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.

ADDITIONAL UNIT RESOURCES
Interactive Whiteboard Lessons (IWB)
IWB: 0.1

Audio
1 to 9
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.

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

THREE MODES OF COMMUNICATION: UNIT 0

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¡HABLAS ESPAÑOL!

San Miguel de Allende, México
Madrid, España
Caracas, Venezuela
San Juan, Puerto Rico

www.cambridge.org
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.
**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**

**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: música / música, clase / clase, teléfono / teléfono, mapa / mapa, alfabeto / 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 Ángeles, Nogales, Santa Fe, San Antonio).

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.

See Audioscript on page APP3.

ANSWERS

Activity 0.1
1. g; 2. f; 3. h; 4. c; 5. d; 6. e; 7. 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).
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.
Para comunicarte con el profesor / la profesora:
- ¿Está bien así?
- ¿Puede escribirla en la pizarra?
- ¿Cómo se escribe ... en español?
- ¿Qué significa “pizarra”?
- Más despacio, por favor.
- ¿Puede repetir, por favor?
- ¿Tienen preguntas?
- ¿Comprenden?
- Trabajen en parejas.
- Miren la pizarra.
- Escuchen con atención.
- Cierren los libros.

Expresiones que usa el profesor / la profesora en la clase:
- Abran los libros en la página ... por favor.
- Cierren los libros.
- Escuchen con atención.
- Miren la pizarra.
- Trabajen en parejas.
- Escuchen con atención la conversación entre Luis y Marta.
- Cierren los libros.

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

a. ¿Qué ... “carpeta”?
   - “Carpeta” es ... de los índices.
   - ¿Cómo se dice ... su nombre en ...?
   - ¿Puede ... por favor?
   - ¿Cómo ... el folio?

b. ¿Qué ... una carpeta en español?
   - Se dice ... la carpeta.
   - ¿Puede ... por favor?
   - Pan de ... la carpeta.

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

- ¿Qué significa ventana?
- ¿Qué significa “pizarra”?
- Más despacio, por favor.
- ¿Puede repetir, por favor?

With a partner, create your own conversations using the expressions above and the vocabulary from activity 0.7.
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-e- e- erre- i con tilde-a).

Activity 0.2
• 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 e and i, 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 diagraphs 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 0.3
• 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.

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 of the country on the map.

ANSWERS

Activity 0.2
1. b; 2. g; 3. j; 4. r; 5. j; 6. x; 7. c; 8. p.

Activity 0.3

Activity 0.4
b. U, erre, u, ge, u, 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, ase.
INSTRUCCIONAL 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

Activity 0.1
Listen and repeat after the speaker.

Activity 0.2
List the words you hear in the appropriate column according to their vowel sound.

Activity 0.3
Write out the names of the following countries where Spanish is spoken.

0.1
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.

0.7
Practice saying and spelling new vocabulary words in Spanish with your group. Ask each about the words you have learned so far.

0.6
Write out the names of countries where Spanish is spoken. 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.

0.5
Write out the names of the following countries where Spanish is spoken.

Activity 0.2
List the words you hear in the appropriate column according to their vowel sound.

- a. Pe - a - ene - a - ene - a
- b. E - ese - pe - a - ene - a
- c. Ene - e - ene - a - ene - a
- d. Sue - o - ene - i - ene - i
- e. A - ene - e - ene - a - ene - a
- f. Ce hache - i - ene - a

- Activity 0.5
Write out the names of countries where Spanish is spoken.


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