

FUTURE LEARNING

In future units children will consolidate their skills in using names of countries and Spanish and Latin American cities in new contexts and will have more opportunity to research a particular location in more detail.

CORE VOCABULARY AND STRUCTURES

Note: The names of all Latin American countries and of many Spanish and Latin American cities are included here for reference. It is not expected that all of them should be introduced in this unit. Teachers should select from the list.

¿Qué país es? *¿Qué ciudad es?*

<i>Inglaterra</i>	<i>Madrid</i>
<i>Gales</i>	<i>Bilbao</i>
<i>Escocia</i>	<i>Toledo</i>
<i>Irlanda</i>	<i>Barcelona</i>
<i>Francia</i>	<i>Valencia</i>
<i>Portugal</i>	<i>Sevilla</i>
<i>Brasil</i>	<i>Granada</i>
<i>España</i>	<i>Murcia</i>
<i>México</i>	<i>Madrid</i>
<i>Cuba</i>	<i>Santander</i>
<i>República Dominicana</i>	<i>Valladolid</i>
<i>Puerto Rico</i>	<i>Zaragoza</i>
<i>Guatemala</i>	<i>Buenos Aires</i>
<i>Honduras</i>	<i>Caracas</i>
<i>El Salvador</i>	<i>La Habana</i>
<i>Nicaragua</i>	<i>San José</i>
<i>Costa Rica</i>	<i>Lima</i>
<i>Panamá</i>	
<i>Venezuela</i>	<i>¿Dónde está ...?</i>
<i>Colombia</i>	
<i>Ecuador</i>	<i>en el norte</i>
<i>Perú</i>	<i>en el sur</i>
<i>Bolivia</i>	<i>en el este</i>
<i>Paraguay</i>	<i>en el oeste</i>
<i>Uruguay</i>	<i>en el centro</i>
<i>Argentina</i>	
<i>Chile</i>	<i>¿Adónde vas?</i>

Voy a ...
No voy a ...
Va a ...



Unit 6 El mundo

ABOUT THE UNIT

In this unit children learn to name some countries and to give the location of some towns using the points of the compass. The unit provides an extra opportunity for those schools with links abroad to study that region or town.

WHERE THE UNIT FITS IN

In this unit children consolidate their knowledge and skills and demonstrate their learning through a variety of activities, by singing songs and by performing sketches and dialogues. The school might consider planning an international event, including performances by children and the chance to meet visitors from other countries, organising dance, music and art workshops. This might involve colleagues from a secondary school also being involved in the workshops. Schools might organise lunches with a Spanish theme.

PRIOR LEARNING

It is helpful if children already know:

- how to pronounce specific sounds in Spanish
- the points of the compass in English
- how to ask and reply to *¿Dónde vives?*

NEW LANGUAGE CONTENT

- names of countries and Spanish towns
- points of the compass
- asking and saying where someone is going

RESOURCES

- maps of Spain, Latin America, Britain and the world
- postcards, photographs or pictorial flashcards of towns
- text flashcards of names of towns
- posters
- tourist information leaflets
- specific information about a partner school
- overhead transparencies (OHTs) or jigsaws of maps
- video material on related topics
- reproductions of Spanish paintings and information on Spanish artists

OUT-OF-SCHOOL LEARNING

Children could:

- find out in which countries Spanish is spoken
- use the internet to find material about particular towns and regions of Spain and Latin America
- read storybooks or use CD-ROMs for independent learning

LINKS WITH OTHER SUBJECTS

Activities in this unit can be used to consolidate learning in ICT, literacy, history, geography, music and PE.

