



Spanish I

Teacher's Guide

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Managing Editor:
Editors:

Alan Christopherson, M.S.
Brenda Hrbek, B.S. Ed.
Christine E. Wilson, B.A., M.A.



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SPANISH RESOURCES

There are many resources easily available where you can find a wealth of information in Spanish or about Spanish-related topics. Major sites like Yahoo, CNN, and The Weather Channel are available in Spanish, as are Spanish-language newspapers and magazines. Paper copies of Spanish magazines are increasingly common in the United States, and some well-known American magazines such as *People* and *Reader's Digest* are also available in Spanish. Encourage students to explore and utilize these resources throughout their study of LIFEPAC Spanish I.

STRUCTURE OF THE LIFEPAC CURRICULUM

The LIFEPAC curriculum is conveniently structured to provide one teacher handbook containing teacher support material with answer keys and ten student worktexts for each subject at grade levels two through twelve. The worktext format of the LIFEPACs allows the student to read the textual information and complete workbook activities all in the same booklet.

Each LIFEPAC is divided into 3 to 5 sections and begins with an introduction or overview of the booklet as well as a series of specific learning objectives to give a purpose to the study of the LIFEPAC. The introduction and objectives are followed by a vocabulary section which may be found at the beginning of each section at the lower levels, at the beginning of the LIFEPAC in the middle grades, or in the glossary at the high school level. Vocabulary words are used to develop word recognition and should not be confused with the spelling words introduced later in the LIFEPAC.

Each activity or written assignment has a number for easy identification, such as 1.1. The first number corresponds to the LIFEPAC section and the number to the right of the decimal is the number of the activity.

Teacher checkpoints, which are essential to maintain quality learning, are found at various locations throughout the LIFEPAC. The teacher should check 1) neatness of work and penmanship, 2) quality of understanding (tested with a short oral quiz), 3) thoroughness of answers (complete sentences and paragraphs, correct spelling, etc.), 4) completion of activities (no blank spaces), and 5) accuracy of answers as compared to the answer key (all answers correct).

The self test questions are also number coded for easy reference. For example, 2.015 means that this is the 15th question in the self test of Section II. The first number corresponds to the LIFEPAC section, the zero indicates that it is a self test question, and the number to the right of the zero the question number.

The LIFEPAC test is packaged at the centerfold of each LIFEPAC. It should be removed and put aside before giving the booklet to the student for study.

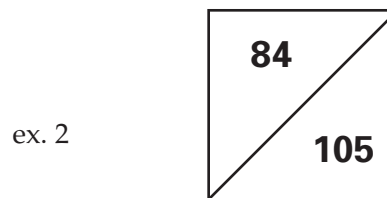
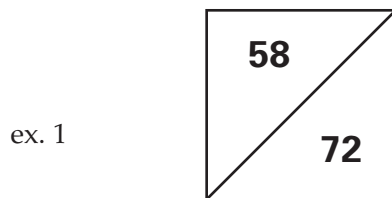
Answer and test keys have the same numbering system as the LIFEPACs and appear at the back of this handbook. The student may be given access to the answer keys (not the test keys) under teacher supervision so that he can score his own work.

A thorough study of the Curriculum Overview by the teacher before instruction begins is essential to the success of the student. The teacher should become familiar with expected skill mastery and understand how these grade level skills fit into the overall skill development of the curriculum. The teacher should also preview the objectives that appear at the beginning of each LIFEPAC for additional preparation and planning.

TEST SCORING and GRADING

Answer keys and test keys give examples of correct answers. They convey the idea, but the student may often use more than one way to express a correct answer. In that case, the teacher should check for the essence of the answer, not for the exact wording. Many questions are high level and require thinking and creativity on the part of the student. Each answer should be scored based on whether or not the main idea written by the student matches the model example. "Any Order" or "Either Order" in a key indicates that no particular order is necessary to be correct.

Most self tests and LIFEPAC tests at the lower elementary levels are scored at 1 point per answer; however, the upper levels may have a point system awarding 2 to 5 points for various answers or questions. Further, the total test points will vary; they may not always equal 100 points. They may be 78, 85, 100, 105, etc.



A score box similar to ex.1 above is located at the end of each self test and on the front of the LIFEPAC test. The bottom score, 72, represents the total number of points possible on the test. The upper score, 58, represents the number of points your student will need to receive an 80% or passing grade. If you wish to establish the exact percentage that your student has achieved, find the total points of his correct answers and divide it by the bottom number (in this case 72.) For example, if your student has a point total of 65, divide 65 by 72 for a grade of 90%. Referring to ex. 2, on a test with a total of 105 possible points, the student would have to receive a minimum of 84 correct points for an 80% or passing grade. If your student has received 93 points, simply divide the 93 by 105 for a percentage grade of 89%. Students who receive a score below 80% should review the LIFEPAC and retest using the appropriate Alternate Test found in the Teacher's Guide.

The following is a guideline to assign letter grades for completed LIFEPACs based on a maximum total score of 100 points.

