

## Lesson Activities—Year 7

<b>Title:</b>	It Hurts
<b>Progress Indicators:</b>	1.1 A Express basic needs.
<b>Procedures:</b>	<p>The teacher calls two students to the front of the room.</p> <p>Student A draws a health word flashcard from a pile and acts out the expression while saying it in Spanish.</p> <p>Student B says, “<i>¡Pobrecito/a!</i>” or “<i>¡Qué lástima!</i>” after each expression. The students then switch roles.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"><li>• Set of health word flashcards</li></ul>

## Lesson Activities—Year 7

<b>Title:</b>	¡Qué lástima, pobrecito/a!
<b>Progress Indicators:</b>	1.1 A Express basic needs.
<b>Procedures:</b>	<p>The teacher divides the class into pairs of trios and assigns students in each group as A and B (or C for a group of three). Each pair/trio is given a set of flashcards. Student A draws a card from the stack and states in Spanish the “injury” phrase represented by the picture. Student B responds by saying, “<i>¡Qué lástima, pobrecito/a!</i>” The card is returned to the bottom of the stack.</p> <p>Student B then draws a card from the stack and states in Spanish the phrase indicated by the picture. Student A or C responds with “<i>¡Qué lástima, pobrecito/a!</i>” Students continue switching roles until all cards have been used twice.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• 1 set of the five flashcards per pair or trio of students, picture side only (For the “I twisted” and “I broke” cards add pictures of body parts)</li> </ul>

## Lesson Activities – Year 7

<b>Title:</b>	<h3>Survivor Musical Chairs</h3>
<b>Progress Indicators:</b>	<p>1.1A Express basic needs.            1.1A Express basic needs. (body parts) Year 6            1.2 A Respond appropriately to directions, instructions, and commands. (body parts) (Year 2)            1.2 B Make an identification based on simple oral and/or written descriptions. (body parts) (Year 1)</p>
<b>Procedures:</b>	<p>Students place their chairs in a circle, facing outward. The teacher puts a picture representing an injury underneath each chair. As the teacher plays cultural music the students walk around the chairs. When the music stops, the students sit down in the chair closest to them. Without looking where students are located, the teacher names an injury. The student(s) who is/are seated with the picture of that injury underneath their chair, receives a vote against him/her. Continue playing until everyone except one student has a vote against him/her.</p> <p><b><u>Variation:</u></b> When the student is “out”, he/she moves to the center of the circle. The game continues until there is one student remaining.</p> <p><b><u>Suggestion:</u></b> When only a few students remain, the teacher may want to call out two or three injuries at a time to hasten the ending of the game.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>● Chairs (one per student)</li> <li>● Cultural music</li> <li>● Tape or CD player</li> <li>● Visuals indicating different injuries</li> </ul>

## Lesson Activities – Year 7

<b>Title:</b>	<b>Doctor, Doctor</b>
<b>Progress Indicators:</b>	<p>1.1A Express basic needs.            1.1A Express basic needs. (body parts) Year 6            1.2 A Respond appropriately to directions, instructions, and commands. (body parts) (Year 2)            1.2 B Make an identification based on simple oral and/or written descriptions. (body parts) (Year 1)</p>
<b>Procedures:</b>	<p>Before the activity, the teacher attaches small pieces of Velcro to a plastic or cardboard skeleton. The teacher will also need to attach small pieces of Velcro to Band-aids, pieces of gauze, etc. and prepare a list of injuries (one per number of students) based on the phrases from Year 7 1.1A and body part.</p> <p>The teacher distributes the Band-aids, gauze, etc. to each student. The teacher names an injury and then calls on a student to be the “doctor”. The student “doctor” will place the Band-aid, gauze, etc. in the correct location on the skeleton hanging at the front of the room. The activity continues until all the students have had a chance to role-play the “doctor.”</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Plastic or paper skeleton</li> <li>• Velcro</li> <li>• Band-aids, gauze, etc. or visuals of these items</li> <li>• List of injuries (one per student)</li> </ul>

