

## FUTURE LEARNING

Children will be able to use the new vocabulary from this unit to exchange information about clothes in another country in unit 12 'Un país hispanohablante'. Understanding of adjectival agreement and syntax will enable them to extend the length of their descriptions, and to create new language. Their oral confidence will increase in situations where an audience is present, and they will extend their reading for detail in authentic Spanish texts.

## CORE VOCABULARY AND STRUCTURES

|                       |                                 |
|-----------------------|---------------------------------|
| <i>la camiseta</i>    | <i>grande</i>                   |
| <i>la camisa</i>      | <i>pequeño / pequeña</i>        |
| <i>la falda</i>       | <i>corto / corta</i>            |
| <i>el sombrero</i>    | <i>bonito / bonita</i>          |
| <i>el jersey</i>      | <i>feo / fea</i>                |
| <i>los pantalones</i> |                                 |
| <i>los zapatos</i>    | <i>cien (euros)</i>             |
| <i>los calcetines</i> | <i>ciento cincuenta (euros)</i> |
| <i>los vaqueros</i>   | <i>doscientos (euros)</i>       |

*(yo) llevo ...*  
*(él/ella) lleva ...*  
*(tú) llevas ...*  
*Ponte ella ...*  
*Quítate ella ...*

## Unit 10 La ropa

### ABOUT THE UNIT

In this unit children learn the names of common articles of clothing, revise adjectives of colour and learn some other common adjectives. They learn to use these to describe clothes, to shop for clothes and to give opinions about clothes.

### WHERE THE UNIT FITS IN

Children have already been introduced to some adjectives of colour in unit 3 'La familia'. They have learnt to express opinions and to use numbers. They have also started to use shopping phrases in context, in unit 8 'En la cafetería'. By adding the vocabulary of clothes, they will be able to use this knowledge in a different context. They will learn about clothes in a Spanish-speaking country in unit 12 'Un país hispanohablante'. Confidence in speaking should be improving at this stage, and children should enjoy using the new language creatively, for example acting out shopping role-plays or holding a fashion show. They could also use extended descriptions to design advertisements, a new school uniform or pages for a clothes catalogue.

### PRIOR LEARNING

It is helpful if children already know:

- numbers 1 to 100
- how to express opinions
- shopping phrases
- some colours
- phrases to describe the weather
- sports vocabulary

### NEW LANGUAGE CONTENT

- names of items of clothing
- saying what someone is wearing
- adjectives to describe clothing
- agreement and position of adjectives
- numbers up to 200

### RESOURCES

- box of dressing-up clothes or drama production clothes
- flashcards of clothes and colours
- text flashcards
- overhead transparencies (OHTs) of clothes
- clothes catalogues and pictures from magazines
- Spanish internet shopping pages
- dolls with sets of clothes
- flashcards showing other adjectives, eg *grande, pequeña*
- microphone
- euros or play money

### OUT-OF-SCHOOL LEARNING

Children could:

- explore Spanish shopping pages on the internet
- exchange details of favourite clothes with Spanish-speaking partners
- read more complex descriptions in Spanish, using a dictionary for assistance

### LINKS WITH OTHER SUBJECTS

There are opportunities in this unit to link with drama, mathematics, art and ICT.

### EXPECTATIONS

#### At the end of this unit

##### *most children will:*

describe the clothes they are wearing, or might wear in different situations; describe the colour of articles of clothing, beginning to use agreements of adjectives of colour; use the new language in role-plays or short announcements, eg in a fashion show; begin to offer opinions using the new contexts; read short, authentic descriptions in Spanish to find specific information, such as price or colour; begin to use the present tense of *llevar* correctly in first, second and third person singular; write short sentences that include descriptions of clothes

##### *some children will not have made so much progress and will:*

understand names of clothes; say single words, or need prompting to recall vocabulary and structures; recognise and recall unaided some of the new vocabulary and structures; copy short phrases

##### *some children will have progressed further and will:*

produce extended descriptions in accurate Spanish, showing some attention to verb endings, adjectival agreement and syntax; show creativity and imagination in recreating new language in new contexts; cope with retrieving several pieces of information from extended descriptions; describe, without prompting, clothes worn in different situations and contexts

**LEARNING OBJECTIVES**

**POSSIBLE TEACHING ACTIVITIES**

**LEARNING OUTCOMES**

**POINTS TO NOTE**

CHILDREN SHOULD LEARN

CHILDREN

**Section 1. Clothes**

- vocabulary for some items of clothing
- singular parts of the verb *llevar* in the present tense

