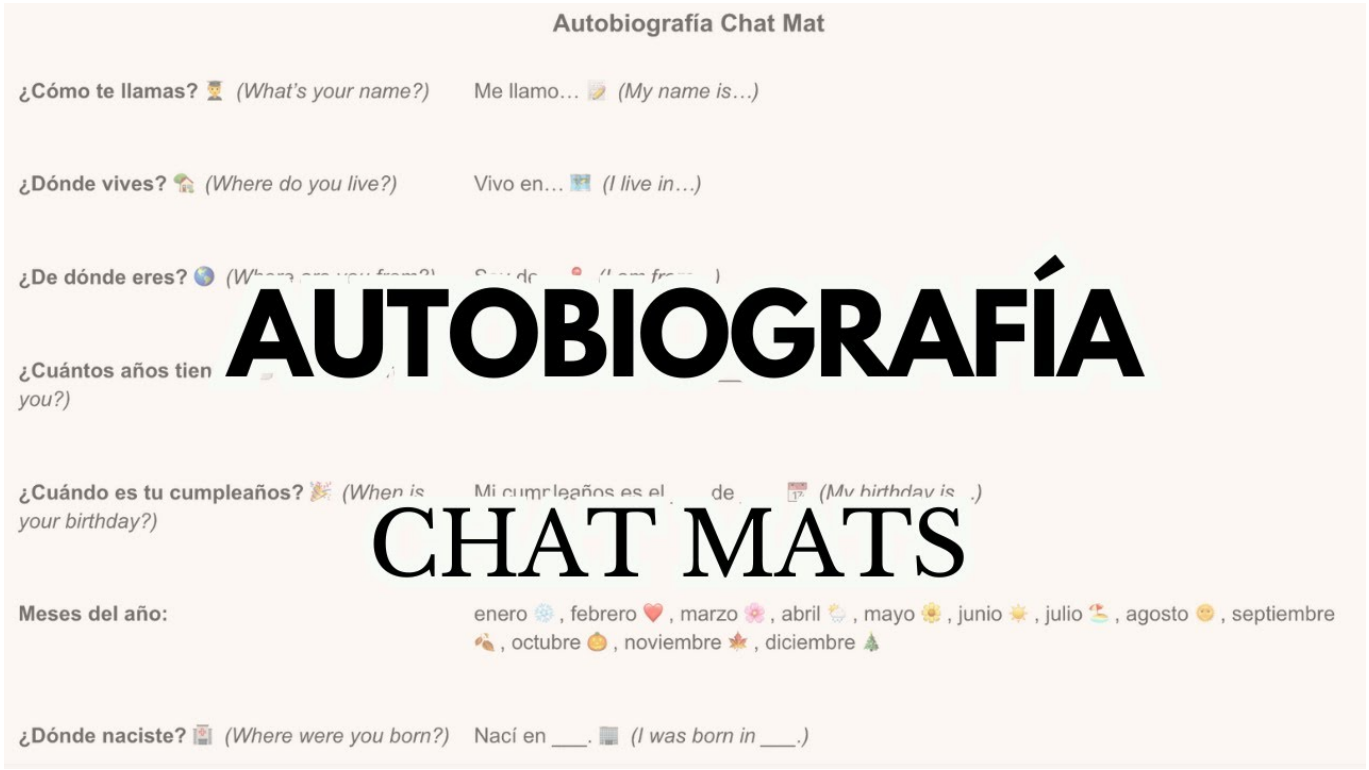


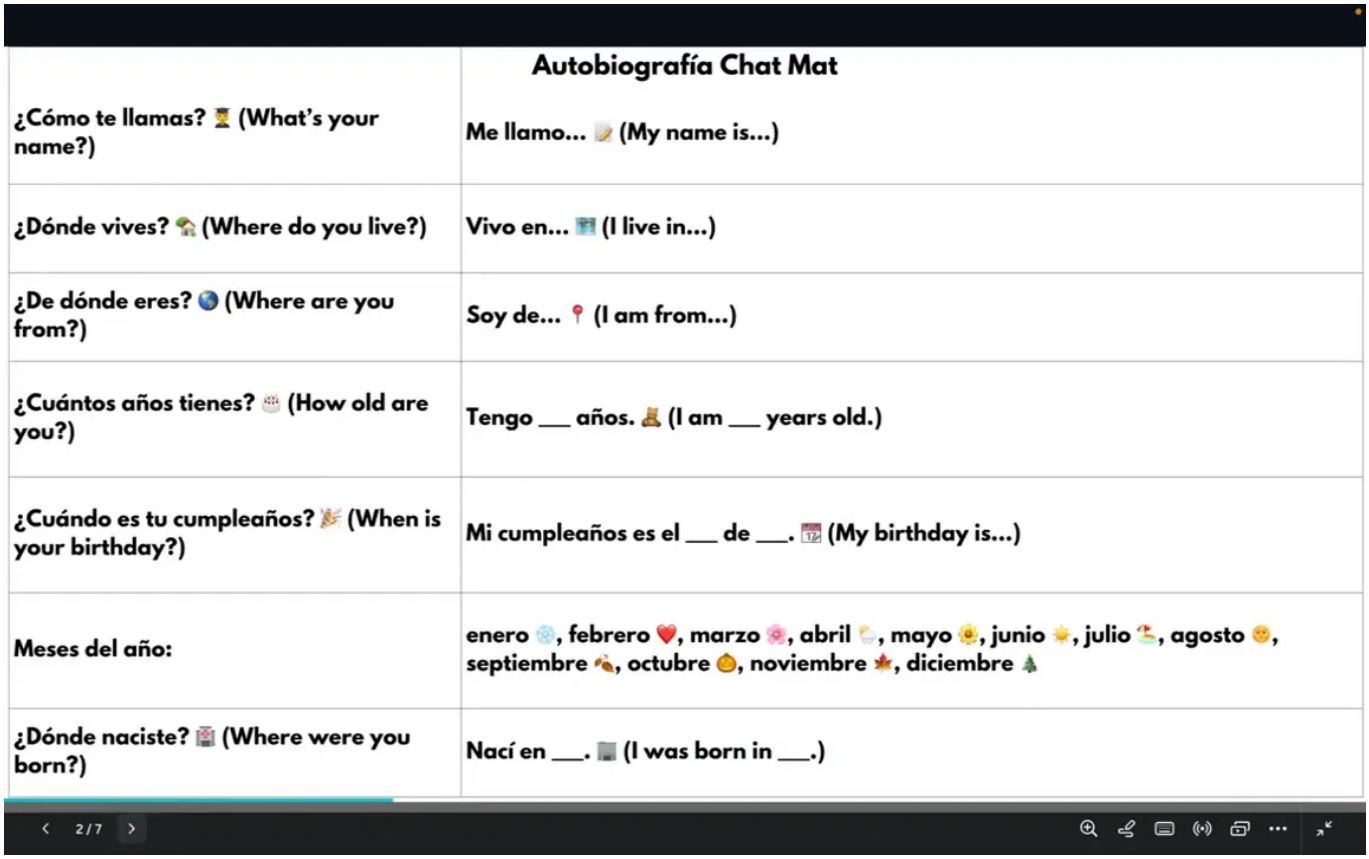
Introduction

This writing activity to learn Spanish is a quick, flexible way to review core vocabulary and basic grammar while getting students talking about themselves. I present a short autobiography project that works as a written assignment, a video, a presentation—or as a spoken warm-up using chat mats. The activity encourages meaningful interaction, natural repetition, and a chance to practice shifting perspectives (first person to third person).

Why this works

> “a fun way to review some really basic concepts is to do a little autobiography”

The format keeps students engaged because it connects language practice to personal information—names, hobbies, family, routines—so vocabulary is memorable. Pairing it with partner interviews adds a communicative, social element that increases speaking time and helps with listening comprehension.



Autobiografía Chat Mat	
¿Cómo te llamas? (What's your name?)	Me llamo... (My name is...)
¿Dónde vives? (Where do you live?)	Vivo en... (I live in...)
¿De dónde eres? (Where are you from?)	Soy de... (I am from...)
¿Cuántos años tienes? (How old are you?)	Tengo ___ años. (I am ___ years old.)
¿Cuándo es tu cumpleaños? (When is your birthday?)	Mi cumpleaños es el ___ de ___. (My birthday is...)
Meses del año:	enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre
¿Dónde naciste? (Where were you born?)	Nací en ___. (I was born in ___.)