## Lesson Activities—Year 7

<b>Title:</b>	Call Me
<b>Progress Indicators:</b>	1.1 B Express basic courtesies.
<b>Procedures:</b>	<p>The teacher has two play phones/play cell phones. The teacher models the directed dialog first. Two students roleplay making a phone call. Student A dials Student B. Student B answers according to a flashcard he/she has in front of him/her that represents the country.</p> <p>(e.g. If the card shows Spain, the student says, “<i>Diga.</i>” If the card shows México, the student says, “<i>Bueno.</i>” etc.)</p> <p>Student A asks for someone by saying, “<i>¿Está (name of a person)?</i>”</p> <p>Student B says, “<i>Está ocupado/a.</i>”</p> <p>Student B then asks, “<i>¿Te gusta dejar un recado?</i>”</p> <p>Student A responds with: “<i>No.</i>”</p> <p>Student B says, “<i>Adiós.</i>” or another expression for goodbye.</p> <p>Student A says goodbye.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Set of phone flashcards that represent certain countries</li> </ul>

## Lesson Activities—Year 7

<b>Title:</b>	How are You Feeling?
<b>Progress Indicators:</b>	1.1 C Express state of being.
<b>Procedures:</b>	<p>The class is divided into two teams. One person from each team comes forward. The teacher shows the same card with the Spanish word on it to each student.</p> <p>When the teacher says, “<i>Listos</i>,” both of the students in front act out the word to their teammates. The first team to guess the expression acted out in Spanish wins a point for his/her team.</p> <p>The game continues using and reusing the three feeling words from Level 7 and other feeling words from previous levels. (e.g. tired, sick, content, sad, angry, happy, nervous, worried, great, in a good mood, and in a bad mood)</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Feeling flashcards--but only the Spanish word from Level 7 and from previous levels</li> </ul>

## Lesson Activities—Year 7

<b>Title:</b>	Chores and More Chores
<b>Progress Indicators:</b>	<p>1.1 D Express likes and dislikes.</p> <p>1.1 E Express agreement and disagreement.</p>
<b>Procedures:</b>	<p>The students are put into groups of four. Each group has a copy of the <i>Chores and More Chores</i> game board, one set of flashcards representing the reaction expressions and a pair of dice. The flashcards are placed face down next to the game board.</p> <p>As the students move around the board and land on a picture of a chore, they must say “<b><i>Tengo que</i></b> (<u>name of chore</u>).” and then pick a reaction card and say that expression in Spanish. The card is then put on the bottom of the pile.</p> <p>Each of the other students must then respond with, “<b><i>De ninguna manera</i></b>” or “<b><i>Estoy de acuerdo</i></b>” or “<b><i>No estoy de acuerdo</i></b>” depending on how he/she feels about the reaction word expressed by the student. The first student around the board wins.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• The <i>Chores and More Chores</i> game board (one for every 4 students)</li> <li>• Dice (one pair per group)</li> <li>• The flashcards of the reaction words (one set per group)</li> </ul>

## Lesson Activities—Year 7

<b>Title:</b>	What are You Doing?
<b>Progress Indicators:</b>	1.1 F Respond to one-on-one interactions.
<b>Procedures:</b>	<p>The class is divided into groups of 3 or 4. Each group is given a <i>What are You Doing?</i> game board and a die. To start the game, each person rolls the die. The person with the highest number begins the game.</p> <p>As each student lands on a space, he/she must do as it says or if it is a picture, he/she must say, “<b><i>Estoy</i></b> (<u>verb represented in the picture</u>), e.g. <b><i>jugando</i></b>.”</p> <p>The first person who gets to <b><i>Meta</i></b> (the end) wins.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• <i>What are You Doing?</i> game boards (one for every 3 or 4 students)</li> <li>• Dice (one per group)</li> <li>• Tokens (one per student)</li> </ul>

## Lesson Activities—Year 7

<b>Title:</b>	Breakfast
<b>Progress Indicators:</b>	1.1 F Respond to one-on-one interactions.
<b>Procedures:</b>	<p>This is a game like musical chairs. Chairs are placed in 2 lines facing each other. Objects and/or flashcards representing the breakfast foods are placed on the chairs. Music is played and when it stops, the students must turn to the person directly opposite them and say, <b><i>“Desayuné (and the name of the food on their chair).”</i></b></p> <p>Then the teacher randomly picks out 3 or 4 students and asks, <b><i>“¿Qué desayunaste?”</i></b> The students must answer correctly the food they just said or they are out of the game.</p> <p>The game then continues. Chairs may be removed as in the original musical chair game. If the class is very large, four lines could be used.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Several sets of breakfast objects/flashcards</li> <li>• Music</li> <li>• Tape or CD player</li> <li>• Chairs (one per student)</li> </ul>



