

FUTURE LEARNING

Children will reuse and extend the language of classroom interaction. They will have many opportunities to practise sounds and spellings. In units 2 and 3 children learn to talk more about themselves and other people.

CORE VOCABULARY AND STRUCTURES

<i>Buenos días</i>	<i>¿Qué es esto?</i>
<i>¡Hola!</i>	<i>Es ...</i>
<i>¡Adiós!</i>	<i>una mesa</i>
	<i>una silla</i>
<i>¿Que tal?</i>	<i>una chica</i>
<i>Muy bien, gracias</i>	<i>una mochilla</i>
	<i>un libro</i>
<i>Presente</i>	<i>un chico</i>
<i>Falta</i>	
	<i>¡Excelente!</i>
<i>Sí</i>	<i>¡Super!</i>
<i>No</i>	<i>Escuchad</i>
	<i>Mirad</i>
<i>¿Cómo te llamas?</i>	<i>Silencio/Callaos</i>
<i>Me llamo ...</i>	<i>Tocad</i>
<i>¿Y tú ...?</i>	<i>Enseñadme</i>
	<i>Dadme</i>
<i>los números:</i>	<i>Levantaos</i>
<i>cero</i>	<i>Sentaos</i>
<i>uno</i>	<i>Repetid</i>
<i>dos</i>	
<i>tres</i>	<i>¿Qué tal? ¿Qué tal estás?</i>
<i>cuatro</i>	<i>Estoy ...</i>
<i>cinco</i>	<i>bien</i>
<i>seis</i>	<i>muy bien</i>
<i>siete</i>	<i>regular</i>
<i>ocho</i>	<i>fatal</i>
<i>nueve</i>	
<i>diez</i>	<i>¿Quién es?</i>
<i>once</i>	<i>Es ...</i>
<i>doce</i>	
	<i>gracias</i>
<i>más</i>	<i>por favor</i>
<i>menos</i>	<i>de nada</i>

**Unit 1 ¡Hablo español!****ABOUT THE UNIT**

In this unit children learn to introduce themselves and to greet others. They begin to work on sounds and spellings and use simple language of classroom interaction.

WHERE THE UNIT FITS IN

This unit is for beginners. Subsequent units will build progressively on knowledge, skills and understanding introduced. Children with previous experience of learning Spanish should be encouraged to share their knowledge with others in the class, for example children with good accents can provide models for others to copy.

PRIOR LEARNING

It is helpful if children already know:

- the English alphabet
- how to sequence words in alphabetical order, ordering by first letter, then second letter, etc

OUT-OF-SCHOOL LEARNING

Children could:

- look out for Spanish words that are used in English
- look out for Spanish-made products at home and in the shops
- practise spelling new words with parents and peers, using techniques developed in English
- make word searches and crosswords for others to consolidate vocabulary learnt in the unit, possibly using ICT

NEW LANGUAGE CONTENT

- greetings and goodbyes
- presenting oneself
- answering the register
- saying thank you
- numbers 0 to 12
- names of classroom objects
- classroom routine and instructions

RESOURCES

- pictures of famous people/popular characters
- number and word cards
- number songs/rhymes
- textcards of instructions and useful phrases, numbered and placed around the room
- word processor
- folders or wallets for storing work

LINKS WITH OTHER SUBJECTS

Much of the transactional language in this unit can be used at different points during the school day. There are opportunities to link to aspects of geography, music and ICT. Teachers can build on aspects of children's work in literacy and English.

EXPECTATIONS**At the end of this unit****most children will:**

understand and respond to simple classroom commands; use spoken Spanish to meet and greet others; respond appropriately when register is called; begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases; understand and use numbers 0 to 12; identify classroom objects using the correct gender

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

understand simple classroom commands with prompting and/or visual support; respond to simple questions with support from a spoken model or visual clue; recognise numbers 0 to 12; identify the gender of nouns, referring to a model

some children will have progressed further and will:

write and say phrases from memory, with clear pronunciation and meaning; take the initiative in pair work and begin to use classroom language spontaneously

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 1. Greeting people and saying goodbye

- to greet others and say goodbye
- Introduce *¡Hola!* and *¡Buenos días!* as you go round the class shaking children's hands. Encourage them to go round the class greeting others.
- Introduce *¡Adiós!* by waving and turning. Encourage children to join in.

- respond to and say *¡Buenos días!* *¡Hola!* and *¡Adiós!*

- Greetings can be used at any time of the school day for reinforcement.
- Use lots of praise, eg *¡Excelente Alicia!* *¡Fenomenal!* *¡Muy bien Jerome!*
- Tell children that Spanish people usually kiss each other on each cheek when they greet a friend or family member; sometimes two kisses and sometimes even three!

