

**GOVERNMENT OF JAMAICA/WORLD BANK
REFORM OF SECONDARY EDUCATION
(R.O.S.E.)**

***CURRICULUM & TEACHERS' GUIDES
GRADES 7-9
SPANISH***

*Ministry of Education & Culture
Kingston, Jamaica
October, 2000*

STATEMENT FROM THE MINISTER OF EDUCATION AND CULTURE

For some time now, there have been three major concerns about secondary education in all schools. These concerns are – the quality of the programmes offered, access to these programmes and the inequities in the system. Consequently, the government made the decision to embark on the Reform of Secondary Education (ROSE) in order to address these issues. At the centre of the reform is the development of a common curriculum and its implementation in all institutions offering grade 7-9 programmes.

It will not be easy to provide a uniform, high quality programme. There are some schools in which the transition will not be difficult, but these are in the minority. The greatest challenge we face is in the All Age schools where the largest group with the fewest opportunities is to be found.

It is important to remember that the new Junior High programme does not mean a new school building. Some buildings will be needed, and quite a bit of renovation in many schools, but the real change is in the curriculum to which the students will be exposed and in the examinations they will write.

The Ministry of Education and Culture will try to provide greater equity of support to each school, but support by the community with words, work, materials and funds will be greatly appreciated as a major contribution to the national effort. It is accepted that the Ministry cannot be the sole provider, totally responsible for the operations of schools.

The School Board for each school is expected to play a major role when a Junior High programme is started. The active involvement of the Board will hasten the implementation of the Junior High programme in a school. Each school must meet the requirements of the new programme – teachers trained to deliver the curriculum, necessary buildings and equipment and supplies. The Ministry of Education and Culture wishes to enlist the support of the Private Sector and other members of the local community, in the provision of some of these requirements, so that the triple goals of quality, access and equity in education can become a reality.

I urge all of you who are concerned with the education of our young people to help in this secondary reform programme.



Hon. Burchell Whiteman
Minister of Education Youth and Culture

STATEMENT FROM THE PERMANENT SECRETARY

During the four-year preparation period for the Reform of Secondary Education, a national curriculum was developed and piloted (in 1991) in four All Age schools. This piloting was extended in 1992 to an additional seven institutions, which included All Age, Secondary and High schools. In 1993, fourteen All Age and ten Secondary schools were selected to join the programme. An additional ten schools were taken on board on a voluntary basis. Because of the comprehensive nature of the reform, it is phased over approximately fifteen years.

During the five years which constituted the first phase of the ROSE programme, (1993-1998) the Ministry selected fifty All Age schools and twenty-two Secondary schools for entry into the Junior High programme. By the end of this five-year period, a study on the Senior High School system was conducted, and the findings and recommendations are being used to inform the Ministry on the directions to take in respect of this level of the reform programme.

To complement the Ministry's efforts during the first phase, scope was provided for schools to request the programme before the Ministry's planned implementation date. Principals and teachers from schools which made this request were given training and provided with curriculum and teachers' guides.

The training of Education Officers, Principals and Teachers is a major focus of the Junior High programme. Through a joint Ministry of Education and Culture/Joint Board of Teacher Education programme, intensive in-service training was conducted for the Principal and for teachers of grades 7-9 in each selected school. Training will continue to take place as the Ministry prepares to introduce the documents to all schools with Grades 7-9, for the 2000-2001 academic year. The Education Officer has a key role to play in communicating the Ministry's reform policy locally, and in supervising the implementation of the Junior High Programme.

The Ministry of Education and Culture looks forward to the support of the Private Sector, Board Members, Principals, Teachers and Education Officers who are central to the success of the Reform of Secondary Education.

Together, we can make it happen!



Mrs. Marguerite Bowie
Permanent Secretary

STATEMENT FROM THE CHIEF EDUCATION OFFICER

Proposals for the reform of secondary education have been on the agenda for the past several years. Regrettably, during this period, there has been a fall in education quality exemplified by over-all declining performances of secondary school students in internal and external examinations. A decrease in the allocation and use of instructional materials and equipment and a downward trend in the retention and supply of adequately and appropriately qualified teachers have also characterised the period. Not the least, have been growing discrepancies in the allocation of resources to the different types of schools. These circumstances have given rise to a multipartite system of secondary education which has tended to be inefficient and ineffective in a large measure.

Happily, the time for action to reverse the negative trends has arrived. In the school year 1993/94 a bold attempt was made through the Reform of Secondary Education Project to unify secondary education and to make it more relevant, effective and efficient. A Junior High School programme, which has as its cornerstone a good quality core curriculum, has been installed at Grades 7-9 of all secondary level school types over a period of fifteen to twenty years. The major thrust of the project is to increase access and equity, and to improve quality in terms of the teaching / learning environment which will further result in higher student gain in cognitive knowledge, skills and values. Undoubtedly, a strong commitment is required of students, teachers, parents, education officers, school boards and communities to work cooperatively and diligently to improve educational quality to each school with the installation of the Junior High School programme.

It may be well to point out here that quality, and access to it, begins at the unit of the classroom. Here, students and teachers seek to interact constructively with instructional material and equipment. A culture of cooperative learning and excellence in achievement is defined and developed. A curiosity and questioning of the what, why and how of everything of significance become characteristic of the classroom environment; and the place of reading, information sharing and discussion assumes prominence. Each student is guided to realize his/her full potential and is prepared for the next stage of education.

I urge everyone, particularly school boards, principals and teachers to commit themselves to action to make this long awaited project a signal of success. Indeed, the project promises, and the students need a good quality secondary education. Our country, too, requires urgently a sound secondary education system. It seems to me, that it is in our power to contribute decisively to these needs and requirements.

I summon all to action.



Wesley Barren
Chief Education Officer

STATEMENT FROM THE CURRICULUM DEVELOPERS

The curriculum and teachers' guides which set out the new curriculum for students in Grades 7-9, have been prepared by the Ministry of Education and Culture as the principal documents to guide and ensure the delivery of quality education to all secondary school students in Jamaica. This curriculum is known as the Common Curriculum, since it will eventually be implemented in all types of secondary institutions. The guides represent the national requirements in the subjects of Career Education, Language Arts, Mathematics, Resource & Technology, Science and Social Studies, Visual Arts, Drama, Guidance, Music, Religious Education, Physical Education/Dance and Spanish.

The introduction of Career Education as part of the Guidance and Counselling programme offering, will increase students' understanding of their career options. It will also make demands on teachers and administrators, as it is to be infused into the other subjects to be taught.

Resource and Technology is a composite subject derived from the traditional Technical and Vocational offerings. The subject emphasizes the application of scientific knowledge and principles to the solution of practical problems. This course will lay a foundation for technical education and training at the upper secondary level.

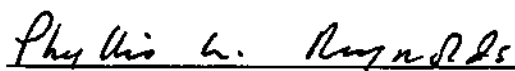
Some innovations in this national lower secondary curriculum are: "Language across the curriculum", "Mathematics for the real world", a greater emphasis on subject integration and recognition of the Aesthetics as subjects in their own right, as well as vehicles for curriculum delivery. These innovations require teachers to adopt methodologies such as co-operative learning, multilevel teaching and use of the Drama modes. Common planning time for teachers is an essential feature of the programme.

Teachers should avail themselves of all the help and suggestions made in the teachers' guides, to enable them to master the changes in methodology. The trend in all subjects is towards a more student-centered, less teacher-dominated approach, and it is expected that both teachers and students will benefit from this change. Finally, it is hoped that teachers, students and planners will, through trial and exploration, work out the most successful ways of tapping the energies and releasing the creativity of all our young people.

With very best wishes,



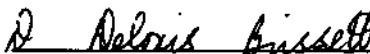
*Miss Isoline Reid, ACEO, Core Curriculum Unit
(1996 - 1999)*



*Mrs. Phyllis Reynolds, ACEO Core Curriculum Unit
(1999 - present)*



Mr. Arlie Dyer, ACEO, Technical and Vocational Unit



Dr. Deloris Brissett, ACEO, Guidance & Counselling Unit

OVERALL AIMS FOR THE WHOLE CURRICULUM

Background

In Jamaica's Five Year Independence Plan (1963-68) the Government's aim for education was expressed as follows:

The Government affirms its belief in education not only for its inestimable social value in enabling every individual, for his own sake, to develop his personality and his talents to the fullest extent, but equally that each individual might be enabled to make a maximum contribution to society in every respect.¹

This aim was translated into policy in the 1966 New Deal for Education. Among its goals was that of:

Gearing the education of children in the age group 12-15 so that a greater percentage of pupils would be able to continue formal education – academic, vocational or technical – and benefit from that education, while those who do not will be better able to service Jamaica's manpower needs.²

The Junior Secondary Schools built under this programme were to provide:

1. Opportunities for all pupils to progress according to attainment, aptitude and ability.
2. A wide range of subjects which will stress the basics while exposing all pupils to a variety of practical areas. It is felt that it is essential that each pupil by the age of 15 should have a good groundwork in the use of English as a communication skill and be able to do the calculations necessary to hold his or her own in everyday life. The practical subjects are thought to be necessary as a part of physical development and to give young people an appreciation for the use of tools and to help overcome the phobia which many people have for activities which involve the use of the hands.³
3. Opportunities for the proper development of those children who will go on to the secondary cycle of secondary education while providing opportunities for pre-vocational education for those who will not continue formal education but who will expect to be acceptable to employers for employment and training.

¹ Five Year Independence Plan 1963-68: a long term development plan for Jamaica, Chapter 17 – Ministry of Education and Culture

² Idem.

³ Idem.

In 1983, a UNESCO team reported on the status of secondary education in Jamaica and identified major issues to be resolved. The team recommended a restructuring and rationalization of secondary education, centered on the provision of a common core curriculum for all students in Grades 7-9. Virtually all students in Grades 7-9 would have access to the same programme. The standard national curriculum would guarantee:

the appropriate uniform level of knowledge in subjects such as language arts, in mathematics and science. There would be an introduction to practical work and industrial arts.⁴

Aims

Education Programme Preparation Project (World Bank IV) (1989-92)

The study, **The Reform of Secondary Education** which informs the curriculum development component of this project, defines a common curriculum as follows:⁵

A common curriculum is a plan of learning for all children in terms of content, goals and learning experiences; but it must allow for students of different levels of readiness to learn differently and at different rates. In effect, a common curriculum provides all children with the same basic subject matter, but it allows for children with different levels of readiness and ability to proceed at different rates of learning.

The Study justifies provision of a common curriculum for Grades 7-9.

Four specific objectives are: to achieve greater equity in the secondary school system to Grade 9, to improve the quality of learning, and to enhance individual productivity, and to provide access to secondary education up to Grade 9, for more students.

EQUITY: The most serious flaw in Jamaican secondary education is lack of equity. Children have unequal access to opportunities for learning. Some schools are more effective than others, partly because of the different resources and the use of those resources to provide quality education.

The provision of a common curriculum – along with supporting implementation measures – is recommended as one of the most likely methods of achieving equity in basic educational opportunities.

⁴ Ibid.

⁵ **The Reform of Secondary Education** (2 vols.) World Bank/MOE & C, Jamaica, 1990, Chapter 3.

QUALITY: Providing equal access to education is one thing; providing equal access to quality education is another. There is a serious need for a general improvement in teaching. By the end of Grade 9, adolescents need to have the basics of quality education: literacy, numeracy and enough related knowledge, skills and attitudes to cope with their environment. The objectives of the common curriculum should help to realize these goals.

PRODUCTIVITY: The third objective of a common curriculum is to enable Jamaican students to be productive citizens, whether they continue their academic education, enter technical or vocational training, or enter the world of work. Every child needs a minimum set of cognitive competencies to be productive; and when the majority of students acquire them they will be trainable in the more complex job skills required in today's workforce. A basic education of nine years is essential if the majority of Jamaicans are to assume professional, skilled or semi-skilled positions, and if they are to have the capacity to acquire more education or training.

Assess: The aim is to increase the number of students accessing secondary education at Grades 10-11 and consequently tertiary education, in order to meet the needs of our nation.

The New Curriculum

The curriculum development component of the World Bank IV Project represents the first step in the development of such a common curriculum for students in the first cycle of secondary education (Grades 7-9). This common curriculum is one way in which the Reform of Secondary Education is improving quality, equity, access and productivity.

The new curriculum will provide students with opportunities to experience a broad programme as a foundation for life, for further education and for employment. In the short-term it will:

- build on the knowledge, skills and attitudes acquired in primary school
- include a balance of academic and prevocational studies
- include a programme of remediation in literacy and numeracy
- lay the foundation for further study and for employment
- increase students' opportunities for enrichment and fulfillment
- enhance students' abilities to make choices that affect the quality and direction of their lives.

Features of the New Curriculum

The new curriculum is designed to be:

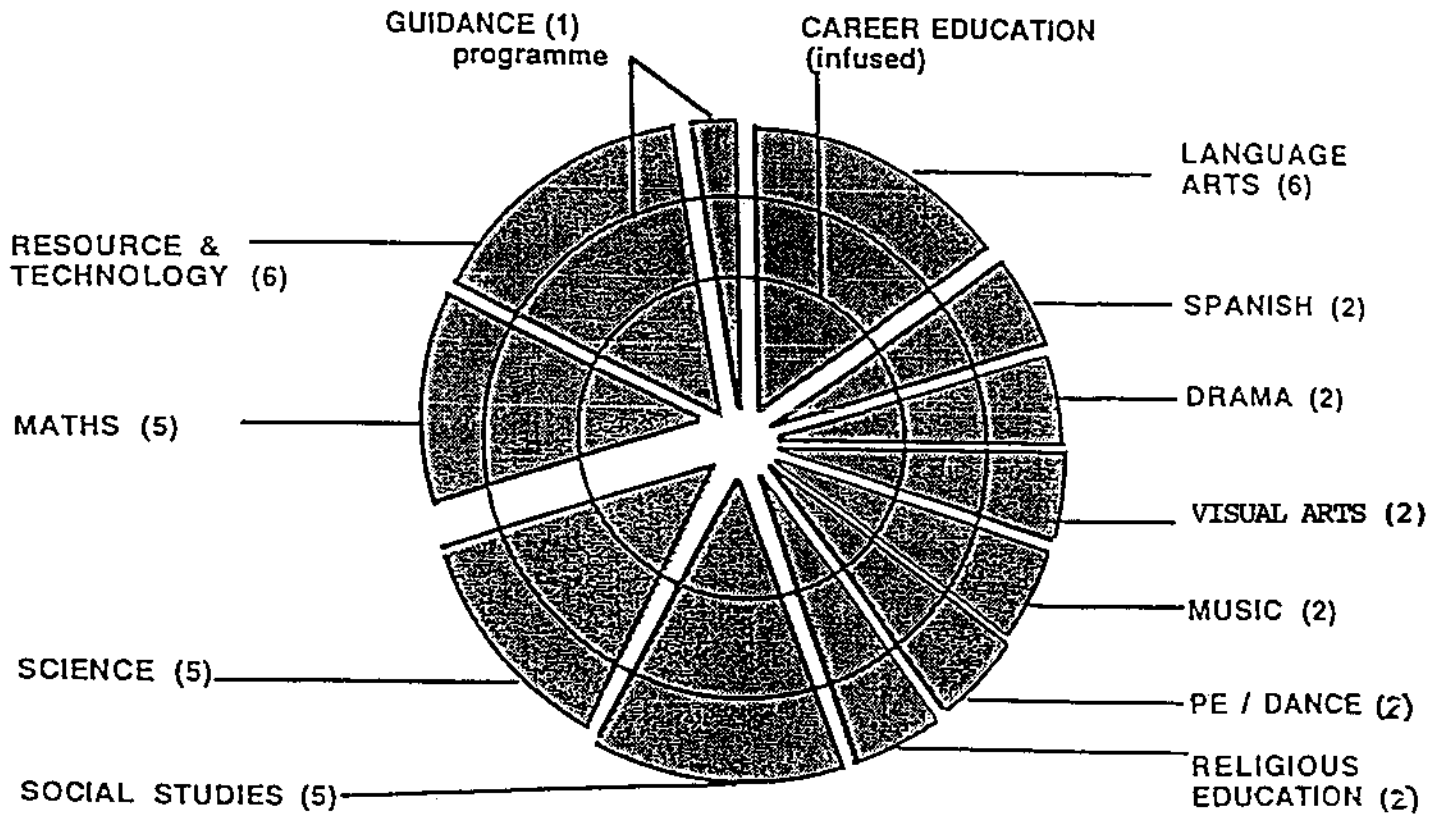
- **Responsive:** developed in response to national goals and student needs, by teams of teachers, education officers and specialists (Jamaican and international consultants).
- **Broad and balanced:** centered around five core subjects (Language Arts; Mathematics; Resource and Technology; Science; Social Studies) plus Career Education. (The Curriculum Framework is shown on page xii)
- **Multi-level:** (there are three levels: **Foundation 1 and 2; Normative and Enrichment**). While the content will be similar for all students, activities will vary to match the stages of development of the students in the class.
- **Articulated:** building on the primary school curriculum for Grades 1-6; preparing students for work or for CXC and other examination courses in Grades 10-11.
- **Differentiated:** certificates will reflect what each student has achieved.
- **Socially responsible:** students will work in collaboration with others and take on responsibility for their own learning.

Long Term Objectives

The new curriculum will eventually provide some optional areas of study, clearly defined achievement levels and a final certificate based on statements of students' achievements.

CURRICULUM FRAMEWORK

ROSE JUNIOR HIGH PROGRAMME – THE CURRICULUM FOR GRADES 7 - 9



CAREER EDUCATION ACROSS THE CURRICULUM

Career development is a life-long process which begins in the home, is nurtured throughout school life and is manifested in adult career choices.

In order to achieve the goal of career education across the curriculum, the curricula for Grades Seven to Nine are written in successive stages and scope and sequence.

Individuals progress through three stages of career development: Awareness, Exploration, Preparation :

Grade 7

1. Awareness begins with self and career awareness-

Grade 8

2. Exploration engages youngsters in activities to explore their own interests, abilities and values as well as to explore potential careers and opportunities

Grade 9

3. Preparation builds upon the experiences and learning as the individual prepares to make meaningful and satisfying career choices-.

It is the responsibility of educators to guide this process by providing appropriate support and experiences to assist students through all stages. In particular, educators should:

- (i) expose all students to, and encourage them to explore non-traditional careers regardless of sex, race or ethnic background;
- (ii) help students develop positive attitudes towards work;
- (iii) prepare students for careers that are realistic and satisfying to them.

Career education is not a subject. It must:

- (a) be the link that joins career academic learning with the world of work.
- (b) be the tool that prepares students to make realistic career decisions as they acquire new experiences, values and goals.
- (c) be based on students' needs.
- (d) employ a team approach to teaching and learning.
- (e) include the infusion of Career Education elements into the entire curriculum.
- (f) address the needs of society as part of students' preparation to be responsible citizens.

The process of infusion involves:

- (a) the recognition/identification of the many Career Education concepts that are similar to those in other subjects areas;
- (b) the purposeful linking of the common concepts and /or areas of content identified at (a) so that they are not taught in isolation. Rather, there should be such constant cross-referencing amongst subjects that students perceive the common concepts as comprising necessary insights and information without which their education would be incomplete;
- (c) the use of methodologies and activities which ensure the development of skills and attitudes which appear in all subject areas in ways that demonstrate the relevance of these learnings and experiences to career choices.

The management of the process is important. Leadership must come from the Guidance Counsellor and /or Career Education Coordinator, but all staff members need to familiarize themselves with the main objectives of the Career Education Programme and to plan together for its effective implementation. The inclusion of career education information is very critical to the growth and development of the students. It is therefore imperative that it be explicit in lesson planning and delivery with an emphasis from the Grade Seven (7) level.

Methodologies/Strategies for Implementing Career Education

For the most effective delivery of career education, it is necessary to use a combination of simple strategies which will not burden the classroom teacher or the guidance counsellor.

The main strategies are outlined below.

1. Infusion

The major delivery system is the infusion process by which the career education concepts are introduced and reinforced in the entire school curriculum thereby becoming an integral part of all its programmes – academic, practical, aesthetic. When efficiently used by classroom teachers, the infusion strategy strengthens and facilitates academic concepts and skills.

2. Career Counselling

Career counsellors will engage in progressive, counselling through the Career Awareness Exploration and Preparation stages. In time specially allocated to counselling, students must be engaged in activities leading to specific career education outcomes, by the time they reach the preparation stage.

3. Other Strategies

There are many programmes, projects and activities which when properly planned and implemented should provide for students of all ages, the values and qualities of a productive career education experience. Among there are:

(a) The use of Homeroom/Form/Classroom Time

- for the exploration of those aspects of the education of the adolescent which are not directly addressed through the formal curriculum, but which are important for the students' overall development.

(b) Mini Projects/Mini – Business (in –school or community based)

- providing opportunity for planning, working together, sharing responsibilities, developing initiative and practising accountability.

(c) Exploration of the Environment

- Encouraging students to explore the areas in which they live and/or attend school, and to develop an appreciation and understanding of the variety of physical and socio-economic conditions existing around them.

(d) Work Experience

- Work experience opportunities, especially at the Career Preparation Stage provide exposure to the demands, responsibilities, rewards, and challenges of the world of work

(e) Intergenerational Programmes

These provide opportunities for students to interact with senior citizens in the community regarding their life and work, to learn from them, to facilitate their becoming extended families of the school community.

In implementing these main strategies, a number of techniques and approaches which have proven successful in other contexts may be applied. These include:

- using films to provide information on careers and to reinforce appropriate behaviours for the work world.
- bringing resource persons into the classroom to help broaden students' exposure to role models, increase career information, and to motivate students to set education/career life goals.
- analysing jobs in terms of the skills, duties and tasks required of workers to clarify what workers actually do on the job and to help dispel inaccurate career information

These and other strategies and approaches are expanded and elaborated on in the Teachers' Guide

LANGUAGE ACROSS THE CURRICULUM

Language is central to the whole curriculum process. Oral and written language are both essential to the thinking process which must take place in all areas of the curriculum.

John Carrol, (1974) states that:

“the various forms of pictorial expressions are almost always accompanied by language and require language to make them intelligible”.

Piaget, (1971) has written that:

“language is but one among ... the many aspects of the semiotic functions even though it is, in most instances, the most important one”.

According to Fillion (1991)

“language across the curriculum stresses concern for how people learn to use language, how they use language to achieve understanding and appreciation of their experiences (including the curriculum content introduced in schools) and how language use influences cognitive development”.

Broadening the concept somewhat, the writer argues that

“language across the curriculum is primarily concerned with pupils' ability to use reading, writing and talk for an increasing range of personal, social and educational purposes”.

Even highly abstract processes in Mathematics and psychomotor activities use the medium not only in describing the techniques and processes but also in evoking responses.

The student who is articulate in oral and written language, who can use words to manipulate ideas, to shape thoughts and to understand key concepts, has an indispensable tool for all school learning because the ability to communicate through language is a necessary skill in all subject areas.

But what do we mean by language across the curriculum? It certainly does not mean that each subject teacher must take responsibility for teaching sentence structure, grammar and composition skills in the subject areas. Rather, language across the curriculum is “verbalization as the fulfilment of understanding within each subject area”. (Thaiss, 1984). This involves such factors as:

students (in all subject areas)

- using writing to order and classify thoughts
- learning the language appropriate to the subject
- using the increasing precision the vocabulary of their subject;

teachers (in all subject areas)

- modelling the language of their subject
- attending to the conventions of written language
- becoming sensitive to the role and varieties of language learning

The following learning skills which are traditionally regarded as the purview of the language teacher are shared by all subjects in the curriculum.

- | | | | |
|----|--|---|--|
| 1. | Locating information | - | using encyclopedias and reference books and gathering facts from field trips and interviews. |
| 2. | Organizing information | - | outlining and categorizing |
| 3. | Acquiring information through reading | - | using strategies such as skimming and scanning and understanding the importance of pre-reading strategies. |
| 4. | Acquiring information through listening and observing | - | setting purpose for listening and observing |
| 5. | Communicating orally and in writing | - | speaking with accuracy and poise writing with clarity and exactness, using the writing process |
| 6. | Interpreting pictures, charts, graphs, tables cartoons | - | constructing simple graphs, tables and other pictorial material including cartoons. |
| 7. | Evaluating and applying information | - | applying problem-solving and critical thinking skills |

Each subject area has its special needs although there are many held in common across the curriculum. The subject teacher needs to be aware of this and should provide learning situations which will foster the development and use of appropriate language.

The Role Of The Teacher in Curriculum Implementation

Many adults remember their classroom experiences as situations where teachers passed on information which they passively tried to absorb, store and retrieve at appropriate times. Recent research, however, indicates that it is not through passive observation but by being actively involved in the learning process that effective learning occurs.

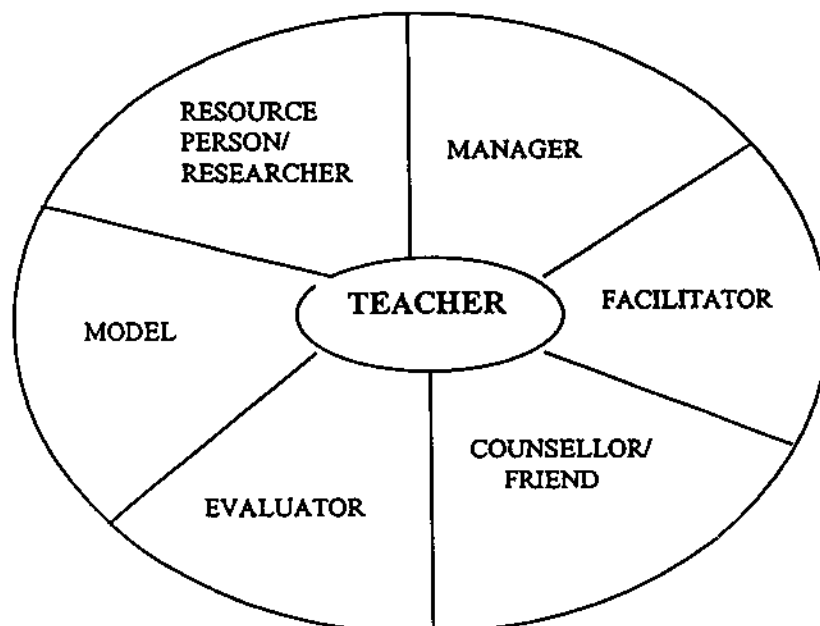
Each learner comes with previous knowledge and views of his environment into or onto which all new ideas must fit. The teacher is called upon to help the learner to reconstruct or reinforce previous ideas, and assimilate or accommodate new ideas. The teacher needs to create a non-threatening atmosphere in which the learner feels free to test and defend existing understanding and explore new ideas before accepting them.

The successful implementation of the curriculum depends largely on the teachers attitude to their subject and the methods employed in teaching. Instruction must be delivered through a wide variety of situations giving the students adequate opportunities for :

- individual and group assignments
 - hands-on activities
 - project work
 - teacher/student interaction
 - student/student interaction
 - research methods etc.
- among other methods designed to foster problem-solving and creativity.
- self, peer and teacher assessments.

The teachers role in curriculum implementation is therefore a multi-faceted one. The teacher at times has to be manager, counsellor/friend, evaluator, role model and researcher/resource person among other roles that crop up from time to time.

MULTIPLE ROLES OF THE TEACHER



The Teacher As Manager

Teachers must be managers of their classroom and of instruction. As managers they should understand group dynamics and operate different types of grouping inside and outside the classroom. They should:

- encourage unity and co-operation among students.
- understand the students' needs and learning styles and use the information to plan lessons accordingly
- plan lessons carefully to maximize the time students spend 'on task'
- adapt the curriculum materials to suit the range of levels and abilities within the class
- promote the development of critical thinking and problem solving skills
- adopt a combination of leadership styles, being neither too permissive or too authoritative

The Teacher As Counsellor/Friend

Teachers in their roles as counsellor/friend need to create a classroom environment that is purposeful, relaxed, warm and supportive. They should:

- maintain classroom climate that is supportive of learning and characterized by mutual respect, trust and democratic decision making
- show empathy for all students and establish and maintain a relaxed, friendly yet business like working environment
- accept students non-judgementally
- enhance pupils self-esteem and self-respect
- liaise with parents and the wider community in order to involve them in the childrens' growth
- show concern about general behaviour and attitudes, personal and social development and any individual needs they may have.

The Teacher As Evaluator

Teachers as evaluators provide specific information on students performance. They confirm or verify the students' accomplishments, difficulties or social behaviours. The teachers should:

- use a variety of modes to monitor students' progress
- provide appropriate feedback on students' performance
- record and use results from students' evaluation to improve student performance, enhance their own teaching and to help students achieve prescribed attainment levels

- assist students to evaluate their own progress through the use of self-assessment activities
- assess their own performance

The Teacher As Role Model

In the classroom the 'hidden curriculum' is continuously operating. Students gain not only knowledge and skills but also imbibe attitudes, values and behaviours. Teachers therefore need to:

- demonstrate appropriate behaviour for students
- keep abreast of current affairs and encourage students to do the same

The Teacher As Facilitator

Teachers as facilitators should provide stimulating learning situations. In order to do this, they should:

- set up learning activities which effectively achieve the learning outcomes intended for each pupil
- stimulate students' interest in learning ,using appropriate activities and methodologies
- be able to elicit information from the students rather than rely on the 'telling' mode of instruction
- aim for student centered, activity oriented instruction, moving from the teacher centered approach
- provide opportunity for purposeful, task oriented and hands- on activities thereby facilitating active learning
- motivate students, offer challenges and vary methods of activity
- deliver instruction through a wide variety of methodologies
- encourage and foster creativity in students
- ensure that students at all levels of ability and attainment are given opportunities to participate in challenging activities to promote the development of skills

The Teacher as Researcher/ Resource Person

Teachers as the students first resource persons need to know their subject well. They need to be aware of available resources and lead pupils to access these. In a world where knowledge is constantly changing, teachers need to:

- constantly upgrade skills and abilities through reading and research
- keep abreast of current developments in the field of education
- encourage students to keep abreast of information through wide reading and the use of electronic media.

Conclusion

The roles of teachers are many and varied. In accordance with the tenets of educational practices about the teaching/learning situation, teachers need to display appropriate attitudes and a wide range of skills and abilities. These should include flexibility, effective interaction, competence in curriculum delivery, the use of technology and a variety of appropriate resources.

References

1. Fenstermacher, Gary D and Soltis, Jonas F.
Approaches to Teaching
Teachers' College, Columbia University 1986.
2. Kyriacou, Chris
Essential Teaching Skills
Stanley, Thorne, Cheltenham, 1995
3. Martin, Ralph E. et al
An Introduction to Teaching
Allyn and Bacon, Boston, 1988
4. National Science Teachers' Association Handbook
Virginia, 1992-1993.

CURRICULUM GUIDE

SPANISH

ACKNOWLEDGEMENTS

The following persons contributed to the conceptualization and preparation of this Teachers' Guide:

- Mrs. Janet Johnson, ACEO, Core Curriculum Unit
- Dr. Claudette Williams, Department of Spanish, UWI who led the team of curriculum specialists in the shaping the project and the preparation of the material.
- Miss Hilary Gooden, Education Officer, who provided guidance for the team.
- Mr. Winfield Williams, Educational Consultant
- Teachers in the pilot schools
- **Curriculum Specialists**
 - Georgia Pinnock
 - June Simmonds
 - Roslin Khan
- **Reviewers**
 - Miss Bradna McLaren
 - Mrs. Maureen Thompson
 - Dr. Hazel Salmon
 - Mrs. Verna Harris
 - Mrs. Ouida Lodge-Jones
 - Mrs. Merline Bingham

Contents	Page
The Value of Foreign Language Study	1
The Purpose of the Curriculum Guide	2
Theory and Practice of Foreign Language Education	3
General Aims of the Spanish Curriculum	7
Communicative Functions	8
Summary of Communicative Functions – Grade 7	9
Summary of Communicative Functions – Grade 8	10
Summary of Communicative Functions – Grade 9	11
Overview of Language Content – Grades 7-9	12
Cultural Topics	14
Scope and Sequence – Grade 7	15
Scope & Sequence – Grade 8	27
Scope & Sequence – Grade 9	37
Guidelines for Assessment	45
The Role of the Spanish Teacher	47
The Responsibility of the School Principal	48
List of Resources	49

The Value of Foreign Language Study

Foreign Language study was once regarded as an optional and elitist pursuit. In recent times, however, knowledge of languages other than one's own has become a necessity. Learning another language is an important means of gaining understanding of other peoples and their cultures. One may learn about foreign cultures through the study of other subjects, such as History or Social Studies. However, the study of foreign languages affords the individual direct interaction with the foreign culture. Foreign language study can also help the learner to develop insight into the nature of language. For example, the foreign language student will learn about differences in the sounds and systems of different languages, and can discover how different languages express cultural values and outlook.

From the more **practical** perspective, knowledge of a foreign language is an asset in situations, such as vacation or business travel, and for reading labels and instructions. Recent developments in computer technology have facilitated the dissemination and exchange of information between peoples of different countries. Knowledge of foreign languages is therefore becoming a prerequisite for gaining direct access to information from some original sources.

Foreign language study also satisfies career demands, such as those of the Foreign Service, Education, and Translation and Interpreting. In the Jamaican situation knowledge of a foreign language is useful in many areas of work. These include International Trade and Finance, the Travel and Tourism Industry, the Communications Industry and Manufacturing.

In Jamaican secondary schools, Spanish has become the favoured foreign language due to the geopolitical importance of the language in this part of the world. The establishment of closer economic and social ties with our Latin American and Spanish-speaking Caribbean neighbours has created a heightened awareness of the need to incorporate Spanish as part of the core of the secondary school curriculum. The development of competence in Spanish will therefore be an important part of the preparation of Jamaican secondary school students to participate effectively in the world of the twenty-first century.

The Purpose of the Curriculum Guide

The Curriculum Guide sets out:

- The goals and principles that have informed the selection of content and language uses to be taught in Grades 7-9 of Jamaican secondary schools
- A summary of the Communicative Functions for all three Grade levels
- An Overview of the Language Content for the three Grade levels. This language content represents the **minimum** recommended to achieve the goals of the curriculum. It is not intended to limit what may be taught and learnt in each grade.
- A list of topics for teaching culture
- A Scope and Sequence Chart which links each item of the syllabus content to its possible communicative functions in a suggested teaching sequence. This section also includes illustrations of the practical uses of the language structures. The syllabus for each level is divided into units and can be covered in a school year with an average timetable allocation of three 35-minute periods per week.
- Guidelines and Procedures for Assessment.
- Statements on the role of the Spanish teacher and the responsibility of the school principal
- A list of texts and other resources to be used by teachers and students.

The Curriculum Guide will help inform the choice of texts and other materials to achieve the goals of the curriculum. It allows for coordination with some currently used secondary school Spanish textbooks. (The List of Teaching and Learning Resources at the end of the Guide includes the titles of some of these and other texts). The accompanying Teachers' Guide contains practical suggestions of specific tasks, learning activities and assessment procedures to develop proficiency in the Spanish-language learner. In cases where the recommended texts are not available, the Teachers' Guide will help the teacher to adapt and supplement existing texts to achieve the aims of the curriculum. One aim of these Guides is to discourage total reliance on textbooks. They provide scope for the teacher to apply personal initiative and creativity by using non-textbook material.

Theory and Practice of Foreign Language Education

Foreign languages have always been a part of the secondary school curriculum. However, the primary goal of foreign language teaching and learning has changed, as the argument for curriculum relevance has gained increasing attention. In former times, foreign language programmes concentrated on knowledge of grammar and vocabulary. They paid little attention to the learner's ability to use this knowledge in a meaningful way in real-life situations. Many students learned the grammar of the foreign language without being able to understand the language when used by native speakers, or to use it successfully to convey messages. Dissatisfaction with this state of affairs has led foreign language educators to focus more on what the student can do with the acquired knowledge and skills inside and outside the classroom. The main goal of foreign language study has now become the development of **communicative competence**.

What is communicative competence?

Communicative competence is the ability to use a language in a real-world context. A communicatively competent individual is one who can use the structures and vocabulary of a language appropriately to convey spoken or written messages in social interaction. This presupposes that such an individual can understand the language with its cultural conventions as used by native speakers. It is this notion of the foreign language as a medium of oral and written communication that underlies this Spanish curriculum.

The process of communication is a process of interaction. It involves not only a speaker or writer, but also a listener or reader. In teaching the foreign language it will therefore be important to develop, deliberately, and in an integrated way, the four aspects of the communication process (listening, reading, writing and speaking). One also needs to be mindful of the fact that in the process of acquiring a foreign language the learner's **receptive** skills (listening and reading) will tend to outstrip the **productive** skills (speaking and writing).

