

# LAS INTRODUCCIONES

I can included greetings / leave-takings / courtesy expressions in a dialogue.

I can ask and respond to basic conversational questions.

*¿Cómo te llamas?, ¿Cómo estás?, ¿De dónde eres?, ¿Cuántos años tienes?*

I can apply singular subject pronouns to basic conversation questions and responses.

I can apply the verbs→Estar, Ser, Tener to basic conversations and responses.



7<sup>o</sup> grado: **Unidad 2:** Las introducciones

Nombre: \_\_\_\_\_ Apellido: \_\_\_\_\_ Hora: Hora: **2** A /

**Essential Question:** Who am I? Who are you?

I can...	Interpretive		Presentational	Interpersonal		Culture	Interdisciplinary
	... understand when I...		... tell others about...	... ask others about...	... understand when they tell me about...	... understand the culture of the TL.	... understand the relationship between ELA & other topics to the TL.
...greetings & farewells.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
...name. (w/ llamar)	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
...emotions. (w/ estar)	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
...origin. (w/ ser)	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
...age. (w/ tener)	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

**¿YO PUEDO?**

**4** = I know this so well that I could teach it!

**3** = I get it!

**2** = I kind of get it. I need a little help.

**1** = I don't get it. I need **A LOT** help.

## Graph your Formative Assessment results:





**NOTE:** All HW (*WB pages, Edmodo quizzes, EDpuzzle videos, ect*) are formatives and can also be monitored here.

-/+ Self-improvement comments:																										
EM-4																										
M-3																										
NM-2																										
NY-1																										
Formative Assessments	Escuchar: Saludos y Despedidas																									
	Conversación																									
	Dialogo																									
	ET:																									
EXCEEDS MASTERY 4					MASTERY 3					NEAR MASTERY 2					NOT YET 1											



## Saludos y Despedidas

### Saludos=

<i>anytime</i>	<i>Day break until or before lunch</i>	<i>After lunch or 12:00pm until before dinner.</i>	<i>After dinner until bedtime.</i>
			
<b>Hola.</b>	<b>Buenos días.</b>	<b>Buenas tardes.</b>	<b>Buenas noches.</b>

### Cortesías=

Mucho gusto.

El gusto es mío.

Encantado / a.

Igualmente.

☆ Es mi amigo.... →


### Despedidas=

<b>Adiós.</b>		Most common farewell. Used anytime.
<b>Nos vemos.</b>		May see each other in a few days.
<b>Hasta luego.</b>		Going see each other the same day.
<b>Hasta mañana.</b>		Going to see each other the following day.
<b>Hasta pronto.</b>		Hope to see each other soon.

## Práctica con Saludos y Despedidas


A. It's your first day back at school. How will you greet your friends and teachers?


**¡ojó!** Be sure to include their name in the greeting.

1.  José, anytime \_\_\_\_\_

2.  María, at 10am \_\_\_\_\_

3.  Ricardo, at 2pm \_\_\_\_\_

4.  La Señora Costa, at an evening orientation meeting  
\_\_\_\_\_

5.  El Señor Suárez, at 8:30am  
\_\_\_\_\_

6.  Anita, at 9pm \_\_\_\_\_

B. How would you say good-bye to friends in the following situations?

1. You will see each other tomorrow in class.  
\_\_\_\_\_

2. You will see each other again soon.  
\_\_\_\_\_

3. You will see them in a few days.  
\_\_\_\_\_

4. You're going to see a movie together tonight.  
\_\_\_\_\_

5. You don't know when you will see them next  
\_\_\_\_\_



### Cultural Fact:

#### Relatives and Friends

(**tú / vosotros en España**)

In general, friends and relatives greet each other in Latin America (and Spain) with a kiss or a hug. You may be kissed twice--once on one cheek and once on the other cheek. Just so you know, before you get too excited about all the kissing, these hugs and kisses (**cheek to cheek**) are so commonplace in the Latin American (and Spanish) culture that they have no romantic meaning. On the other hand, when a male greets another male, it is customary for them just to give each other a hug.



Formal (business)

(**Ud. / Uds.**)

In most business situations and greetings, you can generally plan on shaking hands, unless they are a long-time acquaintance or relative. In this case, follow the "Relatives and Friends" guideline.



I can apply greetings and farewells.



# Los pronombres sujetos singulares

## Cultural

### Fact:

In Spanish speaking countries elders and people who are not known well are **ALWAYS** addressed with respect.

