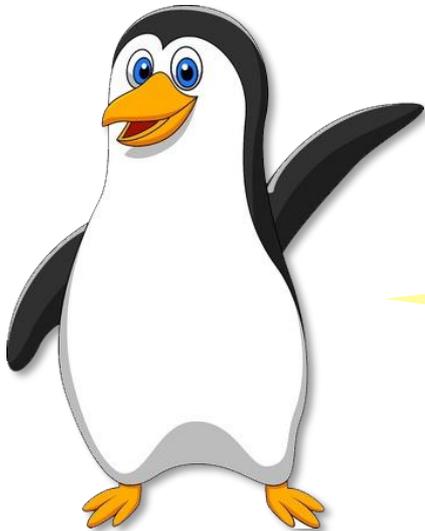


We are learning:

- to use adjectives to describe animals
- to use the verb 'ser' – to be



Teacher notes

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:

- ¡hola!
- ¿qué tal? ¿cómo estás?
- ¿cómo te llamas?
- ¿dónde vives?
- ¿qué fecha es hoy?
- ¿tienes mascotas?

Introduce the lesson by using the phrase “**hoy vamos a aprender los adjetivos para los animales**” – “today we are going to learn about adjectives for animals”. Tell the children the adjectives we are going to learn can be used for people too. We will use them again for people in another lesson, however today we will use them for the animals we have been learning about.

Revise some of the words for wild animals and pets - remind the children of the concepts of masculine and feminine. Can the children remember any more animals? Ask them to discuss with a partner which animal nouns are masculine and which are feminine. Discuss how the children decided to group the nouns. Explain that on the screen, blue text indicates masculine nouns and pink text indicates feminine nouns. Praise the children regularly – **genial, excelente, muy bien, fantastico** etc.

Revise the term ‘cognate’ – cognates are words that are spelt or sound similar to English words. This makes them very easy to remember when learning a foreign language. Remind the children that the word **elefante** means elephant in Spanish. Both words sound similar and the spelling is quite similar too. **Elefante** is a cognate. Use **escuchad** and **repetid** to introduce the vocabulary – provide lots of opportunity for repetition. Ask the children “**¿cómo se escribe [the animal word]?**” – “how do you spell...[the word given]?”. Ask the children to talk to their partners to decide if there are any cognates on each slide.

Teacher notes

Play **¿qué animal es?**. Point at an animal and ask “**¿qué animal es?**” – “what animal is it?”. Children should write the correct word on their whiteboards or choose the correct flashcard to show you when asked. Expect a 100% response so you can assess understanding. Ask the children to work in partners to decide which nouns are cognates. Play “I am thinking of an animal that starts with the letter [say the letter name in Spanish]”. Ask the children to write on their whiteboard or show the flashcard picture of the animal they think that you are thinking of.

Introduce the verb ‘**ser**’ – to be. Remind the children that the verb changes depending on who we are talking about – in this lesson we will be using ‘**es**’ and ‘**son**’ to describe ‘it’ in the singular and plural forms.

The lesson will demonstrate how the sentence structure using the verb is the same for indefinite articles, definite articles and possessives.

person		verb		verb
1 st person singular	yo	soy	I	am
2 nd person singular	tú	eres	you	are
3 rd person singular	el / ella	es	he / she / it	is
1 st person plural	nosotros	somos	we	are
2 nd person plural	vosotros	sois	you	are
3 rd person plural	ellos / ellas	son	they	are

Teacher notes

Use **escuchad** and **repetid** to introduce the adjectives vocabulary – provide lots of opportunity for repetition. Ask the children “¿cómo se escribe [the word]?” – “how do you spell...[the word given]?”. Ask the children to talk to their partners to decide if there any cognates on each slide. Discuss how the adjective changes depending on whether the noun is masculine or feminine.

Using the questions ‘¿cómo es?’ and ‘¿cómo es tu mascota?’ on the next two slides, model how adjectives can be used to describe wild animals and pets. Remind the children to use the correct adjective (masculine or feminine). Ask the children to work in partners to ask each other questions and respond appropriately using a range of adjectives. Introduce the concept of using the connective ‘y’ (and) to use more than one adjective to describe an animal. Ask the children to discuss whether nouns are masculine or feminine and how they can tell.

