

## La Vuelta al Cole (Back to School)

### 5. I don't have one!

**Prior Knowledge:** It is helpful if children already know the names of some classroom items and how to say *por favor*.

#### Objectives

Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

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

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

#### Support

You may want to reduce the number of cards that some children use for the final activity. Some children may only be able to remember and respond with *Lo siento*.

#### Extension

Some children may be able to write their selection of items from memory on mini whiteboards and to cross the words off each time, rather than pictures, to play the final game.

#### Main

Revise vocabulary from last session by playing Pelmanism (see Teaching Tips).

Introduce two new items *pegamento* (some glue) and *tijeras* (some scissors). Use gestures and flashcard activities from Session 4 to practise the new words. Write the words on the board and ask the children what sound the letter j makes in *tijeras* [x]. Add *tijeras* to the [x] page of the word bank.

Ask children if they can think why these words don't use *un/una* as the others do. Compare with English expressions 'some glue' and 'some scissors' and remind children of the vegetables from Unit 6. (See Grammar for teachers)

Ensure that the children have a supply of real classroom items or the mini flashcards from session 4 plus the two new words. Remind them how to say 'Here you are' to an adult using the phrase from Unit 6 (*¡Aquí tiene!*). Ask a child ¿*Tienes un boli por favor?* from Session 4 and encourage them to respond by passing the picture or item and saying *¡Aquí tiene!* Repeat with some other items.

Remind children that *¡Aquí tiene!* is the reply they use when replying to the teacher but if they are talking to their friends or if the teacher is talking to one of them the phrase is *¡Aquí tienes!*

Write on the board ¿*Tiene un boli, por favor?* Compare how you might ask for an item in a shop in England with how you might ask a friend. Chorus the question as a class.

You have a bag in which you have placed the classroom items or pictures. Invite individual children to ask you for some of the items using ¿*Tiene..?* Encourage the rest of the class to repeat the question each time.

Remove a few of the pictures from the bag. Invite children to continue asking you for items. When they ask for one that you don't have, you respond with *¡Lo siento, no tengo!* (Sorry, I don't have one/any). Ask the class what they think the sentence means. As a class, practise the phrase a few times in different voices. Ask the children for other items using e.g. food vocabulary from Unit 6 and encourage them to chorus the new sentence in response.

On the board display the phrases ¿*Tiene un boli, por favor?* and *¡Aquí tiene!* next to each other. Remind the children that these are the polite forms of each phrase. Next write the phrase *¡Aquí tienes!* directly below *¡Aquí tiene!* and remind children that this is the familiar form of the reply that they can use with their friends. Ask the children if they can work out what the familiar form of the question would be. Tell them to look for a pattern and allow then time to discuss with a partner before taking suggestions. Finally display the phrase ¿*Tienes un boli por favor?* directly below ¿*Tiene un boli, por favor?* and highlight the s of *tienes* in each phrase.

Children work in pairs with their sets of mini flashcards. They each select 6 cards that they keep hidden from their partner. The first child starts and asks their partner ¿*Tienes un/una...por favor?* If the second child has the item they hand it over saying *Aquí tienes*. The first child continues with asking for another item as long as he/she guesses

