



## *Futura Language Professionals*

### **Futura Lessons Outline Levels I-X**

#### **Level I**

- I. Introductory Questions and Greetings
  - A. What is your name?
  - B. Where are you from?
  - C. How are you?
  - D. Formal vs. Informal versions

Conversation Element: Students will be able to meet, greet, introduce themselves, and say good-bye.

- II. Numbers : 1-100

Conversation element: Students will be able to give their age.

- III. Basic Family Members

Conversation element: Students will be able to talk about who the members of his or her family are.

- IV. The Spanish Alphabet
  - A. The original vs. the new alphabet

Conversation element: Students will be able to say the alphabet and clarify spellings of names. They will be able to inquire about spellings of words that they need to know how to spell.

- V. Culture - Las Posadas

#### **Level II**

- I. Basic Colors

Conversation element: Students will be able to say what color things are and ask what color things are.

- II. Basic Weather Phrases

Conversation element: Students will be able to talk about the weather and temperature.

- III. The Four Seasons

Conversation element: Students will be able to tell what season it is, and talk about the weather in each season.

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### IV. Basic Body Parts

Conversation element: Students will be able to name their own body parts, tell what body parts hurt, and tell how many of each body part they have.

### V. Basic Clothing Items

Conversation element: Students will be able to name clothing items, tell what they are wearing, describe clothing items with colors, and talk about appropriate clothing for different weather and seasons.

### VI. Basic Animals

- A. domesticated
- B. farm
- C. forest

Conversation element: Students will be able to ask if anyone has a certain animal, say that they have a certain animal, describe animals according to their colors and body parts, and ask the name of someone's animal.

### VII. Culture - Cinco de Mayo

## **Level III**

### I. Birthdays

Conversation element: Students will be able to say when their birthday is and ask when someone else's birthday is.

### II. Days of the Week

Conversation element: Students will be able to say what day it is, ask what day it is, say what day tomorrow will be, and ask what day tomorrow will be. Students will also be able to recite the days of the week in Spanish order.

### III. Months of the Year

Conversation element: Students will be able to say the months of the year in order, and give appropriate weather for each month, and say what season each month is in - both for the Northern and Southern hemispheres.

### IV. Things Found in the Classroom

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Conversation element: Students will be able to say what things are found in the classroom, and how many of each item there are.

- V. The Daily School Schedule
  - A. classes
  - B. recess
  - C. lunch

Conversation element: Students will be able to say what their classes are, the order that they go to them and what they are eating for lunch.

- VI. Culture - Saint's Day, Quinceañera, Carnival, la piñata

### **Level IV**

- I. Sports

Conversation elements: Students will be able to say what sports they play, what sports they like, and what sports they do not like. They will also be able to describe the sport and tell what equipment one needs to play it.

- II. Types of dances

Conversation element: Students will be able to name the different dances in Spanish.

- III. Transportation:

Conversation elements: Students will be able to name the different modes of transportation. Students will also be able to say what modes of transportation they use to go different places.

- IV. Places:

Conversation elements: Students will be able to name the basic places that they go during the week. Students will also be able to say where they go on different days of the week or different dates during the year.

- V. Conjugation of the verb *ir* in the present indicative

Conversation element: Students will be able to speak the correct conjugation of the verb when talking about where they are going.

- VI. "The great outdoors" vocabulary

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Conversation element: Students will be able to talk about things that are found outside using "hay." Vocabulary has a *geography sense* to it.

### VII. Culture - Bullfighting, soccer, ballet folklórico

#### **Level V**

##### I. Singular subject pronouns

Conversation element: Students will be able to use the correct singular subject pronoun to refer to people around them.

##### II. Singular conjugations of the verb *ser* in the present indicative

Conversation elements. Students will be able to say where another person is from. Students will be able to describe another person using a conjugation of the verb *ser* and a singular adjective.

##### III. Singular adjectives

Conversation element: Students will be able to use the correct form of a singular adjective to describe themselves and other people.

##### IV. "Around the house" vocabulary

- A. rooms
- B. objects
- C. people

Conversation elements: Students will be able to say what the rooms in their houses are, tell the objects that are around their houses, state how many of each object they have, and describe the singular objects using their adjectives.

##### V. Culture - Day of the Dead

#### **Level VI.**

##### I. Plural Subject Pronouns

Conversation elements: Students will be able to use plural subject pronouns correctly to refer to groups of people.

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### II. Plural conjugations of the verb *ser*

Conversation element: Students will be able to use the correct conjugation of the verb *ser* in sentences that begin with groups of people or plural subject pronouns.

### III. Plural Adjectives:

Conversation element: Students will be able to use the correct plural adjective to describe a number of people.

### IV. Telling Time

Conversation elements: Students will not only be able to tell the current time, but also tell "at what time" things are going to happen.

### V. Food

Conversation elements: Students will be able to say what foods they have eaten for breakfast, lunch, dinner and for snacks.

### VI. Culture - typical foods and mealtimes

## **Level VII**

### I. Comparing and Contrasting *ser* and *estar*

Conversation elements: After learning the correct conjugation of the verb *estar*, and after learning the different uses of each verb, students will be able to correctly use the correct conjugations of both verbs.

