



## Subject: Spanish Year 9 Overview 2020/21

Year 9	
<p><b><u>The Connected Curriculum</u></b></p> <p>Spanish language acquisition in essence has its strongest ties to the English language curriculum. Connections to other curriculum areas are also outlined below.</p> <p><b>English</b></p> <p>Sound understanding and knowledge of word classes are fundamental to pupil progress in Spanish. Pupils understand, recognise, use and engage in regular discussion around: spelling (in Spanish and in English), connectives (simple and complex), nouns, pronouns, articles (definite and indefinite), intensifiers/qualifiers, negatives, verbs (infinitives/reflexive/conjugations in the present, past (preterite) and future tenses), adjectives (of colour/size; possessive), adverbs, sequencers, prepositions, agreement (singular/plural, masculine/feminine). As well as identifying word classes/families through using a dictionary and text analysis, pupils develop reading skills through reading aloud and matching sound to print when listening to audio texts. They use language for agreeing and disagreeing; write in prose using an increasingly wide range of grammar and vocabulary; and they write creatively to express their own ideas/opinions (with justifications), comparatives and superlatives. Pupils also distinguish between language used for formal and informal situations.</p> <p><b>Maths</b></p> <p>In the spring term pupils will incorporate the use of the Venn Diagram to build comprehension skills - to compare and contrast information when talking about different modes of transport and travelling to school.</p> <p><b>Science</b></p> <p>In the spring term pupils learn language to identify parts of the body, healthy eating and different levels of fitness.</p> <p><b>Food tech</b></p> <p>In the spring term pupils use language talk about food choices, healthy eating and fitness.</p> <p><b>Geography</b></p> <p>In the spring term pupils identify countries in, and traditional dishes of Central America. They also talk about environmental and global issues (including children's rights).</p> <p><b>PE</b></p> <p>In the spring term pupils talk about fitness, diet and pursuing an active lifestyle.</p> <p><b>PSHE/Careers</b></p> <p>In the autumn term pupils use language talk about different jobs and future career aspirations.</p> <p><b>Sociology</b></p> <p>In the spring term pupils use language to talk about giving to charity. This links to the debate of moral obligations and helping the poor.</p>	
Key content – knowledge and skills	National Curriculum/GCSE focus
<p><u>Autumn 1:</u></p> <ul style="list-style-type: none"> <li>- Talking about things you like; Using irregular verbs in the present tense</li> <li>- present tense of regular <i>-ar</i>, <i>-er</i> and <i>-ir</i> verbs</li> <li>- Talking about your week; Using regular verbs in the present tense</li> <li>- present tense of regular <i>-ar</i>, <i>-er</i> and <i>-ir</i> verbs (full paradigm)</li> <li>- Talking about films; Using the near future tense</li> <li>- Talking about a birthday; Using the preterite</li> <li>- <i>Talking about life as a celebrity; Using three tenses together</i></li> <li>- <i>Understanding descriptions of days out; Using the four Ws when listening</i></li> </ul>	<p><b><u>1. Listening</u></b></p> <p><b>1.a</b> listen to a variety of forms of spoken language to obtain information and respond appropriately.</p> <p><b>1.b</b> transcribe words and short sentences that they <b>hear</b> with increasing accuracy.</p> <p><b><u>5. Grammar and Vocabulary</u></b></p> <p><b>5.a.</b> identify and use tenses or other structures, which convey the present (<b>5.a pr</b>), past (<b>5.a pa</b>), &amp; future (<b>5.a fu</b>), as appropriate to the language being studied.</p>



### Autumn 2:

- Saying what you have to do at work; using *tener que* + infinitive
- Saying what job you would like to do; using correct adjective agreement
- Saying what you did at work yesterday; using the preterite tense of regular verbs
- *Describing your job; using the present and the preterite together*
- Checking for accuracy and looking up new words; using reference materials
- *Coping with authentic texts; skimming and scanning a text*

