communities:</b> Interact and collaborate using the language in the classroom, the community, and the world.</p>	<p>I can trace the history of some foods originally native to the Americas and Europe.</p> <p>I can identify some traditional dishes/food items from Madrid, Spain.</p> <p>I can compare traditional foods, markets, and festivals in the Spanish-speaking world with those in the US.</p> <p><b>Bartolomé Murillo</b> <b>Diego Rivera</b></p> <p><i>el maíz</i></p> <p><i>el mate</i></p> <p><i>la Tomatina</i></p>		<p>Youtube videos to expand cultural “experiences”</p> <p>Auténtico text</p> <p><i>Rick Steves “Majesty of Madrid”</i></p>
<p><b>Assessments:</b> How do my students demonstrate their understanding and how do I measure their learning?</p> <p>Formative: Teacher observation, Daily assignments, Variety of class activities to enhance reading, writing, speaking, &amp; listening skills</p>					

Instructional Focus 5	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
<p><b>Suggested Time Frame:</b> 6-7 weeks</p> <p><b>LOS PASATIEMPOS</b></p> <p>•¿Adónde vas? •¿Quieres ir conmigo?</p>	Vocabulary	<p><b>Standard 1: Communicate effectively in more than one language for various purposes in multiple contexts.</b></p> <p><b>1.1 Interpersonal Communication:</b> Share and infer information, reactions, feelings, and opinions in spoken, signed, or written conversation.</p> <p><b>1.2 Interpretive Communication:</b> Understand, interpret, and analyze what is viewed, heard, or read on a variety of topics.</p> <p><b>1.3 Presentational Communication:</b> Present information, concepts, ideas, and opinions to different audiences in order to inform, persuade, explain, and narrate on a variety of topics.</p> <p><b>Standard 3: Connect with other disciplines and acquire information and diverse perspectives through language.</b></p> <p><b>Standard 3.1 Connections Across Disciplines:</b> Acquire, expand and reinforce knowledge of other disciplines using the language to develop critical thinking, creativity, collaboration, and problem-solving skills.</p>	<p>I can listen to and read about leisure activities and schedules.</p> <p>I can talk and write about places to go and activities to do during free time.</p> <p>I can exchange information about weekend plans.</p> <p>I can listen to and read invitations and responses.</p> <p>I can discuss and write an invitation and an activity plan.</p> <p>I can exchange information while responding to an invitation.</p> <p>I can talk about the sports I like &amp; participate in.</p>	<p>Leisure activities</p> <p>Places</p> <p>Expressions to tell where and with whom you go</p> <p>Expressions to talk about when things are done</p> <p>Feelings</p> <p>Sports</p> <p>Expressions for extending, accepting, &amp; declining invitations</p> <p>Expressions to tell when something happens</p>	<p>Textbook: Auténtico Level 1</p> <p>Textbook Software and on-line activities</p> <p>Guided Practice And Core Practice activities (workbook)</p> <p>Teacher generated activities to reinforce language acquisition.</p> <p>Textbook &amp; teacher generated exercises for listening, reading, writing, and speaking.</p>
	Grammar		I can conjugate the verb <i>ir</i> to all forms and use it appropriately in sentences.	<i>Ir</i>	Question word song (YouTube)

Instructional Focus 5	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
			<p>I can conjugate the verb <i>jugar</i> to all forms and use it appropriately in sentences.</p> <p>I can ask and answer a variety of informational questions in Spanish.</p>	<p><b>Interrogative words</b></p> <p><i>ir + a + infinitive</i></p> <p><i>jugar</i></p>	<p>Teacher notes</p> <p>Textbook tutorial videos</p>
	<b>Culture</b>	<p><a href="#">Standard 2.1 Cultural Practices in Relation to Cultural Perspectives:</a> Use the language to explore, reflect on, and explain the relationship between the <b>practices</b>, customs, and perspectives of the cultures studied.</p> <p><a href="#">Standard 2.2 Cultural Products in Relation to Cultural Perspectives:</a> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p><a href="#">Standard 3.2 Acquisition of information and Diverse Perspectives:</a> Acquire, evaluate, and reflect on information and diverse perspectives available through the language and its culture(s).</p> <p><a href="#">Standard 5.1 School and Global Communities:</a> Interact and collaborate using the language in the classroom, the community, and the world.</p>	<p>I can compare leisure activities in the Spanish-speaking world and the US.</p> <p>I can understand cultural differences regarding extracurricular activities.</p> <p><b>Francisco de Goya</b></p> <p><b>Pedro Lázaro</b></p> <p><b>the Paralympics</b></p> <p><b>la plaza</b></p> <p><b>fiestas</b></p>		<p>Youtube videos to expand cultural “experiences”</p>

**Assessments:** How do my students demonstrate their understanding and how do I measure their learning?

Formative: Teacher observation, Daily assignments, Variety of class activities to enhance reading, writing, speaking, & listening skills

Summative: 4A Vocabulary Quiz, 4A Test, 4A Speaking Test; 4B Vocabulary Quiz, 4B Test

