

Unidad 4 – Lesson Plan

Lección 4A: Barrios con carácter (86–97)				
Protagonist	Functions	Grammar	Student ancillaries	Instructor resources
Paco, amigo del Rastro	<ul style="list-style-type: none"> Ask for and give opinions Express tastes and preferences Indicate quantities and units of measurement Ask and tell whose turn it is Ask for a product Ask and tell how much something costs 	<ul style="list-style-type: none"> Stem-changing verbs e→ie: pensar The verb gustar Indirect object pronouns The preposition de with quantities and units of measurement Verbs used with object pronouns: tocar Verbs with irregular yo forms: dar and poner Stem-changing verbs o→ue: costar 	<p>SAM pp. 69–78 (SAM available in print and online via the Supersite)</p> <p>SAM MP3s</p> <p>Select textbook activities and additional practice on the Supersite</p>	<p>Instructor Supersite: TESTING PROGRAM: Lección 4A Prueba TP MP3s, Audio Script, and AK</p> <p>IRM: Interactive Worksheet Textbook Audio Script Textbook MP3s SAM Audio Script</p> <p>SAM AK</p> <p>SAM MP3s</p>
Lección 4B: Con vistas al mar (98–107)				
Protagonist	Functions	Grammar	Student ancillaries	Instructor resources
Carmen Abreu, fundadora de Caribe Propiedades	<ul style="list-style-type: none"> Talk about houses and homes Talk about prices Identify which item you are talking about Describe objects, sizes, and characteristics Talk about preferences Explain how things are used 	<ul style="list-style-type: none"> hay/estar ¿cuántos/as? Numbers 1,000 and higher ¿qué? vs. ¿cuál(es)? ser + (muy) + [adjective] Stem-changing verbs e→ie: preferir Stem-changing verbs e→i: servir servir + para + [infinitive] 	<p>SAM pp. 79–88 (SAM available in print and online via the Supersite)</p> <p>Additional practice on the Supersite</p>	<p>Instructor Supersite: TESTING PROGRAM: Lección 4B Prueba TP MP3s, Audio Script, and AK</p> <p>IRM: Interactive Worksheet Textbook Audio Script Textbook MP3s SAM Audio Script</p> <p>SAM AK</p> <p>SAM MP3s</p>
Avance (108–110)				
Content			Student ancillaries	Instructor resources
<p>Estrategias</p> <p>Competencias</p> <p>Flash Cultura: Comprar en los mercados</p>			<p>Supersite</p> <p>SAM pp. 89–90</p>	<p>Flash Cultura DVD</p> <p>Instructor Supersite: Streaming video TESTING PROGRAM: Unidad 4 Prueba TP MP3s, Audio Script, and AK</p> <p>IRM: Scripts and translations</p>

Lección 4A: Barrios con carácter

To begin the lesson, show students photos of points of interest in the **La Latina** neighborhood of Madrid: monuments, streets, markets, cafés, 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: **¿Cuál es su barrio favorito? ¿Por qué? ¿Dónde está? ¿Cómo es?**

La Latina en directo (86–87)

Introduction

Introduce the theme of the spread by drawing students' attention to the photograph on **p. 86** of the Madrid 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. 87** to locate **La Latina**. Ask students: **¿Qué más hay en La Latina?** They can refer to both the written list on the brochure and to icons on the map. (Possible answers: **restaurantes, tiendas, bancos, iglesias, plazas, teatros, calles, paradas de metro y de taxi.**)

1 Objective: Reading comprehension (identifying global information in a written text; exposure to new vocabulary)

Have students scan the short reading and identify cognates. Read the direction lines to the first activity, along with the questions, to prepare students for the reading. Read the text aloud and then pose 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."

2 Objective: Listening comprehension (identifying global information in an audio format; exposure to stem-changing verbs)

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 jot down key words. After they listen, invite students to share the key words they noted, 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 answers given are all incorrect.) After working through the activity, introduce the conjugation of the verb **pensar**, drawing 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 **pensar** is another boot verb. You may refer students to **4A.1** on **p. 93**. You may also wish to point out the use of **pensar de** in the questions and **pensar que** in the answers.

Expansion

To give students additional practice with **pensar de** and **pensar que**, have them brainstorm a list of neighborhoods in the city or town where your college or university is located, and a list of adjectives that can be used to describe neighborhoods. Then have students work in pairs, asking each other: **¿Qué piensas de + [neighborhood]?** and answering: **Pienso que es + [adjective]**. When students have finished, point out to them that in English we often leave out the word *that*, the equivalent of **que**, in our answers, but that **que** is mandatory in Spanish.

