

2025 Semester 1 Lesson Plan

Spanish Conversation Subject

By

Mr.Diego Romero Sanz Spanish
Teacher

English Program
Strisuksa School

Lesson Plan

Subject: Spanish Conversation

Subject Code: SP30211

Level: Matthayomsuksa 4

Times: 2

hours x 20 weeks= Total 40 hours

Semester 1/2025

Teacher: Mr. Diego Romero Sanz

Topic: Introduction UNIT 0

Subject: Spanish Conversation

Subject

Code: SP30211

Level: Matthayomsuksa 4

Times: 2 hour

x 2 weeks= Total 4 hours

Semester 1/2025

Teacher: Mr.

Diego Romero Sanz

Unit 0 (2 weeks)

Important Concept

1. Self introduction in Spanish.

Objective

1. Knowledge

- 1.1 Can self-introduce in Spanish.

differences.

2. Process

- 2.1 Analyze and answer questions about your name, age, nationality, residence, etc, correctly

3. Attitude

- 3.1 Have discipline in studying and participate in learning activities regularly.

Process of learning

Warm up

1. Say hola (hello in Spanish) to students before they are introduced into the lesson.

(Introduce yourself briefly and discuss the subject and scope of the Spanish language course in what manner to study and check the student's name.)

(Talk about and let students tell what they know about Spain.)

S: Students give their opinion.

2. **State your purpose for greeting and introducing yourself.**

T: Before we start learning Spanish. Today, we will learn about a simple introduction in Spanish.

I will start with greetings in the classroom. because when the class starts, everyone has to speak every day.

Then let's practice self-introducing.

Presentation

1. Teacher teaches classroom words to pay respects before class, during class and after class.

Paying respects before starting school.

T: The teacher puts the situation to the students to look at first and then says,

Chacha (teacher speaking while standing upright:

-Hola buenos dias, ¿como estas?

-Hola buenos dias, Bien, gracias y tu?

-Muy bien gracias.)

Practice

1. The teacher speaks the English words and the students have to translate the words into Spanish. Then, the teacher switches by speaking Spanish and the students have to translate it into English.

2. Students practice introducing themselves. The teacher will ask each student one at a time. Then have the students introduce themselves by having them in pairs for conversation.

Production

Two students pair up and come out to the front of the room. Take turns introducing yourself in Spanish.

Wrap up

The teacher suggested and solved problems as the teacher noticed from the activity

from the beginning to the end of the activity and listen to suggestions from student questions.

6. Materials

- Print; Spanish greeting note. New Book Avance A1 Level.

Evaluation

Criteria to grade quality score work in presentation

Group Work

Score level Assessment Main Points	4	3	2	1	Quality level	Total
Correct complete of task	Well correctly completed task	Correctly completed in task	Few correctly completed task	Little correctly completed task		
Creative of thinking	Good strange in task	Middle of strange in task	Few strange In task	Not enough Of new strange in task		
Total						

Report after learning

1. Effect of learning.

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2. Problem

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3. Recommendation.

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Strisuksa School

Lesson Plan

Topic: Description UNIT 1
SP30211

Subject: Spanish Conversation

Subject Code:

Level: Matthayomsuksa 4
x 2 weeks= Total 4 hours

Times: 2 hour

Semester 1/2025

Teacher: Mr.

Diego Romero Sanz

Unit 1 Important Concept

1. Verb <<to be>> in Spanish. Ser o no ser (To be or not to be). Speaking about professions, colors, physical description, personality characteristics, etc.

Objective

1. Knowledge

1.1 Can define and describe objects and people in Spanish. .

2. Process

2.1 Analyze and answer questions about classroom objects, color,size, and about other people and themselves (physical description, personality characteristics), etc, correctly.

3. Attitude

3.1 Have discipline in studying and participate in learning activities regularly.

Process of learning

Warm up

3. **Describe an object of the classroom to students before they are introduced into the lesson.**

(Talk about it and let students describe an object of their choice.)

S: Students give their opinion.

4. **State your purpose for describing things and persons.**

Description

1. Teacher teaches classroom words of classroom vocabulary in Spanish.
2. Teacher teaches vocabulary for physical description of things and persons and personality characteristics.

Practice

1. The teacher speaks the English words and the students have to translate the words into Spanish. Then, the teacher switches by speaking Spanish and the students have to translate it into English.
2. The teacher will ask each student one at a time. Then have the students describing things and persons by having them in pairs for conversation.

Production

Two students pair up and come out to the front of the room. Take turns describing objects in Spanish.

