

Scheme of Work AS 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 1 pub. OUP;
Authentik AS/A2 Listening Comprehension Practice Tests 2005;
Spanish Grammar Workbook by Carolyn Burch pub.OUP;
Ponte al día pub. Hodder & Murray.
Practice in Spanish Grammar by Mark Cholij pub.MGP
Animo 1 Self Study guide for Edexcel (distribute in March)

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 in the February half term holiday.

Topics

Relationships (family/friendships and peer pressure)

Teach first half of autumn term.

Music and fashion

Teach second half of autumn term

Technology

Teach first half of spring term; begin past AS papers first week in March: Units 1 & 2.

Drink, drugs, sex

Teach second half of spring term

Education and employment

Teach first half of summer term

In the second half of summer term start to teach **film** (A2 topic) using “El Espíritu de la colmena” by Erice 1973

Suggested ideas for each topic

Relationships

1. Each student to give an oral presentation in Spanish on their holidays; set essay “Las vacaciones” 200 words.
2. Students read page 2 of “Ponte al día”; they note down their own ideas to the question: ¿Cuáles son los ingredientes de una familia contenta? Note down ideas on board – see accompanying file for more ideas.
3. ¿Cómo es tu familia? Discussion
4. Ponte page 2 exs. 1 & 2
5. Discussion: ¿Cuáles son las preocupaciones de los jóvenes?
6. Set Grammar from Burch pages 5,6,7
7. Show video “Isabel”: discuss an episode.
8. Discussion: las causas de los disputos en casa.
9. Teach the subjunctive: see Choliñ 6.6;7.3; practice 8 & 9; 7.4; also Burch page 53
10. Topic of discipline at home: Ponte article page 7 ex A; parental worries – see article Ponte page 8

11. Discussion: las tareas domésticas: see accompanying file for jobs in the house.
12. Set essay early October on “Las familias”; give half term holiday to complete.
13. They could read articles on pages 10/11/12/16 of Ponte.
14. Read article on El acoso escolar from file.

Music and fashion

1. Introduce them to music via CDs by Camarón de la Isla, Paco de Lucia, Gipsy Kings.
2. Animo page 52 on Joaquín Rodrigo; listen to El Concierto de Aranjuez; students to do a PowerPoint presentation in groups on the musicians Manuel de Falla; Enrique Granados; Alberto Ginastera; Francisco Tárregas.
3. Teach the pluperfect tense; exs. from Burch
4. Introduce the topic of fashion via my PowerPoint presentation on “la Moda”.
5. Pupils select an outfit from magazine cuttings in accompanying file: they describe it in Spanish and give an opinion.
6. See file for reading comprehensions on la moda.

Technology

1. Exercises from page 31 of Animo; ex 1 from page 32; page 32 ex 3.
2. Teach the passive tense (mood?): use Burch pages 62 & 63 (A, C, D); see file
3. Divide into groups to do an oral presentation on El internet las ventajas y desventajas; Facebook – útil/ridículo/permite el acoso escolar; Microsoft es demasiado poderoso.
4. Set essay: “las ventajas y desventajas del Internet”
5. Teach command forms: Animo p.34; Burch page 60.

Drink, drugs, sex

1. Introduce concept of el botellón: use El País text “El Botellón se resiste” from file. Students produce a 150 word summary in English.
2. Show Utube clip: www.google.es/ You Tube los efectos del alcohol/You Tube –Alcohol efectos secundarios to illustrate the dangers of binge drinking.

3. Articles from El País “Cientos de jóvenes se concentran en Granada para beber en la calle” – see file. “ Alcoholismo juvenil” article in file.
4. Begin past AS papers in early March: Unit 2 Jan 2006; Unit 1 Jan 2005.
5. Animo pages 86 & 87 on drugs chapter 6 on health Animo 1
6. **Distribute copies of Animo Self Study Guide for Edexcel** immediately before Easter holidays to allow students to revise over Easter holidays.

Education and employment

1. Students compare the education system in Spain and England: see file.
2. Animo page 125 ex. 1b and 1c
3. In first week of summer term students take AS January 2003 Unit 1; January 2008 Unit 2 complete only the final question.
4. In early May students take May AS Unit 2 January 2002.
5. Summary in English of Animo page 124
6. See Authentik magazine Primavera 2009 for up to date information on the Spanish education system.