EXPECTATIONS

At the end of this unit

most children will:

identify and pronounce accurately the names of some countries and towns; know the points of the compass in Spanish; copy accurately in writing the keywords and phrases from the unit; devise and perform a short sketch, in groups of two or three, using structures learnt in this unit

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

respond with *sí* or *no*, gestures or short answers to questions about countries and the location of towns; need to refer to text or visual clues when singing songs; copy or label using single words or short phrases

some children will have progressed further and will:

use and apply material from memory, in both speaking and writing, for example to send e-mails to a friend or to video-conference; research additional vocabulary using a dictionary and apply it accurately; carry out research from internet sites or from an encyclopaedia and other sources, and incorporate this into their learning

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 1. Countries

- the names of some countries

- Show the countries, two or three at a time, on a large map or overhead projector (OHP). Say the name of each country and encourage the children to echo both in chorus and individually. Explain that, although the spelling of the names of most Latin American countries is the same as English, their pronunciation is completely different.
- Draw attention to the pronunciation of the new words. Practise the sound of *Argentina* and draw comparisons with other words that contain the same sound, eg *rojo, jueves, gigante*. Point out that the accent changes the stress on names such as *México, Perú* and *República Dominicana*, and compare to words already learnt: *lápiz, bolígrafo, ratón, marrón*.
- Perform a 'Mexican wave' by selecting one or two countries that the children repeat verbally in turn around the class. Repeat frequently using different countries and structures.
- Perform spoken spelling activities with the names of countries, using the Spanish alphabet.
- ▲ Play 'Writing in the air'. In silence write the name of a country in the air, and ask the children to identify what you have written. Stress upper case letters at the beginning of words that are proper nouns.
- Use the OHP to show a map of Latin America. One transparency should have the outline and the other should have the names. Give the children one minute to memorise the location of two or three countries, then divide the class into two. Each group gets a turn to point to and name a country.
- Encourage the children to recognise and remember the geographical location of two or three countries at a time. Using an outline wall map or an OHT, place the flashcards or labels on the wrong countries and urge the children to say which labels need to be moved.
- Allow the children to label the countries in Spanish on an outline map of Latin America.
- Play 'Only repeat if it's true' with text flashcards or the outline map of Latin America. Point to a country on the map, or to a text flashcard, and say the name of a country. If what you say is correct the children echo your words, but if it is incorrect the children remain silent. This can be played for a few minutes as a whole-class activity or as a fast-paced elimination game.
- Reinforce numbers by asking *¿Cuántos países hay en América del Sur?* or *¿Cuántas letras hay en Argentina?*
- ▲ Children can make up a song/rap for a Latin American country using the name of the country and the colours of the flag.
- ▲ Children can learn a typical Latin American song or dance.
- ▲ Children can be encouraged to do research on the famous explorers who discovered Latin America.

- show understanding of names of some countries by ticking the word, pointing or choosing a picture
- pronounce the name of some countries clearly and accurately when copying/echoing
- read the names of some countries from text with correct pronunciation
- spell the names of countries orally using the Spanish alphabet

- Some of the names of countries could be presented in the context of world sporting championships.
- Pictorial flashcards could show the outline of the country, plus a feature such as the national flag. Use these to elicit a verbal response.
- As a regular feature within the teaching activities, play 'Memory', 'True or false' and echoing games in order that children can use the names of the countries frequently and in a variety of ways.
- Geography: children could learn the Spanish names and geographical locations of other countries with which the school or the town might have links. Invite visitors from different countries to the school, such as parents, local residents, foreign language assistants. Communicate with children abroad by letter, e-mail or video-conferencing.
- Literacy: children could explore the origins of the names of some of the countries both in English and Spanish, eg *England from 'Angle Land' or land of the Angles, Inglaterra from 'Angle' and the Latin 'terra' meaning land, which could be compared with English words such as territory, terrain, Mediterranean*. This also provides an opportunity to cross-refer to work on word roots and origins in English (NLS year 5), including use of dictionaries, work on proper nouns, derivation and spelling patterns.
- Children will have learnt the use of capital letters for places and names of people in years 2 and 3 and the 'proper noun' in year 3.
- For physical response activities children can show understanding by pointing, miming or touching items/places on a map.
- Solving anagrams of the names of countries will help with spelling.
- ICT: children could prepare their own PowerPoint presentations on some Latin American countries.
- History: children could investigate the first Europeans who went to the countries of Latin America and prepare a presentation on one of them. Ask the children why English is the main language spoken in North America but Spanish is the main language in South America. Children should also have the opportunity to find out about Brazil and discover which language is spoken there.
- Colours may be reinforced by showing the flags of the Latin American countries and saying the colours in Spanish. Show a PowerPoint presentation of the countries of Latin America and their flags. Show just the flags and allow the children to say which countries they belong to.
- Weather symbols can be placed on the Latin American outline. You ask the question *¿Qué tiempo hace en Venezuela?* to elicit responses such as *Hace calor*.
- Compare time zones and reinforce telling the time by asking *¿Qué hora es en Chile? ¿Qué hora es en España?*

LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

Section 2. Towns

- the names, pronunciation and geographical location of towns
- to ask and say where someone else lives

POSSIBLE TEACHING ACTIVITIES

- Use pictures of the towns to be referred to. Encourage the children to remember the names of the towns by recognising the pictures. Say the name of each town, and encourage the children to echo in chorus and individually.
- Perform a 'Mexican wave' by selecting three or four cards and placing them in a sequence which children repeat in turn around the class. Repeat frequently using different sequences.
- When the children have learnt to identify each town by its picture and to pronounce the town names correctly, show text flashcards of the towns. Play pronunciation games: for example, ask children to point out a town which rhymes with *silla* (eg *Sevilla*) or a country which rhymes with *ordenador* (eg *El Salvador*), etc. Draw attention to features of the spelling in relation to the pronunciation.
- Personal information can be reinforced by role-play using new vocabulary. Introduce a puppet giving it a name and age and stating the town and country it comes from, eg *Me llamo Pepe, tengo once años. Vivo en Buenos Aires, soy de Argentina*. Have a map on display so the children can see the towns and countries. Then encourage the children to ask the puppet questions. The children can then perform their own role-play giving the puppet a new identity and choosing a different town and country.
- ▲ Perform spoken and written spelling activities with the town names. For example, if you whisper the spelling of the town name, the children shout the name, and if you shout the spelling, the children whisper the name. When you say the name, the children point to the town. Once the children are familiar with the spellings play 'Hangman' on the board.
- Sing *¿Dónde vives?* to the sound of clock chimes and pass around the text flashcard of a town. When the singing stops, the person holding the card says *Vivo en* + name of the town on the flashcard.
- Using puppets or pictures of famous people introduce *vive*, eg *Raúl vive en Madrid, David Beckham vive en Madrid*. Then introduce the question *¿Dónde vive?* and encourage children to respond with *Vive en ...*
- Sing *¿Dónde vive?* to the tune of clock chimes and instead of one child responding with *Vivo en ...* the whole class will say *Vive en ...*. The child holding the card will say nothing.
- Perform 'initial letter' spelling activities. Say *Pienso en una ciudad que empieza con 'M'*. The children can try to guess which town you are thinking of, eg *Montevideo, Madrid*.
- Perform listening and sequencing activities. In pairs or small groups, children place text or picture flashcards in the order in which they are called out.
- ▲ Combine the preceding activity with numbers, eg *Uno, dos, tres, voy a Buenos Aires. Cuatro, cinco, seis, siete, voy a Albacete*. Children create their own rap/rhyme by adding numbers and a town. The town does not need to rhyme but the children must keep to the correct sequence of numbers, ie after *siete* the next number would have to be *ocho*, eg *Ocho, nueve, diez, voy a Jerez*.
- ▲ Compare the spellings and pronunciation of town names in English and Spanish, eg *London/Londres, Edinburgh/Edimburgo, Seville/Sevilla*.
- ▲ Children could practise their dictionary skills by putting the text flashcards of the town names into alphabetical order. This could be a timed activity. This links with development of the skill of organising words alphabetically using the first two letters (NLS year 3).
- ▲ Using information from pictures, maps and material from the internet, compare towns in different countries, eg *Britain and Spain/Cuba/Argentina*.
- ▲ Children could look at a map of Spain and find place names containing a particular sound, eg *Murcia, Valencia, Sevilla, Marbella*.

