**Chapter 7.1**

**Spanish I**

|  |  |
| --- | --- |
| **¿Qué te gustaría hacer?** | |
| **Capítulo Siete**  **¿Qué te gustaría hacer?/Primer Paso**  1. Places and events  2. e-> ie stem changing verbs  3. **VERB: Gustar –encantar**  [http://express.smarttech.com/?url=http://exchangedownloads.smarttech.com/public/content/83/83b81e4d-0e45-4666-ae39-f197dd7f9cc0/Gustar.notebook#](http://express.smarttech.com/?url=http://exchangedownloads.smarttech.com/public/content/83/83b81e4d-0e45-4666-ae39-f197dd7f9cc0/Gustar.notebook) | |
| **Objectives**  1. Talking properly on the telephone  2. Extending and accepting invitations | **Essential Question**  How does one properly accept and extend an invitation in Spanish? How  do you properly speak on the telephone. |
| **Teacher Resources**  1. Ven Conmigo text  2. Ven Conmigo Cuaderno de Gramática | **Media Resources**  1. DVD program: Ven Conmigo  2. Internet  3. You Tube |
| **Evaluation/Activities**  **All Dates are Posted in Power School 7-10 days ahead.**  **Homework:** To be given daily on each introduced topic.  **Review:** All weekly concepts.  **Quiz:** Given at the end of the week on all introduced topics and concepts.  **Oral Quiz: Video Assignment**  **Test:** Given at the end of the Unit. | |

**PROJECT VIDEO 1 minute and a half per student:**

**First Part**

1. Call and greet the person who answers:

2. Say who is calling and ask to speak with your friends.

3. Your friend is not there. Leave a message for him/her. (Leave your phone number)

4. Say good bye

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**RING RING RING**

**1. Diga**

**2.  Bueno   ¡Buenos días! ¿Está \_\_\_\_\_\_, por favor?**

**1. ¿Quién habla?  o ¿De parte de quién?**

**2. Soy yo, Kattya.  o De parte de Kattya.**

**1. Ah, Kattya. ¿Cómo estás?**

**2. Yo estoy bien. ¿Y usted?**

**1. Yo estoy bien, un momento.....  \_\_\_\_\_\_\_\_\_\_\_\_no está. ¿Quieres dejar un mensaje?**

**2. No, llamo más tarde**

**1. Está bien**

**Second Part**

1. Your friend calls you back. Your friend calls and greets you.

2. Invite your friend to go someplace with you. (use venir, ir +a, preferir, querer, pensar, tener que, deber, venir) (places such as park, circus, zoo, lake, etc.)

3. Your friend accepts and suggests other activities. Or decline using these expressions:

**EXCUSES:**

1. **¡Lo siento! Estoy ocupado-a.**
2. **¡Tengo prisa! or ¡tengo que…..!**
3. **Me gustaría pero no puedo porque….. I would like it pero I cannot… because…..**
4. **¡Qué lástima! What a shame! Ya tengo planes de ir…. I already have plans to go….**
5. Say good-bye.

**RING RING**

**1. Aló ¿Está \_\_\_\_\_\_\_\_\_\_\_, por favor?**

**2. ¿Quién habla?  o ¿De parte de quién?**

**1.  Soy yo, Kattya.  o De parte de Kattya.**

**2. Ah, Kattya. ¿Cómo estás?**

**1. Yo estoy bien.**

**Te invito a venir conmigo al teatro mañana a las dos de la tarde.**

**1. ¡Lo siento! y ¡Qué lástima! Me gustaría ir contigo allí pero ya tengo planes con mi amiga Isabel.  Pero si (if) quieres, puedes venir con nosotras al  lago mañana.**

**2. Gracias, pero no puedo ya tengo planes de ir al teatro con María.  ¿Puedes ir conmigo al acuario el viernes después de clases?**

