

## LESSON 4 LOS ANIMALES DE RANCHO

### Skits:

**Session A:** Las nubes

**Session B:** Los músicos de Bremen

**Session C:** La nueva residente

### Vocabulary:

<b>Session A</b>	<b>Session B</b>	<b>Session C</b>
<p><i>Key vocabulary:</i>                      la abeja                      el campo                      el cerdo                      el conejo                      el cuerno                      el cuervo                      la cola                      la granja                      el granjero                      el gusano                      el perico                      el ratón                      el sembrado</p> <p><i>Minor vocabulary:</i>                      agitado/a                      algo                      creativo/a                      dondequiera                      igualmente                      la imaginación                      la nube                      el paraguas                      probablemente                      la tierra                      el tractor                      tranquilo/a                      tremendo/a</p>	<p><i>Key vocabulary:</i>                      la colina                      el ganso                      el molino                      la pezuña                      el pueblo</p> <p><i>Minor vocabulary:</i>                      el agente                      el boleto                      el camino                      la campana                      el compañero/la compañera                      el concierto                      el conjunto                      la costa                      desgraciadamente                      entre                      el instrumento                      juntos                      magnífico/a                      el maíz                      el mapa                      mismo                      el músico                      nervioso/a                      norte/sur/este/oeste                      el plan                      presumido/a                      sano/a                      el sonido                      el tono                      sólo (only); solo (alone)                      el talento                      tremendo/a                      vanidoso/a                      vergüenza                      la voz</p>	<p><i>Key vocabulary:</i>                      el alimento                      la huerta                      los insectos                      la mariquita                      la semilla                      el veterinario/la veterinaria</p> <p><i>Minor vocabulary:</i>                      el antibiótico                      la bolsa                      la botella                      el camión                      casado/a                      cercano/a                      la clínica                      la competencia                      el dueño/la dueña                      la hierba                      impresionante                      interesado/a                      lleno/a                      la medicina                      el premio                      el tendero                      el único / la única                      la vitamina</p>

**Verbs:**

<b>Session A</b>	<b>Session B</b>	<b>Session C</b>
cambiar mover pelear picar quedarse seguir separar tratar	encontrar entretener estar de acuerdo estar seguro olvidar parecerse permitir preferir rogar vender venir de	acabar de besar cenar conocer decir echar enseñar/mostrar esperar felicitar invitar llegar ofrecer vomitar

**Grammar / Expressions:**

<b>Session A</b>	<b>Session B</b>	<b>Session C</b>
¿De veras? ¡Qué [adjective] eres! ¿Verdad?  Direct Object pronouns	en lugar de entonces es cierto ni modo se me hace ¡Oye! ¡Vaya!  Use of double negatives	además mientras por supuesto  Conditional tense

<b>LESSON 4, SESSION A</b>	
<b>#1</b>	<b>Greetings.</b> Roll call. Homework check and review. Do a quick verbal quiz on vocabulary from Lesson 3. Day? Date? Weather? Time? Other old vocabulary theme?
<b>#2</b>	<b>Quiz time on the Future and Present Perfect Tenses.</b> Have students open their workbooks to the Lesson 4 Notes and Activities section of the workbook. Call out the following verb phrases and have them write the answers in Spanish:  <ol style="list-style-type: none"> <li>1. I have acted.</li> <li>2. You will wait.</li> <li>3. He has interrupted.</li> <li>4. We have protected.</li> <li>5. They will rob.</li> <li>6. You (plural) have gotten sick.</li> <li>7. You will bathe.</li> <li>8. He has grown.</li> <li>9. I have deserved.</li> <li>10. It will die.</li> </ol> When you are done, go over the answers and make sure to clarify the students made mistakes.
<b>#3</b>	<b>Warm up with a fun game of Explosion on Animals.</b> Since this chapter introduces a number of animals, it will be fun for the students to see how many animals they can remember in Spanish. Have them do this in the Lesson 4 Notes and Activities section of the workbook. Give them about 5 to 6 minutes and have them share their answers with the class.
<b>#4</b>	<b>Become familiar with new vocabulary with Worksheet 4A</b> (Refer to Lesson 1A, Activity 7)
<b>#5</b>	<b>Read <i>Comedias Cortas Act 4, Skit A: Las Nubes.</i></b> (Refer to Lesson 1A, Activity 8)
<b>#6</b>	<b>Practice conversation by having students tell you what Act 4, Skit A is about in their own words.</b> Ask, “¿De qué se trata esta comedia?” In this activity, we want to encourage students to express themselves in Spanish, so as a teacher, don't be too critical about errors.

