



SPANISH - TASTER LESSON PACK

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WHAT YOUR TASTER PACK INCLUDES

- Flashcards – Car, Bus, Train, Boat and Plane
- A taster lesson CD, containing songs and stories for your lessons
- Pupil activity books
- Ven a jugar con Milo y Mapi (3-5 year olds)
- ¡Hola Pedro y Carmen! (7-8 year olds)
- Christmas taster lesson and master are available on request

AUDIO AND MUSIC RESOURCES

To access and download the audio resources, including the taster session songs click the link:

<https://soundcloud.com/user-675294605/sets/spanish-taster-tracks>.

INTRODUCTION

Within this pack you should have all you need to help you organise, plan and deliver taster lessons for interested pupils and parents within nurseries, schools and/ or public venues.

The aim of a taster lesson is to give your interested pupils and parents the chance to experience what happens within a class, play the games, sing the songs or just take part in a language class to help you showcase the methodology, and the children enjoying the class, to parents.

The main reason we recommend you hold taster lessons is to increase interest around your classes and show how we inject fun into our lessons with songs, games, rhymes, stories, action games and characters the children will love to meet.

SUPPORT

Even before you start thinking about holding a taster lesson, after reading this pack, arrange a call with your Area Support Advisor to discuss it with them further. They will be able to support you and walk you through what needs to be done before the day of the taster lesson, the teaching itself and the follow up afterwards. They will be able to help you group the children into small groups, select the correct lesson and plan your activities with you. Reading through this pack will give you the notes to help you to prepare.

TASTER LESSON PLANNING AND GROUPING OF PUPILS

The number of taster lessons you will need to provide will depend on how many children register an interest. As you are aiming to give the children and parents a true representation of the classes, a maximum of eight children for 3-5 year olds and a maximum of 12 for 5-11 years old children is recommended.

If you have more than the 8 or 12 you will need to run more than one taster lesson for that age group.

- A minimum of 6 children per taster lesson is recommended and a maximum of 8 for 3-5 year olds and twelve 5-11 year olds per taster lesson.
- Ensure you register all interested parents and pupils before holding a taster lesson.

We recommend you speak with your Area Support Advisor regarding grouping the interested children, the type of taster lesson you are having and the timeline for the flow of the session. There are three main types of taster lessons: nursery, lunch time and afterschool/ open centre. We have a few suggested rough formats to get you started with planning your taster sessions, but please feel free to amend it as you need to and discuss it more with your Area Support Advisor:

After school/ open centre sessions with parents in attendance

Timings	Action
0-10 minutes	Arrival, sign in, ask them to be seated and introduce yourself
10-30 minutes	Deliver the lesson to the children
30-35 minutes	Lead the children into a quiet writing/drawing activity whilst you hold a brief parent Q&A
35+ minutes	This time is for parents to get a chance to ask you anything, look at the activity books, inspection booklet and/ or samples pack. Show them the La Jolie Ronde website on your tablet or laptop. You can discuss enrolment, handout booking forms, collect any payments and close the session, letting parents know you'll be there for a period of time.

Nursery with parents/nursery staff in attendance

Timings	Action
0-10 minutes	Arrival, sign in, ask them to be seated and introduction about you
10-30 minutes	Deliver the lesson with the children
30-35 minutes	Lead the children into a quiet writing/drawing activity whilst you hold a brief parent Q&A
35+ minutes	This time is for parents to get a chance to ask you anything, look at the activity books, inspection booklet and/ or samples pack. Show them the La Jolie Ronde website on your tablet or laptop. You can discuss enrolment, handout booking forms, collect any payments and close the session, letting parents know you'll be there for a period of time.

Lunch time without parents in attendance

Timings	Action
0-5 minutes	Children arrive, seat them where you would like them to sit, take a register and introduction about you, leading in to the start of the lesson.
5-30 minutes	Deliver the lesson with the children
30-40 minutes	Finish the lesson and direct them back to class, the playground or staff. If applicable make sure you give every child a letter to give to their parents, letting them know what they have done in the class and what they need to do next to book and pay for classes.
40+ minutes	Use this time to meet with nursery staff/manager or school staff/ head teacher for a de-brief. It can be used discuss anything the nursery staff wish to ask, meet with the manager or follow up with school staff following the lesson before you leave, providing them with what can happen next.

PREPARATION – CHECK LIST

- Read the taster lessons thoroughly and ask your Area Support Advisor as many questions as you need.
- Practise on your own children (where applicable) and your friends' and family's children to help boost your confidence.
- Prepare a register of the pupils attending and sign them in on the day.
- Email an enrolment pack to all parents and print copies of the booking forms for the day.
- Prepare name badges for your pupils; the easiest thing to use is a sticky labels sheet, as you can always add more pupils if you have any surprise extra attendees.
- Prepare all resources for your taster lesson using the master templates to make your puppets, story boards (3-5years) and activity sheets for the children.
- Decide on how you are going to play the music: CD player, smart phone/tablet and Bluetooth speaker.
- Prepare an activity for the children to do after the lesson during the parents Q&A session. Examples are colouring competitions and word searches, remembering to provide the crayons and pencils.
- Prepare a bag with all resources, flash cards, music player and lesson plans.

ROOM PREPARATION FOR THE LESSON

View your room in advance to assess the layout and answer the following questions:

- How are you going to greet your pupils and parents? At the entrance or within the room?
- How are you going to check names? A table at the entrance with register and name badges?
- Are you going to direct them to a selected seating area until everyone arrives?
- Where are you going to hold the lesson?
- Where are the parents going to sit in the room?
- Do you want to decorate the room/area? For example with flags, a map and/or photographs and pictures from France? Have your taster lesson music playing whilst pupils and parents arrive and leave.
- What are you going to hand out at the end to take home (for both the children and parents)?
- Have your music playing for arrival of the children and parents.

