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Spanish Instruction

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Western Washington University

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Date 5-23-76

Spanish Instruction

Carla J. Manuel
Honors Senior Project
Spring Quarter 1996



December 15, 1995

Dr. Tom Moore
Honors Department
Western Washington University
Bellingham, WA 98225

Dear Dr. Moore:

Carla Manuel, a student in the Honors program, is currently teaching a Beginning Spanish class for five students here at Chuckanut Academy. Her work for us has been superior throughout every phase of her teaching and learning experience, and I look forward to continuing to work with her through June, 1996.

I met Carla this past summer, and was impressed with her intelligence and poise. At the time I was looking for a Spanish teacher for Chuckanut Academy. We talked, and she agreed to teach for us. She handled her concern about not having taught by listening to my suggestions and working diligently on her class preparation to assure that she met the highest standards. Carla researched and selected a textbook, *Arriba*. She remained flexible throughout the first few weeks of school as student needs and schedules changed.

Her ability to relate to her students (who range in age from 12 to 17 and in ability from no Spanish to one year of high school Spanish) has been exceptional. In short, the students love her, and learn from her! At the end of six weeks the parents were commenting on how much their students were learning.

Carla's classes are carefully structured to provide instruction, lots of time for individual response and conversation, cultural activities, homework, and fun! She has "Game time" on Fridays where students can play language games in Spanish. They love it! She took the students out to a Mexican lunch as an incentive for completing homework on time.

Carla teaches 4.5 hours per week for the Academy and spends more time than that preparing I am sure. Her lessons are always planned and clear. She puts in extra time for field trips. She is reliable and committed. Carla's standards for her performance are higher than my expectations for her!

After working with Carla for the past quarter I am more than ever impressed with her intelligence, her extreme diligence and drive to do her best, and her clear and assertive communication skills. She is a great teacher and a fabulous employee.

I would be delighted to talk to you in person regarding Carla's performance at any time. I can be reached at 734-1997.

Sincerely,

Carolyn A. Brown
Director

Senior project

For my Honor's Senior project, I chose to compile my teaching experience of beginning level Spanish. The note book I compiled includes lessons plans, worksheets, exams, and my insights on what I have learned through this project. The notebook's construction has given me the chance to reflect on the magnitude of work required for teaching and the accomplishments I have achieved over the course of three months. Throughout the quarter I have worked on lesson plans, invented a midterm exam, created a grading system, and experimented with different methods of material presentation. During the last three months, I have relied primarily on a system of trial and error in methods of teaching, grading, and overall classroom organization. The teachers of Chuckanut Academy have continually helped me by acting as sources of support and advice. Carolyn Brown, the Director of Chuckanut Academy, has served as valuable resource and mentor in the planning and construction of my class.

Chuckanut Academy is a small College preparatory school. The school is an accelerated environment that can be used as a solitary source of education or as an addition to home schooling or public education. Due to the small class size, students are able to receive more individual attention as well as an exposure to more overall material.

In late August, Carolyn Brown offered me the Spanish teaching position. My first reaction was 'great, this will be fun,' and 'when do I start.' My second reaction was 'oh my god, the I have taught only elementary swimming classes' and 'I've only been through second year University Spanish.' I wasn't sure how to construct grading, discipline, or even select a book for class use. I voiced my concerns to Carolyn, and she promptly reminded me that I'd recently spent three months studying in Mexico. She agreed to walk me through some basic teaching methods, but I was required to wing the rest. I didn't sleep much the night before the first lesson.

As the first day of class arrived, my confidence still wavered. On the first day I taught,

one block before the school, I considered turning around and going home. I stopped, took a deep breath, and decided it was too late to back out. I realize now, that teaching is a challenge I was designed for. The first reason is that I enjoy work that involves personal contact and interaction. The second reason is that I get to work with a language I love. Not turning around the first day has had its pluses and minuses. I am proud of the students increased ability and interest in the language and culture. There are days, however, when being at home seems like a saner idea than the presentation of lesson plans.

The number of rewarding days I have encountered have far outnumbered the days I have almost quit. I have tried some experiments in the class that have gone really well, and others that I wouldn't try twice. For example, I met with one of my students at a coffee shop to help her on her areas of confusion. The session went really well, and she never hesitates to ask for in class help. The week that the students taught class, was, however, an experiment I would try differently. I found that I didn't make the guidelines very clear and that the project turned into more of a free period than an actual learning opportunity.

Although my skills for lesson plans and work sheet creation have improved, I have struggled with effective discipline. I have tried to balance the creation of a fun environment with the maintenance of a calm class room. What I have used is a system of barter that exchanges good behavior for game day. So far the restriction of game day has worked, but I am still interested in learning about effective disciplinary techniques.

