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Excerpt
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¡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				



Key locations on the map include: ICELAND, UNITED KINGDOM, IRELAND, FRANCE, SPAIN, GREECE, EGYPT, and SUDAN. Cities marked include London, Paris, Madrid, Rome, Athens, Cairo, and Tunis.

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

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.



- ☐ 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).

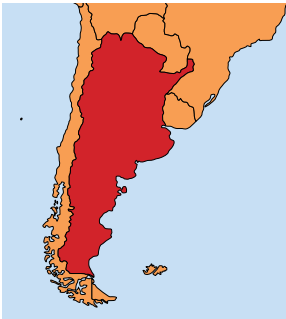
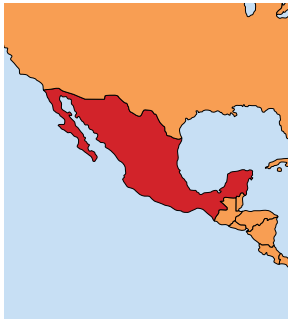


¡Hola! Bienvenidos todos a la clase español. Soy el señor Blanco. Soy de Madrid, la capital de España. El español es una lengua importante. Muchas personas en el mundo hablan español. ¿En qué países hablan español? Miren el mapa. Hablan español en México, Guatemala, El Salvador, Honduras, Costa Rica,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



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

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.



.....			
.....			
.....			

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?



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.

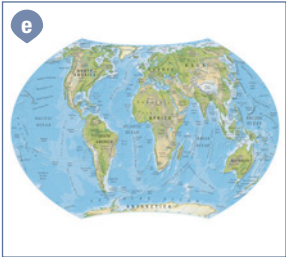
0.1   Listen to the following words in Spanish and see how many you understand. Then match the word to the appropriate image below. Use your knowledge of cognates to help you.

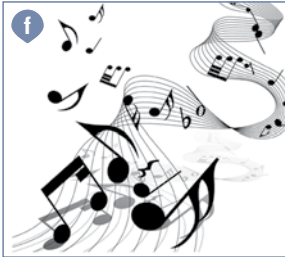
















1. cafetería

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.



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.

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 papelera

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 and 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”?

 - Carpeta” es *folder* o *binder* en inglés.
- c. ● ¿Cómo *backpack* en español?

 - Mochila.
 - ¿..... en la pizarra?
 - Sí, claro.
- b. ● ¿Cómo *wastepaper basket* en español?

 - Papelera.
 -, por favor.
 - Pa-pe-le-ra.
- d. ● ¿Cómo *bulletin board* en español?

 - Tablero de anuncios.
 - ¿Puede, por favor?
 - 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.



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

0.2 Listen and select the correct option.

1. ☐ b ☐ v	2. ☐ g ☐ ñ	3. ☐ y ☐ j	4. ☐ s ☐ r	5. ☐ j ☐ g	6. ☐ h ☐ x	7. ☐ z ☐ c	8. ☐ p ☐ b
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0.3 Listen and select the letter in each group that is not mentioned.

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

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. 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 other 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.

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	a in f ather, but shorter	<i>marca, carpeta, habla</i>
e	e in th ey, but shorter	<i>mesa, estudiante, clase</i>
i	i in mach i ne, but shorter	<i>sí, escribe, amigo</i>
o	o in z one, but shorter	<i>nombre, profesora, goma</i>
u	u in r ule, 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