

We are learning:

- the names for pets
- to say what pets we have
- to use the verb 'tener' (to have)
- to use the verb 'gustar' (to like)
- to use colour adjectives



Teacher notes

Additional resources

Colour flashcard splats from the 'colours' unit of work

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?

Introduce the lesson by using the phrase “**hoy vamos a aprender las mascotas**” – “today we are going to learn about pets”. Ask the children if they have any pets at home. Discuss the word **mascotas** – pets – as an alternative word for **animales** – animals – as pets are animals we keep at home, rather than wild animals, so they have a special word. Either **animales** or **mascotas** is acceptable when talking about pets.

Use **escuchad** and **repetid** to introduce the new vocabulary – provide lots of opportunity for repetition. Make sounds for each animal – meow, woof etc. Ask the children “**¿cómo se escribe [the animal word]?**” – “how do you spell...[the word given]?”.

Remind the children of the concepts of masculine and feminine. 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. Show the vocabulary list to see the patterns – blue text indicates masculine nouns and pink text indicates feminine nouns. Praise the children regularly as this is a difficult concept to understand at first – **genial**, **excelente**, **muy bien**, **fantástico** etc.

Teacher notes

Revise the concepts of singular and plural definite and indefinite articles for different pets. Vocabulary is usually shown with a singular indefinite article – **un** or **una** – a or an. Use the copiable worksheet to support this.

Play **¿sí o no?**. Point at a word and either give the correct word for the animal 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.

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.

Revise the colours. Tell the children that they will need to use the colours in the next part of the lesson. Introduce the concept of colours as adjectives, however in Spanish the adjective goes after the noun whereas in English it goes before the noun – show the slide to illustrate this. Ask the children to work in partners to say or write the colours for each animal shown. Tell the children to use **y** – and – as it is a connective. Play ‘Millionaire’ to consolidate the children’s understanding of adjectives after the noun as well as the nouns for animals/pets.

Remind the children of using **me gusta** – I like – from the colours unit of work. Ask them to work in partners, asking each other “**¿te gustan las/los .. [plural form of the animal]?**” – “do you like [dogs, for example]?”. Check that the children use the correct question for the noun gender – **las** or **los**. They should respond with “**me gustan los/las ... [plural form of the animal]**” – “I like dogs” – or use **no** to say they don’t like an animal. For example, “**no me gustan los perros**” – “I don’t like dogs”. In subsequent lessons the children will learn to use ‘because’ and appropriate adjectives.

Teacher notes

Revise the concept of the verb **tener** – to have. Tell the children that this is such a useful verb as we use it a lot in Spanish. Ask them to discuss when we have come across it before and provide examples of using it:

- family – **tengo dos hermanas** - I have two sisters, for example
- age – **tengo diez años** - I have (am) ten years old

We use **tener** to say if we have, or do not have, pets. We can also use our knowledge of numbers to say “**tengo tres gatos**” - “I have three cats”, for example. Ask the children to work in partners to apply their understanding and existing knowledge to answer the question “**¿tienes animales?**” - “do you have any pets?” on each slide. Remind the children to use **y** - and if there is more than one animal.

Quiz

- Match the pictures of the animals to the correct word.

Points to note

The **h** in **hámster** is pronounced – it is an exception to the rule of **h** always being silent.

Sometimes people get confused with **pez** and **pescado** as they are both words for fish. A **pez** is a living fish whilst **pescado** is fish that is served as food.

