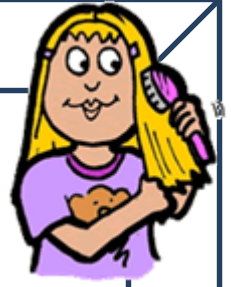




LA RUTINA DIARIA



Unidad 5






I can identify, spell and pronounce **personal care objects**.
I can identify, spell, pronounce and conjugate **reflexive verbs**.

I can use **infinitive phrases**:

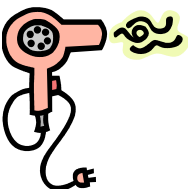
- deber + inf.
- querer + inf.

I can continue to use **infinitive phrases**:

-  ir + a + inf.
-  tener que + inf.
-  acabar de + inf.

I can use **prepositional phrases**:

- antes de + inf.
- después de + inf.



Los objetos personales



I can identify, spell and pronounce personal objects.

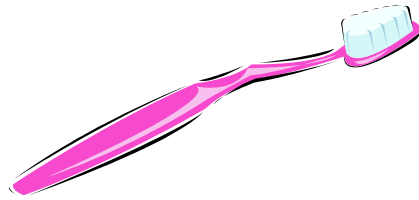
el peine
la toalla
el espejo
el desodorante
el champú
el maquillaje
el pañuelo de papel
el cepillo de dientes

el cepillo
el despertador
el jabón
la pasta de dientes
el secador de pelo
las tijeras
el papel higiénico
la afeitadora eléctrica

Identifica cada dibujo en español:



1. _____



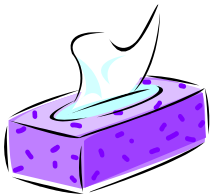
2. _____



3. _____



4. _____



5. _____



6. _____



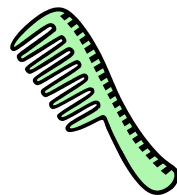
7. _____



8. _____



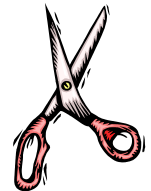
9. _____



10. _____



11. _____



12. _____



13. _____



14. _____



15. _____



16. _____

Marcas bien conocidas



I can identify personal objects with brand names.
















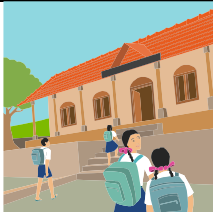








Label each of the brands below with a corresponding personal care item from your vocab list.

Los verbos reflexivos



I can identify, spell and pronounce reflexive verbs.

			
despertarse (e→ie)	levantarse	 ducharse	lavarse el pelo
			
lavarse las manos	secarse	secarse el pelo	maquillarse
			
cepillarse el pelo	peinarse	cepillarse los dientes	pintarse (las uñas, los labios)
			
afeitarse	desayunarse	atarse los zapatos	irse para la escuela
			
ponerse (la ropa, los zapatos)	vestirse (e→i)	quitarse (la ropa, los zapatos)	desvestirse (e→i)
			
acostarse (o→ue)	dormirse (o→ue)	bañarse	cortarse el pelo

Práctica con el vocabulario



I can tell what items to use and what time each action takes place.

A. Para cada actividad escribe las cosas que se necesitan.

Modelo: secarse el pelo *un secador de pelo, una toalla*

1. cepillarse los dientes _____
2. lavarse el pelo _____
3. peinarse _____
4. cortarse el pelo _____
5. cepillarse el pelo _____
6. despertarse _____
7. afeitarse _____
8. maquillarse _____
9. lavarse la cara _____
10. secarse _____

B. ¿Por la mañana o por la noche? What we do often depends upon the time of day. Read what the following people are doing and decide whether it is morning or night. Mark the appropriate column for each.



1. ____ ____ Paco se pone el pijama.
2. ____ ____ Andrés se quita el pijama.
3. ____ ____ Silvia se viste.
4. ____ ____ Teresa se viste y se peina para la fiesta.
5. ____ ____ Roberto se acuesta.
6. ____ ____ La Sra. Muñoz se levanta.
7. ____ ____ Cecilia se va para la escuela.
8. ____ ____ El Sr. Sánchez se siente muy cansado.
9. ____ ____ Tomás se duerme.
10. ____ ____ Yo me baño.







Los verbos reflexivos



I can write reflexive sentences using picture clues.

A. Finish each of the sentences below logically using a phrase from the word bank.

..... os peináis. se afeita.
..... me visto. se cepillan los dientes.
..... te despiertas. nos lavamos las manos.

1. 	Mi papá	
2. 	Yo	
3. 	Nosotros	
4. 	Vosotros	
5. 	Tú	
6. 	Ustedes	

Conjugación: los verbos reflexivos



I can conjugate reflexive verbs.

A. "SE" attached to an infinitive indicates that a verb is **reflexive**

ejemplos: lavar **se**, bañarse **se**, ponerse **se**

B. Reflexive verbs require **reflexive object pronouns** to indicate that the subject of the sentence receives the action of the verb.

Reflexive Object Pronouns: The purpose of the **reflexive object pronoun** is to show that the action of the verb remains with the subject.

