

Section Goals

In **Contextos**, students will learn and practice

- terms for family relationships
- names of professions

Instructional Resources

Student Activities Manual: Workbook, 23–24; Lab Manual, 229
Transparencias 16–17
Student Audio Cassette 1/CD 1

Before Presenting

Contextos Introduce active lesson vocabulary. Beginning in English, ask volunteers about their families. Ask: Who has a brother? Write **hermano** on the board and explain that it means brother. To the student who answers, ask: **¿Cómo se llama tu hermano?** After the student has answered, ask another student **¿Cómo se llama el hermano de ____?** Respond: **Sí, su hermano se llama ____.** Next switch to **hermana** and follow the same procedure. Work your way through various family relationships.

Assignment Have students study **Contextos** and do the exercises on pages 71–72 as homework.

Present Give students two minutes to review the family tree (**árbol genealógico**) on pages 70–71. Then project **Transparency 16**. Point out that the family tree is drawn from the point of view of José Miguel Pérez Santoro. Have students refer to the family tree to answer your questions about it. Ex: **¿Cómo se llama la madre de Víctor?** **¿Es Socorro González la abuela de Carmen?** **¿Héctor Manuel es el primo o el nieto de José Miguel?** and so forth.

Close Discuss the pattern of Hispanic last names (**apellidos**). If your name follows this pattern, you may wish to use it as an example. Then ask volunteers to say what their names would be.

La familia

La familia de José Miguel Pérez Santoro

Más vocabulario

<p>la familia familia</p> <p>el/la hermanastro/a stepbrother/stepsis</p> <p>el/la hijastro/a stepson/stepdaughter</p> <p>la madrastra stepmother</p> <p>el medio hermano/la media hermana half-brother/half-sister</p> <p>el padrastro stepfather</p> <p>los parientes relatives</p> <p>el/la cuñado/a brother-in-law/sister-in-law</p> <p>la nuera daughter-in-law</p> <p>el/la suegro/a father-in-law/mother-in-law</p> <p>el yerno son-in-law</p> <p>el/la amigo/a friend</p> <p>la gente people</p> <p>el/la muchacho/a boy/girl</p> <p>el/la niño/a child</p> <p>el/la novio/a boyfriend/girlfriend</p> <p>la persona person</p> <p>el/la artista artist</p> <p>el/la ingeniero/a engineer</p> <p>el/la doctor(a), el/la médico(a) doctor; physician</p> <p>el/la periodista journalist</p> <p>el/la programador(a) computer programmer</p>	<p>mi tío (uncle)</p> <p>mi tía (aunt)</p> <p>mi prima (cousin)</p> <p>mi primo (cousin)</p> <p>mi prima</p> <p>mi sobrino (nephew)</p> <p>mi sobrina (niece)</p>
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Variación léxica

madre ↔ mamá, mami (*colloquial*)

padre ↔ papá, papi (*colloquial*)

