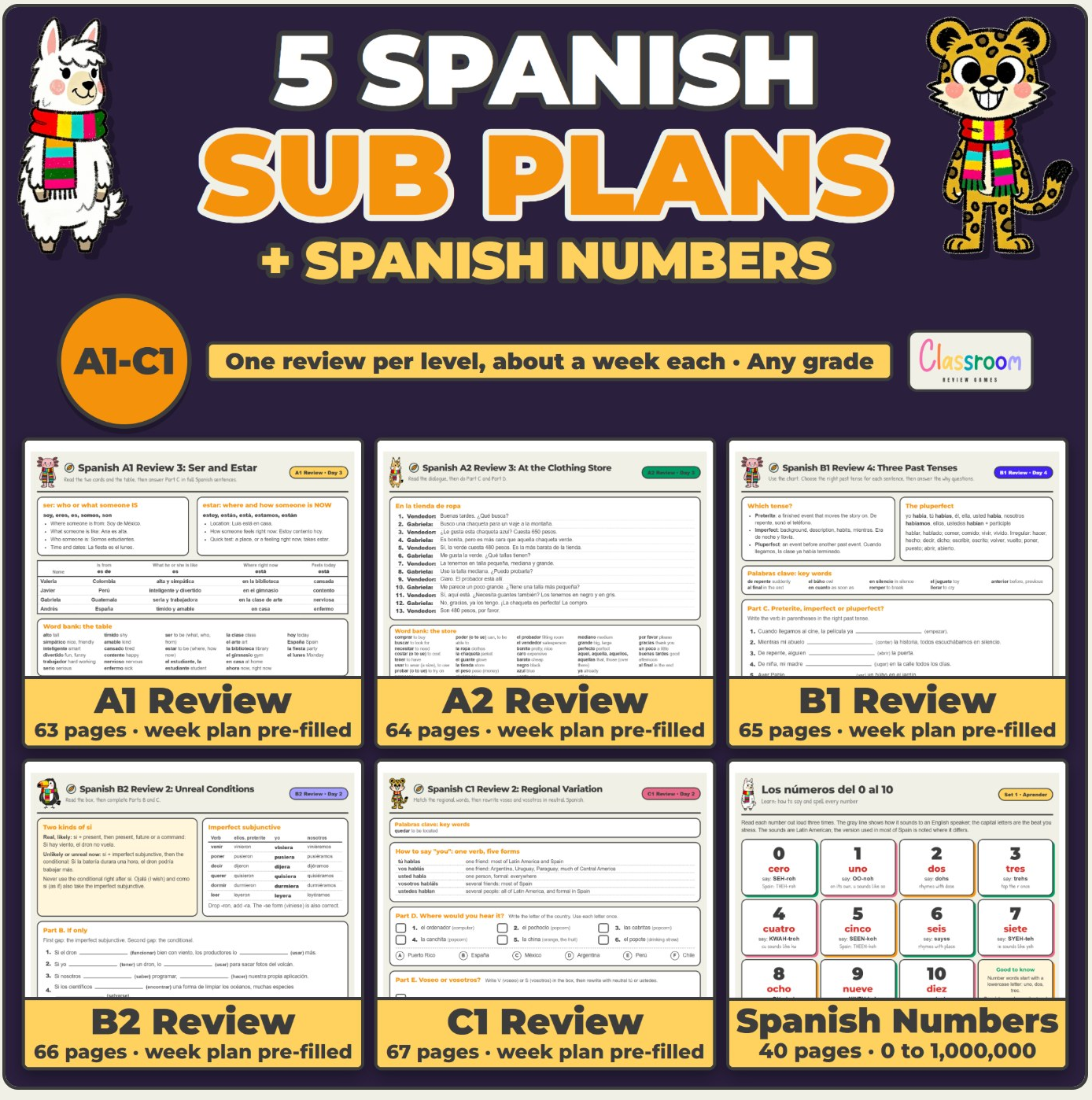
Spanish Sub Plans by Level Bundle, A1 to C1 plus Spanish Numbers, No Prep

BUNDLE PREVIEW Everything in this bundle, on one page. Sample pages of each product follow.

WHAT'S INCLUDED: 6 PRODUCTS



YOUR WEEK AT A GLANCE (1 OF 2)

Every A1 review set of the week, with its page and what it goes over. Nothing new is taught. Any set works on any day and in every Spanish class you teach.

