

Remote education lesson example: key stage 4 Spanish

October 2020

Lesson overview

This lesson:

- is on ideal holidays
- asks, what would your ideal holidays be like?
- is for year 10

Lesson outcomes

By the end of this lesson pupils should be able to:

- use the conditional tense to talk about their ideal holiday
- extend an answer about their ideal holiday
- include a si clause to access higher grades

Example Spanish lesson plan for remote education

This lesson plan was provided by United Learning to help teachers consider how they might adapt their usual classroom practice for remote teaching.

Schools have shared a range of lesson plans annotated with tips and ideas they have found useful when teaching remotely.

The purpose of the lesson plans is to help teachers consider how they might adapt their teaching practice for the remote context. The examples are intended as a source of ideas, not as teaching resources or lessons the department expects schools to teach. They do not reflect departmental endorsement of any particular approach to remote teaching.

The department does not expect teachers to create formal lesson plans.

Task	Adaptation for remote teaching
Title and outcomes (2 minutes) The teacher displays the title - Theme 2, Topic 4: Travel and Tourism - on a presentation by sharing their screen with pupils. Pupils should write down the date and title. The teacher explains where the lesson fits into the course and why it's important.	This is the routine we follow in our classrooms. We have been careful to mirror that routine when teaching remotely to provide pupils with a familiar structure even when the context is unfamiliar.
Do now quiz (5 to 10 minutes) Pupils complete a Microsoft Forms Quiz revisiting important verbs on the topic of	Microsoft Forms Quiz This is a self-marking quiz so pupils can see where there are gaps in their knowledge and

<p>holidays. This includes past, present and future key verbs.</p> <p>This provides pupils with a link to previous knowledge and gives the lesson a place within the wider unit. References are made to previous lessons to make pupils aware that all lessons are linked and to highlight the importance of completing lessons in order.</p>	<p>revisit accordingly, as recommended by the teacher.</p>
<p>Key questions (3 minutes)</p> <p>Pupils copy down the following key questions in Spanish and then attempt to translate:</p> <ol style="list-style-type: none"> 1. ¿Cómo serían tus vacaciones ideales? (what would your ideal holiday be like?) 2. ¿Qué harías si tuvieras el dinero? (What would you do if you had the money?) <p>It's vital that pupils are familiar with question forms in the target language as these could appear in speaking and writing papers.</p> <p>The teacher displays another slide, which explains how to answer these questions well.</p> <p>¿Cómo serían tus vacaciones ideales?</p> <p>To answer this question well you can:</p> <ul style="list-style-type: none"> ● use conditional tense with different verbs ● be original and use developed reasons ● add a negative <p>¿Qué harías si tuvieras el dinero?</p> <p>To answer this question well you can use a si clause at the beginning.</p>	<p>Glossary of terms</p> <p>Being aware of key terms that pupils might not understand is a central part of the lesson plan. You could share a glossary of key terms for the unit with pupils (via email or post).</p> <p>Support independent working</p> <p>The first 15 minutes of the remote lesson have been around building routine and creating a base for pupils learning. Providing pupils with a big picture and referencing the GCSE exam and criteria makes sure that pupils are aware of the relevance of the lesson.</p> <p>The Education Endowment Fund's rapid evidence assessment stated that supporting pupils to work independently can improve outcomes and the routine of the slides above is key to building that familiarity with remote learning.</p>

<p>Task 1: understanding using different tenses on the topic of holiday (10 minutes)</p> <p>Pupils recap key verbs and spot patterns by completing a grid, which displays the key verbs for talking about holidays. This gives the conditional a reference point and enables pupils to compartmentalise it alongside the other tenses they should be familiar with.</p>	<p>This is designed to give pupils a resource that they can refer to in order to organise the tenses on this topic.</p> <p>Print off or copy down at home</p> <p>If they can't print it off, then it's something they can copy down and refer back to. Having them all in one place gives pupils a bit of a comfort blanket.</p>
<p>Task 2: understanding different tenses with time expressions (10 minutes)</p> <p>Pupils should match the following sentences to the correct letter:</p> <ol style="list-style-type: none"> 1. El año pasado fui a Francia 2. Cada año vamos a Italia 3. Hacía buen tiempo así que fuimos a la playa 4. Me gustaría ir a México 5. El año que viene vamos a ir a Portugal 6. Nunca iré a los Estados Unidos <p>Tense</p> <ol style="list-style-type: none"> A. Past B. Present C. Future D. Conditional <p>Pupils should then make 4 correct sentences out of words in boxes displayed on a presentation slide. These are:</p> <ul style="list-style-type: none"> ● El año que viene ● porque sería increíble ● porque hace sol. ● iremos a Escocia ● será aburrido. ● El año pasado ● Si tuviera el dinero ● vamos a Portugal ● Lo pasé fenomenal. ● Todos los años ● Fui a Francia ● Iría a China <p>This is to embed the prior revision in real sentences with common time expressions which trigger the different tenses. Recognising these is key to developing</p>	<p>These two short tasks are designed to build confidence around manipulating difference tenses in one space. As they are coming to the end of the holiday topic it is a good opportunity to see the complete picture and what they are aiming for.</p> <p>Immediate feedback and colour coding helps them to correct their work and check for misconceptions themselves.</p>

