

**Teacher Edition**

**¡NUEVOS AMIGOS!**

# Spanish 1

**FOURTH EDITION**



# Using your Teacher Edition

## Product objectives

1. Communicate effectively in Spanish at the novice level of proficiency in familiar, everyday contexts.
2. Identify products, practices, and perspectives from Hispanic cultures to develop a cultural awareness during real-life interactions.
3. Apply the biblical worldview themes of community, hospitality, and service to the areas of language and culture.
4. Recall questions, statements, and Bible passages for witnessing to a Spanish-speaking person.

## New to This Edition

### STUDENT EDITION

- Essential questions focus the attention on the chapter theme.
- Chapter introductory paragraphs provide a framework for applying a biblical worldview in the context of Spanish language and Hispanic culture.
- Chapter objectives are organized by the targeted area of skill and of knowledge.
- *El mundo hispano* presents cultural products and practices from the Hispanic world.
- *Enfoque cultural* teaches students how to interact with native speakers in culturally appropriate ways.
- *Para testificar mejor* provides simple strategies for presenting the gospel to a Spanish-speaking person. Beginning with Chapter 2, *Para testificar mejor* introduces a memory verse for the chapter. Students write the verse from memory in the last quiz in each chapter.
- *Estudio bíblico* shows how the chapter theme is addressed in Scriptures. The feature ends with reflection questions to help the students apply biblical truths to their experience.
- Goal checks (Can-Do Statements) show students what they are able to do with the language at their current level of proficiency.
- Active vocabulary (indicated by a clipboard icon) is organized in tables so students can analyze new words more effectively.
- Grammar boxes and notes support students as they work through the activities.
- QR codes allow students to access audio files and watch videos that explain relevant grammar topics.

### ACTIVITIES

- QR codes allow students to access audio files for the *ejercicios*.
- *El mundo hispano* features an article on countries of the Spanish-speaking world.
- *Enfoque cultural* features an article related to the cultural chapter topic for greater insights.
- The Language and Culture Journal provides a way for students to express their thoughts on cultural differences they have seen and craft a reflection guided by biblical worldview shaping questions.
- The goal checks from each chapter are provided for students' self-evaluation.
- The Grammar Manual provides convenient access to the grammar topics presented in the Student Edition.

### TEACHER EDITION

- Lesson plan overviews replace the teaching schedule from the previous edition.
- Lesson openers provide a snapshot of the lesson objectives, preparation, and a lesson overview.
- Lessons with biblical worldview shaping content include helpful summaries below the objectives.
- Notes are included to provide additional information on the lesson's topic.
- Questions and answers are suggested throughout the lesson flow to support a communicative teaching approach.





The *actividades* labeled as formative can be used to assess whether learning and skills are on pace as indicated by the goal checks. Teacher feedback helps prepare students for the summative assessments.

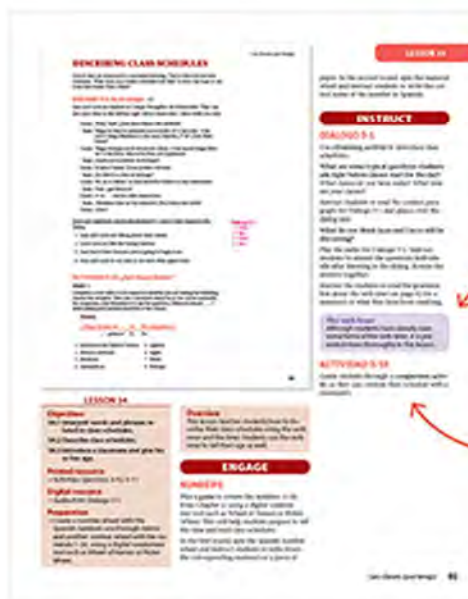
Clarifying notes provide information to inform instruction.

Background notes offer enrichment information that the teacher may share to enhance student learning.



