

We are learning:

- the names of fruits
- to use the verb 'ir' – to go
- to say if you like or don't like something



Julian



Teacher notes

Additional resources:

Flashcards, real fruits to show the children.

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?
- ¿qué fecha es hoy?

Introduce the lesson by using the phrase “**hoy vamos a aprender las frutas**” – “today we are going to learn about fruit”. Revise the colours. Tell the children that they will need to use the colours during the lesson to describe fruit. Discuss the concept of colours as adjectives, and remind the children that in Spanish the adjective goes after the noun whereas in English it goes before the noun – show the slide to illustrate this. Remind the children that as well as masculine and feminine articles that need to match the gender of the noun, the adjectives have to as well.

Introduce the new character, Julian. Click him to see what he is saying translated into English. Click again to show the Spanish dialogue. Use **escuchad** and **repetid** to introduce the 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 (words that are similar to English).

Remind the children of the concepts of masculine nouns, feminine nouns and plurals. When showing the vocabulary, ask them do discuss with a partner which nouns are masculine and which are feminine. Discuss how the children decided to group the nouns. Remind children that on the screen, blue text indicates masculine nouns and pink text indicates feminine nouns.

Teacher notes

Play **¿qué fruta es?**. Point at a fruit (or hold up a real fruit) and ask “**¿qué fruta es?**” – “what fruit 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 a fruit 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 fruit they think that you are thinking of.

Introduce the verb **‘ir’** – to go’ (can also be used for ‘to leave’). Remind the children that the verbs change depending on what we are talking about – in this lesson we will be using **‘ir’** to say we are going shopping. **Comprar** is the verb ‘to buy’ but we will not need to change it because the verb doing all the work is **‘ir’**, for example “**voy a comprar**” – “I’m going to buy” and “**vas a comprar**” – “you are going to buy”.

‘a’ means ‘to’.

person		verb		verb
1 st person singular	yo	voy	I	am going
2 nd person singular	tú	vas	you	are going
3 rd person singular	el / ella	va	he / she / it	is going
1 st person plural	nosotros	vamos	we	are going
2 nd person plural	vosotros	vais	you	are going
3 rd person plural	ellos / ellas	van	they	are going

Teacher notes

Use the model dialogues to go shopping in partners. Present to the class as role plays. Extend the children by asking them to use numbers, for example “**voy a comprar dos mangos**” – “I’m going to buy two mangos”.

Ask the children to say which colour each fruit is. Ask “**¿de qué color es ... [a fruit]?**”. Remind the children that colours are also adjectives and they must agree with the gender of the noun, for example:

- * **un mango rojo** – a red mango
- * **una fresa roja** – a red strawberry

On the slide showing the fruits, point at a fruit and ask “**¿qué es?**” – “what is it?”. Ask the children to respond by saying the name of the fruit and its colour – focus on article/noun/adjective agreement. For example:

¿Qué es?

Es **una fresa roja**. It’s a red strawberry.

¿Qué es?

Es **un mango verde**. It’s a green mango.

In previous units, the children have learnt to say **me gusta** and **no me gusta** (I like and I don’t like). As with all word classes, the verb **gustar** (to like) has to change if it is used for plural nouns. Show the table to show how **gustar** changes for singular and plural fruit nouns. Explain how using **no** in front of the phrase means “I don’t like”. Ask the children to work in pairs to ask each other if they like a particular fruit (or not).

Teacher notes

Revise the verb 'ser' – to be. Remind the children that the verbs change depending on what we are talking about – in this lesson we will be using 'es' and 'son' to describe 'it' (the fruit) in the singular and plural forms. Introduce the word **porque** (because) and the words **dulce** (sweet) and **agrio** (sour). For example:

¿Te gusta el mango? – Do you like mango?

Me gusta porque es dulce – I like (mango) because it is sweet.

¿Te gustan las fresas? – Do you like strawberries?