The goal of communicative competence is not at all easily achieved in the formal Jamaican school situation. Unlike the informal environment in which one acquires one's native language, the classroom is artificial, and provides the learner with limited contact with Spanish. In order to develop

communicative skills in the foreign language in this situation, the learner needs to be exposed to authentic material, in both written and spoken forms. This should provide practical examples of Spanish in use, and should have usefulness outside the classroom.

It is important to teach Spanish grammar, to promote understanding of grammar rules, and to enable the student of Spanish to produce grammatically correct sentences. One can never predict the situations in which the learners will need to use the language in the future. Therefore, teaching grammar is the most economical way of giving them the basic tools for creative language use. However, knowledge of this central grammatical content ought not to be treated as an end in itself. Students must be trained to apply this knowledge as an instrument of practical and meaningful communication, to express their own meanings and to talk about the world around them.

Foreign Language Teaching Methodology

Some of the most well-known approaches to the teaching of foreign languages are outlined below:

The Grammar-Translation Method gives primacy to the teaching (and memorizing) of grammar rules. Language practice consists mainly of translation from and into the target language. Evaluation is aimed at demonstrating the student's ability to manipulate structures and vocabulary correctly, usually in writing. Although this method may be quite effective for the teaching of grammar, one obvious shortcoming is that it pays scant attention to the primary purpose of a language, i.e., communication.

The Natural Approach seeks to imitate the method by which a child acquires his or her native language. It requires that the foreign language learner go through a long period of exposure to the target language to develop listening comprehension skills before going on to speaking, reading and writing. This gradualist method is time-consuming, and assumes, erroneously, that the learner has the same amount of time spent acquiring the native language to learn the foreign language.

The Direct Method aims to develop students' listening comprehension skills. Its main strategy is the exclusion of the native language from the foreign language classroom. However, because the

teacher who uses this method tends to dominate the classroom activity, it does not foster interaction and participation by students.

The Audio-Lingual Method de-emphasizes reading and writing and concentrates on the development of listening and speaking skills. The aim of the audio-lingual method is to give the foreign-language learner practice in the productive use of the language. However, this productive practice usually involves mindless repetition of pattern drills and the memorization of prefabricated dialogues. Not much room is left for creative, unstructured use of the language, nor does it encourage the student to view the language as a vehicle for expressing personal meanings.

The Linguistic Approach uses the learner's native language as a point of reference for teaching the foreign language. It concentrates on the points of difference in the grammar system, pronunciation, vocabulary and other features of both languages. This focus can be very useful in helping the teacher to target and to minimize the problems of interference from the native language.

The Communicative Approach aims to correct the imbalances that have resulted from exclusive adherence to any one of the preceding methods. It seeks to develop, in an integrated way, the four aspects of the communication process (listening, reading, writing and speaking). It is a flexible **eclectic approach**. It allows the classroom teacher to choose different strategies or different combinations of strategies to enable the students to understand the language and use it to say what they want to say. Success depends on the teacher's creativity and willingness to experiment.

The choice of strategies will be dependent on factors such as the ages, characteristics, abilities and learning styles of different students or groups of students. Class size, timetable allocation, teacher competence and personality, and material resources are also important considerations in the selection of teaching methodology. But whatever the method or methods chosen, they must be put to the service of the ultimate goal - real communication in Spanish.

Communication-based teaching places early emphasis on **language use**. The student is encouraged not merely to produce Spanish in the form of oral drills and rote repetition, but to create meaningful utterances in Spanish both orally and in writing from the beginning level. This serves

as a motivation for further learning and helps to create the confidence needed for successful communication. Grammar is taught in a communicative context. The time spent by the teacher on explanation and illustration of concepts is reduced to a minimum, and more time is allowed for the students to engage in communicative practice. The teacher creates a classroom environment that approximates real-life situations, and thus provides students with opportunities for meaningful language use. Through this method the process of learning Spanish becomes an interactive one, where communication in the language takes place between teacher and student, between student and teacher and between students.

General Aims of the Spanish Curriculum

The design of this Spanish Curriculum reflects the view that teaching should be aimed at enabling students to

1. develop an attitude to Spanish as a medium of communication in real-life situations;
2. develop the disposition and confidence to use the language to communicate;
3. enjoy the experience of learning Spanish.
4. understand Spanish in spoken and written forms appropriate to the Grade 7-9 Level.
5. speak and write Spanish accurately and appropriately in a variety of practical, real-life situations;
6. understand the grammatical system of Spanish, especially where it differs from the grammars of English and Jamaican Creole;
7. master the Spanish grammar system in order to use the language to express personal meanings;
8. acquire an adequate base of grammatical structures, vocabulary and communicative skills for the study of the language beyond the Grade 9 level of the secondary school;
9. develop understanding of and respect for the culture of Spanish-speaking societies;
10. show tolerance for cultural differences;
11. socialize and co-operate with each other.

Communicative Functions

The language content of the syllabus will be used to develop the four language skills (listening, reading, speaking, writing) and to enable students to

a) use Spanish for the following general purposes:

1. Socializing with their peers and others
2. Seeking, processing and reporting information from written and spoken sources.
3. Giving instructions
4. Seeking information about others and the world around them.
5. Giving information about themselves
6. Expressing feelings and opinions
7. Describing and narrating

b) understand Spanish when it is used for the above purposes.

These broad areas of communicative functions are the same for each Grade Level, but students will be able to perform more complex functions as they develop greater competence in the language. In selecting the subject matter for communicative practice, the teacher should be mindful of the characteristics and interests of each group of students and should ensure that they are allowed to express their own meanings. In addition, the teacher can structure role-play activities to simulate real-life situations.

The communicative functions listed in the Guide correspond to specific grammatical structures and are mere examples of some of the general purposes for which the language may be used. Many other functions can be added to these. At some points it will be necessary to present students with set questions, responses and phrases that are useful and appropriate in specific communicative situations. In these cases, special care should be taken to expose students to as many alternatives as possible. However, the ability to produce correct set phrases in carefully structured situations should **not** be mistaken for language proficiency. True communicative competence is achieved when the student is able to produce language in unstructured and unforeseen situations.

Summary of Communicative Functions - Grade 7

At the end of Grade 7 students should be able to:

a) use Spanish for the purposes listed below:

- interacting socially (e.g. for greetings, goodbyes, introductions , enquiries and statements about health etc.;
- identifying and describing people, objects, places;
- addressing adults and peers appropriately;
- expressing quantities up to 100;
- describing actions and making statements in the Present Tense;
- asking questions about the things people do;
- making simple negative statements;
- emphasizing and clarifying statements;
- asking and telling the time, day and date;
- discussing home and school schedules;
- expressing possession;
- requesting and giving basic personal information (name, telephone number, age, birthday, family);
- expressing destination;
- making proposals and giving simple positive commands to their peers;
- describing the weather
- describing the location of objects and persons;
- describing physical states and feelings

b) understand Spanish when used for the purposes listed above.

Summary of Communicative Functions - Grade 8

At the end of Grade 8, students should be able to carry out all the functions of Grade 7 and in addition

a) use Spanish for the purposes listed below:

- talking about people one sees, knows, admires, visits, meets, helps etc.
- talking about knowing and not knowing;
- seeking and giving information about actions completed in the past;
- expressing quantities beyond 100;
- seeking and giving information about price;
- seeking and giving and denying permission;
- talking about playing games and instruments;
- describing daily routine and talking about doing things for oneself using reflexive verbs;
- distinguishing between objects and people in different locations;
- saying what one has to do;
- making promises and saying what one is going to do;
- saying what one has just done;
- describing actions and events while they are in progress;
- expressing apologies, likes, dislikes, preferences, opinions;
- giving and responding to positive commands, instructions and advice to peers;
- referring to people and things substituting Direct and Indirect Object Pronouns for Nouns;
- describing the material of which objects are made;
- giving personal information (address, telephone number, date of birth);
- talking about feeling pain
- seeking and giving information about someone's identity, nationality, place of origin, profession, physical characteristics and personality traits;
- saying how people feel and look

b) understand Spanish when used for the purposes listed above.

Summary of Communicative Functions - Grade 9

At the end of Grade 9 students should be able to carry out all the functions of Grades 7 and 8 and in addition to

a) use Spanish for the purposes listed below:

- describing and narrating in the past using the Preterite and Imperfect tenses;
- making comparisons;
- describing something or someone emphatically using the superlative form of adjectives;
- distinguishing between people and objects in different locations;
- referring to people and things using Direct and Indirect Object Pronouns;
- describing what has happened and what has been done;
- describing states and condition;
- making negative statements using Double Negatives;
- saying what people wish, need, intend or decide to do;
- giving affirmative and negative commands;
- making polite requests using commands;
- making general and impersonal statements;
- saying where something is bought, sold or found;
- seeking and giving information about specific people, places and objects using the Relative Pronoun **que**;
- describing and narrating using ordinal numbers and apocopated adjectives;
- stating the duration of an action;
- telling who, what or when something is for
- expressing wishes, preferences and hopes for other

b) understand Spanish when used for the purposes listed above.

OVERVIEW OF LANGUAGE CONTENT GRADES 7 - 9

	GRADE 7	GRADE 8 Everything for Grade 7 plus:	GRADE 9 Everything for Grades 7 & 8 plus:
NOUNS	Gender Number		
ADJECTIVES	Gender Number Position Indefinite: muchos, muchas, poco(s), poca(s). Possessives (short forms): mi(s), tu(s), etc.	Demonstratives: este, estos, esta(s), ese, esos, esa(s)	Apocopation (Shortened Forms) Comparisons of inequality Irregular Comparatives Superlatives Demonstratives: aquel(los), aquella(s) Past Participle used as adjective
ARTICLES	Definite and Indefinite Gender Number Definite Article with: days of the week, titles, time of day.	Omission of Indefinite Article after ser. Use of Definite Article with: parts of the body, articles of clothing, names of languages and school subjects	
VERB FORMS and TENSES	Present Tense (Regular) Present Tense (Irregular): ser, estar, ir, tener	Present (Irregular and Stem-changing) Reflexive Verbs Preterite (Regular) High Frequency Irregular Preterites Present Progressive Positive Familiar Commands (Singular)	Preterite (Irregular) Preterite (Stem-changing) Imperfect Past Progressive Present Perfect Commands (all forms) Present Subjunctive (regular verbs) **

PRONOUNS	Subject Reflexive (singular: me, te, se)*	Direct Object Indirect Object Reflexive Demonstrative: éste, ése, ésa etc.	Double Object Impersonal se Relative pronoun que Demonstrative: aqué!, aquélla etc.
PREPOSITIONS	a, de, en, con, entre, sobre, debajo de, delante de, al lado de, detrás de Contractions (al, del)	a, en (distinction in use and meaning)	por, para
VERB PHRASES and SPECIAL USES	tener, hay ser, estar llamarse (Present Tense Singular) hacer with weather expressions First-person plural command (vamos a)	ser & estar gustar, fascinar, encantar, molestar, parecer, doler ir a/ acabar de/ tener que + infinitive	Infinitive as noun Infinitive after prepositions and conjugated verbs (poder, querer, saber, preferir, etc.) Preterite and Imperfect poder, saber
NUMBERS	Cardinal numbers (0-100)	Cardinal Numbers beyond 100	Ordinal numbers
IDIOMATIC USES	Use of de to show possession Word order in questions Simple Negative Sentences	Personal a Adjectival use of de + noun to indicate materials	Double Negatives
ADVERBS	Adverbs of time and place aquí, allá, ahora, hoy, mañana	Adverbs of time ayer, anoche, anteayer, pasado mañana	Adverbs of manner generalmente, rápidamente, etc.
	* Not stressed until Grade 8		** Not stressed until Grade 10

Cultural Topics

GRADE 7	GRADE 8	GRADE 9
<p>Naming (Double Surnames)</p> <p>Distinction between familiar and polite forms of address</p> <p><i>La siesta</i></p> <p>Birthdays and Saints' days</p> <p><i>La piñata</i></p> <p>Christmas and New Year</p> <p><i>El día de los reyes</i></p> <p>Family Life</p> <p>Polite expressions: <i>gracias de nada,</i> <i>no, gracias mucho gusto</i> <i>por favor ¡Adelante!</i></p>	<p>Currency</p> <p>Sports</p> <p>Eating Habits and Typical Foods</p> <p>Traditional Dress</p> <p>Recreation (<i>el paseo</i>, music and dance, <i>la corrida de toros</i>)</p> <p>National Holidays and Celebrations</p> <p>Polite expressions: <i>buen provecho con permiso</i> <i>el gusto es mío no hay de que</i> <i>perdón lo siento mucho</i></p>	<p><i>La serenata</i></p> <p><i>La quinceañera</i></p> <p>Letter writing conventions</p> <p>Religious Festivals (<i>semana santa, el día de difuntos, la romería</i>)</p> <p>Towns and typical buildings</p> <p><i>La tertulia</i></p> <p>Polite expressions: <i>espere un momento, por favor</i> <i>encantado pase ud.</i> <i>cómo no</i></p>

Scope and Sequence

Grade 7

Scope and Sequence - Grade 7

Unit 1

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
<p>Greeting and responding to greetings.</p> <p>Saying goodbye.</p>	<p>Greetings for different times of day</p> <p>Goodbyes.</p>	<p>Buenos días, Buenas tardes, Buenas noches. ¡Hola! ¿Qué tal? Bien, gracias.</p> <p>Adiós, Hasta la vista, Hasta mañana, Hasta luego.</p>
<p>Asking and stating names.</p> <p>Introducing oneself and others.</p>	<p>Verb: Present Tense Singular llamarse.</p>	<p>¿Cómo te llamas? Me llamo Diego.</p>
<p>Identifying people and objects.</p> <p>Seeking information about the identity of people and objects.</p> <p>Making general statements about people and things</p>	<p>Verb: Present Tense of verb ser.</p> <p>Indefinite Articles: singular and plural, masculine and feminine</p> <p>Definite Articles: singular and plural, masculine and feminine</p> <p>Nouns: Singular and Plural forms ending in -o, -a, -e and consonants.</p> <p>Spanish concept of Gender (masculine and feminine)</p> <p>Spanish concept of number- and gender-agreement</p>	<p>Soy Annette. El es Tomás.</p> <p>¿Qué es esto? Es (un/a) libro, mesa, bandera, etc.</p> <p>¿Quién es? Es el director. Somos los alumnos. Ella es la profesora.</p> <p>El elefante es un animal. Jamaica es una isla. Nueva York es una ciudad. La hormiga es un insecto. La rosa es una flor.</p>

Scope and Sequence - Grade 7

Unit 2

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
<p>Describing people and things</p> <p>Requesting descriptions of people and things</p>	<p>Review: Present Tense verb <i>ser</i>.</p> <p>Adjectives: <i>alto</i> <i>bajo</i> <i>fuerte</i> <i>débil</i> <i>gordo</i> <i>flaco (delgado)</i> <i>largo</i> <i>corto</i> <i>bonito</i> <i>feo</i> <i>grande</i> <i>pequeño</i></p> <p>Adjective-Noun Agreement in gender (masculine/feminine) and number (singular/plural).</p> <p>Position of Adjective in relation to Noun.</p>	<p>Mi mamá es flaca, pero mi papá es gordo.</p> <p>Alex es inteligente, alto y guapo. Las clases son interesantes.</p> <p>Marlene es una muchacha simpática.</p>
<p>Describing the colour of objects, clothing etc.</p> <p>Enquiring about the colour of objects.</p>	<p>Names of colours</p>	<p>La pizarra es negra. Los colores de la bandera de Jamaica son negro, amarillo y verde. ¿Es una camisa roja? No, es verde.</p>
<p>Referring to people using titles.</p> <p>Addressing people using names and titles.</p>	<p>Definite Article: use with titles to talk about persons señor, señorita, señora, doctor etc. (exceptions: <i>don</i> and <i>doña</i>)</p> <p>Omission of Definite Article in addressing persons using titles.</p>	<p>El señor Smith es el profesor. El señor Ariza González es un hombre importante La señora Hernández de García es la directora.</p> <p>Buenos días, señora Gordon. ¿Qué tal, don Carlos?</p>

Scope and Sequence - Grade 7

Unit 2 (cont'd)

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
<p>Identifying and counting numbers from 0-30.</p> <p>Seeking and giving information about quantities from 1-30.</p>	<p>Cardinal Numbers 0-30</p>	<p>¿Qué número es? Trece.</p> <p>Cuatro sillas, un cuaderno (one/a notebook) una mesa (one/a table).</p> <p>¿Cuántos son quince más siete? Veintidós.</p> <p>Diecisiete menos seis son once.</p>

Unit 3

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
<p>Describing the things people do.</p>	<p>Verbs: Present Tense of Regular -ar verbs. cantar, contestar etc.</p> <p>Subject Pronouns: yo, tú, él, ella, usted etc.</p> <p>Omission of Subject Pronouns in normal usage.</p>	<p>Elena siempre canta en el baño.</p> <p>Hablamos español en la escuela secundaria.</p>
<p>Asking questions about the things people do.</p>	<p>Word order in questions: inversion of subject and verb. (Difference in English structure)</p> <p>Use of rising intonation to distinguish questions from statements:</p>	<p>¿Dónde estudian Luis y Jaime ahora? En la biblioteca.</p> <p>La señora James trabaja en casa. ¿Trabaja tu mamá en casa, también? (Does your mother work at home too?)</p> <p>¿Tu mamá trabaja en casa también?</p>

Scope and Sequence - Grade 7

Unit 3 (cont'd)

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Making simple negative statements.	Use of no to express negation. Word order in negative sentences. (Difference in English structure)	Pedro <u>no lava</u> los platos; es muy perezoso. <i>Peter <u>does not wash</u> the dishes.</i>

Unit 4

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Emphasizing and clarifying statements.	Use of Subject Pronouns.	¿Eres Angela? No, soy Juana. Ella es Angela. Tú estudias en la mañana pero yo estudio en la noche. ¿Quién camina a la escuela? Yo camino a la escuela.
Addressing adults and peers appropriately.	Distinction between informal and polite forms of address (tú and usted/ustedes)	¿Quién es usted, señor? ¡Pablo, tú hablas mucho!
Identifying and counting numbers from 31-100. Expressing quantities from 1 - 100.	Review: Cardinal Numbers 0-30. Cardinal Numbers 31-100.	¿Cuál es el precio? Catorce dólares. ¿Cuál es tu número de teléfono? Mi número de teléfono es nueve, cincuenta y dos, ochenta y siete, sesenta y tres. Cuarenta y dos dividido por tres son catorce.

Scope and Sequence - Grade 7

Unit 5

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Describing the things people do. Making statements of fact.	Review: Present Tense -ar verbs Verbs: Present Tense regular -er and -ir verbs. aprender, leer, abrir etc. Vocabulary: Names of family members <i>mamá, papá, hermano(a), hijo(a)</i>	La profesora escribe en la pizarra. En la cafetería venden frutas y jugos. ¿Dónde vive Alberto? En la Avenida Central, número veinte. Soy Ana. Vivo en Mandeville. Mi familia es pequeña.

Unit 6

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Asking and telling the time.	Use of ser + Definite Article to tell the time	¿Qué hora es? Son las diez menos veinticinco. Es la una y cuarto, etc.
Seeking and giving information about schedules at school and at home.	Distinction between a la una, a las cinco, and es la una, son las cinco, etc. Use of en punto, de la madrugada, de la mañana, de la tarde, de la noche (sharp, a.m., p.m.) Vocabulary: school Subjects	Son las diez y media ahora. ¿Cuándo (a qué hora) es la clase de español? A las once y media.

Scope and Sequence - Grade 7

Unit 7

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
<p>Talking about personal possessions.</p>	<p>Possessive Adjectives: <i>mi(s), tu(s), su(s), nuestro(a), nuestros(as)</i></p> <p>Agreement of Possessive Adjectives and Nouns in Gender and Number.</p> <p>Difference in English usage</p>	<p>Su hermano favorito vive en Chicago. ¿Qué esto? Es tu dinero.</p> <p>Nuestra escuela es grande</p> <p>José lleva <u>su</u> lápiz y <u>sus</u> libros en una bolsa pequeña. (... <u>his</u> pencil.. <u>his</u> books)</p> <p>Maestra, ¿prepara usted su desayuno? Carolina, ¿por qué no escribes en tu cuaderno?</p>
<p>Talking about the possessions of others.</p>	<p>Preposition: Use of de + noun / name to show possession (equivalent of English apostrophe "s")</p> <p>Contraction de + el = del</p>	<p>¿Qué es esto? Es la camisa de Pablo. ¿De quién es? Es de Julia. ¿Quién es? Es la amiga de Audrey.</p> <p>Es el carro del maestro, no de la maestra.</p>

Scope and Sequence - Grade 7

Unit 8

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Saying what people own.	Verb: Present Tense of tener.	¿Dónde tienen su dinero? ¿En el banco?
Describing what things contain.		Tenemos flores bonitas en el jardín de mi casa.
Asking and telling ages.	Idiomatic use of tener to express age. (Difference in English use of the verb “to be”)	¿Cuántos años tienes? Tengo 11 años. Diego tiene 12.
Describing physical sensations.	Idiomatic use of tener to describe feeling and physical sensations. (tener miedo / sueño / frío / calor / hambre / sed)	Sólo son las diez, pero todavía tenemos hambre.
Talking about self and others	Review: Present Tense -ar, -er, -ir verbs.	Soy Marcos. Tengo dos hermanos y un perro. Mi familia vive en Mandeville pero yo vivo con mi abuelo en May Pen. Soy muy inteligente.

Unit 9

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
<p>Identifying the days of the week and the months of the year.</p> <p>Seeking and giving information about the days and dates of activities and events.</p> <p>Asking about and describing the weather.</p>	<p>Seasons of the year.</p> <p>Idiomatic use of hace + noun to describe weather.</p>	<p>¿Qué día es hoy? Hoy es lunes. Mañana es martes.</p> <p>¿Qué fecha es hoy? Es el dos de marzo</p> <p>En Jamaica la familia come sopa los sábados.</p> <p>¿Cuándo es (cae) tu cumpleaños? Es (Cae) el catorce de agosto.</p> <p>¿Qué tiempo hace en diciembre (agosto, febrero)? Hace frío (calor, sol, fresco etc.)</p> <p>Hace mucho frío en Londres en el invierno.</p>

Scope and Sequence - Grade 7

Unit 11

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Describing where people, places and objects are located.	<p>Verb: Present Tense of estar. Use of estar to describe location.</p> <p>Prepositions: <i>en, entre, sobre/ encima de, debajo de, al lado de, delante de, detrás de.</i></p> <p>Vocabulary: Buildings la escuela , el cine, el hospital.</p>	<p>El cine está entre la farmacia y el supermercado.</p>
Describing physical states and feelings.	Use of verb estar to describe physical states and feelings	<p>¿Cómo está tu esposa? Está enferma.</p> <p>Estoy muy contenta hoy porque tengo un examen de español.</p>

Unit 12

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
<p>Requesting and giving factual information about family.</p> <p>Describing family and home (rooms, location of household furnishings) and community.</p>	<p>Idiomatic use of hay (there is / are).</p> <p>Adjectives: Indefinite Adjectives mucho(s), mucha(s) poco(s), poca(s).</p> <p>Names for family members tío(a), abuelo(a) etc.</p> <p>Review: All verbs</p>	<p>¿Cuántos días hay en el mes de abril? Hay treinta.</p> <p>Hay muchas playas bonitas en Jamaica.</p>

Scope and Sequence

Grade 8

Unit 1

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
<p>Greeting and responding to greetings</p> <p>Introducing oneself and others.</p> <p>Asking and telling the time</p> <p>Describing people, objects, location, the weather.</p> <p>Giving and responding to instructions</p>	<p>Review: Grade 7 material e.g., greetings, classroom commands, time and weather expressions, etc.</p>	<p>¿Qué tal? ¿Cómo estás? Bien gracias, ¿y tú?</p> <p>¿Qué hora es? La una y veinticinco.</p> <p>Hace mucho sol hoy y los niños están en el jardín.</p> <p>Vamos a comer ahora.</p>
<p>Seeking and giving information about what people do.</p> <p>Giving information about one's own actions.</p>	<p>Review: Present tense of regular -ar, -er, and -ir verbs.</p> <p>Verbs: Present Tense of first-person irregular verbs: hacer, oír, poner, salir de, traer.</p> <p>Prepositions: <i>a</i> and <i>en</i> (Distinction in meaning)</p>	<p>Hago mis tareas en el comedor.</p> <p>¿Sales de la casa temprano? No, salgo tarde.</p> <p>¿Quién pone la mesa? Yo pongo la mesa.</p> <p>Están en casa ahora pero van a Ocho Ríos hoy en la noche.</p>
<p>Talking about people one meets, knows, visits, helps, admires, etc.</p> <p>Talking about knowing and not knowing.</p>	<p>Use of a before person-object (personal a)</p> <p>Verbs: <i>abrazar, admirar, amar, ayudar, besar, llamar, visitar, conocer, ver</i></p> <p>Distinction between saber and conocer.</p>	<p>Siempre visitamos a mi abuela los domingos.</p> <p>Conozco a tu amiga pero no sé dónde está.</p>

Scope and Sequence - Grade 8

Unit 2

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Saying what happened in the past	<p>Review: Present tense of regular -ar verbs</p> <p>Verbs: Preterite Tense of regular -ar verbs mirar la televisión, estudiar, trabajar, dibujar, practicar el español, ayudar a, visitar, hablar, cantar, escuchar la radio, bailar, limpiar, lavar.</p> <p>Distinction between the forms of the Present and Preterite Tenses of -ar verbs.</p>	<p>Yo dibujo en mi cuaderno. Ayer Pablo dibujó en la pizarra.</p>

Unit 3

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Saying what happened in the past	<p>Review: Present Tense of regular -er and -ir verbs</p> <p>Verbs: Preterite Tense of regular -er and -ir verbs comer, correr, aprender, responder, beber abrir, escribir, describir, subir</p> <p>Distinction between the forms of the Present and Preterite Tenses of -er and -ir verbs.</p>	<p>Los lunes comemos en casa, pero el lunes pasado comimos en un restaurante.</p>

Unit 4

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
<p>Expressing wishes, wants and preferences.</p> <p>Making apologies</p> <p>Describing one's actions and the actions of others.</p>	<p>Verbs: Present Tense of e to ie and e to i Stem-changing verbs. cerrar, empezar, comenzar, pensar, querer, preferir, venir</p> <p>decir, pedir, servir, sentir</p> <p>Vocabulary: games, hobbies, school subjects, food.</p>	<p>¿Qué quieren hoy? Queremos un kilo de carne de res.</p> <p>Lo siento mucho, pero no tengo el tiempo ahora.</p>
<p>Counting and expressing quantities above 100</p> <p>Seeking and giving information about dates (day, date, month, year), birthdays, addresses, telephone numbers etc.</p>	<p>Numbers: Cardinal numbers beyond 100.</p>	<p>¿Cuántos días hay en un año? Trescientos sesenta y cinco.</p> <p>El doctor Simmonds vive en la Calle Hope número 56.</p>
<p>Describing one's actions and the actions of others.</p> <p>Seeking and giving information about the price of things.</p> <p>Seeking, giving and denying permission.</p> <p>Talking about playing games and musical instruments.</p>	<p>Verbs: Present Tense of o to ue Stem-changing verbs: volver, almorzar, costar, sonar, poner, dormir</p> <p>jugar (ue) a, tocar</p> <p>Vocabulary: Sports, musical instruments</p>	<p>Anoche volví a casa muy tarde pero hoy vuelvo temprano.</p> <p>¿Cuánto cuestan dos mangos? Cuestan treinta y cinco dólares.</p> <p>Maestra, ¿puedo ir al baño?</p> <p>Carlos juega al béisbol con sus amigos los martes, y toca el violín los miércoles.</p>

Scope and Sequence - Grade 8

Unit 5

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
<p>Describing daily routine</p> <p>Talking about doing things for oneself</p>	<p>Verbs: Present and Preterite Tenses of Regular Reflexive Verbs bañarse, desayunarse, levantarse, lavarse, cepillarse, secarse, peinarse, quitarse, ponerse</p> <p>Pronouns: Reflexive Pronouns</p> <p>Definite Article: Use of Spanish Definite Article in lieu of English Possessive Adjective with reflexive Verbs and a) articles of clothing b) parts of the body</p> <p>Distinction between Reflexive and Non-reflexive verb forms.</p> <p>Vocabulary: parts of the body, articles of clothing</p>	<p>A las nueve Paulina se peina y después se baña.</p> <p>Me desayuné a las ocho y cuarto hoy.</p> <p>Primero, nos ponemos la camisa.</p> <p>Marta se lavó las manos y la cara con agua y jabón.</p> <p>Juan se levantó tarde. Juan levantó la mano y contestó la pregunta.</p>
<p>Describing daily routine</p> <p>Talking about doing things for oneself</p>	<p>Verbs: Stem-changing Reflexive Verbs despertarse, acostarse, sentarse, vestirse</p>	<p>En clase, nosotras nos sentamos a la derecha y los muchachos se sientan a la izquierda.</p>

Scope and Sequence - Grade 8

Unit 6

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Using irregular verbs to talk about actions completed in the past	Verbs: Irregular Preterites (High Frequency verbs) decir, dar, hacer, poner, ver, ser, ir(se), venir.	Lo siento, profesor, pero no hice la tarea. Carmen no dijo la verdad. Ana María y Tomás se fueron ayer.
Distinguishing between people and objects in different locations Identifying and pointing out specific objects and people	Adjectives: Demonstrative Adjectives: este, ese, etc. Pronouns: Demonstrative Pronouns éste, ése etc. Agreement of Demonstrative Adjectives and Pronouns with Nouns in number and gender.	No, señor, esta mujer no es mi esposa. No quieren estas flores; prefieren ésas.

Unit 7

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Saying what one has to do	Verb: Present Tense of tener que (+ Infinitive)	Tienes que barrer el suelo y quitar el polvo cada día.
Saying what one is going to do	Verb: Present Tense of ir a (+ infinitive)	Esta tarde vamos a mirar la televisión. Mañana voy a estudiar. Olivia olvidó su libro nuevo en casa. ¿Qué va a hacer?
Saying what one has just done.	Verb: Present Tense of acabar de (+ Infinitive)	Ronald acaba de comer una hamburguesa grande.

Scope and Sequence - Grade 8

Unit 8

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Describing actions and events while they are happening	Verbs: Present Progressive Tense of -ar, -er, and -ir verbs.	La profesora está borrando la pizarra.
Giving and responding to commands, instructions and advice.	Verbs: Familiar commands (affirmative singular)	Carmen, abre la puerta, por favor. David, compra un sandwich y un refresco en la cafetería.

Unit 9

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Using Direct Object Pronouns to refer to people and things.	<p>Pronouns: Direct Object Pronouns <i>me, te, lo, la, nos, los, las</i></p> <p>Concept of Direct Object</p> <p>Direct Object Pronoun used as substitute for noun</p> <p>Agreement of Direct Object Pronoun and implied noun.</p> <p>Position of Direct Object Pronouns: (i) after infinitive, gerund, positive command (ii) before conjugated verbs.</p>	<p>Aquí viene mamá. Vamos a ayudarla.</p> <p>El carro está sucio. Papá está limpiándolo.</p> <p>La historia comienza en la página cuarenta y seis. Léela por favor.</p> <p>¿Dónde compraste tus zapatos? Los compré en Miami.</p>

Scope and Sequence - Grade 8

Unit 9 (cont'd)

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Describing the material of which objects are made.	Adjectival Use of de + noun.	Ayer compré una blusa de algodón. Viven en una casita de madera. Voy a llevar mis zapatos de cuero.

Unit 10

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Using Indirect Object Pronouns to refer to people to whom or for whom an action is done.	Pronouns: Indirect Object Pronouns <i>me, te, le, nos, les.</i> Concept of Indirect Object Distinction between 3rd person Direct and Indirect Objects Position of Indirect Object Pronouns	Le dieron el regalo el día de su cumpleaños. Un ladrón nos robó todo el dinero. Los turistas me hablaron en inglés. <i>Yvette lent him / them the book</i> Yvette le (les) prestó el libro <i>Yvette saw him / them at the movies</i> Yvette lo (los, las) vio en el cine.
Expressing likes, dislikes and opinions Talking about feeling pain in different parts of the body	Verbs: 3rd person singular and plural Present Tense of <i>gustar, fascinar, encantar, molestar, parecer, doler</i> used with Indirect Object Pronouns. Use of a mí, a él etc. for emphasis and clarification. Use of Definite Article with languages and school subjects	Le duelen los dientes. No nos molesta el sol del estadio cuando el partido es interesante. A él le fascina el fútbol. Me gusta la geografía.

Unit 11

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
<p>Talking about someone's identity, nationality, place of origin, profession, physical characteristics, personality traits.</p> <p>Telling where people and things are located.</p> <p>Saying how people feel and look.</p>	<p>Verbs: ser and estar (distinctions in usage and meaning)</p> <p>Uses of SER: to express (i) identity, nationality, (ii) profession, (iii) place of origin, (iv) personality traits, (v) physical characteristics.</p> <p>Omission of Indefinite Article after ser with professions.</p> <p>Uses of ESTAR: to describe (i) location (ii) temporary states.</p> <p>Vocabulary Names of Spanish-speaking countries and capitals</p> <p><i>al norte de al sur de</i> <i>al este de al oeste de</i></p>	<p>Bob Marley es jamaicano. ¿Eres marinero? Mis padres son de China. Soy generosa. Miguel es gordo.</p> <p>José fue carpintero. Mozart fue un músico famoso.</p> <p>El correo está cerca de la farmacia. Buenos Aires está en la Argentina. Estoy triste hoy.</p>

Scope and Sequence

Grade 9

Scope and Sequence - Grade 9

Unit 1

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
<p>Seeking and giving information about habitual actions in the past.</p>	<p>Verbs: Imperfect Tense of regular and irregular -ar, -er, and -ir verbs</p> <p>Use of the Imperfect Tense to describe past habitual actions</p>	<p>Todos los días jugábamos en el parque.</p> <p>Cada año iban al campo.</p>
<p>Describing persons, places, things in the past</p> <p>Telling age and time in the past</p>	<p>Use of the Imperfect Tense</p> <p>(i) to describe persons, places and things in the past.</p> <p>(ii) to tell age and time in the past.</p>	<p>El hombre era alto y delgado.</p> <p>Tenía dos años en aquel entonces. Era una noche fría de invierno.</p>
<p>Describing actions in progress in the past.</p>	<p>Verbs: Past Progressive Tense (Imperfect of estar + gerund)</p>	<p>Estaban comiendo en el restaurante.</p>

Scope and Sequence - Grade 9

Unit 2

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Narrating and describing in the past	<p>Verbs: Preterite and Imperfect Tenses Distinction in usage.</p> <p>Use of the Preterite for single, completed actions in the past. Use of Imperfect and Preterite Tenses for interrupted action.</p> <p>Verbs: Preterite Tense ser, ir. Verbs: Pretérito Grave and Irregular Preterites: hacer, poner, conducir, venir, decir, traer, andar, poder, querer</p>	<p>Los niños jugaban cuando entró la maestra.</p> <p>Mientras bailábamos, Juan perdió las llaves de la casa.</p>

Unit 3

COMMUNICATIVE	CON	STRUCTUR
Making comparisons	<p>Adjectives: Comparative forms: más / menos + adjective + que</p> <p>Agreement of Comparative adjectives and nouns</p> <p>Irregular comparatives: bueno mejor malo peor mayor menor</p>	<p>Estoy contento, pero ella está más contenta que yo.</p> <p>¿Es tu hermana menor que tú?</p>

Scope and Sequence - Grade 9

Unit 3 (cont'd)

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Using superlatives to describe and narrate	<p>Adjectives: Superlative forms of Adjectives ísimo (a), el más, la más etc.</p> <p>Idiomatic usage el más (la más) de + noun.</p>	<p>Miguel ganó el premio más caro. La película fue buenisima.</p> <p>Kingston es la ciudad más importante de Jamaica.</p>
<p>Pointing out people and objects in specific locations.</p> <p>Distinguishing between objects and people in different locations.</p>	<p>Demonstrative Adjectives and Pronouns: Distinction in usage of ese, ése, and aquel, aquél etc.</p> <p>Review: Demonstrative Adjectives and Pronouns este, éste etc.</p>	<p>Ese edificio es La Catedral; aquél es el Ayuntamiento.</p>

Unit 4

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Using Direct and Indirect Object Pronouns to refer to people and things.	<p>Pronouns: Double Object Pronouns.</p> <p>Position of Direct and Indirect Object Pronouns</p> <p>le/les + lo(s), la(s) = se lo(s) la(s).</p>	

Unit 5

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Describing what has happened and what one has done.	Verbs: Present Perfect Tense of regular and irregular verbs (Present Tense of haber + Past Participle)	Fui a Barcelona en 1994 pero no he visitado Paris.
Describing the state of people and things	Estar + Past participles used as adjectives. abierto, cansado, dormido, aburrido, cerrado, sentado, colgado, acostado, emocionado, roto, cubierto, muerto	El cielo estaba cubierto de nubes

Unit 6

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Making negative statements	Negative words and Affirmative counterparts Use of Double Negatives (Difference in English usage)	nunca - siempre nada - algo nadie - alguien El no llega temprano a la escuela nunca. Nunca llega temprano a la escuela.
Talking about wishes, possibilities, needs, intentions and decisions. Telling when something is done	Verbs: Uses of the Infinitive (i) after conjugated verbs poder, saber, querer, necesitar, deber, desear, decidir, pensar, preferir, (ii) after prepositions: para, al, antes de, después de	Sé nadar pero no puedo nadar hoy. Decidió casarse con Pedro. Siempre me lavo las manos antes de comer.

