

2020 Spanish Summer Edition User's Guide

The World Language KCS@home Summer Edition Guide bridges the gap between levels. It connects the most critical concepts from the previous level to the next level.

Under normal circumstances, Level 1 students should have reached a Novice High proficiency level. Given the unplanned abrupt end to the Spring 2020 semester, students may have only had the opportunity to reach Novice Mid proficiency. Normally, Level 2 students would begin the semester at Novice High reaching for Intermediate Low. This KCS@home Summer Edition will help preserve learning and provide an opportunity for students to still reach an Intermediate Low proficiency level by the end of Level 2.

Suggested pacing is provided in the chart below. Following this pace will help you retain prior learning and progress more quickly to the next proficiency level once we return to school.

Suggested Pacing

We would suggest finding a routine that works best for your family. The curriculum is laid out over eight (8) weeks, with three (3), 30-minute lessons each week. Given that this is voluntary, let your student/child figure out what works best for them, and what holds their interest the most (like Quizlet, or Duolingo). We would rather that they do *something*, than that they become frustrated with language learning and end up doing nothing.

Mini-Module One (week of June 1)	The basics. This week looks at the basics: common phrases, numbers, colors, etc.
Mini-Module Two (week of June 8)	Who am I? What are you like and what do you like to do?
Mini-Module Three (week of June 15)	The home. What are your family and friends like and what do they like to do?
Mini-Module Four (week of June 22)	My life/my world. Daily routines--what do you do or like to do on a regular basis (work, personal, home, and school)?

Mini-Module Five (week of June 29)	Travel and exploration. Where do you go and what do you do there?
Mini-Module Six (week of July 6)	Food and celebrations. What do you eat? What do you eat in different countries, or during holidays and festivals?
Mini-Module Seven (week of July 13)	School. What are classes like? What's your schedule? What are friends' classes like?
Mini-Module Eight (week of July 20)	Making plans. What are your plans for the weeks ahead? Can you invite someone to an event?

Resources

The resource page links to other outside platforms which students can use on their own for additional practice. Some of these platforms may require users to set-up an account. Students should check with their parent/guardian before setting up accounts with outside platforms since the world language department cannot guarantee how all of these platforms use information that is collected when setting up accounts.

Resources

Resource	Link	Description & Use	Extensions & Modifications
Audible	https://stories.audible.com/discovery/enterprise-discovery-21122525011?ref=adbl_ent_anon_ds_ds_dsml_cntr-6	Audible is an online library of audiobooks. They are offering a number of free audiobooks including about 150 Spanish children's stories. No account is necessary.	Modification: Most of the titles are also listed in English; so, that may help you determine what the book is about. In addition, you can speed up or slow down the playback of the book itself; so, if you need to hear it more slowly to pick up new words, you can. Extensions: Create a Quizlet list of the new words you hear as

			you are listening. Research the topic presented in your story further and find an article or video that further discusses that topic in the target language.
Children's Books Forever	https://www.childrensbooksforever.com/childrenpages	Reading selections available in world languages.	
Duolingo	https://www.duolingo.com/	Duolingo is a self-paced and gamelike language acquisition program created for those wanting to learn a language outside of a traditional classroom. Students will need to create an account using any e-mail address in order to get started with Duolingo.	
Easy Languages (YouTube)	https://www.youtube.com/user/magauchsein	Easy Languages is a YouTube channel with multiple languages available. Show hosts take to the streets to interact with speakers of the language in a target culture city to ask questions about common language learning themes.	
Languages Online	https://www.education.vic.gov.au/languagesonline	Engaging interactive tasks and printable worksheets that introduce, reinforce and recycle vocabulary. Activities are self-paced and self-correcting and include recordings by native speakers.	

