

19: 7th_WorldLanguage_Conjugations_Main

Teacher: [Buenos Dias 00:00:02] Hola.

[crosstalk 00:00:09] Buenos Dias Student-1.

Students: Buenos Dias.

Teacher: Hola [inaudible 00:00:21]

Students: Hola.

Teacher: Buenos Dias, Student-2. Hola.

Students: Gracias.

Teacher: Da nada. Hola [inaudible 00:00:28]. Buenos Dias.

Students: Is it today or tomorrow?

Teacher: Hoy, y manana. [foreign language 00:00:35]

Take out your planners please. We have two things for homework this week. They're going to be due on Wednesday. [crosstalk 00:01:30] Muchas gracias. Student-2 [foreign language 00:01:43] is going to pass out a logic puzzle. This logic puzzle is for homework. When is it due?

Students: Wednesday.

Teacher: Wednesday. It is helping you with your [00:02:00] vocabulary, your reading as well as your critical thinking skills. There's many reasons why you should be doing this homework. Here Student-2, all of them please. Then we have a 2nd worksheet for homework. Sentences with [inaudible 00:02:15].

Students: [inaudible 00:02:17]

Teacher: Muy Bien. To jump, sentences with [foreign language 00:02:21] This is going to pick up from where we left off on Friday and then today. Student-3, your planner.

Students: I know.

Teacher: Hmm?

Students: Normally I just use [inaudible 00:02:33]

Teacher: Okay. Student-4.

Students: Yes. Oh, no.

Teacher: [foreign language 00:02:47] Help you. Student-5 [foreign language 00:02:58]

Okay, Student-4 es la carta ninja para hoy. Once you are done writing down your homework, go ahead and put your planners away, along with your two pieces of homework worksheets. You have the logic puzzle and the [foreign language 00:03:23] Where'd you write it down [inaudible 00:03:34]?

Students: I'm going to write it [inaudible 00:03:36].

Teacher: Not yet. Okay. Gracias. I appreciate how these ladies and [gentlemen 00:03:57] have been getting their [00:04:00] names on their homework. Muchas Gracias Student-5. Student-6, ready. Weather. You can cover up [foreign language 00:04:51]. You can cover up [foreign language 00:04:54] Muy bien. [foreign language 00:05:04]

Students: [foreign language 00:05:10]

Teacher: [foreign language 00:05:17] Someone want to ... How would we say the double I?

Students: Ye.

Teacher: Ye. [foreign language 00:05:32] Just a little bit. It's raining just a little. [foreign language 00:05:50]

Students: [foreign language 00:05:59] [00:06:00]

Teacher: No, that was perfect. [foreign language 00:06:11]

Students: [foreign language 00:06:33]

Students: [foreign language 00:06:47] What does that mean?

Teacher: Nardar.

Students: To swim.

Teacher: Si. Nadar.

Students: Do you like to swim in the ocean?

Teacher: Si.

Students: [foreign language 00:06:57]

Students: [foreign language 00:07:25]

Teacher: Okay, muy bien. Muchas gracias. On our white boards, we're going to pick up from Friday. What is an infinitive? Let's talk about this [00:08:00] first before we start writing. What is an infinitive?

Students: This one's out.

Teacher: A verb. Be more specific about the verb though.

Students: It's basic.

Teacher: It's a basic form. What other word goes with it?

Students: To.

Teacher: To. Tell the people around you some examples in English of an infinitive. [crosstalk 00:08:20]

Students: To walk.

Teacher: What is yours?

Students: [crosstalk 00:08:25]

Teacher: To drum.

Students: Mine's swim.

Teacher: Not just run, swim, jog. You're missing half of it. [crosstalk 00:08:31] To ...

Students: To walk. To spin, to run.

Teacher: Very good. Okay, now tell each other some infinitives in Spanish.

Students: [foreign language 00:08:43] [crosstalk 00:08:48]

Teacher: Student-12 is using her resources, what are some in Spanish?

Students: Bailar.

Teacher: Vivir, muy bien.

