

FUTURE LEARNING

Children will learn higher numbers in unit 10 'La ropa' and will be able to practise numbers from 100 to 200. They will also have the opportunity to learn more about Spanish culture in unit 12 'Un país hispanohablante'.

CORE VOCABULARY AND STRUCTURES

<i>¿Qué quiere?</i>	<i>¿Cuánto es?</i>
<i>Quiero ...</i>	<i>un euro</i>
<i>... por favor</i>	<i>dos euros</i>
<i>un zumo de naranja</i>	<i>un euro cincuenta</i>
<i>una coca cola</i>	<i>un euro noventa</i>
<i>una limonada</i>	
<i>un agua mineral</i>	<i>tenga</i>
<i>un té</i>	<i>gracias</i>
<i>un café</i>	
<i>un paquete de patatas fritas</i>	<i>¿Qué sabor?</i>
<i>una ración de patatas fritas</i>	<i>vainilla</i>
<i>un bocadillo de queso</i>	<i>chocolate</i>
<i>un bocadillo de jamón</i>	<i>fresa</i>
<i>un helado</i>	<i>limón</i>
	<i>cereza</i>
	<i>café</i>

Unit 8 En la cafetería**ABOUT THE UNIT**

In this unit children learn to ask for drinks and snacks and begin to learn about euros. They revise vocabulary associated with festivals and recite and perform poems and songs.

WHERE THE UNIT FITS IN

In this unit children have the opportunity to revise numbers and to extend previously learnt language associated with festivals. Children learn the names of some drinks and snacks, and participate in some café role-plays. Throughout this unit there are opportunities to revise and consolidate greetings, dates (dates of significant festivals), birthdays and numbers (asking and understanding prices in a café).

PRIOR LEARNING

It is helpful if children already know:

- that nouns in Spanish have a gender and can be singular or plural
- *¿Cuánto es?* and numbers 0 to 50
- how to express likes and dislikes using *me gusta(n)*, *no me gusta(n)*
- dates and months
- the alphabet in Spanish

NEW LANGUAGE CONTENT

- asking for drinks and snacks
- Spanish money
- festival vocabulary

RESOURCES

- flashcards of drinks and snacks
- prices on cards or adhesive labels
- pictures, figures, puppets and real objects on a seasonal theme, which could be used for display purposes
- audio cassettes, videos, CDs on related topics
- 'Big books' on related topics

OUT-OF-SCHOOL LEARNING

Children could:

- use the internet to find material about festivals and traditions in Spain and Spanish-speaking countries
- read storybooks or use CD-ROMs for independent learning

LINKS WITH OTHER SUBJECTS

Activities in this unit could be used to complement learning in ICT, English, literacy and drama.

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

ask for certain drinks and snacks; understand sums of money; understand and use a range of vocabulary relating to Christmas or other festivals; sing a song or recite a poem from memory on a related topic; devise and perform a short sketch using structures learnt in the unit

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

understand the names of foods and drinks; respond with *sí* or *no*, gestures or short answers to questions about food, drink and money; refer to text or visual clues when singing songs or reciting poems; copy or label, using single words or short phrases

some children will have progressed further and will:

write a description or speak accurately about a festival; research new vocabulary using a dictionary and apply it accurately; research new ideas from internet sites or from an encyclopaedia or other sources and incorporate these into their learning

LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

Section 1. Drinks and snacks

- how to ask for certain drinks and snacks

POSSIBLE TEACHING ACTIVITIES

- Present the new vocabulary using picture flashcards or plastic models of food and drink. Encourage children to echo and chorus the new words with accurate pronunciation.
- Design and perform a 'Mexican wave' game using vocabulary for different foods and drinks. Repeat frequently using different patterns.
- Deliberately stress the number of syllables in words when pronouncing them, eg *café*, *jamón*.
- Play a drawing game on the board. Divide the board into two with a vertical line and divide the class into two teams. One member of each team stands in front of the board facing the class. The teacher calls out an item of food or drink in Spanish, eg *un helado*, and the two children turn around and draw what they think it is. The first child to finish earns a point for their team. Alternatively, use mini-whiteboards and ask children to show you their drawings.
- Play 'Noughts and crosses' (*tres en raya*) using flashcards of food and drink. This is a very easy game to play with children and does not require a great deal of explanation in the foreign language. Draw a nine square grid on the board and stick nine flashcards on it so that the children cannot see the pictures. Number the squares. The teams then take it in turns to guess the picture, eg *Número dos, ¿es una coca cola?* If the child guesses correctly, the team earns a nought or a cross. The first team to complete a line of three noughts or crosses wins the game.
- Practise *¿Te gusta ...?* to elicit *Sí, me gusta el queso* or *No, no me gusta el jamón*.
- Show the written forms of the new vocabulary. Allow children to record the spellings in their Spanish folders by using a matching or linking activity on a worksheet.
- Play 'True or false', spelling or memory games with the vocabulary and pictures, or play board or card games that require children to name or to ask for items of food and drink.
- Play the 'Mystery café' game. Choose a photograph of someone in the school or someone famous. From the food and drink flashcards, choose one or more items of food and drink, but place the cards face down so that they cannot be seen. Ask the class to guess what the person wants, eg *La señora Kelly quiere un bocadillo de queso. (Sí / No.) La señora Kelly quiere una coca cola. (Sí / No.)* Allow a limited number of guesses or set a time limit.
- Play a group response game. Give each group a set of the same pictures then make statements in Spanish, eg *Quiero ... una coca cola, un agua mineral, un bocadillo de queso, un helado*. The first group to respond correctly by holding up the flashcard(s) showing the appropriate item(s) gains a point.
- ▲ Introduce ice cream flavours if there is time.

LEARNING OUTCOMES

CHILDREN

- show understanding of words for food and drink by holding up a flashcard or object, making a physical response or in matching or linking activities
- name items of food and drink with accurate pronunciation
- ask politely for items of food and drink using suitable phrases

POINTS TO NOTE

- Handling real objects, cards and games will help children remember the vocabulary.
- Opportunity for revision and consolidation: remind the children of the pronunciation of the letter *j* as in *jamón*, *naranja*, the silent letter *h* as in *helado*, the letters *ll* as in *bocadillo*, *vainilla*, and the different pronunciations of the letter *c* as in *coca cola*, *café*, *bocadillo*, *cuánto*, *cereza*, *ración*.
- Listening for keywords: children could apply listening skills developed in English. They listen to a story in Spanish or share in reading a 'Big book' (eg 'The Hungry Caterpillar') and select key words and phrases. For example, they draw a specific item in the air whenever they hear it and perform an action when certain language is heard, such as rubbing their tummy when someone says they are hungry.
- Tasting real food (such as fruits) helps to reinforce the language.
- The 'Noughts and crosses' game can be adapted for different topic and vocabulary areas, such as animals, colours, nationalities, parts of the body.
- Children could express their preferences while conducting a class survey of likes and dislikes.
- This unit offers opportunities to compare foods from around the world.
- The children could sort the pictorial flashcards by gender, eg by placing the cards onto mats or into boxes labelled according to gender.

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

CHILDREN SHOULD LEARN

CHILDREN

Section 2. Using euros

- to understand prices
- how to use euros in Spanish
- to participate in dialogues about buying food and drink

- Play a variety of games introduced in previous units to revise numbers out of sequence.
- Play 'Alphabet values'. Each letter of the alphabet has a value, eg a=1, b=2, c=3, d=4. Children calculate which is the most expensive food by spelling the word and calculating the 'value'. Alternatively, children work out what you could buy with 100 euros using the alphabet values.
- Present flashcards of prices and use repetition games so that children learn them and match them to items of food and drink.
- Model *¿Cuánto es?* and elicit answers.
- Provide a guessing game for children to practise the question *¿Cuánto es?*.
- Model conversations for asking for and buying items, eg
 - *Buenos días.*
 - *Buenos días.*
 - *¿Qué quiere?*
 - *Quiero un helado, por favor.*
- ▲ Or, eg
 - *¿Qué sabor?*
 - *Chocolate, ¿cuánto es?*
 - *Dos euros.*
 - *Tenga.*
 - *Gracias.*
- Use self-adhesive labels stuck to flashcards to show prices of items.
- Discuss the value of the pound and the euro and do simple calculations to work out equivalent prices. Make up café menus with price lists in euros.
- Role-play: in pairs or groups children could practise buying foods and drinks and ordering in the café.
- ▲ Role-play: children could practise exchanging money at the bank.
- ▲ Introduce the names of some shops, eg *la panadería, la carnicería, la pastelería, la heladería, el estanco* and match with pictures and goods. Introduce *una postal, un sello*.