### Spring 1

- Talking about diet; using negatives; expressions of frequency
- Talking about an active lifestyle; using stem-changing verbs
- Talking about your daily routine; using reflexive verbs
- Talking about ailments; using different verbs to describe illness: *me duele(n)*, *ser* and *estar*
- *Talking about getting fit; using *se debe/no se debe**
- *Developing a conversation about fitness and routine; creating interesting sentences*

### Spring 2

- Talking about children's lives; using the *he/she* form of verbs in the present tense)
- Talking about children's rights; using the verb *poder*)
- Talking about journeys to school; using the comparative)
- Talking about environmental issues; using the 'we' form of verbs in the present tense)
- *Writing about raising money for charity; looking up verbs in a dictionary)*
- *Reading about world issues; using questions and general knowledge to work out meaning*

### Summer 1:

- Meeting and greeting people; using expressions with *tener*
- Talking about a treasure hunt; using the superlative

### 3. Reading

**3.b** read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture.

### 5. Grammar and Vocabulary

**5.a.** identify and use tenses or other structures, which convey the present (**5.a pr**), past (**5.a pa**), & future(**5.a fu**), as appropriate to the language being studied.

**5.b** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

**5.c** develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues

**5.d** use accurate grammar, spelling and punctuation

### 1. Listening

**1.a** listen to a variety of forms of spoken language to obtain information and respond appropriately.

**1.b** transcribe words and short sentences that they **hear** with increasing accuracy.

### 4. Writing

**4.b** and translate short written text accurately into the foreign language.

### 5. Grammar and Vocabulary

**5.a.** identify and use tenses or other structures, which convey the present (**5.a pr**), past (**5.a pa**), & future(**5.a fu**), as appropriate to the language being studied.

**5.b** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

**5.c** develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues

**5.d** use accurate grammar, spelling and punctuation

### 2. Speaking

**2.b** express and develop ideas clearly and with increasing accuracy, ~~both orally and in writing.~~ (general conversation)

**2.c** speak coherently and confidently, with increasingly accurate pronunciation and intonation.

### Grammar and Vocabulary

**5.a.** identify and use tenses or other structures, which convey the present (**5.a pr**), past (**5.a pa**), & future(**5.a fu**), as appropriate to the language being studied.

**5.b** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

**5.c** develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues

**5.d** use accurate grammar, spelling and punctuation

### 4. Writing

**4.a** write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions,

### Grammar and Vocabulary



<ul style="list-style-type: none"> <li>- Describing a day trip; using the preterite tense of irregular verbs</li> <li>- Discussing buying souvenirs; using tú and usted; the comparative</li> </ul> <p><u>Summer 2:</u></p> <ul style="list-style-type: none"> <li>- Discussing the final day of a visit; using three tenses: present, preterite, near future</li> <li>- Making yourself understood; saying the right thing in different situations</li> <li>- Content Catch Up</li> <li>- Revision and Assessment</li> </ul>	<p><b>5.a.</b> identify and use tenses or other structures, which convey the present (<b>5.a pr</b>), past (<b>5.a pa</b>), &amp; future(<b>5.a fu</b>), as appropriate to the language being studied.</p> <p><b>5.b</b> use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p><b>5.c</b> develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p> <p><b>5.d</b> use accurate grammar, spelling and punctuation</p> <p><b>3. Reading</b></p> <p><b>3.a</b> read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English <b>translation</b> of short, suitable material.</p> <p><b>Grammar and Vocabulary</b></p> <p><b>5.a.</b> identify and use tenses or other structures, which convey the present (<b>5.a pr</b>), past (<b>5.a pa</b>), &amp; future(<b>5.a fu</b>), as appropriate to the language being studied.</p> <p><b>5.b</b> use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p><b>5.d</b> use accurate grammar, spelling and punctuation</p>
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## Key assessment points

The exams will measure how students have achieved the following assessment objectives:

- AO1: Listening – understand and respond to different types of spoken language. **[Aut1 Spr1]**
- AO2: Speaking – communicate and interact effectively in speech (through role play, discussing a stimulus (photo) card and general conversation) **[Spr2]**
- AO3: Reading – understand and respond to different types of written language) **[Sum1&2]**
- AO4: Writing – communicate in writing. They will be required to complete three tasks: **[Spr1 Sum1]**
  - a structured writing task in Spanish (approximately 40 words at foundation level and 90 words at higher level)
  - an open-ended writing task in Spanish (approximately 90 words at foundation level and 150 words at higher level)
  - a translation from Spanish to English (a minimum of 35 words at foundation level and 50 words at higher level)

Each skill will account for 25% of total marks.

