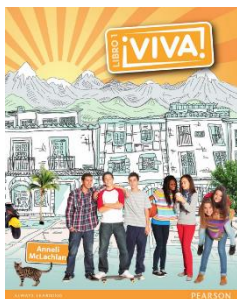


YEAR 7 SPANISH

All students in Year 8 (from Sept 2016) now take Spanish as their second foreign language, following the same course as the current Year 7 for whom it is one of two languages studied. They follow the Viva 1 course.



We strongly advise that students purchase a Spanish-English dictionary and recommend the Collins 'Easy Learning Dictionary Plus Grammar' or equivalent Oxford dictionary. Students are responsible for bringing both their exercise book and vocabulary book to each lesson. We ask that students pay £1 if vocabulary books are lost in order to cover the cost of a replacement.

Topics covered are as follows.

In the **autumn term** we cover:

¡MODULE 1!		Mi vida 6	
Unit 1 ¿Cómo te llamas?		8	Unit 6 WRITING SKILLS
Getting used to Spanish pronunciation			Cómo soy...
Introducing yourself			Writing a text for a time capsule
Unit 2 ¿Qué tipo de persona eres?		10	Adding variety to your writing
Talking about your personality			Resumen
Using adjectives that end in -o/-a			Prepárate
Unit 3 ¿Tienes hermanos?		12	Gramática
Talking about age, brothers and sisters			Palabras
Using the verb tener (to have)			14
Unit 4 ¿Cuándo es tu cumpleaños?		14	Zona Proyecto: Los animales
Saying when your birthday is			Finding out about endangered animals
Using numbers and the alphabet			Producing a set of animal cards to trade
Unit 5 ¿Tienes mascotas?		16	
Talking about your pets			
Making adjectives agree with nouns			

¡MODULE 2!

Mi tiempo libre 28

Unit 1 ¿Qué te gusta hacer?

Saying what you like to do

Giving opinions using **me gusta** + infinitive

Unit 2 ¿Cantas karaoke?

Saying what you do in your spare time

Using **-ar** verbs in the present tense

Unit 3 ¿Qué haces cuando llueve?

Talking about the weather

Using **cuando** (when)

Unit 4 ¿Qué deportes haces?

Saying what sports you do

Using **hacer** (to do) and **jugar** (to play)

Unit 5 **READING SKILLS**

¿Eres fanático?

Reading about someone's favourite things

Understanding more challenging texts

30

Unit 6 **SPEAKING SKILLS**

¿Qué haces en tu tiempo libre?

Taking part in a longer conversation

Using question words

32

Resumen

Prepárate

34

Gramática

Palabras

36

Zona Proyecto I: Navidad en España

Learning about Christmas in Spain

Writing an acrostic about Christmas

Zona Proyecto II: Los Reyes Magos

Learning about the Day of the Three Kings

Creating a Spanish Christmas calendar

38

In the **spring term** we cover:

¡MODULE 3!

Mi insti 52

Unit 1 ¿Qué estudias?

Saying what subjects you study

Using **-ar** verbs to say what 'we' do

Unit 2 ¿Te gustan las ciencias?

Giving opinions about school subjects

Using **me gusta(n) + el/la/los/las**

Unit 3 ¿Qué hay en tu insti?

Describing your school

Using the correct words for 'a', 'some' and 'the'

Unit 4 Durante el recreo

Talking about break time

Using **-er** and **-ir** verbs

Unit 5 **LISTENING SKILLS**

¿Te gusta tu instituto?

Understanding details about schools

Using prediction as a listening strategy

54

Unit 6 **WRITING SKILLS**

¿Cómo es tu insti?

Writing a longer text about your school

Checking your written work is accurate

56

Resumen

Prepárate

58

Gramática

Palabras

60

Zona Proyecto: La educación

Reading about the right to education

Creating an action plan for a school in Guatemala

62

64

66

67

68

70

72

¡MODULE 4!		Mi familia y mis amigos 74	
Unit 1 ¿Cuántas personas hay en tu familia?	76	Unit 6 SPEAKING SKILLS	
Describing your family		Autorretrato	86
Using possessive adjectives		Creating a video about yourself	
Unit 2 ¿De qué color tienes los ojos?	78	Planning and giving a presentation	
Describing your hair and eye colour		Resumen	88
Using the verbs ser and tener		Prepárate	89
Unit 3 ¿Cómo es?	80	Gramática	90
Saying what other people look like		Palabras	92
Using verbs in the third person		Zona Proyecto: Las Meninas	94
Unit 4 ¿Cómo es tu casa o tu piso?	82	Describing a painting	
Describing where you live		Recording an audio or video guide to a painting	
Using the verb estar (to be)			
Unit 5 READING SKILLS			
El carnaval en familia	84		
Reading about the carnival in Cadiz			
Looking up new Spanish words in a dictionary			

