

## La Paga (Pocket Money)

### Overview Unit 8

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN	
<p>In this unit children continue to gain confidence in manipulating numbers and they 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.</p>		<p>Children are developing their confidence in speaking Spanish and have the opportunity to perform to an audience. They have opportunities to talk about things that they like and dislike and are able to justify their opinions. They consolidate numbers 1–20 and learn some larger numbers in order to begin discussing prices in euros.</p>	
<p><b><u>Prior Learning</u></b> It is helpful if children already know:</p> <ul style="list-style-type: none"> <li>• <i>Me gustan</i></li> <li>• <i>No me gustan</i></li> <li>• numbers 1-20</li> <li>• <i>Tengo...</i></li> <li>• <i>Me gustaría...</i></li> </ul>	<p><b><u>New Language Content</u></b></p> <ul style="list-style-type: none"> <li>• Expressing preference</li> <li>• Numbers 21–39</li> <li>• Simple prices in euros</li> <li>• Phonic focus: <i>eu</i>; consolidation of <i>ñ, j, v [β]</i> and soft <i>g</i>.</li> </ul>	<p><b><u>End of Unit Activity</u></b> Allow groups to rehearse their radio or TV advert. Each group performs their advert. They must try as hard as they can to convince the audience to buy the product. The class comments on the effectiveness of the advert. Why was it effective? What kind of language/gestures did they use to convince the audience?</p>	
<p><b><u>Expectations</u></b> At the end of this unit:</p> <p><i>Most children will:</i> count and understand numbers from 21 to 39; understand sums of money; develop skills in communicating in groups, using language learned in the unit; develop their understanding of how sounds are represented in writing.</p> <p><i>Some children will not have made so much progress and will:</i> understand numbers from 21 to 39; initiate dialogue when working in a group with considerable support; respond with <i>sí</i> or <i>no</i>, gestures or short answers when asked if they like a toy.</p> <p><i>Some children will have progressed further and will:</i> initiate a dialogue in Spanish when working with a group; use number patterns with increasing flexibility.</p>		<p><b><u>Links to the New National Curriculum for KS2 Foreign Languages</u></b> <i>Where there is a specific focus within the objective, this is shown in bold.</i></p> <ul style="list-style-type: none"> <li>• Listen attentively to simple spoken language and show understanding by joining in and responding.</li> <li>• Engage in conversations; <b>ask and answer questions; express opinions and respond to those of others</b>; seek clarification and help</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Explore the patterns and sounds of language through songs and rhyme and link the spelling, sound and meaning of words.</li> </ul>	

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### Overview Unit 8

#### Resources

- Access to the toys catalogue of the web site of a Spanish department store
- Bag with toys, plastic food items or food packets
- Access to a Spanish internet search engine
- Drag and drop function on the interactive whiteboard
- Word cards (see Session 2)
- Puppet if needed
- Bag for pass the word parcel
- Music
- Number cards 0-39 (see Session 3)
- Large number cards for 1-9, 20 & 30
- Digital video camera
- Pictures of toys with prices in euros
- Images of euros from the interactive whiteboard gallery/image resource bank
- Words for the song *Es genial* (see Session 5)
- Toys as props (see Session 6)

## La Paga (Pocket Money)

### 1. At the toy shop

**Prior Knowledge:** It is helpful if children already know how to express likes and dislikes

<p><b>Objectives</b></p> <p>Listen attentively to simple spoken language and show understanding by joining in and responding</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p><b>Support</b></p> <p>Some children will respond to the question <i>¿Te gusta esto?</i> using only gestures / facial expression, or response cards for the final activity.</p> <p><b>Extension</b></p> <p>Children work in pairs and browse the web site of a Spanish toy shop. Using <i>¡Me gusta esto!</i> or <i>¡No me gusta eso!</i> they tell each other what they like or dislike.</p> <p>Some children will be able to use the connective <i>pero</i> (but) to link two differing opinions.</p> <p>Some children could present the results of the final activity for display.</p>	<p><b>Main</b></p> <p>Show children the toy catalogue of the web site of a Spanish department store. Look at the layout of the site. Discuss how the information is presented and ways in which this has been made to look attractive, e.g. use of colour, fonts and pictures.</p> <p><b>ICT opportunities:</b> You can find online toy catalogues by entering <i>Juguetes</i> into a Spanish internet search engine.</p> <p>Focus on one page of the web site (or use picture cards). Point to various objects and say <i>¡Me gusta esto!</i> or <i>¡No me gusta eso!</i> with appropriate facial expressions, intonation and 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.</p> <p>Remind the children they met this expression in unit 6 but it was slightly different. Show a picture of something plural, such as strawberries. Point to the picture and say <i>me gustan</i>. Now show a picture of one item, such as a toy, and say <i>me gusta</i>. Repeat with different pictures and ask the children if they can hear the difference. Ask them why they think there is a difference and allow them time to discuss this with a partner. Explain that <i>me gusta</i> means I like <b>it</b>, whereas <i>me gustan</i> means I like <b>them</b>.</p> <p>Return to the website page or picture cards. Point to various objects and say <i>¡Me gusta esto pero no me gusta eso!</i> or <i>¡Me gusta eso pero prefiero esto!</i> with appropriate facial expressions, intonation and gestures. What do the children think you are saying? Practise as a whole class saying the words and using appropriate gestures. Point to pictures and ask <i>¿Te gusta esto?</i> Children reply with words and gestures.</p> <p>Play <i>La Bolsa Mágica</i> (The Magic Bag). You have a bag in which you have placed toys. Take an item from the bag. Ask <i>¿Te gusta esto?</i> Children show thumbs up or down. Choose a child to reply with <i>¡Me gusta esto!</i> or <i>¡No me gusta eso!</i> Some children will respond to this question using only gestures or facial expressions.</p> <p>Carry out a class survey for opinions of toys using <i>me gusta / no me gusta / prefiero / me gusta eso pero prefiero esto</i>. Make a tally chart on the interactive whiteboard with children collecting data in groups. Count up the results in Spanish, with children joining in.</p>	
<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Stem-changing verbs – in Spanish some verbs have a spelling change in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular and the 3<sup>rd</sup> person plural. <i>Prefiero</i> comes from the</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Negative - <b>no me gusta</b> presents the negative form children encountered in Unit 6 and 7.</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>Silent u – <i>juguetes</i> – Here the second u is simply acting as a ‘buffer’ to separate the g and the e. This means the g remains hard (like the g in ‘gate’) rather</p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>No particular focus.</p>

