

## MFL

### Intent

Our MFL curriculum is based around the National Curriculum. Our MFL subject intent will facilitate children from Year 3 through to Year 6 in their competence and confidence to engage with Spanish and language learning. In EYFS children learn that other cultures and languages exist through music, stories and celebrations. In KS1 we intend to familiarise children with foreign languages through songs, greetings and basic common words. In KS2, the children will learn skills such as decoding phonics, making questions and building phrases and sentences in speaking and writing to improve communication. By the end of year 6, children should be enthusiastic about learning other language and have clear personalised strategies that can support them to be life-long language learners. They should be able to identify similarities and differences between Spanish and English and communicate about a range of topics relevant to their lives. The children will also broaden their understanding of the world and appreciate cultures within Spanish speaking countries. *The decision to learn a foreign language is to me an act of friendship. It is indeed a holding out of the hand. It's not just a route to negotiation. It's also to get to know you better, to draw closer to you and your culture, your social manners and your way of thinking. And the decision to teach a foreign language is an act of commitment, generosity and mediation- John Le Carre.*

### Rationale

Units are 6 x 30 minute sessions plus 2 x 5 mins of sticky learning per week. Units are taught in a set sequence of lessons: 2 x vocab lessons, 2 x grammar lessons using the vocab to ask and answer questions, 2 x special project lesson with a specific outcome (telling a story, role play, playground game, performance of song or poem, posters for display, communication with partner school). Only the special project lessons can be blocked, the other lessons need to be spaced out to allow for absorption and sticky learning.

Process:	What will this stage contain?
Present/investigate vocabulary (VOCAB 1)	Games, drilling, matching activities, attention to pronunciation, sorting into masculine/feminine, spot the mistake, notice cognates and false friends, notice accents and phonemes, record voices or video, mind mapping, bilingual dictionary work, songs. <b>Focus on speaking and pronunciation.</b>
Practise vocabulary further (VOCAB 2)	Consolidate and extend if possible. Repeat games and activities that were enjoyed in VOCAB 1 to increase fluency. <b>Focus on reading/writing the words as well as pronunciation.</b>
Introduce simple question /answer with vocabulary (GRAMMAR 1)	Present and practise. Good place to include comprehension tasks using listening and reading.
Extend question/answer (GRAMMAR 2)	Often extend with porque (because) + adjective, pero (but), y (and)
SPECIAL PROJECT 1	Join learning up with a purpose - poster, playground game, joining in or re-telling a story, letter or postcard to partner school, leaflets, performance of song or poem



# MFL Curriculum

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**Aut 1 Hola! Hello****Knowledge**

I know learning languages is about copying sounds and rhythms and having a go.  
 I know Spanish has some similar and different sounds to English.  
 I know that ll=y (Me llamo), v=b (nueve) and z=th (diez) ñ (anos)  
 I know the question word "cómo" (how)  
 I know the question word "cuántos"(how many)

**Skills taught in units**

I can introduce myself and ask someone's name.  
 I can say, recognise and write numbers to 10.  
 I can say and recognise numbers to 20.

**Vocabulary**

¿Cómo te llamas? *What is your name?*  
 Me llamo\_\_\_\_\_ I am called\_\_\_\_\_  
 uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte

**Aut 2 - Los colores Colours****Knowledge**

I know what sounds j (rojo. naranja), r (rosa) and rr (marron) make.  
 I know that the words for red, yellow, black and white have two different versions.  
 I know the question word "cuál" (*which*)

**Skills taught in Units**

I can say, recognise and write a range of colours.  
 I can ask about someone's favourite colour.  
 I can say my favourite colour.  
 I can join in with a story.  
 I can use phonics to try to read unfamiliar words ( in the story -perro, caballo, raña, pez, oveja)

**Vocabulary**

rojo *red*, verde *green*, amarillo *yellow*, azul *blue*, blanco *white*, negro *black*, rosa *pink*, morado *purple*, marrón *brown*

**Sp 1 Mis mascotas Pets****Knowledge**

I know how to say words with these sounds in them: rr, j, z, v, ll  
 I know that Spanish has masculine and feminine nouns.  
 I know what a cognate is and can say when I recognise one.