Me gustan porque son dulces – I like (strawberries) because they are sweet.

Notice how **gusta/gustan**, **es/son**, **agrio/agria**, **agrios/agrias** and **dulce/dulces** all need to agree with the singular or plural noun.

Use the dialogue model slide for the children to ask each other if they like different fruits (or not) and explain why.

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

Quiz

- Match the fruit image to the word.
- Listen to what Maria wants to buy in the supermarket. Click the fruits that she has on her shopping list.

Points to note

There are many different ways of saying banana in Spanish, depending on where you are. For example:

el plátano – Spain and the Canary Islands

la banana – Latin America

el banano – Central America and Colombia

el cambur – Venezuela

el guineo – Puerto Rico

Be aware of the following, which are often confused:

por qué – why?

porque – because

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.**

Spanish pronunciation

- **j** makes a 'h' sound **rojo, naranja**
- **z** makes a 'th' sound **azul, manzana**
- **ll** makes a 'y' sound **amarillo, cebolla**
- **ñ** sounds like en-yay **piña**

Remember...

in Latin America the **ll** is more of a **j** sound.

Also, the **z** is more like an **s** sound.

los colores colours



amarillo



azul



blanco



gris



marrón



morado



naranja



negro



rojo



rosa



verde



grámatica grammar

the adjectives rule

In English we place an adjective **BEFORE** the noun

the **red** strawberry



adjective



noun

In Spanish we place an adjective **AFTER** the noun

la fresa **roja**



noun



adjective

grámatica grammar

Some adjectives need to change from the masculine form to the feminine form to match the gender of the noun.

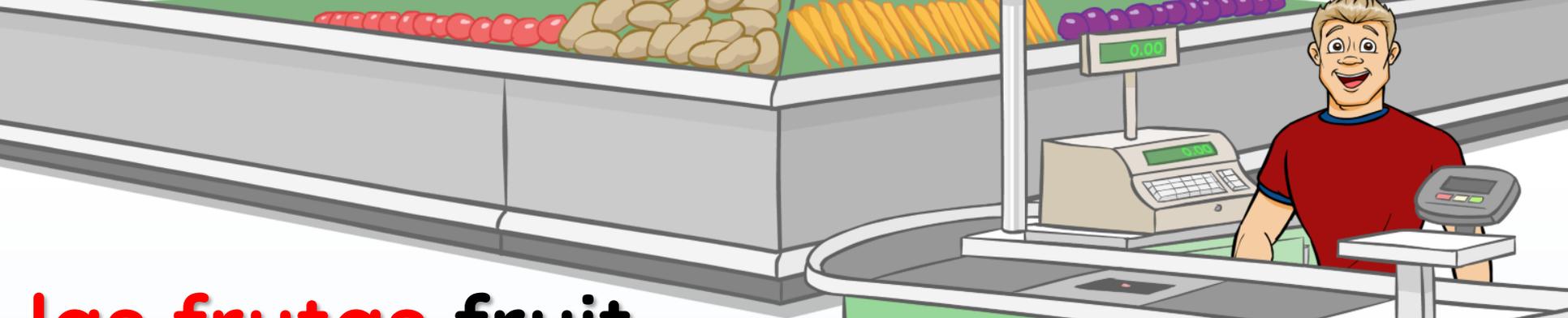
- un mangoo rojoo masculine a red mango
- una fresaa rojaa feminine a red strawberry

rojoo matches the gender of the noun “mangoo” but needs to change to rojoa to match the gender of the noun “fresaa”.



Hi, my name is
Julian. I live in
Alicante in Spain. I
work in a
supermarket. I like
apples.





