

¿Adónde va nuestra celebridad de vacaciones?

The pretasks assume that students already have knowledge of:

1. days of week
2. description words
3. The verb ser

Pretask A – Introduce seasons, weather	Materials
<ol style="list-style-type: none">1. The instructor introduces the four seasons with the visual aids, pantomiming, and cognates to establish meaning (Slide 2).2. Student then use prior knowledge to identify months associated with each season (Slide 3).3. The instructor introduces language to discuss the weather. The entire class uses non-verbal communication to show understanding by holding up 1 or 2 fingers to answer a question about weather. A volunteer models pronunciation by answering the question out-loud. To elicit more language, the instructor can ask students to provide a scenario in which the other option is correct. Ex. For Slide 8, change “Durante el verano” to “Durante el invierno” (Slide 4-8).4. Students will use a scripted audio text to determine the relationship between seasons in the northern hemisphere and the southern (Video from University of Texas at Austin).	Slides 2- 10 Video from University of Texas at Austin (Link in the PowerPoint)
Pretask B – Learn about celebrities	Materials
<ol style="list-style-type: none">5. Students will identify the motivation for learning about a celebrity to plan their vacation. The class can discuss what to research, but the slides discuss identifying their origin, employment, likes, personality.6. Student read Wikipedia excerpts about their chosen celebrity and write a short description. To provide an authentic text, the instructor can find Spanish versions and aid the reading process. (The instructor will also want to discuss the positives and negatives of using Wikipedia.) Student can use the example provided as a guide.	Slides 12-17
Pretask C- Learn about vacation spots	
<ol style="list-style-type: none">1. Student will be asked to work in pairs to listen to an unscripted text that discusses a festival or destination spot (Audio provided by Audio Lingua.) Ideally, they should work with someone who researched the same celebrity as they did. To aid comprehension, a multiple-choice quiz can guide students’ listening experience.	Slides 18-19 Links to the audio files are included in the PowerPoint

<ol style="list-style-type: none"> 2. Students will “present” their information to the class using the quiz as a guide. 3. Now that students have heard about all potential vacation spots, they can decide the best vacation spot for their celebrity. 	
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Task – Plan a vacation for your chosen celebrity	Materials
<ol style="list-style-type: none"> 1. Students will present their decision as to where their celebrity is going to go on vacation and when. To defend their decision, they should include: <ul style="list-style-type: none"> -Their writings about the celebrity -When the celebrity plans on going based on the weather -Why they think the celebrity should go to this spot (tying in the information about the spot, the celebrity, and what the weather) -Activities that the celebrity can do on their vacation. Students can use provided slides as a guide. 	Slides 20-25

Post Task – Vote on which vacation is best suited for the	Materials
<ol style="list-style-type: none"> 1. Students will write on a piece of paper where they think that Rosalía, Bad Bunny, and Leo Messi should go on vacation. 2. The instructor can point out how when talking about plans in the future, the IR+A+INF construct can be used. 3. Students can rewrite their presentations to include this new structure. 	26-28