Section 2. Asking and saying how someone is/answering the register

- to ask and answer questions about how they are
- to answer the register
- Introduce the question *¿Qué tal?* or *¿Qué tal estás, Simon?* and the various responses. When giving the model for responses, use gestures, such as thumbs up or down, for emphasis and plenty of facial expression. Encourage children to answer the question using their own body language to match their response.
- Ask for volunteers to perform a short dialogue in front of the class. Children could imagine they are walking down the street when they meet a friend.
- Call the register, *Voy a pasar lista*, eliciting a response in Spanish. If children do not respond appropriately, pretend you have not heard or suggest *¿No está Thomas?*
- Encourage children to respond with *Falta* or *No está* when someone is absent.

- understand and ask others the question *¿Qué tal?* and respond using *Bien, gracias. ¿Y tú? ¡Estoy fatal!*
- respond with *Presente* or *Sí, señora, señorita, señor* when their name is called, or with *Falta* or *No está* for absent children

- Encourage children to repeat words and phrases many times. Build up confidence by asking them to say words firstly in chorus, then in groups, then individually.
- Exaggerate gestures and get children to copy as they say the words.
- Children can repeat words loudly or softly, while assuming different moods – happy, sad, cross, etc – to add interest and vary the repetition.
- When asking the question, differentiate by using open and closed versions, eg *¿Estás bien, Melanie?* to elicit the response *Sí bien gracias*, compared with *Jack, ¿qué tal estás?* to elicit the response *Estoy muy bien, gracias*.
- If children perform dialogues in pairs in front of the class, ask for volunteers. Match a child you know can initiate dialogue to another who may need a spoken model for reinforcement.
- The register can be called in Spanish every day. Give children the signal that you want a response in the target language, eg *Voy a pasar lista. En español, por favor*.
- Children could volunteer each day to call the register, showing their understanding of the responses given, possibly using a photocopy to avoid errors on the official register.
- Citizenship: encourage children who speak other languages to introduce greetings from around the world using the same techniques. Children could produce a display of greetings from different countries, matched to national flags. ICT can be used to produce the flags and word process the text. Fonts for languages with non-Roman scripts should be made available if required.

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Section 3. Saying one's name and asking others their name

- to say their name and ask others their name
- Introduce yourself using *Yo me llamo ... y tú, ¿cómo te llamas?* Ask the question around the room to elicit individual responses from the children.
- Use pictures from magazines of different types of people, some famous, some unknown. Encourage children to respond as though they are the person or character. Point to a child whilst holding up the picture, saying *Imaginad ... ¿Cómo te llamas?*
- Develop this question by asking another child to report who it is, eg *¿Quién es?* to elicit the response *Es ...* or introduce *Se llama ...*
- Introduce the words of the question on individual textcards. Draw out the pattern of the words, giving plenty of repetition. Play games with the textcards, asking children to place the words in the correct order.
- Further consolidate word order by asking children to reproduce the phrase, broken down into one syllable per person. They can clap out the rhythm. Played at speed round the class, this game reinforces the sound and rhythm of the phrase.
- Encourage children to perform a dialogue for the class as though they are meeting a new friend for the first time. They use the new language they have learnt.
- 'Find your partner' card game: the aim of the game is to find one's partner, eg Tom/Jerry, Adam/Eve. Distribute name/picture cards and ask children to circulate around the class asking the question.

- respond with *Me llamo ...* when asked their name or when taking another role
- respond with *Es ...* or *Se llama ...* when asked who it is
- take part in a brief prepared dialogue, using visual or other cues as support

- Older children should start recording the spellings and meanings of words and phrases when they are familiar with them orally. A word processor is an ideal tool for building a child or class dictionary. Children can add new words to the relevant section at any time, ordering words by first letter, first and second letter, etc, using skills developed in dictionary work in English.
- When word processing, use of the accent keys reinforces aspects of the ICT curriculum. Children will need to establish their preferred way of entering accents into text.
- Provide a topic-based word bank in a display or in a corner of the library.
- Children will be familiar with using visual strategies to remember word patterns and spellings from their work in NLS in years 3 to 6.
- When children are answering their names, teachers might like to do some language awareness work comparing children's names across countries, eg Andrew (English): Andreas (German), André (French), *Andrés* (Spanish), Andrea (Italian); Catherine (English): Katharina (German), Catherine (French), *Catalina* (Spanish), Caterina (Italian). Children with knowledge of other languages can add other names.

Section 4. Counting to 12

- to count up to 12
- Use large cards, dice or number fans to introduce numbers, giving varied opportunities for children to respond and repeat, eg they sit when they hear even numbers, stand when they hear odd ones.
- Toss a beanbag to a chosen child while saying a number in Spanish. The child says the next number in the sequence and then throws the beanbag to another child, who gives the next number, and so on.
- Introduce mental arithmetic at a level suited to the class, eg *ocho más dos son ...*, *diez menos cuatro son ...*. Provide visual support on board for plus and minus signs if necessary.
- Encourage children to work in small groups counting to their own tunes and rhythms, and award points to the group with the best pronunciation.
- Play at counting around the class, children saying up to three numbers in order at a time, but whoever says *once*, for example, is out. Counting begins again at *uno*.
- When children are familiar with the numbers orally, use word cards to reinforce the sounds/spelling.