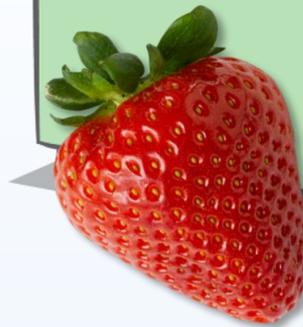
las frutas fruit



una manzana



unas cerezas



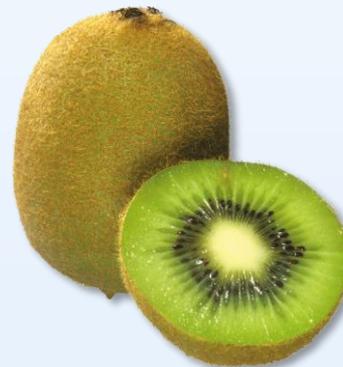
una fresa



un limón



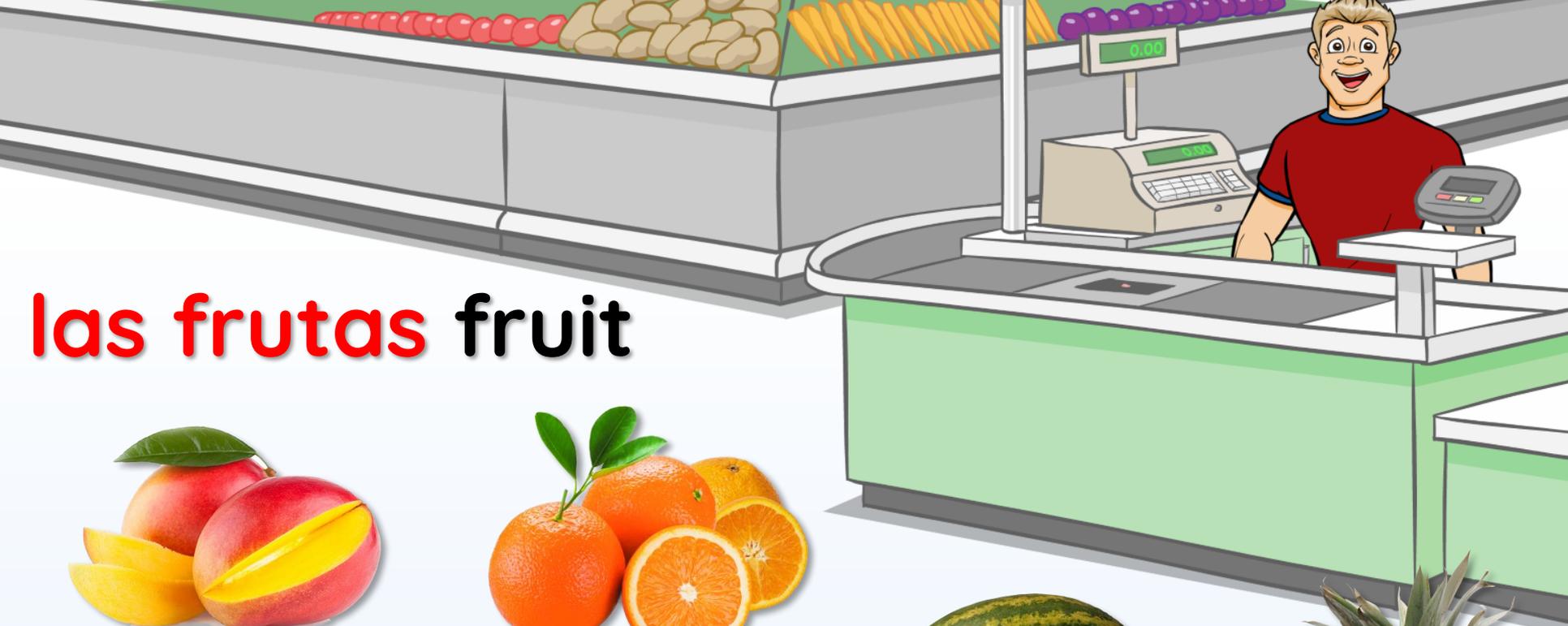
un plátano
una banana



un kiwi



unas uvas



