

LANGUAGE CLASSES DESCRIPTION

ENGLISH

Level I

Name: Cesar A. Ponce de Leon

Course Description

This course is for students who have little to no previous knowledge of English. The curriculum is designed to systematically guide students through the fundamental stages of language learning. Key areas of focus include grammar and vocabulary development, as well as conversational skills, pronunciation, reading, and listening.

Course Objectives / Learning Outcomes

By the end of this course, students will be able to:

1. Read and understand short texts, finding details and the main idea.
2. Listen for specific information and the main idea in simple passages and conversations.
3. Summarize short reading passages and take notes while listening.
4. Write simple sentences and short informal letters or emails.
5. Complete personal information forms.
6. Write a short description of their town or city.

Teaching Methods & Materials

- Textbook/Material: ELLI
- **Supplementary Materials:**
 - Handouts, worksheets, and vocabulary lists.
 - Videos (interviews, movies clips, news segments).
 - Audio recordings for listening practice.
 - Reading books/articles at intermediate level.
 - Language learning apps and software for grammar and pronunciation.
 - Simulations, role-plays, and interactive games.
- **Technology:** Elli, Kahoot, Zoom, and PowerPoint Slides

Class Schedule Overview

Topic / Theme	Key Grammar & Skills
Greetings & Introductions	Verb "to be" (am, is, are); Subject pronouns (I, you, he, she); Possessive adjectives (my, your, his, her)
Personal Information	Articles (a, an); Numbers (0-20); Talking about age, nationality, and jobs
People and Places	Demonstratives (this, that, these, those); Plural nouns; Describing people and places.
Daily Life & Routines	Simple Present tense (positive); Daily routine vocabulary; Days of the week, months.
Places in Town	Basic prepositions of place (in, on, under); "There is/There are"; Common places in a town.
Likes & Dislikes	Simple Present tense (negative & questions); Talking about likes and dislikes; Food & drinks vocabulary.
Shopping & Money	Count/noncount nouns; Asking and answering basic questions about prices; Clothes vocabulary.
Time & Weather	Present Continuous (basic use for actions happening now); Seasons; Talking about the weather.
Family & Relationships	Family members vocabulary; Describing family members; Adjectives (happy, sad, big, small).
Past Experiences	Simple Past tense (regular verbs); Talking about past events; "-ed" endings pronunciation.
Classroom & Study	Classroom vocabulary; Basic question words (who, what, where); Taking notes while listening.
Writing Skills	Writing simple sentences and short paragraphs about yourself and your family; Using correct capitalization and punctuation.
Letters & Forms	Filling out simple forms; Writing a short informal letter or email.
Review & Practical Applications	Role-plays; Practicing conversational skills; Summarizing a short reading passage.
Final Assessments & Wrap-Up	Oral presentations; reflections

Homework / Practice Expectations

- Weekly grammar and vocabulary exercises.
- Reading short articles or stories.
- Writing assignments (paragraphs, short essays, dialogues).
- Listening to English audio (songs, podcasts, videos).
- Speaking practice with a partner or language exchange.

Review and prepare for weekly quizzes and final presentations.

Evaluation / Feedback

- **Class Participation:** 20% – Active involvement in discussions, role-plays, and group activities.
- **Homework & Quizzes:** 20% – Completion and quality of weekly assignments.
- **Midterm Assessment:** 20% – Covers grammar, listening, speaking, and writing learned in the first 7 weeks.
- **Final Project & Presentation:** 20% – Oral presentation and written component on a selected topic.
- **Final Exam:** 20% – Comprehensive test including listening, reading, writing, and speaking.

Level II

Name: Cesar A. Ponce de Leon

Course Description

This course is designed for intermediate English learners who already have a basic understanding of grammar and vocabulary. Students will build upon their foundational skills to improve speaking, listening, reading, and writing abilities, while also learning about U.S. culture and communication norms. Through interactive activities, discussions, and practical applications, students will enhance their ability to communicate confidently in everyday and professional situations.