MONDAY (DAY 1)

Opener	**Meet Your Sub** Fifteen minutes at the top of every period on Monday: the sub sheet, three questions, the class agreement and the voice levels.	p. 10 · 15 min
A1 review 1	**Greetings, Numbers and Time** Reviews: ser and llamarse for introductions, question words, tú and usted, greetings, numbers 0 to 100 and clock times.	p. 13 · 50 min
Calm vocab	**Learn and Test: Classroom Words** Eight Spanish words to learn alone, then a quiet self-test: match each English meaning to its Spanish word.	p. 16 · 20 min
Team task	**First Bus to Last Bus** Groups of four decode a Spanish bus departure board in Mexico City and rank twelve buses from first to last, then score the gap to the true order.	p. 18 · 40 min
Game (optional)	**Whiteboard Quiz Game** Optional fun to end the class.	p. 19 · 15 min

TUESDAY (DAY 2)

A1 review 2	**Calendar, Weather and Free Time** Reviews: gustar and encantar with me, te, le, nos and les, weather with hace, está and hay, dates, days, months, seasons and free time.	p. 21 · 50 min
Calm vocab	**Learn and Test: Weather Words** Eight Spanish words to learn alone, then a quiet self-test: write each word from its English meaning and find it in a word grid.	p. 24 · 20 min
Team task	**The Free Saturday** Groups of four read Spanish activity notes and a weather report and plan the best free Saturday of a class trip inside a dollar budget and an eight hour day.	p. 26 · 40 min
Game (optional)	**Paper Password** Optional fun to end the class.	p. 28 · 15 min

WEDNESDAY (DAY 3)

A1 review 3	**Family and Descriptions** Reviews: ser and estar, adjective agreement, possessives, tener for age, family and describing words.	p. 30 · 50 min
Calm vocab	**Learn and Test: Family Words** Eight Spanish words to learn alone, then a quiet self-test: a short new Spanish text with eight gaps.	p. 33 · 20 min
Team task	**The Paper Tower** Groups of four decode Spanish build rules, build the tallest free-standing tower from two sheets of paper, test it and present it in Spanish.	p. 35 · 40 min
Game (optional)	**Class Feud** Optional fun to end the class.	p. 37 · 15 min

THURSDAY (DAY 4)

A1 review 4	**School and Daily Routine** Reviews: present tense of regular -ar, -er and -ir verbs, reflexive verbs, frequency words, school subjects and the daily routine.	p. 39 · 50 min
Calm vocab	**Learn and Test: Routine Words** Eight Spanish words to learn alone, then a quiet self-test: put the mixed-up letters of each word in order.	p. 42 · 20 min
Team task	**The School Paper Front Page** Four editors, each holding Spanish facts nobody else has, decide which Spanish headlines fill sixty column inches of the school paper.	p. 44 · 40 min
Game (optional)	**Classroom Millionaire** Optional fun to end the class.	p. 46 · 15 min

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Spanish A1 Review 1: Greetings, Numbers and Time

A1 Review · Day 1

Use the word bank for Parts A and B. Every page has its own word bank.

This set reviews: ser and llamarse for introductions, question words, tú and usted, greetings, numbers 0 to 100 and clock times

Word bank: greetings and question words

¡Buenos días! good morning
¡Buenas noches! good evening, good night
Más o menos. So-so. Okay.
¿Cómo te llamas? What is your name? (a friend)
¿Cómo se llama usted? What is your name? (polite)
Mucho gusto. Nice to meet you.
De nada. You are welcome.
¡Hasta mañana! See you tomorrow!
qué what
quién who
dónde where
de dónde from where
cuándo when
cómo how
cuántos how many
cuál which, what
ser to be (who, what, from where)
tener to have
vivir to live
el año year
el amigo friend
simpático nice, friendly
la hora hour, time
el color color
favorito favorite
azul blue
la clase class
el español Spanish (language)
el lunes Monday
la profesora teacher (a woman)
Son las dos. It is 2:00.

Part A. What do you say?

Read each situation. Write the letter of the best thing to say in the box. Use each letter once.

1. ☐ You walk into class at 8:00 in the morning and greet your teacher.
2. ☐ You say good night to your family before bed.
3. ☐ A new student sits next to you. You want to know her name.
4. ☐ You meet the new school principal and want to know his name.
5. ☐ A new classmate tells you her name and you shake hands.
6. ☐ A friend asks how you are. You feel just okay.
7. ☐ School is over. You will see your friend again tomorrow.
8. ☐ A classmate thanks you for a pencil.

A. **Más o menos.**
B. **¿Cómo te llamas?**
C. **De nada.**
D. **¡Buenos días!**
E. **¡Hasta mañana!**
F. **¡Buenas noches!**
G. **Mucho gusto.**
H. **¿Cómo se llama usted?**

Part B. Which question word?

