

Adults – Beginner Spanish Boost

Refuerzo de español para principiantes - Day 3

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

- Invite your students to practice the content from Day 2. **¿De dónde eres? ¿Cómo eres? (personality, physical characteristics)** *Goal to encourage participants to speak/practice Spanish. Remind participants that they can use the handout from the prior week as a reference.
- **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 continuar con el acrónimo DOCTOR y nos enfocaremos en las últimas 3 letras (T -Time, O - occupation, R -relationships). Let's keep learning the uses of SER with the acronym DOCTOR and we will focus on the last three letters (T -Time, O -occupation, R -relationships).

D – Description (physical characteristics) tall, blond, brunette

O – Origin/Nationality (from Mexico, Mexican)

C – Characteristics (personality) (shy, outgoing, funny)

T – Time (It's 5:00PM, It's 3:30AM)

O – Occupation (teacher, doctor, etc.)

R – Relationships (friends, siblings, family)

3. Vocabulary Lesson #2:

• TELLING TIME /La Hora:

LA HORA	THE TIME
¿Qué hora es?	What time is it?
Es la una (1)	It's one o'clock
Son las 2	It's 2 o'clock
en punto	o'clock
y cuarto	quarter past

y media	half-past
cuarto para...	quarter to

4. Práctica escrita. Written practice! ¿Qué hora es? /What time is it? Let's tell the time in Spanish. Use the chart from above as a reference.

- a) 5:00 Son las cinco en punto.
- b) 10:15 Son las diez y cuarto
- c) 3:45 Cuarto para las cuatro / tres cuarenta y cinco /cuatro menos cuarto/
- d) 9:30 Son las nueve y media
- e) 1:00 Es la una en punto.
- f) 8:15 Son las ocho y cuarto

5. Vocabulary Lesson #3:

- **OCCUPATIONS: Ocupaciones, Profesiones, Oficios.**

doctor/a	doctor	enfermero/a	nurse
dentista*	dentist	policía*	police
cajero/a	cashier	repcionista*	receptionist
albañil*	construction worker	ejecutivo/a	executive
periodista*	journalist	granjero/a	farmer
maestro/a	teacher	abogado/a	lawyer
carpintero/a	carpenter	pintor/a	painter
cocinero/a	chef	mesero/a	waiter/ waitress
bombero/a	firefighter	peluquero/a	hairdresser
veterinario/a	veterinarian	cartero/a	postman
sastre (male) /costurera (female)	tailor / dressmaker	jardinero/a	gardener

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6. Whole class activity! Two Truths and a Lie (Con Ser)

Each participant must prepare 2 truths and 1 lie using the verb SER and the occupations vocabulary from above. Then, encourage them to share them out loud in español. Encourage the class to say which one is a lie!

Example:

- Soy profesora.
- Soy italiana.
- Soy cocinera.

7. Vocabulary Lesson #4:

- **RELATIONSHIPS:** Family and friends *amigo = friend

La Familia	The family
la madre / mamá	the mother/ mom
el padre/ papá	the father/ dad
el hijo / la hija	the son / the daughter
el nieto / la nieta	the grandson/ the granddaughter
el hermano / la hermana	the brother / the sister
la madrastra / el padrastro	the stepmother / the stepfather
el hermanastro/ la hermanastra el medio hermano / la media hermana	the stepbrother/ the stepsister the half-brother / the half-sister
los hermanos	the siblings
el abuelo / la abuela	the grandfather / the grandmother
el esposo / la esposa	the husband / the wife
el cuñado/ la cuñada	the brother-in-law/ sister-in-law
la suegra/ el suegro	the mother-in-law / the father-in-law
el primo / la prima	the cousin
el tío /la tía	the uncle / the aunt
el sobrino / la sobrina	the nephew /niece
la mascota	the pet

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8. Más práctica – Adivinanzas. Use the visuals from PowerPoint to share the riddles with the participants. Encourage them to provide the answer out loud and in español!



Need help with how to screenshare information in all meeting breakout rooms? Please refer to the steps on how to do it in your Day 1 lesson plan.

9. Conversation practice - ¡Entrevista en Pareja! If you don't have time to cover this partner conversation, don't worry. You can use it as a final review on the last day of class DAY 4. Please inform your students as well.

Review the partner interview from the PowerPoint visual and ensure participants understand the questions and answers before going to the breakout rooms. **Participants have the partner interview from below in their handout as well.**

PREGUNTAS -QUESTIONS	RESPUESTAS -ANSWERS
1. ¿Cómo te llamas? /What is your name?	1. Me llamo _____. /My name is _____.
2. ¿De dónde eres? /Where are you from?	2. Soy de _____. /I'm from _____.
3. ¿Cómo eres? /How are you like? (related to physical characteristics and personality)	3. Soy _____ y _____. (mention 1 physical characteristic and 1 of personality)
4. ¿Qué hora es? /What time is it?	4. Son las _____. /It's _____.
5. ¿Cuál es tu ocupación? /What is your occupation?	5. Soy _____. /I'm _____.
6. Menciona algunos miembros de tu familia / Mention a few family members in Spanish	6. Mention a few family members in Spanish using the today's vocabulary.

8. NOTA CULTURAL: SER- TO BE: If time, screenshare this YouTube video

https://youtu.be/1mUSK7RRA3E?si=kADtr_2-VRtVGSZt This video contains more examples related to the acronym DOCTOR and SER conjugations. To discuss the last 3 letters T-O-R of the SER-TO BE. You can start watching on minute 1:33 and pause it on minute 2:50.

9. 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 access Futura's portal to review the lesson with the visuals and other materials as well.