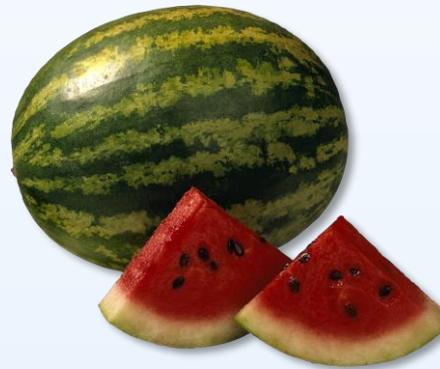
las frutas fruit



un mango



una naranja



una sandía



una piña

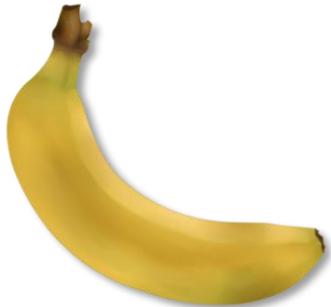
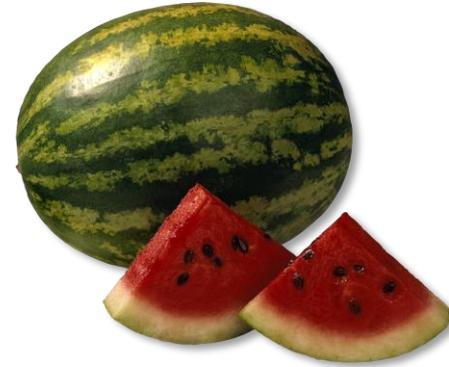
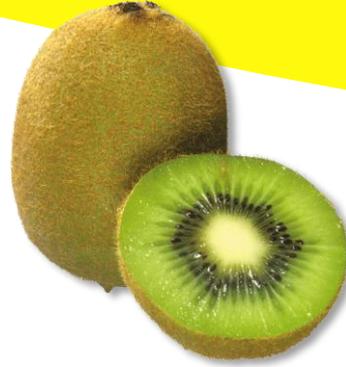