- Use pictorial flashcards and real articles of clothing to introduce the new vocabulary. Pin clothes on a washing line or use a doll to illustrate the words.
- Choose a child and ask the class *¿Qué lleva Mary?* Practise the response, eg *Mary lleva una camiseta*.
- Encourage children to work in pairs to describe what each is wearing.
- Use pictures, eg from magazines, to practise describing non-school clothes.
- ‘Information gap’ activity: children have pictures of people. Each child describes what the person in their picture is wearing without showing it. Their partner must draw the person as accurately as possible. They then compare pictures.
- Children role-play fashion models to elicit *él lleva/ella lleva*.
- Play the ‘Fruit salad’ game: children wearing a certain item of clothing or colour must swap places.
- Work with card games such as ‘Matching pairs’: children use sentences such as *Lleva una falda* when matching images.
- Use text flashcards to introduce the written forms. Play ‘Jumbled sentences’ using text cards, eg *jersey / lleva / Ella / un*. Read a sentence aloud. In pairs or groups the children assemble the sentence using the cards.

- pronounce the new vocabulary accurately
- describe what someone else is wearing
- use phrases such as *Ella lleva una camiseta* when playing card games or describing pictures in a magazine
- listen to and understand sentences describing people and clothes
- read new words from text flashcards

- Depending on the school, it may be necessary to add specific items of clothing that reflect the ethnicity of the children, or specific items of school uniform.
- Point out to children that some items of clothing are singular in Spanish, eg *el pijama*, but plural in English. Compare use of dual forms in English, eg *glasses/spectacles*.
- New vocabulary could be added to the class dictionary.
- Literacy skills are enhanced through games involving text flashcards.
- Children should be familiar with the importance of word order in relation to building up phrases and sentences in English (NLS years 4–6).

**Section 2. Describing clothes**

- adjectives of colour and their position in a sentence
- other adjectives to describe clothes

- Use pictorial flashcards to revise all colours already introduced.
- Separate the pictorial clothes flashcards into two groups according to gender. It may help to have two different coloured flashcards. Emphasise the gender, eg *Es una falda. Es un jersey*.
- Using pictorial flashcards, make sentences to illustrate the use of a noun with an adjective, eg *Él lleva un jersey azul y una camisa verde*. Emphasise the position of the colour adjective. At this stage use only the colour adjectives that do not change endings. Use the text flashcards to make the same sentences.
- Repeat the ‘Jumbled sentences’ game of the last section, but this time include adjectives.
- Encourage children to describe each other’s clothes or picture cards again, this time using a limited range of colours.
- Build up coloured overlays on the overhead projector (OHP) to show what someone is wearing, eg *un jersey verde, una falda azul*.
- Using pictorial flashcards with coloured clothes, introduce the adjectives of colour that change endings to reflect gender, eg *blanco, negro, rojo, amarillo*, and emphasise and exaggerate the colour endings in appropriate descriptions. Introduce the written forms with text flashcards. Add these colours to the card games.
- ▲ Take the opportunity to sort items into masculine and feminine on the board or on an OHP.
- Teach a song that uses colours and clothes, such as the traditional Spanish song ‘*A mi burro/El burro enfermo*’.
- Shared reading/‘Big Books’: read a story containing the chosen vocabulary. Ask children to make a physical response to certain words each time the words are read, for example nouns of clothing or adjectives of colour, the verb *llevar*.
- ▲ Play a game using a dressing-up box and teams of children, eg *Número uno, busca un jersey rojo; número dos, busca una camiseta blanca*.
- Revise other adjectives already learnt, eg *Es genial*.
- Introduce new adjectives using mime, flashcards or an appropriate physical response. For example, for *pequeño/a*, each child could curl up small.
- Encourage children to practise using the new vocabulary in sentences to describe not only clothes, but other objects, eg *Es un cuaderno bonito*.