#7	<p><b>Discuss Direct Object Pronouns in Spanish and their placement in sentences.</b>  The direct object answers the question “What?” or “Whom?” with regard to the verb in a sentence. Direct object pronouns: <i>me, te, lo/la, nos, los/las</i></p> <p>Placement:</p> <ol style="list-style-type: none"> <li>1. The direct object pronoun precedes the conjugated verb in an affirmative sentence (<i>Yo lo veo.</i> I see him. <i>Yo lo canto.</i> I sing it.)</li> <li>2. The direct object pronoun goes between the word <i>no</i> and the conjugated verb in a negative sentence (<i>Yo no lo veo.</i> I don’t see him.).</li> <li>3. In a sentence with two verbs where one is an infinitive, the direct object pronoun can precede the conjugated verb or be attached to the verb infinitive (<i>Yo lo puedo ver.</i> <i>Yo puedo verlo.</i> I can see him. <i>Ella lo tiene que escalar.</i> <i>Ella tiene que escalarlo.</i> She has to climb it.)</li> <li>4. With affirmative commands, the direct object pronoun is added to the end of the verb (<i>¡Cántalo!</i> Sing it!).</li> <li>5. With negative commands, the direct object pronoun goes between <i>no</i> and the verb (<i>¡No lo cantes!</i> Don’t sing it!)</li> </ol> <p>Practice this by stating a series of sentences in Spanish and having the students volunteer the sentence back to you but substituting the appropriate direct object pronoun.</p> <p>Before leaving this topic, spend some time with the verb <i>querer</i> (in the sense of “to love” someone) which is used with direct object pronouns commonly.</p> <p>I love you. [<i>Yo</i>] <i>te quiero.</i>  You love me. [<i>Tú</i>] <i>me quieres.</i>  He loves her. <i>Él la quiere.</i>  They love us. <i>Ellos nos quieren.</i>  Etc.</p>
#8	<p><b>Practice using Direct Object pronouns with Worksheet 4B.</b> Spend time on this one – making sure students really understand the correct choices. This needs to be studied as homework.</p>
#9	<p><b>Have fun with adjectives using Worksheet 4C.</b> Give students about 5 minutes to fill out one column in Worksheet 4C. When they are done, students will take turns describing their animal to the class and see if anyone can guess what the animal is. Do this as much as time permits.</p> <p>Students should fill out the other two columns for homework.</p>
#10	<p><b>Act out Act 4, Skit A.</b> Get volunteers to act out the skit with expression. Bring props if needed.</p>

#11	<p><b>Discuss this skit by answering questions on Worksheet 4D.</b> Give the students about 5 or 6 minutes to try to answer the questions on their own. Then have them share their answers with the class. If there is not time to finish this, then have them do it as homework.</p>
#12	<p><b>Practice expressions with a fun Role-Play.</b> Write the following on a whiteboard and get students to volunteer acting it out. Alternatively, pair students up and have them do the role-play with one another, choosing adjectives to make it fun and switching roles several times.</p> <p><i>A: ¡Qué [adjective] eres!</i>  <i>B: ¿De veras? ¡Caray!</i>  <i>A: ¡Claro que sí! Es la verdad.</i></p>
#13	<p><b>Assign homework.</b></p> <ul style="list-style-type: none"> <li>a) Study Worksheet 4A.</li> <li>b) Read Act 4, Skit A out loud at least twice.</li> <li>c) Practice verb conjugation with direct object pronouns with the multiple-choice Worksheet 4B.</li> <li>d) Fill out the table in Worksheet 4C in order to do an activity in class that describes animals and their behaviors.</li> <li>e) Practice writing about the skit and other topics on Worksheet 4D.</li> </ul>

