

# **Spanish Level 4**

## **Knowledge Organisers**

# Spanish L4 - Unit 1: Around the House

## Course Evaluation Criteria

**Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.**

1. Pupils can identify and name all family members.
2. Pupils can ask and answer the question 'Where do you live?' using different types of homes.
3. Pupils can ask and answer the question 'What is there in your house?' while referring to different parts of a house.
4. Pupils can ask and answer the question 'What is there in your bedroom?' while referring to different items found in a bedroom
5. Pupils can modify adjectives to agree with the noun being described.
6. Pupils can identify and name most of the prepositions to describe the location of items in a bedroom with some support.
7. Pupils can use the verb "there isn't/aren't" accurately to form negative sentences while describing various parts of a house and bedroom items.
8. Pupils can accurately use prepositions based on the gender of the noun that follows.
9. Pupils can accurately say most, if not all, parts of a house and items found in a bedroom.
10. Pupils can create complex sentences that effectively describe their houses and items in their bedroom by incorporating both positive and negative sentences, conjunctions and several adjectives.

## Learning Outcomes

**Course Overview:** Pupils will practise how to ask and answer questions about where they live and who they live with. This will include revising types of homes and family members. They will also learn a broad range of vocabulary related to parts of a house and items commonly found in a bedroom. Additionally, they will learn how to apply this vocabulary to construct sentences using the verb 'there is/there are' and answer questions such as 'What is there in your house?' or 'What is there in your bedroom?'. Students will also be taught some prepositions of place to describe the location of items in the bedroom. Pupils will review the grammatical concept of adjectival agreement, which involves using the correct gender and number when describing parts of a house and items in the bedroom. To reinforce their learning, pupils will participate in a variety of activities, such as games, reading, listening, speaking, and writing tasks.

**Learning Outcomes:** By the end of the course, students will be able to discuss and write in detail about where they live and who they live with. They will also be capable of describing various part of a house using an extensive range of vocabulary. Additionally, they will also be able to talk about different items which can be found in a bedroom while using appropriate adjectives to describe them accurately. Pupils will be able to modify adjectives according to the gender and number of parts of a house and bedroom items, enhancing their sentence construction skills. Pupils will also be able to use various prepositions to describe where bedroom items are located.

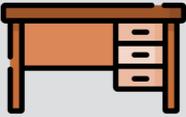
## Keywords - Unit 1

<b>¿Dónde vives?</b>	<i>¿Where do you live?</i>
<b>Vivo en un/una ... con mi/ mis ...</b>	<i>I live in a ... with my ...</i>
<b>una casa, un castillo, un piso, una granja, un iglú, una cabaña, un barco, una caravana</b>	<i>a house, a castle, a flat, a farm, an igloo, a cabin, a boat, a caravan</i>
<b>abuelos, abuela, abuelo, padres, madre, padre, hermanos, hermana, hermano, yo, tío, tía, primo, prima</b>	<i>grandparents, grandmother, grandfather, parents, mother, father, siblings, sister, brother, uncle, aunt, cousin (male), cousin (female)</i>
<b>¿Qué hay en tu casa?</b>	<i>Where is there in your house?</i>
<b>En mi casa hay/no hay...</b>	<i>In my house there is/there isn't....</i>
<b>un dormitorio, una cocina, un salón, un comedor, un garaje, un ático, un sótano, un jardín, un baño</b>	<i>a bedroom, a kitchen, a living room, a dining room, a garage, an attic, a cellar, a garden, a bathroom</i>
<b>¿Qué hay en tu dormitorio?</b>	<i>What is there in your bedroom?</i>
<b>En mi dormitorio hay/no hay...</b>	<i>In my bedroom there is/there isn't</i>
<b>una cama, un armario, una ventana, una puerta, un ordenador, un póster, una silla, un escritorio, una lámpara, una televisión</b>	<i>a bed, a wardrobe, a window, a door, a computer, a poster, a chair, a desk, a lamp, a TV</i>
<b>bonito/a, feo/a, viejo/a. nuevo/a, pequeño/a, grande</b>	<i>pretty, ugly, old, new, small, big</i>
<b>encima del/de la, debajo del/de la, delante del/de la, detrás del/de la, a la izquierda del/de la, a la derecha del/de la</b>	<i>on the top of, under, in front of, behind, on the left, on the right</i>

