

Education Support Pack

# Developing Spanish

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# Introduction

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# What is Kar2ouche?

Kar2ouche is a multimedia authoring tool, and is used in a series of content titles focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once children have learned to use Kar2ouche they are able to use it across a range of subjects.

## Enhancing Learning

Not only does Kar2ouche help students develop the skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know *how* as well as *what*.

<b>Information-processing skills</b>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"><li>• identify key images, text, ideas – extract what is essential</li><li>• sort the relevant from the irrelevant</li><li>• organise and where necessary prioritise ideas</li><li>• sequence events</li><li>• compare and contrast their work with the work of others</li><li>• analyse the relationship between characters</li><li>• develop cultural awareness.</li></ul>
<b>Reasoning skills</b>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"><li>• justify decisions using evidence</li><li>• make informed choices</li><li>• work out subtexts</li><li>• consider alternative perspectives/interpretations</li><li>• articulate ideas.</li></ul>
<b>Enquiry skills</b>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"><li>• work collaboratively to question text</li><li>• observe events and predict subsequent action</li><li>• consider consequences</li><li>• reflect critically on written text, their own work and the work of peers.</li></ul>

<b><i>Creative thinking skills</i></b>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> <li>• offer interpretations of texts/situations</li> <li>• create multimedia texts</li> <li>• respond imaginatively to texts/situations.</li> </ul>
<b><i>Evaluation skills</i></b>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> <li>• engage in collaborative working and dialogue</li> <li>• review, modify and evaluate work produced.</li> </ul>
<b><i>Communication</i></b>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> <li>• engage in group discussion</li> <li>• present ideas to a group</li> <li>• use visual aids and images to enhance communication</li> <li>• listen, understand and respond critically to others</li> <li>• read for meaning <ul style="list-style-type: none"> <li>– extract meaning beyond the literal</li> <li>– analyse and discuss alternative interpretations, ambiguity and allusion</li> <li>– explore how ideas, values and emotions are portrayed</li> <li>– consider how meanings are changed when texts are adapted to different media.</li> </ul> </li> </ul>

To summarise, Kar2ouche encourages students to:

- make sense of information – understand texts
- reason – interpret, justify, compare, observe and predict
- enquire – investigate multiple meanings and perspectives
- create – respond imaginatively
- evaluate – modify and improve
- communicate/articulate ideas.

# Making Your Own Activities Using Kar2ouche

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You, and your students, can use Kar2ouche in a range of contexts and number of ways. You can devise your own activities in Kar2ouche to introduce texts and ideas to students using one PC and a data projector; alternatively you might want to create partially made storyboards for individuals or pairs to use on a network. When a computer network is not always readily available, you might also use the software to create your own worksheets and handouts for students to use in the classroom.

Roughly, you can use Kar2ouche to create:

- storyboards
- animations
- publications.

## **Storyboards**

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. They can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- witness reconstructions – step by step – as if for the police
- a summary with speech bubbles or captions containing important quotations
- a storyboard with their own commentary or summary in their own words
- alternative beginnings
- alternative endings
- before and after shots
- additional episodes
- alternative interpretations of a key moment where the text is ambiguous
- outlines of structure
- explorations of subtext through the use of thought bubbles
- illustrations of the difference between what people say and what they may think with reference to evidence
- presentations for class

- illustrations of alternative points of view/debate
- imagined meetings between characters
- photographs/freeze frames for a particular moment
- a proposal for a new film/advert/documentary etc to be presented to a board of executives.

In all of these, students can add sound, their own digital images, special effects and recordings of their own voices.

**If time is limited, you can partially complete storyboards that students complete in the lesson.**

Partially completed storyboards may comprise, for example:

- the first and last frame – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption window – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz – ‘who says what?’, ‘what happens next?’ etc.

Alternatively students can create their own incomplete storyboards for others to complete – this could be a sort of consequences game – what happens next?

## **Animations**

Students who have access to Kar2ouche out of class time, can enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below *can also be created as still storyboards*. Students may be told that they have been commissioned to create a:

- news programme
- documentary
- TV chat show
- TV interview
- film trailer
- opening sequence of a film or credits (representing a particular genre)
- advertisement
- musical score
- fashion show, to show fashions of the time.

**Publications**

As a plenary, students can either present their storyboards to the class using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche or copy into a word-processing/desktop publishing program. Within Kar2ouche you can produce a template for students who need the help of a scaffold.

The sorts of publications could include:

- a newspaper front page – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels
- estate agents' details
- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads
- advertising posters
- 'wanted' posters
- guides
- catalogues
- book and magazine covers.

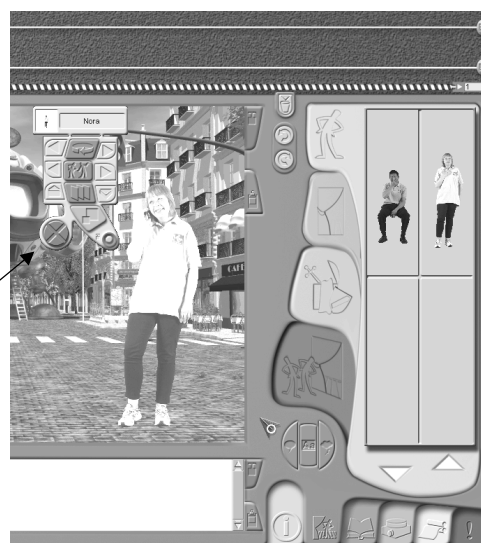
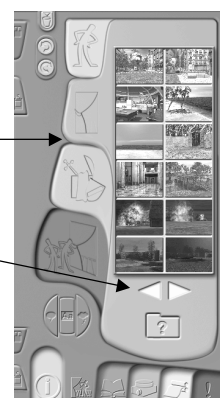
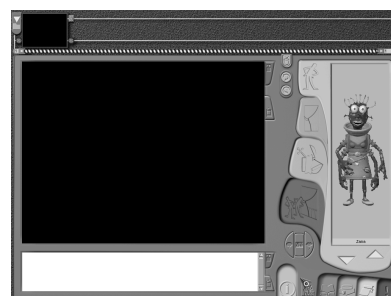
In all of these activities students may be asked to consider audience and purpose. You can stipulate this audience. As you get used to the software you'll find the possibilities almost endless.

# If You Haven't Used Kar2ouche Before – A Starter

If pupils have not used Kar2ouche before, they should refer to the QuickStart Guide or complete the apprentice activities in *Composer*. However, a quick way of showing them the main functions is to demonstrate creating a title sheet. This introduces selecting backgrounds, adding and posing characters, introducing text boxes, as well as adding text and sound. They can pick up the other skills as they go.

## To create a title slide

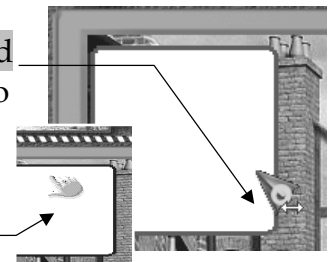
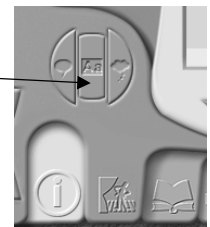
- 1 Ask pupils to open Kar2ouche – the first screen they see is the composition screen.
- 2 Next ask them to select a background by clicking on the blue background tag. They should click again to see six backgrounds and yet again to see twelve. (Do not click again otherwise they return to a single view.) They can scroll through the backgrounds using the green arrows at the bottom. Once they have browsed the backgrounds they should select one they like by left clicking on it. It will appear in the composition window.
- 3 Having selected a background, pupils should choose a character to add to the frame. They do this by clicking on the green character tab (click once more to see four characters, click again to see sixteen) and scrolling through using the green arrows at the bottom. They select the character by left clicking (holding down) and dragging it into the frame. Now for the fun. This character can be resized, posed and rotated by right clicking on it in the frame. This brings up the manipulator tool.



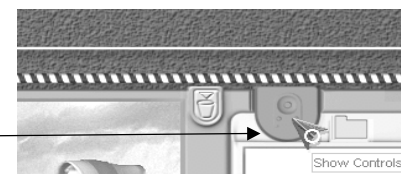
- To rotate the character pupils click on the left and right facing arrow heads at either side of the top icon.
- To repose the characters they click on the arrow heads either side of the central, characters icon.
- To resize the character pupils should left click on the blue squares at the bottom of the manipulator tool then drag the mouse towards them to make it bigger or backwards to make the character smaller.
- The bottom icon allows the layering of characters and/or props.
- The character can be moved around by left clicking and dragging.



- 4 Next ask pupils to add a text box. They can do this by left clicking on the **text box icon**. The text box will appear in the top left hand portion of the screen. Pupils can then write in their name, form and the title of the storyboard they are about to complete. If they need to make the box bigger they do this by passing the cursor over the right or bottom borders until a **double arrowhead** appears. They should then click and drag to size. To move the box to elsewhere on the screen pupils should hover over the top of the box until the **hand** appears, left click to grab it and then drag to position.



- 5 Finally, pupils could be asked to add some sound, either in the form of a sound effect or a recording of their own voice. In either case they should begin by clicking on the **text audio tab** at the bottom of the screen. Next they should click on the **show controls icon** at the top of this text audio frame. This will bring up the audio control panel.



To add a sound effect they should click on the orange folder, then select one of the sound effects offered by clicking on it and then on open. If they want to preview these sound



effects they should click on the effect and then on play. To record their own voices pupils press on the red microphone icon and speak into their microphones. To stop the recording they should press the square red button. They will be prompted to give their soundfile a name. They type this into the box and then click on save. The sound is attached to their frame.

Pupils will now know how to use the main functions of Kar2ouche. Encourage them to play in order to learn what other things it can do. For instance how to attach a soundfile to a frame ...



# This Pack

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The activities suggested for use with Kar2ouche *Developing Spanish* will help students revise and build on prior learning and complement the Key Stage 3 Scheme of Work ([www.standards.dfes.gov.uk/schemes3](http://www.standards.dfes.gov.uk/schemes3)), The MFL Framework and other courses as set out in a range of the most popular Key Stage 3 course books. For example:

- *¡Aprobada!* – Longman [www.longman.co.uk](http://www.longman.co.uk)
- *¡Así!* – Nelson Thornes [www.nelsonthornes.com](http://www.nelsonthornes.com)
- *Una aventura nueva* – Hodder & Stoughton  
[www.hodderheadline.co.uk](http://www.hodderheadline.co.uk)
- *¡Listos!* – Heinemann [www.heinemann.co.uk](http://www.heinemann.co.uk).

Kar2ouche provides you with an *open-ended* teaching and learning tool for use with your students allowing you to integrate the suggested tasks within your existing units of work. These activities provide students with alternative approaches to learning. However, because this is an open-ended tool, you are also able to devise your own activities, using the resources available, to link more specifically with current priorities, your class's abilities and existing schemes of work. It is envisaged that students will make use of dictionaries and authentic texts in researching ideas for their own storyboards.

To facilitate your planning, the contents of the Kar2ouche activity screen and storyboards are reproduced in these support materials in a shaded box. Text in italic is not included, but describes what the pupils will see or hear.

## Structure

The materials are divided into five units:

- Unit 1 Mis amigos y yo
- Unit 2 En casa
- Unit 3 Mi vida
- Unit 4 Mis pasatiempos
- Unit 5 Las vacaciones.

Each of the five units provides three *suggested* activities – Beginner, Intermediate and Advanced. These correspond roughly to the work that might be carried out in years 7, 8 and 9. However, you will be able to decide which is the most appropriate for your classes according to their ability and prior experience of the language.

Students may encounter a small number of unfamiliar verb forms in some of the instructions for the advanced activities. You might like to explain these to students according to their level of ability and experience of the language.

Each unit in Kar2ouche includes text/audio scenarios as well as wordbanks to extend your students' vocabulary and offer support as they complete the more creative tasks. These wordbanks are divided into three: Beginner, Intermediate and Advanced, and each is organised into six sections:

- Useful phrases and key vocabulary for the particular context
- Verbs – including tenses
- Opinions and attitudes
- Adjectives/adverbs
- Words relating to time, sequences and numbers
- Connectives and prepositions.

The scripts of all the scenarios are provided in Appendix 2 to facilitate your planning.

## National Curriculum and QCA references

Unit		QCA Scheme of Work	National Curriculum Spanish	MFL Framework
<b>Unit 1</b> <b>Mis amigos y yo</b>	Beginner	1 ¡Hola! 6 Pasatiempos	AT1L1/2, AT2L1/2, AT3L1/2, AT4L1/2	7W1; 7W2; 7W3; 7W4; 7S3; 7S4; 7S9; 7T2; 7T6; 7L3; 7L4; 7C5
	Intermediate	7 Nos presentamos	AT1L3, AT2L3, AT3L3, AT4L3	8W4; 8S4; 8S6; 8T5; 8L1; 8L3; 8L5; 8C5
	Advanced	13 Nosotros, los jóvenes 16 Nuestro medio ambiente	AT1L4/5, AT2L4/5, AT3L3, AT4L3	9W2; 9W5; 9S3; 9T4; 9L4;
<b>Unit 2</b> <b>En casa</b>	Beginner	2 La familia y los amigos 4 En casa 5 En el pueblo	AT1L2, AT2L2, AT3L2, AT4L2	7W1; 7W4; 7W5; 7S3; 7S4; 7S5; 7S9; 7T2; 7T5; 7T6; 7C1
	Intermediate	4 En casa 9 La salud	AT1L3, AT2L3, AT3L3, AT4L3	8W1; 8W7; 8S6; 8S8; 8T4; 8T6; 8L4; 8L5
	Advanced	13 Nosotros, los jóvenes 14 Los medios de comunicación 15 Nuestros proyectos 16 Nuestro medio ambiente	AT1L4/5, AT2L4/5, AT3L3, AT4L3	9W5; 9W7; 9S7; 9T5; 9L4
<b>Unit 3</b> <b>Mi vida</b>	Beginner	3 El horario	AT1L3, AT2L3, AT3L3, AT4L3	7W1; 7W3; 7W5; 7W8; 7S4; 7S6; 7S7; 7T4; 7T5; 7L4; 7C2
	Intermediate	4 En casa	AT1L4, AT2L4, AT3L4, AT4L4	8W1; 8W2; 8W5; 8W7; 8S4; 8S6; 8S8; 8T4; 8T6; 8L5
	Advanced	8 La comida 14 Los medios de comunicación	AT1L5, AT2L5, AT3L5, AT4L5	9W2; 9W5; 9S3; 9S7; 9T5; 9L3; 9L4
<b>Unit 4</b> <b>Mis pasatiempos</b>	Beginner	6 Pasatiempos	AT1L2/3, AT2L2/3, AT3L2/3, AT4L2/3	7W1; 7W5; 7S1; 7S2; 7S4; 7S6; 7T5; 7L2; 7L3
	Intermediate	8 La comida 9 La salud 12 Diversiones	AT1L3/4, AT2L2/3, AT3L3, AT4L3	8W2; 8W4; 8S3; 8S4; 8S6; 8T4; 8L5
	Advanced	14 Los medios de comunicación	AT1L4/5, AT2L4/5, AT3L4/5, AT4L4/5	9W3; 9W5; 9W8; 9S3; 9S7; 9T5; 9L1; 9L4;

Unit		QCA Scheme of Work	National Curriculum Spanish	MFL Framework
<b>Unit 5</b> <b>Las vacaciones</b>	Beginner	2 La familia y los amigos 5 En el pueblo	AT1L3, AT2L3, AT3L3, AT4L3	7W1; 7S1; 7S7; 7T2; 7T5; 7T6; 7L2; 7C1
	Intermediate	5 En el pueblo 11 El turismo	AT1L4, AT2L4, AT3L4, AT4L4	8W1; 8W2; 8S2; 8S4; 8S6; 8T2; 8L3; 8L5
	Advanced	13 Nosotros, los jóvenes 14 Los medios de comunicación	AT1L5/6, AT2L5/6, AT3L5, AT4L5/6	9W3; 9W5; 9S6; 9S7; 9T2; 9L1; 9L4; 9C1; 9C5

Activities not suggested for other contexts can be created using the characters, backgrounds and props. New text can be inserted into the text/audio palette by saving a word document as a .txt file.

# Unit I Mis amigos y yo

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## Overview of Suggested Tasks

**Beginner** Introducing yourself and your friends (name, age, birthday/give simple opinion about friends, etc).

**Intermediate** Describing yourself and your friends (what you look like/what sort of person you are/likes and dislikes). Describing personality (you and your friends) and opinions about people (what you think of others, etc).

**Advanced** Describing a day or evening out and giving opinions about it. Discuss a recent event using the preterite tense.



**Beginner**

# Introducing Yourself and Your Friends

## Expectations

**All students will:** understand simple questions and answers; express themselves in single words or short phrases using a limited number of adjectives.

**Most students will:** carry out a simple conversation when meeting someone; copy accurately, and spell many words correctly when writing from memory.

**Some students will:** draw on prior learning and write and speak about topics covered so far, from memory, using a fuller range of questions and sentence structures; use the wordbank, the glossary or a dictionary to extend their range of expression.

## Learning Objectives

Students should learn to:

- say hello and goodbye
- ask how someone is and say how they are
- give their name and ask someone theirs
- give their age and birthday and ask someone theirs
- understand the implications of having two words for 'you'
- introduce other people
- give opinions about others.

## Learning Outcomes

Students will:

- practise greetings – *Buenos días* and *¡Hola!*
- understand and ask others the question *¿Qué tal?*
- respond appropriately to the question *¿Qué tal?*
- practise *Me llamo; (él/ella/usted) se llama; ¿Cómo te llamas?*
- ask the questions *¿Cuántos años tienes?* and *¿Cuándo es tu cumpleaños?*
- know when to ask *¿Cuántos años tienes?/¿Cuántos años tiene usted?*

- give additional information using adjectives: *(él/ella) es aburrido/aburrida, deportista, tímido/tímida, simpático/simpática, conversador/conversadora.*

## Resources

Kar2ouche *Developing Spanish*

Incomplete storyboard **Me presento**

QuickStart Guide

Dictionaries and authentic texts relevant to the tasks

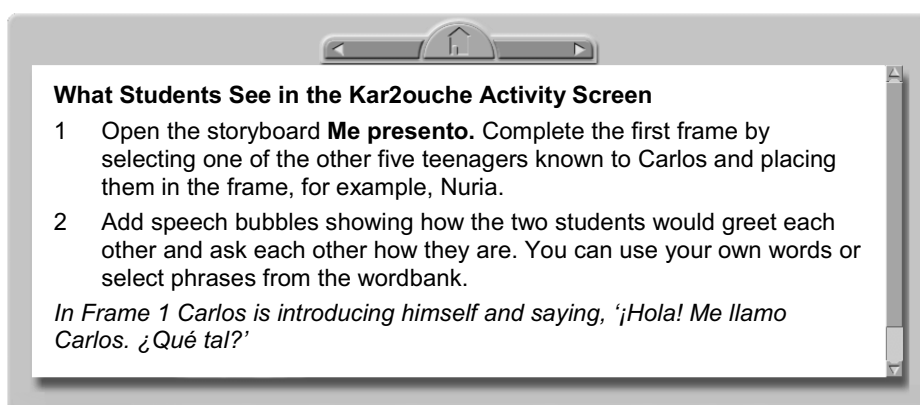
## Activity – Me presento

### Introduction

Using Kar2ouche, students are introduced to the six Spanish teenagers they will get to know throughout the subsequent units. The scene takes place outside the school on their first day. Some of the students are therefore meeting for the first time.

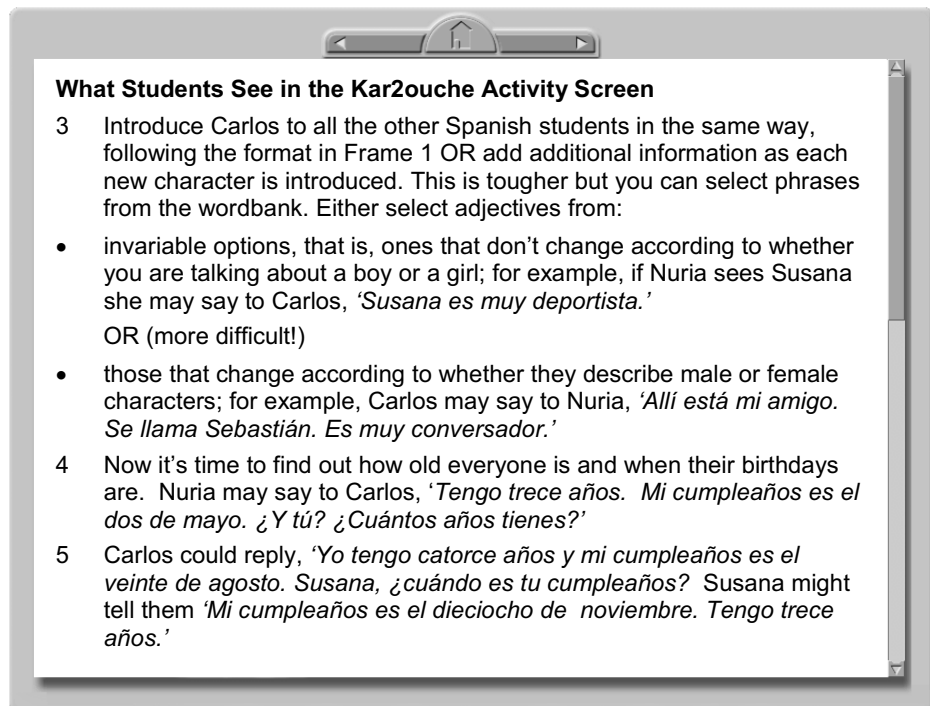
### Development

- 1 Students should open the incomplete storyboard **Me presento**. The instructions for what they need to do are provided in the activity screen. Students can flick easily between the storyboard frame and the instructions by using the tabs at the bottom. If you haven't already covered it, you will need to talk to them about the appropriate responses to, '¿Qué tal?' and also about how to ask someone's name.



