

FUTURE LEARNING

In unit 12 'Un país hispanohablante', children will draw on the new language from this unit to study a distant Spanish-speaking location. Knowledge of how to ask directions will enable them to be more confident on a visit abroad. New language will help children to understand tourist brochures, thus developing cultural awareness. If they have the opportunity to visit Spain, they will be able to use this language to help them find their way around.

CORE VOCABULARY AND STRUCTURES

<i>Perdone, señor / señora / señorita</i>	<i>Hay (un hotel) ...</i>
<i>¿Hay un ... / una ... por aquí?</i>	<i>a la derecha</i>
<i>¿Dónde está ... ?</i>	<i>a la izquierda</i>
<i>el mercado</i>	<i>(Siga) todo recto</i>
<i>el supermercado</i>	<i>tuerza</i>
<i>el colegio</i>	<i>un plano</i>
<i>el estadio</i>	<i>una isla</i>
<i>el hotel</i>	<i>el tesoro</i>
<i>el cine</i>	<i>la caza del tesoro</i>
<i>la playa</i>	<i>unas fotos</i>
<i>la piscina</i>	<i>un folleto</i>
<i>la comisaría</i>	<i>un mapa</i>
<i>Correos</i>	

¿Dónde están ... ?
los servicios
las tiendas

Unit 11 El lugar donde vivo

ABOUT THE UNIT

In this unit children learn to understand and use the names for places in their local area. They learn to understand, ask for and give directions and develop their dictionary skills further. There are opportunities to exchange information about their local area with another school at home or abroad.

WHERE THE UNIT FITS IN

Children have learnt something about towns in Spain/Latin America in unit 6 'El mundo' and they will be able to consolidate work from unit 11 in unit 12 'Un país hispanohablante', when they learn about another distant location. Children could exchange information about their local area with a linked school in a Spanish-speaking country.

PRIOR LEARNING

It is helpful if children already know:

- something about the geography of Spain/Latin America
- numbers up to 200
- how to use a bilingual dictionary

NEW LANGUAGE CONTENT

- names of places in a town
- addressing strangers politely to ask the way
- understanding and giving simple directions

RESOURCES

- large maps of Britain and Spain/Latin America
- pictorial and text flashcards with new vocabulary
- toy cars, buses, etc.
- board games, eg 'Twister'
- maps, photos and pictures of the local area
- tourist guides and brochures about Spanish towns
- video or description of a Spanish town
- grid sheets
- camcorder and portable audio-recording equipment, eg cassette recorder
- access to ICT and the internet

OUT-OF-SCHOOL LEARNING

Children could:

- use the internet to research authentic websites of towns in Spain/Latin America
- work on a guide of their local area, to be exchanged with a partner or local school
- read some simple tourist leaflets and brochures to find specific information

LINKS WITH OTHER SUBJECTS

Activities in this unit link with aspects of numeracy and geography, and there are opportunities to use ICT to record and exchange information. There are opportunities to create a treasure map and/or a local guide, linking with work in art and design.

EXPECTATIONS

At the end of this unit

most children will:

understand and give directions to key places in the local area; describe their own area/town/village; understand the key information in tourist guides to a Spanish town; contribute to a guide to their area in Spanish, using labels, descriptions and pictures/photos/ICT; address strangers politely when asking the way

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

understand directions with some support; respond using short phrases or single words; remember some of the key vocabulary and phrases; copy single words with support

some children will have progressed further and will:

use new vocabulary and structures imaginatively and confidently, with little teacher support; give and exchange information orally and in written form, with details; read original material in Spanish with understanding, using a dictionary unaided to assist with unknown vocabulary

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 1. Using names of places in the local area

- to understand and use the names of places in their local area
- Begin by revising *vivo en* (+ name of town or village). Add further details of location, eg *Vivo en Warrington. Está en el norte de Inglaterra.*
- Using pictures of people and place names on a map, introduce and practise the other compass points, eg *noroeste, sudeste.*
- Introduce and practise vocabulary relating to two or three places in the town, eg *el cine, el mercado, el supermercado, el estadio*, using photographs, picture cards or video programmes if available. Introduce all the masculine nouns first, or all the feminine nouns. Then introduce plural nouns for places, eg *Correos, los servicios, las tiendas.*
- When children can pronounce the new words accurately, show the written forms of a few words using text flashcards. Slowly reveal the beginning or the end of the text flashcards to see if the children can guess which card you have in your hand.
- Once all the places have been introduced, play 'Kim's game' (*¿Qué falta?*): stick the cards on the board, ask for a volunteer and then, while the volunteer is blindfolded or has their eyes closed, take away one card. Say *Abre los ojos*. The volunteer then looks at the board and says what is missing.
- To reinforce the places, children can play 'I spy'. *Veo, veo, ¿qué ves? Veo una cosita. ¿Qué cosita es? Veo una cosita que empieza con 'm'.*
- Add the keywords to the class dictionary and word lists.
- Compare shops and houses with those in Spain/Latin America.
- Children could imagine they are inhabitants of an imaginary town and create descriptions and plans of the town.