TIPS ON CLASSROOM AND BEHAVIOUR MANAGEMENT

1. Arrive early and always be ready and waiting; have all your resources to hand: music, device and flash cards organised.
2. Be friendly, but firm; manage the children positively, telling them exactly what you want them to do, i.e. avoid saying "do not shout out", but use "hands up to answer, thank you", or "thumbs up if you want to say something".
3. Devise a simple way of getting their attention (explain for example that you will raise your hand; discuss this further with your Area Support Advisor).
4. Focus on what you want the children to do and not the behaviour you want to stop. From the beginning, show them verbally and non-verbally how pleased you are with them individually and as a group by saying, "well done, thank you, what lovely singing. Brilliant!" and smile at them when you can without them feeling they can misbehave in your lesson.
5. Begin, as you would like to go on!

TASTER LESSON FOR 3-5 YEAR OLDS

Please find a sample early years/nursery/pre-school/reception aged lesson plan on the following pages, which you can use to deliver a taster lesson to nursery age children. As the ability of children of this age varies greatly the plans can be adapted to accommodate them; again, discuss options with your Area Support Advisor when you have all the ages of the children registering.

The aim of a taster session is to show parents, children and/ or nursery staff the typical types of activities the children will take part in to practise and play with the new language, enjoy it and be happy to attend future classes. Use a combination of English and Spanish to help the children enjoy the activities.

EXAMPLE LESSON PLAN – 20 MINUTES

Target Vocabulary	Resources								
me llamo te quiero papá, mamá hermano mayor hermana mayor pequeña bebé	Milo and Mapi puppets (see templates provided) Your 'Bolsa mágica' Prepared family Bear finger puppets (see template provided – only use mother, father and children) Templates with bear family picture cards and family tree								
A Activity 5 mins	<p>INTRODUCTION: <i>Mi Familia</i> Say “¡Hola!” to the children. Explain to them that you have two friends in your bolsa mágica. They are Spanish, so we have to talk to them in Spanish or they won't understand. Shake your bag: “¡Oh! ¡La bolsa mágica is moving!” Take Milo out and ask him his name in Spanish. Make him say “Me llamo”. Repeat for Mapi. Then ask the children's names in Spanish, using Milo.</p> <p>Distribute the badges, with children's names.</p> <p>“¡Oh! ¡La bolsa mágica is moving again! Pull out the family Bear finger puppets one at a time to introduce papá, mamá, hermano mayor, hermana mayor, pequeño bebé.”</p> <p>Children listen and hold up the appropriate finger puppet.</p>								
B Activity 3 mins	<p>RHYME: Buenos días pequeño bebé Hola pequeño bebé - ¡dame un beso! Hola papá, Hola mamá, Hola hermano mayor, Hola hermana mayor.</p> <p><i>One hand will represent the family with the baby being the thumb which you kiss after saying 'Hola pequeño bebé'. Pequeño bebé (thumb) then taps (kisses) all the other members of the family saying 'Hola' to them all.</i></p> <p>SONG: Sé saltar</p> <table data-bbox="236 1899 1337 2042"> <tr> <td>Sé saltar así</td> <td>Jump to the right and jump on the spot</td> </tr> <tr> <td>Sé saltar así</td> <td>Turn to the left and jump on the spot</td> </tr> <tr> <td>Estoy arriba</td> <td></td> </tr> <tr> <td>Estoy abajo</td> <td>Reach up high</td> </tr> </table>	Sé saltar así	Jump to the right and jump on the spot	Sé saltar así	Turn to the left and jump on the spot	Estoy arriba		Estoy abajo	Reach up high
Sé saltar así	Jump to the right and jump on the spot								
Sé saltar así	Turn to the left and jump on the spot								
Estoy arriba									
Estoy abajo	Reach up high								

	<p>Sé saltar así.</p> <p>Repeat with Sé andar así ... Sé tocar las plamas ... Sé bailar así ... Sé dar vueltas así ...</p> <p>Play this song again after the story. Children can pretend to be Bebé Oso greeting Mamá and Papá by jumping up and down as they sing.</p>	<p>Crouch down low</p> <p>Face into the circle and jump on the spot</p> <p>Repeat actions with marching, clapping, dancing, turning (when turning first turn to the right and then the left).</p>
<p>C</p> <p>Activity</p> <p>5 mins</p>	<p>STORY: Baby bear wants his mummy</p> <p>Use the family picture cards provided and lift up family member cards as the story unfolds. Repeat the story if time, pause just before the baby asks for his mummy and daddy as a prompt for the children to say ¡Mamá! ¡Papá!</p> <p>Aquí está ‘la familia Oso’ – ‘Papá, Mamá, Bebé, Hermano mayor, Hermana mayor, Abuelo, Abuela’.</p> <p>One day ‘Mamá and ‘Papá’ had to go out to find some food. They asked ‘Hermano mayor’ and ‘Hermana mayor’ to look after the ‘Bebé’ whilst they were gone. As soon as his parents left the house ‘Bebé Oso’ started to cry for his mummy and daddy.</p> <p>¡Mamá, Papá!</p> <p>‘Hermano mayor’ tried to cheer him up by making funny faces at his little brother, but he didn’t stop crying.</p> <p>¡Mamá, Papá!</p> <p>‘Hermana mayor’ stroked his fur and gave him a cuddle, but still ‘Bebé’ would not stop crying.</p> <p>¡Mamá, Papá!</p> <p>A little while later ‘Abuelo’ and ‘Abuela’ stopped by to say ‘Hola’.</p> <p>¡Hola Abuelo ! ¡Hola Abuela !</p> <p>‘Hermano mayor’ and ‘Hermana mayor’ explained to their grandparents that ‘Bebé’ wanted his mummy and daddy, and that they could not stop him crying. ‘Abuela’ tried to read ‘Bebé’ a story, and ‘Abuelo’ told him a rhyme and tried to tickle him.</p> <p>But nothing worked. ‘Bebé Oso’ was still crying.</p> <p>At last ‘Papá’ and ‘Mamá Oso’ arrived home with a great big pot of honey.</p> <p>¡Papá! Mamá! ¡Yupi! ‘Bebé’ jumped up and down with joy to see his mummy and daddy. ‘Mamá’ told him that she and ‘Papá’ will always come back and gave him a big hug. ‘Bebé’ was happy now.</p> <p>¡Te quiero Mamá, te quiero Papá! Can you guess what that means ?</p>	

