

**FUTURE LEARNING**

Children will learn full analogue times, including minutes past and to the hour, in unit 7 'Mi escuela'. They will learn numbers above 100 in unit 10 'La ropa'.

**CORE VOCABULARY AND STRUCTURES**

<i>¿Qué hora es?</i>	<i>de la mañana</i>
	<i>de la tarde</i>
<i>Es la una</i>	<i>de la noche</i>
<i>Son las dos</i>	
<i>Son las tres</i>	<i>Es mediodía</i>
<i>Son las cuatro</i>	<i>Es medianoche</i>
<i>Son las cinco</i>	
<i>Son las seis</i>	<i>¿Cuándo es tu cumpleaños?</i>
<i>Son las siete</i>	<i>Es el ... de ...</i>
<i>Son las ocho</i>	<i>Mi cumpleaños es el ... de ...</i>
<i>Son las nueve</i>	<i>el uno de ...</i>
<i>Son las diez</i>	
<i>Son las once</i>	<i>¡Feliz cumpleaños!</i>

**Unit 5 Mi cumpleaños****ABOUT THE UNIT**

In this unit children extend work on saying the date to ask and answer questions about birthdays and the calendar. They also learn how to tell the time on the hour.

**WHERE THE UNIT FITS IN**

Children have already learnt numbers 0 to 100 and will be familiar with some dates from daily use. They can consolidate previous work on numbers and dates, presented in unit 3 'La familia'.

**PRIOR LEARNING**

It is helpful if the children already know:

- numbers from 0 to 100
- how to say some dates

**OUT-OF-SCHOOL LEARNING**

Children could:

- make their own Spanish calendar and a Spanish birthday card
- research the birth dates of famous personalities, historical figures, sporting heroes (including some from Spanish-speaking countries), and find pictures of them to bring into school to produce a wall display on the topic of birthdays
- use the internet to find material relating to celebrations and seasons

**NEW LANGUAGE CONTENT**

- asking and giving the time on the hour
- using time phrases for morning, afternoon and evening
- asking and answering questions about birthdays and dates

**RESOURCES**

- large clockface
- text/picture flashcards for months
- Spanish calendar
- birthday cards
- songs, audio/videotapes and CD-ROMs to demonstrate times on the hour, months of the year and numbers
- storybooks on related themes and with relevant keywords and phrases

**LINKS WITH OTHER SUBJECTS**

There will be opportunities to tell the time in Spanish throughout the school day and to say the date each day. Children will be familiar with using rhymes and recitation to reinforce sound patterns in English (NLS year 1). Comparing features of first and second languages is a good way of increasing language awareness. Similarities and differences which occur between languages can be pointed out, for example the use of initial capital letters for months in English but not in Spanish.

**EXPECTATIONS****At the end of this unit**

*most children will:*

understand and say the time on the hour; ask someone when their birthday is and say when their own is; listen to a story and show they understand keywords and phrases from it; sing a song or recite a poem from memory; devise and perform a short sketch using structures learnt in this unit

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

respond with *sí* or *no* to questions about the time, date and birthdays; refer to text or visual clues when singing songs or reciting poems; label pictures using single words

*some children will have progressed further and will:*

write a short description of the seasons, using months and weather phrases; talk about a season; spell most of the key vocabulary accurately

## LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

## POSSIBLE TEACHING ACTIVITIES

## LEARNING OUTCOMES

CHILDREN

## POINTS TO NOTE

### Section 1. The time

- to ask and tell the time on the hour
- Use a large clockface to model the question *¿Qué hora es?* and the answers for times on the hour. Encourage children to repeat in chorus and individually.
- Play a 'true/false' game with the clock times, where you say a time but it may not match the time on the clockface. Children can respond with *si/no* or *verdad/mentira*.
- Play an 'only repeat if it is true' game with clock times. Display a clock time on a flashcard or on a screen or whiteboard using PowerPoint and ask the children to echo what you say. If what you say does not match what you are displaying on the card or the screen, the children remain silent. This could be made into a competition between you and the children, with a point scored each time.
- Play 'What's the time Mr Wolf?' game.
- Perform a 'Mexican wave' in which each child says the time on the hour, in sequence. Play forwards, backwards, counting on in ones and twos and starting from a random time. This can be varied so that children alternate between asking *¿Qué hora es?* and giving the next answer in the sequence.
- Ask the children to work out when they should use *es* and when they should use *son*. (*Es* is used only for *Es la una, es mediodía* and *es medianoche*. All the other times use *son*, eg *Son las dos, son las ocho*.)
- As a reading, listening and speaking activity, play a 'Secret signal' game to give the children the opportunity to chorus repeatedly and to memorise spoken phrases. Select five or six phrases, eg *¿Qué hora es? Son las diez. Es la una. Son las once. Son las cinco*. Display the phrases clearly, then pick a volunteer who leaves the room while the secret signaller is chosen. The first phrase is chorused aloud repeatedly by the class until the signal is given to move on to the next one. The volunteer must guess who is giving the signal, by noticing what happens when the class moves to the next phrase.
- ▲ As a reading aloud activity, show the children a text flashcard of a number from 1 to 12, eg *tres*. Show them also the written phrase *Son las tres*. Choose children to read both aloud. Discuss pronunciation.
- ▲ Play 'Time dominoes', linking pictures of a time on a clockface with word cards.

