

LESSON 9A and 9B GUSTAR AND INDIRECT OBJECT PRONOUNS

Required Materials:

1. Teaching Aids (provided)

- a) “Gustar” flash cards with nouns (6)
- b) “Gustar” flash cards with verbs (6)
- c) Verb game cards (18)
- d) People/animal/pronoun game cards (18)
- e) Dice game lists (2)
- f) Lyrics to “La Comida Mexicana” (3 sheets taped together)

2. Teaching Aids (not provided)

- a) Grab bag with small items (i.e., fruit, food, toys, plastic bug)
- b) Whiteboard and markers
- c) Paper and pencils
- d) Illustrated mexican cookbook
- e) Two die

New Vocabulary:

1. los frijoles refritos
2. las enchiladas
3. el guacamole
4. los chilaquiles
5. el atole
6. el mole
7. los tamales
8. las gorditas
9. los chiles rellenos
10. la comida mexicana
11. sabrosa
12. deliciosa
13. picante

Grammar Structures:

1. Use of indirect object pronouns (me, te, le, nos, les) with gustar
2. Use of “gusta” vs. “gustan”

New Song:

“LA COMIDA MEXICANA” by Julia Burnier

LESSON 9, SESSION A	
#1	Greetings. Roll call. Check homework.
#2	Warm-up with a few songs: “SI YO MIENTO” (L# 6) and “EL CHILE VERDE” (Lesson # 7).
#3	<p>Introduce the verb “gustar.” “Gustar” is one of a series of verbs that is structured differently than English. Use a white board to write the following as you explain the use of the indirect object pronoun with “gustar” and how it changes from “gusta” to “gustan” when the noun goes from singular to plural.</p> <p>English: I like the cat. Spanish: Me gusta el gato. (<i>The cat pleases me.</i>)</p> <p>English: I like the cats. Spanish: Me gustan los gatos. (<i>The cats please me.</i>)</p> <p>Explain to them that the phrases “a mí, a tí, etc.” are used for emphasis but do not have to be used. With él and ella, it serves to clarify who you are talking about (i.e., a mi mamá,...) Also explain that if what you like is plural, then “gusta” becomes “gustan.”</p> <p>Introduce “gustar” in combination with nouns by going over 6 flash cards. It is best to introduce one pronoun at a time. Once you go over the 6 flash cards, have students take turns negating the sentences. Now switch to the next pronoun. Continue until all the pronouns have been introduced.</p>
#4	<p>Practice “me gusta(n),” “te gusta(n),” and “le gusta(n).” Have a grab bag of a variety of objects you can find around the house: fruit, food, toys, plastic bugs, money, etc.</p> <p>Student #1 reaches for an object in the grab bag and exclaims either: “¡A mí, me gusta el/la [object]!” or “¡A mí, no me gusta el/la [object].”</p> <p>Now student #1 asks student #2: “¿A tí te gusta el/la [object]?” Student #2 responds positively or negatively.</p> <p>Now student #1 asks student #2 about student #3: “¿A Nancy, le gusta el/la [object].? Student #2 responds positively or negatively. Student #2 may also respond as follows: “Yo no se si a Nancy le gusta el/la [object].”</p> <p>The grab bag is now handed to student #2 who repeats the exercise with a new object.</p>

#5	<p>Teach students about mexican food before introducing the new song. Talk about enchiladas, salsa, taquitos, guacamole, frijoles, chilaquiles, mole, tamales, gorditas, chilles rellenos – ask whether anyone knows what they are and if they have ever tried them. Bring pictures (from a mexican cookbook). If they have tried it, ask them if they like the food or not. If they have never tried it, they should say: “No sé si me gustan las enchiladas,” for example.</p> <p>Note: This would be a fun class to bring a Mexican food treat for the students.</p>
#6	<p>Teach the song: “LA COMIDA MEXICANA.” Display the words to the song so they can sing along as they become familiar with the song. Sing it through at least twice.</p>
#7	<p>Invent a new verse to “LA COMIDA MEXICANA.” Call it “La Comida Americana.” Use “nosotros,” “ellos,” and “ustedes” as the subjects and have them substitute different foods. Create it as a class and write it down on the white board. Alternatively, divide class into teams of 3-4 people and have them try to create the verse on their own by writing it down on a sheet of paper. They can then share it with the class. or have them write it on a sheet of paper and then share it. Then we can all sing it together.</p>
#8	<p>Remind students which song and worksheets are due next lesson: “LA COMIDA MEXICANA” and worksheets 9A and 9B.</p>
#9	<p>Give students prize points for participation and behavior.</p>