Grammar notes offer additional pointers for the teacher while explaining the connection between language forms and meaning.

Differentiated instruction boxes offer ideas to engage students such as heritage language learners in the lesson.



Teaching strategies offer ways to teach, reinforce, and assess content while promoting engagement and critical thinking.

# Lesson plan overview

## Chapter 1: ¡El primer día de clases!

ASH AfterSchoolHelp.com

BWS Biblical worldview shaping

PPT pres. PowerPoint presentation

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
<b>LESSON 1</b> ¡Hola, amigos!			
SE: xii–xiv TE: 2–3	<b>1.1</b> Compare Spanish and English as world languages. <b>1.2</b> Formulate value statements for studying Spanish. <b>1.3</b> Define elements of culture: practices, products, and perspectives.	<b>BJU Press Trove*</b> • PPT pres.: Lesson 001 <b>Materials</b> • World map for a bulletin board • Pushpins (two for each student)	
<b>LESSON 2</b> Using your book			
SE: xv–xvii TE: 4–5	<b>2.1</b> Review course materials and digital resources. <b>2.2</b> Explain goals for Spanish language use in the classroom.	<b>BJU Press Trove</b> • PPT pres.: Lesson 002	
<b>LESSON 3</b> Los saludos			
SE: 4–9 TE: 6–9	<b>3.1</b> Explain the importance of hospitality. <b>BWS Hospitality (explain)</b> <b>3.2</b> Identify common greetings. <b>3.3</b> Analyze types of greetings and how to use them appropriately. <b>3.4</b> Introduce himself or herself to classmates. <b>3.5</b> Evaluate manners in the practice of greeting others. <b>BWS Hospitality (evaluate)</b>	<b>Activities</b> • Ejercicios 1-1 through 1-3 <b>BJU Press Trove</b> • PPT pres.: Lesson 003 <b>BJU Press Trove/ASH</b> • Audio: Vocabulario 1-1	<b>Student Edition</b> • Actividad 1-2
<b>LESSON 4</b> Informal and formal greetings in Spanish			
10–12	<b>4.1</b> Distinguish between formal and informal greetings. <b>4.2</b> Respond with appropriate greetings based on the time of day and person.	<b>Activities</b> • Ejercicios 1-4 through 1-7 <b>BJU Press Trove</b> • PPT pres.: Lesson 004 <b>BJU Press Trove/ASH</b> • Audio: Actividad 1-5, Paso 2 • Audio: Actividad 1-7, Paso 2 <b>Materials</b> • Adhesive name tags	<b>Student Edition</b> • Actividad 1-8
<b>LESSON 5</b> Responding to greetings; Introducing other people in Spanish			
13–14	<b>5.1</b> Respond appropriately to a greeting. <b>5.2</b> Introduce one classmate to another.	<b>Activities</b> • Ejercicios 1-8 through 1-10 <b>BJU Press Trove</b> • PPT pres.: Lesson 005	<b>Student Edition</b> • Actividad 1-10

\*Digital resources for homeschool users are available on Homeschool Hub.

