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Talking about yourself and your family

AIMS OF THE UNIT

- ▶ Giving and understanding directions
- ▶ Giving information about your family
- ▶ Talking about where places and things are located
- ▶ Counting from zero to 29

GRAMMAR

- ▶ **Estar**, to be
- ▶ When to use **ser** and **estar**
- ▶ **Tener**, to have
- ▶ Verbs ending in **-er** (**vender**)

Exploiting the course material

Conversations 1 Ask students to prepare a mini-questionnaire based on the questions they have just practised. Get them to move around the class, asking the questions and noting down the replies.

Exercise 1

Students adopt a different personality (perhaps that of a celebrity) and practise the exercise, orally, substituting these new details for those in the exercise.

Conversations 2 Teach the students **página** and refer to page numbers from now on in Spanish.

Ask one or two students to come out to the board and write up numbers. The other students call out the numbers in Spanish as the volunteers are writing them.

Use the map on page 9 to teach **norte, sur, este, oeste**. Ask students questions like: **¿dónde está el Pacífico/Atlántico/el mar/la costa?**

Exercises 4-10

Ask which students live in a house or flat with a number from 1 to 29. Ask them at which number they live. Encourage other students to ask the same question.

Student A plays the role of teacher and calls out a number in English. Student B gives the Spanish equivalent and calls out another number. Student C then gives the Spanish equivalent and calls out yet another number. Continue in this manner around the class, trying to keep up a brisk pace. Another variation of this game is for students to call out the number above or below the one already given.

Conversations 3 Ask a student to come out to the front of the class and encourage the others to give him or her directions around the room.

Further activities

Students bring in photographs of their friends or families and explain who they are to a partner or to the class as a whole. They might also bring in appropriate postcards of places they have visited in a Spanish-speaking country and explain where the places are.

In groups of two or three, students throw two dice. They add up the numbers on both faces. Alternatively, they could multiply them if the numbers are small enough. Students could note down these combinations and report back to the teacher on *how* they arrived at the total score.

Exploiting material from the *Breakthrough Spanish Activity Book*

Exercise 1

Get two students to play teacher and write similar sums on the board. The students could be divided into two teams. The first team to shout out the right answer gets a point.

Exercise 2

Kim's Game. Bring in objects (or pictures) whose names the students know in Spanish and run through them to revise vocabulary. Then place them under a cloth on the desk. Students call out the names of those objects which they remember. It's a good idea at the start to elicit how many objects they need to find. (This, incidentally, will revise numbers.)

Objects could be put on small shelves, simulating the floors in a department store. (A spice rack is ideal for this.) Students call out the floor on which each object is to be found. Alternatively, the teacher could draw the floors in a department store on the board and sketch in the objects.

Answers to exercises on the worksheets

PAGE 9: EXERCISE 1

a. Está en el norte de América del Sur/Sudamérica. b. Está en el este de América del Sur. c. Está en el oeste de América del Sur. d. Están en el sur de América del Sur. e. Está en el centro de América del Sur.

PAGE 9: EXERCISE 2

a. Evan tiene veinte años y Magda veintiuno. b. Vive en Cardiff. c. Estudia en Aberystwyth. d. Cardiff está en el sur de Gales. e. Aberystwyth está en el oeste. f. Está en Gales por un año. g. No tiene hermanos, es hijo único.

PAGE 10: EXERCISE 1

a. ¿Cómo te llamas? ¿Cómo se llama usted? b. ¿Cuántos años tienes/tiene usted? c. ¿Cuántos hermanos tienes/tiene usted? d. ¿Estás/está casado/a? e. ¿Eres/es soltero/a?

PAGE 10: EXERCISE 2

a. ¿cuánto dinero? b. ¿cuánta fruta? c. ¿cuántos alumnos? d. ¿cuántas millas? e. ¿cuántos kilómetros?

PAGE 10: EXERCISE 3

a. yo, él b. usted c. ellos, yo d. tú e. nosotros

Exercise 1

Look at this map of South America and then answer the questions in Spanish. You may need the word 'centro', centre.



a. ¿Dónde está Venezuela?

b. ¿Dónde está Brasil?

c. ¿Dónde está Chile?

d. ¿Dónde están Las Malvinas? (The Falkland Islands)

e. ¿Dónde está Paraguay?

Exercise 2

Here is an extract from Evan's first email to a Mexican friend. Read it through and then answer the questions in Spanish.

... Tengo veinte años y soy galés, de Cardiff. Cardiff está en Gales, en la costa. Es la capital del país. Yo hablo inglés y galés y un poco de francés y español. Soy estudiante de política y económicas en la universidad de Aberystwyth, en el oeste de Gales. También está en la costa. No tengo hermanos (soy hijo único) pero tengo muchos amigos (también estudiantes) y una novia que se llama Magda. Es alemana y está en Gales por un año. Ella estudia idiomas – inglés e italiano. Magda es mayor que yo, tiene veintiún años.

a. ¿Cuántos años tiene Evan? ¿Y Magda? _____

b. ¿Dónde vive Evan? _____

c. ¿Dónde estudia? _____

d. ¿Dónde está Cardiff? _____

e. ¿Y Aberystwyth? _____

f. ¿Por cuánto tiempo está Magda en Gales? _____

g. ¿Cuántos hermanos tiene Evan? _____

Exercise 1

Remember that you can address people formally (with **usted**) and informally (with **tú**). Translate each sentence using both forms of address.

a. What are you called?

(tú) _____

(usted) _____

b. How old are you?

(tú) _____

(usted) _____

c. How many brothers and sisters do you have?

(tú) _____

(usted) _____

d. Are you married?

(tú) _____

(usted) _____

e. Are you unmarried?

(tú) _____

(usted) _____

Exercise 2

Cuanto is an adjective, so has to agree with its noun. **¿Cuántos hermanos tienes?** Complete the following phrases, using the correct form. (You need an accent on the 'a' if you use **cuanto** in a question: **¿cuánto?**)

a. How much money? ¿_____ dinero?

b. How much fruit? ¿_____ fruta?

c. How many pupils? ¿_____ alumnos?

d. How many miles? ¿_____ millas?

e. How many kilometres? ¿_____ kilómetros?

Exercise 3

Add the correct pronoun (yo, tú etc.) in the following sentences.

New vocabulary

de vacaciones, on holiday

a. _____ no bebo alcohol. Mi hermano sí _____ bebe mucho.

b. ¿Cómo se llama _____ señor?

c. Mis hermanos están en la costa. _____ están de vacaciones, pero _____ no.

d. Y _____ ¿qué tal estás?

e. Los juguetes están en la planta baja. _____ no los vendemos en esta planta.

Activity 1

You start. Decide whether to call your partner **tú** or **usted**.

Ask what your partner is called.

Say it's not an English name.

Ask how old he or she is.

Ask if he or she has brothers or sisters.

Ask what he is called.

Activity 2

You start. Decide whether to call your partner **tú** or **usted**.

Ask your partner if he or she is unmarried.

Say, 'oh, you're married!'

Ask if he or she has children.

Ask how many children he or she has.

Ask whether they are sons or daughters.

Activity 1

Adopt the role below.

Say you are called René(e).

Say no, it's French.

Say you are 21 years old.

Say you have one older brother.

He is called Michael.

Activity 2

Say that you are married ...

Say yes, that's right.

Say yes, you do have children.

Say you have three.

Say you have two sons and one daughter.