

Repaso Conversation practice:

1. Start the class by practicing conversation either with volunteers at the front, passing around an object or in pairs. Students should ask and answer what their names are as well as ask and answer how they are, say nice to meet you and use a goodbye term.
2. Review places vocabulary from last week by holding up flashcards or images and having the students use the corresponding word in Spanish.
3. Review the meaning of the builder phrase(s) from last week *¿Dónde está ____?* *Está_____* and give examples of how to use them.
4. Introduce vocabulary related to directions and have the students write them down.

New Conversation and Vocabulary practice:

1. Have the class stand up and teach them gestures related to the direction words. For example, for *arriba* they can jump up. *Izquierda* put their left hand out, *enfrente* they can go in front of their seat.etc.
2. Teach the students how to incorporate the builder phrase with places and direction words. A map or visual will be helpful in order to review/reinforce.
3. Start to teach the adjectives noted by using gestures and images. You can also review opposites after the students have learned the directions as well as adjective words.

Vocabulary: Directions and Simple Adjectives		
Arriba	Caro	Nuevo
Abajo	Barato	Viejo
Izquierda	Alto	Chico (Chiquito)
Derecha	Bajo	Grande
En frente		
Derecho		Calle
Allá		
Conversation: Llamarse		
¿Cómo se llama el hotel?	Se llama _____.	The name of the hotel is _____
Builder Phrase(s):	Practicing asking and answering questions using plural subject pronouns.	¿Dónde están ____? Están _____
Grammar: ESTAR (plural forms)		
Plural Subject Pronouns and their definitions	Nosotros Ustedes/Ellos/Ellas	Estamos Están



Conversational Adult Spanish Outline Class #2

Use of the verb estar and ¿Cómo?/¿Dónde?	How are the museums? Where are we?	¿Cómo están _____ los museos? ¿Dónde estamos?
Review ESTAR Singular	I am in the _____.	Estoy en el/la _____.
Review Vocabulary from week 1, adding adjectives		
El parque viejo	El pueblo	
El museo caro	La iglesia	
La casa grande	El supermercado	
El hotel barato	El banco	
La ciudad chica	La calle	
La tienda nueva		
No entiendo.	¿Cómo se dice ____?	

Below are some suggestions of activities and cultural notes that you can incorporate into this class:

Where are we Activity

Give each participant one flash card with a location on it. Invite them to divide into pairs or individually. The first participant will ask the other participant, “¿Dónde estás?” Each participant will answer where he/she is using the phrase *Estoy en el /la _____*. Practice asking and answering. Continue to play this by switching flash cards with their classmates. Once all participants have had a turn, review the place vocabulary asking, “¿Cómo se dice museum? ¿Cómo se dice old?”

Describing directions

First teach each word to the class. Hold up flash cards or use an object to place on something to indicate the direction that you are teaching. For example, you could bring in a small stuffed animal and describe its location as you teach each vocabulary word. Then, invite each participant to stand up. When the instructor calls out one of the directions words, the participants will do the following:

- Arriba-jump up
- Izquierda- hold out left hand
- Derecha- hold out right hand
- En frente de-stand in front of their chair/desk
- Abajo-Squat down
- Derecho-hold hands in front of their body



Conversational Adult Spanish Outline Class #2

El Mapa-continuing with directions

Draw a simple map using the locations taught in class on the whiteboard or bring a simple map to class. Indicate on the map certain destinations such as 'parque,' 'museo,' 'hotel,' etc, by labeling each destination. Create questions for each destination for students to answer. For example,

1. ¿Dónde está el hotel? Answer: Está en la calle Juarez.
2. ¿Dónde están los parques? Están en el centro.

Adjectives Review

Discuss feminine/masculine adjectives, singular plural agreement and the placement of adjectives after noun. Give examples of US cities that are Spanish words with adjectives, such as *Punta Gorda*, Florida.

Food Vocabulary Exercise

Bring in flash cards or electronic images of different foods and ask the participants to separate them (or shout out) which category the food belongs in. {**Desayuno, Almuerzo, Cena, Bebida**}. If you're looking for a simple project, adult participants could be given a piece of paper to create a simple menu in Spanish.

Notas Culturales:

-Discuss adjectives like *chiquito*, *grandecito*, the diminutive and how calling someone 'Gordo' can refer to a person's nickname and is not offensive. Describing a child as "gordito" would not be offensive, for example. In Latin countries people often have a nickname that refers to their physical features: "Flaco"

-Use of *Vosotros* in Spain (plural you)

-*Vos* in other Spanish speaking countries to refer to 'you' Some countries where 'vos' is predominantly used include Argentina, Paraguay, Uruguay, El Salvador, Honduras, Nicaragua, and Costa Rica. For example, in Argentina, "¿Qué pasa vos?" would translate to "What's up, Dude?"

-the use of 'recto' as a direction and the context.

Ending Ritual

Play Around the World with the review vocabulary from week 1 and 2: places, directions.