

## Topic 2 Where do you live?

The purpose of this topic is to teach and ensure that children can respond to the question *¿Dónde vives?* Children should also be able to ask others the same question and to understand the response.

### Learning objectives

#### Children learn:

- to say where they live
- to ask others where they live

### Learning outcomes

#### Children learn:

- to use a set phrase to respond to the question, for example *Vivo en Lincoln*
- to substitute items in the model phrase to vary the statement
- to take part in a brief prepared task using visual clues to help them initiate and respond
- to show understanding of short wordprocessed dialogue, made up of familiar language

### Resources

- Globe and atlas (map of Spain and map of the British Isles) or a map that projects on to a whiteboard (optional)
- Posters of the children's town of residence (optional)
- Pictures of local villages/towns/areas, cut up and laminated. Since the children are likely to live in different areas, ensure that you have a supply of pictures for as many areas as you can think of
- Use geography/history resources relating to the local area and other countries as appropriate, e.g. aerial photographs of the local area, famous landmarks of European countries/cities such as Granada/Alhambra, Paris/Eiffel Tower, Berlin/Brandenburg gate
- Dressing-up clothes and resources for role-play activities
- Photocopiable sheet 1
- Activity sheet 1
- Electronic Flipbook (page 4)
- CD Section 2 Topic 2

### Advance preparation

- Familiarise yourself with the topic vocabulary from the CD, practise pronunciation and ensure that you understand the meaning of all the words.
- Familiarise yourself with page 4 of the Electronic Flipbook.
- Enlarge, photocopy, cut up (and laminate if necessary) Photocopiable sheet 1.
- Photocopy Activity sheet 1, one for each child.

### Programme of study

- 1a** how to use and respond to the foreign language
- 1b** how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness
- 1c** correct pronunciation and intonation
- 1d** how to ask and answer questions
- 3b** simple aspects of grammar and how to apply them
- 3c** how to initiate conversations
- 3e** how to communicate with each other in the foreign language in pairs and groups and with their teacher
- 3g** how to use the foreign language for real purposes

### KS2 Framework for languages

- 03.2** Recognise and respond to sound patterns and words
- 03.3** Perform simple communicative tasks using single words, phrases and short sentences
- 03.4** Listen attentively and understand instructions, everyday classroom language and praise words
- L3.1** Recognise some familiar words in written form
- L3.2** Make links between some phonemes, rhymes and spellings, and read aloud familiar words
- IU3.1** Locate country/countries where the language is spoken

## Vocabulary

<i>¿Dónde vives?</i>	Where do you live?
<i>Vivo en...</i>	I live in...
<i>Vivimos en...</i>	We live in...
<i>Inglaterra</i>	England
<i>Escocia</i>	Scotland
<i>Gales</i>	Wales
<i>Irlanda del Norte</i>	Northern Ireland
<i>Irlanda</i>	Ireland
<i>España</i>	Spain
<i>Francia</i>	France
<i>Alemania</i>	Germany
<i>Londres</i>	London
<i>Madrid</i>	Madrid
<i>Edimburgo</i>	Edinburgh
<i>Berlín</i>	Berlin

## Prior learning

It will be helpful if the children have some knowledge of capital cities in Europe as well as an awareness of their address and the location of their city/town/village on a map of the British Isles.

## Differentiation

- Encourage group responses as much as possible initially to build confidence.
- Encourage children who are having difficulties to have as much practice as possible in role-play situations with higher ability children.

