

UNIDAD 0 ¡HOLA! UNIT OPENER

STANDARDS

- 1.2 Understand the language
- 2.1 Practices and perspectives

OBJECTIVES FOR UNIT OPENER

- Introduce unit theme *Así somos*: people and objects in the classroom
- Culture: learn about Spanish and its presence around the world

INSTRUCTIONAL STRATEGIES

- Read the unit title aloud *¡Hola!* Wave and smile to help reinforce its meaning.
- Use the unit opener to preview the vocabulary and the cultural topics for this unit. Ask students to share their knowledge of and experiences with Hispanic culture. Invite them to share why they are taking this class and choosing to study Spanish.
- Elicit the names of the cities and countries where the people in the photos are from. Have students find the places on maps in the classroom or online. Ask them for the names of other places, cities, and countries with Spanish speakers in their communities and around the world.
- Ask the introductory question: *¿Hablas español?* Elicit responses.
- Point at different images and ask some *yes/no* questions to get a sense of students’ comprehension. Have them respond chorally with *sí* or *no*.

INTRODUCING HERITAGE SPEAKERS

Explain that many young people in the US are heritage speakers of Spanish. These are students who have learned some Spanish at home from their families. Find out if there are any heritage speakers in the classroom. Invite them to introduce themselves and tell how much Spanish they know and who they learned it from. Encourage them to share what they can do well in Spanish and what they want to improve on. For instance, some may understand spoken Spanish, but not feel comfortable speaking it. Establish a spirit of mutual respect and appreciation for all heritage speakers regardless of proficiency level, as well as for monolingual English speakers who are new to Spanish. Encourage all students to learn from each other and to help each other.



¡HOLA!

Hablamos de	Vocabulario y comunicación	Gramática	Sabor latino	Destrezas	En resumen
• Los países del mundo hispano	• En español: Using cognates and visuals cues • En la clase de español: Communicating in the classroom	• El alfabeto español	• España y América Latina Yo hablo español, ¿y tú?	• Comprensión de vocabulario: – Making flashcards and visual flashcards – Grouping words into categories	• Vocabulario
	Pronunciación • The Spanish vowels				

ADDITIONAL UNIT RESOURCES

Interactive Whiteboard
Lessons (IWB)
IWB: 0.1



Audio



1 to 9

San Miguel de Allende, México

Madrid, España

San Juan, Puerto Rico

Caracas, Venezuela

LEARNING OUTCOMES

By the end of this unit you will be able to:

- Recognize words in Spanish that are related to English
- Identify objects and people in a classroom
- Ask what something means
- Ask how to say something in Spanish
- Ask someone to repeat or explain
- Spell in Spanish

INTRODUCTION TO LEARNING OUTCOMES

The unit learning objectives are an organizational tool for you and your students. Encourage students to read the learning outcomes before starting the unit and when they prepare for a test.

LEARNING OUTCOMES

- Recognize words in Spanish that are related to English
- Identify objects and people in a classroom
- Ask what something means
- Ask how to say something in Spanish
- Ask someone to repeat or explain
- Spell in Spanish

INSTRUCTIONAL STRATEGIES

- Discuss what cognates are and how they will help them throughout their exploration of the Spanish language. Use the images to preview unit vocabulary and explore cognates between Spanish and English. Say and have students identify **pasaporte** and **mapa**. To help students identify **brújula** (*compass*), describe its use with simpler words and cognates, like **direcciones**. Help students access meaning by making frequent use of gestures or visuals.
- Give students time to look at the images on their own and jot down any words in Spanish that they might know and associate with them. Then put them in pairs or small groups to share their words. Circulate and provide assistance as needed.
- Go over the learning outcomes and elicit any target expressions that students might already be familiar with.

THREE MODES OF COMMUNICATION: UNIT 0			
	INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
HABLAMOS DE...	0.4	0.1, 0.2, 0.3	0.3
VOCABULARIO Y COMUNICACIÓN	0.3, 0.9, 0.12	0.1, 0.2, 0.4, 0.5, 0.7, 0.8, 0.10, 0.11	0.11, 0.13
GRAMÁTICA	0.6, 0.7	0.1, 0.2, 0.3, 0.4, 0.5	
CULTURA		SABOR LATINO	
DESTREZAS	0.2	0.1	

HABLAMOS DE...