Introduce the question ‘¿cómo son?’ – “how are they?” - for asking about plurals. Show the sentences for singular and plural nouns. Notice how the following all become plural:

- * Article – **el** to **los** and **la** to **las**
- * Noun
- * Adjective

Once again, explain how ‘y’ (and) can be used to say more than one adjective. Ask the children to work in partners to ask each other questions and respond appropriately using a range of animals and adjectives.

Revise the concept of colours as adjectives. Tell the children that they will need to use the colours in the next part of the lesson. Remind the children that colours are also adjectives and they must agree with the gender of the noun, for example:

- * **un** caballo **rojo** – a red horse
- * **una** rana **roja** – a red frog

Teacher notes

Ask the children to work in partners to ask each other questions and respond appropriately using a range of colour adjectives.

Quiz

- Match the noun to the adjective - masculine nouns need to match masculine adjectives and feminine nouns need to match feminine adjectives.

Points to note

Verb 'ser' - to be. In Spanish there are two verbs for the English equivalent of 'to be'.

Estar - this verb is used when explaining something temporary, such as mood or feelings.

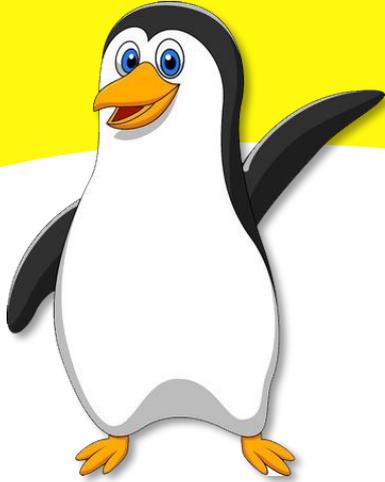
Ser - this verb is used when explaining something permanent - gender, name, appearance etc.