## Parts of a house - Unit 1

<b>una cocina</b>		<i>a kitchen</i>
<b>un dormitorio</b>		<i>a bedroom</i>
<b>un jardín</b>		<i>a garden</i>
<b>un comedor</b>		<i>a dining room</i>
<b>un salón</b>		<i>a living room</i>
<b>un ático</b>		<i>an attic</i>
<b>un sótano</b>		<i>a cellar</i>
<b>un baño</b>		<i>a bathroom</i>
<b>un garaje</b>		<i>a garage</i>

## Items of a bedroom - Unit 1

<b>una cama</b>		<i>a bed</i>
<b>un armario</b>		<i>a wardrobe</i>
<b>un póster</b>		<i>a poster</i>
<b>una lámpara</b>		<i>a lamp</i>
<b>una puerta</b>		<i>a door</i>
<b>una ventana</b>		<i>a window</i>
<b>una televisión</b>		<i>a TV</i>
<b>un escritorio</b>		<i>a desk</i>
<b>un ordenador</b>		<i>a computer</i>
<b>una silla</b>		<i>a chair</i>

# Spanish L4 - Unit 2: Daily Routines

## Course Evaluation Criteria

**Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.**

1. Pupils can name at least half of the daily routines.
2. Pupils can identify and name most of the free-time activities.
3. Pupils can incorporate some sequence connectives to describe the order at which they perform different activities.
4. Pupils can tell the time using the phrases 'o'clock' and 'quarter past'.
5. Pupils can answer and ask questions about what time they do different activities.
6. Pupils can tell the time using the phrases 'half past' and 'quarter to'.
7. Pupils can tell the time using the prepositions 'past' and 'to' to indicate time in Spanish.
8. Pupils can say all the daily routines and free-time activities covered in this unit.
9. Pupils can write a paragraph about their daily routine incorporating a wide range of activities and times with a high level of grammatical accuracy.
10. Pupils can incorporate vocabulary from previous topics to provide more details about their daily routines.

## Learning Outcomes

**Course Overview:** Pupils will be provided with the opportunity to improve their Spanish communication skills by incorporating vocabulary related to daily routines into their existing knowledge. They will learn a diverse range of sequence connectives to make their daily routine descriptions more complex. Pupils will also learn how to express time using phrases like 'quarter to', 'half past' and 'quarter to' in Spanish. While revising how to tell the time, students will practise how to describe when they perform a variety of daily routines using different times by asking and answering the question 'What time + daily routine?'. Additionally, students will review hobbies to discuss what they do during their free time. To reinforce their learning, pupils will participate in a wide range of activities, such as games, reading, listening, speaking, and writing tasks. These activities will aid in consolidating their understanding and provide them with a practical understanding of the language in a variety of contexts.

**Learning Outcomes:** Pupils will gain knowledge of a wide range of daily activities, enabling them to confidently discuss their daily routine in everyday conversations. They will learn several sequence connectives, which will allow them to describe their daily routine in more complex sentences and sound more natural.

Additionally, students will be able to state the time at which they perform different daily routines and free-time activities, which will allow them to discuss their daily routine in greater detail. To support their descriptions, students will also practise days of the week.

