

Preferred Activity Time (PAT) Activities

Preferred Activity Time (PAT) activities are offered to students for a defined period of time as a reward for positive behavior. They are limited and structured ways to deliver more comprehensible input to students. PAT is not free time and there are not endless options—two or three options at the most. To frame the activity time it can be helpful to repeat something like this often:

Four days every week a seasoned professional, that knows exactly what he is doing makes most of the educational decisions, but once a week, if you have earned it, I turn that decision-making ability over to rank amateurs—you students.

The Preferred Activity Time (PAT) activities from which students choose should be easy to pull off with very little preparation. We only give two or at the most three options. The main rule we try to follow is K.I.S.S. (Keep it Simple, Sweetie) because if it is left completely open-ended, the choices may not be comprehensible or interesting.

No choice on the games the first 4-6 weeks because we have to show them some options. Until we have shown them several options we do not allow them to repeat an activity (like trashketball)

Competitive games are popular:

Board Race: Students form 2-3 teams and a pair of students runs up and writes a word in Spanish that I or a student aide has said in English. My student teacher last year was expert at administering this--I think it was because she showed so much delight in the bright and charming little rascals.

Smack a Word: Recent vocabulary words are written on the whiteboard in Spanish. The teacher or an aide says a word in English and students run up and smack the Spanish word with half of a big water noodle. It is OK to smack your opponent too (just not in the face)--it makes a loud noise, but it doesn't hurt.

El Bebé Malo (You can use any object for this activity. There is baby doll in the classroom that a former student decorated with hideous features a la "Chuckie". We blame El Bebé Malo for anything bad that happens in class--the original Bebé Malo as a character in the class came from Joe Neilson of Tucson).

For the game, which is sort of like "Hide-the-thimble", one student leaves the room while others hide the baby. The student re-enters and tries to find the baby doll getting clues by how loud or soft the class counts in Spanish--this is great for reviewing numbers--especially when the little stinkers start getting REALLY creative with the hiding and the count gets up into the 60's or

70's. The best thing is the teacher does not have to talk at all--students are doing all of the yelling or whispering. I tell them that if the teacher next door does not come and complain they are not yelling loud enough.

Bebé Malo is a counting game similar to "Hide the Thimble"

- We have an ugly baby doll nicknamed "El Bebé Malo" in our class.
- A student leaves the room.
- Another student hides the Bebé Malo. All of the remaining students know where it is.
- First student reenters the room and tries to find the Bebé Malo.
- All of the other students in the room count chorally in Spanish--soft for far away, loud for nearby.
- We write the number it takes to find the Bebé on the board in the Bebé Malo Hall of Fame/Shame.
- This game can only be played for 10 minutes or so before it starts to get old with high school students--younger students can handle longer time periods. But if you use it sparingly, students will want to come back to it again and again--even in higher level classes, and that's OK.
- You may have to help the kids by counting aloud with them at first and by encouraging them with arm motions to count loud /soft to give the seeker proximity clues, but do not train them that YOU, the teacher, are doing all of the counting. You help them get going and encourage them, but they are doing the loud/soft counting, otherwise it will be too hard on your voice.

Trashketball is an easy, no prep PAT game based on both knowledge and skill.

- Two teams, everybody plays in order.
- One person from each team stands in front of the MC--the MC is the teacher at first, but a student classroom job later.
- MC says a word or phrase (in Spanish) that we have been working on in that class.
- First one to say it in English gets a point for their team AND the chance to shoot a wad of paper into the trash can.
- Use varying degrees of difficulty based on distance from the trashcan: 5, 10, 20 and 50 points.
- Write the all-time high team scores on the board as motivator for other classes.
- Candy for the winners, or they just get a non-tangible like leaving class first.