The project of teaching has been overall a positive learning experience. I have learned to balance my communication style and demeanor between a college and high school setting. I have also gained confidence in public speaking and material presentation. My Spanish grammar skills and Spanish vocabulary have both been fine tuned and improved. Teaching has been an experience that I will be able to draw

on whether I choose to pursue a career in business or education. For me, the enjoyable part of teaching is that I am able to grow, learn, and benefit from the experience on a day to day basis.

The two principle texts used during the course were:

Roli y Sancho, A. and Zayas-Bazán Recio, M. Arriba: Comunicación y Cultura. © 1993
Prentice Hall, Inc. New Jersey.

Roli y Sancho, A. and Zayas-Bazán Recio, M. Arriba: Comunicación y Cultura:
Workbook. ©1993 Prentice Hall, Inc. New Jersey.

Lesson Plans

Sept 11th: Monday

What are the reasons to study Spanish? First 15 minutes

possible answers:

Communication

Legal-law firms

Bilingual employment opportunities

Working with Spanish speaking persons within the United States

Go over syllabus

Read vocabulary pg. 2

Discuss difference between formal and informal

Give out selected words

Exercise 1-2 in workbook-oral

Workbook 1-3 workbook-written

Colors

Repeat colors after me

Read again repeating after students

¿Cuál es tu color favorito?

Mi color favorito es.....

Pass out colorful postcards

Discuss the work Hay and Que

¿Qué colores hay?

Conversation

Exercise 1-3 and 1-4 in Book

¿Qué dirías en estas situaciones? formal or informal

you're in a supermarket and you see someone from school.

passing someone on the street

just received a scholarship and you are meeting the scholarship donor

meeting a professor for the first time

casual hello to a friend

meeting a friend's parents

Sept. 13: Wednesday

Review: Buenas tardes ¿Cómo estás?

How would you greet

Profesora López 10am

Tu amigo Marcos 2pm

tu papá 7pm

un maestro de matemáticas 9am

tu jefe 5pm

tu tía 1pm

How would you tell someone your name

How would you ask the name of a professor

Página 8 del Libro

vocab. repeat after me

take a minute to find objects

English translations

book ex 1-8 pg 11

Numbers

students read and repeat

¿Cuántos años tienes?

Tengo....

Ex 1-9 pg 11 Book

Conversation

Use note cards to label class room objects in Spanish

Friday Sept 15

Review

Workbook pg 7 ex 1-11

Numbers

Count to ten

15 20 25 27 14 18 30

Book ex 1-10, 1-11 pg 15

Masculine and Feminine nouns

What are they: person, place, or thing

English nouns don't carry gender

Read pg 19 Book

Ex 1-14 Book pg 17 oral

ex. 1-16 Book pg 18 oral

ex. 1-18 Book pg 18 written

Conversation

matching game

Monday Sept 18

Spanish names pg 33

Me llamo

Un vs. Uno

Uno is used when counting

Un is used before a noun

Definite article vs. Indefinite article

Un/a, Unos, Unas = a or some

El, Los, La, Las = The

Oral exercise

Libros, Luz, Sillas, Mapa, Borrador, Mano, Profesora, Estudiante

Pluralizing Nouns

words that end in a vowel add an s

mesa=mesas

consonant= add an es

profesor=profesores

words that end in z, the z changes to c and then add an es

lápiz=lápices

in words that end in ción the accent mark is omitted in the plural

lección, lecciones

Ex. 1-10 Workbook pg 6 written

Ex 1-15 Workbook pg 9 oral

Homework: Book pg 22 ex 1-24 and 1-26

Conversation: Make a list of ten questions to ask other students

Wednesday Sept 20

Vocab review: students translate

Where are you from?, From which?, Hard working, I'm from Mexico, Why?,

What's your favorite color?, Who?, Chilean, What are you like?, my parents

Ex 2-2, 2-3 Book pg. 34

Subject pronouns

English: I, you, he, she, we, you all, them

Spanish: Yo, tú, Usted, él, ella, nosotros/as, vosotros/as, ellos, ellas, Ustedes

Ellos, vosotros, and nosotros refer to mixed gender groups as well as strictly male groups

nosotras, ellas, and vosotras refers to only female groups

ex 2-6 Workbook pg 17

Homework: Workbook ex. 2-2, 2-3

Conversation: Create a brochure describing someone

include: nationality, age, profession, and personality

Friday Sept 22

Difference between formal and informal

Vocab pg 2

Greet someone at: 10am, 1pm, 3pm, 7pm, 7am, 12 noon, Midnight, 1am, 4pm, 8am.

Find a partner

greet them, introduce yourself, ask partner's name, and ask how they are

Colors

Flash cards

Numbers pg 9

Students count to 21

¿Cuántos años tienes? Tengo.....

Hay= there is/are

Name objects around the classroom including color.

Conversation Jeopardy

Monday Sept 25

Vocab pg 8: repeat after me

Students Translate

Abran Los libros, Cierren los libros, Haga la tarea, necesito un lápiz, Repiten los frases, ¿De qué color es?, Vaya a la pizarra, ¿Cuánto cuesta el bolígrafo?, el reloj caro.