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
<b>LESSON 6</b> El mundo hispano: El español en los Estados Unidos; Para testificar mejor: Presenting the gospel basics			
15–17	<p><b>6.1</b> Identify products and practices in the United States related to Spanish. <b>BWS</b> Hospitality (explain)</p> <p><b>6.2</b> Formulate a gospel presentation in English. <b>BWS</b> Hospitality (formulate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Ejercicio 1-11</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: "The United States"</li> <li>PPT pres.: Lesson 006</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Spanish newspapers or a brochure from a local Hispanic store</li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Quiz 1A</li> </ul>
<b>LESSON 7</b> Starting a conversation			
18–19	<p><b>7.1</b> Identify introductory elements of a novice-level conversation.</p> <p><b>7.2</b> Differentiate between formal and informal questions when conversing.</p> <p><b>7.3</b> Initiate a simple chat with a classmate he or she does not know well.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Ejercicios 1-12, 1-13</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 007</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Actividad 1-16</li> </ul>
<b>LESSON 8</b> Las personas en la escuela			
20–21	<p><b>8.1</b> Identify students and members of staff and faculty in a school.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Ejercicios 1-14, 1-15</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 008</li> </ul> <p><b>BJU Press Trove/ASH</b></p> <ul style="list-style-type: none"> <li>Audio: Vocabulario 1-2</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Pictures of faculty, students, and staff in your school</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Actividad 1-19</li> </ul>
<b>LESSON 9</b> Describing people			
22–24	<p><b>9.1</b> Identify personality traits.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Ejercicios 1-16 through 1-18</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 009</li> </ul> <p><b>BJU Press Trove/ASH</b></p> <ul style="list-style-type: none"> <li>Audio: Diálogo 1-1</li> <li>Audio: Actividad 1-23</li> </ul>	
<b>LESSON 10</b> Describing personality traits			
25–26	<p><b>10.1</b> Describe individual personality traits.</p> <p><b>10.2</b> Describe personality traits of others.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Ejercicios 1-19 through 1-22</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 010</li> </ul> <p><b>BJU Press Trove/ASH</b></p> <ul style="list-style-type: none"> <li>Video: "The verb ser and subject pronouns"</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Actividad 1-24</li> </ul>

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
<b>LESSON 11</b> Describing nationalities			
27–28	<p>11.1 Identify nationalities.</p> <p>11.2 Identify basic information from a biography.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Ejercicios 1-23 through 1-25</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 011</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Flags of Spanish-speaking countries</li> <li>Map of Spanish-speaking countries</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Actividad 1-27</li> </ul>
<b>LESSON 12</b> Las expresiones de cortesía; Identifying people in Hispanic cultures			
29–31	<p>12.1 Identify expressions of courtesy.</p> <p>12.2 Relate the situation to the appropriate courteous expression.</p> <p>12.3 Analyze the use of last names in Hispanic cultures as compared to American culture.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Ejercicios 1-26 through 1-28</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 012</li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Quiz 1B</li> </ul>
<b>LESSON 13</b> Enfoque cultural: Relacionarse con los hispanos			
32–33	<p>13.1 Compare Hispanic and American greetings and farewells.</p> <p>13.2 Analyze basic greetings among Hispanics.</p> <p>13.3 Demonstrate Hispanic social practices with rehearsed greetings and farewells.</p> <p>13.4 Craft a reflection on the value a culture places on hospitality. <b>BWS</b> Hospitality (formulate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Ejercicios 1-29 through 1-31</li> <li>Before, during, after watching (p. 27)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: "Appropriate interactions"</li> <li>Video: "Los saludos"</li> <li>PPT pres.: Lesson 013</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Ejercicio 1-32</li> </ul>
<b>LESSON 14</b> Síntesis comunicativa: Conversaciones básicas			
33–34	<p>14.1 Greet a new student.</p> <p>14.2 Initiate a chat to welcome a new student. <b>BWS</b> Hospitality (apply)</p> <p>14.3 Introduce a visitor to the instructor and the class.</p> <p>14.4 Compile basic information about a classmate.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Chapter 1 Autoevaluación (p. 31)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 014</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Síntesis comunicativa (p. 33)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Chapter 1 Síntesis Comunicativa Rubric</li> </ul>
<b>LESSON 15</b> Assessment			
TE: 35	<p>15.1 Demonstrate knowledge and application of vocabulary and structures from the chapter.</p>		<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Chapter 1 Exam</li> <li>Chapter 1 Integrated Performance Assessment</li> <li>Chapter 1 Integrated Performance Assessment Rubric</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Chapter 1 test bank</li> </ul>