<p>D Activity 3 mins</p>	<p>GAME: Bear Family Cards Memory Game – Photocopy, and stick onto card, two sets of the bear family pictures and cut these up. Lay them face down and the children can take it in turns to turn over two cards each. If their cards match they keep them. They could say ‘papá’ to say which card they are looking for.</p>
<p>E Activity 2 mins</p>	<p>END: Praise the children and tell them that when they come back to you again they will learn a lot more Spanish songs and play many games. Say goodbye in Spanish (shake hands) and at the same time ask each child to say a word or a phrase they remember from the lesson which they will tell their parents!</p>
<p>F Activity 2 mins</p>	<p>TAKE HOME:</p> <ul style="list-style-type: none"> - Personal message from <i>Milo</i> or <i>Mapi</i> thanking them for coming to the taster lesson. Use one of the templates for ‘Mensajes’ provided at the end of this pack to give <i>Milo</i> or <i>Mapi</i> to the children. - Some family bear finger puppets or Family Bear card sets to play with at home. - A note to parents explaining very briefly what the children have been doing during the lesson would be welcome by the parents. - Don’t forget to hand out information about your classes and/ or enrolment packs and booking forms
<p>G</p>	<p>PARENT Q&A We recommend you have something for the children to do now, as this will give the parents time to talk to you. Do things like colouring asking the children to colour the bear family or competitions</p>

ADDITIONAL ACTIVITY

- **INTRODUCTION:**

Involve the children from the start. Think about talking to the children about why they are here, what they think they will be doing. Discuss holidays briefly and introduce Spain, where it is and that they speak Spanish. Ask if anyone has been to Spain on holiday and then explain that when we go on holiday, sometimes they speak using different words to us. We say hello and in Spain they say Buenos Días. So today we are going to pretend we are going on holiday to Spain and we can learn some new words.

- **SONG:** Vuela Avión vuela
- **END:** Song, Sé saltar

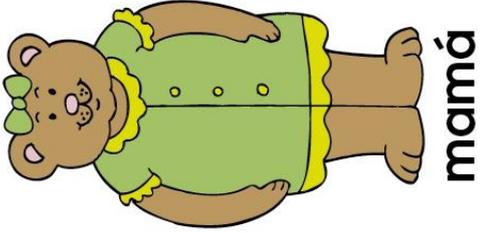
3-5 YEAR OLDS TASTER LESSON RESOURCES

In the following pages you will find master templates for the use in your nursery taster lesson. Please make copies of the masters; you may need to make new copies for other taster lessons as the children love playing and interacting with the family characters.

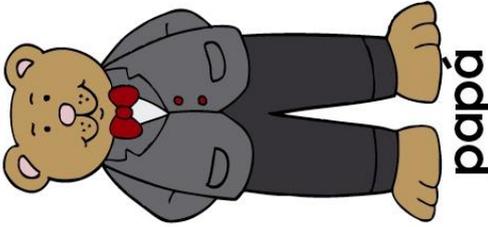
Mi familia



Mi familia



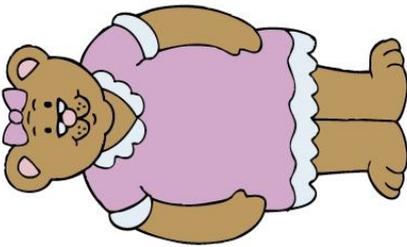
mamá



papá



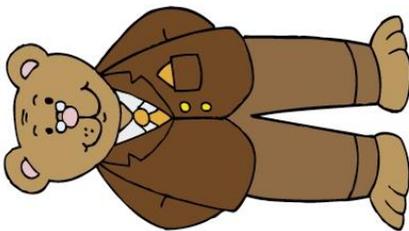
pequeño
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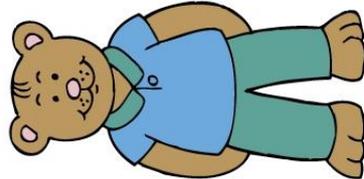
abuela



