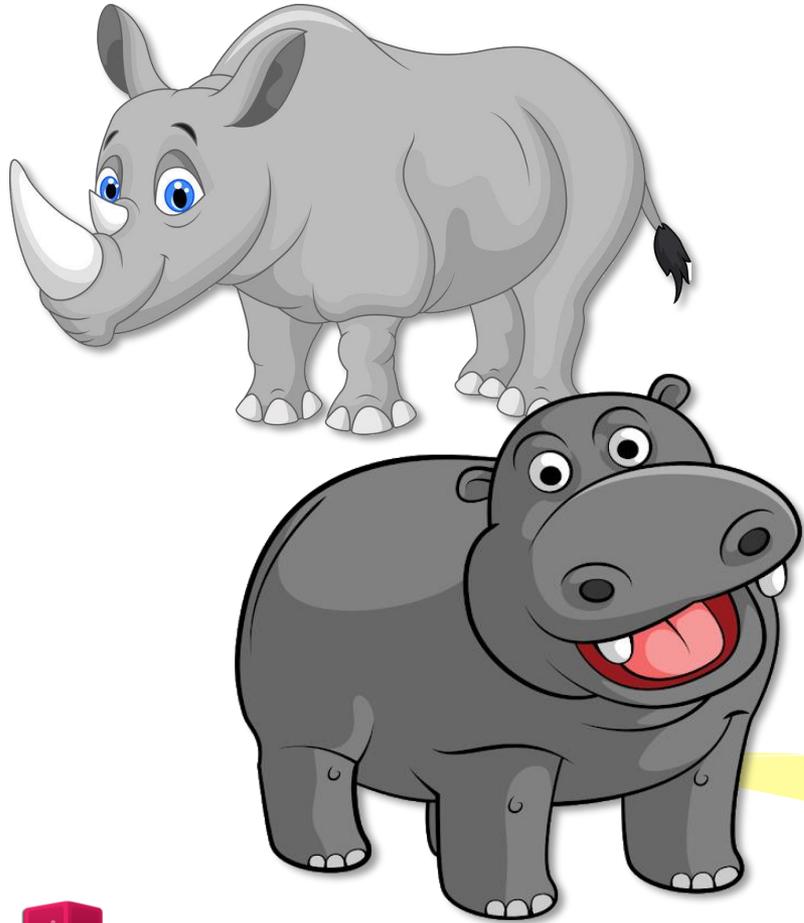


We are learning:

- the names for animals we may see in a zoo
- to use adjectives to describe animals
- to identify cognates



Juliana

Teacher notes

Additional resources/useful websites

Photographs of wild animals from nature magazines

Bilingual dictionaries for children to find the names of other animals not included in this topic

<https://www.zsl.org>

Zoological Society London

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 al zoológico**” – “today we are going to the zoo”. Ask the children if they have ever been to a zoo? Tell the children that the animals we are going to learn about today live in the wild, but we may often see them in a zoo. It may be useful to discuss why zoos are important for studying animals, protecting animals and for breeding endangered species.

Remind the children of the concepts of masculine and feminine. As the slides progress, ask them to state which animal nouns are masculine and which are feminine. How do they know? Vocabulary lists and words show blue text to indicate masculine nouns and pink text to indicate feminine nouns. Not all words follow the **o** or **a** ending pattern. Is there a way to remember these words easily? Some exceptions just have to be ‘learnt’, for example **el gorilla** – the noun ends in **a** but the noun is masculine, not feminine. Praise the children regularly – **genial, excelente, muy bien, fantastico** etc.

Teacher notes

Contractions

The Spanish language has two contractions: **al** and **del**

- **Al** is a contraction of the two Spanish words **a** and **el**, and can mean many things, such as “at the” or “to the”
- **Del** is a contraction of the words **de** and **el**. It can mean “from the” and “of the”, among other things

In English, contractions are optional. For example, in English you can write “do not,” and it’s every bit as grammatically correct as “don’t.” In Spanish, this isn’t the case.

If you have the words **a** and **el** or **de** and **el** next to each other, you must contract them. Saying ‘**voy a ir a el parque**’ (I am going to the park), or ‘**vamos a el zoológico**’ (we are going to the zoo), for example, is grammatically incorrect.

Note that contractions only happen with the article **el**. You’ll never see a contraction with the other articles: **la**, **los** and **las**. Discuss contractions using the slide.

Note – there is a special symbol (ü) in the word **pingüino** (penguin) – this is called a diéresis and indicates that the letter needs to be pronounced separately.

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. Ask the children to share other cognates that they have learnt.

Teacher notes

Click the animal image or text on the signposts to hear the pronunciation of the vocabulary. Use **escuchad** and **repetid** to introduce the new 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. Ask them to write down any cognates on a piece of paper or on a whiteboard as the slides progress. Compare notes at the end of the vocabulary section. Did everyone get the same words? Does everyone agree with all cognates that were written down? If not, why? Discuss.

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. Click the images on screen to check and listen to the animal name.

It may be useful to break this lesson into different parts. This point would be a good point to stop until the next lesson. The following four slides relate to scientific knowledge that the children will have learnt about:

- Classification of animals
- Teeth and eating
- Habitats

Click the speech, text and images to hear the pronunciation of vocabulary. The children will need this vocabulary for the next part of the lesson. Look at the list where there are two forms of a word. Ask the children why they think some words have masculine and feminine versions. There are two words for amphibians, **anfios** and **anfiosas**, for example. Remind children that in Spanish, adjective gender needs to agree with noun gender.

Teacher notes

The next part of the lesson introduces the two verbs, **comer** (to eat) and **vivir** (to live). Children will be familiar with using the first-person form of **vivir** in the present tense when talking about where they live. Today, we will be using the third-person singular and third-person plural forms of the verb, in the present tense, to talk about the animals.

