

VIII. Chapter-by-Chapter Supplementary Materials

A. OVERVIEW OF MATERIALS

The following section contains additional teaching strategies, comprehension questions, and information related to various sections in each chapter of the main text of *Puntos en breve*. It is suggested, however, that you first refer to the on-page annotations. This portion of the Manual includes chapter-by-chapter material such as the following:

- brief comprehension questions to accompany **Vocabulario: Preparación** sections
- additional games and activities to reinforce vocabulary and grammar concepts

B. THE MASTER ORGANIZING DOCUMENT

The Second Edition of *Puntos en breve* includes a Master Organizing Document (MOD). Each chapter's MOD displays the various resources (often with page numbers or other references) that are available to students and instructors. Many of the resources are further broken down in the MOD to show their contents and the types of items and exercises that users can expect to find in them. Although each chapter's MOD was created primarily to aid in lesson planning and the construction of course syllabi, you may wish to photocopy it for student use.

C. PREFACE TO GAMES AND ACTIVITIES

Learning a second language is not an easy task. If students wish to attain more than mastery of a few key words and phrases, they will have to expend a great deal of effort over a long period of time. Research demonstrates that such efforts are most fruitful when they are made in a low-anxiety environment.

Games of many kinds can provide such an environment because they are fun, motivating, and interesting. If structured properly, they are at a level appropriate for student comprehension. Games also encourage students to participate actively in the classroom interaction that is created when the focus of the class is on the game itself (and not on grammar rules and practice).

The games in this section of the Manual were developed to reinforce vocabulary and grammar concepts for each chapter of the Second Edition of *Puntos en breve*. They also add humor and variety to the language classroom. Since the games include activities that are visual, auditory, and kinesthetic in nature, all students will find at least one that is appropriate for their individual learning styles. In addition to games for partner/pair work, there are games for small-group work and whole-class activities.

Teachers in many settings have used games for instructional purposes for centuries. Our classroom experience with the games in this Manual validates their utility. All the games were field tested with students at Citrus College. Their insights have been invaluable in the developmental process. In addition, we found that students of all ages enjoy playing games once they experience the benefits of doing so.

Following is a description of the types of games included in this section, along with a description of how to play them and suggestions for use.

Game/Activity: **¡A pescar!**

Goals: Skills: listening, speaking

Organization: Groups (4 to 5 per group)

Time: 15 to 20 minutes

*Materials/
Equipment:* One deck of cards per group (13 different pictures; 4 of each)

Procedure: This card game is played like “Go Fish!”

Step 1: Each player is dealt 5 cards. The remainder of the deck is placed face down in the center of the group.

Step 2: Player 1 may ask any other player for a specific card, but Player 1 must have that card in his/her own hand. *Example:* **Susana, ¿tienes el sillón?**

Step 3: If Susana has 1 or more cards with the picture of the armchair, she must say, **¡Sí, tengo el sillón.** She then gives all her **sillón** cards to Player 1. If she has no **sillón** cards, she responds **No, no tengo el sillón. ¡A pescar!**

Step 4: Player 1 draws the top card from the deck. If she/he does not draw the card that she/he asked for, play passes to Player 2, and so on.

Step 5: As soon as any player has four of a kind, he/she should remove them from his/her hand and lay them on the table. The player who has the most sets of four cards wins the game.

Note: If a player runs out of cards before all the cards in the deck have been drawn, he/she should immediately draw one more card so that he/she can stay in the game.

Variations: Verbs are pictured on the **Capítulo 8 ¡A pescar!** activity cards; the letter in the corners of each card is the first letter of the infinitive. The players must formulate questions and answers with these verbs in the preterite. *Example:* **Raquel, ¿dormiste ocho horas anoche? —Sí, dormí ocho horas anoche.** (if she has one or more **Dormir** cards) or **—No, dormí solo seis horas anoche. ¡A pescar!** (if she has no **Dormir** cards).

Suggestions: Students should be encouraged to vary their questions, using as many different verbs as possible.