In the **summer term** we cover:

¡MODULE 5!		Mi ciudad 96	
Unit 1 ¿Qué hay en tu ciudad?	98	Unit 6 WRITING SKILLS	
Describing your town or village		Mi vida en La Habana	108
Using 'a', 'some' and 'many' in Spanish		Writing a blog about your town and activities	
Unit 2 ¿Qué haces en la ciudad?	100	Using two tenses together	
Telling the time		Resumen	110
Using the verb ir (to go)		Prepárate	111
Unit 3 En la cafetería	102	Gramática	112
Ordering in a café		Palabras	114
Using the verb querer (to want)		Zona Proyecto I: ¡Pasaporte fiesta!	116
Unit 4 ¿Qué vas a hacer?	104	Learning about Spanish festivals	
Saying what you are going to do at the weekend		Creating a brochure about a fiesta	
Using the near future tense		Zona Proyecto II: El Día de los Muertos	118
Unit 5 LISTENING SKILLS		Learning about el Día de los Muertos	
¿Te gusta tu ciudad?	106	Making a skull mask or paper flowers	
Understanding people describing their town			
Listening for detail			

Assessment

Pupils keep track of their progress using their progress grids in their exercise books. They review their progress against the First Year Step Levels **as outlined below**. Our course is designed so that it draws on the pupils' existing skills and knowledge as many may have started Spanish at primary school, whilst at the same time building on their knowledge through new topics.

Year 7 Listening & Reading



I can understand:

STEP 3

the main points of a short passage made up of a few familiar words and phrases.

STEP 4

a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions.

STEP 5

the details in a short passage on a few familiar topics with predictable information contained in simple sentences with mostly familiar language, and can pick out and translate from written text individual words into English.

STEP 6

passages of approx. 50 words, containing predictable information drawn from several familiar topics, and can infer meaning of some unfamiliar language, translating individual words and short phrases into English.

Year 7 Writing



I can:

STEP 3

write words, phrases and short, simple sentences from memory with understandable spelling, and change some elements in sentences to create new ones.

STEP 4

write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling, and can write sentences on a few topics using a model, e.g. a writing frame.

STEP 5

write a paragraph from memory made up of short sentences using taught language on a few topics, (which may have some mistakes), and can translate short phrases from English containing all familiar language from the most recent topic.

STEP 6

write short paragraphs from memory on two-three topics with good accuracy, and adapt known structures (with some inaccuracy) and add new, researched language with some success, as well as translate short sentences from English across two-three topics.

Year 7 Speaking

I can:

STEP 3

ask and answer simple questions on the current topic and for classroom talk, producing short phrases, including opinions, from memory, with good pronunciation.

STEP 4

ask and answer simple questions on a few familiar topics and in classroom talk, giving opinions, using simple phrases and sentences independently, with good pronunciation, expressing opinions and responding to those of others.

STEP 5

ask and answer an increasing range of questions in topic-based and classroom interaction, adapting familiar questions, and can give information confidently from two-three recent topics.

STEP 6

interact across three-four topics and in classroom talk, adapting and re-combining pre-learnt language to produce spontaneous exchanges, including forming some questions, with some pauses for thinking.

Year 7 Grammar & Vocabulary

I can:

STEP 3

use definite and indefinite articles, agree adjectives for number and gender, use all persons of several regular verbs in the present tense (with a writing frame) and use days of the week in simple sentence formation.

STEP 4

use high-frequency verb forms, nouns, articles and adjectives to form simple sentences independently, and has a basic repertoire of words and phrases related to people, places, things and simple actions.

STEP 5

use nouns and adjectives, subject pronouns and present tense verbs (regular and key irregular) to generate positive and simple negative sentences independently, recalling at least 20 verbs, and use 50 cognate and 30 non-cognate words.

STEP 6

recall and use 30 verbs in the present tense and the simple future, use question words with more confidence to frame spontaneous questions, and use the relative pronoun 'which' in a variety of contexts to extend sentences, and use 80 cognate and 50 non-cognate words.

Trips

Students are offered a trip to Spain in Year 8.

Grouping arrangements:

In Years 8 and 9 for French/Spanish (currently) all students are all grouped according to their Maths set. Movement between the groups may result from end of unit assessments and is always dependent upon consultation with the Maths Department.