

Language: Spanish
 Level: 4 a
 Course book title: Cerralzoa Aragón, M., Cerralzoa 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	La descripción: el autorretrato (Unidad 1: Ámbito personal)	<ul style="list-style-type: none"> To introduce the course and get to know the group. To become familiar with vocabulary related to the description of people To describe people using a variety of expressions To produce phrases and sentences using diminutives and augmentatives To detect the differences between “ser y estar” 	<ul style="list-style-type: none"> Vocabulary: words and expressions to describe people Diminutives and augmentatives “Ser y estar” 	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	La descripción: el carácter y la personalidad (Unidad 1: Ámbito público)	<ul style="list-style-type: none"> To become familiar with vocabulary related to the description of personality To get to know animal related idiomatic expressions to describe people To describe people’s personality To produce sentences using relative pronouns 	<ul style="list-style-type: none"> Vocabulary: words and expressions to describe people (personality) Idiomatic expressions to describe people (animal related) Relative pronouns 	
3	El museo: los estilos artísticos (Unidad 1: Ámbito profesional)	<ul style="list-style-type: none"> To become familiar with vocabulary related to artistic styles To produce sentences using comparative structures. To talk about changes using verbs of transformation To talk about works of art 	<ul style="list-style-type: none"> Vocabulary: artistic styles Comparative sentences Verbs of transformation: <i>volverse, ponerse, llegar a ser/hacerse, quedarse, convertirse en.</i> 	

Lifelong Learning Languages Scheme of Work

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

Lifelong Learning Languages Scheme of Work

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