Students must communicate only in Spanish.

Cards should be duplicated on card stock, if possible. If items are colored, students can also practice color words and adjective agreement.

Before the cards are cut, each 8½" × 11" page may be backed with adhesive paper and laminated.

Game/Activity: **Arriésgate**

Goals: Skills: reading, speaking, simple translation

Organization: Groups (4 to 5 per group)

Time: 15 to 20 minutes

*Materials/
Equipment:* Overhead transparency of **Arriésgate** gameboard
Enough squares of opaque paper to cover each square on the gameboard
Overhead projector

Procedure: This game is similar to “Jeopardy.”
In the **Vocabulario** category students identify the object(s) pictured, fill in the missing word, and so on.
In the **Verbos** category students produce the missing verb form or make a sentence describing the action pictured.
In the **Gramática** category students apply the grammatical structures learned in the chapter.
In the **Traducción** category students translate the sentences using the vocabulary and grammar of the chapter.

Step 1: Students are grouped. Designate Groups 1, 2, and so on.

Step 2: Group 1 chooses a category and the number of points they want to earn (e.g., **Verbos por 30 puntos**). The group then has one minute to produce the answer. Each student in the group should contribute.

Step 3: Group 1 answers the question. Accuracy is very important in this game. If there are any mistakes in the answer, the group loses the points. If the answer is wrong, Group 2 may answer the question, or it may pass.

Step 4: If Group 2 passes, Group 3 may answer, and so on.

Variations: Change the rules for passing or allowing a volunteer group to answer the question. For example, the next group may be required to attempt to answer the question.

Game/Activity: **Crucigramas**

Goals: Skills: speaking, listening, writing, paraphrasing

Organization: Partners

Time: 10 minutes

*Materials/
Equipment:* One **Crucigramas** game for each student (half the students receive the copy labeled “Partner A”; the other half receive the copy labeled “Partner B”).

Procedure: Step 1: One partner’s puzzle has only the answers for vertical spaces; the other has answers only for the horizontal spaces. Partner A starts the game by describing or defining the first word that appears on Puzzle A (1 across, for example). When Partner

B successfully fills in the word on Puzzle B, he/she then describes or defines the first word on Puzzle B (1 down, for example) to Partner A.

Step 2: Continue to alternate until both puzzles have been completed.

Suggestions: Students must communicate only in Spanish; they should not see each others' puzzles until the end of the activity.

Game/Activity: **¡Dígalo como pueda!**

Goals: Skills: listening, speaking, paraphrasing

Organization: 2 groups

Time: 15 to 20 minutes

Materials/Equipment: Lists of vocabulary words (may be mounted on index cards for the student describing the words)

Procedure: Step 1: A representative of Team A selects a word list, writes the name of the category on the board, and stands facing his/her team.

Step 2: The representative has 1 or 2 minutes (depending on student proficiency) to describe in Spanish the words on the list. He/She may also point at things, draw, or act out words. Synonyms, antonyms, or full sentence descriptions may be used. One point is earned for each word on the list said by any team member.

Step 3: This procedure is repeated by Team B, and so on. The team with the most points at the end wins the game.

Variations: For a simple review of vocabulary, the representative may be given 1 minute to describe the words in English.

Suggestions: The instructor should have copies of the word lists so that he/she can check off correct responses. Update the score on the board as each time period is completed.

Game/Activity: **La encuesta dice...**

Goals: Skills: writing, reading, speaking

Organization: Groups (4 or 5 **familias**)

Time: 15 minutes, approximately

Materials/Equipment: Transparency master of **La encuesta dice...**
1 sheet of opaque paper to cover the answers
Overhead projector

Procedure: This game is similar to "Family Feud."

Step 1: Students are grouped into **familias**.

Step 2: Show students the question or incomplete statement (**Con frecuencia, durante los fines de semana los estudiantes van a...**).

Step 3: Teams go to the board and write their answers. Allow 3 to 5 minutes, depending on the number of answers they must produce.

Step 4: Uncover your answers one by one. The group that matches the largest number of items in your list wins.

