



Foreign Languages

All the resources you need to plan and deliver stress-free language lessons



NEW

- Pronunciation is easy
- No specialist knowledge of Latin is required to teach the course, making it ideal for use by both specialists and non-specialists
- English vocabulary is improved through learning derivatives of Latin root words
- It develops a good knowledge of ancient civilisation and its relevance to today's society, with links to the Key Stage 2 history programme of study
- All abilities and interests are engaged through following the adventures of entertaining characters, with fun and varied activities for learners to take part in area and at each stage.
- The flexible format means that it can be used as part of the curriculum, in after-school clubs or even for home study
- Beautiful illustrations are an integral part of the learning experience

Philippus Primary Latin

A Latin Scheme for Primary Schools



Gillian England and Nicola Holdsworth

Philippus Primary Latin
978-1-78317-408-9
120 pages.
£24.99 / pdf £19.99

Free
downloadable
files

LESSON
1

MEET THE ACTORS

LEARNING OBJECTIVES

Children will be able to:

- ◆ Introduce themselves using their knowledge of Latin greetings
- ◆ Understand some background to the Roman world
- ◆ Have some awareness of the impact of Latin on the English language.

STARTER

- ◆ Teacher waves and says the word **salve** (pronounced sal-way), to individual children.
- ◆ Children repeat **salve**. This means 'hello'.
- ◆ Teacher points to self and says: **magister** (insert surname) **sum** for a male teacher (pronounced mag-ee-stair) or **magistra** (insert surname) **sum** for a female teacher (pronounced mag-ee-strā). For example: **magister Smith sum** / **magistra Smith sum**, meaning 'I am Teacher Smith.' (Teacher would be used as a title, rather than Mr/Ms.)
- ◆ Teacher asks a child **quis es tu?** (pronounced kwiss ess too?), meaning 'Who are you?'
- ◆ The child is encouraged to answer by saying their name + 'sum', eg 'Amy sum'. Alternatively, they could choose a Latin name (**Resource sheet 1.1**). Pupils could fold a sheet of A4 paper in half to make a name card for themselves.
- ◆ In pairs children then practise saying:
Salve, quis es tu?
Salve, (insert name) sum.

FURTHER IDEAS FOR PRACTISING THE ABOVE PHRASES

- ◆ Children make two lines facing each other. Starting with a ball/bean bag at one end, the first child says **salve, ... sum**, and throws the ball opposite, who on catching it says **salve, ... sum**, with their name. This continues forwards across the line, to the end.
- ◆ Teacher has a ball/bean bag. They throw it to a child and say **salve, quis es salve, ... sum**, then throws it back to the teacher, who repeats with another

VOCABULARY

salve, (omn. hello)	salve + sum
magister	teacher
magistra	teacher
quis es tu?	Who are you?
stat	start
scribit	writes
bibit	drinks
salut	greet
navigat	sails
ambulat	walks
currit	runs
laet	is happy
pugnat	fights
canitat	sings
dormit	sleeps
sedet	sits

RESOURCES

1.1	Latin
1.2	Map
	Cent
1.3	Chae
1.4A&B	Phil
	rou
1.5A&B	Mod
1.6	Die
	ver
1.7	Bit
1.8	De
1.9	wo

MAP OF ITALY 2ND CENT

salve, Philippus es tu?

Italia

Pisa

Roma

Napoli

Heroulan

Mari Tyrrhen

Philippus dormit.

Stella sedet.

Tarquinius cantat.

Stella pugnat.

MORE VERBS

Let's meet some more verbs. Look at the verbs on the left and see if you can notice any English similarities. Then look at the pictures to help you work out what the sentence means.

Philippus dormit.

Stella sedet.

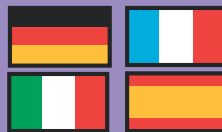
Tarquinius cantat.

Stella pugnat.

RESOURCES SHEET 1.5B

For up-to-date news and information visit us on:

Ideas for teaching any language to 7–11 year olds



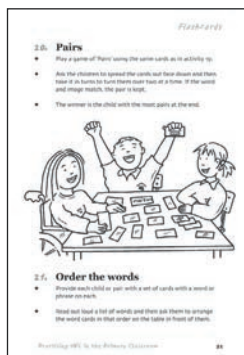
Practising Primary Languages through Drama and Performance
978-1-78317-121-7
106 pages. £14.99
pdf £11.99

- Effective and creative language learning activities based on drama, dance and performance, suitable for whichever language is being studied
- Activities ensure progression in all four language learning skills: reading, writing, listening and speaking
- Clearly laid out ideas that are simple to deliver
- Activities to suit a range of learners from beginners through to moving up and advanced learners.



100+ Fun Ideas for Practising Modern Foreign Languages in the Primary Classroom
978-1-903853-98-6
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- 137 tried and tested activities which can be used to develop speaking, listening, reading and writing skills in any language
- Enjoyable, interactive activities that are guaranteed to get an enthusiastic response from all pupils
- Ideal for students starting to learn a foreign language.



Best seller!

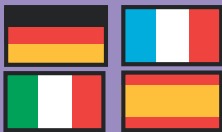


More Fun Ideas for Advancing Modern Foreign Languages in the Primary Classroom
978-1-905780-72-3
80 pages. £14.99 / pdf £11.99

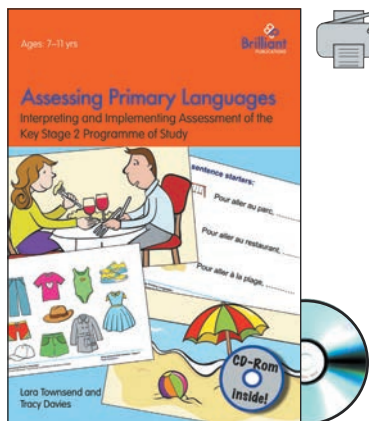
- Games and fun activities to give learners confidence and help them create their own sentences and communicate effectively with others
- Encourage children to feel ownership of the language and understand how the language 'works'
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Interpreting and implementing assessment of the KS2 PoS



Assessing Primary Languages

978-1-78317-281-8

106 pages. £37.99

(excl. VAT on CD-Rom)



- Breaks the Programmes of Study into achievable, understandable objectives, creating unified tracking for any language
- Supports non-specialist and specialist teachers to interpret the requirements of KS2 Programmes of Study
- Tried and tested framework can be used for planning with activities suggested for each area and stage
- Programmes of Study broken down into smaller areas, cross-referenced across four stages making assessing pupil progress easy
- Contains a large number of creative and adaptable ready-to-use activities, including those which can be used to support measuring pupils' progress for each area and at each stage.

Ready to Use Materials

Write phrases from memory

Programme of Study
Write phrases from memory, and adapt these to create new clearly.

Stage 3 criteria
Write a few sentences of varying length, with support, using grammatical structures. Write short phrases from memory with support.

Additional assessment opportunity
Understand basic grammar appropriate to the language being assessed.

Context-specific example: clothes
Create a poster depicting and annotating three outfits for display.

Notes
♦ It is important that pupils have the opportunity to practise writing phrases from memory.

Notes on Example outcome
♦ The outcome provided is an example of secure achievement.
♦ The example does not contain any errors, however a pupil may not fulfil the criteria of the Stage.

What to do
♦ Display the sentence starters (Pupil resource 1) and model writing.
♦ Give pupils pictures of clothing as a stimulus (Pupil resource 2) they can include additional items.
♦ Outlines of clothing items could be used instead to allow pupils to make their own clothing selections.

How to use the Exemplification Table

Find the aspect of the Programme of Study you want to assess

Choose which Stages of progression you want to target

KS2 Programme of Study	Stage 1 (linked to LL Grade 1)	Stage 2 (linked to LL Grade 2)	Stage 3 (linked to LL Grade 3)	Stage 4 (linked to LL Grade 4)
Language in conversations, ask and answer questions, express opinions and respond to those of others, seek clarification and help	Pupils can: Give some correct information in response to simple questions.	Pupils can: Answer simple questions in full sentences. Ask one to two questions with support.	Pupils can: Ask a few simple questions. Respond to questions with answers of varying length and detail, including simple sentences.	Pupils can: Take part in a simple conversation and express opinions, responding to what is said with a degree of spontaneity.
Generic activities: - Surveys - Perform a role-play (Stages 2-4)	Context-specific example: leisure Pupils provide some information in response to simple questions.	Context-specific example: leisure Conduct a survey about the leisure facilities of other schools (Stages 2-4).	Context-specific example: leisure Perform an unscripted (but planned and rehearsed) roleplay using some visual stimulus (Stages 3-4).	Context-specific example: leisure Take part in a structured, unplanned group conversation using visual prompts (pages 35-37).

