

Amarillo Term 2



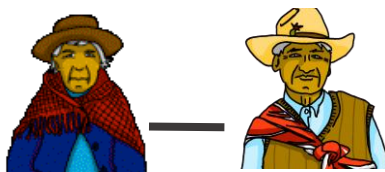
español

Nombre :

Profesor (a) :

Clase :

La familia Mamani Flores



Valeria Miguel



Elena



Pedro



Hugo



Jorge



Ceci



Quique



Sofía



Luis

amigos



Ángela



Rubén

mascotas



Manchita



Pancho



Santi

Literatura



Manolito Gafotas es un libro famoso en España.



Languages spoken in Spain

There are five official languages spoken in Spain? Spanish, Catalan, Basque (Euskera), Galician and Aranés.



¡A explorar!



español

¡Bon dia!

¡Buenos días!

¡Adéu!

¡Adiós!

catalán



El Parque Güell

Barcelona



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Term 2 learning

| UNIT | Context Communication Culture | Key ideas (GRAMMAR) | PHONICS | VOCABULARY |
|---------------------------|---|--|---|--|
| Unit 4a (W1-4) | Saying what I and others do <ul style="list-style-type: none"> • at Spanish club • at the weekend • in Barcelona • in the afternoon • | Talking about doing <ul style="list-style-type: none"> • Infinitive – regular AR verbs (singular) • Definite articles – el, la | <ul style="list-style-type: none"> • SSC [l] [ll] • SSC [ga] [go] [gu] | <ul style="list-style-type: none"> • Range of regular –AR verbs • Family members • Range of nouns, adjectives and adverbs |
| Unit 4b (W5-6) | Saying what I and others do <ul style="list-style-type: none"> • break time • reading club | Talking about doing (2) <ul style="list-style-type: none"> • Infinitive – regular ER verbs (singular) • Personal ‘a’ | <ul style="list-style-type: none"> • SSC [ga] [go] [gu] • SSC [ca] [co] [cu] • SSC [que] | <ul style="list-style-type: none"> • Range of regular –ER verbs • Range of singular masculine and feminine nouns |
| Unit 5 (W7-9) | <ul style="list-style-type: none"> • Saying how many, describing things • my monster • revision | Talking about more than one <ul style="list-style-type: none"> • Essential verb: there is/are – hay • Plural indefinite articles – unos, unas • Regular plural marking on nouns [-s] | <ul style="list-style-type: none"> • SSC [qui] • Revisit [que] [qui] [ce] [ci] | <ul style="list-style-type: none"> • Numbers 1-12 • Parts of the body |
| Unit 6 (W10-11) | <ul style="list-style-type: none"> • Revision • Easter | <ul style="list-style-type: none"> • Revisit key ideas | <ul style="list-style-type: none"> • Revisit SSC | <ul style="list-style-type: none"> • Revisit vocabulary |



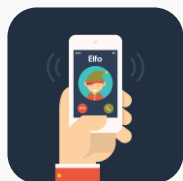
Phonics

[l]



libro

[ll]



llamar



Spanish **vowels** are usually short and open!



[ga]



ganar

[go]



lago

[gu]



gusano

[que]



paquete

[qui]

15

quince

These 3 sound like [k]



You know the SSC [ca], [co], [cu]. The same /k/ sound in front of 'e' and 'i'. E.g. bicicleta & celebrar.



pronunciar

[l]



libro

Actividades



- Understanding and talking about activities at Spanish club
- Describing activities



vocabulario

Write down the key language for this week.

| | | | |
|-------------|--|-------------|--|
| buscar | | usar | |
| crear | | información | |
| presentar | | país | |
| importante | | divertido | |
| interesante | | | |

Infinitives: -ar verbs

[to ____]



gramática

The **infinitive** often describes the **general meaning** of the verb.

In English, this is often written 'to + verb': *It's important **to listen**.*

In Spanish, many infinitives end in **-ar**:

*Es importante **escuchar**.*

You can also begin a Spanish sentence with the infinitive:

***Escuchar** es importante.*



***Listening** is important.*



Here we translate the Spanish infinitive with the **-ing** form of the verb in English.



Translate the examples.

Crear es interesante. → _____.

Es interesante **crear**. → _____.



escuchar

El señor Valero habla. ¿Dónde está el infinitivo?

Escucha y marca ✓.

| | at the beginning | at the end |
|----------|------------------|------------|
| E | | ✓ |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

| infinitivo en español | adjetivo en inglés |
|-----------------------|--------------------|
| u _____ | |
| | |
| | |
| | |
| | |

El señor Valero = Mr Valero



leer

After a term in his school, Quique writes what he's learned.



Quique escribe. Lee y completa las frases.

- E** Es interesante buscar información de España.
- 1** Crear un dibujo es divertido.
- 2** Es importante usar español.
- 3** Presentar información en clase es divertido.
- 4** Buscar una palabra es importante.
- 5** Es interesante presentar un animal español.

- E** It is interesting **to** _____ information about Spain.
- 1** _____ a drawing is fun.
- 2** It is important _____ Spanish.
- 3** _____ information in class is _____.
- 4** _____ a word is important.
- 5** It is _____ to present a Spanish animal.



escuchar

Escucha. Escribe A-F en orden (1-6).

- [A]** un lobo ibérico
- [B]** una salamandra
- [C]** una libélula
- [D]** una langosta

- [E]** un loro
- [F]** un galápago



el = the (m) / la = the (f)
en peligro de extinción = endangered

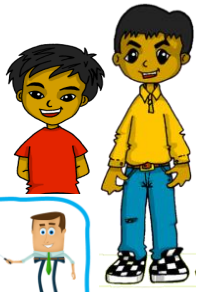


El lobo ibérico está en peligro de extinción*.



escuchar

Quique habla con su primo Luis. Escucha. ¿Qué infinitivo es?



Escribe la letra (A-D) y el adjetivo en inglés.

| | imagen | adjetivo | información extra |
|----------|--------|----------|-------------------|
| E | B | fan... | |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |

A

[to create, creating]

B

[to present, presenting]

C

[to look for, looking for]

D

[to use, using]

su = his/her | con = with
primo = male cousin

leer [A] Lee las frases y marca la opción correcta.

| | Frase en español | verbo en inglés | | | |
|----------|--|--|--------------------------------------|--------------------------------------|--------------------------------------|
| E | Es importante usar vocabulario nuevo. | <input checked="" type="checkbox"/> to use | <input type="checkbox"/> using | <input type="checkbox"/> to look for | <input type="checkbox"/> looking for |
| 1 | Presentar información en español es increíble. | <input type="checkbox"/> to present | <input type="checkbox"/> presentin g | <input type="checkbox"/> to create | <input type="checkbox"/> creating |
| 2 | Es divertido buscar una palabra. | <input type="checkbox"/> presentin g | <input type="checkbox"/> to present | <input type="checkbox"/> to look for | <input type="checkbox"/> looking for |
| 3 | Buscar una respuesta es interesante. | <input type="checkbox"/> to look for | <input type="checkbox"/> looking for | <input type="checkbox"/> to use | <input type="checkbox"/> using |
| 4 | Crear en clase es importante. | <input type="checkbox"/> to create | <input type="checkbox"/> creating | <input type="checkbox"/> to look for | <input type="checkbox"/> looking for |
| 5 | Es divertido buscar información de un país. | <input type="checkbox"/> using | <input type="checkbox"/> to use | <input type="checkbox"/> looking for | <input type="checkbox"/> to look for |




[B] Escribe las frases en inglés .

| | |
|----------|------------------------------|
| E | It's _____ to use new _____. |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |



leer

Escribe en inglés. Can you get at least 15 points?

| | | | |
|--|-----------|-------------|-----------|
|  <p>x3</p> | pesado | ahora | puerta |
| | clase | cómodo | positivo |
|  <p>x2</p> | mesa | perro | profesora |
| | tiene | dibujo | hermana |
|  <p>x1</p> | divertido | información | usar |
| | buscar | crear | presentar |



escribir

Escribe 5 frases en español.

es

importante
imposible
interesante
increíble
divertido
raro

crear
usar
buscar
presentar

vocabulario
un país
un lápiz
un dibujo
una hoja
una palabra
un mensaje
una idea
una regla
en español
en inglés
en clase

Not all combinations are possible so translate your sentences into English to ensure they make sense!