Write the missing question word on the line. The reply on the right shows which one fits. Use each question word once.

1.	¿ _____ es tu amigo Andrés?	Es muy simpático.
2.	¿ _____ eres?	Soy de Chile.
3.	¿ _____ vives?	Vivo en Lima.
4.	¿ _____ años tienes?	Tengo quince años.
5.	¿ _____ es la profesora?	Es Ana Ruiz.
6.	¿ _____ hora es?	Son las dos.
7.	¿ _____ es la clase de español?	Es el lunes.
8.	¿ _____ es tu color favorito?	Es el azul.

Culture note

Spanish has two ways to say you. Use tú with friends, family and people your age. Use usted with adults you do not know well, like a principal or a doctor. In Argentina and Uruguay many people say vos in place of tú.

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YOUR WEEK AT A GLANCE (1 OF 2)

Every A2 review set of the week, with its page and what it goes over. Nothing new is taught. Any set works on any day and in every Spanish class you teach.

MONDAY (DAY 1)

Opener	**Meet Your Sub** Fifteen minutes at the top of every period on Monday: the sub sheet, three questions, the class agreement and the voice levels.	p. 10 · 15 min
A2 review 1	**Last Weekend** Reviews: preterite of regular verbs, spelling changes, ir, ser, hacer, tener and estar, time words, weekend activities.	p. 13 · 50 min
Calm vocab	**Learn and Test: Weekend Words** Eight Spanish words to learn alone, then a quiet self-test: match each English meaning to its Spanish word.	p. 16 · 20 min
Team task	**Weekend Jobs** Groups of four decode what twelve teens say in Spanish about their jobs last weekend, rank them by money earned, then score the gap to the true order.	p. 18 · 40 min
Game (optional)	**Whiteboard Quiz Game** Optional fun to end the class.	p. 20 · 15 min

TUESDAY (DAY 2)

A2 review 2	**Childhood Memories** Reviews: imperfect for habits and descriptions, ser, ir and ver, preterite versus imperfect, toys, games and school memories.	p. 22 · 50 min
Calm vocab	**Learn and Test: Childhood Words** Eight Spanish words to learn alone, then a quiet self-test: write each word from its English meaning and find it in a word grid.	p. 25 · 20 min
Team task	**The Class Trip Day** Groups of four read Spanish notes on twelve stops and plan the Monday class trip with the most points inside a budget, a five hour clock and three traps.	p. 27 · 40 min
Game (optional)	**Paper Password** Optional fun to end the class.	p. 29 · 15 min

WEDNESDAY (DAY 3)

A2 review 3	**Shopping and Clothes** Reviews: direct object pronouns, demonstratives (this, that, that over there), comparatives and superlatives, clothes, sizes, colors and prices.	p. 31 · 50 min
Calm vocab	**Learn and Test: Shopping Words** Eight Spanish words to learn alone, then a quiet self-test: a short new Spanish text with eight gaps.	p. 34 · 20 min
Team task	**The Paper Plane Test** Groups of four decode Spanish flight rules, build paper planes from two sheets, test them with a throw each and present the plane in Spanish.	p. 36 · 40 min
Game (optional)	**Class Feud** Optional fun to end the class.	p. 38 · 15 min

THURSDAY (DAY 4)

A2 review 4	**Health and the Body** Reviews: doler and parecer, affirmative tú and usted commands, tener que and deber, body parts, symptoms and the pharmacy.	p. 40 · 50 min
Calm vocab	**Learn and Test: Health Words** Eight Spanish words to learn alone, then a quiet self-test: put the mixed-up letters of each word in order.	p. 43 · 20 min
Team task	**The Youth Page** Four editors, each holding Spanish facts nobody else has, decide which Spanish headlines fill the hundred lines of a town paper's youth page.	p. 45 · 40 min
Game (optional)	**Classroom Millionaire** Optional fun to end the class.	p. 47 · 15 min

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Spanish A2 Review 1: Last Weekend

Read the chart, then do Part A and Part B. Every page has its own word bank.

A2 Review · Day 1

This set reviews: preterite of regular verbs, spelling changes, ir, ser, hacer, tener and estar, time words, weekend activities

The preterite: one finished action in the past

Person	bailar	comer	salir
yo	bailé	comí	salí
tú	bailaste	comiste	saliste
él, ella, usted	bailó	comió	salió
nosotros, nosotras	bailamos	comimos	salimos
vosotros, vosotras (Spain)	bailasteis	comisteis	salisteis
ellos, ellas, ustedes	bailaron	comieron	salieron

Spelling changes: in the yo form buscar: busqué, pagar: pagué, almorzar: almorcé. In the he/she form an i between two vowels becomes y: creer: creyó.