Afeitarse = to shave (oneself)					
yo		afeito	nosotros nosotras		afeitamos
tú		afeitas	vosotros vosotras		afeitáis
él ella Ud.		afeita	ellos ellas Uds.		afeitan

Reflexive verbs:
The reflexive pronoun indicates that the action of the verb **reflects** back upon the subject.

Both the **verb ending** and the **reflexive object pronoun** _____ with the subject. **ejemplo:** Pedro **se** afeita. Pedro is both the subject (the one doing the shaving) and the object (the person being shaved).

Look at the following examples and write the subject, verb and object in English.

 Mi papá se afeita. <i>My dad is shaving (himself).</i>	 Yo me baño. <i>I'm bathing (myself).</i>	 Mis hermanos se lavan las manos. <i>My brothers are washing their (own) hands.</i>
Subject:	Subject:	Subject:
Verb:	Verb:	Verb:
Object:	Object:	Object:
Since the subject and object are the _____, the verb is reflexive.		

Conjugation of Reflexive verbs


1. Separate the "SE" from the verb base and place it before the verb.
2. Conjugate the verb base normally (regular / irregular), so it agrees with the subject.
3. Change the reflexive object pronoun "SE", so it agrees with the subject.


La conjugación de los verbos reflexivos





I can conjugate reflexives in the present tense.


Conjuga en el tiempo presente:


1. levantarse 	yo	_____	_____	nosotros/as	_____	_____
	Tú	_____	_____	Vosotros/as	_____	_____
	Usted.	_____	_____	Ustedes	_____	_____
	él	_____	_____	Ellos	_____	_____
	Ella	_____	_____	Ellas	_____	_____

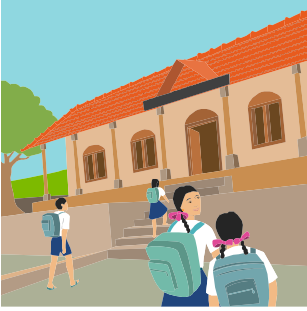
yo	_____	_____	nosotros/as	_____	_____	2. peinarse el pelo 
Tú	_____	_____	Vosotros/as	_____	_____	
Usted.	_____	_____	Ustedes	_____	_____	
él	_____	_____	Ellos	_____	_____	
Ella	_____	_____	Ellas	_____	_____	


3. despertarse (e→ie) 	yo	_____	_____	nosotros/as	_____	_____
	Tú	_____	_____	Vosotros/as	_____	_____
	Usted.	_____	_____	Ustedes	_____	_____
	él	_____	_____	Ellos	_____	_____
	Ella	_____	_____	Ellas	_____	_____

yo	_____	_____	nosotros/as	_____	_____	4. acostarse (o→ue) 
Tú	_____	_____	Vosotros/as	_____	_____	
Usted.	_____	_____	Ustedes	_____	_____	
él	_____	_____	Ellos	_____	_____	
Ella	_____	_____	Ellas	_____	_____	

5. vestirse (e→i) 	yo	_____	_____	nosotros/as	_____	_____
	Tú	_____	_____	Vosotros/as	_____	_____
	Usted.	_____	_____	Ustedes	_____	_____
	él	_____	_____	Ellos	_____	_____
	Ella	_____	_____	Ellas	_____	_____

yo	_____	_____	nosotros/as	_____	_____	6. ponerse la ropa 
Tú	_____	_____	Vosotros/as	_____	_____	
Usted.	_____	_____	Ustedes	_____	_____	
él	_____	_____	Ellos	_____	_____	
Ella	_____	_____	Ellas	_____	_____	

7. irse para la escuela 	yo	_____	_____	nosotros/as	_____	_____
	Tú	_____	_____	Vosotros/as	_____	_____
	Usted.	_____	_____	Ustedes	_____	_____
	él	_____	_____	Ellos	_____	_____
	Ella	_____	_____	Ellas	_____	_____

yo	_____	_____	nosotros/as	_____	_____	8. lavarse el pelo 
Tú	_____	_____	Vosotros/as	_____	_____	
Usted.	_____	_____	Ustedes	_____	_____	
él	_____	_____	Ellos	_____	_____	
Ella	_____	_____	Ellas	_____	_____	

El arreglo personal



I can use the reflexive verbs correctly in a sentence.

In Spanish reflexive constructions, we DO NOT use the possessive adjective with parts of the _____ or _____ apparel, since the reflexive pronoun obviously refers to the subject. The **definite article** is used instead:



Tú te lavas el pelo.

You wash your hair.

Él se pone los zapatos.

He puts on his shoes.

Yo me cepillo los dientes.

I brush my teeth.

Ud. se quita el abrigo.

You take off your coat.

A. Say what the following people do with the illustrated objects. Use the corresponding reflexive verb in the present tense for each sentence; include the object in the second sentence.

1. Mi papá _____ la cara.



2. Mis hermanas _____ las piernas con _____.

3. Mi mamá _____.



4. Yo _____ con _____.

5. Yo _____ el pelo.



6. Tú _____ el pelo con _____.

7. Mariana y yo _____ los dientes.



8. Vosotros _____ los dientes con _____.

9. Yo _____ la cara.



10. Tú _____ las manos con _____.

11. Carolina _____ el pelo.



12. Uds. _____ el pelo con _____.

Más detalles: Reflexive vs. Non-reflexive



I can determine reflexive vs. non-reflexive verbs.