STANDARDS

- 1.2 Understand the language
- 4.2 Compare cultures

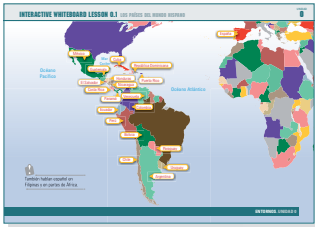
OBJECTIVES FOR HABLAMOS DE...

- Understand language in context
- Preview vocabulary: Names of Spanish-speaking countries
- Preview grammatical structures: the verbs *ser*, *estar*, and *hablar*
- Read and listen to a teacher introducing herself

INSTRUCTIONAL STRATEGIES

Activity 0.1

- Model how to pronounce the name of each country in Spanish. Encourage students to draw conclusions about differences in pronunciation in English and Spanish and to share what they understand about the sounds of letters in Spanish.
- Use IWB 0.1 *Los países del mundo hispano* to point out the location of these countries and other place names such as the surrounding oceans and seas.



- Avoid providing direct translations at this point. Help students with meaning by pointing to the map and using other gestures.
- Invite students to share what they know about these countries. If there are any heritage students in the classroom, invite them to share where their family is from and if they have ever visited that country.
- Give students enough opportunity to practice the pronunciation of the Spanish-speaking countries, particularly those that are spelled the same as in English. Ask students to identify differences in spelling: *Perú, Peru; México, Mexico; Panamá, Panama*. Help students understand how the accent mark affects the pronunciation.

APUNTES

Discuss the list of facts about the Spanish-speaking world. Ask students if any of the facts surprise them. You may want to have students do a quick Internet search for other statistics about the Spanish-speaking world. Set a time limit and have them report back to the class, or assign it for homework.

ANSWERS

Activity 0.1

The statements are: a, b, c, d.

HABLAMOS DE...

Los países del mundo hispano

0.1 Look at the map of Spanish-speaking countries around the world and select the sentences that are true. Focus on the words in Spanish that look like words you know in English.

Océano Pacífico **Océano Atlántico**

a. ☐ España está en Europa, no está en América del Sur.

b. ☐ Puerto Rico, Cuba y República Dominicana son islas en el mar Caribe.

c. ☐ Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica y Panamá están en Centroamérica.

d. ☐ México es parte de América del Norte.

e. ☐ Argentina tiene costa con el océano Atlántico y el océano Pacífico.

APUNTES: El español en el mundo

- ✓ Spanish is the official language spoken in twenty countries and four different continents. Spanish is spoken not only in Europe and America, but also in Africa (Equatorial Guinea) and Oceania (Easter Island).
- ✓ Spanish is the most widely spoken of the romance languages, which are languages that derive from Latin. These include Portuguese, French and Italian among others.
- ✓ The first document found written in Spanish dates back to 975 and is a prayer to God.
- ✓ Colombia means "land of Christopher Columbus", Bolivia, "land of Simon Bolivar", Argentina, "land of silver", and Venezuela, "little Venice".

Sources: Adaptado de: <http://www.tallerdeescritores.com/curiosidades-del-espanol.php>

0.2



Follow along as you listen to the profesor welcome his students to Spanish class. Then indicate if the statements that follow are true (T) or false (F).

¡Hola! Bienvenidos todos a la clase español. Soy el señor Blanco. Soy de Madrid, la capital de España. El español es una lengua importante. Muchas personas en el mundo hablan español. ¿En qué países hablan español? Miren el mapa. Hablan español en México, Guatemala, El Salvador, Honduras, Costa Rica, Nicaragua, Panamá, Colombia, Ecuador, Perú, Bolivia, Chile, Argentina, Uruguay, Paraguay, Venezuela, Puerto Rico, República Dominicana, Cuba y España.
¿Hablan español en Estados Unidos?