- 2 Students then choose whether to carry on and complete the storyboard by copying the original format or by being more adventurous. If they choose the second option you may want to discuss the way that adjectives can change according to the gender of the person or thing they are describing. You could also explain the difference between *tú* and *usted*.





## Plenary

By the end of the storyboard your students should have ensured that all the Spanish teenagers have been introduced to each other. They should know how old every one is and when their birthdays are. They should also know a little bit about one another, e.g. *es muy conversador, no es muy deportista*. Students can then swap machines, watch and comment on each other's work.

## Extension Activities

- 1 Students could audio record the text they have added or create their own more extended storyboards changing the details about each teenager either by using the wordbank and selecting alternatives or by writing their own text.
- 2 Alternatively, students could take digital photos of themselves in their schools and import these into Kar2ouche. They could then copy text from the wordbank into the caption window to make up a profile of themselves and their friends. If your partner school also has Kar2ouche, they could e-mail this profile to them. Students from the partner school could then e-mail back profiles about themselves. Alternatively frames created in Kar2ouche can be copied into word processing, desk-top publishing or presentational documents and mailed.

## Intermediate

# Descriptions and Opinions

## Expectations

**All students will:** understand, with support, simple questions and answers about themselves and others; express themselves very simply and with support, in single words or short phrases, using a limited number of adjectives.

**Most students will:** understand spoken and written descriptions of friends, including physical or personal characteristics; talk and write briefly about themselves and others.

**Some students will:** write and speak about topics covered so far, from memory, using a fuller range of questions and sentence structures; use the wordbank, glossary or a dictionary to extend their range of expression.

## Learning Objectives

Students should learn to:

- express themselves in a conversation about their friends
- know how to make adjectives agree with the noun they qualify in order to describe people
- give opinions about others
- be able to describe people's character traits as well as their physical appearance.

## Learning Outcomes

Students will:

- answer the question *¿Cómo es (él/ella)?*
- produce statements such as *tiene el pelo corto y rubio y los ojos azules, es alto y muy deportista*
- ask questions such as *¿Cómo es?* and answer by producing sentences beginning *(él/ella/usted) es/(ellos/ellas/ustedes) son* using a range of adjectives describing colour, size and character
- speak briefly about themselves
- understand and use a range of adjectives to describe people's characters
- work out pronunciation of new words, using their existing knowledge

- describe character traits of others using the third person, for example *a mi parecer, es seria y un poco reservada*.

## Resources

Kar2ouche *Developing Spanish*

Incomplete storyboard **No, ...** and **¿Cómo es?**

Spanish dictionary and authentic texts relevant to the tasks

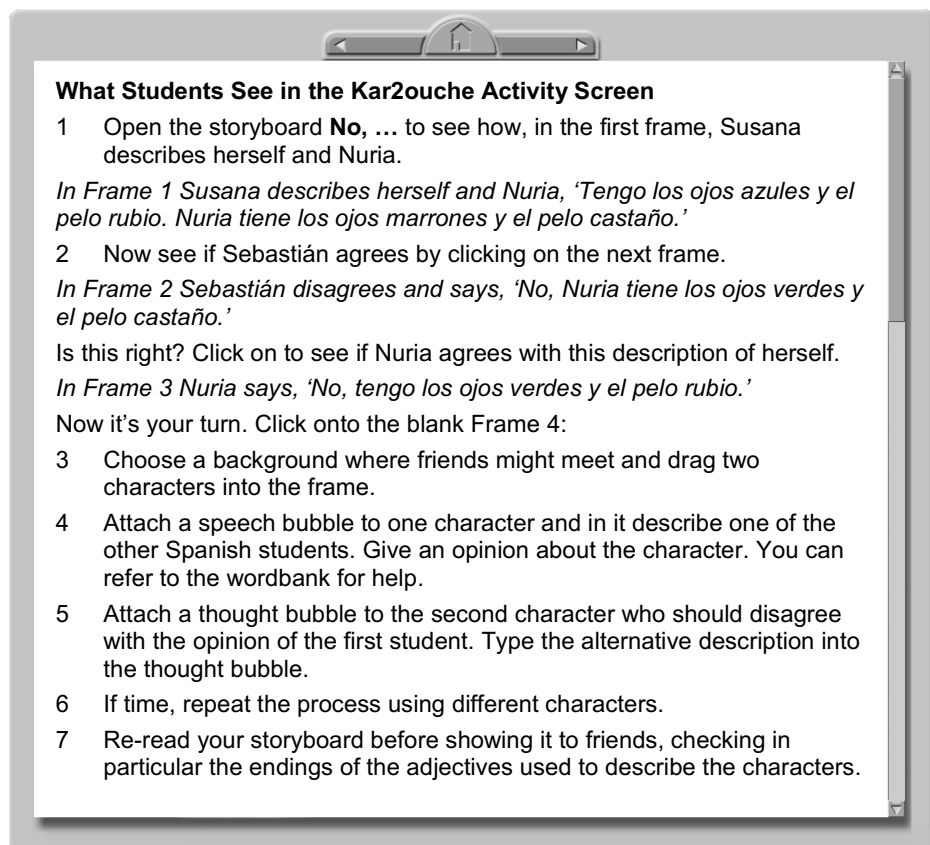
## Activity – No, ...

### Introduction

Students will describe and give opinions about different characters.

### Development

- 1 Students should open the incomplete storyboard **No, ...** in which the teenage group describe each other – they don't seem to be too accurate!



**What Students See in the Kar2ouche Activity Screen**

- 1 Open the storyboard **No, ...** to see how, in the first frame, Susana describes herself and Nuria.  
*In Frame 1 Susana describes herself and Nuria, 'Tengo los ojos azules y el pelo rubio. Nuria tiene los ojos marrones y el pelo castaño.'*
- 2 Now see if Sebastián agrees by clicking on the next frame.  
*In Frame 2 Sebastián disagrees and says, 'No, Nuria tiene los ojos verdes y el pelo castaño.'*  
Is this right? Click on to see if Nuria agrees with this description of herself.  
*In Frame 3 Nuria says, 'No, tengo los ojos verdes y el pelo rubio.'*  
Now it's your turn. Click onto the blank Frame 4:
- 3 Choose a background where friends might meet and drag two characters into the frame.
- 4 Attach a speech bubble to one character and in it describe one of the other Spanish students. Give an opinion about the character. You can refer to the wordbank for help.
- 5 Attach a thought bubble to the second character who should disagree with the opinion of the first student. Type the alternative description into the thought bubble.
- 6 If time, repeat the process using different characters.
- 7 Re-read your storyboard before showing it to friends, checking in particular the endings of the adjectives used to describe the characters.

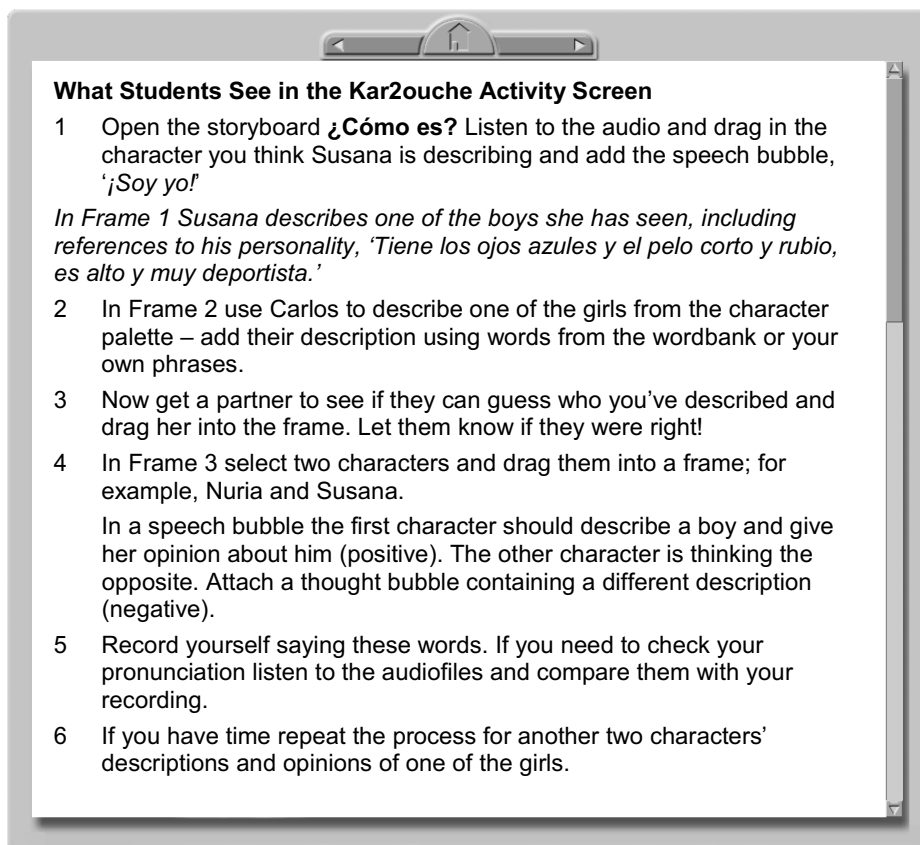
## Activity – ¿Cómo es?

### Introduction

The characters describe each other in a way that allows your students to guess who is being described.

### Development

- 1 Students should open the incomplete storyboard **¿Cómo es?**



**What Students See in the Kar2ouche Activity Screen**

- 1 Open the storyboard **¿Cómo es?** Listen to the audio and drag in the character you think Susana is describing and add the speech bubble, '¡Soy yo!'

*In Frame 1 Susana describes one of the boys she has seen, including references to his personality, 'Tiene los ojos azules y el pelo corto y rubio, es alto y muy deportista.'*

- 2 In Frame 2 use Carlos to describe one of the girls from the character palette – add their description using words from the wordbank or your own phrases.
- 3 Now get a partner to see if they can guess who you've described and drag her into the frame. Let them know if they were right!
- 4 In Frame 3 select two characters and drag them into a frame; for example, Nuria and Susana.  
In a speech bubble the first character should describe a boy and give her opinion about him (positive). The other character is thinking the opposite. Attach a thought bubble containing a different description (negative).
- 5 Record yourself saying these words. If you need to check your pronunciation listen to the audiofiles and compare them with your recording.
- 6 If you have time repeat the process for another two characters' descriptions and opinions of one of the girls.

### Plenary

In pairs first, then in a class discussion or on a white board, encourage students to describe a character in Spanish. You can ask students to take on the role of Nuria, for example, and ask them if you were Nuria how would you describe yourself? You can also ask for this description in the third person, including opinions. They can also describe themselves and their friends using the models they have already practised. With people they know they will be able to concentrate more on character traits than simple physical descriptions. Encourage students to ask *¿Cómo es?*

## Extension Activities

- 1 Students use and add to words in the wordbank to describe their ideal girlfriend/boyfriend. Here again they should be encouraged to refer to character as well as appearance.
- 2 Students use descriptions of appearance and personality to create profiles of famous people and give their opinions about them. These could be created using Microsoft Word or Publisher with phrases copied from wordbanks or added to by students. Alternatively pictures from the web or scanned images may be copied as backgrounds into Kar2ouche.
- 3 Students create an animation describing the relationships between the six Spanish teenagers using the storyboard they have already created and add additional frames to provide movement. Students record the dialogue to accompany the animation.

**Advanced**

# Describing a Day or Evening Out (past tense)

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## Expectations

**All students will:** be able to use the present and preterite tenses of a number of useful verbs and produce simple sentences, probably with help, on a small number of topics, chiefly using the first person; understand short, straightforward spoken or written passages such as diaries, perhaps with visual clues; understand and give simple points of view, initially with prompts.

**Most students will:** be able to apply their knowledge of the present and preterite tenses in different situations; ask/understand questions and understand/give answers about past events within their own experience and that of others, in new and familiar contexts; summarise an event or story, with prompts or other aids; understand and express points of view.

**Some students will:** handle most aspects of the preterite tense with confidence and largely correctly; understand texts which use the preterite tense; understand narratives and opinions; justify ideas, opinions and points of view; switch confidently between tenses; use new language encountered to make their own speaking or writing more complex or ambitious.

## Learning Objectives

- Students should know the difference between the present and preterite tense and practise this by reusing verbs previously encountered in the present tense in their preterite tense form.
- More advanced students should understand when to use the preterite tense and should be familiar with the preterite form of some regular and some frequently used irregular verbs.

## Learning Outcomes

- Students will demonstrate an understanding of the difference between present and past.
- Students will use the preterite tense with time phrases, for example *Luís jugó al tenis el sábado pasado, salió de casa a las once.*
- Confident use of the preterite tense of some common regular and irregular verbs, for example *jugué al fútbol, comimos una pizza, ¿fuiste al cine?, ¿qué hicisteis?*
- Encourage students to use the material in the wordbank as well as their existing knowledge to construct longer and more complex phrases.

## Resources

Kar2ouche *Developing Spanish*

Dictionaries and authentic texts relevant to the tasks

## Activity – Fuimos

### Introduction

Students will describe a past event, including opinions. You may want to revise the formation of the preterite tense, making sure students can identify regular and irregular verbs.

### Development

- 1 Students should be asked to select one of the six characters. This character should describe in a series of frames, using thought or speech bubbles, a recent (but past) day/evening out, or date with one of the other characters. He or she should give their opinion about each stage using words and phrases from the wordbank and, where possible, adding their own.
- 2 In the final frame the character they went out with should give their version of events. This could contradict the first version of events or just change some of the details.



#### What Students See in the Kar2ouche Activity Screen

- 1 Escoge uno de los seis personajes.
- 2 Crea un *storyboard* con dos o tres cuadros.
- 3 En cada cuadro, el personaje describe una excursión o un encuentro con uno de los otros personajes.
- 4 Pon bocadillos que indiquen lo que dicen o piensan los personajes.
- 5 Utiliza las palabras y frases del banco de español además de tus propias palabras.
- 6 Utiliza los mismos cuadros y cuenta la historia de nuevo desde el punto de vista de uno de los otros personajes.

**Plenary**

Role play, encouraging students to contradict each other, politely. For example, one student agrees; another student says no, and gives a contradictory opinion. You can also have a student giving a contradictory version of events.

**Extension Activities**

- 1 Students create a diary page describing what they did and where they went at the weekend and give their opinions about the events/activities. This can be presented as a photo-story using the Kar2ouche print facility. Alternatively it could be written using a word-processing package and illustrated with frames copied from Kar2ouche as if photos had been inserted into the dairy pages. Those who are able could research the types of activities teenagers in a region of a Spanish speaking country might do and write about a typical evening out for them.
- 2 Students describe a disastrous/perfect day/evening out/date.



# Unit 1 Wordbank

## I. Useful phrases and key vocabulary

### Beginner

Spanish	English
buenos días	good morning
adiós	goodbye
hola	hello, hi
¿Qué tal?	how are you?
¿Cómo está usted?	how are you?
muy bien, gracias	very well thanks
bien, gracias, ¿y tú?	fine thanks, and you?
mucho gusto	pleased to meet you
regular	not great, so-so
fatal	awful, terrible
estupendo	great
me llamo ...	my name is ...
¿Cómo te llamas?	what's your name?
¿Cómo se llama usted?	what's your name? (polite)

Spanish	English
(ella) se llama ...	she is called ...
(él) se llama	he is called ...
mi hermana se llama ...	my sister is called ...
mi hermano se llama ...	my brother is called ...
tengo once años	I'm eleven
tengo doce años	I'm twelve
tengo trece años	I'm thirteen
tengo catorce años	I'm fourteen
mi cumpleaños es el ...	my birthday is on ...
¿Cuántos años tienes?	how old are you?
¿Cuántos años tiene usted?	how old are you? (polite)
¡Feliz cumpleaños!	happy birthday!
¿Cuándo es tu cumpleaños?	when is your birthday?

### Intermediate

Spanish	English
¿Cómo es?	what's he/she/it like?
es ella	that's her
es él	that's him
soy alto/alta	I'm tall
soy bajo/baja	I'm short
soy gordo/gorda	I'm fat
soy delgado/delgada	I'm thin
es guapo	he's handsome
es guapa	she's pretty
llevo gafas	I wear glasses
no llevo gafas	I don't wear glasses
lleva pendientes	he/she wears earrings
lleva gafas	he/she wears glasses
llevo pendientes	I wear earrings
no llevo pendientes	I don't wear earrings

Spanish	English
el pelo castaño	chestnut/brown hair
el pelo rubio	blond hair
el pelo corto	short hair
el pelo largo	long hair
el pelo rojo	red hair
el pelo rizado	curly hair
los ojos azules	blue eyes
los ojos castaños	brown eyes
los ojos grises	grey eyes
alto/alta	tall
bajo/baja	short
delgado/delgada	thin
gordo/gorda	fat
guapo/guapa	handsome/pretty
feo/fea	ugly

### Advanced

Spanish	English
compré un CD	I bought a CD
compré un helado	I bought an ice cream
compré unos vaqueros	I bought jeans
bebí un café	I drank a coffee
bebí una Coca-Cola	I drank a coke
escuché música	I listened to music
fui de excursión	I went on a trip
jugué al fútbol	I played football
jugué al tenis	I played tennis
jugué con el ordenador	I played on the computer
comí patatas fritas	I ate chips
comí una hamburguesa	I ate a hamburger
comí una pizza	I ate a pizza
vi la televisión	I watched the TV
vi un vídeo	I watched a video
vi una película	I saw a film
fui	I went
fuimos	we went
vimos la televisión	we watched the tv
vimos un vídeo	we watched a video
fuimos a la ciudad	we went into town

Spanish	English
fuimos a la piscina	we went to the swimming pool
fuimos al parque temático	we went to the theme park
fui al partido de fútbol	I went to the football match
fui al club de jóvenes	I went to the youth club
fuimos al cine	we went to the cinema
ir a la playa	to go to the beach
ir a pescar	to go fishing
ver un partido de fútbol	to watch a football match
la piscina	swimming pool
la bolera	bowling alley
el museo	museum
la playa	beach
la discoteca	disco
el cine	cinema
la pesca	fishing
leer un libro	to read a book
bailar	to dance
nadar	to swim
la natación	swimming

## 2. Verbs – including tenses

### Beginner

Spanish	English
<i>Irregular verbs</i>	<i>Irregular verbs</i>
tener	to have
tengo	I have
tienes	you have
tiene	you have (polite)
tiene	he/she/it has
tenemos	we have
tenéis	you have
tienen	you have (polite)
tienen	they have

Spanish	English
<i>Irregular verbs</i>	<i>Irregular verbs</i>
ser	to be
soy	I am
eres	you are
es	you are (polite)
es	he/she/it is
somos	we are
sois	you are
son	you are (polite)
son	they are

### Intermediate

Spanish	English
¿tienes?	do you have?
¿tenéis?	do you have?
¿tiene usted?	do you have? (polite)
llevar	to wear
llevo	I wear
lleva	he/she wears
lleva	he/she is wearing
me encanta	I love
gustar	to like
me gusta ...	I like ...
a mí me gusta ...	I like ...

