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# “RITMOS” Rhythmic Spanish Poems and Dialogues

Veronica Darer  
*SIT Graduate Institute*

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TITLE: "RITMOS"  
Rhythmic Spanish poems and dialogues.

AUTHOR: Veronica Darer

Submitted in partial fulfillment of the requirements for the  
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Project Advisor: Beatriz Fantini

*Beatriz C. Fantini*

Project Reader: Judy Moore.

*Judy Moore*

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To my husband Enrique and my daughters Gisela and Monica for taping the "RITMOS", "muchas gracias".

## ABSTRACT

This is a materials development project. It consists of "RITMOS", rhythmic poems and dialogues that supplement the teaching of oral Spanish.

The "RITMOS" help students acquire the correct stress, intonation and pronunciation, while creating an opportunity for practice in a fun and non-threatening activity.

Each "RITMO" focuses on different vocabulary words, grammatical structures and pronunciation difficulties.

Included is a recorded cassette of the "RITMOS" for demonstration purposes.

Even though the "RITMOS" are targeted to beginning Spanish students, they can be adapted to more advanced levels.

## ERIC DESCRIPTORS

SPANISH SPEAKING- RT-Spanish

EDUCATIONAL MEDIA-RT-Audiovisual aids-Instructional materials

PRONUNCIATION-RT-Pronunciation instruction

VOCABULARY-RT-Multilingual materials

POETRY-RT-Language rhythm

SPANISH CULTURE-RT-Latin American culture

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## PROLOGUE

While doing my second internship, I discovered how useful songs, Jazz Chants and poetry were in teaching a second language. When I started to teach Spanish to Junior High and High School students, I had difficulty in finding creative oral materials. I could find none that focused on the vocabulary, grammar and pronunciation I was trying to teach.

This is when I started to write my own "RITMOS", rhythmical poems, with a basic beat, based on the material that my students were trying to master. I soon discovered that the students loved them. They enjoyed the clapping, snapping and chanting in groups. The "RITMOS" seemed to motivate more students to participate in the oral activities, while they helped improve their intonation and accent in a fun and non-threatening atmosphere.

Even though Carolyn Graham's Jazz Chants were the seed for the "RITMOS", the poems are targeted to much less sophisticated learners, and usually concentrate on only one or two grammatical forms. As time goes by, I will write some for more advanced speakers. Even though most of the "RITMOS" are meant for beginning Spanish students, a lot of them can be adapted to more advanced students also.

My IPP is based on these "RITMOS". Each one is accompanied by grammatical, vocabulary and pronunciation focus and explanations as well as teaching suggestions. They are on a cassette tape which suggests the manner in which they should be presented.

The "RITMOS" do not build on each other. They are separate reinforcements for various grammatical and vocabulary forms. I have enclosed a grammar and vocabulary index that will help you find the adequate "RITMOS" quickly and efficiently.

I hope my MAT colleagues find these rhythmic poems as fun and useful as I have in my teaching of Spanish.

## HOW TO USE THE "RITMOS"

The "RITMOS" can be used in many different ways according to the teaching approach and personality of the individual teacher.

The following are just a few general suggestions of presentation.

- 1.) Use the "RITMOS" after having explained grammar and vocabulary points that are pertinent. The "RITMOS" are only a supplement to the regular lessons.
- 2.) First, the teacher should say the "RITMOS" keeping a steady beat by clapping, snapping, playing an instrument or tapping an object. The underlined syllables are the ones being stressed, and the beat should fall on them.
- 3.) The teacher then says the "RITMOS" line by line while the students repeat each line after the teacher.
- 4.) Then the teacher takes one role or part of the "RITMOS" and the students the other. If there are three parts, let the students do the other two.
- 5.) The students now do the "RITMOS" by themselves in their respective roles. The teacher can keep the stress and rhythm by continued clapping, etc.. Students should do so also.
- 6.) Each "RITMO" is different, they do not build on each other so you do not have to use them in sequence. There is a lot of improvisation that can and should be done by both teacher and students. The teacher should substitute and vary the "RITMOS" to meet the student's needs.
- 7.) Some "RITMOS" lend themselves well for bringing up cultural



points. Some can be danced, some can be role-played and some can be sung. They serve as springboards for lively effective teaching. They are only the seed. It is up to the teacher to make them lively and interesting.