Scope and Sequence - Grade 9

Unit 7

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Giving commands to peers, adults, strangers.	Review: Commands (familiar affirmative singular)	Ven acá, Ana. Juan, limpia el suelo, por favor.
Making polite requests using commands	Verbs: Commands (all forms)	Señora, no llore, por favor. Abran sus libros a la página cuarenta y seis.
Giving advice	Use of Object Pronouns with Commands.	Aquí tienes el dinero. No lo gastes ahora. Gástalo mañana.
Responding to commands		

Unit 8

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
Making general and impersonal statements	Pronouns: Use of Impersonal pronoun se with 3rd person singular verbs.	Se prohíbe fumar. Se compra pan en la panadería. ¿Cómo se dice... en español?
Saying where items are bought, sold and found		
Talking about specific persons, places, objects using the Relative Pronouns que .	Pronouns: Relative pronoun que .	Un hombre que juega al fútbol es futbolista. Una cantante es una mujer que canta.

Unit 9

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
<p>Using ordinal numbers and apocopated adjectives to describe and narrate</p>	<p>Numbers: Ordinal numbers 1 - 10</p> <p>Adjectives: Apocopation of adjectives</p> <p>(i) before masculine singular nouns. <i>ciento</i> › <i>cien</i> <i>bueno</i> › <i>buen</i> <i>primero</i> › <i>primer</i> <i>tercero</i> › <i>tercer</i> <i>uno</i> › <i>un</i></p> <p>(ii) before all singular nouns <i>grande</i> › <i>gran</i></p> <p>(iii) before masculine names except those beginning with To- and Do- <i>santo</i> › <i>san</i></p>	<p>¿Quién es el Primer Ministro?</p> <p>Paul Bogle era un buen hombre.</p> <p>La Navidad es una gran fiesta. Caracas es una ciudad grande.</p> <p>San Juan es la capital de Puerto Rico.</p>
<p>Telling the duration of an action</p> <p>Saying whom, what or when something is for.</p> <p>Expressing destination</p>	<p>Prepositions: por, para</p> <p>por = for (a specified length of time)</p> <p>para = for (destined for)</p>	<p>En la misa, el cura habló por una hora y cuarenta y cinco minutos.</p> <p>Es un cuchillo para cortar la carne.</p>

Scope and Sequence - Grade 9

Unit 10

COMMUNICATIVE FUNCTIONS	CONTENT	STRUCTURES / FORMS
<p>Saying what one wishes or wants others to do</p> <p>Saying what one hopes or prefers that others do</p>	<p>Review: Use of the Infinitive after conjugated verbs.</p> <p>Verbs: Present Subjunctive of regular, stem-changing and first-person irregular verbs</p> <p>Difference between the Spanish use of the Subjunctive and the English use of the Infinitive after conjugated verbs.</p> <p>Use of the Subjunctive after verbs of (I) wishing, wanting and preferring</p> <p>(ii) hoping</p>	<p>Quiero mirar un video, pero mi mamá prefiere que yo estudie para mis exámenes.</p> <p>Esperamos que Teresa y Mariana acepten nuestra invitación.</p>

Guidelines for Assessment

Assessment is an integral part of the teaching and learning process in foreign language education. To be effective, assessment must be compatible with the objectives of the curriculum, and must reflect the approach used to achieve them. A test can serve as review and as a guide to what needs further learning or teaching.

There are many different ways of measuring student learning and progress. Tests are usually conceived of as exercises for which the teacher assigns grades. However, testing should be ongoing. Learning can be evaluated briefly at the end of every lesson or unit. In addition to administering formal tests, the teacher also needs to monitor the usefulness of teaching methods. Students can be asked to assess the effectiveness of different methods orally or by written questionnaire.

The two categories of foreign language tests used to measure student learning are **Achievement Tests** and **Proficiency Tests**. Achievement tests are content-oriented, i.e., they are designed to evaluate the student's mastery of language content, and they often involve the use of language that is contrived and artificial. Proficiency tests, on the other hand, examine the learner's ability to use the language in a communicative context and for practical real-life purposes.

Achievement testing is necessary for measuring knowledge of language structures, usage and vocabulary. Mastery of these elements is a prerequisite for communication. However, achievement tests are not adequate in a curriculum whose ultimate objective is the development of communicative competence. The challenge, therefore, is to devise testing materials that help students to feel that they can apply the skills and language that they learn in the classroom to real life situations.

Achievement tests and Proficiency tests can complement each other. At the Grade 7 - 9 stage of language study, achievement testing will be important for ensuring that the student learns specific language elements that they will use later to express personal meanings. But even at this early stage proficiency must be tested.

Guidelines for Achievement Testing

- Test all four language skills
- Use a variety of test items
- Test in context.
- Identify and test problem structures and sounds.
- Test what has been taught.
- Sequence test items from the lowest to the highest level of difficulty.
- Avoid using incorrect language in test items.

Guidelines for Proficiency Testing

- Test both receptive and productive skills.
- Use various test types.
- Use authentic material in tests.
- Simulate real-life contexts and situations

ASSESSMENT PROCEDURES

ASSESSMENT OBJECTIVES	SKILLS TESTED			
	Listening	Reading	Speaking	Writing
Understanding and responding to written Spanish.		*	*	*
Understanding and responding to spoken Spanish.	*		*	*
Manipulating Spanish accurately in spoken and written forms, using appropriate vocabulary and structures for communication.	*	*	*	*
Selecting information and presenting it in Spanish.	*	*	*	*
Seeking and giving information in spoken interchange in Spanish	*		*	

The Role of the Spanish Teacher

In order to develop the students' communicative competence and ensure that classroom activities are consistent with the aims of the curriculum, the Spanish teacher should

1. Organize classroom time and select learning tasks to give students adequate opportunity to communicate actively in Spanish throughout the class period.
2. Select meaningful language for the development of the student's skill in the four areas: listening, speaking, reading, writing.
3. Seek suitable non-textbook material, such as audio and video tapes, magazines, advertisements, menus, signs, realia and newspapers that provide authentic models of language use.
4. Create a student-centred learning environment by subordinating the teaching of grammar to communicative practice by students.
5. Diagnose such student problems as native language interference in grammar and pronunciation, and find methods to remedy them.
6. Inform the students about the point of each activity
7. Provide positive reinforcement for students' efforts
8. Motivate the student to learn Spanish by showing an enthusiastic interest in the Spanish language and culture.
9. Illustrate by example the communicative function of the language by using Spanish at every opportunity from the beginning level.
10. Be aware of students' interests, age group characteristics, and use language and subjects that relate to their experiences, needs, interest and everyday life.
11. Show sensitivity to the emotional and psychological development of students and choose age-appropriate learning activities.
12. Create a non-threatening classroom environment to build the confidence that the student needs in order to use the language for communication.

The Responsibility of the School Principal

Successful implementation of the Spanish Curriculum will also depend on the role played by the school principal. The principal can offer important administrative, material and moral support to the teachers and students of Spanish. In concrete terms, the principal should:

- Familiarize himself / herself with the aims and objectives of the Spanish curriculum.
- Make the Curriculum and Teachers' Guides accessible to the teachers and promote their use.
- Monitor the implementation of the Curriculum.
- Ensure that the minimum three periods per week are allocated for the teaching of Spanish at each Grade level. (Where the timetable accommodates this, even more time is recommended.)
- Allocate some budget resources for the provision of teaching materials and equipment, such as video players and tape recorders, commercially prepared audiovisual and other material, reference books, subscriptions to journals related to the teaching of Foreign Languages.
- Provide space for the establishment of a Spanish room and audiovisual facilities.
- Promote the Spanish programme by giving visibility to efforts and activities of the teachers and students that integrate language study into the fabric of school life.
- Encourage and support participation in extracurricular activities associated with Spanish, such as the National Spanish quiz and annual Spanish Festival.
- Encourage teachers to avail themselves of opportunities for in-service and other training, and to become involved in activities that will further their professional growth.
- Facilitate attendance at workshops organized by the Ministry of Education for Spanish teachers.
- Disseminate any available information to staff about opportunities for study in Spanish-speaking countries.
- Accommodate exchanges and overseas study arrangements for Spanish teachers. This is an important avenue for developing foreign language competence.

List of Resources

STUDENT TEXTBOOKS

Grade 7

Moore, Zena.

Español para la vida
Book 1 (2nd ed.)
Thomas Nelson and
Sons. UK, 1994.

Moodie, S. And De Rondón

¡Viva! Book 1. Longman, 1990.

Belisle-Chatterjee, A. et al.

Converso mucho. National Textbook Co. Illinois, U.S.A, 1990.

Figueroa, D.

Colibrí Readers: en nuestra casa Caribbean Universities Press.

Grade 8

Moore, Zena.

Español para la vida. Book 2 (2nd ed.) Thomas Nelson and
Sons. UK, 1994.

Moodie, S. & De Rondón

¡Viva! Book 2. Longman, 1991.

Belisle-Chatterjee, A. et al.

Ya converso más. National Textbook Co. Illinois, U.S.A., 1990.

Grade 9

Moore, Zena.

Español para la vida. Book 3 (2nd ed.) Thomas Nelson and
Sons. UK.

Moodie, S. & De Rondón

¡Viva! Book 3. Longman, 1991.

Belisle-Chatterjee, A. et al.

¡Nos comunicamos! National Textbook Co. Illinois, U.S.A.,
1990.

Lewis, Heloise et. al.

Vamos amigos Book 3 (New Edition). Longman Caribbean
1983.

TEACHER RESOURCES

Reference Grammar

- Zacks Da Silva, Z. *A Concept Approach to Spanish*. Harper & Row, New York, 1975.
- Butt, J. & Benjamin, C. *A New Reference Grammar of Modern Spanish*. 2nd Edition. Edward Arnold, UK. 1994.
- Turk, P. & Zollo, M. *Nueva Gramática Comunicativa*. National Textbook Co., Illinois, U.S.A. 1995.

Practical Resources

- Nassi, R. & Bernstein, B. *Primer Libro* AMSCO School Publications Inc.
- Belisle-Chatterjee, A et. al. *Converso mucho; Ya converso más; Nos comunicamos* National Textbook Co. Illinois, U.S.A., 1990
(I) Annotated Teacher's Editions
(ii) Teacher's Resource and Activity Books
(iii) Audio cassettes
(iv) Testing Programmes
- DeCesare, Ruth *Songs for the Spanish Class* (Songbook and Tape). National Textbook Co., Illinois, U.S.A.
- Plymen, Ana *Es decir* (Repromasters with Teacher's Notes). Mary Glasgow Publications, London.
- Ideas prácticas para la clase de español*. Mary Glasgow Publications, London, 1992.
- Ramboz, Ina W. *Christmas Songs in Spanish*. National Textbook Co., Illinois, U.S.A.
- Roach, Eloise *Siete piezas fáciles*. National Textbook Co., Illinois, U.S.A.
- Skaife, Linda *Creative Communicative Activities for the Spanish Class*. National Textbook Co., Illinois, U.S.A.
- Thompson, Corrie *Cinco comedias*. National Textbook Co., Illinois, U.S.A.

TEACHERS' GUIDE

SPANISH

Contents	Page
About the Teacher's Guide	1
Foreign Language Teaching Methodology	3
The Role of the Teacher	5
Useful tips for the teacher	6
Guidelines for Assessment	11
Suggestions for Teaching Culture	18
Scope of Work – Grade 7	21
Scope of Work – Grade 8	61
Scope of Work – Grade 9	99
Sample Lesson Plans	128
Overview of Language Content – Grades 7-9	132
List of Resources	134
Instructional Material – Grades 7	137
Instructional Material - Grade 8	167
Instructional Material – Grade 9	187

About the Teachers' Guide

The development of students' communicative competence is the main goal of the Spanish curriculum. Communicative competence is the ability to use a language in a real-world context to express personal meaning. A communicatively competent individual is one who can use the structures and vocabulary of a language to convey spoken or written messages. Communicative competence also entails the ability to understand the language and its cultural conventions. In the Teachers' Guide you will find practical suggestions for achieving the goals of the curriculum. The Guide does not prescribe methodology. It is designed to help you tailor classroom activities to meet the aims of the curriculum, and will allow you the freedom to choose the strategies that best suit your personality and circumstances. The preliminary section addresses four areas:

- **Foreign Language Teaching Methodology**
- **The Role of the Spanish Teacher**
- **Useful Tips for the Teacher**
- **Guidelines and Procedures for Assessment**

The second section sets out the **Scope of Work** for Grade 7. It provides a **Summary of the Language Content** comprising the syllabus. This content represents a **minimum**. It is not intended to set limits to what may be taught. The syllabus is organized into 12 units to be covered in three terms with an average timetable allocation of three 35-minute periods per week. Each unit is set out under the following headings:

Communicative Functions: The uses to which students will put the language content that they are learning.

Learning Activities: The tasks and exercises involving the four linguistic skills to be used for practising the language. These are merely some examples to guide you in your own selection of learning tasks that are consistent with the goals of the curriculum.

Content: Details of specific points of grammar, structures, and uses to be taught.

Assessment: The variety of formal test types that may be used to assess the four skills within the framework of the curriculum objectives.

Learning Resources: Specific references to student textbooks, the titles of songs, games and other instructional material that may be used to supplement the textbooks.

The Multi-level Approach

The Learning Activities are arranged in order of difficulty and are indicated by the following symbols:

- **Level 1 (Elementary).** These activities require minimal use of Spanish by the students. They will perform simple tasks involving recall, recognition and use of learned material.
- **Level 2 (Intermediate).** These activities require students to demonstrate comprehension of spoken and written Spanish involving the use of specific structures. At this level they will produce Spanish in a structured communicative context.
- **Level 3 (Advanced).** These activities require more creative language use. Students will use Spanish to express their own ideas, feelings and interests, to obtain, process and report information from written and oral sources, to write short dialogues and other original compositions, and to interact with their peers and teacher in spontaneous role-play situations.

This multi-level approach provides activities that are appropriate for the different abilities and levels of competence of the students. The more advanced Level 3 students will progress more quickly through the activities designated for students at Levels 1 and 2. Other students may need to spend more time on these activities.

Some of these activities are intended to foster the development of certain attitudes in the learner. Role-play and paired and group activities encourage the spirit of cooperation, while the emphasis on communication will help the students to learn to listen to others and to develop patience. The games will promote team spirit, while listening to and singing Spanish songs will support music appreciation.

In the final section of the Guide you will find:

- **Suggestions for teaching culture and a list of cultural topics**
- **Sample Lesson Plans**
- **A List of Teacher and Student Resources**
- **Instructional Material** (songs, puzzles, pictures)
- **An Overview of the Language Content for Grades 7 - 9**

Foreign Language Teaching Methodology

Some of the most well-known approaches to the teaching of foreign languages are outlined below:

The Grammar-Translation Method gives primacy to the teaching (and memorizing) of grammar rules. Language practice consists mainly of translation from and into the target language. Evaluation is aimed at demonstrating the student's ability to manipulate structures and vocabulary correctly, usually in writing. Although this method may be quite effective for the teaching of grammar, one obvious shortcoming is that it pays scant attention to the primary purpose of a language, i.e., communication.

The Natural Approach seeks to imitate the method by which a child acquires his or her native language. It requires that the foreign language learner go through a long period of exposure to the target language to develop listening comprehension skills before going on to speaking, reading and writing. This gradualist method is time-consuming, and assumes, erroneously, that the learner has the same amount of time spent acquiring the native language to learn the foreign language.

The Direct Method aims to develop students' listening comprehension skills. Its main strategy is the exclusion of the native language from the foreign language classroom. However, because the teacher who uses this method tends to dominate the classroom activity, it does not foster interaction and participation by students.

The Audio-Lingual Method de-emphasizes reading and writing and concentrates on the development of listening and speaking skills. The aim of the audio-lingual method is to give the foreign-language learner practice in the productive use of the language. However, this productive practice usually involves mindless repetition of pattern drills and the memorization of prefabricated dialogues. Not much room is left for creative, unstructured use of the language, nor does it encourage the student to view the language as a vehicle for expressing personal meanings.

The Linguistic Approach uses the learner's native language as a point of reference for teaching the foreign language. It concentrates on the points of difference in the grammar system, pronunciation, vocabulary and other features of both languages. This focus can be very useful in helping the teacher to target and to minimize the problems of interference from the native language.

The Communicative Approach aims to correct the imbalances that have resulted from exclusive adherence to any one of the preceding methods. It seeks to develop, in an integrated way, the four aspects of the communication process (listening, reading, writing and speaking). It is a flexible **eclectic approach**, which allows the classroom teacher to choose different strategies or different combinations of strategies to enable the students to understand the language and use it to say what they want to say. Success depends on the teacher's creativity and willingness to experiment.

The choice of strategies will be dependent on factors such as the ages, characteristics, abilities and learning styles of different students or groups of students. Class size, timetable allocation, teacher competence and personality, and material resources are also important considerations in the selection of teaching methodology. Whatever the method or methods chosen, however, they must be put to the service of the ultimate goal - real communication in Spanish.

Communication-based teaching places early emphasis on **language use**. The student is encouraged not merely to produce Spanish in the form of oral drills and rote repetition, but to create meaningful utterances in Spanish both orally and in writing from the beginning level. This serves as a motivation for further learning and helps to create the confidence needed for successful communication. Grammar is taught in a communicative context. The time spent by the teacher on explanation and illustration of concepts is reduced to a minimum, and more time is allowed for the students to engage in communicative practice. The teacher creates a classroom environment that approximates real-life situations, and thus provides students with opportunities for meaningful language use. Through this method the process of learning Spanish becomes an interactive one, where communication in the language takes place between teacher and student, between student and teacher and between students.

The Role of the Spanish Teacher

In order to develop the students' communicative competence and ensure that classroom activities are consistent with the aims of the curriculum, the Spanish teacher should

1. Organize classroom time and select learning tasks to give students adequate opportunity to communicate actively in Spanish throughout the class period.
2. Select meaningful language for the development of the student's skill in the four areas (listening, speaking, reading, writing).
3. Seek suitable non-textbook material, such as audio and video tapes, magazines, advertisements, menus, signs, and newspapers that provide authentic models of language use.
4. Create a student-centred learning environment by subordinating the teaching of grammar to communicative practice by students.
5. Diagnose such student problems as native language interference in grammar and pronunciation, and find methods for remedying them.
6. Inform the students about the point of each activity.
7. Provide positive reinforcement for students' efforts.
8. Motivate the student to learn Spanish by showing an enthusiastic interest in the language and culture.
9. Illustrate by example the communicative function of the language by using Spanish at every opportunity from the beginning level.
10. Be aware of students' interests, age group characteristics, and use language and subjects that relate to their experiences, needs and everyday life.
11. Show sensitivity to the emotional and psychological development of students and choose age-appropriate learning activities.
12. Create a non-threatening classroom environment to build the confidence that the student needs in order to use the language for communication.

Useful Tips for the Teacher

- Establish clear and realistic objectives for each lesson and inform students of what they will be expected to do to demonstrate that they have achieved them.
- Use a variety of skills combinations in the lesson, e.g., listening and speaking, listening and writing, reading and speaking, reading and writing.
- Evaluate the achievement of the objective at the end of the lesson to determine what needs reinforcement or further teaching.
- Identify and give special attention to problem areas where Spanish is different from the native language (structures, sounds etc.).
- Incorporate familiar material into the presentation of new material.
- Be prepared to experiment with different teaching methods and activities and to abandon those that do not work.
- Introduce variety into the class period. Overuse of any activity, however popular, is likely to bore learners at this stage. What works with one group may not work with another. Be flexible.
- Questioning: Do not ask potentially embarrassing questions. Ask the question before identifying a student to answer it. This will help to retain the attention of the whole class. Ask more than one student the same question before indicating whether or not the first answer is correct. Students should also be given practice in asking questions in Spanish.

Integrating the Four Skills

Although the receptive and the productive skills are treated separately in this section of the Guide, they will need to be developed in an integrated way. Listening and reading can be developed as independent skills. But in a normal conversation, for example, listening and speaking are inseparable activities. The traditional approach has advocated the following pattern and sequence for the development and integration of the four language skills: listening and speaking, reading and writing.

This approach is based on the process by which we acquire our native language. In subsequent real communication, however, the four skills are not always linked in this way. We may listen and take

notes, or report orally on something that we have read. Therefore, learning activities should link the skills in a natural way. Many of the communicative tasks and activities used to give practice in one skill (e.g., listening, speaking) may also be used to develop the others (e.g., reading and writing skills). Below are points that should be borne in mind for developing each skill:

Listening

- Listening is a skill that must be taught; it does not develop automatically.
- Since students are already in possession of the phonetic system of their native language, some amount of interference is inevitable. To minimize the undesirable effects of native language interference it is important to relate the spoken word to its written equivalent so that the learners will make the right associations between symbols and sounds from the beginning. This may be done by sometimes allowing students to read along while listening.
- Training in listening comprehension can progress from listening for specific items (e.g., verb forms, vocabulary items) to listening in order to extract and report information, both orally and in writing.

Reading

- Begin with familiar material, e.g., from the textbook or material used previously in oral practice.
- Additional reading practice may be obtained from commercially prepared graded readers.
- Select reading material of a suitable linguistic level that will appeal to the students. If necessary, modify authentic reading material to suit the level of the students.
- Training in reading comprehension can begin with reading to extract specific pieces of information.
- In developing reading comprehension skills, encourage students to extract global meaning even if they do not understand the meaning of every word. They may guess from the context before consulting a dictionary or glossary.
- Link reading with writing and speaking through written and oral questions and answers. Students may use complete sentences for written exercises and give short answers in oral practice.
- Reading material may also be used for the illustration and reinforcement of grammar points.

- Encourage students to read for pleasure magazines written for schools, comic strips and cartoons.

Speaking

- Students should be encouraged to use what they have learnt to express themselves first in simple ways and within a structured communicative context and to proceed later to spontaneous communication.
- Ensure that the learners hear the language sufficiently before they attempt to produce it and to use it to communicate. The teacher must provide adequate models before requiring the students to speak.
- Dialogues may be used as good models of the communicative use of language. These should not be memorized but used as models that can be modified or personalized.
- The student is being trained not only to speak but to communicate. True communication occurs only when the student conveys a meaningful message.
- In order to develop correct pronunciation students should practise reading aloud. Identify for practice problem sounds and differences between Spanish and English pronunciation.
- Allow students to respond to questions spontaneously and in the most natural fashion. Requiring them always to answer in complete sentences is unnatural and may be a disincentive to true communication.
- **Treating errors:** The students must be encouraged to develop a communicative attitude toward the language, i.e., a willingness to use the language to say what they want to say. A consequence of this is that they will make errors. Although communication using correct grammar is highly desirable, the teacher who interrupts frequently to correct errors may inhibit the student who is trying to communicate. When communication is the objective of an activity, students should be informed that the purpose is to see how well they can make themselves understood. The teacher can take note of frequently committed errors and correct them at a more appropriate time. Students should also be given the opportunity to correct themselves after they have made an error.

Writing

- Begin with familiar material.
- Writing skills are developed through reading.
- Dictation is a good exercise for developing writing skills.
- Writing can begin with single words, progress to complete sentences and extend to guided and original compositions. Guided compositions may be produced from given outlines of topics or from a series of questions which students answer.
- Rendering the same sentences / paragraphs in different persons not only reinforces correct language use but helps in vocabulary retention.
- Pictures may also be used for narrative and descriptive topics at the Grades 7 - 9 stage.

Teaching Grammar

The two most commonly used procedures for presenting grammar are the **Inductive Method** and the **Deductive Method**. The Inductive Method requires that students listen to and read several examples of the structure used in context. They are then encouraged to form the rule governing the structure from the examples given. In the Deductive Method the teacher states the rule at the outset and provides examples of its application. Whichever method is used, drill-type practice exercises (substitution, transformation, question and answer, etc.) are necessary preparation for enabling the learner to master the particular structure and later move on to communicative practice. Pattern practice drills have fallen into disrepute largely because they have traditionally entailed mindless repetition of stilted and unnatural sentences. But drills can and should use meaningful language. They are very useful teaching tools when carefully designed. Songs, short narratives, dialogues are also very useful means of practising structures in context.

A Note on Translation

In foreign-language learning, translation into the native language is an inevitable process. Even if they are not required to do so as a formal learning activity, most students will translate mentally. The foreign-language teacher needs to recognize this. As a teaching strategy, quick oral translation into the native language is often useful for explaining or clarifying a point, or as the most economical way

of conveying meaning. Translation into Spanish can be used successfully to practise the use of structures in a natural context. Translations that are contrived to illustrate specific grammar points are often artificial and stilted and should be avoided. Translation should make use of meaningful language. The main disadvantage of translation is that it encourages reliance on the native language. It should therefore be used sparingly. Other activities such as situation responses can serve a purpose similar to translation into Spanish. In the communicative approach, translation must be a means to an end, not an end in itself.

Commands for Classroom Activities

The following are examples of commands that the teacher can use to give students instructions in the classroom:

abre / abran las ventanas

borra / borren la pizarra

busca / busquen la página

canta / canten

cierra / cierren los libros

contesta / contesten la pregunta

cuenta / cuenten de diez a veinte

dime / díganme

dibuja / dibujen

escribe / escriban la respuesta

escucha / escuchen

estudia / estudien el vocabulario

habla / hablen más alto (más bajo)

lee / lean en voz alta

levanta / levanten la mano

levántate / levántense

mira / miren la pizarra

muéstrame / muéstrenme las tareas

pasa / pasen

pregúntale

recoge / recojan los papeles

repite / repitan la frase

saca / saquen los cuadernos

siéntate / siéntense

sigue / sigan

toca / toquen la cabeza

toma / tomen

traéme / traíganme los papeles

ve / vayan a la pizarra

ven / vengán acá

Guidelines for Assessment

Assessment is an integral part of the teaching and learning process in foreign language education. To be effective, assessment must be compatible with the objectives of the curriculum, and must reflect the approach used to achieve them. A test can serve as review and as a guide to what needs further learning or teaching.

There are many different ways of measuring student learning and progress. Tests are usually conceived of as exercises for which the teacher assigns grades. However, testing should be ongoing. Learning can be evaluated briefly at the end of every lesson or unit. In addition to administering formal tests, the teacher also needs to monitor the usefulness of teaching methods. Students can be asked to assess the effectiveness of different methods orally or by written questionnaire.

The two categories of foreign language tests used to measure student learning are **Achievement Tests** and **Proficiency Tests**. Achievement tests are content-oriented, i.e., they are designed to evaluate the student's mastery of language content, and they often involve the use of language that is contrived and artificial. Proficiency tests, on the other hand, examine the learner's ability to use the language in a communicative context and for practical real-life purposes.

Achievement testing is necessary for measuring knowledge of language structures, usage and vocabulary. Mastery of these elements is a prerequisite for communication. However, achievement tests are not adequate in a curriculum whose ultimate objective is the development of communicative competence. The challenge, therefore, is to devise testing materials that help students to feel that they can apply the skills and language that they learn in the classroom to real life situations.

Achievement tests and Proficiency tests can complement each other. At the Grade 7 - 9 stage of language study, achievement testing will be important for ensuring that the student learns specific language elements that they will use later to express personal meanings. But even at this early stage proficiency must be tested.

Guidelines for Achievement Testing

- Test all four language skills
- Use a variety of test items
- Test in context.
- Identify and test problem structures and sounds.
- Test what has been taught.
- Sequence test items from the lowest to the highest level of difficulty.
- Avoid using incorrect language in test items.

Guidelines for Proficiency Testing

- Test both receptive and productive skills.
- Use various test types.
- Use authentic material in tests.
- Simulate real-life contexts and situations

ASSESSMENT OBJECTIVES	SKILLS TESTED			
	Listening	Reading	Speaking	Writing
Understanding and responding to written Spanish.		*	*	*
Understanding and responding to spoken Spanish.	*		*	*
Manipulating Spanish accurately in spoken and written forms, using appropriate vocabulary and structures for communication.	*	*	*	*
Selecting information and presenting it in Spanish.	*	*	*	*
Seeking and giving information in spoken interchange in Spanish.	*		*	

ASSESSMENT AREAS	ASSESSMENT INSTRUMENTS	TEST TYPE	
		Achievement	Proficiency
COMMUNICATIVE COMPETENCE (Creative ability)	Situation Responses		*
	Open-ended questions		*
	Guided and Free Composition		*
	Oral Interview		*
LISTENING COMPREHENSION (Obtaining, processing and providing information from spoken sources.)	Objective Tests	*	
	Open-ended Questions	*	*
	Summaries	*	*
READING COMPREHENSION (Obtaining, processing and providing information from written sources.)	Objective Tests	*	
	Open-ended Questions	*	*
	Summaries	*	*
MASTERY OF LANGUAGE CONTENT (grammar, vocabulary, idioms, structures)	Objective Tests	*	
	Transformation Items	*	
	Sentence Completion	*	
	Telegraphic Sentences	*	
	Cloze Test	*	
	Translation	*	
PRONUNCIATION (Stress, Intonation. Fluency)	Oral Reading (single words, natural groups, sentences, passages)	*	
SPELLING ABILITY	Dictation (single words, phrases, sentences. passages)	*	

Description of Test Types

- ◆ **Objective Tests:** These are tests which require the student to select the correct answers from given choices. They can be used for testing the receptive skills (listening and reading comprehension) as well as mastery of language content (structures, vocabulary etc.). But in communication-based teaching they should be combined with other assessment instruments which test the learner's ability to use the foreign language. The following are the most commonly used objective tests:

(i) Multiple Choice Items

A. Select the answer that makes the following sentences grammatically correct:

Me ----- hablar español. (a. gusta b. gustas c. gustan d. gusto)

¿Qué hora es? ----- tres y media. (a. Está el b. Es la c. Son las c. Son los)

B. Select the word that best fits into the blank space:

Tengo mucha sed. Necesito una ----- (a. refresco b. bebida c. reflejo d. arepa)

C. Read the following passage. It is followed by an incomplete statement. Select from the four options given - A, B, C, D - the one that completes the statement based on the passage:

Es la una de la tarde. El señor García acaba de llegar a casa pero está muy cansado porque ha trabajado toda la mañana en el campo. Quiere descansar inmediatamente.

El señor García está cansado porque -----

A. es la una de la tarde. B. acaba de llegar a casa. C. quiere descansar mucho. D. ha trabajado mucho.

When used for listening comprehension, the students are given the choices only. The teacher reads out the stimulus once or twice and the students make a selection. Teachers can work together to compile a bank of items which they can use in testing.

- (ii) **Fill-ins:** selection of words, phrases from a given list
- (iii) **Matching Items:** Putting together given questions and answers, antonyms, synonyms, sentence parts)
- (iv) **True or False Items:** In these items students are required to identify statements as true or false.

They may be used for quick assessment of reading and listening comprehension. The statements may be general or based on information contained in a reading or listening comprehension passage.

(v) **Circling or underling** the odd word or phrase in a group.

(vii) **Sequencing** (placing elements in logical order):

de bonitas el jardín tenemos mi casa flores en.

Tenemos flores bonitas en el jardín de mi casa.

◆ **Cloze Test**

In this test every fifth, sixth or seventh word is deleted in a continuous passage. This is a more difficult test since students are expected to demonstrate reading comprehension and insert a range of grammatical items as in the following example:

Fill in the blanks with an appropriate word or phrase:

Esta mañana me ----- a las seis y media. Después ----- bañarme, me vestí y salí de ----- a las siete en punto.

In a modified version of the Cloze test, words in a specific category (adjectives, verbs etc.) are deleted. At the earlier stages the student can fill in the blanks by making free selections from a given list. The list should contain more choices than the number of blank spaces.

◆ **Sentence Completion**

Students are required to complete sentences by conjugating verbs or supplying the correct words or phrases.

◆ **Oral Reading**

The Oral Reading test is useful for testing pronunciation, stress, intonation, fluency. Students are required to read aloud, beginning with single words, then moving to natural groups followed by sentences and paragraphs.

◆ **Telegraphic (Dehydrated) Sentences**

In this test students are given fragments of sentences in a set order from which to construct complete sentences. Time markers may be included to indicate the verb tense to be used.

e.g., señor Adams / ayer / llegar / oficina / ocho / mañana.

El señor Adams llegó a la oficina a las ocho de la mañana ayer.

◆ **Situation Responses**

This test requires the student to provide appropriate oral and written responses for situations described in English, e.g.,

Situation: You are a tourist in a Spanish-speaking country and you want to find out where you can purchase stamps. How do you ask?

Response: *¿Dónde se compra estampillas?*

While grammatical correctness is desirable in this test, the objective is to test the student's ability to use Spanish to convey meaning.

◆ **Oral Interview (Free Conversation)**

This test may use not only the question and answer format, but may also be conducted as a discussion to elicit and test more extended speech.

Suggestions for Teaching Culture

- Point out both similarities and differences between Spanish-speaking cultures and the local culture.
- Present the cultural differences that exist between different countries of the Hispanic world.
- Avoid presenting stereotypical views of the culture
- Help students to understand that culture is enshrined in language, e.g. the use of different forms of address (**tú** and **usted**) as they relate to the age of speaker and addressee and the relationship between individuals.
- Use the study of Hispanic cultures as an opportunity for students to reflect on their own culture.
- Invite native speakers to interact with the students so that they can obtain cultural information from an informed source.
- Encourage visits to local embassies.

Projects on culture

- Projects on culture give students a chance to develop research skills and to learn by discovery.
- Projects can take many forms: displays of pictures and real cultural objects, written reports, preparation of foods and other items.
- Students should be given proper guidelines for projects. Specify the country and define the scope of the project (e.g. foods, traditional dress, music etc.), and suggest possible sources from which information may be obtained.
- Include projects which may be done for display (e.g., on open-day, or to the rest of the school community)

The following is a list of topics with suggestions of the units in the Grade 7 syllabus into which may be integrated.

Cultural Content - Grade 7

TOPICS	POSSIBLE INTEGRATION
Naming (Double Surnames)	Unit 2
Flags	Unit 2
Distinction between familiar and polite forms of address	Unit 4
<i>La siesta</i>	Unit 6
Birthdays and Saints' days	Unit 9
<i>La piñata</i>	Unit 9
Christmas and New Year	Unit 11
<i>El día de los reyes</i>	Unit 11
Family Life	Unit 12
Courtesy expressions: <i>gracias de nada</i> <i>no, gracias mucho gusto</i> <i>por favor ¡Adelante!</i>	

Scope of Work

Grade 7

Summary of Language Content - Grade 7

UNIT 1	<ul style="list-style-type: none"> ➤ Greetings and goodbyes. ➤ Verbs: Present Tense Singular of <i>llamarse</i>. ➤ Verbs: Present Tense of <i>ser</i>. ➤ Indefinite Article: singular and plural, masculine and feminine ➤ Definite Article: singular and plural, masculine and feminine ➤ Nouns: singular and plural forms ending in -o, -a, -e and consonants. ➤ Concept of Gender (masculine and feminine) ➤ Concept of number- and gender-agreement.
UNIT 2	<ul style="list-style-type: none"> ➤ Review: Present Tense of verb <i>ser</i>. ➤ Adjectives: Adjective-Noun agreement (gender and number) Position of Adjective in relation to Noun. ➤ Colours ➤ Titles: <i>señor, señora, señorita, doctor</i> etc. ➤ Definite Article: use and omission with titles ➤ Cardinal Numbers: 0-30.
UNIT 3	<ul style="list-style-type: none"> ➤ Verbs: Present Tense of regular -ar verbs. ➤ Subject Pronouns: <i>yo, tú, él, ella, usted</i> etc. Omission of Subject Pronouns in normal usage. ➤ Word order in questions ➤ Use of no to express negation
UNIT 4	<ul style="list-style-type: none"> ➤ Use of Subject Pronouns ➤ Informal and polite forms of address ➤ Cardinal Numbers: 31-100
UNIT 5	<ul style="list-style-type: none"> ➤ Review: Present Tense of -ar verbs ➤ Verbs: Present Tense of regular -er and -ir verbs ➤ Names of family members
UNIT 6	<ul style="list-style-type: none"> ➤ Use of <i>ser</i> + Definite Article to tell the time ➤ Distinction between <i>a la una, a las cinco</i> etc. and <i>es la una, son las cinco</i> etc. ➤ Use of <i>en punto, de la madrugada, de la mañana, de la tarde, de la noche</i> (sharp, a.m., p.m.)

