

TEACHER'S GUIDE

Introduction

¡Que Dios te bendiga! Thank you for having a heart willing to share your knowledge of Spanish with others. It will be a blessing to see how students learn to communicate in Spanish for the expansion of the Lord's Kingdom!

I have tried my best to explain grammatical and linguistic concepts in the textbook in a step by step easy-to-follow format. I believe that a fluent or advanced Spanish speaker will be able to lead a group of students through the book. This is a beautiful way to share an ability God has given you with others who have a deep desire to learn Spanish. The students you will teach did not have the privilege of learning Spanish when they were young, so it is much harder for them, and the rules of grammar will be necessary to help them make sense of the language as they learn.

Whether you learned Spanish in a classroom or in your home, the fact that you speak Spanish means you will be able to give the students the practice and correction of the language that they will need as they learn. You may be thinking, "I know how to speak Spanish, but not how to *teach* Spanish!"

This is the reason I have written this **Teacher's Guide**. This booklet will guide you through the *Spanish with a Mission* textbook, giving you extra information on grammar or more activities to practice with the students. As you teach, you will learn rules about the Spanish language that may be very interesting to you. Most native speakers can't really explain why they say things a certain way. In the United States and Canada, there are many 2nd and 3rd generation Spanish Speakers (called Heritage Speakers), who may speak Spanish very well, but never studied IN Spanish, so would not be able to explain grammar or linguistic rules pertaining to Spanish. Not until they teach the language will they learn the rules and exceptions of the language. If this is your situation, it will not be hard to learn the grammar rules.

In case you are still doubting your teaching skills... First of all, let me say to you that if God has allowed you to be in a position to help, you will be a blessing to the person wanting to learn. They will see your heart and God will bless these students through you. If there are questions that you cannot answer, just be honest with them and tell them you will try to find out for the next meeting. Do not, on any occasion, feel you are inadequate to lead a class. What the group will need, much more than a teacher, is a conversation leader. They will need someone to facilitate their practice in listening and speaking as they learn the grammar. Basically, they need someone to teach them to communicate which can best be done by you, not the book.

The following pages are the notes that I give you to have extra information, insight, and ideas for each one of the lessons. Spend some time looking over this before you teach each class. Remember to be honest with them if you do not know how to answer their question, ask them to wait and give you time to search for the answer.

May I offer my help? If you have a question that you have not been able to find online, write to me, Deborah Balyeat, from the website www.spanishwithamission.com and I will try my best to answer it for you. Also, remind your students that they can go to this website to practice listening and repeating vocabulary words.

SCHEDULE:

Be sure you get a calendar and make a schedule for the classes. Each lesson is written to be covered in 2-2 ½ hours. Plan how it will be best for your group. Can they meet for 2 hours a week? Will it be better to meet twice a week for 1:00-1:15? My recommendation is to meet for 12 weeks and cover a lesson every week. If you want to make it a little shorter, ask the students to go through the preliminary chapters on their own, and then make your meetings cover Lessons 1-10. Perhaps you and your group can meet for only a few weeks, then cover what you think is most important and let the students use the book for further independent studies and resource.

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If you are blessed to have a lot of time, these lessons can be expanded to take longer. For instance, you could sing the songs in class instead of the students doing them on their own time. You could ask the students to write dialogues or make short presentations focusing on the topic of the lesson. For example: During lesson 7 you could ask each student to describe his or her house to the class, or you can find pictures of rooms which can help with more conversation by asking the students to talk about them. For a fantastic cultural lesson, you can invite a guest speaker to come and share about his or her country and focus on the theme of the chapter you are covering; or the speaker could discuss any other topic which would be beneficial for your group to stretch their cultural boundaries.

So, take time to plan your course and schedule to best serve your group's need. Ask God to help you make the best of the time that your group will dedicate to learning Spanish.

HOMESCHOOL:

SPANISH WITH A MISSION textbook can also be used for Homeschool instruction. It can be taught as is, or activities can be added to the lessons in order to lengthen them. For example, you can ask the student to pick 1-2 countries each lesson (there are 20 Hispanic countries) and do research about those countries, or he/she can find out about any famous people from those countries. Spanish websites can be used to increase reading skill, and Spanish Youtube videos can be used to increase listening. Tourism videos posted by the countries' tourism departments are great videos. Children's Spanish Bible or Bible-story books are wonderful ways to increase vocabulary and are easy to read. If they have illustrations, this will increase comprehension. There are so many things that can be added to the textbook. What a huge blessing you could give your child and family if you can serve on a mission trip or serve in a ministry so your child can have the possibility of using the Spanish he or she learns in a real life situations. Ask the Lord to show you a Service-learning opportunity for your child; give a real purpose and motivation to learn Spanish!

ASSESSMENT:

SPANISH WITH A MISSION has an assessment program and has prepared tests for the first two chapters as a model. These tests can be found at the end of this Teacher's Guide. You may write Spanish with a Mission through the website and request the test program to be sent to you by email, just as you requested this Teacher's Guide. These are a wonderful resource for schools or homeschooling organizations.

There are some wonderful people using SWAM who are preparing more activities and assessment who used these tests as models. You can find these wonderful resources on the Facebook site of *Spanish with a Mission*. The information is in the following section.

FACEBOOK SHARE for TEACHERS:

SWAM has started a Share Page for Teachers of Spanish with a Mission. Help us get this going, request to be accepted as a member, and join the conversation and share with other teachers! It is a wonderful place for SWAM resources!

(Spanish with a Mission Share Group)

<https://www.facebook.com/groups/206136806531398/>

Curriculum Map for - Spanish with a Mission

Lección	Title/Theme	Learner Centered Outcomes- Students will learn to:
Preliminary A	Beginnings	Pronounce the Spanish vowels and learn the rules for consonant sounds. Pronounce words that contain an accent mark. Pronounce diphthongs in words. Say and use basic greetings. Say and hear the alphabet and use it to spell in Spanish. Say the numbers 1-30. Recognize the use of double last names used in Hispanic countries. Pronounce Hispanic countries and their capitals in Spanish. Make nouns plural in Spanish. Have a basic understanding of the gender of nouns. Recognize and use the Definite Articles. Identify and use Subject Pronouns. Identify the infinitive or basic form of a verb. Sing 2 coritos in Spanish, and begin to learn Christian vocabulary
Preliminary B	Meeting People & The Classroom	Say basic greetings and titles of people Say different ways to bid farewell to people. Conjugate the verb SER and use it in basic sentences. Make simple yes/no questions with simple structures. Recognize a basic conversation between 2 people. Say and use classroom vocabulary Ask where something is located in a room or a house. Say the numbers 10-100, and recognize 101-199. Identify and use Indefinite Articles Use the verb HAY in simple sentences. Ask <i>how many</i> or <i>how much</i> there is of something. Make a negative statement with the word, <i>NO</i>. Recognize that Spanish words with more than one syllable will have a syllable stressed more than the others, and that there is a rule for this that governs the Spanish language. Sing 2 coritos in Spanish, and learn more Christian vocabulary.

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1	Describe Yourself	Say and use vocabulary that describes people of certain professions. Say what profession he/she is, or his/her family. Describe people with the verb SER. Make adjectives agree with the gender and number of the nouns they modify. Recognize simple ways compliments can be given to people. Make comparisons of people when one is more or less than the other one. Conjugate the verb ESTAR. Describe feelings or conditions with the verb ESTAR. Recognize there is a difference between SER and ESTAR and when each is supposed to be used when describing people. Sing 2 coritos in Spanish, and learn Christian vocabulary. Recognize a popular Hispanic Christian Singer, Marcos Witt.
2	The Family and Descriptions of People	Say and use vocabulary of the family. Talk about his/her immediate family. Describe members of his/her family. Conjugate the verb TENER. Use TENER to express possession and to express age. Express possession with Possessive Adjectives. Optional: Express possession with Possessive Pronouns. Make questions using the most common Interrogative Words. Express basic ideas by using the basic Positive and Negative words. Sing 2 coritos in Spanish, and learn Christian vocabulary. Recognize a popular Hispanic Christian Singer, Marco Barrientos.
3	Weather, Dates and Holidays	Say vocabulary related to time. State the time and ask basic questions about time. Say words and phrases about days of the week and months of the year. Express dates. Say and use vocabulary about US and Hispanic Holidays. Identify characteristics about Hispanic Holidays and celebrations. Say and use vocabulary related to seasons. Express what the weather is like. Say the numbers 10-1000, and use the numbers to express years. Have a discussion about Hispanic holidays and view it from a Christian perspective. Reflect how to help himself/herself to learn Spanish better. Sing 2 coritos in Spanish, and learn Christian vocabulary.

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4	It's All About Verbs	Say and use vocabulary words and phrases pertaining to the classroom. Recognize and say basic and common Infinitive Verbs. Express what he/she likes to do, using the verb GUSTAR. Conjugate the verb GUSTAR, using the appropriate Indirect Object Pronoun. Identify basic and common prepositions to state common connections to people or things. Use Por and Para in a basic and common way. Say and use vocabulary for common things that people can have or own. Use common and basic adjectives that are used for describing things. Say and use common Idiomatic Expressions with the verb TENER. Express if he/she is hungry, cold, hot, scared, stressed, sleepy or hurried. Read and comprehend short passages about a ministry and about a family.
5	Clothes / Colors	Say and use vocabulary words and basic phrases about clothes and colors. Describe clothes they or others are wearing. Conjugate the verb LLEVAR to express what someone is wearing. Say vocabulary words of basic –AR verbs. Conjugate regular –AR verbs. To recognize and use the basic use of the Personal A. Identify and use the Direct and Indirect Object Pronouns: <i>me</i>, <i>te</i> and <i>nos</i>. Conjugate the irregular verbs IR and DAR and use them in basic sentences. Identify and use Demonstrative Adjectives and Demonstrative Pronouns to express how close or far something is. Ask how much clothing or things cost. Sing 2 coritos in Spanish, and learn Christian vocabulary. Recognize a popular Hispanic Christian Singer, Jesús Adrian Romero.