Students: Caminar.

Teacher: Caminar. If you can hear me touch your head, if you can hear me touch your knees. If you can hear me, eyes on me. When we talk about infinitives in Spanish, what letter do they always end in? Everyone.

Students: R.

Teacher: Very good. You guys got to my next question already. We have 3 categories of infinitives. AR, ER, and IR. On your whiteboards, I'm going to say an infinitive. You need to listen for the ending. Is it an AR, ER, or an IR? If I said [foreign language 00:09:31] what letter would you write on your white board?

Students: ER.

Teacher: ER. Let's try it. [Abrir 00:09:39] Show me. Muy Bien. IR. [foreign language 00:09:51], erase it. [caminar 00:09:56] Write down the infinitive. [00:10:00] Muy Bien, Student-14. Muy Bien. AR. Comer. Very good. ER, comer. Abrir. [crosstalk 00:10:21] Wait, I'll show you. Comer. Muy Bien. Abrir is an IR verb. It ends in IR. Let's try 3 more. [foreign language 00:10:34]

Students: Huh?

Teacher: [foreign language 00:10:36]

Students: Oh.

Teacher: Muy Bien Student-7. Student-11, AR. [Mezclar 00:10:43] ends in an AR. Show me [cortar 00:10:47] [crosstalk 00:10:51] AR. Very, very quickly, verbally, you don't have to write this down on your whiteboards. We know our infinitives. We've also been learning about how to match the infinitive with a ... [crosstalk 00:11:12] How do we start a ... Okay, we've been learning how to match the infinitive with another verb, right. [foreign language 00:11:17] Do you prefer to run or to walk? Before we can match it to another verb, we need to start our sentence [Student-9 00:11:26]

Students: To.

Teacher: To. No. We need to start our sentence with a ...

Students: Yo?

Teacher: Yo. What category is yo?

Students: I forgot.

Teacher: You're correct. Yo means ...

Students: I.

Teacher: I.

Students: First person?

Teacher: It is first person. What's the overarching category of ... Yo means I.

Students: Oh. Pronouns?

Teacher: [00:12:00] Pronouns. Very good. Subject pronouns. Very quickly with those around you, brainstorm all of the subject pronouns in Spanish. We have one minute. [crosstalk 00:12:11] That's a good start. [crosstalk 00:12:15] That is correct. That is one of them. Vosotros though how they would say they all or you all in Spain.

Students: Nosotros. What are we doing?

Teacher: We are brainstorming with those around us the categories of subject pronouns. Mi is a pronoun, but what does mi mean? Mi madre.

Students: My.

Teacher: My. Very good. It's not a subject pronoun. [crosstalk 00:12:20] Ooh, Los and Las are pronouns, but are they subject pronouns?

Students: No?

Teacher: No, los and las is them.

Students: Nosotros. [crosstalk 00:13:12]

Students: I forgot the other one.

Teacher: Student-9 is about 60% of the way there. [crosstalk 00:13:20] [foreign language 00:13:21] [crosstalk 00:13:31] About 10 more seconds. Student-12, how do we say I?

Students: Yo.

Teacher: Yo. I think this one everyone had, but not on their boards. Yo means I. What's another subject pronoun Student?

Students: Nosotros.

Teacher: Nosotros.[00:14:00] What does Nosotros mean?

Students: We.

Teacher: We. Student-2.

Students: Nosotras.

Teacher: Muy bien. Nosotras. Student-10.

Students: Usted.

Teacher: Usted. Student-11?

Students: Tu.

Teacher: Tu. Student-8?

Students: Vosotros.

Teacher: Vosotros.

Students: El?

Teacher: El. What does el mean?

Students: He.

Teacher: [Ellas 00:14:38] I like your pronunciation. The double l, you guys are experts on the double l. Ellas ...

Students: Ustedes?

Teacher: Ustedes.

Students: Ellos.

Teacher: Ellos. This can really be difficult for some students but you guys are very hard working. You guys, this comes very easily to you because you're putting attention. All right, we worked with AR infinitives in particular. Let's brainstorm some more AR infinitives.