Variations: The game may be played orally. Instead of having students write their answers, they may say them. The group that says something on your list gets a point. (You uncover the answer so that everyone can see it.)

Suggestions: Start the game by saying, "Last week, I asked 100 people to answer the following questions."

Play the three games for the chapter the same day.

Game/Activity: **La fotonovela**

Goals: Skills: writing, listening, narration

Organization: Groups (4 to 5 per group)

Time: 15 to 20 minutes

*Materials/
Equipment:* Enough **Fotonovelas** to give at least 2 copies to each group

Procedure: Step 1: Students are grouped. This activity works best when the number of groups equals the number of students per group (e.g., 4 groups of 4 students).

Step 2: Give students 10 minutes to write a story using only 5 pictures. The story must reflect the activities depicted in the pictures, not the characters shown. Encourage students to make the story as interesting as possible.

Step 3: One group is selected to read its story. All other groups send a **representante** to the board.

Step 4: Group 1 reads its story, and the **representantes** at the board write the letters of the pictures used by Group 1 in their story. Each **representante** who correctly writes the 5 letters used gets a point.

Step 5: Now Group 2 reads its story, and all other groups send a new **representante** to the board, and so on. All members of each group must go to the board at least once. The group with the most points wins.

Follow-up: Collect stories from all groups, and make copies for the whole class or have students write their stories on overhead transparencies. The next day different groups edit other groups' stories.

Game/Activity: **Juego de tablero I**

Goals: Skills: listening, speaking, reading

Organization: Groups (4 to 5 per group)

Time: 15 minutes, approximately

*Materials/
Equipment:* 1 gameboard and set of cards per group
1 marker per student
Dice
1 answer sheet per group (to be left face down)

Procedure: Step 1: The first player in each group draws a card and reads it aloud. He/She then identifies the vocabulary item that corresponds to the definition or incomplete sentence on the card.

Step 2: If the player gives the correct answer (this may be verified with the answer sheet, if necessary), he/she throws a die or dice and advances his/her marker the designated number of spaces. If the player does not answer correctly, the card should be put at the bottom of the deck so that another player will have the opportunity to respond.

Step 3: Each player in the group repeats this procedure until all the correct answers have been given.

Step 4: The first player to reach the goal is the winner.

Variations: **Tablero** games may be played with the entire class, divided into 2 teams. Use an overhead projector to project a transparency of the gameboard and 2 markers. Read the cards aloud and call on students from alternate teams to respond. Students may be given the opportunity to author their own cards.

Game/Activity: **Juego de tablero II**

Goals: Skills: listening, speaking, reading, paraphrasing

Organization: Groups (4 to 5 per group)

Time: 15 minutes, approximately

*Materials/
Equipment:* 1 gameboard and set of situation cards per group
1 marker per student, except for the student designated as the group leader
Dice
1 answer sheet per group

Procedure: Step 1: The first player in each group draws a card and reads the instructions aloud in English. He/She follows the directions, communicating the ideas in Spanish.

Step 2: The group leader reads the correct answer aloud from the answer sheet and decides whether or not the player has given a satisfactory answer in Spanish. The leader then instructs the player to throw 2 dice (if the answer is correct or nearly correct),

throw 1 die (if there are no more than a couple of errors), or return the card to the bottom of the deck without advancing the marker on the gameboard.

Step 3: Each player repeats this procedure until all the correct answers have been given.

Step 4: The first player to reach the goal is the winner.

Variations: Students may consult their textbooks but should then be permitted to throw only 1 die, even if their answers are correct. The group leader should set a time limit of 1 minute for students using textbooks to respond.

Game/Activity: **Lotería**

Goals: Skills: speaking, listening

Organization: Whole class

Time: 10 to 20 minutes

*Materials/
Equipment:* 1 copy of **Lotería** activity sheet for each student

Procedure: Step 1: Distribute questionnaires to students.

Step 2: Each student interviews as many classmates as possible. Students write the others' names as they find classmates who answer "yes, I do" to the questions. Students may not use any classmate's name more than once.

