




¿QUÉ TAL?



¿QUÉ TAL? NOVEMBER/DECEMBER 2009

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4-5 	Las dos vidas de Ivana	Time. Daily routine.	Go to page 2.
6 - 7	La ruta quetzal	Time expressions. 1st and 3rd person plural of regular AR & ER verbs in the present tense.	Go to page 2.
8 - 9	¡A jugar!	Vocabulary: food.	Ask the students to do activity 1 and then role play the questions and answers with their partner. Working in their pairs, the students can then do activities 2 and 3 together.
10 - 11 	Los alebrijes	Culture of the Spanish-speaking world. Colors, animal vocabulary and noun gender.	Go to page 7
12 - 13 	¡Casas locas!	Vocabulary: parts of a house. Ser and estar.	Go to page 7
14	La Navidad	Culture of the Spanish-speaking world. Vocabulary: Christmas customs.	Ask the students which words and expressions about Christmas they would like to know in Spanish. Write their suggestions on the board together with the Spanish for each one. For example: Happy Christmas! (¡Feliz Navidad!), presents (regalos), meal (la comida), turkey (el pavo), Christmas Eve (la nochebuena), Christmas cards (las tarjetas de Navidad), play cards (jugar a las cartas) etc. Read the text about Christmas in Argentina with the class. Ask the students to compare and contrast the traditions mentioned with their own.

WORKSHEET 1

Las dos vidas de Ivana

- Days of the week
- Time
- Reflexive verbs

WORKSHEET 2

La ruta quetzal

- Time and time expressions
- 1st and 3rd person plural of regular AR & ER verbs

WORKSHEET 3


Los alebrijes

- Colors

WORKSHEET 3

¡Casas locas!

- House vocabulary
- Ser and estar

 This symbol means that the article is on the ¿QUÉ TAL? CD.

TEACHING IDEAS

PAGES 4 - 5

Las dos vidas de Ivana Baquero

A young Spanish actress talks about her work and daily routine.

OBJECTIVES

- Describe daily routine.
- Use reflexive verbs.
- Learn to talk about time.

STARTER

Read the introduction text under the title at the top of page 4 with the class, then ask the students to find the answers to the following questions in the Ficha técnica:

¿Quién es Ivana Baquero? (Es una actriz española.)

¿De dónde es? (Es de Barcelona.)

¿Cuándo es su cumpleaños? (Su cumpleaños es el 11 de junio.)

¿Cuántos años tiene? (Tiene 15 años.)

¿Qué idiomas habla? (Habla español, inglés y catalán.)

¿Qué premio tiene? (Tiene un Goya, el 'Oscar' español.)

¿En qué película es protagonista? (Es la protagonista de La nueva hija, con Kevin

Costner.)

With the magazines closed, ask the questions again in random order to see if the students can answer from memory.

ACTIVITY

Write or project the following on the board and ask the class to say the times orally.

01.00 (la una)

03.00 (las tres)

07.00 (las siete)

08.30 (las ocho y media)

10.00 (las diez)

12.30 (las doce y media)

Ask the students to read Ivana's text about Monday on page 4 and draw in the correct times on the clocks. They can refer to the Palabras section to help them understand the text. Set a time limit for this activity and at the end of it, read out sentences which include the time and ask for volunteers to come to the board to draw a clock face

showing the time mentioned. The rest of the class decides whether the time shown is correct or not.

COMPREHENSION

Working individually or in pairs, the students find the times mentioned in the text for Ivana's busy day on Tuesday (page 5) and draw the correct time on each clock. Then ask the students to underline all the verbs in the text. Taking the sentences one at a time, ask the class what each verb means. Then ask for volunteers to give a translation for each sentence. Finally, ask the students why they think the article is called 'Las dos vidas de Ivana'

EXTENSION

Using Ivana's text about Tuesday as a model, the students write a description of their own school day, changing the times to suit their own daily routine. Remind students that days of the week don't start with a capital letter in Spanish. Set a time limit and at the end of it, ask for volunteers to read out what they have written.

aventureros son jóvenes. Las playas de Chile son preciosas. Then read the texts with each photo, asking the students to choose the correct word for each space.