Many verbs can be reflexive or non-reflexive depending on use.

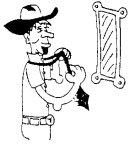
Compare: Clara lava los platos. = Clara is washing the dishes.

Clara se lava las manos = Clara is washing her (*own*) hands.

Mamá despierta a mi hermana. = Mom is waking my sister.

Mamá se despierta a las seis. = Mom wakes up (*herself*) at 6:00.

A. Are the following activities reflexive or not? Write Sí or No.



1.



2.



3.



4.

B. Complete each sentence with the appropriate (reflexive or non-reflexive) verb from the box.



1. Carmen _____ el pelo.



2. Carmen _____ el pastel.



3. Yo _____ al perro.



4. Yo _____ el pelo.



5. Tú _____.



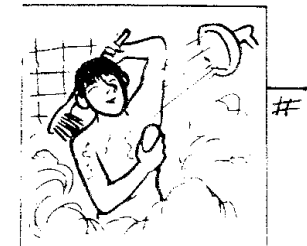
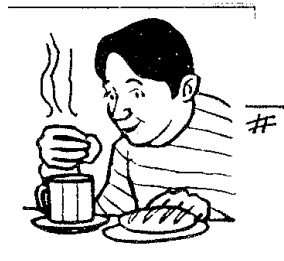
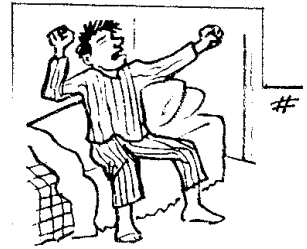
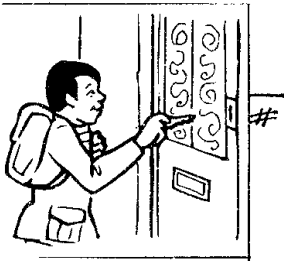
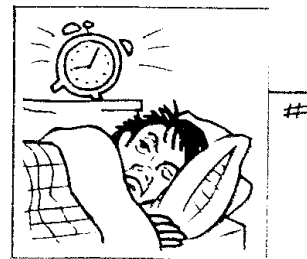
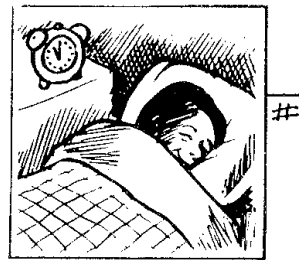
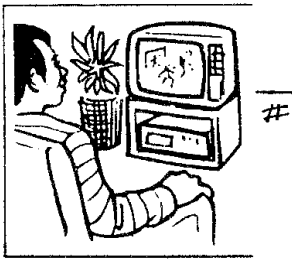
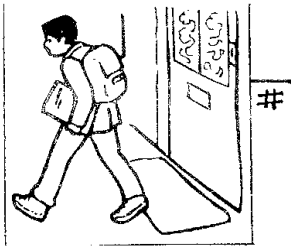
6. Tú _____ al gato.

La rutina de Paco: actividad de escuchar



I can identify reflexives with listening comprehension.

Listen as your teacher describes Paco's morning routine and write the number of each sentence you hear next to the corresponding picture.





La rutina de Mario

Primero, Mario se despierta con el despertador a las seis por la mañana. Después de levantarse a las seis y media, él se desayuna el pan y cocoa caliente en la cocina. Antes de peinarse el pelo con el peine, se viste. Luego, se cepilla los dientes con el cepillo de dientes y la pasta de dientes 2 veces al día todos los días. Después, se va a la escuela a las siete y veinte. Para irse a la escuela, necesita tomar el autobús. Generalmente, llega la escuela a las ocho menos cuarto.

Después de la escuela, vuelve a la casa y come un meriendo de la quesadilla y la leche. Siempre hace la tarea después de merendar. Entonces, necesita hacer los quehaceres y da de comer el gato, antes de cenar con la familia. Después de cenar, él pone los platos en el lavaplatos. Luego, él mira la tele con la familia para una hora.

Él se acuesta a las nueve pero nunca se acuesta sin cepillarse los dientes. Entonces, se cepilla los dientes y antes de acostarse. Luego, él no tiene tiempo en la mañana y para ayudarse, él ordena la ropa por la mañana. Pues, se desviste y él se ducha en la ducha para 15 minutos. Cuando se ducha, él se lava el cuerpo con el jabón y se lava el pelo con el champú. Luego, él se seca el cuerpo con la toalla. Antes de secarse el pelo con el secador de pelo, él se pone el pijama. Por fin, cuando se acuesta, él lee un libro para media hora y se duerme para ocho y media horas.

After reading the passage; answer the following questions about Mario's routine.

1. Does Mario shower or bathe and when? _____
2. How often does Mario brush is teeth? _____
3. Does Mario brush or comb his hair and when? _____
4. What personal care objects are used in the evening routine? _____

5. At what time does Mario go to sleep? _____

La rutina de Nuria: actividad en compañeros



I can write reflexive sentences & communicate this with my partner.

Escribir: Look at the pictures below; write a list of FIVE things Nuria does as part of her morning routine.

1. _____
2. _____
3. _____
4. _____
5. _____

Leer: Now, read your list to a partner.

