

Lesson plan: Local, national, international and global areas of interest – Global issues

This resource is a sample lesson plan for teaching one lesson from a series on one of the less familiar sub-topics in the GCSE Spanish specification (8698). In this lesson we explore Theme 2, Topic 3 – Global issues, focusing on the Poverty/homelessness sub-topic.

You can use the approach in this lesson plan or one of your own choosing and you can adapt the plan to meet the needs of your students. This plan can be used to teach a group of students aiming at Foundation, towards the end of the sub-topic, or slightly earlier with students aiming at Higher.

The lesson plan covers a lesson lasting one hour.

Learning objectives

* To introduce/practise useful vocabulary connected with the sub-topic of Poverty/homelessness.
* To practise the skill of Listening and to be able to understand and respond to details and opinions in short utterances using material connected with the sub-topic.
* To practise the skill of Speaking and to discuss orally in Spanish the issues of Poverty and homelessness and to ask questions relevant to the sub-topic.
* To practise the skill of Reading and to understand the overall message and simple details and opinions in a short passage based on material connected with the topic.
* To practise the skill of Writing and to practise asking questions, using material connected with the sub-topic.
* To practise the skills of translation from and into Spanish, using material connected with the sub-topic.
* To revise the expressions Me hace(n) falta, Necesito, Quiero, Busco.
* All students will be able to use the expression se puede + infinitive. Most students will be able to use the expressions se debe + infinitive, se necesita + infinitive.

Prior knowledge needed

We have assumed that the majority of the vocabulary needed for this lesson (see below) will have been introduced in a previous lesson on the sub-topic. However, the plan could be easily adapted to include activities to introduce new material, if necessary.

Useful vocabulary for sub-topic of Poverty/homelessness:

* Agua fresca
* Comida
* Dinero
* Ropa
* Zapatos
* Trabajo
* Vivienda/donde vivir/alojamiento
* Asistencia médica
* Enseñanza
* Amigos
* Los "sin techo"
* Los necesitados
* Ladrón
* Gamberro
* Pobreza
* Vertedero
* Una ONG/Organización No Gubernamental
* Violencia/violento

We have also assumed that students will have some prior knowledge of the expressions me hace(n) falta/necesito/quiero/busco and their use in infinitive constructions.

Lesson preparation

You will need to prepare the following materials in advance:

* Activity 1: material for use with Interactive Whiteboard or flashcards.
* Activity 2: script or recording for Listening exercise.
* Activity 3: any material required for use with IWB
* Activity 4: sentences for translation. These could be photocopied or displayed on the IWB.
* Activity 5: suitable reading passage and questions. The following websites are useful sources of material for this sub-topic:
  + [enriquerichard.es](http://enriquerichard.es/)
  + [centroshama.org.pe](http://centroshama.org.pe/)

For homework activities:

* Possible prompts for written work.

Activity

|  |  |  |  |
| --- | --- | --- | --- |
| Duration | Activity | Group size | Learning objective |
| 5 minutes  (Starter activity) | Activity 1  Revision of vocabulary connected with Poverty/homelessness.  Using the IWB or flashcards, teacher displays pictures of homeless or disadvantaged people.  Students suggest what the people in the pictures might say, using expressions such as me hace(n) falta/necesito/quiero/busco\*, eg  Me hace falta donde vivir  Busco trabajo etc.  \*Students may need reminding of how the expression me hace(n) falta is used.  With less able groups it may be advisable to limit students' answers to use of 1 or 2 of these expressions. | Whole class | Learning objectives 1 and 7 |
| 10 minutes | Activity 2  Listening activity reinforcing the material practised in Activity 1.  Students listen to short utterances from homeless or disadvantaged people and write answers to the question ¿Qué necesita esta persona? or ¿Qué le hace falta a esta persona? | Whole class | Learning objectives 1, 2 and 7 |
| 5 minutes | Activity 3  Introduction of constructions se debe/se puede/se necesita + infinitive.  Sample sentences could be displayed on IWB for discussion.  With less able groups, the teacher may wish to concentrate solely on the expression se puede. | Whole class | Learning objective 8 |
| 10 minutes | Activity 4  Translation from English into Spanish.  Students translate 5 or 6 sentences involving use of se debe/se puede/se necesita and vocabulary practised in Activity 1. | Whole class | Learning objectives 1, 6 and 8 |
| 15 minutes | Activity 5  Students read a short account about the life of a homeless person.  This can then be exploited in a number of ways:   * question and answer (oral or written) in English or in Spanish to test comprehension * translation from Spanish into English of part of the passage * oral Q/A based on the passage, practising the expressions se puede/se debe/se necesita, eg: ¿Qué se puede hacer para ayudar a esta persona? | Whole class | Learning objectives 1, 3, 4, 6 and 8 |
| 8 minutes | Activity 6  Students work in pairs to produce a series of questions they could ask a homeless person to find out about their life. | Pair work | Learning objectives 1 and 5 |

Further work and reading

Plenary

* Whole-class or group work activity in which students ask and answer questions written during Activity 6 (7 minutes). (Learning objectives 1 and 3)

Extension

* Further more demanding Reading material. (Learning objectives 1 and 4).
* Recorded Listening material using individual Listening facilities. (Learning objectives 1 and 2).
* See also suggested homework tasks below.

Preparation for next lesson

* Revision of vocabulary from this lesson. (Learning objective 1).
* Revision of grammar points. (Learning objective 7 and 8).

Homework

* Learning vocabulary (Learning objective 1).
* Write a paragraph (with or without bullet points as a prompt) on 'Mi vida como un "sin techo"' or 'La vida de un "sin techo"' (ie either a 1st person or a 3rd person account) (Learning objectives 1 & 5).