8.) Last, but not least: Be prepared. Before presenting the "RITMOS" to the class, make sure you know them. The cassette tape is there to help you.

## GRAMMATICAL AND VOCABULARY INDEX

### Verbs

Querer	"¿Qué quieren?"
Ser	"Yo soy"
	"Mi familia"
	"Ser o estar"
	"Esos no son míos"
Gustar + infinitive	"Me gusta"
Estar	"Ser o estar"
	"Mi casa"
	"Primer encuentro"
Regular AR	"A bailar"
Regular ER	"Comer, comer y comer"
Regular IR	"¿Dónde viven?"
IR	"¿Preguntas?"
Tener	"Tengo ganas de ....pero tengo que..."
<u>Adjectives</u>	"Yo soy..."
	"Esos no son míos"
<u>Prepositions</u>	"Mi casa"
	"¿Dónde viven?"
<u>Plural Formation</u>	"La fiesta"
	"Ser o estar"
	"Esos no son míos"

Question Formation

Yes/No questions

"Me gusta"

"Ser o estar"

"¿Qué quieren?"

"A bailar"

Inversion and/ or  
intonation

"Esos no son míos"

"A bailar"

WH questions

"¿Preguntas?"

"Primer encuentro"

Negation

"Yo soy"

"Me gusta"

"¿Qué quieren?"

"¿Preguntas?"

"Ser o estar"

"¿Dónde viven?"

Subject Pronouns

"A bailar"

Possessive Pronouns

"Esos no son míos"

Possessive Adjectives

"Mi casa"

"Esos no son míos"

Diminutives

"Mi familia"

Plurals

"Ser o estar"

"Yo soy"

"La fiesta"

"Esos no son míos"

Demonstratives

"Esos no son míos"

"Enséñame"

Muy vs. Mucho

"Mi familia"

Determiners

Indefinite article

"A moverse"

Definite article

"Mi casa"

"Enséñame"

"¿Dónde viven?"

"Comer, comer, y comer"

Diminutives

"Mi familia"

Infinitives

"Me gusta"

"¿Qué quieren?"

"Tengo ganas de...pero tengo que..."

Tu vs. Ud

"Primer encuentro"

Indirect Object Pronouns

"La fiesta"

Conjunctions

pero

"Tengo ganas de...pero tengo que..."

y

"Mi casa"

"La familia"

"Yo soy"

## VOCABULARY

Places	"¿Dónde viven?"
Directions	"A moverse"
Nationalities and Nations	"Ser o estar"
Colors	"Esos no son míos"
Family	"Mi familia"
Body Parts	"Enséñame"
Clothing	"Esos no son míos"
Greetings	"Primer encuentro"
Farewell	"Adiós"
Parties	"La fiesta"
Rooms of a house	"Mi casa"
Meal talk	"Comer, comer, y comer"

NOTES:    YO SOY

VOCABULARY:    basic adjectives: BUENO, FLACO,  
SIMPÁTICO, GUAPO, DIVERTIDO and their  
opposites.

Expression: PUES ENTONCES

GRAMMAR:        formation of feminine, masculine and  
plural adjectives.

PRONUNCIATION:    The final /O/ and /A/ vowels.

SUGGESTIONS:    Divide the class in two groups; girls and  
boys. The girls say the first two  
verses. The boys the second two. Both  
of them say the final two lines.

YO SOY

Yo.....yo soy buena,  
    flaca,  
    simpática  
    guapa y divertida.

Tu.....tu eres malo,  
    gordo,  
    antipático,  
    feo y aburrido.

No.....no soy malo,  
    gordo,  
    antipático,  
    feo ni aburrido.

Yo.....yo soy bueno,  
    flaco,  
    simpático,  
    guapo y divertido.

Pues entonces.....somos buenos, flacos, simpáticos,  
guapos y divertidos.

Pues entonces.....somos.....somos, somos, somos  
MUY ENGREÍDOS! (conceited).

