

## PLAN YOUR WEEKEND

### Communicative Task for Spanish as a Second Language Spanish Language and Culture 20 (3-Year)

#### TASK SUMMARY

Students will plan a weekend calendar of events by inviting a friend to join activities and by accepting and/or declining invitations offered by other students.

#### Student Focus for the Task

I can plan my weekend by talking to my friends.

#### PRINCIPLE OUTCOME FOR THIS TASK

General Outcome	Specific Outcome
<b>Applications: A-3.2:</b> state personal actions	b. make an offer or an invitation, and respond to offers and invitations made by others

#### SUPPORTING OUTCOMES FOR THIS TASK

General Outcome	Specific Outcome
<b>Language Competence: LC-1.3:</b> lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"><li>• social life</li></ul>
<b>Language Competence: LC-2.3:</b> interactive fluency	a. engage in simple interactions, using a combination of sentences

#### PREPARING FOR THE TASK

- Introduce the “I can” statement to the class. Ensure it is visible throughout the task. Ask students how they will know they have successfully invited a friend to join them in an activity. What type of language do people use to issue invitations and to accept or decline invitations? With students, build a list of indicators that will help them know they have achieved the “I can” statement.

#### I can plan my weekend by talking to my friends.

I know this because...

- I used questions to invite others to join me in activities.
- I accepted invitations from others.
- I turned down invitations from others.

- With students, brainstorm a list of familiar weekend activities. Write these words and phrases on the board and ensure they are visible throughout the task.
- Ask students to select activities from this list when planning their weekend schedules.
- Review common questions and responses. If needed, these structures can be visible throughout the task. For example:

¿Quieres \_\_\_\_\_ conmigo \_\_\_\_\_ ?

Possible responses:

- |                     |                      |
|---------------------|----------------------|
| <i>Si</i>           | <i>No, gracias</i>   |
| <i>Claro que si</i> | <i>Pienso que no</i> |
| <i>O.K.</i>         | <i>No puedo</i>      |

**INSTRUCTIONAL SUPPORT**

- Ensure all students fill in three activities before they talk to their friend.
- Provide students with an outline of a weekend schedule. For example:

<b>sábado</b>	<b>domingo</b>
la mañana	la mañana
la tarde	la tarde
el atardecer	el atardecer

- Ask students not to show their schedule to their friend, but to negotiate their schedules orally.

**FEEDBACK FOR LEARNING**

- While students are making weekend plans, circulate and observe how students use Spanish to issue invitations, and to accept and decline invitations. Provide feedback to help them improve their performance.
- Students self-reflect about whether or not they were able to achieve the “I Can” statement, using the indicators. Encourage students to use any teacher, self or peer feedback to improve future performance.

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## PLAN YOUR WEEKEND – Student Task

You are making your plans for the weekend. On your weekend calendar, you have six spots available: morning, afternoon and evening on both Saturday and Sunday. You have three time slots planned already with activities, which you will write in your schedule before you talk to your friend. You have three spaces free so you can make plans with your friend.

Talk to your friend and invite him or her to one of the activities you have planned. For example:

“¿José, quieres ir al cine el sábado por la tarde?”

If your friend has a free space on their schedule, they will accept the invitation and write this activity in on their schedule. If they already have a different activity booked for that time slot, they decline the invitation.

Now it is your friend’s turn to invite you to do an activity that they have planned.

“¿Juan, ¿quieres hacer los deberes el domingo por la tarde?”

If you are available, accept the invitation and fill in the activity on your schedule. If that space is already booked with another activity, decline the invitation.

Continue taking turns until both schedules are full. In the event that you both have the same free space in your schedules, negotiate an activity to do together during that time slot.