

Mensajes De Texto Desde Madrid



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Introduction - How to use

Students are to imagine they are American students Courtney, Nate or Zack in Madrid. Students visit sixty-five sites while in Madrid. There are two handout pages per site visited. On the first page handout there is a vocabulary section followed by a short reading, speaking, writing and cultural discussion activities. On the second page handout students are to write a text message to a relative, friend, Spanish teacher, boyfriend (girlfriend) on how they spend (or spent) their day At the bottom of the text message handout page students are to draw a fun Emoji.

1. Make copies for each student of the text message page vocabulary and the Emoji page. Both of these pages are located on the last two pages of this book. Some of the text message vocabulary can be used in each text message. Ask students to include five to seven of the words in their text message. It can include greetings and farewell words listed as well as other words. The Emoji page is to help students with creative ideas for their Emoji drawing.
2. Select a Día and topic. Make copies of the two pages. Hand out the pages to the class. Use more than one topic in each class to cover more cultural topics.
3. Students can work alone or in pairs.
4. Have students complete the exercises on the two pages. Students may use some of the **pistas**-cue words to help them write their text messages as well as use their own words. Don't forget to tell students to use five to seven words from the text message vocabulary page. Let students use the Emoji page to help them with some creative ideas to help them complete their Emoji drawing.
5. Collect the two pages. Award points for the work:
22-25 points-outstanding
19-22 very good
14-18 good
11-13 weak,
below 11-needs help
6. Have a Text Message Week. Let students work in pairs to complete five visits in Madrid along with five text messages in a week. Decorate the room with the text messages and Emojis!
7. Allow students thirty to forty minutes to complete the work on the two pages.
8. If students can text in the classroom, let them share their texts from their completed page with another student in class on their Smartphones.

Special note - Courtney, Nate and Zack are on a total immersion program in Spanish. They have alerted their relatives and friends back home that their text messages would be sent **in Spanish**. They told their friends and relatives to seek out someone to help them translate their messages should their Spanish not be adequate enough to help them figure out the message sent by them.

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2 WiFi	6-7	40 Moto
3 Plato del día	8-9	41 Mini Cooper
4 Gimnasio	10-11	42 Perros
5 Pisos	12-13	43 Rebajas.....
6 Salón de belleza	14-15	44 Parquímetro
7 Zoológico.....	16-17	45 Recuerdos.....
8 Cine	18-19	46 Refrescos
9 Correos	20-21	47 Museo de la Reina Sofía
10 Buzón.....	22-23	48 Starbucks.....
11 Taxi	24-25	49 Supermercado
12 Autobús.....	26-27	50 Tapas
13 Temperatura	28-29	51 Tatuajes
14 Hora del día	30-31	52 Vaqueros
15 Toros	32-33	53 Terrazas
16 Tren	34-35	54 Floristería
17 Casa de Cervantes-Alcalá.....	36-37	55 Frutería
18 Monumento-Víctimas, Alcalá.....	38-39	56 Gran Café Gijón
19 Bolsos.....	40-41	57 Café al aire libre
20 Bernabeú.....	42-43	58 Droguería-Perfumería.....
21 Amigos.....	44-45	59 Farmacia.....
22 Estudiantes.....	46-47	60 Feria del libro
23 Perros calientes	48-49	61 Pintor.....
24 Parque del Buen Retirow	50-51	62 Lladró
25 Cajero automático	52-53	63 La Casa De Los Bocadillos
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34 Plaza de España.....	70-71	
35 Palacio Real.....	72-73	
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