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |



pronunciar

[I]



libro

[II]



llamar



el fin de semana



- Talk about what activities you and others do **at the weekend**.
- Describing activities



vocabulario

Write down the key language for this week.

| | | | |
|---------|--|--------|--|
| visitar | | museo | |
| iglesia | | papá | |
| mamá | | parque | |
| plaza | | con | |

Knowing who does what

[-ar verbs: 'I']



gramática

We have learned the infinitive form of a verb often describes the **general meaning** of a verb. In English, this is often written 'to + verb'.

In Spanish, the infinitive of the verb often ends in **-ar**.

To mean 'I' with a verb, the verb ending **changes**.

We remove -ar and add **-o**.



We don't need pronouns because the verb ending tells us who is doing the action.

General meaning

Es interesante visit**ar** un museo.

Ejemplo

habl**ar**

I

+ o

Visit**o** un museo.

It's interesting **to** visit a museum.

I visit a museum.



Here we translate the Spanish infinitive with the **-ing** form of the verb in English.



Translate the examples.

Usar español es importante. → _____.

Hablo español. → _____.





leer

Agua en los deberes de Sofía.
Lee las frases y marca .

¡Manchital!



¡Lo siento!



Escribe en verbo en inglés.

- E** Visitar una iglesia es interesante.
 a church is interesting.
- 1** Uso un libro en clase.
 a book in class.
- 2** Crear es importante.
 is important.
- 3** Buscar cosas es divertido.
 for things is fun.
- 4** Visito un museo con mamá.
 a museum with mum.

| | general meaning | I | verbo |
|----------|-----------------|---|-------|
| E | | | |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |

When the sentence begins with the infinitive, we use the -ing form of the English verb.

Knowing who does what

[-ar verbs: 'I' vs. s/he, it]



gramática

In Spanish, the words for 'I' and 's/he' (pronouns) are often unnecessary. To mean 'I' with a verb, we remove -ar and add - **o**.

To mean 's/he, it' with a verb, we remove -ar and add - **a**.

I

Ejemplo

s/he, it

Visit**o** un museo.

visit**o**

Visit**a** una iglesia.

I visit a museum.

S/he visits a church.

escuchar Quique compara su fin de semana con mamá

Escucha, marca y escribe la Información.

| | Quique (I) | mamá (she) | verbo | información extra |
|----------|------------|------------|-------|-------------------|
| E | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

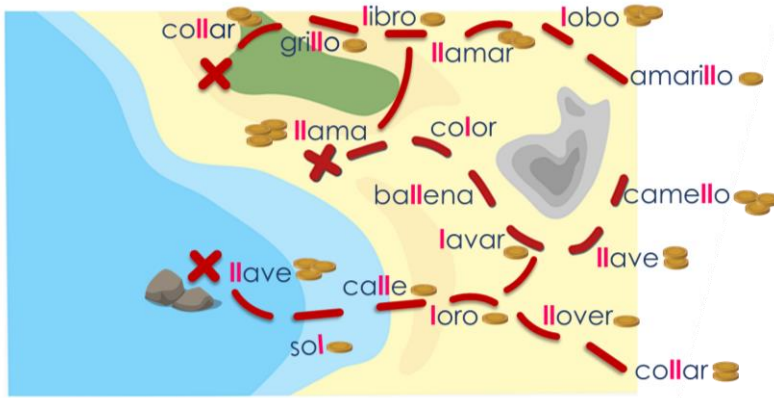


compara = s/he compares
su = his/her
fin = end
(la) semana = week



pronunciar

Pronuncia las palabras y colecciona monedas 🪙.



Write your favourite words with the sound [l] and [ll] here.



leer

[A] **Quique** escribe sobre* el fin de semana. ¿Quién es? Marca ✓.

- 1 Busco un libro en el parque.
- 2 Presenta información.
- 3 Uso mi barco en el parque.
- 4 Visito una plaza nueva.
- 5 Usa solo* inglés.
- 6 Visita un museo importante.
- 7 Busca ideas en un libro.

| | Quique (I) | Mamá Elena (she) |
|---|------------|------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |

[B] Lee otra vez. ¿Es divertido, importante, interesante o rara? Escribe [D], [Im], [In] o [R].

Es...

otra vez = again

¡No!

Es..



escuchar




Escucha y escribe. ¿Quién es? Marca ✓.

| 1 | Cr_____ un animal con papel. | I | s/he, it |
|---|------------------------------|---|----------|
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |



escribir

Escribe en español. Can you get at least 15 points?

| | | | |
|---|---------------|------------|------------|
|  x3 | happy | where? | impossible |
| | a ruler | incredible | happy |
|  x2 | a sheet, leaf | a pencil | an idea |
| | you have | a message | a word |
|  x1 | to visit | a church | un museum |
| | a park | a square | with |



escribir

Escribe 5 frases en español.

[I search]
[S/he searches]
[I create]
[S/he creates]
[I present]
[S/he presents]
[I use]
S/he uses
[I visit]
[S/he visits]

información
una iglesia
un museo
un parque
una plaza
una palabra
una idea
una hoja
un mensaje
un instrumento
una cosa
una planta
un libro
una regla

Not all combinations are possible so translate your sentences into English to ensure they make sense!

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |



pronunciar

[ga]



ganar

[go]



lago

Barcelona



- Talking about activities you and others do: **Barcelona**
- Outdoor activities

a b ñ



vocabulario

Write down the key language for this week.

| | | | | | |
|-----------|--|---------|--|-----|--|
| montar | | pasear | | la | |
| bicicleta | | estadio | | el | |
| madre | | padre | | por | |
| ciudad | | de | | | |

Definite articles: singular and plural
[the]



gramática

Remember! In Spanish, **things**, as well as people and animals, are either **masculine** or **feminine**. We say that they have **gender**.

To say **a** (or **an**) in Spanish use **un** before a masculine noun and **una** before a feminine noun.

To say **the** before a singular noun, you use **'el'** or **'la'**.



This is **grammatical**, not biological gender! A house (**una casa**) is not female, it is a **feminine noun**.

masculine

feminine

| | | | | | | | |
|----------------------|--------------------|-------------------|----------------------|-------------------------|-----------------|---------------------|----------------------|
| un museo | a museum | el museo | the museum | una iglesia | a church | la iglesia | the church |
| un parque | ___ park | el parque | ___ park | una ciudad | ___ city | la ciudad | ___ city |
| un estadio | ___ stadium | el estadio | ___ stadium | una bicicleta | ___ bicycle | la bicicleta | ___ bicycle |

leer Quique habla de actividades en Barcelona.
 [A] ¿Es 'I' (Quique) o 'she' (Sofía)?



[B] Choose the correct noun.

E Paseo por el ciudad | parque Güell.

