

Unit Objective:

To say what ice-cream flavour I would like in Spanish.

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

- Name, recognise and remember up to 10 ice-cream flavours in Spanish.
- Attempt to spell some of these flavours.
- Use the structure 'quisiera...' plus an ice-cream flavour.
- Say whether we would like a cone or pot and possibly how many scoops.
- Learn how to say 'please' and 'thank you' in Spanish.

Skills we will develop:

Working on improving memory, recall and retention skills using images to help. Learning to always look for cognates first (such as **vainilla** for vanilla, **chocolate** for chocolate and **caramelo** for caramel) and associating word and phrases to images to help. Building on this language to learn the phrases necessary to order an ice-cream in Spanish. Useful phrases such as 'I would like', 'please' and 'thank you'.

Activities we will complete:

There will be a wide variety of speaking and listening tasks associated with the ten ice-cream flavours working towards ordering an ice-cream from an ice-cream parlour/van. Opportunity to improve written skills with an ample choice of deskbased activities in each lesson.

Grammar we will learn &amp; revisit:

**Nouns, gender & high frequency verb.** Starting to understand better that nouns in Spanish are either masculine or feminine (**un helado, un cucurucho, una tarrina**) and that there are different words for 'a/an' in Spanish depending on the gender of the noun. Becoming more familiar with the high frequency verb conjugation **quisiera**. Learning that **quisiera** is often used for I would like/want.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.
- Vocabulary from the 'I Am Learning Spanish' unit.



Phonics &amp; pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- **CH** sound in **chocolate, pistachio & cucurucho**.
- **LL** sound in **vainilla**.
- **RR** sound in **tarrina**.
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in **fa-vor**. For words that end in a vowel or 'n' and 's', it is normally the second to last syllable like **bo-las** and **gra-cias**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in **plá-ta-no**.



Vocabulary we will learn &amp; revisit:

Ten different flavours of ice-creams and a range of language and phrases associated to ordering an ice-cream, cone or small pot.

All on the Vocabulary Sheet.