- recognise and use colour adjectives
- begin to understand the position of colour adjectives
- describe what someone is wearing and the colour of the items of clothing
- show understanding of gender and demonstrate understanding of masculine and feminine adjective endings
- show recognition of adjectives by responding physically
- begin to add the feminine ending when appropriate in both spoken and written forms
- read and understand simple sentences about what someone is wearing
- describe objects and items of clothing

- Using real items of clothing and props is more motivating than using pictorial flashcards and helps children remember the vocabulary and structures.
- Children’s knowledge of the function of verbs in sentences could be reinforced by showing that sentences do not make sense without them, and by experimenting with changing simple verbs in sentences and discussing the impact on meaning. For example, in a text card game use *ella + lleva + un jersey*, then offer substitute verbs such as *compra, mira, toca, habla, canta, baila*.
- Children should be familiar with the function and forms of verbs in sentences in English (NLS years 3–6).
- Take time to ensure that most children are comfortable with using adjectives of colour in the correct place before introducing the other adjectives.
- Children will have been introduced to the term ‘adjective’ in their work in English in year 3 and should be familiar with the role of adjectives in sentences (NLS years 3–6).
- If children make mistakes of gender agreement, correct the endings, but praise children for using the new words.
- The physical response game could be used as a warm-up activity in PE.
- Children could organise a survey of favourite articles of clothing and colours.

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

## LEARNING OUTCOMES

## POINTS TO NOTE

## CHILDREN SHOULD LEARN

## CHILDREN

## Section 3. Giving opinions about clothes

- to give opinions about clothes, with reasons
- Revise vocabulary for items of clothing and all adjectives of quality and size.
- Revise *me gusta, no me gusta*, seasons and times of day, weather and sports.
- Discuss items of clothing and relate these to previously learnt language, eg *Lleva un jersey negro. Hace frío. Lleva una camisa blanca y pantalones blancos. Hoy es sábado. Le gusta jugar al cricket.*
- Repeat the 'Information gap' activity in section 1, this time using colours.
- Encourage children to act out role-plays to practise different situations. Distribute cue cards (pictorial or text) to pairs of children to elicit comments, eg *¿Qué lleva la mujer? Lleva una camiseta. Hace sol.* Add extra fun to the activity by using different hats, scarves, umbrellas, sunglasses. Each child has a weather picture or phrase on their card, and chooses appropriate items to elicit a response from a partner.
- Stick a mixture of pictorial and text flashcards to the board/wall. Invite teams to go and match up the correct word with its corresponding picture. This activity could be timed to add excitement.
- Encourage the children to practise *Me gusta / gustan* and *No me gusta / gustan*, linking the phrases with items of clothing, eg *Me gusta la camiseta porque es bonita. No me gustan los pantalones porque son grandes.*
  - Use card games to reinforce the use of two different adjectives in one sentence.
  - Introduce the written forms using text flashcards.
  - Encourage children to describe each other's clothes orally.
  - Use differentiated worksheets to practise the written form. Some children will be able to produce their own correct sentences with little support. Others will copy correctly when labelling pictures of people wearing different clothes.

- use quality and size adjectives together in sentences to describe what someone is wearing and give an opinion about it
- show understanding of singular and plural nouns
- recognise and use the new vocabulary in other situations
- listen to and understand sentences describing people and clothes
- give reasons for wearing or buying different articles of clothing

- This links with aspects of the NLS, for example changing the meaning of a sentence by adding or changing adjectives.
- Some children will require a lot of support to use more than one adjective in a sentence correctly, and may need prompts or pictorial clues for speaking and especially for worksheets.
- Decide whether you are going to use the items of clothing in the plural, eg *los zapatos*, and therefore introduce plural agreements of adjectives. Some children will be able to understand this concept straight away, but many will need much more practice with gender before the introduction of plural adjectives.
- Some children will give one-word answers, while others will be able to manipulate language creatively in giving their reasons.

## Section 4. Using -ar verbs in the present tense

- to begin to understand and use the correct endings of the present tense of known -ar verbs
- Each time a verb is used, both orally and in texts, emphasise the ending and correct children's mistakes sympathetically, eg *Yo llevo un jersey / Tú llevas unos pantalones / Ella lleva una camiseta.*
  - As children become aware of the infinitive form, the endings need reinforcement. This may be done by pointing to the person 'doing' the verb, eg *llevo, llevas, lleva.*
- Identify the written form in texts as appropriate, and point out the endings. Compare with the English, eg 'I wear', 'she wears'.

- begin to recognise and use correctly the different endings of -ar verbs in the present tense

- This activity links with aspects of the NLS where children are introduced to the term and role of verbs from year 3, with coverage of the range of different verb forms in English (NLS years 3–6).
- Children will need a lot of repetition and reinforcement to achieve accuracy. At this stage it is more important that they are confident in understanding spoken Spanish, speaking simply and reading with understanding. Differentiate among the children's responses, accepting some inaccuracies in order to maintain communication.