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.**

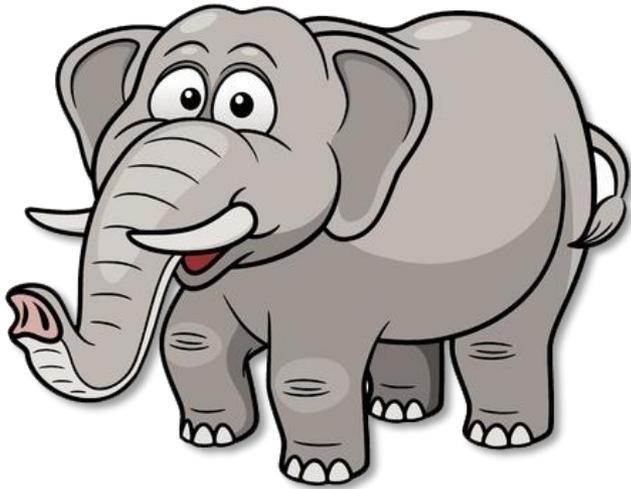
animales animals



un pingüino



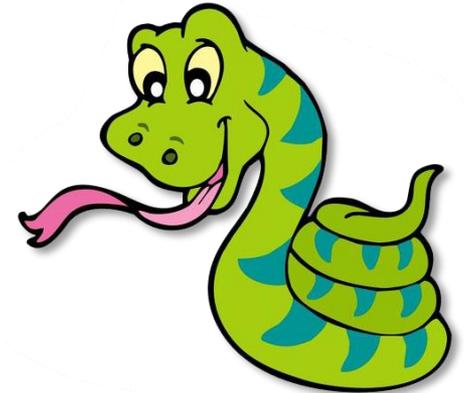
un búho



un elefante



una jirafa



una serpiente

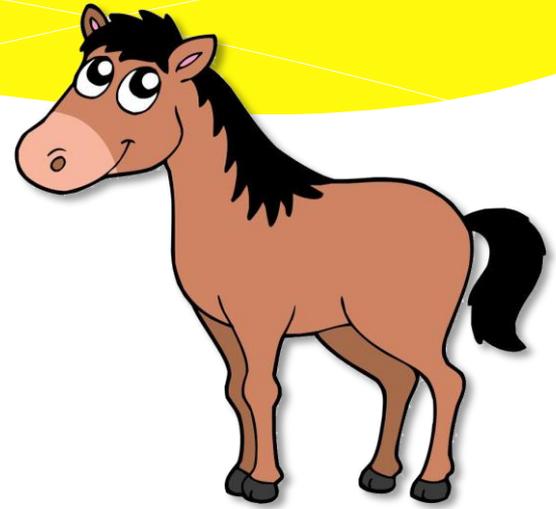
animales (mascotas) pets



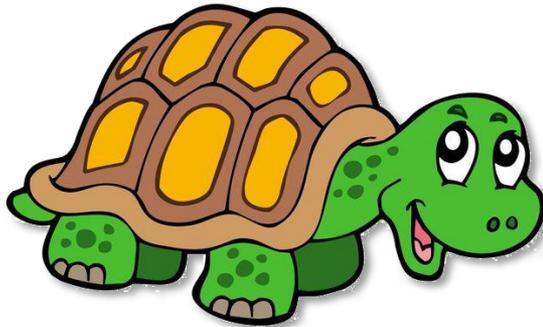
un perro



un gato



un caballo



una tortuga



un ratón

grámatica grammar



- el verbo 'ser'
 - yo soy
 - tú eres
 - el / ella es / es
 - nosotros somos
 - vosotros sois
 - ellos / ellas son / son
- the verb 'to be'
 - I am
 - you are
 - he / she / it is
 - we are
 - you are (plural)
 - they are (male / female)

los adjetivos adjectives

used for
masculine nouns

- peligroso
- pequeño
- antipático
- divertido
- serio
- simpático
- bonito
- hablador

used for
feminine nouns

- peligrosa
- pequeña
- antipática
- divertida
- seria
- simpática
- bonita
- hablador
a

- dangerous
- small
- unpleasant
- fun
- serious
- lovely
- pretty
- chatty

What do you notice about the adjectives that change from masculine to feminine endings?

The ending of these adjectives end in **o** or **a** and change to match the ending of the noun.

los adjetivos adjectives

used for
masculine nouns

- viejo
- joven
- grande
- alto
- inteligente

used for
feminine nouns

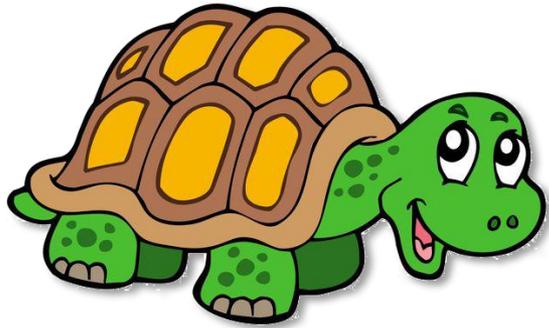
- vieja
- joven
- grande
- alta
- inteligente

- old
- young
- big
- tall
- intelligent

What do you notice about the adjectives that change from masculine to feminine endings?

The ending of these adjectives end in **o** or **a** and change to match the ending of the noun.

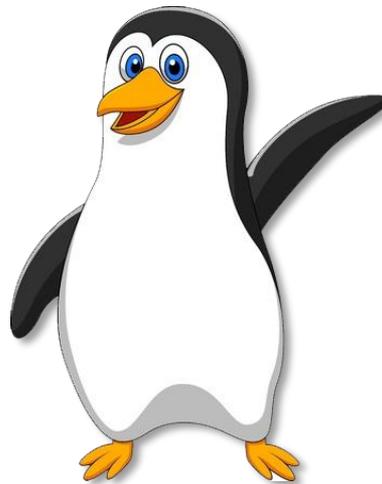
¿cómo es...? how is it...?



la tortuga es vieja



el búho es viejo



el pingüino es joven

Using the
definite
article "the"
(el and la)
with ser.

¿cómo es tu mascota? how is your pet?

mi serpiente es seria y antipática



mi caballo es divertido

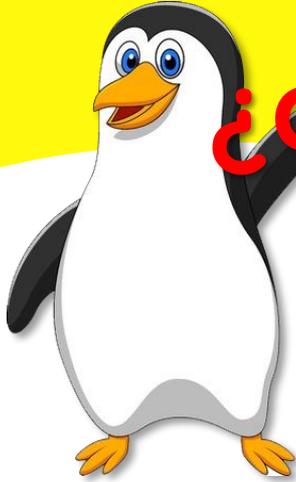


mi gato es simpático y bonito

Using the possessive “my” (mi) with ser.

