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| Lesson 1 – Exploring a New Language | Language: Spanish | Level: 1 |
| Activity Title: | **Introducing Myself** |
| Unit Learning Target: | **I can…*** Appropriately begin and end a conversation
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| Activity Learning Target: | I can show that I understand when someone introduces him/herself to me. |
| Objective: | TSW listen to native TL speakers introducing themselves in the TL. |
| Class Time Required: | 20 minutes |
| Resources: | * [Audio 1 – Javier](http://www.audio-lingua.eu/IMG/mp3/javier_presentacion_ok.mp3) http://www.audio-lingua.eu/spip.php?article3194
* [Audio 2 – Leire](http://www.audio-lingua.eu/IMG/mp3/me_presento.mp3) http://www.audio-lingua.eu/spip.php?article3076
* [Audio 3 - Sofía](http://www.audio-lingua.eu/IMG/mp3/sofia_2.mp3) http://www.audio-lingua.eu/spip.php?article3042
* [Audio 4 – María Teresa](http://www.audio-lingua.eu/IMG/mp3/maria_teresa_presentacion_ok.mp3) http://www.audio-lingua.eu/spip.php?article2919
* [Audio 5 - Claudia](http://www.audio-lingua.eu/IMG/mp3/Soy_Claudia.mp3) http://www.audio-lingua.eu/spip.php?article2576
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| How would teacher introduce this to students? | Begin this activity by greeting your students and introducing yourself in the TL. *You might even walk around and do this with students and shake several of their hands for the sake of repetition.* Mention that every TL speaker sounds different from the next, so listening to different speakers is the best practice for developing an ear for the language. Transition into the activity by saying that in this activity we are going to practice listening to native-speakers share some personal information with us. |
| Teacher Step-by-Step: | 1. Introduce the activity as mentioned above.
2. Instruct your students to complete the **Pre-reading** brainstorming activity. Give them 1 minute to complete this.
3. After the **pre-listening**, ask your students in the TL what information you are going to hear to informally assess if they are making good predictions. **Avoid** responding in a way that tells them they are right or wrong. Respond with “*Interesting”* or with other vague expressions.
4. Review the table with your students. Ask them in the TL what information they need for the questions they see on the table.
5. Play each track for them twice. Tell them not to worry if they don’t get all the boxes completed.
6. Pair them with a partner and instruct them to have a conversation with their partner by asking 5 questions about any information they are missing and/or just to confirm what they heard.
7. Lastly, have your students complete the **Self-Assessment.**
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| Caveats and/or Options: | * **Note:** This will be the students’ first experience listening to native speakers. Be sure to encourage them when you see them get frustrated by telling them that the goal is to hear as much as they can, not everything.
* **Extension:** Ask students your own questions about what the native-speakers said during the audio tracks and use their answers as an informal assessment.
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| Evidence of Learning the Target/Objective | TSW employ the 3rd person to talk about biographical information about other people. |
| Resources to Print: | * Introductions Student Sheet
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**Authentic Folio: All About Me**

Nombre \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase \_\_\_\_\_ Fecha \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Me presento…**

**Pre-listening** **– Predictions**

You are going to listen to several Spanish-speakers share some personal information with you. What kinds of things do you think you are going to hear in Spanish? Jot them down here:

**Listening**

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| --- | --- | --- | --- | --- |
|  | **¿Cómo se llama?** | **¿Cuántos años tiene?** | **¿Dónde vive?****¿De dónde es?** | **¿Otra información?** |
| **La primera (1a) persona** |  |  |  |  |
| **La segunda (2a) persona** |  |  |  |  |
| **La tercera (3a) persona** |  |  |  |  |
| **La cuarta (4a) persona** |  |  |  |  |
| **La quinta (5a) persona** |  |  |  |  |

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| **Let’s Chat! –** Now, talk to a partner in Spanish about what you heard. Ask your partner 5 Spanish questions about the speakers you listened to and compare the information you gathered. Did you both complete the chart? Do you both have the same information? Ask your partner in Spanish for any missing information. |  | Banco de vocabulario |
| Name | …se llama… |
| Age | …tiene \_\_\_ años. |
| Origin | …es de \_\_\_\_\_. |
| Other | …es \_\_\_\_\_. |

**Self Assessment – Can you see the future?**

How did you do? Did your predictions match the Spanish you heard? Look back at your ***Pre-listening*** and evaluate yourself. Circle the number that best represents how you did today.

**I’m still learning! 1--------2--------3--------4-------5 I’m AWESOME!**