## Christian ethos

Language is synonymous with nationhood and nowhere is this more powerful than in the Bible. Jesus doesn't discriminate on these lines. He shows us this when he asks the Samaritan woman for water – he is not interested in the common prejudices but instead begins a conversation. Acts such as these show the power of communicating to break down boundaries. Jesus calls to all of the people of the world, seeking to unite them. Whilst the book of Genesis tells us of Babel and how God scatters the people of the Earth, from speaking one language to many, Jesus seeks to create a bridge between peoples. Importantly, in Acts we see that the disciples are empowered by the Holy Spirit to speak many languages, to spread the teaching of Jesus.

Within a Christian setting, pupils at St Mary Magdalene will understand multilingualism and the diverse nature of our global community and in considering this, develop a strong sense of social and moral responsibility. We will encourage positive discussions around language, prompted by questions such as:

- o In what way does my language define me?
- o How does language unite or divide us?
- o Are my thoughts 'language' or beyond language?
- o What do we lose or gain 'in translation'?

We will also teach pupils about festivals and customs related to Spanish-speaking countries; many of which will be Christian traditions, or comparable with Christian traditions.



## British values

The MFL department at St Mary Magdalene actively promotes the key values of tolerance, mutual respect, diversity and respect for people of all faiths and backgrounds. We do this by giving students an appreciation of the many and varied countries where Spanish is spoken and encouraging students to reflect on other cultures and ways of life, and embrace socio-cultural and economic differences and contexts.

During MFL lessons, we provide boundaries for students and we encourage them to make choices confidently and safely. We want students to develop respect for these boundaries outside the classroom, where pupils are taught to understand and exercise their rights and personal freedoms. Pupils are also given advice on how to behave safely, especially on MFL trips.

Students will have the opportunity to have their voices heard through suggestion boxes and Student Voice in MFL lessons. They will also discuss the similarities and differences between children's lives in developed and developing Spanish-speaking countries and reflect on the way these countries operate, drawing comparisons between these countries and the UK.



