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# Introduction

## About the book

*¡Uno, dos, tres!* aims to make Spanish practical and achievable. Its exciting and appropriate material will ensure that children of all levels of ability have the opportunities to both enjoy and achieve in their language learning. And it will support you, whatever your level of linguistic confidence or competence.

The book addresses three fundamental strands of language teaching: oracy, literacy and intercultural understanding. It responds to the recommendations of the National Curriculum for Foreign Languages by providing opportunities for the children to:

- become increasingly familiar with the sounds and written form of Spanish;
- make comparisons between Spanish and other languages;
- expand their cultural awareness;
- grow in confidence as they understand what they hear and read;
- learn to communicate;
- develop linguistic competence;
- present ideas orally to a range of audiences;
- describe people, places, things and actions orally and in writing;
- understand basic grammar appropriate to the language being studied.

## Using the book

Reflecting the structure of the National Curriculum for Foreign Languages, the book is divided into twelve Units. Each Unit forms the basis of half a term's work and covers a theme that crosses cultures and

is relevant to the children's lives. For each Unit, there is an introduction stating the main teaching points, grammar, language sounds, and vocabulary to be addressed. There are four, easy-to-follow, fully planned and resourced, ready-to-use lessons. These are supported by photocopiable worksheets and follow-up ideas. Each lesson plan explains what you will need, how to prepare, what to say to the children and what to encourage them to say.

Make one lesson the core of a week's teaching. Keep returning to the contents of a lesson during the week, playing, repeating and adapting games, so you give all the children the confidence to contribute. Use the Follow-up activity as a tool for differentiation, only more able children completing the full task. Teach the lessons in chronological order, so learning in one is a foundation for the next. Finally, draw the Unit together with the 'More ideas' section of school and home activities, using the section to revise and consolidate the lessons' main teaching points and extend opportunities to learn about Spanish culture.

The main aim of language teaching is to develop linguistic competence, so be ready to adapt material to suit your opportunities. A game used in one Unit may be adapted easily to consolidate learning in another Unit. Similarly, grasp opportunities to take Spanish beyond timetabled lessons and into other areas of classroom life. Most of all, generate enthusiasm, as children gain pleasure from their language-learning skills.

**Spain is the third largest country in Europe and has an area of 504,782 sq km. It is over twice as big as the United Kingdom!**



# Unit 1 – Yo

(All about me)

## Unit theme

- Myself

## Teaching points

- Greetings
- Name and age
- Numbers 1-10
- The family

## Grammar

- Using the verb *llamarse*: *yo* and *tú* forms (*yo*) *me llamo*; (*tú*) *te llamas*
- Making simple statements
- Asking simple questions
- Using *mi*

## Language sounds

- *ll*
- *j*
- silent *h*
- *o*

## Vocabulary

<i>¡Buenos días!</i> or <i>¡Buenas tardes!</i>	Good morning! or Good afternoon/evening!
<i>¡Hola!</i>	Hello! Hi!
<i>¿Qué tal?</i>	How are you?
<i>Bien/Mal. ¿Y tú?</i>	I'm fine/not well. And you?

*¡Adiós!*

*señor/señora*

*Sí/No*

*(Yo) me llamo ...*

*¿Cómo te llamas?*

*Éste/Ésta es ...*

*uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez*

*¿Cuántos años tienes?*

*Tengo siete/ocho años*

*mi madre*

*mi padre*

*mi hermana*

*mi hermano*

Goodbye!

Sir/Madam, Mr/Mrs

yes/no

My name is ...

What's your name?

Here is (m/f)...

1–10

How old are you?

I'm seven/eight years old

my mother

my father

my sister

my brother

## Additional vocabulary for teachers

*¡muy bien, estupendo,*

super, great, very good!  
*fenomenal!*

*Escuchad/Escucha*

Listen (plural/singular)

*Venid/Ven aquí*

Come here (plural/singular)

*Enseñadme/Enséñame*

Show me (plural/singular)

*Repetid/Repite*

Repeat (plural/singular)