NOTES:        ME GUSTA

VOCABULARY:        Infinitive forms of AR verbs.

GRAMMAR:            Me gusta + infinitive.

                      Te gusta + infinitive.

                      Question formation by intonation.

                      Negative formation with reflexive.

PRONUNCIATION:    /AR/ sound and /GU/ sound.

SUGGESTIONS:        Divide the class into two groups. One group does verses one and four, the other group does verses two and three. Reverse roles. After PERO NO....during the beat that has no words, students enjoy pounding their desks.



ME GUSTA

¿Te gusta bailar?

¿Te gusta cantar?

¿Te gusta viajar?

¿Te gusta estudiar?

Si me gusta bailar.

Si me gusta cantar.

Si me gusta viajar.

Pero no....., no me gusta estudiar.

¿Te gusta jugar?

¿Te gusta descansar?

¿Te gusta esquiar?

¿Te gusta trabajar?

Si me gusta jugar.

Si me gusta descansar.

Si me gusta esquiar.

Pero no....., no me gusta trabajar.

NOTES: ¡¡A\_BAILAR!!

VOCABULARY: Emphasis on cultural vocabulary. Each of the dances mentioned in the "RITMO" comes from a different Spanish speaking country. Selections and demonstrations of the music and the dances can be integrated into the class.

GRAMMAR: Conjugation of the regular AR verb category in the present tense. It can also be adapted to other tenses. The use of subject pronouns: EL, YO, TU, USTEDES, NOSOTROS. EL can be substituted by ELLA, and TU can be substituted by USTED. Don't forget to change the conjugation. Different question formation: Inversion of subject and verb and/or intonation.

PRONUNCIATION: The proper accentuation of the syllables in the AR conjugations.

/AI/ diphthong sound and /J/ sound.

SUGGESTIONS: Use an instrument such as maracas to keep the correct rhythm. Divide the class into two groups, one group will chant verses one and three. The other group will chant verses two and four. Switch the groups to provide variety.

¡¡ A BAILAR!!

El baila joropo y baila tango,

baila merengue y baila mambo.

¿Bailas tú joropo, bailas tú tango,

bailas merengue, bailas mambo?

Yo bailo joropo y bailo tango,

bailo merengue y bailo mambo.

¿Bailan ustedes joropo, bailan tango,

bailan merengue, bailan mambo?

Nosotros todos bailamos joropo y tango,

bailamos merengue y bailamos mambo.

¿Bailan ellos joropo, bailan ellos tango,

bailan ellos merengue, bailan ellos mambo?

Sí, ellas y ellos bailan joropo,

Bailan tango, merengue y mambo.

Bailan bolero, bailan rumba

y todos los días bailan la cumbia.

NOTES: cccccccccc PREGUNTAS??????????

VOCABULARY: WH question forms - (Interrogative words)

GRAMMAR: Formation of question with WH forms.

First and second person singular present  
of the verbs IR and VENIR.

Difference between VENGO DE and VOY A.

PRONUNCIATION: Correct stress on accentuated syllable of  
WH questions.

/A-a/ sound, /GUAY/sound, /R/ sound and /V/  
sound.

SUGGESTIONS: Divide the class into two groups, one will  
ask the questions, the other one will  
answer. Make sure that the answers sound  
impatient and loud, as if they were  
answering somebody that does not want to  
hear well. The questions should also be  
loud and impatient.

¿¿¿¿¿¿¿¿¿¿ PREGUNTAS???????????

¿Adónde vas?

Voy a Uruguay.

¿Quién va a Paraguay?

Yo voy a Uruguay.

¿Por qué vas a Paraguay?

¡No voy a Paraguay , voy a Uruguay!

¿Cuándo vas a Paraguay?

No voy a Paraguay.

¿Cómo vas a Paraguay?

Voy a Uruguay.

¿Qué vas a hacer en Paraguay?

¡No voy a Paraguay, voy a Uruguay!

¿Dónde vas en Paraguay?

No voy a Paraguay.

¿Con quién vas a Paraguay?

Voy a Uruguay.

