

Learning Languages – Spanish Numeracy Enhanced Plan

This resource is aligned to the New Zealand Curriculum (2007) and provides support for the teaching and learning of literacy and numeracy in preparation for the NCEA Co-requisite. It aims to support those students who are using the NCEA qualification pathway.

Context

Ākonga explore the size, population, annual median temperature, and rainfall in each region of Spain by:

- » Making meaning from the target language
- » Listening to a target language passage and drawing out information
- » Reading a text in the target language
- » Interacting in the target language.

The activities will be accessible to the majority of ākonga in Year 11. It can also be adapted for ākonga at lower year levels.

A similar lesson can be undertaken using other languages, such as the Pacific Islands, the prefectures of Japan or the arrondissements of Paris. All resources have been translated into English, so it is accessible to all teachers.

Numeracy connections

Operations with Numbers

- » Express whole numbers up to billions in the target language

Location and navigation

- » Use compass directions to express the location of landmarks relative to each other

Measurement

- » Identify the appropriate measurements to use in a context.
- » Develop a conceptual understanding of area.

Achievement objectives

Selecting and using language, symbols and text to communicate

- » Understand and produce information and ideas.

Managing self and relating to others

- » Express and respond to personal needs and interests.

Participating and contributing in communities

- » Use cultural knowledge to communicate appropriately.

Resources:

- » Activity: Las regiones de España

Prior Learning

Before being introduced to this learning activity, ākonga will have explored:

- » the structures required to express superlatives
- » how to express large numbers in the target language

**1**

Activity 1: Sequence of learning

 20 min

Las comunidades autónomas de España

Provide ākonga with the first two pages of Las Regiones de España. Have a copy of this activity projected on the whiteboard (if possible).

In pairs, ākonga:

- › **interpret** the questions in Las Regiones de España
- › **predict** which region is the largest, smallest, warmest, coolest, wettest, and driest
- › **explain** their reasoning for selecting a region for being the largest, smallest, warmest, coolest, wettest, and driest.

Think about the language that students may not have encountered yet and what modelling you as a teacher may need to provide.

Numeracy connection: *Ākonga can explain the reasonableness of their responses. While this is not a mathematical context, it supports their development of a key idea in the numeracy standard where ākonga explain the reasonableness of mathematical and statistical responses.*

As you **circulate the class** to support ākonga, you may wish to:

- › ask ākonga to **identify** keywords in the question
- › **draw attention** to the structure of the question and use this to frame a response that incorporates the question into the answer
- › **scaffold** their reasoning by asking how they might measure largest, smallest, warmest, coolest, wettest, and driest.

Numeracy connection: *Ākonga identify the appropriate measures for area, rainfall, and temperature, including units and the tool they might use.*

[List of Important SI Units of Measurement - GeeksforGeeks](#)
[How to Translate Measurements and Dimensions in Spanish](#)

You may wish to model this activity. For example: *¿Qué región crees que tiene la mayor población? En mi opinión Cataluña...Cataluña tiene la mayor población porque es bastante grande y sé que Barcelona está en Cataluña y Barcelona es una ciudad con mucha gente¹.*

¹ Which region do you think has the biggest population? I think that Catalonia has the largest population because it is quite large. I know that Barcelona is in Catalonia and Barcelona is a city with a lot of people

1 Activity 1: Sequence of learning (continued)

20 min

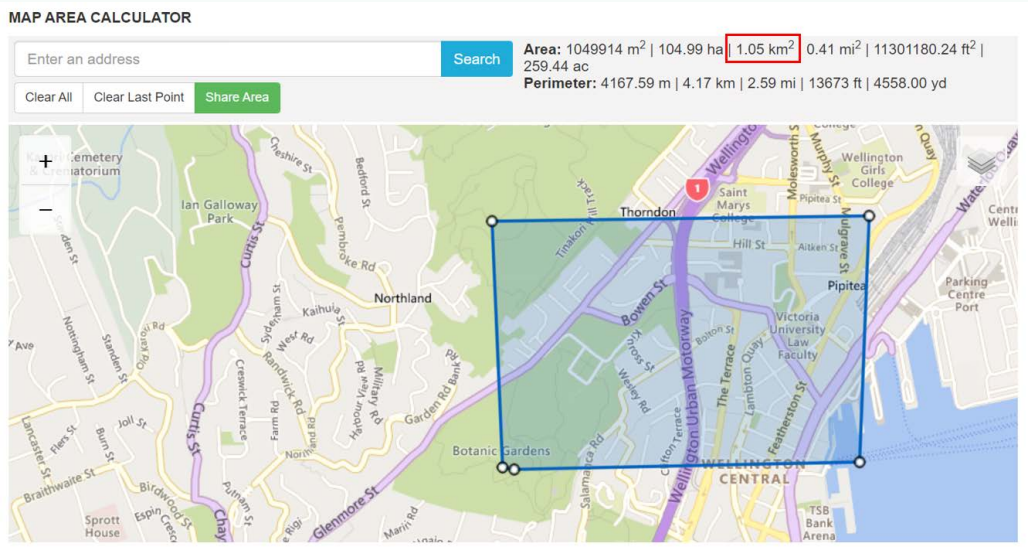
Invite ākonga to **share** their predictions. Ākonga could be scaffolded to produce their predictions in the target language using sentence frames.

