

Spanish Year Plan 2024-2025
KS1 & KS2

Year Group	Autumn	Spring	Summer
Team 1	Unit: Colours and Numbers Starting off Level 1	Unit: In the Jungle Starting off Level 1	Unit: Under the Sea Starting off Level 1
Team 2	Unit: Anita Y <u>Osito</u> Moving on Level 2	Unit: The Seasons Moving on Level 2	Unit: <u>Minibeasts</u> Moving on Level 2
Team 3	Unit: Little Red Riding Hood Moving on Level 2	Unit: I Know How to Moving on Level 3	Unit: Ice Creams Moving On Level 3
Team 4	Unit: Little Red Riding Hood Moving on Level 2	Unit: I Know How to Moving on Level 3	Unit: Ice Creams Moving On Level 3
Team 5	Unit: Talking about myself Intermediate Level 1	Unit: Do you have any pets <u>Intermediate Level 2</u>	Unit: In School Progressive level 2
Team 6	Unit: Talking about myself Intermediate Level 1	Unit: Do you have any pets <u>Intermediate Level 2</u>	<u>Unit: In School</u> <u>Progressive level 2</u>



Year 1 = Autumn



Unit Objective:

To learn 10 colours and count from 1-10 in Spanish.

By the end of this unit we will be able to:

- Say 10 common colours in Spanish.
- Count from 1-10 in Spanish.

It will help if we already know:

- None as this is recommended as a starter unit.

Skills we will develop:

We will learn to listen really carefully and repeat what we hear with improving accuracy. We will work on memory skills so we are able to remember the new words we have learnt in Spanish long-term.

Activities we will complete:

We will complete a lot of tasks to help us listen carefully. We will repeat the words each lesson to ensure we can remember all the new vocabulary and language presented to us. We will revise what we already know each lesson before learning new words so that we can improve our memory skills and remember 10 common colours and count from 1 to 10 in Spanish.

Grammar we will learn & revisit:

None in this unit as it is an introductory unit.

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- J sound in naranja.
- LL sound in amarillo.
- RR sound in marrón.
- Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ma-rrón. _

Vocabulary we will learn & revisit:

10 common colours and how to count from 1-10 in Spanish. This is all listed on the Pupil Unit Glossary.



Unit Objective:

To learn how to recognise and recall seven jungle animals in Spanish.

By the end of this unit we will be able to:

- Recognise and recall seven jungle animals in Spanish.
- Recall numbers 1-5 more easily in Spanish.

It will help if we already know:

- Vocabulary from the Greetings unit and numbers 1-5 from the Colours & Numbers unit.



Skills we will develop:

Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term and with accurate and authentic pronunciation.

Activities we will complete:

A lot of tasks to help us learn to listen more carefully in Spanish. Repeating the words and short phrases each lesson to ensure we can remember all the new language presented to us. Revising what we already know each lesson before learning new words so that we can improve our memory skills.

Grammar we will learn & revisit:

Nouns & articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners in English. For example, as seen with the word for 'the' in Spanish. El león but la jirafa. We will see that this happens a lot in Spanish and learn why in future units!

Phonics & pronunciation we will see:

- **J sound in jirafa.** This letter is pronounced like the 'h' sound in the English word 'hot.'
- **RR sound in corre.**
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed. As seen in león.

Even if we do not see these letters and sounds in the lessons often, we will hear these signature Spanish sounds many times as they appear in key words in this unit.

Vocabulary we will learn & revisit:

Seven jungle animals and an opportunity to revise and recall numbers 1-5.



Year 1 = Summer



Unit Objective:

To learn 7 sea creatures in Spanish.

By the end of this unit we will be able to:

- Recognise and recall 7 sea creatures in Spanish.
- Recall numbers 1-5 more easily in Spanish.

It will help if we already know:

- Vocabulary from the **Greetings** unit and the **Colours & Numbers** unit.

Skills we will develop:

Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term and with accurate and authentic pronunciation.