Spanish	English
me gusta mucho ...	I really like ...
me gusta muchísimo ...	I like ... very much
no me gusta ...	I don't like ...
a mí no me gusta ...	I don't like ...
¿te gusta ...?	do you like ...?
¿a ti te gusta ...?	do you like ...?
me llevo bien con	I get on well with
no me llevo bien con	I don't get on well with
(yo) soy	I am
creo que es	I think that he/she/it is
creo que no es	I think that he/she/it isn't

### Advanced

Spanish	English
<i>Preterite tense of irregular verb ir</i>	<i>Preterite tense of irregular verb to go</i>
fui	I went
fuiste	you went
fue	you went (polite)
fue	he/she went
fuimos	we went
fuisteis	you went
fueron	you went (polite)
fueron	they went
<i>Preterite tense of tener</i>	<i>Preterite tense of to have</i>
tuve	I had
tuviste	you had
tuvo	you had (polite)
tuvo	he/she/it had
tuvimos	we had
tuvisteis	you had
tuvieron	you had (polite)
tuvieron	they had

Spanish	English
<i>Preterite tense of irregular verb ser</i>	<i>Preterite tense of irregular verb to be</i>
fui	I was
fuiste	you were
fue	you were (polite)
fue	he/she/it was
fuimos	we were
fuisteis	you were
fueron	you were (polite)
fueron	they were

Spanish	English
<b>Infinitives of some regular verbs</b>	<b>Infinitives of some regular verbs</b>
comprar	to buy
gustar	to like
escuchar	to listen (to)
beber	to drink
comer	to eat
vivir	to live
<b>Preterite tense of some regular verbs</b>	<b>Preterite tense of some regular verbs</b>
escuchar	to listen (to)
escuché	I listened (to)
escuchaste	you listened (to)
escuchó	you listened (to) (polite)
escuchó	he/she listened (to)
escuchamos	we listened (to)
escuchasteis	you listened (to)
escucharon	you listened (to) (polite)
escucharon	they listened (to)
comprar	to buy
compré	I bought
compraste	you bought
compró	you bought (polite)
compró	he/she bought
compramos	we bought
comprasteis	you bought
compraron	you bought (polite)
compraron	they bought

Spanish	English
<b>Preterite tense of some regular verbs</b>	<b>Preterite tense of some regular verbs</b>
beber	to drink
bebí	I drank
bebiste	you drank
bebió	you drank (polite)
bebió	he/she/it drank
bebimos	we drank
bebisteis	you drank
bebieron	you drank (polite)
bebieron	they drank
comer	to eat
comí	I ate
comiste	you ate
comió	you ate (polite)
comió	he/she ate
comimos	we ate
comisteis	you ate
comieron	you ate (polite)
comieron	they ate
ver	to watch
vi	I watched
viste	you watched
vio	you watched (polite)
vio	he/she watched
vimos	we watched
visteis	you watched
vieron	you watched (polite)
vieron	they watched

### 3. Attitudes and opinions

#### Beginner

Spanish	English
me da igual	I'm not bothered
me encanta	I love
me gusta	I like
me gusta eso	I like that

Spanish	English
detesto	I hate
no me gusta	I don't like
a mí no me gusta	I don't like
no me gusta eso	I don't like that

#### Intermediate

Spanish	English
a mi parecer	in my opinion
bastante	quite
creo que (él) es	I think he is
creo que (ella) es	I think she is
me llevo bien con	I get on well with
no me llevo bien con	I don't get on well with
me parece que es	I think that he/she/it is
me parece que no es	I think that he/she/it isn't

Spanish	English
menos	less
más	more
según	according to
totalmente	absolutely
muy	very
demasiado	too
un poco	a little
¿de verdad?	really?

#### Advanced

Spanish	English
fue divertido	it was fun
fue horrible	it was awful/rubbish

Spanish	English
fue fenomenal	it was great
fue estupendo	it was great

## 4. Adjectives/adverbs

### Beginner

Spanish	English
gracioso	amusing
graciosa	amusing
conversador	chatty
conversadora	chatty
aburrido	boring
aburrida	boring
amable	kind
simpático	friendly
simpática	friendly
inteligente	intelligent
interesante	interesting

Spanish	English
irritante	irritating
divertido	funny
divertida	funny
encantador	sweet
encantadora	sweet
perezoso	lazy
perezosa	lazy
deportista	sporty
tímido	shy
tímida	shy

### Intermediate

Spanish	English
azul	blue
verde	green
gris	grey
negro	black
color avellana	hazel
rubio	blond
rubia	blonde
ondulado	wavy
marrón	brown
marrones	brown
castaño	chestnut
castaños	chestnut
corto	short (length)
cortos	short (length)
de mediana estatura	medium height
rizado	curly

Spanish	English
alto/alta	tall
bajo/baja	short (height)
largo	long
marrón	chestnut brown
hasta los hombros	shoulder-length
una melena	a bob
pequeño	small
pequeña	small
lacio	straight
liso	straight
pelirrojo	red-haired
pelirroja	red-haired
serio	serious
seria	serious
generoso	generous
generosa	generous

### Advanced

Spanish	English
hermoso	beautiful
hermosa	beautiful

Spanish	English
loco	crazy
loca	crazy

## 5. Words relating to time, sequences and numbers

### Beginner

Spanish	English
<b>Los días de la semana</b>	<b>Days of the week</b>
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
<b>Los meses del año</b>	<b>Months of the year</b>
enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December
<b>Los números 1-31</b>	<b>Numbers 1-31</b>
cero	zero
un(o)	one
dos	two
tres	three
cuatro	four

Spanish	English
<b>Los números 1-31</b>	<b>Numbers 1-31</b>
cinco	five
seis	six
siete	seven
ocho	eight
nueve	nine
diez	ten
once	eleven
doce	twelve
trece	thirteen
catorce	fourteen
quince	fifteen
dieciséis	sixteen
diecisiete	seventeen
dieciocho	eighteen
diecinueve	nineteen
veinte	twenty
veintiuno	twenty one
veintidós	twenty two
veintitrés	twenty three
veinticuatro	twenty four
veinticinco	twenty five
veintiséis	twenty six
veintisiete	twenty seven
veintiocho	twenty eight
veintinueve	twenty nine
treinta	thirty
treinta y uno	thirty one

### Advanced

Spanish	English
hoy	today
esta mañana	this morning
esta tarde	this evening
esta noche	this evening
este fin de semana	this weekend
esta tarde	this afternoon
mañana	tomorrow
ayer	yesterday

Spanish	English
por la tarde	in the afternoon
por la mañana	in the morning
por la tarde	in the evening
por la noche	in the evening
el sábado por la mañana	Saturday morning
el viernes por la tarde	Friday afternoon
el domingo por la tarde	Sunday evening
el domingo por la noche	Sunday evening
anteayer	the day before yesterday

## 6. Connectives and prepositions

### Beginner

Spanish	English
y	and

Spanish	English
pero	but

### Intermediate

Spanish	English
con	with

Spanish	English
o	or

### Advanced

Spanish	English
después	after
primero	first
luego	next

Spanish	English
donde	where
entonces	then
por último	finally



## Unit 2 En casa

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### Overview of Suggested Tasks

**Beginner** Saying where you live and what nationality you are; talking about your family and your pets. Saying and asking what colour something is.

**Intermediate** Describing your home and rooms in it, especially your bedroom (including possessions, furniture, locations of items, etc).

**Advanced** Talking about activities in the home and how often you do them. Asking and talking about what I and others did yesterday evening/ at the weekend. (Plural forms of verbs in the preterite tense.) Asking and talking about what I and others are going to do using *voy/vamos a* +.





**Beginner**

# Talking About Who You Are

## Expectations

**All students will:** understand, with support, simple questions and answers about family members and pets; express themselves very simply and with support, in single words or short phrases, using a limited number of adjectives.

**Most students will:** say, ask and understand where people come from; understand spoken and written descriptions of family members and pets; talk and write briefly about family members and pets.

**Some students will:** write and speak about topics covered so far, from memory, using a fuller range of questions and sentence structures; use wordbanks, the glossary or dictionary to extend their range of expression.

## Learning Objectives

Students should learn to:

- ask questions about where people live, using *¿Dónde?* and ask what nationality someone is, using both *tú* and *usted*
- answer questions using *vivo en* plus name of country, and give nationality using *soy* ...
- ask and answer questions about the names and number of family members, including answers using negatives
- use subject pronouns with the verb *tener* combined with family
- say *there is, there are, there isn't, there aren't* using *hay, no hay*
- use possessive adjectives (first, second and third persons, with masculine, feminine, singular and plural nouns) when talking about pets and family
- express themselves in a conversation about their families and pets
- make adjectives agree with the noun they qualify in order to describe people and animals.

## Learning Outcomes

Students will:

- ask questions such as *¿Dónde vives?/¿Dónde vive usted?* and provide and understand answers such as *Vivo en España; Vivo en Pontevedra*
- ask and understand the question *¿Cuántos/as ... tienes?* or *Háblame de tu familia* and answer with sentences such as *Tengo un hermano; se llama ... Tengo dos hermanas. Una tiene ... años y ... la otra*
- answer questions orally and in writing about themselves and others such as *¿Cuántas hermanas tienes?* as well as *Háblame de la familia de Ana*, sometimes producing a response of more than one sentence such as *Tiene un hermano de quince años. Se llama Pablo*
- answer the question *¿Cuántos/as ....tenéis?* with *Tenemos tres gatos/perros*
- produce statements such as *Susana tiene dos hermanas. Una tiene dos años y la otra siete*
- understand written and spoken Spanish in which family and pets, names and ages are discussed
- produce in speech and in writing short descriptions which use possessive adjectives, for example *Mi hermano es muy alto; su perro es negro; sus abuelos son simpáticos*
- ask questions such as *¿Cómo es tu hermano/cómo son tus hermanas?* and answer by producing sentences beginning *Es/son* using a range of adjectives of colour, size and character
- understand and use, when appropriate, *Somos...*

## Resources

Kar2ouche *Developing Spanish*

Incomplete Storyboard **La Copa de Europa**

Dictionaries and authentic texts relevant to the tasks

## Activity – La Copa de Europa

### Introduction

The school is having a European week. Each character has chosen to represent a country in Europe. The country they have chosen is designated by the flag they hold. They are interviewed by one of the teachers so that they can introduce themselves and give information about their nationality, families and pets.

## Development



- 1 Students should open the incomplete storyboard **La Copa de Europa**. You may want to allocate different countries to different pairs of pupils to use to ensure that all countries are covered.

**What Students See in the Kar2ouche Activity Screen**

- 1 Open the storyboard **La Copa de Europa**. Listen to the audio file and read the speech bubbles.
 

*Frame 1 Background is a large map of Europe. Carlos is standing in front of this, holding the Spanish flag. Señor Romero asks Carlos, '¿Cómo te llamas?' Carlos responds 'Me llamo Carlos.'*

*Frame 2 Señor Romero asks Carlos, '¿Dónde vives?' He replies, 'Vivo en Granada, en España.'*

*Frame 3 Señor Romero asks Carlos, '¿De qué nacionalidad eres?' He replies, 'Soy español'.*

*Frame 4 Señor Romero asks, '¿Tienes hermanos?' This answer is longer, 'Tengo un hermano y una hermana. Mi hermano se llama Nicolás y mi hermana se llama Ana.' The characters Carlos is talking about are shown small in the speech bubble next to the words.*

*Frame 5 Señor Romero asks about his pets. '¿Tienes mascotas?' He says, 'Tengo un gato blanco y negro.' The cat can also be shown in the speech bubble.*
- 2 Complete the storyboard by selecting each character in turn to respond to the teacher, as they represent a different country. Add different flags, family members and pets, as appropriate, and complete the speech bubbles in response to each question – you may refer to the wordbanks to help. Attach soundfiles or record your own voices.

## Plenary

Students can swap machines and comment on each other's work. After this, in pairs, you can encourage them to role play and ask the questions and answers from the activity as prompts for an interview. Remind them to swap over roles.

## Extension Activity

- 1 Students create their own storyboard in which they interview their friends about their families and pets, etc. They choose characters, add speech bubbles and record questions and answers. The answers could include more detail, either by using additional words and phrases from the wordbank or phrases they have practised in Unit 1. You may want to provide a list of increasingly challenging questions that the students could ask in order to encourage additional detail. Some of the questions should elicit negative responses.

- 2 Ask students to report back about the person they have interviewed requiring the students to understand questions in the third person and report back using the third person, for example *‘Háblame de la familia de Alicia’*. *‘La familia de Alicia vive en Barcelona. Su padres son médicos. Tiene un hermano de quince años. Se llama Pedro’*.

## Intermediate

# Describing your Bedroom

## Expectations

**All students will:** understand single familiar sentences about bedrooms and items within.

**Most students will:** understand a range of familiar statements and questions about a bedroom; speak and write about a bedroom, using a range of language, some from memory; use a simple glossary to find new words.

**Some students will:** describe a bedroom in speech and in writing; understand written or spoken text, made up of familiar language; use the wordbank, glossary or a dictionary accurately to help them understand texts describing a bedroom.

## Learning Objectives

Students should learn to:

- describe a bedroom and its furniture with prepositions and *hay*
- use a small range of prepositions, with furniture and parts of the room
- develop a conversation about where they live by describing the rooms of their house
- use their knowledge of *tener*, and possessive and other adjectives, in the context of describing a house or bedroom so that they express themselves with a small range of vocabulary and structures
- use *estar* to indicate position.

## Learning Outcomes

Students will:

- produce in written and spoken forms a description of their bedroom using appropriate nouns from the wordbank
- use common prepositions indicating position/location such as *en, sobre, dentro, bajo, con, detrás, delante de*
- understand and produce in written and spoken forms descriptions of a house using a range of words for rooms and furniture, with previously learned adjectives and possessives, for example *Mi casa tiene dos dormitorios. En mi dormitorio tengo una televisión. Bajo mi cama...*

## Resources

Kar2ouche *Developing Spanish*

Incomplete Storyboard **Mi dormitorio**

Dictionaries and home improvement magazines in target language

## Activity – Mi dormitorio

### Introduction

In the following activities students will find out about the rooms of the six teenagers and will describe their own room as well as their dream room. Each character describes what furniture and belongings they have in their bedrooms.

### Development

- 1 Students should open the incomplete storyboard **Mi dormitorio**.



#### What Students See in the Kar2ouche Activity Screen

- 1 Open the storyboard **Mi dormitorio**. Listen to the audiofile of Luís describing his room.

*In Frame 1 Luís is standing in a bare bedroom. He says, 'En mi dormitorio hay una cama, una librería, una cómoda, un armario, un escritorio, un equipo de música, una silla y una lámpara.'*

- 2 As each item of furniture is mentioned, choose the corresponding prop and place it in the room.
- 3 Give Luís a speech bubble and add the corresponding text, which you can select from the text/audio palette or type yourself.

If recording facilities are available, you may wish to encourage students to record their own voices.

#### What Students See in the Kar2ouche Activity Screen

- 4 Go into Frame 2 and listen to Luís's telephone conversation and/or read the text in the text/audio panel.

*In Frame 2 Luís is phoning a friend. He has rearranged his room and is giving his friend a description of this new arrangement. This is what he says:*

*'Sobre la cama hay unas revistas y unos CDs. Bajo mi cama hay muchos videojuegos. Al lado de la cama hay una cómoda. Sobre la cómoda hay un despertador y una televisión. Enfrente de la cama hay una mesa. Sobre la mesa están mi ordenador y una lámpara. Delante de la mesa hay una silla y detrás la mesa hay una librería con unos libros. Cerca de la mesa hay un armario y en el armario está toda mi ropa. En el suelo hay una alfombra y en la ventana hay cortinas.'*

- 5 Listen again to the audiofile of Luís describing how he has rearranged his room. Select the items he mentions and place them exactly as they are described.
- 6 Build up your own written description of the room in the caption window.
- 7 Save the storyboard.

At this point tell students that they will be adding a final frame to their storyboards, so don't save and print out until this is done, unless you are short of time.

### **Plenary**

Encourage pairs of students to talk to each other as much as possible about Luis's room. They should then complete a final frame, rearranging the room in any way they like. In pairs students then describe, in Spanish, this new arrangement to another pair, who build it up without looking at the picture. They then add the original pair's oral directions as text, so that you can check if they have placed items accurately when you look at the final printouts.

### **Extension Activities**

- 1 Create a storyboard featuring the house of one of the teenagers in Kar2ouche. In Frame 1 select the cross-section of a house from the backgrounds. You can have the teenager introducing his or her house, room by room, with full descriptions of furniture in each room. The structure could be floor by floor.
- 2 Students create their own storyboard in which they describe in their own voices, their own bedroom or their dream room, including colours, sizes, etc. They could import a digital photo of their own room into Kar2ouche and then add a commentary.
- 3 In addition text could be copied into a word file and students could e-mail a description of their room to another student, either abroad or in the same class to use as instructions for creating a storyboard. This could be mailed to the person sending the description to check. Using words and phrases from the wordbank students could also add a description of their whole house and which rooms they have on each floor, etc.
- 4 You might like to produce a set of questions for pupils based on a single storyboard frame, to check their understanding of prepositions and possessives.

## Advanced

# Daily Routines

## Expectations

**All students will:** understand, with support, the main points of written and spoken sentences about where people go and what they do in the home; write single words and phrases (and copy phrases and sentences) about household activities; ask for and respond to information about what people do in the house and give brief opinions about daily routine activities.

**Most students will:** understand statements and questions about where people go and what they do about the house; ask and answer questions about what people do in the home and express likes and dislikes; write phrases about household activities accurately and produce some words and phrases from memory; look up the meaning of some unknown words in a glossary; understand and express intentions and plans using the immediate future tense, initially with support, across a range of familiar contexts; understand the difference between present and preterite tenses and apply this knowledge; ask/understand questions and understand/give answers about past events within their own experience and that of others. Give opinions about daily routine activities.

**Some students will:** understand short written and spoken passages about what people do about the home, and cope with unfamiliar language; write about what they do at home and express simple opinions; be accurate when writing words and phrases from memory; memorise and use vocabulary and verb paradigms; use a glossary or dictionary efficiently and effectively to help them with their understanding; understand and use, accurately and independently, *ir a* + infinitive to express future intentions and actions; handle most aspects of the preterite tense with confidence and largely correctly; understand texts which use the preterite tense. Give opinions and justify reasons for opinions about daily routine activities.



## Learning Objectives

Students should learn to:

- use all the subject pronouns when talking about what they do at home
- recognise that verbs have an infinitive and what this means
- recognise that the infinitive has to be changed when they want to use a verb
- use a range of common regular and irregular verbs in the present and preterite tenses and understand how the tenses are formed
- recognise that learning the pattern for one verb enables them to use many other verbs
- adapt language encountered so far in this unit to speak or write about a different past event
- develop listening skills

More advanced students may initiate and develop conversations based on future ideas.

## Learning Outcomes

Students will:

- understand written and spoken Spanish in which houses and some routines are described
- produce, orally and in writing, sentences such as *Hago los deberes en mi dormitorio. Mi padre ve la television en el salón. Mi hermana escucha la radio en la cocina*
- write one or two paragraphs about themselves and/or someone else, using the present and preterite tenses
- understand and express future intentions using *ir a* + infinitive
- understand a spoken description of future activities, for example *El lunes por la mañana vamos a nadar a la piscina/vais a la bolera*
- ask and answer questions about future plans using *ir a* + infinitive (and the future tense for more advanced students)
- produce work based on listening skills.

## Resources

Kar2ouche *Developing Spanish*

Incomplete Storyboard **¿Ayudas en casa?**

Dictionaries and authentic texts relevant to the tasks

## Activity – ¿Ayudas en casa?

### Introduction

In the following activity students will talk about what they usually do, what they have done, and their future plans. Students will have the opportunity to manipulate the language to talk in the second and third person singular and plural.

### Development

- 1 Students open the incomplete storyboard **¿Ayudas en casa?**

The audiofiles the students listen to in this activity have no corresponding text, to make the task of completing the storyboard accurately, more challenging. The scripts for these audiofiles are presented below for your reference.



**What Students See in the Kar2ouche Activity Screen**

- 1 Haz clic en ¿Ayudas en casa?
- 2 Escucha atentamente a Susana y a Luís.

*Frame 1 In the living room, Susana and Luís are lounging on the sofa. There is a lot of clutter around them.*

Susana asks: '¿Ayudas en casa, Luís?'

Luís: 'Hago mi cama todos los días. De vez en cuando lavo los platos y, a menudo, pongo la mesa. El fin de semana arreglo mi dormitorio pero no cocino nunca.'

- 3 Sigue y completa el *storyboard* utilizando los bocadillos en los que Luís describa las diversas actividades que hace en casa
- 4 Pon un bocadillo en el que Luís describa lo que hace.
- 5 Escoge accesorios y posturas apropiados.
- 6 Utiliza las palabras y frases del banco de español.
- 7 Continúa la historia hasta el sexto cuadro. Cuenta lo que hace Luís en las habitaciones correspondientes.

*Frames 2-6 are blank apart from a label in each: Frame 2 is labelled Task 1; Frame 3 is labelled Task 2, etc.*

Now the focus becomes the past tense. Encourage students to use speech bubbles in the past tense, and thought bubbles in the present tense.

### What Students See in the Kar2ouche Activity Screen

*Frame 7 In a different living room, this time Carlos and Nuria are slobbering on the sofa. There is even more clutter around them. Carlos: '¿Qué hiciste el fin de semana pasado?'*

8 Escucha atentamente la respuesta de Nuria sin mirar el texto.

*Nuria: 'Ayer por la tarde antes de cenar di un paseo con mi perro e hice los deberes. Fue pesado. Luego puse la mesa y después de cenar lavé los platos. Lo odio porque me aburre. Luego vi la televisión y escuché música en mi dormitorio. Eso me encanta.'*

9 Completa el storyboard con cuadros en los que Nuria hace estas actividades.

10 Pon bocadillos que describan sus acciones.

11 Utiliza el pretérito para contar lo que hizo Nuria y el presente para decir lo que piensa.

*Frames 8-13 are blank, for students to complete as before.*

Now the focus becomes the future. This time *ir a* + infinitive should be used for the speech bubbles and the present tense for the thought bubbles.

