

Unit Objective:

To say what you have and do not have in your pencil case in Spanish.

By the end of this unit we will be able to:

- Recall from memory a selection of nouns and indefinite articles for common classroom objects.
- Learn how to use the negative in Spanish.
- Describe what we have and do not have in our pencil case.
- Respond to simple classroom commands.

Skills we will develop:

To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in Spanish by completing a variety of written based activities. Improve oral work by learning to ask questions in Spanish as well as answering but progressing even further by including a negative reply.

Activities we will complete:

Learning 11 classroom objects and classroom commands. A variety of speaking, listening and written tasks (including crosswords, word puzzles and snap cards). Playing a fun class 'follow on game'. Extended, longer writing, reading and listening tasks all working towards the final activity of interviewing others in class using a survey on what they have and do not have in their pencil case.

Phonics & pronunciation we will see:

Recommended phonics focus: CA CE CI CO CU

- **CA** sound in **calculadora** & **cartera**.
- **CE** sound in **cerrad**.
- **CI** sound in **silencio**.
- **CU** sound in **escuchad**.
- **Stress Placement**. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in **re-pe-tid**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **ti-je-ras**.
- **Accents**. Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules! They can also indicate a question as in the word **qué**. Therefore used as a question word – not an answer.

Vocabulary we will learn & revisit:

11 nouns and articles for common classroom objects, 10 simple classroom commands. **tengo...** ('I have') will be revisited before introducing the negative reply **no tengo.....**(I don't have). This is all listed on the Vocabulary Sheet.

Grammar we will learn & revisit:

Nouns, gender, articles/determiners & use of the negative. Revisiting that nouns in Spanish have gender and that this affects the choice of article/determiner. Moving from revisiting **tengo...** ('I have') to learning the negative option **no tengo...**('I do not have') in Spanish. Remembering that the subject pronoun '**yo**' is often omitted in Spanish. You can tell who is doing the action from the verb. Seeing that punctuation can be different with the upside down exclamation and question mark at the start of a sentence.



un libro



un cuaderno



un lápiz



un bolígrafo



un sacapuntas



un estuche



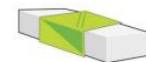
una regla



una calculadora



una barra de pegamento



una goma



una mochila



unas tijeras

vocabulary

To fully understand when to use the correct possessive adjective in Spanish.

mi lápiz mi regla

Singular possessive adjective 'my' for both masculine and feminine nouns.

mis tijeras

Plural possessive adjective 'my' for both masculine and feminine nouns.

The negative structure 'no tengo'.

Tengo una goma. No tengo una goma.

I have a rubber. I do not have a rubber.

grammar

phonics

sound in:
ca • calculadora
sacapuntas

sound in:
cu • calculadora
cuaderno

accents

Accents indicate the vowel is stressed. As seen in the word lá-piz. They can also be used to indicate a question as seen in: '¿Qué tienes en tu estuche?'

The 2 words for the possessive adjective 'my' in Spanish:

mi mis

Language to describe what I have/do have not in my pencil case.

En mi estuche tengo un bolígrafo. En mi estuche no tengo un bolígrafo.

In my pencil case I have a pen. In my pencil case I do not have a pen.

INTERCULTURAL KNOWLEDGE

Hispanic festivals and special days

Carnival in the Canary Islands