


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.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the 'Early learning Units' units.
- That *tengo* means I have and comes from the verb to have *tener* in Spanish.
- What a noun and article/determiner is in English.
- What a verb is in English.

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.

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.

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.