# Lesson 3

Teacher Edition & Student Edition pages 6–9  
Activities pages 1–2

## Teacher Edition Companion

### Read pages 6–9

#### Reading Check Questions

Pages

What word does the verb *saludar* come from? *salud* 8

#### True/False

Spanish always uses an opening (inverted) question mark and a closing question mark when writing a question. *true* 8

#### Objectives *The student will...*

- Explain the importance of hospitality. **BWS**
- Identify common greetings.
- Analyze types of greetings and how to use them appropriately.
- Introduce himself or herself to a peer.
- Evaluate manners in the practice of greeting others. **BWS**

#### Biblical Worldview Shaping

- Hospitality: Hospitality is an important way to show love for others that is exemplified in God's welcoming love toward humankind.
- Hospitality: Greeting others warmly and sincerely aligns with creational norms.

#### Resources

Homeschool Hub & AfterSchoolHelp.com

- Audio: Vocabulario 1-1

#### Assignment

##### Option 1

- Student Edition pages 6–7 Vocabulario 1-1
- Student Edition pages 8–9 Actividades 1-1 through 1-3
- Activities page 1 Ejercicio 1-1

##### Option 2

- Student Edition pages 6–7 Vocabulario 1-1
- Student Edition pages 8–9 Actividades 1-1 through 1-3
- Activities pages 1–2 Ejercicios 1-1 through 1-3

#### Student Edition



#### Activities



#### Overview

This lesson presents greetings and introductions. It also shows how greetings differ when addressing friends (informal) or professors (formal).

See the background notes (Teacher Edition pages 6 and 8) and clarifying notes (Teacher Edition pages 6 and 7). See also Teacher Edition page xxii for an explanation of background, clarifying, and grammar notes.

#### Student Edition Assessment

Actividad 1-2 may be used to evaluate the student's ability to greet and introduce himself or herself (Teacher Edition page 9).

#### Looking Ahead

Lesson 6: Spanish newspapers or a brochure from a local Hispanic store

## LESSON 2

**Objectives**

- 2.1 Review course materials and digital resources.
- 2.2 Explain goals for Spanish language use in the classroom.

**Preparation**

- Familiarize yourself with the Student Edition unit and chapter structures, chapter features, and audio and video resources.
- Prepare a list of goals for using Spanish in the classroom.

**Overview**

The students familiarize themselves with the course materials and digital resources, going over the introductory material on Student Edition pages xv–xvii.

**INSTRUCT**

Consider allowing students to hunt for the features as you describe them before giving the page numbers.

**USING YOUR BOOK**

Direct attention to the chapter opener (page xv). Students should consider why the essential question is important for the chapter. Part of the answer may be given in the opener paragraphs.

Direct attention to the vocabulary artwork (page xv) to point out the minidiagrams containing vocabulary words or phrases students will learn. The vocabulary terms are organized by category to aid comprehension.

Direct attention to the dialog (page xvi) to show how the grammatical structures are enhanced with boldface to illustrate how they function in conversation. Students should attempt to understand the meaning before focusing on grammar.

Direct attention to the grammar box (page xvi) to show where students may find a grammar explanation when needed while working through an activity. Some grammar boxes direct to a video for more examples of how grammar is used.

Direct attention to the goal check (page xvii) to help students see how these statements inform them what they should be able to do at their current level in Spanish. At the end of the chapter, students evaluate themselves. The *autoevaluación* for each chapter is located in the Activities book.

**¡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



Point out the reflection questions (page xvii) to highlight their role in helping students examine an aspect of the Spanish language or Hispanic culture as it relates to the biblical worldview theme of the chapter. Students will take a moment to reflect on these aspects of language and culture in the Activities book.

**USING YOUR DIGITAL RESOURCES**

Direct attention to an audio icon (page 6). Students may scan the QR code at the beginning of the chapter in the Student Edition or navigate to AfterSchoolHelp.com to see the audio files for the entire chapter. The QR codes in the Activities book direct to the individual audio files for each exercise.