**1. Me gustaría pero estoy ocupada y yo  prefiero ir al parque de atracciones con Riley el viernes.**

**2. ¡ No, es posible! Yo ya tengo planes con Riley de ir al circo el viernes.**

**1. ¡No, es cierto!**

**2.  ¡Claro que sí es cierto!  ¡Adiós y no quiero ser tu amiga más!**

**PROJECT VIDEO Examples:**

Call me Baby in Spanish

<https://www.youtube.com/watch?v=fJtmC64__X0>

**** [El Teléfono Suena - a Spanish telephone conversation ...](http://www.youtube.com/watch?v=ltZ6CoCs9EI)

[**▶ 1:16**](http://www.youtube.com/watch?v=ltZ6CoCs9EI)

www.youtube.com/watch?v=ltZ6CoCs9EI

Jan 11, 2013 - Uploaded by LCF Clubs

Join Ines as she tries to **call** her f... ... El Teléfono Suena - a**Spanish telephone** conversation - Babelzone ...

**** [Answering the phone in Spanish: Contestar el teléfono ...](http://www.youtube.com/watch?v=TZG0cnju4wk)

[**▶ 1:02**](http://www.youtube.com/watch?v=TZG0cnju4wk)

www.youtube.com/watch?v=TZG0cnju4wk

Mar 3, 2012 - Uploaded by kidsimmersion

... students learn a very simple way to answer the **phone** and interact with the **caller**. ... Hola a todos: A ...

PHONE CONVERSATIONS Teacher’

<https://www.youtube.com/watch?v=1GvJdIWDRBs>

<https://www.pinterest.com/pin/66287425741001874/>

Educational Video:

<https://search.yahoo.com/search?fr=mcafee&type=B211US0D20120928&p=you+tube+spanish+projects+phone+convcersations>

GOOD VIDEOS

https://www.youtube.com/watch?v=JEtXNpmxnO4

<https://www.youtube.com/watch?v=XG8aME-O-GU>

GOOD BUTyou only see One of the two students. I need to see both of the students AT ALL TIMES.

<https://www.youtube.com/watch?v=uTKftwiJwmY>

GOOD BUT it’s hard to hear and I am not sure they are not reading.

<https://www.youtube.com/watch?v=M-ZTnnh8a>

https://www.youtube.com/watch?v=M-ZTnnh8aCE

<https://search.yahoo.com/search?fr=mcafee&type=B211US0D20120928&p=you+tube+spanish+projects+phone+convcersations>

<https://www.youtube.com/watch?t=38&v=iUwvr0lzYtM>

https://www.youtube.com/watch?v=K6Q1vKaBaD4

<https://www.youtube.com/watch?v=1thXiJeUQVc>

<https://www.youtube.com/watch?v=e8SuXYknSEQ>

BAD VIDEOS STUDENTS <https://www.youtube.com/watch?v=gAgBT6PGiSQ>

[www.**youtube**.com/watch?v=4mlRduNqmjU](http://www.youtube.com/watch?v=4mlRduNqmjU)

**Too Short and reading** <https://www.youtube.com/watch?v=7J7LhZiUkPQ>

|  |  |
| --- | --- |
| **VOCABULARY LIST 7.1 Flash cards available at this website:** |  |

|  |  |
| --- | --- |
|  | <https://conjuguemos.com/print_vocabulary_list.php?id=425&source=public> |

|  |  |  |  |
| --- | --- | --- | --- |
| **ENGLISH** |  |  | **SPANISH** |
| **1. hello (begin with an \*h\*)** | **1. hola** |
| **2. hello (begin with a \*d\*)** | **2. diga** |
| **3. hello (begin with an \*a\*)** | **3. aló** |
| **4. hello (begin with a \*b\*)** | **4. bueno** |
| **5. who** | **5. quién** |
| **6. line** | **6. línea** |
| **7. later** | **7. tarde** |
| **8. moment** | **8. momento** |
| **9. message** | **9. recado** |
| **10. aquarium** | **10. acuario** |
| **11. wedding** | **11. boda** |
| **12. countryside** | **12. campo** |
| **13. circus** | **13. circo** |
| **14. city** | **14. ciudad** |
| **15. event** | **15. evento** |
| **16. anniversary** | **16. aniversario** |
| **17. birthday** | **17. cumpleaños** |
| **18. party** | **18. fiesta** |
| **19. graduation** | **19. graduación** |
| **20. surprise** | **20. sorpresa** |
| **21. lake** | **21. lago** |
| **22. place** | **22. lugar** |
| **23. museum** | **23. museo** |
| **24. park** | **24. parque** |
| **25. theater** | **25. teatro** |
| **26. movie theater** | **26. cine** |
| **27. zoo** | **27. zoológico** |
| **28. to begin** | **28. empezar** |
| **29. to prefer** | **29. preferir** |

**Capítulo 7 Turning down invitations**

<http://go.hrw.com/activities/frameset.html?main=2726.html>

Coloca la oración que mejor responde a cada pregunta en el espacio correcto.