Activities we will complete:

A lot of tasks to help us learn to listen more carefully in Spanish. Repeating the words and short phrases each lesson to ensure we can remember all the new words and language presented to us. Revising what we already know each lesson before learning new words so that we can improve our memory skills.

Grammar we will learn & revisit:

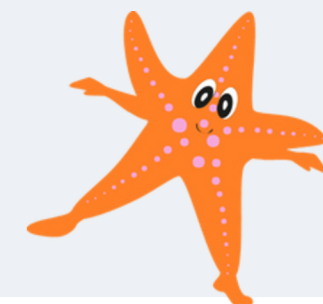
Nouns & articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners than in English. For example, as seen with the word for 'the' in Spanish. **El cangrejo** but **la morsa**. We will see that this happens a lot in Spanish and learn why in future units!

Phonics & pronunciation we will see:

- LL sound in la estrella de mar & el caballito de mar
- J sound in el cangrejo
- Trilled 'R'. Becoming more familiar with the Spanish 'r' sound as seen in la estrella de mar, el cangrejo & la morsa. Beginning to notice that this sound is made from the tongue tapping the roof of the mouth. This is very different to the 'r' sound in English. Even if we do not see these letters and sounds in the lessons often, we will hear these signature Spanish sounds many times as they appear in key words in this unit.

Vocabulary we will learn & revisit:

7 sea creatures and an opportunity to revise and recall numbers 1-5.





Year 2 = Autumn



Unit Objective:

To listen attentively and follow the story of Anita and Osito in Spanish.

By the end of this unit we will be able to:

- Recognise, recall, and remember 5 key pieces of vocabulary related to the story of Anita and Osito in Spanish.
- Recognise, recall, and remember how to say 'hello', 'I am called' as well as 'yes' and 'no'.
- Follow the story of Anita and Osito in Spanish and be able to correctly order the different stages.

It will help if we already know:

- Vocabulary from the Greetings unit.

Skills we will develop:

Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term and with accurate and authentic pronunciation.

Activities we will complete:

A lot of tasks, including story-ordering and singing along to the song to help us learn to listen more carefully in Spanish. Repeating the physical actions for 'yes' and 'no', saying words and short phrases each lesson to ensure we can remember all the new words and language presented to us. Constantly revising what we already know each lesson so that we can improve our memory skills.

Grammar we will learn & revisit:

Nouns & articles/determiners. We will start to notice that in Spanish there is often an article/determiner before a noun when there is not one in English. One word in English can be two words in Spanish, and there are several different types of articles/determiners. For example, as seen with the words 'un picnic' and 'el bosque'. We will see that this happens a lot in Spanish and learn why in future units!

Phonics & pronunciation we will see:

- CO sound in ¿Cómo estás? & escondite
- LL sound in bocadillo
- Accents like in sí & ¿Qué...?

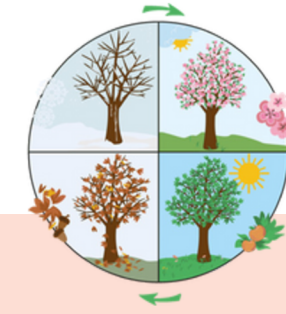
Even if we do not see these letters and sounds in the lessons often, we will hear these signature Spanish sounds many times as they appear in key words in this unit.

Vocabulary we will learn & revisit:

5 key pieces of vocabulary related to the story of Anita and Osito in Spanish, 'yes' and 'no', and an opportunity to revise and recall greetings.



Year 2 = Spring



Unit Objective:

To learn more about seasons in Spanish.

By the end of this unit we will be able to:

- Recognise all four seasons in Spanish.
- Learn an associated action for each season in Spanish.
- Understand better what happens in the world around us in each season in Spanish.

It will help if we already know:

- No previous knowledge is necessary as this is a starter unit designed to be used at the very beginning of a language learning journey.



