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Introduction to Speedy Spanish I

Are you wondering why learning Spanish is important? Foreign language study can be challenging, but it can also help with understanding English grammar. Other important aspects of studying a foreign language are to equip people for missionary service and to understand the culture of another part of God's world.

Chinese is the first language of over 1.2 billion people. English is the first language of over 360 million people. Spanish is the first language of over

483 million people. More people speak Spanish than any other Romance language.

Speedy Spanish I is designed to teach Spanish in a fast, enjoyable way. Read Appendix A before beginning to teach this course. It will help familiarize you with the correct pronunciations of the Spanish alphabet, the explanations of the Spanish rules, accents, vowels, masculine and feminine forms, and more. This information will make teaching this course easier.

Components of Speedy Spanish I

The components of this course are two student workbooks, a vocabulary word card packet, audio files, and this Teacher's Guide. Each student workbook contains three units. Book A contains Units 1-3 and the corresponding tests. Book B contains

Units 4-6 and tests. The Teacher's Guide contains reproductions of the workbook pages and the tests with answers, but it is more than an answer key. It contains lesson plans with helpful information and ideas for successfully teaching this course.

How to Use This Course

Just as you first learned to speak English and then studied grammar, so *Speedy Spanish I* is geared to teach speaking first. Then later Spanish can be taken as a high school course where you can learn grammar. This course is intended to be self-teaching and self-correcting when used with the audios.

This course contains thirty lessons and six reviews; each unit has five lessons and a review. There are also six tests, which are required if this course is taken as an elective. The tests are optional if this course is used as a self-help or if the teacher chooses not to administer the tests to younger students.

A list of common Spanish names can be found in Appendix C. Give each student a Spanish name to use in class. If their name is not listed, not easily translated, or not found elsewhere, a middle name, parent's name, or grandparent's name can be assigned instead.

The lessons are intended to be done over one week's time. Each lesson is divided into five parts, and each lesson introduces approximately twelve new words. Students need to be able to spell each Spanish word, including accent marks and tildes, before continuing to the next lesson. Each lesson has the words in English and space for students to write them. If students need more practice, give them an oral test of the words for that week. Another option is to have your students read the sentences in the Practice section to you or another student.

The instructions for each day may be followed each week, or the five-day plan can be split in half and used on a twice-a-week basis. The extra activities given are for Grades 8-12, but the teacher may pick and choose according to the students' needs and abilities.

Introduction to Speedy Spanish I

Monday

Vocabulary—Look at the words, listen to the words on the CD, say the words with the CD. Study each vocabulary until you know the words well. With these vocabulary words, you will learn to speak Spanish. Older students may want to learn to spell the Spanish vocabulary words and may be given a spelling test.

Tuesday

Practice—Read the practice sentences in English, listen to them on the CD. Read the sentences in Spanish with the CD. Notice the sentence structure: the order in which Spanish words are placed within a sentence. Read the sentences over and over until you can read smoothly.

Wednesday

Match—This section will help you put into practice what you have learned. Read the instructions and draw lines or write the correct letter in the blank. When the work is completed, listen to the CD and correct your work. Repeat the words and sentences along with the CD. This will give you added practice in pronunciation.

The Word Bank is a place to keep your vocabulary cards. Turn to the back of your book and find the vocabulary cards for the lesson you are working on. Before you do anything to them, read the directions just before the vocabulary card section in the back of your book. Follow the directions carefully and then place the vocabulary cards in your Word Bank after you have studied them. When you complete five lessons put a rubber band around the cards for the five lessons. In this way you can keep the vocabularies grouped together, ready for the review.

Thursday

Memorize—In this section you will learn Bible verses and songs in Spanish. Listen to the verse and

song on CD. Turn the CD back and repeat the verse and sing the song with the tape. Repeat this process until you know the verse and song well. Bible word match is made up of words from the verses and songs. These exercises will help you add some new words to your vocabulary and review some words you have already learned.

Friday

Review—Use the Quiz to test your memory by matching English words with Spanish words or Spanish words with English words. Use your vocabulary cards to play this game. Race with other students or use a timer to try to beat your previous time in doing the quiz. Use the CD to correct your work. The more often you play this game the better you will learn the vocabulary words.

After you have completed five lessons, there will be a review which will help you determine how much you have learned. Carefully study vocabulary cards from all five previous lessons and then follow the directions to complete the review. A CD is available of only the songs from Speedy Spanish Books A and B.

Extra activities: Do research on Spanish-speaking countries. Write reports on the customs, home, food, jobs, and clothing of the Spanish people. Draw maps of Latin countries. These activities will broaden your knowledge of another culture. Obtain a Spanish Bible and spend time reading it. This will increase your Bible vocabulary, which is different from your everyday vocabulary.

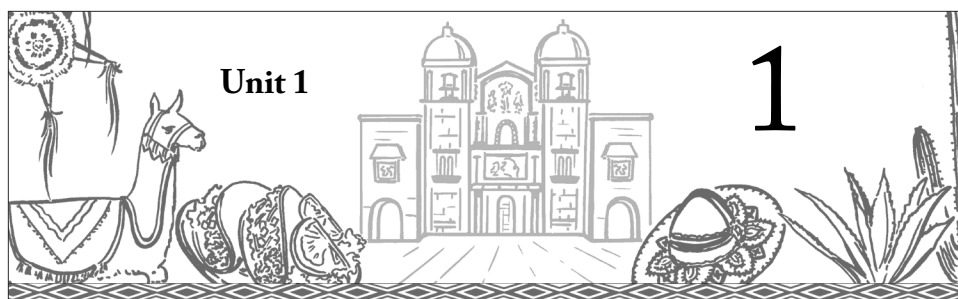
May your study help you realize God loves and cares for *all* people.

