



Ejercicio 1 – Escuchar/Leer



Listen to the story (CD1, Track 1), pausing as necessary. Ask the children if they have understood any of the vocabulary heard. Play the story again and brainstorm ideas.



Display the audio enhanced e-storybook on the IWB and read the story together. Click on the text and the speech bubbles to hear what the characters are saying. Ask the pupils if they understand more now. Brainstorm the meaning of the entire story as a class-wide exercise. What do the class think of Luis and his actions? What do they think would happen if they did the same as he?

To hear the pronunciation of individual words/phrases, click on the words in the *Vocabulario* lists on each page or in the *Vocabulario* list at the end of the book.

This would be an opportune time to discuss the differences between schools in Spain and those in the UK (see Fact box on page 16).

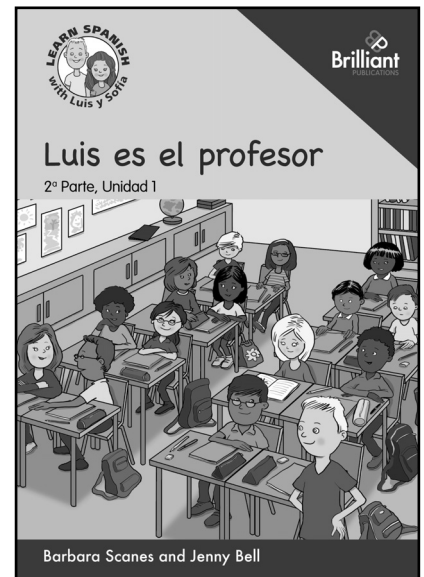


Cinco minutos de español

For this lesson only, *Cinco minutos de español* is the second exercise. Listen again to the story and ask pupils to repeat the words *hola* and *señor* to establish correct pronunciation. Point out the *ñ* in *señor* and ensure correct pronunciation of this letter.

Remind the children that in Spanish, female teachers either will have the title *Señorita* which means Miss or *Señora* which means Mrs.

Ask *¿Qué fecha es hoy?* and, in addition to verbal replies, ask a child to write the date in Spanish on the whiteboard. Use a commercial date chart or one you have previously constructed (see page 7). While that is happening, check if it's anybody's birthday that day/week by referring to the birthday chart. If so, ask *¿Cuándo es tu cumpleaños?* and elicit the reply in Spanish (*Mi cumpleaños es el...*). Sing *Cumpleaños feliz* (to the tune of Happy birthday). Use this formula for the date and birthdays in each future *Cinco minutos de español*.



Vocabulario

(CD1, Track 2)

Luis es el profesor	Luis is the teacher
Luis está en la clase	Luis is in the classroom
el profesor/ el profe	the teacher (m)
en la clase	in the classroom/ lesson
Luis dice	Luis says
escuchadme	listen to me (pl)
soy	I am
vuestro	your (pl)
repetid	repeat (pl)
señor	Mr/'Sir'
hay que decir	you must say
los niños copian a Luis	the pupils copy Luis
regular	so-so
no estoy bien	I'm not OK
estoy mal	I don't feel well
los niños se levantan	the pupils stand up
se sientan	(they) sit down
callaos	be quiet (pl)
levantaos	stand up (pl)
sentaos	sit down (pl)
Carlos quiere ir	Carlos wants to go
¿puedo ir al servicio?	can I go to the toilet?
levantad la mano	put your hand up (pl)
bajad la mano	put your hand down (pl)
cerrad los ojos	close your eyes (pl)



Ejercicio 2 – Hablar

Act out the story, perhaps choosing different children to take the role of Luis during one performance in order to share out the dialogue. The story appears in script form on page 172.



Ejercicio 3 – Escuchar/Hablar



Practise asking and answering the question *¿Qué tal?* Listen to the story again (CD1, Track 1). Ask the children to repeat each variation of the answer to *¿Qué tal?* when they hear it spoken. This revises some vocabulary from **Learn Spanish with Luis y Sofia, 1ª Parte**, but ensure children listen out for the new responses to the question from this story (*regular* and *no estoy bien*).

Play the story (CD1, Track 1) again and this time ask the pupils to put one thumb up when they answer *bien* and two thumbs up when they answer *muy bien*. Conversely, ask them to put one thumb down for *no estoy bien* and two thumbs down for *estoy mal*. To indicate *regular* ask the children to wiggle a downward-facing palm from side to side.