Wrap up

The teacher suggested and solved problems as the teacher noticed from the activity from the beginning to the end of the activity and listen to suggestions from student questions.

6. Materials

- Print; Spanish verb <<to be>>. New Book Avance A1 Level Unit 1 <<Ser o no ser>>.

Evaluation

Criteria to grade quality score work in presentation

Group Work

Score level Assessment Main Points	4	3	2	1	Quality level	Total
Correct complete of task	Well correctly completed task	Correctly completed in task	Few correctly completed task	Little correctly completed task		
Creative of thinking	Good strange in task	Middle of strange in task	Few strange In task	Not enough Of new strange in task		
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Report after learning

1. Effect of learning.

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2. Problem

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3. Recommendation.

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Lesson Plan

Topic: Study, Work, tell the time in Spanish UNIT 2 **Subject:** Spanish Conversation

Subject Code: SP30211

Level: Matthayomsuksa 4

Times: 2 hour

x 2 weeks +1 hour review= Total 5 hours

Semester 1/2025

Teacher: Mr.

Diego Romero Sanz

UNIT 2 (2 weeks)

Important Concept

1. Speak about Studies and Work.

Objective

1. Knowledge

1.1 Can explain his/her studies and/or work

differences.

2. Process

2.1 Analyze and answer questions about your studies, and work etc, correctly

3. Attitude

3.1 Have discipline in studying and participate in learning activities regularly.

Process of learning

Warm up

5. Say hola (hello in Spanish) to students before they are introduced into the lesson.

(I explain my studies and work briefly and discuss the lesson in what manner to study and check the student's studies and professions.)

(Talk about and let students tell what they know about.)

S: Students give their opinion.

Presentation

1. Teacher teaches classroom words related to study and work.

Practice

1. The teacher speaks the English words and the students have to translate the words into Spanish. Then, the teacher switches by speaking Spanish and the students have to translate it into English.

2. Students practice introducing themselves. The teacher will ask each student one at a time. Then have the students introduce themselves by having them in pairs for conversation.

Production

Two students pair up and come out to the front of the room. Take turns questioning and answering about their studies and works in Spanish.

Wrap up

The teacher suggested and solved problems as the teacher noticed from the activity from the beginning to the end of the activity and listen to suggestions from student questions.

6. Materials

- Print; Unit 2 Estudias o trabajas?. New Book Avance A1 Level.

Evaluation

Criteria to grade quality score work in presentation

Group Work

Score level Assessment Main Points	4	3	2	1	Quality level	Total
Correct complete of task	Well correctly completed task	Correctly completed in task	Few correctly completed task	Little correctly completed task		

Creative of thinking	Good strange in task	Middle of strange in task	Few strange In task	Not enough Of new strange in task		
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Report after learning

1. Effect of learning.

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2. Problem

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3. Recommendation.

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Lesson Plan

Topic: I am at Spain (Estoy en Espana) in Spanish UNIT 3 **Subject:** Spanish Conversation

Subject Code: SP30211

Level: Matthayomsuksa 4

Times: 2 hour

x 2 weeks= Total 4 hours

Semester 1/2025

Teacher: Mr.

Diego Romero Sanz

UNIT 3 (2 weeks)

Important Concept

1. Speak about Location of places using the verb <<estar>>.

Objective

1. Knowledge
 - 1.1 Can explain Location, address.
2. Process
 - 2.1 Analyze and answer questions about Location, correctly
3. Attitude
 - 3.1 Have discipline in studying and participate in learning activities regularly.

Process of learning

Warm up

6. **Say hola (hello in Spanish) to students before they are introduced into the lesson.**

(I explain my Location briefly and discuss the lesson in what manner to study and check the student's Location.)

(Talk about and let students tell what they know about.)

S: Students give their opinion.

Presentation

1. Teacher teaches classroom words related to Location.

Practice

1. The teacher speaks the English words and the students have to translate the words into Spanish. Then, the teacher switches by speaking Spanish and the students have to translate it into English.
2. Students practice location conversation. The teacher will ask each student one at a time. Then have the students asking and answering about directions by having them in pairs for conversation.

Production

Two students pair up and come out to the front of the room. Take turns questioning and answering about giving directions in Spanish.

Wrap up

The teacher suggested and solved problems as the teacher noticed from the activity from the beginning to the end of the activity and listen to suggestions from student questions.

6. Materials

- Print; Unit 3 Estoy en Espana. New Book Avance A1 Level.