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### 1. At the toy shop

<p>verb <i>Preferir</i>, which is a stem-changing verb, adding an <i>i</i>.</p> <p>Negative - <b>no</b> <i>me gusta</i> presents the negative form children encountered in Unit 6 and 7.</p> <p>Gustar - Me gusta = I like <b>it</b></p> <p>Me gustan = I like <b>them</b></p> <p>In this lesson, children are pointing to objects and saying they like 'that' (<i>eso</i>). Be aware that if children start to say exactly what they like (eg: I like the ball), the object will need to be preceded by the definite article – <i>me gusta <b>el</b> balón</i>; <i>me gusta <b>la</b> muñeca</i>.</p>	<p>Gustar - Me gusta = I like <b>it</b></p> <p>Me gustan = I like <b>them</b></p>	<p>than becoming soft, as is usual before an <i>i</i> or <i>e</i> (in which case it would be pronounced like the Spanish <i>j</i> [x])</p>	
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• respond to the question <i>¿Te gusta esto?</i></li> <li>• say whether they like something or not</li> <li>• be aware that Spanish shops want to make their products look attractive, in the same way that English ones do</li> </ul>		<p><b><u>New National Curriculum Links</u></b></p> <p><b>English</b></p> <p><b>READING</b></p> <p><u>Comprehension</u> Years 3 - 4</p> <p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>	
<p><b><u>Throughout the week:</u></b></p> <p>Practise <i>¡Me gusta esto!</i> or <i>¡No me gusta eso!</i> <i>Prefiero esto</i> by holding up various objects or bringing in different toys every day.</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Access to the toys catalogue of the web site of a Spanish department store</li> <li>• Bag with toys, plastic food items or food packets</li> <li>• Word cards</li> <li>• Access to a Spanish internet search engine</li> <li>• Drag and drop function on the interactive whiteboard</li> </ul>		
<p><b><u>Teaching Tips</u></b></p> <p>If you are unable to access an internet site from 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</p>			

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### 1. At the toy shop

pictures from an internet search engine.

<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<i>Una tienda española</i> <i>Mirad los juguetes</i> <i>el / un balón (de fútbol)</i> <i>el / un CD</i> <i>el / un coche</i> <i>el / un peluche</i> <i>la / una muñeca</i> <i>la / una consola</i>  <i>¿Te gusta esto?</i> <i>Me gusta esto</i> <i>No me gusta eso</i> <i>Prefiero esto</i> <i>pero</i> <i>esto</i> <i>eso</i>	A Spanish shop Look at the toys a football a CD a car a cuddly toy a doll a games console  Do you like this? I like this I don't like that I prefer this but this that	<i>Me gusta esto</i> <i>No me gusta eso</i> <i>Prefiero esto</i> <i>(¿Te gusta esto?)</i> <i>(pero)</i>	I like this I don't like that I prefer this (Do you like this?) (but)

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### 1. At the toy shop

<p><i>Vamos a realizar una encuesta.</i></p> <p><i>Vais a trabajar en grupos.</i></p> <p><i>Tenéis que llevar una cuenta.</i></p> <p><i>¿Cómo se dice una cuenta en inglés?</i></p> <p><i>Tenéis que reunir información de todos en vuestro grupo.</i></p>	<p>We're going to carry out a survey.</p> <p>You're going to work in groups.</p> <p>You need to make a tally chart.</p> <p>What do we call <i>una cuenta</i> in English?</p> <p>You need to collect information from everyone in your group.</p>		
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## La Paga (Pocket Money)

### 2. Likes and dislikes

**Prior Knowledge:** It is helpful if children already know how to express likes and dislikes

#### Objectives

Listen attentively to simple spoken language and show understanding by joining in and responding.

