



## INTRODUCTION

This booklet is to be used in conjunction with the on-line Hola Español presentations and supporting materials.

Teaching Spanish using the Hola Español resources is as flexible as you want it to be. All schools are different - some schools teach Spanish for an hour lesson per week, others for twenty minutes per week, for example. The resources have been designed to be completely flexible, allowing teachers to focus on specific learning during a planned lesson. Some units are larger than others and may take several lessons to finish from start to end.

Although teachers can choose the units of work they want to teach, it is recommended that units of work are initially taught in order, as shown in the Scheme of Work, progressing through the units by clicking the images in the online tabs from left to right and teaching the units in the order they are presented. The Christmas unit can be taught at any time and out of sequence, however.

All units of work have been written to present ideas and activities to engage interest, promote confidence and encourage communication in Spanish. They support a range of learning styles through sounds, videos, activities, games, images, songs, spoken text and, of course, written words and phrases.

## ACCESS

To access the teaching units, login to the website at [www.jmbeducation.com](http://www.jmbeducation.com) using the menu tab at the top of the page, then enter your username and password. Once you press 'Log in' you will see the teaching resources that you have purchased. Select 'Hola Español' then click 'Launch app'. Select a unit of work by clicking an image, for example:



## TEACHING

Ideally, all teaching should be in Spanish but this is not essential, or in many cases not possible. Hola Español has been created so that a non-native speaker can use the resources with confidence. Translations are provided for all key vocabulary – Spanish words and phrases are shown in red – and all red Spanish words and phrases and most images can be clicked to hear the correct pronunciation.

The learning environment is very important to foster confidence. It is useful to start every lesson with greetings – the teacher greeting children, the children greeting each other – and asking one another how they are.

¿cómo estás?

- **estoy muy bien, gracias**
- **estoy fenomenal**
- **estoy regular**
- **estoy fatal**

As the children progress through the units, this can be enhanced with:

- taking the register in Spanish – **presente** (present) or **falta** (absent)
- asking children what the date is today
- asking children what they are called
- asking how old the children are
- asking the children when their birthday is
- asking children where they live

## LEARNING FOCUS

The learning intention is always displayed at the start of every unit of work showing the key concepts that will be learnt in that particular unit of work.

## REPETITION

Children need to constantly practise new vocabulary and the activities are designed so that children learn a set of new words in each lesson, building on previous learning. Oral work is so important in the teaching of a foreign language, so the main focus in all lessons is on speaking and listening, particularly with a partner.

Key slides and concepts from previous teaching units are used at the start of a unit to remind children of previous learning that they need to recall that will be used in conjunction with the new learning in a new unit.

One of the first units that children should study is ‘classroom instructions’ where they learn the instructions **escuchad** (listen) and **repetid** (repeat). The teacher should use these two instructions many times in every lesson for all words. When asking children to repeat words, it is useful to prompt them to say words in different ways – slowly, quickly, softly, loudly.

## UNIT OF WORK SCREEN

Touch the screen, words and pictures to:

- Listen to pronunciation (of any red word or phrase)
- Reveal panels and objects (touch the icon shown, right)
- Progress through conversations and vocabulary pages





## ICONS

The following symbols are used in the on-line resources.

---



This symbol reminds users to touch any red words or images on the screen to hear words or phrases spoken. This is useful for listening to the correct pronunciation of words. With conversations, pressing the screen advances the dialogue speech bubbles between characters. Touch this icon for additional instructions for slides.

---



This symbol requires students to write and show a response to the teacher, who should expect a 100% response either using paper or individual whiteboards. This allows a teacher to assess the understanding of all students.

---



This symbol indicates when a question requires a yes or no response from the children. They should show thumbs up for **sf** (yes) or thumbs down for **no** (no). Again, a 100% response should be expected to allow a teacher to assess understanding.

---



Most lessons encourage children to engage in conversation with partners, either to use new learning or to develop and consolidate previous learning. The characters on-screen model a conversation for the children to follow. Partners should take turns to ask and respond to questions. Using talk partners ensures that all children actively participate in a lesson and provides teachers with opportunities to assess learning and understanding by listening to groups of children.

---

## PRONUNCIATION

Spanish is a phonetic language where each letter is always pronounced in the same way, unlike English where letters and combinations of letters can create multiple sounds. Most of the Spanish alphabet sounds are the same or similar to the English alphabet but there are some exceptions and a few extra letters to learn. The following pronunciation grid is regularly used in the units of work to remind children of letter sounds. The English 'sound' is written underneath each letter to help understand how letters are pronounced.

a	b	c	ch	d	e	f	g
ah	bay	say	chay	day	aay	effay	hay
h	i	j	k	l	ll	m	n
achay	ee	hotah	kah	ellay	ayyay	emmay	ennay
ñ	o	p	q	r	s	t	u
enyay	oh	pay	coo	airray	essay	tay	ooh
v	w	x	y	z			
oohvay	oohvay doblay	ekiss	ee- gree- ay-gah	saytah			

Hola Español uses a combination of spoken Spanish used both in Spain and in Latin America. Pronunciation variations exist between Iberian Spanish and Latin American Spanish – even between different regions in Spain. For example, the word **cena** (dinner) starts with a 'th' sound in most of Spain but it starts with an 's' sound in Latin America, some regions of Spain and in the **Las Canarias** (the Canary Islands). Children should be made aware of and hear these differences. It should be made perfectly clear to children that either is correct and neither is wrong. It is similar to how the word *bath* is pronounced differently in different parts of England. In the North the 'a' sound is a very hard vowel sound whilst in the South it is more of a softer 'ar' sound.

