**Tiempo Libre**  
by Collin McKinney

**Authentic text to be used:** "Tiempo libre" by Guillermo Samperio (Samperio, Guillermo. "Tiempo libre." Antología personal. Xalapa, México: Universidad Veracruzana, 1990.)

**Setting and Students:** The hypothetical class is equivalent to a BYU 201 class. For every section/chapter they read a short authentic text, usually a poem, short story or section/chapter of a novel. This text would come about half way through the course.

**Objectives:**
- The students will read an authentic text in Spanish.
- They will be able to read the text in one sitting and with minimal use of a dictionary.
- The following day they will be able to recall the story in their own words using appropriate vocabulary.
- Students will be able to create an imaginative story that happened as they participated in a free time activity.

**Materials:**
- One copy of the story for each student.
- Two newspapers.
- A picture of a chair with ink stains.
- A bar of used soap.
- A pumice stone.
- A copy of a mock phone record.
- A receipt from the news stand.
- A half used cigar.

**Pre-reading activity:**
(15-20 min) Divide the students into pairs. Describe the following scenario to them. While reviewing the evidence with the students, make sure to introduce important and unknown vocabulary (tinta, periódico, mancha(r), importe, diario, encender, tallarse, zacate, pómez, estrepitosamente, etc.)

"Ustedes son investigadores. Una mujer dice que su esposo ha desaparecido. Examinando las pistas (la evidencia) ustedes deben formar una teoría que pueda explicar la desaparición de este hombre."

Present the evidence in the following order:
1. Receipt from the newsstand that shows he only bought one newspaper.
2. Ink stains on the arm of the chair.
3. A cigar.
4. Used bar of soap and a pumice stone.
5. Copy of telephone records with calls to the news agency and the doctor.
6. Two newspapers.

Have the students describe what they think happened to the desaparecido. Tell them if they really want to know they have to read the story. The story should be read at home and post-reading.
activities done the following class.

Post-reading activities:
(5-10 min) Ask the students if they enjoyed the story. Was it difficult? Did they have to use a dictionary much?

Now have the students divide into pairs or groups of three and, using each piece of evidence, describe orally what really happened to the man. Each student should explain two or three pieces of evidence imagining that they are still investigators and are giving a report to their chief. One spokesperson per group should then report back to the class. The teacher or another student can be the chief, and then the class can vote on the best case, or notes can simply be made on the board.

(15-20 min) Writing exercise: Brainstorm as a class possible topics for the writing exercise. Ask them what they do in their free time. Has anything strange ever occurred during these activities? Have the students make up a strange story about them and their tiempo libre activities. The stories should be roughly one half page in length. Encourage them to be creative and even tell them it can be unreal like the story we read. Let them read their stories to each other in pairs and then turn them in.

Assessment
• Students’ ability to read the text in one setting with minimal dictionary use is assessed informally through class discussion.
• Students’ ability to retell the story in their own words is assessed through class question and answer (i.e. "¿Por qué tenía que lavarse las manos?" or "¿Qué hizo la mujer cuando llegó a casa?")
• Students’ own stories are assessed with the following rubric:

<table>
<thead>
<tr>
<th>1 2 3 4</th>
<th>Story is comprehensible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3</td>
<td>Followed guidelines (topic, length, typed, etc.)</td>
</tr>
<tr>
<td>1 2 3</td>
<td>Grammar, orthography, punctuation are correct</td>
</tr>
</tbody>
</table>

Total ____/10