

La música mariachi

Unit Overview

3

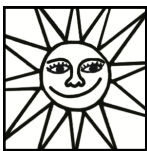
Learning Target

Students use the language and grammar concepts to ask and answer questions about a reading on mariachi music and to write their own mariachi song verse.

Performance Targets

- Students use e-ie and o-ue stem-changing verbs to exchange personal information.
- Students use e-ie and o-ue stem-changing verbs to ask and answer simple questions.
- Students write a mariachi song verse using a list of vocabulary words and present it to their peers.
- Students practice using filler words as they answer questions about a reading.

Unit Guide



Diálogos: Students will practice using e-ie and o-ue stem-changing verbs in the *diálogos*. Facilitate the correct usage of these and emphasize them by circling with students' answers.

Culture: Most students have probably heard mariachi music. If you have any students who have been to a live mariachi performance, have them share their experience. You may want to show videos of mariachi performances. A simple internet search will yield many results.

Grammar: When you are teaching the grammar lesson, emphasize how the stem is formed by eliminating the infinitive ending.

TPRS Story: The stem-changing verbs are incorporated into the TPRS story. Do lots of circling with these verbs for practice.

Communication Strategy: Point out to students how much we use filler words in English. Emphasize that it is very common in Spanish as well. Encourage students to use filler words in their responses when you are circling.

Grammar



Exchange of personal information
Stem-changing verbs: e-ie and o-ue

Communication Strategy



Using fillers and hesitation devices

3.1

La música mariachi

Resource CD Files: Unit 3: Diálogo Vocabulary 3.1; Cultural Reading 3

1. Calendar Time

- Start with greeting and roll call.
- Do calendar activities: day, date, and weather.
- Do optional calendar activities.

2. Diálogos

- Tell students they are going to practice using stem-changing verbs with the dialogues.
- Display the Diálogo Vocabulary on the board. Have students perform the dialogue below.
- Do optional circling with the dialogue.

Diálogo 3.1

Estudiante 1: *¿Entiendes bien el español?*

Estudiante 2: *(Sí/No) entiendo bien el español. ¿Entiendes bien el español tú?*

Estudiante 1: *(Sí/No) entiendo bien el español. ¿Entiendes otro lenguaje?*

Estudiante 2: *(Sí/No) entiendo otro lenguaje. ¿Y tú?*

Estudiante 1: *(Sí/No) entiendo otro lenguaje.*

3. Culture Introduction

- Tell students they are going to be learning about mariachi music and its role in Mexican culture.
- Do an internet search for “mariachi.” Display the images you find and the reading from the Resource CD (see Resource CD files) on the board and/or refer to the reading on the next page.
- Review the images and the reading with students.
- Questions for discussion:
 1. Have any of you ever listened to mariachi music?
 2. What are some of the similarities of mariachi music to other kinds of music?
 3. What are some of the differences of mariachi music to other kinds of music?
 4. What are some other types of music that are used in cultural celebrations?
- Tell students they are going to use Spanish to write a verse of a mariachi song in the Partner Time activity.

La música mariachi

Mariachi music is one of Mexico's most iconic and cherished cultural treasures. It is known worldwide for its vibrant melodies, lively rhythms, and colorful attire worn by the musicians. Mariachi music is a symbol of Mexican identity and a source of pride for Mexicans.

A mariachi ensemble typically consists of violins, trumpets, a guitar called a *vihuela*, a *guitarrón* (a large bass guitar), and sometimes a harp. Mariachi musicians often wear traditional outfits characterized by decorated pants or long skirts, short jackets, wide-brimmed hats, and ruffled shirts with silk ties. The attire reflects the influence of Mexican cowboys, known as *charros*.

Mariachi music developed from Mexican folk musical styles in the 19th century. The state of Jalisco is most cited as the place of origin for mariachi. It wasn't until the 20th century, when trumpets were added to the music and the charro fashion became associated with mariachi, that mariachi music developed into its modern form.

Mariachi songs often tell stories of love, heartbreak, machismo, patriotism, and Mexican history. Mariachi music plays a significant role in Mexican culture and is an integral part of many celebrations. It is often performed at weddings, birthdays, festivals, and other important events. The music's versatility allows it to adapt to various occasions, from serenades to festive gatherings. Mariachi has a strong following in the United States, and there are mariachi groups throughout Central and South America.



3.2

La música mariachi

Resource CD Files: Unit 3: Diálogo Vocabulary 3.2; Grammar Lesson 3

1. Calendar Time

- Start with greeting and roll call.
- Do calendar activities: day, date, and weather.
- Do optional calendar activities.