Irregular stems take -e, -iste, -o, -imos, -ieron, no accent marks: tener: tuv-, estar: estuv-, poner: pus-, hacer: hic- (z before o).

ir and ser share one set of forms: Fui al cine. (I went to the movies.) Fue divertido. (It was fun.)

Time words: ayer yesterday, anoche last night, el sábado pasado last Saturday, hace dos días two days ago.

Word bank: the weekend

ir to go
estar to be (place, feeling)
tener to have
hacer to do, to make
jugar (u to ue) to play
llegar to arrive, to get (somewhere)
leer to read
empezar (e to ie) to start
sacar to take (photos)
ver to see, to watch
caminar to walk
el sábado Saturday
el domingo Sunday
el amigo friend
la casa house, home
la tarea homework
el libro book
el primo cousin
el cine movie theater
el hermano brother
los padres parents
el papá dad
el fútbol soccer
el tenis tennis
la revista magazine
el parque park
la foto photo
la playa beach
el pastel cake
la película movie
el partido game, match
tarde late
ayer yesterday
anoche last night
pasado last
hoy today
todo el día all day
nuevo new

Part A. Write the verb in the preterite

Write the past form of the verb in parentheses on the line. Look at who does the action first.

1. Ayer yo _____ (llegar) tarde a casa.
2. El sábado pasado, mis amigos y yo _____ (ir) al cine.
3. Anoche mi hermano _____ (hacer) la tarea.
4. ¿Tú _____ (jugar) al fútbol el domingo?
5. Mis padres _____ (estar) en casa todo el día.
6. Anoche yo _____ (empezar) un libro nuevo.
7. Ustedes _____ (tener) un partido el sábado.
8. Mis primos _____ (leer) una revista en el parque.

Part B. Hoy becomes ayer

Write each sentence again in the past. Start with Ayer and change the verb to the preterite.

1. Hoy juego al tenis con mi papá.
2. Hoy saco fotos en el parque.
3. Hoy vamos a la playa.
4. Hoy Diego hace un pastel.
5. Hoy mis primos ven una película.
6. Hoy tú caminas al parque.

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YOUR WEEK AT A GLANCE (1 OF 2)

Every B1 review set of the week, with its page and what it goes over. Nothing new is taught. Any set works on any day and in every Spanish class you teach.

MONDAY (DAY 1)

Opener	**Meet Your Sub** Fifteen minutes at the top of every period on Monday: the sub sheet, three questions, the class agreement and the voice levels.	p. 10 · 15 min
B1 review 1	**Advice and Wellbeing** Reviews: present subjunctive after advice, wishes and value judgments, deberías and podrías, sleep, stress and healthy habits.	p. 13 · 50 min
Calm vocab	**Learn and Test: Wellbeing Words** Eight Spanish words to learn alone, then a quiet self-test: match each English meaning to its Spanish word.	p. 16 · 20 min
Team task	**The Sleep Report** Groups of four decode a Spanish sleep report full of relative clauses, rank twelve students from most to least sleep and give advice.	p. 18 · 40 min
Game (optional)	**Whiteboard Quiz Game** Optional fun to end the class.	p. 20 · 15 min

TUESDAY (DAY 2)

B1 review 2	**Work and the Future** Reviews: future tense with irregular stems, cuando + present subjunctive, the conditional for polite requests, jobs and applications.	p. 22 · 50 min
Calm vocab	**Learn and Test: Work Words** Eight Spanish words to learn alone, then a quiet self-test: write each word from its English meaning and find it in a word grid.	p. 25 · 20 min
Team task	**The Career Day Fund** Groups of four read nine Spanish workshop proposals and fund the ones with the most votes inside a peso budget and a volunteer limit.	p. 27 · 40 min
Game (optional)	**Paper Password** Optional fun to end the class.	p. 29 · 15 min

WEDNESDAY (DAY 3)

B1 review 3	**Environment and the City** Reviews: the passive with se and impersonal se, para que + subjunctive, negative commands for rules, recycling, transportation and city life.	p. 31 · 50 min
Calm vocab	**Learn and Test: Environment Words** Eight Spanish words to learn alone, then a quiet self-test: a short new Spanish text with eight gaps.	p. 34 · 20 min
Team task	**The Recycled Tower** Groups of four decode a Spanish rulebook, then build the tallest tower they can from used paper and present it in Spanish.	p. 36 · 40 min
Game (optional)	**Class Feud** Optional fun to end the class.	p. 38 · 15 min