- show their understanding of times
- pronounce time phrases accurately when copying/echoing
- ask and tell the time
- read time phrases aloud from text, showing understanding of pronunciation

- Develop techniques for memorising vocabulary. Show the children for a split second a flashcard with a number on it or a number of spots; children have to tell you what they saw. Show several cards with different times written on them and challenge children to remember and say the times in the correct order in Spanish.
- It is important to stress the different part of the verb used for different times in Spanish. The third person singular of *ser* is used for one o'clock (*es la una*). For all other times use the third person plural of *ser* (eg *son las dos, son las tres, son las cuatro*).
- In Spain, the 24-hour clock is used more frequently than in the UK.
- The teaching activities give the children practice in speaking in chorus and in reading text, and reinforce both aurally and visually the syntax of the sentences being practised.
- Encourage the children to have a phrase or question of the week which they practise every day with you and with each other. The question *¿Qué hora es?* and the answer could be practised throughout the day at significant times, such as the start of the day, break time, lunch time, home time.
- Introduce the question *¿A qué hora ... ?* followed by the use of a simple verb, eg *¿A qué hora llegas al colegio? ¿A qué hora comes?* and the answer *A las nueve, A las doce*, noting the use of *a* to say at what time you do something.

### Section 2. Time expressions

- to link the times on the hour with the phrases *de la mañana, de la tarde, de la noche*
- Teach the meaning of the phrases *de la mañana, de la tarde, de la noche* by showing pictures of everyday activities, such as getting up in the morning, having breakfast, arriving at school, having lunch, arriving home, evening meal, going to bed. Say the whole phrase in Spanish, eg *Son las ocho de la mañana* (showing a picture of someone having breakfast), *Son las nueve de la noche* (showing a picture of someone going to bed).
- Play the 'true or false' game suggested in section 1, using the longer time phrases. Show a picture of someone having lunch and say *Son las dos de la mañana*; the children should reply *mentira*.
- Use longer time phrases to play 'Bingo'. The children have times such as 9.00am or 3.00pm on their bingo cards.
- Children in pairs take turns to play 'ping-pong' with time phrases. Each child in turn says a time phrase, eg *Son las diez de la mañana/Son las once de la noche*.
- ▲ More confident children can add a day of the week, eg *el lunes, a las nueve de la mañana; el domingo, a las cuatro de la tarde*.

- show understanding of time phrases such as *Son las tres de la tarde* by writing 3.00pm

- The use by children of objects, props, puppets, toys, actions and mime will help them to remember the Spanish they are learning.
- There is the opportunity to make comparisons with English and other languages known by the children. Explore the origin and exact definitions of the terms 'am' and 'pm' in English. Compare this concept with the Spanish phrases *de la mañana, de la tarde, and de la noche*.

## LEARNING OBJECTIVES

## CHILDREN SHOULD LEARN

## Section 3. Birthdays

- to ask about and give a birthday date
- to wish someone 'Happy birthday'

