<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;yo&quot;</td>
<td>&quot;nosotros&quot;</td>
</tr>
<tr>
<td>&quot;tú&quot;</td>
<td>&quot;vosotros&quot;</td>
</tr>
<tr>
<td>&quot;él&quot;</td>
<td>&quot;ellos&quot;</td>
</tr>
<tr>
<td>&quot;ella&quot;</td>
<td>&quot;ellas&quot;</td>
</tr>
<tr>
<td>&quot;usted&quot;</td>
<td>&quot;ustedes&quot;</td>
</tr>
</tbody>
</table>
# English Meanings of Pronouns

<table>
<thead>
<tr>
<th>I</th>
<th>we</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>you all- group</td>
</tr>
<tr>
<td>he</td>
<td>they- masculine</td>
</tr>
<tr>
<td>she</td>
<td>they- feminine</td>
</tr>
<tr>
<td>you- formal</td>
<td>You all- group</td>
</tr>
<tr>
<td></td>
<td>(used in Latin America)</td>
</tr>
</tbody>
</table>
Matching. Emparejar.

Write the letter of the correct meaning to the left of the number.

1. Yo  
2. Tú  
3. Él  
4. Ella  
5. Usted  
6. Nosotros  
7. Nosotras  
8. Vosotros  
9. Vosotras  
10. Ellos  
11. Ellas  
12. Ustedes  

A. You all- Spain  
B. they  
C. You- formal  
D. I  
E. They- females  
F. You all- Mexico & Latin America  
G. He  
H. You all females- Spain  
I. You- informal  
J. We  
K. She  
L. We- females

Write the correct Spanish pronoun to the right of the English pronoun:

1. I  
2. You  
3. He  
4. She  
5. You- formal  
6. we  
7. you all  
8. they- females  
9. they- males
Tú and Usted

You may have noticed that some Spanish expressions are “formal” or “informal.” In Spanish, there are two ways to say “you” – TÚ and USTED.

• **Use Tú . . .** when you are talking to one person (singular) who you know very well (informal). Even if you don’t see the exact word “tú” in the expression, you still have a more relaxed way of talking to a friend, family member, pet, or plant!

• **Use USTED . . .** when you are talking to an adult you don’t know well (formal). This could be a friend of your parents, a waitress, a salesperson, or the president. It is important to show proper respect when speaking Spanish. Many Spanish teachers expect that you will speak to them formally, but American teachers are more casual. If you are ever in doubt, use “Usted”!

• **Use USTEDES . . .** when you are talking to more than one person (plural), even if you know them very well. Like “tú”, you won’t necessarily see the word when speaking in a plural way. Sometimes it is just the verb that changes.

Imagine that you are speaking to the following people. Should you be formal or informal? Are you talking to one person (singular) or more than one person (plural)? Write an X in the correct boxes for each subject.

<table>
<thead>
<tr>
<th></th>
<th>Formal</th>
<th>Informal</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. La Señora</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Your best friend</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Your parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Your dog</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. A restaurant server</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The doctor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Your classmates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Your dentist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. A favorite aunt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. A teacher in Chile</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Crucigrama * Crossword Puzzle

Read the clues and write the correct Spanish subject pronouns in to the puzzle.

Across
4. they feminine
5. you all Spain
7. you all Latin America
9. you singular

Down
1. we masculine
2. he
3. they masculine
6. we feminine
8. she

*Which pronoun is missing?
# Activity Cards

<table>
<thead>
<tr>
<th>Tú</th>
<th>vosotros</th>
<th>él</th>
</tr>
</thead>
<tbody>
<tr>
<td>ellos</td>
<td>Yo</td>
<td>ellas</td>
</tr>
<tr>
<td>nosotros</td>
<td>usted</td>
<td>ella</td>
</tr>
<tr>
<td>ustedes</td>
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</table>
SMALL GROUP BINGO

THE POINT: Listening comprehension, memory, & recognition
Materials: TL content or pictures or symbols or numbers, Bingo boards or tables: student created by folding up notebook paper, or teacher created on handouts, pencils with erasers to write check marks on squares, markers: beans, buttons, etc.

1. Each student has a bingo table or board that has the TL content in different squares.
2. Each student has a pencil or markers.
3. Teacher or leader calls out or describes TL content.
4. Students are to mark the appropriate square.
5. The first student with the designated amount in a consecutive row wins.
6. The winner must say the TL answers on each square correctly to receive points or a prize.

I Have It!

THE POINT: Listening comprehension & practice saying lo tengo.
Materials: identical set of flash-cards for each student. Students can make their own.

1. Students create, & then arrange their vocabulary picture cards, verb conjugation cards, etc. face up on their desks.
2. Teacher calls out vocabulary, conjugations, fill in the blank sentences or descriptions, and even questions or answers. Visuals can also be shown to class as prompts for answers.
3. The first student to hold up the correct card and call out I have it or Yo lo tengo, or Je l’ai wins a point individually, or for the team.

Hit it!

THE POINT: TL recall, pronunciation, and speaking
Materials: One set of picture flash cards for each group

1. Arrange students into small group circles on the floor.
2. Each group arranges their set of picture flash cards in the middle of the circle.
3. The teacher calls out a word, phrase, or description. The first student to tap or hit the correct card wins the point and takes the card.
4. The player with the most cards at the end of the game wins.
Concentration or Memory Concentration

THE POINT: Vocabulary recognition & TL reading
Materials: picture flash cards with matching TL word flash cards

1. Place all of the cards face down, and take turns flipping over two cards at a time.
2. Orally identify every picture or word that is turned over.
3. If you find a match, you may take another turn.
4. If you do not find a match, continue with the next player.
5. When all of the matches have been found, the player with the most pairs wins.

Trading Cards

THE POINT: TL descriptions while conversing
Materials: Picture flash cards, one for each student. Duplicates are okay if the class is large.

1. Give every student a picture flash card.
2. Students circulate around the room, asking classmates to identify or describe their picture.
3. After each interaction, students exchange cards and move on to a new person.
4. Continue until time is called.

Path of Pictures

THE POINT: Vocabulary recognition & speaking
Materials: A group or class set of visuals, A timer

1. A path of pictures is created with the visuals on the floor of the classroom.
2. ONE STUDENT AT A TIME walks the path of pictures. He or she must say the target language word or a description of each picture.
3. The player who completes the path with correct TL descriptions, or the one who goes the farthest wins.