1 <sup>st</sup> person	yo	
	tú	
2 <sup>nd</sup> person	usted (Ud.)	
	él	
3 <sup>rd</sup> person	ella	
		Singular
		Plural

As you can see, there are 2 singular forms of “you”.

informal/familiar	formal
<ul style="list-style-type: none"> <li>• People you _____ well</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• People you _____ well</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>**Not only is _____ formal, but is used to SHOW _____.</b></p>	

## Formal vs. Informal ‘you’

A. Write **usted** or **tú** to indicate how you would address each of these people.

- The principal \_\_\_\_\_
- A classmate \_\_\_\_\_
- Your brother \_\_\_\_\_
- Your teacher \_\_\_\_\_
- Your mom \_\_\_\_\_
- A friend’s mom \_\_\_\_\_

## ¿Cómo te llamas?

### interrogativo –¿Cómo?

¿Cómo te llamas (tú)?	<i>Me llamo _____.</i>
¿Cómo se llama usted?	
¿Cómo se llama él?	<i>Él se llama _____.</i>
¿Cómo se llama ella?	<i>Ella se llama _____.</i>

- When forming a question the subject pronoun is placed **after** the verb.
- When responding to the question the subject pronoun is placed **before** the verb.

### A. Fill in the blanks with the correct Spanish words and names.

1. ¿Cómo \_\_\_\_\_ llamas? .....
2. ¿Cómo se llama tu mamá? .....
3. ¿Cómo \_\_\_\_\_ llama tu papá? .....
4. ¿\_\_\_\_\_ se llama tu mejor amigo/a? .....  
*your best friend*
5. ¿\_\_\_\_\_ tu abuelo? .....  
*your grandpa*

Me \_\_\_\_\_.

Mi mamá se llama \_\_\_\_\_.

Mi papá \_\_\_\_\_ llama \_\_\_\_\_.

Mi mejor amigo/a se \_\_\_\_\_ .....  
*my best friend* *name*

Mi abuelo \_\_\_\_\_ .....  
*my grandpa*

### B. Now choose TWO people from the list below and write TWO complete sentences stating their names.

**Modelo:** mi sobrino (*my nephew*)      Mi sobrino se llama Luis.

- mi maestro/a de matemáticas (*my math teacher*)      mi maestro/a de español (*my Spanish teacher*)
- mi hermano (*my brother*)      mi hermana (*my sister*)      mi abuela (*my grandma*)

1. \_\_\_\_\_
2. \_\_\_\_\_





## Más Práctica

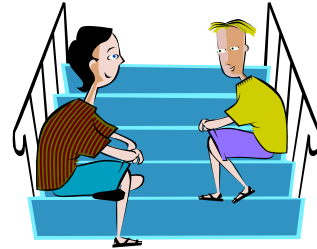
Complete the 3 dialogues with the missing information.

*Beatriz:* Hola. ¿\_\_\_\_\_ te llamas?

*Juan:* Me \_\_\_\_\_ Juan. ¿Cómo \_\_\_\_\_ llamas?

*Beatriz:* \_\_\_\_\_ llamo Beatriz. Adiós, Juan.

*Juan:* Hasta luego.



*Sr. Rosas:* Buenas noches.

*Carlos:* ¿Cómo \_\_\_\_\_ llamo \_\_\_\_\_?

*Sr. Rosas:* \_\_\_\_\_ llamo Sr. Rosas. ¿Cómo te \_\_\_\_\_?

*Carlos:* Me llamo \_\_\_\_\_







## Emociones



<p><b>mal</b> *horrible</p>	<p><b>así así</b> *regular *más o menos</p>	<p><b>bien</b></p>	<p><b>triste</b></p>
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<p><b>feliz</b> *contento / a *alegre</p>	<p><b>enojado / a</b></p>	<p><b>enfermo / a</b></p>
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<p><b>nervioso / a</b></p>	<p><b>cansado / a</b></p>	<p><b>emocionado / a</b></p>
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\* These words are not required to know.

## Apuntes

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## ¿Cómo estás?

**interrogativo** —¿Cómo?

¿Cómo estás tú?	Yo estoy...
¿Cómo está usted?	
¿Cómo está él?	Él está ...
¿Cómo está ella?	Ella está ...

- When forming a question the subject pronoun is placed after the verb.
- When responding to the question the subject pronoun is placed before the verb.

**A. Write the appropriate feeling for each situation, using the phrase “Yo estoy \_\_\_\_\_.”**

1. You are starting your first week of high school. \_\_\_\_\_
2. Summer is over and the school year has begun. \_\_\_\_\_
3. Your mom forgot to wake you up for school. \_\_\_\_\_
4. You have fun classes. \_\_\_\_\_

## Apuntes

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# Emociones

According to the **time of the day**, greet the following people. Use a formal or familiar greeting depending on whom you address.

**Modelo:** 11 p.m. / your doctor **A:** Buenas noches.



**B:** ¿Cómo está usted?



**B:** Yo estoy bien.

1. 10 p.m. / your best friend **A:**



**B:**

2. 2 p.m. / the school principal **A:**



**B:**

3. 9 a.m. / your mother **A:**



**B:**

4. 4 p.m. / your coach **A:**



**B:**

5. 9 p.m. / your twin brother **A:**



**B:**






6. 10 a.m. / your Spanish teacher **A:**



**B:**

## ¿Cómo está?

Julio is always wondering how are feeling. Today he is asking friends (amigo 1/2) about several people. Write a question for whom he is asking about and a response from his friends. Write a complete question and response (sentence) to say how the people are feeling. Use the correct form of ESTAR and the pictured vocabulary. Follow the model.