Students Translate

I need a ..., the round pencil, How many books?, answer in Spanish, Write the exercises, What's in the backpack, there are five chairs, the expensive window, read the lesson, Go to the board

Ex. 1-12 Book pg 13

Ex. 1-16 Work book pg 10

Kyra's visit: Questions about Mexico

Wednesday Sept 27

Review vocab pg 8

Review

Students teach the class: present assigned material and planned activity

Courtney: masculine and feminine nouns and pluralizations

Martha: subject pronouns

Will: adjectives

Kaiwyn: colors and greetings

Dustin: numbers

In class work day

Conversation pg 25 Book, read and translate

Friday Sept 29

Students present

Monday Oct. 2

Verb conjugation

Verbs change tenses according to whom they are referring.

Ser-to be

yo= Soy nosotros/as= somos

tú= eres vosotros/as= sois

él, ella ellos, ellas

Ud= es Uds.= son

use:

express origin: soy de Washington

translate: we are from Texas, they are from Canada

occupation: soy una estudiante

He is a professor

inherent qualities of people and things: La mesa es blanca,

She is smart, the books are black, We are intelligent

identity: Soy Carla

Ex. 2-5 Book pg 38

Vocab pg 45

repite después de mí, give the selected words for the quiz

Homework: Ex 2-7 pg 39 Book, Ex. 2-12 Work book pg 22

Conversation Sherades

Wednesday Oct 4.

Read Así es la vida pg 44 Book

Vocab pg 45 review

Ex. 2-16 Book pg 46- written

Review subject pronouns

Review Ser and when to use

Friday Oct 6.

Quiz

How would I say

I am from Argentina, We are students, he is Argentinean, where are you from, he is cute, I'm Elena, she is a student, he's George.

Verbs: an action

Three types of verbs in Spanish.

Ar (Hablar), Er (Beber), and Ir (Vivir).

What are some of the verbs we've seen (pg 45).

Explain how to conjugate

Conjugate the following according to the appropriate subject pronouns

Martha (bailar) en una discoteca, Dustin (hablar) español, Kaiwyn (conversar) con sus amigos, Courtney y yo (nadar) en la playa, Will (trabajar) en una librería

Homework: Ex. 2-17 Book pg 50 and ex. 2-14 Work book pg 23

Monday Oct. 10

Class changes

more time, quizzes move to every other week

Conjugate the following verbs

bailar, desear, comprar, invitar, preguntar, escuchar, cantar, tomar, visitar, necesitar.

Ex 2-17 Book pg 50

Answer the following questions

¿Hablas francés?, ¿Practicas fútbol?, ¿Bailas bien?, ¿Estudias español?,
¿Estudias español todas las noches?, ¿Conversas con amigos mucho?,

¿Hablas italiano?, ¿Caminas a la escuela?, ¿Miras la tele?, ¿Nadas en el mar?, ¿Trabajas en una librería?

Ex. 2-15, 2-16 Work book pg 24, orally then assign for homework

Vocab pg 65

repeat after me

días de la semana

all are masculine and not capitalized

plural form, only definite article changes

On Monday= El lunes

meses del año

estaciones del año

Conversation: You are an interviewer, ask your partner the following questions

¿Practicas el beisbol?

¿Hablas español?

¿Escuchas música clasica?

¿Estudias mátmaticas?

¿Bailas todas las noches?

Monday Oct 16.

Conjugate the verbs according to the subject pronoun

andar-yo, cantar-tú, desear-él, caminar-ella, bailar-Ud., hablar-Uds., nadar-ellas, mirar-ellos, sacr-vosotros, regresar-vosotros.

Do the worksheet

Telling time

use the verb ser

es a una- if it is not one o'clock use son

use y for after the hour

es la una y cinco, son las dos y diez

after the half an hour

3:45= son las cuatro menos cuarto

15 minutes after the hour =cuarto

half an hour=media

asking the time

¿A qué hora.....?= At what time.....

¿Qué hora es? = What time is it?

Answer the following questions

A qué hora tenemos clase, trabajas, levantaste, comes almuerzo, vas a bailar?

Conversation: pg 27. pair up and write a translation

Wednesday Oct 18

Conjugate the verbs

yo-caminar, nosotros-necesitar, tú-esperar, vosotros-cantar, él-regresar,

nosotras-mirar, ella-tocar, ellos-nadar, Ud-bailar, ellas-levantar.

Maria y yo (bailar), Él (caminar) a la biblioteca, Yo (trabajar) mucho, Tú (nadar)

en la piscina, Vosotros (montar) al caballo.

Time

plural and singular (only singular for o'clock).

reflected in the verb ser es vs. son

How do I say 15 after

30 min after

In the morning = en la mañana

In the afternoon = en la tarde

In the night = en la noche

Translate

9 am, 10 am, 3pm, 4pm, 5pm, 6pm, 7am, 2am, 1am.