Scope of Work - Grade 7

Unit 1

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Greeting and responding to greetings</p> <p>Saying goodbye</p>	<ul style="list-style-type: none"> • Listen to and read greetings and goodbyes. • Read and transcribe simple dialogues including greetings and goodbyes for different times of day. • Listen to and sing “<i>Buenos días</i>” • Greet and say goodbye appropriately in situations described in English. ■ Greet and say goodbye in role-play situations.
<p>Asking and stating names.</p> <p>Introducing oneself and others.</p>	<ul style="list-style-type: none"> • Listen to teacher introduce self and others. • Introduce self and others: “<i>Me llamo—</i>” <i>Se llama—.</i>” • Answer yes / no questions: (<i>¿Se llama Tanya?</i>) • Answer either / or questions. (<i>¿Te llamas Dwayne o David?</i>) • Identify statements as true or false. • State own names in response to question <i>¿Cómo te llamas?</i> • Respond orally and in writing to question <i>¿Cómo se llama?</i> by identifying classmates and people in pictures. • Ask names using the questions <i>¿Cómo te llamas?</i> and <i>¿Cómo se llama?</i> • State names of immediate family members: <i>Mi mamá se llama</i> ■ Use greetings, introductions and goodbyes in role-play situations.. ■ Create and act out dialogues including introductions, greetings and goodbyes.

Scope of Work - Grade 7

Unit 1

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Greetings for different times of day</p> <p><i>Buenos días, Buenas tardes, Buenas noches.</i></p> <p><i>¡Hola! ¿Qué tal? Bien, gracias.</i></p> <p>Goodbyes.</p> <p><i>Adiós, Hasta la vista, Hasta mañana, Hasta luego.</i></p>	<p>Situation Response</p> <p>Dialogue Completion</p>	<p>TEXTBOOKS</p> <p><i>Viva I</i>, Lesson 1</p> <p><i>Español para la vida I</i>, Unit 1</p> <p><i>Converso mucho</i>, Primera Lección</p> <p>OTHER RESOURCES</p> <p>Song: "Buenos dias"</p>
<p>Verbs: Present Tense Singular of llamarse.</p> <p><i>¿Cómo te llamas? Me llamo Diego.</i></p>	<p>Sentence Completion</p> <p>Oral Reading</p> <p>Dialogue Completion</p> <p>Open-ended questions</p> <p>Situation Response</p>	<p>TEXTBOOKS</p> <p><i>Viva I</i>, Lessons 2 & 5</p> <p><i>Español para la vida I</i>, Unit 1</p> <p><i>Converso mucho</i>, Primera Lección</p> <p>OTHER RESOURCES</p> <p>Pictures of well-known persons</p>

Scope of Work - Grade 7

Unit 1 (cont'd)

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Identifying people and objects.</p> <p>Seeking information about the identity of people and objects.</p> <p>Making general statements about people and things</p>	<ul style="list-style-type: none"> • Listen to teacher identify self and others using the verb <i>ser</i>. • Listen and respond to simple yes / no and either / or questions to identify classmates. • Identify self and others: "<i>Soy...</i>" "<i>Es...</i>" • Ask and answer simple questions orally and in writing to identify self and others by name: <i>¿Quién es? Es Ana María. ¿Quién eres? Soy Gilberto.</i> • Use the questions <i>¿Qué es esto?</i> and <i>¿Qué son estos?</i> to elicit information about the identity of objects. • Listen and respond orally and in writing to simple questions to identify objects using the correct forms of the Definite and Indefinite articles: <i>¿Qué es esto? ¿Qué son estos? Es un cuaderno. Son las casas.</i> • Identify and name workers in the community by responding to the question <i>¿Quién es?</i> • Make a scrap book and label pictures in Spanish. • Fill in the blanks to complete a dialogue. ■ Create questions for given answers. ■ Work in pairs to create and act out a dialogue involving a teacher and a class on the first day of school. ■ Role-play a situation involving the arrival of a new student in class.

Scope of Work - Grade 7

Unit 1 (cont'd)

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Verb: Present Tense of verb <i>ser</i>. <i>Soy Annette. El es Tomás.</i></p> <p>Indefinite Articles: singular and plural, masculine and feminine</p> <p>Definite Articles: singular and plural, masculine and feminine</p> <p>Nouns: Singular and Plural forms ending in -o, -a, -e and consonants.</p> <p>Spanish concept of Gender (masculine and feminine)</p> <p>Spanish concept of number- and gender-agreement. <i>¿Qué es esto? Es un (una) libro, mesa, bandera etc.</i></p> <p><i>¿Quién es? Es el director. Somos los alumnos. Ella es la profesora.</i></p> <p><i>El elefante es un animal. Jamaica es una isla. Nueva York es una ciudad. La hormiga es un insecto. La rosa es una flor.</i></p>	<p>Objective Tests</p> <p>Sentence Completion</p> <p>Open-ended questions</p> <p>Transformation items</p> <p>Oral Reading</p> <p>Dialogue Completion</p> <p>Situation Response</p>	<p>TEXTBOOKS</p> <p><i>Viva I</i>, Lessons 2 - 5</p> <p><i>Español para la vida I</i>, Units 1 & 2</p> <p><i>Converso mucho</i>, Unit 1</p> <p>OTHER RESOURCES</p> <p>Pictures of everyday objects and workers in the community.</p>

Scope of Work - Grade 7

Unit 2

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Describing people and things</p> <p>Requesting descriptions of people and things.</p>	<ul style="list-style-type: none"> • Listen to and read simple statements and descriptions. • Respond to yes/no and either/or questions. • Identify descriptive statements as true or false. • Supply correct forms of adjectives to match nouns. • Create complete sentences from pairs of nouns and adjectives. • Ask and respond to question <i>¿Cómo es (son)..?</i> • Describe objects and surroundings with adjective-noun agreement. • Write short descriptive sentences about self and others (e.g. family, friends and classmates) and present orally. • Listen to descriptions of persons and objects and draw pictures accordingly. • Write a description of a person using guide questions such as <i>¿Quién es? ¿Cómo se llama? ¿Cómo es?</i> • Ask description questions in game to guess names of mystery objects and persons. • Answer questions based on a short descriptive paragraph. ■ Select and describe an object or person orally. ■ Write original descriptive sentences using adjectives and nouns in the correct position and showing agreement. ■ Converse briefly with classmates about objects, pictures and surroundings.

Scope of Work - Grade 7

Unit 2

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Review: Present Tense Verb ser.</p> <p>Adjectives: <i>alto bajo</i> <i>fuerte débil</i> <i>gordo flaco (delgado)</i> <i>largo corto</i> <i>bonito feo</i> <i>grande pequeño</i></p> <p>Adjective-Noun agreement in gender (masculine / feminine) and number (singular / plural).</p> <p><i>Mi mamá es flaca pero mi papá es gordo.</i> <i>Alex es inteligente, alto y guapo.</i> <i>Las clases son interesantes.</i></p> <p>Position of Adjective in relation to Noun. <i>Marlene es una muchacha simpática.</i></p>	<p>Objective Tests</p> <p>Dictation</p> <p>Transformation Items</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Open-ended questions</p> <p>Guided Composition</p>	<p>TEXTBOOKS</p> <p><i>Español para la vida I</i>, Unit 3</p> <p><i>Viva I</i>, Lessons 4 & 5</p> <p><i>Converso mucho</i>, Unit 13</p> <p>OTHER RESOURCES</p> <p>Guessing Games: “¿Quién es?” and “¿Qué cosa es?”</p> <p>Pictures of classroom objects (p.141)</p>

Scope of Work - Grade 7

Unit 2 (cont'd)

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Describing the colour of objects, clothing etc.</p> <p>Enquiring about the colour of objects.</p>	<ul style="list-style-type: none"> • Listen to and read names of colours. • Identify and name colours. • Colour pictures and flags using a given colour-number code. • Respond to yes / no and either / or questions. • Identify statements as true or false. • Create complete sentences from pairs of nouns and colours. • Listen to description of objects in pictures and colour accordingly. • Ask and state the colours of real objects and objects in pictures. • Use guide questions such as <i>¿Qué es esto? ¿Cómo es? ¿De qué color es?</i> to write a description of an object. ■ Compose original sentences describing objects and people.
<p>Referring to people using names and titles.</p> <p>Addressing people using names and titles.</p>	<ul style="list-style-type: none"> • Listen to a short passage and identify related statements as true or false • Respond to yes/no and either/or questions. • Complete sentences by supplying titles with or without the Definite article, as appropriate. • Identify individuals using the verb <i>ser</i> and name and title with the Definite Article. • Respond to question <i>¿Quién es?</i> using titles and names. • Write descriptive sentences about real people using titles, names and adjectives. • Address individuals using titles without the Definite Article in situation responses. ■ Role-play situations using introductions, greetings, goodbyes, and titles (with and without the definite article). ■ Create and act out a dialogue using and omitting titles appropriately.

Scope of Work - Grade 7

Unit 2 (cont'd)

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Names of colours</p> <p><i>La pizarra es negra.</i> <i>Los colores de la bandera de Jamaica son negro, amarillo y verde.</i> <i>¿Es una camisa roja? No, es verde.</i></p>	<p>Objective Tests Dictation Transformation Items Sentence Completion Cloze Test Open-ended questions Guided Composition</p>	<p>TEXTBOOKS <i>Español para la vida I</i>, Unit 12 <i>Viva I</i>, Lesson 11 <i>Converso mucho</i>, Unit 2</p> <p>OTHER RESOURCES Pictures for colouring (pp. 143, 145)</p>
<p>Definite Article: used with titles to talk about persons - señor, señora, señorita, doctor etc. <i>El señor Smith es el profesor.</i> (exceptions: don and doña: <i>doña Ana y don Andrés</i>)</p> <p>Omission of Definite Article in addressing persons using titles. <i>Buenos días, señora Gordon. ¿Qué tal, don Carlos?</i></p> <p><i>El señor Ariza González es un hombre importante.</i></p> <p><i>La señora Hernández de García es la directora.</i></p>	<p>Objective Tests Sentence Completion Telegraphic Sentences Translation Open-ended questions Situation Responses</p>	<p>Pictures of well-known personalities.</p>

Scope of Work - Grade 7

Unit 2 (cont'd)

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Identifying and counting numbers from 0-30.</p> <p>Seeking and giving information about quantities from 1-30.</p>	<ul style="list-style-type: none"> • Listen to and read names of numbers. • Match numerals with their written words. • Listen to numbers called out by teacher and clap the equivalent number of times. • Find page numbers given in Spanish. • Listen to and write numbers for words. • Say or write in Spanish number equivalents in response to cues given in English e.g., hours in a day, days in a week. • Place numbers (written in words) in chronological order. • Listen to and sing song "<i>Uno, dos, tres niñitos.</i>" • Count by odd and even numbers and backwards. • Write words for numbers. • State page numbers in Spanish. • Ask and respond to questions eliciting information about quantity (<i>¿Cuántos(as) son?</i>) ■ Formulate and solve simple arithmetic problems in Spanish. ■ Make inventories (e.g. of personal possessions, money, classroom objects, school supplies)

Scope of Work - Grade 7

Unit 2 (cont'd)

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Cardinal Numbers: 0-30.</p> <p><i>¿Qué número es? Trece.</i></p> <p><i>Cuatro sillas, un cuaderno</i> (one/a notebook) <i>una mesa</i> (one/a table)</p> <p><i>¿Cuántos son quince más siete? Veintidós.</i></p> <p><i>Diecisiete menos seis son nueve.</i></p>	<p>Objective Tests</p> <p>Dictation</p> <p>Sentence completion</p> <p>Open-ended questions</p>	<p>TEXTBOOKS</p> <p><i>Viva I</i>, Lessons 1, 6, 8, 9,10, 11</p> <p><i>Español para la vida I</i>, Units 2, 3, 4</p> <p><i>Converso mucho</i>, Tercera Lección</p> <p>OTHER RESOURCES</p> <p>Song: "<i>Uno, dos, tres niñitos</i>" (p.138)</p>

Scope of Work - Grade 7

Unit 3

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
Describing the things people do.	<ul style="list-style-type: none"> • Respond to yes / no and either / or questions. • Identify statements as true or false. • Fill in the blanks with the appropriate subject pronouns. • Sing song “<i>Los niños en España</i>” • Complete sentences using the correct form of the verb in the Present Tense. • Respond to questions omitting subject pronouns. • Answer questions based on a reading passage or dialogue. ■ Talk about actions and activities related to classes, school etc. ■ Interview peers about their actions and activities and report answers. ■ Compose original statements about personal daily activities and present orally to class. ■ Work in pairs to create and act out a dialogue (including greetings, introductions, descriptions and talk about actions and activities).
Asking questions about the things people do.	<ul style="list-style-type: none"> • Match questions with answers. • Convert statements into questions using appropriate intonation. • Ask questions orally and in writing about daily activities. • Create questions for given responses. • Formulate and ask questions to elicit information according to situations described in English ■ Write questions to interview classmates about real-life actions and events. ■ Interview classmates about their actions and activities and report information (orally or in writing). ■ Create a dialogue including questions and answers and talk about actions and activities.

Scope of Work - Grade 7

Unit 3

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Verbs: Present Tense of Regular -ar Verbs. <i>cantar, contestar las preguntas, mirar la televisión, escuchar la radio, borrar la pizarra, tocar el piano, dibujar bien, estudiar, trabajar, levantar la mano, lavar la ropa, bailar, limpiar, practicar.</i></p> <p><i>Elena siempre canta en el baño.</i></p> <p>Subject Pronouns: yo, tú, él, ella, usted, nosotros, ellos, ellas, ustedes.</p> <p>Omission of Subject Pronouns in normal usage. <i>Hablamos español en la escuela secundaria.</i></p>	<p>Objective Tests</p> <p>Transformation Items</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Cloze Test</p> <p>Open-ended questions</p> <p>Guided Composition</p>	<p>TEXTBOOKS</p> <p><i>Converso mucho</i>, Unit 4</p> <p><i>Viva I</i>, Lesson 8</p> <p><i>Español para la vida I</i>, Unit 7</p> <p>OTHER RESOURCES</p> <p>Song: "Los niños en España" (p.138)</p> <p>Flash cards with infinitive phrases</p>
<p>Word order in questions: inversion of verb and subject. <i>¿Dónde estudian Luis y Jaime ahora? En la biblioteca.</i></p> <p>Difference in English structure <i>La señora James trabaja en casa. ¿Trabaja tu mamá en casa, también? (Does your mother work at home, too?)</i></p> <p>Use of rising intonation to distinguish questions from statements: <i>¿Tu mamá trabaja en casa también?</i></p>	<p>Objective Tests</p> <p>Transformation items</p> <p>Telegraphic sentences</p> <p>Sentence Completion</p> <p>Translation</p> <p>Open-ended questions</p> <p>Situation Responses</p>	<p>TEXTBOOKS</p> <p><i>Converso mucho</i>, Unit 8</p>

Scope of Work - Grade 7

Unit 3 (cont'd)

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
Making simple negative statements.	<ul style="list-style-type: none">• Listen to and read negative statements.• Transform affirmative sentences into negative sentences and vice versa.• Ask questions to elicit negative responses.• Respond negatively to questions, using complete sentences.■ Make meaningful positive and negative statements about real life.

Unit 4

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
Emphasizing and clarifying statements.	<ul style="list-style-type: none">• Listen to and read statements using subject pronouns.• Convert simple sentences into emphatic sentences using subject pronouns.• Fill in the blanks with subject pronouns where appropriate.• Answer simple personalized questions using first-person subject pronouns for emphasis.■ Write original sentences using subject pronouns for emphasis and clarification.■ Create and act out a dialogue using and omitting subject pronouns appropriately.

Scope of Work - Grade 7

Unit 3 (cont'd)

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Use of no to express negation.</p> <p>Word order in negative sentences. <i>Pedro <u>no lava los platos</u>; es muy perezoso.</i></p> <p>Difference in English structure <i>Peter <u>does not wash the dishes</u>; he is very lazy.</i></p>	<p>Objective Tests</p> <p>Transformation items</p> <p>Telegraphic Sentences</p> <p>Open-ended questions</p> <p>Translation</p>	<p><i>Español para la vida I,</i> Unit 9</p>

Unit 4

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Use of Subject Pronouns</p> <p><i>¿Eres Angela? No, soy Juana. Ella es Angela.</i></p> <p><i>Tú estudias en la mañana pero yo estudio en la noche.</i></p> <p><i>¿Quién camina a la escuela? Yo camino a la escuela.</i></p>	<p>Objective Tests</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Open-ended questions</p>	<p>TEXTBOOKS <i>Converso mucho</i>, Unit 6</p>

Scope of Work - Grade 7

Unit 4 (cont'd)

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Addressing adults and peers appropriately.</p>	<ul style="list-style-type: none"> • Listen to and read a short dialogue. • Convert verbs and subject pronouns in sentences from polite form to familiar form and vice versa. • Use appropriate forms of address in situation response exercises. • Complete dialogues by supplying verbs in the correct person. ■ Role-play interviews with famous persons and other adults. ■ Create and act out conversations between a young person and an adult, between adults and between friends.
<p>Identifying and counting numbers from 31-100</p> <p>Expressing quantities from 1-100.</p>	<ul style="list-style-type: none"> • Match numerals with their written words. • Find page numbers given in Spanish. • Play <i>Lotería</i> (Bingo) in large group. • Count from 10 to 100 in tens. • Place numbers (written in words) in chronological order. • Listen to and sing song "<i>Dos y dos son cuatro.</i>" • Write numbers for words. • Write words for numbers. • State page numbers and prices in Spanish. • Ask and answer questions about quantities and price: <i>¿Cuántos son? ¿Cuál es el precio?</i> ■ Ask and answer questions based on a previously prepared class telephone directory. ■ Find and state telephone numbers of real places in a local directory. ■ Write telephone numbers read out in Spanish by teacher or classmates. ■ Solve and read aloud simple arithmetic problems in Spanish.

Scope of Work - Grade 7

Unit 4 (cont'd)

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Distinction between informal and polite forms of address (tú + 2nd person and usted / ustedes + 3rd person)</p> <p><i>¿Quién es usted, señor?</i> <i>¡Pablo, tú hablas mucho!</i></p>	<p>Objective Tests Transformation Items. Situation Responses Open-ended questions</p>	<p>TEXTBOOKS <i>Viva I</i>, Lesson 11 <i>Español para la vida I</i> Unit 3 <i>Converso mucho</i>, Unit 7</p> <p>OTHER RESOURCES Dialogue: "<i>Federico y su hermana Camila hablan con la profesora.</i>" (p.161)</p>
<p>Review: Numbers 0 - 30. Numbers 31-100</p> <p><i>¿Cuál es el precio? Catorce dólares.</i></p> <p><i>¿Cuál es tu número de teléfono? Mi número de teléfono es nueve, cincuenta y dos, ochenta y siete, sesenta y tres.</i></p> <p><i>Quince por cuatro son sesenta</i></p> <p><i>Cuarenta y dos dividido por tres son catorce.</i></p>	<p>Objective Tests Dictation Sentence Completion Open-ended questions</p>	<p>TEXTBOOKS <i>Español para la vida I</i> Units 8 & 9 <i>Converso mucho</i>, Units 3,4,6 & 7 <i>Viva I</i>, Lesson 11</p> <p>OTHER RESOURCES Game: "<i>Lotería</i>" (Bingo) Song: "<i>Dos y dos son cuatro</i>" (p.138)</p> <p>Class Telephone Directory Local Telephone Directory</p>

Scope of Work - Grade 7

Unit 5

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Describing the things people do.</p> <p>Making statements of fact.</p>	<ul style="list-style-type: none">• Respond to yes/no and either/or questions.• Identify statements as true or false.• Fill in the blanks with the appropriate Present Tense forms of -er and -ir verbs.• Read a passage aloud and answer related multiple choice questions.• Listen to a passage or dialogue in the present tense and answer written questions.• Take turns asking and answering questions about daily activities.• Make statements about real actions and activities related to classes, school, home etc. using -ar, -er and -ir verbs.• Describe typical actions of celebrities (named or in pictures).• Fill in the blanks to complete a written summary of a short listening comprehension passage.■ Compose a short paragraph about self, family, friends and present orally to class.■ Write personalized questions to interview classmates about their actions and activities.■ Interview classmates and report answers (orally or in writing).■ Write sentences and questions in a short friendly letter using regular -ar, -er and -ir verbs.

Scope of Work - Grade 7

Unit 5

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Review: Present Tense -ar verbs.</p> <p>Verbs: Present Tense regular -er and -ir verbs. <i>aprender, beber, comer, correr, leer, responder</i> <i>abrir, describir, escribir, recibir, subir, vivir</i></p> <p><i>La profesora escribe en la pizarra.</i></p> <p><i>En la cafetería venden frutas y jugos.</i></p> <p><i>¿Dónde vive Alberto? En la Avenida Central número veinte.</i></p> <p><i>Soy Ana. Vivo en Mandeville. Mi familia es pequeña.</i></p> <p>Names of family members: <i>mamá, papá, hermano(a), hijo(a)</i></p>	<p>Objective Tests</p> <p>Transformation Items</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Cloze Test</p> <p>Open-ended questions</p> <p>Composition</p>	<p>TEXTBOOKS</p> <p><i>Converso mucho</i>, Unit 9</p> <p><i>Viva II</i>, Lesson 1</p> <p>OTHER RESOURCES</p> <p>Pictures of celebrities</p> <p>Listening comprehension: <i>"La familia Barton"</i> (p.162)</p>

Scope of Work - Grade 7

Unit 6

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Asking and telling the time.</p>	<ul style="list-style-type: none"> • Respond to yes/no and either/or questions about time. • Identify statements of time as true or false. • Match statements of time with clock face drawings. • Place clock hands in the correct position to show time stated by teacher. • Sing song "<i>Dime, reloj.</i>" • Write in words the times shown on a clock. • State orally the time shown on a clock. • Take turns asking and telling the time at different points in the class period. ■ Work in pairs to create and act out a dialogue including statements of time.
<p>Seeking and giving information about schedules at school and at home.</p>	<ul style="list-style-type: none"> • Make a class timetable. • Write personal daily schedules. • Read a passage aloud and answer related multiple choice questions. • Sing song "<i>Se levanta la niña</i>" • Ask and answer questions about school (time of events and activities, timetable etc.) • Respond orally to personalized questions about daily schedule. • Ask and answer questions about radio and television programme schedules. ■ Write sentences to illustrate the difference between a la(s)... and es (son) las... ■ Take turns interviewing peers about weekend schedules and report responses. ■ Write a short paragraph about a typical day at home. ■ Work in small groups to create and act out a dialogue including references to time.

Scope of Work - Grade 7

Unit 6

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Use of ser + Definite Article to tell the time <i>¿Qué hora es? Son las diez menos veinticinco. Es la una y cuarto etc.</i></p>	<p>Objective Tests Sentence Completion Translation Open-ended questions</p>	<p>TEXTBOOKS <i>Viva I</i>, Lesson 10 <i>Español para la vida I</i>, Unit 10 <i>Converso mucho</i>, Unit 8</p> <p>OTHER RESOURCES Cardboard clock face with movable hands</p> <p>Song: "Dime reloj" (p.138)</p>
<p>Distinction between a la una, a las cinco etc. and es la una, son las cinco etc.</p> <p><i>Son las diez y media ahora.</i> <i>¿Cuándo (a qué hora) es la clase de español. A las once y media.</i></p> <p>Use of en punto, de la madrugada, de la mañana, de la tarde, de la noche (sharp, a.m., p.m.)</p> <p>Vocabulary: school subjects and activities</p>	<p>Objective Tests Sentence Completion Telegraphic Sentences Open-ended questions Cloze Test Translation Composition</p>	<p>TEXTBOOKS <i>Español para la vida I</i>, Unit 12 <i>Converso mucho</i>, Unit 8 <i>Viva I</i>, Lesson 10</p> <p>OTHER RESOURCES Blank timetable "Horario de clases" (p.147)</p> <p>Listening comprehension: "Un día en la vida de Juan" (p.164)</p> <p>Song: "Se levanta la niña" (p.139)</p>

Unit 7

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Talking about personal possessions.</p>	<ul style="list-style-type: none"> ● Listen to and read statements about personal possessions. ● Answer yes/no and either/or questions about personal possessions. ● Listen to or read a simple conversation or narrative and identify related statements as true or false. ● Fill in the blanks with the correct forms of Possessive Adjectives. ● Convert sentences containing Possessive Adjectives from singular to plural and vice versa. ● Take turns asking and answering questions to identify personal possessions (<i>¿Qué es esto? Es mi bolsa.</i>) ● Translate phrases or sentences into Spanish discriminating between singular and plural Possessive Adjectives. ● Ask teacher questions about personal possessions, using <i>su(s)</i> appropriately. ■ Work in small groups to create and act out dialogues between child and adult and between peers including Possessive Adjectives. ■ Compose original sentences about personal possessions and those of others using singular and plural Possessive Adjectives. ■ Interview classmates about their possessions and favourite things and report responses.

Scope of Work - Grade 7

Unit 7

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Adjectives: Possessive Adjectives mi(s), tu(s) su(s), nuestro(a), nuestros(as)</p> <p>Agreement of Possessive Adjectives and Nouns in Gender and Number.</p> <p><i>Su hermano favorito vive en</i> <i>Chicago.</i> <i>¿Qué es esto? Es tu dinero.</i> <i>Nuestra escuela es grande.</i></p> <p>Difference in English usage <i>José lleva <u>su</u> lápiz y <u>sus</u> libros en</i> <i>una bolsa pequeña. (... his pencil....</i> <i>his books..)</i></p> <p><i>Maestra, ¿prepara usted su desayuno?</i></p> <p><i>Carolina, ¿por qué no escribes en</i> <i>tu cuaderno?</i></p>	<p>Objective Tests</p> <p>Sentence Completion</p> <p>Transformation Items</p> <p>Telegraphic Sentences</p> <p>Translation</p> <p>Open-ended questions</p> <p>Guided Composition</p>	<p>TEXTBOOKS</p> <p><i>Español para la vida I</i>, Unit 4</p> <p><i>Converso mucho</i>, Unit 10</p> <p><i>Viva II</i>, Lesson 1</p>

Scope of Work - Grade 7

Unit 7 (cont'd)

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Talking about the possessions of others.</p>	<ul style="list-style-type: none"> ● Respond to yes / no and either / or questions to identify the owners of classroom objects. ● Identify statements about ownership as true or false. ● Ask questions to elicit information about ownership. ● Answer with de + noun to question <i>¿Qué es esto?</i> and <i>¿De quien es ...?</i> ■ Ask questions using de + name to guess mystery belongings of classmates e.g., <i>¿Es la regla de Martín?</i> ■ Fill in the blanks to complete a written summary of a listening comprehension passage. ■ Role-play a situation involving talk about possessions. ■ Compose original sentences using a range of verbs and possessive adjectives.

Scope of Work - Grade 7

Unit 7 (cont'd)

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Preposition: Use of de + noun / name to show possession (equivalent of English apostrophe "s"). <i>¿Qué es esto? Es la camisa de Pablo. ¿De quién es? Es de Julia. ¿Quién es? Es la amiga de Audrey.</i></p> <p>Contraction: de + el = del <i>Es el carro <u>del</u> maestro, no <u>de</u> la maestra.</i></p>	<p>Objective Tests Telegraphic Sentences Cloze Test Translation Open-ended questions Composition</p>	<p>TEXTBOOKS <i>Converso mucho</i>, Unit 10</p> <p>OTHER RESOURCES Guessing game: <i>¿Qué cosa es?</i></p>

Scope of Work - Grade 7

Unit 8

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Saying what people have.</p> <p>Describing what things contain.</p>	<ul style="list-style-type: none"> • Identify statements as true or false. • Fill in the blanks with the correct form of tener. • Find objects in response to questions such as <i>¿Quién tiene una regla larga?</i> • Listen to and sing song “<i>Tengo, tengo, tengo</i>” and Write sentences about personal possessions and those of others using the Present Tense of tener. • Take turns asking and answering questions about real possessions using the verb tener. • Write sentences about contents of the classroom, schoolbags etc. using tener in the Present Tense. ■ Compose original statements using tener and present orally. ■ Work in small groups to create and act out a dialogue including forms of the verb tener. ■ Listen to a short paragraph, make notes and report orally to class.
<p>Asking and telling age.</p> <p>Describing physical sensations.</p> <p>Talking about self and others.</p>	<ul style="list-style-type: none"> • Respond to yes/no and either/or questions about age and physical sensation. • Listen to a short passage and answer related multiple choice questions. • Raise hands in response to question <i>¿Quién tiene once años?</i> etc. • Listen to and sing song “<i>Los pollitos dicen.</i>” • Respond to question <i>¿Cuántos años tienes?</i> • Survey classmates to find out their ages and report orally and in writing. • Describe own feelings and feelings mimed by classmates. ■ Role-play situation involving a first meeting of two students. ■ Write short paragraph about self and others using a range of verbs and present orally. ■ Interview classmates to elicit information about name, age etc. of others (using photographs of family and friends.)

Scope of Work - Grade 7

Unit 8

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Verb: Present Tense tener <i>¿Dónde tienen su dinero? ¿ En el banco?</i></p> <p><i>Tenemos flores bonitas en el jardín de mi casa.</i></p>	<p>Objective Tests Transformation Items Sentence Completion Telegraphic Sentences Cloze Test Open-ended questions Composition Oral Interview</p>	<p>TEXTBOOKS <i>Español para la vida I,</i> Unit 9 <i>Viva I,</i> Lesson 9 <i>Converso mucho,</i> Unit 7</p> <p>OTHER RESOURCES Song: "<i>Tengo, tengo, tengo</i>" (p.139)</p>
<p>Idiomatic use of tener to express age. (Difference in English use of the verb "to be".) <i>¿Cuántos años tienes? Tengo once años. Diego tiene doce.</i></p> <p>Idiomatic use of tener to describe feelings and physical sensations. (tener miedo / sueño / frío / calor / hambre / sed) <i>Son las diez pero tenemos hambre.</i></p> <p>Review: Present Tense -ar, -er, -ir verbs. <i>Soy Marcos. Tengo dos hermanos y un perro. Mi familia vive en Mandeville pero yo vivo con mi abuelo en May Pen. Soy muy inteligente.</i></p>	<p>Objective Tests Sentence Completion Telegraphic Sentences Cloze Test Translation Situation Response Open-ended questions Composition</p>	<p>TEXTBOOKS <i>Converso mucho,</i> Unit 7 <i>Español para la vida I,</i> Units 3 & 9 <i>Viva I,</i> Lesson 10</p> <p>OTHER RESOURCES Song: "<i>Los pollitos dicen</i>" (p.139)</p>

Unit 9

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Identifying the days of the week and the months of the year.</p> <p>Seeking and giving information about days and dates of activities and events.</p>	<ul style="list-style-type: none"> • Respond to yes/no and either/or questions • Ask and respond to questions <i>¿Qué día es hoy (mañana)? ¿Qué fecha es? ¿A cuántos estamos?</i> • Answer questions based on calendar. (e.g., <i>¿Qué día es el veinticinco de octubre?</i>) • Place days and months in chronological order. • Solve a Find-A-Word puzzles. • Take turns asking and answering questions about birthdays (of self, family, friends). • Answer questions orally and in writing about the date of national and other holidays. • Make a personal schedule of activities for a week and present orally. • Ask and answer questions based on a class birthday list. • Use guide questions to write a short paragraph about activities (classes etc.) scheduled for each day. (e.g. <i>¿Cuándo tenemos clase de inglés?</i>) ■ Interview classmates about their daily activities and report.

Scope of Work - Grade 7

Unit 9

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Days of the week <i>¿Qué día es hoy? Hoy es lunes. Mañana es martes.</i></p> <p>Months of the year</p> <p>Use of Cardinal Numbers to tell date (exception: primero) <i>¿Qué fecha es hoy? Es el dos de marzo</i></p> <p>Use of the Definite Article to express “on” a date / day of the week <i>En Jamaica la familia come sopa los sábados. ¿Cuándo es (cae) tu cumpleaños? Es (Cae) el catorce de agosto.</i></p>	<p>Objective Tests</p> <p>Oral Reading</p> <p>Telegraphic Sentences</p> <p>Translation</p> <p>Cloze Test</p> <p>Open-ended questions</p> <p>Composition</p>	<p>TEXTBOOKS <i>Español para la vida I, Unit 4</i> <i>Converso mucho, Unit 3</i></p> <p>OTHER RESOURCES Songs: “<i>Hoy es lunes</i>” “<i>De esta manera</i>” (pp.139, 140) Blank Schedule “<i>Mi Agenda</i>” (p.149)</p> <p>Find-a-word puzzles “<i>Los días de la semana</i>” “<i>Los meses del año</i>” (pp.151, 153)</p>

Scope of Work - Grade 7

Unit 9 (cont'd)

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Asking about and describing the weather</p>	<ul style="list-style-type: none"> • Make a weather chart or wheel to show the weather for each day. • Answer yes/no and either/or questions about the weather. • Identify as true or false statements related to the weather depicted in pictures. • Use question <i>¿Qué tiempo hace hoy?</i> to ask about the day's weather. • Select the weather for each day on a weather chart / wheel. • Describe the day's weather. • Ask and answer oral and written questions about the weather during each season / month. • Describe the weather in different locations in Jamaica. ■ Compose original sentences or a short paragraph including descriptions of weather conditions in different world wide locations. ■ Keep a diary of events and activities including dates and descriptions of the weather.

Scope of Work - Grade 7

Unit 9 (cont'd)

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Seasons of the year.</p> <p>Idiomatic use of hace + noun to describe the weather. <i>¿Qué tiempo hace en diciembre (agosto, febrero)? Hace frío (calor, sol, fresco etc.)</i></p> <p><i>Hace mucho frío en Londres en el invierno.</i></p>	<p>Objective Tests</p> <p>Oral Reading</p> <p>Sentence Completion</p> <p>Dictation</p> <p>Telegraphic sentences</p> <p>Cloze Test</p> <p>Translation</p> <p>Composition</p>	<p>TEXTBOOKS <i>Converso mucho</i>, Unit 5</p> <p>OTHER RESOURCES Weather chart "¿Qué tiempo hace?" (p.155)</p> <p>Dialogue: "Amigas de verdad" (p.165)</p>

Scope of Work - Grade 7

Unit 10

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Saying where one goes or is going</p>	<ul style="list-style-type: none"> • Respond to simple yes/no and either/or questions about destination. • Select the correct form of the verb <i>ir</i> to fill in the blanks. • Listen to and sing song "<i>Voy, voy, voy feliz.</i>" • Survey teacher and classmates about where they go or are going on different days: e.g. <i>¿Cuándo va Ud. al banco? ¿Adónde vas los sábados?</i> • Listen to or read a short passage and answer related questions in complete sentences. ■ Compose sentences about destination of self and others including times and days of the week. ■ Role-play a conversation between two students about after-school and week-end plans. ■ Write entries in an imaginary diary recording day, date, time, feeling, schedules of classes and destination.
<p>Giving and responding to instructions.</p> <p>Making proposals to others.</p>	<ul style="list-style-type: none"> • Show comprehension by carrying out teacher's instructions. • Use vamos a + infinitive to give commands and propose activities to classmates. • Respond by carrying out commands and proposed activities. ■ Work with partner to create and act out a dialogue including commands and proposals.