hermana
mayor



abuelo



hermano
mayor

Mi cuerpo



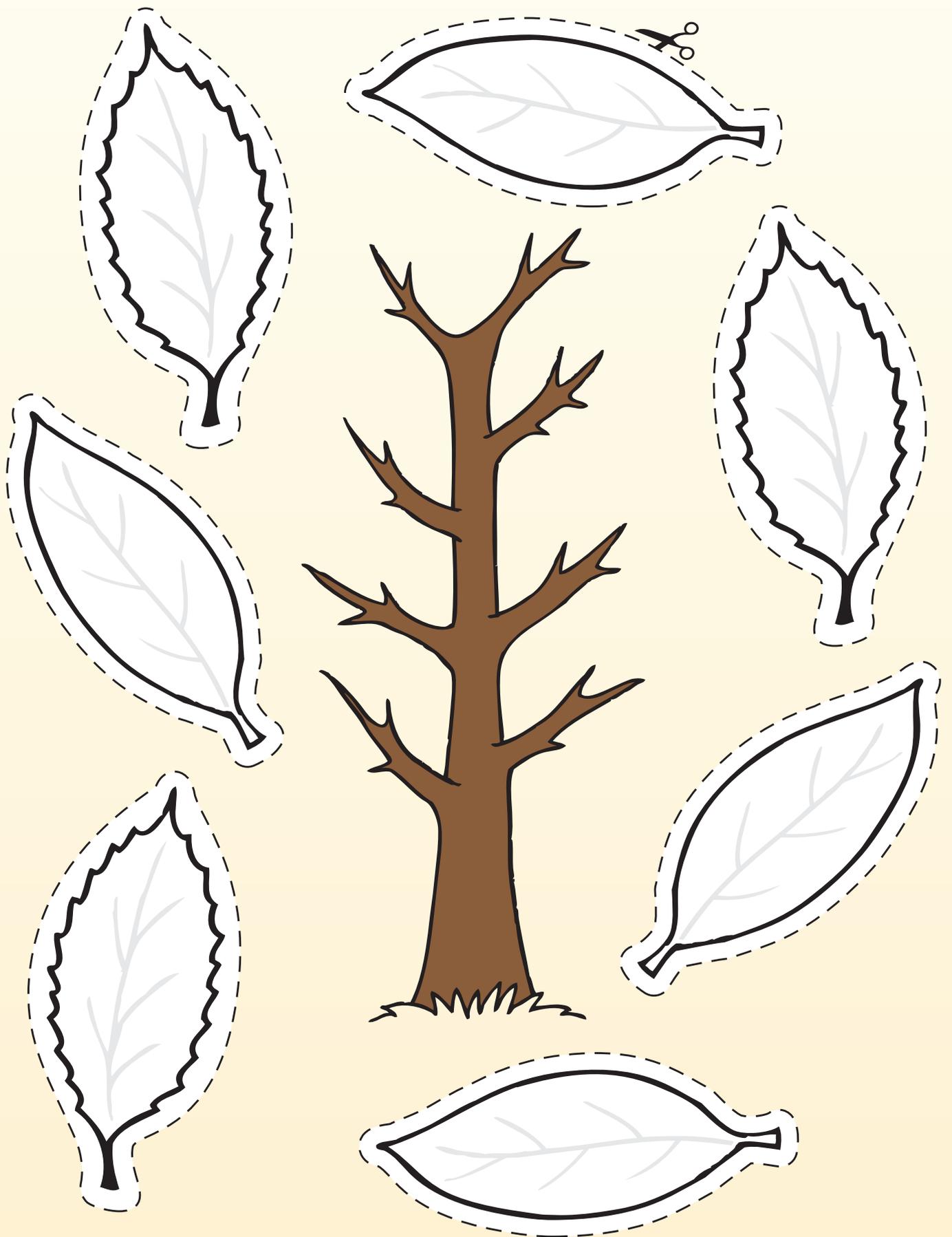
Mapi

Mi cuerpo



Milo

Mi familia



Mensaje



Milo 

Mensaje



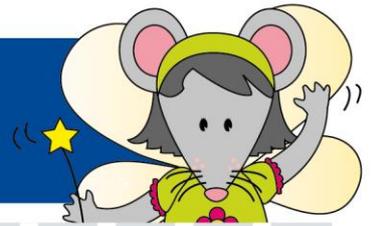
Milo 

Mensaje



Mapi 

Mensaje



Mapi 

TASTER LESSON FOR CHILDREN AGED 5-7

Below you will find a sample lesson plan for children aged 5-7 years old, which you can use to deliver a taster lesson. As the ability of children of this age varies greatly the plans can again be adapted to accommodate them; discuss options with your Area Support Advisor.

In preparation for this lesson, you can cut out and colour both *Mifú* and *Tina* characters (stick them onto cards if you wish). You will need the 6 images for the story and you will need to download your music to your device.

The aim of a taster session is to show parents, children and/ or school/public venue staff the typical types of activities the children will take part in to practise and play with the new language, enjoy it and be happy to attend future classes.

Use a combination of English and Spanish to help the children enjoy the activities.