<b>LESSON 4, SESSION B</b>	
<b>#1</b>	<b>Greetings.</b> Roll call. Homework check and review. Do a quick verbal quiz on vocabulary from Lesson 4A. Day? Date? Weather? Time?
<b>#2</b>	<p><b>Review direct object pronouns and vocabulary from Lesson 4A with an Around the World game.</b> Call out the following short sentences and have them state the sentence with the inserted direct object pronoun. Some examples are shown below. Add more examples if you feel they need more practice.</p> <p><i>El toro siguió a la vaca. (El toro la siguió.)</i>  <i>El granjero cambió sus zapatos. (El granjero los cambió.)</i>  <i>Yo separé a los animales. (Yo los separé.)</i>  <i>La abeja picó al caballo. (La abeja lo picó.)</i>  <i>Tú tienes cerdos. (Tú los tienes.)</i>  <i>Ellos ven al conejo. (Ellos lo ven.)</i>  <i>Yo compré gusanos. (Yo los compré.)</i>  <i>Tú moviste la mesa. (Tú la moviste.)</i>  <i>Bebo la limonada. (La bebo.)</i></p> <p>Now switch and have them translate into Spanish:  I love you. <i>Te quiero.</i>  I love her. <i>La quiero.</i>  He loves me. <i>Él me quiere.</i>  I know you. <i>Yo te conozco.</i>  They love us. <i>Ellos nos quieren.</i>  They don't know us. <i>Ellos no nos conocen.</i></p>
<b>#3</b>	<b>Become familiar with new vocabulary with Worksheet 4E</b> (Refer to Lesson 1A, Activity 7)
<b>#4</b>	<b>Read Comedias Cortas Act 4, Skit B: Los músicos de Bremen.</b> (Refer to Lesson 1A, Activity 8)
<b>#5</b>	<b>Practice conversation by having students tell you what Act 4, Skit B is about in their own words.</b> Ask, “¿De qué se trata esta comedia?” In this activity, we want to encourage students to express themselves in Spanish, so as a teacher, don't be too critical about errors.
<b>#6</b>	<b>Do conjugation worksheet 4F together as a class.</b> Give the class 5 – 6 minutes to work on it on their own. Then have a volunteer give an answer and spell it. Alternatively, make up a table on the whiteboard and have students come in and write the answers. Make sure they have it completely correct. This needs to be studied for homework.

#7	<b>Practice new verbs and writing.</b> Have the students write a short paragraph using the eight new verbs in worksheet 4F in the Lesson 4 Notes & Activities section of the workbook. Give them about 6 – 8 minutes and have them share these with the class.
#8	<b>Practice skit vocabulary and verb conjugation with a Team Play based on Worksheet 4G.</b> This is to be done in written form for homework.
#9	<b>Act out Act 4, Skit B.</b> Get volunteers to act out the skit with expression. Bring props if needed.
#10	<b>Discuss this skit by answering questions on Worksheet 4H.</b> Give the students about 5 or 6 minutes to try to answer the questions on their own. Then have them share their answers with the class. If there is not time to finish this, then have them do it as homework.
#11	<b>Grammar tip: Unlike English, double negatives are commonly used in Spanish.</b> For example: <i>No quiero/puedo hacer nada. No traje/tengo nada. No veo ningún animal. No encuentro nada. No hay nada en la casa. Ella nunca olvida nada.</i>
#12	<b>Practice expressions with a fun Role-Play.</b> There are a lot of useful expressions introduced in this skit. Write the following short conversation on a whiteboard and have students write it in the Lesson 4 Notes & Activities section of their workbook. Go over the skit carefully. The underlined expressions are part of the vocabulary for this lesson. Note the use of double negatives.  Get students to volunteer acting it out. Alternatively, pair students up and have them do the role-play with one another. Have them switch roles several times.  [A & B students have just arrived at the concert hall.]  <i>A: ¡<u>Oye</u> [name of B]! <u>Olvidé los boletos para el concierto en la casa. No sé que me pasó. Nunca se me olvida nada. Perdón.</u></i> <i>B: ¡<u>Vaya!</u> <u>Me parece que ya no hay boletos para el concierto. <u>Ni modo.</u> Vamos a regresar a la casa.</u></i> <i>A. <u>No estoy de acuerdo.</u> <u>Este conjunto es muy ruidoso. <u>Se me hace que, en lugar de sentarnos adentro, podemos oír el concierto bien afuera.</u></u></i> <i>B. <u>Es cierto.</u> <u>A veces no puedo oír nada después de conciertos ruidosos. <u>Entonces nos quedamos aquí.</u></u></i>
#13	<b>Assign homework.</b> a) Study Worksheet 4E b) Read Act 4, Skit B out loud at least twice. c) Practice verb conjugation by reviewing and studying Worksheet 4F. d) Choose the correct verb form and then translate the sentences into English on Worksheet 4G. e) Practice writing by answering the questions about the skit on Worksheet 4H.

