



SECONDARY SUBJECT OVERVIEW

Spanish





Vision

To equip students to engage in practical and meaningful Spanish communication with proficiency and cultural awareness.

Goals

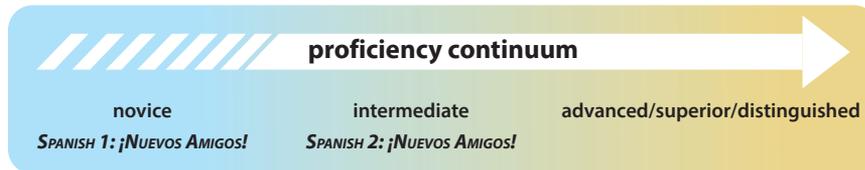
- To develop level-appropriate interpretive, interpersonal, and presentational communication by using language functions within a meaningful context
- To develop vocabulary and linguistic structures needed for language acquisition
- To develop proficiency through exposure, comprehension, and language production
- To expose students to authentic texts in Spanish
- To build awareness and appreciation of Hispanic culture, including music, art, food, clothing, and literature
- To prepare students to apply a biblical worldview in cultural engagement

Contents

Program Approach	3
The Materials	6
The Features	8
Teacher Edition	8
Student Edition	10
Student Activities	12
Teacher Tools Online	14



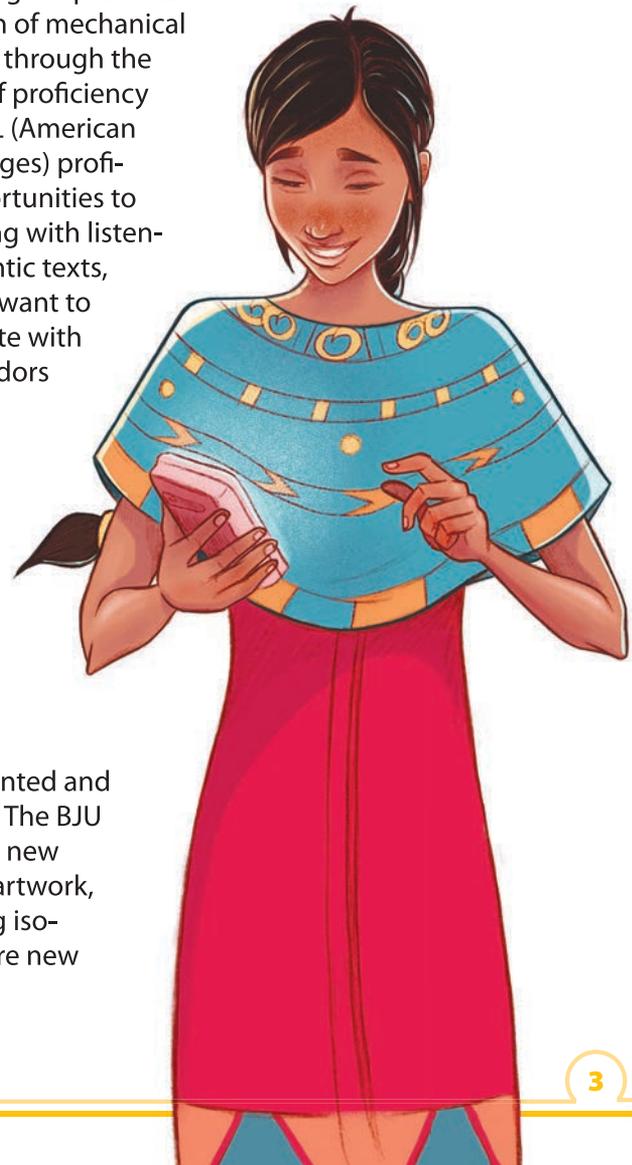
Program Approach



The BJU Press secondary Spanish program introduces students to language acquisition through active cultural contexts. The purpose of language learning is not to fulfill state requirements or pass a test, but to equip students to use a new language in their lives. That means helping them become functional and proficient in that language. The ¡Nuevos Amigos! program uses an innovative, research-based approach to help students learn the language in practical contexts instead of requiring memorization of mechanical rules and vocabulary. As students progress through the program, they will go from a novice level of proficiency to an intermediate-high level on the ACTFL (American Council on the Teaching of Foreign Languages) proficiency continuum. Teachers will have opportunities to immerse their students in language learning with listening activities, conversation practice, authentic texts, cultural features, and more. Ultimately, we want to equip students to engage and communicate with a new culture so that they can be ambassadors for Christ wherever they go.

