



Foreign Languages

All the resources you need to plan and deliver
stress-free language lessons

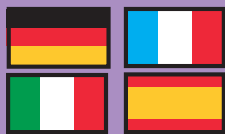
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Ideas for teaching any language to 7–11 year olds



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- Effective and creative language learning activities based on drama, dance and performance, suitable for whichever language is being studied
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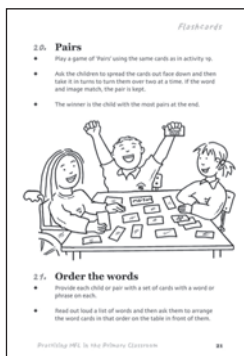
100+ Fun Ideas for Practising Modern Foreign Languages in the Primary Classroom

978-1-903853-98-6

120 pages. £14.50

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- 137 tried and tested activities which can be used to develop speaking, listening, reading and writing skills in any language
- Enjoyable, interactive activities that are guaranteed to get an enthusiastic response from all pupils
- Ideal for students starting to learn a foreign language.



See also
pages
15, 30, 33

**Best
seller!**



More Fun Ideas for Advancing Modern Foreign Languages in the Primary Classroom

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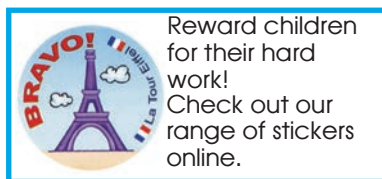
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- Games and fun activities to give learners confidence and help them create their own sentences and communicate effectively with others
- Encourage children to feel ownership of the language and understand how the language 'works'
- Develop and extend speaking, listening, reading and writing skills
- Suitable for most languages and for a wide range of topics.



See also
pages
17, 32, 35

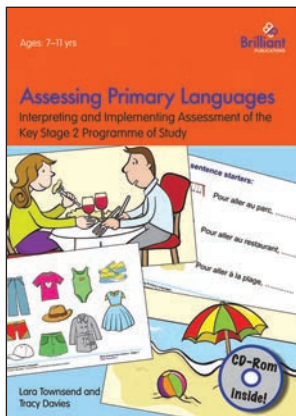


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NEW!

Interpreting and implementing assessment of the KS2 PoS



Assessing Primary Languages

978-1-78317-281-8

106 pages. £37.99

(excl. VAT on CD-Rom)



- Breaks the Programmes of Study into achievable, understandable objectives, creating unified tracking for any language
- Supports non-specialist and specialist teachers to interpret the requirements of KS2 Programmes of Study
- Tried and tested framework can be used for planning with activities suggested for each area and stage
- Programmes of Study broken down into smaller areas, cross-referenced across four stages making assessing pupil progress easy
- Contains a large number of creative and adaptable ready-to-use activities, including those which can be used to support measuring pupils' progress for each area and at each stage.

Ready to Use Materials

Write phrases from memory

Programme of Study
Write phrases from memory, and adapt these to create new clearly.

Stage 3 criteria
Write a few sentences of varying length, with support, using grammatical structures. Write short phrases from memory.

Additional assessment opportunity
Understand basic grammar appropriate to the language being used.

Context-specific example: **clothes**
Create a poster depicting and annotating three outfits for different occasions.

Notes
It is important that pupils have the opportunity to practise writing in French.

Notes on Example outcome
The outcome provided is an example of secure achievement. The example does not contain any errors, however a pupil may not fulfil the criteria of the Stage.

What to do
Display the sentence starters (Pupil resource 1) and model sentences.
Give pupils pictures of clothing as a stimulus (Pupil resource 2) they can include additional items.
Outlines of clothing items could be used instead to allow pupils to make their own clothing selections.
Pupils select items of clothing appropriate (or not!) for each situation.
Pupils complete the sentences from memory.

How to use the Exemplification Table

Find the aspect of the Programme of Study you want to assess

Choose which Stages of progression you want to target

KS2 Programme of Study	Stage 1 (linked to LL Grade 1)	Stage 2 (linked to LL Grade 2)	Stage 3 (linked to LL Grade 3)	Stage 4 (linked to LL Grade 4)
Language in conversations: Ask short answer questions, express opinions and respond to those of others; seek clarification and help.	Pupils can: Give some correct information in response to simple questions.	Pupils can: Answer simple questions in full sentences. Ask one to two questions with support.	Pupils can: Ask a few simple questions. Respond to questions with answers of varying length and detail, including simple opinions.	Pupils can: Take part in a simple conversation and express opinions, responding to what is said with a degree of continuity.
Generic activities: - Surveys - Performance/play (Stages 2-4) - Group - Role-play - Language - Games - Short - Ask - Read - Listen - Use - Plan - Write - Draw	Context-specific example: leisure Pupils provide some information about their leisure time.	Context-specific example: leisure Conduct a survey about the leisure likes/dislikes of other pupils in the class.	Context-specific example: leisure Perform an unscripted (but planned and rehearsed) play using some visual prompts (pages 35-37).	Context-specific example: leisure Take part in a structured, unplanned group conversation using visual prompts (pages 35-37).