Engage in conversations; ask and answer questions; **express opinions and respond to those of others**; seek clarification and help

Read carefully and show understanding of words, phrases and simple writing

#### Support

Some children will respond to the question *¿Te gusta esto?* using only gestures / facial expression, or response cards for the pair work activity.

#### Extension

Encourage confident children to extend their answer to the question *¿Te gusta esto?* by using the connective 'pero'.

As a literacy activity in English, children could make banks of positive / negative adjectives to describe the things they love or hate (for example, brilliant / super / rubbish / terrible).

#### Main

Produce some food items that are likely to provoke a strong reaction. Model by saying, with appropriate facial expression or voice tone, either *¡Me gusta eso pero me encanta esto!* or *¡No me gusta eso pero odio esto!* Use some of the items 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 stimulate the children's reactions.

Explain to the children that *me encanta* means 'I love' and it works like *me gusta*. Display four pictures on the board, two of single objects (such as chocolate or a toy) and two of plural objects (such as sweets or apples). Under the first single object write *me gusta*, together with a smiley face or a tick. Under the second write *me encanta*, accompanied by a heart. Under the first plural picture write *me gustan*, with a smiley face and under the final (plural) picture place a heart but no phrase. Ask the children to work out with a partner what the missing phrase should be (*me encantan*). Explain that *me encanta* means I love **it** and *me encantan* means I love **them**.

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!* and *¡puaj!* 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 esto?* responding with *¡Me gusta esto!* / *¡Me encanta esto!* / *¡No me gusta eso!* / *¡Odio eso!* / *¡ñam, ñam!* / *¡puaj!* Some children will respond to the question with only gestures, facial expressions. Ask some children to perform their dialogues for the class.

ICT Opportunities: Combine foods on the interactive whiteboard. Show pictures of foods. Show a face with one happy side, one sad. Children drag and drop foods into the side appropriate for them.

Focus on the expressions *¡ñam, ñam!* and *¡puaj!* Say them slowly and clearly and get the children to repeat them. Focus especially on the sounds ñ and j [x]. Ask the children to think about the letters in Spanish that make those sounds. Allow the children time to work out how to write the words using their mini whiteboards before you write them on the board.

Play Pass the Word Parcel. Into a bag, put word cards for: *¡Me gusta esto!* / *¡No me gusta eso!* / *¡prefiero esto!* / *¡Me encanta esto!* / *¡Odio eso!* / *¡ñam, ñam!* / *¡puaj!* 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.

## La Paga (Pocket Money)

### 2. Likes and dislikes

<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p><b>Encantar</b> – this verb literally means ‘to enchant’ or ‘to charm’ and it functions like <i>gustar</i> so that the object you love is actually the subject of the sentence. <b>Me encanta</b> literally means ‘it enchants me.’ To say ‘I love <u>them</u>’ the 3<sup>rd</sup> person plural is used <b>me encantan</b> (literally ‘they enchant me’). Negative - <i>no me gusta</i> presents the negative form children encountered in Units 6 and 7.</p> <p>As in Lesson 1, children are pointing to foods and saying they like ‘this’ (<i>esto</i>). If children start to say exactly what they like (eg: I like chocolate), the food will need to be preceded by the definite article – <i>me gusta el chocolate; me gusta la carne</i> (I like meat). If children want to say ‘I like <b>them</b>’ they will need to say <i>me gustan</i>.</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Negative - <b>no me gusta</b> presents the negative form children encountered in Units 6 and 7.</p> <p>Understanding the difference between <i>Me gusta</i> (I like it) and <i>me gustan</i> (I like them).</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>[ŋ] ñ - ¡ñam, ñam! [x] j - ¡puaj!</p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>[ŋ] ñ - ¡ñam, ñam! [x] j - ¡puaj!</p>
<p><b><u>Throughout the week:</u></b></p> <p>Children cut out positive words and phrases and use attractive layouts to make a collage. English and Spanish magazines could be used for this. Representative food images from one of the countries could be researched and used to make an electronic collage.</p>		<p><b><u>New National Curriculum Links</u></b></p> <p><b>English</b></p> <p><u>Spoken Language</u> Key Stage 2</p> <p>The quality and variety of language that pupils hear and speak are vital for developing their vocabulary, grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils’ confidence and competence.</p>	
<p><b><u>Teaching Tips</u></b></p> <p>¡Ñam, ñam! and ¡Puaj! 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.</p> <p>In the pass the bag activity, prompt a child if necessary when a word is pulled out of the bag by, for example, offering two alternatives.</p>		<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Pictures of/plastic food items &amp; items from Lesson 1</li> <li>• Word cards</li> <li>• Puppet if needed</li> <li>• Bag for pass the word parcel</li> <li>• Music</li> </ul>	
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• ask and answer the question ¿Te gusta esto?</li> <li>• say whether they really like something or not</li> </ul>			