Noisy Pictionary

- Two teams. Everybody is on a team and everybody participates--just go in order, one "artist" from each team at a time.
- Show a phrase in Spanish based on the vocabulary we have been working on to the artists.
- Artists run to the board and draw the phrase as their teammates scream out possibilities.
- It is loud and rowdy. If the next door teachers do not complain, I say the game is not totally successful.
- Any vocabulary or grammatical structure that has been used in that class is fair game.

Sample of this game for the beginning weeks of level one

(Just before we started the game, we also did a fun, twisted version of the children's song "Head and Shoulders, Knees and Toes", but it was: Le pega la cabeza, le pega el hombre, le pega las rodillas, le pega los pies, etc... Kids did the actions of punching themselves with sound effects as I sang. Great fun.

Here are the phrases that students had to draw and evoke from their classmates, drawn from combinations of vocabulary recently presented in class.

Levanta la mano	La boca grita	Salta para adelante
Anda rápido	El libro anda	Dibuja en la mano
Se levanta despacio	Le pega el ojo	Le pega la cabeza
Mira la luz	Toca el pupitre	Grita fuerte
Apunta el piso	Se sienta en el piso	Dibuja en la rodilla
Se sienta en la silla	Apunta la ventana	

Number Games

In many school districts there is a big push to be sure that all students have their basic math skills down and the classroom teachers in all other content areas are asked to help. Apparently many students do not have their times tables down pat and this is affecting their ability to do higher math. So in an attempt help out (this is not exactly making lemonade from lemons, but it is close), I have temporarily put up a big multiplication chart (#'s up to 12 x 12) on the wall of my classroom—I just blew up an 8 ½ x 11 sheet of numbers to a 2' x 3' poster and taped it to a blank wall space in the classroom. It really helps to reinforce multiplication for students, especially the multiples of 7 when we play the following game. You can see the wheels turning. Here are two activities that worked to support the content in math classes, both are no prep activities that could be done as a brain break, at the end of a period or as a treat at any time:

Arroz y Frijoles This is like the old counting game “Buzz”. My family played games like this on long car trips when I was a kid at it helped me to learn my times tables. In my classes, we called it “Arroz y Frijoles” instead of “Buzz”. We did multiples of 5 to start out, “Arroz”, and then switched to multiples of 7, “Frijoles” later. Both of these are common food names that are good for kids to know, plus “arroz” has five letters for multiples of “cinco” (five), and “frijoles” has some of the same sounds as “siete” (seven), but that is admittedly a stretch. Here is how we played it: Students were divided into two circles that contain all of the kids in the class. This was with class of about 24 students. With bigger classes, I think I would do three circles, but not less than two, even with a smaller class, because the competition keeps it going. Kids go around counting numbers aloud one at a time in Spanish. When they hit a multiple of 5 that student says “Arroz” instead of the number, and the counting continues with the next number. With the multiples of 5 it moves pretty fast. Once they get the idea and have had some success, we switch to multiples of 7, and students say “frijoles”. The 5's were obviously much easier than the 7's for them. The object of the game was to get the highest count.

One thing that worked well was to have the two circles compete against each another. When someone missed an “Arroz” their circle had to start over with the counting, so the motivation to

be as accurate as possible was self-reinforcing. The person that missed had to go to the other circle, but could be absorbed into that circle without them stopping—so someone could be a “loser” in one circle, but still contribute and help the next circle to win.

There was constant movement back and forth between the circles, but what I liked the most was the palpable feeling of acceptance that this set up engendered in the classroom: A kid screws up and ruins his circle’s potential high number count so he has to leave his circle, but the next circle accepts him because they do not have to start over. They accept him and help him to keep up with them because they want to win.

This set up took care of what I think of as “Dodge Ball Syndrome” that is so common in competitive elimination games—there were no permanent losers, no “smart kids” versus the rest of them, no one feeling left out, and no one trying to get out so they could just sit at the side free to be a non-participant.

With this arrangement no one was sitting out, the peer pressure kept them all trying, and the kids in the winning circles were proud of their accomplishment. All I did was walk around and occasionally write the highest number that a team got to on the white board. Nice rest for my voice and no discipline problems.