- LIFEPAC Test = 60% of the Total Score (or percent grade)
- Self Test = 25% of the Total Score (average percent of self tests)
- Reports = 10% or 10* points per LIFEPAC
- Oral Work = 5% or 5* points per LIFEPAC

*Determined by the teacher's subjective evaluation of the student's daily work.

Example:

LIFEPAC Test Score	=	92%	92	x	.60	=	55 points
Self Test Average	=	90%	90	x	.25	=	23 points
Reports						=	8 points
Oral Work						=	4 points

TOTAL POINTS = 90 points

Grade Scale based on point system:	100	-	94	=	A
	93	-	86	=	B
	85	-	77	=	C
	76	-	70	=	D
	Below		70	=	F

TEACHER HINTS and STUDYING TECHNIQUES

LIFEPAC activities are written to check the level of understanding of the preceding text. The student may look back to the text as necessary to complete these activities; however, a student should never attempt to do the activities without reading (studying) the text first. Self tests and LIFEPAC tests are never open book tests.

Writing complete answers (paragraphs) to some questions is an integral part of the LIFEPAC Curriculum in all subjects. This builds communication and organization skills, increases understanding and retention of ideas, and helps enforce good penmanship. Complete sentences should be encouraged for this type of activity. Obviously, single words or phrases do not meet the intent of the activity, since multiple lines are given for the response.

Review is essential to student success. Time invested in review where review is suggested will be time saved in correcting errors later. Self tests, unlike the section activities, are closed book. This procedure helps to identify weaknesses before they become too great to overcome. Certain objectives from self tests are cumulative and test previous sections; therefore, good preparation for a self test must include all material studied up to that testing point.

The following procedure checklist has been found to be successful in developing good study habits in the LIFEPAC curriculum.

1. Read the Introduction and Table of Contents.
2. Read the Objectives.
3. Recite and study the entire vocabulary (glossary) list.
4. Study each section as follows:
 - a. Read all the text for the entire section, but answer none of the activities.
 - b. Return to the beginning of the section and memorize each vocabulary word and definition.
 - c. Reread the section, complete the activities, check the answers with the answer key, correct all errors, and have the teacher check.
 - d. Read the self test but do not answer the questions.

Spanish I LIFEPAC Management

- e. Go to the beginning of the first section and reread the text and answers to the activities up to the self test you have not yet done.
 - f. Answer the questions to the self test without looking back.
 - g. Have the self test checked by the teacher.
 - h. Correct the self test and have the teacher check the corrections.
 - i. Repeat steps a–h for each section.
5. Use the SQ3R* method to prepare for the LIFEPAC test.
 6. Take the LIFEPAC test as a closed book test.
 7. LIFEPAC tests are administered and scored under direct teacher supervision. Students who receive scores below 80% should review the LIFEPAC using the SQ3R* study method and take the Alternate Test located in the Teacher Handbook. The final test grade may be the grade on the Alternate Test or an average of the grades from the original LIFEPAC test and the Alternate Test.
- *SQ3R:** Scan the whole LIFEPAC.
 Question yourself on the objectives.
 Read the whole LIFEPAC again.
 Recite through an oral examination.
 Review weak areas.

GOAL SETTING and SCHEDULES

Basically, two factors need to be considered when assigning work to a student in the LIFEPAC curriculum.

The first factor is time. An average of 45 minutes should be devoted to each subject, each day. Remember, this is only an average. Because of extenuating circumstances a student may spend only 15 minutes on a subject one day and the next day spend 90 minutes on the same subject.

The second factor is the number of pages to be worked in each subject. A single LIFEPAC is designed to take 3 to 4 weeks to complete. Allowing about 3-4 days for LIFEPAC introduction, review, and tests, the student has approximately 15 days to complete the LIFEPAC pages. Simply take the number of pages in the LIFEPAC, divide it by 15 and you will have the number of pages that must be completed on a daily basis to keep the student on schedule. For example, a LIFEPAC containing 45 pages will require 3 completed pages per day. Again, this is only an average. While working a 45 page LIFEPAC, the student may complete only 1 page the first day if the text has a lot of activities or reports, but go on to complete 5 pages the next day.

FORMS

The sample weekly lesson plan and student grading sheet forms are included in this section as teacher support materials and may be duplicated at the convenience of the teacher.

The student grading sheet is provided for those who desire to follow the suggested guidelines for assignment of letter grades found on page LM-5 of this section. The student's self test scores should be posted as percentage grades. When the LIFEPAC is completed the teacher should average the self test grades, multiply the average by .25 and post the points in the box marked self test points. The LIFEPAC percentage grade should be multiplied by .60 and posted. Next, the teacher should award and post points for written reports and oral work. A report may be any type of written work assigned to the student whether it is a LIFEPAC or additional learning activity. Oral work includes the student's ability to respond orally to questions which may or may not be related to LIFEPAC activities or any type of oral report assigned by the teacher. The points may then be totaled and a final grade entered along with the date that the LIFEPAC was completed.