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### 2. Likes and dislikes

	<ul style="list-style-type: none"> <li>Drag and drop function on the interactive whiteboard</li> </ul>
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<b><i>El lenguaje del profesor / de la profesora</i></b>	<b>Teacher Language</b>	<b><i>El lenguaje de los niños</i></b>	<b>Children's Language</b>
<i>¿Te gusta esto?</i> <i>Me gusta esto</i> <i>No me gusta eso</i> <i>Me encanta esto</i> <i>Odio eso</i> <i>Prefiero esto</i>  <i>Ñam</i> <i>¡Puaaj!</i>  <i>La comida:</i> <i>El queso</i> <i>El atún</i> <i>el chocolate</i> <i>los caramelos</i> <i>la fruta</i> <i>las verduras</i> <i>las manzanas</i> <i>los plátanos</i> <i>el brócoli</i>	Do you like this? I like this I don't like that I love this I hate that I prefer this  Yum Yuck!  Food: cheese tuna chocolate sweets fruits vegetables apples bananas broccoli	<i>Me gusta esto</i> <i>No me gusta eso</i> <i>Me encanta esto</i> <i>Odio eso</i> <i>Prefiero esto</i>  <i>Ñam</i> <i>¡Puaaj!</i>	I like this I don't like that I love this I hate that I prefer this  Yum Yuck!

*La Paga (Pocket Money)*

**2. Likes and dislikes**

<i>las zanahorias</i>	carrots		
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## La Paga (Pocket Money)

### 3. Numbers to 39

**Prior Knowledge:** It is helpful if children already know numbers 1-20

<p><b>Objectives</b></p> <p>Listen attentively to simple spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhyme and link the spelling, sound and meaning of words</p>	<p><b>Support</b></p> <p>Give children thinking and sharing time when playing 'Read my lips'.</p> <p>Children could work in mixed-ability groups. Alternatively, teachers may want to give some groups of children a simpler, independent task using smaller numbers.</p> <p><b>Extension</b></p> <p>Repeat the number activities with word cards for the numbers.</p> <p>Give children a number card for 40 and model the pronunciation. Ask them to make and say the numbers 41-49.</p>	<p><b>Main</b></p> <p>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.</p> <p><b>ICT Opportunities:</b> For the Read My Lips activity, you could video the children's faces close up saying the numbers 1-20. The video can then be played back with the sound on or off for the children to either guess the number spoken, or for consolidation or for children to evaluate pronunciation. You could use software to animate pictures of children's faces.</p> <p>Give children place-value cards numbered 1-9 and 20. As you say these numbers in random order, children hold up the right cards.</p> <p>Use large versions of the same number cards. Display 23 <i>veintitrés</i>. Say the number and ask the children to repeat. Choose another number in the 20s and do the same. You say a number, give children thinking time in pairs and then ask them to hold up the correct cards. Can any of the pairs challenge you/another pair by giving a number to make?</p> <p>Practise saying <i>veinte</i> and <i>nueve</i>. Show the children the words and ask them to listen carefully while you say them and see if they can hear what sounds the letter v is making in each word. Explain that it is not the same sound and get them to listen carefully to try to hear the difference. Practise making the sound [β] in <i>nueve</i>. Tell the children it is like saying a b without letting their lips meet.</p> <p>Model the number 30 (<i>treinta</i>) and 31 (<i>treinta y uno</i>). Give the children thinking time in pairs to work out how to say 32 (<i>treinta y dos</i>).</p> <p>Choose two volunteers to come to the front with their cards. Children give them a number in Spanish and they race to stick the right cards on the board.</p>	<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>(See Grammar for children) also:</p> <p><i>uno, veintiuno, treinta y uno</i>, etc agree in gender with the noun they are describing e.g. <i>treinta y una personas</i> (31 people).</p> <p>In the masculine form, the final o is</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Note that numbers 16 to 29 are one word and the y changes to an i e.g. <i>veinticuatro</i> (24). From 31 onwards numbers are three separate words e.g. <i>treinta y dos</i> (32).</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p><i>i [i] - cinco, seis, siete, diez, quince</i></p> <p><i>z / soft c [θ] - cinco, diez, once, doce, trece, catorce, quince</i></p> <p><i>v [β] - nueve</i></p> <p><i>v [b] - veinte, veintidós, etc</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p><i>v [β] - nueve</i></p> <p><i>v [b] - veinte, veintidós, etc</i></p>
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### 3. Numbers to 39

omitted before a noun e.g. <i>veintiún libros</i> (21 books).		<i>qu</i> [k] - <b>quince</b>	
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>recognise aurally and say numbers 1-39</li> </ul>		<p><b><u>New National Curriculum Links</u></b></p> <p>No specific links</p>	
<p><b><u>Throughout the week:</u></b></p> <p>Bring counting in Spanish into daily routines for example, how long it takes to line up, counting the stairs, counting the number of boys/girls/children in the class.</p> <p>Use Spanish numbers in numeracy lessons for activities around number bonds, partitioning and times tables.</p>		<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>Number cards 0-39</li> <li>Large number cards for 1-9, 20 &amp; 30</li> <li>Digital video camera</li> </ul>	
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>Zero will be introduced in Unit 10, so there is no need to draw attention to it at this stage.</li> <li>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.</li> </ul>			