Course Objectives / Learning Outcomes

By the end of this course, students will be able to:

1. Use a range of verb tenses accurately (present, past, future, perfect).
2. Apply grammar structures such as comparatives, superlatives, conditionals, and passive voice.
3. Engage in conversations on various topics including daily life, travel, work, hobbies, and cultural customs.
4. Understand and respond to spoken English in real-life contexts.
5. Write clear and structured paragraphs, emails, and short essays.
6. Demonstrate improved pronunciation and listening comprehension.
7. Compare and contrast cultural practices between the U.S. and their home countries.

Teaching Methods & Materials

- **Textbook/Material:** ELLI.
- **Supplementary Materials:**
 - Handouts, worksheets, and vocabulary lists.
 - Videos (interviews, movies clips, news segments).
 - Audio recordings for listening practice.
 - Reading books/articles at intermediate level.
 - Language learning apps and software for grammar and pronunciation.
 - Simulations, role-plays, and interactive games.
- **Technology:** Elli, Kahoot, Zoom, and PowerPoint Slides

Class Schedule Overview

Topic / Theme	Key Grammar & Skills
Review & Foundations	Present simple & continuous; describing friends; U.S. dating customs
Daily Routines & Hobbies	Possessive adjectives; speaking about daily activities; /s/, /z/, /ɪz/ endings
Shopping & Money	Count/noncount nouns; quantifiers; shopping habits in U.S.
Storytelling & Past Events	Simple past vs. past continuous; -ed endings pronunciation
Home & Living Spaces	Prepositions of place; there is/there are; family life in the U.S.
Work & Jobs	Comparatives & superlatives; career preferences
Future Plans & Intentions	Future tenses; contractions (I'm gonna, I'll)
Favorite Things	More/less; most/least; descriptive writing
Giving Advice	Should, have to, must, 2nd conditional; work schedules
Famous People & Achievements	Present perfect simple & continuous; weak forms of "have"
Small Talk & Social Situations	Tag questions; social norms in the U.S.
Travel & Vacations	Real conditional; vacation planning
Inventions & Discoveries	Passive voice; writing about inventions
Review & Practical Applications	Role-plays; academic skills
Final Assessments & Cultural Wrap-Up	Oral presentations; cultural reflections

Homework / Practice Expectations

- Weekly grammar and vocabulary exercises.
- Reading short articles or stories.
- Writing assignments (paragraphs, short essays, dialogues).
- Listening to English audio (songs, podcasts, videos).
- Speaking practice with a partner or language exchange.
- Review and prepare for weekly quizzes and final presentations.

Evaluation / Feedback

- **Class Participation:** 20% – Active involvement in discussions, role-plays, and group activities.
- **Homework & Quizzes:** 20% – Completion and quality of weekly assignments.
- **Midterm Assessment:** 20% – Covers grammar, listening, speaking, and writing learned in the first 7 weeks.
- **Final Project & Presentation:** 20% – Oral presentation and written component on a selected topic.
- **Final Exam:** 20% – Comprehensive test including listening, reading, writing, and speaking.

Level III

Name: Martha Pien

GOAL

Level 3 Intermediate English will build on skills mastered in Level 2 High Beginner English. Classes will support students functional English for use in their daily life activities and participation in social/cultural experiences.

OBJECTIVES

- Develop English language and social skills to be able to, for example:
 - Secure housing (communicate with rental and real-estate agents)
 - Shop in retail and grocery stores (understand signs and communicate with staff)
 - Address health care needs for self and family members
 - Communicate with staff at children's schools
 - Use modes of local transportation (car, Uber, bus, subway)
- Enhance social/cultural experiences in English that allow students to:
 - Team with other IDB English classes on group projects
 - Explore DC cultural opportunities through visits to museums, embassies, parks, and other venues that provide content-rich experiences
 - Meet with guest speakers to explore cross-cultural experiences in the US
 - Develop a final class project for presentation to IDB audiences

LEARNING TOOLS

Examples of digital and print resources to support Level 3 students English learning include:

- *Evolve Level 3 Textbook/Workbook* (with digital resources)
- *Breaking News English* - digital short news stories at six levels (with audio, grammar, vocabulary, and comprehension/discussion exercises)
- *Easy English News* - digital monthly newsletter on key US and international news
- *ELLI* - digital grammar and content site for practice/reinforcement of English grammar and reading skills
- *Basic English Grammar* - textbook with short, narrowly focused, and highly visual content to target grammar points
- *American Manners & Customs* - textbook guide to understanding life in the US (with comprehension and vocabulary exercises)
- *Oxford Picture Dictionary* - picture dictionary for practicing common communication needs, such as talking with health care professionals, giving/understanding street directions, and navigating large buildings

