



Lesson ideas from



Title: *Your First 100 Words in Spanish*

Topic/Unit number: 1

Topic/Unit name: Around the home

Materials needed:

- *Your First 100 Words in Spanish* CD edition (*students should each have their own copy for maximum benefit*)
- Large flashcards of 12 words in topic: Spanish words only
- Digital cameras (two or more, depending on number of students)
- Computer/screen to display digital images
- (*optional*) Doll's house + furniture

Step 1

- ✓ Use real items of furniture/pictures/doll's house to teach the 12 words on page 9. (You can divide the 12 words into two batches of 6 for easier retention.)
- ✓ Ask students to repeat after you and then produce individually.
- ✓ Hold up large flashcards showing Spanish spelling for word as you say it.

Step 2

- ✓ Lay all large flashcards on the desk/floor.
- ✓ Say a Spanish word out loud. Ask students to point at the correct flashcard and say what it is in English.
- ✓ Point out that Spanish words should be learnt along with *el* or *la*, both meaning 'the'. You can also explain the concept of gender at a level your students will be comfortable with.
- ✓ Get students to stick flashcards on items around the room.

Step 3

- ✓ Ask questions pointing at objects: *¿Qué es eso?*
- ✓ Get students to answer, e.g. *Es el estante.*

Classroom game

- ✓ Teach a few additional objects around your classroom (e.g. desk/board).
- ✓ Divide students into two or more groups and give each group a digital camera.
- ✓ Ask them to take pictures around the classroom (and/or doll's house) of some objects they have learned from very unusual angles/very close up.
- ✓ In groups, students present their pictures. Other groups ask questions about the photos. Teach orally *¿Es el/la...?* and *no/sí*, e.g.:

¿Es la puerta?	No.
¿Es la mesa?	No.
¿Es el escritorio?	¡Sí!

Self-study

(*can be completed in the classroom or for homework*)

- ✓ Study and practice using the free online flashcards for Topic 1.
- ✓ *Your First 100 Words in Spanish*: pages 10–13, complete activities.
- ✓ CD tracks 2–4: join in audio activities
- ✓ (*Optional writing*) Print out their digital photos of mystery objects from the classroom activity and write the Spanish words for the mystery object under each photo.

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Lesson ideas from



Title: *Your First 100 Words in Spanish*

Topic/Unit number: 2

Topic/Unit name: Clothes

Materials needed:

- *Your First 100 Words in Spanish* CD edition (*students should each have their own copy for maximum benefit*)
- Children's clothes or doll's clothes (at least one for each item in Topic 2)
- Small suitcase or bag
- (*optional*) Fashion magazines

Step 1

- ✓ Spread out the clothes on a table.
- ✓ Announce that Cristina is going on holiday and that the students are going to help her pack.
- ✓ Pick up the clothes one by one, naming them in Spanish and asking students to repeat the words.

Step 2

- ✓ After every three or four items, get the students to recap the Spanish words.
- ✓ Hold up the flashcard for each item showing the Spanish word.
- ✓ Ask the students one-by-one to point at a flashcard while saying the Spanish. Another student puts that item in the suitcase.

Step 3

- ✓ When all 12 items of clothing are in the suitcase, teach/remind students (orally only): *por favor/aquí está /gracias*
- ✓ 'Unpack' the suitcase. One student asking for an item, and another handing it over:
 - *La camisa, por favor.*
 - *Aquí está.*
 - *Gracias.*
- ✓ You could also have a third student finding the correct flashcard for each item as it is handed over.

Classroom game

- ✓ This game works better if some students can put on hats/scarfs/coats/belts/sweaters so that they are not all wearing the same items.
- ✓ Arrange some chairs in a circle – one less chair than the number of students.
- ✓ Put all the flashcards from Topic 2 in a bag.
- ✓ One student stands in the middle of the circle and pulls out a flashcard, reading the Spanish side.
- ✓ Those wearing that item of clothing must get up and find another chair, as must the student who was standing in the middle.
- ✓ Whoever is left without a chair, takes the bag and pulls out another card and the game continues.
- ✓ You can also teach additional items of clothing, adding flashcards to the bag, if you want to expand the game.

Self-study (*in the classroom/for homework*)

- ✓ Study and practice the new vocabulary using the free online flashcards.
- ✓ *Your First 100 Words in Spanish*: pages 15–18, complete book activities.
- ✓ CD tracks 5–7: join in audio activities. Track 6 will reinforce the phrases taught in Step 3.
- ✓ (*Optional writing*) Find some photos of clothes from fashion magazines/the internet. Paste them down and label them in Spanish words.