1. No, Oscar. Estoy cansado.
2. Gracias, Nancy, pero vamos a jugar al fútbol norteamericano.
3. Tal vez otro día.
4. Necesito estudiar.
5. Me gustaría, Rafael, pero estoy enferma.

Preguntas:

1. Sandra, ¿quieres ir al circo?  
2. Juan, ¿quieres jugar al baloncesto?

3. Inés, ¿quieres ir al café?

4. Alejandro y Marco, ¿quieren ver una película?

**Capítulo 7 - Primer paso**

Coloca cada frase en el espacio de la imagen correcta. (Match each vocabulary word with the correct picture). Then write a sentence using the verb ir + a+…… For instance: Yo voy a la cuidad para ir de compras.

el museo  de antropología el campo el lago

el acuario el teatro la ciudad

el circo el parque de atracciones

la piscinahttp://go.hrw.com/jupiter/images/spacer.gif el café

http://go.hrw.com/jupiter/images/spacer.gif

\_\_\_\_\_\_\_\_\_\_\_\_\_\_

    

A. Then write a sentence using the verb ir + a+……

For instance: Yo voy a la cuidad para ir de compras.

1. Yo

2. Tú

3. Él

4. Ella

5. Nosotros

6. Vosotros

In class review more places page 186 textbook with verbs deber, preferir, querer, pensar, ir, etc.

**Quizlet Vocabulary :**

<http://quizlet.com/11129172/ven-conmigo-1-71-flash-cards/>

**Video conjugation of IR: (fun)**

<http://www.senorwooly.com/video/ir-presente>

Video story using the verb IR (fun):

<http://www.senorwooly.com/video/adonde-va>

**Conjugation practice tener, venir and other irregular verbs:**

<http://www.studyspanish.com/verbs/lessons/pitenven.htm>

<http://users.ipfw.edu/jehle/courses/PRESENT1.HTM>

**e** > **ie** (the stem vowel **e** changes to **ie** when stressed):

The verbs tener and venir are irregular, meaning they do not follow the standard rules for conjugating -er and -ir verbs. They do, however, share a pattern of conjugation:

|  |  |
| --- | --- |
| **tener - to have** | **venir - to come** |
| tengo tienes tiene tenemos tenéis tienen | vengo vienes viene venimos venís vienen |

|  |  |  |
| --- | --- | --- |
| [**empezar**](http://users.ipfw.edu/jehle/courses/verbs/EMPEZAR.HTM) | (*begin*) | empiezo, empiezas, empieza, empezamos, empezáis, empiezan |
| [**querer**](http://users.ipfw.edu/jehle/courses/verbs/QUERER.HTM) | (*want*) | quiero, quieres, quiere, queremos, queréis, quieren |

Preferir (to prefer) prefiero prefieres, prefiere, preferimos, preferís, prefieren

**Present Tense**

http://users.ipfw.edu/jehle/courses/present1.htm

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Before we begin...  **Reminders**:   1. Most present tense verb forms have several equivalents in English. For example, the form **hablo** may be translated in numerous ways:  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  | *I speak* |  | (customary action) | |  | *I am speaking* | (action in progress) | | **hablo** | *I do speak* | (emphatic form) | |  | *I will speak* | (near future action) | |  | *do I speak* | (interrogative form) | |  | *I have been speaking* | (action started in the past but still in progrerss) |  1. The subject pronouns that accompany these verbs are:  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | singular | | |  | plural | | | | **Yo** | *I* |  |  | **nosotros**, **nosotras** | *we* |  | | **Tú** | *you* | (familiar) |  | **vosotros**, **vosotras** | *you* | (familiar pl., Spain) | | **usted** | *you* | (formal) |  | **ustedes** | *you* | (formal) | | **Él** | *he* |  |  | **ellos** | *they* | (masculine or mixed) | | **Ella** | *she* |  |  | **ellas** | *they* | (feminine) |  1. The formal second-person forms (**usted** and **ustedes**) take third-person forms of a verb:  |  |  |  |  | | --- | --- | --- | --- | | **Ustedes hablan bien.** |  |  | *You (plural) speak very well.* | | **Usted es norteamericana, no?** |  |  | *You (sing.) are an American, right?* | |