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 (mascotas) pets



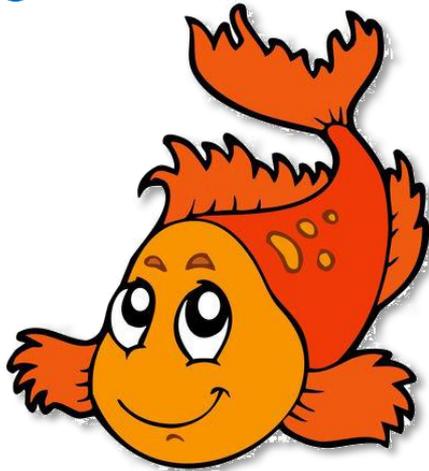
un perro



un gato



un loro



un pez



un conejo

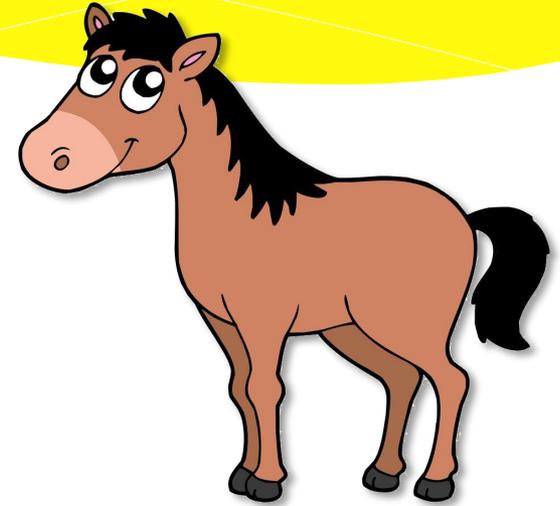
animales (mascotas) pets



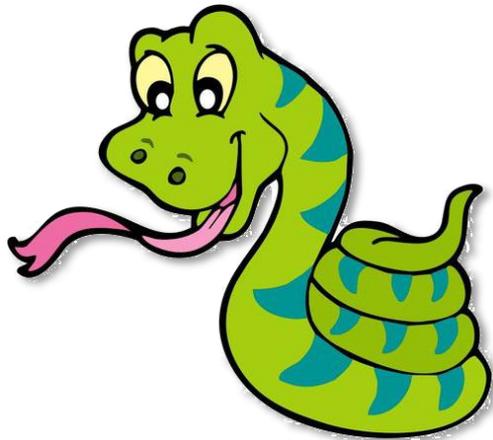
un hámster



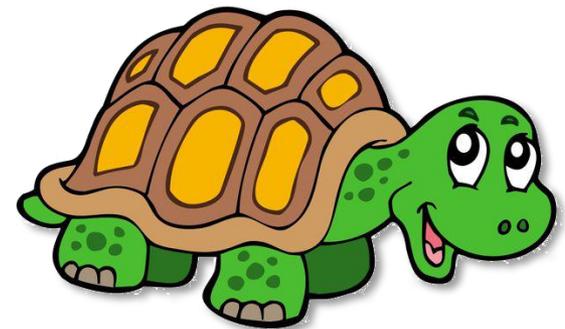
un ratón



un caballo



una serpiente



una tortuga

grámatica grammar

In Spanish, nouns, adjectives and articles are either **masculine** or **feminine**. Most nouns that end in **a** are **feminine** and most nouns that end in **o** are **masculine**.

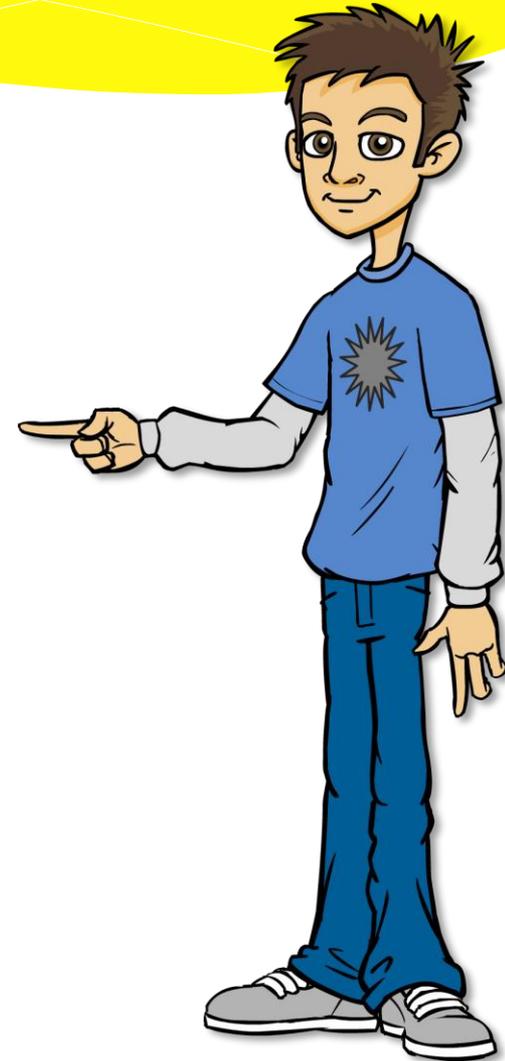
- **perro**o masculine dog
- **tortuga**a feminine tortoise