Step 3: When a student has any straight line filled with names, he/she wins. He/She then must report his/her findings to the class using the classmates' names: **Rosa comió pollo anoche.**

Suggestions: Have as many students as possible report their findings to the class.

Ask follow-up questions.

Game/Activity: **Memoria**

Goals: Skills: speaking, reading

Organization: Whole class, divided into 2 groups

Time: 10 minutes

*Materials/
Equipment:* Overhead transparency of gameboard
Enough squares of opaque paper to cover each square on the gameboard
Overhead projector

Procedure: This game is played like "Concentration."

Step 1: The first student of Team A says 2 numbers in Spanish, between 1 and 20 and 1 and 30.

Step 2: The instructor lifts the corresponding paper squares to reveal the contents of the 2 boxes. If the items match, word to picture, set the paper squares aside and give the team a point. If a match is not made, talk about each of the items by asking students questions in order to practice the vocabulary. Then put the paper squares back in place on the gameboard.

Step 3: The first player of Team B takes his/her turn, following the same procedure. Continue until all the boxes are uncovered. The team with the most points wins the game.

Suggestions: Teammates may not help one another during play. Students should not be permitted to take notes.

Game/Activity: **Preguntas y respuestas**

Goals: Skills: reading, speaking, listening

Organization: Whole class

Time: 5 minutes

Materials/Equipment: 1 copy of **Preguntas y respuestas** activity, cut into individual cards or strips

Procedure: Step 1: Distribute questions and answers to students.

Step 2: Each student must find the classmate who has the answer to his/her question or the question for his/her answer.

Step 3: Students line up with their partner as they find each other.

Step 4: Students read questions and answers to verify the match. (In **Capítulo 16**, questions must be asked by conjugating the verb in parentheses in the future tense. Questions must be answered by conjugating the verb in parentheses in the present subjunctive.)

Suggestions: Duplicate the questions and answers on card stock, if possible.

Game/Activity: **¿Quién lo tiene?**

Goals: Skills: reading, speaking, listening

Organization: Whole class

Time: 10 to 15 minutes

Materials/Equipment: 1 copy of **¿Quién lo tiene?** activity, cut into individual cards

- Procedure:* Step 1: Have students form a circle.
- Step 2: Distribute a question card and a picture card to each student, making sure that no student gets the picture card that corresponds to his/her question card.
- Step 3: A student begins the activity by reading his/her question aloud.
- Step 4: The student who has the picture of the object named in the question must respond to the question, using double object pronouns. *Example: Yo te (se) las compro.* He/She then gives his/her picture card to the student who asked the question.
- Step 5: Continue this procedure until every student has the picture card that corresponds to his/her question card.
- Suggestions:* The question and picture cards should be duplicated on card stock, if possible.
- As a follow-up activity, have students practice formal commands by each choosing an object on one of the picture cards and telling the classmate in possession of it to give it to him/her.

Game/Activity: **Submarino**

Goals: Skills: speaking, listening

Organization: Partners

Time: 5 to 10 minutes

*Materials/
Equipment:* 1 **Submarino** game for each student

Procedure: This game is played like “Battleship.”

Step 1: Students draw 5 submarines on their grid, making sure no one sees where.

Step 2: Students try to “sink” their partner’s subs by asking yes/no questions using the actions and the pronouns depicted on the grid. Students respond **sí** or **no**, depending on whether they have a sub there or not.

Suggestions: The first time the game is played, it is best to demonstrate the procedure to the whole class using an overhead projector and a transparency of the game. Encourage students to keep track of their score by writing **sí** or **no** on their grid.