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Lesson ideas from



Title: *Your First 100 Words in Spanish*

Topic/Unit number: 3

Topic/Unit name: Around town

Materials needed:

- *Your First 100 Words in Spanish* CD edition (*students should each have their own copy for maximum benefit*)
- Small pictures of means of transportation
- Glue/scissors
- (*optional*) Computer(s) connected to the internet

Step 1

- ✓ If you have access to the internet, try presenting the vocabulary using the 'Review it' mode in the free online flashcards.
- ✓ Give students five or ten minutes to practice the words using either the other learning modes of the online flashcards if you have multiple computers or a large screen; or they can use the tear-out cards at the back of their books.

Step 2

- ✓ Teach three additional means of transportation of interest to the students (taxi/bus/boat/tram?).
- ✓ Make a large dice with pictures on the faces of car/bicycle/truck + additional three means of transportation.
- ✓ Let the students take it in turns to roll the dice and say the correct Spanish.
- ✓ Continue until you are confident they can produce all the words correctly.

Step 3

- ✓ Re-cap the other words in the topic for places (e.g. house/school, etc.).

Classroom game

- ✓ Teach students that the Spanish equivalent of 'by' as in 'by car' is *en* and simple example, e.g.
Voy en coche.
- ✓ Put the flashcards from Topic 2 that represent places into a bag.
- ✓ Divide the class into small groups.
- ✓ Each group in turn must pull out a place flashcard and then roll the large transportation dice you made earlier. They must then produce the appropriate sentence, e.g.:
Voy a la escuela en tren.
- ✓ They can consult and you can give them points for each correct sentence.

Self-study (*in the classroom/for homework*)

- ✓ *Your First 100 Words in Spanish*: pages 20–23, complete book activities.
- ✓ CD tracks 8–10: join in audio activities.
- ✓ (*Optional writing*) Write some sentences of their own following the pattern used in the classroom game above.

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Lesson ideas from



Title: *Your First 100 Words in Spanish*

Topic/Unit number: 4

Topic/Unit name: Countryside

Materials needed:

- *Your First 100 Words in Spanish* CD edition (*students should each have their own copy for maximum benefit*)
- 2/3 large pictures of country scenes showing as many of the features in Topic 4 as possible
- (*optional*) Ariel photo of countryside

Step 1

- ✓ Start by showing one of the large pictures.
- ✓ Point at features: *la montaña*, etc.
- ✓ Ask students to repeat and keep checking they remember by pointing at features already taught:
¿Qué es eso?
¿Es...?

Step 2

- ✓ Continue as Step 1 with other pictures until you have taught all 12 items of vocabulary.

Step 3

- ✓ Ask the students to tear out their flashcards and divide them into those features that exist in their local area and those that don't.
- ✓ Teach them how to say 'there is/there isn't ... near us' or something similar as long as it is short and easy to remember. Then ask them to make sentences with the two piles of cards ('There is a river near us.', 'There isn't a forest near us', etc.).

Classroom game

- ✓ Play Tic, Tac, Toe.
- ✓ The game is explained on Track 13 of the audio CD.
- ✓ Ask all the students to draw out their grids with 12 squares and place a flashcard in each of the squares in a random order.
- ✓ Play the words from Track 13, pausing after each for the students to remove the relevant flashcard and replace with a cross.
- ✓ The first student(s) to achieve four in a row are the winners. You can think of a word or expression in Spanish for them to shout out when they have achieved the row.
- ✓ Play as many times as you like. You can vary the order of the words by reading them out yourself.

Self-study (*in the classroom/for homework*)

- ✓ Study and practice the new vocabulary using the free online flashcards.
- ✓ *Your First 100 Words in Spanish*: pages 25–28, complete book activities.
- ✓ CD tracks 11–12: join in audio activities.
- ✓ (*Optional writing*) Hand out an ariel photo showing as many features as possible (e.g. lake/desert/river/sea/mountain/forest, etc.) and ask the students to label in Spanish the features they can see.

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Lesson ideas from



Title: *Your First 100 Words in Spanish*

Topic/Unit number: 5

Topic/Unit name: Opposites

Materials needed:

- *Your First 100 Words in Spanish* CD edition (*students should each have their own copy for maximum benefit*)
- Large flashcards of 12 words in topic: Spanish words only
- Pictures illustrating 12 adjectives (enlarged version of pictures in the book or other alternatives)
- Some objects/pictures of objects from Topics 1–4 *Your First 100 Words in Spanish*
- Blank A3 paper

Step 1

- ✓ Present each pair of adjectives orally using pictures. (You can use enlarged versions of the pictures in the *Your First 100 Words in Spanish* book or your own pictures.)
- ✓ After each pair, check orally that students remember them.
- ✓ Show the large flashcard of the adjective and point out the words as you read the word.