THURSDAY (DAY 4)

B1 review 4	**Stories and Legends** Reviews: preterite, imperfect and pluperfect in one narrative, narrative connectors, legends and storytelling.	p. 40 · 50 min
Calm vocab	**Learn and Test: Story Words** Eight Spanish words to learn alone, then a quiet self-test: put the mixed-up letters of each word in order.	p. 43 · 20 min
Team task	**The Front Page** Four editors, each holding Spanish facts nobody else has, decide which Spanish headlines fill sixty column inches of a town paper.	p. 45 · 40 min
Game (optional)	**Classroom Millionaire** Optional fun to end the class.	p. 47 · 15 min

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Spanish B1 Review 1: Advice and Wellbeing

Read the letter to the advice column and Elena's answer, then do Parts A and B.

B1 Review · Day 1

This set reviews: present subjunctive after advice, wishes and value judgments, deberías and podrías, sleep, stress and healthy habits

Pregúntale a Elena

Querida Elena:

Tengo dieciséis años y siempre estoy cansado. Me acuesto a la una de la mañana porque veo videos en el celular, y en clase no puedo concentrarme. Además, estoy muy nervioso por los exámenes de junio. Mis padres quieren que deje el celular en la cocina por la noche, pero no sé si es una buena idea. ¿Qué me recomiendas?

Diego, Guadalajara (México)

Querido Diego:

Tus padres tienen razón. Es importante que duermas por lo menos ocho horas, y es mejor que apagues el celular una hora antes de dormir. Te recomiendo que hagas ejercicio por la tarde y que no tomes refrescos con cafeína después de las cinco. No estudies en la cama: la cama es para dormir. Para el estrés, podrías hacer un plan de estudio con pausas cortas. También deberías hablar con tu profesor. Ojalá que tengas mucha suerte en los exámenes.

Elena

Palabras clave: key words

concentrarse to concentrate
recomendar to recommend
apagar to turn off
la cafeína caffeine
el estrés stress
el plan plan
la pausa break, pause
ojalá I hope, let's hope
además also, besides
la idea idea
el ejercicio exercise
cierto true
falso false

Part A. ¿Cierto o falso?

Write C (cierto, true) or F (falso, false) in each box. The key gives the correct information for every F.

☐ **1.** Diego se acuesta muy tarde.

☐ **2.** Diego está tranquilo y se concentra bien en clase.

☐ **3.** Los padres de Diego quieren que deje el celular en la cocina.

☐ **4.** Elena cree que los padres de Diego no tienen razón.

☐ **5.** Elena le recomienda hacer ejercicio por la mañana.

☐ **6.** Según Elena, Diego no debería estudiar en la cama.

Part B. Find the subjunctive

Find these words in the texts. Copy the verb that comes right after them (it is in the present subjunctive) and write its infinitive.

WORDS IN THE TEXT	VERB IN THE SUBJUNCTIVE	INFINITIVE
1. Mis padres quieren que ...		
2. Es importante que ...		
3. es mejor que ...		
4. Te recomiendo que ...		
5. y que no ...		
6. Ojalá que ...		

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YOUR WEEK AT A GLANCE (1 OF 2)

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MONDAY (DAY 1)

Opener	**Meet Your Sub** Fifteen minutes at the top of every period on Monday: the sub sheet, three questions, the class agreement and the voice levels.	p. 10 · 15 min
B2 review 1	**Media and News** Reviews: Reported speech with tense shifts, reported questions and commands, the passive with ser, news and media vocabulary.	p. 13 · 50 min
Calm vocab	**Learn and Test: News and Media Words** Eight Spanish words to learn alone, then a quiet self-test: match each English meaning to its Spanish word.	p. 16 · 20 min
Team task	**The Energy Saving Year** Groups of four decode a Spanish newspaper report in reported speech and rank twelve businesses by the energy they really saved.	p. 18 · 40 min
Game (optional)	**Whiteboard Quiz Game** Optional fun to end the class.	p. 20 · 15 min

TUESDAY (DAY 2)

B2 review 2	**Science and Technology** Reviews: Si with the imperfect subjunctive and the conditional, ojalá and como si, science and technology vocabulary.	p. 22 · 50 min
Calm vocab	**Learn and Test: Science Words** Eight Spanish words to learn alone, then a quiet self-test: write each word from its English meaning and find it in a word grid.	p. 25 · 20 min
Team task	**The Innovation Fair Stall** Groups of four read Spanish product plans with si-clauses and pick the most profitable fair stall inside a budget, working hours and four tables.	p. 27 · 40 min
Game (optional)	**Paper Password** Optional fun to end the class.	p. 29 · 15 min

