



Core Curriculum Guide

10 topic modules — use in any order, at any pace

10 MODULES

AGES 7-13

BILINGUAL

FLEXIBLE

ONLINE + OFFLINE

How to use this guide: Each module covers one topic completely. You can work through them in order or jump to whatever topic makes sense for your learner today. Modules 1-3 work best first because they build the vocabulary that later modules refer back to. Beyond that, there's no fixed sequence.

On vocabulary load: Each module introduces 8-12 words. That's intentional. Research into language learning in children consistently shows that 8-10 new words per session is the maximum that leads to real retention. Going beyond that produces recognition without recall — learners feel like they've learned more than they actually have.

MODULE 1 OF 10



Greetings & Names

🇪🇸 Los saludos y los nombres

What learners can do by the end of this module: By the end of this module, learners can greet someone, give their name, ask someone else's name, and say goodbye — all in Spanish, without prompting.

Teaching note: This is the first module most learners will do, so the tone you set here matters. Keep it fast, keep it physical, and don't let anyone stay silent for long. Even a whispered '¡Hola!' counts.

Vocabulary

Spanish	Pronunciation	English
¡Hola!	[OH-lah]	Hello
Buenos días	[BWEH-nos DEE-as]	Good morning — use before noon
Buenas tardes	[BWEH-nas TAR-des]	Good afternoon — from noon onwards
¿Cómo te llamas?	[KOH-mo teh YAH-mas]	What's your name? — literally: what do you call yourself?
Me llamo...	[meh YAH-mo]	My name is... — literally: I call myself
Mucho gusto	[MOO-cho GOOS-to]	Nice to meet you
¡Adiós!	[ah-DYOHS]	Goodbye
Hasta luego	[AHS-ta LWEH-go]	See you later

Grammar Note

Spanish doesn't use 'My name is ___' the way English does. The phrase *Me llamo* literally means 'I call myself.' It sounds strange translated, but Spanish children use it naturally. Teach it as a chunk — don't explain the grammar unless an older child asks.

Gender note: In Spanish, many words are either masculine or feminine. This module doesn't need that yet, but learners will start noticing it from Module 3 onwards.

Session Flow

Step 1 Opening — 5 to 10 minutes

Play a short Spanish song while the session starts. Greet each learner by name as they arrive or join. Use Spanish greetings from the start — 'Buenos días!' or 'Buenas tardes!' depending on the time. Don't wait until you've 'officially taught' greetings before using them.

Step 2 Vocabulary introduction — 15 to 20 minutes

Introduce each greeting one at a time. Say it, gesture with it, have learners repeat. Pair words with a physical action — a wave for ¡Hola!, a handshake mime for Mucho gusto. Move on to the next word fairly quickly; you'll revisit them all in the activity.

Step 3 Main activity — 20 to 25 minutes

Greeting circle or pair introductions. Learners greet each other using everything just introduced. The goal is for each person to have a short exchange in Spanish — even if it's only two lines. Walk around and listen, but don't interrupt mid-sentence.

Step 4 Worksheet — 15 minutes

Version A for younger learners, Version B for older ones. Both are in PDF 04. Check answers using PDF 09.

Step 5 Closing — 5 minutes

Quick recall: point to each learner and ask them to give you one Spanish word from today. End with the farewell ritual: ¡Hasta luego!

If attention drops: If the group gets restless during the vocabulary section, stop and play a quick version of the greeting circle instead of waiting. The activity itself will reinforce the words just as well.

When to move to the next module: Move to the next module when learners can introduce themselves and ask someone's name without being prompted. That's the only test that matters here.

Pronunciation Guide for This Module

Word	How to Say It
¡Hola!	The H in Spanish is always silent. Say it exactly like 'OH-lah'.
Buenos días	The 'ue' makes a 'WEH' sound. Buenos = BWEH-nos.
Me llamo	The 'll' sounds like the English 'y'. Llamo = YAH-mo, not LAH-mo.

Mucho gusto	The 'gu' before 'o' makes a hard G. Gusto = GOOS-to.
Hasta luego	The 'ue' again: LWEH-go. The 'h' is silent.

