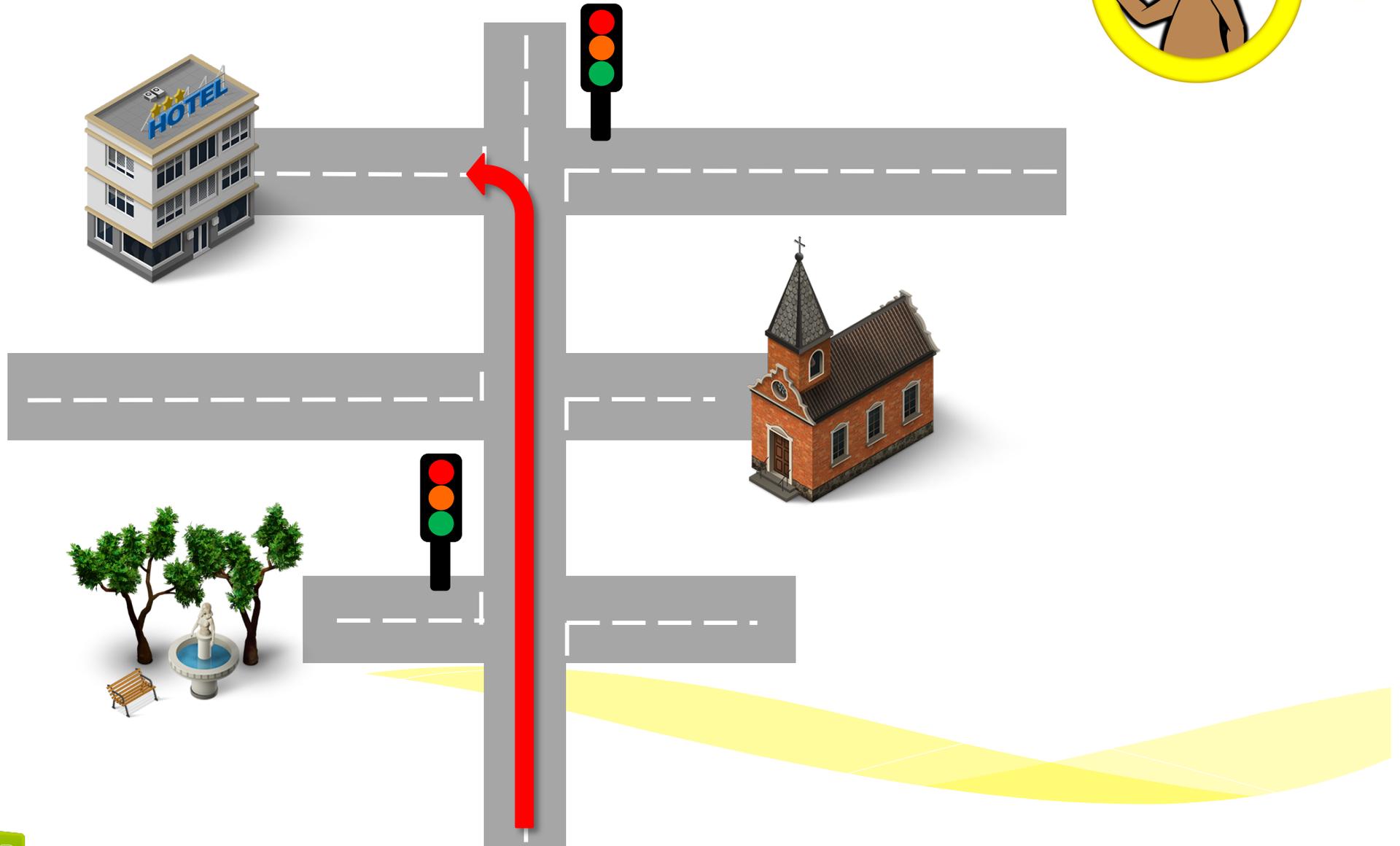


We are learning:

- About directions



# Teacher notes

## Additional resources

Copiable flashcards from the previous lesson on buildings, copiable town map.

## Activities

For the first few minutes of the lesson greet the children in a warm and friendly manner, asking them questions they should now be very familiar with.

- ¿Cómo estás?
- ¿Cómo te llamas?
- ¿De qué color es?
- ¿Cuál es tú color favorito?

Introduce the lesson by using the phrase “**hoy vamos a aprender de los direcciones**” – “today we are going to learn about giving directions”.

Start the lesson by showing children the slide containing the ordinal numbers for first, second and third. Relate the concept to known information from the mathematics curriculum. Just like cardinal numbers, ordinal numbers are adjectives. But, unlike Spanish cardinal numbers, Spanish ordinal numbers match the nouns they modify in both gender and number. Additionally, ordinal numbers usually come before nouns.

As usual, use **escuchad** and **repetid** to introduce the new vocabulary – provide lots of opportunity for repetition. For each word, ask the children “**¿cómo se escribe [the word]?**” – “how do you spell...[the word given]?”.

# Teacher notes

The following slide shows the directions for left, right and straight on. Remind the children of how to say **izquierda** (left) and **derecha** (right) and introduce **todo recto** (straight on). Focus on the 'th' sound for 'z' in **izquierda** and the 'th' sound for the second use of 'c' in **cruce**. The initial c sound in **cruce** is pronounced as normal.

As a quick assessment to ensure children remember the words for left and right, call out the words **izquierda** (left) and **derecha** (right) and ask the children to raise the correct hand in the air.

The following slide introduces vocabulary necessary for the lesson. As always, use **escuchad** and **repetid** to introduce the new vocabulary – provide lots of opportunity for repetition. For each word, ask the children “¿cómo se escribe [the word]?” – “how do you spell...[the word given]?”.

Remind the children of the concepts of masculine and feminine. Point out that **calle** (street) is a feminine noun.

The next slide models how to say “take the [first, second, third] street on the [left, right]”. Point out the following:

- **calle** is a feminine noun, therefore, we need to use **primera**, **segunda** and **tercera** for the ordinal numbers
- **tome** is the third-person imperative form for the verb **tomar** (to take)

Use **escuchad** and **repetid** to introduce the new phrases – provide lots of opportunity for repetition.

# Teacher notes

The following slide models additional expressions used to give directions, using the new vocabulary with **el final** (the end) and **hasta** (until). The children will be very familiar with **hasta** (until) - ask them to give examples of where they have used it before, for example **hasta pronto** (see you soon, literally translated as 'until soon').

Use **escuchad** and **repetid** to introduce the new phrases - provide lots of opportunity for repetition.

The following slides use a town map with buildings learnt from the previous unit. Play **¿sí o no?** using the first slide showing the map. Point at a building on the board and either give the correct word for the building or an incorrect word. Ask the children to respond with thumbs up for **sí** and thumbs down for **no**. They should also call out "**sí**" or "**no**". Use this as an opportunity to assess the understanding of the children.

In the first three slides, Maria asks directions to places in the town and Julian responds using the sentence structures covered previously in the lesson. Notice how Julian explains two different ways to get to the park. Ask the children to follow the map as Julian gives directions to Maria. Notice how multiple phrases can be used to give directions.

In the following three slides, click Julian's head to hear directions to a building in the town. Ask the children to listen carefully and ask them to tell you which building the directions lead to. Click the next slide to see if the children were correct. If not, go back and listen again to the instructions once more.

The red dot shows the point from where instructions begin. Like many maps, **tú estás aquí** says 'you are here'.

