

ELIGE TU CAMINO • END OF SPANISH 1

¡Perdidos en los Andes!

A choose-your-own-adventure story where **the whole class decides**



«La niebla llega de repente. No ves a nadie.
¿Qué hacen ustedes?»



**LINGUISTIC
LANTERNS**

Teacher Guide

¡Perdidos en los Andes! · Elige tu camino · Spanish 1

Your class is on a trip near Cusco, Peru, hiking to a mountain lagoon, when a sudden fog separates you and your friend Sofía from the group. You project the story; the class reads each scene, talks it over, and votes on what to do. Careful readers notice that the guide's three rules are hidden hints. Careless choices end the trip early in one of five *finales adversos* , and every ending the class finds is collected in the panel.

When to use it: the end of Spanish 1 (spring semester). The story stays in the present tense, but the scenes are long and full of vocabulary, so students need a full year of practice first. **Language:** *tener frío / miedo / dolor de cabeza*, weather, directions, clothing, *ir a*, *ustedes* commands. **Culture:** Cusco, *soroche*, *apachetas*, alpacas, Quechua.

Before Class (10 minutes)

1. Double-click **PerdidosEnLosAndes_Historia.html** and click **Ensayar / Practice** to try it once.
2. Print one Travel Log per student (page 6). For anyone absent, print the reading version (pages 7–8).
3. Optional: a photo of the Andes or an alpaca makes a great hook.

One-Period Plan

Time	What happens
0–7 min	Hook, then read “Las tres reglas” and the vocabulary page together.
7–37 min	The story. Repeat the scene routine below at every decision.
37–45 min	Discussion (page 3). If there’s time, go back and look for another ending.
45–50 min	Travel Log write-up; finish for homework.

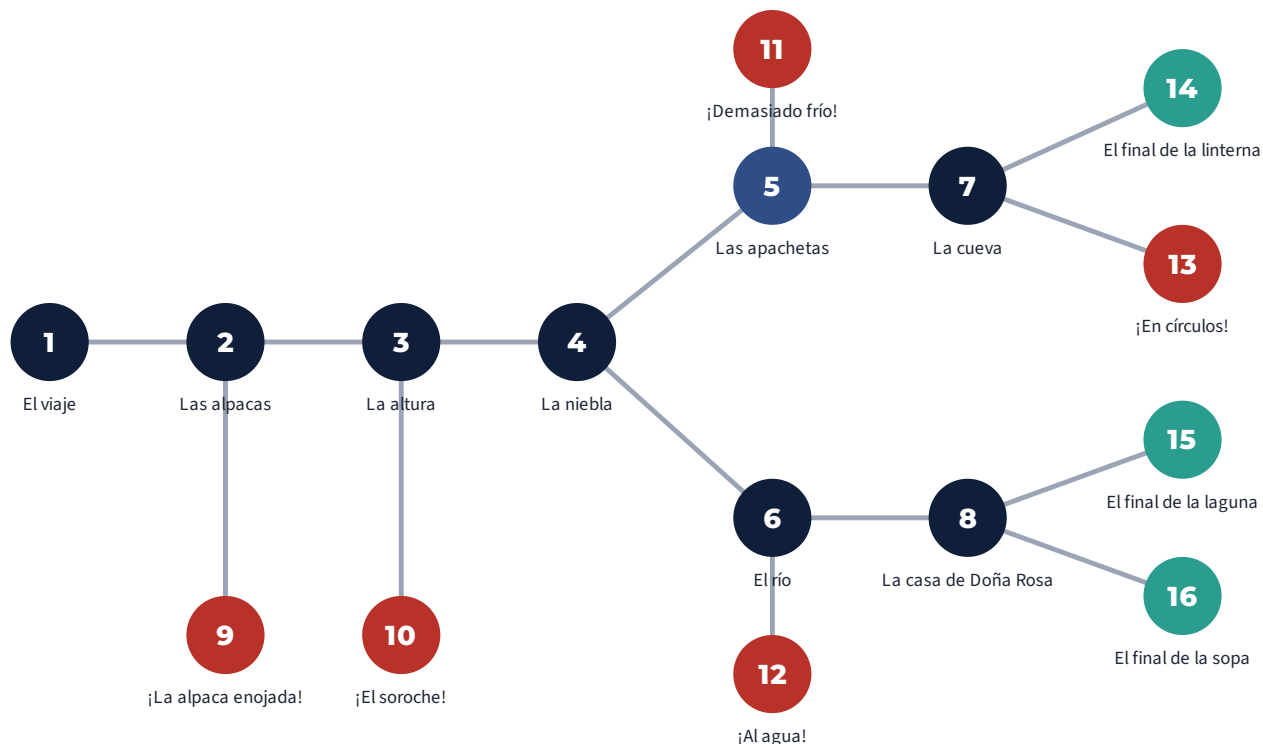
The Scene Routine (about 3 minutes)

1. **Read:** you or a volunteer reads aloud. Click dotted words for their meaning.
2. **Think:** students find one clue in the text that helps them decide.
3. **Talk:** partners agree on a choice: “*Elegimos A porque...*”
4. **Vote:** fingers (1 = A, 2 = B) or move to two sides of the room. Click the counts in and press **La mayoría decide**.

No projector? Read the scenes aloud from your own screen and have students vote by hand. It still works.

Story Map

Teacher key · every path



Navy = decisions · **blue** = the backpack check · **red** = *finales adversos* · **green** = *finales favorables* . The best path: backpack (either) → quick photo → rest and tell the guide → the river → follow the alpaca → ride to the lagoon.

Why Each Final Adverso Happens

Ending	The lesson
¡La alpaca enojada!	Respect animals; stay with the group.
¡El soroche!	With altitude symptoms, stop, tell the guide, and go down if they get worse.
¡Demasiado frío!	Bring warm clothes; prepare before you go.
¡Al agua!	Mountain rivers are fast and freezing; don't cross on wet stones.
¡En círculos!	In the dark, stay in a safe place.

Travel Log: Sample Answers

- Hace frío, hay niebla y a veces nieva. Las montañas son blancas y el cielo es azul.
- Sofía tiene dolor de cabeza. Deben parar, descansar, beber agua y avisar al guía.
- Son montones de piedras que marcan el camino en los Andes. También son lugares para dejar ofrendas.
- Linterna: Don Ramiro y dos guías. Laguna y sopa: Doña Rosa y su hijo Lucas.

“La próxima vez”: look for a choice and a reason in the present tense, e.g. *Llevo la mochila grande porque hace frío.*

Diario de viaje

Nombre: _____

La clase eligió la mochila: ☐ grande ☐ pequeña Nuestro final: _____ ☐ favorable ☐ adverso

Mis palabras nuevas

Preguntas

1. ¿Qué tiempo hace en las montañas? Describe dos cosas.

2. ¿Qué problema tiene Sofía en la altura? ¿Qué deben hacer?

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3. ¿Qué son las apachetas?

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4. ¿Quién ayuda a los estudiantes en tu final?

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La próxima vez...

Write 3–4 sentences: what would you do differently on another expedition, and why?

This image shows a single sheet of white paper with horizontal blue lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.