



Unit Objective: To describe what rooms there are and are not in your home in Spanish

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

- Say and write in Spanish whether we live in a house or an apartment.
- Say what room we have and do not have at home using the key structure **en mi casa hay...** and **en mi casa no hay...**
- Use the connective/conjunction **y** to link two sentences together.

### It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.
- Vocabulary from the **Early Learning** units.
- Vocabulary from '**Me Presento**', '**La Familia**' and '**¿Tienes una mascota?**' Intermediate units to be able to present ourselves, talk about our/a family and pets.

### Activities we will complete:

The unit starts with learning how to say if we live in a house or an apartment and 10 nouns and their appropriate indefinite articles/determiners for rooms of the house via a variety of speaking, listening, reading and written tasks (using a series of gap fills, word puzzles, crosswords, word searches and true/false activities). Leading towards a final oral presentation and/or extended piece of writing detailing where I live and what there is or is not in terms of rooms, at home. Revisiting and reusing previously learnt language.

### Vocabulary we will learn & revisit:

Basic personal details will be revisited including the high frequency 1<sup>st</sup> person singular verbs **soy**, **me llamo**, **tengo** and **vivo**. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures **vivo en** and **en mi casa hay...** and **en mi casa no hay..** All on Vocabulary Sheet.

### Phonics & pronunciation we will see:

Recommended phonics focus: **GA GE GI GO GU**



- **GA** sound in **garaje**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **ciu-dad**, **la-va-de-ro** and **ga-ra-je**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **sa-lón**.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word **onion**. It is another letter not just another phoneme as in **baño** and **montaña**.

### Skills we will develop:

To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.

### Grammar we will learn & revisit:

**Indefinite articles, negative & high frequency verbs.** Revisiting again the indefinite articles **un** and **una**. Revisiting also 1<sup>st</sup> person singular high frequency verbs **le llamo**, **tengo**, **soy** with a particular focus on **vivo** from the verb **VIVIR** a regular IR verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (**hay** and **no hay**) structure. Noting the upside-down question mark (¿) is used at the beginning of all questions-no exceptions! This also happens with the exclamation mark as an upside down one is used at the start of a sentence too in Spanish!