## Section 5. Reading longer passages

- to read for detail in longer passages
- Using clothes catalogues, internet shopping pages or longer descriptions of what clothes people are wearing, show children how they can understand some of the key information without understanding every word.
- Make available multiple copies of such descriptions, with a differentiated worksheet to encourage children to gain confidence in this area.

- identify specific information in longer passages of Spanish text

- Some children will be able to read and understand longer passages of descriptive Spanish, and could apply this to other materials, such as information from a partner school, tourist brochures, advertisements.
- Children will have worked on the features of descriptive writing in reading and writing activities in English (NLS from year 3).
- ICT: the internet, if available, could be used to find authentic shopping pages and fashion articles.
- Encourage the children to use the class or bilingual dictionary if they cannot remember the meaning of a word.

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

## LEARNING OUTCOMES

## POINTS TO NOTE

### CHILDREN SHOULD LEARN

### CHILDREN

#### Section 6. Comparing euros and pounds

- to understand the value of euros compared with sterling
- numbers 101–200
- Revise shopping vocabulary (covered in unit 8 'En la cafetería') and numbers, using techniques introduced in numeracy work, eg number dice, number fans.
- Revise numbers 1–100 using some of the activities described in units 1–4. Then introduce numbers 101–200 using flashcards.
- Write a series of large numbers on the board or OHT and point to them while saying a number out loud. If it is the correct number, the children should repeat it; if it is not the right number, they should keep silent. A competition between the teacher and children adds to the excitement and motivational value of the activity.
- Practise numbers using mental arithmetic at a level suited to the class, eg *tres por cincuenta; ciento veinte entre cuatro; doscientos menos veinte; cuarenta más cincuenta más sesenta – ¿cuánto es?*
- Compare prices in Spanish and English clothes catalogues, or by using pictorial and text flashcards, eg a picture of a shirt labelled '*una camisa blanca, 100€*' and a similar picture labelled 'white shirt, £60'. Revise numbers using these prices.
- ▲ Use a worksheet with two columns: one for items of clothing (in Spanish), the other for prices in €. This sheet is partly completed. Ask the children to fill in the gaps using information from a page in a clothes catalogue (which could be copied and/or displayed on an OHT). This activity could be extended by adding a third column, for prices in £. Tell the children what the exchange rate is and ask them to calculate what the prices would be in sterling.

- begin to understand the value of euros compared with sterling
- understand and use numbers 100–200, both in and out of sequence
- perform calculations of large numbers in Spanish

- This section links with aspects of mathematics.
- Children have already learnt numbers 1–100 in units 1–4.
- Point out the different forms when using multiples of hundreds, eg  *cien, ciento, doscientos*.
- In Spanish, the euro symbol always comes after the amount, eg *100€*.

#### Section 7. Using spoken language with an audience

- to use Spanish confidently in oral situations in front of an audience
- Ask for volunteers to record a sentence describing clothes. Encourage all children to take part, and to use a microphone.
- ▲ Organise a fashion show. Children work on the commentary and use clothes from the school drama props box or from a charity shop. This can be a serious or light-hearted display in front of other children or parents and it could be recorded on video or DVD to send to a partner school. Less confident children can take the organisational or non-speaking roles. More confident children can take the role of compère, using appropriate dialogue, eg *Hola. Hoy es sábado, 15 de agosto y hace mucho sol. Aquí está Peter. Lleva una camiseta roja y amarilla. Le gusta esta camiseta. Adiós Peter.*

- gain confidence when speaking in Spanish before an audience

- Some children will need encouragement when speaking in front of the class and could do this with a partner in unison before they are willing to speak on their own.
- Work on speaking and listening and on drama in English at key stage 2 can support these activities.
- If a real microphone is not available, a toy microphone will improve confidence and provide a semblance of authenticity.
- Design and technology: this activity links to work using textiles or items the children have made, such as puppets or clothes.

#### END-OF-UNIT ACTIVITIES

- to apply the knowledge, skills and understanding learnt in this unit
- Show children examples of advertisements from clothes catalogues or internet shopping pages. Encourage them to produce their own versions, either as posters or using ICT.
- Children might show others what they have learnt in this unit by putting up a display of their advertising or clothes catalogue posters, and comparing favourite clothes, prices, colours, etc with children in a Spanish-speaking partner school.

- create a display in Spanish using the new vocabulary
- communicate in written Spanish in a realistic context
- create their own advertisements for clothes

- This section links with the use of ICT and aspects of the art curriculum.