**BJU Press Trove**

The audio and video files are available to teachers in BJU Press Trove. You may desire to play the audio or video files for the entire class at one time.

**SPEAKING SPANISH IN THE CLASSROOM****Spanish in the classroom**

It is important for a language class to offer a classroom environment that encourages classroom participation. Students should leave class feeling that they successfully accomplished their goal for the day and that learning Spanish is possible. Praise students whenever they show genuine effort, even if their grammar or pronunciation is not perfect.



#### 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.

5

Consider using a reward system (points to be redeemed for prizes, privileges, or awards) for goals the students achieve.

Share your goals for Spanish usage in the classroom this year to encourage a sense of group identity. Ask any students who have previous knowledge of another language to share their language learning experience or strategies for learning a language.

#### Strategies for using Spanish in the classroom

- Endeavor to make Spanish comprehensible to your students. Talk slowly, break down big ideas, repeat key terms, and use cognates frequently. Use gestures while talking. Model for students what to say. Incorporate

visuals and illustrations. Write out or illustrate ideas, concepts, or words that are difficult to understand. Check for comprehension before moving on to the next item (ask for a thumbs up/down or another visible response).

- Include Spanish in your classroom routines, such as stating the time of day, the day of the week, and the month. (*Hoy es el primero de marzo de 2025. Son las ocho de la mañana. Vamos a comenzar.*) This particular routine will help prepare students for Chapters 2–3.
- Try a variety of methods for teaching new vocabulary, such as TPR (Total Physical Response) or TPRS (Teaching Proficiency through Reading and Storytelling). See Lesson 24 for more information.

- Arrange desks to allow students to quickly pair up or converse within small groups.
- Post high-frequency phrases (functional chunks of language) around the classroom to provide reminders when students get stuck.
- Teach students to use strategies such as circumlocution when they don't know a word. For example, if they can't remember the word *el lápiz* (pencil), they can describe it by saying *Es un objeto para escribir* (It is an object for writing).
- Eliminate idle time, which can lead to reverting to English. Use a signal that indicates when only Spanish is allowed during class time.

## CHAPTER 1

How should I relate to people around me?

### Chapter 1 overview

Students will see how important it is to relate to others as they meet and welcome others into their lives. The chapter starts with greetings and introductions and shows how to ask questions and say goodbye. Students also learn how to describe others. Students will apply a biblical understanding of hospitality as they learn how to greet others. The end of the chapter gives the student the opportunity to introduce someone else in a culturally appropriate way.

## LESSON 3

## Objectives

- 3.1 Explain the importance of hospitality. **BWS**
- 3.2 Identify common greetings.
- 3.3 Analyze types of greetings and how to use them appropriately.
- 3.4 Introduce himself or herself to classmates.
- 3.5 Evaluate manners in the practice of greeting others. **BWS**

## Biblical worldview shaping

- **Hospitality** (explain): Hospitality is an important way to show love for others that is exemplified in God's welcoming love toward humankind. (3.1)
- **Hospitality** (evaluate): Greeting others warmly and sincerely aligns with creational norms. (3.5)

## Printed resource

- Activities: Ejercicios 1-1 through 1-3

## Digital resource

- Audio/ASH: Vocabulario 1-1

## Preparation

- Research greetings in different Spanish cultures.

## Overview

This lesson presents greetings and introductions. It also shows how greetings differ when addressing friends (informal) or professors (formal).

## ENGAGE

## GOAL CHECK

Display the goal check from page 9 so students can set a goal for the lesson.

- I can greet someone and introduce myself.

## CHAPTER OPENER

Use the essential question, chapter introduction, and the chapter objectives to guide a discussion to introduce the theme of the chapter.

**When is it important for the Christian to show hospitality toward someone? How is it shown?**

Encourage students to give a biblical reason for showing hospitality.