Homework ex 3-16 Book pg 74

Conversation: Find important days on the calendar and list the dates including the months, days, and year.

Friday Oct 20

Quiz

Possessive adjectives pg 77 Book

what are they: mine, your, his, ours, theirs

My house is your house

Mi casa es su casa

Overhead: mi (s), tu (s), su (s), nuestro/a (os, as), vuestro/a (os, as), su (s)

Change according to singular/plural nouns

mi casa, mis casas

tu libro, tus libros

Gender changes and singular/plural changes for nuestro/vuestro

Translate

My house, his books, your windows, her watch, our class, my professor, her coffee, her backpack, our car, your pencil

Possessive ('s)

Carla's book, 's doesn't exist in Spanish

Written as the book of Carla

El libro de Carla

Translate

Sam's backpack, Maria's table, Courtney's window, Martha's door, Will's pencil, Dustin's book, Kaiwyn's watch, Jorge's class, Juan's eraser, Rosario's house.

Home work: ex 3-14 Work book pg 41, ex 3-23 Book pg 79

Conversation Game day

Monday Oct 23

Work sheet

Review possessive adjectives

Overhead: my books, her pen, his pencil, our class, her window, your door, my notebook, your house, her chair, my book.

Personal ('s)

Rosario's book, Chela's door, Guillermo's eraser, Quique's blackboard, Menchu's chair, Kaiwyn's pencil, Martha's pen, Courtney's light, Will's notebook, Dustin's table.

Homework: Finish work sheet, ex. 3-13 Work book pg 40

Conversation Create a map from school to your house, using the direction vocabulary, describe what turns you need to take to get from point A to point B.

Wednesday Oct 25.

Review Possessive Adjectives

Difference between my book and my books, our chairs, our books

Carla's book vs. El libro de Carla

Translate

my books, her pencil, his pen, our class, her window, our parents, your house, our pencil, her chair, my book

Rosario's book, Chela's door, Guillermo's notebook, Quique's blackboard,

Menchu's chair, Kaiwyn's pencil, Martha's pen, Courtney's house, Will's sister,

Dustin's table

Go over homework: ex 6-1, 6-2 pg 177 Book

Extra Credit:

Guidelines: 2-5 page report with 5 min presentation

Incorporating Countries, Authors, Artists, or Political Leaders

Ex. Fidel Castro, Ernesto Zedillo, Juan Carlos

Pablo Neruda, Cisceneros, Ana Maria Matute, Goya

Brainstorm

Talk about food: Field trip to Mexican restaurant

Restaurant vocabulary

Conversation pair up with another person and act out a scene from a restaurant

-get waitperson's attention

-waitperson asks if patron wants anything to drink

-patron asks about house specialties

-patron orders

-ask for the check

Friday Oct 27

Book pg 84 para expresar ubicación: students repeat after me

expresiones de cortesía

Answer the following questions in reference to me

dónde están los estudiantes, dónde está mi libro, dónde está la ventana

Ex. 3-32 Book pg 84

Pg 91 Book- conjugation of ER and IR verbs

Er verb endings

o emos

es éis

e en

Ir verb endings

o imos

es ís

e en

Vocab on bottom of pg 91: repeat after me

Translate

I open the door, they learn Spanish, you attend Spanish class, We drink Coca-Cola, she believed in the world, you read books, she decided to speak Spanish, I received a letter, he writes a letter, they add numbers.

Ex. 3-37, 3-38 Book pg 92

Homework: ex 3-39, 3-40 Book pg 92

Conversation: Hang man

Monday Oct 30

Work sheet

A escuchar Book pg 63

Pair up, go through conversations and give a rough translation

listen to tape and answer questions cierto o falso

A escuchar pg 83

Home work: ex. 3-20 Workbook pg 45, 20 min study time for upcoming quiz

Conversation Calor/Frio

One person leaves the room, find an object, if person is close to chosen object=tiene calor, if they are far away=tiene frio

Wednesday Nov. 1

Día de los muertos

Latin America has a different concept of death

Anglo-Americans commonly think that once someone is dead, they are no longer a part of everyday life. In many Latin American Countries, the dead are still considered present in daily activities.

Nov 1 and 2 are days of celebration when the dead are remembered and celebrated.

Nov. 1=celebration for children who have died

Nov. 2= celebration for adults

Common celebrations:

the main meal of the day consists of the dead person's favorite meal. A place setting is often set for the deceased and the family talks to the deceased as if they were seated at the table. An altar is also commonly placed in remembrance of the dead. The altars commonly consist of candles and favorite objects such as food, books, or toys.

Families also often go to the grave yards for two day long celebrations. There is dancing, singing, and overall celebration in honor and remembrance of the dead. Graves are also decorated with objects related to the deceased. Occasionally flower petals or bits of food are placed in a trail from the grave to the families home in order to guarantee that the dead can still find their way home. There is a special bread made named pan de los muertos (bread of the dead), that is adorned with a skeleton of bread on top. Skeletons can be seen decorating store windows, as earrings, and decorating the streets.