### II. Position of Adjectives when they are next to a noun

Conversation element: Students will be able to use more complex sentences in which adjectives are present. The adjectives will not only agree in number and gender with the noun that they modify, but also be placed correctly in the sentence.

### III. Presentation of -ar, -er, and -ir verbs to be used in the infinitive

- Me gusta \_\_\_\_\_ / Me disgusta \_\_\_\_\_.
- Ir + a + infinitive*



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Conversation Elements: Students will be able to say what actions they like and dislike. Students will be able to express near future events using the construction *ir + a + infinitive*.

### IV: Conjugation of regular -ar verbs in the present indicative

Conversation element: Using the model of *estar's* conjugation, students will be able to conjugate any regular -ar verb to fit any of the subject pronouns in order to express what people do.

### V. Negation

Conversation element: Students will be able to negate their sentences by properly placing the word "no" before the verb.

### VI. Double verbs

A. Deseo \_\_\_\_\_

B. Necesito \_\_\_\_\_

C. Espero \_\_\_\_\_

Conversation element: Students will be able to express what they want to do, need to do, and hope to do. They will also be able to express what others want, need and hope to do.

### VII. Culture - The Aztecs and the geography of Central & South America

## **Level VIII**

### I. Conjugation of regular -er and -ir verbs in the present indicative

Conversation element: Students will be able to express what people do using conjugations of normal -er and -ir verbs. They will also be able to use -er and -ir verbs correctly in previously learned sentence structures such as a negated sentence, a *me gusta* sentence, an *ir + a + infinitive* sentence, a double verb sentence...

### II. Asking questions without question words

A. regular verbs

B. gustar

Conversation element: Students will be able to form simple questions with one conjugated verb in the question.

### III. Answering yes/no questions

Conversation element: Students will not only be able to comprehend a simple question which is asked in Spanish, but also answer the question with a yes or no followed by a complete sentence which reinforces their yes or no answer.

### IV. Asking and answering questions with adverbial question words

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- A. How?
- B. What?
- C. When?
- D. Where?
- E. Why?
- F. How much?

Conversation elements: Students will be able to ask questions using adverbial question words placed in the proper location in a Spanish question. Students will also be able to answer this type of question.

- V. How long has something been going on?

Conversation element: Students will be able to inquire how long a certain action has been going on.

- VI. To have just \_\_\_\_\_ed

Conversation element: Students will be able to use the formula *acabar + de + infinitive* to express something that has just happened in the recent past.

- VII. Culture - The Incas and the geography of Central & South America

### **Level IX**

- I. The conjugation of *tener* in the present indicative.

Conversation elements: Students will be able to say what they have, and how many of each thing that they have. They will be able to do the same when talking about other people.

- II. The use of *tener* for age:

Conversation elements: Students will be able to tell the age of anyone.

- III. The use of *tener + que + infinitive*

Conversation element: Students will be able to say what a person has to do.

- IV: The use of *tener + ganas de + infinitive*

Conversation element: Students will be able to say what a person feels like doing.

- V. More special uses of *tener*

- A. tener sed
- B. tener hambre
- C. tener sueño
- D. tener prisa
- E. tener frío
- F. tener calor

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### G. tener miedo

Conversation element: Students will be able to express thirst, hunger, sleepiness, and fear. They will be able to say that they are in a hurry, hot or cold. They will also be able to say these things about other people.

### VI. The conjugation of *venir* in the present indicative

Conversation element: Students will be able to use the verb *venir* correctly to express where a person comes from.

### VIII. Some basic nationalities

Conversation element: Students will be able to say that a person or object is American, Cuban, Spanish, Mexican, Puerto Rican...

### IX. Talking about another person.

Conversation elements: Reviewing all of the major verbs and adjectives of nationality, students will be able to talk about people using multiple thoughts. For example, "The tall man is Mr. Soto. He comes from Cuba, so he is Cuban, but he is in Mexico today."

### X. Culture - the Mayans, and the Geography of Central and South America

## **Level X**

### I. Possession when the 's does not exist

Conversation element: Students will be able to express who owns something.

### II. More possession using possessive pronouns

Conversation element: Students will be able to use possessive pronouns like my, your, his, her, their... correctly in Spanish sentences.

### III. More verbs that get a G in the first person singular conjugation

- A. hacer
- B. poner
- C. traer
- D. decir

Conversation element: Students will be able to use verbs correctly which do not have a regular present indicative conjugation.

### IV. Verbs that get a Z in the yo form conjugation

- A. conocer
- B. conducir
- C. producir

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D. obedecer

E. ofrecer

Conversation element: Students will be able to use verbs correctly which do not have a regular present indicative conjugation.

V. The personal a

Conversation element: Students will correctly place personal a's in sentences which require them.

VI. Stem changing verbs

Conversation element: Students will now be able to use any verb - regular or irregular - in the present indicative in sentences and questions.

VII. Culture - The Panama Canal, The Mysterious Lines of the Nazca Plains