**FOR THE TEACHER**

**A visitor from Scotland**[[1]](#footnote-1)****

**Type of task**: Describing places, speaking languages, learning about cultures

**Educational level**: Primary and/or secondary education - ISCED 1/2[[2]](#footnote-2)

**Proficiency level***:* B2

**Short description and aim of the activity**:

Students learn how to describe places through the use of adjectives and at the same time they become familiar with different text types. They practise their skills in comprehending texts in Language A and producing in Language B. Communicating touristic information to people in another language is a common practise which can be developed in the classroom with the first task. The second part involves intercultural aspects and uses a text format that students are accustomed to: a social media message. In the third part students can reflect on their multilingual practises. In the final two parts, students are exposed to multimodal texts (song and text) and are asked to transfer information from one language to another on a relevant topic: Learning foreign languages.

**Background information (if applicable).** The written texts in this lesson are relevant to countries where Spanish is the official language. These countries are: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, Equatorial Guinea, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay, and Venezuela.

**CEFR mediation scale and descriptor** to which the activity refers:

RELAYING SPECIFIC INFORMATION IN SPEECH

* *Can relay (in Language B) specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails) (written in Language A).*

PROCESSING TEXT IN WRITING

* *Can summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech.*
* *Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.*

**CEFR mediation strategies involved:**

STRATEGIES TO SIMPLIFY A TEXT:

Streamlining a text:

* *Can identify and mark (e.g., underline, highlight etc) the essential information in a straightforward, informational text, in order to pass this information on to someone else.*

STRATEGIES TO EXPLAIN A NEW CONCEPT:

Adapting language:

* *Can paraphrase more simply the main points made in short, straightforward spoken or written texts on familiar subjects (e.g., short magazine articles, interviews) to make the contents accessible for others.*

**Languages involved:**

Language A: Spanish

Language B: English

Language C: home language

**Linguistic objectives. Students will be able to:**

* convey main gist orally and in writing
* summarise a text in another language
* listen to a text and summarise in multiple languages (both intra-linguistic and cross-linguistic mediation)
* paraphrase information from one language to another
* describe places using adjectives
* take notes

**Other competences involved**:

* **critical and innovative thinking:** self-reflection of multilingual practises
* **Media and information literacy**: the ability to search through the Internet, to locate and access information, as well as to analyse and evaluate media content
* **global citizenship**: tolerance, openness, respect for diversity, intercultural understanding

**interpersonal skills**: pair work and collaboration

* the ability to locate and access information, as well as to analyse and evaluate media content

**Time/lessons needed for the activity:** 2 lessons (or 1 lesson of about 2 hours)

**Resources required:**

* A PC (with an overhead projector) or mobile device and an Internet connection for Step 6
* You Tube link for Step 6 [https://youtu.be/4LjDe4sLER0and 7](https://youtu.be/4LjDe4sLER0%20and%207). (accessed on 11 August 2023)
* A hard or electronic copy of the Activity Worksheet for each student.

**Procedure:**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Class organisation** | **Ideas for differentiation** |
| **Step 1** | The students are involved in a card game with their partner.   * They are asked to answer the following question: *What are some of the most interesting places in your city/town that a tourist can visit?* * They should think of a place and write down three reasons for visiting on a card. Then show the card to their partners, who ask questions in order to guess the place * The teacher may write on the board some adjectives for describing places that the students can use in order to provide their reasons. | Pairs | If there are students from different countries, they may want to refer to the sights of their home. |
| **Step 2** | Students read two texts in Spanish (Language A), present the main ideas of the short texts and role play a situation. | Pairs |  |
| **Step 3** | Students read another text in Spanish taken from the Internet about a festival. They have to select information from it and send a WhatsApp message to a friend in English (Language B). | Individual |  |
| **Step 4** | Students reflect on their multilingual practise and write down (in Language A, B or C)/talk about one situation where they have engaged in mediation activities. | Individual/pair work/ plenary |  |
| **Step 5** | Students listen to a song in Spanish (but with English subtitles) and try to make a list of the main ideas mentioned there. Their notes will then be used to discuss with a partner the difficulties of learning a foreign language. | Individual / pairs |  |
| **Step 6** | Students ask and answer questions about learning foreign languages. | Pairs |  |

**Extra resources:**

**Adjectives for describing places**:

1. ancient
2. interesting
3. breath-taking
4. peaceful
5. unique
6. beautiful
7. bustling
8. charming
9. contemporary
10. tropical
11. traditional
12. noisy
13. unusual
14. historic
15. deserted

**Adjectives for describing beaches:**

1. black/gold sandy
2. sunny
3. wavy
4. impressive
5. endless
6. stony
7. rocky
8. sun-warmed
9. breezy
10. fishy-smelling
11. mighty
12. Atlantic

**Useful expressions for describing places:**

* The atmosphere is ….
* It offers…
* A popular tourist attraction is….
* You can see….
* It is close to…
* It’s possible to ….
* You may find there….
* It is located/situated in ...