## Subject: Spanish Year 9 -

### Long-term plan 2021/20

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	V3M1 U1 Cosas que me chiflan (Talking about things you like; using gustar with nouns in the present tense)
Aut1-2		V3M1 U2 Mi semana (Talking about your week; using regular -ar, -er and -ir verbs in the present tense)
Aut1-3		V3M1 U3 Cartelera de cine (Talking about films; using the verb ir in the present tense)
Aut1-4		V3M1 U4 Un cumpleaños muy especial (Talking about birthday celebrations; using the near future tense)
Aut1-5	October	V3M1 U5 <i>Listening skills: ¿Dónde? ¿Quién? ¿Qué? ¿Cuándo? (Understanding longer spoken texts; using the four Ws when listening)</i>
Aut1-6		Revision and Assessment - <b>listening</b>
Aut1-7		<b>Half term holiday</b>
Aut2-1	November	V3M2 U1 Hotel Desastre (Saying what you have to do at work; using tener que + infinitive)
Aut2-2		V3M2 U2 ¿En qué te gustaría trabajar? (Saying what job you would like to do; using correct adjective agreement)
Aut2-3		V3M2 U3 ¿Qué tal ayer en el trabajo? (Saying what you did at work yesterday; using the preterite tense of regular verbs)
Aut2-4		V3M2 U4 <i>¿Cómo es un día típico? (Describing your job; using the present and the preterite together)</i>
Aut2-5	December	V3M2 U5 Writing skills: Mi diccionario y yo (Checking for accuracy and looking up new words; using reference materials)
Aut2-6		V3M2 U6 <i>¡A trabajar! (Coping with authentic texts; skimming and scanning a text)</i>
Aut2-7		Revision and Assessment – <b>reading</b>
		<b>Christmas holiday</b>
Spr1-1	January	V3M3 U1 ¿Llevas una dieta sana? (Talking about diet; using negatives; expressions of frequency)
Spr1-2		V3M3 U2 ¡Preparados, listos, ya! (Talking about an active lifestyle; using stem-changing verbs)
Spr1-3		V3M3 U3 ¿Cuál es tu rutina diaria? (Talking about your daily routine; using reflexive verbs)
Spr1-4		V3M3 U4 ¡Me duele todo! (Talking about ailments; using different verbs to describe illness: me duele(n), ser and estar)
Spr1-5	February	V3M3 U5 <i>¡Muévete! (Talking about getting fit; using se debe/no se debe)</i>
Spr1-6		V3M3 U6 <i>Mi rutina diaria (Developing a conversation about fitness and routine; creating interesting sentences)</i>
		Revision and Assessment – <b>listening, writing</b>
		<b>Half term holiday</b>
Spr2-1	March	V3M4 U1 Niños del mundo (Talking about children's lives; using the he/she form of verbs in the present tense)
Spr2-2		V3M4 U2 Mis derechos (Talking about children's rights; using the verb poder)
Spr2-3		V3M4 U3 ¿Cómo vas al insti? (Talking about journeys to school; using the comparative)
Spr2-4		V3M4 U4 ¡Un mundo mejor! (Talking about environmental issues; using the 'we' form of verbs in the present tense)
Spr2-5		V3M4 U5 <i>Writing skills: Recaudamos dinero (Writing about raising money for charity; looking up verbs in a dictionary)</i>
Spr2-6		V3M4 U6 <i>Solidarios (Reading about world issues; using questions and general knowledge to work out meaning)</i>



		Revision and Assessment - <b>speaking</b>
	April	<b>Easter holiday</b>
Sum1-1	May	V3M5 U1 ¡Mucho gusto! (Meeting and greeting people; using expressions with tener)
Sum1-2		
Sum1-3		V3M5 U2 La caza del tesoro (Talking about a treasure hunt; using the superlative)
Sum1-4		V3M5 U3 Mi día favorito (Describing a day trip; using the preterite tense of irregular verbs)
Sum1-5		V3M5 U4 En la tienda de recuerdos (Discussing buying souvenirs; using tú and usted; the comparative)
Sum1-6		Revision and Assessment - <b>writing</b>
	June	<b>Half term holiday</b>
Sum2-1		V3M5 U5 Mi último día en Madrid (Discussing the final day of a visit; using three tenses: present, preterite, near future)
Sum2-2		V3M5 U6 Lo siento, no entiendo (Making yourself understood; saying the right thing in different situations)
Sum2-3		
Sum2-4		
Sum2-5	July	Content Catch Up
Sum2-6		Revision and Assessment - <b>reading</b>
Sum2-7		