*Frame 14 In another living room, Sebastián and Carolina are lounging on a sofa and there is a great deal of clutter around them (perhaps they might think of doing some housework?).*

*Carolina asks Sebastián, in a speech bubble, '¿Qué vas a hacer este fin de semana?'*

12 Escucha la grabación y pon cuadros que muestren las actividades respectivas.

13 Utiliza *ir a* + infinitivo para indicar lo que van a hacer Sebastián y Carolina y el presente para indicar lo que piensan.

*Sebastián: 'Si hace buen tiempo el sábado, mis amigos y yo vamos a jugar al fútbol al parque. Por la tarde tengo que ayudar a mi madre. A las siete mi hermana y yo vamos a ir al cine a la ciudad y después nos vamos a encontrar con Ana y Nicolás en la heladería.'*

*Frames 15-20 are blank for students to complete.*

## Plenary

Whole class feedback: use household chores symbols in Kar2ouche as a prompt, and ask each student to produce a sentence saying how often they do this, but do not give them the vocabulary (they react to the symbol and produce the vocabulary). Remind them not to say exactly what they have just heard, in each turn, and that each part of the sentence has to vary.

## Extension Activities

- 1 Students could create a game show in which each of the six characters answers three questions about their friends (using present, future and past tenses), for example:

- ¿Qué hacen en casa?
- ¿Qué hicieron ayer por la tarde?
- ¿Qué van a hacer este fin de semana?

Each contestant has already answered these questions for him or herself in the storyboard, so their answers can be revealed. The winner is the person who gets all three questions correct.

- 2 Students can be asked to create their own storyboard in which they interview their friends about their activities in the home. They should be instructed to use examples of present, future (*ir a* + infinitive) and past tenses. They could choose the text from the wordbank or adapt it to write their own.
- 3 Students write one or two paragraphs about themselves and/or someone else, and what they do around the house, or away from the house in their free time, using the past tense.

# Unit 2 Wordbank

## I. Useful phrases and key vocabulary

### Beginner

Spanish	English
¿Cómo te llamas?	what is your name?
me llamo	my name is
¿Dónde vives?	where do you live?
vivo en Alemania	I live in Germany
vivo en Inglaterra	I live in England
vivo en Austria	I live in Austria
vivo en Bélgica	I live in Belgium
vivo en Escocia	I live in Scotland
vivo en España	I live in Spain
vivo en Francia	I live in France
vivo en Gran Bretaña	I live in Great Britain
vivo en Irlanda	I live in Ireland
vivo en Irlanda del Norte	I live in Northern Ireland
vivo en Italia	I live in Italy
vivo en Suecia	I live in Switzerland
vivo en Gales	I live in Wales
vivo en Portugal	I live in Portugal
¿De que nacionalidad eres?	what nationality are you?
soy alemán	I am German
soy alemana	I am German
soy inglés	I am English
soy inglesa	I am English
soy austriaco	I am Austrian
soy austriaca	I am Austrian
soy belgo	I am Belgian
soy belga	I am Belgian
soy escocés	I am Scots
soy escocesa	I am Scots
soy español	I am Spanish
soy española	I am Spanish
soy francés	I am French
soy francesa	I am French
soy británico	I am British
soy británica	I am British
soy irlandés	I am Irish
soy irlandesa	I am Irish
soy italiano	I am Italian
soy italiana	I am Italian
soy suizo	I am Swiss
soy suiza	I am Swiss
soy galés	I am Welsh
soy galesa	I am Welsh
soy portugués	I am Portuguese
soy portuguesa	I am Portuguese
vivo en Berlín	I live in Berlin
vivo en Londres	I live in London
vivo en Viena	I live in Vienna
vivo en Bruselas	I live in Brussels
vivo en Edimburgo	I live in Edinburgh
vivo en Madrid	I live in Madrid

Spanish	English
vivo en París	I live in Paris
vivo en Dublin	I live in Dublin
vivo en Belfast	I live in Belfast
vivo en Roma	I live in Rome
vivimos en Inglaterra	we live in England
vivimos en Barcelona	we live in Barcelona
vivimos en Francia	we live in France
háblame de tu familia	tell me about your family
háblame de la familia de Nuria	tell me about Nuria's family
¿Cuántos/cuántas tienes?	how many do you have?
¿Cuántos/cuántas tiene?	how many does he have?
¿Cuántos/cuántas tiene ?	how many does she have?
¿Tienes hermanos?	have you any brothers and sisters?
un hermano	one brother
una hermana	one sister
dos hermanos	two brothers
dos hermanas	two sisters
tengo un hermano y una hermana	I have one brother and one sister
no tengo hermanos	I haven't any brothers and sisters
soy hijo único	I am an only child
soy hija única	I am an only child
tengo un hermanastro	I have a half brother
tengo una hermanastra	I have a half sister
¿Cómo se llama tu hermano?	what is your brother called?
¿Cómo se llama tu hermana?	what is your sister called?
¿Cómo se llaman tus padres?	what are your parents called?
mis padres se llaman	my parents are called
mi madre se llama	my mother is called
mi abuela se llama	my grandmother is called
mi tía se llama	my aunt is called
mi primo/a se llama	my cousin is called
mi hermana se llama	my sister is called
mi padre se llama	my father is called
mi abuelo se llama	my grandfather is called
mi tío se llama	my uncle is called
mi hermano se llama	my brother is called
¿Tienes mascotas en casa?	do you have a pet?
tengo un caballo	I have a horse
tengo un gato	I have a cat
tengo un perro	I have a dog
tengo un hámster	I have a hamster
tengo un ratón	I have a mouse

**Beginner**

Spanish	English
tengo un conejo	I have a rabbit
tengo un pájaro	I have a bird
tengo un pez	I have a fish
tengo un ratón	I have a mouse
tengo dos gatos	I have two cats
tengo dos caballos	I have two horses
tengo dos perros	I have two dogs

Spanish	English
tengo dos hámsters	I have two hamsters
tengo dos conejos	I have two rabbits
tengo dos pájaros	I have two birds
tengo dos pececitos	I have two fish
tengo dos ratones	I have two mice
no tengo mascotas en casa	I don't have a pet
¿De qué color es?	what colour is it?

**Intermediate**

Spanish	English
en el sótano	in the basement
en la planta baja	on the ground floor
en el primer piso	on the first floor
en el segundo piso	on the second floor
en el tercer piso	on the third floor
en el ático	in the attic
en casa hay	at home there is
no hay	there isn't a
tenemos	we have
un balcón	a balcony
un sótano	a cellar
un garaje	a garage
un jardín	a garden
el dormitorio	the bedroom
la cocina	the kitchen
la ducha	the shower
el vestíbulo	the entrance hall
la escalera	the stairs
el comedor	the dining room
el cuarto de baño	the bathroom
la sala de juegos	the games room
la sala de estar	the living room
el salón	the living room
el garaje	the garage
el jardín	the garden
el vestíbulo	the hall
el váter	the toilet
tengo un/una ...	I have a ...

Spanish	English
no tengo un/una	I haven't got a
tengo unos/unas	I have some
allí está mi	there is my
hay	there is
allí están mis	there are my
en mi dormitorio hay	in my room there is
un armario	a wardrobe
un escritorio	a desk
unos CDs	some cds
un equipo de música	a music system
una silla	a chair
una cómoda	a chest of drawers
una librería	a bookshelf
unos videojuegos	some video games
una lámpara	a lamp
una cama	a bed
una litera	bunk beds
libros	books
revistas	magazines
un ordenador	a computer
unos pósters	some posters
un despertador	an alarm clock
cortinas	curtains
una mesa	a table
una alfombra	a carpet
una televisión	a television
mi ropa	my clothes
mis cosas	my things

**Advanced**

Spanish	English
si hace buen tiempo	if it is fine
si hace mal tiempo	if the weather is bad
tengo que	I have to
¿Ayudas con las tareas domésticas?	do you help with the housework?
no, nunca	no, never
tengo que trabajar en el jardín	I have to work in the garden
tengo que cocinar	I have to cook
tengo que poner la mesa	I have to lay the table
quito la mesa	I clear the table
escucho música	I listen to music
cocino	I cook
hago mis deberes	I do my homework
lavo la ropa	I do the washing
hago mi cama	I make my bed
hago las tareas domésticas	I do the housework
plancho	I do the ironing
friego los platos	I do the washing up
lavo el coche	I wash the car

Spanish	English
pongo la mesa	I lay the table
paso la aspiradora	I do the Hoovering
saco el perro a pasear	I take the dog for a walk
arreglo mi dormitorio	I tidy my room
veo la televisión	I watch TV
trabajo en el jardín	I work in the garden
¿Qué hiciste?	what did you do?
¿Qué hicisteis?	what did you do?
ayer por la tarde/la noche	yesterday evening
¿Qué vas a hacer esta tarde/esta noche?	what are you going to do this evening?
¿Qué vas a hacer este fin de semana?	what are you going to do this weekend?
voy a hacer la compra	I am going shopping
voy a jugar al ajedrez	I'm going to play chess
vamos a la bolera	we are going bowling
vamos a nadar	we are going swimming
fui a la ciudad	I went into town
fuimos a la ciudad	we went into town
fuimos a pescar	we went fishing

## 2. Verbs – including tenses

### Beginner

Spanish	English
vivir en ...	to live in ...
vivo en ...	I live in ...
llamarse	to be called
me llamo ...	my name is ...
jugar (a)	to play
juego (a)	I play
tener	to have
tengo	I have
hacer	to do/make
hago	I do/make
ir	to go
voy	I go

Spanish	English
ir a	to go to
voy a	I'm going to
escuchar	to listen (to)
escucho	I listen (to)
dormir	to sleep
duermo	I sleep
trabajar	to work
trabajo	I work
cocinar	to cook
cocino	I cook
ver	to see, watch
veo	I see, watch

### Intermediate

Spanish	English
hay	there is/are

Spanish	English
no hay	there isn't/aren't

### Advanced

Spanish	English
<b>Irregular verb hacer – present tense</b>	<b>Irregular verb to do/make – present tense</b>
hago	I make/do
haces	you make/do
hace	you make/do (polite)
hace	he/she/it makes/do
hacemos	we make/do
hacéis	you make/do
hacen	you make/do (polite)
hacen	they make/do
<b>Irregular verb hacer – preterite tense</b>	<b>Irregular verb to do/make – preterite tense</b>
hice	I did/made
hiciste	you did/made
hizo	you did/made (polite)
hizo	he/she/it did/made
hicimos	we did/made
hicisteis	you did/made
hicieron	you did/made (polite)
hicieron	they did/made
<b>ir a + infinitive – present tense</b>	<b>to go + infinitive – present tense</b>
voy a	I am going
vas a	you are going
va a	you are going (polite)
va a	he/she/it is going
vamos a	we are going
vais a	you are going
van a	you are going (polite)
van a	they are going

Spanish	English
<b>ir a + infinitive – preterite tense</b>	<b>to go + infinitive – preterite tense</b>
fui a	I went to
fuiste a	you went to
fue a	you went to (polite)
fue a	he/she went to
fuimos a	we went to
fuisteis a	you went to
fueron a	you went to (polite)
fueron a	they went to
<b>Infinitive</b>	<b>Infinitive</b>
ir	to go
ir a	to go to
ir a (hacer algo)	to go (and do something)
tener que	to have to
dormir	to sleep
escuchar	to listen (to)
trabajar	to work
cocinar	to cook
hacer	to make
hacer	to do
jugar	to play
nadar	to swim
bailar	to dance
leer	to read
comer	to eat
ver	to watch
volver a casa	to go home
quedarse	to stay
salir	to go out

## 3. Attitudes and opinions

### Beginner

Spanish	English
bastante	quite
muy	very

Spanish	English
un poco	a bit/ a little
demasiado	too, too much

### Intermediate

Spanish	English
a mi parecer	in my opinion
me encanta	I love

Spanish	English
me gusta	I like
no me gusta	I don't like

**Advanced**

Spanish	English
fue divertido	it was fun
fue horroroso	it was rubbish

Spanish	English
fue fenomenal	it was great
fue estupendo	it was great

**4. Adjectives/adverbs****Beginner**

Spanish	English
blanco	white
blanca	white
azul	blue
marrón	brown
gris	grey
amarillo	yellow
amarilla	yellow
castaño	chestnut brown
castaña	chestnut brown
negro	black
negra	black

Spanish	English
naranja	orange
rosa	pink
rojo	red
roja	red
verde	green
grande	big, large
pequeño	small/little
pequeña	small/little
viejo	old
vieja	old
joven	young

**5. Words relating to time, sequences and numbers****Advanced**

Spanish	English
antes de cenar	before dinner
después de cenar	after dinner
primero	first of all
de vez en cuando	from time to time
por último	lastly
luego	next
generalmente	generally
ayer por la tarde	yesterday evening
por la tarde	in the afternoon
el domingo	on Sunday
el sábado	on Saturday
los domingos	on Sunday
los domingos voy al cine	I go to the cinema on Sunday

Spanish	English
los sábados voy al gimnasio	I go to the gym on Saturday
por la mañana	in the morning
por la tarde	in the evening
por la noche	in the evening
el fin de semana	at the weekend
entonces	then
algunas veces	sometimes
a menudo	often
cada día	everyday
ayer por la tarde	yesterday evening
ayer por la noche	yesterday evening
mañana por la tarde	tomorrow evening
mañana por la noche	tomorrow evening

**6. Connectives and prepositions****Beginner**

Spanish	English
a	at

Spanish	English
en	in

**Intermediate**

Spanish	English
al lado de	next to
también	also
dentro	in
detrás	behind

Spanish	English
en el suelo	on the floor
sobre	on
en frente de	in front of

**Advanced**

Spanish	English
antes de cenar	after dinner
después de cenar	before dinner
primero	first of all
por último	lastly
finalmente	lastly

Spanish	English
generalmente	generally
entonces	next
luego	then
cerca de	near to
debajo de	under



## Unit 3 Mi vida

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### **Overview of Suggested Tasks**

**Beginner** Telling the time; talking about school subjects (including opinions); talking about your timetable.

**Intermediate** Describing your daily routine (including your day at school) using reflexive verbs.

**Advanced** Describing your school day (including preterite and future tenses) and giving opinions.



**Beginner**

# School Timetable

## Expectations

**All students will:** understand simple questions and sentences, written and spoken, about aspects of school, and respond with support; give a simple opinion about school subjects, using notes of their own, or provided by the teacher.

**Most students will:** understand spoken and written passages and dialogues about school, including school subjects, likes and dislikes, and information using numbers; carry out conversations of at least two or three exchanges, asking and answering questions about school subjects and school routines; write two or three sentences about school, using notes of previously learnt language with aids such as a glossary; express orally and in writing simple opinions about school and give reasons; write short phrases about school from memory.

**Some students will:** understand increasingly long passages; take their own notes on what they read and hear; describe in speech and writing their school life, drawing on language learnt in earlier contexts and using their notes, dictionaries, the wordbank and glossary to help them.

## Learning Objectives

Students should learn to:

- use simple verbs to express an opinion, in the positive and negative, followed by the definite article
- ask simple questions about people's likes and dislikes by using *¿Te gusta?/¿A tí te gusta ...?*
- ask why and give a simple reason for their opinion by using *porque* with *es* followed by a range of adjectives
- apply the rules of adjectival agreement, and use quantifiers
- use and adapt language learnt in other contexts (*tener* + school subject, *empezar a* + time)
- use *¿Cuál?/¿Cuáles?* in phrases such as *¿Cuál es tu asignatura preferida?*
- give and understand information about their school day.

## Learning Outcomes

Students will:

- understand and form statements and questions about people's opinions on school subjects, for example *¿Te gusta el francés? A mí me gustan las matemáticas. A mí no me gusta la historia. Detestas la geografía, ¿verdad?*
- understand questions such as *¿Qué piensas de ...?* and *¿Por qué?*, and express opinions with reasons and understand others doing the same with statements such as *me gusta la historia porque es muy interesante/me interesa mucho. Odio el francés porque es demasiado difícil.*
- make and understand statements about the school day using familiar verbs combined with *a +* the time, for example *Tengo una clase de historia a las nueve y cuarto. Hacemos una pausa a las once y cinco.*

Extension activity using the third person, form sentences on reading a Spanish pupil's timetable, for example *A las ocho hay clase de música.*

## Resources

Kar2ouche *Developing Spanish*

Incomplete storyboards **Mi horario** and **Mi horario ideal**

Dictionaries and authentic texts about school

## Activity – Mi horario

### Introduction

In the following activity students will listen to a description of a school day, and complete the storyboard following the model provided.

### Development

- 1 Students open the incomplete storyboard **Mi horario**.



#### What Students see in the Kar2ouche Activity Screen

Open the storyboard **Mi horario**.

- 1 Look at the first frame and either read the speech bubbles or listen to the audio.
- 2 Complete the storyboard in pairs, one taking on the role of Carlos, and the other, Nuria. Refer to the timetable in Frame 1. Add a speech bubble to Carlos, in each frame, with words from the wordbank, to describe his timetable for a day, including the time each lesson begins. In Nuria's speech bubble, she should announce which day he has described.

### What Students see in the Kar2ouche Activity Screen continued

*Frame 1 Carlos is standing in front of a large copy of his timetable giving the days and times of his lessons. Students listen to an audiofile and/or read speech bubbles in which Carlos describes what lessons he has on a particular day and when. 'Hoy tengo biología y matemáticas y, después del recreo tengo francés y luego una hora de dibujo. Después de la comida tengo dos horas de tecnología y una hora de música.'*

*Nuria works out which day of the week it is by looking at the timetable and says, 'Hoy es lunes.'*

For your reference, this is Carlos's timetable as it appears in the first frame of the storyboard **Mi horario**.

	Lunes	Martes	Miércoles	Jueves	Viernes	Sábado
8h00–9h00	biología	matemáticas	matemáticas	francés	historia	inglés
9h00–10h00	matemáticas	geografía	geografía	inglés	lengua española	francés
	recreo					
10h15–11h15	francés	lengua española	física	gimnasia	lengua española	trabajos manuales
11h15–12h15	dibujo	inglés	física	gimnasia	matemáticas	
	comida					
2h00–3h00	tecnología	química	inglés	matemáticas	francés	
3h00–4h00	tecnología	química	historia	dibujo	biología	
	recreo					
4h15–5h15	música	informática	informática	arte dramático	dibujo	

### Plenary

Go over their answers and then ask them to describe what lessons students have that day, from their own timetable. If students complete this activity quickly, they can describe days from their own timetable with their partner, or describe another person's timetable using the third person.

## Extension Activity

### Introduction

Students should complete the extension storyboard, which covers preferences and opinions about school subjects, recording their own voices.

### Development

- 1 Students should open the incomplete storyboard **Mi horario ideal**.



### What Students See in the Kar2ouche Activity Screen

Open the storyboard **Mi horario ideal**.

- 1 Listen to the audiofiles and show Carlos's opinion of the subject by adding a thought bubble to each frame. Drag a mood face from the props to match his thoughts about the subject he is describing. You can, if you wish, add his teacher and props for that subject into the frame too.
- 2 Complete the storyboard by creating several more frames featuring other characters, in pairs, who have a similar conversation about their timetables. You can place them in appropriate backgrounds with relevant props. Give each character a speech bubble with words from the wordbank, and follow the pattern of the first three frames. Don't forget to record the dialogue.

*The first three frames depict the conversation between Carlos and Susana, in front of the same timetable as in the previous storyboard.*

*Frame 1 Carlos: 'Este es mi horario. La primera clase empieza a las ocho. Es la de biología.'*

*Susana: 'A ti te gusta la biología, ¿verdad?'*

*Frame 2 Carlos: 'Sí, me encanta. Es mi asignatura preferida. La segunda clase empieza a las nueve. Es la de matemáticas. A mí no me gustan porque el profesor no es simpático.'*

*Frame 3 Carlos: 'Después del recreo tenemos francés.'*

*Susana: '¿Te gusta el francés?'*

*Carlos: 'Sí, me gusta porque es bastante fácil y se me da bien.'*

### Plenary

Pupils should show the additional frames they have created to other pupils and then describe their opinions of their own timetable.

## Intermediate

# Describing Your Daily Routine

## Expectations

**All students will:** understand, with support, the main points of spoken sentences about daily routines; use single words and phrases, and copy phrases and sentences, about daily activities; ask for and respond to information about what people do everyday, using set phrases.

**Most students will:** understand statements and questions about daily routine, likes and dislikes; use phrases about daily activities and produce some words and phrases from memory; look up the meaning of some unknown words in the wordbank, glossary or dictionary and carry out conversations of at least two or three exchanges, asking and answering questions about routines.

**Some students will:** understand short spoken passages about what people do every day, and cope with unfamiliar language; talk about what they do every day and express simple opinions; be accurate when writing words and phrases from memory; memorise and use vocabulary and verb paradigms; use a glossary or dictionary efficiently and effectively to help them with their understanding.

## Learning Objectives

Students should learn to:

- understand the function and form of reflexive verbs in the present tense, for example *me levanto*
- say what time it is and use the time in questions and statements about their everyday activities
- give opinions about their daily routine and everyday activities.