<b>LESSON 4, SESSION C</b>	
<b>#1</b>	<b>Greetings.</b> Roll call. Homework check and review. Do a quick verbal quiz on vocabulary from Lesson 4B. Day? Date? Weather? Time?
<b>#2</b>	<b>Review Lesson 4B vocabulary with a Team Play.</b> Choose sentences from worksheets 4E and 4G.
<b>#3</b>	<b>Become familiar with new vocabulary with Worksheet 4I</b> (Refer to Lesson 1A, Activity 7)
<b>#4</b>	<b>Read <i>Comedias Cortas</i> Act 4, Skit C: La nueva residente.</b> (Refer to Lesson 1A, Activity 8)
<b>#5</b>	<b>Practice conversation by having students tell you what Act 4, Skit C is about in their own words.</b> Ask, “¿De qué se trata esta comedia?” In this activity, we want to encourage students to express themselves in Spanish, so as a teacher, don't be too critical about errors.
<b>#6</b>	<b>Introduce the Conditional Tense.</b> We use the conditional tense to express the feeling of future uncertainty. In English, we use the word <i>would + verb</i> . For example: <i>I would work but I'm too tired</i> . Sentences that use the conditional followed by an <i>if</i> clause will be avoided here because it requires the use of the subjunctive tense which we have not learned yet. Most verbs are regular in the conditional tense. To form the conditional, use the infinitive as the stem and add the conditional ending: <b>-ía, -ías, -ía, íamos, ían.</b>  Drill the students by stating a series of verb phrases in the conditional in English and having them translate into Spanish. Start with many old easy verbs and then try it with some of the new verbs they have learned in this course.
<b>#7</b>	<b>Go over Worksheet 4J together (orally) as a class.</b> The students are to do this in written form for homework.
<b>#8</b>	<b>Teach the conditional tense of the important irregular verb <i>poder</i>.</b> In the conditional tense, this translates as “I would be able to” or “I could.” State a few sentences in English and have the class translated together with you into Spanish to practice this verb. Now do <b>Worksheet 4K</b> together as a class. See how creative the students can be with the manner in which they complete the sentences. Have fun with this activity.
<b>#9</b>	<b>Act out Act 4, Skit C.</b> Get volunteers to act out the skit with expression. Bring props if needed.

#10	<p><b>Have fun practicing animals and adjectives with Worksheet 4L.</b> Give the students about 5 minutes to mix and match the animals and adjectives. Encourage them to find some humor here. When they are done, have them share some of their phrases with the class.</p>
#11	<p><b>Practice new vocabulary and writing.</b> Write the following words on a whiteboard and have the students copy these into the Lesson 4 Notes and Activities section of the workbook. Make sure they know what each word means. Give the students about 10 minutes to write a 2-3 sentence paragraph using at least 6 of the words and then have them share their writing with the class.</p> <p><i>acabar de</i>  <i>besar</i>  <i>cenar</i>  <i>conocer</i>  <i>decir</i>  <i> echar</i>  <i>enseñar/mostrar</i>  <i>esperar</i>  <i>felicitar</i>  <i>invitar</i>  <i>llegar</i>  <i>ofrecer</i>  <i>vomitara</i></p> <p><i>además</i>  <i>mientras</i>  <i>por supuesto</i></p>
#12	<p><b>Assign homework.</b></p> <ol style="list-style-type: none"> <li>Study Worksheet 4I.</li> <li>Read Act 4, Skit C out loud at least twice.</li> <li>Memorize how to form the conditional tense and practice it by translating the sentences into Spanish on Worksheet 4J.</li> <li>Practice using the conditional form of the verb <i>poder</i> by completing the sentences in Worksheet 4K. Be ready to share these with the class.</li> <li>Have fun matching the gender and number of nouns and adjectives on Worksheet 4L.</li> </ol>