



Español

Clase 3
Libro de estudios

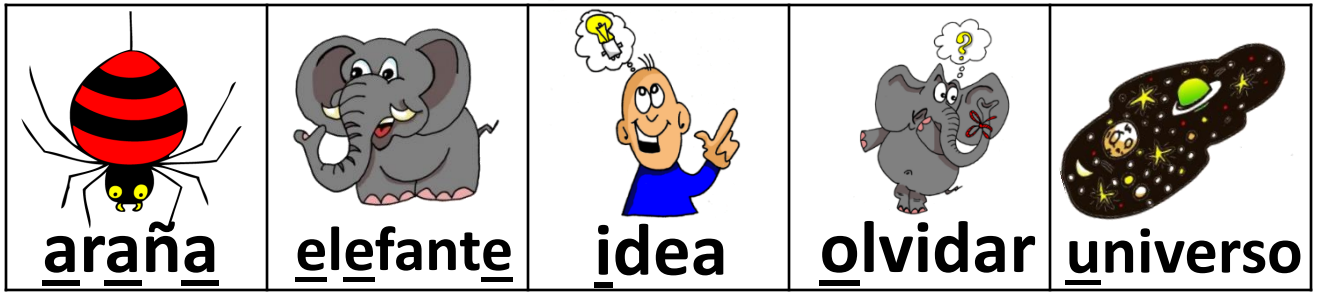
Nombre:

Colegio:



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Las vocales



Tips for pronouncing Spanish

The good news about pronouncing Spanish is that the vowel sounds are always the same (they always play by the rules!)

The vowels

Each of the five vowels has its own clear sharp sound:

a as in hat

e as in pet

i as in feet

o as in clock

u as in noodle

Fe Fi Fo Fum!



ba	be	bi	bo	bu
fa	fe	fi	fo	fu
la	le	li	lo	lu
ma	me	mi	mo	mu
pa	pe	pi	po	pu
ta	te	ti	to	tu

**Try saying
these out
loud:**

Como saludar	Greetings
¡Buenos días!	Good morning!
¡Buenas tardes!	Good afternoon!
¡Buenas noches!	Good evening!
¡Hola!	Hello!
¡Adiós!	Goodbye!
¡Hasta luego!	Bye!
por favor	please
gracias	thank you
¿Cómo estás? OR ¿Qué tal?	How are you?
¿Cómo está Usted?	How are you? (formal)
Estoy.....	I am...
fenomenal	great
bien	good/fine
regular	ok
mal	bad
¡fatal!	awful!



Read each word aloud to a partner.
S/he will show the meaning with a gesture.



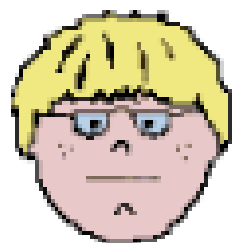
¡Hola!

¡Buenos Días! ¿Cómo estás? ¿Qué tal?

¡Fenomenal!

¡Estupendo!

¡Muy bien!



Regular Así así



¡Mal!

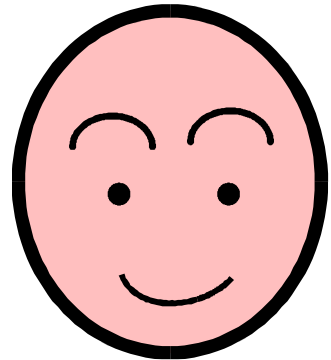
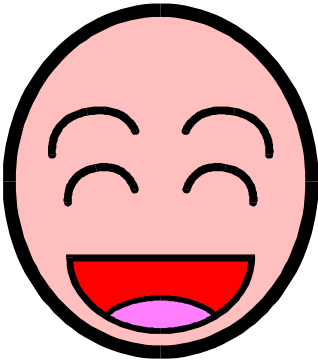
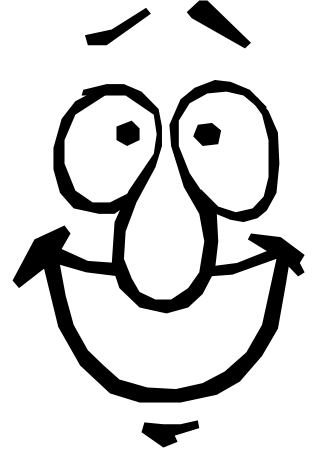
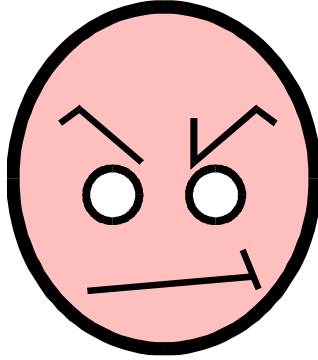
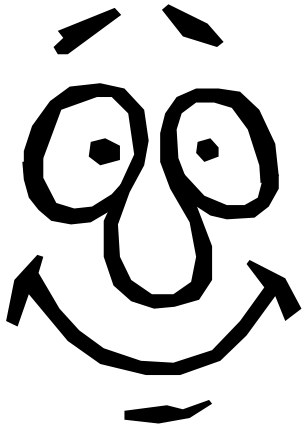
¡Fatal!

¿Y tú?

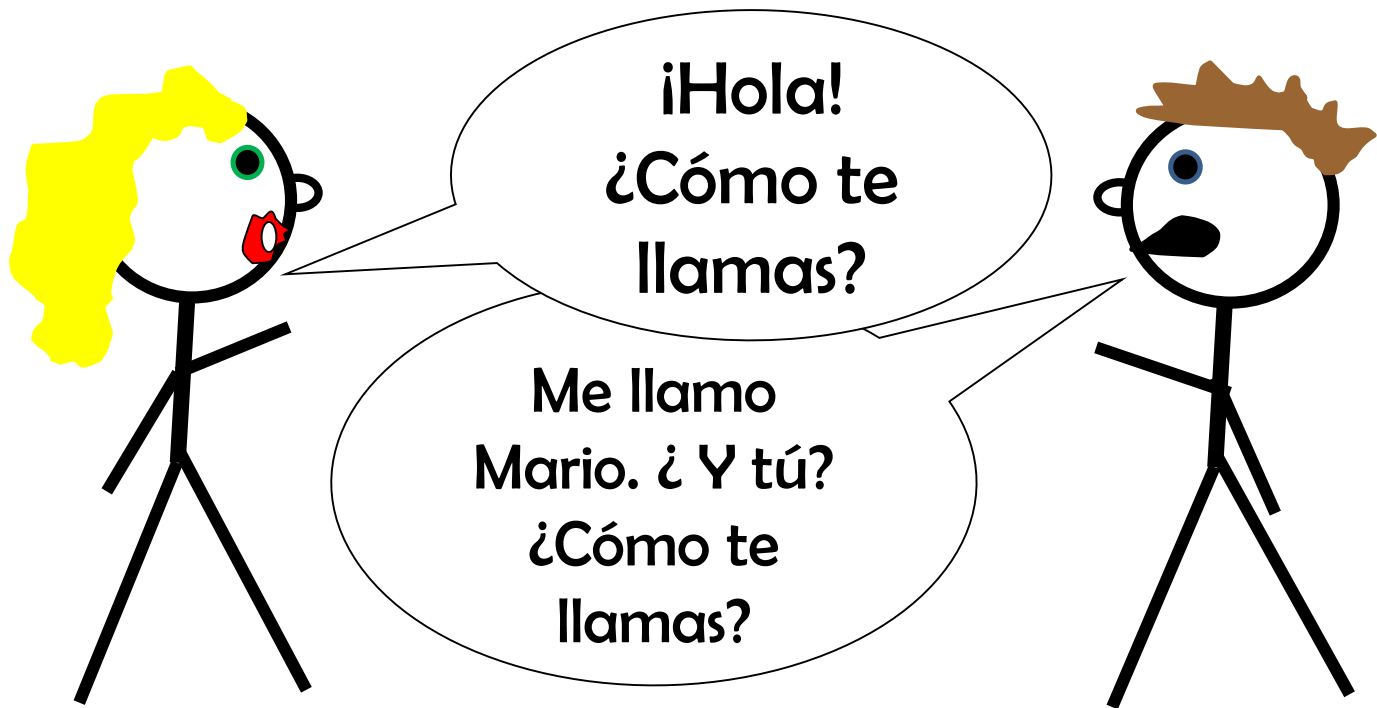
¡Hasta luego!