Modelo:	(María) 	<b>Julio:</b> ¿Cómo está María?
		Amigo:            María está bien.
1.	<b>Tito</b> 	<b>Julio:</b>  Amigo 1:
2.	<b>él</b> 	<b>Julio:</b>  Amigo 2:
3.	<b>Lola</b> 	<b>Julio:</b>  Amigo 1:
4.	<b>ella</b> 	<b>Julio:</b>  Amigo 2:



I can ask others and respond to others about emotions.



## Práctica



### A. Circle the correct response for each of the questions.

1. *¿Cómo está ella?*      **Ella está contento.**      **Ella está contenta.**
2. *¿Cómo está usted?*      Yo estoy así así.      Usted está regular.
3. *¿Cómo está él?*      **Marco está horrible.**      **Él está cansada.**
4. *¿Cómo estás?*      Yo estás contenta.      Yo estoy emocionado.
5. *¿Cómo está Marta?*      **Ella está enojada.**      **Marta estás mal.**

### B. Circle the correct form of the question that you would ask of the following people.

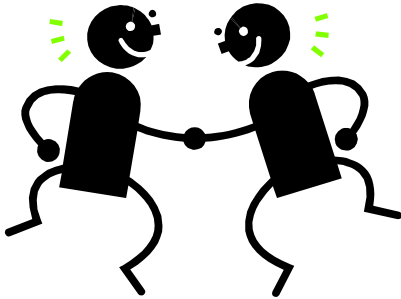
1. Your Spanish teacher      **¿Cómo te llamas?**      **¿Cómo se llama Ud.?**
2. Your sister      **¿Cómo estás tú?**      **¿Cómo está Ud.?**
3. Your dad      **¿Cómo estás tú?**      **¿Cómo está Ud.?**
4. A new student      **¿Cómo te llamas?**      **¿Cómo se llama Ud.?**
5. The president      **¿Cómo te llamas?**      **¿Cómo se llama Ud.?**
6. Your doctor      **¿Cómo estás tú?**      **¿Cómo está Ud.?**



## Minidiálogos

It is the first day of school in Mexico City, and people are getting to know each other. Complete the dialogues by circling the appropriate word / phrase in parenthesis.

1. (It is 10:00 at night.)



A: ¡Hola! ( **Hasta luego.** / **¿Cómo te llamas?** )

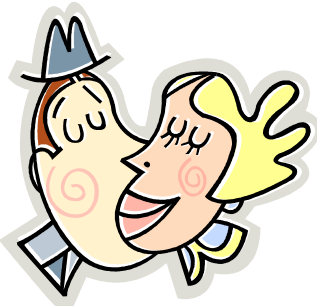
B: Me llamo Rubén. ¿Y tú?

A: Me llamo Antonio.

B: ( **Mucho gusto.** / **Bien, gracias.** )

A: Igualmente, Rubén.

2. (It is 8:00 in the morning.)



A: ( **¡Buenas tardes!** / **¡Buenos días!** ) ¿Cómo te llamas?

B: Hola. Me llamo Rosalía. ¿Cómo te llamas?

A: Me llamo Enrique. ( **Encantado.** / **Bien.** )

B: ( **el gusto es mío.** / **Estoy cansada.** ) Adiós, Enrique.

A: ( **¡Sí!** / **¡Nos vemos!** )

3. (It is 2:00 in the afternoon.)

Margarita: ¡Buenas tardes, Sr. Gómez! ( **¿Cómo estás?** / **¿Cómo está Ud.?** )

El Sr. Gómez: ¡Buenas tardes, Margarita! Estoy bien, gracias. ( **¿Y tú?** / **¿Y usted?** )

Margarita: Estoy así así.

El Sr. Gómez: ( **Hasta mañana.** / **Soy de Chile.** )

Margarita: Adiós.



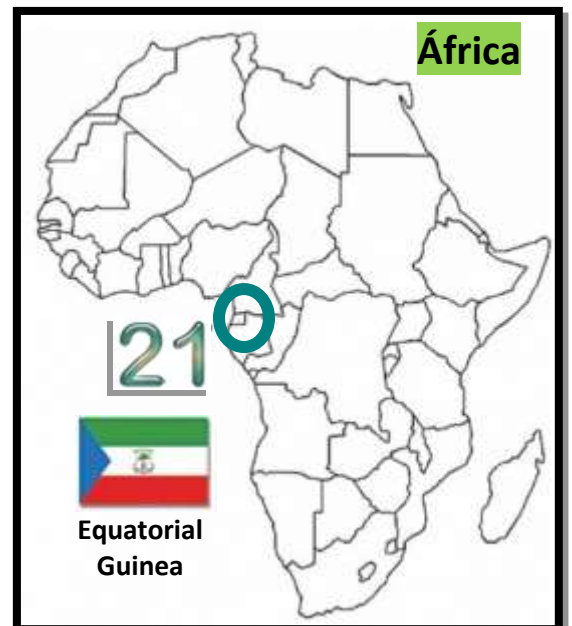
I can demonstrate my reading comprehension w/ the dialogues provided.