Developing Interpretive, Interpersonal, and Presentational Communication

As beings created in the image of God, we have a unique ability of communicating through language. Acquiring new words and phrases takes place most effectively when words and structures are presented and practiced within a communicative context. The BJU Press secondary Spanish program presents new words through conversations in activities, artwork, and listening sections. Rather than learning isolated words and structures, students explore new



En el restaurante

Las frutas

la fresa	strawberry
el limón	lemon
la manzana	apple
el melocotón	peach
la uva	grape

Las verduras

el apio	celery
el brócoli	broccoli
la cebolla	onion
el maíz	corn
la papa	potato
el zanahori	carrot

Los productos lácteos

el queso	cheese
el yogur	yogurt
la crema	cream
el helado	ice cream

Los cereales

el arroz	rice
la chufita de café	panchito
el frijolito	bean

Los panes y los dulces

el pan	bread
los caramelos	candy
los galletas	cookie
la langosta	lobster

Otros alimentos

el agua fría	cold water
el café	coffee
el jugo de naranja	orange juice
los refrescos	soda
el té	tea

El supermercado*

10. el queso	15. queso duro
11. maíz	16. dairy products
12. chicharrón	17. fish bones
13. ¿cuánto queso para chapeo?	18. fish
14. ¿How many kilos do you want?	

*supermarket

213

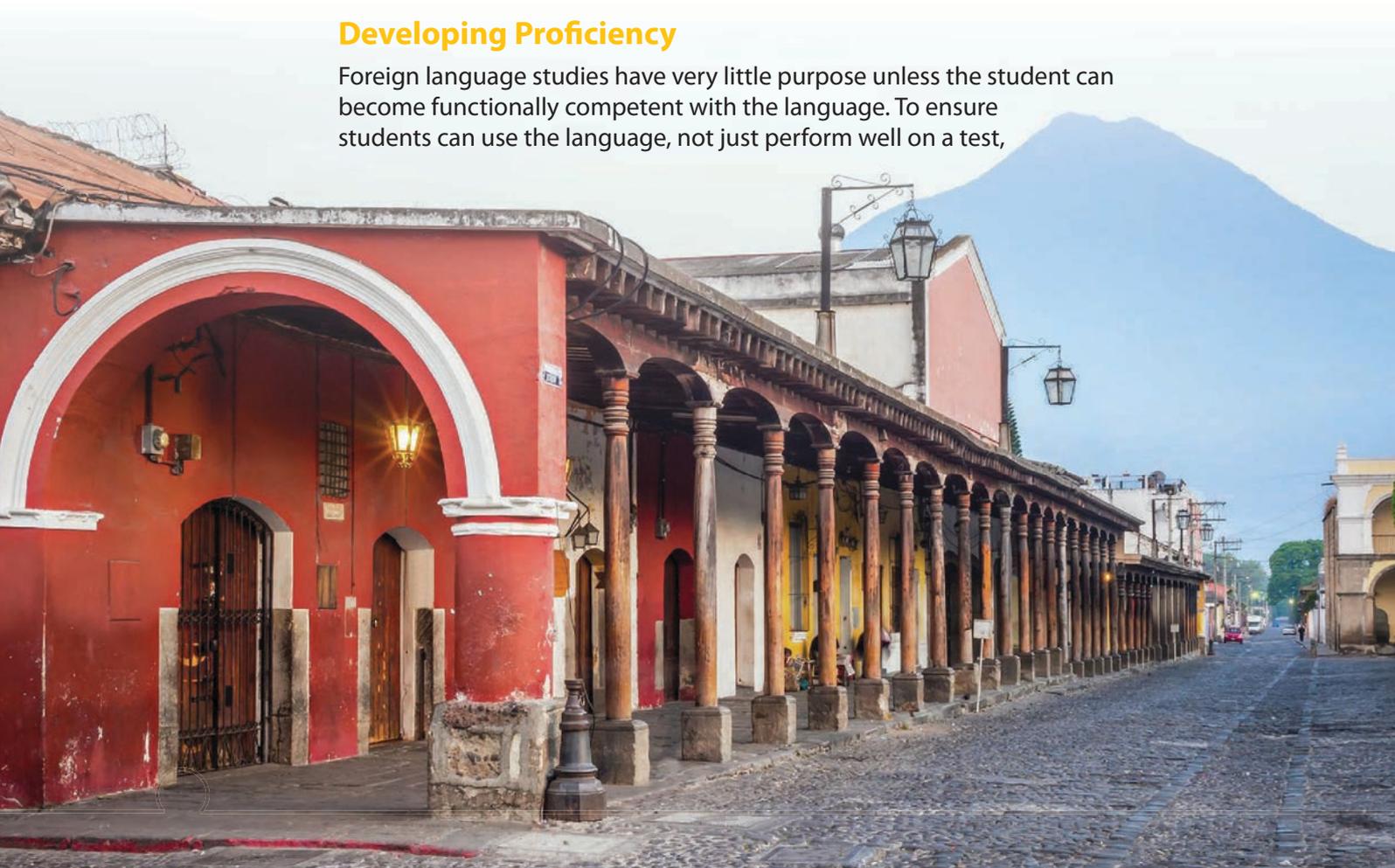
words through real-life examples. Spanish 1 introduces words through themes and situations such as making introductions and communicating in the classroom. In Spanish 2, students will learn new words with several friends as they have natural conversations. Students will also have opportunities to collaborate as they learn new words and structures together. Teachers can encourage students to take risks in acquiring Spanish skills by practicing with native speakers. Teachers may also select from a variety of written and oral assignments to develop students' presentational skills.