# Teacher notes

So far, the question ¿Dónde está ...? (where is...?) has been used to ask for directions. The following slides introduce alternative questions that can also be used. Notice how the starting point changes on one of the slides, so children need to be careful when listening to the directions.

¿Por dónde se va a la/al ...? Where can you find the...? - remind children how **a el** is contracted to **al** for masculine nouns, for example:

- ¿Por dónde se va a la iglesia?
- ¿Por dónde se va al hotel?

¿Hay un/una ... por aquí? Is there a ... near here? - this is another way of asking for directions.

The following vocabulary slide introduces words to describe near and far. Use **escuchad** and **repetid** to introduce the new phrases - provide lots of opportunity for repetition.

The final three slides bring all the learning together in the form of conversations. Listen to the ways people ask for directions and how the directions are given. Ask the children to use the conversation models to create conversations about asking for directions. Use the town map copiable resource or even ask the children to make their own town maps with locations from the previous lesson.

Children should then present their conversations to the rest of the class. Use this opportunity to assess pronunciation. Ask the children that are listening if they can suggest a way that the conversation could be even better. What were the strengths of the children presenting the conversation?

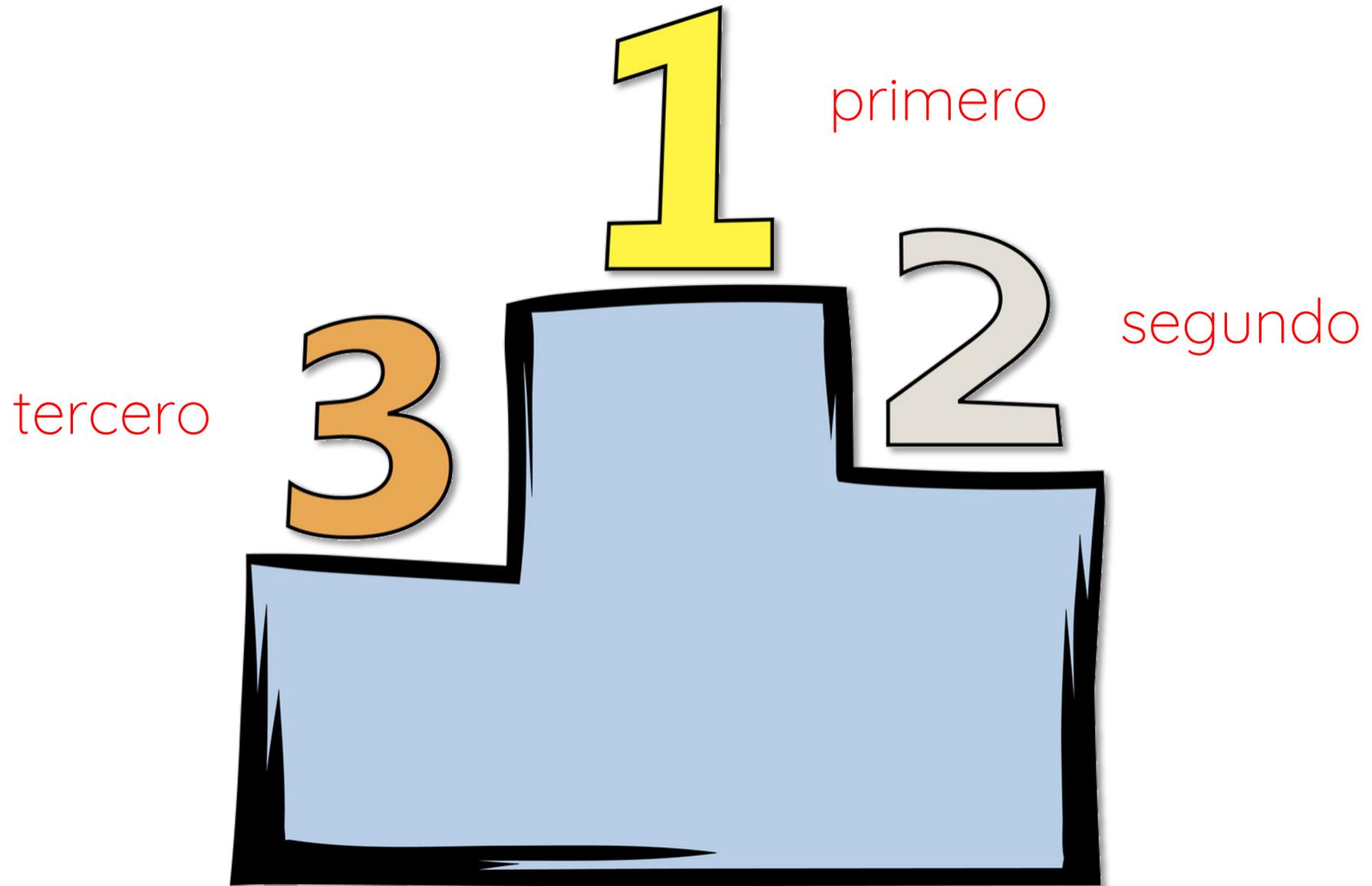
# Teacher notes

## National Curriculum coverage

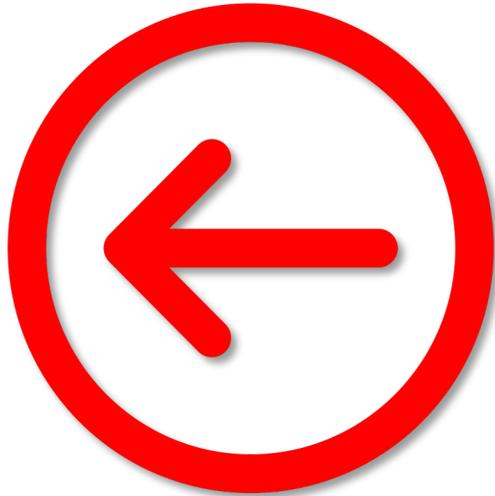
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