## Keywords - Unit 2

¿A qué hora ....?		<i>What time do you...?</i>
Es la... / Son las...		<i>it is...</i>
en punto		<i>o'clock</i>
y cuarto		<i>quarter past</i>
y media		<i>half past</i>
menos cuarto		<i>quarter to</i>
a la... / a las...		<i>at</i>
primero		<i>first</i>
luego		<i>then</i>
más tarde		<i>later</i>
después		<i>after that</i>
finalmente		<i>finally</i>
por la mañana		<i>in the morning</i>
por la tarde		<i>in the afternoon</i>
por la noche		<i>at night</i>
uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce		<i>one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve</i>
lunes, martes, miércoles, jueves, viernes, sábado, domingo		<i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i>

## Daily Routines - Unit 2

me despierto		<i>I wake up</i>
me levanto		<i>I get up</i>
me ducho		<i>I take a shower</i>
me visto		<i>I get dressed</i>
desayuno		<i>I have breakfast</i>
voy al colegio		<i>I go to school</i>
como		<i>I have lunch</i>
voy a casa		<i>I go home</i>
ceno		<i>I have dinner</i>
me lavo los dientes		<i>I brush my teeth</i>
me acuesto		<i>I go to bed</i>

## Free-time Activities - Unit 2

bailo		<i>I dance</i>
escucho música		<i>I listen to music</i>
veo la televisión		<i>I watch TV</i>
monto en bicicleta		<i>I ride a bicycle</i>
juego al baloncesto		<i>I play basketball</i>
hago natación		<i>I go swimming</i>
salgo con amigos		<i>I go out with friends</i>
leo un libro		<i>I read a book</i>

# Spanish L4 - Unit 3: My Town

## Course Evaluation Criteria

**Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.**

1. Pupils can name most of the places around town.
2. Pupils can identify most, if not all, of the prepositions of location to locate places.
3. Pupils can complete sentences to discuss the presence and absence of specific places within a town using 'there is' and 'there isn't'.
4. Pupils have a good understanding of most directional instructions and can identify them.
5. Pupils can choose the appropriate adjective that matches the gender of a given noun, demonstrating their understanding of gender agreement.
6. Pupils can describe a city using a variety of descriptive adjectives.
7. Pupils can accurately use prepositions of location to indicate the spatial relationships between places, taking into account the gender of the nouns involved.
8. Pupils can both give accurate instructions and follow directions in order to locate places within a town.
9. Pupils can use comparative phrases in simple sentences to compare different aspects of cities.
10. Pupils can confidently incorporate their previous knowledge into their speech when describing a town. They are able to use a range of structures, including positive and negative sentences, conjunctions, and several descriptive adjectives.

## Learning Outcomes

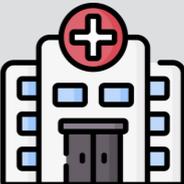
**Course Overview:** Pupils will learn about the different places in a town and review vocabulary from previous units. They will also review how to use indefinite articles and make nouns plural. Additionally, they will learn how to construct sentences using the verb 'there is/there are' and answer the question 'What is there in your city?' while applying this vocabulary. Students will also review prepositions of location to describe where these places are located and directional instructions to answer the question 'Where is...?'. The grammatical concept of adjectival agreement will also be reviewed to ensure students use the correct gender and number when describing towns or cities using different adjectives. In addition, they will learn how to compare towns or cities using the phrases 'more...than' and 'less...than'. To reinforce their learning, pupils will participate in various activities, such as games, reading, listening, speaking, and writing tasks.

**Learning Outcomes:** By the end of the course, students will be able to discuss and write in detail about the places within a town. They will also be capable of describing the location of these places using prepositions of location. Additionally, they will be able to provide clear instructions for giving directions using a variety of directional phrases. Pupils will demonstrate their ability to modify adjectives based on gender and number when describing a particular town, enhancing their sentence construction. Furthermore, students will be able to use phrases such as 'more... than' and 'less... than' to apply their knowledge of adjectives when comparing towns.