Level IV

Name: Sydney Butler

Course Requirements and Description

Students should have good basic knowledge of English present, past, perfect and conditional tenses, as well as simple English idioms. Classes will be held in a friendly and casual manner, with focus on refining these tenses and idioms as they apply in different social contexts such as school events, shopping experiences, travel planning, medical appointments and employment interviews. Focus will generally be on improving oral skills, but students will also learn some basic writing and spelling skills for emails, invitations, thank you notes, etc. Learning materials will include assignments from the Ellii learning format, basic news/weather releases, and miscellaneous materials such as poetry, songs, holiday events and local excursions. Assignments and class communication will be primarily coordinated through a WhatsApp group. Emphasis will be on local and national U.S. culture to facilitate students' adaption to their new environment. Students will occasionally be asked to prepare and present topics to other students in class. Classes will be primarily in person, but will occasionally be held online. Quizzes will sometimes be given for reviewing materials and assessing students understanding, but there will be no final exam or grade.

Level V

Name: Sydney Butler

Course Requirements and Description

Students should have a working and confident command of English tenses and common idioms. Classes will be held in a friendly and casual manner, with focus on refining English speaking skills and learning complex idioms as they apply in different contexts of fast paced social interactions such as school events, shopping experiences, travel planning, medical appointments and employment interviews. For students seeking employment, counseling and experience sharing will be provided. Focus will be on improving oral skills, but more complex writing skills will be offered, such as employment applications and business communication. Learning materials will occasionally include assignments from the Ellii learning format and news/weather releases and miscellaneous materials including poetry, songs, holiday events, local excursions and up to date U.S. and international events. Assignments and class communication will be coordinated through a WhatsApp group. Emphasis will be on local and national culture to refine students' fluency in daily events. Students will be asked to prepare and present various subjects to the class. Classes will be primarily in person, but will occasionally be held online. Quizzes will sometimes be given for reviewing materials and assessing students' understanding, but there will be no final exam or grade.

Intermediate Conversation

Name: Martha Pien

GOAL

Conversation students will have the opportunity to talk with others in an informal classroom setting. Students will choose discussion topics and/or activities based on their interests. The instructor will serve as a guide and less as a teacher during classes.

OBJECTIVES

- Identify topics of shared interest for informal group discussion.
- Select how to “kick-off” the discussion by, for example:
 - watching a short news clip
 - listening to a prompt
 - reading a short news story
- Identify out-of-classroom experiences to strengthen conversation skills, such as:
 - visiting a museum
 - going to a restaurant
 - exploring DC's natural beauty
 - Sharing a fun activity with another class

EVALUATION

- Students will complete pre- and post-course questionnaires to assess their comfort with conversing in English.
- As a topic is discussed or an activity is completed, students will verbally summarize how the topic or activity will be of use to them.

HOMEWORK

- One student each week will, with the instructor's guidance as needed, select a topic for discussion.

LEARNING TOOLS

Examples of digital and print resources to support Level 3 Conversation students include:

- *Breaking News English* - digital short news stories at six levels (with audio, grammar, vocabulary, and comprehension/discussion exercises).
- *Easy English News* - digital monthly newsletter on key US and international news.
- *ELLI* - digital grammar and content site for practice/reinforcement of English grammar and reading skills.
- *American Manners & Customs* - textbook guide to understanding life in the US (with comprehension and vocabulary exercises).

Advanced Conversation

Name: Sydney Butler

Course Requirements and Description

Students should have a high level of English fluency in a wide range of topics and situations. Students are expected to be active participants in this conversation class, which will be primarily online. Materials will range from simple daily challenges to sophisticated discussions of international business, history and current events. Students will often be asked to present and lead a topic for group discussion. Assignments, communication and discussion topics will be coordinated through a WhatsApp group.

SPANISH FOR ADULTS

Level I

Name: Cesar A. Ponce de Leon

Course Description

This course is designed for students with little to no prior knowledge of the Spanish language. The primary goal is to provide a solid foundation in essential communication skills, enabling students to engage in basic conversations and navigate everyday situations with confidence. The course focuses on introducing fundamental vocabulary, grammar, and pronunciation.

