¡IMPROVISACIONES!

101 SKITS

With a Point of View en español

Paula Camardella Twomey

A Higher-Level Thinking Dialogue Book
¡IMPROVISACIONES!

101 SKITS
With a Point of View
en español

Author: Paula Camardella Twomey
Designed by: Paula Klawender and Jennifer Knutson

©2015 Teacher's Discovery*, a division of American Eagle Co., Inc. This product is the copyrighted property of Teacher's Discovery. Purchase of this reproducible product grants one teacher a single-user license for use in his or her classroom. It is illegal to make multiple copies for an entire school or school district. This product may not be loaded to or installed on a school network or server. You may not remove or alter any copyright, trademark, service mark, or other copyright notices. It is illegal to copy, publish, distribute, retransmit, sell, or provide access to the content except as described in this license. You may not modify, decompile, disassemble or reverse engineer software files, or create derivative works based on this software.

Teacher's Discovery* World Languages Division, 2741 Paldan Drive, Auburn Hills, MI 48326
Phone 1.800.TEACHER • Fax 800.287.4509 • www.teachersdiscovery.com
NOTE FROM THE AUTHOR

Dear Colleague,

Thank you for choosing *Improvisaciones!* 101 Skits With a Point of View. I hope you will enjoy using it as much as I have enjoyed writing it. I wanted my students to imagine situations using vocabulary and structures that they were learning. I told them to improvise on the spot! I challenged them to imagine a situation, brainstorm a dialogue, write it, and present it to their classmates. Thus, *Improvisaciones!* was born.

What sets *Improvisaciones!* apart from other dialogue books (some of which I have written with Teacher’s Discovery) is that each participant in the dialogue has a different point of view. By encouraging dialogues that present several simultaneous perspectives, we not only teach our students vocabulary and grammar, but we also teach them critical thinking skills. The role-plays force them to respond from the point of view of another person outside of themselves.

With the common core standards reinforcing critical thinking skills, we hold our students responsible for higher thinking activities. Therefore, each improvisation has a reflection that invites students to make a special connection to the activity.

I developed *Improvisaciones!* for students and with students, and I feel it truly does reinforce oral language skills as well as critical thinking skills. I would like to thank my Spanish students at Ithaca College for their input and insight as I developed this book. I know that you, too, will find unique ways to connect with your students and enhance your teaching skills with *Improvisaciones!* 101 Skits With a Point of View.

Paula Camardella Twomey

---

**Biografía**

Paula Camardella Twomey is a graduate of SUNY Albany (BA ‘70) and Middlebury College (MA ‘71). She taught secondary Spanish for 31 years and currently teaches at the college level. Paula is a Rockefeller Fellow and the recipient of a National Endowment for the Humanities Independent Study Grant.

Paula has published *Ten Un-Classic Fairy Tales in Spanish, French, and German; Reflexiones; Escribamos: 25 Guided Dialogues in Spanish;* and *20 Hands-On Middle School Lessons in Spanish, French, and German.*

Paula lives in Ithaca, NY, with her husband, Michael.
# TABLE OF CONTENTS

**How to Use This Book** .......................................................... 4  
**Oral Assessment Rubric** ....................................................... 6  
1. Los saludos y los números .................................................. 7  
2. La familia ............................................................................. 11  
3. La escuela ............................................................................ 15  
4. Ir de compras: la ropa ....................................................... 19  
5. El tiempo y el calendario .................................................. 23  
6. La comida y la bebida ....................................................... 27  
7. La nutrición y la dieta ....................................................... 31  
8. Los deportes y los pasatiempos ...................................... 35  
9. El cuerpo humano y la salud .......................................... 39  
10. La rutina diaria ............................................................ 43  
11. La casa y los quehaceres ................................................. 47  
12. La ciudad y las indicaciones ......................................... 51  
13. Las carreras y las profesiones ....................................... 55  
14. Las vacaciones y la naturaleza ...................................... 59  
15. Los viajes, la moneda extranjera y el alojamiento .......... 63  
16. Los animales .................................................................... 67  
17. La tecnología ................................................................. 71  
18. El medioambiente .......................................................... 75  
19. Las celebraciones y las tradiciones .............................. 79  
20. Los sentimientos y las emociones ................................. 83  