Look for specific examples of suitable activities for each Stage of progression

Possible sentence starters:

Pour aller au parc,

Pour aller au restaurant,

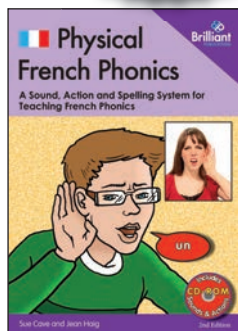
Pour aller à la plage,

By the same authors:
Getting to Grips with French Grammar
on page 18

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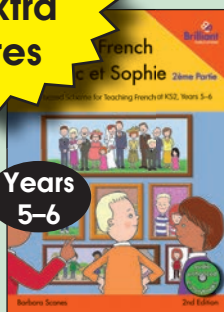
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Story-based approach to learning French

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Stories are an ideal way to engage children and get them excited about learning French. A good French story will:

- ✓ Provide an enjoyable, stress-free way to learn the rhythm of the language, intonation and pronunciation
- ✓ Introduce sentence structures in a natural way, so children learn to phrase things as a native speaker would
- ✓ Make it easy to present written and spoken language together so children can see the links between them
- ✓ Enable key vocabulary to be learned in context
- ✓ Empower children to create their own sentences
- ✓ Combine naturally with drama and role-play

With **Learn French with Luc et Sophie** you not only get 28 specially written, humorous, graduated stories. You will also get all this:

- Audio-enhanced electronic copies of the stories for individual use or display on IWB
- An original song in each unit to reinforce vocabulary
- Audio files of stories, acted out by native French speakers, along with vocabulary, songs and listening exercises to aid correct pronunciation
- Activities for use on IWBs
- Easy to use teacher's book with lesson plans based on stories and ideas for developing all four language learning skills – reading, writing, speaking and listening
- Reproducible activity sheets, scripts for stories and assessment sheets
- Translations, vocabulary lists, grammar boxes – all to support the non-specialist.

Find out more on the following pages.

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Lesson plans based on the stories with ideas for developing reading, writing, listening and speaking

Story scripts for pupils to act and reinforce language

Grammar boxes to support the non-specialist

[illegible]

Activity sheets to consolidate learning

Trente et un invités

Maman: Mon bébé va faire son anniversaire.

Maman: Ah, oui, Luc, combien d'amis ?


Luc: Azur, je t'ai invité à l'école.

Maman: Et Marie, le fils qui est à Daniel, n'est-il pas invité ?

Maman: Et Sophie, singe-queue et Sophie, singe-queue et son cousin Marc ?

Luc: C'est ça ! Et Marc ?


Maman: Non, Luc, trop d'







Tu aimes les rats ?

Fill in the blank with the right words from the box below.
Look at the thumbtack to see which words you should use.

je m'appelle _____



1. Tu aimes les rats ? _____ les rats ? 
2. Tu aimes les biscuits ? _____ les biscuits ? 
3. Tu aimes les hommes ? _____ les hommes ? 
4. Tu aimes les chats ? _____ les chats ? 

This time, choose your own answer to the questions and write it in the blank.


1. Tu aimes les chiens ? _____ les chiens
2. Tu aimes les poissons rouges ? _____ les poissons rouges.
3. Tu aimes les poneys ? _____ les poneys.
4. Tu aimes les bananes ? _____ les bananes

Can you think of your own question to ask someone? Write it on the line below.

I'aime je n'aime pas j'adore je déteste

Self-assessment sheets to monitor children's progress

Interactive sentence builder activities reinforce grammar



Unité 8 – J'ai un chat

Make as many sentences as you can.

Choose your sentence and see if it is correct!

J'ai

quatre

un

treize

dix

seize

quatorze

poneys

lapins

rats

chat

poissons

chien

rouges


marron

jaune

verts

orange

rouge



Reset question

Audio-enhanced e-storybooks

Look, listen and learn on the IWB

Versatile, easy-to-use, PowerPoints of each book with embedded vocabulary and dialogue enable you to enrich your pupils language learning experience. Look at the pages below to see how you can use the e-storybooks.

Vocabulaire

salut

oui

ils sont

pour

mes poupées

Click on the words in the vocabulary list to hear them spoken

Click an arrow to turn the page

Click on the speech bubbles to hear them spoken

Click the speaker to hear the whole page

Vocabulaire

combien de biscuits ?

j'ai

tu as

un biscuit

des biscuits

salut

oui

ils sont

pour

mes poupées

mais

beaucoup (de)

Click on the French words in the vocabulary list to hear them spoken

Click an arrow to turn the page

combien de biscuits ?	how many biscuits?
j'ai	I have
tu as	you have
un biscuit	a biscuit
des biscuits	some biscuits
salut	hi (can also mean 'bye)
oui	yes
ils sont	they are
pour	for
mes poupées	my dolls
mais	but
beaucoup (de)	lots of

Stories for sharing

The *Luc et Sophie* stories are available individually
and in convenient packs of 14, with one of each title.

Stories in 1ère Partie (Part 1)



Stories in 2ème Partie (Part 2)



**Single books
@ £3.75 each**

Set of all 14 storybooks in 1ère Partie (Part 1)
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Leveled storybooks

The *Luc et Sophie* storybooks are ideal for use in French guided reading sessions. The 8-page stories all have a twist at the end that will keep your pupils engaged. The graduated levels of difficulty help build confidence while increasing comprehension and fluency.

From Part 1
Bonjour - Story 1
1ère Partie, Unité 1

Audio-enhanced versions of stories supplied to enable them to be displayed on IWB for whole class/group guided reading lessons

Repetitive phrasing and simple sentences embed vocabulary and grammar

Engaging, full-colour illustrations bring characters to life

Vocabulary builds throughout the series, providing children with words they can use in speaking and writing activities

Relevant story topics with humorous exploits make reading the stories in French enjoyable and memorable



Original, fun stories written entirely in French

Grammatical structures introduced progressively throughout series, provide pupils with the tools they need to speak with increasing confidence and fluency

Vocabulary list at back of each story introduces new words and phrases

Vocabulaire

Luc est le professeur (le prof) dans la salle de classe.
Luc dit - écoutez-moi je suis votre répétiteur (formal) rigoureux monsieur il faut dire les élèves font comme Luc comme ça, comme ça

Luc is the teacher (male or female) in the classroom
Luc says listen to me I am your (formal) repeat (formal) rigorous you must say the pupils copy Luc so-so I'm not OK like that up

Luc et Sophie's challenge

Colour in the picture and write what you think the children are saying in the speech bubbles. (This page may be photocopied.)