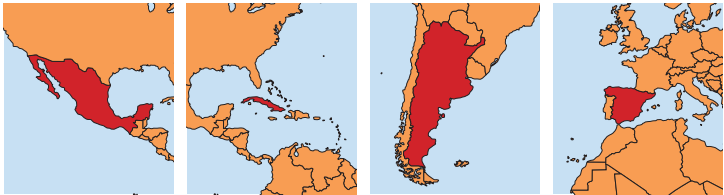


- | | I | F |
|--|--------------------------|--------------------------|
| a. According to the teacher, Spanish is an important language. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. He says that people in Guatemala, Paraguay, and Brazil speak Spanish. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. The teacher is from Spain. | <input type="checkbox"/> | <input type="checkbox"/> |
| d. His name is Mr. Blanco. | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Madrid is the capital of Spain. | <input type="checkbox"/> | <input type="checkbox"/> |
| f. At the end, he states that people in the United States speak Spanish. | <input type="checkbox"/> | <input type="checkbox"/> |

0.3



Identify each country below and include any information you know about the country such as its capital, famous landmarks, people, and so on. Then share the information with the class.



<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>

0.4



In groups of three or four, discuss the following questions.

- What did you learn about the Hispanic world that you didn't know before?
- What more would you like to learn?
- Why do you think learning Spanish or any other language is important?
- How do you plan to use Spanish in your life now or in the future?



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INSTRUCTIONAL STRATEGIES

Activity 0.2



- Tell students to close their books. Introduce the audio. Explain that they are going to listen to a teacher introduce himself to his class. Tell them to listen for the teacher's name and where he is from.
- Play the audio. Confirm the answers to your focus questions (**Sr. Blanco; Madrid, España**). Then ask more generally what the teacher was talking about (**los países donde se habla español**).
- Have students open their books and explain the activity. Before playing the audio a second time, give students time to read the sentences that they'll have to identify as true or false.
- Ask students to correct the information in the false statements. Invite them to try to do it in Spanish using simple strategies such as placing **no** in front of the verb: **No hablan español en Brasil**.

See Audioscript on page APP3.

Activity 0.3

- Put students into small groups to share what they know about these countries. Provide language support by repeating basic information in Spanish to help students get accustomed to hearing Spanish.
- Have each group report back to the class about the information they've shared.

Activity 0.4

The purpose of this activity is to get students to reflect on the information that has been presented and their goals for the class and the future.

ANSWERS

Activity 0.2

1. T; 2. F; 3. T; 4. T; 5. T; 6. F.

Activity 0.3

Answers will vary and should reflect information about Mexico, Cuba, Argentina, and Spain.

VOCABULARIO Y COMUNICACIÓN

STANDARDS

- 1.2 Understand the language
- 2.2 Products and perspectives
- 4.1 Compare languages

OBJECTIVES FOR VOCABULARIO 1.A

- Present the vocabulary needed to practice the communicative and grammatical functions of the unit: En español
- Present common cognates
- Provide practice recognizing and identifying cognates in Spanish
- Use vocabulary to refer to everyday objects

INSTRUCTIONAL STRATEGIES

Activity 0.1

- With books closed, have students listen to the audio. Ask if they recognize any words. Encourage them to share any similarities they notice between the words they have heard and words they know in English.
- Explain that English and Spanish share many words that are similar and that, although they sound different, some can still be recognizable. Tell them that these words are called *cognates*. Direct their attention to the note in the margin.
- Have students look at the words in the book. Help them notice differences and similarities in how those words are spelled in English and invite them to share what they notice. For instance, they might notice that most words in Spanish have an additional vowel at the end compared to their English counterpart, such as: **music/música, class/clase, telephone/teléfono, map/mapa, alphabet/alfabeto**. Help them conclude that most words in Spanish end in a vowel.
- Play the audio again and have them complete the activity individually by matching the words to the images.
- Invite students to say the names of cities in California, Arizona, New Mexico, and Texas. Choose those that are cognates (i.e., **San Francisco, Los Angeles, Nogales, Santa Fe, San Antonio**).

