

## Preparations Before Class

- **Print**
  - Vocab: “Greetings and Farewells” and “Fundamental Phrases 1”
    - 2-sided, black and white, 1 set per **student**
  - Activity: “Cognates” cards. Cut out the cards.
    - 1-sided, color, 1 set per **table**
  - “Song Descriptions”
    - 2 sided, black and white, 1 set per **table**
  - “About the Songs”
    - 1-sided, black and white, 1 set per **table**
  - “Alphabet with Vowels” page
    - 1-sided, color or black and white, 1 set per **instructor**
- **Props:** Plastic elephant, plastic tiger, or other plastic items

## Gathering

- Register each student to get contact information.
- Seat students at tables, ideally 5 or fewer students per table.
  - 1-2 instructors per table

## Class Order

- Welcome, announcements.
- **Greetings and Farewells** through “It’s a pleasure to meet you.”
  - Instructor(s) demo this introduction conversation, practice it with students, have students practice it with each other.
- **Greetings and Farewells** stop at end of page 1.
  - Instructor(s) demo the “How are you?” conversation, practice it with students, have students practice it with each other.
- Have students fill in the **Greetings and Farewells** page 2, with help as needed.

- Talk about the answers together.
- Build phrases with Chapter 1 **Cognate cards** (omit *A, An*), e.g. “Actor is romantic.”
  - Instructor shows each card and pronounce the word.
  - Instructor demos building sentences.
  - Invite students to build sentences using the cards. When a student builds a sentence, help the student to pronounce it.
- Have the students read aloud **Fundamental Phrases** page 3, stopping after each section to practice that type of conversation as you did earlier (Instructor demo, practice with students, students practice with each other).
  - Understand?
  - What is your name?
  - Do you know <person’s *name*>?
  - What is <word> in Spanish/English?
- **Fundamental Phrases** page 4 through **this, that**.
  - Practice pointing to near/far props while saying “this elephant” or “that tiger.”
- **Fundamental Phrases** page 4 through **a, an explanation** (stop before fill-in-the-blank).
  - On the **Alphabet with Vowels** page show which letters are vowels.
  - Use cards to make sentences e.g. “**An** actor is romantic” “**A** doctor is intelligent.”
- Have students do fill-in-the-blank to finish the **Fundamental Phrases** page 4.
  - Talk about the answers together.
- Have students read **About the Songs** page.
- Show the **Song Descriptions** page.
  - Point out the **Important Words** column.
  - Emphasize that students only need to understand the Important Words for each song.
- On CantoCapto.com **website**, show where to find **Song Descriptions and playlists** for this chapter.
- Remind the students **when and where** our next meeting is.
  - Make sure you have contact information for everyone.

- Thank the students for coming and learning today!
- Say “Goodbye! Bye!” and encourage students to say English farewells back to you.

## Tips

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- Make sure we have **contact information** for all students and that they have ours.

Students need our contact information so they can notify us when they can't come, and we need their contact information -- especially email -- so we can send them encouragement between classes and inform them of any issues.

- **Greeting and Farewells pages 1 - 2**

These are greetings and conversations that students will hear over and over every day. How many times does a friend or a store clerk start a conversation with, “Hello” or “How are you?” Help students with pronunciation as they read the words aloud. By reading aloud these common phrases, the students will see and hear the words that they will use often. Have the students take turns reading aloud. As students read this page, stop frequently to practice the phrases together, for example acting out meeting someone.

Practice together student-instructor and student-student until everyone is able to hold the typical conversation comfortably.

After the students read the Greetings front page, practice the sentences on the back. You can use the pictures of Sam, Jill and Tom to show they are talking to each other. Answer any questions the students have.

- **With Chapter 1 Cognate cards (*omit A, An*)**

The Cognate cards show some words that are similar in English and Spanish.

At this point we have not covered **a** or **an** so keep these cards out of the pile for now.

First, show each card, pronouncing the word in English. Last, put out the card **IS**. This is close to the Spanish word “es.” Build a three words phrase with the cards and say it aloud, then let the students take turns building phrases such as “Actor is popular.” “Jill is intelligent.” “Accident is terrible.” Let the students have fun building sentences with familiar words.

Repeat this until students are confident making card phrases and reading them aloud.

When there are several students, you can use more than one set of cards or the

students can help each other build and read the sentences together with one set of cards.

- **Fundamental Phrases** pages 3-4

There are several common conversations on page 3, so go slowly, taking time to practice each conversation repeatedly until the students are comfortable speaking each side of the conversation.

When practicing, substitute names of students (“Do you know Alissa?”) into the conversations shown on the page.

When you reach the “What is...in English/Spanish” section, you can also practice with cognates from the cards, e.g. “What is ACCIDENT in Spanish? “What is *TERRIBLE* in English?”

You can use the pictures of Sam and Jill for dialogue. Sam can ask all the questions and be confused about the answers. “What is *ACCIDENTE* in English?” “ACCIDENT. Understand, Sam?” “No, I don’t understand.” “*ACCIDENTE* is Spanish, ACCIDENT is English.” “Ahhhh, I understand.”

When discussing **this** and **that**, show that objects that are close to us are “this” and objects that are far away from us are “that.” We need to be close for a kiss, so “this kiss.” We want a rat to be far from us, so “that rat.”

With your tiger, elephant, or other props, set some close and some further away to demonstrate this and that.

Use the items in the area and the props you have to demonstrate plastic and paper. You can point to pictures on this page to show “paper tiger” and “paper elephant.”

After the students read the **A** vs. **AN** explanation, show the students the card with the letter A on it and the card with the word AN. Show the alphabet page, and that with the consonants we use **A** but with the vowels we use **AN**.

When the students understand that, use the adjective cards to show that A is used when the adjective in front of a noun starts with a consonant. Show that when an adjective with a vowel is used with in front of a noun, the correct article is AN: “A popular actor” vs. “AN important hospital.”

After practicing with the cards, have the students do the written exercise with A or AN, then discuss the answers together. This is their first big English concept, so show lots of praise and enthusiasm as they achieve this important milestone.

- **Show the About the Songs** page

Students can be intimidated the first time they listen to a song that includes many words they don't know yet. This whole page could be summed up as "Keep listening to the songs! It's OK that you don't understand all the words yet. Focus on listening for the important words."

The more students listen to the songs, the faster they will learn. Students can listen to the songs throughout the week between meetings, and can go back to listen to earlier song lists anytime.

- Show the [Song Descriptions](#) page.

On the Song Descriptions page, point to the Important Words and remind students that the important thing is to listen for these words. It is not important to understand the other words in the song. You can point to the explanation of this in Spanish on the About the Songs page from Chapter 1. Encourage the students to listen to the songs often.

Once students see where the important words are, there's no need to read through the rest of the Song Description information during class. Students can have fun discovering the songs and reading their descriptions during the week.

- [On CantoCapto.com website](#), show where to find [Song Descriptions and playlists](#) for this chapter.

Show the students that each playlist link for this chapter leads to a different set of songs on YouTube. There are three playlists for Chapter 1. Each playlist is about 20 minutes or shorter. Encourage the students to listen to the songs often. ("¡Oigan frecuentemente esta semana!")

Make sure each student is able to reach the CantoCapto.com website.

- [Remind the students when and where](#) our next meeting is.

Make sure they understand when and where we will meet again.

Make sure you have contact information for everyone.

Thank the students for coming and learning today! This was intense work (but hopefully fun!) for them, so let their last impression of the class be of delighted instructors and successful learning.

Their final success for today can be waving and saying "Goodbye! Bye!" Help students to say these words as they leave.

Congratulations to you, instructor, on a successful class!