## Learning Outcomes

Students will:

- understand and use language describing daily routines
- understand how reflexive verbs differ from others, and apply this understanding in a spoken or written presentation
- understand and say what time it is in statements about everyday activities.

## Resources

Kar2ouche *Developing Spanish*

Incomplete storyboard **Un día típico**

Spanish dictionaries

## Activities – Un día típico

### Introduction

The blank frames in this storyboard have to be composed by the students, based on their understanding of Carolina describing her routine. They can read the text as they listen, then make a storyboard featuring Carolina doing a different activity, and her opinion about it, in each frame. Students can complete as many frames as they can manage in the time available.

### Development

- 1 Students open the incomplete storyboard **Un día típico**.



**What Students See in the Kar2ouche Activity Screen**

- 1 Open the storyboard **Un día típico** and listen to Carolina describing her daily routine. You can read the text as you listen, to help you. Each phrase is in a separate frame and you should create a picture for each one.
  - Select the background, a suitable pose for Carolina and props for each frame. Remember that layers are useful.
  - Give Carolina a speech bubble, with appropriate words to describe what she is doing.
  - Give her a thought bubble for her opinion about what she is doing.
  - Select a clock face from the props and drag it into each frame.
  - Add the hands to show the time each activity takes place.

*Carolina is doing a different activity in each frame:*

Frame 1 'Los lunes me despierto a las siete y media. No me gusta nada.'

Frame 2 'Me levanto a las ocho menos veinte. Todavía me gusta menos.'

Frame 3 'A las ocho menos cuarto me lavo y me visto rápidamente.'

Frame 4 'A las ocho desayuno y salgo de casa a las ocho y cuarto.'

Frame 5 'Llego al instituto a las ocho y media aproximadamente.'

Frame 6 'A las nueve menos diez tengo dos horas de matemáticas. No me gustan las matemáticas porque me aburren y no se me dan bien.'

### Plenary

Ask pupils to mime different activities (these could be prompted by the wordbank). This can either be done in pairs, with one miming and the other guessing the activity in Spanish, or as a charade type game for the whole class or in groups (again all guesses to be in Spanish) with students nominating who is to mime.



## **Extension Activities**

Students produce their own descriptions of their daily routines and record them. They can use phrases and times from the wordbank or write their own. They can choose one of the characters in Kar2ouche to represent themselves, or use digital photographs of themselves, going through their daily routine. They should be prompted to use reflexive verbs and include the times when they usually perform the activities.

## Advanced

# Describing Your School Day

## Expectations

**All students will:** understand simple questions and sentences, about aspects of school routine, and respond with support; give a simple opinion about school subjects using notes of their own, or provided by the teacher; show some understanding of and produce simple sentences in the preterite tense, probably with help, chiefly using the first person.

**Most students will:** understand spoken dialogues about school routine, including school subjects, likes and dislikes; ask and answer questions about school subjects and school routines; produce two or three sentences about school, using notes of previously learnt language with aids such as a glossary; express orally simple opinions about school and give reasons; produce short phrases about school routine from memory; understand and express intentions and plans using the immediate future tense, understand the difference between present and preterite tenses and apply this knowledge in different situations; ask/understand questions and understand/give answers about past events within their own experience and that of others.

**Some students will:** understand increasingly long passages; take their own notes on what they read and hear; describe in speech and writing their school life, drawing on language learnt in earlier contexts and using their notes and a glossary to help them understand and use simple language about future plans; understand and use, accurately and independently, a range of language to express future intentions and actions; handle most aspects of the preterite tense with confidence and largely correctly.

## Learning Objectives

Students should learn to:

- distinguish between present and immediate future
- use the immediate future, *ir a* + infinitive
- apply their knowledge of *ir a* + infinitive, to express future, and other structures, in the context of school
- recognise the difference between present and past, by reusing verbs previously encountered in present and preterite tenses

- use reflexive pronouns and a range of appropriate verbs to express opinions
- understand and state preferences for school subjects, giving simple reasons for these preferences.

## Learning Outcomes

Students will:

- understand the difference between present and future
- use future time markers and express future intentions in conversation, for example *Mañana voy a...*
- understand the details of a passage containing a range of information in a number of paragraphs with simple and complex sentences
- understand the difference between present and past, for example *Normalmente desayuno en el comedor, pero ayer desayuné en la cocina.*
- talk confidently about the school day, the subjects they are studying and their likes and dislikes
- understand opinions given and use similar language to give their own opinions and reasons for these preferences.

## Resources

Kar2ouche *Developing Spanish*

Incomplete storyboard **Mi rutina escolar**

Dictionaries and authentic texts relevant to the tasks

## Activity – Mi rutina escolar

### Introduction

In this storyboard, Carlos is interviewed for a children's television programme. He is asked about the previous day's timetable at school, including his opinions, and answers in the past tense. Students use this model to make the next frame. This pattern is repeated for the future tense.

### Development

- 1 Students open the incomplete storyboard **Mi rutina escolar**



#### What Students See in the Kar2ouche Activity Screen

*In Frame 1 we see a TV interviewer announcing that today we are going to talk about school life, 'Hoy vamos a hablar de la vida escolar y a hacer preguntas a alumnos de 4º curso.'*

*In Frame 2 Carlos is standing in front of his timetable with one of the days ringed.*

*Interviewer: '¿Qué hiciste ayer en el instituto?'*

*Carlos: 'Ayer tuve clase de biología hasta las nueve. Fue muy interesante porque es mi asignatura preferida y la profesora es siempre divertida.*

*Después de las matemáticas me encontré con mis amigos en el patio de recreo. A las diez y cuarto, después del recreo, tuve clase de francés. Me gusta el francés porque es bastante fácil y se me da bien. Luego tuvimos una hora de dibujo. La hora de la comida empieza a las doce y cuarto. Durante el recreo hice los deberes de la clase de tecnología que empezó a las dos. No me gusta la tecnología porque me aburre. Por la tarde tuve dos horas de tecnología y una hora de música. Volví a casa a las cinco y cuarto.'*

#### Instructions to Students:

- 1 Haz click en el storyboard **Mi rutina escolar**.
- 2 Escucha el diálogo entre el entrevistador y Carlos.

*Frame 3: Interviewer: '¿Qué hiciste anteayer?'*

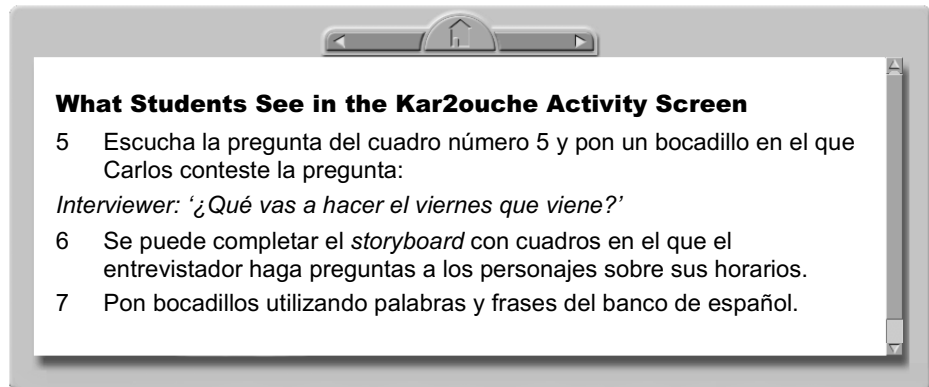
- 3 Pon un bocadillo en el que Carlos conteste a la pregunta en pretérito, pero sin dar su opinión.
- 4 Escucha el resto del diálogo del cuadro 4º, fijándote en el tiempo del verbo.

*In Frame 4 the next day on the timetable is ringed.*

*Interviewer: '¿Qué vas a hacer mañana en el instituto/colegio?'*

*Carlos describes the next day's school routine and gives opinions about that day's subjects.*

*Carlos: 'Mañana es miércoles y a mí me encantan los miércoles. Después de las matemáticas tenemos geografía, que me gusta mucho. Después del recreo vamos a tener dos horas de física. Es mi asignatura preferida porque es útil. Durante la hora de la comida mis amigos y yo vamos a jugar al fútbol en el patio de recreo. Después de la comida voy a estudiar inglés, historia e informática. Me encanta también la informática porque puede ser útil y además está muy de moda. A las cinco y cuarto voy a ir a la piscina.'*



### Plenary

You and the class can put together another description of another day, with another character, including opinions. You can decide which tense to concentrate on or allocate different groups different tenses/days. Ask pupils to concentrate on their leisure activities as well as what they do at school.

### Extension Activities

Students produce a storyboard describing the lessons they had yesterday and the ones they will have tomorrow, giving opinions about the lessons and reasons. They can use phrases from the wordbank or write their own. They can create classrooms from the backgrounds and select suitable props. They can choose one of the Kar2ouche characters to represent themselves explaining their lessons, or use a series of digital images they have taken of themselves and their school. Students may like to compose some written paragraphs, maybe in the form of a diary, based on work covered in the activities.

# Unit 3 Wordbank

## Useful phrases and key vocabulary

### Beginner

Spanish	English
alemán	German
inglés	English
arte dramático	Drama
dibujo	Art
religión	RS
educación física	PE
español	Spanish
francés	French
geografía	Geography
historia	History
informática	ICT
matemáticas	Maths
música	Music
ciencias	Science
tecnología	Technology

Spanish	English
tengo una hora de ...	I have one hour of ...
tengo dos horas de ...	I have two hours of ...
¿Cuál es tu asignatura preferida?	what is your favourite subject?
mi asignatura preferida es	my favourite subject is
las clases empiezan a	lessons start at
las clases terminan a	lessons finish at
la clase de ... empieza a	the ... lesson starts at
tenemos	we have
empezamos con	we start with
hay una clase de	there is a lesson of
aquí está mi horario	here is my timetable
se me da bien	I am good at
no se me da bien	I am bad at
se me da bastante bien	I am quite good at

### Intermediate

Spanish	English
me despierto	I wake up
me levanto	I get up
me lavo	I get washed
me visto	I get dressed
me lavo los dientes	I brush my teeth
me maquillo	I put on my make up
me peino	I do my hair
me baño	I have a bath
me ducho	I have a shower
desayuno	I have my breakfast
salgo de casa	I leave the house
voy al instituto andando	I go to school on foot
voy al instituto en autobús	I go to school by bus
voy al instituto en coche	I go to school by car

Spanish	English
voy al instituto en bicicleta	I go to school by bike
llego al instituto	I arrive at school
hablo con mis amigos	I speak with my friends
hablo con mis amigas	I speak with my friends
las clases empiezan a ...	lessons start at ...
como en el bar	I eat lunch in the canteen
juego con mis amigos	I play with my friends
juego con mis amigas	I play with my friends
vuelvo a casa	I go back home
ceno con mi familia	I eat with my family
hago los deberes	I do my homework
veo la televisión	I watch TV
voy a la cama	I go to bed
duermo	I sleep

### Advanced

Spanish	English
¿Qué hiciste ayer en el instituto?	what did you do yesterday at school?

Spanish	English
¿Qué vas a hacer mañana en el instituto?	what are you going to do tomorrow at school?

## 2. Verbs – including tenses

### Beginner

Spanish	English
es/está	it is
fue	it was
me encanta	I love
me gusta	I like
a mí me gusta	I like

Spanish	English
no me gusta	I don't like
prefiero	I prefer
¿te gusta ...?	do you like ...?
detesto	I hate
detestas	you hate

**Intermediate**

Spanish	English
me despierto	I wake up
me levanto	I get up
me lavo	I get washed
me visto	I get dressed
me lavo los dientes	I brush my teeth
me maquillo	I put on my make up
me peino	I do my hair
me baño	I have a bath
me ducho	I have a shower
desayuno	I have my breakfast
salgo de casa	I leave the house
voy al instituto andando	I go to school on foot
voy al instituto en autobús	I go to school by bus
voy al instituto en coche	I go to school by car

Spanish	English
voy al instituto en bicicleta	I go to school by bike
llego al instituto	I arrive at school
hablo con mis amigos	I speak with my friends
hablo con mis amigas	I speak with my friends
las clases empiezan	lessons start
como en el bar	I eat lunch in the canteen
juego con mis amigos	I play with my friends
juego con mis amigas	I play with my friends
vuelvo a casa	I go back home
ceno con mi familia	I eat with my family
hago los deberes	I do my homework
veo la televisión	I watch TV
voy a la cama	I go to bed
duermo	I sleep

**Advanced**

Spanish	English
<b>Present tense: tener</b>	<b>Present tense: to have</b>
tengo	I have
tienes	you have
tiene	you have (polite)
tiene	he/she/it has
tenemos	we have
tenéis	you have
tienen	you have (polite)
tienen	they have
<b>Preterite tense: tener</b>	<b>Preterite tense: to have</b>
tuve	I had
tuviste	you had
tuvo	you had (polite)
tuvo	he/she/it had
tuvimos	we had
tuvisteis	you had
tuvieron	you had (polite)
tuvieron	they had
<b>Imperfect tense: tener</b>	<b>Imperfect tense: to have</b>
tenía	I had
tenías	you had
tenía	you had (polite)
tenía	he/she/it had
teníamos	we had
teníais	you had
tenían	you had (polite)
tenían	they had

Spanish	English
<b>Future tense : tener</b>	<b>Future tense: to have</b>
tendré	I will have
tendrás	you will have
tendrá	you will have (polite)
tendrá	he/she/it will have
tendremos	we will have
tendréis	you will have
tendrán	you will have (polite)
tendrán	they will have
<b>Infinitives</b>	<b>Infinitives</b>
ir	to go
dormir	to sleep
escuchar	to listen (to)
hacer	to make
hacer	to do
cocinar	to cook
jugar	to play
dar un paseo	to go for a walk
leer	to read
comer	to eat
volver a casa	to go home
quedarse	to stay
salir	to go out
conducir	to drive
relajarse	to relax
sentirse relajado	to feel relaxed
holgazanear	to laze about

### 3. Attitudes and opinions

#### Beginner

Spanish	English
divertido	fun
es/está	it is
fue	it was
difícil	difficult
fácil	easy
aburrido	boring
estupendo	brilliant
interesante	interesting
pésimo	dreadful

Spanish	English
OK	OK
porque	because
¿por qué?	why?
¿Qué piensas de ...?	what do you think of ...?
¿Te gusta ...?	do you like ...?
¿A ti te gusta?	do you like ...?
¿Cuál es tu asignatura preferida?	what is your favourite subject?
¿Cuáles son tus asignaturas preferidas?	what are your favourite subjects?

#### Intermediate

Spanish	English
guay	cool
cansado	tiring
fenomenal	great

Spanish	English
poco divertido	not funny
útil	useful
¿Cuál prefieres?	which do you like best?

#### Advanced

Spanish	English
es difícil pero es interesante	it's difficult but it's interesting
es cansado pero es útil	it's tiring but it's useful
mi asignatura preferida es	my favourite subject is
en francés soy un desastre	I'm rotten at French
en dibujo soy un desastre	I'm no good at drawing

Spanish	English
porque me aburre	because it's boring
porque es cansado	because it's tiring
porque es útil	because it's useful
porque es muy guay	because it's cool
¿por qué te gusta ...?	why do you like ...?
detestas ... ¿verdad?	you hate ... don't you?

### 4. Adjectives/adverbs

#### Beginner

Spanish	English
difícil	difficult
aburrido	boring
fácil	easy
interesante	interesting

Spanish	English
OK	OK
fatal	rotten
estupendo	great
fenomenal	fantastic

#### Intermediate

Spanish	English
fenomenal	great, brilliant
guay	cool
cansado	tiring

Spanish	English
pésimo	rubbish
útil	useful
que mola	up to the minute, now

#### Advanced

Spanish	English
bastante	quite
también	as well
tan ... como	as ... as
mejor	better
menos ... que	less ... than
peor	worse

Spanish	English
más ... que	more ... than
muy	very
demasiado	too
un poco	a little
¿de verdad?	really
enrollado	cool



## 5. Words relating to time, sequences and numbers

### Beginner

Spanish	English
<b>Los días de la semana</b>	<b>Days of the week</b>
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
<b>La hora</b>	<b>Time</b>
es la una	it is one o'clock
son las dos	it is two o'clock
son las dos y cinco	it is five past two
son las dos y diez	it is ten past two
son las dos y cuarto	it is quarter past two
son las dos y veinte	it is twenty past two
son las dos y veinticinco	it is twenty five past two
son las dos y media	it is half past two
son las tres menos veinticinco	it is twenty five to three
son las tres menos veinte	it is twenty to three
son las tres menos cuarto	it is quarter to three
son las tres menos diez	it is ten to three
son las tres menos cinco	it is five to three
es mediodía	it is midday
es medianoche	it is midnight
son las doce y media	it is half past midday
son las doce y media de la noche	it is half past midnight
a la una	at one o'clock

Spanish	English
a las dos	at two o'clock
La hora	Time
a mediodía	at midday
a medianoche	at midnight
después	after
luego	next
finalmente	finally
luego	then
hoy	today
ayer	yesterday
mañana	tomorrow
por la mañana	in the morning
por la tarde	in the afternoon
por la noche	in the evening
las clases empiezan a	lessons start at
las clases terminan a	lessons finish at
la clase de ... empieza a	the ... lesson starts at
el recreo empieza a	break starts at
la hora de la comida	the lunch break starts at
empieza a ...	
la primera clase empieza a	the first lesson starts at
la segunda clase empieza a	the second lesson starts at
	at
la tercera clase empieza a	the third lesson starts at
la cuarta clase empieza a	the fourth lesson starts at
la última clase empieza a	the last lesson starts at
vuelvo a casa a ....	I go home at ...
salgo de casa a	I leave home at ...

### Intermediate

Spanish	English
a	at
la una	one o'clock
las dos	two o'clock
las dos y cinco	five past two
las dos y diez	ten past two
las dos y cuarto	quarter past two
las dos y veinte	twenty past two
las dos y veinticinco	twenty five past two
las dos y media	half past two
las tres menos veinticinco	twenty five to three
las tres menos veinte	twenty to three
las tres menos cuarto	quarter to three
las tres menos diez	ten to three
a las cuatro en punto	at four o'clock precisely
las cinco de la tarde	five o'clock in the afternoon

Spanish	English
las cinco de la mañana	five o'clock in the morning
mediodía	midday
medianoche	midnight
después	after
después	next
luego	next
finalmente	finally
por fin	finally
luego	then
hoy	today
ayer	yesterday
mañana	tomorrow
por la mañana	in the morning
por la tarde	in the afternoon
por la noche	in the evening

### Advanced

Spanish	English
a veces	sometimes
generalmente	usually
normalmente	normally
siempre	always
cada año	each year
a menudo	often

Spanish	English
cuando	when
desde	since
durante	during
por	for
si	if
nunca	never

## 6. Connectives and prepositions

### Beginner

Spanish	English
con	with
a	at
en	in

Spanish	English
dónde/¿dónde?	where
porque	because
pero	but

### Intermediate

Spanish	English
para	for
por	for

Spanish	English
luego	then
cuándo/¿cuándo?	when
¿por qué?	why?

### Advanced

Spanish	English
después	after
primero	first of all
ya	already
entonces	therefore, so

Spanish	English
por fin	at last
luego	next
finalmente	finally
todavía	still

# Unit 4 Mis pasatiempos

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## Overview of Suggested Tasks

**Beginner** Talking about what you like to do in your free time and how often.

**Intermediate** Planning your evening (invitations and future plans, limited use of the conditional tense).

**Advanced** Describing a date (opinions, preterite and imperfect tenses).



**Beginner**

# Free Time Activities

## Expectations

**All students will:** understand spoken and written phrases, questions and short sentences about hobbies and leisure interests, including brief opinions; respond with short phrases (orally and in writing) to familiar questions about their own hobbies and leisure interests; copy or repeat phrases about hobbies, and add words from memory; complete parts of a letter, using a model and other prompts.

**Most students will:** understand main points and some details in short passages about people's hobbies and interests; take part in conversations of two or more exchanges about their own or other people's hobbies and interests, including opinions; talk and write about their interests, and express simple opinions with reasons, initially using a model for support; speak and write from memory.

**Some students will:** understand longer passages spoken at near-normal speed about hobbies and leisure interests, and identify specific details; begin to use context to deduce the meaning of unfamiliar words; take part in conversations about hobbies, asking questions to maintain and develop the conversation; write a letter about leisure interests, showing ability to use and adapt some previously learnt language.

## Learning Objectives

Students should learn to:

- use their knowledge of *gustar* etc. + noun to describe their hobbies and interests
- develop a conversation by giving a statement about their hobbies and adding *¿Y a ti/a usted?* etc.
- express agreement and disagreement
- use *jugar a* followed by the definite article
- use *saber* (to know how to do something) with infinitive in phrases such as *Ana sabe patinar*.
- use *poder* (to be able to do something) with infinitive in phrases such as *puedo salir temprano/puedo comprar dos libros*
- distinguish *jugar* from *tocar* using their knowledge of English

- combine a small number of sentences using time adverbs as connectives to sequence their text
- use the infinitive of a following or dependent verb in order to state what they like to do as hobbies and leisure pursuits
- use *¿Cuál es/Cuáles son...?* (learnt in another context) to ask about hobbies and interests
- use knowledge of the days of the week, the time and adverbs of frequency, in order to state and understand when and how often they pursue a hobby
- link sentences using conjunctions to form complex sentences about interests and hobbies.

