De Vacaciones

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Unit Title: De Vacaciones
Grade Level: 8th
Subject/Topic Area(s): Spanish/Vacations/Preterit Tense
Designed By: Jaclyn Metcalf
Time Frame: approximately 4 weeks
School District: North East ISD
School: Tejeda Middle School
School Address and Phone: 2909 E. Evans Road, San Antonio, TX 78259 (210)482-2260

**Brief Summary of Unit** (Including curricular context and unit goals):

De Vacaciones is a unit in which students learn to speak about going on vacations. By the end of the unit, they should be able to talk about things to do on a vacation, describe typical places to visit while on vacation, talk about events in the past using the preterit tense, and understand cultural perspectives on travel and vacation. This unit falls at the end of Spanish I (or Spanish 1B if the course is divided over two years). When starting this unit, students should already know the preterit tense of regular verbs. Throughout the unit, students will work with a partner to plan a trip to a Spanish-speaking city and learn about the amount of work that goes into planning a trip. The students will create a scrapbook-like presentation of the trip they planned, as if they had actually taken the trip, and will present their project to the class.
## Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals (e.g., standards)</th>
<th>Transfer</th>
<th>Meaning</th>
<th>Acquisition</th>
</tr>
</thead>
</table>
| • Talk about things to do on vacation | **Students will independently use their learning to**... Plan a trip to a Spanish-speaking city/country and use that information to create a scrapbook about the “trip” they took there. | **Essential Questions**
- How do you plan a trip?  
- Why do people take vacations? | **Knowledge**
*Students will know...*
- Travel/vacation vocabulary (see attached)
- Preterit tense endings of regular verbs
- Preterit forms of the verb *ir*
- Survival vocabulary/phrases
- Forms of transportation | **Skills**
*Students will be able to...*
- Use the preterit tense
- Use the personal “a”
- Talk about a trip they took
- Talk about what to do or where to go on a vacation and how to get there
- Use survival language in a Spanish-speaking country
- Discuss the purposes for taking a vacation
- Plan a vacation to another country |
| • Describe places to visit while on vacation | | | |
| • Talk about events in the past | | | |
| • Understand cultural perspectives on travel and vacation | | | |

## Stage 2 – Evidence

<table>
<thead>
<tr>
<th>Evaluative Criteria (for rubric)</th>
<th>CODE (M or T)</th>
<th>Performance Task(s)</th>
<th>Other Evidence (e.g., formative)</th>
</tr>
</thead>
</table>
| • Vocabulary                    | M & T         | **Students will demonstrate meaning-making and transfer by**... | • Unit Exam  
• Vocabulary Quiz  
• Interactive Parent Survey – students will interview their parents about vacation time from their work  
• Survival Phrases Guide – students will create a mini guidebook of survival phrases needed for a trip to their chosen city  
• Un día en Madrid – students will plan a one day of a trip in Madrid and decide in which order they will visit different places based on locations and time limits |
| • Past Tense                    | M & T         | | |
| • Captions – grammar            | M             | | |
| • Visuals                       | M             | | |
| • Required Components           | M             | | |
| • Pronunciation                 | M             | | |
| • Content                       | M             | | |
| • Fluidity                      | M & T         | | |

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## Stage 3 – Learning Plan

### Pre-Assessment

How will you check students’ prior knowledge, skill levels, and potential misconceptions?

- Ask students to answer essential questions.
- Check knowledge of vocabulary by taking a quiz (not for a grade)