1 Monto en bici por la ciudad | _____

2 Visita el estadio | casa Camp Nou.

3 Paseo por la parque | plaza.

4 Busca palabras en catalán en el _____ museo.

| | Quique (I) | Sofía (she) | Where? |
|----------|------------|-------------|---------|
| E | | ✓ | p _ _ _ |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |



Catalan is an official language in Catalonia, Valencia, the Balearic islands and Andorra. In Valencia, the language is called '**valenciano**'. Many of its words are similar to Spanish.



- ¡Bon dia!
- ¡Buenos días!
- ¡Adéu!
- ¡Adiós!

escuchar Quique habla de las actividades al aire libre. (el) **aire libre** – the open air

Escucha. ¿Es 'el' o 'la'?

| | ¿dónde? |
|----------|---------------------|
| E | playa estadio |
| 1 | ciudad museo |
| 2 | iglesia casa |
| 3 | plaza parque |
| 4 | bicicleta estadio |
| 5 | plaza parque |

¿Quién es? ¿Es al aire libre? ✓ ✗

| Quique (I) or Sofía (she) | ¿al aire libre? |
|---------------------------|-----------------|
| | |
| | |
| | |
| | |
| | |



escuchar

Escucha y escribe las letras.

pronunciar



| | ga | go | |
|----------|----|----|-------------------|
| E | | ✓ | __ ma |
| 1 | | | __ fas |
| 2 | | | pe __ r |
| 3 | | | al __ [something] |
| 4 | | | jue __ |
| 5 | | | __ lleta |
| 6 | | | __ tas |

Lee en orden alfabético.

domingo ganar gato

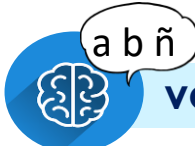
negar lago

algo tengo mago

pegar pagar

fuego

A ↓
Z ↓



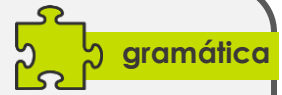
vocabulario

[A] Escribe "un" / "una" o "el" / "la".

| | definite (the) | indefinite (a/an) |
|----------|----------------|-------------------|
| E | ___ iglesia | ___ iglesia |
| 1 | ___ dibujo | ___ dibujo |
| 2 | ___ plaza | ___ plaza |
| 3 | ___ museo | ___ museo |
| 4 | ___ ciudad | ___ ciudad |
| 5 | ___ estadio | ___ estadio |
| 6 | ___ parque | ___ parque |

[B] Escribe el número.

Yes/No questions



Turn a statement into a yes/no question by making your voice go up at the end.

Monta en bici. I ride my bike.

Monta en bici. She rides her bike.

¿Monta en bici? Do I ride my bike?

¿Monta en bici? Does s/he ride her bike?

Remember that there is no word for 'do/does' in Spanish questions.



hablar

Persona A: (Person B – turn to the next page.)

Round 1 Your turn to ask!

Use your prompt card to ask questions.

1) **Pregunta** y **marca** .

| | |
|--------------------------|---------------|
| <input type="checkbox"/> | go for a walk |
| <input type="checkbox"/> | look for |
| <input type="checkbox"/> | visit |
| <input type="checkbox"/> | use |
| <input type="checkbox"/> | ride, go by |

| | |
|--------------------------|------------|
| <input type="checkbox"/> | the church |
| <input type="checkbox"/> | the park |
| <input type="checkbox"/> | the museum |
| <input type="checkbox"/> | bicycle |
| <input type="checkbox"/> | a book |

Round 2

Now listen to your partner and respond. Use your card to answer 'yes' or 'no.'

2) **Escucha y responde.**



visits

goes for a walk around

¡Sí!

¡No!



leer

Escribe en inglés. Can you get at least 15 points?

| | | | |
|----|-------------|--------|-----------|
| x3 | normalmente | de | ser |
| | soy | es | siempre |
| x2 | papel | cosa | viejo |
| | instrumento | raro | nuevo |
| x1 | por | el | la |
| | estadio | ciudad | bicicleta |
| | pasear | montar | padre |





hablar

Persona B. (Person A – see previous page.)

Round 1 Your turn to respond!
Listen to your partner and respond.
Use your card to answer 'yes' or 'no'.

Round 2 Your turn to ask!
Now use your prompt card to ask questions.

1) Escucha y responde.



¡Sí!
 ¡No!

goes for a walk through
 looks for




2) Pregunta  y marca  .

- ride, go by
- use
- visit
- look for
- go for a walk

- the stadium
- the city
- bicycle
- the square
- a pencil



escribir

Escribe en español. Can you get at least 15 points?

| | s/he, it is (trait) | always | usually |
|---|---------------------|----------------------|------------------------|
|  x3 | from, of | to be, being (trait) | I am (trait) |
|  x2 | (the) thing | (the) paper | (the) instrument |
| | raro (m) | new (m) | old (f) |
|  x1 | the (m) | the (f) | through, around, along |
| | (the) stadium | (the) bicycle | (the) city |
| | to go for a walk | to ride, riding | (the) father |





pronunciar

[gu]



gusano

por la tarde

Actividades



La abuela Valeria



- Talking about activities you and others do
- Afternoon activities

a b ñ



vocabulario

Write down the key language for this week.

| | |
|-----------------|------------|
| descansar | (el) campo |
| (la) habitación | (la) tarde |
| por | |

Knowing who does what

[-ar verbs: 'I' vs. 'you']



gramática

In Spanish, the words for 'I' and 's/he' (pronouns) are often unnecessary. To mean 'I' with a verb, we remove -ar and add -o.

To mean 'you' with a verb, we remove -ar and add -as.

I

Ejemplo

you

Descanso en la habitación.

Descansas en la habitación.

I relax in the room

You relax in the room



Translate the examples.

Descanso en el campo. → _____.

Descansas en el campo. → _____.



escuchar

Quique habla con Sofía : ¿De quién habla?

¿Qué información menciona? Marca ✓

Marca ✓.

| | Quique (I) | Sofía (you) |
|---|------------|-------------|
| E | ✓ | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

| object | place | person |
|--------|-------|--------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| en inglés |
|----------------------|
| with m _ s _ _ _ _ _ |
| |
| |
| |
| |
| |



leer

Quique escribe .

Lee. ¿Qué es en inglés?

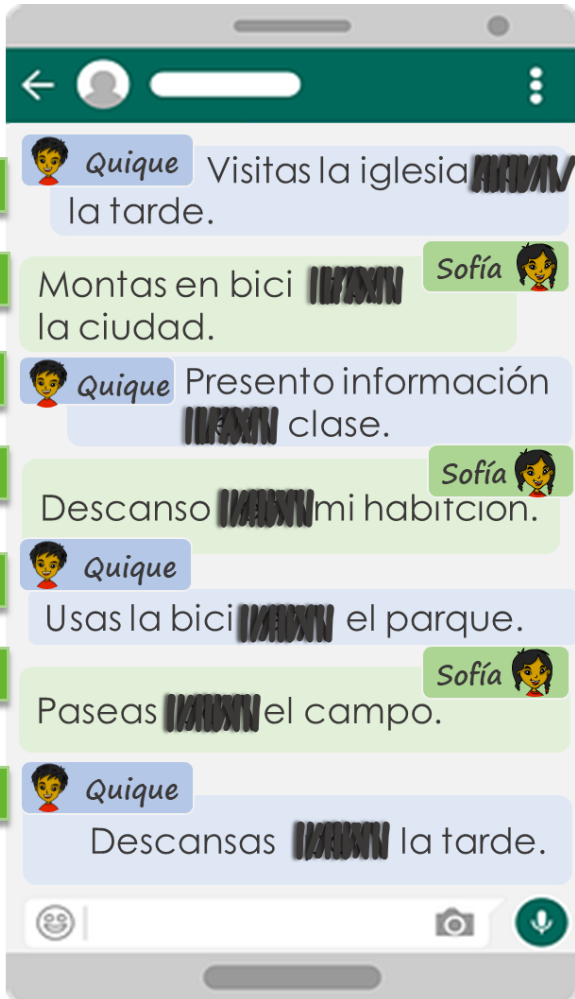
Multiple meanings of 'por' gramática

You learnt **'por'** is a preposition that is often used with **verbs of movement**. It can be translated in different ways in English.

