

Part V: Amistades Futuras

Table of Contents-

- A. Acabar de and Ir a: Moving Beyond the Here and Now, p. 670**
- B. Tener/Tener que: Have/Have to and Chores, p. 683**
- C. ¿Dónde está...?: asking for and understanding directions, p. 698**
- D. ¿Qué te gusta hacer?: Hobbies, Likes, and Dislikes, p. 712**
- E. Stem-Changing Verbs/Introduction to Por vs. Para, p. 739**
- F. How to Ask and Answer a Question, p. 756**
- G. Reflexive Verbs and Self-care Vocabulary, 766**
- H. Regular Preterite Tense and Preterite Signifier Vocabulary, p. 803**

A. Acabar de and Ir a: Moving Beyond the Here and Now

This lesson teaches students how to express the recent past using the *acabar de* + infinitive construction and how to express the near future using *ir a* + infinitive.

Prep: 25 minutes

Materials: copies of Student Resource Page, approximately twelve scene pictures (see procedure for more details), video clips if desired (see procedure for details)

Target Vocabulary and Concepts

yo	acabo de	nosotros	acabamos de
tú	acabas de	vosotros	acabáis de
él/ella/ usted	acaba de	ellos/ellas ustedes	acaban de

yo	voy a	nosotros	vamos a
tú	vas a	vosotros	vais a
él/ella/ usted	va a	ellos/ellas ustedes	van a

- Students will correctly conjugate *ir a* and *acabar de*.
- Students will distinguish between the usage of both *ir a* and *acabar de*.

Procedure:

1. Briefly introduce these two verbs. Explain the meaning of each one, and draw your students' attention to the particle that goes with each one: *de* and *a*.
2. Explain that they can't be directly translated, but that *acabar de* means "to just have..." (the near past) and that *ir a* means "to be going to..." and is used for the near future.
3. Begin with a verb challenge game: For example, the dice game or *culebra del verbo* with the two verbs from this lesson.
4. The students should remember *ir* from past lessons, and they should know how to conjugate *acabar* because it is a regular *-ar* verb.

5. Make sure that as they play, they always add the appropriate particle with each conjugated verb: *yo voy a, tú acabas de, etc.* This will help them associate the correct particle with each of the two different verbs.
6. Explain to students that each one of these verbs **with their particle** can be followed by another verb **in the infinitive form** (*acabar de* will always be followed by the verb with the infinitive, but *ir a* will sometimes be followed by a place: *voy a la escuela*, for example).
7. Demonstrate this for *ir a* by talking about your day "¿Qué voy a hacer hoy? Yo voy a enseñar español. Después de ir a la escuela, yo voy a ir al supermercado. Voy a comprar manzanas y arroz. Después, voy a ver la televisión. Voy a hablar con mi amiga. Finalmente, voy a dormirme."
8. To demonstrate the use of *acabar de*, you may narrate your actions in the room. For example, you may go close the door and then tell the class, "Acabo de cerrar la puerta" or you may erase the board and say "Acabo de borrar la pizarra," etc.
9. Another fun option, if you have A/V access, is to show a 5-minute clip of a movie, and pause it frequently to recap the action for students. "Ella acaba de llamar a su amiga." "Ellos acaban de salir de la casa." After the first couple examples, you can have students recapping the action. (TEACHER TIP: Movies in the classroom must be rated PG or G-rated unless you get permission from parents. Also, many schools have policies that require teachers to speak to administrators to get permission for any video being shown in the classroom, even a clip. Make sure you are aware of your school's policies and act accordingly. That said, the video clip is a fun option. (YouTube can be a great source for quick clips if you have internet access in the classroom.)
10. Go over the information on the student resource guide. Students will write in the conjugations of the verbs and fill in the practice section shown here:

Both of these verb phrases will always be followed by the infinitive form of a verb. Try out the following phrases below:

He just bought a book. Él acaba de comprar un libro.

They just sang. Ellos acaban de cantar.

We will have lunch at 1:00. Nosotros vamos a almorzar a la una.

I will read tomorrow. Yo voy a leer mañana.

11. Finally, students will practice using their new verbs. Before class, you will need to gather a variety of pictures of people, incorporating vocabulary that the students know. During this activity, you will show the class a number of pictures, illustrations, or photographs of different situations and ask students "¿Qué pasa?"
12. The students will then state if the people in the picture have just done something or if they are about to do something. For example, if the picture shows a family being served a pizza, your students might say, "Van a comer," but if the picture shows a table full of empty dishes, your students would respond, "Acaban de comer."

Suggested Tarea: There are several practice sheets. Also, students should write texts using both of these verb phrases. See the "Extensions" section for more information.

Reinforcement Activities:

Instant Replay: This game is more fun if you encourage your students to have fun and be silly. Before class, write down a number of simple sets of actions on a slip of paper. Each paper should contain 3-4 actions, at least loosely related. Here are two sample cards:

Sacas un libro de la mochila.

Abres el libro.

Cierras el libro.

Levantas la mano.

Pruebas una manzana.

Limpias la cara.

Pones el resto de la manzana en el
basurero.

Students will perform two at a time. One person will be the actor and the other person will be the enthusiastic *comentarista*. Hand out a slip of paper to each pair. Let them know that one person must act out the actions listed on the card quickly in order while the partner enthusiastically comments on what s/he **has just done** after every step, using *acabar de*. For example: *Student takes a bite of an imaginary apple.* "Luisa acaba de probar la manzana." *Student wipes her face.* "Y acaba de limpiar la cara." *Student tosses remainder of apple in the trash.* "Y acaba de poner la manzana en el basurero." Then it's time for an instant replay. You, the teacher, exclaim, "¡Qué impresionante! Una repetición, por favor. ¡A cámara lenta!" The student will then repeat the scene s/he has just acted out, but this time in exaggerated slow motion. As s/he performs in slow motion, the *comentarista* will again comment, but this time reminding the audience of **what will happen** using *ir a*. For example: "Primero, Luisa va a probar la manzana." *Student takes a bit of an imaginary apple.* "Ahora, ella va a limpiar la cara." *Student wipes her face.* "Y finalmente, va a poner la manzana en el basurero." *Student tosses remainder of apple in the trash.* It's helpful to demonstrate this before having students perform, and you will want to provide students with a couple minutes to prep their lines before having them perform. As they get more comfortable with these verb constructs, however, you will eventually be able to play this game without having students prepare their lines beforehand. In time, they may be writing their own scenarios.

Entrevistas: For this activity, students will talk to classmates about things that they have done that day as well as things that they will do after school that day. After students have collected data, have a class discussion to report on their activities to keep your them talking. You can repeat this activity as often as you like. A sample interview form is included in the materials for this unit.

Buzz In: Divide your class into two teams. Have one representative from each team come to the front of the room. Given them a sentence in English to translate into Spanish (or vice versa, depending on your goals) such as "He has just eaten" or "She will see the film." When a student knows the answer, s/he should buzz in (loudly saying "BUZZ!" works just fine, but you may also choose to use a board game buzzer). If s/he is correct, that team gets a point. If s/he is incorrect, the other team has a chance to answer for 2 points. *Variation:* A wrong answer could result in a point awarded to the teacher, so that both teams are also competing against you.

Extensions and Assessment Opportunities:

Writing texts is an excellent option. For homework, students can describe their upcoming weekend plans near the end of the week. Students can use *acabar de* in their homework as well: Tell them to write what they and their family have just done in the hour before they started their homework. Based on your class' needs, clearly establish parameters and grading criteria when this assignment is given: number of sentences you expect, particular verbs or other vocabulary you want them to use, any specifications for adjectives, times, or whatever elements you would like to review and reinforce.

Acabar de and Ir a: Student Resource Page for Nombre: _____
Moving Beyond the Here and Now

acabar de: _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

ir a: _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Both of these verb phrases will always be followed by the _____

form of a verb. Try out the following phrases below:

He just bought a book. _____

They just sang. _____

We will have lunch at 1:00. _____

I will read tomorrow. _____

Práctica I: Acabar de/Ir a...

Nombre: _____

Conjugate the following verb and write what the people just finished doing using the information provided.

acabar de... - _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

1. Yo/study _____
2. Las estudiantes/read _____
3. Vosotros/eat _____
4. Usted/watch T.V. _____
5. Tú/cook _____

Conjugate the following verb and write what the people are going to do using the information provided.

ir a... - _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

1. Ustedes/run _____
2. El Señor Martínez/sing _____
3. Yo/draw _____
4. Tú y yo/call my mom _____
5. Vosotras/speak in Spanish _____

Partner Activity: Acabar de/Ir a

Persona A

Nombre: _____

Ask and answer the questions below using the information in the box for your answers. Write your partner's answers in complete sentences.

1. ¿Qué acaba de hacer Anita? _____
2. ¿Qué va a hacer Juan? _____
3. ¿Qué acaba de hacer Lola? _____
4. ¿Qué va a hacer Lupe? _____
5. ¿Qué acaba de hacer Sandra? _____

José- read
Ana- run
Raquel- draw
Silvia- eat
Rafael- watch T.V.

Partner Activity: Acabar de/Ir a

Persona B

Nombre: _____

Ask and answer the questions below using the information in the box for your answers. Write your partner's answers in complete sentences.

1. ¿Qué va a hacer José? _____
2. ¿Qué acaba de hacer Silvia? _____
3. ¿Qué va a hacer Rafael? _____
4. ¿Qué acaba de hacer Ana? _____
5. ¿Qué va a hacer Raquel? _____

Anita- cook
Juan- speak Spanish
Lola- write
Lupe- dance
Sandra- drink water

Práctica II: Acabar de/Ir a

Nombre: _____

ir a - _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

acabar de- _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Traduce en español:

- I just bought a red shirt. _____
- Carlos is going to climb the mountain. _____
- You (inf.) are going to answer the teacher. _____
- The class just read the book. _____
- We are not going to travel. _____
- You all (formal) just visited your friend. _____
- I am going to spend my money. _____
- Anita and Juan just kissed the dog. _____
- You all (inf.) are going to hug. _____
- Mr. Loredó didn't just call. _____

Práctica III: Acabar de/Ir a

Nombre: _____

acabar de: _____

Use 5 different verbs to describe what you just did in your last class.

1. _____

2. _____

3. _____

4. _____

5. _____

ir a: _____

Use 5 different verbs to describe what you're going to do this weekend.

1. _____

2. _____

3. _____

4. _____

5. _____

Traduce en español.

1. Lola and I just returned from the movie theater.

2. We are not going to attend school tomorrow.

3. You (formal) just cleaned the house.

Entrevistas: ¿Qué hacen tus compañeros de clase?

Nombre: _____

¿Qué acaban de hacer tus compañeros? Ask five people what they have just done before Spanish class and record their answers here.

EX: Luis acaba de hablar con su maestro.

1. _____
2. _____
3. _____
4. _____
5. _____

¿Qué van a hacer tus compañeros? Ask five people what they will do today after school and record their answers here.

EX: Luis va a ir al cine.

1. _____
2. _____
3. _____
4. _____
5. _____

Práctica IV: Review Sheet

Nombre: _____

acabar de: _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

ir a: _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Use the information provided to write what the people just did.

1. Yo/make tacos _____
2. Vosotros/buy dresses _____
3. Raquel/spend money _____

Use the information provided to write what the people are going to do.

4. Tú/travel to Spain _____
5. Ustedes/visit relatives _____
6. Mario y yo/help grandpa _____

Traduce en español.

7. Raúl and Ana are going to climb a tree.

8. I didn't just go to school. _____

9. You all (informal) are going to draw in art class.

TOTAL: ____/41

PORCENTAJE: ____%

Nombre: _____ Examen: Acabar de/Ir a

Fill in the charts:

(14)

acabar de: _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

ir a: _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Use the information provided to write what the people are going to do. (9)

1. Yo/cook enchiladas _____
2. Raquel and I/kiss the cow _____
3. Vosotros/wear hats _____

Use the information provided to write what the people just did. (9)

4. Tú/climb a tree _____
5. Ustedes/call the parents _____
6. Mario/hug grandma _____

Traduce en español. (9)

7. Raúl and I are going to travel to Puerto Rico.

8. I just went to the movie theater.

9. You (formal) are not going to sing in music class.

TOTAL: ____/41

PORCENTAJE: ____%

Nombre: _____ **KEY** Examen: Acabar de/Ir a

Fill in the charts:

(14)

acabar de: to have just

yo	acabo de	nosotros	acabamos de
tú	acabas de	vosotros	acabáis de
él/ella/ usted	acaba de	ellos/ellas ustedes	acaban de

ir a: to be going to

yo	voy a	nosotros	vamos a
tú	vas a	vosotros	vais a
él/ella/ usted	va a	ellos/ellas ustedes	van a

Use the information provided to write what the people are going to do. (9)

- Yo/cook enchiladas Yo voy a cocinar las enchiladas.
- Raquel and I/kiss the cow Raquel y yo vamos a besar la vaca.
- Vosotros/wear hats Vosotros vais a llevar los sombreros/los gorros/las gorras.

Use the information provided to write what the people just did. (9)

- Tú/climb a tree Tú acabas de subir el árbol.
- Ustedes/call the parents Ustedes acaban de llamar los padres.
- Mario/hug grandma Mario acaba de abrazar la abuela.

Traduce en español. (9)

- Raúl and I are going to travel to Puerto Rico.
Raul y yo vamos a viajar a Puerto Rico.
- I just went to the movie theater.
Yo acabo de ir al cine.
- You (formal) are not going to sing in music class.
Usted no va a cantar en la clase de música.

B. Tener/Tener que: Have/Have to

This lesson teaches students how to express obligations and also gives them a simple form of giving commands using *tener que* + infinitive. This lesson uses the structure they learned with *ir a* and *acabar de*.

Prep: 10 minutes

Materials: copies of Student Resource Page, chart with forms of "TENER que" to use as a visual

Target Vocabulary and Concepts

yo	tengo que	nosotros	tenemos que
tú	tienes que	vosotros	tenéis que
él/ella/ usted	tiene que	ellos/ellas ustedes	tienen que

barrer el suelo	to sweep the floor	sacar la basura	to take out the trash
tender la cama (e → ie)	to make the bed	lavar los platos	to wash the dishes
quitar el polvo	to dust	cortar el césped	to cut the grass
poner/quitar la mesa	to set/clear the table	lavar la ropa	to wash clothes
a veces	sometimes	nunca	never
siempre	always	todos los días	every day

- Students will correctly conjugate *tener*.
- Students will distinguish between the usage of *tener* and *tener que*.
- Students will understand what typical chores are in many parts of Latin America.
- Students will learn the frequency vocabulary words in Spanish.

Procedure:

1. Begin by writing “*tener*/ have” bilingually on the board in large letters. Ask the students to brainstorm a list of words that go with that verb—things they have. Write their thoughts on the board.
2. Ask the students what kinds of words are shown on the board. Help them realize that all the words (except *tener*) are nouns (as they should be—if students jump ahead to “have to” constructs, tell them you will discuss this soon).
3. Then, erase everything. Write “have to” on the board in English.
4. Ask students what words would go with that verb. Write their thoughts on the board as before and help guide them to realize that they are now brainstorming nouns.
5. Explain that today they will be learning the difference between *tener* and *tener que*.
6. Define each one and have students conjugate *tener que* on their student resource sheets.
7. Have them look at the vocabulary list. Explain that these are chores, and ask them if they can identify any words within the different phrases (they should be able to identify *mesa*, *basura* (from *basurero*), *platos*, *cortar*, and *ropa*).
8. Encourage them to brainstorm what chores these could be, and then go over the translations for all the vocabulary.
9. Also introduce the practice sentences, emphasizing that the *tener que* construct always goes with the infinitive, just like both *ir a* and *acabar de*. The practice section is shown here:

***Tener que* works much like *acabar de* and *ir a*: Conjugate only the first verb and keep the second one in the infinitive. Try translating the following sentences:**

I have to sweep the floor every day. Yo tengo que barrer el suelo todos los días.

You always have to make the bed. Tú siempre tienes que hacer la cama.

He has to set the table. Él tiene que poner la mesa.

She has to clear the table. Ella tiene que quitar la mesa.

We never have to take out the trash. Nosotros nunca tenemos que sacar la basura.

They have to wash the dishes. Ellos tienen que lavar los platos.

You all have to cut the grass sometimes. Ustedes tienen que cortar el césped a veces.

10. Have students fill in the tener/tener que information sheet by themselves, and then compare with a partner. The answers are indicated here:

	tener	tener que
1. hablar español	_____	X
2. una mochila	X	_____
3. cocinar	_____	X
4. un perro	X	_____
5. tres hermanos	X	_____
6. estudiar	_____	X
7. una camisa azul	X	_____
8. hacer la maleta para una vacación	_____	X
9. una fiesta	X	_____
10. preparar para una fiesta	_____	X

11. Add in the frequency words for further detailed conversations on how often they have to do chores. Note the correct placement of the words in sentences. For example "siempre y nunca" go right before the verb. "A veces y todos los días" go at the very beginning or end of a sentence.
12. Go over the answers, and play a quick game of Charades or Pictionary using the chore vocabulary from this lesson. There are also a few other reinforcement activities included in this unit.

Suggested Tarea: Assign the quehaceres cultural note reading and have students write a brief statement about what chores they have to do at home using *tener que*.

There are also several practice sheets for distinguishing between *tener* and *tener que* and practicing the new vocabulary included in this lesson.

Reinforcement Activities:

Teatro Ridículo: Another installment of Theater of the Ridiculous is provided in this lesson. It focuses on *tener que/tener* as well as *acabar de* and *ir a* constructs. Photocopy your scripts, get your spotlight ready, and have a great time with your class! To expand, have students continue the skit that has been begun. Another opportunity for practice is to leave blanks where *tener* or *tener que* have been used and have the students fill in which one should be used.

Charades: For a short version, have students act out different chores shown here, including other verbs they may know from before: *cocinar*, for example.

Buzz In: Divide your class into two teams. Have one representative from each team come to the front of the room. Given them a sentence in English to translate into Spanish (or vice versa, depending on your goals) which would require the use of *tener* or *tener que*. For example: "I have a dog. I have to work. I have to leave. I have a pink backpack, etc." When a student knows the answer, s/he should buzz in (loudly saying "BUZZ!" works just fine, but you may also choose to use a board game buzzer). If s/he is correct, that team gets a point. If s/he is incorrect, the other team has a chance to answer for 2 points.

Variation 1: A wrong answer could result in a point awarded to the teacher, so that both teams are also competing against you.

Variation 2: You may reinforce the usage difference between *tener* and *tener que* by playing Buzz In without translation. Specifically, you give the students an English sentence, and they buzz in **only** to tell you whether that situation would use "tener" or "tener que." They **do not** translate the entire sentence, which means that you can use more advanced constructions. Ex: "I have to wake up early tomorrow." (*tener que*) "I have many things in my room." (*tener*)

Dice Toss: For this version, you will need 2 different-colored dice. Red and green are easily found in stores. On the board in red, write and number six different subjects, such as 1. Carla, 2. Julio y yo, 3. Mi papá, etc. In green, write and number a combination of verbs (that will go with *tener que*) and nouns (which would go with *tener*): 1. hacer la tarea, 2. el libro, 3. una computadora, 4. lavar la ropa, etc. In groups of four, students will take turns tossing the dice. If the red die shows 2 and the green die shows 3, the student whose turn it was will link *Julio y yo* with *una computadora* using the correctly conjugated form of *tener* or *tener que*. In this instance, the correct answer would be *Julio y yo **tenemos** una computadora*. If the student gets it correct, s/he will earn the number of points shown on the dice (5, in this case). Students continue taking turns. Award the winner in each group a small prize.

Jeopardy: "To Have or To Have To" can make a strong category for Jeopardy review.

Extensions and Assessment Opportunities: Numerous practice sheet and activities are included in the materials for this lesson.

Writing texts is an excellent option. Here are some suggestions for text topics that would use *tener que*:

- Students describe their obligations at home and school and/or those of their siblings.
- Students describe the characteristics needed in an ideal candidate for student body president or president of the U.S.
- Students research and write about the characteristics needed for a job as a travel guide or for their own dream job.
- Students research and make a list of the things one needs to do before traveling to a foreign country or while in one.

Based on your class' needs, clearly establish parameters and grading criteria when this assignment is given: number of sentences you expect, particular verbs or other vocabulary you want them to use, any specifications for adjectives or whatever particular elements you would like to review and reinforce.

Variation: Have students turn any of these topics into a play in the *Teatro Ridículo* style.

Tener/tener que: Student Resource for Have/Have to

Nombre: _____

tener que: _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

barrer el suelo		sacar la basura	
tender la cama (e → ie stem change)		lavar los platos	
quitar el polvo		cortar el césped	
poner (irr: yo pongo)/ quitar la mesa		lavar la ropa	
a veces		nunca	
siempre		todos los días	

Tener que works much like *acabar de* and *ir a*: you only conjugate the first verb, and you keep the second one in the infinitive. Try translating the following sentences:

I have to sweep the floor every day. _____

You always have to make the bed. _____

He has to set the table. _____

She has to clear the table. _____

We never have to take out the trash. _____

They have to wash the dishes. _____

You all have to cut the grass sometimes. _____



Nota Cultural: Quehaceres (chores)

What are typical chores in your house? Mowing the lawn? Dusting? Washing dishes? Doing laundry? Cleaning the floors? Setting the table? Making the bed? Vacuuming?

Although they are often similar overall (cleaning the floors, doing laundry), chores in Spanish-speaking countries may be different than what you are used to. For example, appliances such as dishwashers, clothes dryers, vacuums, and even washing machines are not as common as they are in the U.S. Dishes are frequently washed by hand, as are clothes. In many Spanish-speaking countries, a double-basin outdoor sink with a built-in scrubbing board for washing laundry is very common, and wet laundry is usually strung on clotheslines to dry. Floors (which are often tile or cement) are often swept and mopped instead of vacuumed. Sometimes during the hottest part of the year, families in particularly warm areas of Latin America will wash the floor several times a day because the evaporating water helps keep the house cooler. (Air conditioning isn't as common as it is here either.) Because prepared and frozen foods aren't as common, cooking is also often a more time-consuming activity than it is for many families in the U.S. Keeping a house can take quite a bit of time.

With so many time-consuming things to do, it might not surprise you to hear that housekeepers and maids are much more common for middle-class families than they are in the United States. The *empleada* (maid) will usually come from 1-7 times a week for a couple hours (depending on what the family can afford) to sweep, do laundry, make the beds, and help the family (usually the mother) do whatever else needs to be done. Unfortunately, *empleadas* don't make very much money despite doing hard work for hours...and not having anyone to help them do all the housekeeping they must do at their own homes.



¿Cuáles quehaceres haces tú?

Nombre: _____

Have/Have to: Partner Challenge for *tener* and *tener que*

Which one should be used for each situation below? Find out! First, check your best guess, then compare with your partner using only Spanish to see what s/he wrote.

	tener	tener que
1. hablar español	_____	_____
2. una mochila	_____	_____
3. cocinar	_____	_____
4. un perro	_____	_____
5. tres hermanos	_____	_____
6. estudiar	_____	_____
7. una camisa azul	_____	_____
8. hacer la maleta para una vacación	_____	_____
9. una fiesta	_____	_____
10. preparar para una fiesta	_____	_____



Práctica I: Tener o tener que: Can You Tell Which to Use? Nombre: _____

In this section, indicate if *tener* or *tener que* should be used in each instance.

Mark your answer by putting an X in the correct blank.

	tener	tener que
1. lavar los platos	_____	_____
2. muchos amigos	_____	_____
3. hablar con la profesora	_____	_____
4. una casa bonita	_____	_____
5. levantar la mano	_____	_____
6. ir al doctor	_____	_____
7. un vestido verde	_____	_____
8. una maleta muy grande	_____	_____
9. doce años	_____	_____
10. jugar fútbol	_____	_____

Correctly translate each of the following sentences into Spanish.

1. Carlos always has to wash the dishes.

2. They never have to sweep the floor.

3. Sometimes we have to pack the suitcases.

4. I have to dust.

5. You (inf.) have to make the bed every day.

Script for Teatro Ridículo: The "Tener que" Episode

Personajes

- *El director*: overly dramatic and high strung
- *El inocente/La inocente*: as you might imagine, a good-intentioned and very sincere individual who couldn't possibly be mean no matter how hard s/he tried.
- *La malvada/El malvado*: the opposite of *el inocente*. Everything *el malvado* does has an ulterior motive.
- *El bobo/La boba*: A goofy, good-natured person who has NO idea what's going on. Everything is explained to *bobo* multiple times, and s/he still never gets it right.
- *Stage manager*: the harried individual who is stuck following all the director's orders

Props

- fake scripts
- broom
- pile of clothes

Director: (to stage manager) La obra que vamos a hacer hoy es increíble. ¡Vas a ver! Esto va a ser el mejor obra de mi vida.