Questions

How does this seem? strange?

What some concepts we have around death

Conversation: Spanish magazines

Book translations

Friday Nov 3

Quiz

Translate/conjugate

Chela/abrir/la puerta, Maria y Jose/añadir/los números, Jose/trabajar/en el supermercado, Juan/vivir/cerca del mar, Josefina/beber/coca-cola, Yo/caminar/a la escuela, Rosario y yo/leer/novelas, Vosotras/comer/la comida, Uds./bailar/en la noche, Nosotros/escribir/una carta.

I eat a lot, Menchu receives a letter, Will writes a letter, Guillermo adds numbers, Kaiwyn and I live in a house, Jose and Dustin drink Coke, I dance all night, We believe in the world, She reads the book, They go to class.

Ex. 3-43 Book pg 96-oral

Ex 3-44 Book pg 96-written

Book pg 98 inspector

Conversation La cara game

Monday Nov 6

Review for mid term

I. First section: colors and class room objects

Study ex. 1-10 pg 12 Book

II Second section: numbers

ex 1-11 pg 12 Book and pg 66

III Definite Articles

ex 1-14 pg 17 Book

IV. Adjectives

ex 1-21 pg 21 Book

V. Creating a plural

VI. Subject pronouns

VII AR verb conjugations

Conversation pair up, go through the review and make up some sample sections for the test

Wednesday Nov 8

Review: take questions

pretest worksheet

Conversation: Get ready for cooking day, who is going to bring what

Friday Nov 10-No school

Monday Nov 13-Mid term

Wednesday Nov 15-Cooking Day

Friday Nov 17

Review Ar verb conjugations

Conjugate

yo/caminar, tú/bailar, él/descansar, ella/cantar, vosotras/desear,

nosotras/esperar, vosotras/hablar, ella/tocar, yo/pintar

bailar, hablar, caminar, tocar, esperar, desear

Change the verb conjugation

1. Yo bailo en la calle (Nosotros).
2. Tú caminas por el parque (ella).
3. Él descansa en la cama (vosotras)
4. Ella canta bien (yo).
5. Vosotras deseáis comida (ella).
6. Nosotras esperamos un coche nuevo (tú).
7. Vosotras habláis español (nosotras).
8. Ella toca la guitarra (ellas).

9. Yo busco vestido nuevo (ellos).
10. Él toma un café (ellos).
11. Tú pintas la cara (Yo).
12. Nosotras hablamos español (tú).

ER verb conjugations

Conjugate

yo/aprender, ella/leer, nosotras/beber, tú/beber, nosotras/comer, ellas/leer,
él/creer, vosotras/aprender, tú/comer
aprender, leer, beber, comer, creer, vender

Answer the following question

¿Aprendes español, Lees novelas, tu padre bebe coca-cola, Tu prima vende cosas baratas?

IR verb conjugations

Conjugate

tú/vivir, yo/añadir, nosotras/aisitir, él/insistir, ella/recibir, Ud./escribir,
vosoras/añadir, ellos/asistir, tú/recibir
asistir, escribir, añadir, recibir, vivir, insistir

ex. 3-23, 3-24 work book pg 48

ex 3-20 work book pg 47

Monday Nov 20

pg 176 Book: Los utensilios de la mesa

read-repeat

What do I use to drink with, eat, eat soup, to eat on

If I need more salt, drink coffee with, cut ygood, wipe my mouth

cover the table

ex 6-3 Work book pg 99-oral

pg 173 Book-translate

Prepare for restaurant outing

ex. 6-3 Book pg 177-written

ex. 6-4 Book pg 177 oral

Conversation make a menu of 5 food items

Wed and Friday Nov 22 and 24-Thanksgiving Vacation

Monday Nov 27-Field trip to Mexican restaurant

Wednesday Nov 29

Go over packet

AR, ER, IR

Conjugate

caminar/yo, bailar/tú, añadir/él, estudiar/ella, vivir/nosotros, beber/vosotros,
asistir/yo, tocar/ellas, votar/ellos, recibir/Uds.

Translate

my pen, her window, their table, Our book, You all's pencil, Kaiwyn's pen,
Martha's window, Dustin's table, Will's book, Courtney's pencil.

The verb Ir-to go

voy vamos

vas vais

va van

Ir+ a = Going to, future tense

Voy a comer, Va a estudiar

Homework: Ex 3-25 Book pg 81

Ex 3-15 Work book pg 42

Conversation 3 sentences of where you are going, 3 sentences of what you are going to do, find a partner and do the same for them.

