

Unit Objective:

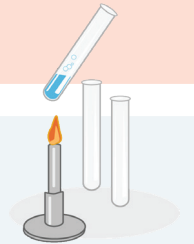
To discuss what subjects you like and do not like at school and give a reason why in Spanish

By the end of this unit we will be able to:

- Name the subjects we study in school in Spanish with the correct definite article/determiner.
- Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.
- Start to tell the time by learning how to say time by the hour.
- Explore the irregular, high frequency verb 'ir' (to go) in full.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from Early Learning and Intermediate units.
- How to give our personal details from memory (name, age and where we live).



Skills we will develop:

To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.

Activities we will complete:

Learning 10 nouns and definite articles with listening, reading and spoken tasks. Written activities including category sorting, gap-fill, crosswords, wordsearches and word puzzles. Forming positive and negative opinions on school subjects, justifying opinions using a survey, 'guess who' reading pair work activity and role play. There will be a challenging listening task incorporating time and more challenging reading comprehensions and written tasks. Revisiting our knowledge on basic personal details.

Grammar we will learn & revisit:

Nouns, gender, definite articles & high frequency irregular verb ir. Revision of definite article **el, la, los** and **las**. Full verb conjugation of the verb **IR**, high frequency irregular verb. Learning how to also use opinions and justifications. Remembering that the subject pronoun 'yo' is often omitted in Spanish. Seeing that punctuation can be different with the upsidedown exclamation and question mark at the start of a sentence.

Phonics & pronunciation we will see:

Recommended phonics focus: **B V CC QU Z**

- **B** sound in **aburrido** & **QU** sound in **porque**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **in-te-re-san-te** and **di-ver-ti-do**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **in-glés**, **fá-cil** and **ma-te-má-ti-cas**.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish **not** just another phoneme as in **español**.
- **Silent letters.** 'H' is always a silent letter in Spanish (unless the word is of foreign origin). **Hola** is pronounced **ola**.

Vocabulary we will learn & revisit:

Key vocabulary on 10 nouns and definite articles for school subjects. Two positive and two negative opinions in reply to the target question **¿Qué te gusta?** and a variety of justifications to expand the opinion given in reply. All listed on Vocabulary Sheet.