2) Show students how to make the first person plural forms of the verbs into the third person plural: *camina*mos – we walk, *camina*n – they walk; *aprendemos* – we learn, *aprenden* – they learn. Then ask the students to write a description of this year's trip by adapting all the texts with the photos into the third person plural. (Provide the correct form 'se acuestan' for the text with the final photo.) Ask for volunteers to read out what they have written.

3) Ask the class questions such as: ¿Crees que es un viaje bonito? ¿Por qué? ¿Es divertido o peligroso caminar por un río? ¿Cómo son los cocodrilos? ¿Por qué son listos los indígenas? ¿Es bonito acampar en la playa? ¿Por qué?

TEACHING IDEAS

PAGES 6 - 7

La ruta quetzal

An international adventure trip from Spain to Latin America

OBJECTIVES

- Learn to use time expressions.
- Learn about the culture of a Latin American country.
- Learn plural forms of regular AR and ER verbs in the present tense.

STARTER

Ask the students to look at the map and the pictures and ask them what they think the article is about. Write their ideas on the board. Then read the bulleted points of information at the top of page 4 with the class, encouraging the students to guess the meaning of words such as *ruta* (route),

participan (they take part), *aventureros* (adventurers), *estudian* (they study), *historia* (history), *cultura* (culture). Ask questions such as: ¿Qué es la ruta Quetzal? (Es un viaje de España a América Latina.) ¿Cuántos aventureros participan? (Trescientos cincuenta.) ¿Qué estudian los aventureros? (Estudian historia y cultura de España y América Latina.) ¿A qué país van los aventureros este año? (Van a Chile.)

ACTIVITY

1) Remind students that adjectives agree with the nouns they describe and give some examples: *El quetzal es un pájaro bonito. La vida de un aventurero es fantástica. Los*

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Ficha de trabajo I ¿QUÉ TAL?

Nombre: _____

Clase: _____

Fecha: _____

Las dos vidas de Ivana

A) Escribe los días de la semana en el orden correcto.

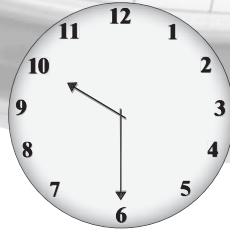
1 domingo 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

jueves lunes martes miércoles sábado viernes

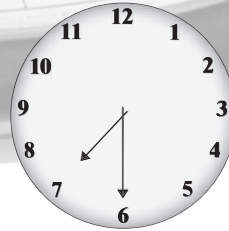
B) Escribe la hora para cada reloj.



1 las nueve



2 _____



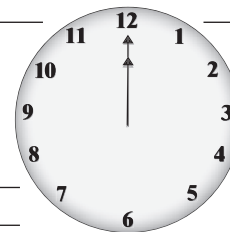
3 _____



4 _____



5 _____



6 _____

C) Contesta las preguntas.

1 ¿A qué hora te levantas de lunes a viernes?

Me levanto a las _____.

2 ¿A qué hora desayunas?

_____.

3 ¿Dónde estudias?

_____.

4 ¿Comes en la cantina del cole? ¿A qué hora?

_____.

5 ¿A qué hora vas a casa?

_____.

6 ¿A qué hora te acuestas?

_____.

_____.

_____.



Ficha de trabajo 2 ¿QUÉ TAL?

Nombre: _____

Clase: _____

Fecha: _____

La ruta Quetzal



A Mira el itinerario de este viaje. Luego escribe frases como en el ejemplo.

- | | |
|-----------------------------|---------------------------------|
| 8.00 Desayunar. | 14.00 – 16.00 Visitar un |
| 10.30 Caminar por el | pueblo antiguo. |
| río. | 19.00 Montar las tiendas |
| 12.00 Estudiar las | de campaña en la playa. |
| plantas del bosque. | 22.30 Acostarse. |

- 1 Desayunamos a las ocho.
- 2 _____.
- 3 _____.
- 4 _____.
- 5 _____.
- 6 _____.