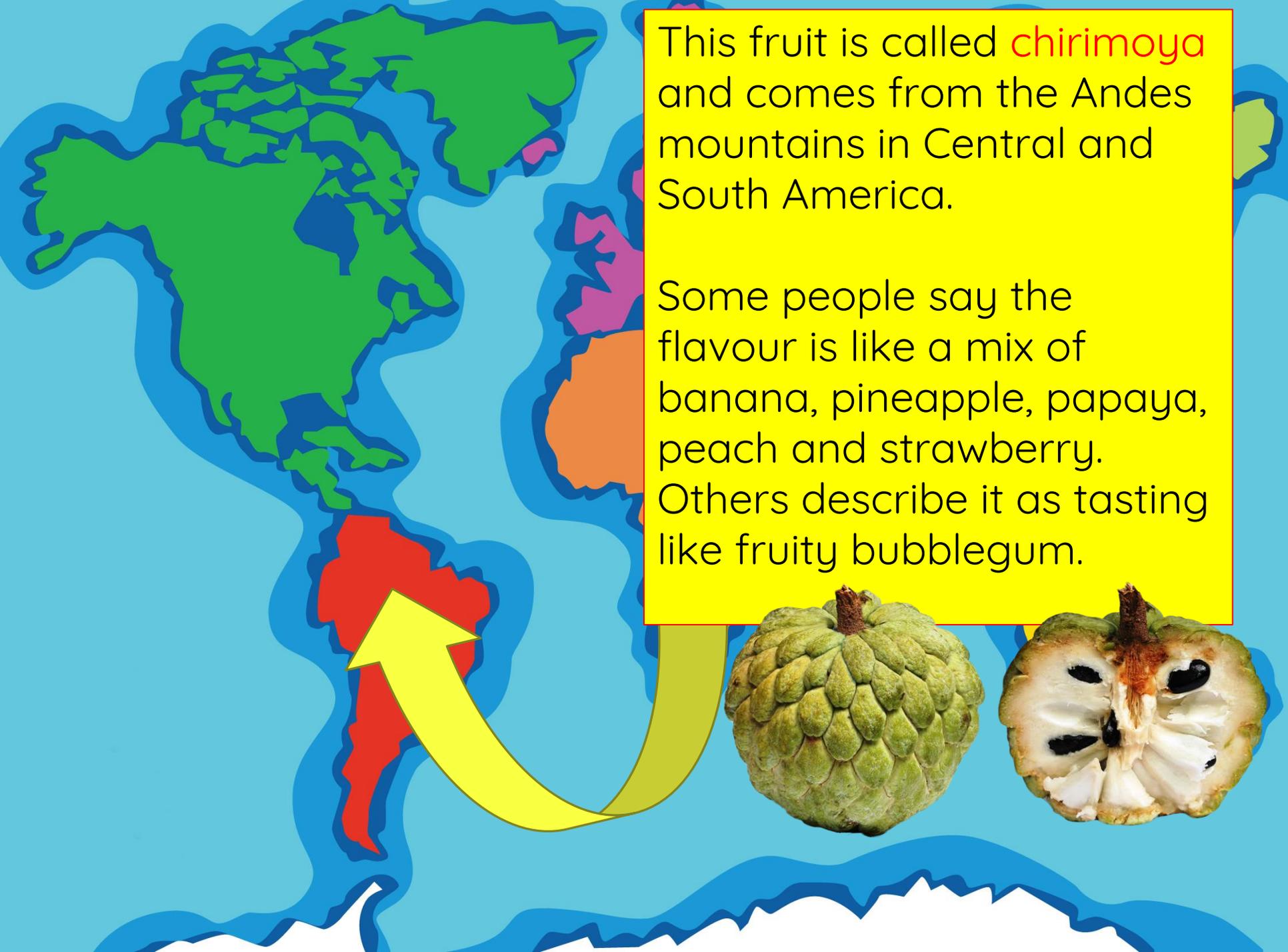
una pera



un melocotón

las frutas fruit





This fruit is called **chirimoya** and comes from the Andes mountains in Central and South America.

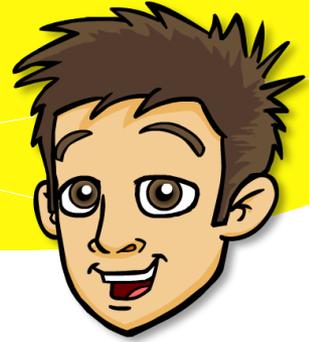
Some people say the flavour is like a mix of banana, pineapple, papaya, peach and strawberry. Others describe it as tasting like fruity bubblegum.



vocabulario vocabulary

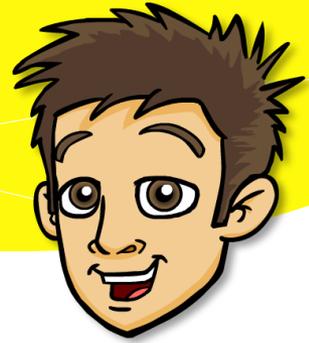
- las frutas
- el supermercado
- el mercado
- la tienda
- ir de compras
- comprar
- fruit
- the supermarket
- the market
- the shop
- to go shopping
- to buy

grámatica grammar



- el verbo 'ir'
 - yo voy
 - tú vas
 - el va / ella va
 - nosotros vamos
 - vosotros vais
 - ellos van/ ellas van
- the verb 'to go'
 - I go
 - you go
 - he / she goes
 - we go
 - you go (plural)
 - they go (male / female)

grámatica grammar



- el verbo 'ir'
 - voy a comprar ...
 - tú vas a comprar ...
 - el / ella va a comprar ...
 - vamos a comprar ...
 - vais a comprar ...
 - van a comprar ...
- the verb 'to go'
 - I am going to buy ...
 - you are going to buy ...
 - he / she is going to buy ...
 - we are going to buy ...
 - you are going to buy ...
 - they are going to buy ...



