

Session 1 - Introduction and Spanish Basics

Objective

Introduce concepts in Spanish that will not be familiar to an English speaker including:

- Feminine and masculine words
- Formal and informal Spanish
- Singular and Plural words

Enable students to put together simple phrases and simple questions.

Topics

Introductions: yourself / your students

Masculine & Feminine Words

Formal & Informal Spanish

Small words in Spanish

Spanglish & Cognates

Alphabet, pronunciation, spelling words

Materials

- A sign saying “Bienvenidos”
- A sign with your first and last name
- White paper: ask them to fold it in 3 so they can place it on the table. Ask them to write their name with a marker in big letters (first name on one side, last name on the second side and the state where they were born)
- Give each student a “pen that only writes in Spanish” – teach them to say: pluma, una pluma, la pluma de mi amigo, mi pluma , tu pluma, su pluma
- Give each student their book – teach them to say: libro, un libro, el libro, el libro de mi amigo, el libro del estudiante, el libro de la profesora, mi libro, tu libro, su libro
- Give your students Mexican chewing gum – the brand Chiclet’s or Canelas
- Materials supporting the vocabulary – for example a bottle of beer (Corona) – la cerveza, a cigarette – el cigarro, a bottle of tequila – el tequila
- Videos : La Bamba, El Mariachi, Born in East L.A.

Techniques

Introductions

Introduce yourself first by saying: Mi nombre esby holding your paper with your name.

Have the rest of the group introduce themselves in the same way.

Have each student introduce his/her friend next to them by saying: mi amigo es .../ mi amiga es....

Have them introduce you by saying: Mi profesor/ mi profesora de Español es ...

Masculine and Feminine Words

Present the words in the following sequence (and remember to use hand gestures as you speak, encourage students to use their hands to communicate).

1. Feminine words – for example: cerveza, salsa, pistola, etc.
2. Masculine words – for example: teléfono, cigarro, etc.
3. Plural – niños, niñas, etc.

Add the small words:

“la”, “el”, “un”, “una”, “los”, “las”

Formal and Informal Spanish

- Remind your students to use the Formal Spanish with you
- Remind your students to use Informal Spanish among themselves
- Share with your class what kind of car you have, using this phrase:
“Mi carro es un Honda”

Have your students describe their car in the same simple way.

Have them give a “brief presentation” using

- Su carro es (have them point to you)
- Tu carro es (have them point to a friend)
- Mi carro es (have them point to themselves)

When using Formal Spanish, always use a title before a question or a command (Señor, Señora, Señorita, Don., Doña., Capitán, Comandante, Doctor, Doctora... etc)

Present the verbs, commands or questions in the following sequence:

1. Formal Spanish
2. Informal Spanish
3. First person
4. Third person

Small Words in Spanish

Teach students the following small words: ó, y, con, de, sin, del, de la, por using the common examples shown below.

Agua sin hielo – teaching about traveling tips when visiting Latin American countries

Agua natural ó agua mineral – teaching the word “or”

Señoras y señores – teaching them how to address a group of adults

Cerveza con limón – teaching about culture

Mezcal con gusano – teaching about the state of Oaxaca

La cumbia es de Colombia – teaching origin

El libro de la profesora – teaching them the possessive in Spanish

El libro del estudiante – teaching the possessive using a masculine noun

El carro de policía – the words are reversed in Spanish (noun/ adjective)

Por minuto / por hora / - teaching time expressions

Medicina para la diabetes – teaching the preposition “for”

Spanglish & Cognates

Tell your students that they already know some Spanish words, they are the same as English. Have them read some samples of cognates from the list of cognates in their course materials (a list of noun and verb cognates can be found at the end of the Exercises section in the student workbook).

Tell your student that you have a truck using “Spanglish”
“Mi troca es Ford” or “Mi troca es Toyota”, etc.

Have the owners of a truck give a “brief presentation” using:

Su troca es (have them point to you)

Tu troca es (have them point to a friend who has a truck)

Mi troca es (have them point to themselves)

Alphabet & pronunciation

Talk about the different sounds in the Spanish alphabet: ch, ll, rr, h, j, ñ, r, z,

Like in the words: chile, tortilla, carro, hola, jalapeño, zapato

Practice the alphabet and how to spell words

Written Exercises

Assign 5 minutes to complete the exercises in groups.

Select 4 to 5 questions of an exercise to be completed in class; the rest of the exercise can be done as homework

Movies

La Bamba or El Mariachi – First 10 minutes of the movie

Colloquial Expressions:

Mi casa es su casa

Mi casa es tu casa

Homework

Listen to CD # 1, Unit 1 and 2

Exercise Section : Complete exercises 1, 2, 3, 4, 5