Skills we will develop:

Learning to listen more carefully to what we hear in Spanish. Starting to become more familiar with the different sounds, pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language so that we can say start to remember the names of the four seasons in Spanish.

Activities we will complete:

Lots of different engaging visual listening and speaking activities to help us learn the four seasons in Spanish. Learning more about the changes that occur in the world around us during each different season and starting to understand more of what we hear by associating what we hear to gestures and images.

Grammar we will learn & revisit:

Nouns & articles/determiners. We will start to notice that in Spanish there is often an article/determiner before a noun when there is not one in English. One word in English can be two words in Spanish! For example, spring is la primavera.

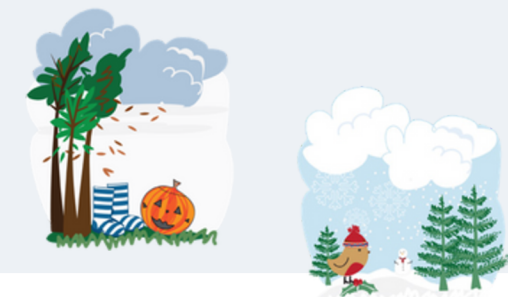
Phonics & pronunciation we will see:

- Ñ sound in otoño. Starting to learn that it is very common and specific sound to Spanish. Like the 'ny' sound in the English word 'canyon'.
- J sound in hojas. Starting to learn that the 'j' in Spanish is pronounced as the English 'h' in 'hello'.

Even if we do not see these letters and sounds we will hear them many times as they are in key words in this unit.

Vocabulary we will learn & revisit:

There will be quite a lot of language presented with a strong focus on the nouns and determiners/articles for the four seasons in Spanish.





Unit Objective:

To learn the words for ten minibeasts and learn how to follow instructions in Spanish.

By the end of this unit we will be able to:

- Recognise and recall 10 minibeasts in Spanish.
- Recall greetings more easily in Spanish.
- Recognise and follow instructions in Spanish.
- Follow an animated story in Spanish.

It will help if we already know:

- Vocabulary from the **Greetings** unit.



Skills we will develop:

Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term and with accurate and authentic pronunciation.

Activities we will complete:

A lot of tasks, including simple stretches and breathing exercises to help us learn to listen more carefully in Spanish. Repeating the physical actions, saying words and short phrases each lesson to ensure we can remember all the new words and language presented to us. Constantly revising what we already know each lesson so that we can improve our memory skills.

Grammar we will learn & revisit:

Nouns & articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners than in English. For example, as seen with the word for 'the' in Spanish. El caracol but la abeja. We will see that this happens a lot in Spanish and learn why in future units!

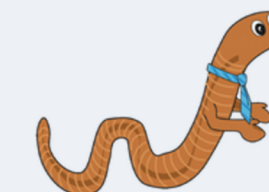
Phonics & pronunciation we will see:

- LL sound in **Guillermo**
- J sound in **Alejandra**, **abeja** & **relajaos**
- Ñ sound in **araña**
- Trilled 'R'. Becoming more familiar with the rolled 'r' sound as seen in words with 'rr' in the middle of them or words starting with the letter 'r' e.g., **Raquel**, **la rana** & **relajaos**.

Even if we do not see these letters and sounds in the lessons often, we will hear these signature Spanish sounds many times as they appear in key words in this unit.

Vocabulary we will learn & revisit:

There will be quite a lot of language presented with a strong focus on the nouns and determiners/articles for the four seasons in Spanish.





Unit Objective:

To learn key vocabulary related to the story of Little Red Riding Hood and to learn how to decode longer passages of text in Spanish.

By the end of this unit we will be able to:

- Sit and listen to a familiar story being told in Spanish.
- Learn to use picture and word cards to recognise and help retain new language.
- Remember key parts of the body in Spanish.

It will help if we already know:

- Language from the 'Greetings' unit followed by the 'Colours & Numbers' unit are recommended prior to teaching.
- English knowledge of the well known fairy tale would also help but it is not essential.