### Learning Activities

<table>
<thead>
<tr>
<th>CODE (A, M, T)</th>
<th>Learning Activities</th>
<th>Progress Monitoring (e.g., formative data)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Day 1: Introduce unit. Pre-Assessment (essential questions and vocabulary). Part 1 Vocab drills with vocab cards.</td>
<td>HW: Copy vocab, Wkbk 139-140/HH pg 292 A</td>
</tr>
<tr>
<td>A &amp; M</td>
<td>Day 2: Review part 1 and vocab card drills with part 2. Translate dialogue with vocab in context.</td>
<td>HW: Wkbk pg 141/HH pg 294 D</td>
</tr>
<tr>
<td>M</td>
<td>Day 3: Viaje a Madrid Powerpoint – practice using past tense to answer questions. Wkbk pg 142</td>
<td>HW: Finish Wkbk pg 142</td>
</tr>
<tr>
<td>M &amp; T</td>
<td>Day 6: Usando el Pretérito Powerpoint – practice using the past tense. Intro to Phase 1 of the Project</td>
<td>HW: Interactive Parent Survey</td>
</tr>
<tr>
<td>M &amp; T</td>
<td>Day 7: Phase 1 Worktime. Llegando... Powerpoint – practice planning a day of a trip and ordering the activities using metro maps and city maps.</td>
<td>HW: Research tourists sights, restaurants, and hotels (due Day 7)</td>
</tr>
<tr>
<td>A</td>
<td>Day 8: Verb ir – take notes and practice conjugating the verb. Wkbk pg 144</td>
<td>HW: Un día en Madrid Assignment (due Day 9)</td>
</tr>
<tr>
<td>M</td>
<td>Day 9: Mini stories using ir and ser</td>
<td>HW: Finish Currency and Transportation Handout</td>
</tr>
<tr>
<td>A</td>
<td>Day 10: Personal “a” - take notes. GP Wkbk pg 256</td>
<td>HW: Finish translations</td>
</tr>
<tr>
<td>A</td>
<td>Day 11: Computer Lab Day – Phase 1 - Currency and Transportation Research Day</td>
<td>Entrance Ticket: turn in translations</td>
</tr>
<tr>
<td>M &amp; T</td>
<td>Day 12: Survival Guide – chalk talk, survival phrases brainstorm and translations</td>
<td>Unit Exam</td>
</tr>
<tr>
<td>M</td>
<td>Day 13: Packing – Trip Cards (what you packed is determined by your trip), brainstorm special things to pack for Unit Project Trip</td>
<td>Turn in Rough Drafts</td>
</tr>
<tr>
<td>M</td>
<td>Day 14: Review for Unit Exam</td>
<td>Turn in Rough Drafts</td>
</tr>
<tr>
<td>M &amp; T</td>
<td>Day 15: Take Unit Exam</td>
<td>Projects Due</td>
</tr>
<tr>
<td>T</td>
<td>Day 16: Project Workday – caption writing</td>
<td>Oral Presentations</td>
</tr>
<tr>
<td>T</td>
<td>Day 17: Project Workday – caption writing</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Day 18: Computer Lab Day – scrapbook creation</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Day 19: Computer Lab Day – scrapbook creation</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Day 20: Turn in Projects. Project Presentations.</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Day 21: Project Presentations</td>
<td></td>
</tr>
</tbody>
</table>
De Vacaciones

Unit Performance Assessment

PHASE 1: PLANNING (*this phase will be completed throughout the unit in parts*)
- TASK: Plan a 3-day trip to your assigned Spanish-speaking city/country (________________). You must research the following:
  o 5 tourist/sightseeing destinations
  o 2 restaurants (One place to eat lunch, One place to eat dinner)
  o Transportation (1. How will you get to your city? 2. How will you get around once in your city?)
  o Currency (1. What kind of money will you need to use? 2. What is the exchange rate? (compare to U.S. dollar))
  o Lodging (Where will you stay? (hotel, hostel, resort etc..))
  o People (Who are you going with? (your partner, Beyonce, Justin Bieber etc…))
  o Survival Guide (What are phrases you might need to know to survive in that city?)
  o Packing (besides the normal things, what are some specialty items you might need to bring?)