Paseo por la ciudad.
 I go for a walk **around** the city.

Paseo por el campo.
 I go for a walk **in** the countryside.

We also use **'por'** to indicate the time of the day (morning, evening). In this case, it is translated as **'in'**.
 Visito el museo **por** la tarde.
 I visit the museum **in** the afternoon.



| | in | around |
|---|----|--------|
| E | ✓ | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |



leer

Ahora traduce* las frases al inglés.

traduce = translate

| | |
|---|------------------------------------|
| E | You visit the church __ the _____. |
| 1 | _____ your bike _____ the city. |
| 2 | __ present _____ in class. |
| 3 | __ relax ____ my _____. |
| 4 | _____ _____ the park. |
| 5 | _____ _____ the countryside. |



pronunciar

[A] Escucha. Escribe [ga] [go] or [gu].

Mi [1] to [2] s odia el [3] fue __

el [4] domin__ y el [5] la__.

Tiene un [6] ami__ [7] sano

y [8] __s lo* tiene

en su* [9] bi__te* [10] alar__do

[B] Practica el poema con tu pareja.



lo = it
su = his/her
el bigote - whiskers
alargado - long

Knowing who does what

[-ar verbs: 'I', 'you', s/he, it']



gramática

Paseo - ____ I (go for a) walk D __ c ____ - I relax

Paseas - ____ (go for a) walk D __ c ____ - you relax

Pasea - ____ (goes for a) walk D __ c ____ - s/he relaxes



leer

Lee. ¿Qué persona es? Colorea*.

rojo (I)
amarillo (you)
azul (s/he).



colorea = colour in



leer

Quique y Sofía hacen* actividades por la tarde.
¿Quién es? Marca ✓.

- E Pasea por la
- 1 Visita el
- 2 Busco una nueva.
- 3 Uso un divertido.
- 4 Monta en bicicleta por el
- 5 Descanso por la

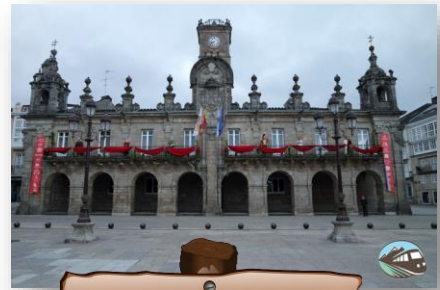
| | Quique (I) | Sofía (she) | ¿Qué? |
|---|------------|-------------|----------------------|
| E | | ✓ | parque plaza |
| 1 | | | museo iglesia |
| 2 | | | mensaje palabra |
| 3 | | | bolsa instrumento |
| 4 | | | iglesia campo |
| 5 | | | tarde estadio |

As part of his English homework, Quique has tried to translate his list into English, but he's made some mistakes. Can you help him?

| | | |
|---|--------------------------------------|----------------|
| E | You go for a walk around the city. | I go, squ_ _ _ |
| 1 | She looks for the stadium . | |
| 2 | She looks for the new word. | |
| 3 | I create an important instrument . | |
| 4 | I ride her bike in the bedroom. | |
| 5 | She goes for walk in an afternoon. | |



'Plaza Mayor' is the main square in many towns and cities in Spain. In Latin America, the main square is 'Plaza de Armas'.



leer Traduce la postal.

i[Hello] abuela*!
 [I am] en [the countryside] con Quique
 [and] estoy muy [happy].
 [In] [the afternoon], [I ride] [my bicycle] and
 Quique [relaxes] en [the bed]. Mi madre [visits]
 [the museum] [with] mi [father]. Mi familia es
 muy [important]. También [I go for a walk]
 [around] [the square] de Lugo. [It is] bonita*. [Do
 you go for a walk] en Lima? Hasta luego* ,
 Quique



traduce = translate
 (la) postal = postcard



escribir Escribe en español. Can you get at least 15 points?

| | | | |
|--|---------------------|--------------------------|-----------------|
| | you are (trait) | Spain | from |
| | interesting (m/f) | important (m/f) | England |
| | fun (m) | (the) information | (the) country |
| | to create, creating | to look for, looking for | to use, using |
| | countryside | around, in | to ride, riding |
| | afternoon | in (with time) | the (f) |
| | to relax, relaxing | room | the (m) |



pronunciar

[ca]



cama

[co]



contar

[cu]



cucaracha

[ga]



ganar

[go]



lago

[gu]



gusano

El club de leer



- Talking about activities you and others do.
- Activities in school: the reading club

a b ñ

vocabulario

Write down the key language for this week.

| | |
|----------|--------------|
| aprender | (la) carta |
| leer | (la) noticia |
| español | (la) revista |
| inglés | |

Knowing who does what

[-er verbs: 'I' vs. 's/he, it']

Some Spanish infinitives end in **-er**.

We know to mean 'I' & 's/he, it' with a verb, the verb ending **changes**.

To mean 'I' with a verb, we remove **-ar** and add **-o**.

To mean '**s/he, it**' with a verb, we remove **-ar** and add **-e**.

I

Ejemplo

s/he, it

Aprendo **o** español en clase.

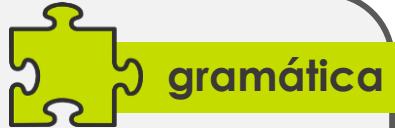
Aprende **e** español en clase.



I learn Spanish in class.



S/he learns Spanish in class.



Translate the examples.



Aprendo inglés en clase. → _____.



Aprende inglés en clase. → _____.



escuchar

Quique habla del club de leer.



¿Quién es? Marca ✓. Rodea* la respuesta correcta.



| | Quique (I) | Rubén (she) | información extra |
|---|------------|-------------|--------------------------------------|
| E | ✓ | | a book a magazine |
| 1 | | | information about... England Spain |
| 2 | | | in Spanish English |
| 3 | | | a letter a book |
| 4 | | | information about... England Spain |
| 5 | | | an interesting book piece of news |

rodea = circle



leer

¡Mi gemela es diferente!

Quique escribe de él* y Sofía.

[A] Lee. ¿Quién es? Marca ✓.

E. Aprende una palabra.

1. Busco mi profesora.

2. Lee una carta en inglés.

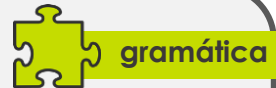
3. Leo información de un país interesante.

4. Aprendo con una revista.

5. Visito papá en la oficina.

Él = he
 (la) **gemela** = twin sister
 (la) **oficina** = office

Personal 'a'



In Spanish, after verbs such as 'ver' [to see, seeing] and 'visitar' [to visit, visiting], we need to use 'a' if what we see, or visit is a person or a pet.

⚠ This **does not happen** in English!

Place/object

person/pet

Visito el museo.

Visito **a** un amigo.

🧐 I visit the museum.

🧐 I visit a friend.

