**Spanish Map Tasks:**

**Practicing pronunciation of difficult orthographic sequences**

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Two versions available at [ddaidone.com/teaching](https://www.ddaidone.com/teaching.html)

This activity is meant to help students learn the pronunciation of various Spanish orthographic sequences that can be difficult for English speakers. The class should be evenly divided between Group A and Group B students. Each student will need the map and instructions corresponding to their group. In this task, students must use street names to identify the location of different places within a city. These street names are minimally different to force students to pay attention to pronunciation, such as *Calle Guede* and *Calle Güede*. It can be adapted for different levels and different pronunciation targets. This activity is best to do soon after teaching or reviewing the orthographic sequences found in the task (<cu>, <qu>, <gue>, <güe>, etc.).

Objective:

* Learn to recognize and produce difficult Spanish orthographic sequences with correct pronunciation

Steps:

1. Explain the task (2 minutes)
   1. Explain to students that they each will get the map of a city, but it is incomplete. They will have to work with their partner to find out where their missing buildings are. See the PowerPoint slides provided with these materials for the full instructions and a model.
2. Doing the task (15-20 minutes)
   1. Students should be in pairs to play, one Student A and the other Student B.
   2. Students should use the structure of the model to provide locations so that they have to use the different street names to identify places:
      1. “¿Dónde está Ferretería La Libra?”
      2. “Está entre Calle Cuido y Calle Cuiro y entre Calle Guede y Calle Güede.”
   3. While students are doing the task, walk around and monitor their pronunciation of the streets and place names.
3. Wrap-up (about 5 minutes)
   1. To wrap-up, display the PowerPoint slide with the map and have them pronounce the names of the streets one by one. Next, have a member of either Group A or Group B give the name of each place. Students should provide the names for places they did not originally have on their map. Confirm that they understand the different orthographic sequences that were practiced and answer any questions.