Course Objectives / Learning Outcomes

By the end of this course, students will be able to:

1. Introduce themselves and others, using greetings and farewells appropriately.
2. Ask and answer basic questions about personal information, such as name, origin, and nationality.
3. Understand and use basic vocabulary related to daily life, including numbers, colors, family members, and places in a city.
4. Conjugate and use essential verbs like "ser," "estar," and "tener" in the present tense.
5. Talk about daily routines, express likes and dislikes, and order food in a restaurant.
6. Ask for and give simple directions.

Teaching Methods & Materials

- **Textbook/Material:** Dele A1 course materials / Digital platform (*to be determined*)
- **Supplementary Materials:**
 - Handouts, worksheets, and vocabulary lists.
 - Videos (interviews, movies clips, news segments).
 - Audio recordings for listening practice.
 - Reading books/articles at intermediate level.
 - Language learning apps and software for grammar and pronunciation.
 - Simulations, role-plays, and interactive games.
- **Technology:** Kahoot, Zoom, and PowerPoint Slides

Class Schedule Overview

Topic / Theme	Key Grammar & Skills
Introduction to Spanish	Greetings, farewells, introductions, the Spanish alphabet, numbers 1-20.
Basic Expressions & Questions	Asking and answering basic questions, courtesy phrases, nationalities, and countries.
Expanding Numbers & Pronunciation	Numbers up to 100, practicing pronunciation of the alphabet and courtesy phrases.
Daily Life & Common Objects	Days of the week and months of the year, colors and basic adjectives, and common objects in the classroom and at home.
Essential Verbs	Essential verbs: <i>ser</i> , <i>estar</i> , <i>tener</i> (to be, to be, to have) in the present tense.
Family & Personal Descriptions	Family members (father, mother, brother, sister, etc.); Describing physical appearance and personality.
Using <i>Ser</i> & <i>Estar</i> in Descriptions	Using "ser" and "estar" in descriptions; Asking and answering questions about family.
Daily Routines & Activities	Common verbs in the present tense (eat, work, study, live); Talking about daily schedules and activities.
Present Tense & Frequency	Conjugation of regular verbs in the present tense; Frequency expressions: always, sometimes, never.
Around the City & Directions	Places in the city (bank, supermarket, park); How to ask for and give directions.
Prepositions & City Life	Prepositions of place: in, next to, between; Common expressions for interacting in stores and restaurants.
Food & Restaurants	Vocabulary for food and beverages; How to order at a restaurant.
Likes & Dislikes	Expressing likes and dislikes: I like/I don't like; Common restaurant expressions.
Review & Practical Applications	Role-plays; academic skills
Final Assessments & Cultural Wrap-Up	Oral presentations; cultural reflections

Homework / Practice Expectations

- Weekly grammar and vocabulary exercises.
- Reading short articles or stories.
- Writing assignments (paragraphs, short essays, dialogues).
- Listening to English audio (songs, podcasts, videos).
- Speaking practice with a partner or language exchange.
- Review and prepare for weekly quizzes and final presentations.

Evaluation / Feedback

- **Class Participation:** 20% – Active involvement in discussions, role-plays, and group activities.
- **Homework & Quizzes:** 20% – Completion and quality of weekly assignments.
- **Midterm Assessment:** 20% – Covers grammar, listening, speaking, and writing learned in the first 7 weeks.
- **Final Project & Presentation:** 20% – Oral presentation and written component on a selected topic.
- **Final Exam:** 20% – Comprehensive test including listening, reading, writing, and speaking.

FRENCH

Level I and II

Name: Alice Delserieys

Course Description

A summary of the course goals, approach, and what students can expect to learn.

Découvrez la langue et la culture française !

Dive into the world of French language and culture to bring a touch of "je ne sais quoi" to your life! Whether you're a complete beginner or looking to refresh your skills, the French class offers:

Interactive Lessons

Learn to communicate confidently in real-life situations. The course introduces vocabulary, basic grammar, pronunciation and understanding of French to become more confident to communicate in French.

Cultural Insights

Explore French art, cuisine, tourism, history, and traditions.