Ejercicio 4 – Escuchar



Play CD1, Track 4. The pupils will hear a variety of responses to the question: *¿Qué tal?* Ask them to indicate their understanding of the responses by showing you the appropriate gesture.

<i>¿qué tal?</i> 	<i>bien</i> 
<i>muy bien</i> 	<i>regular</i> 
<i>no estoy bien</i> 	<i>estoy mal</i> 

Vocabulario (cont)

abrid la boca	open your mouth (pl)
odio	I hate
el colegio	(the) school

Vocabulario para el profesor (CD1, Track 3)

¿qué fecha es hoy?	what's today's date?
--------------------	----------------------

Traducción del cuento

Luis is the teacher

page 2

Luis is in the classroom.

Listen to me! I am your teacher!

Repeat: 'Good morning, sir!'

Good morning, sir!

Hi, Luis!

page 3

Luis says: 'I am your teacher!'

No, no, no! You must say: 'Good morning, Sir!' How are you?

I'm fine!

I'm fine, Sir!

page 4

The pupils copy Luis.

I'm fine, Sir!

So-so!

No, I'm not OK!

No, I don't feel well!

page 5

The pupils stand up and sit down.

Be quiet and stand up!

Sit down!

page 6

Carlos wants to go to the toilet.

May I go to the toilet?

No! Stand up and raise your hand!

Put your hand down!

Shut your eyes!

page 7

Luis says: 'Repeat – I hate school!'

Open your mouth! Sit down!

Repeat: 'I hate school!'



Ejercicio 5 – Escuchar/Leer

Play CD1, Track 5. Ask the pupils to tick the appropriate box on *Ficha 1a*.



1.	<i>¿Qué tal, Juan Marcos? Oh, estoy bien, gracias, ¿y tú?</i>	How are things, Juan Marcos? Oh, I'm fine, thanks, and you?
2.	<i>Buenos días, Carmen, ¿Qué tal? ¡No estoy bien! ¡Odio el colegio!</i>	Good morning, Carmen, how are things? Not good! I hate school!
3.	<i>¡Hola! Javier ¿Qué tal? Ah, Tomás, estoy bien, gracias. ¿Y tú? No, no estoy bien. ¡Me voy al dentista!</i>	Hey! Javier! How are you? Oh! Tomás! I'm fine, thanks. And you? No, I'm not well. I'm going to the dentist!
4.	<i>¡Hola Pablo! ¿Qué tal? Oh, regular, tu sabes.</i>	Hi Pablo! How are you? Oh, so-so, you know.
5.	<i>Hola Inés. Ah, ¡hola Ana María! ¿Qué tal? Bien, gracias. ¡Estoy muy bien!</i>	Hello, Inés. Oh, hello Ana María! How are things? Good, thank you, I'm very well!

Vocabulario adicional

me voy al dentista

I'm going to the dentist

tu sabes

you know



Ejercicio 6 – Escuchar



Listen to CD1, Track 6. Pause the CD after each command and repeat it to the children, with an appropriate gesture to indicate its meaning. Ask the children to copy the gesture as you repeat each command. *Ficha 1b* follows on from this exercise.

escuchad

listen

repetid

repeat

callaos

be quiet

levantaos

stand up

sentaos

sit down

levantad la mano

raise your hand

bajad la mano

lower your hand

cerrad los ojos

close your eyes

abrid la boca

open your mouth



Ejercicio 7 – Escuchar

Play a game of *Simón dice* (Simon says) to practise and reinforce the children's understanding of the commands. Firstly, run through the commands in the order given in *Ejercicio 6*, preceding each one with *Simón dice*, until the last command, when you omit it, to illustrate to the children how the game works.

Play the game again, with the commands in the same order, but omitting *Simón dice* from a different command.

Finally, when you gauge that the children have sufficiently understood the meaning of the commands, mix up the order.

If they are confident enough, you can allow a pupil to take your place in issuing the commands.

Use these commands as much as possible in future lessons. The game of *Simón dice* is an excellent starter or can form part of a plenary in future lessons too.



Ejercicio 8 – Escribir/Hablar/Leer



Ask children to make up a little play, using the instructions introduced in this unit. They can choose as few as two, or as many as they wish (or you can provide differentiation by specifying how many each pupil should include). After they have written out their mini-plays, they could act them out.