# números ordinales

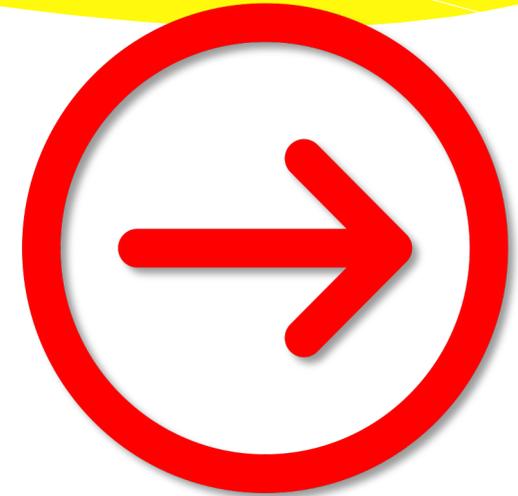
## ordinal numbers



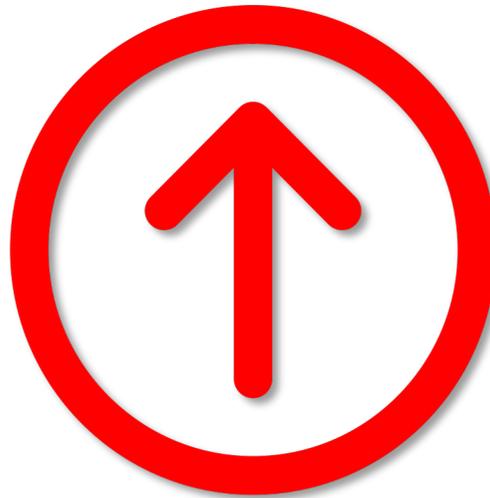
# direcciones directions



izquierda



derecha

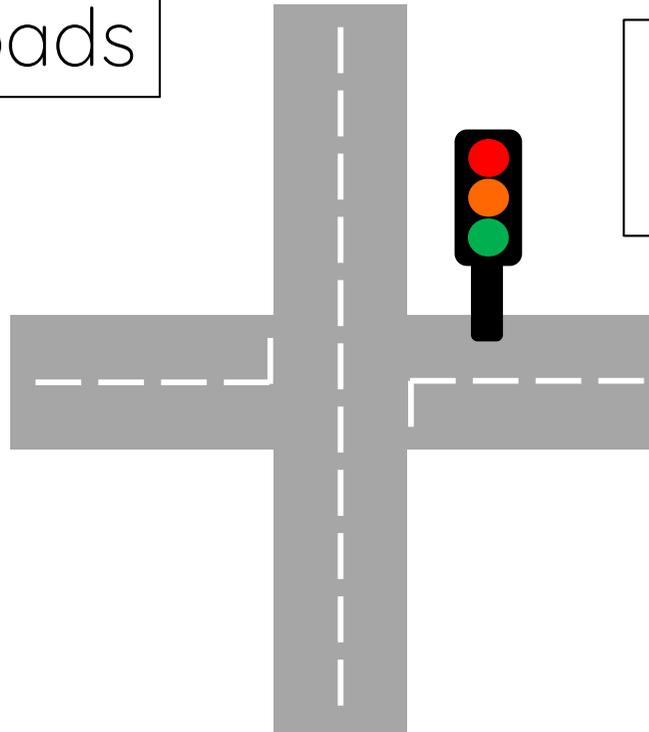


todo recto

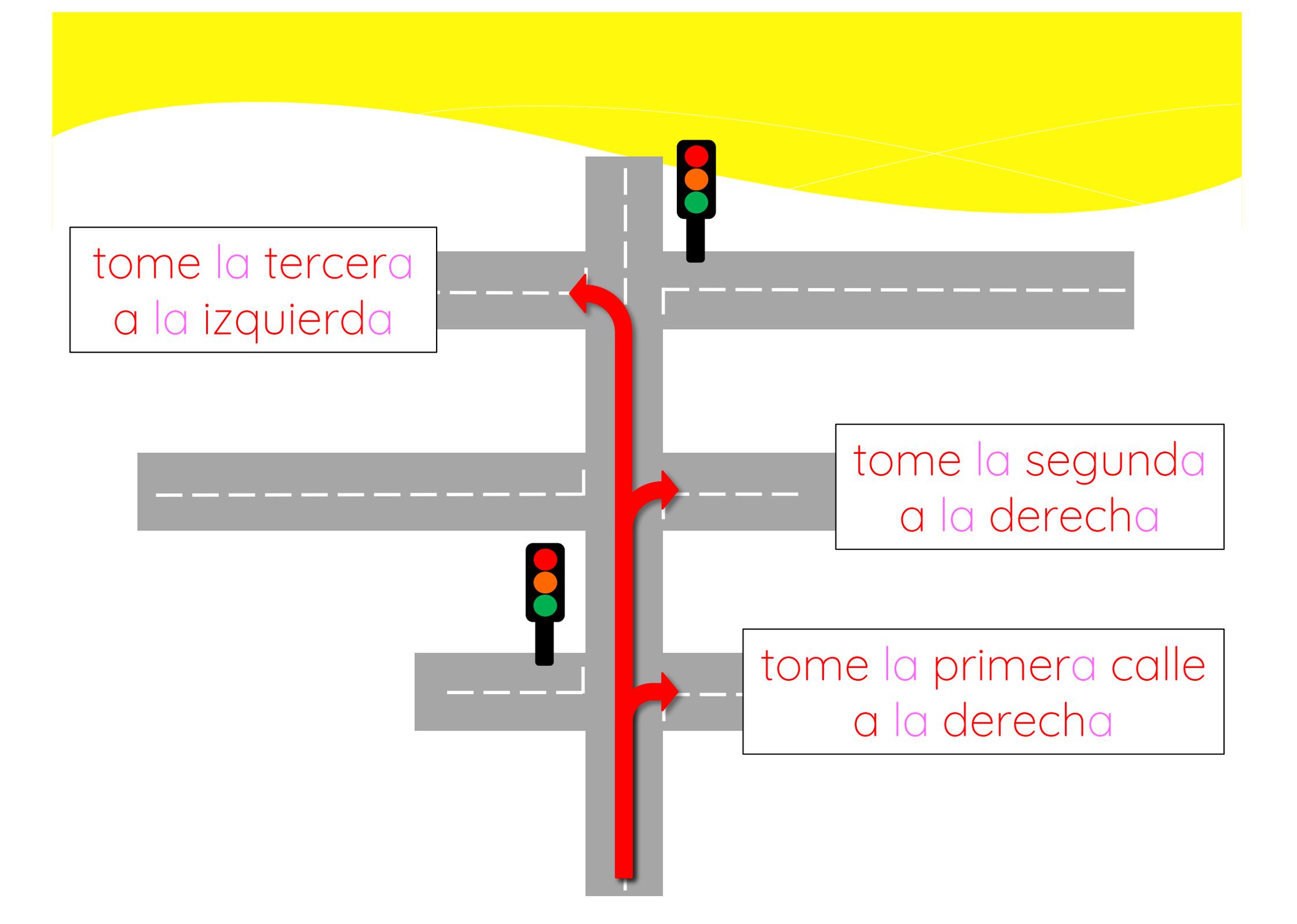
# vocabulario vocabulary

el cruce  
crossroads

la calle  
street



el semáforo  
traffic lights



tome la tercera  
a la izquierda

tome la segunda  
a la derecha

tome la primera calle  
a la derecha

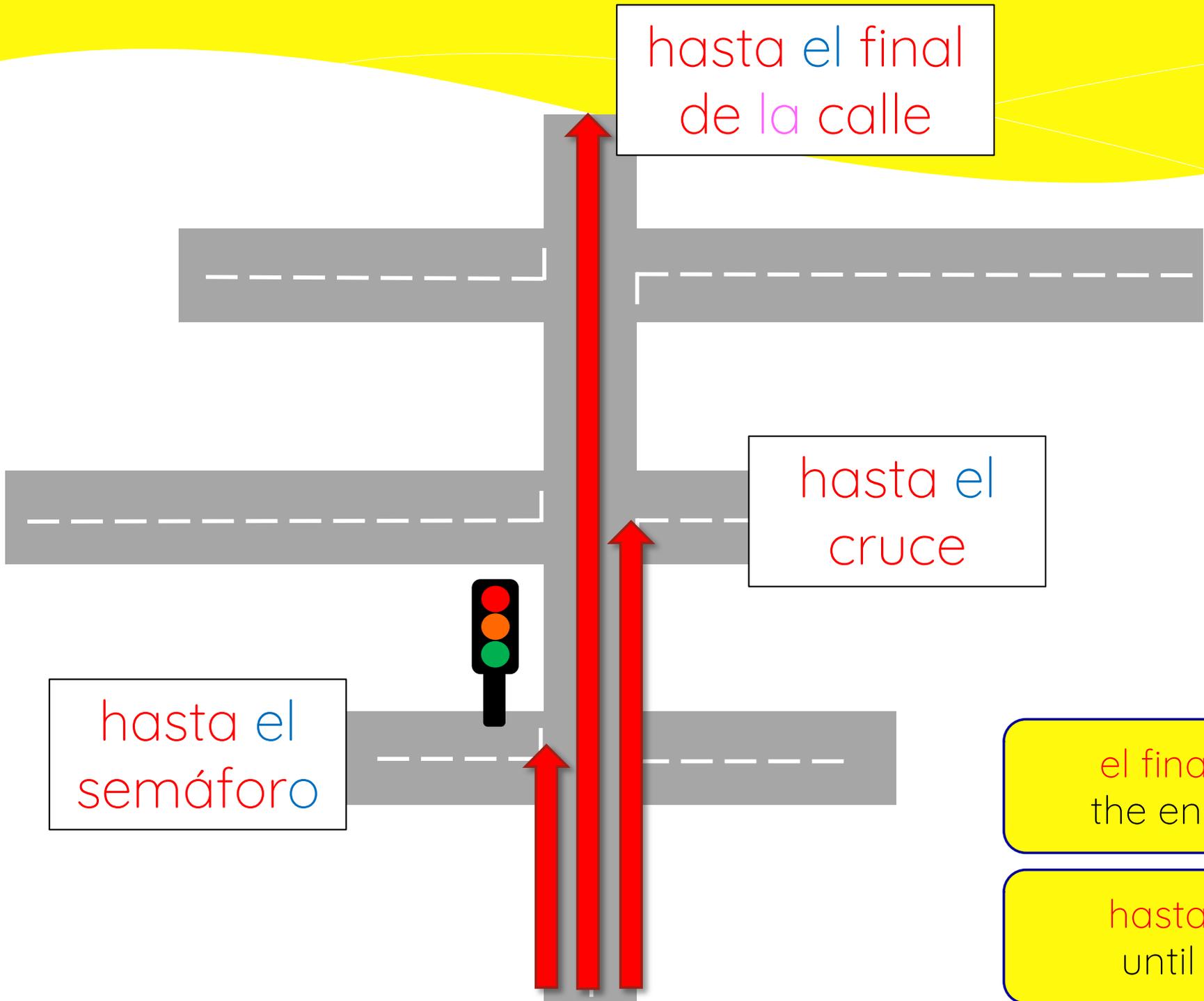
hasta el final  
de la calle