Step 2

- ✓ Put out the objects/pictures from Topics 1–4. Try to choose 3–4 items from each topic that would work well with adjectives (e.g. shirt/car/chair, etc.).
- ✓ Revise these items asking *¿Qué es eso?*

Step 3

- ✓ Tell students that feminine objects with *la* also need feminine adjective, often *-o* changes to *-a*: *caro/cara* (but point out that *grande* doesn't change).
- ✓ Ask a student to make a sentence, using one of the objects and one of the adjectives, e.g:
La camisa es cara.
- ✓ Then ask a second student to disagree like this:
La camisa es cara.
¡No!, es barata.
- ✓ Students can continue round the class or in pairs.

Classroom game

- ✓ The idea of this game is for students to find unusual ways of helping each other to remember vocabulary.
- ✓ Divide the class into a few groups depending on numbers. It's better if the number of groups is a factor of 12 (i.e. two, three, four or six).
- ✓ Divide the 12 topic words between the groups and give each the equivalent number of A3 sheets.
- ✓ Each group thinks of visual ways of illustrating their words. There are no restrictions on what they can do. Give them a couple of examples, e.g. they could draw a picture of a fast animal in the shape of the Spanish word; or they could write out a caption next to a picture of a golden arrow: "My arrow is vary 'caro!'".
- ✓ The groups present their ideas to the rest of the class. The results are usually humorous and memorable.

Self-study (in the classroom/for homework)

- ✓ Study and practice the new vocabulary using the free online flashcards.
- ✓ *Your First 100 Words in Spanish*: pages 30–33.
- ✓ CD tracks 14–16: join in audio activities.
- ✓ (*Optional writing*) Write out 4 to 6 of the mini-conversations in Step 3.

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Lesson ideas from



Title: *Your First 100 Words in Spanish*

Topic/Unit number: 6

Topic/Unit name: Animals

Materials needed:

- *Your First 100 Words in Spanish* CD edition (students should each have their own copy for maximum benefit)
- Large pictures of the twelve animals.

Step 1

- ✓ Start off by showing pictures of animals that could be pets (dog, cat, fish, rabbit, horse, mouse).
- ✓ Ask students in turn *¿Tienes un perro?* (or similar) holding out the dog picture and looking questioning at them. They should guess you mean ‘Do you have a dog?’.
- ✓ Teach the answer (orally only): *sí, tengo/ no tengo*.
- ✓ Do the same with the other pictures of pets until all these words are familiar.

Step 2

- ✓ Then hold up the picture of the bull.
- ✓ Ask *¿Tienes un toro?* (or similar). Students will probably laugh. Get them to answer emphatically: *no tengo!*
- ✓ Do the same with the other animals that are obviously not pets.

Step 3

- ✓ Write the words for animals in Spanish slowly letter by letter on the board and ask the students to try and identify the words as you write. (You could turn this into a competition, seeing who can guess the animal first.)

Step 4

- ✓ In pairs, students tear out the flashcards from their books (one set for each pair).
- ✓ Each pair spreads the cards, Spanish-side up.

- ✓ They take it in turns to pick up a flashcard and ask and answer *¿Tienes un perro?* etc. (Make sure the students know that the Spanish for ‘a/an’ is *un* for masculine words but *una* for feminine words.)

Classroom game

- ✓ This memory game is called “I have a...” and is similar to “I went to market and bought...”.
- ✓ Start off the game by saying *Tengo un(a)...* and then naming an animal, e.g. *Tengo un toro*.
- ✓ The next student continues by adding an animal *Tengo un toro y una vaca*. and then the next student adds another animal, and so on.
- ✓ If a student can’t remember the order, the chain is broken and you need to start again.
- ✓ See how many animals they can say before the chain is broken for a class record!

Self-study (in the classroom/for homework)

- ✓ Study and practice the new vocabulary using the free online flashcards.
- ✓ *Your First 100 Words in Spanish*: pages 35–38, complete book activities.
- ✓ CD tracks 17–19: join in audio activities.
- ✓ (Optional writing) Student write sentences about which animals they have and don’t have at home. (Younger students could also draw a picture of their animals.) You can check the pets the students have and teach any additional words if necessary.