## POSSIBLE TEACHING ACTIVITIES

- At the beginning of each Spanish lesson, ask the question *¿Qué fecha es hoy?* Give the children the opportunity to practise saying the current date, combining day, date and month. If there is a calendar in the classroom, the children can take turns to change the date and to say it in Spanish.
- Revise the months of the year (introduced in unit 3 'La familia'), using flashcards with symbols or initial letters to represent the different months, allowing plenty of repetition.
- Play a guessing game by hiding the flashcards and slowly revealing a part of the card. The children say which month they think it represents.
- As the children gain confidence, show them flashcards with the months written on in full. Attach the flashcards to the board (not in order) and ask a child to put the months in the correct order. The other children could chant or sing the months in Spanish during this activity.
- Attach the picture flashcards to the board and ask a child to label each month with a text flashcard in Spanish. This activity could be done using an overhead projector.
- Play a group response game. Divide the class into groups and give each group a set of picture flashcards, each showing a different month. The teacher says a month in Spanish and the children hold up the card showing that word. The fastest correct group wins a point for their team.
- Children listen to a story in Spanish and react to keywords and phrases, for example by standing up when hearing their own birthday month.
- Model the sentence *Mi cumpleaños es el diecisiete de agosto*. Show children the meaning of the sentence by holding a picture or model of a birthday cake or a card. On a calendar, circle the date so that the children can see it as well as hear it spoken. Encourage children to chorus the new words *mi cumpleaños*.
- Offer a model of a birthday cake or a card to a child who would like to say when their birthday is. This can be passed round to other children who want to say when their birthday is.
- Perform a 'Mexican wave' in which each child says when their birthday is.
- Timed game: invite five children to stand in a line at the front of the class. The first child says their birth date, eg *Mi cumpleaños es el seis de noviembre. ¿Y el tuyo?* Time the activity, then invite five different children to do the same. Compare times. The fastest team wins.
- Repeat the above activity but use *¿Cuándo es tu cumpleaños?* instead of *¿Y el tuyo?*
- Teach the phrase *¡Feliz Cumpleaños!* Whenever a member of the class has a birthday, the whole class can sing: *Cumpleaños feliz, cumpleaños feliz, te deseamos todos, cumpleaños feliz.*
- If the children have a partner school in Spain or in a Spanish-speaking country, they can write a letter or send an e-mail saying when their birthday is and asking others about their birthday.
- ▲ Use more complex language, eg *Mostradme el mes después de mayo, mostradme el segundo mes del año.*
- ▲ Introduce the seasons: *la primavera, el verano, el otoño, el invierno*. Then introduce the phrases with *en*: *en primavera, en verano, en otoño, en invierno*. Play a 'true or false' game, eg *Diciembre es en verano, ¿sí o no? Agosto es en otoño, ¿verdad o mentira?* This could be extended by asking children to say in which season their birthday is.

## LEARNING OUTCOMES

## CHILDREN

- say when their birthday is
- ask when a birthday is, using *¿Cuándo es tu cumpleaños?* or *¿Y el tuyo?*
- ask and give written information about birthdays in a letter, card or e-mail to a friend
- sing 'Happy birthday' in Spanish

## POINTS TO NOTE

- Compare the use of initial capital letters in English for the months of the year, pointing out that the months in Spanish do not have capital letters.
- Children have already learnt how to answer *¿Qué fecha es hoy?* They already have daily practice in saying the date and understanding the syntax: *Es el veintisiete de octubre. Es lunes, veintisiete de octubre. Hoy es el veintisiete de octubre.*
- Children can write the question and answer sequences they have learnt using ICT. They can use a scanned photo of themselves and create a speech bubble.
- Teaching children to say when their birthday is provides an opportunity to look at the whole calendar year and to talk about dates other than today's.
- Use the example of famous people, as in the *¿Quién es?* activities in unit 1 '¡Hablo español!', section 3. Children can make a mural of photographs of famous people cut out of magazines or newspapers and research their birthdays.
- The responding games and the 'true or false' games using months can be revisited frequently in this and later units. When confident, children can put the questions or phrases to the rest of the class or to the teacher.
- Children could produce graphs showing when others' birthdays are, using questionnaires to seek information from other classes.
- Children will be used to creating their own texts in English using ICT.

**LEARNING OBJECTIVES**

CHILDREN SHOULD LEARN

**POSSIBLE TEACHING ACTIVITIES****END-OF-UNIT ACTIVITIES****LEARNING OUTCOMES**

CHILDREN

**POINTS TO NOTE**

- to apply the knowledge, skills and understanding learnt in this unit

- In groups of two or three, children could create and participate in a short sketch or dialogue that uses the questions, answers and information covered in this unit.
- Songs, poems and sketches in Spanish could be performed in assemblies, concerts for parents or a festival of languages.
- Children could create a mural depicting the cycle of a year, showing months, seasons, festivals, weather, and create labels/captions in Spanish. This is an opportunity to link work in Spanish with art or ICT.

- perform songs, poems and sketches from memory and with accurate pronunciation

- Children will have experienced creating and presenting dialogue in drama as part of their work in English.