Explain to the children that in Spanish, the verb ending changes so that we know who the verb subject is. The online verb dictionary shows many common nouns and the different conjugations for the simple past, present and future tenses.

Present tense Presente de indicativo	I	eat/eats	yo	como
	you (singular)		tú	comes
	he/she/it		usted/él/ella	come
	we		nosotros/nosotras	comemos
	you (plural)		vosotros/vosotras	coméis
	they		ustedes/ellos/ellas	comen

Present tense Presente de indicativo	I	live/lives	yo	vivo
	you (singular)		tú	vives
	he/she/it		usted/él/ella	vive
	we		nosotros/nosotras	vivimos
	you (plural)		vosotros/vosotras	vivís
	they		ustedes/ellos/ellas	viven

Teacher notes

For each verb, examples are modelled. First, the third-person singular form is shown, followed by the third-person plural form.

el gorila **come** verduras y frutas

the gorilla eats vegetables and fruit

los gorilas **comen** verduras y frutas

gorillas eat vegetables and fruit

el gorila **vive** en la selva

the gorilla lives in the jungle

los gorilas **viven** en la selva

gorillas live in the jungle

There are two slides to allow children to practice using these concepts - **¿qué come...?** (what does it eat?) and **¿dónde vive...?** (where does it live?). To extend, ask questions using the third person plural form of the verbs - **¿qué comen...?** (what do they eat?) and **¿dónde viven...?** (where do they live?).

Use the flashcards to ask the children these questions for other animals. Ask the children to work in partners to ask each other the questions and respond, to practise using the singular and plural forms of the verbs.

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. Tell 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. If we use the **y** (and) conjunction to use more than one adjective, all adjective genders must agree with the noun gender. Show the children the list of adjectives that can be used to describe animals. Some will be familiar – which adjectives do the children recognise? Can they give example sentences using known adjectives?

Teacher notes

Now, the children are going to put all the learning together to make, or write, sentences about zoo animals. They can also use previous learning, for example using colours as adjectives.

Use **no**, for example a wolf **no es un ave, es un mamífero** (not a bird, it is a mammal).

Use **muy**, for example a shark is **muy peligroso** (very dangerous).

There are 3 models to support the children:

El tiburón - Es gris. Es grande y feroz. No es un mamífero. Tiene muchos dientes y es muy peligroso. Vive en el mar.

Shark – It is grey. It is big and fierce. It is not a mammal. It has many teeth and is very dangerous. It lives in the sea.

El pingüino - Es blanca y negra y vive en el mar.

Penguin - it is black and white and lives in the sea.

El panda - Es negro y blanco. Y es gordo y tranquilo. Es de Asia y come bambú. Es herbívoro.

Panda – it is black and white. It is fat and calm. It comes from Asia and eats bamboo. It is a herbivore.

A game of ‘guess who?’ can also be played using the flashcards. This can either be a whole class activity or children can work in small groups or in pairs. One person in the group/class or the teacher describes an animal shown on the slide (or any other animal the children have learned) - the others must listen carefully to the information and select the correct animal card that matches the description.

Teacher notes

Quiz

Match the animal pictures to the words.

Drag the adjectives that describe an animal into the box.

Choose the animals that live in different habitats.

Points to note

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. Reinforce this concept when discussing what seals, sharks and penguins eat.

Song actions:

El cocodrilo dante, camina hacia adelante.

Hold both arms straight out in front like a crocodile mouth, snapping up and down like a crocodile mouth

El elefante tras, camina hacia atras.

Move your right arm like an elephant trunk in front of you then up above your head.

El pollito largo camina hacia el costado.

Flap your arms at your sides like bird wings and walk forwards and backwards.

Y yo en mi bicicleta voy para el otro lado.

Move both hands round in a circle like bicycle wheels.

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.

a to
de from

In Spanish, when a masculine noun follows **a** or **de**, using **el**, we put the two words together and remove the **e** from **el** - **a el** becomes **al**, **de el** becomes **del**. These are called contractions.

vamos **a el** zoológico **→** vamos **al** zoológico
we are going **to** the zoo

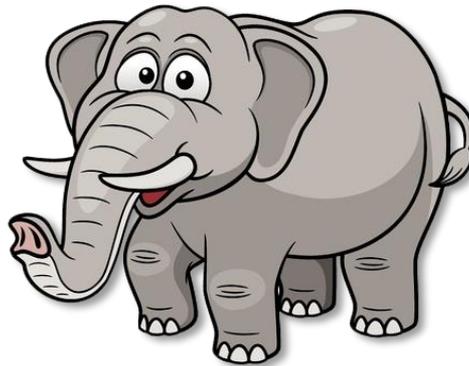
es **de el** zoológico **→** es **del** zoológico
it is **from** the zoo

cognates

- Words that sound similar in Spanish and English
- Words that are spelt similar in Spanish and English

Cognates are great for helping you remember words in another language, like Spanish!

elefante



elephant

Count how many you can see on the next few pages ...



¿A dónde vamos hoy?

¡Vamos al zoológico!



En el zoológico hay muchos animales, grandes y pequeños.

¿Te gustan los animales?