Adjectives and articles need to change depending on the gender of the noun. There are always exceptions to the rule though!

vocabulario vocabulary

- un perro
- un gato
- un loro
- un pez
- un conejo
- un hámster
- un ratón
- un caballo
- una serpiente
- una tortuga

- a dog
- a cat
- a parrot
- a fish
- a rabbit
- a hamster
- a mouse
- a horse
- a snake
- a tortoise



grámatica grammar

		feminine nouns	masculine nouns
definite article (the)	singular	la	el
	plural	las	los
indefinite article (a an)	singular	una	un
	plural	unas	unos

▪ un / el perro

masculine

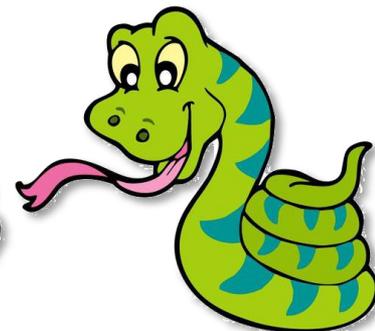
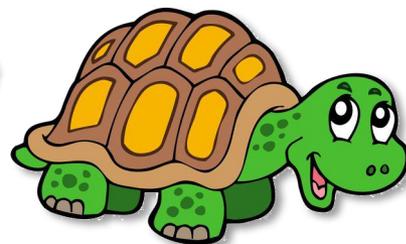
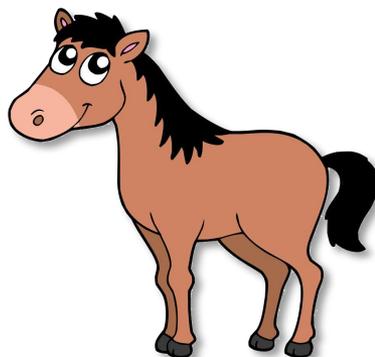
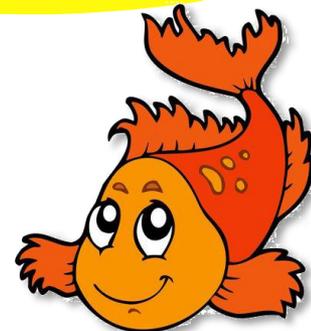
a / the dog

▪ una / la tortuga

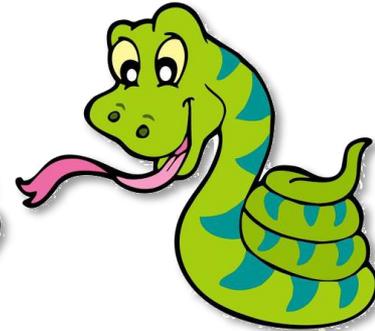
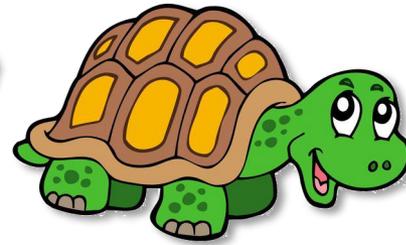
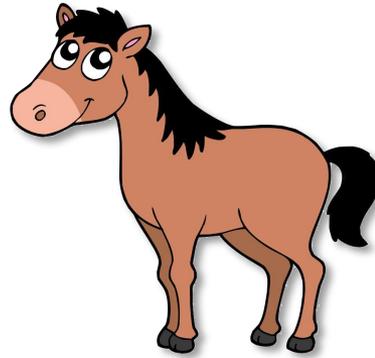
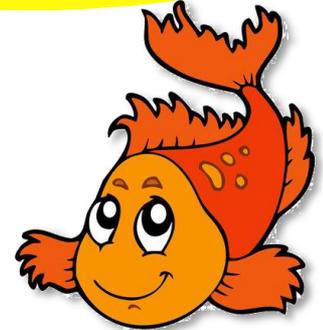
feminine

