

Español 4 – Unidad 3 Plan de la Lección

11/7

IN-CLASS ACTIVITIES

1. Discuss the artists featured in **Galería de creadores**. Pass out José Martí's famous poem "**Yo soy un hombre sincero**," from *Versos sencillos*. Discuss the significance of the first two lines, the poet's attitude toward art, and his importance in Cuba's political history.
2. Provide time for students to work on the **Proyecto**. Circulate around the room to monitor students and provide guidance.
3. See the Instructor's Resource CD-ROM for additional teaching suggestions for the **Imagina** section.



ASSIGNMENT

1. Copy and paste into a word page 2 or more photos of Oscar de la Renta's fashion designs and write a paragraph comparing his style to that of Narciso Rodríguez. Include a photo (**Imagina, Lección 1**).
2. Read **Estructuras 3.1, The subjunctive in noun clauses**.

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IN-CLASS ACTIVITIES

1. In pairs, have students read and discuss each other's paragraphs.
2. Review the material in **Estructuras 3.1**. Call students' attention to the topics in the **Manual de gramática**.
3. Reminder: impersonal expressions are followed by the infinitive, not the subjunctive, unless a subject is introduced in the dependent clause.
4. Do the activities in **Práctica** and **Comunicación**. Call on volunteers to share their answers or ideas with the class.
5. Discuss the information in the **Nota cultural**. If time permits, listen to a sample of merengue music in class. http://www.dailymotion.com/video/x1ylfz_fulanitoasi-es-que-vivo-yomerengue_music
<http://www.youtube.com/watch?v=MLBhKMJNrmk>
6. Object Pronoun – short lesson

ASSIGNMENT

1. Write 5 sentences using the subjunctive in noun clauses.
2. Read **Estructuras 3.2, Commands**.

ADDITIONAL PRACTICE

1. Do the **Estructuras 3.1** workbook activities in the Student Activities Manual.
2. Do the **Estructuras 3.1** lab activities in the Lab manual with the MP3

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IN-CLASS ACTIVITIES

1. Complete all on-line activities.

ASSIGNMENT

1. Read **Estructuras 3.3, Object pronouns.**
2. Read **Manual de gramática 3.4 and 3.5** and complete the activities.



ADDITIONAL PRACTICE

1. Do the **Estructuras 3.2** workbook activities in the Student Activities Manual.

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IN-CLASS ACTIVITIES

1. Briefly review the grammar and vocabulary we have studied so far by responding to personalized questions that relate to the lesson theme. **Questions will prompt responses using the subjunctive in noun clauses. To review command forms, give simple commands to individual students and to the class. Then have students take turns giving commands to each other.
2. Present the material in **Estructuras 3.3, Object pronouns.** Use the **Literatura** reading *Idilio* to work with the material in context. Underline the object pronouns used in the reading, then identify to what or to whom each pronoun refers, focusing on the ambiguity of **a ella**.
3. Do the activities in **Práctica and Comunicación.**
4. Discuss the information in the **Nota cultural.** If time permits, play a sample of Chayanne's music or a scene from one of his films.
5. Optional: Use **Manual de gramática 3.4 and 3.5** to review possessive and demonstrative pronouns.

ASSIGNMENT

1. Read **Noticias: ¿Mucho, poco o nada?** in **Síntesis.**
2. Read the **Preparación** section of **Cultura** and study the new vocabulary.

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IN-CLASS ACTIVITIES

1. Use the activities in **Síntesis** to review and expand upon the material covered in **Estructuras.** Preview the activities by describing your own favorite source for news.
2. Use the activities in the **Preparación** section of **Cultura** to preview the vocabulary and content of the reading.

ASSIGNMENT

1. Read the **Cultura** section. Prepare **Análisis, Actividad 1** in writing.
2. Read the **Preparación** section of **Literatura** and study the new vocabulary.

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IN-CLASS ACTIVITIES

1. Read *Ritmos del caribe*. Discuss in conjunction with the documentary *Simplemente Enrique Martin*.
2. Follow up the reading with activities from **Análisis**. Have students check their written answers to **Actividad 1** with a partner and reread portions of the text as necessary.
3. Use the activities in the **Preparación** section of **Literatura** to preview the vocabulary and content of the reading.
4. Read and discuss the biographical sketch of Mario Benedetti.

ASSIGNMENT

1. Read the **Literatura** section. Prepare **Análisis, Actividad 1** in writing.

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IN-CLASS ACTIVITIES

1. Read and discuss *Idilio*. Refer students back to the initial question posed in the Lesson Opener and ask: **¿Cómo respondería Benedetti a la pregunta?**
2. Play the recording of the reading from the Lab MP3 and go over the corresponding activities as a class.
3. Follow up the reading with activities from **Análisis**. Have students check their written answers to **Actividad 1** with a partner and reread portions of the text as necessary.
4. In pairs, have students discuss their ideas for the **Escribir** activity.
5. Announce the quiz on **Lección 3** to be given during the next class. Explain what material will be covered, review important structures, vocabulary, and concepts, and allow time for student questions.

ASSIGNMENT

1. Prepare a first draft of the **Escribir** assignment.
2. Study for the quiz. *Imagina, Galería actividades, El subjuntivo – Dame 5 ejemplos*

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Ketchup Day

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IN-CLASS ACTIVITIES

1. Administer the quiz for **Lección 3** and review
2. Complete all audio activities.

Tarea: Study for test over Unit 3.