

¡NUEVOS AMIGOS!

Spanish 1

FOURTH EDITION



¡Hola, amigos!

Why is Spanish an important language?

Chances are good that you have heard the phrase *¡Hola, amigos!* before. While there are over 7,000 languages spoken in our world today, only a handful are spoken and understood across national boundaries. Spanish and English are two of the most widely spoken languages in the world today. If you know both languages, you can potentially speak with around 25 percent of the world's population! Which countries in the world will be accessible to you if you know Spanish? Look at the map and note where the countries are.

Why study a foreign language?

There are many reasons why people decide to learn a foreign language. Perhaps a foreign language is an aca-

demically required, or they want to be able to communicate with family or friends. They might want to travel and learn about new cultures, or they need to learn a language for business reasons.

Believers in Christ have a deeper reason to learn a foreign language. God is "not willing that any should perish, but that all should come to repentance" and to the knowledge of the Lord Jesus Christ (2 Pet. 3:9). Learning other languages allows us to fulfill the Great Commission. While learning languages can be challenging, we are not left alone in this task. Jesus said, "I am with you always" (Matt. 28:20). This book will not only teach you to speak Spanish but also help you relate to Spanish-speaking people and show them the love of Christ as the Lord provides you opportunities.



Study tips: Learning to communicate in Spanish

The following list of practical suggestions will guide you in how best to study so you can get the most benefit from the practice activities in this text.

- **Make flash cards:** Vocabulary is a key component of language. The more words you know, the more you will be able to understand and produce. Flash card applications for phones or tablets can help you learn and review vocabulary consistently. However, it is better to learn new words in their natural context, such as a conversation about school subjects or family pets. Create short texts with the new words as much as possible, providing a context that makes it easier to remember them.
- **Focus on meaning:** Remember that you're studying to learn what the words mean. When a word (e.g., a verb) has multiple forms, think about how those forms change the meaning of what you're saying, hearing, writing, or reading.
- **Pace yourself:** It is usually better to have multiple study sessions of ten to fifteen minutes per day than to spend two hours once a week. The more you can increase your exposure to the language, the more you will retain.
- **Engage yourself with authentic Spanish:** Adequate exposure to the language is a vital component of language acquisition. Read, listen to, and watch as much authentic material as you can. For example, take a Spanish Bible to church or read it at home and see what words you can understand. Watch social media videos that native speakers produce about subjects that are familiar and interesting to you. Turn on the Spanish subtitles when you watch videos, read social media posts in Spanish, or look for ways to interact with native speakers in your community. The more you expose yourself to "real-life" Spanish, the more you will understand and the more you will be able to produce.
- **Take risks:** Everyone makes mistakes when learning a language. Don't let your fear of making mistakes keep you from trying to use the language. The more you try to communicate in Spanish, the more you will be able to learn from your mistakes.
- **Relax and have fun:** Learning a language should be a fun part of your education. Enjoy the experience!



Capítulo 5

EXPRESSING LOCATION

At home we all have to look for something or someone at home. What is going on? Write a note to your sister (or grandmother), the one closest to the location on your map, after the fact to tell her what you are doing. Write a note to your sister (or grandmother) to tell her what you are doing. Write a note to your sister (or grandmother) to tell her what you are doing.

ACTIVIDAD 5-5: El lunes por la tarde (1)

A mother picks her daughter up after school and has lunch with her in her home.

Mother: ¿Qué hora es?
 Daughter: ¿Qué hora es?
 Mother: ¿Qué hora es?
 Daughter: ¿Qué hora es?
 Mother: ¿Qué hora es?

Read each statement and indicate whether it is true or false.

- The mother and her daughter are on their way to school.
- The daughter asks her for her daughter's name.
- The daughter asks where the other family members are.
- Most of the family is at home.

ACTIVIDAD 5-6: ¿Dónde están?

Read each statement and indicate whether it is true or false. Write a note to your sister (or grandmother) to tell her what you are doing.

- El padre está en casa.
- El hijo está en la escuela.
- El hijo está en el trabajo.
- El hijo está en el trabajo.
- El hijo está en el trabajo.

ACTIVIDAD 5-7: Duración la semana

PASO 1

Write a chart that shows where you and some family members (father, siblings) typically go on the weekend and when. Use the correct form of ir with the appropriate list of each person's information in a separate row of the table.