Developing Vocabulary and Linguistic Structures

Using a target language often is the most effective way to acquire a new language. At the novice level, students will need to rely on basic vocabulary and scripts to begin using the new language. In ¡Nuevos Amigos!, we encourage students to develop rapidly so that they can begin communicating naturally in Spanish. Chapters introduce new vocabulary words at the beginning for immediate use, and activities require students to use those words and develop an understanding of the structure of the language. Vocabulary review at the end of chapters not only helps students to practice with new words but also helps them to develop good pronunciation. Additionally, notas léxicas in the teacher editions give teachers opportunities to expand on the students' existing vocabulary with synonyms and unique meanings.

Developing Proficiency

Foreign language studies have very little purpose unless the student can become functionally competent with the language. To ensure students can use the language, not just perform well on a test,



the BJU Press secondary Spanish program focuses on developing proficiency by consistently exposing students to Spanish, encouraging comprehension, and then helping students to produce the language in written or verbal communication. As students progress in language learning, we provide more and more opportunities for students to interact with Spanish words and structures through listening activities and authentic texts. When they are ready to actively work with the material in new situations, they will develop their comprehension skills by negotiating meaning from context. To continue their development, we provide assignments and suggestions to help them use what they know in Spanish presentations and essays.

Exposing Students to Authentic Material

To prepare students for natural communication with native speakers, we focus on presenting them with authentic material. Material that has been created by native speakers for other native speakers—whether it is menus, event programs, posted signs, news articles, or native conversations—helps students learn how to communicate with words and structures that would not seem out of place outside of the classroom. However, in some cases, students need access to modified authentic material that matches their level of understanding but still appears natural to a native speaker. The BJU Press Spanish program primarily uses either authentic or modified authentic material.



Building Awareness and Appreciation of Spanish Culture

Learning a new language gives students a unique opportunity to study and learn about new cultures. Different cultures reveal to Christian students the richness and diversity of God’s creation, but they also reveal how culture impacts what we believe and value. In the ¡Nuevos Amigos! program, each chapter will feature a Spanish speaking region and its cultural practices, allowing students to explore Hispanic art, music, food, clothing, and literature.