¡Sí! Me gustan mucho los animales.



el elefante

el león

la jirafa



el canguro

el camello

la serpiente



el tigre
la cebra



el mono
el rinoceronte



el gorila
el chimpancé
el leopardo



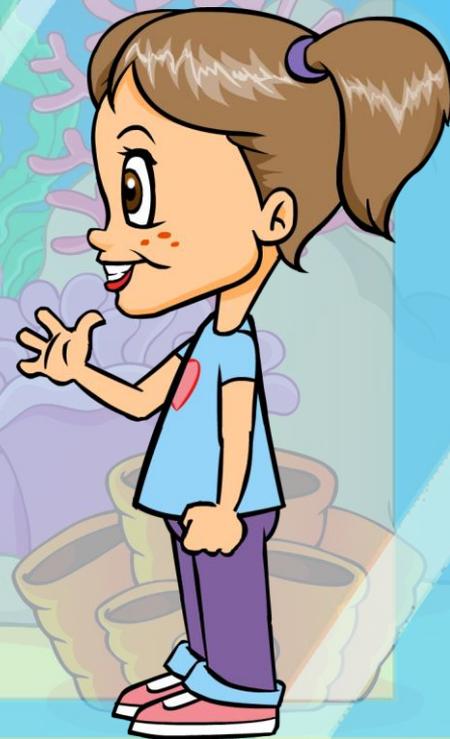
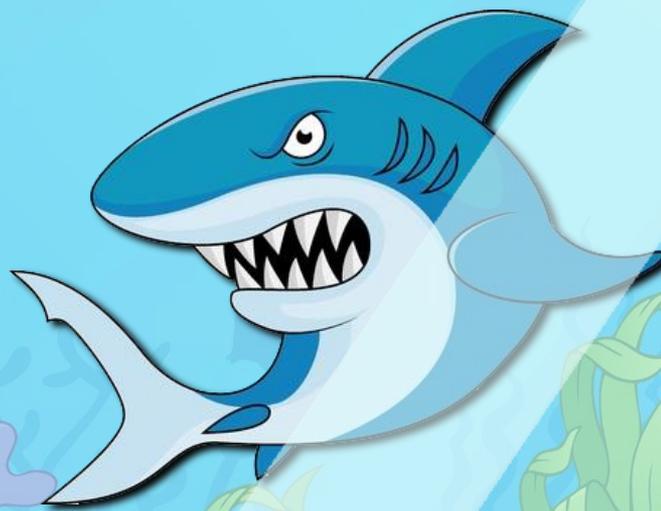
el pingüino

el oso

la foca

el tiburón
el pez

el acuario



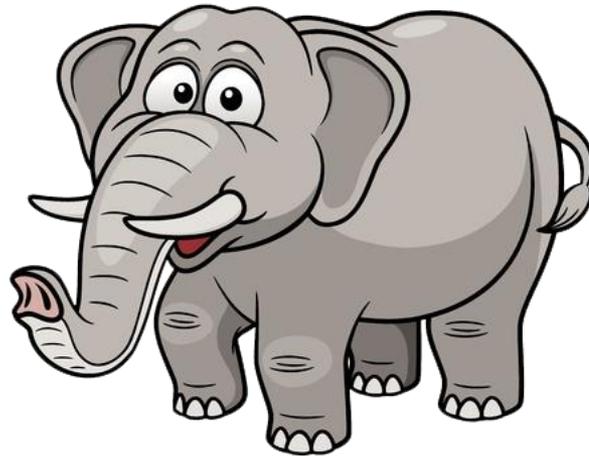
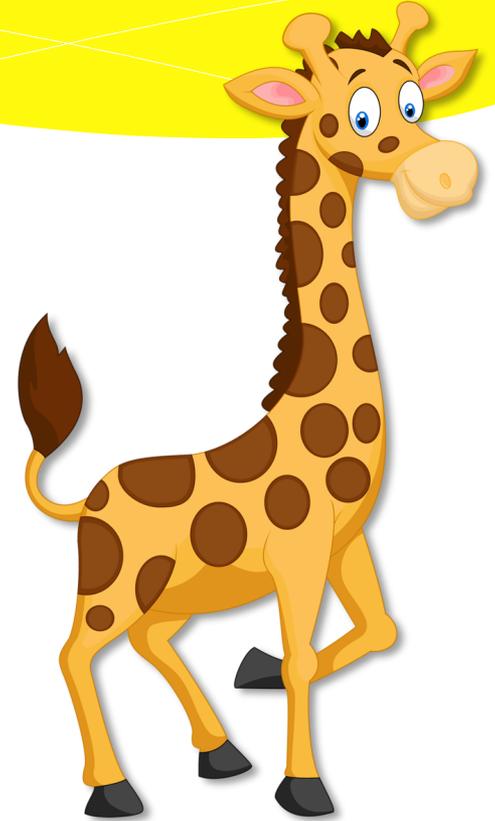
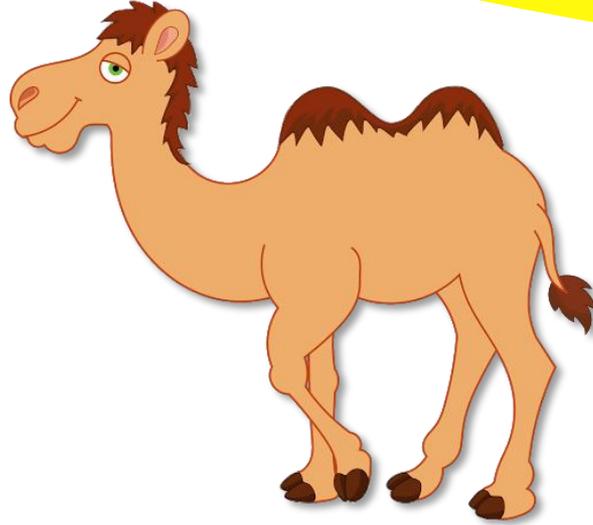