# WHO SPEAKS SPANISH?

**Q:** What does the United States of America have in common with the World?

**A:** **Spanish!** It is the **2<sup>nd</sup>** most spoken language in the USA as well as the world.

There are 21 Spanish speaking countries in the world on 4 different continents. Spanish is one of the fastest growing languages and is also the second most spoken language in the United States of America and the world. So being bilingual in the United States of America is a great enhancement to your future educational and professional goals as well as your personal life. How will Spanish help you in your future?







# Who speaks Spanish?

Mexico and Central America

My Mexico  
 Grandma Guatemala  
 Eats El Salvador  
 Ham Honduras  
 Not Nicaragua  
 Chicken Costa Rica  
 Patties Panama

Norteamérica

Caribé

México 1

El Océano Pacífico

Centroamérica

El Salvador 2

Guatemala 3

Honduras 4

Nicaragua 5

Costa Rica 6

Panamá 7

Cuba 8

Puerto Rico 9

La República de Dominicana 10

Europa

20

España

África

21

Equatorial Guinea

Caribbean and Other Areas

Cows Cuba  
 Play Puerto Rico  
 Daringly Dominican Republic  
 Every Equatorial Guinea  
 Summer Spain



### Who speaks Spanish?

Using the maps provided, answer the following questions.

1. What is the second most spoken Language in the world? \_\_\_\_\_

2. What 4 continents have Spanish speaking countries and Regions?

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3. What country speaks Spanish in Europe? \_\_\_\_\_

4. Spanish is the official language of this providence in Africa, what is its name? \_\_\_\_\_

5. What North American country Speaks Spanish? \_\_\_\_\_

6. There are 7 countries in Central America, which 6 Speak Spanish?


7. In South America, NOT all of the countries speak Spanish, but 9 countries do. Which ones speak Spanish?


8. There are many islands that make up the Caribbean, which ones speak Spanish as their official language?  
Hint: One of these is an USA providence.

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9. There are many countries that have Spanish speakers and learners...Which one boasts to have Spanish as the second most spoken Language? \_\_\_\_\_

10. What is the 3<sup>rd</sup> most used language on the internet? \_\_\_\_\_



## ¿De dónde eres?

interrogativo —¿De dónde...?

¿De dónde eres tú?	Yo soy de...
¿De dónde es usted?	
¿De dónde es él?	Él es de ...
¿De dónde es ella?	Ella es de ...

- When forming a question the subject pronoun is placed after the verb.
- When responding to the question the subject pronoun is placed before the verb.

## Apuntes

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## ¿De dónde eres?

**Club Internacional**



**Nombre:**  
Carlos Cruz

**País de origen:**  
Guatemala

**Cumpleaños:**  
el 22 de julio de 2001

**Teléfono:**  
8-98-10-35

*Carlos Cruz*

**Club Internacional**



**Nombre:**  
Benito Juarez-Reyes

**País de origen:**  
El Salvador

**Cumpleaños:**  
el 15 de enero de 1970

**Teléfono:**  
8-98-10-35

*Benito Juarez-Reyes*

### ¡ojo! País de origen=country of origin

A. Look at ALL the ID cards from the International Club. Then answer the questions about where people are from.

1. Hola, Carlos. ¿De dónde eres tú?

\_\_\_\_\_

2. Buenas noches, Sr. Cruz-Leon. ¿De dónde es usted?

\_\_\_\_\_

B. Look at ALL the ID cards from the International Club. Complete the Dialogue with the information provided from the ID cards.

**Ana María:** Hola, Sr. Juarez-Reyes.

¿De dónde (eres / es) (usted / tú)?

**El Sr. Juarez-Reyes:** \_\_\_\_\_ soy de \_\_\_\_\_.

¿De dónde (eres / es) (usted / tú)?

**Ana María:** Yo \_\_\_\_\_ de \_\_\_\_\_.

**Club Internacional**



**Nombre:**  
Alejandra Cruz-Leon

**País de origen:**  
Costa Rica

**Cumpleaños:**  
el 30 de abril de 1983

**Teléfono:**  
8-98-10-35

*Alejandra Cruz-Leon*

**Club Internacional**



**Nombre:**  
Ana María Morelos

**País de origen:**  
Honduras

**Cumpleaños:**  
el 5 de marzo de 2000

**Teléfono:**  
8-98-10-35

*Ana María Morelos*



## ¿De dónde eres?


Look at the following people and countries. Create mini dialogues between yourself **(A)** and the person you are addressing **(B)**.