*Repetid/Repite si es verdad*

Repeat (plural/singular) if it's true

*Tocad/Toca el dibujo*

Touch (plural/singular) the picture

*Volved/Vuelve a empezar*

Start (plural/singular) again

*la familia*

the family

*Ésta es la familia Smith*

Here is the Smith family

*Ésta es mi madre, etc*

Here is my mother, etc

# Lesson 1 ¡Buenos días! (Good morning!)

## Resources:

A puppet

- Depending on the time of day, greet the class with *¡Buenos días!* or *¡Buenas tardes!*
- Walk around, shaking hands with children, saying *¡Buenos días!* or *¡Buenas tardes!* or the more casual *¡Hola!*
- Ask talk partners to greet each other.
- Introduce and explain *¿Qué tal?* Draw a smiley face of yourself on the whiteboard. Add a speech bubble and inside write *Bien*. Ask children *¿Qué tal?*
- Progress to talk partner practice, a thumbs-up or a smile accompanying *Bien*.
- Extend the answer to include a return question: *Bien. ¿Y tú?*
- Play **Party Time**: the children are at a Spanish party; they walk around, greeting people, and asking how they are.
- Wave goodbye and call *¡Adiós!*

## Follow-up

Explain that the children will make a Yo book (perhaps a folding concertina style) during this unit. Suggest they make the front page a drawing of themselves. In a speech bubble, they should write a greeting and say they are fine.

# Lesson 2 (Yo) me llamo... (My name is...)

## Resources:

A simple sock or paper puppet; circles of paper/card for the children's puppet faces

- Introduce yourself: *(Yo) me llamo Señor/Señora/Señorita/...Smith*.
- Point to children to add their names to your sentence: *Tú te llamas...* Use gestures to distinguish between Yo and Tú. Explain that Yo and Tú may be left out of the sentence.
- Write the question *¿Cómo te llamas?* on the whiteboard. Ask the children and let them ask one another.

- List some Spanish names, indicating English similarities but different pronunciations. Practise *j* and *o* sounds.
- Produce your puppet, Juan. In a changed voice, answer the children's greetings and questions for him.
- Let everyone make a puppet face, writing their puppet's name, secretly, on the back.
- Ask talk partners to greet and question each other's puppets, their owners speaking for them. (Save the puppets for future lessons.)
- Say *¡Adiós!* to one another.

## Follow-up

Give the children photocopiable 1A to complete. Suggest they add another speech bubble to their first Yo page and write a sentence saying their name.

# Lesson 3 Uno, dos, tres (One, two, three)

## Resources:

Your puppet

- Hang numerals on a washing line and chant *uno, dos, tres*; then *cuatro, cinco, seis; siete, ocho, nueve*; finish with a loud *diez*.
- Practise with games, such as pointing to or identifying missing numbers on the washing line, or chanting in groups.
- Bring out the puppet and ask him: *¿Cuántos años tienes?* Write his answer on the whiteboard. Help children with their *Tengo – años* answers.
- Play **Party Time** (Lesson 1), adding names, ages and goodbyes.
- Revise *j* and *o* sounds in *Juan, José* and *Cuántos años*. Write *llamo*. Practise the *ll* sound.
- Select and read aloud names (photocopiable 1A). Ask the children to stand up when they hear any of these sounds.
- Say *¡Adiós!* the children including *señor, señora* or *señorita*.

## Follow-up

Give the children photocopiable 1A for them to add age sentences to the speech bubbles. Suggest they complete page 2 of their Yo book with a birthday cake with the appropriate number of candles and their age sentence.