Look for specific examples of suitable activities for each Stage of progression

Possible sentence starters:

Pour aller au parc,

Pour aller au restaurant,

Pour aller à la plage,

By the same authors:
Getting to Grips with French Grammar
on page 8

Assessing Primary Languages
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Write phrases from memory - Stage 3
Pupil resource 1

French for young learners



Petites Étoiles

978-0-85747-851-1
96 pages + 18 activity cards.
£37.99 (excl. VAT on discs)

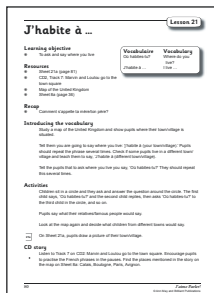
- Introduce children to French through song and rhyme
- Provides planning, activities and ideas for 18 popular topics, ranging from jungle animals, the farm and the beach to birthdays, celebrations and clothing
- Each unit contains sufficient activities for at least half a term
- DVD-Rom and audio CD contain audio recordings of the songs, video clips to aid pronunciation of key sounds, photographs of everyday French scenes, as well as a huge bank of reproducible resources
- Very supportive for non-specialist teachers
- Files updated on new edition to ensure compatibility.



J'aime Parler!

978-1-905780-12-9
104 pages.
£33.99 (excl. VAT on CDs)

- Enjoyable way of introducing pupils to French and helping them to discover the joy of learning a foreign language
- Emphasis on role-play, songs and having fun
- Flexible, photocopiable sheets provide additional activities
- CD stories about Marvin and Loulou provide opportunities for children to practise their French and learn about French culture.



J'aime Chanter!

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- 20 songs for teaching French to 3-7 year olds
- Songs use well-known tunes so that children (and you!) can concentrate on learning the lyrics
- Book contains lyrics with photocopiable flashcards and colouring sheets to help introduce and reinforce vocabulary.

"The best song book I've found so far" (from Amazon review)

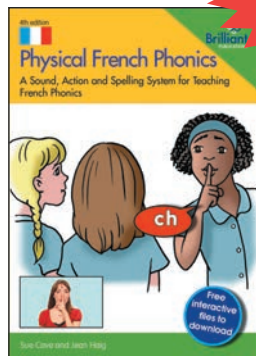


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edition**



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- Interactive whiteboard files allowing you to make your own phonic resources to accompany any topic



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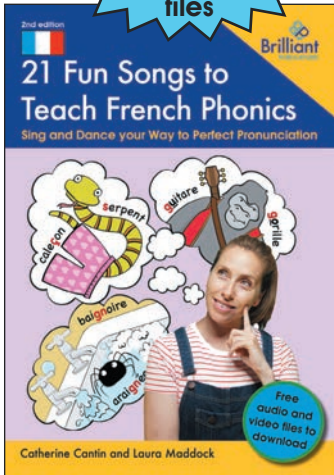
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accurate
pronunciation**



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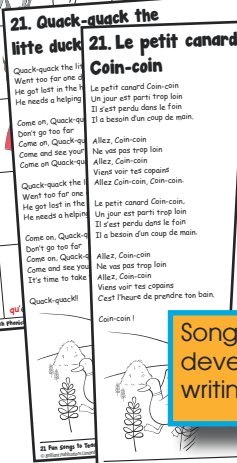
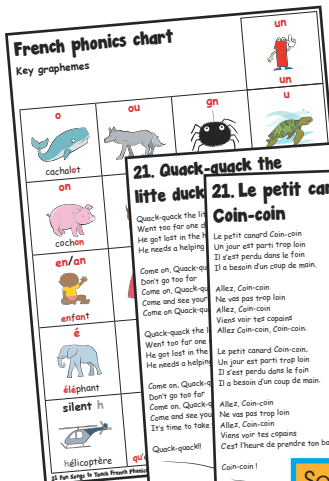


21 Fun Songs to Teach French Phonics

978-1-78317-359-4

108 pages £29.99 / pdf £23.99

- Catchy, fun songs specially written to teach and reinforce key French phonic sounds
- Contains all you need to get started: audio files, videos, worksheets, translations and classroom resources
- Songs link to popular topics such as animals, clothes, outer space and days of the week, making it easy to incorporate these songs into your French lessons
- Each song is based on a different phoneme from the French Language allowing you to provide a specific phonic focus for the lesson
- The lyrics have been written with the primary MFL curriculum in mind, providing a wealth of age-appropriate, frequently used vocabulary and phrases.
- Teaching notes offer some additional ideas on how to exploit the songs and possible extension work in the classroom and beyond
- See oral, writing, listening and reading skills improve as well as confidence and motivation to communicate in French.



Videos of the songs with actions develop oral and listening skills



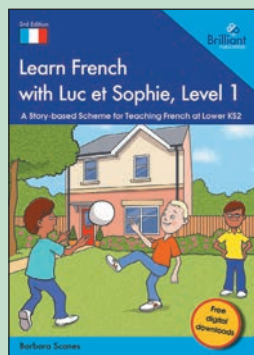
Songs and worksheets develop reading and writing skills

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Story-based approach to learning French

**NEW
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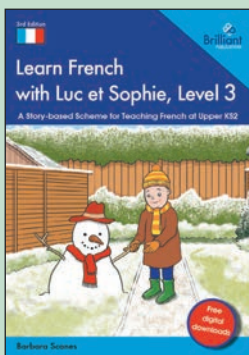


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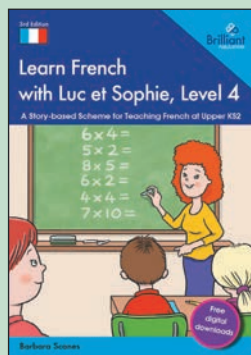


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Stories are an ideal way to engage children and get them excited about learning French. A good French story will:

- ✓ Provide an enjoyable, stress-free way to learn the rhythm of the language, intonation and pronunciation
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- ✓ Make it easy to present written and spoken language together so children can see the links between them
- ✓ Enable key vocabulary to be learned in context
- ✓ Empower children to create their own sentences
- ✓ Combine naturally with drama and role-play

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- Easy to use teacher's book with lesson plans based on stories and ideas for developing all four language learning skills – reading, writing, speaking and listening
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Lesson plans based on the stories with ideas for developing reading, writing, listening and speaking

Grammar boxes to support the non-specialist

Self-assessment sheet

At the end of unit 1 can...

Unit **2**

je m'appelle _____

	date	nat	age	nationalité
understand when asked if I like/love/doesn't like/hate something				
say that I like/love/doesn't like/hate something				
ask someone if they like/love/doesn't like/hate something				
say that somebody likes/loves/doesn't like/hates something				

Self-assessment sheets to monitor children's progress

Choose your sentence and see if it is correct!

Make as many sentences as you can.

J'ai

quatre

poneys

rouges

un

treize



lapins

rats

chat

poissons

marron

jaune

verts

orange

rouge

Reset question

seize

quatorze

chien

Audio-enhanced e-storybooks

Look, listen and learn on the IWB

Versatile, easy-to-use, PowerPoints of each book with embedded vocabulary and dialogue enable you to enrich your pupils language learning experience. Look at the pages below to see how you can use the e-storybooks.

"I love them, interactive now and although I don't need them read, they'll support staff who do need that support."