To help even more with motivation, I posted the period and the class level of the highest number of the winning team in each class period on the white board. It kept the motivation going throughout the day. I find that this inter-class competition really helps with motivation. We post the all-time highest records for all kinds of PAT activities as a challenge. It gives students something strive for and they enjoy the competition and every class can compete. The high score for Spanish I classes was 49. High score for the Spanish 3’s was 80.

We did not get this far, but next time I told them we will play “Arroz y Frijoles”—with multiples of both 5 and 7 at the same time, which will be even more challenging.

Kids liked it so much that they asked if they could do it for PAT time, so this activity could be considered a winner.

Prime Numbers This is just a quick one. I asked students to tell me which numbers did NOT appear on the big 12 x 12 multiplication chart and why (These are the prime numbers above 12, btw. There are prime numbers below 12, but since all of the numbers 1 -12 are shown on the chart, those did not count at this time in this activity).

Students at all levels have a shot at success with this one because it accesses prior knowledge in another content area. If they did not already understand the concept of prime numbers, they could still look at the chart and grind it out the hard way by figuring out which numbers that were NOT there. Kids used both strategies to come up with their answers.

It was interesting that even Spanish I students were able to talk around the idea of prime numbers. Circumlocution is a valuable skill that I model continually as I attempt to “stay inside the circle” daily in class. If they know “multiplicado por” (multiplied by), they can express this idea by giving examples in the TL. For this activity we called the prime numbers “los números no divisibles” (the non-divisible numbers), to help kids that did not quite remember the term “prime numbers” to get the idea.

Quiet Games

The options are not always rowdy. Sometimes they choose Kindergarten Reading when I give them that option, but Kindergarten Reading is a regular part of the schedule so they do not always demand it.

Upper levels have chosen to READ the entire hour at times (!?). It is peaceful and they actually are reading! Woo-hoo!

I also play a movie game with the upper level kids sometimes where I say a line from a classic movie (translated into Spanish) and the teams guess the movie and which character said it.

Here are some more PAT activities that my students have enjoyed:

Quiet Partner Games with Numbers are just simple paper activities I have on hand for the PAT days when I am tired or just need some quiet time.

–“**Battleship**” **type game**–Make your own grid with numbers on one axis and letters on the other.

–**Sudoku**–Find some easy Sudoku puzzles, create a grid and write the numbers out in the TL.

–**Scrabble**–Create a grid. Students fill in with intersecting words creating their own crossword puzzle.

Famous Movie Quotes Game (This is more popular with upper levels, but lower levels can get these too)

–Teacher says the quotes from a famous movie in the TL. Students have to guess the movie in which the line first appeared.

–Two teams. Everybody participates. Go in order. Selected students gets to choose the category (Easy, medium, Difficult, Very Difficult)

–Anyone on the team can guess, but the first movie title the MC hears is the official team guess. This helps to keep things quiet.

–When a team gets it wrong, the other team gets to guess.

–It is fun and it helps if the teacher/MC says the quote in the voice of the character from the film.

–I have a Spanish version of this game in my book **Stuff for Spanish Class**. The examples there are in Spanish, but French and Chinese teachers have bought that book just for this activity—they take the ideas and translate them into their languages.

Sometimes I will give classes of any level the option of watching a movie. That happens on the days when I am particularly exhausted or hoarse.

Whatever they choose, the students run most of it. I mean, it's for them, right? If it is a hassle for me or if they get too wild and off task, I have the right to curtail the activity and they know that up front. The kids tend to police themselves pretty well on it most of the time, though.

Fred Jones has tons of ideas for PAT activities on his website: fredjones.com

To these options I might add:

Pelota de la playa Classroom Beach Ball

Divide the class into two facing teams in rows of desks.

How many hits they have is not important as long as the ball stays up.