Subject: Spanish Y9 2020/21

Unit: ¡Viva! 3 Rojo Módulo 1: Somos así

Medium-term plan: Autumn 1

Year 9 Autumn Half Term 1	¡Viva! 3 Rojo Unit number and title	Learning Intentions/Key Questions/language		Learning goals for students/ content to cover	Suggested activities and differentiation
			Grammar		
Week 1	Unidad 1 pp. 8–9 <b>Cosas que me molan</b>  (The Module 1 Opener pp. 6-7 could be used as a starter)	Talking about things you like Using irregular verbs in the present tense	Definite article with opinions Present tense of <i>ir</i> , <i>hacer</i> , <i>ser</i> (full paradigm) – pronunciation of c	¿Qué cosas te gustan? ¿Qué cosas te molan? ¿Qué cosas te chiflan? ¿Qué cosas no te gustan nada? <i>el deporte, las artes marciales</i> <i>el dibujo, los animales, el cine</i> <i>Me chifla(n)... / Me encanta(n)...</i> <i>Me flipa(n)... / Me gusta(n)...</i> <i>Me mola(n)... / No me gusta(n)...</i> <i>Siempre, casi todos los días</i>	<b>Front-of-class</b> p.008 Flashcards p.009 Class game p.009 Learning skills worksheet <b>Homework/practice</b> Listening Reading Grammar Vocabulary
Week 2	Unidad 2 pp. 10–11 <b>Mi semana</b>	Talking about your week Using regular verbs in the present tense	present tense of regular -ar, -er and -ir verbs (full paradigm)	¿Cómo organizas tu semana? <i>los fines de semana</i> <i>veo un partido de fútbol</i> <i>saco fotos</i> <i>toco el teclado</i> <i>leo libros</i> <i>bailo Zumba</i> <i>cocino para mi familia</i> <i>monto en bici</i> ¿Cuándo? <i>Después del insti, por la</i> <i>mañana/tarde/noche, los fines de</i> <i>semana</i>	<b>Front-of-class</b> p.010 Flashcards p.010 Grammar practice p.010 Grammar presentation p.010 Starter 1 resource <b>Homework/practice</b> Listening Reading Grammar
Week 3	Unidad 3 pp. 12–13 <b>Cartelera de cine</b>	Talking about films Using the near future tense	near future tense	<i>película de animación</i> <i>una película de acción</i> <i>una comedia</i> <i>una película de ciencia ficción</i> <i>una película de superhéroes</i> <i>una película de terror</i> <i>una película de aventuras</i> <i>una película de fantasía</i> <i>quizás</i>	<b>Front-of-class</b> p.012 Flashcards p.012 Grammar practice p.012 Grammar presentation p.013 Class game p.013 Grammar skills worksheet p.013 Video + Video worksheet <b>Homework/practice</b> Listening



				Claro que sí. Voy a ir. De acuerdo. ¡Qué rollo! ¡Ni en sueños! No voy a ir. creo que pienso que	Reading Grammar Vocabulary
Week 4	Unidad 4 pp. 14–15 <b>Un cumpleaños muy especial</b>	Talking about a birthday Using the preterite	the preterite (full paradigm)	¿Cómo fue tu cumpleaños? ¿Qué hiciste? fui/fuimos... un centro de lasertag al parque de atracciones Invité a mis amigas a pasar la noche en casa montar en la montaña rusa comer.../beber.../ver... participar en una aventura recibir Fue... fenomenal/apasionante/flipante/ increíble/alucinante/inolvidable/ ¡Lo pasé fenomenal!	<b>Front-of-class</b> p.014 Flashcards p.014 Grammar practice p.014 Grammar presentation 1 p.014 Grammar presentation 2 p.014 Video + Video worksheet p.015 Thinking skills worksheet <b>Homework/practice</b> Listening Reading Grammar
Week 5	Unidad 5 pp. 16–17 <b>Los famosos</b>	Talking about life as a celebrity Using three tenses together	recognising tenses preterite of hacer (full paradigm)	¿Por qué eres famoso/a? ¿Cómo empezó todo? Soy... Con diez años, recibí una máquina de coser el regalo propio/a un montón de cosas	<b>Front-of-class</b> p.017 Class game p.017 Grammar presentation p.017 Starter 2 resource <b>Homework/practice</b> Listening Reading Grammar
Week 6	Revision and Assessment	Could use: Assessment Pack End of Module 1 tests Pupil Book pp. 20-21 ¡Resumen! and ¡Prepárate!, pp. 22-23 ¡Gramática!, pp. 24-25 ¡Palabras!, pp. 120-121 ¡Te toca a tí!, with their corresponding digital resources. <b>listening</b>			
Week 7	Extension pp. 18-19 <b>¿Adónde fuiste?</b>	Review of language from the Module		Understanding descriptions of days out Using the four Ws when listening	<b>Front-of-class</b> p.018 Starter 1 resource





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	(Zona Lectura pp. 20-21 can be done if time allows)				
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Subject: Spanish Y9 2020/21

Unit: ¡Viva! 3 Rojo Módulo 2: ¡Orientate!