Challenge pages at the end of each book provide opportunities for practising writing

From Part 2
Luc est le professeur - Story 1
2ème Partie, Unité 1

Graded French information books

Pupils learn to read by reading, but not all children enjoy reading stories.

Encourage all your class to become independent French readers using this series of 18 easy-to-read information books.

These colourful photographic books:

- Consolidate core vocabulary
- Introduce unfamiliar language in controlled way, to enable children to start reading French straight away without being daunted
- Include repetition to reinforce language and patterns
- Contain in-built progression and differentiation
- Introduce pupils to life in France and French-speaking countries
- Support Intercultural Understanding by broadening pupils' perceptions
- Enable children to hear correct pronunciation and make sound-spelling links by following along with audio files
- Can be read individually or displayed on an Interactive Whiteboard for shared reading (using PDF versions on CD-Rom)

Here's how we help you deliver engaging lessons, stress-free ...

NEW

Full pack details for each level are on pages 12–13.

What's in the Teaching Guide?

Why information books?

Teachers often use fiction to improve pupils' reading skills but information texts are equally valuable. Information (or non-fiction) books appeal to:

- those who are not too keen on reading fiction
- those who want to boost their general knowledge.

Different ways to use the books

Pupils can read silently in class or you could let them listen as they read. For example, you read the text aloud while pupils follow the images and words on the board. Or you might let pupils listen to the audio as they follow the words on the board or in the book.

Teachers notes for getting the most from the resource

What's on the CD-Rom?

Audio files of each text allow pupils to hear French pronunciation by a native speaker and to make correct sound-spelling links.

PDF versions of stories supplied on CD-Rom to enable them to be displayed on IWB for whole class/group guided reading lessons

Jeunes francophones

Ins brief interviews with some of the French-speaking around the world: Belgium, Quebec, Martinique, New ... possible, locate these areas on a ... d. Stress the value of being able ... h, not only in France, which may ... You could do some cross-curricular work studying ... reasons for this, as many countries where French is ... were French colonies in past years.

African country was once a French colony, part of ... torial Africa. Although other languages are spoken too, ... language is French.



Background on each topic and language focus

Translations of each book and quiz answers



How the page layout helps children to read

NEW

Extend pupils' vocabulary and reinforce language through natural repetition

Photos offer visual support to develop reading fluency

Level 1 (6 books)

Usually a single, short sentence per page

Level 2 (6 books)

Usually 1–3 short to medium sentences per page

Reinforce high frequency words

Unfamiliar language is controlled to ensure reading success

bleu



C'est bleu comme la mer Méditerranée.

2

dit :



« Mon passe-temps préféré, c'est la lecture. J'aime lire les romans fantastiques comme Harry Potter et Hunger Games. »

4

As-tu bonne mémoire ?

1. Le raisin, c'est ...

- a) rouge
- b) jaune
- c) noir
- d) vert



2. Le tournesol, c'est

- a) bleu
- b) jaune
- c) vert
- d) rouge



3. Tu vois quelles couleurs ?

- a) blanc
- b) bleu
- c) vert
- d) rouge



4. En Normandie, les toits sont gris comme à Paris.

- a) vrai
- b) faux



Quelle est ta couleur préférée ?
Le bleu ? Le blanc ? Le rouge ?

9

Fun memory tests to check understanding

Level 3 (6 books)

Usually 3–4 sentences per page, varying in length

au Japon ?

ans dans le Massif Central, France.



Ici, les volcans sont
a) actifs
b) éteints

4

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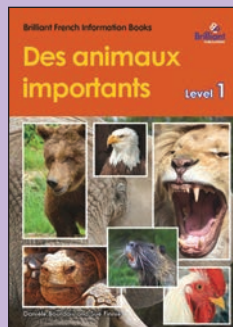
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per page



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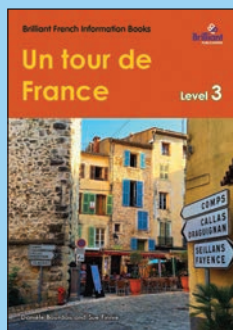


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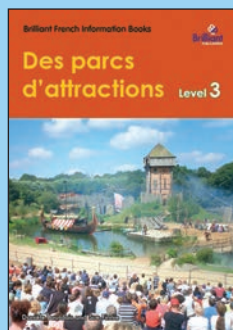
Usually 3–4
sentences per page,
varying in length



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Need more readers for your class?

The information books can be bought as individual titles so you can mix and match to suit your needs. More details are on our website.

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about French culture

Book Packs

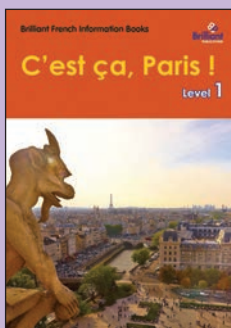
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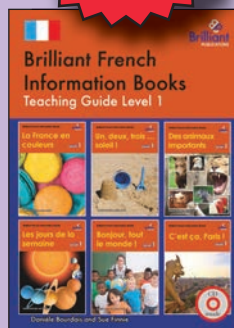
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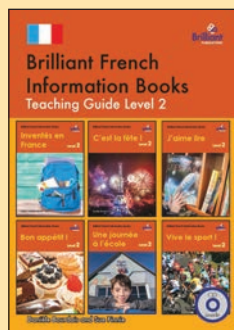
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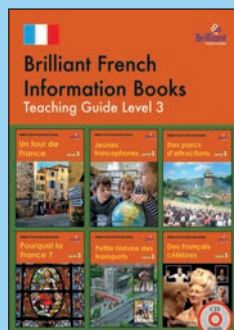
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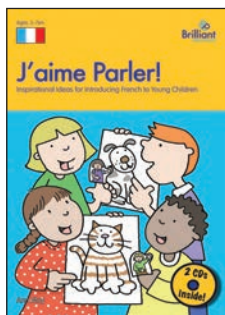
French for young learners



