# Spanish Year 10

My routine *“Mi rutina”* (8 hours)

##  Key concepts

The key concepts I want students to learn are that:

* Spanish can be used for interacting (asking, finding and giving information).
* There are some important differences living in the northern and southern hemispheres.
* Daily routines for students in Spain and other Spanish-speaking countries are different to life in Australia.

The learning matters because:

* Using Spanish in real situations enhances students’ experience.
* Being able to manipulate language to communicate fosters confidence and promotes dialogue.
* Students learn to access various sources of information for a particular purpose.
* It is important that students understand the diversity of Spanish-speaking communities.

## Cross-curriculum content

### Key competencies

* Collecting, analysing and organising information
* Communicating ideas and information
* Solving problems

### Literacy

Using metalanguage to describe structures and features of language.

### Numeracy

Tables, charts

### ICT

Using internet research, email, webcam, podcast, interactive whiteboard, Excel, Photo Story and PowerPoint.

### Socio-cultural content

* Compare daily routines in a Spanish speaking country with Australia.
* How does an Australian normal day differ from a Spanish day?
* Compare how much time people spend on activities in Spain and Australia.

## Structures

* Revision of time
* Revision of present tense by introducing verbs related to this topic:
* Verbs in er - *comer, cenar*
* Verbs in ar - desayunar*, almorzar*
* Auxiliary verbs - *Tener, estar y ser*
* Introduction of reflexive verbs - *vestirse, acostarse*
* Asking for and giving information about daily routine - *¿A qué hora te levantas? Me levanto a las seis.*
* Describing what people do - *En Australia, la gente se acuesta temprano.*
* Narrating personal experience - *Me levanto a las siete de la mañana todos los días.*
* Comparisons - *En Uruguay el liceo comienza a las 12 de la tarde y en Australia comienza a las 8:30 de la mañana.*
* Expressing likes and dislikes - *Odio levantarme temprano. Me encanta acostarme tarde.*
* Use of prepositions - *De tres a cuatro estudio inglés.* *A las seis en punto. A eso de las siete.*
* Use of time words - *Por la mañana, por la tarde, por la noche. Hoy, esta tarde, esta noche. De la tarde, de la mañana, de la noche, temprano, tarde.*
* Days of the week - *lunes, martes, miércoles*
* Months of the year - *enero, febrero, marzo*
* Seasons - *primavera, verano, invierno y otoño*.

## Suggested assessment

* Students create a presentation about their daily routine. (speaking and writing skills)
* Students create and record a speech about their daily routines. (speaking skills)
* Students listen to the daily routine of a Spanish-speaking student and answer comprehension questions about it. (listening skills)
* Students write an email to a Spanish-speaking student called Jorge telling him about their daily routine and asking him what a typical day is like in Spain. (writing skills)

## Building the field

* Show students a video on daily routines in Spanish. Ask students to take notes and see what information and vocabulary they pick up. Discuss what the video is about.
* Show a video about daily routines in the Spanish-speaking world. Discuss the differences and similarities between life in the Spanish- speaking world and Australia, leading to the sorts of phrases and vocabulary students would expect to hear and use regularly in the classroom.
* Use the IWB or a laptop connected to a projector to introduce this unit of work.

## Outcomes

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| --- | --- | --- |
| Outcome  | Students learn about | Students learn to |
| 5.UL.1 | ways in which texts are constructed for specific purposes  | identify purpose |
| 5.UL.1 | ways of identifying relevant details when listening for specific information  | make judgements about the relevance of detail in understanding text |
| 5.UL.2 | the use of multimedia for communicative purposes | participate in discussions with speakers of Spanish |
| 5.UL.3 | responding to factual and open-ended questions | maintain an interaction by responding to and asking questions and sharing information |
| 5.UL.3 | collaborative and inclusive ways to achieve communication goals | interact with reference to purpose, audience or participants,e.g. asking for information |
| 5.UL.4 | application of known linguistic structures in new contexts  | reconstruct information from a range of sources |
| 5.UL.4 | resources available to enhance or promote independent learning | develop skills in accessing appropriate additional information to expand and enhance communication |
| 5.UL.4 | the use of technology to express ideas and create own text | access websites to transfer and manipulate data to produce a specific text  |
| 5.UL.4 | the manipulation of structure, format and choice of vocabulary to achieve specific purposes | select and incorporate particular structures to achieve specific purposes |
| 5.MLC.1 | ways to support and sustain communication in extended text | describe features of text structure |
| 5.MLC.1 | the need for consistent application of grammatical rules and conventions to achieve effective communication | use metalanguage to explain linguistic structures and textual features encountered in text |
| 5.MLC.2 | the effect of linguistic choices on intended meaning | make linguistic choices to enhance their intended meaning, drawing on a range of linguistic structures |
| 5.MBC.1 | the contributions of diverse cultures to the local and global community | reflect on attitudes and practices that differ from their own |
| 5.MBC.2 | cultural attitudes that add meaning to texts | identify and discuss cultural influences in specific texts |

