



Year 11 Spanish

<p><b>Term 1 topic:</b></p> <p>Topic Area B: Education and Employment</p> <table border="1"> <tr> <td data-bbox="100 390 765 667"> <p><u>Content (Grammar) will include:</u>  <b>Revision of:</b> past, present and future tenses; adjectives ; negatives <i>no...</i>; modal verbs (<i>poder/ deber/querer</i>)</p> <p><b>Introduction of:</b> <i>Desde que</i> + present tense; impersonal expressions (<i>Hay que/Se debe</i>); imperfect tense; reflexive verbs in all tenses; future tense alternatives: <i>Espero, tengo la intención de</i> + infinitive; conditional tense;</p> </td> <td data-bbox="774 390 1439 667"> <p><u>Content (Vocabulary)will include:</u></p> <ul style="list-style-type: none"> <li>Spanish school system; subjects; timetable; teachers; school routine; opinions of school; rules &amp; regulations.</li> <li>Primary school comparison.</li> <li>Future plans unemployment; gap years; family expectations; languages. Part-time jobs; talking about work preferences and why; work experience.</li> </ul> </td> </tr> </table>	<p><u>Content (Grammar) will include:</u>  <b>Revision of:</b> past, present and future tenses; adjectives ; negatives <i>no...</i>; modal verbs (<i>poder/ deber/querer</i>)</p> <p><b>Introduction of:</b> <i>Desde que</i> + present tense; impersonal expressions (<i>Hay que/Se debe</i>); imperfect tense; reflexive verbs in all tenses; future tense alternatives: <i>Espero, tengo la intención de</i> + infinitive; conditional tense;</p>	<p><u>Content (Vocabulary)will include:</u></p> <ul style="list-style-type: none"> <li>Spanish school system; subjects; timetable; teachers; school routine; opinions of school; rules &amp; regulations.</li> <li>Primary school comparison.</li> <li>Future plans unemployment; gap years; family expectations; languages. Part-time jobs; talking about work preferences and why; work experience.</li> </ul>	<p><b>Expo 2020 'Challenge' Activity – 'Connecting Minds, Creating the future' Opportunity, Mobility, Sustainability</b></p>
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<p><b>Term 2 topic:</b></p> <p>Topic Area D: Modern World and Environment</p> <table border="1"> <tr> <td data-bbox="100 779 765 993"> <p><u>Content (Grammar) will include:</u>  <b>Revision of:</b> past, present and future tenses; adjective; negatives <i>no...</i>; impersonal verbs (<i>hay que</i>)</p> <p><b>Introduction of:</b> use of <i>si</i> in a range of tenses; indefinite articles and pronouns (<i>algunas/ciertos</i>)</p> </td> <td data-bbox="774 779 1439 993"> <p><u>Content (Vocabulary)will include:</u></p> <ul style="list-style-type: none"> <li>Environmental issues; potential solutions to environmental problems</li> <li>The Media</li> <li>Information and communication technology (internet, mobile phones etc)</li> </ul> </td> </tr> </table>	<p><u>Content (Grammar) will include:</u>  <b>Revision of:</b> past, present and future tenses; adjective; negatives <i>no...</i>; impersonal verbs (<i>hay que</i>)</p> <p><b>Introduction of:</b> use of <i>si</i> in a range of tenses; indefinite articles and pronouns (<i>algunas/ciertos</i>)</p>	<p><u>Content (Vocabulary)will include:</u></p> <ul style="list-style-type: none"> <li>Environmental issues; potential solutions to environmental problems</li> <li>The Media</li> <li>Information and communication technology (internet, mobile phones etc)</li> </ul>	<p><b>Cross Curricular Links/Projects</b></p> <ul style="list-style-type: none"> <li>Researching school rules and differences in Spanish and Latin-American school systems.</li> <li>Researching working conditions and different jobs in the Spanish-speaking world.</li> <li>Researching nuclear power and green energy in Spain.</li> <li>Reading articles on environmental problems in Latin America.</li> <li>Researching Spanish preferences about social media.</li> </ul>
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	<p><b>Assessment Format:</b>  <b>Listening Exam, Reading Exam, Grammar gapfill, 2 Writing tasks (70 words and 150 words), Speaking exam (2-3 minutes giving answers to prepared questions)</b></p> <p><b>Key Subject Specific Skills:</b>  <b>Listening and Reading:</b> Pupils will demonstrate progress by demonstrating their ability to: <b>identify</b> and <b>note</b> main points and points of view from longer extracts; <b>deduce</b> the meaning of words from context; <b>extract</b> specific details; <b>show</b> understanding of unfamiliar language; <b>recognise</b> attitudes, emotions and opinions; <b>understand</b> grammatical structures and functions in context.</p> <p><b>Writing and Speaking:</b> Pupils will demonstrate progress by demonstrating their ability to: <b>communicate</b> clearly and fluently; <b>produce</b> detailed and relevant responses; <b>include</b> a wide range of vocabulary and structures, including complex lexical items, <b>use</b> of a range of tenses to vary sentences; <b>apply</b> the rules of correct verb formation, gender and agreement; <b>spell</b> and <b>pronounce</b> words accurately.</p>		
<p><b>Assessment Objective Overview</b>  Pupils will develop their ability to:</p> <ul style="list-style-type: none"> <li>Listen to and understand the spoken French language in a range of contexts and a variety of styles;</li> <li>Read and respond to different types of written language;</li> <li>Communicate in writing;</li> <li>Understand and apply a range of vocabulary and structures;</li> <li>Develop effective language learning and communication skills;</li> <li>Communicate in speech for different purposes.</li> </ul>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><a href="http://www.linguascope.com">www.linguascope.com</a>  <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>  <a href="#">Duolingo (phone app)</a></p>		