Activities from PDF 03:

- Greeting Circle (PDF 03, Activity 1)
- Name Tag Introduction (Activity 2)
- Flashcard Chat Race with greetings (Activity 3)

1 2 3 4 Numbers & Ages

 Los números y las edades

What learners can do by the end of this module: Learners can count from 1 to 20, ask how old someone is, and answer with their own age.

Teaching note: Numbers look easy but children often confuse siete and seis, or nueve and nuevo. Don't rush the pronunciation stage. It's worth spending a few extra minutes on the tricky ones.

Vocabulary

Spanish	Pronunciation	English
uno, dos, tres	[OO-no, DOHS, TREHS]	1, 2, 3
cuatro, cinco	[KWAH-tro, SEEN-ko]	4, 5
seis, siete	[SAYS, SYEH-teh]	6, 7 — children often mix these up
ocho, nueve, diez	[OH-cho, NWEH-beh, DYEHS]	8, 9, 10
once...veinte	[OHN-seh ... BAYN-teh]	11 to 20 — teach as a second step
¿Cuántos años tienes?	[KWAHN-tos AH-nyos TYEH-nes]	How old are you?
Tengo ___ años	[TEHN-go ... AH-nyos]	I am ___ years old

Grammar Note

Tengo comes from the verb *tener* (to have). Spanish says 'I have 9 years' rather than 'I am 9 years old.' It sounds odd in English, but it's one of the first grammar patterns learners absorb naturally just by using it.

Don't introduce numbers 11-20 until 1-10 are solid. If a learner is struggling with the first ten, stay there. The teens follow a logical pattern (diez + y + number) and are easier to pick up once the base is secure.

Session Flow

Step 1 Opening — 10 minutes

Start with a review of greetings from Module 1. Ask each learner '¿Cómo te llamas?' and have them answer. This takes two minutes and keeps previous vocabulary alive.

Step 2 Numbers 1-10 — 15 minutes

Use fingers. Count together, count backwards, count randomly. Hold up fingers and ask learners to call out the number in Spanish. Don't show flashcards until they've said the words at least five times each.

Step 3 Ages introduction — 10 minutes

Teach ¿Cuántos años tienes? and Tengo ____ años. Model it yourself first, then go around the group. If learners don't want to share their real age, a made-up age works just as well.

Step 4 Bingo — 20 minutes

Classic bingo with numbers 1-10 (or 1-20 for older groups). Learners draw their own grid. Caller uses Spanish numbers only. Winner must read back their winning row in Spanish.

Step 5 Worksheet and close — 15 minutes

Worksheet from PDF 04, Module 2. Answer key in PDF 09.

If attention drops: Numbers bingo almost always holds attention on its own. If energy drops before bingo, switch to it early — it reinforces the vocabulary just as effectively as a formal drill.

When to move to the next module: Learners can count to 10 reliably and answer ¿Cuántos años tienes? without looking at notes.

Pronunciation Guide for This Module

Word	How to Say It
seis	SAYS — rhymes with English 'face'. Not 'sex' — that's a common mispronunciation.
siete	SYEH-teh — two syllables. The 'ie' is a single sound: like 'yeah' but shorter.
nueve	NWEH-beh — the 'ue' again. Not 'noo-EH-veh'.
veinte	BAYN-teh — the 'v' in Spanish sounds close to 'b'. Both letters do.
años	AH-nyos — the 'ñ' is a unique Spanish sound, like the 'ny' in 'canyon'.

Activities from PDF 03:

- Número Bingo (Activity 5)
- Finger Count Race (Activity 6)
- Number Chat Race (Activity 3 variant)



Colors

Los colores

What learners can do by the end of this module: Learners can name at least 8 colors in Spanish and describe an object using its color with correct gender agreement.

Teaching note: This is the first module where gender agreement becomes relevant. Don't make it a grammar lesson — just model it consistently. Say 'la manzana es roja' (not 'rojo') and learners will absorb the pattern over time.