3 Objective: Reading comprehension (identifying discrete information in a written text; exposure to the verb *gustar*)

Have students read (individually in silence or aloud in pairs) the opinions of some **madrileños** in **Activity 3**. Follow up by asking which of the four people in the activity have a positive opinion of **La Latina** (Teresa, Lola, and Adrián) and which have a negative opinion (Paloma): **¿Quién tiene una opinión positiva? ¿Quién tiene una opinión negativa?** Ask why Paloma has a negative opinion. If students do not understand the word **antiguo**, have them consider it as a cognate and/or show pictures of old buildings in Madrid. Ask students their own opinions of historic buildings: **¿Te/Le gustan los edificios antiguos/históricos?** This activity serves as a preliminary model for the structure of sentences with **gustar**. You may want to write on the board **me gusta, te gusta**, and so on, or solicit these from students. Then write **(a mí), (a ti)**, and so on in parentheses before each expression with **gustar**. Explain to students that the words in parentheses are optional, and are used for emphasis or clarification. You may also refer students to **4A.2** on p. 93.

4 Objective: Expressing opinions and preferences orally and in writing

If you feel students need more exposure to relevant vocabulary, have them brainstorm a list of aspects of neighborhoods like **La Latina** (**edificios antiguos, mercados tradicionales, cafés modernos**, etc.). Otherwise proceed directly to **Activity 4**, having students first work individually to write sentences and then having them compare their opinions to those of a classmate.

Expansion

As an optional additional activity to practice all the pronouns with **gustar**, distribute blank red and green paper to students (a quarter-sheet per student). Have students write positive aspects of a neighborhood (nouns and adjectives) on green sheets and negative aspects on red sheets. When they are ready, have students hold up their cards so the whole class can read them, and then have the class compose sentences: **A María le gustan los edificios antiguos. A Peter y a mí nos gustan los bares**, etc. Write the sentences on the board to reinforce this somewhat complex sentence structure.

5 Objective: Interactive speaking practice (talking about your surroundings)

Have students read the **Guión de trabajo** and ask one another about their neighborhoods, speaking with as many different classmates as time permits. Because many students may live on or near campus, you can as an alternative have them talk about their hometowns.

Hacer las compras (88–89)

Introduction

This spread introduces not only some food-related vocabulary, but also two cultural contexts: shopping in small, locally-owned stores and shopping in supermarkets. Introduce the theme of the spread by having students look at the photos on p. 88. Ask students to describe the two shoppers: **¿Cómo son estas personas? ¿Dónde les gusta hacer las compras?** Note that they are of different sexes and ages, and probably have a different relationship to their neighborhood. Ask students: **¿Qué tienda es más tradicional? ¿Cómo es una tienda típica de este país? ¿Qué tipo de tienda te gusta? ¿Por qué?**

6 Objective: Oral expression based on a visual prompt

Go over the units of measurement presented in the sidebar. Point out that in the Spanish-speaking world, measurements are usually metric, and that a kilogram is equivalent to 2.2 lbs. Ask students to name other products they typically purchase in these quantities. Then have students answer the questions in **Activity 6**. You may also refer students to **4A.3** on p. 94.

7 Objective: Listening for discrete information (food quantities and packaging)

Play the audio recording and have students jot down the products and the quantities that they can identify. Have students compare their answers as a class and then play the recording a second time.

8 Objective: Vocabulary practice (food quantities and packaging)

Have students read the list on their own. They will quickly realize that the quantities/packages do not match the types of products listed. Read, or have a volunteer read, the list aloud and have the group correct the list. Point out that there is more than one correct possibility for each item and that either the packaging, the quantity, or the food item itself can be changed to make a logical answer. Alternatively, you can have students work in pairs or call on individuals to make corrections.

9 Objective: Reading for discrete information and controlled speaking practice

Students will read the two sections and relate individual lines of dialogue to steps in the interaction. You may also refer students to **4A.3** and **4A.4** on p. 94, **4A.5** on p. 95, and **4A.6** on p. 96. When they have understood the interaction, let students role-play the conversation with these or other products. (Recommended: have students role-play the dialogue as-is the first time through, and then create new dialogues with different products.) You may wish to take this opportunity to have the class practice the pronunciation of words that may cause difficulty (**ahora, botella, docena, huevos**). You may also wish to invite volunteers to perform their dialogues for the class. If so, have listeners write down the food purchases and quantities mentioned so that they remain engaged while their classmates are performing.

10 Objective: Oral and written expression (food prices, quantities, and packaging)

Have students make the calculations asked for in **Activity 10**.

Expansion

As a follow-up, ask questions about students' personal food preferences. For example: **¿Quiénes en la clase no comen salchichas? ¿Por qué no? ¿Son vegetarianos? ¿Quiénes no beben leche? ¿A quiénes les gustan mucho los tomates? ¿A quiénes no les gustan para nada?** etc.