PHASE 2: REMINISCING
- TASK: Create a scrapbook-like presentation of your trip. Pretend you and your partner went on the trip you planned together. Your scrapbook must include the following:
  o 12 pages *(see your What to Include in My Scrapbook handout for more details)*
    ▪ 1 - Cover Page
    ▪ 2-3 - Group Members, Currency, Lodging
    ▪ 4 - Transportation
    ▪ 5-9 - Tourist/Sightseeing Destinations
    ▪ 10 - Restaurants
    ▪ 11 - Packing
    ▪ 12 - Survival Guide
  o Each page must include pictures with captions (make sure you use the past tense!)

PHASE 3: SHARING
- TASK: Prepare a presentation of the trip you “took” with your partner to share with the class.
  o Requirements:
    ▪ 3-4 minutes long
    ▪ Use the past tense
    ▪ You and your partner must speak equal amounts
    ▪ Share each aspect of your trip with the class.

PHASE 2-REMINISCING DUE DATE: ______________________
PHASE 3-SHARING DUE DATE: ______________________
PHASE 1: PLANNING (this phase will be completed/assessed throughout the unit)

PHASE 2: REMINISCING – Scrapbook Visual Project

<table>
<thead>
<tr>
<th></th>
<th>Así así</th>
<th>Aceptable</th>
<th>¡Muy bien!</th>
<th>¡Excelente!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary (16%)</td>
<td>Use less than 10 unit vocabulary words correctly.</td>
<td>Use 10-19 unit vocabulary words correctly.</td>
<td>Use 20-24 unit vocabulary words correctly.</td>
<td>Use 25 or more unit vocabulary words correctly.</td>
</tr>
<tr>
<td>Past Tense (20%)</td>
<td>Use 5 or less different verbs and conjugate 5 verbs or more of them correctly.</td>
<td>Use 6-7 different verbs and conjugate 6 verbs or more of them correctly.</td>
<td>Use 8-9 different verbs and conjugate 8 verbs or more of them correctly.</td>
<td>Use 10 or more different verbs and conjugate them correctly.</td>
</tr>
<tr>
<td>Captions (24%)</td>
<td>Your captions have 16 or more grammatical mistakes total.</td>
<td>Your captions have 11-15 grammatical mistakes total.</td>
<td>Your captions have 6-10 grammatical mistakes total.</td>
<td>Your captions have less than 5 grammatical mistakes total.</td>
</tr>
<tr>
<td>Visuals (16%)</td>
<td>Without the captions, the pictures would not tell what you did on your trip at all.</td>
<td>Without the captions, the pictures would kind of tell what you did on your trip.</td>
<td>Without the captions, the pictures would mostly tell what you did on your trip.</td>
<td>Without the captions, the pictures would tell the story of your trip.</td>
</tr>
<tr>
<td>Required Components (20%)</td>
<td>Your project is missing 6 or more components required on the Assignment Sheet and handout.</td>
<td>Your project is missing 3-5 components required on the Assignment Sheet and handout.</td>
<td>Your project is missing 1-2 components required on the Assignment Sheet and handout.</td>
<td>Your project has every component required based on the Assignment Sheet and handout.</td>
</tr>
<tr>
<td>Overall Project (4%)</td>
<td>Your scrapbook is okay. I don’t think I want to visit that city though.</td>
<td>Your scrapbook is nice. I might want to visit that city someday.</td>
<td>Your scrapbook is cool! I definitely want to visit that city soon!</td>
<td>Your scrapbook is so awesome it makes me wish I had been on that trip!</td>
</tr>
</tbody>
</table>