# Lesson 4 Éste es... Ésta es (Here is...)

## Resources:

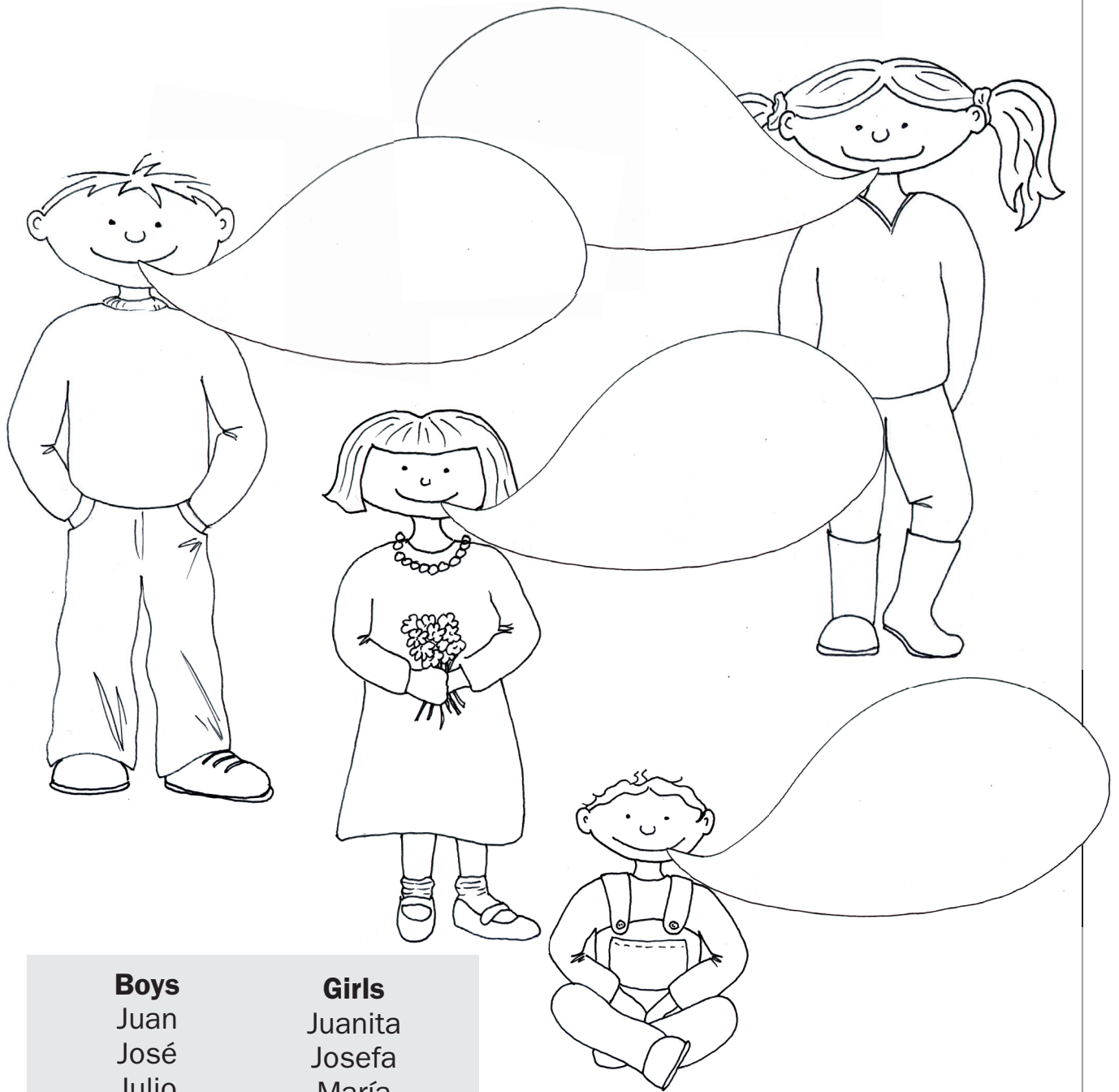
Your puppet; pictures of a man, woman, boy and girl;  
individual copies of photocopiable 1B

- Display pictures of a man, woman, boy and girl.
- Explain that 'Here is' followed by a masculine person or noun is **Éste** es. Bring out your puppet, Juan. Use his voice as you point to a picture and say *Éste es mi padre*. Confirm the meaning. Say *Éste es mi hermano* as you point to the picture of the boy.
- Explain that 'Here is' followed by a feminine person or noun is **Ésta** es. As Juan, indicate the female pictures and say *Ésta es mi madre* and *Ésta es mi hermana*.
- Write and say the family words. Ask: *Which two start with the same letter? What sound does this letter make?* (*h* is silent in Spanish.)
- Name a family member for the children to identify. Point to a family member for the children, (pretending to be Juan) to introduce.
- Give out photocopiable 1B. Suggest talk partners take turns as the puppet, introducing a family member, but not pointing. Does their listening partner look at the right person?
- Say *¡Adiós!* to one another.

## Follow-up

Give the children photocopiable 1B to write introductions under the pictures. Let the children progress to pages 3 and 4 of their Yo book and introduce some of their family.