a / the tortoise

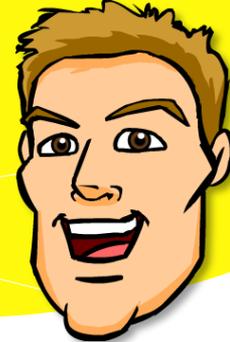
¿sí o no? yes or no?



¿qué animal es? what animal is it?



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 parrot



adjective noun

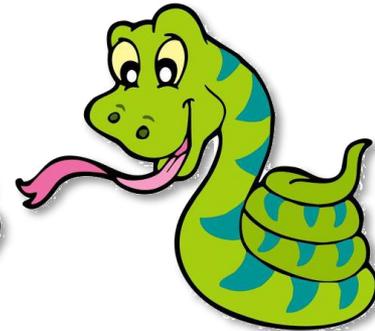
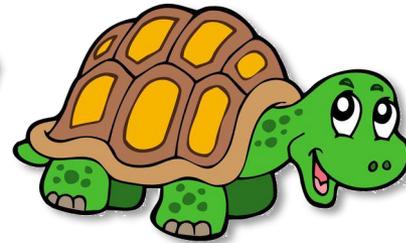
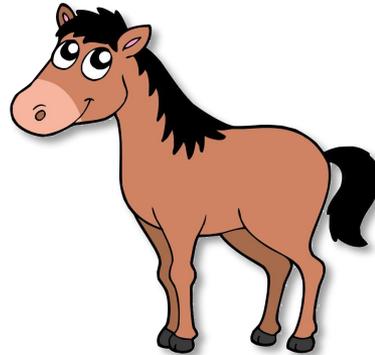
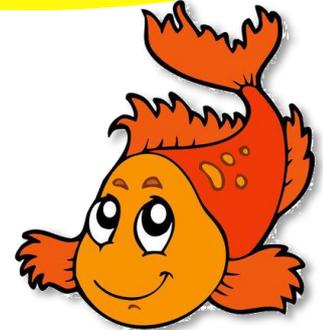
In Spanish we place an adjective **AFTER** the noun

el loro rojo



noun adjective

¿de qué color es? what colour is it?



es it is

y and

El pez es naranja y rojo.

How do you say “**a red and green parrot**” in Spanish?



A un loro rojo y verde

B un rojo y verde loro

C un perro rojo

D un gato amarillo

How do you say “**a red and green parrot**” in Spanish?

A un loro rojo y verde

B un rojo y verde loro

C un perro rojo

D un gato amarillo

How do you say “**a white dog**” in Spanish?



A un perro rojo

B un rojo perro

C un perro blanco

D un pero amarillo

How do you say “**a white dog**” in Spanish?

A un perro rojo

B un rojo perro

C un perro blanco

D un pero amarillo

How do you say “**a green tortoise**” in Spanish?



A un tortuga verde

B una tortuga verde

C una tortuga amarillo

D una verde tortuga

How do you say “**a green tortoise**” in Spanish?

A un tortuga verde

B una tortuga verde

C una tortuga amarillo

D una verde tortuga

How do you say “**an orange fish**” in Spanish?



A un pez amarillo

B una pez naranja

C un naranja pez

D un pez naranja

How do you say “**an orange fish**” in Spanish?

