



Unit Objective: To say what pet you have and do not have in Spanish



By the end of this unit we will be able to:

- Know the nouns and indefinite articles for 8 common pets.
- Ask somebody if they have a pet and give an answer back.
- Say in Spanish what pet we have/do not have and give our pet's name.
- Start to use the simple connectives **y** (and) and **pero** (but) to make more complex and interesting sentences.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2. And vocabulary from the **Early Learning** units.
- Vocabulary from '**Me Presento**' and '**La Familia**' units.
- The difference between a definite and indefinite article/determiner.
- That nouns in Spanish have gender and this has an impact on the determiner.

Skills we will develop:

To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives **y** (and) and **pero**. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.

Activities we will complete:

A number of different activities to learn the 8 nouns and indefinite articles for the pets using a variety of speaking, listening, reading and written tasks (including crosswords, word banks and word puzzles). After recycling and revisiting **tengo...** (I have) learning how to say **no tengo...** ' (I do not have...) plus the pet in Spanish. Learning how to use the structure **que se llama** and complete more demanding listening and reading tasks. There will a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.

Grammar we will learn & revisit:

Indefinite articles, high frequency verbs & negative.

Revisiting 1st person singular conjugations of high frequency verbs **me llamo**, **tengo**, **soy** and **vivo**. Indefinite articles/determiners **un** and **una**. Negative structure **no tengo...**Differences in Spanish punctuation marks like ¿¡

Phonics & pronunciation we will see:

Recommended phonics focus: **GA GE GI GO GU**

- **GA** sound in **gato** & **tortuga**
- **GO** sound in **gorra** & **abrigo**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **co-to-rra**, **tor-tu-ga** and **pe-rro**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **rat-ón**.



Vocabulary we will learn & revisit:

Revisiting personal details (names/ age/where we live) and the high frequency verbs **tengo**, **soy** and **vivo**. 8 nouns and indefinite articles for common pets and how to ask and answer the question **¿Tienes una mascota ?** using the structure **que se llama** and the two connectives **y** (and) and **pero** (but). All listed in the Vocabulary Sheet.