Fun and Relaxed Atmosphere

Meet with friends of the IDB Family association and enjoy a supportive environment. The class includes a field trip for an authentic French experience in Bethesda or Washington decided with the participants.

Course Objectives / Learning Outcomes

This course is designed to help adult learners build a solid foundation in French at levels A1 and A2 (Basic and Elementary level in the Common European Framework of Reference for Languages - CEFR), through engaging and practical activities tailored to each learner's level. Beginners (A1) will focus on understanding and using familiar everyday expressions, introducing themselves, and interacting in simple situations. Intermediate beginners (A2) will expand their vocabulary and grammar to describe daily routines, express opinions, and hold short conversations. The course emphasizes listening, speaking, reading, and writing, with differentiated instruction to support each learner's progress and confidence in using French in real-life contexts.

Teaching methods and materials

For example: textbooks, songs, reading books, videos, apps, software, simulations, games.

During the course, we will use a variety of extracts from selected textbooks, videos and audio recordings, and online resources to learn progressively.

The French classes propose an interactive approach guided by the following principles:

- *Interactions*: participants are engaged in different activities, learning games play-based simulations to practice French in a warm and welcoming environment.

- *Adaptability*: depending on participants' needs, the course can be adjusted to cover a specific content (prepare for a trip in France, to go to a French restaurant, etc) or to provide differentiated content depending on the learning needs (from beginner to intermediate level).
- *Inclusion*: The course is designed to be welcoming and inclusive and value the diversity of backgrounds, experiences and perspectives. In the specific context of the IDB family association, the specific culture and latin language (e.g. spanish, portuguese) that some participants might share can be a valuable input to understand the French language and culture.

Class schedule overview

I do not have the details of the schedule yet as I want to see who will join (in particular if some participants from last year register again it changes what I will cover).

However, I have a proposition to engage more participants:

Proposition to have 2 classes in 1:

- Class 1 with weekly classes for beginner level (level A1 and A2) that covers basic french communication
- Class 2 with a monthly meeting that is open to a broader audience (beginners and more advanced level)
- class 2 could be a “café en français” meeting where a topic is chosen and presentations / discussions / reading, etc is done about this topic. This would be a cultural and relaxed moment providing an opportunity to speak and hear French.

The idea could be to merge the 2 classes with 2 level of registration and a planning that could look like:

Each month: Week 1, 2, 3 (class 1 for beginners) and week 4 (class 1+2 for beginners and advanced)
This could be a way to have more participants and allow both beginners and more advanced French speakers to participate in a meaningful way. We could even have the café en français at the IDB headquarters if this is more interesting.

week	Topic/theme	Grammer focus	Vocabulary focus	Cultural component

Homework / Practice Expectations

Weekly reading material for example.

Each week participants are provided with opportunities to practice more French with:

- Online practice exercises to review what was covered in class
- Additional resources for further exploration or practice
- Cultural opportunities with events happening in the French speaking community of the DMV region.

Evaluation / Feedback

Final test, final presentation, describe how you will assess progress (if at all).

Continuous assessment

Each week, participants are engaged in activities that allow them to assess their mastery of French and develop more confidence speaking and understanding French.

Final Assessment

For the participants interested, a final exam is proposed. This exam matches the standards of the exam for the A1 and A2 level of French (Basic and Elementary level in the Common European Framework of Reference for Languages - CEFR). The objective is to give participants the opportunity to assess their level to consider updating their resume.

SPANISH FOR CHILDREN

Spanish Level IV

Name: Eliana Matos

Course Description

This course is designed for fourth-grade students from Spanish-speaking homes who are continuing to develop formal literacy in Spanish. The main goals are to expand vocabulary and sentence structures, deepen grammar knowledge, and strengthen reading and writing skills, while fostering oral communication and cultural understanding.

Students will explore engaging themes such as personal identity, family and friends, neighbors, food, travel, music, and daily routines. Each unit builds high-frequency language structures and integrates reading, writing, listening, and speaking through songs, visual aids, interactive games, structured texts, and meaningful projects.

The course emphasizes writing structured paragraphs, reading with comprehension, and applying grammar concepts such as gender agreement, verb conjugation, and sentence structure. By the end of the year, students will be able to describe themselves and others, share preferences, express routines and future, give directions, and participate in conversations in Spanish with increased fluency and confidence.

