

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
7 weeks	<u>¡Desconéctate!</u>	Discussing holiday activities and weather Revising the present tense of regular verbs Talking about holiday preferences Revising the present tense of irregular verbs Using verbs of opinion to refer to different people Talking about a past holiday Using the preterite tense Writing a longer text Describing a trip to Barcelona Using two past tenses Giving opinions in the past	Regular verbs in the present tense Identifying and using connectives (<i>y, pero, cuando, o, sin embargo, también</i>) Irregular verbs in the present tense (<i>ser, tener, ir</i>) Verbs of opinion Decoding and using question words (<i>¿Cuándo? ¿Adónde? ¿Dónde? ¿Qué? ¿Por qué?</i>) The preterite tense (<i>regular -ar/-er/-ir verbs and ser, ir</i>) Writing a longer text, using connectives, negatives and opinion phrases Using two past tenses (preterite and imperfect) Giving opinions about the past Using sequencers to structure writing (<i>primero, luego, después, más tarde, finalmente</i>)	The subject matter of this unit lends itself perfectly to the revision and consolidation of the preterite, present and which students have met earlier in the course

<p><u>7 weeks</u></p>	<p><u>¡Desconéctate!</u></p>	<p>Booking accommodation and dealing with problems</p> <p>Using verbs with <i>usted</i></p> <p>Understanding higher numbers</p> <p>Giving an account of a holiday in the past</p> <p>Using three tenses together</p> <p>Identifying positive and negative opinions</p> <p>Revision and practice for FCSE</p> <p>Speaking and Listening exams</p>	<p>Using verbs with <i>usted</i></p> <p>Understanding higher numbers</p> <p>Using the present, preterite and imperfect tenses together</p> <p>Listening for positive and negative opinions.</p>	<p>This unit lends itself perfectly to the revision and consolidation using three tenses together, whilst building up to sit an FCSE unit examination</p>
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<u>6 weeks</u>	<u>Mi Insti</u>	<p>Giving opinions about school subjects</p> <p>Comparing subjects and teachers</p> <p>Describing school uniform and the school day</p> <p>Using adjectives</p> <p>Describing your school</p> <p>Using negatives</p> <p>Distinguishing between the present and the imperfect</p>	<p>Opinion verbs (<i>me gusta, me encanta, me interesa, odio, prefiero</i>)</p> <p>Including qualifiers (<i>demasiado, muy, bastante, poco</i>)</p> <p>Comparatives (<i>más, menos, mejor, peor, tan ... como</i>)</p> <p>Adjectival endings for colours (<i>-o/a, -e, consonant endings</i>)</p> <p>Using time expressions correctly</p> <p>Using negatives (<i>nada, ni ... ni, nunca, tampoco</i>)</p> <p>Distinguishing between the present and the imperfect</p>	<p>This topic lends itself to looking at expanding the list of opinion verbs, met in years 7 and 8, along with qualifiers.</p> <p>A wider breadth of negatives is encouraged, to make work more mature.</p>
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<u>6 weeks</u>	<u>Mi Insti</u>	<p>Talking about school rules and problems</p> <p>Using phrases followed by the infinitive</p> <p>Tackling harder listening exercises</p> <p>Talking about plans for a school exchange</p> <p>Using the near future tense</p> <p>Asking and answering questions</p> <p>Talking about activities and achievements</p> <p>Understanding object pronouns</p> <p>Using three tenses together</p> <p>Revision and practice for FCSE</p> <p>Speaking and Listening Assessments</p>	<p>Using phrases followed by the infinitive (<i>se debe, no se debe, está prohibido, no se permite</i>)</p> <p>Applying pronunciation patterns to new language</p> <p>Tackling listening tasks which include distractors or ideas expressed in different words</p> <p>Using the near future tense</p> <p>Asking and answering questions</p> <p>Using <i>desde hace</i> to say how long you have been doing something</p> <p>Understanding direct object pronouns (<i>lo/la/los/las</i>)</p> <p>Spotting time expressions while listening</p>	<p>The two future tenses are discussed to best talk about future plans. Pupils will also start to ask more questions, focussing on pronunciation and intonation.</p> <p>The use of direct and indirect object pronouns will be studied</p>
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<u>6 weeks</u>	<u>Mi gente</u>	<p>Talking about socialising and family</p> <p>Using verbs in the present tense</p> <p>Describing people</p> <p>Using adjectival agreement</p> <p>Talking about social networks</p> <p>Using <i>para</i> with infinitives</p> <p>Extending responses by referring to others</p>	<p>Possessive adjectives (<i>mi, tu, su, nuestro, vuestro, su</i>)</p> <p>Using verbs in the present tense</p> <p>Using expressions of frequency (<i>siempre, todos los días, etc.</i>)</p> <p>Pronunciation: word stress</p> <p>Stem-changing verbs (<i>poder, querer</i>)</p> <p>Qualifying descriptions (<i>muy, bastante, un poco, poco</i>)</p> <p>Phrases that don't translate word for word</p> <p>Identifying the person of the verb in a reading text</p> <p>Adjectival endings (<i>-o/a, -e, consonant, -or/ora, -ista</i>)</p> <p><i>Para</i> + infinitive</p> <p>Extending responses by referring to others</p>	<p>This builds on prior knowledge of family members but looks at extending responses, to include jobs and skills required for those jobs. This fits in with careers.</p>
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<u>5 weeks</u>	<u>Mi gente</u>	<p>Making arrangements</p> <p>Using the present continuous</p> <p>Improvising dialogues</p> <p>Talking about reading preferences</p> <p>Using a range of connectives</p> <p>Recognising similar ideas expressed differently</p> <p>Describing relationships</p> <p>Using <i>ser</i> and <i>estar</i></p> <p>Understanding more detailed descriptions</p>	<p>The present continuous</p> <p>Decoding verbs in the present continuous while listening</p> <p>Improvising dialogues</p> <p>Justifying opinions using adjectives</p> <p>Structuring writing (<i>primero, además, sin embargo, por otro lado, ya que, por eso</i>)</p> <p>Reflexive verbs for relationships</p> <p>Working with cognate personality adjectives: <i>dinámico, estricto, estúpido, pesimista</i>, etc.</p> <p>Using adjectives and adverbs of frequency to give more detailed descriptions</p> <p><i>Ser</i> and <i>estar</i></p>	<p>Modal verbs are revisited and the present continuous introduced, emphasising the different uses of the verbs <i>Ser</i> and <i>Estar</i>.</p> <p>The importance of a wide vocabulary is emphasised by looking at more cognates.</p>
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