Unidad 6: Scheme of work

1st Year

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| Unit of Learning: Esta es mi casa | Term: Summer | Approximate duration: 16–23 lessons |
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| Pages | Suggested no. of classes | Key learning content | Learning Activities/Tips |

 |
| 147–149 | 1–2 | * Learning outcomes of chapter p. 147
 | * Go through the learning outcomes on p. 147.
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|  |  | * Vocabulario p. 148
 | * Spend time on Vocabulario p. 148.
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|  |  | * ¿Cómo es tu barrio? p. 148
 | * Students can pick out five useful phrases from ¿Cómo es tu barrio? p. 148.
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|  |  | * ¿Dónde vives? p. 149
 | * ¿Dónde viven? (Track 6.01) p. 149 can be used as a translation exercise.
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|  |  | * Vocabulario p. 149
 | * Spend time on Vocabulario p. 149.
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| 150–152 | 2 | * ¿Qué hay en tu barrio? p. 150
 | * Use words from ¿Qué hay en tu barrio? p. 150 as a ¿Cómo se dice? exercise.
* Write the answers for the Sopa de letras p. 151 on the board as students find them.
* In pairs, students can record themselves role-playing their Entrevista using Óscar’s questions in Ejercicio 8: Conversación p. 152
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| 153–154 | 1–2 | * Los verbos terminados en -er p.153
 | * Logo  Description automatically generatedIn pairs, students can come up with strategies to help them remember verb endings.
* Download the editable Grammar PowerPoint on FolensHIVE.ie for further grammar practice.
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| 155–158 | 2–3 | * Vocabulario: Mi casa p. 155
* ¿Cuál es tu habitación favorita? p. 156
* Mi barrio y mi casa p. 157
* Portfolio: La casa de mis sueños p. 158
 | * Using Vocabulario: Mi casa p. 155, make a word game: Students write words in English and in Spanish on paper, cut them up and match pairs together.
* Individually or in pairs, students could create their own word spirals, as done on page 156.
* Students can take a photo of their own house and, in pairs, take turns describing the house with the photo.
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| 159–161 | 1–2 | * Los verbos terminados en -ir
 | * Students can reflect on the three sets of endings in the present tense and discuss similarities/differences and strategies for remembering the endings.
* Logo  Description automatically generatedEmphasise the importance of revising and keeping verb endings fresh.
* Download the editable Grammar PowerPoint on FolensHIVE.ie for further grammar practice.
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| 162–163 | 1 | * Hacer preguntas
 | * Unas preguntas (Track 6.09) p. 163 can be used as a translation exercise.
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| 164–165 | 1–2 | * Las tareas domésticas p. 164
* ¿Ayudas en casa? p. 165
* Portfolio: Las tareas domésticas p. 165
 | * Spend time practising pronunciation of las tareas domésticasp. 164.
* Remind students of importance of 10 minutes vocabulary learning every night, e.g. las tareas domésticas p. 164.
* In pairs, ask students to make a list of all thetareas domésticas they do at home, putting the verb in the first person.
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| 166 | 1 | * Los verbos irregulares en primera persona
 | * Logo  Description automatically generatedIn groups, students can discuss differences/similarities between these verbs and strategies to help them remember them.
* Download the editable Grammar PowerPoint on FolensHIVE.ie for further grammar practice.
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| 168–170 | 1–2 | * Mi casa y mi vida p. 168
* Ejercicio 4: Un correo electrónico sobre mi casa p. 169
* Una receta: El gazpacho p. 170
 | * Use Mi casa y mi vida as a translation exercise.
* Ejercicio 4: Un correo electrónico and Una receta are a perfect way to consolidate the learning from this chapter.
* Students can research dishes from other Spanish-speaking countries. They could show a picture of the dish and describe it to the rest of the class.
* In pairs, students could research other Spanish-speaking celebrities such as Gorka Márquez and write a simple paragraph about them.
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| 171–172 | 2 | Práctica* Exam-style questions using content from chapter
 | * Use these pages to assess students’ understanding of content covered in the chapter.
* It’s a good idea to have completed thePráctica before completing the Clave and Recuerdo for this chapter.
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| 173 | 1–2 | Clave  | * Students write blogs to make sure they are able to produce content from the chapter.
* Question 2 allows students to practise a CBA-style activity.
* Logo  Description automatically generatedThe listening activity is a scaffolded activity that ensures students are constantly revising material learned over the course of the year.
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| 174 | 1 | Repaso allows students to revise everything they have learned. Ask students to use this page to check to see if they understand everything and then they can fill out the Autoevaluación on p. 176. | * Logo  Description automatically generated The dialogue on FolensHIVE.ie with worksheet can be used to assess how well students know the content.
* The Bingo game on FolensHIVE.ie can be used to revise main vocabulary of unit.
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| 175 | 1 | Sentence builders/**Diálogo** | * Logo  Description automatically generatedUse the ***Diálogo*** and the sentence builders to help you write a description of your area, your house and the housework you do.
* Logo  Description automatically generated You can find the ***Diálogo*** on FolensHIVE.ie, with recordings of the speech bubbles.
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| End | – | Class test | * The end-of-chapter class test and solutions can be found on FolensHIVE.ie. These are editable so you can add and change as you see fit. Note that the marks should add up to 20 in total.
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