Oxford excellence for the Caribbean

¿Qué Hay?

A practical approach to learning Spanish

Second Edition
May 2018
The benefits of an Immersive language course

✓ A more authentic way to learn a language, similar to the way we learn our first language.

✓ Language learning is more effective when the student uses it in a meaningful way, relevant to their everyday, and has to develop an understanding from the vocabulary in context rather than through rote learning.

✓ Immersive language courses provide cultural immersion, encouraging students to understand and appreciate different traditions and perspectives.

About the Author

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Secure fundamental language skills through an immersive approach

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Instil a confident understanding of the basics to ensure smooth progression to CSEC®

As the course progresses, the amount of Spanish as the language of instruction is gradually increased. By book 3 students are proficient enough in the language to need very little English direction.

**NEW to this edition:**
- More pronunciation skills and practice.
- More activities to develop the 4 key language skills.
- Clearer grammar notes.
- Fresh and updated audio content – with clearer signposting between the Student’s Book and audio content.
- Audio content now online - (CDs available with Teacher’s Guide) so that audio is more easily available and not easily lost or damaged!

Each unit has a clear teaching focus. Objectives help to quickly identify topics covered and aid lesson planning.

Updated cultural notes provide students with an insight into the customs, cities and festivals across the Spanish-speaking world.

All key language skills are clearly marked throughout the text.
Profesor: ¿Dónde está tu trabajo?
Estudiante: Lo dejé en casa.
Profesor: ¿Y la tarea de matemáticas?
Estudiante: La encontré muy difícil.
Profesor: ¿Y los ejercicios de gramática?
Estudiante: No los hice.
Profesor: ¿Y las preguntas de historia?
Estudiante: No las contesté.

In each of the answers above, the student refers to her homework without actually mentioning the homework by name. Can you see which words she uses? Lo, la, los and las are the pronouns which replace tu trabajo, la tarea, los ejercicios and las preguntas. What can you say about the position of pronouns? They go before the verb in these cases.

Gramática: In each of the answers above, the student refers to her homework without actually mentioning the homework by name. Can you see which words she uses? Lo, la, los and las are the pronouns which replace tu trabajo, la tarea, los ejercicios and las preguntas. What can you say about the position of pronouns? They go before the verb in these cases.

Can you think when you would use the different forms? It depends on whether the thing you are talking about is masculine, feminine, singular or plural.

¿Dónde está tu bolso? Lo dejé en casa.
¿Tienes la bicicleta? No, la tiene mi madre.
¿Encontraste difíciles los deberes? No, los encontré muy fáciles.
¿Dónde están las chicas? Las vi en el cine.

VOCABULARIO:
- olvidar: to forget
- romperse: to break
- dejar caer: to drop
- un charco: puddle
- dejar: to leave
- el bolígrafo: pen
- perder: to lose
- la computadora: computer
- tirar a la basura: to throw in the bin

Plenty of practice...

✓ There is a wealth of activities offered throughout the course, more than can be covered in class alone, so you can set homework from both the Student’s Book and the Workbook.

✓ Differentiated activities cater for all abilities and styles.

✓ End-of-section tests throughout the Student’s Books, plus an extra exam at the end of Book 3, ensure that you can keep track of student progress.
Support and progress all learners through their language journey.

Workbooks

Workbooks provide extra content for lessons or for homework, helping to reinforce classroom learning and ensuring there is something for every learner.

- Practice in the target language builds confidence.
- The Workbook mirrors the Student’s Book units and provides further practice in the grammar and skills introduced.
- A wide variety of activities keeps student’s attention and makes learning fun.
- Enable students to explore the language and encourage independent learning.

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**Mi familia (2)**

Choose the correct definite article (el, la, los or las) to go with each of these nouns.

1. ______ hijo
2. ______ madre
3. ______ padre
4. ______ abuelas
5. ______ padrastro
6. ______ Hermanos
7. ______ primas
8. ______ nieta
9. ______ hijos
10. ______ tías

---

**Mi familia (3)**

Reorder the words in these sentences so that they make sense.

1. ¿Cuántos años tienes tú?
2. Nosotros tenemos muchos amigos.
3. Tú tienes madre venezolana.
4. Mis hermanos son mexicanos.
5. Mi abuela es grande.
6. Tengo muchos tíos.

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**Ejercicio 4**

Fill in the spaces in the following sentences with the correct form of the verb tener.

1. Yo ______ una familia grande.
2. ¿Cuántos hermanos ______ Javier?
3. Tú ______ muchos amigos venezolanos.
4. Nosotros ______ muchos amigos mexicanos.
5. ¿Cuántos primos ______?
Teacher’s Guides

Whether you are an experienced teacher looking for inspiration or a new teacher looking for support and guidance in teaching this course for the first time, there is something in here for you.

- Plan lessons that firmly address the key language skills.
- Step-by-step instructions walk you through the lesson and provide you with all necessary background knowledge.
- Answers are provided for all the material in the Student’s Book to save marking time and ensure accuracy and consistency.
- Differentiation suggestions are provided for activities.
- ‘Further discussion’ suggestions help put language in context.
- Audio transcript is included for ease of reference.

### Actividad 1

**Listening and reading activity**

Students listen to the same text again and answer questions in English. This activity is valuable both for higher- and lower-ability students, as they may get only some of the answers correct, while the more able can be asked to give more details for each question.

**Audio transcript**

Elena: Hola. Soy Elena. En mi familia hay

Roberto: Hola. Somos Alberto y Claudia.

Miguel: Mi hermano es Silvia. Mi madre es Silvia.


### Actividad 2

**Reading activity**

Students read six statements based on the information given on pages 59–60 and decide whether to get true or false. Given the relative complexity of the text, weaker students may get only some of the answers correct, while the more able can be asked to give more details for each question.

**Answers**

1. Alberto y Claudia
2. Silvia
3. Juan y Silvia
4. Alberto y Claudia
5. Silvia
6. Juan

### Actividad 3

**New material, listening and reading activity**

As the teacher, you can use this activity to introduce family names and the use of the definite article in Spanish. Students listen to the audio and answer the questions in English.

**Audio transcript**

¿Dónde vive tu abuelo?

¿Cómo se llama tu padre?

¿Cómo se llama tu mamá?

¿Cómo se llama tu hermano o hermana?

¿Cuántos años tiene tu hermano o hermana?

¿Cuántas personas hay en tu familia?

**Answers**

1. Casco
2. Juan
3. María
4. Pedro
5. María y Pedro
6. María y Pedro

### Actividad 4

**Speaking activity**

Students work in pairs or small groups. One student asks the other a question about his or her family, and the other student answers the question. Then the roles are reversed.

**Audio transcript**

¿Dónde vive tu abuelo?

¿Cómo se llama tu hermano?

¿Cómo se llama tu hermana?

¿Cómo se llama tu madre?

¿Cuántas personas hay en tu familia?

¿Cuál es tu nombre?

**Answers**

1. Casco
2. Juan
3. María
4. Pedro
5. María y Pedro
6. María y Pedro

**Teacher’s Guide 1**

**Free Teacher’s Guide with every class set purchased**
Leads perfectly into:

Reference:

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To request a print examination copy or place an order, contact your local bookstore: www.oup.com/caribbean/contacts

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*Digital evaluation copies are free to access online for 30 days for evaluation purposes only. These will be available from early 2018.