B Escribe la tercera persona del plural de los verbos.

	tercera persona del plural
participar	<i>participan</i>
caminar	
estudiar	
visitar	
montar	
aprender	aprenden
comer	

C Empareja las frases con las horas.

- | | |
|-------------------------|--|
| 1 Por la mañana | a a las doce |
| 2 A media mañana | b a las nueve de la mañana |
| 3 Al mediodía | c las once de la noche |
| 4 Por la tarde | d a las diez y media de la mañana |
| 5 Por la noche | e a las tres de la tarde |



Ficha de trabajo 3 ¿QUÉ TAL?

Nombre: _____

Clase: _____

Fecha: _____

¡Casas locas!

A Completa los colores.

1 r j

2 z l

3 v de

4 a a i l

5 n g o

6 n r nja

7 b a n o

8 r sa

9 m rr n

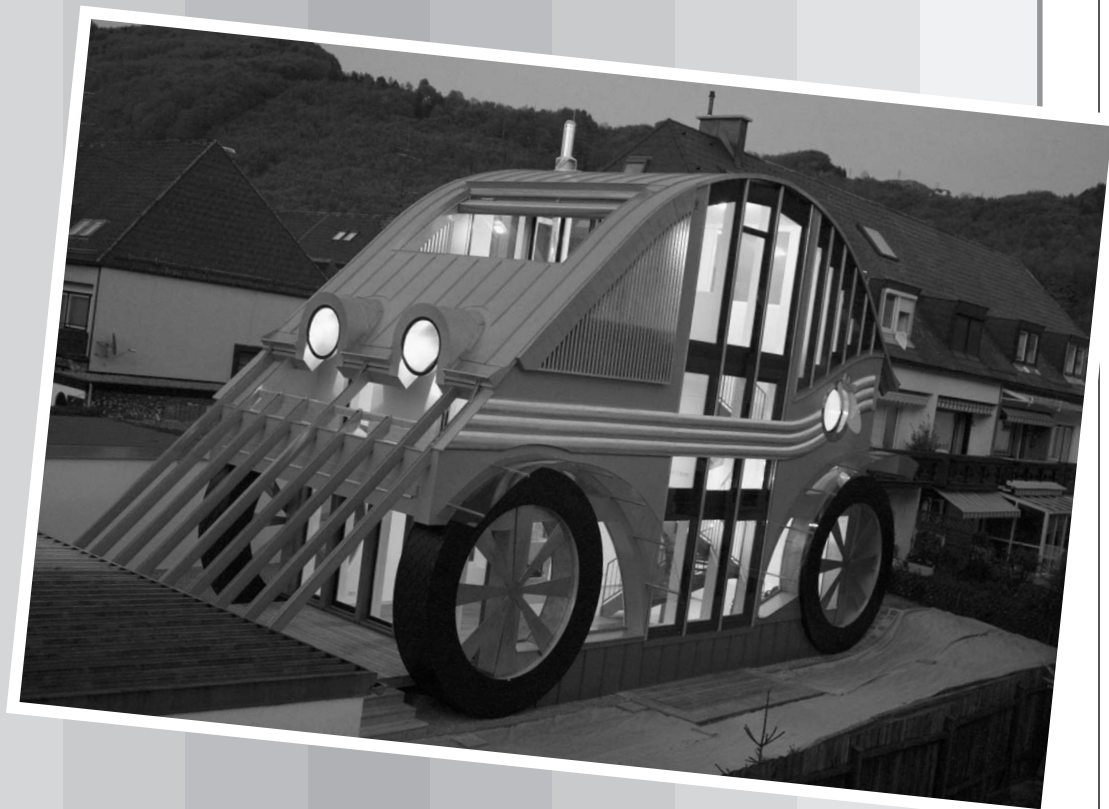
10 g i s

B Completa las frases con tus propias opiniones.