¿De dónde vienes, de Uruguay?

¡No vengo de Uruguay, vengo de Paraguay!

NOTES:    LA\_FAMILIA

VOCABULARY:    Family members and relations.    Spanish first names.

Adjectives:    GRUÑÓN (Grouch).

GRAMMAR:    Use of the verb to BE in 1st and 3rd person singular.

Formation of diminutive.

Relative clauses with "QUE."

Difference between MUY and MUCHO.

PRONUNCIATION:    Silent /H/, final /Y/ and /LL/ sounds.

SUGGESTIONS:    Each member or group of members of the class can play one family relation.    Then keep switching roles.    When doing the last paragraph, the student should point out who he is related to.    A good visual clue is to give students name tags showing who they are in the family.    This "RITMO" can also be done as a whole group.

## LA FAMILIA

Soy el papá, me llamo Pepito y soy muy gordito.

Soy la mamá, me llamo Pepita y no soy bajita.

Soy el hermano, me llamo Pedrito y soy jovencito.

Soy la hermanita, me llamo Evita y soy la pequeñita.

Y yo soy el tío, el tío Juan y como mucho pan.

Y yo la tía, la tía Margarita y soy morenita.

Soy el abuelo, me llamo Ramón y soy muy gruñón.

Soy la abuela, me dicen viejita, pero soy Anita.

Y yo ---

Soy el hijo de Pepito y Pepita, que no es muy bajita.  
la hija

Soy el hermano de Pedrito y Evita, que es pequeñita.  
la hermana

Soy el sobrino de Juan y Margarita, que es morenita.  
la sobrino

Y soy el nieto de Ramón y Anita, que es viejita.  
la nieta

NOTES: COMER, COMER\_Y\_COMER.

VOCABULARY: Names of the three meals.

Expression: ¡BUEN PROVECHO!. Not translatable in English but is said before a meal or if you meet somebody that is eating. It is used to wish a healthy, enjoyable and appetizing meal. It is equivalent to the French "Bon Apetit".

GRAMMAR: The conjugation of regular verbs ending in ER in the present tense.

Definite articles: A + EL = AL.

PRONUNCIATION: Correct accent and stress of the ER present tense.

/CH/ sound.

SUGGESTION: This should be recited by the whole class as a group. It can also be used for learning other conjugations such as the preterite and the future by simply substituting the correct forms.



COMER, COMER Y COMER

Yo como en la mañana.

Tu comes al mediodía.

El come en la noche.

Y usted, come todo el día.

Comemos el desayuno.

Ellas comen el almuerzo.

Ustedes comen la cena.

¡A todos BUEN PROVECHO!

NOTES: SER O ESTAR

VOCABULARY: Spanish speaking countries and nationalities.

A note must be made that not all are mentioned in this "RITMO".

GRAMMAR: Difference of use and meaning between the verbs SER and ESTAR.

Formation of plurals.

Conjugation of verbs SER and ESTAR.

PRONUNCIATION: Diphthongs: /IA/, /UA/ and /UE/.

/J/ of Mexicano and /RR/ sounds.

SUGGESTIONS: Before doing this "RITMO", show a map of Central and South America pointing out the different countries. As the class recites the "RITMO", point them out once more. You can again divide the class into two groups: one that will ask the questions and one that will give the answers. Then reverse the roles. If you wish to give the students more practice using these verbs you can do the whole "RITMO" with using ERES in the questions and SOY in the answers, or SON in the questions and SOMOS in the answers etc.. The last part can be done as a separate "RITMO" if the teacher finds it too long or complicated.

## SER O ESTAR

¿ERES DE VENEZUELA?

Soy de Venezuela. Soy venezolano,  
y aunque estoy en Colombia, no soy Colombiano.

¿ES EL DE PANAMA?

Sí es de Panamá. Es panameño,  
y aunque está en Honduras, no es Hondureño.

¿ES USTED DE BOLIVIA?

Sí soy de Bolivia. Soy boliviano,  
y aunque estoy en Perú, no soy peruano.

¿SON ELLOS DE PUERTO RICO?