**http://users.ipfw.edu/jehle/courses/present1.htm**

**Present Indicative of Verbs - Review of Forms**

1. **Regular verbs**. To form the present indicative of regular verbs, drop the infinitive ending (**-ar**, **-er**, or **-ir**) and add the endings given below:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| -ar | |  | -er | |  | -ir | |
| [**hablar**](http://users.ipfw.edu/jehle/courses/verbs/HABLAR.HTM) (*to speak*) | | [**comer**](http://users.ipfw.edu/jehle/courses/verbs/COMER.HTM) (*to eat*) | | [**vivir**](http://users.ipfw.edu/jehle/courses/verbs/VIVIR.HTM) (*to live*) | |
| hablo | hablamos | como | comemos | Vivo | vivimos |
| hablas | habláis | comes | coméis | Vives | vivís |
| habla | hablan | come | comen | Vive | viven |

1. In the above examples, note that the endings for the **-er**and **-ir** verbs are identical **except for the nosotros and vosotros forms**.
2. **Stem changing verbs**. These verbs are also referred to as “radical changing verbs”; the word **radical** in Spanish means “stem” or “root”. The stem vowel undergoes a change when it is stressed in the present tense. [These verbs do **not** so change in any other tense —except for **-ir**verbs, which experience a stem change in the **-ndo** form, in the present subjunctive and in the preterit.]
   1. **o** > **ue** (the stem vowel **o** changes to **ue** when stressed)

|  |  |  |
| --- | --- | --- |
| [**acostar**](http://users.ipfw.edu/jehle/courses/verbs/ACOSTAR.HTM) | (*put to bed*) | acuesto, acuestas, acuesta, acostamos, acostáis, acuestan |
| [**volver**](http://users.ipfw.edu/jehle/courses/verbs/VOLVER.HTM) | (*return, go back*) | vuelvo, vuelves, vuelve, volvemos, volvéis, vuelven |
| [**dormir**](http://users.ipfw.edu/jehle/courses/verbs/DORMIR.HTM) | (*sleep*) | duermo, duermes, duerme, dormimos, dormís, duermen |

* 1. Similar verbs: **[acordarse](http://users.ipfw.edu/jehle/courses/verbs/acordarse.htm)** (*remember*), **[almorzar](http://users.ipfw.edu/jehle/courses/verbs/ALMORZAR.HTM)** (*eat lunch*)
  2. **e** > **ie** (the stem vowel **e** changes to **ie** when stressed):

|  |  |  |
| --- | --- | --- |
| [**empezar**](http://users.ipfw.edu/jehle/courses/verbs/EMPEZAR.HTM) | (*begin*) | empiezo, empiezas, empieza, empezamos, empezáis, empiezan |
| [**querer**](http://users.ipfw.edu/jehle/courses/verbs/QUERER.HTM) | (*want*) | quiero, quieres, quiere, queremos, queréis, quieren |
| [**sentir**](http://users.ipfw.edu/jehle/courses/verbs/SENTIR.HTM) | (*feel*) | siento, sientes, siente, sentimos, sentís, sienten |

* 1. **e** > **i** (the stem vowel **e** changes to **i** when stressed; **-ir** verbs only):

|  |  |  |
| --- | --- | --- |
| [**pedir**](http://users.ipfw.edu/jehle/courses/verbs/PEDIR.HTM) | (*request, ask for*) | pido, pides, pide, pedimos, pedís, piden |