For example:

Creo que	Castilla y León	es la región con más población	porque	es una de las regiones más grandes
En mi opinión	Andalucía			está cerca de la capital
	Madrid			la capital del país está allí ²

Activity note: The measure of how small or how large in this context refers to the size of the region. Area measures the amount of space a two-dimensional (2D) shape takes up. A square 1m in length and 1m in width takes up 1m² (1 metre squared) or 1 square metre. For larger areas, such as land mass, km² (kilometre squared) is used.

Ākonga can use [CalcMap](#) to develop an understanding of how large 1km² is relative to a location they are familiar with. For example, the area in blue is 1.05km² in Wellington.



Encourage ākonga to **visualise** the location of the points they place on the map, so they actively think about the area 1km² covers.

Rainfall and temperature are measured in mm and °C respectively.

Share with ākonga that they will be able to check their predictions in the following listening, reading and speaking activities.

2	I think that In my opinion	Castilla y León Andalucía Madrid	is the region with the biggest population	because	it is one of the biggest regions it is close to the capital the country's capital is there
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Las Regiones: Datos

Provide ākonga with a copy of *Las Regiones de España: Datos*.

In pairs, **ākonga**:

- › **share** what they notice about the table – how the numbers are written, where there are gaps

Ākonga might notice that large numbers are separated into groups of three using dots rather than commas. For example, 87.268km² would be written in New Zealand as 87,268km² or simply 87 268km². The conventions for numbers in Europe differ from New Zealand for historical reasons.

This may also raise questions about what symbol is used in Spain to express a decimal point. This introduces the concept of “una coma decimal” or a decimal comma. In Spanish, these conventions are referred to as “los separadores de millar” or thousands separators. There is also the concept of “separadores decimales” or decimal separators to distinguish between the whole number and partial numbers. This website provides a [sound explanation of decimal points and decimal commas in the target language](#), and a visual representation of which parts of the world use decimal points and decimal commas.

You may wish to use [CalcMap](#) with ākonga to help understand the size of 87 268km² compared to 1km² using a location more familiar to ākonga.

Ākonga might also discuss how the table uses the median annual temperature and median annual rainfall. Scaffold their understanding of the term ‘median’ by asking questions related to the information they are exploring:

- *¿Cuál es la mediana de un conjunto de datos? La mediana es el número del medio. Significa que la mitad de las temperaturas de ese año son inferiores a la mediana, y la mitad de las temperaturas de ese año son superiores a la mediana. Por ejemplo, en este conjunto de números - 2, 4, 8, 11, 16, 21, 30 - la mediana es 11.³*
- *¿Por qué se usa la temperatura mediana en lugar de la temperatura media? La medida de la media se ve afectada por valores extremos. Esto significa que un día particularmente caluroso puede empujar la media hacia temperaturas más cálidas porque la media se calcula sumando todas las temperaturas y dividiendo la suma por el número de días que se recopiló la información.⁴*

- › **predict** key vocabulary they will be listening for and note these down on *Las Regiones de España: Datos*

Ākonga practice saying the values that are on their table aloud to each other, in the target language. For example, they might say “ochenta y siete mil doscientos sesenta y ocho⁵” to familiarise themselves with hearing large numbers. This will also give you an opportunity to identify whether they need support in conversing with larger numbers.

3 What is the median of a set of data? The median is a middle number. It means that half the temperatures for that year are less than the median, and half the temperatures for that year are greater than the median. For example, the median of the numbers 2, 4, 8, 11, 16, 21 and 30 is 11.

4 Why is the median temperature used rather than the mean temperature? The measure of mean is affected by extreme values. This means that a particularly hot day can pull the mean towards warmer temperatures, because the mean is calculated by adding all the temperatures together and dividing by the number of days the information was collected.

5 eighty-seven thousand, two hundred and sixty-eight

Activity 2: Sequence of learning (continued)

- › **identify** the actions they should take each time the information is read to them

Ākonga might recognise that the first time the information is read to them, they are likely to be tempted to write information down. To ensure they are actively listening, they could put their pens and pencils away.

If you notice that ākonga find saying the numbers challenging, take time to pause and use the [place value house](#) (una casa de valor posicional in Spanish) to practise saying the numbers in the target language. When large numbers are challenging to ākonga, they often default to saying the digits only. Saying the number using hundreds, thousands and millions will support ākonga to understand the size of the value they are working with.

To use a place value house, have **ākonga** draw the following:

Millions (Milliones)			Thousands (Miles)					
Hundreds (Centenas de millón)	Tens (Decenas de millón)	Ones (Unidades de millón)	Hundreds (Centenas de mil)	Tens (Decenas de mil)	Ones (Unidades de mil)	Hundreds (Centenas)	Tens (Decenas)	Ones (Unidades)

Scaffold ākonga in their use of the place value house in English and the target language.