## Starter

- Greet the children and reinforce words learnt from previous topics, e.g. *¿Qué tal?*; *¿Cómo te llamas?*; *¡Levantaos!*; *¡Sentaos!*; *¿Qué es esto? (un boli, una silla, un libro, etc.)* Engage them in quick-fire questions and assess their responses, reinforcing any phrases where appropriate. Encourage the children to talk to each other and look out for any pairs of children who are particularly effective so that you can use them as models for demonstration.
- Introduce the phrase *Vivo en...* using whatever method you have chosen – flashcard, posters, photographs or a map of your area.
- Encourage the children to respond to the question *¿Dónde vives?* Then ask them to sort themselves into groups according to their area, with one person holding the appropriate flashcard or picture for each group. Ask each group the question so that the children respond collectively *Vivimos en...*
- When the children can answer the question with confidence, ask one group to ask another group the question *¿Dónde vives?* Children can then ask each other within each group. This activity can be continued until the children are confident both in asking and answering the question. Move around the room ensuring that each child has had an opportunity to ask and respond. Use this as a chance to assess where help is needed.
- Praise the children regularly using such words as *excelente*, *muy bien* or *genial*.

## Cross-curricular activities

- 03.2** Recognise and respond to sound patterns and words  
NC English KS2: To identify and respond to sound patterns in language
- 03.3** Perform simple communicative tasks using single words, phrases and short sentences  
NC English Listening 2e: To respond to others appropriately, taking into account what they say (All activities)
- IU3.2** Locate country/countries where the language is spoken  
NC Geography 3b: The location of places and environments they study (Activities 1–4)

## Assessment

The children's understanding can be assessed by their ability:

- to ask and respond correctly to the question *¿Dónde vives?*

Listen carefully to the children's pronunciation and intonation, and correct appropriately.

### Activity 1

- Use more pictures depicting names of other cities learnt about in other curriculum activities to extend the use of language to include other places, not just the local area, e.g. *Londres* and *Edimburgo*. The Starter could be applied and used in the same way.

### Activity 2

- Display page 4 of the Electronic Flipbook on a whiteboard. Point to one of the heads and say *¿Dónde vives?* Model the response *Vivo en...* Do this with each of the heads so that the children hear the question and response several times. Ask the children to take turns in pointing to the heads and ask the rest of the class the question *¿Dónde vives?*
- Reinforce this by clicking on the question title to hear the question *¿Dónde vives?*, so that the children can respond appropriately. Everyone in the class can take turns in doing this. Click on each of the speech bubbles for reinforcement each time.

### Activity 3

- Look at Spanish names of English places and discuss pronunciation, for example *Londres*, *Edimburgo*. Present the written form of *vivo* and highlight the 'v' both times. Practise saying the word until they pronounce it well, ensuring that the 'v' sounds more like a 'b' than a 'v'. Always insist on correct and good pronunciation.
- Present the phrases learnt in written form, for example *¿Dónde vives? Vivo en...*

### Activity 4

- The phrase *Vivo en...* can be developed further by combining the town or the city with the country, for example *Vivo en Londres en Inglaterra* or *Vivo en Berlín en Alemania*. Use Photocopiable sheet 1 for flashcard support, a globe or atlas.
- Using Activity sheet 1 for consolidation, the children have to unscramble four sentences and rearrange the words of each into the correct order. They then have to write the correct sentences under a picture clue showing the place where the people live.
- The words *¿Dónde vives?* fit well to the tune of church bell chimes. You sing to the children: *¿Dónde vives? ¿Dónde vives? ¿Dónde vives?* and the children then sing *Vivo en...* The children could sing the response as a whole, or you could go around the class and the children can say a different town, city or country each time in response.

### Plenary

- Ask the children quick-fire questions to reinforce vocabulary learnt in this topic (*¿Dónde vives? Vivo en...*).

### Out-of-school learning

- Encourage the children to research a place or country where they have been on holiday and prepare a short oral description.

### Extension activities

- Use page 4 of the Electronic Flipbook again, this time extending the questioning to *¿Dónde vive?* and eliciting the response *Vive en...*

# Photocopiable sheet 1

Francia

España

Alemania

Inglaterra

Escocia

Gales

Irlanda del  
Norte

Irlanda

Gran Bretaña

# Activity sheet 1

Rearrange the words in each of the four sentences below and write them under the picture of the correct place.

Inglaterra en Londres en Vivo

Vivo en en Edimburgo Escocia

Granada en Vivo España en

en Vivo en Berlin Alemania

