



Teaching Type: Intermediate

Unit: LA ROPA

Unit Objective: To describe what clothes you are wearing by colour in Spanish

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

- Recognise and recall from memory 21 items of clothing.
- Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing.
- Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.

Skills we will develop:

To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -ar verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.

Activities we will complete:

Lots of speaking, reading and written activities to learn the 21 nouns and appropriate articles for clothes (wordsearches, word puzzles and cross words). Plus extended listening and reading tasks. Spoken and written scaffolded activities that will support us in saying what we wear in different scenarios. A final creative activity where we will pack a suitcase for a holiday allowing us to revise the possessive adjective "my" and describing our clothes by colour.

Grammar we will learn & revisit:

Verbs, possessive adjectives, gender, definite/indefinite articles & adjectival agreement. The possessive adjectives for the word 'my' in Spanish and gender of nouns will be revisited before the whole verb conjugation of the regular 'ar' verb LLEVAR is introduced. Adjectival agreement is also revisited and extended using colours.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the Early Learning units and in particular colours and simple adjectival agreement (nationality in 'Me Presento').
- Understand better that nouns have gender and this has an impact on other words in a sentence – like the spelling of the adjective.
- Understand better the differences between definite and indefinite articles. • The vocabulary to describe weather.

Phonics & pronunciation we will see:

Recommended phonics focus: GA GE GI GO GU

- **GA** sound in gafas
- **GO** sound in gorra & abrigo
- **GU** sound in guantes
- **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 guan-tes, a-bri-go, blu-sa, san-da-lias and cha-que-ta.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lle-váis. • **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 baño. •

Vocabulary we will learn & revisit:

Revisiting colours and the vocabulary to describe weather. Learn the 21 items of clothing and the full conjugation for the regular 'ar' verb llevar to wear. All listed in the Vocabulary Sheet.