# ¿Cómo te llamas?



## Boys

Juan  
José  
Julio  
Martin  
Pablo  
Manuel  
Pedro  
Miguel  
Alejandro  
Jorge  
Sergio

## Girls

Juanita  
Josefa  
María  
Marta  
Martina  
Ana  
Teresa  
Susana  
Cristina  
Beatriz  
Raquel

*The children have forgotten  
their names!*

Choose names from the box and  
write their answers for them in the  
bubbles.



# ¡Ésta es mi familia!



Éste es  
Ésta es  
mi madre  
mi hermano  
mi padre  
mi hermana

*Marta is telling you about her family.*

Write what she is saying, using words from the box.



## More ideas for...

### Work at school

- Let the children use Spanish to answer the register, greet and say goodbye. In spare moments, practise counting and answering questions: for example, *¿Cuántos años tienes?*
- At the start of PE, play **Phonic Islands**: hang the labels *j*, *ll*, and *o* in three areas and assign an exercise to each. Start your PE warm-up: when you call a sound the children must do the right exercise on the right island.
- Ask the children to cut out family members from photocopyable 1B. Play **Enseñadme (Show me)**: you call out a family member and the children must hold up the correct picture. Vary this, the children having the four pictures and four blank cards of identical size and colour. After studying them, they put all eight face down in front of them. When you call *Enseñadme...* (*mi padre*) they try to choose his card. If correct, they keep it in their winning pile. The first to collect all four people and call *¡La familia!* wins.

### Work at home

- Locate Spain on a world map. Use an encyclopedia or the internet to list the names of some other countries where Spanish is spoken.
- Persuade your family to answer *Sí* or *No* when you call one another. Start your day at home with Spanish greetings; say goodbye at the school gate with *¡Adiós!*; practise counting to 10.
- Juan and Josefa are talking out of turn! Write this conversation in a sensible order:

**JUAN:** Adiós.

**JOSEFA:** ¿Cuántos años tienes?

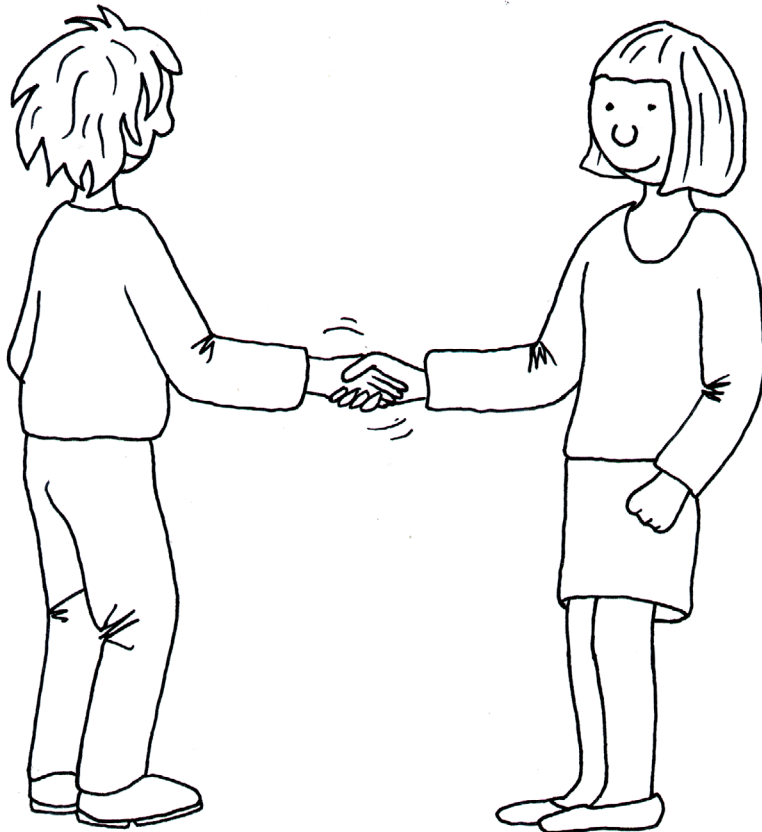
**JUAN:** Bien.

**JOSEFA:** Adiós.

**JUAN:** Tengo ocho años.

**JOSEFA:** ¿Qué tal?

Can you explain in English what Juan and Josefa are saying?



Spanish people are very polite. They greet one other by shaking hands.