

Lesson Plan – Spanish 101

Pasatiempos y Vacaciones

1. Goals:

Students will be able to:

- Talk about their favorite hobbies.
- Ask other classmates about their favorite hobbies
- Plan a vacation based on their favorite hobbies.

Performance: A group of three or four friends is thinking of having a summer vacation in a Latin or Spanish-speaking country, so they must talk about their interests and reach an agreement about what they want to do during the vacation.

Conditions:

- In the group of 3 or 4 people, they can choose one of the Latin-Spanish-speaking countries from the slides.
- In the previous class, the students studied the structure "ir+a" and some stem-changing verbs (e-ie & o-ue).
- In previous lessons, the students studied vocabulary about their likes, dislikes, and hobbies.

Criteria: Students should discuss personal interests first, then discuss activities they want to do on vacation. They will be asked during their conversation to use the present tense with the structure "ir+a" and the verbs seen in the previous class with stem changes "e: ie" and "o: ue." They should include vocabulary related to hobbies and vacations, mentioning five specific places they will visit in the corresponding country.

2. **Type of Activity:** plan a summer vacation with three or four friends.

3. **Task type:** role-play

4. Pre-task:

- Ask the class what tips they take into account when they travel and share them with the class. (2 minutes)
- View and listen to TikTok videos about travel tips without taking notes. Ask students what the main theme of the videos is. (3 minutes)
- Listen to the TikTok videos again and ask students to take notes of the vocabulary they hear that is related to hobbies or vacations.(5 minutes)

- Ask students to talk with a partner, compare answers and take notes of vocabulary they don't have. (3 minutes)
- Each student can write a word related to hobbies or vacations on the board. Then talk to the class about the tense (present, past, future) used in the videos. Finally, ask them what strategies worked best to understand TikToks in Spanish and if there is a new vocabulary, they do not understand and are interested in knowing. (5 minutes)

5. Transition: ask some students if they would travel to do their favorite hobby, where they would go, and why, and then ask where they would go if they wanted to practice Spanish. Finally, tell them that we will imagine they will travel to a Latin or Spanish-speaking country with two/three friends from the class.

6. Task: students will do a role-play where they talk about their hobbies and vacation plans in the assigned country.

- Assign the groups of three or four people, and give them a Latin or Spanish-speaking country. Each one will investigate the places and things they could do and choose six things. (5-7 minutes)
- All students must discuss the six things they chose to do each and explain why. Then, they should talk and agree to choose six activities they want to do together on vacation. They have to consider the budget (how much each activity is worth, how much money they have in total) and the places students will visit (they are close or need Uber, taxi, bicycle.)
- The whole group will choose a person to represent them. This person will change groups every 2 minutes, and his task is to talk about the place he will visit, with whom, and what activities they will do. The task of the people who stay in the group is to ask questions to the partner visiting them. The questions can be about where the places are, how much the activity is worth, how they will get to the place, and what activities they will do at each site, among other questions. (12 minutes)

7. Post-task (3-5minutes): the teacher will assign a QR Exit Ticket, where the students must share the place they visited, their favorite activity during the holidays, and the strategies they used when listening to the TikToks, doing the role play and asking questions / sharing their plan. In addition, to have the option to ask the teacher a question.