

GRAMMAR 2



TEACHING PLAN

We start with an activity to recap and for the students to test themselves. It helps to send a strong message that they should keep up with their vocabulary learning regularly, because it quickly piles up! The ones who were present last week can use it as a test, the new students as a matching activity.

(10 mins) We are going to cover the nouns topic a bit more today. We also need to transmit the message to our students that they need to find a way to store their vocabulary as soon as possible in ways that they will find useful. By trying to fit the words into different kinds of patterns or categories we will talk them through, we can illustrate the point of having to get organised. Matters of gender and number are important, so we need to cover how to make the nouns into the plural form as well.

(10 mins) 3. We move on to adjectives of nationality and a little bit of practice to do with noun+adjective agreement. The hyperlink in the slide will take you to the resource in Spanish Bytes that will help you with the practice (you will need to do print outs of this). To help them, you may want to give them additional nationality adjectives that they have not come across yet perhaps, like *brasileño*. When it comes to checking, once you have done it with the nationality adjective, you can show them the solution in Spanish Bytes to also show them that they could also use *es de* +the name of the country.

4. Time to tick things off the objective list.

(30 mins) 5. We move to verbs. We need to present them with the main things to consider regarding verb conjugation, starting with the example of a 1st group verb. More -ar verbs are provided to get them to test the model. You can divide the class in groups so that each group focuses on one verb, then check orally.

Then we can take a comparative approach across groups highlighting the things they have in common, to facilitate their learning.

6. We need to practice agreement between nouns & verbs, (emphasis on the fact that for this gender is irrelevant).

(10 mins) 7. After this we continue with question words. The first hyperlink will take you to Spanish Bytes again, where you can find the document to print for the students to learn and practice using these question words to complete sentences. More information can be found in the other items hyperlinked on that slide, including one to do with asking information about Penelope Cruz, where all this is in context.

(10 mins) 8. We go through numbers paying special attention to those beyond 30. Remind them where to find the tutorials in Spanish Bytes so that they can consolidate this as part of their self-study.

(10 mins) 9. The last activity is a listening comprehension. It is worth reading through and clarifying any words that they may need help with.

10. To finish go back to the Objectives and tick all the left relevant boxes.

*Depending on how you are doing for time you can choose to spend more time

-giving your students opportunities to conjugate some verbs you may suggest to them (only regular),

-going through the item in Spanish Bytes (click hyperlinks) where there is an overview of all the relevant question words to go into more detail

-or preparing a couple of phrases for them to translate, where they will need to consider agreements for nouns, adjectives and verbs together, involving words that they have already come across in class.

What is selectively not covered in class, you will ask the students to cover as self-study.