The Student Record Book, which was specifically designed for use with the Alpha Omega curriculum, provides space to record weekly progress for one student over a nine-week period as well as a place to post self test and LIFEPAC scores. The Student Record Books are available through the current Alpha Omega catalog; however, unlike the enclosed forms, these books are not for duplication and should be purchased in sets of four to cover a full academic year.



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QUESTIONS & ANSWERS ABOUT HOW TO USE THE LIFEPAC SPANISH CDs


What is contained in the CDs? Why do I need them?

There is more to learning Spanish than merely recognizing the written language. Students must learn to *speak* it correctly as well. The Spanish CDs are an integral part of the curriculum and provide an invaluable pronunciation guide for:

- the Spanish alphabet
- conversations in Spanish
- vocabulary lists featured in each of the LIFEPACs
- verb conjugations
- commonly-used phrases and expressions
- and much more!

The CDs are also necessary for the completion of some of the comprehension activities and quizzes where a question is asked in Spanish and the student must write the correct answer.

How do I use the CDs in conjunction with the LIFEPACs?

The CDs are divided into the same sections as the LIFEPACs and follow the exercises in each unit. Each LIFEPAC exercise with an audio portion will be marked with an icon () to indicate that the student must use the audio CD in conjunction with the exercise. All conversations in a given unit are recorded for students to listen to and repeat. Vocabulary lists and verb conjugations are also recorded for the students to listen to and repeat. This aids in memorization and correct pronunciation. Finally, the vocabulary list at the back of each LIFEPAC is also recorded (without the English translations) so that teachers can use these lists as a tool for quizzing and/or review.

The following note appears at the beginning of each LIFEPAC:

Note to Students: Whenever you are prompted to listen to an audio portion of an exercise (indicated by the CD icon), a blank has been provided for you to record the audio CD track number. This will aid you in quickly locating the correct track number when you review.

When you assign activities that include listening exercises, you will be able to refer the students to the correct CD track number included in this Audio Script portion of the Teacher's Guide.

There are several listening activities that require the student to hear a paragraph recorded in Spanish and then answer questions. These paragraphs are given twice but may be repeated as many times as necessary for the student to answer the comprehension questions. Some section exercises and all LIFEPAC tests also require the CDs for completion. The exercise numbers are clearly identified on the CD, as are the LIFEPAC test question numbers.

Finally, the CDs are excellent review tools.

LIFEPAC ONE
SECTION II. THE SPANISH ALPHABET

Track # 1-1: Listen to the letter sounds and imitate the speaker. We will repeat the alphabet, then the examples. (* = no longer separate letters of the alphabet)

Letter	Example
a	casa, palabra
b	Biblia, banco
c	campo, cama
	ciencias, centro
(ch*)	ocho, churro
d	dedo, día
e	serie, mes
f	fecha, falta
g	gente, gimnasio
	grande, ganar
h	hay, ahora
i	fin, inglés
j	joven, jardín
k	kilo
l	libro, linda
(ll*)	llamo, tortilla
m	mapa, amor
n	nada, nombre
ñ	año, niño
o	océano, otoño
p	papá, propina
q	quince, que
r	árbol, barato
(rr*)	tierra, perro
s	son, dos
t	tanto, otro
u	uva, mucha
v	vaca, ave
w	
x	extenso, experto
	éxito, examen
y	yo, ya
	y
z	zapato, lápiz

Repeat the vowel sounds one more time. In Spanish the vowels have only one distinct sound:

“a” is like the **a** in **father**

“e” sounds like the letter **e** in English **egg**

“i” sounds like the letter **e** in **me**

“o” is an abrupt **o**

“u” is like the **oo** in English **booth**

Spanish I Audio Script – Unit 1

Track # 1-2: Listen to the following and repeat each one carefully.

Diphthong	Examples	Diphthong	Examples
ai/ay	aire, hay, traigo	au	causa, auto, aumento
ei/ey	rey, seis, treinta	eu	Europa, deuda
oi/oy	hoy, estoy, oiga	ou	bou, estadounidense

Track # 1-3: Listen and repeat.

Diphthong	Examples	Diphthong	Examples
ia	Bolivia, viajar	ua	cuánto, cualquier
ie	siete, serie	ue	escuela, puedo
io	estudio, nación	ui	ruido, fui
iu	ciudad, veintiuno	uo	continuo, cuota

Spanish-speaking people have some names that are similar to English and others that are very different.

Track # 1-4: Listen and repeat this list of common Spanish first names.