**Skills taught in Units**

I can say, recognise and write words for pets.  
 I am starting to recognise masculine and feminine nouns.  
 I can ask a question using "Tienes..." *Do you have?*  
 I can say my pet's name (3<sup>rd</sup> person)  
 I can scan for key information in a Spanish text.

**Vocabulary**

un perro - *dog*  
 un gato- *cat*  
 un hamster  
 un conejo- *rabbit*  
 un raton- *mouse*  
 un pájaro- *bird*  
 un pez - *fish* (pl. unos peces)  
 una tortuga- *tortoise*

**Sp 2 Los dias de la semana Days of the week****Knowledge****Skills taught in Units****Vocabulary**

	<p>I know that days of the week in Spanish are written with a lowercase letter</p> <p>I know that some letters in Spanish have an accent on them and it makes that part of the word strong e.g miércoles, sábado</p>	<p>I can say, read and recognise the days of the week.</p> <p>I can use cuál (which) in a question about days.</p> <p>I can use “porque” to explain my opinion.</p>	<p>lunes <i>Monday</i></p> <p>martes <i>Tuesday</i></p> <p>miércoles <i>Wednesday</i></p> <p>jueves <i>Thursday</i></p> <p>viernes <i>Friday</i></p> <p>sábado <i>Saturday</i></p> <p>domingo <i>Sunday</i></p> <p>porque <i>because</i></p>
	<p><b>Su 1 Mi estuche <i>My pencil case</i></b></p>		
	<p><b>Knowledge</b></p>	<p><b>Skills taught in units</b></p>	<p><b>Vocabulary</b></p>
	<p>I know that an “h” is silent in Spanish at the beginning of a word.</p> <p>I know that the word order is different in Spanish to English.</p> <p>I know how to recognise masculine and feminine nouns by looking for un or una.</p> <p>I know that a colour comes after the noun in a Spanish sentence and white/yellow/black/red has to match the noun.</p> <p>I know that adjectives can be masculine or feminine too.</p>	<p>I can say, read and write words for school equipment.</p> <p>I can use a bilingual dictionary to find the meaning of a word.</p> <p>I can make a yes/no question with “hay”.</p> <p>I can use a question with “qué”</p> <p>I can use y (say eeee) for “and”</p>	<p>un bolígrafo - <i>pen</i></p> <p>una regla- <i>ruler</i></p> <p>una goma - <i>rubber</i></p> <p>un sacapuntas - <i>sharpener</i></p> <p>un lápiz- <i>pencil</i></p> <p>un crayon</p>
	<p><b>Su 2 Mi helado favorito <i>My favourite ice cream</i></b></p>		
	<p><b>Knowledge</b></p>	<p><b>Skills taught in unit</b></p>	<p><b>Vocabulary</b></p>
	<p>I know that a cognate might have different pronunciation eg chocolate</p> <p>I know that I need to speak slowly and clearly using my best Spanish accent so people can understand me (role play special project)</p>	<p>I can say, recognise and write different ice cream flavours</p> <p>I can ask for and give an opinion on ice-cream</p> <p>I can order an ice cream in a shop.</p> <p>I can use “quiero” to order an ice cream and say how many scoops I would like.</p>	<p>un helado de..</p> <p>chocolate (choc-o-la-tay)</p> <p>vainilla</p> <p>fresa - <i>strawberry</i></p> <p>mango</p> <p>caramelo</p> <p>menta</p> <p>chicle (<i>bubblegum</i>)</p> <p>adjectives - small/big : pequeno/grande</p> <p>Una bola/dos bolas etc</p>

**Aut 1 Los meses *months***

Knowledge	Skills taught in units	Vocabulary
<p>I know that to be a good language learner I need to find ways of remembering new words eg. mind maps, vocab lists, pictures, charts, tables, links with words I know.</p> <p>I know that months of the year are always written with a lowercase letter in Spanish.</p>	<p>I can say, recognise and write months of the year.</p> <p>I can use the months of the year to state my birthday.</p> <p>I can write the months correctly, using a lowercase.</p>	<p>enero febrero marzo abril mayo junio julio agosto septiembre octubre noviembre diciembre</p>