**Glosario** ........................................................................... 88  
**Answer Guide** .................................................................. 96
HOW TO USE THIS BOOK

Welcome to *¡Improvisaciones!* 101 Skits With a Point of View en español. You will find 20 topics that reinforce vocabulary and functions for Level I-II Spanish students. As the title suggests, students will improvise their own skits and defend a particular point of view as they demonstrate mastery of vocabulary and grammar.

Each unit of improvisations is aligned with proficiency standards and the four functions of foreign language:

- To socialize
- To provide or obtain information
- To express feelings
- To persuade

Language always requires us to improvise our questions and responses. *¡Improvisaciones!* encourages your students to “show what they know” by improvising their own skits on the spot, using familiar vocabulary.

Using *¡Improvisaciones!* with your class gives immediate feedback to the students because it is imagined, written, performed, and enjoyed on the spot. *¡Improvisaciones!* truly is language come alive.

Directions:

1) Divide students into random groups of three or more. Have students “count off” so that different combinations of students work together at different times.

2) Depending on the number of situations and the size of your class, you may have duplicate skits. No matter; each one will be different.

3) Have students write three to four lines of dialogue each.

4) Students must incorporate at least five to eight new vocabulary words or expressions. Prep time may be 15 to 20 minutes in class.

5) The teacher will circulate around the class, giving assistance where needed.

6) Students will present their skits to the class, reading the situation first, and introducing themselves in character.

7) Optionally, the teacher can require polished dialogues, with props, grammatical revisions, and corrections.
Options include:
- preparation outside of class by students
- memorization of skits
- digital recording of skits to be shared with other classes
- use of props and costumes
- allowing students to choose their group members
- imagining your own situation to improvise

Students love *Improvisaciones!* because the results are immediate. Done in one class period! Students imagine the situation, write the skit, perform the dialogue, and view other students’ work. **It’s a fun class!**

Teachers love *Improvisaciones!* because they see vocabulary come alive in real situations—some are funny, silly, serious, thought-provoking, or realistic, but all are unique! Assessment is immediate, too. Oral proficiency is assessed on the spot for immediate feedback. **It’s a rewarding class!**

Writing proficiency can be assessed as well with an additional assignment.

*Improvisaciones!* is aligned with Teacher’s Discovery *Voces Spanish I* vocabulary. Chapter references to *Voces Spanish I* are indicated with each vocabulary listing for easy reference!
### ¡Improvisaciones! Oral Assessment Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>15 pts</td>
</tr>
<tr>
<td>Intonation</td>
<td>15 pts</td>
</tr>
<tr>
<td>Energy/delivery</td>
<td>20 pts</td>
</tr>
<tr>
<td>Required vocabulary</td>
<td>25 pts</td>
</tr>
<tr>
<td>Required number of lines</td>
<td>25 pts</td>
</tr>
</tbody>
</table>

**Total points = 100**

**Comments:**

---

### ¡Improvisaciones! Oral Assessment Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>15 pts</td>
</tr>
<tr>
<td>Intonation</td>
<td>15 pts</td>
</tr>
<tr>
<td>Energy/delivery</td>
<td>20 pts</td>
</tr>
<tr>
<td>Required vocabulary</td>
<td>25 pts</td>
</tr>
<tr>
<td>Required number of lines</td>
<td>25 pts</td>
</tr>
</tbody>
</table>

**Total points = 100**

**Comments:**

---
Instructions: After reviewing the vocabulary for Greetings and Numbers, use the following situations to improvise a dialogue with your partners. You will have approximately 20 minutes to complete your work. Each situation has suggestions to use, but you may improvise your own ideas. Each character in the skit will take a particular point of view. Play the role of that person to defend their personal perspective. ¡Ojo! Pay special attention to formal or informal greetings for various characters.