Slamming is not allowed from any position

One team "serves" and when a group "wins" a point, they get to answer a question in the language. The questions can be anything from factual questions about a story or just vocabulary words. Then they can get another point and serve the ball and I have them constantly move to the next team member to serve, but that's optional. If they can't answer, the other team gets to try to answer, and then if correct they serve.

This game rivaled Trashketball as the most popular one in our repertoire this past year and it comes from Laurie Clarq and Michelle Whalley.

Carreras a la pizarra

Board races are relay races and they are good for anything from numbers to translating whole sentences to the target language.

Each person gets to write one word with their turn.

The next person can write the next word or burn their turn to make a correction.

The person at the board cannot talk to their group behind the starting line.

No notes are allowed open on desks.

I often have to tell them how many mistakes each team has and three teams make a good number.

Sometimes you have to have a time limit where no one wins.

Matamoscas

One of my favorite games is simply Flyswatter with a difficulty update. Instead of just swatting pictures, I put up two columns of phrases or sentences in the target language, preferably with some funny or unknown words thrown in for them to guess.

The game has to be coached well to succeed, to create a certain intensity. Students have to stay behind a line or "foot fault" if they pause on the way to the board or screen.

Students must run, not walk to the board and a student who runs and follows another student to hit the same thing can be disqualified.

The class has to be quiet and studying, waiting for their chance. It's an ideal game to use for a tournament.

Giving the class a translation quiz with the same sheet later can help reinforce that it's a serious game, or it makes a good partner activity if that's less stressful.

Teléfono

The classic whispered game of Telephone is worth trying for a PAT activity, and I have seen it be so popular that students become very engaged.

Here's what works for me, but feel free to make modifications that work for you. I find that games are subtle and can turn on small points; what works for one teacher can be slow and stale for another.

I line my students up on three or four rows of four to five students, usually by numbering them off rather than picking teams—too slow!

I have my statements prepared in advance on a list. Beware! It's easy to make them too hard!

The rows rotate forward each round, and the first person in each row comes outside the room with me to receive the sentence or phrase.

Each team that gets it right gets a point. This slows the mad rush to be the first to get back to me to say it and reduces giving up.

The team that gets it right first gets an extra point, so they are still hurrying.

A more complex version I have not yet tried would be to give the phrase in English and have it come back to me in the target language.

The Chair Game

After teaching categories of vocabulary, divide the class into two teams, lined up on each side of the class. There are two chairs back-to-back in the center of the room. They have to race to the chair on the opposite side and be the first to raise their hand, wait to be called on and give the right translation of the meaning, in order to win a point.

They are not allowed to touch the chair before they sit down and no physical contact is allowed. They can consult with their team, but must be in their seat to talk to their team. No other team member can get out of their seat.

FAMOUS MOVIE QUOTES GAME

This game combines students' prior knowledge of movies with Spanish. The goal is to provide comprehensible input in a fun environment. The game can be used as an occasional reward for positive behavior or as a student-guided activity on a substitute day.

The quotes in this game are Spanish translations of famous quotes from movies that have had a lasting impact on U.S. culture. Chances are you have heard someone use one of these quotes before—they have become part of modern cinematic literacy and a shorthand way of understanding messages. You may have used them yourself. Some are from relatively recent movies; some are from much older movies. Many of these famous movie quotes are defined by the American Film Institute and can be found at: http://en.wikipedia.org/wiki/AFI's_100_Years...100_Movies

To Play:

Play the entire game in Spanish. There is no need for English. Divide the class into two or three teams. One team plays at a time. Students pick from the following categories:

Fácil	5 points	Difícil	20 points
Mediano	10 points	Difícilísimo	30 points

Instructor reads a movie quote from the picked category.

The first response from the team in play counts, so students may want to quietly discuss their answers before someone blurts one out. There is a 15 second time limit for guessing.

The Object:

The object of the game is to identify the movie where the quote first was said. Many famous quotes are repeated in later movies, but only the first movie counts.

