

Department of Modern Languages

Grade Nine

Unit Plan

Spanish

NOVEMBER-DECEMBER 2015

Topics to Be Covered:

- ¡Manos a la obra!
- Buen viaje



commands

Topic Questions and Objectives

Mandatos en la clase y en mi casa

General Objectives

By the end of this period students should be able to:

1. Give positive and negative instructions/commands to friends and family members.
2. Give positive and negative instructions/commands to strangers and persons in authority.
3. Respond to same.

Specific Objectives – En la escuela

- Students should be able to use all categories of regular verbs and a few specified irregular verbs (including stem changing and reflexive verbs) to give commands to classmates. The following should be covered in addition to others the teacher may give.
1. Listen to the teacher.
 2. Pay attention.
 3. Sit down
 4. Write/copy your notes.
 5. Do your work.
 6. Leave me alone.
 7. Pick up objects/garbage from the floor.
 8. Put the garbage in the bin.
 9. Lend me something.
 10. Open/close books
 11. Do not shout/Be quiet

Students should be able to tell an adult stranger or someone in authority to:

1. Repeat something said.
2. Speak slowly
3. Not to erase the board.
4. Spell/ pronounce/say/write something.
5. Give something.

NOTE

Some of the commands given in class may also be used at home.

Specific objectives – En la casa

By the end of this period students should be able to tell a family member to:

1. Give something.
2. Not to interfere with something of theirs.
3. Give simple instructions on ONE of the following: how to make a ham and cheese sandwich, do a popular dance or send a text message.

Vocabulary

Regular verbs

1. Borrarto erase
2. Copiar..... to copy
3. Dar.....to give
4. Dejarto leave
5. Deletrear.....to spell
6. Escribir..... to write
7. Escuchar..... to listen
8. Gritar.....to shout
9. Hablar.....to speak
10. Molestar..... to bother
11. Prestar.....to lend
12. Pronunciar.....to pronounce
13. Recojer.....to pick up

Irregular verbs

14. Decir.....to say/tell
15. Hacerto do/make
16. Levantarseto get up
17. Poner.....to put/place
18. Repetirto repeat
19. Sentarse.....to sit down

Additional vocab

1. Actividad de clase.....class activity
2. Con voz baja/alta.....quietly/loudly
3. Dejar en paz.....to leave alone
4. Despacio.....slowly
5. El basurero.....bin
6. La basura.....garbage
7. La verdad.....the truth
8. Notas/Apuntes.....notes.
9. Prestar atención.....to pay attention
10. Trabajo de clase.....class work.

Students may need to revise vocab for classroom objects.

NOTE

For commands that require the use of reflexive and or object pronouns, the aim is not to focus on these as a topic but to make the students aware of some set/common expressions used with these. These include:

- **Déjame en paz.....leave me alone**
- **Levántate.....stand/get up**
- **Levántensestand/get up**
- **No me molestes.....don't bother me**
- **Préstame.....lend me**
- **Siéntate/siéntense.....sit down**

Let students use commands in a variety of situations. These include but may not be limited to:

- Responses to situations.
- Dialogue writing and/or completion
- Completion of table
- Role play
- Chart making
- Story boards (comic strips)

Content

- Using the imperative.

In Spanish the form of the imperative that you use for instructions is dependent on:

- Whether you are telling someone **to do OR NOT to do** something.
- Whether you are talking to **one person** or to **more than one**.
- Whether you are on **familiar** or more **formal** terms with the person or people.

Forming the imperative:

Instructions to DO something using regular verbs OR forming positive commands.

	Trabajar to work	Comer to eat	Decidir to decide
Tú	¡trabaja!	¡come!	¡decide!
Usted	¡trabaje!	¡coma!	¡decida!
Ustedes	¡trabajen!	¡coman!	¡decidan!

The command form of regular verbs in the **tú form** is similar to the **él, ella forms** of the verb in the present tense.

Instructions **NOT TO DO** something using regular verbs OR forming negative commands.

In orders that tell you NOT to do something and that have **no** in front of them in Spanish, the imperative forms for **tú, usted and ustedes** are all taken from a verb form called the **present subjunctive**. It's easy to remember because the endings for **ar** and **er** verbs are the opposite of what they are in the ordinary present tense.

In **ar verbs**, you replace

- **as** with **es** to form the **tú** command.
- **a** with **e** to form the **usted** command.
- **an** with **en** to form the **ustedes** command.

In **er and ir verbs**, you replace

- **es** with **as** to form the **tú** command.
- **e** with **a** to form the **usted** command.
- **en** with **an** to form the **ustedes** command.

	Trabajar	Comer	Decidir
Tú	¡no trabajes!	¡no comas!	¡no decidas!
Usted	¡no trabaje!	¡no coma!	¡no decida!
Ustedes	¡no trabajen!	¡no coman!	¡no decidan!