El fin de semana, el fin de semana, el fin de semana, el fin de semana, el fin de semana.

Structures are presented in context with the target grammar features in boldface. Comprehension questions are designed to help you focus on meaning prior to focusing on form.

Activities help you focus on understanding new concepts prior to using them in information exchanges. They are sometimes divided into steps (*pasos*) to help you focus on one skill at a time.

Grammar is formatted for quick reference at the end of activity sections to support you as you work through them. You may access a video for a more complete grammar presentation by using the QR code.

Capítulo 6

ACTIVIDAD 6-17: Los cumpleaños en mi familia

PASO 1

Read each statement and indicate whether it is true or false. Write a note to your sister (or grandmother) to tell her what you are doing.

- El cumpleaños de mi padre es el 15 de mayo.
- El cumpleaños de mi madre es el 10 de mayo.
- El cumpleaños de mi hermano es el 20 de mayo.
- El cumpleaños de mi hermana es el 25 de mayo.
- El cumpleaños de mi abuelo es el 30 de mayo.
- El cumpleaños de mi abuela es el 5 de mayo.
- El cumpleaños de mi tío es el 10 de mayo.
- El cumpleaños de mi tía es el 15 de mayo.

PASO 2

Answer the following questions with complete sentences to tell how your family celebrates birthdays. Use the target to use the correct subject-verb agreement.

- ¿Qué día es el cumpleaños de mi padre?
- ¿En qué hora es el cumpleaños de mi madre?
- ¿Qué día es el cumpleaños de mi hermano?
- ¿Qué día es el cumpleaños de mi hermana?
- ¿Qué día es el cumpleaños de mi abuelo?
- ¿Qué día es el cumpleaños de mi abuela?
- ¿Qué día es el cumpleaños de mi tío?
- ¿Qué día es el cumpleaños de mi tía?

End-of-chapter grammar with *dar* and *decir*

In Spanish you will often use an indirect object pronoun with the verb *dar* and *decir*. These pronouns usually accompany the verb, even when you specifically mention the person you are talking to or giving something to.

Remember: Indirect object pronouns are *le* and *les*. They are used with the verb *dar* and *decir*. They are used with the verb *dar* and *decir*. They are used with the verb *dar* and *decir*.

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Capítulo 6

ACTIVIDAD 6-17: Lectura

PASO 1

Read each statement and indicate whether it is true or false based on the text. Write a note to your sister (or grandmother) to tell her what you are doing.

- El hijo está en casa.
- El hijo está en la escuela.
- El hijo está en el trabajo.
- El hijo está en el trabajo.
- El hijo está en el trabajo.

PASO 2

Answer the following questions with complete sentences to tell how your family celebrates birthdays. Use the target to use the correct subject-verb agreement.

- ¿Qué día es el cumpleaños de mi padre?
- ¿En qué hora es el cumpleaños de mi madre?
- ¿Qué día es el cumpleaños de mi hermano?
- ¿Qué día es el cumpleaños de mi hermana?
- ¿Qué día es el cumpleaños de mi abuelo?
- ¿Qué día es el cumpleaños de mi abuela?
- ¿Qué día es el cumpleaños de mi tío?
- ¿Qué día es el cumpleaños de mi tía?

Notas

Remember: Indirect object pronouns are *le* and *les*. They are used with the verb *dar* and *decir*. They are used with the verb *dar* and *decir*. They are used with the verb *dar* and *decir*.

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Notas provide further insights into a topic of grammar, language, or culture.

Translations of select terms not previously defined appear at the bottom of the page for reference.

Goal checks serve as checkpoints for evaluating your own progress along the road towards proficiency.

Capítulo 18

PRÁCTICA 18-1
Read and answer 11–15 in Spanish and answer the questions below in Spanish.

- ¿A qué parte del día se refiere?
- ¿Cómo se llama la mujer que vive con el marido que él apoderañó?
- ¿Qué cosa es el castigo de la mujer?
- ¿Qué es el castigo de la mujer? ¿Qué cosa es?
- ¿Qué es el castigo de la mujer? ¿Qué cosa es?

PRÁCTICA 18-2
Read and answer 16–20 in your English Bible to become familiar with the story. Then read verses 21–26 in your Spanish Bible to answer the following comprehension questions in Spanish.