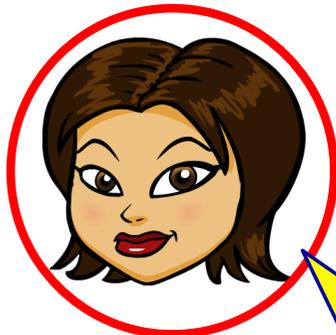
hasta el  
cruce

hasta el  
semáforo

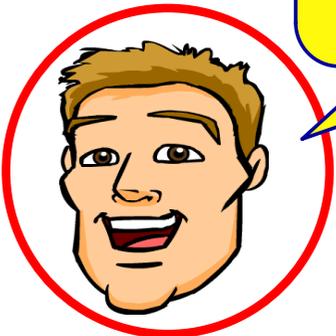
el final  
the end

hasta  
until

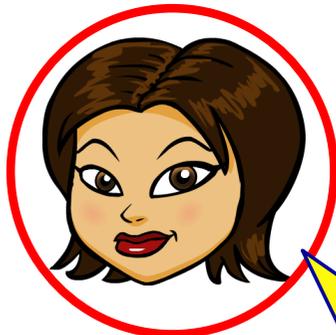




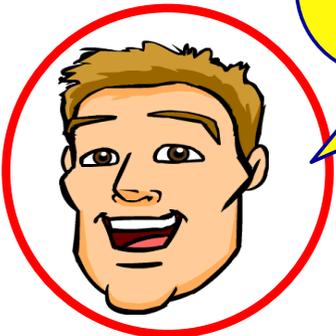
¿Donde esta la iglesia?



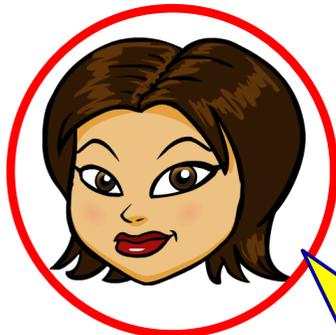
Siga todo recto. Tome la tercera a la izquierda.



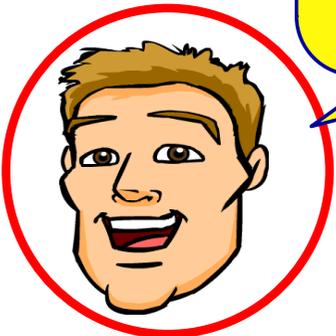
¿Donde esta el parque?



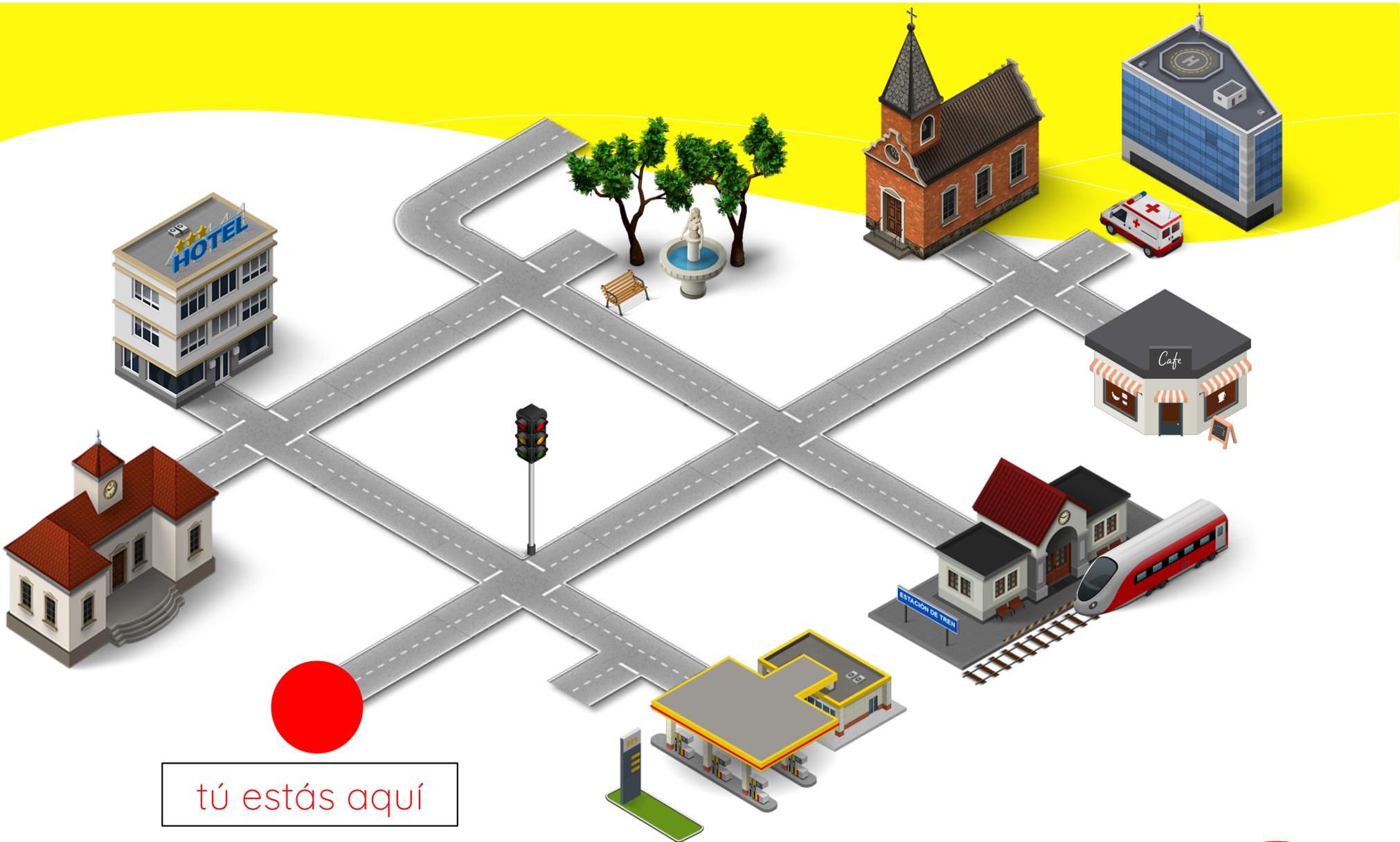
Siga todo recto hasta el semáforo. Tome la primera calle a la izquierda y tome la primera a la derecha.



