

ACARFAX INTENSIVE GENERAL SPANISH COURSE

Spanish General Course

Levels A0, A1, A2, B1, B2, C1 and C2

In accordance with the Plan Curricular del Instituto Cervantes

A1–A2

B1–B2

C1–C2

SFL

Teaching ACARFAX document

General objectives, content, projects, assessment and self-assessment.

Material organised by weeks and levels.

INTENSIVE GENERAL SPANISH COURSE ACARFAX

- General objectives of the Plan Curricular del Instituto Cervantes

The PCIC organises the objectives into three broad dimensions that recur at every level:

1. The learner as a social agent; 2. The learner as an intercultural speaker; 3. The learner as an autonomous learner.

At A1–A2 levels the starting point is basic communicative survival; at B1–B2 autonomy is consolidated in everyday and some specialised situations; at C1–C2 a flexible, critical and effective performance is achieved in complex contexts.

Level	Learner as a social agent	Learner as an intercultural speaker	Learner as an autonomous learner
A1–A2	Manages basic and immediate situations: greeting, introducing oneself, asking for simple information, shopping, using transport, asking for directions, talking about personal details, schedules and prices. Interaction depends largely on the support of the interlocutor.	Develops an initial awareness of cultural diversity. Begins to observe differences between their own culture and Spanish-speaking cultures, avoiding basic prejudices and becoming familiar with general cultural references.	Begins to recognise how they learn, uses visual support, repetitions, routines and simple strategies. Needs teacher guidance and highly structured materials.
B1–B2	Acts with greater autonomy in everyday and habitual situations: travel, administrative tasks, complaints, shopping, appointments, enquiries, interviews, texts of personal or professional interest. Can handle longer texts and locate relevant information.	Deepens cultural comparison. Analyses social norms, values, behaviours and cultural references with greater nuance. Begins to manage misunderstandings and cultural conflicts.	Becomes aware of their profile as a learner, identifies strengths and gaps, uses strategies for planning, evaluation, correction and emotional self-regulation.
C1–C2	Manages complex, sensitive or specialised situations: difficult procedures, technical enquiries, professional problems, abstract texts, public presentations, negotiation, argumentation and mediation. Understands complex texts and appreciates nuances of style and intent.	Acts as an intercultural mediator. Critically interprets cultures, values, discourses, conflicts and misunderstandings. Can help others understand cultural differences and resolve communicative tensions.	Exercises conscious control over their learning: plans, selects resources, corrects, evaluates, regulates motivation and anxiety, and uses strategies autonomously.

Level overview A1–A2: basic user

Main objective: to communicatively survive in predictable situations.

- Carries out simple transactions: shopping, asking for information, using basic services.
- Takes part in elementary social interactions: greetings, farewells, likes, family, place of residence, everyday activities.

- Understands short, clear and explicit texts: signs, advertisements, forms, notes, simple instructions.
- Approaches Spanish-speaking culture through initial observation.
- Learns with strong external support: teacher, models, repetitions, images and memorised formulas.

B1–B2: independent user

Main objective: to operate autonomously in everyday situations and begin to handle a wider range of contexts with ease.

- Handles more varied procedures: complaints, travel, enquiries, paperwork, services, interviews.
- Interacts on personal, social, work-related and cultural topics.
- Understands longer texts and selects relevant information.
- Compares their own culture with Spanish-speaking cultures in greater depth.
- Uses strategies of planning, error monitoring, revision and self-assessment.

C1–C2: proficient user

Main objective: to act with effectiveness, precision and nuance in complex situations.

- Manages delicate, technical or professional transactions.
- Understands abstract, specialised, literary or implicit texts.
- Argues, counter-argues, negotiates, rephrases and mediates.
- Critically interprets cultural references, social discourses and intercultural conflicts.
- Learns autonomously: researches, selects resources, regulates emotions, corrects and adjusts their productions.

- Development of the intensive general SFL course syllabus
- We propose a suggested classroom routine.
- The main objective of each week.
- At the end of each week there is an assessment by the teacher and a self-assessment by the student.
- We propose review weeks, expanding vocabulary and projects from level B1 up to C2.
- An appendix sets out concrete actions within the learning procedures.

Block 1: Communicative grammar — 90 minutes

Time	Activity
10 min	Oral warm-up with questions from the previous day
20 min	Contextualised presentation of the new content
25 min	Guided practice with real examples
20 min	Pair practice
15 min	Systematisation in the learning notebook

Block 2: Oral and written production — 90 minutes

Time	Activity
20 min	Oral modelling by the teacher
25 min	Oral production in pairs or small groups
20 min	Individual written production
15 min	Cooperative correction
10 min	Closing: "Today I can say..."

MAIN OBJECTIVES: LEVELS A1 AND A2

Week	Level	Main objective
Week 1	A1.1	Begin basic communication in Spanish: introduce oneself, ask for help in class, identify classroom objects, describe people very simply and talk about their neighbourhood and initial daily routine.
Week 2	A1.1	Give and request personal and professional information, talk about routines, express possession and basic sensations, and describe the home, the street and the neighbourhood using <i>hay / está</i> .
Week 3	A1.2	Talk about personal relationships, family, physical description and character; express needs and preferences; buy or request information about transport; and give simple route instructions.
Week 4	A1.2	Talk about schedules, frequency, leisure, likes, food, basic health, pain and discomfort; in addition, propose plans, accept or decline invitations and order at a bar.
Week 5	A1.2	Express simple opinions, give instructions, use negation, talk about recent actions with the present perfect, and narrate trips or past experiences with the simple past.
Week 1	A2.1	Reactivate and consolidate A1: introduce oneself in more detail, talk about learning Spanish, request information by phone, describe cities and recount recent experiences with the present perfect.
Week 2	A2.1	Recount personal experiences, talk about feelings, narrate historical or biographical events, prepare a CV / cover letter, and describe technology, social norms and celebrations.
Week 3	A2.1	Contrast past and present: talk about memories, childhood, technological and social changes; narrate stories or short news items; and use the imperfect / simple past contrast more confidently.
Week 4	A2.2	Talk about the future, make predictions, commitments and environmental campaigns; book a medical appointment, give health advice, and react to news or anecdotes.
Week 5	A2.2	Give orders, advice and permissions; persuade through short messages or advertising; use the imperative and pronouns; talk about household chores, healthy eating, online shopping, solidarity, sport and NGOs.
Week 6	A2.2	Review and integrate the main contents of A2 through final tasks: describe places, recount recent experiences, compare past and present, tell stories and present a charitable or healthy-living campaign.

