

## Preparations Before Class

- **Print**
  - Vocab: "To Be – Present Tense 1"
    - 2-sided, black and white, 1 set per **student**
  - Activity: "Adjective" cards. Cut out the cards.
    - 1-sided, color, 1 set per **table**
  - Activity: "PronounsPlus" cards. Cut out the cards.
    - Cards labelled "2" are for this class. Cards with other numbers are for later.
    - 1-sided, color, 1 set per **table**
  - Optional: Song Descriptions, 2 sided, black and white, 1 set per **table**
- **Earlier Materials**
  - All Chapter 1 cards "Cognates"
  - "About the Songs" page from Chapter 1
- **Props:** None required

## Gathering

- Have "**How are you?**" conversations with students as they arrive.
- Make sure we have **contact information** for all students and that they have ours.

## Class Order

- Practice "**How are you?**" conversations as needed.
- Top of **To Be – Present Tense 1** first page, stopping just **before the fill-in-the blank**.
- Chapter 2 **I, you, we, they, am, are cards**, and Chapter 1 **cognate adjective cards** (excellent, important, intelligent, popular) to build sentences, e.g. "You are intelligent."
- Do remainder of **To Be – Present Tense 1**.
- Above cards plus **not** plus Chapter 2 **Adjective cards** to build and answer **questions**, e.g. "Are you cold?" "You are not cold."
- Play Chapter 2 **Adjective card** game.
- 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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- Have “**How are you?**” conversations with students as they arrive; practice as needed

Help students to say the *Hello/How are you/I’m fine, thanks* conversation. Practice together student-student or student-instructor until everyone is able to hold this typical conversation comfortably.

- 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.

- **To Be – Present Tense 1** page, stopping just **before the fill-in-the blank** section

Help students with pronunciation as they read the pronouns and “to be” part of the page. Repeat the pronouns together, pointing to yourself (I), another person (you), everyone at the table (we), people elsewhere (they). Repeat pointing actions with *I am* etc., then with contracted forms *I’m* etc.

- Use Chapter 2 **I, you, we, they, am, are cards**, and Chapter 1 **cognate adjective cards** (excellent, important, intelligent, popular) to build sentences, e.g. “You are intelligent”

Omit the “terrible” and “romantic” cards for now so that all the sentences are positive and comfortable for students.

The cognate cards are words that are the same or very similar in English and Spanish.

Show making a three-word sentence by arranging the cards at the center of the table, then have each student make a sentence and read the sentence aloud. Help students with pronunciation as needed.

Practice the same thing with the contractions *I’m, You’re, We’re, They’re*

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

- **Do remainder of To Be – Present Tense 1**

Have students read the page aloud as they go. They can say their answers before writing them in the blanks, or write them and then say them, whatever they prefer.

Repeat what they say, with exaggerated feeling and miming (e.g. “Ohhh, they are afraid!” while making a frightened face.)

- Above cards plus **not** plus Chapter 2 **Adjective cards** to build and answer **questions**, e.g. “Are you cold?” “You are not cold”

Show making a question (e.g. “Are you cold?”) by arranging the cards at the center of the table. Emphasize changing the word order to make a question. “Are you cold” vs. “You are cold.”

Have each student build a question and ask it aloud to another student. The second student then builds the answer and reads it aloud. Help students with pronunciation as needed.

Repeat this until students are confident building and answering card questions.

- Play Chapter 2 **Adjective card** game (see rules at end of this guide)
- On **CantoCapto.com website**, show where to find **Song Descriptions and playlists** for this chapter.

On the Song Descriptions page, point to the Important Words and remind students that it is only important 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 website or 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

Show the students that each playlist link for this chapter leads to a different set of songs on YouTube. Encourage the students to listen to the songs often. (“¡Oigan frecuentamente esta semana!”)

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

- Remind the students **when and where** our next meeting is.

## Adjective Game (“Old Maid Wins”)

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Use the Chapter 2 Adjective cards:

- READY, HAPPY, FINISHED, BUSY, COLD, HOT, SICK, SAD, BAD, AFRAID, PLASTIC. Except HAPPY, each word appears on four cards, each with a different picture.

- Have the students look at all the cards and discuss the concepts. Answer any questions.
- Explain that there is only one HAPPY card. The student who ends the game with the HAPPY card is the winner.

## Play

- Shuffle the cards and deal all the cards to the students.
- Students take turns putting face up on the table any pairs of matching words they have in their hands and saying aloud the name of the matching cards.
- Any student that has pairs for all cards is out of this round of the game.
- The remaining students have at least some unmatched cards. Go around the table giving each student who is still in the game a turn. On each turn:
  - The student whose turn it is draws an unmatched card from the hand of any one other person. The cards are held so that the student drawing a card cannot see what the cards say.
  - If the drawn card matches another card that the drawing student has, then the student puts the matching pair of cards on the table face up and says the word on the cards.
  - If the drawn card does not match another card that the drawing student has, then the student adds that card to his/her hand.
  - It is now the next person's turn.
- When all the cards are matched, one student should be left with the HAPPY card and wins that round. If the students are having fun, play again and again.