Vocabulary

Spanish	Pronunciation	English
rojo / roja	[ROH-ho / ROH-ha]	red — rojo with masculine nouns, roja with feminine
azul	[ah-SOOL]	blue — stays the same for masculine and feminine
verde	[BEHR-deh]	green — stays the same
amarillo / amarilla	[ah-mah-REE-yo / ah-mah-REE-ya]	yellow
naranja	[nah-RAHN-ha]	orange — stays the same, like the fruit
rosa	[ROH-sah]	pink — stays the same
morado / morada	[mo-RAH-do / mo-RAH-dah]	purple
blanco / blanca	[BLAHN-ko / BLAHN-kah]	white
negro / negra	[NEH-gro / NEH-grah]	black

marrón	[mah-RROHN]	brown — stays the same (it's a borrowed word)
gris	[GREES]	grey — stays the same

Grammar Note

Color adjectives in Spanish usually change their ending based on the noun they describe. Colors ending in -o change to -a for feminine nouns: *el gato negro* (the black cat, masculine) but *la gata negra* (the black cat, feminine). Colors ending in -e or -l don't change: *el cielo azul*, *la pelota azul*.

Don't drill this rule. Just model it correctly every time. Learners pick up gender agreement through exposure, not memorisation.

Session Flow

Step 1 Opening — 10 minutes

Greet the group and do a rapid numbers review — count backwards from 10, ask a couple of ages. Keeps Module 2 vocabulary alive without making it feel like a test.

Step 2 Colors introduction — 20 minutes

Introduce colors using physical objects in the room or on screen. Hold up something red and say 'rojo.' Hold up something blue: 'azul.' Add the gender form naturally when using a noun — 'la pelota es roja' — but don't explain the rule yet unless someone asks.

Step 3 Color Hunt — 20 minutes

The most effective activity for this module. Learners find objects matching a called color and show them. Online: on camera. Offline: run and touch. The key is speed — keep it moving.

Step 4 Rainbow worksheet + wrap-up — 20 minutes

Worksheet from PDF 04, Module 3. Answer key in PDF 09.

If attention drops: If a group is competitive, turn the color hunt into a points game. If they're more creative, let them draw and color instead. Both teach the same vocabulary.

When to move to the next module: Learner can look at an object and name its color in Spanish without hesitation. Gender agreement can still be shaky at this stage — that's normal.

Pronunciation Guide for This Module

Word	How to Say It
rojo	ROH-ho — the 'j' in Spanish sounds like a strong English 'h'. Not 'ROH-jo'.
naranja	nah-RAHN-ha — same 'j' sound at the end. The 'j' never sounds like English 'j'.
amarillo	ah-mah-REE-yo — the 'll' sounds like 'y'. Four syllables total.
morado	mo-RAH-do — stress on the second syllable.
marrón	mah-RROHN — double 'r' is trilled. The accent mark means stress falls on the last syllable.

Activities from PDF 03:

- Color Hunt (Activity 7)
- Flashcard Race with colors (Activity 3)
- Rainbow drawing activity



Family

 La familia

What learners can do by the end of this module: Learners can name the main family members in Spanish and say one sentence about their own family.

Teaching note: Be aware that not all children have the same family structure. Offer 'las personas en mi casa' (the people in my home) as an alternative if needed. Never make a child feel their family is wrong for the vocabulary.

Vocabulary

Spanish	Pronunciation	English
la madre / mamá	[lah MAH-dreh / mah-MAH]	mother / mum — mamá is more common in speech
el padre / papá	[el PAH-dreh / pah-PAH]	father / dad
el hermano	[el ehr-MAH-no]	brother
la hermana	[lah ehr-MAH-nah]	sister
el abuelo	[el ah-BWEH-lo]	grandfather
la abuela	[lah ah-BWEH-lah]	grandmother
el tío	[el TEE-oh]	uncle
la tía	[lah TEE-ah]	aunt
el primo / la prima	[el PREE-mo / lah PREE-mah]	male cousin / female cousin
la mascota	[lah mas-KOH-tah]	pet

Grammar Note

Notice that family words come in pairs — *el hermano* (brother) and *la hermana* (sister). The masculine form uses *el*, the feminine uses *la*. This is a good module to start pointing that out gently: 'hermano has an -o at the end, hermana has an -a. That's usually how it works in Spanish.'

