

## Language

## Core language

<i>eso/esa</i>	that (masculine/feminine)
<i>Me encanta ...</i>	I love ...
<i>No me gusta nada ...</i>	I hate ...

<i>veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve</i>	21–29
<i>treinta</i>	30

<i>¿Cuánto es?</i>	How much is it?
<i>un euro</i>	one euro

<i>Es genial, magnífico</i>	It's great, magnificent
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<i>No tengo ...</i>	I don't have ...
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## Additional language for this unit

<i>¡Ñam, ñam! / ¡Riquísimo!</i>	Yum!
<i>¡Puaj! / ¡Qué asco!</i>	Yuck!

<i>un CD</i>	a CD
<i>un balón</i>	a football
<i>un peluche</i>	a soft toy
<i>una muñeca</i>	a doll
<i>una consola</i>	a games console

<i>para mi cumpleaños</i>	for my birthday
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<i>Es fantástico, fabuloso, guai</i>	It's fantastic, fabulous, cool
<i>¡Es una porquería!</i>	It's rubbish!

## Additional language for teachers

<i>¿Te gusta eso/esa?</i>	Do you like that (m/f)?
<i>¿Cuánto es?</i>	How much is it?

## Unit 8 La paga (Pocket money)

## About the unit

In this unit children continue to gain confidence in manipulating numbers and learn further expressions for likes and dislikes. They begin to learn about the euro. They prepare and perform a radio or TV advert for a toy.

## Where the unit fits in

Children are developing their confidence in speaking French and have the opportunity to perform to an audience. They have opportunities to talk about things that they like and dislike, and they are able to justify their opinions. They consolidate numbers up to 20 and, with the addition of some higher numbers, begin to discuss prices in euros.

## Prior learning

It is helpful if children already know:

- *Me gusta*
- *No me gusta*
- numbers 1–20.

## New language

- Expressing likes and dislikes (about food and toys)
- Justification of opinions
- Numbers 21–39
- Simple prices
- *eso/esa*
- *tener*: negative *no tengo*
- Phonic focus: *eu, ei*

## Resources

- Access to the toys catalogue of the website of a Spanish department store
- Bag with toys, plastic food items or food packets
- Sad and smiley face cards
- Word cards
- Food items or pictures of food items to provoke strong reactions
- Place-value cards
- Word cards for *y*
- Large number cards for 1–9, 20 and 30
- Pictures or toys for the 'Birthday Song' (see Section 4)
- Real or plastic euro coins or pictures
- Spanish music for Pass the Parcel

## Links with other subjects

Primary framework for literacy: use knowledge of different organisational features of texts to find information effectively; understand and interpret texts; identify how talk varies with age, familiarity, gender and purpose; develop scripts based on improvisation

Primary framework for mathematics: count and understand number; know and use number facts

## Expectations

## At the end of this unit

*most children will:*

count and understand numbers from 21 to 39; understand sums of money; develop skills in communicating in groups, using language learnt in the unit; develop their understanding of how sounds are represented in writing

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

understand numbers from 21 to 39; initiate dialogue when working in a group with considerable support; respond with *si* or *no*, gestures or short answers when asked if they like a toy

*some children will have progressed further and will:*

initiate a dialogue in Spanish when working with a group; use number patterns with increasing flexibility

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 1. At the toy shop

- to listen for specific words and phrases (O4.2)
  - to ask and answer questions on several topics (O4.4)
  - about some aspects of everyday life and compare them to their own (IU4.2)
  - to use question forms (KAL)
- Show children the toys catalogue of the website of a Spanish department store. Look at the layout of the site. Discuss how the information is presented and ways in which it has been made to look attractive, eg use of colour, fonts and pictures.
  - Ask children to look closely at the toys and their prices. What are the differences and similarities compared with England?
  - Focus on one page of the website. Point to various objects and say *¡Me gusta eso!* or *¡No me gusta eso!* with appropriate facial expressions, voice tone or gestures such as thumbs up / thumbs down. Ask children what they think you are saying. Practise as a whole class, saying the words and using appropriate gestures.
  - Hold up some items or point to pictures and ask *¿Te gusta eso?* Children reply with words and gestures.
  - Play *La Bolsa Mágica* (The Magic Bag). Children each make a sad and a smiley face card. You have a bag in which you have placed toys or plastic food items. Take an item from the bag. Ask *¿Te gusta eso?* Children hold up their response cards and you choose a child to reply with *¡Me gusta eso!* or *¡No me gusta eso!* Some children will respond to this question using only gestures, facial expressions or by showing their response card.
  - Extension: Children work in pairs and browse the website of a Spanish toy shop. Using *¡Me gusta eso!* or *¡No me gusta eso!* they tell each other what they like or dislike.

