

<b>UKS2 Cycle B Unit D1</b>	<b>OBJECTIVES</b>	<b>Pupils should learn:</b> <ul style="list-style-type: none"> <li>To use <i>ser</i> to say where they or someone else is from</li> <li>To use <i>ser</i> to say their nationality or that of someone else</li> <li>To use <i>hablar</i> to say which language(s) they and someone else speaks</li> <li>To use <i>vivir</i> to say where they or someone else lives, and who they live with</li> </ul>	<b>CULTURE</b>	<ul style="list-style-type: none"> <li>Famous Spanish-speaking people</li> <li>World languages</li> <li>Countries of the world</li> </ul>																																																																																								
<b>Así soy yo</b>	<b>VOCABULARY</b>	<table border="0"> <thead> <tr> <th style="color: red;">verbs</th> <th style="color: blue;">nouns</th> <th style="color: green;">adjectives</th> <th>[frequency]</th> </tr> </thead> <tbody> <tr> <td><i>soy</i> [7]</td> <td>Inglaterra</td> <td>inglés [583]</td> <td>inglés/inglesa [583]*</td> </tr> <tr> <td><i>eres</i> [7]</td> <td>España</td> <td>español [262]</td> <td>español(a) [262]</td> </tr> <tr> <td><i>es</i> [7]</td> <td>Francia</td> <td>francés [562]</td> <td>francés/francesa [562]</td> </tr> <tr> <td><i>hablo</i> [90]</td> <td>Escocia</td> <td>escocés [&gt;5000]</td> <td>escocés/escocesa [&gt;5000]</td> </tr> <tr> <td><i>hablas</i> [90]</td> <td>Gales</td> <td>galés [&gt;5000]</td> <td>galés/galesa [&gt;5000]</td> </tr> <tr> <td><i>habla</i> [90]</td> <td>Irlanda</td> <td>irlandés [4658]</td> <td>irlandés/irlandesa [4658]</td> </tr> <tr> <td><i>tengo</i> [19]</td> <td>Alemania</td> <td>alemán [761]</td> <td>alemán/alemana [761]</td> </tr> <tr> <td><i>tienes</i> [19]</td> <td>China</td> <td>chino [1349]</td> <td>chino/a [1349]</td> </tr> <tr> <td><i>tiene</i> [19]</td> <td>Japón</td> <td>japonés [2019]</td> <td>japonés/japonesa [2019]</td> </tr> <tr> <td><i>vivo</i> [142]</td> <td>Italia</td> <td>italiano [1145]</td> <td>italiano/a [1145]</td> </tr> <tr> <td><i>vives</i> [142]</td> <td>Portugal</td> <td>portugués [3215]</td> <td>portugués/portuguesa [3215]</td> </tr> <tr> <td><i>vive</i> [142]</td> <td>Polonia</td> <td>polaco [&gt;5000]</td> <td>polaco/a [&gt;5000]</td> </tr> <tr> <td></td> <td>Grecia</td> <td>griego [1417]</td> <td>griego/a [1417]</td> </tr> <tr> <td></td> <td>Filipinas</td> <td>tagalo [&gt;5000]</td> <td>filipino/a [&gt;5000]</td> </tr> <tr> <td></td> <td>Marruecos</td> <td>árabe [2102]</td> <td>marroquí [&gt;5000]</td> </tr> <tr> <td></td> <td></td> <td></td> <td>*británico/a [1227]</td> </tr> <tr> <td></td> <td>y [4]</td> <td></td> <td></td> </tr> <tr> <td></td> <td>pero [30]</td> <td></td> <td></td> </tr> <tr> <td></td> <td>sin embargo [203]</td> <td></td> <td></td> </tr> <tr> <td></td> <td>además [155]</td> <td></td> <td></td> </tr> <tr> <td></td> <td>sobre todo [62/472]</td> <td></td> <td></td> </tr> </tbody> </table>	verbs	nouns	adjectives	[frequency]	<i>soy</i> [7]	Inglaterra	inglés [583]	inglés/inglesa [583]*	<i>eres</i> [7]	España	español [262]	español(a) [262]	<i>es</i> [7]	Francia	francés [562]	francés/francesa [562]	<i>hablo</i> [90]	Escocia	escocés [>5000]	escocés/escocesa [>5000]	<i>hablas</i> [90]	Gales	galés [>5000]	galés/galesa [>5000]	<i>habla</i> [90]	Irlanda	irlandés [4658]	irlandés/irlandesa [4658]	<i>tengo</i> [19]	Alemania	alemán [761]	alemán/alemana [761]	<i>tienes</i> [19]	China	chino [1349]	chino/a [1349]	<i>tiene</i> [19]	Japón	japonés [2019]	japonés/japonesa [2019]	<i>vivo</i> [142]	Italia	italiano [1145]	italiano/a [1145]	<i>vives</i> [142]	Portugal	portugués [3215]	portugués/portuguesa [3215]	<i>vive</i> [142]	Polonia	polaco [>5000]	polaco/a [>5000]		Grecia	griego [1417]	griego/a [1417]		Filipinas	tagalo [>5000]	filipino/a [>5000]		Marruecos	árabe [2102]	marroquí [>5000]				*británico/a [1227]		y [4]				pero [30]				sin embargo [203]				además [155]				sobre todo [62/472]			<b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>Conjugation of <i>ser</i></li> <li>Conjugation of <i>hablar</i> (regular AR verb)</li> <li>Conjugation of <i>vivir</i> (regular IR verb)</li> <li>Infinitives</li> <li>Range of conjunctions</li> <li>Adjectival agreement</li> </ul>