Activity note: Step ākonga through placing 87 268 (eighty-seven thousand, two hundred and sixty-eight) into the place value house.

Millions (Milliones)			Thousands (Miles)					
Hundreds (Centenas de millón)	Tens (Decenas de millón)	Ones (Unidades de millón)	Hundreds (Centenas de mil)	Tens (Decenas de mil)	Ones (Unidades de mil)	Hundreds (Centenas)	Tens (Decenas)	Ones (Unidades)
				8	7	2	6	8

Start by placing the last digit in the number into the ones column. In this case it is the 8 (next to the 6 in 87 268). Discuss what the positioning of the digit means and how it is expressed in the target language. In this case, it means eight ones or $8 \times 1 = 8$.

Write the next digit into the tens column of the place value house. Its position means six lots of ten and eight lots of one, or $6 \times 10 = 60$ and $8 \times 1 = 8$ or sixty-eight.

Continue placing each digit into the place value house. Discuss what the positioning of the digit means and how this is expressed in the target language.

Select at least two further values on the table to step through with ākonga. You may wish to remove the above scaffolds with each value you step through.

Activity 2: Sequence of learning (continued)

As ākonga practise saying large numbers using the place value house, ask them to **compare and contrast** how large numbers are said in English compared to the target language.

In English, 87 268 is expressed as eighty-seven thousand, two hundred and sixty-eight. The 'and' is between the two hundred and sixty-eight. In contrast, Spanish always places the "and" between the number in the tens position and the number in the ones position. For example, sixty-eight is sesenta y ocho. When the ones position is a zero, 'y' is not use. For example, 230 is doscientos treinta.

As in Spanish, for Te Reo the 'and' also goes between the tens and ones position. The word 'mā' is used. When the ones position is zero, the 'mā' is not used. Sixty-eight is ono tekau mā waru.

Numeracy connection: *Ākonga use the place value house, a mathematical and statistical tool, to develop understanding of the size of a large number.*

To **formatively assess** ākonga in this skill, you could use mini-whiteboards that ākonga hold up to show:

- › they know how to locate values in the place value house
- › they can write the value in English
- › they can translate this into the target language.

You could also use a variety of other large-number reinforcement activities. For example:

- › a self-correcting number to word task supported by an [online converter](#)
- › a version of the "[Steal the card](#)" activity (see description provided by Gianfranco Conti from the Language Gym site) in which sentences are replaced by large numbers written as symbols. Ākonga then have to guess and say aloud these numbers in order to 'steal' the number cards of others and win the game
- › an [online quiz-style game](#) - search for "Números grandes y geografía de España" within suggested link for an example.

For ākonga who are confident in stating the value of the number, you may wish to extend them by asking them to place the number into a sentence relevant to the context such as *Andalucía tiene ochenta y siete mil doscientos sesenta y ocho kilómetros cuadrados*⁶. This could also be done as part of a game, pair or small group activity.

6 Andalucía is eighty-seven thousand, two hundred and sixty-eight kilometres squared.

Activity 2: Sequence of learning (continued)



When ākonga have mastered stating large numbers in both English and the target language, **read** the following text to ākonga three times:

Buenas tardes y bienvenidos a esta charla geográfica sobre España.

Good afternoon/evening and welcome to this geographical facts chat about Spain!

Empezando con Andalucía en el sur del país, la temperatura mediana anual es de dieciocho grados centígrados.

Starting with Andalucía in the south of the country, the median annual temperature is eighteen degrees Celsius.

Al norte, en Aragón, han tenido veintiocho milímetros de lluvia en el año. Esta es una de nuestras regiones más secas.

Up north in Aragón there has been an annual rainfall of twenty-eight millimetres. This is one of our drier regions!

Al oeste de Aragón está Asturias con una población de un millón veintiocho mil doscientos cuarenta y cuatro habitantes. Oviedo es su capital y, este año, su temperatura mediana ha sido de trece grados centígrados.

West of Aragón is Asturias, with a population of one million, twenty-eight thousand and two hundred and forty-four people. Its capital is Oviedo, and this year, its median temperature was thirteen degrees Celsius.

Al lado de Asturias está Cantabria. Tiene casi la mitad del área de Asturias – Cantabria tiene tan solo cinco mil trescientos veintiún kilómetros cuadrados! Sin embargo, su temperatura mediana es un poco más caliente que la de Asturias a catorce grados centígrados.

Next to Asturias is Cantabria. It's almost half the area of Asturias – Cantabria is only five thousand, three hundred and twenty-one square kilometres! However, its median temperature is a little warmer than Asturias though at fourteen degrees Celsius.

Acompáñame la próxima vez para conocer más datos sobre España

Join me next time for more facts about other regions of Spain!

You may wish to have the map of the regions of Spain on screen so you can point to each region as you talk through it.

Numeracy connection: *Ākonga use compass directions to identify the location of each region mentioned relative to the map provided.*

Activity 2: Sequence of learning (continued)

After completing the read alouds, check their answers, by **modelling** question and answer structures with the class with various circling techniques including yes/no, this or that, one-word and full-sentence answers. Key structures can also be noted on the board.