- understand and use the numbers 0 to 12

- Counting in Spanish can be reinforced at any point during the day in any context.
- Children could count forwards or backwards, speak on a beat, use number patterns or say 'buzz' on a multiple of two, etc. Such games played at speed motivate the children and take up a short amount of time.
- The activities reinforce strategies used in numeracy work.
- Differentiate by allocating 'easier' numbers to children who find it difficult to follow the sequences at speed; ask them to count out loud a whole sequence of numbers with which they feel confident.
- Performing actions to number rhymes or soap opera theme tunes will help children remember.
- Handling objects or cards will make learning easier.

Section 5. Listening and responding to classroom instructions/asking for help and permission

- to listen and respond to classroom instructions
- to use set phrases for purposes such as asking for help and permission
- Introduce classroom commands using gestures to help to define the meaning of the words. Encourage children to copy the gestures while repeating the words.
- Use the commands to play '*Simón dice*'. If children are caught out, encourage them to help you catch others out by becoming a spy: *Eres la espía* (fem) or *Eres el espía* (masc). Encourage children to take the part of the caller.

- show understanding of simple commands, everyday classroom language and instructions for setting tasks

- Reinforce the phrases by displaying them in large text around the room. Number them so that you can encourage children to use them by simply directing them to the corresponding number.
- These phrases can be used at any time for effective reinforcement.
- Children could compare forms of instructions in English and Spanish (NLS year 3).

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CHILDREN

Section 6. Naming classroom objects

- to understand and use names of classroom objects
- Introduce classroom items according to gender, eg *Es un boli o bolígrafo, Es una mesa*, with plenty of repetition. Encourage children to sort the items by gender, pointing to or picking up the item while saying the phrase.
- Introduce the question *¿Qué es esto?* whilst holding up the item and inviting individual children to respond.
- Ask children to put a set of items on their tables. Say the names of the items in Spanish in a sequence, eg *un libro, un lápiz, un boli*. Children then lay them out in the right order. This can be done cooperatively in small groups. Afterwards one group can 'say' the items back to you.
- 'Guessing game': you or a child says *Pienso en algo que empieza con ... L*. Others must guess the object.
- Introduce the request *Me pasas un lápiz, por favor*, encouraging a child to pass over the pencil and eliciting *gracias* or *muchas gracias*. Encourage children to use this language when working with others and requesting equipment.

- respond to the question *¿Qué es esto?*, eg *Es un lapicero*
- use set phrases for requesting classroom equipment

- Working with real objects, cards and games will help children remember.
- Graded questions help with differentiation and build confidence. Rather than asking the open-ended question *¿Qué es esto?* from the outset, ask *Es un lápiz, ¿sí o no?* to elicit the response *Sí, es un lápiz*. Then ask *¿Es un bolígrafo o es una pluma?* Then ask the open-ended question *¿Qué es esto?*
- Praise children who use the target language spontaneously with their peers.
- You may want to encourage children to keep their own records and 'claim' points/stickers. Alternatively, divide the class into teams for a term and award points to teams.
- The European Language Portfolio can be used to help children record achievements and to assess their own progress.

Section 7. Saying thank you

- to say thank you
- Children say *gracias* when handed an item, either by you or by other children.
- Encourage children to recognise and use *gracias, muchas gracias* and *muchísimas gracias*. Encourage them to select the most appropriate response when thanking someone and to experiment with different tones of voice.
- Introduce the response *de nada* and encourage children to use it with others. Encourage children to experiment with the tone of voice, matching it to the tone of the person thanking them.

- give an appropriate polite response when handed an item
- recognise and respond to meaning implicit in tone of voice

- When children have learnt sufficient vocabulary, play a matching pairs game using picture and/or word cards.

END-OF-UNIT ACTIVITIES

- to apply the knowledge, skills and understanding learnt in this unit
- Establish a link with another class or school, Spanish-speaking if possible. Encourage children to collaborate on producing messages for the partner school, starting with exchanging basic introductions and photographs. This could be done using e-mail.
- If a partner school abroad is not a possibility, productive links can be made with colleagues at key stage 3, so that children can communicate in Spanish with pupils in years 7 and 8.
- Build up over time a Spanish display board or area in the school in which vocabulary and culture can be presented. This gives the subject a strong, interesting and ongoing place in the curriculum.

- use the target language for real purposes, considering the experiences of other people

- Some children will be familiar with sending, receiving and responding to e-mails. They can be encouraged to send an e-mail using an address book and to add attachments.
- ICT: children can consolidate skills in using e-mail to send and receive messages (ICT scheme of work 3E).
- The British Council's website *Windows on the World* provides opportunities for finding partner schools. Advice on establishing and maintaining electronic links with schools is available from DfES/BECTa.
- Links with literacy: children begin to write captions and very short sentences in Spanish.