11 Objective: Interactive speaking practice (grocery shopping)

Review the conversation in **Activity 9** with students; then divide them into groups to complete the activity.

Expansion

An optional follow-up activity is to conduct a survey of the class to see where the majority buy their groceries. Write the names of the major grocery chains, small local stores, open-air markets, and other possibilities on the board and then tally the results. (Remember that students living in dorms may not do any grocery shopping during the school year.) Other follow-up activities could be to simply find out what percentage of the class enjoys grocery shopping and what percentage does not.

Paco, amigo del Rastro (90–91)

Introduction

Paco Suárez García has a booth in the **Rastro** of Madrid, a place emblematic of this multicultural city. **Paco** represents one face of the **Rastro**, and he knows the area well. Through him, students will become familiar with open-air markets and shopping habits in Spain.

12 Objective: Reading and listening comprehension (reading for global information)

Have students look over the photo of Paco and the information that accompanies it below, and ask them to formulate questions they might ask about Paco, such as: **¿Cómo se llama el señor de la foto?** Play the audio recording for **Paco, amigo del Rastro** and then do **Activity 12** together as a class.

13 Objective: Reading comprehension (reading for discrete information)

Have students fill in the information sheet individually or in pairs and then go through the sheet together as a class.

14 Objective: Oral expression based on written prompts

By now, students have learned a good deal of information about Paco and should be able to conduct a brief, open-ended conversation about him. If students get stuck, you can give them some sentence starters like **El señor se llama... Vive en... Tiene... Trabaja... Le gusta...** Write these sentence starters on the board as references while students work in pairs.

15 Objective: Oral expression

This activity may require you to provide some new vocabulary to students. Have the class brainstorm a list of items representative of their region that they could sell at a market, and write these items on the board, providing the Spanish terms whenever students cannot produce them.

Opinión

The questions in the **Opinión** box may serve for a whole-class, small-group, or pair discussion. Encourage students to share opinions about their shopping habits as expansively as they can.

16 Objective: Reading comprehension (reading for discrete information)

Read aloud the article about the **Feria de San Telmo** and have students work in pairs to fill in the notes below. Then go through the notes as a class.

Expansion

As an expansion activity, have students write their own **ficha** like the one they filled out about the **Feria de San Telmo**, based on a market in their hometown or another market. Students may need to do research online to gather all the data they need.

17 Objective: Pronunciation practice

Introduce the sounds /r/ and /rr/ and let students listen to you enunciating words with both sounds so that they can begin to hear the difference. Then play the audio recording and have students identify the letters. Point out to students that the single **r** at the beginning of a word is pronounced as an /rr/. Finally, have students practice pronouncing the neighborhood names in **part b**.

18 Objective: Reading comprehension (reading for both global and discrete information)

This short reading about open-air markets in Cuba allows students to compare and contrast grocery shopping experiences in Spain, Cuba, and their own home regions. Students will also see that the names for foods vary between one Spanish-speaking country and another. You may want to ask students to identify specific similarities and differences between the markets. For example, there are traditional markets in both Spain and Cuba, but the photos suggest that in Spain they are favored by more traditional shoppers—young Spanish men, for example, might prefer to shop in supermarkets—while in Cuba they are frequented by all shoppers. North America has farmers' markets, but they are not places where shoppers go to learn about current events. Produce in all three countries varies a great deal according to the climate. Ask: **¿Son parecidos los mercados o son diferentes? ¿Quién hace las compras en estos mercados? ¿Hay mercados similares en este país?**

Tarea final

Objective: Oral interaction

Before beginning this activity, review with students the expressions for buying and selling that they have learned in this lesson. You may wish to have students prepare a list of items they will "sell," along with pictures, before class. Emphasize that students should use vocabulary they and their peers have already learned; they should not "sell" items whose names they have not studied, as the purpose of this activity is to practice what students have already learned. Alternatively, you can provide the items yourself (whether they be pictures or words on cards, or perhaps actual items). In pairs or small groups, students will work together to assign prices to the items. Some individuals in the group will then go "shopping," while others stay in their seats and become "vendors." At the end of the activity, shoppers should return to their original groups and show what they have bought, telling their classmates how much each item cost. This game can be played twice so that each student has an opportunity to both buy and sell.

Yo puedo...

Have students complete the **Yo puedo** activities and reflect on their success in carrying out each task. For the first and last tasks, have students brainstorm and draw a "mind map" on the board showing their ideas, which they can draw upon for these written and conversational tasks. Suggest to students that they write their grocery shopping lists in Spanish from now on, to continuously practice the food vocabulary that they most need.

Gramática funcional (93–96)

4A.1 You may wish to introduce the stem-changing **pensar** and the uses of **que** and **de** after **pensar**, and have students practice them separately before they are put together in **G1** and **G2**.