[B] ¿Necesita 'a' o no? ✓ ✗

| | Quique | Sofía | 'a' |
|---|--------|-------|-----|
| E | ✓ | | |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |



leer

[C] Ahora traduce las frases al inglés .

traduce = translate

| | |
|---|---|
| E | She <u>learns</u> a word. |
| 1 | I _____ for my _____. |
| 2 | He _____ a _____ in English. |
| 3 | _____ information _____ an interesting country. |
| 4 | _____ with _____. |
| 5 | _____ in the office. |

escuchar Escucha y completa. **pronunciar**

| | | | |
|-------------|--------------|-----------------|------------|
| tortu _____ | _____ s | [I do] ha _____ | _____ ncha |
| _____ rro | se _____ ndo | _____ orro | li _____ |

Lee los nombres.

Manolito gafotas

"El Imbécil"

Nicolás (el abuelo)

Catalina (la mamá)

Orejones (el amigo)

Manolo García (el papá)

Susana (la amiga)

los = the (plural, masculine)
 nombre = name | enemigo = enemy

'Manolito Gafotas' es un libro famoso* en España.

leer Escribe en inglés .

| | | | |
|---|--|----|--|
| 1 | | 6 | |
| 2 | | 7 | |
| 3 | | 8 | |
| 4 | | 9 | |
| 5 | | 10 | |



Yes/No questions gramática

Turn a statement into a yes/no question by making your voice go up at the end.

Leo un libro. I read a book.

¿Leo un libro? Do I read a book?

This works for any verb and any person (e.g., I, you, s/he).

¿Lee una revista? Does she read a magazine?



escuchar

[A] Escucha. ¿Qué palabra es?

¿Es una pregunta (?) o una respuesta (.)?

| | | | | | | | | | | | |
|---|--|-------------|-------------|--------|--|---|--|---------|-------------|------------|--|
| E | | I learn | s/he learns | I read | | 3 | | I learn | s/he learns | s/he rides | |
| 1 | | I visit | s/he reads | I read | | 4 | | I learn | s/he reads | I see | |
| 2 | | s/he learns | I learn | I see | | 5 | | I read | I use | s/he uses | |

[B] Escucha otra vez. Use the correct words to translate what you hear. ⚠ There are some **extra** ones!

otra vez = again

| E | Spanish English |
|---|--|
| 1 | (a piece of news a letter in Spanish in English) |
| 2 | with mum with dad |
| 3 | in class in the park |
| 4 | a book a magazine of English Spanish |
| 5 | on Monday Tuesday a piece of news |



hablar

Escribe un nombre en secreto. Tu compañero/a, adivina.

¿Does s/he...?

¡Sí! / ¡No!

Manolito



(reads a magazine) Monday

Catalina

(visits the church) Wednesday

Nicolás

(learns English) Tuesday



Orejones (el amigo)

(visits a museum) Tuesday



Manolo

(reads a news item) Wednesday

'El Imbecil'

(learns Spanish) Monday






Susana

(reads a book) Sunday



leer Escribe en inglés. Can you get at least 15 points?

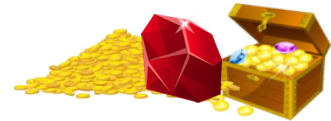


| | | | |
|---|------------|------------|----------|
|  x3 | día | sábado | domingo |
| | qué | miércoles | jueves |
|  x2 | la plaza | con | viernes |
| | visitar | la iglesia | el museo |
|  x1 | de | la noticia | inglés |
| | la revista | el libro | español |
| | aprender | leer | la carta |

escribir ¿Dónde está el oro*? Escribe frases. el oro = gold

Write logical sentences to find gold and jewels!

| | | | | | | | | | | | | | |
|-------------|---|----|---|---|---|-----|-------------------|---|---|-----|---|---|-----|
| in |  | in |  | a |  | (f) | in* the afternoon | a |  | (f) | a |  | (m) |
| I read | | | | | | | | | | | | | |
| S/he reads | | | | | | | | | | | | | |
| I learn | | | | | | | | | | | | | |
| S/he learns | | | | | | | | | | | | | |



| | |
|---|---|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |



escribir

Escribe en español. Can you get at least 15 points?

| | | | |
|---|----------|--------------------|------------------|
|  <p>x3</p> | Saturday | day | Wednesday |
| | Thursday | Sunday | What? |
|  <p>x2</p> | Thursday | to visit, visiting | with |
| | museum | square | church |
|  <p>x1</p> | magazine | book | news |
| | English | to learn, learning | to read, reading |
| | Spanish | letter | of |



escribir

Escribe cinco frases lógicas en español.

| | | | |
|-----|----------|--------------|---------------------|
| I | learn(s) | a magazine | with my teacher (f) |
| | | a friend (m) | on the beach |
| | | an answer | in class |
| He | read(s) | a question | of Spain |
| | | a book | of Perú |
| | | a letter | in the afternoon |
| She | see(s) | a game | every day |
| | | a word | every week |
| | | a drawing | in English |

Handwriting practice box with a pencil icon and a bandage icon at the top.

Handwriting practice box with a pencil icon and a bandage icon at the top.



pronunciar

[que]



pa**que**te



You know the SSC [ca], [co], [cu]. The same /k/ sound in front of 'e' is [que] because [ce] is always a soft 'c' sound. E.g. celebrar.

El recreo



Understanding and talking about activities I and others do at break time.



vocabulario

Write down the key language for this week.

| | |
|----------------|----------------|
| comer | (la) actividad |
| responder | (el) ejercicio |
| (el) bocadillo | (la) naranja |
| (el) ordenador | hacer |
| hago | haces |

Knowing who does what



gramática

[-er verbs: 'I' vs. 'you']

We know to mean 'I' & 'you' with a verb, the verb ending **changes**.

To mean 'I' with a verb, we remove -er and add - **o**.

To mean 'you' with a verb, we remove -er and add - **es**.

Ejemplo

I

comprend**e**

you

Como un bocadillo.

Comes fruta.

I eat a sandwich.

You eat fruit.



Translate the examples.

Como una naranja. → _____.





















Comes un bocadillo. → _____.



escuchar

Quique habla con Sofía. ¿Quién es? Escribe 'A' o 'B'.

Escucha y escribe el verbo. ¿Qué imagen es correcta?


| | A  B  | verbo | imagen | | |
|---|---|-------|---|---|---|
| E | | | a  | b  | c  |
| 1 | | | a  | b  | c  |
| 2 | | | a  | b  | c  |
| 3 | | | a  | b  | c  |
| 4 | | | a  | b  | c  |
| 5 | | | a  | b  | c  |

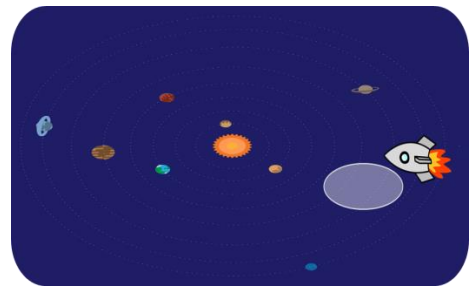


pronunciar

Pronuncia las palabras.