Tengo un hermano (I have one brother). Tengo una hermana (I have one sister). Un = masculine, una = feminine. Don't over-explain it — just use both in your examples consistently.

Session Flow

Step 1 Opening — 10 minutes

Start with a color review. Point to objects around the room or on screen and ask for the Spanish color. Quick and warm — not a test.

Step 2 Family vocabulary — 20 minutes

Introduce each word with a gesture or by pointing to a photo. If you're online, hold up a family photo and narrate: 'Esta es mi madre. Se llama ____.' Learners do the same with their own photos or drawings.

Step 3 Family tree activity — 20 minutes

Each learner draws their family tree and labels it in Spanish. Then they introduce at least two family members to a partner or to the group.

Step 4 Worksheet and close — 20 minutes

Worksheet from PDF 04, Module 4. Answer key in PDF 09.

If attention drops: The family tree drawing usually absorbs younger children for the full 20 minutes. Older learners often rush through it — give them the extension task: write one sentence about each person they've drawn.

When to move to the next module: Learner can say 'Tengo un hermano y una hermana' or similar, without reading from notes. Family member names are the benchmark — not the grammar.

Pronunciation Guide for This Module

Word	How to Say It
madre	MAH-dreh — stress on first syllable.
hermano	ehr-MAH-no — the H is silent, and the stress is on the second syllable.
abuelo	ah-BWEH-lo — the 'ue' sounds like 'weh'. Four syllables.
tío	TEE-oh — the accent mark over the 'i' means the two vowels are said separately: TEE-oh, not one sound.
primo	PREE-mo — stress on first syllable. The 'r' is a single tap, not trilled.

Activities from PDF 03:

- Family Portrait Show (Activity 8)
- Kahoot Family Quiz (Activity 11)
- Pair introductions



Animals

 Los animales

What learners can do by the end of this module: Learners can name 10 common animals in Spanish and describe one using a color and a size word.

Teaching note: This module has naturally high energy. Use it. The animal sounds activity almost always breaks any tension in a quiet group. Don't hold back — be theatrical about it yourself.

Vocabulary

Spanish	Pronunciation	English
el perro / la perra	[el PEH-rro]	dog — note the double 'r' trill
el gato / la gata	[el GAH-to]	cat
el pájaro	[el PAH-ha-ro]	bird — the 'j' sounds like a strong 'h'
el pez	[el PEHS]	fish — for a single fish; peces for plural
el caballo	[el ka-BAH-yo]	horse — the 'll' sounds like 'y'
la vaca	[lah BAH-kah]	cow
el conejo	[el ko-NEH-ho]	rabbit
el elefante	[el eh-leh-FAHN-teh]	elephant
el mono	[el MOH-no]	monkey
el león	[el leh-OHN]	lion — the accent means stress falls on the last syllable

Grammar Note

Review descriptions from Module 3: *El elefante es gris*. The elephant is grey. *El flamenco es rosa*. The flamingo is pink. This module is a good opportunity to combine color + noun: learners form two-word descriptions naturally.

Grande (big) and pequeño/pequeña (small) are useful here and worth introducing as a pair. They follow the same gender pattern learners have been seeing since Module 3.

Session Flow

Step 1 Opening — 10 minutes

Review family vocabulary quickly. Ask 'How do you say grandmother in Spanish?' etc. Three to four words, then move on.

Step 2 Animal vocabulary — 15 minutes

Introduce each animal with an image or gesture. For animals with a distinctive sound, include the Spanish version of that sound — perros say 'guau' (not 'woof'), gatos say 'miau'.

Step 3 Animal Sound Show — 20 minutes

Everyone picks an animal and acts it out while making its sound and saying its name. Pair with a description: 'Soy un elefante. Soy gris y grande.' Charades variation works well with older groups.

Step 4 Worksheet and description sentences — 20 minutes

Worksheet from PDF 04, Module 5. Answer key in PDF 09.

If attention drops: If the group is overexcited after Animal Sound Show, move immediately to the worksheet rather than trying to run another activity. Use the quieter task to bring the energy back down.

