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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. It will support you, whatever your level of linguistic confidence or competence.

This book builds on the teaching of Book 1 (Lower Juniors). It continues to address 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 13 – ¡Que aproveche!

(Enjoy your meal!)

## Unit theme

Food and drink

## Teaching points

- Talking about what has been eaten or drunk
- Expressing likes, dislikes and preferences about food and drink
- Understanding and giving instructions
- Following and writing instructions (recipes)

## Grammar

- Preterite tense: *comer (comí) beber (bebí)*
- Plural nouns with *los/las; unos/unas*
- Compound sentences with connectives *y* and *pero*
- Agreement of adjectives: masculine and feminine, singular and plural
- Imperatives: *tú* form of regular and irregular verbs

## Language sounds

- *a*

## Vocabulary

<i>Comí</i>	I ate
<i>Bebí</i>	I drank
<i>¿Comiste (un plátano)?</i>	Did you eat (a banana)?
<i>y</i>	and
<i>pero</i>	but
<i>Prefiero</i>	I prefer
<i>¿Prefieres...?</i>	Do you prefer?
<i>un bocadillo</i>	a sandwich
<i>un pastel</i>	a cake
<i>un plátano</i>	a banana
<i>una pizza</i>	a pizza
<i>queso (m)</i>	(some) cheese
<i>agua (f)</i>	(some) water
<i>zumos de naranja (m)</i>	orange juice
<i>patatas fritas (f plural)</i>	(some) crisps or chips

<i>un paquete de patatas fritas</i>	a packet of crisps
<i>un zumo de naranja (m)</i>	an orange juice
<i>la salsa de caramelo</i>	toffee sauce
<i>el pan</i>	bread
<i>una rebanada de pan</i>	a slice of bread
<i>un pan de pita</i>	a pitta bread
<i>el berro</i>	watercress
<i>champiñones (m)</i>	mushrooms
<i>queso rallado (m)</i>	grated cheese
<i>el pescado</i>	fish
<i>el chocolate</i>	chocolate
<i>los caramelos (m)</i>	sweets
<i>el yogurt</i>	yoghurt
<i>la coca</i>	cola
<i>las zanahorias (f)</i>	carrots
<i>una manzana</i>	an apple
<i>un tomate</i>	a tomato
<i>una judía</i>	a bean
<i>Es bueno/buena para la salud</i>	It's good for your health
<i>Es malo/mala para la salud</i>	It's bad for your health
<i>Son buenos/buenas/ malos/malas para la salud</i>	They're good/bad for your health

(Instructions are given in the familiar form)

<i>Pon</i>	Put
<i>Añade</i>	Add
<i>Corta</i>	Cut
<i>Calienta</i>	Heat up
<i>Haz</i>	Make
<i>¡Comí!</i>	Eat!
<i>una bandeja de horno</i>	a baking tray
<i>el horno</i>	the oven

## Additional vocabulary for teachers

<i>¿Te gustan (los plátanos)?</i>	Do you like (bananas)?
<i>¿Tienes (un plátano)?</i>	Have you got (a banana)?
<i>¿Bebiste (agua)?</i>	Did you drink water?

## Resources

Food and food pictures

# Lesson 1 ¿Qué tienes? (What have you got?)

## Resources:

Food pictures or props; six small lunch boxes; a feely bag of plastic (or real) fruit and vegetables; one copy of photocopiable 6A, Book 1 (Lower Juniors)

- Display pictures of foods already taught. How many names can partners tell each other? Revise known foods and drinks suitable for a snack. For example: *un zumo de naranja* (an orange juice), *una manzana* (an apple), *los caremelos* (sweets), *las zanahorias* (carrots). Share results, turning over the pictures to check.
- Say and write new foods: *un plátano* (a banana), *un bocadillo*, (a sandwich), *el queso* (cheese), *un paquete de patatas fritas* (crisps), the children repeating them after you. Highlight and practise the pronunciation of *a* in *manzana*, *me gusta*, *naranja*, *plátano*.
- Draw attention to the meaning of *una/una* (a, an) and *unos/unas* (some). Explain that the equivalent of the English word 'any' is usually left out in Spanish, for example: *¿Tienes agua?* (Do you have any water?)
- Select a list of 8-10 appropriate snack foods to leave on the whiteboard. Give everyone a piece of card to choose and write one of them for their snack.
- Arrange the children in a large circle and play **La ensalada mixta** (mixed salad):
  - Call out a food name: those children change places.
  - Call out two food names: those children may change places.
  - Call out *La ensalada mixta*: anyone may change places with someone.
  - After two or three minutes of playing, check how mixed your salad is!
- Put the children into groups of four to six to share food information as they question and answer one another:
  - *¿Qué tienes?* (What have you got?)
  - *Tengo...* (I have...)
- Ask everyone to hold up a food. Ask *¿Que tienes?* In reply, a child should say *Tengo... un bocadillo*.

