

Spanish Taster Session

Presentaciones y pasatiempos

Introductions and hobbies

Lesson Plan

Time: 45 minutes

Level: A1 Beginner

Funded by:



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Learning objectives:

Students will learn basic Spanish greetings, introduce themselves, ask and answer simple questions about hobbies, and practice forming sentences in Spanish.

Materials and time	Learning activities
Power Point slide 2 to 4 Time: 5 min	Explain the main goals of the lesson: learning basic Spanish greetings, self-introductions, and talking about hobbies. Ask students if anyone knows any Spanish words or phrases. Encourage them to share with the class.
Power Point slide 5 Time: 1 min	Introduce Irene, Yelissa, and Nico using slide 5. They are secondary students from Spain, Colombia and Ecuador.
Power Point slide 6 Worksheet 1 Time: 6 min	Model the dialogue stressing correct pronunciation. No grammar or analysis should take place during this part. Students practice the dialogue in pairs as teacher corrects the pronunciation using the worksheet for activity 1. Teacher then plays the video.
Power Point Slides 7 & 8 Worksheet 1 Time: 8 min	Introduce the emojis as a way of expressing feelings. Play the video on slide 8 and asks students to repeat the dialogue. Divide the class into pairs or motivate students to move around the classroom freely and ask around. Provide each student with a printed script of the dialogue, activity 2. Encourage students to answer in complete sentences. Students can swap roles and choose from the different emotions shown on slide 7.
Power Point slides 9 to 12 Worksheet 2 Time: 10 min	Teacher reads brief introduction out loud and plays the video for students. Teacher introduces greetings (slide 10), the structure “me llamo + name” (slide 11) and some hobbies (slide 11). Teacher asks students to write down the information for themselves using prompts from those slides and worksheet 2, activity 3. Teacher can model this activity and provide some pronunciation input.

<p>Power Point slide 13</p> <p>Time: 5 min</p>	<p>Teacher introduces the structure “no me gusta / me gusta / me encanta”. Students can work in pairs and state their preferences out loud to a classmate using the hobbies suggested on slide 12.</p>
<p>Power Point slide 14</p> <p>Worksheet 2</p> <p>Time: 8 min</p>	<p>Teacher explains the task: In pairs, students are asked to create a dialogue similar to the one displayed on slide. They can use worksheet 2, activity 4 for this purpose and choose from the expressions they have learnt from previous tasks. Teacher may choose to extend the activity by allowing students to move around the classroom and coming up with prompted but spontaneous dialogues. Teacher supports students, especially when they want to mention hobbies, they do not know yet in Spanish by writing them down on the board for the whole class. The goal is to motivate the students to mention their real hobbies, in order to have a much more authentic conversation.</p>
<p>Power Point slide 15</p> <p>Time: 2 min</p>	<p>Teacher concludes the session by stressing that, in just one lesson students are able to create a brief dialogue and talk about their hobbies.</p>
<p>Homework</p>	<p>Teacher encourages students to learn the vocabulary related to hobbies and find some of their own.</p>