Remember:
- Incorporate at least eight new words from the vocabulary list.
- Each student should say three to four lines.
- Read the situation to the class before you present your skit.
- Introduce each character in the skit.
- Useful phrases:
  - Creo que...
  - Pienso que...
  - Mi opinión es que...
  - En mi opinión...
  - No creo que...
  - Estoy de acuerdo con...
  - No estoy de acuerdo con...

Vocabulario útil (Voces Spanish I, Chapter 1)

Los saludos:
-
Hola. .................. Hi.
Buenos días. ........... Good morning.
Buenas tardes. .......... Good afternoon.
¿Cómo está usted? .... How are you? (formal)
¿Cómo estás? .......... How are you? (informal)
¿Qué tal? ............ How are you? How's it going?
¿Qué hay de nuevo? .... What's new?
No mucho. ........... Not much.
Estoy bien/mal. ........ I'm good/bad.
Así así. .............. So-so.
Regular. ............. So-so.
¿Y tú? ............... And you? (informal)
¿Y usted? .......... And you? (formal)
¿Cómo te llamas? .... What is your name? (informal)
¿Cómo se llama? ........ What is your name? (formal)
Me llamo... .......... My name is...
Mucho gusto. .......... It's a pleasure.
Hasta luego. .......... See you later.
Adiós. ............... Goodbye.
Chao. ................. Goodbye.

Los números:
-
cero ............... zero
uno .............. one
dos ........... two
tres ............ three
cuatro .......... four
cinco .......... five
seis ........... six
siete .......... seven
ochocientos .... nine
diez ........ ten
once ........ eleven
doce .......... twelve
trece .......... thirteen
catorce ...... fourteen
quince ........ fifteen
dieciséis ...... sixteen
diecisiete ...... seventeen
dieciocho ...... eighteen
diecinueve ...... nineteen
veinte ...... twenty
### Situación 1
Los saludos y los números

#### ¡Improvisaciones!

**Cinco personajes:**
- Tú, un amigo o una amiga, el director o la directora de la escuela, el director o la directora de deportes, y el profesor o la profesora de Español.

**Explica:**
- Tu nombre, cuántos años tienes, tu carrera, dónde vives y tu familia.

---

### Situación 2

**Explica:**
- Tu nombre, cuántos años tienes, la experiencia, su escuela y las horas de práctica.

---

### Situación 3

**Cuatro personajes:**
- Un chico, una chica, el presidente o la presidenta del Centro Estudiantil, y el capitán del equipo de fútbol americano.

**Explica:**
- El nombre, el número de teléfono, las clases y la posición en el equipo.

---

### Situación 4

**Seis personajes:**
- Tú, tu amigo o amiga, sus padres, su hermano o hermana, y su abuela.

**Explica:**
- Tu nombre, tus intereses, tu comida favorita y tus clases.

---

### Situación 5

**Cuatro personajes:**
- Tu profesor o profesora, tú, un amigo o amiga, y el consejero o la consejera de estudiantes.

**Explica:**
- El problema, tu reputación, tus notas, tu asistencia, tus ausencias a la clase y tus amigos.
Vocabulary Practice:
Translate the following clues into Spanish and write the Spanish words in the crossword puzzle. Do not include articles or punctuation.

1. Good morning.
2. five
3. Not much.
4. See you later.
5. I'm bad.
6. Hi.
7. fifteen
8. How are you? (informal)
9. How's it going?
10. fourteen
11. so-so.
12. Good afternoon.
13. eighteen
14. twenty
15. sixteen
16. I'm fine.
¡Improvisaciones!

Los saludos y los números

Actividad 2

Writing Practice:
Write a brief reflection (approximately five to eight sentences) about meeting someone and greeting them for the first time. Describe the interaction—was it formal or informal? Was it a comfortable encounter or awkward? Was it a serious situation or a comical situation?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

www.teachersdiscovery.com