Course Objectives / Learning Outcomes

By the end of the course, students will:

1. Read and understand short texts on familiar topics.
2. Write structured paragraphs with accurate grammar.
3. Use thematic vocabulary confidently in speaking and writing.
4. Apply core grammar concepts: gender, number, present tense, reflexives, pronouns.
5. Participate in short conversations and give simple presentations.
6. Connect language learning with culture through projects and stories.

Teaching methods and materials

Communicative Language Teaching (CLT)

Focus on communication and real-life language use.

1. Use authentic conversations (greetings, shopping, asking for directions).
2. Emphasize speaking and listening over grammar drills.
3. Create communicative tasks like interviews, role-plays, and games.
4. Teach vocabulary in context, not isolation.

Comprehensible Input (CI) & TPRS (Storytelling)

Provide understandable, rich input that leads to natural acquisition.

1. Speak slightly above students' level using visuals and context clues.
2. Use TPRS (Teaching Proficiency through Reading and Storytelling):
 - Introduce high-frequency structures.
 - Create stories collaboratively.
 - Read, re-tell, and expand the stories.

Project-Based Learning (PBL)

Build language skills through meaningful, real-world projects.

1. Projects like "Mi familia," "Mi casa," or "Un viaje por Latinoamérica."

2. Integrate culture, vocabulary, speaking, writing, and creativity.
3. Culminate in presentations, or performances.

Multisensory & Arts-Based Methods

Engage different learning styles.

1. Incorporate songs, chants, dancing, crafts, and skits.
2. Use visuals (flashcards, posters) and music to reinforce concepts.
3. Combine speaking with drawing or storytelling for deeper learning.

Interactive and Task-Based Activities

Practice Spanish through tasks with real goals.

1. Examples: scavenger hunts, surveys, classroom jobs, mystery games.
2. Pair and group work builds confidence and collaboration.
3. Focus on doing, not just knowing.

Reading & Writing Integration

Build literacy in Spanish.

1. Start with simple, high-frequency readers.
2. Use student-created books to personalize content.
3. Incorporate journaling, dialogue writing, and comic strips.

Cultural Immersion

Connect language to culture.

1. Explore traditions, holidays, foods, and geography of Spanish-speaking countries.
2. Virtual field trips, cultural guest speakers, and pen pals enhance learning.
3. Teach language through culture, not just about it.

Responsive and Differentiated Teaching

Support diverse learners at their level.

1. Use formative assessment to guide instruction.
2. Offer tiered tasks, visual supports, sentence starters.
3. Build in choice and student voice to boost engagement.

Spiral and Repetitive Review

Retain and build on language over time.

1. Revisit vocabulary and structures regularly.
2. Use routines (greetings, daily questions).
3. Layer learning over the year to promote long-term mastery.

Resources

1. "Colega 4" textbook and workbook
2. Audio resources and songs
3. Cultural videos, songs, storybooks, and visuals
4. Graphic organizers
5. Printable worksheets
6. Interactive games

Class schedule overview

UNIT 1: Somos diferentes

Goal: Describe personal traits, tastes, and routines.

Key Structures: Yo soy..., Me gusta..., No me gusta..., Todos somos diferentes porque...

Grammar Focus: *Verb "ser", verb "gustar", descriptive adjectives, gender and number agreement*

Reading/Writing: Descriptive texts, compare and contrast paragraphs

Skills: Reading comprehension, writing comparisons, oral presentations

UNIT 2: Amigos del mundo

Goal: Talk about family, friends, and countries

Key Structures: Tengo una hermana..., Mi amigo vive en..., Es de...

Grammar Focus: *Verbs "tener" and "vivir", nationalities, possessive adjectives*

Reading/Writing: Letters, short dialogues, maps with information

Skills: Listening and reading for details, personal descriptions, dialogues.

UNIT 3: Una ciudad muy especial

Goal: Identify and describe places in the city and give simple directions

Key Structures: Hay un museo..., La biblioteca está cerca de..., Gira a la izquierda...

Grammar Focus: *Verbs "haber" and "estar", prepositions of place, informal imperative*

Reading/Writing: Descriptions of neighborhoods, city maps

Skills: Spatial comprehension, writing directions, asking/answering questions.

