

Two-way task / Information gap task: Objetos del salón de clase

Objetives:

- The students will be able to describe the objects in a classroom.
- The students will be able to draw a classroom based on a verbal description.

Previous knowledge of target language:

- Vocabulary of the classroom objects.
- Prepositions of place and direction.
- Conjugation of the verb tener.
- Adjectives.
- Numbers.

Materials the teacher needs to prepare before the task begins:

- Have two blank pages folded and ready to hand out to each student. (They are folded to avoid having the students look at their classmates' drawings).
- Open the PowerPoint presentation. (The PowerPoint presentation facilitates the reviewing process by providing examples of the vocabulary words the students had to review before the lesson. It also contains an example of a drawing of the objects in the classroom and a visual of the dynamics the partners should have during the main task).
- Have a physical sample of a drawing ready. (So students can see how the folded page and the drawing look like and not get confused by having folded pages).
- Have markers or chalk at hand in case the teacher needs to explain/write down to explain.
- Timer to make sure each step is done in a timely manner.

Pre-task (4-5 min.):

Review (1-2 min.)

- The teacher will show an image of a classroom with different objects and their names, so the students can review the material they studied for the lesson.
- The teacher will ask the questions: *¿Qué adjetivos conoces?*, *¿Cuántos estudiantes hay en el salón de clase?*, y *“nombra algunas preposiciones”*. The teacher will also offer examples of the answers to the prompts.

The students will be able to see the following slides during the review within the pre-task:



¿Qué adjetivos conoces?

- Grande
- Pequeño(a)
- Bonito(a)

¿Cuántos estudiantes tiene el salón de clase?

Tiene _____ estudiantes

Las preposiciones de lugar...



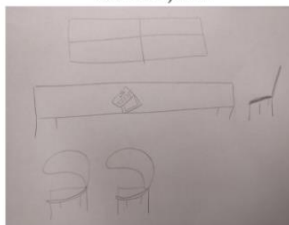
Instructions (1 min.):

The teacher will explain the instructions to the activity, show an example of a classroom drawing and hand out paper for the activity. The students will receive two blank pages each, one to draw their classroom and the other one to draw a classroom based on their classmate's description.

Instrucciones: Hablas con tu compañero de clase "de Argentina". Describe tu dibujo para él/ella.

- Dibuja un salón de clase con 6 objetos. (2 min)
- Trabaja con un compañero que está lejos de ti.
- ¡No dejes que tu pareja vea tu dibujo!
- Describe tu dibujo, mientras que el otro estudiante dibuja. (1.5 min. cada uno)
- Intercambien roles. (1.5 min.)
- El estudiante con el mejor dibujo se gana un "aplausos".

Ejemplo de un salón de clase con 6 objetos



Estudiante 1 <Describe>

Estudiante 2: Argentino(a) <Dibuja>



Tienen 1 minuto y 30 segundos, luego el estudiante 2 describe y el estudiante 1 dibuja.

Drawing (2 min.):

As explained in the slide with instructions, each student will have two minutes to draw six objects for their imaginary classroom. In this stage the students are required to recognize the objects they hear and be able to demonstrate their understanding of the vocabulary through a drawing. They also need to utilize all their previous knowledge in order to draw the classroom successfully.

Main task (3 min)

In pairs, a student will have a minute and a half to describe its classroom while the other one draws it according to what he/she hears. Then the roles will be reversed for a minute and a half. The teacher will pace around the classroom answering to students' inquiries and making sure all the students are participating actively, speaking only Spanish, and utilizing all the vocabulary categories listed in the previous knowledge of target language.

Post-task (2 min)

The students will figure out who has the most accurate drawing and they will explain why, based on the prompt: "*¿Quién tiene el dibujo más preciso y por qué?*". The winner will get applauded by their classmates.

Accommodations: If there is an odd number of students, one of the students could be the judge. His job will consist of walking around the room and making sure students communicate only in Spanish. The student will also determine who the winner is. This way the student judge can still practice listening and the vocabulary for the day.

Notes:

- The times for each activity were determined by adding the time that it took me to complete the activities plus half of this time, so the students have time to think in the TL.
- The students are being informally assessed and guided by the instructor during the entire task.