¡Hola! Voy a comprar unas frutas en el supermercado.



¡Hola! ¿Qué vas a comprar?

Voy a comprar un mango, una pera y una piña.





¡Hola! Voy a comprar unas frutas en el supermercado.

Voy a comprar ...



¡Hola! ¿Qué vas a comprar?



y and

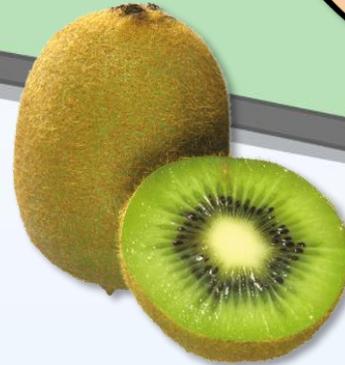


¡Hola! Voy a comprar unas frutas en el supermercado.

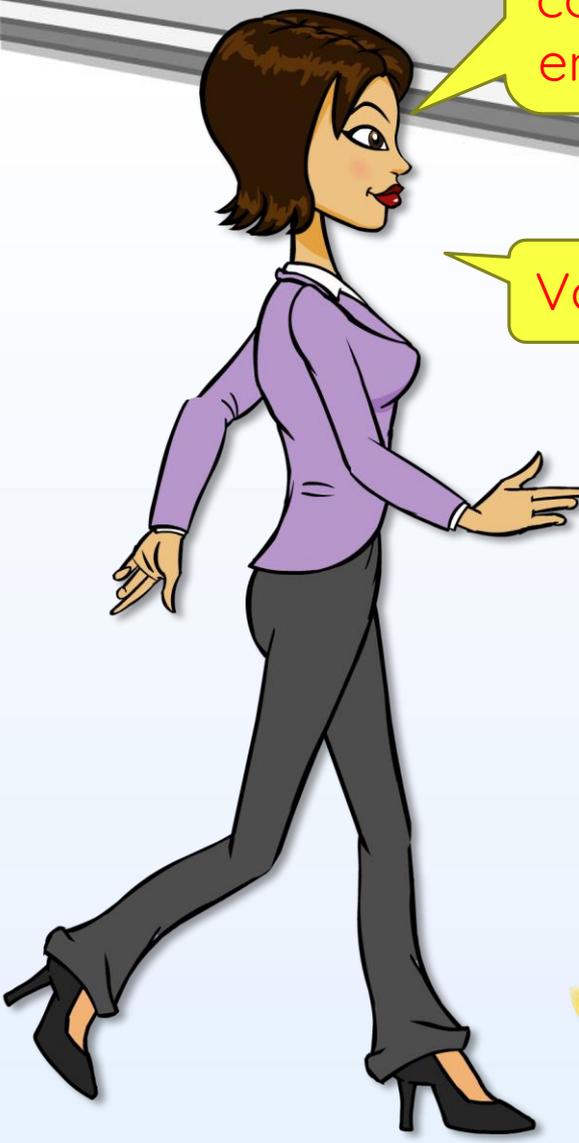
Voy a comprar ...



¡Hola! ¿Qué vas a comprar?



y and

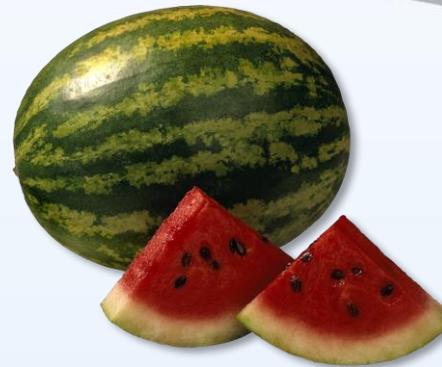


¡Hola! Voy a comprar unas frutas en el supermercado.