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### 3. Numbers to 39

<i>El lenguaje del profesor / de la profesora</i>	<b>Teacher Language</b>	<i>El lenguaje de los niños</i>	<b>Children's Language</b>
1 uno	21 veintiuno(a)	<i>N.B. Not all children will be able to say all numbers.</i>	21 veintiuno(a)
2 dos	22 veintidós		22 veintidós
3 tres	23 veintitrés		23 veintitrés
4 cuatro	24 veinticuatro		24 veinticuatro
5 cinco	25 veinticinco		25 veinticinco
6 seis	26 veintiséis		26 veintiséis
7 siete	27 veintisiete		27 veintisiete
8 ocho	28 veintiocho		28 veintiocho
9 nueve	29 veintinueve		29 veintinueve
10 diez	30 treinta		30 treinta
11 once	31 treinta y uno (una)		31 treinta y uno (una)
12 doce	32 treinta y dos		32 treinta y dos
13 trece	33 treinta y tres		33 treinta y tres
14 catorce	34 treinta y cuatro		34 treinta y cuatro
15 quince	35 treinta y cinco		35 treinta y cinco
16 dieciséis	36 treinta y seis		36 treinta y seis
17 diecisiete	37 treinta y siete		37 treinta y siete
18 dieciocho	38 treinta y ocho		38 treinta y ocho
19 diecinueve	39 treinta y nueve		39 treinta y nueve
20 veinte	40 cuarenta		(Extension) 40 cuarenta
Enseñadme...	Show me...	19 diecinueve	
Dáme un número.	Give me a number.	20 veinte	
Me gustaría dos voluntarios para venir a la pizarra.	I'd like two volunteers to come to the board.		
Traed vuestras tarjetas.	Bring your cards with you.		

**3. Numbers to 39**

## La Paga (Pocket Money)

### 4. Birthday presents

**Prior Knowledge:** It is helpful if children already know how to express likes and dislikes

#### Objectives

Listen attentively to simple spoken language and show understanding by joining in and responding

Explore the patterns and sounds of language through songs and rhyme and link the spelling, sound and meaning of words

#### Support

Some children can respond to the question *¿Cuánto es?* by showing the price with their fingers / whiteboards / digit cards

#### Extension

Children find out real prices of toys from a web site, eg: *un peluche = 19,20 €*.

Children look at catalogue prices and round up to a whole unit, e.g.: *19.20 € = 20 €*.

#### Main

Revise *¡Odio eso! ¡Me encanta esto! ¡Me gusta esto! ¡No me gusta eso! ¡Prefiero esto!* by encouraging the class to repeat these whilst giving an appropriate action. Invite groups in turn to respond to an action with the appropriate Spanish phrase. Display the department store web site or pictures looked at in the previous session. Choose six items and practise the above phrases.

ICT Opportunities: You can find online toys catalogues by entering *Juguetes* into a Spanish internet search engine.

If you are unable to access an internet site from 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). You could also download attractive pictures from an internet search engine.

Display pictures of some toys with prices in euros. Ask children what they notice 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. Practise the pronunciation of *euro* and compare the difference in the sound of *eu* in Spanish and *eu* in English.

ICT Opportunities: If you have digital pictures, display them on the whiteboard and add price tags. Record the prices and assign to labels, e.g. *un peluche*, (a soft toy) *7 euros* so that children can listen and match up what they hear to the object.

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. Choose some simple prices and ask *¿Cuánto es?* Invite pupils to give you the price in euros.

ICT Opportunities: Picture galleries/resource libraries available with some interactive whiteboards contain life size images of all the euro coins and banknotes.

Revise numbers 1-39 by going around the class as a Mexican Wave. Next, 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.

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?* They give their answer in Spanish, eg: *8 euros*. The team closest to the price wins a point.

#### **Grammar**

For teachers:

#### **Grammar**

For children:

#### **Phonics focus**

For teachers:

#### **Phonics focus**

For children:

## La Paga (Pocket Money)

### 4. Birthday presents

¿ <i>Cuánto?</i> (How much?) is an adjective and so changes its ending to match the noun it is describing.	No specific focus.	eu – <b>euro</b>	eu – <b>euro</b>
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<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• understand that people use different currencies in different countries</li> <li>• say how much something costs in euros</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>English</b></p> <p><b>READING</b></p> <p><u>Comprehension</u> Years 3 - 4</p> <p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>
<p><b><u>Throughout the week:</u></b></p> <p>Play <i>El Precio Justo</i> ('The Price is Right').</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Department store website or catalogue</li> <li>• Pictures of toys with prices in euros</li> <li>• Number cards</li> <li>• Images of euros from the interactive whiteboard gallery/image resource bank</li> </ul>
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>• Pronunciation note: <i>euro</i> - the <i>eu</i> is a diphthong. To pronounce it simply say the sounds e and u quickly. (It will sound a little similar to the English word 'oh' said in an exaggerated 'posh' accent).</li> <li>• 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.</li> </ul>	