<p>Memrise</p>	<p>https://www.memrise.com/courses</p>	<p>Memrise is a language learning app that provides multi-modal activities in addition to building vocabulary. Memrise has multiple ways for users to interact with native target language.</p>	
<p>Quizlet</p>	<p>www.quizlet.com</p>	<p>Students can search for or create their own flashcard decks of world language vocabulary through Quizlet. These flashcard decks allow students to hear the pronunciation of the words being studied in the target language along with providing a variety of study options for the words in the deck.</p>	<p>Suggested decks: Modification: These flashcards can be printed into the form of a glossary or even handheld flashcards. The student could also copy these words onto physical flashcards to study on their own. Extension: As the student interacts with the target language through the other provided resources, they can create their own Quizlet deck of the words they come across that they did not know. This would be a great way to track & study these new words.</p>
<p>World Newspapers Online</p>	<p>http://www.onlinenewspapers.com/</p>		

Structures

While communication is the focus of a world language education, the KCS@home Summer Edition Guide provides additional opportunities to reinforce language structures (grammar and syntax) by providing alternate explanations and additional practice for students.

Structures *(Formerly known as Grammar and Syntax)*

Structure	Link to Instruction	Activity	Extension
¿Qué hora es?	¿Qué hora es?	Quizlet Practice	¡Spanish Live! - Week 1 Practice
Subject Pronouns	Subject Pronouns	Quizlet Practice	¡SpanishLive!--Week 2 Practice
Nouns- Number & Gender Agreement	Nouns- Number & Gender Agreement	Quizlet Practice	¡SpanishLive!--Week 2 Practice
Adjectives - Number & Gender Agreement	Adjectives - Number & Gender Agreement	Quizlet Practice	¡SpanishLive!--Week 2 Practice
Possessive Adjectives	Possessive Adjectives	Quizlet Practice	¡SpanishLive!--Week 3 Practice
The Verbs Ser, Estar, & Tener	The Verbs Ser, Estar, & Tener	Practice	¡SpanishLive!--Week 2 Practice
What is Conjugation?	What is Conjugation?	See Quizlet practices below	¡SpanishLive!--Week 3 Practice
Conjugate The Verb Ser	The Verb Ser	Quizlet Practice	¡SpanishLive!--Week 3 Practice
Conjugate The Verb Estar	The Verb Estar	Quizlet Practice	¡SpanishLive!--Week 3 Practice
Conjugate - The Verb Tener	The Verb Tener	Quizlet Practice	¡SpanishLive!--Week 3 Practice
Conjugate -ar Verbs	Conjugate -ar Verbs	Quizlet Practice	¡SpanishLive!--Week 4 Practice
Conjugate -er Verbs	Conjugate -er Verbs	Quizlet Practice	¡SpanishLive!--Week 4 Practice
Conjugate -ir Verbs	Conjugate -ir Verbs	Quizlet Practice	¡SpanishLive!--Week 4 Practice
Conjugate - The Verb Ir	The Verb Ir	Quizlet Practice	¡SpanishLive!--Week 4 Practice
Conjugate - The Verb Jugar	The Verb Jugar	Quizlet Practice	¡SpanishLive!--Week 4 Practice
Conjugate - The Verb Contar	The Verb Contar	Quizlet Practice	¡SpanishLive!--Week 4 Practice
Conjugate - The Verb Dormir	The Verb Dormir	Quizlet Practice	¡SpanishLive!--Week 4 Practice
The Verbs Gustar & Encantar	The Verbs Gustar and Encantar	Gustar Quizlet Practice	¡SpanishLive!--Week 3 Practice

2020 Spanish KCS@home Summer Edition Grammar Notes

Gender and Number Agreement

In Spanish, many words change based on whether the nouns they are modifying (*changing, describing, influencing*) are masculine or feminine - Gender, or singular and plural - Number.

The nouns themselves will change to demonstrate Number, just like in English, by adding an “s” to the end of the word; and an “es” as well in the case of Spanish. However, nouns do not demonstrate Gender. Instead, we look to the Definite or Indefinite Article that accompanies the noun to know whether it is masculine or feminine.

Definite Article	Indefinite Article	Gender & Number	Spanish Example	English Translation
el	un	masculine, singular	<u>el</u> mes; <u>un</u> mes	the month; a month
la	una	feminine, singular	<u>la</u> mesa; <u>una</u> mesa	the table; a table
los	unos	masculine, plural	<u>los</u> meses; <u>unos</u> meses	the months; some months
las	unas	feminine, plural	<u>las</u> mesas; <u>unas</u> mesas	the tables; some tables

Note - to make a noun plural that ends in a vowel, we add an “s”; if it ends in a consonant, we add an “es”

Adjectives and Gender and Number Agreement

Unlike English, adjectives in Spanish change endings to reflect the Gender and/or Number of the nouns they are modifying.