¿Donde esta el parque?

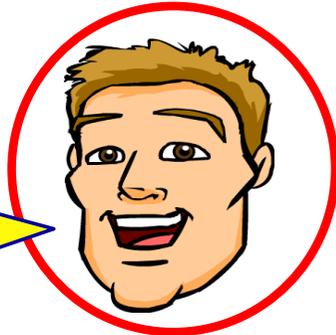


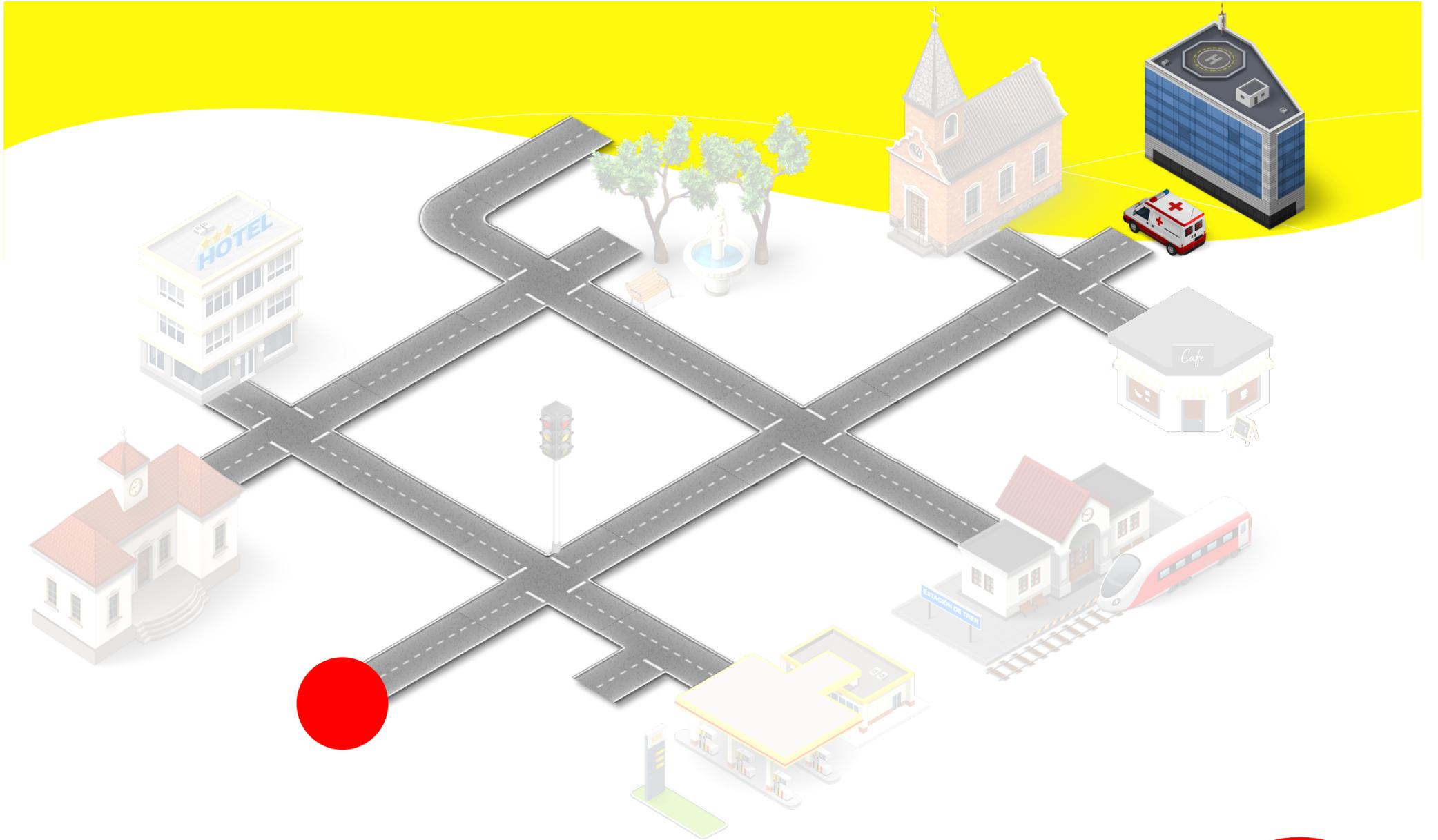
Tome la segunda a la izquierda y está a la derecha.