## La Paga (Pocket Money)

### 4. Birthday presents

<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<p><i>¿Cuánto es?</i>  <i>Uno – diez euros</i></p> <p><i>Los juguetes</i></p> <p><i>un balón (de fútbol)</i>  <i>un CD</i>  <i>un coche</i>  <i>un peluche</i>  <i>una muñeca</i>  <i>una consola</i>  <i>caramelos</i>  <i>un pastel</i></p> <p><i>Repetid y haced el gesto.</i>  <i>¿Quién sabe decir la frase correcta ?</i>  <i>Aquí está el sitio web de nuestros grandes almacenes.</i>  <i>Mirad estos precios en euros.</i>  <i>Vamos a contar en euros hasta diez.</i>  <i>Vamos a contar hasta treinta y nueve y hacer una ola.</i>  <i>Vamos a jugar al ping-pong de los números.</i></p>	<p>How much is it ?            One – ten euros</p> <p>toys</p> <p>a football            a CD            a car            a cuddly toy            a doll            a games console            some sweets            a cake</p> <p>Repeat (pl.) and do the action.            Who can give me the correct phrase?            Here is our department store's website.            Look at these prices in euros.            We're going to count up to 10 in euros.            Let's count to 39 and do a Mexican Wave.            Let's play 'number ping pong'.</p>	<p><i>Uno – diez euros</i></p> <p><i>Los juguetes</i></p> <p><i>un balón (de fútbol)</i>  <i>un CD</i>  <i>un coche</i>  <i>un peluche</i>  <i>una muñeca</i>  <i>una consola</i>  <i>caramelos</i>  <i>un pastel</i></p>	<p>one – ten euros</p> <p>toys</p> <p>a football            a CD            a car            a cuddly toy            a doll            a games console            some sweets            a cake</p>

## La Paga (Pocket Money)

### 5. Expressing preferences

**Prior Knowledge:** It is helpful if children already know how to express likes and dislikes.

#### Objectives

Listen attentively to simple spoken language and show understanding by joining in and responding

Engage in conversations; ask and answer questions;

Speak in sentences, using familiar vocabulary, phrases and basic language structures

#### Support

Children could have picture cards of toys and say *me gustaría*, then hold up the appropriate card. Some children may need picture clues to support them with Kim's game.

#### Extension

Children make up their own adverts in groups.

Children create role plays by using the question *¿Cuánto es?* and answering with *Son ... euros*.

#### Main

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 previous sessions. For example, hold up a series of items, saying *¡Odio eso! ¡Es una porquería!* and looking disappointed. Then hold up a football and say *¡Me encanta esto! ¡Es genial!* Then sing the *¡Es genial!* song. Alternatively, you could play a video recording of yourself acting out the advert.

Practise saying *¡Es genial!* and show the phrase on the board. Ask children to discuss in pairs what sound the letter g is making [x] and to think of another letter that makes that sound in Spanish (j). Add *genial* to the [x] page of the sound bank.

Play a drama game. Show phrases for opinions by holding an object and saying e.g. *¡Es fantástico!* Children echo and practise saying these phrases. Hold 'auditions' to find children who can express their opinions with feeling.

Set up a 'shop' either on the board or a table, with toys, either real or pictures, and prices in euros. Model vocabulary by asking a confident child to be the shopkeeper. Greet the child with *¡Buenos días!* then pretend to choose an item saying, *Me gustaría ... una muñeca, por favor.* (I would like... a doll, please). The shopkeeper hands you the correct item. Children listen and repeat each time. Remind the children they have used this expression before in unit 6.

How could we continue the conversation? Give children thinking time in pairs then ask if they can remember *Aquí tiene / gracias / adiós / ¿Qué desea?* Model a short dialogue with a confident child then let the children practise in pairs.

Display the phrase *Me gustaría* on the board. Invite the class to chant *Me gustaría* and on each repetition, rub out a letter. Repeat. Play Hangman (*El ahorcado*) to see if children can spell the phrase correctly.

Play Kim's Game by giving children one minute to look at a range of toys or pictures, e.g.: *2 balones, 3 peluches* etc. Cover the objects. Encourage a child to say *Me gustaría* + any toy they remember. Hand out the items as the children recall them correctly and get them back by saying *Me gustaría* + the toy.

ICT Opportunities: Create a screen on the interactive whiteboard with pictures of toys and cover them with coloured masks. These may be removed gradually to reveal the objects. Alternatively hide the objects with a blind and reveal them.

Play a variation of 'Grandmother went to Market'. The first child says for example, *Me gustaría un peluche*. The second says *Me gustaría un peluche y un balón* and so on.

ICT Opportunities: Use animation in multimedia presentation software to show toys going past on conveyor belt. You could also have written phrases whizzing past at the same time. Children have to remember the sequence.