Modelo:


A: ¿De dónde eres tú?

your best friend /  Estados Unidos: B: Yo soy de Estados Unidos.


1. A: \_\_\_\_\_

your younger cousin /  Nicaragua: B: \_\_\_\_\_


2. A: \_\_\_\_\_

your principal /  Guatemala: B: \_\_\_\_\_

3. A: \_\_\_\_\_

your doctor /  Panamá: B: \_\_\_\_\_

4. A: \_\_\_\_\_

the new student /  Honduras: B: \_\_\_\_\_

5. A: \_\_\_\_\_

your grandma /  Costa Rica: B: \_\_\_\_\_

6. A: \_\_\_\_\_

your classmate /  El Salvador: B: \_\_\_\_\_

## ¿De dónde es?

Julio is curious about where all the new students are from. Today he is asking friends (amigo) about several people. Write a question for whom he is asking about and a response from his friends. Write a complete question and response (sentence) to say where people are from. Use the correct form of SER and the pictured vocabulary. Follow the model.

Use the model below:

A. Write a question that a person might ask where another person is from.

B. Write a complete sentence, stating where the following people are from.

<p>Modelo:</p>	<p><b>Pedro / España</b></p> 	<p><b>Julio:</b> ¿De dónde <u>es Pedro</u>?</p>
		<p><b>Amigo:</b></p> <p>Pedro es de España.</p>
<p>1.</p>	<p><b>Marco / México</b></p> 	<p><b>Julio:</b></p> <hr/> <p><b>Amigo:</b></p>
<p>2.</p>	<p><b>él / Perú</b></p> 	<p><b>Julio:</b></p> <hr/> <p><b>Amigo:</b></p>
<p>3.</p>	<p><b>Ana / España</b></p> 	<p><b>Julio:</b></p> <hr/> <p><b>Amigo:</b></p>
<p>4.</p>	<p><b>ella / Ecuador</b></p> 	<p><b>Julio:</b></p> <hr/> <p><b>Amigo:</b></p>



I can ask others and respond to others about origin.



# Tener

## ¿Cuántos años tienes?

interrogativo —¿Cuántos?

¿Cuántos años tienes tú?	Yo tengo...años.
¿Cuántos años tiene usted?	
¿Cuántos años tiene él?	Él tiene ... años.
¿Cuántos años tiene ella?	Ella tiene ... años.

- When forming a question the subject pronoun is placed after the verb.
- When responding to the question the subject pronoun is placed before the verb.





# ¿Cuántos años tiene?

- a. Answer each question in a complete sentence, using the pictures and IDs provided.  
¡Ojo! Be sure to follow the *modelo* to guide your answer.

				
Isabel, 68	César, 3	José, 34	Mariana, 41	Bárbara, 16

Modelo: ¿Cuántos años tiene, Mariana? Ella tiene cuarenta y un años.

- ¿Cuántos años tiene, Bárbara? \_\_\_\_\_.
- ¿Cuántos años tiene, José? \_\_\_\_\_.
- ¿Cuántos años tiene, César? \_\_\_\_\_.
- ¿Cuántos años tiene, Isabel? \_\_\_\_\_.
- ¿Cuántos años tiene, Benito? \_\_\_\_\_.
- ¿Cuántos años tiene, Carlos? \_\_\_\_\_.
- ¡Ojo!** ¿Cuántos años tienes? \_\_\_\_\_.

**Club Internacional**



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el 15 de enero de 1970  
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*Benito Juarez-Reyes*

**Club Internacional**



**Nombre:**  
Carlos Cruz  
**País de origen:**  
Guatemala  
**Cumpleaños:**  
el 22 de julio de 2001  
**Teléfono:**  
8-98-10-35

*Carlos Cruz*



I can demonstrate my Reading comprehension.

## ¿Cuántos años tienes?

Look at the School IDs from San Cruz School. Complete the 3 dialogues with missing information about age (*edad*) based on the information on the IDs.

**La escuela de San Cruz**



**Nombre:** Mario López  
**Grado del año:** 7º grado  
**Edad:** 13  
**Año de escolar:** 2013-2014  
**Número de identificación:** 2019-3947

*Mario López*

**La escuela de San Cruz**



**Maestro:** Sr. Garcia de Lupe  
**Edad:** 29  
**Año de escolar:** 2013-2014

**Sra. Rosas de Morales:** Hola, Mario.

**Mario:** ¿Cómo se llama usted?

**Sra. Rosas de Morales:** Me llamo Sra. Rosas de Morales.

**Mario:** Es un placer.

**Sra. Rosas de Morales:** El placer es mío.

¿\_\_\_\_\_?