## PRONUNCIATION GUIDE

a	<b>a</b> sound in <b>ban</b>	casa, la
e	<b>e</b> sound in <b>get</b>	tres, tener, el
i	<b>ee</b> sound in <b>feet</b> (but not as long)	mirad, mi
o	<b>o</b> sound in <b>fox</b>	no, color
u	<b>oo</b> sound in <b>tooth</b>	una, tú
c	<b>c</b> sound in <b>can</b> <b>th</b> sound in <b>three</b> – when followed by i or e <b>s</b> sound in <b>sand</b> (Latin America – instead of <b>th</b> )	comer, contar cena, centro cinco
ch	<b>ch</b> sound in <b>cherry</b>	mucho, coche
g	<b>g</b> sound in <b>green</b> <b>ch</b> sound in <b>loch</b> - when before e or i	gato, goma, regalo gente, genial
gu	<b>g</b> sound in <b>green</b> – the u is silent	guitarra
h	always silent	hotel, hoy
j	<b>ch</b> sound in <b>loch</b>	jugar, junio
ll	<b>y</b> sound in <b>yes</b> <b>j</b> sound in <b>jam</b> (Latin America)	calle, llamo
ñ	<b>ni</b> sound in <b>onion</b>	año, cumpleaños
q	<b>k</b> sound in <b>kind</b> – always followed by silent u	quince, qué
r	soft trilled sound like a Scottish <b>r</b>	hora, mirad
rr	first letter of a word - longer trilled <b>r</b> sound	rana, rojo
v	<b>b</b> sound in <b>blue</b>	vivo, verde
y	<b>y</b> sound in <b>yellow</b> <b>j</b> sound in <b>jam</b> (Latin America)	yo, yogur
z	<b>th</b> sound in <b>three</b> <b>s</b> sound in <b>sand</b> (Latin America – instead of <b>th</b> )	diez, luz

## SONGS

Many units have a song at the end related to the unit of work being studied. Teachers should ask the children to read the words, identify any words they know from previous units of work or from the unit of work they are currently learning and discuss them with a partner.

Teachers should then read the words of the song to the class then play the song for the children to listen to. Once the children have heard the song, they should be encouraged to join in as the teacher plays the song once more.

## GAMES

There are several games that are used throughout the units of work.

*¿Sí o no?* Yes or no?



The teacher should point at a picture displayed on the screen and give a word that is either the actual word that matches the picture or is a different word entirely to the picture being displayed. The teacher should then ask *¿Sí o no?* Yes or no? Children should respond with their thumbs up (if they think the word matches the picture) or down (if they don't agree) and say either *sí* or *no*. A 100% response should be expected from the children to enable the teacher to assess understanding or misconceptions.

*¿Qué es esto?* What is it?

This game is best used with individual whiteboards so children can write responses and show the teacher.

The teacher should point at a picture and ask the question *¿qué es esto?* – what is it? The teacher can then assess the understanding of the whole class – it is very important to expect a 100% response from the children by encouraging them to show their whiteboards, even if the children are not sure or don't know the word or what to write.



This game can be extended further by the teacher asking the question *¿cómo se escribe?* – how do you spell it? – either to specific children or by asking the children to work in partners to ask the question to each other. The children should then spell the word they have written to the teacher or their partner using the Spanish letter sounds once they have learnt them in the ABC unit of work.

To vary this game, teachers can give the children two words for a picture – the correct word and another word that is not correct. The children should then either write or say the correct word for the picture.

*Romeo dice...* Romeo says...

This is a variation of the game ‘Simon says...’ that encourages children to move and get out of their seats or off the carpet!



Ask the children to stand up and then give the children an instruction, for example **sentaos** (sit down). If the children sit down then they are out of the game because they must only follow an action or instruction if **Romeo dice sentaos**, for example.

Most units of work encourage the teacher to decide if **Romeo dice...**, or not. Some units have pre-recorded buttons that give instructions to the children although teachers can of course choose not to use the buttons and give instructions themselves.

## **SUPPORT MATERIALS**

All units have clear teacher notes that can be used by non-specialist teachers to structure each lesson. Most units also include some or all of the following support materials that can be printed and used within the classroom.

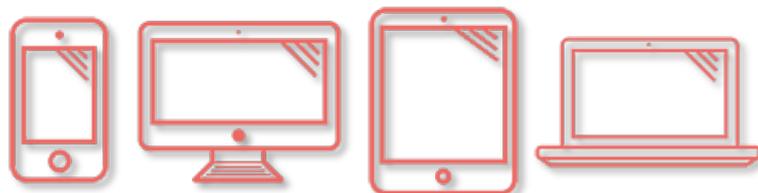
Copiable activity sheets that support the learning for each unit of work being studied:

- matching exercises/flashcards
- word searches (**sopa de letras** – letter soup) and crosswords
- labelling exercises
- ordering

The key vocabulary for each unit of work is listed at the start of each support material document. In addition, units also have vocabulary and image flashcards that can be used for matching activities or printed in colour for use on a classroom display.

Children need a great deal of practice with new vocabulary and the worksheets have been designed to give children the opportunity to concentrate on a limited set of new words, with instructions kept to an absolute minimum. It is assumed the teacher will direct the use of any activity sheet orally. Additional written instructions on an activity sheet might lead to confusion.

Hola Español uses the latest HTML 5 Internet standards to ensure cross-platform compatibility, meaning that you can use it on a PC or Mac in the classroom connected to an interactive whiteboard, on a laptop or on a tablet device, including iPads.



Updated September 2020

Visit us on the web [www.jmbeducation.com](http://www.jmbeducation.com) or follow us on Twitter [@JMB\\_Education](https://twitter.com/JMB_Education)  
[info@jmbeducation.com](mailto:info@jmbeducation.com)

© 2020 JMB Education