

FUTURE LEARNING

Future units will consolidate and extend knowledge of sounds, spellings and numbers. In unit 3 'La familia' and unit 4 'Los animales' children learn to describe family members and domestic pets, and also learn more vocabulary describing festivals in Spanish-speaking countries.

CORE VOCABULARY AND STRUCTURES

¿Cuántos años tienes?	los días de la semana:
Tengo ... años	lunes
	martes
¿Dónde vives?	miércoles
Vivo en (+ city/town)	jueves
	viernes
inglés/inglesa	sábado
británico/británica	domingo
galés/galesa	
escocés/escocesa	Hace calor
irlandés/irlandesa	Hace frío
	Hace buen tiempo
¿Qué número es?	Hace mal tiempo
trece	
catorce	el alfabeto español
quince	¿Cómo se escribe?
dieciséis	
diecisiete	¡Felices fiestas!
dieciocho	¡Feliz Navidad!
diecinueve	¡Feliz Año Nuevo!
veinte	El Día de Reyes
veintiuno	

Unit 2 Me presento

ABOUT THE UNIT

In this unit children learn to say their age and where they live. They learn the numbers 13 to 21, the days of the week, some phrases about the weather and the alphabet in Spanish. There are opportunities to discuss the celebration of festivals, including Christmas.

WHERE THE UNIT FITS IN

This unit consolidates the introductory phrases from unit 1 '¡Hablo español!' and provides opportunities for children to say more about themselves. Children make presentations and consolidate number work. They build on pronunciation work, learning the alphabet and how to make plurals of the nouns met in unit 1. They learn about the customs of Spanish-speaking countries and cultures and consider their own in comparison.

PRIOR LEARNING

It is helpful if the children already know:

- numbers from 0 to 12
- how to calculate averages

NEW LANGUAGE CONTENT

- singular of verbs *tener*, *vivir* and *ser*
- numbers 13 to 21
- days of the week
- weather phrases
- the alphabet
- vocabulary for aspects of nationality and festivals

RESOURCES

- number, letter and word cards
- charts or spreadsheets
- maps of Spain and the world
- songs
- word processor
- images from festivals

OUT-OF-SCHOOL LEARNING

Children could:

- find weather reports in newspapers
- watch weather reports on television
- use the internet to find material relating to weather and to festivals

LINKS WITH OTHER SUBJECTS

Some suggested activities reinforce aspects of English and literacy, mathematics and ICT. The activities covering festivals and celebrations relate to aspects of citizenship and also link to aspects of the curriculum for music.

EXPECTATIONS

At the end of this unit

most children will:

understand and use set phrases to talk about themselves and ask others for simple personal information; understand numbers from 13 to 21, count and use numbers out of sequence; understand and say days of the week and weather phrases; take part in a brief prepared task using visuals and other cues for support; begin to recognise and pronounce sounds of combinations of letters and certain words and set phrases; compare ways in which they and other people celebrate festivals

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

understand and produce responses to simple questions with support from a spoken model or visual cue; understand and say numbers from 13 to 21, days of the week and weather phrases, when prompted

some children will have progressed further and will:

ask simple questions and write set phrases, using mainly memorised language (their pronunciation and meaning are clear); take part in brief prepared tasks of at least two or three exchanges, using mainly memorised language; use Spanish to collect and present information; show understanding of short, word-processed text containing familiar language; work independently, accessing reference materials

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 1. How old are you?

- to say their age and ask others how old they are
- Revise numbers 1 to 12. Begin by using giant dice to ask the question *¿Qué número es?* When a child responds, extend the task by asking *¿más seis? ¿menos dos?* then by practising simple sums, eg *ocho más uno, tres más cuatro, doce menos cinco*. Do similar sums using an overhead projector (OHP) calculator.
- Introduce the question *¿Cuántos años tienes?* Break the question down into syllables and ask the children to repeat. Divide the class into two halves and play syllable ping-pong.
- To elicit the answer, distribute number flashcards to the children. They answer the question using the number on their flashcard, eg *nueve, once*.
- Introduce *Tengo ... años*.
- Give each child a card with a name, possibly a picture or photograph, and age, eg *Ana 10, Pedro 9*. The children have to assume that identity and answer the questions *¿Cómo te llamas? ¿Cuántos años tienes?*
- Children carry out a survey or *encuesta* to ascertain the average age in the class. Insist that they are to use only Spanish to ask and answer the questions. Introduce the words *mes* and *meses* as children in the same class will be of a similar age and will need to add months, eg *Tengo diez años y ocho meses*.
- Children prepare a simple chart or spreadsheet to present the data they have collected.