Commands with reflexive verbs

This will be explored mostly so students can have an appreciation for commands given in class such as:

- Levántate
- Levántense
- Siéntate
- Siéntense

However they will be exposed to others.

In affirmative commands, **reflexive pronouns follow the verb and are attached to it.**

- Levántate
- Levántense

Affirmative commands with more than two syllables have a written accent over the stressed vowel. A rule of thumb to help you remember is to count backwards from the last vowel; the accent is usually on the third vowel from the last. See above for examples.

Activities

1. Get students to create simple comics (no more than 5 panels) where they depict either a classroom or home situation in which commands are used. An example of this is found in **Viva book II page 150**.
2. In groups let them create simple charts giving instructions on how to do a popular dance move and individually let them write step by step instructions on how to send a message via whatsapp.
3. Game: Simón dice. Give students 5-10 minutes to work in pairs to brainstorm verbs they could give their classmates to do. Monitor how they form the commands. Select a student to be Simón the first student who gets it wrong (the instruction given) will then become Simón.
4. Responses to situations. Give suitable responses in Spanish to the following.
 - Your mother had to run some errands. She leaves a note on the fridge telling you to prepare a snack for you and your brother. What does she write?
 - You are standing in class talking to a friend your teacher becomes annoyed and tells you to sit. What does he say?
 - Your math teacher wants to instruct the class to open their textbooks. What does he say?
 - You have been naughty and as punishment your dad tells you to wash the car. What does he say?
 - You have been appointed the environmental monitor of your class. Write one command to instruct students on where to put their garbage.

In addition to these five give students exercise 15 (a) page 100 of Dime III as further practice in responding to situations. Instructions maybe re worded to suit responses to situations.

5. Students should be given this to translate to English. It should be graded.

HOW TO MAKE A HAM AND CHEESE SANDWICH

NECESITAS:

- queso
- rebandas de jamón
- dos rebandas de pan
- lechuga
- un tomate grande
- margarina

1. **lava** la lechuga y el tomate.
2. **Pon** a secar
3. **Unta** una capa fina de margarina en las rebandas de pan.
4. **Pon** una rebanda de queso y de jamón en el pan.
5. También **pon** las rebandas de tomate y las hojas de lechuga en el queso y jamón.
6. **Pon** el otra rebanda de pan en la parte de arriba.
7. **Disfrútalo.**

Dialogues

1. En la clase

Profesora: Buenos días clase.

Clase: Buenos días Señora Miranda.

Profesora: ¿Cómo están ustedes?

Clase: Estamos muy bien, ¿Y usted?

Profesora: Estoy bien. Siéntense por favor. Abran tus textos a página trece.

Un estudiante: Señora, repita por favor.

Profesora: Clase dígan(le) a este chico lo que dije.

Una estudiante: ¡Caramba chico! Abre tu texto a página trece.

El estudiante: Gracias. La próxima vez habla con voz baja.

2. En casa

El padre: Niños hoy vamos a preparar la cena. Tu mamá está muy ocupada así que vamos a ayudarla.

Los niños: ¡Ay papá! ¿Tenemos que hacerlo?

El padre: Sí. Ahora Jamie prepara la ensalada y Juana cocina el arroz. Yo voy a cocinar el pollo.

(Jamie pokes his sister with the remote, laughing at her)

Juana: ¡Déjame en paz! Papá dile que me deje en paz.

El padre: Jamie, ¡Dame el remoto y sal de aquí! Comienza a preparar le ensalda ahora.

Working from Dime Mucho Más

- **Have students complete the table on page 91 and the exercise on page 92 and the top of page 93.**
- **Page 97 table.**
- **Page 97 & 98 exercise 11 (mastery of commands with reflexive verbs)**

Resource Materials

Dime mucho más text pgs. 90-94, pgs.97-100 & pgs.109-117

Dime mucho más text and workbook chapter 5

Dime mucho más workbook pgs. 48-49

Viva 2 text and workbook chapter 11

Spanish two years chapter 5

Primer libro pgs 57-60

BUEN VIAJE

Topic Questions and Objectives

Specific Objectives:

By the end of this period students should be able to:

1. Say which country/city/ place they would like to visit and why.
2. State what documents will be needed to go to a particular destination.
3. State how long they plan to stay in a particular place.
4. Say what they will do at their destination.
5. Discuss future plans outside of travel.

Grammar Objectives:

Students should be able to:

1. Conjugate Ir in the present tense and use same to express future plans.
2. Conjugate regular and a few irregular verbs in the real future tense.
3. Use the conditional tense in a limited way.

Students should be able to answer:

1. ¿Qué país te gustaría visitar?
2. ¿Qué necesitas para visitar...?
3. ¿Cuánto tiempo vas a pasar en...?
4. ¿Qué vas a hacer allí?
5. ¿Qué harás allí?
6. ¿Cuáles son tus planes para este Navidad/verano/fin de semana/esta noche? Etc.