4A.2 The verb **gustar** often causes difficulties for speakers of English. Emphasize that **gustar** literally means not *to like* but *to please* or *to be pleasing to*. Write sentences on the board and draw an arrow from the subject to the verb to show that a singular subject (**barrio**, in the first example) takes a singular verb form (**gusta**). Give students many example sentences, using different combinations of singular and plural subjects and verbs, so they can begin to master the pattern. Beginning students can learn to use **gustar** correctly in highly-controlled settings, but do not expect them to always use it correctly in open-ended conversation and writing where their focus is on content.

This section also introduces both the indirect object pronouns used with **gustar** and the pronouns after the preposition **a** that are used with **gustar**. You may wish to introduce these topics separately before asking students to use them together in **G3** and **G4**.

4A.3 Students are not likely to have difficulty expressing quantities and units of measurement except perhaps with **medio kilo** and **media docena**. Write **medio/a = ½** on the board. Ask students: **Si un kilo es 1000 gramos, ¿entonces medio kilo es...? (500 gramos) Si una docena es doce, ¿media docena es...? (seis)** Point out that in Spanish we use the article with **docena** and **kilo** but not with **medio/a**.

4A.4 The verb **tocar** is used with indirect object pronouns to state whose turn it is. **Tocar** in this context functions like **gustar**. It may help students to know that **me toca** literally means *it touches me*. (The word "it" refers to a turn.) Tell students that, as with the verb **gustar**, the pronouns after the preposition **a** are used for emphasis or clarification, and are optional.

4A.5 **Dar** and **poner** are two common verbs with irregular **yo** forms that are used in shopping. In addition to emphasizing the irregular forms of these verbs, tell students that the use of **dar** and **poner** in this context is an excellent example of how Spanish is not simply a direct, literal translation of English. If they translate the expressions in **4A.5** directly into English, students will end up with expressions we would not use in English, and vice versa.

Point out that the indirect object pronouns used with **dar** and **poner** in this context are the same pronouns the students have been studying with **gustar** and **tocar**.

4A.6 **Costar** is another stem-changing verb. Like all stem-changing verbs, **costar** is a "boot verb," but the stem change is different from that of **pensar**; here, the change is from **o** to **ue**, as with **almorzar**. Tell students that in future lessons they will encounter other stem-changing verbs from these two "families" of verbs and from other families, and that they will get used to the symbol showing a vowel, an arrow, and one or two more vowels representing the stem change.

 All ¡Póngalo en práctica! activities are available on the Supersite.

Vocabulario (97)

Depending on your class schedule, teaching style, and assessment preferences, you may wish to identify for students certain high-frequency, "core" vocabulary items that you expect them to focus on when preparing for tests and exams. To aid students in personalizing and retaining new vocabulary, encourage them to create a personalized dictionary, in which they record the words from the lesson that they consider most useful, as well as any related expressions they have learned in conjunction with this lesson.

Lección 4B: Con vistas al mar

To begin the lesson, show students ads from Spanish-speaking countries for real estate rentals and sales, and/or pictures and floor plans of typical houses. Ask students about their current homes or, if they live in dormitories, about the homes they grew up in: **¿Es un apartamento o una casa? ¿Cuántos dormitorios tiene? ¿Cuántos baños tiene? ¿Tiene piscina?** In the second spread, you can show furniture catalogues to allow students to practice lesson vocabulary.

Apartamento de alquiler (98–99)

Introduction

The theme of the spread is presented through an ad for vacation rentals. The floor plan will help students put new vocabulary and structures to use, while the photos will orient students to the theme of vacations and tourism. Introduce the theme of the spread by drawing students' attention to the photo. Ask: **¿Dónde están estas casas? ¿Es bonito el lugar? ¿Es un buen lugar para vacaciones?**

1 Objective: Reading comprehension (identifying discrete information based on a visual prompt; gaining exposure to new vocabulary)

If you have not already presented the rooms of a living space, go over this vocabulary using the sidebar on **p. 98**. Then have students examine the floor plan in **Activity 1** and identify the rooms.

Expansion

As an optional follow-up activity, have students draw a floor plan of their apartment or home, labeling the rooms with the vocabulary they have just learned. They should also make a list of nearby amenities (**supermercado, parque, piscina, playa**, etc.). Then have students go around the class and find someone with whom they share four items on their floor plan and list of amenities. Have students use the function in sidebar **4B.1** as a script.

2 Objective: Oral expression (vocabulary and grammatical structures relating to housing)

Ask questions based on the ads using the verbs **tener, estar, and haber** and the interrogative **cuántos/as**: **¿Cuántos dormitorios tiene? ¿Dónde está?** etc. You may also refer students to **4B.1** on **p. 105**. Ask students to guess the meanings of the cognates **terrazza, jardín, garaje**. Ask them if they can deduce, based on context, what **bien comunicado** must mean. Then pair students to complete **part a** of this activity.