Escuchar: On the lines at the bottom of this page, your partner should write the letters that correspond to the activities you mention.



*Actividad de
escuchar*

1. _____
2. _____
3. _____
4. _____
5. _____


Actividad en clase



I can ask and answer questions with reflexive verbs.

Ask questions of other students to find-out **who does** the following activities. Find a different person for each activity and have the person sign his/her name.

- Be sure to **ask in the tú form** and **answer in the yo form**.

<p>Ejemplo: afeitarse antes de la escuela frecuentemente</p> 	<p>Pregunta: ¿Te afeitas antes de la escuela frecuentemente? Contesta: Sí, me afeito antes de la escuela frecuentemente.</p> <p style="text-align: center;">o</p> <p>No, no me afeito antes de la escuela frecuentemente.</p>
--	---

(Firma aquí en una caja, por favor)

despertarse a las seis de la mañana	lavarse el pelo todos los días	cepillarse los dientes <u>dos veces</u> (<i>two times</i>) al día
peinarse mucho durante el día	despertarse <u>sin</u> (<i>without</i>) despertador	acostarse a las diez o antes
secarse el pelo con un secador de pelo	ducharse por la noche	bañarse por la mañana
maquillarse después de la clase de educación física	cortarse el pelo todos los meses	dormirse a las once de la noche o después



La batalla naval

	secarse el pelo	vestirse	acostarse temprano	lavarse las manos	ponerse los zapatos	despertarse tarde	dormirse	afeitarse
yo								
tú								
él ella Ud.								
nosotros nosotras								
vosotros vosotras								
ellos ellas Uds.								

✘ agua=miss
⚡💣 golpe=hit
☠ hundido=sunk

	secarse el pelo	vestirse	acostarse temprano	lavarse las manos	ponerse los zapatos	despertarse tarde	dormirse	afeitarse
yo								
tú								
él ella Ud.								
nosotros nosotras								
vosotros vosotras								
ellos ellas Uds.								

DEBER: What should everyone do?



I can express what people should do.

In the past we have learned of 3 part infinitive structures, such as *ir a + inf.*, *acabar de + inf.*, & *tener que + inf.*.

Also, when having 2 verbs _____ to each other in a sentence; the second verb _____ remain in the infinitive format.

	<p>Tú <u>te</u> debes despertar a las seis. o Tú debes despertarte <u>te</u> a las seis.</p>
	<p>Yo <u>me</u> debo cepillar los dientes. o Yo debo cepillarme <u>me</u> los dientes.</p>
	<p>Carlitos <u>se</u> debe bañar. o Carlitos debe bañarse <u>se</u>.</p>

Deber + infinitive = should do .../to ought to ...

Estructura:

reflexive pronoun

+ infinitivo

ATTACHED reflexive pronoun








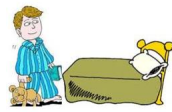


The **reflexive pronoun** may be placed either **right in front of the conjugated verb** (form of deber) or **attached to the end of the infinitive.**

DEBER práctica oral: A/B



I can ask and respond to what people **SHOULD** do.

1. ESTUDIANTE A: On the left side of this page, **write** sentences saying what “Yo”, “Santiago” and “Vosotros” SHOULD DO. **Do not use any picture more than once.**
2. ESTUDIANTE B: On the right side of this page, **write** sentences saying what “Tú”, “Sara y yo” and “Rosa y Lana” SHOULD DO. **Do not use any picture more than once.**
2. **Read** your sentences to your partner.
3. **Draw lines** as you listen to indicate comprehension on the following page.

Yo (attached)		Tú (attached)
		
		
Santiago		Sara y yo (attached)
		
		
Vosotros (attached)		Rosa y Lana
		
		
		

DEBER: escuchar y dibujar



I can listen and identify what people should do.

Listen to what you hear and connect each subject to the corresponding picture

yo



tú



Santiago



Sara y yo



Vosotros



Rosa y Luna



Other Verb Phrases That Use an Infinitive:



I can recall previously learned material.
I can demonstrate reading comprehension.

Fill in the conjugation chart.

	IR A + inf	ACABAR DE = inf	TENER QUE + inf	PREFERIR + inf
Definition→				
yo				
tú				
Ud. / él / ella				
nosotros /as				
vosotros / as				
Uds./ellos/ellas				

More infinitive phrases.

necesitar + infinitive =

pensar + infinitive =

querer + infinitivo =

poder + infinitive =

Traduce al inglés:

1. Carmen va a levantarse a las seis mañana.
2. Paco se acaba de lavar las manos.
3. Las chicas se quieren vestir para la fiesta.
4. Los niños piensan acostarse tarde.
5. Tengo que cepillarme los dientes antes de acostarme.
6. Debemos quitarnos los zapatos después de entrar en la casa.
7. Vamos a irnos para la escuela pronto.
8. Me acabo de desayunar a las siete.

Práctica: frases con infinitivos



I can use a variety of infinitive expressions.

Use the indicated infinitive expression to complete the following sentences.

- For the ODD numbered items, place the pronoun in front of the conjugated verb.
- For the EVEN numbered items, attach it to the infinitive.

1. has to



Mamá _____ a las nueve.

2. need to



Tú _____ la gorra.

3. should



Papá _____ antes de comer.

