

Vocabulario

Repaso

Presentation
EXPRESS
VOCABULARY

Core Instruction



Standards: 1.1, 1.2

Resources: Voc. and Gram. Transparency 84

Suggestions: Ask students to think of one person they know well. Have them tell at least two facts about the person, using vocabulary from the three categories. Tell students that vocabulary from the **actividades** and **tiempo** categories might be used in the same sentence: *Mi hermana Jane es una persona sociable. Le gusta escribir cartas a sus amigas durante sus viajes.*

1



Standards: 1.1, 1.3, 3.1

Presentation
EXPRESS
ANSWERS

Resources: Voc. and Gram. Transparency 2

Focus: Practicing review vocabulary

Suggestions: Remind students that when making their Venn diagrams in Step 1, they should fill in the overlapping parts of the diagram with qualities their friends have in common.

Common Errors: Students may forget to make an adjective agree in number and gender with the noun it modifies. Correct the error by modeling the correct form of the noun phrase and having students repeat. You can also use visual cues: hold up two fingers to elicit plural; have a flash card ready with the masculine symbol on one side and the feminine symbol on the other, and hold this up to elicit the appropriate gender.

Answers will vary.

Block Schedule

Ask each student to write a sentence of up to eight words that uses a reflexive verb in the present, past, or future tense with student(s) in the class as the subject. Put the papers in a bag. Create two teams. Alternate with individual students acting out the sentences. Allow a team up to 30 seconds to guess the sentence. Keep track of the time per sentence. The team with the lowest time wins.

A ver si recuerdas...

Vocabulario

Repaso

actividades

charlar
divertirse
encontrarse
enviar correo electrónico
escribir cartas
jugar juegos
llevarse bien / mal
navegar en la Red
participar
pasarlo bien
pasear
quedarse en casa
reunirse
reírse
salir

cualidades

artístico, -a	nervioso, -a
atlético, -a	reservado, -a
bien educado, -a	serio, -a
cortés	simpático, -a
divertido, -a	sociable
elegante	talentoso, -a
estudioso, -a	tranquilo, -a
gracioso, -a	
inteligente	

tiempo

cualidades

antes (de)
después (de)
hasta
los días de
semana
los fines de
semana
los días festivos
durante
por la mañana
por la tarde
por la noche



1 Cualidades que admirás

Escribir • Hablar

1 Escoge cinco cualidades para describir a tus amigos(as). Haz una lista. Compara tu lista con la de un(a) compañero(a). Luego, hagan juntos un diagrama de Venn para ver qué cualidades comparten sus amigos(as).

2 Con tu compañero(a) hablen de las cualidades que comparten sus amigos(as) y digan por qué son importantes para ustedes.

Modelo

Nos gustan las personas divertidas porque siempre lo pasamos bien con ellas.

154 ciento cincuenta y cuatro
A ver si recuerdas . . .

Differentiated Instruction

Solutions for All Learners

Heritage Language Learners

Invite students with exemplary pronunciation to read the vocabulary aloud as a pronunciation model. Point out any regional differences between certain pronunciations, such as /y/ or /zh/ for **ll** in the phrase **llevarse bien**.

Advanced Learners

Much of the review vocabulary can be applied to an animal, such as a pet, as well as a person. Ask students to use the vocabulary to write a brief paragraph about a pet or other animal they know: *Mi perro Jake es muy gracioso. Los fines de semana, vamos al parque y nos divertimos mucho jugando con su pelota.*

Gramática

Repaso

Otros usos de los verbos reflexivos

A verb is reflexive in Spanish when the subject receives the action of the verb. In English this is implied by the endings *-self* and *-selves*. In Spanish the reflexive pronouns are *me, te, se, nos, os, se*.

Ella **se** levanta. She gets (**herself**) up.
Nosotros **nos** paramos. We stand (**ourselves**) up.

- Many reflexive verbs in Spanish describe daily routine actions. Some verbs of this type include *despertarse* (to wake up), *ducharse* (to take a shower), *peinarse* (to comb oneself), *vestirse* (to get dressed), and *acostarse* (to go to bed).
- Other reflexive verbs describe a physical or emotional state. Verbs of this type include *divertirse* (to enjoy oneself) and *sentirse* (to feel an emotion).
- Some reflexive verbs describe a change of state and they carry the added meaning of “to get” or “to become.”

Me enojé. I became angry (got mad). **Se puso muy nervioso.** He became very nervous.
¿Te aburriste? Did you get bored? **Se cansan.** They get (become) tired.

- Some verbs have a different meaning when used reflexively.

ir to go	irse to leave	dormir to sleep	dormirse to fall asleep
parecer to seem	parecerse a to look like	quedar to be located	quedarse to stay
quitar to take away	quitarse to take off	volver to return	volverse to become
perder to lose	perderte to get lost		

- Other verbs such as *darse cuenta de* (to realize), *quejarse* (to complain), and *portarse bien* (to behave) are always reflexive.
- Placement of reflexive pronouns with commands and the present participle follow the same rules that apply to placement of direct and indirect object pronouns.