2. Diálogos

- Tell students they are going to practice using stem-changing verbs with the dialogues.
- Display the Diálogo Vocabulary on the board. Have students perform the dialogue below.
- Do optional circling with the dialogue.

Diálogo 3.2

Estudiante 1: *¿Qué quieres hacer cuando seas mayor?*

Estudiante 2: *Yo quiero _____. ¿Qué quieres hacer tú?*

Estudiante 1: *Yo quiero _____. ¿Qué quieres comer esta noche?*

Estudiante 2: *Yo quiero comer _____. ¿Y tú?*

Estudiante 1: *Yo quiero comer _____.*

3. Grammar Lesson

- Display Grammar Lesson 3 on the board (see Resource CD files) and/or have students open their portfolios to page 18.
- Review the information in Grammar Lesson 3 (see next page) and do the practice orally with students.
- Have students complete Grammar Exercise 3 in the Student Portfolio or assign it for homework.
- Monitor and facilitate.

G3

Stem-Changing Verbs: e—ie, o—ue

STEM-CHANGING VERBS: e:ie, o:ue

1. When we conjugate verbs in Spanish, we use the infinitive ending and the stem. The infinitive ending is either **-ar**, **-er**, or **-ir**. The stem is what is left if we remove the ending.

<u>VERB</u>	<u>ENDING</u>	<u>STEM</u>
<i>hablar</i>	-ar	habl-
<i>comer</i>	-er	com-
<i>vivir</i>	-ir	viv-

2. With stem-changing verbs, the stem changes when the verb is conjugated. There are many verbs that have the common stem changes of **e:ie** and **o:ue**.

<u>INFINITIVE</u>	<u>STEM</u>	<u>STEM CHANGE</u>	<u>CONJUGATED FORM</u>
<i>cerrar</i>	cerr-	cierr-	cierro
<i>encontrar</i>	encontr-	encuentr-	encuentro

3. Below is the conjugation for the stem-changing verb, **empezar** (to begin). The **nosotros/as** and **vosotros/as** forms don't have a stem change.

empezar (e:ie)

<i>yo empiezo</i>	<i>nosotros/as empezamos</i>
<i>tú empiezas</i>	<i>vosotros/as empezáis</i>
<i>él, ella, ud. empieza</i>	<i>ellos, ellas, uds. empiezan</i>

4. Below is the conjugation for the stem-changing verb **mostrar** (to show). The **nosotros/as** and **vosotros/as** forms don't have a stem change.

mostrar (o:ue)

<i>yo muestro</i>	<i>nosotros/as mostramos</i>
<i>tú muestras</i>	<i>vosotros/as mostráis</i>
<i>él, ella, ud. muestra</i>	<i>ellos, ellas, uds. muestran</i>

Common stem-changing verbs:

<i>cerrar</i> – to close	<i>perder</i> – to lose/to miss
<i>despertar</i> – to wake up	<i>preferir</i> – to prefer
<i>dormir</i> – to sleep	<i>poder</i> – to be able to/can
<i>empezar</i> – to begin	<i>querer</i> – to want
<i>encontrar</i> – to find	<i>recordar</i> – to remember
<i>entender</i> – to understand	<i>volar</i> – to fly
<i>mostrar</i> – to show	<i>volver</i> – to return
<i>pensar</i> – to think	

G3

Stem-Changing Verbs: e—ie, o—ue

Practice

Provide the correct form of the stem-changing verb for each sentence.

1. *La clase de español* ____ (empezar) *a las dos.*
2. *A veces yo* ____ (dormir) *en la sala de estar.*
3. *Mi hermano siempre* ____ (cerrar) *la puerta con un golpe.*
4. *¿Tú* ____ (encontrar) *que el español es difícil?*
5. *Nosotros* ____ (preferir) *comer en casa.*
6. *Yo no* ____ (poder) *hacer las matemáticas.*
7. *Mis padres* ____ (volver) *de su vacación hoy.*
8. *¿Tú* ____ (recordar) *dónde está el coche?*

The Story

Part 1

Hay un/a A.

A quiere jugar al/a la B.

A le pregunta a su amigo, “¿Quieres jugar al/a la B conmigo?”

Su amigo le responde, “No, prefiero jugar a C.”

A no puede jugar al/a la B con su amigo.

Así que va a D.

Part 2

En D, A encuentra a E.

