

### **Scheme of Work A2 Spanish 2009/10 Edexcel Specification**

The details below are to be taught by one teacher on 3 lessons a week.  
Each pupil should be supplied with one copy of the following:

Animo 2 pub. OUP;

Authentik AS/A2 Listening Comprehension Practice Tests 2005;

Spanish Grammar Workbook by Carolyn Burch pub.OUP;

Practice in Spanish Grammar by Mark Cholíj pub.MGP

Copy of an article entitled “Vidas Robadas” by Benjamín Prado and Sofía Moro; published in El País 3 May 2009.

The course will include:

1. Oral work and discussion.
2. Vocabulary learning and practice
3. Essays set on a variety of topics: perhaps one a month
4. Listening and reading comprehensions
5. Language Laboratory and internet work
6. Grammar explanations and practice
7. Wider reading
8. Weekly conversation lessons with the Spanish assistant
9. [www.google.es/ 20minutos.es](http://www.google.es/20minutos.es)

Students are offered the opportunity to take part in a visit to Salamanca or Granada in the February half term holiday.

Students are to be prepared during the autumn term for their oral examination (Unit1) which takes place early January or December; also they are to be prepared for Unit 2 which is also sat in January.

## **Topics**

### **Customs, traditions, beliefs and religions**

To be taught in the autumn term by other A2 teacher

### **National and international events**

To be taught in the autumn and spring terms

### **Literature and the arts**

To be taught in the autumn and spring terms

## **Suggested ideas for each topic**

### **Literature and the arts**

View and analyse the film “Tacones Lejanos” by Pedro Almodóvar: read the detailed background information on this topic saved on the U drive under Spanish Schemes of Work; look in detail at the scene by scene analysis as saved in Spanish Schemes of Work ;

Discuss in class the following issues:

Different characters;

Key themes/issues;

Social and cultural setting;

Styles/techniques employed.

Students are to write 240-270 word essays on this topic by way of preparation for the “research-based essay” question in Unit 4.

Students are to read “Réquiem por un campesino español” by R. Sender.

Discuss in class the following issues:

Different characters;

Key themes/issues;

Social and cultural setting;

Styles/techniques employed.

Students are to write 240-270 word essays on this topic by way of preparation for the “research-based essay” question in Unit 4.

### **National and international events**

Students are to be supplied with copies of: an article entitled “Vidas Robadas” by Benjamín Prado and Sofia Moro; published in El País 3 May 2009.

Students are to discuss the important social issues raised in this article, answer written questions on the passages to demonstrate appreciation and understanding of the issues raised.

Students are to write 240-270 word essays on this topic.

Students are to study this topic through articles taken from “Authentik” magazines and Animo 2.

<b>General Themes and Objectives</b>	<b>Topics and Sub-Topics</b>	<b>Skills</b>	<b>Resources and Material</b>	<b>Grammar</b>	<b>Literature</b>
<a href="#"><u>Religion, Traditions and Customs</u></a>  <a href="#"><u>Discuss general characteristics of</u></a>	<ul style="list-style-type: none"><li>▪Spain: A general profile of its customs and preferences.</li><li>▪Spain and its regional characteristics.</li></ul>	<ul style="list-style-type: none"><li>▪ To revise discursive structure in essay writing.</li><li>▪ To fully narrate a creative essay through diary writing.</li></ul>	<ul style="list-style-type: none"><li>▪En el Mundo Hispánico (page 44-47)</li><li>▪Animo 2 Unidad 8 (Pages 86-87)</li><li>▪Sigue 1 (Pages 102 - 109)</li></ul>	<ul style="list-style-type: none"><li>▪ Revise AS Grammar using Oxford Spanish Grammar Workbook (Pages 5-62)</li><li>▪ Revise the uses of</li></ul>	Extension: Extracts from ‘Don Quijote de La Mancha’ by Miguel de Cervantes

<p>the Spanish people and their lifestyle.</p> <p>Develop insight into Spanish and Latin American festivals.</p> <p>Study the history of Spain and its transition to democracy.</p> <p>Learn about the importance of the Catholic religion in Spain and its current decline.</p> <p>Develop understanding of the 'New Spain' and its current developments and problems.</p> <p>Develop discursive essay writing style on polemic</p>	<ul style="list-style-type: none"> <li>▪ The most popular leisure activities in Spain.</li> <li>▪ Easter and Christmas in Spain</li> <li>▪ Spanish and Latin American festivals: Los Sanfermines, La Feria de Abril, Las Fallas, La Tomatina, El Día de los Muertos, el Carnaval de Baranquilla, El Día Nacional de Independencia, El Inti Raymi.</li> <li>▪ The Monarchy in Spain: the role the king and the transition to democracy.</li> <li>▪ The ONCE in Spain.</li> <li>▪ The history of religion, the historical role of the Catholic Church and the secularization of</li> </ul>	<ul style="list-style-type: none"> <li>▪ To synthesise different opinions relating to the same topic.</li> <li>▪ To develop idiomatic expressions.</li> <li>▪ To summarise historical facts and add personal opinion.</li> <li>▪ To carry out individual research into a specific festival</li> <li>▪ To give an oral presentation on a chosen festival using powerpoint.</li> <li>▪ To understand dialogue at authentic speed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sigue 2 (Pages 74-75)</li> <li>▪ Auténtik (Monarchy) (January-February 2008, May and September 2004, December 2005)</li> <li>▪ España Nuevo Siglo (Pages 11,12,29,30)</li> <li>▪ www.20minutos.es la monarquía española opinión/foro</li> <li>▪ Advanced Spanish Vocabulary (Isabel Melero Orta) Also (Pages 8-10,66 and 71-73)</li> <li>▪ PowerPoint- La Navidad en España / La Inmigración en España-(Consejería de Educación online-recursos didácticos-publicaciones)</li> <li>▪ DVD 25 años de reinado de Juan Carlos I (RTVE)</li> </ul>	<p>the subjunctive mode.</p> <p>Add the Perfect and the Pluperfect Subjunctive</p> <ul style="list-style-type: none"> <li>▪ Extend knowledge of verbs and their respective prepositions (Advanced Spanish Vocabulary- Pages 81-83) and</li> <li>▪ Expresiones coloquiales (Page 80)</li> </ul>	
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<p>societal issues in Spain.</p> <p>Extend vocabulary through empathetic writing.</p>	<p>Spain.</p> <ul style="list-style-type: none"> <li>▪ The ‘Movida’ in Spain.</li> <li>▪ Spain and Immigration.</li> <li>▪ Spain and the Gipsy population.</li> <li>▪ Multicultural Spain</li> </ul> <p>Extension Topics:</p> <ul style="list-style-type: none"> <li>▪ Spain and the decline of the ‘Siesta’</li> <li>▪ Gibraltar and its history</li> <li>▪ The iconic figure of Don Quixote</li> </ul>		<ul style="list-style-type: none"> <li>▪Pónte al día Unidades 10and 12 ( Pages 196, 197,232 and 238)</li> <li>▪A2 Spanish Resource Pack-Philip Allan Page 249-50</li> <li>▪Video-The Spanish Collection-Ian Gibson Programmes 2 and 5</li> <li>▪ <a href="http://www.youtube.com">www.youtube.com</a>: El día de los muertos-in flight movie Independence Day Parade Costa Rica,Inti Raymi Cuzco 2007, La Tomatina documental, Lonely Planet Running of the Bulls, 2008 Fallas de Valencia.</li> </ul>		
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