For example, you might ask **ākonga** to respond with thumbs up or thumbs down to the following statements based on the dictation:

- › ¿Cuál es la población de Andalucía? ¿La población de Andalucía es de ocho millones treinta y cuatro mil personas? No. No suena correcto. ¿La población de Andalucía es de ocho millones trescientos ochenta y cuatro mil? Sí, correcto. La población es de ocho millones trescientos ochenta y cuatro mil.⁷
- › ¿Cuál es el área de Cantabria? El área de Cantabria es de cinco mil trescientos veintiún kilómetros cuadrados.⁸
- › ¿Cuál es la capital de Asturias? La capital de Asturias es Sevilla - ¿Sí o no? - No. ¿Cuál es la capital de Asturias, entonces? La capital de Asturias es Madrid. - ¿Sí o no? - No. ¿No? - No. ¿Cuál es la capital de Asturias? ¿La capital de Asturias es Oviedo? - ¡Sí!⁹
- › ¿Cuál es la temperatura mediana anual de Andalucía? ¿La temperatura mediana anual de Andalucía es de quince o de doce grados centígrados? - La temperatura mediana anual de Andalucía es de doce grados.¹⁰
- › ¿Cuál es la precipitación mediana anual en Aragón? - La precipitación mediana anual en Aragón es de veintiocho milímetros.¹¹

Refer ākonga back to their original predictions. Now that they have more information, **provide them an opportunity** to make any changes to their predictions.

Ākonga are continually reflecting on their predictions and using this new information to update their decisions. They could again refer to sentence frames or builders to review and reformulate ideas in the target language.

Yo dije que	Castilla y Leon	era la región con más población	y	tenía razón	¡Qué bien!
	Andalucía		pero	estaba equivocado/a	 es la región con más población
	Madrid				

7 What is the population of Andalucía? Is the population of Andalucía eight million, eight hundred and thirty-four thousand? That doesn't sound right. Eight million, three hundred and eighty-four thousand. Yes, the population is eight million, three hundred and eighty-four thousand.

8 What is the area of Cantabria? The area of Cantabria is five thousand three hundred and twenty-one kilometres squared.

9 What is the capital city of Asturias? Is the capital city Sevilla? No? Is it Madrid? Yes, the capital city of Asturias is Oviedo!

10 What is the median annual temperature of Andalucía? Is the median annual temperature of Andalucía 15 or 12 degrees Celsius? - The median annual temperature of Andalucía is 12 degrees Celsius.

11 What is the median annual rainfall in Aragón? The median annual rainfall in Aragón is twenty-eight millimetres.



Las Regiones: Lectura

Provide ākonga with a copy of *Las Regiones de España: Lectura*.

In pairs, ākonga undertake a similar process as in activity two, where they focus on the table and:

- › **share** what they notice about the table – how the numbers are written, where there are gaps

Ākonga might notice that decimal points are written using decimals commas. For example, 15,5°C would be written in New Zealand as 15.5°C. The conventions for numbers in Europe differ from New Zealand for historical reasons.

- › **predict** key vocabulary that will help them identify the necessary information to complete the table.

Ākonga might draw on vocabulary in the dictation that was repeated to predict what the written text will include.

- › **identify** the actions they can take to decode and comprehend the text.

Ākonga decide to skim the text first and highlight information they think is important, and underline phrases they need to return to and read more carefully.

You may wish to provide ākonga with the table only while they are forming a strategy to decode the text.

Invite ākonga to share their strategies with the class, to make the process explicit. You may wish to project the text onto the whiteboard and **model effective strategies** using the first paragraph about Barcelona with the class.

Activity 3: Sequence of learning (continued)

Ākonga read the written target language text and complete the table:

¡Bienvenidos a España! ¿Qué tal si hacemos un recorrido virtual de algunas regiones del país que no debes perder?

Welcome to Spain! How about we do a virtual tour of some must-visit regions of Spain together.

Barcelona: Comienza tu viaje en Barcelona, la capital de Cataluña. La ciudad tiene treinta y dos mil ciento catorce kilómetros cuadrados. Visita los edificios más emblemáticos del famoso arquitecto, Antonio Gaudí: la Sagrada Familia, el Parque Güell y la Casa Batlló.

Barcelona: Start your journey in Barcelona, the capital of Cataluña which is thirty-two thousand, one hundred and fourteen square kilometres. Visit the beautiful Sagrada Familia, Park Güell and Casa Batlló.

Valencia: La Comunidad Valenciana, con una población de cuatro millones novecientos sesenta y tres mil setecientos tres habitantes, tiene Valencia como ciudad capital. ¡Disfruta de una deliciosa paella, un plato tradicional valenciano, mientras que estás aquí! La región de la Comunidad Valenciana se conoce por sus playas hermosas y tiene una temperatura mediana anual alrededor de diecisiete coma cinco grados centígrados.