2 En familia

Escribir

Completa este párrafo con los verbos del recuadro para describir lo que hace una familia los sábados.

quedarse	levantarse	irse
quejarse	cansarse	

Los sábados todos 1. temprano. Mi hermano y mi papá 2. con sus amigos a jugar al fútbol. Por la tarde, si hace buen tiempo, nadie quiere 3. en casa. Todos vamos al parque a correr. A veces, después de correr, yo 4. un poco pero nunca 5. Después de todo, lo pasamos muy bien.

3 Los sábados

Escribir

Combina palabras de las dos listas para escribir lo que tú y tus amigos hacen los sábados.

Modelo

los chicos / reunirse

Los chicos se reúnen en la plaza.

- | | |
|------------------|------------|
| 1. mi amigo y yo | acostarse |
| 2. tú | divertirse |
| 3. los chicos | aburrirse |
| 4. yo | quedarse |
| 5. mi amiga | irse |

ciento cincuenta y cinco 155
Capítulo 4

Enrich Your Teaching

Resources for All Teachers

Teacher-to-Teacher

Using video with the sound off is a good way to elicit different structures or vocabulary from students. For reflexive verbs, show a video segment from a film, a TV show, or a commercial, in which characters are going through part of a daily routine. As students watch, they say sentences about the actions, using reflexive verbs.

Recycle

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GRAMMAR

Gramática

Repaso

Core Instruction



Standards: 4.1

Resources: Voc. and Gram. Transparencies 85

Suggestions: Show Vocabulary & Grammar Transparency 85. Point to the images of the various activities and have students say what is happening.

Presentation
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ANSWERS

2

Resources: Answers on Transparencies, p. 49

Focus: Reviewing reflexive verbs

Suggestions: Remind students that the verbs in the word bank are in the infinitive form, and therefore the reflexive pronoun **se** is attached to the end. They must detach the pronoun and adapt it and the verb form to suit the subject of the sentence, if necessary (see item 3).

Answers:

1. se levantan (nos levantamos)
2. se van
3. quedarse
4. me cansas
5. me quejo

Presentation
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ANSWERS

3

Resources: Answers on Transparencies, p. 49

Focus: Reviewing reflexive verbs

Suggestions: Challenge students to compete with a partner and see who can come up with the most sentences in five minutes.

Answers will vary. Students may use the following verb forms:

1. nos acostamos/nos divertimos/nos quedamos/nos vamos
2. te acuestas/te diviertes/te aburres/te quedas/te vas
3. se acuestan/se divierten/se aburren/se quedan/se van
4. me acuesto/me diviendo/me aburro/me quedo/me voy
5. se acuesta/se divierte/se aburre/se queda/se va

4

Recycle**Vocabulario**

Reposo

Presentation
EXPRESS
VOCABULARY**Core Instruction**

Standards: 1.1, 1.2

Resources: Voc. and Gram. Transparency 86**Suggestions:** Hold a "gripe session" in which students think about a minor annoyance at school, work, or home. Ask them to prepare a few sentences about the annoyance, using vocabulary from as many of the categories as possible, and then share their gripe with the class.

4

Standards: 1.3

Focus: Practicing review vocabulary**Suggestions:** Ask students to share what they have written. Encourage those listening to respond with an additional comment that makes sense, such as: *¡Uf!* *A mí también me molesta.***Answers** will vary.

5

Standards: 1.1

Presentation
EXPRESS
ANSWERS**Resources:** Answers on Transparencies, p. 50**Focus:** Practicing review vocabulary**Suggestions:** Encourage students to speak with the intonation appropriate to the expression they are using.**Answers** will vary. The following are suggestions:

1. *¡Déjame en paz!*
2. *A mí no me gusta lavar la ropa.*
3. *A mí tampoco.*
4. *Quédate tranquilo.*
5. *¡Yo también!*
6. *Me estás volviendo loco(a).*
7. *Me estás poniendo nervioso(a).*

Vocabulario

Reposo

defectos

aburrido, -a
desordenado, -a
impaciente
infantil
mal educado, -a
perezoso, -a
tonto, -a

**acciones**

discutir
emocionarse
enojarse
gritar
importar
llorar
mentir
molestar
pelearse

**expresiones**

hablar mal (de)
llegar tarde
no pensar (en)
ponerse . . .
furioso, -a
nervioso, -a
quedarse
tranquilo, -a
tener paciencia
volverse
loco, -a

reacciones

¡ay!
¡basta!
¡déjame en paz!
¡tú tampoco!
¡uf!
¡yo también!
a mí no . . .
a mí sí . . .
a mí también . . .
a mí tampoco . . .

4 Lo que no me gusta**Escribir**

Completa las frases siguientes para describir qué cosas te molestan de tus amigos(as).

Modelo

Me pongo nervioso(a) cuando . . .

Me pongo nervioso(a) cuando mi amiga no me llama.

1. Me molesta cuando . . .
2. No me gusta nada cuando . . .
3. Me enojo cuando . . .
4. Me pongo furioso(a) cuando . . .
5. Me vuelvo loco(a) cuando . . .