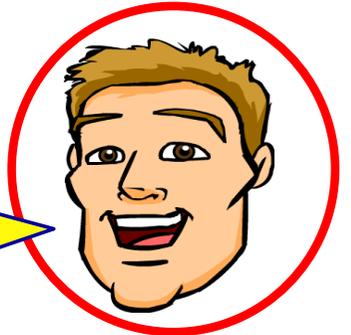
tú estás aquí

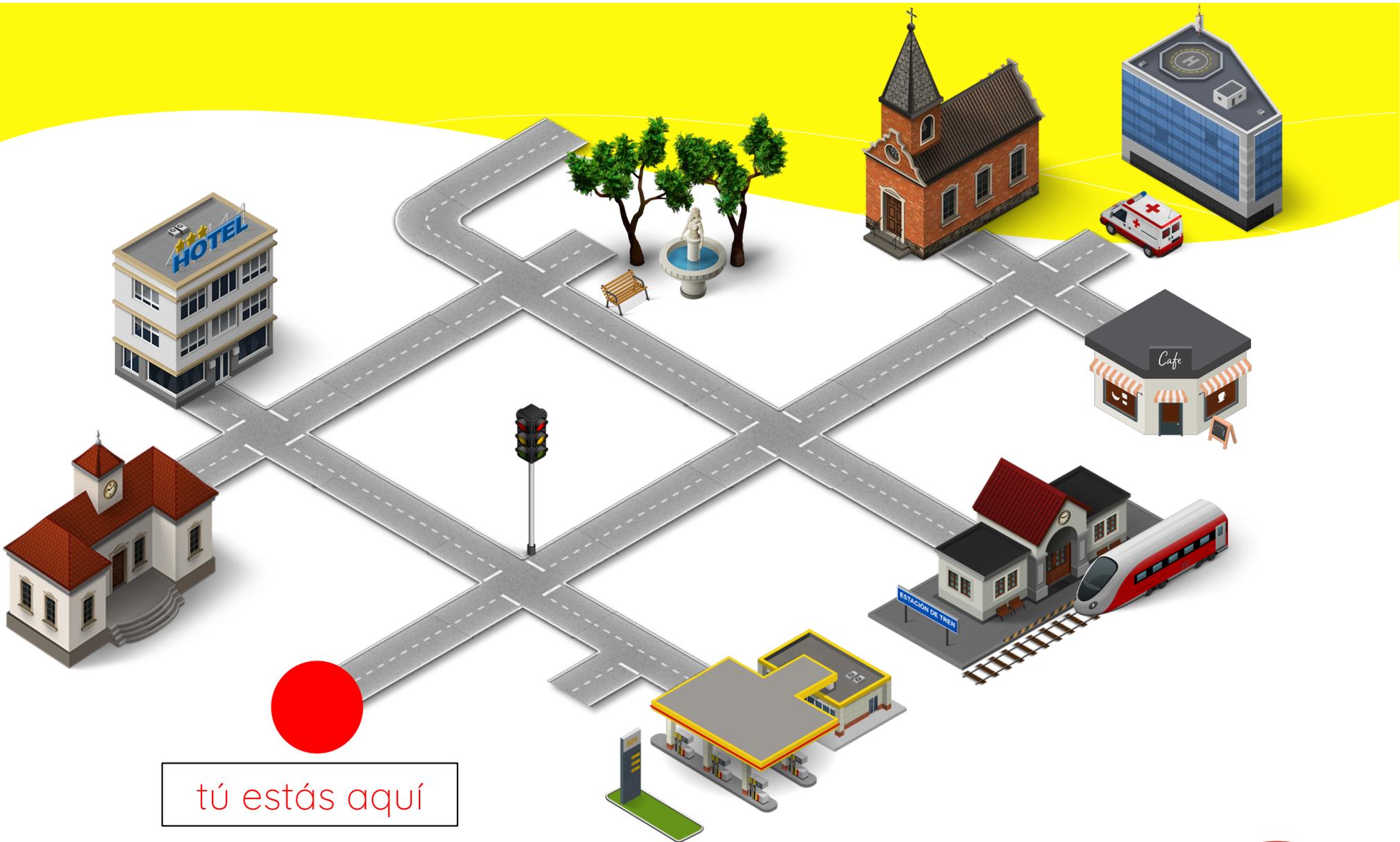
Click me to hear some directions. Where do the directions lead?





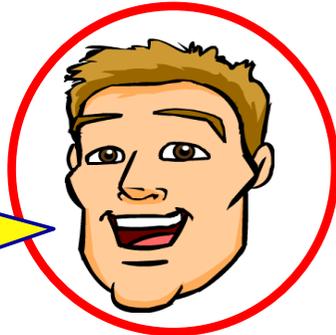
Were you correct?