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6	Restaurant, Food, Drink / Agriculture	Say and use vocabulary words pertaining to common foods and drinks. Optional: Say vocabulary pertaining to agriculture which can be used for mission work. Express what he/she can do, need to do, like to do, or would like to do. Conjugate –ER and –IR regular verbs. Make basic sentences using –AR, –ER, and –IR regular verbs. Conjugate the irregular verb QUERER and use it in basic sentences. Identify the Third Person Direct Object Pronouns, (lo, la, los, las), and identify how they are used. Conjugate common verbs that are irregular in the YO form, (hacer, poner, salir, valer, traer, oír, venir, traducir) Conjugate and identify the difference meaning of the verbs SABER and CONOCER. Identify and discuss foods that are common in Hispanic countries. Do research about a Hispanic dish on the internet and copy the recipe which could be later made. Sing 2 coritos in Spanish, and learn Christian vocabulary.
7	Home and Construction / Activities / Sports / Nature	Say and use basic vocabulary of the rooms and things of a house. Say and use basic vocabulary of home activities. Optional: Say vocabulary of Construction for mission work. Conjugate common verbs into the Present Progressive to say what a person IS DOING. Conjugate common Stem-Changing Verbs, (querer, pensar, entender, sentir, venir, cerrar, perder, comenzar, poder, dormir, recordar, volver, jugar, pedir, decir, servir, seguir, bendecir, maldecir) Conjugate and identify the difference meaning of the verbs PREGUNTAR and PEDIR. Say and use vocabulary pertaining to sports, activities, and nature. Talk about sports and activities using the verbs JUGAR and PRACTICAR. Express things they are “going to do” by using IR + A + INFINITIVE to express the informal future. Identify the two different placements of pronouns dealing with Infinitives and Present Participles. Read and comprehend short passages about a ministry and about a family and their activities. Sing 2 coritos in Spanish, and learn Christian vocabulary.

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8	The Body & Medical Missions	Say and use vocabulary words and phrases pertaining to parts of the body. Express if he/she is hurting or if a part of his/her body hurts. Optional: Say and use more body and medical vocabulary for missions. Conjugate common reflexive verbs and talk about daily routines. Recognize the use of a Past Participle as an adjective, and learn to use it in a basic sentence. Read and comprehend a paragraph about an earthquake disaster. Conjugate common verbs into the Present Perfect. Sing 2 coritos in Spanish, and learn Christian vocabulary. Recognize a popular Hispanic Christian Singer, Danilo Montero.
9	The City & Transportation	Say and use vocabulary words and phrases pertaining to the city, transportation, hotel, bank and airport. Express location of places and things by using prepositions of location. Understand and use commands to express directions. Conjugate common verbs into the Ud. and Uds. Commands, especially for activities and directions. Tag pronouns at the end of commands. Make Ud. and Uds. commands negative. Sing a popular Christian song, and learn Christian vocabulary. Recognize a popular Hispanic Christian Singer, Marcela Gándara.
10	Witnessing	Say and use Religious Vocabulary. Say the books of the Bible in Spanish. Recognize vocabulary and titles of common stories of the Bible. Conjugate some common, regular verbs into the past Preterite tense. Conjugate some common irregular verbs in the past Preterite tense. Talk about the past using some common verbs in simple sentences. Optional: Write a short testimony with the help of a tutor or instructor to share with others. Read Bible scriptures and passages that can be shared with others. Read Bible scriptures that can be used to lead someone to Christ. Sing a popular Christian song, and learn Christian vocabulary. Recognize a popular Hispanic Christian Singer, Daniel Calveti.

Teaching suggestions for class preparation:

Lesson A

A.1 – PRONUNCIATION I

Vowels are the most important part of Spanish pronunciation. Make sure to emphasize that the tongue does not move while saying the vowels. The tongue should not “glide” like in English. (In English when

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you say the letter “A”, your tongue glides and you actually say a mixture of sounds “A” and “E”). There are different accents, (Mexican, Argentine, Spanish, etc.) but they differ in the sounds of the consonants, not in the vowels. Therefore, it is worthwhile to focus on the vowels and ask the students to practice at home listening to the audio on www.spanishwithamission.com. (At times the audio is different than the newest version of the book, but a small difference. We are working on updating it.)

A.2 – BASIC GREETINGS

In these preliminary lessons since the students are just learning pronunciation, have the students repeat each vocabulary word/phrase twice. Tell them to concentrate on saying the vowels correctly. Then have them practice with each other. Every time you cover a vocabulary list, have the students pair up and practice the words with either the exercise given in the book, or make your own exercise for them.

A.3 – THE ALPHABET

Some students may remember that there used to be a *ch*, *ll*, and *rr* in the Spanish alphabet. Explain that the Real Academia Española is the organization that sets all the rules for the Spanish language, and they have taken these letters out of the alphabet. The inclusion of the *ñ* is the only thing that makes the alphabet different from the English alphabet.

A.4 – NUMBERS 1-30

After repeating the numbers, count things or people in the room to use the vocabulary. Explain to the students that *dieciséis* is (diez y seis) like *veintiuno* (veinte y uno), but they are written together as one word. After the number 30, the words are separated, (*treinta y uno*, *treinta y dos*, etc.)

A.6 – HISPANIC COUNTRIES

These are the 20 countries that have Spanish as their official language. Puerto Rico is an U.S. territory that requires English in all the schools, but the primary language is still Spanish. If students ask about Equatorial New Guinea, it is a country in Africa that has Spanish and French as its official languages. This is why it is not usually included in the list of Hispanic countries.

A.7 – MAKING PLURALS

This is the BASIC rule for making plurals. The biggest exception is with words that end in *–í*, you add *–es*. Example: *rubí* (ruby), *rubíes* (rubies).

Family last names are not changed when made plural. *La familia Silva. – Los Silva.* (The Silvas)

Days of the week that end in *–s* do not change in plural. *Yo voy a la iglesia todos los miércoles.*

A.8 and A.9 – GENDER OF NOUNS and DEFINITE ARTICLES

Explain that it is important to learn the article with the noun. There are even some words that stay the same, but change meaning whether masculine or feminine.

Example: *la papa* (potato) – *el Papa* (the Pope)

A.10 – PRONUNCIATION II

If someone wants a deeper explanation of these rules and the rules for the written accents, he/she can go to Appendix IV in the back of the book. These are not necessary to know unless someone is going to be writing in Spanish.

A.11 – SUBJECT PRONOUNS

If you are teaching a group, find out what the rule is for the Hispanic group they will mostly be working with, so you can share that with them.

Coritos

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These songs are good to sing at the end of the class or at the beginning, to start class. It's usually good to have the students repeat the words, and ask them if they can translate the songs. These 2 songs are translations of English songs that are well known. Remind them that songs are a great way to learn the "linking" of vowels. For example, "Grande es" links the two e's together to make one sound.

The students can listen to the songs on the Web page: www.spanishwithamission.com. (Let them know they are high quality and give them time to download before playing.) All the *coritos* are on the Webpage. The other songs written by the artists who are spotlighted throughout the lessons can be found on www.youtube.com; I could not post them because of copyright restrictions. Encourage students to look up all the songs, to listen and follow them with the lyrics in the book.

Written Work

Encourage all students to do the written work at home. Tell them that it will reinforce what they learned in the lesson. The answers are in the back of the book so they can check their answers.

Coritos: Encourage the students to listen to the songs at the end of this lesson. They can listen to them at www.spanishwithamission.com. With repetition they can learn them.

Lesson B

B.1 – GREETINGS AND TITLES

Have students repeat and use the greetings in class. Explain to them that respect is a big part of the language. It is important to show respect, especially to older Hispanics by using the pronoun "usted" and addressing them with titles such as "Don" and "Doña" or using the title "Hermano" or "Hermana" with other Christians. Showing respect will open many doors for sharing the Gospel and letting others see Jesus through you.

B.2 and B.3 – THE VERB SER and MAKING QUESTIONS

The verb *ser* is the most common verb. It is irregular and should be repeated enough to learn well. Repeat and have the students answer individually to make sure they are repeating yes and no questions. Use names of states so they can hear them said in Spanish. Make sure you raise your voice at the end of the question so students can hear the inflection. Remind them that if they don't raise their voice at the end of the question, it will sound like a statement.

Example: ¿Eres de Nuevo México? ¿Eres de Carolina del Norte? ¿Eres de Florida?

B.4 - DIALOGUES

Ask for volunteers to read the dialogues. Help them to say the words correctly if they mispronounce them. Remember that some things can be corrected and other things cannot. Even a missionary that has used a foreign language for many years will still have an accent. Consonant sounds will be the easiest to correct. Vowel sounds are harder to correct, but spend time on it to try to get every student say the vowels the best he or she can. Be careful later in correcting vowels too much because they may be unable to say it correctly, especially older students.

Have the students get in pairs and re-read the dialogues with their partner. Ask them to read through them twice, switching the roles after the first time. Then ask them to answer the questions, first orally, then written. Walk around ready to answer any questions and to listen to the students read.

This is a great time to talk about the different accents that exist in the different Hispanic countries and sometimes even regions in the same country.

If you listen to the dialogues on the website, I asked a Spaniard to read in the first one, so you can hear that accent.

In the second one, the -s at the end of the word has been dropped to show the accent of some Central American and even some South American accents.

B.5 – THE CLASSROOM

This is the first long vocabulary list in the book. Use the objects in your classroom to use the words over and over. Give lots of opportunities to identify the objects by asking, *¿Dónde está(n) . . . ?* Have the students answer *aquí* or *allí*, then ask, *“¿Cuántos/as . . . hay?”* and ask them to help you count how many there are. Do not use English unless you have to. Identify the objects by pointing to them so the student can learn to associate the word with the object. Ask questions many times to get a lot of repetition. Try to use everything in your room, even pointing to students’ cell phones. Studies show that the older the student, the more repetition they need.

B.6 – NUMBERS 10-100

Have the students repeat the numbers in different ways. Have them count by tens to their partners. Bingo is a great game to play for repetition of the numbers. Addition problems are good for this as well. Use the empty lines to say some numbers and have the students listen and write. Write them later on the board so the students can check their answers.

B.7 – INDEFINITE ARTICLES

After reading B.7 with the students and having them do the exercises, practice changing words with the definite article to the indefinite article. For example, you say: *“el hombre”* and the student or students have to say: *“un hombre.”* Use the nouns in the vocabulary list of the classroom.

B.8 – WHERE IS IT?

Use the question repetitiously to let the students hear the difference.

Example: *¿Dónde **está** el libro?, ¿Dónde **están** los libros?* Then ask them to ask their partners where things are.

B.9 – HAY

Hay is a verb of existence. It is the verb HABER but a form used only in the impersonal form of HAY in the present tense. (In the past tense it is either HUBO or HABÍA. And in the future it is HABRÁ.) At the end of the chapter is the *corito* “*Hay vida en Jesús,*” which is a great way to have students learn this verb.

B.10 - ¿CUÁNTOS? / ¿CUÁNTAS?

Used with nouns that you can count. (With nouns you cannot count, like “*café*,” you say “*Cuánto*” as in, “*¿Cuánto café quiere?*”). Use as much repetition as you can so the students can hear the difference of when to use “*Cuántos*” and when to use “*Cuántas*.”

B.11 – NEGATIVE SENTENCES

Let students know that it is very simple to make a statement negative. [There is no “don’t” equivalent such as is used in English.]

B.12 – WRITTEN ACCENT RULES

The rules for written accents in Spanish can be complicated for many people, even Hispanics. Unless someone is going to be writing compositions, they do not need to know the rules for writing with accents. Most people just need to know that if a word ends with -n, -s, or a vowel, the stress is on the next-to-the-last-syllable. (These are the majority of Spanish words.) If not, the last syllable is stressed. If there is any word that does not follow this rule, it will have an accent mark where it should be stressed. Most students don’t have a problem learning this. Yet, most students will learn to say the words by hearing them and repeating them. Tell them if they want to understand the rules more, or to have more practice, to turn to the appendix V.