PHASE 3: SHARING – Oral Presentation of Scrapbook Project

<table>
<thead>
<tr>
<th></th>
<th>Así así</th>
<th>Bien</th>
<th>¡Excelente!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation (30%)</td>
<td>You have some work to do! I understand some of what you say but not a lot.</td>
<td>Your pronunciation is good. I can understand what you are saying most of the time.</td>
<td>Your pronunciation is close to perfect! I can understand almost everything you say!</td>
</tr>
<tr>
<td>Content (30%)</td>
<td>Your presentation covers less than half the required aspects of your trip.</td>
<td>Your presentation covers most of the required aspects of your trip.</td>
<td>Your presentation covers every aspect of your trip required.</td>
</tr>
<tr>
<td>Fluidity (30%)</td>
<td>I can tell you did not practice your part of the presentation because it did not flow and you made it up as you went.</td>
<td>I can tell you kind of practiced your part of the presentation and it sort of flowed.</td>
<td>I can tell you really practiced your part of the presentation and it flowed really well.</td>
</tr>
<tr>
<td>Flair (10%)</td>
<td>You read the captions off the screen in a monotone voice.</td>
<td>You read the captions off the screen but tried to make it interesting.</td>
<td>You were able to present mostly from memory and make it interesting!</td>
</tr>
</tbody>
</table>
De Vacaciones Unit Vocabulary

La ciudad
El estadio
El lago
El lugar
El mar
El monumento
El museo
El país
El parque de diversiones
El parque nacional
El teatro
La obra de teatro
El zoológico
El animal
El árbol
La atracción
Las atracciones
El mono
El oso
El pájaro
Aprender (a)
Bucear
(comprar) recuerdos
Descansar
Montar a caballo
Pasear en bote
Tomar el sol
Visitar
En
El autobús
El avión
El barco
El tren
El boleto

Como
¿Cómo lo pasaste?
Dime
Fantástico, -a
Fue un desastre.
El hotel
Impresionante
Ir de vacaciones
Me gustó.
¿Qué hiciste?
¿Qué te pasó?
Regresar
Salir
¿Te gustó?
Tremendo, -a
Vi
¿viste...?
Expanded Lesson Plans

Day 1:

Cuaderno: Copy and answer the following questions: 1. How you plan a trip? 2. Why do people take vacations? 3. What’s your favorite trip you’ve ever been on?

Review the students’ answers to the Cuaderno warm-up and then introduce the De Vacaciones Unit. Pass out the Vocabulary Pre-Assessment “Quiz” and ask the students to complete what they can and to do their best. Once they have all finished the Pre-Assessment, begin to introduce the unit vocabulary by using picture cards. Hold up each card one at a time and say the corresponding vocabulary word aloud. Have the students repeat each word several times to practice pronunciation. Then, hold up each card and ask the students to tell you the word as a class. Once most students can match the words to the pictures and pronounce them correctly, drill them individually. Start by holding up a picture card for a specific student to name and move from student to student. Allow them to use their list in case they have trouble. At the end of class, go through each picture card one last time and have the students recite the vocabulary as a class.

Homework: Copy the vocabulary list into your notes spiral and translate it to English. Do Wkbk pg 139-140 or HH pg 292 Act A.

Day 2:

Cuaderno: Copy and complete: List at least 3 words that fit under each category: outdoor activities, places to visit, animals, and modes of transportation

Review the students’ answers to the Cuaderno warm-up and then check their vocabulary lists. Using the picture cards, drill the students quickly on the vocabulary words learned on Day 1. Then, introduce the rest of the vocabulary on words strips. Start by showing the Spanish vocab word and have the students practice the pronunciation of each word. Then, show the Spanish side, have the students say the word aloud and then show the English side so they know the translation. As in Day 1, allow the students to answer as a class until most students know all the words. Then, begin to drill the students individually by moving around the room and showing them a word in English and having them say the Spanish with correct pronunciation. Then, using the dialogues on pg 374-375 in the Realidades textbook, have the students practice translating the vocabulary words when used in context. Play Subtítulos and have one student read the text in Spanish and ask another student to translate what was read.

Homework: Do Wkbk pg 141 or HH pg 294 Act D

Day 3:


Review the answers to the Cuaderno and then check the homework from Day 2. Then, pass out the Viaje a Madrid handout and present the Viaje a Madrid Powerpoint. Once the entire trip has been presented and the students have filled in all the necessary information on their handout, have them answer some basic questions with a partner about the trip (who went, what did they do, where did they go etc...) Guide them through using complete sentences with correct verb forms. Then, have them start Wkbk pg 142 (NOTE: Have the native speakers do the same page.) If they do not finish it, have them finish it for homework.