¿Pronuncias bien? Tu compañero marca .

| | <input checked="" type="checkbox"/> <input type="checkbox"/> |  | | <input checked="" type="checkbox"/> <input type="checkbox"/> |  |
|---|--|---|---|--|---|
| 1 | | | 6 | | |
| 2 | | | 7 | | |
| 3 | | | 8 | | |
| 4 | | | 9 | | |
| 5 | | | | | |









Total:



escuchar

[A] Escucha.
¿Qué palabra es?

| | | | | | |
|---|--|---|-----|----------|-------------|
| E |  | a | the | horse | city |
| 1 |  | a | the | computer | room |
| 2 |  | a | the | bed | bike |
| 3 |  | a | the | mother | father |
| 4 |  | a | the | stadium | countryside |
| 5 |  | a | the | park | country |

[B] Escribe.

| the | a/an |
|--------------|------------|
| ___ | una pelota |
| el ordenador | ___ |
| ___ | una cama |
| ___ | una madre |
| el campo | ___ |
| ___ | una país |



a b ñ



vocabulario

Practica en parejas.

Ask your partner how to say these words in Spanish. Then swap roles.

| | |
|-----------------------|---------------------|
| 1. to do, make | 11. stadium |
| 2. to eat, eating | 12. father |
| 3. to reply, replying | 13. city |
| 4. activity | 14. of, from |
| 5. exercise | 15. to have, having |
| 6. sandwich | 16. a, an (f) |
| 7. computer | 17. plant |
| 8. orange | 18. bag |
| 9. to go for a walk | 19. through, around |
| 10. to ride, riding | 20. bed |

¿Cómo se dice en español? _____

¡Correcto!

If you don't know, say '¡No sé!'

No sé!

Always say the words for 'the' (el, la) with nouns. E.g. **el** estadio.

practica = practise | **pareja** = partner

Knowing who does what

[-er verbs: 'I', 'you', s/he, it']



gramática



Leo - ____ read



A ____ **d** _ - I learn



Lees - ____ read



A ____ **d** _ - you learn



Lee - ____ reads



A _____ - s/he learns

✂



You can do this with any -er verb. Try writing the I, you & s/he form of '**comprender**' and '**ver**'. This is called 'conjugating' a verb 😊.

Knowing who does what: hacer

[hacer: to do, make; doing, making]



gramática

Note: 'I do' is different from the usual pattern.

Ha**go** una actividad. Ha**ces** una actividad. Ha**ce** una actividad.



I do an activity.



You do an activity.



S/he does an activity.



leer

Escribe en inglés. Can you get at least 15 points?



| | | | |
|--------|----------------|----------------|----------------|
| x3 | un | (el) libro | (la) cama |
| | tener | (la) bolsa | (el) barco |
| x2 | (la) ciudad | por | la |
| | montar | pasear | (la) bicicleta |
| x1 | responder | (el) bocadillo | (la) naranja |
| | (el) ejercicio | (el) ordenador | comer |
| | (la) actividad | leer | aprender |



leer

Quique escribe a Sofía ¿Quién es?

¿Es Quique (I), Sofía (you), o la profesora* (she)?

Escribe el verbo y el número (1-5) de la frase.

| | |
|---|---|
| 1 | Haces un dibujo en papel. |
| 2 | Aprendo el vocabulario con el profesor. |
| 3 | Responde a un mensaje de mamá. |
| 4 | Hago un ejercicio en inglés. |
| 5 | Lee un libro en la clase. |



[I]

[you]



[she]

| | | |
|--|---------|--|
| | 1 haces | |
|--|---------|--|

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |



pronunciar

[qui]

15

quince



You know the SSC [ca], [co], [cu]. The same /k/ sound in front of 'e' is [que] because [ci] is always a soft 'c' sound. E.g. bicicleta.



- Use 'tengo', 'tienes' and 'tiene' to say how many things you and others have



vocabulario

Write down the key language for this week.

| | | | |
|--------|--|-------|--|
| uno | | siete | |
| dos | | ocho | |
| tres | | nueve | |
| cuatro | | diez | |
| cinco | | once | |
| siete | | doce | |

Tener: I have & s/he, it has
[to have, having]



gramática

To mean 'I have', use 'tengo'.

I

Tengo una botella.



I have a bottle.

To mean 'you have', use 'tienes'.

you

Tienes un juego.



You have a game.

💡 To talk about something in the plural (more than one), Spanish often adds an 's' to the end of nouns ending in **-o**, **-a** or **-e**.

Tengo tres botellas.



I have three bottles.

Tienes cuatro juegos.



You have four games.



escuchar Quique compete* con Sofía.

¿Quién tiene qué? ¿1 o +1? Marca ✓. Escribe el número.

| | Quique (I) | Sofía (she) | 1 | +1 | número |
|---|------------|-------------|---|----|--------|
| E | ✓ | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |



compite = competes

Tener: I, you, s/he

[to have, having]



tengo - ____ have



tienes - ____ have



tiene - ____ has



Translate the examples.

¿Ángela tiene un gato.

→ _____

¿Ángela tiene dos gatos.

→ _____

las = the (f., pl.)
(la) frase = phrase, sentence
decidir = to decide, deciding



leer Lee las frases y decide.



Tiene dos libros.
Tengo dos plantas.
Tiene cuatro revistas.
Tengo cinco revistas.
Tiene una bici.
Tengo tres instrumentos.

a. Who has more items?

b. Who could play music?

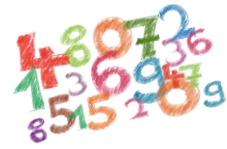
c. Who could go on a bike ride? _____

d. Who could read? _____



e. Who has more valuable items?

f. Whose items do you prefer?



escuchar

¡Bingo! Escribe seis números.

| | | |
|--|--|--|
| | | |
| | | |

| | | |
|--|--|--|
| | | |
| | | |



escuchar

¿Qué sonido es?

pronunciar



| | qui | ci | |
|----------|-----|----|--|
| E | ✓ | | a ____ |
| 1 | | | pis ____ na |
| 2 | | | ____ ne |
| 3 | | | po ____ to <small>[little bit]</small> |
| 4 | | | mari ____ ta |
| 5 | | | tran ____ lo |

Escribe una palabra.

Tu compañero/a adivina.



| | | |
|--------|-----------|-----------|
| cocina | bicicleta | aquí |
| cine | equipo | mariquita |
| quince | poquito | piscina |
| | tranquilo | |

la **palabra** = word
adivina = guess



pronunciar



Escucha y canta.

Yo soy el **uno**, como yo no hay ninguno.
 (I am one, there's no one like me.)

Yo soy el **seis**, siempre bailo ya lo ves.
 (I am six, I always dance as you can see.)



Yo soy el **dos**, ahora tengo mucha tos.
 (I am two, now I have a lot of cough.)

Yo soy el **siete**, remonto un barrilete.
 (I am seven, I make a kite)



Yo soy el **tres**, doy la vuelta al revés.
 (I am three, I flip around.)

Yo soy el **ocho**, y me como un bizcocho.
 (I am eight, I eat a sponge cake.)



Yo soy el **cuatro**, y me gusta el teatro.
 (I am four, I like drama.)



Yo soy el **nueve**, cuando salgo siempre llueve.
 (I am nine, when I go out it always rains.)



Yo soy el **cinco**, los charquitos siempre brinco.
 (I am five, I always jump over puddles.)



Yo soy el **diez**. ¿La cantamos otra vez?
 (I am ten. Shall we sing it again?)



 leer Completa la suma y escribe el número.

| | la suma | el resultado  |
|---|--------------------|--|
| E | uno (+) tres = | |
| 1 | cuatro (+) dos = | |
| 2 | siete (+) tres = | |
| 3 | cinco (+) cuatro = | |
| 4 | doce (-) cuatro = | |
| 5 | doce (-) nueve = | |
| 6 | doce (-) siete = | |



escuchar Escucha y escribe el número en español.

| | Número en español |
|---|-------------------|
| E | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |


¿Qué imagen es?



