

Unidad 1: ¡Hablo español!

¡Encantada! KS2 Spanish Teacher's Notes

National criteria

KS2 Framework objectives: Unidad 1 Presentación 1

- O3.2 – Recognise and respond to sound patterns and words
- O3.3 – Perform simple communicative tasks using single words, phrases and short sentences
- L3.1 – Recognise some familiar words in written form
- L3.3 – Experiment with the writing of some simple words
- IU3.1 – Learn about the different languages spoken by pupils in the school
- IU3.2 – Locate country / countries where the language is spoken
- IU3.3 – Identify social conventions at home and in other cultures

KS2 Framework objectives: Unidad 1 Presentación 2

- O3.2 – Recognise and respond to sound patterns and words
- O3.3 – Perform simple communicative tasks using single words, phrases and short sentences
- L3.1 – Recognise some familiar words in written form
- L3.2 – Make links between some phonemes, rhymes and spellings, and read aloud some familiar words
- L3.3 – Experiment with the writing of some simple words

KS2 Framework objectives: Unidad 1 Presentación 3

- O3.2 – Recognise and respond to sound patterns and words
- O3.3 – Perform simple communicative tasks using single words, phrases and short sentences
- O3.4 – Listen attentively and understand instructions, everyday classroom language and praise words
- L3.1 – Recognise some familiar words in written form
- L3.2 – Make links between some phonemes, rhymes and spellings, and read aloud some familiar words
- L3.3 – Experiment with the writing of some simple words
- IU3.1 – Learn about the different languages spoken by pupils in the school
- IU3.2 – Locate country / countries where the language is spoken
- IU3.3 – Identify social conventions at home and in other cultures



Unidad 1: ¡Hablo español!

KS2 Framework objectives: Unidad 1 Presentación 4

- O3.1 – Listen and respond to simple rhymes, stories and songs
- O3.2 – Recognise and respond to sound patterns and words
- O3.3 – Perform simple communicative tasks using single words, phrases and short sentences
- O3.4 – Listen attentively and understand instructions, everyday classroom language and praise words
- L3.1 – Recognise some familiar words in written form
- L3.2 – Make links between some phonemes, rhymes and spellings, and read aloud some familiar words
- L3.3 – Experiment with the writing of some simple words
- IU3.1 – Learn about the different languages spoken by pupils in the school
- IU3.2 – Locate country / countries where the language is spoken
- IU3.3 – Identify social conventions at home and in other cultures

KS2 Framework objectives: Unidad 1 Presentación 5

- O3.1 – Listen and respond to simple rhymes, stories and songs
- O3.2 – Recognise and respond to sound patterns and words
- O3.3 – Perform simple communicative tasks using single words, phrases and short sentences
- O3.4 – Listen attentively and understand instructions, everyday classroom language and praise words
- L3.1 – Recognise some familiar words in written form
- L3.2 – Make links between some phonemes, rhymes and spellings, and read aloud some familiar words
- L3.3 – Experiment with the writing of some simple words
- IU3.1 – Learn about the different languages spoken by pupils in the school
- IU3.2 – Locate country / countries where the language is spoken
- IU3.3 – Identify social conventions at home and in other cultures

KS2 Framework objectives: Unidad 1 Presentación 6

- O3.1 – Listen and respond to simple rhymes, stories and songs
- O3.2 – Recognise and respond to sound patterns and words
- O3.3 – Perform simple communicative tasks using single words, phrases and short sentences
- O3.4 – Listen attentively and understand instructions, everyday classroom language and praise words
- L3.1 – Recognise some familiar words in written form
- L3.2 – Make links between some phonemes, rhymes and spellings, and read aloud some familiar words
- L3.3 – Experiment with the writing of some simple words
- IU3.1 – Learn about the different languages spoken by pupils in the school
- IU3.2 – Locate country / countries where the language is spoken
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Unidad 1: ¡Hablo español!