4. intend to



Yo _____ a la escuela.

5. prefer to



Ellos _____ a las seis.

6. going to



Nosotros _____ mañana.

7. just ...



Marta _____ los zapatos.

8. wants to



Mi hermana nunca _____.











Infinitive structure práctica oral: A/B



I can ask and respond to what people have to do.

WRITE 3 sentences to read to your partner. Use three DIFFERENT infinitive structures has to..., is going to..., just..., wants to..., needs to..., should..., can... Vary the placement of your reflexive pronoun & Do not use any picture more than once.

1. ESTUDIANTE A: On the left side of this page, **write** sentences saying what “Yo”, “Santiago” and “Vosotras”
2. ESTUDIANTE B: On the right side of this page, **write** sentences saying what “Tú”, “Rafael y yo” and “Julieta y Julio”
2. **Read** your sentences to your partner.
3. **Draw lines** as you listen to indicate comprehension on the following page or back side.

Yo		Tú
		
Santiago (ATTACHED)		Rafael y yo
		
		
		Julieta y Julio (ATTACHED)
Vosotras		
		
		
		

Infinitive structure: escuchar y dibujar



I can listen and identify what people have to do.

Listen to what you hear and connect each subject to the corresponding picture. Also, circle the infinitive structure used.

Yo

has to... is going to...
just... wants to...
needs to... should...
can...



Tú

has to... is going to...
just... wants to...
needs to... should...
can...



Santiago

has to... is going to...
just... wants to...
needs to... should...
can...



Rafael y yo

has to... is going to...
just... wants to...
needs to... should...
can...



Vosotras

has to... is going to...
just... wants to...
needs to... should...
can...



Julio y Julieta

has to... is going to...
just... wants to...
needs to... should...
can...



Práctica



I can complete the sentences with reading comprehension.

Sentence completion: Complete the following sentences with the correct ending from the word bank. Also, CIRCLE the reflexive pronouns.

1. Voy a _____
2. Mi hermana y yo necesitamos _____
3. Me ducho todos los días _____
4. Mi hermano _____
5. Mi mamá se maquilla poco los fines de semana _____
6. Los niños acaban de _____
7. Carlos se cepilla los dientes _____
8. Laura no tiene tiempo _____
9. Debéis quitaros los abrigos _____
10. Prefieres _____
11. Puedo maquillarme _____
12. Podemos acostarnos tarde _____

sin mirarme en el espejo. acostarse. se viste rápido.
levantarte tarde los sábados. despertarnos a las seis mañana.
porque hace calor hoy. porque no hay clases mañana.
tres veces al día. acostarme temprano esta noche.
porque tengo que lavarme el pelo. para pintarse las uñas.
porque no tiene que trabajar.

Verbs that follow prepositions



I can use the prepositions that come before infinitives.

antes de + infinitive

después de + infinitive

In Spanish an **infinitive** is the **ONLY** form of a verb that can follow a preposition. If the verb that follows the preposition is reflexive, the reflexive pronoun must be attached to the _____ of the verb and must _____ with the subject.

ejemplos: Yo me ducho después de levantarme.

Susi se maquilla antes de vestirse.

yo	afeitarse		estudiar
tú	cepillarse los dientes		despertarse
mi hermano	peinarse		ir a la escuela
mi mamá	vestirse	antes de	mirar la tele
mi papá	acostarse	después de	desayunar
nosotros	secarse el pelo		vestirse
mis padres	ponerse los zapatos		ducharse
	maquillarse		acostarse

A. Combine items from each column above in order to translate these sentences:

- I dry my hair before I eat breakfast.

- I put on my shoes after getting dressed.

- My brother brushes his teeth before showering.

- My dad shaves after showering.

- My mom puts on make-up after getting dressed.

- We go to bed after studying.

- My parents brush their teeth before going to bed.

- My brother combs his hair before eating breakfast.

- I comb my hair before going to school.

Verbs that follow prepositions



I can use the prepositions that come before infinitives.

para + infinitive

sin + infinitive

Two other prepositions commonly used with reflexive verbs are

***para** (_____) and **sin** (_____). Remember, the only form of a verb that can follow a preposition is an _____. If the verb that follows the preposition is reflexive, the reflexive pronoun must be attached to the _____ of the verb (infinitive) and must agree with the subject.*

ejemplos: Yo uso una toalla para secarme el pelo.

Nosotros salimos de la casa sin peinarnos el pelo.

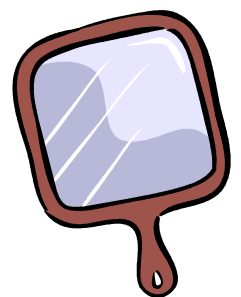
Translate these sentences:

1. My mom uses a mirror in order to put on (her) make-up.

2. They are going to bed without brushing their teeth.

3. I don't go to the pool without shaving my legs.

4. I need an alarm clock in order to wake up.



COMMA



I can use a comma within a sentence.



A comma is used after an introductory phrase. Which means the verb that follows the comma is conjugated. So, with reflexive verbs the reflexive pronoun will be placed prior to the conjugated verb.

ejemplos: Después de levantarme, me cepillo los dientes.
Antes de acostarme, me baño.