## Keywords - Unit 3

mi ciudad		my city
mi pueblo		my town
mi barrio		my neighbourhood
¿Qué hay en tu ciudad?		What is there in your city?
En mi ciudad hay/no hay...		In my city there is/there isn't...
¿Dónde está el/la...?		Where is the...?
Esta...		It is...
enfrente del / de la		in front of
detrás del / de la		behind
a la derecha del / de la		to the right of
a la izquierda de / de la		to the left of
sigue recto		go straight on
gira a la derecha		turn right
gira a la izquierda		turn left
toma la primera/ segunda/tercera calle a la derecha/izquierda		take the first/second/third street on the right/left
está a la derecha		it's to the right
esta a la izquierda		it's to the left
moderno/a, antiguo/a, aburrido/a, interesante, grande, pequeño/a, tranquilo/a, ruidoso/a, bonito/a, feo/a		modern, old, boring, interesting, big, small, quiet, noisy, pretty, ugly
es más... que		it's more... than
es menos... que		it's less... than

## Town Places - Unit 3

un cine		a cinema
un parque		a park
una piscina		a swimming pool
un centro comercial		a shopping centre
un museo		a museum
una iglesia		a church
un estadio		a stadium
un restaurante		a restaurant
una tienda		a shop
una biblioteca		a library
un colegio		a school
un polideportivo		a sports centre
una universidad		a university
un hospital		a hospital
un mercado		a market
una plaza		a town square

# Spanish L4 - Unit 4: Future Plans

## Course Evaluation Criteria

**Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.**

1. Pupils can name most of the opinion phrases in Spanish.
2. Pupils can name most of the hobbies covered in the unit.
3. Pupils can use the correct preposition based on the gender of the town place that follows when expressing opinions.
4. Pupils can use the first person of singular of the near future tense in Spanish to describe their future plans.
5. Pupils can write a simple paragraph to describe their likes and dislikes during their free time, along with their future plans.
6. Pupils can include time phrases to specify when they are going to do something in the future.
7. Pupils can provide key information about some Easter traditions in Spain.
8. Pupils can use most of the conjugations of the present tense of the verb 'to go' to describe their own and others' future plans.
9. Pupils can name most of the relevant vocabulary related to the Spanish Easter.
10. Pupils can confidently incorporate their prior knowledge into their writing and speech, including vocabulary and grammatical structures from previous topics.

## Learning Outcomes

**Course Overview:** In this unit, students will have the opportunity to practise expressing their preferences and opinions about what they enjoy doing during their free time. This will include reviewing various hobbies and places around town. Additionally, students will learn how to form the near future tense in Spanish by using the present tense of the verb 'to go' and infinitive verbs. This new grammatical knowledge will enable them to express their future plans in Spanish. To further reinforce their learning, students will also review a broad range of vocabulary from previous topics, such as family, countries, transport, and how to tell the time, among others. This will allow them to extend their sentences and make them more complex. In addition, they will expand their cultural knowledge by learning about Spanish traditions during Easter. Finally, to reinforce their learning, pupils will participate in a variety of activities, such as games, reading, listening, speaking, and writing tasks.

**Learning Outcome:** By the end of the course, students will have the ability to discuss and write in detail about their opinions on a broad range of free-time activities. They will also be able to express their future plans in Spanish using the near future tense. Moreover, they will have a solid grasp of previously learnt vocabulary and will be able to incorporate it into their writings and speeches to make them more complex and richer. Additionally, they will be able to provide detailed information about Spanish traditions during Easter, demonstrating a deeper understanding of the Spanish culture.

## Keywords - Unit 4

<b>I am going to + infinitive</b>	<i>voy a + infinitive</i>
<b>mañana</b>	<i>tomorrow</i>
<b>este fin de semana</b>	<i>this weekend</i>
<b>el próximo sábado</b>	<i>next Saturday</i>
<b>el próximo domingo</b>	<i>next Sunday</i>
<b>el próximo verano</b>	<i>next summer</i>
<b>me llamo...</b>	<i>my name is...</i>
<b>I'm... years old</b>	<i>tengo...años</i>
<b>vivo en...</b>	<i>I live in...</i>
<b>me encanta, me gusta mucho, me gusta, no me gusta, no me gusta nada, odio</b>	<i>I love, I really like, I like, I don't like, I don't like at all, I hate</i>
<b>padres, madre, padre, hermanos, hermana, hermano, abuelos, abuela, abuelo, tío, tía, primo, prima</b>	<i>parents, mother, father, siblings, sister, brother, grandparents, grandmother, grandfather, uncle, aunt, cousin (male), cousin (female)</i>