el hipopótamo
el oso
la rana
el cocodrilo

el panda
el lobo

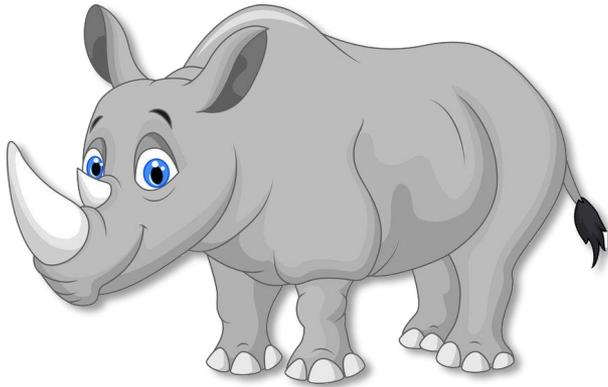
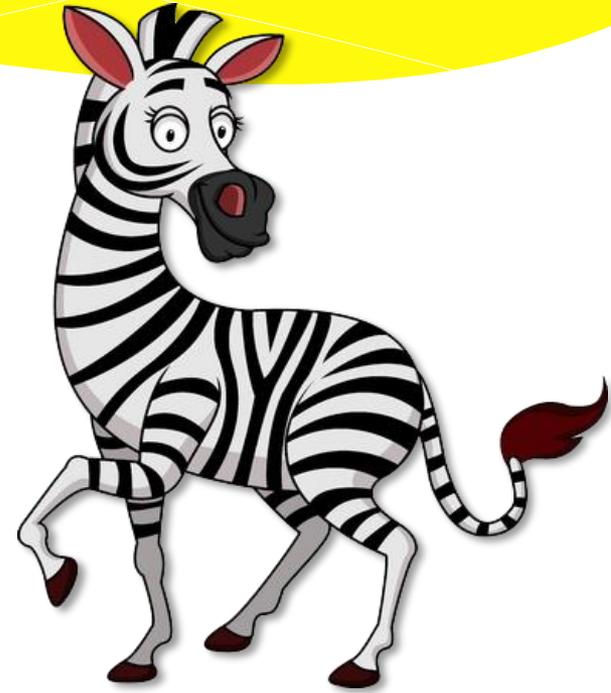
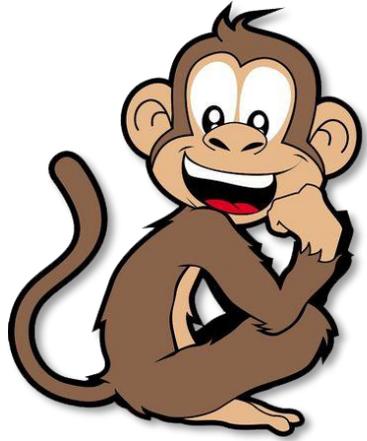


¿qué animal es? what animal is it?



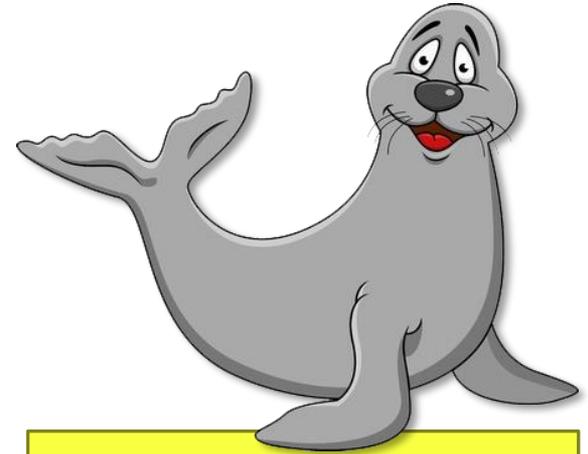
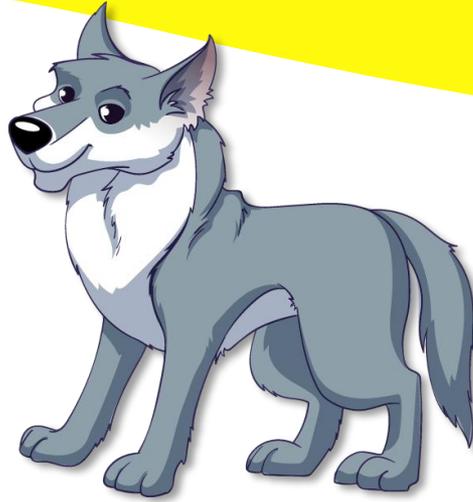
How many
cognates are
there?

¿qué animal es? what animal is it?



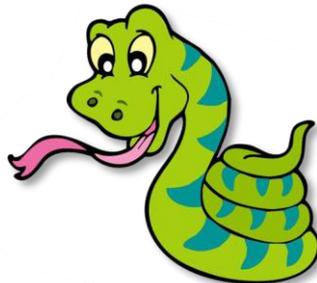
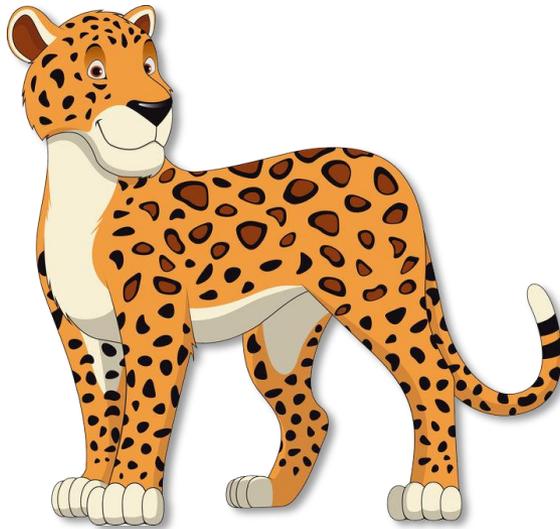
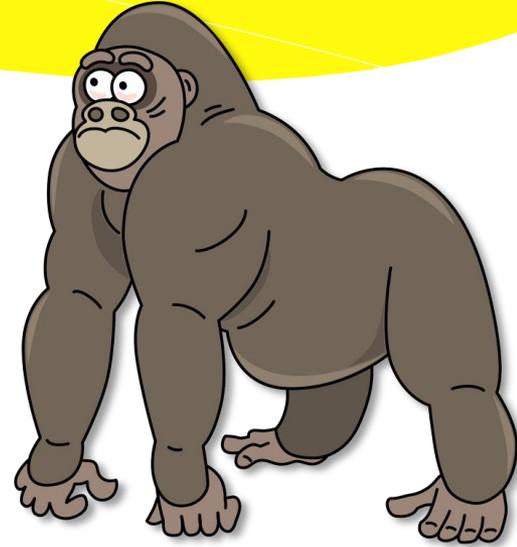
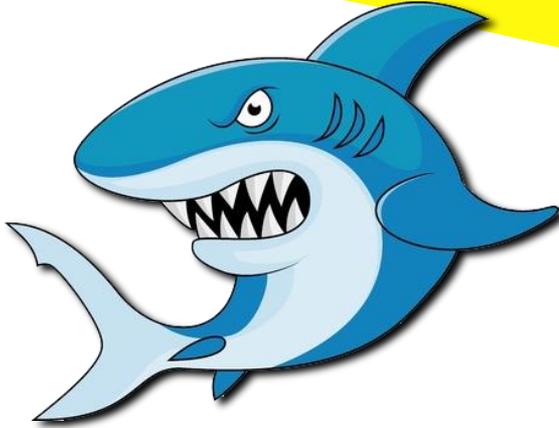
How many cognates are there?