Vocabulaire

salut
oui
ils sont
pour
mes poupées



Click on the words in the vocabulary list to hear them spoken

Click an arrow to turn the page

Click on the speech bubbles to hear them spoken

Click the speaker to hear the whole page

Vocabulaire

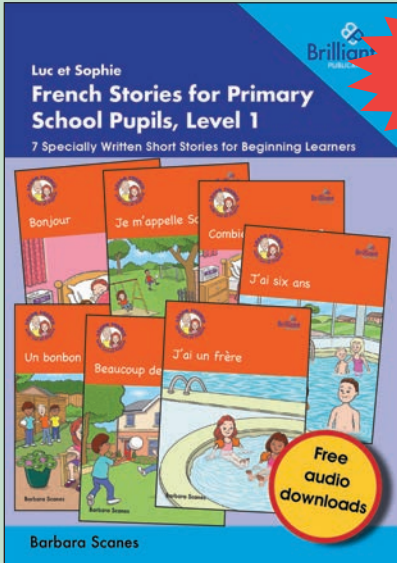
combien de biscuits ?	how many biscuits?
j'ai	I have
tu as	you have
un biscuit	a biscuit
des biscuits	some biscuits
salut	hi (can also mean 'bye)
oui	yes
ils sont	they are
pour	for
mes poupées	my dolls
mais	but
beaucoup (de)	lots of

Click on the French words in the vocabulary list to hear them spoken

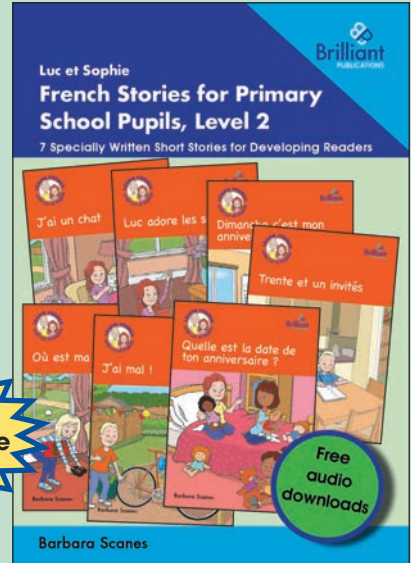
Click an arrow to turn the page

Stories for sharing

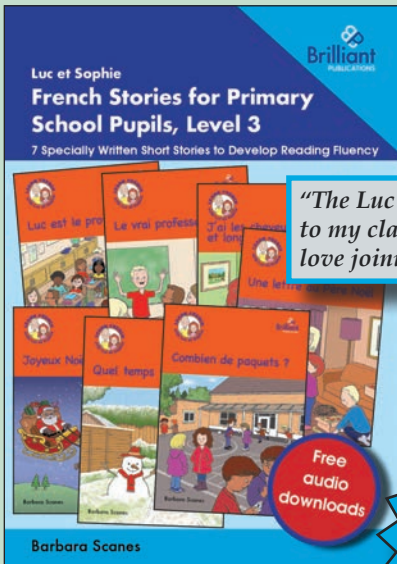
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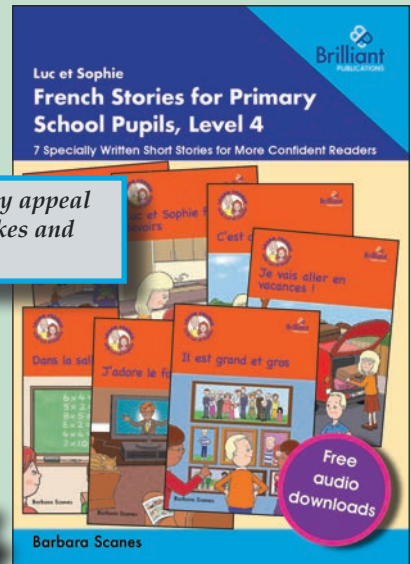
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"The Luc and Sophie stories really appeal to my class. They laugh at the jokes and love joining in the dialogue"

Storybooks also sold individually as pdfs @ £1.99 each

Leveled storybooks

The *Luc et Sophie* storybooks are ideal for use in French guided reading sessions. The 8-page stories all have a twist at the end that will keep your pupils engaged. The graduated levels of difficulty help build confidence while increasing comprehension and fluency.

From Level 1

Bonjour
Story 1

Audio-enhanced versions of stories supplied as downloadable files to enable them to be displayed for whole class/group guided reading lessons

Repetitive phrasing and simple sentences embed vocabulary and grammar

Engaging, full-colour illustrations bring characters to life

Vocabulary builds throughout the series, providing children with words they can use in speaking and writing activities

Relevant story topics with humorous exploits make reading the stories in French enjoyable and memorable

Original, fun stories written entirely in French

Grammatical structures, introduced progressively throughout series, provide pupils with the tools they need to speak with increasing confidence and fluency

Vocabulary list at back of each story introduces new words and phrases



Vocabulaire

Luc est le professeur (le prof)
dans la salle de classe
Luc dit - écoutez-moi
je suis votre
répétiteur
monsieur
il faut dire
les élèves font comme Luc
comme ça, comme ça

Luc is the teacher (mle or female)
in the classroom
Luc says
listen to me
I am your (plural/formal)
repeat (plural/formal)
Mr/Sir
you must say
the pupils copy Luc
so-so
I'm not OK
I'm not OK

Luc et Sophie's challenge

Colour in the picture and write what you think the children are saying in the speech bubbles. (This page may be photocopied.)



Challenge pages at the end of each book provide opportunities for practising writing

From Level 3

Luc est le professeur
Story 1

Graded French information books

Pupils learn to read by reading, but not all children enjoy reading stories. Encourage all your class to become independent French readers using this series of 18 easy-to-read information books. These colourful photographic books:

- Consolidate core vocabulary
- Introduce unfamiliar language in controlled way, to enable children to start reading French straight away without being daunted
- Include repetition to reinforce language and patterns
- Contain in-built progression and differentiation
- Introduce pupils to life in France and French-speaking countries
- Support Intercultural Understanding by broadening pupils' perceptions
- Enable children to hear correct pronunciation and make sound-spelling links by following along with audio files
- Can be read individually or displayed on an Interactive Whiteboard for shared reading (using PDF versions on CD-Rom)

What's in the Teaching Guide?

Why information books?

Teachers often use fiction to improve pupils' reading skills but information texts are equally valuable. Information (or non-fiction) books appeal to:

- those who are not too keen on reading fiction
- those who want to boost their general knowledge.

Different ways to use the books

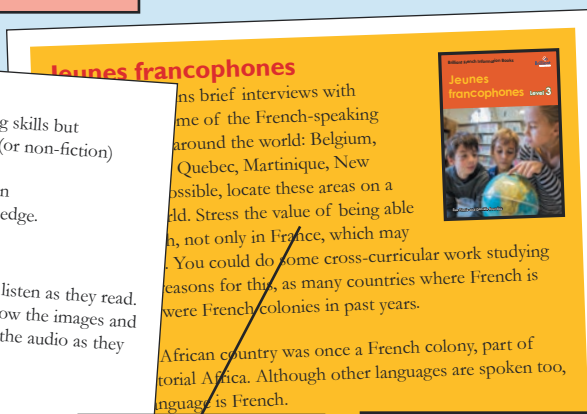
Pupils can read silently in class or you could let them listen as they read. For example, you read the text aloud while pupils follow the images and words on the board. Or you might let pupils listen to the audio as they follow the words on the board or in the book.

Teachers notes for getting the most from the resource

Individually, introduce the key vocabulary of the words and phrases they will meet. Individual reading will help pupils to become more independent in their learning.

Background on each topic and language focus

Translations of each book and quiz answers



What's on the CD-Rom?

Audio files of each text allow pupils to hear French pronunciation by a native speaker and to make correct sound-spelling links.

PDF versions of stories supplied on CD-Rom to enable them to be displayed on IWB for whole class/group guided reading lessons



Full pack details for each level are on pages 16–17.

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How the page layout helps children to read

Extend pupils' vocabulary and reinforce language through natural repetition

Photos offer visual support to develop reading fluency

Level 1 (6 books)

Usually a single, short sentence per page

Level 2 (6 books)

Usually 1–3 short to medium sentences per page

Reinforce high frequency words

Unfamiliar language is controlled to ensure reading success

bleu



C'est bleu comme la mer Méditerranée.

2

dit :



« Mon passe-temps préféré, c'est la lecture. J'aime lire les romans fantastiques comme Harry Potter et Hunger Games. »

4

As-tu bonne mémoire ?

1. Le raisin, c'est ...

a) rouge
b) jaune
c) noir
d) vert



2. Le tournesol, c'est

a) bleu
b) jaune
c) vert
d) rouge



3. Tu vois quelles couleurs ?

a) blanc
b) bleu
c) vert
d) rouge



4. En Normandie, les toits sont gris comme à Paris.

a) vrai
b) faux

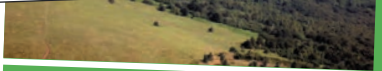


Quelle est ta couleur préférée ?
Le bleu ? Le blanc ? Le rouge ?

