



GRAMMAR 1

TEACHING PLAN

Part 1 (20 mins.)

- A. **Working in pairs/small groups.** Give your students up to 5 mins to make a list of all the words in Spanish they can think of. Once this is ready make a list on the white board, or the screen if you are using the computer, asking different students.

Greetings usually come up, if not, ask them about these and write the main ones on the board. Once you have a good collection (balance content against time), get everybody to say the words or a selection and ask them to think of what they notice in terms of the relation sound-letters.

Gender-related comments come up, and if not you can indicate it, as well as show them how to turn some of the words into the plural. The main objective is to highlight key aspects of the language we need to cover in the coming weeks.

- B. **Alphabet.** You can at this point suggest to have a look at the alphabet, to expand on whatever has already come up with the word collection. This way you are not 'teaching/learning' the alphabet but bringing attention to the idiosyncrasies of the language with examples, and making this a reflective experience. You can also do the dot-to-dot activity of Dual, to give the students a chance to help each other and for you to answer any questions that come up in the process.

Part 2 (40 mins.)

- C. **Personal information.** Say that we need more words to be able to give personal information and move on to this activity. It will help you to follow the indications given in <http://www.spanishbytes.com/personal-information-introduce-yourself/>

However, before we start we should target key words. First students in pairs, to elicit and eventually provide the translation. That would help understanding in preparation for the listening. This will also include going over some professions and nationalities, as further examples and to encourage the students to expand this in their self-study time. So just a few examples, as the main purpose of doing this is to help with the listening activity.

Once completed those preliminary activities, we focus on the listening to complete the two activities included.

To finish, it is a good idea to discuss the experience of doing such activity and to encourage the students to do more listening in their own time with additional resources, which would be good to identify for them.