**Aut 2 Los números hasta 50 *Numbers to 50***

Knowledge	Skills taught in units	Vocabulary
<p>I know that numbers in the 20s,30s and 40s follow a pattern.</p> <p>I know the spelling and the rhythm of the 20s numbers is different.</p> <p>I know the question word “cuántos” <i>How many</i></p> <p>I know the question word “cuándo” <i>when</i></p>	<p>I can say, recognise and write numbers from 0-50.</p> <p>I can ask questions about numbers</p> <p>I can use numbers to discuss dates.</p> <p>I can use “cuántos” for masculine nouns and “cuántas” for feminine nouns.</p> <p>I can use a bilingual dictionary to check if a noun is masculine or feminine.</p>	<p>20 veinte 21 veintiuno 22 veintidós 23 veintitrés 24 veinticuatro 25 veinticinco 26 veintiséis 27 veintisiete 28 veintiocho 29 veintinueve 30 treinta 31 treinta y uno 32 treinta y dos 33 treinta y tres 34 treinta y cuatro 35 treinta y cinco 36 treinta y seis 37 treinta y siete 38 treinta y ocho 39 treinta y nueve 40 cuarenta 41 cuarenta y uno 42 cuarenta y dos 43 cuarenta y tres 44 cuarenta y cuatro 45 cuarenta y cinco 46 cuarenta y seis 47 cuarenta y siete 48 cuarenta y ocho 49 cuarenta y nueve 50 cincuenta</p>

**Sp 1 Los deportes *sport***

Knowledge	Skills taught in units	Vocabulary
<p>I know that “gi” make a hard h sound (gimnasia)</p> <p>I know many sports words are cognates.</p> <p>I know that the determiner el/la means “the” and tells me if a noun is masculine or feminine</p>	<p>I can say, recognise and write words used for sports.</p> <p>I can say my opinion about sports.</p> <p>I can write about sports.</p>	<p>el tenis el fútbol la natación <i>swimming</i> el hockey el baloncesto <i>basketball</i></p>

I know that Spanish and English can be very different and we can't translate word for word * I know the structure "me gusta" and "te gusta" is a bit different to other structures in Spanish.	I know how to use an online and paper bilingual dictionary to work out new words and find what I want to say.	la gimnasia el criquet el baile <i>dance</i> el ciclismo <i>cycling</i> el badminton  divertido/a - fun aburrido/a - boring
<b>Sp 2 Mi familia my family</b>		
<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
I know that some family words have a masculine and feminine form e.g primo/prima <i>male or female cousin</i> . I know how to work out new words in a story.	I can say, recognise and write words for family members. I can answer a question about family. I can ask a question about family.	Madre <i>mum</i> , padre <i>dad</i> , hermano <i>brother</i> , hermana <i>sister</i> , abuelo <i>grandad</i> , abuela <i>grandma</i> , primo <i>cousin (m)</i> , prima <i>cousin (f)</i> , tío <i>uncle</i> , tía <i>aunty</i>
<b>Su 1 Las frutas y verduras fruit and vegetables</b>		
<b>Knowledge</b>	<b>Skills taught in units</b>	<b>vocabulary</b>
I know that las/los are plural determiners for masculine and feminine. I know different ways to record and organise my vocab to help me remember. I know that we have to use "me gustan" when we are talking about something plural. I know how to have a go at saying new words by using my Spanish phonics. I know that adjectives have to agree with nouns (masculine or feminine, singular or plural).	I can say, recognise and write words used for fruits and vegetables. I can ask someone's opinion on fruit and vegetables. I can give an opinion about fruits and vegetables. I can use porque (because) to add more detail to my opinion.	Las manzanas – <i>apples</i> Las naranjas – <i>oranges</i> Los plátanos – <i>bananas</i> Las fresas- <i>strawberries</i> Las uvas – <i>grapes</i> Las cerezas- <i>cherries</i> Las piñas – <i>pineapples</i> <b>Plus any others they want to look up</b>  Me gustan las manzanas porque son _____ adjectives (sweet <i>dulces</i> , delicious <i>deliciosas/deliciosos</i> , bitter <i>amargos/amargas</i> , boring <i>aburridas/aburridos</i> , disgusting <i>asquerosos/asquerosas</i> )
<b>Su 2 Mi uniforme my uniform</b>		
<b>Knowledge</b>	<b>Skills Taught in Units</b>	<b>vocabulary</b>
<b>SPECIAL PROJECT for link school in Madrid</b>		