LEARNING OUTCOMES

CHILDREN

- pronounce the names of selected towns accurately when shown a pictorial stimulus
- show aural recognition of town names by pointing or selecting
- identify the names of towns in text and when listening to stories
- locate the towns on an outline map and copy the names or name them orally
- read town names accurately from text with correct pronunciation
- spell the names of the towns accurately using the Spanish alphabet
- use a set phrase to respond to the question *¿Dónde vive ...?*

POINTS TO NOTE

- The towns can be chosen by the teacher and should include the home town or village of the children, as well as towns that have particular significance for the class, such as towns of partner schools abroad. Each child can label the towns on a map, to put into their personal Spanish folder as a written record of their learning.
- The pictorial flashcards can be picture postcards (if they can be clearly seen), or cards showing a landmark feature of the chosen village, town or city, such as the London Eye or Big Ben for London; the Prado or Retiro for Madrid.
- Children can revise *vivo* with the name of the country and town, eg *Vivo en Liverpool, en Inglaterra*.
- Geography: children learn key features of some towns included in this unit such as landmark buildings, geographical location, features of climate and surrounding landscape. Provide opportunities for children to learn the geographical location of some of the towns of Spain using an OHT or wall map and invite them to place the town names in the correct places.
- Spelling skills: the 'initial letter' spelling activity can become more sophisticated through the unit, eg *Pienso en una ciudad que empieza con 'M' y que tiene dos vocales ... (Madrid). Pienso en una ciudad que empieza con 'B' y que tiene cuatro sílabas ... (Barcelona). Pienso en una ciudad que empieza con 'L' que es la capital del Perú ... (Lima). Pienso en una ciudad que tiene tres vocales y tres consonantes ... (Toledo)*.
- English: the terms 'vowel' and 'consonant' are taught in English in year 2.
- Music: allow children to invent a rhyming or rhythmic pattern with the names of the towns.

LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

CHILDREN

POINTS TO NOTE

Section 3. Where are you going?

- to say where they are going
- to say where someone else is going
- Place three or four flashcards of towns in different parts of the classroom. Model the phrase *Voy a* (+ town) and move towards the card of the stated destination. Encourage the children to echo in chorus and individually.
- Introduce *¿Adónde vas?* by inviting children to move towards a card and replying to the question with *Voy a* (+ town).
- Using an OHT show the children a map of Spain with the names of ten cities. Move a stick man around the map saying *Voy a Madrid*, etc. The children have to tick on a list if they think your statement is true, or say, when asked to, *verdad* or *mentira*. As a variation, ask a child to come out to the front to point to the city that is mentioned.
- ▲ Once the children have become familiar with the cities and their location, add an element of difficulty by removing the names of the cities so the child would have to point to the correct dot, showing not only recognition of the sound but also knowledge of the geographical location.
- ‘Destination game’: a volunteer (Amy) stands at the front of the class and states her destination, eg *Voy a Sevilla*. A second child (Takiras) volunteers to join the line and says: *Amy va a Sevilla, yo voy a Madrid*. A third child volunteers to join the line and says *Amy va a Sevilla, Takiras va a Madrid, yo voy a Buenos Aires*. The fun is seeing how long the line of children can become before a mistake is made. This game helps children to memorise a sequence of language.
- Children could state their destination in writing, eg *Voy a* (+ town).
- Play a ‘Pin the tail on the donkey’ game to reinforce locations of towns and countries.

- state their destination using *Voy a* ...
- show understanding of *Voy a* (+ destination) by responding with *verdad/mentira*, ticking on a list or pointing
- say where someone is going using *Va a* ...

- A variation of the first activity is to ask the children only to repeat the stated destination if it is true.
- ICT: children could choose a town and write a sentence in a speech bubble, eg *Voy a La Habana*. If possible, children import a picture of Havana from an internet tourist site. If a scanner is available, children could scan in a picture of Havana and their own photograph to accompany the speech bubble. They could also write the question *¿Adónde vas?* or *¿Y tú?* within the speech bubble. These posters can then be displayed in the classroom, assembly hall or entrance hall. Children could also find a famous person associated with the town of their choice, eg *Evita Perón, Buenos Aires; Raúl, Madrid*. Children could download a picture of the person and make a passport for them, giving personal details.