A le pregunta a E, “¿Quieres jugar al/a la B conmigo?”

E le responde, “No, prefiero jugar a F.”

A empieza a llorar por G minutos.

E le dice, “Yo entiendo. Debes ir a H.”

Así que A va a H.

Part 3

En H, A encuentra a I.

A le pregunta a I, “¿Quieres jugar al/a la B conmigo?”

I le responde, “Sí, pero no recuerdo cómo jugar al/a la B.”

A le dice, “Está bien. Te muestro cómo hacerlo.”

A le muestra a I cómo jugar al/a la B por J minutos.

Después, los dos juegan al/a la B hasta K.

Vocabulary

Part 1

hay = there is/there are

quiere jugar al/a la ____ = wants to play ____

¿Quieres jugar al/a la ____ conmigo? = Do you want to play ____ with me?

No, prefiero jugar a ____ = No, I prefer to play ____.

no puede jugar al/a la ____ = can't play ____

Part 2

encuentra a ____ = finds ____

¿Quieres jugar al/a la ____ conmigo? = Do you want to play ____ with me?

No, prefiero jugar a ____ = No, I prefer to play ____.

empieza a llorar = starts to cry

Yo entiendo. Debes ir a ____ = I understand. You should go to ____.

Part 3

encuentra a ____ = finds ____

¿Quieres jugar al/a la ____ conmigo? = Do you want to play ____ with me?

Sí, pero no recuerdo cómo jugar al/a la ____ = Yes, but I don't remember how to play ____.

Te muestro cómo hacerlo. = I'll show you how to do it.

le muestra a ____ cómo jugar al/a la ____ = Shows ____ how to play ____

Después, los dos juegan al/a la ____ = Afterwards, the two of them play ____

Story Guide

A = _____

B = _____

C = _____

D = _____

E = _____

F = _____

G = _____

H = _____

I = _____

J = _____

K = _____

3.3

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Resource CD Files: Unit 3: Diálogo Vocabulary 3.3; Part 1 Vocabulary

1. Calendar Time

- Start with greeting and roll call.
- Do calendar activities: day, date, and weather.
- Do optional calendar activities.

2. Diálogos

- Tell students they are going to practice using stem-changing verbs with the dialogues.
- Display the Diálogo Vocabulary on the board. Have students perform the dialogue below.
- Do optional circling with the dialogue.

Diálogo 3.3

Estudiante 1: *¿Dónde prefieres dormir?*

Estudiante 2: *Prefiero dormir en _____. ¿Dónde prefieres dormir tú?*

Estudiante 1: *Prefiero dormir en _____. ¿Duermes bien?*

Estudiante 2: *(Sí/No) duermo bien. ¿Y tú?*

Estudiante 1: *(Sí/No) duermo bien.*

3. TPRS Story Part 1

- Write the vocabulary (see next page) on the board or display it from the Resource CD (see Resource CD files).
- Have students write the vocabulary in their notebooks.
- Pre-teach the vocabulary by saying each word, having students repeat the word, then saying its meaning.
- Write the first sentence of the story on the board. Then follow the first set of directions for “asking” Part 1 of the story (see next page).
- Before each set of directions, write the corresponding sentence on the board. As students provide the details for the story, fill in the blanks for each sentence.
- Use the Story Guide to keep track of the details of the story.
- Complete the directions for “asking” Part 1 of the story. Emphasize grammar concepts as they come up in the story.
- When you are finished, recite the story—as it is written so far—to students.
- Write the title of the story on the board (*El cuento de A*). Have students write the title of the story in their notebooks. Then have them copy the sentences from the story that you worked on in this lesson in their notebooks.
- When students finish writing the sentences, have them partner up and read the sentences to their partner.
- As students are reading the sentences to their partners, check for comprehension by asking questions about the story using the vocabulary structures from the story.

3.3

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- Tell students that you will continue with Part 1 of the story in the next lesson.
- Have students draw an optional picture of the story (see page 26).

Vocabulary:

hay = there is/there are

quiere jugar al/a la ____ = wants to play ____

¿Quieres jugar al/a la ____ *conmigo?* = Do you want to play ____ with me?

No, prefiero ____ = No, I prefer ____.

no puede jugar al/a la ____ = can't play ____

Story: El cuento de A—parte 1

Hay un/a A.

A *quiere jugar al/a la* B.

A *le pregunta a su amigo, “¿Quieres jugar al/a la*
B *conmigo?”*

Su amigo le responde, “No, prefiero jugar a C *.”*

A *no puede jugar al/a la* B *con su amigo.*

Así que va a D.