UNIT 4: Qué rica la comida

Goal: Talk about food, meals, and eating habits

Key Structures: Como pan por la mañana..., Me encanta la fruta...

Grammar Focus: *Regular verbs in present tense, verbs "gustar" and "encantar"*

Reading/Writing: Menus, recipe cards, food descriptions

Skills: Vocabulary recall, food descriptions, oral pair activities.

UNIT 5: Nos vamos de viaje

Goal: Talk about transportation and travel plans

Key Structures: Voy en tren, Vamos a visitar..., El aeropuerto está lejos

Grammar Focus: *Verbs "ir" and "hacer", near future tense, time sequence connectors*

Reading/Writing: Postcards, itineraries, packing lists

Skills: Expressing plans, timeline writing, listening for sequence.

UNIT 6: Música y espectáculos

Goal: Talk about music, instruments, and shows

Key Structures: Me gusta tocar el piano, Voy al teatro el viernes...

Grammar Focus: *Stem-changing verbs, time expressions*

Reading/Writing: Interviews, event posters, music reviews

Skills: Expressing preferences, structured writing, pronunciation.

UNIT 7: Ayudamos en casa

Goal: Describe chores and family responsibilities

Key Structures: Ayudo a limpiar..., Pongo la mesa cada día...

Grammar Focus: *Reflexive verbs, daily routines*

Reading/Writing: Routines chart, short narratives, chore schedules

Skills: Routine vocabulary, writing about daily habits, teamwork.

Week	Topic / theme	Grammar focus	Vocabulary focus / Key structures	Cultural component
	UNIT 1: Somos diferentes	Verbs <i>ser, gustar</i> , descriptive adjectives, gender/number agreement. Interrogatives: cómo, cuántos, qué, dónde.	Yo soy..., Me gusta..., No me gusta..., Todos somos diferentes porque...	School vacations in Spain. Languages spoken in Spain (Spanish, Galician, Catalan, and Basque). Spanish jokes.
	UNIT 2: Amigos del mundo	Verbs <i>tener, vivir</i> , nationalities, possessives. Simple past (pretérito perfecto simple).	Tengo una hermana..., Mi amigo vive en..., Es de...	The American continent: Spanish-speaking countries, indigenous languages, the Galápagos Islands, the Andes, Iguazú Falls, the Amazon rainforest, chocolate, chewing gum... Physical geography of Central and South America.
	UNIT 3: Una ciudad muy especial	Verbs <i>haber</i> and <i>estar</i> , prepositions of place, informal imperative. Adverbs of frequency. Imperfect tense.	Hay un museo..., La biblioteca está cerca de..., Gira a la izquierda...	Life in the past. The Aztecs. Traditional games.
	UNIT 4: Qué rica la comida	Regular verbs in present, verbs <i>gustar, encantar</i> . Present perfect (haber + participle). Regular participles (-ado/-ido), irregular participles.	Como pan por la mañana..., Me encanta la fruta...	Food in Spain: first course, second course, and dessert. Tapas and punch.
	UNIT 5: Nos vamos de viaje	Verbs <i>ir, hacer</i> , near future, temporal connectors. Immediate future. Simple future.	Voy en tren, Vamos a visitar..., El aeropuerto está lejos	Birthday parties. Pulling ears to give birthday wishes. Horoscopes.
	UNIT 6: Música y espectáculos	Stem-changing verbs, time expressions. Indefinites of quantity and identity.	Me gusta tocar el piano, Voy al teatro el viernes...	The press: children's sections. Spanish and Latin American newspapers. Spanish-learning magazines. Television: programs and schedules.
	UNIT 7: Ayudamos en casa	Reflexive verbs, daily routine.	Ayudo a limpiar..., Pongo la mesa cada día...	Household roles and routines in Spanish-speaking families

Homework / Practice Expectations:

Students will receive weekly homework assignments in their workbook, along with additional materials designed to reinforce and practice the content covered in class. These activities will support students' understanding of vocabulary, grammar, and reading comprehension while encouraging consistent engagement with the language outside of classroom time.

Evaluation / Feedback

Formative assessments

1. Oral participation and pronunciation checks
2. Reading fluency and comprehension tasks.
3. Writing simple sentences and short texts.
4. Listening and response activities.
5. Projects and cultural presentations