

¿Cómo se dice?

What are people going to do?

Here's how to say different people are going to do something:



Voy a pintar.



¿Vas a pintar?



Va a pintar.



Voy a estudiar.



¿Vas a estudiar?



Va a estudiar.

To say that someone is going to do something, you use **voy a**, **vas a**, or **va a** plus another verb that tells what the person is going to do.

¿Cómo se dice?

Presentation Suggestions

- Before beginning the presentation, you might want to review **voy**, **vas**, and **va** with places. Then have students look at the pictures on page 105. Do they see that the sentences under them also use these words? Have them state the subject of each picture. Do they understand that in the first picture the girl is talking about herself, and that in the second picture the father is saying "you" to the boy?
- What do they notice that is different about the words after **a**? Point out that they are all actions. Help students see that we use the same construction in English to talk about things we're going to do: "I'm going to study."
- As you present the different forms, point to yourself and to students to make the subject of each sentence clear.
- Also point out to students that, unlike English, Spanish doesn't require a separate word, like "I" or "you" to tell you who is doing something. The ending of the word tells you that. Write the forms of **ir** on the board and underline the different endings.



Audio CD

Use the **Audio CD** for **Unidad 4, Lección 3: ¿Cómo se dice?** Exercises 1 and 2, **¡A conversar!**, **¡Escuchemos!** Conversation 1. See **CD Exercise and Pronunciation** page 10 and Master 125 in the **Teacher Resource Book**.

Teacher Note

To express the idea of "going to go (somewhere)," you use **voy / vas / va a ir**. **Ir** is the infinitive of the verb "to go."

¡Úsalo!

Presentation Suggestions

Point out to students that when a question is asked, it is not necessary to repeat the person's name in each case: **¿Qué va a hacer José? Va a estudiar en la biblioteca.** They do not need to repeat it because the word **va** tells them who they're talking about.

Differentiated Instruction

Intervention For **Exercise B**, review with students who the words **vas** and **voy** refer to. Model pointing at another person when saying **vas** and at yourself when saying **voy**, and encourage students to do the same.

Challenge Ask students to make up their own questions and answers about what they're going to do. Encourage them to work in pairs and write short dialogues. They can later turn these papers in to you or present them in front of the class.

Assessment

Informal Use Vocabulary Cards of the classes and activities to practice **ir + a + infinitive**. Place the cards facedown on a table and have students line up. Each student draws a card, answers a question, and then returns to his or her seat. Check for correct use of **a la** and **al**. Questions may include the following: **¿Qué vas a hacer mañana? ¿Adónde vas la semana próxima? ¿Qué vas a hacer en la biblioteca? ¿Dónde vas a practicar deportes?**

¡Úsalo!



A With a partner, draw a map of your school on butcher paper. Write the name of each room on the map. Cut out six "people" from construction paper and label them with names. Then place the "people" in different rooms, and ask your partner what they will do. Your partner answers by looking at the "people" on the school map. Then it's your partner's turn to move the "people" around and ask you what they will do.

MODELO —¿Qué va a hacer José?
—Va a estudiar en la biblioteca.



B Fill out a chart like this one. Choose four things to do tomorrow, and four to do next week.

| | mañana | la próxima semana |
|---------------------|--------|-------------------|
| ir al gimnasio | | |
| trabajar | | |
| usar la computadora | | |
| ir al cine | | |
| pintar | | |
| cantar | | |
| practicar deportes | | |
| estudiar | | |

Then get together with a partner. Your partner asks you whether you will do each thing tomorrow. Answer according to what you wrote on your chart.

MODELO —¿Vas a ir al gimnasio mañana?
—No, no voy a ir al gimnasio mañana. Voy a ir la próxima semana.

ANSWERS

Exercise A

Maps, questions, and responses will vary.

Exercise B

Charts will vary according to students' activities.



Entre amigos

Play “Telephone” in the classroom! Stand in line with three or four classmates.

Your teacher will ask the first student what he or she is doing tomorrow: **¿Qué vas a hacer mañana, Alicia?** and will hand the first student a card with a picture of an activity or a place. Based on this picture, the first student whispers his or her answer in the second student’s ear: **Voy a (estudiar en la biblioteca).** Then the second student whispers in the third student’s ear what the first student is doing tomorrow: **Alicia va a estudiar en la biblioteca.** The last student says out loud what he or she heard. The first student must make any corrections.

Take turns being first in line. Each time the teacher asks a question, a new day or week will be used and activities and places will vary. See how fast the message gets through!



Lección 3

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Presentation Suggestions

- Organize students into groups of four. Have students practice the exercise after you model the format with two volunteers. Emphasize the fact that the entire group will be talking about the first person (in the example, **Alicia**). What form of **ir** will they use?
- Students should change places after each round, to let a different student go first. Once groups have gone through several question/answer sets, have them speed up the game.



Cooperative Learning

Have students work in small groups to create a jump-rope rhyme about future activities. They should use the sentence **¿Qué vas a hacer mañana?** as a repeating line in the rhyme. The answers should include the names of each student in the group. Encourage students to use their imaginations and be silly and outrageous when preparing their rhymes. Have each group present its rhyme to the rest of the class.

Workbook

Have students use *Workbook* pages 54–55 to practice future activity vocabulary.

Lección 3

Presentation Suggestions

- To review numbers, ask students: **¿Cuántos alumnos hay en la clase de español?** Students could count off in order to come up with the right answer. Ask a volunteer to say how many students there are in the class. Write the number on the board, in numerals and in words.
- Tell students that, when talking about where more than one person is going, they must use the form **van**: **Treinta alumnos van a la clase de música.**

Differentiated Instruction

Intervention You may want to encourage students who have more difficulty to write down each number in numerals before comparing them all.

Challenge After students have completed the exercise, have them create a list of six sentences about what groups of **maestros** or **maestras** are going to do. Then have students exchange lists so that their peers may order them for additional practice with numbers in Spanish.

The Heritage Speaker Ask heritage speakers and students who have lived in other Spanish-speaking countries what activities, sports, or arts they used to do in their country that they don't do in the United States. Ask them what activities they do in the United States that they didn't do in their country.

Recycle

Review the new vocabulary and functions.

CONEXIÓN CON LAS MATEMÁTICAS



Ordering Numbers It's the beginning of the school year, and students have signed up to do different activities. Look at the following activities and write them in order, from the one with the most students to the one with the least.

- Cincuenta y ocho alumnos van a ir a la clase de música.
- Cuarenta alumnos van a usar las computadoras.
- Treinta y cinco alumnos van a practicar deportes.
- Sesenta y cuatro alumnos van a estudiar en la biblioteca.
- Dieciséis alumnos van a cantar.
- Veintidós alumnos van a ir a la clase de arte.
- Cincuenta y tres alumnos van a pintar.

Compare your results with a partner.

¿Sabías que...?

In many Spanish-speaking countries, students don't have the chance to take part in extracurricular activities at school. Instead, they may go to a cultural center or workshop to learn photography, dance, or music.

En resumen

- Voy** a pintar.
- Vas** a pintar.
- Va** a pintar.

ANSWERS

1. Sesenta y cuatro alumnos van a estudiar en la biblioteca.
2. Cincuenta y ocho alumnos van a ir a la clase de música.
3. Cincuenta y tres alumnos van a pintar.
4. Cuarenta alumnos van a usar las computadoras.
5. Treinta y cinco alumnos van a practicar deportes.
6. Veintidós alumnos van a ir a la clase de arte.
7. Dieciséis alumnos van a cantar.

Conexión con... features allow students to use Spanish while reinforcing concepts from content areas such as math, science, social studies, art, music, and health.