

# Capítulo 1A: ¿Qué te gusta |

## Vocabulary: To talk about activities



bailar \_\_\_\_\_



leer rev \_\_\_\_\_



cantar \_\_\_\_\_



montar en bicicleta \_\_\_\_\_



correr \_\_\_\_\_



montar en monopatín \_\_\_\_\_



dibujar \_\_\_\_\_



nadar \_\_\_\_\_



escribir cuentos \_\_\_\_\_



pasar tiempo con amigos \_\_\_\_\_



escuchar música \_\_\_\_\_



patinar \_\_\_\_\_



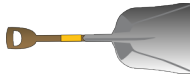
esquiar \_\_\_\_\_



practicar deportes \_\_\_\_\_



hablar por teléfono \_\_\_\_\_



trabajar \_\_\_\_\_



ir a la escuela \_\_\_\_\_



usar la computadora \_\_\_\_\_



jugar videojuegos \_\_\_\_\_



ver la tele \_\_\_\_\_

# Más vocabulario

## To say what you like to do

(A mí) me gusta \_\_\_\_\_

(A mí) me gusta más \_\_\_\_\_

(A mí) me gusta mucho \_\_\_\_\_.

A mí también. \_\_\_\_\_

## To say what you don't like to do

(A mí) no me gusta \_\_\_\_\_.

(A mí) no me gusta nada \_\_\_\_\_.

A mí tampoco. \_\_\_\_\_

## To ask others what they like to do

¿Qué te gusta hacer? \_\_\_\_\_

¿Qué te gusta más? \_\_\_\_\_

¿Te gusta \_\_\_\_\_?

¿Y a ti? \_\_\_\_\_

## Other useful words and expressions

ni...ni \_\_\_\_\_

o \_\_\_\_\_

pues... \_\_\_\_\_

sí \_\_\_\_\_

también \_\_\_\_\_

y \_\_\_\_\_

vamos a \_\_\_\_\_



# ¿Te gusta...?













To ask if someone likes an activity, we begin the question with \_\_\_\_\_

To respond to this yes/no question, we have two choices:

If we like the activity, we respond with \_\_\_\_\_

If we dislike the activity, we respond with \_\_\_\_\_

For each number below, create a question and response in Spanish. Write what question you would ask the person, and depending on the smiley/sad face, write what their response would be.

- |  | Question  | Logical Response |
|--|-----------|------------------|
| 1.      | ¿ _____ ? | _____, _____.    |
| 2.   | ¿ _____ ? | _____, _____.    |
| 3.   | ¿ _____ ? | _____, _____.    |
| 4.   | ¿ _____ ? | _____, _____.    |
| 5.   | ¿ _____ ? | _____, _____.    |
| 6.   | ¿ _____ ? | _____, _____.    |

# Frases completas con el vocabulario

Escribe en español:



1. I like to swim.      *Me*      *gusta*      *nadar.*

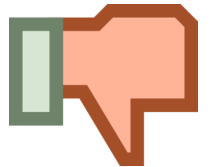
2. I like to read magazines.      \_\_\_\_\_

3. I like to draw.      \_\_\_\_\_

4. I like to skateboard a lot.  
\_\_\_\_\_

5. I like to play sports a lot.  
\_\_\_\_\_

6. I like to spend time with friends a lot.  
\_\_\_\_\_



7. I don't like to dance.      \_\_\_\_\_

8. I don't like to run.      \_\_\_\_\_

9. I don't like to go to school.  
\_\_\_\_\_

10. I don't like to ski at all.  
\_\_\_\_\_

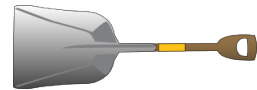
11. I don't like to write stories at all.  
\_\_\_\_\_

12. I don't like to read magazines at all.  
\_\_\_\_\_

# Actividades con Vocabulario

**Activity 1:** Sit next to a partner, and put just one person's packet between you two. As your teacher calls the Spanish terms, try to be the first to find the picture/English term. If you point at it first, write down a tally mark in the margin.

**Activity 2:** Next, with the same partner, play the dot game! The first person says the Spanish of two pictures/terms that are either side-by-side or one above the other, and that person draws a line connecting those two. Keep taking turns saying the Spanish and drawing lines. If you ever draw the fourth line to complete a square, also add in your opinions about the activities ("me gusta mucho jugar videojuegos, y no me gusta esquiar"). Then, write your initials in the box!



# Buscapalabras



q u n r y o g n z m p h i m r  
q u u é u a m k e a u s c e a  
u s é p i t t g x a e d c g t  
e u a t k b u í t p s a s u s  
n g n i e s m s g w h o p s u  
b k a j t g u a u a j w s t g  
d j v a a g u d t g b y p a e  
f n m b e c i s g í z n m m m  
t á r m i y u f t f m g p u o  
s c g j x g j x z a o a k c n  
h q i a e y m l x u m s x h j  
b h h t a m b i é n b á s o d  
o h é c c l g p w u t v s i g  
b u o c o p m a t í m a x w h  
q n o m e g u s t a n a d a f

**First, translate these phrases into Spanish. Then, find the Spanish translations in the word search.**

I like to

---

I prefer to

---

I like to \_\_\_ a lot

---

I do too

---

I don't like to

---

I don't like to \_\_\_ at all

---

I don't either

---

What do you like to do?

