

Introduction



The Spanish flag

Welcome to your Oxford Home Schooling Key Stage Three Spanish course! In this Introduction you will read about what you may expect from the course and how to plan your Spanish studies effectively.

This course will take you through all the material of Key Stage Three (Years 7-9) of the National Curriculum for Spanish (England and Wales).

This course has been set out in modules which bring together the various topics (and skills) that need to be developed in Years 7-9. There are four modules in Year 7.

By studying this course, you will develop an understanding of what Spanish is all about. One of our main aims is that you will enjoy the material and want to carry on learning about Spanish when the course is over!

Why study Spanish?

Spanish is one of the most important languages in the world. It is the world's second-most spoken native language, after Mandarin Chinese. It is a “romance” language which means it has a lot in common with other major languages like French and Italian. Learning Spanish helps you understand how languages work.



Almeria, Spain

For UK citizens, Spain is one of the most popular holiday destinations (including such islands as Majorca and Tenerife) and learning the language will enrich all contact with native-Spanish speakers. It is also a lot of fun to learn! Good luck!

Arrangement of Lessons

Year 7

Module 1 Identity and Culture

Lesson 1 *¿Cómo te llamas?* – Meeting, greeting and saying goodbye. Numbers up to 31

Lesson 2 *¿Cuándo es tu cumpleaños?* – Saying when your birthday is and using numbers 1-31

Lesson 3 *¿Tienes hermanos?* – Talking about your age, saying how many brothers and sisters you have; Numbers 32-60

Tutor-marked Assignment A

Lesson 4 *¿Qué tipo de persona eres?* – Talking about your personality and other people's personalities

Lesson 5 *Mis mascotas* – Talking about your pets

Lesson 6 *¿Qué te gusta hacer?* – Saying what you like doing in your free time and giving opinions

TMA B

Lesson 7 *En mi tiempo libre* – Saying what other free time activities you like doing, using regular verbs ending in -AR

Lesson 8 *El tiempo* – talking about the weather and seasons

Lesson 9 *Los deportes* – Saying what sports you like doing, days of the week and irregular verbs *hacer* and *jugar*

TMA C

Module 2 Current and future study and employment

Lesson 10 *Las asignaturas* – Saying what subjects you study and what your favourite subjects are

Lesson 11 *Me gustan los idiomas* – Saying what subjects you like and dislike. Using the verb *gustar*

Lesson 12 *Mi instituto* – Saying what facilities your school has; Using *unos/unas* and *los/las*

TMA D

Lesson 13 *En el instituto* – Talking about your school routine and what you do during the break time

Lesson 14 *Mi Familia* – Talking about how many people there are in your family using possessive adjectives

Lesson 15 *Tengo los ojos marrones* – Describing your and other people's hair and eye colours

Lesson 16 *¿Cómo eres?* – Describing what you and other people look like

TMA E

Lesson 17 *Mi casa* – Describing where you live

Module 3 Local, national, international and global places of interest

Lesson 18 *Mi ciudad* – Describing what’s in your town

TMA F

Lesson 19 *Que hago en mi ciudad* – Saying what you do in your town and telling the time

Lesson 20 *La merienda* – Talking about snack time and ordering snacks in a café

Lesson 21 *El fin de semana* – Talking about your plans for the weekend using the near future tense

TMA G

Module 4 Revision

Lesson 22 Revision of Lessons 1-5

Lesson 23 Revision of Lessons 6-9

Lesson 24 Revision of Lessons 10-13

Lesson 25 Revision of Lessons 14-17

Lesson 26 Revision of Lessons 18-21

TMA H (End of Year Exam)

Required supporting texts

This course is designed to provide KS3 students with everything they need for effective study of Spanish and it is *not* necessary to purchase any specific supporting texts.

From time to time, advice is given on suitable further reading, including other books and relevant websites. Good IT skills will definitely be an advantage. But websites come and go and you may find that a link no longer works. Don’t worry – there is more than enough in the course to keep you going!

Sooner or later, you will want to acquire a Spanish-to-English dictionary. The *Oxford Spanish Mini-Dictionary* (ISBN-13: 978-0199692699) represents good value at this stage.

The Structure within Lessons: How to Study

Front Page

The front page of every lesson shows:

- the **title**


- **aim(s)** for the lesson. These tell you what you should have learned after having worked through the lesson.
- the **context**. This gives a brief summary of how this particular lesson relates to the rest of the course.

Lessons

You should read all sections of the lesson carefully until you have a thorough understanding of the topics. Your parent or guardian will have their own guide, and they or your tutor will be able to help you with any aspects of lessons that you find particularly difficult.

Activities

Every lesson also has a range of questions, practical activities and internet activities to make the topics more exciting and easy to understand. They usually look like this:

Activity	Activities often involve writing a short answer or drawing a diagram. Suggested answers to these activities are generally given within the Answer section at the back of the course.
	<i>When you see the pencil symbol (left), it is expected that you will write your answer in the space provided. Depending on the size of your handwriting and what you want to say, you may well find that there is not always enough space. If so, continue your answer on a separate sheet of paper and file it in the relevant place in your copy of the course.</i>

Internet Links

There are a large number of links given in the course to webpages. Short 'OOL' addresses are given in most cases for ease of typing – these should take you directly to the page or resource in question. The links often provide speaking or listening exercises and often a chance to hear native speakers of Spanish. These weblinks are intended to enrich every student's experience. But it is important to remember that

web-content is transient and web-addresses change or disappear regularly.

So it is likely that a few links will prove to be dead ends. Please do not worry about this. The links are optional extras. In some cases, you may be able to find alternative content that illustrates the same point but, again, do not worry if you can't. Simply continue with the lesson.

Tutor-Marked Assignments

Most modules are tested with a tutor-marked assignment (TMA), which will give you, your tutor and your parent or guardian a very good idea of how well you are progressing. **You should answer all TMAs on lined paper.** This gives you the opportunity to develop neat, well-structured answers, as well as show what you have learned.

Alternatively, it may be possible for you to word-process your assignments and print them out or send them as e-mail attachments.

You should not write the answers to questions on the pages from the folder and then send them in to your tutor. There are two reasons for this: firstly, you should keep the original pages for revision, and secondly, it does not encourage good study skills and organisation of materials.

The Role of Parents

Every student, whatever their age, benefits from the active support of other family members. This is particularly true with a subject like Spanish which is all about communication. The more practice a student can gain in speaking or listening to the language, the better.

The course includes a large number of short activities and end-of-lesson self-assessment tests. The suggested answers to activities and SATs are to be found in a separate section at the back of the course materials. It is recommended that this section is retained by a parent and used to mark the student's exercises on a day-to-day basis. Naturally, it is helpful if the marker has a working knowledge, at least, of the Spanish language but, even without, it should still be possible to

compare the student's work to the model answers and detect errors.

Although it is possible for students to mark their own work, it is generally far more effective if a parent does the marking and provides feedback on the lesson as a whole.

The answers should also provide a starting point for discussion, so that you can let your parent or guardian know how easy or difficult you found the course material.

Your Tutor

Your tutor is available not only to mark the appropriate TMAs, but also to offer help and advice when needed. The final part of each TMA is a speaking exercise and this will usually take place during an arranged telephone call.

And finally... very good luck with your studies!

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