When a comma is placed immediately after **después** and **antes** an infinitive will NOT be used, but rather a conjugated verb. The comma in this case has now changed the rule. So, with reflexive verbs the reflexive pronoun will be placed prior to the conjugated verb.

Antes, = beforehand, before **Después,** = afterwards, after

ejemplos: Me levanto a las seis. Después, me cepillo los dientes.
Me acuesto a las diez. Antes, me baño.

Hint:

A for antes is before **D** for después, **D** for después is after **A** for antes.



¿Antes o después?



I can apply prepositions to a sentence.



Me levanto a las seis. **Después**, me cepillo los dientes.
Después de levantarme, me cepillo los dientes.
Me cepillo los dientes **después de** levantarme.



Me acuesto a las diez. **Antes**, me baño.
Antes de acostarme, me baño.
Me baño **antes de** acostarme.



Práctica: Traduce las frases al español usando las fotos. Empieza con # 5.



1. I get dressed after drying my hair.

2. After drying my hair, I get dressed.

3. I dry my hair before I get dressed.

4. Before I get dressed, I dry my hair.

5. **I dry my hair. Afterwards, I get dressed.

La rutina de Esteban

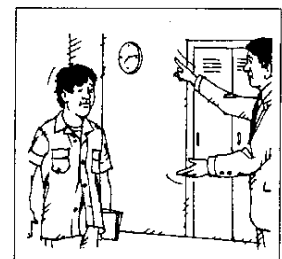
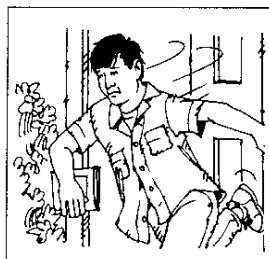
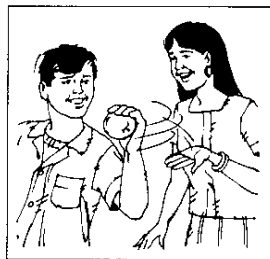
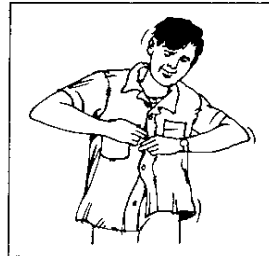
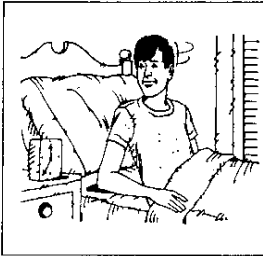


I can write a paragraph about a morning routine.

Describe what Esteban does in the morning using the pictures to guide you. Incorporate some sequencing words into your description:

- primero = first
- entonces = then
- después = after, afterwards
- luego = next
- antes de + infinitive = before
- después de + infinitive = after
- por fin = finally

¡OJO! Some of the verbs are reflexive, while others are not. The first sentence has been done for you.



Primero, Esteban se levanta. _____

La rutina de Carlos: actividad de escribir



Look at the pictures and write a paragraph of what Carlos's morning routine is like.

Preguntas sobre tu rutina diaria



I can answer questions about my daily routine.

1. ¿A qué hora te despiertas? _____

2. ¿Prefieres ducharte o bañarte? _____

3. ¿Cuándo te duchas o te bañas...por la mañana o por la noche?

4. ¿Qué tipo de champú usas? _____

5. ¿Qué usas para secarte el pelo? _____

6. ¿Qué usas más, un peine o un cepillo? _____

7. ¿Qué comes para el desayuno? _____

8. ¿Te cepillas los dientes antes o después del desayuno?

9. Típicamente, ¿qué ropa llevas a la escuela?

10. ¿Qué haces antes de acostarte? _____

11. ¿A qué hora te acuestas? _____

12. ¿Cuántas horas duermes por la noche?



I can present information about the daily routine of a person.

Presentación Oral: Un amigo ideal (o horrible)

Assignment: You will be shown one of the pictures below. Does this person have *ideal* hygiene habits, or the most *horrible* habits you could imagine? What does this person do (or not do) as part of his/her daily routine? Prepare an oral presentation in which you describe his/her activities in Spanish. Begin with waking up and end with falling asleep -- you determine which other details you wish to include.

Requirements:

- conjugated reflexive verbs** (ex. Mi amigo(a) ideal/horrible **se despierta** ...)
- personal care objects** (ex. Se seca el pelo con **una toalla**.)
- time expressions** (ex. Se despierta **a las seis y media**.)
- prepositions + infinitive** (ex. **Después de despertarse**....)
- sequencing words** (ex. primero / entonces / luego / por fin / etc.)



Suggestions for expansion: adverbs of frequency (*siempre, todos los días*), infinitive phrases (*Tiene que + inf., Debe + inf.*)

As with any presentational assessment, your grade will be based on what you show you have learned *in the unit being assessed*. Organize your ideas logically, and use your resources to help you structure and spell correctly --- then practice! No written notes may be used during your presentation.

Presentación Escrita: Un amigo ideal (o horrible)



Assignment: You will be presented with one of the pictures below. Does this person have *ideal* hygiene habits, or the most *horrible* habits you could imagine? What does this person do (or not do) as part of his/her daily routine? Write a description of his/her activities in Spanish. Begin with waking up and end with falling asleep -- you determine which other details you wish to include.