Homework: Finish Wkbk pg 142
Day 4:

Using the Cuaderno, have the students complete Act 4 Part 2 on pg 378 of the Realidades textbook in pairs. Once they have had time to complete the activity with their partner, ask some students to perform the activity aloud to correct any mistakes they may have made previously. Then, pass out Communicative Activity 8A-1 and have the students complete Step 1 on their own. Then, review the directions with each group of students and have them pair up to complete Steps 2 and 3. Once all the pairs have finished review the answers with the entire class.

If time allows, drill the students using the picture cards and word strips for the vocabulary quiz on Day 5.

**Homework:** Study for Vocabulary Quiz on Day 5.

Day 5:
Pass out Unit Vocabulary Quiz. Give students 25 minutes to complete the quiz and turn it in.

Once all the students have completed the Vocabulary Quiz, ask the students the essential question “Why do people take trips?” Have them create a list of reasons why people might take a trip. Once they have come up with a comprehensive list, ask them to star all the kinds of trips they have been on. Then, begin to compare and contrast work vs. leisure in the U.S. and Europe. Highlight the following points: length, required or not, location, when (during the year). Have the students create a Venn Diagram illustrating the differences between the U.S. and Europe.

**Homework:** Parent Survey: Ask you parents how much vacation time they are allowed per year and if they are required to use it or not each year. (Due Day 6)

Day 6:
Cuaderno: Copy and translate: 1. I visited the museum. 2. We ran on the beach. 3. They rode horses in the national park.

Review the answers to the Cuaderno and turn in the homework assignment. Then, to review the past tense endings, present the Usando el Pretérito powerpoint. Have the students work in pairs to write captions for the pictures in the past tense based on the information given.

Then, introduce Phase 1 of the Unit Project. Do this by dividing the students into pairs and assigning/allowing them to choose a Spanish-speaking city. Pass out the Research Help Handout and go over it with them and answer any questions they have.

**Homework:** Research 5 possible tourist destinations, 2 restaurants and 2 hotels/hostels in your city. Complete the handout passed out in class (due on Day 7).

Day 7:
Cuaderno: Copy and complete: Write the steps in order that you think you should complete in order to plan a successful trip.
Review the students’ answers to the Cuaderno and come up with a class list of how they think a trip should be planned. Then, relate their list to the steps they will be taking to plan their trip with their partner. Have them meet with their partner and share their research list with their partner. As a pair, have the students narrow their list to 5 tourist destinations, 2 restaurants and 1 hotel/hostel. Then, present the Llegando… powerpoint. Teach the students how to read a metro map and how to plan a day of a trip based on where things are located and how long it takes to get there.

Homework: Un día en Madrid Assignment (due Day 9)

Day 8:

Cuaderno: Copy and complete: 1. Write the present tense forms of the verb *ir*. 2. What kind of verb is *ir*?

Review the answers to the Cuaderno. Then, using country cards, inductively introduce the verb *ir* by speaking only in Spanish and using the verb tenses very clearly and specifically. Then, have the students tell you the forms of the verb and have them take notes over the verb. Have them do Wkbk pg 144/_________________________.

Day 9:

Cuaderno: Copy and write the 6 forms of the verb *ir*.

Review the answers to the Cuaderno. Turn in the Un día en Madrid assignment from Day 7. Then, have the students write a mini story based on pictures about trips people took using the verbs *ir* and *ser*. Have them include where they went, how they went, and how the trip was. Tell them to translate their stories to make sure they know the difference between *ir* and *ser*. Have each student present their mini story to a small group of students. Then, have each group choose one story to present to the entire class.

Day 10:

Cuaderno: Copy and translate: I went to the Prado museum. It was fantastic. I looked at Velazquez’s artwork and it was impressive. Then, I rested in the shade (la sombra) of the tree.