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It is important, though, where the stress is pronounced in a Spanish word, so if a student says it incorrectly, correct them nicely and tell them it may be misunderstood if they don't say it with the correct stress.

Words like *tu* vs. *tú* are monosyllables and have the written accent only for written word.

Sing the *coritos* with the students or have them listen to them at home on the web page www.spanishwithamission.com. Also encourage them to do the written work at home.

LESSON 1

1. – PROFESSIONS

Repeat the vocabulary words and have each person say his/her profession. If you have time to practice, have them think of people with different professions and to say their names. "*Mi amiga, Mary, es secretaria.*"

Tell them that in Spanish you don't have to use the indefinite article as in English. "I am a student." is simply, "*Yo soy estudiante.*" not "*Yo soy un estudiante.*"

Note: the feminine form of the following were mistakenly not indicated in the list of professions in the book:

Jueza, *bibliotecaria* and *política*. *Jueza* and *política* are relatively new words since these were not commonly women's professions.

2. – DESCRIPTIONS OF PEOPLE

Have each student pick one adjective to describe themselves. "*Yo (no) soy ____.*" Tell them there can be no repeats. This will make them use and hear more adjectives. Then have them get in groups of 2 or 3 and to describe each other. This will make them use the verb SER in the "*yo*", "*tú*" and "*él/ella*" forms. Correct them every time a girl doesn't make the adjective agree with her. Example, if a girl says, "*Yo soy bajo.*" You quickly tell her, "*No, tú eres baja.*" Until she corrects herself, "*Yo soy baja.*"

1.3 – ADJECTIVE NUMBER AGREEMENT

Now give many chances for the students to hear the adjectives in plural. Talk about some of them or all of them. "*Él es estudiante y Uds. son estudiantes.*" (stressing the -s). Now put them in groups of 3 or 4 and have them say "*Uds. son ____.*" Or "*Ellas son ____.*" Ask them to use as many adjectives as they can and to make sure they make them agree in gender and number.

1.4 – GIVING COMPLIMENTS

While they are still in groups, ask each one to pretend to be meeting someone and to give the new acquaintance a compliment. Make sure it is something that won't be considered offensive in the Hispanic culture.

1.5 – COMPARISONS WITH "MÁS"

Stand 2 students up, and say who is taller than the other. Then stand 2 other students and say who is taller than the other. Ask each one to stand up and compare themselves to another person in class or outside of class. Maybe have them compare themselves to a famous person. Example: "*Britney Spears es más rica que yo.*"

1.6 - ESTAR

Have students repeat the verb conjugations twice. Ask where several things are and ask them to answer in Spanish, "*La puerta está allí.*"

1.7 – FEELINGS AND CONDITIONS

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Tell the students that Spanish speakers know automatically when to use SER or when to use ESTAR. SER is used with inherent qualities but ESTAR is used with feelings and conditions.

Then pick different adjectives and have them repeat, “*Yo estoy feliz. Tú estás triste. Etc...*”

1.8 – SER VS. ESTAR

As a Spanish speaker, you know that SER or ESTAR can be used with the same adjective, but the meaning is different.

Yo estoy aburrido. – I am bored.

Yo soy aburrido. – I am boring.

Él está feliz. – He is happy.

Él es feliz. – He is a happy person.

Ella está bonita. – She looks pretty.

Ella es bonita. – She is pretty.

Sing the *coritos* with the students or have them listen to them at home on the web page www.spanishwithamission.com. Also encourage them to do the written work at home.

CULTURAL NOTE: Throughout the lessons, you will find short bios about well-known Hispanic Christian artists. Encourage the students to look them up and listen to their song(s). These songs are not on the website www.spanishwithamission.com because of copyright limits, but they can be found on Youtube. Marcos Witt is the best known Christian artist, with 25 years of writing songs, you will hear his songs in almost all Hispanic evangelical churches.

LESSON 2

2.1 – THE FAMILY

You might want to add step-family vocabulary if you feel necessary. Have them practice by telling a partner the name of their family members. Take a few minutes to let them say sentences like: “Mi padre se llama Robert.”

2.2 - ¿CÓMO ES?

Have the students now take their sentences a step farther and describe their family members. To expand on this, you can have the students bring pictures of their family to class and make a presentation about them, describing each of them to the class.

2.3 – THE VERB TENER

To learn this verb well, the students should repeat it several times. Ask them how many different family members they have and see who in the class has the most brothers, sisters, cousins, etc.

2.4 – POSSESSIVE ADJECTIVES

The hardest possessive to learn is “*su*”, which can be used for so many different persons. You can explain to the student that this is why Hispanics, when they are learning Spanish, get “*his*” and “*her*” confused. They will then understand why. Tell the students that they need to practice clarifying “*su*”.

Pick a male student and say, “*Su libro*”. The students then have to respond by saying, “*el libro de él*”. Then pick a female, two students, etc.

2.5 – POSSESSIVE PRONOUNS

For your information, these forms can also be used as possessive adjectives with emphasis. Example: *Mi amiga*. = *Amiga mía*. This longer form will follow the verb. Just like old English, “Friend (of) mine”. It was shortened when the pronoun shifted to the spot in front of the noun. “My friend”. Same in Spanish.

Mío > *mi*. The longer version, though, can take the place of the noun if the noun can be omitted.

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“El libro es mío. > Es mío.” But when the possessed noun is the subject, you must use the article with it, *“Tu casa es bonita. La mía es más bonita.”*

*Note: This can be a very difficult concept to learn. If the students are having a hard time, tell them it's ok, many students have trouble with this. The most important thing is that they be able to understand the pronouns if they hear them. The correct usage will come with time. This is the reason I have made this section OPTIONAL.

2.6 – INTERROGATIVE WORDS

It is so important that students learn the question words because if they don't, they will now know what information someone needs or not receive the right information. A good exercise is to have them get with partners and to quiz the words to each other. First one partner says the word in Spanish, and the other must say what it means in English. After a few minutes of this, then have them change to saying the meaning in English, and the partner must say the Spanish word correctly.

2.7 – POSITIVE AND NEGATIVE WORDS

These words are necessary to know, because when a statement is in the negative, you must use the negative word also. It is not like English where double negatives are not allowed. In fact, most languages allow double negatives. Go through all the examples so they can get used to saying the positive vs. the negative structures.

Sing the *coritos* with the students or have them listen to them at home on the web page www.spanishwithamission.com. Also encourage them to do the written work at home.

The Cultural Note highlights Christian artist and pastor Marco Barrientos who has had a long career and blessed many with his music.

LESSON 3

Have students repeat the vocabulary words and with the repetition they will see how the time is said in a basic way.

3.2 – TELLING TIME

Not all the countries say the time exactly the same way when it is past the half hour. Many say, *“Son 10 para las 8:00.”* In other countries you will hear, *“Son las 8:00 menos 10.”*

For a student, to use *“menos”* in place of *“y”* is an easy way to learn how to express time, which is why it is explained this way in the book.

3.3 – QUESTIONS ABOUT TIME

Emphasize to the student that, *“8:00 in the morning.”* Is not *“las 8:00 en la mañana.”* but *“de la mañana.”*

3.4 – DAYS OF THE WEEK

Repetition will help them remember the days of the week. After doing part A, ask them to try to say the days of the week to their partner, once looking and once without looking.

3.5 – MONTHS

Since some of the names of the months are a lot like the names in English, sometimes the student will say the month with bad pronunciation because it is heavily influenced by English. Example: *Agosto*. Make sure the students repeat them enough to not make those mistakes.

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3.6 – HOW TO SAY DATES

Here the student will learn that in saying dates in Spanish, the day always goes first, then the month and last the year. Talk a little about what happens when a Hispanic comes to the States and fills out forms, erroneously writing his birthdate with the day first. It has happened many a time, that the day and the month get switched in their documents because someone read it as the month first and then the day. Tell them always to be sensitive of this as they minister in a place that Hispanics will have to give their information.

3.7 – HOLIDAYS

This is a fun theme to talk about with students. At the end of the chapter are some cultural readings about some Hispanic holidays and how they are celebrated. Hopefully you will have time to talk about it with them at the end of class. If not, ask them to read them at home and you can discuss the subject at the beginning of the next class. Take advantage to ask what are the dates of these holidays so you can have the students practice the way to say dates.

3.8 - SEASONS

Have students repeat the seasons. Ask a few students, *¿Cuándo es tu cumpleaños?* And have the student tell you his/her birthdate. Then ask the class, *¿Es en el invierno o en la primavera?* From this go to the exercises in the book, saying them out loud and giving time to let the students write the answers.

3.9 - WEATHER

Have students repeat each phrase twice. Then ask the model question and have students say the answer to you. Now make more questions like that one and ask them to answer in groups or individually. Make questions like, *¿Qué tiempo hace en enero (or invierno)?* (Hace mucho frío siempre; nunca hace calor) for example.

3.10 – CONTRACTIONS AL AND DEL

Emphasize that these are the ONLY contractions in Spanish. Any other combination will not contract. Of course, English has many contractions, with the apostrophe, but the apostrophe does not exist in Spanish.

3.11 – NUMBERS 10-100

Go through the vocabulary twice and have the students repeat. Point out to them that 500, 700 and 900 are different than the (**quinientos**, **setecientos**, **novecientos**) Have the students pair up and count by 100's up to 1,000. Tell them to say it to themselves until they can say it to their partners without looking. Then have the partners write a number and the other one must say the number in Spanish.

3.12 – DATES WITH YEARS

Remind them the phrase, “la fecha de nacimiento” is the phrase for birthdate. Look up some famous people and have their birthdates to tell the students. For example: La fecha de nacimiento de George Washington es O La fecha de nacimiento de Elvis Presley es

There is a section for listening: follow the directions and say different dates and numbers for them to write. Check their answers to make sure they got them right.

3.13 - ¿CUÁNTO CUESTA?

Here is a section that can help them practice numbers and think of the cost of different things, from a few hundreds up to a house that can cost \$100,000 or \$200,000. Make sure they know how to say “*dólares*” and that they stress the correct syllable. Make sure they understand the difference between saying, “¿Cuánto cuesta una moto?” vs. “¿Cuánto cuesta la moto?”

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HOLIDAYS – If you have time, read and talk about the Hispanic Holidays. You may want to ask them to look up Youtube videos about them. To make a good listening exercise, let them read the description of each holiday while (at the same time) you are telling them in Spanish about the holiday. They will be able to figure out what you are saying because they are getting the cue words in English as they read.

CULTURAL NOTE- I asked a missionary this question about language learning. I hope it gives insight on what can help. Talk a little about this with the students. See if they have any suggestions to add.

Sing the *coritos* with the students or have them listen to them at home on the web page www.spanishwithamission.com. Also encourage them to do the written work at home.