- Ask the children to draw something they ate yesterday. Introduce present and past tense verbs: *Como* (I am eating) *Comí* (I ate); *Bebo* (I am drinking) *Bebí* (I drank). Pretend to eat and say *Como un bocadillo* (I am eating a sandwich.) Take a step backwards, as if in time, and say *Ayer comí un bocadillo* (Yesterday I ate a sandwich). Do the same with a drink: *Bebo un zumo de naranja* (I am drinking an orange juice) and *Ayer bebí un zumo de naranja* (Yesterday I drank an orange juice.) Emphasise that the past tense forms of verbs are used when talking about things that have already happened. Practise them as a whole class, children using the present and past verbs with the food or drink they are holding.
- Give each group a snack box and explain **Carry-on!**
  - One group member puts his food in the snack box and says *Tengo...* (+ the name of his food). The box passes to the next person, who, having added her food to the box, repeats what the first person said and the name of her food. So the box gets fuller and the chant gets longer. (Children may find it easier to speak as a group, individuals only saying alone their food name.)
  - Listen to every group's packed lunch box. Vote on which sounds tastiest.
- Finish by playing **Feel around**. Give partners a 10 second feel of your prepared feely bag of plastic fruit and vegetables. Ask *¿Que tienes en la bolsa?* (What do you have in the bag?) The class replies *En la bolsa tengo...* and partners say one food they think they have identified. After every pair has had a turn, how many of your secret foods have the children discovered?

## Follow-up

Suggest making a morning snack timetable, the children drawing and labelling their planned snacks for the school week.

# Lesson 2 ¿Es bueno para la salud? (Is it good for your health?)

## Resources:

Food pictures or props from Lesson 1; photocopiable 13A

- Revise and introduce food vocabulary by showing pictures or props.
- Bring out a container labelled *Es bueno para la salud*. Confirm the meaning. (It is good for your health.)

- Ask the children to help you identify healthy foods. Agree on a healthy sign (for example, a thumbs up). Say only singular masculine foods, for example: *el pastel, el queso, un pan de pita, el chocolate*. When the children make the agreed sign, help them say their verdict in a sentence, for example: *Un bocadillo es bueno para la salud. El pastel no es bueno para la salud*.
- Use a singular feminine noun in the same sentence construction. For example: *Una manzana es buena para la salud*. Display the written sentences. Can the children spot an important spelling difference? (*bueno* has become *buena*) Confirm the feminine agreement between the noun and the adjective.
- Announce a hearing test! Give everyone two hearing cards, *bueno* and *buena*. (Some children may prefer to work with a partner, one card each). Read out assorted masculine and feminine sentences, for example: *El chocolate no es bueno para la salud. Una zanahoria es buena para la salud*. Stop after each for the children to hold up a card. Confirm if they are correct. After 10 sentences, how many hearing points did they get? Does their hearing need a re-test?
- Give further practice in adjective agreement by repeating the previous teaching activities for the adjective forms *malo* and *mala*.
- Remind the children about the conjunctions *y* (and) and *pero* (but). Demonstrate their use to form a longer, compound sentence from two short sentences: *Me gusta la tomate y ella es buena para la salud. Me gusta el chocolate pero él no es bueno para la salud. Me gusta una tomate pero prefiero un plátano*.
- Divide the class into three groups **A**, **B** and **C**. Set these tasks:
  - **Group A:** children write a short sentence beginning *Me gusta....* and complete it with a food.
  - **Group B:** children write a short food sentence beginning *Él es... or Ella es...* and complete it with a comment about whether it is healthy.
  - **Group C:** children work with a partner, making and writing two conjunction cards, *y* and *pero*.
- Ask **A** children to find a **B** sentence that matches their noun, the new partners then searching for the **C** conjunction they think will suit them. (Have a supply of spare **B** sentences and **C** conjunctions.)
- Challenge each new **A B C** group to join up into a compound sentence, standing in order as they say their sentence to the class. Does the class agree with the choice of conjunction?