y and

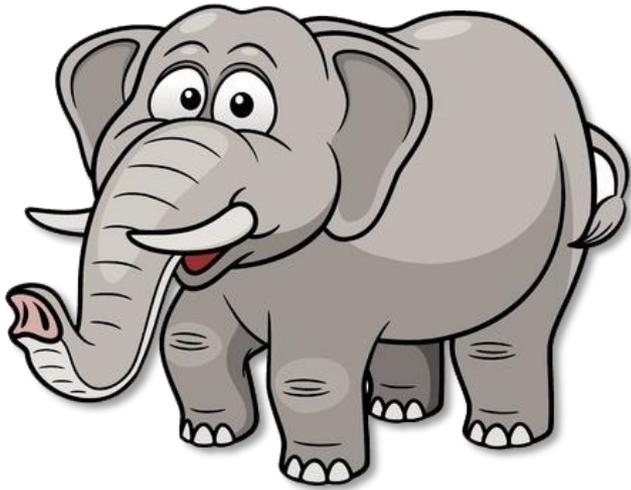
¿cómo es...? how is it ...?



un pingüino



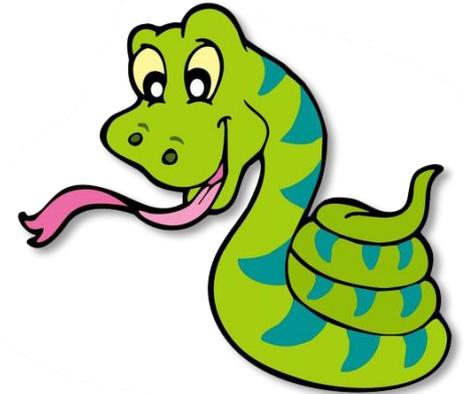
un búho



un elefante

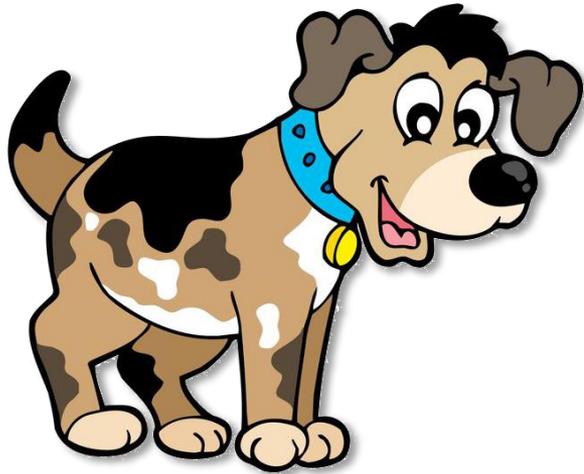


una jirafa



una serpiente

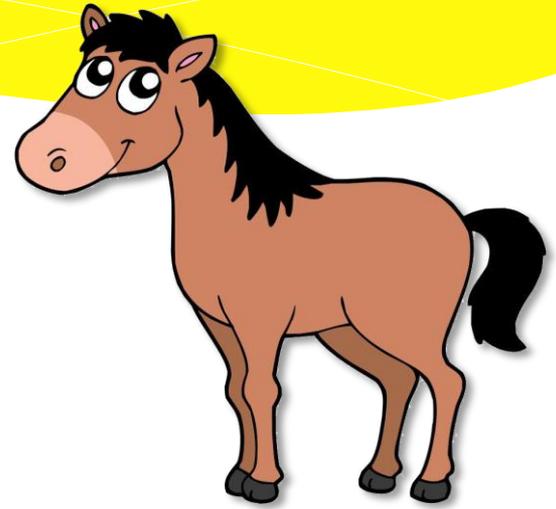
¿cómo es...? how is it...?



un perro

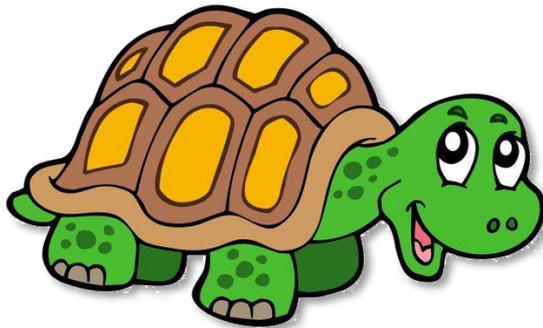


un gato



un caballo

Using the
indefinite
article “a or
an” (un and
una) with ser.



una tortuga



un ratón

es it is

¿cómo son...? how are they...?



