

# Year 9: Introduction

Welcome to your Oxford Home Schooling Year 9 Spanish course! In this Introduction you will read about what you may expect from the course and how to plan your Spanish studies effectively.

**Lola Show**



**Spanish costume**

This Year 9 course is the final one of three which will take you through all the material of Key Stage Three (Years 7-9) of the National Curriculum for Spanish (England and Wales). Once you have completed this course, you will be ideally placed to start on GCSE studies.

There are five modules in Year 9.

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!



**Bullfighting**

## Arrangement of Lessons - Year 9

### Module 1 Soy así

Lesson 1 *Cosas que me gustan* – Talking about things you like. Using irregular verbs in the present tense.

Lesson 2 *Una semana loca* – Talking about your week. Using regular verbs in the present tense.

Lesson 3 *Vamos a ir al cine* – Talking about films. Using the near future tense.

#### **Tutor-marked Assignment A**

Lesson 4 *Un día especial* – Talking about a birthday. Using the preterite.

Lesson 5 *Son muy famosos* – Talking about life as a celebrity. Using three tenses together.

Lesson 6 *¿Qué hiciste ayer?* – Reading and writing a description of what someone did yesterday.

#### **TMA B**

### Module 2 ¡A trabajar!

Lesson 7 *Yo soy profesora* – Saying what you have to do at work. Using *tener que*.

Lesson 8 *Me gustaría ser astronauta* – Saying what job you would like to do. Using correct adjectival agreement.

Lesson 9 *En el futuro voy a ser* – Talking about your future. More practice with the near future tense.

#### **TMA C**

Lesson 10 *Un día en la vida de un ...* – Describing your job. More practice using three tenses.

Lesson 11 *El trabajo perfecto* – Describing the ideal job.

Lesson 12 *El mundo laboral* – Reading and writing about different types of jobs.

#### **TMA D**

### Module 3 Una vida sana

Lesson 13 *La comida sana* – Talking about diet. Using direct object pronouns.

Lesson 14 *Tengo una vida activa* – Talking about an active lifestyle. Using stem-changing verbs.

Lesson 15 *Mi vida sana* – Talking about your daily routine. Using reflexive verbs.

#### **TMA E**

Lesson 16 *Debes ponerte en forma* – Talking about getting fit. Using *se debe/no se debe*.

Lesson 17 *Debes ir al médico* – Talking about ailments. Using *me duele(n)*.

Lesson 18 *Las cosas que hago para estar sano* – Talking about what you do to stay healthy.

**TMA F**

## Module 4 Nuestro mundo

Lesson 19 *Yo tengo derechos también* – Talking about children’s rights. Using the verb *poder*.

Lesson 20 *La moda rápida* – Talking about fair trade versus fast fashion. Expressing your point of view. Using *se debería*.

Lesson 21 *Un planeta azul* – Talking about recycling.

**TMA G**

## Module 5 Cómo vivíamos

Lesson 22 *Cómo vivíamos antes* – Talking about how a town has changed. Using the imperfect tense.

Lesson 23 *Cuando era pequeño* – Talking about what you were like when you were a child and where you used to go on holiday.

Lesson 24 *Érase una vez ...* – Combining the imperfect tense and the preterite tenses. Reading and writing short texts in these tenses.

**TMA H**

Lesson 25 Revision

**TMA I** (End of Year Exam)

## Suggested Answers to Activities and End-of-Lesson Tests

## Required supporting texts

This course is designed to provide Year 9 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.

## 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!**

Marion Moon

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