## La Paga (Pocket Money)

### 5. Expressing preferences

<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Conditional tense – <i>me gustaría</i> is an example of the Conditional tense – ‘I would like’</p> <p>Note that in Spanish to say ‘It is ___ euros’ you actually say ‘<b>They are</b> ___ euros’ (<i>Son ___ euros</i>).</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>No specific focus</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>Soft g [x] – <b>genial</b> qu [k] – <b>porquería</b></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>Soft g [x] - <b>genial</b></p>
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>say something is good</li> <li>say that they would like something</li> </ul>		<p><b><u>New National Curriculum Links</u></b></p> <p><b>English</b></p> <p><u>Composition</u> Years 3 – 4</p> <p>Pupils should be taught to draft and write by:</p> <ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational devices such as headings and sub-headings.</li> </ul>	
<p><b><u>Throughout the week:</u></b></p> <p>Sing the <i>¡Es genial!</i> song.</p> <p>Play a ‘Grandmother went to Market’ type game.</p>		<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>(pictures of) toys &amp; prices</li> <li>Words for the song: (sung to the tune of ‘Oh When the Saints’ <i>¡Es genial! ¡Es súper guay !</i> <i>¡Es genial ! ¡Es súper guay !</i> <i>¡Es fabuloso! ¡Es fantástico !</i> <i>¡Es genial ! ¡Es súper guay !</i></li> </ul> <ul style="list-style-type: none"> <li>Board</li> </ul>	
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>When playing ‘Hangman’, children can say the letters in English and if you wish, you can repeat these with Spanish pronunciation. A ‘Hangman’ template may be made with the interactive whiteboard. Every time you advance to the next slide, another element of the scaffold appears. The word you choose can be revealed by removing a mask from a letter if it is correctly guessed. Whenever you move to another slide, paste the word into the new slide.</li> <li>Help children to pronounce the phonemes accurately by playing the ‘Phoneme Family’ game. Give each child a sound card, which they look at but keep secret. The children circulate around the room, making that sound until they find others from the same ‘family’. They then show their cards to check.</li> </ul>			

<b><i>El lenguaje del profesor / de la profesora</i></b>	<b>Teacher Language</b>	<b><i>El lenguaje de los niños</i></b>	<b>Children’s Language</b>
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## La Paga (Pocket Money)

### 5. Expressing preferences

<p><i>¡Es genial / súper guay / fabuloso / fantástico</i></p> <p><i>En la tienda de juguetes</i></p> <p><i>Me gustaría...</i></p> <p><i>juguetes</i></p> <p><i>un balón (de fútbol)</i></p> <p><i>un CD</i></p> <p><i>un coche</i></p> <p><i>un peluche</i></p> <p><i>una muñeca</i></p> <p><i>una consola</i></p> <p><i>caramelos</i></p> <p><i>un pastel</i></p> <p><i>el ahorcado</i></p> <p><i>¿Cuánto es ? Son ...euros.</i></p> <p><i>¿Quieres encender la tele ?</i></p> <p><i>Aprieta el botón.</i></p> <p><i>Aquí está nuestra tienda.</i></p> <p><i>¿Quién quiere ser el tendero ?</i></p> <p><i>Vamos a jugar a Kim's Game.</i></p> <p><i>Tenéis un minuto para mirar los juguetes / dibujos.</i></p> <p><i>¿Cuáles de los juguetes / dibujos puedes recordar ?</i></p>	<p>It's brilliant / really cool / fabulous / fantastic</p> <p>At the (toy) shop</p> <p>I would like...</p> <p>some toys</p> <p>a football</p> <p>a CD</p> <p>a car</p> <p>a cuddly toy</p> <p>a doll</p> <p>a games console</p> <p>some sweets</p> <p>a cake</p> <p>hangman</p> <p>How much is it? It's ... euros.</p> <p>Do you want to turn the TV on?</p> <p>Press the button.</p> <p>Here is our shop.</p> <p>Who wants to be the shopkeeper?</p> <p>We're going to play Kim's Game.</p> <p>You've got one minute to look at the toys/the pictures.</p> <p>Which toys/pictures can you remember?</p>	<p><i>¡Es genial / súper guay / fabuloso / fantástico</i></p> <p><i>Me gustaría...</i></p> <p><i>juguetes</i></p> <p><i>un balón (de fútbol)</i></p> <p><i>un CD</i></p> <p><i>un coche</i></p> <p><i>un peluche</i></p> <p><i>una muñeca</i></p> <p><i>una consola</i></p> <p><i>caramelos</i></p> <p><i>un pastel</i></p> <p><i>Extension :</i></p> <p><i>¿Cuánto es ?</i></p> <p><i>Son ...euros.</i></p>	<p>It's brilliant / really cool / fabulous / fantastic</p> <p>I would like...</p> <p>some toys</p> <p>a football</p> <p>a CD</p> <p>a car</p> <p>a cuddly toy</p> <p>a doll</p> <p>a games console</p> <p>some sweets</p> <p>a cake</p> <p>Extension:</p> <p>How much is it?</p> <p>It's ... euros.</p>
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## La Paga (Pocket Money)

### 6. Toy advert

**Prior Knowledge:** It is helpful if children already know how to say *me gustaría*.

#### Objectives

Speak in sentences, using familiar vocabulary, phrases and basic language structures

#### Support

Children should work in mixed ability groups. Puppets may also be used to build up confidence.

#### Extension

Display one of the phrases from this unit. Children close their eyes and you remove a letter – which one is missing?

#### Main

Display the phrase *me gustaría* on the board. Invite the class to chant *me gustaría* and on each repetition, rub out a letter in *me gustaría*. Repeat. Children will remember this activity from Session 5. As a further revision activity, play Hangman (*El ahorcado*) again to see if children can spell the phrase correctly.

Explain to children that in this lesson, they will prepare a radio or TV advert 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 throughout this unit then give them time in their groups to plan their advert.

ICT Opportunities: Children could use a voki with a product as the background to create their advert.