Students: Do we erase this?

Teacher: No, not yet, keep it. AR. Here is to go, an AR, IR.

Students: [inaudible 00:15:24]

Teacher: Muy bien. Nadar, what's an AR infinitive? Student-7?

Students: Caminar.

Teacher: Caminar.

Students: Cantar.

Teacher: Cantar. Y Student-8.

Students: Bailar.

Teacher: Bailar. To swim, to walk, to sing, to dance. Let's work with nadar. To swim. I am going to call out the subject pronoun, [00:16:00] and you need to rewrite the infinitive with the correct ending. Let's do a couple for review. If I called out usted, you're going to pop off the AR, you're going to keep nad- the same, and what's the ending for an AR verb for usted and ella? Student-9?

Students: [inaudible 00:16:23]

Teacher: Okay, did you have a question, sorry.

Students: No.

Teacher: No, okay. Student-8?

Students: AN?

Teacher: Close. I'm going to step back. We should review the endings first before we go into the conjugation. Okay. Yo always ends in ...

Students: O.

Teacher: O. Yo ends in O. Tu is going to end in ...

Students: U.

Teacher: We want it to end in U.

Students: AS.

Teacher: [AS 00:16:56].

Students: AS.

Teacher: Muy bien. When we say he walks, how do we say he walks? Caminar, so Camina ends in a ...

Students: A.

Teacher: A. Nosotros. That was a really new one for us.

Students: O. [crosstalk 00:17:15]

Students: Amos.

Teacher: Close, you're thinking about vosotros. Amos. Nosotros means it's going to end in amos. Vosotras, Student-9 already gave it to us. Ice. We're not going to practice this one a lot because I am not an expert in speaking in Vosotros. Ellas, ustedes, and ellos. Student-8?

Students: an?

Teacher: an. These two endings. Nosotros and ellas, ustedes, ellos, ending in an, these are the two endings that are the newest to us. We need to make sure that we get that organized [00:18:00] in our brain. I'm going to take caminar. Caminar means to ...

Students: Walk.

Teacher: To walk. If I wanted to say, I walk, I'm going to pop off the AR. Camin- stays the same, and it's going to be, yo camino. Camin- stays the same, and we're just adding on our ending. The same thing will happen for tu. If I was talking to my friend and I explained, you walked to school, I would tell her, caminas [a la escuela 00:18:41]. The same thing, but why would I use usted and not tu? Tell your friends around you, who would usted be?

Students: [crosstalk 00:18:53] more formal. [crosstalk 00:18:59]

Teacher: Very good, and who would I be talking to if I was using usted?

Students: It's how you talk to a [crosstalk 00:19:03]

Teacher: No. I heard it over here on this side, who would I be talking to if I was using usted?

Students: Teacher.

Students: If you're in trouble.

Students: Formal.

Students: It's polite.

Teacher: Yeah. My boss, parents, very, very polite. Usted means you. [crosstalk 00:19:33] Camina. If I wanted to say we walk. Nosotros is going to become ...

Students: Caminamos.

Teacher: Do we agree?

Students: What?

Teacher: Student-8's saying it's caminamos, do we agree?

Students: Si.

Teacher: Si? No? Do we? What would you say? [00:20:00]

Students: Si.

Teacher: Si? Si.

Students: Yay.

Teacher: Caminamos. Y ellas, ustedes, ellos?

Students: Caminan.

Teacher: Caminan. I have conjugated the verb caminar. You guys are going to practice with nadar on your whiteboards.

Students: Got it.

Teacher: Got it?

Students: Can we erase this now?

Teacher: If you want to erase it all, you can, otherwise, you should use that as your resource to reflect back to. You can use the board up front. With those around you, conjugate nadar into the 6 different ways unless you're going to skip vosotros. How would you say I swim?

Students: Nado.

Teacher: Nado.

Students: Nadas.

Teacher: You got it. Yo ends in?