When to move to the next module: Learner can name 8 of the 10 animals reliably and form a basic description like 'El perro es marrón y pequeño.'

Pronunciation Guide for This Module

Word	How to Say It
perro	PEH-rro — the double 'r' is trilled (rolled). Practice: 'per-ro' with a quick tongue roll.
pájaro	PAH-ha-ro — three syllables. The 'j' is strong, like clearing your throat lightly.
caballo	ka-BAH-yo — the 'll' sounds like 'y'. Two L's together always make this sound.
conejo	ko-NEH-ho — again the 'j' as 'h'. Not 'ko-NEH-jo'.
pequeño	peh-KEH-nyo — the 'ñ' sounds like 'ny' in 'canyon'. Stress on the middle syllable.

Activities from PDF 03:

- Animal Sound Show (Activity 9)
- Quizlet Live (Activity 14)
- Describe the Picture (Activity 15)



Food & Drinks

 La comida y las bebidas

What learners can do by the end of this module: Learners can name at least 10 foods and drinks in Spanish, and express a preference using *me gusta* or *no me gusta*.

Teaching note: Food vocabulary is personal, which makes it memorable. Let learners bring their own examples — if a child wants to know how to say their favourite food in Spanish, find it for them. Personal vocabulary sticks better than a generic list.

Vocabulary

Spanish	Pronunciation	English
la pizza	[lah PEET-sah]	pizza
el arroz	[el ah-RROHS]	rice — the double 'r' is trilled
el pollo	[el POH-yo]	chicken — the 'll' is a 'y' sound
la fruta	[lah FROO-tah]	fruit
el agua	[el AH-gwah]	water — unusual: agua is feminine but uses 'el' to avoid two 'a' sounds clashing
la leche	[lah LEH-cheh]	milk
el jugo / el zumo	[el HOO-go / THOO-mo]	juice — jugo in Latin America, zumo in Spain
el pan	[el PAHN]	bread
la manzana	[lah man-SAH-nah]	apple
el helado	[el eh-LAH-do]	ice cream

la hamburguesa	<i>[lah am-bur-GEH-sah]</i>	hamburger — note the spelling: hamburguesa
me gusta	<i>[meh GOOS-tah]</i>	I like — literally: it pleases me
no me gusta	<i>[noh meh GOOS-tah]</i>	I don't like

Grammar Note

Me gusta is grammatically unusual. It doesn't mean 'I like' in the way Spanish normally constructs sentences. Literally: 'it pleases me.' This is why we say *me gusta el helado* (ice cream pleases me) and *me gustan los helados* (ice creams please me — plural). For now, just teach *me gusta* with a singular noun. Don't introduce the plural form yet.

If a learner says 'me gusta los animales,' they've made a common error. The correct form is 'me gustan.' Don't correct it in the moment — just model it correctly in your next sentence.

Session Flow

Step 1 Opening — 10 minutes

Quick animal review — name an animal, learner gives a description. Flip it: give a description, learner names the animal.

Step 2 Food vocabulary — 20 minutes

Introduce foods using images or real props if possible. If you're online, hold items up to the camera. Teach *me gusta* and *no me gusta* immediately alongside the food words — learners practice 'me gusta la pizza' from the first minute.

Step 3 Food preference survey — 20 minutes

Go around the group: 'Me gusta la pizza. ¿Y tú?' Each learner agrees or disagrees using *me gusta* / *no me gusta*. Older groups can do a tally and report back: 'Cinco personas: me gusta la pizza.'

Step 4 Café role-play — 15 minutes

Optional for older groups. One person is the server, one is the customer. A simple menu is all that's needed.

Step 5 Worksheet and close — 15 minutes

Worksheet from PDF 04, Module 6. Answer key in PDF 09.

If attention drops: Food is almost always engaging, so attention drops are rare in this module. If it does happen, ask learners to name their three favourite foods in Spanish — getting personal brings focus back quickly.

When to move to the next module: Learner can say at least three food preferences unprompted: 'Me gusta __, pero no me gusta __.'