	<p>I know that adjectives and nouns need to agree in gender and number e.g una falda blanca.</p> <p>I know the determiners unos/unas means some.</p> <p>I know that “como” is used to start a question asking for a description.</p>	<p>I can say words to describe school uniform.</p> <p>I can recognise words to describe my school uniform.</p> <p>I can write about my school uniform in detail.</p>	<p>una falda - <i>skirt</i></p> <p>unos pantalones - <i>trousers</i></p> <p>una camisa - <i>shirt</i></p> <p>unos zapatos - <i>shoes</i></p> <p>unas medias - <i>tights</i></p> <p>unos calcetines - <i>socks</i></p> <p>un jersey - <i>jumper</i></p>
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<b>Au1 Los números hasta 100 2 digit numbers</b>		
<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
<p>I know that to be a good language learner I have to use all the pronunciation rules I have learnt when I see new words.</p> <p>I know that there is a pattern that repeats when we are counting numbers to 100.</p> <p>I know how to make myself a little trick to remember something that is difficult. <i>eg sesenta 60 and setenta 70 are very similar but s comes before t like 60 comes before 70.</i></p>	<p>I can say numbers up to 100.</p> <p>I can recognise numbers up to 100.</p> <p>I can write numbers up to 100.</p> <p>I can ask and answer a question about another person's age (3<sup>rd</sup> person)</p>	<p>Numbers up to 100.</p> <p>Sesenta- 60</p> <p>Setenta- 70</p> <p>Ochenta – 80</p> <p>Noventa- 90</p> <p>Cien- 100</p>
<b>Aut 2 Las asignaturas school subjects</b>		
<b>Knowledge</b>	<b>Skills Taught in Units</b>	<b>vocabulary</b>
<p>I know to use “porque” to give an opinion (<i>because</i>)</p> <p>I know that adjectives have to agree with nouns (gender/singular plural)</p> <p>I know that adjectives ending in letters like e and I don't have a masculine and feminine form.</p> <p>I know me gusta is for singular nouns and me gustan is for plural nouns.</p>	<p>I can say, recognise and write words for school subjects.</p> <p>I can ask for and give an opinion about school subjects.</p> <p>I can use a range of adjectives to describe school subjects in a postcard to a penpal.</p> <p>I know strategies for listening to a native speaker eg don't panic, listen for key words, ask to repeat.</p>	<p>el inglés <i>English</i></p> <p>el español <i>Spanish</i></p> <p>la ciencia <i>Science</i></p> <p>la geografía <i>Geography</i></p> <p>la historia <i>History</i></p> <p>el arte <i>Art</i></p> <p>la construcción (DT)</p> <p>la educación física (PE)</p> <p>la informática (ICT)</p> <p>las matemáticas (plural)</p> <p>Me gusta el ingles porque es interesante</p> <p>Adjectives: divertido/a aburrido/a fun/boring. interesting/difficult interesante/difícil</p> <p>useful/easy útil/fácil</p>
<b>Sp1 Mi barrio my area</b>		
<b>Knowledge</b>	<b>Skills taught in Units</b>	<b>Vocabulary</b>
<p>I know how to use the rhythm of the words to perform a poem in Spanish.</p> <p>I know how to link together things I have previous learnt in new ways (hay from year 3 sum 2 etc)</p>	<p>I can say, recognise and write about the type of shops and facilities in my area.</p> <p>I can use a bilingual dictionary to find words I want to use (paper and online)</p> <p>I can write and perform a group poem from a model.</p>	<p>una piscina <i>Swimming pool</i></p> <p>una estación de trenes <i>Train station</i></p> <p>una panadería <i>Bakery</i></p> <p>un mini-mercado <i>Mini market</i></p>