- ask how much something costs
- show understanding of prices
- say prices correctly in a dialogue
- devise and participate in a dialogue or role play, in groups of two or three

- Mathematics: using real or play money consolidates numeracy skills.
- Core vocabulary could be displayed in the Spanish area of the classroom or school. Spanish menus with prices in euros could be displayed in the school canteen.
- Children could use menus or advertisements to compare prices of goods from other countries.
- Healthy eating: introduce names of more foods under different headings:
 - *Comer un poco, eg el azúcar, la mantequilla*
 - *Comer con moderación, eg el queso, la carne*
 - *Comer mucho, eg la fruta, las verduras.*

Section 3. Festivals in Spanish-speaking countries

- dates and names of significant festivals

- Revise the asking and giving of dates, eg *¿Cuándo es el día de Navidad? El 24 de diciembre es la Nochebuena, el 25 de diciembre es el día de Navidad, el 31 de diciembre es la Nochevieja, el 6 de enero es el día de Reyes.*

- ask and answer questions about dates of festivals

- There are opportunities for children to learn about festivals in Spain and in other Spanish-speaking countries. They could learn that in Spain, Christmas is celebrated on 25 December and on 6 January and that children receive presents on both days, firstly from *Papá Noel* and secondly from *los Reyes Magos*.
- Children could learn about the important festival of Holy Week, *Semana Santa, la fiesta de San Fermín*, as well as other Spanish festivals.
- Art and design: there are opportunities for art work, and the designing and making of greetings cards.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 4. Christmas in Spain and other Spanish-speaking countries

- further vocabulary associated with Christmas

- ▲ Revise the Christmas vocabulary learnt in unit 2 'Me presento', eg *Feliz Navidad, Feliz Año Nuevo, El Día de Reyes, Felices fiestas*.
- ▲ Present the new vocabulary with flashcards, puppets or figures, eg *un árbol de Navidad, María, José, el Belén, el niño Jesús, los Reyes Magos, Papá Noel, los villancicos*. Revise the work on sounds in previous units by practising the pronunciation of words such as *me llamo, silla, llueve, villancico* (/l sound), *Navidad*, (/v/b sound). Encourage children to chorus the new vocabulary, paying attention to pronunciation. If using flashcards, practise some of the activities explained in earlier units, such as unit 2 'Me presento', section 4.
- ▲ Teach simple Christmas songs and carols, eg *Navidad, Navidad, dulce Navidad, alegría en estos días, hay que celebrar* (to the tune of 'Jingle bells').
- ▲ Provide opportunities for children to listen to a variety of stories, songs and poems on a Christmas theme. Children could act out some Nativity scenes or perform carols in Spanish in assemblies for the rest of the school.

- pronounce the vocabulary accurately
- use spoken Spanish to identify items associated with Christmas when shown real objects or pictures
- select keywords and phrases when listening to stories on a Christmas theme
- participate in singing songs or reciting poems on a Christmas theme

- The activities suggested here all relate to Christmas, which is used as an example. Another festival could be chosen as the focus for this section.
- Draw attention to the difference between *feliz* and *felices*. Nouns that end in -z form the plural by changing the -z to -ces, eg *lápiz/lápices, pez/peces*. A parallel can be drawn with English plural formations, eg -f to -ves as in 'thief/thieves' (NLS year 5).
- ICT: children could exchange Christmas greetings with a partner school in Spain or a Spanish-speaking country via post, e-mail or video-conferencing. Children could write letters to *SS.MM. los Reyes Magos de Oriente* with a list of what they would like to receive.
- Spanish CD-ROMs and audio cassettes of Christmas carols are available.
- Nativity performances could be video-recorded so that children can watch and listen to their performances and/or the video recordings could be sent to their partner schools.

END-OF-UNIT ACTIVITIES

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

- Children could follow instructions for a festive recipe.
- Children could present a concert of words and music in both Spanish and English. This could include songs, poems, stories, sketches on a festive theme and explanations of how the festival is celebrated in other countries.
- In order to practise further what they have learnt regarding food and drink, children could set up a Spanish café within their concert or assembly. Items of food and drink could be labelled in Spanish, children could create menus in Spanish and items could be ordered in Spanish by children and teachers.

- participate in singing songs, reciting poems and presenting information about Christmas or another festival

- Concerts could be performed to the rest of the school and to parents to demonstrate what the children have learnt in this unit.
- If possible, children could taste traditional Spanish food eaten at Christmas time, eg *turrón* and *Roscón de Reyes*. For *Reyes*, celebrated on 6 January, it is traditional to eat *Roscón de Reyes*, a ring-shaped cake containing a little trinket or coin. *Turrón* is a type of Spanish sweet like nougat eaten around Christmas time.