<p>confidence in mixing tenses. The introduction of the conditional shows them how they might use it.</p>	
<p>Task 3: input of new content - I do (10 minutes)</p> <p>The teacher models some possible sentences in the conditional tense with visuals (photographs of the flags of countries). The focus is on original and unusual language that can help make pupils stand out.</p> <p>Pupils then match a group of icons (labelled from A to G) displayed on a slide to the correct sentences. The use of icons (for example, an icon of mountains or dolphins) breaks up the text and enables pupils to encounter some of the language for themselves. The sentences are:</p> <ol style="list-style-type: none"> 1. Viajaría por el mundo 2. Visitaría las siete maravillas del mundo 3. Nadaría con delfines 4. Haría buceo en la Gran Barrera de Coral 5. Subiría al Mont Blanc 6. Aprendería a cocinar platos locales 7. Me gustaría aprender a hablar mandarín 	<p>Lead pronunciation remotely</p> <p>It's important pupils still get the connection with the teacher, where they are led in the introduction of new vocabulary. It can help them to feel like they are being taught and not left to work on their own.</p> <p>Hearing the pronunciation is key remotely. If they don't engage in the repetition, at least they have been flooded with the sounds. For longer phrases it can be more appropriate for them to do the matching, as it would be time consuming to lead.</p>
<p>Task 4: deliberate practice - you do, reading and writing focus (10 minutes)</p> <p>The teacher displays a series of 3 slides - each contains a written task which requires pupils to focus on details (Annex A). This enables pupils to gain confidence of the vocabulary through sustained practice of the same content.</p>	<p>Pupils can take the time they need, present their work as they prefer, and check their work when they are ready. The difficulty increases to prevent boredom and ensure challenge.</p> <p>In the absence of the kind of responsive questioning possible in the classroom, this drills the key features of the phrases and helps embed them in long-term memory.</p>
<p>Task 5: you do, speaking and listening focus (10 minutes)</p> <p>The teacher displays a series of slides, which display a grid of key phrases (Annex B). Pupils get to hear the key phrases in a developed sentence, as they would be required to do in the speaking and writing exams. Includes si clause to ensure challenge.</p>	<p>Audio clips of teacher explanations are embedded into the presentation slides. Pupils can pause and revisit the slides as many times as they need to really get to grips with the intonation of a developed sentence in the conditional.</p> <p>Provide structure remotely</p> <p>They should take the opportunity to do this themselves while being fully guided through the</p>

	<p>process, enabling them to achieve success. In the absence of the teacher's presence and face-to-face questioning, it's important pupils have a structure provided remotely and the scope for errors is as limited as possible.</p>
<p>Task 6: formative assessment (5 minutes)</p> <p>The teacher displays and assesses progress made through a graded translation task that gets progressively more difficult.</p> <p>Pupils should translate the following:</p> <ul style="list-style-type: none"> ● Iría a Australia ● En el futuro iría a Australia ● En el futuro, si tuviera la opción, iría a Australia ● En el futuro, si tuviera la opción, iría a Australia donde haría buceo en la Gran Barrera de Coral ● En el futuro, si tuviera la opción, iría a Australia donde haría buceo en la Gran Barrera de Coral porque sería una experiencia inolvidable ● En el futuro, si tuviera la opción, iría a Australia donde haría buceo en la Gran Barrera de Coral porque creo que sería una experiencia inolvidable 	<p>This gives pupils the opportunity to assess their own learning.</p>
<p>Task 6: you do, reading exam question (10 minutes)</p> <p>The teacher reminds pupils the topic cannot be taken in isolation, and could come up in the reading paper alongside other vocabulary.</p> <p>Reading skills</p> <p>The presentation slides display a series of paragraphs (Annex C) to show pupils how similar vocabulary has been used in an exam context. Pupils must identify a list of expressions in the text.</p>	<p>Audio clips of teacher explanations are embedded into the presentation slides.</p> <p>Inserting an audio clip into your PowerPoint is a good way to deliver new information and explain tasks to pupils. It's very easy to do and can save time that would have been spent typing. To insert an audio clip:</p> <ol style="list-style-type: none"> 1. Click insert at the top of PowerPoint. 2. Select audio. 3. If you have a pre-recorded audio clip, you can insert it now. If not, a record option will be displayed. 4. Once you have finished recording your clip, press end and the sound icon will show on your slide. <p>Note</p> <p>If you have a video as a file on your computer, rather than a web link, you can select 'video' instead of audio and insert the clip onto the slide that way too.</p>