Level A0: Beginners Module — Week 1 — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday
Functions	Identifying objects: question (yes/no and information) and answer. ¿Qué es esto? Esto es la ventana. Spelling. Asking for and giving information: date.	Giving and asking for information: person, thing, activity, time. Question (yes/no and information) and answer. Identifying and describing: ¿Qué es José? ¿Cómo es José? ¿Cómo está José? José es profesor. José es alto. José está triste.
General notions	Existential notions: general quality: SER. Quantitative notions: numerical quantity: numbers. Temporal notions: date: hoy, mañana, pasado mañana, después de. Qualitative notions: colours. Evaluative notions: ability, competence: saber. Mental notions: hablar, escribir.	Quantitative notions: size: grande, pequeño. Size: grande, pequeño, largo, corto, alto, bajo. Weight: delgado, gordo. Surface: grande, pequeño. Temporal notions: hora. Qualitative notions: oscuro, luminoso. Evaluative notions: bueno, malo.
Specific notions	Numbers: cardinal numbers. Physical characteristics: ser alto, bajo, gordo, delgado. Classroom language: no entiendo, no sé, ¿puedes repetir?, ¿puedes escribir en la pizarra?... Days of the week. Months of the year. Seasons of the year.	Professions and positions: profesor, estudiante, enfermera, ejecutiva... Individual: character and personality: feliz, triste... Feelings and moods: contento, estresado, relajado... Family relationships: el padre, la hija... Educational materials and classroom furniture. Free time and entertainment.
Grammar	Masculine and feminine of nouns and adjectives: La pizarra es blanca. El lápiz es negro.	Personal pronouns. Present tense of regular -ar / -er verbs. Agreement in simple sentences.
Pragmatics	Construction and interpretation of discourse: neutral spatial deixis: ¿Qué es esto? Repeated negation: ¿Esto es la silla? No, esto no es una silla. Modalisation: intonation in assertions and questions: Esto es la ventana. ¿Esto es la ventana? Sí, esto es la ventana. ¿Esto es la silla? No, esto no es una silla. ¿Qué es esto? Esto es la ventana.	Modalisation. Intonation: rising and falling. Interactional behaviour. Verbal politeness: ¿Qué hace usted?
Discursive genres and textual products	Face-to-face conversation (Q/A). Physical dimension.	Face-to-face conversation (Q/A). Physical dimension.
Pronunciation and spelling	The alphabet. j/g/c + a-e-i-o-u. Spelling. Interrogative pronouns with accent: ¿Qué?	Interrogative pronouns with accent: ¿Cómo? ¿Quién?
Sociocultural knowledge	The classroom is introduced as the first social space: furniture, objects, basic interaction, implicit classroom rules and politeness formulas: "Buenos días", "¿Puedo pasar?", "¿Puedes repetir, por favor?", "No entiendo", "Gracias", "De nada". The names of real classroom objects are worked on together with implicit rules: cuidar el material, escuchar al compañero, levantar la mano, trabajar en pareja o grupo.	Giving and asking for basic personal data: first name, surname(s), nationality, age, profession and place of work. Also recognises common formulas in Spain and Latin America for introducing oneself formally and informally: Hola, ¿qué tal? Bien, gracias. Me llamo Ana. ¿Y tú? Buenos días. Mucho gusto, mi nombre es Laura Gómez. Mucho gusto, señora Gómez. Yo soy Andrés Martínez. Naming family members and explaining basic relationships: padre, madre, hermano, hermana, hijo, hija, marido, mujer, abuelo, abuela. A simple comparison can be made of how families are talked about in different cultures.
Intercultural skills and attitudes	Willingness to observe how the group communicates, how questions are asked, how help is requested and how mistakes	Objective description: "Es alto", "Tiene el pelo negro", "Es profesora", "Lleva camiseta azul". Opinion or judgement: "Es

Contents	Monday	Tuesday
	are handled: when to use “tú” or “usted”; how to ask for help without interrupting: “Perdona, ¿puedes ayudarme?”; how to accept a correction: “Ah, vale, gracias”; how to ask for repetition: “¿Puedes repetir más despacio?”.	simpática”, “Es guapo”, “Es difícil”, “Es mejor”.
Learning procedures	The personal learning notebook is started: vocabulary section, useful phrases section and questions section, colour-coded.	Self-observation of errors. Create a list of frequent errors.
Final classroom task / Assessment criterion	“My classroom in Spanish” Each student must identify orally and in writing 5 real classroom objects. Must include: name of the object, correct article (el / la), colour, one affirmative sentence, one negative sentence, spelling of one word.	Character profile sheet Each student receives or creates a profile sheet of a person and must present them orally (1 minute) and in writing. Must include: first name and surname(s), profession, physical description, mood, date and time, a family relationship if applicable.
Grading criteria	- Uses “esto es...” correctly: 15%. - Distinguishes el/la: 15%. - Uses at least 3 colours: 15%. - Makes a simple affirmation and negation: 20%. - Spells a word intelligibly: 15%. - Uses a classroom phrase when needing help: 20%.	- Uses “ser” for identity / profession: 15%. - Uses “ser” for physical description: 15%. - Uses “estar” for moods: 15%. - Uses profession vocabulary: 15%. - Tells the time in a basic way: 15%. - Presents orally with intelligible sentences: 25%.
Coursebook	Own materials. Prisma A1, p. 11, 15. Dual 1b, 2b.	Own materials.