## Lesson Activities—Year 7

<b>Title:</b>	Locating the Location
<b>Progress Indicators:</b>	1.1 F Respond to one-on-one interactions.
<b>Procedures:</b>	<p>The teacher hands out a flashcard/object representing one of the breakfast items to five students. One of these students stands in the corner, one near the teacher, one a little further from the teacher, and two stand straight ahead of the teacher. The teacher asks another student, “<i>¿Dónde está</i> (the name of a breakfast item)?”</p> <p>The student looks at the student holding the flashcard/object and says, “<i>Por acá, por allá, en la esquina, or todo derecho</i>” (depending on the placement of the student holding the flashcard/object).</p> <p>The teacher asks the student about all four placement expressions. The activity is repeated with six new students. The activity can be repeated as many times as the teacher feels is necessary.</p> <p><b>Variation:</b> Instead of having one student come forward, divide the class into teams and ask a student from each team a place location.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Flashcards/objects representing the breakfast items</li> </ul>

## Lesson Activities—Year 7

<b>Title:</b>	<b>Acting it Out</b>
<b>Progress Indicators:</b>	1.1 F Respond to one-on-one interactions.
<b>Procedures:</b>	<p>The class is divided into two teams. One person from each team comes forward and is given a flashcard that represents the same action verb. The students return to their teams and when the teacher says, “<i>Listos, Empiecen.</i>” the acting students say to their individual team members, “<i>Estoy</i>” (and act out the verb). The first team to guess the verb in Spanish wins a point for the team.</p> <p>Then another student from each team comes forward and receives a new action verb flashcard and the game continues. (Each student who acts out the verb must introduce the action with “<i>Estoy_____.</i>”</p> <p><b>Variation:</b> The students are divided into two teams. One student from only one team comes forward and takes an action verb flashcard. The teacher says, “<i>¿Qué estás haciendo?</i>” The student says, “<i>Estoy</i>” (and acts out the verb without saying the verb).</p> <p>His/her team has to say the verb in Spanish that has been acted out. If the student gets the “<i>nada</i>” card, he/she says and does nothing and the team members must say, “<i>nada.</i>” If the team does not know the verb or gives the wrong answer, the other team has a chance to answer.</p> <p>If the teacher doesn’t want the entire team to answer, he/she asks one team member to respond. The game continues until all cards are used and/or all students have had a chance to participate.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Two sets of action verb flashcards</li> </ul>

## Lesson Activities—Year 7

<b>Title:</b>	People
<b>Progress Indicators:</b>	1.1 G Ask and answer simple questions.
<b>Procedures:</b>	<p>The class works in pairs. One student in each pair has a set of the people flashcards. The teacher sets a time limit or times the activity.</p> <p>The teacher says, “<i>Empiecen.</i>” (Begin). Student A holds up a flashcard and says, “<i>¿Qué es?</i>”</p> <p>Student B answers according to the picture on the card by saying, “<i>Es un joven, una joven etc.</i>”</p> <p>The idea is to see how many people each student can name correctly in the time allotted. When the teacher calls time, the students stop and reverse roles.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Flashcards (individual sets for half the class) representing boy/girl, teenager (male and female), friend and the people of the community</li> </ul>

## Lesson Activities—Year 7

<b>Title:</b>	Computer Work
<b>Progress Indicators:</b>	1.1 H Make and respond to simple requests.
<b>Procedures:</b>	<p>The students will work in pairs at a computer in the classroom or in a computer lab. The students have a copy of the directed dialog in English instructing each student of his/her role.</p> <p>Student A is at the computer.</p> <p>Student B says to student A, “<i>Necesito información.</i>” “<i>Entra.</i>” “<i>Busca en la red/el Internet.</i>” “<i>Ve a <a href="http://www.donquijote.punto.com">www.donquijote punto com.</a></i>”</p> <p>Student A says, “<i>¿Cómo se deletrea <u>Don Quijote</u>?</i>”</p> <p>Student B spells Don Quijote in Spanish.</p> <p>Student B then tells student A, “<i>Mándame un correo electrónico con la información y sal.</i>” The students then reverse roles.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Computers/computer lab</li> <li>• One copy of the English directed dialog <i>Computer Work</i> for each pair</li> </ul>

# Lesson Activities—Year 7

## Computer Work

A: Student A is at the computer.