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Lesson ideas from



Title: *Your First 100 Words in Spanish*

Topic/Unit number: 7

Topic/Unit name: Parts of the body

Materials needed:

- *Your First 100 Words in Spanish* CD edition (*students should each have their own copy for maximum benefit*)
- Large poster showing someone standing full length (i.e. showing all the parts of the body on page 39)
- Blue tack
- Scarf to use as blindfold

Step 1

- ✓ Pin up the large poster.
- ✓ Point to the 12 parts of the body, teaching one by one. Ask students to repeat.
- ✓ Hold up the Spanish flashcard for each part of the body as you teach.
- ✓ Keep checking back to make sure they remember all the parts taught so far.

Step 2

- ✓ Practice by playing “Pin the label on the body”.
- ✓ Show students one of the twelve Spanish flashcards. Check they can pronounce it and know the meaning.
- ✓ Put a piece of blue tack on the back of the flashcard and blindfold one of the students with the scarf.
- ✓ Spin him/her around and direct him/her towards the large poster.
- ✓ Ask them to attach the label to the poster where they think that part of the body is. Other students can help by saying ‘left/right’ or similar in Spanish.
- ✓ You can then remove the scarf so they can see how accurate they were. Ask them to move the label if it is in the wrong position.
- ✓ Continue with another flashcard/student.

Classroom game

- ✓ Play a variation of “Simon says”
- ✓ Students have to point to the correct part of their body when you say *¿Dónde está la pierna?*, etc.
- ✓ Practice all the parts of body slowly first, making sure everyone is clear what to do.
- ✓ Then explain that they must only point when you include ‘where is’ (*¿Dónde está...?*). If you only say *¿La pierna?*, they shouldn’t move.
- ✓ Starting slowly and then speeding up, fire the questions at the students, leaving off *¿Dónde está...?* from time to time. If a student still points, he or she is out of the game. The winner is the last one left.

Self-study (in the classroom/for homework)

- ✓ Study and practice the new vocabulary using the free online flashcards.
- ✓ *Your First 100 Words in Spanish*: pages 40–43, complete book activities.
- ✓ CD tracks 29–22: join in audio activities.
- ✓ (Optional writing) Paste down a full-length photo/drawing of someone and label the 12 parts of the body they have been taught.

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Lesson ideas from



Title: *Your First 100 Words in Spanish*

Topic/Unit number: 8

Topic/Unit name: Useful Expressions

Materials needed:

- *Your First 100 Words in Spanish* CD edition (*students should each have their own copy for maximum benefit*)
- Blue tack

Step 1

- ✓ It's a good idea to try and incorporate as many as possible of these very basic expressions into your general classroom language from day one. Students should at least already know how to say: yes/no, please/thank you, hello/goodbye, where?, here, great!

Step 2

- ✓ Recap words and expressions students already know, using flashcards to introduce the spelling.
- ✓ Point out anything on the Spanish flashcard, for example if the expression uses familiar words and what the literal meaning is.
- ✓ Teach any remaining expressions that the students don't know, with the corresponding flashcards.

Step 3

- ✓ Play the scenarios on track 24 of the audio CD.
- ✓ Pause after each scenario and let the students give the correct Spanish response.
- ✓ Make up some more similar scenarios yourself to elicit some of the other expressions.
- ✓ Ask students to work in pairs. Student A makes up a scenario in English, then Student B gives the appropriate Spanish response. They then swap roles.

Classroom game

- ✓ Play “Bang the board”.
- ✓ Pin up all 16 flashcards on the board with the English side showing.
- ✓ Two students stand either side of the board where they can both reach the flashcards. You (or a third student) says one of the phrases in Spanish.
- ✓ The two students compete to see who can ‘bang’ the corresponding English word with their hand first.
- ✓ Continue with the next word.
- ✓ For a more challenging version, turn the flashcards to Spanish side and call out the English words.
- ✓ You can vary the speed and also give points.

Self-study (in the classroom/for homework)

- ✓ Study and practice the new vocabulary using the free online flashcards.
- ✓ *Your First 100 Words in Spanish*: pages 45–48, complete book activities.
- ✓ CD tracks 23–25: join in audio activities.
- ✓ (*Optional writing*) Write up some scenarios of their own (in English) and the Spanish response (as in Step 3).

Review

- ✓ The ‘Round-up’ section (pages 49–58 and tracks 26–29) includes all the 100 words. The activities can be exploited for review.

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