

Scheme of Work - Progression

Español / Spanish / Espagnol

Año 11 / Year 11 / 2nde

Period 1	<p>Unit: Nos vamos de viaje (We are going on holidays)</p> <p>Language Vocabulary→ vocabulary associated with travelling, means of transport, accommodation and tourist activities; vocabulary to describe places (area, region, province, town, city, capital) Grammar→ conditional tense; differences in use of past simple and past perfect; duration with <i>durante, desde... hasta</i>; locating places with <i>en el norte, en el interior</i>; structures to describe places <i>es una zona con... / en la que ...</i>; prepositions</p> <p>Competencies Read travel messages/texts (blogs, pamphlets, social media); listen to young people talk about their travels; write about a travel experience; plan an itinerary; talk about our experiences abroad</p> <p>Culture and Civilisation The Basque-Navarra Railway Greenway Trail; <i>España Verde</i> (northern Spain); popular destinations in Latin America</p>
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Autumn – Mid-Term Holiday

Period 2	<p>Unit: ¿Quién tiene razón? (Who is right?)</p> <p>Language Vocabulary→ theatre; environment Grammar→ phrasal verbs (<i>ponerse a, dejar de, acabar de etc.</i>); adverbs of manner; some uses of the subjunctive (<i>me molesta que, me da pena que etc.</i>); future simple</p> <p>Competencies Argue and express disagreement; give opinion and justify answers; describe images; write posters about the future of our planet</p> <p>Culture and Civilisation The Spanish writer Federico García Lorca and his <i>Bodas de Sangre (Blood Wedding)</i></p>
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Winter Holiday

Period 3	<p>Unit: Nuestro Mundo (Our World)</p> <p>Language Vocabulary→ media and global issues (news, politics, science, culture, technology, equality...); children's rights; quantity and statistics (<i>15 de cada 100, un 52%, el doble de, la mitad de...</i>); NGOs; vocabulary associated with social issues (<i>estar discriminado, tener derecho a, libertad, malos tratos...</i>) Grammar→ structures to give your opinion (<i>pienso, opino, creo</i>); assess situations with the subjunctive form (<i>es injusto/horrible que</i>); suggest plans with the personal and impersonal conditional tense (<i>deberíamos, se debería, habría que</i>); <i>para + infinitive</i> to express purpose</p> <p>Competencies Talk about global issues and suggest some possible solutions; give opinion; back your opinion with data; assess situations; write a short speech to be read at the UN (roleplay)</p> <p>Culture and Civilisation NGOs and youth that make the difference; the Spanish campaign <i>The world can change but won't do it on its own (El mundo puede cambiar, pero no va a cambiar solo)</i> (Amnistía Internacional España)</p>
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Winter – Mid-Term Holiday

Period 4	<p>Unit: consolidation and exam prep</p> <p>Language Vocabulary→ revision of the main vocabulary learnt with a focus on the topics associated with entertainment, gastronomy, leisure and global issues Grammar→ revision of the main verb tenses (present, past, conditional and some uses of the subjunctive); consolidation of the most used connectives</p> <p>Competencies Read and listen to texts about a variety of topics; write emails and letters; orally describe images; interact with others</p> <p>Culture and Civilisation Oral presentations on Spanish speaking countries</p>
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Spring Holiday

Period 5	<p>Unit: Se buscan candidatos (we are looking for candidates)</p> <p>Language Vocabulary→ vocabulary associated with studies, volunteering and work experience; personality, skills and personal qualities; common questions in a job or university entry interview Grammar→ impersonal phrases (<i>se busca</i>); connectives; <i>para + infinitive</i> vs. <i>para que + subjunctive</i></p> <p>Competencies Read and understand texts related to volunteering and scholarship programmes; job interviews (roleplay); read and write CVs and cover letters; listen and understand recommendations on how to do a good job interview</p> <p>Culture and Civilisation Understand the job situation for many people in Spain by watching the short film <i>La entrevista</i>; the university system in Spain; important companies in Spanish speaking countries; some Spanish stereotypes (film analysis of <i>8 Apellidos Vascos</i>)</p>
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