Scope of Work - Grade 7

Unit 10

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Verb: Present Tense of verb ir. <i>El presidente va a México el miércoles.</i> <i>El sábado no van a la escuela.</i></p> <p>Adverbs: ¿Adónde? <i>¿Adónde vas el domingo? Voy a la iglesia.</i></p> <p>Preposition: Contraction a + el = al <i>Durante las vacaciones mi hermana y yo vamos al cine los jueves.</i></p> <p>Modes of transport: <i>en camión, en avión, en carro en bicicleta, etc.</i></p>	<p>Objective Tests Sentence Completion Transformation Items Telegraphic Sentences Cloze Test Open-ended questions Composition</p>	<p>TEXTBOOKS <i>Viva I</i>, Lessons 10 & 11 <i>Converso mucho</i>, Units 3 & 6 <i>Español para la vida I</i>, Unit 9</p> <p>OTHER RESOURCES Song: “<i>Voy, voy, voy feliz</i>” (p.140)</p>
<p>Verb: First-person plural Command (vamos a + infinitive). <i>Vamos a cantar ahora.</i> <i>Vamos a escribir las palabras en la pizarra.</i> <i>Vamos a leer las frases en la página veinte.</i></p>	<p>Sentence Completion Situation Response Composition</p>	<p>Dialogue: “<i>Rosa y Fabricio van a la tienda</i>” (p.165)</p>

Unit 11

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Describing where people, places and objects are located.</p>	<ul style="list-style-type: none"> • Respond to yes/no and either/or questions. • Listen to a passage and answer related true or false questions. • Read and sing song "<i>Quiero mi libro.</i>" • Ask and answer questions about the location of classroom objects (<i>¿Dónde está(n)...?</i>) • Answer questions about the positions of classmates (<i>¿Quién está delante de María?</i>) • Use guide questions to write a short composition. ■ Compose a short description of a community including the location of various buildings and present orally. ■ Listen to a short passage, take notes and report.
<p>Describing physical states and feelings.</p>	<ul style="list-style-type: none"> • Identify statements as true or false • Respond to yes/no and either/or questions. • Ask and respond in complete sentences to enquiries about feelings. • Read a short passage and respond in complete sentences to related questions. ■ Survey classmates about their feelings and report answers. ■ Role-play situations involving talk about feelings. ■ Write diary entries including information about feelings. ■ Work in small groups to create and act out a dialogue

Scope of Work - Grade 7

Unit 11

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Verb: Present Tense of estar.</p> <p>Use of verb estar to describe location <i>El cine está entre la farmacia y el supermercado.</i></p> <p>Prepositions: <i>en, entre, sobre, debajo de, al lado de, delante de, detrás de</i></p> <p>Names of buildings: <i>la iglesia, la escuela, el cine, el hospital</i></p>	<p>Objective Tests Transformation Items Telegraphic Sentences Cloze Test Open-ended questions Situation response Composition</p>	<p>TEXTBOOKS <i>Viva I</i>, Lesson 6 <i>Español para la vida I</i>, Unit 5</p> <p>OTHER RESOURCES Song: “<i>Quiero mi libro</i>” (p.140)</p>
<p>Use of the verb estar to describe physical states and feelings</p> <p><i>¿Cómo está tu esposa? Está enferma.</i></p> <p><i>Estoy muy contenta hoy porque tengo un examen de español.</i></p>	<p>Objective Tests Sentence Completion Open-ended questions Cloze Test Telegraphic Sentences Composition</p>	<p>TEXTBOOKS <i>Español para la vida I</i>, Unit 5</p> <p>OTHER RESOURCES Dialogue: “<i>Sharon celebra su cumpleaños</i>” (p.166)</p>

Scope of Work - Grade 7

Unit 12

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Requesting and giving information about family.</p> <p>Describing the house (rooms, location of household furnishings etc.) and community</p>	<ul style="list-style-type: none"> • Make a real or imaginary family tree. • Unscramble words to make meaningful sentences. • Read a passage and answer related multiple choice questions. • Solve Find-a-word puzzles based on vocabulary for family and home. • Identify and name parts and rooms of a house. • Take turns asking and answering questions based on family tree. e.g., <i>¿Quién es Marisa?</i> • Describe room-location of household furniture. • Answer written questions based on pictures. • Complete sentences stating the relationship between different family members e.g, <i>La hermana de mi papa es</i> (mi tía). <i>Mi prima es ...</i> (la hija de mi hermano) • Use guide questions to write a paragraph about family and home. ■ Create a Find-A-Word puzzle using vocabulary for family members and home. ■ Interview classmates about family and prepare a written report. ■ Write a paragraph about family (including names, ages etc.) and home (using regular and irregular verbs) and present orally. ■ Prepare a brief description of a community and present orally to class. ■ Write a letter to an imaginary Hispanic penpal, introducing and describing self and family and community, providing information about daily activities and soliciting similar information in return.

Scope of Work - Grade 7

Unit 12

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Idiomatic use of hay (there is / are). <i>¿Cuántos días hay en el mes de abril? Hay treinta.</i></p> <p>Adjectives: Indefinite Adjectives mucho(s), mucha(s) poco (s), poca(s)</p> <p><i>Hay muchas playas bonitas en Jamaica.</i></p> <p>Names for family members: <i>tío (a), abuelo(a) sobrino (a); primo(a)</i></p> <p>Review: All verbs</p>	<p>Objective Tests</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Cloze Test</p> <p>Open-ended questions</p> <p>Composition</p>	<p>TEXTBOOKS <i>Viva I, Lesson 5</i></p> <p>OTHER RESOURCES Family tree (p.159)</p> <p>Pictures of house, room, furniture (p.157)</p> <p>Listening comprehension: <i>"Un día en el campo"</i> (p.166)</p>

Scope of Work

Grade 8

Summary of Language Content - Grade 8

<p>UNIT 1</p>	<ul style="list-style-type: none"> ➤ Review: Grade 7 Material (greetings, introductions, descriptions, classroom commands, time and weather expressions, etc. ➤ Verbs: Present Tense of first-person irregular verbs: hacer, oír, poner, salir de, traer ➤ Prepositions: a, en (Distinction in meaning) ➤ Use of a before person-object (Personal a) with verbs abrazar, admirar, amar, ayudar, besar, conocer, llamar, ver, visitar ➤ Distinction between saber and conocer
<p>UNIT 2</p>	<ul style="list-style-type: none"> ➤ Review: Present Tense regular -ar verbs ➤ Verbs: Preterite Tense regular -ar verbs ➤ Distinction between the forms of the Present and Preterite Tenses of -ar verbs
<p>UNIT 3</p>	<ul style="list-style-type: none"> ➤ Review: Present Tense of regular -er and -ir verbs ➤ Verbs: Preterite Tense of regular -er and -ir verbs ➤ Distinction between the forms of the Present and Preterite Tenses of -er and -ir verbs
<p>UNIT 4</p>	<ul style="list-style-type: none"> ➤ Verbs: Present Tense e to ie and e to i Stem-changing verbs. ➤ Numbers: Cardinal Numbers beyond 100. ➤ Verbs: Present Tense o to ue Stem-changing verbs ➤ Distinction between jugar and tocar
<p>UNIT 5</p>	<ul style="list-style-type: none"> ➤ Verbs: Present and Preterite Tenses of Regular Reflexive Verbs ➤ Pronouns: Reflexive Pronouns ➤ Definite Article: Used with Reflexive Verbs and a) articles of clothing, b) parts of the body ➤ Distinction between Reflexive and Non-reflexive verb forms: levantar / levantarse, lavar/lavarse etc. ➤ Verbs: Stem-changing Reflexive verbs: despertarse, acostarse, sentarse, vestirse

Summary of Language Content - Grade 8 (cont'd)

UNIT 6	<ul style="list-style-type: none"> ➤ Verbs: Irregular Preterites (High Frequency verbs) decir, dar, hacer, poner, ver, ser, ir(se), venir ➤ Adjectives: Demonstrative Adjectives: este, ese, etc. ➤ Pronouns: Demonstrative Pronouns éste, ése etc. ➤ Agreement of Demonstrative Adjectives and Pronouns with Nouns in number and gender.
UNIT 7	<ul style="list-style-type: none"> ➤ Verbs: Present Tense tener que, ir a , acabar de + Infinitive
UNIT 8	<ul style="list-style-type: none"> ➤ Verbs: Present Progressive Tense of -ar, -er, and -ir verbs. ➤ Verbs: Familiar Commands (affirmative singular)
UNIT 9	<ul style="list-style-type: none"> ➤ Pronouns: Direct Object Pronouns me, te, lo, la, nos, los, las ➤ Agreement and Position of Direct Object Pronoun ➤ Adjectival use of de + noun
UNIT 10	<ul style="list-style-type: none"> ➤ Pronouns: Indirect Object Pronouns me, te, le, nos, les ➤ Distinction between Direct and Indirect Objects ➤ Position of Indirect Object Pronouns ➤ Verbs: 3rd person singular and plural Present Tense of gustar, fascinar, encantar, molestar, parecer, doler (used with Indirect Object Pronouns) ➤ Use of a mí, a ti, a él etc. for emphasis and clarification ➤ Use of Definite Article with languages and school subjects
UNIT 11	<ul style="list-style-type: none"> ➤ Verbs: ser and estar (distinctions in usage and meaning) ➤ Omission of Indefinite Article after ser with professions.

Scope of Work - Grade 8

Unit 1

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Greeting and responding to greetings</p> <p>Introducing oneself and others</p> <p>Asking and telling the time</p> <p>Describing people, objects, location, the weather</p> <p>Giving and responding to instructions</p>	<ul style="list-style-type: none"> • Respond to yes/no and either/or questions. • Identify statements as true or false. • Respond to instructions e.g. <i>Vamos a bailar.</i> • Fill in the blanks to complete a written summary of a listening comprehension passage. • Give appropriate responses in Spanish for situations described in English. • Give instructions in game "<i>Simón dice.</i>" ■ Role play situations including greetings, introductions and farewells. ■ Describe a picture.
<p>Seeking and giving information about what people do.</p> <p>Giving information about one's own actions.</p>	<ul style="list-style-type: none"> • Complete sentences using the correct forms of the Present Tense of first-person irregular verbs. • Listen to a passage and identify related statements as true or false. • Fill in the blanks with a or en as appropriate. • Ask and answer questions using first-person irregular verbs. • Listen to or read a dialogue including first-person irregular verbs and answer related questions. ■ Compose original statements about personal actions using first-person irregular verbs. ■ Translate sentences using a and en appropriately. ■ Interview classmates using first person irregular verbs and report answers. ■ Compose a paragraph about real actions including singular and plural forms of first-person irregular verbs. ■ Write original sentences to show the difference in usage between a and en. ■ Respond to questions such as <i>¿Qué haces cuando tienes hambre?</i> using regular and irregular verbs.

Scope of Work - Grade 8

Unit 1

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Review: Grade 7 material e.g., greetings, classroom commands, time and weather expressions, etc. <i>¿Qué tal? ¿Cómo estás? Bien gracias, ¿y tú?</i> <i>¿Qué hora es? Es la una y veinticinco</i> <i>Hace mucho sol hoy y los niños están en el jardín.</i> <i>Vamos a comer ahora.</i></p>	<p>Objective Tests Telegraphic Sentences Open-ended questions Situation Response</p>	<p>Pictures Clock face Game: "Simón dice" ("Simon says")</p>
<p>Review: Present tense of regular ar, -er, and -ir verbs.</p> <p>Verbs: Present Tense of first-person irregular verbs: hacer, oír, poner, salir de, traer. <i>Hago mis tareas en el comedor</i> <i>Salgo de la casa temprano? No, salgo tarde.</i> <i>¿Quién pone la mesa? Yo pongo la mesa.</i></p> <p>Prepositions: a and en (Distinction in meaning) <i>Están en casa ahora pero van a</i> <i>Ocho Rios hoy en la noche.</i></p>	<p>Objective Tests Sentence Completion Transformation Items Telegraphic Sentences Open-ended questions Composition</p>	<p>TEXTBOOKS <i>Viva II</i>, Lesson 10 <i>Ya converso más</i>, Unit 5</p>

Unit 1 (cont'd)

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Talking about people one meets, knows, visits, helps, sees, admires etc.</p> <p>Talking about knowing and not knowing</p>	<ul style="list-style-type: none"> • Respond to yes/no and either/or questions. • Identify statements as true or false • Fill in the blanks with personal a where necessary. • Ask questions using personal a e.g., <i>¿A quién ayudas...?</i> and <i>¿Cuándo visitas a ...?</i> <i>¿Conocen a ...?</i> • Respond in complete sentences to questions using ayudar etc. and the personal a. • Compose sentences from pairs of verbs and nouns using and omitting personal a as needed. • Fill in the blanks with saber or conocer. ■ Translate short sentences into Spanish, using and omitting personal a as needed. ■ Translate sentences from English to Spanish discriminating between saber and conocer. ■ Write original sentences to illustrate the difference between saber and conocer. ■ Work in pairs to create and act out a dialogue including the use of saber, conocer and the personal a. ■ Write a short paragraph about someone admired giving reasons.

Scope of Work - Grade 8

Unit 1 (cont'd)

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Use of a before person-object (Personal a)</p> <p>Verbs: abrazar, admirar, amar, ayudar, besar, conocer, llamar, ver, visitar</p> <p><i>Siempre visitamos a mi abuela los domingos.</i></p> <p>Distinction between saber and conocer. saber - to know facts, subject matter conocer - to know people and places</p> <p><i>Conozco a tu amiga pero no sé dónde está.</i></p>	<p>Objective Tests</p> <p>Telegraphic Sentences</p> <p>Cloze Test</p> <p>Translation</p> <p>Open-ended questions</p> <p>Composition</p>	<p>TEXTBOOKS</p> <p><i>Viva II</i>, Lesson 7 & 8</p> <p><i>Español para la vida I</i>, Unit 12</p> <p><i>Ya converso más</i>, Units 9 & 11</p> <p>OTHER RESOURCES</p> <p>Dialogue: "<i>La cita</i>" (p.180)</p>

Unit 2

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Saying what happened in the past</p>	<ul style="list-style-type: none"> • Complete sentences using the correct form of the verb in the Preterite tense. • Respond to yes/no and either/or questions using -ar verbs in the Preterite Tense. • Identify statements as true or false. • Convert sentences from Present to Preterite Tense. • Listen to and write sentences discriminating between the Present and Preterite forms of -ar verbs. • Read sentences aloud with proper pronunciation of Present and Preterite Tense forms of -ar verbs. • Talk and write about past actions and activities related to school and home using -ar verbs and cues such as <i>ayer, anoche, la semana pasada</i>, etc. • Ask and answer questions orally and in writing about past actions. ■ Write questions to ask classmates about their activities and activities of family members during the past week or weekend. ■ Interview classmates and report responses to class. ■ Compose original statements about real or imaginary past actions using the Preterite Tense of regular -ar verbs.

Scope of Work - Grade 8

Unit 2

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Review: Present tense regular -ar verbs</p> <p>Verbs: Preterite Tense regular -ar verbs</p> <p><i>cantar, contestar las preguntas, mirar la televisión, escuchar la radio, borrar la pizarra, dibujar, estudiar, trabajar, levantar la mano, lavar la ropa, bailar, limpiar</i></p> <p>Distinction between the forms of the Present and Preterite Tenses of -ar verbs.</p> <p><i>Yo dibujo en mi cuaderno.</i> <i>Ayer Pablo dibujó en la pizarra.</i></p>	<p>Objective Tests</p> <p>Transformation Items.</p> <p>Telegraphic Sentences</p> <p>Dictation</p> <p>Oral Reading</p> <p>Sentence Completion</p> <p>Open-ended questions</p>	<p>TEXTBOOKS</p> <p><i>Español para la vida II</i>, Units 10 & 11</p> <p><i>Viva III</i>, Lesson 4</p> <p><i>¡Nos comunicamos!</i> Unit 7</p> <p><i>Vamos amigos III</i>, Sections 2 & 3</p>

Unit 3

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Saying what happened in the past</p>	<ul style="list-style-type: none"> • Complete sentences using the correct form of the verb in the Preterite Tense. • Respond to yes/no and either/or questions using -er and -ir verbs in the Preterite Tense. • Convert sentences from Present to Preterite Tense. • Read aloud a short passage discriminating between the sounds of the Present and Preterite tenses of -er and -ir verbs. • Listen to and write sentences discriminating between the Present and Preterite Tense forms of -er and -ir verbs. • Read a passage or dialogue including the Preterite Tense and answer related questions. • Place jumbled sentences about a past event in logical order to create a meaningful paragraph. • Talk and write about past actions and activities related to school and home using -ar, -er, and -ir verbs and cues such as <i>ayer, anoche, la semana pasada</i> etc. • Ask and answer questions orally and in writing about past actions. ■ Write questions and interview classmates about their activities and the activities of friends and family during the past week or weekend and report responses to class. ■ Compose original statements about past actions using the Preterite Tense of regular -ar, -er, and -ir verbs. ■ Use guide questions to compose a short paragraph using Present and Preterite tenses and personal a.

Scope of Work - Grade 8

Unit 3

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Review: Present Tense of regular -er and -ir verbs</p> <p>Verbs: Preterite Tense of regular -er and -ir verbs <i>aprender, beber, comer, correr, leer, responder</i> <i>abrir, describir, escribir, subir</i></p> <p>Distinction between the forms of the Present and Preterite Tenses of -er and -ir verbs.</p> <p><i>Comemos en casa los lunes pero el lunes pasado comimos en un restaurante.</i></p>	<p>Objective Tests</p> <p>Transformation Items.</p> <p>Telegraphic Sentences</p> <p>Dictation</p> <p>Oral Reading</p> <p>Cloze Test</p> <p>Open-ended questions</p> <p>Guided Composition</p> <p>Oral Interview</p>	<p>TEXTBOOKS</p> <p><i>Viva III</i>, Lesson 5</p> <p><i>¡Nos comunicamos!</i>, Unit 7</p> <p><i>Vamos amigos III</i>, Sections 2 & 3</p> <p>OTHER RESOURCES</p> <p>Song: "Cuando salí de Cuba" (p.168)</p> <p>Dictado (p.180)</p>

Unit 4

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Expressing wishes, wants and preferences.</p> <p>Making apologies</p> <p>Describing one's actions and the actions of others.</p>	<ul style="list-style-type: none"> ● Fill in the blanks with the correct Present Tense forms of <i>e</i> to <i>ie</i> and <i>e</i> to <i>i</i> Stem-changing verbs. ● Respond to <i>yes / no</i> and <i>either / or</i> questions using the Present Tense of stem-changing verbs. ● Read a passage and answer multiple choice questions. ● Answer questions about the starting time of events, TV programmes, seasons etc. (<i>¿Cuándo comienza (empieza)...?</i>) ● Take turns asking and answering questions about preferences (for entertainment, sports, hobbies, foods etc.) using the Present Tense of <i>preferir</i>. ■ Talk/Write about fantasies (e.g., wishes for birthday and Christmas gifts) using <i>querer</i> in the Present Tense. ■ Interview classmates using stem-changing verbs and report responses. ■ Work in small groups to create and act out dialogues for shopping and mealtime situations.

Scope of Work - Grade 8

Unit 4

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Verbs: Present Tense of e to ie and e to i Stem-changing verbs.</p> <p>cerrar empezar, comenzar, pensar, querer, preferir, venir sentir decir, pedir, servir</p> <p><i>Lo siento mucho pero no tengo el tiempo ahora.</i> <i>¿Qué quieren hoy? Queremos un kilo de carne de res.</i></p> <p>Vocabulary: games, hobbies, school subjects, food.</p>	<p>Objective Tests</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Open-ended questions</p> <p>Situation Response</p> <p>Composition</p> <p>Oral Interview</p>	<p>TEXTBOOKS</p> <p><i>Ya converso más</i>, Units 6, 8, 12</p> <p><i>Viva II</i>, Lesson 4</p>

Scope of Work - Grade 8

Unit 4 (cont'd)

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Counting and expressing quantities above 100</p> <p>Seeking and giving information about dates (day, date, month, year), birthdays, addresses, telephone numbers etc.</p>	<ul style="list-style-type: none"> • Count from 100 to 1000 in hundreds. • Write numbers for words and words for numbers. • Find page numbers given in Spanish. • Solve and read aloud arithmetic problems in Spanish. • Read aloud in Spanish numbers on real documents. • Ask and answer questions about the quantity of real items. • Fill in a form with personal data. • Complete an identification form with information supplied in a letter from an imaginary penpal. ■ Write questions to interview classmates about birthdays, addresses and telephone numbers. ■ Write a personal profile in a letter to an imaginary penpal. ■ Answer a letter from an imaginary penpal
<p>Describing one's actions and the actions of others.</p> <p>Seeking and giving information about the price of things.</p> <p>Seeking, giving and denying permission.</p>	<ul style="list-style-type: none"> • Choose the correct answer in yes/no and either/or questions. • Complete sentences by filling in the blanks with the correct Present Tense forms of o to ue Stem-changing verbs. • Listen to and sing "<i>Martinillo</i>." • Use newspaper and magazine ads to ask and answer questions about the price of articles. • Ask and answer questions about the cost of school supplies and other possessions. • Take turns asking and telling the price of varying numbers of items based on a pre-prepared price list. ■ Compose original sentences using o to ue Stem-changing verbs and present orally. ■ Role-play a shopping situation.

Scope of Work - Grade 8

Unit 4 (cont'd)

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Numbers: Cardinal numbers beyond 100.</p> <p><i>¿Cuántos días hay en un año? Trescientos sesenta y cinco.</i></p> <p><i>El doctor Simmonds vive en la Calle Hope, número 56.</i></p>	<p>Objective Tests</p> <p>Cloze Test</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Open-ended questions</p> <p>Composition</p> <p>Oral Interview</p>	<p>TEXTBOOKS</p> <p><i>Viva II</i>, Lessons 2-4</p> <p><i>Español para la vida II</i>, Unit 5</p> <p>OTHER RESOURCES</p> <p>Blank identity forms</p> <p><i>Documento de identidad</i> (p.170)</p> <p>Numbered documents</p>
<p>Verbs: Present Tense of o to ue Stem-changing verbs: volver, almorzar, costar, sonar, poder, dormir</p> <p><i>Anoche volví a casa muy tarde pero hoy vuelvo temprano.</i></p> <p><i>¿Cuánto cuestan dos mangos? Cuestan treinta y cinco dólares.</i></p> <p><i>Profesora, ¿puedo ir al baño?</i></p>	<p>Objective Tests</p> <p>Cloze Test</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Situation Response</p> <p>Composition</p> <p>Oral Interview</p>	<p>TEXTBOOKS</p> <p><i>Ya converso más</i>, Units 7 & 10</p> <p><i>Viva II</i>, Lesson 4</p> <p><i>Español para la vida II</i>, Unit 3</p> <p>OTHER RESOURCES</p> <p>Songs: "Martinillo" "Noche de paz" (p.168)</p> <p>Price list, newspaper and magazines advertisements.</p>

Scope of Work - Grade 8

Unit 4 (cont'd)

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
Talking about the games and instruments people play	<ul style="list-style-type: none">• Choose the correct verb (<i>jugar</i> or <i>tocar</i>) to fill in the blanks.• Fill in the blanks with the correct forms of <i>tocar</i> or <i>jugar</i>.■ Translate sentences into Spanish using <i>jugar</i> or <i>tocar</i> appropriately.■ Talk about hobbies, and sporting activities.

Scope of Work - Grade 8

Unit 4 (cont'd)

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Verbs: jugar (ue), tocar</p> <p><i>Carlos juega al béisbol con sus amigos los martes, y toca el violín los miércoles.</i></p> <p>Vocabulary: Musical instruments, sports and games</p>	<p>Objective Tests</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p>	

Unit 5

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Describing daily routine.</p> <p>Talking about doing things for oneself.</p>	<ul style="list-style-type: none"> • Label drawings of the body and articles of clothing. • Fill in the blanks with the correct forms of Reflexive Verbs. • Respond to yes/no and either/or questions. • Identify statements as true or false. • Reorganize jumbled sentences to describe morning routine in the correct sequence. • Give short-answer responses to questions about daily routine. • Solve Find-a-word puzzle with parts of the body. • Convert sentences containing Reflexive verbs from Present to Past Tense and vice versa. • Complete sentences by choosing between the Reflexive and Non-reflexive verb forms. • Respond in complete sentences to personal questions on daily routine using Reflexive Verbs. • Describe daily routine using cues such as <i>cada mañana, a las siete, el domingo a las doce</i> and Regular Reflexive Verbs. • Read aloud a passage containing Reflexive Verbs and respond orally to related questions. ■ Interview classmates about daily routines and report responses. ■ Keep a record of times of daily routine. ■ Work in pairs asking and answering questions based on record. ■ Write original sentences to show the difference between Reflexive and Non-reflexive forms of verbs and present orally ■ Compose a paragraph about personal routine or imaginary routine of a famous person for a day. ■ Work in pairs to create and solve Find-a-word puzzles with articles of clothing.

Scope of Work - Grade 8

Unit 5

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Verbs: Present and Preterite Tenses of Regular Reflexive Verbs bañarse, desayunarse levantarse, lavarse, cepillarse, secarse, peinarse, quitarse, ponerse</p> <p><i>A las nueve Paulina se peina y después se baña. Me desayuné a las ocho y cuarto hoy.</i></p> <p>Pronouns: Reflexive Pronouns</p> <p>Definite Article: Use of Spanish Definite Article in lieu of English Possessive Adjective with reflexive verbs and</p> <p>a) articles of clothing b) parts of the body</p> <p><i>Primero, nos ponemos la camisa. Marta se lavó las manos con agua y jabón.</i></p> <p>Distinction between Reflexive and Non-reflexive verb forms. <i>Juan se levantó tarde Juan levantó la mano y contestó la pregunta.</i></p> <p>Vocabulary: parts of the body, articles of clothing</p>	<p>Objective Tests</p> <p>Sentence Completion</p> <p>Cloze Test</p> <p>Telegraphic Sentences</p> <p>Transformation Items</p> <p>Translation</p> <p>Open-ended questions</p> <p>Composition</p> <p>Oral Interview</p>	<p>TEXTBOOKS</p> <p><i>Ya converso más</i>, Unit 8</p> <p><i>Viva II</i>, Lesson 7</p> <p><i>Español para la vida I</i>, Unit 12</p> <p>OTHER RESOURCES</p> <p>Drawings of the body and articles of clothing for labelling (pp.171, 173)</p> <p>Find-a-word puzzle for parts of the body. (p.175)</p> <p>Song: "Cabeza y hombros, piernas, pies" (p.168)</p>

Scope of Work - Grade 8

Unit 5 (cont'd)

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Describing daily routine.</p> <p>Talking about doing things for oneself.</p>	<ul style="list-style-type: none"> • Respond to yes/no and either/or questions. • Fill in the blanks with the correct forms of Stem-changing Reflexive Verbs. • Reorganize jumbled sentences to describe morning and evening routines in the correct sequence. • Read a passage and answer related true or false questions. • Answer personal questions about morning and evening routines. (<i>¿Cuándo te acuestas...</i>) • Write questions to ask classmates about daily routine. • Fill in the blanks to complete a listening comprehension passage. • Write sentences about the order of daily activities using <i>primero</i>, <i>luego</i>, and <i>por último</i> and Reflexive Verbs. ■ Interview partner about daily routine. ■ Write a paragraph based on answers and present to class. ■ Work in small groups to create and act out a dialogue ■ Write a paragraph about a typical day using Reflexive and other verbs

Scope of Work - Grade 8

Unit 5 (cont'd)

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Verbs: Stem-changing Reflexive Verbs despertarse, acostarse, sentarse, vestirse</p> <p><i>En clase nos sentamos a la derecha y los muchachos se sientan a la izquierda.</i></p>	<p>Objective Tests Cloze Test Sentence Completion Telegraphic Sentences Open-ended questions Composition Oral Interview</p>	<p>TEXTBOOKS <i>Ya converso más</i>, Unit 8</p> <p>OTHER RESOURCES Listening comprehension: <i>"¡Viva la diferencia!"</i> (p. 181)</p>

Scope of Work - Grade 8

Unit 6

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Using irregular verbs to talk about actions completed in the past.</p>	<ul style="list-style-type: none"> • Complete sentences using the correct form of the verb in the Preterite Tense. • Read a passage and respond to yes/no and either/or questions. • Convert sentences from present to past tense. • Answer personalized questions orally and in writing using the Preterite Tense of irregular verbs. • Write questions for given answers, using Regular and Irregular Preterite verbs. • Write questions to ask classmates about their activities and activities of family members during the past week or weekend. ■ Interview classmates and report to the class. ■ Compose original statements about past actions using the Preterite Tense of irregular verbs. ■ Prepare in writing a composition on a topic such as <i>“Lo que hice ayer (anoche, el fin de semana pasado)”</i> and present orally.
<p>Distinguishing between people and objects in different locations.</p> <p>Identifying and pointing out specific objects and people.</p>	<ul style="list-style-type: none"> • Respond to yes/no and either/or questions. • Listen to and write sentences including Demonstrative Adjectives and Pronouns. • Talk/Write about specific items and people by using Demonstrative Adjectives. • Ask and answer questions using Demonstratives and a variety of verb tenses and structures. • Use Demonstratives to express preferences, wishes and choice in relation to near and far objects. • Describe people and objects in different positions in the classroom using Demonstratives. ■ Create and act out a conversation about a situation (e.g shopping, tour) including the use of Demonstratives.

Scope of Work - Grade 8

Unit 6

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Verbs: Irregular Preterites (High Frequency verbs) decir, dar, hacer, poner, ver, ir(se) venir <i>Lo siento, maestro, pero no hice la tarea.</i> <i>Carmen no dijo la verdad.</i> <i>Ana María y Tomás se fueron ayer.</i></p>	<p>Objective Tests Cloze Test Sentence Completion Telegraphic Sentences Transformation Items. Translation Guided Composition Oral Interview</p>	<p>TEXTBOOKS <i>Vamos amigos III</i>, Sections 3,4,6,7</p>
<p>Adjectives: Demonstrative Adjectives: este, ese, etc.</p> <p>Pronouns: Demonstrative Pronouns éste, ése etc.</p> <p>Agreement of Demonstrative Adjectives and Pronouns with Nouns in number and gender. <i>No quieren estas flores; prefieren ésas.</i> <i>No, señor, esta mujer no es mi esposa.</i></p>	<p>Objective Tests Cloze Test Sentence Completion Telegraphic Sentences Transformation Items. Composition Situation Responses Open-ended questions</p>	<p>TEXTBOOKS <i>Viva II</i> Lessons 1 & 4 <i>Nos comunicamos</i>, Unit 8 <i>Español para la vida I</i>, Unit 11</p>

Scope of Work - Grade 8

Unit 7

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Saying what one has to do.</p>	<ul style="list-style-type: none"> • Respond to yes / no and either / or questions. • Give short answers to personal questions about duties at home and at school. • Write answers to questions about what has to be done. • Ask and respond to questions based on a pre-prepared class duty list (e.g. <i>¿Quiénes tienen que barrer el suelo? ¿Qué tienes que hacer el lunes? ¿Dónde tenemos que echar la basura? ¿Cuándo tengo que borrar la pizarra?</i>) • Assign tasks to others using <i>tener que</i> + Infinitive ■ Compose original sentences about real tasks to be done by self and others using <i>tener que</i> + infinitive ■ Interview classmates about duties at school and at home and report answers (orally and in writing) ■ Write a paragraph about self and family members including duties to be performed. ■ Create and act out a dialogue including <i>tener que</i> + infinitive.

Scope of Work - Grade 8

Unit 7

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Verb: Present Tense of tener que (+ Infinitive) <i>Tienes que barrer el suelo y quitar el polvo cada día.</i></p>	<p>Objective Tests Cloze Test Telegraphic Sentences Composition Open-ended questions</p>	<p>TEXTBOOKS <i>Ya converso más</i>, Unit 4 <i>Viva II</i>, Unit 11</p> <p>OTHER RESOURCES Sample class/home duty-list <i>"Los quehaceres de la casa / clase"</i> (p.176)</p>

Scope of Work - Grade 8

Unit 7 (cont'd)

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Saying what one is going to do.</p>	<ul style="list-style-type: none"> • Respond to yes/no and either/or questions. • Read a short passage and identify related statements as true or false. • Fill in the blanks to complete a summary of a listening comprehension passage. • Ask and answer personalized questions using <i>tener que</i> and <i>ir a</i> + infinitive. • Ask and answer questions based on class duty list. ■ Interview classmates about what they and their friends are going to do after school and report to class ■ Compose original sentences about future actions using the present tense of <i>ir a</i> + infinitive and cues such as <i>mañana, el sábado</i> etc. ■ Create a comic strip including the use of <i>ir a</i> and <i>tener que</i> + Infinitive
<p>Saying what one has just done.</p>	<ul style="list-style-type: none"> • Reorganize jumbled words to create meaningful sentences. • Respond to yes/no and either/or questions • Respond to questions about real actions done by classmates using <i>acabar de</i> + Infinitive. • Perform actions as directed and respond to question <i>¿Qué acabas de hacer?</i> ■ Describe two most recently completed real actions. ■ Work in pairs to create and act out a dialogue including <i>tener que, ir a</i> and <i>acabar de</i> + Infinitive. ■ Write a short paragraph including <i>tener que, ir a</i> and <i>acabar de</i> + Infinitive.

Scope of Work - Grade 8

Unit 7 (cont'd)

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Verb: Present Tense of ir a (+ Infinitive)</p> <p><i>Esta tarde vamos a mirar la television. Mañana voy a estudiar. Olivia olvidó su libro en casa. ¿Qué va a hacer?</i></p>	<p>Objective Tests Cloze Test Telegraphic Sentences Composition Situation Responses Oral Interview</p>	<p>TEXTBOOKS <i>Converso mucho</i>, Unit 4 <i>Viva II</i>, Lesson 2 <i>Español para la vida I</i>, Unit 9</p> <p>OTHER RESOURCES Sample class / home duty lists <i>"Los quehaceres de la casa / clase"</i> (p.176)</p>
<p>Verb: Present Tense of acabar de (+ Infinitive)</p> <p><i>Ronald acaba de comer una hamburguesa grande.</i></p>	<p>Objective Tests Cloze Test Telegraphic Sentences Composition Oral Interview</p>	<p>TEXTBOOKS <i>Ya converso más</i>, Unit 4</p> <p>OTHER RESOURCES Diálogo: <i>"La buena suerte"</i> (p.183)</p>

Scope of Work - Grade 8

Unit 8

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Describing actions and events while they are happening</p>	<ul style="list-style-type: none"> • Choose correct answers in yes/no and either /or questions • Convert sentences from simple Present Tense to Present Progressive Tense. • Match sentences and action pictures. • Talk about actions depicted in pictures and ads. • Describe actions being carried out by classmates. • Ask questions to guess mystery actions mimed by peers. • Talk about own actions using the Present Progressive Tense. ■ Act out and describe actions in the following sequence: <i>tengo que...., voy a...., estoy (+ gerund), acabo de ...</i> ■ Role-play a telephone conversation.
<p>Giving and responding to commands, instructions and advice.</p>	<ul style="list-style-type: none"> • Change infinitives into commands. • Listen to and carry out commands given by teacher. • Complete sentences by filling in the blanks with the command form of the verb. • Convert sentences with <i>tener que</i> into commands. • Guess identity of speaker from command given. • Give commands to classmates. ■ Create and act out a dialogue including the use of commands to give advice. ■ Assume identity of different people and give appropriate commands.

Scope of Work - Grade 8

Unit 8

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Verbs: Present Progressive Tense of -ar, -er, and -ir verbs.</p> <p><i>La profesora está borrando la pizarra.</i></p>	<p>Objective Tests Transformation Items. Sentence Completion Telegraphic Sentences Cloze Test Open-ended questions</p>	<p>TEXTBOOKS <i>Ya converso más</i>, Unit 11 <i>Viva II</i>, Lesson 3 <i>Español para la vida I</i>, Unit 8</p> <p>OTHER RESOURCES Pictures of people doing things. Miming Game: "Qué estoy haciendo?"</p> <p>Action pictures and sentences for matching.</p>
<p>Verbs: Familiar commands (affirmative singular)</p> <p><i>Carmen, abre la puerta, por favor.</i></p> <p><i>David, compra un sandwich y un refresco en la cafetería.</i></p>	<p>Transformation Items. Situation Responses</p>	<p>TEXTBOOKS <i>Ya converso más</i>, Unit 12 <i>Viva II</i>, Lesson 11 <i>Español para la vida II</i>, Unit 2</p>

Scope of Work - Grade 8

Unit 9

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Using Direct Object Pronouns to refer to people and things.</p>	<ul style="list-style-type: none"> • Listen to a passage and respond to multiple choice questions. • Identify statements as true or false. • Select the correct Direct Object Pronouns to fill in the blanks. • Read a passage aloud and answer related questions using Direct Object Pronouns where appropriate. • Rewrite a paragraph substituting Direct Object Pronouns for Nouns where appropriate. • Combine paired sentences substituting Direct Object Pronouns for Nouns. • Answer open-ended questions substituting Direct Object Pronouns for Nouns. ■ Compose sentences using Nouns and Direct Object Pronouns appropriately. ■ Create and act out a dialogue using Direct Object Pronouns in both positions.
<p>Describing the material of which objects are made.</p>	<ul style="list-style-type: none"> • Respond to yes/no and either/or questions. • Identify statements as true or false. • Listen to and sing song "<i>La cucaracha.</i>" • Translate sentences using <i>de + noun</i> appropriately. • Respond to questions <i>¿Qué es esto?</i> using the model <i>Es una blusa de algodón.</i> • Study and act out dialogue "<i>Pasarlo bien.</i>" ■ Write a list of objects in the classroom and the material of which they are made. ■ Write a descriptive paragraph including the use of <i>de + noun</i>.

