**1. Ice Breakers & Get to know each other conversation practice to get started.**

* Invite your students to introduce themselves to the class in Spanish, encourage them to share their name, how they are feeling, and why are they interested in learning Spanish***.*** ***¿Cómo estás? ¿Prefieres viajar en avión, carro o en autobús?*** Do you prefer to travel by plane, car, or bus? (This can be made easy or more challenging, depending on participants’ level.) \*Goal to encourage participants to speak/practice Spanish. Remember that students may have different levels in the Spanish language, so feel free to screen share the PowerPoint visual with the Q&A or use the whiteboard.
* **Important:**  provide a clear and consistent bilingual approach with Spanish first (slow and enunciated) and English translations to help participants follow along.

**2. Vocabulary Lesson #1:** *Vamos a iniciar la clase aprendiendo el verbo* ***VIAJAR – TO TRAVEL.***

**VIAJAR – TO TRAVEL**

**SINGULAR PLURAL**

|  |  |  |  |
| --- | --- | --- | --- |
| I travel | **yo viajo** | we travel | **nosotros viajamos** |
| you travel (informal) | **tú viajas** | you all travel (informal) | **vosotros viajáis** |
| he travels | **él viaja** | they travel (all male or mix) | **ellos viajan** |
| she travels | **ella viaja** | they travel (all female) | **ellas viajan** |
| it travels | **esto viaja** | you all travel (formal) | **ustedes viajan** |
| you travel (formal) | **usted viaja** |  |  |

**3. Práctica Escrita – Written practice! *Fill in the blanks with the correct verb conjugation.***

1. Yo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a Colombia.
2. Él \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a Puerto Rico.
3. Nosotros \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a Guatemala.
4. Ellas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a El Salvador.
5. Tú \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a Paraguay.
6. Vosotros \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a España.

**4. Vocabulary Lesson #2:** Ahora aprenderemos *más* vocabulario relacionado con viajar. Now we are going to learn more travel vocabulary. -Use the PowerPoint visual to teach the vocabulary and encourage participants to repeat after you.

* **Vocabulario de viaje**

|  |  |
| --- | --- |
| ***VOCABULARIO DE VIAJE*** | **TRAVEL VOCABULARY** |
| ***el aeropuerto*** | the airport |
| ***la maleta /el equipaje*** | the suitcase, luggage |
| ***la maleta de mano /el equipaje de mano*** | carry-on luggage  |
| ***el pasaje de abordar*** | the boarding pass |
| ***la seguridad*** | security |
| ***una fila*** | a line |
| ***el asiento*** | the assigned seat |
| ***el cinturón*** | the seat belt |
| ***la ventana*** | the window |
| ***el pasillo*** | the aisle  |
| ***la puerta*** | the gate |
| ***el piloto*** | the pilot |
| ***la tripulación de embarque*** | the boarding crew |
| ***la aeromoza*** | the flight attendant, hostess  |

**5. Whole class activity! Actividad~ ¿Qué soy?** Listen carefully to the Spanish /English riddles. Then share the correct Spanish definition that matches the description. Use the chart from above for reference. \*Fill in the blanks with your answers as well. \*Use the Power Point visual to share the activity with the class.