- respond to the question *¿Te gusta eso?*
- say whether they like something or not
- are aware that Spanish shops want to make their products look attractive, in the same way that English ones do

- You can find online toys catalogues by entering *Juguetes* into an internet search engine.
- If you are unable to access a website of a Spanish store, you can send off in advance for a Spanish catalogue (names of stores can be found by using an internet search engine). Alternatively, you can use an English catalogue, cut out the pictures and add prices in euros. You could also download attractive pictures from an internet search engine.
- Link with literacy work: The first activity links to literacy work on investigating and writing advertisements in year 3 using persuasive vocabulary.
- Grammar point: If you are talking about toys that are feminine nouns in Spanish, you will need to say, for example, *¡Me gusta esa!* or *¡No me gusta esa!*
- Follow-up: Throughout the week, practise *¡Me gusta eso!* or *¡No me gusta eso!* by holding up various objects or bringing in different food items every day.
- Follow-up: Children look at a selection of Spanish and English advertisements and say why they are effective or not by commenting on layout, use of colour, font, etc.
- Follow-up: During the course of this unit, children bring in packets from Spanish products for a classroom display.

## Section 2. Likes and dislikes

- to listen for specific words and phrases (O4.2)
  - to ask and answer questions on several topics (O4.4)
  - to read some familiar words and phrases aloud and pronounce them accurately (L4.3)
  - to know about some aspects of everyday life and compare them to their own (IU4.2)
  - to use question forms (KAL)
- Produce some food items that are likely to provoke a strong reaction. Model by saying, with appropriate facial expression or voice tone, either *¡Me encanta!* or *¡No me gusta nada!* Some of the items could be based on the vocabulary from Unit 6, so that children can see that they are re-using language in a different context. Use the interactive whiteboard to combine known and new vocabulary in interesting combinations to encourage children to express their likes and dislikes.
  - Ask children what else they might say to express their feelings about food. Elicit 'yum!' and 'yuck!' Tell children the Spanish equivalents of these: *¡ñam, ñam!* / *¡riquísimo!* and *¡puaj!* / *¡qué asco!* Ask them to guess what they mean. Practise saying the words as a whole class.
  - Show children a selection of real or plastic items, or pictures, and ask them to work in pairs or with a puppet to practise asking the question *¿Te gusta eso?* responding *¡Me encanta!* / *¡No me gusta nada!* / *¡ñam, ñam!* / *¡riquísimo!* / *¡puaj!* / *¡qué asco!* Some children will respond to the question with only gestures, facial expressions or by showing a response card from the previous session.
  - Play Pass the Word Parcel. In a bag, place word cards for: *¡Me gusta eso!* / *¡No me gusta eso!* / *¡Me encanta!* / *¡No me gusta nada!* / *¡ñam, ñam!* / *¡riquísimo!* / *¡puaj!* / *¡qué asco!* Play some Spanish music as children, sitting in a circle, pass round the bag. When the music stops, the child holding the bag takes out one card and reads it aloud. The other children echo the word and you correct pronunciation if necessary. The word card is placed back in the bag and the game continues.
  - Display key sentences from the above activity. Children draw items and write an appropriate sentence underneath. Encourage them to be creative with their ideas. They can then share these with another group.