WEDNESDAY (DAY 3)

B2 review 3	**Work and Society** Reviews: Subjunctive in relative clauses, past influence with the imperfect subjunctive, formal register with usted, work vocabulary.	p. 31 · 50 min
Calm vocab	**Learn and Test: Work Words** Eight Spanish words to learn alone, then a quiet self-test: a short new Spanish text with eight gaps.	p. 34 · 20 min
Team task	**The Paper Arm** Groups of four decode Spanish rules in the subjunctive, build a paper arm that reaches past the desk edge, test it and report formally in Spanish.	p. 36 · 40 min
Game (optional)	**Class Feud** Optional fun to end the class.	p. 38 · 15 min

THURSDAY (DAY 4)

B2 review 4	**History and Memory** Reviews: Pluperfect, si with the pluperfect subjunctive and the conditional perfect, future perfect of probability, history vocabulary.	p. 40 · 50 min
Calm vocab	**Learn and Test: History Words** Eight Spanish words to learn alone, then a quiet self-test: put the mixed-up letters of each word in order.	p. 43 · 20 min
Team task	**The Press Desk** Four editors, each holding Spanish facts in the pluperfect and unreal past, choose tomorrow's Spanish front page and write its lead.	p. 45 · 40 min
Game (optional)	**Classroom Millionaire** Optional fun to end the class.	p. 47 · 15 min

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Spanish B2 Review 1: Media and News

Read the news report, then do Part A. The key words card explains the harder words.

B2 Review · Day 1

This set reviews: Reported speech with tense shifts, reported questions and commands, the passive with ser, news and media vocabulary

Reabre la biblioteca de Valle Escondido

Valle Escondido, 14 de marzo. La biblioteca municipal, que había sido dañada por una inundación hace dos años, fue reabierta ayer por la alcaldesa, Marta Quiroga. El nuevo edificio fue diseñado por un equipo de arquitectas de la universidad local y fue financiado en parte por los propios vecinos.

Durante la ceremonia, la alcaldesa dijo que aquel era un día histórico para el pueblo. Explicó que las obras habían durado casi dos años y que la biblioteca tendría una sala de estudio abierta hasta las diez de la noche. También anunció que el mes siguiente se abriría un taller gratuito de periodismo para jóvenes.

La directora de la biblioteca, Rosa Echeverría, contó que muchos libros se habían perdido en la inundación, pero que los vecinos habían donado más de tres mil. Un periodista le preguntó si todavía faltaban libros infantiles. Ella respondió que sí y pidió a las familias que trajeran los libros que ya no usaran.

Al final, Tomás Rivas, un estudiante de quince años, comentó que antes estudiaba en la cocina de su casa y que por fin tendría un lugar tranquilo para preparar sus exámenes.

Palabras clave: key words

la inundación flood
dañar to damage
reabrir to reopen
la arquitecta architect (a woman)
financiar to fund, to pay for
las obras construction work
el taller workshop
gratuito free (no cost)
el periodismo journalism
donar to donate
infantil for children
por fin at last
histórico historic
la ceremonia ceremony
el periodista journalist

Part A. Verdadero or falso?

Write V (true) or F (false) in each box. For every F, write the correct information in Spanish on the line.

☐ **1.** La alcaldesa reabrió la biblioteca. .....

☐ **2.** El edificio fue diseñado por estudiantes de periodismo. .....

☐ **3.** Las obras duraron casi dos años. .....

☐ **4.** La sala de estudio cerrará a las ocho de la noche. .....

☐ **5.** El taller de periodismo va a costar dinero. .....

☐ **6.** Los vecinos donaron más de tres mil libros. .....

☐ **7.** Antes, Tomás estudiaba en la biblioteca. .....

A news report rarely quotes every word. It reports what people said, and the verb moves one step into the past: "Es un día histórico" becomes dijo que era un día histórico. Time words change too: mañana becomes al día siguiente, hoy becomes aquel día.