Story Guide

A = _____

B = _____

C = _____

D = _____

Directions for “asking” the story:

Write the sentence on the board: *Hay un/a* ____.

1. *Clase, en el cuento, ¿qué hay?* (This could be anything students want. Whatever they choose = A.)
2. *Muy bien clase, hay un/a* A.
3. *María, ¿hay un/a* A *?* (¿Sí o no?)
4. *Muy bien María, hay un/a* A.
5. *Juan, ¿hay un/a* A *o hay un/a* ____?
6. *Muy bien Juan, hay un/a* A.
7. *Ana, ¿hay un/a* ____?
8. *Tienes razón Ana, no hay un/a* ____ *. Hay un/a* A.

Write the sentence on the board: *A quiere jugar al/a la* ____.

1. *Clase, ¿A quiere jugar al/a la qué?* (Whatever sport or game they choose = B.)
2. *Muy bien, A quiere jugar al/a la* B.
3. *María, ¿A quiere jugar al/a la* B *?* (¿Sí o no?)
4. *Muy bien María, A quiere jugar al/a la* B.

3.3

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5. Juan, ¿A quiere jugar al/a la B o A quiere jugar al/a la ____? (Choose a different sport or game.)
6. Muy bien Juan, A quiere jugar al/a la B.
7. Ana, ¿A quiere jugar al/a la ____? (Choose a different sport or game.)
8. Tienes razón Ana, A no quiere jugar al/a la _____. A quiere jugar al/a la B.

Write the sentence on the board: A le pregunta a su amigo, “¿Quieres jugar al/a la B conmigo?”

1. María, ¿A le pregunta a su amigo, “¿Quieres jugar al/a la B conmigo?”? (¿Sí o no?)
2. Muy bien María, A le pregunta a su amigo, “¿Quieres jugar al/a la B conmigo?”
3. Juan, ¿A le pregunta a su amigo, “¿Quieres jugar al/a la B conmigo?” o A le pregunta a su ____, “¿Quieres jugar al/a la B conmigo?” (Choose a different person.)
4. Muy bien Juan, A le pregunta a su amigo, “¿Quieres jugar al/a la B conmigo?”
5. Ana, ¿A le pregunta a su ____, “¿Quieres jugar al/a la B conmigo?”? (Choose a different person.)
6. Tienes razón Ana, A no le pregunta a su ____, “¿Quieres jugar al/a la B conmigo?”
A le pregunta a su amigo, “¿Quieres jugar al/a la B conmigo?”

3.9

La música mariachi

Resource CD Files: Unit 3: Diálogo Vocabulary 3.9; CS3 Using Fillers and Hesitation Devices

1. Calendar Time

- Start with greeting and roll call.
- Do calendar activities: day, date, and weather.
- Do optional calendar activities.

2. Diálogos

- Tell students they are going to practice using stem-changing verbs with the dialogues.
- Display the Diálogo Vocabulary on the board. Have students perform the dialogue below.
- Do optional circling with the dialogue.

Diálogo 3.9

Estudiante 1: *¿Recuerdas tu primer día de kínder?*

Estudiante 2: *(Sí/No) recuerdo mi primer día de kínder. ¿Recuerdas tu primer día de kínder?*

Estudiante 1: *(Sí/No) recuerdo mi primer día de kínder. ¿Recuerdas tu primer diente flojo?*

Estudiante 2: *(Sí/No) recuerdo mi primer diente flojo. ¿Tú?*

Estudiante 1: *(Sí/No) recuerdo mi primer diente flojo.*

3. Communication Strategy

- Display the communication strategy information about using fillers and hesitation devices (see Resource CD files) on the board and/or have students open their portfolios to page 21.
- Review the information on the Communication Strategy page (see next page).
- Questions for discussion:
 1. Do you use a lot of fillers when you are speaking English?
 2. Are there any fillers that you use that are not listed in the examples?
 3. Have you heard Spanish speakers using fillers?
- Tell students they are going to practice using fillers and hesitation devices in the Partner Time activity.

CS3

Using Fillers and Hesitation Devices

Using fillers and hesitation devices is an effective communication strategy that you can use to keep a conversation going smoothly in Spanish. This strategy is especially helpful when you need a moment to think.

Fillers and hesitation devices are words or sounds like “um,” “uh,” “well,” and “you know” that we use when we’re thinking about what to say next. These are different in Spanish. In Spanish, some common fillers are *eh*, *pues*, *bueno*, and *este*.