LESSON 4

4.1 – MORE CLASSROOM VOCABULARY

After repeating the vocabulary, start incorporating the words and phrases when you talk to the students. Ask them questions like, “¿Cuál es tu apellido? ¿Cómo se dice Biblia en inglés? Or ¿Cómo se dice student en español? ¿Cómo se escribe tu apellido?”

Encourage them to use the questions and phrases also. Repetition is the key.

4.2 - VERBS

Verbs are the life of a language. It is SO important to learn verbs when learning Spanish. Most students say that the verbs in Spanish are the hardest part about learning the language, but right now in this section, we are not going to ask the students to conjugate them, just to learn them. First have the students repeat them, then ask them to look at the verbs and to make connections in English to help them remember them. Some are very easy to do this with. *Visitar* = visit. *Conversar* = converse. These are cognates. Remind them that about 50% of English words come from Latin or another Latin based language. This means we can find many connections to Spanish words that will help us remember them. As mentioned before, some are cognates, meaning they are almost identical. Others can be connected to a word that is similar, *vivir* = live is like the English words, *vivacious*, *vivid* or *vital*. Other words can be fun to find a connection, like *mirar* = watch or look. Students might mention that it reminds them of the word *mirror*. These connections are important and will help students recall the word when they need it. Eventually with lots of repetition, they might not need this strategy anymore, but in the beginning, it is a very good strategy.

For more practice, have the students in groups of 2 or 3 tell each other what they like or don't like to do. Also, what CAN they do, and what do they WANT to do. These phrases at the bottom of the page are very helpful for conversation. Encourage them to make as many sentences as they can because repetition is what will ingrain it into their memory.

A fun activity to do if you have time is to play charades. A student goes to the front of the class and acts out one of the verbs; the class has to guess what he/she is doing.

4.3 – WHAT DO YOU LIKE? – THE VERB GUSTAR

Follow the directions in the lesson. Remember that GUSTAR really does not mean LIKE but PLEASING TO. They may want to say phrases like “Me gusta.” Tell them that this sentence exists but you are saying I like myself, (literally, “I am pleasing to myself.” The best thing you can tell your students, since this can be a confusing concept, is just to learn and memorize the phrases with GUSTAR, especially “Me gusta...” , “Te gusta” and “Nos gusta.” Drill these so they hear and say them repeatedly. The best part of this is they can express their opinion of what they like or not, which always motivates students.

Note: With “le” and “les”, even if they forget and say, “María gusta cocinar” to a Hispanic, they will be understood. So always remember to tell them that communication can come even if the grammar is not perfect. Don't ever let them be afraid to say something for fear of getting it wrong because

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communication will still happen. To try to say something, even if it is wrong, is better than not to say anything at all and miss the opportunity to make a connection.

4.4 – INDIRECT OBJECT PRONOUNS

The use of the verb GUSTAR requires a lot of repetition to learn, since it is a rather complicated verb compared to how you use LIKE in English.

Indirect object pronouns are used with the verb GUSTAR. What the indirect object pronoun expresses is “to whom” or “for whom” something is done. The reason it is used with the verb GUSTAR is because we are saying that something is “pleasing” TO SOMEONE. So the indirect object pronoun is used and must come before the verb. The object pronouns will always be placed before the verb when the verb is conjugated. “Me gusta.” “Lo veo.” “Nos vamos.” These indirect object pronouns are also used with other verbs that are similar to GUSTAR. Example: Le encanta. Le duele. Le falta...

Also if you say “Ella le dice la verdad.” (She tells him/her/you formal the truth.) This is the reason “le” and “les” usually have to be clarified at the beginning or the end of the sentence. Then if one says, “Ella les dice la verdad a sus hermanas,” we know it is “She tells her sisters the truth.”

Go to 5.8 and 6.6 to read more about object pronouns. There is more information in 7.9 and 9.9 to help understand about object pronouns, so that if the students ask you questions, you will be better prepared to answer.

If someone asks you why you have “para mí” and “para ti” instead of using “yo” and “tú,” tell him/her it will be covered in 4.5.

4.5 – PREPOSITIONS AND PRONOUNS AFTER PREPOSITIONS

Prepositions are one of the hardest things to translate because as you can see in the example, the translations don’t always match. Point this out to the students when you have them repeat the examples. In fact, when you say “on Monday” you don’t even use a preposition in the Spanish translation. (el lunes).

This concept is easy for students to grasp because English also changes some pronouns after prepositions. Ask students to correct the sentence. “This is for I.” Naturally they will correct it to say, “This is for me.” This will make a good introduction to this section. Ask them to correct, “This is for she” or “This is for he.” They will quickly tell you it’s supposed to be, “This is for her/him.” English has this same grammar concept. Many of the pronouns change in English, but in Spanish it is only YO and TÚ that change. Yo changes to *mí*. Explain that it has an accent because it needs to be differentiated from “mi” which is the possessive pronoun as in, “Mi libro.” Ti does not need an accent.

4.6 – PARA VS. POR

This is one of the most confusing items for students of Spanish. There are other rules for these two words, but I just mention the most common uses since I am trying to keep the book simple. These rules will cover 90% of the times *Por* and *Para* are used. If you want more of the other instances these words are used, there are many sites online that go into a deeper explanation. It is always good to check out Spanish learning sites to learn more, and consequently, be able to answer questions when they arise.

After you go over the rules, and filled in the blanks with the students, write these sentences on the board and ask them to tell you the difference. #1. Yo viajo para México. #2. Yo viajo por México.

#1 is “I travel to Mexico.” #2 is “I travel through (throughout) Mexico.”

Other sentences: Ask them to translate, “I work for her.” The students will say different meanings since the meaning is not clear. It can mean: she didn’t show up so I work in her place. Or, She is my boss.

Ask the students to tell you in Spanish how to say each one. Answer: I work in her place- Yo trabajo por ella. She is my boss – Yo trabajo para ella. This way you can check that they understand the concept.

4.7 – VOCABULARY OF COMMON THINGS

I made this list of vocabulary so the student can learn the words for common things that will probably pop up in conversations. If you can have the students repeat these in many sentences, they will learn

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them well. For example, ask them to say what they have or don't have, but then expand on this and ask them to tell their partner what members of their family have. So they can say something like this: Yo no tengo un pájaro, pero mi abuela tiene un pájaro y dos perros porque a ella le gustan los animales. The difference between "mucho/a" and "muchos/as" has to do with nouns that you can count and nouns that you can't. For example, PEACE is a noun that you cannot count and it is singular. So you will say, "Tengo mucha paz". On the other hand, you can count cats. "Tengo muchos gatos." This is the difference of "a lot of" (mucho/a) vs. "many" (muchos/as).

Make sure no one says MUCHO with adjectives. Many times I hear something like this, "Es mucho grande." MUCHO is not to be used with adjectives. If he/she is describing something, they are using an adjective and MUY must be used with it. (Es muy grande.) Look at 4.8.

4.8 – DESCRIPTIVE ADJECTIVES

Here are the adjectives. Remind them that when they want to emphasize a description, MUY (very) is used with adjectives. Give them examples like, "Mi casa es grande, pero la casa blanca es muy grande." In the list of adjectives, I have included "gran" which means "great" when it is placed before the noun. The word "gran" is a derivative of "grande" which changes meaning when it is placed before the noun. This also happens to another adjectives. For example, if "Bueno" is placed before the verb, it will shorten to "buen." Look at these 2 sentences: *Él es un niño bueno. Él es un buen niño.* They both mean *He is a good child*, but it must be shortened when placed before a masculine noun. (In the sentence, *Una buena niña ...* "buena" does not change. Only masculine, BUENO, drops the -o.

4.9 – IDIOMATIC EXPRESSIONS WITH TENER

Emphasize how important these expressions are and that they should repeat them a lot to learn them. You must use TENER to say you are hot because you are literally saying, "I have heat" when you say, "Tengo calor". If students says, "soy calor" it doesn't make sense: they are just saying that they are heat. Idiomatic Expressions are expressions that need to be memorized so they can be easily remembered and used. If you have time, you can have students act out these conditions and have the students guess them. You can also ask the students: "Cuándo tienes sueño?" and they will answer, "en la noche." "Cuándo tienes frío?" – "en el invierno." ...etc...

Coritos: Encourage the students to listen to the songs at the end of this lesson. They can listen to them at www.spanishwithamission.com. With repetition they can learn them.

Lectura: If you have time, do the reading with the students to make sure they are pronouncing the words correctly. You can have each student read a sentence. Then have them read again, aloud, to a partner. Reading comprehension is an important skill. Tell them to always read aloud, even when they are doing their homework.

LESSON 5

5.1 – CLOTHES VOCABULARY

Repeat the vocabulary as always. To help them learn the words better, have them tell a partner what they are wearing. If you have a larger class, it might be fun to do a "fashion show" where a student has to "announce" what the next student is wearing while he/she walks. Then that student will announce what the next student is wearing as he/she walks up. If you repeat the colors before this, they will be able to say the article of clothing with the color. Example: Ella se llama Karina, ella lleva una blusa azul, una falda negra y unos zapatos negros.

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5.2 - COLORS

After you read the colors, you can have them describe what they are wearing again, but with the color. Note: there are different words for some colors, depending on the country. For example, in Argentina they call brown, *marrón*. Though it is not in the book, some countries say “color rosa” for pink.

If you have time, a fun game to play with colors is “I spy.” In Spanish this is called, “Veo, veo.” You start by saying, “*veo, veo, algo* (name the color).” The one who guesses has to then be the one who picks the next color/object .

This is how I play the game:

Me: *Veo, veo*

Students: *¿Qué ves?*

Me: *Algo hermoso y maravilloso.* (you can also say, “una cosa hermosa y maravillosa”)

Students: *¿De qué color?*

Me: (say the color)

Students, then, start to make guesses. They can use the Spanish word if they know it, if not I allow them to use the English word, but I repeat it in Spanish when I tell them if they guessed right or not. When someone guesses correctly, they must be the ones to say “*veo, veo*” and start the next round of guesses. Be sure you write the phrases on the board so he/she can read what they have to say.

My students really enjoy this game. If you are teaching children, this game will be really fun for them! (You may know a song for children called *Veo, veo* which is a song that asks to say what starts with different letters. You can find the song on Youtube.)

5.3 – CONJUGATION OF LLEVAR

To conjugate, it is important that every student understand completely what is the “*stem*” or “*root*” of the verb and which is the “*ending*.” Remind them that it is important to learn these endings well, so they can conjugate all the regular verbs. There is a long list of “regular” verbs on page 96. Once they know the endings, they will be able to conjugate any of these. Remind them that verbs are the life of a language and it is important to conjugate verbs correctly in Spanish. Sometimes the pronoun is not even needed. In the sentence, YO HABLO. “*yo*” is not even needed if you conjugate correctly. “*Hablo*” is understood because of the ending, to mean “I speak”.