A un pez amarillo

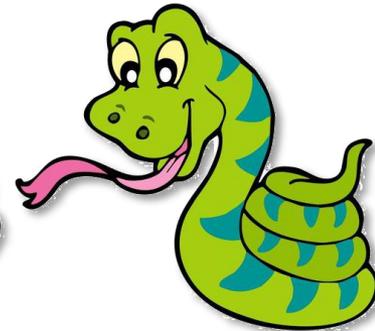
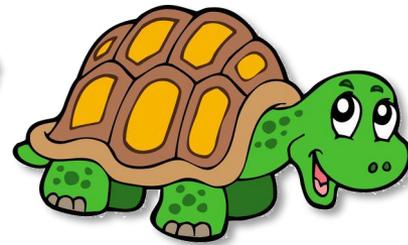
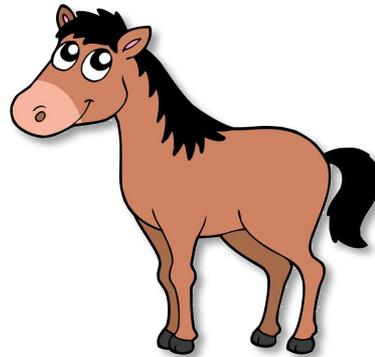
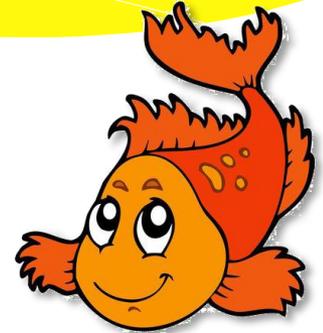
B una pez naranja

C un naranja pez

D un pez naranja

¿te gustan las ..? ¿te gustan los ..?

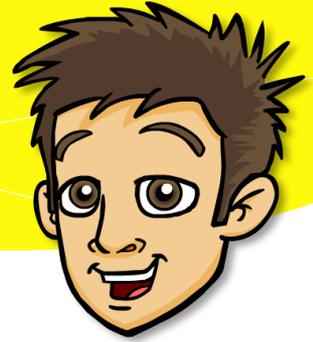
do you like ..?



me gustan las ... / los ... I like ...

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

grámatica grammar



- el verbo 'tener'

- yo tengo

- tú tienes

- el / ella tiene

- nosotros tenemos

- vosotros tenéis

- ellos / ellas tienen

- the verb 'to have'

- I have

- you have

- he / she has

- we have

- you have (plural)

- they have (male / female)

Teacher notes

Discuss the verb **tener** (to have) and explain that in Spanish the verb changes depending on the singular or plural person – first, second, third. Explain that in English the verb stays the same but only the person word changes. In Spanish both parts change – this is quite complicated so don't worry if the children don't fully understand at first. However this concept does need introducing as the questions and responses change depending on the question asked and the response required, for example “do you have any pets?”, “he has two pets”, “do you have any dogs?”, “I have one dog”.

To make the verb negative, simply place **no** in front of the conjugation, for example:

- **No tengo mascotas** I do not have any pets
- **No tiene mascotas** He/she does not have any pets

person		verb		verb
1 st person singular	yo	tengo	I	have
2 nd person singular	tú	tienes	you	have
3 rd person singular	el / ella	tiene	he / she / it	has
1 st person plural	nosotros	tenemos	we	have
2 nd person plural	vosotros	tenéis	you	have
3 rd person plural	ellos / ellas	tienen	they	have

grámatica grammar

In Spanish, **no** is used to make a verb negative, for example:

- No tengo un perro
- I don't have a dog

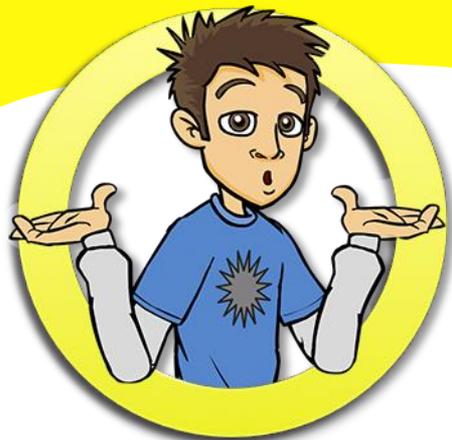


- No tengo una tortuga
- I don't have a tortoise



vocabulario vocabulary

- mascotas
- animales
- ¿tienes animales?
- si, tengo un ...
- si, tengo una ...
- no tengo mascotas
- te gustan las ... / los ...
- me gustan las ... / los ...
- no me gustan las ... / los ...
- ¿de qué color es tu ... ?
- mi ... es ...
- pets
- animals
- do you have any pets?
- yes, I have a ...
- yes, I have a ...
- I don't have any pets
- do you like ...
- I like ...
- I don't like ...
- what colour is your ...
- my ... is ...



¿Tienes
animales?

Si, tengo un
perro.





¿Tienes animales?

Si, tengo ...

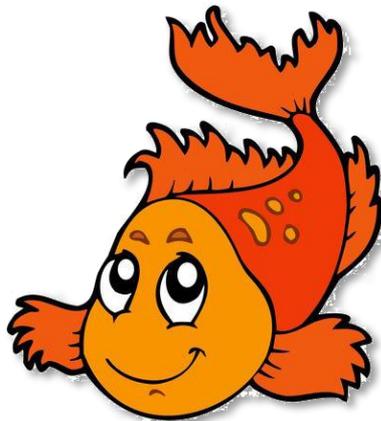
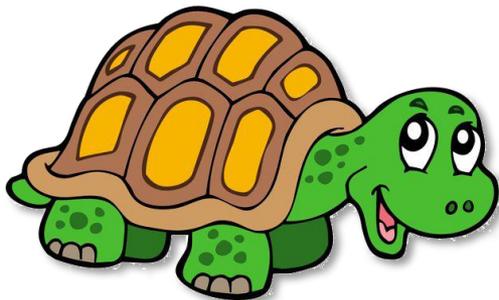


y and



¿Tienes animales?

Si, tengo ...



y and



¿Tienes animales?

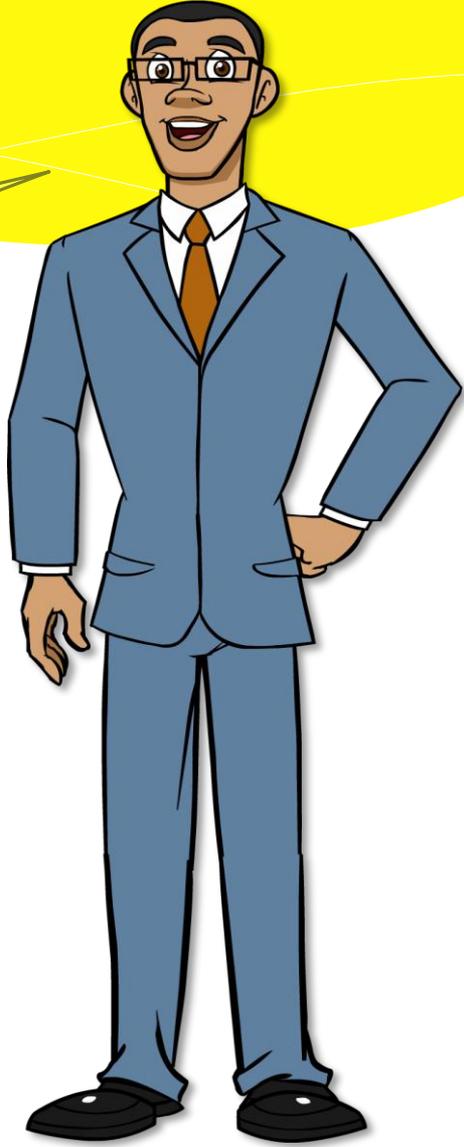
No ...





¿Tienes animales?

Si, tengo ...