- recognise and respond to new vocabulary
- pronounce new words accurately
- learn to play 'I spy' in Spanish
- label pictures accurately and add the keywords to a class dictionary

- Vary the vocabulary according to the location of the school. For some children, a particular building may be of significance, eg *la mezquita, la fábrica.*
- Extend the descriptions in the third activity to include people who work in the town, further weather phrases, time, transport.
- English: children learn to compile a class/group dictionary using personally written definitions (NLS year 5).

Section 2. Understanding and giving simple directions

- to understand and give simple directions
- Introduce the key phrases for asking for simple directions, encouraging children to repeat them, eg *¿Dónde está el ...? Busco la ... ¿Hay un ... por aquí?*
- Put flashcards around the room, ask *¿Dónde está ...?* and encourage children to point.
- Separate the masculine and feminine pictorial flashcards (sorting any with plural nouns, eg *Correos*, for use later). Practise with the masculine first, then add the feminine form. Show the children the written forms. Encourage children to act out role-plays, using the new vocabulary. Ask for volunteers to demonstrate to the rest of the class.
- Teach *a la derecha, a la izquierda, todo recto*, asking children to respond physically. To reinforce *izquierda, derecha* teach a Spanish dance: *Vamos chicos*. Children go round in a circle singing/chanting *Vamos chicos, vamos chicos a bailar.* (Change direction.) *Vamos chicos, vamos chicos a bailar.* (Change direction.) Chant four times. Then sing/chant *izquierda, izquierda* (kicking out the left foot), *derecha, derecha* (kicking out the right foot), *delante* (jumping forward), *detrás* (jumping back), *uno, dos, tres*. Then repeat *izquierda, izquierda, etc.*
- Play 'Frio, caliente'. Choose two volunteers, one to go out of the classroom and come back in and ask *¿Dónde está ...?* and one to hide a card depicting a place. Once the card is hidden, the children say *entre* and the class give directions: *todo recto, tuerza a la derecha, etc.*
- Use a simple large-scale map, or an overhead transparency (OHT) with a grid of streets and key buildings, to illustrate simple directions. Use a figurine or toy car to emphasise left and right. Ask children to move the figurine correctly in response to directions in Spanish.
- To practise left and right, use the game 'Twister', revising *la mano* and *el pie*, and adding *derecha* and colours. Divide the class into two teams and ask for two volunteers to go on the Twister mat. Each team takes a turn to give an instruction, eg *la mano derecha en el azul*, until the volunteers are unable to move without falling or make an incorrect movement.
- Ask children to devise role-plays to practise asking the way. Place picture cards around the classroom. Children work in pairs, asking and answering questions about where things are.
- Using plans of real Spanish towns, the children could ask and give directions for getting around them.
- Ask the children to work in pairs. One child has plan A and the other plan B. Plan A has filled in the places missing in plan B and vice versa. The children cannot look at each other's plans. The object is for the children to fill in their plans with the missing places. To do so, children ask for and give directions.
- Play audio or video recordings of native speakers giving directions, and ask the children to listen for key words or phrases, or to respond by following the path of a visitor on a worksheet map or an OHT.

- recognise and use the phrases to ask for and to give directions
- use these orally in role-plays
- play games using the new language confidently
- perform a traditional Spanish dance
- listen to and understand native Spanish speakers in context
- use ICT to reinforce new language, where possible

- Children may already have learnt left and right in gymnastic sessions, or when learning parts of the body (unit 9 'Los deportes'). Some find it difficult to remember left and right in English and require continual reinforcement.
- Face the same way as the children when demonstrating direction.
- Physical actions in the hall or playground will help to reinforce the vocabulary and concepts.
- Incorporate left, right and other directions into a physical response game as a warm-up activity for PE.
- English: listening to audio or video recordings of native speakers giving directions builds on work to develop listening skills (national curriculum, key stage 2).