B: Student B tells Student A that he/she needs information.

B: Student B continues by telling Student A to log on, look on line, go to [www. donquijote.com](http://www.donquijote.com).

A: Student A follows the instructions of Student B and asks student B how to spell Don Quijote.

B: Student B spells Don Quijote in Spanish.

B: Student B continues by telling Student A to send an email with the information and to log off.

A: Student A follow the instructions of Student B.

Then student A and B reverse roles.

## Lesson Activities—Year 7

<b>Title:</b>	Punctuation Marks
<b>Progress Indicators:</b>	1.1 H Make and respond to simple requests.
<b>Procedures:</b>	<p>The students work in pairs. Each student has a copy of the <i>Punctuation Marks</i> activity sheet. Student A’s sentences have only some punctuation marks and capitalization included. Student B’s sentences have all the punctuation marks included.</p> <p>Student A looks at the underlined letters/spaces in his/her sentences and asks Student B, “¿Necesita (<u>una mayúscula, un acento, etc</u>)?” (Does it need a capital? An accent, etc?)</p> <p>Student B answers with, “<i>Si</i>” or “<i>No</i>” depending on what his/her sheet indicates.</p> <p>Student A asks about all the underlined letters/spaces and when finished, the students reverse roles.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Classroom set of A and B <i>Punctuation Marks</i> activity sheets</li> </ul>

## Lesson Activities—Year 7

### Punctuation Marks

#### **Student A:**

yo Voy a espana el Miercoles. ¡que divertido\_

¿Qué voy a ver\_ Voy a visitar las ciudades siguientes \_

Madrid, Toledo, Segovia, Sevilla, y barcelona\_

El viaje Cuesta mucho dinero\_ pero va a ser muy  
divertido.

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#### **Student B:**

Yo voy a España el miércoles. ¡Qué divertido! ¿Qué voy a ver? Voy a visitar las ciudades siguientes: Madrid, Toledo, Segovia, Sevilla, y Barcelona. El viaje cuesta mucho dinero; pero va a ser muy divertido.

## Lesson Activities—Year 7

<b>Title:</b>	<b>Furnishing the House</b>
<b>Progress Indicators:</b>	1.2 A Respond appropriately to directions, instructions, and commands.
	<p>Each student has a <i>Furnish the House</i> activity sheet and a complete set of <i>In the House</i> flashcards. The teacher says, “<b><i>Ve a</i></b> (<u>name of room</u>) <b><i>para conseguir</i></b> (<u>name of object</u>).” The students then place the correct object flashcard in the correct room.</p> <p>The teacher repeats the sentence using all of the <i>In the House</i> flashcards and placing them in different rooms. At the end of the activity, the teacher asks various students, “<b><i>¿Qué hay en</i></b> (<u>name of the room</u>)?” (What’s in the room?) or he/she asks, “<b><i>¿Dónde está</i></b> (<u>name of the object</u>)?”</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Classroom set of <i>Furnishing the House</i> activity sheets</li> <li>• Classroom set of <i>In the House</i> flashcards</li> </ul>

## Lesson Activities—Year 7

<b>Title:</b>	The Perfect Recipe
<b>Progress Indicators:</b>	1.2 A Respond appropriately to directions, instructions, and commands.
	<p>The class is divided into two (or more) teams. One person from one team comes forward. The teacher says, to the student e.g. “<i>Obtenga</i> (<u>name of object</u>).” The student has to do what the teacher says and if he/she does it correctly, he/she gets a point for the team. The teacher repeats the activity with a student from another team and using new words, e.g. “<i>Vacíe la taza.</i>”</p> <p>The student gets the cup and pretends to empty it. The game continues using all the cooking commands and the object flashcards for the cooking commands vocabulary.</p> <p>For the works boil and cook, the students would pretend to open an oven or cook on a stove. The teacher would model this before doing the activity.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Objects or flashcards for the cooking vocabulary</li> </ul>

