**Conversation Class**

**Lesson Summary**

**Language and Section:** Spanish Conversation Class 13- Advanced

**Date:** 10/03/2013

**Class theme/topics discussed:** Organic food.

**Goal of the class:** To introduce some biology-related vocabulary and discuss about organic products, advantages, disadvantages, trend and reality.

**Structure of the class (unless you attach your lesson plan below):**

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| --- | --- | --- | --- |
|   | Activity | Duration (min) | Description of the activity |
| Introduction | Introduction/video | 10 | Introducing the topic. What are organic products? Do they consume organic products? What kind of feelings (positive, negative) they experience when referring to organic products?We watch the commercial of an organic fair, introducing negative-positive ecology –related words. Each student has to remember two, one positive, one negative. <http://www.youtube.com/watch?v=lBQdBJmNSeg> |
| Development of the class | Game: Pasapalabra | 10 | Based on the well-known Spanish TV Program *Pasapalabra,* students arranged in two teams will compete to see which team guesses the most words in 7 min. The activity consists of guessing the word by its definition. We just know the initial letter. There’s one word per letter in the abecedary and anytime they don’t know the word they must say *pasapalabra* and go for the next one. Students will read the cards and we will count the number of cards guest in the end. All the words are ecology-related.  |
|  |  |
|  | 15 |
|
| I split the class in two groups. On group will be in favor of organic food/products and the other against it. I will ask several questions and they have to defend their stance. Sample questions:Why people associate organic products to saving the world? Do you agree?Is organic food a trend or a reality?Do you think a worldwide organic food production could supply the current food demand?Do you think organic products are fancy? Do you think it might be classist? Do you think companies use organic products as a resource to show a positive image?Optional Carrefour commercial on organic food:<http://www.youtube.com/watch?v=e1QM45X09dM&list=PL36F1735E2B42D14A> |
| Role-play | 10 | Cards. In pairs. One student is observed with organic products and only wants to buy food with the official organic label. The other student is more aware of the money, since they are struggling with their money, and wants to buy cheap stuff. They need to buy food for the week and need to reach an agreement.  |
| Semester project discussion |  | 15 | We will discuss about the semester project and define what we want to do.  |

**What technology, media or props did you use? (satellite tv, internet resources, playmobiles, etc.)**

Video on youtube and cards (see page 44, and 49-54 from the attached pdf)

**What worked well in this class? What did not work?**

They liked the topic and participated a lot. The loved the first activities and right away went into competition. However, I think the debate could have been more fruitful and some people did not understand the role-play at once.

**How could this class be improved/ modified?**

Guiding better the debate, they run out of ideas very quick, even though they spoke 15 min as planned. I should have given better instructions for the role-play, they did not understand aat once that both member of the couple used the some money, it is to say, they had the same budget.

**Please attach your lesson plan and handouts for this class below – if you used any.**

Above, in “Structure of the Class”.