**Mario:** Yo tengo 13 años. ¿Cuántos años tiene usted?

**Sra. Rosas de Morales:** \_\_\_\_\_ . Bueno, adiós.

**Mario:** Hasta Luego.

**La escuela de San Cruz**



**Maestra:** Sra. Rosas de Morales  
**Edad:** 41  
**Año de escolar:** 2013-2014

**Julia:** Hola, ¿Cómo te llamas?

**Mario:** Me llamo Mario. ¿Cómo te llamas?

**Julia:** Me llamo Julia. Es un placer.

**Mario:** El gusto es mío. ¿Cuántos años tienes ( **tú / usted** ) ?

**Julia:** \_\_\_\_\_. ¿Cuántos años ( **tiene / tienes** ) tú?

**Mario:** \_\_\_\_\_. Hasta pronto.

**Julia:** Nos vemos.

**La escuela de San Cruz**



**Nombre:** Julia Reyes  
**Grado del año:** 6º grado  
**Edad:** 11  
**Año de escolar:** 2013-2014  
**Número de identificación:** 2020-8521

*Julia Reyes*

**Julia:** Hola, ¿Cómo se llama usted?

**Sr. Garcia de Lupe:** Me llamo Sr. Garcia de Lupe.

¿Cómo te llamas?

**Julia:** Me llamo Julia. Mucho gusto.

**Sr. Garcia de Lupe:** El gusto es mío. ¿Cuántos años tienes tú?

**Julia:** Yo tengo 11 años.

¿\_\_\_\_\_?

**Sr. Garcia de Lupe:** \_\_\_\_\_.  
Adiós.

**Julia:** Hasta mañana.



I can demonstrate my knowledge of the unit content.

## CONVERSATIONAL QUESTIONS AND ANSWERS

Fill in the following grid with the missing information. ¡OjO! There are NO complete sentences in the grid.

La palabra interrogativo en español →					
Subject Pronoun	SP English Definition	<b>What</b> is ___ name? <i>How do you call yourself?</i> <i>How does ___ oneself?</i>	<b>How</b> are you? <b>How</b> is _____?	<b>Where</b> are you <b>from</b> ? <b>Where</b> is _____ <b>from</b> ?	<b>How</b> old are you? <i>How many years do you have?</i> <b>How</b> old is _____? <i>How many years does ___ have?</i>
		2 part verb ↗	1 verb ↗	verb & preposition ↗	1 verb ↗

- ¿? When forming a question ¿? the subject pronoun is placed \_\_\_\_\_ the verb.
- When responding to the question the subject pronoun is placed \_\_\_\_\_ the verb.



## CFA: Conversación

**Reading Comprehension with grammar reinforcement.** María is having a conversation with some students on the first day of school. Complete the statements logically with words from the word bank.

adiós	hasta	llamo	se	placer	llama	mañana	tardes
encantada	vemos	hola	llamas	mío	mucho	me	

**María:** ¡\_\_\_\_\_! Me llamo María. ¿Cómo te \_\_\_\_\_?

*Teacher use only:* RC / G

RC / G

**Adriana:** \_\_\_\_\_ llamo Adriana. \_\_\_\_\_.

*Teacher use only:* RC / G

RC / G

**María:** Igualmente. Oye, ¿sabes cómo se \_\_\_\_\_ el chico?

*Teacher use only:*

RC / G

**Adriana:** \_\_\_\_\_ llama Jorge.

*Teacher use only:* RC / G

**María:** Es un \_\_\_\_\_, Adriana. Nos \_\_\_\_\_.

*Teacher use only:*

RC / G

RC / G

**Adriana:** \_\_\_\_\_, María. \_\_\_\_\_ luego.

*Teacher use only:*

RC / G

RC / G

**María:** Buenas \_\_\_\_\_, Jorge. Me \_\_\_\_\_ María.

*Teacher use only:*

RC / G

RC / G

**Jorge:** \_\_\_\_\_ gusto, María.

*Teacher use only:* RC / G

**María:** El gusto es \_\_\_\_\_. Hasta \_\_\_\_\_.

*Teacher use only:*

RC / G

RC / G



## Actividades de escuchar

### 1. Saludos Realidades:

Para Empezar T2

Circle the logical time that the greeting took place.

1. 9pm 10am
2. 2pm 10pm
3. 8pm 8am
4. 7am 3pm
5. 11pm 11am
6. 6am 4pm

### 2. ¿Saludo o despedidas?

Realidades:

Para Empezar T4

Put a checkmark in the appropriate box if it is a saludo or despedida.

	Saludo	Despedida
1		
2		
3		
4		
5		
6		
7		
8		

### 3. ¿Saludo o despedidas?

Realidades:

Para Empezar T5

Indicate which of the options would be a logical response to the question or phrase that is said.

1. \_\_\_\_\_ A. Estoy bien.
2. \_\_\_\_\_ B. Buenos días.
3. \_\_\_\_\_ C. Igualmente.
4. \_\_\_\_\_ D. Adiós.
5. \_\_\_\_\_ E. Me llamo ...