Ejercicio 9 – Leer



This exercise revises and reinforces the present tense forms of the verb *ser* (see *Gramática* box, page 16). It is a good idea to revise these thoroughly with your pupils using vocabulary previously learned. Write the following sentences on the whiteboard (or use the Sentence builder activity 1 on the DVD-Rom).

<i>¡soy vuestro profesor!</i>	I am your teacher!
<i>eres un bebé</i>	you are a baby
<i>es tonto</i>	he/she is silly
<i>el cumpleaños de mi padre es el uno de marzo</i>	my father's birthday is the first of March
<i>mi cumpleaños es el doce de abril</i>	my birthday is the 12th of April

Pupils may also remember the third person plural form introduced in **Learn Spanish with Luis y Sofía, 1ª Parte**:

<i>son para mis muñecas</i>	they are for my dolls
<i>las galletas son para el profesor</i>	the biscuits are for the teacher



Ejercicio 10 – Escribir

Put the children into pairs or groups and ask them to mix and match the phrases in the Sentence builder activities on the DVD-Rom to make up sentences of their own. Ask them to use their own names or those of their friends and families to make the sentences more relevant to them. Award points for the best (ensuring they are correct grammatically) but acknowledge and reward effort. Use incorrect sentences class-wide to encourage pupils to spot and correct errors themselves. Ask children to read their sentences out and ask other pupils to translate what they hear. Encourage pupils to use bi-lingual dictionaries to find words they'd like to use. For example:

- ❖ *John está en la piscina* John is at the swimming pool
- ❖ *El cumpleaños de mi poni es el treinta de junio* my pony's birthday is the 30th of June



Fichas

Fichas 1a and 1b reinforce the vocabulary learnt in the unit. CD1, Track 5 is needed for *Ficha* 1a (see *Ejercicio* 4) and CD1, Track 6 for *Ficha* 1b (see *Ejercicio* 5).



Actividades para la pizarra digital

Sentence builder activity 1 focuses on the verb *ser* and in the present tense singular form and Sentence builder activity 2 on the verb *estar*.

Unidad 1 – Luis es el profesor

Make as many sentences as you can using *ser*.

(yo)	soy	el hermano de Sofía
(tú)	eres	la hermana de Luis
(ella)	es	hijo único
(él)		hija única
Luis		tonta
Lucía		tonto
Juan		

Reset question

Unidad 1 – Luis es el profesor

Make as many sentences as you can using *estar*.

(yo)	estoy	en la clase
(tú)	estás	en el parque
(ella)	está	en casa
(él)		contento
Luis		contenta
Sofía		

Reset question

Fact box: school in Spain

Teaching in Spanish schools tends to be far more formal than in England. Children are expected to keep quiet and sit still and follow their teacher's instructions without question or comment. There is far less emphasis on learning through play; school is seen as a preparation for the workplace and learning is conducted on a formal basis. However, children generally do not wear uniform to school: what do your pupils feel about this idea?



Gramática

Difference between *ser/estar* meaning “to be”

In Spanish, there are two ways of expressing the verb ‘to be’: *estar* and *ser*. They are conjugated in the present tense on page 37.

Estar is primarily used to describe temporary states such as feelings and locations. For example, *Juan está contento* (Juan is happy) or *Beatriz está en la estación* (Beatriz is in the station). It can occasionally be used to describe a physical state if highlighting a feature that has changed, for example *Pablo está muy delgado* (Pablo is very thin) if he has lost weight. It is also important to note that *estar* is used to form the present continuous form in Spanish: *Inés y Marta están cantando* (Inés and Marta are singing).

Ser is used to talk about permanent states such as people's personality traits or physical features. For example: *tú eres simpática* (you are nice/kind) or *Luis es rubio* (Luis is blond). *Ser* is also used when stating someone's profession: *La madre de Miguel es doctora* (Miguel's mother is a doctor). Note that in Spanish, there is no article before the profession. Finally, *ser* is also used to say the time and to talk about possession: *son las tres* (it's three o'clock) and *la mochila es de Sofía* (the rucksack is Sofía's).

It can be difficult to explain the fact that there are two ways of saying “I am” in Spanish, but seeing and practising the verbs in context will help students understand when to use each one.

Buenos días ¿Qué tal?

Number these conversations in the order you hear them.
The first one has been done for you.



