

# Classical TPR

## 1) Knowledge:

- Draw this word: “Hals”
- Identify this picture: “cheveux”
- Write this number: “quinze”

## 2) Comprehension:

- “El estudiante escribe con A) el libro  
B) el lápiz  
C) el cuaderno”
- Draw this scene: “Der Hund springt aufs Bett”
- Translate the following phrases into English:  
“donne un cadeau” “se retourne” “saute sur le lit”

## 3) Application:

- “Was ist zwei und neun?”
- Here’s a map of the school. Draw the route from the office to the cafeteria that I describe: “Va a la derecha. Luego va a la izquierda, etc.”
- Put the number of the clothing item you hear on the appropriate place of the drawing:  
“1) chaussure”  
“2) chemise”  
“3) chapeau”



#### **4) Analysis:**

- **True or false: “la radio está en el rincón”  
“la pared es verde”  
“la vaca tiene cuatro piernas”**
- **Decide whether the word you hear is men’s or women’s clothing. Write the number of the word under the appropriate heading:  
“1) cravate” “2) robe” “3) jupe”**
- **Write whether these words express a similar idea or a different idea: “läuft / geht schnell”  
“Buch / Tisch” “lila / violett” “hört / singt”**

#### **5) Synthesis:**

**This involves creating with the language and is not truly a part of classical TPR. However, towards the end of the TPR unit, students may be able to give commands to others in the target language.**

#### **6) Evaluation:**

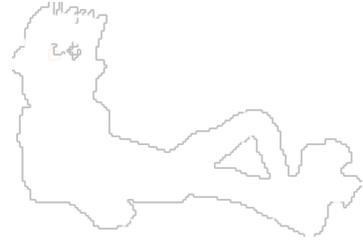
- **Logical or illogical: “Der Schuh springt auf das Haus” “Der Junge geht schnell” “Das Mädchen isst Coca Cola”**
- **Logical or illogical sequence: “Fernando se sienta en las manos. Fernando aplaude.”  
“María apaga la radio. María escucha la música.” “Ana toca el piano. Ana canta.”**

# TPRS

## Knowledge:

**List: Write three colors in French.**

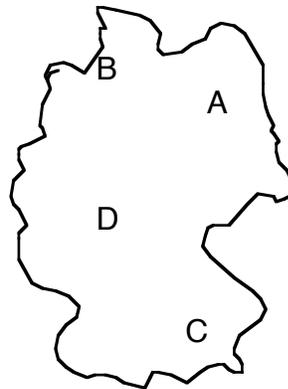
**Describe (one word): Write a different descriptive word in German for each picture:**



**Translate: What is “nez” in English? (easier)  
What is “knee” in French? (harder)**

**Draw (one word): Draw a “reloj”.**

**Locate: Berlin** \_\_\_\_\_  
**München** \_\_\_\_\_  
**Hamburg** \_\_\_\_\_



- 1) tête
- 2) épaule
- 3) jambe

**Matching phrases: 1) ¿Cómo te  
2) me**

**a) llamo  
b) llamas**

## **Comprehension:**

**Restate: What is another way to say “nicht gut”**

**Describe (concept): Describe a sausage pizza in French (could be a list of words).**

**Draw (story): Draw this scene: El gato le da el regalo al perro.**

**Compare: Lequel est plus agé? Un garçon ou un homme?**

**Lequel court plus vite? Une tortue ou un lapin?**

**Summarize/outline: Outline or summarize in Spanish the story of the three bears. Here are some guide words: oso, sopa, silla, cama, caliente, frío, etc.**

**Sequence: Put the following dialog parts in logical order:**

- \_\_\_\_\_ Ich heiÙe Gisela. Und du?
- \_\_\_\_\_ Wie heiÙt du?
- \_\_\_\_\_ Ja? Das ist toll!
- \_\_\_\_\_ Ich heiÙe auch Gisela!

