En el pueblo

Unit objectives
Contexts: places in town, directions, weather
Grammar: ir; estar; imperatives; de; muy and mucho
Cultural focus: weather in Spain

Assessment opportunities
Speaking: SB, page 42, activity 2
Reading: SB, page 41, activity 3
Listening: SB, page 42, activity 4
Writing: SB, page 43, Reto

1 Mira las fotografías. ¿Cuáles te gustan?
Students discuss in English the places shown in the photographs and say which ones they like.

2 Which words could you work out from the English?
Students identify the meaning of the words from English cognates.

Answers: Students will probably not recognize la plaza de toros – bullring, but should be able to work out the others: cine – cinema; parque – park; café – café; restaurante – restaurant; café Internet – Internet café; discoteca – disco

AT3.1

¿Adónde vas?

páginas 40-41

Objectives
Talk about places in town
Say where you are going
Ask somebody where he/she is going

Resources
Students' Book, pages 40-41
CD 1, tracks 39-41
UnoDos Workbooks, page 24

Key language
voy, vas, va, vamos, vais, van...
al, a la...
el restaurante, el cine, el parque, el café, el centro comercial, el estadio, el polideportivo, el supermercado, el hospital, el colegio, la playa, la estación de autobuses

Programme of Study reference
1a, 1b, 2a, 2b, 2c, 2d, 2f, 2g, 3c, 4c, 4d, 5a, 5c, 5d, 5f, 5g, 5i

Framework reference
(L) 7S7
(R) 7W5, 7S2, 7S9, 7T7

¡A sus marcas!

Escucha (a–h) y escribe en inglés. Mira la lista. ¿Qué número es?
Students listen to the recording and make a list of places in English. They then give the correct picture number.

Answers: a park 3; b café/restaurant 5; c beach 11; d railway station 13; e disco 15; f school 10; g bullring 14; h hospital 9

AT1.1

Zoom gramática

This section introduces all forms of the irregular verb ir together with the preposition a and the formation of al. Although ir is irregular, you may want to point out some of the similarities in verb endings with other verbs that the students have met, for example -ar for the ir form, to help them remember.

1 Escucha y repite.
Students repeat the new town vocabulary.

CD 1, track 40

1 el centro comercial
2 el cine
3 el parque
4 el café
5 el restaurante
6 el estadio
7 el polideportivo
8 el supermercado
9 el hospital
10 el colegio
11 la playa
12 la estación de autobuses
13 la estación de trenes/la estación de RENFE
14 la plaza de toros
15 la discoteca

AT1.1

Choose the correct option in these examples.

Answers: a a; b al; c a

CD 1, track 39

a sound of park – el parque
b sounds of crockery – el café
c sound of sea and seagulls – la playa
d sound of a train – la estación de RENFE
e sound of pop music – la discoteca
f sound of school bell and desks closing – el colegio
g sound of trumpet, clapping and a voice Olé – la plaza de toros
h sound of an ambulance siren – el hospital

AT1.1

¿Adónde vas?

páginas 40-41

Objectives
Talk about places in town
Say where you are going
Ask somebody where he/she is going

Resources
Students' Book, pages 40-41
CD 1, tracks 39-41
UnoDos Workbooks, page 24

Key language
voy, vas, va, vamos, vais, van...
al, a la...
el restaurante, el cine, el parque, el café, el centro comercial, el estadio, el polideportivo, el supermercado, el hospital, el colegio, la playa, la estación de autobuses

Programme of Study reference
1a, 1b, 2a, 2b, 2c, 2d, 2f, 2g, 3c, 4c, 4d, 5a, 5c, 5d, 5f, 5g, 5i

Framework reference
(L) 7S7
(R) 7W5, 7S2, 7S9, 7T7

¡A sus marcas!

Escucha (a–h) y escribe en inglés. Mira la lista. ¿Qué número es?
Students listen to the recording and make a list of places in English. They then give the correct picture number.

Answers: a park 3; b café/restaurant 5; c beach 11; d railway station 13; e disco 15; f school 10; g bullring 14; h hospital 9

AT1.1

Zoom gramática

This section introduces all forms of the irregular verb ir together with the preposition a and the formation of al. Although ir is irregular, you may want to point out some of the similarities in verb endings with other verbs that the students have met, for example -ar for the ir form, to help them remember.

1 Escucha y repite.
Students repeat the new town vocabulary.

CD 1, track 40

1 el centro comercial
2 el cine
3 el parque
4 el café
5 el restaurante
6 el estadio
7 el polideportivo
8 el supermercado
9 el hospital
10 el colegio
11 la playa
12 la estación de autobuses
13 la estación de trenes/la estación de RENFE
14 la plaza de toros
15 la discoteca

AT1.1

Choose the correct option in these examples.