5 Reacciona**Hablar**

Trabaja con otro(a) estudiante para leer y reaccionar a los siguientes comentarios. Usa la lista de reacciones de arriba.

Modelo**A** —Me gusta cuando la profesora está contenta con mi trabajo.**B** —A mí también.

1. ¡Vamos! ¡Levántate, perezoso!

2. ¿Me ayudas a lavar la ropa?

3. No me gustan las fresas.

4. ¡Ten cuidado! ¡Ve más despacio!

5. ¿Al cine? ¡Sí, yo quiero ir!

6. Tengo prisa. Tenemos que llegar a las tres.

7. ¿Ya estudiaste para el examen? Dicen que va a ser difícil.

156 ciento cincuenta y seis
A ver si recuerdas . . .**Differentiated Instruction**

Solutions for All Learners

Multiple Intelligences**Interpersonal/Social:** As you discuss conflicts and emotions, ask students to try to see situations from other people's points of view and to attempt to understand how they think and feel. Invite them to share their ideas with the class.**Students with Learning Difficulties**

Help students understand the concept of reciprocal actions. Invite pairs to briefly act out situations greeting someone or having a disagreement. Explain that the situations are reciprocal because both people participate. Explain that the English words "each other" signal reciprocal actions.

Gramática

Repaso

Pronombres reflexivos en acciones recíprocas

To tell what people do to or for one another use the reciprocal pronouns *nos* and *se* before the first and third person plural of certain verbs.

Mis hermanos y yo no **nos** peleamos nunca.

Alonso y Fernanda **se** llaman todos los días, pero **se** ven muy poco.

In the case of a verbal phrase with an infinitive or a present participle, you may place the reciprocal pronoun either before the conjugated verb or attached to the infinitive or participle. Remember to place an accent in the third to last syllable when you add the reciprocal pronoun to a present participle.

Vamos a **vernos** mañana.

Nos vamos a ver mañana

Rodrigo y Luisa estaban abrazándose en el jardín.

Rodrigo y Luisa **se** estaban abrazando en el jardín.

Here are some examples of reflexive verbs that are used reciprocally:

abrazarse	comprenderse	entenderse	leerse	pelearse
ayudarse	conocerse	escribirse	llamarse	saludarse
bесarse	contarse	hablarse	llevarse bien / mal	verse

6 ¿La pareja ideal?

Leer • Escribir

Romina siempre está hablando de la relación de su hermana Analía con su novio Nicolás. Completa las siguientes frases con el verbo que corresponda, en la forma correcta. Luego, resume en una frase qué opinas tú de la relación de esta pareja.

Analía y Nicolás ...

1. ____ (*escribirse/ayudarse*) mensajes todas las mañanas.
2. ____ (*entenderse/hablarse*) muy bien y son muy felices.
3. Nunca ____ (*bесarse/pelearse*) ni tienen opiniones diferentes.
4. Siempre ____ (*comprenderse/enojarse*) y ____ (*ayudarse/conocerse*).
5. ____ (*llamarse/leerse*) todas las noches y hablan horas por teléfono.

6. ____ (*entenderse/verse*) todos los viernes y los sábados.
7. ____ (*conocerse/contarse*) desde hace muchos años.
8. ____ (*llevarse/saludarse*) muy bien.

Más práctica

- Guided AVSR pp. 114–117
- Core Vocab. Practice pp. 49–50
- Real. para hispanohablantes p. 108

realidades.com ✓

- Tutorial
- Verb Conjugator
- Leveled Workbook
- Web Code: jed-0401

Enrich Your Teaching

Resources for All Teachers

Teacher-to-Teacher

The vocabulary on these two pages is suitable to the complaints, discomforts, and frustrations that many of your students go through daily. Encourage them to think of expressions such as *¡Uf!*, *¡Basta!*, and *¡Déjame en paz!* at trying times to promote connections between genuine emotion and language.

realidades.com ➤ Remediate

Direct students that are having difficulty understanding the new grammar concepts to the online tutorials. Students can review the related English grammar first and then proceed to the new Spanish grammar point. Each tutorial is followed by a quick comprehension check.

Recycle

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VOCABULARY

Gramática Repaso

Core Instruction

Resources: Voc. and Gram. Transparency 87

Suggestions: Ask students to create sentences using verbs from the list at the end of the Gramática. If a sentence contains a verb phrase, have students practice using it both ways: with the reciprocal pronoun before the conjugated verb and with the pronoun attached to the end of the infinitive or present participle.

Standards: 1.3

Presentation
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Resources: Answers on Transparencies, p. 50

Focus: Reviewing reciprocal pronouns

Suggestions: Once students have written their answers, encourage them to read all the items through like a story, in order to be better able to comment on the relationship between Analía and Nicolás.

Answers:

- | | |
|----------------------------|---------------|
| 1. Se escriben | 5. Se llaman |
| 2. Se entienden | 6. Se ven |
| 3. se pelean | 7. Se conocen |
| 4. se comprenden/se ayudan | 8. Se llevan |

Extension: Have students share the comments they wrote about the relationship between Analía and Nicolás. Encourage them to support their opinion with an additional comment.