Friday Dec 1

Conjugate-oral

yo/caminar, tú/añadir, él/estudiar, ella/escribir, nosotros/leer, vosotros/tocar,
ellos/creer, ellas/vivir, tú/beber, yo/tomar

Translate

3:45,2:36, 832, my pen, his pencils, our books, Joe's table, Maria's window,
Roberta's class

Conjugate

Tocar, mandar, añadir, vivir, tomar, escribir, ller, creer, caminar, beber

Translate

his books, her window, our class, your letter, 322, 121, 92, 54, 476

Ir-to go

Translate

I'm going to the library, He goes to the bookstore, They go to the cafeteria, We
go to the student center, You are going to class, I am going to eat, He is going to
walk, She is going to read, We are going to write, You are going to learn.

Ex. 3-16 Work Book pg 42-written

Conversation: Game day

Monday Dec. 3-Film regarding racial issues and discussion

Wednesday Dec 6

Go over missing homework

Ir-to go

Translate-oral

he goes, she goes, I go, we go, they go, we go, you all go, He goes, you go, I go

Written translation

He goes to the library, We go to the bookstore, They go to the cafeteria, You go

to the house, You all go to school, We are going to write, She is going to walk,
They are going to read, I am going to believe, You are going to listen.

Oral translation

I am going to add, She is going to swim, We are going to eat, They are going to
dance, I am going to sing, She is going to read, They are going to learn, You all
are going to play, He is going to speak, We are going to return

Write three questions asking where people are going, then write three more asking
what people are going to do- ask class mates

La familia-pg 102

read pg 105

ex. 4-1,4-2 Book pg 102-oral

Conversation: Create a family tree and present to the class

December 9

Translate

He goes, I go, they go, We go, She goes, You all go, We go you go, she goes, I
go,

I go to the bookstore, I go to the market, I go to the supermarket, I go to the
gymnasium, I go to the house, I am going to eat, I am going to live, I am going to
receive a letter

you are going to:

the store, the school, the bookstore, walk, swim, dance

She is going to:

the discoteca, the church, the tennis game, read, believe, write

We are going to:

the house, the pool, the beach, learn, attend, listen

You all are going to:

the baseball game, the forest, the garden, add, return, sing

They are going to:

the cafeteria, Spanish class, Biology, drink, learn, eat.

Review family vocabulary

ex. 4-4 Book pg 103, ex 4-2 Work book pg 54

Conversation: Create a sentence using the following verbs

caminar, añadir, aprender nadar, bailar, leer, creer, abirir, deber, decidir

Worksheets

Spanish

I. Fill in the AR verb conjugations

II. Conjugate the following verbs

Bailar- to dance

Cantar- to sing

Desear- to wish

Regresar- to return

III. Fill in the blanks, conjugating the verbs to the appropriate subject pronoun.

1. Maria (bailar) _____ en la calle.
2. Nosotros (desear) _____ comer.
3. Yo (caminar) _____ todas las tardes.
4. Tu (cantar) _____ bien.
5. Vosotros (regresar) _____ del supermercado.
6. Uds. (hablar) _____ español.
7. Maria y yo (nadar) _____ en la piscina.
8. Jose y Juan (comprar) _____ un coche nuevo.
9. Yo (tocar) _____ la guitarra.
10. Vosotros (buscar) _____ el bolígrafo.

IV. Write the number in Spanish

1. 734

2. 645

3. 74

4. 967

5. 881

6. 231

7. 1,002

8. 621

9. 129

10. 317

V. Write the following date.

1. April 13, 1985

2. March 30, 1923

3. January 4, 1994

4. February 10, 1845

5. June 3, 1765

6. August 30, 1974

7. September 36, 1862

8. December 27, 1922

9. November 16, 1723

10. May 24, 1995

VI. Write the time in Spanish

1. 12:30 pm

2. 1:15 am

3. 3:00 pm

4. 7:35 pm

5. 8:45 am

6. 10:30 pm

7. 11:30 am

8. 1:00 pm

9. 6:15 am

10. 4:40 pm

VII. Say at what time the different classes are.

1. English 12:00 noon

2. Spanish 11:30 am

3. Geography 1:15 pm

4. History 8:45 am

5. English 10:25

Spanish

I. Write out the verb endings for IR verbs

II. Write out the verb endings for ER verbs

III. What are the two verbs forms that are different between the IR and ER endings?

IV. Conjugate and give a translation for the following verbs.

Abrir

Aprender

Beber

Creer

Decidir

Escribir

Leer

Vender

V. Fill in the correct conjugation of the word.

1. Maria (abrir) _____ la puerta.
2. Yo (beber) _____ un refresco.
3. Nosotras (comer) _____ la comida.
4. Vosotras (creer) _____ en tierra para los indigenas.
5. Jose (deber) _____ comer bien.
6. Josefina (anadir) _____ todos las numeros
7. Tu (leer) _____ las novelas.
8. Yo (vender) _____ las cosas para la casa.
9. Maria y Juan (vivir) _____ en la casa azul.
10. Jose y Antonio (escribir) _____ una carta.

VI. Write the following sentences in Spanish.

1. We live in a house.

2. I write the excersizes in Spanish.

3. Maria drinks Coca Cola.

4.You (vosotras) attend Spanish class.