Film

Show “El Espíritu de la Colmena” 1973; use “Behind the Spanish Lens” by Peter Besas pages 129 – 133 for background information.

Listening Authentik 2005 Test 8 on El cine.

LIFESTYLE: HEALTH and FITNESS

General Themes and Objectives	Topics and Sub-Topics	Skills	Resources and Material	Grammar	Literature
<p>Sport and Health</p> <p>Facilitate transition from KS4.</p> <p>Discuss personal exercise, health and dietary habits.</p> <p>Develop insight into sport, health care and eating habits in Spain.</p> <p>Develop discursive essay writing style.</p>	<ul style="list-style-type: none"> ▪ The benefits of sport. ▪ Sport in Spain. (to include bullfighting) ▪ Sporting rules. ▪ Doping. ▪ Racism in Sport. ▪ Healthy lifestyle. ▪ Spanish food. (national products) ▪ Basis of the Mediterranean diet. ▪ Tapas and its origin. ▪ Regional dishes. ▪ Changing eating habits in Spain. ▪ Gastronomy in Spain. 	<ul style="list-style-type: none"> ▪ To improve grammatical accuracy of the Present Tense. ▪ To practise a variety of techniques to improve summary of texts/analysis of texts. ▪ Introduction of statistics in essay writing. ▪ To employ introductory phrases to reinforce argument. ▪ To begin to use sources to strengthen 	<ul style="list-style-type: none"> ▪ En el Mundo Hispánico (page 48) ▪ Animo 1 Unidad 5 (Pages 70-2) ▪ Sigue 1 (Page 25, 26, 31 and 37 also pages 38,44, 52 and 53) ▪ Autentik (May-June 2005,2007,2008,November 2003 and July 2004) ▪ Powerpoint-los toros en España ▪ www.20minutos.es-la corrida de toros opinión/foro and el cáncer ▪ Advanced Spanish Vocabulary (pages 29-34) ▪ PowerPoint-el deporte en España/la comida en España-La Consejería de educación- 	<ul style="list-style-type: none"> ▪ Revise the Present and Past Tenses and all the irregular verbs. ▪ Develop the use of the passive/reflexive. ▪ Use of the imperative in formal and informal situations. ▪ Introduce the subjunctive mode. (present tense) ▪ The personal a. ▪ Revision of por/para. 	<p>Extension</p> <p>Como Agua Para Chocolate- Laura Esquivel</p>

<p>Strengthen oral debate.</p> <p>Improve intermediate listening skills.</p>	<ul style="list-style-type: none"> ▪ Genetically modified food ▪ Obesity. ▪ Anorexia. ▪ Smoking: the medical facts. ▪ Reasons for and against smoking. ▪ Spain and the anti-tobacco law. ▪ Cancer studies.(to include skin cancer) ▪ Prevention of cancer. ▪ Self medication and antibiotics. ▪ The national health system in Spain. 	<p>personal opinion.</p> <ul style="list-style-type: none"> ▪ To apply discursive structure to essay writing. ▪ To add introductory phrases to discursive essays. ▪ To develop the process of selection in longer passages of aural work 	<p>publicaciones/recursos</p> <ul style="list-style-type: none"> ▪ Pónte al día Unidad 3 (pages 42,3,5,8 and 58, ▪ www.red2000.com-lahistoria de las tapas ▪ Powerpoint-los products típicos de España ▪ Publicity Campaigns from Ministerio de Salud-smoking and the responsible use of antibiotics www.msc.es ▪ El País semanal (December 2006) ▪ Video clip about anorexia www.zonalibre.org ▪ www.greenpeace.es 		
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THE WORLD AROUND US