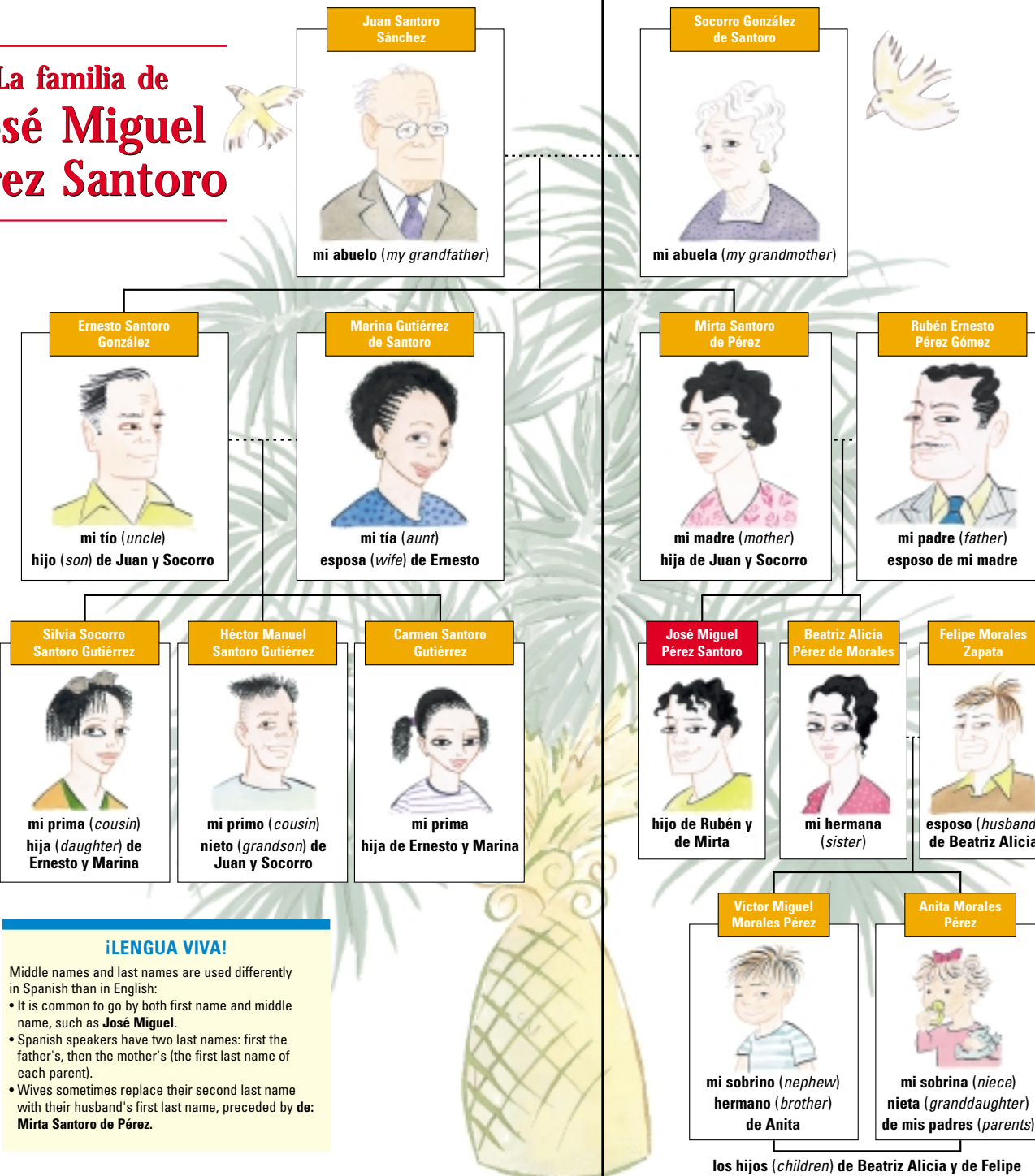
muchacho/a ↔ chico/a

recursos

SCASS/CD Lección 3	WB pp. 23-24	LM p. 229	LCASS/CD Cass. 3/CD3
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TEACHING OPTIONS

Extra Practice Draw your own family tree on a transparency or the board and label it with names. Ask students questions about it. Ex: **¿Es ____ mi tío o mi abuelo?** **¿Cómo se llama mi madre?** **____ es el primo de ____**, ¿verdad? **¿____ es el sobrino o el hermano de ____?** **¿Quién es el cuñado de ____?** Help them identify the relationships between members. Then invite them to ask you questions.



¡LENGUA VIVA!

Middle names and last names are used differently in Spanish than in English:

- It is common to go by both first name and middle name, such as **José Miguel**.
- Spanish speakers have two last names: first the father's, then the mother's (the first last name of each parent).
- Wives sometimes replace their second last name with their husband's first last name, preceded by **de**: **Mirta Santoro de Pérez**.

Variación léxica Ask Spanish speakers to tell the class any other terms they use to refer to members of their families. These may include terms of endearment. Ask them to tell where these terms are used. Possible responses: **nene/nena, guagua, m'hijo/m'hija, chamaco/chamaca, chaval/chavala, cielo, cariño, corazón.**

TEACHING OPTIONS

Small Groups Have groups of three interview each other about their families, one conducting the interview, one answering, and one taking notes. At three-minute intervals have students switch roles until each has had each role. As a whole class, ask random students questions about the families of other members of their group of three.

Game Have students state the relationship between people on José Miguel's family tree; their classmates will guess which person on the family tree they are describing. Ex. **Es la hermana de Ernesto y su padre es Juan. (Mirta)** **Hector Manuel es su hermano y Beatriz Alicia es su prima. (Carmen o Silvia)** Take turns until each member of the class or group has had a chance to state a relationship.

