

What? When? Why?	Lesson 1 Learning intentions (what can a student do at the end of the lesson)	Lesson 2 Learning intentions (what can a student do at the end of the lesson)	Lesson 3 Learning intentions (what can a student do at the end of the lesson)
Week 1	<ul style="list-style-type: none"> Revising reflexive verbs. Describing meal times. Talking about daily routine. Using 'soler' and the infinitive. Reading about the daily routine. 	<ul style="list-style-type: none"> Talking about illnesses and injuries. Asking for help in a pharmacy. Using 'estar' for temporary states and feelings. Listening to people talking about their ailments. 	<ul style="list-style-type: none"> Revise body parts. Using 'doler' in the present and perfect tense. Listening to people talk about their body pains. Translating sentences into Spanish about ailments.
Week 2	<ul style="list-style-type: none"> Talking about typical foods. Spotting words which indicate an increase or decrease. Listening to people talking about a decrease or decrease. Using the words for quantities or containers followed by day. 	<ul style="list-style-type: none"> Reading about typical foods. Learning how to form the passive voice. Listening to interviews about typical foods. Revisiting direct object pronouns. Writing an article about typical food from your country. 	<ul style="list-style-type: none"> Speaking and writing assessment practice Introducing key vocabulary and structures for the role play and photo-card areas. Developing fluency for the general conversation part of the exam.

What? When? Why?	Lesson 1 Learning intentions (what can a student do at the end of the lesson)	Lesson 2 Learning intentions (what can a student do at the end of the lesson)	Lesson 3 Learning intentions (what can a student do at the end of the lesson)
Week 3	<ul style="list-style-type: none"> • Comparing different festivals. • Learning ways to avoid using the passive voice. • Paying attention to question words. • Reading for detail to answer questions accurately. • Listening for detail to answer questions accurately. 	<ul style="list-style-type: none"> • Using the ‘they’ form of the verb taking extra care with reflexive, stem-changing and irregular verbs. • Comparing two festivals. • Writing a text about Guy Fawkes night. 	<ul style="list-style-type: none"> • Speaking and writing assessment practice • Introducing key vocabulary and structures for the role play and photo-card areas. • Developing fluency for the general conversation part of the exam.
Week 4	<ul style="list-style-type: none"> • Describing a special day. • Using reflexive verbs in the preterite tense in the first person. • Reading about different festivals. • Inferring meaning in literary texts. 	<ul style="list-style-type: none"> • Listening to people talking about celebrations. • Translating texts about a special day into Spanish. • Reading and understanding extracts from a novel. 	<ul style="list-style-type: none"> • Speaking and writing assessment practice • Introducing key vocabulary and structures for the role play and photo-card areas. • Developing fluency for the general conversation part of the exam.

What? When? Why?	Lesson 1 Learning intentions (what can a student do at the end of the lesson)	Lesson 2 Learning intentions (what can a student do at the end of the lesson)	Lesson 3 Learning intentions (what can a student do at the end of the lesson)
Week 5	<ul style="list-style-type: none"> • Ordering food in a restaurant. • Using absolute superlatives. • Listening for detail to a dialogue in a restaurant. 	<ul style="list-style-type: none"> • Spotting irregular verb patterns in the preterite tense. • Listening to people talking about their menu choices. • Reading about complaints to restaurants. • Writing a complaint to a restaurant. 	<ul style="list-style-type: none"> • Speaking and writing assessment practice • Introducing key vocabulary and structures for the role play and photo-card areas. • Developing fluency for the general conversation part of the exam.
Week 6	<ul style="list-style-type: none"> • Talking about a music festival. • Describing your favourite band and singer adding interest. • Listening to people talking about their reading interests. • Reading about different music events. 	<ul style="list-style-type: none"> • Revisiting the ‘we’ form of ‘ar’ and ‘ir’ verbs in the present and preterite. • Reading a text about a music festival paying attention to detail. • Using expressions followed by the infinitive. • Describing your experiences at a music festival. 	<ul style="list-style-type: none"> • Speaking and writing assessment practice • Introducing key vocabulary and structures for the role play and photo-card areas. • Developing fluency for the general conversation part of the exam.

What? When? Why?	Lesson 1 Learning intentions (what can a student do at the end of the lesson)	Lesson 2 Learning intentions (what can a student do at the end of the lesson)	Lesson 3 Learning intentions (what can a student do at the end of the lesson)
Week 7	<ul style="list-style-type: none"> • Reading about accidents at Christmas. • Learning about the importance of the 15th birthday. • Listening for detail about different music festivals. 	<ul style="list-style-type: none"> • Using a success criteria to achieve the highest grades in writing. • Writing about why festivals and traditions are important using the success criteria. • Translating a text into Spanish about the daily routine and food preferences. • Listening for detail about celebrations. 	<ul style="list-style-type: none"> • Speaking and writing assessment practice • Introducing key vocabulary and structures for the role play and photo-card areas. • Developing fluency for the general conversation part of the exam.