¿qué animal es? what animal is it?



How many cognates are there?

¿qué animal es? what animal is it?



How many
cognates are
there?



Hay animals de todos los continentes.

Hay mamíferos, anfibios, reptiles, insectos, peces y aves.

vocabulario vocabulary

- continentes
 - mamíferos
 - anfibios/anfibias
 - reptiles
 - insectos
 - peces
 - aves
 - herbívoro/herbívora
 - carnívoro/carnívora
 - omnívoro/omnívora
- continents
 - mammals
 - amphibians
 - reptiles
 - insects
 - fish
 - birds
 - herbivore
 - carnivore
 - omnivore

vocabulario vocabulary



el bosque



el mar



la selva



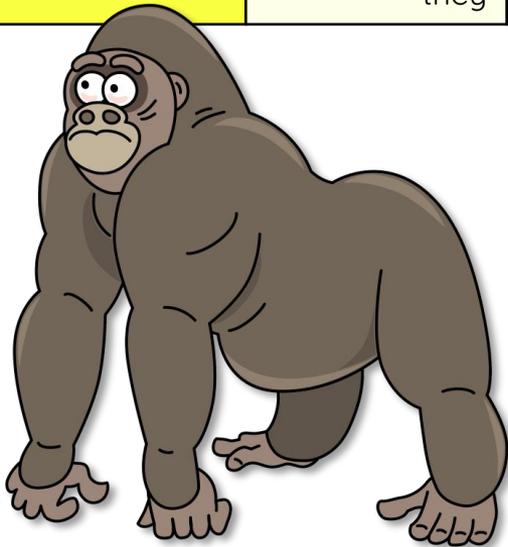
la sabana

vocabulario vocabulary

- dientes
- carne
- ojos
- verduras y frutas
- pescado
- bambú
- el bosque
- la selva
- el mar
- la sabana
- teeth
- meat
- leaves
- vegetables and fruit
- fish
- bamboo
- forest
- jungle
- sea
- savannah

comer to eat

Present tense Presente de indicativo	I	eat/eats	yo	como
	you (singular)		tú	comes
	he/she/it		usted/él/ella	come
	we		nosotros/nosotras	comemos
	you (plural)		vosotros/vosotras	coméis
	they		ustedes/ellos/ellas	comen



el gorilla come
verduras y frutas

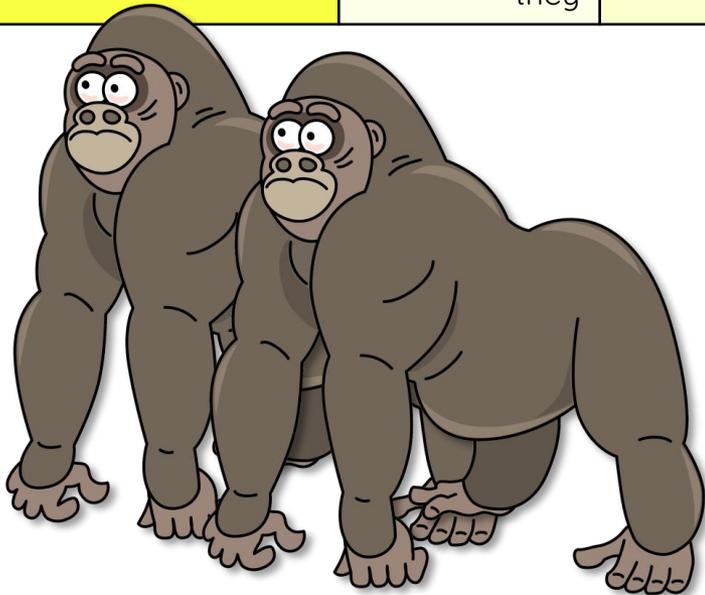


el panda come
bambú

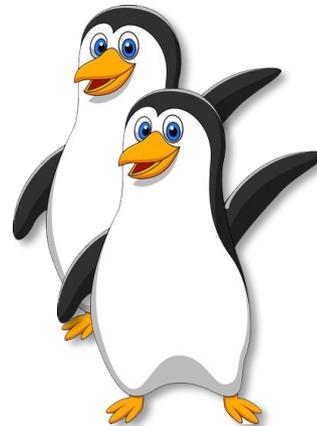
When there is only one subject, we use the third person singular form of the verb.

comer to eat

Present tense Presente de indicativo	I	eat/eats	yo	como
	you (singular)		tú	comes
	he/she/it		usted/él/ella	come
	we		nosotros/nosotras	comemos
	you (plural)		vosotros/vosotras	coméis
	they		ustedes/ellos/ellas	comen



