

**Repaso Conversation practice:**

1. Start off the class by playing Spanish music.
2. Review basic conversation questions and greetings by breaking the students into pairs and having them practice their mini conversations.
3. Review the restaurant/food vocabulary by either:  
Handing out menus with pictures but no prices or words. Have the students fill in the prices and food descriptions in Spanish. Call on volunteers to hold up the menu with the answers, reading out loud. Another option would be to have students work in small groups to put together mini dialogues related to restaurants or grocery stores. Each group can then present in front of the class.  
\*Be sure to emphasize the builder phrases: *¿Cuánto cuesta \_\_\_\_?* *Me gusta/no me gusta\_\_\_\_\_* for either or both of these review activities.
4. If there is time you can also play a quick game where you hold up vocabulary from any previous activity and have the students race to give the answer. (This can be played in two teams as well.)

**New Conversation and Vocabulary practice:**

Bring as many real articles of clothing as possible to introduce the vocabulary below. For those objects that you don't have, bring have the flashcards ready. As you introduce each word hold up the item, and have the class repeat the word back to you. To reinforce the clothing words, hand out one article of clothing (or flash card) to each participant. Ask the question, *¿Tienes\_\_\_\_ + a clothing item?* Whoever has that item will stand up and say, "Tengo \_\_\_\_\_+ a clothing item."  
You can also further clothing by incorporating the class by saying a clothing item and telling anyone wearing it to "levantense por favor".

After introducing clothing, explain and practice repeating the words on the right hand side including, "Dólar, centavo, precio, costo, descuento, and cambio." If you can have real objects as well to explain the words.

<b>Vocabulary: Clothing</b>		
La falda	Los zapatos	Dólar
La camisa	Los guantes	Centavo
La camiseta/La playera	Los pantalones	Precio/Costo
La chamarra/la chaqueta (except in Mexico)	Los calcetines	
El vestido	Los shorts (Los pantalones cortos)	Descuento
El gorro	El traje de baño	Cambio
<b>Review Conversation:</b>		
<b>Builder Phrase(s):</b>	<i>¿Cuánto cuesta(n)____?</i>	
	Explain singular and plural using clothing.	

<b>Review Grammar: Gustar (to be pleasing to)</b>		
	¿Te gusta ___?	
	Me gusta/No me gusta.	Me gustan. No me gustan.
<b>New phrases</b>	¿Tienes? Tengo_____	
<b>Los Números</b>		
Básicos: Uno-Diez	Veinte/Treinta/Cuarenta/Cincuenta/Sesenta/ Setenta/Ochenta/Noventa/Cien	
	20/30/40/50/60/70/80/90/100	

Below suggestions of activities and cultural notes to incorporate into your class #5

**Actividad: Una tienda de ropa**

- Set up an area of the classroom as a store, with a price (using the numbers taught only) tag on each item of clothing. Give each participant play money to ‘buy’ an item of clothing. 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.

**¿Qué falta?**

To review clothing, set out five items of clothing. Choose one participant to leave the room or cover his/her eyes to not see. Remove one of the five items, invite the participant to look at the remaining four items to see if he/she can guess which item was taken out.

**Pictionary**

Using flash cards, call one student to the board to draw the clothing item on the whiteboard. The rest of the class can guess. If you’d like to add a builder phrase onto this option, you could implement, “¿Dónde está?” for example, for building complete sentences.

**¿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 pantalones o zapatos?” They will need to answer the question in a complete sentence affirming or negating the question.

**Notas Culturales:**



## Conversational Adult Spanish Outline Class #5

-Discuss how common outdoor flea markets (mercados) are and how to barter. Practice pretending to barter with pretend objects or clothing. Show pictures of a traditional mercado in Latin America. For example Chichicastenango in Guatemala. Explain how there are certain days for the market and the variety of objects, animals and food that can be sold.

-Discuss differences between countries' clothing definitions: Ecuador says, "la chompa" for sweatshirt, while Mexico says, "La sudadera." "La playera" is commonly used in Mexico for t-shirt, while, "La camiseta" is used in other countries.