Students: Nadar?

Teacher: Nadar means to swim, yo ...

Students: [inaudible 00:21:16]

Teacher: Nado. Muy bien. Yo ends in O.

Students: Nadar, nadas. [crosstalk 00:21:32]

Teacher: Okay, work on nadar. [00:22:00] You are halfway there. What do you want to do? Nadar means to swim, but we can't always to swim at the beach, to swim at the beach. Sometimes we got to say I swim at the beach. How would you say I swim? Good. That's halfway there.

Students: Yo nadar.

Teacher: You just said I to swim. You want to say I swim. You're saying, but the way it ends, nadas, it's like you're saying tu. You. Yo ends in ...

Students: Nado.

Teacher: Nado. Yo nado. Mm-hmm (affirmative). Excellent. Now you're going to talk to your friend and say you swim, or do you swim once a week? Any questions ladies?

Students: No, we got it.

Teacher: No? Nado? Muy bien. Which one is most difficult for you?

Students: None of them. We got it all.

Teacher: None of them? You got it, okay. How would you say we swim?

Students: Nadamos.

Teacher: Nadamos, okay. How would you say he swims?

Students: Nada.

Teacher: Nada. El nada. Good, you do got it. [crosstalk 00:23:34] Okay.

Students: Isn't vosotros the AR?

Teacher: Vosotros would be nadais. Nadar is the infinitive. To swim. Nadais is saying you all swim. Great, go ahead and write the yo form of [00:24:00] nadar up on the board. Here. You could use a different color. You could even use your own color. Check you work. As I was going around, I saw quite a few of you correctly. Student-19, can I borrow your board. I liked the way Student-13 was circling her endings. You have to say nado, and nadas, you swim, I swim. When she's circling her ending, she's really showing me she understands, or underlining the ending, that that's the only part that's going to change. Getting that organized inside of your head is important. Student-2, go ahead and put one up on the board. Si, nadas a [la escuela 00:25:00]. Did you finish it all?

Students: Mm-hmm (affirmative).

Students: For tu?

Teacher: You can choose any. What is this one? [crosstalk 00:25:22] Yep. Pass it on to someone. Anyone. [crosstalk 00:25:40] okay, usted. Read it to me.

Students: No, I don't get this one.

Teacher: Okay. Thank you for letting me know. Usted is just like el and ella. El and ella are always going to end in a. As I'm walking around, [00:26:00] all of you are conjugating really, really well. Anyone. Muy bien. Ok, I see you conjugated 3 out of the 6. What are the three that you're missing?

Students: [inaudible 00:26:16] nosotros?

Teacher: Nosotros is one of them. Here Student-8.

Students: Ustedes?

Teacher: It would be one of the ustedes. [crosstalk 00:26:39] What is this one?

Students: I was just trying to see [inaudible 00:26:56]

Teacher: Good. I notice you keep forgetting to take off your AR. This is to swim. Nadar. You got to pop off the AR.

Students: R?

Teacher: At least the R. Our last one Student-15. [te tocas 00:27:17] How would we conjugate it to say you all swim? Muy bien. Check your work. Does your white board look like what's on the board. I'm going to say the subject pronoun. If you want me to say the conjugation of nadar. For example if I say yo, you're going to say ...

Students: Nado.

Teacher: Muy bien. Yo ...

Students: Nado.

Teacher: Tu ...

Students: Nadas.

Teacher: El ...

Students: Nada.

Teacher: Nosotros ...

Students: Nadamos.

Teacher: Ustedes ...

Students: Nadan.

Teacher: Muy bien. [00:28:00] Why is learning to do this conjugation important?

Students: So we can use it correctly.

Teacher: Why?

Students: So we can use it correctly?

Teacher: So we can use it correctly. Why do we want to learn to use our subjects and verbs correctly? Student-8?

Students: So the sentences don't sound confusing.