Sí son de Puerto Rico. Son puertorriqueños,  
y aunque están en Salvador, no son salvadoreños.

¿SON USTEDES DE CUBA?

Sí somos de Cuba. Somos cubanos,  
y aunque estamos en Ecuador, no somos ecuatorianos.

¿SON USTEDES AMERICANOS?

Sí somos americanos:

Venezolanos, colombianos, ecuatorianos y peruanos.

Uruguayos, paraguayos, guatemaltecos y hondureños.

Panameños, argentinos, chilenos y salvadoreños.

Cubanos, dominicanos, bolivianos y mexicanos.

Somos, somos, somos siempre americanos.

NOTES: ENSEÑAME

VOCABULARY: Parts of the body. The parts of the body to be taught are up to the teacher and the students.

OTHER\_BODY\_PARTS: EL CODO, LOS OJOS, LA NARIZ, LA BOCA, EL PELO, LA CABEZA, EL CUELLO, EL PECHO, LA BARRIGA, etc.

GRAMMAR: Indirect object ME added at the end of the command form.

Demonstrative pronouns.

PRONUNCIATION: /BR/, /Ñ/ and /Z/ sounds.

SUGGESTION: This "RITMO" was inspired by a Spanish children's game song: BAILA MARINERO and should be played like a game. If possible, organize students in a circle. One student starts by asking the student next to him/her to show him/her a body part. After this student has shown the right one and uses the right name, it becomes his/her turn to ask the student next to him/her. The student answering now has to name the part asked for, plus the previous one(s) given. This game can be endless.

## ENSEÑAME

Enseña, enseña, enseña,  
enseñame la mano.

ESTA ES LA MANO, ESTA ES LA MANO.

Enseña, enseña, enseña,  
enseñame los dedos.

ESTOS SON LOS DEDOS, ESTA ES LA MANO.

Enseña, enseña, enseña,  
enseñame el brazo.

ESTE ES EL BRAZO, ESTOS SON LOS DEDOS, ESTA ES LA MANO.

Enseña, enseña, enseña,  
enseñame el hombro.

ESTE ES EL HOMBRO, ESTE ES EL BRAZO, ESTOS SON LOS DEDOS, ESTA ES LA MANO.

Enseña, enseña, enseña,  
enseñame la espalda.

ESTA ES LA ESPALDA, ESTE ES EL HOMBRO, ESTE ES EL BRAZO, ESTOS SON LOS DEDOS, ESTA ES LA MANO.

Enseña, enseña, enseña,  
enseñame la pierna.

ESTA ES LA PIERNA, ESTA ES LA ESPALDA, ESTE ES EL HOMBRO, ESTE ES EL BRAZO, ESTOS SON LOS DEDOS, ESTA ES LA MANO.

Enseña, enseña, enseña,  
enseñame los pies.

ESTOS SON LOS PIES, ESTA ES LA PIERNA, ESTA ES LA ESPALDA, ESTE ES EL HOMBRO, ESTE ES EL BRAZO, ESTOS SON LOS DEDOS, ESTA ES LA MANO.

Enseña, enseña, enseña,

enseñame la cara.

ESTA ES LA CARA, ESTOS SON LOS PIES, ESTA ES LA PIERNA, ESTA ES  
LA ESPALDA, ESTE ES EL HOM BRO, ESTE ES EL BRAZO, ESTOS SON LOS  
DEDOS,

ESTA ES LA MANO.

(Keep adding body parts)

NOTES: ESOS NO SON MIOS.....

VOCABULARY: Expansion exercise for names of clothing and colors. Teacher/students can substitute the clothing and colors to serve their own needs.

GRAMMAR: Difference between possessive pronouns and adjectives.

Demonstratives pronouns.

Agreement in gender and number of all parts of speech.

Adjective placement after the noun.

Negatives.

PRONUNCIATION: /Y/ sound and final /S/ sound.

SUGGESTIONS: This "RITMO" can be used as a game; put articles of clothing in the center of the class or another designated place. A student will then pick up one article and ask the question to another student who will then give the answer. Both should follow the "RITMO" model. As I stated, the articles of clothing and color description can be changed. You can also divide the class into two groups. One group will ask the questions, the other will respond. Switch roles.