EXAMPLE LESSON PLAN – 20 MINUTES

<p>A Activity 5 mins</p>	<p>INTRODUCTION: Simple greetings. Depending of the time of day and at your discretion. Note that the story introduces Buenos días, therefore introduce the phrase. Encourage the children to turn to the person sitting next to them and greet them by saying ‘<i>Hola</i>’ or ‘<i>Buenos días</i>’.</p> <p>Introduce the magic box / bag and use <i>Mifú</i> and <i>Tina</i> images. Introduce them to everyone. ‘<i>Me llamo Mifú</i>’. Give the very smart listeners in your group, the characters to hold for a while.</p>
<p>B Activity 3 mins</p>	<p>SONG: 1,2,3 <i>¿Cómo te llamas?</i> Introduce the song: <i>Toc, toc, toc</i>. Mime with the images/puppets or in pairs.</p> <p>Introduce the magic box / bag and place <i>Mifú</i> and <i>Tina</i> in it for a rest.</p>
<p>C Activity 5 mins</p>	<p>STORY: Use story board Everyone settle down for the story. Use the set of six story board images.</p> <p>Ask the children to join in ‘<i>¿Quién es?</i>’ – ‘<i>Mirad, escuchad</i>’.</p>
<p>D Activity 3 mins</p>	<p>GAME: <i>¿Quién es?</i> Play game “<i>¿Quién es?</i>” The first child closes his/her eyes and the second child taps, on his/her back. <i>Toc, toc, toc</i>. The first child asks: “<i>¿Quién es?</i>” The second child disguises his/her voice and says: <i>¡Hola! ¡Soy yo!</i> The first child has to guess who it is.</p>
<p>E Activity 1 mins</p>	<p>SONG: <i>Mis juguetes</i> Bring <i>Mifú</i> and <i>Tina</i> out of their box. Play song: <i>Mis juguetes</i>. Point to the characters as the song is played, using the template provided. Count in Spanish how many there are.</p>
<p>F Activity 1 mins</p>	<p>END: Recap how to say “hello”, introduce yourself and how to count to 5. Say goodbye in Spanish.</p>

<p>G Activity 2 mins</p>	<p>TAKE AWAY:</p> <ul style="list-style-type: none"> - Personal message to the children from one of the characters thanking them for coming to the taster lesson. Use one of the templates for '<i>Mensajes</i>' provided at the end of this pack. - Give the children a <i>Mifú</i> or <i>Tina</i> character to take home and colour in. - A note to parents explaining very briefly what the children have been doing during the lesson. Don't forget to hand out information about your classes and/ or enrolment packs and booking forms
<p>H</p>	<p>PARENT Q&A</p> <p>We recommend you have something for the children to do now, as this will give the parents time to talk to you. Do things like colouring <i>Mifú</i> and <i>Tina</i> or maybe an easy word search.</p>

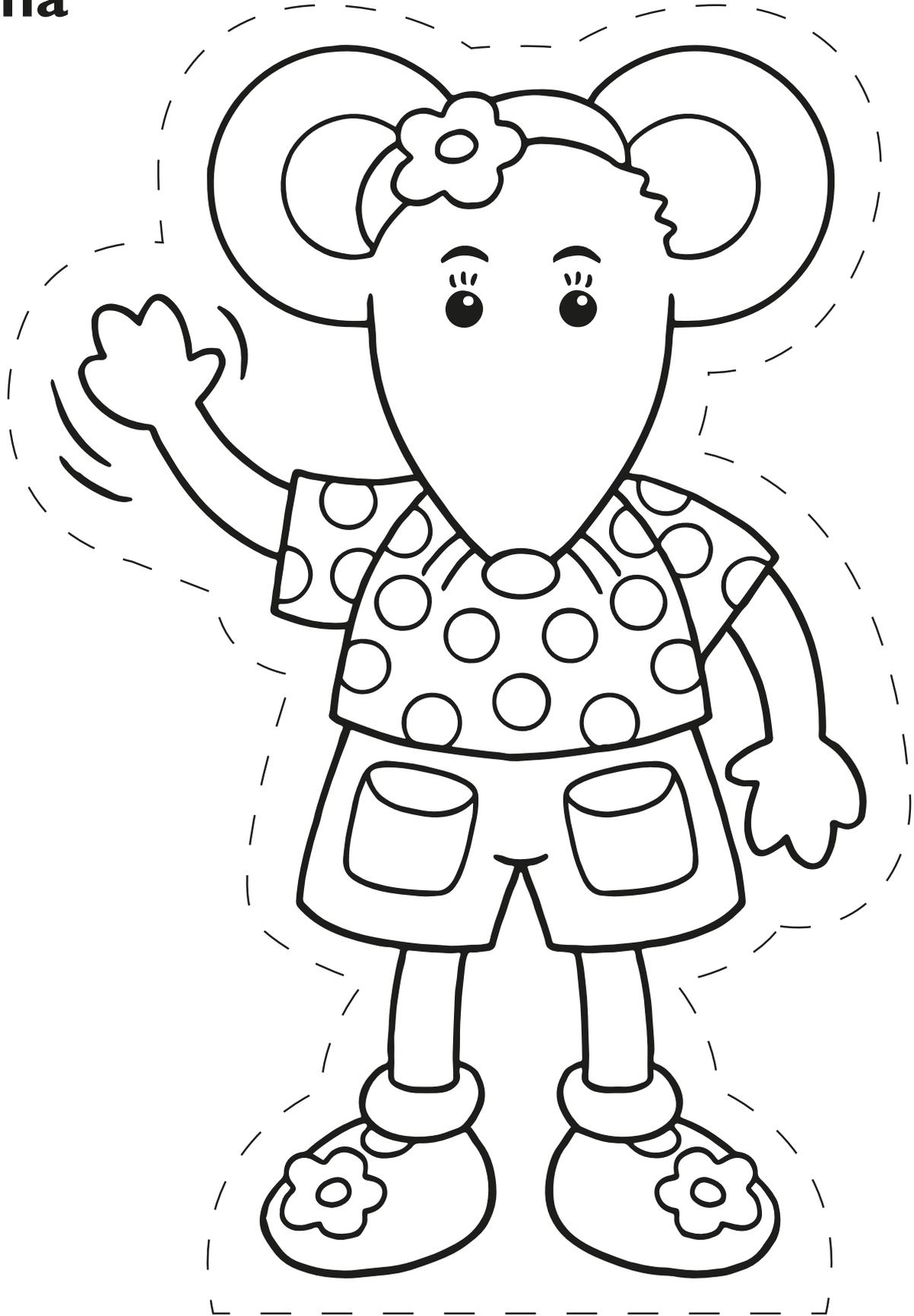
ADDITIONAL ACTIVITY

- **SONG:** Uno dos, tres
A counting song near the end of the lesson can be a great reinforcement for the children as some children can already count a little in Spanish, so it can give them confidence to count to ten as this is a catchy song.