Stage Manager: ¿De qué se trata esta obra?

Director: Se trata de una familia costarricense. Inocente y Malvado tienen los papeles de los hijos y Bobo tiene el papel de la madre.

Stage Manager: ¿Bobo es la madre?

Director: Sí, Bobo tiene el papel de la madre.

Stage Manager: Pero, ¿no tienen que ser responsables los padres?

Director: Sí, claro.

Stage Manager: (Looking skeptical.) ¿Piensas que Bobo tiene ese talento?

Director: ¡Bobo es actor! No tengo tiempo para estas ridículas preguntas. ¡Tenemos que comenzar!

Bobo, Inocente, and Malvado: (Entering the room, greet the director and stage manager. Bobo trips and stumbles into Inocente, who stumbles into Malvado. All three fall on the floor.)

Stage Manager: (muttering) ¿Tengo que trabajar así?

Director: ¡Hola, hola! (Runs over to help up Inocente. Malvado gets up at the same time, but as Bobo tries to rise, s/he pushes Bobo forcefully back down to the ground. Bobo looks confused, then scrambles up as Malvado turns away.)

Bobo: ¡Llegamos! ¿Tenemos trabajo hoy?

Malvado: (imitating Bobo) "¿Tenemos trabajo hoy?" Bobo, ¿no tienes tu el guión? (Malvado pulls a script from his back pocket.)

Bobo: ¡Eeeeeepa! ¿Tenemos guión?

Malvado: ¡Acabo de mostrarte el guión!

Director: *(turning red as Inocente also takes out a script, but Bobo stands empty-handed)* Sí, debes tener un guión.

Stage Manager: *(Shaking head)* Tengo que ir al baño. *(Exits)*

Inocente: Yo tengo mi guión. Puedo compartir con Bobo.

Bobo: ¡Excelente! ¿Cuál papel tengo?

Inocente: Eres la madre.

Bobo: ¿Soy la madre?

Director: Sí. Tienes el papel de la madre y ustedes *(turns to Inocente and Malvado)* tienen el papel de los hijos. Los hijos tienen muchos quehaceres, pero no lo hace. Tú tienes que hablarles.

Bobo: Ajá. *(Looks confused.)*

Stage Manager: *(returning with a broom in hand and a pile of clothes)* Toma. *(pushes them at Bobo)*

Bobo: *(looks even more confused)* Pero...¿qué hago?

Malvado: ¡Ay, tonto! Voy a explicar muy claramente. Son para la escena. Yo tengo que barrer el suelo e Inocente tiene que lavar la ropa. ¿Está claro?

Inocente: ¿Entiendes, Bobito? Malvado y yo tenemos que limpiar, y tú vas a explicar lo que tenemos que hacer.

Bobo: Eeeem....

Director: *(clearly upset)* ¡Tenemos que comenzar! ¡Por el amor de...!

Malvado: *(grabs the broom from the Stage Manager and pushes at Bobo's rump with the broom)* Vamos, Bobo. Somos actors. Tenemos que hacer nuestros papeles. ¡VAMOS! *(pushes Bobo over next to Inocente, who is holding the script out to share)*

Stage Manager: ¡Finalmente!

Director: ¡Eso! Yyyyyy...¡Acción!

*****to be continued...with your help*****

Práctica II: Tener que

Nombre: _____

Complete the chart with the forms of TENER QUE

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Use the information provided to write a complete sentence about what the people **HAVE TO DO** and how often.

- Yo/dust/every day _____
- Ustedes/cut the grass/sometimes _____
- Vosotras/make the bed/always _____
- Tú/clear the table/never _____
- Señor Verde/wash the clothes _____
- Ana y yo/take out the garbage _____
- Usted/sweep the floor/sometimes _____
- Carlos y Anita/wash the dishes/always _____
- Yo/set the table/every day _____
- Tú/cut the grass/never _____



Partner Activity

Persona A

Nombre: _____

Use the questions and information in the box to ask and answer the questions with your partner. Use complete sentences and take turns asking and answering.

1. ¿Qué tiene que hacer Ana? _____
2. ¿Qué tiene que hacer Rafael? _____
3. ¿Qué tiene que hacer Carolina? _____
4. ¿Qué tiene que hacer Carlos? _____
5. ¿Qué tiene que hacer Anita? _____

Lola- cut the grass

Sandra- sweep the floor

Raquel- clear the table

Antonio- take out the garbage

Lupe- wash the dishes

Partner Activity

Persona B

Nombre: _____

Use the questions and information in the box to ask and answer the questions with your partner. Use complete sentences and take turns asking and answering.

1. ¿Qué tiene que hacer Sandra? _____
2. ¿Qué tiene que hacer Raquel? _____
3. ¿Qué tiene que hacer Lupe? _____
4. ¿Qué tiene que hacer Lola? _____
5. ¿Qué tiene que hacer Antonio? _____

Carolina-make the bed

Ana- set the table

Anita- wash the clothes

Rafael- cut the grass

Carlos-dust

Práctica IV: Review Sheet

Nombre: _____

Fill in the chart with the forms of TENER QUE

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Use either TENER QUE or a form of TENER for the following sentences.

- I am fourteen years old. _____
- You (f.) have to work. _____
- He has a dog and a cat. _____
- We have to study. _____
- You (inf.) have a book. _____

Use the information below to write what the people HAVE TO do and how often.

- Ustedes/sweep the floor/ every day _____
- Vosotros/dust _____
- Yo/cut the grass/ never _____
- Tú/clear the table/ always _____
- Lola y yo/wash the dishes _____
- Usted/set the table _____
- Carla y Ana/wash the clothes/ sometimes _____
- Yo/take out the garbage _____

TOTAL: ____/39

PORCENTAJE: ____%

Nombre: _____ Examen-Tener Que

Fill in the chart with the forms of TENER QUE (6)

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Use either TENER QUE or a form of TENER for the following sentences. (15)

1. She is thirteen years old. _____
2. You (f.) have a rooster. _____
3. He has to go to school. _____
4. We have a sister. _____
5. You (inf.) have to clean. _____

Use the information below to write what the people HAVE TO do and how often. (15)

1. Tú/clear the table/ always _____
2. Vosotros /sweep the floor/ every day _____
3. Ustedes /dust/ sometimes _____
4. Yo /wash the clothes/ never _____
5. Lupe y yo /cut the grass _____

Write a sentence about a chore you HAVE TO do at home that isn't included on this test. (3)

TOTAL: ____/39

PORCENTAJE: ____%

Nombre: _____ **KEY** Examen-Tener Que

Fill in the chart with the forms of TENER QUE (6)

yo	tengo que	nosotros	tenemos que
tú	tienes que	vosotros	tenéis que
él/ella/usted	tiene que	ellos/ellas ustedes	tienen que

Use either TENER QUE or a form of TENER for the following sentences. (15)

1. She is thirteen years old. Ella tiene trece años.
2. You (f.) have a rooster. Usted tiene un gallo.
3. He has to go to school. Él tiene que ir a la escuela.
4. We have a sister. Nosotros tenemos una hermana.
5. You (inf.) have to clean. Tú tienes que limpiar.

Use the information below to write what the people HAVE TO do. (15)

1. Tú/clear the table/ always Tú siempre tienes que quitar la mesa.
2. Vosotros /sweep the floor/ every day Vosotros tenéis que barrer el suelo todos los días.
3. Ustedes /dust/ sometimes Ustedes tienen que quitar el polvo a veces.
4. Yo /wash the clothes/ never Yo nunca tengo que lavar la ropa.
5. Lupe y yo /cut the grass Lupe y yo tenemos que cortar el césped.

Write a sentence about a chore you HAVE TO do at home that isn't included on this test. (3)

Yo tengo que...(poner la mesa/hacer la cama/lavar los platos)

C. ¿Dónde está...?: asking for and understanding directions

This lesson gives students a foundation for understanding basic directions in Spanish.

Prep: 30 minutes

Materials: hidden treasures, treasure hunt direction sheets, photocopies of Student Resource Pages, chart of the verb SEGUIR for a visual aid

Target Vocabulary and Concepts:

seguir	to follow, continue	el semáforo	the streetlight
pasar	to come/go past	la calle	the street
cruzar	to cross	el horario	the schedule
tomar	to take	el taxi	the taxi
hasta	until	el autobús	the bus
antes de	before	la parada de autobús	the bus stop
después de	after	la estación de autobuses	the bus station
el lado	the side	el avión	the airplane
a la izquierda	to/on the left	el aeropuerto	the airport
a la derecha	to/on the right	el tren	the train
derecho	straight	la estación de ferrocarril	the train station
la esquina	the corner	el pasaje	the ticket (for travel)

- Students will give and understand directions.
- Students will use the verb *estar* to ask for the locations of specific places.

Procedure:

1. Before class, you will need to hide several "treasures" for your students in different places and write directions on how to find them.
2. You will need enough treasures that you can divide your class into groups of about 4-5 students. Treasures should be small objects related to the cultures of Latin America or Spain. Suggestions include: photographs of famous places, a stuffed jungle animal (such as a monkey or toucan), foreign coins (if you have any from your travels), artificial flowers from a craft store, a small handful of fair-trade coffee beans in a sack, or an ear of dried corn.
3. It is a good idea to write the directions on different color squares of paper, and to include a small piece of the same color paper (or ribbon or other marker) with the treasure so students know they have found the correct object.
4. Because this activity can be challenging to do in a classroom, you may want to do it outside, weather permitting, or in a larger space that is available at the time such as the gym, cafeteria, or the area including your room and the hallway outside it. However, wherever you hide your treasures, **hide them so that you are able to supervise all students as they search.**
5. At the beginning of class, announce to your students that you have a special challenge for them today. Tell them that you have hidden treasures in the room/school/etc.
6. Explain that you will give them instructions on how to find these treasures, but first you need to give them the tools they will need—Spanish vocabulary. (If you enjoy theater and acting, you can dress up as an explorer/archaeologist type. Your costume might include olive cargo pants, a t-shirt or long-sleeved loose cotton shirt with sleeves rolled back, beat-up jacket, binoculars, and a hat.)
7. Go over the vocabulary and pronunciation on the Student Resource Page. Make sure to cover the tips included on the student resource page as well, included here.



CHECKPOINT!

- ❖ Which verb, *ser* or *estar*, will you use to ask where something is and get directions? estar
- ❖ Why? Estar is used for locations. Ex: ¿Dónde está la estación de autobuses?

8. **Seguir** is an irregular verb called a **stem-changing verb**. In this case, the stem vowel, *e*, changes to an *i* in all forms except *vosotros* and *nosotros*. Listen to your teacher and write the correct conjugations in the table below.

yo	sigo	nosotros	seguimos
tú	sigues	vosotros	seguís
él/ella/ usted	sigue	ellos/ellas ustedes	siguen

9. Later on that same sheet, you will need these:

Your turn. Try to translate each of the following sentences into Spanish.

1. You (inf. sing.) have to cross the street. Tú tienes que cruzar la calle.
2. You all have to pass the restaurant. Ustedes tienen que pasar el restaurante.
3. You (form., sing.) have to go to the left. Usted tiene que ir a la izquierda.

10. Once you have finished this sheet, break the class into groups, set ground rules for the hunt (they must make sure they can see you at all times is a good one to make sure no one goes unsupervised, also consider having each person in each group read at least one line of the directions out loud to the rest of the group, and make sure that they know they must follow **all directions in order—they cannot skip any step or jump ahead if they think they know where the object is hidden.**
11. Allow your students to search. At the end of the search, have each group explain to the class what their treasure is and how it is linked to Latin America/Spain.

Note: As students work through the various extension and reinforcement activities, you will need to cover prepositions that arise on a case-by-case basis. (At the stoplight, for example, or near the restaurant.) Students do not need to be held formally accountable for prepositions at this time, but it is beneficial to them to have their correct use give and reinforced.

Suggested Tarea: Several practice sheets are included in this lesson. Also, several of the Extension Opportunities make excellent homework. With giving and understanding directions, the best reinforcement is actually having students do it, whether that is through role play or actual map work where they write directions. You will likely need to offer them support on prepositions as they write.

Reinforcement Activities:

Kinesthetic Vocabulary: Develop and practice a movement or sign for the different vocabulary words. Students often really enjoy practicing these together as a class. They can also be fun to practice when students are waiting or walking in lines. Examples include:

- *a la derecha*: students stick out their right arm and point

- *a la izquierda*: students stick out the left arm and point
- *derecho*: students point straight ahead with both arms
- *semáforo*: students act like a traffic cop, signaling people to stop and then waving them through
- *pasar*: wave while walking
- *seguir*: have students "walk" with two fingers of one hand on the open palm of the other hand until you say "¡alto!"
- *tren/estación de ferrocarril*: students act like trains, complete with noises
- *avión/aeropuerto*: students act like airplanes

Buzz In: Divide the class into two teams. Have one representative from each team come up to the board and face off. Give them a vocabulary word or phrase in Spanish and have them buzz in (loudly saying "BUZZ!" works great, but you can use a board game buzzer if you have one) when they can translate it to English. If the answer is right, the student gets a point. Award a small prize to the winning team. Variation: Give the word or phrase in English and have students give you the Spanish.

Extension Opportunities/Assessments:

Have students write and perform a skit that involves asking for directions. This project can be a quick in-class activity, informally graded, or you can expand it and use it for a quiz grade. A sample student planning and grading sheet is included in the materials for this lesson. You may assign one theme to all skits, or you may choose to let students choose the theme of their skit based on the number of people in their group.

Some suggestions for the themes include:

- Two tourists ask Roberto for directions to the bus station (3 people).
- Roberto's mother sends him to a new *mercado* to pick up some groceries for her. She explains what she needs and tells him how to get there. (2 people)
- A child has lost his mother in the crowded market at Chichicastenango, Guatemala, one of the biggest and most famous markets in the Americas. A tourist finds the child, finds out what has happened, and asks a Guatemalan directions on where to take lost child. (3 people)
- A tourist at the Chichicastenango market asks a passer-by for directions to a place where s/he can buy something specific (e.g., a huipil with a quetzal design, delicious food, etc.). (2 people)
- Four friends in San José, Costa Rica, are hanging out. They decide to make plans to go to a specific restaurant for dinner. Two people have been to the restaurant before, but two people haven't. The two who have been try to give directions to the other two, but at first they have problems agreeing or remembering exactly. (4 people, possibly 5 if someone else pops in at the end to clarify the restaurant's location.

You might consider adding additional activities or having students use real maps of places in Latin America/Spain to follow a route that you spell out. City maps, often with notable tourist attractions and important places such as bus stations, airports, and the like are available online.

Challenge your students to create their own scavenger hunts for their classmates using the all-class hunt from the main lesson as a model. Pair up the different teams, so that each team is creating a hunt for their partner team.

Map Talk: Students describe how they get from their home to school. (Or two alternative locations) This may be orally with a partner or it may be written. They should label key points on their map such as bus stop, stoplights, *etc.* You may also give students a map of your town, city, or neighborhood, and have them describe how to get from one point to another.

Additionally, numerous practice sheets are included in the materials for this lesson.

Nombre: _____

¿Dónde está...?: Student Resource Page for Directions and Travel

Escucha a tu maestro/a y escribe el inglés para cada palabra en la tabla.

seguir		el semáforo	
pasar		la calle	
cruzar		el horario	
tomar		el taxi	
hasta		el autobús	
antes de		la parada de autobús	
después de		la estación de autobuses	
el lado		el avión	
a la izquierda		el aeropuerto	
a la derecha		el tren	
derecho		la estación de ferrocarril	
la esquina		el pasaje	



CHECKPOINT!

- ❖ Which verb, *ser* or *estar*, will you use to ask where something is and get directions? _____
- ❖ Why? _____

¿Dónde está...?: Student Resource Page for Directions and Travel--Page 2

Seguir is an irregular verb called a **stem-changing verb**. In this case, the stem vowel, *e*, changes to an *i* in all forms except *vosotros* and *nosotros*. Listen to your teacher and write the correct conjugations in the table below.

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

When you are giving people commands, such as telling them where to go when you're giving directions, you have to use a special form of the verb called the **imperative form**. We aren't learning this form yet, so we're going to use a shortcut you already know: *tener que*.

In English, we can say we "have to" do something, and can do the same in Spanish! We translate it as *tener que* and the infinitive (the *-ar*, *-er*, or *-ir* form of the verb). Here's an example: How would we say that someone has to continue straight? Easy. Conjugate *tener* for the person you are talking to, add *que*, then add the infinitive for the verb *continue*. Take a look:

yo	Tengo que seguir derecho.	nosotros	Tenemos que seguir derecho.
tú	Tienes que seguir derecho.	vosotros	Tenéis que seguir derecho.
él/ella/ usted	Tiene que seguir derecho.	ellos/ellas ustedes	Tienen que seguir derecho.

Your turn. Try to translate each of the following sentences into Spanish.

1. You (inf.) have to cross the street.

2. You all (formal) have to pass the restaurant.

3. You (formal) have to go to the left.

Práctica I: Flashcards- Cut apart cards and write Spanish on backside with perfect spelling!

after	to cross	before	until
the side	to follow/ continue	to take	to/on the right
to/on the left	corner	to come/ go past	straight
bus station	bus stop	schedule	ticket
train station	train	airport	airplane
streetlight	street	bus	taxi

Práctica II: ¿Dónde está...

Nombre: _____

Translate the following sentences:

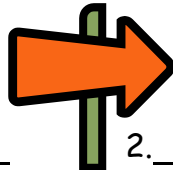
1. Where is the bus station? _____
2. You (form.) have to continue straight. You have to cross the street.

3. Where is the restaurant "El Gallo?" _____
4. Where is the bus stop? _____
6. You (inf.) have to go left. The bus station is before the airport. _____

Write the Spanish vocabulary word for each picture below.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Nombres: _____

Partner Activity: Begin at the star on the map of Cuenca, Ecuador. Then, on a separate piece of paper, work with your partner to write step-by-step directions to arrive at an undisclosed attraction on the map. **Do not write the ending location on your paper!** After the directions are written, exchange papers with other pairs of students who are complete and try to figure out where their directions lead. Continue to exchange papers with other pairs as they finish.



Práctica IV: Review Sheet

Nombre: _____

Define and write the forms.

SEGUIR- _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Translate into Spanish.

1. We continue straight to the bus stop.

2. You (formal) turn left and cross the street.

3. I continue to the stoplight, then I have to turn right.

4. Carlos passes the train station and turns left at the corner.

5. I have to buy a ticket at the bus station.

6. You all (inf.) continue to the plane next to the airport.

7. Where is the train station? We have to take a taxi!

8. Write step-by-step directions from your house to your school.

Nombre: _____ Prueba: Direcciones

TOTAL: ____/23

PORCENTAJE: ____%

Part I: Traduce en inglés. (9)

1. Antes de cruzar la calle, tengo que comprar un pasaje de avión.

2. Seguimos derecho hasta llegamos a la esquina al lado de la iglesia.

3. Tienes que doblar a la izquierda y esperar a la parada de autobús.

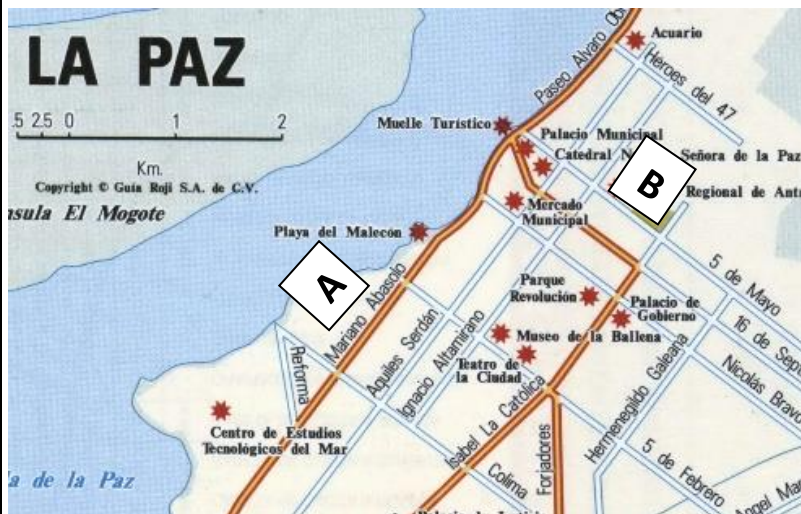
Part II: Traduce en español. (9)

4. Carolina has to turn right on the street next to the streetlight.

5. The airport is before the train station and after the bus station.

6. You all (formal) have to take the bus until the corner.

Parte III: Write step-by-step directions to get from letter "A" to letter "B" using the map of La Paz, Bolivia. (5)



Nombre: _____ **KEY** Prueba: Direcciones

TOTAL: ____/23

PORCENTAJE: ____%

Part I: Traduce en inglés. (9)

1. Antes de cruzar la calle, tengo que comprar un pasaje de avión.

Before crossing the street, I have to buy a ticket for the plane.

2. Seguimos derecho hasta llegamos a la esquina al lado de la iglesia.

We continue straight until we arrive at the corner next to the church.

3. Tienes que doblar a la izquierda y esperar a la parada de autobús.

You have to turn left and wait at the bus stop.

Part II: Traduce en español. (9)

4. Carolina has to turn right on the street next to the streetlight.

Carolina tiene que doblar a la derecha en la calle al lado del semáforo.

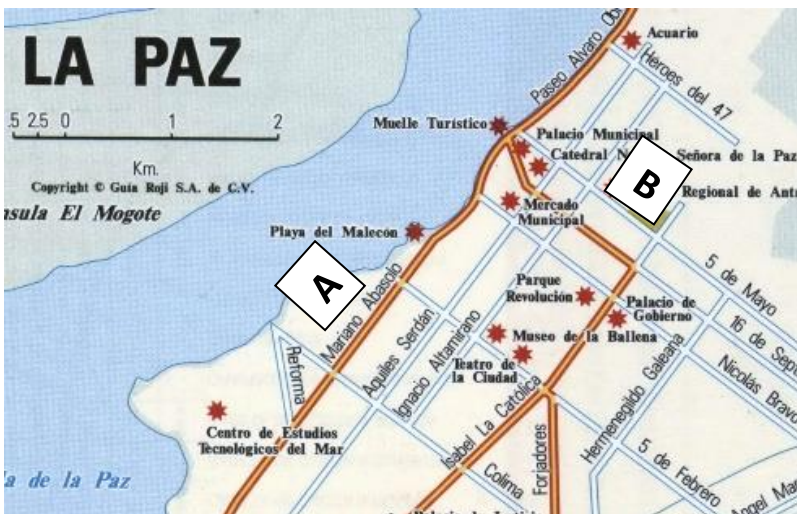
5. The airport is before the train station and after the bus station.

El aeropuerto está antes de la estación de ferrocarril y después de la estación de autobuses.

6. You all (formal) have to take the bus until the corner.

Ustedes tienen que tomar el autobús hasta la esquina.

Parte III: Write step-by-step directions to get from letter "A" to letter "B" using the map of La Paz, Bolivia. (5)



Answers will vary but should read something similar to the following:

Tienes que doblar a la izquierda en Mariano Abasolo. Dobla a la derecha en el 5 de Mayo hasta la esquina de Ignacio Altamirano.

D. ¿Qué te gusta hacer?: Hobbies, Likes, and Dislikes

This segment on hobbies is composed of two lessons. The first lesson focuses on hobby-related vocabulary and verbs. The second lesson focuses on sentence structures for explaining likes and dislikes and explaining one's preferences. Extension activities and reinforcement activities are given after the second lesson.