CHICAS (Girls)

Alicia	Esperanza	Pilar
Amalia	Eva	Raquel
Ana	Francisca	Rosalía
Andrea	Gabriela	Rosario
Bárbara	Gloria	Silvia
Beatriz	Graciela	Susana
Caridad	Inés	Teresa
Carolina	Isabel	Verónica
Carlota	Lucía	Victoria
Catalina	Luisa	Virginia
Cecilia	Manuela	Yolanda
Cristina	Margarita	
Daniela	María	
Diana	Mariana	
Dorotea	Marta	
Elena	Micaela	
Elisa	Mónica	

CHICOS (Boys)

Alberto	Felipe	Pablo
Alejandro	Fernando	Pedro
Alfonso	Gerardo	Ramón
Alfredo	Gregorio	Raúl
Andrés	Guillermo	Ricardo
Antonio	Hugo	Roberto
Arturo	Javier	Simón
Bernardo	Jesús	Teodoro
Camilo	Joaquín	Tomás
Carlos	Jorge	Vicente
Cristóbal	José	Víctor
Daniel	Juan	
David	Luis	
Edmundo	Marcos	
Eduardo	Mario	
Ernesto	Miguel	
Esteban	Nicolás	

Track # 1-5: Listen to the audio CD and spell the Spanish words you hear. Use only the actual letters, NOT the letter names (e.g., *h*, not *hache*; *j*, not *jota*). If a letter needs an accent mark, you will hear “con acento” (with an accent) after it; remember that only vowels can have a written accent mark. Each word will be repeated twice.

2.4	a. ellos	c. joven	e. hacer	g. gorra
	b. cuál	d. último	f. ayuda	h. nariz

Track # 1-6: Listen to the audio CD and write the words you hear. Be sure to “hear” the Spanish sounds and not the English sounds. For example: *con* is not spelled “cone” even though in English it would be. There is no such thing as a “silent e” in Spanish. Remember, the vowels make only one sound.

- 2.5 a. mucho c. verdad e. leche g. calle i. garaje
 b. perro d. animal f. esquiar h. anteojos j. divertido

SECTION III. SYLLABICATION AND ACCENTUATION

Track # 1-7: Using the CD, now go back and listen to and repeat all the sample words on this page. Be sure to practice correct pronunciation of each letter of each word and to stress the correct syllable of each word

- 3.1 palabra reyes isla maestro capital día
 señor leche donde siempre calidad Raúl
 pizarra siglo siento explico jugador poesía
 profesora muchachos cuando cocina presentar país
 nobles calle lección dedicado campeón
 bello duermes cuerpo tocadiscos lástima
 otros usted escribir terminan hispánico

Track # 1-8: Listen to the audio CD and try to write the words you hear, paying close attention to whether you need to add a written accent mark.

- 3.3 a. también c. correo e. éxito g. amigo i. setenta
 b. simpático d. tarjeta f. pianista h. música j. próximo

SECTION IV. HELPFUL PHRASES FOR CLASSROOM COMMANDS

The following are some basic directions in Spanish. Study them so that when your teacher says them, you will understand what you are to do. We will say them complete once, then break them into parts, if necessary.

Track # 1-9: Listen and repeat.

Abran sus libros en la página _____ , por favor.
Escuchen, por favor.
Repitan, por favor.
Cierren sus libros, por favor.
Levanten la mano, por favor.
Escriban su nombre.
Saquen un lápiz, un papel, una pluma.
Vayan a la pizarra.
¿Entienden?
Levántense.
Siéntense.
Saquen la tarea.
Contesten.
Digan.
Miren.

LIFEPAC ONE: VOCABULARY LIST

Track # 1-25:

Helpful words and phrases:

Abran sus libros en la página _____ .
Cierren sus libros.
¿Cómo?
¿Cómo se dice en español (inglés)?
Contesten.
Digan _____ .
¿Entienden?
Escriban su nombre.
Escuchen.
Explique.
Gracias.
Levanten la mano.
Levántense.
Miren.
No.
No entiendo.
No sé.
¿Qué quiere decir _____ ?
Por favor.
Repitan.
Saquen un lápiz, un papel, una pluma.
Saquen la tarea.
señor
señora
señorita
Sí.
Siéntense.
Vayan a la pizarra.

Basic greetings and responses:

Adiós.
Bienvenidos.
Buenos días.
Buenas tardes.
Buenas noches.
Chao.
Hasta pronto.
Hasta luego./Hasta la vista.
Hasta mañana.
¿Cómo estás?/¿Cómo está usted?/
¿Cómo están ustedes?
¿Cómo te llamas?/¿Cómo se llama usted?
¿De dónde eres?/¿De dónde es usted?
Hola.
¿Qué hay de nuevo?
¿Qué tal?
¿Y tú?/¿Y usted?/¿Y ustedes?
Así, así.
Bien.
Estoy enfermo (enferma).
Fantástico.
Mal.
Me llamo _____ .
Mucho gusto.
El gusto es mío.
Muy bien.
Nada en particular.
No me sieto bien.
Quiero presentarte a _____ .
Regular.
Soy de _____ .

