

Unidad 4 – Lesson Plan

Lección 4A: Barrios con carácter (B6–B7)				
Portafolio	Actividades	Exámenes	Student portfolios	Instructor resources
Poco tiempo del futuro	- Ask for verb past options - Examine names and professions - Calculate quantities and units of measurement - Ask and tell where each is - Ask for a product - Ask past and how much something costs	- Over-changing verbs en el pasado - The verb gustar - Interest object pronouns - The preposition de with quantities and units of measurement - Verbs used with object pronouns haber - Verbs with singular pre forms: ser and estar - Over-changing verbs en el pasado	S&M pp. B6–B7 (S&M available in print and online via the SuperSite) S&M MP3s Social media activities and additional practice on the SuperSite	Instructor SuperSite TE/T&M/PG/CD/CD-ROM Lección 4A Portfolio TP/MP3s, Audio Script, and QR MP3 Interactive Student Notebook Audio Script Notebook MP3s S&M Audio Script S&M QR S&M MP3s
Lección 4B: Con vistas al mar (B8–B9)				
Portafolio	Actividades	Exámenes	Student portfolios	Instructor resources
Examen 4B1a, Examen 4B1b, Examen 4B1c, Examen 4B1d	- Talk about houses and houses - Talk about prices - Identify which item you are talking about - Describe objects, items, and characteristics - Talk about preferences - Explain how things are used	- Agreement ¿premiero? - Numbers 1,000 and higher ¿qué? or ¿cuánto? ser + (large) + (adjective) - Over-changing verbs en el presente - Over-changing verbs en el futuro ser + (large) + (adjective)	S&M pp. B8–B9 (S&M available in print and online via the SuperSite) Additional practice on the SuperSite	Instructor SuperSite TE/T&M/PG/CD/CD-ROM Lección 4B Portfolio TP/MP3s, Audio Script, and QR MP3 Interactive Student Notebook Audio Script Notebook MP3s S&M Audio Script S&M QR S&M MP3s
Asamblea (B10–B11)				
Examen			Student portfolios	Instructor resources
Examen 4B2a, Examen 4B2b, Examen 4B2c, Examen 4B2d			SuperSite	Final Culture PWB
Examen 4B3a, Examen 4B3b, Examen 4B3c, Examen 4B3d			S&M pp. B10–B11	Instructor SuperSite Streaming video TE/T&M/PG/CD/CD-ROM Unidad 4 Portfolio TP/MP3s, Audio Script, and QR MP3 Scripts and translations

Lección 4A: Barrios con carácter

To begin the lesson, show students photos of points of interest in the La Latina neighborhood of Madrid: restaurants, streets, markets, cafes, and more. Use the photos to review and introduce vocabulary related to places in a city and to give students a sense of the atmosphere of La Latina. Ask students: *¿Qué es la Latina?* *¿Por qué? ¿Desde cuándo? ¿Cómo es?*

La Latina en directo (B6–B7)

Introducción

Introduce the theme of the lesson by showing students' attention to the photograph on p. B6 of the Madrid neighborhood La Latina. Ask students: *¿Qué hay en la foto?* and *¿Es un barrio tradicional o moderno?* Answer: *más viejo*. You may also wish to have students look at the master guide and maps on p. B7 to locate La Latina. Ask students: *¿Qué más hay en La Latina?* There can refer to both the region (for the barbers and to some on the map: *¿Pueden poner: restaurantes, tiendas, bares, iglesias, plazas, parques, calles, parques de niños y de taxi*.)

1

Objective: Reading comprehension Identifying global information in a written text, exposure to new vocabulary

2

Have students read the short reading and identify responses. Read the directions to the first activity, along with the questions. Encourage students to be ready. Read the text aloud and then give the three questions to the class. Ask: *¿Por qué La Latina es un barrio tradicional y moderno al mismo tiempo?* Students should identify in what ways La Latina can be considered "traditional" and in what ways it can be considered "modern."

3

Objective: Listening comprehension Identifying global information in an audio format, exposure to close-changing verbs

4

Remind students that they are not expected to understand every word of the audio recording, but that they should focus on key vocabulary words to get the gist of the conversation. Play the audio recording and ask students to listen for and get down key words. After they listen, make students to share the key words they noted, and write them on the board. If necessary, play the recording a second time. Then have the class answer the questions in **Activity 1**. Point out that the present tense are all invariant. After working through the activity, introduce the conjugation of the verb **gustar** (showing students' attention to the stem change). You may want to write the conjugation on the board in a two-column format and show students how **gustar** is another kind of verb. You may also write to **MP3** on p. B6. You may also want to point out the use of **gustar de** in the questions and **gustar que** in the answers.

Exposición

To give students additional practice with **gustar de** and **gustar que**, have them brainstorm a list of neighborhoods in the city or town where you college is located, and a list of activities that can be used to describe neighborhoods. Then have students work in pairs, asking each other: *¿Qué gustas de + (neighborhood)?* and answering: *Me gusta que + (subject)*. After students have finished, point out to them that in English we often have not the word that, the equivalent of **que**, is not present, but that **que** is mandatory in Spanish.

Vista Higher Learning Leccion 4

José A. Blanco

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

Vista Higher Learning Leccion 4:

Facetas Answer Key Dellinger Blanco, Jose A. Blanco, Garca Yez Blanco, Mary Ann Dellinger, Maria Isabel Garcia, 2003-03
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Panorama Student Activities Manual José A. Blanco, 2002 **Aventuras 2/E Instructor's Annotated Edition** Philip Redwine Donley, José Luis Benavides, José A. Blanco, 2006-01-03 *Panorama 2/e Lab Manual* José A. Blanco, Philip Redwine Donley, 2003-07

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