- ask and answer the question *¿Te gusta eso?*
- say whether they really like something or not
- know the sounds that Spanish children make to show that they like or don't like something

- *¡ñam, ñam!* / *¡riquísimo!* and *¡puaj!* / *¡qué asco!* would only be used in an informal context. Discuss conventions of politeness with children and decide when it would be appropriate to use these expressions. Onomatopoeic sounds are less frequently used in Spanish than in English and sometimes it is better to think of alternative expressions, like the one given for *¡ñam, ñam!*
- Link with work in English: Children may have identified how talk varies with age, familiarity, gender and purpose in their work in English.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 3. Numbers to 39

- to listen for specific sounds and phrases (O4.2)
  - to read some familiar words and phrases aloud and pronounce them accurately (L4.3)
  - to apply phonic knowledge of the language to support reading and writing (KAL)
  - to apply knowledge about letters and simple grammatical knowledge to experiment with writing (LLS)
- Play Read My Lips to revise numbers 1–20. You mouth a number and children say the word or write it on a mini-whiteboard.
  - Give children place-value cards numbered 1–9 and 20. As you say these numbers in random order, children hold up the right cards. If it is not practical to give out this many cards to every child, do this activity in groups or with children holding large cards at the front of the class.
  - Use large versions of the same number cards. Display the card for the number 20 and one for the number one as you say *veintiuno*. Ask children what they think this means and what changes are needed to form the number. Repeat for the numbers 22–29. Show a written example on the board.
  - Focus on the *ei* (sounds like *ay*) sound in *veintidós*, etc. Show the written form and demonstrate how the sounds *e* and *i* are blended. Create a page for *ei* in the word bank and add other words such as *seis*.
  - Give children number cards for 30 and teach them how to say *treinta*.
  - Show children how to make the number 31 (*treinta y uno*) in Spanish. Give children a word card for *y* and ask them to make the number. Show a written example on the board.
  - Repeat the previous activities to practise numbers 30–39.
  - Choose two volunteers to come to the front with their cards. Children give them a number in Spanish and they have to race to stick the right cards on the board.
  - Play Number Ping-Pong to practise numbers 21–39. Children work in pairs. One says a number and their partner gives the next number in sequence. At your signal, they swap roles.
  - Extension: Repeat the above activities with word cards for the numbers.
  - Extension: Give children a number card for 40 and model the pronunciation. Ask them to make and say the numbers 41–49.

- can recognise and say numbers 1–39

- When playing Read My Lips, you can allow children thinking and sharing time by asking them to decide on the answer by having a whispered conversation with their talk partner.
- Zero will be introduced in Unit 10, so there is no need to draw attention to it at this stage.
- In Spanish, only numbers in the twenties do not require *y* to connect them, for example *veintisiete* (27) but *treinta y siete* (37), *cuarenta y siete* (47), *cinquenta y siete* (57) and so on.
- Follow-up: Throughout the week, play Number Ping-Pong as a warm-up in numeracy lessons.
- Follow-up: Bring counting in Spanish into daily routines, for example, count how long it takes to line up, count the stairs, count the number of children in the class.
- Follow-up: Use Spanish numbers in numeracy lessons for activities around number bonds, partitioning and times tables.