Before proceeding to **part b**, clarify **puede alquilar** if necessary. Have students work in pairs and then share their answers with the class.

3 Objective: Gaining exposure to and practicing numbers over 1000

Present the numbers 1000 and higher on the board and allow students to practice them in a variety of combinations; for example, counting by 1000s or by 10,000s both forwards and backwards, and reading aloud various numbers you write on the board. When students are comfortable with these large numbers, have them do **Activity 3**. You may also draw students' attention to **4B.2** on **p. 105**.

Expansion

As an optional follow-up activity, bring in ads for real estate in different Latin American countries and have students find apartment/home prices in a certain price range: **Busquen casas o apartamentos entre 250 000 y 500 000 pesos**.

4

Objective: Practicing new vocabulary; listening comprehension; exposure to new grammatical constructions

Have students do **part a** of this activity as a class.

Continue with **part b** of the activity. Play the audio recording and have students fill in the blanks with **qué** or **cuál**. Follow up with a brief explanation of the difference between the two. You might write **qué, cuál = what** on the board and then write **qué + [noun]**, **cuál + [verb]**, pointing out that the sentences in the audio activity follow this model. You may also refer students to **4B.3** on **p. 105**.

In **part c** of the activity, play the recording again, asking students to write down as many details about each rental as they can. As a follow-up, ask individuals to share their responses with the class.

5

Objective: Written expression (housing)

Let students work individually and be available to assist them. Then have them work with a partner to answer the questions in **Activity 5**.

6

Objective: Interactive speaking practice (housing)

Allow students a moment to think about and take notes on, or even draw, their dream houses. Then have them interview each other. Finally, ask volunteers to share with the class what they have learned about their partners' ideal homes. Ask the class if any partners have unusual dream houses, and ask them to describe them: **¿Cómo es la casa de su compañero/a? ¿Es típica o inusual? Descríbala**.

Expansion

Have groups of students imagine the dream home of the **protagonistas** in Units 1 to 3.

Su casa, su estilo (100–101)

Introduction

This spread introduces home furnishings through a furniture catalogue and an ad for household appliances.

7

Objective: Gaining exposure to and practicing new vocabulary

Read aloud the names of the pieces of furniture presented so students can hear and practice their pronunciation. Then have students work in pairs to complete **Activity 7**.

8

Objective: Written expression (describing objects in writing)

Draw students' attention to the sidebar on **p. 100**, in which descriptors are presented. Have students identify cognates and clarify for them the less obvious expressions **sencillo, de diseño**, and the question **¿Cómo es?** To allow students additional practice, you might show photos of various home furnishings and ask the class to describe them aloud. (This is also a good opportunity to review colors with students.) Then have students work individually to write sentences in **Activity 8**. Finally, follow up by asking volunteers to share their sentences with the class.

Expansion

Give students pages of a furniture catalogue and have them describe what they see in the photos and read the prices aloud. For example: **Esta silla es cómoda y moderna. El precio de la silla es treinta y cinco dólares**.

9

Objective: Listening comprehension (identifying discrete information in an audio recording)

Read the instructions and the four sentences aloud to students to prepare them to listen to the audio recording. Have students guess the meaning of **prefiere** and **prefieren**. The verb **preferir** will be practiced in detail in **Activity 10**. Then play the recording and have students mark the statements in **part a** of the activity as true or false. Go through the answers as a class afterward.

For **part b**, play the recording again and ask students to answer the question.

10

Objective: Expressing individual preferences

Before having students do **Activity 10**, review the verb **preferir**. Draw students' attention to the stem change. You might introduce only the first and second-person singular forms, since these are the only forms that are needed to complete the activity. As a follow-up to **Activity 10**, you can present the rest of the conjugation. You might also direct students to **4B.5** on **p. 106** and to the function sidebar **Hablar de preferencias** on **p. 100**.

11

Objective: Oral expression (stating the uses of objects)

Use the ad at the top of **p. 101** and the function sidebar **Expresar utilidad** to introduce the expression **serve para**. Have students do **Activity 11** as a class.

Expansion

As an expansion activity, have students play a game of 20 Questions. One volunteer thinks of a piece of household furniture and the others must ask yes-or-no questions to guess what it is. Questions include: **¿Está en el salón? ¿Está en el dormitorio? ¿Sirve para cocinar? ¿Sirve para leer?** etc.

12

Objective: Gaining exposure to the verb servir

Draw students' attention to the conjugation of the verb **servir**, pointing out the stem change. You may also refer students to **4B.6** on **p. 106**. Then have students work individually to complete **Activity 12**.

You may want to write the conjugations of **preferir** and **servir** on poster board, showing stem changes in a different color, and post these on the classroom wall as a visual reference.

