

### Repaso Conversation practice:

1. Start off the class by practicing review conversation by dividing into two teams. Call one participant up from each team and hold up a flash card from any of the previous classes. The first one to get the answer correct wins a point.
2. Review the meaning of the builder phrase(s) from last week *¿Cuánto cuesta \_\_\_\_?* *Me gusta/no me gusta \_\_\_\_\_* and give examples.
- 3 Introduce vocabulary related to places.
4. Introduce numbers. \*Note that some participants may know the easier numbers so feel free to teach to their level regarding numbers.

### New Conversation and Vocabulary practice:

Bring flash cards or photos of the places to introduce the vocabulary. To reinforce the words, hand out one flash card to each participant. Have students stand in a circle, facing you in the middle of the circle. You will need a bell or maraca or something to make noise. Make sure everyone knows the name of their vocabulary word, review each word. Start to ding the bell and say, “¿Dónde está \_\_\_\_” fill in the sentence with a vocabulary word. Slowly walk towards the student holding the word that you called out, such as *el café*, to try to take *el café* from the student. The student with *el café* then needs to quickly say the name of another word in the group to distract you from taking away theirs.

After introducing the vocabulary, explain and practice repeating the words on the right hand side including, “Dólar, centavo, precio, costo, descuento, and cambio.”

Vocabulary: Around Town		
El mercado	¡Qué rico!	Dólar
El restaurant	Delicioso	Centavo
El café	Bueno/malo (as it refers to food)	Precio/Costo
El supermercado	Disculpe	Cambio
	¡Qué malo!	Descuento
	¡Qué	
Review Conversation:		
<b>Builder Phrase(s):</b>	¿Cuánto cuesta(n)____?	
	Explain singular and plural using food vocab.	
Review Grammar: Gustar (to be pleasing to)		
	¿Te gusta ____?	
	Me gusta/No me gusta.	Me gustan. No me gustan.
	Me gustaría/No me gustaría	

Los Números		
Básicos: Uno-Diez	Veinte/Treinta/Cuarenta/Cincuenta/Sesenta/Setenta/Ochenta/Noventa/Cien	
	20/30/40/50/60/70/80/90/100	

Below are some suggestions of activities and cultural notes that you can incorporate into your class #4

### Actividad: Pagando la cuenta

- Give each participant play money to 'pay for' a food item. You, the instructor, will play the role of the cashier (el cajero). Keep the activity simplified by using numbers that the participants have been introduced to and stay away from 'cents' or 'change.' Have each participant practice asking, "¿Cuánto cuesta?" and other past builder phrases. Depending on the level of the students, you could incorporate simple questions as each student 'pays' for his/her food.

### Ball Toss

To review counting, bring in a small ball to toss around. Practice counting from 1-10, then 1-20, and also counting by 10's.

### ¿Qué falta?

To review, set out six items of new 'around town' words. You could also include words from Week 1. Choose one participant to leave the room or cover his/her eyes to not see. Remove one of the six items/words, invite the participant to look at the remaining five items to see if he/she can guess which item/word was taken out.

### ¿Qué hay?

This is a review from week #3. Review the phrase, *Que hay*, to describe, "Are there any\_\_" and "There are \_\_\_\_." Set out some different clothing flash cards and ask the participants the question, "¿Hay supermercados o tiendas?" They will need to answer the question in a complete sentence affirming or negating the question.

### Role Play

Continuing from week #3, teach the students how to describe their experience of eating. Hold up a food flash card from week 3 and ask them to respond with, "Qué rico" or "Qué malo." Explain how "Disculpe" is used to get the waiter or manager's attention. As a final activity, students can write out the restaurant dialogue that was taught this day and practice it as a real -life conversation.



## Conversational Adult Spanish Outline Class #4

### Notas Culturales:

#### -How to barter at outdoor markets

In many Latin countries, open air markets are common and so is bartering. The price is never set so show students how they can get the best price for the item that they want to buy. For example, if you see a painted vase at an open market and the price is \$100 pesos, try offering about 50% less for it. Usually a bartering conversation will ensure, resulting in meeting somewhere in the middle of the two prices.

#### -Meal schedules

Many Spanish speaking countries have their meals at different times of the day compared to the US. For example, in Spain, dinner is often times late into the evening. In Mexico, the main (largest) meal of the day is lunch, usually around 2 or 3 pm. In traditional towns and areas of Mexico, shops close down for their 1- or 2-hour siestas right after lunch.

#### -Provecho

¡Buen provecho! means enjoy your meal. "Provecho" is often said from one patron to another in a restaurant, whether it's passing one's table on their way in or out of the restaurant. The waiter will also usually say this as he/she delivers the food.