Level A0: Beginners Module — Week 1 — Time: 8:30–10:00 / 10:30–12:00

Contents	Wednesday	Thursday	Friday
Functions	Asking for and giving information: place, activity. Question (yes/no and information) and answer.	Asking for and giving information: activity. Question (yes/no and information) and answer.	Asking for and giving information: activity. Question (yes/no and information) and answer.
General notions	Existential notions: existence, presence, absence: haber. Spatial notions: relative position: cerca (de), lejos (de), a la derecha (de), a la izquierda (de)...		
Specific notions	Geography and nature: urban or rural spaces: hospital, colegio...		
Grammar	Present tense of regular -ir verbs. Prepositions.	Present tense of vowel-stem irregular verbs: u>ue, e>i, o>ue, e>ie.	Present tense of consonant-stem irregular verbs: traer, poner, saber, dar, coger, hacer, conocer, salir. Present tense of vowel- and consonant-stem irregular verbs: oír, decir, tener, venir. Fully irregular present tense: ir.
Pragmatics	Modalisation. Intonation: rising and falling.	Modalisation. Intonation: rising and falling.	Modalisation. Intonation: rising and falling.

Contents	Wednesday	Thursday	Friday
	Interactional behaviour. Verbal politeness: ¿Qué hace usted?	Interactional behaviour. Verbal politeness: ¿Qué hace usted?	Interactional behaviour. Verbal politeness: ¿Qué hace usted?
Discursive genres and textual products	Face-to-face conversation (Q/A).	Face-to-face conversation (Q/A).	Face-to-face conversation (Q/A).
Pronunciation and spelling	Interrogative pronouns with accent: ¿Dónde?		
Sociocultural knowledge	City, neighbourhood, services, public spaces. Comparing the layout of a neighbourhood / city.	Schedules, routines, work, meals. Relativising schedules and customs.	Identity, routine, neighbourhood, classroom and daily life. Reflection on cultural differences.
Intercultural skills and attitudes	Use of maps, drawings and visual support.	Personal study plan.	Weekly self-assessment.
Learning procedures	Reflection on how to learn vocabulary of places.		
Final classroom task / Assessment criterion	“My neighbourhood on a map” Each student draws or completes a simple map with 5 places and writes sentences using hay and está. Must include: at least 5 places, two sentences with hay, two sentences with está, two expressions of location: cerca de, lejos de, a la derecha de, a la izquierda de.	“My day in Spanish” Each student prepares a personal schedule and orally explains their daily routine. Must include: three parts of the day (morning, afternoon, night), at least 5 activities, two specific times, one irregular verb worked on (Quiero, puedo, duermo, juego, empiezo, pido), a simple cultural comparison about schedules.	“My first presentation in Spanish” Integrating final task of the week. Each student gives an oral presentation and submits a written text titled My first week in Spanish. Must include: first name and surname(s), profession or personal situation, physical or personal description, mood, place of residence, what there is in their neighbourhood, a routine, an irregular verb, a sentence about their learning.
Grading criteria	- Uses “hay” for existence: 15%. - Uses “está” for location: 15%. - Names at least 5 places: 15%. - Uses spatial expressions: 15%. - Answers “¿Dónde está...?": 15%. - Presents the map orally: 25%.	- Orders a daily routine: 15%. - Uses activity vocabulary: 15%. - Uses at least two times: 15%. - Uses an irregular verb correctly: 15%. - Distinguishes morning/afternoon/night: 15%. - Formulates a simple cultural comparison: 25%.	- Introduces themselves clearly: 10%. - Uses ser/estar in a basic way: 10%. - Uses hay/está correctly: 10%. - Talks about a routine: 10%. - Uses at least one irregular verb: 10%. - Writes a short coherent text: 15%. - Pronounces intelligibly: 10%. - Uses some classroom strategy when needing help: 10%. - Shows respect and listens during presentations: 15%.
Materials	Own materials.	Own materials.	Own materials.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Asks and answers questions.
- Uses complete basic sentences.
- Introduces themselves.
- Describes objects and people.
- Talks about their neighbourhood and routine.
- Uses politeness formulas and classroom language.

Written production — 30 %

It is assessed whether the student:

- Writes simple meaningful sentences.
- Correctly uses basic articles.
- Respects elementary agreement.
- Uses the verbs worked on.
- Organises a short text.

Learning procedures — 20 %

It is assessed whether the student:

- Has an organised notebook.
- Notes down vocabulary and useful phrases.
- Identifies doubts.
- Corrects basic errors.
- Takes part in self-assessment.

Intercultural attitude — 10 %

It is assessed whether the student:

- Listens to others.
- Avoids mockery or judgement.
- Accepts differences in schedules, customs and ways of communicating.
- Shows curiosity about other realities.