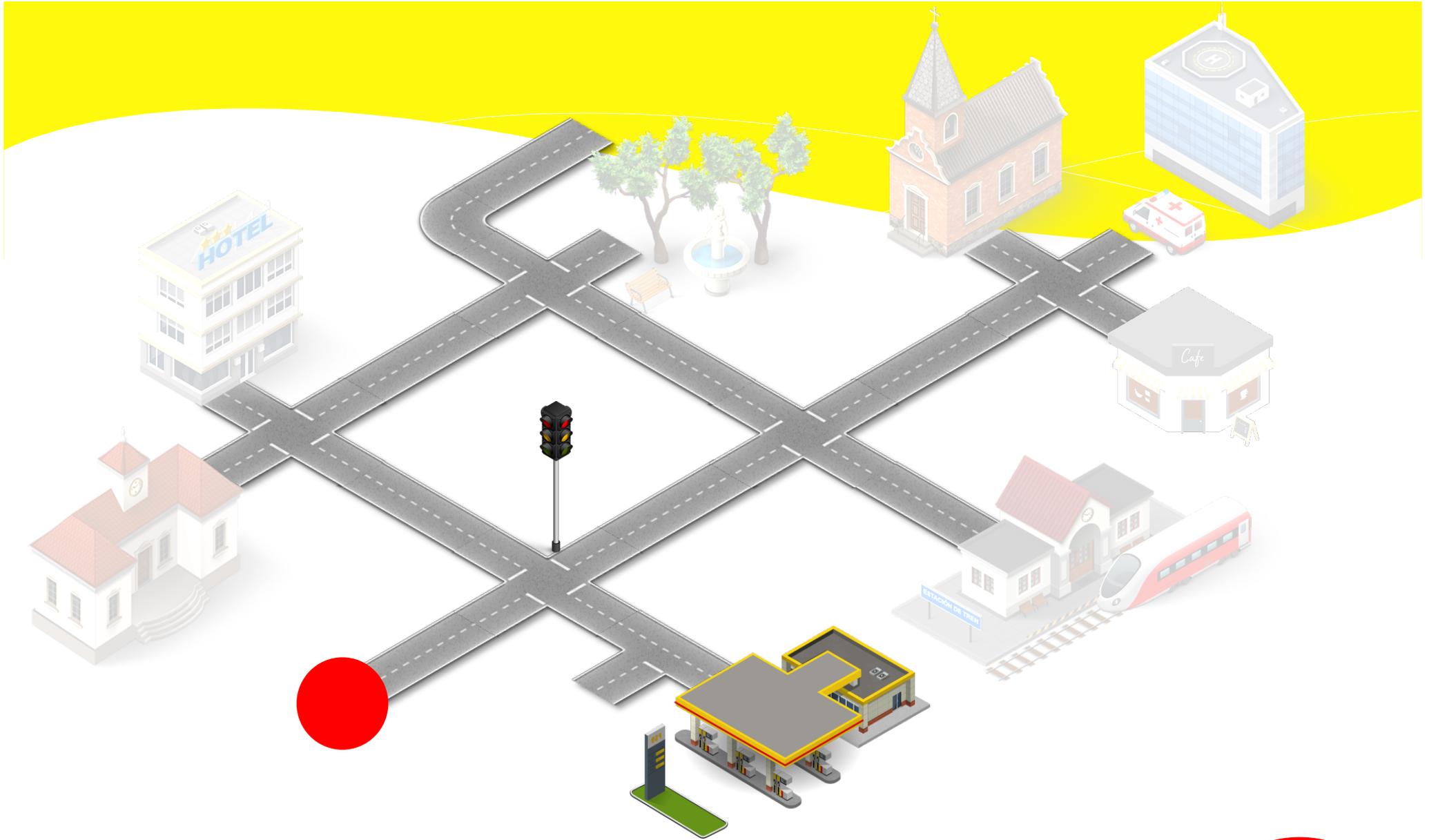




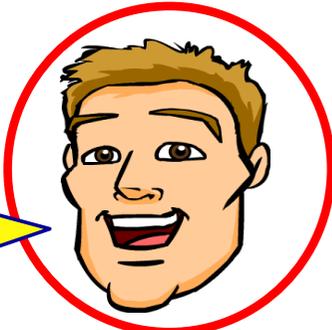
tú estás aquí

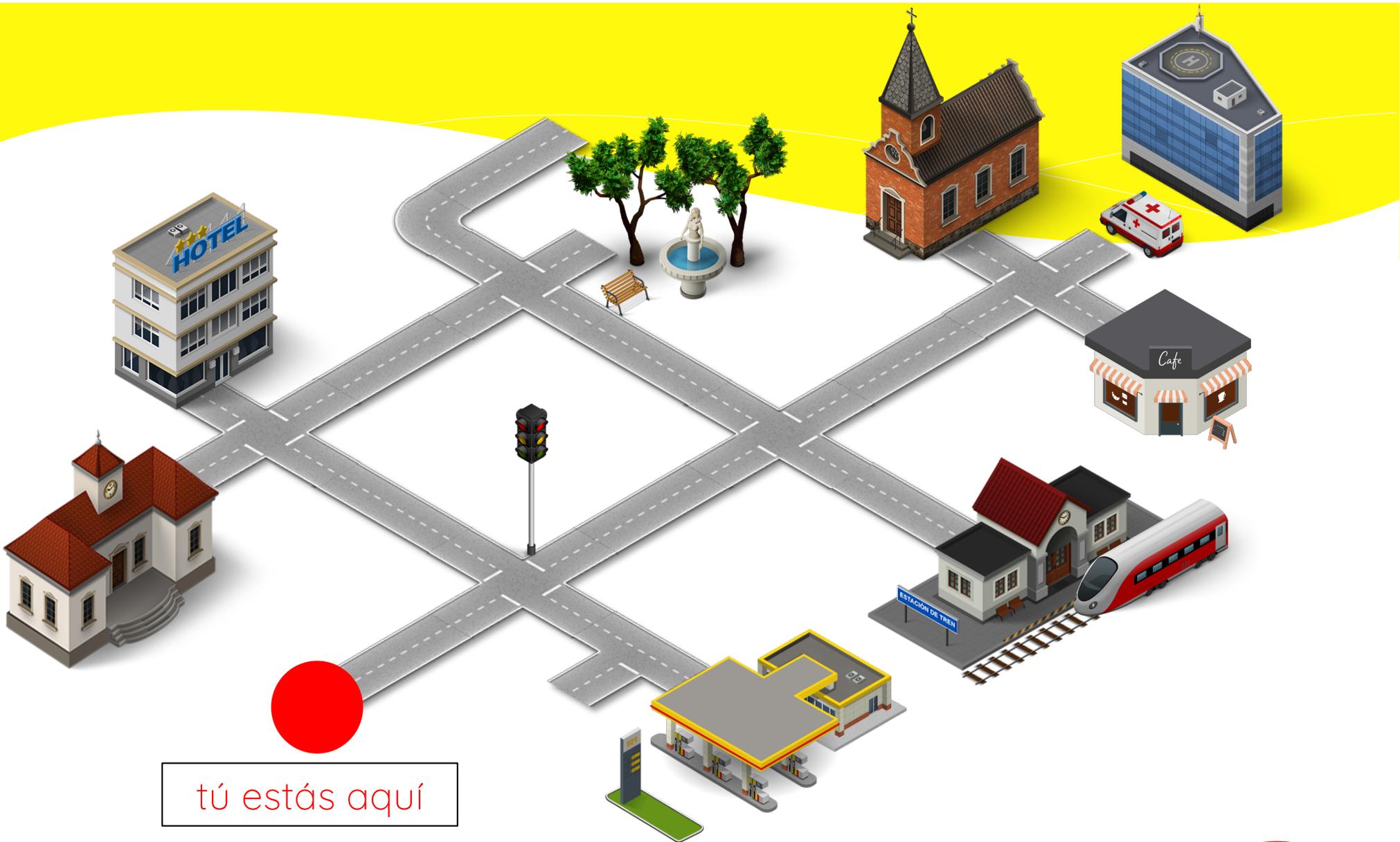
Click me to hear some directions. Where do the directions lead?





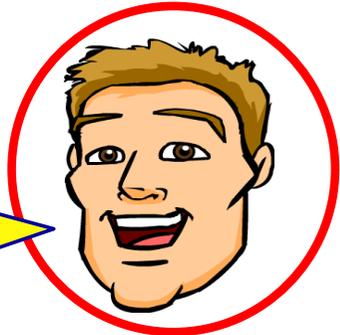
Were you correct?