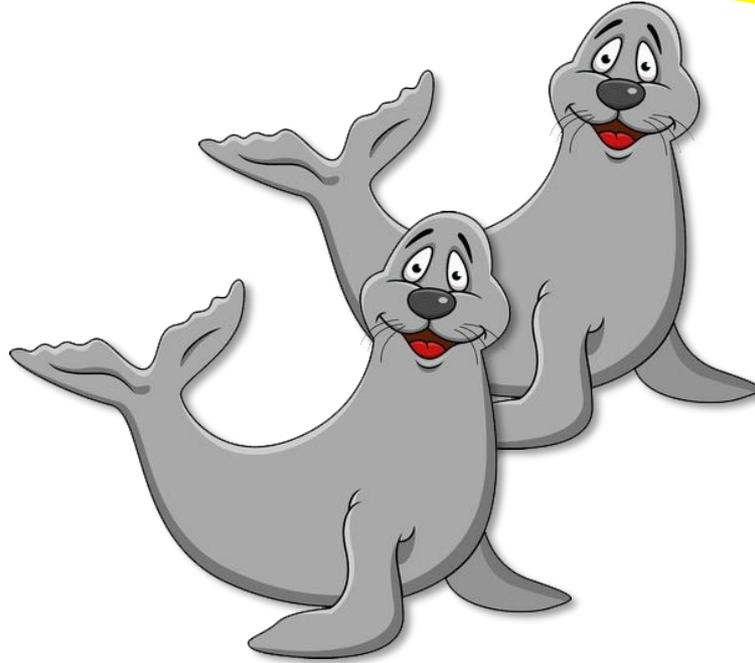
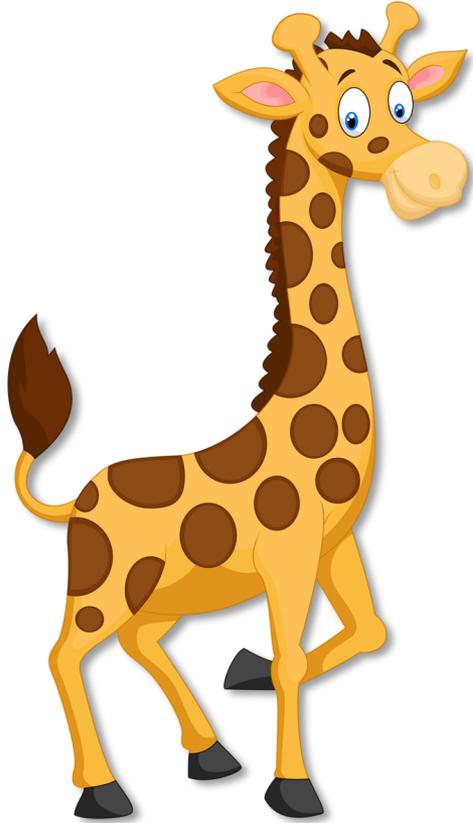
los gorilas comen
verduras y frutas



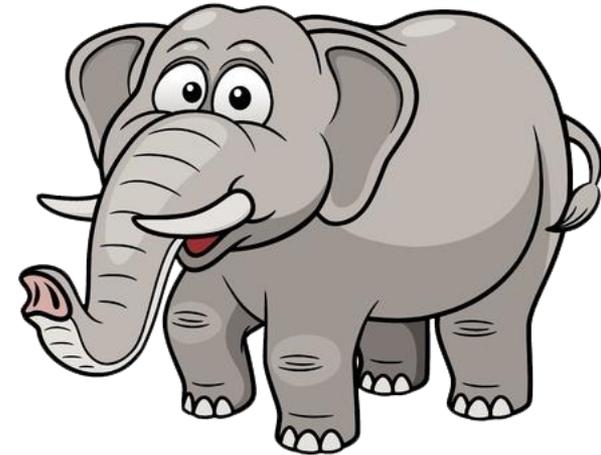
los pingüinos
comen pescado

When there is more than one subject, we use the third person plural form of the verb.

¿qué come...? what does it eat?



comen ...

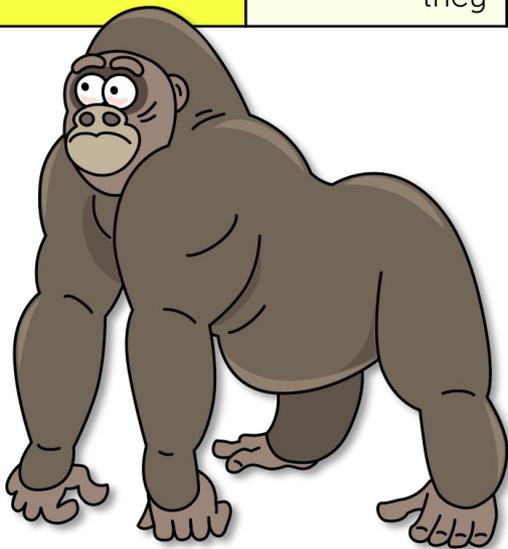


come ...