Objectives for Unidad 1

- greet and say goodbye to someone
- ask someone's name and give your own
- ask how someone is and respond to the same question
- count numbers 1-10 and count some objects
- learn some basic nouns and classroom objects, and ask for them
- saying whether you have an object or not
- saying please, thank you and you're welcome
- learn the alphabet
- ask and say how to spell a word
- recognise and respond to classroom instructions and the register
- saying who someone is
- ask and say what something means

Key language for Unidad 1

- greetings: Buenos días, Buenas tardes, ¡Hola!, ¡Adiós!, Señor, Señora
- saying and asking names:
 - ¿Cómo te llamas? / Me llamo... / Soy...
 - ¿Y tú?
- asking and saying how you are:
 - ¿Cómo estás?
 - ¡Fenomenal! / Muy bien, gracias / Regular / ¡Fatal!
- numbers 1-10 and basic sums: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, más, son
- basic nouns: un chico, un helado, un loro, una chica, una manzana, una limonada, una puerta, una ventana, una pizarra
- listing classroom objects in your rucksack: En mi mochila tengo... un lápiz, un estuche, un cuaderno, un libro, un bolígrafo, un sacapuntas, una mochila, una regla, una pluma, una goma
- asking for an object and giving it to someone:
 - ¿Tienes [un lápiz], por favor?
 - ¡Aquí tienes!
 - ¡Gracias!
 - ¡De nada!
- saying if you have something or not: Sí, tengo... / No, no tengo...



Unidad 1: ¡Hablo español!

- the alphabet, asking how something is written: ¿Cómo se escribe...? Se escribe...
- classroom instructions: ¡Escuchad!, ¡Mirad!, ¡Hablad!, ¡Silencio!, ¡Levantaos!, ¡Sentaos!, ¡Manos arriba!, ¡Manos abajo!
- responding to the register: aquí, ausente
- saying who someone is: se llama..., se llaman...
- asking and saying what something means: ¿Qué significa...? / Significa...

Knowledge about language

- Identify sounds, phonemes, words, rhyming words
- Imitate pronunciation
- Hear main word classes
- Recognise question forms / negatives
- Recognise conventions of politeness
- Engage in turn-taking
- Link sounds to meanings and recognise sounds in written form
- Notice spelling of familiar words, noting different / similar letters or letter strings
- Notice different writing systems

Language learning strategies

- Remember rhyming words
- Use gesture or mime
- Repeat rhythmically
- Recognise words being mouthed silently
- Ask for repetition / clarification
- Use a physical response
- Listen attentively, looking at face of speaker
- Play games
- Use context to aid meaning
- Practise saying new words under breath / aloud
- Compare new words with words in English / other language



Unidad 1: ¡Hablo español!

Links with other subjects

Primary framework for Literacy

- Speak with clarity
- Listen to others in class
- Ask relevant questions
- Follow instructions
- Listen to adults talking
- Remember specific points
- Read high and medium frequency words independently and automatically

Primary framework for Mathematics

- Count and understand numbers
- Know and use number facts

Geography

- Use a globe, map or atlas to locate places

ICT

- Share and exchange information in a variety of forms

PHSE

- Develop good relationships with others
- Respect differences and similarities between different people, nationalities and different countries
- Listen to, work and play co-operatively with others

Music

- Sing songs in unison
- Improvise
- Identify and respond to sound patterns in language
- Listen with attention to detail and internalize and recall sounds with increasing aural memory



Unidad 1: ¡Hablo español!

Unidad 1, Presentación 1, Parte 1: ¡Hola! ¡Buenos días!

Slide 1: Title slide

This is the first of two parts of Unidad 1, Presentación 1.

This introductory slide provides a first glimpse of the main characters and offers an early opportunity to find out what pupils already know about Spain and the language.

Some pupils may have already been to Spain on holiday or may have family members or friends who are Spanish. Tell pupils about the languages that you speak or have contact with. Invite them to have a similar discussion either in groups or with a partner and to report back to the whole class.

Ask pupils to tell you what they know about where Spanish is spoken in the world and show them where these countries are on a map or a globe.

Introduce *¡Buenos días!* (Good morning / Good day). Throw a ball / soft toy to individual pupils. Use the three puppet characters (Juan, Marta and Coco) to model the task. Ask pupils to go around the room and to greet each other.