Student final self-assessment. Tick with ✓:

I can already...	Yes	So-so	Not yet
Say my first name and surname			
Ask what something is			
Spell words			
Tell the time			
Describe a person			
Say what there is in a place			
Say how I am feeling			
Say where something is			

I can already...	Yes	So-so	Not yet
Talk about my routine			
Write a short text about myself			

Closing sentence

This week I can say:

Level A1— Week 2 — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday
Functional content	- Asking for and giving personal information. - Asking about first name, surname, nationality, age and place of residence.	- Talking about profession and workplace. - Asking and answering about occupation: ¿A qué te dedicas? / ¿Dónde trabajas?
Grammatical content	- The definite article: el, la, los, las. - Gender and number of the noun. - Agreement of the definite article and the adjective with the noun.	- Review of article, gender, number and agreement. - Interrogative pronouns: ¿Cuál? ¿Qué? ¿Cuántos? - Structures: ¿Cuál es tu profesión? / ¿Qué haces? / ¿Cuántos años tienes?
Text types and vocabulary	- Descriptive texts of personal information. - Basic personal-data form. - Classroom vocabulary. - Colours.	- Professions and workplaces. - Expanded form with personal and professional data. - Short written introductory sentences.
Strategic component	- Strategies for acquiring vocabulary through images. - Classifying words by gender and number using visual support.	- Resources for using the dictionary. - Looking up professions, workplaces and checking gender: el profesor / la profesora, el estudiante / la estudiante.
Cultural content	- General information about Spain and its autonomous communities. - Use of personal data in simple forms.	- Some famous figures of Hispanic origin. - Relationship between profession, country of origin and social/cultural recognition.
Spelling / Phonetics	- The syllable. - Syllable separation in first names, surnames, countries and nationalities.	- Review of syllable and pronunciation of professions. - Attention to difficult words: profesor, estudiante, enfermero, camarero, peluquero, médico.
Sociocultural knowledge	Recognising habitual personal data in simple social and administrative contexts: first name, surname(s), age, nationality, address, telephone and email.	Identifying common professions and workplaces in Spain and Latin America, relating them to real contexts: school, hospital, office, shop, restaurant or company.
Intercultural skills and attitudes	Comparing what personal data is requested in different countries and recognising that some questions may be more or less common depending on the culture.	Observing that professions may have different social recognition depending on the country and avoiding value judgements about jobs, accents, nationalities or personal trajectories.
Learning procedures	Expanding the personal notebook with a section on personal data and another on gender and number: el país / los países, la nacionalidad / las nacionalidades.	Using images, dictionary and examples to record professions and workplaces. Adding a section of frequent errors: agreement, articles and interrogatives.
Final classroom task / Assessment criterion	Personal form Complete a simple form with real or simulated data and present it orally in 4 sentences. The student completes a personal-information form and produces a short presentation using articles, gender, number and agreement in an intelligible way.	Professional profile card Choose a profession, look up its workplace and write/present a brief profile: “Soy médica. Trabajo en un hospital. Vivo en Granada.” The student asks for and gives information about profession and workplace using basic interrogatives, professional vocabulary and simple introductory structures.
Grading criteria	- Completes personal data correctly: 20%. - Uses appropriate definite articles: 20%. - Applies gender and number: 20%. - Presents the information orally with clarity: 20%. - Respects interaction and listens to their partner: 20%.	- Uses vocabulary of professions and workplaces: 20%. - Forms questions with qué, cuál, cuántos: 20%. - Maintains basic agreement: 20%. - Uses the dictionary or visual support autonomously: 20%. - Presents their professional profile with intelligible pronunciation: 20%.

Contents	Monday	Tuesday
Materials	Unit 2. Nuevo Prisma A1. Forms, personal-data cards, map of Spain and its autonomous communities.	Unit 2. Nuevo Prisma A1. Profession cards, workplaces, dictionary, images of Hispanic figures.

Level A1— Week 2 — Time: 8:30–10:00 / 10:30–12:00

Contents	Wednesday	Thursday
Functional content	- Talking about the daily routine. - Describing habitual actions. - Asking and answering about everyday activities.	- Expressing possession and belonging. - Expressing sensations and feelings. - Talking about what one has or does not have.
Grammatical content	- Present indicative regular: -ar, -er, -ir. - Reflexive verbs: levantarse, ducharse, acostarse, llamarse.	- The verb tener. - Structures: tengo / tienes / tiene... - Use of tener + noun: tengo hambre, tengo frío, tengo sueño, tengo una casa, tengo dos hermanos.
Text types and vocabulary	- Short descriptive text about daily routine. - Vocabulary of everyday actions: levantarse, desayunar, trabajar, estudiar, comer, volver, cenar, dormir.	- Numbers from 1 to 101. - Vocabulary related to basic mathematical operations: sumar, restar, más, menos, igual. - Vocabulary of possession, family and personal objects.
Strategic component	- Acquisition of vocabulary through images and concept association. - Linking image + verb + sentence: "Me levanto", "Desayuno", "Trabajo".	- Comparing verb forms to memorise them better: yo tengo / tú tienes / él tiene. - Using tables, colours and personal examples to fix vocabulary and conjugations.
Cultural content	- The languages of Spain. - Basic recognition of linguistic diversity: Spanish/Castilian, Catalan, Galician, Basque.	- Everyday routines in Spain: approximate times for breakfast, lunch, dinner, work and study. - Simple comparison with the routines in the student's country of origin.
Spelling / Phonetics	- Presentation of the main phonetic contrasts in Spanish. - Attention to the pronunciation of frequent verbs: trabajo, estudio, como, vivo.	- Pronunciation of numbers and forms of tener. - Basic contrast between vowel sounds in frequent words: tengo, tiene, tienes, treinta, veinte.
Sociocultural knowledge	Recognising the daily routine as a basic form of social organisation: timetables, habits for study, work, meals and rest.	Identifying habitual ways of expressing possession, physical needs and personal states in everyday situations: family, objects, housing, hunger, cold, sleepiness or tiredness.
Intercultural skills and attitudes	Observing that routines and timetables may vary between countries and avoiding considering one's own daily organisation as the only "normal" one.	Comparing ways of expressing needs and feelings in different cultures, respecting different family, work and personal habits.
Learning procedures	Recording in their notebook a table of routine verbs in the present tense and writing three sentences about their day. Using images to remember vocabulary.	Creating a section of frequent errors with the verb tener and numbers. Reviewing agreement, pronunciation and correct use of "tengo/tiene/tienes".
Final classroom task / Assessment criterion	My daily routine Write 5 sentences about your personal routine and tell them orally to a partner. The student describes their daily routine intelligibly using regular present tense and some reflexive verbs in short, ordered sentences.	My expanded personal profile Complete a profile with age, family, personal objects and states: "Tengo 30 años", "Tengo dos hermanos", "Tengo sueño". The student expresses possession, personal data, quantities and basic sensations using the verb tener, numbers and everyday vocabulary.