* 1. Similar: [**repetir**](http://users.ipfw.edu/jehle/courses/verbs/REPETIR.HTM) (*repeat*), [**vestir**](http://users.ipfw.edu/jehle/courses/verbs/VESTIR.HTM) (*dress*).
  2. **u** > **ue** (the stem vowel **u** changes to **ue** when stressed [in the verb **[jugar](http://users.ipfw.edu/jehle/courses/verbs/JUGAR.HTM)** only]):

|  |  |  |
| --- | --- | --- |
| [**jugar**](http://users.ipfw.edu/jehle/courses/verbs/JUGAR.HTM) | (*play* [a game or sport]) | juego, juegas, juega, jugamos, jugáis, juegan |
|  |  |  |

1. **Verbs with an irregular first person singular (yo) form**. [Note that all of these verbs will also have special forms for the present subjunctive, since present subjunctive forms are based on the first person singular.]
   1. **c** > **zc** in the **yo** form:

|  |  |  |
| --- | --- | --- |
| [**conocer**](http://users.ipfw.edu/jehle/courses/verbs/CONOCER.HTM) | (*know, be aquainted with* [people or places]) | conozco, conoces, conoce, conocemos, conocéis, conocen |

* 1. appearance of **g** in the **yo** form:

|  |  |  |  |
| --- | --- | --- | --- |
| [**caer**](http://users.ipfw.edu/jehle/courses/verbs/CAER.HTM) | (*fall*) | caigo, caes, cae, caemos, caéis, caen | |
| [**traer**](http://users.ipfw.edu/jehle/courses/verbs/TRAER.HTM) | (*bring*) | traigo, traes, trae, traemos, traéis, traen | |
|  | | | |
| [**decir**](http://users.ipfw.edu/jehle/courses/verbs/DECIR.HTM) | (*say, tell*) | \*digo, dices, dice, decimos, decís, dicen | |
| [**hacer**](http://users.ipfw.edu/jehle/courses/verbs/HACER.HTM) | (*do, make*) | hago, haces, hace, hacemos, hacéis, hacen | |
| [**poner**](http://users.ipfw.edu/jehle/courses/verbs/PONER.HTM) | *(put, set*) | pongo, pones, pone, ponemos, ponéis, ponen | |
| [**salir**](http://users.ipfw.edu/jehle/courses/verbs/SALIR.HTM) | (*leave, go out*) | salgo, sales, sale, salimos, salís, salen | |
| [**tener**](http://users.ipfw.edu/jehle/courses/verbs/TENER.HTM) | (*have*) | \*tengo, tienes, tiene, tenemos, tenéis, tienen | |
|  |  | |
| [**venir**](http://users.ipfw.edu/jehle/courses/verbs/VENIR.HTM) | (*come*) | \*vengo, vienes, viene, venimos, venís, vienen | |

* 1. \*These are also stem changing verbs.
  2. other types of **yo** form changes:

|  |  |  |
| --- | --- | --- |
|  |  |  |
| [**dar**](http://users.ipfw.edu/jehle/courses/verbs/DAR.HTM) | (*give*) | doy, das, da, damos, dais, dan |
| [**saber**](http://users.ipfw.edu/jehle/courses/verbs/SABER.HTM) | (*know* [facts]) | sé, sabes, sabe, sabemos, sabéis, saben |
| [**ver**](http://users.ipfw.edu/jehle/courses/verbs/VER.HTM) | (*see*) | veo, ves, ve, vemos, veis, ven |

1. **Irregular verbs**. The following verbs are completely irregular (usually because of the way they evolved from Latin) or display characteristics so rare as to be considered “irregular” for our purposes.

|  |  |  |
| --- | --- | --- |
| [**estar**](http://users.ipfw.edu/jehle/courses/verbs/ESTAR.HTM) | (*to be*) | estoy, estás, está, estamos, estáis, están |
| [**ser**](http://users.ipfw.edu/jehle/courses/verbs/SER.HTM) | (*to be*) | soy, eres, es, somos, sois, son |
| [**ir**](http://users.ipfw.edu/jehle/courses/verbs/IR.HTM) **A** | (*go*) | voy, vas, va, vamos, vais, van |
|  |  |  |

**This is my Spanish Phone Conversation Project lesson plan.**

**This is what we will do during class. We will use our workbook pages 53 through 57 and our textbook pages 183 through 186.**

**The books website is:** [**http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=400&pageId=3538**](http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=400&pageId=3538)

**The kids can find practices there of all we will be studying as well as in all the other websites I will add in this document.**

Spanish students often miss out on the chance to practice phone conversations when studying in a formal class. With this lesson you can help your students get more comfortable making and receiving phone calls, while improving conversational skills.