## Learning Outcomes

Students will:

- understand and produce in speech and writing, sentences such as *Juego al ajedrez. Pedro juega al rugby. Mi hermano toca la guitarra. No sé patinar. ¿Sabes tocar la flauta?*
- sequence a series of such sentences using connectives such as *primero, luego, después, por último*
- converse with others by asking *¿Cuáles son tus pasatiempos?* and give opinions using constructions such as *A mí me encantar bailar, ¿y a ti? No me gusta jugar al ajedrez. Me aburren los deportes.*
- combine *me/te* etc. with the conditional *gustaría* to make sentences such as *¿Te gustaría ir al cine? Me gustaría ir a la bolera.*
- produce and understand, orally and in writing, sentences about when and how often they pursue their interests, for example *¿Cuántas veces por semana vas a la piscina? Juego al fútbol los sábados.*
- produce sentences such as *Los viernes voy al cine. El martes a las seis de la tarde vamos a ir al centro de deportes. Juego pocas veces al ajedrez.*

## Resources

Kar2ouche *Developing Spanish*

Incomplete Storyboards **Cita a ciegas 1 and 2**

Dictionaries and Spanish teenage magazines

## Activity – Cita a ciegas 1 y 2

### Introduction

In the following activities the characters stage a 'Blind Date' style quiz show in which they discuss their hobbies and how often they do them. Students can then match characters up with their ideal partner.

### Development



#### What Students See in the Kar2ouche Activity Screen

- 1 Open the Kar2ouche storyboard **Cita a ciegas 1** and listen to each of the girls' audiofiles.

*In Frame 1 Carolina, Susana and Nuria are sitting on stools on the set of Blind Date. The TV interviewer asks the girls in turn, '¿Qué te gusta hacer en tu tiempo libre y cuántas veces por semana lo haces?'*

*In Frame 2 Carolina responds: 'Cada día escucho música. Tres veces por semana juego al baloncesto. Los fines de semana voy al cine y me gusta ir de compras a la ciudad. Me encanta bailar y detesto el fútbol.'*

*In Frame 3 Susana responds: 'Cada día doy un paseo con mi perro. Dos veces por semana voy al club de jóvenes y juego al ping-pong. Los sábados me gusta montar en bicicleta o ir a la bolera. Los domingos voy a casa de mis abuelos y jugamos a las cartas.'*

*In Frame 4 Nuria responds: 'Todos los días después del colegio juego con el ordenador. Me gusta ver la televisión porque me encantan las telenovelas. De vez en cuando leo revistas y los fines de semana me gusta ir a la piscina. No quiero ir a la ciudad porque no me gusta ir de compras.'*

- 2 Add three more frames, with a different boy in each frame, and make up answers for each, in response to the same question by the interviewer. Include some connectives such as *primero, luego, después, por último*.



- 3 Open the Kar2ouche storyboard **Cita a ciegas 2**

- 4 Listen to the conversation between the interviewer and the boys.

*In Frame 1 the three boys are sitting on the stools.*

*Interviewer: '¿Qué te gusta hacer en tu tiempo libre y cuántas veces por semana lo haces?'*

*In Frame 2 Carlos responds: 'Al salir del instituto me gusta ir al parque con mi perro. Una o dos veces por semana voy al club de jóvenes. Me encanta jugar al tenis y al ping-pong. Me gusta también montar en bicicleta de vez en cuando y normalmente me quedo en casa los domingos.'*

*In Frame 3 Sebastián responds: 'Por la tarde me gusta ver vídeos y jugar con el ordenador. Me gusta leer y escuchar música. Detesto ir a la ciudad. Los fines de semana prefiero dar paseos por el campo o ir a pescar.'*

*In Frame 4 Luís responds: 'Yo soy bastante deportista. Me gusta jugar al badminton y nadar pero no me gusta jugar al fútbol. Me encanta escuchar música e ir al cine los fines de semana.'*

- 5 Compare these with your own answers for each boy in the first storyboard. Add three frames showing which girl you think is best suited to which boy. Give each girl a thought bubble with words expressing what she thinks of the boy you have chosen. This gives you an opportunity to match their interests and personalities. You can look back at Unit 1 wordbanks as all the activities have useful words to help you here.

**Plenary**

Encourage students to watch each other's storyboards. They could mail their storyboards to another pair who could storyboard the conversation the matched characters might have on their first date. They could chose an appropriate background/location for the dates.

**Extension Activity**

Students could make a storyboard of the date the matched characters go on.

Students can put themselves and their friends into this storyboard, instead of the six characters, using digital photographs and their own recordings.

Students develop a conversation by giving a statement about their hobbies and adding *¿Y a ti?/¿y a usted?*



## Intermediate

# Planning Your Evening

## Expectations

**All students will:** understand and use simple language about future plans; understand and say or write simple sentences about what they can and cannot do, with support as necessary.

**Most students will:** understand and express intentions and plans using the immediate future tense, initially with support, across a range of familiar contexts; discuss arrangements, asking and answering questions and giving reasons.

**Some students will:** understand and use, accurately and independently, a range of language to express future intentions and actions; discuss arrangements with confidence and accuracy.

## Learning Objectives

Students should learn to:

- use the infinitive of a following verb with modal verbs to give invitations and respond to them, for example *¿puedes ir al cine?, sé jugar al tenis*
- use the conditional tense in giving and accepting invitations, for example *¿te gustaría ir a la piscina?*
- cope with less predictable language when giving and responding to invitations
- adapt language for use in new and imaginative contexts
- communicate with purpose and spontaneity.

## Learning Outcomes

Students will:

- understand invitations
- give invitations and accept or refuse, giving reasons, for example *¿Quieres jugar a las cartas? Jugar a las cartas... no puedo, porque tengo que hacer los deberes.*
- understand acceptances and refusals, and refuse politely with reasons, for example *¿Quiere usted jugar al ajedrez? Lo siento pero no puedo. Tengo que ayudar a mi padre.*

- explain why they can/cannot do something, using a range of modal verbs, for example *¿Quieres jugar al tenis a las cinco? Lo siento, pero no puedo. Tengo que preparar la cena.*
- make social arrangements, for example *¿Quieres cenar con nosotros el próximo martes? El martes ... sí, estoy libre. De acuerdo, me gustaría mucho. Gracias.*

## Resources

Kar2ouche *Developing Spanish*

Incomplete storyboard **¿Estás libre esta tarde?**

Dictionaries and authentic texts relevant to the tasks

## Activity – ¿Estás libre esta tarde?

### Introduction

In the following activities students will practise making, accepting and declining invitations.

### Development

- 1 Students should open the incomplete storyboard **¿Estás libre esta tarde?**



#### What Students See in the Kar2ouche Activity Screen

- 1 Open the Kar2ouche storyboard **¿Estás libre esta tarde?** and listen to the model dialogue which covers Frames 1-3.

*In Frame 1 Carlos telephones Nuria to invite her out that evening. Nuria declines the invitation and gives a reason why.*

*Carlos: '¡Hola, Nuria! ¿Estás libre esta tarde? ¿Quieres ir al cine?'*

*Nuria: 'Lo siento, pero no puedo. Esta tarde tengo que hacer los deberes.'*

*In Frame 2 Sebastián telephones Nuria to invite her out that evening. Nuria declines the invitation and gives a reason why.*

*Sebastián: '¡Hola, Nuria! ¿Te gustaría ver un vídeo esta tarde?'*

*Nuria: 'Lo siento. Tengo que hacer de canguro.'*

*In Frame 3 Luís telephones Nuria and invites her out that evening. This time Nuria accepts the invitation.*

*Luís: '¡Hola! ¿Te gustaría ir a la discoteca esta tarde?'*

*Nuria: 'Sí. Me gustaría muchísimo.'*

- 2 Attach speech bubbles to each character and add appropriate words and phrases from the wordbank.

- 2 Frame 4 is blank, for students to compose themselves. Remind them that they can use vocabulary from all other wordbanks, or use the Glossary.



#### What Students See in the Kar2ouche Activity Screen

- 3 Frame 4 is blank, for you to compose the scene showing Luís and Nuria at the disco.
- 4 Complete the storyboard by choosing combinations of the four characters Sebastián, Carlos, Carolina and Susana and placing them in Frames 5 and 6.
- 5 Attach speech bubbles to each character and add words and phrases from the wordbank, including invitations with *quieres/te gusta/te gustaría* + infinitive and people accepting or declining with reasons using *quiero/me gusta/me gustaría/no puedo/tengo que* etc + infinitives and negatives.

### Plenary

Encourage students to put their storyboards on cycle and listen to each other's work.

### Extension Activities

Students can create their own storyboards featuring different combinations of the characters inviting, accepting or declining invitations to different future events.

## Advanced

# Describing a Date

## Expectations

**All students will:** show some understanding of the imperfect tense; produce simple sentences; understand short, straightforward spoken or written passages, perhaps with visual clues; understand and give simple points of view, initially with prompts.

**Most students will:** understand the difference between the imperfect and preterite tenses; ask/understand questions and understand/give answers about past events within their own experience and that of others; understand and express points of view.

**Some students will:** handle most aspects of the past tenses with confidence and largely correctly; understand texts which use both tenses, understand narratives and opinions; justify ideas, opinions and points of view.

## Learning Objectives

Students should learn to:

- understand the difference between actions in the past as expressed in the imperfect and preterite tenses
- use *estar* with present participles to describe continuous action in the past, for example *estaba preparando la cena*
- adapt language encountered so far in this unit to speak or write about a different past event.

## Learning Outcomes

Students will:

- understand the difference between present and past in sentences such as *Normalmente como en el bar, pero ayer almorcé en un restaurante.*
- distinguish (perhaps with support) between the imperfect, the preterite and *estar* + present participle when used to describe actions in the past.

## Resources

Kar2ouche *Developing Spanish*

Incomplete storyboard **Una noche de juerga**

Dictionaries and authentic texts relevant to the tasks

## Activity – Una noche de juerga

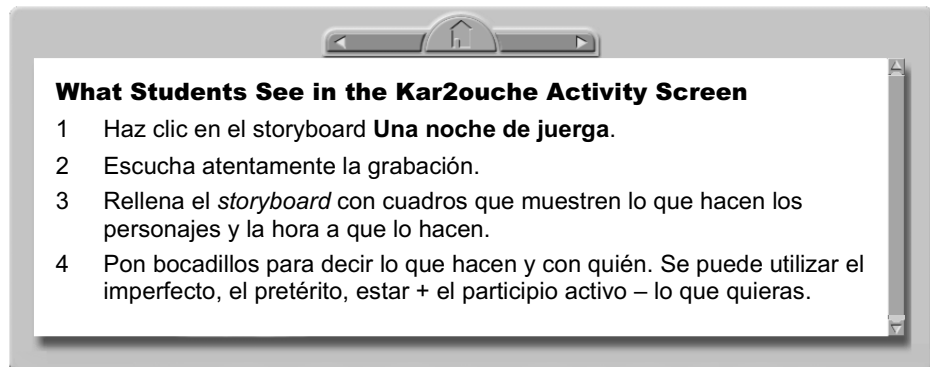
### Introduction

In the following activity students will practise describing a recent date. The TV interviewer describes where and when four characters went recently, and students have to work out the correct identity.

### Development



- 1 Students open storyboard **Una noche de juerga**, and complete it according to the instructions in the Activity Screen.



### Plenary

Ask students to compare their storyboard with a partner to see if they are the same.

## Extension Activity

Students create another storyboard with different combinations of characters meeting at different places, on other days. Speech bubbles could be in the past tense (imperfect and/or preterite) and thought bubbles in the present tense, to express opinions.

# Unit 4 Wordbank

## I. Useful phrases and key vocabulary

### Beginner

Spanish	English
¿Qué haces en tu tiempo libre?	what do you do in your free time?
escucho música	I listen to music
tengo que	I have to
duermo	I sleep
practico el atletismo	I do athletics
practico la equitación	I do horse riding
hago gimnasia	I do gymnastics
practico la natación	I do swimming
hago windsurf	I do windsurfing
practico el judo	I do judo
patino sobre ruedas	I do roller skating
voy a esquiar	I do skiing
voy de paseo en bicicleta	I do cycling
juego al badminton	I play badminton
juego al baloncesto	I play basketball
juego al fútbol	I play football
juego al hockey	I play hockey
juego al pimpón	I play table tennis
juego al rugby	I play rugby
juego al tenis	I play tennis
juego al voleibol	I play volleyball

Spanish	English
juego a las cartas	I play cards
juego con el ordenador	I play on the computer
toco la flauta	I play the flute
toco el piano	I play the piano
me gusta tocar el piano	I like playing the piano
me encanta leer	I love reading
leo	I read
como	I eat
no hago	I don't
no hago nada	I don't do anything
puedo	I can/I am able to
sé	I can/I know how to
veo vídeos	I watch videos
veo la televisión	I watch TV
vuelvo a casa	I go home
me quedo en casa	I stay at home
salgo	I go out
voy a pescar	I go fishing
voy al cine	I go to the cinema
voy a casa de mis amigos	I go to my friends' house
voy a casa de mis abuelos	I go to my grandparents' house
voy a la ciudad	I go into town

### Intermediate

Spanish	English
¿Quieres ir a pescar?	do you want to go fishing?
¿Quieres ir al cine?	do you want to go to the cinema?
¿Quieres ir a casa de tus amigos?	do you want to go to friends?
¿Quieres ir a casa de tus abuelos?	do you want to go to your grandparents?
¿Quieres ir a la ciudad?	do you want to go into town?
¿Quieres escuchar música?	do you want to listen to music?
¿Quieres practicar el atletismo?	do you want to practise athletics?
¿Quieres montar a caballo?	do you want to go riding?
¿Quieres hacer gimnasia?	do you want to do gymnastics?
¿Quieres practicar el judo?	do you want to do judo?
¿Quieres ir a nadar?	do you want to go swimming?
¿Quieres patinar sobre ruedas?	do you want to go roller skating?
¿Quieres hacer windsurf?	do you want to go windsurfing?
¿Quieres dar un paseo?	do you want to go for a walk?
¿Quieres ir a esquiar?	do you want to go skiing?

Spanish	English
¿Quieres dar un paseo en bicicleta?	do you want to go cycling?
¿Quieres jugar al badminton?	do you want to play badminton?
¿Quieres jugar al baloncesto?	do you want to play basketball?
¿Quieres jugar a las cartas?	do you want to play cards?
¿Quieres jugar al fútbol?	do you want to play football?
¿Quieres jugar al hockey?	do you want to play hockey?
¿Quieres jugar con el ordenador?	do you want to play on the computer?
¿Quieres jugar al pimpón?	do you want to play table tennis?
¿Quieres jugar al rugby?	do you want to play rugby?
¿Quieres jugar al tenis?	do you want to play tennis?
¿Quieres jugar al voleibol?	do you want to play volleyball?
¿Quieres ver la televisión?	do you want to watch TV?
¿Quieres ver vídeos?	do you want to watch videos?
¿Quieres quedarte en casa?	do you want to stay at home?

## Advanced

Spanish	English
compré un helado	I bought an ice cream
fui al club de jóvenes	I went to the youth club
fui al parque	I went to the park
fui a la bolera	I went to the bowling alley
bebí una limonada	I drank lemonade
escuché música	I listened to music
fui a la compra	I did the shopping
hice mis deberes	I did my homework
fui de excursión	I went on a trip
di un paseo	I went for a walk
di un paseo en bicicleta	I went cycling
jugué con el ordenador	I played on the computer

Spanish	English
comí patatas fritas	I ate chips
vi la televisión	I watched TV
me quedé en casa	I stayed at home
me quedé en la cama	I stayed in bed
me gusta ... ¿y a ti?	I like ... do you?
le gusta ... ¿y a ti?	he/she likes ... do you?
nos gusta ... ¿y a vosotros?	we like ... do you?
me gusta ... ¿y a usted?	I like ... do you? (polite)
querría	I would like
me gustaría	I would like
te gustaría	you would like
nos gustaría	we would like

## 2. Verbs – including tenses

## Beginner

Spanish	English
<b>Irregular verbs</b>	<b>Irregular verbs</b>
tengo que	I have to
puedo	I can (am able to)
sé	I can (know how to)
juego	I play
juego	I am playing
quiero	I want
querría	I would like
<b>Infinitives</b>	<b>Infinitives</b>
ir	to go
dormir	to sleep
escuchar	to listen (to)

Spanish	English
<b>Infinitives</b>	<b>Infinitives</b>
hacer	to do, make
jugar	to play
leer	to read
comer	to eat
ver	to watch
querer	to want
volver	to go back
quedarse	to stay
salir	to go out
charlar	to chat, talk

## Intermediate and Advanced

Spanish	English
<b>Present tense of radical changing verb: jugar</b>	<b>Present tense of radical changing verb : to play</b>
jugar	to play
juego	I play
juego	I am playing
juegas	you play
juegas	you are playing
juega	you play (polite)
juega	you are playing (polite)
juega	he/she/it plays
juega	he/she/it is playing
jugamos	we play
jugamos	we are playing
jugáis	you play
jugáis	you are playing
juegan	you play (polite)
juegan	you are playing (polite)
juegan	they play
juegan	they are playing
<b>Present tense of estar + present participle of jugar</b>	<b>Present tense of estar + present participle of 'to play'</b>
estoy jugando	I am playing
estás jugando	you are playing
está jugando	you are playing (polite)
está jugando	he/she/it is playing
estamos jugando	we are playing
estáis jugando	you are playing
están jugando	you are playing (polite)
están jugando	they are playing

Spanish	English
<b>Imperfect tense: jugar</b>	<b>Imperfect tense: to play</b>
jugaba	I was playing
jugabas	you were playing
jugaba	you were playing (polite)
jugaba	he/she/it was playing
jugábamos	we were playing
jugabais	you were playing
jugaban	you were playing (polite)
jugaban	they were playing
<b>Imperfect tense: estar + present participle of jugar</b>	<b>Imperfect tense: estar + present participle of 'to play'</b>
estaba jugando	I was playing
estabas jugando	you were playing
estaba jugando	you were playing (polite)
estaba jugando	he/she/it was playing
estábamos jugando	we were playing
estabais jugando	you were playing
estaban jugando	you were playing (polite)
estaban jugando	they were playing
<b>Preterite tense: jugar</b>	<b>Preterite tense: to play</b>
jugué	I played
jugaste	you played
jugó	you played (polite)
jugó	he/she/it played
jugamos	we played
jugasteis	you played
jugaron	you played (polite)
jugaron	they played

## Intermediate and Advanced

Spanish	English
<b>Present tense: hacer</b>	<b>Present tense: to do, make</b>
hacer	to do, make
hago	I do, make
haces	you do, make
hace	you do, make (polite)
hace	he/she/it does, makes
hacemos	we do, make
hacéis	you do, make
hacen	you do, make (polite)
hacen	they do, make
<b>Imperfect tense: hacer</b>	<b>Imperfect tense: to do, make</b>
hacía	I did, made
hacías	you did, made
hacía	you did, made (polite)
hacía	he/she/it did, made
hacíamos	we did, made
hacíais	you did, made
hacían	you did, made (polite)
hacían	they did, made
<b>Imperfect tense: estar</b>	<b>Imperfect tense: to be</b>
estaba	I was
estabas	you were
estaba	you were (polite)
estaba	he/she/it was
estábamos	we were
estabais	you were
estaban	you were (polite)
estaban	they were
<b>Preterite tense: hacer</b>	<b>Preterite tense: to do, make</b>
hice	I did, made
hiciste	you did, made
hizo	you did, made (polite)
hizo	he/she/it did, made
hicimos	we did, made
hicisteis	you did, made
hicieron	you did, made (polite)
hicieron	they did, made

Spanish	English
<b>Present tense: salir</b>	<b>Present tense: to go out</b>
salir	to go out
salgo	I go out
sales	you go out
sale	you go out (polite)
sale	he/she/it goes out
salimos	we go out
salís	you go out
salen	you go out (polite)
salen	they go out
<b>Imperfect tense: salir</b>	<b>Imperfect tense: to go out</b>
salía	I went out
salías	you went out
salía	you went out (polite)
salía	he/she/it went out
salíamos	we went out
salíais	you went out
salían	you went out (polite)
salían	they went out
<b>Preterite tense: salir</b>	<b>Preterite tense: to go out</b>
salí	I went out
saliste	you went out
salíó	you went out (polite)
salíó	he/she/it went out
salimos	we went out
salisteis	you went out
salieron	you went out (polite)
salieron	they went out

## 3. Attitudes and opinions

### Beginner

Spanish	English
¿Qué piensas de...?	what do you think of ...?
(a ella) no le gusta ...	she doesn't like ...
(ella) va	she is going
¿Te gusta ...?	do you like ...?
(a él) no le gusta ...	he doesn't like ...
(él) va	he is going
me encanta ...	I love ...
me gusta ...	I like ...
detesto ...	I hate ...
no me gusta ...	I don't like ...