Evaluation

Criteria to grade quality score work in presentation

Group Work

Score level Assessment Main Points	4	3	2	1	Quality level	Total
Correct complete of task	Well correctly completed task	Correctly completed in task	Few correctly completed task	Little correctly completed task		
Creative of thinking	Good strange in task	Middle of strange in task	Few strange In task	Not enough Of new strange in task		
Total						

Report after learning

1. Effect of learning.

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2. Problem

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3. Recommendation.

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Lesson Plan

Topic: Family in Spanish UNIT 4 **Subject:** Spanish Conversation
SP30211

Subject Code:

Level: Matthayomsuksa 4
x 2 weeks= Total 4 hours

Times: 2 hour

Semester 1/2025

Teacher: Mr.

Diego Romero Sanz

UNIT 4 (2 weeks)

Important Concept

1. Speak about Family in Spanish.

Objective

1. Knowledge
 - 1.1 Can explain Family.
2. Process
 - 2.1 Analyze and answer questions about Family, correctly

3. Attitude

3.1 Have discipline in studying and participate in learning activities regularly.

Process of learning

Warm up

7. **Say hola (hello in Spanish) to students before they are introduced into the lesson.**

(I explain my family briefly and discuss the lesson in what manner to study and check the student's families.)

(Talk about and let students tell what they know about.)

S: Students give their opinion.

Presentation

1. Teacher teaches classroom words related to Family vocabulary.

Practice

1. The teacher speaks the English words and the students have to translate the words into Spanish. Then, the teacher switches by speaking Spanish and the students have to translate it into English.
2. Students practice describing their families. The teacher will ask each student one at a time. Then have the students asking and answering about their families by having them in pairs for conversation.

Production

Two students pair up and come out to the front of the room. Take turns questioning and answering about their families in Spanish.

Wrap up

The teacher suggested and solved problems as the teacher noticed from the activity from the beginning to the end of the activity and listen to suggestions from student questions.

6. Materials

- Print; Unit 4 La familia bien, gracias. New Book Avance A1 Level.

Evaluation

Criteria to grade quality score work in presentation

Group Work

Score level Assessment Main Points	4	3	2	1	Quality level	Total
Correct complete of task	Well correctly completed task	Correctly completed in task	Few correctly completed task	Little correctly completed task		
Creative of thinking	Good strange in task	Middle of strange in task	Few strange In task	Not enough Of new strange in task		
Total						

Report after learning

1. Effect of learning.

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2. Problem

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3. Recommendation.

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Lesson Plan

Topic: Festivities in Spain UNIT 5 **Subject:** Spanish Conversation
SP30211

Subject Code:

Level: Matthayomsuksa 4

Times: 2 hour

x 2 weeks+1hour review= Total 5 hours

Semester 1/2025

Teacher: Mr.

Diego Romero Sanz

UNIT 5 (2 weeks)

Important Concept

1. Speak about Spanish Festivals.

Objective

1. Knowledge
 - 1.1 Can explain Spanish Festivals.
2. Process
 - 2.1 Analyze and answer questions about Spanish Festivals, correctly
3. Attitude
 - 3.1 Have discipline in studying and participate in learning activities regularly.

Process of learning

Warm up

8. **Say hola (hello in Spanish) to students before they are introduced into the lesson.**

(I explain my Spanish Festivals of Madrid City briefly and discuss the lesson in what manner to study and check the student's studies and professions.)

(Talk about and let students tell what they know about.)

S: Students give their opinion.

Presentation

1. Teacher teaches classroom words related to Festivals.

Practice

1. The teacher speaks the English words and the students have to translate the words into Spanish. Then, the teacher switches by speaking Spanish and the students have to translate it into English.
2. Students practice speaking about Festivals in Spain and comparing to their local festivals in Thailand to see the differences. The teacher will ask each student one at a time. Then have the students speaking about festivals by having them in pairs for conversation.

Production

Two students pair up and come out to the front of the room. Take turns questioning and answering about Festivals in Spanish.

Wrap up

The teacher suggested and solved problems as the teacher noticed from the activity from the beginning to the end of the activity and listen to suggestions from student questions.

6. Materials

- Print; Unit 5 De fiesta en fiesta. New Book Avance A1 Level.

Evaluation

Criteria to grade quality score work in presentation

Group Work

Score level Assessment Main Points	4	3	2	1	Quality level	Total
Correct complete of task	Well correctly completed task	Correctly completed in task	Few correctly completed task	Little correctly completed task		
Creative of thinking	Good strange in task	Middle of strange in task	Few strange In task	Not enough Of new strange in task		
Total						

Report after learning

1. Effect of learning.

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2. Problem

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3. Recommendation.