La jirafa come ojas.
Las jirafas comen ojas.

vivir to live

Present tense Presente de indicativo	I	live/lives	yo	vivo
	you (singular)		tú	vives
	he/she/it		usted/él/ella	vive
	we		nosotros/nosotras	vivimos
	you (plural)		vosotros/vosotras	vivís
	they		ustedes/ellos/ellas	viven



el gorila vive en
la selva

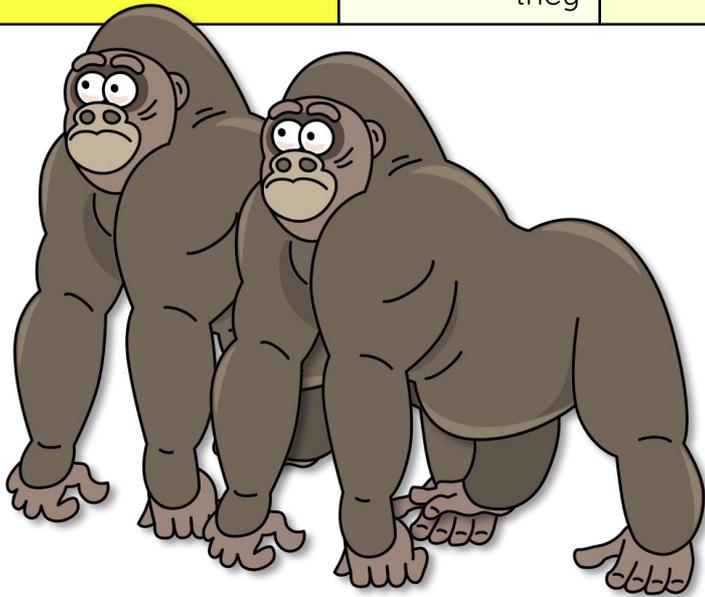


el panda vive
en el bosque

When there is only one subject, we use the third person singular form of the verb.

vivir to live

Present tense Presente de indicativo	I	live/lives	yo	vivo
	you (singular)		tú	vives
	he/she/it		usted/él/ella	vive
	we		nosotros/nosotras	vivimos
	you (plural)		vosotros/vosotras	vivís
	they		ustedes/ellos/ellas	viven



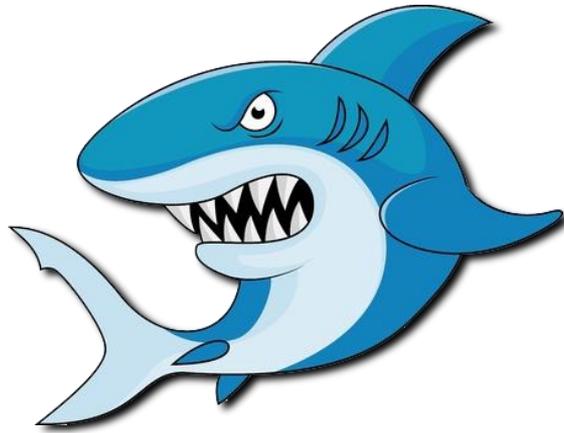
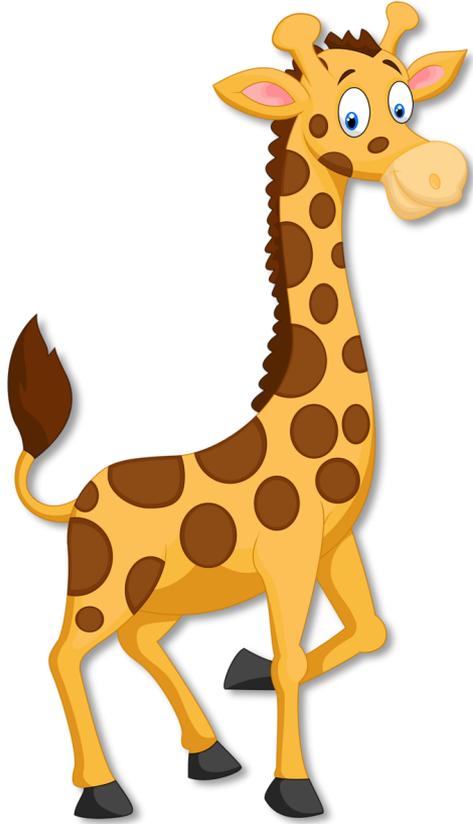
los gorilas viven
en la selva



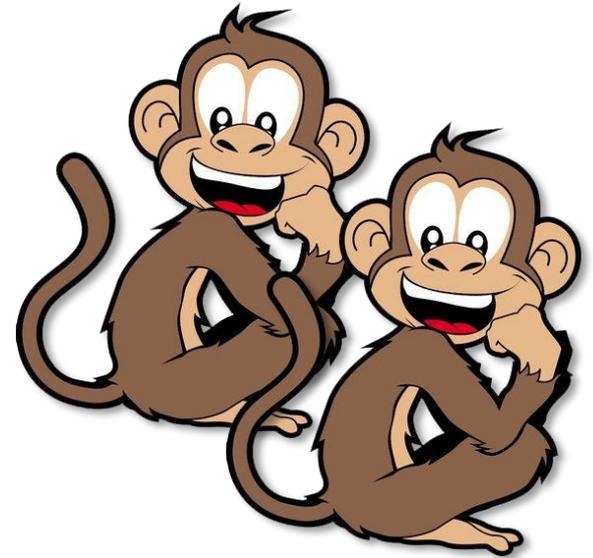
los pingüinos
viven en el mar

When there is more than one subject, we use the third person plural form of the verb.

¿dónde vive...? where does it live?



vive ...



viven ...

La jirafa vive en la selva.
Las jirafas viven en la selva.



grámatica grammar

the adjectives rule

In English we place an adjective BEFORE the noun

the **large** bear



adjective noun

In Spanish we place an adjective AFTER the noun

el oso **grande**



noun adjective

grámatica grammar

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

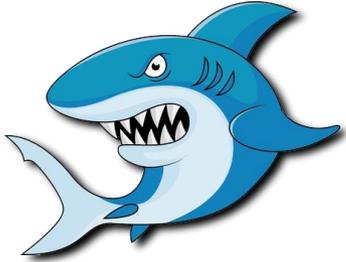
- un oso ruidoso masculine a noisy bear
- una rana ruidosa feminine a noisy frog

ruidoso matches the gender of the noun “oso” but needs to change to ruidosa to match the gender of the noun “rana”.

vocabulario vocabulary

- largo/larga
- grande
- pequeño/pequeña
- feroz
- peligroso/peligrosa
- tranquilo/tranquila
- ruidoso/ruidosa
- simpático/simpática
- gordo/gorda
- alto/alta
- long
- big
- small
- fierce
- dangerous
- calm
- noisy
- lovely
- fat
- tall

¿cómo es...? what is it like?