13

Objective: Written expression (describing objects in writing)

Model the activity by describing another object; for example, write: **Es de tamaño mediano. A veces es bonita, a veces no. Está en muchas habitaciones de la casa. Sirve para iluminar la habitación por la noche.** Have students guess what the object is (answer: **la lámpara**). Have students write their own sentences and play the guessing game with a partner. Remind students to describe both the object itself and its function.

14

Objective: Controlled speaking practice (personal preferences in housing)

Walk students through the **Guión de trabajo** before having them work in pairs to describe their personal styles. Students may choose to describe their current dorm rooms or apartments, the homes they grew up in, or their imagined future home.

Carmen Abreu, fundadora de Caribe Propiedades (102–103)**Introduction**

In this spread, students meet a protagonist who has turned her personal travel preferences into a career. The founder of a specialized real estate agency, she locates vacation apartment rentals for tourists in the Caribbean, because she herself prefers to stay in an apartment rather than in a hotel when she travels. Introduce the theme of the spread by asking students where they prefer to stay when they travel: **¿Prefieren pasar las vacaciones en un hotel o en un apartamento? ¿O prefieren un hostel o albergue? ¿Prefieren pasar las vacaciones solos, con amigos o con la familia?**

15

Objective: Reading comprehension (identifying discrete information on a map)

Introduce the reading by drawing students' attention to the photos and map. Clarify the words **propiedades** and **inmobiliaria**. Then have the class do **Activity 15**.

16

Objective: Reading comprehension (identifying discrete information in a written text)

Have students do **Activity 16** as a class.

17

Objective: Reading comprehension (identifying global information in a written text)

Have students read through the vocabulary list on **p. 102** before you read the text aloud to the class. Then have students do **Activity 17** as a class.

18

Objective: Reading comprehension (identifying discrete information in a written text; expressing personal preferences)

Have students work individually to carry out the task in **Activity 18**. Then ask volunteers to share their findings with the class. Finally, ask students if they share Carmen Abreu's perspective on travel lodgings: **¿Están de acuerdo con Carmen Abreu? ¿Por qué?**

19

Objective: Brief written expression

Have students work individually to fill out the form based on their own personal preferences and information. Ask students to review and draw on as much of the lesson vocabulary as possible; then ask them to share their work in small groups.

Expansion

Turn **Activity 19** into an oral activity in which pairs of students role-play a conversation between Carmen and a client. The student playing the client can use the form in **Activity 19** to prepare for the conversation. The student playing Carmen can use the form to take notes.

20

Objective: Reading comprehension (identifying global information in a written text); interactive oral expression

Have students read through the vocabulary in the sidebar on **p. 103**. To practice this vocabulary before reading the text, ask students to sort vocabulary items into categories: **el turismo**, **el mundo natural**, and **el dinero**. Then read the text aloud and have students choose the best headlines for each paragraph to complete the activity in **part a**.

Continue with **part b** of the activity by having students work in pairs or as a whole class.

For **part c**, have students work in groups to express their perspectives. As a follow-up, you can take a poll to see how many students are in favor of the **ecotasa**, and how many are opposed. Call on a few volunteers to explain their positions.

21

Objective: Pronunciation practice

Point out to students that the /k/ sound can be represented in three different ways. Then play the audio recording and have students fill in the table. Afterward, go over the rules governing the uses of these consonants as presented in **Activity 21**.

22

Objective: Exposure to lexical variation

Encourage students to use cognates and context to work out the meanings of words in the ads that are new to them.

Tarea final

Objective: Written and oral expression on housing

Before beginning this activity, brainstorm with students a list of all the aspects of housing that they might want to include in a description: its size, appearance, furnishings, number of rooms, location in the city, nearby attractions, price, and perhaps other features. Have students work individually to write their descriptions, and be available to assist them. Students will then discuss in pairs and each pair will choose one of the two descriptions to share with the class. Tell students they should choose whichever house seems more likely to attract a renter. Also remind students to carry out their pair work entirely in Spanish. The pairs will then share their descriptions with the whole class, and finally, each individual should jot down his or her favorite exchange destination. As a final activity, tally up how many “votes” each destination receives.

A variation on this activity is to have students insert a “trick” into each description, such as having an apartment on the eighth floor with no elevator, or a house with a freeway view. When listening to descriptions, students should be listening for these “tricks” and can decide together which is the *worst* house on offer.

Yo puedo...

Have students complete the **Yo puedo** activities and reflect on their success in carrying out each task. After students have had time to complete the page, ask volunteers to share their responses to the questions where answers are written in boxes.

Gramática funcional (105–106)

4B.1 Students often confuse the use of **hay** and **estar** when talking about where things are located. Point out that **está/están** = *it is/they are whereas hay* = *there is/there are*.

