

Activity for Unit 3 Plazas Span 101

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INSTRUCTOR'S INSTRUCTIONS

Overarching Theme/Topic:

Interpersonal Relationships: La familia

Interpersonal Task:

The instructor will show a picture of his/her grandmother to talk about how people miss family members when they are away from them. There will be a personality description made by the instructor and then the students will describe her physically to recall previous known vocabulary about physical descriptions from chapter 2. The instructor will ask questions about the students' grandmothers as well, and then the students will have to describe them to a classmate and the other classmate will have to produce a drawing with her description.

After that, the students' work in groups trying to find out who ate the cake their grandmother made for them and were going to use in a picnic. They are given a card with a role and a daily schedule, and student A will have to inquire about that schedule in a very short amount of time trying to figure out who ate the dessert/cake. The other students do not know if they are the thief, they have to work with the information they have in their card to give student A information that they will have to elaborate with some extra facts.

After having gathered information, student A in each group will decide who the thief is and explain why in their native language. The student accused of theft will have a chance to defend him/herself and the whole class will discuss the different outcomes.

The final activity will be writing an e-mail to their grandmother asking her to make another dessert for them.

Language function(s) needed to carry out the task: know the uses of gustar + infinitives and gustar + nouns, know how to describe people, and how to talk about daily activities.

Key Vocabulary: the university campus, academic courses, time and days of the week, family, physical features and personality, leisure-time activities and sports.

Key Grammatical structures: gustar + infinitives and gustar + nouns, conjugation of -ar, -er, -ir verbs, ser and tener, ir and ir a, saber, agreement with descriptive adjectives, question words.

Communication Strategies: inquiry/negotiation

Cultural knowledge (if applicable)

La familia y los amigos: mi abuelita

Introducción (approx. 5 minutes):



The instructor has the picture of his/her abuela on the screen as the students arrive in class. The instructor asks the students in Spanish if the person is their grandmother. After they reply, instructor proceeds to tell them in Spanish who she is, ask in English if they miss their family members while they are away at school, describe in Spanish her personality traits and then asks the students to describe her physical features, like:

- ¿Tiene el pelo rubio?
- ¿Es alta o baja?
- ¿Cómo son los ojos?
- ¿Visitas a tu abuela los fines de semana? ¿Cuándo la visitas?

Parte 1 (approx. 10 min)

¿Cómo es tu abuela?

The students then will proceed to talk about their own grandmothers. Their activity says the following:

Estudiante A: Tell a classmate about your grandma. Make sure you include information such as what her name is, how old she is, what she looks like with a lot of details (hair color, eye color, etc.), and what she is like.

Estudiante B: Listening to your classmate's description of his/her grandma, draw a picture of her the best that you can. Make sure you title the picture with her name and depict her facial expressions to the best of your abilities according to her personality. Also make sure that your classmate can't see what you are drawing.

Classmates switch rolls without showing each other the drawing, total time 5 minutes each.

Parte 2 (approx. 10 minutos)

¡Hay un ladrón en la residencia! Actividad en grupos: Instructor will divide the class in groups of 4 or 5 and give them one of the cards attached in the following page.

You have been visiting the grandmother you were talking about in the previous activity, and she made you your favorite dessert to bring back with you to the university. The problem is that when you were planning on eating it, the dessert was gone, and you want to know who ate it. Interview your roommates (or be the roommate to be interviewed) about their daily schedules to figure out who did it, considering you were only away from 1 to 3 pm.

Your instructor is going to divide you in groups of 4 or 5 and give you a card with the letters A, B, C, D or E (one of the students in each group can also volunteer to be estudiante A).

Estudiante A: Your grandmother cooked a delicious dessert for you to bring back to your dorm after visiting her this past weekend. You placed it in the fridge, but when you came back after a long day of classes, your dessert was gone, and you were about to eat it at the picnic you are having with your boyfriend or girlfriend! You will have to interview everyone in your floor to find clues of who ate your dessert. The problem is that you will have a limited time to interview each one of them (1 minute!). Talk to them about their class schedule, what do they do after class, if they like certain type of dessert, ingredient or drink (vainilla, chocolate, café), etc. When you have talked to all of them, put the information together, and raise your hand as soon as you think you know who did it.

Estudiantes B, C, D y E: The card given to you by your instructor contains basic information about your daily schedule and activities. You cannot share this information with anyone but with Estudiante A and only if he/she asks for that specific information. You are not allowed to show the card to this student either, just answer questions and add extra information to elaborate your reply. Also, you don't even know if you are the one who ate the dessert.