Adjectives that end in “o” modify masculine and singular nouns. They will change to “a”, “os”, “as” for all others:

Masculine and singular “o”	Masculine and plural “os”	Feminine and singular “a”	Feminine and plural “as”
el libro rojo <i>the red book</i>	los libros rojos <i>the red books</i>	la mesa roja <i>the red table</i>	las mesas rojas <i>the red tables</i>

Adjectives that end in an “e” or a “consonant” will not demonstrate gender but will add “s” or “es” respectively to demonstrate Number.

Vowel - Singular	Vowel - Plural	Consonant - Singular	Consonant - Plural
el libro interesante	los libros interesantes	el mes fácil	los meses fáciles

<i>the interesting book</i>	<i>the interesting books</i>	<i>the easy month</i>	<i>the easy months</i>
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Note - If a noun is not accompanied by either the Definite or Indefinite Article we look the word and its article up in a hardback dictionary, or the online dictionary/forum, wordreference.com.

Exceptions

There are always exceptions to every rule. One exception to this rule is that if a noun ends in a “z” and we want to make it plural, we must first change the “z” to “c” before adding “es”.

Another exception is that all adjectives ending in the suffix “ista” **do not** drop the “a” and replace it with an “o” when describing masculine nouns.

Singular	Plural	Masculine	Feminine
una nariz grande <i>a big nose</i>	unas narices grandes <i>some big noses</i>	el chico deportista <i>the athletic boy</i>	la chica deportista <i>the athletic girl</i>

Note - Oftentimes in Spanish the adjective comes after the noun it is modifying.

Verbs

Verbs in English and Spanish are called infinitives in their pure form . Infinitive verbs in English start with “to”: to talk, to eat, to live. Every verb in English has an infinitive form and will start with a “to”. Every verb in Spanish also has an infinitive form; however, the verb will end in one of three ways, with an -ar, -er, or -ir: **hablar** (to talk), **comer** (to eat), **vivir** (to live).

To **conjugate** a verb is to change the verb in order to demonstrate who or what is doing the verb. In English, this means we drop off the “to” and add the person or thing that is doing the verb: I talk, **you** eat, **we** live. In Spanish, we drop off the -ar, -er, -ir endings and add the ending for the person or thing that is doing the verb: I talk - **hablo**, you eat - **comes**, we live - **vivimos**. As you can see, each of these endings are different so Spanish does not need to always include the word for the person.

Verbs match their Subjects or Subject Pronouns - the people or things doing the verbs. They do not match Gender. They do, however, match Number in that “yo - I” is singular and “nosotros - you and I” is plural.

Irregular Verbs

Some verbs when conjugated have irregular endings, some have spelling changes in the “root/stem” of the verb, and some are just completely irregular and do not resemble their original infinitive form. Practice leads to memorization just as it does with English. See the Quizlet sets for how to conjugate common Spanish 1 verbs.

The Verbs Ser, Estar, and Tener

Ser and estar both translate into English as “to be”, which in English when conjugated is “I am, you are, he/she/it is, we are, they are”. Spanish differentiates “to be” as a permanent or inherent characteristic - “ser”, or as a temporary condition - “estar”. Remembering this poem will help

you know which verb to use: *How you feel, where you are, always use the verb estar*. So use *estar* if you are talking about feelings/physical states (tired,busy,sick) or location, and use *ser* if you are not.

Tener translates into English as “to have”. However, some phrases in Spanish are used with the verb “tener” where English would use the verb “to be”. For instance, to say “I am fifteen years old” in Spanish one would use tener and say “Yo tengo quince años”. A literal translation would be “I have fifteen years”; a good translation would be “I am fifteen years old”.

The Verbs Gustar and Encantar

So far we’ve seen the same grammatical sentence structure in Spanish as in English: “Subject - Verb - Object”

Subject	Verb	Object	Yo tengo quince años.
Yo	tengo	quince años	I am fifteen years old.

“Gustar - to like” and “encantar - to love”, however, reverse the sentence structure - “Object - Verb - Subject”.