Appendixes in the Teacher's Guide

Appendix A: Spanish Alphabet and Rules. This appendix contains the same alphabet and rules found in the front of the student workbook. It also contains extra sentences and pronunciation helps that the student Book A does not have. Copy these pages and use them for a reference sheet as needed.

Appendix B: Opposites. Use this list of opposites as a review tool or as a reference.

Appendix C: Common Spanish Names. This appendix contains common Spanish names for use in class or as needed in assigning a name for each student.



Unit 1

1

Unit 1

Lesson 1

Pages 1 – 4



Vocabulary

Begin your audio at Vocabulary 1 and repeat the words.
 Replay the soundtrack until you can say the words easily.

the	el, la, los, las	what	qué
is	es, está	where	dónde
yes	sí	how	cómo
and	y	this	esto, este, esta
in	en	that	eso, ese, esa
of	de	a, an	un, una

Grammar Notes

There are two verbs for “is” in Spanish. One is *estar* and tells how you feel or where you are. Spanish conjugates verbs, or changes the end, depending who the subject is. As you read today, you might see *estoy, estás, está, estamos, or están*. These are the different forms or conjugations of the verb “to be.”

The next “is” verb is *ser*. This one is used to say who you are, where you were born, what your occupation is, and things of a more permanent nature. Its conjugations in the present are *soy, eres, es, somos, and son*.

Qué with an accent, as used in this lesson, is translated as “what.” Without an accent it can be “that” or “which/who.” Look at the sentence it’s used in and its translation to determine which way to use the unaccented *que*.

* Make sure you have read the Spanish alphabet and pronunciation rules in Appendix A, pages 157, 158 before you begin teaching.

Vocabulary

Write these words from the lesson on the board and point out the differences: ***sí*** = yes, ***si*** = if, ***él*** = him or he, and ***el*** = the. Help the student understand that ***el*** and ***los*** are masculine forms of “the,” used in their singular and plural forms. ***La*** and ***Las*** are feminine forms of “the,” used in the singular and plural forms. The same is true of ***un*** (masculine) and ***una*** (feminine) for the words “a” and “an.”

Phrases of the Week

“Good day, students!”

Buenos días, alumnos! or ***Buen día, estudiantes!***

The students should answer:

Buenos días, Maestro or Maestra, depending on whether the teacher is male or female.

Lesson 1 1

Point out the *¿* ? and the *!* at the beginning and ending of questions and exclamations. Notice the difference: *¿Cómo?* interrogative; *¡Cómo!* exclamatory; *Cómo*, declarative. The same is true of *qué* and *dónde*.

New

Introduce

Introduce the A, B, and C sounds. Read the explanation of the sound for those letters on pages 157, 158 in Appendix A. Read over the text in Lesson 1, pick out each of the three sounds, and read those words out loud. Make a list of three or four Spanish words that use these new sounds. Keep this list in a separate spot in your notebook and add each letter until you have the whole alphabet. Several letters will be studied and reviewed in each lesson.



Practice

Begin your audio at Practice 1 and repeat the sentences.

Replay the soundtrack until you can say the sentences easily.

What is this?

¿Qué es esto?

It is a book.

Es un libro.

Where is the book?

¿Dónde está el libro?

Is it on the table?

¿Está en la mesa?

Yes sir, it is on the table.

Sí señor, está en la mesa.

The book and the table are in the house.

El libro y la mesa están en la casa.

How are you?

¿Cómo está usted?



Match

Draw a line from the English word to the correct Spanish word.

the	y
is	en
yes	de
and	sí
in	el, la, los, las
of	es, está

what	cómo
where	eso, ése, ésa
how	un, una
this	esto, éste, ésta
that	qué
a, an	dónde





Memorize

Turn your audio to Memorize 1. Memorize and sing. // means sing twice.

En el principio creó Dios los cielos y la tierra. Génesis 1:1

In the beginning God created the heaven and the earth. Genesis 1:1

// Está aquí, está aquí, A-le-lu-ya, mi Señor está aquí. //

// *He is here. He is here. Hallelujah, my Lord is here.* //

Do the Bible word match.

- | | |
|------------------------|--------------|
| <u> d </u> heaven | a. aquí |
| <u> e </u> beginning | b. Señor |
| <u> a </u> here | c. tierra |
| <u> c </u> earth | d. cielo |
| <u> b </u> Lord | e. principio |



Memorize

Sing this week's song and learn the Bible verse. To help the students learn the song and verse, write one word on the board and have a student write the next word, then another student the next, and so on. Another option is to write a few words from the verse on the board, leaving blanks for the student to fill in.



Review

Cut out the vocabulary cards for Lesson 1. Practice the words from Unit 1 until you can say them all correctly. Save the cards for future review.

Optional Spelling Review

Write the correct Spanish word for each English word. Try to spell each word correctly.

what qué

yes sí

how cómo

where dónde

is es está

of de

a, an un una

and y

this esto este esta

in en

that eso ese esa

the el la las los