4B.2 The numbers 1000–9000 may cause students some difficulty because of irregularities. Beyond 9000 there are no irregularities and students will struggle only if they have insufficient practice using large numbers. You may wish to open each class period with counting and number practice for a few days, and incorporate contextualized number practice wherever possible from now on.

4B.3 Students are often confused by the use of **qué** vs. **cuál(es)**. A good place to begin is simply to establish the pattern **qué** + [noun], **cuál(es)** + [verb]. Subtle variations (for example, **qué + es** to ask for a definition, **qué + te + gusta**) can be addressed as they arise later.

4B.4 Students will probably not struggle with the basic structure of this simple sentence and its variations for describing objects, though they sometimes misplace the word **no** in negative sentences and confuse **muy** with **mucho**. Some mechanical practice with visual prompts may help students sort out these issues.

4B.5 Careful pronunciation and spelling practice can help students master the stem change in **preferir**.

4B.6 Although the complete conjugation of the stem-changing verb **servir** is presented here, you should emphasize the third-person singular and plural forms, as those are the forms that have a practical application in this lesson.

 All ¡Póngalo en práctica! activities are available on the Supersite.



Vocabulario (107)

Depending on your class schedule, teaching style, and assessment preferences, you may wish to identify for students certain high-frequency, “core” vocabulary items that you expect them to focus on when preparing for tests and exams. To aid students in personalizing and retaining new vocabulary, encourage them to create a personalized dictionary, in which they record the words from the lesson that they consider most useful, as well as any related expressions they have learned in conjunction with this lesson.

AVANCE

Estrategias (108)

- Objective: Reinforce language study outside of class**
 It is important for students to consider and share with one another how they can continually reinforce and enrich their language-learning outside of class. Give students time to read the list presented in **Activity 1** and then ask them for suggestions on where to find these resources. Students are often aware of good websites, video stores with good foreign-language selections, places in town to get a Spanish-language newspaper, and so on. Ask students to share strategies that they have already found for using these resources. Even beginning learners can benefit from exposure to Spanish-language radio or television, for instance. They might give themselves a simple task like picking out numbers, greetings, or colors in spoken ads. Encourage students to search the Internet for lyrics to Spanish-language songs they like, and to watch movies in Spanish with English subtitles.
- Objective: Use visual associations to reinforce vocabulary**
 A visual association is a much more effective vocabulary-learning tool than a Spanish-to-English translation. Students need not be artistically inclined to make images: stick figures and symbols can be equally effective. Some students may enjoy making flashcards with magazine pictures or clip art from the Internet.
- Objective: Practice asking for clarification**
 Have students search for the two expressions in **Lección 4A**, and then ask them other ways they know of to request repetition. You may wish to have students practice this strategy by pronouncing some statements very quickly or with unclear diction, prompting them to ask for clarification or repetition.
- Objective: Practice paraphrasing**
 Paraphrasing is a critical speaking skill that students will probably continue to employ for the rest of their Spanish-speaking lives. Have students describe the objects in **Activity 4** together as a class, and then, if possible, provide pictures of additional objects and let them describe them in pairs (have students keep their pictures hidden from their partners, so partners must rely on the descriptions to guess the object).

Competencias (109)

The activities in the **Competencias** section recycle topics studied in previous lessons and allow students to refresh their skills and ensure that they can still carry out key tasks.

- Objective: Oral interaction (expressing frequency of work and leisure activities)**
 One student should use **agenda A** and the other **agenda B**. They should keep their own sheets hidden from the other and take turns asking and answering questions until they arrive at days and times for the suggested activities that will work for both their schedules.
- Objective: Categorizing vocabulary items**
 Have students sort the items listed on the right into the categories pictured at the left. If necessary, review with students the meanings of the words **hogar** and **alimentación**. This activity can be done in pairs, in small groups, or as a whole class, depending on how much time you can allot to it and how much individual practice your students need.
- Objective: Oral expression of descriptions, comparisons, and preferences**
 You may wish to introduce this activity by modeling questions such as **¿Qué teléfono te gusta más? ¿Cuál cuesta más?** and responses such as **me gusta más la exótica** and **la clásica cuesta más**. Alternatively, you may choose to bring in photos of additional items, asking and answering questions of the whole class before putting them in pairs to complete **Activity 3**.

4 Objective: Practicing irregular verb conjugations

Have students fill in the chart individually and then compare their answers to those of a classmate, or review the chart as a class.

Expansion

To provide additional practice, create a set of cards with the infinitives of several verbs students are familiar with. Divide students into groups and provide each group with a stack of infinitives and a playing die. Each student takes a turn drawing a card, then rolling the die and conjugating the verb according to the side the die lands on (one spot = **yo**; two spots = **tú**, etc.).

