

Unit 2 La familia y los amigos

About the unit

In this unit pupils learn to talk and write about their family, friends and pets, and how to describe their appearance.

New language content:

- third person singular and all persons plural of regular *-ar* and *-ir* verbs
- possessive adjectives
- asking questions with *¿Cómo?* *¿Cuánto?* and *¿Quién?*
- irregular verbs *tener*, *ser* (all persons)
- definite article
- agreement of adjectives
- intensifiers (*muy*, *bastante*)
- numbers 1–100

New contexts:

- other people
- descriptions of family, friends, pets
- nationalities
- Christmas, fiestas

Alternative contexts: other information about themselves; school; town.

This unit is expected to take 12–15 hours.

Where the unit fits in

Pupils have already learnt basic language for talking and writing about themselves. Their grammatical and lexical knowledge is extended in this unit to enable them to understand and talk about their family and pets. This unit develops the concept of verb endings and making agreements. It introduces further question words.

Expectations

At the end of this unit

most pupils will: understand and respond to descriptions of family members, including basic appearance and nationality; talk and write about families, friends and pets; count up to 100; spell some words from this unit; be more confident in their use of dictionaries to help them understand language and find new words; distinguish between *¿Quién?* *¿Qué?* *¿Cómo?* and *¿Cuántos/as?*; understand when and how to use different verb endings; distinguish between definite and indefinite articles

some pupils will not have made so much progress and will: understand, with support, simple questions and answers about family members and pets; express themselves using short phrases and a limited number of adjectives

some pupils will have progressed further and will: use a range of questions and answers in a conversation; read short passages and infer meanings from contexts; write a passage of Spanish, using a range of adjectives

Prior learning

It is helpful if pupils already know:

- the Spanish words for classroom objects
- numbers 1–31
- the alphabet in Spanish
- the gender of nouns already learnt
- the indefinite article
- how to make nouns plural
- the terms *masculino*, *feminino*, *plural*, *verbo*

Resources

Resources include:

- pictures of people
- pictures of animals
- map showing countries where Spanish is spoken
- cards with descriptions of people or animals and corresponding pictures
- PCs and word-processing software
- scanner
- access to the internet

Out-of-school learning

Pupils could:

- research the celebration of saints' days and birthdays in Spanish-speaking countries
- find out how many British names they know have a Spanish equivalent
- work out how they would spell their name using Spanish graphemes/phonemes

Future learning

- Pupils will reuse language relating to their daily routine and school life in unit 3 'El horario', which will consolidate knowledge of the present tense. The grammar covered in this unit lays the foundation for irregular verbs and radical-changing verbs.
- There is further work on character and descriptions in unit 7 'Nos presentamos' and unit 13 'Nosotros, los jóvenes'.