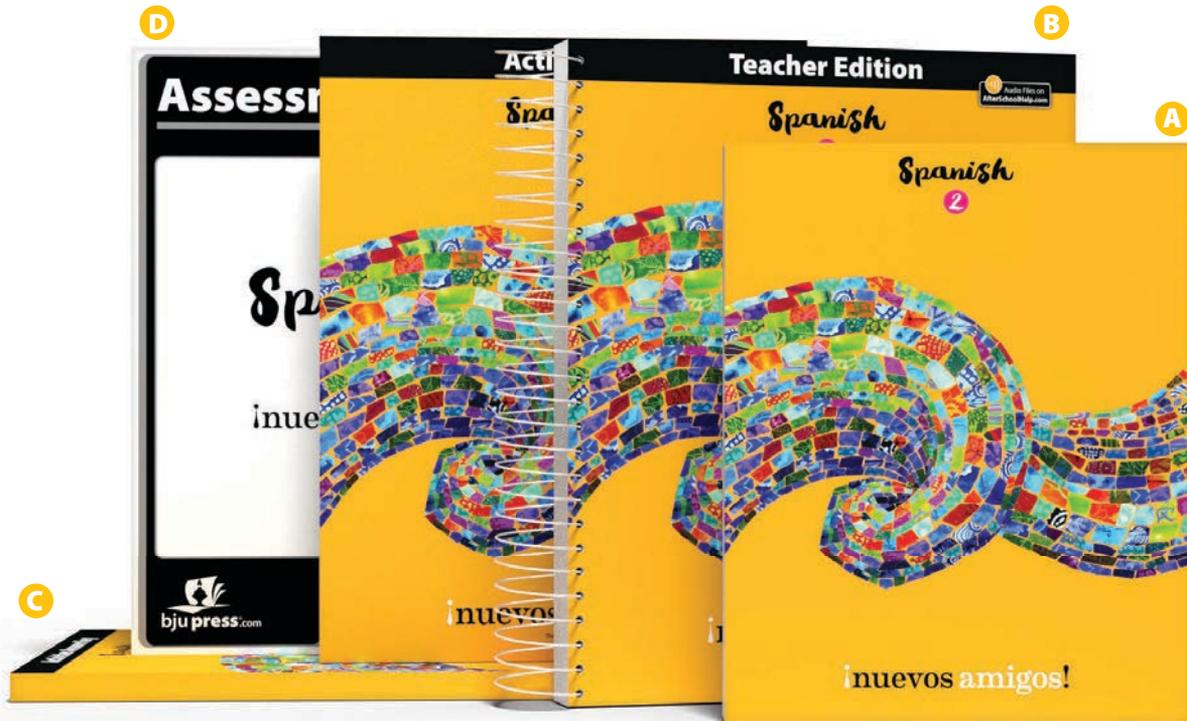
Preparing Students to Apply a Biblical Worldview

In order to equip students to engage with another culture biblically, Christian language instruction should cover subjects, vocabulary, and cultural issues that will help students to speak biblical truth into another language and culture. We are not just equipping students to communicate in another language, but to function in another language in all areas of their lives. Students should be able to participate in public worship in Spanish, to witness and share their testimony in Spanish, and to participate in cultural practices that harmonize with a biblical worldview. There is a beauty to the diversity of God’s world, and Christians can celebrate the cultural artifacts that reflect that beauty. Expansión activities encourage students to dive deeper into cultural features and discuss the implications of different practices and beliefs. We want students to be able to connect biblically with Hispanic cultures, so we provide resources for students and teachers to help them relate content to a biblical worldview.



The Materials

Below are the standard secondary Spanish materials provided for each secondary grade. Some grades may include additional pieces. For a comprehensive list, contact your Precept sales representative at preceptmarketing.com/locator.



A. Student Edition

The student editions take an innovative and engaging approach to help students not only learn about Spanish but also learn to communicate in Spanish. All chapters present vocabulary and grammar within the context of the theme. Activities are communicative and meaning-based and incorporate substantial amounts of review. Cultural studies infuse each part of the book, from the artwork down to the activities. Biblical worldview permeates the material, particularly with regard to history and culture.

B. Teacher Edition

The teacher editions provide an overview of the text as well as practical suggestions for how to use the resources. Notes include teaching strategies, cultural information, lexical explanations, and connections to biblical worldview. Each chapter also includes expansion activities, many of which are web-based.

C. Activities

Student activities offer additional practice in vocabulary and grammatical content of each chapter. Students will complete oral and written exercises that are intended to help them master vocabulary and forms while also maintaining an appropriate focus on meaning. An answer key is available for separate purchase.

D. Assessments

Chapter tests assess the students' knowledge of the chapter content and their ability to use the language for practical communication. Tests offer sections assessing vocabulary and grammar as well as performance-based writing and speaking tasks. An answer key is available for separate purchase.

E. After School Help

Spanish listening activities for regular practice and fluency are available for free on afterschoolhelp.com.

► See pages 14–15 for technology solutions.

