

Unit 8 Review Lesson: Nuestra historia / History of the Spanish-speaking World

In this lesson, students review their knowledge of the following concepts and themes:

- **Vocabulary related to civilization, community, and Spanish-speaking countries**
- **Preterite tense of verbs, and direct object pronouns with conjugated verbs and infinitives**
- **European exploration of the American continent and present-day challenges in the Spanish-speaking world.**

This lesson has five sections:

- **Introduction:** includes the goals to be achieved and a video that shows the Spanish vocabulary and grammar listed above. Students are challenged to remember and infer the meaning of each new term.
- **Instruction:** contains relevant vocabulary and grammar themes that use a bilingual video that provides images and audio and allows students to listen and practice the correct pronunciation. Encourage the students to use a self-recording tool to improve their oral skills. Videos should be used for review as frequently as possible. This component also offers thought-provoking Culture sections, which consist of interesting facts students will learn about Spanish-speaking countries: their food, their music, their customs, their history, their art, their music, and their literature. Students also review a Culture video.
- **Practice (Exercises) and Review (Test Preparation):** each lesson has two sets of question sections that provide students with practice to reinforce the learning process. The vocabulary and grammar video can be reviewed again.
- **Quiz:** after the activity section, students may take a 5-question quiz to test retention.

As mentioned, this lesson includes three videos that support the teaching of vocabulary, the grammar, and the culture related to this topic. Beginner and advanced worksheets complement this lesson.

Additional Materials

- To fully complete the instruction process, students will need access to a recording device.

HS Spanish Semester 1A Unit 1

Unit 8: Nuestra historia/History of the Spanish-speaking World

Lección 8.8: Review

DAY 8 - Lesson 8.8

Day 8 – Introduction

¡Vamos a repasar!

Today, we're going to review the concepts you have learned in previous units. Don't forget to take notes! You'll be able to use them to study for the test.

Objetivos

- LO 8.1. Demonstrate knowledge of vocabulary related to civilization, nationality, and culture
- LO 8.2. Identify Spanish-speaking countries in the world by name and the demonym for each country
- LO 8.3. Apply knowledge of the preterite in regular **-ar**, **-er**, and **-ir** verbs
- LO 8.4. Show understanding of use and placement of direct object pronouns with conjugated verbs and infinitives
- LO 8.5. Examine European exploration of the Americas and present-day challenges in the Spanish-speaking world
- LO 8.6. Use communication skills (reading, writing, listening, and speaking) to produce meaningful Spanish text and speech



Author: darvinsanto

Vocabulario y gramática

Today, you will review all these Spanish terms that we have learned for this unit. Try to remember the meaning of each Spanish word.



Day 8 – Instruction

¡Vamos a repasar! Repaso de la unidad

Repaso del vocabulario

First, we are going to review words, phrases, and expressions that you have already learned.

In this unit, you have learned some words related to society and immigration. Let's review them!

- **Europeans' arrival.** The history, **la historia**, of America changed suddenly with the arrival of the Europeans at the end of the 15th century. Europeans tried to impose their culture, **la cultura**, on every town, **el pueblo**, they conquered, but, often times, people kept their own culture and traditions, which merged with the European ones.
- **A change.** With the passage of time, new ideologies gained force in the colonies, and the ideas of the owing allegiance to the crown started to disappear. This caused the ancient, **el antiguo**, Spanish Empire to fall and gave birth to new nations where a more advanced, **avanzado**, way of thinking paved the way for a new and more promising civilization, **la civilización**.
- **Independence.** The process of attaining independence, **la independencia**, for the Spanish colonies is very complex. For us to be able to understand it, we must be cognizant of the situation in the Spanish Empire when its colonies gained independence, and what ideologies and factors inspired them to fight, **luchar**, for their liberty, **la libertad**.

You also learned a few words related to countries, maps, and the demonyms for Spanish speaking countries.

- **Countries.** A map, **el mapa**, is a flat image that depicts a place. World maps allow you to see the distribution of all the land and water on the planet. Other maps show a certain area, **el área**, with more detail. A map of a country, **el país**, gives you an exact idea of the major landforms, and/or cities of that country.
- **Spanish demonyms.** Demonyms are the words used to name the inhabitants of a particular place. The following tables show Spanish names for Spanish speaking countries as well as the corresponding demonyms. Since both country names and demonyms are cognates, you should not have a problem identifying each word. You may also use the map as a guide. Let's learn the demonyms of the Spanish speaking countries. Most of them are formed by adding the ending **-ano/-ana** after the country's name. Sometimes some minor changes are

Práctica

Nombre _____

Carefully read each question, and choose the correct answer.



Credit: L. Prang & Co., Boston

- 1. Ayer yo _____ comida peruana muy rica.**
 - a. comió
 - b. comí
 - c. como
- 2. En una democracia, todos los ciudadanos tienen el derecho de _____ las elecciones.**
 - a. conquistar
 - b. participar en
 - c. comprender
- 3. Which factor is NOT a cause of migration from countryside to cities in Latin American countries?**
 - a. new agricultural techniques that require more manpower
 - b. lack of educational opportunities in small villages
 - c. poor health and education services in rural areas
- 4. Knowing another Spanish word with the same root, what do you think the word *mundial* means?**
 - a. multiple
 - b. world-wide
 - c. communal
- 5. What verb form can complete this sentence? *Felipe y James _____ estadounidenses.***
 - a. están

Práctica

Nombre _____

A. Use the work bank to complete the following sentences.

Word Bank	
el origen	una cultura
una necesidad	el mundo
aman	les gustan



Credit: The LEAF Project

1. Los países del área tienen _____ muy avanzada.
2. La política explicó _____ de sus ideas sobre educación.
3. A ellas no _____ esas leyendas antiguas.
4. Los mexicanos _____ sus tradiciones.
5. Luchar por mejorar la economía es _____.

B. Answer the following questions in Spanish using complete sentences.

6. Today, you and your brother had vegetables for the lunch. Your aunt asks you, **¿Hace una semana que ustedes comieron vegetales?** Answer negatively; telling her the last time you ate vegetables. Replace the direct object with a pronoun.

_____.
7. Your siblings need to study for a test. They did nothing during the morning, but now they are studying. Your mom texts you: **¿Tus hermanos prepararon la**