## Lesson Activities—Year 7

<b>Title:</b>	Is It This or That?
<b>Progress Indicators:</b>	1.2 B Make an identification based on simple oral and/or written descriptors.
<b>Procedures:</b>	<p>The class is divided into teams of three or four members each. Each team has a set of the object description flashcards.</p> <p>One member from each team comes to the teacher. The teacher whispers to each student, “<i>Es (de) (name of an object description)</i>,” e.g. “<i>Es de cuero.</i>” or “<i>Es duro.</i>”</p> <p>The students return to their teams and when the teacher says, “<i>Empiecen,</i>” the students search for the flashcard/object of the word and hold it up.</p> <p>The first student to hold up the correct picture wins a point for his/her team. The game is repeated until the teacher has used all the object description words.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Classroom set of the object description words</li> </ul>

## Lesson Activities—Year 7

<b>Title:</b>	Who is Who?
<b>Progress Indicators:</b>	1.2 B Make an identification based on simple oral and/or written descriptors.
<b>Procedures:</b>	<p>The class is divided into 3 or 4 teams. Each team forms a line. (This is an activity like <i>Telephone</i>.) In front of each line are the flashcards for the descriptive adjectives and the ones for a young boy, a young girl and several flashcards representing various people other than a young boy or the young girls.</p> <p>The teacher tells the first person in each line the same sentence, e.g. “<i>Esta persona es bonita.</i>” Then the next person in each line tells the next person in the line and it is passed down the line. The last person then comes to the front and picks up the picture of the person and the flashcard for pretty.</p> <p>The first person to get it correct gets a point for his/her team. The person who was last now becomes first in the line. The teacher repeats the activity with a new sentence and continues the activity using all the descriptive adjectives.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• A separate set of adjective flashcards and the flashcards for boy, girl, and several flashcards representing various different people for each team</li> </ul>

## Lesson Activities—Year 7

<b>Title:</b>	<b>The Concert</b>
<b>Progress Indicators:</b>	1.2 C Read and respond to developmentally appropriate material.
<b>Procedures:</b>	<p>The students are given <i>The Concert</i> activity sheet to read and answer the questions.</p> <p>Answers:</p> <p style="margin-left: 40px;">1-C 2-C 3-B 4-C 5-A 6-A</p> <p>The teacher can give the students an allotted time to finish the activity and then give the answers orally to the class or he/she can collect the papers.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• A classroom set of <i>The Concert</i> activity sheet</li> </ul>

# Lesson Activities—Year 7

## The Concert

Maribel está ocupada. Va a un concierto y necesita prepararse. ¿Cuándo es el concierto? Es a las siete y media el sábado. Maribel está emocionada porque le gusta la música y ella va con sus amigas, Enriqueta y Alejandra. ¡Chévere! Maribel toca el piano y el violín. Enriqueta toca el clarinete y Alejandra toca la flauta. A todas les gusta la música. Enriqueta está muy entusiasmada porque el concierto tiene una persona famosa que va a cantar. Ella dice, “No voy a estar aburrída.” Alejandra se siente nerviosa porque es su primer concierto pero ella dice, “El concierto va a ser divertido.”

**Select the correct answer to the following questions.**

1-¿Cómo se siente Maribel?

- a-ocupada
- b-entusiamada
- c-emocionada

2-¿Por qué se siente así?

- a-Le gustan sus amigas.
- b-Toca el piano y el violín.
- c-Va a un concierto.

3-¿Cómo se siente Enriqueta?

- a-Chévere
- b-entusiasmada
- c-aburrída

4-¿Por qué se siente así?

- a-Toca el clarinete.
- b-El concierto es el sábado.
- c-Hay una persona famosa que va a cantar.

5-¿Cómo se siente Alejandra?

- a-nerviosa
- b-divertida
- c-contenta

6-¿Por qué se siente así?

- a-Es el primer concierto.
- b-Es el sábado.
- c-Toca la flauta.