See Audioscript on page APP3.

Activity 0.2

Before reading the instructions, have students look at the sign and say what it is and where they might find it. Have them explain their responses.

Activity 0.3

Challenge students to think of other names they may know in Spanish for foods and encourage them to pronounce them correctly in Spanish. Put them in pairs to create their menus. Circulate and provide help as needed. Encourage them to design their menus neatly and add illustrations, if desired.

VOCABULARIO Y COMUNICACIÓN

1.A VOCABULARIO: EN ESPAÑOL

 Cognates are words that look alike in Spanish and English. Although they have the same meaning, they are pronounced differently.

0.1 Listen to the following words in Spanish and see how many you understand. Then match the word to the appropriate image below. Use your knowledge of cognates to help you.





1. cafetería ☐

2. música ☐

3. clase ☐

4. teléfono ☐

5. familia ☐

6. mapa ☐

7. alfabeto ☐

8. computadora ☐



0.2 Look at the following menu posted outside a restaurant in Cartagena, Colombia. With a partner, make a list of the words you recognize. Then try guessing at some of the unfamiliar words.

Familiar words	Unfamiliar words and their possible meaning

0.3 What other menu items do you know in Spanish? With a partner, use your own life experiences to create a menu with other food items you know.



ANSWERS

Activity 0.1

1. g; 2. f; 3. b; 4. c; 5. d; 6. e; 7. h; 8. a.

Activity 0.2

Answers will vary and should reflect identification of English/Spanish cognates and familiar words such as: **menú, burritos, tacos, nachos, sopas, ensaladas, hamburguesas, sándwich, café**. Unfamiliar words: **carnes, pollo, trucha** (trout), **onces** (snack served between lunch and dinner in Colombia).

1.B COMUNICACIÓN: USING COGNATES AND VISUAL CUES

Focusing on visual cues

Focusing on visual cues is another strategy that will help you figure out the meanings of new words. Use the visuals that accompany a text to anticipate content and meaning. Rely on universally accepted formats and details to help you draw appropriate conclusions.



Cognates

As you have already seen, cognates are words in Spanish and English that look similar and often have the same meaning. As you begin your study of Spanish, cognates will help you access meaning. You will also notice that Spanish borrows many words from English, especially in the area of technology.

False friends

Not all words that look similar will have the same meaning. For example, the menu on the previous page lists **sopa**. While **sopa** may look like the English word “soap”, **sopa** means soup. The same can be said for **dinero** (money, not dinner) and **partido** (game, not party). These words are called false friends or **falsos amigos**.

0.4 Before you begin to read, look at the image and predict what the text might be about. Then point out the cognates and other words you recognize in the text. Can you answer the question at the end?

Hola, mi nombre es Sofía y soy estudiante. Estudio inglés en la escuela. Mi escuela es grande y tengo muchos amigos. Mis amigos son de Ecuador, México y Perú. Uso el celular para comunicarme con mis amigos. También uso el celular para estudiar y escuchar música. Y tú, ¿estudias español en clase?



0.5 With a partner, look at the following signs and try to determine what each one is saying. Concentrate on the words you recognize and use the visuals to guess at unfamiliar words. Compare your answers with those of another pair.



0.6 Create your own sign using the expressions above and present it to the class.

OBJECTIVES FOR COMUNICACIÓN 1.B

- Present the communicative functions of the unit: Using cognates and visual cues
- Using cognates and visual cues to decipher meaning
- Identifying false cognates

INSTRUCTIONAL STRATEGIES

- Direct students’ attention to the sign. Ask what they can deduce from it. Have students read the paragraph about visual clues. Invite students to share experiences in which they used visual cues successfully in a foreign setting.
- Read the paragraphs about cognates (*palabras afines*) and false friends (*falsos amigos*) and discuss them. Ask if students can give any more examples of false friends and share some more of your own, such as *embarazada*, which means *pregnant*, not *embarrassed*, as one may suspect.