Teacher: So your sentences don't sound confusing. I agree. It's really difficult talking to people in English if their words and grammar is all jumbled up. It's just the same. If you went and you were using your Spanish, but you're jumbled up when you're speaking, you won't sound, you won't be an effective communicator. We're going to add another verb to our conjugation bank today. It's an IR verb. Who remembers how to say to go?

Students: [crosstalk 00:28:46]

Teacher: Vivir is to live.

Students: Vamos.

Teacher: Vamos is one of the ways to conjugate this infinitive. Vamos means let's go, or we go. [crosstalk 00:28:58] Vamanos.

Students: Decir?

Teacher: Huh? Decir means to say or to tell.

Students: Dormir?

Teacher: Dormir.

Students: Va?

Teacher: Va is a way to conjugate. He goes.

Students: Ir?

Teacher: Ir! Muy bien. [crosstalk 00:29:29] Go ahead and erase your whiteboards except for your subject pronouns. Unless you need to reorganize your subject pronouns. [crosstalk 00:29:50]

Students: We can erase nadar and stuff?

Teacher: You can erase nadar. Ir means to go. With it we can do a couple of things. [00:30:00] We can explain the direction that we're going or where someone or something is going. We can also use it to communicate our plans or our intentions. Such as, what are we going to do. When we conjugate ir though, it breaks all of the rules. It's one that you're just going to have to memorize. It's fun to say so I don't think that you'll have any problems. Subject pronouns, do you have your subject pronouns written down? Which one am I missing again?

Students: Vosotros.

Teacher: Thank you. Vosotros. That's the one I am not an expert at. Some day maybe one of you will be in Spain. Come back and you can teach me vosotros. You're going to go Student-8?

Students: [inaudible 00:30:45]

Teacher: You are? Wow. When you want to say I go, it is Yo voy. You're going to notice the v, the letter v and the letter b in Spanish are usually used interchangeably. Yo voy or yo "boy" sounds the same, it means the same thing. Tu vas is you go or you to a friend, or a teacher talking to a student. Tu vas. He goes or she goes?

Students: Va.

Teacher: Muy bien. Va. Nosotros. You guys know this.

Students: Vamos.

Teacher: Vamos! Nosotros vamos. I think that's something everyone learns. Vosotros. This one's crazy. Vosotros vais. Ustedes [van 00:31:42]. Do not say van. It's not a van.

Students: Van.

Teacher: [foreign language 00:31:49]

Students: Van.

Teacher: Muy Bien. [foreign language 00:31:52]Yo voy.

Students: Yo voy.

Teacher: Tu vas.

Students: Tu vas.

Teacher: El va.

Students: El va.

Teacher: Nosotros vamos. [00:32:00]

Students: Nosotros vamos.

Teacher: Vosotros vais.

Students: Vosotros vais.

Teacher: Ustedes van.

Students: Ustedes van.

Teacher: What's the preposition that means to? How would you say he walks to school?

Students: A.

Teacher: A. Yo voy a. I go to and then you're going to have whatever the place that you're going to is just going to fill in the blank over here. Yo voy a and then you fill in the blank. I'm going to hand out a partner sheets. Some of you are going to be the [foreign language 00:32:45] some of you are going to be the [foreign language 00:32:49].

Students: Can we erase this?

Teacher: You can erase, or use it as your resource for this activity. You guys are going to talk about where people are going. [es un secreto 00:33:01] Whatever sheet you have, don't show your partner. You don't want to just give them the answers. They need to work for it by asking you in Spanish. Where is Student-3 going? Then you would just answer it, Student-3 is going to, and you would have to look, the picture, right above the picture is the place where Student-3 is going. In side of your bins you have some cards. Go ahead and take out a card. All of those are around. Ace is going to be the lowest. Ace to king. Student-15 needs a card. Here go ahead take one.

Students: We don't have spades.

Teacher: It's okay. I know it's all random.

Students: It's the smallest number to the biggest number.

Teacher: You only need one card though Student-16.

Students: I'm used to playing gin.

Teacher: Just take one card. Does everybody have one [00:34:00] card? Student-17, do you have your card? Who has the lowest over here?