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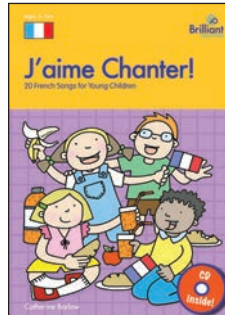
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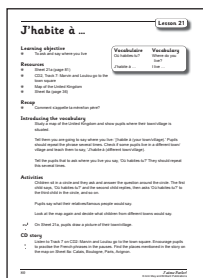
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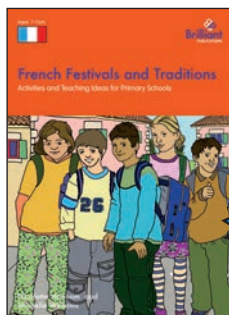


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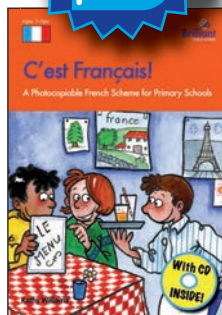
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120 pages. £14.50 e-pdf £9.99

Find out more about this book on page 4



Chantez Plus Fort!
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- Help pupils explore the patterns and sounds of French through these specially written, catchy songs
- Topics include: greetings, numbers, classroom instructions, rhymes and sounds, weather and more
- CDs include 20 songs sung by French children, mini-dialogues for listening comprehension and role-plays, and instrumental versions of the songs
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C'est Français!
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- This flexible scheme is ideal for the non-specialist MFL teacher, especially in Years 3 and 4
- Clearly laid out lesson plans make planning and delivering lessons easy
- Attractive pupil pages help to consolidate learning
- The CD models all the language introduced and includes traditional French songs
- Topics range from animals, family and food to numbers, weather and holidays.

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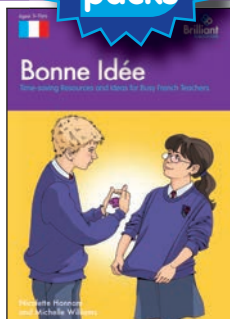
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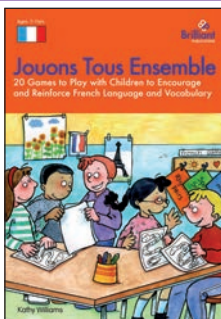


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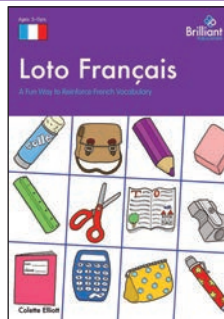
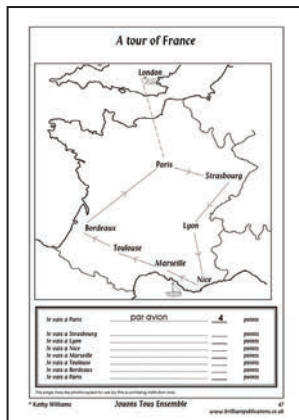
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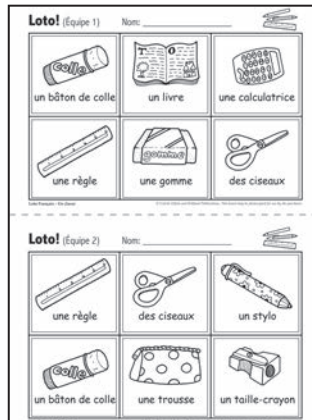
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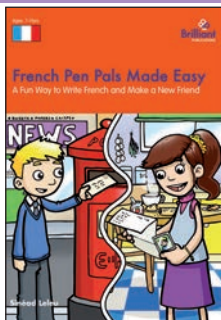


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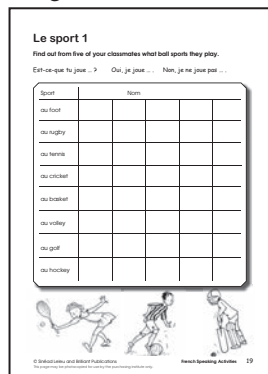
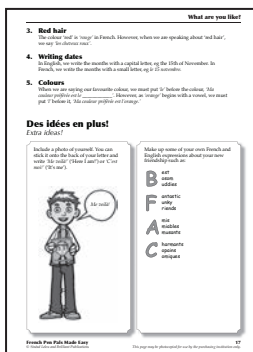
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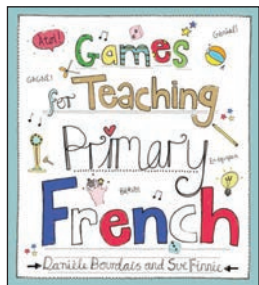
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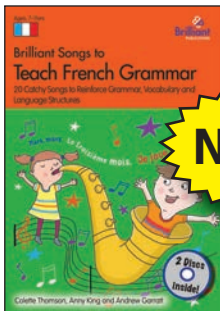
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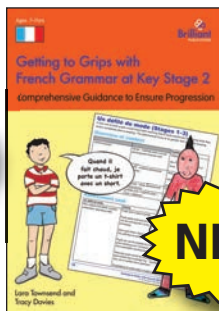
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7. J'ai du talent!

A TV talent show stage set. The two judges sit side by side, the presenter stands by them.

The Audience are to one side.

- Presenter** (to Audience) Bonjour et bienvenue à «J'ai du talent!» Voici les juges ...
- Judge 1** (waves. Audience applauds) Bonjour!
- Judge 2** (waves. Audience applauds) Bonjour!
- Presenter** (indicates Contestant 1) Et maintenant, faites du bruit pour le candidat numéro un!
- Contestant 1** (walks onto stage and bows. Audience applauds) Bonjour, je m'appelle Léo (or Léa) Leblanc.
- Presenter** (to Contestant 1) Léo (or Léa), tu joues d'un instrument de musique?
- Contestant 1** Oui, je joue du piano.
- Presenter** Très bien, on écoute.