Activity 0.4

- Consider reading the text aloud while students follow along. Then have students identify the cognates while you record them on the board. Have students practice their pronunciation.
- Tell students to close their books. Read the text aloud again and have students signal with thumbs up or raised hands each time they hear one of the cognates.
- Ask: *¿Cómo es tu escuela? ¿Es grande o pequeña? ¿Tienes amigos de México, Ecuador, etc.? ¿De dónde son tus amigos? ¿Usas la computadora para estudiar o escuchar música?* and so on. Accept one-word answers at this stage.
- For some oral practice, you may want to have students read the paragraph aloud to each other in pairs using their own names.

Activity 0.5

- As you review answers with students, ask them to identify the word in Spanish: *¿Cómo se dice park en español?*
- Give examples of word families: *peligro, peligroso*. Ask students if they have ever seen signs with *peligro* (they can often be seen in public buildings to indicate slippery floors or by construction sites).
- Ask students to find the two opposites: *entrada/salida*.

Activity 0.6

Provide vocabulary as needed while encouraging students to make use of the words presented so far.

ANSWERS

Activity 0.4

Answers will vary and should reflect cognates, such as *estudiante, inglés, escuela, celular, comunicarme, estudiar, música*.

VOCABULARIO Y COMUNICACIÓN

OBJECTIVES FOR VOCABULARIO 2.A

- Present the vocabulary needed to practice the communicative and grammatical functions of the unit: En la clase de español
- Learn classroom expressions
- Learn names for common classroom objects

INSTRUCTIONAL STRATEGIES

Activity 0.7

- Tell students to consider any objects that they bring to class as **objetos personales**, while they should consider anything that's part of the classroom or that generally stays there (and does not belong to one person) as **objetos de clase**.
- Ask heritage students to share alternative names for the classroom objects they may know of (i.e., **lapicero, pluma, bolsa, pizarra**). Point out that their words are valid, but that you may choose to use other variations in class.
- For additional practice with these new words, you might play a game of Pictionary in which students take turns drawing one of the objects while the rest of the class guesses the answers. You can also divide the class into teams and keep score to create some competition.

See Audioscript on page APP3.

Activity 0.8

Go over the instructions and the **Modelo**. If you're able to do some research in advance, consider bringing in additional images of classrooms or workspaces that students can use to compare the objects in them.

Activity 0.9

- Point to your computer as you say, **Sí, aquí**. Then point to a different spot and say, **No, aquí no**. Use gestures to help students access meaning.
- Then practice the **Modelo** with several students to reinforce proper pronunciation.

ANSWERS

Activity 0.8

Objetos de clase: 2, 9, 10, 12, 13, 14, 16, 17, 18.
Objetos personales: 1, 3, 4, 5, 6, 7, 8.
People: 11, 15.

Activity 0.9

Some same items: una mesa, una computadora, un ratón, un cuaderno, un bolígrafo.
Some different items: un libro, un lápiz, un teléfono, una planta, unas notas o pósit, una silla, una taza.

2.A VOCABULARIO: EN LA CLASE DE ESPAÑOL

0.7 Look at the drawing of the classroom and listen to the words for the people and objects you see.

1. un libro

2. una silla

3. un cuaderno

4. un bolígrafo

5. un lápiz

6. una tableta

7. una carpeta

8. una mochila

9. una papelería

10. una mesa

11. una estudiante

12. un borrador

13. una pizarra

14. un marcador

15. una profesora

16. una ventana

17. un tablero de anuncios

18. una puerta

0.8 List the words above according to the categories below. Then compare your answers with a partner.

Objetos de clase	Objetos personales

0.9 Choose one of the images below to describe to your partner to see whether he/she has the same items. Your partner can either mark or point to the item. Use the *Modelo* as a guide.

Modelo: E1: Una computadora. E2: Sí, aquí (here) / No, aquí no.