Spanish I Testing CD Audio Script – Unit 1

UNIT 1 LIFEPAK TEST AUDIO

Unit 1 Test; Section 1; Testing CD Track 1

Listen carefully to the CD and write the letter of the one most logical response to each phrase or question you hear. Read through all the choices before listening to the CD. You may briefly pause the CD after each question, but do not play it more than once. You will hear each phrase or question two times. (1 pt. each)

- | | | |
|----|-----------------|-------------------------|
| 1. | 1. Mucho gusto. | 4. ¿Cómo están ustedes? |
| | 2. ¿Qué tal? | 5. ¿Entienden? |
| | 3. Hasta luego. | 6. ¿De dónde es usted? |

Unit 1 Test; Section 2; Testing CD Track 2

Listen to the CD and spell the Spanish words you hear; they will not be words you've studied. Use only the actual letters, NOT the letter names. Each word will be repeated twice. Do not pause the CD or play it more than once. (1 pt. each)

- | | | |
|----|-----------|----------|
| 2. | a. playa | d. calle |
| | b. viajar | e. nariz |
| | c. gasto | |

UNIT 1 ALTERNATE LIFEPAK TEST AUDIO

Unit 1 Alternate Test; Section 1; Testing CD Track 3

Listen carefully to the CD and write the letter of the one most logical response to each phrase or question you hear. Read through all the choices before listening to the CD. You will hear each phrase or question two times. You may briefly pause the CD after each question, but do not play it more than once. (1 pt. each)

- | | |
|----|--------------------------------------|
| 1. | 1. ¿Qué hay de nuevo? |
| | 2. Quiero presentarle al Sr. García. |
| | 3. Chao. |
| | 4. Buenos días. |
| | 5. Mucho gusto. |
| | 6. ¿Cómo te llamas? |

Unit 1 Alternate Test; Section 2; Testing CD Track 4

Listen to the CD and spell the Spanish words you hear; they will not be words you've studied. Use only the actual letters, NOT the letter names. Each word will be repeated twice. Do not pause the CD or play it more than once. (1 pt. each)

- | | |
|----|-----------|
| 2. | a. hombro |
| | b. feliz |
| | c. joven |
| | d. soñar |
| | e. llena |



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Teaching Strategies:

1. When a student is asked for a response and responds incorrectly, ask another student. When a correct answer is given, ask the students who answered incorrectly to repeat the correct answer.
2. Frequently summarize and review. Small doses work best.
3. Learning partners need to be established early and they should be rotated frequently. Their role as a learning partner is to work together and try to answer questions or work through a task. This is also the person they may call if they do not understand or forgot an assignment.
4. Suggestions:
 - a. Once a week allow students to bring in something written in Spanish such as the directions to a game or something about a Hispanic topic such as a magazine or newspaper article.
 - b. Require students to speak each day—if only a greeting. Students tend to be shy about their speaking abilities.
 - c. Games like Jeopardy™, Scattergories™, and Pictionary™ are good reinforcers of knowledge already learned. Allow students to design their own versions of these games.
 - d. If students get a dictionary, have them get a good one. The bookstores have a wide variety—Cassells, Collins, or Bantam are fairly accurate. Teach students how to cross-reference so that they choose the right meaning.

Suggested Time Frames:

Section 1: 1–2 days

Section 2: 3–4 days

Section 3: 1–2 days

Section 4: 4–5 days

Section 5: 1–2 days

Section 6: 3–4 days

Section 7: 2–4 days

Section 8: 3–4 days

Section 9: 1–2 days

Bellringers:

These are activities done in the first five minutes to reinforce the work done the previous day. They may be done alone or with a teacher-chosen learning partner. Following are some suggested “bell-ringers” for each lesson.

Section 1

1. List five reasons for studying Spanish.
2. List five occupations where a knowledge of Spanish is helpful.
3. What is a cognate? Word family?
4. What is one important rule to remember when studying a foreign language?
5. Name five parts of speech and give an example of each.

Section 2

1. Choose three names from the name list and spell them out loud in Spanish to a learning partner.
2. Find four names in the name list with four different diphthongs.

Spanish I Teacher Notes – Unit 1

Section 3

1. List five words to divide and underline the stressed syllable.
2. What are five Spanish spelling and punctuation marks not used in English?

Section 4

1. With your learning partner, practice five different classroom phrases to “mime” for your classmates to guess.
2. Give three phrases and ask students to respond appropriately – such as *Saquen la tarea*, and they take out their homework.

Section 5

1. List the four ways to say **you** and tell the difference between each.
2. Use picture cards representing *tú*, *usted*, *vosotros*, and *ustedes*. Hold various cards up and ask which “you” each one is.

Section 6

1. Practice the conversation to share with the class.
2. How many ways can you answer:
 - *¿Cómo estás?*
 - *¡Hola!*
 - *¡Adiós!*

Section 7

1. Explain the difference between *¿Cómo estás?*, *¿Cómo está usted?* and *¿Cómo están ustedes?*
2. What is another way to ask a person how they are?

Section 8

1. Name five Spanish-speaking countries and their capitals.
2. What is the Pan-American Highway?

Optional Activities:

Section 2

1. Allow students to choose a Spanish name that you and their classmates will call them during the school year.

Section 8

1. Choose one of the Spanish-speaking countries to adopt as your own. Then go around the room asking one by one *¿De dónde eres?* The person asked will respond *Soy de _____* .
2. Choose one of the Spanish-speaking countries and look in the almanac for the address of their embassy or tourist bureau. Write requesting information about their country.