**What do you normally say (in English) when you meet someone for the first time?**

## LOS SALUDOS

## VOCABULARIO 1-1



6

Do you say something different if it is someone your age or an adult?

What do you normally say (in English) when you greet someone you already know? Do you say something different if it is someone your age or an adult?

What are the differences between the two situations?

## Greetings in other cultures

Many cultures have greetings that involve physical contact. In this regard, biblical greetings were typically more like those in Hispanic culture than those in American culture. New Testament letters instructed believers to greet each other with a kiss (e.g., 1 Thess. 5:26; 1 Pet. 5:14). In New Testament times, a kiss was most commonly used to greet family members, and Christians greeted

each other this way as brothers and sisters in Christ.

Read the chapter objectives to the students.

## Chapter objectives

Note that biblical worldview shaping and culture objectives are listed first. The language objectives are written to show what students will be able to do with the language, not just what they will know about the language. Help students see the practical application for what they are learning from the outset of the course by drawing attention to the skills at the beginning of the chapter.

## INSTRUCT

## VOCABULARIO 1-1

Display Vocabulario 1-1. Guide a **content prediction activity** to get students thinking about the context for the images they see.

Who might already know each other?

Who might be meeting someone for the first time?

Who does Sr. Martinez greet? A person or a group? *a group* (A todos means everybody.)

## Teaching strategy

When presenting vocabulary, interact with the artwork by asking questions to get the students thinking about the contexts they represent. Asking questions and offering answer options to the students helps them become accustomed to hearing the new vocabulary words in context. It also allows you to check for comprehension without requiring the students to produce language on their own.



## ACTIVIDAD 1-1

Guide students through a vocabulary analysis to prepare them to understand how the terms are used in the minidiologos.

For Paso 1, read the categories for each column, but do not provide the English translation at this point. Ask students what the difference is between the two columns. Explain that Spanish has different greetings for formal and informal social interactions. Read through the greetings and phrases. Play the audio for Vocabulario 1-1.

For Paso 2, instruct students to write down their responses on a separate sheet of paper.

For Paso 3, ask the entire class to respond to the questions to gauge their understanding. The numbers in brackets correspond to the conversations on pages 6–7.

## Introducing others

Students learn two basic ways to introduce someone else in Spanish.

- Te presento a ...
- Esta/Este es ...

In some Spanish-speaking countries other phrases may be used or preferred.

- Él/Ella es ...

## 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 minidiologos in Vocabulario 1-1, take a minute to look at the following greetings and introductions.

## Nota de lenguaje: 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 \_\_\_\_.

## Actividad 1-1, Paso 2

1. ¡Hola, Elena!
2. ¡Hola, Verónica! ¿Cómo estás?
3. ¡Buenos días a todos!
4. ¡Buenos días!
5. Hola, me llamo José. ¿Cómo te llamas?
6. Linda, ¿ella es Carmen? Es una estudiante nueva.
7. ¡Buenos días! Me llamo Marta Ruiz. ¿Cómo se llaman ustedes?

## PASO 2

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

1. How does Verónica greet Elena?
2. How does Elena greet Verónica?
3. How does señor Martínez, the principal, greet everyone?
4. How does Carlos greet the teacher as he passes by her?
5. How does José introduce himself to Miguel?
6. How does Rosa introduce Carmen to Linda?
7. How does the new English teacher, Marta Ruiz, introduce herself?

**PASO 3**

Analyze the minidiálogos [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 Pao'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 Ruiz?

**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?

**Actividad 1-1, Paso 3**

1. ¿Juntos días?
2. No, they would not.
3. ¿De dónde eres, Carmen?
4. ¿Es usted profesora?

**Actividad 1-3**

1. to be friendly and have pleasant interactions with others
2. They are not necessary, but they are important.
3. We acknowledge them as a person.
4. The person can feel ignored or rejected and might think we don't like him or her.
5. As I would want to be greeted. This shows God that I love others as myself.