Skills we will develop:

To work on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story, attempting to locate cognates first. Using previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to also help achieve this.

Activities we will complete:

A number of activities including word puzzles to help us remember the key words from the story. Listening attentively to the story several times and using picture and word cards to help decode the general meaning of the fairy tale.

Grammar we will learn & revisit:

Definite and indefinite articles/determiners. In the story there will be many definite and indefinite articles/determiners that we will recognise from previous units.

Phonics & pronunciation we will see: Recommended phonics focus: CH J Ñ LL RR

J sound in Caperucita Roja, las orejas & los ojos

Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in na-riz. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like a-bue-la.



Vocabulary we will learn & revisit:

There is a lot of new language in this unit. We will be focusing on learning from memory the parts of the body in Spanish, as well as key characters and nouns from the story. We will also start to recognise, understand meaning, and remember other words from the story. All on the Vocabulary Sheet and Unit Glossary.



Unit Objective:

To remember and recall from memory 10 action verbs in Spanish and put them into positive and negative sentences.

By the end of this unit we will be able to:

- Recognise, remember and spell 10 action verbs in Spanish.
- Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how) and 'no sé' (I do not know how).
- Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.
- Language introduced from units like 'Animals', 'Instruments', 'Fruits' and 'Vegetables'.
- Vocabulary from the 'I Am Learning Spanish' unit.
- What a verb is in English.

Skills we will develop:

We will work on improving our memory skills using imagery, sound, or mime so that we remember the new vocabulary in Spanish after the lesson. Using a greater variety of high frequency verbs whilst learning to expand, looking up other similar action verbs not covered in the lesson using the English to Spanish section of a dictionary. Learning how to build sentences in Spanish using the 1st person conjugated verb sé (I know how) or no sé (I do not know how), using pictures to help. Extra challenge of attempting to extend sentences with the conjunctions y (and) & pero (but) in Spanish.

Activities we will complete:

Simple reading, listening and written tasks to help learn and remember the new vocabulary. There will be more focus on remembering the spellings of the action verbs with more accuracy with a choice of written tasks and general desk-based activities. The final task will be to say/write what activities we know how, and do not know how to do, with conjunctions for more able pupils.

Grammar we will learn & revisit:

Modal verb plus infinitive. Learning that sé (that comes from the modal verb saber and translates as 'I know how') is ALWAYS followed by a verb in its infinitive form in Spanish.

The negative sentence structure in Spanish follows the rule of no plus the conjugated MODAL verb, sé, plus the INFINITIVE verb.

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

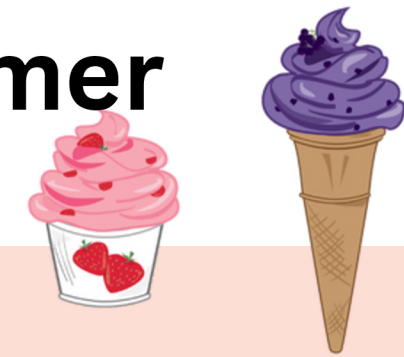
- J sound in dibujar
- Ñ sound in hablar español
- Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hablar is pronounced ablar.
- Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in bai-lar and can-tar. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable.



Vocabulary we will learn & revisit:

Ten different high frequency action verbs linked to common activities. First person conjugation of the modal verb **saber** (to know how), in the positive and negative plus ten common infinitive verbs. All listed on the Vocabulary Sheet.





Unit Objective:

To say what ice-cream flavour I would like in Spanish.

By the end of this unit we will be able to:

- Name, recognise and remember up to 10 ice-cream flavours in Spanish.
- Attempt to spell some of these flavours.
- Use the structure 'quisiera...' plus an ice-cream flavour.
- Say whether we would like a cone or pot and possibly how many scoops.
- Learn how to say 'please' and 'thank you' in Spanish.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.
- Vocabulary from the 'I Am Learning Spanish' unit.