## Verb 'to go' - Unit 4

<b>voy</b>	<i>I go</i>
<b>vas</b>	<i>you go</i>
<b>va</b>	<i>he/she goes</i>
<b>vamos</b>	<i>we go</i>
<b>vais</b>	<i>you (plural) go</i>
<b>van</b>	<i>they go</i>

## Infinitive verbs - Unit 4

<b>escuchar música</b>		<i>to listen to music</i>
<b>bailar</b>		<i>to dance</i>
<b>ver la televisión</b>		<i>to watch TV</i>
<b>jugar al baloncesto</b>		<i>to play basketball</i>
<b>salir con amigos</b>		<i>to go out with friends</i>
<b>cantar</b>		<i>to dance</i>
<b>hacer patinaje</b>		<i>to 'do' skating</i>
<b>sacar fotos</b>		<i>to take photos</i>
<b>leer libros</b>		<i>to read books</i>
<b>montar en bicicleta</b>		<i>to ride a bike</i>
<b>ir al parque</b>		<i>to go to the park</i>
<b>ir al cine</b>		<i>to go to the cinema</i>
<b>ir al estadio</b>		<i>to go to the stadium</i>
<b>ir al centro comercial</b>		<i>to go to the shopping centre</i>
<b>ir a la montaña</b>		<i>to go to the mountains</i>
<b>ir al museo</b>		<i>to go to the museum</i>
<b>ir a la piscina</b>		<i>to go to the swimming pool</i>
<b>ir a la playa</b>		<i>to go to the beach</i>
<b>ir al zoológico</b>		<i>to go to the zoo</i>
<b>ir al polideportivo</b>		<i>to go to the sports centre</i>

# Spanish L4 - Unit 5: Jobs

## Course Evaluation Criteria

**Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.**

1. Pupils can identify and name all family members in Spanish.
2. Pupils can name most of the jobs covered in the unit.
3. Pupils can recognise the gender of different job words.
4. Pupils can provide a one-word answer to the question 'What does a 'family member' do for a living?'.
5. Pupils can use at least one future tense verb in Spanish to discuss their aspirations for future professions.
6. Pupils can identify and name most of the adjectives covered in the unit.
7. Pupils can confidently use future tense verbs in Spanish to discuss their career aspirations using both positive and negative sentence structures.
8. Pupils can correctly use the appropriate ending of a job word, considering the gender and number of the person being referred to.
9. Pupils can ask and answer the question 'What does 'family member' do for a living?' with an accurate and complete sentences.
10. Pupils can confidently integrate their existing knowledge into their writing and speech when expressing their career aspirations. They demonstrate proficiency in using various sentence structures, such as positive and negative sentences, conjunctions, and multiple adjectives.

## Learning Outcomes

**Course Overview:** Throughout this unit, pupils will not only learn how to name various professions in Spanish but also review vocabulary from previous topics, allowing them to expand their repertoire of job-related words. They will engage in meaningful practice of asking and answering questions about other people's professions, fostering discussions about their family members' jobs. Additionally, students will learn how to construct sentences using verbs in the future tense correctly. This will enable them to express their aspirations for future professions, using a range of adjectives to extend their sentences and articulate their reasons for being interested in those specific jobs. To reinforce their learning, pupils will actively participate in a diverse range of activities, such as games, reading, listening, speaking, and writing tasks. These activities will aid in consolidating their understanding and provide them with a practical understanding of the language in a variety of contexts.

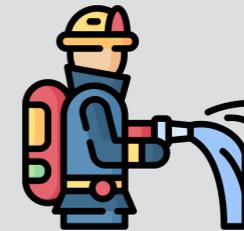
**Learning Outcomes:** By the end of the course, pupils will acquire a comprehensive understanding of a diverse range of jobs, enabling them to confidently discuss their future aspirations. They will expand their vocabulary by incorporating various adjectives, which will allow them to express their preferences and reasons for pursuing or not pursuing specific careers in more complex sentences. Additionally, students will be able to modify the endings of job names to match the gender of the person being referred to. This will enable them to engage in conversations about the professions of others, enhancing their ability to describe what people do or don't do for a living. To support these discussions, students will also review and reinforce their knowledge of vocabulary related to family members.