Review the translation of the Cuaderno. Then, introduce the idea of the personal “a” in Spanish. Show the GramActiva from Realidades and then have the students take notes over the specifics of when and how to use it. Have them do Guided Practice Wkbk pg 256. Then, show them pictures of people on vacation and have them write sentences telling who is visiting whom on vacation to practice using the personal “a”.

Day 11:

Have the students meet in the computer lab. Have them complete the Currency and Transportation Handout with their project partner.

Homework: Finish Currency and Transportation Handout (Due Day 12)

Day 12:

Cuaderno: Copy and answer: Have you every travelled to another city or country? If so, what surprised you about that place? What was the hardest part of being in that place? If not, what do you think would surprise you or be the hardest part of being there?

Review the students’ answers by doing a Chalk Talk in which the students write their answers on the board and comment on each others’ notes. Then, focus on the possibility of the country speaking a different language and have the students brainstorm survival phrases they might need in order to get around in another country. Then, have them
work with their project partner to translate the survival guide phrases to Spanish. Have them turn them in before they leave or as their entrance slip the next day.

**Homework:** Finish translating survival guide phrases.

Day 13:

**Entrance slip:** turn in translated survival guide phrases

**Cuaderno:** Copy and complete: List at least 3 items of clothing you would need to pack for a trip to the following places: Spain, Chile, La República Dominicana.

Review the students’ answers to the Cuaderno and then introduce the idea of how important it is to plan what you will take with you on your trip. Put the students in groups and pass out the Trip Cards. Have the students read about the trip they will take and then make a list of everything they would need to pack for a trip to that place. Then, with their project partner, have them make a list of any special items they will need to pack for their trip to their Spanish-speaking city.

Day 14:

Review for the unit Exam

Day 15:

Take Unit Exam

Day 16:

**Project Workday** – students will work with their partner to write the captions for their scrapbook pages

Day 17:

**Project Workday** – students will write the captions for their scrapbook pages

Day 18:

**Computer Lab Day** – students will begin to create their scrapbooks

Day 19:

**Computer Lab Day** – students will continue creating their scrapbooks

Day 20:

**Projects Due and Project Presentations**

Day 21:

**Project Presentations**
De Vacaciones Notes:

Day 3: Viaje a Madrid Powerpoint Presentation

- Each slide will have a place in Madrid that was visited. As the dialogue is read, the vocabulary words will flash on the screen over the picture so the students will see and hear the words. For each slide, the students will follow along and fill in information on the corresponding handout.
- Handout – modeled after wkbk pg 142

Day 5: Research Help Handout

- This handout will include good tourism websites and ideas for places to look when researching a vacation spot.

Research Data Handout

- This handout will have space for the students to fill in all the necessary information about each tourist place and restaurant (including admission prices, hours, activities etc...)

Day 6: Llegando... Powerpoint

- This powerpoint will explain the idea of transportation within and around a city. Using the Madrid metro map and referencing the Viaje a Madrid Powerpoint, teach the students to figure out where places are roughly in the city and then how to plan in what order the places should be visited based on times and location.
- The corresponding assignment will be to plan a day in Madrid by deciding in which order certain activities will be done. (make it all in Spanish!)

Day 11: Currency and Transportation Handout

- Guide them to look up the currency and the current exchange rate in that country.
- The handout will guide them to find the public transportation of that city and how to use it, how much it costs etc... they will figure out how to use it to get to the destinations they have chosen from before.
TIPS LANGUAGE ARTS and OTHER SUBJECTS

Student’s Name: ___________________________ Date: ____________

TIPS: De Vacaciones

Dear Family Partner:

We are learning _____________________________________________.

I hope you enjoy this activity with me. This assignment is due _________________.

Sincerely,

OBJECTIVE:
To learn about and begin to compare the views on work vs. leisure in the United States and various Spanish-speaking countries.

MATERIALS:
This Interactive Homework assignment sheet, the student and at least one parent/guardian. (The more the merrier!)

THINGS TO REMEMBER:
When discussing and comparing cultures, it is so important to remember that any broad statement/generalization does not apply to every situation or person in that country.