Skills we will develop:

Working on improving memory, recall and retention skills using images to help. Learning to always look for cognates first (such as vainilla for vanilla, chocolate for chocolate and caramelo for caramel) and associating word and phrases to images to help. Building on this language to learn the phrases necessary to order an ice-cream in Spanish. Useful phrases such as 'I would like,' 'please' and 'thank you.'

Activities we will complete:

There will be a wide variety of speaking and listening tasks associated with the ten ice-cream flavours working towards ordering an ice-cream from an ice-cream parlour/van. Opportunity to improve written skills with an ample choice of deskbased activities in each lesson.

Grammar we will learn & revisit:

Nouns, gender & high frequency verb. Starting to understand better that nouns in Spanish are either masculine or feminine (un helado, un cucurucho, una tarrina) and that there are different words for 'a/an' in Spanish depending on the gender of the noun. Becoming more familiar with the high frequency verb conjugation quisiera. Learning that quisiera is often used for I would like/want.

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- CH sound in chocolate, pistachio & cucurucho.
- LL sound in vainilla.
- RR sound in tarrina.
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in fa-vor. For words that end in a vowel or 'n' and 's', it is normally the second to last syllable like bo-las and gra-cias.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in plá-ta-no.



Vocabulary we will learn & revisit:

Ten different flavours of ice-creams and a range of language and phrases associated to ordering an ice-cream, cone or small pot.

All on the Vocabulary Sheet.



Unit Objective:

To be able to present yourself in Spanish, with your name, age and nationality.

By the end of this unit we will be able to:

- Use basic greetings in Spanish, ask somebody how they are feeling and reply when asked.
- Ask somebody their name in Spanish and reply when asked.
- Recall numbers 1-20 in Spanish.
- Ask somebody how old they are in Spanish and reply when asked.
- Ask somebody where they live in Spanish and reply when asked.
- Express our nationalities in Spanish and understand basic gender agreement rules.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and core vocabulary from the 'Early Language' unit 'I Am Learning Spanish'.
- What a verb is in English and knowledge of high frequency first person verbs such as soy (I am), tengo (I have) and vivo (I live).

Skills we will develop:

To work towards holding a simple conversation with a partner, asking a question as well as being able to answer one. Being able to present ourselves in Spanish. Saying what our name is, how old we are, where we live and our nationality.

Activities we will complete:

A number of different activities to revise and consolidate language covered in Early Language units, working towards a simple role-play where we are learning to both ask and answer questions. An extra question will be added on each week with an answer but still recycling previous language. There will be a greater choice of written worksheets that require phrase level responses as well as the opportunity to use prompt cards to help prepare for the final task of presenting ourselves!

Grammar we will learn & revisit:

Adjectival agreement. An introduction to the concept of adjectival agreement in the simplest form in Spanish. Adding an 'a' to the end of the adjective (e.g. the nationalities 'English' or 'Spanish' in Lesson 5) to show that the person talking or being described is female. Also seeing the upside-down question mark (¿) is used at the beginning of all questions in Spanish (no exceptions!)

Phonics & pronunciation we will see:

Recommended phonics focus: CA CE CI CO CU

- CA sound in catorce.
- CE sound in ce once, ce doce, ce trece etc.
- CI sound in cincinco and cincincota.
- CO sound in coscoces.
- CU sound in cuatro.
- Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed! As seen in dó-nde and có-mo. ___
- Ñ tilde. This changes the 'n' to a 'ny' sound in español & española.



Vocabulary we will learn & revisit:

Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus, new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality). All listed on the Pupil Unit Glossary.



Unit Objective:

To say what pet you have and do not have in Spanish

By the end of this unit we will be able to:

- Know the nouns and indefinite articles for 8 common pets.
- Ask somebody if they have a pet and give an answer back.
- Say in Spanish what pet we have/do not have and give our pet's name.
- Start to use the simple conjunctions 'y' (and) and 'pero' (but) to make more complex and interesting sentences.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Language units.
- Vocabulary from 'Me presento' and 'Mi familia' units.
- The difference between a definite and indefinite article/determiner.
- That nouns in Spanish have gender and this has an impact on the determiner.