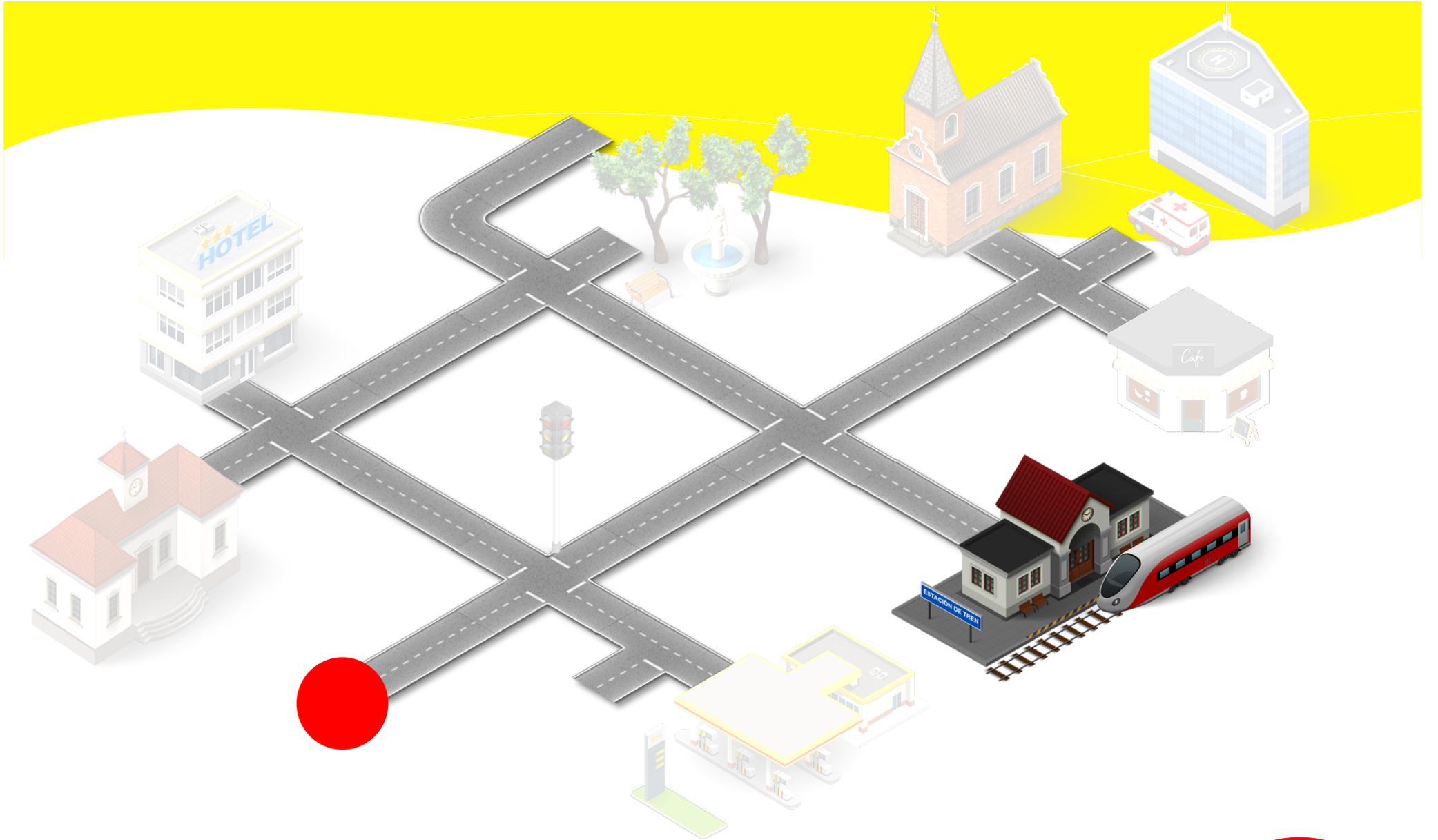




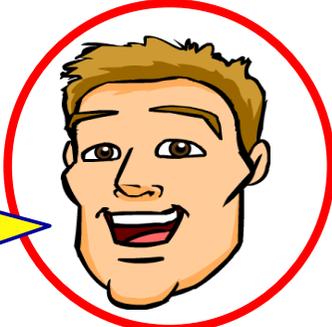
tú estás aquí

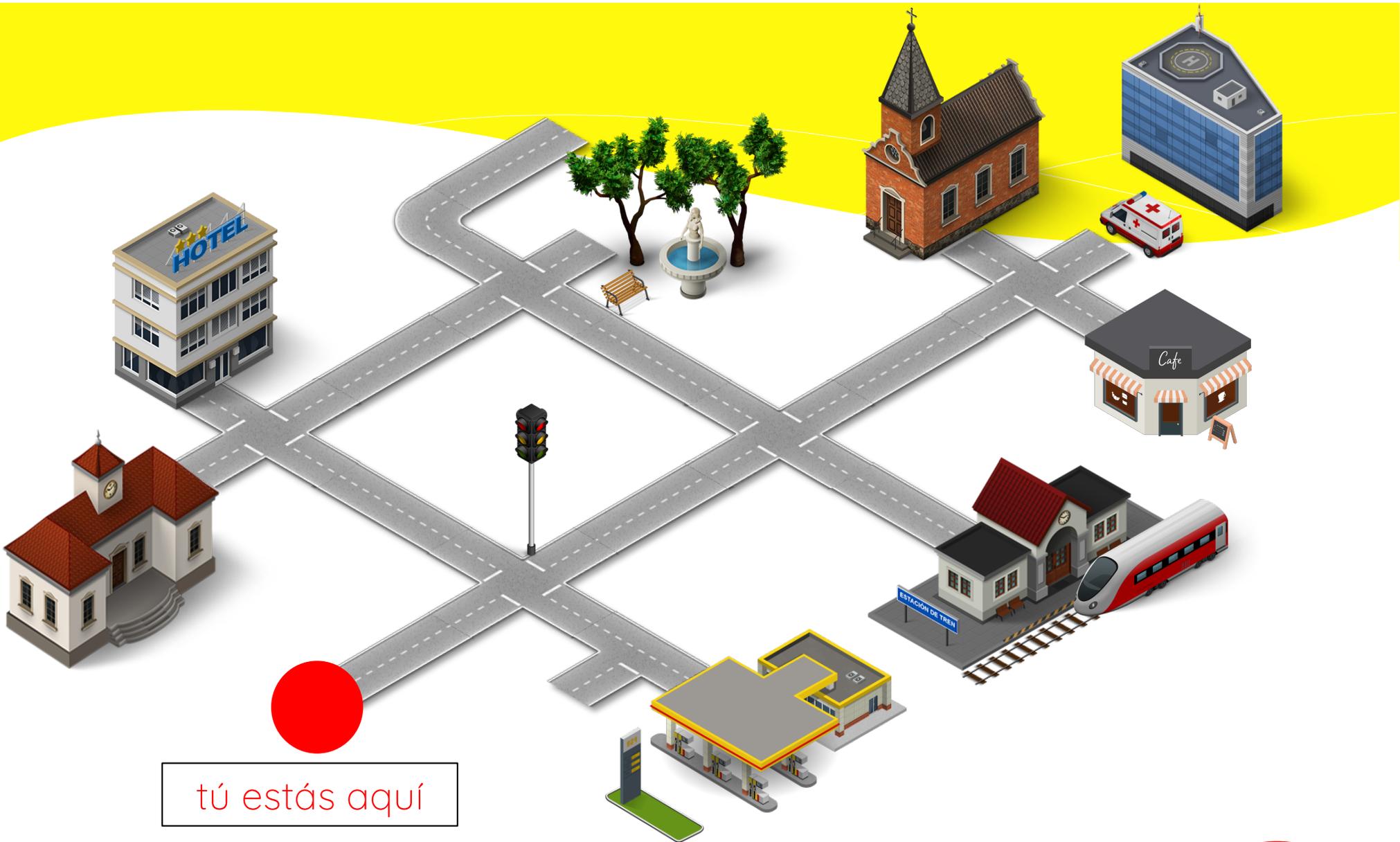
Click me to hear some directions. Where do the directions lead?





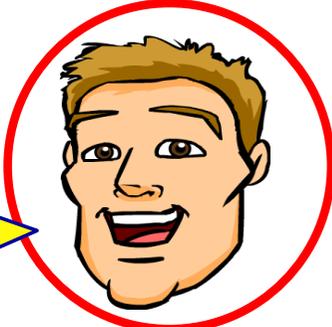
Were you correct?





tú estás aquí

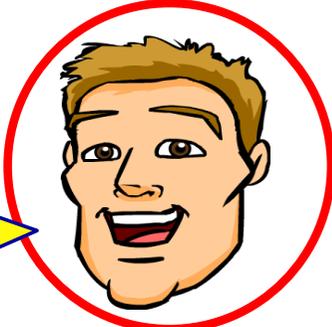
¿Donde esta ...?





tú estás aquí

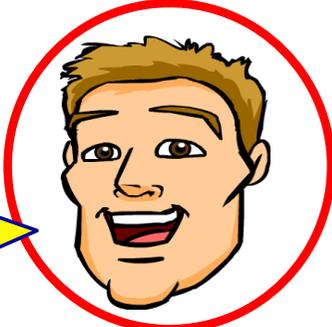
¿Por dónde se va a la/al ...?





tú estás aquí

¿Hay un/una ...  
por aquí?



# vocabulario vocabulary

- está cerca
  - está muy cerca
  - está lejos
  - está muy lejos
  - aquí
  - inmediatamente
- it is close by
  - it is very close by
  - it is far away
  - it is very far away
  - here
  - immediately



Perdone señora,  
¿por dónde se  
va a la iglesia?

Muchas  
gracias. Adiós.

Bueno, no está lejos,  
tome la primera a la  
izquierda y está a la  
derecha al final de la  
calle.

De nada.  
Adiós.



Señorita,  
¿dónde  
está el  
estadio?

El estadio, bueno,  
siga todo recto,  
tome la tercera a  
la izquierda y está  
inmediatamente a  
la derecha.

Muchas  
gracias.  
Adiós.

De nada.  
Adiós.



¿Por dónde se va  
al parque?

Muchas  
gracias.  
Adiós.

Siga todo recto  
hasta el semáforo  
y está a la derecha.

De nada.  
Adiós.