Children could create podcasts of their adverts, and post them on a blog for their partner school to leave comments.

#### Grammar

##### For teachers:

Conditional tense – *me gustaría* is an example of the Conditional tense – ‘I would like’

You cannot combine *Yo* and *Me gustaría* to me ‘I would like’, because *me gustaría* actually means ‘it would please me’. For emphasis you can add *a mí* e.g. **A mí me gustaría...** (I would like...)

#### Grammar focus

##### For children:

No specific focus.

#### Phonics focus

##### For teachers:

*qu* [k] - ¿**quién**?, **quiere**

#### Phonics focus

##### For children:

No specific focus.

#### Learning Outcomes

Children can:

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

#### New National Curriculum Links

##### English

Composition Years 3 - 4

Pupils should be taught to plan their writing by:

- discussing and recording ideas

## La Paga (Pocket Money)

### 6. Toy advert

<p><b><u>Throughout the week:</u></b></p> <p>Give children opportunities to practise and perform their adverts.</p> <p>Practise <i>me gustaría</i> and phonemes with the following game. Give each child a box or bag with a phoneme card on it. Tell the children 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 <i>¿Quién quiere un...?</i> The children with the corresponding phonemes call out <i>¡Yo!</i> Some children might be able to say <i>Me gustaría un ...</i> (Have several of each item so that everyone can collect something).</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Toys as props</li> <li>• Puppets (as support)</li> </ul>
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>• Plan group sizes for the advert preparation carefully. Children may find it difficult to organise themselves if the group size is too large. If you have a large number of very small groups, it will take a long time to see everyone's final performances.</li> <li>• Children may enjoy creating a short 'jingle' to accompany their advert, and using song in this way may help some of them memorise the language</li> </ul>	

<b><i>El lenguaje del profesor / de la profesora</i></b>	<b>Teacher Language</b>	<b><i>El lenguaje de los niños</i></b>	<b>Children's Language</b>
<i>me gustaría...</i>	I would like...	<i>me gustaría...</i>	I would like...
<i>En la tienda de juguetes</i>	At the (toy) shop	<i>juguetes</i>	some toys
<i>Me gustaría...</i>	I would like...	<i>un balón (de fútbol)</i>	a football
<i>juguetes</i>	some toys	<i>un CD</i>	a CD
<i>un balón (de fútbol)</i>	a football	<i>un coche</i>	a car
<i>un CD</i>	a CD	<i>un peluche</i>	a cuddly toy
<i>un coche</i>	a car	<i>una muñeca</i>	a doll
<i>un peluche</i>	a cuddly toy	<i>una consola</i>	a games console
<i>una muñeca</i>	a doll	<i>caramelos</i>	some sweets
<i>una consola</i>	a games console	<i>un pastel</i>	a cake
<i>caramelos</i>	some sweets		

## La Paga (Pocket Money)

### 6. Toy advert

<p><i>un pastel</i></p> <p><i>¿Te gusta esto ?</i></p> <p><i>Sí / no</i></p> <p><i>¡Me gusta eso !</i></p> <p><i>¡Me encanta esto !</i></p> <p><i>¡Odio esto !</i></p> <p><i>¡No me gusta eso !</i></p> <p><i>¡Es...genial / súper guay / fabuloso / fantástico</i></p>	<p>a cake</p> <p>Do you like this?</p> <p>Yes / No</p> <p>I like that!</p> <p>I love this!</p> <p>I hate this!</p> <p>I don't like that!</p> <p>It's ... brilliant / really cool / fabulous / fantastic</p>	<p><i>¿Te gusta esto ?</i></p> <p><i>Sí / no</i></p> <p><i>Me gusta eso !</i></p> <p><i>¡Me encanta esto !</i></p> <p><i>¡Odio esto !</i></p> <p><i>¡No me gusta eso !</i></p> <p><i>¡Es...genial / súper guay / fabuloso / fantástico</i></p> <p><i>Extension :</i></p> <p><i>Son (sólo)...euros</i></p>	<p>Do you like this?</p> <p>Yes / No</p> <p>I like that!</p> <p>I love this!</p> <p>I hate this!</p> <p>I don't like that!</p> <p>It's ... brilliant / really cool / fabulous / fantastic</p> <p>Extension:</p> <p>It's (only) ... euros</p>
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End of Unit Activities			
Learning Objectives	Teaching Activities	Learning Outcomes	Points to note
<ul style="list-style-type: none"> <li>to apply the knowledge, skills and understanding in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Allow groups to rehearse their radio or TV advert.</li> <li>Each group performs their advert. They must try as hard as they can to convince the audience to buy the product.</li> <li>The class comment on the effectiveness of the advert. Why was it effective? What kind of language/gestures did they use to convince the audience?</li> </ul>	<ul style="list-style-type: none"> <li>use effective language for an advert</li> <li>understand that language is used differently depending on the speaker and the audience</li> </ul>	<ul style="list-style-type: none"> <li>The adverts can be filmed and then shown to the class.</li> <li>The adverts can be performed to another class or to the whole school.</li> <li>The children could record themselves using hand held recording devices and play back through the computer or interactive whiteboard.</li> </ul>