

UNIDAD

4

Objectives

Communicate

- To talk about your classes
- To talk about other places in student's school
- To talk about what you are going to do
- To talk about school activities

Build Vocabulary

- To name school classes and locations, such as el **gimnasio**, **la clase de computadoras**, and **la clase de música**
- To use verbs related to classroom activities, such as **pintar**, **estudiar**, and **usar la computadora**
- To use words to describe performance, such as **muy bien** and **mucho**
- To use numbers 50–69

Structure the Language

- To ask questions using **¿Adónde vas?** and **¿Qué vas a hacer?**
- To respond to questions using **Voy a...**
- To use **ir + a + infinitive** to talk about future activities
- To talk about actions using singular subjects and regular **-ar** verbs

Understand Culture

The cultural focus of **Unidad 4** is on school activities of children in Spanish-speaking countries, as well as on the arts and sports.

Recycle

Unidad 4 offers opportunities to recycle the following:

- School-related vocabulary
- Numbers 0–49
- Names of places in a town
- Days of the week

UNIDAD


4

En la escuela

Objetivos

- To talk about your classes
- To talk about other places in your school
- To talk about what you're going to do
- To talk about school activities

A music class in Chile

94  noventa y cuatro

Tap Background Knowledge

Review the different classes and activities in which students participate at school. Have students describe their daily schedules and comment on what parts of their days they most like and dislike. Call out different days of the week and ask volunteers to describe their favorite and least favorite activities for that particular day.

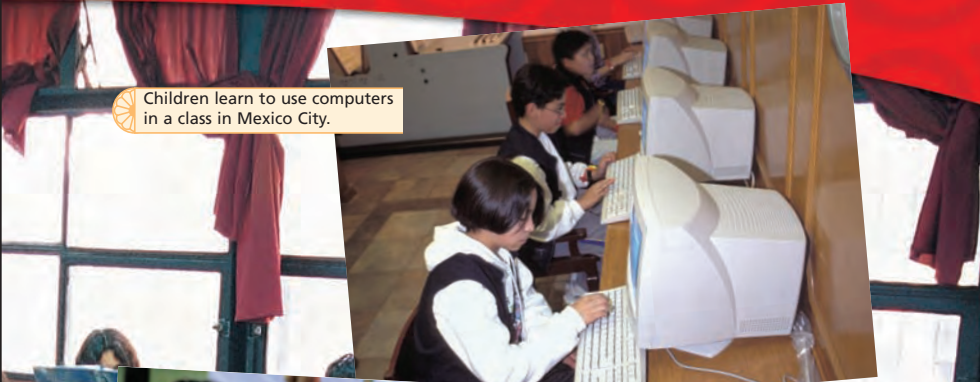
Toward Cultural Understanding

In some Spanish-speaking countries, the school day can end late in the afternoon or even go into the early evening hours.


This is usually accompanied by a long lunch break, which can last for a few hours (until 2:00 or 3:00). Some schools may even have classes on Saturdays.

Ask students how they would feel if they could go home for a two-hour lunch break but return until 5:00 or 6:00 P.M. for classes. What would they think of attending classes on Saturdays?

The **Teacher's Wraparound Edition** provides abundant point-of-use instructional support. The teacher material is wrapped around reduced reproductions of the Student Edition textbook pages.



Children learn to use computers in a class in Mexico City.



Children work on a class mural.

¿Sabías que...?

- In many Spanish-speaking countries, there are special schools where students go just to study music.
- Many schools are decorated with beautiful murals, some of them painted by students.
- In some places, *la escuela* is called *el colegio*. The names for *middle school* and *high school* also vary by country.

noventa y cinco 95

Presentation Suggestions

Have students prepare a chart or table with the days of the week across the top and the hours of the day down the side. Ask them to prepare a daily schedule by filling in the table with their activities. Provide students with the Spanish vocabulary necessary to complete the task.

Cooperative Learning

Have students work in small groups to create e-mail messages they would like to send to Latin American students. Circulate and assist students by providing

necessary vocabulary and grammar tips. Students who are proficient in using computers can work with partners to actually post the messages online. This can be an ongoing project throughout the course.

Differentiated Instruction

The Heritage Speaker Encourage heritage speakers to create somewhat longer e-mail messages. Perhaps they could establish an e-mail partnership with an individual or a class in their country of origin, or with heritage speakers in other U.S. schools.

National Standards

Communication Standards

1.1, pages 98, 99, 102, 104, 106, 111, 112

1.2, page 95

1.3, pages 107, 111, 113

Cultures Standards

2.1, pages 103, 108

2.2, pages 97, 101

Connections Standard

3.1, pages 97, 99, 101, 103, 108, 113

Comparisons Standards

4.1, pages 99, 101, 103, 105

4.2, pages 96, 97

Communities Standard

5.1, pages 95, 99, 113

Program Resources

- *Workbook*, pages 51–62
- *Transparencies* 19–21
- *Audio CD*, Unidad 4
- *Song CD*, Track 6
- *Teacher Resource Book*, Masters 19–21, 67–74, 115
- *Assessment*, pages 42–49
- *Assessment CD*, Unidad 4

Materials to Gather

- Index cards
- Self-adhesive notes
- Realia related to school activities, such as sports equipment, art materials, and musical instruments
- Pictures and photographs of students and/or community members involved in a variety of activities (optional)
- Paints, butcher paper, construction paper, or posterboard to make a class mural
- Foam-rubber ball or tennis ball

Each unit opener includes objectives, National Standards, program resources, and materials to gather.