LEARNING OBJECTIVES**POSSIBLE TEACHING ACTIVITIES****LEARNING OUTCOMES****POINTS TO NOTE**

CHILDREN SHOULD LEARN

CHILDREN

Section 3. Asking for and giving directions

- to begin to use the new phrases when speaking to strangers
- Encourage children to record dialogues and role-plays, with appropriate prompts or cue cards, to practise both asking for and giving instructions.
- If a native speaker or a Spanish-speaking visitor is available, encourage children to practise by asking them the way and by following their directions on a street map or with physical responses.
- ▲ Children could make up their own play/rap/poem to incorporate directions and places. They could reinforce language learnt in previous units, eg *¿Dónde está la plaza? Me duele la cabeza.*

- greet a 'stranger' politely and ask the way
- show understanding by following instructions
- perform a play/rap/poem using short phrases from memorised language

Section 4. Producing a guide to the local area

- to produce a guide booklet of the local area in Spanish, to be exchanged with a Spanish-speaking partner school
- Organise children into groups to produce different parts of a guide booklet to illustrate their local area. They label pictures and photos of their area, giving as much detail and description as possible.
- Make use of children's knowledge of various text types in English, layout, choice of language and graphics in order to help them create texts in Spanish.
- Arrange to exchange this material with a Spanish-speaking partner school.
- ▲ The children could write part of the school prospectus in Spanish, which could be put on the school or LEA website.

- use descriptive language applied to their own area
- create display text in Spanish using appropriate layout and graphics

- Many children will enjoy working on this out of school to achieve a professional result, using illustrations and cuttings from local tourist information. If it is to be sent to a partner school, children will be more motivated to improve the standard of the finished product.
- ICT could be used in the production of the booklet.
- There are potential links with aspects of the art and design/technology curriculum. Children might produce clay models of their local area to use in role-play work, or a collage and display labelled in Spanish.

Section 5. Reading longer passages

- to read longer passages in Spanish with understanding
- Distribute pamphlets and brochures from Spanish sources, eg tourist offices or downloaded from the internet.
- Give groups of children or individuals specific comprehension tasks using this material to show that they have understood the keywords and phrases, responding in Spanish or English. Encourage them to use the class dictionary or a bilingual dictionary to find the meaning of new words.
- ▲ Encourage children to write a letter to a Spanish tourist office asking for information about a town of their choice. Provide a model letter.

- read with understanding
- use a dictionary to find new words and add these to a word list

- Some children will need simpler versions of descriptions, perhaps with rewritten versions of the original text glued onto the pamphlets to retain the sense of authenticity.
- This can build on children's dictionary skills learnt in English (NLS from year 3).

LEARNING OBJECTIVES

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LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 6. Using language creatively

- to use language creatively
 - ▲ Tell or read a story in Spanish about hidden treasure.
 - ▲ Present the idea of a desert island with a treasure map. Produce a bottle with a message in it in Spanish, giving instructions to the class to find hidden 'treasure' (pictures, tokens or house points) around the classroom, playground or school. Encourage children to devise their own maps on a grid system, with instructions in Spanish to lead the treasure-seeker around the 'island'. These instructions can be audio-recorded or written, and the paper made to look old for a realistic effect. Ask children to act out the role of treasure-seekers as they read the instructions and search for the treasure. Children could give themselves names of famous explorers they have been introduced to in unit 6 'El mundo'.

- work in groups or individually to produce a treasure map and instructions for finding the 'treasure'
- discover the 'treasure' on a different 'island' by following instructions in Spanish

- This could link with a drama activity, or form the basis of a colourful display.
- Art: children could make an island and in the middle put a pyramid-type structure similar to Tikal (Guatemala) or Machu Picchu (Peru) where the treasure is hidden.

END-OF-UNIT ACTIVITIES

- to apply the knowledge, skills and understanding learnt in this unit
 - Children could be encouraged to give a performance of the treasure-seekers, with displays of the maps and written work, either in an assembly or at a parents' meeting.
 - They could produce a simulated radio or video programme about the local area, with recordings of role-plays and descriptions.
 - Children might use their new skills and knowledge to create an ideal imaginary town where they would like to live.

- create and take part in role-plays, a short sketch or dialogue
- perform a sketch in front of an audience