Encourage pupils to be polite both by shaking hands and by using this phrase on a regular basis. For example: at the start of each day, when they meet you in the playground or in the corridor.

Slide 2: Full Presentation Contents slide

Introduce the learning objectives for the whole presentation:

- Saying hello
- Introducing yourself
- Asking for someone's name
- Saying goodbye
- Asking how you are
- Saying how you are

Slide 3: Introductory slide

Introduce the learning objectives for the first few lessons:

- Saying hello
- Introducing yourself
- Asking for someone's name
- Saying goodbye



Unidad 1: ¡Hablo español!

Slide 4: Interactive Language Presentation: ¡Hola!

This slide can be used as both a starter and plenary activity – the slide can be played again at the end of the presentation so that pupils can gauge their improved understanding.

Full transcripts of all audio for every slide in *¡Encantada!* can be accessed in the Audio transcripts section, via the Support tab on the home screen.

Can pupils count how many characters are hiding behind the trees? Ask pupils what they think the word for 'hello' is - *¡Hola!*

Get pupils to look carefully at the word *¡Hola!* and explain that the letter 'h' at the beginning of a word in Spanish is a silent letter. Ask them to think of some English names and words beginning with the letter 'h' (Harry / happy) and ask them to tell you if the rule is the same as in Spanish.

Ask pupils to listen carefully to the pronunciation of the letter 'j' in *Juan*. Ask them to comment on the difference in sound between this and the equivalent English 'j' in the name 'John'.

Once you've viewed this language presentation a few times, see if pupils can tell you the names of some of the characters.

You can point to these characters on screen, or for further possibilities you might like to use some of the *¡Encantada!* characters flashcards to hold up to the class. These are accessible in Unit 1 of the Flashcards section (select the Flashcards tab on the home screen).

Before moving on, encourage pupils to have a good look at what the characters are wearing, as there is an activity in slides 9 and 10 that requires pupils to identify each of the characters from a visual clue.

Support / Extension activities

Ask more confident pupils if they can identify two different ways the characters say 'My name is' or 'I'm...'. If pupils get stuck, go back to the beginning of the language presentation to hear Coco say *Soy...* and then press on the other characters to hear *Me llamo...*

Use the audio both with and without the supporting text. See if pupils can guess and anticipate what is being said.



Unidad 1: ¡Hablo español!

Slides 5 to 8: Reading and listening practice: Leer y escuchar

The next four slides re-introduce the language presented on slide 4 in the form of four short dialogues.

Move forwards and backwards through these four slides, playing the audio both with and without the supporting text. As pupils become more confident, ask them to anticipate what each person is going to say. Use the text and sound players to support and check as they work through each example.

Use the hand puppets to model both the questions and the answers and invite pupils to take the individual parts.

When looking at the text, encourage pupils to comment on the written language. Ask pupils if they notice anything different about the Spanish words that they don't normally see in English. Some might point out the accent on the *ó* in *¿Cómo te llamas?* This is something you will look at further in Unidad 1, Presentación 6.

Ask them about the letter *ñ* / *n*. Model the difference in sound using mini whiteboards, asking pupils to write down the letter as you say it both with and without the accent. Get pupils to practise the changing sound for themselves.

Some pupils may have already noticed the upside down exclamation mark and question mark. Explain that in written Spanish, they use double punctuation marks like this, so that the start and end of a question, or something you say when you're surprised or excited, are all clearly marked.

Ask pupils to practise drawing the upside down question marks and exclamation marks on their mini whiteboards. They might also do this together with the word *¡Hola!* / *¿Hola?*

Support / Extension activities

You may wish to extend these slides to include a monitored pair work activity where pupils greet each other, ask and say their names.

Use the sound and text on / off functionalities to check pupils' progress as they become more confident with the text.

Clap the words and phrases, for example *Ho - la* (clap clap) *Me lla - mo* (clap, clap clap) and ask pupils to tell you which words and phrases are being represented each time.



Unidad 1: ¡Hablo español!

Slides 9 and 10: Interactive Drop-down menu activities: ¿Cómo te llamas?