Prep: 20 minutes

Materials: copies of Student Resource Pages, copies of polling sheet provided, visual for all-class poll tally (see procedure for details), bag of props (see procedure)

Target Vocabulary and Concepts:

el pasatiempo	pastime/hobby	ver la tele(visión)	watch T.V.
tocar la guitarra/ un instrumento	to play guitar to play instrument	ir al cine ir al parque	go to the movies go to the park
escuchar música	to listen to music	jugar (videojuegos)	play (videogames)
leer	to read	cocinar	to cook
cantar	to sing	bailar	to dance
pasar tiempo con amigos	to spend time with friends	sacar fotos	to take pictures
usar la computadora	to use the computer	correr	to run
jugar los deportes	to play sports	patinar	to skate
el fútbol	soccer	pasear	to go for a walk or stroll
el baloncesto/ básquetbol	basketball	pasear/andar/montar en bicicleta (bici)	to go for a bike ride/ride a bike
el béisbol	baseball	nadar	to swim
el fútbol americano	football	dibujar	to draw
el vólibol	volleyball	ir de camping	to go camping

Procedure:

- Before class, gather objects or photos that represent as many of the vocabulary words as possible. Photos will work when necessary, but student interest is typically higher with three-dimensional objects. Things you might consider bringing: a basketball (or mini basketball game), soccer ball, baseball glove, art supplies, video game controller or handheld game, rollerblade, swim goggles and/or snorkel, running shoe. Also bring a couple items that are very indicative of the definition of pastimes (and not just sports) such as a board game, a book, a movie, etc. Collect all items in a bag or box. **Teacher Tip:** The school's Phy. Ed. teacher can probably provide several of these props for you if you let her/him know ahead of time.
- Begin by setting the stage in Spanish. Try a speech similar to the one that follows, using gestures and cognates to help your kids understand.
 "Hoy, vamos a hablar de **pasatiempos**." (Write the word on the board and split it into two halves to help students work out the meaning.) "¿Qué significa esta palabra? Vamos a investigar. Hay muchos pasatiempos. Tal vez Carla (use the names of students in your class) tiene un pasatiempo, como leer libros (here, pull out the book prop) y Juanito tiene otro pasatiempo. A Juanito le gusta jugar Scrabble (bring out board game prop). Mis pasatiempos son _____ (here, bring out props to support student understanding of your own hobbies). Entonces, ¿cómo se dice pasatiempo en inglés?"
- Offer more support and clues if needed. Once students understand, distribute the vocabulary table to them.
- Ask them if there are any words that they think they know right away because they are cognates. Fill in those words.
- Go over the list one-by-one, offering students visual cues for each word rather than simply translating it.
Teacher Tip: To create a more dynamic vocabulary session, toss your props around the room as you practice. For example, toss the soccer ball to one person and say "fútbol." When s/he passes it on, s/he must also say "fútbol" and so on. (Remind students of safe-tossing techniques: no overhand throwing is a staple.)
- Make sure to cover the information on the rest of the Student Resource Page, including the verb information, reproduced here. Emphasize that **vowel changes in stem-changing verbs like jugar do not affect the nosotros and vosotros forms**. **Note:** *hacer* and *ir* are review.
- Make sure to cover the *Nota Cultural* about hobbies.

yo	juego	nosotros	jugamos
tú	juegas	vosotros	jugáis
él/ella/ usted	juega	ellos/ellas ustedes	juegan

yo	voy	nosotros	vamos
tú	vas	vosotros	vais
él/ella/ usted	va	ellos/ellas ustedes	van

yo	hago	nosotros	hacemos
tú	haces	vosotros	hacéis
él/ella/ usted	hace	ellos/ellas ustedes	hacen

8. Finally, give your students the hobby poll included in this sheet: **¿Qué te gusta hacer?: Learning About Your Neighbors.**
9. Break them into groups of about 5-6 students and have them complete the poll form together (you will only need one poll sheet per group). **Students should take turns asking the questions and recording the tallies.**
10. Have students share the information they have collected and record their results on a class-wide score sheet on a poster, overhead, or other visual.

Suggested Tarea: Numerous homework sheets and activities are included in the materials for this lesson.

Lesson 2 prep: 10 minutes

Lesson 2 Materials: numerous index cards or similar-sized pieces of scrap paper for students, copies of Student Resource Pages, large piece of posterboard or butcher paper entitled "¿Cómo es _____?", markers

Lesson 2 Target Vocabulary and Concepts:

aburrir	to bore	interesar	to interest
encantar	to be enchanting to (as in "like it very much")	fascinar	to fascinate
disgustar	to be displeasing to	*preferir	to prefer
también	too, also	más	more
y	and	menos	less
pero	but	todo	everything

Frases útiles para hablar de los pasatiempos: (Optional Vocabulary)

Me ayuda a relajar.	It helps me relax.
Es una buena manera de pasar tiempo con los amigos o con mi familia.	It's a good way to spend time with friends or with my family.
También, aprendo mucho.	Also, I learn a lot.
Me hace más creativo/a.	It makes me more creative.
Es difícil, pero es un buen desafío.	It's difficult, but it's a good challenge.
Puedo disfrutar y es buen ejercicio.	I can enjoy myself and it's good exercise.

Lesson 2 Procedure:

1. Have the students sit in a circle around you on the floor.
2. Ask them in Spanish to name some hobbies.
3. After several terms have been named, have students pick one. Write that word on a large sheet of butcher paper or poster board headed with the title "¿Cómo es [hobby]?"

4. Have students brainstorm adjectives they know to describe that hobby and write them on the paper (or have students write the adjectives).
5. Ask them why else people enjoy that hobby. (They should move beyond one-word adjective descriptions here to give responses more like the helpful phrases in this lesson.) Here, they will likely need to answer in English. As they give you their answers in English, translate them into Spanish and write them on the paper as well.
6. Once you have filled the paper, explain that there are many reasons why people will enjoy a certain hobby, and that they will be learning vocabulary today to be able to talk more in-depth about their hobbies. Point out and use the additional words on the Student Resource page to create longer sentences and comparisons.
7. Distribute the Student Resource Pages and give students the English translations for their vocabulary words and phrases.
8. Explain to students that all the verbs on their list **except** *preferir* are verbs like *gustar*. When using verbs of this style, students will be forming their sentences from back to front. Write the following sample on the board:

Guacamole is pleasing to me.
3 2 1

Me gusta el guacamole.
1 2 3

9. Review the use of *gustar* by completing the following information on their resource page together, reproduced on the rest of this page:
10. Almost all the verbs in this lesson are similar to another verb you know, which can be translated as "to be pleasing to." That verb is gustar. **It is a back-to-front verb**, which means that you start at the end of the sentence when translating.



Quick check: How would you say that each of the following people likes guacamole?

Guacamole is pleasing to me. (A mi,) Me gusta el guacamole.

Guacamole is pleasing to you. (A ti,) Te gusta el guacamole.

Guacamole is pleasing to her. (A ella,) Le gusta el guacamole.

Guacamole is pleasing to us. (A nosotros,) Nos gusta el guacamole.

Guacamole is pleasing to them. (A ellos,) Les gusta el guacamole.

Now, use that same back-to-front pattern to form sentences using the verbs above:

Football bores us. Nos aburre el fútbol americano.

I love to swim/swimming! (Swimming enchants me!) Me encanta nadar.

You dislike hiking. (Hiking is displeasing to you.) Te disgusta hacer caminatas.

Books fascinate me. Me fascinan los libros.

11. Next, write several sample sentences on the board in English and have students come up and number/underline the three parts of the sentence like the sample you did earlier on the board. For example:

Games enchant me.
1 2 3

Soccer is pleasing to me.
1 2 3

Camping is displeasing to me.
1 2 3

Running bore me.
1 2 3

The town square interests me.
1 2 3

12. Hand out about a dozen index cards to each student. Take one sentence and have them write the translation for each section of that sentence, one section per index card. For example, the first sentence would be written on 3 cards: Los juegos, encantan, me. The second sentence would also be written on three cards: El fútbol, gusta, me. Have them keep the sentences separate from each other as they write.
13. Finally, once all the cards are done, have your students re-order the cards in the first sentence to form the grammatically correct Spanish sentence, *Me encantan los juegos*. Re-emphasize that they just flipped the order of the words—it is a back-to-front sentence, going 3-2-1. Continue on, having the students reconstruct each of the sentences in Spanish.
14. Finally, go over the remaining information on the Student Resource Pages. Emphasize the information including clarifiers such as "A Geraldo y Javier, les gusta..." Make sure they know that these "a + [name]" clarifiers will always lead the sentence. Include the comparison words such as "más and menos" to describe things they prefer or like over others.
15. Don't forget to cover the stem-changing verb *preferir*, also included on the Student Resource Pages. For this verb, underscore that it is **not** a back-to-front verb, and that the stem-change does not apply in the *nosotros* or *vosotros* forms.

Suggested Tarea: Several practice sheets and activities are included in the materials for this lesson. Spend some time going over "Práctica II: ¿Qué te gusta hacer?" with students, as it may initially be confusing. Specifically, it focuses on the back-to-front verbs in this lesson. The sentences students are to translate are slightly awkward in English because they are meant to reflect the Spanish construction. For that reason, students should first translate the sentences into Spanish, then go back and write what the more standard way of expressing that thought in English would be. It will be helpful for students to do a couple sentences as practice

Reinforcement Activities:

Sentence Shuffle: Use the activity from lesson 2 (breaking English sentences into 3 units, translating each unit, and re-ordering them) with new sentences for additional practice. Have students propose new sentences and write them on the board. After extensive practice rearranging and translating, you might turn it into a competition: Give students an English sentence and see how quickly they can correctly write the Spanish version on a personal dry-erase board. Variation: Ahead of time, create a variety of sentences in this model. (You will need two copies of each sentence.) Split your class in two and challenge your students to a race. Call up one representative from each team and hand them the three sentence segments in Spanish. They must put them in the correct order and hold them up for you to judge. Keep score and award a small prize to the winning team.

Entrevista: Have students partner with a classmate and interview each other about their hobbies. Each person can then report on his/her partner's hobbies to the class. You should keep track of what they say so that you can hold the whole class accountable by issuing a short "quiz" challenge to students after the interviews. Ask your students to identify names of people who had certain hobbies: *¿Quién juega vólibol? ¿A quién le gusta leer?* Award a small prize to the 3 students with the most correct answers.

Charades: You can add this vocabulary to your Charade bank and have students act out the vocabulary words with their team guesses.

Pictionary/Win, Lose, or Draw: A good vocabulary review. Have students draw clues while their classmates guess the answers. Because there is not a huge amount of vocabulary, you may want to supplement with other vocabulary from past lessons for a good review.

Take and Talk, Hobby Edition: Plan ahead for this activity. Students will need to bring in an object that represents a hobby of theirs. It could be a photograph, a piece of sporting equipment, a trophy, a uniform, a book, art supplies, something they've cooked, etc. The class will sit in a circle, and the students will talk in Spanish about what their hobby is and why it is meaningful to them. Students typically love bringing in pieces to share with others, but it is always wise before beginning to remind your students to be respectful of all sharers regardless of whether they themselves enjoy the hobby being described: the hobby is something that brings a person happiness, and the role of the listeners is to just enjoy listening to someone talk about something they love.

Teacher Tip: Make sure that you find out and address ahead of time any restrictions your school may have on allowing students to bring such objects to class. Typically, you will need to give your administrators a heads-up about the project and to very clearly explain to your students that their object is for your class only and that they are not to bring it out during other classes. The simplest solution is usually to allow them to drop it off in a safe place in your room at the beginning of the day, use it during the class activity, then return it and come pick it up at the end of the day. Make

sure all items are clearly labeled with the student's first and last name and homeroom, when applicable.

Teacher Tip 2: If you have a large class and have limited time, consider allowing students with shared hobbies to present together. Emphasize to them that the presentation should be evenly split.

Extension Activities/Assessment Opportunities:

Pasatiempo Collage: Students will create a collage demonstrating what they like to do in their free time. They must include the Spanish term for each pastime shown on their collage. They will also write a brief statement talking about their favorite hobby and using the descriptive phrases in this unit.

¿Quién soy? Book: Base this book off a picture of your class; it's a great review of vocabulary acquired throughout the year. Each student will create a book in which they describe themselves using a number of clues that leaves the reader guessing at the subject's identity and using that picture as the last page for each student's book. For example, the book could be titled *¿Quién soy?* The first page might say, "Me gusta el fútbol." Additional pages would give more information: additional hobbies and why s/he likes them, the state in which s/he was born, number of siblings, food likes or dislikes. Finally, the book should give a physical description like "Soy alta, rubia, y atlética," and end by describing what the person is wearing in the class picture: "Llevo una camisa roja y vaqueros." Next to the picture, the text, "Soy _____." should appear. When the books are done, you may have share them with the class over several days. It can be a game to see who can correctly guess the student's identity before the end of the book. Because this book can be a wonderful item for students' portfolios as a great demonstration of their accumulated knowledge, make expectations and grading criteria very clear to students when the project is assigned and be sure to show them a sample work.

¿Qué te gusta hacer? I: Student Resource Page for Hobbies Nombre: _____

Escúchale al maestro and fill in the English equivalent of each vocabulary word below.

el pasatiempo		ver la tele(vision)	
tocar la guitarra/ un instrumento		ir al cine ir al parque	
escuchar música		jugar (videojuegos)	
leer		cocinar	
cantar		bailar	
pasar tiempo con amigos		sacar fotos	
usar la computadora		correr	
jugar los deportes		patinar	
el fútbol		pasear	
el baloncesto/ básquetbol		pasear/andar/montar en bicicleta (bici)	
el béisbol		nadar	
el fútbol americano		dibujar	
el vólibol		ir de camping	

You have two verbs that are irregular in the present tense: *jugar* and *ir*. *Jugar* is a **u → ue** verb, which means that the stem, vowel will change in every person **except** *nosotros* and *vosotros*. Conjugate these verbs on the back.

¿Qué te gusta hacer? I: Student Resource Page for Hobbies, ct'd

JUGAR- _____ (u → ue)

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

IR- _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Nota Cultural: Pasatiempos

How do you like to spend your time? In Spanish-speaking countries, pastimes include things like sports, going to the movies, dancing with friends, water sports in coastal areas, and, in Costa Rica in particular, a multitude of outdoor activities.

What's different about pastimes in Latin America? Here are a few things that may be different:

- Dominoes and card games are very popular.
- Teenagers hang out in groups together, rarely going on one-on-one "dates."
- Pick-up soccer games are frequently going on in city parks.
- In medium and larger cities, the town center is a popular place to walk around, listen to music, talk, and watch people on evenings or weekends.

What new pastimes would you like to try? What do you think are some of the outdoor activities that people do as hobbies in Costa Rica?

Práctica I: Flashcards- Cut apart the cards and write the Spanish meanings on the backside with perfect spelling.

volleyball	football	baseball	basketball
soccer	to play sports	to read	to cook
to spend time with friends	to sing	to take pictures	to dance
passtime/hobby	to watch television	to go to the movies	to play (videogames)
to play guitar/ an instrument	to listen to music	to use the computer	to go camping
to skate	to go for a walk/ stroll	to go for a bike ride/ to ride a bike	to swim

Qué te gusta hacer?: Learning About Your Neighbors

Nombre: _____

Interview the people in your group using the questions and keep a tally of their responses.

¿Cuál es tu deporte preferido?

Me gusta el fútbol.	
Prefiero nadar.	
Me gusta más el básquetbol.	
Mi deporte preferido es el vólibol.	
Me gusta el fútbol.	

¿Cuál es tu juego preferido?

Mi juego favorito es Scrabble.	
Prefiero <i>Pictionary</i> o <i>Win, Lose, or Draw</i> .	
Me gustan más los videojuegos.	
Me gusta usar la computadora también.	
Mi juego preferido es Monopoly.	

¿Cuáles son tus pasatiempos preferidos?

Me gusta pasear en bicicleta.	
Prefiero sacar fotos.	
Me gusta más ver las películas.	
Me gusta dibujar menos.	
El mejor pasatiempo es leer.	

Práctica II: ¿Qué te gusta hacer?

Nombre: _____

Define and conjugate the following verbs:

ir- _____

yo		nosotros	
tú		vosotros	
él/ ella/ usted		ellos/ ellas/ ustedes	

jugar- _____ (u → ue)

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Translate each of the following sentences into Spanish.

1. He plays soccer. _____
2. We go camping. _____
3. I like everything. _____
4. My favorite sport is football. _____
5. They like to swim. _____
6. She watches TV. _____
7. They know how to play guitar. _____
8. You (sing., inf.) know how to cook. _____
9. You all know how to play volleyball. _____
10. We know how to ride bikes. _____

Persona Bingo

Nombre: _____

Ask your classmates the following questions and try to fill in your entire board with the names of classmates that answer positively. Write the person's name in the square that answered your question positively. Each person may only answer ONE question on your board.

¿Juegas el vólibol?	¿Vas a bailar?	¿Prefieras leer o bailar?	¿Juegas los videojuegos?
¿Corres mucho?	¿Juegas el fútbol?	¿Escuchas música?	¿Juegas el baloncesto?
¿Vas al cine?	¿Andas la bicicleta todos los días?	¿Patinas mucho?	¿Juegas el fútbol americano?
¿Juegas el béisbol?	¿Nadas en una piscina grande?	¿Juegas muchos deportes?	¿Dibujas mucho?

TOTAL: ____/10

PORCENTAJE: ____%

Nombre: _____ Prueba: el vocabulario

1. the pastime/hobbie _____ 6. to play guitar _____

2. the sports _____ 7. to go to the movies _____

3. to go for a walk _____ 8. to listen to music _____

4. soccer _____ 9. to ride a bike _____

5. to play videogames _____ 10. to go camping _____

TOTAL: ____/10

PORCENTAJE: ____%

Nombre: _____ Prueba: el vocabulario

1. the pastime/hobbie _____ 6. to play guitar _____

2. the sports _____ 7. to go to the movies _____

3. to go for a walk _____ 8. to listen to music _____

4. soccer _____ 9. to ride a bike _____

5. to play videogames _____ 10. to go camping _____

¿Qué te gusta hacer? II: Student Resource Page for Hobbies Nombre: _____

aburrir		interesar	
encantar		fascinar	
disgustar		*preferir	
también		más	
y		menos	
pero		todo	

Frases útiles para hablar de los pasatiempos: (Optional Vocabulary)

Me ayuda a relajar.	It helps me relax.
Es una buena manera de pasar tiempo con los amigos o con mi familia.	It's a good way to spend time with friends or with my family.
También, aprendo mucho.	Also, I learn a lot.
Me hace más creativo/a.	It makes me more creative.
Es difícil, pero es un buen desafío.	It's difficult, but it's a good challenge.
Puedo disfrutar y es buen ejercicio.	I can enjoy myself and it's good exercise.

Almost all the verbs in this lesson are similar to another verb you know, which can be translated as "to be pleasing to." That verb is _____. It is a **back-to-front verb**, which means that you start at the end of the sentence when translating.

Quick check: How would you say that each of the following people likes guacamole?

Guacamole is pleasing to me. _____

Guacamole is pleasing to you. _____

Guacamole is pleasing to her. _____

Guacamole is pleasing to us. _____

Guacamole is pleasing to them. _____

¿Qué te gusta hacer? II: Student Resource Page for Hobbies, ct'd Nombre: _____

Now, use that same back-to-front pattern to form sentences using the verbs above:

Football bores us. _____

I love to swim/swimming! (Swimming enchants me!)

You dislike singing. (Singing is displeasing to you.)

Books fascinate me.

In the types of sentences you have just been practicing, pronouns like *me*, *te*, *le*, *nos*, *os*, and *les* sometimes aren't as clear as they need to be. How would you say that books fascinate Roberto without losing the *le* you need in the sentence? Take a look below.

A Roberto, le fascinan los libros. Books fascinate Ricardo.

A Adán y Mateo, les gustan los videojuegos. Adán and Mateo like videogames.

A mi mama, le gusta pasear en bicicleta. My mom likes to bicycle.

A Julia y yo, nos gusta nadar. Julia and I like to swim.

With the pronouns *me* and *te*, we always know about whom we are talking. However, you can make it **really** clear and/or put emphasis on what you are saying. For example:

A ti, te gusta correr.

You like to run.

A Roberto le gusta dibujar, pero a mí me gustan los deportes.

Roberto likes to draw, but **I** like sports.

¿Te gustan las frutas? A mí me encantan las fresas y la piña.

Do you like fruit? **I** love strawberries and pineapple!

This just adds a little extra emphasis when you are talking. Try it out in conversation.

¿Qué te gusta hacer? II: Student Resource Page for Hobbies, ct'd

Fill in the blanks with the pronouns:

(A mí) _____ gusta/encanta/etc.

(A nosotros) _____ gusta/encanta/etc.

(A ti) _____ gusta/encanta/etc.

(A vosotros) _____ gusta/encanta/etc.

(A él, ella, Ud.) _____ gusta/encanta/etc.

(A ellos/ellas/Uds.) _____ gusta/encanta/etc.

Unlike the other verbs in this lesson, *preferir* isn't a "back-to-front" verb. You can conjugate this one normally, front to back.

OJO: *Preferir* is a stem-changing verb, however. The *e* changes to *ie* in all tenses except for the

_____ and _____ forms, which are regular.

Conjugate the verb in the space below.

preferir- _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Práctica I:

Nombre: _____

Fill in the chart with the meanings in English.

aburrir		interesar	
encantar		fascinar	
disgustar		*preferir	

Fill in the blanks with the pronouns below:

(A mí) _____ gusta/encanta/etc.

(A nosotros) _____ gusta/encanta/etc.

(A ti) _____ gusta/encanta/etc.

(A vosotros) _____ gusta/encanta/etc.

(A él, ella, Ud.) _____ gusta/encanta/etc.

(A ellos/ellas/Uds.) _____ gusta/encanta/etc.

Use the information above to translate into inglés.

1. A Ana, le gusta patinar, pero a mí, me gusta andar en bicicleta.

2. A vosotros, os aburre nadar en una piscina.

3. Tú juegas el fútbol y ella cocinas v.

4. A Uds., les fascina el vólibol.

5. A mí, me disgustan las verduras verdes.

6. A Ud., no interesa pasear.

Partner Activity**Nombres:** _____

Work with your partner and take turns writing the meanings of the sentences below. Use your notes to help and double check your work! This will be counted as a group participation grade!

1. To you (informal), swimming in the pool is boring.

2. You all (formal) dislike camping.

3. Soccer and football are interesting to me.

4. To them, drawing is fascinating.

5. Playing guitar is fascinating to you all (informal).

6. Victor plays sports and I use the computer.

7. We prefer to skate, but they prefer to ride bike.

8. You (informal) like very much to spend time with friends.

9. Going to the movies is boring to you all (informal).

10. I dislike playing videogames.

Práctica II: ¿Qué te gusta hacer?

Nombre: _____

Translate each of the following sentences into Spanish, then go back and write each one in more "standardized English." The first one has been done for you.

EX: To Rafael, soccer is pleasing. **Standard Eng:** Rafael likes soccer.

Span.: A Rafael, le gusta el fútbol.

1. To Roberto, drawing is pleasing. **Standard Eng:** _____

Span.: _____

2. To the tourists, dancing is interesting. **Standard Eng:** _____

Span.: _____

3. To Lupita, reading is enchanting. **Standard Eng:** _____

Span.: _____

4. To Victor, sports are boring. **Standard Eng:** _____

Span.: _____

5. To me, cooking interests me. **Standard Eng:** _____

Span.: _____

6. To us, taking pictures is fascinating. **Standard Eng:** _____

Span.: _____

7. To them, playing sports is pleasing. **Standard Eng:** _____

Span.: _____

8. To you all, skating is displeasing. **Standard Eng:** You dislike skating.

Span.: _____

9. To you (sing, inf.), watching television is displeasing. **Standard Eng:** _____

Span.: _____

Partner Activity**Persona A**

Nombre: _____

Interview your partner and record their answers in complete sentences. Make sure to answer your partner's questions in complete sentences as well.

1. ¿Prefieres el fútbol o el vólibol? _____
 2. ¿Juegas los videojuegos mucho? _____
 3. ¿A ti, te gusta andar en bicicleta? _____
 4. ¿Te aburre el béisbol? _____
 5. ¿Te interesa escuchar música? _____
-

Partner Activity**Persona B**

Nombre: _____

Interview your partner and record their answers in complete sentences. Make sure to answer your partner's questions in complete sentences as well.

1. ¿Te encanta dibujar? _____
2. ¿Te aburre nadar? _____
3. ¿Prefieres cantar o cocinar? _____
4. ¿Juegas el baloncesto? _____
5. ¿Prefieres ir de camping o ver la tele? _____

Práctica III: Más práctica

Nombre: _____

Escribe en español.1. Video games fascinate Ricardo.
_____2. Adán and Mateo like to draw.
_____3. Camping interests you (informal).
_____4. My mom plays baseball and likes to read.
_____5. Swimming is displeasing to Anita.
_____6. Football is enchanting to me (I really like football).
_____7. Soccer and basketball bore Carlos.
_____8. Julia and I like to skate.
_____9. I prefer baseball. Raúl prefers volleyball.
_____10. You all (formal) dislike riding a bike.