### 5. Unas conversaciones Realidades:

Para Empezar T26

For each conversation, circle when the conversation is taking place and if the conversation is with an adult or student. Then write what their response was.

<p>1. morning afternoon Student adult What was their response?</p>	<p>2. morning afternoon student adult What was their response?</p>	<p>3. student adult What was their response?</p>
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**Nuevos amigos** Listen as various people introduce themselves and say where they're from. Draw lines connecting the item number to the person speaking and their country of origin. A sample is done for you. *Challenge:* Put a ★ star next to the people who say they're 'glad to meet you'.

En español Disc 1, track 6

**Ejemplo**

- |    |               |                 |
|----|---------------|-----------------|
| 1. | Adán          | Costa Rica      |
| 2. | Guillermo     | Argentina       |
| 3. | Alma          | <b>Colombia</b> |
| 4. | <b>Álvaro</b> | México          |
| 5. | Eduardo       | Estados Unidos  |
| 6. | Carmen        | Guatemala       |
|    | Yolanda       | Uruguay         |

**Para responder....**

Se llama \_\_\_\_\_.

Él / Ella es de \_\_\_\_\_.





I can tell others about basic personal information.

**¿Quién soy?**

Presentación Oral \_\_\_\_\_ / **Z**

Presentación Escrita **A** / \_\_\_\_\_

Imagine that you are going to study in a Spanish speaking country. Your new teacher has asked you to send a postcard or skype to **introduce yourself** to the class, and **your classmates are also interested in what you have to say ABOUT your best friend (tu mejor amigo/a) back home.** Prepare an oral or written presentation in Spanish (*as assigned*), using vocabulary and grammar structures learned in the *Introducciones* unit.

**You have the entire class period to work. Written presentation will be submitted to the teacher on the template provided, at the end of class TODAY.**

- For this presentation, complete the brainstorming chart with the correct information about yourself and your best friend.

**Brainstorming Chart:** When using the brainstorming chart you will write **ONE** Spanish word in the space.

	información de tú	información de tu mejor amig@
You should include:	Yourself	Best friend
<b>B</b> range requirements		
name		
where you are from		
emotions		

- Put the information into complete Spanish sentences to begin the presentation about yourself and your best friend—be sure to meet all project requirements.
- Use your workbook to help with structure and spelling. Remember this is an **open-note** assessment!
- When you are finished writing your basic sentences consider adding additional logical information and rejoinders to help your presentation with fluidity.
- Repaso:** *Read over your answers.*

a. Did you encounter any repeat emotional terms?

- Yes? Replace them with different terms.
- No! Great!