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## Suggested teaching, learning and assessment activities

### 1. Video on Spanish daily life

Discuss with your class the differences between life in a Spanish speaking country and the Australian way of life after watching a video, such as [Spanish Daily Life](https://youtu.be/3vlneC7ihno). Ask students to create a table showing the differences and similarities between the Spanish speaking country and Australia.

### 2. Discussion on daily routines

Brainstorm different daily routines or activities. Come up with a list of different activities and actions related to this topic.

### 3. Flashcards

Use IWB / PowerPoint presentation / flashcards to Introduce daily activities using the first person in logical order: *me despierto, me levanto, me lavo, me visto*. Ask students to come up to the IWB and match words to pictures and participate in a range of IWB activities. Otherwise provide worksheets with all the new vocabulary. Once the activities have been completed and corrected, students should copy down the new vocabulary.

### 4. Introduction of reflexive verbs

Use the IWB or board to explain what reflexive verbs and reflexive pronouns are.

### 5. Grammar exercises

Students complete a range of grammatical exercises to practise the use of the reflexive pronouns and verbs.

### 6. Listening activities

Students complete a variety of listening activities to consolidate the new vocabulary and structures learnt.

### 7. Daily routine videos

Students watch [*Mi rutina diaria*](https://youtu.be/SvfKrb_yxC8), a video about a university student who talks about her daily routine. In this video she describes at what time she does certain activities. Use this video as to link daily routines and time. Students respond to listening comprehension questions.

### 8. Revision of time

Using a [clock](http://www.spanishspanish.com/time/clock_web.html) ask students in Spanish to tell you what time it is. Drill a few times as a whole class before you start asking around the room.

### 9. Introduction of activity + time

Use an IWB or flashcards to introduce the daily routine and at what time of the day you do it. *Me despierto a las seis y media de la mañana.* Introduce expressions of time.

### 10. Pictionary

Have a list of activities that you think might be experienced on a daily basis by most members of the class. Assign one activity per student and have them depict the activity by drawing a stickperson graphic on the board.

### 11. Charades

Divide the class into groups. Have one student from one group mime the action that is depicted on the card and have the other members of the group try to guess the action. If after a certain amount of time, the group does not guess the activity, it is up to the other group to guess the same activity and/or act out another activity.

### 12. Reading and responding activity

Download the daily routine of a Mexican student. The file is called DR Mexican and can be found at [Spanish Resources- Daily Life](http://www.languagesresources.co.uk/SpanishDailyRoutine.html). Students read and respond to questions.

### 13. Online listening and speaking activities

Ask students to complete the [GCSE Bitesize Spanish Conversation: Daily Routine](http://www.bbc.co.uk/schools/gcsebitesize/spanish/speakingf/03_conv_dailyroutine_rev1.shtml) listening and speaking activities.

### 14. Survey

Students create a survey in Spanish about daily routine using Word or Adobe Acrobat or an online survey tool, such as Google Forms. Students present the results of the survey using Microsoft Excel, PowerPoint or online tools.

### 15. Video or PowerPoint presentation on daily routines

Students will present their typical week in a creative manner using PowerPoint or Movie Maker. Students add text and audio to narrate the presentation.

### 16. Speech

Students create and record a speech about their daily routines using Microsoft Word and Audacity. Students then play their recording to the class for discussion.

### 17. Daily routine of a famous Spanish-speaking person

Working in pairs students write an article about the daily routine of a famous Spanish person, such as Antonio Banderas or Shakira, without naming the person. The aim of the activity is that the other students guess who the person they described is. Students must use the third person when writing this article. *Se levanta a las siete. Desayuna a las siete y media.*

They could use Microsoft Word to create their article so that the whole class can read and guess. They can hide a picture of the famous person and then reveal it at the end.

### 18. Email

Students write an email to a Spanish-speaking student called Jorge telling him about their daily routine and asking him what a typical day is like in Spain.