Requirements:

- conjugated reflexive verbs** (ex. Mi amigo(a) ideal/horrible **se despierta** ...)
- personal care objects** (ex. Se seca el pelo con **una toalla**.)
- time expressions** (ex. Se despierta **a las seis y media**.)
- prepositions + infinitive** (ex. **Después de despertarse**....)
- sequencing words** (ex. primero / entonces / luego / por fin / etc.)

Suggestions for expansion: adverbs of frequency (*siempre, todos los días*), infinitive phrases (*Tiene que + inf., Debe + inf.*)

As with any presentational assessment, your grade will be based on what you show you have learned *in the unit being evaluated*. Organize your ideas logically, and use your resources to help you structure and spell correctly.



Content	EXCEEDS requirements. extensive variety of: <ul style="list-style-type: none"> unit vocabulary unit grammar rich detail transitions recycled previous material 9.5	MEETS requirements. a variety of: <ul style="list-style-type: none"> unit vocabulary unit grammar detail transitions 8.5	Meets MOST requirements. Task is completed with: <ul style="list-style-type: none"> little unit vocabulary little unit grammar little detail repetitive structures few transitions, choppy 7.5	Does NOT meet requirements. Task is minimally addressed, missing one or more components. 6.5	Not enough content to assess. <i>refl. vbs.</i> <i>pers. care obj.</i> <i>time</i>
	Accuracy	Demonstrates a <u>high degree of control</u> of unit content. <ul style="list-style-type: none"> gender agreement verb conjugations sentence structures spelling/accents punctuation/capitalization Very few errors do not hinder overall comprehensibility. 9.5	Demonstrates <u>good control</u> of learned structures. <ul style="list-style-type: none"> gender agreement verb conjugations sentence structures spelling/accents punctuation/capitalization Errors do not hinder over all comprehensibility. 8.5	Demonstrates <u>some control</u> of learned structures. <ul style="list-style-type: none"> gender agreement verb conjugations sentence structures spelling/accents punctuation/capitalization Errors sometimes hinder comprehensibility. 7.5	Demonstrates <u>lack of control</u> of learned structures. <ul style="list-style-type: none"> gender agreement verb conjugations sentence structures spelling/accents punctuation/capitalization Errors significantly hinder comprehensibility. 6.5

Content & Accuracy Grade = _____ (20 pts) Exceeding requirements does not guarantee an A in accuracy.

Presentation	oral	4.75→ WOW! Easy to understand. Speaks w/ ease, loudly & clearly. Speech continues w/ natural pasues. <i>Pronunciation is correct.</i>	4.25→ Easy to understand. Speaks loudly & clearly. Some hesitation but manages to continue & completes thoughts. <i>Pronunciation generally correct</i>	3.75→ Speaks loudly & clearly but speech is choppy &/or slow w/ frequent pauses; few or no complete thoughts. <i>Mispronunciation affects communication.</i>	3.25→ Hard to hear, understand. Speech is halting & uneven w/ long pauses &/or incomplete thoughts. <i>Significant mispronunciation interferes w/ comprehension.</i>	Cannot hear, understand. Communication does not occur. 2.75 Back is to the audience. Always faces the visuals/Smart Board.
	written	Outstanding use of transition words to make ideas flow smoothly. Very easy to follow.	Well prepared. Some transition words help ideas flow. Easy to follow.	Fairly well prepared. Few transition words. Ideas may jump from topic to topic or be hard to follow at times.	Unprepared. Jumps from topic to topic, ideas are not connected w/ transition words.	Unprepared NO transition words.
	WOW! Writing is well organized w/ a clear beginning, middle, end.	Writing is organized, some sense of beginning, middle, end.	Less organized writing, little sense of beginning, middle, end.	Writing is disorganized, hard to follow. No sense of beginning, middle, end.	Ideas are very disorganized/ disconnected; writing is very hard to follow.	

Oral / Written Presentation Grade = _____ (10 pts)

<p style="text-align: center;">Where you GLOW!</p> <p> <input type="checkbox"/> Good variety of vocabulary! <input type="checkbox"/> Good sentence structures! <input type="checkbox"/> Accurate grammar. <input type="checkbox"/> Nice variety of verb conjugations. <input type="checkbox"/> Nice details/expansion beyond minimum! <input type="checkbox"/> Ideas are well organized. <input type="checkbox"/> Good use of transition words to connect your ideas! <input type="checkbox"/> Well prepared, speaks with ease. <input type="checkbox"/> Accurate pronunciation. </p>		<p style="text-align: center;">Where you need to GROW...</p> <p> <input type="checkbox"/> Meet minimum requirements (not enough content). <input type="checkbox"/> Use <u>more</u> CONTENT from the current unit. INVITE DECLINE ACCEPT <input type="checkbox"/> Use <u>more</u> GRAMMAR from the current unit. - <input type="checkbox"/> Add more detail/expand beyond min. <input type="checkbox"/> Vary sentence structures / avoid repetition. <input type="checkbox"/> Include /use more transitions or frequency words <input type="checkbox"/> Use transitions to avoid chopiness. </p>	<p> <input type="checkbox"/> Work on pronunciation: consonants vowels <input type="checkbox"/> Practice out loud ahead of time. <input type="checkbox"/> Slow down <input type="checkbox"/> Speak up <input type="checkbox"/> Don't use English! <input type="checkbox"/> Check your grammar. <input type="checkbox"/> Check spelling/accents <input type="checkbox"/> Check capitalization/punctuation </p>
<p>La rutina diaria: TOTAL _____ /30 _____ %</p>			

LA RUTINA DIARIA: Interpersonal Assessment



I can have a natural conversation about what is the daily routine.