Práctica IV: Review Sheet-Page 1

Nombre: _____

Define and conjugate the verbs:

IR: _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

HACER: _____

yo	*	nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

JUGAR: _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

PREFERIR: _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Traduce:

1. He prefers basketball. We prefer soccer. _____
2. I don't play videogames. I go to the movie theater. _____
3. Carlos and I go swimming a lot. _____
4. You (inf.) cook tacos and I make salad. _____
5. I go to the park and we play baseball and volleyball. _____
6. You all (f.) prefer to ride bike. _____

Práctica IV: Review Sheet-Page 2

Nombre: _____

Fill in the chart with the meanings in English.

aburrir		interesar	
encantar		fascinar	
disgustar		*preferir	

Fill in the blanks with the pronouns below:

(A mí) _____ gusta/encanta/etc.

(A nosotros) _____ gusta/encanta/etc.

(A ti) _____ gusta/encanta/etc.

(A vosotros) _____ gusta/encanta/etc.

(A él, ella, Ud.) _____ gusta/encanta/etc.

(A ellos/ellas/Uds.) _____ gusta/encanta/etc.

Traduce:

1. Soccer is pleasing to me. Football is interesting to her.

2. Taking pictures fascinates Carla. Riding a bike bores her.

3. You all (formal) really like going for a walk.

4. Carolina and Adán don't like watching TV. They like skating and drawing.

5. I dislike swimming in a pool and running.

6. You (informal) prefer baseball. We prefer basketball.

7. Anita and I really like drawing. Art fascinates us.

TOTAL: ____/38

PORCENTAJE: ____%

Nombre: _____ Examen: ¿Qué te gusta hacer?**Traduce: (12)**

1. I swim a lot. _____
2. Carlos prefers baseball. _____
3. We play football and volleyball. _____
4. You all (informal) go to the park. _____

Fill in the blanks with the pronouns below: (6)

(A mí) _____ gusta/encanta/etc.

(A nosotros) _____ gusta/encanta/etc.

(A ti) _____ gusta/encanta/etc.

(A vosotros) _____ gusta/encanta/etc.

(A él, ella, Ud.) _____ gusta/encanta/etc.

(A ellos/ellas/Uds.) _____ gusta/encanta/etc.

Traduce en inglés: (8)

1. A mí, me disgusta cocinar. _____
2. A Ud., no interesa pasear. _____
3. A ti, no te encantan los deportes. _____
4. A Uds., les fascinan los videojuegos. _____

Traduce en español: (12)

1. Taking pictures fascinates me and riding a bike bores me.

2. Skating is pleasing to me and running is interesting to her.

3. You all (formal) really like to go camping.

4. Carolina and I don't like singing. We like swimming in a pool.

TOTAL: ____/38

PORCENTAJE: ____%

Nombre: _____ **KEY** Examen: ¿Qué te gusta hacer?

Traduce: (12)

1. I swim a lot. Yo nado mucho.
2. Carlos prefers baseball. Carlos prefiere el béisbol.
3. We play football and volleyball. Nosotros jugamos el fútbol americano y el vólibol.
4. You all (informal) go to the park. Vosotros vamos al parque.

Fill in the blanks with the pronouns below: (6)

- (A mí) me gusta/encanta/etc. (A nosotros) nos gusta/encanta/etc.
 (A ti) te gusta/encanta/etc. (A vosotros) os gusta/encanta/etc.
 (A él, ella, Ud.) le gusta/encanta/etc. (A ellos/ellas/Uds.) les gusta/encanta/etc.

Traduce en inglés: (8)

1. A mí, me disgusta cocinar. Cooking disgusts me./I dislike cooking.
2. A Ud., no interesa pasear. Taking a walk/stroll doesn't interest you. / You aren't interested in taking a walk/stroll.
3. A ti, no te encantan los deportes. You don't really like sports.
4. A Uds., les fascinan los videojuegos. Videogames fascinate you all./You all are fascinated with videogames.

Traduce en español: (12)

1. Taking pictures fascinates me and riding a bike bores me.
(A mí,) me fascina sacar fotos y me aburre andar una bicicleta.
2. Skating is pleasing to me and running is interesting to her.
A mí,) me gusta patinar y (a ella,) le interesa correr.
3. You all (formal) really like to go camping.
(A Uds.) les encanta ir de camping.
4. Carolina and I don't like singing. We like swimming in a pool.
Carolina y yo, no nos gusta cantar. (A nosotros,) nos gusta nadar en una piscina.

E. Stem-Changing Verbs/Introduction to Por vs. Para

This lesson gives students extensive practice with two stem changers: o → ue and e → ie verbs. It also increases their verb vocabulary. (Extension: A Student Resource Page for "Por vs. Para" is included in this unit. It is to be used briefly for all students as an introduction to the terms and more extensively for advanced and heritage speakers. This concept is not included in the assessment.)

Prep: 10 minutes

Materials: copies of Student Resource Pages, cards of verbs plus their translations, "Por vs. Para" chart

Target Vocabulary and Concepts:

volar	to fly	comenzar	to begin, commence
volver	to return, go back	empezar	to begin
dormir	to sleep	entender	to understand
contar	to say or tell, to count	cerrar	to close
probar	to try, to test	pensar	to think
poder	can, to be able to	perder	to lose
mostrar	to show	mentir	to lie
devolver	to return (an object to someone)	encender	to turn on, to light
almorzar	to have lunch	preferir (review)	to prefer
jugar (review)	to play (a game or sport)		

- Students will understand that the two most common stem-shifts in Spanish are o → ue and e → ie.
- Students will understand that *vosotros* and *nosotros* are typically unaffected by the change in the present indicative tense.
- Students will correctly apply and conjugate a variety of verbs with *ar*, *er*, and *ir* endings in writing and conversation.
- Students will become familiar with Por vs. Para

PARA

- **In order to** (para + infinitive verb)
Yo necesito trabajar para ganar dinero.
- **Recipient** (para mi/ti/ella...)
Los regalos son para mi.
- **Employment** (para el gobierno)
Yo trabajo para la ciudad.
- **Deadline**
La tarea es para el martes.
- **Purpose**
El postre es para la fiesta.
- **Comparison**
Él es muy tímido para ser profesor.

POR

- **In exchange of**
Yo cambio mi coche por otro más nuevo.
- **Because of**
Ella gana más dinero por su trabajo bueno.
- **Per**
Yo voy al cine una vez por mes.
- **For # hours**
Él estudia por dos horas.
- **Through**
Yo camino por el parque.
- **On behalf of**
Yo cocino el almuerzo por ti.
- **By**
La música está escuchando por todos.
- **Gratitude**
Gracias por tu ayuda.

PARA: Write the rule for the sentences below.

1. Yo prefiero leer el libro rápido porque es **para** jueves. DEADLINE
2. Carlos estudia mucho todos los días **para** ser médico. IN ORDER TO
3. Yo devuelvo la bicicleta porque es **para** mi hermanita. RECIPIENT
4. Mi papá empieza trabajar **para** el banco. EMPLOYMENT
5. Ella se duerme tarde **para** una estudiante buena. COMPARISON
6. Nosotros no almorzamos mucho porque los tacos son para la cena. PURPOSE

POR: Write the rule for the sentences below.

1. Tú comienzas un libro nuevo **por** semana. PER
2. El almuerzo está comiendo **por** todos. BY
3. Muchas gracias **por** el regalo bonito. GRATITUDE
4. Ellas cuentan el dinero **por** una hora. FOR # HOURS
5. Yo muestro los chicos la escuela **por** cinco dólares. IN EXCHANGE OF
6. Anita no juega en el partido de fútbol **por** el tiempo mal. BECAUSE OF
7. Yo vuelo **por** Chicago. THROUGH
8. Ud. enciende la luz **por** mi. ON BEHALF OF

Procedure:

1. Begin by distributing the vocabulary list on the Student Resource Page to your students and telling them that today they will be getting some special verbs.
2. Tell them that you will be going over the definitions of these verbs together. Read the first word in Spanish and act out the meaning for them.
3. Once they have the answer for the first one, divide the class into pairs or groups of three and give each group a card displaying a vocabulary word and its English translation to act out for the class.
4. Some of the words are more challenging and will require a line or two of dialogue in Spanish for the students. For example: *probar*. One student may mime eating while the other student asks "¿Qué comes?" The student could answer and hold out a bit for the other student to try.
5. Quickly have students act out these verbs until their tables are completely filled in.
6. Explain that all the verbs on their list are **stem-changing verbs**, meaning that the vowel in the stem of the word undergoes a shift in all voices **except** the *vosotros* and *nosotros* forms.
7. Underscore that the *o* shifts to *ue* in these words and the *e* shifts to *ie* in them.
8. Next, reinforce the vowel change with this song, to the tune of "Twinkle, Twinkle, Little Star":

When we have a vowel change,
It cannot be too very strange
We look for *o* to be *ue*
And for the *e* to be *ie*
But it switches back in *nosotros*
And also in the *vosotros*
9. Together chant some of the verbs: infinitive, first person (or other person including a vowel change), and the *nosotros* form, switching back and forth between the *ue* verbs and the *ie* verbs.
For example:

comenzar, comienzo, comenzamos
empezar, empiezo, empezamos
volar, vuelo, volamos
dormir, duermo, dormimos
entender, entiendo, entendemos
cerrar, cierro, cerramos
contar, cuento, contamos
pensar, pienso, pensamos
perder, pierdo, perdemos
10. Encourage students to chant in different voices (whispers, underwater voices, parrot voices, etc.), or to stomp their feet with each verb.
11. You can also do this with the *Culebra del verbo* and have students snake around the room with the three different forms of the verb.
12. Review Student Resource Page 2 to introduce the concept of "Por vs. Para." Work your way through the Students Resource Page explaining the differences using the examples provided.

13. Pair up students and encourage them to use their Student Resource Page 1 vocabulary, to decipher the sentences and figure out which rule is being used for "POR" or "PARA".
14. After several minutes, review together as a class for accuracy.
15. Display and refer to the chart you created with the uses of "POR" and "PARA" as they appear in the future.
16. Note: This concept is to be an introduction for most classes. Advanced students and heritage speakers can dive deeper into the uses of "Por vs. Para" and create their own sentences modeling each rule in pairs and for homework.

Suggested Tarea: Several practice sheets are included in this unit. After students complete *Práctica IV* as *tarea*, translating the entire story could be used as an in-class partner activity.

Reinforcement Activities:

Activity: LA BOTA- Use the diagram and directions included in this unit and assign each student a stem-changing verb to fill in the chart. Encourage students to be creative and brainstorm ideas such as cowboy boot, rain boot, work boot, etc. Instead of using this boot model, students could create their own boot using construction paper if preferred. Use the boots to decorate the classroom. Be sure to remove them before the assessment.

Culebra del verbo: This is a time-race game in which students are competing against themselves, trying to beat their old time. Start at one end of the room and have all students stand up. You will give the class a verb and then start the timer. Go up and down the rows having students conjugate the verb. When they make it through all 6 forms, they simply start over until the verb has made its way all the way around the room. *E.g., "yo vuelo, tú vuelas, ella vuela, nosotros volamos, vosotros voláis, ustedes vuelan, yo vuelo, tú vuelas, él vuela..."* Challenge them with more verbs and see which verb they can conjugate the fastest. Keep track of their times, and later you can have them try to beat their record.

Variation: BUZZ! In this variant, students will skip the *nosotros* and *vosotros* conjugations. If it is their turn and they are up for *nosotros* or *vosotros*, they should simply tell "BUZZ!" instead of conjugating the verb. This should remind students that these two forms are different than the others.

Battleship: (La Batalla Marina) Verbs (15-25 minutes) Materials- Copies of the battleship board for each student

Pass out the Battleship board to all students. Write a numbered list of 6 verbs you'd like the class to practice and conjugate to create their board. Ensure that the students write those same 6 verbs in the same order going across their board in the numbered boxes. Next, have the class conjugate those verbs individually to create the game board. It may be helpful to have up the corresponding verb endings on the board for their reference.

After all students have a complete game board, students need to pair up and move desks head to head (if possible) and create a barrier using a book or binder so their papers remain covered at all times. At this point, students need to encircle or highlight some of the conjugations they just completed to draw in their "ships" of "2 ships of 2 squares" and "1 ship of 3 squares" on their board. Using the vocabulary listed on the bottom in Spanish, students then go back and forth trying to find each other's "ships" by calling out the conjugations. For example: a student may say, "yo miro," to indicate the square corresponding with mirar and yo. If the other student has part of their ship in that square, they would respond accordingly in Spanish with "hit" or "miss."

The students need to keep track of their hits using one type of mark, like an "X" over the square, and their misses using another, like a small dot. The game goes back and forth until one student locates all of the others boxed off forms or "ships." If cases of odd numbered classes, this game works just fine with a group of 3. Have Student A only try to find the ships of Student B, Student B only try to find ships of Student C, and Student C only try to find ships of Student A.

Searching for Stem-Changers: Divide students into small groups and give each group an identical list of 25-30 verbs that they have studied this year. Some of the verbs should be stem-changers and some should not be. Give students a set time limit to identify and highlight all the verbs they can find that are stem-changers. After the time is up, go over the answers and see which group got the most correct.

Variation: Consider adding an extra challenge with a 3-way verb classification system: regular, stem-changing, and other irregular verbs.

Dice game: For this game you will need a pair of red/green dice (one red die, one green die, or two dice that are otherwise distinguishable). On a chalkboard or markerboard in the front of the room, write 6 subjects in red. For example: 1. yo, 2. Pablo y Ana, 3. nosotros, 4. Sr. Aguilár, 5. Pilar, 6. tú. In green, write an irregular verb for each number, 1-6: 1. comenzar, 2. volar, 3. cerrar, 4. almorzar, 5. mostrar, 6. volver. In groups of about four students, each student will take turns rolling the dice. If s/he rolls a red 1 and a green 2, then s/he must name the **yo** form of the verb **volar**. If s/he is correct, s/he gains the total number of points shown on the dice (making this part skill, part luck). Then the next student goes. Award a prize to the top-scoring student in each group.

Variation: Rather than just tallying points, you may use an old Candyland-type game board and let students move the number of spaces shown on the dice.

Teacher Tip: This game works best with student experts serving as judges for each team of 3-4 people. To choose judges, give a mini-quiz on 10 questions before starting the game. The quiz should consist of phrases to be translated and use the verbs in question, such as "we show," "I have lunch," and "you prefer." After all questions have been given, have students switch papers and score the quiz. Offer any students who earned 100% the chance to serve as a team judge; be sure to offer them an incentive to doing so, such as a "Get Out of Homework Free" pass, a special privilege, or a small prize. The student experts will not play the game. Their job is to judge their classmates' answers and keep score.

Speed Translations: Break your class into pairs. Call out a subject pronoun and a verb in English and have the students work as quickly as they can to translate the phrase into Spanish. For example: "I return," or "you lie." The first pair to raise their hands must come to the board and write down their translation. If they are correct, they earn a point. If they are not correct, another team has the opportunity to come to the board and fix it for a point. The pair with the most points at the end of the game wins. Variation: call out the phrases in Spanish and have students translate to English. Teacher Tip: review pronouns and conjugations before starting this game.

Extension Opportunities/Assessments:

Texts: With so much verbs knowledge, students can begin writing short texts. Have them narrate a day in their life or a life of a friend, family member or even pet. Make sure to include clear grading criteria.

Escúchale al maestro and fill in the English equivalent for the words below.

volar		comenzar	
volver		empezar	
dormir		entender	
contar		cerrar	
probar		pensar	
poder		perder	
mostrar		mentir	
devolver		encender	
almorzar		preferir (review)	
jugar (review)			

Notes About Stem-Changing Verbs

e → _____ , o → _____

- The vowels will shift in **all** forms of the stem-changing verbs **except**

and _____

Need help remembering the vowel shifts?

Try this song to the tune of "Twinkle, Twinkle, Little Star":

When we have a vowel change,

It cannot be too very strange

We look for o to be ue

And for the e to be ie

But it switches back in *nosotros*

And also in the *vosotros*



PARA

- **In order to** (para + infinitive verb)
Yo necesito trabajar para ganar dinero.
- **Recipient** (para mi/ti/ella...)
Los regalos son para mi.
- **Employment** (para el gobierno)
Yo trabajo para la ciudad.
- **Deadline**
La tarea es para el martes.
- **Purpose**
El postre es para la fiesta.
- **Comparison**
Él es muy tímido para ser profesor.

POR

- **In exchange of**
Yo cambio mi coche por otro más nuevo.
- **Because of**
Ella gana más dinero por su trabajo bueno.
- **Per**
Yo voy al cine una vez por mes.
- **For # hours**
Él estudia por dos horas.
- **Through**
Yo camino por el parque.
- **On behalf of**
Yo cocino el almuerzo por ti.
- **By**
La música está escuchando por todos.
- **Gratitude**
Gracias por tu ayuda.

PARA: Write the rule for the sentences below.

1. Yo prefiero leer el libro rápido porque es **para** jueves. _____
2. Carlos estudia mucho todos los días **para** ser médico. _____
3. Yo devuelvo la bicicleta porque es **para** mi hermanita. _____
4. Mi papá empieza trabajar **para** el banco. _____
5. Ella se duerme tarde **para** una estudiante buena. _____
6. Nosotros no almorzamos mucho porque los tacos son **para** la cena. _____

POR: Write the rule for the sentences below.

1. Tú comienzas un libro nuevo **por** semana. _____
2. El almuerzo está comiendo **por** todos. _____
3. Muchas gracias **por** el regalo bonito. _____
4. Ellas cuentan el dinero **por** una hora. _____
5. Yo muestro los chicos la escuela **por** cinco dólares. _____
6. Anita no juega en el partido de fútbol **por** el tiempo mal. _____
7. Yo vuelo **por** Chicago. _____
8. Ud. enciende la luz **por** mi. _____

Práctica I: Flashcards- Cut apart the cards and write the Spanish on the backside with perfect spelling.

to fly	to say/tell, to count	to play (a sport/game)	to try/test
to be able to	to return/ go back	to show	to sleep
to have lunch	to close	to return (an object)	to prefer
to understand	to begin/ commence (2 words)	to lose	e → _____ o → _____
to think	to lie	to turn on/ light	The stem changes in all forms except which two ?

Activity: LA BOTA- Use the stem-changing verb your teacher assigns you to fill in the chart. Then, decorate the boot. Be creative!

_____ = to _____

yo	nosotros
tú	vosotros
él	ellos
ella	ellas
usted	ustedes

Práctica II: Conjugation Practice

Nombre: _____

Define and conjugate the following:

_____ = to understand

yo		nosotros	
tú		vosotros	
él ella usted		ellos ellas ustedes	

_____ = to sleep

yo		nosotros	
tú		vosotros	
él ella usted		ellos ellas ustedes	

_____ = to lie

yo		nosotros	
tú		vosotros	
él ella usted		ellos ellas ustedes	

_____ = to have lunch

yo		nosotros	
tú		vosotros	
él ella usted		ellos ellas ustedes	

Partner Activity- Persona A

Materials: one dry/erase board set per pair OR scrap paper for each student.

Directions: Take turns with your partner writing the forms and stating the translation for the questions below. Use the answers in parenthesis to check your partner's work. Be a teacher and try to explain any mistakes. If you finish early, switch papers and conduct the activity again.

- | | |
|----------------------|---|
| 1. pensar/tú | (tú piensas, you think) |
| 2. devolver/yo | (yo devuelvo, I return) |
| 3. comenzar/nosotros | (nosotros comenzamos, we begin) |
| 4. poder/Uds. | (Uds. pueden, you all can) |
| 5. mentir/ella | (ella miente, she lies) |
| 6. volar/vosotros | (vosotros voláis, you all fly) |
| 7. empezar/yo | (yo empiezo, I begin) |
| 8. perder/nosotros | (nosotros perdemos, we lose) |
| 9. contar/tú | (tú cuentas, you tell/count) |
| 10. entender/ellos | (ellos entienden, they understand) |
-

Partner Activity- Persona B

Materials: one dry/erase board set per pair OR scrap paper for each student.

Directions: Take turns with your partner writing the forms and stating the translation aloud for the questions below. Use the answers in parenthesis to check your partner's work. Be a teacher and try to explain any mistakes. If you finish early, switch papers and conduct the activity again.

- | | |
|----------------------|---|
| 1. preferir/vosotros | (vosotros preferimos, you all prefer) |
| 2. pensar/yo | (yo pienso, I think) |
| 3. mostrar/usted | (usted muestra, you show) |
| 4. probar/nosotros | (nosotros probamos, we try) |
| 5. almorzar/tú | (tú almuerzas, you have lunch) |
| 6. jugar/él | (él juega, he plays) |
| 7. encender/yo | (yo enciendo, I light/turn on) |
| 8. cerrar/vosotros | (vosotros cerráis, you all close) |
| 9. poder/yo | (yo puedo, I can) |
| 10. comenzar/tú | (tú comienzas, you begin) |

Práctica III: Stem-Changers

Nombre _____

1. I fly to Argentina. We fly to Chile.

2. He closes the door. You all (inf.) close the window.

3. Ana and I have lunch at 12:30. Carlos has lunch at noon.

4. The teacher thinks in Spanish. You all (inf.) think in English.

5. The students and I begin the quiz. Anita doesn't begin.

6. My sister lies. We don't lie.

7. I return the pencil. You all (inf.) return the papers.

8. We go back to the house at midnight. She goes back at 1:00.

9. The teachers turn off the lights. Raquel and I turn off the computer.

10. I try green tomatoes. You all (inf.) try the chicken.

11. Lola and I show the tests. You (formal) show the quizzes.

12. You (inf.) can go to the party. Juan and I can't go.

Práctica IV: Stem-Changing Verbs

Nombre: _____

Read the selection below about Roberto. Fill in the correct tense of the verb in parentheses.

El lunes, Roberto y Rafael _____ (volver) a la selva. La caminata con los turistas
_____ (comenzar) a las 8:00. Una turista no _____
(entender) el español y Rafael habla en inglés.

En la selva, ellos _____ (encontrar) muchos animales.

--Qué es este animal?-- pregunta una turista.

--Yo _____ (pensar) que es un chango—dice Roberto.

--Yo no lo _____ (poder) ver muy bien.

Rafael les _____ (mostrar) unos pájaros. Rafael les
_____ (contar) muchas cosas sobre el tucán y el quetzal. Los pájaros
_____ (volar) en el bosque. Todos los turistas _____

(pensar) que el quetzal es muy hermoso, pero Roberto _____ (preferir) mirar las
ranas.

--¿_____ (poder, nosotros form) tocar las ranas?—pregunta un hombre.

--¡No!—dice Roberto. --Si tú tocas una rana así, talvez no _____ (volver) a tu casa. Las ranas
son venenosas.

--Es verdad. Nosotros no _____ (mentir)—dice Rafael.

Práctica V: Review Sheet

Nombre: _____

Fill in the chart with the Spanish infinitives:

	to return, go back		to begin, commence
	to understand		to begin
	to sleep		to prefer
	to close		to say or tell, to count
	to try, to test		to think
	to lie		to lose
	to show		can, to be able to
	to return (an object to someone)		to turn on, to light
	to have lunch		to fly
	to play (a game or sport)		

Traduce:

1. I don't lie. You all (inf.) lie a lot.

2. You (inf.) fly to Paraguay. We fly to Perú.

3. Carla prefers fruit. You all (inf.) prefer vegetables.

4. My mom has lunch at noon. My dad and I have lunch at one.

5. You all (inf.) count the cows. She counts the horses.

6. Ana and I don't understand the question. Raúl understands the answer.

7. Lupe plays soccer. We play football.

Nombre: _____ Prueba: Stem-Changers

Fill in the blanks with the appropriate form of the verb listed in parenthesis. (12)

1. (to prefer) Anita y yo _____ la pizza y tú _____ la ensalada.
2. (to close) Vosotros _____ las ventanas y yo _____ la puerta.
3. (to play) Usted _____ el fútbol y ustedes _____ el vólibol.
4. (to lie) Anita no _____ pero nosotros _____ mucho.
5. (to understand) Yo _____ el álgebra y vosotros _____ la geometría.
6. (to try) Carolina y yo _____ la sopa y mi tía _____ el postre.

Traduce en español. (15)

1. Ana and I have lunch at 12:30. Carlos has lunch at noon.

2. The students and I begin the quiz. Anita doesn't begin.

3. The teachers turn off the lights. Raquel and I turn off the computer.

4. I return the pencil. You all (inf.) return the papers.

5. We go back to the house at midnight. She goes back at 1:00.

How is class going for you? How much did you study for this quiz? Is there anything else you'd like me to know?