5.4 – REGULAR –AR VERBS

I know there are a lot of verbs here, but some of them are repeats. Don’t let the students feel overwhelmed, tell them there are many because it is better to have a longer list than a short one. Tell them to learn as many as they can, because the more verbs they learn, the better they will be able to communicate. If the list is too long for some of the students, tell them to learn the ones they feel are more important to know. Later they can go back and learn more if they wish. If the students are young, they will be able to learn them all because language is easier to learn the younger the student is.

5.5 – COMMON PHRASES FOLLOWED BY INFINITIVES

These phrases are great to know for a more fluid conversation. They are great because you can use them with any verb in the infinitive. Have the students practice, memorize, and use them often.

5.6 – CONJUGATION OF REGULAR –AR VERBS

Here is the section where the students can practice conjugating different verbs. First they practice writing them; then they make their own sentence with the pictures. If you want to continue the practice, you can prepare some sentences in English and ask them to translate. For example: Mary arrives at 7:00 p.m. – They must answer, “*María llega a las 7:00 de la noche.*” Always give encouragement for their hard work. Correct them with love.

Note: sometimes students will complain and say it is so hard to learn the different inflection of the verbs. Remind them that this is the hardest part of the language. Spanish is actually much easier to learn than English. They need to thank God that they learned English as their first language because even though

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the verbs are easy in English, everything else is much more complicated. One example is the spelling and pronunciation in English which can be very complicated. Think of “-ough” and how many different sounds that can have. Take for instance the words, “through,” “cough,” “enough,” and “bough!” There are many examples of how crazy English can be if you search it on the internet. I once read a paper describing how many different ways the word “up” is used in English! Then there are the words that are written exactly alike but are pronounced differently according to context. Example: “I will polish the Polish furniture.” If you read some of these examples to your students, it will help them be grateful for the “easier” components of the Spanish language.

5.7 – PERSONAL “A”

Sometimes this is hard to understand simply because it does not exist in English. The personal “a” is important so the subject does not get confused with the object of the sentence (when it is a person). Remember in English the object will always follow the verb, but not so in Spanish. The object can pretty much be anywhere in the sentence, so the personal “a” must be before the object to be understood well and know that it is not the subject of the sentence. Of course, the subject of the sentence will never have a personal “a” before it.

5.8 – ME, TE, NOS; DIRECT AND INDIRECT OBJECTS

These are not hard to learn, but it is difficult for students to place them before the conjugated verb. Remember that English is very structured, and they have been putting the object pronouns AFTER the verb all their lives in speaking English. Their brain is structured to always say it in this order. They must “re-structure” this now as they learn Spanish. Repetition is what will help. If you can think of more sentences for them to translate to Spanish, this will help them practice. –AR verbs that are good to use are: *hablar, preguntar, mirar, escuchar, llamar, amar, esperar & buscar*.

Note: If there is a sentence in Spanish where the verb is NOT conjugated, meaning it is in the infinitive or a present participle, the object pronoun(s) will be tagged on. Look at 7.9. Pronouns can also be tagged on to commands. Example: *Siéntate, Mírame*. Look at 9.9 and 9.10. Looking ahead to these sections will help you answer questions that may arise.

5.9 – IRREGULAR VERBS

No language is void of irregular verbs. As language is spoken, it changes. People make it change, for whatever internal or external reasons, language will change and give rise to irregular verbs and other grammatical items. The only way to learn irregular verbs is to memorize and repeat. The good news is that most irregular verbs are common verbs and can be practiced a lot.

5.10 – IR AND DAR

These are two common irregular verbs that are similarly conjugated so it is convenient to learn them together. These verbs will be easy to use repetitiously because they are so often used in everyday conversation.

5.11 – DEMONSTRATIVE ADJECTIVES AND PRONOUNS: ESTE, ESE, AQUEL

Where are we in reference to the things we talk about? The demonstrative adjectives are what will allow us to express where these things are when we talk about them. If the things they are speaking about are close to the speaker, he/she will say “this”. If they are farther away, or close to the person they are speaking to, they will say “that”. If they are farther away from both the speaker and the listener, they will refer to those things “over there”. The ones that students get confused the most are “este” and “ese.” Only one letter is different. I have found that students always get these switched. You can help them remember with this: tell them that the “T” is like a cross, and you want to keep the “cross” or “Jesus” close to you. Then they will remember that “este” is close to them (this) and “ese” is farther away (that).

5.12 – REVIEW OF NUMBERS

This activity is for a quick review of numbers. Also, the student will learn how to talk about “cost” and how to ask, “How much does it cost?” Tell them to ask their partner how much a clothing item costs (más o menos) Example: “¿Cuánto cuesta una corbata?” “Más o menos veinte dólares”

READING: If you have time, have the students read this in class. This will help their pronunciation.

CULTURAL NOTE: Ask students to look up the song by Jesús Adrián Romero on Youtube. It is a beautiful song and easy to follow along. The complete song is in the back, #12 under praise and worship songs. On YouTube, Jesús Adrián Romero sings the song with Marcela Gándara. She has a beautiful voice and the song is wonderful worship song.

The *coritos* are on the website, www.spanishwithamission.com.

LESSON 6

6.1 – FOOD VOCABULARY

This is an enjoyable chapter. Everyone loves to talk about food! This is a great time to use “*gustar*” and to talk about the food they like and don’t like. Have them repeat and talk about what is a good breakfast, lunch or dinner. If you have pictures, you can show and ask them to name the food; this will help with the repetition and the learning. If you have time, going to an authentic Hispanic restaurant and ordering in Spanish will be fun!

There will always be students who want to know how to say something that is not on the list. Feel free to add more, especially if the students ask you. Know that different countries may use different words, and if you are from a country that uses a different word than what is in the list, go ahead and tell the students, so they can see how the words will differ from country to country. If your time is limited, try not to spend too much time on this section because it can eat away your time. You can always tell the students that if there are many more words they want to know, they can look them up online later.

www.spanishdict.com is a good online dictionary that gives the main word with the variation of other countries. It will also conjugate verbs for the student as well as give the meaning(s).

6.2 – AGRICULTURE VOCABULARY

Though this is optional, the animal vocabulary is always good to know so you could cover these even if your group is not needing agricultural words.

6.3 – REGULAR –ER AND –IR VERBS

By far, the majority of the verbs in Spanish are –*ar* verbs. You will see that the list of –*er* and –*ir* verbs are shorter. The good news is that they have the same conjugations (except for the slight difference in the *nosotros* form.)

Again, remind them to learn the endings well so they can conjugate all the regular –*er* and –*ir* verbs on the list.

6.4 – OVERVIEW OF –AR, –ER AND –IR VERBS

Here the students can see the conjugation for all three and compare.

6.5 - QUERER

QUERER is what is called a stem-changing verb. This means that even though the endings are usually regular, there is a change that occurs in the stem of the verb. In this case, the –*e* will change to –*ie* in all

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except the *nosotros* form. This is because that –e does not carry the stress in the *nosotros* conjugation, so it goes back to just –e. But all the other conjugations have –ie.

This is an important verb, so have them repeat and learn it. There will be more stem-changing verbs in Lesson 7.5.

Remind them that the verb that follows QUERER will not be conjugated. In English we do not say, “I want I go.” We say, “I want to go.” Just like in Spanish, the first verb is conjugated but the one that follows is not, it remains in the infinitive form.

6.6 – DIRECT OBJECT PRONOUNS “LO, LA, LOS, LAS”

Here we take the Direct Object Pronouns a step further from 5.8. We concentrate on the 3rd person direct object pronouns. They are necessary in conversation so you don’t have to repeat the same words. In English we use “it” for singular and “them” for plural. But, the big difference is that these can also refer to PEOPLE! Hopefully, the exercises in this section will give them enough practice to understand how to use them. In English we don’t have to worry about “gender,” but you must in Spanish.

6.7 – VERBS IRREGULAR IN THE YO FORM

There are a great number of verbs, common verbs, that went through a change in the “yo” form. The other conjugations are usually regular, but the first person (more commonly used) changed because of some linguistic reason. These need to be repeated and memorized. Most of them follow the pattern of the –go in the “yo” form. If they repeat them enough, they will learn them well.

6.8 – SABER VS. CONOCER

Remind them that if they “know” a person, it will always be CONOCER. What they know as a fact will be SABER. Interestingly, to know how to do something also uses SABER.

CULTURAL NOTE: Talk about the different Hispanic foods that the students may know about. Most are familiar with Mexican food, but few will know the other dishes so it will make an interesting conversation. If you know or have tasted these, tell them about it. If you have time, you could have a party in which people have to bring Hispanic dishes. If you are teaching a group that is going to a certain country, talk about the traditional dishes of that country and maybe someone can make one of the dishes for the class. The internet has so many recipes, you can even find cooking instructions on Youtube that will show you step-by-step how to make it. If someone wants to write a recipe, they can do so on the next page.

Sing the *coritos* with the students or have them listen to them at home on the web page www.spanishwithamission.com. Also encourage them to do the written work at home.

LESSON 7

7.1 – HOME VOCABULARY

In this list, I have included the ones I feel are more relevant for each room. Feel free to add more, especially if the students ask you. But beware that different countries may have different words for these things. If you are from a country that uses a different word than what is in the list, go ahead and tell the students, so they can see how the words will differ from country to country.

7.2 – HOME ACTIVITIES

You can give the phrase for home chores: LOS QUEHACERES DOMÉSTICOS

These are common activities that are good to know. You can take advantage of this time to talk about the male/female roles in Latin America. Most women still stay at home and take care of the children and all household chores. But the “macho” Latin man is changing and men are accepting more and more the

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role of helping with the children and the home, especially if the wife works also. Many times a family member will help with the children if this is the case.

7.3 – CONSTRUCTION VOCABULARY

This section is optional, and will be relevant for students who go on construction mission trips.

7.4 – PRESENT PROGRESSIVE

The present progressive is used a lot in English, but not so much in Spanish. Why? Because you can use the present tense in Spanish to express the same idea. “Voy” can mean “I go” but it can also mean, “I’m going.” So if the present is expressing the same thing as the present progressive, the present will be used more because it is shorter. (Voy vs. *Estoy yendo*.) This is why, “I’m going to study.” Is translated to “Voy a estudiar” NOT “*Estoy yendo a estudiar*.” So when does Spanish use the Present Progressive? It is used if you want to emphasize that you are at that moment doing the action. So, if a person is asked, “¿Qué *estás haciendo*?” (What are you doing?), the answer will be also with the same present progressive. Example: “*Estoy estudiando*.”

Note: A common mistake is to use the present participle in place of the infinitive in Spanish, when the student is translating a sentence where the gerund is being used as a noun in English. Example: In the sentence, “I am swimming.” The word “swimming” is being used as part of the verb. But in the sentence, “Swimming is my favorite activity.” The word “swimming” is being used as a noun. In Spanish, when the word ending with –ing (present participle) functions as a noun is translated to Spanish, you must use the infinitive.

Example: I am swimming – *Estoy nadando*.

I love swimming. – *Me encanta nadar*. NOT –*Me encanta nadando*.

