

<b>LKS2 Cycle B Unit B4a</b>	<b>OBJECTIVES</b>	<b>Pupils should learn:</b> <ul style="list-style-type: none"> <li>To say and understand the names of some singular food and drinks words in Spanish</li> <li>Use and understand the difference between the singular indefinite and definite articles</li> <li>To give their opinions of singular food and drinks using <i>me encanta</i>, <i>(no) me gusta</i> and <i>odio</i></li> <li>To say they or someone else are hungry and thirsty</li> <li>To say they or someone else want to eat or drink</li> </ul>	<b>CULTURE</b>									
<b>¿Tienes hambre?</b>	<b>VOCABULARY</b>	<table border="0"> <tr> <td style="text-align: center;"><b>verbs</b></td> <td style="text-align: center;"><b>nouns</b></td> <td style="text-align: center;"><b>adjectives</b></td> <td style="text-align: center;">[frequency]</td> </tr> <tr> <td> <b>tengo</b> [19]  <b>tienes</b> [19]  <b>tiene</b> [19]   <b>hambre</b> [1262]  <b>sed</b> [2214] </td> <td> <b>me gusta</b> [22/163]  <b>no me gusta</b> [11/22/163]  <b>me encanta</b> [22/1202]  <b>odio</b> [2189]  <b>¿te gusta?</b> [48/163] </td> <td> <b>lunes</b> [1370]  <b>martes</b> [3101]  <b>miércoles</b> [1816]  <b>jueves</b> [1650]  <b>viernes</b> [1259]  <b>sábado</b> [1179]  <b>domingo</b> [693] </td> <td></td> </tr> </table>	<b>verbs</b>	<b>nouns</b>	<b>adjectives</b>	[frequency]	<b>tengo</b> [19] <b>tienes</b> [19] <b>tiene</b> [19]  <b>hambre</b> [1262] <b>sed</b> [2214]	<b>me gusta</b> [22/163] <b>no me gusta</b> [11/22/163] <b>me encanta</b> [22/1202] <b>odio</b> [2189] <b>¿te gusta?</b> [48/163]	<b>lunes</b> [1370] <b>martes</b> [3101] <b>miércoles</b> [1816] <b>jueves</b> [1650] <b>viernes</b> [1259] <b>sábado</b> [1179] <b>domingo</b> [693]		<b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>Expressions with <i>tener</i> (tengo hambre/ tengo sed)</li> <li><i>Querer</i> + infinitive</li> <li>Notion of gender</li> <li>Definite articles <i>el / la</i></li> <li>Opinions of singular foods</li> <li>Conjunctions <i>y</i> and <i>pero</i></li> </ul>
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	ACTIVITIES	<ul style="list-style-type: none"> <li>• Read <i>Today is Monday</i> by Eric Carle and then sing the song of the Spanish <i>Hoy es lunes</i>. This will recap days of the week and introduce some food words.</li> <li>• Focus on <i>si tienes hambre</i> from the song. Can children work out how to say "I am hungry"? (<i>Tengo hambre</i>)</li> <li>• Introduce <i>Quiero comer</i> (I want to eat). Use the foods from the song to create sentences such as <i>Tengo hambre. Quiero comer pizza</i>.</li> <li>• Present and practise the remaining food words.</li> <li>• Introduce <i>Tengo sed</i> and <i>Quiero beber</i> and practise with the drinks words.</li> <li>• Play a game like Guess Who. Think of a food or drink. The children take it in turns to ask <i>¿Tienes hambre/sed?</i> / <i>¿Quieres comer + food?</i> / <i>¿Quieres beber + drink?</i> until they guess the food or drink you are thinking of.</li> <li>• Children can hold a picture card or do an action for their partners to practise <i>Tiene hambre/sed, Quiere comer/beber...</i></li> <li>• Sort the food and drink words into masculine and feminine (recap ways of finding out which is which). Show children how it won't make sense to use <i>un/una</i> in front of most of them. Explain that we have to use <i>el/la</i> instead, which mean 'the'.</li> <li>• Show examples of opinion sentences with <i>me gusta</i>. Explain that <i>me gusta</i> = 'it pleases me'. Therefore <i>me gusta el chocolate</i> = chocolate pleases me / I like chocolate.</li> <li>• Introduce <i>no me gusta</i> and <i>me encanta</i> and show how they work in the same way.</li> <li>• Finally introduce <i>odio</i>.</li> <li>• Children can say and write their opinions of the different foods. Encourage use of <i>y</i> and <i>pero</i> to create longer sentences.</li> <li>• Build up practice sentences using flashcards of food and smiley faces to show opinions</li> </ul> <p><b>Stories, poems, songs and rhymes:</b></p> <ul style="list-style-type: none"> <li>- <i>Hoy es lunes</i> (Eric Carle)</li> </ul>
	RESOURCES	<ul style="list-style-type: none"> <li>• Knowledge organiser</li> <li>• Pair activity – opinions</li> <li>• <i>Hoy es lunes</i> song and lyrics</li> <li>• Sentence builder</li> </ul>
	SUMMATIVE TASK	n/a
	" I CAN "	<p>I can</p> <ul style="list-style-type: none"> <li>• Say that I am hungry or thirsty and that I want to eat or drink.</li> <li>• Express my opinions of some foods and drinks.</li> </ul>

**Listening:**

- Listen attentively to spoken language and show understanding by joining in and responding
- understand feelings

**Speaking:**

- express opinions
- engage in conversations
- communicate feelings
- speak in sentences, using familiar vocabulary, phrases and basic language structures

**Reading:**

- develop their ability to understand new words that are introduced into familiar written material
- read carefully and show understanding of words, phrases and simple writing.
- Understand feelings in writing

**Writing:**

- Write at varying length using the variety of grammatical structures that they have learnt (short paragraph, opinions, articles and connectives)
- Adapt sentences to create new sentences, to express ideas clearly

**Grammar:**

- Conjugation of high-frequency verbs (gustar, tener, querer)
- Gender and number of nouns
- Definite articles
- Key features and patterns of the language (use of gustar to express opinion)