9

Ici, les volcans sont

a) actifs
b) éteints



4

Fun memory tests to check understanding

Level 3 (6 books)

Usually 3–4 sentences per page, varying in length

Read French – Learn about French culture

Level 1

978-1-78317-199-6

6 information books,
a teaching guide
and CD-Rom
£27.99 (excl. £2 VAT
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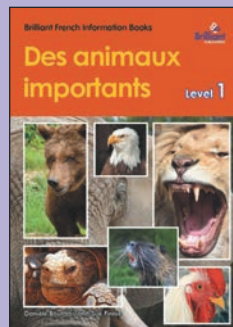
Usually a single, short
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Level 2

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medium sentences
per page



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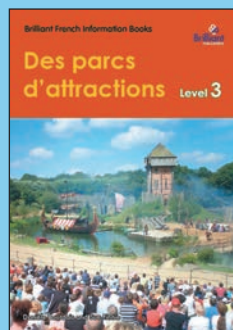
Usually 3–4
sentences per page,
varying in length



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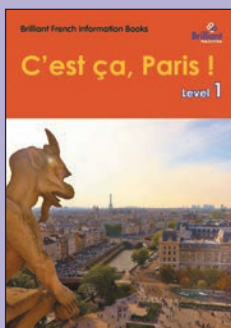
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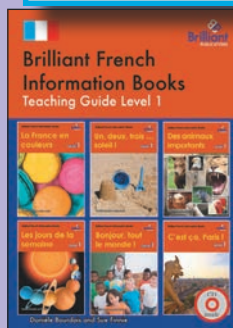
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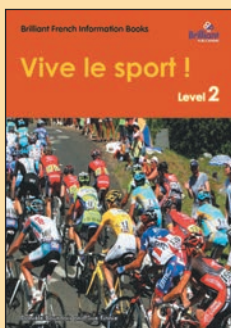
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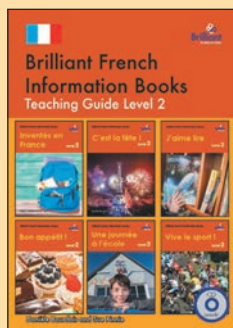
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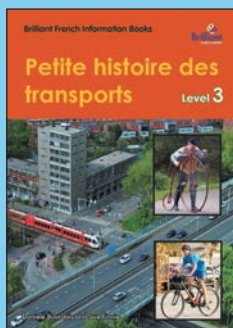
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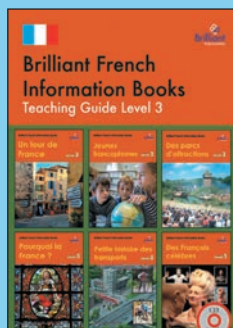
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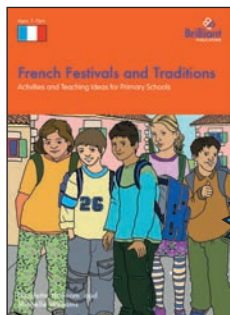
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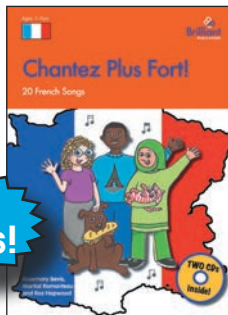
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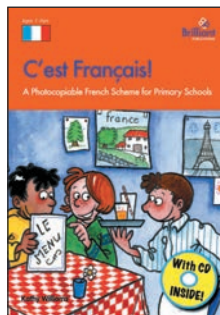
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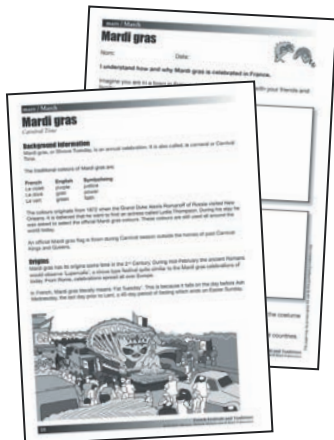
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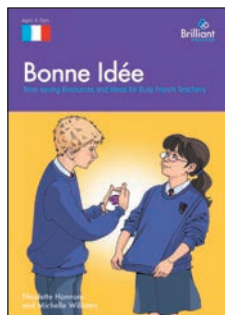
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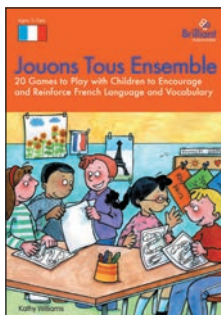
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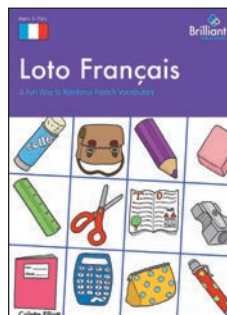
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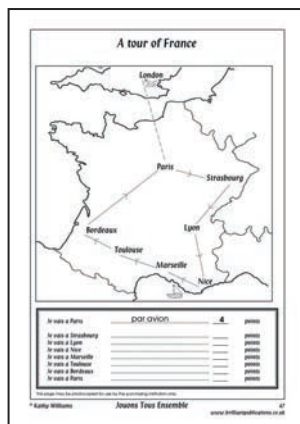
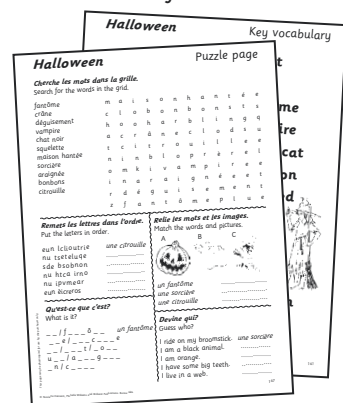
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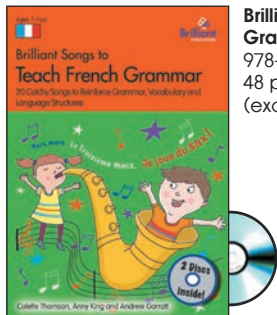
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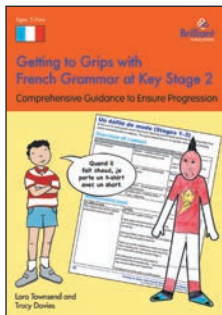
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Je suis un verbe -re

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Je suis un verbe -re

RefRAIN
Je suis un verbe : **re**
Je suis un verbe : **re**
Comme vendre, prendre et
apprendre.

Tu es un verbe : **re**
Tu es un verbe : **re**
Comme vendre, prendre et
apprendre.

Ah, oui ! Je prends une douche.
Et moi, je prends le bus.
Toi, tu prends le petit déjeuner.

RefRAIN
Je suis un verbe : **re**
Je suis un verbe : **re**
Comme vendre, prendre et
apprendre.

Tu es un verbe : **re**
Tu es un verbe : **re**
Comme vendre, prendre et
apprendre.

Focus
-re verbe
Track 4 - CD - Roman / CD

Je sais ! Il vend des pommes.
Et elle, elle vend des poires.
Nous, nous vendons des fruits.

RefRAIN
Je suis un verbe : **re**
Je suis un verbe : **re**
Comme vendre, prendre et
apprendre.

Tu es un verbe : **re**
Tu es un verbe : **re**
Comme vendre, prendre et
apprendre.

Moi, j'apprends les verbes.
Toi, tu apprends les nouns.
Eh, oui !
Nous apprenons tous ...
LES FRANÇAIS !