Contents	Wednesday	Thursday
Grading criteria	- Uses routine verbs in the present: 20%. - Uses at least two reflexive verbs: 20%. - Orders the actions logically: 20%. - Pronounces intelligibly: 20%. - Takes part in interaction with their partner: 20%.	- Uses the verb tener correctly: 20%. - Uses numbers from 1 to 101: 20%. - Expresses possession and basic sensations: 20%. - Completes the profile with coherent information: 20%. - Corrects one of their own errors with the help of the notebook: 20%.
Materials	Unit 3. Nuevo Prisma A1. Images of routines, verb cards, regular present-tense table.	Unit 3. Nuevo Prisma A1. Personal profile sheet, number cards, table of the verb tener, images of sensations.

Level A1— Week 2 — Time: 8:30–10:00 / 10:30–12:00

Contents	Friday
Functional content	- Talking about the existence of something or someone, and about quantity. - Asking for and giving spatial information.
Grammatical content	- The indefinite article. - (No) hay + indefinite article + noun. - Contracted articles. - Spatial markers. - Verb estar. - Contrast hay / está(n). - Mucho/a/os/as, poco/a/os/as + noun. - Muy + adjective. - Interrogative pronouns: ¿Dónde?, ¿Qué?, ¿Cuántos/as?
Text types and vocabulary	- Descriptive text. - Data sheet. - Vocabulary of the home: rooms and objects. - Vocabulary related to the street and the neighbourhood.
Strategic component	- Acquisition of vocabulary through concept association. - Resources for working on the vocabulary of a text before reading it.
Cultural content	- Two emblematic streets: Gran Vía in Madrid and Calle Florida in Buenos Aires / main streets of Granada. - Types of housing in Spain and Argentina. - The Chueca neighbourhood, Madrid / other neighbourhoods of Granada.
Spelling / Phonetics	Vowels and diphthongs.
Sociocultural knowledge	Recognising the home, the street and the neighbourhood as basic spaces of everyday life. Identifying rooms and objects of the home, neighbourhood services, types of housing in Spain and Latin America, and simple urban references: street, square, neighbourhood, centre, near, far, right and left.
Intercultural skills and attitudes	Comparing different types of housing and ways of experiencing the neighbourhood without making value judgements. Observing differences between neighbourhoods, main streets and urban spaces of Spain, Argentina and the student's own environment. Developing respect for different forms of coexistence, domestic organisation and use of public space.
Learning procedures	Organising vocabulary by semantic fields: home, rooms, objects, street and neighbourhood. Using images, simple maps and data sheets to associate vocabulary with real spaces. Before reading a descriptive text, identifying key words and anticipating the content through titles, images and known vocabulary.
Final classroom task / Assessment criterion	“My home and my neighbourhood” Complete a descriptive profile and present it orally. Must include: one sentence with hay, one sentence with está/están, two objects or places, a quantity and a spatial reference. Example: “En mi casa hay tres habitaciones. La cocina está a la derecha. En mi barrio hay una farmacia y un colegio. La farmacia está cerca de mi casa.” The student intelligibly describes a home or a neighbourhood using hay / está(n), indefinite articles, spatial markers, quantities and basic vocabulary of home, street and neighbourhood. Locates elements on a map or image and answers simple questions about existence, quantity and location.

Contents	Friday
Grading criteria	- Uses hay correctly to express existence: 20%. - Uses está/están correctly to locate: 20%. - Uses vocabulary of home, street and neighbourhood: 20%. - Uses quantities and spatial markers: 20%. - Presents the profile clearly and takes part in interaction: 20%.
Materials	Unit 4. Nuevo Prisma A1.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Asks and answers about personal data, profession and workplace.
- Describes their daily routine with verbs in the present tense and some reflexive verbs.
- Expresses possession, quantities and basic sensations with the verb tener.
- Describes their home or neighbourhood using hay / está and spatial markers.

Written production — 30 %

It is assessed whether the student:

- Completes forms with personal and professional data.
- Writes short sentences about their daily routine.
- Completes an expanded personal profile with age, family, objects and states.
- Drafts a simple descriptive profile of their home or neighbourhood.

Learning procedures — 20 %

It is assessed whether the student:

- Organises vocabulary by semantic fields: professions, routine, home and neighbourhood.
- Uses the dictionary and visual support to expand vocabulary.
- Records errors of agreement, articles, numbers and the verb tener.
- Reviews the hay / está contrast with their own examples.

Intercultural attitude — 10 %

It is assessed whether the student:

- Respects different types of housing, jobs and routines.
- Compares timetables and forms of everyday organisation without judging.
- Shows curiosity about urban realities in Spain and Latin America.

Student final self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Say my profession and workplace.			
Talk about my daily routine.			
Use numbers up to 100.			
Say what I have and what I do not have.			
Express sensations: tengo hambre, frío, sueño or calor.			
Describe my home and its rooms.			
Say what there is in my neighbourhood.			
Locate places with cerca, lejos, derecha and izquierda.			
Distinguish when to use hay and está.			