## Keywords - Unit 5

<b>¿En qué trabaja tu...?</b>	<i>What does... do for a living?</i>
<b>Mi... es...</b>	<i>My... is a...</i>
<b>Mi... no es...</b>	<i>My... is not a...</i>
<b>padres, madre, padre, hermanos, hermana, hermano, abuelos, abuela, abuelo, tío, tía, primo, prima, amigo, amiga</b>	<i>parents, mother, father, siblings, sister, brother, grandparents, grandmother, grandfather, uncle, aunt, cousin (male), cousin (female), friend (male), friend (female)</i>
<b>En el futuro (no) me gustaría ser...</b>	<i>In the future I would (not) like to be a...</i>
<b>En el futuro (no) voy a ser</b>	<i>In the future I'm (not) going to be a...</i>
<b>porque (no) es...</b>	<i>because it is (not)...</i>
<b>peligroso</b>	<i>dangerous</i>
<b>estresante</b>	<i>stressful</i>
<b>útil</b>	<i>useful</i>
<b>fácil</b>	<i>easy</i>
<b>difícil</b>	<i>difficult</i>
<b>emocionante</b>	<i>exciting</i>
<b>divertido</b>	<i>fun</i>
<b>aburrido</b>	<i>boring</i>
<b>fatigante</b>	<i>tiring</i>

## Jobs - Unit 5

<b>peluquero/a</b>	<i>a hairdresser</i>
<b>médico/a</b>	<i>a doctor</i>
<b>bombero/a</b>	<i>a firefighter</i>
<b>enfermero/a</b>	<i>a nurse</i>
<b>mecánico/a</b>	<i>a mechanic</i>
<b>cantante</b>	<i>a singer</i>
<b>camarero/a</b>	<i>a waiter/waitress</i>
<b>abogado/a</b>	<i>a lawyer</i>
<b>profesor(a)</b>	<i>a teacher</i>
<b>cocinero/a</b>	<i>a chef/cook</i>
<b>actor/actriz</b>	<i>an actor/actress</i>
<b>veterinario/a</b>	<i>a vet</i>
<b>fruter/a</b>	<i>a greengrocer</i>
<b>carnicero/a</b>	<i>a butcher</i>
<b>jardinero/a</b>	<i>a gardener</i>
<b>heladero/a</b>	<i>an ice-cream seller</i>
<b>panadero/a</b>	<i>a baker</i>
<b>zapatero/a</b>	<i>a shoemaker</i>
<b>pescadero/a</b>	<i>a fishmonger</i>
<b>bibliotecario/a</b>	<i>a librarian</i>
<b>farmacéutico/a</b>	<i>a pharmacist/chemist</i>
<b>granjero/a</b>	<i>a farmer</i>



# Spanish L4 - Unit 6: Our World

## Course Evaluation Criteria

**Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.**

1. Pupils can name most of the days of the week, months of the year, and seasons in Spanish.
2. Pupils can name most of the colours in Spanish.
3. Pupils can recall basic facts about the festival 'Day of the Dead'.
4. Pupils can recall basic facts about the Carnival in Spain.
5. Pupils can recall basic information and identify some landmarks of the city of Madrid.
6. Pupils can recall basic information and identify some landmarks of the city of Barcelona.
7. Pupils can describe flags of Spanish-speaking countries with a reasonable level of accuracy.
8. Pupils can identify and use key vocabulary related to the festivals 'Day of the Dead' and 'Carnival'.
9. Pupils can recognise and recall a significant portion of previously learnt vocabulary across various topics.
10. Pupils can apply their prior knowledge of Spanish to engage in discussions and describe the festivals and cities studied during this unit.