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Lesson Plan

Topic: Daily routine activities in Spanish UNIT 6 **Subject:** Spanish Conversation

Subject Code: SP30211

Level: Matthayomsuksa 4

Times: 2 hour

x 2 weeks= Total 4 hours

Semester 1/2025

Teacher: Mr.

Diego Romero Sanz

UNIT 6 (2 weeks)

Important Concept

1. Speak about daily routine activities in Spanish.

Objective

1. Knowledge

1.1 Teacher explain daily routine activities in Spanish (LEVANTARSE=TO WAKE UP, DUCHARSE=TO TAKE A SHOWER, VESTIRSE= TO DRESS UP, ETC).

2. Process

2.1 Analyze and answer questions about daily routine activities, correctly

3. Attitude

3.1 Have discipline in studying and participate in learning activities regularly.

Process of learning

Warm up

9. **Say hola (hello in Spanish) to students before they are introduced into the lesson.**

(I explain my daily routine activities briefly and discuss the lesson in what manner to study and check the student's studies and professions.)

(Talk about and let students tell what they know about.)

S: Students give their opinion.

Presentation

1. Teacher teaches classroom words and vocabulary related to daily routine activities.

Practice

1. The teacher speaks the English words and the students have to translate the words into Spanish. Then, the teacher switches by speaking Spanish and the students have to translate it into English.
2. Students practice speaking daily routine activities. The teacher will ask each student one at a time. Then have the students practicing by having them in pairs for conversation.

Production

Two students pair up and come out to the front of the room. Take turns questioning and answering about daily routine activities in Spanish.

Wrap up

The teacher suggested and solved problems as the teacher noticed from the activity from the beginning to the end of the activity and listen to suggestions from student questions.

6. Materials

- Print; Unit 6 Un dia normal en la vida de... (A normal day in the life of...). New Book Avance A1 Level.

Evaluation

Criteria to grade quality score work in presentation

Group Work

Score level Assessment Main Points	4	3	2	1	Quality level	Total
Correct complete of task	Well correctly completed task	Correctly completed in task	Few correctly completed task	Little correctly completed task		
Creative of thinking	Good strange in task	Middle of strange in task	Few strange In task	Not enough Of new strange in task		
Total						

Report after learning

1. Effect of learning.

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2. Problem

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3. Recommendation.

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Strisuksa School

Lesson Plan

Topic: Express likes/dislikes in Spanish UNIT 7 **Subject:** Spanish Conversation

Subject Code: SP30211

Level: Matthayomsuksa 4

Times: 2 hour

x 2 weeks= Total 4 hours

Semester 1/2025

Teacher: Mr.

Diego Romero Sanz

UNIT 7 (2 weeks)

Important Concept

1. Speak about likes/dislikes.

Objective

1. Knowledge
 - 1.1 Can explain likes/dislikes (ME GUSTA/NO ME GUSTA).
2. Process
 - 2.1 Analyze and answer questions about likes/dislikes, correctly
3. Attitude
 - 3.1 Have discipline in studying and participate in learning activities regularly.

Process of learning

Warm up

10. Say hola (hello in Spanish) to students before they are introduced into the lesson.

(I explain my likes/dislikes briefly and discuss the lesson in what manner to study and check the student's likes/dislikes.)

(Talk about and let students tell what they know about.)

S: Students give their opinion.

Presentation

1. Teacher teaches classroom words related to likes/dislikes.

Practice

1. The teacher speaks the English words and the students have to translate the words into Spanish. Then, the teacher switches by speaking Spanish and the students have to translate it into English.

2. Students practice expression of likes/dislikes. The teacher will ask each student one at a time. Then have the students practicing by having them in pairs for conversation.

Production

Two students pair up and come out to the front of the room. Take turns questioning and answering about what they like or not in Spanish.

Wrap up

The teacher suggested and solved problems as the teacher noticed from the activity from the beginning to the end of the activity and listen to suggestions from student questions.

6. Materials

- Print; Unit 7 Para gustos estan los colores. New Book Avance A1 Level.

Evaluation

Criteria to grade quality score work in presentation

Group Work

Score level Assessment Main Points	4	3	2	1	Quality level	Total
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Correct complete of task	Well correctly completed task	Correctly completed in task	Few correctly completed task	Little correctly completed task		
Creative of thinking	Good strange in task	Middle of strange in task	Few strange In task	Not enough Of new strange in task		
Total						

Report after learning

1. Effect of learning.

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2. Problem

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3. Recommendation.