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Reproducible Tests
for use with the
Spanish I Teacher's Guide

1. Listen carefully to the CD (track 3 of the testing CD) and write the letter of the one most logical response to each phrase or question you hear. Read through all the choices before listening to the CD. You will hear each phrase or question two times. You may briefly pause the CD after each question, but do not play it more than once. (1 pt. each)

- | | |
|---|--|
| _____ 1. a. Bien, gracias.
b. Buenas noches.
c. Nada en particular. | _____ 4. a. No sé.
b. Hola.
c. Por favor. |
| _____ 2. a. Mucho gusto.
b. Estoy enfermo.
c. ¿Y usted? | _____ 5. a. Bienvenidos.
b. El gusto es mío.
c. Adiós. |
| _____ 3. a. Regular.
b. No me siento bien.
c. Hasta pronto. | _____ 6. a. Así, así.
b. España.
c. Carlos. |

2. Listen to the CD (track 4 of the testing CD) and spell the Spanish words you hear; they will not be words you've studied. Use only the actual letters, NOT the letter names. Each word will be spelled two times. Do not pause the CD or play it more than once. (1 pt. each)

- a. _____ d. _____
b. _____ e. _____
c. _____

3. Respond appropriately to these questions. Use complete sentences when possible. (2 pts. each)

- a. ¿Cómo está Ud.? _____
b. ¿Cómo te llamas? _____
c. ¿De dónde eres? _____
d. ¿Cómo están Uds. _____

4. List three reasons to study a foreign language. (1 pt. each)

- a. _____
b. _____
c. _____

5. List two specific occupations where knowledge of a foreign language is helpful. (1 pt. each)

- a. _____ b. _____

6. Define the parts of speech and give an English example of each part. (1 pt. each blank)

- a. verb: _____
b. preposition: _____
c. noun: _____
d. pronoun: _____
e. adverb: _____



**A
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SECTION ONE

- 1.1 Suggested answers:
- a. enhanced business opportunities
 - b. communication with people who speak another language
 - c. understanding of other cultures
- 1.2 Suggested answers, any order:
- a. social services
 - b. education
 - c. international business
- 1.3 Adult check. Answers will vary depending on the student's interests.
- 1.4 Adult check. Answers will vary.
- 1.5
- a. actor, noun
 - b. accident, noun
 - c. visit, verb
 - d. enter, verb
 - e. ordinary, adjective
 - f. athlete, noun
 - g. class, noun
 - h. person, noun
 - i. professor, noun
 - j. television, noun
 - k. intelligent, adjective
 - l. fruit, noun
 - m. bicycle, noun
 - n. garage, noun
 - o. republic, noun
 - p. biology, noun
 - q. decide, verb
 - r. divide, verb
 - s. author, noun
 - t. sincere, adjective

SECTION TWO

- 2.1
- a. circuito S, D, S
 - b. puerta D, S
 - c. radio S, D
 - d. siglo S, S
 - e. noche S, S
 - f. ojo S, S
 - g. lado S, S
 - h. juego D, S
 - i. julio S, D
 - j. blusa S, S
- 2.2 Adult check
- 2.3
- a. a – ge – u – a
 - b. be – o – ele – ese – a
 - c. ce – o – che – e
 - d. de – i – ene – e – ere – o
 - e. e – ese – te – a – de – o
 - f. efe – e – che – a
 - g. ge – o – ele
 - h. hache – o – jota – a
 - i. i – de – e – a
 - j. jota – u – ge – o
 - k. ka – i – ele – o
 - l. ele – a – ge – o
 - m. eme – a – ene – o
 - n. ene – i – eñe – o
 - o. o – jota – o
 - p. pe – a – de – ere – e
 - q. cu – u – i – ene – ce – e
 - r. ere – e – ve (or *ve chica*) – i – ese – te – a
 - s. ese – e – eñe – o – ere
 - t. te – a – ele – e – ene – te – o
 - u. u – ve – a / u – ve chica – a
 - v. ve – a – elle – e / ve chica – a – elle – e
 - w. equis – i – ele – ó – efe – o – ene – o
 - x. i griega – a – ere – de – a
 - y. zeta – a – pe – a – te – o

SECTION TWO (CONT.)

