

¿Cierto o falso?: Emotions

Talk to your classmates and decide if the statements are true or false.

1. está bien
2. no está bien
3. está contento
4. no está contento
5. está contento
6. no está contento
7. están contentos
8. no están contentos
9. está aburrido
10. no está aburrido
11. está aburrida
12. no está aburrida
13. están aburridos
14. no están aburridos
15. están aburridos
16. no están aburridos
17. está emocionado
18. no está emocionado
19. está este emocionado
20. no está emocionado
21. están emocionados
22. no están emocionados
23. están emocionadas
24. no están emocionadas
25. está cansado
26. no está cansado
27. está cansada
28. no está cansada
29. están cansados
30. no están cansados

TRUE OR FALSE ACTIVITY FOR SPANISH CLASSES

In my video I demonstrate a favourite classroom routine for Teaching Languages: True or False. I use it all the time to practise vocabulary, grammar and verb tenses — in the clip I focus on emotions, but the technique is flexible and easy to adapt. Below I'll walk you through how to prepare, run and extend the activity so you can use it in your next lesson.

Why I love the True or False activity

Teaching Languages: True or False works because it combines meaningful communication with controlled practice. Students must ask and answer questions, use target-language structures, and make quick decisions about truth values — all of which promote accuracy and fluency. As I say in the video, “This is one of my favorite activities to teach vocabulary, grammar, verb tenses.”

The screenshot shows a Google Slides presentation with the following details:

- Title:** CF las emociones
- Content:** A worksheet titled "¿Cierto o falso?: Emotions" with the instruction "Talk to your classmates and decide if the statements are true or false." Below this is a list of 30 statements in Spanish, each numbered from 1 to 30. The statements are as follows:
 1. está bien
 2. no está bien
 3. está contento
 4. no está contento
 5. está contenta
 6. no está contenta
 7. están contentos
 8. no están contentos
 9. está aburrido
 10. no está aburrido
 11. está aburrida
 12. no está aburrida
 13. están aburridas
 14. no están aburridas
 15. están aburridos
 16. no están aburridos
 17. está emocionado
 18. no está emocionado
 19. esto está emocionada
 20. no está emocionada
 21. están emocionados
 22. no están emocionados
 23. están emocionadas
 24. no están emocionadas
 25. está cansado
 26. no está cansado
 27. está cansada
 28. no está cansada
 29. están cansados
 30. no están cansados

What you need

- A list of short, incomplete sentences tailored to the names and situations of people in your class.
- One worksheet or copy per student (or pair) with the sentence set.
- A clear instruction in the target language for how to ask, answer and record responses.

Step-by-step: How to run the activity

1. Prepare sentences specific to your group. Use real names from the class for immediacy — for example: “María está bien” or “Juan no está bien.”
2. Make copies and hand them out.
3. Students circulate (or interview neighbours) asking whether each sentence is true or false. They must ask and answer in the target language and mark their answers on the worksheet.
4. After a set time, bring the whole class together and review which sentences are true and which are false. Encourage students to explain why and to correct any mistakes in full sentences.

Example sentences (Spanish — emotions)

- María está bien.
- Juan no está bien.
- Pedro está cansado.
- Ana está contenta hoy.
- Nosotros estamos preocupados.

Make these sentences personal and believable. If you know someone was tired yesterday, write “Pedro estaba cansado ayer” to practise past tenses.

Variations and extensions

- **Change the grammar focus:** Use present, past or future tenses to practise specific verb forms.
- **Swap topics:** Emotions, physical states, hobbies, family, daily routines — the format works for any vocabulary set.
- **Pair vs whole-class:** For lower levels keep it as pairwork; for higher levels make it classwide with students reporting on each other’s answers.
- **Written follow-up:** After the activity, ask students to write short explanations for three true and three false sentences to consolidate production.
- **Digital version:** Use a shared document or quiz tool where students mark true/false and add comments in the target language.

Tips for success

- Always customise sentences to your class so they feel real and relevant.
- Model the question-and-answer format before students begin. Demonstrate asking in the target language and answering with short full sentences.
- Encourage accuracy: if you hear a mistake, ask a follow-up question rather than immediately correcting to keep communication flowing.
- Differentiate by complexity: simpler sentences for beginners, more clauses and varied tenses for advanced learners.

Assessment and classroom value

This activity gives you instant formative assessment: you can hear which structures students produce correctly and which need more work. It’s low-prep (especially if

you reuse or tweak pre-made sentence sets) and highly engaging, perfect for warm-ups, closures or a focused grammar practice slot.

Conclusion

If you want a reliable, adaptable method to practise vocabulary, verb tenses and real communication, **Teaching Languages: True or False** is a go-to activity. Try tailoring a set of sentences to your next class and watch how quickly students start using the target language to ask, answer and explain. For ready-made [sentence banks](#) and more ideas, check the [resources](#) I mention in the [video description](#).