Wrong Guesses:

If the team in play guesses wrong, the next team gets a chance; if they get it wrong, the third team gets a chance. There is no repetition of the quote after the first team guesses wrong—this keeps the game moving.

Help them a Little:

The instructor can give students hints in three ways:

- 1) Say the quote (in Spanish!) with the inflections and body language of the original.
- 2) Students may not have the vocabulary to figure out a quote, so one option is to give them one word. After the instructor has said the quote a couple of times, students may ask for the meaning of one word in the quote by asking: **¿Qué significa _____?** Only the first request for a word meaning counts—this keeps blurting under control and makes them work together.
- 3) Students may ask for the decade the film was made by asking **¿Cuál década?** The teacher will respond in Spanish with the decade: "los setenta", "los ochenta", etc.

Note on quote selection: Quotes are chosen and categorized based on how well known they are to students, while also giving a nod to students that are more culturally aware and have seen classic movies. Not all of AFI's 100 Years, 100 Movie Quotes are used because some are just too obscure. **The translations are simplified in some cases to make them more comprehensible.** Many of the quotes have been suggested by students, and quotes have been generally categorized based on student responses and playing the game with kids over the years. Some are just my favorites. There is a mix of guy movies and chick flicks as well as classic films.

Add to the quotes by asking your students to write out more movie quotes that they think everyone knows. This is a great exercise in thinking in a more mature way by getting them outside of their own heads.

Recent Movie Quotes

FACIL (Simple language)

“¡Esto es Esparta!”

“This is Sparta!”

—300 (2007) King Leonidas (Gerard Butler)

FACIL (Older, but well-known movie; simple language)

“¡Que viva el rey!”

“Long live the king!”

—The Lion King (1994)

Scar (Jeremy Irons)

FACIL (Older, but well-known movie; simple language)

“¡Todo bien, entonces!”

“Allrighty, then!”

—Ace Ventura: Pet Detective (1994)

Ace Ventura (Jim Carrey)

FACIL (Well-known movie; simple language)

“Con gran poder viene gran responsabilidad.”

“With great power comes great responsibility.”

— Spider-Man (2002)

FACIL (Well-known movie; recognizable name in quote)

“No debo estar aquí. No puedo estar dentro de doscientos pies de una escuela o de un Chuck E. Cheese.”

“I shouldn’t be here. I can’t be within two hundred feet of a school or a Chuck E. Cheese.”

—The Hangover (2009)

FACIL (Newer and well-known movie; simple language)

“¡Esta es nuestra tierra!”

“This is our land!”

—Avatar (2009)

FACIL (Newer, well-known movie; simple language)

“¡En la cara! ¡En la cara!”

“In the face! In the face!”

—The Hangover (2009)

Officer Franklin

FACIL (Well-known movie, recognizable name is a clue)

Además, no es una bolsa de hombres. Es una cartera. Indiana Jones lleva uno.

Plus, it’s not a man-purse. It’s a satchel. Indiana Jones wears one.

—The Hangover (2009)

FACIL (Well-known movie; easy language)

“¿Apenas nos hicimos mejores amigos?

“¿Quieres ir a practicar el kárate en el garaje?”

“¡Sí!”

“Did we just become best friends?”

“Do you want to go practice karate in the garage?”

“Yes!”

—Step Brothers (2008)

FACIL (Well-known movie, simple language, recognizable word is a clue)

“...¡y en la mañana, voy a hacer waffles!”

“...And in the morning, I’m making waffles!”

—Shrek (2001) Donkey (Eddie Murphy)

FACIL (*Well-known movie, simple language*)

“Estoy en fuego!”

“I’m on fire!”

—Talladega Nights: The Ballad of Ricky Bobby (2006) Ricky Bobby (Will Ferrell)

FACIL (*Older, but well-known movie and simple language*)

“Sólo sigue nadando.”

“Just keep swimming.”

—Finding Nemo (2003)

MEDIANO (*Newer movie, but long quote*)

“¡Basta! Tú estás, y todos están, por debajo de mí. ¡Soy un dios, criatura aburrida, y no voy a ser intimidado por ti!”

