

Tapas Activity

NOVICE LEVEL



¿Qué le pones a una hamburguesa?



Instructor Notes

Tapas activities seek to improve your students' ability to communicate in Spanish about a wide range of topics. Though you, as instructor, are encouraged to modify these materials to meet the unique needs of your classroom, below are recommendations for possible usage.

Paso 1

Quickly explain to the students (all in Spanish, since they will also have the written instructions in English) that they will be marking the items that they typically put on a hamburger. You also might decide to ask some introductory questions beforehand to help present the general topic (e.g., "¿Qué tipo de comida te gusta más?", "¿Comen hamburguesas?", "¿Cuándo?", etc.). Next, read through the survey options out loud so that students can hear each option. They have the images to help them, but make sure they know what all the words mean. You might also let them know that when we talk about putting something on food, we use the indirect object marker "le." We do not say "poner en." Then, simply allow them a few minutes to check all their boxes. As a novice-level activity, the student output should be at the word and phrase level, and both are practiced in this initial step.

Paso 2

For the second step, your students will interview each other to practice speaking. A model dialogue is provided, but you might want to demonstrate it yourself first with one student. Allow students around 10 minutes to speak with three classmates and write down all of their responses in the boxes provided. It is fine if they are simply writing down individual words, but they should write all of the answers from each student they interview. Walk around to keep them on task and encourage them

to use the complete dialogue each time. The students can refer back to the first page if they cannot remember one of the words, but ideally they should try to complete step 2 without the vocabulary list.

Paso 3

For the final step, bring the class together again. First, call on one student to report on what s/he puts on a hamburger and what the other three people put on their hamburgers. If you wish, you could tally the information on the board (or have a student volunteer to do it). Then, explain that you will be showing them the results of a national survey that asks the same question. But first, ask your students to work with a partner to guess what people said nationally about what they place on a hamburger. Once again, encourage them to speak in Spanish as much as possible. Once they have written their guesses (in order of popularity), display the actual ABC report about the top ten things that people put on a hamburger (linked URL: <https://abcnews.go.com/Lifestyle/fullpage/americas-top-10-burger-top-pings-infographic-23815935>).

- | | |
|------------|-----------------------|
| 1. catsup | 6. pepinos |
| 2. cebolla | 7. mayonesa |
| 3. tomate | 8. tocino |
| 4. lechuga | 9. hongos/champiñones |
| 5. mostaza | 10. salsa de barbacoa |

Your students can then total their correct answers (1 point for a match anywhere in the list and 3 points for a match at the exact ranking). Ask pairs to share the number of points out loud in Spanish. Then, after determining the winner, ask follow-up comparative questions that evaluate how typical the class responses were compared to the national survey and what might have surprised them.

▪ **NOTE:** You are welcome to make photocopies of this unit for your own classroom use to save on costs, but **please do not share these materials with other teachers.** Subscription fees allow us to create new materials for you and your students at the lowest possible cost. **Please do invite others to join the *Tapas* community!**

¿Qué le pones a una hamburguesa?

Una encuesta personal

Paso 1

Mark below everything that answers the following question for you personally:
¿Qué le pones a una hamburguesa? (Note: this could be for a meat or veggie burger.)

- Le pongo mayonesa.
- Le pongo mostaza.
- Le pongo catsup.
- Le pongo cebolla.
- Le pongo pepinos.
- Le pongo lechuga.
- Le pongo tomate.
- Le pongo queso.
- Le pongo hongos/champiñones.
- Le pongo tocino.
- Le pongo _____.
- No le pongo nada.
- No como hamburguesas.



Mayonesa



Mostaza



Catsup



Cebolla



Pepinos



Lechuga



Tomate



Queso



Hongos/champiñones



Tocino



¿Algo más?



Nada



Una entrevista

Paso 2

Interview three other students to find out what they put on a hamburger. Be sure to use complete sentences in your conversation following the model. Then, write down all of the responses in the spaces below.

Modelo para la entrevista

Pregunta: ¿Qué le pones a una hamburguesa?

Respuesta: Le pongo _____ .

Entrevista 1

Entrevista 2

Entrevista 3



Comparaciones

Paso 3

Your teacher will display the results of a national survey that shows the most popular items that people put on hamburgers, but first you should work with a partner to guess what the answers will be.

In the first box, write down your guesses (*conjeturas*) and then write the actual answers in the second box. Finally, compare what you wrote in the two boxes. Give yourself one point for correct guesses (in any order) and three points for guesses that match the exact order.

Conjeturas

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Lista nacional

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

PUNTOS

__ / 30

¿Quién ganó más puntos en la clase?

¿Hay respuestas en la encuesta nacional que te sorprendieron?