The Features

Teacher Edition

Connecting biblically with Hispanic cultures

As believers, being aware of cultural realities helps both to communicate love for neighbors by showing interest in their beliefs, values, and experiences as human beings as well as providing opportunities to promote biblical thinking when evaluating cultural products, practices, and perspectives.

Expansión

Have the students research different Spanish-speaking countries and present one or two interesting facts about each one. Encourage the students to look for information that will help them better understand the culture(s) of the country or countries.

Expansión features show opportunities for students to expand their understanding of the language and other cultures.

Capítulo 1

◇ El mundo hispano

El mapa

How important is Spanish as a world language? How many Spanish-speaking countries are there in the world? Are all Hispanics the same? Are there different dialects of Spanish? These are just some of the many questions explored in the *El mundo hispano* sections of this text. Each chapter will highlight two aspects of Hispanic culture: (1) important facts about specific Spanish-speaking countries ("big C" culture), and (2) a reading exploring different cultural products, practices, and perspectives related to the chapter theme ("little c" culture). There are more than 388 million Spanish-speaking people in the world, and through these cultural emphases you will learn more about what they are like and how they live. This knowledge will allow you to better relate to them and show them the love of Christ as the Lord provides you opportunities to interact with Spanish speakers. To get started, take a look at the map of the twenty-two countries in the world where Spanish is spoken.



Teaching notes highlight opportunities to learn about Hispanic cultures.

Teacher Edition

¡El primer día de clases!

Autopueba

Rate how confidently you are able to do the following in Spanish. (Record your responses on a separate sheet of paper.)

Task	Not at all confidently			Very confidently	
I can introduce myself to someone.	1	2	3	4	5
I can ask for someone's name.	1	2	3	4	5
I can ask how someone is doing.	1	2	3	4	5
I can say goodbye.	1	2	3	4	5
I can ask to get by someone.	1	2	3	4	5
I can ask for forgiveness.	1	2	3	4	5
I can use cognates to describe basic personality traits of myself and others.	1	2	3	4	5
I can use cognates to identify basic attributes of God.	1	2	3	4	5

Rate how confidently you are able to do the following in English. (Record your responses on a separate sheet of paper.)

Task	Not at all confidently			Very confidently	
I can identify basic practices of social etiquette in Hispanic cultures.	1	2	3	4	5
I can defend from a biblical perspective the importance of culturally appropriate social interaction.	1	2	3	4	5
I can name and locate the major Spanish-speaking countries.	1	2	3	4	5

27

Estrategia pedagógica

At the end of each chapter the students will complete a self-evaluation in which they will rate how well they are able to perform the language functions listed. These statements are student-centered and relate back to the objectives given at the beginning of the chapter. These statements can also be used as criteria for oral testing. Reproducible copies of these charts are available in the appendix (pp. 385–407).

Estrategias pedagógicas suggest teaching strategies and resources that make teaching and assessment easier.

¡El primer día de clases! 27

Student Edition

La familia nueva



Chapter openers show authentic conversations between Spanish speakers.



¹⁰ parrot
¹¹ I can't help it!
¹² space engineer

¹³ Cape Canaveral (Florida)
¹⁴ so little
¹⁵ cousins

Footnotes define new vocabulary and expressions.

Student Edition

Actividad 1-9: Profesiones y edad con ser y tener

Juan and Itzel continue their conversation, sharing more about their families. Read each sentence and choose the correct form.

1. **Itzel:** Mi abuela ___ ochenta años. (tiene/es)
2. **Juan:** Mi padre ___ farmacéutico. (tiene/es)
3. Itzel y Juan ___ dieciséis años. (son/tienen)
4. **Itzel:** Mi hermana ___ estudiante en la primaria. (es/tiene)
5. **Juan:** Mi tío ___ ingeniero espacial y trabaja en la NASA. (tiene/es)
6. **Itzel:** Mis padres ___ treinta y nueve años. (son/tienen)

La personalidad

Read the example sentences at the top of page 14. Notice how Itzel and Juan describe their family members. They mention not only how old they are but also what their personalities are like. The following table has a number of words (pairs of opposites) that can be used to describe someone's personality.

Personalidad	
simpático / antipático	valiente / miedoso
amable, dulce / grosero, desagradable	orgullosa / humilde
bueno / malo	responsable / irresponsable
fuerte / débil	gracioso, chistoso / aburrido, serio
trabajador / vago, perezoso	sabio / necio
inteligente, listo / ignorante, insensato	calmado / nervioso
generoso / tacaño	obediente / rebelde

Actividad 1-10: ¿Cómo es mi familia?