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MONDAY (DAY 1)

Opener	**Meet Your Sub** Fifteen minutes at the top of every period on Monday: the sub sheet, three questions, the class agreement and the voice levels.	p. 10 · 15 min
C1 review 1	**Style and Register** Reviews: nominal and verbal style rewrites both ways, formal and colloquial register, how an opinion column is built, idioms.	p. 13 · 50 min
Calm vocab	**Learn and Test: Register Words** Eight Spanish words to learn alone, then a quiet self-test: match each English meaning to its Spanish word.	p. 16 · 20 min
Team task	**The Idiom Count** Groups of four decode a Spanish newspaper report on how often twelve idioms occur and rank them by frequency, then score the gap.	p. 18 · 40 min
Game (optional)	**Whiteboard Quiz Game** Optional fun to end the class.	p. 20 · 15 min

TUESDAY (DAY 2)

C1 review 2	**Language in Society** Reviews: word formation with prefixes and suffixes, the nuance of diminutives and augmentatives, voseo and vosotros, regional vocabulary.	p. 22 · 50 min
Calm vocab	**Learn and Test: Language Words** Eight Spanish words to learn alone, then a quiet self-test: write each word from its English meaning and find it in a word grid.	p. 25 · 20 min
Team task	**The Culture Budget** Groups of four decode nine Spanish funding proposals and back the culture week plan with the most visitors inside a budget and a staff limit.	p. 27 · 40 min
Game (optional)	**Paper Password** Optional fun to end the class.	p. 29 · 15 min

WEDNESDAY (DAY 3)

C1 review 3	**Science Journalism** Reviews: academic impersonal and passive forms, hedging, the future and conditional of probability, summary writing.	p. 31 · 50 min
Calm vocab	**Learn and Test: Science Journalism Words** Eight Spanish words to learn alone, then a quiet self-test: a short new Spanish text with eight gaps.	p. 34 · 20 min
Team task	**The Paper Cantilever** Groups of four decode a Spanish competition brief full of double negatives, build a paper arm that reaches past a table edge and report in Spanish.	p. 36 · 40 min
Game (optional)	**Class Feud** Optional fun to end the class.	p. 38 · 15 min

THURSDAY (DAY 4)

C1 review 4	**Literature and Voice** Reviews: the imperfect subjunctive in -ra and -se, como si, narrative tenses, idioms and figurative language, narrator, tone and imagery.	p. 40 · 50 min
Calm vocab	**Learn and Test: Literary Words** Eight Spanish words to learn alone, then a quiet self-test: put the mixed-up letters of each word in order.	p. 43 · 20 min
Team task	**The Culture Page** Four culture editors, each holding Spanish facts nobody else has, decide in Spanish which pieces fill 180 lines of the culture front page.	p. 45 · 40 min
Game (optional)	**Classroom Millionaire** Optional fun to end the class.	p. 47 · 15 min

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Spanish C1 Review 1: Style and Register

Read the opinion column, then answer Part A. Every answer is in the key.

C1 Review · Day 1

This set reviews: nominal and verbal style rewrites both ways, formal and colloquial register, how an opinion column is built, idioms

Saber cambiar de traje

Columna de opinión de Lucía Ferrando

Hace unas semanas, una profesora me enseñó dos textos del mismo alumno. El primero era un correo a la directora de la escuela: "Oye, ¿me pasas las notas? Besos". El segundo, una redacción que empezaba así: "Se procederá a la realización de un análisis de la problemática de la contaminación". Ninguno tenía faltas de ortografía, pero los dos se equivocaban de traje.

Hablar bien no consiste en usar palabras difíciles, sino en elegir el registro adecuado para cada situación. Igual que nadie va a una boda en pijama ni a la playa con corbata, nadie debería escribirle a una directora como le escribe a su mejor amigo. Dicho de otro modo: la lengua es un armario lleno de ropa, y la elegancia consiste en saber qué ponerse.

Hay quien sostiene que el lenguaje coloquial empobrece el idioma. Es cierto que un mensaje lleno de abreviaturas no sirve para un examen. Ahora bien, el registro coloquial tiene una riqueza enorme: expresiones como "estar hecho polvo" o "ponerse las pilas" dicen en tres palabras lo que la lengua formal tardaría una frase entera en explicar.

Lo mismo ocurre con el estilo nominal. En un artículo científico, convertir verbos en sustantivos permite condensar mucha información. Sin embargo, abusar de él oscurece el mensaje: detrás de "se procederá a la revisión de las normas" se esconde una idea muy sencilla, "vamos a revisar las normas", y además desaparece quién actúa.

En definitiva, la escuela no debería castigar el lenguaje coloquial ni premiar la palabrería, sino enseñar a cambiar de registro con soltura. A fin de cuentas, aquel alumno no necesitaba más vocabulario: necesitaba mirarse al espejo antes de salir de casa.