|  |  |
| --- | --- |
| Soy el lugar donde llegan y salen los aviones,Ves a muchas personas con sus emociones.¿Qué soy? → **el aeropuerto** | * I’m the place where planes come and go,You see lots of people moving to and fro.What am I? → **the airport**
 |
| No soy un asiento, pero ahí esperas,De pie con otros, aunque no quieras.¿Qué soy? → **una fila** | * I’m not a seat, but you wait in me,Standing with others patiently.What am I? → **a line**
 |
| Soy un papel que necesitas al abordar,Sin mí, no podrás despegar.¿Qué soy? → **el pasaje de abordar** | * I’m a paper you need when you board a plane,Without me, traveling would be a pain.What am I? → **the boarding pass**
 |
| Soy pequeño y ligero, encajo muy bien,Viajo contigo en el avión también.¿Qué soy? → **la maleta de mano / el equipaje de mano** | * I’m small and light, I fit just right,I stay with you on your entire flight.What am I? → **carry-on luggage**
 |
| Soy un cuadrito para mirar afuera,Nubes y cielo, siempre en espera.¿Qué soy? → **la ventana** | * I’m a square to look outside,Clouds and sky, I never hide.What am I? → **the window**
 |
| Te sientas en mí, tengo número y fila,Es tu lugar, no pierdas la silla.¿Qué soy? → **el asiento** | * You sit on me, I have a number and row,I’m your assigned spot, don’t miss it, you know!What am I? → **the assigned seat**
 |
| Te mantengo seguro, soy firme y formal,Pasas por mí de forma especial.¿Qué soy? → **la seguridad** | * I help keep you safe, I’m strict but fair,You pass through me with care and flair.What am I? → **security**
 |
| Guardo tu ropa y me puedes rodar,A todos tus viajes te puedo acompañar.¿Qué soy? → **la maleta / el equipaje** | * I hold your clothes and zip up tight,I roll with you on every flight.What am I? → **the suitcase**
 |
| Llevo un uniforme y piloto el avión,Te llevo seguro a tu destino y nación.¿Qué soy? → **el piloto** | * I wear a uniform, I fly the plane,I get you there through sun or rain.What am I? → **the pilot**
 |
| No soy una puerta de casa, pero doy el acceso,Para subir al avión y seguir el proceso.¿Qué soy? → **la puerta** | * I’m not a house door, but I open the way,To board the plane and start your day.What am I? → **the gate**
 |
| Es para caminar, no para estar sentado,Entre los asientos siempre está marcado.¿Qué soy? → **el pasillo** | * I’m where people walk, not where they sit,I run between seats, and I never quit.What am I? → **the aisle**
 |
| Me pones alrededor para viajar seguro,Te protejo en el aire, eso es seguro.¿Qué soy? → **el cinturón** | * I wrap around your lap so tight,I keep you safe during your flight.What am I? → **the seat belt**
 |
| Trabajamos en equipo con mucha atención,En el abordaje y en la seguridad, ponemos dedicación.¿Qué somos? → **la tripulación de embarque** | * We work together, a helpful team,Boarding and safety is our dream.What are we? → **the boarding crew**
 |
| Te traigo bocadillos y cuido de ti,Camino por el pasillo, ¡estoy aquí!¿Qué soy? → **la aeromoza / el auxiliar de vuelo** | * I bring you snacks and help with care,I walk the aisle while in the air.What am I? → **the flight attendant**
 |

**6. Vocabulary Lesson #3:** *Es hora de aprender los lugares en la ciudad.* It’s time to learn about places in the city. This is useful vocabulary to know when traveling!

* **Lugares en la Ciudad**

|  |  |
| --- | --- |
| ***Lugares en la Ciudad*** | **Places in the City** |
| ***el lugar*** | place |
| ***el zócalo*** | city square |
| ***el parque*** | park |
| ***el museo*** | museum |
| ***el mercado*** | market |
| ***el cine*** | movie theater |
| ***el banco*** | bank |
| ***la biblioteca*** | library |
| ***la tienda*** | store |
| ***la iglesia*** | church |
| ***la panadería*** | bakery |
| ***el restaurante***  | restaurant |
| ***la calle*** | street |
| ***la esquina*** | corner |
| ***la banqueta***  | sidewalk |

**7. NOTA CULTURAL: How to Sound Natural When Asking for Directions in Spanish?**

Let's say you're visiting a Spanish-speaking country, and you are looking for a specific place. You are in the middle of the street and stop to ask a person for directions, so you could say:

—Perdone, ¿me puede decir dónde está la calle Maldonado?

"Excuse (me), can you tell me where the Maldonado Street is?"