## Lesson Activities—Year 7

<b>Title:</b>	What and When
<b>Progress Indicators:</b>	1.2 D Respond to speech of peers and familiar adults on a given topic.
<b>Procedures:</b>	<p>The class is divided into three teams. Two members from each team come forward. One member (A) from each team goes to the teacher; the other member (B) goes to the board.</p> <p>At the board are three pictures/flashcards representing a practice, a concert and a game. The teacher whispers the same time to all three (A) students, e.g. “<i>a las dos y cuarto.</i>” Each A member goes to the B member from his/her team. When the teacher says, “<i>¿Cuándo es la práctica, el concierto o el partido?</i>” student A says the time to student B.</p> <p>Then student B must pick up the flashcard/picture that represents the word in the teacher’s question and draw the time that was indicated by his/her team member A.</p> <p>The first one who has both the right picture and the correct time gets a point for his/her team. The game continues with two new team members coming forward and the teacher asking about the concert, the game, and the practice using different times.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Three sets of pictures/flashcards that represent practice, a concert and a game</li> </ul>

## Lesson Activities—Year 7

<b>Title:</b>	Musical Bingo
<b>Progress Indicators:</b>	1.2 E Identify aural, visual and context clues.
<b>Procedures:</b>	<p>Each member of the class receives a <i>Musical Bingo</i> card. The teacher calls out the name of the instrument and the students mark their cards. The first one with three in a row including the free blank space wins. The game should be played three to four times.</p> <p>After each game, the teacher asks the winner and/or several other students, “¿<i>Qué instrumento musical tocas en 1-a, 2-b, 3-a</i> etc. (What musical instrument do you play in 1-a, 2-b, 3-a etc.)?”</p> <p>The student answers according to the picture in that space, “<i>Toco</i> (name of <u>instrument</u>).” If it is a blank space, the student says, “<i>No toco nada.</i>”</p> <p><b>Variation:</b> Have the students make their own bingo cards drawing pictures that represent the musical instruments.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Classroom set of different <i>Musical Bingo</i> cards</li> </ul>

## Lesson Activities—Year 7

<b>Title:</b>	Music to My Ears
<b>Progress Indicators:</b>	1.2 E Identify aural, visual and context clues.
<b>Procedures:</b>	<p>Have the music teacher make a tape/CD with the following musical instrumental sounds: piano, trumpet, guitar, trombone, clarinet, flute, saxophone, tuba, violin and drum.</p> <p>Play the tape/CD and after each sound ask the students, “<i>¿Cuál es este instrumento musical?</i>” The students answer according to the sound they have heard.</p> <p><b>Variation:</b> Have a sheet with the names of the musical instruments and after the teacher asks the question, the students circle the instrument they have heard.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• A tape/CD with the sounds of the ten musical instruments</li> </ul>

## Lesson Activities—Year 7

<b>Title:</b>	The Written Word Says It
<b>Progress Indicators:</b>	1.2 F Comprehend and respond to simple personal written communications, such as notes, invitations, and letters.
<b>Procedures:</b>	<p>The teacher assigns one person in the class to be the secretary, one to be a male principal, one to be a female principal, one to be a female friend and one to be a male friend. A flashcard/picture/object of a school office, a school, a telephone, a house, and a bus should be placed in various places in the classroom.</p> <p>The teacher calls one student forward from the class and hands him/her a piece of paper with the instructions written in Spanish, e.g. <i>“Llama a casa.”</i> The student has to get the picture/flashcard/object of the phone go to the picture/flashcard/object of the house and pretend to use the phone.</p> <p>If the message says to go to the office of the secretary, then the student gets the picture of the office and goes to the person who is representing the secretary. This shows that he/she understands the message. The teacher continues to call individual students forward to act out the message.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Pictures/flashcards/objects representing a school office, a school, a phone, a house and a bus</li> <li>• Nine slips of paper with a different school message written on each one</li> </ul>