Es gris. Es grande y feroz. No es un mamífero. Tiene muchos dientes y es muy peligroso. Vive en el mar.

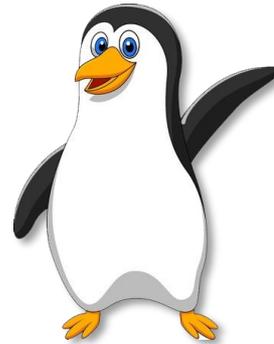
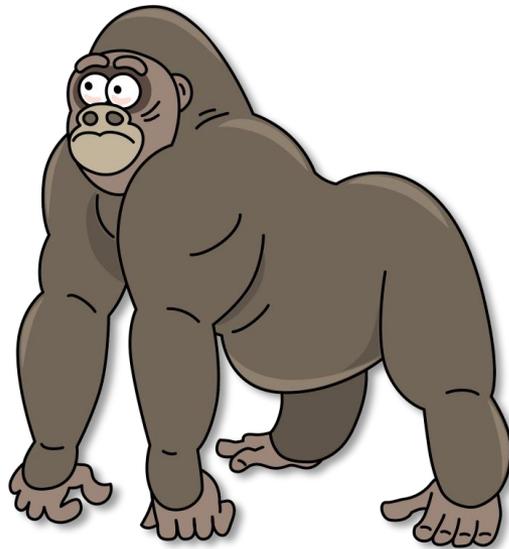
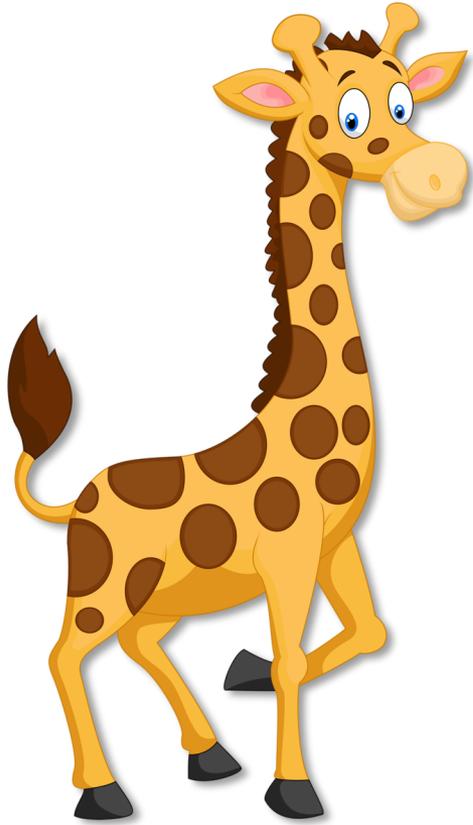


Es blanca y negra y vive en el mar.



Es negro y blanco. Y es gordo y tranquilo. Es de Asia y come bambú. Es herbívoro.

¿cómo es...? what is it like?





canción - song

[chorus] - x2

El cocodrilo dante, camina hacia adelante.

El elefante tras, camina hacia atras.

El pollito largo camina hacia el costado.

Y yo en mi bicicleta voy para el otro lado.

[chorus] - jumping on one foot

[chorus] - crouching down low

[chorus] - moving the body in all directions

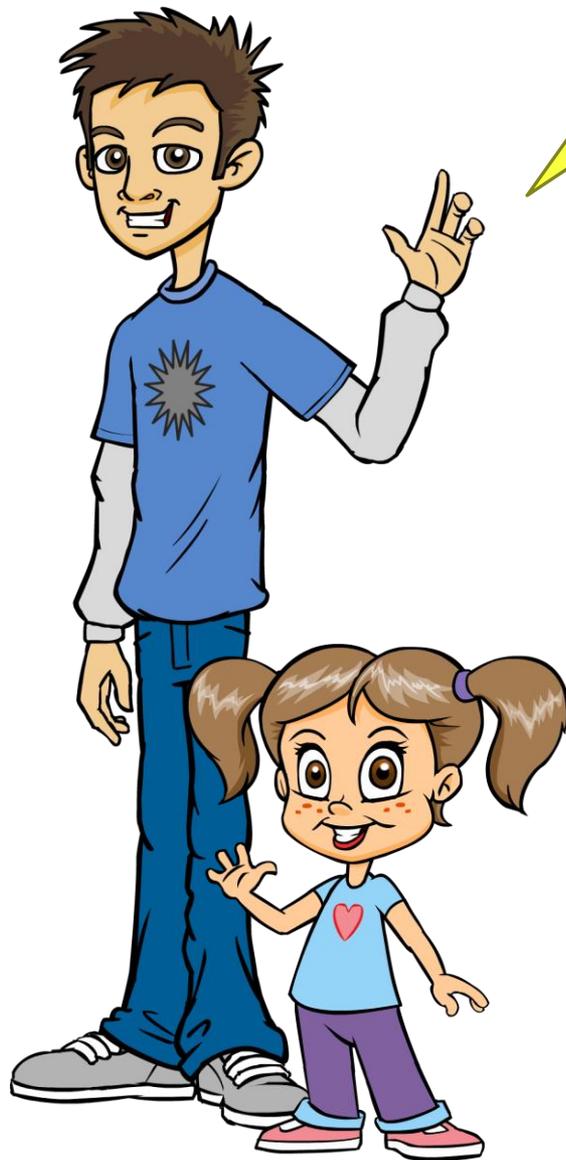
[chorus] - jumping on two feet

[chorus] - exaggerated moves

[chorus] - exaggerated moves faster

Y todos aplaudiendo el baile a terminado x2





¡Hasta pronto!

¡Hasta luego!