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**1**

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| <ul style="list-style-type: none"> • to ask and answer questions about the name and age of family members and pets, including using negatives • to recognise and use the possessive adjectives <i>mi, tu, su</i> | <ul style="list-style-type: none"> • Remind pupils of first and second persons of verbs from unit 1 '¡Hola!' and practise with a question and answer session before progressing to the third person singular: <i>¿Cómo se llama? ¿Cuántos años tiene? ¿Cuándo cumple años?</i> • Play games like 'Battleships' and 'word bingo' to help pupils guess words in an enjoyable way – thus practising new vocabulary. • Give pupils cue cards with information about one member of a 'family'. They must then find the other members of their 'family', eg a family of aliens. Show how language learnt in one context can be transferred to another by teaching <i>¿Cuántos hermanos tienes? ¿Cuántas personas hay en tu familia?</i> | <ul style="list-style-type: none"> • talk about close family and their ages and say how many brothers and sisters they have, eg <i>Háblame de tu familia. ¿Tienes hermanos/un animal doméstico? Tengo un perro pero no tengo gato. Tengo una hermana. Soy hijo/la única/la.</i> • respond to questions about family using the correct form of the possessive adjective in the singular. <i>En mi familia Mi perro se llama</i> | <ul style="list-style-type: none"> • Teachers need to be sensitive to the possible range of non-traditional family structures. An alternative idea is to use families from familiar TV series. • Revise the alphabet by spelling names. • Revise numbers 1–31 to teach the ages of brothers and sisters. |
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| <ul style="list-style-type: none"> • that verbs have an infinitive, and what this means • when and how to change the endings of the verb to create all persons of <i>-ar</i> and <i>-ir</i> verbs • the irregular verb <i>tener</i> • that learning the pattern for one verb enables them to use many other verbs | <ul style="list-style-type: none"> • Practise orally the plural forms of <i>llamarse</i>. Pupils could work in pairs and synchronise their answers. <i>¿Cómo os llamáis? Nos llamamos A y B.</i> Pretend to be hard of hearing and ask the question in the third person plural <i>¿Cómo se llaman?</i> to which the whole class responds accordingly. • Pupils should try to infer rules for endings. • Continue the same activity using the verb <i>cumplir</i>. • Having clearly established the verb endings orally, use cards to demonstrate them visually. Ask pupils to sort out the different persons of the verb from jumbled verb endings displayed on an OHT. • Practise the endings of <i>tener</i>, but point out that it is an irregular verb. | <ul style="list-style-type: none"> • hear and see the different endings of <i>-ar</i>, eg <i>llamarse</i>, and <i>-ir</i> verbs, eg <i>cumplir</i> • understand that these endings indicate different persons • understand the concept of irregular verbs | <ul style="list-style-type: none"> • In the first activity emphasise the subject pronouns initially, but start to use normal intonation as pupils begin to understand. • For the fourth activity pupils could use ICT to create their own verb cards, altering font, size, etc to emphasise endings. • Pupils will remember the pattern of endings for regular verbs if they learn these by heart. • Avoid explanation of radical-changing verbs until unit 3 'El horario'. |
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Any activities marked ▲ might be better suited to higher-attaining pupils

Pupils should learn:

Pupils:

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| <ul style="list-style-type: none"> • to use the definite article in simple descriptions of family and pets • how to make adjectives agree with the noun they qualify • the verb <i>ser</i> to describe appearance • to use the intensifiers <i>muy</i> and <i>bastante</i> | <ul style="list-style-type: none"> • Teach the definite article by describing parts of the face. • Use photographs or pictures of people to teach physical descriptions. Choose nouns and adjectives ending in -o and -a before progressing to nouns ending in -e or a consonant. Teach the nouns for common pets and colours. • Pupils write descriptions of members of their family, other people or pets, using photographs or pictures cut out of magazines as illustration. Pupils could scan photos into a word-processed document. • Reinforce the use of <i>tener</i> to describe hair, eyes, and other facial features. If appropriate, add the intensifiers <i>muy</i> and <i>bastante</i>. • Pupils carry out a year-group survey of hair, eyes, etc and present the results in the form of a graph. | <ul style="list-style-type: none"> • describe their own family, other people or pets, eg <i>Describe a tu hermana. Es pequeña. Se llama ... y tiene siete años. Tiene los ojos verdes y la nariz bonita. Describe a tu animal. Es alto/bajo/grande/negro/blanco.</i> • use the definite article accurately • make appropriate agreement of adjectives and use the intensifiers <i>muy</i> and <i>bastante</i> appropriately | <ul style="list-style-type: none"> • Stress endings that indicate gender: this will help pupils to grasp the notion of agreement. • Point out the use of the personal <i>a</i> in Spanish. • Pupils often concentrate better when the topic relates directly to their own experience. • Displays created using ICT can be saved and presented as models for other classes. |
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| <ul style="list-style-type: none"> • the words for different nationalities | <ul style="list-style-type: none"> • Use a map to show the countries where Spanish is spoken, and teach the words for nationalities. Begin with words ending in -o and -a, then introduce <i>és/esa</i> and words for other forms. • Extend this activity to include all nationalities represented in the class. • Reinforce all persons of the -ar verb using <i>hablar</i>, eg <i>¿Qué idioma hablas? ¿Cuántos idiomas hablas?</i> | <ul style="list-style-type: none"> • ask what nationality someone is, and say their own, using regular and irregular agreements accurately | <ul style="list-style-type: none"> • Develop pupils' understanding of adjectival agreements and irregularities by discussing different forms of endings. |
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| <ul style="list-style-type: none"> • to read for enjoyment and information short passages about famous people or about animals | <ul style="list-style-type: none"> • Prepare cards with short descriptions of people or animals, which pupils match up to pictures, eg <i>Es un animal muy grande. Es gris. Tiene una boca enorme. Vive en Africa.</i> • Some pupils may need to start this activity with single words such as <i>grande, gris</i>, and then progress to short sentences. ▲ Some pupils could write similar descriptions themselves. | <ul style="list-style-type: none"> • read short passages and infer meanings of new words | <ul style="list-style-type: none"> • If pupils have their own vocabulary book, they could note down words they have learnt. Show them how to set out new vocabulary to aid memorisation. • Pupils should be used to compiling their own glossaries from their work in English. |
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| <ul style="list-style-type: none"> • to understand and use numbers up to 100 | <ul style="list-style-type: none"> • Play more sophisticated games and set problems, using calculators and telephone numbers. Revise the ages of older family members. Revise classroom objects and school vocabulary with higher numbers. Consolidate the use of <i>hay</i>. | <ul style="list-style-type: none"> • react to numbers quickly and use them with increasing confidence |
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Any activities marked ▲ might be better suited to higher-attaining pupils