Pronunciation Guide for This Module

Word	How to Say It
arroz	ah-RROHS — double 'r' trill at the start. The 'z' at the end sounds like 's' in Latin American Spanish.
pollo	POH-yo — the 'll' is always a 'y' sound. 'POH-yo' not 'POH-lo'.
hamburguesa	am-bur-GEH-sah — five syllables. The 'gu' before 'e' is a hard G sound.
jugo	HOO-go — the 'j' is an 'h' sound. This is the Latin American word; Spain uses 'zumo'.
manzana	man-SAH-nah — stress on the second syllable. Three syllables.

Activities from PDF 03:

- Me Gusta Survey (Activity 10)
- Café Role-Play (Activity 12)
- Flashcard Race with food cards



Body Parts

El cuerpo

What learners can do by the end of this module: Learners can name 10 body parts in Spanish and respond correctly to Simón Dice commands.

Teaching note: Simón Dice is the best activity in this kit for body parts. It requires almost no setup, works for any age, and keeps learners physically active throughout. Run it for longer than you think — learners rarely get bored of it.

Vocabulary

Spanish	Pronunciation	English
la cabeza	[lah kah-BEH-sah]	head
los ojos	[lohs OH-hos]	eyes — note: ojos has the 'j' sound
la nariz	[lah nah-REES]	nose
la boca	[lah BOH-kah]	mouth
las orejas	[lahs oh-REH-has]	ears — orejas, not 'oídos' which is the inner ear
las manos	[lahs MAH-nos]	hands
los pies	[lohs PYEHS]	feet
las piernas	[lahs PYEHR-nahs]	legs
los brazos	[lohs BRAH-sohs]	arms
la barriga / el estómago	[lah bah-REE-gah / el es-TOH-mah-go]	belly / stomach — barriga is more informal

Grammar Note

Body parts use plural articles when referring to both: *los ojos* (the eyes), *las manos* (the hands). In *Simón Dice*, use: *Toca la cabeza* (touch your head) or *Toca los pies* (touch your feet). The possessive is implied — you don't need to say 'your.'

Los and las are the plural versions of el and la. Los is masculine plural, las is feminine plural. Body parts provide a natural context for learners to encounter plural articles without a formal grammar lesson.

Session Flow

Step 1 Opening — 10 minutes

Food review: ask three learners for a food preference in Spanish. Keep it brief — the goal is continuity, not a full re-teach.

Step 2 Body parts introduction — 15 minutes

Touch each body part as you say the Spanish name. Have learners touch theirs simultaneously. Go through all ten, then test in reverse: touch your head without saying the word, learners call out 'la cabeza.'

Step 3 Simón Dice — 25 minutes

Run this until it runs out of energy — usually 20 to 25 minutes. Start slowly, increase speed each round. Let learners take turns being Simón after the first few rounds. If a learner goes out early, keep them engaged by having them be the judge.

Step 4 Worksheet and close — 20 minutes

Worksheet from PDF 04, Module 7. Labelling activity — learners mark a body diagram. Answer key in PDF 09.

If attention drops: This module rarely has attention problems because it's almost entirely physical. If a group is very young (7-8) and getting chaotic, slow Simón Dice down and be more theatrical rather than speeding up.

When to move to the next module: Learner responds correctly to at least 8 Simón Dice commands without hesitating.

Pronunciation Guide for This Module

Word	How to Say It
cabeza	kah-BEH-sah — the 'z' sounds like 's' in Latin American Spanish. Three syllables.
ojos	OH-hos — the 'j' makes an 'h' sound. Not 'OH-jos'.
nariz	nah-REES — stress on the last syllable. The 'z' is 's'.
orejas	oh-REH-has — three syllables. The 'j' is an 'h'. Not 'oh-REH-jas'.
barriga	bah-REE-gah — rolled 'r' in the middle. Stress on the second syllable.

Activities from PDF 03:

- Simón Dice (Activity 13)
- Body labelling worksheet
- Describe a Funny Monster (drawing + labelling)



Daily Routine

La rutina diaria

What learners can do by the end of this module: Learners can describe at least six daily activities in Spanish using first-person verbs.

Teaching note: This module introduces verbs in a way that feels natural — learners talk about their own day, so the content is immediately personal and memorable. Don't teach the verb conjugation table. Just present 'yo' forms and let learners use them.