As this is more complicated than most "RITMOS",

I suggest doing it in smaller sections,  
building up to the final version.  
For example, you can only use MI and MIO(A)  
throughout for the first few times.



ESOS NO SON MIOS.....

¡QUÉ DESORDEN!

¿Y ESA CAMISA ROJA?

Es mi camisa roja. Esa es mía.

¿Y ESA CORBATA AZUL?

Es su corbata azul. Esa es suya.

¿Y ESOS ZAPATOS NEGROS?

Son nuestros zapatos negros. Esos son nuestros.

¿Y ESAS MEDIAS BLANCAS?

Son sus medias blancas. Esas son suyas.

¿Y ESOS VESTIDOS AMARILLOS?

Son mis vestidos amarillos. Esos son míos.

¿Y ESOS PANTALONES PARDOS?

Esos no son míos. Esos son tuyos!

¿Y ESA BLUSA VERDE?

Esa no es mía. Esa es tuya!

¿Y ESA FALDA MORADA?

Esa no es suya. Esa es tuya!

¿Y ESOS SUETERES GRISES?

Esos no son nuestros. Esos son vuestros!

¿Y ESE ABRIGO ROSADO?

Ese no es mío. Ese es tuyo!

¡Qué desorden!

NOTES: !!!!!!!!!!!!(DONDE\_VIVEN?!!!!!!!!!!!!)

VOCABULARY: Places in a city or town.

Expression: ¡POR ULTIMA VEZ!

GRAMMAR: Conjugation of the present tense of regular IR verbs.

Negations with NO and NI.

Question formation with DONDE.

Question Answering.

PRONUNCIATION: Correct stress and accentuation of conjugated IR verbs.

/B-V/ same sound.

SUGGESTIONS: Divide the class into four groups. Each group says one of the first four paragraphs. The teacher or a student can ask the questions. The last paragraph is said by the whole class. Again, if you wish to practice only a particular pronoun conjugation, you can adapt this "RITMO" to do so.

iiiiiiiiii¿DONDE VIVEN?!!!!!!!

¿DONDE VIVES?

No vivo en el estadio, ni vivo en el museo,  
no vivo en la escuela, ni vivo en el correo.

¿DONDE VIVE?!

No vive en el banco, ni vive en el museo,  
no vive en la tienda, ni vive en el correo.

ii¿DONDE VIVEN?!!

No vivimos en el cine, ni vivimos en el museo,  
no vivimos en el parque, ni vivimos en el correo.

iiii¿DONDE VIVEN?!!!!

No viven en la iglesia, ni viven en el museo,  
no viven en el hotel, ni viven en el correo.

iiiiiiiiii¿DONDE VIVEN?!!!!!!!.iiiiiiPor última vez!!!!!

Yo no vivo en el café,, el no vive en la plaza,  
ellos no viven en la calle, vivimos EN LA CASA.

NOTES: ¡A MOVERSE!

VOCABULARY: Spatial relationships and directions: A LA IZQUIERDA, A LA DERECHA, ADELANTE, ATRAS, and VUELTA.

GRAMMAR: First person plural of the verb IR.  
Indefinite article UN.

PRONUNCIATION: /AS/, /CH/, /F/, /TA/ and /TE/ sounds.

SUGGESTIONS: This is a TPR ( Total Physical Response, a language approach developed by Prof. James Asher) kind of exercise where the students can speak out the "RITMO" as well as move around following the directions. A class leader may be picked and he/she in turn pick more leaders to lead with him/her or take the leader's place. The physical movements go as follows:

two steps to the left

two steps to the right

two steps to the front

very slowly, like an elephant,

turn around once to face the

door. Turn around again and go

back to the original place.

Do it over and over again until you

want to stop.

¡A MOVERSE!

Vamos a la izquierda  
y ahora a la derecha.  
Vamos para adelante  
como un elefante.

Damos una vuelta  
y vamos a la puerta.  
Otra vuelta más  
y vamos para atrás.

Vamos a la izquierda  
y ahora a la derecha.  
Vamos para adelante  
como un elefante.