Nombre: _____ **KEY Prueba: Stem-Changers**

Fill in the blanks with the appropriate form of the verb listed in parenthesis. (12)

- (to prefer) Anita y yo preferimos la pizza y tú prefieres la ensalada.
- (to close) Vosotros cerráis las ventanas y yo cierro la puerta.
- (to play) Usted juega el fútbol y ustedes juegan el vólibol.
- (to lie) Anita no miente pero nosotros mentimos mucho.
- (to understand) Yo entiendo el álgebra y vosotros entendéis la geometría.
- (to try) Carolina y yo probamos la sopa y mi tía prueba el postre.

Traduce en español. (15)

- Ana and I have lunch at 12:30. Carlos has lunch at noon.
Ana y yo almorzamos a las doce y media. Carlos almuerza al mediodía.
- The students and I begin the quiz. Anita doesn't begin.
Los estudiantes y yo comenzamos/empezamos la prueba. Anita no comienza/empieza.
- The teachers turn off the lights. Raquel and I turn off the computer.
Los maestros encienden las luces. Raquel y yo encendemos la computadora.
- I return the pencil. You all (inf.) return the papers.
Yo devuelvo el lápiz. Vosotros devolvéis los papeles.
- We go back to the house at midnight. She goes back at 1:00.
Nosotros volvemos a la casa a la medianoche. Ella vuelve a la una.

How is class going for you? How much did you study for this quiz? Is there anything else you'd like me to know?

F. How to Ask and Answer a Question

This mini-lesson teaches students how to make standard questions in Spanish, and how to answer in both the affirmative and the negative. Students will be exposed to the concept of double negation when answering a question negatively.

Prep: 5 minutes

Materials: copies of Student Resource Pages, student white boards and markers (or sheets of paper)

Target Vocabulary and Concepts:

There is no target vocabulary for this lesson, as students should be working with vocabulary they already know.

- Students will understand that questions cannot be translated word-for-word.
- Students will demonstrate their understanding of how word order changes in question formation by correctly forming their own questions.
- Students will understand and correctly use question punctuation.

Procedure:

1. On the board, write a sentence such as, "Roberto dibuja los animales."
2. Ask your students to translate the sentence to English.
3. Ask them to make the sentence into a yes/no question in English. When students say "Does Roberto draw animals?", explain that they are correct, and that making questions in Spanish is simpler than it is in English. There is no need for auxiliary verbs like "does." Show them the question form for this sentence: *¿Dibuja los animales Roberto?*
4. Explain that sentence structure in Spanish is more flexible than it is in English, and that the subject, Roberto, may change location depending on what the speaker wishes to emphasize.
5. Most often, **if it is clear about whom the speaker is asking** and s/he does not wish to emphasize anything, the subject is left out altogether: *¿Dibuja los animales?*
6. Complete a few more examples with students, then begin the "Build a question" activity.
7. Divide students in small groups and challenge them to write a simple statement using the vocabulary they know.
8. Each student will write 1-2 words of the sentence on their dry erase boards, and practice for presenting their sentence to the class.
9. Students will arrange themselves in a line to form the sentence for their classmates, then, when you say "pregunta," students will quickly add punctuation and rearrange themselves if necessary into a question.
10. Cover the first two points on the student resource pages:

Remember proper punctuation with your questions. What do you need at the beginning?

¿ _____ And the end? _____ ?

True or false: you always need to add words when you make a question in Spanish.

11. Introduce possible responses to questions. Ask students what they know about double negatives in English, such as "I don't have no homework" or "I don't never go to the park."
12. After students explain that this isn't correct grammar in English, explain that double negatives are standard in Spanish. Write the following examples on the board (after the first two, students may be able to fill in the responses for the last two).
13. Students have these sentences on their resource guide and should fill them in as you discuss.

¿Tienes hermanos?

No, yo no tengo hermanos.

Sí, yo tengo dos hermanos.

¿Van al cine Juan y Esteban?

No, ellos no van al cine.

Sí, ellos van al cine.

¿Come arroz con frijoles Hugo?

No, él no come arroz con frijoles.

Sí, él come arroz con frijoles.

¿Vamos a jugar béisbol?

No, nosotros no vamos a jugar béisbol.

Sí, vamos a jugar béisbol.

14. Finally, students will practice the question and answers by preparing a short dialogue or skit. You may make this a brief, in-class assignment, or you may have students make it into a longer assignment for which they will prepare as homework and then perform a subsequent class. Here are some suggestions for topics.

- An interview between a newscaster and an ecotourism guide explaining ecotourism in Costa Rica.
- A student radio show newscast during which a classmate of Roberto's (asks him about what California was like and what he did there.
- A conversation during which Roberto asks his brother what his job is like and his brother asks him how California was.
- A group of students being interviewed about their hobbies and their likes and dislikes.

Suggested Tarea: Several practice sheets are included in the materials for this unit.

Reinforcement Activities:

Note—question asking and answering lends itself better to skits and writing assignments than review games. For that reason, several extension opportunities are included in this lesson.

Coin Toss: You will want to practice this game together as a class until students are more confident with the material, but eventually you will be able to have students practice with a partner. Before class, you will need to make a list of yes or no questions using vocabulary students know such as *¿Vas a hacer la maleta?*, *¿Comes el almuerzo?* *¿Viajas a Costa Rica?* To begin the game, split the class in two teams and have one representative come up to the front of the room. Take out a coin (a real coin or something slightly larger, such as a coaster you have decorated to have a designated head and tail. Explain that the affirmative answer is the head and the negative answer is the tail. Write that information on the board so students can keep it in sight. Then, read them a question from your list and flip the coin. The student which first gives the correct answer earns a point.

Twenty Questions: Choose an object or a person in the room and allow the students to ask yes/no questions of you to try to determine what/who you have chosen. Before beginning this game, it can be helpful to include some sample questions on the board: (for a person) *¿Lleva una camisa blanca?* *¿Es muchacha?* *¿Tiene pelo negro?* *¿Juega volibol?* Once students are more comfortable with questions, allow one of them to be the person who is asked the questions, or have them play in partners. *Variation:* This game can be a lot of fun with pictures of celebrities or other public figures.

"How Well Do You Know Me?": In this game, students will ask you yes or no questions about yourself (*¿Conoces Chicago?* or *¿Sabes jugar fútbol?*), and you will respond. For each "yes" answer, the students earn a point. (The better they know you, the better they will do, but it can be a way for them to get to know you.) Once they get to a set number (10 or 15 to start), they win. Later, you can have student volunteers answer their peers questions about them.

Question and Answer Match: Using the student homework page as a guide, create a matching list of questions and answers. Divide the class into teams of about 6 students, and challenge them to match the questions and answers in a time limit of a couple minutes. Award a small prize to the winners.

Extensions/Assessment Opportunities:

Write a text: Students can write a series of questions they want answered about a famous person or they can interview a classmate and record the answers s/he gives.

Investigate: Students will write 5 yes/no questions and 2 open-ended questions about a topic, then they will research and record the answers. Possible topics:

- a Spanish-speaking country

- a celebrity, politician, or other public figure
- an author)

Sample questions for Costa Rica: *¿Comen hamburguesas los ticos? ¿Celebran la navidad? ¿Qué son unos lugares populares en Costa Rica?* (Nota Cultural: Ticos are what Costa Ricans refer to themselves as. Have students investigate online why this is!

Get Involved: Have students partner with a nearby Spanish-speaking kindergarten. Your students can read a picture book to a buddy, then ask their buddies some simple questions about the book. If you are unable to arrange transport, consider having students tape their readings if possible. There may also be opportunities to partner with schools in other countries online.

How to Ask a Question Student Resource Page

Nombre: _____

Remember proper punctuation with your questions. What do you need at the beginning?

_____ And the end? _____

True or false: you always need to add words when you make a question in Spanish.

Fill in the affirmative (yes) and negative (no) answers for each statement below.

¿Tienes hermanos?

¿Van al cine Juan y Esteban?

¿Come arroz con frijoles Hugo?

¿Vamos a jugar béisbol?

Práctica I: Questions and Answers

Nombre: _____

Match each of the following questions with the best answer from the choices below.

1. ¿Cuántos años tiene Benjamín?

- a) Sí, tiene años. b) Tiene catorce años. c) No, no tiene años.

2. ¿Van al aeropuerto?

- a) Van el lunes. b) Sí, ellos van al aeropuerto. c) No, van no al aeropuerto.

3. ¿Ves la televisión?

- a) Sí, vo la televisión. b) No ven la televisión. c) Sí, veo la televisión.

4. ¿Sabes usar la computadora?

- a) No, no sé usar la computadora. b) Sí, sabo usar la computadora.
-
- c) Sí, veo la televisión.

5. ¿Aprenden mucho en la clase?

- a) No aprenden no mucho en la clase. b) No, no aprenden mucho. c) Sí, aprenden mucho.

Form a question that fits with each statement below.

1. A ti, te gusta comer el pescado.

2. No, él no sabe jugar el fútbol.

3. Sí, tenemos tarea.

4. Tienen que tender las camas.

Nombres: _____

Partner Activity: Read the paragraph aloud with your partner trying to decipher the meaning. Then, work with your partner to create questions about the text you read.

Luisa tiene quince años y vive en La Paz, Bolivia. A ella, le gusta mucho escuchar la música. No le gusta patinar. Luisa tiene dos hermanitas, Ana y Catalina. Ana tiene seis años y Catalina tiene siete años. Las hermanas juegan el baloncesto y Luisa juega el fútbol. En la escuela, las chicas estudian mucho. Los lunes, Luisa tiene que practicar el piano. En la noche, trabaja en un supermercado. A la familia, le gusta viajar mucho. Conoce Perú y Colombia. No conoce Chile.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Práctica II: Más Questions and Answers

Nombre: _____

Write the questions in Spanish:

1. Do you speak Spanish? _____
2. Does Anita play volleyball? _____
3. Do you like to travel? _____
4. Does Carlos sing? _____
5. Do you study a lot? _____

Create questions for the following statements:



1. A ti, te gusta mirar la tele.

2. No, él no sabe jugar el fútbol americano.

3. Sí, tenemos mucha tarea.

4. Tienen que barrer el piso.

5. No, no me gustan las uvas.

TOTAL: _____/30

PORCENTAJE: _____%

Nombre: _____ Prueba: Questions/Answers

Write a question for the following answers. (15)

1. _____ -Yo tengo trece años.
2. _____ -A ella, le gusta dibujar.
3. _____ -No, yo no leo mucho.
4. _____ -Sí, Carla baila y canta.
5. _____ -Tengo tres hermanos.

Translate the questions into español. (15)

1. Do you all (f.) travel? _____
2. Does Victor play basketball? _____
3. Do you (inf.) like to swim? _____
4. Does she ride a bike? _____
5. Do you (f.) eat meat? _____

TOTAL: _____/30

PORCENTAJE: _____%

Nombre: _____ Prueba: Questions/Answers

Write a question for the following answers. (15)

1. _____ -Yo tengo trece años.
2. _____ -A ella, le gusta dibujar.
3. _____ -No, yo no leo mucho.
4. _____ -Sí, Carla baila y canta.
5. _____ -Tengo tres hermanos.

Translate the questions into español. (15)

1. Do you all (f.) travel? _____
2. Does Victor play basketball? _____
3. Do you (inf.) like to swim? _____
4. Does she ride a bike? _____
5. Do you (f.) eat meat? _____

Nombre: _____ **KEY** Prueba: Questions/Answers

TOTAL: _____ /30

PORCENTAJE: _____ %

Write a question for the following answers. (15)

1. ¿Cuántos años tienes? -Yo tengo trece años.
2. ¿Le gusta dibujar? -A ella, le gusta dibujar.
3. ¿Lees mucho? -No, yo no leo mucho.
4. ¿Baila y canta Carla? -Sí, Carla baila y canta.
5. ¿Tienes tres hermanos? -Sí, tengo tres hermanos.

Translate the questions into español. (15)

1. Do you all (f.) travel? ¿Viajan ustedes?
2. Does Victor play basketball? ¿Juega Victor el baloncesto?
3. Do you (inf.) like to swim? ¿Te gusta nadar?
4. Does she ride a bike? ¿Anda ella una bici?
5. Do you (f.) eat meat? ¿Come Ud. la carne?

G. Reflexive Verbs and Self-Care Vocabulary

This unit teaches students how to conjugate reflexive verbs properly as well as introduce them to extensive self-care object vocabulary. This unit should be used after extensive use of the present tense, stem-changing verbs, clothing, body and time.

Prep: 5 minutes

Materials: copies of Student Resource Pages, chart with reflexive pronouns listed

Target Vocabulary and Concepts:

Reflexive Pronouns:

yo	me	nosotros/as	nos
tú	te	vosotros/as	os
él ella usted	se	ellos ellas ustedes	se

Reflexive Verbs:

acostarse (ue)	to go to bed (to put oneself to bed)	maquillarse	to put on make-up
afeitarse	to shave (oneself)	mirarse	to look at (oneself)
bañarse	to bathe (oneself)	peinarse	to comb (oneself)
cepillarse	to brush (oneself)	ponerse (*yo)	to put on (oneself)
despertarse (ie)	to wake up (oneself)	prepararse	to prepare (oneself)
desvestirse (i)	to undress (oneself)	quedarse	to stay
divertirse (ie)	to have fun (enjoy oneself)	quitarse	to take off
dormirse (ue)	to sleep	reírse*	to laugh
ducharse	to shower (oneself)	secarse	to dry (oneself)
irse *	to go/leave	sentarse (ie)	to sit
lavarse	to wash (oneself)	sentirse (ie)	to feel
levantarse	to get up	vestirse (i)	to dress (oneself)
llamarse	to call (oneself)		

Más Vocabulario:

la bañera	the bathtub	el espejo	the mirror
el baño	the bathroom	el jabón	the soap
la cama	the bed	el maquillaje	the makeup
el cepillo	the brush	la pasta dental	the toothpaste
el cepillo de dientes	the toothbrush	el peine	the comb
el champú	the shampoo	la ropa	the clothes
el despertador	the alarm clock	el secador de pelo	the hair dryer
la ducha	the shower	la toalla	the towel

Los IRREGULARES: stem-changers

E → IE

despertarse- to wake up

divertirse- to enjoy oneself

sentirse- to feel

sentarse- to sit down

yo	me despierto	nosotros/as	nos despertamos
tú	te despiertas	vosotros/as	os despertáis
él ella usted	se despierta	ellos ellas ustedes	se despiertan

E → I

desvestirse- to undress

vestirse- to dress

yo	me desvisto	nosotros/as	nos desvestimos
tú	te desvistes	vosotros/as	os desvestís
él ella usted	se desviste	ellos ellas ustedes	se desvisten

O→UE

dormirse- to sleep

acostarse- to go to bed

yo	me duermo	nosotros/as	nos dormimos
tú	te duermes	vosotros/as	os dormís
él ella usted	se duerme	ellos ellas ustedes	se duermen

irse -to go/leave

yo	me voy	nosotros/as	nos vamos
tú	te vas	vosotros/as	os vais
él ella usted	se va	ellos ellas ustedes	se van

reírse- to laugh

yo	me río	nosotros/as	nos reímos
tú	te ríes	vosotros/as	os reís
él ella usted	se ríe	ellos ellas ustedes	se ríen

*poner-to put on = me pongo

Procedure:

1. Start this unit after students have mastered conjugating present tense verbs and are familiar with vocabulary related to clothing and the body and with stem-changing verbs and telling time.
2. Spend time teaching the meaning and concept of "reflexives" and their infinitive forms using Student Resource- Page 1. Break the list in two parts and use two class periods to introduce all of the reflexive verbs.
3. Create hand gestures to represent each verb taught. Reinforce the vocabulary using the gestures and repeating. This technique is called Total Physical Response (TPR) and is proved to be a beneficial tactic to reach kinesthetic learners.
4. Have students create and use the picture flashcards included in this unit. Print this page as a homework assignment on a darker color so students cannot see through the cards and use them to play the Tómallo Flashcard Race game. Double the cards and create classroom sets to play Caramba and Memoria.
5. Once students have practiced the infinitives for two or three class periods, move on to conjugating the reflexive verbs and working with the reflexive pronouns using Student Resource-Page 2, as a guide. Make sure to use a chart of the reflexive pronouns or board space to write them down as a visual aid. Introduce and reinforce this new concept during the next several class periods. Focus on the regular reflexive verbs only for several class periods to ensure students fully grasp their conjugation. Play conjugation games from the Activity Book such as Battleship, Conjugation dice

game, Culebra del Verbo and Dry/erase boards to provide immediate feedback. Use the quiz to assess understanding to this point.

6. After students are fully aware and familiar with conjugating regular reflexives, move on to the irregular reflexive verbs using the Student Resource-Page 3. Fill in the page with your students and play more conjugation games to practice these tricky verbs. Also introduce the additional vocabulary on Student Resource-Page 4. Practice with this new material for several class periods while continuing to review the regular reflexive verbs.
7. Continue to practice and work with conjugation of all reflexives and the new vocabulary until students are feeling secure. This is a lot of material and will take many class periods. Use the materials provided as well as interactive games and activities to teach this unit. Use the test and project to assess.
8. Use the Práctica A, B, C for native speakers. Also, feel free to require more from your heritage speakers on the Rutina Diaria Project.
9. Sample Timeline for the Unit:
 - a. Day 1-3: Introduce and practice with reflexive infinitives, half at a time
 - b. Day 4-7: Introduce and practice conjugating regular reflexives
 - c. Day 8: Quiz on regular reflexive conjugation
 - d. Day 9-16: Introduce and practice irregular reflexives and new vocabulary
 - e. Day 17: Test on all
 - f. Day 18-20: Project (if desired)

Suggested Tarea: Several practice sheets are included in the materials for this unit. There are also more challenging practice sheets (A, B, C) for heritage speakers that could be used for non-heritage speakers as an in-class activity with use of the teacher and dictionary as resources.

Reinforcement Activities:

Tómalo Flashcard Game: (10-15 minutes) Materials- One set of complete flashcards for every two students of current vocabulary

After each student has completed cards, have them pair up and use one set of complete cards per pair. Sitting across from each other, the students need to spread the cards out over the two desks or area between them. This can be done with the Spanish side up (if the vocabulary is very new) or the English side up (to treat it more like a review). When the students are ready, call out one vocabulary word at a time in the opposite language that is showing to the students. For example, if the card says, "it's cloudy", you'd call out "Está nublado." The first student to search the cards and touch it with ONE finger, gets to keep the card and make a pile of the cards they get first. This gets competitive and needs to be prefaced with rules such as, no blocking, no touching all of the cards, etc. When a student does not know the answer, they are to flip over one card at a time and search out the card. They may still find it first and win the card. They then should show their partner the answer on the card and "be a teacher." As the cards left in the middle

get fewer, get creative. Have the students put their hands to their side before calling a term, or have them place their hands on their head, or sit on their hands, etc. to keep the game lively and interesting. After all of the cards are called out, ask the students to count the pile they found first in Spanish. Whichever student has the most cards is the winner.

Caramba: Materials- double sets of flashcards with only one language/picture listed copied on darker colored paper (this works best with 20-25 vocab words, each in the stack two times). Also include 4 cards of the same size and color with the word, "caramba" written on them. Use the template provided. Keep the cards blank on the other side. One double set of cards per 3-4 students will be needed.

Create groups of 3-4 students. Give a pile of cards to each group. Mix all of the cards in the set making a card "lago" in the center of the table. Students need to take turns choosing a card and saying the opposite language listed. If the student says it correctly, s/he keeps the card. If the student is incorrect, the group can help her/him learn it, but the card needs to be returned to the "lago" and mixed up a tad. Students keep going around the circle and collecting as many cards as possible until one of the "caramba" cards is chosen. Whoever chooses that card needs to put ALL of their cards back into the lago and mix it up. Whichever student has the MOST cards in their piles when the teacher says the game is over is the winner.

*If you remove the four Caramba cards, there are pairs of vocabulary cards and students can play either Memory or Go Fish with the same deck.

Pictionary: (5-15 minutes) Materials: Dry/Erase boards- one/group OR chalkboard space, current vocabulary lists for all students

Variation 1- (Small Group Activity) Divide the class into groups of 2-4 students. Hand out one dry/erase board set to each group. Have the group take turns choosing a term from the current vocabulary list and drawing picture clues for the rest of the group. The student drawing can choose any word from the current vocabulary list to draw. Whichever student guesses the vocabulary word and says it in Spanish gets to draw the next round. Continue as time permits.

Variation 2-(Whole Class Activity) Use the chalkboard and have one student come up to draw a current vocabulary word on the board. Teacher could point to a word on the list for the student to draw or the student could choose any word they'd like to draw. Have the class raise their hands to say the word in Spanish if they think they know the answer. Whichever student answers correctly gets to be the next drawer.

Memoría: (10-15 minutes) Materials: Premade card sets using the template with each vocabulary word in the pile twice using with 20-25 vocabulary words, one set per pair. Use darker colored paper so students cannot see through the cards.

Create vocabulary card sets in English or in Spanish or with picture clues on ONE side. If the material is rather new, write the words in Spanish and have the students produce the English when they flip over the

cards, or, allow students to use their notes. If material is review, write the words in English and/or do not allow notes.

Give one card set to each pair of students. Have the students lay out the cards in an orderly fashion face down on the desk creating a square or rectangular shape. The students will take turns flipping over two cards looking for matches. They **MUST** say the word in the target language when they flip a card every time. If they do not know a term, have them reference their notes. If they make a match, they get to keep the cards and go again. If they do not make a match, they must flip the cards back over in the same location and try to remember where they are for future turns. The game is over when all of the matches are found. The person with the most matches is the winner.

There could be a "consequence" if they have to check their notes depending on how long they have been working with the vocabulary at hand. One idea would be they lose their turn and cannot take the cards even if they make a match. Use your judgement based on the level of your students and their familiarity with the terms.

*The same set of cards can be used to play *GO FISH* and *CARAMBA* (if four Caramba cards are added to each set).

Dry/Erase boards: (10-20 minutes) Materials: Classroom set of Dry/Erase markers, Erasers, Student sized white boards or white plastic plates (Dollar Tree- 30 hard microwavable white plastic plates for \$15, erasers could be washcloths cut in fourths, or even Kleenex. Many students have their own dry/erase markers, or the school could possibly purchase you a set of 30. Math teachers often have sets of dry/erase boards that you could possibly borrow.) Current vocabulary or verb list in hand for teacher use.

Students work individually to practice concepts in a written form while the teacher prompts each question and checks each students' work. For example, the teacher may say a term in English or hold up a picture vocabulary card. Students then write that word or phrase in Spanish and hold up their board to have the teacher quickly scan and check them. Students **MUST** write the word correctly and be checked before moving on to the next word. If students do not know, they can use their notes (especially if the material is relatively new) or even look at a board of a classmate as long as they write it before moving on. This works very well with grammar concepts such as agreement and verb conjugation when visual practice, attention to detail and immediate feedback is essential.

With a bit of prep this can also be a partner activity where students act as teachers and have the questions and answers to quiz each other. Create a list of vocabulary words or verbs and pronouns you'd like the students to practice. Split the list into two and provide the answers next to the questions. Have the students go back and forth quizzing each other and checking the work of their classmate using the questions and answers you provide.

Cuelbra del Verbo: (5-10 minutes) Materials: Timer, List of current verbs in hand for teacher reference.

Before starting this game with the class, review verb endings of the type of verbs planned to use during this activity. This is a time-race game in which students are competing against themselves, trying to beat their old time. Start at one end of the room and have all students stand up. You will give the class a verb and then start the timer. They will snake down and up the rows conjugating the verb. When they make it through all 6 forms, they simply start over until the verb has snaked all the way around the room. *E.g.*, "yo abrazo, tú abrazas, ella abraza, nosotros abrazamos, vosotros abrazáis, ustedes abrazan, yo abrazo, tú abrazas, él abraza..." Challenge them with more verbs and see which verb they can conjugate the fastest. Keep track of their times, and later you can have them try to beat their record.

Assessment/Extension Opportunities: There are several practice sheets, activities, a quiz, project and a test included in this unit. There are also more challenging practice sheets A, B, and C for heritage speakers that could be used as in-class pair activities with access to dictionaries and the teacher for support.

Student Resource Page 1: Reflexive Verbs

Nombre: _____

What is a reflexive verb?

*A reflexive verb describes what a person or thing is doing to him/herself.

What's the difference between reflexive verbs and regular verbs?

*When using reflexive verbs, the action in the sentence is "reflected" back on to the person or thing.

Examples:

He washes the car. → This sentence is describing what he is doing to "the car." It is **NOT** reflexive.

He washes himself. → This sentence is describing what he is doing to "himself." This is a reflexive sentence.

Práctica: Circle the sentences that are reflexive.