So, if you say “I love swimming.” The word “swimming” is a noun. This in Spanish must be translated with the infinitive form. The infinitive forms can also be used as nouns.

7.5 – STEM-CHANGING VERBS

Just like the verb QUERER from lesson 6.5, these verbs follow a pattern called stem-changing. There are 3 kinds of changes. *e>ie* ; *o>ue* ; *e>i* . There are no other stem changes other than *jugar* which has the *u>ue*. Keep reminding them that the *nosotros* form does not have the stem change because that same vowel no longer takes the stress, so it does not change.

7.6 – PREGUNTAR VS. PEDIR

This is an easy concept, especially since they know the word for “question” is “pregunta”. The most common mistake is to forget that PEDIR means to ASK FOR. Many times I’ve heard students say, “Pido por agua.” They think that they have to use FOR after the verb PEDIR. But there is no need for that, you just say, “Pido agua.”

7.7 – SPORTS AND ACTIVITIES

It is always fun to talk about different activities and sports. If the group is doing a sport ministry, this list will come in handy. If you are able to get any action or sports pictures, they can be used to practice vocabulary.

7.8 – INFORMAL FUTURE IR + A + INFINITIVE

This is a very easy way to express the future. There is a FUTURE verb tense which is this conjugation> yo hablaré, tú hablarás, él hablará, nosotros hablaremos, ellos hablarán. But in trying to keep the book simple, I teach the informal future equivalent to English, “going to ...”. In reality, during conversation, the informal future is used more than the true future tense. (Just like English, it is more common to say “I’m going to study” than “I will study” in normal conversation.) Since we want the students to learn the

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basics for communication, it makes sense to teach the informal future structure of IR + A + INFINITIVE. It is easy to understand and use, especially since it is used the same way in English.

7.9 – PRONOUN PLACEMENT FOR INFINITIVES AND GERUNDS

I almost left this section out of the book because it may be difficult for beginners to understand, and if the student doesn't understand, communication will still happen. So ask the students to try to comprehend and do the sentences at the bottom. You may be surprised that many will grasp it, but if there are one or more who are really perplexed by it, just tell them not to worry. It is not crucial for communication. Tell them they can look over it later, and if they still don't get it, it will be o.k. In other words, don't spend a lot of time on this page trying to make everyone understand. You will lose precious time for covering something else.

7.10 – NATURE VOCABULARY

This is great vocabulary to know and the reading will help them repeat and comprehend. If you have time, ask the students to read aloud. If not, ask them to read it at home aloud to themselves several times until they understand it better, without having to translate every word to English. This is sometimes a bad habit they need to break. If students are always translating every word, they will miss the comprehension of ideas that they will experience when they communicate with Hispanics. They will not have the time to translate every word, but have to increase their skill of capturing the ideas and words as they are being said. The questions at the bottom of the page are to be answered in a full sentence so they can practice conjugating verbs as they answer. You can ask them to add one more creative sentence at the bottom and try to use several vocabulary words.

There are some great songs at the end of this lesson. Sing the *coritos* with the students or have them listen to them at home on the web page www.spanishwithamission.com. Also encourage them to do the written work at home. If you can, quickly go over their homework answers at the beginning of next class. You will need to check their creative sentences because this is the work that does not have the answers in the back of the book since it is a section on creative writing.

LESSON 8

8.1 – BODY VOCABULARY

This lesson focuses on Medical Missions since they are common Mission trips. The first vocabulary list contain basic words, the next page is optional because they contain more specific words and phrases which will be beneficial for anyone working in a medical ministry or mission trip. Check with the group as to how many of these words/phrases they want to go over. I recommend learning all these basic ones in section 8.1 and possibly skipping the 8.3 vocabulary if there is no medical mission planned.

8.2 – IT HURTS

Remind everyone that this is the same structure as with the verb GUSTAR. It uses the Indirect Object Pronouns because it is saying that something is painful TO someone. Remember that the indirect objects answer the questions, "To whom/for whom?" the verb is directed.

8.3 – EXTENDED MEDICAL MISSIONS VOCABULARY (OPTIONAL)

If the students are not doing any medical mission work, this section is optional and they can look at it on their own to get words they may want to know for the future. For example, it may be relevant to someone to know the phrase, "I feel bad." Or "I am sick." But more than likely, they do not need to know all the words of this list, and you don't want to spend a lot of time on it when there is more to cover in the lesson.

8.4 – REFLEXIVE VERBS AND DAILY ROUTINES

Reflexive verbs are usually not too hard to comprehend. The students must learn the reflexive pronouns in order to conjugate reflexive verbs. You know it is a reflexive verb because the infinitive has the pronoun “se” tagged on to the end. When it is conjugated, the reflexive pronoun will match with the conjugation in person. ME will match with the YO conjugation because the same person doing the action is also receiving the action. There are some exceptions like, ENFERMARSE which means to GET SICK. No one is doing the action to themselves, but the verb is being internalized, as opposed to making someone else sick. Tell them there are always exceptions, but this will help them conjugate and understand the common reflexive verbs. You may recognize this exception: “*me comí todo.*” Obviously this does not mean that they ate themselves, but the reflexive pronoun adds the meaning of something similar to saying, “I ate it all up,” as opposed to “*Comí todo*” which would simply mean, “I ate it all.”

8.5 – PAST PARTICIPLES

Past Participles are a very important component of the language. The past participles in Spanish are used in the same way that they are used in English. They can be used as adjectives. In English; there are MANY irregulars. However, in Spanish there are not that many irregulars, and they can be memorized (I only put 9 irregulars in the book). If they repeat the irregular ones enough, they will remember them. Some are so common, like: *HECHO EN MÉXICO*; *ESTÁ MUERTO*; *EL BANCO ESTÁ ABIERTO*. Even the word *VISTO* will remind them of *VISTA* as in, “*Hasta la vista, baby.*”

8.6 – READING OF MANAGUA EARTHQUAKE

I still visit Nicaragua, which is where my mother was from. This country suffered so much: first with the earthquake, later, with the civil war. Guatemala also went through the same. El Salvador had its share of war woes. These countries in Central America are resilient and the people are strong. They have many problems, but overall the people are very loving and thankful to have so many Mission Groups work in their countries. The need is great in Central America and it is probably the place most North Americans go for Mission Trips.

8.7 – PRESENT PERFECT

The past participles are used to construct the compound tense (2 verbs) of the Present Perfect. We also have the present perfect in English and it is constructed the same way. In English the auxiliary verb that is used is HAVE. As you can see, it looks a lot like HABER. They both come from Latin.

Go over the present conjugation of HABER so they can learn it well. Then, they just need to add the past participle to it to form the Present perfect. It is used to express something that **has happened** in the past, but you are referring to it somehow by consequences in the present. For example. If you see a person sitting at the table, with a plate that only has crumbs. You can deduct by seeing the plate NOW, that the person HAS EATEN. The past action is related to a present circumstance.

Interestingly, Spain uses this verb tense almost as much or more than the simple past tense. It is common to hear, “*Yo he ido a la iglesia.*” instead of “*Yo fui a la iglesia.*” So encourage the students to learn this verb tense well because if they are in a bind and don’t know how to say something in the past tense, the present perfect will help them be understood. It can be used to express almost the same idea.

Cultural note on Danilo Montero. He took over as pastor of Lakewood Church in Houston when Marcos Witt left in 2012. The song in the book is a beautiful upbeat worship song he wrote that can be found on Youtube. Our church in Argentina, as well as in Nicaragua sang this song often. Ask your students to listen and sing with it.

The *corito* here is a very delightful one to sing. Listen to it on the website and try to have time to sing it with the students. When the song says “*Yo te alabo con las manos*” you will clap with the music. Then

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when the song says, “*Yo te alabo con los pies*” you stomp your feet to the music. When it says, “*es que ya me fui con Él*”, you point to heaven. It is a great song to learn and sing with children. So, sing the *corito* with the students or have them listen again at home on the web page www.spanishwithamission.com. Also encourage them to do the written work at home.

LESSON 9

9.1 – CITY VOCABULARY

This vocabulary will give its greatest benefit if you travel and need to navigate around the city. You can talk about the small neighborhood stores that are in Latin America. These have different names in different countries, I put “*pulpería*” and “*kiosko*” on the list but there are other names. In most of Latin America there is no law against putting a little store in the garage or front part of a house. Usually people like going to these instead of having to travel farther to a bigger store, especially if they don’t have to buy very much.

9.2 – TRANSPORTATION VOCABULARY

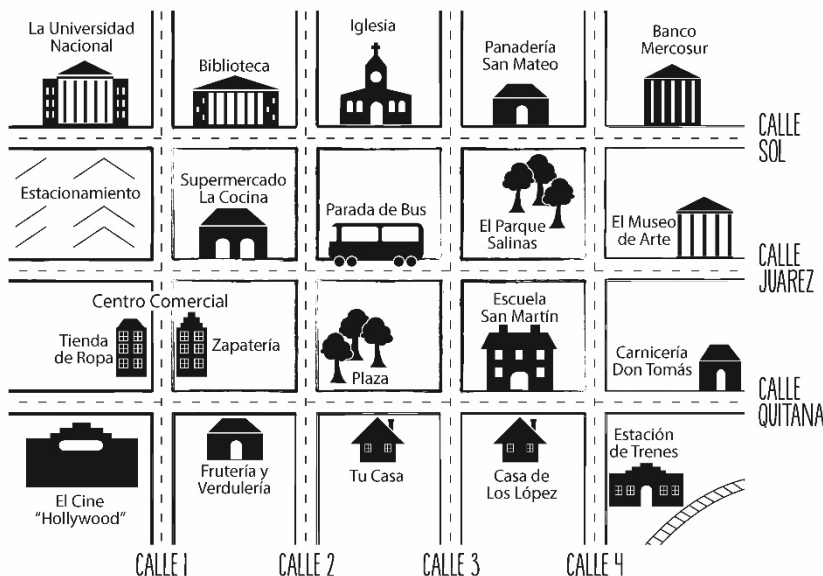
A lot of these words are cognates and will be easy to remember. You can talk about what transportation to take from where you live to another place. The students can answer, according to how far it is, as to what transportation would be best. You can say, “¿Cómo podemos viajar a.....*España*?”

9.3 – HOTEL VOCABULARY, 9.4 - AIRPORT VOCABULARY and 9.5 – BANK VOCABULARY.

This is a good list to have if traveling. Ask the students to try to make one or two sentences for each vocabulary section for practice with the vocabulary. Obviously, if the students are not going to travel, these lists will not be as important to learn. Encourage everyone in your group to have a passport; if they do not, they cannot say, “Wherever He leads, I’ll go.”

9.6 – PREPOSITIONS OF LOCATION

These prepositions are needed to express where something is in relation to you or something else. Try to practice them a lot, especially the more common ones. The street drawing should help them use the prepositions while the students look at the street map and express the location of different places.