	I can use "pero" for but	
<b>Sp2 Mi ciudad Manchester Special Project</b>		
<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
<b>SPECIAL PROJECT for link school in Madrid</b>		
<p>I know that tourists visit Manchester and are interested in our city.</p> <p>I know how to be positive about Manchester.</p> <p>I know how to check my written work for accents, spelling, masculine and feminine nouns and adjectives agreeing with nouns.</p>	<p>I can describe my local area.</p> <p>I can describe tourist attractions around Manchester.</p> <p>I can write about Manchester for Spanish tourists.</p>	<p>Se puede visitar... (You can visit)</p> <p>Hay...</p> <p>Tambien <i>also</i></p> <p>Mucha gente le gusta <i>Many people like</i></p> <p>Tenemos <i>we have</i></p> <p>adjectives:</p> <p>interesante <i>interesting</i></p> <p>viejo <i>old</i></p> <p>nuevo <i>new</i></p> <p>grande <i>big</i> pequeño <i>small</i></p> <p>lindo/a <i>nice</i></p> <p>popular</p> <p>divertido <i>fun</i></p>
<b>Su1 El cafe Food and drink</b>		
<b>Knowledge</b>	<b>Skills taught in Units</b>	<b>Vocabulary</b>
<p>I know how to work out what someone could be saying to me in a particular context eg. shop, cafe, restaurant.</p> <p>I know that I need to stay calm and listen for words I understand.</p> <p>I know how to make language come alive when I am performing.</p>	<p>I can recognise and talk about different foods and drinks in a cafe</p> <p>I can ask and answer questions about foods and drinks</p> <p>I can give my opinions about foods and drinks</p> <p>I know how to be polite when in a cafe</p>	<p>un bocadillo (de queso/de jamon) <i>sandwich (cheese/ham)</i></p> <p>un helado <i>an ice cream</i></p> <p>un batido <i>a smoothie</i></p> <p>un zumo de naranja <i>an orange juice</i></p> <p>Role play language:</p> <p>¿Qué desea? <i>What would you like ..?</i></p> <p>Y para beber/comer...? <i>And to eat/drink?</i></p> <p>¿Algo más? <i>Anything else?</i></p> <p>Aqui tiene... <i>Here they have</i></p> <p>¡Buen provecho! <i>Bon appetite!</i></p>
<b>Sum 2: Telling the Time (Qué hora es)</b>		
<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>

	<p>I know why we say “es la una” (it’s one o’clock - singular) and “son las dos” (it’s 2 o’clock - plural).</p>	<p>I can recognise and tell the time on the hour and half hour I can ask and answer questions about the time. I can ask and answer questions about the time in shops and services.</p>	<p>Es la una (1 o’clock) Son las dos/tres/cuatro etc  Es la una y media (1.30) Son las dos y media (2.30)</p>
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**Au1 Mi rutina diaria My daily routine**

Knowledge	Skills taught in units	Vocabulary
<p>I know that to be a good language learner you have to pay attention to the small details (accents on letters, masculine and feminine nouns, adjectives agreeing with nouns etc)</p> <p>I know that Spanish verbs end in “o” when I am talking about myself and this is true if you are a boy or girl.</p> <p>I know how to find out the things I want to say using “como se dice”</p>	<p>I can talk about my daily routine.</p> <p>I can discuss the routine of someone else.</p>	<p>me despierto- <i>I wake up</i></p> <p>Me levanto- <i>I get up</i></p> <p>Me ducho - <i>I have a shower</i></p> <p>Tomo el desayuno - <i>I have my breakfast</i></p> <p>Me cepillo los dientes- <i>I clean my teeth</i></p>

**Au2 Mi casa My house**

Knowledge	Skills taught in units	Vocabulary
<p>I know that un/una means <b>a</b> and el/la means <b>the</b></p> <p>I can apply all the phonic sounds I know to new words.</p> <p>I know how to use things I have learnt before in a different context (time from year 5).</p>	<p>I can say, recognise and write words for rooms in a house.</p> <p>I can say what rooms are in my house.</p> <p>I can give a basic description of the rooms.</p>	<p>el salón - <i>living room</i></p> <p>el dormitorio- <i>bedroom</i></p> <p>la cocina - <i>kitchen</i></p> <p>el jardín - <i>garden</i></p> <p>el comedor- <i>dining room</i></p> <p>el garaje – <i>garaje</i></p> <p>grande</p> <p>pequeño/a</p> <p>soleado/a</p> <p>oscuro/a</p>

**Sp1 Los empleos jobs**

Knowledge	Skills taught in units	Vocabulary
<p>I know how to make adjectives agree with nouns.</p> <p>I know how to link prior learning and new learning (me gusta from Year 3 and 5 and me gustaria - I would like- in Year 6, adjectives from year 5 to describe school subjects)</p>	<p>I can say, recognise and write words for a range of jobs</p> <p>I can describe jobs using adjectives.</p> <p>I can say what job I would like in the future and why.</p>	<p>un cocinero/una cocinera - <i>cook</i></p> <p>una peluquera/un peluquero - <i>hairdresser</i></p> <p>Un/una policía - <i>police officer</i></p> <p>un camarero/una camarera - <i>waiting staff</i></p> <p>un dependiente/una dependienta - <i>shop assistant</i></p> <p>médica/o</p>