## Lesson Activities—Year 7

<b>Title:</b>	Written Communications
<b>Progress Indicators:</b>	1.2 G Identify main ideas and key words in oral and written material.
<b>Procedures:</b>	<p>The students work in pairs and each student in the pair receives a different copy of the <i>Written Communications</i> activity sheets.</p> <p>Student A says to Student B, “<i>¿Qué es número ____?</i>” (What is number ____?)</p> <p>Student B responds according to his/her sheet. The students take turns asking and responding.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Classroom sets of the <i>Written Communications</i> activity sheets</li> </ul>

## Lesson Activities—Year 7

<b>Title:</b>	Information, Please
<b>Progress Indicators:</b>	<p>1.2 D Respond to speech of peers and familiar adults on a given topic.</p> <p>1.3 A Give directions, commands, and instructions.</p>
<b>Procedures:</b>	<p>The class works in pairs. The teacher has placed around the room pictures/flashcards/drawings of the rooms in a school and pictures/objects/flashcards of various classroom objects e.g. book, scissors, ruler, pencil, pen, paper, etc.</p> <p>The students use the directed dialog in English.          Student A of the pair says to Student B, “<i>Ve por</i> (<u>name of a school object</u>).” Student A also says, “<i>Ve al/a la</i> (<u>name of room in the school</u>).”</p> <p>Student B finds the picture/flashcard of the object indicated and holds it up and then goes to picture/flashcard of the room indicated and holds it up.</p> <p>Student B returns and Student A says, “<i>Dime tu nombre.</i>”</p> <p>Student B responds and then Student A says, “<i>Dime otra vez.</i>” (Tell me again.)</p> <p>Student A and B go to the teacher and the teacher says to Student A, “<i>¿Cómo se llama él/ella?</i>”</p> <p>Student A says, “<i>Se llama</i> (<u>name of student</u>).” The students then reverse roles. The class can be doing this at the same time or as individual pairs with the teacher.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Pictures/flashcards/objects representing various rooms in the school and various classroom objects</li> <li>• A copy of the directed dialog for each pair</li> </ul>

## Lesson Activities—Year 7

### Information Please

Students work in pairs.

**A**-Student A tells Student B to go get a certain school object.  
(Student A could have a set of the same classroom objects that have been placed around the room.)

**B**-Student B finds the flashcard/object and holds it up.

**A**-Student A tells Student B to find a certain room in the school.

**B**-Student B finds the picture representing that room and holds it up and goes back to Student A.

**A**-Student A tells Student B to tell him/her his/her name.

(Both Student A and Student go to the teacher.)

The teacher says to Student A, What is his/her name?

**A**-Student A says, “His/her name is \_\_\_\_\_.”

The students then reverse roles.

## Lesson Activities—Year 7

<b>Title:</b>	What's It Like?
<b>Progress Indicators:</b>	1.3 B Give a description orally and in writing using simple phrases.
<b>Procedures:</b>	<p>The class is put into two circles facing each other. Each student in the outside circle has sheet A of the <i>What's It Like?</i> activity sheet. Each student in the inside circle has a piece of paper with two pictures on it that represent the verb and a characteristic, e.g. a nose and a cake. Each student in the inside circle should receive a different set of two pictures.</p> <p>The students in the inside circle look at their pictures and say in Spanish, e.g. "<i>Huele bien. Sabe bien</i> etc." according to what the pictures represent. The students in the outside circle then put a check mark on their sheets beside the expression that has been said.</p> <p>Then the outside circle moves to the right and the activity is repeated. The students in the inside circle should exchange papers with another student in the inside circle so that they are saying different sentences.</p> <p>After the outside circle has moved several times, the students should reverse roles so that the inside circle becomes the outside circle and vice versa.</p> <p><b>Variation:</b> Instead of having circles, the class could work in pairs with one student having half of the picture sheets and saying the expression and then reversing roles with the other student having the other half of the picture sheets.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• A classroom set of the <i>What's it Like?</i> activity sheet</li> <li>• A classroom set of pictures representing the characteristic words and the feeling, smelling and touching words</li> </ul>

## Lesson Activities—Year 7

<b>Title:</b>	You Are Invited
<b>Progress Indicators:</b>	1.3 C Write a personal communication such as a note, letter, or invitation.
<b>Procedures:</b>	Using the correspondence vocabulary, the students will write a note to a friend inviting him/ her to a birthday party including the time, place, and date.
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"><li>• NA</li></ul>