Closing sentence: This week I can say:

Level A1— Week 3 — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday
Functional content	- Talking and asking about personal relationships. - Asking for and giving personal information. - Expressing possession.	- Describing people: physical description, character and clothing. - Talking about relatives, friends and well-known figures.
Grammatical content	- Possessive adjectives: mi, tu, su, mis, tus, sus. - Use of ser, tener, llevar to identify people.	- Adjectives of physical description and character. - Gender and number agreement: alto/alta, simpático/simpática, moreno/morena. - Review of ser, tener, llevar.
Text types and vocabulary	- Social networks. - Short newspaper text. - Vocabulary of family and social relationships: madre, padre, hermano, amiga, pareja, compañero.	- Vocabulary of physical appearance, character and clothing. - Description of people in short texts: profile, social-media post or presentation.
Strategic component	- Mechanisms for toning down discourse when talking about people. - Use of respectful expressions: creo que, parece, un poco, bastante.	- Distinguishing objective description and personal evaluation. - Avoiding offensive judgements when describing physical appearance, character or clothing.
Cultural content	- The family: concept and structure. - Different family forms in Spain and Latin America.	- Famous figures from the Hispanic world. - Habitual ways of introducing someone in social, family or public contexts.
Spelling / Phonetics	- Contrast of sounds /g/, /x/, /k/. - Pronunciation of frequent words: gente, gato, colegio, carácter.	- Spellings g/j. - Practice with words: joven, jefe, hijo, mujer, gafas, guapo, guitarra.
Sociocultural knowledge	Recognising family and personal relationships as a basic part of social life. Identifying habitual ways of talking about relatives, friendships and close ties, respecting different family structures.	Recognising culturally appropriate ways of describing people in Spanish, distinguishing objective information — physical appearance, clothing, relationship — from personal evaluations of character or style.
Intercultural skills and attitudes	Comparing different family models and forms of social relationships without considering any single structure as the “normal” one. Showing respect towards different family realities.	Developing sensitivity when describing people: avoiding offensive comments, relativising one’s own evaluations and using softened formulas to express opinions about character or appearance.
Learning procedures	Organising vocabulary in lexical maps: family, social relationships and possessives. Recording personal examples: mi madre, tus hermanos, su amiga.	Creating a table for describing people with three columns: ser, tener, llevar. Reviewing agreement errors and g/j spellings in their personal notebook.
Final classroom task / Assessment criterion	My family or social network Build a small family tree or relationship network and present it orally in 5 sentences. The student presents personal and family relationships using possessives, family vocabulary and basic structures with ser, tener and llevar in an intelligible way.	Describing a person Choose a relative, friend or famous Hispanic figure and write/present a short description with physical appearance, character and clothing. The student describes a person using vocabulary of physical appearance, character and clothing, maintaining basic agreement and using respectful description formulas.
Grading criteria	- Uses vocabulary of family and social relationships: 20%. - Uses possessives correctly: 20%. - Uses ser, tener, llevar intelligibly: 20%. - Presents their family/social network in an orderly way: 20%. - Respects different family structures: 20%.	- Describes physical appearance, character and clothing: 20%. - Maintains gender and number agreement: 20%. - Uses ser, tener, llevar correctly: 20%. - Distinguishes objective description from opinion: 20%. - Pronounces and spells words with g/j correctly: 20%.

Contents	Monday	Tuesday
Materials	Unit 5. Nuevo Prisma A1. Family cards, images of personal relationships, family-tree templates.	Unit 5. Nuevo Prisma A1. Photos of characters, clothing cards, ser/tener/llevar table, g/j spelling exercises.

Level A1— Week 3 — Time: 8:30–10:00 / 10:30–12:00

Contents	Wednesday	Thursday
Functional content	- Expressing needs, wishes and preferences. - Asking and saying the price of something. - Thanking and responding to thanks.	- Asking for and giving spatial information. - Asking for and giving directions for journeys using means of transport. - Talking about trips and simple travel.
Grammatical content	- Verb ir. - Verbs necesitar, querer, preferir + infinitive / noun. - Structures: quiero un billete, necesito ir al centro, prefiero el autobús.	- Prepositions a and en with verbs of movement. - Structures: voy a la estación, voy en autobús, voy al centro, voy a Granada. - Review of mejor / peor.
Text types and vocabulary	- Form for subscribing to a means of transport. - Information sheet. - Vocabulary of prices, tickets, travel passes, schedules and means of transport.	- Tourist brochure. - Means of transport. - Vocabulary related to directions and travel: estación, parada, calle, plaza, mapa, derecha, izquierda, recto.
Strategic component	- Extracting relevant information from a form or sheet by looking for key words: name, price, schedule, zone, type of pass.	- Understanding specific information in a brochure, map or text without always using the dictionary: relying on images, context, transparent words and similarities with one's own language.
Cultural content	- Means of transport in Hispanic cities: Barcelona and Mexico City. - Use of passes, tickets and basic rules of public transport.	- Travelling around Spain. - Santiago de Chile: map and directions. Granada: map. - Habitual ways of asking for directions in urban contexts.
Spelling / Phonetics	- Interrogative and declarative intonation. - Questions to ask for price or preference: ¿Cuánto cuesta? ¿Qué prefieres?	- Phonetic and spelling differences of por qué / porque. - Basic use in questions and answers: ¿Por qué vas en autobús? Porque es más barato.
Sociocultural knowledge	Recognising everyday situations related to purchases, prices, tickets, passes and use of public transport. Learning politeness formulas for asking for information, buying or thanking.	Identifying basic urban mobility rules: use of maps, stops, stations, means of transport, directions and spatial references in cities of Spain and Latin America.
Intercultural skills and attitudes	Comparing shopping, payment and transport habits in different countries, respecting differences in prices, forms of subscription, treatment of staff and queuing.	Developing willingness to ask for help or directions in a new environment, accepting that ways of finding one's way and moving around the city may vary depending on the culture.
Learning procedures	Recording useful expressions in their notebook to shop or ask for information: ¿Cuánto cuesta? Quiero..., necesito..., prefiero..., gracias. Classifying vocabulary by fields: prices, transport, preferences.	Using maps, brochures and key words to understand a route. Drawing up a list of spatial connectors and verbs of movement: ir a, ir en, girar, seguir, cruzar.
Final classroom task / Assessment criterion	Buying a ticket or pass Pair simulation. One student asks for information and buys a ticket or pass; the other responds with price, schedule and type of transport. The student expresses needs, wishes and preferences in a	Giving a simple route Orally explain how to get from one point on a map to another using transport and basic directions. The student interprets a simple map or brochure and gives basic travel