Scope of Work - Grade 8

Unit 9

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Concept of Direct Object</p> <p>Pronouns: Direct Object Pronouns (me, te, lo, la nos los las)</p> <p>Used as substitute for noun</p> <p>Agreement with implied noun.</p> <p>Position of Direct Object Pronouns: (i) after infinitive, gerund, positive command (ii) before conjugated verb</p> <p><i>Aquí viene mamá. Vamos a ayudarla.</i></p> <p><i>El carro está sucia. Papá está limpiándolo.</i></p> <p><i>La historia comienza en la página cuarenta y seis. Léela por favor.</i></p> <p><i>¿Dónde compraste tus zapatos? Los compré en Miami.</i></p>	<p>Objective Tests</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Cloze Test</p> <p>Translation</p> <p>Open-ended questions.</p> <p>Composition</p>	<p>TEXTBOOKS</p> <p><i>Viva II</i>, Lesson 6</p> <p><i>Español para la vida II</i>, Unit 9</p> <p><i>Nos comunicamos</i>, Unit 2</p>
<p>Adjectival Use of de + noun.</p> <p><i>Ayer compré una blusa de algodón.</i></p> <p><i>Viven en una casita de madera.</i></p> <p><i>Voy a llevar mis zapatos de cuero.</i></p>	<p>Objective Tests</p> <p>Telegraphic Sentences</p> <p>Cloze Test</p> <p>Translation</p> <p>Composition</p>	<p>Song: "La cucaracha" (p.169)</p>

Unit 10

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Using Indirect Object Pronouns to refer to people to whom or for whom an action is done.</p>	<ul style="list-style-type: none"> • Respond to yes/no and either/or questions. • Listen to a short passage and identify related statements as true or false. • Combine paired sentences substituting Indirect Object Pronouns for nouns where needed. • Unscramble jumbled words to create meaningful sentences. • Listen to and sing songs "<i>Las gaviotas</i>" and "<i>El hijo del Conde de Cabra.</i>" • Answer open-ended questions substituting indirect object pronouns for nouns or names. • Read a passage and answer related questions using Direct or Indirect Object Pronouns where appropriate. • Complete sentences by filling in the blanks with appropriate Indirect Object pronouns. ■ Translate sentences into Spanish discriminating between Direct and Indirect Object Pronouns. ■ Compose original sentences using nouns and object pronouns appropriately. ■ Write a short paragraph using nouns, names and indirect object pronouns. ■ Create and act out a dialogue including Indirect Object Pronouns.

Scope of Work - Grade 8

Unit 10

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Concept of Indirect Object</p> <p>Pronouns: Indirect Object Pronouns me, te le, nos les. <i>Le dieron el regalo el día de su cumpleaños.</i> <i>Un ladrón nos robó todo el dinero.</i> <i>Los turistas me hablaron en inglés</i></p> <p>Distinction between 3rd person Direct and Indirect Objects.</p> <p><i>Yvette lent him (them) the book.</i> <i>Yvette le (les) prestó el libro (him= to him).</i></p> <p><i>Yvette saw him (them) at the movies.</i> <i>Yvette lo (los, las) vio en el cine.</i></p> <p>Position of Indirect Object Pronouns</p>	<p>Objective Tests</p> <p>Sentence completion</p> <p>Telegraphic Sentences</p> <p>Transformation Items.</p> <p>Cloze Test</p> <p>Translation</p> <p>Composition</p> <p>Open-ended questions</p> <p>Oral Interview</p>	<p>TEXTBOOKS <i>Viva III</i>, Lessons 4& 6 <i>Nos comunicamos</i>, Unit 4</p> <p>OTHER RESOURCES Songs: "Las gaviotas" "El hijo del Conde de Cabra" <p>(p.169)</p> </p>

Scope of Work - Grade 8

Unit 10 (cont'd)

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Expressing likes, dislikes and opinions.</p> <p>Talking about feeling pain in different parts of the body.</p>	<ul style="list-style-type: none">• Respond to yes/no and either/or questions• Identify statements as true or false.• Fill in the blanks with the correct forms of gusta / gustan etc.• Ask and answer questions using appropriate forms of doler.• Use a mí, a ti, a él etc. to clarify or emphasize likes, dislikes and opinions.• Use the question <i>¿Qué te parece...?</i> to solicit the opinion of classmates on various subjects, activities, classes, TV programmes etc.■ Write questions to interview partner.■ Interview partner about likes and dislikes and report responses orally or in writing.■ Prepare a personal profile for an imaginary penpal, including information about likes and dislikes.■ Work in pairs to create a comic strip.■ Role-play a situation involving a school nurse or doctor and a student who is ill.

Scope of Work - Grade 8

Unit 10 (cont'd)

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Verbs: 3rd person singular and plural Present Tense gustar, fascinar, encantar, molestar, parecer, doler with Indirect Object Pronouns.</p> <p>Use of a mí, a ti, a él etc. for emphasis and clarification. <i>A él le fascina el fútbol.</i></p> <p>Use of Definite Article with languages and school subjects</p> <p><i>Me gusta la geografía. Le duelen los dientes. No nos molesta el sol del estadio cuando el partido es interesante.</i></p>	<p>Objective Tests</p> <p>Cloze Test</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Translation</p> <p>Composition</p> <p>Oral Interview</p>	<p>TEXTBOOKS</p> <p><i>Converso mucho</i>, Units 5, 6 & 9</p> <p><i>Ya converso más</i>, Unit 7</p> <p><i>Español para la vida I</i>, Unit 10</p> <p><i>Español para la vida II</i>, Unit 3</p> <p><i>Viva II</i>, Lesson 8</p> <p>OTHER RESOURCES</p> <p><i>Crucigrama</i> (pp.184-185)</p>

Unit 11

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Talking about someone's identity, nationality, place of origin, profession, physical appearance, personality traits.</p> <p>Telling where people and things are located.</p> <p>Saying how people feel and look.</p>	<ul style="list-style-type: none"> - Fill in the blanks with the correct forms of ser and estar. - Complete sentences using appropriate adjectives of nationality - Write names of countries using upper case letters, and nationalities using lower case letters. - Fill in the names of countries and cities on maps - Listen to and sing song, "<i>Eres tú</i>" • Take turns asking and answering questions about the location of places in Jamaica and the Spanish-speaking world. • Write descriptive sentences about self and others, using ser and estar appropriately. • Describe mystery personalities for guessing game with classmates. • Ask questions in guessing game to identify mystery personalities. • Use a series of guide questions to write a descriptive paragraph. ▪ Compose original sentences illustrating the difference between ser and estar. ▪ Role-play an imaginary Hispanic visitor, asking about nationality and other personal information using ser and estar appropriately. ▪ Write a personal profile. ▪ Write a short paragraph based on an interview (in English) with a school or other personality. ▪ Write a brief description of a favourite person, friend, family member, TV or sports personality, giving information about name, age, likes and dislikes, appearance, nationality, hobbies, etc

Unit 11

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Verbs: ser and estar (distinctions in usage and meaning)</p> <p>Uses of SER: to express</p> <ul style="list-style-type: none"> (i) identity, nationality, (ii) profession, (iii) place of origin, (iv) personality traits, (v) physical characteristics <p><i>Bob Marley es jamaicano.</i> <i>¿Eres marinero?</i> <i>Mis padres son de la China.</i> <i>Soy generosa.</i> <i>Miguel es gordo.</i></p> <p>Omission of Indefinite article after ser with professions. <i>José fue carpintero.</i> <i>Mozart fue un músico famoso.</i></p> <p>Uses of ESTAR: to describe</p> <ul style="list-style-type: none"> (i) location (ii) temporary states and feelings. <p><i>El correo está cerca de la farmacia.</i> <i>Buenos Aires está en la Argentina.</i> <i>Estoy triste hoy.</i></p> <p>Vocabulary Names of Spanish-speaking countries and capitals</p> <p><i>al norte de</i> <i>al sur de</i> <i>al este de</i> <i>al oeste de</i></p>	<p>Objective Tests</p> <p>Cloze Test</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Translation</p> <p>Composition</p> <p>Open-ended questions</p> <p>Oral Interview</p>	<p>TEXTBOOKS</p> <p><i>Viva I</i>, Lessons 5, 6 & 8</p> <p><i>Español para la vida I</i>, Units 1, 3, 6 & 8</p> <p><i>Español para la vida II</i>, Unit 2</p> <p><i>Ya converso más</i>, Unit 1</p> <p><i>Viva III</i>, Lesson 3</p> <p>OTHER RESOURCES</p> <p>Guessing Game: <i>¿Quién es?</i></p> <p>Maps of Spanish-speaking countries (pp.177-179)</p> <p>Guessing game</p> <p>Song: "Eres tú" (p.169)</p>

Scope of Work

Grade 9

Summary of Language Content - Grade 9

UNIT 1	<ul style="list-style-type: none"> ➤ Verbs: Imperfect Tense of regular and irregular verbs ➤ Uses of the Imperfect Tense ➤ Verbs: Past Progressive Tense
UNIT 2	<ul style="list-style-type: none"> ➤ Verbs: Preterite and Imperfect Tenses: Distinction in usage. ➤ Verbs: Preterite Tense <i>ser</i> and <i>ir</i> ➤ Verbs: <i>Preterito Grave</i> and Irregular Preterites
UNIT 3	<ul style="list-style-type: none"> ➤ Adjectives: Regular and Irregular Comparative forms: <i>más/menos + adjective + que</i> ➤ Adjectives: Superlative forms <i>-ísimo (a), el más, la más, etc.</i> ➤ Demonstrative Adjectives and Pronouns: Distinction in usage of <i>ese, ése, and aquel, aquél, etc.</i> ➤ Review: Demonstrative Adjectives and Pronouns <i>este, éste etc.</i>
UNIT 4	<ul style="list-style-type: none"> ➤ Pronouns: Double Object Pronouns
UNIT 5	<ul style="list-style-type: none"> ➤ Verbs: Present Perfect Tense of regular and irregular verbs ➤ Adjectives: Past Participle used as Adjective
UNIT 6	<ul style="list-style-type: none"> ➤ Negative words and Affirmative counterparts ➤ Double Negatives ➤ Verbs: Infinitive used after: (i) conjugated verbs (ii) prepositions
UNIT 7	<ul style="list-style-type: none"> ➤ Review: Commands (familiar affirmative singular) ➤ Verbs: Commands (all forms) ➤ Use of Object Pronouns with Commands
UNIT 8	<ul style="list-style-type: none"> ➤ Pronouns: Impersonal Pronoun <i>se</i> used with 3rd person singular verbs. ➤ Pronouns: Relative Pronoun <i>que</i>.

Summary of Language Content - Grade 9

UNIT 9	<ul style="list-style-type: none">➤ Numbers: Ordinal numbers 1-10➤ Adjectives: Apocoptation➤ Prepositions: <i>por</i> and <i>para</i>
UNIT 10	<ul style="list-style-type: none">➤ Review: Use of the Infinitive after conjugated verbs.➤ Verbs: Present Subjunctive of regular, stem-changing and first-person irregular verbs➤ Difference between the Spanish use of the Subjunctive and the English use of the Infinitive and Indicative.➤ Use of the Subjunctive after verbs of<ul style="list-style-type: none">(i) wishing, wanting and preferring(ii) hoping

Unit 1

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Seeking and giving information about habitual actions in the past.</p>	<ul style="list-style-type: none">• Respond to yes / no and either / or questions.• Identify statements as true or false.• Complete sentences with the correct forms of the verb in the Imperfect Tense.• Transform sentences from the Present to the Imperfect Tense.• Listen to a passage including descriptions of past habitual actions and answer related questions in writing.• Answer questions about past habitual actions of others (e.g., friends, family)• Talk/Write about personal habitual actions in the past, using cues such as <i>cuando tenía ... años, cuando era niña, todos los días.</i>■ Write questions to interview classmates about their past habitual actions and report to the class.■ Create sentences comparing and contrasting present and past habitual actions and activities and present orally.■ Write a paragraph including references to past habitual actions.

Scope of Work - Grade 9

Unit 1

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Verbs: Imperfect Tense of regular and irregular -ar, -er, and -ir verbs</p> <p>Use of the Imperfect Tense to describe past habitual actions</p> <p><i>Cada año iban al campo.</i></p>	<p>Objective Tests</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Transformation Items</p> <p>Cloze Test</p> <p>Open-ended questions</p>	<p>TEXTBOOKS</p> <p><i>Vamos amigos III,</i> Section 5</p> <p><i>Viva III,</i> Lessons 2 & 3</p> <p><i>Español para la vida III,</i> Unit 3</p>

Scope of Work - Grade 9

Unit 1 (cont'd)

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Describing persons, places, things in the past</p> <p>Telling age and time in the past</p>	<ul style="list-style-type: none"> • Convert statements of time from present to past tense. (e.g., <i>Es la una - Era la una</i>) • Rewrite descriptive sentences changing verbs from Present to Imperfect tense. • Supply the correct Imperfect Tense forms of verbs, based on given Infinitive cues. • Ask and answer questions about age and time in the past using the Imperfect Tense, e.g.: <i>¿Cuántos años tenía Magdalena en 1988?</i> • Read a passage including descriptions in the past and answer related questions orally. ■ Compose original sentences illustrating the different uses of the Imperfect Tense.
<p>Describing actions in progress in the past.</p>	<ul style="list-style-type: none"> • Respond to yes/no and either/or questions • Identify statements as true or false. • Convert sentences from Present Progressive to Past Progressive Tense. • Answer questions about actions in progress at specific times in the past. • Fill in the blanks to complete a listening comprehension passage. ■ Interview classmates about their actions in progress at specific times in the past and report responses.

Scope of Work - Grade 9

Unit 1 (cont'd)

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Use of the Imperfect Tense</p> <p>(i) to describe persons, places and things in the past.</p> <p>(ii) to express age and time in the past.</p> <p><i>Era una noche fría de invierno</i></p>	<p>Objective Tests</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Transformation Items</p> <p>Cloze Test</p> <p>Open-ended questions</p>	<p>TEXTBOOKS</p> <p><i>Vamos amigos III,</i> Section 5</p> <p><i>Español para la vida III, Unit 3</i></p>
<p>Verbs: Past Progressive Tense (Imperfect of <i>estar</i> + gerund)</p> <p><i>Estaban comiendo en el restaurante</i> OR <i>Comían en el restaurante.</i></p>	<p>Objective Tests</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Transformation Items</p> <p>Cloze Test</p> <p>Open-ended questions</p>	

Scope of Work - Grade 9

Unit 2

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Narrating and describing in the past.</p>	<ul style="list-style-type: none"> • Listen to and write sentences illustrating the different uses of the Preterite and Imperfect tenses. • Answer true or false questions based on a reading passage. • Give short answers to questions about the past. • Complete sentences by selecting the Preterite or Imperfect forms of given verbs. • Listen to and sing songs “<i>Había una vez</i>” and “<i>Las mañanitas.</i>” • Rewrite a present-tense narrative in the past tense using the Preterite and Imperfect Tenses appropriately. • Ask and respond to questions about past actions relating to self and others, discriminating between the two tenses. • Read a passage about the past and answer written questions in complete sentences. ■ Prepare and use questions to interview classmates about the past, using Preterite and Imperfect tenses and report answers to class. ■ Write original sentences to illustrate the different uses of the Preterite and Imperfect Tenses. ■ Interview an older/famous person, prepare a written profile and present orally. ■ Narrate a real or imaginary incident using Preterite and Imperfect Tenses.

Scope of Work - Grade 9

Unit 2

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Verbs: Preterite and Imperfect Tenses:</p> <p>Distinction in usage:</p> <p>(i) Use of the Preterite for single, completed actions in the past.</p> <p>(ii) Use of Preterite and Imperfect Tenses for interrupted action.</p> <p><i>Los niños jugaban cuando entró la maestra.</i> <i>Mientras bailábamos Juan perdió las llaves de la casa.</i></p> <p>Verbs: Preterite Tense ser, ir.</p> <p>Verbs: Pretérito Grave and Irregular Preterites hacer, poner, conducir, venir, decir, traer, andar, poder, querer buscar, tocar, comenzar, caer</p>	<p>Objective Tests</p> <p>Transformation Items</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Cloze Test</p> <p>Translation</p> <p>Open-ended questions</p> <p>Composition</p> <p>Oral Interview</p>	<p>TEXTBOOKS</p> <p><i>Vamos amigos III</i>, Section 7 & 9</p> <p><i>Español para la vida III</i>, Unit 4</p> <p><i>Viva III</i>, Lesson 5</p> <p>OTHER RESOURCES</p> <p>Song: "Había una vez" "Las mañanitas" (p.188)</p>

Unit 3

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Making comparisons</p>	<ul style="list-style-type: none"> • Listen to a passage and respond to related yes / no and either / or questions. • Identify statements with comparatives as true or false. • Compose sentences making comparisons based on adjective cues. • Compose sentences comparing given pairs of persons and objects. • Take turns asking and answering questions using regular and irregular comparative adjectives. ■ Make statements comparing real objects, people, places, events, sports, school subjects, TV programmes etc. ■ Write a paragraph about family or friends including comparative adjectives.
<p>Using superlatives to describe and narrate.</p>	<ul style="list-style-type: none"> • Read to a passage and answer related yes/no and either/or questions. • Identify statements including superlatives as true or false. • Convert sentences from comparative to superlative form. • Describe self and others using the appropriate forms of superlatives adjectives. • Listen to a passage including superlative adjectives and answer related questions. • Fill in the blanks to complete a written version of a listening comprehension passage. ■ Write sentences about outstanding / famous people using appropriate comparatives and superlatives. ■ Translate sentences using the superlative form of Adjectives + de.

Scope of Work - Grade 9

Unit 3

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Adjectives: Comparative forms: más / menos + adjective + que</p> <p>Agreement of Comparative adjectives and nouns</p> <p><i>Estoy contento pero ella está más contenta que yo.</i></p> <p>Irregular comparatives: bueno mejor malo peor mayor menor</p>	<p>Objective Tests</p> <p>Transformation Items</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Cloze Test</p> <p>Open-ended questions</p> <p>Composition</p>	<p>TEXTBOOKS</p> <p><i>Converso mucho</i> Unit 13</p> <p><i>Ya converso más,</i> Unit 9</p> <p><i>Vamos amigos III,</i> Sections 11 -13</p> <p><i>Viva III,</i> Lesson 9</p> <p><i>Español para la vida II,</i> Unit 12</p>
<p>Adjectives: Superlative forms: ísimo (a), el más, la más etc. <i>Miguel ganó el premio más caro.</i></p> <p><i>La película fue buenísima.</i></p> <p>Idiomatic usage el más (la más) + Adjective + de + noun. <i>Kingston es la ciudad más importante de Jamaica.</i> (... the most important city <u>in</u> Jamaica.)</p>	<p>Objective Tests</p> <p>Transformation Items</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Cloze Test</p> <p>Open-ended questions</p> <p>Composition</p>	<p>TEXTBOOKS</p> <p><i>Ya converso más,</i> Unit 9</p> <p><i>Vamos amigos III,</i> Sections 11 - 13 & 17</p> <p><i>Viva III,</i> Lesson 7</p> <p><i>Español para la vida III,</i> Unit 8</p>

Scope of Work - Grade 9

Unit 3 (cont'd)

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Pointing out people and objects in specific locations.</p> <p>Distinguishing between objects and people in different locations.</p>	<ul style="list-style-type: none"> • Respond to yes/no and either/or questions. • Describe the position of different people and objects in the classroom. • Combine paired sentences converting Demonstrative Adjectives to Pronouns as appropriate. • Listen to and write sentences discriminating between Demonstrative Adjectives and Pronouns. • Talk about classroom objects using ese, aquel etc. appropriately. • Take turns asking and answering questions about specific objects and persons using a variety of verbs and tenses. • Make statements about objects and people in and out of the classroom using este, ese, and aquel etc. ■ Role-play a situation involving a tour guide and a tour group. ■ Interview classmates about their preferences, wishes and choice in relation to objects in different locations and report responses. ■ Work in pairs to create a skit involving a mother and a difficult child in a shopping episode.

Scope of Work - Grade 9

Unit 3 (cont'd)

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Demonstrative Adjectives and Pronouns: Distinction in use of <i>ese, ése,</i> and <i>aquel, aquél</i> etc.</p> <p><i>Ese edificio es La Catedral; aquél es el Ayuntamiento.</i></p> <p>Review: Demonstrative Adjectives and Pronouns <i>este, éste</i> etc.</p>	<p>Objective Tests</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Dictation</p> <p>Cloze Test</p> <p>Open-ended questions</p> <p>Composition</p>	<p>TEXTBOOKS</p> <p><i>Viva III, Lesson 1</i></p>

Unit 4

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Using Direct and Indirect Object Pronouns to refer to people and things.</p>	<ul style="list-style-type: none">• Answer yes/no and either/or questions based on a listening comprehension passage.• Substitute Object Pronouns for Nouns in sentences.• Select the correct Object Pronouns from a list to fill in the blanks.• Complete sentences or a paragraph by filling in the blanks with the correct Object Pronouns.• Answer open-ended questions about past and present actions substituting object pronouns for noun-objects.• Read a passage and answer written questions using Direct and Indirect Object Pronouns.• Combine paired sentences substituting Object Pronouns for nouns where appropriate.■ Prepare questions to interview classmates.■ Answer interview questions substituting Object Pronouns for nouns.■ Create a dialogue between a policeman and the victim of a robbery. Use Object Pronouns where appropriate.■ Write a short paragraph relating a past incident and using nouns and object pronouns as appropriate.

Scope of Work - Grade 9

Unit 4

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Pronouns: Double Object Pronouns.</p> <p>Position of Direct and Indirect Object Pronouns</p> <p><i>Me lo dijo Adela.</i></p> <p><i>le/les + lo(s), la(s) = se lo(s) la(s).</i></p> <p><i>¿Mandaste el dinero a tu mamá ?</i> <i>Sí, se lo mandé.</i></p>	<p>Objective Tests</p> <p>Transformation Items</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Cloze Test</p> <p>Translation</p> <p>Open-ended questions</p> <p>Composition</p>	<p>TEXTBOOKS</p> <p><i>Nos comunicamos</i>, Units 2, 4, 5, 11</p> <p><i>Vamos amigos III</i>, Sections 4 - 6, 9, 19</p> <p><i>Viva III</i>, Lesson 6</p>

Scope of Work - Grade 9

Unit 5

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
Describing what has happened and what one has done.	<ul style="list-style-type: none">● Read aloud sentences in the Present Perfect Tense.● Listen to and write sentences in the Present Perfect tense.● Respond to yes/no and either/or questions.● Identify statements as true or false.● Convert sentences from Present, Preterite and Imperfect Tenses to Present Perfect Tense.● Complete sentences by filling in the blanks with the correct Present Perfect tense forms of given verbs● Answer questions orally on completed actions and events.■ Prepare questions and interview classmates about what they have done and report to class.■ Make original statements about real or imaginary past experiences and achievements (movies seen, games played, places visited etc.)■ Use a weekly / daily schedule to report on actions completed.■ Create and act out a dialogue taking place at the end of the day between a working mother and a teen-age child on vacation. Include the use of the Present Perfect Tense.■ Write a letter from a friend on vacation overseas to another at home, describing what he or she has done.

Scope of Work - Grade 9

Unit 5

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Verbs: Present Perfect Tense of regular and irregular verbs (Present Tense of haber + Past Participle)</p> <p><i>Fui a Barcelona en 1994 pero no he visitado Paris.</i></p>	<p>Objective Tests Transformation Items Sentence Completion Telegraphic Sentences Oral Reading Dictation Cloze Test Open-ended questions Composition</p>	<p>TEXTBOOKS <i>Vamos amigos III</i>, Section 9 <i>Español para la vida III</i>, Unit 11</p> <p>OTHER RESOURCES Weekly / daily schedule</p>

Scope of Work - Grade 9

Unit 5 (cont'd)

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
Describing the state of people and things	<ul style="list-style-type: none"> • Fill in the blanks by selecting the correct form of estar or haber. • Identify descriptive statements as true or false. • Read a passage and answer related multiple choice questions. • Fill in the blanks to complete a written summary of a listening comprehension passage. • Make oral statements about states of being of self and others. • Write sentences describing states depicted in pictures using the Past Participles as Adjectives. • Describe states and condition mimed by classmates. ■ Compose original statements describing states or condition of people and objects and explain why. ■ Write a descriptive paragraph using Adjectives, Past Participles and a range of verbs and tenses.

Unit 6

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
Making negative statements	<ul style="list-style-type: none"> • Transform affirmative sentences into negative sentences. • Give negative answers to yes/no questions. • Respond appropriately to open-ended questions using double negatives. • Fill in the blanks to complete a summary of a listening comprehension passage. ■ Translate negative sentences into Spanish. ■ Compose original sentences using negative words.

Scope of Work - Grade 9

Unit 5 (cont'd)

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Estar + Past participles used as adjectives.</p> <p><i>abierto, cansado, dormido, aburrido, cerrado, sentado, colgado, acostado, emocionado, roto, cubierto, muerto</i></p> <p><i>El cielo estaba cubierto de nubes</i></p>	<p>Objective Tests</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Cloze Test</p> <p>Open-ended questions</p> <p>Composition</p>	<p>TEXTBOOKS</p> <p><i>Español para la vida III</i>, Unit 8</p> <p><i>Viva III</i>, Lessons 4 & 5</p>

Unit 6

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Negative words and Affirmative counterparts</p> <p><i>nunca - siempre</i></p> <p><i>nada - algo</i></p> <p><i>nadie - alguien</i></p> <p>Use of Double Negatives (Difference in English usage)</p> <p><i>El no llega nunca temprano a la escuela.</i></p> <p><i>Nunca llega temprano a la escuela.</i></p>	<p>Objective Tests</p> <p>Transformation Items</p> <p>Sentence Completion</p> <p>Translation</p> <p>Open-ended questions</p>	<p>TEXTBOOKS</p> <p><i>Ya converso más</i>, Unit 9</p> <p><i>Vamos amigos III</i>, Section 11</p> <p><i>Español para la vida III</i>, Unit 11</p>

Scope of Work - Grade 9

Unit 6 (cont'd)

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Talking about wishes, possibilities, needs, intentions and decisions.</p> <p>Telling when something is done</p>	<ul style="list-style-type: none"> • Respond to yes/no and either/or questions. • Listen to a passage and identify related statements as true or false. • Convert statements of fact (<i>Colin llega tarde</i>) into statements of intention etc. (<i>Colin piensa llegar tarde</i>) • Listen to and sing song, “<i>Guantanamera.</i>” • Read a passage and answer related questions in complete sentences. • Take turns asking and answering questions using the infinitive after conjugated verbs and prepositions. • Use guide questions to write a paragraph. ■ Translate sentences into Spanish using the Infinitive after conjugated verbs and prepositions. ■ Write a short narrative including the use of the Infinitive after prepositions and conjugated verbs. ■ Compose original sentences about personal wishes, needs etc. and those of others

Scope of Work - Grade 9

Unit 6 (cont'd)

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Verbs: Infinitive used</p> <p>(i) after conjugated verbs poder, saber, querer, necesitar, deber, desear, decidir, pensar, preferir</p> <p>(ii) after prepositions: para, al, antes de, después de</p> <p><i>Sé nadar pero no puedo nadar hoy.</i></p> <p><i>Decidió casarse con Pedro.</i></p> <p><i>Siempre me lavo las manos antes de comer.</i></p>	<p>Objective Tests</p> <p>Telegraphic Sentences</p> <p>Cloze Test</p> <p>Translation</p> <p>Open-ended questions</p> <p>Composition</p> <p>Oral Interview</p>	<p>TEXTBOOKS</p> <p><i>Vamos amigos III</i>, Sections 10, 12, 16.</p> <p><i>Viva III</i>, Lesson 9</p> <p>OTHER RESOURCES</p> <p>Song: "Guantanamera" (p.188)</p>

Unit 7

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Giving and responding to commands involving peers, adults, strangers.</p> <p>Making polite requests using commands</p> <p>Giving advice</p>	<ul style="list-style-type: none"> ● Listen to and carry out affirmative and negative commands given by teacher and classmates. ● Play game “<i>Simón dice.</i>” ● Listen to and sing songs “<i>Si me dan pasteles</i>” and “<i>Cielito lindo.</i>” ● Change infinitives into commands. ● Solve Find-a-word puzzle of names of buildings. ● Transform familiar and affirmative commands into polite and negative forms and vice versa. ● Use commands and the phrase <i>por favor</i> to make polite requests of teacher and classmates. ● Respond in Spanish to situations described in English using commands. ● Use commands to give advice in response to questions from classmates. ■ Write a short narrative including commands used with Object Pronouns. ■ Use commands to give directions to different locations. ■ Role-play situations involving an employer and a new employee, a mother and child, and a doctor and patient. ■ Work in pairs to prepare recipes, ads and instructions for different tasks, using commands. ■ Prepare a large poster with a list of rules for the class or school. ■ Role-play a telephone conversation including commands.

Scope of Work - Grade 9

Unit 7

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Review: Commands (familiar affirmative singular)</p> <p>Verbs: Commands (all forms) <i>Señora, no llore, por favor.</i> <i>Abran sus libros a la página cuarenta y seis.</i></p> <p>Use of Object Pronouns with Commands <i>Aquí tienes el dinero. No lo gastes ahora. Gástalo mañana.</i></p>	<p>Transformation Items</p> <p>Sentence Completion</p> <p>Oral Reading</p> <p>Cloze Test</p> <p>Translation</p> <p>Situation response</p> <p>Composition</p>	<p>TEXTBOOKS <i>Vamos amigos III</i>, Sections 3, 7, 10, 19</p> <p><i>Viva III</i>, Lesson 1</p> <p>OTHER RESOURCES Sample recipe (p.190)</p> <p>Find-a-word puzzle</p> <p>Game: "Simón dice" (Simon says)</p> <p>Songs: "Si me dan pasteles" "Cielito lindo" (p.189)</p>

Scope of Work - Grade 9

Unit 8

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Making general and impersonal statements</p> <p>Saying where items are bought, sold and found.</p> <p>Asking and telling the meaning of words.</p>	<ul style="list-style-type: none"> • Identify statements as true or false. • Unscramble jumbled words to create meaningful sentences. • Take turns asking and answering questions about where various items are bought or sold and about the meaning of words. • Read a passage and answer related questions in complete sentences. ■ Create signs using <i>se</i> in impersonal expressions. ■ Write own advertisements, signs, instructions etc. and display them on classroom walls or in scrap-books.
<p>Talking about specific persons, places, objects using the Relative Pronoun que.</p>	<ul style="list-style-type: none"> • Answer yes/no and either/or questions. • Listen to a passage and identify related statements as true or false. • Combine paired sentences using que. • Guess the identity of a person or object based on clues using the relative pronouns que. ■ Write sentences using the relative pronoun que to describe the identifying characteristics or functions of a person or object. ■ Ask questions using the relative pronoun que to solicit information about specific people and objects. ■ Listen to simple audio material, take notes and report. ■ Interview classmates about specific people and objects and report responses orally.

Scope of Work - Grade 9

Unit 8

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Pronouns: Use of Impersonal pronoun <i>se</i> with 3rd person singular verbs.</p> <p><i>Se prohíbe fumar.</i> <i>Se compra pan en la panadería.</i> <i>¿Cómo se dice.... en español?</i></p>	<p>Objective Tests Telegraphic Sentences Cloze Test Open-ended questions Situation Response</p>	<p>TEXTBOOKS <i>Vamos amigos III</i>, Section 5 <i>Español para la vida III</i>, Unit 10</p> <p>OTHER RESOURCES Sample signs and ads</p>
<p>Pronouns: Relative pronoun <i>que</i>.</p> <p><i>Un hombre que juega al fútbol es futbolista.</i> <i>Una cantante es una mujer que canta.</i></p>	<p>Objective Tests Sentence Completion Telegraphic Sentences Open-ended questions Composition</p>	<p>TEXTBOOKS <i>Vamos amigos III</i>, Section 7</p> <p>OTHER RESOURCES Guessing game: <i>¿Quién es?</i></p>

Scope of Work - Grade 9

Unit 9

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Using ordinal numbers and apocopated adjectives to describe and narrate</p>	<ul style="list-style-type: none"> • Identify statements including ordinal numbers as true or false. • Fill in the blanks with the long or shortened forms of adjectives as appropriate • Answer yes/no and either/or questions. • Fill in the blanks to complete a written summary of a listening comprehension passage. • Read a passage and answer related questions in complete sentences. • Take turns asking and answering questions about the position of class members in their families. • State the place of each day in the week and months in the year using ordinal numbers. • Use guide questions to describe the location of places on different floors of school buildings ■ Write a composition about three families living on different floors of an apartment building, including the use of ordinal numbers and the shortened and long forms of Adjectives.
<p>Saying how long an action lasts</p> <p>Telling whom, what or when something is for.</p> <p>Expressing destination</p>	<ul style="list-style-type: none"> • Fill in the blanks with por or para. • Unscramble jumbled words to create meaningful sentences. • Listen to a passage and answer multiple choice questions. • Identify objects and state their uses. • Ask and answer questions about who is to receive an item. • Ask and state the time when actions will be done. • Fill in the blanks to complete a written summary of a listening comprehension passage. ■ Translate sentences into Spanish using por or para as appropriate. ■ Write a paragraph including the different meanings of por and para.

Scope of Work - Grade 9

Unit 9

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Numbers: Ordinal numbers 1 - 10 <i>primero, segundo tercero etc.</i></p> <p>Adjectives: Apocoptation of adjectives</p> <p>(i) before masculine singular nouns. <i>ciento</i> › <i>cien</i> <i>primero</i> › <i>primer</i> <i>tercero</i> › <i>tercer</i> <i>uno</i> › <i>un</i></p> <p>(ii) before all singular nouns <i>grande</i> › <i>gran</i></p> <p>(iii) before masculine names except those beginning with To- and Do- <i>santo</i> › <i>san</i></p> <p>¿Quién es el el Primer Ministro?</p> <p>Paul Bogle era un buen hombre. San Juan es la capital de Puerto Rico. Caracas es una ciudad grande.</p>	<p>Objective Tests</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Cloze Test</p> <p>Open-ended questions</p> <p>Composition</p>	<p>TEXTBOOKS</p> <p><i>Vamos amigos III</i>, Section 4</p> <p><i>Viva III</i>, Lessons 7 & 10</p>
<p>Prepositions: por, para</p> <p>por = for (specified length of time) para = for (destined for)</p> <p><i>En la misa el cura habló por una hora y cuarenta y cinco minutos.</i></p> <p><i>Es un cuchillo para cortar la carne.</i></p>	<p>Objective Tests</p> <p>Sentence Completion</p> <p>Cloze Test</p> <p>Translation</p> <p>Open-ended questions</p> <p>Composition</p>	<p>TEXTBOOKS</p> <p><i>Vamos amigos III</i>, Sections 14 & 16</p>

Scope of Work - Grade 9

Unit 10

COMMUNICATIVE FUNCTIONS	LEARNING ACTIVITIES
<p>Saying what one wishes or wants others to do</p> <p>Saying what one hopes or prefers that others do</p>	<ul style="list-style-type: none">• Fill in the blanks with the correct form of the Present Subjunctive.• Listen to and write sentences, discriminating between verbs in the Indicative and Subjunctive moods.• Read aloud with correct pronunciation sentences containing verbs in the Present Indicative, Preterite and Present Subjunctive.• Use guide questions to write a paragraph including verbs in the Subjunctive• Listen to a passage and answer related questions in writing.• Convert commands given to classmates by teacher into wishes and preferences.■ Compose original sentences to illustrate the difference in usage and meaning of the Subjunctive and Infinitive after conjugated verbs.■ Read a dialogue including commands and report commands using subjunctive.■ Translate sentences into Spanish using the infinitive or subjunctive as appropriate.■ Express three wishes for self and three wishes for another.