**Story questions: Comment s'appelle le chien dans le film "Histoire de Jouets"?**

**More appropriately, these should be questions from your own stories.**

**Personal questions: Wie heißt dein Vater?**

**¿Cuántos años tiene tu hermano?**

**D'où viens-tu?**

**Application:**

**Classify: Write the words you hear under the appropriate category headings:**

**pain      légume      fruit      viande      lait**

**Jeopardy: The answer is “yo tengo 13 años”.**

**What is the question in Spanish?**

**Best answer to a question: Woher kommst du?**

**a) Ich komme aus Berlin**

**b) Ja, ich komme aus Berlin**

**c) Nein, ich komme nicht aus Berlin**

**Menu: Create a menu in French with 4 categories (drinks, appetizers, etc.) and a total of at least 20 individual items**

**Floor plan: Create a floor plan in Spanish of a house with at least six different types of rooms.**

**Label each room and appropriate furniture.  
Minimum of 30 items labeled.**

**Grammar: Circle the best answer:**

**Ich ( bin / bist / ist ) glücklich.**

**Es freut ( ich / mich / mir ).**

**Family Tree: Draw a family tree and label the relatives in Spanish. Be prepared to say something about each relative in Spanish**

**Converting time: Write in 24-hour digital form the times that you hear:**

**1) Es ist Viertel nach acht am Morgen.**

**2) Es ist fünf vor vier am Nachmittag.**

**Analysis:**

**Compare/Contrast: ¿En qué restaurante es mejor comer? ¿McDonald's o Burger King o Wendy's? ¿Qué restaurante tiene más selecciones? ¿Cuál es más barato?**

**Synonyms/Antonyms: Was heißt "nicht faul"?**

**What's another word for "bolígrafo"?**

**Analyze family tree: (my uncle's son is my \_\_\_ )**

**Fact/Opinion: René n'est pas très gentil.**

**Jacques est grand.**

**Logical/Illogical: Mi padre no tiene hijos.**

**Mein Geburtstag ist der 30. Februar.**

**Le crayon dit "bonsoir."**

**Mi profe es alto y moreno y guapo también.**

**Ich kaufe Obst auf dem Markt.**

**J'ai une D dans la classe de maths.**

**Find errors: Yo va al mercado.**

**Tú hablas con el amigos.**

**Figure out words from context: Es ist ein Obst.**

**Es ist lang und gelb und Affen fressen es gern.**

**Dieser Mann macht Brote und Brezeln.**

**Das heißt, eine Sache ist nicht zu teuer und nicht zu billig.**

**Present/past. Je suis allé au magasin.**

**Je téléphone à ma mère.**

**J'ai acheté du lait.**

## **Evaluation:**

**Argue an opinion: ¿Por qué es Chipotle mejor que Taco Bell? ¿Quién fue el mejor presidente?**

**Rate (best, worst, etc.): Order the following places from best (1) to worst (5) if someone wants to see animals: der Bauernhof, der Zoo, die Schule, das Kino, die Tierhandlung.**

**Recommend: Mon copain et moi, on doit aller à Pizza Hut ou à Papa Johns? Pourquoi?**

**Commercial: If you have one of those foreign video tapes, have students guess what is being sold.**

**What would you do if: Was würdest du machen, wenn du viel Geld hättest? Würdest du es dem Deutschlehrer geben? Würdest du Blumen für deine Mutter kaufen?**

**Debate: Uniformes en la escuela. L'Iraq. Sollen wir keine Hausaufgaben machen?**

## **Synthesis:**

**Write a story: We do this all the time.**

**Sometimes we give themes or sometimes guide words. But how about adding culture? Ex. You are an American shopping in Germany.**

**End a story: Write a different ending to the mini story.**

**Combine fairy tales: Hänsel and Gretel accidentally cross paths with Goldilocks. Hänsel and Gretel end up at the 3 bears' house and Goldilocks ends up at the witch's house.**

**Penpal letter: These can be given to other students or better yet, try an e-mail exchange.**

**Skit: Students create a skit using the following words: casa, mono, abre, rápido, canta**

**Class schedule: Write out your perfect class schedule. You can make this cultural by fitting classes into a typical German schedule.**