Estudiante 1

Estudiante 2

2.B COMUNICACIÓN: COMMUNICATING IN THE CLASSROOM

0.10 Listen to some useful questions and phrases used by students and professors in the classroom.



» Para comunicarte con el profesor / la profesora:
¿Cómo se dice *blackboard* en español? *How do you say blackboard in Spanish?*
No comprendo. *I don't understand.*
¿Puede repetir, por favor? *Can you please repeat?*
Más despacio, por favor. *More slowly, please.*
¿Qué significa "pizarra"? *What does "pizarra" mean?*
¿Cómo se escribe ... en español? *How do you spell it in Spanish?*
¿Puede escribirlo en la pizarra? *Can you write it on the board?*
¿Está bien así? *Is this right?*



In Spanish, question marks and exclamation points are placed before and after the sentence. Notice that at the beginning they are written upside down.
- ¿Está bien así?
- ¡Perfecto!

» Expresiones que usa el profesor / la profesora en la clase:
Abran los libros (en la página...), por favor. *Open your books (to page ...), please.*
Cierren los libros. *Close your books.*
Escuchen con atención. *Listen carefully.*
Miren la pizarra. *Look at the board.*
Trabajen en parejas. *Work in pairs.*
¿Comprenden? *Do you understand?*
¿Tienen preguntas? *Do you have any questions?*
Sí, está bien. *Yes, it's fine.*
Sí, claro. *Yes, of course.*



0.11 Fill in the blanks to complete the following conversations. Then practice them aloud with a partner.



- | | |
|--|---|
| a. ● ¿Qué "carpeta"? | c. ● ¿Cómo <i>backpack</i> en español? |
| ● Carpeta" es <i>folder</i> o <i>binder</i> en inglés. | ● Mochila. |
| | ● ¿..... en la pizarra? |
| | ● Sí, claro. |
| b. ● ¿Cómo <i>wastepaper basket</i> en español? | d. ● ¿Cómo <i>bulletin board</i> en español? |
| ● Papelera. | ● Tablero de anuncios. |
| ●, por favor. | ● ¿Puede, por favor? |
| ● Pa-pe-le-ra. | ● Sí, Tablero de anuncios. |

0.12 What would you say or do in the following situations? Work with a partner and take turns responding.



- | What would you say? | What would you do if your professor says...? |
|---|--|
| 1. You don't understand the word "ventana". | 4. Escuchen con atención la conversación entre Luis y Marta. |
| 2. Your professor is talking too fast. | 5. Abran los libros en la página 28 y trabajen en parejas. |
| 3. You need to hear something again. | 6. Miren el mapa. |

0.13 With a partner, create your own conversations using the expressions above and the vocabulary from activity 0.7.



OBJECTIVES FOR COMUNICACIÓN 2.B

- Present the communicative functions of the unit: Communicating in the classroom
- Using classroom expressions
- Asking and answering questions

INSTRUCTIONAL STRATEGIES

Activity 0.10

- With their books closed, have students listen to the audio and write down any of the classroom expressions they understand or recognize.
- Then have them listen to the audio again while following the written text in the book.
- Go over the note in the margin about the use of question marks and exclamation points in Spanish.

See Audioscript on page APP3.

Activity 0.11

- Have students complete this activity individually. Then have them check their responses with a partner. This will provide an opportunity for self-learning, as well as oral interaction.
- Go over the correct answers with the whole class.

Activity 0.12

Have students work together to translate and interpret the items. Encourage them to add their own situations and instructions to the left for their partners to respond to.

Activity 0.13

- Before they begin writing, have students determine the characters and contexts for their conversations. While, naturally, they can write a dialogue between two students or a teacher and a student in foreign language class, they might also try applying these expressions to other real-world situations. Encourage them to be creative. Circulate and provide assistance as needed.
- Invite students to role play their conversations in front of the class.

ANSWERS

Activity 0.11

a. significa; **b.** se dice/Más despacio; **c.** se dice/Puede escribirlo; **d.** se dice/repetir/claro.

Activity 0.12

1. ¿Qué significa *ventana*?; 2. Más despacio, por favor; 3. ¿Puede repetir, por favor?; 4. Listen attentively to the conversation between Luis and Marta; 5. Open the book to page 28 and work in pairs; 6. Look at the map.