Read the statements below about some of Itzel's and Juan's family members. Choose the personality trait that best fits the description.

1. Mi abuela es _____. (simpático / humilde / responsable)
2. Mi tío tiene muchos chistes. Es _____. (chistoso / serio)
3. Mi tía no compra nada. Es _____. (tacaño / nervioso / grosero)
4. Mi hermano pequeño obedece a sus padres. Es _____. (obediente / rebelde)
5. Mi tío es ingeniero espacial. Es _____. (fuerte / vago / inteligente)
6. Mi abuelo no tiene miedo de nada. Es _____. (miedoso / valiente / orgulloso / generoso / valiente)
7. El abuelo de Itzel no habla mucho. Es _____. (serio / débil / listo)
8. La hermana de Itzel habla tres idiomas. Es _____. (dulce / aburrida / lista)
9. La tía de Itzel no habla mal de nadie. Es _____. (graciosa / amable / necia)

Notas de léxico give more insight to the meanings of words and how they function.

Nota de léxico

Sometimes Spanish has an adjective that is similar to one in English, but when used with the verb *ser*, it indicates an inherent trait rather than a temporary state.

1. Juan **es miedoso**. (Juan is fearful [typically afraid of everything].)
2. Juan **tiene miedo**. (Juan is afraid [at this moment, not always].)
3. Juan **es friolento** [always cold].
4. Juan **tiene frío** [cold right now].

Nota de léxico: Falso cognado

Grosero means "rude", not "gross" and "disgusting." Not all words that appear to be cognates have the same meaning in both languages. We call such look-alike words "false cognates."

Language Learning Tip: It's easier to increase your vocabulary by learning opposite pairs.

Language learning tips help students make the most of their language studies.

Las actividades continúan las conversaciones ilustradas y dan a los estudiantes oportunidades para practicar adicionalmente.

Student Activities

Capítulo 1: ¡El primer día de clases!

Name _____

Greeting and introducing people: Formal vs. informal



Ejercicio 1-3

Listen to the following dialogs and indicate whether they are formal or informal.

1. formal/informal
2. formal/informal
3. formal/informal

Ejercicio 1-4

Margarita often meets her teachers around town on the weekends. For each time of day listed, write how she would greet them.

10:30 a.m. Buenos días

1 p.m. Buenas tardes

6 p.m. Buenas noches

9 a.m. Buenos días

5 p.m. Buenas noches

10 p.m. Buenas tardes

Ejercicio 1-5

Complete the conversation between Ana, Felipe, and Pedro by selecting the phrase that best answers each question.

Ana: ¡Hola! ¿Cómo te llamas?

Felipe: (Me llamo Felipe./Bien, gracias. ¿Y tú?) ¿De dónde eres?

Ana: (Estoy bien./Soy de la República Dominicana.) ¿Y tú?

Felipe: (Soy estudiante./Soy mexicano.) ¿Y quién es tu amigo?

Ana: (Mi amigo se llama Pedro./Él es de Argentina.)

Felipe: Encantado de conocerte, Pedro.

Pedro: Igualmente.

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Student Activities

Capítulo 1: ¡El primer día de clases!

Name _____

Las personas en la escuela

Ejercicio 1-12

Match each of the following drawings with the appropriate person or people.



1. E



2. A

- A. profesora
- B. estudiante
- C. secretaria
- D. director
- E. compañeras de clase
- F. entrenador
- G. tutor



3. B



4. F



5. C

Visual vocabulary exercises help students relate words to ideas.

Ejercicio 1-13

Answer each of the following questions with a complete sentence in Spanish.

1. ¿Cómo se llama tu profesor(a) de español?

Se llama ... / Su nombre es ... / Es ...

2. ¿Cómo se llama la secretaria de tu escuela?

Se llama ... / Su nombre es ... / Es ...

3. ¿Cuántos² compañeros de clase tienes³?

Tengo⁴ (number) compañeros de clase.