			<p> enfermera/o <i>nurse</i>  abogada/o <i>lawyer</i>  un bombero/la bombera <i>-fireman</i>  el cajero/ la cajera <i>-cashier</i>  el/la electricista <i>- electrician</i>  el enfermero/la enfermera <i>-nurse</i>  el ingeniero/la ingeniera <i>-engineer</i>  el jardinero/la jardinera <i>-gardener</i>  el panadero/ la panadera <i>-baker</i>  el peluquero/ la peluquería <i>-hairdresser</i>  el periodista/la periodista <i>-journalist</i>  el pintor/la pintora <i>- painter</i>  el/la soldado <i>-soldier</i>  el traductor/ la traductora <i>-translator</i>  el veterinario/ la veterinaria <i>- vet</i> </p> <p> criativo/a - creative  bien pagado/a – well paid  útil - useful  importante  interesante </p>
	<b>Sp2 Números grandes <i>big numbers</i></b>		
	<b>Knowledge</b>	<b>Skills taught in Units</b>	<b>Vocabulary</b>

	<p>I know 3 digit Spanish numbers use partitioning. I know how to check my written work for spelling, Spanish punctuation and accents. I know where to say “and” in a 3 digit Spanish number.</p>	<p>I can recognise, say and write numbers up to 1000. I can use “cuántos” for masculine nouns and “cuántas” for feminine nouns (revisiting from Year 4).</p>	<p>0-500</p> <p>100 – cien/ciento 200- doscientos 300- trescientos 400- cuatrocientos 500- quinientos 600 - seiscientos 700- setecientos 800 - ochocientos 900- novecientos 1000- mil</p> <p>¿Cuántas/os + plural noun+ hay...? Hay...</p>
	<p><b>Su1 Mucho gusto! <i>Pleased to meet you!</i> all about me</b></p>		
	<p><b>Knowledge</b></p>	<p><b>Skills taught in Units</b></p>	<p><b>Vocabulary</b></p>
<p><b>SPECIAL PROJECT for link school in Madrid</b></p>			
	<p>I know what topics are suitable to talk to a Spanish friend about (birthday, colours, family, sports, pets, school etc).(writing a letter) I know how to start and close a letter. I know how to carefully check my own work for accents, spellings and masculine and feminine and agreements using a dictionary if necessary.</p>	<p>I can write a letter that introduces me I can use my previous learning in my letter I can ask questions to a pen pal about their birthday, family, pets, food they like, their house, school life.</p>	<p>Collect all the different topics that we can covered (family, food, house, school subjects, likes and dislikes etc).</p> <p>Generate some words that you might need when talking about the topic and research them e.g stepmother, turquoise, flat, great grandad, curry etc.</p> <p>Can you make a question related to each topic e.g ¿Cuál es tu comida preferida? What’s your favourite food?</p>

	<p><b>Su2 Mis vacaciones <i>My holiday</i></b></p>		
	<p><b>Knowledge</b></p>	<p><b>Skills taught in Units</b></p>	<p><b>Vocabulary</b></p>
	<p>I know when to use “me gusta” and “me gustan”</p>	<p>I can answer questions about holidays I can ask questions about holidays</p>	<p>la piscina <i>swimming pool</i> un helado <i>ice cream</i></p>

	<p>I know how to use a range of adjectives correctly to express my opinion</p>	<p>I can use any kind of dictionary to talk about the things I want to say.</p>	<p>la natación <i>swimming</i>  un restaurante</p> <p>New:  la playa <i>the beach</i>  las montañas <i>the mountains</i>  una caravana  el acampamento <i>campsite</i>  el avion <i>the plane</i>  el coche <i>the car</i>  un castillo de arena <i>sandcastle</i>  el sol <i>the sun</i>  la acampada <i>camping</i>  el hotel</p> <p>Voy – I go (seen in unit 1)  Visito- I visit  Como – I eat  Paso el tiempo- I spend time</p>
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