GRAMÁTICA

STANDARDS

- 1.1 Engage in conversation
- 1.2 Understand the language
- 4.1 Compare languages

OBJECTIVES FOR GRAMÁTICA 1

- Present the grammatical structures needed to practice the communicative functions of the unit: El alfabeto español
- Recognize letters in Spanish

INSTRUCTIONAL STRATEGIES

Activity 0.1

- Students listen to the recording of the alphabet in Spanish. You may have them repeat the letters if you like. Replay, as needed.
- Go over the language note about **ch** and **ll**.
- Write letters at random on the board and have students tell you what they are in Spanish.
- Go back to the first set of vocabulary words presented in Activity 0.1 of **Vocabulario y comunicación** and ask students to spell those words out. For words with accent marks, have them say the letter, followed by **con tilde**: (**ce-a-efe-e-te-e-erre-i con tilde-a**).

See Audioscript on page APP3.

Cultural Notes

- Prior to the publication of **Nueva Ortografía de la Real Academia Española** in 1999, the Spanish alphabet included two more letters: **ch**, and **ll**. Older dictionaries will have separate sections for those letters after **c** and **l**, respectively, and older books with an index in the back will alphabetize terms based on that earlier system.
- Some Spanish speakers will still refer to digraphs **ch** and **ll** as the letter **che**, and the letter **elle**. **Be** is the name of the letter **b** in Spain. In other countries it is also called **be grande** or **be larga**. The letter **v** is also called **ve corta**.

Activity 0.2

- Play the audio twice. Have students compare their answers with a partner.
- Have students take turns reading the letters aloud, taking care to differentiate between sounds.
- To further practice students' listening comprehension skills with the alphabet, write the complete alphabet on the board. Then call on a volunteer to come up to the front of the room. Tell him or her to point to or tap the letters you say as you say them. You can practice this at different speeds.

See Audioscript on page APP3.

Activity 0.3

- Play the audio once. Take a poll to see which letter the class says was not mentioned in each set. Then play the audio again for them to confirm their answers.

GRAMÁTICA

1. EL ALFABETO ESPAÑOL

0.1 Listen to the names of the letters in Spanish. What differences do you notice?

When used together, **ch** (*che*) and **ll** (*elle*) produce a single sound. They are not considered letters.

A	B	C	D	E	F	G	H	I
a	be	ce	de	e	efe	ge	hache	i
J	K	L	M	N	Ñ	O	P	Q
jota	ka	ele	eme	ene	eñe	o	pe	cu
R	S	T	U	V	W	X	Y	Z
erre	ese	te	u	ve or uve	doble ve or doble uve	equis	i griega or ye	zeta

0.2 Listen and select the correct option.

1. ☐ b ☐ g 2. ☐ y ☐ s 3. ☐ j ☐ h 4. ☐ z ☐ p
☐ v ☐ ñ ☐ j ☐ r ☐ g ☐ x ☐ c ☐ b

0.3 Listen and select the letter in each group that is not mentioned.

1. ☐ F ☐ H 2. ☐ M ☐ N 3. ☐ K ☐ C 4. ☐ V ☐ D 5. ☐ Y ☐ T
☐ G ☐ J ☐ Ñ ☐ P ☐ W ☐ G ☐ B ☐ E ☐ I ☐ L

0.4 Write the name of the letters to spell out the following Hispanic countries. Then write the name of the country on the map.

a. V E N E Z U E L A
uve e ene e zeta u e ele a

b. U R U G U A Y

c. E C U A D O R

d. P A R A G U A Y

e. H O N D U R A S

- For more practice with letters, have students write their own list of letters on a sheet of paper. Then have them read the letters aloud to a partner who must listen and write them down. Then have students check each other's answers.

See Audioscript on page APP3.

Activity 0.4

Students write out the name of each letter for the country names provided. They should also locate the country on the map and write the name in the space provided.

ANSWERS

Activity 0.2

1. b; 2. g; 3. j; 4. r; 5. j; 6. x; 7. c; 8. p.