- 2.4 a. ellos c. verdad
b. cuál d. animal
c. joven e. leche
d. último f. esquiar
e. hacer g. calle
f. ayuda h. anteojos
g. gorra i. garaje
h. nariz j. divertido
- 2.5 a. mucho 2.6 Adult check
b. perro

SECTION THREE

- 3.1 Adult check
- 3.2 a. ca – ma – re – ro
b. ba – lon – ces – to
c. de – say – un – o
d. li – bre
e. sa – lu – dos
f. a – ni – ma – do
g. co – ci – ne – ro
h. es – pi – na – cas
i. lec – tu – ra
j. re – por – ta – je
k. ar – tis – ta
l. en – tre – vis – ta
- m. es – per – an – za
n. mo – chi – la
o. tra – ba – jar
- 3.3 a. también
b. simpático
c. correo
d. tarjeta
e. éxito
f. pianista
g. amigo
h. música
i. setenta
j. próximo

SECTION FOUR

- 4.1 a. Escriban su nombre.
b. Abran sus libros, por favor.
c. Vayan a la pizarra.
d. ¿Cómo?
e. De nada.
f. Miren y escuchen, por favor.
g. No sé.
h. ¿Cómo se dice en español?
i. Repitan, por favor.
j. No entiendo.
- 4.2 a. Sit down.
b. Listen.
c. Close your book.
d. Answer.
e. Take out a pencil.
f. Open your book.
g. Take out a pen.
h. Stand up.
i. Go to the board.
j. Write your name.

Spanish I Self Test Key – Unit 1

SELF TEST 1

- 1.01 20
- 1.02 Sample answer: enhanced job opportunities with international corporations and businesses working with immigrants
- 1.03 Sample answer: There are many immigrants from other countries, particularly from Spanish-speaking countries, and bilingual people are needed in social services, fire and police departments, and education.
- 1.04 words in English and Spanish with similar meaning, spelling, and pronunciation that are derived from Latin or Greek
- 1.05 a group of words that are related
- 1.06 Example: The baker bakes baked goods in a bakery.
- 1.07 Examples:
a. Study in small amounts of time.
b. Use your new vocabulary often.
c. Do not get upset when you make mistakes.
- 1.08 a. a person, place, thing or idea
b. a word used to describe a noun
c. an action or state of being
d. takes the place of a noun
e. a word used to describe an adjective, verb, or another adverb
- 1.09 Answers will vary. Examples:
a. ball
b. red
c. throw
d. it
e. quickly
- 1.010 Michael/noun
rides/verb
the/definite article
bike/noun
quickly/adverb
to/preposition
school/noun

SELF TEST 2

- 2.01 one
- 2.02 Sample words:
a. a; like the a in father casa, palabra
b. e; like the ay in day serie, mes
c. i; like the ee in see fin, inglés
d. o; like the o in ocean océano, otoño
e. u; like the oo in booth uva, mucha
- 2.03 Sample words:
a. -ai/ay aire, hay
b. -ei/ey seis, treinta, rey
c. -oi/oy oiga, hoy
d. -au causa, auto
e. -eu Europa, deuda
- 2.04 Sample words:
a. ll = llamo
b. rr = perro
c. cc = acción
- 2.05 Sample words:
(ch) ocho, churro
(ll) llamo, ella, ellos
(rr) tierra, perro
- 2.06 words that have similar meaning, spelling, and pronunciation
(Any word from page 5, such as actor, autor, accidente, clase, profesor, fruta)
- 2.07 Check the letter on page 8.

SELF TEST 3

- 3.01 a. a – ma – ri – llo
b. ar – tis – ta
c. es – tre – lla
d. sor – pre – sa
e. mu – cha – cha
- 3.02 a. for – mal
b. a – den – tro
c. en – ton – ces
d. fac – ul – tad
e. le – gum – bre
- 3.03 a. lápiz
b. jardín
c. inglés
d. café
e. césped
- 3.04 Any order; examples will vary.
accent (í) – sí
tilde (ñ) – niño
dieresis (ü) – bilingüe
inverted question mark (¿) – ¿Cómo?
inverted exclamation point (¡) – ¡Hola!

SELF TEST 4

- 4.01 a. Close your books, please.
b. Take out your homework
c. Listen, please.
d. Raise your hand.
e. Go to the board.
- 4.02 a. Contesten.
b. No sé.
c. Repita, por favor. / Repitan, por favor.
d. Gracias.
e. Sí, señor.
- 4.03 a. Siéntense.
b. Miren.
c. Saquen un lápiz.
d. De nada.
e. Abran sus libros
- 4.04 1. c
2. e
3. d
4. b
5. a

SELF TEST 5

- 5.01 Any order:
a. tú – informal, one person
b. usted (Ud.) – formal, one person
c. vosotros – informal, plural (Spain only)
d. ustedes (Uds.) – plural
- 5.02 a. tú
b. usted
c. tú
d. ustedes
e. vosotros
f. ustedes
- 5.03 a. Sr.
b. Srta.
c. Sra.
g. tú
h. tú
i. usted

Spanish I Test Key – Unit 1

1.
 1. c
 2. a
 3. c

2. (If students miss one letter in a word, take off ½ point; if they miss two or more letters in a word, take off the full point.)
 - a. playa
 - b. viajar
 - c. gasto
 - d. calle
 - e. nariz

3. Answers will vary for a – c; check that they are logical and grammatically correct.
 - a. Me llamo (Juan).
 - b. Bien. / Mal. / Así, así. / Regular. / etc.
 - c. Soy de (California).
 - d. Nada en particular.