Contestant 1 sits at piano and plays a short tune. At the end, Audience applauds and calls out.

- Audience** Bravo! Encore! Excellent! Génial! Bien joué!
- Presenter** (turns to Judge 1) Juge numéro un?
- Judge 1** (smiles) Super! Bien joué!
- Presenter** (turns to Judge 2) Juge numéro deux?
- Judge 2** (smiles) Oui, c'est génial ... Génial!
- Contestant 1** (happy) Merci. Au revoir!
- Presenter** (indicates Contestant 2) Et maintenant, faites du bruit pour le candidat numéro deux!
- Contestant 2** (walks onto stage and bows. Audience applauds) Bonjour, je m'appelle Lucas (or Lucie) Lenoir.
- Presenter** (to Contestant 2) Lucas (or Lucie), tu joues d'un instrument de musique?
- Contestant 2** Oui, je joue du violon.
- Presenter** Très bien, on écoute.

Contestant 2 plays a short squeaky tune on violin. At the end, feeble applause/some boos.

- Audience** Null! Ennuyeux! Affreux!
- Presenter** (turns to Judge 1) Juge numéro un?
- Judge 1** (frowns) Hmm ... C'est ennuyeux!
- Presenter** (turns to Judge 2) Juge numéro deux?
- Judge 2** (frowns/shakes head) Non, non, non ... C'est affreux! C'est nul!
- Contestant 2** (sad) Merci. Au revoir!



Try this play from **12 Petites Pièces à Jouer**

Why don't you hold your own talent contest?

Presenter (*indicates Contestant 3*) Et maintenant, faites du bruit pour le candidat numéro trois!

Contestant 3 (*walks onto stage and bows. Audience applauds*) Bonjour, je m'appelle Maxime (or Marie) Legrand.

Presenter (*to Contestant 3*) Maxime (or Marie), tu joues d'un instrument de musique?

Contestant 3 Oui, je joue de la guitare.

Presenter Très bien, on écoute.

Contestant 3 plays a short tune on guitar. At the end, Audience applauds and calls out.

Audience Formidable! Bis! Bravo! Génial! Bien joué!

Presenter (*turns to Judge 1*) Juge numéro un?

Judge 1 (*smiles*) Impressionnant! C'est génial!

Presenter (*turns to Judge 2*) Juge numéro deux?

Judge 2 (*smiles*) Oui, bravo! C'est formidable!

Contestant 3 (*happy*) Merci. Au revoir!

Presenter (*to Audience*) Alors, le public ... Qui va gagner?

Audience (*each call out a number*) Numéro un ... numéro deux ... numéro trois ...

Judge 1 (*stands, raises hand*) Silence, s'il vous plaît! Nous avons décidé. Le gagnant, c'est ...

Judge 2 (*stands*) Le numéro un!

Contestant 1 (*victorious*) Merci! Merci! C'est génial!

Presenter Alors, ce soir, le gagnant, c'est ... le numéro un: Léo (or Léa) Leblanc! C'est génial! Au revoir et à la semaine prochaine!

Audience applauds.

Teacher notes for learning and performing the play

7. J'ai du talent!

Teacher's page

QCA SoW:	Unit 14
Vocabulary:	Musical instruments; opinions
Functions:	Saying your name; asking/saying what instrument you play; giving your opinion
Grammar:	Jouer de + musical instrument; c'est + adjective
Characters:	8+ (presenter, 2 judges, 3 competitors, audience: 2+ pupils/rest of class)
Props:	Microphone for presenter; musical instruments, if possible
Costumes:	None needed, but judges/competitors could wear smart clothes
Sound effects:	Music extracts, if pupils are not playing instruments

Set:	A talent show
Chorus possible:	Yes (the Audience can be composed of any number of children)

Notes

- Pupils should be familiar with the format of TV talent shows. The judges might enjoy adopting the character of current judges. Explain that there are similar shows on French TV.
- Ideally, pupils should play real instruments. You can amend the scripts to fit the instruments (*Je joue de la batterie, de la trompette*, etc). You could also add more contestants playing different instruments, to extend the play.

Translation

I've got talent!

Presenter Hello and welcome to 'I've got talent!' Here are the judges ...

Judge 1 Hello!

Judge 2 Hello!

Presenter And now, make some noise for Contestant number one!

Contestant 1 Hello, my name is Léo/Léa Leblanc.

Presenter Léo/Léa, do you play a musical instrument?

Contestant 1 Yes, I play the piano.

Presenter Very good, we're listening

Audience Bravo! Again! Excellent! Great! Well played!

Presenter Judge number one?

Judge 1 Super! Well played!

Presenter Judge number two?

Judge 2 Yes, that's great ... Great!

Contestant 1 Thank you. Goodbye.

Presenter And now, make some noise for Contestant number two!

Contestant 2 Hello, my name is Lucas/Lucie Lenoir.

Presenter Lucas/Lucie, do you play a musical instrument?

Contestant 2 Yes, I play the violin.

Presenter Very good, we're listening.

Audience: Rubbish! Boring! Awful!

Presenter Judge number one?

Judge 1 Hmm ... It's boring!

Presenter Judge number two?

Judge 2 No, no, no ... That's awful! It's rubbish!

Contestant 2 Thank you. Goodbye.

Presenter And now, make some noise for Contestant number three!

Contestant 3 Hello, my name is Maxime/Marie Legrand.

Presenter Maxime/Marie, do you play a musical instrument?

Contestant 3 Yes, I play the guitar.

Presenter Very good, we're listening.

Audience: Wonderful! Encore! Well done! Great! Well played!

Presenter Judge number one?