Scope of Work - Grade 9

Unit 10

CONTENT	ASSESSMENT	LEARNING RESOURCES
<p>Review: Use of the Infinitive after conjugated verbs</p> <p>Verbs: Present Subjunctive of regular, stem-changing and first-person irregular verbs</p> <p>Difference between the Spanish use of the Subjunctive and the English use of the Infinitive and Indicative after conjugated verbs.</p> <p>Uses after verbs of (i) wishing, wanting and preferring <i>Quiero mirar un video, pero mi mamá prefiere que yo estudie para mis exámenes. (... but my mother prefers me to study.)</i></p> <p>(ii) hoping <i>Esperamos que Teresa y Mariana acepten nuestra invitación. (... will accept our invitation)</i></p>	<p>Objective Tests</p> <p>Sentence Completion</p> <p>Telegraphic Sentences</p> <p>Oral Reading</p> <p>Dictation</p> <p>Cloze Test</p> <p>Translation</p> <p>Open-ended questions</p> <p>Composition</p>	<p>TEXTBOOKS</p> <p><i>Vamos amigos III</i>, Sections 10 & 12</p> <p><i>Español para la vida III</i>, Unit 5</p> <p>OTHER RESOURCES</p> <p>Crossword puzzle</p>

Sample Lesson Plan # 1 (Communicative Grammar Lesson)

Objectives: Formulate the objectives both in terms of what the student should know at the end of the lesson (**Knowledge Objectives**), and in terms of what they should be able to do with that knowledge (**Communication Objectives**). Students *must* be able to use the language for some real purpose and in real (or realistic) situations.

Duration: Two class periods

Level: All levels

Warm-up: Use warm-up exercises to review previously covered material and for communicative practice e.g., with greetings, standard questions about the weather, date, time, health, or other personalized questions (e.g. *¿Cómo estás? ¿Cuál es la fecha? ¿Qué tiempo hace hoy?*)

Presentation: Explain objectives of the lesson. Spend between 5 and 10 minutes on the presentation, explanation and illustration of the main content of the lesson.

Practice: At this stage the teacher structures learning and controls language use. Exercises will include various kinds of guided oral and written exercises (drills, questions and answers, substitutions, conversions, completions, workbook exercises etc). This practice phase will inevitably include some mechanical (rather than communicative) exercises. It is therefore important to move on as quickly as possible from this stage to the stage of real communication.

Production: In this phase the students are allowed to imitate as far as possible the process of real communication. They may choose what they want to say and how they will say it within the constraints of their linguistic knowledge. They can use the language for real purposes: for interacting with their classmates and making autonomous statements.

Summary and Evaluation: Conclude with a brief review of the main content of the lesson and with a formal or informal evaluation of what has been taught.

Sample Lesson Plan # 2 (Song Lesson)

Preparation

1. Choose a song that illustrates the structures, vocabulary, idioms etc. to be practised.
2. Transcribe the lyrics and highlight the items to be emphasized.
3. Prepare a lesson plan that will include activities to practise the four skills.

Level: All levels

Duration: One class period

Objectives:

- to reinforce specific grammatical structures
- to build vocabulary and practise pronunciation
- to practise creative writing skills

Procedure:

1. Inform students of target structures, vocabulary etc. to be identified.
2. Students listen to the song passively, and actively (i.e. noting specific items).
3. Students report what they have heard.
4. Students listen to song while reading the transcribed lyrics
5. Explain unfamiliar words and expressions to make sure students understand the meaning of the song
6. Students read lyrics aloud, paying attention to pronunciation.
7. Students sing along when they are familiar with the tune.
8. Do practice exercises e.g., substituting new subjects and verbs, vocabulary items, finding synonyms and antonyms.
9. **Homework assignments:**
Memorize lyrics
Compose another verse for the song.

Sample Lesson Plan # 3 (Listening Comprehension Lesson)

Preparation

Select a passage carefully, ensuring that it contains vocabulary and structures that are familiar, and that its meaning will not be too difficult to guess. The passage should require a reading time of between two and four minutes, depending on the grade level and competence of the class. If these are available, tapes using native speakers and appropriate for the level of the students are the most desirable.

Objectives

To give students practice in

- understanding and responding to spoken Spanish
- selecting, processing and presenting in Spanish information from an oral source

Duration: One class period

Procedure

1. Inform students of the objectives of the lesson.
2. Read slowly at the beginning stages. The pace can increase as the students develop greater competence.
3. Read the passage at least twice.

Sample Tasks and Tests

- Either/or, yes/no questions, and true/false statements
- Written multiple choice questions
- Discuss the content in English
- Ask open-ended questions which students will answer in complete sentences. Where this is appropriate, encourage the omission of subject pronouns and the substitution of Object Pronouns for Nouns. If the answers to these questions are to be given orally, the more natural short-answer responses should be accepted.
- Open class discussion in Spanish of details of the passage (for more advanced classes).
- Fill in the blanks to complete a prepared written summary of the passage.
- Divide class into groups to cooperate in writing a summary of the passage.

Sample Lesson Plan # 4 (Culture Project)

Objectives:

- to introduce students to aspects of Hispanic culture
- to encourage students to work together cooperatively.
- to develop students' research skills

Level: May be adapted according to the age and competence of the students

Duration: 3 - 4 weeks

Procedure

1. Divide the class into groups and allow each group to select a group leader
2. Assign a different country or cultural topic to each group or ask each group to make its selection.
3. Assign tasks and define the scope of the project.

Tasks may include:

- Library research
 - Consultation of Spanish-speaking embassies and various resource persons
 - Practical tasks such as construction of items, preparation of a dish etc.
 - Gathering of pictures and other items for display
 - Written reports
4. **Evaluation:** Explain that one grade will be given to the entire group for the final product.

OVERVIEW OF LANGUAGE CONTENT GRADES 7 - 9

	GRADE 7	GRADE 8 Everything for Grade 7 plus:	GRADE 9 Everything for Grades 7 & 8 plus:
NOUNS	Gender Number		
ADJECTIVES	Gender Number Position Indefinite: muchos, muchas, poco(s), poca(s) . Possessives (short forms): mi(s), tu(s) , etc.	Demonstratives: este, estos, esta(s), ese, esos, esa(s)	Apocopation (Shortened Forms) Comparisons of inequality Irregular Comparatives Superlatives Demonstratives: aquel(los), aquella(s) Past Participle used as adjective
ARTICLES	Definite and Indefinite Gender Number Definite Article with: days of the week, titles, time of day.	Omission of Indefinite Article after ser . Use of Definite Article with: parts of the body, articles of clothing, names of languages and school subjects	
VERB FORMS and TENSES	Present Tense (Regular) Present Tense (Irregular): ser, estar, ir, tener	Present (Irregular and Stem-changing) Reflexive Verbs Preterite (Regular) High Frequency Irregular Preterites Present Progressive Positive Familiar Commands (Singular)	Preterite (Irregular) Preterite (Stem-changing) Imperfect Past Progressive Present Perfect Commands (all forms) Present Subjunctive (regular verbs) **

PRONOUNS	Subject Reflexive (singular: me, te, se)*	Direct Object Indirect Object Reflexive Demonstrative: éste, ése, ésa etc.	Double Object Impersonal se Relative pronoun que** Demonstrative: aqué, aquélla etc.
PREPOSITIONS	a, de, en, con, entre, sobre, debajo de, delante de, al lado de, detrás de Contractions (al, del)	a, en (distinction in use and meaning)	por, para
VERB PHRASES and SPECIAL USES	tener, hay ser, estar llamarse (Present Tense Singular) hacer with weather expressions First-person plural command (vamos a)	ser & estar gustar, fascinar, encantar, molestar, parecer, doler ir a/ acabar de/tener que + infinitive	Infinitive as noun Infinitive after prepositions and conjugated verbs (poder, querer, saber, preferir etc.) Preterite and Imperfect poder, saber
NUMBERS	Cardinal numbers (0-100)	Cardinal Numbers beyond 100	Ordinal numbers
IDIOMATIC USES	Use of de to show possession Word order in questions Simple Negative Sentences	Personal a Adjectival use of de + noun to indicate materials	Double Negatives
ADVERBS	Adverbs of time and place aquí, allá, ahora, hoy, mañana	Adverbs of time ayer, anoche, anteaer, pasado mañana	Adverbs of manner generalmente, rápidamente etc.
	* Not stressed until Grade 8		** Not stressed until Grade 10

List of Resources

STUDENT TEXTBOOKS

Grade 7

Moore, Zena.

Español para la vida
Book 1 (2nd ed.)
Thomas Nelson and
Sons. UK, 1994.

Moodie, S. And De Rondón

¡Viva! Book 1. Longman, 1990.

Belisle-Chatterjee, A. et al.

Converso mucho. National Textbook Co. Illinois, U.S.A, 1990.

Figueroa, D.

Colibrí Readers: en nuestra casa Caribbean Universities Press.

Grade 8

Moore, Zena.

Español para la vida. Book 2 (2nd ed.) Thomas Nelson and
Sons. UK, 1994.

Moodie, S. & De Rondón

¡Viva! Book 2. Longman, 1991.

Belisle-Chatterjee, A. et al.

Ya converso más. National Textbook Co. Illinois, U.S.A., 1990.

Grade 9

Moore, Zena.

Español para la vida. Book 3 (2nd ed.) Thomas Nelson and
Sons. UK.

Moodie, S. & De Rondón

¡Viva! Book 3. Longman, 1991.

Belisle-Chatterjee, A. et al.

¡Nos comunicamos! National Textbook Co. Illinois, U.S.A.,
1990.

Lewis, Heloise et. al.

Vamos amigos Book 3 (New Edition). Longman Caribbean
1983.

TEACHER RESOURCES

Reference Grammar

- Zacks Da Silva, Z. *A Concept Approach to Spanish*. Harper & Row, New York, 1975.
- Butt, J. & Benjamin, C. *A New Reference Grammar of Modern Spanish*. 2nd Edition. Edward Arnold, UK. 1994.
- Turk, P. & Zollo, M. *Nueva Gramática Comunicativa*. National Textbook Co., Illinois, U.S.A. 1995.

Practical Resources

- Nassi, R. & Bernstein, B. *Primer Libro* AMSCO School Publications Inc.
- Belisle-Chatterjee, A et. al. *Converso mucho; Ya converso más; Nos comunicamos* National Textbook Co. Illinois, U.S.A., 1990
(I) Annotated Teacher's Editions
(ii) Teacher's Resource and Activity Books
(iii) Audio cassettes
(iv) Testing Programmes
- DeCesare, Ruth *Songs for the Spanish Class* (Songbook and Tape). National Textbook Co., Illinois, U.S.A.
- Plymen, Ana *Es decir* (Repromasters with Teacher's Notes). Mary Glasgow Publications, London.
- Ideas prácticas para la clase de español*. Mary Glasgow Publications, London, 1992.
- Ramboz, Ina W. *Christmas Songs in Spanish*. National Textbook Co., Illinois, U.S.A.
- Roach, Eloise *Siete piezas fáciles*. National Textbook Co., Illinois, U.S.A.
- Skaife, Linda *Creative Communicative Activities for the Spanish Class*. National Textbook Co., Illinois, U.S.A.
- Thompson, Corrie *Cinco comedias*. National Textbook Co., Illinois, U.S.A.

Cultural Resources

Luce, Louise F.

The Spanish-Speaking World. National Textbook Co., Illinois, U.S.A.

Manual de cultura hispanoamericana. Spanish Language Teaching Project, Ministry of Education, Kingston, Jamaica, 1982.

Professional Resources

Chastain, K.

Developing Second-Language Skills: Theory to Practice. Houghton Mifflin Co. 1976.

Omaggio Hadley, Alice

Teaching Language in Context (2nd edition) Heinle & Heinle Publishers, Boston, Massachusetts.

Rivers, W. & Azevedo, M.

Teaching Spanish: A Practical Guide. National Textbook Co., Illinois, U.S.A., 1988.

Johnson, K. & K. Morrow, eds.

Communication in Classroom: Applications and Methods for a Communicative Approach. Longman, 1981.

Hancock, C. Ed

Teaching, Testing and Assessment: Making the Connection. National Textbook Co., Illinois, U.S.A. 1994.

Danesi, M.

Puzzles and Games in Language Teaching. National Textbook Co. Illinois, U.S.A.

Grittner, Frank.

Teaching Foreign Languages. Harper and Row, New York, 1977.

HISPANIA, Journal of the American Association of Teachers of Spanish and Portuguese, University of Colorado, U.S.A.

Instructional Material
Grade 7

Songs

Buenos días (Unit 1)
(*"Are you sleeping, brother John?"*)

Buenos días, ¿cómo estás?
Muy bien, gracias,
Y ¿cómo te va?

Buenos días, ¿cómo está?
Muy bien, gracias, Y ¿cómo le va?

Uno dos tres niñitos (Unit 2)
(*"One little, two little, three little Indians"*)

Uno, dos, tres niñitos
Cuatro, cinco, seis niñitos
Siete, ocho, nueve niñitos
Diez niñitos son.

Uno, dos, tres niñitos.
¿Cuántos son? Tres niñitos
Cuatro, cinco, seis niñitos
Dan los buenos días.

Siete, ocho nueve niñitos
¿Cuántos son? Nueve niñitos
y uno son diez niñitos
y dan los buenos días.

Somos los diez niñitos
Nueve, ocho, siete niñitos
seis, cinco, cuatro niñitos
Tres, dos, uno adiós.

Los niños en España (Unit 3)

Los niños en España
cantan canciones de amor
Los pajaritos cantan
cantan todos su canción

Los niños en España
cantan canciones de amor

Los periquitos cantan,
cantan todos su canción
(*Add other birds: canaritos, palomitas,
gorrioncitos etc.*)

Dos y dos son cuatro (Unit 4)

Dos y dos son cuatro
Cuatro y dos son seis
seis y dos son ocho
y ocho, dieciséis
y ocho, veinticuatro
y ocho, treinta y dos
y ocho, son cuarenta
y ya se acabó.

Dime reloj (Unit 6)

Dime reloj, ¿qué hora es?
Tic, toc, tic, toc
La una es
Don.

Dime reloj, ¿qué hora es?
Tic, toc, tic, toc
Ya son las dos
Don, don.

Dime reloj, ¿qué hora es?
Tic, toc, tic, toc
Ya son las tres
Don, don, don.

Dime reloj, ¿qué hora es?
Tic, toc, tic, toc
Las cuatro son
Don, don, don, don.

Se levanta la niña (Unit 6)

Se levanta la niña a la una
Porque viene la madrugada
Porque vienen la una y la nada
¡Ay! ¡qué linda la madrugada!

Se levanta la niña a las dos
Porque viene la madrugada
Porque vienen las dos y la una y la nada
¡Ay! ¡qué linda la madrugada!

Se levanta la niña a las tres
Porque viene la madrugada
Porque vienen las tres y las dos y la
una y la nada
¡Ay! ¡qué linda la madrugada!

Se levanta la niña a las cuatro
Porque viene la madrugada
Porque vienen las cuatro y las tres
y las dos y la una y la nada
¡Ay! ¡qué linda la madrugada!

Se levanta la niña a las cinco etc.

Tengo, tengo, tengo (Unit 8)

Tengo, tengo, tengo
Tú no tienes nada
Tengo tres ovejas
en una manada.

Una me da leche
Una me da lana
y otra mantequilla
para la mañana.

Los pollitos dicen (Unit 8)

Los pollitos dicen
pío, pío, pío
Cuando tienen hambre,
cuando tienen frío.

La gallina busca
el maíz y el trigo
les da su alimento
y les da su abrigo.

Hoy es lunes (Unit 9)
(*"Are you sleeping, brother John"*)

Hoy es lunes, hoy es lunes
¿Qué comer? ¿Qué comer?
Como las legumbres
Como las legumbres
¡Ay qué bien! ¡Ay qué bien!

Hoy es martes, hoy es martes
¿Qué comer? ¿Qué comer?
Como los tomates, como los tomates
¡Ay qué bien! ¡Ay qué bien!

Hoy es miércoles, hoy es miércoles etc.
Como muchas fresas etc.

Hoy es jueves, hoy es jueves etc.
Como las cerezas etc.

Hoy es viernes, hoy es viernes etc.
Como las naranjas etc.

Hoy es sábado, hoy es sábado etc.
Como mucho helado etc.

Hoy es domingo, hoy es domingo etc.
Como muchas frutas etc.

De esta manera (Unit 9)
(“Here we go round the mulberry bush”)

De esta manera lavamos la ropa
Así, así, así, así
De esta manera lavamos la ropa
El lunes por la mañana.

De esta manera planchamos la ropa
Así, así, así, así
De esta manera planchamos la ropa
El martes por la mañana.

De esta manera cosemos la ropa
Así, así, así, así
De esta manera cosemos la ropa
El miércoles por la mañana.

De esta traemos el agua
Así, así, así, así
De esta manera traemos el agua
El jueves por la mañana.

De esta manera hacemos las compras
Así, así, así, así
De esta manera hacemos las compras
El viernes por la mañana.

De esta manera limpiamos la casa
Así, así, así, así
De esta manera limpiamos la casa
El sábado por la mañana.

De esta manera nos vamos a misa
Así, así, así, así
De esta manera nos vamos a misa
El domingo por la mañana.

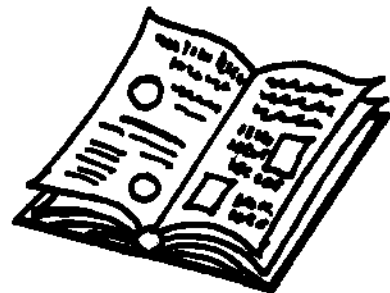
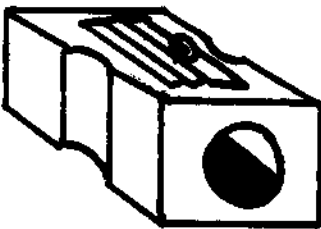
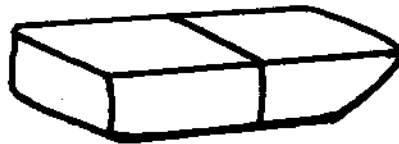
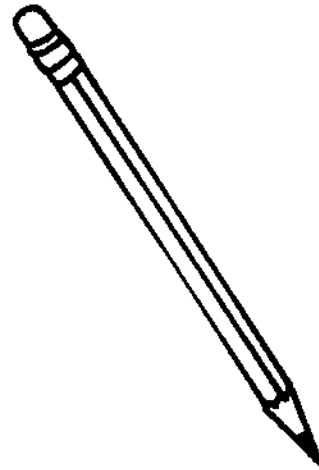
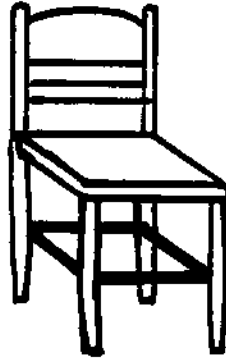
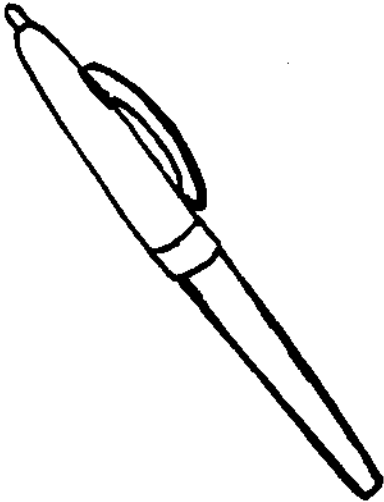
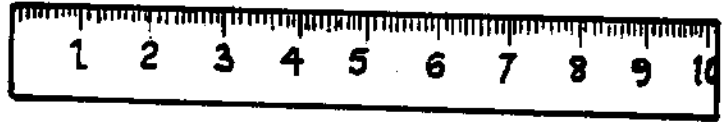
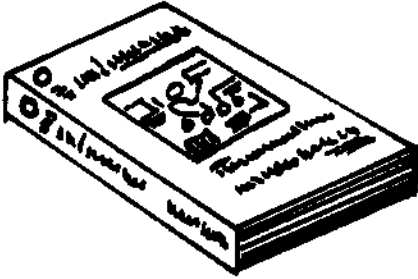
Quiero mi libro (Unit 11)
(“Hold him Joe”)

Quiero mi libro, (Tres veces)
¿Dónde está?
Quiero mi libro, (Tres veces)
¿Dónde está?
¿Está en mi bolsa? ¡No está!
¿Está en el armario? ¡No está!
¿Está en tu pupitre? ¡Sí, está!

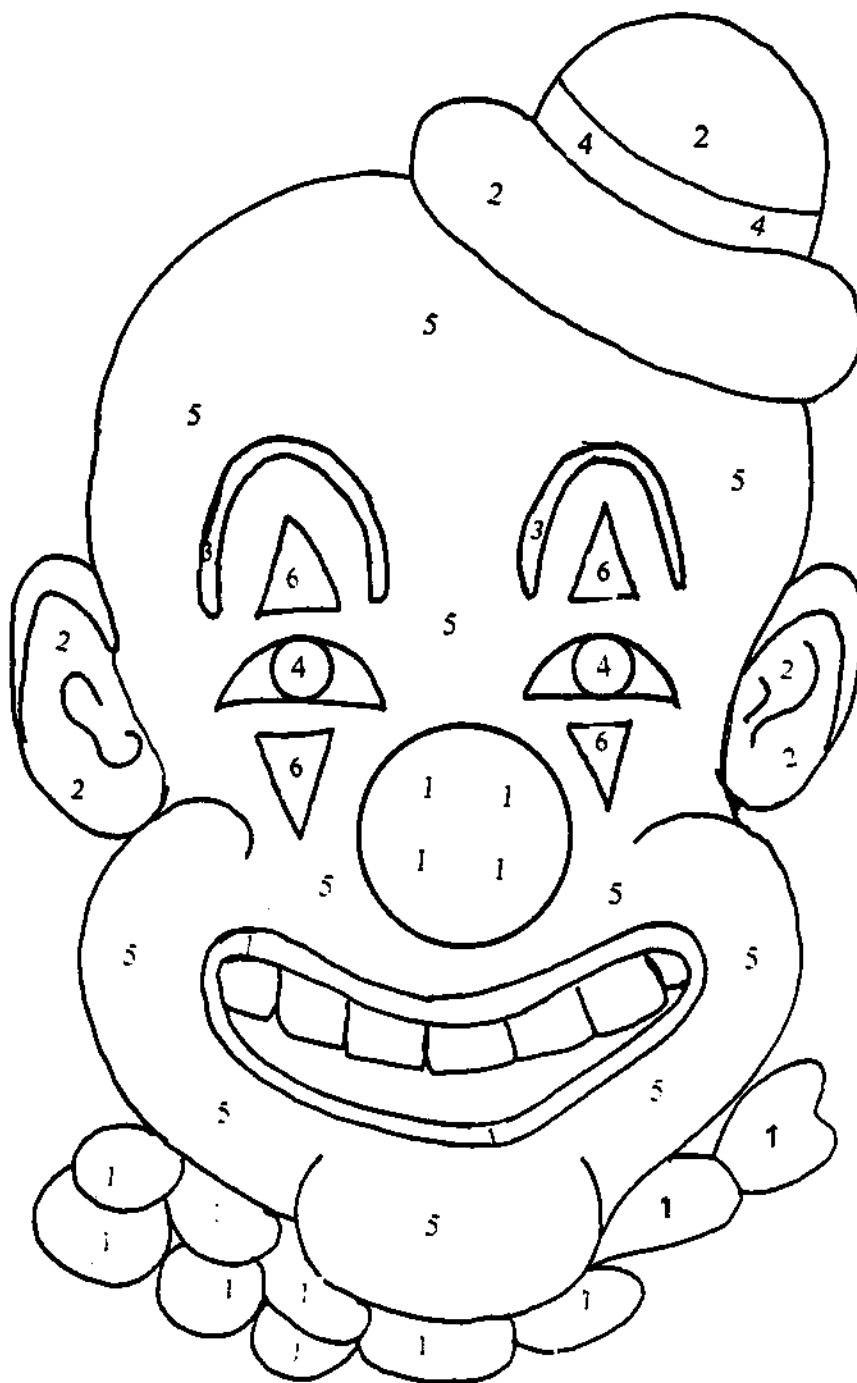
Voy, voy, voy feliz (Unit 10)
(“Row, row, row your boat”)

Voy, voy, voy feliz
Río abajo voy
En mi barquita de vela contento
¡Qué contento estoy!

Unit 1
En la clase

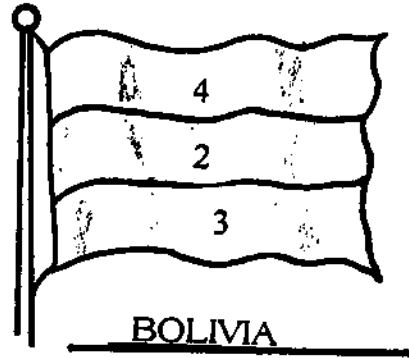
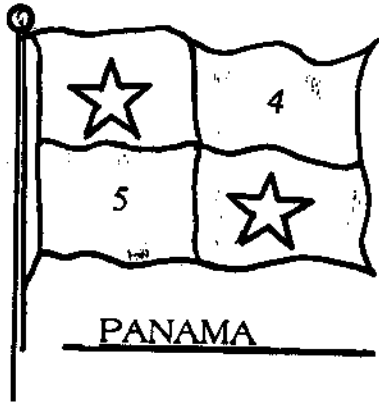


Unit 2
Los colores

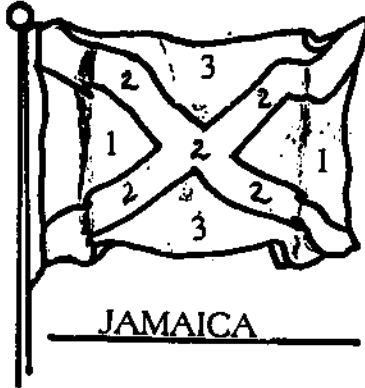


	blanco
1	rojo
2	verde
3	negro
4	azul
5	amarillo
6	pardo

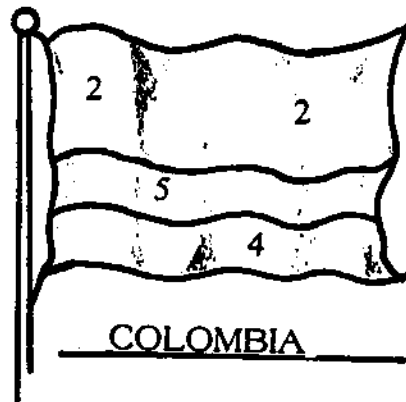
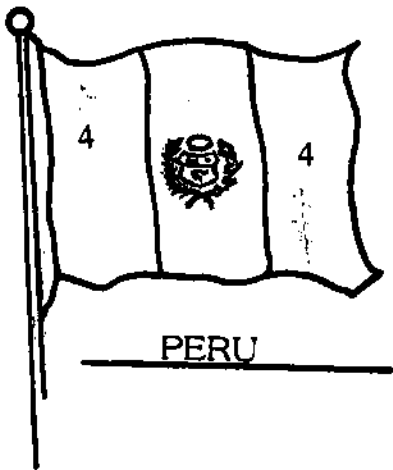
Unit 2
Las banderas



- blanco
- 1 negro
- 2 amarillo



- verde 3
- rojo 4
- azul 5



Unit 6
HORARIO DE CLASES

Hora	lunes	martes	miércoles	jueves	viernes

Unit 9

Mi Agenda

Unit 9

Buscapalabras

Los días de la semana

N O D D O M L U N S
O R S O D A B A S E
R I E M J S I S V T
M N V I E R N E S R
A E E N V U G L E A
R U U G S A B A R M
J L J O L U N E T A
S E L O C R E I M R

Unit 9

Buscapalabras

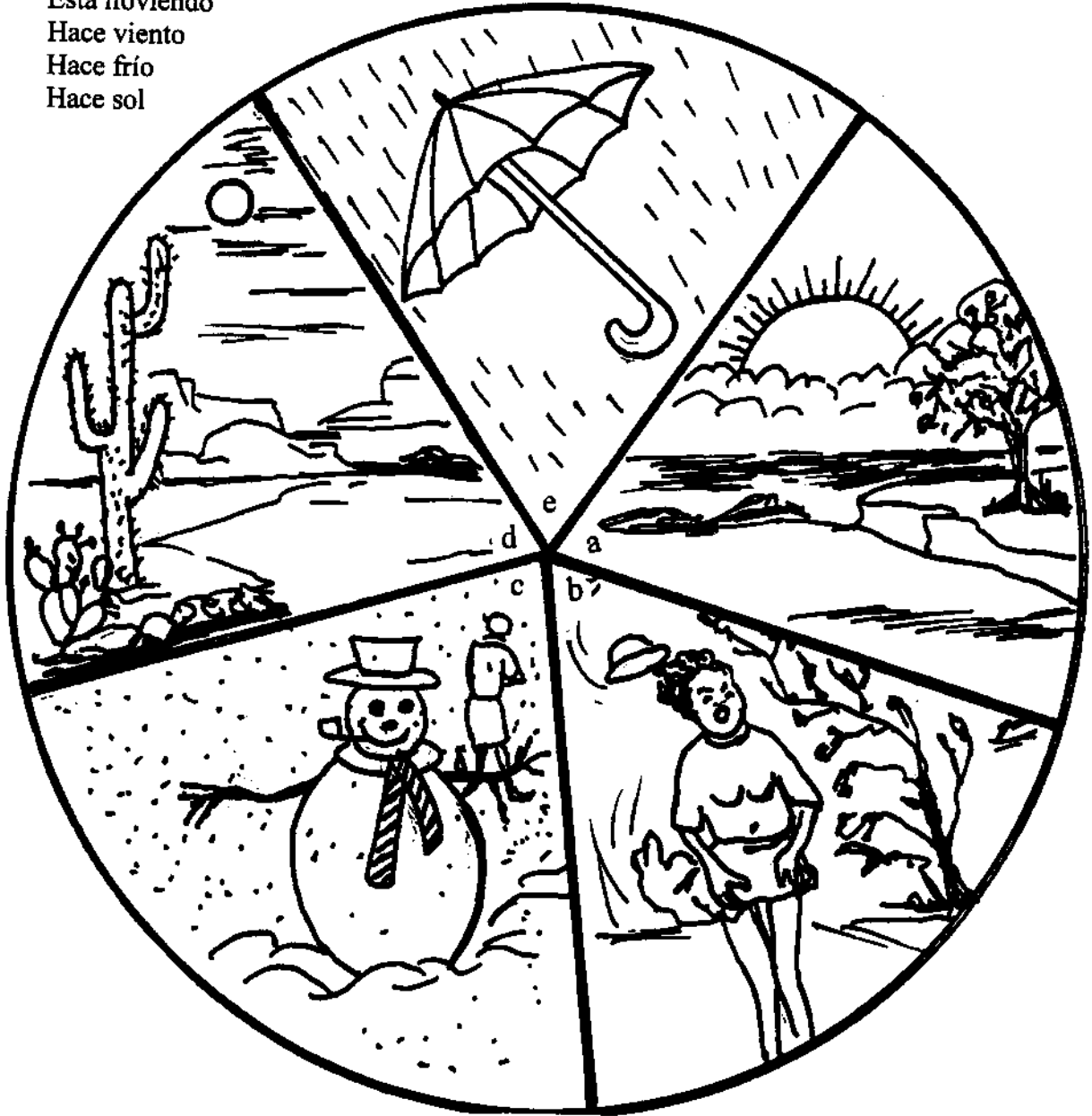
Los meses del año

P	T	E	O	C	T	B	O	J	Y
A	E	N	O	I	V	R	I	A	M
B	R	I	L	M	L	B	N	B	M
F	B	E	R	D	A	U	U	R	A
S	M	Z	E	I	L	U	J	I	R
E	E	O	R	C	J	U	N	L	Z
P	I	M	Z	I	F	E	I	G	O
T	V	E	R	E	E	R	B	R	T
I	O	Y	A	M	B	R	E	G	S
E	N	O	M	B	R	N	U	J	O
M	A	R	Z	R	E	T	S	O	G
B	F	I	B	E	R	S	E	P	A
R	E	C	N	J	O	R	B	T	V
E	O	C	T	U	B	R	E	N	O

Unit 9

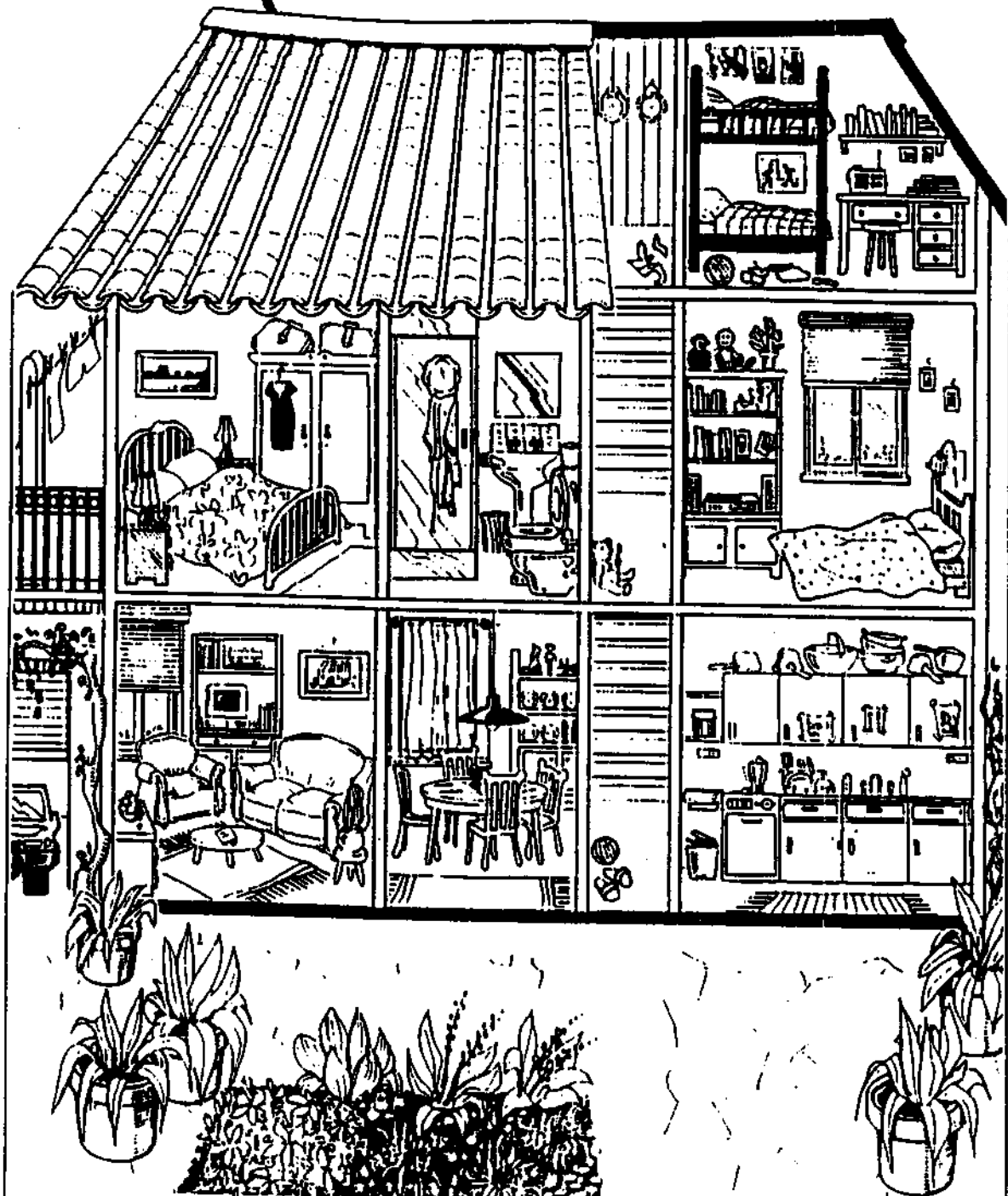
¿Qué tiempo hace?