4. Answers will vary. Any answers that show understanding of the paragraphs on page 2 of the LIFE PAC are acceptable.

5.
 - a. a person, place, thing, or idea
 - b. an action or state of being
 - c. a word used to describe a noun
 - d. a word used to describe an adjective, a verb, or another adverb
 - e. a word that indicates the relation of a noun to a verb, adjective, or another noun
(English examples will vary.)

6. Any order:
 - a. accent (é)
 - b. tilde (ñ)
 - c. inverted exclamation point (¡)
 - d. inverted question mark (¿)
 - e. dieresis (ü)

7.
 - a. e – jem – plo
 - b. to – ca – dis – cos
 - c. pes – ca – dor
 - d. es – pa – ñol
 - e. lá – piz

8.
 - a. Vayan a la pizarra.
 - b. Abran sus libros.
 - c. Repitan.

4. c
5. a
6. b

9.

- d. No sé. / No entiendo. / ¿Cómo?
- e. Levanten la mano.

- a. tú
- b. ustedes
- c. usted
- d. vosotros
- e. tú

10.

- a. Paco: ¡Hola, Daniel! ¿Cómo **estás**?
Daniel: **Muy** bien, gracias. ¿Y **tú**?
Paco: ¡Fantástico!
- b. Alicia: Hola. Me **llamo** Alicia. ¿Y tú?
Pilar: Me llamo Pilar. ¿De **dónde** eres?
Alicia: **Soy** de Buenos Aires. ¿Y tú?
Pilar: Soy **de** Lima.
- c. Sra. Chávez: Buenos **días**. ¿Cómo están **ustedes (Uds.)**?
Sra. López: Muy bien, **gracias**.
Sra. Ayala: Bien. ¿Y usted?
Sra. Chávez: Muy bien, gracias.

11.

	<i>Country</i>	<i>Capital</i>
a.	Spain	Madrid
b.	Venezuela	Caracas
c.	Honduras	Tegucigalpa
d.	Costa Rica	San Jose
e.	Argentina	Buenos Aires
f.	Ecuador	Quito
g.	Chile	Santiago
h.	Paraguay	Asuncion
i.	Nicaragua	Managua
j.	Uruguay	Montevideo

11.

- | | |
|----------------|-----------------------|
| a. Cuba | k. Ecuador |
| b. Puerto Rico | l. Venezuela |
| c. Mexico | m. Guatemala |
| d. Chile | n. El Salvador |
| e. Argentina | o. Uruguay |
| f. Bolivia | p. Panama |
| g. Peru | q. Paraguay |
| h. Nicaragua | r. Honduras |
| i. Costa Rica | s. Dominican Republic |
| j. Colombia | |

Spanish I Alternate Test Key – Unit 1

1. 1. c 4. b
 2. a 5. b
 3. c 6. c
2. (If students miss one letter in a word, take off ½ point; if they miss two or more letters in a word, take off the full point.)
 - a. hombro
 - b. feliz
 - c. joven
 - d. soñar
 - e. llena
3. Answers will vary; check that they are logical and grammatically correct.
 - a. Bien. / Mal. / Así, así. / Regular. / etc.
 - b. Me llamo (Sara).
 - c. Soy de (Chicago).
 - d. Bien. / Mal. / Así, así. / Regular. / etc.
4. Suggested answers, any order:
 - a. You can learn more about other people and cultures.
 - b. You can get a better job if you are bilingual.
 - c. You can help other people who don't speak English.
5. Suggested answers, any order: international corporate worker, social services worker, teacher
6.
 - a. an action or state of being
 - b. a word that indicates the relation of a noun to a verb, adjective or another noun
 - c. a person, place, thing or idea
 - d. a word that takes the place of a noun
 - e. a word used to describe an adjective, a verb, or another verbEnglish examples will vary.)
7. Any three in any order:
accent (á)
tilde (ñ)
dieresis (ü)
inverted question mark (¿)
inverted exclamation point (¡)
8.
 - a. jun – tos
 - b. de – ci – dir
 - c. al – re – de – dor
 - d. pa – la – bra
 - e. oc – tu – bre
9.
 - a. tú
 - b. Uds./ustedes
 - c. Ud./usted
 - d. tú
 - e. Uds./ustedes
9.
 - a. Cómo
 - gracias
 - b. llamo
 - dónde
 - Soy
11.
 - a. Santiago
 - b. Guatemala City
 - c. Buenos Aires
 - d. Madrid
 - e. Managua
 - f. Lima
 - g. Asuncion
 - h. La Paz/Sucre
 - i. Quito
 - j. Montevideo
 - k. San Jose
 - l. Caracas
 - m. Tegucigalpa
 - n. San Juan
 - o. Mexico City
12.
 - a. Escriban su nombre.
 - b. Saquen la tarea.
 - c. Vayan a la pizarra.
 - d. ¿Qué tal?
 - e. Mucho gusto.
 - f. Buenas noches.
 - g. Hasta luego. / Hasta la vista.
 - h. No entiendo.