CD1.
Track 5

1a
Ficha

me llamo _____

<p>A. <input type="checkbox"/></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;">Hola, Inés.</div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;">Ah, ¡hola Ana María! ¿Qué tal?</div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;">Bien, gracias. ¡Estoy muy bien!</div>	<p>B. <input type="checkbox"/></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;">¡Hola! Javier ¿Qué tal?</div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;">Ah, Tomás, estoy bien, gracias. ¿Y tú?</div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;">No, no estoy bien. ¡Me voy al dentista!</div>
<p>C. <input type="checkbox"/></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;">¡Hola Pablo! ¿Qué tal?</div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;">Oh, regular, tu sabes.</div>	<p>D. <input type="checkbox"/></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;">Buenos días, Carmen, ¿qué tal?</div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;">¡No bien! ¡Odio el colegio!</div>
<p>E. 1</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;">¿Qué tal, Juan Marcos?</div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;">Oh, estoy bien, gracias, ¿y tú?</div>	

¡Escuchad!

Listen to the CD. Match up the correct picture with the correct command. Choose the correct command from the box below and write its number next to the correct picture.

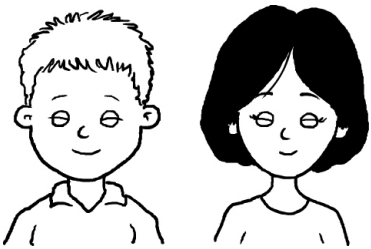
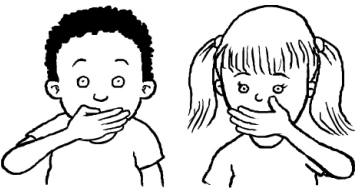
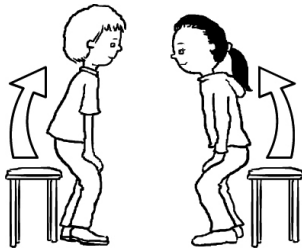
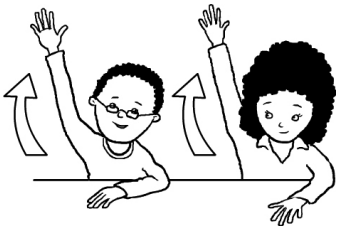

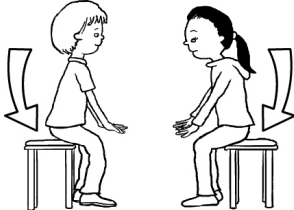

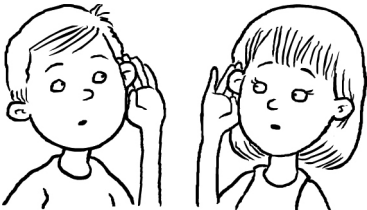
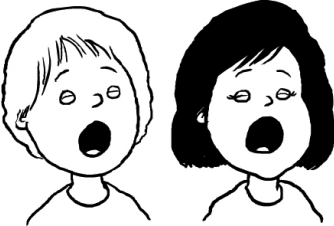


CD1.
Track 6

1b
Ficha

me llamo _____

1. levantad la mano	2. callaos	3. abrid la boca	4. escuchad	5. bajad la mano
6. levantaos	7. cerrad los ojos	8. sentaos	9. repetid	

<p>A. <input type="checkbox"/></p> 	<p>B. <input type="checkbox"/></p> 	<p>C. <input type="checkbox"/></p> 
<p>D. <input type="checkbox"/></p> 	<p>E. <input type="checkbox"/></p> 	<p>F. <input type="checkbox"/></p> 
<p>G. <input type="checkbox"/></p> 	<p>H. <input type="checkbox"/></p> 	<p>I. <input type="checkbox"/></p> 

Self-assessment sheet

Unidad
1
Yo puedo...

Al final de esta unidad yo puedo...

	date	not yet	nearly	definitely
respond to ¿qué tal? in five different ways				
understand and respond to nine commands: <ul style="list-style-type: none"> • escuchad • repetid • callaos • levantaos • sentaos • levantad la mano • bajad la mano • cerrad los ojos • abrid la boca 				

Self-assessment sheet

Unidad
1
Yo puedo...

Al final de esta unidad yo puedo...

	date	not yet	nearly	definitely
respond to ¿qué tal? in five different ways				
understand and respond to nine commands: <ul style="list-style-type: none"> • escuchad • repetid • callaos • levantaos • sentaos • levantad la mano • bajad la mano • cerrad los ojos • abrid la boca 				