Voy a comprar ...



¡Hola! ¿Qué vas a comprar?



y and

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



¿De qué color
es una pera?

Es verde.



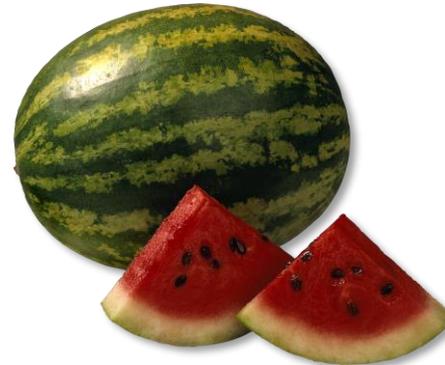
una pera

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

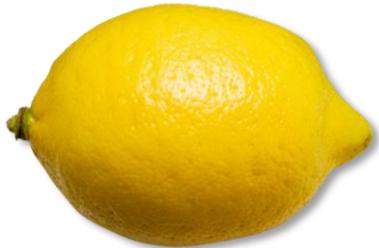
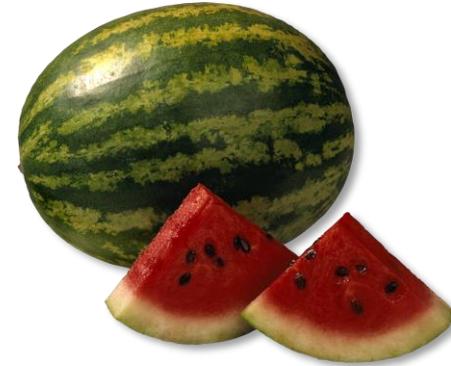
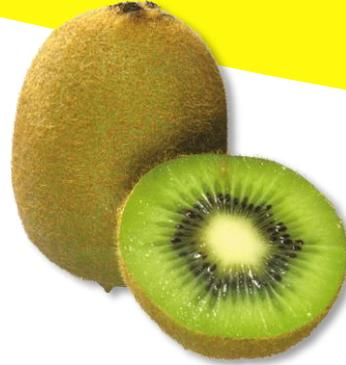
¿De qué color es ...?



Es ...



las frutas fruit





gustar to like

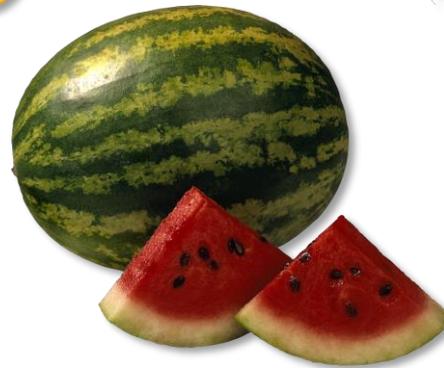
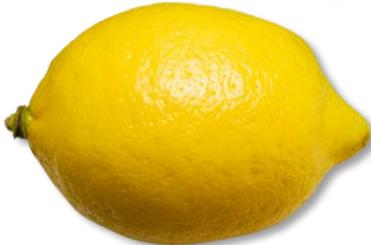
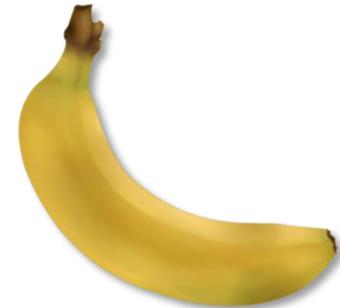
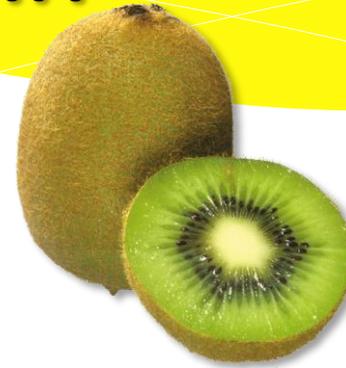
		opinion		article	fruit
singular		me	gusta	la	fresa
		me	gusta	el	mango
plural		me	gustan	las	fresas
		me	gustan	los	mangos
singular	no	me	gusta	la	fresa
	no	me	gusta	el	mango
plural	no	me	gustan	las	fresas
	no	me	gustan	los	mangos

I like strawberries. I don't like mango.