- say how old they are and ask others their age: *Tengo diez años. ¿Y tú?*
- show understanding of others' responses by saying or writing correct ages
- ask and answer questions about name and age
- use Spanish to collect and present information

- Present new language using mime, gesture, actions or objects (such as flashcards, cuddly toys).
- Statements can be changed to questions in Spanish using intonation, eg *¿Tienes diez años? ¿Te llamas Claudia?*
- Reinforce the structure of the question and answer by using large cards with words written on.
- Children will be familiar with the concept of syllables in English (NLS year 2).
- Children requiring extra support may need a visual prompt when carrying out the survey. This could be provided by attaching the large cards with the question and answer to the wall.
- Make the survey more challenging by giving the children a set time in which to complete it, eg *Tenéis cinco minutos para completar la encuesta*.
- Choose a question or phrase of the week, eg *Tengo ocho años*, and practise this with the children. They learn how to say and spell it correctly.

Section 2. Where do you live?

- to say where they live and to ask others where they live
- Introduce the phrase *Vivo en (+ town)* using a map of the UK or the OHP. Ask children to respond to the question *¿Dónde vives?* as you point to locations on the map.
- Encourage children to apply the question and answer using other world cities they have learnt about in other curriculum subjects. Play the *policia* game, where two children leave the room and then return, asking all the others *¿Dónde vives?* All the children give the same answer except for one child who has a different answer, eg *Vivo en Buenos Aires* (this has been agreed with the teacher). The first child to discover the different answer wins a point for their team.
- Encourage further progression by combining the name of the town or city with the country, eg *Vivo en Ormskirk, en Inglaterra*.
- Discuss pronunciation of city names such as *Londres, Edimburgo*.
- Encourage children to role play imaginary situations, such as meeting someone on holiday. They can combine the questions and answers dealing with personal identification to form an extended speaking activity (name, age and home town).

- use a set phrase to respond to the question *¿Dónde vives?*
- substitute items of the set phrase to vary the statement
- take part in a brief prepared task

- Emphasise the pronunciation of the letters *b* and *v*, which is the same sound in Spanish.
- Role plays can be video-recorded, allowing children to evaluate their own performances.
- Children can make a PowerPoint presentation about themselves, including photographs and video clips and incorporating the written form. This could be added to their European Language Portfolio.
- Children should already be familiar with structuring dialogue in English (from writing dialogue in narrative and from play scripts, NLS years 4 and 5).

Section 3. Nationalities

- to describe their nationality and the languages they speak
- Introduce a small number of nationalities using flashcards of flags or famous people and using lots of repetition, eg *Soy inglés/inglesa* (flag of England or picture of famous English person), *soy británico/británica, galés/galesa, escocés/escocesa, irlandés/irlandesa*. Emphasise the gender endings *o* and *a* by holding up the flashcards of famous people. Children chant *o* if it is male and *a* if it is female. Introduce the question *¿Cuál es tu nacionalidad?*, repeating several times. Clap hands at the same time to the rhythm of the sentence.
- Make links between towns introduced earlier and countries where the towns are located.
- Create a display using a large map of the world, pinpointing significant countries with flags. Encourage the children to find real items from the relevant countries, such as photographs, postcards, souvenirs they have brought back from holiday, or images downloaded from the internet and printed.
- Introduce the question *¿Qué idiomas hablas?* using flashcards with flags on them.

- describe their nationality and ask others the same question, eg *Soy inglés. ¿Y tú?*
- say what languages they speak, eg *Hablo inglés y español*

- Consider the range of nationalities and languages spoken in the class when preparing vocabulary and resources for this activity. In writing, children may need references to support gender agreement for adjectives of nationality, eg *Soy inglesa*. Children should be familiar with the term 'adjective' from their work in English (NLS year 3).
- Compare the use of capital letters to denote nationality in Spanish and English.
- It may be helpful to use two different flashcards to elicit a different response. For example, use a flashcard of a flag to elicit *Hablo inglés* and a flashcard of a famous person to elicit *Soy inglés*.
- Children could be introduced to national anthems and music from Spanish-speaking countries.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 4. Numbers 13 to 21

