

Up-skilling Course in Spanish for Primary Teachers

<u>Day 4 Activities</u>	<u>Notes</u>
<p>1. Taking the Register</p> <ul style="list-style-type: none">• Everyone should say a sentence about themselves in reply to the register. <p>2. Introducing the objectives of the session</p> <ul style="list-style-type: none">• See previous page <p>3. The dialogue so far</p> <ul style="list-style-type: none">• Teams as tables. Revise the language from previous sessions – questions and answers. Everyone stands. Person 1 turns to Person 2 and they conduct the dialogue. Person 2 speaks to Person 3, and so on. As the last question is answered, the team sit down – first team to sit down wins. <p>4. Days</p> <ul style="list-style-type: none">• In learning days of the week, it will be possible to write the date on the board in Spanish each day.• Say the days of the week quickly through and explain that we need ways of helping us remember the words. Say them again more slowly and ask the class to listen out for a pattern. Each day ends in ‘es’, except for the weekend. Write these as a list on the board. Say the words again. Class listens out for the first letter of each word and comes up to write it in. In listening carefully they may be able to add some more of the spelling. Then produce the written word and congratulate the class on how accurate their Spanish spellings were.• Class repeats each word.• Whispering game. Class divided into teams. Teacher whispers to person at front of each time a day of the week. They whisper it down the line, person at front circles it. Repeat with second person• Add actions and put the words to the tune of Frère Jacques, or any song..• With puppet ask: ¿Qué día es hoy? Class responds with action from the rhyme. This can also be put to a tune, or a game along the lines of ‘What’s the time Mr. Wolf?’ can be played.• Noughts and crosses <p>5. Pets and genders</p> <ul style="list-style-type: none">• Introduce the new vocabulary orally, with actions to practise. Say each word, and class provides the action. Discuss ways to remember them, eg, cognates.• Emphasise ‘un’ and ‘una’ and that they are called masc and fem, but have NOTHING to do with male/female, boys/girls etc.)	

Play word recognition games, eg, 'Repetid si es correcto.' Show each card in turn and say an animal. If you are correct, class repeats. If not, they remain silent. When thoroughly practised this can be played distinguishing gender.

When the vocab is familiar, play recall games, such as O+X or keyhole card.

- Distribute word cards to encourage reading sounds: match to the correct pictures.
- Watch Early Start Unit 13, as a discussion point, and to show the written word.
- Practise 'Tengo..' with pets. As a recognition game, show the class a card and say 'tengo...un gato' Class responds with si/no. A member of the class can take the 'hot seat' and repeat the same sentence, to guess the card being held behind his head.
- Practise saying how many pets: introduce plurals using number flashcards and pets: eg tengo tres gatos. Point out pronunciation. Class practise this in small groups, making a list: Person1: Tengo 3 gatos. Person 2: tengo 3 gatos y 2 serpientes, etc. The winning team makes the longest list.
- Introduce 'No tengo.', practising orally initially. Put the words to the tune of We shall not be moved.: No tengo, No tengo un gato (x2) Tengo un pez, un perro y una tortuga, No tengo un gato! (This format can be used with any set of vocabulary.
- Use pair cards to practise the language at various levels: word, sentence, dialogue

6. Brothers and sisters

- Watch Unit 14 of Early Start as an introduction.
- Using flashcards of famous brothers and sisters (eg The Simpsons) introduce the 2 new words. Practise orally.
- Reintroduce: ¿Tienes..? and practise.
- Make cards from activity worksheet as flashcards, and practise with class, including plurals and negatives
- Give cards and move around the room, asking ¿Tienes hermanos?. Go round, asking for real answers.
- Introduce more family members with The Simpsons ppt
- With Simpsons cards play recognition games. Teacher says family vocab and class lines up characters in correct order. Pairwork with cards to practise.
- Revisit ppt – to include other relatives and 'mi / mis'

7. Plenary

- With cue cards, revise vocabulary, searching for your partner – saying name, age, pet and brothers and sisters