Students: Student-18.

Teacher: Lowest, 4.

Students: Student-19.

Teacher: Ace. Who has the highest? Okay, you guys are going to partner up. The lowest with the highest and then keep going down that way as I pass out the papers. Figure out who is partners. Who is your partner?

Students: I'm the 2nd highest.

Teacher: Once you have it, you can go ahead and begin.

Students: Tu vas.

Students: I don't play cards.

Teacher: Who's partners over here?

Students: Me and him are. [inaudible 00:34:36]

Teacher: Okay.

Students: [crosstalk 00:34:38] thank you.

Teacher: Come Student-15. [foreign language 00:34:44] Excellent who are you going to be partners with? [crosstalk 00:34:59]

Student-2, you don't have a partner? [crosstalk 00:35:04] come. You can sit back here. I'm going to have Student-2 be your partner. You're the lowest.

Students: He's my partner?

Teacher: Who has the highest card over here?

Students: I don't know.

Teacher: Student-8, then you and Student-8 are partners. Go ahead and sit by Student-8. Here, take this with you."student", you and Student-11 are going to partner up. Student-8. [crosstalk 00:35:48] Student-1, I'm going to work with you. Go ahead and start to review this and then I'm going to come back.

Who had the highest card here?

Students: I did.

Teacher: Okay. Who is the lowest?

Students: [00:36:00] Me.

Teacher: Okay you guys, maybe you two switch seats. You're going to partner up with the highest card. Student-12 you're going to work with Student-7.

Students: No, only me and her are switching spots.

Teacher: Either way, whatever works.

Students: That doesn't make sense because then me and Student-7.

Students: Oh. I'm tired today.

Teacher: [crosstalk 00:36:33] Student-1 I'm going to work with your for a couple of questions. Okay, what's your confusion? [crosstalk 00:36:53]

Students: I'm just confused on what we're ... How do we ask the question.

Teacher: You're A.

Students: Wait, do we write on this?

Teacher: Mm-hmm (affirmative).

Students: Cool.

Teacher: Number one says, "A donde va Juan?" The purple paper has the answer on it. You need to ask her, "A donde va Juan?" Then Student-8 is going to look on her paper, and she's going to find Juan, and she has to use the correct conjugation of to go.

Students: I have to hold the paper up so that she doesn't see the answer.

Teacher: Either way sweetie. Juan va al concierto. Once she tells you where he goes, you're going to write that sentence down under the destination. Student-14 and Student-2, go ahead and begin.

Students: Wait, which one asks the questions?

Teacher: Both of you. You're going to have to take turns.

I had a good question for clarification. If you can hear me touch your head, if you can hear me, touch your knees. if you can hear me touch your nose. If you can hear me, snap once.

I had a good question for [00:38:00] clarification. This group asked a couple of times, who's going to ask the question? Both partners are asking questions. You just need to figure out who's going to go first. You can say the highest card goes first, lowest card goes first. You're doing the same thing. You're going to ask. The purple sheet is going to ask the pink sheets where is, a donde va Jose? Where is Jose going? Then the pink sheet is going to look for Jose's name at the bottom, so you've got to listen. He looks at the bottom. Then he finds out this is where Jose is going and she would use the correct conjugation or ir, to go, to say Jose goes to the store, or the concert, or wherever he's going. Do you have any other questions? I'm going to work with Student-1 for a moment and then I'll walk around and listen to the partners. Go ahead and get practice.

Students: [crosstalk 00:38:51]

Teacher: A donde va Jose? Now you're looking for Jose's name. A donde va Jose?

Students: That means you have to go.

Teacher: Si, [foreign language 00:39:09] Then I'm going to borrow your pencil because I forgot to bring one with me. I'm going to answer it and I'm going to say Jose va a la iglesia. Ahora, te toca, pregunta me.

Students: Donde va Juan?

Teacher: You're going to ask me number 1.

Students: A donde va Juan.

Teacher: Juan? Juan va al concierto. Juan va al concierto.

Students: A donde va Marcos.