Vocabulary

Spanish	Pronunciation	English
me despierto	[meh des-PYEHR-to]	I wake up — reflexive verb: despertarse
me levanto	[meh leh-BAHN-to]	I get up
me ducho / me baño	[meh DOO-cho / meh BAH-nyo]	I shower / I have a bath
desayuno	[deh-sah-YOO-no]	I eat breakfast
voy al colegio	[BOY al ko-LEH-hyo]	I go to school
almuerzo	[al-MWEHR-so]	I eat lunch
juego	[HWEH-go]	I play
hago los deberes	[AH-go lohhs deh-BEH-rehs]	I do my homework
ceno	[SEH-no]	I have dinner
me duermo	[meh DWEHR-mo]	I fall asleep

veo la televisión

[BEH-oh lah teh-leh-bee-SYOHN]

I watch television — note: veo la televisión, not 'veo televisión'

Grammar Note

These are all first-person singular verb forms (yo forms). Learners don't need to know that yet — just that each phrase means something they personally do. The reflexive verbs (me despierto, me levanto, me ducho, me duermo) all have 'me' in front because the action refers back to the person doing it.

Reflexive verbs are a common stumbling point for English speakers because English doesn't have an equivalent structure. Don't explain the grammar — just teach 'me despierto' as a chunk the same way you'd teach any other phrase.

Session Flow

Step 1 Opening — 10 minutes

Quick Simón Dice — five commands, fast pace. Warms up the group and reviews Module 7.

Step 2 Routine vocabulary — 20 minutes

Introduce each phrase with a mime. Me despierto: pretend to stretch and wake up. Me ducho: mime washing your hair. The physical association makes reflexive verbs much easier to retain.

Step 3 My routine — 20 minutes

Each learner writes their daily routine in Spanish (at least five steps) and then reads it to a partner. Partners can guess what time each activity happens.

Step 4 Worksheet and close — 20 minutes

Worksheet from PDF 04, Module 8. Sequencing activity. Answer key in PDF 09.

If attention drops: This module is quieter than Animals or Body Parts. If energy is low, do the mimes as a group rather than individual writing — narrate your own routine dramatically and have learners join in.

When to move to the next module: Learner can describe their morning routine from memory in at least five steps.

Pronunciation Guide for This Module

Word	How to Say It
me despierto	meh des-PYEHR-to — five syllables. The 'ie' in despierto is one sound: PYEHR.
desayuno	deh-sah-YOO-no — four syllables. Stress on the third: YOO.
almuerzo	al-MWEHR-so — the 'ue' is one sound: MWEHR. Three syllables.
veo la televisión	BEH-oh lah teh-leh-bee-SYOHN — televisión has four syllables and the stress on the last.
duermo	DWEHR-mo — the 'ue' makes it sound like 'DWEHR'. Two syllables.

Activities from PDF 03:

- Routine Mime (Activity 16)
- Padlet Routine Wall (Activity 17)
- Partner comparison



Review — Putting It All Together

 Repaso general

What learners can do by the end of this module: Learners can combine vocabulary from previous modules into connected sentences: a short self-introduction covering name, age, likes, family, and routine.

Teaching note: This module isn't about introducing anything new. It's about joining things up. Some learners will surprise you — they'll produce sentences you didn't expect. Give them space to do that.

Vocabulary

Spanish	Pronunciation	English
y	[ee]	and
pero	[PEH-ro]	but
también	[tahm-BYEHN]	also / too
porque	[por-KEH]	because
muy	[MWEE]	very
un poco	[oon POH-ko]	a little
mi favorito / mi favorita	[mee fah-boh-REE-to]	my favourite

Grammar Note

These connector words are what turn a list of facts into something that sounds like real speech. The goal is a short paragraph that includes: a greeting, name,

age, a food preference, a family member, and one routine activity. That's the structure of the final presentation.

Porque (because) is one of the most useful words in the language. Once learners can use it, their sentences immediately sound more complex: 'No me gusta el brócoli porque es amargo.' (I don't like broccoli because it's bitter.) Worth spending a few minutes on.