Skills we will develop:

To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives y (and) and pero. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.

Activities we will complete:

A number of different activities to learn the 8 nouns and indefinite articles for the pets using a variety of speaking, listening, reading and written tasks (including crosswords, word banks and word puzzles). After recycling and revisiting 'tengo...' (I have) learning how to say 'no tengo...' (I do not have...) plus the pet in Spanish. Learning how to use the structure 'que se llama' and complete more demanding listening and reading tasks. There will be a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.

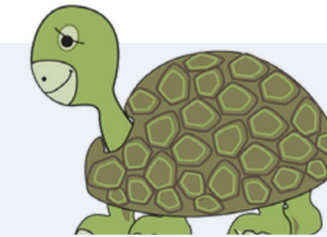
Grammar we will learn & revisit:

Indefinite articles, high frequency verbs & negative.

Revisiting 1st person singular conjugations of high frequency verbs me llamo, tengo, soy and vivo. Indefinite articles/determiners un and una. Negative structure no tengo... Differences in Spanish punctuation marks like ¿;

Phonics & pronunciation we will see:

Recommended phonics focus: GA GE GI GO GU



- GA sound in gato & tortuga.
- GO sound in **tengo**.
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-to-rra, tor-tu-ga and pe-rro.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in rat-ón.

Vocabulary we will learn & revisit:

Revisiting personal details (names/ age/where we live) and the high frequency verbs tengo, soy and vivo. 8 nouns and indefinite articles for common pets and how to ask and answer the question '¿Tienes una mascota?' using the structure que se llama and the two conjunctions y (and) and pero (but). All listed in the Vocabulary Sheet.



Unit Objective:

To discuss what subjects you like and do not like at school and give a reason why in Spanish

By the end of this unit we will be able to:

- Name the subjects we study in school in Spanish with the correct definite article/determiner.
- Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.
- Start to tell the time by learning how to say time by the hour.
- Explore the irregular, high frequency verb 'ir' (to go) in full.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from Early Learning and Intermediate units.
- How to give our personal details from memory (name, age and where we live).

Skills we will develop:

To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.

Activities we will complete:

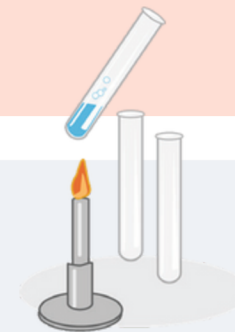
Learning 10 nouns and definite articles with listening, reading and spoken tasks. Written activities including category sorting, gap-fill, crosswords, wordsearches and word puzzles. Forming positive and negative opinions on school subjects, justifying opinions using a survey, 'guess who' reading pair work activity and role play. There will be a challenging listening task incorporating time and more challenging reading comprehensions and written tasks. Revisiting our knowledge on basic personal details.

Grammar we will learn & revisit:

Nouns, gender, definite articles & high frequency irregular verb ir. Revision of definite article el, la, los and las. Full verb conjugation of the verb IR, high frequency irregular verb. Learning how to also use opinions and justifications. Remembering that the subject pronoun 'yo' is often omitted in Spanish. Seeing that punctuation can be different with the upsidedown exclamation and question mark at the start of a sentence.

Phonics & pronunciation we will see:

Recommended phonics focus: B V CC QU Z



- B sound in aburrido & QU sound in porque
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like in-te-re-san-te and di-ver-ti-do.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-glés, fá-cil and ma-te-má-ti-cas.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in español.
- **Silent letters.** 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hola is pronounced ola.

Vocabulary we will learn & revisit:

Key vocabulary on 10 nouns and definite articles for school subjects. Two positive and two negative opinions in reply to the target question ¿Qué te gusta? and a variety of justifications to expand the opinion given in reply. All listed on Vocabulary Sheet.