

Lección 2

Lección 2

¿Cómo se dice?

Presentation Suggestions

- Introduce vocabulary using *Transparencias* 20–21. Continue vocabulary practice using the Vocabulary Cards on Masters 70–74 of the *Teacher Resource Book*.
- Bring in items associated with each of the activities pictured and use them as props as you introduce each of the vocabulary words. Model the question: **¿Qué vas a hacer?**

Recycle

Review **voy**, **vas**, and **va** by having students stand in a circle. Throw a soft ball to one of them, saying “yourself,” “your friend,” “another person” (if students know **yo**, **tú**, **él**, or **ella**, you can use these pronouns). The student has to respond with the correct form of **ir**, and throw the ball to a different student. Start with more proficient students. You may want to write these verb forms on the chalkboard.

Teaching Numbers

If students have not already learned the numbers 50–69 in the *Learning Systems*, this would be a good time to introduce them. Use number cards (*Teacher Resource Book*) and TPR commands to present and practice the numbers.

TPR

Practice the numbers 50–69. Distribute large index cards to students and assign each student a number. Have students write their numbers on the cards and put a string on each to hang around their neck, so that the numbers will be visible to others. Begin the activity by passing a ball to a student and saying: **Número cincuenta, pásale la pelota al número sesenta y cinco**. Continue by having students give the commands to one another.

¿Cómo se dice?

What are you going to do?



pintar



estudiar



cantar



usar la computadora



practicar deportes

100 cien

Unidad 4

Listening Comprehension

Practice numbers by giving arithmetic problems, or by giving “number dictations” in which students write down a series of numerals as you say the numbers.



Audio CD

Use the **Audio CD** for **Unidad 4, Lección 2: Los sonidos del idioma, ¿Cómo se dice?** Conversation 2. See *CD Exercise and Pronunciation* page 9 in the *Teacher Resource Book*.

Unidad 4



hablar



escuchar



participar



trabajar

¿Sabías que...?

The names of many sports are very similar in English and Spanish. Some don't even change at all! Can you tell what sports these are? (**Hint:** Try saying them out loud!)

el tenis	el béisbol
el básquetbol	el fútbol americano
el voleibol	el boxeo
el softball	

Lección 2

ciento uno 101

Language Across the Curriculum

Music Bring in a tape of **mariachi** music to play for the students. Help them identify the sounds of the various musical instruments. Can students recognize any of the words in the songs played?

Lección 2

¿Sabías que...? includes interesting information about the Spanish language and Spanish-speaking countries.

Differentiated Instruction

Intervention If students are having difficulty answering the question *¿Qué vas a hacer?*, explain to them that they don't necessarily have to use the word **hacer** in their answer. Explain that the question and answer pattern is similar to that in English, where you say *What are you going to do?* and answer *I am going to study.*, not using the word *do* in your answer.

Listening Comprehension

Have students listen as you tell what you are going to do each day of the week. Use comprehensible input, and be sure to state the days of the week out of order. Also mix in names of places that students already know. **El lunes, voy a usar la computadora. El viernes, voy a ir al cine. El miércoles, voy a cantar con mis amigos.**, etc. Students can take notes as they listen. See if the class can tell you, in order, what you are going to do each day.

Assessment

Informal Ask students to look at the pictures and answer the question *¿Qué vas a hacer?* for each one. After they've had ample opportunity to speak, have them write their answers on paper and exchange them with a partner for suggestions and corrections.

Collect student papers. Make sure that both the name of the student who wrote the answers and the name of the partner appear on the paper. Explain to students that the grades received are based on cooperative efforts.

¡Úsalo!

Presentation Suggestions

You might suggest that the student who is answering in each case pantomime the response to the question while saying it.

Differentiated Instruction

Intervention You might choose to provide copies of a ready-made map to students who might have difficulty drawing one.

Challenge Once student pairs have completed the activity, have each pair join a second pair to ask and answer questions in teams.



Games

Introduce students to “Béisball” to review the questions they have learned until now. See the “Games and Activities” section on pages A23–A43 of this *Teacher’s Wraparound Edition*.

¡Úsalo!