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(Mr. Diego Romero

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Lesson Plan

Topic: Food and drink in Spanish UNIT 8 **Subject:** Spanish Conversation

Subject

Code: SP30211

Level: Matthayomsuksa 4

Times: 2 hour

x 2 weeks= total 4 hours

Semester 1/2025

Teacher: Mr.

Diego Romero Sanz

UNIT 8 (2 weeks)

Important Concept

1. Speak about Food and drink in Spanish.

Objective

1. Knowledge
 - 1.1 Can explain Food and drink in Spanish.
2. Process
 - 2.1 Analyze and answer questions about Food and drink in Spanish, correctly
3. Attitude
 - 3.1 Have discipline in studying and participate in learning activities regularly.

Process of learning

Warm up

11. Say hola (hello in Spanish) to students before they are introduced into the lesson.

(I explain my choice of food and drink in Spanish briefly and discuss the lesson in what manner to study and check the student's choice of food and drink.)

(Talk about and let students tell what they know about.)

S: Students give their opinion.

Presentation

1. Teacher teaches classroom words and vocabulary related to Food and drink in Spanish.

Practice

1. The teacher speaks the English words and the students have to translate the words into Spanish. Then, the teacher switches by speaking Spanish and the students have to translate it into English.

2. Students practice speaking about food and drink in Spanish. The teacher will ask each student one at a time. Then have the students practicing by having them in pairs for conversation.

Production

Two students pair up and come out to the front of the room. Take turns questioning and answering about food and drink in Spanish.

Wrap up

The teacher suggested and solved problems as the teacher noticed from the activity from the beginning to the end of the activity and listen to suggestions from student questions.

6. Materials

- Print; Unit 8 Que bueno!. New Book Avance A1 Level.

Evaluation

Criteria to grade quality score work in presentation

Group Work

Score level Assessment Main Points	4	3	2	1	Quality level	Total
Correct complete of task	Well correctly completed task	Correctly completed in task	Few correctly completed task	Little correctly completed task		

Creative of thinking	Good strange in task	Middle of strange in task	Few strange In task	Not enough Of new strange in task		
Total						

Report after learning

1. Effect of learning.

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2. Problem

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3. Recommendation.

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Strisuksa School

Lesson Plan

Topic: Health in Spanish UNIT 9 **Subject:** Spanish Conversation
SP30211

Subject Code:

Level: Matthayomsuksa 4

Times: 2

hourx2 weeks=4hours

Semester 1/2025

Teacher: Mr.

Diego Romero Sanz

UNIT 9 (2 weeks)

Important Concept

1. Speak about health.

Objective

1. Knowledge
 - 1.1 Can explain about health issues.
2. Process
 - 2.1 Analyze and answer questions about health, correctly
3. Attitude
 - 3.1 Have discipline in studying and participate in learning activities regularly.

Process of learning

Warm up

12. **Say hola (hello in Spanish) to students before they are introduced into the lesson.**

(I explain about health in Spanish briefly and discuss the lesson in what manner to study and check the student's progress.)

(Talk about and let students tell what they know about.)

S: Students give their opinion.

Presentation

1. Teacher teaches classroom words and vocabulary related to health, hospitals, sickness, etc.

Practice

1. The teacher speaks the English words and the students have to translate the words into Spanish. Then, the teacher switches by speaking Spanish and the students have to translate it into English.
2. Students practice health conversation on role play. The teacher will ask each student one at a time. Then have the students practicing roleplay doctor-patient conversation by having them in pairs for conversation.

Production

Two students pair up doctor-patient roleplay and come out to the front of the room. Take turns questioning and answering about their health in Spanish.

Wrap up

The teacher suggested and solved problems as the teacher noticed from the activity from the beginning to the end of the activity and listen to suggestions from student questions.

6. Materials

- Print; Unit 9 Quw te ha dicho el medico?. New Book Avance A1 Level.

Evaluation

Criteria to grade quality score work in presentation

Group Work

Score level Assessment Main Points	4	3	2	1	Quality level	Total
Correct complete of task	Well correctly completed task	Correctly completed in task	Few correctly completed task	Little correctly completed task		

Creative of thinking	Good strange in task	Middle of strange in task	Few strange In task	Not enough Of new strange in task		
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Report after learning

1. Effect of learning.

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2. Problem

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3. Recommendation.

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