Nouns in plural



gramática

 To talk about something in the plural (more than one), Spanish often adds an 's' to the end of the noun ending in -o, -a or -e.



Translate the examples.



Tengo dos sombreros.





Tienes tres regalos.







leer

Quique manda mensajes a la abuela. Lee las frases.



¿Quién es? Marca ✓.

| | Quique (I) | Abuela Valeria (She) |
|---|------------|----------------------|
| E | ✓ | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

E Quique Tengo cinco mensajes.

3 Quique ¡Tienes un ordenador viejo!

1 Quique ¿Tienes cuatro libros interesantes?

4 Quique Tengo una hermana nerviosa.

2 Quique ¡Tienes seis perros!

5 Quique ¿Tienes doce camas?

manda = he sends



leer

Escribe en inglés. Can you get at least 15 points?



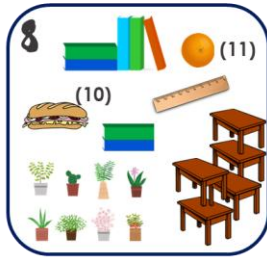
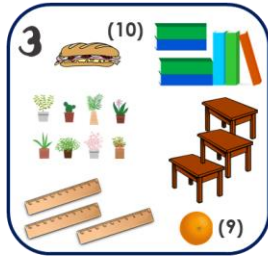
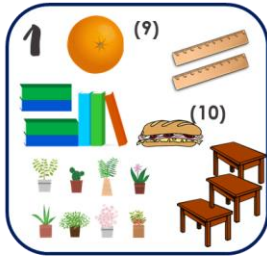
| | | | |
|----|-------------|-----------------|------------|
| x3 | la puerta | la mesa | el dibujo |
| | el profesor | por (la mañana) | la hermana |
| x2 | la mañana | la habitación | tiene |
| | el campo | descansar | la tarde |
| x1 | tres | cinco | doce |
| | cuatro | tienes | nueve |
| | once | ocho | seis |



hablar

Escribe un número en secreto (1-8).
Tu compañero/a, adivina.

adivina = guess



¿Tienes [number] [item] ?

¡Sí... 😊!

¡No... 🙅!

Remember to make the nouns plural by adding an 's' to the end of the noun ending in -o, -a or -e.



escribir

Escribe en español. Can you get at least 15 points?

| | | | |
|-----------|---------------|--------------------|-----------------|
| <p>x3</p> | (the) door | (the) drawing | (the) table |
| | teacher (m) | in (+ time) | (the) sister |
| <p>x2</p> | (the) morning | (the) room | (the) afternoon |
| | countryside | to relax, relaxing | s/he, it has |
| <p>x1</p> | six | nine | eight |
| | five | ten | eleven |
| | four | seven | twelve |

pronunciar

[que]



paquete

[qui]

15

quince

[ce]



centro

[ci]



decir
[to say, tell]

Mi monstruo



- Understand and create a description of a monster.
- Use 'unos' and 'unas'.



vocabulario

Write down the key language for this week.

| | | |
|-------------|-----------|------------|
| tiene | unos | (la) oreja |
| unas | (la) boca | (el) pie |
| (la) cabeza | (el) dedo | (el) ojo |

Talking about things in the plural

[Indefinite articles: **unos** / **unas**]



gramática

To mean 'a/an', use either **un** or **una**.

un dedo



a finger

una boca



a mouth

To mean '**some**' before a plural noun, use '**unos**' or '**unas**'.

unos ojos



some eyes

unas orejas



some ears

To mean '**some**' for masculine plural noun, use '**unos**'.

To mean '**some**' for feminine plural noun, use '**unas**'.

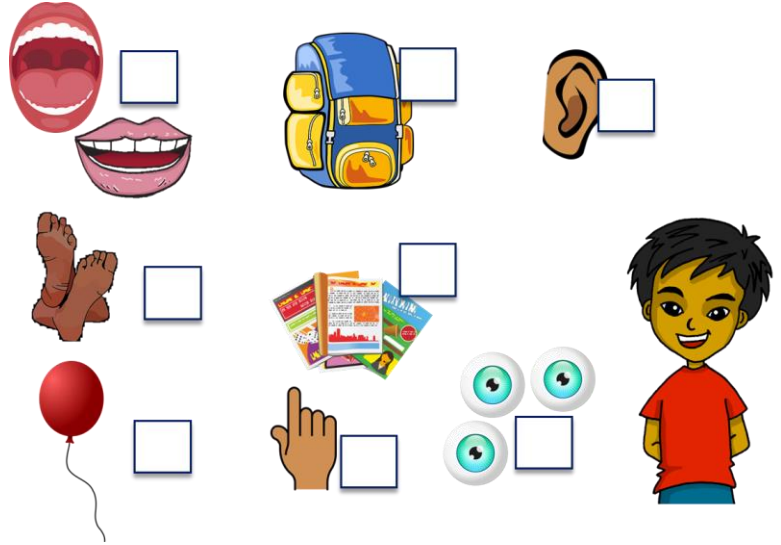


leer

[A] **Quique dibuja* unos monstruos.** How many of each is he planning to draw? **Escribe 1 o +1.**

- E** unos ojos
- 1** una oreja
- 2** unas bocas
- 3** unos pies
- 4** una mochila
- 5** unos dedos
- 6** un globo
- 7** unas revistas

[B] **Escribe el número.**



escuchar

Quique tiene otro sueño. Escucha y marca ✓.

There is

There are

Ahora escucha y lee. ¿Es posible?

Escribe la palabra .

| | There is | There are |
|----------|-------------------------------------|--------------------------|
| E | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 1 | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | <input type="checkbox"/> | <input type="checkbox"/> |

- E** _____ **4** _____
- 1** _____ **5** _____
- 2** _____ **6** _____
- 3** _____ **7** _____



pronunciar

Escribe cinco palabras en secreto.

Tu compañero/a, adivina.



(el/la) **compañero/a** = male/female partner
adivina = guesses



hablar Continúa la serie.

5 7 9 3 6 8 4 10

| | |
|----------|------------------------|
| E | 1, 2, 3, 4, 5, _____ |
| 1 | 11, 10, 9, 8, _____ |
| 2 | 2, 1, 3, 1, 4, 1 _____ |

| | |
|----------|----------------------|
| 3 | 4, ____, 8, ____, 12 |
| 4 | 12, 11, 10, _____ |
| 5 | 1, 3, 5, _____ |
| 6 | 11, 9, 7, _____ |



escuchar [B] Escucha y escribe en inglés.

| | | |
|----------|--------------------|-----------------|
| E | It has _____ | eyes ears . |
| 1 | It has _____ small | mouth finger. |
| 2 | It has _____ | feet eyes. |
| 3 | It has _____ | hats feet. |
| 4 | It has _____ | fingers feet. |



Mi monstruo tiene...



hablar Completa el poema.

(el) poema = poem **redonda** = round
para = in order to, to
veo = I watch, see

En mi cara redonda*
[I have] [eyes] y nariz ,
 y también **[I have] [a mouth]**
 para* **[to eat, eating]** y reír

Con mis **[eyes]** veo* todo ,
 con mi nariz hago ¡achís!
 y con mi **[mouth] [I eat]**
 palomitas de maíz.



leer

Escribe en inglés. Can you get at least 15 points?



| | | | |
|----|----------|------------|------------|
| x3 | la idea | la regla | tienes |
| | el lápiz | el mensaje | la palabra |
| x2 | inglés | aprender | de |
| | español | la noticia | leer |
| x1 | el pie | trece | la cabeza |
| | el dedo | unos | la oreja |
| | el ojo | la boca | tiene |



escribir

Escribe en español.