**APPLY****ACTIVIDAD 1-2 (FORMATIVE)**

Guide students in a **practice activity** to introduce themselves to their classmates following the *modelo*. Provide feedback on the use of personal pronouns and subject-verb agreement with the verb *llamarse* to help them prepare for the summative assessment.

**EJERCICIOS 1-1 THROUGH 1-3**

Assign **Ejercicios 1-1 through 1-3** in the Activities book.

**ASSESS****GOAL CHECK**

Read the **goal check** with the students to survey how confident they feel greeting someone and introducing themselves. Introduce yourself to a student and wait for his or her response. Ask a student to introduce himself or herself to you.

**ACTIVIDAD 1-3**

Direct the students in a **discussion** to evaluate the practice of greeting others. Use questions 4-5 to make a connection to the biblical worldview shaping theme of hospitality. Review the verses in the chapter opener as you guide the discussion (1 Pet. 2:17; Mark 12:31; Rom. 13:9).

## ACTIVIDAD 1-11

Use the reflection questions to encourage students to discuss practical ways to show Christian hospitality. Believers can show Christian love by seeking to understand the challenges that Hispanic immigrants face when living as “strangers” in a foreign land. The theme of treating the “stranger” (or foreigner) justly is common in the Old Testament (Exod. 22:21; Deut. 27:19; Zech. 7:9–10). In the New Testament, John specifically commends a church body for the hospitality that they show to strangers (3 John 5). The story of the Good Samaritan (Luke 10:25–37) further illustrates that love for our neighbor extends to those who are not of our own culture. For a fuller treatment of immigration, see the suggested reading.

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



Un burrito, taco, gordita y nachos con queso



Unas gorditas de chicharrón



Unas fajitas de pollo



La opción de adorar a Dios en español en la iglesia



La opción de leer el menú en dos idiomas

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?

## Actividad 1-11

1. Because of early Spanish colonizers and continual close ties to Spanish-speaking countries like Mexico.
2. Answers may include being friendly toward them, offering language assistance when needed, inviting them to church functions, or volunteering to teach English classes.

## 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 Martin starts a conversation with the new teacher.



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## APPLY

### Para testificar mejor

This section is intended to help students present the gospel using questions and simple statements when talking to a Spanish-speaking person. Many Hispanics are from a Catholic background. Though some of the Bible passages have structures that students have not seen yet, it is important for them to learn how to express biblical truths regarding the need for salvation. The gospel presentation has been simplified for the novice-level student. As students practice, they will share who God is and how human beings can enter in a saving relationship with Him.

## WITNESSING IN ANOTHER LANGUAGE

Lead a discussion about presenting the gospel to a Spanish-speaking person. Ask students to consider the impact of communicating in their language.

**How should you relate to a Spanish-speaking person who may eat in the same restaurant or go to the same park as you do?**

**Could your hospitable spirit in greeting a Spanish-speaking person be the door that invites him or her to enter the kingdom of God?**

## ACTIVIDAD 1-12

Guide a discussion about presenting the gospel in English. Provide additional context for question 1.

**What would be a natural way to start a conversation?**

For questions 2–3, try to get an idea of how well students know the gospel. Use Explaining the Gospel in the back of this Teacher Edition if necessary to guide them along.

## EJERCICIO 1-11

Assign the reading on pages 9–10 and Ejercicio 1-11 in the Activities book.

## ASSESS

### GOAL CHECK

Read the goal check with the students to survey how confident they feel identifying Hispanic cultural influence in everyday American culture.

### QUIZ 1A

Assign Quiz 1A any time after this point to assess students' knowledge of Spanish from the first half of the chapter.

## DIFFERENTIATED INSTRUCTION

### Spanish in the US

Some students may want to research which Spanish-speaking countries are most heavily represented in the US and where many of those immigrants reside in the US. They could create a short presentation or infographic using digital presentation tools such as Canva or Google Slides to share with the rest of the class.