---

What do you like better/more?

---

And you?

---

Well




---

also, too

---

# Una conversación

Instrucciones: Create one flowing conversation between these characters, and include at least eight of the phrases/words in the word bank below.



Me gusta \_\_\_\_

Me gusta más \_\_\_\_

Me gusta mucho \_\_\_\_.

A mí también.

No me gusta \_\_\_\_.

No me gusta nada \_\_\_\_.

A mí tampoco.

¿Qué te gusta hacer?

¿Te gusta \_\_\_\_?

¿Y a ti?

ni...ni

o

pues...

sí

también

y



# Infinitives and cognates

## Verbos infinitivos

Spanish verbs have two parts- the \_\_\_\_\_ and the \_\_\_\_\_.

An infinitive is \_\_\_\_\_.

Some examples in English are: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Some examples in Spanish are:

-ar	-er	-ir

## Cognados

Cognates are words that \_\_\_\_\_, because \_\_\_\_\_.

Read all of page 35 of your textbook about *la música*. Write down at least six cognates you can figure out, in both the Spanish and English.

\_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_ = \_\_\_\_\_

## La cultura

Which *bailes* have you heard of before?



After listening to the music, which one was your favorite?

# Answer Keys:

**Pages 1-2:** Vocabulary translations can be found on page 46 of the Realidades 1 textbook. Except...

I added in the phrase “vamos a” (meaning “we’re going to), because it is a helpful way to give comprehensible instructions in this chapter. Now, students will understand phrases such as, “Clase, vamos a escribir en los paquetes” or “vamos a leer en los libros.”

I added in “cognates” already. Student-friendly definition: Words in different languages that look or sound similar, because they are related.

I also added in “infinitive verb.”

## **Page 3:** Vocab Unscramble

1. bailar
2. trabajar
3. leer revistas
4. correr
5. montar en bicicleta
6. cantar
7. patinar
8. usar la computadora
9. dibujar
10. nadar
11. escribir cuentos
12. ver la tele
13. practicar deportes
14. jugar videojuegos
15. tocar la guitarra
16. esquiar
17. ir a la escuela

Answers to student opinions will vary, but they should either begin with “me gusta” or “no me gusta.”

#### Page 4: ¿Te gusta?

To ask if someone likes an activity, we begin the question with ¿Te gusta...?

To respond to this yes/no question, we have two choices:

If we like the activity, we respond with “Sí, me gusta...”

If we dislike the activity, we respond with “No, no me gusta...”

1. ¿Te gusta correr? No, no me gusta correr.
2. ¿Te gusta patinar? Sí, me gusta patinar.
3. ¿Te gusta practicar deportes? Sí, me gusta practicar deportes.
4. ¿Te gusta nada? No, no me gusta nadar.
5. ¿Te gusta bailar? Sí, me gusta bailar.
6. ¿Te gusta escribir cuentos? No, no me gusta escribir cuentos.

**Page 5:** Te gusta/Me gusta Speaking Activity

1. If needed, arrange the room so everyone is sitting next to a partner. Explain that they are going to ask each other the ten questions, and their only possible responses will be the four at the top:

Sí, me gusta mucho \_\_\_\_\_

Sí, me gusta \_\_\_\_\_

No, no me gusta \_\_\_\_\_

No, no me gusta nada \_\_\_\_\_

2. Explain that in the first column, they need to write their partner's name at the top. Then, in the ten lines below, they will record their partners' answers using numbers.

If their partner answers with "Sí, me gusta mucho \_\_\_\_\_," they record a four.

If their partner answers with "Sí, me gusta \_\_\_\_\_," they record a three.

If their partner answers with "No, no me gusta \_\_\_\_\_," they record a two.

If their partner answers with "No, no me gusta nada \_\_\_\_\_," they record a one.

3. Remind them not to answer with just sí or no, or to answer with a number.

4. For fun, have the students guess which activity will be the most popular, and have them write their guess at the bottom of the page on the line.

5. Remind the class of how to ask "¿Cómo te llamas?," have them write the name of the person next to them, and let them begin!

6. There are different ways you can have students rotate to talk with a second, third, and fourth partner. You could arrange a pattern so that when you flick the lights, half of the class gets up and rotates one spot over. You could also tell students that when they hear music, they should say adiós to their current partner, and they have thirty seconds to walk around and find a new partner. They should begin their new conversation once you turn the music off.

7. When students are done, have them add up the scores for each activity and record them in the last column. Have the record which activity was the most popular. They'll have fun seeing if their first guess was correct!

Teacher hints: Write the names of different restaurants, music groups, and TV shows on the board. If students finish before you have them switch, have them ask their partner's opinions of what is on the board, just for fun.

Also, if you would like to shorten this activity by a few minutes, you could surprise students by asking them to actually fill in their own opinions in column four.