Object	Verb	Subject	(A mí) me gusta chocolate.
(A mí) me	gusta	chocolate	I like chocolate.

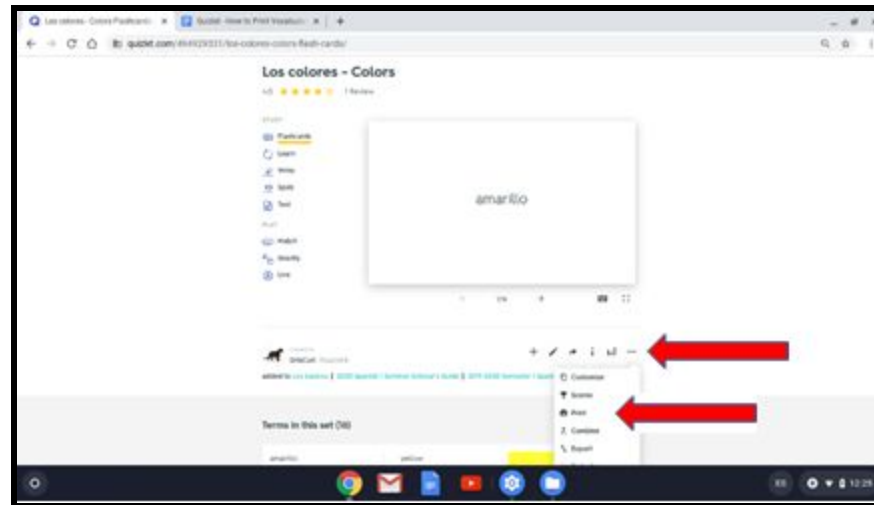
In Spanish we say that chocolate is causing the emotion in me - “chocolate is pleasing **“to me”**”. However, good translation requires us to say it in English as - “I like chocolate”. If this seems odd, consider how we say in English that someone or something bothers us. Do we not also use the same concept as Spanish to say that something outside of ourselves is causing the emotion, “bother”, in us? For instance: “He bothers me”; however, he might not be doing anything at all yet I say he’s causing an emotion in me.

Therefore, when talking about “like” and “love”, remember that the following is how we will say “I, you, he, she, etc.”: **(a mí) me - I; (a ti) te - you; (a él) le - he; (a ella) le - she; (a Ud.) le - you,Sir/Ma’am; (a nosotros) nos - we; (a vosotros) os - you all (Spain); (a ellos) les - they; (a Uds.) les - you all.**

Quizlet - How to Print Vocabulary Lists

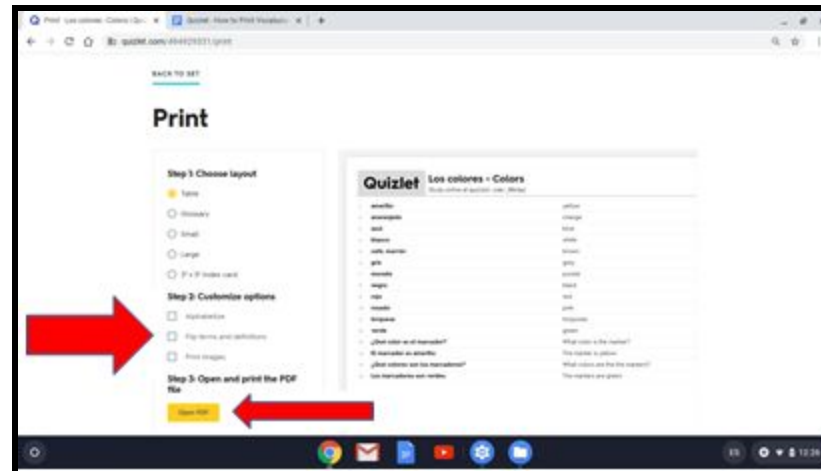
Step 1: Hover the cursor over the 3 dots below the flashcards until the menu pops up.

Step 2: Click on Print.



Step 3: Make sure “Alphabetize”, “Flip terms and definitions”, and “Print images” are all UNCLICKED.

Step 4: Click **Open PDF**.



Step 5: In the top right hand corner of the PDF you will see the option to Download or Print.