Flash Cultura (110)

Comprar en los mercados



- Read the **Using visual cues** strategy on **p. 110** aloud to the class and then show the video stills, eliciting ideas from the class about the theme of the video. Then read the introduction and divide students into pairs or groups to discuss their experiences. As a follow-up, solicit ideas for bargaining vocabulary and expressions. Most students who have lived in urban areas will have had the experience of shopping in an open-air market. Discuss with students the cultural difference that for most North Americans, open-air food markets are a kind of specialty market and constitute a fun, somewhat unusual excursion for shoppers, whereas in Spain and Latin America a trip to an open-air market is an everyday occurrence, as ordinary for those shoppers as a trip to a supermarket or convenience store is here.
- Before showing the video, have students read through the **Vocabulario útil** at the left. Look over the three pictures and read the captions so students can anticipate the content of the video episode. Show the video, reminding students to pay attention to the on-screen labels.
- Ask volunteers to read aloud the two descriptions that appear in **Activity 3** and have the class select the description that best matches the video episode.
- Read aloud the **Making polite requests** strategy. Then have students work in pairs to prepare the dialogue in **Activity 4**. Ask volunteers to perform their dialogues for the class.

Suggestions for pacing and use of ancillary materials

Your use of the textbook and the ancillaries depends on your course configuration, your students' needs, and your own teaching style. You may wish to ask students to prepare vocabulary and grammar for a lesson or a portion of a lesson before coming to class in order to maximize interactive time in the classroom and allow students to practice what they have already studied. Alternatively, you may wish to introduce students to new vocabulary and grammar yourself inductively, allowing students to experience new material in context before taking it home to process it. Finally, you may prefer to present new material to students through direct teaching, placing greater emphasis during class time on the **Gramática funcional** sections.

Pacing

The following is a suggestion for teaching **Unit 4** in a variety of course configurations. This chart assumes a total of 120–135 classroom hours over the course of a school year in either a trimester or semester program.

Number of days/week class meets	Week 1, Day 1	Week 1, Day 2	Week 1, Day 3	Week 1, Day 4	Week 1, Day 5	Week 2, Day 1
two 2-hour classes	Lesson 4A	Quick review; Lesson 4B	n/a	n/a	n/a	Assessment
three 1-hour classes	Lesson 4A spreads 1, 2, and 3	Quick review; Lesson 4A Tarea final/ Yo puedo and Lesson 4B spreads 1 and 2	Lesson 4B spread 3 and Tarea final/ Yo puedo; Lesson review	n/a	n/a	Assessment
four 1-hour classes	Lesson 4A spreads 1, 2, and 3	Quick review; Lesson 4A Tarea final/ Yo puedo and Lesson 4B spreads 1 and 2	Lesson 4B spread 3 and Tarea final/ Yo puedo; Lesson review	Assessment		
five 1-hour classes	Lesson 4A spreads 1 and 2	Lesson 4A spread 3 and Tarea final/ Yo puedo	Lesson 4B spreads 1 and 2	Lesson 4B spread 3 and Tarea final/ Yo puedo	Unit 4 Prueba	

Ancillaries and homework

To assist you in assigning homework, whichever your approach, you will find mapped below the sections of the Student Activities Manual and the Supersite that correspond to each of the **Unit 4** sections.

Student textbook section	Student Activities Manual sections	Supersite 
4A spread 1: La Latina en directo	pp. 69–71	Textbook activities with mouse icon 
4A spread 2: Hacer las compras	pp. 72–74	Audio-based textbook activities 
4A Protagonista: Paco, amigo del Rastro	pp. 75–77	Additional practice activities  Practice more at vhcentral.com .
4A Tarea final/ Yo puedo...	p. 78	
4A Gramática funcional	La Latina en directo: pp. 69–71 Hacer las compras: pp. 73–74	¡Póngalo en práctica! activities  Additional practice activities  Practice more at vhcentral.com . Textbook vocabulary audio 
4B spread 1: Apartamento de alquiler	pp. 79–81	Textbook activities with mouse icon 
4B spread 2: Su casa, su estilo	pp. 82–84	Audio-based textbook activities 
4B Protagonista: Carmen Abreu, fundadora de Caribe Propiedades	pp. 85–87	Additional practice activities  Practice more at vhcentral.com .
4B Tarea final/ Yo puedo...	p. 88	
4B Gramática funcional	Apartamento de alquiler: pp. 79–81 Su casa, su estilo: pp. 83–84	¡Póngalo en práctica! activities  Additional practice activities  Practice more at vhcentral.com . Textbook vocabulary audio 
Avance	Autoevaluación, pp. 89–90	Flash Cultura video  Flash Cultura comprehension activity  Additional practice activities  Practice more at vhcentral.com .