Medium-term plan: Autumn 2

Year 9 Autumn Half Term 2	¡Viva! 3 Rojo Unit number and title	Learning Intentions/Key Questions/language		Learning goals for students/ content to cover	Suggested activities and differentiation
			Grammar		
1	<p>Unidad 1 pp. 32–33 <b>Hotel Catástrofe</b></p> <p>(The Module 2 Opener pp. 30-31 could be used as a starter)</p>	Saying what you have to do at work Using <i>tener que</i>	<i>tener que</i> + infinitive	<p>¿En qué consiste tu trabajo?</p> <p>Soy camarero. Soy peluquero. Soy limpiadora. Soy jardinero. Soy cocinero. Tengo que... preparar comida, cortar el pelo, Mi jefe es... Los clientes son... Mis compañeros son...                     simpático/s, antipático/s                     cortés/es, maleducado/s,                     exigente/s</p>	<p><b>Front-of-class</b></p> <p>p.032 Flashcards p.032 Grammar practice p.032 Grammar presentation p.033 Class game p.033 Thinking skills worksheet</p> <p><b>Homework/practice</b></p> <p>Listening Reading Grammar Vocabulary</p>
2	<p>Unidad 2 pp. 34–35 <b>¿En qué te gustaría trabajar?</b></p>	Saying what job you would like to do Using correct adjectival agreement	adjectival agreement	<p>¿En qué te gustaría trabajar?</p> <p>Quiero ser... / Me gustaría ser...</p> <p>periodista abogado/a enfermero/a cantante taxista policía diseñador(a) mecánico/a                     ambicioso/a                     paciente                     responsable                     independiente                     práctico/a                     creativo/a                     sociable                     serio/a</p>	<p><b>Front-of-class</b></p> <p>p.034 Flashcards p.034 Grammar practice p.034 Grammar presentation p.034 Starter 1 resource p.034 Video + Video worksheet p.035 Class game p.035 Learning skills worksheet p.035 Starter 2 resource</p> <p><b>Homework/practice</b></p> <p>Listening Reading Grammar Vocabulary</p>



				<i>al aire libre</i>	
3	Unidad 3 pp. 36–37 <b>¿Cómo va a ser tu futuro?</b>	Talking about your future More practice with the near future tense	present tense v. near future tense	¿Cómo va a ser tu futuro? Voy a... tener hijos viajar vivir en el extranjero tener un trabajo interesante ganar mucho dinero ser famoso/a ir a la universidad ser voluntario/a	<b>Front-of-class</b> p.036 Flashcards p.036 Grammar presentation p.037 Class game <b>Homework/practice</b> Listening Reading Grammar Vocabulary
4	Unidad 4 pp. 38–39 <b>¿Cómo es un día típico?</b>	Describing your job More practice using three tenses	verb patterns: regular and irregular	¿En qué consiste tu trabajo? Tengo que... además ¿En qué trabajas? ¿Por qué decidiste ser...? ¿Cómo es un día de trabajo típico? ¿Qué cualidades tiene que tener un/a...? ¿Cuáles son tus ambiciones para el futuro?	<b>Front-of-class</b> p.038 Grammar practice p.038 Grammar presentation p.038 Grammar worksheet p.039 Video + Video worksheet p.039 Starter 2 resource <b>Homework/practice</b> Listening Reading Grammar
5	Unidad 5 pp. 40–41 <b>Mi diccionario y yo</b>	Checking for accuracy and looking up new words Using reference materials		Review of language from the module	<b>Front-of-class</b> p.041 Extension worksheet
6	Zona Lectura pp. 42-43 <b>El día del trabajo</b>	Coping with authentic texts Skimming and scanning a text		Review of language from the Module	
7	Revision and Assessment Could use: Pupil Book pp. 44-45 ¡Resumen! and ¡Prepárate!, pp. 46-47 ¡Gramática!, pp. 48-49 ¡Palabras!, pp. 122-123 ¡Te toca a ti! Assessment Pack End of Module 2 tests <b>reading</b>				
	<b>¿Celebras la Navidad?</b> Sí/no celebro... <b>¿Qué haces?/¿Cómo celebras la Navidad?</b>	Christmas in Spanish speaking countries			