Palabras clave: key words

la redacción school essay
la problemática set of problems, issue
la corbata necktie
estar hecho polvo to be worn out (idiom)
ponerse las pilas to get your act together (idiom)
condensar to pack, to condense
oscurecer to obscure
la palabrería empty wordiness
la soltura ease, fluency
el armario closet

Part A. Preguntas sobre el texto

Circle the letter of the best answer.

1. **¿Cuál es la tesis principal de la autora?**
   - (A) El lenguaje coloquial empobrece el idioma.
   - (B) Hablar bien es adaptar el registro a cada situación.
   - (C) Los alumnos deben usar palabras más difíciles.
   - (D) El estilo nominal debe desaparecer de la escuela.
2. **¿Qué tienen en común los dos textos del alumno?**
   - (A) Los dos tienen faltas de ortografía.
   - (B) Los dos son demasiado largos.
   - (C) Los dos usan un registro inadecuado para su situación.
   - (D) Los dos van dirigidos a la directora.
3. **¿Qué función cumple la imagen del armario?**
   - (A) Ilustra que hay que elegir el registro según la ocasión.
   - (B) Critica que los jóvenes se visten mal.
   - (C) Demuestra que el vocabulario formal es más elegante.
   - (D) Introduce un argumento en contra de la tesis.
4. **En el tercer párrafo, la frase "Es cierto que un mensaje lleno de abreviaturas no sirve para un examen" es...**
   - (A) una refutación de la tesis.
   - (B) un ejemplo de estilo nominal.
   - (C) una cita de la directora.
   - (D) una concesión a la postura contraria.
5. **¿Cómo valora la autora el estilo nominal?**
   - (A) Lo rechaza en todos los casos.
   - (B) Lo considera útil en textos científicos, pero no en exceso.
   - (C) Lo recomienda para los correos personales.
   - (D) No lo menciona.

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SPANISH NUMBERS

Preview · 0 to 1,000,000 · any grade

What you get

Set 1 · 0 to 10	pronunciation, phone numbers, a weekly planner
Set 2 · 10 to 100	veinti- and tens + y + ones, prices, a street market
Set 3 · 100 to 1,000	hundreds, distances, a class trip, an auction
Set 4 · 1,000 to 10,000	years, heights and lengths, guess the price
Set 5 · 10,000 to 1,000,000	city sizes, a lottery win, an estimation quiz

5 sets, 40 pages, one folder per set. Every set has the same 8 steps: two Learn pages, practice with help, practice without help, a reading task, partner work, a group game, and teacher notes with the answer key. Color and ink-saver, US Letter and A4.

What this preview shows

- Set 1 · Learn: say and spell
- Set 4 · Learn: years
- Set 2 · Practice with help
- Set 3 · Practice without help
- Set 5 · Read and write
- Set 2 · Partner work
- Set 4 · Group game
- Set 1 · Teacher notes and answer key
- Ink-saver version

One sample of every page type, from different sets. Sample pages are watermarked.

Los números del 0 al 10

Learn: how to say and spell every number

Set 1 · Aprender

Read each number out loud three times. The gray line shows how it sounds to an English speaker; the capital letters are the beat you stress. The sounds are Latin American; the version used in most of Spain is noted where it differs.

0
cero
say: **SEH-roh**
Spain: THEH-roh

1
uno
say: **OO-noh**
on its own, u sounds like oo

2
dos
say: **dohs**
rhymes with dose

3
tres
say: **trehs**
tap the r once

4
cuatro
say: **KWAH-troh**
cu sounds like kw

5
cinco
say: **SEEN-koh**
Spain: THEEN-koh

6
seis
say: **sayss**
rhymes with place

7
siete
say: **SYEH-teh**
ie sounds like yeh

8
ocho
say: **OH-choh**
ch as in church

9
nueve
say: **NWEH-beh**
v sounds like a soft b

10
diez
say: **dyehs**
Spain: dyeth

Good to know

Number words start with a lowercase letter: uno, dos, tres.

Spanish vowels are short and clear: a, e, i, o, u.

Sounds to know

LETTERS	SOUND LIKE	IN	LETTERS	SOUND LIKE	IN
c + e or i	s (Spain: th as in think)	*cero, cinco*	**ch**	ch as in church	*ocho*
z	s (Spain: th as in think)	*diez*	**ie**	yeh	*siete, diez*
v	a soft b	*nueve*	**ue**	weh	*nueve*
r	a quick tap, like tt in butter	*cero, tres*	**ei**	ay, as in say	*seis*
u	oo	*uno*	**cu**	kw	*cuatro*

Try it

Count from cero to diez, then back from diez to cero. Then say only the even numbers: cero, dos, cuatro ... Last: whisper one number, and your partner says the next one.

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