You can use the words to help you.



Don't forget capital letters and full stops!

unas

tiene

nueve

cinco

dedos

unos

una

1

It has some ears



2

It has five eyes.



2

It has a mouth.



3

It has nine fingers.



4

It has some feet.



orejas

tiene

tiene

boca

ojos

tiene

pies

tiene

escribir Elige* un monstruo y escribe en español.

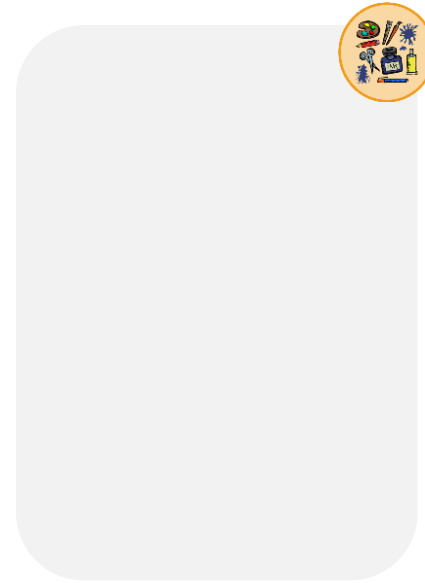
Ejemplo

Mi monstruo tiene dos pies y una cabeza.
En la cabeza de mi monstruo hay una boca
y siete ojos. No tiene orejas.

Add 'no'
before the
verb to make
a sentence
negative.



| |
|--|
| |
| |
| |
| |
| |
| |



escribir Escribe en español. Can you get at least 15 points?

| | | | |
|----|--------------------|----------|--------------|
| x3 | message | word | pencil |
| | ruler | You have | idea |
| x2 | to learn, learning | news | English |
| | reading | Spanish | of |
| x1 | head | foot | twelve |
| | some | finger | s/he, it has |
| | ear | eye | mouth |



leer

Lee la información.



Max



Max es amigo de Quique. Es de Inglaterra y aprende español en la escuela.



- Use 'hay', to say how many things there are.
- Use 'cuántos' and 'cuántas'.



Write down the key language for this week.



vocabulario

¿cuántos?

¿cuántos?

Hay

[there is; there are]



gramática

To mean 'there is' or 'there are' in Spanish, use '**hay**'.

Use 'hay' with both **singular** and **plural** nouns.

Hay unos estuches.

Hay una respuesta.

There are some pencil cases.

There is an answer.



escuchar

Max aprende sobre Lugo. Escucha y marca ✓.

| | There is | There are |
|---|----------|-----------|
| E | ✓ | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |

Ahora escucha y lee. ¿Es diferente?

Escribe la palabra .

| | | | | | |
|---|--------------------------|-------|---|--------------------------|-------|
| E | <input type="checkbox"/> | _____ | 4 | <input type="checkbox"/> | _____ |
| 1 | <input type="checkbox"/> | _____ | 5 | <input type="checkbox"/> | _____ |
| 2 | <input type="checkbox"/> | _____ | 6 | <input type="checkbox"/> | _____ |
| 3 | <input type="checkbox"/> | _____ | 7 | <input type="checkbox"/> | _____ |

viaja = she travels

¿Cuántos? | ¿Cuántas?

[How many?]



gramática

The question word '¿cuántos?' & '¿cuántas?' agrees with the gender and number of the noun it describes.

Use '¿cuántos?' with **masculine plural** nouns, and '¿cuántas?' with **feminine plural** nouns.

¿Cuántos museos hay?

¿Cuántas fiestas hay?

How many museums are there? How many festivals are there?

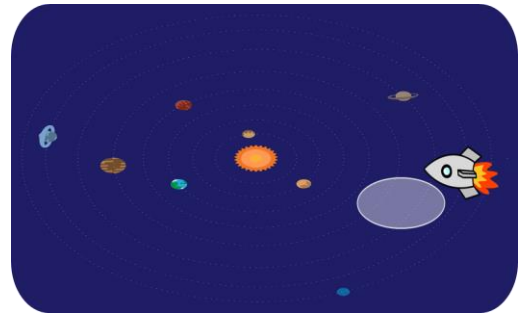


pronunciar

Pronuncia las palabras.

¿Pronuncias bien? Tu compañero marca .

| | ✓ | ✗ | 💰 | | ✓ | ✗ | 💰 |
|---|---|---|---|---|---|---|---|
| 1 | | | | 6 | | | |
| 2 | | | | 7 | | | |
| 3 | | | | 8 | | | |
| 4 | | | | 9 | | | |
| 5 | | | | | | | |



Total:



escuchar

Escucha y escribe en inglés.

| | | |
|---|-----------|------------------------------|
| E | _____ | bikes computers words. |
| 1 | _____ big | church museum square. |
| 2 | _____ | stadium squares parks. |
| 3 | _____ | dogs horses bikes. |
| 4 | _____ | classrooms cities rooms. |



leer

[A] Max manda mensajes a Quique. Lee las frases. ¿Qué palabra es?

E

Max ¿Cuántos estadios hay en Lugo?

3

Max ¿Cuántas ciudades hay en España?

1

Max ¿Cuántas iglesias hay en la ciudad?

4

Max Hay unos museos.

2

Max Hay una bicicleta en casa.

5

Max ¿Cuántos parques hay?

cuántos

cuántas

E

1

2

3

4

5

mandar = to send, sending
las = the (f., pl.) | (la) frase = sentence



leer

[B] Lee las frases y escribe en inglés.

E

H___ m_____ s_____ there?

1

H___ m_____ c_____ there i_ the _____?

2

There _____ b_____ at home.

3

H___ m_____ c_____ there i_ _____?

4

There _____ m_____.

5

H___ m_____ p_____ there?



leer

Escribe en inglés. Can you get at least 15 points?



x3

el papel

vieja

el instrumento

la cosa

raro

nueva



x2

responder

el ordenador

hago

comer

el bocadillo

hacer

en

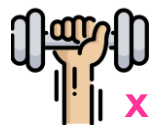
unos

¿Cuántos?

hay

¿Cuántas?

ocho



x1

nueve

es

unas






escribir

Escribe en español. Can you get at least 15 points?

| | | | |
|---|---------------|----------------|--------------------------|
|  <p>x3</p> | old (m) | instrument | thing |
| | paper | odd (f) | new (f) |
|  <p>x2</p> | To do, make | to eat, eating | Sandwich |
| | computer | I do, make | to reply to, replying to |
|  <p>x1</p> | How many? (f) | some (f) | How many? (m) |
| | seven | It is | some (m) |
| | eleven | There is | eight |

 Just have a go! Write any of these English words in Spanish. You can add different words, too.



escribir

Escribe un mensaje a Max en español.
Write anything you like!

Hello! How are you?

I am Quique and I live in Lugo.

I speak Spanish but I also learn English.

In Lugo there is a museum and a church.

I read magazines and I ride my bike with my sister, Sofia.

What activities do you do?

Bye!



escribir

Busca en la imagen y escribe el número..

Count the Easter pictures and write how many you see.



| ¿Qué? | ¿Cuántos? |
|----------|-----------|
| pollitos | |
| corderos | |
| cestas | |
| narcisos | |
| conejos | |
| iglesias | |
| huevos | |

escribir

Fill in the missing numbers on the eggs.



leer

Match each chick to an egg. Write the English translations below.

A

B

C