PROCEDURE:
With your student, discuss your job and the perspective of vacation time at your place of work. Please answer the questions the students will ask you which are found on the back of this page. Make sure they write down your answers completely and legibly!

DISCUSSION:
Talk with your student about your discussion. Tell them at least 3 things you learned or found interesting, either about the culture points or about them as a student. Then, have them tell you about what they have been learning in the unit so far.

HOME-TO-SCHOOL COMMUNICATION:

Dear Parent or Family Partner:
Please give me your reactions to your child’s work on this activity. Write YES or NO for each statement.

_____ 1. My child understood the homework and was able to complete it.

_____ 2. My child and I enjoyed the activity.

_____ 3. This assignment helped me know what my child is learning in Spanish.

Any other comments ________________________________

Parent signature __________________________________________

Questions to ask your parent/guardian:

1. Do you get vacation time?

2. If so, how much time (days, weeks etc…)? If not, why not?

3. Are you and the other employees at your job required to use those vacation days?

4. How does your boss or the other employees react to someone using their vacation days?

5. How many hours do you work a week on average?

6. What do you think the average hours worked per employee is in your place of work?

7. Would you say the employees at your place of work bring things home to work on after hours or do they leave work at the office?

8. When you take your vacation time, how do you usually spend it?

Other comments/observations as they relate to work vs. leisure in US culture:
De Vacaciones Vocab Pre-Assessment
Match the Spanish vocab word with the English.

<table>
<thead>
<tr>
<th>Spanish Word</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. la ciudad</td>
<td>city</td>
</tr>
<tr>
<td>2. el estadio</td>
<td>stadium</td>
</tr>
<tr>
<td>3. el mar</td>
<td>sea</td>
</tr>
<tr>
<td>4. el parque de diversiones</td>
<td>amusement park</td>
</tr>
<tr>
<td>5. el teatro</td>
<td>theater</td>
</tr>
<tr>
<td>6. el zoológico</td>
<td>zoo</td>
</tr>
<tr>
<td>7. el lago</td>
<td>lake</td>
</tr>
<tr>
<td>8. el país</td>
<td>country</td>
</tr>
<tr>
<td>9. el parque nacional</td>
<td>national park</td>
</tr>
<tr>
<td>10. el monument</td>
<td>monument</td>
</tr>
<tr>
<td>11. el lugar</td>
<td>place</td>
</tr>
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<td>12. el museo</td>
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<td>13. el hotel</td>
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<td>14. la obra de teatro</td>
<td>attraction</td>
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<td>15. el animal</td>
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<td>16. el viaje</td>
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<td>18. las atracciones</td>
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<td>19. el oso</td>
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<td>20. el pájaro</td>
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<td>22. la atracción</td>
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<td>by</td>
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<td>26. el avión</td>
<td>bus</td>
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<td>27. el barco</td>
<td>foot</td>
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<td>28. el tren</td>
<td>ship</td>
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<tr>
<td>29. en pie</td>
<td>plane</td>
</tr>
<tr>
<td>30. en</td>
<td>train</td>
</tr>
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</table>
31. _____ bucear 
32. _____ aprender (a) 
33. _____ montar a caballo 
34. _____ tomar el sol 
35. _____ descansar 
36. _____ pasear en bote 
37. _____ visitar 
38. _____ salir 
39. _____ regresar 
40. _____ viajar 
41. _____ hacer la maleta 
42. _____ ir de vacaciones 
43. _____ como 
44. _____ fantástico, -a 
45. _____ impresionante 
46. _____ tremendo, -a 
47. _____ durante 
48. _____ temprano 
49. _____ tarde 
50. _____ ¿Cómo lo pasaste? 
51. _____ ¿Qué hiciste? 
52. _____ ¿Qué te pasó? 
53. _____ ¿ Te gusto? 
54. _____ ¿Viste...? 
55. _____ Fue un desastre. 
56. _____ Me gusto. 
57. _____ Vi... 
58. _____ Dime.