Valencia: Comunidad Valenciana, population four million, nine hundred and sixty-three thousand, seven hundred and three, has Valencia as its capital city. Enjoy a delicious paella, a traditional Valencian dish while you're here! The region of Comunidad Valenciana is known for its beautiful beaches, with a median annual temperature in the region of seventeen point five degrees Celsius.

Toledo: Toledo es la capital de Castilla la Mancha. Hasta el siglo dieciséis, era también la capital de España. Hoy día, la región de Castilla la Mancha cuenta con una población de dos millones veintiséis mil ochocientos ocho habitantes.

Toledo: Toledo is the capital city of Castilla la Mancha. It used to be the capital of Spain until the 16th century. Today, the region of Castilla la Mancha is home to two million, twenty-six thousand and eight hundred and eight people.

Valladolid: Valladolid es la capital de Castilla y León, una de las regiones más grandes de España con un área de noventa y cuatro mil doscientos veintitrés kilómetros cuadrados. La temperatura mediana anual en Castilla y León es de doce grados centígrados y la precipitación mediana anual es de treinta y un milímetros. Valladolid tiene un rico patrimonio medieval, con varios castillos y fortalezas dispersos para explorar.

Valladolid: Valladolid is the capital of Castilla y León, one of the biggest regions in Spain with an area of ninety-four thousand, two hundred and twenty three square kilometres. The median annual temperature in Castilla y León is a cool twelve degrees Celsius with a median annual rainfall of thirty-one millimetres. Valladolid has a rich medieval heritage, with several castles and fortresses scattered to explore!

Cada región de España tiene su encanto particular. Ojalá hayas disfrutado de este recorrido corto virtual de España.

Each region in Spain has its own charm. We hope you enjoyed this short virtual tour of Spain!

Numeracy connection: *Ākonga consolidate their understanding of large numbers and mathematical units in written text.*

Refer ākonga back to their original predictions. Now that they have even more information, **provide them with an opportunity** to make any changes to their predictions.

Ākonga are continually reflecting on their predictions and using this new information to update their decisions.

**3**

Activity 4: Sequence of learning

**30 min**

Las Regiones: Hablar y Escuchar

Ākonga work with a partner, preferably someone they have not previously worked with in the *Las Regiones* activities. Each pair selects one person to be *Persona A* and the other person to be *Persona B*.

Provide *Persona A* with a copy of *Las Regiones: Hablar y Escuchar Persona A* and *Persona B* a copy of *Las Regiones: Hablar y Escuchar Persona B*. Clearly **instruct** ākonga prior to sharing copies of *La Regiones* that they cannot show their partner their page.

To complete their table, **ākonga** will need to **ask each other** questions about area, population, capital cities, temperature and rainfall and respond in the target language.

Numeracy connection: *Ākonga consolidate their understanding of large numbers and mathematical units by conversing in the target language.*

To extend ākonga, you may encourage them to include compass directions in their responses as in the dictation or add in commentary about the region as in the written text.

Once ākonga have completed the information gap activity on pages 18, 19, 22 and 23, **refer** ākonga back to their original predictions. Now that they have all the information, have ākonga **identified** the correct regions for each question posed, with justifications that refer to the information they have obtained.

Next steps in Spanish learning with Numeracy links

To build on this learning, ākonga could:

- » advise Spanish visitors to New Zealand about the weather and temperature relative to the region they are from
- » draw on their knowledge of the area of regions in Spain to develop their own Castellanolandia (an invented Spanish-speaking country or region) that is drawn to scale
- » compare their Castellanolandia to the regions in Spain in terms of area, population, and temperature
- » place landmarks on Castellanolandia that they can direct people to using compass directions, and distances using the scale
- » use structures introduced to them to describe aspects of their Castellanolandia with the Castellanolandias of their classmates
- » explore further statistics on the regions of Spain to plan the best time to travel in Spain
- » develop an itinerary for travelling in Spain, including using timetables to determine how to use public transport to travel between landmarks, budgeting for the trip and exchanging money from euro to New Zealand dollars.

See the [Numeracy Pedagogy Guide for Learning Languages](#) for additional ideas on how to integrate Numeracy learning into your teaching practice.

Resource

INTENT

The resources below can be used as they are or adapted to suit specific classroom conditions or other languages. You may use some or all of them, supplement them or use parts of them at different times. The way you use them is entirely up to you as kaiako.

The resources are provided in Spanish and English and can be adapted to suit different levels of linguistic proficiency.

Resource

VOCABULARY

Spanish	English	NCEA L1 Vocab List
al lado de	next to	✓
año (el)	year	✓
anual	yearly, annual	
área	area	
capital (la)	capital (city)	
centenas	hundreds (number place value)	
ciudad (la)	city	✓
¿cuál?	which?	✓
datos	information, facts, data	
decenas	tens (number place value)	
el/la más grande/seco	the biggest/driest	✓ Superlative structures
España	Spain	✓
grados centígrados	degrees Celsius	
habitantes	inhabitants	
húmedo, húmeda	wet (of climate)	
kilómetros cuadrados	square kilometres	
lluvia (la)	rain	✓
mayor	larger, greater	✓
mediana	median	
menor	smaller, lesser	✓
milímetros	millimetres	
mitad (la)	half, middle	✓
norte/sur/oeste/este	north/south/west/east	✓
población (la)	population	
precipitación (la)	precipitation, rainfall	
región (la)	region	
seco, seca (secar)	dry (to dry)	✓
temperatura (la)	temperature	
una de las más /grandes pequeñas	one of the biggest/smallest	✓ Superlative structure
unidades	ones (number place value)	