9.7 – COMMANDS AND DIRECTIONS

This list of commands are in the *Ud.* form. Tell the students that if they want to give the command to a group, just add –n to the end. So to one person you would say, “*Vaya a la iglesia*” but to a group you would say, “*Vayan a la iglesia.*” This is an introduction to the section of COMMANDS which follows.

NOTE: The map that is in this section, accidentally got moved up and the top part of it is not showing in some printed books. This caused the names to get cut off. Here is the complete

map for you to see. You can have the students write in what the top row of buildings are. For example,

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the middle one is a church but the cross cannot be seen since it got cut out in the printing. If your book does not have this problem...great!

PHRASES: How to invite someone to an event can be written on invitations ahead of time in case they can't remember how to say it.

9.8 – UD. AND UDS. COMMANDS

Commands can be very complicated in Spanish. The Ud. and Uds. forms are the less difficult because they have the same forms, just place the –n to make it plural. Though you probably know that the most common commands are in the TÚ form, these are harder to teach because the negative form is so different than the affirmative form. For example: affirmative is: HÁBLAME. Negative is: NO ME HABLES. You can see that the form changes in many ways. So for time's sake, the Ud. and Uds. commands are what I include because not only are they the same (just add –n for plural) but in the negative, the form stays the same, you just add NO before it. The one thing the students must remember, though, is that if there is a pronoun at the end of the affirmative command, the negative command will require the pronoun to be separated and placed before the command. Example: *HÁBLEME. NO ME HABLE. - DÍGAME. NO ME DIGA.* So even though it is a bit complicated to go through the instructions of how to form the commands, it is an important form to know, because this is the same form that is used for the Present Subjunctive form. I don't cover the subjunctive in this book, but they will probably hear it in conversation and may be able to recognize it. For example: *Yo quiero que venga a la iglesia.* "VENGA" in this example is not a command, but is the Present Subjunctive. This form expresses what MAY happen or what one wishes would happen. You will recognize this form in the phrase, "*Que Dios te bendiga.*" For now, the students can learn this form as commands, and if they continue with their study of Spanish, this will help them learn the subjunctive conjugation at a later date.

9.9 – PRONOUNS TAGGED ON TO AFFIRMATIVE COMMANDS

There are only 3 times that a pronoun can be tagged on to a verb: 1) the infinitive, 2) the gerund, 3) affirmative commands. All three of these have been covered in the book. 7.9 and 9.9. Again, encourage the students to understand, but some may have trouble with this section. Don't let it take too much of your time, they can still communicate if they don't use the pronouns tagged on. In other words, they can just say, "Diga a Jesús" instead of "dígame." It will be fine....and they won't get frustrated. The younger students will not have such a hard time with Spanish as the older ones.

9.10– NEGATIVE COMMANDS

This is pretty straight forward.

Cultural note: Marcel Gándara's song is beautiful. The commands in the song are of the *tú* form, but are not hard to figure out. She has a very sweet voice. You can find her all over Youtube. This was the song that made her so well known. Just about every Hispanic Christian knows this song.

LESSON 10

10.1 – RELIGIOUS WORDS AND TERMS

Here we are at the last lesson. This lesson still has grammar instruction, but its focus is religious vocabulary and leading someone to Christ in Spanish.

The questions following the vocabulary list are questions they can learn to use when ministering. I recommend that they translate the question to make sure they understand them well, then if you have time, they can interview each other and answer them with a partner.

10.2 –BOOKS OF THE BIBLE

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It is always good to know how to say the books of the Bible in Spanish. Note that when you get to a First or Second of a book, the way to say it is, “*Primero de , Segundo de... , Tercero de...*” Example: *Primero de Samuel. Segundo de Corintios. Primero de San Juan. Or Primero de Juan.* Many times the “San” will be left off. If you have been saying the Bible verses with your students, they have already been exposed to hearing some names of the books in Spanish. The difficult ones in the New Testament that don’t sound like the English equivalent are good to point out. Like: *Hechos, Gálatas, Efesios, Santiago* (never *Jaime*), and *Apocalipsis* (never *Revelación*).

10.3 – BIBLE STORIES VOCABULARY

I made this list of vocabulary so the students can become familiar with the key words of well-known Bible stories. These stories can be found on the website and can be downloaded for practice or to use in ministry. If you have time, ask the students to download or bring them to class for reading practice. Even though the words look jumbled up on the screen, if you download it first and then print it, all should look good.

10.4 – REGULAR VERBS IN THE PRETERITE (SIMPLE PAST) TENSE

The past tense has many irregular forms. What I decided to do is to introduce the regular endings for the regular verbs. Have the students practice sufficiently. The YO, TÚ and ÉL/ELLA are the ones most used, so focus on those. This is an exercise I do to help with that.

Ask student #1 to use a verb and say something she did yesterday. If you want, you can introduce FUI as an irregular and common verb which I’m sure someone will ask how to say. Then go to student #2 and ask what he/she did, but no one can repeat any of the verbs. When #2 says what he/she did, then he/she also have to say what #1 did. You, of course, will repeat what they say in the TÚ form.

Example:

Teacher: *Hola Roberto, ¿Qué hiciste tú ayer?*

Roberto: *Yo comí pollo.*

Teacher: *¿Tú comiste pollo? ¡Qué rico! Me gusta el pollo. ¿Te gusta mucho el pollo?*

Roberto: *Sí, me gusta mucho.*

Teacher: *Y, Cristina, ¿Tú qué hiciste ayer?*

Cristina: *Yo corrí.*

Teacher: *¡Wow! ¿Tú corriste? ¿Cuándo? ¿En la mañana o en la tarde?*

Cristina: *En la mañana.*

Teacher: *¡Qué bueno!, Y, Cristina, ¿Qué hizo Roberto ayer?*

Cristina: *Roberto comió pollo.*

As you go through the class, each person has more people and verbs to remember.

As you can see, the YO form, the TÚ form and the ÉL/ELLA form are all being used in this exercise.

10.5 – IRREGULAR VERBS OF THE PRETERITE

There are many irregular verbs in the Preterite (past). Just like in English, the verb GO in the past is WENT, which is a word so different from the infinitive; Spanish has irregular verbs that change a lot in the past because this is the verb form next to present that is used the most. As Christians, if we are going to talk about the Bible and our testimonies, we have to use the past tense. Since this is a first level book, I only give an introduction to the Preterite irregulars and try to mention only the most common ones. This is because there is a longer list of irregular verbs, but I don’t think this is the time to cover all of them. I would take more time of studying to master them.

10.6 – DIRECT AND INDIRECT OBJECT PRONOUNS USED TOGETHER (The new submission of the book has the Direct and Indirect Object Pronouns used together in the back as an added Appendix. Then it replaced 10.6 with a phrase of HACE + TIME to express a duration of time.)

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Double object pronouns used together can be difficult to understand and sometimes difficult to teach. If they had trouble with any of the direct object pronouns or the indirect object pronouns, they may find this section difficult as well. But I think it is important to at least look at this section so the student can know how the pronouns can be used together, even if it is only to recognize them.

The part that is difficult is that the indirect object pronoun goes first, followed by the direct object pronoun. Note that the indirect object pronoun will usually be a person because it answers the question, “To whom?” or “For whom?” In other words, the **person** is what is important and goes first, this is the one that is receiving the action indirectly. For example, To WHOM the present is being given or for WHOM the pants are being bought.

Le doy el regalo a mi mamá. – Se lo doy.

Te compro los pantalones a ti. – Te los compro.

There may be many questions brought up by the students, and they may be hard to answer. If it is too confusing, just tell the students to try to learn the rule, and if they don’t use two pronouns together, they can still be understood. They can just use one pronoun and then say what the other object is. For example: Instead of saying, “*Yo se lo doy a mi mamá.*” They can say, “*Yo le doy el regalo a mi mamá.*” Or “*Yo lo doy a mi mamá.*” Or even, “*Yo doy el regalo a mi mamá.*” Each sentence is a little simpler, but can be understood if that is the best way the student can express it. The Double Object Pronouns usually take more time to acquire and use, so tell the students that if they keep on studying, they will eventually be able to use them with ease as they express themselves.

10.7 – YOUR TESTIMONY

You or another Spanish speaker can help students write their testimony. I can’t say enough about keeping it SIMPLE. Remember the tenses in the book and try to limit it just to using the present, simple past and easy future. Sometimes more complicated language will be needed, but they can just carry a copy with them and read it. Ask the Lord to help you keep it simple for them so they can read it or learn it easily, and therefore, it can be shared a lot during their outreach or trip.

10.8 – PHRASES FOR MINISTRY AND WITNESSING

Here the student has many phrases they can use. If they can memorize the ones they might use most, that would be best. Otherwise, they can make a card with the ones they will be using and read them.

10.9 – KEY BIBLE VERSES

Here are some key Bible verses with the translation. Students should read them out loud to become familiar with them. And if they can read them in your presence, you can correct their pronunciation to help them say the words correctly. The translation of the verses comes from the NIV in Spanish. Many Hispanics are not in agreement that there should be so many different versions of the Bible. So be aware if they mention that. One thing you can do is ask them to bring their Bible, and read the verse from their version. If you have time you can show them that the NIV version is not all that different, it just uses a simpler language making it easier to understand.

10.10 – LEADING SOMEONE TO CHRIST

I pray that everyone will use the opportunity given to them to witness and lead someone to Christ. The Bible verses here are the ROMAN ROAD verses, which point out that we are all sinners and have been separated from God and face death. (But if we confess our sins, repent and believe that Jesus died for us and was raised from the dead to defeat death and give us eternal life, then all that believe in Him and call him LORD and SAVIOR shall be saved.)

Afterward there is a prayer the student can use to pray with the new believer so he/she can accept Christ into his/her heart. Following that is a BLESSING that the student can read to bless the new believer or anyone else as he/she bids them farewell.

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What a wonderful purpose will be fulfilled if someone who didn't know Spanish before can now lead someone to Christ in Spanish!

The Cultural section has the song from Daniel Calvetti which is a beautiful song expressing how precious we are to our Heavenly Father.

Encourage the students to do the written work.

The end of this chapter is the end of the Lessons!

What follows is a list of vocabulary to use with children. Additionally there are Children's songs or *Coritos* that can be sung on a mission trip or outreach where the student will interact with children. After the children's songs is a list of adult Praise and Worship songs. These cannot be played on the Spanish with a Mission website because of Copyright laws, but you can find them on Youtube.

In the back of the book are "Quick lists" of the thematic vocabulary from English to Spanish. Following this is a glossary (dictionary) of the words in the book, from Spanish to English.

I hope and pray the time you have invested in the lives of others will be a jewel in your crown as a child of the King. Thank you for working hard to expand His kingdom.

May God keep you and bless you,

Mirna Deborah Balyeat

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These tests can be used to assess understanding of the content in the textbook Spanish With a Mission.

The complete test can be used, or a part of the test may be given as deemed by the instructor. Changes may also be made according to the age of the students. For example: In the first test, the student can be asked to write out the number as a word, instead of writing the number.