For these two slides, select pupils to come up to the board to choose the name they think is correct. Encourage them to say *Me llamo [Coco]* before they select the name from the list.

If pupils are having difficulty remembering the props associated with each character, go back to the main language presentation on slide 4 and give them 30 seconds to memorise what each character is wearing or carrying.

Support / Extension activities

Encourage pupils to guess the names of the different characters by clapping their names out as before.

Say all the names silently for pupils to guess. Encourage pupils to look carefully at the way you form the sounds with your lips. Get pupils to practise this technique for themselves.

Slides 11 to 14: Speaking practice: Hablar

These four slides provide opportunities for pair work activities. Each set of dialogue prompts is supported by written text if required.

The sound player on these slides works differently to previous slides in that it doesn't continue to play on at the end of each track – keep pressing play throughout until you reach the end of each dialogue.

Before you begin, ask pupils to decide what words and phrases they think are represented by each dialogue clue. For example *¡Hola!* is the first thing to say when you speak to someone, and *¿?* means you have to ask a question.

As you work through the slides, allow pupils time to work both with and without the text as support.

Invite pairs of pupils or individuals to perform their dialogue for the rest of the group. Encourage pupils to comment on each others' performances by providing both feedback on their success and some points for development.

Support / Extension activities

If pupils get stuck or need help, return to slides 5-8 for additional practice with listening and repeating the questions and answers.

Encourage more confident pupils to make up dialogues of their own.



Unidad 1: ¡Hablo español!

Unidad 1, Presentación 1, Parte 2: ¡Hola! ¡Buenos días!

Slide 1: Title slide

This is the second and final part of Unidad 1, Presentación 1.

Slide 2: Introductory slide

This slide returns to the learning objectives covered by the presentation so far, and the final two objectives for this series of lessons are noted here as:

- Asking how you are
- Saying how you are

As you go through the previously covered objectives with pupils, ask them to give you examples of how they know these have been achieved.

Slide 3: Interactive Language Presentation: ¿Cómo estás?

This slide introduces the question *¿Cómo estás?* (How are you?), and the four possible answers to the question.

Full transcripts of all audio for every slide in *¡Encantada!* can be accessed in the Audio transcripts section, via the Support tab on the home screen.

Ask pupils to tell you how they think each character is feeling based on the way they look.

As you work through the language presentation, encourage pupils to use the same hand signals as the characters on screen to indicate each mood.

In preparation for the next slide, ask them to look carefully at the expressions on the heads of the bulls at the bottom of the screen.

Model the question and the answers using the hand puppets. Throw a ball or soft toy to individual pupils in circle time to practise asking and answering the question.

Use hand signals for each of the different feelings and ask pupils to tell you what they mean.

You may wish to use the Spanish to English glossary to check any words or expressions pupils are unsure of. This is accessible from the Glossary section (see the Glossary tab on the home screen).



Unidad 1: ¡Hablo español!

Slide 4: Interactive Linking activity: ¿Cómo estás?

Ask pupils to match each of the statements on the left with the picture clues on the right.

Allow them a few minutes to decide with a partner which pictures to match with each expression, then invite individuals to come up to the front to complete the task.

Encourage pupils to say each expression and to use corresponding hand signals before matching each item on the screen.

Refer pupils to the slightly different question: *¿Qué tal?* Explain that this is just another way of asking how another person is.

Support / Extension activities

You may wish to introduce the first verse of the song for Unidad 1, *¡Hola! ¡Buenos días!* here. The whole song is covered later in this unit once the target language has been covered. The song is accessible from the Songs section, and is also included as the last slide of this presentation.

Play it through with the words as well as the music, encouraging pupils to join in with both the words and the actions.

You may also wish to play it with the lyrics only (not the backing music) so that pupils can hear the pronunciation clearly, or with music only so that they can sing along to the backing track, or with neither lyrics nor music so pupils just sing along to the animation and text.

Lyrics for the first verse:

¡Hola! ¡Buenos días!
¿Cómo estás?
Fatal, regular, muy bien,
Fenomenal, gracias.

Hello, good day!
How are you?
Terrible, ok, very well
Great, thank you.