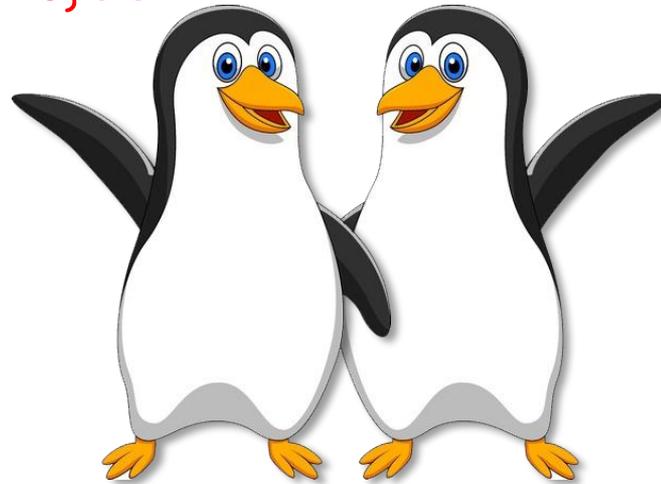
la tortuga es vieja

las tortugas son viejas



el búho es viejo

los búhos son viejos

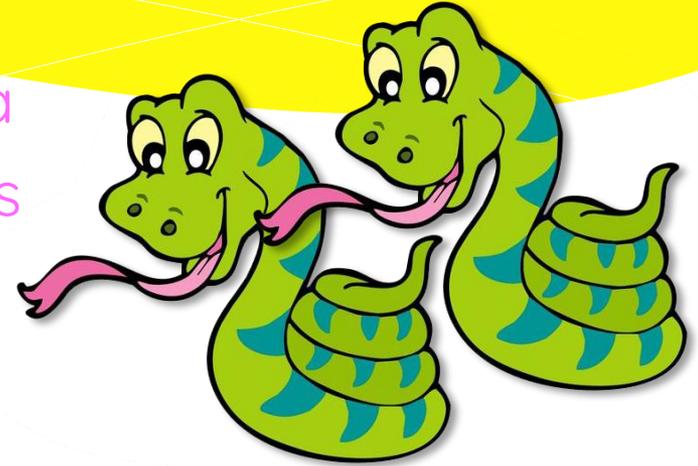


el pingüino es joven

los pingüinos son jóvenes

¿cómo son...? how are they...?

mi serpiente es seria y antipática
mis serpientes son serias y antipáticas



mi caballo es divertido
mis caballos son divertidos



mi gato es simpático y bonito
mis gatos son simpáticos y bonitos

los colores colours



amarillo



azul



blanco



gris



marrón



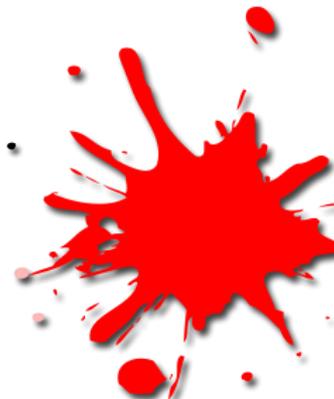
morado



naranja



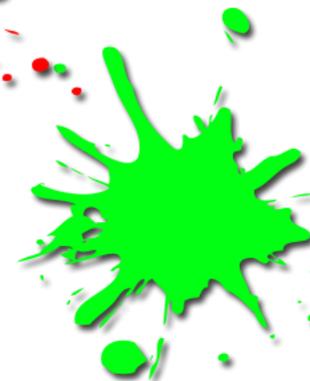
negro



rojo



rosa



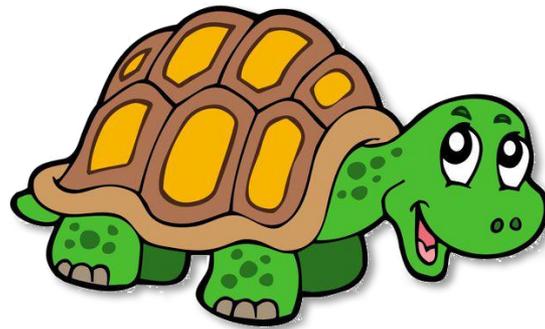
verde

¿de qué color es...? what colour is...?



