

# Unidad 1: suggested chapter planner

Pages	Number of suggested classes	Key learning content	Tips	Extra AFL
xi–xii, 1–5	2–3	<ul style="list-style-type: none"> <li>Learning outcomes of chapter (p. 1)</li> <li>¿Cómo se dice? (p. 4)</li> <li>Los países hispanohablantes (p. 5)</li> </ul>	<ul style="list-style-type: none"> <li>Go through the learning outcomes on p. 1.</li> <li>Take some time on the icons and chapter structure on pp. vi–vii.</li> <li>Spend time in the first class to refer to <i>En Clase</i>, p. xi.</li> <li>When completing the <i>Ejercicio</i> on p. 3, ask students to pronounce each Spanish word out loud.</li> <li>The <i>Diez palabras en español</i> exercise on p. 4 can be used as a translation exercise, where, once they've written the words in English, students have to translate them back into Spanish.</li> <li>For the exercises on p. 5, refer to the map on p. xii.</li> </ul>	<ul style="list-style-type: none"> <li>In pairs or groups, students can turn <i>En Clase</i> p. xi into a cloze test and check each other's answers.</li> <li>The <i>Diez palabras en español</i> exercise can also be used to practise <b>¿Cómo se dice ____ en español?</b> as pair or group work.</li> </ul>
6–7	1–2	<ul style="list-style-type: none"> <li><i>El abecedario español</i> (p. 6)</li> </ul>	<ul style="list-style-type: none"> <li>Spend some time on <i>El abecedario español</i> and get all students to pronounce each letter out loud.</li> <li>Portfolio activity 1.1 <i>Mi rap del abecedario</i> is great for consolidating students' learning of the alphabet.</li> <li>Ask students if they know any Spanish-speaking celebrities, and ask them to spell their names. Find some online beforehand so you have some celebrities in reserve.</li> </ul>	<ul style="list-style-type: none"> <li>Last <b>chica/chico</b> standing: Students close their books and stand up. Go round the room. Each has to say a letter of the alphabet. If it's pronounced incorrectly, the student sits down. Keep going until only one student is left standing.</li> <li>Ask students to peer-assess and vote for the best three alphabet raps from Portfolio activity 1.1.</li> </ul>
8–11	2–3	<ul style="list-style-type: none"> <li><i>El DNI</i> (pp. 9–10)</li> <li>¿Cómo te llamas? (p. 8)</li> <li>Las ciudades principales de España (p. 10)</li> </ul>	<ul style="list-style-type: none"> <li>Write the keywords from the <i>Conversación</i> on p. 8 on the board. In pairs, ask students to perform short role plays.</li> <li>Spend a class on the <i>DNI</i>, pp. 9–10, as it's a great introduction to an important aspect of Spanish culture. It's also a good way to revise the alphabet as students can practise spelling the names.</li> <li>There are two <i>DNI</i> Portfolio activities, 1.2 <i>Mi DNI</i>, and 1.3 <i>Los DNI de dos famosos/as</i>, for extra practice.</li> <li><i>Deberes</i>: Students choose a Spanish city from the map on p. 10, and do internet research at home: 1) Name, 2) Location on map, 3) Population, 4) What it's known for, 5) Interesting fact. They present the city to the class in English.</li> </ul>	<ul style="list-style-type: none"> <li>Class activity: Students can present their <b>DNI</b> or introduce themselves as a celebrity, using Portfolio activities 1.2 and 1.3. Record, play back and assess their efforts.</li> </ul>

Pages	Number of suggested classes	Key learning content	Tips	Extra AFL
12–16	2–3	<ul style="list-style-type: none"> <li>• <i>Los saludos</i> (p. 12)</li> <li>• <i>Mi blog: me presento</i> (p. 16)</li> <li>• <i>¿Cómo te fue?</i> (pp. 16, 236)</li> </ul>	<ul style="list-style-type: none"> <li>• The class <i>Encuesta</i> on p. 12 is great for numeracy practice in the target language.</li> <li>• After the <i>Ejercicio</i> on p. 13 get an artistic student to draw a large symbol for morning (e.g. rising sun), afternoon (e.g. sun) and night (e.g. moon) on three separate A4 sheets. One student must hold up a symbol and calls on another to say the correct greeting. The person holding the symbol then has to translate it.</li> <li>• Spend some time practising the <i>Trabajo oral</i> on p. 14. Use the blank <i>¿Cómo te fue?</i> on p. 236 to ask students to self-assess.</li> <li>• The Portfolio activity 1.4 <i>Mi blog: me presento</i> is a perfect way to consolidate the learning from this chapter. Students will build on this blog as they move through the book.</li> <li>• The classroom image on p. 17 is also available for vocabulary practice on <a href="http://FolensOnline.ie">FolensOnline.ie</a>.</li> <li>• Ask students to score each other out of 1 (= lowest) to 10 (= highest) for pronunciation in the <i>Trabajo oral</i> on p. 17. The highest scorers pronounce the words for the class.</li> </ul>	<ul style="list-style-type: none"> <li>• In pairs, ask students to divide an A4 sheet into 16 squares (4x4). Into these squares, ask them to write the following words/parts: <b>Buenas, noches, Hasta, pronto, Adi, ós, Ho, la, Hasta, luego, Buenos, días, Hasta, mañana, Buenas, tardes.</b> Then with another student pair, ask them to match each other's sentences up. Award extra marks for translations and good pronunciation.</li> </ul>
17–21	1–2	<ul style="list-style-type: none"> <li>• <i>En clase</i> (p. 17)</li> <li>• <i>Los sustantivos, Un o una: el artículo indefinido</i> (p. 18)</li> <li>• <i>¿Cómo se dice?</i> (p. 19)</li> </ul>	<ul style="list-style-type: none"> <li>• The digital version of the Comic strip <i>Diálogo</i> on p. 21 could be used as a class starter. It summarises the key words and phrases from the chapter. The digital version contains the audio for the entire dialogue.</li> <li>• The listening exercise <i>En clase</i> could be extended to write the tracks in Spanish.</li> <li>• The <i>Repaso</i> on pp. 20–21 allows students to revise everything they've learned.</li> <li>• At the end of the class, ask students to complete the <i>Autoevaluación</i> at the end of the chapter, p. 22.</li> </ul>	<ul style="list-style-type: none"> <li>• In pairs, ask students to act out the Comic strip <i>Diálogo</i> on p. 21 and record it. They perform them in front of the class, and the class votes for their favourite.</li> <li>• Listen to the extra listening dialogues on FolensOnline. The teacher worksheets include exercises and transcripts and are great for differentiation.</li> </ul>
TOTAL	8–13			