Game/Activity: **¡Es la hora!**

Goals: Skills: listening, speaking; clock times

Organization: Partners

Time: 15 to 20 minutes

- Materials/ Equipment:* One **¡Es la hora!** gameboard for each pair of students
Small squares of paper (dried pinto beans, buttons, and so on) to cover spaces on gameboard Master card
- Procedure:* Step 1: Distribute an **¡Es la hora!** gameboard to each pair of students.
- Step 2: In random order, read clock times from master card aloud in Spanish (these may be cut apart and drawn out of a paper bag).
- Step 3: Students cover clocks on their gameboards as they match the clock times called out by the instructor.
- Step 4: The first pair of students to cover 5 squares in a row shouts, "**¡Es la hora!**" To win, they must correctly give their row clock times in Spanish.
- Step 5: Students clear their gameboards, and the game is repeated.
- Suggestions:* The **¡Es la hora!** gameboards and the master card should be enlarged at least 20 percent, duplicated on card stock, and laminated.
- As a follow-up activity, students should practice reading all the clock times on their gameboards to their partners.

Game/Activity: **Oraciones quebradas**

Goals: Skills: reading; vocabulary, grammar, syntax

Organization: 6 groups

Time: 25 to 30 minutes

Materials/ Equipment: Six 4" × 9½" envelopes, each one containing the words (individually cut out) for one of the "**Oraciones quebradas**" sentences

- Procedure:* Step 1: Have students count off to form 6 groups of equal size, with as much distance as possible between groups. Make sure each group has a desktop or tabletop on which to work.
- Step 2: Distribute an envelope containing the words of 1 sentence to each group, but tell them not to open the envelopes until they are told to do so.
- Step 3: Explain that each group will have the chance to put the words of 6 different sentences in the correct order. In each round, the group that finishes first will earn 2 points, and the group that finishes second will earn 1 point. It is important that students not look at the sentences of other groups, as those sentences will be passed to them later in the game.
- Step 4: Give the signal for students to open the envelopes and begin constructing the sentences. When a group thinks that they have a correct sentence, have them raise their hands. Check their work, and either award them points or tell them to try again.

Step 5: When two groups have successfully completed the task and have been awarded points, all groups should mix their words, put them back into the envelopes, and pass the envelopes to the next group.

Step 6: Repeat this procedure 6 times. The group with the most points at the end of the game wins.

Suggestions: Photocopy all materials on card stock and laminate.

Number the envelopes to ensure that each group gets a different sentence each time.

Keep the instructor's copy of the correct answers with the game materials.

Game/Activity: **Cada cosa en su lugar**

Goals: Skills: speaking, listening

Organization: Groups of 3

Time: 20 to 30 minutes

Materials/ Ten 8½" × 11" envelopes, each one containing the following materials:

Equipment:

- 1 numbered master card
- 1 copy of the same master card, cut into 9 individual pictures
- 1 blank master card

Procedure: Step 1: Have students form groups of 3 (2 direction givers and 1 direction receiver per group).

Step 2: Distribute 1 envelope of materials to each group.

Step 3: Without showing the master card to the direction receiver, the direction givers have 3 minutes to tell him/her where to place each of the 9 cards on the blank master sheet. The objective is for the direction receiver to duplicate the master card by correctly placing the pictures on the blank card.

Step 4: After 3 minutes, have students put all materials back in their envelopes and pass the envelopes to another group.

Step 5: This procedure may be repeated as many as 10 times. All students in each group should have the opportunity to give and receive directions.

Suggestions: Photocopy all materials on card stock and laminate.

Encourage students to use as many details as possible to describe each picture in Spanish, including vocabulary presented in this and previous chapters of the textbook (people, clothing, actions, adjectives, time, weather, locations, and so on). Direction givers must also use prepositions of placement with correct forms of **estar** and/or **haber**.

Game/Activity: **Camino de valores**

Goals: Skills: listening, speaking

Organization: Small groups

Time: 20 to 30 minutes

*Materials/
Equipment:* 1 gameboard for each group
1 marker for each student
1 die for each group

Procedure: Step 1: Distribute a gameboard, die, and markers to each group.

Step 2: The first player in each group rolls the die and moves his/her marker the indicated number of spaces. He/She must then talk about the topic in that square in Spanish (at least 2 or 3 sentences).