Spanish	English
prefiero ...	I prefer ...
¿Qué quieres hacer?	what do you like to do?
¿Cuál es tu pasatiempo preferido?	which pastime do you prefer?
¿Qué haces?	what do you do?
¿Qué haces?	what are you doing?
¿Qué estás haciendo?	what are you doing?
¿Vas ...?	are you going ...?



**Intermediate**

Spanish	English
claro	of course
regular	so, so
buena idea	good idea
ciertamente	certainly
de acuerdo	ok
lo siento, no puedo	sorry, I can't
lo siento	sorry
me duele la cabeza	I have a headache
hago de canguro	I am babysitting
estoy haciendo de canguro	I am babysitting
hago los deberes	I am doing my homework
estoy haciendo los deberes	I am doing my homework

Spanish	English
estoy resfriado	I have a cold
estoy resfriada	I have a cold
tengo que ayudar a mi madre	I have to help my mother
no tengo dinero	I haven't got any money
voy a casa de mis abuelos	I am going to my grandparents
no	no
no, no quiero	no, I don't want to
sí, quiero	yes, I want to
no mucho	not really

**4. Adjectives/adverbs****Beginner**

Spanish	English
difícil	difficult
aburrido	boring
fácil	easy
genial	brilliant
interesante	interesting

Spanish	English
malísimo	rotten
pésimo	rubbish
vale	ok
estupendo	great
bien	fine

**Intermediate**

Spanish	English
bastante	quite
muy	very
demasiado	too

Spanish	English
un poco	a little
muy	really
bastante	fairly

**Advanced**

Spanish	English
también	as well
menos	less

Spanish	English
más	more
que	than

**5. Words relating to time, sequences and numbers****Beginner**

Spanish	English
¿Cuántas veces por semana?	how many times a week?
una vez	once
dos veces	twice
tres veces	three times
por semana	per week
algunas veces	sometimes
a menudo	often
muchas veces	often
cada día	every day
el fin de semana	at the weekend

Spanish	English
el fin de semana que viene	next weekend
por la mañana	in the morning
por la tarde	in the afternoon
por la tarde	in the evening
por la noche	in the evening
por la noche	at night
el sábado	on Saturday
los sábados	on Saturday
el domingo	on Sunday
los domingos	on Sunday
todos los domingos	every Sunday

**Intermediate**

Spanish	English
este fin de semana	this weekend
esta mañana	this morning
esta tarde	this afternoon
esta noche	this evening
el viernes por la tarde	Friday afternoon
el viernes por la noche	Friday evening
el sábado por la mañana	Saturday morning
el domingo por la tarde	Sunday evening

Spanish	English
el domingo por la noche	Sunday evening
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
a las dos	at two o'clock
a la seis	at six o'clock
a las ocho y media	at half past eight

**Advanced**

Spanish	English
<b>La hora</b>	<b>Time</b>
es la una	it is one o'clock
son las dos	it is two o'clock
son las dos y cinco	it is five past two
son las dos y diez	it is ten past two
son las dos y cuarto	it is quarter past two
son las dos y veinte	it is twenty past two
son las dos y veinticinco	it is twenty five past two
son las dos y media	it is half past two
son las tres menos veinticinco	it is twenty five to three
son las tres menos veinte	it is twenty to three
son las tres menos cuarto	it is quarter to three
son las tres menos diez	it is ten to three
son las tres menos cinco	it is five to three
es mediodía	it is midday
es medianoche	it is midnight
son las doce y media	it is half past midday
son las doce y media de la noche	it is half past midnight
a la una	at one o'clock
a las dos	at two o'clock

Spanish	English
<b>La hora</b>	<b>time</b>
a mediodía	at midday
a medianoche	at midnight
después	after
luego	next
finalmente	finally
luego	then
hoy	today
por la mañana	in the morning
por la tarde	in the afternoon
por la tarde/noche	in the evening
este fin de semana	this weekend
esta mañana	this morning
esta tarde	this afternoon
esta tarde/noche	this evening
el viernes por la tarde	Friday afternoon
el sábado por la mañana	Saturday morning
el domingo por la tarde/noche	Sunday evening
todos los martes	every Tuesday
cada día	every day
de vez en cuando	now and then
de vez en cuando	every so often

**6. Connectives and prepositions****Beginner**

Spanish	English
a	at
con	with
pero	but

Spanish	English
donde	where
¿dónde?	where?
porque	because

**Intermediate**

Spanish	English
luego	then
para/por	for

Spanish	English
¿por qué?	why?
cuando	when

**Advanced**

Spanish	English
después	after
en primer lugar	first of all
ya	already
entonces	therefore, so

Spanish	English
por último	at last
luego	next
todavía	still
finalmente	finally

## Unit 5 Las vacaciones

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### **Overview of Suggested Tasks**

**Beginner** Talking about the weather in other European countries.

**Intermediate** Finding their way around a new town or city. Asking for and giving directions to locations.

**Advanced** Describing a journey to a foreign country.



**Beginner**

# The Weather

## Expectations

**All students will:** understand a limited range of language dealing with the weather; recognise the names of other European countries and their capital cities; talk about these using simple phrases with support.

**Most students will:** understand spoken language dealing with aspects of other European countries and the weather.

**Some students will:** listen to, read and understand texts about other European countries, their capitals and the weather; understand and give more detailed weather reports in both speech and writing.

## Learning Objectives

Students should learn to:

- be able to name other European countries and their capitals
- understand and talk about the weather
- use Spanish in progressively more demanding contexts, for example a simulated weather report.

## Learning Outcomes

Students will:

- use names of other countries
- ask/answer questions, for example *¿Cuál es la capital de Bélgica?* (*Es*) *Bruselas*.
- understand and produce simple phrases about the weather
- prepare and deliver an oral presentation about the weather.

## Resources

Kar2ouche *Developing Spanish*

Incomplete storyboard **El pronóstico del tiempo**

Dictionaries, newspaper weather reports and holiday brochures and magazines in Spanish

## Activity – El pronóstico del tiempo

### Introduction

In the following activities the characters give weather reports for the region of Spain and for Europe as a part of their European week. They stand in front of a large map of Europe (see Unit 2) and give their weather reports. Symbols for different types of weather can be added to the map from the props as each person gives their report.

### Development

- 1 Students open the incomplete storyboard **El pronóstico del tiempo**. You may wish to remind students how to introduce a country, and refer back to Unit 2.



#### What Students See in the Kar2ouche Activity Screen

- 1 Open the Kar2ouche storyboard **El pronóstico del tiempo**. Complete the frame by adding speech bubbles and text from the wordbank and appropriate weather symbols from the props palette.

*In Frame 1 Carlos is standing in front of a large map of Spain. He gives the weather forecast for the regions: 'En el norte llueve. En el oeste hace viento. En el sur hace buen tiempo. En el este hace sol. En los Pirineos nieva. En el centro hay tormentas. En Madrid hay niebla.'*

*In Frames 2-6 there is a large map of Europe, with a different character standing in front. In turn, they are going to describe the weather in a different country.*

- 2 Complete each frame by adding a speech bubble containing a description of the weather in different parts of each country. Add weather symbols as appropriate.
- 3 Place a second character in each frame, who asks geographical questions such as '¿Cuál es la capital de Bélgica?' Answers could be verbal or in the form of props. Students could record their conversations.

### Plenary

Encourage students to present their own storyboard to the class using a large screen or to small groups on individual machines. More confident students will be able to give live presentations, rather than rely on the text/audio in the storyboard.

### Extension Activity

Students could refer to a number of national newspapers and then produce a Powerpoint presentation for the weather forecast in Europe during the previous week. They should import images from Kar2ouche to illustrate the presentation.

## Intermediate

# Asking for and Giving Directions

## Expectations

**All students will:** understand and use simple language to describe locations and directions; use a more limited range of language for giving simple instructions and asking questions, with prompts or support; take part in simple scripted role plays.

**Most students will:** understand, ask for and give information about places, and ask for and give directions to them; understand and use a range of question forms and instructions.

**Some students will:** understand, ask and talk about locations and directions; give precise locations and directions using a range of language including more complex sentence structure.

## Learning Objectives

Students should learn to:

- ask/answer questions about locations
- use different interrogatives
- understand and use ordinal numbers
- give directions using imperatives (second person plural)
- increase length and complexity of spoken and written work.

## Learning Outcomes

Students will:

- ask and answer questions, for example *¿Dónde está el cine? Está en la segunda calle a la izquierda*, and use prepositions with *de* correctly, for example *enfrente del banco*
- understand the use of *estar* to indicate location, position etc
- form questions accurately and understand precise locations
- vary question forms, for example *Por favor, ¿Hay un café cerca de aquí? ¿Puede decirme si hay un café por aquí cerca?*
- distinguish between cardinal and ordinal numbers used in appropriate contexts, for example *Coge la tercera calle a la derecha*.
- understand and follow directions
- use imperatives to give instructions/directions

- use the imperative in the second person singular and plural (*tú/vosotros*) and the third person singular and plural *usted/ustedes*)
- direct others around a location using a range of language, using imperatives and the impersonal, for example *Se puede coger la segunda o la tercera calle a la derecha.*

## Resources

Kar2ouche *Developing Spanish*

Incomplete storyboard **¿Por dónde se va a...?**

Dictionaries and tourist guides in Spanish

## Activity – ¿Por dónde se va a...?

### Introduction

In the following activities students practise asking for, and giving directions.

### Development

- 1 Students should open the incomplete storyboard **¿Por dónde se va a...?**



#### What Students See in the Kar2ouche Activity Screen

- 1 Open the Kar2ouche storyboard **¿Por dónde se va a...?**

*In Frame 1 Sebastián and Carolina are on holiday and want to explore. They also need to find the post office. They are standing in front of a large sketch map of a town with blank boxes representing specific places in the town. Some key places are already labelled.*

*Sebastián: '¿Por favor, por dónde se va a la oficina de correos?'*

*Carolina: 'Sigue todo recto, coge la primera calle a la derecha y la oficina de correos está enfrente.'*

- 2 Shrink Sebastián so that he fits onto the map at the destination he is asking about.

- 3 Work the route back with lots of tiny arrows from the props palette. Add a text box with a commentary of the route taken (second person plural of the present tense).

*In Frame 2 Nuria and Carlos have a similar conversation:*

*Nuria: '¿Por dónde se va a la oficina de turismo, por favor?'*

*Carlos: 'Sigue todo recto, coge la segunda calle a la izquierda y la oficina de turismo está a la derecha.'*

- 4 Shrink Nuria and complete the frame as you did for Frame 1.

*In Frame 3 Luís and Susana have a similar conversation:*

*Luís: '¿Puedes decirme si hay un museo por aquí cerca?'*

*Susana: 'Tuerce a la izquierda, luego sigue todo recto hasta la Plaza Mayor. Coge la segunda calle a la derecha, es decir Góngora, y el museo está al final de la calle.'*

- 5 Shrink Luís and complete the storyboard, as before.



**Plenary**

On a large screen ask for directions from one place on the map to another. And ask different students to give instructions.

**Extension Activities**

- This activity can be done in pairs. Print out the wordbank for each pair or use dictionaries, glossaries available in existing text books. Give each pair the name of a destination somewhere in the school. Put this in an envelope so that only one of the pair can see it. The person looking at the destination should direct the other student, the searcher, in Spanish to the designated location, using the wordbank words for guidance as necessary. The one following the instructions should write down in English what they think they have been told, in case they go wrong, and need to retrace their steps. If they get lost, they need to discuss back in class where they went wrong and why.
- Students could create their own conversations based on the map using more varied language.

## Advanced

# Describing a Journey

## Expectations

**All students will:** understand and use a limited range of language to do with visits at home and abroad; carry out tasks which are less wide-ranging in scope, for example shorter and more guided spoken exchanges.

**Most students will:** understand and use language to do with visits at home and abroad, developing greater independence in usage of tenses and other language skills; understand and use, in speaking and writing, more complex sentence structure; ask a range of questions.

**Some students will:** use tenses with increasing confidence, applying their knowledge to contexts within the unit.

## Learning Objectives

Students should learn to:

- understand language, heard or read, about a journey abroad
- ask about details of a previous journey
- express preferences about different aspects of a journey, giving reasons which involve using the comparative and superlative.

## Learning Outcomes

Students will:

- understand a spoken or written narrative and note main points, for example types of activities, and details. They will also understand differences in form and meaning between present and past tenses
- ask a range of questions prepared in advance, orally and in writing, for example *¿Fuiste a Inglaterra?*
- state preferences with reasons, using comparative forms, for example *Prefiero ir en tren, porque es más rápido que el coche y menos cansado.*

## Resources

Kar2ouche *Developing Spanish*

Incomplete storyboard **Un viaje**

Dictionaries and authentic texts relevant to the tasks, for example, travel writing in Spanish

## Activity – Un viaje

### Introduction

In the following activity, students will construct routes and journey details, including the reasons for certain choices. It is an opportunity to use comparisons and opinions, for example 'I like a bus because.../a plane because...' and build these into full descriptions.

### Development

- 1 Students look at the incomplete storyboard **Un viaje**.
- 2 Encourage students to complete Frame 1, then discuss this with them before you let them go ahead with the other frames for the other characters, which can be much more detailed.
- 3 They can make journeys for the other characters (including who they went with) using weather symbols, clocks, etc. Use the first person singular or plural voice.

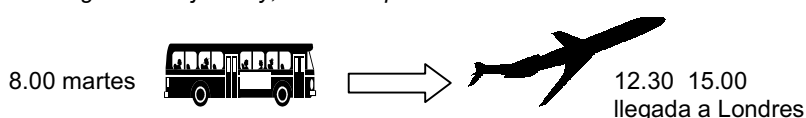


#### What Students See in the Activity Screen

- 1 Haz clic en el storyboard **Un viaje**.

*Frame 1 features a map of Europe with the outline of a journey marked.*

*Below the map there is a line of symbols, times and places, summarising the stages of the journey, for example*



- 2 Hay dos posibilidades:

**A:** Escucha la grabación. Sebastián describe su viaje (en pretérito).

*Sebastián: 'La semana pasada fui a Inglaterra. Salí de casa el martes a las ocho de la mañana y cogí el autobús para el aeropuerto, dónde cogí el avión para Londres. Prefiero ir en avión porque es más rápido que el coche y menos cansado. Salimos a las doce y media de la tarde y llegamos a Londres dos horas y media después. El viaje fue muy agradable e hizo mejor tiempo en Londres que aquí en España. El miércoles recorrí la ciudad en autobús y fui a la Torre de Londres y a la Galería Nacional. El jueves fui al famoso museo de cera Madame Tussauds. Londres es una ciudad muy divertida y me gustó muchísimo. Volví a casa el viernes a las siete de la tarde.'*

Escribe un resumen con tus propias palabras.

**B:** Crea una postal. Escribe 100 palabras más o menos.

## Plenary

The whole class could reconstruct one of their journeys from memory. They could also do this as a role-play activity.

Students who opted for choice B can print out their postcard and describe it from memory.

## Extension Activity

Students select symbols from Kar2ouche props to build up a diagram of a journey they have made and then record a description of this journey and add speech bubbles containing this description.

The activity can also be extended into a writing exercise.

# Unit 5 Wordbank

## I. Useful phrases and key vocabulary

### Beginner

Spanish	English	Spanish	English
Alemania	Germany	en el centro	in the centre
Berlín	Berlin	en/por el este	in the east
Inglaterra	England	en/por el norte	in the north
Londres	London	en/por el oeste	in the west
Austria	Austria	en/por el sur	in the south
Bélgica	Belgium	en la costa	on the coast
Berna	Bern	en las montañas	in the mountains
Bruselas	Brussels	en el campo	in the countryside
Cardiff	Cardiff	en la ciudad	in the city, in town
Irlanda	Ireland	en el pueblo	in town
Dublín	Dublin	a	to
Escocia	Scotland	a	at
Edimburgo	Edinburgh	en	in
España	Spain	el clima	the climate
Francia	France	el tiempo	the weather
Gran Bretaña	Great Britain	¿Qué tiempo hace?	what is the weather like?
Grecia	Greece	hay niebla	it is foggy
Irlanda del Norte	Northern Ireland	hace sol	it is sunny
Belfast	Belfast	hace viento	it is windy
Italia	Italy	hay tormentas	there are storms
Lisboa	Lisbon	lueve	it's raining
Madrid	Madrid	nieva	it's snowing
París	Paris	hace calor	it's hot
Gales	Wales	hace frío	it's cold
Portugal	Portugal	hace buen tiempo	it's fine
Roma	Rome	hace mal tiempo	it's bad weather
Suiza	Switzerland	hay niebla	it is foggy
Viena	Vienna	hace sol	it is sunny
en los Pirineos	in the Pyrenees	hace viento	it is windy
las inundaciones	floods	está nublado	it is cloudy

## Intermediate

Spanish	English
¿Hay ... cerca?	is there ... near here?
¿Dónde está...?	where is...?
¿Dónde está la parada del autobús?	where is the bus stop?
¿Dónde está el banco?	where is the bank?
¿Dónde está la panadería?	where is the baker's?
¿Dónde está el café?	where is the café?
¿Dónde está la catedral?	where is the cathedral?
¿Dónde está el centro comercial?	where is the shopping centre?
¿Dónde está el cine?	where is the cinema?
¿Dónde está la comisaría?	where is the police station?
¿Dónde está la iglesia?	where is the church?
¿Dónde está el bosque?	where is the forest?
¿Dónde está la estación?	where is the station?
¿Dónde está el hospital?	where is the hospital?
¿Dónde está el hotel?	where is the hotel?
¿Dónde está el ayuntamiento?	where is the town hall?
¿Dónde está el parque?	where is the park?
¿Dónde están las tiendas?	where are the shops?
¿Dónde está la plaza de toros?	where is the bullring?

## Intermediate

Spanish	English
¿Por dónde se va a la panadería?	how do I get to the baker's?
¿Por dónde se va al café?	how do I get to the café?
¿Por dónde se va a la catedral?	how do I get to the cathedral?
¿Por dónde se va al centro comercial?	how do I get to the shopping centre?
¿Por dónde se va al cine?	how do I get to the cinema?
¿Por dónde se va a la comisaría?	how do I get to the police station?
¿Por dónde se va a la iglesia?	how do I get to the church?
¿Por dónde se va al bosque?	how do I get to the forest?
¿Por dónde se va a la estación?	how do I get to the station?
¿Por dónde se va al hotel?	how do I get to the hotel?
¿Por dónde se va al ayuntamiento?	how do I get to the town hall?
¿Por dónde se va al hospital?	how do I get to the hospital?
¿Por dónde se va al parque?	how do I get to the park?
¿Por dónde se va a las tiendas?	how do I get to the shops?
¿Por dónde se va a la plaza de toros?	how do I get to the bullring?
¿Por dónde se va al mercado?	how do I get to the market?
¿Por dónde se va a la mezquita?	how do I get to the mosque?
¿Por dónde se va al museo?	how do I get to the museum?
¿Por dónde se va a la oficina de turismo?	how do I get to the tourist information office?

Spanish	English
¿Dónde está el mercado?	where is the market?
¿Dónde está la mezquita?	where is the mosque?
¿Dónde está el museo?	where is the museum?
¿Dónde está la oficina de turismo?	where is the tourist information office?
¿Dónde está el parking?	where is the car park?
¿Dónde está la piscina?	where is the swimming pool?
¿Dónde está el puente?	where is the bridge?
¿Dónde está el puerto?	where is the port?
¿Dónde está la oficina de correos?	where is the post office?
¿Dónde está el restaurante?	where is the restaurant?
¿Dónde está el río?	where is the river?
¿Dónde está el estadio?	where is the stadium?
¿Dónde está el supermercado?	where is the supermarket?
¿Dónde está el teatro?	where is the theatre?
¿Por dónde se va a... ?	how do I get to the...?
¿Por dónde se va a la parada del autobús?	how do I get to the bus stop?
¿Por dónde se va al banco?	how do I get to the bank?