## Section 4. Birthday presents

- to listen for specific words and phrases (O4.2)
  - to listen for sounds, rhyme and rhythm (O4.3)
  - to know about some aspects of everyday life and compare them to their own (IU4.2)
  - to use context and previous knowledge to determine meaning and pronunciation (LLS)
  - to access information sources (LLS)
- Revise *¡Me gusta eso!* or *¡No me gusta eso!* / *¡Me encanta!* / *¡No me gusta nada!* by encouraging the class to repeat these while giving an appropriate action. ‘Conduct’ the class by inviting each group in turn to respond to an action with the appropriate Spanish phrase.
  - Display the department store website or pictures looked at in Section 1. Choose six items and practise the above phrases.
  - Sing the ‘Birthday Song’ (see ‘Points to note’), holding up or displaying pictures of the toys and inviting children to sing along.
  - Ask children to think of actions for each toy and to give the action every time they hear the word.
  - Display pictures of some toys with prices in euros. Ask children to rank them in order from the cheapest to the most expensive. If you have the digital pictures, display them on the whiteboard and add price tags. Record the prices and assign to labels, eg *un peluche*, 7 euros, so that children can listen and match what they hear to the object.
  - Ask children what they have noticed about how Spanish prices are written. Discuss the euro and where it is used. Have children paid with euros before? Show children some examples of real or plastic euro coins, or pictures. What do they notice about them?
  - Practise the pronunciation of *euro* and then look at the written word. Let the children hear how *e* and *u* are blended to make the sound.
  - Display prices from €1 to €10 on the board. Point to each and say the price in Spanish. Count up from *un euro* to *diez euros* as a class.
  - Revise numbers 1–39 by going around the class as a Mexican Wave. Some children will need support with recalling these numbers.
  - Play *El precio justo* (The Price Is Right). Put children into teams. They guess how much each item is (the price is concealed behind a post-it note or by using the interactive whiteboard). Ask each team, for example, *El balón, ¿Cuánto es?* Teams give their answer in Spanish, eg *8 euros*. The team closest to the price wins a point.
  - Some children can respond to the question *¿Cuánto es?* by showing the price with their fingers or on a mini-whiteboard.
  - Extension: Children find out real prices of toys from a website, eg *un peluche = €19,20*.
  - Extension: Children look at catalogue prices and round up to a whole unit, eg *€19,20 = €20*.
  - Extension: Use *más* (more) and *menos* (less) to respond to children’s guesses when playing *El precio justo*. This will encourage them to keep guessing. They can then play the game in pairs.
  - Sing the ‘Birthday Song’, encouraging children to join in as much as possible.

- understand that people use different currencies in different countries
- say how much something costs in euros

- Text for the ‘Birthday Song’ (sung to the tune of ‘The Wheels on the Bus’):  
*Yo quiero un CD, un CD, un CD*  
*Yo quiero un CD, yo quiero un CD*  
*Yo quiero un CD, un CD, un CD*  
*Para mi cumpleaños*
- Add further verses, replacing *CD* with:  
– *un balón*  
– *una muñeca*  
– *una consola*  
– *un peluche*
- The toys can be listed so that, by the end of the song, the whole list is sung.
- Follow-up: Throughout the week, sing the song again.
- Picture galleries available with some interactive whiteboards contain life-size images of all the euro coins and banknotes.
- When playing The Price Is Right, start by using lower numbers, eg 1–10 then 1–20. You can then add in higher numbers up to 39.
- Grammar point: Note that prices are expressed as *Es un euro* (singular) but *Son dos euros* (plural).
- Follow-up: Create a class display of a shop. Show items with prices in euros. Use the display interactively for quick mental mathematics activities and language practice, using *¿Cuánto es?* Children make up their own calculations using the items on display and write them down on post-it notes for others to solve.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 5. Expressing preferences

- to listen for specific words and phrases (O4.2)
  - to listen for sounds, rhyme and rhythm (O4.3)
  - about some aspects of everyday life and compare them to your own (IU4.2)
  - to read and memorise words (LLS)
- Set up a 'shop', either on the board or a table, with toys from the previous sessions and prices. Model vocabulary by saying *No tengo una muñeca. (Yo) quiero una muñeca* (I don't have a doll. I want a doll). Children listen and repeat each time.
  - Display the word *quiero* on the board. Invite the class to chant *quiero* and on each repetition, rub out a letter in *quiero*. Repeat. Play *El ahorcado* (Hangman) to see if children can spell the word correctly.
  - Play Pass the Parcel by passing a bag containing six toys around a circle to music. When the music stops, the child holding the bag says *quiero* + one of the items and finds that toy in the bag.
  - Play Kim's Game by giving children one minute to look at a range of toys or pictures displayed, eg *dos balones, tres peluches*, etc. Cover the objects and ask children to say what they remember, saying *quiero* + the toy. Hand out the items to some children and get them back by saying *quiero* + the toy.
  - Play a variation of Grandmother Went to Market. The first child says, for example, *Quiero un peluche*. The second says *Quiero un peluche y un balón* and so on.
  - Extension: Children create role-plays by using the question *¿Cuánto es?* and answering with *Es/son ... euro/s*.
  - On the board, draw a large television screen with on/off buttons. Ask a child to 'turn on' the television by pressing the button. Act out an advert for one of the toys from the previous sessions. For example, hold up a series of items, saying *¡Es una porquería!* (It's rubbish!) and looking disappointed. Then hold up a football and sing the *Es fabuloso* song (see 'Points to note'). Alternatively, have a pre-prepared advert on the board that you read out to children.
  - Play a drama game. Introduce phrases used to express opinions by holding an object and saying, for example, *¡Es genial!* Children echo and practise saying these phrases. Hold 'auditions' to find children who can express their opinions with feeling.
  - Extension: Children make up their own adverts in groups.