* *Perdone* is a good way to **stop someone on the street**. ***Usted*** is the recommended option when you're talking to someone **older than you**; otherwise, feel free to use *perdona* or *disculpa*.
* If you want to be extra formal, you can use the conditional (*¿me podría decir…?*), but using the **present** is much more common (at least in Spain).
* Another option when asking for directions is to avoid all the wordiness and **just say the name of the street**:

—Perdone, ¿la calle Maldonado?
"Excuse (me), the Maldonado Street?"

* To make this work, remember to raise your voice when you get to this syllable. Otherwise, it won't sound like a question.

**8. Práctica Escrita – Written practice! Fill out the blanks.** Based on the cultural note from above, write down the 3 phrases that you could use to sound more natural when asking for directions in Spanish.

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**9. Conversation practice - ¡Vamos a conversar! Breakout rooms.** In the following 5 conversations, your students will find different ways to ask and give directions in Spanish. Invite them to take turns with their partner and practice all the vocabulary learned about PLACES IN THE CITY using lots of Spanish!

***NOTE:*** *Please notice how your students respond when breakout rooms come up. -It is okay to keep the class together in the main session for the conversation practice instead of sending everybody to breakout rooms.*

|  |  |  |
| --- | --- | --- |
| **CONVERSACIÓN #1** | **CONVERSACIÓN #2** | **CONVERSACIÓN #3** |
| **Persona A:**—Disculpe, ¿dónde está el Zócalo?**Persona B:**—Siga recto por esta calle.**Persona A:**—¿Y después?**Persona B:**—Gire a la derecha, junto al parque.**Persona A:**—¡Gracias!**Persona B:**—¡De nada! | **Persona A:**—Perdón, ¿dónde está el museo?**Persona B:**—Siga recto dos cuadras.**Persona A:**—¿Y la biblioteca?**Persona B:**—Doble a la izquierda después del museo.**Persona A:**—¡Muchas gracias!**Persona B:**—¡De nada! | **Persona A:**—Hola, ¿sabe dónde está el mercado?**Persona B:**—Gire a la derecha en la esquina.**Persona A:**—¿Y la tienda?**Persona B:**—Luego doble a la derecha otra vez. Está al lado del mercado.**Persona A:**—¡Gracias!**Persona B:**—¡Por nada! |
| **CONVERSACIÓN #4** | **CONVERSACIÓN #5** |
| **Persona A:**—¡Buenos días! ¿Dónde está el cine?**Persona B:**—Siga recto por la banqueta.**Persona A:**—¿Y el restaurante?**Persona B:**—También siga recto. Ahí están, uno al lado del otro.**Persona A:**—¡Muchas gracias!**Persona B:**—¡Con gusto! | **Persona A:**—Buenas tardes. ¿Dónde encuentro el banco?**Persona B:**—Hola. El banco está en la calle principal.**Persona A:**—¿Y la panadería?**Persona B:**—La panadería está a la derecha del banco.**Persona A:**—¡Gracias!**Persona B:**—¡Hasta luego! |

**10. Más Práctica Escrita – Written practice! Empareja las palabras. Match the words. Match the Spanish words with the correct English meaning.** Use the vocabulary lesson #2 chart from above as reference.

1. El zócalo **a.** restaurant
2. La tienda **b.** movie theater
3. La Iglesia **c.** park
4. El lugar **d.** church
5. El museo **e.** library
6. el cine **f.** city square
7. la panadería **g.** store
8. el parque **h.** bakery
9. la biblioteca **i.** place
10. el restaurante **j.** museum

**11. OPTIONAL NOTA CULTURAL: How to give directions in Spanish?** If time, screenshare this YouTube video that provides some useful phrases on how to give directions in Spanish. <https://youtu.be/NI963NCIZJM?si=oDOhINJel_OEpl75>

**12. OPTIONAL: TAREA /Homework** Encourage participants to use the Quizlet links provided in their handout to review the material covered in today’s lesson. Please, remind them that they can access Futura’s portal to review the lesson with the visuals and other materials as well.