

## Scheme of Work - Progression

Español / Spanish / Espagnol

Año 10 / Year 10 / 3ème

Period 1	<p><b>Unit: ¡Hoy es fiesta! (Let's celebrate!)</b></p> <p><b>Language</b> Vocabulary→ vocabulary to talk about food and leisure activities Grammar→ countable and uncountable nouns; <i>ir</i> + prepositions; imperative with pronouns; structures to suggest, accept, decline a plan <i>¿quieres?, ¿te apuntas?, lo siento no puedo</i>; ordering and paying in restaurants <i>¿cuánto es?, para mí, me gustaría</i></p> <p><b>Competencies</b> Read information about leisure activities; read articles about food and food menus; listen to people talk about plans; listen to restaurant conversations; talk about what we eat; role play (in a restaurant and talking about plans); write a recipe</p> <p><b>Culture and Civilisation</b> Spanish <i>bocadillos</i>; how to decline plans politely in a Spanish speaking environment; some traditional food (<i>empanadas, tapas, arepas, tamales, pintxos...</i>)</p>
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### Autumn – Mid-Term Holiday

Period 2	<p><b>Unit: Mis amigos y yo (My friends and I)</b></p> <p><b>Language</b> Vocabulary→ character and emotions with the verbs <i>ser, estar</i> and <i>ponerse</i>; vocabulary associated with personality traits, feelings and social relations Grammar→ possessive pronouns; some idiomatic expressions (<i>llevarse bien / mal, caer bien / mal</i>); prepositions to express duration (<i>hace / desde hace, hace ... que</i>); phrasal verbs (<i>empezar a, dejar de, convertirse en</i>); structures to express agreement and disagreement; connectives of cause and effect</p> <p><b>Competencies</b> Read and complete a personality test; read an article about teenage years and a campaign against bullying; listen to people talk about friendship; read and talk about friendship (relationships, problems...); give advice; give opinion and react to other's opinions</p> <p><b>Culture and Civilisation</b> The concept of friendship of a young group of people in Argentina</p>
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### Winter Holiday

Period 3	<p><b>Unit: ¿Qué pasó? (What happened?)</b></p> <p><b>Language</b> Vocabulary→ vocabulary to tell stories, tales, anecdotes and give excuses; verbs to introduce dialogues (<i>decir, responder, exclamar, gritar</i>) Grammar→ past tenses (uses of the past imperfect and past simple); past continuous <i>estaba + gerund</i>; adverbs ending in <i>-mente</i>; connectives to organise a story/anecdote (<i>una vez, un día, entonces, de pronto, finalmente</i>); reacting to other's stories (<i>¿en serio?, ¿ah sí?</i>)</p> <p><b>Competencies</b> Read comics, anecdotes and short stories; listen to people talking about anecdotes; write questions for an interview; tell anecdotes and react to them</p> <p><b>Culture and Civilisation</b> The short film <i>El número</i>; the song The speak-up mambo (<i>Cuéntame que pasó</i>) by the Cuban orchestra Al Castellanos; the Spanish writer Ramón Gómez de la Serna: <i>relatos y greguerías</i></p>
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### Winter – Mid-Term Holiday

Period 4	<p><b>Unit: Una pausa para la publicidad (Advertising)</b></p> <p><b>Language</b> Vocabulary→ vocabulary associated with advertising; popular slogans Grammar→ imperative form with pronouns; prohibition and rules with (<i>no</i>) <i>hay que, (no) se puede, (no) debemos, es obligatoria, está prohibido</i>; permission with <i>se puede, nos dejan, podemos</i>; assessing and giving opinion with <i>me parece bien, creo que, está bien, es injusto</i></p> <p><b>Competencies</b> Read and watch advertising campaigns; give our opinion and justify it; analyse adverts critically; write some rules for our school; listen to orders and instructions</p> <p><b>Culture and Civilisation</b> Advertising campaigns in Spanish speaking countries; solidarity campaigns of NGOs (Cruz Roja Colombiana, Greenpeace and Médicos Sin Fronteras); analysis of a campaign to promote the Mediterranean diet in Spain</p>
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### Spring Holiday

Period 5	<p><b>Unit: ¿Qué será será? (Our Future)</b></p> <p><b>Language</b> Vocabulary→ vocabulary associated with work experience; science and technology; environment and animals; nominalisation of some verbs (<i>el consumo, el reciclaje</i>) Grammar→ future simple; conditional phrases with <i>si (no) + present / future; seguir + gerund</i>; quantifiers; expressing certainty with <i>a lo mejor, tal vez, seguro que</i></p> <p><b>Competencies</b> Read articles about the future of the environment, science and technology; listen to young people talk about their future; write about our future; think of an invention and present it in class</p> <p><b>Culture and Civilisation</b> Endangered species in Spain (video about the Iberian lynx); inventions that can change the world</p> <p> Reading of the graphic novel <i>Gael y la red de mentiras</i> (Difusión)</p>
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