- ¿Qué hacen Pablo y Silas mientras están en la cárcel?
- ¿Qué cosa celebraron cuando se despertó?
- ¿Qué cosa les pasó de la cárcel y los llevaron de los prisioneros?
- ¿Qué le propusieron a Pablo y Silas?
- ¿Qué le contestó Pablo y Silas?
- ¿Qué hacen al salir y se fueron después de eso, según el versículo 32?

ACTIVIDAD 18-26: La primera iglesia en Europa
Read or watch the video about the first church in Europe.

- ¿Dónde se fundó la iglesia de Salónica y de Macedonia en Macedonia o Grecia?
- ¿Cómo se fundó la iglesia y de cuántos se fueron más adelante? ¿Qué iglesia del Nuevo Testamento se dirige a esta iglesia?

ACTIVIDAD 18-27: Reflexión
Use the following reflection questions to compare a discussion with a partner. Use any words in English.

- Working with a partner, list two or three reasons why the arrival of the gospel was slow and strange in Macedonia.
- Discuss the acts of obedience of Philip and the apostle Paul. Both were asked by the chief agent to give the gospel to several demonstrations. First, consider the benefits to the people that arrived. Second, consider what would have happened had they chosen not to obey.

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Videos allow you to listen to and watch a native Spanish speaker discuss topics from the chapter in the person's own culture.

Capítulo 9

ACTIVIDAD 9-4: En tu ciudad

PRÁCTICA 1
Make a list of all the activities below that you can do in your city.

1. ir a comprar	8. ir a un parque de diversiones
2. ir al cine	9. leer un libro
3. hacer	10. montar a caballo
4. ir a un restaurante	11. nadar
5. hacer una excursión	12. jugar
6. ir al centro	13. pasear en barco
7. ir de compras	14. hacer un picnic

PRÁCTICA 2
Select three activities that you typically participate in from the list in Part 1. Answer the following questions for each activity.

Modelo:
¿Cómo? ¿Qué hora? ¿Con quién? ¿Cuándo? ¿Dónde? ¿Por qué? ¿Cómo se hace?

PRÁCTICA 3
Share your answers from Part 2 with a partner and compare the activities, the places you go, the ways, and the frequency of each activity. Do other people participate in?

¡LENGUA CRISTIANA! Learn about types of activities in your city.



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Reflection questions challenge you to think critically from a biblical worldview, whether about language or culture.

Capítulo 18

*Has visto
hombre
solicito
en su obra?
delante
de los
reyes
eslará:
de los de
baja muerte.*

PRÁCTICA 1
Write in English, answer the following questions about the sample above.

- What particular scene would an audience be interested in seeing under your own culture?
- What does the scene complement or add to?
- What specific type of skill is generally expected in a cultural or ethnic work?
- Why might it be good to include your interests and abilities in a scene?
- Why might it be good to show the level of your language proficiency?

PRÁCTICA 2
Search for video stories for the following professions, activities, and settings. Begin with the phrase "¿Cómo se hace?" (How is it done?) and find at least one video that provides the person who best qualified for each profession and the work to explain why.

PRÁCTICA 3
Read or watch a video or other using the template provided or with an online resource similar.

PRÁCTICA 4
Reflect on how language learning fits into your interest. Using resources 18-26, explain why it is useful for a Christian to learn and use Spanish for vocational opportunities.

ACTIVIDAD 18-26: El trabajo
Watch a video of Spanish speakers describing how they use Spanish at work. Write down your observations and be ready for a class discussion.

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¡EL PRIMER DÍA DE CLASES!