Let students use these in a variety of ways. These include but may not be limited to:

- Responses to situations.
- Dialogue writing and/or completion
- Letter writing
- Reading comprehension
- Role play
- Story boards (comic strips)

Content

1. To ask and express in a polite way, where one would like to go we will introduce the students to the conditional form of *gustar*.

- Me gustaría ...I would like
- ¿Te gustaría?...Would you like?

¿Qué país te gustaría visitar? ¿Por qué?

- Me gustaría visitar Los Estados Unidos porque he oído muchas cosas interesantes del país y la compra es excelente.
- Me gustaría visitar Canadá porque mi madre vive allí.
- Me gustaría visitar Sawgrass Mills Mall en Florida porque he oído es el más grande del país y los precios son buenos.
- A él, le gustaría visitar Canadá porque su madre vive allí.

The Conditional tense of regular verbs is formed by adding the following endings to the infinitive of verbs of all three categories: **ía, ías, ía, íamos, ían**

Pronoun	Hablar	Beber	Vivir
Yo	Hablaría	Bebería	Viviría
Tú	Hablarías	Beberías	Vivirías
Él, Ella, Usted	Hablaría	Bebería	Viviría
Nosotros	Hablaríamos	Beberíamos	Viviríamos
Ellos, Ellas, Ustedes	Hablarían	Beberían	Vivirían

For the purpose of this unit **we will focus on the 1st to 3rd person usage with *gustar***. However teachers should still make students aware of the other forms **nos and les**.

Expressing the future

The future tense may be expressed in these ways:

- Present tense of Ir + a + infinitive
- The simple future tense

The Simple Future tense of regular verbs is formed by adding the following endings to the infinitive of verbs of all three categories: **é, ás, á, emos, án**

Pronoun	Hablar	Beber	Vivir
Yo	Hablaré	Beberé	Viviré
Tú	Hablarás	Beberás	Vivirás
Él, Ella, Usted	Hablará	Beberá	Vivirá
Nosotros	Hablaremos	Beberemos	Viviremos
Ellos, Ellas, Ustedes	Hablarán	Beberán	Vivirán

Verbs irregular in the Future Tense

Hacer-haré, harás, hará, haremos, harán

Tener-tendré, tendrás, tendrá, tendremos, tendrán

¿Qué necesitas para visitar...?

¿Cuánto tiempo vas a pasar en...?

¿Qué vas a hacer allí?

¿Qué harás allí?

Traveling outside of Jamaica requires at least a passport, most countries also require that Jamaicans have a visa or permit in order to enter.

Your passports, visas, permits and any other documentation must be valid for travel for all destinations you plan to travel from, to or over.

- **Have students do the research on exactly what documents will be needed for the places to which they intend to travel.**

Para visitar Nueva York necesito un pasaporte y una visa (un visado) válidos, pero para visitar Brasil sólo necesito un pasaporte válido.

Voy a pasar/Quiero pasar dos semanas.

Vamos a pasar un fin de semana. Voy a asistir a la boda de mi tía Carol. También voy a ver la corrida de toros.

Dialogue

A mother and daughter discuss their vacation plan.

La madre: Shericka, ¿Qué país te gustaría visitar?

Shericka: ¿Podríamos ir a Florida este año? Me gustaría ir a la casa de Abuela Margaret.

Ella es muy divertida y me gusta ayudar en su panadería.

La madre: Cuando regresa papá de su trabajo, podemos discutirlo.

(Regresa papá, Shericka lo encuentra en la puerta)

Shericka: Papá me gustaría ir a la casa de Abuelita Margaret este verano. Quiero quedarme

todo el verano. Voy a ayudarla en la panadería y voy a cuidar a los perritos cuando ella no está en casa.

El padre: ¡¿Qué harás?! ¡cuidarás a los perros! Tú no te gustan los perros.

Shericka: Ay papá es verdad pero voy a mirar todos los episodios de “Dog whisperer” hasta que me voy.

Teachers may manipulate dialogue as is necessary and may remove some lines and have students fill them in, in order to get practice in dialogue completion.

Letter writing

Have students construct letters about their future plans using the following format:

- **City/Town and date....top right corner**
- **Greeting.....2-3 spaces down to the left**
- **Opening lines (suggestions given)**

1. ¿Cómo está tu familia?
2. Escribo esta carta para decirte
3. Espero que tengas buena salud

- Closing lines.....bottom right in line with city and date. (suggestions given)

1. Favor de escribirme pronto
2. Escríbeme pronto

- The farewell (suggestions given)

1. Abrazos
2. Besos y abrazos
3. Hasta pronto
4. Tu amigo/a, nieta etc.

Resource Material

Viva bk II text and workbook chapter 2

Dime Mucho Más chapter 10

Students should do:

- Exercise 2 page 123
- Exercise 3 page 124
- Exercise 9 page 127