Music by: Andrew Cornwell
Words by: Arny King & Collette Thormann

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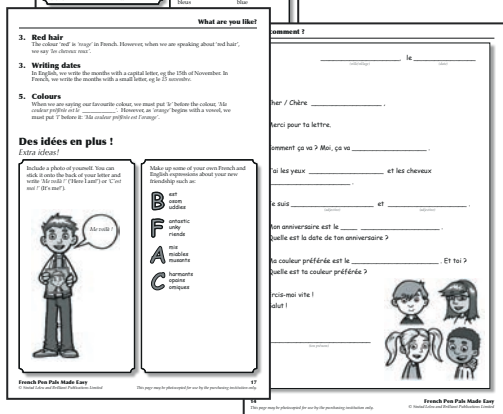
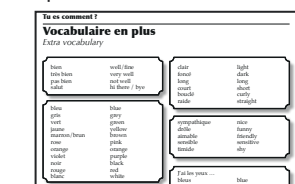
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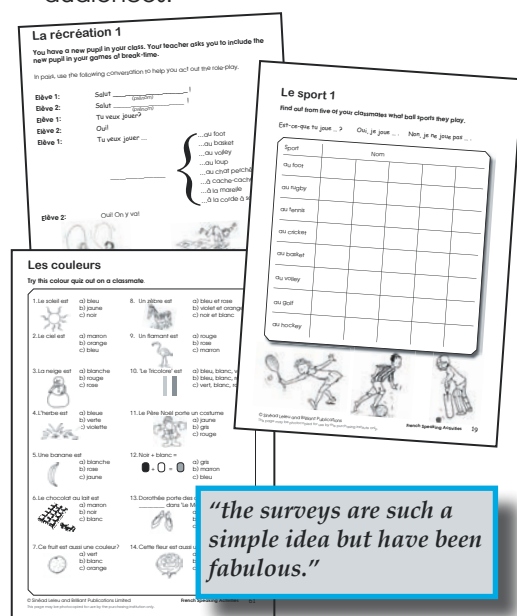
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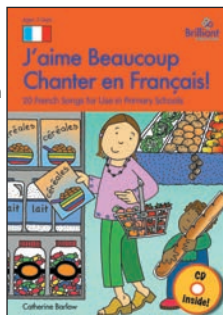
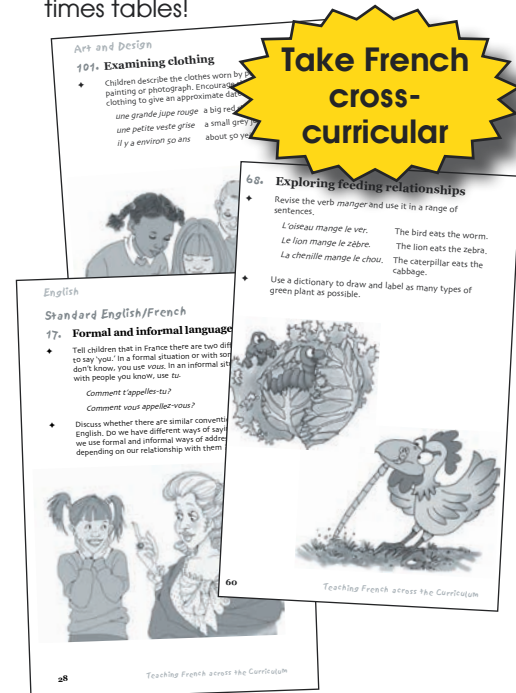
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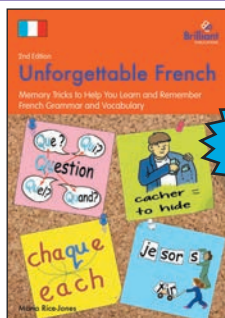
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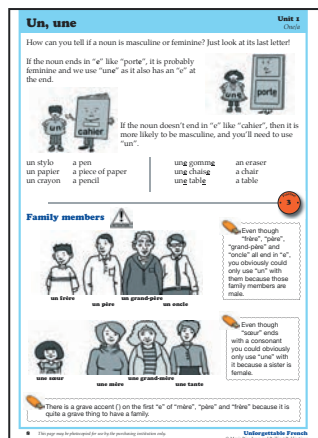
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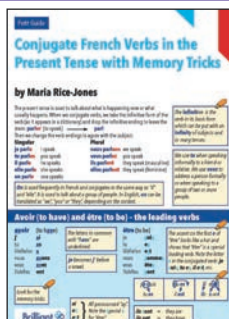


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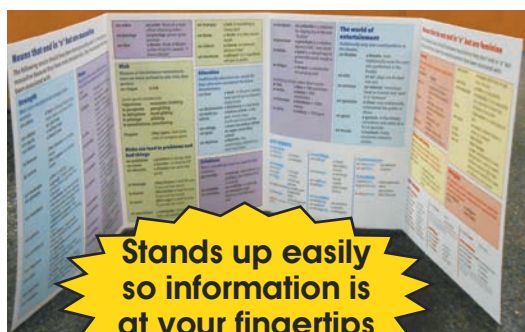


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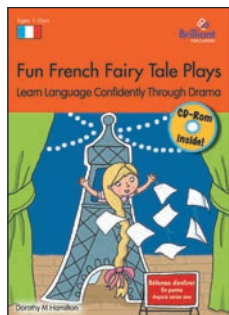
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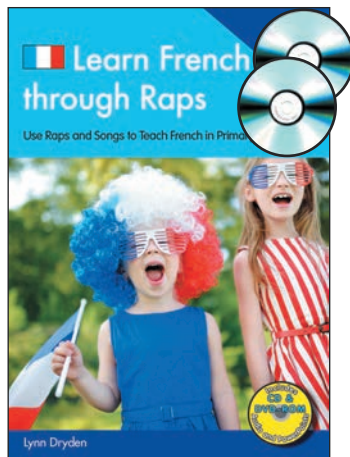


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Bonjour

Bonjour, bonjour, comment t'appelles-tu ?
Comment t'appelles-tu ? Comment t'appelles-tu ?
Bonjour, bonjour, comment t'appelles-tu ?
Je m'appelle Julie. (x2)

Bonjour, bonjour, quel âge as-tu ?
Quel âge as-tu ? Quel âge as-tu ?
Bonjour, bonjour, quel âge as-tu ?
J'ai onze ans. (x2)

Bonjour, bonjour, où habites-tu ?
Où habites-tu ? Où habites-tu ?
Bonjour, bonjour, où habites-tu ?
J'habite à Londres. (x2)

Questions
bonjour hello
Comment t'appelles-tu ? What's your name?

Learn French through Raps
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Bonjour

Teacher's notes

Introduction
This fun song is good for French beginners as it teaches quite a lot in a very easy way. It works really well on a French day with all key stages. I have even used Key Stage 3 pupils to teach it to younger pupils.

I don't show pupils the words when introducing them. After they are confident at saying the phrases, show them the PowerPoint. You will find that most classes can read the words accurately immediately. See if your pupils can answer the questions on the last three slides on the PowerPoint.

Development

- When taking the register, say *Bonjour* to each pupil and have them respond likewise. Finish the activity with everyone saying, *Bonjour Madame/Mademoiselle/Monsieur* to the teacher as a class. This activity can be developed by adding extra questions if necessary, but it has to be quick or it becomes boring.
- Your pupils can prepare a very simple piece of written work using their own drawings to illustrate their work (see example below). Their information can be made into a class book for people to read or simply be done in their exercise book.

Je m'appelle Zoë.

J'ai 6 ans.

J'habite à Cramlington.

Full colour PowerPoints
with embedded audio
make lesson planning
and delivery easy

Bonjour, bonjour, comment t'appelles-tu ?

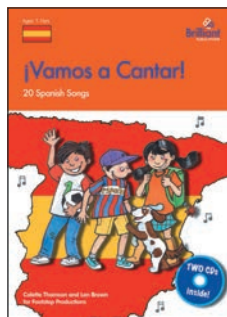
Comment t'appelles-tu ? (x2)



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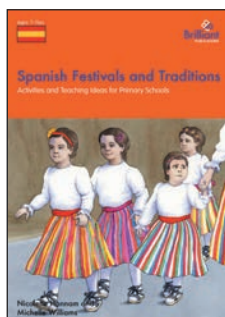
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Click the speaker to play, pause or rewind the audio file

Everything you need to get started!



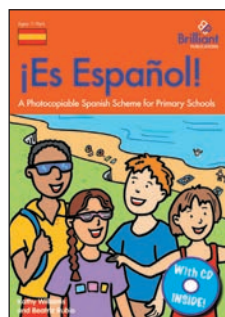
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- Help pupils explore the patterns and sounds of Spanish through these specially written, catchy songs
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- Songs sung on CD by Spanish children.



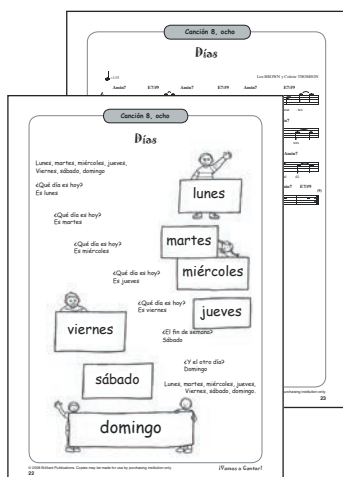
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- Learn related vocabulary, create scenes, sing songs, and design posters.



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- This flexible scheme is ideal for the non-specialist MFL teacher, especially in Year 3 and Year 4
- Clearly laid out lesson plans make planning and delivering lessons easy
- Attractive pupil pages help to consolidate learning
- CD models all the language introduced and includes traditional Spanish songs
- Topics range from animals, family and food to numbers, weather and holidays.



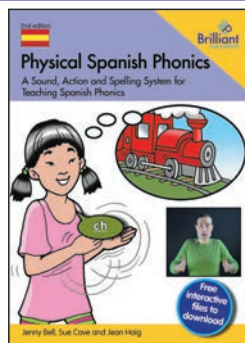
"Books are attractive and with bright, bold colour schemes. They feel user friendly and allow for easy photocopying for games and activities."