² How many
³ do you have
⁴ I have

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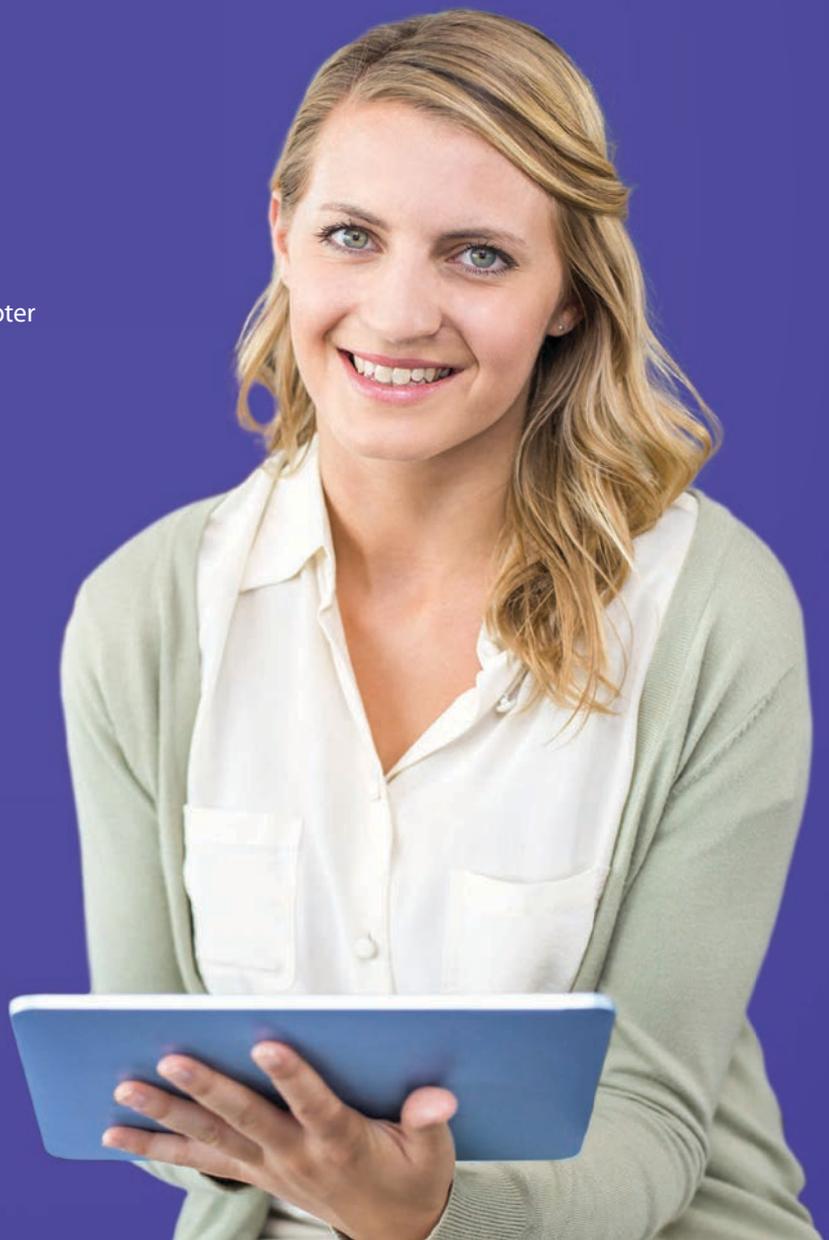
Encourage. Enable. Enhance.

Teacher Tools Online is the premier resource for teachers using BJU Press materials. It encourages teachers in their efforts to expand their lessons, enables them to reach struggling students in new ways, and enhances their teaching strategies for greater depth. Teacher Tools Online provides teacher resources at the touch of a button, freeing up valuable time for teachers. Teachers will find educational articles, editable lesson plan overviews, PowerPoint presentations, an electronic assessments generator, and much more in the Teacher Tools Online database!

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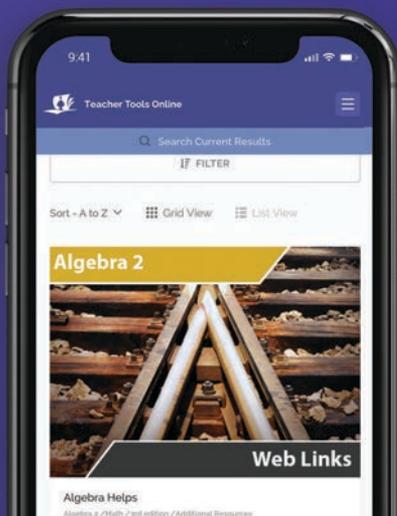


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