¡Adiós!

¿Cómo están?



Write in Spanish the word(s) to show the mood of each person.



¿Cómo te llamas?	What's your name?
Me llamo....	My name is...

Choose different names and practise asking someone's name and giving your name.

Chicas		Chicos	
María	Sofía	José	Guillermo
Catalina	Beatriz	Juan	Miguel
Elena	Ana	Alejandro	Pablo
Esperanza	Emilia	Andrés	Pedro
Eva	Juanita	Carlos	Ricardo
Leonor	Rosa	Santiago	Roberto
Marta	Lucía	Felipe	Tomás

Los números

The numbers

Look, cover, say and check each number.

1

uno

2

dos

3

tres

4

cuatro

5

cinco

6

seis

7

siete

8

ocho

9

nueve

10

diez

11

once

12

doce

13

trece

14

catorce

15

quince

¿Cuántos/
Cuántas?

How many?

¿Cuántos años
tienes?

How old are you?

Tengo...años.

I am ...years old.

Los números

Draw a line to join the picture to the correct number.

uno

diez

cuatro

seis

nueve

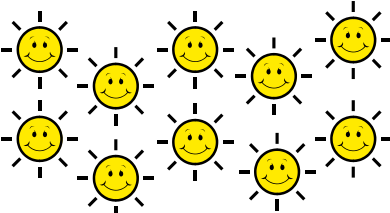
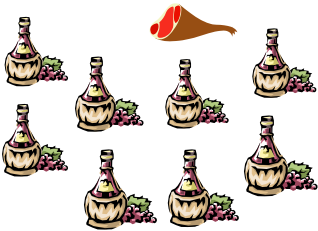
dos

cinco

ocho

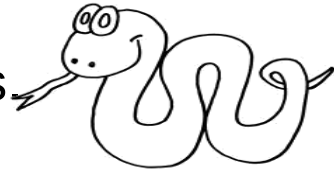
tres

siete



Los números

1 Write the numbers 1 to 6 in words.
Use the word snake to help you.



Unodostrescuatrocincoseis.

1.	2.	3.
4.	5.	6.

2 Do the calculations and write your answer in digits
AND in Spanish.

$$7 + 3 = \underline{\mathbf{10}} \text{ diez}$$

$$12 - 7 = \underline{\hspace{2cm}}$$

$$9 + 3 = \underline{\hspace{2cm}}$$

$$13 - 5 = \underline{\hspace{2cm}}$$

$$19 - 12 = \underline{\hspace{2cm}}$$

$$6 + 5 = \underline{\hspace{2cm}}$$

3 Do the calculations and write your answer in digits
AND in Spanish.

$$\text{siete} + \text{dos} = \underline{\hspace{2cm}}$$

$$\text{cinco} + \text{cinco} = \underline{\hspace{2cm}}$$

$$\text{tres} + \text{nueve} = \underline{\hspace{2cm}}$$

$$\text{nueve} - \text{tres} = \underline{\hspace{2cm}}$$

$$\text{tres} + \text{dos} - \text{uno} = \underline{\hspace{2cm}}$$

$$\text{ocho} - \text{tres} + \text{dos} + \text{cuatro} - \text{cinco} + \text{seis} - \text{tres} = \underline{\hspace{2cm}}$$

Los números

1 Say the numbers out loud in Spanish and continue the number sequence.

A 1 2 3 4 5 _____

B 10 9 8 7 _____

C 1 3 5 _____

D 2 1 3 1 4 1 _____

E 2 _____ 6 _____ 10

F 5 7 9 5 7 _____ 9

2 Write the correct number in Spanish to complete the number bonds to 10 (diez).

A	nueve	+	_____	=	diez
B	ocho	+	_____	=	diez
C	cinco	+	_____	=	diez
D	tres	+	_____	=	diez
E	cuatro	+	_____	=	diez
F	dos	+	_____	=	diez

3 Use numbers you know to write number bonds to 20 (veinte).

A		+		=	veinte
B		+		=	veinte
C		+		=	veinte

Los números

Write the word for each number.

1	2	3
4	5	6
7	8	9
10	11	12

- 1 First think of the number and say it aloud.
- 2 Then write the number on your arm with your finger.
- 3 Now check to see if you got it right.
- 4 If you did, write it down in pencil on this sheet.
- 5 If not, practise again on your arm.
- 6 Do this for all of the numbers.

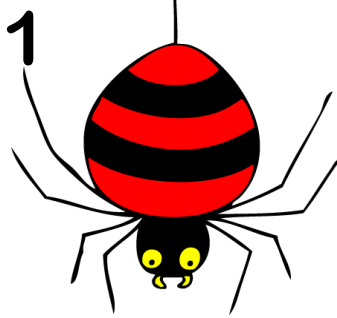
¿Cuántos años tienes?



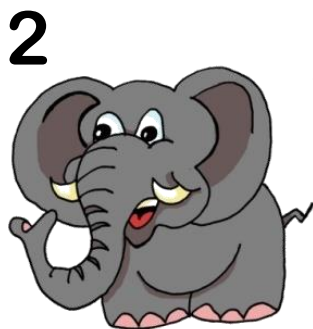
Read each sentence aloud.

Now write the correct age in digits.

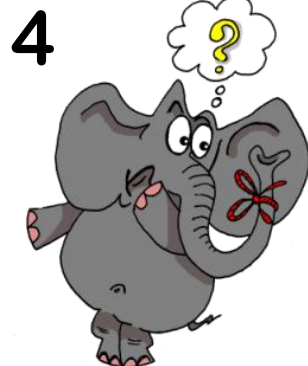
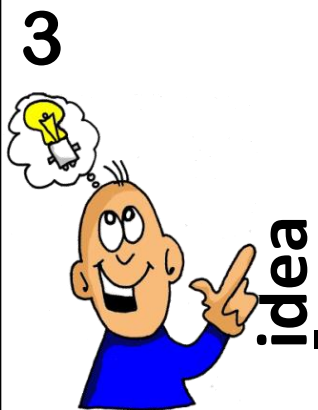
A	Tengo cinco años.	5
B	Tengo once años.	
C	Tengo seis años.	
D	Tengo doce años.	
E	Tengo tres años.	
F	Tengo dos años.	
G	Tengo diez años.	
H	Tengo un año.	
I	Tengo cuatro años.	
J	Tengo siete años.	



araña



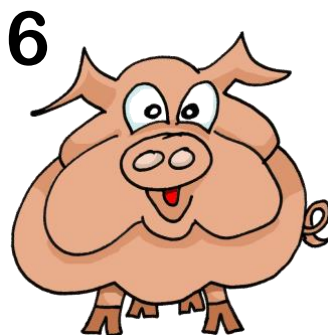
elefante



olvidar



universo



cerdo



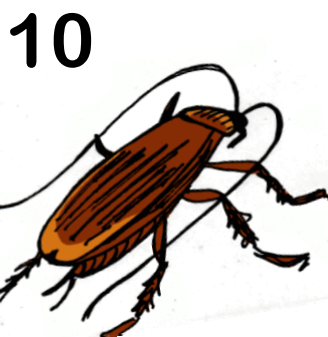
ciclista



casa



coche



cucaracha



gimnasia



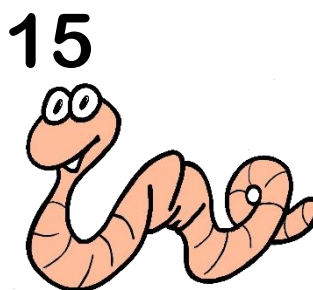
hamburguesa



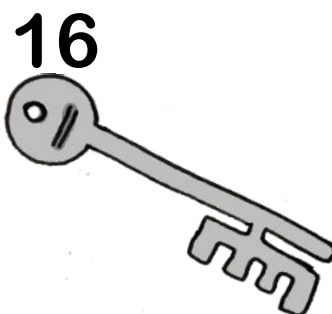
España



zumo

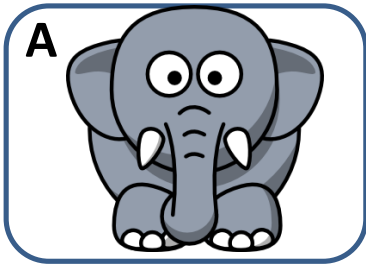


gusano

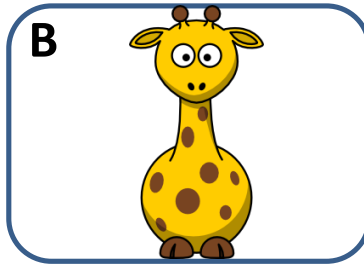


llave

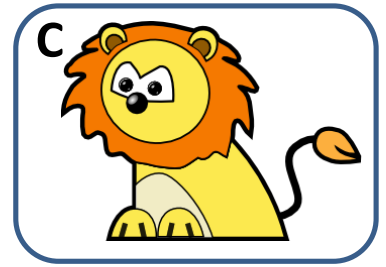
Try pronouncing these words!



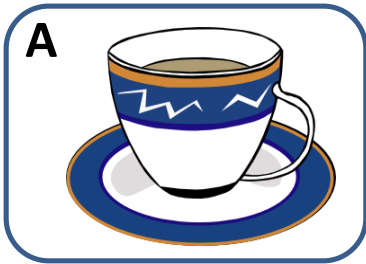
elefante



jirafa



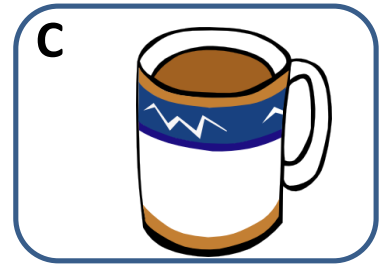
león



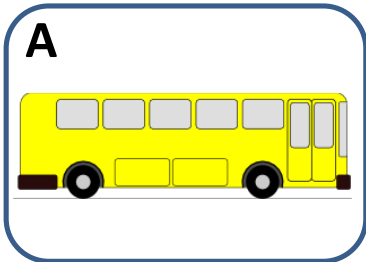
té



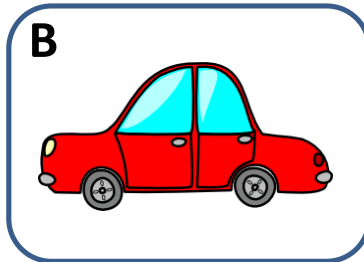
chocolate



café



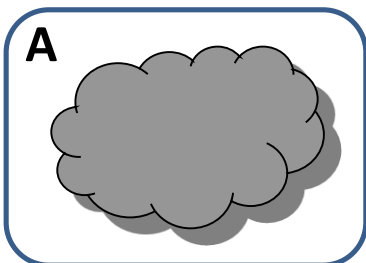
autobús



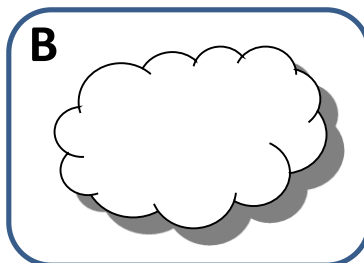
coche



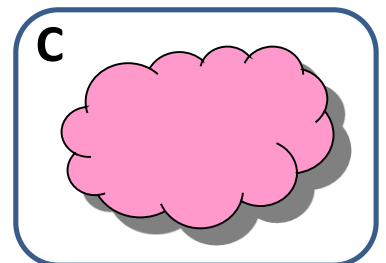
bicicleta



gris



blanco

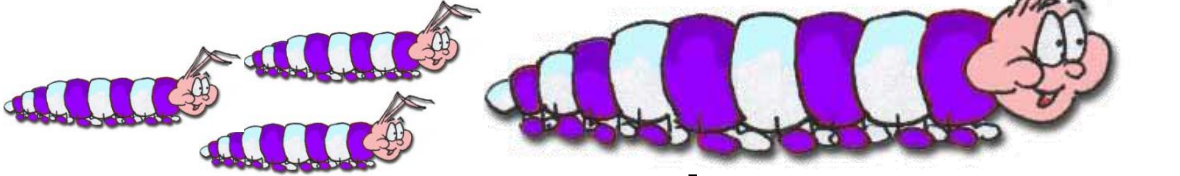


rosa



Trabalenguas

Cuchara, cucaracha
cucharita, cucarachita.



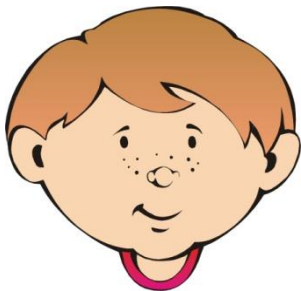
Una cacatropa que trepa tiene tres cacatrepitos.
(A caterpillar that climbs has three baby caterpillars)



Tres tristes tigres tragaban trigo en un trigal
(Three sad tigers were swallowing wheat in a wheat field)

**Pepe Peña pela papa, pica piña,
pita un pito, pica piña, pela papa, Pepe Peña.**

(Pepe Peña peels potatoes, cuts pineapple,
blows a whistle, cuts pineapple, peels potatoes, Pepe Peña.)



En mi estuche

Draw a line to join the word to the correct picture.

1. un estuche

2. un bolígrafo

3. un lápiz

4. un lápiz de memoria

5. un sacapuntas

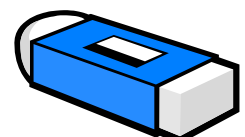
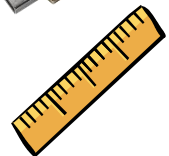
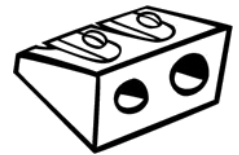
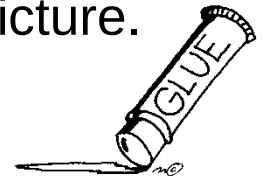
6. un bote de pegamento

7. una regla

8. una goma

9. unos rotuladores

10. unas tijeras

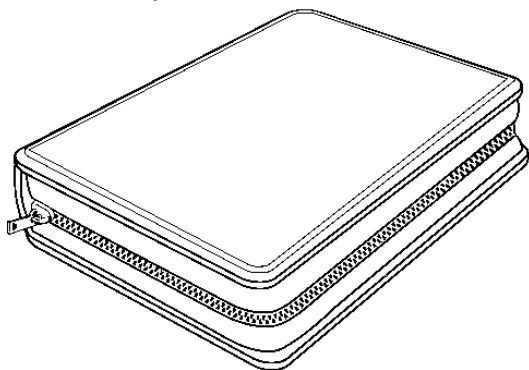
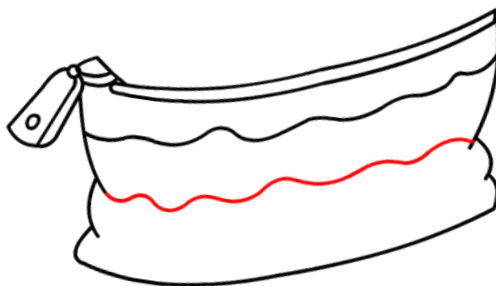


En mi estuche

Read the descriptions and draw the correct items in each pencil case.

A

En mi estuche tengo un lápiz, una goma y una regla.



B

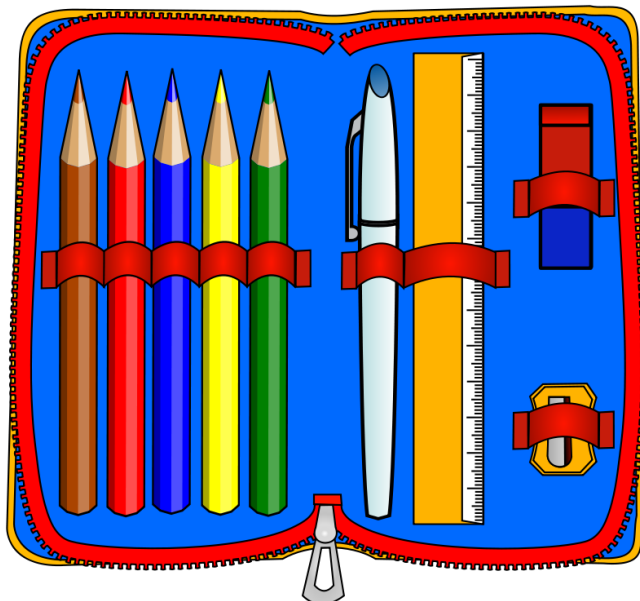
En mi estuche tengo unos rotuladores, un lápiz de memoria y un sacapuntas.

C

En mi estuche tengo unas tijeras, un bote de pegamento y un bolígrafo.



Write a description of what is in pencil case D.



D

.....

.....

.....

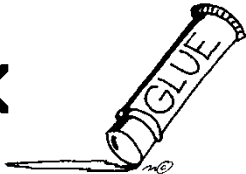
.....

.....

.....

En mi estuche

Write a phrase for each picture.

1	✓ 	Tengo un lápiz.
2	✗ 	No tengo un bote de pegamento.
3	✗ 	
4	✓ 	
5	✓ 	
6	✗ 	

En clase

Fill in the table with the correct letter.

1. ¡Silencio!

2. ¡Sacad un bolígrafo!

3. ¡Un voluntario!

4. ¡Abrid los cuadernos!

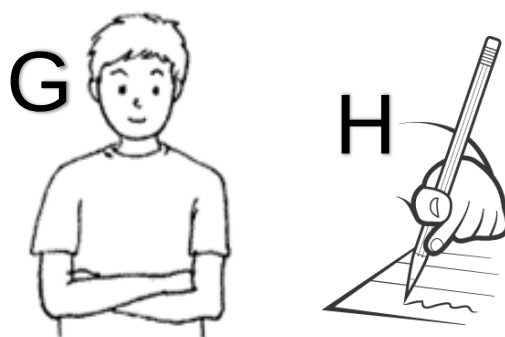
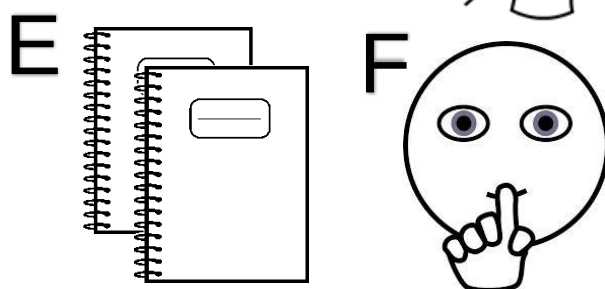
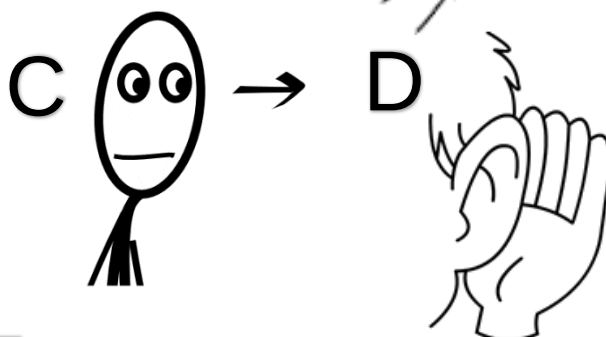
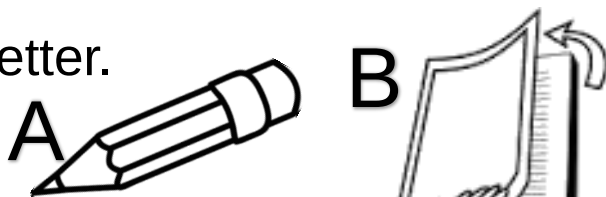
5. ¡Mirad!

6. ¡Brazos cruzados!

7. ¡Entregad los cuadernos!

8. ¡Escuchad!

9. ¡Escribid!



1	F	4		7	
2		5		8	
3		6		9	

En clase

Draw a picture for each instruction.



¡Un voluntario!

¡Mirad!

¡Escribid!

¡Escuchad!

**¡Abrid los
cuadernos!**

**¡Entregad los
cuadernos!**

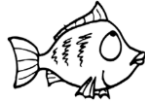
¡Silencio!

**¡Sacad un
bolígrafo!**

**¡Brazos
cruzados!**

Los animales

A Ask 3 people in your class if they have the animals shown in the table below. Record the answers for each person.

1		5	
2		6	
3		7	
4		8	

ENCUESTA		sí	no
¿Tienes un gato?			

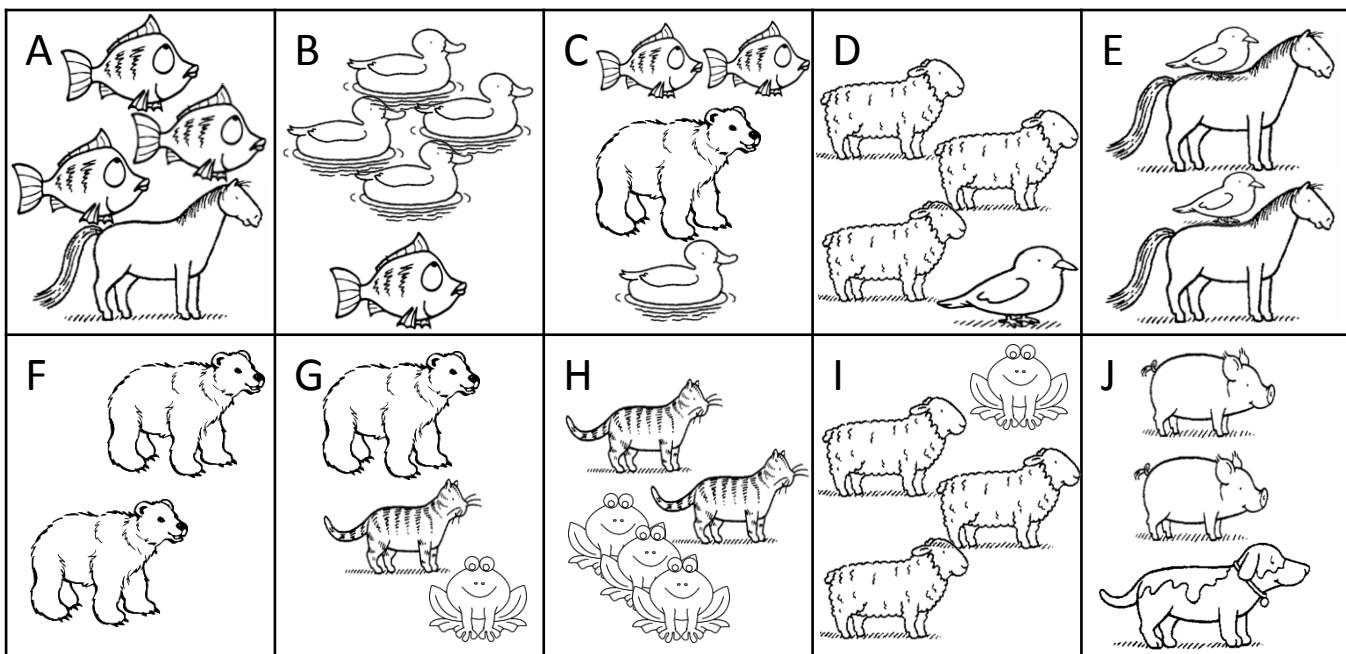
B Write a sentence for each picture below.

1	✓ 	Tengo un perro.
2	✗ 	No tengo una rana.
3	✗ 	
4	✓ 	
5	✓ 	
6	✗ 	

Los animales

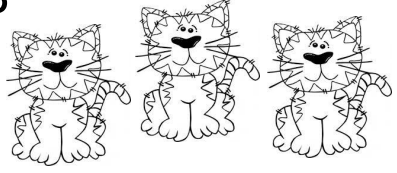
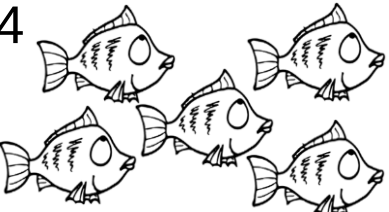
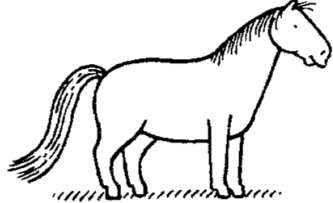
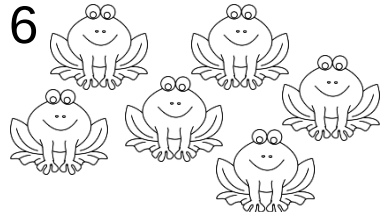
Match the sentences to the pictures. Write the correct letter.

1	Hay tres ovejas y un pájaro.	D
2	Hay dos gatos y tres ranas.	
3	Hay un pez y cuatro patos.	
4	Hay dos osos.	
5	Hay un caballo y tres peces.	
6	Hay un perro y dos cerdos.	
7	Hay dos caballos y dos pájaros.	
8	Hay un pato, dos peces y un oso.	
9	Hay tres ovejas y una rana.	
10	Hay un gato, un oso y una rana.	



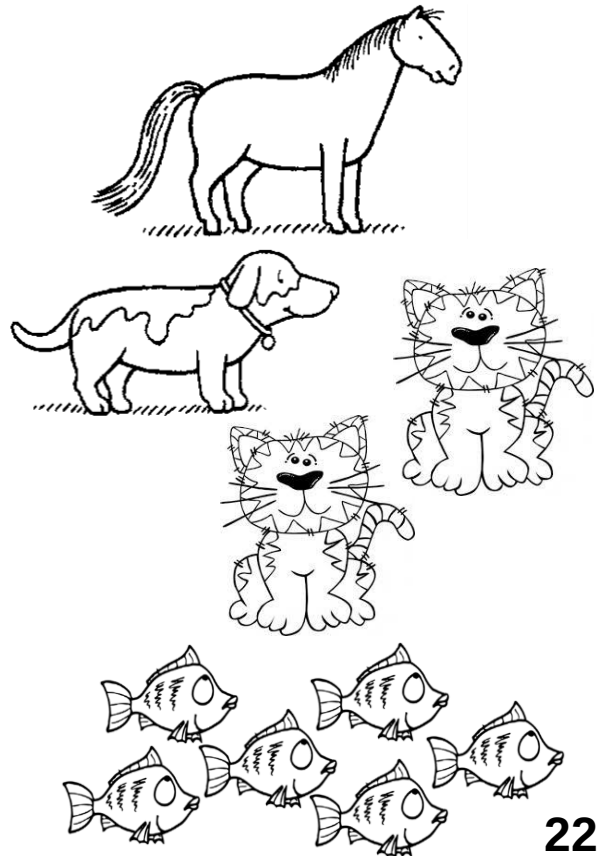
Los animales

A Complete each phrase with the correct word for 'a' or 'some'.

1  _____ pájaro	2  _____ oveja	3  _____ gatos
4  _____ peces	5  _____ caballo	6  _____ ranas

B Read the sentences and colour in the animals with the correct colours.

Tengo muchos animales. Mi caballo es negro y blanco. Mi perro es marrón y mis dos gatos son de color naranja. Tengo tres peces de color violeta, dos peces verdes y un pez amarillo.



Los animales

Read the conversations and fill in the table in English.

1 – ¿Tienes animales en casa, Mariela? – Sí, tengo un gato. – ¿De qué color es tu gato? – Es marrón y blanco. – ¿Cuántos años tiene? – Tiene 8 años. Y es muy inteligente.	2 – ¿Tienes animales en casa, Antonio? – Sí, tengo un caballo – ¿De qué color es? – Es gris. Es grande. – ¿Cuántos años tiene? – Tiene 2 años.
3 – ¿De qué color es tu perro, Elena? – Es negro. – ¿Cuántos años tiene? – Tiene 5 años y es enorme.	4 – ¿De qué color es tu pájaro, León? – Es verde y amarillo. No es grande, es muy pequeño. Sólo tiene un año.

	Mariela	Antonio	Elena	León
Pet				
Age				
Colour				
Other information				

Los animales

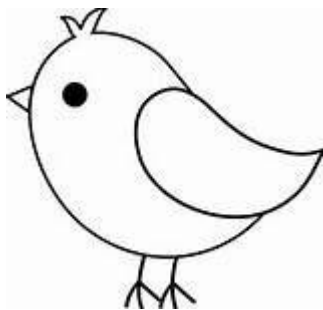
Colour each animal and write a phrase to describe it.

E.g. 1. un perro azul.

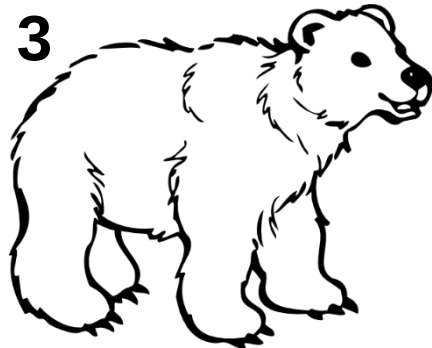
1



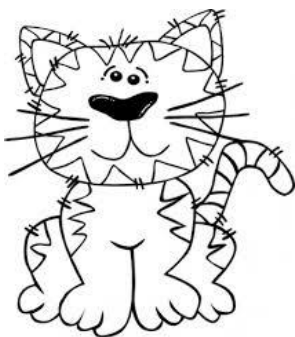
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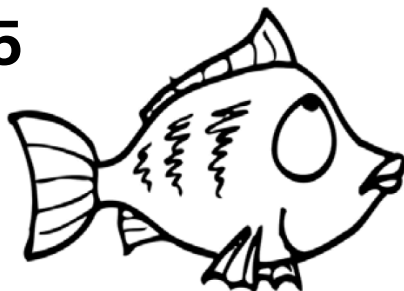
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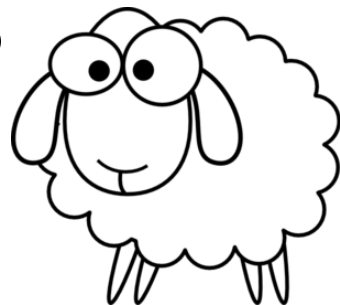
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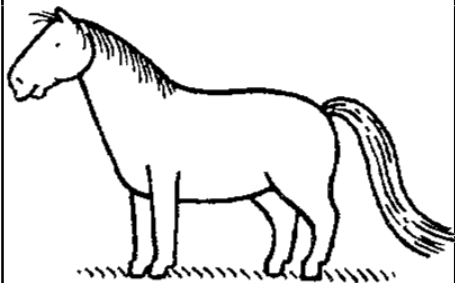
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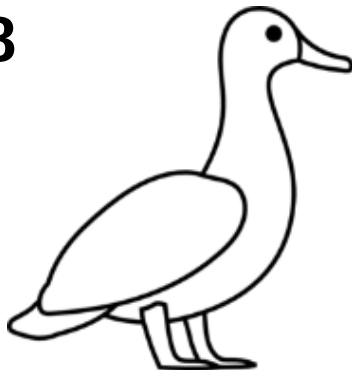
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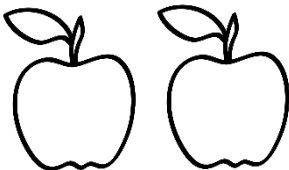
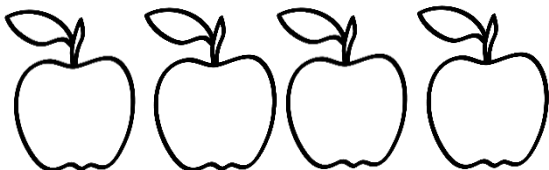
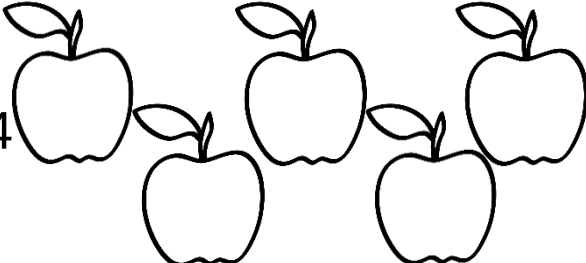


9



La fruta

A Complete each phrase with the missing word or words.

1		¿Cuántas manzanas hay? Hay <u>tres</u> manzanas.
2		¿Cuántas _____ hay? Hay _____.
3		¿Cuántas _____ hay? _____.
4		¿_____? _____ _____.

F	M	P	A	T	A	T	A	S	T
A	R	T	E	W	P	M	C	K	O
M	T	E	E	O	E	W	N	P	M
E	A	U	S	L	R	M	E	O	A
L	D	F	I	A	A	I	K	L	T
O	E	S	D	L	S	A	V	U	E
N	E	C	I	R	U	E	L	A	S
E	N	A	R	A	N	J	A	S	R
S	D	R	C	O	A	I	G	P	A
G	E	M	A	N	Z	A	N	A	S

B Find the six fruits from the list below in the wordsearch.

MELONES PERAS
MANZANAS NARANJAS
CIRUELAS FRESAS

Can you find one extra fruit?
(Tip: we often think of it as a vegetable!)

There is also a vegetable to find!

La fruta

Comercio Justo = Fairtrade



A Draw a picture of each fruit listed.

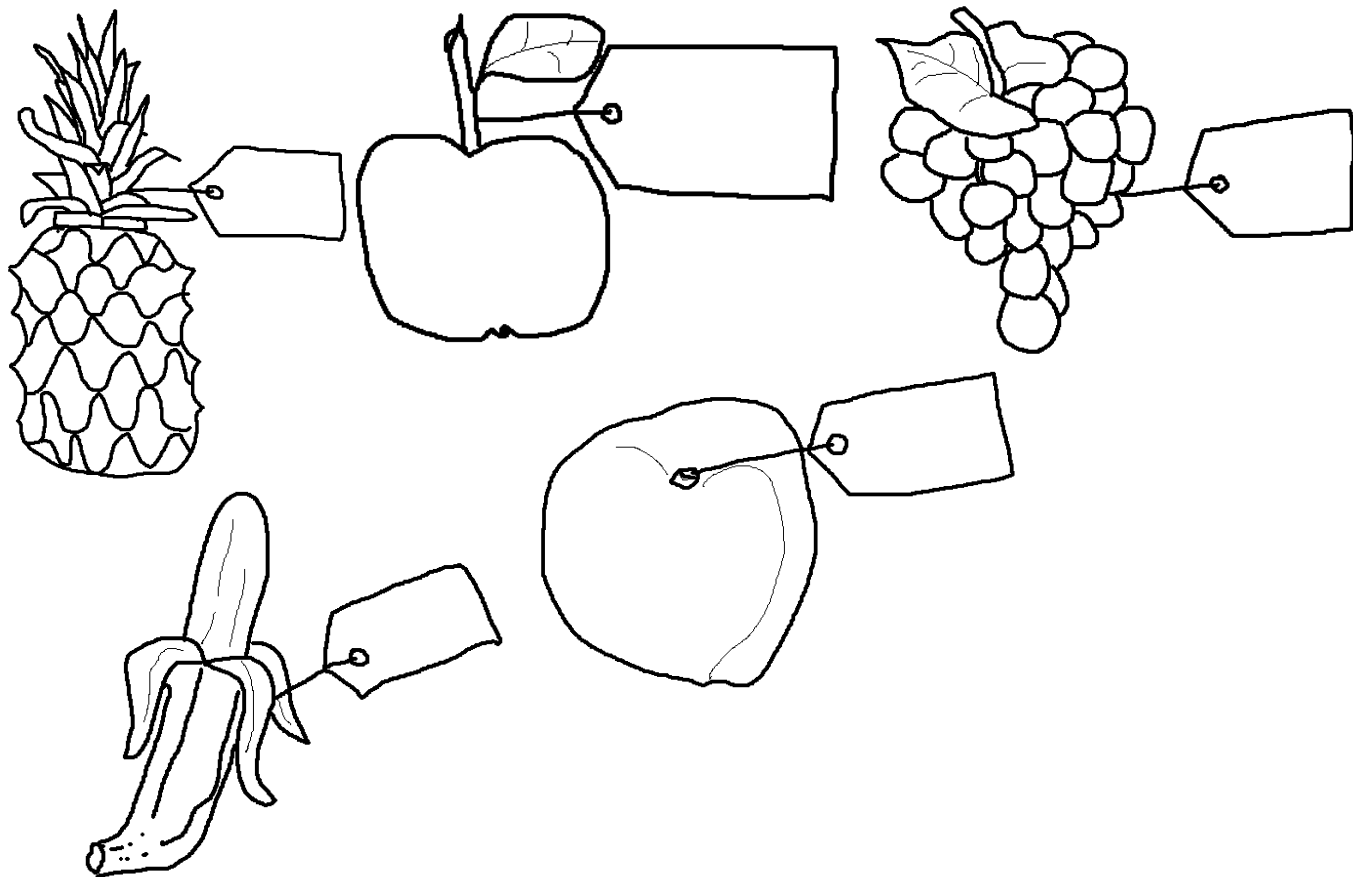
B Go to your local supermarket and see which fruits are available as fair trade. Fill in the table.

Fruta		
Naranjas		
Manzanas		
Peras		
Fresas		
Melones		
Plátanos		
Uvas		
Piñas		
Ciruelas		

La fruta

A Fill in the price for each fruit.

B Draw the missing fruit and do its price label.



Precio de comidas	
Un kilos de uvas	3€,50
Un melón	3€,80
Un kilo de manzanas	3€,20
Un kilo de plátanos	3€
Un kilo de naranjas	2€,50
Una piña	3€,90

Los días de la semana

A Say the days of the week out loud in the correct order.



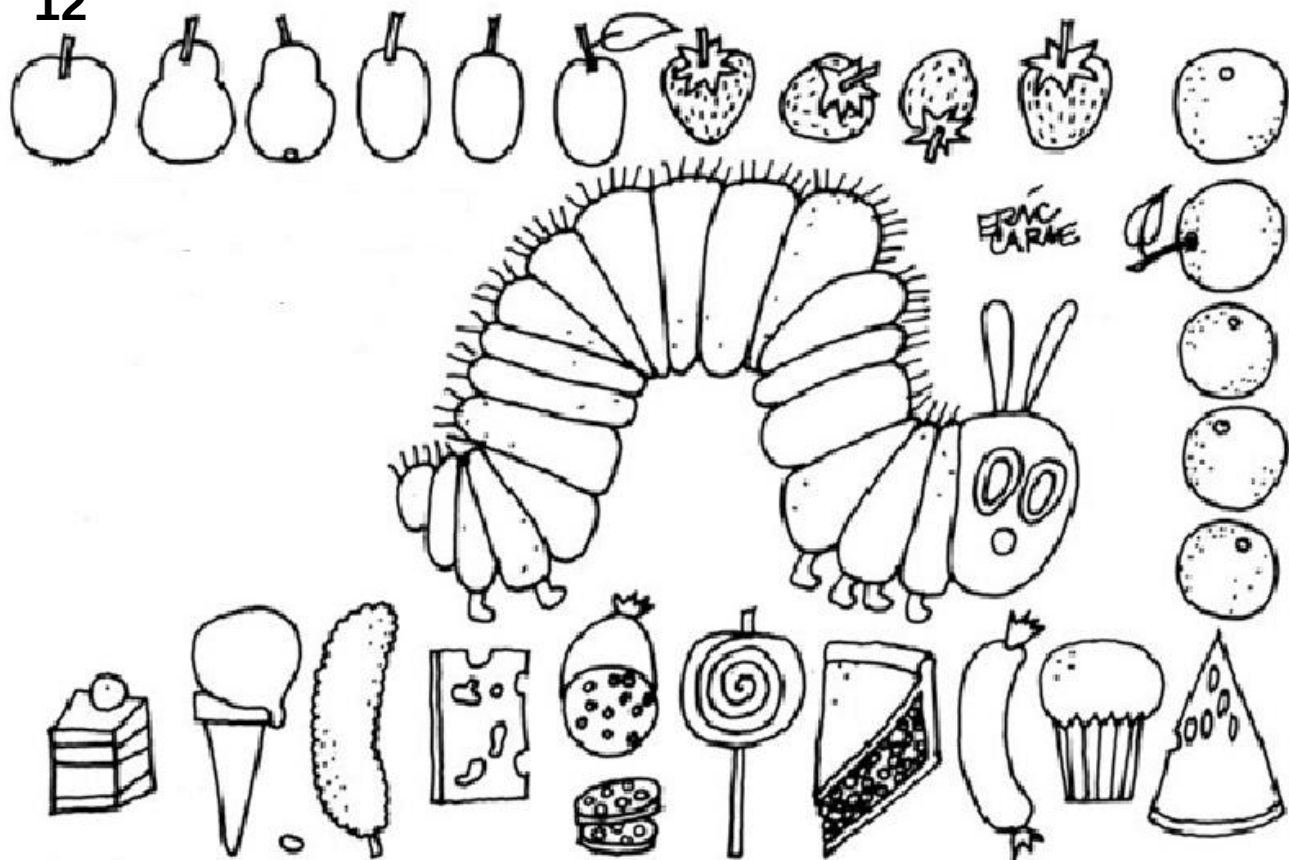
B Unjumble the letters and write each day of the week correctly in Spanish.

unles		rivenes	
vuejse		badáso	
lescoméimr		mingodo	
tramse			

La comida

Label the picture with the correct numbers for each item of food.

12



- | | | | |
|---|---------------------------------|----|--------------------------------|
| 1 | cinco naranjas | 9 | cuatro fresas |
| 2 | una salchicha | 10 | una magdalena |
| 3 | una oruga hambrienta | 11 | un helado |
| 4 | tres ciruelas | 12 | una manzana |
| 5 | una rodaja de salchichón | 13 | una porción de tarta de frutas |
| 6 | una piruleta | 14 | dos peras |
| 7 | un trozo de sandía | 15 | una loncha de queso |
| 8 | un trozo de pastel de chocolate | 16 | un pepinillo |

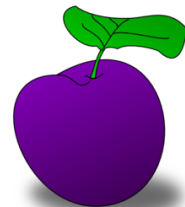
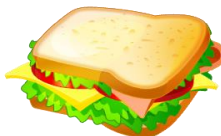
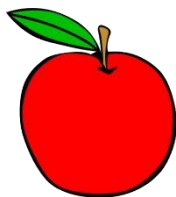
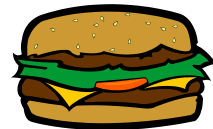
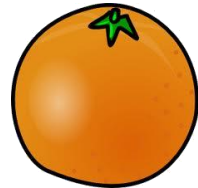
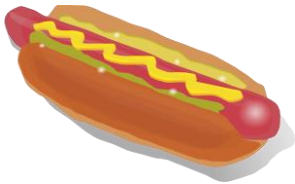
La comida

Organise the food into sweet (dulce) and savoury (salado). Write the Spanish words in the correct circle.



comida dulce

comida salada



Un repaso

A Draw a circle around the days of the week, a rectangle around the food items, underline the animals and shade over the colours.

There are **3** of each.

oveja

martes

verde

helado

amarillo

azul

caballo

cerdo

sábado

salchicha

magdalena

viernes

B Make your own activity like this for your partner to do.

C Exchange activities with your partner.

Mi vocabulario

[illegible]

	KS2 Programme of Study 2014	End of Year 3	(P1 -, =, +)
L1	Listen attentively and show understanding by joining in and responding	Respond confidently to greetings, register, classroom instructions, phonics Join in with number video, dogs audiobook, the Hungry Caterpillar story, and the paper butterfly activity	
L2	Link the spelling, sound and meaning of words	Apply phonics knowledge to Oso Pardo story, tongue twisters, Veo veo game, cognate pronunciation, spelling prediction activities (e.g. syllable squares, gap-fills)	
S1(a)	Ask and answer questions	Answer questions, including greetings, names, ages, how are you today, what is your favourite (animal) ¿Qué es? (What is it?) Es un/una... (It is a) ¿Cómo te llamas? (What do you call yourself?) Me llamo..... (I call myself) ¿Cómo estás? (How are you?) ¿Cuántos años tienes? (How old are you?) ¿Qué tienes en tu estuche? (What do you have in your pencil case?) ¿Tienes un/una...? (Do you have a?) ¿Qué diferencia hay? (What difference is there?) ¿Es (una rana o un pez)? (Is it a frog or a fish?) ¿Cuál (de los animales) es? (Which of the animals is it?) ¿Cuál es tu animal favorito? (Which is your favourite animal?) ¿Qué son? (What are they?) ¿Qué ves? (What do you see?)	
S1(b)	Express opinions and respond to those of others		
S1©	Ask for clarification and help	Signal a problem: Señor(a), tengo un problema	
S2	Speak in sentences	Use the verb forms tengo (no tengo), es (no es), son, hay (no hay) + nouns + adjectives in the context of animals and pencil case items to form simple sentences. Use gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop. (NB: consistent use of KS1 L1 gestures applied to KS2 FL learning and then also cross phase to KS3). Say what your favourite ... is	
S3	Describe people, places, things and actions orally (to a range of audiences)	Describe animals with colours Choral re-telling of stories, pair work, group work, assemblies re-telling the Hungry Caterpillar story	

R1	read and show understanding of words, phrases and simple texts	Match sound to text with familiar words, read familiar words with good pronunciation, identify rhyming words, decode words in simple sentences ('find the word for' activities), identify if simple FL phrases are true or false Hungry Caterpillar story text, Colour by numbers activity	
R2	appreciate stories, songs, poems and rhymes in the language	Join in confidently with the Hola song, Los sustantivos song, Veo veo song/game, Oso pardo story, Mochila azul story/video, tongue twisters, Old Macdonald song	
R3	read aloud with accurate pronunciation	Confident use of phonic key sounds to read aloud familiar words within short texts – more able learners will already start to apply phonic links when reading new words aloud, for example when using the Hungry Caterpillar story text	
R4	understand new words that are introduced into familiar written material	stories, rhymes, songs, videos with language beyond level of active production Numbers / Days of the week / food items in Hungry Caterpillar story	
R5	use a dictionary		
W1	write words and phrases from memory	Write on mini-white boards and/or trace on arm: simple sentences e.g. Tengo un caballo blanco with reasonable accuracy from short-term memory. Write individual words for snacks on food plates for display from memory.	
W2	adapt phrases to create new sentences	Substitute and adapt noun-adjective collocations in simple sentences. e.g. using Oso pardo story to change colour – animal combinations in sentences with Tengo / Es un/una... Include simple connectives 'y' (and) and 'pero' (but). More able may begin to use 'también' (also).	
W3	describe people, places, things and actions in writing	Describe animals with colours Create mini-books	
G1	Gender of nouns - definite and indefinite articles	Focus on active use of indefinite articles in the singular with masculine and feminine nouns – (exposure to definite articles and plural indefinites)	
G2	Singular and plural forms of nouns	Form plural nouns	
G3	Adjectives (place and agreement)	Learn adjectival positioning and adjectival agreement (active use of regular singular forms)	
G4	Conjugation of key verbs (and making verbs negative)	Use tengo, es, hay, son accurately	
G5	Connectives and qualifiers, adverbs of time, prepositions of place	Use connectives – y, pero, (también)	