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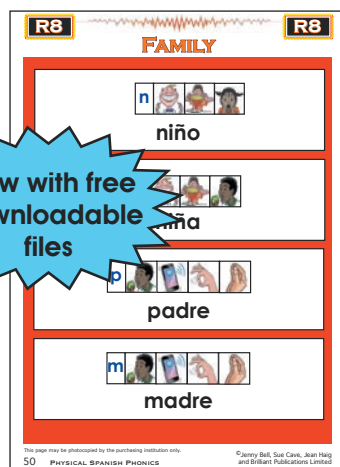
- This multisensory approach to teaching Spanish phonics uses 20 sounds (phonemes) and associated graphemes and actions
- For each phoneme, students learn an action, as well as the graphemes associated with that sound
- The comprehensive, full-colour teacher's guide contains practical advice, activities and guidance, along with photocopiable games and colourful reference sheets
- The free downloadable files contain:

- Video clips of Spanish speakers saying each sound and performing the associated action
- Video clips of Spanish speakers saying and acting out key words, carefully selected to introduce all the Spanish phonemes
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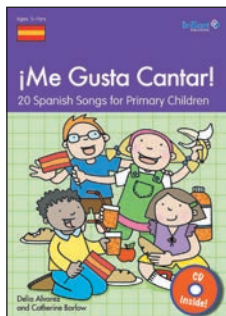


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Download the author's PowerPoint from the ¡Me Gusta Cantar! book page on our website. It has tips for using songs to teach Spanish

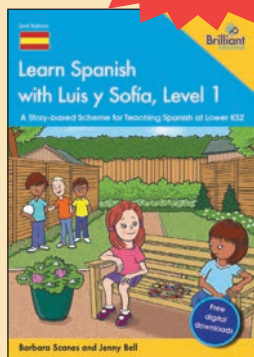
- These 20 catchy songs will make learning Spanish fun
- Songs use well-known tunes so that children (and you!) can concentrate on learning the lyrics
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- CD contains recordings of all the songs sung by a native Spanish speaker, as well as music tracks to enable 'karaoke' performances.

		Medios de transporte <i>(Sing to the tune of "The wheels on the bus")</i> Voy a Madrid en un avión Un avión, un avión Voy a Madrid en un avión todo el día. Voy a Madrid en un coche Un coche, un coche Voy a Madrid en un coche todo el día. Voy a Madrid en una bici Una bici, una bici Voy a Madrid en una bici todo el día. Voy a Madrid a caballo A caballo, a caballo Voy a Madrid a caballo todo el día. Voy a Madrid en el metro El metro, el metro Voy a Madrid en el metro todo el día. Voy a Madrid en un barco Un barco, un barco Voy a Madrid en un barco todo el día. Voy a Madrid en un taxi Un taxi, un taxi Voy a Madrid en un taxi todo el día. Voy a Madrid en un cohete Un cohete, un cohete Voy a Madrid en un cohete todo el día. 32 ¡Me Gusta Cantar! This page may be photocopied for use by the purchasing institution only. © Delia Alvarez, Catherine Barlow and Brilliant Publications Ltd	

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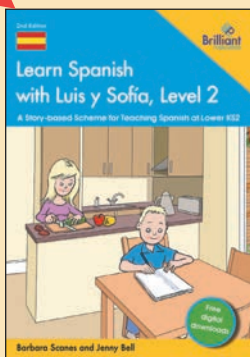


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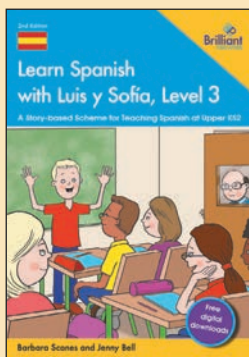


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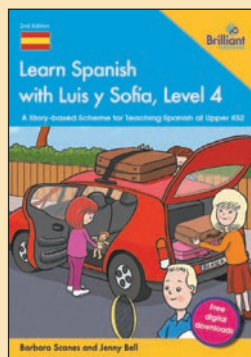


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- ✓ Enable key vocabulary to be learned in context
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What is in the teacher's book?

Lesson plans based on the stories with ideas for developing reading, writing, listening and speaking

Story scripts for pupils to act out and reinforce language

Grammar boxes to support the non-specialist

Treinta y un invitados

Cinco minutos de español

Play the story (Audio Track 15), pausing as necessary. Ask the pupils if they understood any of the story. Could they work out any of what was happening?

Ejercicio 1 - Escuchar

Play the story (Audio Track 15), pausing as necessary. Ask the pupils if they understood any of the story. Could they work out any of what was happening?

Ejercicio 2 - Escuchar y Leer

Display the audio transcript of the story in the WB. Click on the words in the transcript to hear what the characters are saying. The pupils can then write the words in the gaps. This is a listening and reading exercise. The pupils can then write the words in the gaps. This is a listening and reading exercise.

Ejercicio 3 - Escuchar y Hablar

Display the audio transcript of the story in the WB. Click on the words in the transcript to hear what the characters are saying. The pupils can then write the words in the gaps. This is a listening and reading exercise. The pupils can then write the words in the gaps. This is a listening and reading exercise.

Vocabulario

Play the story (Audio Track 15), pausing as necessary. Ask the pupils if they understood any of the story. Could they work out any of what was happening?

Treinta y un invitados

¡Es guay!

Use one of these opinions to say how you feel about the following things:

¡Es guay! ¡Es genial! ¡Es muy guay! ¡Es un roñón!

me llamo

¿El fútbol? ¿El tenis? ¿El baloncesto? ¿El críquet? ¿El rugby? ¿El béisbol? ¿La tele? ¿La música pop? ¿La pizza? ¿El colegio?

Gramática

Animals/plural nouns

In this unit we meet the plural forms of some animals. In Spanish, the plural of nouns is normally formed by adding 's' to the singular form. However, there are some exceptions. The plural of nouns ending in 's' or 'z' is formed by adding 'es' to the singular form. For example:

gato (cat) gatos (cats)
ratón (mouse) ratones (mice)
ratón (mouse) ratones (mice)

Self-assessment sheet

At the end of this unit I can...

me llamo

understand when asked if I have a pet
say which pet I have
ask someone which pet they have
say I love/dislike/hate an animal
say which animal I would like to have

Interactive sentence builder activities reinforce grammar

LEARN SPANISH with Luis y Sofia

Unidad 1 – Tengo un gato

Make as many sentences as you can.

Choose your sentence and see if it is correct!

tengo

diez

ponis

rojos

un

conejos

marrones

trece

ratas

amarillo

cuatro

gato

verdes

dieciséis

peces

naranja

catorce

perro

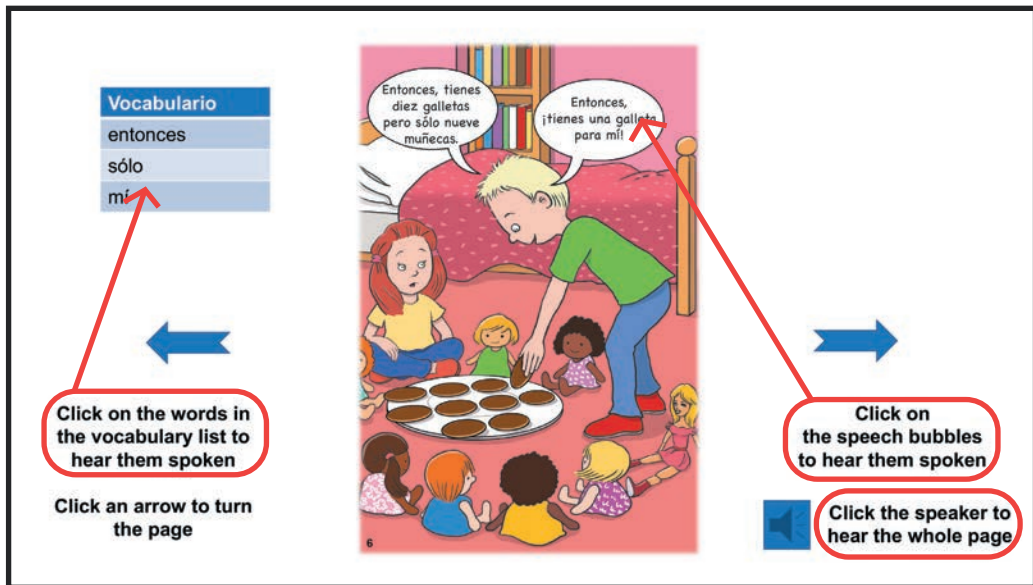
rojo

Reset question

Audio-enhanced e-storybooks

Look, listen and learn on the IWB

Versatile, easy-to-use, PowerPoints of each book with embedded vocabulary and dialogue enable you to enrich your pupils language learning experience. Look at the pages below to see how you can use the e-storybooks.