Session Flow

Step 1 Opening — 10 minutes

Run a Kahoot or flashcard race covering vocabulary from all previous modules. Use this to identify which words still need work.

Step 2 Sentence building — 20 minutes

Give learners the connector words and model a self-introduction paragraph. Then give them ten minutes to write their own. Walk around and help individually.

Step 3 Partner rehearsal — 20 minutes

Pairs take turns delivering their paragraph to each other. Partner gives one specific piece of feedback: 'You said ___ really well' or 'I wasn't sure about the ___.'

Step 4 Worksheet and final prep — 20 minutes

Worksheet from PDF 04, Module 9. Answer key in PDF 09. This worksheet doubles as presentation practice.

If attention drops: Writing activities can slow down younger learners. If they're struggling, let them dictate to you and you write — the vocabulary practice still happens.

When to move to the next module: Learner can produce an unscripted five-sentence introduction in Spanish.

Pronunciation Guide for This Module

Word	How to Say It
también	tahm-BYEHN — the accent on the 'e' means stress falls on the last syllable.
porque	por-KEH — two syllables. Not 'POR-keh'. Stress is on the second syllable.
muy	MWEE — one syllable. Sounds like 'mwee'.
favorito	fah-boh-REE-to — four syllables. Stress on the third: REE.
un poco	oon POH-ko — stress on first syllable of poco.

Activities from PDF 03:

- Kahoot review (Activity 11)
- Sentence Builder (Activity 18)
- Presentation Rehearsal pairs (Activity 16)



My Presentation

 Mi presentación

What learners can do by the end of this module: Learner delivers a 60-second self-introduction in Spanish covering all topics learned. The goal is not perfection — it's completion with confidence.

Teaching note: Make this feel like a celebration, not an exam. It's the same content learners have been practicing for several modules. The only thing that's new is delivering it in front of others.

Vocabulary

Spanish	Pronunciation	English
¡Muy bien!	[MWEE BYEHN]	Very good!
¡Excelente!	[ek-seh-LEHN-teh]	Excellent!
¡Lo hice!	[lo EE-seh]	I did it!
¡Felicidades!	[feh-lee-see-DAH-des]	Congratulations!
¡Enhorabuena!	[en-oh-rah-BWEH-nah]	Well done! — more common in Spain

Grammar Note

No new grammar. This module uses everything from Modules 1–9. The sentence starter card (in PDF 06) is a useful support for learners who need it — but encourage them to put it away if they can.

If a learner freezes mid-presentation, don't jump in with the words. Wait five seconds. If they're still stuck, whisper the first word of the next sentence quietly. Most of the time, that's enough.

Session Flow

Step 1 Warm-up and final practice — 20 minutes

Brief individual practice. Learners can use notes. Walk around and listen — give a quiet word of encouragement where needed.

Step 2 Presentations — 30 minutes

Each learner presents. The group listens. After each presentation: one round of applause, then one person says something specific they noticed ('I liked how you said ___ very clearly'). Keep feedback positive.

Step 3 Certificate and celebration — 10 minutes

Present the certificate from PDF 06. Play a Spanish song. If you're teaching a group, take a moment to acknowledge how far everyone has come. This is worth doing properly.

If attention drops: Nerves are normal. If a learner is very anxious, let them present to you alone first. Then offer to do it again with the group. Don't force anyone to present in front of others if they're genuinely distressed.

When to move to the next module: They did it. That's the milestone.

Pronunciation Guide for This Module

Word	How to Say It
excelente	ek-seh-LEHN-teh — four syllables. The 'x' sounds like 'ks' at the start.
felicidades	feh-lee-see-DAH-des — six syllables. Stress on the fourth: DAH.

enhorabuena	en-oh-rah-BWEH-nah — five syllables. The 'h' is silent.
presentación	preh-sen-tah-SYOHN — five syllables. Stress on the last.
lo hice	lo EE-seh — three syllables total. Hice = EE-seh, not 'HI-seh'.

Activities from PDF 03:

- Presentation Rehearsal (Activity 16)
- Certificate Ceremony (PDF 06)
- Spanish celebration playlist