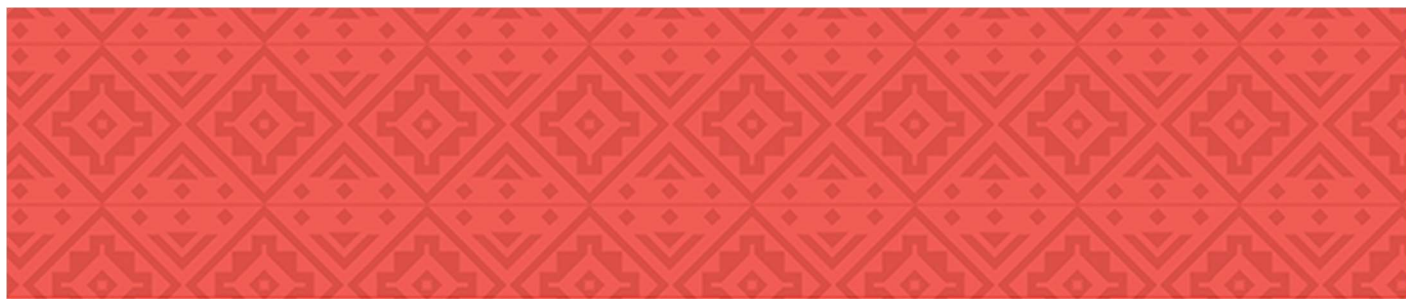
How should I relate to people around me?

Throughout life, God gives us the opportunity to meet a lot of people. How do we view those we meet for the first time? As just another person among the billions who are alive today or as one who has an eternal soul? God certainly guides us to show proper respect to all people, no matter their background (1 Pet. 2:17). Beyond this, however, one of God's great commandments—one that sums up how we are to relate to others—is to love our neighbor as ourselves (Mark 12:31; Rom. 13:9).

As we take our first steps in learning Spanish, we will also be learning about the concrete expression of neighbor-love called *hospitality*. When you hear that word, you may think simply of having friends over for a meal. The biblical understanding, as we will learn, is much deeper, involving not just our friends but also strangers, and not just for the occasion of a meal but as a way of life. Hospitality involves welcoming others into our lives in a way that reflects God's welcome to us in Christ. It begins with something as simple as the way we greet other people.

Audio para el capítulo 1





OBJETIVOS COMUNICATIVOS

By the end of this chapter I will be able to . . .

- apply a biblical understanding of hospitality in relating to others.
- explain how people relate to each other in Hispanic cultures.
- identify common greetings and basic parts of a conversation.
- meet, greet, and initiate conversations with others.
- describe myself and others at school.
- describe the steps to present the gospel to a Spanish-speaking person.

LOS SALUDOS

VOCABULARIO 1-1





ACTIVIDAD 1-1: Preguntas de comprensión

PASO 1

On the first day of class after summer break, students and teachers return to Colegio Cristiano Calvario. Before reading the minialogs in Vocabulario 1-1, take a minute to look at the following greetings and introductions.

Nota de lengua: Saludar

The word *saludar* comes from the word *salud* (health) and means "to wish good health."

Nota gramatical: Writing questions in Spanish

Notice that Spanish always uses opening and closing question marks when writing a question. For example, *¿Cómo te llamas?*

Saludar a mis amigos

Hola.
¿Cómo estás?
¿Cómo te va?

Saludar a mis profesores

Buenos días.
Buenas tardes.
Buenas noches.

Presentarme

Me llamo ____.
¿Cómo te llamas?

Presentarme

Me llamo ____.
¿Cómo se llama (usted)?

Presentar a un amigo

Esta/este es ____.
Te presento a ____.

Presentar a un amigo

Esta/este es ____.
Le presento a ____.

Empezar una conversación

¿De dónde eres?
¿Eres ____?

Empezar una conversación

¿De dónde es usted?
¿Es usted ____?

Responder

Encantado, mucho gusto.
Soy de ____.
Soy estudiante.

Responder

Encantado, mucho gusto.
Soy de ____.
Soy profesor. / Soy el profesor de ____.

PASO 2

Read the statements and answer the questions based on the seven minialogs in Vocabulario 1-1. Write each response in full.

- How does Verónica greet Elena?
- How does Elena greet Verónica?
- How does señor Martínez, the principal, greet everyone?
- How does Carlos greet the teacher as he passes by her?
- How does José introduce himself to Miguel?
- How does Rosa introduce Carmen to Linda?
- How does the new English teacher, Marta Ruíz, introduce herself?

PASO 3

Analyze the minidiologs [1-7] and answer the following comprehension questions.

1. Look at the way Carlos greets his teacher in the hallway [4] and compare it with Verónica's greeting to Elena [1]. Which greeting do you think is more formal?
2. Look at Elena's greeting [1] and Paco's greeting [3]. Do you think they would use those greetings with a teacher or the principal?
3. Right after Rosa introduces Carmen to Linda [6], how does Linda initiate a conversation with Carmen?
4. After Martín introduces himself and Andrés [7], how does he start a conversation with the new teacher, Marta Ruíz?