- Hace calor
- Está lloviendo
- Hace viento
- Hace frío
- Hace sol



- a
- b
- c
- d
- e

Unit 12
Los cuartos de la casa

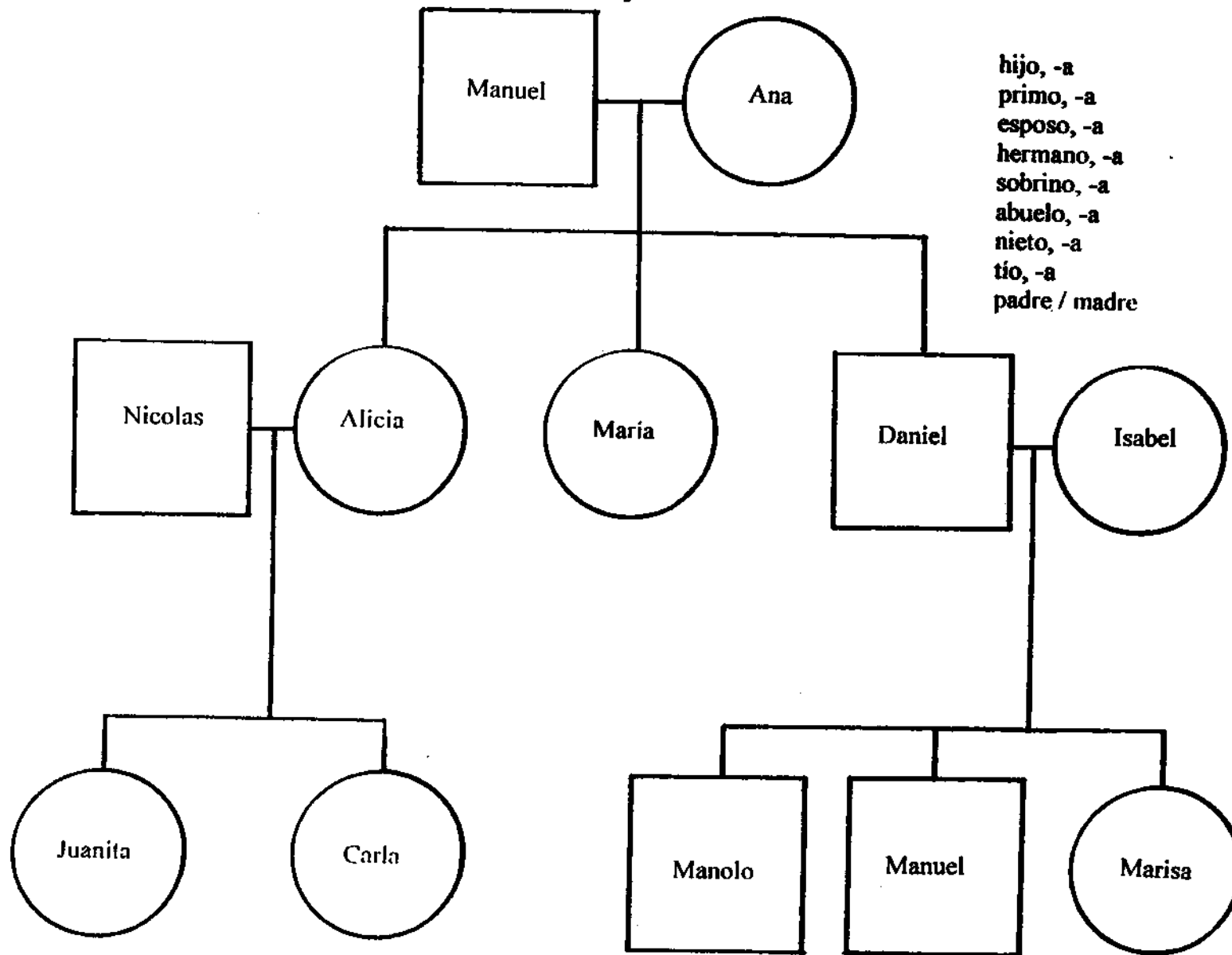


la cocina
el comedor
el cuarto de baño

un dormitorio
la escalera
el garaje

el jardín
el salón

Unit 12
La familia



hijo, -a
primo, -a
esposo, -a
hermano, -a
sobrino, -a
abuelo, -a
nieto, -a
tío, -a
padre / madre

Unit 4

Federico y su hermana Camila hablan con la profesora

Profesora: Buenos días, Federico. ¿Qué tal?

Federico: Muy bien, señora. ¿Y usted?

Profesora: Bien también. ¿Quién es tu amiga?

Federico: Es mi hermana, Profesora. Se llama Camila.

Profesora: ¡Tu hermana! ¡Interesante! Mucho gusto, Camila.

Camila: Encantada, profesora.

Profesora: Adiós.

Unit 5

La familia Barton

A. La familia Barton vive en Mandeville en la avenida Caledonia número sesenta y seis. La casa es pequeña pero muy cómoda. Ana, la hija, es muy inteligente y bonita también, y estudia mucho. Vive cerca de la escuela. La escuela no es muy grande pero no es muy pequeña tampoco, y los alumnos son muy simpáticos. En las clases los profesores escriben en la pizarra y los alumnos escriben en los cuadernos, y leen los libros pero no comen allí. Comen en la cafetería.

B. La señora Barton trabaja en Santa Cruz, y el señor Barton trabaja en casa. El prepara las comidas, limpia la casa y lava la ropa para la familia. El perro de la familia se llama Dan. Dan es negro y blanco. El hermano de Ana se llama Cecil. El no vive con la familia. Vive y trabaja con una compañía importante en Kingston.

Unit 5

Nombre: Clase:

Llene los espacios en blanco:

La familia Barton

A. La familia Barton (1) _____ en Mandeville en la avenida Caledonia número (2) _____. La casa es (3) _____ pero muy cómoda. Ana, la (4) _____, es muy inteligente y (4) _____ también, y estudia mucho. Vive cerca de la escuela. La escuela no es muy grande pero no es muy pequeña tampoco, y los alumnos son muy simpáticos. En las clases los profesores escriben en la (5) _____ y los (6) _____ escriben en los cuadernos, y leen los libros pero no comen allí. (7) _____ en la cafetería.

B. La señora Barton trabaja en (8) _____, y el señor Barton trabaja en (9) _____. El prepara las comidas, limpia la casa y (10) _____ la ropa para la familia. El perro de la familia se (11) _____ Dan. Dan es (12) _____ y blanco. El (13) _____ de Ana se llama Cecil. (14) _____ no vive con la familia. Vive y trabaja con una compañía (15) _____ en Kingston.

Unit 6

Un día en la vida de Juan

Es lunes. Son las seis de la mañana. En el comedor Juan toma el desayuno y termina en cinco minutos. A las seis y media espera el autobús en la parada. Juan espera cuarenta y cinco minutos. El autobús siempre llega tarde. Son las nueve cuando Juan llega a la escuela. Es muy tarde. La clase de español es a las ocho. Después es la clase de inglés. Las clases terminan a las dos de la tarde. Juan regresa a casa a las tres. Come una merienda de jugo y galletas. Luego estudia un poco. A las seis come la cena con la familia y después mira la televisión.

Escoge las respuestas correctas:

1. Juan espera el autobús
A. en la escuela B. en la parada C. en el comedor
2. Espera minutos.
A. cuarenta y cinco B. cinco C. cuarenta D. cincuenta
3. La clase de es a las ocho.
A. español B. inglés C. historia
4. ¿Cuándo terminan las clases?
A. a las cuatro B. a las ocho C. a las dos
5. A las seis Juan
A. regresa a casa B. estudia C. mira la televisión D. come

Unit 9

Amigas de verdad

- Cristina:** Hola, Carmen. ¿Qué tal?
- Carmen:** ¡Ay, Dios mío! Tengo mucha hambre. ¿Qué hora es?
- Cristina:** Son las once y veinte, chica...
- Carmen:** Y el almuerzo es a las doce. ¿No tienes comida en la bolsa?
- Cristina:** Sí, tengo unas galletas.... Aquí tienes una.
- Carmen:** Necesito algo más. Una galleta no es suficiente. Tengo bastante hambre, chica. ¿Qué más tienes ahí?
- Cristina:** ¡Chica! ¿Qué te pasa hoy? ¿No tomas el desayuno en casa?
- Carmen:** A veces no, porque el camión pasa a las cinco. Bueno, dame la galleta.
¡Es muy sabrosa! Eres una amiga de verdad, chica.
- Cristina:** Sí, pero tenemos clase de español y la profesora siempre llega temprano.
Vamos.

Unit 10

Rosa y Fabricio van a la tienda

- Fabricio:** ¡Hola, Rosa! ¿Adónde vas ahora?
- Rosa:** Voy a la tienda por mi mamá. Ella necesita pan
- Fabricio:** Voy a la tienda también. Vamos juntas.
- Rosa:** Está bien. ¿Qué hora es?
- Fabricio:** Las tres y cinco.
- Rosa:** ¡Ay! ¡Vamos pronto! Es tarde.

Unit 11

Sharon celebra su cumpleaños

Paula: ¡Hola, Sharon! ¿Qué tal?

Sharon: Estoy muy contenta porque hoy es mi cumpleaños.

Paula: ¿De veras? ¿Cuántos años tienes?

Sharon: Doce.

Paula: Felicidades, Sharon. ¿Vas a tener fiesta?

Sharon: Sí, el sábado a las tres y media. Te invito.

Paula: Gracias. Hasta el sábado entonces.

Sharon: Hasta luego.

Unit 12 (Comprensión auditiva)

Un día en el campo

Hoy Jaime está muy contento. Viaja al campo donde viven los abuelos de su amigo Tomás. Los dos muchachos toman el autobús muy temprano y llegan al campo a las diez en punto.

En la casa de los abuelos, ellos descansan un poco, charlan y comen frutas. Después, van a nadar en el río pequeño que está detrás de la casa. Ven muchos animales que no hay en la ciudad. Claro, los dos están cansados cuando regresan a la ciudad a las cinco de la tarde.

Preguntas:

1. ¿Por qué está contento Jaime?
2. ¿A qué hora llegan al campo?
3. ¿Qué comen en la casa de los abuelos?
4. ¿Dónde está el río pequeño?

Instructional Material
Grade 8

Instructional Material - Grade 8

Songs

Quando salí de Cuba (Unit 3)

Nunca podré morirne
Mi corazón no lo tengo aquí
Allí me está esperando
Me está aguardando que vuelva allí

Cuando salí de Cuba
Dejé mi vida, dejé mi amor
Cuando salí de Cuba
Dejé enterrado mi corazón

Cuando salí de Cuba
Dejé mi vida, dejé mi amor
Cuando salí de Cuba
Dejé enterrado mi corazón

Martinillo (Unit 4)

(“Are you sleeping Brother John?”)

Martinillo, Martinillo
¿duermes tú? ¿duermes tú?
suena la campana, suena la campana
dín, dín, dón

Noche de paz (Unit 4)

(*Silent Night*)

Noche de paz, noche de amor,
Todo duerme en rededor
Sólo suenan en la oscuridad
Armonías de felicidad,
Armonías de paz, armonías de paz.

Noche de paz, noche de amor,
Todo duerme en rededor
Sobre el santo niño Jesús
Una estrella esparce su luz
Brilla sobre el rey, brilla sobre el rey.

Noche de paz, noche de amor,
Todo duerme en rededor
Fieles velan allí en Belén
Los pastores, la madre también
Y la estrella de paz, y la estrella de paz.

Cabeza y hombros, piernas, pies (Unit 5) (“Head and shoulders, knees and toes”)

Cabeza, hombros, piernas, pies
piernas, pies
Cabeza, hombros, piernas, pies
piernas, pies
Ojos, orejas, boca, una nariz
Cabeza, hombros, piernas, pies
piernas, pies

La cucaracha (Unit 9)

Coro:

La cucaracha, La cucaracha
Ya no quiere caminar;
porque no tiene
porque le falta
dinero para gastar.

Todas las muchachas tienen
en los ojos dos estrellas,
pero las mexicanitas
de seguro son más bellas.

Coro: La cucaracha etc.

Las muchachas son de oro,
las casadas son de plata,
y las viudas son de cobre;
las viejas de hojalata.

Coro: La cucaracha etc.

Coro: La cucaracha etc.

Las muchachas son de oro,
las casadas son de plata,
Una cosa me da risa,
Pancho Villa sin camisa
Ya se van los carrancistas,
porque vienen los villistas.

Las gaviotas (Unit 10)

Las gaviotas tienden su vuelo,
abren sus alas para volar;
andan buscando nidos de amores.
nidos de amores encontrarán.

Dime negra, porque no me amas
tú eres mi vida mi bienestar,
Dame un abrazo, dame un besito;
vente conmigo, vamos al mar.

Como brilla tu pelo negro,
como las olas al reventar;
Miles de conchas tiene la arena,
miles de perlas tiene el mar.

El hijo del Conde de Cabra (Unit 10)

El hijo del Conde de cabra
me mandó un papel,
que si yo quería ¡Caramba!
casarme con él

Yo le contesté ¡Caramba!
en otro papel
que me casaría ¡Caramba!
pero no con él

Tanto estuvo el Conde ¡Caramba!
con aquel papel,
Hasta que mi madre ¡Caramba!
lo llegó a saber.

A la cocinera ¡Caramba!

y las viudas son de cobre;
las viejas de hojalata.

Coro: La cucaracha etc.

coraje le dio,
y ollas y cucharas ¡Caramba!
todas las rompió.

Eres tú (Unit 11)

Una promesa eres tú, eres tú,
Una mañana de verano.
Una sonrisa, eres tú, eres tú,
Así, así eres tú.

Eres tú, como el agua de mi fuente.
Eres tú, el fuego de mi hogar.

Una esperanza eres tú, eres tú,
Lluvia fresca en mis manos.
Fuerte brisa, eres tú, eres tú,
Así, así eres tú.

Eres tú, como el agua de mi fuente.
Eres tú, el fuego de mi hogar.

Documento de identidad (Unit 4)

Apellido:

Nombre(s) de pila:

Edad:

Fecha de nacimiento:

Lugar de nacimiento:

Domicilio:

.....

.....

Colegio:

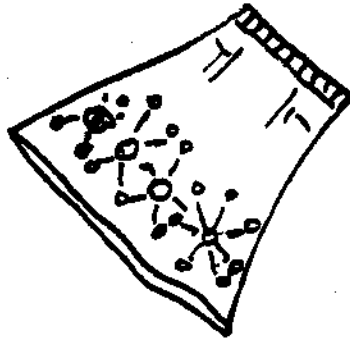
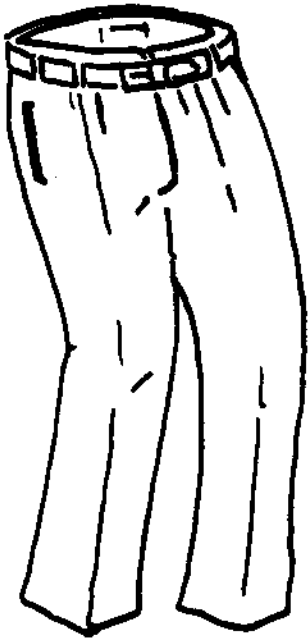
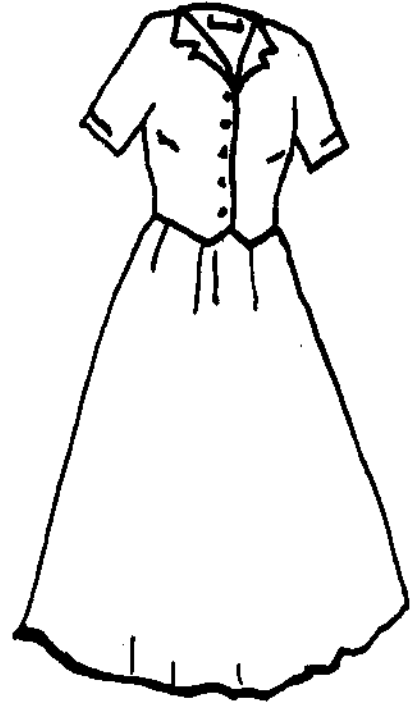
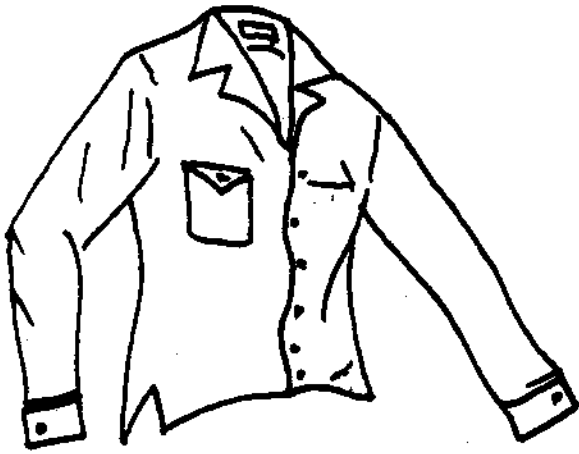
Número de teléfono:

Número de pasaporte:

El cuerpo humano (Unit 5)



La ropa (Unit 5)



Buscapalabras

El cuerpo humano (Unit 5)

brazo	cabeza	cara	codo
dedo	hombro	mano	nariz
ojo	oreja	pelo	pie

B M A N O R E J A O

C N Z A O J J C A R

O A R D E D O B R B

C R B O C B R A Z M

P I E E N A P E L O

N A R I Z A R A C H

C O D O B A O C B J

Los quehaceres de la clase (Unit 7)

lunes	martes	miércoles	jueves	viernes
borrar la pizarra <i>(Aston)</i>	cerrar las ventanas <i>(Horacio)</i>	sacar la basura <i>(Damian)</i>	recoger los cuadernos <i>(Jorge)</i>	ayudar a la maestra <i>(Pamela)</i>
apagar la luz <i>(Keisha)</i>	abrir las ventanas <i>(Flavia)</i>	buscar la tiza <i>(Joy)</i>	escribir la fecha en la pizarra <i>(Myrna)</i>	contar a los alumnos <i>(Pablo)</i>

Los quehaceres de la casa (Unit 7)

- preparar la comida (*papá*)
- poner la mesa (*mi hermano Cecil*)
- ir al supermercado (*mamá*)
- barrer el suelo (*mi prima Andrea*)
- bañar al bebé (*la criada*)
- limpiar la casa (*la criada*)
- lavar los platos (el carro) (*papá y yo*)
- planchar la ropa (*Antonio*)
- regar las flores (*yo*)

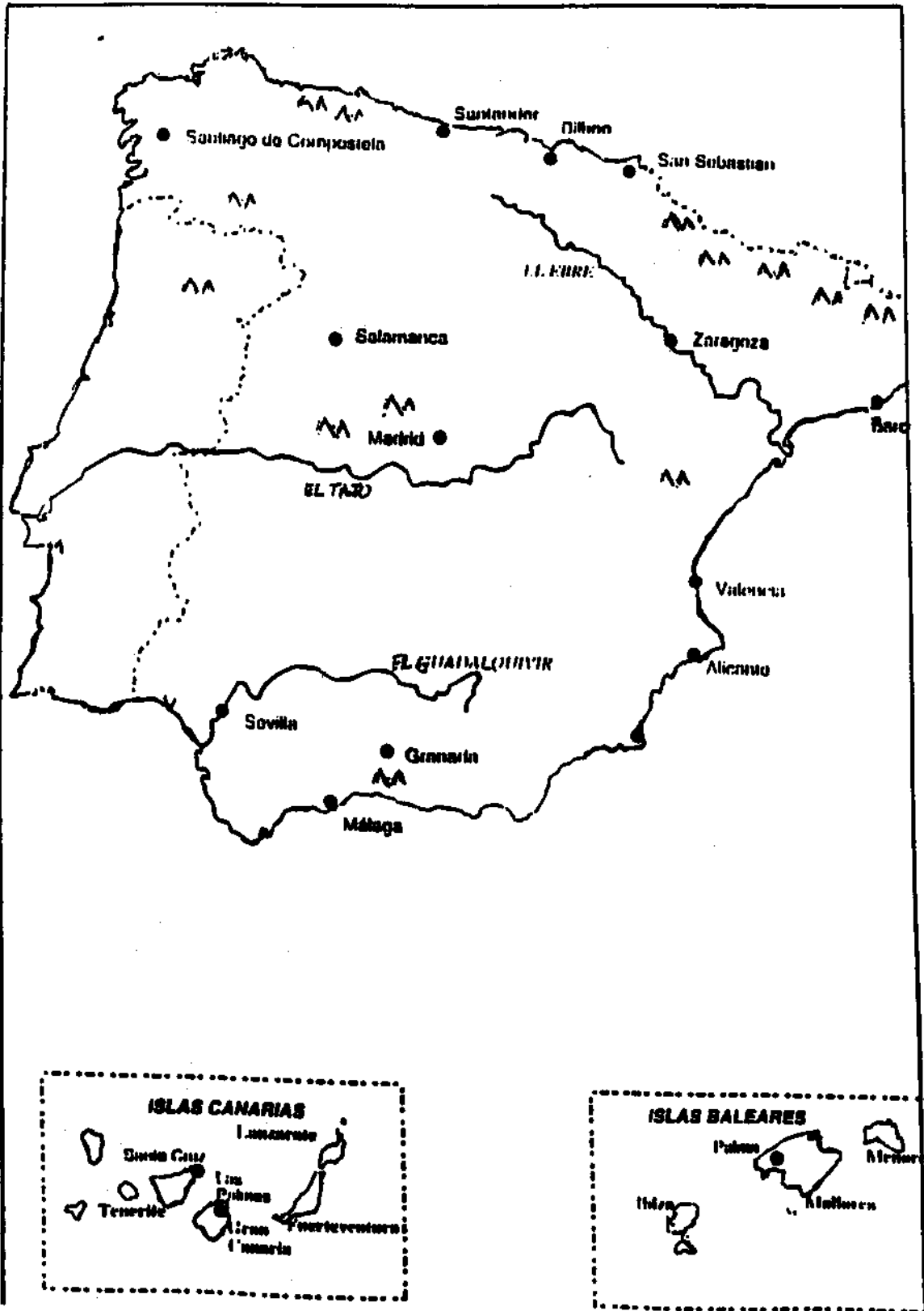
Sudamérica



Sudamérica



España



Unit 1

La cita

- Donna:** ¡Dios mío! ¿Qué hora es?
- Stephanie:** Veinte para las tres. ¿Qué pasa, Donna? ¿Qué tienes?
- Donna:** Vamos al cine a las tres, pero no veo a Carlene. No sé dónde está.
- Stephanie:** Yo conozco a Carlene muy bien. Nunca llega tarde..... ¡Ah, allí viene ahora! Trae algo en la mano.
- Carlene:** Hola, ¿qué tal?
- Donna:** ¿Por qué llegas tan tarde, chica? ¿No vamos al cine?
- Carlene:** Mi mamá está enferma.. Tengo su medicina aquí. Vamos al cine mañana.... Y tú también, Stephanie.
- Donna:** Lo siento mucho. Está bien, Carlene.
- Stephanie:** Gracias, pero tengo cita con el dentista a las tres.
- Carlene:** Tengo prisa. Nos vemos mañana. Hasta luego.

Unit 3

Dictado

Escuchen y escriban las siguientes oraciones:

1. Esta mañana a las seis en punto mi vecino llamó a la puerta.
2. Hace mucho frío. ¿Por qué abriste las ventanas?
3. Escucho las noticias todos los días pero hoy escuché música.
4. Karen y su hermana están muy tristes. Miguel comió todo el pastel.
5. Carmen y yo estudiamos dos horas el domingo y aprendimos todo el vocabulario nuevo.
6. Compré un helado pero José compró un refresco y un sandwich.
7. ¿Sabes quién escribió la fecha en la pizarra?
8. Cada día corremos dos kilómetros ayer corrimos tres.
9. La ceremonia comenzó a las seis y terminó a las ocho.
10. En septiembre perdí mi bicicleta; ahora camino a la escuela.

Unit 5

¡Viva la diferencia!

A.

Me llamo Paulina Sánchez. Tengo una hermana que se llama Tomasina. Somos muy diferentes. Cada mañana me levanto primero a las siete. Entro en el baño y me baño con jabón y agua caliente. Paso media hora allí. Cuando salgo, me peino, me pongo la ropa y voy al comedor donde tomo el desayuno que prepara mi papá. Algunas veces como huevos y pan tostado.

B.

Mi hermana Tomasina es más perezosa. No se despierta hasta las siete y media cuando ya es tarde. En cinco minutos se lava las manos y la cara y luego se pone el uniforme. No se peina. Corre al comedor y toma jugo y leche. Tomasina coge un sandwich para el almuerzo a las doce y salimos de casa a las ocho menos cuarto.

Unit 5

¡Viva la diferencia!

Llenen los espacios en blanco:

A.

Me llamo Paulina Sánchez. Tengo una hermana que se llama Tomasina. Somos muy diferentes. Cada mañana (1) _____ levanto primero a las siete. (2) _____ en el baño y me baño con jabón y agua caliente. Paso media hora allí. Cuando (3) _____, me peino, me (4) _____ la ropa y voy al comedor donde tomo el desayuno que (5) _____ mi papá. Algunas veces como huevos y pan tostado.

B.

Mi hermana Tomasina es más perezosa. No se (6) _____ hasta las siete y media cuando ya es tarde. En cinco minutos se lava las manos y la cara y luego (7) _____ pone el uniforme. No se (8) _____. Corre al comedor y (9) _____ jugo y leche. Tomasina coge un sandwich para el almuerzo a las doce y salimos (10) _____ casa a las ocho menos cuarto.

Unit 7

La buena suerte

Las hermanas, Carla y Rosario están solas en casa. Están de vacaciones. Rosario mira la televisión y su hermana habla por teléfono con su amiga. La casa está sucia. Hay un montón de platos sucios en la mesa del comedor y basura en el suelo. Sus padres regresan del trabajo a las seis. Rosario mira el reloj en la pared:

- ¡Dios mío!- exclama - Faltan diez para las seis. Mamá y papá van a llegar pronto.

Tenemos que limpiar la casa. ¡Carla, rápido, saca la basura!

- No puedo. Voy a lavar los platos y tengo que barrer el suelo también.

- O.K.

- ¡Ay de mí! Rompí un plato. Es el favorito de mamá. Fue el regalo de boda de abuelita.

¿Qué vamos a hacer?

¿Qué vas a hacer tú? pregunta Rosario. Mira por la ventana.

- Aquí vienen. ¡Mamá! Papá! ¡Hola!

Rosario sale de la cocina muy despacio.

- Hola mamá.

- ¿Qué pasa hija? Por qué esa cara tan triste?

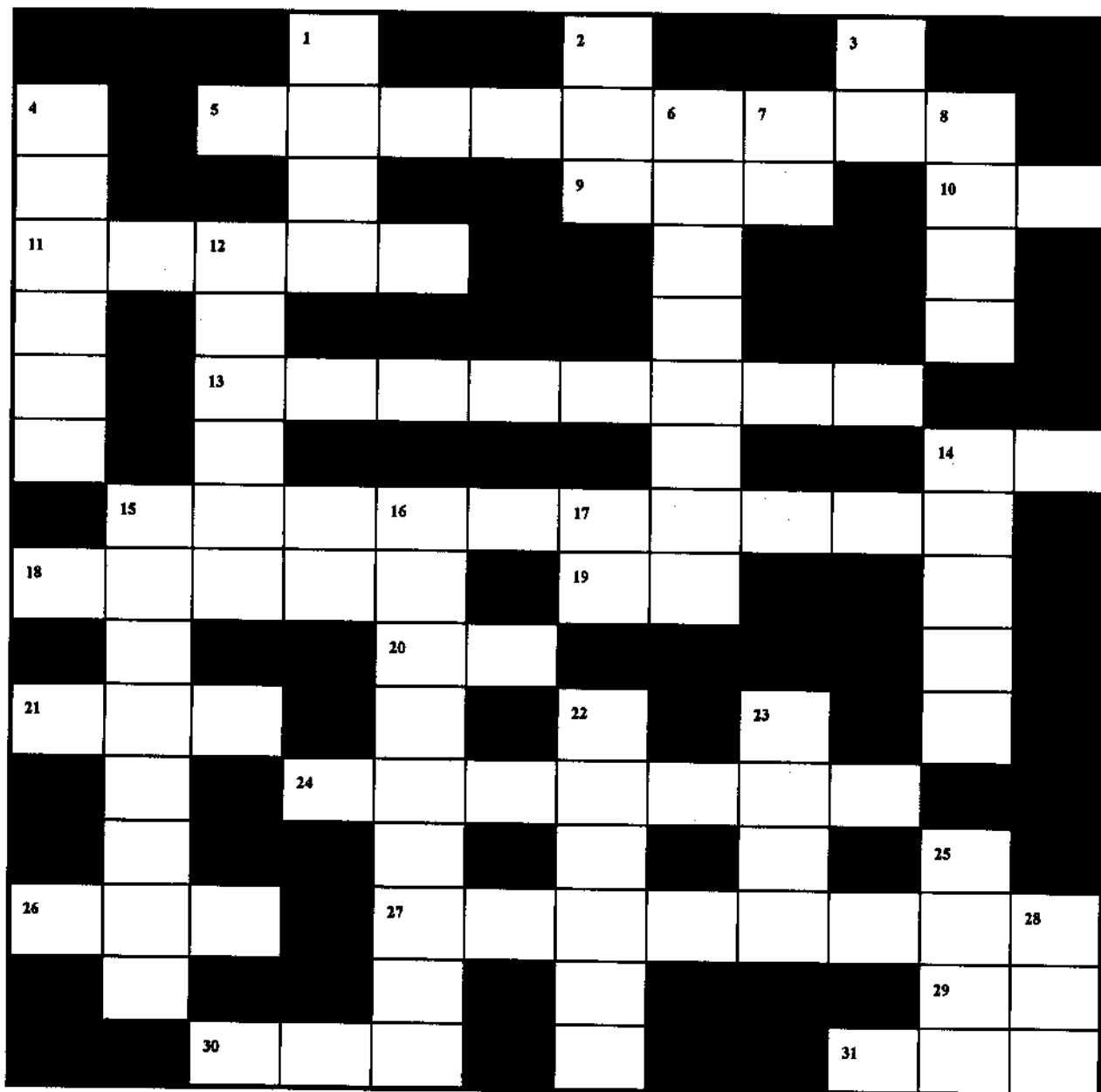
- Tengo que confesar. Acabo de romper el plato con flores amarillas. Lo siento muchísimo.

- Está bien hija, no te preocupes. Veo que trabajaron mucho hoy. La casa está muy limpia. Pueden ir a cine.

Los papás suben la escalera. Las hermanas se miran, muy contentas.

-¡Qué suerte tenemos!

Crucigrama (Unit 10)



Horizontales

5. ----- menos siete son nueve
9. ----- las tres de la tarde
10. Vamos ----- mercado para comprar carne
11. flores son muy bonitas.
13. Sonó la campana y los estudiantes ...en la clase
18. Contrario de ir
19. palabra negativa
20. domingo vamos a la iglesia.
21. tostado y mantequilla
24. Carlos y yo al fútbol
- 26 El tren llegó a la en punto.
27. Yo trabajo mucho pero tú nunca
29. Tú y .. somos amigos
30. las muchachas y ... muchachos
31. ... es lunes; mañana es martes

Verticales

1. La ... con el doctor es a las cinco.
2. Yo quiero mucho a ... abuelos.
3. Contrario de no
4. Compramos ropa en una.....
6. Lo llevamos en la cabeza
7. Mi cumpleaños cae ... abril
8. Yo sé cantar y Julio bailar
12. Ustedes que estudiar mucho.
14. Primer mes del año
15. Comida de la mañana
16. No podemos contestar las
17. Papá no está casa
22. día de la semana
23. blusa, vestido, camisa, corbata
25. mes del año
28. Juan es alto pero yo ... bajo.

Instructional Material

Grade 9

Instructional Material - Grade 9

Songs

Había una vez (Unit 1)

Había una vez un bar-, un barco chiquitito,
Había una vez un bar-, un barco chiquitito,
Había una vez un bar-, un barco chiquitito,
que no podía, que no podía,
que no podía navegar;
que no podía, que no podía,
que no podía navegar.

Pasaron una, dos, tres, cuatro, cinco, seis, siete
semanas,
Pasaron una, dos, tres, cuatro, cinco, seis, siete
semanas,
Pasaron una, dos, tres, cuatro, cinco, seis, siete
semanas,
en el barquito, en el barquito que no podía
navegar,
en el barquito, en el barquito que no podía
navegar.

Y si la historia, la historia, no les parece larga,
Y si la historia, la historia, no les parece larga,
Y si la historia, la historia, no les parece larga,
Volveremos, volveremos,
volveremos a cantar.
Volveremos, volveremos,
volveremos a cantar.

Las mañanitas (Unit 1)

Estas son las mañanitas
que cantaba el rey David
A las muchachas bonitas
te las cantamos a ti

Coro:

Despierta mi bien, despierta
mira que ya amaneció
Ya los pajaritos cantan
la luna ya se metió.

Coro:

Estas son las mañanitas
que cantaba el rey David
Hoy por ser día de tu santo
te las cantamos a ti

Coro:

Guantanamera (Unit 6)

Guantanamera, guajira, guantanamera,
Guantanamera, guajira, guantanamera.

Yo soy un hombre sincero
De donde crece la palma;
Yo soy un hombre sincero
De donde crece la palma;
Y antes de morirme quiero
Echar mis versos del alma.

Guantanamera, guajira, guantanamera,
Guantanamera, guajira, guantanamera.

Mi verso es de un verde claro
Y de un carmín encendido
Mi verso es de un verde claro
Y de un carmín encendido
Mi verso es un ciervo herido
Que busca en el monte amparo.

Guantanamera, guajira, guantanamera,
Guantanamera, guajira, guantanamera.

Con los pobres de la tierra
Quiero yo mi suerte echar,
Con los pobres de la tierra
Quiero yo mi suerte echar,
El arroyo de la sierra
Me complace más que el mar.

Guantanamera, guajira, Guantanamera,
Guantanamera, guajira, Guantanamera.

Cielito lindo (Unit 7)

De la Sierra Morena, cielito lindo
viene bajando,
Un par de ojitos negros, cielito lindo,
de contra bando

Coro:

¡Ay, ay, ay, ay!
canta y no llores
porque cantando se alegran, cielito lindo,
los corazones.

Ese lunar que tienes, cielito lindo.
junto a la boca,
no se lo des a nadie, cielito lindo,
que a mí me toca.

Coro:

¡Ay, ay, ay, ay!
canta y no llores
porque cantando se alegran, cielito lindo,
los corazones.

Todas las ilusiones, cielito lindo
que el amor fragua,
son como las espumas, cielito lindo,
que forma el agua.

Coro:

¡Ay, ay, ay, ay!
canta y no llores
porque cantando se alegran, cielito lindo,
los corazones.

Si me dan pasteles (Unit 7)

Si me dan pasteles,
dénmelos calientes,
que pasteles fríos
empachan la gente.

Si me dan pasteles,
no me den cuchara,
que mamá me dijo
que se los llevara.

Receta para la salsa picante (Unit 7)

Ingredientes:

2 tomates grandes
½ cebolla pequeña
2 dientes de ajo
½ jalapeño pequeño*
2 cucharaditas de cilantro
½ cucharadita de aceite de oliva
una pizca de orégano
sal al sabor

Método:

1. Lave los tomates y el jalapeño y pele la cebolla y el ajo antes de picarlos.
2. Pique todas las legumbres individualmente en pedacitos.
3. Mezcle los tomates, la cebolla, el ajo, el jalapeño y el cilantro en un bol.
4. Añada el aceite de oliva y el vinagre (o el jugo de limon verde) y mézclelos.
5. Añada una pizca de orégano y la sal.
6. Mézclelos con el resto de los ingredientes.

*jalapeño = pepper

Reglas de clase (Unit 7)

1. No tiren la basura al suelo. Echenla al basurero

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Los edificios de la ciudad (Unit 7)

Z	A	P	A	I	R	E	Y	O	J	I	N
J	G	A	Y	U	F	T	E	A	T	R	O
A	I	R	E	T	A	P	A	Z	M	P	I
R	Y	C	L	N	O	I	G	E	L	O	C
E	Q	U	M	C	J	T	I	E	N	D	A
N	B	A	N	C	O	E	S	U	M	L	T
I	D	A	O	T	Y	R	L	R	D	E	S
L	R	E	S	T	A	U	R	A	N	T	E
O	M	U	S	I	G	M	E	E	M	O	L
S	H	R	U	F	R	R	I	C	O	H	F
A	C	O	M	C	A	I	S	E	L	G	I
G	A	I	C	A	M	R	A	F	N	H	C
E	F	B	N	Z	J	U	G	A	S	T	H
C	A	T	E	D	R	A	L	C	B	J	O

ayuntamiento
banco
café
catedral
cine

colegio
correo
estación
farmacia
hotel

iglesia
joyeria
musco
restaurante
teatro

tienda
zapateria

Crucigrama
(template to be completed)