5-7 YEAR OLDS TASTER LESSON RESOURCES

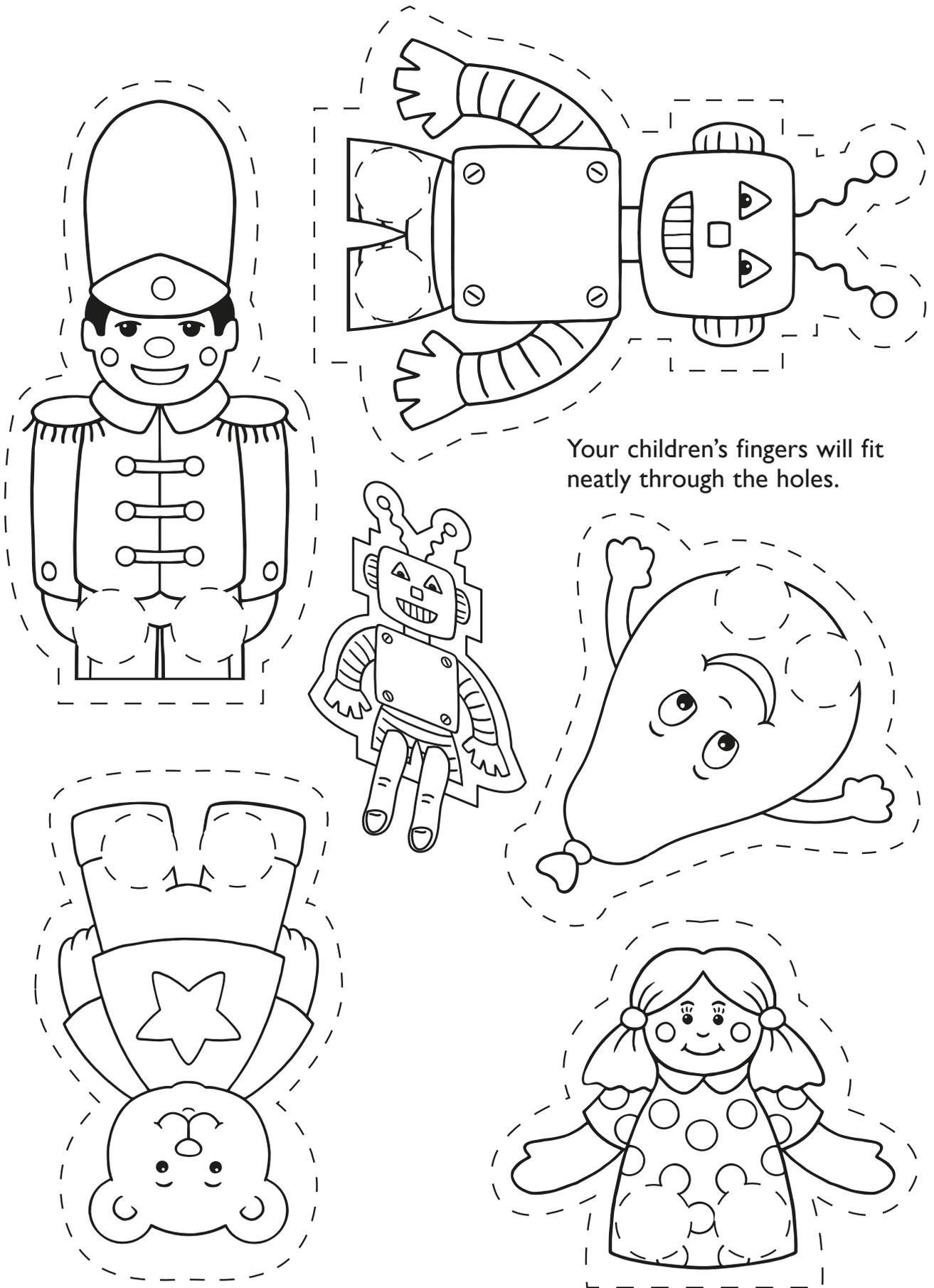
In the following pages you will find master templates for use in your primary school taster lesson. Please make copies of the masters; you may need to make new copies for other taster lessons as the children love playing and interacting with the characters.

Tina



Mifú





Your children's fingers will fit neatly through the holes.



Las aventuras de Mifú y Tina y las estaciones

Mini story: ¡Hola! Part 1 – Otoño 1

Audio CD 1 Track 2 (Child CD 1 Track 2)