- say something is good
- say that they would like something

- When playing *El ahorcado* (Hangman), children can say the letters in English and, if you wish, you can repeat these with Spanish pronunciation.
- Grammar point: In Spanish, the personal pronoun (*yo, tú*, etc) is used only for emphasis. It is not normally used in everyday speech. It is important that children notice that it is the verb ending which indicates the subject of the verb. (Where included here, the personal pronoun is shown for your reference.)
- Text for the *Es fabuloso* song (to the tune of 'Oh When the Saints'):

*Es fabuloso, es estupendo  
Es superguai, es genial!  
Es fabuloso, es estupendo  
Es superguai, es genial!*

(It's fabulous, it's fantastic  
It's supercool, it's great!  
It's fabulous, it's fantastic  
It's supercool, it's great!)

- Link with work in English: The drama game links to work in speaking (year 4) when children offer reasons and evidence for their views.
- Follow-up: Throughout the week, sing the *Es fabuloso* song.
- Follow-up: In groups or individually, children make 'human toys' when you call out the word in Spanish. Develop these into movements and put to music.
- Follow-up: Throughout the week, play the Grandmother Went to Market game.

## Section 6. Toy advert

- to listen for specific words and phrases (O4.2)
  - to listen for sounds, rhyme and rhythm (O4.3)
  - to ask and answer questions on several topics (O4.4)
  - about some aspects of everyday life and compare them to their own (IU4.2)
  - to recognise that texts in different languages will often have the same conventions of style and layout (KAL)
  - to read and memorise words (LLS)
- Play Pass the Parcel using a bag containing the letters to spell *(Yo) quiero*. When the music stops, the child holding the bag takes out a letter and places it in the middle of the circle or on the board. Repeat, until the phrase has been built up.
  - Extension: Children close their eyes and you remove a letter from the phrase – which one is missing?
  - Explain to children that in the next lesson they will create and perform a radio or TV advertisement to persuade the audience to buy one of the toys from this unit. Props and costumes may be used.
  - Remind children of the language taught earlier in this unit and then give them time in their groups to plan their advertisement.
  - Children should work in mixed-ability groups. Puppets may be used to help any children lacking in confidence. Children will need to have some of the language displayed for them, as support.

- use effective language for an advertisement
- understand that language is used differently depending on the speaker and the audience

- Use flashcards or actions to revisit language that could be used in the advertisements.
- Follow-up: Make advertising posters for the toys.
- Link with literacy work: The third activity links with writing advertisements and posters in literacy in year 3 using persuasive language.
- Follow-up: Practise *(Yo) quiero* and phonemes with the following game. Give each child a box or bag with a phoneme card on it. Tell the children that they should collect objects that contain that sound. You have a bag of objects (or picture cards) and, as you take each one out, say *¿Quién quiere un ...?* The children with the corresponding phonemes call out *¡Yo!* Some children might be able to say *(Yo) quiero un ...* (Have several of each item so that everyone can collect something.)

## End-of-unit activities

- to apply the knowledge, skills and understanding in this unit
- Allow groups to rehearse their radio or TV advertisements.
  - Each group performs their advertisement. They must try as hard as they can to convince the audience to buy the product.
  - The class comment on the effectiveness of the advertisement. Why was it effective? What kind of language/gestures did they use to convince the audience?

- use effective language for an advertisement
- understand that language is used differently depending on the speaker and the audience

- The advertisements can be filmed and then shown to the class.
- The advertisements can be performed to another class or to the whole school.
- Children could record themselves using handheld recording devices and play them back through the computer or interactive whiteboard.