General Themes and Objectives	Topics and Sub-Topics	Skills	Resources and Material	Grammar	Literature
<p>The World Around Us</p> <p>Develop a basic knowledge of Spanish and Latin American geography.</p> <p>Study the rationale for visiting Spain and Latin America.</p> <p>Conduct</p>	<ul style="list-style-type: none"> ▪ The mountains and rivers of Spain. ▪ The autonomous communities of Spain. ▪ The map of Latin America ▪ Spanish Tourist Board recent campaigns. ▪ Why come to Spain/Latin America on holiday? ▪ Different types of holiday in Spain. ▪ Travel agent project. Design your perfect Spanish holiday. ▪ Essay/debate: the 	<ul style="list-style-type: none"> ▪ To develop creative writing techniques. ▪ To learn to write formal business Spanish. ▪ To learn to write persuasive essays/speak persuasively. ▪ Students familiarise themselves with 	<ul style="list-style-type: none"> ▪ www.cincodias.com/.../Sonrie-Espana-article on Spanish tourism campaign ▪ www.tourspain.es/ Publicity posters (Visual) ▪ www.red2000.com información general ▪ Animo 1 (Pages 96,97, 98,100,101, 26, 31 and 37 also pages 38,44, 52 and 53) ▪ Pónte al día (Pages 63,64,75,77, 145,152,153,158) ▪ Auténtik (May-June 2005,2007.January 2007) ▪ www.20minutos.es Archivo- transporte del futuro, mejor con bici ▪ www.classroom-resources.co.uk-AS environment ▪ Sigue 2 (pages 118 and 119) 	<ul style="list-style-type: none"> ▪ Revise the Preterite/Imperfect Tenses and their uses: http://www.colby.edu/~bknelson/SLC/index.php -¡superhombre!,Un viaje a Ecuador, La fiesta de Sanfermin and La historia de Juan ▪ Introduce the imperfect subjunctive (both forms) ▪ Review the formation of the Conditional and the Future tense ▪ The use of the si clause with the indicative/subjunctive modes ▪ Revise the uses of ser/estar ▪ The use of verbs and prepositions ▪ The change in meaning between some verbs and their reflexive counterparts ▪ The use of usted/ustedes in a formal context ▪ The use of the si clause with the indicative/subjunctive modes ▪ Revise the use of the Continuous tenses 	<p>Extension</p> <p>Study of Lorca's poetry: Baladilla de los tres ríos</p> <p>Diary by Che Guevara: Diarios de un motociclista</p> <p>Extracts of novel by Cervantes: Don Quijote</p>

<p>independent research regarding tourism in Spain.</p> <p>Explore personal viewpoint of class visit to Spain.</p> <p>Evaluate the use of different modes of transport.</p> <p>Develop awareness of environmental problems relative to global issues and also to the TL countries.</p> <p>Explore</p>	<p>advantages and disadvantages of tourism in Spain.</p> <ul style="list-style-type: none"> ▪ Why do people travel? ▪ Where do the Spanish go on holiday? ▪ Specific study of Asturias, Salamanca, Barcelona and. Valencia ▪ Popular tourist sites of Latin America ▪ Diary of your trip to Granada ▪ Business letter addressing a complaint ▪ Creative essays on accidents and environmental disasters ▪ General advantages and disadvantages of different modes of transport. ▪ A-Z of the 	<p>journalistic style of travel writing.</p> <ul style="list-style-type: none"> ▪ To provide an extension of descriptive adjectives in journal writing. ▪ To broaden use of different sources to develop independent research. ▪ 	<ul style="list-style-type: none"> ▪ Advanced Spanish ▪ /www.bbc.co.uk/mundo/index.shtml Desastres naturales 2008/9 ▪ Advanced Spanish Vocabulary (pages 76-82) ▪ Documental-Una Verdad Incómoda ▪ Video-España, Tierra entre Mares ▪ Video-www.youtube.com-incendios forestales Guadalajara 2005 ▪ Video/song/lyrics www.youtube.com-Bebé-el ska de la tierra 	<ul style="list-style-type: none"> ▪ The use of the si clause with the indicative/subjunctive modes ▪ Practise recognition/formation of verbal/noun/adjectival patterns. 	
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<p>environmental solutions on a global, national and individual scale.</p> <p>Understand the nature and frequency of natural disasters.</p> <p>Extend written response to include different registers.</p> <p>Practise examination technique in preparation for a mock examination</p>	<p>environment</p> <ul style="list-style-type: none"> ▪ Different ways to protect the environment ▪ Renewable energy ▪ Water shortage ▪ Forest fires ▪ Climate change ▪ Natural disasters: volcanoes/landslides / Earthquakes/hurricanes ▪ Planning/prevention for disasters 				
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