I. Here is *Mifú*. He is a kind Spanish cat.
Let's say "hello" to *Mifú* in Spanish...
Listen!

- Children: *¡Hola!*
- *Mifú*: *Hola, me llamo Mifú. ¡Soy un Gato!*



Las aventuras de Mifú y Tina y las estaciones

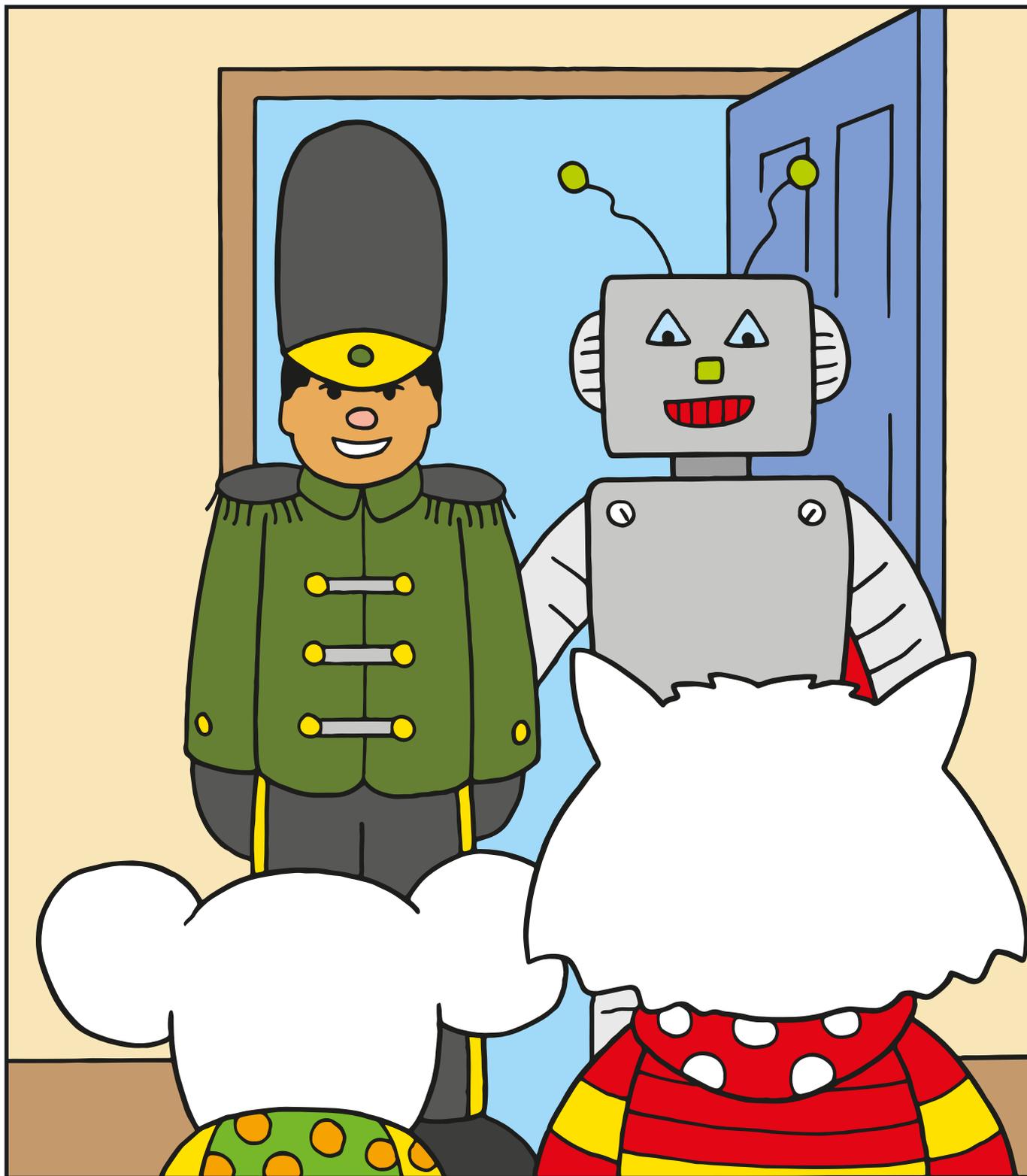
Mini story: ¡Hola!
Part I – Otoño I

Audio CD 1 Track 2 (Child CD 1 Track 2)

2. *Mifú* has a cheeky little Spanish friend, called *Tina*.

Let's say "hello" to *Tina* in Spanish.
Listen!

- Children: *¡Hola!*
- *Tina*: *Hola, me llamo Tina. ¡Soy una ratita!*



Las aventuras de Mifú y Tina y las estaciones

Mini story: ¡Hola! Part I – Otoño I

Audio CD 1 Track 2 (Child CD 1 Track 2)

3. One morning when they are at home,
the doorbell rings.

¿Quién es?

- Paco: *Soy yo, Paco. ¡Soy un soldado! ¡Hola!*
- Roberto: *Hola, me llamo Roberto. ¡Soy un robot!*



Las aventuras de Mifú y Tina y las estaciones

Mini story: ¡Hola!
Part I – Otoño I

Audio CD 1 Track 2 (Child CD 1 Track 2)

4. *Mifú y Tina* are pleased to see *Paco* and his friend *Roberto*.

Later on, the doorbell rings again.

¿Quién es?

- Pablo: *¡Soy yo, Pablo! Hola. ¡Soy un oso!*
- Sergio: *Hola. Me llamo Sergio. ¡Soy un globo!*



Las aventuras de Mifú y Tina y las estaciones

Mini story: ¡Hola!
Part 1 – Otoño 1

Audio CD 1 Track 2 (Child CD 1 Track 2)

5. What a full house! *Paco, el soldado, Roberto, el robot, Pablo, el oso, and Sergio, el globo.* Let's count in Spanish how many friends *Mifú* and *Tina* have: *uno, dos, tres, cuatro.*

Are you sure? Look again. There is someone very shy. Can you see? Yes, *¡La muñeca!*

– *Ana: Hola, me llamo Ana, soy una muñeca.*

Let's count again:

– Children: *¡Uno, dos, tres, cuatro, cinco!
¡Bien!*



Las aventuras de Mifú y Tina y las estaciones

Mini story: ¡Hola!
Part 1 – Otoño 1

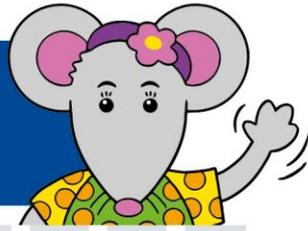
Audio CD 1 Track 2 (Child CD 1 Track 2)

6. *Mifú* and *Tina* give their friends some drinks. But soon it is time to leave. Listen to all the toys and guess who is saying goodbye in Spanish.