Answers: a a; b al; c a
En el pueblo

3 Escucha y lee. Continúa el juego.

Students first listen to the model and then play a chain game, with each successive student adding a new place to the sequence. The students will be concentrating most on remembering the nouns, but it is important to pay attention to the correct use of prepositions. To give the activity a competitive edge, anyone who makes a mistake in the order or the preposition is ‘out’.

CD 1, track 41  página 40, actividad 3
– ¿Dónde vas?
– Voy al polideportivo.
– Y tú, ¿adónde vas?
– Voy al polideportivo y al cine.

4 Completa las frases.
Students complete the sentences with the correct form of ir.

Answers: 1 Vamos; 2 Van; 3 Voy; 4 Va

5 Lee el texto. ¿Verdad o mentira?
Students read about Roberto’s family and decide whether the sentences are true or false.

Answers: a V; b M; c M; d V; e M

6 Cambia las palabras. Escribe tu propia composición.
Students change the highlighted words to write a short paragraph about themselves and their families.

Reto

Pon un píes.

Students make a poster showing the places in town where they and their family go and don’t go. They can draw pictures or cut them out of magazines and label with appropriate sentences. To show where they don’t go, they may want to cross out the buildings as well as writing negative sentences. Ask students to check over their written work, paying particular attention to a and verb forms.

Objetivos

➢ Understand basic directions
➢ Give basic directions in Spanish

Recursos

Students’ Book, pages 42–43
CD 1, track 42
Zoom Workbooks, page 25

Key language

¿Dónde está el colegio?
Está a la derecha.

¿Dónde está la estación de autobuses?
Está a la izquierda.

¿Dónde está el mercado?
¿Dónde está el cine?
¿Dónde está el bar?

¡A contrarreloj! ¿Cuántos lugares recuerdas del principio de la unidad?

Programa de Study reference

1s, 1b, 1c, 2a, 2b, 2d, 2i, 3b, 3c, 3e, 4a, 4c, 4e, 5a, 5d, 5e, 5g, 5i

Framework reference

(R) 7/33, 7C5

¡A sus marcas!

¡En el pueblo!

¿Cuantos lugares recuerdas del principio de la unidad?

Students time themselves and name as much of the town vocabulary as they can in one minute. You could also do this by bringing pairs of students out to the front and timing a minute whilst they take it in turns to say a place in town.

Rete 2.1

A la izquierda hay un mercado, un supermercado y un cine.

¿Cuantas palabras conoces?

Students listen to Fatima’s description of her neighbourhood. Afterwards they say everything that they can remember about it in English using the pictures to help them.

Answers: On the left, there’s a market, a railway station and a bus station. Straight on, there’s an Internet café, a cinema and a library. On the right, there’s a shop, a hospital and a school.

Rete 2.2

¿Dónde está?

Fátima, ¿qué hay en tu barrio?
- A la izquierda, hay un mercado, una estación de trenes y una estación de autobuses. Todo recto, hay un café Internet, un cine y una biblioteca. A la derecha, hay una tienda y un hospital y una colegio.

Zoom gramática

This section introduces imperatives in the context of giving directions. Both the tu and usted forms are introduced, which provides a good opportunity to remind students about these ways of saying ‘you’ which they studied in Unit 1. It also introduces more directions language.

Answers: a) ¿Dónde está...?
b) Está a la izquierda.
c) El cine está a la derecha.
d) El mercado está a la izquierda.

Before students work in pairs, check the pronunciation of the direction phrases, particularly izquierda which students may find difficult. Students then use the pictures and symbols at the bottom of the page to make up dialogues in the example.

2 Mira los dibujos. Con tu compañero/a, haz diálogos.

Zoom gramática

Students look at the symbols and the map. Make sure that they all understand the symbols for the new directions language that they learnt in the Zoom grammar box. Ask students to name as many places on the map as they can in Spanish.

Answers: Students should know parque, cine, colegio, café Internet y supermercado. The other place on the map, the oficina de turismo, will be new at this stage.

3 Lee el mapa.

Students look at the symbols and the map. Make sure that they all understand the symbols for the new directions language that they learnt in the Zoom grammar box. Ask students to name as many places on the map as they can in Spanish.

Answers: Students should know parque, cine, colegio, café Internet y supermercado. The other place on the map, the oficina de turismo, will be new at this stage.

4 Con tu compañero/a, haz preguntas.

Read the model dialogue with the class. Check that students understand which form of the imperative Raquel uses, and why. In pairs, students then make up similar dialogues about the places a–c.

páginas 42–43