

i Describimos!

OBJECTIVES	Pupils should learn: <ul style="list-style-type: none">To agree adjectives with feminine singular nounsTo describe themselves and a third person using <i>ser</i> and adjectives			CULTURE	
VOCABULARY	<div><div>verbs</div><div>nouns</div><div>adjectives</div><div>[frequency]</div></div> <div><div>soy [7] eres [7] es [7] muy [43] bastante [308] un poco [1 / 76] chica [1129] chico [727]</div><div><div>alto [231] bajo [452] divertido [2465] simpático [3349] tímido [3607] inteligente [2167] deportista [>5000]</div><div><div>una [6] un [6]</div><div>no [11]</div><div>y [4] pero [30]</div></div></div></div>			GRAMMAR	<ul style="list-style-type: none">Adjectival positionAdjectival agreement (feminine singular)Use of intensifiersUse of conjunctionsUse of <i>ser</i> to describe
	PHONICS	ge / j a o			
ACTIVITIES	<ul style="list-style-type: none">Read <i>Redondo</i> by Gloria Fuertes. Ask children to work out why the spelling of <i>redondo</i> changes.Give children the words for some other round things (e.g. plato / donut / frisbi / piruleta / moneda / galleta). They find out the gender and therefore which spelling of <i>redondo</i> would be needed.Show the children the sentence <i>Es un chico alto, divertido y simpático</i>. Ask them how they would describe a girl the same way. (<i>Es una chica alta, divertida y simpática</i>) (NB adjectival position here)Ask what would happen if <i>inteligente</i> or <i>deportista</i> was part of the sentence (no change for feminine).Speaking practise Q&A using <i>soy/eres</i> and the adjectives from the listTrapdoor descriptions <p>Stories, poems, songs and rhymes:</p> <ul style="list-style-type: none"><i>Redondo</i>, Gloria Fuertes				
RESOURCES	<ul style="list-style-type: none"><i>Redondo</i> poemSentence builderKnowledge organiserTrapdoorFeminine adjs practice sheet				
SUMMATIVE TASK	<ul style="list-style-type: none">Children write a description of themselves and a friend/family member. They may wish to use the dictionary to find some alternative adjectives. Encourage use of intensifiers, conjunctions and negative verbs using <i>no</i>.				
“ I CAN ”	I can <ul style="list-style-type: none">Agree adjectives with feminine singular nounsDescribe myself and another person using <i>ser</i> and adjectives				

	<p>Listening:</p> <ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding - Appreciate stories, songs and rhymes in the language - Understand facts <p>Speaking:</p> <ul style="list-style-type: none"> - Describe things orally - Communicate facts <p>Reading:</p> <ul style="list-style-type: none"> - Read carefully and show understanding of words, phrases and simple writing - Appreciate stories, songs and rhymes in the language - Develop their ability to understand new words that are introduced into familiar written material - Understand written language from a variety of authentic sources - Understand facts in writing <p>Writing:</p> <ul style="list-style-type: none"> - Write at varying length (short paragraph) using the variety of grammatical structures they have learned - Adapt sentences to create new sentences, to express ideas clearly - Describe things in writing <p>Grammar:</p> <ul style="list-style-type: none"> - Gender and number - Conjugation of high frequency verbs (ser) - Key features and patterns of the language – adjectival agreement and position - intensifiers - conjunctions <p>Language learning skills:</p> <ul style="list-style-type: none"> - How the patterns, grammar and words of the new language are different from or similar to English – adjectival agreement and position
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