Step 3: The players in each group follow the same procedure in turn. **No one is permitted to comment on what another player has said until the game is over.**

Step 4: The first player in each group to complete the **Camino de valores** is the winner.

Step 5: As a follow-up activity, have the members of each group discuss similarities and differences in their answers, comments that surprised them, etc. Ask students to share some interesting things they learned about their classmates with the entire class.

Suggestions: Duplicate gameboards on card stock and laminate.

Game/Activity: **¿Quién soy?**

Goals: Skills: speaking, listening

Organization: Whole class

Time: 15 to 20 minutes

*Materials/
Equipment:* A paper square with the name of a different celebrity for each student
Pins or masking tape

Procedure: Step 1: Each student pins or tapes a celebrity's name on the back of one of his/her classmates, without revealing the identity of the celebrity.

Step 2: Students circulate around the classroom, asking their classmates questions in Spanish to determine the identities of the celebrities whose names they have on their backs. Questions must be phrased in the **first person**, and must elicit **sí** or **no** responses. Students should find out if their celebrity is . . .

- living or dead, male or female, famous or infamous
- an actor/actress, musician, singer, author, politician, athlete, journalist, etc.

Students may also inquire about nationality, ethnicity, physical description, personality, marital status, age, etc.

Step 3: As soon as students can correctly identify their celebrities, they tell the instructor, “**¡Yo sé quien soy!**” They must then describe themselves to the instructor, speaking as if they were the celebrities. The first 3 students to do this are the winners.

Variations: Divide the class into 2 teams. A student from Team #1 chooses a name card at random and stands in front of the class. Give Team #1 one minute to correctly guess the identity of the celebrity, as their representative describes him or her in Spanish. If the team correctly guesses the identity of the celebrity in less than one minute, record that time. Otherwise, record 60 seconds for Team #1.

The two teams repeat this procedure in turn until all students have had a chance to describe a different celebrity to their teams. The winning team has the **least** number of minutes on the clock.

Game/Activity: **Quiero llegar a ser...**

Goals: Skills: listening, speaking, reading

Organization: Whole class, divided into 3 groups

Time: 15 to 20 minutes

*Materials/
Equipment:* Overhead projector
Overhead transparency of gameboard
3 different opaque markers (buttons, coins, etc.)
1 set of “**Quiero llegar a ser...**” cards and answer key
1 die

Procedure: Step 1: On the overhead projector, place the 3 markers on the starting line of the racetrack.

Step 2: Read a card to the first student in Group #1. If he/she correctly identifies the occupation or profession in Spanish, roll the die and move that group’s marker the indicated number of spaces in their lane. If the answer is incorrect, have the class say the correct answer and put the card back in the deck.

Step 3: Repeat this procedure with all 3 groups in turn until 1 group crosses the finish line and wins the game.

Variations: Materials may be duplicated so that students can play “**Quiero llegar a ser...**” in groups of 3.

Game/Activity: **Búsqueda de la fortuna**

Goals: Skills: listening, speaking; knowledge of culture and geography

Organization: Whole class, divided into 2 teams

Time: 20 to 30 minutes

- Materials/
Equipment:* Overhead projector
Overhead transparency of dollar amounts
2 different opaque markers (buttons, coins, etc.)
1 set of game cards
- Procedure:* Step 1: Place the 2 markers under the **\$100,00** block on the overhead projector.
- Step 2: Read a question card aloud to the first player on Team #1. If he/she answers correctly, move that team's marker into the **\$100,00** block. Read another question to the next player on Team #1.
- Step 3: If the second player on Team #1 answers correctly, move that team's marker to the **\$500,00** block. Continue this procedure with Team #1 until an incorrect answer is given. Then read questions to players on Team #2.
- Step 4: Whenever an incorrect answer is given, tell the class the correct answer and put the card back in the deck.
- Step 5: The first team to correctly answer a question for **\$1,000,000,00** wins the game.
- Variations:* The class may be divided into more than 2 groups; players may be given the opportunity to consult with other members of their group before giving an answer.