

Language: Spanish  
Level: 4 a  
Course book title: Cerraloza Aragón, M., Cerraloza Gili, O. Y Llovet Barquero, B. (2010)  
*Pasaporte B2 Nivel 4* Madrid: Edelsa

Week	Topic (and unit in book)	Objectives and language functions	Grammar and vocabulary	Additional activities (for the following week)
1	<b>La descripción: el autorretrato</b> (Unidad 1: Ámbito personal)	<ul style="list-style-type: none"> <li>To introduce the course and get to know the group.</li> <li>To become familiar with vocabulary related to the description of people</li> <li>To describe people using a variety of expressions</li> <li>To produce phrases and sentences using diminutives and augmentatives</li> <li>To detect the differences between “ser y estar”</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary: words and expressions to describe people</li> <li>Diminutives and augmentatives</li> <li>“Ser y estar”</li> </ul>	We will leave this open, except for a few suggestions already given, but we will have additional activities (homework) at the end of every class. These will be mainly grammar and vocabulary reinforcement exercises and reading activities.
2	<b>La descripción: el carácter y la personalidad</b> (Unidad 1: Ámbito público)	<ul style="list-style-type: none"> <li>To become familiar with vocabulary related to the description of personality</li> <li>To get to know animal related idiomatic expressions to describe people</li> <li>To describe people’s personality</li> <li>To produce sentences using relative pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary: words and expressions to describe people (personality)</li> <li>Idiomatic expressions to describe people (animal related)</li> <li>Relative pronouns</li> </ul>	
3	<b>El museo: los estilos artísticos</b> (Unidad 1: Ámbito profesional)	<ul style="list-style-type: none"> <li>To become familiar with vocabulary related to artistic styles</li> <li>To produce sentences using comparative structures.</li> <li>To talk about changes using verbs of transformation</li> <li>To talk about works of art</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary: artistic styles</li> <li>Comparative sentences</li> <li>Verbs of transformation: <i>volverse, ponerse, llegar a ser/hacerse, quedarse, convertirse en.</i></li> </ul>	

4	<b>Arte hispano: Juanito Laguna</b> (Unidad 1: revisión)	<ul style="list-style-type: none"> <li>• To get familiar with different Hispanic art and cultural heritage</li> <li>• To describe people: physical features and personality using “ser y estar” and relative pronouns</li> <li>• To describe paintings and works of art using comparative sentences</li> <li>• To talk about art and people using verbs of transformation</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary: words related to the description of people and paintings</li> <li>• Vocabulary: words related with artistic styles and works of art</li> <li>• Relative pronouns</li> <li>• Comparative sentences</li> <li>• “Ser y estar”</li> <li>• Verbs of transformation</li> </ul>	
5	<b>La escuela: el rendimiento académico</b> (Unidad 2: Ámbito personal)	<ul style="list-style-type: none"> <li>• To produce sentences using the subjunctive: <i>el imperfecto de subjuntivo</i></li> <li>• To get familiar with words and expressions related to the school and the academic performance</li> <li>• To talk about likes, dislikes, preferences and indifference</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary: Words and expressions related to the school and the academic performance</li> <li>• Subjunctive: <i>el imperfecto de subjuntivo</i></li> </ul>	
6	<b>La educación: políticas educativas</b> (Unidad 2: Ámbito público)	<ul style="list-style-type: none"> <li>• To get familiar with words and expressions related to the Spanish educational system</li> <li>• To learn about the Spanish educational system</li> <li>• To produce sentences using the subjunctive: <i>el imperfecto de subjuntivo en pasado o en frases hipotéticas con condicional</i></li> <li>• To make proposals and suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary: words and expressions related to the Spanish educational system</li> <li>• Subjunctive: <i>el imperfecto de subjuntivo en pasado o en frases hipotéticas con condicional</i></li> </ul>	
7	<b>Profesiones: los profesores</b> (Unidad 2: Ámbito profesional)	<ul style="list-style-type: none"> <li>• To become familiar with words and expressions related to types of schools and academic functions/positions</li> <li>• To produce sentences using the subjunctive: <i>el subjuntivo en valoraciones</i></li> <li>• To ask a favour, give an order, state a prohibition or permission</li> <li>• To talk about the teaching profession in the world today</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary: words and expressions related to types of schools and academic functions/positions</li> <li>• Subjunctive: <i>el subjuntivo en valoraciones</i></li> </ul>	

## Lifelong Learning Languages Scheme of Work

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8	<b>Arte hispano: la orquesta sinfónica Simón Bolívar</b> (Unidad 2: revisión)	<ul style="list-style-type: none"> <li>• To get familiar with different Hispanic art and cultural heritage</li> <li>• To talk about classroom culture</li> <li>• To review the unit</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary: the school, academic performance, academic positions, types of schools and the educational system</li> <li>• Grammar: <i>el imperfecto de subjuntivo</i></li> </ul>	
9	<b>Practicar deporte: el fútbol</b> (Unidad 3: Ámbito personal)	<ul style="list-style-type: none"> <li>• To become familiar with words and expressions related to football.</li> <li>• To produce sentences using verbs of opinion, beliefs or perceptions (with or without using the subjunctive mode)</li> <li>• To express or ask for an opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary: Words and expressions related to football.</li> <li>• Verbs of opinion, beliefs and perceptions</li> </ul>	
10	<b>Los deportes y la indumentaria deportiva</b> (Unidad 3: Ámbito público)	<ul style="list-style-type: none"> <li>• To become familiar with words and expressions related sports and different clothing</li> <li>• To produce sentences using the subjunctive: <i>el pretérito perfecto de subjuntivo</i></li> <li>• To express an opinion</li> <li>• To talk about advantages and disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary: words and expressions related to sports and different clothing</li> <li>• Subjunctive: <i>el pretérito perfecto de subjuntivo</i></li> </ul>	