



Cinco minutos de español

Greet your pupils and ask them how they are. Complete the date and weather charts. Are there any birthdays this week? If so, sing *Cumpleaños feliz*. Revise numbers 80–100 with a number game. Revise school subjects with a game. Show a flashcard and a thumb indicating *me gusta* etc to elicit a reply.



Ejercicio 1 – Escuchar

Listen to the story (Audio Track 12). Can the children pick out any words from the story? They might recognise *una hamburguesa* and *una pizza* despite the different pronunciation. Discuss what they can infer from the story on the first hearing.



Ejercicio 2 – Escuchar/Leer

Display the audio enhanced e-storybook on the IWB and read the story together. Click on the text and the speech bubbles to hear what the characters are saying. To hear the pronunciation of individual words/phrases, click on the words in the *Vocabulario* lists on each page or in the *Vocabulario* list at the end of the book. Establish how many new words the children can now understand when they see them in written form as opposed to how they sound, maybe *chocolate*, *una fruta* and *ensalada*.



Ejercicio 3 – Escuchar

Listen to Audio Track 14. Ask the children to put up their hands and tell you the English word for the food or drink they hear. They are in a different order to the story to make the activity more challenging.

	me gustaría...	I would like...
1.	<i>un batido de fresa</i>	a strawberry milkshake
2.	<i>pan</i>	(some) bread
3.	<i>un helado</i>	an ice cream
4.	<i>un zumo de naranja</i>	an orange juice
5.	<i>una hamburguesa</i>	a hamburger
6.	<i>una pizza</i>	a pizza
7.	<i>unas patatas fritas</i>	(some) chips
8.	<i>pollo</i>	(some) chicken
9.	<i>un pastel</i>	a cake
10.	<i>un plátano</i>	a banana



Vocabulario

(Audio Track 13)

es delicioso	it's delicious
están en el supermercado	(they) are at the supermarket
la compra	food shopping
tengo hambre	I'm hungry
Sofía tiene hambre	Sofía is hungry
puedo (coger)	can I (have)?
un pastel	a cake
un helado	an ice cream
podemos ir a McDonald's (para tomar)	can we go to McDonald's (to have)
la comida	lunch
a las doce	at midday
son las once	it's 11 o'clock
una fruta	a (piece of) fruit
una manzana	an apple
un plátano	a banana
una naranja	an orange
tal vez	perhaps
basta ya	that's enough
pollo	(some) chicken
ensalada	(some) salad
pan	(some) bread
una hamburguesa	a hamburger
unas patatas fritas	(some) chips
una pizza	a pizza
tengo sed	I'm thirsty
Sofía tiene sed	Sofía is thirsty
un zumo de naranja	an orange juice

11.	<i>un batido de chocolate</i>	a chocolate milkshake
12.	<i>una manzana</i>	an apple
13.	<i>ensalada</i>	(some) salad
14.	<i>una naranja</i>	an orange
15.	<i>agua</i>	(some) water

Vocabulario (cont)

un batido de fresa	a strawberry milkshake
un batido de chocolate	a chocolate milkshake
el agua	(some) water
me duele la tripa	I've got a tummy ache
hay que volver	we have to go back
a casa	home

**Ejercicio 4 – Escuchar/Escribir**

Display Sentence builder activity 1 on the IWB (see Digital Downloads). Have pupils work in pairs to create a sentence for their partner to translate. Swap roles. Challenge them to make as many sentences as possible. The vocabulary is modelled on Audio, Track 15.



me gusta(n)
me encanta(n)
no me gusta(n)
odio

1.	<i>los batidos</i>	milkshakes
2.	<i>el pan</i>	bread
3.	<i>los helados</i>	ice creams
4.	<i>el zumo de naranja</i>	orange juice
5.	<i>las hamburguesas</i>	hamburgers
6.	<i>la pizza</i>	pizza
7.	<i>las patatas fritas</i>	chips
8.	<i>el pollo</i>	chicken
9.	<i>los pasteles</i>	cakes
10.	<i>los plátanos</i>	bananas
11.	<i>los batidos de chocolate</i>	chocolate milkshakes
12.	<i>las manzanas</i>	apples
13.	<i>la ensalada</i>	salad
14.	<i>las naranjas</i>	oranges
15.	<i>el agua</i>	water

Write down the sentences created.

**Ejercicio 5 – Escuchar**

Listen to Audio Track 15 again, this time asking your pupils to repeat each item after the speaker to ensure correct pronunciation.

**Ejercicio 6 – Hablar**

Display Sentence builder activity 1 on the IWB. In this exercise your pupils are going to practise asking and answering questions about the food and drink from this unit. Choose a pupil to model the exercise with you, first of all.



Ask your pupil, for example, *¿Te gustan los plátanos?*
Your pupil will answer: *Sí, me gustan/me encantan los plátanos.* Or *No, no me gustan/odio los plátanos.*

Put pupils into pairs. They must take it in turns to ask each other their opinion of five of the food and drinks in this unit. Give them five minutes to complete this task then call *¡Parad!* Ask each pair to demonstrate to you how they asked and answered one question each. Ask another pair to tell you, in English, what was said. If time allows you could repeat this activity with a different set of pairs.



Ejercicio 7 – Escuchar

In this unit we revise the expression *me gustaría* (I would like).

Listen to Audio Track 16. Pause after each sentence and ask your pupils to repeat carefully after the speaker.

Audio Track 16 demonstrates a variety of ways in which the expressions and *¿Puedo?* can be used with other verbs to ask different things. Your pupils may recall that, in Level 3, one of the pupils asked *¿Puedo ir al servicio?* (Can I go to the toilet?). (See also *Gramática* box, page 52).

Audio Track 16 also introduces two very important words in the context of food – *comer* (to eat) and *beber* (to drink). Ask your pupils if they also picked up a new word for something to drink (*una coca-cola*) and something to eat (*un bocadillo*). *Un bocadillo* is the most common type of sandwich eaten in Spain and is made using a bread stick. *Un sandwich* is only used for sandwiches made with sliced bread.

<i>Tengo hambre. Me gustaría ir a McDonald's.</i>	I'm hungry. I would like to go to McDonald's.
<i>Tengo sed. Me gustaría un batido de fresa.</i>	I'm thirsty. I would like to have a strawberry milkshake.
<i>Tengo hambre. ¿Puedo coger unas patatas fritas, por favor?</i>	I'm hungry. Can I have some chips please?
<i>Tengo hambre. Me gustaría un helado.</i>	I'm hungry. I would like an ice cream.
<i>Tengo sed. ¿Puedo coger un batido de chocolate?</i>	I'm thirsty. Can I have a chocolate milkshake?
<i>Tengo hambre. Me gustaría comer una hamburguesa.</i>	I'm hungry. I would like to eat a hamburger.

Traducción del cuento

It's delicious!

page 2

Sofia and mum are at the supermarket. They are doing the shopping.

I'm hungry, Mum. Can I have a cake please? I like cakes!

No, Sofía.

An ice cream then? I love ice cream! Can we go to McDonald's to have an ice cream?

page 3

Sofia is hungry, but lunch is at midday.

No, Sofía. It's eleven o'clock now and lunch is at twelve o'clock.

Can I have fruit, maybe? A banana or an apple or an orange?

page 4

Sofia wants to go to McDonald's.

Stop it, Sofía! There's chicken, bread and salad at home. It's delicious!

Yuk! I don't like that. I would like a hamburger with chips! Can we go to McDonald's?

No!

Or a pizza?

No!

page 5

Now, Sofia is thirsty.

I'm thirsty. I'd like an orange juice or a strawberry milkshake. Can we go to McDonald's?

No. Here's some water.

page 6

Sofia doesn't want water. She says she has a tummy ache.

I hate water! And now I've got a tummy ache!

Sofía, do you want to have a chocolate milkshake at McDonald's?

Oh yes, I'd love to!

page 7

Mum says that they must go back home.

But, Sofía, you've got a tummy ache! We must go back home! Oh! Mum!

<i>Tengo sed. ¿Puedo beber agua por favor?</i>	I'm thirsty. Can I drink some water please?
<i>Tengo hambre. ¿Puedo comer un bocadillo por favor mamá?</i>	I'm hungry. Can I eat a sandwich please Mum?
<i>Tengo sed. Me gustaría beber una coca-cola.</i>	I'm thirsty. I would like to drink a cola.



Ejercicio 8 – Escuchar/Leer/Hablar/Escribir



Play Audio Track 16 again. Ask your pupils to repeat carefully after each sentence and then ask them to tell you what they mean. When they have been through all the sentences, display the *Unidad 3, Ejercicio 8* PowerPoint file (see Digital Downloads) and ask individual pupils to read a sentence of their choice. Ensure each child has a turn.

Next, put the children into pairs or groups and ask them to come up with some variations on these sentences, using some of the other food vocabulary from the story. Award points for good sentences.

Pupils can then write out at least one of these sentences in their exercise books.



Ejercicio 9 – Escribir

Ask your pupils to make a poster of their favourite and least favourite foods. They must draw the food or drink and label it with, at least, its name in Spanish (eg *un helado*). The more able may expand this with a full sentence such as *¡Me encantan los helados!* (I love ice cream!) or even *¡Me encanta comer helado!* (I love to eat ice cream!) They could also add *¡Es delicioso!*, if appropriate.



Ejercicio 10 – Escuchar

In this unit we also meet some expressions of time – *son las once/las doce* (it is eleven/twelve o'clock) and *es mediodía* (at midday). Listen to Audio Track 17. All of the times given are on the hour and the chiming of the bell will help pupils to work out the correct time. As they listen, ask your pupils to show you the correct number of fingers (for 11 and 12 they should show all 10 fingers and then 1 or 2 directly after).

<i>es la una</i>	it is one o'clock
<i>son las dos</i>	it is two o'clock
<i>son las tres</i>	it is three o'clock
<i>son las cuatro</i>	it is four o'clock
<i>son las cinco</i>	it is five o'clock
<i>son las seis</i>	it is six o'clock
<i>son las siete</i>	it is seven o'clock
<i>son las ocho</i>	it is eight o'clock
<i>son las nueve</i>	it is nine o'clock
<i>son las diez</i>	it is ten o'clock
<i>son las once</i>	it is eleven o'clock
<i>es mediodía</i>	it is noon
<i>es medianoche</i>	it is midnight

Note: you can also say '*son las doce*' for 'it is twelve o'clock'.

More able pupils may be able to learn how to tell the time completely in Spanish (Audio Track 18):

<i>es la una y cinco</i>	it is 1:05.
<i>son las dos y diez</i>	it is 2:10.
<i>son las tres y cuarto</i>	it is 3:15 (literally: 3 and quarter)
<i>son las cuatro y veinte</i>	it is 4:20.
<i>son las cinco y veinticinco</i>	it is 5:25.
<i>son la seis y media</i>	it is 6.30 (literally: six and half)
<i>son las siete menos veinticinco</i>	it is 6.35 (literally: 7 minus 25)
<i>son las ocho menos veinte</i>	It is 7.40 (literally: 8 minus 20)
<i>son las nueve menos cuarto</i>	It is 8.45 (literally: 9 minus quarter)
<i>son las diez menos diez</i>	It is 9:50 (literally: 10 minus 10)
<i>son las once menos cinco</i>	It is 10:55 (literally: 11 minus 5)
<i>son las doce y cinco</i>	It is 12:05 (literally: 12 and 5)
<i>son las doce y cuarto</i>	It is 12:15 (literally: 12 and quarter)

Practise the time with toy clocks, on the IWB or just on paper with clocks drawn by hand. There are many ways to practise this.



Ejercicio 11 – Leer/Hablar/Escuchar

Play games using the Flashcards on pages 58–61, such as Pairs games and Hide one of the flashcards – guess which one is missing.



Fichas



Fichas 3b, 3c, 3d and 3e reinforce the vocabulary learnt in the unit. Note: normally nouns should be shown with their definite/indefinite articles. This is difficult to do in a wordsearch (*Sopa de letras*), so they are omitted on *Ficha* 3d.



Actividades para la pizarra digital

Sentence builder activity 1 reinforces vocabulary for food and likes and dislikes. Sentence builder activity 2 demonstrates how to say 'I', 'you' (singular) or 'he/she' likes something.

Unidad 3 – Es delicioso

Make as many sentences as you can.

Me gusta	los helados	los pasteles
Me gustan	el pan	los platos
Me encanta	los helados	el pollo
Me encantan	el plato de pasta	las pizzas
No me gusta	las hamburguesas	la ensalada
No me gustan	la pizza	las naranjas
Otro	las patatas fritas	el agua
	los helados de chocolate	

Reset question

Unidad 3 – Es delicioso

Make as many sentences as you can.

Me	gusta	al profesor
Tu	gustan	los libros
Le		la pizza
		el libro
		las ratas
		los cocodrilos
		los ballidos

Reset question

See *Ejercicio 8* for instructions on how to use the *Unidad 3, Ejercicio 8* PowerPoint.

Unidad 3 – Es delicioso

Read these sentences. Change some of the words or phrases to make new sentences.

1. Tengo hambre. Me gustaría ir a McDonald's.
2. Tengo sed. Me gustaría un batido de fresa.
3. Tengo hambre. ¿Puedo coger unas patatas fritas, por favor?
4. Tengo hambre. Me gustaría un helado.
5. Tengo sed. ¿Puedo coger un batido de chocolate?
6. Tengo hambre. Me gustaría comer una hamburguesa.
7. Tengo sed. ¿Puedo beber agua por favor?
8. Tengo hambre. ¿Puedo comer un bocadillo por favor mamá?
9. Tengo sed. Me gustaría beber una coca-cola.



Gramática

Tengo hambre/tengo sed

In this unit we meet another expression where the Spanish say 'I **have** + noun' where, in English, we say I **am** + adjective: *tengo hambre* (I'm hungry – literally 'I have hunger') and *tengo sed* (I'm thirsty – literally 'I have thirst'). The children have met this type of construction before, firstly when learning how to say how old they are (in **Learn Spanish with Luis y Sofía, Level 1** – *tengo seis años* – and secondly, in **Level 3**, when talking about feeling hot or cold – *tengo frío* and *tengo calor*. Most young learners accept that these are simply the **equivalent** of the relevant English expressions.

The story also demonstrates further examples of the use of a definite (the) or indefinite (a/some) article before a noun. All the foods and drinks mentioned use one or other of these. By this stage, your pupils may well be used to seeing this and will use them automatically in the exercises by following the examples given in the story.

Puedo + infinitive

Encourage your pupils to use the expression *¿Puedo ... por favor?* as often as possible in class. Ask your pupils to construct sentences with *puedo* and various infinitive verbs to make sentences, which they must then read out in Spanish and translate.

<i>ir al servicio</i>	go to the toilet	<i>jugar al ordenador</i>	play on the computer
<i>comer un helado</i>	eat an ice cream	<i>comer un bocadillo</i>	eat a sandwich
<i>beber una coca cola</i>	drink a cola	<i>coger un batido</i>	have (take) a milkshake
<i>ir a McDonald's</i>	go to McDonald's	<i>volver a casa</i>	go home
<i>hacer mis deberes</i>	do my homework	<i>jugar al fútbol</i>	play football

Answer any questions expressed thus with *sí, puedes...* or no, *no puedes...* + infinitive verb. Challenge your pupils to come up with as many of their own examples as possible. Award points or stickers for good effort.

This activity could be extended by creating other sentences using *poder*: *tú puedes, él/ella puede*.

Flavours

The flavour of an item of food is expressed by first saying the item of food, followed by *de* + flavour. For example:

un batido de fresa (a strawberry milkshake – literally a milkshake of strawberry)

un helado de chocolate (a chocolate ice cream – literally an ice cream of chocolate)

Es delicioso

3a
Pequeña
obra

Narrator: **Sofía y mamá están en el supermercado. Están haciendo la compra.**

Sofía: Tengo hambre, mamá. ¿Puedo coger un pastel, por favor? ¡Me gustan los pasteles!

Mamá: ¡No, Sofía!

Sofía: ¿Un helado, entonces?
¡Me encantan los helados!
¿Podemos ir a McDonald's para tomar un helado?

Narrator: **Sofía tiene hambre pero la comida es al mediodía.**

Mamá: ¡No, Sofía! Son las once ahora y la comida es a las doce.

Sofía: ¿Puedo coger una fruta, tal vez? ¿Un plátano o una manzana o una naranja?

Narrator: **Sofía quiere ir al McDonald's.**

Mamá: ¡Basta ya, Sofía! Hay pollo, pan y ensalada en casa. ¡Es delicioso!

Sofía: ¡Pua! ¡No me gusta eso! ¡Me gustaría una hamburguesa con patatas fritas! ¿Podemos ir a McDonald's?

Mamá: ¡No!

Sofía: ¿O una pizza?

Mamá: ¡No!

Narrator: **Ahora Sofía tiene sed.**

Sofía: Tengo sed. Me gustaría un zumo de naranja o un batido de fresa. ¿Podemos ir a McDonald's?

Mamá: No. Aquí tienes el agua.

Narrator: **Sofía no quiere agua. Dice que le duele la tripa.**

Sofía: ¡Odio el agua! Y ahora me duele la tripa.

Mamá: Sofía, ¿quieres tomar un batido de chocolate en el McDonald's?

Sofía: Ah, sí, ¡me gustaría mucho!

Narrator: **Mamá dice que hay que volver a casa.**

Mamá: Pero Sofía, te duele la tripa. Hay que volver a casa.

Sofía: ¡Ay, mamá!

¿Qué hora es?

Match up the correct time with the correct clock face.

me llamo _____

Son las once.

Son las cinco y cuarto.

Son las cuatro.

Son las diez y media.

Son las siete.

Son las nueve menos cuarto.

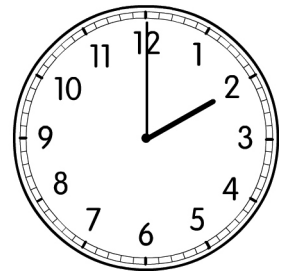
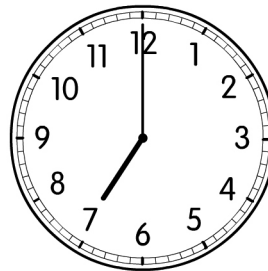
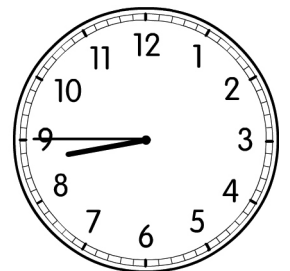
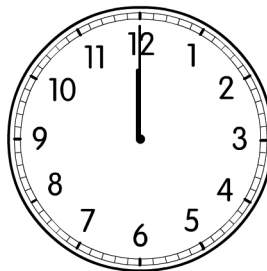
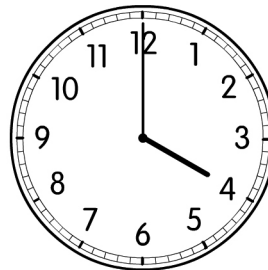
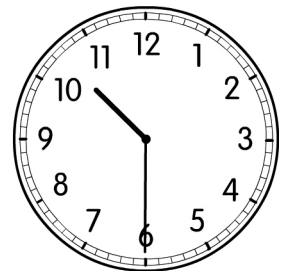
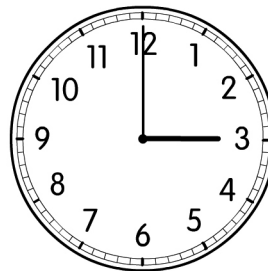
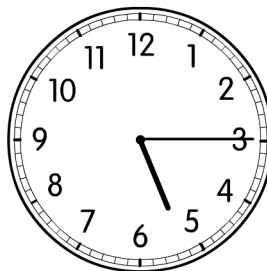
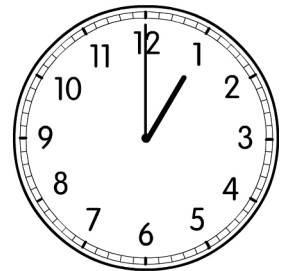
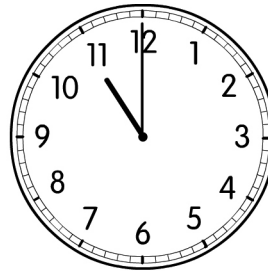
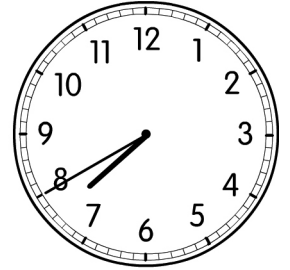
Es la una.

Son las tres.

Son las dos.

Es mediodía.

Son las ocho menos veinte.

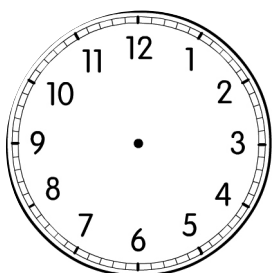


¿Qué hora es?

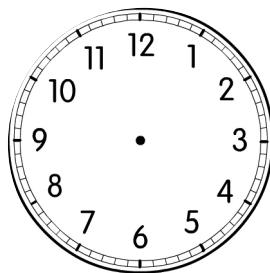
Read the times and draw the hands in the correct place on the clock face.

3c
Ficha

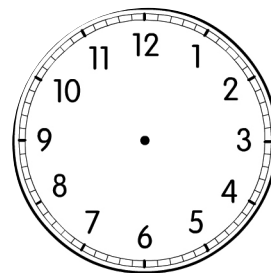
me llamo _____



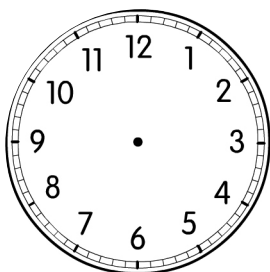
1. Son las cinco
menos cinco.



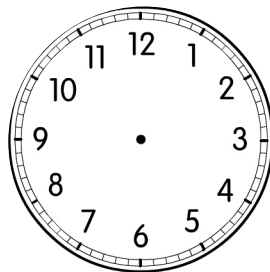
2. Son las nueve
y media.



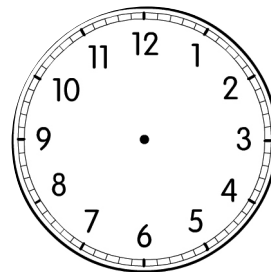
3. Es la una
y diez.



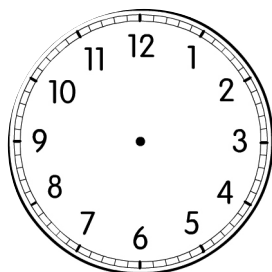
4. Son las once
menos cuarto.



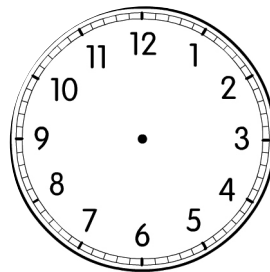
5. Son las doce
y veinticinco.



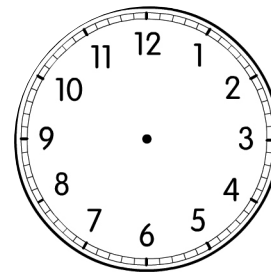
6. Son las ocho
menos veinte.



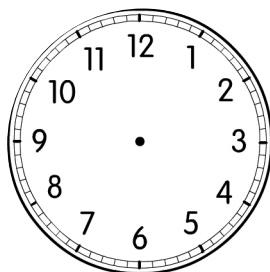
7. Son las doce
menos diez.



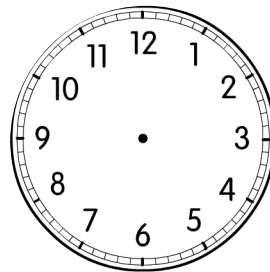
8. Son las tres
menos veinte.



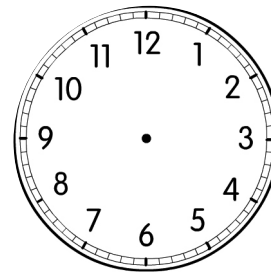
9. Son las dos
y diez.



10. Son las cuatro
y media.



11. Son las diez
y diez.



12. Son las siete
menos cuarto.

Sopa de letras – la comida

Find the words listed at the bottom of the page in the grid.
The words can go in any direction.

3d
Ficha

me llamo _____

s	e	v	f	u	e	a	x	v	z	p	n	i	h	a
h	b	m	x	n	y	x	w	b	i	j	d	o	a	b
k	m	l	a	o	h	e	k	z	n	r	l	o	m	f
j	r	u	a	l	k	s	z	i	z	b	g	d	b	r
d	g	n	w	d	b	a	o	m	a	a	e	a	u	e
a	b	o	v	s	g	c	i	d	j	v	t	l	r	s
o	j	y	p	w	w	l	l	f	i	r	s	e	g	a
c	g	p	a	s	t	e	l	u	y	t	y	h	u	f
n	n	a	p	s	p	d	d	v	l	u	a	e	e	p
i	s	a	e	t	a	l	o	c	o	h	c	b	s	y
j	s	a	z	o	i	p	f	p	h	n	f	i	a	d
c	k	i	n	c	y	v	g	l	o	e	y	l	i	o
e	p	r	l	a	d	a	l	a	s	n	e	w	a	a
p	o	l	l	o	t	h	x	r	n	b	z	j	r	b
a	n	u	w	p	l	á	t	a	n	o	s	e	f	r

plátano

pastel

chocolate

agua

fresa

helado

hamburguesa

batido

pan

pizza

pollo

ensalada

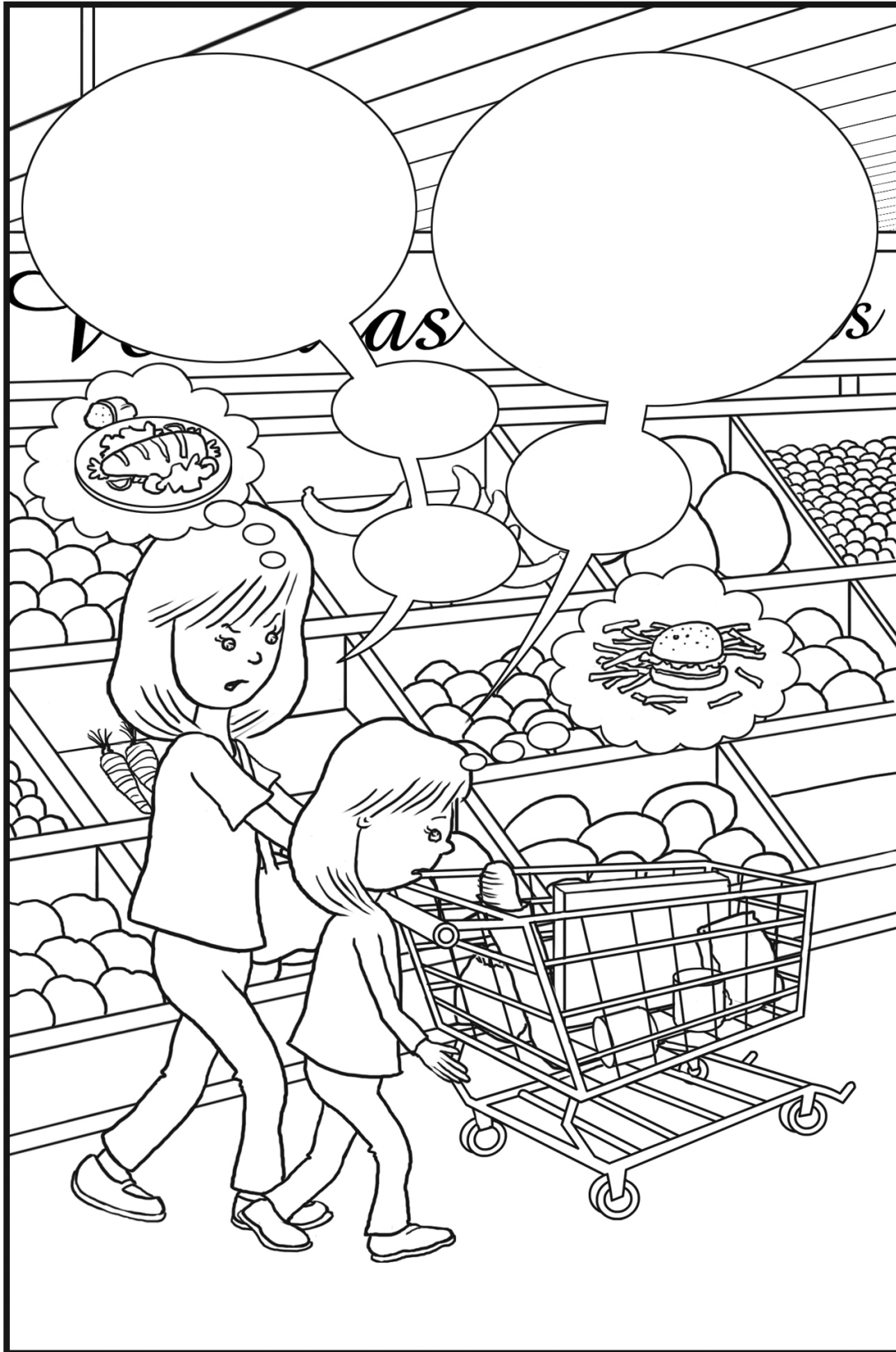


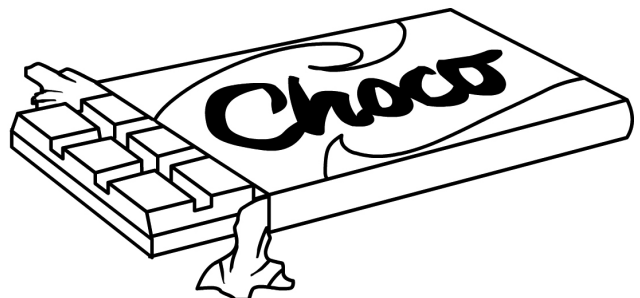
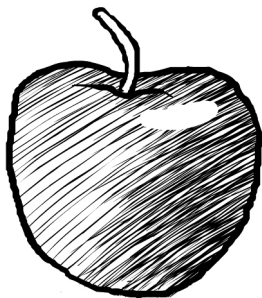
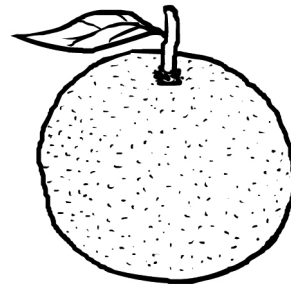
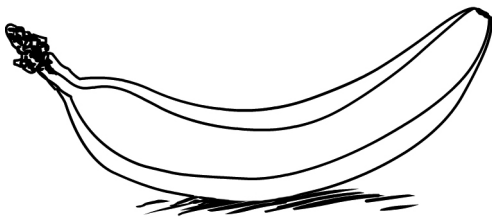
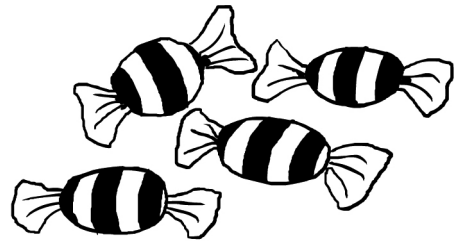
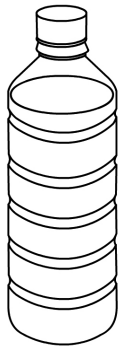
Es delicioso

Colour in the picture and write what you think Mamá and Sofía are saying in the speech bubbles.

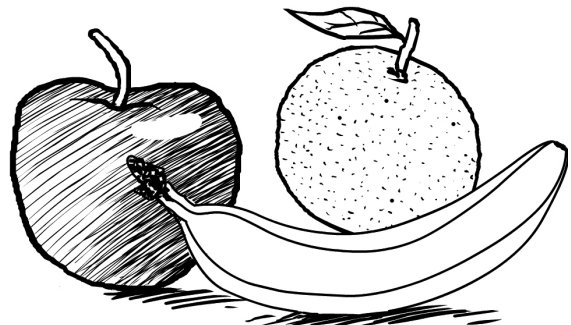
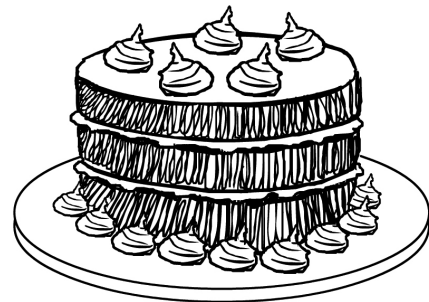
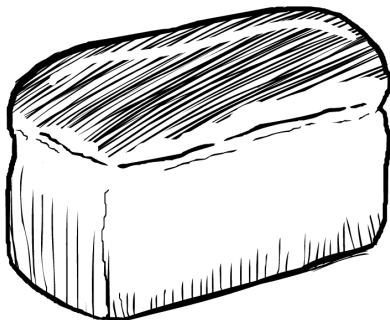
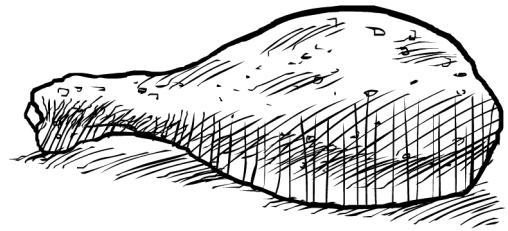
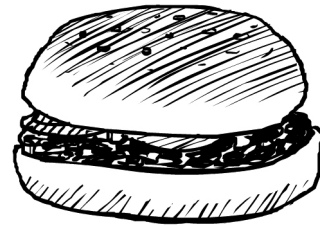
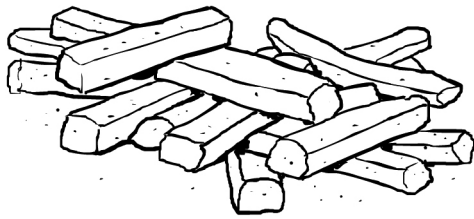
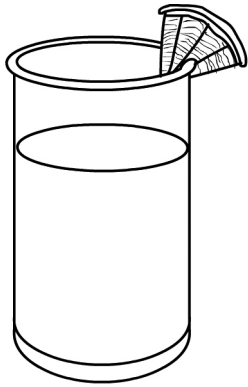
3e
Ficha

me llamo _____





un helado de chocolate	un helado de fresa
un batido de chocolate	un batido de fresa
agua	unos caramelos
un plátano	una naranja
una manzana	chocolate



un zumo de
naranja

una pizza

unas patatas
fritas

una
hamburguesa

ensalada

pollo

pan

un pastel

una coca-cola

unas frutas

Self-assessment sheet

Al final de esta unidad yo puedo...

me llamo _____

Unidad
3
Yo puedo...

	date	not yet	nearly	definitely
recognise the names of some food and drink in Spanish				
ask for some food/drink				
say that I like/dislike types of food and drink				
understand the time in Spanish				
say the time in Spanish				

Self-assessment sheet

Al final de esta unidad yo puedo...

me llamo _____

Unidad
3
Yo puedo...

	date	not yet	nearly	definitely
recognise the names of some food and drink in Spanish				
ask for some food/drink				
say that I like/dislike types of food and drink				
understand the time in Spanish				
say the time in Spanish				