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<b>ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Read the poem <i>Bilingüe</i> by Alma Flor Ada and discuss the benefits of knowing more than one language</li> <li>Ask children how many languages they can name. Play a well-known song (see suggestions below) in lots of languages. How many of the languages mentioned did the children have on their list? Can they add any more to their list? (NB there are between 6000 and 7000 languages in the world currently)</li> <li>Show the verb <i>hablar</i> and its present tense conjugation (either singular people or all if you prefer)</li> <li>Introduce the names for some languages in Spanish, and practise making sentences to say who speaks what</li> <li>Children find out the countries where these languages are spoken.</li> <li>Show how to use <i>ser</i> to say where someone is from – <i>Soy de España</i>. Use some well-known people for children to make sentences about.</li> <li>Make sure children understand what nationality is. Show how to use <i>ser</i> to describe nationality. Adjectives will need to be made feminine where appropriate. E.g. <i>soy francesa</i></li> <li>Tell children that people don't necessarily live in the country they are from. Introduce <i>vivir</i> and practise saying where they or others live e.g. <i>Vive en Italia</i></li> <li>Children record in writing where they are from, their nationality, the language(s) they speak, and where they live. They could also use other verb forms to talk about other people. They interview each other using the 2<sup>nd</sup> person questions.</li> </ul> <p><b>Stories, poems, songs and rhymes:</b></p> <ul style="list-style-type: none"> <li>Multilingual version of Disney song e.g. Let it go, Into the unknown, Hakuna Matata (YouTube)</li> <li>Bilingüe (Alma Flor Ada) <a href="https://www.youtube.com/watch?v=ix3mYLS2eol">https://www.youtube.com/watch?v=ix3mYLS2eol</a></li> </ul>			<b>PHONICS</b>	h v ñ ce / ci j																																																																																							

	RESOURCES	
	SUMMATIVE TASK	<ul style="list-style-type: none"> <li>Children create profiles of themselves and other people to say: <ul style="list-style-type: none"> <li>- Where they are from</li> <li>- their nationality</li> <li>- where they live</li> <li>- the languages they speak</li> </ul> </li> </ul>
	" I CAN "	I can <ul style="list-style-type: none"> <li>use <i>ser</i> to say where I or someone else is from</li> <li>use <i>ser</i> to say my nationality or that of someone else</li> <li>use <i>hablar</i> to say which language(s) I or someone else speaks</li> <li>use <i>vivir</i> to say where I or someone else lives, and with whom</li> </ul>
PoS		<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- listen attentively to spoken language and show understanding by joining in and responding</li> <li>- appreciate stories, songs, poems and rhymes in the language</li> <li>- understand ideas and facts</li> <li>- understand familiar and routine language</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- ask and answer questions</li> <li>- express opinions</li> <li>- engage in conversations</li> <li>- describe people, places, things and actions orally</li> <li>- communicate ideas, facts and feelings</li> <li>- speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>- speak with increasing confidence, fluency and spontaneity</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- read carefully and show understanding of words, phrases and simple writing</li> <li>- appreciate stories, songs, poems and rhymes in the language</li> <li>- understand ideas, facts and feelings in writing</li> <li>- understand writing about familiar and routine matters</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>- write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>- describe people, places, things and actions in writing</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- gender and number</li> <li>- conjugation of high-frequency verbs</li> <li>- key features and patterns of the language (verbs, adjectives)</li> <li>- adjectival agreement and position</li> <li>- opinions</li> </ul>