- to understand and use numbers up to 21
- Revise numbers 0 to 12 using flashcards. For example: slowly reveal the card; show the card very quickly; hide the card and children say what number they think it is.
- Introduce *¿Qué número es?*
- Introduce numbers 13 to 21 using games, songs and rhymes. For example, say a simple sum in Spanish and the children respond by writing the answer on a mini-whiteboard. You can see immediately who has understood.
- Children play 'Human numbers'. Ten children stand at the front of the class, each holding a card with the numbers 0 to 9. Call out a number, eg *dieciocho*, and the children with the appropriate numbers step forward and arrange themselves so that they are displaying the number. After you have done this a few times, the other children take turns to call out a number for those at the front to demonstrate.

- understand and use vocabulary for numbers 0 to 21, both in and out of sequence
- respond to *¿Qué número es?* by correctly identifying a given number

- Children could chant Spanish rhymes and songs, eg *En la casa de Pinocho, todos cuentan hasta ocho – uno, dos, tres, cuatro, cinco, seis, siete, ocho.*
- Work in this area reinforces aspects of literacy, such as reciting poetry by heart, recognising rhyme and other patterns of sound (NLS year 3).

Section 5. Days of the week

- to understand and say the days of the week
- Present the days in rhyme and song and ask the children to chant with you, for example sing the days of the week to the tune of 'Camptown races' or 'Yellow submarine'.
- Give each child a card with a day of the week written on it. Call out the days at random. When a child recognises the day of the week, they hold up their card.
- Say the days in sequence, missing out one day. The children tell you which day is missing.
- Attach cards to the board with the days written on them, but not in order. Ask the children to come to the board and place the days in the correct order. This can be done against the clock to make it more exciting and challenging.
- Tell a simple story in Spanish which includes the days of the week. Every time the children hear a day, they clap their hands or stand up.

- understand and use the vocabulary for days of the week

- Remind children of their work with sounds and rhythms of poetry and of reading poetry aloud in English (NLS year 4).
- Talk about the derivation of some of the names of the days of the week, eg *lunes – luna – moon – Monday*. Remind children of work on the derivation of words in English (NLS year 5).
- Compare the use of capital letters to denote days in English but not in Spanish.

Section 6. The weather

- to describe the weather, using a few simple phrases
- Introduce phrases to describe the weather, using objects such as an umbrella, sunglasses, a scarf or flashcards. Use plenty of facial and vocal expression and relevant actions.
- Elicit a response using the question *¿Qué tiempo hace?* while holding up a flashcard. Gradually introduce the notion of location, using places they are familiar with, eg *¿Qué tiempo hace en Liverpool?*
- Using a map of Spain, find places that rhyme with the weather phrase, eg *Hace calor en Manacor, hace frío en El Rocío, en la Costa del Sol hace sol.*
- Practise this rhyme about the weather:
*Sol, solecito,
Calientame un poquito,
Por hoy, por mañana,
Por toda la semana.*
- If more phrases to describe the weather are introduced, children can work individually or in pairs to present a weather forecast (*el tiempo*), eg *llueve, nieva, hay niebla, hace viento*, using a map of the UK or Spain. They could use an OHP or digital projector to show their map. Performances can be video-recorded so that children can listen to and assess the quality of their performance.

- respond to the question *¿Qué tiempo hace?* using short phrases, eg *Hace calor/frío, buen/mal tiempo*
- name and describe the weather in various places, eg *En Newcastle hace mal tiempo*
- copy the phrases to describe the weather correctly in writing

- Weather phrases can be used every day for speaking and writing reinforcement.
- Using gestures and actions will help children to remember new language.
- Encourage children to watch weather reports on television or to read them in a newspaper or on the internet. Ask them to compare the different temperatures in the UK and Spanish-speaking countries.
- For the final activity encourage children to be creative in their performance. Remind them of their work in English and drama. Encourage them to use the names of well-known weather presenters and to include music in their presentations. Encourage children to use ICT to enhance their presentations.
- In the final activity some children will need a script or a visual report, others will be able to use phrases from memory.
- If more weather phrases are introduced, children could produce a world weather chart using information gathered from the internet, CD-ROMs or newspapers. This work reinforces aspects of the geography curriculum and key stage 2 scheme of work and work on explanatory texts in English (NLS year 5).

LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

Section 7. The alphabet

- the alphabet
- about sounds and spellings of certain words
- accurate pronunciation and simple spellings

POSSIBLE TEACHING ACTIVITIES

- Sing 'El alfabeto' to a well-known tune or rap.
- Use letter cards for flashcard games, such as the 'fruit salad' game. Children seated in a circle are each given one of four or five letter cards. The teacher announces which letters (and therefore children) must change places. When the teacher says *ensalada de fruta*, all the children change places.
- Spell out the names of the children in the class. When they recognise their own name they stand up or put their hand up.
- Spell out specific words, eg *hola*, *adiós*, asking the children to write the word on a mini-whiteboard. They show you the answer.
- ▲ More confident children can spell the words back to you in Spanish.
- Ask children to trace the letters in the air for the others to guess.
- Place the children in two teams standing in two lines. Trace a letter onto the back of the child at the end of the two lines. The children pass this letter down the line, tracing it onto the back of the child in front. The child at the front of the line has to say what the letter is in Spanish. If it is correct, the child wins a point for their team.
- Ask the children their names and then how to spell them, *¿Cómo se escribe?*
- Revise the sound work from the previous unit, practising words such as *once*, *doce*, *bien*, *siete*, *me llamo*, *silla*, *nueve*, *por favor*. Consolidate learning by drawing out specific sounds of new words met in this unit, eg *años*.
- Consolidate knowledge of sounds and spelling, using the classroom items presented in unit 1, by adding more familiar words, eg *una silla*, *una goma*, *una mochila*.
- Introduce some plural forms by using the question *¿Qué es esto?* to introduce the response *Son libros*.
- Demonstrate that the *h* in Spanish is silent.

LEARNING OUTCOMES

CHILDREN

- understand and use the alphabet to spell names and simple Spanish words
- write down letters and words as they are spelt out
- recognise sounds when they hear them
- produce the written form of certain sounds and words
- recognise familiar words when spelt out, writing them down for reinforcement, using written support, matching or linking activities

POINTS TO NOTE

- The suggested teaching activities should not be taught as discrete items but can be integrated with the other activities as appropriate.
- Children will learn most of the letters quickly. Give special attention to *c*, *g*, *h*, *i*, *j*.
- The alphabet can be used at any time for effective reinforcement.
- Use of a multi-sensory approach will help children remember.
- Use different voice techniques (soft, loud, slow, fast, high, low) to vary the repetition exercises.
- Children can be encouraged to work independently to learn more sounds, and how to spell longer words, by answering the question *¿Cómo se escribe?* frequently in class.
- Introduce a spelling bank of familiar Spanish words that the children will be expected to be able to spell by the end of the year (possibly 15 words by the end of year 5).
- By year 5, children should have a range of strategies to assist spelling in English, for example segmenting words into phonemes, building up words from syllabic parts, including prefixes and suffixes.
- The classroom items presented in unit 1 all form the plural by adding *s*.
- Take this opportunity to talk about silent letters. In Spanish the *h* is silent, eg *hola*, *hermano*, *hotel*.
- Children will be familiar with the fact that not all letters are pronounced in English. Compare this to Spanish pronunciation, noting the silent *h*, the fact that *b* and *v* have the same sound, and the vowels *a*, *e*, *i*, *o*, *u* and *y*. Also note the different pronunciations of the letter *c*, eg *cinco*, *cuatro*.

END-OF-UNIT ACTIVITIES

- Revise work on festivals with children in English and encourage them to share their experiences of celebrations of religions, countries and cultures.
- Introduce seasonal songs, including Christmas carols in Spanish. Many tapes and CDs are available to support this.
- Listen to Spanish carols with the children and identify vocabulary associated with the Nativity. Talk about how Christmas is celebrated in Spanish-speaking countries.
- Encourage children to use simplified dictionaries and reference materials to discover meanings of new words.

- consider their own culture, comparing it with others
- listen carefully, using context and clues to interpret meaning
- use books or glossaries to find out the meaning of new words

- Children will be familiar with using wordbanks and a range of dictionaries in English (NLS from year 3).
- If children are building their own dictionary, new words need to be added. They will already be familiar with compiling their own dictionary definitions and organising information alphabetically in English. Children could be encouraged to build an electronic dictionary, using cut and paste or drag and drop techniques.
- If the school has a link with a Spanish-speaking class, send examples of how festivals are celebrated in the UK, such as recordings of songs, simplified versions of the Nativity story, simple descriptions of festivals, greetings cards, special menus, recipes.