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		correctly. If the item is not in the selection, the second child replies <i>¡Lo siento, no tengo!</i> and the turn passes to that child to guess. The winner is the first child to correctly obtain all their partner's selected cards.
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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Indefinite articles – the indefinite article 'a' (<i>un / una</i>) is used for singular items (eg: <i>una regla</i>), but for plurals no article is used (<i>tijeras</i>). This is the same for non-countable nouns such as 'glue', so 'some glue' is translated simply as <i>pegamento</i>.</p> <p>Plurals – some words in Spanish, as in English, are always plural (<i>tijeras</i>).</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Register– in Spanish there are two words for 'you', <i>tú</i> and <i>usted</i>. <i>Tú</i> is used when you are speaking to someone you know well, such as a friend or a member of your family, or to someone younger than you. <i>Usted</i> is used in more formal situations, when speaking to someone older than you, or someone you don't know or someone in authority. <i>Usted</i> uses the third person of the verb, the same as for he or she (e.g. <i>ella tiene</i> = she has; <i>usted tiene</i> = you have).</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>[θ] z – <i>lápiz</i>          [β] v – <i>nuevo</i>          [x] j – <i>dibujar, Juan, tijeras</i>          [b] v – <i>vuelta</i>          [e] e – <i>leer</i>          [i] i – <i>boli, lápiz, dibujar, aquí, mi, amigo</i>          [k] qu – <i>aquí, qué, ¡guay!</i>          [ð] d- <i>rotulador</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>[x] j – <i>dibujar, Juan, tijeras</i></p>
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<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>distinguish between the use of the <i>tú</i> and <i>usted</i> forms of a question</li> <li>take part in a short dialogue</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>Encourage children to begin to use the questions to ask for what they need during lessons.</p> <p>Play Pelmanism to consolidate vocabulary and structures</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>Flash cards for Pelmanism</li> <li>Flashcards for the two new items of vocabulary</li> <li>Realia for classroom items or the mini flashcards from Session 4</li> <li>A bag for putting flashcards in</li> </ul>
<p><b><u>Teaching Tips</u></b></p> <p>Pelmanism – you will need to prepare this game before the children come into the classroom. Make a 4x4 grid on the board. Choose 8 different coloured shapes and</p>	

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draw one in each cell ensuring that each shape has an identical pair somewhere on the grid. Choose 16 flashcards (you could add in some numbers for revision) and attach one over each cell ensuring that the shape underneath is completely hidden. Divide the class into two teams. One team starts by selecting a flashcard from the grid. If they can name/read the card correctly, you remove it to reveal the hidden shape. The same team chooses a second card in a similar way. The aim is to find the pairs of shapes. If the card is named incorrectly, the turn passes to the other team. If the shapes revealed do not make a pair, the flashcards are replaced and play passes to the other team.

<i><b>El lenguaje del profesor / de la profesora</b></i>	<b>Teacher Language</b>	<i><b>El lenguaje de los niños</b></i>	<b>Children's Language</b>
<i>Pegamento</i> <i>Tijeras</i> <i>¿Tienes un boli, por favor ?</i> <i>¿Tiene un boli, por favor ?</i>  <i>¡Aquí tienes !</i> <i>¡Aquí tiene !</i>  <i>gracias</i> <i>Me gustaría...</i> <i>Un lápiz</i> <i>Un boli</i> <i>Un cuaderno</i> <i>Un rotulador</i> <i>Un libro</i> <i>Un sacapuntas</i> <i>Una regla</i>	some glue some scissors Have you got a pen please? (informal) Have you got a pen please? (formal)  Here! (informal) Here! (formal)  Thank you I would like ... a pencil a pen an exercise book a felt-tip a book a pencil sharpener a ruler	<i>Pegamento</i> <i>Tijeras</i> <i>¿Tienes un boli, por favor ?</i> <i>¿Tiene un boli, por favor ?</i>  <i>¡Aquí tienes !</i> <i>¡Aquí tiene !</i>  <i>gracias</i> <i>Un lápiz</i> <i>Un boli</i> <i>Un cuaderno</i> <i>Un rotulador</i> <i>Un libro</i> <i>Un sacapuntas</i> <i>Una regla</i> <i>Una goma</i>	some glue some scissors Have you got a pen please? (informal) Have you got a pen please? (formal)  Here! (informal) Here! (formal)  Thank you a pencil a pen an exercise book a felt-tip a book a pencil sharpener a ruler a rubber

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<i>Una goma</i>	a rubber		
<i>Lo siento</i>	sorry	<i>Lo siento</i>	sorry
<i>No tengo</i>	I haven't got one / any	<i>No tengo...</i>	I haven't got one / any