Judge 1 Impressive! That's great!

Presenter Judge number two?

Judge 2 Yes, well done! That's wonderful!

Contestant 3 Thank you. Goodbye.

Presenter So, Audience ... Who is going to win?

Audience Number one ... Number two ... Number three ...

Judge 1 Quiet, please! We have decided. The winner is ...

Judge 2 Number one!

Contestant 1 Thank you, thank you. That's great!

Presenter So, this evening the winner is number one, Léo/Léa Leblanc! That's great! Goodbye and see you next week!

J'ai du talent!

**Activity
Sheet**

- a) Are these comments from the judges and the audience positive or negative? Listen to the play to help you decide. Then colour the bubbles:

positive = yellow

negative = red

1



2



3



4



5



6



7



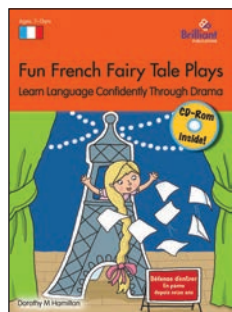
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- b) Choose a word from the box to write under each bubble to show its meaning.

Impressive!	Well done!	Awful!	Well played!	Wonderful!	Boring!	Rubbish!	Great!
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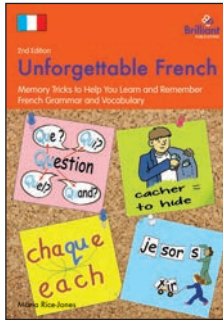
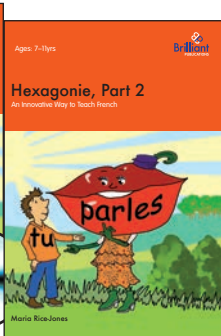
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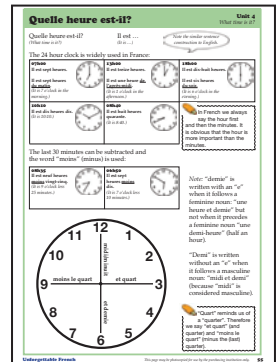
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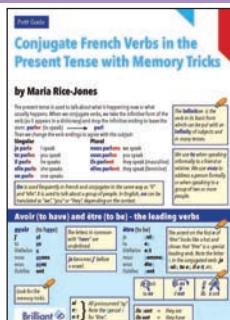
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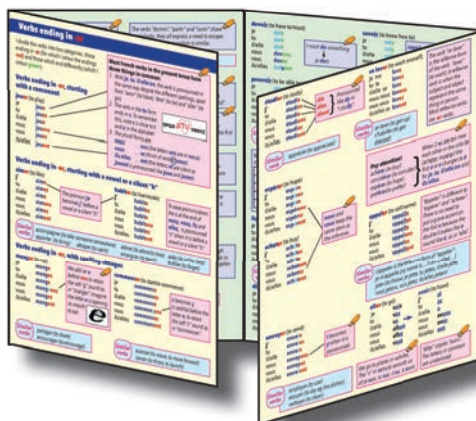
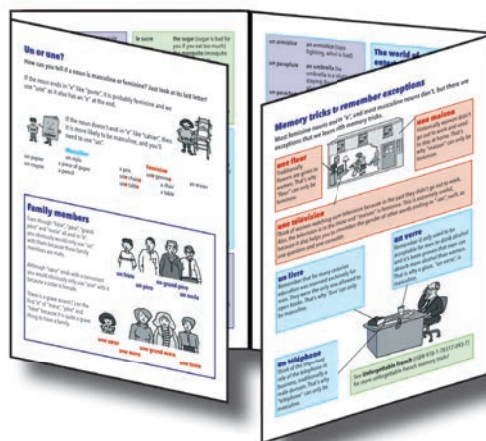
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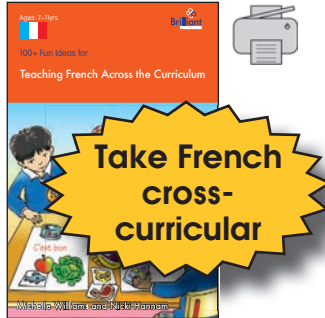
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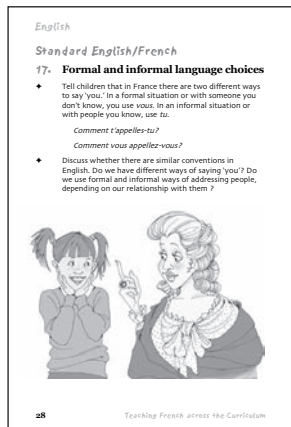
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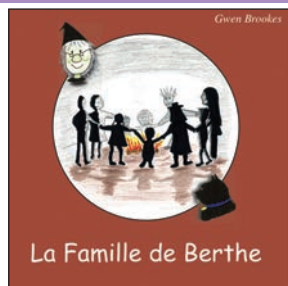
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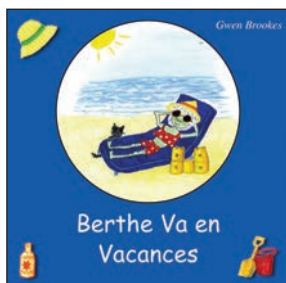
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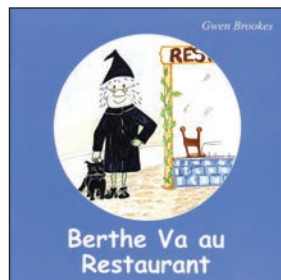
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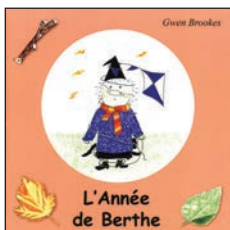
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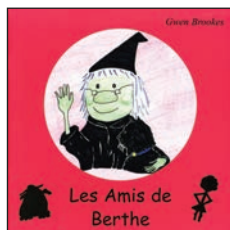
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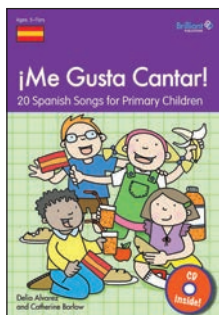
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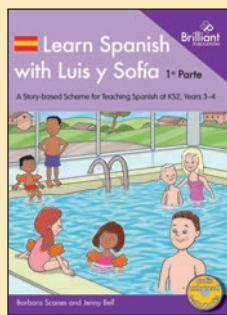
¡Me Gusta Cantar!

