

A-54 Unidad 4 Lesson Plan
Unidad 4 Lesson Plan A-55

Unidad 4 – Lesson Plan

Lección 4B: Barrios con carácter (30–37)				
Prerequisite	Vocabulary	Grammar	Student activities / Instructor resources	
Para venir del Norte	<ul style="list-style-type: none"> Ask for and give opinions Express desires and preferences Indicate quantities Express agreement Ask and tell where something is Ask for product Ask what time something starts 	<ul style="list-style-type: none"> Form-changing verbs arctic <i>prestar</i> The verb <i>querer</i> arrows The imperative De with quantities and parts of measurement Verbs used with object pronouns Inter Verbs with irregular pre-forms: <i>dar</i> and <i>poner</i> Form-changing verbs arctic <i>usar</i> 	<ul style="list-style-type: none"> SAM pp. 55–75 SAM available in print and online via the SuperSite SAM MP3s MP3 Student feedback activities and additional practice on the SuperSite SAM Audio Script SAM 04 SAM MP3s 	<ul style="list-style-type: none"> Instructor SuperSite 121260_PROF0304 Lección 4B Prueba ST MP3, Audio Script, and 04 MP3 Interactive Workbook Workbook Audio Script Workbook MP3s SAM Audio Script SAM 04 SAM MP3s
Lección 4C: Cosas que se van (38–47)				
Prerequisite	Vocabulary	Grammar	Student activities / Instructor resources	
Carros nuevos, moda de barrio, Propiedades	<ul style="list-style-type: none"> Talk about houses Talk about prices Specify what time one is talking about Describe objects, sizes, and characteristics Talk about preferences Express how things are used 	<ul style="list-style-type: none"> Impersonal <i>¿quién?</i> Numbers 1–200 and higher <i>¿qué?</i> <i>¿cómo?</i> <i>ser + (hay) + subject</i> Form-changing verbs arctic <i>preferir</i> Form-changing verbs arctic <i>usar</i> <i>venir + (pre) + infinitive</i> 	<ul style="list-style-type: none"> SAM pp. 76–92 SAM available in print and online via the SuperSite Additional practice on the SuperSite MP3 Interactive Workbook Workbook Audio Script Workbook MP3s SAM Audio Script SAM 04 SAM MP3s 	<ul style="list-style-type: none"> Instructor SuperSite 121260_PROF0304 Lección 4C Prueba ST MP3, Audio Script, and 04 MP3 Interactive Workbook Workbook Audio Script Workbook MP3s SAM Audio Script SAM 04 SAM MP3s
Actividad (38–47)				
Context		Student activities	Instructor resources	
Entrenamiento		SuperSite	Flash Cards 210	
Competencias				
Fluency		SAM pp. 76–92	Instructor SuperSite	
Fluency			121260_PROF0304	
Fluency			Unidad 4 Prueba	
Fluency			ST MP3, Audio Script, and 04	
Fluency			MP3	
Fluency			Scripts and Translations	

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Lección 4A: Barrios con carácter

To begin the lesson, show students photos of points of interest in the *Lafayette* neighborhood of Madrid: monuments, parks, markets, cafes, and so on. 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, *¿Cuáles son barrios bonitos?* *¿Por qué? ¿Dónde está? ¿Cómo es?*

La Latina en directo (38–47)

Introduction
 Introduce the theme of the special by drawing students' attention to the photograph on p. 38 of the illustrated neighborhood *La Latina*. Ask students, *¿Qué hay en la foto?* and *¿Es un barrio tradicional o moderno?* (Answers may vary.) You may also wish to have students look at the tourist guide and maps on p. 47 in *Unidad 4: La Latina*. Ask students, *¿Qué está hay en La Latina?* They can refer to both the sections for on the bus lines and to see on the map. (Possible answers: restaurantes, tiendas, bancos, iglesias, plazas, parques, calles, paradas de metro y de taxi.)

Objective: Reading comprehension (Identifying global information in a written text, exposure to new vocabulary)
 Have students read the short reading and identify cognates. Read the direction lines to the first activity, along with the questions, in answer students for the reading. Read the text aloud and then apply the same questions to the text. Ask *¿Por qué La Latina es un barrio tradicional o moderno o ambos?* (Students should identify a set of words *La Latina* as the traditional, "traditional" and to other words that are considered "modern.")

Objective: Listening comprehension (Identifying global information in an audio format, exposure to view-changing context)
 Remind students that they are not expected to understand every word of the audio recording, but that they should focus on the activities words to get the gist of the conversation. Play the audio recording and ask students to listen for and get those key words. After three listens, assign students to share the key words they heard, and write these on the board. If necessary, play the recording a second time. Then have the class answer the questions in **Activity 2**. Point out that the answer given are all responses after working through the activity, introduce the conjugation of the verb *poner* drawing students' attention to the stem change. You may want to write the conjugation on the board in a two-column format and have students list *poner* in another form with. You may refer students to **GR 4** on p. 39. You may also want to point out the use of *poner* in the questions and *poner* in the answers.

Exposure:
 To give students additional practice with *poner* in and *poner* in *poner*, have them brainstorm a list of neighborhoods in the city or town where you taught in university or abroad, and a list of adjectives that can be used to describe neighborhoods. Then have students work in pairs, using each other's *poner* in a (neighborhood) and answering *¿Por qué se usaba?* After students have finished, point out to them how it might be used in the real world. The equivalent of *poner* in the answers, but *poner* in responses in Spanish.

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