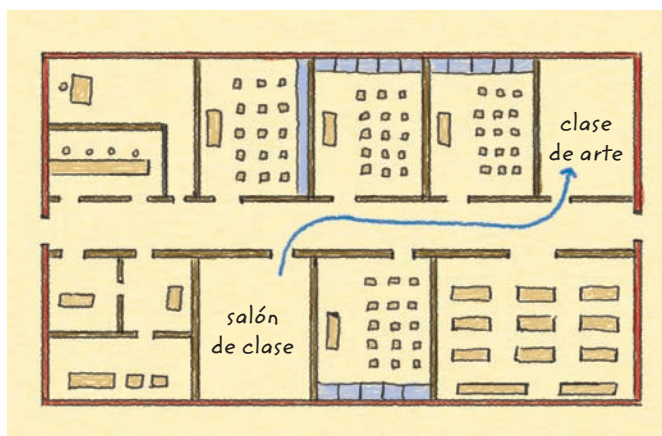


A Draw a map of your school. Label the places you know in Spanish, including your classroom. Then write these activities on separate cards.

cantar
pintar
usar la computadora
practicar deportes
estudiar

Mix up the cards, put them facedown, and pick one. Your partner asks you what you’re going to do. Answer according to the card. Your partner draws a line on the map from your classroom to the place you need to go to do that activity. Is your partner right?

MODELO —¿Qué vas a hacer?
—Voy a pintar.



After picking all the cards and “going” to all the places, switch roles with your partner and start again.

ANSWERS

Exercise A

Answers will vary according to student choices.



- B** Write the names of these places on separate cards. Mix the cards and put them facedown. Then get together with two or three classmates and pick a card. Pretend to do an activity in that place. Your classmates have to guess what you're doing. Take turns acting out and guessing activities.

la clase de
computadoras

el salón de clase

la clase
de música

el gimnasio

la clase de arte

la biblioteca



CONEXIÓN CON LA MÚSICA

Mariachi Groups Mariachi groups play and sing at weddings, birthday parties, and other events in Mexican and Mexican American communities. They have been entertaining audiences for over 200 years. These groups used to be made up mostly of string players, like guitarists and violinists, but today they include trumpet players and others. What musical traditions are there in your town or state?



Lección 2

ciento tres 103

Presentation Suggestions

Have students read the directions silently, then ask for a volunteer to choose and pantomime an activity in one of the places for the class.



Language Across the Curriculum

Health If possible, bring in equipment from various sports, and identify each piece with a Spanish name. You might also tell the names of various team positions for a sport such as soccer or baseball.

Toward Cultural Understanding

- Soccer is the most popular sport in the world. It is called **fútbol** in Spanish, while what Americans call "football" is called **fútbol americano**. Children learn to play **fútbol** at an early age. Wherever you go in Latin America and Spain, you're apt to see people playing soccer. Ask your students how many of them play soccer.
- In Spanish, basketball can be called **básquetbol**, **basquetbol**, or **baloncesto**. Some people call it **básquet** for short. The game originated in the United States, but has become very popular in the rest of the world. Teams from Cuba, Spain, and Brazil typically offer strong competition to U.S. teams in international tournaments.

Presentation Suggestions

Prepare the list of activities and points for yourself and ask different students **¿Qué voy a hacer?** in front of the class to model the activity. Have all students take notes and figure out how they would have scored.

Differentiated Instruction

Challenge Have students form new pairs and repeat the exercise using new verbs, such as **bailar** or **tocar la guitarra**. You might wish to teach additional activities such as **hablar con los amigos** or **almorzar**.

Assessment

Informal Have students write three sentences telling what their partner is going to do: **Jaime va a (cantar)**. Ask them to exchange papers for peer assessment, and then turn them in to you.

Recycle

Review the new vocabulary and functions.

Workbook

Have students use *Workbook* pages 52–53 to practice the **ir** a structure.



Entre amigos

How well do your friends know you?

Make a list of the five school activities you just learned. List the activity you most enjoy first, and give it 5 points. Then list your next favorite, and give it 4 points, and so on. Here's an example:

cantar—5
pintar—4
usar la computadora—3
practicar deportes—2
estudiar—1

Without showing your list, ask a partner **¿Qué voy a hacer?**

Your partner will answer **Vas a...** three times, naming the three activities that he or she thinks you like most. After your partner answers, add up the points you gave to the activities that he or she named. Then switch roles with your partner and you answer the question, trying to guess your partner's favorite activities. When you finish, compare point totals. Which of you knows the other better?

En resumen

¿Qué **vas** a hacer?

Voy a cantar.

escuchar.
estudiar.
hablar.
participar.
pintar.
practicar deportes.
trabajar.
usar la computadora.

Home Connection

Distribute *Home Connection 4*. Parents and students can practice Spanish at home.