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How to run the activity

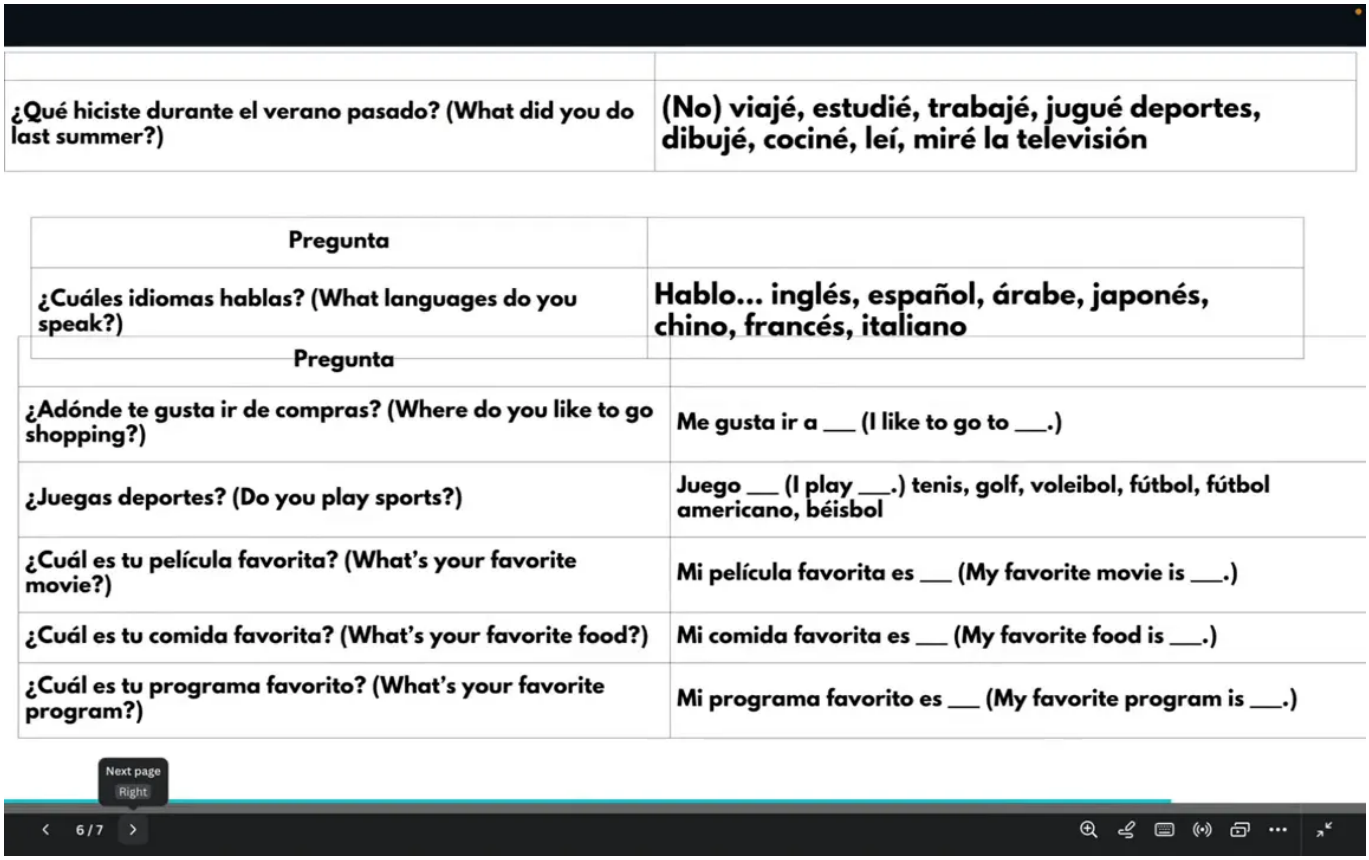
Use this step-by-step setup in a variety of class sizes and levels:

1. Decide on the final product: written autobiography, short video, live presentation, or just a spoken warm-up.
2. Arrange students in two lines facing each other. Give them a chat mat or prompt sheet with questions and phrases to guide the interview.
3. Have one line rotate so each student interviews several partners while the other line stays put. Time each round (2–4 minutes) depending on level.
4. After cycling through partners, ask students to report about the people they interviewed—this encourages third-person narration.

Suggested interview prompts

- ¿Cómo te llamas? / ¿De dónde eres?
- ¿Qué te gusta hacer en tu tiempo libre?

- Describe a tu familia.
- ¿Qué estudias / trabajas? ¿Cómo es un día típico?



¿Qué hiciste durante el verano pasado? (What did you do last summer?)	(No) viajé, estudié, trabajé, jugué deportes, dibujé, cociné, leí, miré la televisión

Pregunta	
¿Cuáles idiomas hablas? (What languages do you speak?)	Hablo... inglés, español, árabe, japonés, chino, francés, italiano

Pregunta	
¿Adónde te gusta ir de compras? (Where do you like to go shopping?)	Me gusta ir a ___ (I like to go to ___.)
¿Juegas deportes? (Do you play sports?)	Juego ___ (I play ___.) tenis, golf, voleibol, fútbol, fútbol americano, béisbol
¿Cuál es tu película favorita? (What's your favorite movie?)	Mi película favorita es ___ (My favorite movie is ___.)
¿Cuál es tu comida favorita? (What's your favorite food?)	Mi comida favorita es ___ (My favorite food is ___.)
¿Cuál es tu programa favorito? (What's your favorite program?)	Mi programa favorito es ___ (My favorite program is ___.)

Grammar focus and extensions

After interviews, use follow-up questions to practise third-person verb forms and perspective shifts. For example, have students change answers from “yo” to “él/ella” or from “tú” to “él/ella” and conjugate verbs accordingly. This is an ideal moment to introduce or reinforce:

- Third-person singular and plural verb endings
- Possessive changes (mi → su)
- Reporting verbs and simple past or present tense depending on level

Variations and assessment

Turn the project into a summative task: a polished written autobiography, a short

recorded video, or a live presentation. For low-prep days, keep it as a rotating interview warm-up. Use checklists for vocabulary, pronunciation, and correct verb forms when assessing.

Conclusion

This writing activity to learn Spanish is versatile, low-prep, and highly effective for practicing real communication and basic grammar. Whether you use it as a writing assignment, a video project, or a speaking warm-up, it gets students producing language and listening with purpose.