NOTES: PRIMER ENCUENTRO Y ADIOS.

VOCABULARY: Basic greetings, name introduction, how are you and farewells.

GRAMMAR: Basic question forms.  
Difference between TU and USTED.

PRONUNCIATION: Right intonation for basic questions.  
/AL/ and /LA/ sounds.

SUGGESTIONS: Divide the class into couples. Each couple plays the two roles.  
For ADIOS the class can do it as a whole. You can also do PRIMER ENCUENTRO combined with ADIOS as a cocktail party where people greet each other with the two conversations and then say goodbye with the ADIOS "RITMO".

CULTURAL: This is a good opportunity to show greeting gestures from different Spanish speaking countries. Compare and contrast them to American ways of greeting. Be sure to show the difference between a formal and an informal greeting.

PRIMER ENCUENTRO (informal)

¡HOLA! ¿COMO TE LLAMAS?

Me llamo Manuela.

¿DE DONDE ERES?

Soy de Venezuela.

¿COMO ESTAS?

Así, así ¿Y tú?

PUES IGUAL QUE TU Y SOY DE PERU.

PRIMER ENCUENTRO (formal)

¡BUENAS TARDES! ¿COMO SE LLAMA USTED?

Me llamo Cristina.

¿DE DONDE ES USTED?

Soy de Argentina.

¿COMO ESTA USTED?

Bien gracias ¿Y usted?

MAL PORQUE TENGO SED.

ADIOS

No es adiós

es solo hasta mañana,

hasta la vista o hasta luego,

pronto nos veremos de nuevo.

NOTES: MI CASA

VOCABULARY: Parts of the house.

Idiomatic expression: MI CASA ES TU CASA

GRAMMAR: Prepositions of place: AL LADO, CERCA, DENTRO, DEBAJO, ETC.

ESPERAR Y PARECER (with indirect object).

Verb ESTAR in third person singular.

Definite article EL and LA.

Possessive adjectives.

SUGGESTIONS: As the class says the "RITMO", have one student or more come to the board and draw the house that is being described. The teacher can also read the "RITMO" while the students draw the house. This "RITMO" can be said as a group. The class can also be paired. Each couple is back to back. While one reads the "RITMO", the other can draw what his/her partner is saying.

CULTURAL: Different features of Hispanoamerican architecture can be discussed. For example: EL PATIO.



## MI CASA

Me gusta mi casa, me parece que está bien.

Espero que te guste a tí también.

Al lado de la cocina, está el comedor,  
el patio en el centro y afuera el jardín, todo alrededor.

Dentro de la casa, está la escalera,  
y muy cerca a la derecha, está la chimenea.

Arriba de la sala, está mi dormitorio,  
y en mi dormitorio, está mi escritorio.

Encima del escritorio, está la televisión,  
y debajo de la cama, está mi colección.

Abajo en el sótano, está el garaje,  
donde están los coches para ir de viaje.

¿Te gusta mi casa, te parece que está bien?

Mi casa es tu casa si quieres también.

NOTES: ¿QUE QUIEREN?

VOCABULARY: Places and activities.

Expressions: ENTONCES, NADA, DEJA and ASI QUE.

GRAMMAR: Conjugation of the verb QUERER in the present tense. Negation and question forms.

Difference between NO and NI and the difference between interrogative QUE and relative pronoun QUE. QUERER + infinitive.

PRONUNCIATION: QUEREMOS vs. QUIERO

Silent /H/ .

SUGGESTIONS: Divide the class into groups of three students.

One of the students in the group will question either one or both of the other students, depending on the verb form. Again, depending on the verb form, either one or both of the remaining students in the group will answer.

The students than rotate so each one has the opportunity to ask questions.

This "RITMO" can also be broken down by using only two conjugation forms: ¿QUIERES? - QUIERO or ¿QUIERE? - QUIERE, etc..

You can build up to this as the final "RITMO".

QUE QUIEREN?

¿QUIEREN IR A LA PISCINA?

¿QUIEREN NADAR?

No queremos nada. No queremos ni hablar.

¿QUIERES IR AL PARQUE?