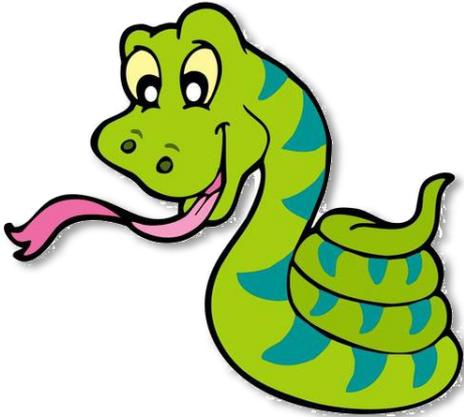
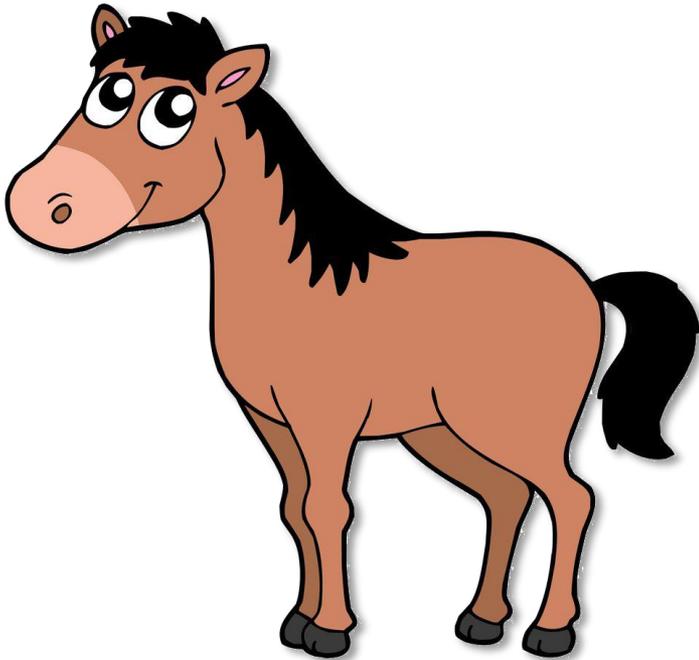


y and



¿Tienes animales?

Si, tengo ...



y and

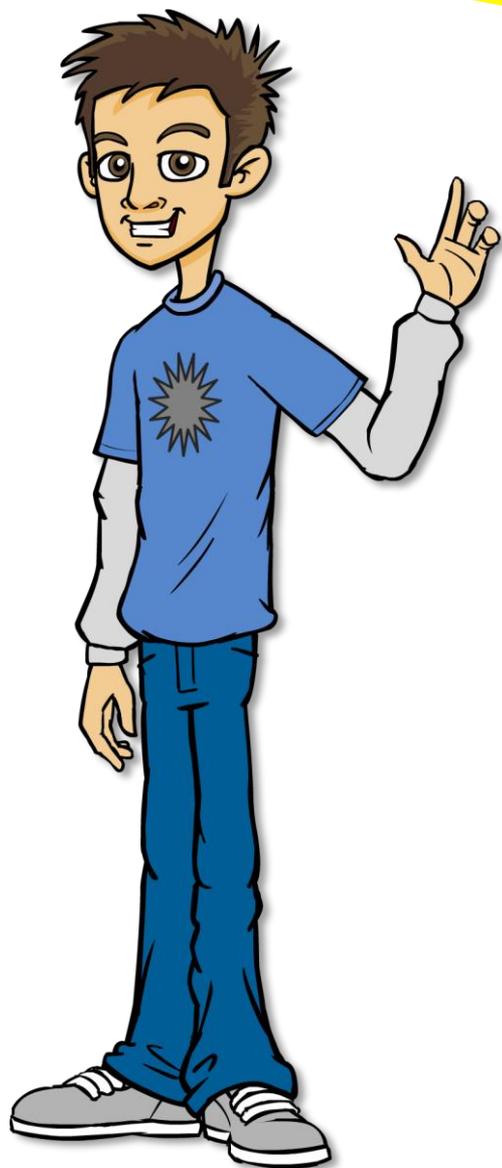


¿Tienes animales?

Si, tengo ...



y and



¡Hasta pronto!