Resource

LAS REGIONES DE ESPAÑA

Explore las diecisiete regiones autónomas de España investigando las siguientes preguntas:

- ¿Cuál región crees que tiene la mayor población?
- ¿Cuál región crees que es la más grande?
- ¿Cuál región crees que es la más pequeña?
- ¿Cuál región crees que es la más cálida?
- ¿Cuál región crees que es la más fría?
- ¿Cuál región crees que es la más húmeda?
- ¿Cuál región crees que es la más seca?

INTERPRETING THE QUESTIONS

Work out what these questions mean. Underline any key vocabulary in these questions.

	INTERPRETACIÓN
¿Cuál región crees que tiene la mayor población?	
¿Cuál región crees que es la más grande?	
¿Cuál región crees que es la más pequeña?	
¿Cuál región crees que es la más cálida?	
¿Cuál región crees que es la más fría?	
¿Cuál región crees que es la más húmeda?	
¿Cuál región crees que es la más seca?	

Resource

MAKING PREDICTIONS

Utiliza el mapa de las regiones autónomas para ayudarte a hacer predicciones sobre cuál región corresponde a cada pregunta.

Debes escribir tus respuestas en oraciones completas. La estructura de la pregunta puede ayudarte a formalizar tus respuestas.

Da una razón para tus predicciones.



	PREDICCIONES
¿Cuál región crees que tiene la mayor población?	
¿Cuál región crees que es la más grande, en tu opinión?	
¿Cuál región crees que es la más pequeña?	
¿Cuál región crees que es la más cálida?	
¿Cuál región crees que es la más fría?	
¿Cuál región crees que es la más húmeda?	
¿Cuál región crees que es la más seca?	

Resource

MAP OF LAS REGIONES



Resource

LAS REGIONES: DATOS

Tu profesor(a) va a leer unos datos sobre España. Utiliza estos datos para completar la información que falta en la tabla abajo.

Tu profesor(a) va a leer la información tres veces.

La primera vez, escucha lo que tu profesor(a) está diciendo.

La segunda vez, anota la información que falta en la tabla.

La tercera vez, llena los espacios que puedas tener y revisa los datos que ya has escrito.

Región	área (km²)	capital	población	temperatura mediana anual (°C)	precipitación mediana anual (mm)
Andalucía	87.268	Sevilla	8.384.000		44
Aragón	47.719	Zaragoza	1.308.728	15	
Asturias	10.604		1.028.244	13	80
Cantabria		Santander	580.229		91

Ahora que tienes más información, ¿hay algunas predicciones que te gustaría cambiar?
Explica por qué te gustaría cambiar tus predicciones o por qué no te gustaría hacer ningún cambio.

Resource

LAS REGIONES: LECTURA

Identifica algunas palabras en español que esperarías ver en este texto.

Anota las estrategias que puedes usar mientras lees este texto para ayudarte a entenderlo.

Región	área (km²)	capital	población	temperatura mediana anual (°C)	precipitación mediana anual (mm)
Castilla la Mancha	79.463			17	33
Castilla y León		Valladolid	2.555.742		
Cataluña			7.600.065	16	49
Ceuta	18,5	Ceuta	85.144	15,5	68
Comunidad Valenciana	23.255				39

Ahora que tienes más información, ¿hay algunas predicciones que te gustaría cambiar?

Explica por qué te gustaría cambiar tus predicciones o por qué no te gustaría hacer ningún cambio.

Después de haber leído el texto, ¿cuál región te gustaría visitar? Explica tu preferencia.

Resource

LAS REGIONES: LECTURA

Lee este texto para descubrir más sobre Castilla la Mancha, Castilla y León, Cataluña y la Comunidad Valencia.

¡Bienvenidos a España! ¿Qué tal si hacemos un recorrido virtual de algunas regiones del país que no debes perder?



Photo by Sung Shin on Unsplash

Barcelona: Comienza tu viaje en Barcelona, la capital de Cataluña. La ciudad tiene treinta y dos mil ciento catorce kilómetros cuadrados. Visita los edificios más emblemáticos del famoso arquitecto, Antonio Gaudí: la Sagrada Familia, el Parque Güell y la Casa Batlló.

Valencia: La Comunidad Valenciana, con una población de cuatro millones novecientos sesenta y tres mil setecientos tres habitantes, tiene Valencia como ciudad capital. ¡Disfruta de una deliciosa paella, un plato tradicional valenciano, mientras estás aquí! La región de la Comunidad Valenciana se conoce por sus playas hermosas y tiene una temperatura media anual alrededor de diecisiete punto cinco grados centígrados.