Escribe en español:



1. I like to swim. Me gusta nadar.

2. I like to read magazines. Me gusta leer revistas.

3. I like to draw. Me gusta dibujar.

4. I like to skateboard a lot.

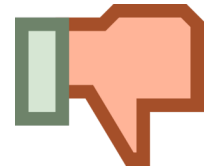
Me gusta mucho montar en monopatín.

5. I like to play sports a lot.

Me gusta mucho practicar deportes.

6. I like to spend time with friends a lot.

Me gusta mucho pasar tiempo con amigos.



7. I don't like to dance. No me gusta bailar.

8. I don't like to run. No me gusta correr.

9. I don't like to go to school.

No me gusta ir a la escuela.

10. I don't like to ski at all.

No me gusta nada esquiar.

11. I don't like to write stories at all.

No me gusta nada escribir cuentos.

12. I don't like to read magazines at all.

No me gusta nada leer revistas.

## Page 7: Pointing/Listening Game & Square Game

For the first activity, have students sit with a partner with just one packet between them. If possible, project the game onto a screen as a reference. Call out Spanish words from the page, have students race to point to it first, and explain/point at the correct picture. Feel free to call the same terms multiple times! The winner is the student with the most points at the end, and they should keep track by writing tally marks in the margins of the paper.

For the second activity, have students sit with partners (they can play right after the first activity and keep the same partners). On their turn, students should say the Spanish term for two pictures/words that are either side by side, or one above the other. If the student is able to name them correctly (the other student uses the packet that isn't in use as an answer key), they draw a line to connect the two. Students keep taking turns drawing lines.

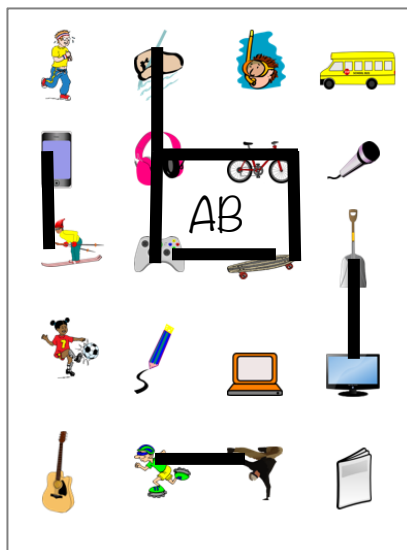
Whenever students are about to draw the fourth line that creates a complete square, they need to add an extra detail. For the two terms they are connecting, they should share to what extent they like/dislike each activity. Options are:

Me gusta mucho \_\_\_\_\_. Me gusta \_\_\_\_\_. No me gusta \_\_\_\_\_. No me gusta nada \_\_\_\_\_.

They then write their initials in that square. The student with the most squares at the end wins, so they want to avoid setting their partner up to get squares.

Teacher hint: Some students will have likely played this game before with simple dots. One variation is that they get to take an extra turn whenever they create a square, but have your students just draw one line per turn, no matter what.

Example of game in progress:



Q + N + Y + + + + M P + + M R  
 + U + É + A + + E + U + + E A  
 + + É + I + T G + A E + C G T  
 + + + T + B U Í T + S A + U S  
 + + + + E S M S + + H + + S U  
 + + + + T G U A + A + + + T G  
 + + + A + G U + T + + + + A E  
 + + M + E + + S + Í + + + M M  
 + Á + M + + U + T + M + + U O  
 S + + + + G + + + A + A + C N  
 + + + + E + + + + + M + + H +  
 + + + T A M B I É N + Á + O +  
 + + É + + + + + + + + S + +  
 + U O C O P M A T Í M A + + +  
 Q N O M E G U S T A N A D A +

(Over, Down, Direction)

A MÍ TAMBIÉN (12, 10, NW)

A MÍ TAMPOCO (12, 14, W)

ME GUSTA (4, 9, NE)

ME GUSTA MUCHO (14, 1, S)

ME GUSTA MÁS (10, 1, SW)

NO ME GUSTA (15, 10, N)

NO ME GUSTA NADA (2, 15, E)

PUES (11, 1, S)

QUÉ TEGUSTAHACER (1, 15, NE)

QUÉ TE GUSTA MÁS (1, 1, SE)

TAMBIÉN (4, 12, E)

Y AT Í (5, 1, SE)

Answers will vary. I recommend having students plan out a draft on scratch paper before writing their final versión in their packet, to help them plan a logical conversation with the needed vocab.

## 10: Infinitives and cognates

### Verbos infinitivos

Spanish verbs have two parts- the **stem** and the **ending**.

An infinitive is **a verb in its most basic form**.

Some examples in English are: **to run, to swim** and **to skate**.

Some examples in Spanish are:

-ar <b>nadar</b> <b>patinar, etc.</b>	-er <b>correr, etc.</b>	-ir <b>escribir</b>
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### Cognados

Cognates are words that **look alike**, because **they are related**.

Read all of page 35 of your textbook about *la música*. Write down at least six cognates you can figure out, in both the Spanish and English.

**answers will vary**

**Teacher tip: at the end of this lesson, play the songs from either the accompanying CD, or you could look for your own examples online. Have students share their favorites!**