¿De qué color
es una tortuga?

Es verde,
amarilla y
marrón.



una tortuga

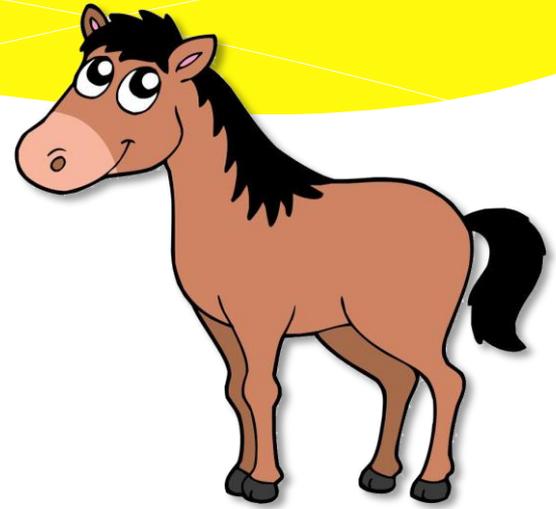
¿de qué color es...? what colour is...?



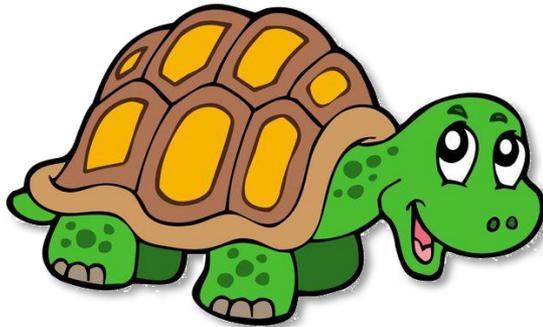
un perro



un gato



un caballo



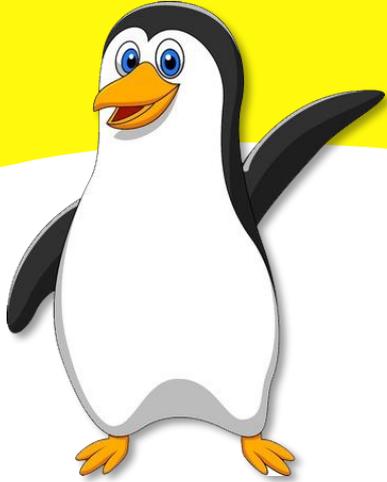
una tortuga



un ratón

es it is
y and

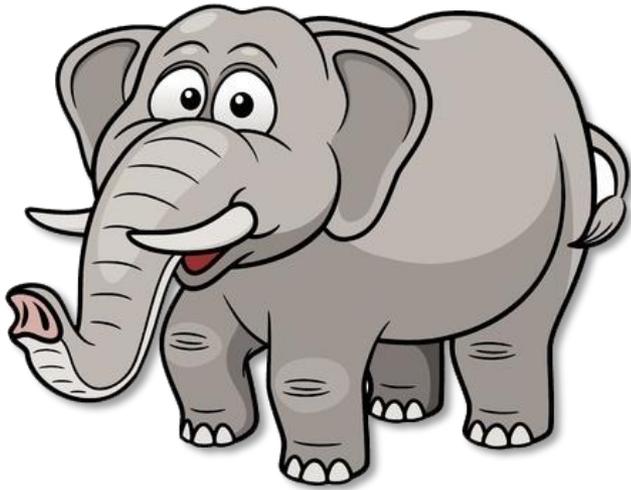
¿de qué color es...?
what colour is...?



un pingüino



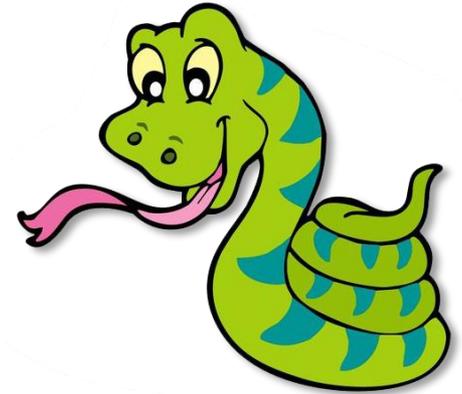
un búho



un elefante



una jirafa



una serpiente



¡Hasta pronto!