¿QUIERES PASEAR?

No quiero nada, no quiero ni hablar.

¿QUIEREN IR A LA FIESTA?

¿QUIEREN BAILAR?

No queremos nada, no queremos ni hablar.

¿QUIERES IR A LA ESCUELA?

¿QUIERES ESTUDIAR?

No quiero nada, no quiero ni hablar.

¿QUIEREN IR AL AEROPUERTO?

¿QUIEREN VIAJAR?

No queremos nada, no queremos ni hablar.

¿QUIERES IR A LA CASA?

¿QUIERES DESCANSAR?

No quiero nada, no quiero ni hablar.

¿QUE QUIEREN ENTONCES?

No queremos nadar, ni queremos pasear,  
no queremos bailar, ni queremos estudiar,  
no queremos descansar, ni queremos viajar.  
no queremos nada, sobretodo hablar,  
¡¡así que deja, deja de preguntar!!

NOTES: LA FIESTA

VOCABULARY: Party vocabulary: INVITACIONES, FIESTA, DISCOS, BAILES, ETC. GOZAR is a popular verb which means to enjoy thoroughly. It can be replaced by DISFRUTAR.

GRAMMAR: Indirect object pronouns: placement, form and usage. Agreement of object pronouns with noun being replaced (gender and number).  
Verb IR in the first person plural present tense. VAMOS A + infinitive to indicate future time.

PRONUNCIATION: /A/ sound and /B-V/ same sound.

SUGGESTIONS: It is a good idea to bring some party realia such as invitations, etc. The students can plan a real party if they wish. One group of students can suggest a party and the other group may accept or decline the suggestion.

LA FIESTA

¿LA FIESTA, LA FIESTA, LA VAMOS A ORGANIZAR?

Si vamos a organizarla

¿LAS INVITACIONES, LAS VAMOS A PINTAR?

Si vamos a pintarlas.

¿LOS DISCOS DE JULIO, LOS VAMOS A ESCUCHAR?

Si vamos a escucharlos.

¿LOS BAILES LATINOS, LOS VAMOS A BAILAR?

Si vamos a bailarlos.

¿LA COMIDA, LA BEBIDA, LA VAMOS A PREPARAR?

Si vamos a prepararla.

¿LA AMIGA DE JUAN, LA VAMOS A INVITAR?

Si vamos a invitarla.

¿TUS PADRES, MIS PADRES, LOS VAMOS A INVITAR?

No, no vamos a invitarlos.

¿LA FIESTA, LA FIESTA, LA VAMOS A GOZAR?

¡Sí, sí, sí, sí, sí, la vamos a gozar!

NOTES: TENGO GANAS DE.....PERO TENGO QUE.....

VOCABULARY: Infinitives of some ar and er verbs.

Expressions: TENER GANAS DE AND TENER QUE.

GRAMMAR: Conjugation of the verb TENER.

Conjunction PERO.

PRONUNCIATION: /AR/ and /ER/ endings and initial /C/ sounds.

SUGGESTIONS: Divide the class into three groups. The first asks the questions. The second gives the first answer. The third group acts like an echo using the third person singular conjugation. Rotate the groups so each group gets to do all three parts.

TENGO GANAS DE.....PERO TENGO QUE.....

¿TIENES GANAS DE JUGAR?

Tengo ganas de jugar pero.....tengo que trabajar

*ella o él* tiene que trabajar.

¿TIENES GANAS DE COMER?

Tengo ganas de comer pero.....tengo que correr

tiene que correr,

¿TIENES GANAS DE BAILAR?

Tengo ganas de bailar pero.....tengo que cantar

tiene que cantar.

¿TIENES GANAS DE LEER?

Tengo ganas de leer pero.....tengo que coser

tiene que coser.

¿TIENES GANAS DE ESQUIAR?

Tengo ganas de esquiar pero.....tengo que cocinar

tiene que cocinar.

TIENES PROBLEMAS. ¿TIENES GANAS DE HABLAR?

Tengo muchos problemas y tengo ganas de hablar pero.....

tengo que viajar

tiene que viajar. ¡Adiós!