1 Mi color favorito es el _____.

2 También me gustan bastante el _____ y el _____.

3 No me gustan nada ni el _____ ni el _____.



C Completa las frases. ¡Ojo! Los colores son adjetivos. Usa la forma correcta.

1 La puerta de mi casa es _____.

2 El tejado de mi casa es _____.

3 Las paredes de mi dormitorio son _____.

D Completa las frases con *es* o *está*.

1 Esta casa _____ en Estados Unidos.

2 No _____ grande.

3 _____ genial.

4 La chimenea _____ en el tejado.

Ficha de trabajo 4 ¿QUÉ TAL?

Nombre:

Clase:

Fecha:



ACTIVIDADES DE COMPRENSIÓN AUDITIVA

Estas actividades están relacionadas con el CD de ¿Qué Tal?

PISTA 6

¡Encuentra el error!

La actriz favorita de Ivana se llama Natalie. Su cantante favorito se llama Dustin.



PISTA 7

¡Une con flechas!

- | | |
|---------------------|--|
| 1. Salma Hayek | a. ...vive en la Isla Estrella. |
| 2. Enrique Iglesias | b. ...tiene una casa con siete habitaciones y una piscina. |
| 3. Jennifer López | c. ...tiene una casa de estilo español. |



PISTA 9

Escucha el informe sobre los *alebrijes* y marca verdadero (V) o falso (F):

- | | V | F |
|---|--------------------------|--------------------------|
| 1. El profesor mexicano se llama Listín Hernández. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Los alebrijes son esculturas mexicanas de colores vivos. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Los alebrijes son esculturas tradicionales aztecas. | <input type="checkbox"/> | <input type="checkbox"/> |

PISTA 8

¡Escucha detenidamente y responde!

¿Gana Susana el concurso?

Sí No



TEACHING IDEAS

PAGES 10 - 11

Los alebrijes

Mexican handcrafts present colors and animals

OBJECTIVES

- Learn and use colors vocabulary.
- Review animal vocabulary and noun genders.
- Use adjectives.

STARTER

Before reading the text, ask the students how many words they know already for colors. Write the words on the board. Teach additional vocabulary using items in the classroom. Ask the questions in 'Antes de leer' around the class. Then, working in pairs, the students can ask each other the questions.

ACTIVITY

1) Read the text about los alebrijes on page 10 with the class and check that they understand it. Ask questions such as: *¿Qué son los alebrijes? (Son esculturas de animales.) ¿Cómo son? (Son muy coloridas.) ¿De dónde son? (Son de México.)* Then ask the students to look at the picture of the alebrijes on page 11 to see how many

different kinds of animals they can recognise. Write the words for the animals on the board: *un gallo, una gallina, un pavo, una tortuga, una rana, un pez, un pájaro, un perro, un ratón, un loro, un cerdo.*

2) Next ask the students to work in pairs and take turns to describe an animal from the picture. For example: Partner A: *Soy una rana pequeña. Soy roja y turquesa.* Partner B listens to the description and picks out the correct animal in the picture: *Aquí estás. / ¿Eres éste?* Move around the classroom while the students are doing the activity and make sure they are using *un/ una* correctly with the names of the animals and that they are making the colors and other adjectives agree with the gender of the animals.

EXTENSION

Write names of different kinds of animals that can be found in Latin America on separate pieces of paper or card, for example: *el jaguar, el tucán, el ocelote, la iguana, el armadillo, la piraña, el perezoso, el colibrí, el mono aullador, el tapir, el cóndor,*

la anaconda. Give each student one of the pieces of paper but tell them not to show anyone what is written on it. Explain that they must find out what the animal looks like and its main characteristics so that in the next lesson they can describe their animal to the rest of the class. If possible, put pictures of these animals on the board, together with their names in Spanish. The class then has to guess the animal each student describes.

Useful web links:

natureserve.org/infonatura
student.britannica.com/comptons/article.../Latin-America

TEACHING IDEAS

PAGE 12 - 13

¡Casas locas!

Unusual houses from around the world

OBJECTIVES

- Learn vocabulary for parts of the house.
- Learn to use *ser* and *estar*.
- Give a simple description of your own home.

