

CLATSOP COMMUNITY COLLEGE VOLUNTEER LITERACY TUTOR NEWS

Volume 2, Issue 5

May 2011

Grammar Tips for Our Spanish-Speaking Students

These grammar and pronunciation tips come from Dolores L. who uses them to help her students relate rules of English to comparable rules from the Spanish language.

Infinitives – As you know, the infinitive/infinitivo is the base form of a verb. In English, the infinitive is preceded by the word "to": *to study, to be*, etc. This construct doesn't exist in Spanish; rather the infinitive form is recognizable by three particular endings of verbs: **-ar, -er or -ir**.

an "ar" verb: **estudiar** = to study
 an "er" verb: **comer** = to eat
 an "ir" verb: **escribir** = to write

Present Progressive - Both English and Spanish use the present progressive, which consists of the present tense of the verb to be and the present participle (the **-ing** form in English); "ing" in Spanish is written as "-ando" or "-iendo."

I am cooking yo estoy **cocinando**
 I am running yo estoy **corriendo**
 He is talking él estoy **hablando**
 We are eating nosotros estamos **comiendo**

continued on page 2

PRONUNCIATION TIPS FOR SPANISH-SPEAKERS

English	Spanish
"th"	Like "d" in Spanish - <i>verdad</i>
"w"	Like "gu" in Spanish – <i>guacamole, guante</i> (glove) or "hu" in Spanish like <i>huevo</i> (egg), <i>hueso</i> (bone).
"s"	Spanish speakers pronounce "s" like "es." Suggest "s" like in <i>silencio</i> (silence), <i>serio</i> (serious) or <i>serpenta</i> (snake)
"r"	Spanish speakers have a hard time not trilling "r." Remind them of Tony the Tiger commercial where he says, "They're grrrrrrrrrrreat!" Practice just saying urrrrrrrrrrr like urgent.
"you"	Spanish speakers pronounce "you" as "jew." Try reminding them with saying "u" by itself.

From the Oregon Department of Education

"Literacy for Oregon is defined as the combination of foundation skills (reading, math, writing and communication) and workplace skills (teamwork, resource allocation, decision making, problem solving, critical thinking, personal self-management, and technology competence) necessary to adequately function as workers, family members, and members of a community in an information society."

INSIDE THIS ISSUE

- 1** English/Spanish Grammar Tips
- 1** Pronunciation Tips for Spanish-Speakers
- 1** The state of Oregon's Definition of Literacy
- 2** Future Tutor Training: June 4, 2011
- 2** Recommended Materials
- 2** "Bilingualism: Good for the Brain"
- 2** Tutor Appreciation Lunch: May 13, 2011



The next training is planned for **June 4, 2011**. Tutor self-evaluations have indicated that student/tutor goal-setting and addressing the myriad language needs of our ESL students are foremost concerns. Look for a panel discussion with some of our local experts. We will be collecting your questions soon. Saturday trainings seem to be the easiest times for many of our volunteers Saturday. Expect more information soon . . .

Bilingualism Good for the Brain

"The longer a person has spoken two or more languages, the greater the cognitive effects."

<http://news.discovery.com/human/bilingualism-language-brain-function.html>

THE GIST

- Speaking two or more languages appears to enhance executive function -- the ability to focus on the information needed to complete a task.
- Bilinguals with Alzheimer's disease retained brain function longer than those who spoke only one language.
- The "cost" of bilingualism is that bilinguals may have smaller vocabularies in each language.

"Being able to use two languages and never knowing which one you're going to use right now rewires your brain," said Ellen Bialystok of York University in Toronto, Canada."

"In total, the evidence suggests attitudes bilingualism should be better accommodated in monolingual societies, Bialystok said. "When people come from somewhere and join you in your country, don't make them give up their language."



MAY 13, 2011.
Columbia Hall, Rm. 219
11:30-1:00 PM
Menu enclosed with this newsletter.
Please send us your order.
Expect interesting guests.
Hope to see you there!

**TUTOR
APPRECIATION
LUNCH**

DEPARTMENT NEWS

The end of the fiscal year is approaching and we have some funds available for materials. If you have suggestions or requests, please pass them on.

New reading materials are on order, ones especially designed for higher level students transitioning out of ESL and into GED.

We have some new conversation packets, beginning and intermediate levels. Contact us and we'll get them to you.

If your student has received 40-60 hours worth of tutoring and homework since the beginning of the school year, s/he needs to take a post-test. Let me know and we'll set up a time to administer the test.