1.1: La Patagonia

La Patagonia es una región en Sudamérica compartida por Chile y Argentina. Tiene montañas, glaciares, lagos y otras características maravillosas. Es una región increíble. En la Patagonia, como en la lengua española, siempre hay algo nuevo para descubrir.

¡Bienvenido/a a la clase de español!
¡A establecer los objetivos!

**Goal setting.** One of the most important things we can do to hold ourselves accountable for our learning is to engage in goal setting and metacognition—a fancy term for thinking about the way we think and learn. The goals we set should be specific and achievable. Something like “Speak Spanish” is too broad, we need to focus on the steps we need to take to get there and the signs that we will see as proof of our progress.

As we are working to be our best language learners, we need to regularly check in on our goals: What are your goals? What is your plan to achieve each goal? What evidence of progress toward each goal do you see? As we move along, do you need to scale down any of your goals? Or do you need to advance any of your goals?

Two short term goals, with an action plan to help you get there:

1)  

2)

One long-term goal, with an action plan to help you get there:

3)

What is your greatest fear about learning Spanish at this time?

What can you do to overcome that fear?

Before beginning this chapter, it is important to recognize which skills and tasks you will be expected to learn to perform. Do you already have some previous skills or knowledge in these areas that you can use to your advantage? Are there any topics that you foresee being difficult? If so, it is a good idea to pursue additional assistance to get ahead of any potential issues. You are the master of your education—you have the power to take ownership of your learning!

**After completing this chapter I will be able to:**

- Understand basic written and spoken greetings and goodbyes
- Greet and say goodbye to another person
- Apply knowledge of formal and informal situations to treat people I meet appropriately
- Understand basic introductions in written and spoken form
- Introduce myself and others to another person
- Recite the Spanish alphabet
- Recognize letters of the Spanish alphabet when they are used to spell words and when they are pronounced within words
- Discuss differences between the Spanish and English alphabets and pronunciation of letters
- Recall the Spanish words for common class subjects
- State which classes I am currently taking
- Determine when to use a definite article versus when to use an indefinite article
• Recognize patterns that help determine the gender of nouns
• Recall nouns related to student life, as well as their gender
• Manipulate nouns to make them singular or plural

Pre-chapter activity

Pre-activity: An important part of this chapter involves introducing ourselves, as well as discussing personal information related to student life. In this activity, you will read four emails written by students introducing themselves to their academic advisor. These students will tell the advisor their first and last names, as well as areas of study that interest them in order to help the advisor plan their class schedule. Your instructor will read them aloud so that you can hear the pronunciation of these common expressions.


During-activity: Read to what the students have to say. After reading each email twice, fill out a personal information card for each student who spoke. You will then fill out a personal information card for yourself.

Once these personal information cards are complete, you will introduce yourself to a classmate using phrases you learned from the student emails. Your partner will fill out the final remaining personal information card on their sheet based on the information that you tell them. Introduce yourself to your partner a second time. The second time, they will confirm that the information they wrote down during the first round was correct. Now, switch roles and repeat the process for your partner.

Post-activity: Exchange papers and double check that your partner was able to correctly interpret the personal information that you shared with them. Make any necessary corrections.

Discuss challenges and successes you encountered in this process with your partner.

Lastly, ask your instructor for help with any questions you have!

La información de los estudiantes:

Nombre:

Apellido:
Intereses:
Nombre:
Apellido:
Intereses:
Nombre:
Apellido:
Intereses:
Nombre:
Apellido:
Intereses:

Mi información:
Nombre:
Apellido:
Intereses:

La información de mi compañero/a de clase:
Nombre:
Apellido:
Intereses: