

We are learning:

- to say how old you are
- to ask someone how old they are



# Teacher notes

## Additional resources

Birthday candles, number flashcards

## Activities

Greet the children and revise questions and responses from previous units, for example “¿Cómo te llamas?” and “¿dónde vives?”.

Revise the numbers 1 to 31. Count forwards and backwards

Introduce the lesson by using the phrase “hoy vamos a aprender ‘¿cuántos años tienes?’” – “today we are going to learn ‘how old are you?’”

Introduce the verb **tener** and explain how it works with talking about how old we are (see notes below).

Hold up a flashcard or a number of birthday candles, point to yourself and say “yo tengo diez (10) años”. Point at a child and ask “¿y tú? ¿cuántos años tienes?”. Repeat this several times giving lots of opportunity for repetition. Ask the children “who can reply in a quiet/whisper/loud/silly voice?” to encourage confidence speaking in the voice of a different character – as we do when we read books.

Listen to the conversation and ask the children to work in partners to ask each other how old they are and to respond. Extend the children by asking them to make a conversation and incorporate the new learning from this lesson into learning from previous lessons, for example:

- hello, how are you?
- what is your name?
- how old are you?
- where do you live?

# Teacher notes

Now tell the children we are going to use the verb **tener** in the third person by talking about how old other people are. Click the phrase **¿cuántos años tiene [Sebastian]?**. Ask the children if they can answer the question in partners by counting the candles and using the sentence structure to help them. Check the correct response by clicking the following in order:

- click the words **el tiene**
- click the cakes to hear the number/age
- click the word **años**

## **Points to note**

Praise the children regularly with phrases such as **excelente**, **muy bien**, **fantastico** and **genial**.

# Teacher notes

Introduce the verb **tener** (to have) and explain that in Spanish the verb changes depending on the singular or plural person – first, second, third. Explain that in English the verb stays the same but only the person word changes. In Spanish both parts change – this is quite complicated so don't worry if the children don't fully understand at first. However this concept does need introducing as the questions and responses change depending on the question asked and the response required, for example “how old is he?”, “he is...years old”, “how old are you?”, “I am...years old”. Not all of the conjugations are needed for this unit so only the ones that are used are shown.

person		verb		verb
1 <sup>st</sup> person singular	yo	tengo	I	have
2 <sup>nd</sup> person singular	tú	tienes	you	have
3 <sup>rd</sup> person singular	el / ella	tiene	he / she / it	has
1 <sup>st</sup> person plural	nosotros	tenemos	we	have
2 <sup>nd</sup> person plural	vosotros	teneís	you	have
3 <sup>rd</sup> person plural	ellos / ellas	tienen	they	have

The verb **tener** is used to talk about age. You are literally saying “I have ten years”, for example, rather than saying “I am ten years old” as we do in English. We ask people “how many years do you have?” rather than asking “how old are you?”.

# Teacher notes

## National Curriculum coverage

- **listen attentively to spoken language and show understanding by joining in and responding**
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- **engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help**
- **speak in sentences, using familiar vocabulary, phrases and basic language structures**
- **develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases**
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- **understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.**

# los números numbers



# grámatica grammar




- el verbo 'tener'
- yo tengo
- tú tienes
- el / ella tiene
- ellos / ellas tienen

- the verb 'to have'
- I have
- you have
- she / he has
- they have

In English we say "I am 10 years old".

In Spanish we say "I have 10 years"  
using the verb '**tener**' and we ask  
"How many years do you have?"



Hola Abdul.  
¿Cuántos años  
tienes?

Tengo doce  
años.

Buenos días  
Sebastian.  
Tengo once  
años. ¿Y tú?  
¿Cuántos años  
tienes?

¡Hasta luego!

# vocabulario vocabulary

- ¿cuántos años tienes?
- tengo ... años
- ¿y tú?
- how old are you?
- I am ... years old
- and you?

¿cuántos años tiene Abdul?

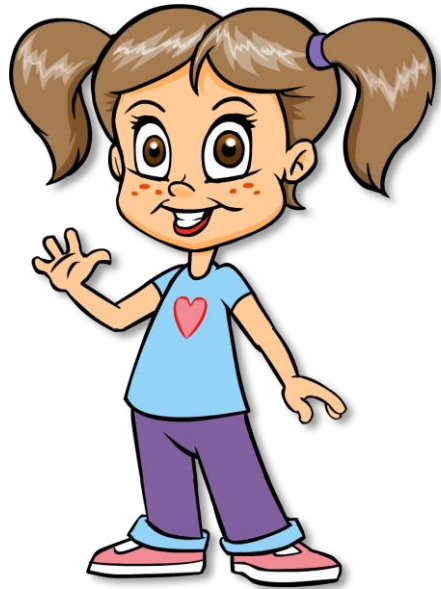
how old is Abdul?



el tiene ... años

he is ... years old

¿cuántos años tiene Juliana?  
how old is Juliana?

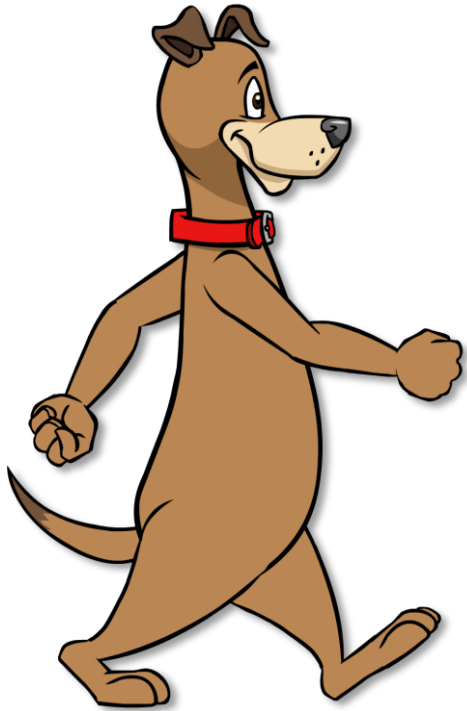


Juliana



ella tiene ... años  
she is ... years old

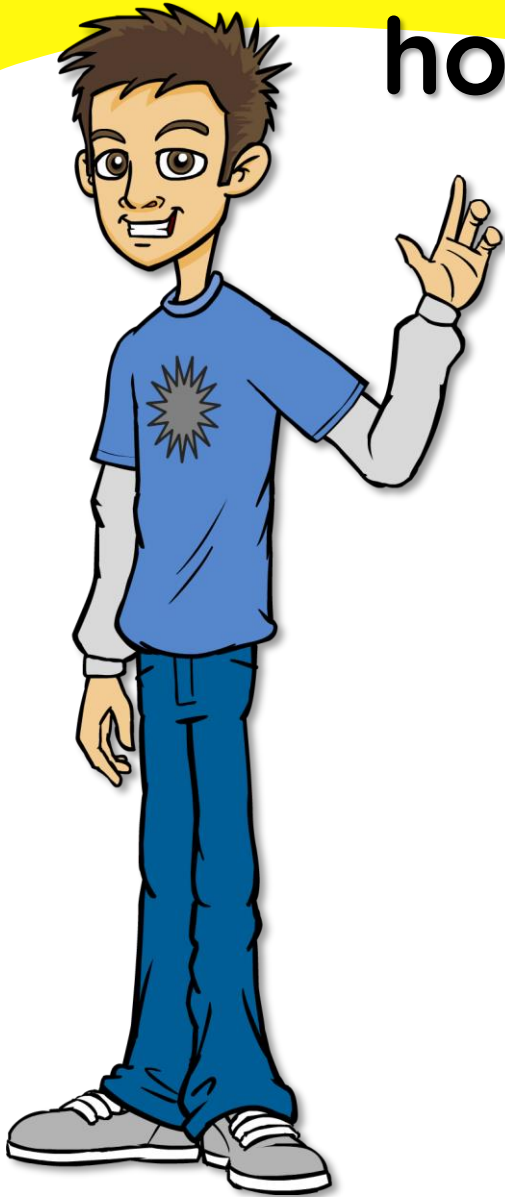
¿cuántos años tiene Romeo?  
how old is Romeo?



el tiene ... años  
he is ... years old

¿cuántos años tiene Sebastian?

how old is Sebastian?



el tiene ... años

he is ... years old

¿cuántos años tiene Maria?  
how old is Maria?



ella tiene ... años  
she is ... years old

¿cuántos años tiene Juan?  
how old is Juan?



el tiene ... años  
he is ... years old



¡Hasta luego!