Photo by Joyce Romero on Unsplash



Photo by Maksym Pozniak-Haraburda on Unsplash

Toledo: Toledo es la capital de Castilla la Mancha. Hasta el siglo dieciséis, era también la capital de España. Hoy día, la región de Castilla la Mancha cuenta con una población de dos millones veintiséis mil ochocientos ocho habitantes.

Valladolid: Valladolid es la capital de Castilla y León, una de las regiones más grandes de España con una superficie de noventa y cuatro mil doscientos veintitrés kilómetros cuadrados. La temperatura media anual en Castilla y León es de doce grados centígrados y la precipitación media anual es de treinta y un milímetros. Valladolid tiene un rico patrimonio medieval, con varios castillos y fortalezas dispersos para explorar.



Photo by Manuel López on Unsplash

Cada región de España tiene su encanto particular. Ojalá hayas disfrutado' de este recorrido corto virtual de España.

Resource

LAS REGIONES: HABLAR Y ESCUCHAR

iNo muestres esta hoja a tu compañero/a!

Hay unos espacios en blanco en la información. Pregúntale a tu compañero/a por los datos que faltan. Responde a las preguntas de tu compañero/a sobre los detalles que faltan.

Persona A

Región	área (km²)	capital	población	temperatura mediana anual (°C)	precipitación mediana anual (mm)
Extremadura		Mérida	1.072.863	16,5	40
Galicia	29.574	Santiago de Compostela	2.701.743	13	
La Rioja	5.045	Logroño	315.675		24
Madrid	8.028	Madrid (ciudad)	6.578.079	14	36
Melilla	12		86.384		22
Murcia	11.313	Murcia (ciudad)		17,5	25
Navarra		Pamplona	647.554	14	
País Vasco	7.234	Vitoria		14,5	74

país	área (km²)	capital	población	temperatura mediana anual (°C)	precipitación mediana anual (mm)
Nueva Zelanda	268,021	Wellington	5.123.000	13,5	Desconocido

Resource

LAS REGIONES: HABLAR Y ESCUCHAR

iNo muestres esta hoja a tu compañero/a!

Hay unos espacios en blanco en la información. Pregúntale a tu compañero/a por los datos que faltan. Responde a las preguntas de tu compañero/a sobre los detalles que faltan.

Persona B

Región	área (km²)	capital	población	temperatura mediana anual (°C)	precipitación mediana anual (mm)
Extremadura	41.634	Mérida		16,5	40
Galicia	29.574		2.701.743	13	150
La Rioja		Logroño	315.675	14	24
Madrid	8.028	Madrid (ciudad)		14	36
Melilla	12	Melilla	86.384	18	22
Murcia		Murcia (ciudad)	1.478.509	17,5	25
Navarra	10.391		647.554	14	60
País Vasco		Vitoria	2.199.088	14,5	74

país	área (km²)	capital	población	temperatura mediana anual (°C)	precipitación mediana anual (mm)
Nueva Zelanda	268,021	Wellington	5.123.000	13,5	Desconocido

Resource

THE REGIONS OF SPAIN

Explore the seventeen autonomous regions of Spain by investigating the following questions:

- › Which region do you think has the largest population?
- › Which region do you think is largest?
- › Which region do you think is smallest?
- › Which region do you think is warmest?
- › Which region do you think is coolest?
- › Which region do you think is wettest?
- › Which region do you think is driest?

	INTERPRETATION
Which region do you think has the largest population?	
Which region do you think is largest?	
Which region do you think is smallest?	
Which region do you think is warmest?	
Which region do you think is coolest?	
Which region do you think is wettest?	
Which region do you think is driest?	

Resource

MAKING PREDICTIONS

Use the map of the autonomous regions to help you make predictions about which region answers each question.

Your predictions need to be written as full sentences. The question may help you structure your answers.

Provide a reason for your prediction.



	PREDICTION
Which region do you think has the largest population?	
Which region do you think is largest?	
Which region do you think is smallest?	
Which region do you think is warmest?	
Which region do you think is coolest?	
Which region do you think is wettest?	
Which region do you think is driest?	

Resource

THE REGIONS: DICTATION

Your teacher is going to read some facts about Spain. Use these details to fill in the missing information in the table below.

Your teacher will read this information three times.

The first time, listen to what your teacher is saying.

The second time, write down the missing information from the table.

The third time, fill in any gaps you may have and check the information you have already written.

Region	Area (km²)	Capital	Population	Median average temperature (°C)	Median annual rainfall (mm)
Andalucía	87.268	Sevilla	8.384.000		44
Aragón	47.719	Zaragoza	1.308.728	15	
Asturias	10.604		1.028.244	13	80
Cantabria		Santander	580.229		91

Now that you have more information, are there any predictions you might change?

Explain why you would like to change your predictions or why you are keeping them the same.

Resource

THE REGIONS: READING

Identify some important words in Spanish you expect to see in this text.

Note some strategies you can use when reading this text to help you to understand it.

Región	área (km²)	capital	población	temperatura mediana anual (°C)	precipitación mediana anual (mm)
Castilla la Mancha	79.463			17	33
Castilla y León		Valladolid	2.555.742		
Cataluña			7.600.065	16	49
Ceuta	18,5	Ceuta	85.144	15,5	68
Comunidad Valenciana	23.255				39

Now that you have more information, are there any predictions you might change?