¡Adiós! ¡Adiós! ¡Adiós!...

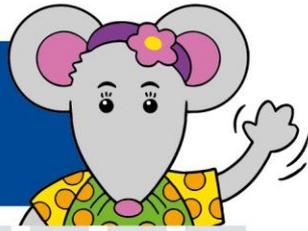
order: Mifú, Tina, Paco, Roberto, Sergio, Pablo, Ana.

Mensaje



Tina 

Mensaje



Tina 

Mensaje



Mifú 

Mensaje



Mifú 

TASTER LESSON FOR CHILDREN AGED 8+

Below you will find a sample lesson plan for children aged 8+, which you can use to deliver a taster lesson. As the ability of children of this age varies greatly the plans can again be adapted to accommodate them; discuss options with your Area Support Advisor.

In preparation for this lesson, you will need the five coloured transport flash cards and download your music to your device. We'd also recommend taking the La Jolie Ronde Inspection booklet, samples pack from the back of your marketing pack and the two children's activity books to show parents.

The aim of a taster session is to show parents, children and/ or school/public venue staff the typical types of activities the children will take part in to practise and play with the new language, enjoy it and be happy to attend future classes.

Use a combination of English and Spanish to help the children enjoy the activities.

EXAMPLE LESSON PLAN – 20 MINUTES

<p>A Activity 5 mins</p>	<p>INTRODUCTION: Introduce simple greetings (“<i>Hola</i>”). Talk about Spain and how to get there. Introduce the 4 new words for transport with the coloured flash cards. First show each card slowly and say the Spanish word. Repeat. Use target language: <i>mirad, escuchad, repetid</i> Keep to a special rhythm (rap it if you wish). Look for an association between the image and a sound. What does this sound make you think of?</p>
<p>B Activity 3 mins</p>	<p>SONG: <i>1,2,3 ¿Cómo te llamas?</i> Say your name in Spanish. Ask someone his/her name. (<i>Me llamo..... ¿Cómo te llamas?</i>) Introduce badges or cards with a Spanish name, including Carmen and Pedro. The children raise their card when their name appears in the song. Play <i>1,2,3 ¿Cómo te llamas</i>). Introduce the magic box / bag and place <i>Mifú</i> and <i>Tina</i> in it for a rest.</p>
<p>C Activity 5 mins</p>	<p>GAME: Let's Count (with pencils in your hand) Count all the pencils. Repeat a few times, then hide them in one hand behind your back and then transfer a few to your other hand. The children guess how many you have moved. Just pick a few children at random for the answers. Call the children by their Spanish names. Some popular names are: for girls: Yolanda, Rosa, Conchita, Susana, María, Isabel, Teresa. For boys: Enrique, Pedro, Pablo, Juan, Paco, Felipe, Javier, Carlos.</p>
<p>D Activity 3 mins</p>	<p>SONG: Chant <i>Un carro rojo</i> Introduce different Spanish sounds . For the “j”, make the children pronounce it at the back of the throat, not the mouth, as in words like: rojo arroja pájaro junio. The “g” is pronounced like “j” before e and i: general Gibraltar. But g + a,o,u sounds like the g in good, garaje goma regular. For the “c” and “z”, c+e, c+i, z + a,o,u have a “th” sound: Doce gracias zapato. Take the words 'caro'(dear) and 'carro' (cart) and 'lobo'(wolf) and 'llueve'(it's raining) and let them hear the difference between “r” and “rr” and “l” and “ll”. Chant <i>Un carro rojo</i>. The children can shout out different words to practise the different sounds.</p>

E Activity 1 mins	FLASHCARD GAME: Practise the 4 new words with a game using the flash cards. Play 'repeat if it's true' or turn them face down and ask some children to pick a card and say what it is. You could also ask them to guess the card after a description.
F Activity 1 mins	END: Recap how to say "hello", introduce yourself and how to count to 5. Say goodbye in Spanish. What have we learned up to now? Recap: 4 transport words. Your name and asking someone's name, counting, how to pronounce some Spanish words. Highlight the fact that they have already learned many new words in a short amount of time. Congratulate them. Goodbyes in Spanish.
G Activity 2 mins	TAKE AWAY: <ul style="list-style-type: none"> - Personal message from you to the children; include a mixture of English and Spanish thanking them for coming to the taster lesson. - A note to parents explaining very briefly what the children have been doing during the lesson would be welcomed by the parents. - Don't forget to hand out information about your classes and/ or enrolment packs and booking forms
H	PARENT Q&A We recommend you have something for the children to do now, as this will give the parents time to talk to you. Do things like colouring activity, a word search or a crossword in Spanish based around transport.

ADDITIONAL ACTIVITY

- **Transport Flashcards:**
When introducing the transport flashcards, a useful idea is to ask the children if they have been to Spain before or on holiday, how they got there and you can show them the flashcard when they say the vehicle on the card. This is great if the children are a little reticent to get involved, it gives them a chance to contribute instead of you just speaking to them.
- **GAME: Flashcards**
Recap the 5 new words with a short game, i.e. turn the flash cards over and the children have to guess what they are. Alternatively, distribute the flash cards and guess who has which one.

8+ YEAR OLDS TASTER LESSON RESOURCES

In the following pages you will find the 5 transport flash cards for use in your primary school taster lesson