Contents	Wednesday	Thursday
	shopping or transport situation, asks and says prices, thanks and completes basic data on a form.	instructions using ir, prepositions a/en, means of transport and spatial markers.
Grading criteria	- Uses querer, necesitar, preferir intelligibly: 20%. - Asks and says prices correctly: 20%. - Uses politeness and thanking formulas: 20%. - Completes or interprets a basic form: 20%. - Takes part in the simulation clearly: 20%.	- Uses ir a / ir en correctly: 20%. - Uses vocabulary of transport and directions: 20%. - Gives an orderly and intelligible route: 20%. - Understands basic information from a map or brochure: 20%. - Uses por qué / porque in a simple question and answer: 20%.
Materials	Unit 6. Nuevo Prisma A1. Subscription forms, simulated tickets, price cards and means of transport.	Unit 6. Nuevo Prisma A1. Map of Granada, tourist brochure, route cards, images of transport.

Level A1— Week 3 — Time: 8:30–10:00 / 10:30–12:00

Contents	Friday
Functional content	- Describing habitual actions and activities. - Asking and saying the time. - Talking about schedules. - Expressing quantity approximately. - Expressing the frequency with which something is done. - Locating things in time.
Grammatical content	- Pronominal verbs. - Some irregularities of the present indicative. - Adverbs and expressions of quantity. - Adverbs and expressions of frequency: siempre, normalmente, a veces, nunca, todos los días.
Text types and vocabulary	- Opening hours of shops. - Everyday and leisure activities. - Establishments and leisure places. - Shops and businesses. - Parts of the day. - Days of the week.
Strategic component	- Learning vocabulary by associating words with a meaningful context. - Remembering present-tense irregularities through association and visual memory. - Obtaining information from simple texts through titles and subtitles.
Cultural content	- Leisure and free-time activities in Bogotá. - Opening hours of shops in Bogotá. - Jordi Labanda: Hispanic illustrator with universal fame. - Habits and customs of the Spanish.
Spelling / Phonetics	- Contrast of sounds /s/, /θ/ and spellings c/z/s. - Practice words: cine, zapato, semana, centro, sábado, supermercado, cerrar.
Sociocultural knowledge	Recognising the everyday organisation of time in Hispanic contexts: shop opening hours, days of opening, parts of the day, habitual activities and forms of leisure. Basic differences are explored between Spanish, Latin American schedules and those of the student's country of origin.
Intercultural skills and attitudes	Observing that schedules, routines and free time vary depending on the culture. Comparing customs without rating some as better or worse than others: mealtimes, shop opening, family leisure, sport, rest or social life.
Learning procedures	Organising in their notebook a record of temporal expressions: por la mañana, por la tarde, por la noche, los lunes, a las ocho, siempre, nunca, a veces. Using colours or tables to classify regular, pronominal and frequent irregular verbs.
Final classroom task / Assessment criterion	"My usual week" Build a simple weekly agenda with three habitual activities, schedules and frequency. Then explain it orally to a partner. Example: "Los lunes estudio español a las nueve. Por la tarde voy al gimnasio. Los sábados normalmente descanso." The student interprets and produces basic information on schedules, habitual activities and frequency. Describes their weekly routine using temporal expressions, present-tense verbs and vocabulary of leisure, shops and parts of the day intelligibly.

Contents	Friday
Grading criteria	- Uses expressions of time and parts of the day: 20%. - Describes habitual activities in the present: 20%. - Uses frequency adverbs correctly: 20%. - Understands basic information about shop or leisure schedules: 20%. - Presents their weekly agenda clearly and takes part in the interaction: 20%.
Materials	Unit 7. Nuevo Prisma A1. Real or simulated shop opening hours, weekly agenda, leisure activity cards, images of establishments and a frequency table.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Talks about personal relationships, family and social network.
- Describes people physically, by character and clothing.
- Asks for and gives information about prices, tickets, passes and transport.
- Gives a simple route on a map using *ir a / ir en* and spatial markers.
- Talks about schedules, frequency and habitual activities.

Written production — 30 %

It is assessed whether the student:

- Builds a family tree or social network with intelligible sentences.
- Writes a short description of a person.
- Completes a transport form or sheet.
- Drafts simple instructions for getting to a place.
- Builds a simple weekly agenda with schedules and frequency.

Learning procedures — 20 %

It is assessed whether the student:

- Organises vocabulary in lexical maps: family, description, transport and time.
- Records useful expressions to shop, ask for information and give routes.
- Uses maps, brochures and key words to understand information.
- Reviews agreement, possessives, *ser / tener / llevar* and *ir a / ir en*.

Intercultural attitude — 10 %

It is assessed whether the student:

- Respects different family models and forms of social relationships.
- Avoids offensive comments when describing people.
- Compares transport, schedule and leisure habits without rating some as better than others.
- Compares routines without rating some as better than others.

Student final self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Talk about my family or social network.			
Use possessives: <i>mi, tu, su, mis, tus, sus</i> .			
Describe a person physically and by character.			
Ask and say prices.			
Buy a ticket or pass.			
Give a simple route on a map.			
Use <i>ir a / ir en</i> with places and means of transport.			
Talk about schedules and frequency.			