Explain why you would like to change your predictions or why you are keeping them the same.

After having read the text, which region would you like to visit? Explain your preference.

Resource

THE REGIONS: READING

Read this text to find out more about Castilla la Mancha, Castilla y León, Cataluña and Comunidad Valencia.

Welcome to Spain! How about we do a virtual tour of some must-visit regions of Spain together.



Photo by Sung Shin on Unsplash

Barcelona: Start your journey in Barcelona, the capital of Cataluña which is thirty-two thousand, one hundred and fourteen square kilometres. Visit the beautiful Sagrada Familia, Park Güell and Casa Batlló.

Valencia: Comunidad Valenciana, population four million, nine hundred and sixty-three thousand, seven hundred and three, has Valencia as its capital city. Enjoy a delicious paella, a traditional Valencian dish while you're here! The region of Comunidad Valenciana is known for its beautiful beaches, with a median annual temperature in the region of seventeen point five degrees Celsius.



Photo by Joyce Romero on Unsplash



Photo by Maksym Pozniak-Haraburda on Unsplash

Toledo: Toledo is the capital city of Castilla la Mancha. It used to be the capital of Spain until the 16th century. Today, the region of Castilla la Mancha is home to two million, twenty-six thousand and eight hundred and eight people.

Valladolid: Valladolid is the capital of Castilla y León, one of the biggest regions in Spain with an area of ninety-four thousand, two hundred and twenty three square kilometres. The median annual temperature in Castilla y León is a cool twelve degrees Celsius with a median annual rainfall of thirty-one millimetres. Valladolid has a rich medieval heritage, with several castles and fortresses scattered to explore!



Photo by Manuel López on Unsplash

Each region in Spain has its own charm. We hope you enjoyed this short virtual tour of Spain!

Resource

THE REGIONS: SPEAKING AND LISTENING

Do **not** show this to your partner!

There are gaps in the information. Ask your partner in Spanish for the missing facts. Answer your partner's questions in Spanish about the details they are missing.

Persona A

Region	Area (km²)	Capital	Population	Median temperature (°C)	Median anual rainfall(mm)
Extremadura		Mérida	1.072.863	16,5	40
Galicia	29.574	Santiago de Compostela	2.701.743	13	
La Rioja	5.045	Logroño	315.675		24
Madrid	8.028	Madrid (ciudad)	6.578.079	14	36
Melilla	12		86.384		22
Murcia	11.313	Murcia (ciudad)		17,5	25
Navarra		Pamplona	647.554	14	
País Vasco	7.234	Vitoria		14,5	74
Nueva Zelanda	268,021	Wellington	5.123.000	13,5	Desconocido

Resource

THE REGIONS: SPEAKING AND LISTENING

Do **not** show this to your partner!

There are gaps in the information. Ask your partner in Spanish for the missing facts. Answer your partner's questions in Spanish about the details they are missing.

Persona B

Region	Area (km²)	Capital	Population	Median temperature (°C)	Median anual rainfall (mm)
Extremadura	41.634	Mérida		16,5	40
Galicia	29.574		2.701.743	13	150
La Rioja		Logroño	315.675	14	24
Madrid	8.028	Madrid (ciudad)		14	36
Melilla	12	Melilla	86.384	18	22
Murcia		Murcia (ciudad)	1.478.509	17,5	25
Navarra	10.391		647.554	14	60
País Vasco		Vitoria	2.199.088	14,5	74
Nueva Zelanda	268,021	Wellington	5.123.000	13,5	Desconocido

Resource

THE REGIONS: SPEAKING AND LISTENING

Región	área (km²)	capital	población	temperatura mediana anual (°C)	precipitación mediana anual (mm)
Andalucía	87.268	Sevilla	8.384.000	18	44
Aragón	47.719	Zaragoza	1.308.728	15	28
Asturias	10.604	Oviedo	1.028.244	13	80
Cantabria	5.321	Santander	580.229	14	91
Castilla la Mancha	79.463	Toledo	2.026.808	17	33
Castilla y León	94.223	Valladolid	2.555.742	12	31
Cataluña	32.114	Barcelona	7.600.065	16	49
Ceuta	18,5	Ceuta	85.144	15,5	68
Comunidad Valenciana	23.255	Valencia	4.963.703	17,5	39
Extremadura	41.634	Mérida	1.072.863	16,5	40
Galicia	29.574	Santiago de Compostela	2.701.743	13	150
La Rioja	5.045	Logroño	315.675	14	24
Madrid	8.028	Madrid (ciudad)	6.578.079	14	36
Melilla	12	Melilla	86.384	18	22
Murcia	11.313	Murcia (ciudad)	1.478.509	17,5	25
Navarra	10.391	Pamplona	647.554	14	60
País Vasco	7.234	Vitoria	2.199.088	14,5	74
Nueva Zelanda	268,021	Wellington	5.123.000	13,5	Desconocido