You and one of your friends are having trouble getting to school on time -- your mornings are very frazzled! Talk with him/her to figure out what's making you both late.

During this interpersonal assessment you will have a conversation in Spanish with a randomly selected classmate. You will ASK, ANSWER, and give ADVICE about what you and your friend do as part of your daily routines.

You should speak in Spanish only and use complete sentences that "show-off" **what you have learned during this unit.** (*new vocabulary, methods of expressing obligation, sequencing words, verb conjugations, etc.*) Elaborate/expand as much as possible.

ASK: You will pose two of the questions below to another student.

-What time do you wake up?

-What do you do **AFTER** getting up?

-What time do you go to sleep?

-What do you do **BEFORE** going to bed?

ANSWER: Answer the questions posed to you in complete sentences. Give as many additional supporting details as you can, using a wide variety of vocabulary and verb structures from the unit.

ADVISE: Give advice about what your friend could change in his/her routine to get to school on time --- and make his/her morning less hectic. Use infinitive structures to discuss what your friend should do, needs to do, wants to do, etc.



Use this script to help prepare for your interpersonal.

A: Say hello.

B: Respond. Ask how A is doing.

A: "Not good". I am always late for school!

B: Me too!

A: Why? Time question

B: Answer

A: Before/after question

B: Answer

A: Advice

B: Time question

A: Answer

B: Before/after question

A: Answer

B: Advice

Say good-bye.

El ciclismo



I can demonstrate reading comprehension.

Let's read a story about a very popular sport - bicycle racing.

En España y en muchos países hispanoamericanos, el ciclismo es más que un deporte - es una pasión. En Colombia, por ejemplo, cada año más de sesenta ciclistas participan en una carrera, la Vuelta a Colombia, que dura varios días. El ganador es un héroe nacional y recibe mucho dinero y regalos.

Aquí tienen una entrevista con un joven que se llama Víctor Veloz, un ciclista muy popular:

EL PERIODISTA: Buenos días, Víctor. Queremos saber cómo vive un campeón. ¿Puedes describir un día típico de tu vida?

VÍCTOR: Claro. Normalmente me despierto muy temprano, a las cinco de la mañana.

EL PERIODISTA: ¿Y qué haces para empezar tu día?

VÍCTOR: Después de levantarme, me lavo la cara y las manos, me afeito y me cepillo los dientes.

EL PERIODISTA: Sí, sí, comprendo. Todos nosotros hacemos esas cosas. Pero, ¿qué haces para llevarle ventaja a todos los otros ciclistas, para hacerte campeón?

VÍCTOR: Como un desayuno ligero. Me visto, me pongo los zapatos, me peino y salgo a entrenar dos o tres horas. Luego, vuelvo a casa, me baño y almuerzo. Después del almuerzo, que es bastante grande, me acuesto a descansar un poco.

EL PERIODISTA: Y después, ¿qué haces por la tarde?

VÍCTOR: Hago ejercicios y ando en bicicleta dos o tres horas más. Ceno a las siete y media y me acuesto antes de las diez. Necesito mucho descanso. Normalmente no salgo por la noche.

EL PERIODISTA: Muy interesante. Entonces, no haces nada muy excepcional. Todos los jóvenes tienen la misma oportunidad de hacerse campeones si quieren entrenar.

VÍCTOR: Es verdad.

EL PERIODISTA: A propósito, tienes una bicicleta muy bonita. ¿Cuánto vale?

VÍCTOR: Diez mil dólares.

los países – countries
la carrera – race
la Vuelta – circuit
durar – to last
dinero – money
regalos - gifts

la entrevista –
interview

el periodista -
journalist
el campeón –
champion

temprano – early

llevar ventaja a – to
have the advantage
over...
hacerse – to become

ligero – light
entrenar – to train
bastante – fairly
descansar – to rest

entonces – so
misma – same

A propósito – By the
way...
valer – to be worth,
to cost

Preguntas de “El Ciclismo”



I can demonstrate reading comprehension.

A. Answer the following questions in English:

1. What is 'ciclismo'? _____
2. What is the name of the big annual bike race in Colombia? _____
3. Approximately how many participants are in that race? _____
4. What does the winner of that race receive? _____
5. What does the journalist want to know about Víctor?

6. What time does Víctor get up in the morning? _____
7. How many hours does Víctor train in the morning? _____
8. Does Víctor eat a bigger breakfast or lunch? _____
9. What does Víctor do right after lunch? _____
10. What does Víctor do in the afternoon/early evening?

11. What time does he eat supper? _____
12. What conclusion does the journalist make about Víctor's routine?

13. How much is Víctor's bike worth? _____

B. Write a paragraph below, in Spanish, that describes Víctor's morning routine. Use at least 10 verbs in your paragraph. ¡Ojo! Use the 'él' form!