## Follow-up

Give the children photocopyable 13A to complete, reminding them of the use of the pronouns *él/ella* (it) and the plural *ellos/ellas* (they) to replace nouns and the need for adjectives and nouns or pronouns to agree.

## Lesson 3 La Fiesta de San Fermín (The San Fermín festival)

### Resources:

Access to the Internet

- Make sure the days of the week and months of the year are on prominent display.
- Put the children into teams of three to play **Make a date**. Allocate roles: one person the day, one the date, the third person the month.
- Call out a date, for example *lunes, tres de julio*, (Monday, July 3) for team members to write their part on their individual whiteboard and quickly stand in the correct order. Award team points to the correct human dates made in the time allowed.
- As the children improve, reduce the time allowed or award points to only the first three correct teams.
- Explain the significance of the first week in July in the Spanish city of Pamplona:
  - it is the date of the San Fermín fiesta;
  - this is an annual bull-running festival;
  - bulls run along the street to the bullring every morning;
  - brave, fit, fast people run in front of them for part of the way!
- Emphasise the importance of food, bonfires and fireworks as part of the celebration of San Fermín.
- Let the children work with a partner to list in Spanish about six fun foods that will suit an evening bonfire and fireworks party for either our Bonfire Night or Spain's San Fermín fiesta.

## Follow-up

Ask the children to make a poster advertising a bonfire celebration, drawing and labelling (in Spanish) the food that will be available. Suggest putting an English flag on one half of the poster and a Spanish flag on the other to emphasise the link between the two countries' celebrations.

## Lesson 4 ¡Un bocadillo delicioso! (A delicious sandwich!)

### Resources:

Food pictures or props; individual copies of photocopiable 13B

- Remind the children about the importance of food in Spanish leisure time. Explain that families often enjoy picnics at the weekend.
- Invite the children to play **Simon dice** (Simon says) as they mime getting food ready. Use these verbs in your instructions: *pon, añade, corta, calienta*. For example: *Corta un tomate; Pon queso en un bocadillo; Añade el jamón*. Remind the children that they should only mime if you begin with *Simon dice*.
- Write the heading *Se necesita* (What is needed), display pictures and say the ingredients for a toasted cheese and ham sandwich: *el pan, queso rallado, el jamón*. (bread, grated cheese, ham). Read out your recipe's instructions, using action and mime to clarify meanings:

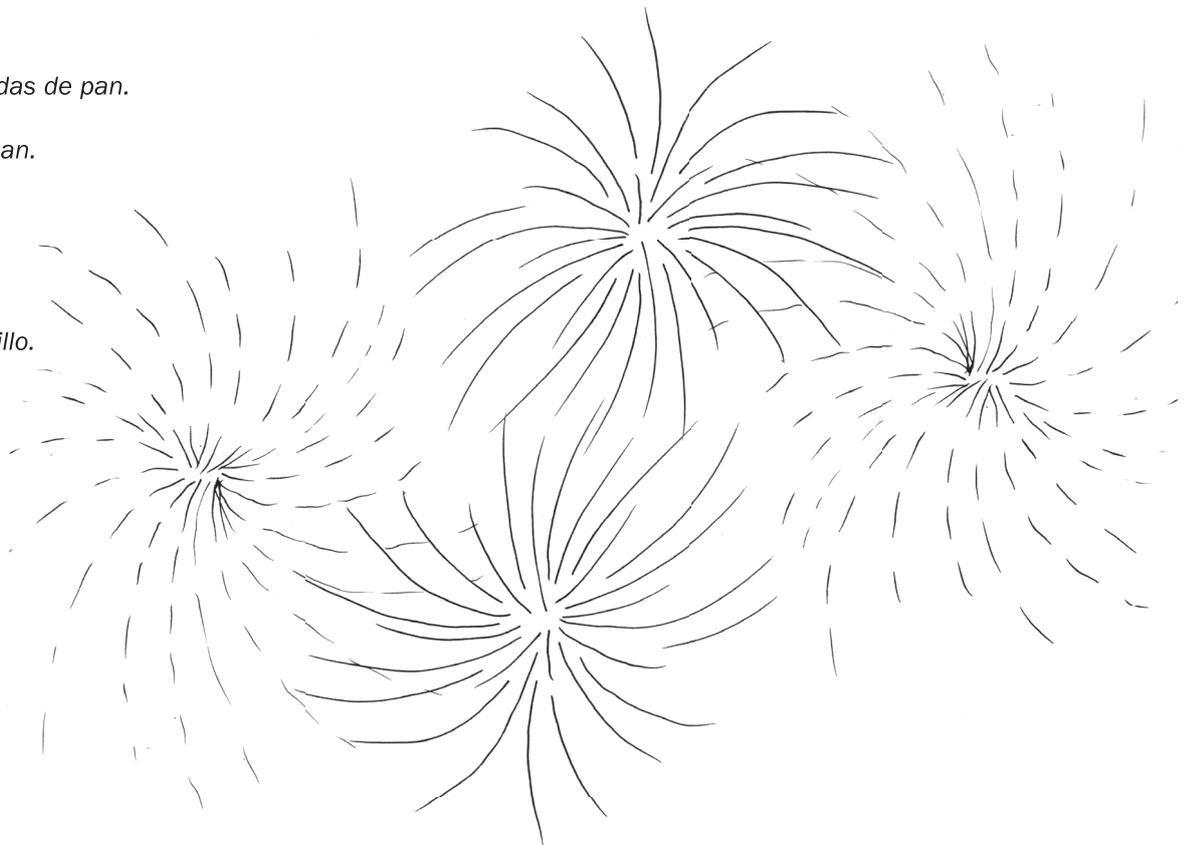
#### *Instrucciones*

- **Corta** dos rebanadas de pan.
- **Pon** queso en el pan.
- **Añade** el jamón.
- **Haz** un bocadillo.
- **Calienta** el bocadillo.
- **¡Comí!**

- Repeat the instructions, this time the children miming the actions.
- Write the whole recipe, including the headings (*Se necesita* and *ingredientes* and *Instrucciones*) on the whiteboard. Can the children identify the verb forms highlighted? Point out their position at the start of sentences and their role of giving commands. Guide the children to identifying them as imperatives.
- Pretend it is the family picnic! Give the children permission to create their own *bocadillo*. With sweet or savoury ingredients, it does not have to be healthy!
- Let the children plan their ideas, using bilingual dictionaries to list their ingredients.

### Follow-up

Give the children photocopiable 13B to complete, suggesting they first write their recipe in rough. Encourage helpful illustrations and inventive sandwich names. Afterwards, use the recipes to compile a class cookery book.



There are wonderful nightly fireworks displays as part of the San Fermín festival in Pamplona.

# ¡Que aproveche!

adjectives	adjectives	conjunctions
bueno	malo	y
buena	mala	pero
buenos	malos	
buenas	malas	

## Part 1

For sentences labelled **a**, fill the gap with the correct food noun.

For sentences labelled **b**, choose the adjective to agree with the noun.

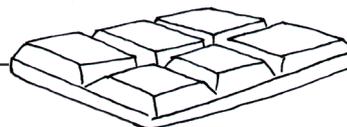
1a Me gusta la – \_\_\_\_\_

b Ella es – para la salud.



2a Me gusta el – \_\_\_\_\_

b Él es – para la salud.



3a Me gusta el – \_\_\_\_\_

b Él es – para la salud.



4a No me gusta el – \_\_\_\_\_

b Él es – para la salud.



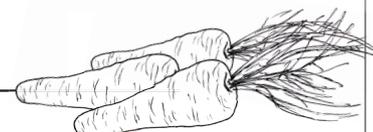
5a Me gustan los – \_\_\_\_\_

b Ellos son – para la salud.



6a No me gustan las – \_\_\_\_\_

b Ellas son – para la salud.



## Part 2

Make one sentence from each pair of sentences, using the conjunction **y** or **pero**.