Fillers and hesitation devices are useful because:

- They give you a little break to think about what you want to say next.
- They make your conversation sound more natural and fluent.
- They keep you engaged in the conversation without long pauses.

Here are some examples where you can use fillers in Spanish:

When you’re thinking about an answer:

- Question: *¿Cuál es tu comida favorita?* = What is your favorite food?
- Answer with filler: *Pues . . . me gusta mucho la pizza.* = Well . . . I really like pizza.

When you’re not sure about something:

- *Este . . . no estoy seguro de la respuesta.* = Um . . . I’m not sure of the answer.

When you’re giving yourself a moment to think:

- *Bueno . . . creo que la capital de Francia es París.* = Well . . . I think the capital of France is Paris.

When you’re changing the subject:

- *Eh . . . cambiando de tema, ¿has visto la nueva película?* = Um . . . changing the subject, have you seen the new movie?

You can pretty much use all these fillers interchangeably. Remember, it’s perfectly fine to use fillers. Most native speakers use them. It shows that you’re trying to keep the conversation going. Try using them in your next Spanish conversation and see how they help.

3.10

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Resource CD Files: Unit 3: Diálogo Vocabulary 3.10; Lectura 3

1. Calendar Time

- Start with greeting and roll call.
- Do calendar activities: day, date, and weather.
- Do optional calendar activities.

2. Diálogos

- Tell students they are going to practice using stem-changing verbs with the dialogues.
- Display the Diálogo Vocabulary on the board. Have students perform the dialogue below.
- Do optional circling with the dialogue.

Diálogo 3.10

Estudiante 1: *¿A qué hora vuelves a casa?*

Estudiante 2: *Vuelvo a casa a las _____. ¿A qué hora vuelves tú?*

Estudiante 1: *Vuelvo a las _____. ¿A qué hora vuelven tus padres a casa?*

Estudiante 2: *Mis padres vuelven a casa a las _____. ¿Y los tuyos?*

Estudiante 1: *Vuelven a las _____.*

3. Partner Time

- Display Lectura 3 on the board (see Resource CD files) and/or refer to the next page. If your students do not have individual portfolios, copy or print page 22 from the Student Portfolio for each student.
- Have students open their portfolios to page 23 and read the directions.
- Do Lectura 3:
 1. Read and translate the Lectura in the following way:
 2. Have a student read the first sentence in Spanish.
 3. Have that student, or a different one, translate the sentence.
 4. Continue until students have read and translated the entire reading.
 5. Circle with selected vocabulary in the Lectura. For example:
 - *¿En la tarde, Carlos empieza a prepararse?* (After student answers, repeat the answer.)
 - *¿En la tarde, Carlos empieza a prepararse o en la mañana, Carlos empieza a prepararse?* (After student answers, repeat the answer.)
 - *¿En la noche Carlos empieza prepararse?* (After student answers, repeat the answer.)
 6. Continue with this pattern with selected vocabulary.
- Have students complete the next steps in the Partner Time activity.
- Monitor and facilitate.
- Select students to share their song verse from the Partner Time activity with the class.

L3

La música mariachi

Vocabulario*joven músico* = young musician*Está emocionado* = He is excited*empieza a prepararse* = starts to get ready*escoge* = he picks out*Se pone* = he puts on*toca* = plays*al llegar* = upon arriving*se une* = joins*afinan* = they tune*el ambiente* = the atmosphere*llena* = fills*se siente* = feels

En un pequeño pueblo mexicano, vive Carlos, un joven músico de mariachi. Está emocionado por tocar en el festival anual del pueblo esta noche. En la tarde, Carlos empieza a prepararse.

Escoge su traje de mariachi: pantalones negros decorados, camisa blanca con volantes, chaqueta bordada, y una corbata de seda roja. Se pone su sombrero de charro y sonríe, orgulloso de su ropa tradicional.

Carlos toca la trompeta y la vihuela, pero prefiere la vihuela con su sonido único. Es esencial para la música de mariachi.

Al llegar a la plaza, Carlos se une a sus compañeros. Juntos, afinan sus instrumentos bajo las luces coloridas. El ambiente es festivo y lleno de anticipación.

Comienza la música: primero las trompetas, luego los violines, y Carlos empieza a tocar su vihuela. La melodía vibrante llena el aire y la gente empieza a bailar y aplaudir. Carlos, tocando con pasión, se siente conectado con la tradición del mariachi, celebrando la alegría y la comunidad de su pueblo.