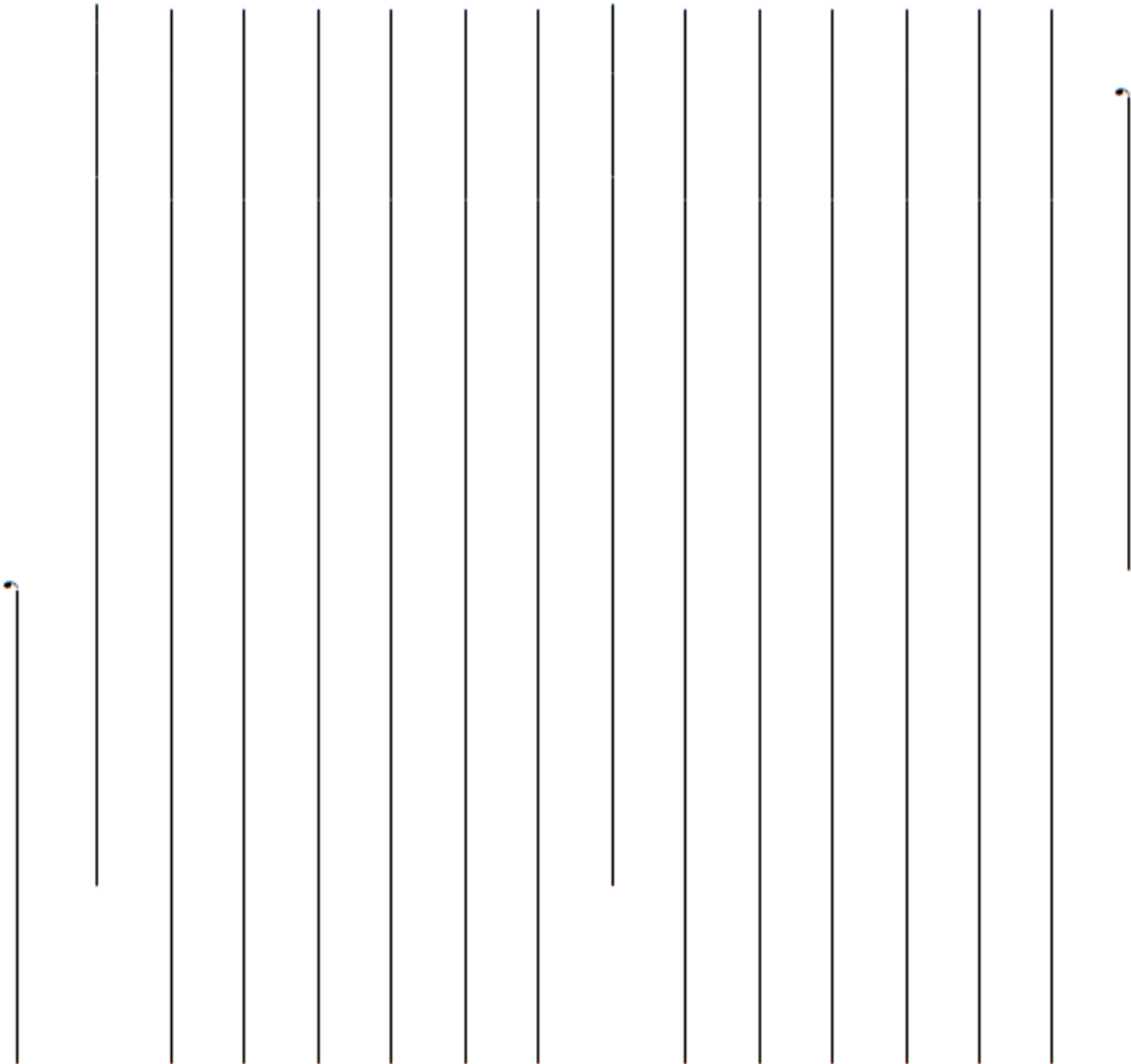
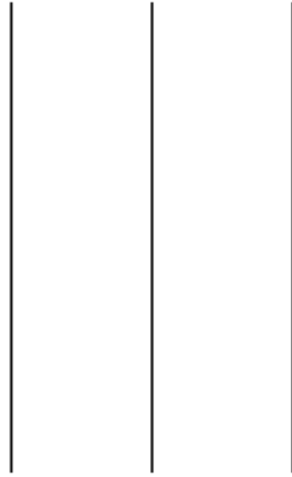
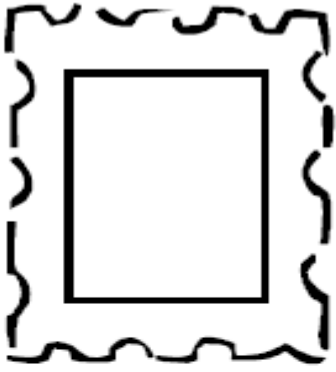
b. When you are finished consider adding additional logical information and **rejoinders** to help your presentation with fluidity.



include additional logical information learned this year to reach for an **A**

**Not required → Rejoinders:** These words can be included to help your presentation flow smoothly. **y=and, pero=but, porque=because, cuando=when, también=also** (*this word is placed at the beginning or end of a sentence.*)

Oral visuals	Written visuals
<p><b>Presentación y arte de oral:</b> Un mensaje electrónico. No visuals needed, you will be using 1 of several generic slides to prompt what you need to say,  <b><i>No script is allowed!</i></b>                      Practice, practice, practice!!!  <i>until you can present using only a visual aid</i></p>	<p><b>Presentación y arte de escrita:</b> Tarjeta de postal. No visuals needed, but if you have time include beautiful drawings of your state &amp;/or city in your post card. Remember it must look like a letter, and therefore should begin with “<b>Queridos padres,</b>” and end with “<b>Gracias,</b>”.  <b>Due @ the end of the class TODAY.</b>                      Although your presentation does not need to be in “final draft” form, make it as neat as possible.</p>





**Las introducciones: Interpersonal Assessment**



I can ask others and respond to others about basic personal information.

During this interpersonal assessment you will have a conversation in randomly selected **groups of two**. You will play the role of either teacher or student, also randomly selected the day of the assessment. You need to prepare for BOTH roles! The sample below is similar to the prompt sheet you will receive during the assessment. **Fully complete** and use this handout out as a study guide.

You **MUST be prepared** to ask and answer **ALL 4 of the questions** that you learned in the unit. You will be **responsible to ask 2 questions** as well as use a **greeting, courtesy, and farewell**.

CONVERSATION EXAMPLE

**A specific time** will be provided at the top of the prompt sheet so the greeting will need to represent the time for morning / afternoon / evening.

Play the role of either the teacher or the student to have the following conversation in Spanish.

MAESTRO/A	ESTUDIANTE
Greeting	Greeting
What is your name?	My name is ..... What is your name?
My name is ..... Nice to meet you.	Nice to meet you. Where are you from?
I am from ..... Where are you from?	I am from ..... How are you (doing/feeling)?
I am ..... Good-bye.	Good-bye.