- | | |
|------------------------------|------------------------------|
| 1. I prepare the dinner. | I prepare myself for school. |
| 2. She brushes her hair. | She brushes the dog. |
| 3. We dry the dishes. | We dry our hands. |
| 4. I bathe my little sister. | I bathe myself. |

Common Reflexive Verbs:

NOTE: All REFLEXIVE verbs end in "SE"

acostarse (ue)		maquillarse	
afeitarse		mirarse	
bañarse		peinarse	
cepillarse		ponerse (*yo)	
despertarse (ie)		prepararse	
desvestirse (i)		quedarse	
divertirse (ie)		quitarse	
dormirse (ue)		reírse*	
ducharse		secarse	
irse *		sentarse (ie)	
lavarse		sentirse (ie)	
levantarse		vestirse (i)	
llamarse			

How do you conjugate a regular reflexive verb?

Here's the process for saying "I wash myself":

Step 1: Yo lavarse. (Choose the appropriate pronoun and verb)

Step 2: Yo se lavar. (Remove "se" and place it in front of the verb)

Step 3: Yo se lavo. (Conjugate the verb as usual)

Step 4: Yo me lavo. (Make the reflexive pronoun agree)

*The reflexive pronoun "se" becomes "me" when the subject is "yo." What about other subjects?

Reflexive Pronouns:

yo	me	nosotros/as	
tú		vosotros/as	
él ella usted		ellos ellas ustedes	

Práctica: Use the chart and follow the steps to conjugate the following verbs.

Modelo- She combs (herself). → peinarse/ella → Ella se peina.

1. We get (ourselves) up. → levantarse/nosotros → _____
2. You shower (yourself). → ducharse/tú → _____
3. They put on make-up. → maquillarse/ellas → _____
4. I dry myself. → secarse/yo → _____
5. You all bathe (yourselves). → bañarse/ustedes → _____



Nota Cultural: España

Typical Daily Schedule in Spain:



~8AM	"El desayuno" (Breakfast)
9-11AM	work/school
11-11:30AM	"El almuerzo" (mid-morning snack)
11:30-2PM	work/school
2-4PM	"La comida" (Lunch)
4-7PM	work/school
~6PM	"La merienda" (optional mid-afternoon snack)
9PM+	"La cena" (Dinner)

A breakfast is usually very light in Spain, so the "**almuerzo**" is an important snack to carry people over until a 2-2:30PM lunchtime. (Note: in Madrid, and possibly other regions in Spain, lunch is called *almuerzo*, and the mid-morning snack is referred to as "**picoteo**" or snack.)

The "merienda," is really more for children. If you walk by an "**panadería**" (bakery) around 5-6PM, it is common to see parents or grandparents stopping by with their kids on the way home from school, to buy the kid a baked sweet (referred to as "**bolllería**"). Though in the summer many adult Spaniards might also be spotted buying an ice cream snack. More commonly, around 6-7PM you will see many Spaniards out for a small *tapa** with friends or colleagues after work.

These snack times are why Spaniards have what seems to foreigners to be an amazing stamina for very late lunches and dinners. Spaniards have dinner at 9PM or later. Dinner at 10PM is pretty common, especially if one is dining out, and some eat even later. This is why primetime TV doesn't usually start until after the 9-10PM national news, and why Spaniards go to bed pretty late, around midnight on average, even on work nights.









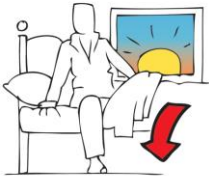














This schedule runs even later on weekends, with lunch usually at 3-3:30PM, and dinner no earlier than 10PM. Lunches are usually the heavier meal, and dinners, what with being so late, a lighter meal.

**Note: Explain what a tapa is to the class. If possible, bring in some tapas for the students to try.*

How does your schedule compare?

Práctica I: Reflexive Verbs- Flash cards- (Print on darker colored paper)

Cut apart the flashcards and write the reflexive verbs on the back with perfect spelling.

 <p>to take off</p>				
		 <p>to wake up</p>		<p>to get up</p> 
	 <p>to enjoy oneself</p>			
	 <p>to get dressed</p>		 <p>to get undressed</p>	
<p>to feel</p> 	 <p>to put on</p>		 <p>to prepare</p>	

Práctica II: (Use the Student Resource-Page 1 for spelling) Nombre: _____

Write the infinitive reflexive verbs in Spanish that best represent the pictures below.



1. _____

5. _____ 9. _____



to enjoy oneself



2. _____

6. _____

10. _____



3. _____

7. _____

11. _____



to wake up



4. _____

8. _____

12. _____

What is a reflexive verb?

What's the difference between reflexive verbs and regular verbs?

Práctica III: Conjugating Regular Reflexive Verbs Nombre: _____

Part I: Fill in the chart with the Reflexive Pronouns:

yo		nosotros/as	
tú		vosotros/as	
él ella usted		ellos ellas ustedes	

Part II: Use the chart above and follow the steps to conjugate the following verbs.

Modelo- She combs (herself). → **peinarse/ella** → Ella se peina.

1. They brush. → **cepillarse/nosotros** → _____
2. He bathes. → **bañarse/él** → _____
3. You all shower → **ducharse/Ustedes** → _____
4. I look at myself → **mirarse/yo** → _____
5. You prepare yourself. → **prepararse/tú** → _____

Part III: Fill in the blanks using a reflexive pronoun and verb that correlates with the picture and sentence.



1. Tú _____ los dientes.



2. Nosotros _____ las manos.



3. El padre _____ la cara.



4. María Luisa _____ la chaqueta.

Práctica IV: Conjugating Regular Reflexive Verbs

Nombre: _____

Part I: Fill in the chart with the Reflexive Pronouns:

yo		nosotros/as	
tú		vosotros/as	
él ella usted		ellos ellas ustedes	

Part II: Look at the end of the verbs below. Write the reflexive pronoun that goes with the verb listed. Use the chart above to help! *Ejemplo:* me ducho

- | | | |
|-------------------|------------------|----------------|
| 1. _____ levantan | 4. _____ llamo | 7. _____ bañas |
| 2. _____ sentamos | 5. _____ mira | 8. _____ pone |
| 3. _____ peináis | 6. _____ afeitan | 9. _____ lavo |

Part III: Fill in the sentences below using the verb in parenthesis.

- Yo _____ el pelo todos los días. (to wash)
- Nosotras no _____ las chaquetas en la clase de educación física. (to take off)
- Mis padres _____ a las seis de la mañana. (to get up)
- Pablo _____ la cara por la noche. (to shave)
- La estudiante _____ antes de la escuela. (to put on make up)
- ¿A qué hora _____ tú? (to take a shower)
- Vosotros siempre _____ los dientes en la mañana. (to brush)
- Usted no _____ el sombrero en el verano. (to put on)
- El muchacho _____ el pelo con la toalla. (to dry)
- Yo _____ las manos antes de comer. (to wash)

Los nombres: _____

Partner Activity- Regular Reflexives (materials: Two dice and one copy per pair)

Roll two dice. Each die corresponds with a box below. Say the sentence out loud to your partner. Make sure to conjugate your verbs! Take turns for at least 5 times each.

1- Yo
2- Juanita y yo
3- Los padres
4- Usted
5- Tú
6- Vosotros



1- lavarse
2- secarse
3- mirarse
4- levantarse
5- cepillarse
6- prepararse

After practicing FIVE sentences EACH out loud, take turns each writing three sentences you create.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



Nombre: _____

Puzzle Activity- Regular Reflexives

Directions: Cut apart the squares below and mix up the pieces. When your teacher says to begin, race against your classmates to recreate the puzzle.

<p>I wash.</p> <p>Me afeito.</p> <p>You take a bath.</p> <p>Te duchas.</p>	<p>I shave.</p> <p>Nos miramos.</p> <p>You put on make up</p> <p>Os cepilláis.</p>	<p>We look at ourselves.</p> <p>They shave.</p> <p>We call ourselves.</p> <p>Se lavan.</p>	<p>Se afeitan.</p> <p>Os preparáis.</p> <p>Te preparas.</p> <p>I brush.</p>
<p>Os llamáis.</p> <p>We brush.</p> <p>She showers.</p> <p>Te bañas.</p>	<p>Nos cepillamos.</p> <p>Se peina.</p> <p>I prepare myself.</p> <p>Te maquillas.</p>	<p>Me levanto.</p> <p>Nos llamamos.</p> <p>He combs.</p> <p>You all shower.</p>	<p>I get up.</p> <p>I brush.</p> <p>Nos peinamos.</p> <p>You prepare yourself.</p>
<p>She looks at herself.</p> <p>You all wash.</p> <p>Se ducha</p> <p>You all get up.</p>	<p>They put on</p> <p>Se lavan.</p> <p>We take off</p> <p>Me preparo.</p>	<p>He brushes.</p> <p>Se duchan.</p> <p>I take a bath.</p> <p>Ellos se ponen.</p>	<p>Te levantas.</p> <p>We comb.</p> <p>Se cepilla.</p> <p>You look at yourself.</p>
<p>Me llamo.</p> <p>Os levantaís.</p> <p>You brush.</p> <p>You shave.</p>	<p>I call myself.</p> <p>Te secas.</p> <p>They comb.</p> <p>Nos quitamos.</p>	<p>She puts on make up</p> <p>Me baño.</p> <p>You dry.</p> <p>Me maquillo.</p>	<p>We prepare ourselves.</p> <p>Os bañáis.</p> <p>Se maquilla.</p> <p>Te miras.</p>

Nombre: _____ Prueba- Regular Reflexive Verbs

Parte 1- Fill in the chart with the Reflexive Pronouns. Then, look at the verbs and write the reflexive pronouns that match. (14)

yo		nosotros/as	
tú		vosotros/as	
él ella usted		ellos ellas ustedes	

1. _____ llamo

5. _____ lavan

2. _____ quitamos

6. _____ quedas

3. _____ peina

7. _____ preparáis

4. _____ miráis

8. _____ secas

Parte 2- Conjugate the words in parenthesis in Spanish to complete the sentences. (10)

1. Yo _____ a las seis. (to get up)

2. Mi madre _____ todos los días. (to put on make up)

3. Anita y yo _____ el pelo. (to brush)

4. Vosotros _____ las chaquetas. (to put on)

5. Tú _____ la cara. (to shave)

Nombre: _____ Prueba- Regular Reflexive Verbs

Parte 1- Fill in the chart with the Reflexive Pronouns. Then, look at the verbs and write the reflexive pronouns that match. (14)

yo		nosotros/as	
tú		vosotros/as	
él ella usted		ellos ellas ustedes	

1. _____ llamo

5. _____ lavan

2. _____ quitamos

6. _____ quedas

3. _____ peina

7. _____ preparáis

4. _____ miráis

8. _____ secas

Parte 2- Conjugate the words in parenthesis in Spanish to complete the sentences. (10)

1. Yo _____ a las seis. (to get up)

2. Mi madre _____ todos los días. (to put on make up)

3. Anita y yo _____ el pelo. (to brush)

4. Vosotros _____ las chaquetas. (to put on)

5. Tú _____ la cara. (to shave)

Nombre: _____ **KEY Prueba- Regular Reflexive Verbs**

Parte 1- Fill in the chart with the Reflexive Pronouns. Then, look at the verbs and write the reflexive pronouns that match. (14)

yo	me	nosotros/as	nos
tú	te	vosotros/as	os
él ella usted	se	ellos ellas ustedes	se

- me llamo
- nos quitamos
- se peina
- os miráis
- se lavan
- te quedas
- os preparáis
- te secas

Parte 2- Conjugate the words in parenthesis in Spanish to complete the sentences. (10)

- Yo me levanto a las seis. (to get up)
- Mi madre se maquilla todos los días. (to put on make up)
- Anita y yo nos cepillamos el pelo. (to brush)
- Vosotros os ponéis las chaquetas. (to put on)
- Tú te afeitas la cara. (to shave)

Student Resource Page 3: Reflexive Verbs- Los IRREGULARES Nombre: _____

*Define the verbs then listen to your teacher and fill in the irregular forms together for the verb he/she chooses.

E → IE

despertarse-

divertirse-

sentirse-

sentarse-

yo		nosotros/as	
tú		vosotros/as	
él ella usted		ellos ellas ustedes	

E → I

desvestirse-

vestirse-

yo		nosotros/as	
tú		vosotros/as	
él ella usted		ellos ellas ustedes	

O → UE

dormirse-

acostarse-

yo		nosotros/as	
tú		vosotros/as	
él ella usted		ellos ellas ustedes	

Más Irregulares:

irse - _____

yo		nosotros/as	
tú		vosotros/as	
él ella usted		ellos ellas ustedes	

reírse - _____

yo		nosotros/as	
tú		vosotros/as	
él ella usted		ellos ellas ustedes	

*poner- _____ = me _____

Student Resource Page 4: Reflexive Verbs- Más Vocabulario

Nombre: _____

*Listen to your teacher as you fill in the meanings below.

la bañera		el espejo	
el baño		el jabón	
la cama		el maquillaje	
el cepillo		la pasta dental	
el cepillo de dientes		el peine	
el champú		la ropa	
el despertador		el secador de pelo	
la ducha		la toalla	

Práctica: Read the sentences below. Write at least TWO objects that may be needed to complete the actions in the sentences. Some words may be repeated.

1. Marta se ducha. _____
2. Luis se seca el pelo. _____
3. Yo me levanto. _____
4. Tú te cepillas los dientes. _____
5. Nos maquillamos. _____
6. Señorita Fe se lava el pelo. _____
7. Mi hermano se baña. _____
8. Vosotros os peináis. _____

Práctica I: Más Vocabulario (Print this page on dark colored paper) **Nombre:** _____

Cut apart the squares and write the vocabulary word in Spanish on the back to create flashcards.



Práctica II- Todos los Reflexivos

Follow the directions below
to create a memory clue for the verb
your teacher assigns to you.

1. Write
the verb.

Nombre: _____

2. Draw and
COLOR a picture
that represents
the meaning.

3.
Conjugate
the verb

yo		nosotros	
tú		vosotros	
él ella usted		ellos ellas ustedes	

4. Make
up a silly
clue!

Me llamo _____

Conversation Activity- Todos los Reflexivos y La Hora

For each picture, ask two classmates what time they complete the activity. Be sure to conjugate your verbs! Write the student's name and time below. Make sure you say the time in Spanish when you answer your classmates.

Start your question with: **¿A qué hora** _____ ?

Vocabulario útil:

ducharse despertarse cepillarse

dormirse acostarse secarse



1. _____

3. _____

5. _____

2. _____

4. _____

6. _____



7. _____

9. _____

11. _____

8. _____

10. _____

12. _____

Nombre: _____

Práctica III: Todos los Reflexivos

Complete the sentences below by using the picture and time provided. Be sure to conjugate your verbs and write the times in Spanish. Use the clock notes to help if needed.

Modelo:



Alberto **se afeita** a las tres menos cuarto.

2:45

LA HORA



1.



Yo _____

6:00

2.



Tú _____

4:30

3.



Vosotros _____

10:15

4.



Ustedes _____

1:20

5.



Nosotros _____

6:50

Nombre: _____

Cultura- La Comida Española- Reflexivos

Do your best to decipher the story with a partner. Fill in the blanks with the reflexive verbs listed. Don't forget to conjugate them! Good luck!

Catalina vive en Toledo, España y es una estudiante en el octavo grado. Ella _____ (to get up) a las siete y media de la mañana. Catalina _____ (to take a shower) y _____ (to get dressed) a las ocho. La familia de Catalina siempre come el desayuno juntos. La familia come **pan, queso, fruta y café**. Después, ella _____ (to go) a la escuela a las ocho. El colegio termina a la una, y durante el día toda la familia está en casa para el almuerzo. A veces, Catalina y sus amigos _____ (to go) a un restaurante cerca de la escuela. Los muchachos comen **la paella**, una comida popular con arroz, pollo y mariscos. Por la tarde, Catalina _____ (to have fun) con amigos. Les gusta jugar el fútbol y charlar. Catalina y la familia cenan muy tarde, a las nueve o diez de la noche. A la familia le gustan **las tapas**, platos pequeños con comidas diferentes. Ella _____ (to go to bed) a las once. ¡Es un horario muy diferente!

el desayuno- el pan y el queso



el almuerzo- la paella



la cena- las tapas



Práctica IV: Todos los Reflexivos

Nombre: _____

Choose one word from each of the boxes to build the funniest Spanish sentences that you can! You may need to alter or add some words to make your sentences grammatically correct. Do not reuse any words.

Make sure to conjugate the verbs!

Tú	Juan y Anita
Nosotros	Yo
Justin Bieber	Usted
Vosotros	Mi gato
Su madre	Taylor Swift

lavarse	mirarse
afeitarse	maquillarse
cepillarse	bañarse
ducharse	quitarse
secarse	levantarse

los ojos	la toalla
la pasta de dientes	el secador
el cepillo	la mantequilla
la nariz	la ventana
el espejo	el maquillaje

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Nombre: _____

Partner Activity- Skit Using Reflexives

Take turns acting out a morning routine while your partner narrates your actions. Switch roles half way through the morning routine. Make sure you include:

- 10 or more different reflexive verbs from Student Resource- Page 1
- 6 or more vocabulary words from Student Resource-Page 4
- State the time at least twice (using "a las _____")



Write the skit below and practice acting it out. Get ready to present!

Parte 1-

Narrator: _____ Actor/Actress: _____

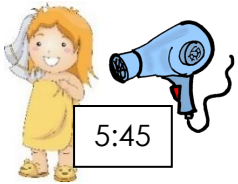
Parte 2-

Narrator: _____ Actor/Actress: _____

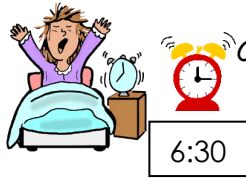
Nombre: _____

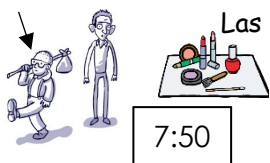
Práctica V: Use the picture clues to create a sentence. Include a verb, the object and the time.

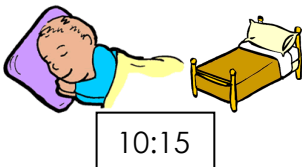
Hints: **con** = with, **a las** = at _____, **en** = in


1.  Marta _____

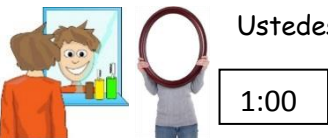
2.  Yo _____


3.  Carlos y yo _____

4.  Las muchachas _____

5.  Tú _____

6.  Vosotros _____

7.  Ustedes _____

8.  Ana _____

Nombres: _____

Review Game- Reflexivos: Student Game Board (Needed: One copy per team)

Teacher Note: Use the following page to conduct this game with the class.

Infinitivos	Verbos Regulares	Verbos Irregulares	Todos los Verbos	Objetos
10	10	10	10	10
25	25	25	25	25
50	50	50	50	50
75	75	75	75	75
100	100	100	100	100

Review Game- Reflexivos: Teacher Resource Page

Teacher note: Separate your class into groups of 3-5 students and provide each group with either a dry/erase board set or pieces of paper. Have each group take turns choosing a category and point value. Ask the question to the class and have students within the groups take turns writing the answers. After all groups are ready, ask the students to raise up their answers so you can check their work and distribute points for correct answers.

*Pass out one copy of the Game Board on Page 23 to each group. Have the group cross out the squares that are called during the game.

*The game questions below correlate with the squares on the boards.

Infinitivos

10- Write the infinitive form of the verb, "to prepare oneself"

25- Write the infinitive form of the verb, "to enjoy oneself"

50- Name the infinitive verb that is most likely to go with the word, "la toalla"

75- Name the infinitive verb that is most likely to go with the word, "el jabón"

100- Name the infinitive verb that is most likely to go with the word, "el espejo"

Verbos Regulares

10- Translate into Spanish: "He washes."

25- Translate into Spanish: "They dry themselves."

50- Translate into Spanish: "Ana puts on make-up."

75- Translate into Spanish: "My dad shaves."

100- Translate into Spanish: "We get up at eight."

Verbos Irregulares

10- Translate into English: "Nos sentimos bien."

25- Translate into Spanish: "They sit down."

50- Translate into Spanish: "We sleep a lot."

75- Translate into Spanish: "You all (formal) laugh."

100- Translate into Spanish: "I go to bed at seven."

Todos los Verbos

10- Translate into English: "Me desvisto a las diez."

25- Translate into Spanish: "I take off the jacket."

50- Translate into Spanish: "You (informal) wake up at eleven."

75- Translate into Spanish: "Carlos and I enjoy ourselves."

100- Translate into Spanish: "I put on the shoes."

Los Objetos

10- Translate into English: "Me preparo en el baño."

25- Translate into Spanish: "You (formal) look at yourself in the mirror."

50- Translate into Spanish: "You all (informal) bathe in the bathtub."

75- Translate into Spanish: "Lola and I put on make-up with the mirror."

100- Translate into Spanish: "I brush with toothpaste and a toothbrush."

Práctica VI: Review Sheet

Nombre: _____

Parte 1- Write the reflexive pronoun that matches the verb ending, then write the meaning in English.

1. _____ cepillo con la pasta de dientes. _____
2. _____ levantáis con el despertador. _____
3. _____ preparamos a las seis y cuarto. _____
4. _____ duermes en la cama. _____
5. _____ baña en la bañera. _____
6. _____ peinamos con el peine. _____

Parte 2- Write the forms below.

- | | |
|-----------------------------------|--------------------------------|
| 1. He shaves. _____ | 6. They stay. _____ |
| 2. You (inf) call yourself. _____ | 7. You all (f) have fun. _____ |
| 3. We sit. _____ | 8. He feels. _____ |
| 4. You all (inf) laugh. _____ | 9. I get undressed. _____ |
| 5. I take off _____ | 10. You (f) go to bed. _____ |

Parte 3- Answer the questions in Spanish according to the times in parenthesis.

1. ¿A qué hora te duchas? (7:45)

2. ¿A qué hora te pones la chaqueta? (8:30)

3. ¿A qué hora te maquillas? (1:15)

4. ¿A qué hora te vas a la escuela? (12:40)

Parte 4- Translate into Spanish.

1. You (informal) wake up with an alarm clock.

2. Lupe and I look at ourselves in the mirror.

3. The children wash with soap.

4. I dry with a towel.

Nombre: _____ Examen: Reflexive Verbs

Parte 1- Write the reflexive pronoun that matches the verb ending, then write the meaning in English. (18)

1. _____ lavan con el jabón. _____
2. _____ secáis con el secador de pelo. _____
3. _____ peinas con el peine. _____
4. _____ miro en el baño. _____
5. _____ lava el pelo con el champú. _____
6. _____ duchamos a las diez y cuarto. _____

Parte 2- Write the forms below. (20)

1. He shaves. _____
2. You (inf) get dressed. _____
3. We feel. _____
4. You all (inf) laugh. _____
5. I take off. _____
6. They get up. _____
7. You all (f) have fun. _____
8. He sits. _____
9. I call myself. _____
10. You (f) stay. _____

Parte 3- Answer the questions in Spanish according to the times in parenthesis. (12)

1. ¿A qué hora te preparas? (7:40)

2. ¿A qué hora te vas a la casa? (1:30)

3. ¿A qué hora te acuestas? (12:50)

4. ¿A qué hora te pones la ropa? (4:15)

Parte 4- Translate into Spanish. (12)

1. The children sleep in the bed.

2. Anita and I put on makeup in the mirror.

3. You (informal) brush with toothpaste.

4. I bathe in the tub.

Nombre: _____ **KEY** Examen: Reflexive Verbs

Parte 1- Write the reflexive pronoun that matches the verb ending, then write the meaning in English. (18)

1. SE lavan con el jabón. They/You all (f.) wash (themselves) with soap.
2. OS secáis con el secador de pelo. You all (inf.) dry (yourselves) with the hair dryer.
3. TE peinas con el peine. You (inf.) comb (yourself) with the comb.
4. ME miro en el baño. I look at (myself) in the bathroom.
5. SE lava el pelo con el champú. He/She/You (f.) washes his hair with shampoo.
6. NOS duchamos a las diez y cuarto. We shower (ourselves) at 10:15.

Parte 2- Write the forms below. (20)

- | | |
|--|---|
| 1. He shaves. <u>Se afeita.</u> | 6. They get up. <u>Se levantan.</u> |
| 2. You (inf) get dressed. <u>Te vistes</u> | 7. You all (f) have fun. <u>Se divierten.</u> |
| 3. We feel. <u>Nos sentimos</u> | 8. He sits. <u>Se sienta.</u> |
| 4. You all (inf) laugh. <u>Os reís.</u> | 9. I call myself. <u>Me llamo.</u> |
| 5. I take off. <u>Me quito.</u> | 10. You (f) stay. <u>Se queda.</u> |

Parte 3- Answer the questions in Spanish according to the times in parenthesis. (12)

1. ¿A qué hora te preparas? (7:40)

Me preparo a las ocho menos veinte.