**Further tips and guidance:**

The teacher may want to write on board the adjectives for describing places right from the beginning along with their definitions or synonyms.

**Suggestions and ideas for adapting/differentiating for different contexts:**

1. To make the activity more relevant and closer to students, the places can be changed (i.e., teacher may want to select the place where students live -step 2- or any other interesting place).
2. Step 4 can be done individually in writing, or in pairs and then have general feedback or a a whole class activity.
3. Step 6 can be done before Step 5.

***FOR THE STUDENT: ACTIVITY WORKSHEET***

**A visitor from Scotland**

**Step 1: Card game.**

1. Work in pairs. What are some of the most interesting places in your city/town that a tourist can visit? Think of a place and write down 3 for visiting it on a card and show the information to your partner.

**B.** Take turns to look at your partner’s card and try to guess the place. You may need to ask:

* *Is it near the…?*
* *How far is it from …?*
* *How do I go there?*
* *What is the colour of the building?*
* *Do I need to buy tickets in order to get in?*
* *Is there a beach nearby? Et*c.

**Step 2. Reading and role play.**

Work in pairs. You and your partner have a common Scottish friend, Andrew, who is staying with you in your city, Las Palmas de Gran Canarias, to visit you. Today, you’re going sightseeing. You both want to impress him, so you search for information on the Internet about popular places to visit in your place.

**Student A:** You found the text below about Vegueta. Try to convince your partner and say **why you think** you should visit it. Before you start talking, write down in note form the adjectives that you are going to use in order to describe the places.

1. **Las calles de Vegueta**

Caminar por las calles de Vegueta supone hacer un ejercicio de historia que permite detener al visitante en algunos de los capítulos más intensos de la ciudad. La ermita de San Antonio Abad, la Plaza Santa Ana, donde se ubican las Casas Consistoriales, el Obispado, la Casa Regental y la Catedral de Santa Ana son sólo algunas de las huellas de la historia que han permanecido estos cinco siglos.

Vegueta acoge museos como la Casa de Colón, donde se pueden conocer de cerca los aspectos más interesantes del viaje de Cristóbal Colón a América, y su estancia en la ciudad, y el Museo Canario donde abunda en los vestigios históricos de los antiguos pobladores de la isla de Gran Canaria. También el Museo de Arte Sacro ofrece a los visitantes una exposición de diversas piezas de devoción religiosa. Además como memorable contraste al espíritu del barrio, Vegueta acoge el Centro Atlántico de Arte Moderno, cuya trayectoria le sitúa como una de las salas más vanguardistas e interesantes del panorama artístico nacional.

Las muestras de arquitectura tradicional, los patios de las casas, repletos de plantas, las plazas peatonales como las del Pilar Nuevo, Santo Domingo y la del Espíritu Santo, presidida por una hermosa fuente de cantería, los balcones de madera, las calles empedradas, son la mejor excusa para abandonar por unas horas la playa.

(taken from: <https://www.grancanaria.com/turismo/es/la-isla/municipios-de-gran-canaria/lpgrancanaria/las-palmas-de-gran-canaria/>) (accessed on 19 October 2022)

**Student B:** You found the text below about the beaches in Las Palmas de Gran Canarias. Try to convince your partner and say **why you think** you should visit them. Before you start talking, write down in note form the adjectives that you are going to use in order to describe the place.

1. **Las playas**

Las Palmas de Gran Canaria es una de las pocas ciudades-capitales de España que cuentan con kilómetros de playa. A ello se unen las excelencias climáticas de la Isla, que permiten su uso a lo largo de todo el año.

La principal y más turística es la playa de Las Canteras: tres kilómetros de arena rubia de la mano de otros tantos kilómetros de paseo, en el que se ofrece todo tipo de servicios: hoteles, restaurantes, bares y terrazas. A la caída del sol la playa se convierte en el mejor lugar de encuentro para aquellos que quieran practicar deportes o dar un relajante paseo.

La Bahía de El Confital se abre a los pies de las montañas como prolongación del mar. En este lugar el sol era aprovechado para evaporar los charcos en los que asentaban unas salinas. En su costa surge la mejor ola derecha de Europa para la práctica del surf.

La Playa de Las Alcaravaneras está ubicada en el centro de la ciudad junto al Muelle Deportivo. Con cerca de 1.000 metros de arena rubia, está flanqueada por los dos clubes náuticos de la ciudad. Al abrigo de los muelles del Puerto de La Luz, esta playa es el lugar idóneo para la práctica de deportes náuticos, sobre todo, vela.

Por último, la Playa de La Laja se encuentra ubicada en la salida de la ciudad hacia el sur de la isla. Es una playa de arena negra que cuenta con un agradable paseo marítimo y un dique de protección contra el oleaje. Es una zona que reúne condiciones excelentes para la práctica del surf y la pesca.