ACTIVIDAD 1-2: Presentaciones


Introduce yourself to three of your classmates.

Modelo

Estudiante A: Hola. Me llamo _____. ¿Cómo te llamas?

Estudiante B: Me llamo _____.

Estudiante A: Mucho gusto.

 **GOAL CHECK:** I can greet someone and introduce myself.

ACTIVIDAD 1-3: Reflexión

Get together with two classmates and discuss the reflection questions below. Then compare your answers with those of another group.

1. Why do we greet people?
2. Are greetings necessary or important?
3. What do greetings show to those who are greeted?
4. How might someone feel when we ignore him or her?
5. How do you think God would want you to greet people? Why?



EL MUNDO HISPANO

EL ESPAÑOL EN LOS ESTADOS UNIDOS

Where do we see the influence of the Spanish language in the United States?

1. Podemos ver la influencia del español en los carteles.
¿Hay carteles como estos en tu ciudad?



La tienda está abierta.



El piso está mojado.



Día de las elecciones

2. Podemos ver la influencia del español en los negocios hispanos.
¿Cuántos negocios hispanos hay donde vives tú?

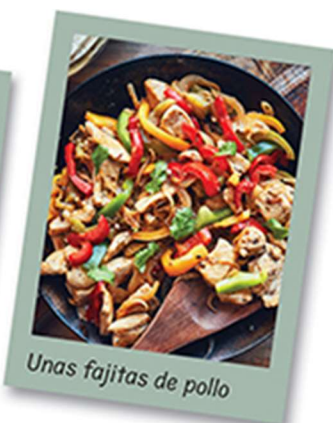


Una tienda hispana con productos de Latinoamérica



Una taquería mexicana

3. Podemos ver la influencia del español en los nombres de comidas. ¿Cuál es la comida auténtica?



4. Podemos ver la influencia del español en las opciones para los hispanos. ¿Hay un ministerio hispano en tu iglesia?



5. ¿Qué otras influencias del español hay en tu ciudad?

- ¿Las noticias en español?
- ¿La música, la televisión o la radio en español?
- ¿Las celebraciones de los países hispanohablantes?



ACTIVIDAD 1-11: Preguntas de reflexión

Spanish has long had a presence in the United States, as evidenced by Spanish place names dating back to early Spanish exploration. With this in mind, answer the following questions.

1. Why does the Spanish language have such a strong presence in the United States today?
2. How do you currently relate to Spanish-speaking people that you know? Is there a language barrier?
3. What are specific ways Christians can show biblical hospitality toward Spanish-speaking people who recently immigrated into their country?



PARA TESTIFICAR MEJOR

PRESENTING THE GOSPEL BASICS

Through your study of Spanish, you are gaining valuable tools that will enable you to witness to the Spanish-speaking people the Lord brings across your path. The thought of witnessing in Spanish is probably intimidating; after all, you just started studying the language a few days ago! However, you have learned quite a bit already and should be able to introduce yourself and, at the very least, to give someone a gospel tract and say “*Para usted.*” By trying to communicate with people in their native language, you are showing the love of Christ and potentially initiating a relationship, making it more likely that they will read the literature you have given them.

The *Para testificar mejor* sections are designed to show you how to ask simple questions and explain basic gospel truths to lead people to Christ.

ACTIVIDAD 1-12: Dar el evangelio

Before you can present the gospel in Spanish, would you be able to present it in your own language? Take a moment to write how you would present the gospel to someone. Use these questions as a guide.

1. How would you start the conversation?
2. What specific questions would you ask to guide the conversation?
3. What verses would you use as the basis for your explanation of the gospel?



STARTING A CONVERSATION

When meeting someone it is common to start a conversation by asking some simple questions. Analyze how Martín starts a conversation with the new teacher.

Profesora: ¡Buenos días! Me llamo Marta Ruíz. ¿Cómo se llaman ustedes?

Martín: Me llamo Martín y él se llama Andrés. ¿Es usted profesora?

Profesora: Sí. Soy la profesora de inglés nueva.