**Tiempo Libre**
by Jennifer Lopez


**Class:** Span. 201 uses Mundo 21, an intermediate-level Spanish textbook for college-age students. This textbook has a strong emphasis on reading. Every lesson contains an excerpt of literature from a famous author in a Latin-American country. This lesson focuses on Mexico and the students will have previously read an overview of Mexico’s history and culture as well as a short introduction to Guillermo Samperio and his works.

**Objectives**

- Students will share what people in our culture do for pass times.
- Students will be able to discuss how our pass times define our culture.
- Students will learn vocabulary about newspapers and be able to use Spanish newspapers to find information.
- Students will learn the difference between fantasy and reality in literature and ways to identify one from the other.
- Students will learn different types of transformation used in literature (physical, spiritual, emotional, etc).
- Students will be able to identify some ways authors use language to portray transformation in their literature.
- Students will write their own short story using fantasy and transformation.

**Pre-reading**

**Activities (15-20 min.)**

- Ask students what types of activities they do in their free time. List some suggestions on a transparency.
- Some people read in their free time. Why do they read? List some suggestions.
- Some people read to get information. Where do they go to get specific information (phone numbers, current events, movies, sports, etc.)?
- Put the students in groups of 3 or 4 and pass out a Spanish newspaper to each group. Give them a sheet with a list of questions to answer using the paper (what was the score of the soccer game, what is the Vice President’s name, etc.).
- As a class discuss some of the following questions. Why do people like to read the newspaper? What type of interesting or useful information would they find in the newspaper? What are the advantages and disadvantages of reading the paper compared to watching the news or looking online? What types of people read each section?
- Help the students with any difficult vocabulary.
Tell the students they are going to read a story about a man who reads the newspaper every morning in his free time. They will read what happens to him one day as he reads the paper.

Teach the students important vocabulary in the story (periódico, tinta, manchar, sillón, hormigas, etc.).

Explain to the students that the story is “fantasía”. Discuss what this means.

Assessment

Lead the group discussion and elicit participation from every student.

Collect each group’s answers to the questions from the newspaper activity.

Materials

 Transparency with markers

5-8 Spanish newspapers with a list of questions to answer

Text is found in Mundo 21 Section 3.1

Post-reading Activities (10-15 min.)

Give the students a short comprehension quiz. (See "Prueba de comprensión")

Go over the quiz as a class.

Do a brief summary of the story in case some students didn’t understand.

Ask the students for their reactions. Does the story have a funny, tragic, ironic tone? Does it say anything about human nature or our society? Does what we do define us?

Ask the students to form groups of three or four to discuss the following topics. Between each topic, ask the groups to briefly share what they discussed.

What is the theme or central message of the story? Find a few lines in the story to support your idea.

The story tells about a great transformation in the protagonist. What types of words or phrases does the author use to create the transformation from his daily routine to his terrible fate (cada mañana, gran malestar, las letras habían avanzado, etc.)?

What are some clues that let us know this story is a fantasy (la mancha creció y me invadió, la reacción del médico y del periódico, letras hormigas, etc.)?

Assessment

Collect the quizzes.

Listen in to each group discussion to make sure every student is participating and that they stay on task. Help groups if they are struggling by asking easier or more specific questions for them to answer.

Make sure each group makes comments or shares ideas during the discussions.

Materials

Quiz

Textbook
Homework (5 min.)
- Take out the transparency with the list of activities the students came up with the day before. Have them chose an activity that they do in their daily life and then pick an object that represents that activity.
- In Tiempo Libre the letters from the newspaper invaded the protagonist’s body until he himself turned into a newspaper. Ask the students to write down a few characteristics of their activity that could overcome them to the point that they themselves turn into the object (for example, a person who plays video games begins to move their player without the use of the controller or a baseball player’s hand turns into a glove).
- Tell the students their assignment is to write a short story fantasy of a transformation from their daily activity to the object they chose. They should use phrases and words that describe the transformation similar to those they identified in Tiempo Libre. Their story should be one full page typed double-spaced.

Assessment
- Collect the students’ short stories.
- Assess their work based on the rubric provided.

Materials
- Transparency
Nombre ________________________________ Sección ___________

Tiempo Libre: Prueba de Comprensión

1. ¿Cómo se siente el protagonista cuando empieza a leer el periódico?

2. V/F El protagonista se lleva las manos con blanqueador para quitar las manchas.

3. ¿El protagonista compara las letras que invadieron su cuerpo a qué?

4. V/F El protagonista llama a su esposa.

5. ¿Qué hace la esposa con el protagonista cuando regresa a la casa?

Assessment of Writing Assignment for
Tiempo libre

Student name ____________________________________________