¿te gustan las ..? ¿te gustan los ..?

do you like ..?



me gustan las ... / los ... I like ...
no me gustan las ... / los ... I don't like ...

vocabulario vocabulary

- porque
 - es
 - son
 - dulce
 - agrio / agria
- because
 - it is
 - they are
 - sweet
 - sour



¿Te gustan las
uvas?

Me gustan
porque son
dulces.

No me gusta
porque es
agria.

¿Te gusta la
piña?



 canción - song

Chorus:

Vamos todos juntos, vamos a bailar, el baile de las frutas, que a tite gustará. x3

Manzana, manzana.

(Repeat chorus)

Manzana, manzana, la pera, la pera.

(Repeat chorus)

Manzana, la pera, la fresa, la fresa.

(Repeat chorus)

Manzana, la pera, la fresa, café, café.

(Repeat chorus)

Manzana, la pera, la fresa, café. Uvitas por aquí, uvitas por allá. (Chorus)

Manzana, la pera, la fresa, café.

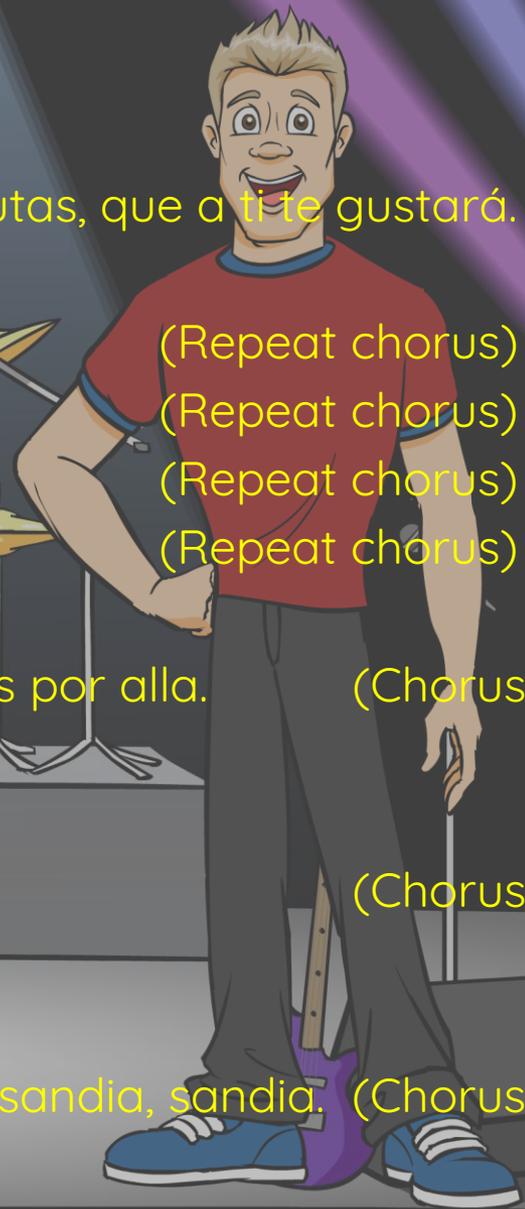
Uvitas por aquí, uvitas por allá. Chirimoya, chirimoya. (Chorus)

Manzana, la pera, la fresa, café.

Uvitas por aquí, uvitas por allá. Chirimoya, chirimoya, sandia, sandia. (Chorus)

Manzana, la pera, la fresa, café.

Uvitas por aquí, uvitas por allá. Chirimoya, chirimoya, sandia y platano.





¡Hasta pronto!