“Enough! You are, all of you, beneath me. I am a god, you dull creature, and I will not be bullied by you!”

—The Avengers (2012) Loki

MEDIANO (*Newer movie, but unfamiliar words*)

“Hay que arriesgarlo para ganar el biscocho.”

“You gotta risk it to get the biscuit!”

—Fired Up (2009)

MEDIANO (*Newer movie, well-known quote, but language does not correspond 1-to-1 with English*)

“Y que la suerte esté siempre de su lado.”

“And may the odds ever be in your favor.”

—The Hunger Games (2012) Many characters throughout the movie said this line.

MEDIANO (*Older, well-known movie, but less well-known quote; simple language*)

“Sigues usando esa palabra. No creo que significa lo que tú piensas que significa.”

“You keep using that word. I do not think it means what you think it means.”

—The Princess Bride (1987) Inigo Montoya (Mandy Patinkin)

MEDIANO (*Older movie, but well-known quote and simple language*)

“¿Te gustan las películas de horror?”

“Do you like scary movies?”

—Scream (1996)

MEDIANO (*Older movie; simple language*)

“¿Llamas eso un cuchillo? Eso no es un cuchillo. Esto es un cuchillo.”

“You call that a knife? That’s not a knife. This is a knife.”

— Crocodile Dundee (1986) Crocodile Dundee (Paul Hogan)

MEDIANO (*Simple language, but older movie*)

“¡Estoy tan feliz que no eres un dinosaurio!”

“I’m so glad you’re not a dinosaur!”

—Toy Story (1995) Rex

MEDIANO (*Older movie*)

“Mi mamá dijo que el fútbol Americano es del diablo.”

My momma said that football is of the devil.”

—The Waterboy (1998) Adam Sandler

MEDIANO (*Older movie, but well-known and simple language*)

“¿Entiendes las palabras que vienen de mi boca?”

“Do you understand the words that are coming out of my mouth?”

—Rush Hour (1998)

MEDIANO (*Older movie, but very well-known, although quote is long*)

“Justo cuando pensé que tú no podías ser más tonto, vas y haces algo así... ¡y completamente te redimes a ti mismo!”

“Just when I thought you couldn't possibly be any dumber, you go and do something like this...and completely redeem yourself!”

—Dumb and Dumber (1994) Lloyd (Jeff Daniels)

MEDIANO (*Well-known quote, relatively simple language, but older movie*)

“Bienvenidos al Club de la Lucha.

La primera regla del Club de la Lucha es: No hables del Club de la Lucha.

La segunda regla del Club de la Lucha es: ¡NO hables del Club de la Lucha! ...

“Welcome to Fight Club.

The first rule of Fight Club is: You do not talk about Fight Club.

The second rule of Fight Club is: You DO NOT talk about Fight Club!

Third rule of Fight Club: Someone yells ‘stop!’ goes limp, taps out, the fight is over.

Fourth rule: Only two guys to a fight.

Fifth rule: One fight at a time, fellas.

Sixth rule: No shirts, no shoes.

Seventh rule: Fights will go on as long as they have to.

And the eighth and final rule: If this is your first time at Fight Club, you have to fight.”

—Fight Club (1999) Tyler Durden (Brad Pitt)

DIFCIL (*Relatively simple language, but old movie*)

“¡Llego tarde! ¡Llego tarde, a una cita muy importante! No hay tiempo para decir ‘hola’ ni ‘adiós’. Llego tarde. Llego tarde. Llego tarde.

“I’m late! I’m late, for a very important date! No time to say hello, goodbye. I’m late. I’m late. I’m late.”

—Alice in Wonderland (1951) The White Rabbit

DIFCIL (*Relatively simple language, but very old movie*)

“Espejo, espejo en la pared: ¿Quién es la más bella de todas?”

Mirror, mirror on the wall who’s the fairest of them all?

