

BERLIN BRITISH SCHOOL

Course Overview

SPANISH

Grade 6	
Autumn term	<p><i>Nuevos amigos</i>: greetings, basic personal information; spelling.</p> <p><i>En clase</i>: understanding basic classroom commands; school objects; numbers up to 31; saying the date.</p>
Spring term	<p><i>Mi familia y yo</i>: talking about family and pets.</p> <p><i>Así soy yo</i>: describing character and physical appearance</p>
Summer term	<p><i>Mi colegio</i>: talking about school subjects; school timetable; expressing likes and dislikes; describing the facilities/rooms in a school.</p> <p><i>Mi ciudad y mi casa</i>: describing a city/town – explain what facilities there are/aren't; expressing the location of a city/town/country; learning some geographical information about Spain and Latin America.</p>

Grade 7	
Autumn	<p><i>Mi rutina diaria</i>: describing and understanding texts and audios about someone's daily routine; talking about hobbies and favourite sports.</p>
Spring term	<p><i>Comer fuera</i>: ordering food and drink at a restaurant; saying what one eats and doesn't eat and why; learning about some typical products and dishes from Spain and Latin America; buying groceries; Mentioning quantities and containers.</p>
Summer term	<p><i>¿Qué hiciste?</i> Talking about one's last holiday; asking others where they went, how and with whom, when and how long for.</p> <p><i>La salud</i>: saying that one doesn't feel well and where it hurts; giving advice about what to do to be healthy.</p>

Grade 8	
Autumn term	<p><i>La Ropa</i>: describing clothes, expressing preferences and opinions; shopping for clothes; comparing different objects.</p> <p><i>Mis aficiones y el deporte</i>: talking about hobbies and sports; expressing likes and dislikes; describing different types of sports.</p>
Spring term	<p><i>La comida</i>: Talking about eating habits, including timetables, names of meals, etc; talking about ingredients, courses and types of food in different countries.</p> <p><i>Mi Vida</i>: talking about daily routine in the present; asking others about their daily routine; answering questions about daily routine.</p>
Summer term	<p><i>De viaje</i>: saying how one travels and where; asking about details of a trip; describing a trip in the past and what you did.</p> <p><i>Las fiestas</i>: talking about celebrations and festivities in different cultures; learning about some Spanish and Latin American traditions and celebrations.</p>

Grade 9	
Autumn term	<p><i>Hablando de mí y mi familia</i>: understanding, asking for and giving basic information; filling in forms requiring personal information; distinguishing and using formal and informal register appropriately.</p> <p><i>Mi rutina y mi tiempo libre</i>: expressing likes and dislikes, preferences and opinions; proposing and accepting or rejecting a plan with a friend.</p>
Spring term	<p><i>La rutina académica. Mi instituto actual e ideal</i>: information about school and school routine; expressing opinions; learning about Spanish and some Latin American school systems; discussing important factors in a school.</p> <p><i>Estar en forma</i>: information about well-being; aspects related to lifestyle; talking about keeping fit; giving advice to others about how to keep fit.</p>
Summer term	<p><i>De vacaciones</i>: information about travel, transport and holidays; asking and giving information about trips and places of interest; finding the way and booking accommodation; talking and enquiring about</p>

	<p>present, past and future holidays; making a complaint when things go wrong; talking about the weather.</p> <p><i>De compras</i>: asking and giving information about department stores, types of shops and going shopping.</p>
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Grade 10	
Autumn term	<p><i>Mis últimas vacaciones</i>: talking about and asking someone what they did during their holidays; describing facilities at a hotel; booking a room in different types of accommodation (in written and spoken form); asking questions about a given accommodation.</p> <p><i>¿Cómo te enteras?</i> understanding, asking for and giving information about films, TV series, books, magazines, newspapers; expressing likes and dislikes, opinions.</p>
Spring term	<p><i>¿Cómo es donde vives? En casa</i>: describing what one's town is/was like; asking/saying what one would do to improve one's area and the environment; asking about where others live; talking about jobs around the house; asking and talking about one's house.</p> <p><i>Los empleos y las prácticas de trabajo. Después de los exámenes</i>: understanding, asking for and giving information about work experience; talking about one's possible future profession; giving information about holiday or part time jobs.</p>
Summer term	Examinations

Grade 11	
Autumn term	<p><i>INGENIO HUMANO El arte, una forma de vivir</i>: talking about different artistic expressions of the Spanish speaking world; talking about the biographies and work of artists from the Spanish speaking world; Reflecting on the importance of learning about the artistic manifestations of a given culture.</p> <p><i>IDENTIDADES Mente sana y cuerpo sano</i>: talking about different lifestyles; giving advice about how to lead a healthy life; reflecting on</p>

	<p>different aspects related to health and well-being in Spanish speaking cultures.</p> <p><i>Higher Level:</i> activities to introduce Spanish and Latin American Literature; reading fragments of different works of literature from Spain and Latin America; practising reading comprehension.</p>
Spring term	<p><i>EXPERIENCIAS Viajes y turismo:</i> talking about different types of tourism and their features; reflecting on what we can learn from travelling; reflecting on the impact of tourism in a given region; advantages and disadvantages of tourism in different regions of Spain and Latin America, e.g. “party tourism” in Spain, mass tourism in some regions of Latin America.</p> <p><i>Higher Level:</i> reading a novel or drama in Spanish (e.g. <i>Campos de fresas</i> by Jordi Serra i Fabra) and activities during the reading process.</p>
Summer term	<p><i>CÓMO COMPARTIMOS EL PLANETA Vivir en armonía con nuestro planeta:</i> reflecting on the ecological and environmental challenges that the planet is facing; learning about different initiatives that try to overcome these challenges in Spain and Latin America, e.g. sustainable tourism.</p> <p><i>Higher Level:</i> finish reading a work of literature in Spanish/activities on the book (vocabulary, plot, characters); role plays - possible dialogues between some of the novel’s characters.</p>

Grade 12	
Autumn term	<p><i>INGENIO HUMANO Ciencia y tecnología/Comunicación y medios:</i> reflecting on the use of mobile phones and social networks; reflecting on the language used to discuss the advantages and disadvantages of internet and television; reflecting on sensationalism in media/press; reflecting on bias in advertising.</p> <p><i>Entretenimiento:</i> reflecting on how entertainment has changed over time; examples of entertainment in Spain and Latin America (e.g. festivities, TV shows and films).</p> <p><i>Higher Level:</i> activities on Latin American Literature; reading a work of Latin American Literature (novel or drama, e.g. <i>La muerte y la doncella</i>, by Ariel Dorfman).</p>
Spring term	<p><i>ORGANIZACIÓN SOCIAL Vivir en comunidad:</i> reflecting on the role of</p>

	<p>individuals in society; finding out about different solidarity projects in Spain and Latin America; discussing the impact of social protests around the world and examples in Spain and Latin America.</p> <p><i>Higher Level:</i> reading fragments of different works of literature from Spain and Latin America; practising reading comprehension.</p>
Summer term	Examinations