(taken from: <https://www.grancanaria.com/turismo/es/la-isla/municipios-de-gran-canaria/lpgrancanaria/las-palmas-de-gran-canaria/>) (accessed on 11 August 2023)

**Step 3: Writing.**

When Andrew is back in Scotland, he posts the following picture on his social media page. Your Irish friend, Eyleen, asks you if you know what this is all about. You know what it is about, but decide to look for further information about this event online. You find the following article in Spanish. Read it and **explain** to your friend in a WhatsApp message what the event is about.



(Photo taken from: [Gala 'drag queen' del Carnaval de Las Palmas de Gran Canaria 2013 - RTVE.es](https://www.rtve.es/television/20130125/gala-drag-queen-del-carnaval-palmas-gran-canaria-2013/604793.shtml)) (accessed on 11 August 2023)

# Gala Drag Queen de Las Palmas de Gran Canaria

# La Gala Drag Queen es un evento del [carnaval de Las Palmas de Gran Canaria](https://es.wikipedia.org/wiki/Carnaval_de_Las_Palmas_de_Gran_Canaria). Consiste en un espectáculo musical, en el que el acontecimiento principal es un concurso de [drag queens](https://es.wikipedia.org/wiki/Drag_queen), amenizado con otras actuaciones de cantantes y números de baile.

Los [Carnavales](https://es.wikipedia.org/wiki/Carnaval) de [Las Palmas de Gran Canaria](https://es.wikipedia.org/wiki/Las_Palmas_de_Gran_Canaria) incluyeron por primera vez en su programa este espectáculo en 1998 que, con el paso del tiempo, se ha convertido en uno de los más populares de las fiestas.

A diferencia del concurso de la elección de reina del Carnaval, donde se valoran principalmente la originalidad y espectacularidad del disfraz y la belleza de las aspirantes a reina, en el concurso drag se valora, además el talento artístico en el baile y la interpretación de un número musical. Las *drag queen* participantes sintetizan el carnaval en tres minutos de actuación sobre el escenario del [Parque Santa Catalina](https://es.wikipedia.org/wiki/Parque_Santa_Catalina). Días antes de la Gala se celebra una preselección en la que se eligen los mejores candidatos para actuar en la Gala.

En las bases no existe ninguna limitación de [género](https://es.wikipedia.org/wiki/Género_(ciencias_sociales)) u [orientación sexual](https://es.wikipedia.org/wiki/Orientación_sexual),si bien los participantes son hombres en su mayoría. En 2008 se presentó por primera vez una mujer, Norma Ruiz (Drag Noa),generando polémica.Ella misma fue la primera mujer en lograr estar en el palmarés, con un segundo puesto en 2010,y repitiendo puesto en 2019.

Juanjo Tejera (Crisalidrag) se convirtió en la primera persona que ha ganado dos veces este concurso, en 2006 y 2009.Rayco Santana (GrimassiraMaeva) en 2014 y 2016 y Borja Casillas (Drag Sethlas) en 2017 y 2020 le igualan en victorias, siendo este último el único en la historia en ganar en dos décadas diferentes​.

(Text taken from : [Gala Drag Queen de Las Palmas de Gran Canaria - Wikipedia, la enciclopedia libre](https://es.wikipedia.org/wiki/Gala_Drag_Queen_de_Las_Palmas_de_Gran_Canaria) ) (accessed on 11 August 2023)

**Step 4. HELP YOUR TEACHER HELP YOU!**

Work in pairs. Have you experienced a situation where you have tried to help someone understand something in a different language? **Discuss** it with your partner(s) and **give an example** of such a situation.

**Step 5. Listening and speaking.**

**A. Listen to a song** by two Colombian brothers, Nicolás y Juan Andrés Ondina, (YouTube video [**https://youtu.be/4LjDe4sLER0**](https://youtu.be/4LjDe4sLER0)**)** (accessed on 11 August 2023) who explain why it is difficult to speak Spanish and **make a list** of the main reasons they refer to.

* ….
* ….
* ….
* ….

**B.** Work in pairs. Using your notes (which you may also want to paraphrase), **discuss** with your partner the reasons why it is difficult to learn Spanish.

**Step 6: Discussion**

Work in pairs. Ask and answer the following questions:

* How many languages do you speak? What languages are you studying?
* What's the best way to learn a foreign language?
* What do you find more difficult about learning a language?
* When you study a language, do you like to study reading, writing, speaking and listening? Why?
* What is the value of learning languages?
* What personal qualities do you need to be an effective language learner?
* Some people say, "I'm no good at learning languages". Is this just a question of attitude (because of a previous bad experience) or were some people born lacking the ability to learn a new language?
* Any other question you’d like to ask. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The METLA team deeply thanks Patricia Guerrero for adapting the METLA activity “A visitor from Mexico” in an effort to cater for her students’ needs. [↑](#footnote-ref-1)
2. [International Standard Classification of Education (ISCED) - Statistics Explained (europa.eu)](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=International_Standard_Classification_of_Education_(ISCED)) [↑](#footnote-ref-2)