Activity 0.3

1. J; 2. N; 3. G; 4. V; 5. L.

Activity 0.4

b. U, erre, u, ge, u, a, i griega; c. E, ce, u, a, de, o, erre; d. Pe, a, erre, a, ge, u, a, i griega; e. Hache, o, ene, de, u, erre, a, ese.

UNIDAD
0

0.5

Write out the names of the following countries where Spanish is spoken.

a. Pe - a - ene - a - eme - a

b. E - ese - pe - a - eñe - a

c. Eme - e - equis - i - ce - o

d. Be - o - ele - i - uve - i - a

e. A - erre - ge - e - ene - te - i - ene - a

f. Ce - hache - i - ele - e

0.6

Write out the letters of your name in Spanish in the name tag below. Then, in groups of three or four, take turns spelling your name out to each other.

Modelo: E1: Hola, mi nombre es "ese – te – e – pe – hache".

E2: Hola, Steph.

0.7

Practice saying and spelling new vocabulary words in Spanish with your group. Ask each about the words you have learned so far.

Modelo: E1: ¿Cómo se dice *table* en español y cómo se escribe?

E2: Mesa, eme - e - ese - a.

E1: Sí, está bien.

HOLA

mi nombre es



PRONUNCIACIÓN

THE SPANISH VOWELS

In Spanish, each vowel has only one sound and is pronounced the same way in almost every case.

Vowel	Sound like	Examples
a	<i>a</i> in <i>father</i> , but shorter	<i>marca, carpeta, habla</i>
e	<i>e</i> in <i>they</i> , but shorter	<i>mesa, estudiante, clase</i>
i	<i>i</i> in <i>machine</i> , but shorter	<i>sí, escribe, amigo</i>
o	<i>o</i> in <i>zone</i> , but shorter	<i>nombre, profesora, goma</i>
u	<i>u</i> in <i>rule</i> , but shorter	<i>anuncio, pregunta, escucha</i>

0.1

Listen and repeat after the speaker.



0.2

List the words you hear in the appropriate column according to their vowel sound.



a	e	i	o	u

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INSTRUCTIONAL STRATEGIES

Activity 0.5

To review answers, have students spell out the letters then say the country. Spell out the names of other countries to see who can guess it first. Have students spell out classroom items in Spanish for the class to guess.

Activity 0.6

Do this as a whole class activity to begin introducing students to each other.

Activity 0.7

The purpose of this activity is to have students consolidate and apply some of the target language that has been presented thus far. Go over the model. Encourage them to flip back through the unit to find examples of vocabulary and classroom expressions to use.

Extension

Provide students with a list of words covered in this unit (i.e., names of countries, cognates) and have them take turns playing hangman.

ANSWERS

Activity 0.5

a. Panamá; b. España; c. México; d. Bolivia; e. Argentina; f. Chile.

PRONUNCIACIÓN

STANDARDS

- 1.2 Understand the language
- 4.1 Compare languages

OBJECTIVES FOR PRONUNCIACIÓN

- Practice correct pronunciation of Spanish vowels

INSTRUCTIONAL STRATEGIES

Activity 0.1

Introduce the five vowels with sample words and books closed. Ask students to sound out the words as you write them on the board: **marca, mesa, amigo, profesora, maestra, pregunta**. Write these words on the board and pronounce them. Ask students to draw conclusions about the sounds of the vowels in English. Help them realize that, unlike English, the five vowels in Spanish have a fairly consistent sound in all Spanish words.

See Audioscript on page APP3.

Activity 0.2

Point out that they will be listening to a series of words they may not know, but that most of them are cognates. Tell students to focus only on the vowel sounds and not worry about meaning. Repeat the audio to allow students a second opportunity to listen to the words or instruct students to write the number of the word they hear in the appropriate column.

See Audioscript on page APP3.

ANSWERS

Activity 0.2

a. 1, 7, 9; e. 6, 10, 11; i. 2, 5, 14; o. 4, 8, 13; u. 3, 12, 15.

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