Section 4. Points of the compass

- the points of the compass
- Introduce the points of the compass and *en el centro* by facing a particular direction, calling out the direction in Spanish, eg *Sur*, and encourage the children to do the same. This can develop into a physical response game in the style of ‘*Simón dice*’ which can be frequently revisited throughout the unit.
- Play the game ‘Fruit salad’. Give each child in the class one of the four words to respond to. When you call out *Norte*, all the children who are *Norte* must change places with someone else. You can call out two words, eg *Este, Oeste*, so that even more swap places. If you remove one of the places, someone is always left over at the end of each turn. This person then calls out the next instruction, and tries to obtain an empty seat. When you call out *Ensalada de fruta* all children change places.
- Show on a map of Spain/South America which areas are defined as *norte, sur, este* and *oeste*, drawing attention to the abbreviations N, S, E, O.

- pronounce accurately the four points of the compass when copying/echoing
- show recognition of the four points of the compass by a physical response to a spoken instruction

- There is an opportunity for reinforcement through listening and responding in the game ‘Fruit salad’.
- Literacy: allow children to study the pronunciation and the spelling of these four words and to notice that every letter is pronounced in *oeste, este, norte*. The final ‘e’ is never silent, as it is in many English words.
- Work in the hall or playground if possible, as there is more space for children to move about.

LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

CHILDREN

POINTS TO NOTE

Section 5. Location of towns

- to describe the geographical location of towns
- Model the sentence *Santander está en el norte de España*. Encourage the children to echo this and similar sentences, both in groups and individually. When looking at the map of Spain point out Madrid and say *Madrid está en el centro de España*.
- Using an OHP or flannel graph, ask individual children to place names of towns on a large map. Then ask the rest of the class questions, eg *¿Tiene razón?* to which they respond, eg *No, Sevilla está en el sur de España, no en el norte*.
- Using the OHP, make a stick man called Pedro, move him around the map and ask *¿Dónde está Pedro?* eliciting the response *Está en el este de España*. Children can come to the front of the class and move Pedro around the map, asking the question.
- A 'Four corners' game can be played in the hall using the compass points *el norte, el sur, el este, el oeste*. Place flashcards with the compass points in the corners of the hall. Children sing the song *¿Dónde vives?* (to the tune of clock chimes). When the singing is finished, you clap hands and the children pick a compass point and go to that corner. Then you select a compass point and those in the relevant corner are out. Those remaining have to perform a forfeit, eg *cantad Cielito Lindo, saltad 10 veces, etc.*, reinforcing previously learnt vocabulary.

- describe orally the location of some Spanish towns, eg *Valencia está en el este de España*
- understand spoken and written descriptions of geographical locations of towns and features of a region
- describe in writing the location of some Spanish towns, eg *Málaga está en el sur de España*

- For reinforcement play 'True or false' games to give children practice in responding to the new material.
- When the children are able to describe the location of familiar Spanish towns, teach them about the various regions of Spain, eg *Andalucía, Asturias, Aragón*.
- PE and art: link towns to certain sporting activities and events or to artists by using appropriate images.

END-OF-UNIT ACTIVITIES

- to apply the knowledge, skills and understanding learnt in this unit
- Provide opportunities for children to work collaboratively to develop role-plays or drama sketches that incorporate the new language and skills they have learnt in the unit. They could perform to the rest of the class, to other classes, to other schools or in assembly, and they could video performances to send to a partner class or school abroad. Children could research a project on a town or region of Spain or Latin America. This could be done individually or in small groups. Children could also send letters or e-mails to a *oficina de turismo* or to a partner school in Spain or Latin America. They could present their project as an imaginary trip to Spain or Latin America. The project could be accomplished entirely or partially through the use of ICT, for instance using PowerPoint, or might be as simple as the production of a poster with pictures and captions. Research skills could be developed by accessing websites as well as reference books from the library.

- create and take part in role-plays, a short sketch or dialogue
- perform a sketch for the rest of the class or the school
- make a presentation on the country of their choice

- The research project provides an opportunity to read for information in English, skimming and scanning texts on paper and on screen.
- The presentation activity builds on poster designs done for NLS year 3.
- Children could present their work to a partner class by means of video-conferencing, or could present a class project to display on the MFL section of the school website.
- A Spanish language assistant would be of value in this work, not only for the cultural aspect but also to guide the children and help them with pronunciation.