Práctica

1 Escuchar Listen to each statement made by José Miguel Pérez Santoro, then indicate whether it is **cierto** or **falso**, based on his family tree.

- | | | | |
|-------------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|
| Cierto | Falso | Cierto | Falso |
| 1. <input checked="" type="radio"/> | 1. <input type="radio"/> | 6. <input checked="" type="radio"/> | 6. <input type="radio"/> |
| 2. <input checked="" type="radio"/> | 2. <input type="radio"/> | 7. <input checked="" type="radio"/> | 7. <input type="radio"/> |
| 3. <input type="radio"/> | 3. <input checked="" type="radio"/> | 8. <input type="radio"/> | 8. <input checked="" type="radio"/> |
| 4. <input checked="" type="radio"/> | 4. <input type="radio"/> | 9. <input type="radio"/> | 9. <input checked="" type="radio"/> |
| 5. <input type="radio"/> | 5. <input checked="" type="radio"/> | 10. <input checked="" type="radio"/> | 10. <input type="radio"/> |

2 Emparejar Provide the letter of the phrase that matches each description. Two items will not be used.

- | | |
|--|----------------------|
| 1. Es un hombre que programa las computadoras. c | g. Es mi padrastro. |
| 2. Son los padres de mi esposo. e | h. Son mis primos. |
| 3. Son los hijos de mis (<i>my</i>) tíos. h | i. Es un artista. |
| 4. Es una mujer que trabaja en un hospital. a | j. Es una profesora. |
| 5. Es el hijo de mi madrastra y el hijastro de mi padre. b | k. Es mi sobrino. |
| 6. Es el esposo de mi hija. l | l. Es mi yerno. |
| 7. Es el hijo de mi hermana. k | |
| 8. Es un hombre que dibuja y pinta mucho. i | |
| 9. Es una mujer que da (<i>gives</i>) clases en la universidad. j | |
| 10. Es un hombre que trabaja con planos (<i>blueprints</i>). d | |

3 Completar Complete these sentences with the correct family terms.

- La madre de mi madre es mi abuela.
- La hija de mi tío es mi prima.
- El hijo de mi hermana es mi sobrino.
- La esposa de mi hermano es mi cuñada.
- La hermana de mi padre es mi tía.
- Mi madre y mi padre son mis padres.
- El hijo de mi padre pero no de mi madre es mi medio hermano.
- Mi hija es la niet de mi padre.
- Mi esposa es la nuera de mis padres.
- El hijo de mi esposo no es hijo mío; es mi hijastro.
- El esposo de mi hija es mi yerno.
- Mi hermanastro es la hija de mi padrastro pero no de mi madre.
- El padre de mi madre es mi abuelo.
- Los padres de mi esposa son mis suegros.



1 Present Help students check their answers by reading each statement in the tape-script to the whole class and asking volunteers to say whether the statement is true or false. Have students correct the false statements by referring to José Miguel's family tree. **Tapescript 1. Beatriz Alicia es mi hermana. 2. Rubén es el abuelo de Víctor Miguel. 3. Silvia es mi sobrina. 4. Mirta y Rubén son los tíos de Héctor Manuel. 5. Anita es mi prima. 6. Ernesto es el hermano de mi madre. 7. Soy el tío de Anita. 8. Víctor Miguel es mi nieto. 9. Carmen, Beatriz Alicia y Marina son los nietos de Juan y Socorro. 10. El hijo de Juan y Socorro es el tío de Beatriz Alicia.** *Student Cassette/CD*

The Affective Dimension Assure students that it isn't necessary to understand every word they hear. They may feel less anxious if they listen for general meaning.

2 Present Model the activity by reading statement 1 to the class and asking **Un hombre que programa las computadoras. ¿qué es?** Guide them to see that the correct response is **c. Es un programador.**

2 Expand After students finish, ask each one to provide a complete sentence combining elements from the numbered and lettered lists. Ex. **Un programador es un hombre que programa las computadoras. Los padres de mi esposo son mis suegros. Mis primos son los hijos de mis tíos.**

3 Expand Write five sentences following the pattern of those in the activity and use them as a dictation. Read each sentence twice, pausing after the second time for students to write.