<p>End of lesson routine</p> <p>The lesson ends with a summary of key knowledge:</p> <ul style="list-style-type: none"> ● recap of the tenses ● interesting countries and activities to talk about with reasons ● reading about holidays (alternative ways to express future wishes) <p>Pupils are praised for completing the lesson.</p>	
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Annex A - reading and writing focus

Note that these tasks are intended to be displayed on separate slides.

Task 1: Translate into English

Pupils should translate the following sentences into English.

Spanish	English
Viajaría por el mundo	I would travel the world / do a world tour
Visitaría las siete maravillas del mundo	I would visit the 7 wonders of the world
Nadaría con delfines	I would swim with dolphins
Haría buceo en la Gran Barrera de Coral	I would do scuba diving in the Great Barrier Reef
Subiría al Mont Blanc	I would climb Mount Blanc
Aprendería a cocinar platos locales	I would learn to cook the local dishes
Me gustaría aprender a hablar mandarín	I would like to learn to speak Mandarin

Task 2: Missing verbs

Pupils should fill in the missing verbs within the sentences.

Incomplete sentence	Missing verb
[...] por el mundo	viajaría
[...] las siete maravillas del mundo	visitaría
[...] con delfines	nadaría
[...] buceo en la Gran Barrera de Coral	haría
[...] al Mont Blanc	subiría
[...] cocinar platos locales	aprendería
[...] aprender a hablar mandarín	me gustaría

Task 3: Mistakes in the details

Pupils should be made aware of common mistakes.

Sentence	Common mistake
Viajaría el mundo	por el
Visitaria las siete maravillas del mundo	viajaría
Nadarías con delfines	nadaría
Haría buceo en el Gran Barrera de Coral	la
Subiría Mont Blanc	al
Aprendería cocinar platos local	a, locales
Me gustaría aprendería hablar mandarín	aprender a

Annex B - speaking and listening focus

Full sentences are constructed by choosing a phrase from each row.

	1	2	3	4	5	6
A	En el futuro	Si tuviera el dinero	El año que viene	Si tuviera la opción	Cuando tenga treinta años	Más tarde
B	iría a Australia	iría a Francia	iría a las Antillas	iría a Tailandia	iría al Lejano Oriente	viajaría por el mundo
C	donde nadaría con los delfines	donde visitaría las siete maravillas del mundo	donde aprendería a cocinar los platos locales	donde me gustaría aprender a hablar mandarín	donde haría buceo	donde subiría al Mont Blanc
D	imagino que	espero que	creo que	opino que	diría que	pienso que
E	sería una experiencia inolvidable	sería una experiencia gratificante	sería un sueño hecho realidad	sería una experiencia significativa	me cambiaría para mejor	más que solo unas vacaciones

Annex C - reading focus

Read the paragraphs

- A. No me gustan las vacaciones en la playa. Prefiero estar al aire libre donde puedo respirar y disfrutar de las vistas panorámicas. Me gustaría estar cerca de la naturaleza.
- B. Espero ahorrar suficiente dinero para ir al extranjero en junio, pero solamente si puedo encontrar un albergue juvenil que no esté lejos de la estación.
- C. A mi madre le encantan los animales. Cada año vamos a Africa hacer un safari. Este año quiere ir a India en busca de tigres.
- D. Me encanta viajar. En barco, en avión, en tren, en coche, me da igual. Lo ideal para mí sería visitar Disneyland en los Estados Unidos.
- E. Me apasiona la historia. Me encantaría pasar el verano cerca del Mediterráneo. Desafortunadamente, los hoteles allí cuestan demasiado para mí, pero tengo una tienda de campaña.

Find the expressions

Find the following expressions in paragraphs A-E:

- 1. I would like to be
- 2. She wants to go
- 3. I hope to save enough
- 4. The ideal for me would be
- 5. I would love to spend

Match with types of accommodation

Now choose which which paragraph you think is best suited to the following types of accommodation:

- 1. Campsite
- 2. Mountain hotel
- 3. Youth hostel
- 4. Cruise
- 5. Jungle lodge