2. ¿A qué hora te vas a la casa? (1:30)

Me voy a casa a la una y media.

3. ¿A qué hora te acuestas? (12:50)

Me acuesto a la una menos diez.

4. ¿A qué hora te pones la ropa? (4:15)

Me pongo la ropa a las cuatro y cuarto.
Parte 4- Translate into Spanish. (12)

1. The children sleep in the bed.

Los niños se duermen en la cama.

2. Anita and I put on makeup in the mirror.

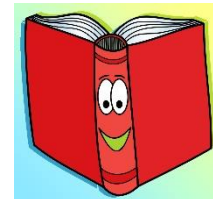
Anita y yo nos ponemos el maquillaje en el espejo.

3. You (informal) brush with toothpaste.

Te cepillas con la pasta de dientes.

4. I bathe in the tub.

Me baño en la bañera.



La Rutina Diaria

You will be creating a children's book describing daily routines.

Please include:

- A cover for your book with COLOR picture(s) that includes a title in Spanish and your name.
- 10 or more pages with at least ONE verb on each page.
- 3 or more verb forms within the book (yo, tú, él, ella, etc.)
- 5 or more objects from the "Más Vocabulario" section
- A COLOR picture or drawing describing the verb on each page.

Rúbrico

<u>Rúbrico</u>	excelente	muy bien	más o menos	no incluyó	
BOOK COVER: Title in Spanish, Color picture(s), your name using "POR:_____"	5	4	3	2	1
10 or more pages with at least ONE verb per page	5	4	3	2	1
3 or more verb forms within the book (yo, tú, él, ella, Usted, nosotros, vosotros, ellos, ellas, Ustedes)	5	4	3	2	1
5 or more objects mentioned within the book (mirror, brush, hair dryer, etc.)	5	4	3	2	1
COLOR picture or drawing describing each page	5	4	3	2	1
Perfect grammar and spelling!	5	4	3	2	1
Project is done neatly and is easy to read	5	4	3	2	1
Work time was used appropriately and project was on time.	5	4	3	2	1

Comments:

TOTAL: _____/40

PORCENTAJE: _____%

Práctica A- Reflexivos

Nombre: _____

Mira los dibujos. Escribe 10 frases usando los reflexivos y la hora.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Práctica C- Reflexivos

Nombre: _____

Contesta las preguntas en español. Usa los verbos reflexivos y frases completas.

1. ¿A qué hora te levantas los sábados?

2. ¿Te bañas o te duchas normalmente?

3. ¿Usas un despertador para despertarte?

4. ¿A qué hora te acuestas los lunes?

5. ¿Te peinas o te cepillas el pelo?

6. ¿A qué hora se despierta tu mamá?

7. ¿Cuánto tiempo necesitas para prepararte en la mañana?

8. ¿Te duermes por muchas horas cada noche? ¿Cuántas?

9. ¿Qué haces cuando te sientes mal?

10. ¿Cuándo te ríes y te diviertes mucho?

H. The Regular Preterite Tense and Preterite Signifier Vocabulary

This unit teaches students how to conjugate regular verbs in the preterite tense as well as common phrases that indicate usage of the preterite tense.

Prep: 15 minutes

Materials: copies of Student Resource Pages, chart with preterite endings

Target Vocabulary and Concepts:

Steps to Conjugate AR (ER/IR) Verbs in the past tense:

1. Remove the **AR / (ER/IR)** to leave the **STEM** of the verb.
2. Add the **NEW ENDING** depending on the **PRONOUN**

AR Verb Endings

yo	é	nosotros	
		nosotras	amos
tú	aste	vosotros	
		vosotras	asteis
él		ellos	
ella	ó	ellas	aron
usted		ustedes	

ER Verb Endings

yo	í	nosotros	
		nosotras	imos
tú	iste	vosotros	
		vosotras	isteis
él		ellos	
ella	ió	ellas	ieron
usted		ustedes	

IR Verb Endings

yo	í	nosotros	
		nosotras	imos
tú	iste	vosotros	
		vosotras	isteis
él		ellos	
ella	ió	ellas	ieron
usted		ustedes	

Preterite Signifier Vocabulary:

anoche	last night
anteayer	The day before yesterday
ayer	yesterday
hace ____ días	# days ago
hace ____ meses	# months ago
hace ____ años	# years ago
el año pasado	last year
el mes pasado	last month
la semana pasada	last week

el lunes pasado	last Monday
el martes pasado	last Tuesday
el miércoles pasado	last Wednesday
el jueves pasado	last Thursday
el viernes pasado	last Friday
el sábado pasado	last Saturday
el domingo pasado	last Sunday

el invierno pasado	last winter
el otoño pasado	last fall/autumn
la primavera pasada	last spring
el verano pasado	last summer

Students will apply regular preterite tense endings to previously learned verbs both orally and in written forms. *Note: This unit covers the regular Preterite Tense and does not include any irregular Preterite verbs. Explain to students that the Preterite has many irregular verbs that they will cover in high school Spanish.

Procedure:

1. This Preterite Unit should be used after students are skilled at present tense verb conjugation, irregular verbs and extensive vocabulary.
2. Using enthusiasm, introduce the Preterite Tense by telling your students how much Spanish they will be able to communicate after they master the past tense. They will be able to talk about things they have done in the past and literally double their language abilities, being able to talk about what they did over the weekend and last summer, for example.
3. Review popular AR verbs with your students in the infinitive form.
4. Create a poster of the AR Preterite endings to act as a visual during this unit and refer to it often, adding ER/IR endings later in the unit.
5. Use Student Resource-Page 1 to introduce AR verb conjugation.
6. Chant out the Preterite AR endings. Consider using unique approaches to help students memorize the endings such as using a funny voice to aid in memory. Perhaps pretend you are a caveman and swing your fist when saying the accented endings in a deep voice. (é, aste, ó, amos, asteis, aron)
7. Have students practice the chant in partners and take volunteers to state them in front of the class.
8. Use the partner activities, assignments and activities that correlate with AR preterite endings for several class periods until students are comfortable using them. Use the homework and in class activities included in this packet. Supplement with ideas from the Reinforcement Idea section as needed, such as La Batalla Marina, Gusano, Caramba, Connect Four, Around the World, etc.
9. Teacher Answer Key for Student Resource Pages-
 - Steps to Conjugate AR (ER/IR) Verbs in the past tense:
 - 1. Remove the **AR / (ER/IR)** to leave the **STEM** of the verb.
 - 2. Add the **NEW ENDING** depending on the **PRONOUN**
10. Use the Pruebita to assess Preterite AR verbs.
11. Introduce Student Resource-Page 2, ER/IR Preterite endings when students feel comfortable with AR.
12. Utilize the activities and homework assignments for ER/IR and incorporate in-class activities practicing just these endings. Supplement with more games as needed.
13. Use the Pruebita for ER/IR verbs on page 16.
14. Mix AR and ER/IR preterite endings together for several class periods. Use the games and activities provided and supplement using other games as needed. There are many verb conjugation games in the Activity Book, including Board Races, Dry/Erase Boards and Tic Tac Toe.

15. Move onto the Preterite Signifier Vocabulary on Student Resource-Page 3 after students are comfortable with the regular preterite tense.
16. Print the Preterite Signifier Vocabulary flashcards on page 20 on darker colored paper so students can create flashcards. Use these cards to create and play games such as *Tómalo*, *Memoria* and *Caramba*.
17. Drill the Signifier Vocabulary in many ways including calling out the English or Spanish and having the class yell out the opposite and having the students quiz on another with flashcards, etc.
18. Practice with these concepts for several class periods using materials provided as well as other games such as *Jeopardía* and *Wheel of Fortune*.
19. Cutural Activity: These are several ways to extend the cultural activity included in this unit:
 - Various topics mentioned in the postcard about Bolivia could be expanded upon. Students could bring in "empanadas de res" or research the tourist attractions mentioned in the letter and share findings with the class.
 - Videos or pictures from the internet can be shared showing more details about Bolivia, el Salar de Uyuni or the Teleférico.
 - Students could write their own postcard using the preterite tense about a time they traveled to another city, state or country. These postcards can be peer edited and then presented to the class. Students could find and include pictures on the internet of a popular tourist attraction in the location they wrote about or include a photograph of themselves from their travels.
20. Proyecto: Before introducing the project, create an example of the timeline project using your own life and photos. This will help your class better understand the project and expectations as well as strengthen your bond with students as they learn more about your life and experiences.
21. Heritage Speakers: There are a few alternative homework assignments for heritage speakers, titled "Práctica A, B, C" that can be used in place or in addition to other assignments. These practice sheets could also be used as in-class activities for non-heritage speakers with access to the teacher and dictionaries for help.
22. Sample Unit Flow:
 - Day 1-3: Introduce and practice AR preterite endings
 - Day 4: Pruebita of AR, and introduce ER/IR endings
 - Day 4-6: Practice ER/IR preterite endings
 - Day 7: Pruebita of ER/IR endings; practice with all regular preterite
 - Day 8-9: Practice regular preterite AR/ER/IR
 - Day 10-14: Introduce and practice preterite tense signifier vocabulary with regular preterite
 - Day 15: Unit Test
 - Day 16-17: Project (if desired)

Reinforcement Ideas:

Take a Break: Take the class for a walk around the school or even outside for a few minutes and instruct them to take notes on their observations. Come back to class and discuss things that were seen using the preterite tense.

Preterite Charades: After a student acts out a verb, the class can guess the action stating the action in the preterite tense.

Dear Diary: Students write about what they did yesterday and share it with the class.

Good Day/Bad Day: Discuss with the class what makes a good or bad day. Make two lists using verbs in the preterite. For example, "Ayer, recibí una buena nota" or "Me levanté tarde ayer" etc.

Story in the Preterite: <http://www.spanishplayground.net/spanish-ebook-la-primavera-llego/> (Search "Spanish Playground La Primavera Llego") his story has a simple pattern that rhymes the verb form *llegó* with another verb in the third person singular of the preterite.

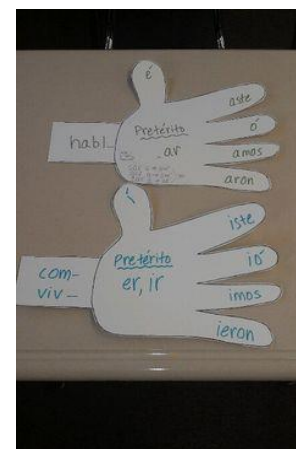
Song in the Preterite: Spanish Playgroud "Me enseñó"- The verb phrase *Me enseñó* familiarizes kids with the stress pattern and regular verb ending of the preterite tense as well as pronoun placement. The song provides an opportunity for them to produce the structure correctly over and over.

<http://www.spanishplayground.net/spanish-animal-song-un-amigo-me-enseno/>

(Search "Spanish Playground Animal Song")

Preterite Ending Visual: Discuss with the class that the "vosotros" form is not included. If it is important to you to include "vosotros," consider having students write both the "nosotros" and the "vosotros" forms on the same finger. See picture for example. Extensive directions at: (Search for "Conjugation hand")

<https://www.pinterest.com/pin/197736239861944605/>



La Batalla Marina: Materials- Copies of the battleship board for each student, List of 6 verbs for Verb Battleship

Pass out the Battleship board to all students. Write a numbered list of 6 verbs you'd like the class to practice and conjugate IN THE PRETERITE to create their board. Ensure that the students write those same 6 verbs in the same order going across their board in the numbered boxes. Next, have the class conjugate those verbs individually to create the game board. It may be helpful to have up the corresponding verb endings on the board for their reference.

After all students have a complete game board, students need to pair up and move desks head to head (if possible) and create a barrier using a book or binder so their papers remain covered at all times. At this point, students need to encircle or highlight the some of the conjugations they just completed to draw in their "ships" of "2 ships of 2 squares" and "1 ship of 3 squares" on their board. Using the vocabulary listed on the bottom in Spanish, students then go back and forth trying to find each other's "ships" by calling out the conjugations. For example: a student may say, "yo miro," to indicate the square corresponding with

mirar and yo. If the other student has part of their ship in that square, they would respond accordingly in Spanish with "hit" or "miss."

The students need to keep track of their hits using one type of mark, like an "X" over the square, and their misses using another, like a small dot. The game goes back and forth until one student locates all of the others boxed off forms or "ships." If cases of odd numbered classes, this game works just fine with a group of 3. Have Student A only try to find the ships of Student B, Student B only try to find ships of Student C, and Student C only try to find ships of Student A.

Caramba: (This would work well with the Preterite Signifier Vocabulary) Materials- double sets of flashcards with only one language listed copied on darker colored paper (this works best with 20-25 vocab words, each in the stack two times). Also include 4 cards of the same size and color with the word, "caramba" written on them. Use the template provided. Keep the cards blank on the other side. One double set of cards per 3-4 students will be needed.

Create groups of 3-4 students. Give a pile of cards to each group. Mix all of the cards in the set making a card "lago" in the center of the table. Students need to take turns choosing a card and saying the opposite language listed. If the student says it correctly, s/he keeps the card. If the student is incorrect, the group can help her/him learn it, but the card needs to be returned to the "lago" and mixed up a tad. Students keep going around the circle and collecting as many cards as possible until one of the "caramba" cards is chosen. Whoever chooses that card needs to put ALL of their cards back into the lago and mix it up. Whichever student has the MOST cards in their piles when the teacher says the game is over is the winner.

*If you remove the four Caramba cards, there are pairs of vocabulary cards and students can play either Memory or Go Fish with the same deck.

Connect Four: Materials: Premade game board copies with current vocabulary written in each square. 1 for each pair. 12 Ziplocs holding game pieces of two colors. About 20 of each color (small colored paper squares work well.)

Students work in pairs to play the traditional game of Connect Four, working from the bottom to get 4 in a row, using a Spanish game board. Students need to say the words in Spanish or English (the opposite of whichever language is written on the game board) in order to lay down their game piece. If they do not know the word, they need to go elsewhere. If they get a word wrong, they lose their turn.

This can also be used to practice whole sentences by writing a model sentence at the top of the game board. This game is also effective with verbs and pronouns to practice conjugation. If the students have had these words or verbs for a few classes, create a more challenging game by writing the words in English and having the class produce the Spanish. You can also determine if students are allowed to use their notes to play the game based on their familiarity.

Around the World: Materials: Current vocabulary list or verb list in hand for teacher's reference.

Start on one side of the room and have two students stand up. Say a term in English or in Spanish and have the students standing race to say the opposite. For example, the teacher says, "tall" and the two students race to say, "alto." Whichever student says it correctly first moves on to the next student in the line of desks. The student who lost sits down. The winner continues to snake through the classroom until s/he loses to a classmate. The new winner stands and continues to race against the next student, while the losing student sits in the seat of the new winner. Encourage students awaiting a turn to study their notes at their desks until it is their turn. This will help keep them involved in the game. Have students turn their notes over on their desk when it is their turn to stand and compete. This is a great game for the last few minutes of class before the bell rings. This would also work well with verb conjugation practice. You could say a verb and pronoun like, "cantar/yo" and the students would race to say the form in the PRETERITE, "yo canté."

Tic-Tac-Toe for Verbs: Materials: Premade copies of game boards with current verbs and pronouns written in each square. 1 for each pair.

Students are paired up and play Tic-Tac-Toe using Spanish words and oral practice and written practice if desired. In order to play an X or O, the students must say (and write) the verb form in the PRETERITE correctly. If they are incorrect or do not know, they lose their turn. This can be done both English to Spanish and vice versa depending on the students' familiarity to the material.

If the material is fairly new, create the game by writing the words in Spanish and having the class say the terms in English to win the X or O. If the students have had these words or verbs for a few classes, create a more challenging game by writing the words in English and having the class produce the Spanish.

You can also determine if students are allowed to use their notes to play the game based on their familiarity. This can be used for phrases as well by writing a model sentence at the top of the game board. This game can also be used with verbs and pronouns to practice conjugation. Students could also write the answer in each square if the teachers wants them to also practice written as well as verbal review. The addition of the written portion would be most helpful when practicing verb conjugation with this game.

Student Resource Page- Preterite: AR verbs - Page 1

Nombre: _____

*The past tense in Spanish is called: el _____.

*This tense is used to talk about past events and actions.

Práctica A: Write the verbs in the past tense in English:

1. He talks to the teacher. → _____
2. We swim in the lake. → _____
3. I wash the dishes. → _____
4. They draw pictures. → _____
5. The team wins the game. → _____

*AR VERBS use the following endings in el pretérito:

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Práctica B: Use the chart above to write the past tense of the verbs below.

1. I sang songs. *cantar/yo* _____
2. He looked for Juan. *buscar/él.* _____
3. You (informal) kissed the dog. *besar/tú* _____
4. You all (formal) worked. *trabajar/ustedes* _____
5. We arrived late. *llegar/nosotros* _____
6. You all (informal) spent all the money. *gastar/vosotros* _____

Práctica C: Use the chart to translate the sentences below.

1. She called on the phone. _____
2. You (informal) cleaned. _____
3. The boys watched TV. _____
4. You all (formal) visited Cuba. _____
5. We asked the teacher. _____

ER/IR VERBS- el pretérito

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Práctica A: Use the charts above to write the preterite tense of the verbs below.

1. I drank milk. *beber/yo* _____
2. He lived in Venezuela. *vivir/él.* _____
3. You (informal) learned Spanish. *aprender/tú* _____
4. You all (formal) climbed the mountain. *subir/ustedes* _____
5. We wrote a story. *escribir/nosotros* _____
6. You all (informal) discussed the answer. *discutir/vosotros* _____

Práctica B: Use the charts and verbs in parenthesis to write the sentences in the preterite tense.

1. I opened. (abrir) _____
2. Ana decided. (decidir) _____
3. You all (f.) lived. (vivir) _____
4. Lola and I understood. (comprender) _____
5. You (inf.) received. (recibir) _____

Práctica C: Use the charts to translate the sentences below.

1. She spoke Spanish. _____
2. You (informal) understood. _____
3. The girls received good grades. _____
4. You all (formal) lived in Ecuador. _____
5. We ate guacamole. _____

Práctica I: AR Preterite

Nombre: _____

Parte 1- Fill in the chart with the AR verb endings below in el pretérito.

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Parte 2- Define and write the forms of the verb CANTAR in the chart below in el pretérito.

cantar- _____

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Parte 3- Use the chart in Parte 1 to write the following forms in el pretérito.

1. llorar/ella _____
2. preguntar/tú _____
3. bailar/yo _____
4. enviar/ustedes _____
5. visitar/nosotros _____
6. contestar/usted _____
7. descansar/ellas _____
8. esperar/vosotros _____

Parte 4- Translate into Spanish using el pretérito.

1. She won. _____
2. We hugged. _____
3. You (inf.) swam. _____
4. You all (f.) kissed. _____
5. They cleaned. _____
6. I returned. _____
7. You (f.) explained. _____
8. You all (inf.) sang. _____

Práctica II: Más Pretérito AR

Nombre: _____

Parte 1- Fill in the chart with the AR verb endings below in el pretérito.

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Parte 2- Use the chart above to write the forms in el pretérito. Translate the words into English. An example is provided.

verb form

inglés

- | | | |
|----------------------|-----------------|------------------|
| 1. ayudar/yo | <u>Yo ayudé</u> | <u>I helped.</u> |
| 2. contestar/tú | _____ | _____ |
| 3. entrar/vosotros | _____ | _____ |
| 4. escuchar/ella | _____ | _____ |
| 5. estudiar/nosotros | _____ | _____ |
| 6. ganar/usted | _____ | _____ |
| 7. hablar/ellas | _____ | _____ |
| 8. llamar/yo | _____ | _____ |
| 9. gastar/ustedes | _____ | _____ |
| 10. preguntar/tú | _____ | _____ |
| 11. visitar/ellos | _____ | _____ |
| 12. viajar/vosotros | _____ | _____ |
| 13. esperar/nosotros | _____ | _____ |

los nombres _____

Partner Activity - "AR" Verbs- El Pretérito

(Materials Needed: two dice and one copy per pair)

Parte 1- Write in the "AR" verb endings in el pretérito with your partner.

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Parte 2- Roll the dice. Use the numbers on each die to find the verb and pronoun that correspond below to create a sentence. Tell your partner the sentence out loud and have him/her translate it into English. Check one another's work and switch roles. Continue for 5 rounds.

Die #1

1- nosotros
2- ella
3- yo
4- tú
5- Usted
6- vosotros

Die #2

1- hablar
2- cantar
3- bailar
4- descansar
5- ayudar
6- trabajar

Parte 3- After you and your partner each create 5 sentences above, take turns writing down one of the sentences that you shared in español.

1. _____

2. _____

PRETERITE TENSE- AR

Steps to Conjugate AR Verbs in the past tense:

1. Remove the _____ to leave the _____ of the verb.
2. Add the _____ depending on the _____.

Fill in the chart below with the AR verb endings in el pretérito

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Define and conjugate the AR verbs below in the in the Preterite Tense

hablar-

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

bailar-

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Más práctica-

Conjugate the verbs in parenthesis to match the subjects in the sentences using the pretérito.

1. Yo _____ la flauta ayer. (to practice)
2. Clara _____ la televisión con su hermano anoche. (to watch)
3. Juan y yo _____ las matemáticas y el español el jueves pasado. (to study)
4. Ana y Carlos _____ la casa para su mamá ayer. (to clean)
5. Tú _____ mucho en la clase de arte el lunes pasado. (to draw)

Whole Class Activity -Yo tengo/ ¿Quién tiene?

Teacher notes:

1. Cut apart the squares and pass them out randomly to your students.
2. Every square must be used so some students may have more than one.
3. Have the student with the (*) begin by reading number 2 on his/her card and conjugating the verb.
4. The students need to listen for their verb conjugation under number 1 to be said by a classmate before reading the entire card aloud while conjugating number 2. **(ALL students must conjugate the verb IN THE PRETERITE for number 2 before saying it aloud.)**
5. The game will rotate to the first student.
6. Students can exchange cards to complete this activity more than once.