Vocabulario

entonces
sólo
mi

Entonces, tienes diez galletas pero sólo nueve muñecas.

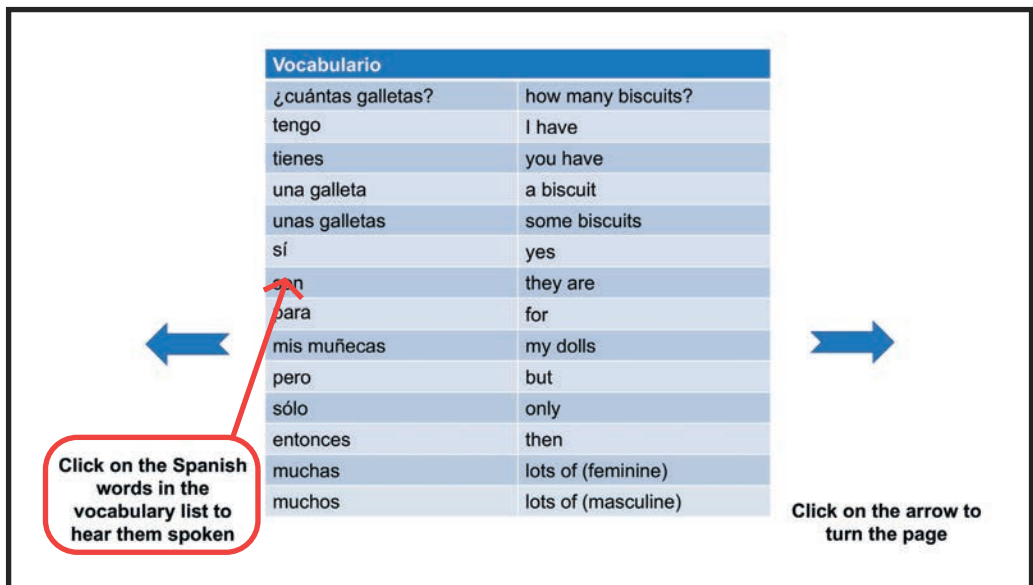
Entonces, ¿tienes una galleta para mí?

Click on the words in the vocabulary list to hear them spoken

Click on the speech bubbles to hear them spoken

Click the speaker to hear the whole page

Click an arrow to turn the page



Vocabulario

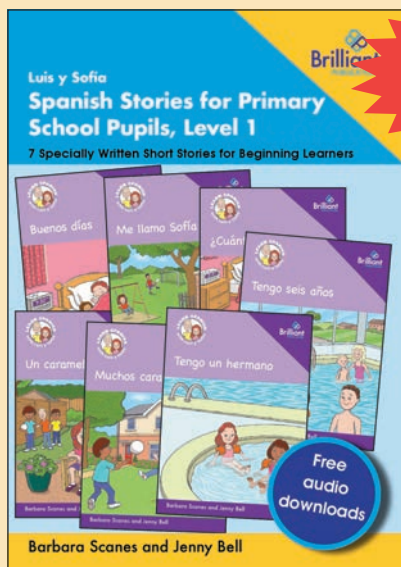
¿cuántas galletas?	how many biscuits?
tengo	I have
tienes	you have
una galleta	a biscuit
unas galletas	some biscuits
sí	yes
son	they are
para	for
mis muñecas	my dolls
pero	but
sólo	only
entonces	then
muchas	lots of (feminine)
muchos	lots of (masculine)

Click on the Spanish words in the vocabulary list to hear them spoken

Click on the arrow to turn the page

Stories for sharing

The *Luis y Sofia* stories are available as convenient anthologies, each with 7 stories.



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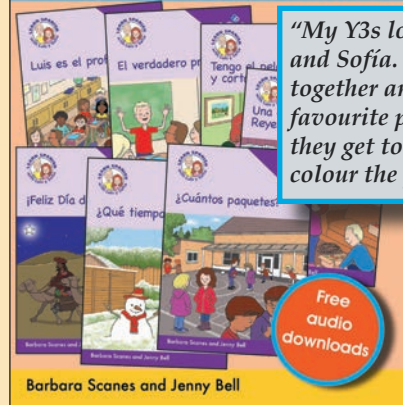


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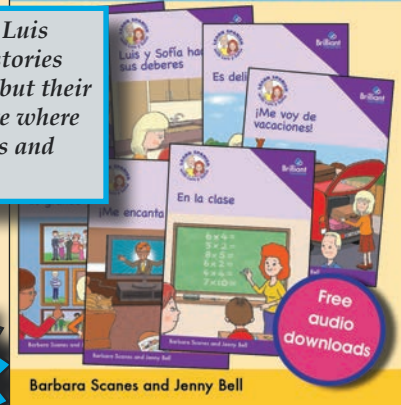


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Leveled storybooks

The *Luis y Sofia* storybooks are ideal for use in Spanish guided reading sessions. The 8-page stories all have a twist at the end that will keep your pupils engaged. The graduated levels of difficulty help build confidence while increasing comprehension and fluency.

From Level 1
Buenos días
Story 1

Audio-enhanced versions of stories supplied as downloadable files to enable them to be displayed on IWB for whole class/group guided reading lessons

Repetitive phrasing and simple sentences embed vocabulary and grammar

Engaging, full-colour illustrations bring characters to life

Vocabulary builds throughout the series, providing children with words they can use in speaking and writing activities

Relevant story topics with humorous exploits make reading the stories in Spanish enjoyable and memorable

Original, fun stories written entirely in Spanish

Grammatical structures, introduced progressively throughout series, provide pupils with the tools they need to speak with increasing confidence and fluency

Vocabulary list at back of each story introduces new words and phrases

Vocabulario

Luis es el profesor
Luis está en la clase
el profesor (al profe)
en la clase
Luis dice
explicadme
soy
vuestro
repetid
señor
hay que decir
los niños copian a Luis

Luis is the teacher
Luis is in the classroom
the teacher (mou)
in the classroom/lesson
Luis says
listen to me (plur)
I am
your (plural)
repeat (plural)
Mr/Sir
you must say
the pupils copy Luis
so-so

Luis y Sofia – a challenge

Colour in the picture and write what you think the children are saying in the speech bubbles. (This page may be photocopied.)



Challenge pages at the end of each book provide opportunities for practising writing

From Level 3
Luis es el profesor
Story 1



Move beyond simple vocabulary and focus on creating sentences



Spanish Pen Pals Made Easy
978-1-905780-42-6
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- Provides a real purpose for reading and writing Spanish
- Contains 'fill-in-the-gap' template letters to build pupils' confidence and make letter writing easy
- Additional vocabulary and extension ideas make it easy to create new sentences
- Instills confidence and helps to foster positive attitudes towards learning.

[¡Digame presentarme!]
Vocabulario adicional
Extra vocabulary

el infante los deportes el balón el baloncesto la pelota los deportes los deportes los deportes	infant sports ball basketball marble athletics athletics athletics	la música rock la música clásica el cine los películas de acción la novela los deportes los deportes	rock music classical music cinema action movies the novel sports sports
el chocolate los caramelos la coca cola los refrescos la pizza los refrescos los refrescos de frutas los refrescos de frutas	chocolate caramels cola soft drinks pizza soft drinks soft drinks soft drinks	(el) Papá (el) Papá (el) Papá (el) Papá (el) Papá (el) Papá (el) Papá (el) Papá	(el) Papá (el) Papá (el) Papá (el) Papá (el) Papá (el) Papá (el) Papá (el) Papá

Puntos adicionales

[¡Digame presentarme!]
Let me introduce myself!

El nombre 'He' before a masculine word such as
the plant such as

La madre 'He' before a feminine word such as
the plant such as

Las manos 'He' before a masculine word in
the plant such as

Las manos 'He' before a feminine word in
the plant such as

Ideas adicionales!
Extra ideas!

Include a map of your country showing
where you live. Write 'to this map?' if
you live and draw an arrow pointing to
where you live.

(To this map?)

Draw or include pictures of
anything that you think is
particular to your country
such as a statue, a dish, a tree
or a festival.

La bandera
república

1. el color
2. el color
3. el color

Spanish Pen Pals Made Easy



Spanish Speaking Activities
978-1-905780-68-6
90 pages. £18.99
pdf £15.00

- Help your pupils to engage in meaningful conversations with these easy-to-use surveys, role-plays, presentations, quizzes, and games
- Encourage pupils to practise speaking autonomously and facilitate oral communication
- Provides opportunities for presenting ideas and information orally to a range of audiences.