5. Quique and Guillermo open the window.

6. Kaiwyn writes a letter.

7. Rosario reads a book.

8. Martha adds the numbers.

9. The students learn Spanish.

10. We recieve a letter.

Spanish

I Practice with numbers- write the following numbers in Spanish.

1. 335

2. 224

3. 647

4. 999

5. 765

6. 893

7. 24

8. 243

9. 132

10. 1994

II. Possessive Adjectives-

A. Use the graph to fill in the appropriate possessive adjectives.

B. Translate the following sentences

1. my book

2. my books

3. my chair

4. my chairs.

5. Your table

6. Your tables

7. Your pen

8. Your pens

9. Her window

10. Her windows.

11. Her pencil

12. Her pencils

13. His light

14. His lights

15 His letter (carta)

16. His letters

17. Our class

18. Our classes

19. Our book

20. Our books

21. Y'all professors

22. Y'all professor

23. Y'all chalk

24. Y'all chalks.

25. Their notebook (cuaderno)

26. Thier notebooks.

27. Thier table

28 Thier tables.

C. Translate the following sentences using the model as a guide.

1. Carla's window.

La ventana de Carla

Formula for the sentences:

Noun + de + Person

1. Martha's professor

2. Will's table

3. Courtney's pen.

4. Kaiwyn's book.

5. Dustin's watch.

IV. Use the graph to conjugate the following forms of the verbs.

A. Conjugate the following verbs in the YO tense.

1. Caminar

2. Bailar

3. Hablar

4. Desear

5. Olvidar

6. Tocar

7. Cantar

8. Descansar

9. Nadar

10. Necesitar

B. Conjugate the same verbs in the TU form

1. Caminar

2. Bailar

3. Hablar

4. Desear

5. Olvidar

6. Tocar

7. Cantar

8. Descansar

9. Nadar

10. Necesitar

C. Conjugate in the El, Ella and Ud. form

1. Caminar

2. Bailar

3. Hablar

4. Desear

5. Olvidar

6. Tocar

7. Cantar

8. Descansar

9. Nadar

10. Necesitar

D. Conjugate in the Nosotros/as form

1. Caminar

2. Bailar

3. Hablar

4. Desear

5. Olvidar

6. Tocar

7. Cantar

8. Descansar

9. Nadar

10. Necesitar

E. Conjugate in the Vosotros/as form

1. Caminar

2. Bailar

3. Hablar

4. Desear

5. Olvidar

6. Tocar

7. Cantar

8. Descansar

9. Nadar

10. Necesitar

F. Conjugate in the Ellos/Ellas/Uds. form

1. Caminar

2. Bailar

3. Hablar

4. Desear

5. Olvidar

6. Tocar

7. Cantar

8. Descansar

9. Nadar

10. Necesitar

V Use the following graph to conjugate the following IR verbs

A. Conjugate the following verbs in the Yo form

1. Vivir

2. Anadir

3. Cumplir.

4. Abrir

5. Asistir

6. Decidir

7. Escribir.

8. Recibir

9. Insistir

B. Conjugate in the TU form

1. Vivir

2. Anadir

3. Cumplir.

4. Abrir

5. Asistir

6. Decidir

7. Escribir.

8. Recibir

9. Insistir

C. Conjugate in the El, Ella, and Ud form

1. Vivir

2. Anadir

3. Cumplir.

4. Abrir

5. Asistir

6. Decidir

7. Escribir.

8. Recibir

9. Insistir

D. Conjugate in the Nosotros/as form

1. Vivir

2. Anadir

3. Cumplir.

4. Abrir

5. Asistir

6. Decidir

7. Escribir.

8. Recibir

9. Insistir

E. Conjugate in the Vosotros/as form

1. Vivir

2. Anadir

3. Cumplir.

4. Abrir

5. Asistir

6. Decidir

7. Escribir.

8. Recibir

9. Insistir

F. Conjugate in the Ellos, Ellas, Uds. form

1. Vivir

2. Anadir
3. Cumplir.
4. Abrir
5. Asistir
6. Decidir
7. Escribir.
8. Recibir
9. Insistir

VI Use the following graph to conjugate the following verbs.