STARTER

1) Look at the three questions under the heading *Antes de leer* and write sample answers on the board. Then ask students the questions, helping them to answer by writing up additional words on the board as necessary. For example, they might want to use adjectives such as *acogedor / acogedora (cosy), moderno / moderna, práctico / práctica, cómodo / cómoda* to describe their apartment or house. Note that the word 'piso' is used for an apartment in Spain but 'apartamento' is used in Latin America.

Working in pairs, the students can take turns to ask each other the questions. 2) Before they read the article, ask the students to look at the pictures and the vocabulary for parts of the house. Then say the words in random order and ask the students to call out the meaning in their own language. Reverse the process and say the words in the students' own language and ask them to call out the words in Spanish.

COMPREHENSION

Read the texts describing each house with the class and explain the use of *estar* for location and *ser* for descriptions. Then read out sentences about each house in random order and ask the class to say which house each one describes. Ask the students to label *la casa-perro*. Correct by holding up the

picture and asking the class what should appear in each label.

EXTENSION

Before the lesson, cut out pictures of different kinds of houses from magazines or download them from the internet. Stick or project the pictures on the board and ask the students to describe them. Write their descriptions on the board beside the pictures. Then ask each student to write 3 - 4 sentences describing their ideal home using language from the magazine and from the descriptions on the board. Write the following on the board to help the students start their sentences: *Mi casa ideal está en..., Es una casa..., Tiene... y...* Ask volunteers to read out what they have written. Display all the descriptions on the classroom walls.

¿QUÉ TAL? Quiz Sheet

The following Quiz Sheet contains 15 questions based on the information in the magazine. You can dictate the questions to your class or photocopy the sheet. (If you decide to photocopy the page, remember to cover the answers in the column on the right.) The students can answer the questions individually, in pairs or in groups, as you prefer.

1. ¿Qué tiempo hace en invierno en el hemisferio norte?

- a) Hace calor. b) Hace frío. c) Hace mucho sol.

2. ¿De dónde es Ivana Baquero?

- a) Es de España. b) Es de México. c) Es de Estados Unidos.

3. ¿Cuántos años tiene Ivana?

- a) Tiene dieciséis años. b) Tiene quince años. c) Tiene catorce años.

4. ¿Dónde estudia Ivana?

- a) Estudia en el Colegio Internacional. b) Estudia en el Instituto Británico. c) Estudia en el Colegio Americano.

5. Este año la Ruta quetzal va de España a...

- a) Chile. b) México. c) Perú.

6. En este viaje los aventureros estudian la historia, la cultura y también...

- a) el idioma. b) la comida. c) los animales y la naturaleza.

7. ¿Cuál no es una fruta?

- a) La fresa. b) La manzana. c) El queso.

8. Los alebrijes son...

- a) esculturas de animales. b) esculturas de insectos. c) esculturas de máquinas.

9. Los alebrijes son...

- a) de colores oscuros. b) muy coloridos. c) poco coloridos.

10. La casa-avión es un hotel y está en...

- a) Francia. b) Estados Unidos. c) Costa Rica.

11. Normalmente entras en una casa por...

- a) la ventana. b) el balcón. c) la puerta.

12. ¿Cuál no está en el exterior de una casa?

- a) El tejado. b) El techo. c) La terraza.

13. ¿Qué tiempo hace en Buenos Aires en Navidad?

- a) No hace calor. b) No llueve. c) No nieva.

14. El joven argentino, Iván Topor, celebra la Navidad con su familia...

- a) el 24 de diciembre. b) el 25 de diciembre. c) El 26 de diciembre.

15. En Buenos Aires es costumbre celebrar la Navidad con...

- a) fuegos artificiales. b) canciones. c) desfiles.

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Worksheet 1: RAWKU5, C. M. Seter/SXC.

Worksheet 2: BBVA; Pixelstar/SXC.

Worksheet 3: F. Neumayr/Getty Images.

Worksheet 4: J. Kimura, P. Le Segretain, M.

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