<p>1. Yo tengo "nosotros cantamos" (fin)</p> <p>2. *¿Quién tiene bailar/tú? *</p>	<p>1. Yo tengo "tú bailaste"</p> <p>2. ¿Quién tiene descansar/ustedes?</p>	<p>1. Yo tengo "ustedes descansaron"</p> <p>2. ¿Quién tiene dibujar/vosotros ?</p>	<p>1. Yo tengo "vosotros dibujasteis"</p> <p>2. ¿Quién tiene mirar/yo?</p>
<p>1. Yo tengo "yo miré"</p> <p>2. ¿Quién tiene nadar/ella?</p>	<p>1. Yo tengo "ella nadó"</p> <p>2. ¿Quién tiene viajar/usted?</p>	<p>1. Yo tengo "usted viajó"</p> <p>2. ¿Quién tiene gastar/nosotros?</p>	<p>1. Yo tengo "nosotros gastamos"</p> <p>2. ¿Quién tiene visitar/yo?</p>
<p>1. Yo tengo "yo visité"</p> <p>2. ¿Quién tiene trabajar/tú?</p>	<p>1. Yo tengo "tú trabajaste"</p> <p>2. ¿Quién tiene preguntar/ustedes?</p>	<p>1. Yo tengo "ustedes preguntaron"</p> <p>2. ¿Quién tiene llegar/él?</p>	<p>1. Yo tengo "él llegó"</p> <p>2. ¿Quién tiene ganar/usted?</p>
<p>1. Yo tengo "usted ganó"</p> <p>2. ¿Quién tiene explicar/nosotros?</p>	<p>1. Yo tengo "nosotros explicamos"</p> <p>2. ¿Quién tiene limpiar/vosotros?</p>	<p>1. Yo tengo "vosotros limpiasteis"</p> <p>2. ¿Quién tiene llevar/yo?</p>	<p>1. Yo tengo "yo llevé"</p> <p>2. ¿Quién tiene preguntar/ella?</p>
<p>1. Yo tengo "ella preguntó"</p> <p>2. ¿Quién tiene regresar/usted?</p>	<p>1. Yo tengo "usted regresó"</p> <p>2. ¿Quién tiene llamar/vosotros?</p>	<p>1. Yo tengo "vosotros llamasteis"</p> <p>2. ¿Quién tiene buscar/ustedes?</p>	<p>1. Yo tengo "ustedes buscaron"</p> <p>2. ¿Quién tiene cambiar/tú?</p>
<p>1. Yo tengo "tú cambiaste"</p> <p>2. ¿Quién tiene escuchar/nosotros?</p>	<p>1. Yo tengo "nosotros escuchamos"</p> <p>2. ¿Quién tiene abrazar/tú?</p>	<p>1. Yo tengo "tú abrazaste"</p> <p>2. ¿Quién tiene ayudar/ella?</p>	<p>1. Yo tengo "ella ayudó"</p> <p>2. ¿Quién tiene besar/él?</p>
<p>1. Yo tengo "él besó"</p> <p>2. ¿Quién tiene comprar/tú?</p>	<p>1. Yo tengo "tú compraste"</p> <p>2. ¿Quién tiene contestar/usted?</p>	<p>1. Yo tengo "Usted contestó"</p> <p>2. ¿Quién tiene esperar/vosotros?</p>	<p>1. Yo tengo "vosotros esperasteis"</p> <p>2. ¿Quién tiene cantar/nosotros?</p>

Nombre: _____ Pruebita- AR Preterite

Parte 1- Define and write the forms of the verb GANAR in the chart below in el pretérito. (7)

ganar- _____

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Parte 2- Use the chart in Parte 1 to write the following forms in el pretérito. (4)

1. dibujar/ella _____

3. viajar/nosotros _____

2. nadar/tú _____

4. limpiar/usted _____

Parte 3- Translate into Spanish using el pretérito. (4)

1. You all (f.) asked. _____

3. They answered. _____

2. We sang. _____

4. I cried. _____

Nombre: _____ Pruebita- AR Preterite

Parte 1- Define and write the forms of the verb GANAR in the chart below in el pretérito. (7)

ganar- _____

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Parte 2- Use the chart in Parte 1 to write the following forms in el pretérito. (4)

1. dibujar/ella _____

3. viajar/nosotros _____

2. nadar/tú _____

4. limpiar/usted _____

Parte 3- Translate into Spanish using el pretérito. (4)

1. You all (f.) asked. _____

3. They answered. _____

2. We sang. _____

4. I cried. _____

Nombre: _____ **KEY** Pruebita- AR Preterite
Parte 1- Define and write the forms of the verb GANAR in the chart below in el pretérito. (7)

ganar- to win

yo <u>gané</u>	nosotros nosotras <u>ganamos</u>
tú <u>ganaste</u>	vosotros vosotras <u>ganasteis</u>
él ella <u>ganó</u> usted	ellos ellas <u>ganaron</u> ustedes

Parte 2- Use the chart in Parte 1 to write the following forms in el pretérito. (4)

1. dibujar/ella ella dibujó 3. viajar/nosotros nosotros viajamos

2. nadar/tú tú nadaste 4. limpiar/usted usted limpió
Parte 3- Translate into Spanish using el pretérito. (4)

1. You all (f.) asked. Ustedes preguntaron.

3. They answered. Ellos contestaron.

2. We sang. Nosotros cantamos.

4. I cried. Yo lloré.

Práctica IV- ER/IR Preterite

Nombre: _____

Parte 1- Fill in the chart with the ER and IR preterite endings below.

ER/IR endings- El Pretérito

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Parte 2- Define and write the forms of the verbs in the chart below.

comer- _____

vivir- _____

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Parte 3- Use the charts in Parte 1 to write the following PRETERITE forms.

- aprender/ella _____
- abrir/nosotros _____
- escribir/tú _____
- correr/vosotros _____
- subir/nosotros _____
- vivir/usted _____
- discutir/ellas _____
- comprender/vosotros _____
- decidir/tú _____
- beber/ustedes _____

Parte 4- Write the forms in Spanish and then translate them into English.

- correr/nosotros _____
- decidir/yo _____
- abrir/vosotros _____

Práctica V: ER/IR Preterite

Nombre: _____

Parte 1- Fill in the charts with the ER/IR verb endings below.

ER/IR endings- El Pretérito

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Parte 2- Write the form using the chart above and then translate them into English.

1. vivir/yo _____ inglés: _____
2. comprender/tú _____ inglés: _____
3. discutir/ella _____ inglés: _____
4. correr/nosotras _____ inglés: _____
5. aprender/vosotros _____ inglés: _____
6. abrir/ustedes _____ inglés: _____

Parte 3- Translate into Spanish.

1. He learned Spanish and English at school.

2. You all (informal) opened the door of the house.

3. I didn't understand the question.

4. Ana and I ran in Physical Education.

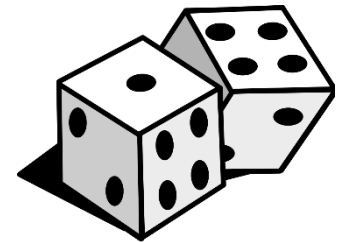
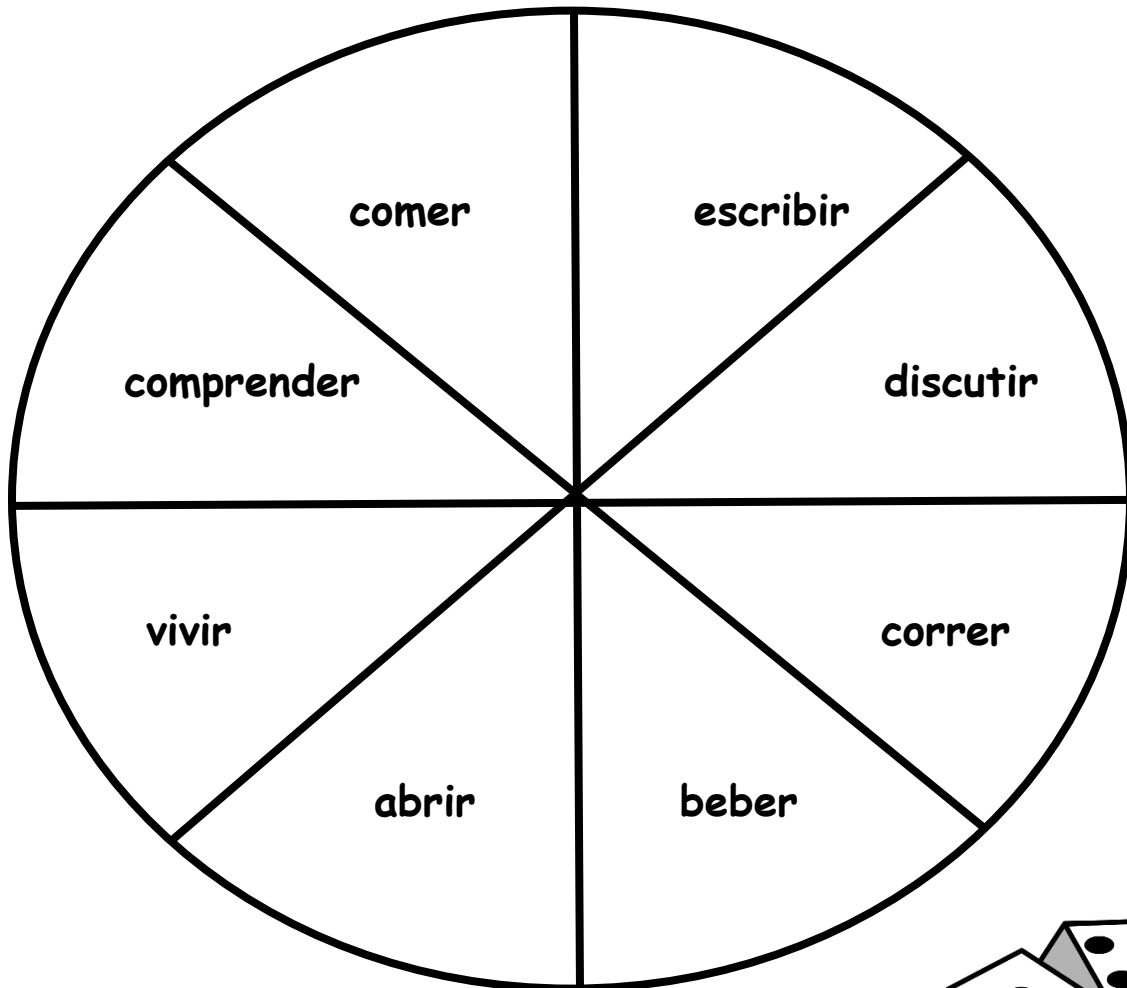
5. You (formal) wrote the answers.

Partner Activity- ER/IR Verbs

Nombres: _____

(Materials: One spinner printed on cardstock, one brad, and one die for each pair)

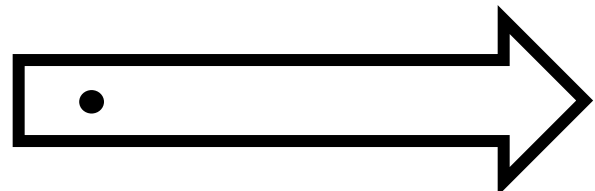
Directions: Cut out the arrow and use a brad to attach it to the center of the circle. Spin the spinner, roll the die, and conjugate the verb out loud. Check one another's work.



Conjugations:

- 1 - yo
- 2 - tú
- 3 - él, ella, usted
- 4 - nosotros
- 5 - vosotros
- 6 - ellos, ellas, ustedes

Cut out and attach the arrow below-



PRETERITE TENSE- ER/IR

Steps to Conjugate ER/IR Verbs in the Preterite:

3. Remove the _____ to leave the _____ of the verb.
4. Add the _____ depending on the _____.

Fill in the chart below with the ER/ IR Preterite endings-

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Define and conjugate the verbs below in the

correr-

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

decidir-

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Más práctica-

Conjugate the verbs in parenthesis in el pretérito to match the subjects in the sentences.

1. Mi maestra _____ en la pizarra ayer. (to write)
2. Anita y yo _____ la pregunta por diez minutos. (to discuss)
3. Jaime y Raquel no _____ el número cinco. (to understand)
4. Yo _____ la montaña en Costa Rica el mes pasado. (to climb)
5. Vosotros _____ mucho español en la escuela. (to learn)

TOTAL: _____ /20

PORCENTAJE: _____ %

Nombre: _____ Pruebita- ER/IR Preterite

Parte 1- Conjugate the verbs in the charts below in el pretérito. (12)
beber
abrir

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Parte 2- Use the charts in Parte 1 to write the following forms in el pretérito. (4)

1. comer/él _____ 3. asistir/nosotros _____

2. vivir/tú _____ 4. comprender/usted _____

Parte 3- Translate into Spanish using el pretérito. (4)

1. You all (f.) climbed. _____ 3. I learned. _____

2. We ran. _____ 4. They discussed. _____

TOTAL: _____ /20

PORCENTAJE: _____ %

Nombre: _____ Pruebita- ER/IR Preterite

Parte 1- Conjugate the verbs in the charts below in el pretérito. (12)
beber
abrir

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Parte 2- Use the charts in Parte 1 to write the following forms in el pretérito. (4)

1. comer/él _____ 3. asistir/nosotros _____

2. vivir/tú _____ 4. comprender/usted _____

Parte 3- Translate into Spanish using el pretérito. (4)

1. You all (f.) climbed. _____ 3. I learned. _____

2. We ran. _____ 4. They discussed. _____

Nombre: _____ **KEY** Pruebita- ER/IR Preterite

Parte 1- Conjugate the verbs in the charts below in el pretérito. (12)
beber
abrir

yo <i>bebí</i>	nosotros nosotras <i>bebimos</i>
tú <i>bebiste</i>	vosotros vosotras <i>bebisteis</i>
él ella <i>bebió</i> usted	ellos ellas <i>bebieron</i> ustedes

yo <i>abrí</i>	nosotros nosotras <i>abrimos</i>
tú <i>abriste</i>	vosotros vosotras <i>abristeis</i>
él ella <i>abrió</i> usted	ellos ellas <i>abrieron</i> ustedes

Parte 2- Use the charts in Parte 1 to write the following forms in el pretérito. (4)

1. comer/él él comió

3. asistir/nosotros nosotros asistimos

2. vivir/tú tú viviste

4. comprender/usted usted comprendió
Parte 3- Translate into Spanish using el pretérito. (4)

1. You all (f.) climbed. Ustedes subieron.

3. I learned. Yo aprendí.

2. We ran. Nosotros corrimos.

4. They discussed. Ellos discutieron.

Práctica VII: Regular Preterite-

Nombre: _____

Fill in the corazones with the preterite forms and English meanings. The first one is done for you.

cantar yo

yo canté

I sung.

asistir ella

comer tú

aprender nosotros

trabajar usted

subir vosotros

ganar ustedes

decidir yo

comprender Juan

correr tú

llevar nosotras

discutir usted

escribir vosotros

beber yo

preguntar ustedes

Preterite Tense- Partner Activity

Materials: One copy and two different colored highlighters per pair.




Listen to your teacher call out the English translations of the Spanish words below. Hunt for the correct form and highlight it before your partner. Whichever partner has the most of their color at the end of the game, wins!

(Teacher Note: This could also be used as a whole class listening activity with each student having their own copy and highlighting his/her own paper when hearing the form called.)

bailaron	contesté	enviaste	viajamos	visitó
recibiste	esperasteis	compró	aprendieron	comí
vivieron	escribí	descansaste	vendisteis	besó
abrimos	discutió	bebimos	ayudé	escribisteis
pregunté	subimos	estudiaste	llamó	ganamos
dibujaste	trabajamos	comprendí	abrazaste	bebió
llegó	gastaron	escribieron	comimos	hablaron
recibimos	miré	viajé	corrimos	nadó

La Batalla del Pretérito

Directions: Roll the die. Move through the game board and say the form in the preterite of the verb and pronoun listed. (Materials: One game board, one die, and place markers for each group)

 Comienza Aquí 	estudiar/tú	subir/ellos	escribir/nosotros	preguntar/yo	comer/usted
	<h1>El Pretérito Regular</h1>				discutir/vosotros
correr/yo					mirar/tú
vivir/nosotros					
bailar/vosotros	comprender/yo	llevar/usted	asistir/nosotros	viajar/yo	escribir/tú
dibujar/vosotros	aprender/él	llegar/tú	abrir/yo	limpiar/ellas	beber/ella
comprar/usted	recibir/ella	nadar/nosotros	decidir/vosotros	gastar/yo	 EL FIN

anoche	
anteayer	
ayer	
hace _____ días	
hace _____ meses	
hace _____ años	
el año pasado	
el mes pasado	
la semana pasada	

los días de la semana

el lunes pasado	
el martes pasado	
el miércoles pasado	
el jueves pasado	
el viernes pasado	
el sábado pasado	
el domingo pasado	

las estaciones

el invierno pasado	
el otoño pasado	
la primavera pasada	
el verano pasado	

Práctica VII: Flashcards- Cut apart the squares and write the Spanish on the back with perfect spelling.

last summer	last Friday	last night	last Saturday
yesterday	<u>#</u> years ago	last fall/autumn	the day before yesterday
last Sunday	last spring	<u>#</u> months ago	last Wednesday
<u>#</u> days ago	last Monday	last year	last month
last Thursday	last week	last Tuesday	last winter

Práctica VIII: El Pretérito Regular & Preterite Signifier Vocabulary Nombre: _____

Make Spanish sentences using the information provided. Make sure to conjugate the verbs in the preterite tense!

1. Yo/bailar/last night

2. Juan Carlos/correr/the day before yesterday

3. Lupe y yo/escribir/last Wednesday

4. Vosotras/limpiar/yesterday

5. Usted/decidir/last month

6. Las muchachas/comprender/four days ago

7. Tú/viajar/last summer

8. Yo/vivir en Colombia/seven years ago

9. Tú y yo/comer las enchiladas/last week

10. Ustedes/trabajar/last Sunday

BINGO- Preterite Tense Interview

Nombre: _____

Move around and ask the following questions to your classmates. **You may only ask each classmate one question.** Write the student's answer and name in the square they answer. Try to fill in your whole board before time is up!

¿Cantaste en la clase de música la semana pasada?	¿Escribiste en español el año pasado?	¿Viviste en Wisconsin hace dos años?	¿Miraste la tele anoche?
¿Estudiaste para las ciencias el jueves pasado?	¿Practicaste un deporte el otoño pasado?	¿Comiste una hamburguesa ayer?	¿Limpiaste la casa anteayer?
¿Corriste en la clase de educación física la semana pasada?	¿Nadaste en el océano el verano pasado?	¿Dibujaste en la clase de arte hace dos meses?	¿Recibiste buenas notas hace un año?
¿Bailaste ayer?	¿Bebiste leche anoche?	¿Compraste el almuerzo en la escuela anteayer?	¿Comprendiste español hace tres meses?

Práctica IX: El Pretérito Regular & Preterite Signifier Vocabulary Nombre: _____

Use one word from each of the boxes to create Spanish sentences. Don't forget to conjugate your verbs into the preterite tense. Add extra words as needed. Then, translate your work into English.

Yo	Ustedes
Tú	Anita y yo
María	Vosotras
Usted	Los muchachos

decidir	correr
besar	dibujar
subir	viajar
comer	llevar

yesterday	the day before yesterday
last month	ten years ago
last night	last Thursday
last week	last winter

1. _____

inglés: _____

2. _____

inglés: _____

3. _____

inglés: _____

4. _____

inglés: _____

5. _____

inglés: _____

6. _____

inglés: _____

7. _____

inglés: _____

8. _____

inglés: _____

Partner Activity- La Cultura: Bolivia

Nombre: _____



Directions: Paul is studying abroad in Bolivia this semester. Work with a partner to decipher the postcard he wrote to his mother below. Write your translation on a separate piece of paper. Use your notes and a dictionary to help!

Querida mamá, el primero de abril
¡Hola! Estoy aquí en La Paz, Bolivia con mi amigo, Luis. Ayer, tomé el teleférico. Miramos toda la ciudad de una vista magnífica. La semana pasada, visité el Salar de Uyuni en el desierto y buscamos los flamencos rosados. Caminé por el salar y Luis sacó muchas fotos increíbles. También, viajamos a un pueblito cerca del salar. Hablé con una familia boliviana sobre su vida. Luis y yo practicamos nuestro español y comimos el almuerzo con la familia. Probé las empanadas de res. Me gustó muchísimo. Estoy tomando una gran aventura en Bolivia, pero te echo de menos mucho.

¡Nos vemos en un mes, mamá!

Un abrazo fuerte, Paul (Pablo)



Andrea Baker (mom)

1505 South Main Street

Philadelphia, PA 72940

E.E.U.U.

Nombre: _____

Práctica X: REVIEW SHEET- El Pretérito Regular y Preterite Signifiers

PRETERITE TENSE REVIEW

AR Verb Endings

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

ER Verb Endings

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

IR Verb Endings

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

CONJUGATION!

mirar- _____

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

comer- _____

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

abrir- _____

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Preterite Signifier Vocabulary

# days ago	
last spring	
last week	
last fall	
# months ago	
yesterday	
last year	

last Monday	
# years ago	
last Friday	
last night	
last month	
the day before yesterday	

1. I studied last night. _____
2. Felipe didn't decide yesterday. _____
3. Eva and I ran three days ago. _____
4. You all (f.) lived in Peru last winter. _____
5. The students worked last Wednesday. _____
6. You (inf.) learned Algebra last year. _____

Práctica B: ER/IR Pretérito

Nombre: _____

Llena los espacios con el verbo correcto en el pretérito.

decidir	comer	vivir	asistir
beber	comprender	aprender	subir
recibir	abrir	discutir	escribir

- Ayer, Carolina y Juan _____ leche chocolate durante el almuerzo.
- El año pasado, vosotros _____ una escuela muy lejos.
- Mi amiga y yo _____ una buena nota en el arte anteayer.
- La Señora León _____ la ventana en la clase de álgebra ayer.
- El verano pasado, mis tíos _____ en Paraguay.
- Hace seis meses, yo _____ a tocar la flauta en la banda.
- ¿_____ usted el volcán en Costa Rica anoche?
- Mi familia _____ los tamales para la cena el sábado pasado.
- La clase _____ la controversia en la clase de historia ayer.
- Yo _____ mucha información en la clase de español.
- ¿_____ ustedes la geometría el año pasado?
- Tú _____ una carta a tu abuelita el jueves pasado.

Práctica C: El Pretérito Regular y Vocabulario

Nombre: _____

Usa la información en las cajas y escribe frases completas en el pretérito.

Yo	Carlos
Tú	Tú y yo
Ella	Usted
Ustedes	Mis amigos
Nosotros	Vosotros

comer	subir
gastar	abrir
preguntar	correr
ganar	beber
limpiar	mirar

last night	two years ago
yesterday	last Tuesday
last week	last spring
three days ago	last year
the day before yesterday	five minutes ago

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Nombre: _____ Examen: El Pretérito Regular & Preterite Signifiers

Parte 1- Fill in the charts with the appropriate preterite endings. (18)

AR Verb Endings

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

ER Verb Endings

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

IR Verb Endings

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Parte 2- Write the form in the preterite tense, then translate what you wrote into English.

1. descansar/tú - _____ inglés _____

2. subir/ellas- _____ inglés _____

3. comprender/usted - _____ inglés _____

4. gastar/yo - _____ inglés _____

5. discutir/nosotros - _____ inglés _____

Parte 3- Use a word from each box to create Spanish sentences in the preterite tense. (18)

Vosotros	tú
yo	Javier
ustedes	nosotros

yo run	to learn
to decide	to win
to swim	to write

six months ago	yesterday
the day before yesterday	last night
last summer	last Thursday

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Parte 4- Translate this sentence into Spanish. (4)

Fourteen years ago, my sister and I traveled to Spain.

Nombre: _____ **KEY** Examen: El Pretérito Regular & Preterite Signifiers

Parte 1- Fill in the charts with the appropriate preterite endings. (18)

AR Verb Endings

yo	é	nosotros	
		nosotras	amos
tú	aste	vosotros	
		vosotras	asteis
él		ellos	
ella	ó	ellas	aron
usted		ustedes	

ER Verb Endings

yo	í	nosotros	
		nosotras	imos
tú	iste	vosotros	
		vosotras	isteis
él		ellos	
ella	ió	ellas	ieron
usted		ustedes	

IR Verb Endings

yo	í	nosotros	
		nosotras	imos
tú	iste	vosotros	
		vosotras	isteis
él		ellos	
ella	ió	ellas	ieron
usted		ustedes	

Parte 2- Write the form in the preterite tense, then translate what you wrote into English.

- descansar/tú - tú descansaste inglés you rested
- subir/ellas- ellas subieron inglés they climbed
- comprender/usted - usted comprendió inglés you (formal) understand
- gastar/yo - yo gasté inglés I spent
- discutir/nosotros - nosotros discutimos inglés we discussed

Parte 3- Use a word from each box to create Spanish sentences in the preterite tense. (18)

Vosotros	tú
yo	Javier
ustedes	nosotros

yo run	to learn
to decide	to win
to swim	to write

six months ago	yesterday
the day before yesterday	last night
last summer	last Thursday

- ANSWERS WILL VARY** _____
- _____
- _____
- _____
- _____
- _____

Parte 4- Translate this sentence into Spanish. (4)

Fourteen years ago, my sister and I traveled to Spain.

Hace catorce años, mi hermana y yo viajamos a España.

El Proyecto del Pretérito- Mi Vida en el Pasado

Nombre: _____

- Create a timeline of your life in the PRETERITE TENSE in Spanish.
- Start with your birth and continue up until yesterday, staying in the past. (hint: **nacer**=to be born)
- Events should be evenly spread out throughout your life.
- The final draft can be created using a poster or book format.
- **Illustrate each event** with a color drawing, picture or clipart.
- Include **10 complete sentences in Spanish** using at least **10 different verbs** in the preterite.
- Also, include **at least 5 different Preterite Signifiers** (yesterday, last year, ten years ago, etc.)
- Rough Draft (written part only) due on: _____
- Final Project due on: _____
- Be ready to present your project to the class on: _____

El Rúbrico-

El Rúbrico-

	no incluyó	más o menos	bien	muy bien	excelente	
Ten or more grammatically correct sentences	0	2	4	6	8	10
Ten or more <u>different</u> preterite tense verbs	0	2	4	6	8	10
Five or more different <u>Preterite Signifiers</u>	0	1	2	3	4	5
Ten or more <u>color</u> drawings/pictures/clipart	0	1	2	3	4	5
Project is <u>creative</u> and completed <u>neatly</u>	0	1	2	3	4	5
Rough Draft <u>and</u> Final Project are <u>on time</u>	0	1	2	3	4	5
Project was presented to the class in Spanish	0	1	2	3	4	5

Comments:

TOTAL: _____/45

PORCENTAJE: _____%