A. Conjugate in the Yo form

1. Correr
2. Comer
3. Deber

4. Aprender

5. Vender

6. Temer

7. Leer

8. Creer

9. Beber

B. Conjugate in the Tu form

1. Correr

2. Comer

3. Deber

4. Aprender

5. Vender

6. Temer

7. Leer

8. Creer

9. Beber

C. Conjugate in the El, Ella, Ud. form

1. Correr

2. Comer

3. Deber

4. Aprender

5. Vender

6. Temer

7. Leer

8. Creer

9. Beber

D. Conjugate in the Nosotros/as form

1. Correr

2. Comer
3. Deber
4. Aprender
5. Vender
6. Temer
7. Leer
8. Creer
9. Beber

E. Conjugate in the Vosotros/as form

1. Correr
2. Comer
3. Deber
4. Aprender
5. Vender
6. Temer

7. Leer

8. Creer

9. Beber

F. Conjugate in the Ellos, Ellas, Uds. form.

1. Correr

2. Comer

3. Deber

4. Aprender

5. Vender

6. Temer

7. Leer

8. Creer

9. Beber

VII Translate the following adjectives (pg 30 in the Book)

1. tall

2. short

3. nice

4. handsome

5. pretty

IIX. Place an adjective from the list above after the following nouns.

1. La profesora

2. El estudiante

3. La estudiante

4. El profesor

5. Los estudiantes.

Exams

Spanish

Que tenga buena suerte

I. Write the number in Spanish (10 points)

1. 734

2. 645

3. 74

4. 967

5. 881

6. 231

7. 1,002

8. 621

9. 129

10. 317

II. Add the correct direct article and then change the following from singular nouns to plural and change the plural nouns to singular. (20 points)

1. _____ sillas _____.

2. _____ boligrafo _____.

3. _____ lapiz _____.

4. _____ paredes _____.

5. _____ mochila _____.

6. _____ libro _____.

7. _____ mapas_____.
8. _____ mesa_____.
9. _____ papel_____.
10. _____ relojes_____.

III. Adjectivos- Translate the following senteces (without using the verb ser - es/son) (10 points)

1. The nice profesor.
2. The brown house.
3. The handsome student.
4. The tall student.
5. The short profesor.

IV. Translate the following sentences. (10 points)

1. Her backpack.
2. My pencil.
3. Our house.
4. Their chairs.

5. Your watch.

6. Kaiwyn's watch.

7. Dustin's house.

8. Will's table.

9. Courtney's window.

10. Martha's pen.

V. Fill in the correct Subject Pronoun (6 points)

VI. Fill in the AR verb endings (6 points)

VII. Write out the verb endings for IR verbs(6 points)

VIII. Write out the verb endings for ER verbs (6 points)

IV. Conjugate and give a translation for the following verbs.

(6 points)

Abrir

Aprender

Hablar

X. Fill in the correct conjugation of the word. (10 points)

1. Maria (abrir) _____ la puerta.
2. Yo (beber) _____ un refresco.
3. Nosotras (comer) _____ la comida.
4. Vosotras (creer) _____ en tierra para los indigenas.
5. Jose (deber) _____ comer bien.
6. Maria (bailar) _____ toda la noche.
7. Tu (leer) _____ las novelas.
8. Yo (vender) _____ las cosas para la casa.
9. Maria y Juan (vivir) _____ en la casa azul.
10. Jose y Antonio (escribir) _____ una carta.

XI Answer the following questions- in English. (10 points)

1. What does "Dia de los Muertos" translate to in English? On what day does it occur?

2. Use the backside of this sheet to describe some typical celebrations that occur during "Dia de los Muertos" (use as many sentences as needed)

Spanish

Que tenga buena suerte

I. Write the number in Spanish (10 points)

1. 34

2. 45

3. 21

4. 67

5. 881

II. Add the correct direct article and then change the following from singular nouns to plural and change the plural nouns to singular. (20 points)

1. _____ ventanas _____.

2. _____ bolígrafo _____.

3. _____ lápiz _____.

4. _____ paredes _____.

5. _____ mochila _____.

6. _____ libro _____.

7. _____ profesoras _____.

8. _____ puertas _____.

9. _____ luz _____.

10. _____ relojes_____.

III. Adjectivos- Translate the following sentences (without using the verb ser - es/son) (10 points)

1. The nice profesor.
2. The black book.
3. The handsome student.
4. The tall student.
5. The short profesor.

IV. Translate the following sentences. (10 points)

1. Her table.
2. My book.
3. Our house.
4. Their chairs.
5. Your watch.
6. Kaiwyn's table.

7. Dustin's watch.

8. Will's door.

9. Courtney's window.

10. Martha's pencil.

V. Fill in the AR verb endings (6 points)

VI. Write out the verb endings for ER verbs(6 points)

VII. Write out the verb endings for IR verbs (6 points)

VIII. Conjugate the following verbs.

(18 points)

Vivir

Beber

Hablar

IX. Fill in the correct conjugation of the word.(10 points)

1. Maria (abrir) _____ la puerta.
2. Yo (beber) _____ un refresco.
3. Nosotras (comer) _____ la comida.
4. Vosotras (creer) _____ en tierra para los indigenas.
5. Jose (deber) _____ comer bien.
6. Maria (bailar) _____ toda la noche.
7. Tu (leer) _____ las novelas.
8. Yo (vender) _____ las cosas para la casa.
9. Maria y Juan (vivir) _____ en la casa azul.
10. Jose y Antonio (escribir) _____ una carta.

Extra Credit

Conjugate the verb of your choice (4 point)