Teacher: Al concierto. What do you think that sounds like? Concierto.

Students: Concert?

Teacher: Muy bien. You're using your cognates. [crosstalk 00:39:55]

Students: You have to use the picture.

Teacher: That's right. That's correct. [00:40:00] Okay, ask me now.

Students: A donde van Eva y Marc?

Teacher: [foreign language 00:40:08]

Students: A donde

Teacher: [foreign language 00:40:24]

Students: What was the question?

Teacher: [foreign language 00:40:31] You're using your resources, good job. I'm going to walk around. You get ready. Practice these questions, and when I come back, you're going to ask me another one, okay?

Students: Yeah. [crosstalk 00:40:53]

Teacher: What does estadio sound like?

Students: Stadium?

Teacher: Muy bien. If you can hear me touch your head. if you can hear me touch your nose. Okay. We haven't learned all of these place vocabulary words. You're using your critical thinking skills by matching it to what it sounds like in English. Do you remember what kind of a word that is? It starts with a C? Cog ...

Students: Cognitive.

Teacher: Cognates. You don't have to know all of the vocabulary there is. There's a lot of cognates in [00:42:00] Spanish and English and you guys are doing a very good job working with this new vocab. In your partners, class is about to end. On the post its, if you don't have post its, I'll bring you new ones. When we end, I'm going to put it up on the parking lot as you leave. What do you need more help with still? About today's lesson? Making sentences? What do you still find confusing about using the word ir or conjugation. If you're still confused about ordering food from a restaurant, that would not be an excellent idea to put down because we haven't talked about ordering food from a restaurant yet. Just use today's topic and ...

Students: Do we write our names?

Teacher: You can write down a question, you can write down a sentence if you're confused about it.

Students: Do we write down our names?

Teacher: It is your choice to be anonymous or put your name.

Students: What if we don't have anything?

Teacher: If you don't, you're okay then. Think really hard. If it's all really clear to you? Does anyone need post its? You guys need post its. Take some, pass them. You guys need post its? The leaning tower of markers. Here.

Students: We need post its.

Teacher: You need post its?

Students: Write down a question?

Teacher: Something that you're still not clear about as we get ready to go home or go on to the rest of class. [crosstalk 00:43:39]

Students: Is there a question?

Teacher: About today's lesson or conjugating verbs. Making sentences, that's the ...

Students: Does it have to be in Spanish?

Teacher: No.

Students: [foreign language 00:43:52]

Teacher: Muy, muy, muy rapido.

Students: What do we write first? [00:44:00]

Teacher: You can go get a pen in the back. Student-1 do you have any questions about what we're doing? [crosstalk 00:44:14] No? You're okay?

Students: You're not supposed to.

Students: She said you can, or you don't have to.

Teacher: If you're really, really confident and you're like, I don't think I have any questions, you're fine. What do you mean by this? I need more help.

Students: The verb thing.

Teacher: What thing?

Students: I don't know what it's called.

Teacher: Give me an example then. That's a good start.

Students: Infinitive, definitive.

Teacher: What are you really, really wanting me to explain some more?

Students: If you don't have a question, can you just put a sentence?

Teacher: Sure that's confusing to you that you want to practice more with. Tell your partner what's one of the things that you have for homework?

Students: The worksheet.

Teacher: Tell your partner what's the other thing for homework.

Students: [crosstalk 00:45:11]

Teacher: Muy bien. Both of them are due on Wednesday. You have tonight and tomorrow to practice with them. You go over the answers on Wednesday, our short day. [crosstalk 00:45:27]

Students: I'm not going to be here tomorrow or Wednesday.

Teacher: [foreign language 00:45:30] We can use our word from today. Where are you going? A donde vas?

Students: My cousins are here.

Teacher: Vas a passar tiemp con la familia?

Students: Where are they from?

Teacher: You can ask that in Spanish. [De donde son? 00:45:49] Go ahead and put ... Muchas gracias, you already have. [00:46:00] [crosstalk 00:46:06]