* + - **Introduction**

Speaking a foreign language face to face with another person is a big challenge. Having a conversation on the phone is often far more difficult than talking in person, so it can be helpful for students to get some practice in the classroom. There are some key words and phrases that should be taught so that students know how to handle themselves when [making or receiving calls in a Spanish speaking context](http://www.brighthubeducation.com/learning-spanish/40715-common-phone-conversation-vocabulary/).

Of course, nothing really compares with a live phone conversation where you have to deal with the static on the line and background noise. However, you can simulate a few basic phone conversations in Spanish class with this simple lesson activity for beginner level students. This activity will help students get comfortable making and receiving phone calls, and it will also improve their conversational skills.

* + - **Step 1**

Before starting the actual activity, you will want to explain a few key words and phrases that relate to common phone conversations and courtesy. Use a chalk board or an overhead projector so the whole class can see the [vocabulary](http://images.brighthub.com/media/585306_on_the_phone.mp3) as you go over it. The next section contains a list of explanations for the key words and phrases to be given to the class.

* + - **Step 2**

Let's start with an important verb... "**decir**" (to say, to tell). So this verb means "to say, or to tell". For example: "Mi hermano dice que está en la casa". (My brother says he's at home). Now in the context of today's lesson, we're looking at the verb "decir" in a slightly different light. Imagine you're in a hotel in Spain and the phone in your room rings. You have to answer it, but HOW do you answer? You just say "**¿Diga?**". And if you were wondering, no, you're not actually saying 'You, talk to me now!" in the imperative. This is just the standard way of saying hello on the phone. Another way to greet someone on the phone is to say **"¿álo?"**. This is pronounced almost the same as in English when we say "hello?", but note the accent on the "a" sound. The person making the phone call will need to make themselves known. You can say "**Hola, soy -name-"** (Hello, it's -name-). Then you will need to ask for the person you want to speak to. The phrase for this is **"¿Se encuentra -name-?"** (Is -name- available?). From here, the conversation can go in any direction.

Now our next word is the feminine noun **"novedad"** (novelty). When you greet some you know on the phone, it's customary to ask what's new. One good way to do this is with the word "novedad". Here, the word is used in the plural, **"¿qué novedades hay?"**, literally, "what novelties are there"; but in reality, this means "what's new?"

Once you have spoken with the person on the other end of the line, you will have to wrap the conversation up. There are a few phrases that you can use to end a phone conversation.

First, you can say **"Bueno, me tengo que ir"** (Well, I have to go). This lets the other person know it is time to finish talking.

The response to this could be **"¡OK, hablamos!"** ... (OK, let's talk soon!).

This phrase is more suitable for informal conversations, as it assumes a certain degree of intimacy.

If you are ending a more formal conversation then you could say**"Muy bien, llamo luego, adiós"** (Very well, I will call later, goodbye).

* + - **Step 3**

After explaining these terms, it is time for students to practice a mock [phone conversation](http://www.brighthubeducation.com/learning-spanish/40715-common-phone-conversation-vocabulary/). Have the class get into pairs. Each pair should turn their chairs or desks around so that they are sitting with their backs to each other. This way there will be no visual contact, making for a more effective simulation of a phone conversation. Instruct students to take turns as the caller and the recipient of the call while using the phrases that you have just introduced. Aside from the initial part of the call and the final parting phrases, students should try to use whatever Spanish they know to converse about a topic of their choosing. For example, they could be calling to talk to a friend about music, sports, or movies. They could also be pretending to call their mother to tell them about their day at school or anything else that the students decide to chat about.

**Step 4**

To start the conversations, the teacher will need to bring a little bell or something to make a ringing noise so that students know the "phone call" is coming through. As soon as students being to speak, the teacher should time the conversations. Let the conversations go for 30 seconds to 1 minute depending on the students' ability to maintain a short conversation. When time is up, ring the bell again. Students should use one of the phrases mentioned before to say goodbye and "hang up".