



Spanish Unit 13 ¡Que aproveche! (Enjoy your meal!)

Unit title (Topic/Theme): 13 ¡Que aproveche! (Enjoy your meal!) **Class / Yr Group:** Year 5 **Length of unit:** 6 Weeks **Start date:**

So what do you want pupils to learn in this unit? Objectives for the unit – what will you see and hear by the end?	Core Activities / Pupils' Challenge
<p>Skills:</p> <ul style="list-style-type: none"> • Food and drink • Understanding instructions • Giving instruction <p>Function / Notion</p> <ul style="list-style-type: none"> • Talking about what has been eaten and drunk • Expressing likes, dislikes and preferences (about food and drink) • Following and writing instructions (as in a recipe) <p>Grammar</p> <ul style="list-style-type: none"> • Preterite tense: comer (comí, comiste); beber (bebí) • The use of unos/unas • Plural nouns with los/las; unos/unas • Compound sentences with connectives y and pero • Imperatives: tú form of some regular and irregular verbs in the present tense 	<p>Core Language</p> <ul style="list-style-type: none"> • Comí • Bebí • ¿Comiste (un plátano)? • y • pero • un bocadillo • un pastel • un plátano • una pizza • queso (m) • agua (f) • patatas fritas (f pl) <p>Phonic Focus</p> <ul style="list-style-type: none"> • a (as in manzana) • revision of qu <p>Outline of Core Lesson Activities</p> <p>In this unit children learn names of food and drink related to packed lunches and break time snacks. They learn how to talk about what they have eaten and drunk the previous day. They learn some food vocabulary relating to Bonfire Night and their intercultural understanding develops through comparison with Bastille Day. Children practice following and creating their own recipes.</p> <p>What will they will achieve / present at the end of the unit?</p> <p>most children will: talk about what they have eaten and drunk using the perfect tense; listen to and read an authentic non-fiction text and select key words and phrases from it; devise and perform with a partner a short presentation using structures learnt in the unit</p> <p>some children will not have made so much progress and will: respond with single-word answers to questions about food and drink; refer to text or visual clues when joining in a short presentation</p> <p>some children will have progressed further and will: write a simple recipe, research new vocabulary using a dictionary and apply it accurately to write a simple recipe</p>



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Language			
Core language			
<i>En la bolsa hay ...</i>	In the bag there is ...	<i>los dientes (m)</i>	teeth
<i>pero</i>	but	<i>el caramelo</i>	toffee
<i>Es bueno/malo para la salud / teeth para los dientes</i>	It is good/bad for your health / (masculine singular nouns)	<i>el chocolate caliente</i>	hot chocolate
<i>Es buena/mala para la salud</i>	It is good/bad for your health (feminine singular nouns)	<i>la sopa</i>	soup
<i>Son buenos/buenas para la salud</i>	They are good for your health (masculine/feminine plural nouns)	<i>las patatas asadas</i>	baked potatoes
<i>Necesitas ...</i>	You need ...	<i>las salchichas</i>	sausages
Additional language for this unit		<i>un pan de pita</i>	pitta bread
<i>un bocadillo de queso/jamón/ pollo/atún</i>	a cheese/ham/chicken/tuna sandwich	<i>salsa de tomate</i>	tomato sauce
<i>un pastel</i>	a cake	<i>tomates</i>	tomatoes
<i>un trozo de queso</i>	a piece of cheese	<i>champiñones</i>	mushrooms
<i>un plátano</i>	a banana	<i>queso rallado</i>	grated cheese
<i>patatas fritas</i>	some crisps	<i>rodajas (f)</i>	slices (of cheese and ham)
<i>agua</i>	some water	<i>Pon ... encima ...</i>	Put ... on ...
<i>Para comer (yo) tengo ...</i>	For lunch I have ...	<i>Añade ...</i>	Add ...
		<i>Mezcla ... con ...</i>	Mix ... with ...
		<i>Calienta la pizza en el horno</i>	Heat the pizza in the oven
		<i>dulces</i>	some sweets



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Additional language for teachers

<i>¿Qué tienes para comer?</i>	What's in your packed lunch?
<i>¿Tienes un plátano, sí o no?</i>	Do you have a banana, yes or no?
<i>¿Tienes una manzana o un plátano?</i>	Do you have an apple or a banana?
<i>¿Cuántos niños prefieren bocadillos de ...?</i>	How many children prefer ... sandwiches?



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Lesson	Learning Outcomes
Lunchtime	<ul style="list-style-type: none">• listen with care• use a physical response to show recognition and understanding of specific words and phrases• answer questions• pronounce words with reasonable accuracy
Food Likes and Dislikes	<ul style="list-style-type: none">• agree and disagree with statements• understand and express likes and dislikes• understand the main points from speech that includes unfamiliar language• use connectives to make compound sentences
What keeps you healthy	<ul style="list-style-type: none">• agree and disagree with statements• understand and express likes and dislikes• create own sentences using word and phrase cards• read aloud more complex sentences <p><i>Es bueno/malo para la salud</i></p>
Celebrations	<ul style="list-style-type: none">• talk about traditions that affect people's lives and compare the similarities and differences• use word cards or word lists to create phrases and sentences
Food for a celebration	<ul style="list-style-type: none">• understand the main points from spoken language that includes unfamiliar language• identify key language in a non-fiction text
Pancake time	<ul style="list-style-type: none">• understand the main points of spoken language that includes unfamiliar language• read a non-fiction text• choose words, phrases and sentences and write them into a gapped text• use a bilingual dictionary or word list



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