Pupils should learn:

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| <ul style="list-style-type: none"> to spell more complicated words | <ul style="list-style-type: none"> Link the new context to unit 1 '¡Hola!' by asking pupils to fill in an identity card on the computer (with photograph). Pupils needing support can repeat the spelling of names following the Spanish assistant or a tape recording until they become more confident. ▲ Pupils could interrogate each other and fill in the cards according to the information they receive, asking for correct spellings. Pupils could revise vocabulary by writing three or four words in different categories, eg days, school equipment, and asking for spellings they cannot remember. 'Hangman' is useful here too. | <ul style="list-style-type: none"> are more confident about spelling words correctly, using accurate pronunciation of letters and words | <ul style="list-style-type: none"> Making identity cards for fictitious adults will allow pupils to practise the verb form with <i>usted</i>, and to use higher numbers. |
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| <ul style="list-style-type: none"> to indicate possession | <ul style="list-style-type: none"> Revise classroom vocabulary and instructions in order to teach <i>mi/mis, tu/tus, su/sus</i>. Now that pupils know the definite article, teach the structure <i>el/la/los/las de ...</i>, using the question <i>¿De quién es/son?</i> Use pictures and captions to revise pets and family and facial features, eg <i>¿De quién es la nariz? ¡Es de mi papá!</i> Pupils could invent a 'Snap' or 'Happy families' game or 'Beetle drive' based on facial features. | <ul style="list-style-type: none"> use expressions of possession accurately respond to instructions and requests made by other pupils and the teacher | <ul style="list-style-type: none"> Although the construction 'definite article + object + <i>de</i>' is straightforward, it still causes problems for many learners, because it is different from the English possessive form. |
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End-of-unit activity

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| <ul style="list-style-type: none"> to apply the knowledge, skills and understanding learnt in this unit | <ul style="list-style-type: none"> Pupils use the internet to find articles and pictures about Christmas customs in Spanish-speaking countries. Many pupils will make connections with the Nativity play from their primary school. Pupils produce a classroom display emphasising both similarities and differences in Christmas customs. | <ul style="list-style-type: none"> are aware of different cultural traditions in the Spanish-speaking world ▲ read or produce simple descriptions of Christmas customs and fiestas | <ul style="list-style-type: none"> The research could be an out-of-school activity. ▲ Some pupils might like to make and describe a <i>piñata</i> (a globe made of papier mâché and containing small gifts). |
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Any activities marked ▲ might be better suited to higher-attaining pupils