Spanish	English
¿Por dónde se va al parking?	how do I get to the car park?
¿Por dónde se va a la piscina?	how do I get to the swimming pool?
¿Por dónde se va al puente?	how do I get to the bridge?
¿Por dónde se va al puerto?	how do I get to the port?
¿Por dónde se va a la oficina de correos?	how do I get to the post office?
¿Por dónde se va al restaurante?	how do I get to the restaurant?
¿Por dónde se va al río?	how do I get to the river?
¿Por dónde se va al estadio?	how do I get to the stadium?
¿Por dónde se va al supermercado?	how do I get to the supermarket?
¿Por dónde se va al teatro?	how do I get to the theatre?
sigue todo recto	go straight on
tuerce a la izquierda	turn left
tuerce a la derecha	turn right
coge la primera calle a la izquierda	take the first road on the left
coge la primera calle a la derecha	take the first road on the right
coge la segunda calle a la izquierda	take the second road on the left
coge la segunda calle a la derecha	take the second road on the right
coge la tercera calle a la izquierda	take the third road on the left
coge la tercera calle a la derecha	take the third road on the right

**Advanced**

Spanish	English
¿a qué hora saliste?	what time did you leave?
¿a qué hora salió?	what time did you leave? (polite)
¿qué tiempo hacía?	what was the weather like?
¿qué tiempo hizo?	what was the weather like?
¿cuándo llegaste?	when did you arrive?
¿cuándo llegó?	when did you arrive? (polite)
¿qué hiciste?	what did you do?
¿qué hizo?	what did you do? (polite)
el museo de cera	waxworks
en autobús	by bus
en tren	by train

Spanish	English
en avión	by plane
en coche	by car
en barco	by boat
en bicicleta	by bike
el viaje	the journey
al/en el extranjero	abroad
me voy al extranjero	I'm going abroad
vivo en el extranjero	I live abroad
la travesía	the crossing
era/fue	it was
había/hubo	there was
hacia buen tiempo	it was fine
hizo buen tiempo	it was fine

**2. Verbs – imperatives****Intermediate**

Spanish	English
<i>Imperativos</i>	<i>Imperatives</i>
ve	go
vaya	go (polite)
coge	take
coja	take (polite)
tuerce	turn

Spanish	English
<i>Imperativos</i>	<i>Imperatives</i>
tuerza	turn (polite)
cruza	cross
cruce	cross (polite)
sigue	continue
siga	continue (polite)

**Advanced**

Spanish	English
<i>Infinitives of useful phrasal verbs</i>	<i>Infinitives of useful phrasal verbs</i>
ir de paseo por	to stroll around
dar un paseo	to go for a stroll
ir a visitar los lugares de interés	to go sightseeing
pasarlo bien	to have a good time
buscar	to look for

Spanish	English
<i>Infinitives of additional useful verbs</i>	<i>Infinitives of additional useful verbs</i>
reservar	to reserve
visitar	to visit
buscar	to look for
perderse	to get lost
extraviarse	to lose one's way

**3. Attitudes and opinions****Beginner**

Spanish	English
divertido	fun
era/fue	it is
estaba/estuvo	it was
difícil	difficult
aburrido	boring
fácil	easy
genial	brilliant
interesante	interesting
prefiero	I prefer

Spanish	English
pésimo	rotten
malísimo	rubbish
vale	ok
porque	because
¿Por qué?	why?
¿Qué piensas de...?	what do you think of ...?
estupendo	great
¿Te gusta ...?	do you like ...?
¿Prefieres ...?	do you prefer ...?

**Advanced**

Spanish	English
tan ... como	as ... as
hacía mejor tiempo en	it was nicer in
el mejor	the best
la mejor	the best
lo mejor	the best
el menor	the least
la menor	the least
el peor	the worst
la peor	the worst

Spanish	English
lo peor	the worst
el mayor	the biggest
la mayor	the biggest
mejor que	better than
menos ... que	less ... than
peor que	worse than
más ... que	more ... than
mucho	really

## 4. Adjectives/adverbs

### Beginner

Spanish	English
bastante	quite
difícil	difficult
aburrido	boring
fácil	easy
genial	brilliant
interesante	interesting
malísimo	rotten

Spanish	English
pésimo	rubbish
vale	ok
estupendo	great
muy	very
demasiado	too
un poco	a little
muy	really

### Advanced

Spanish	English
agradable	pleasant
también	as well
hermoso	beautiful
hermosa	beautiful
bueno	good
buena	good
tranquilo	calm
tranquila	calm
confortable	comfortable
satisfecho	pleased
satisfecha	pleased
fantástico	fantastic

Spanish	English
fantástica	fantastic
cansado	tiring
cansada	tiring
contento	happy
contenta	happy
malo	bad
mala	bad
menos	less
más	more
que	than
rápido	fast
rápida	fast

## 5. Words relating to time, sequences and numbers

### Beginner

Spanish	English
<b>Los días de la semana</b>	<b>Days of the week</b>
domingo	Sunday
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
<b>La hora</b>	<b>time</b>
es la una	it is one o'clock
son las dos	it is two o'clock
son las dos y cinco	it is five past two
son las dos y diez	it is ten past two
son las dos y cuarto	it is quarter past two
son las dos y veinte	it is twenty past two
son las dos y veinticinco	it is twenty five past two
son las dos y media	it is half past two
son las tres menos	it is twenty five to three
veinticinco	
son las tres menos veinte	it is twenty to three
son las tres menos cuarto	it is quarter to three
son las tres menos diez	it is ten to three

Spanish	English
<b>La hora</b>	<b>time</b>
son las tres menos cinco	it is five to three
es mediodía	it is midday
es medianoche	it is midnight
son las doce y media de la tarde	it is half past midday
son las doce y media de la noche	it is half past midnight
a la una	at one o'clock
a las dos	at two o'clock
a mediodía	at midday
a medianoche	at midnight
después	after
luego	next
finalmente	finally
luego	then
hoy	today
ayer	yesterday
mañana	tomorrow
por la mañana	in the morning
por la tarde	in the afternoon
por la tarde/noche	in the evening

### Advanced

Spanish	English
desde hace	since
durante	during
para/por	for
ayer	yesterday

Spanish	English
la semana pasada	last week
el año pasado	last year
el año que viene	next year
durante las vacaciones	during the holidays



## 6. Connectives and prepositions

### Intermediate

Spanish	English
al lado de	next to the
después	after
está en ...	it's in ....
en	in
en la calle...	in ... street
detrás de	behind

Spanish	English
delante de	in front of
al frente	in front
enfrente de	opposite the
enfrente	opposite
entre ... y ...	between ... and
en la plaza ...	on the ... square

### Advanced

Spanish	English
después	after
primero	first of all
ya	already
entonces	therefore, so
por fin	at last
luego	next
por último	finally

Spanish	English
pero	but
donde	where
porque	because
para/por	for
¿Por qué?	why?
luego	then
cuando	when



# Appendices

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# Appendix I

## Kar2ouche and Special Needs

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It may be a truism to say that all children have special educational needs, but it does mean that teachers are always considering ways of differentiating the lessons that they teach in order to meet the requirements of individual pupils. A totally flexible learning and teaching tool, Kar2ouche is easily adapted to these needs so that the teacher and/or learning support assistant can create lessons that appeal to the full ability range from the least to the most able.

However, looking at the more widely used definition of special needs as referring to those pupils who experience some kind of sensory or learning difficulty, on average 20% of pupils in comprehensive schools fall into this category. A number of studies have shown that computers can enhance the learning experience of these children.

From 1988-90 the Palm Project explored the effects of computers on pupils' autonomy in learning. The project found that pupils not only were more autonomous, but also more motivated.

Glendon Ben Franklin in Leask, M Ed. (2001) *Issues in Teaching Using ICT*, Routledge.

In particular, multimedia products, such as Kar2ouche, appeal to a wide range of learning styles and have the advantage of being able to reinforce learning in a multi-sensory way through the use of visual and auditory stimuli. The fact that Kar2ouche enables pupils to create storyboards, animations and publications, plus manipulate and interpret text, also appeals to those with a preference for a kinaesthetic approach to learning.

Special needs children are often prevented from functioning effectively in lessons because much of the work required is based on reading and writing, skills that are often under-developed. In Kar2ouche all of the text is provided with a soundfile so that pupils can access information even if their reading skills are impaired. Listening to increasingly complex texts extends a pupil's vocabulary whilst also increasing his or her attention span. By following the text as they listen, pupils begin to recognise words and are provided with a real context for their learning.

In addition Kar2ouche enables children to record their own voices, thus providing an alternative to writing. This provides immediate gratification and the ability to communicate with their peers in a way that increases their confidence. 'Nothing motivates children with

special needs more than success, especially when their peer group can see that success is demonstrated on an equal basis without allowances being made.’ (Angela McGlashon in Gamble, N and Easingwood, N (2000) *ICT and Literacy*, Continuum.) Once confidence has been built, the speech and thought bubbles offer the opportunity for pupils to write in small bite-size chunks. This can be increased gradually by requiring pupils to produce a paragraph in the caption window and subsequently maybe use the writing frames and scaffolds provided in the education support packs that accompany the software.

The soundfiles and recording facility can therefore be seen to enable the learner to develop greater independence and this encourages them to continue with tasks that may once have been beyond them. Using Kar2ouche makes a range of curriculum areas far more accessible to non-readers and also to children whose first language is not English. These children often find reading the language far more difficult than speaking it.

As well as children with learning difficulties, Kar2ouche enhances the learning of children with behavioural problems, such as attention deficiency syndrome. In trials, these pupils found the multi-sensory and creative approach motivating, non-threatening and rewarding. It has been shown in a range of research that, pupils who experience difficulties interacting socially often find using computers less intimidating or confusing. However, ideal for pair or small group work, Kar2ouche can be used by the teacher to encourage collaborative learning thereby supporting these pupils as they begin to develop the ability to express themselves in a social situation. Having rehearsed ideas in a small group they are then more confident when required to present their ideas to the class or an adult.

For pupils with visual impairment, the teacher can go into the password-protected area to increase the size of the font. The soundfiles also help these children. Likewise the brief sound-clips support dyslexic children many of who find processing large amounts of information in a single unit difficult. They can also control the pace of the reading and repeat it as necessary thus allowing them to consolidate learning. For those whose hearing is impaired the combination of text and exciting visual material is motivating and by being able to attach pre-recorded soundfiles, pupils are provided with an effective means to communicate with their hearing peers. The record and playback facility also allows children with less severe hearing problems to rehearse their enunciation in a safe environment before sharing with others.

Every effort has been made to make Kar2ouche a fully flexible learning and teaching tool, to enable children of all abilities to have fun whilst engaging in activities that challenge them appropriately as they develop skills, knowledge and understanding in a range of curriculum subjects. To this end we are continuing to listen to teachers, support research projects and use findings to develop additional features that will help to move learning forward.





## Appendix 2

### Scripts

These will be found in the storyboards and text/audio palette. The wordbanks found at the end of each unit are also provided as recorded text.

Unit/Activity	Character	Script
<b>1 Beginner</b> <b>Me presento</b>	Carlos	¡Hola! Me llamo Carlos. ¿Qué tal?
<b>1 Intermediate</b> <b>No</b>	Susana	Tengo los ojos azules y el pelo rubio. Nuria tiene los ojos marrones y el pelo castaño.
	Sebastián	No, Nuria tiene los ojos verdes y el pelo castaño.
	Nuria	No, tengo los ojos verdes y el pelo rojo.
<b>1 Intermediate</b> <b>¿Cómo es?</b>	Susana	Tiene los ojos azules y el pelo corto y rubio, es alto y muy deportista.
<b>2 Beginner</b> <b>La Copa de Europa</b>	Señor Romero	¿Cómo te llamas?
	Carlos	Me llamo Carlos.
	Señor Romero	¿Dónde vives?
	Carlos	Vivo en Granada, en España.
	Señor Romero	¿De qué nacionalidad eres?
	Carlos	Soy español.
	Señor Romero	¿Tienes hermanos?
	Carlos	Tengo un hermano y una hermana. Mi hermano se llama Nicolás y mi hermana se llama Ana.
	Señor Romero	¿Tienes mascotas?
	Carlos	Tengo un gato blanco y negro.
<b>2 Intermediate</b> <b>Mi dormitorio</b>	Luís	En mi dormitorio hay una cama, una librería, una cómoda, un armario, un escritorio, un equipo de música, una silla y una lámpara.
	Luís	Sobre la cama hay unas revistas y unos CDs. Bajo mi cama hay muchos videojuegos. Al lado de la cama hay una cómoda. Sobre la cómoda hay un despertador y una televisión. Enfrente de la cama hay una mesa. Sobre la mesa están mi ordenador y una lámpara. Delante de la mesa hay una silla y detrás la mesa hay una librería con unos libros. Cerca de la mesa hay un armario y en el armario está toda mi ropa. En el suelo hay una alfombra y en la ventana hay cortinas.

Unit/Activity	Character	Script
<b>2 Advanced</b> <b>¿Ayudas en casa?</b>	Susana	¿Ayudas en casa, Luís?
	Luís	Hago mi cama todos los días. De vez en cuando lavo los platos y, a menudo, pongo la mesa. El fin de semana arreglo mi dormitorio pero no cocino nunca.
	Carlos	¿Qué hiciste el fin de semana pasado?
	Nuria	Ayer por la tarde antes de cenar di un paseo con mi perro e hice los deberes. Fue pesado. Luego puse la mesa y después de cenar lavé los platos. Lo odio porque me aburre. Luego vi la televisión y escuché música en mi dormitorio. Eso me encanta.
	Carolina	¿Qué vas a hacer este fin de semana?
	Sebastián	Si hace buen tiempo el sábado, mis amigos y yo vamos a jugar al fútbol al parque. Por la tarde tengo que ayudar a mi madre. A las siete mi hermana y yo vamos a ir al cine a la ciudad y después nos vamos a encontrar con Ana y Nicolás en la heladería.
<b>3 Beginner</b> <b>Mi horario</b>	Carlos	Hoy tengo biología y matemáticas y, después del recreo, tengo francés y luego una hora de dibujo. Después de la comida tengo dos horas de tecnología y una hora de música.
	Nuria	Hoy es lunes.
<b>3 Beginner</b> <b>Mi horario ideal</b>	Carlos	Este es mi horario. La primera clase empieza a las ocho. Es la de biología.
	Susana	A ti te gusta la biología, ¿verdad?
	Carlos	Sí, me encanta. Es mi asignatura preferida. La segunda clase empieza a las nueve. Es la de matemáticas. A mí no me gustan porque el profesor no es simpático.
	Carlos	Después del recreo tenemos francés.
	Susana	¿Te gusta el francés?
	Carlos	Sí, me gusta porque es bastante fácil y se me da bien.
<b>3 Intermediate</b> <b>Un día típico</b>	Carolina	Los lunes me despierto a las siete y media. No me gusta nada.
	Carolina	Me levanto a las ocho menos veinte. Todavía me gusta menos.
	Carolina	A las ocho menos cuarto me lavo y me visto rápidamente.
	Carolina	A las ocho desayuno y salgo de casa a las ocho y cuarto.
	Carolina	Llego al instituto a las ocho y media aproximadamente.
	Carolina	A las nueve menos diez tengo dos horas de matemáticas. No me gustan las matemáticas porque me aburren y no se me dan bien.
<b>3 Advanced</b> <b>Mi rutina escolar</b>	Entrevistadora	Hoy vamos a hablar de la vida escolar y a hacer preguntas a alumnos de 4° curso.
	Entrevistadora	¿Qué hiciste ayer en el instituto?
	Carlos	Ayer tuve clase de biología hasta las nueve. Fue muy interesante porque es mi asignatura preferida y la profesora es siempre divertida. Después de las matemáticas me encontré con mis amigos en el patio de recreo. A las diez y cuarto, después del recreo, tuve clase de francés. Me gusta el francés porque es bastante fácil y se me da bien. Luego tuvimos una hora de dibujo. La hora de la comida empieza a las doce y cuarto. Durante el recreo hice los deberes de la clase de tecnología que empezó a las dos. No me gusta la tecnología porque me aburre. Por la tarde tuve dos horas de tecnología y una hora de música. Volví a casa a las cinco y cuarto.

Unit/Activity	Character	Script
	Entrevistadora	¿Qué hiciste anteayer?
	Entrevistadora	¿Qué vas a hacer mañana en el instituto?
	Carlos	Mañana es miércoles y a mí me encantan los miércoles. Después de las matemáticas tenemos geografía, que me gusta mucho. Después del recreo vamos a tener dos horas de física. Es mi asignatura preferida porque es útil. Durante la hora de la comida mis amigos y yo vamos a jugar al fútbol en el patio de recreo. Después de la comida voy a estudiar inglés, historia e informática. Me encanta también la informática porque puede ser útil y además está muy de moda. A las cinco y cuarto voy a ir a la piscina.
	Entrevistadora	¿Qué vas a hacer el viernes que viene?
<b>4 Beginner</b> <b>Cita a ciegas 1</b>	Entrevistadora	¿Qué te gusta hacer en tu tiempo libre y cuántas veces por semana lo haces?
	Carolina	Cada día escucho música. Tres veces por semana juego al baloncesto. Los fines de semana voy al cine y me gusta ir de compras a la ciudad. Me encanta bailar y detesto el fútbol.
	Susana	Cada día doy un paseo con mi perro. Dos veces por semana voy al club de jóvenes y juego al ping-pong. Los sábados me gusta montar en bicicleta o ir a la bolera. Los domingos voy a casa de mis abuelos y jugamos a las cartas.
	Nuria	Todos los días después del instituto juego con el ordenador. Me gusta ver la televisión porque me encantan las telenovelas. De vez en cuando leo revistas y los fines de semana me gusta ir a la piscina. No quiero ir a la ciudad porque no me gusta ir de compras.
<b>4 Beginner</b> <b>Cita a ciegas 2</b>	Entrevistadora	¿Qué te gusta hacer en tu tiempo libre y cuántas veces por semana lo haces?
	Carlos	Al salir del instituto me gusta ir al parque con mi perro. Una o dos veces por semana voy al club de jóvenes. Me encanta jugar al tenis y al ping-pong. Me gusta también montar en bicicleta de vez en cuando y normalmente me quedo en casa los domingos.
	Sebastián	Por la tarde me gusta ver vídeos y jugar con el ordenador. Me gusta leer y escuchar música. Detesto ir a la ciudad. Los fines de semana prefiero dar paseos por el campo o ir a pescar.
	Luís	Yo soy bastante deportista. Me gusta jugar al badminton y nadar pero no me gusta jugar al fútbol. Me encanta escuchar música e ir al cine los fines de semana.
<b>4 Intermediate</b> <b>¿Estás libre esta tarde?</b>	Carlos	¡Hola, Nuria! ¿Estás libre esta tarde? ¿Quieres ir al cine?
	Nuria	Lo siento, pero no puedo. Esta tarde tengo que hacer los deberes.
	Sebastián	¡Hola, Nuria! ¿Te gustaría ver un vídeo esta tarde?
	Nuria	Lo siento. Tengo que hacer de canguro.
	Luís	¡Hola! ¿Te gustaría ir a la discoteca esta tarde?
	Nuria	Sí. Me gustaría muchísimo.

Unit/Activity	Character	Script
<b>4 Advanced</b> <i>Una noche de juerga</i>	Nuria	Ayer por la tarde fui a la ciudad con algunas amigas. Fuimos de compras y bebimos refrescos en un café. Más tarde, después de cenar, hice los deberes y luego me encontré con mi amiga en la ciudad y fuimos al cine. Vimos una película de ciencia ficción. A mi amiga le gustó mucho, pero a mí no, porque prefiero las películas de terror.
	Luís	Cuando mi familia y yo vivíamos en Granada, los sábados iba al parque y jugaba al fútbol con mis amigos. Después nos gustaba comer pizza en un restaurante. Siempre lo pasábamos muy bien. Ahora me gusta ir al club para jóvenes donde tengo muchos amigos nuevos. Ayer por la tarde fuimos al cine y vimos una película de acción que fue muy divertida.
	Sebastián	El miércoles a las ocho fui a la discoteca con mi hermana Luisa. Cuando llegamos, todos estaban bailando y charlando - ¡a mí me encanta bailar! Desafortunadamente tuvimos que volver a casa a las diez.
	Carolina	El lunes pasado fui al club de jóvenes donde leí revistas y jugué al ajedrez. Luego fui a la ciudad donde hice unas compras para mi madre y a las cuatro fui al parque con una amiga. Dimos un paseo con mi perro y comimos helados. Lo pasamos muy bien.
<b>5 Beginner</b> <i>El pronóstico del tiempo</i>	Carlos	En el norte llueve. En el oeste hace viento. En el sur hace buen tiempo. En el este hace sol. En los Pirineos nieva. En el centro hay tormentas. En Madrid hay niebla.
<b>5 Intermediate</b> <i>¿Por dónde se va a...?</i>	Sebastián	¿Por favor, por dónde se va a la oficina de correos?
	Carolina	Sigue todo recto, coge la primera calle a la derecha y la oficina de correos está enfrente.
	Nuria	¿Por dónde se va a la oficina de turismo, por favor?
	Carlos	Sigue todo recto, coge la segunda calle a la izquierda y la oficina de turismo está a la derecha.
	Luís	¿Puedes decirme si hay un museo por aquí cerca?
	Susana	Tuerce a la izquierda, luego sigue todo recto hasta la Plaza Mayor. Coge la segunda calle a la derecha, es decir Góngora, y el museo está al final de la calle.
<b>5 Advanced</b> <i>Un viaje</i>	Sebastián	La semana pasada fui a Inglaterra. Salí de casa el martes a las ocho de la mañana y cogí el autobús para el aeropuerto, donde cogí el avión para Londres. Prefiero ir en avión porque es más rápido que el coche y menos cansado. Salimos a las doce y media de la tarde y llegamos a Londres dos horas y media después. El viaje fue muy agradable e hizo mejor tiempo en Londres que aquí en España. El miércoles recorrí la ciudad en autobús y fui a la Torre de Londres y a la Galería Nacional. El jueves fui al famoso museo de cera Madame Tussauds. Londres es una ciudad muy divertida y me gustó muchísimo. Volví a casa el viernes a las siete de la tarde.