—Snow White and the Seven Dwarfs (1937) Wicked Queen

DIFCIL (*Simple language, but old movie*)

“¡Me llaman señor Tibbs!”

They call me Mr. Tibbs!”

—In The Heat of the Night (1967) Virgil Tibbs (Sidney Poitier)

DIFCIL (*Older, but well-known movie; long quote and difficult language*)

“Si te cae un pase, vas a correr una milla. Si pierdes una tarea de bloquear, vas a correr una milla. Si dejas caer la pelota, yo voy a romperme el pie en tu pompis, y después vas a correr una milla. La perfección. Vamos a trabajar.”

“You drop a pass, you run a mile. You miss a blocking assignment, you run a mile. You fumble the football, I will break my foot off in your John Brown hind parts and then you will run a mile. Perfection. Let’s go to work.”

—Remember the Titans (2000) Coach Herman Boone (Denzel Washington)

DIFCIL (*Older movie*)

“Espero que pudiéramos charlar más, pero...voy a tener un viejo amigo para la cena.”

I do wish we could chat longer, but... I’m having an old friend for dinner.”

—The Silence of the Lambs (1991) Hannibal Lector (Anthony Hopkins)

DIFCIL (*Famous quote, but long and may be obscure for kids*)

“Si tú tienes un batido de leche y yo tengo un batido de leche, y yo tengo una paja y mi paja puede alcanzar a través de la habitación y empieza a tomar tu batido de leche. ¡Yo tomo tu batido de leche! ¡Yo se lo tomo todo!”

“If you have a milkshake and I have a milkshake, and I have a straw and my straw reaches across the room and starts to drink your milkshake. I drink your milkshake! I drink it up!”

—There Will Be Blood (2007)

DIFCIL (Older movie)

“Bueno o malo, soy él que tiene el arma de fuego.”

“Good, bad, I’m the one with the gun.”

— Army of Darkness (1992)

DIFCIL (Older movie)

“¿Qué hay en la caja?”

“What’s in the box?”

—Se7en (1995)

DIFCIL (Old movie)

“Siempre he confiado en la bondad de los desconocidos.”

I’ve always relied upon the kindness of strangers

—A Streetcar Named Desire (1951)

DIFCIL (Older movie)

“Te vas a disparar el ojo, chico.”

“You’ll shoot your eye out, kid.

—A Christmas Story (1983)

DIFCIL (Older movie, long quote)

“Esta es tu última oportunidad. Después de esto, ya no puedes volverte. Si tomas la píldora azul—el cuento acaba, te despiertas en tu cama y crees lo que quieras creer. Si tomas la píldora roja—te vas quedar en el País de las Maravillas y te enseñaré que tan profundo es el hoyo del conejo.”

“This is your last chance. After this, there is no turning back. You take the blue pill – the story ends, you wake up in your bed and believe whatever you want to believe. You take the red pill – you stay in Wonderland and I show you how deep the rabbit-hole goes.”

—The Matrix (1999)

Morpheus

DIFCIL (Older movie, long quote)

“¿Cómo soy gracioso? Quiero decir, ¿soy gracioso como si fuera un payaso? ¿Te divierto? ¿Te hago reír? ¿Estoy aquí para divertirte? ¿Qué quieres decir con ‘gracioso’? ¿Cómo? ¿Cómo soy gracioso?”

“I’m funny how? I mean, funny like I’m a clown? I amuse you? I make you laugh? I’m here to amuse you? What do you mean funny? Funny how? How am I funny?”

—Goodfellas (1990)

(Joe Pesci)

***DIFCIL** (Short and relatively easy quote, but older movie)*

“La codicia, por falta de una palabra mejor, es buena.”

“Greed, for lack of a better word, is good.”

—Wall Street (1987)

Gordon Gecko (Michael Douglas)

***DIFCIL** (Short and easy quote, but older movie)*

“Estos van a once.”

“These go to eleven.”

—This is Spinal Tap (1984)