"... Y3 and Y4 mentioned conducting surveys from Spanish Speaking Activities as a favourite activity."

El tiempo y la ropa 1
Draw lines to match the word with the clothes.

La ropa

Una camiseta	Una chaqueta	Una camiseta
Un jersey	Una chaqueta	Una camiseta
Un pantalón	Una chaqueta	Una camiseta
Una chaqueta	Una chaqueta	Una camiseta
Una chaqueta	Una chaqueta	Una camiseta
Una chaqueta	Una chaqueta	Una camiseta
Una chaqueta	Una chaqueta	Una camiseta
Una chaqueta	Una chaqueta	Una camiseta
Una chaqueta	Una chaqueta	Una camiseta
Una chaqueta	Una chaqueta	Una camiseta

La comida
Find out what food your classmates like and dislike.

(To gusto - Si, me gusta. No, no me gusta or no me gusta.
For example: Si, me gustan papas. No me gustan tomates. (cucumbers and tomatoes - plural) Si me gusta helado. No me gusta helado. (ice cream - singular)

Nombre	Si, me gusta	No, no me gusta	Si, me gusta	No, no me gusta	Si, me gusta	No, no me gusta

Si, me gustan las manzanas. No, no me gustan las manzanas. No, no me gustan las manzanas.

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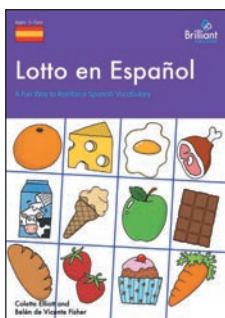


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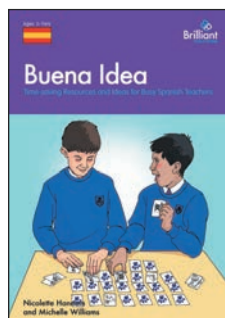
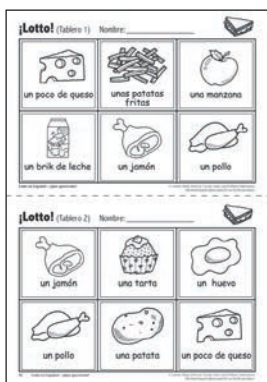


"When I asked Y5 for highlights ... the game, Super Sporty Week, comes from Juguemos Todos Juntos and is a firm favourite."



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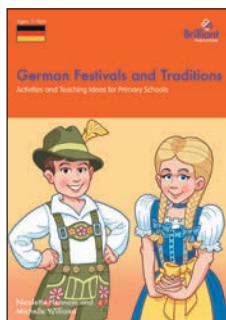
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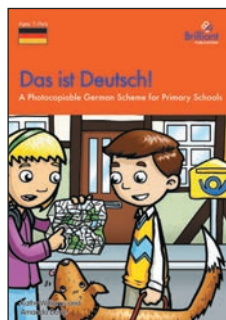
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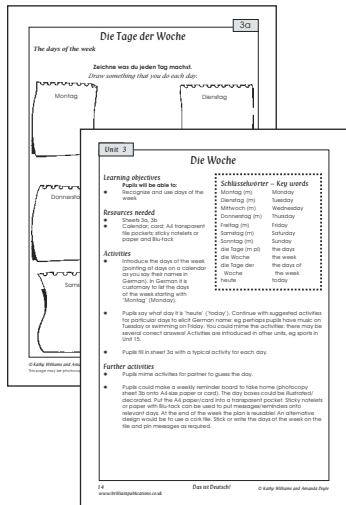
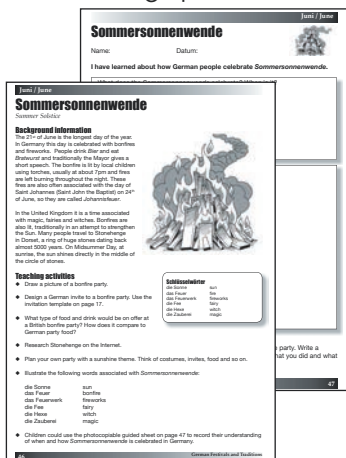
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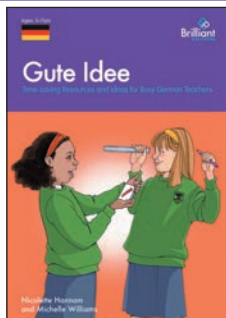
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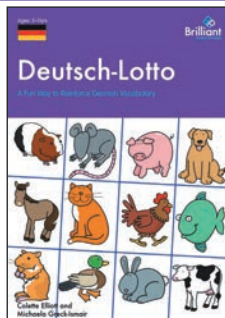
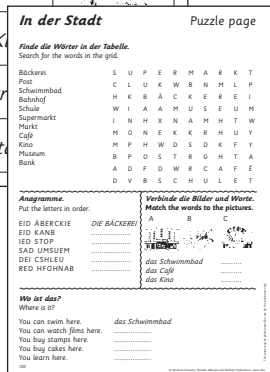
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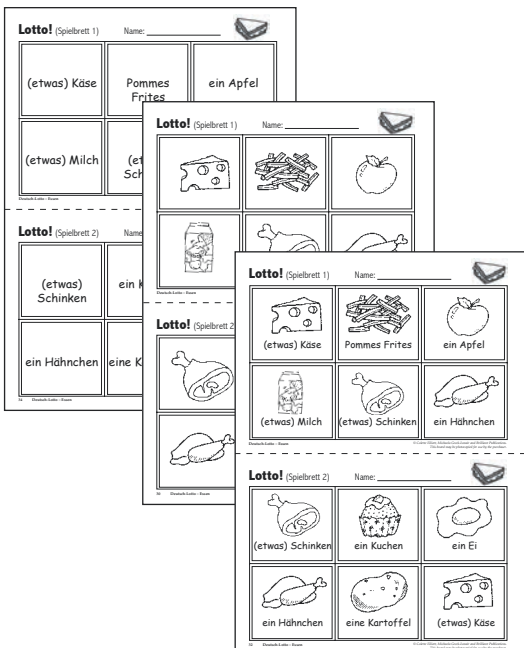
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In der Stadt	Key vocabulary
die Bäckerei	the bakery
die Konditorei	cake shop
die Post	the post office
das Schwimmbad	the swimming pool
der Bahnhof	the railway station
die Schule	the school
der Supermarkt	the supermarket
der Markt	the market
das Café	the cafe
das Kino	the cinema
das Museum	the museum
die Bank	the bank
der Strand	the beach
Wo wohnst du?	Where do you live?
Ich wohne in Leeds	I live in Leeds
In meiner Stadt gibt es ...	In my town there is ...



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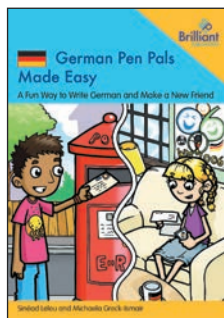
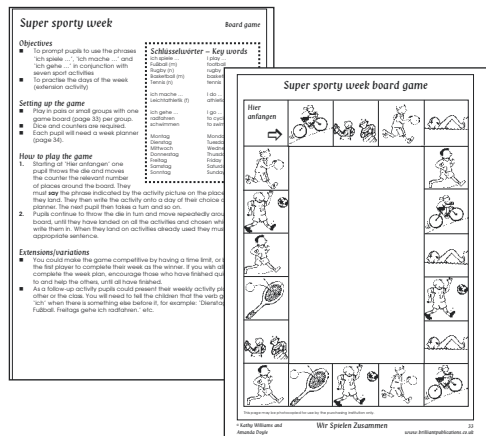
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Move beyond simple vocabulary and focus on creating sentences



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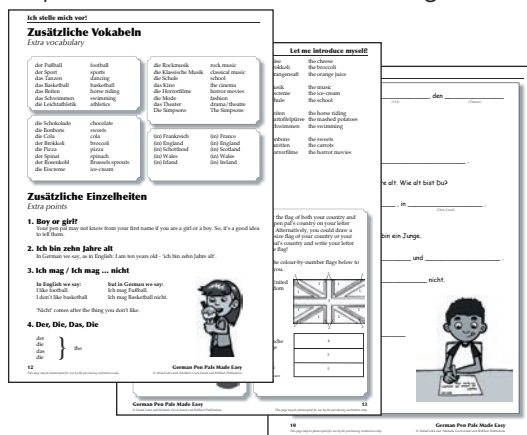
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