## Learning Outcomes

**Course Overview:** Pupils will learn how to describe flags of Spanish-speaking countries using their previous knowledge of colours and the verb 'to have'. Additionally, they will learn about two festivals, 'Day of the Dead' and the Carnival in Spain. These topics will introduce them to key vocabulary and provide an understanding of how these festivals are celebrated. Pupils will also embark on a virtual trip to two important cities in Spain, Madrid and Barcelona. Throughout this virtual trip, students will engage in several review tasks to reinforce vocabulary related to telling the time, items of clothing, food, weather, shops, and town shops. Finally, students will participate in a Spanish escape room to continue reviewing vocabulary. To reinforce their learning during the unit, pupils will actively participate in a diverse range of activities, such as games, reading, listening, speaking, and writing tasks. These activities will aid in consolidating their understanding and provide them with a practical understanding of the language in a variety of contexts.

**Learning Outcomes:** By the end of this course, students will have the ability to describe the appearance of flags from Spanish-speaking countries both orally and in writing. They will also acquire the skills to provide detailed information about the celebration of 'Day of the Dead' in Mexico and 'Carnival' in Spain, along with identifying vocabulary associated with these festivities. Additionally, students will become acquainted with the Spanish cities of Madrid and Barcelona, where they will learn about key information and prominent landmarks in these locations.

## Keywords - Unit 6

<b>La bandera de... es...</b>		<i>The flag of... is...</i>
<b>escudo/s</b>		<i>shield/s</i>
<b>estrella/s</b>		<i>start/s</i>
<b>sol/es</b>		<i>sun/s</i>
<b>franja/s</b>		<i>stripe/s</i>
<b>El Día de los Muertos</b>		<i>Day of the Dead</i>
<b>El Carnaval</b>		<i>Carnival</i>
<b>el desfile</b>		<i>parade</i>
<b>las velas</b>		<i>candles</i>
<b>los disfraces</b>		<i>costumes</i>
<b>las calaveras</b>		<i>skulls</i>
<b>el pan de muertos</b>		<i>'bread of the dead'</i>
<b>el papel picado</b>		<i>perforated paper</i>
<b>las flores</b>		<i>flowers</i>
<b>las ofrendas</b>		<i>offerings</i>
<b>la Reina del Carnaval</b>		<i>Carnival Queen</i>
<b>las carrozas</b>		<i>floats</i>
<b>las fiestas</b>		<i>parties</i>
<b>las máscaras</b>		<i>masks</i>
<b>el marisco</b>		<i>seafood</i>
<b>el Entierro de la Sardina</b>		<i>the Burial of the Sardine</i>
<b>los fuegos artificiales</b>		<i>fireworks</i>

## Spanish-speaking countries - Unit 6

<b>Argentina</b>		<i>Argentina</i>
<b>Colombia</b>		<i>Colombia</i>
<b>Perú</b>		<i>Peru</i>
<b>España</b>		<i>Spain</i>
<b>Bolivia</b>		<i>Bolivia</i>
<b>Ecuador</b>		<i>Ecuador</i>
<b>Uruguay</b>		<i>Uruguay</i>
<b>Nicaragua</b>		<i>Nicaragua</i>
<b>Chile</b>		<i>Chile</i>
<b>Honduras</b>		<i>Honduras</i>
<b>Cuba</b>		<i>Cuba</i>
<b>México</b>		<i>Mexico</i>
<b>Venezuela</b>		<i>Venezuela</i>
<b>Guatemala</b>		<i>Guatemala</i>
<b>Panamá</b>		<i>Panama</i>
<b>Puerto Rico</b>		<i>Puerto Rico</i>
<b>República Dominicana</b>		<i>Dominican Republic</i>
<b>El Salvador</b>		<i>El Salvador</i>
<b>Costa Rica</b>		<i>Costa Rica</i>
<b>Paraguay</b>		<i>Paraguay</i>
<b>Guinea Ecuatorial</b>		<i>Equatorial Guinea</i>