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Story-based approach to learning Spanish

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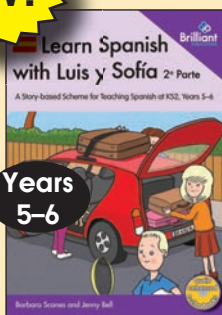
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Stories are an ideal way to engage children and get them excited about learning Spanish. A good Spanish story will:

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- ✓ Combine naturally with drama and role-play

With **Learn Spanish with Luis y Sofia** you not only get 28 specially written, humorous, graduated stories. You will also get all this:

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- Activities for use on IWBs
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- Reproducible activity sheets, scripts for stories and assessment sheets
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What is in the teacher's book?

Lesson plans based on the stories with ideas for developing reading, writing, listening and speaking

Story scripts for pupils to act and reinforce language

Grammar boxes to support the non-specialist

A Luis le encantan las serpientes

Cinco minutos de español

As usual, begin with a story. This is a story about a boy who likes snakes. (Unleash it. Exercise 5) you say the words of an animal and the pupils have to do the pronunciation and animal noises. For example, you say 'yo voy a la escuela' and the pupils have to say 'yo voy a la escuela' and make a noise like a snake. To change the activity so that you can do it with the pupils, you have to say 'yo voy a la escuela' and make a noise like a snake.

Ejercicio 1 - Escuchar

Play the story (Track 15) on the CD, pausing as necessary. Ask the pupils if they understood any of the story. Could they tell you what was happening?

Ejercicio 2 - Escuchar y leer

Use the audio to help the pupils understand the story. Click on the audio to hear what the characters are saying. Ask the pupils if they understood any of the story. Could they tell you what was happening?

Ejercicio 3 - Hablar

Choose four stories to tell and the story (audio) version of the story is on page 120. If appropriate, choose another four stories to tell and the story (audio) version of the story is on page 120. If appropriate, choose another four stories to tell and the story (audio) version of the story is on page 120.

Ejercicio 4 - Escuchar y hablar

Listen to the Spanish spoken on Track 15 on the CD and pronounce the following expressions.

me gusta	me encanta

Vocabulary lists and translations of stories

¿To gustan las ratas?

Fill in the blank with the right words from the box below. Look at the pictures to see which words you should use.

- ¿Te gustan las ratas? _____ las ratas.
- ¿Te gustan las galletas? _____ las galletas.
- ¿Te gustan los hámsters? _____ los hámsters.
- ¿Te gustan los gatos? _____ los gatos.

This time, choose your own answer to the questions and write it in the blank.

- ¿Te gustan los perros? _____ los perros.
- ¿Te gustan los peces? _____ los peces.
- ¿Te gustan los ponis? _____ los ponis.
- ¿Te gustan los caramelos? _____ los caramelos.

Can you think of your own question to ask someone? Write it on the line below.

me gustan	no me gustan	odio	me encantan
-----------	--------------	------	-------------

Activity sheets to consolidate learning

Gramática

Talking about ages in Spanish

As you know, it is very important to say the correct pronoun before the verb. This is because the verb ending itself tells us who the subject is. Therefore subject pronouns are usually used only in contexts where the subject cannot be ambiguous or in order to emphasize the subject. The verb endings and the subject pronouns are usually used together to emphasize the subject. For example, 'yo voy a la escuela' and 'yo voy a la escuela'.

Self-assessment sheet

At the end of this unit I can...

	data	not yet	never	definitely
understand when asked if I like/love/don't like/hate something				
say that I like/love/don't like/hate something				
ask someone if they like/love/don't like/hate something				
say that somebody likes/loves/doesn't like/hates something				

Self-assessment sheets to monitor children's progress

Interactive sentence builder activities reinforce grammar



Unidad 8 – Tengo un gato

Make as many sentences as you can.

Choose your sentence and see if it is correct!

tengo

diez

ponis

rojos

un

trece

conejos

ratas

gato

peces

marrones

amarillo

verdes

naranja

rojo

cuatro

dieciséis

catorce

perro

Reset question

Audio-enhanced e-storybooks

Look, listen and learn on the IWB

Versatile, easy-to-use, PowerPoints of each book with embedded vocabulary and dialogue enable you to enrich your pupils language learning experience. Look at the pages below to see how you can use the e-storybooks.

Vocabulario

entonces

sólo

mi

Entonces, tienes diez galletas pero sólo nueve muñecas.

Entonces, ¡tienes una galleta para mí!

Click on the words in the vocabulary list to hear them spoken

Click an arrow to turn the page

Click on the speech bubbles to hear them spoken

Click the speaker to hear the whole page

Vocabulario

¿cuántas galletas?

tengo

tienes

una galleta

unas galletas

sí

son

para

mis muñecas

pero

sólo

entonces

muchas

muchos

how many biscuits?

I have

you have

a biscuit

some biscuits

yes

they are

for

my dolls

but

only

then

lots of (feminine)

lots of (masculine)

Click on the Spanish words in the vocabulary list to hear them spoken

Click on the arrow to turn the page

NEW

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The *Luis y Sofía* stories are available individually and in convenient packs of 14, with one of each title.

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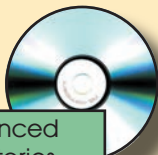
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Original, fun stories written entirely in Spanish

Grammatical structures introduced progressively throughout series, provide pupils with the tools they need to speak with increasing confidence and fluency

Vocabulary list at back of each story introduces new words and phrases

Vocabulario

Luis es el profesor
Luis está en la clase
el profesor (al profe)
en la clase
Luis dice
escuchadme
soy
vuestro
repetid
señor
hay que decir
los niños copian a Luis

Luis is the teacher
Luis is in the classroom
the teacher (masc)
in the classroom/lesson
Luis says
listen to me (plur)
I am
your (plural)
repeat (plural)
Mr/Sir
you must say
the pupils copy Luis

Luis y Sofia – a challenge

Colour in the picture and write what you think the children are saying in the speech bubbles. (This page may be photocopied.)



Challenge pages at the end of each book provide opportunities for practising writing

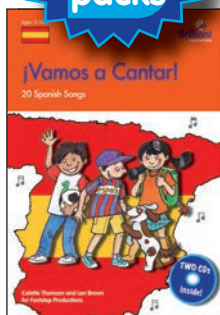
From Part 2

Luis es el profesor - Story 1
2ª Parte, Unidad 1

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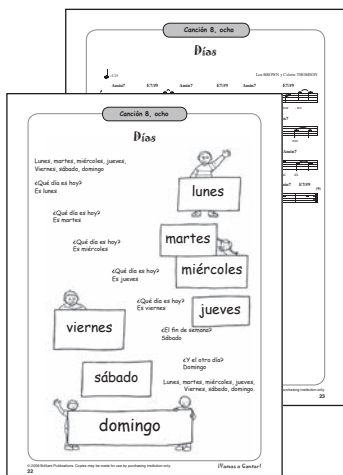
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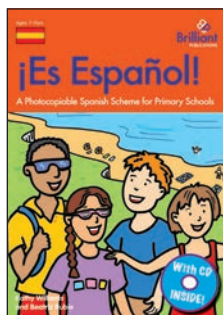
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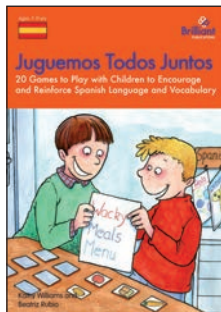
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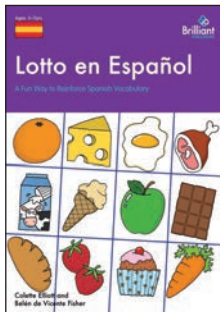
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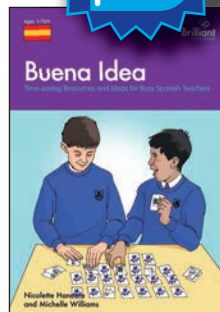
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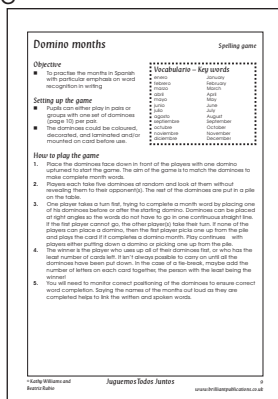
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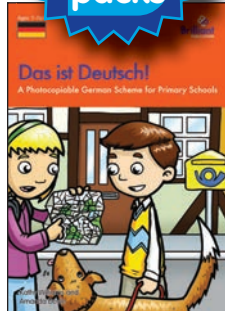
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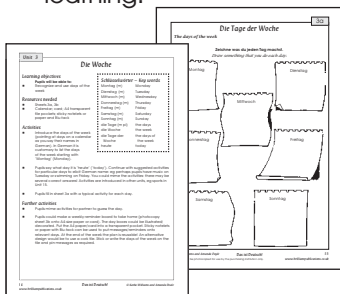
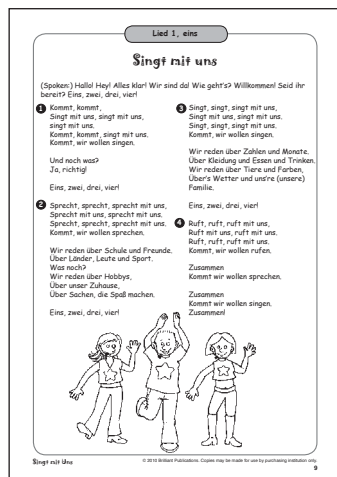
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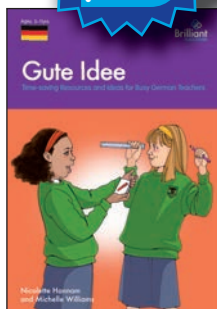
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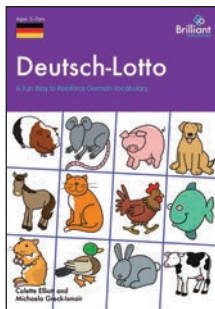
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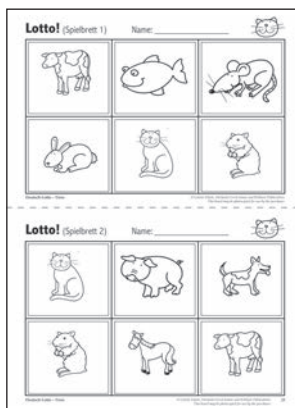
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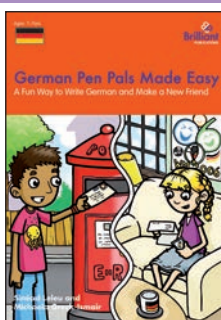


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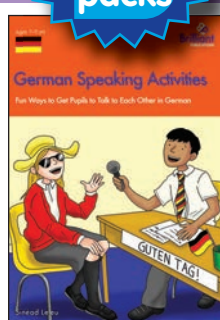
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