Parte 3 (approx. 10 minutos)

Discusión

Estudiante A, from each group, will explain to the class, in English, who they think the dessert thief is and the reasons why. The student accused of eating the dessert in each group will have a chance to defend him/herself. If the outcome is different, the class will discuss who they think the thief is.

Parte (approx. 10 minutos)

Reflexión

The students will write an e-mail to their abuela telling her they need another dessert and why they like it and thank her for it. They can use the format below to complete this activity:

Querida abuelita:

(message)

Un beso,
(your name)

***NOTE TO INSTRUCTOR:** there is no right or wrong answer because there is not a specific thief: any of them could have eaten the cake. Don't tell them about this until they are done having a class discussion about it.

CARDS TO GIVE OUT TO STUDENTS

ESTUDIANTE A El ladrón roba tu postre/pastel de chocolate Horario: <ul style="list-style-type: none">• Química 1-3 de la tarde• Picnic: a las 6 (¡pero no hay pastel!)	ESTUDIANTE B Horario: <ul style="list-style-type: none">• Matemáticas 8-10 de la mañana• Montar a caballo: 3 a 5:30 de la tarde• Te encanta la comida vegana	ESTUDIANTE C Horario: <ul style="list-style-type: none">• Economía: 9-12 de la mañana• Jugar al baloncesto: 5-6 de la tarde• Te gusta mucho el café
ESTUDIANTE D Horario: <ul style="list-style-type: none">• Pescar: 6-9 de la mañana• Historia: 2-4 de la tarde• No te gusta nada el chocolate	ESTUDIANTE E Horario: <ul style="list-style-type: none">• Tomar el sol: 1-2 de la tarde• Español: 3-4 de la tarde• No te gusta ni el café ni el chocolate	ESTUDIANTE F (OPTIONAL) Horario: <ul style="list-style-type: none">• Correr: 8-9 de la mañana• Biología: 12-3 de la tarde• Te gusta mucho la carne

Activity for the students below

MI ABUELITA

Las abuelas are very important figures in the Hispanic family. ¿Is your abuela important to you? Your instructor has shown the class a picture and talked about her. Now it is your turn. You will be describing your abuelita to a classmate using all the vocabulary and grammar structures you learnt in chapter 2, who will make a drawing of her, and then you will draw the description of his/her abuela listening to the description given to you.

Estudiante A: Describe your grandma. Make sure you include information such as what her name is, how old she is, what she looks like with a lot of details (hair color, eye color, etc.), and what her personality is like.

Estudiante B: Listening to your classmate's description of his/her grandma, draw a picture of her the best that you can. Make sure you title the picture with her name, and depict her facial expressions to the best of your abilities according to her personality.

La abuela de _____(classmate's name):



¡Hay un ladrón en la residencia! Actividad en grupos

You have been visiting the grandmother you were talking about in the previous activity, and she made you your favorite dessert to bring back with you to the university. The problem is that when you were planning on eating it, the dessert was gone, and you want to know who ate it.

Interview your roommates (or be the roommate to be interviewed) about their daily schedules to figure out who did it, considering you were only away from 1 to 3 pm.

Your instructor is going to divide you in groups of 4 or 5 and give you a card with the letters A, B, C, D or E (one of the students in each group can also volunteer to be estudiante A). You will have to use the new vocabulary learnt in chapter 3 as well as the previously learnt in chapters 1 and 2 about courses and schedules.

Estudiante A: Your grandmother cooked a delicious dessert for you to bring back to your dorm after visiting her this past weekend. You placed it in the fridge, but when you came back after a long day of classes, your dessert was gone, and you were about to eat it at the picnic you are having with your boyfriend or girlfriend! You will have to interview everyone in your floor to find clues of who ate your dessert. The problem is that you will have a limited time to interview each one of them (1 minute!). Talk to them about their class schedule, what do they do after class, if they like certain type of dessert, ingredient or drink (vainilla, chocolate, café), etc. When you have talked to all of them, put the information together, and raise your hand as soon as you think you know who did it.

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Write the information you get from your classmates in the boxes below:

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Discusión

Estudiante A, from each group, will explain to the class, in English, who they think the dessert thief is and the reasons why. The student accused of eating the dessert in each group will have a chance to defend him/herself. If the outcome is different, the class will discuss who they think the thief is.






Reflexión

Write an e-mail to your abuela telling her you need another dessert and why you like it, and thank her for it. Use the format below to complete this activity:

Querida abuelita:

(message)

Un beso,
(your name)

 Send  Attach  Save Draft  Spelling  Cancel


To:


Show BCC

Cc:

Subject:

Plain Text

Arial 

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