Easier test question:

Write the number you hear –

(teacher says “cincuenta y seis”) 1. _____56_____

Harder test question:

Write out the number you see. -

1. 56 _____cincuenta y seis_____

The Bible verse and Coritos are optional for your test. I like to include them, but you may choose to make them optional or even as bonus points.

As a teacher, feel free to change the test to best challenge your students, yet not too hard--- so they can feel successful with Spanish. You know your students better than anyone so find the best balance!

Please, also, do not share this testing program with anyone else that is not using *Spanish with a Mission*.

Thank you, Dr. Deborah Balyeat

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Nombre: _____

Fecha: _____

Test - Lección A

A. Bible Verse

Write the missing words from the Bible verse. (3 pts. each)



Yo _____ el camino, la verdad y la _____. Juan 14:6

B. Listening – Basic Greetings

Your instructor will dictate some questions or phrases from the section of “Basic Greetings”. Listen carefully, then write the phrase or question, including all punctuation and correct spelling. (4 pts. each)

1. _____

2. _____

3. _____

4. _____

C. Listening – El alfabeto

Listen to your instructor spell three common Hispanic names. You will hear each name spelled twice. As you listen, write the name spelled. (2 pts. each)

1. _____

2. _____

3. _____

4. _____

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D. Listening – Los Números 0 - 30

Listen to your instructor say the following numbers. You will hear each number twice. Write the numerical number as you hear it. (2 pts. each)

- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | |

E. Hispanic Culture – Last Names

María Luisa was born in Guatemala. The full names of her mother and father are given here. With the information given to you, write María Luisa's two last names in the order that they would officially be given to her in her country. (5 pts.)

Mother: Ana Catalina Díaz Hernández

Father: Fernando José Romero Silva

Daughter: María Luisa _____

F. Hispanic Countries - ¿Dónde está?

Where is the country located? Circle the geographic location of the following countries.

CA= Central America CI = Carabean Island

SA = South America EU = Europe

(2 pt. each)

- | | | | | |
|---------------------------|----|----|----|----|
| 1. Honduras - | CA | SA | CI | EU |
| 2. Argentina - | CA | SA | CI | EU |
| 3. Colombia - | CA | SA | CI | EU |
| 4. El Salvador - | CA | SA | CI | EU |
| 5. España - | CA | SA | CI | EU |
| 6. República Dominicana - | CA | SA | CI | EU |
| 7. Chile – | CA | SA | CI | EU |
| 8. Puerto Rico - | CA | SA | CI | EU |



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G. Capital Cities

Write the missing information. If capital city is given, write the country. If the country is given, write its capital city. (2 pts. each)

Capital City	Country
Caracas	
Managua	
	México
	Ecuador

H. Plurals – Make the following words plural, including the article. (2 pts. each)

1. el taco _____
2. la ciudad _____
3. la biblia _____
4. el profesor _____
5. la luz _____

I. Pronouns

Write the Spanish pronoun equivalent. Make sure you spell correctly and include accent marks. (2 pts. each)

1. I = _____
2. you (singular, informal) = _____
3. they (male and female mixed) = _____
4. we = _____
5. he = _____
6. she = _____

J. Coritos

Fill in the blank with the missing word. (1 pt. each)

1. Alelu, alelu, alelu, aleluya. Gloria a _____.

2. Grande es, grande es, El amor de _____ mi _____.

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Test - Lección A – TEST KEY

A. Bible Verse

Write the missing words from the Bible verse. (3 pts. each)



Yo soy el camino, la verdad y la verdad. Juan 14:6

B. Listening – Basic Greetings

Your instructor will dictate some questions or phrases from the section of “Basic Greetings”. Listen carefully, then write the phrase or question, including all punctuation and correct spelling. (4 pts. each)

1. pick 4 greetings or phrases from “basic greetings” vocabulary

2. _____
3. _____
4. _____

C. Listening – El alfabeto

Listen to your instructor spell three common Hispanic names. You will hear each name spelled twice. As you listen, write the name spelled. (2 pts. each)

1. Juan
2. Rodolfo
3. Emilia
4. Cristina

D. Listening – Los Números 0 - 30

Listen to your instructor say the following numbers. You will hear each number twice. Write the numerical number as you hear it. (2 pts. each) **(a change can be to have student write the number)**

- | | | |
|------------------------------------|----------|----------|
| 1. <u>Pick 8 different numbers</u> | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | |

E. Hispanic Culture – Last Names

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Daughter: María Luisa _____ **Romero** _____ **Díaz** _____

F. Hispanic Countries - ¿Dónde está?

Where is the country located? Circle the geographic location of the following countries.

CA= Central America

CI = Carabean Island

SA = South America

EU = Europe

(2 pt. each)

1. Honduras - **CA** SA CI EU
2. Argentina - CA **SA** CI EU
3. Colombia - CA **SA** CI EU
4. El Salvador - **CA** SA CI EU
5. España - CA SA CI **EU**
6. República Dominicana - CA SA **CI** EU
7. Chile – CA **SA** CI EU
8. Puerto Rico - CA SA **CI** EU



G. Capital Cities

Write the missing information. If capital city is given, write the country. If the country is given, write its capital city. (2 pts. each)

Capital City	Country
Caracas	Venezuela
Managua	Nicaragua
La ciudad de México/Mexico City/México D.F.	México
Quito	Ecuador

H. Plurals – Make the following words plural, including the article. (2 pts. each)

1. el taco _____ **Los** _____ **tacos** _____
2. la ciudad _____ **las** _____ **ciudades** _____
3. la biblia _____ **las** _____ **biblias** _____
4. el profesor _____ **los** _____ **profesores** _____
5. la luz _____ **las** _____ **luces** _____

I. Pronouns

Write the Spanish pronoun equivalent. Make sure you spell correctly and include accent marks. (2 pts. each)

1. I = _____ **yo** _____
2. you (singular, informal) = _____ **tú** _____
3. they (male and female mixed) = _____ **ellos** _____
4. we = _____ **nosotros/nosotras** _____
5. he = _____ **él** _____
6. she = _____ **ella** _____

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J. Coritos

Fill in the blank with the missing word. (1 pt. each)

1. Alelu,alelu, alelu, aleluya. Gloria a _____ **Dios** _____.
2. Grande es, grande es, El amor de _____ **Cristo** _____ mi _____ **Señor** _____.

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Nombre: _____

Fecha: _____

Test - Lección B

A. Bible Verse

Write the missing words from the Bible verse. (3 pts. each)



Soy el _____ y la Omega, el principio y el _____. Apocalipsis 22:13

B. Listening – Questions

Your instructor will ask you questions. Listen carefully, then write answer or expression you would say after. Write the answer, not the question. Include all punctuation and correct spelling. (4 pts. each)

1. _____
2. _____
3. _____
4. _____

C. Listening – Numbers 10 – 100

Listen to your instructor say the number. Write the numerical number. (2 pt. each)

1. _____
2. _____
3. _____
4. _____
5. _____

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D. Accents – Listen to your instructor say these words. Underline the vowel with the stress. Remember the rules, decide if the word needs a written accent mark or not. (2 pts. ea.)

1. enchilada 2. amor 3. corazon 4. medico

E. Vocabulario

Label the pictures you see. Make sure you write the article (el/la) with the word. (2 pts. ea.)

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



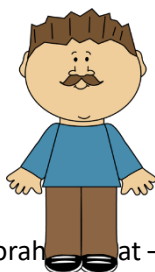
12.



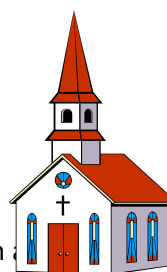
13.



14.



15.



16.



F. The verb SER

Fill in the blank with the correct form of the verb SER. (2 pts. each)

1. ¿Tú _____ de Bolivia o de Perú?
2. Señora Morcillo _____ la profesora de español.
3. David y yo _____ estudiantes.
4. Ustedes _____ niños muy buenos.
5. ¿Gloria y Laura _____ amigas.
6. Yo _____ .

G. Translate to Spanish: (3 pts. ea.)

1. There are twenty students.

2. How many chairs are there?

3. There is a/one cell phone here.

4. There is no teacher in the classroom.

H. Coritos: (1 pt. Each)

Hay vida, hay vida, hay vida en _____.

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Yo voy a morar en la patria _____.

~~~~~

Jehová es mi \_\_\_\_\_. Y \_\_\_\_\_ me faltará.

# ~ SPANISH *with a* MISSION ~

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

## Test - Lección B

### A. Bible Verse

Write the missing words from the Bible verse. (3 pts. each)



Soy el \_\_\_\_ **alfa** \_\_\_\_ y la Omega, el principio y el \_\_\_\_ **fin** \_\_\_\_\_. Apocalipsis 22:13

### B. Listening – Questions

Your instructor will ask you questions. Listen carefully, then write answer or expression you would say after. Write the answer, not the question. Include all punctuation and correct spelling. (4 pts. each)

1. \_\_\_\_ **Ask 2 questions from the greetings section and 2 yes or no questions.** \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### C. Listening – Numbers 10 – 100

Listen to your instructor say the number. Write the numerical number. (2 pt. each)

1. \_\_\_\_ **Chose diff. numbers**

D. Accents – Listen to your instructor say these words. Underline the vowel with the stress. Remember the rule, decide if it needs a written accent mark or not. (2 pts. ea.)

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1. enchilada      2. amor      3. Corazón      4. médico

E. Vocabulario

Label the pictures you see. Make sure you write the article (el/la) with the word. (2 pts. ea.)

1. **la puerta**
2. **el reloj**
3. **la mochila**
4. **la computadora**
5. **el escritorio**
6. **la pluma**
7. **la ventana**
8. **la mesa**
9. **la maestra/la profesora**
10. **el libro**
11. **la luz**
12. **el mapa**
13. **la niña**
14. **el hombre**
15. **la iglesia**
16. **la biblioteca**

F. The verb SER

Fill in the blank with the correct form of the verb SER. (2 pts. each)

1. ¿Tú eres de Bolivia o de Perú?
2. Señora Morcillo es la profesora de español.
3. David y yo somos estudiantes.
4. Ustedes son niños muy buenos.
5. ¿Gloria y Laura son amigas.
6. Yo soy .

G. Translate to Spanish: (3 pts. ea.) (to make easier, write in Spanish and student translates)

1. There are twenty students. Hay veinte estudiantes.
2. How many chairs are there? ¿Cuántas sillas hay?
3. There is a/one cell phone here. Hay un teléfono celular aquí.
4. Where is the professor? ¿Dónde está la profesora?

H. Coritos: (1 pt. Each)

Hay vida, hay vida, hay vida en Jesús.

~ SPANISH *with a* MISSION ~

Yo voy a morar en la patria \_\_\_\_\_ **celestial** \_\_\_\_\_.

~~~~~

Jehová es mi _____ **pastor** _____. Y _____ **nada** _____ me faltará.