Closing sentence

This week I can say:

SPANISH GENERAL COURSE · A1 LEVEL · WEEKS 4–5

ACARFAX

Spanish Language School

Week 4 · A1 Level · Time: 8:30–10:00 / 10:30–12:00

Monday & Tuesday

Content	Monday	Tuesday
Functional contents	- Express likes and preferences: <i>Me gusta / No me gusta / Me encanta / Prefiero...</i> - Ask about likes and preferences: <i>¿Te gusta...? ¿Qué prefieres...?</i> - Express agreement and disagreement: <i>A mí también / A mí tampoco / Yo sí / Yo no.</i>	- Express pain and discomfort: <i>Me duele la cabeza / Me duelen los brazos / Tengo dolor de...</i> - Ask about physical state: <i>¿Qué te pasa? ¿Te duele algo?</i> - Give a basic response related to health and well-being.
Grammar contents	- Verbs <i>gustar, encantar</i> and <i>preferir</i> . - Indirect object pronouns: <i>me, te, le, nos, os, les</i> . - Agreement: <i>me gusta la fruta / me gustan las verduras</i> . - Quantity adverbs: <i>nada, poco, bastante, mucho, demasiado</i> .	- Verbs <i>doler</i> and <i>tener dolor de...</i> - Body parts with definite article: <i>la cabeza, el estómago, los brazos...</i> - Use of <i>también / tampoco</i> in short replies. - Integrated review of <i>gustar / doler</i> : <i>Me gusta correr, pero me duelen las piernas</i> .
Text types & lexicon	- Leisure and free-time activities. - Lexicon of food and meals. - Basic eating habits: breakfast, lunch, afternoon snack, dinner. - Guided creation of a small statistical chart on the class's food preferences.	- Parts of the human body. - Basic remedies for aches and pains: <i>descansar, beber agua, ir al médico, tomar una infusión...</i> - Vocabulary related to everyday health. - Oral and written interpretation of the statistical chart produced on Monday.
Strategic component	- Strategies for asking when something isn't understood: <i>¿Puedes repetir? ¿Qué significa...?</i> - Use of images, gestures and examples to remember food vocabulary. - Personal record of new words.	- Strategies for solving difficulties: ask for help, rephrase, point to an image, use the visual dictionary. - Self-correction of frequent errors: agreement in <i>me gusta / me gustan</i> and <i>me duele / me duelen</i> .
Cultural contents	- Eating habits in Spain and Latin America. - Products from the Costa Tropical. - The Mediterranean diet: main foods and healthy habits.	- The <i>bandeja paisa</i> as a traditional Colombian dish. - <i>Gazpacho</i> as a traditional Spanish recipe. - Simple comparison between dishes: ingredients, quantity, origin and when they are eaten.
Spelling / Phonetics	- Contrast between /l/ and /r/: <i>loro, raro, arroz, limón</i> . - Auditory discrimination with foods and body parts.	- Spellings <i>r / rr</i> : <i>pera, perro, arroz, brazo, rodilla</i> . - Brief oral practice with tongue-twisters or controlled reading.
Sociocultural knowledge	- Basic organisation of meals in Spain: approximate times, names of meals and usual foods. - Social conventions: asking about preferences without imposing, respecting food choices. - Basic differences between one's own habits and habits in other countries.	- Conventions related to everyday health: expressing discomfort appropriately, asking for help, going to the doctor or communicating pain. - Comparison of simple popular remedies in different cultures. - Respect for different eating and self-care customs.
Intercultural skills & attitudes	- Observe similarities and differences between one's own diet, the Mediterranean diet and Latin American	- Express likes, discomforts and preferences respectfully. - Listen to classmates when they explain their

Content	Monday	Tuesday
	dishes. - Show curiosity and openness towards unfamiliar foods or customs. - Avoid offensive comments of rejection: replace <i>qué asco</i> with <i>no me gusta / no lo he probado</i> .	habits or recipes. - Develop empathy for another person's pain or discomfort. - Compare without judging: <i>En mi país se come..., aquí se come...</i>
Learning procedures	- Planning: identify which vocabulary I need to talk about food and leisure. - Memorisation: use of cards, images, classification of foods and oral repetition. - Recording new vocabulary in a chart: food / like / don't like / quantity.	- Monitoring and evaluation: check whether I can express pain, likes and agreement/disagreement. - Correction and repair: review errors of agreement and pronunciation. - Use of resources: visual dictionary, notes, classmates and teacher.
Final class task / Assessment criteria	<i>*Class preferences survey. Each student asks several classmates about their favourite foods, drinks and activities. Then they complete a chart with results using me gusta, no me gusta, prefiero, mucho, bastante, poco, nada. - Asks and answers about likes and preferences in a comprehensible way. - Uses gustar / encantar / preferir* correctly with vocabulary of food and leisure. - Takes part in the survey respecting turns and opinions. - Classifies information in a simple chart.</i>	<i>*Short oral presentation: "My healthy menu and how I feel". Each student presents a simple menu, says which foods they like, compares with a Hispanic dish and adds a health sentence: Hoy me duele... / Para el dolor de... puedo... - Expresses pain or discomfort using doler / tener dolor de. - Recognises and pronounces /l/, /r/ and /rr/ acceptably. - Uses también / tampoco* in short replies. - Presents a simple menu and shows respect for different cultural habits.</i>
Grading criteria	- Oral participation and pair work: *25 %. - Correct use of functions and grammar: 30 %. - Lexicon of food, leisure and quantities: 20 %. - Statistical chart / written task: 15 %. - Intercultural attitude and respect: 10 %*.	- Final oral production: *30 %. - Use of doler, body parts and remedies: 25 %. - Pronunciation of /l/, /r/, /rr/: 15 %. - Cultural comprehension and comparison of dishes: 15 %. - Self-assessment and error correction: 15 %*.
Materials	<i>*Unit 8. Nuevo Prisma A1*. Food cards, images of dishes, preference cards, survey chart, board, markers, visual dictionary.</i>	<i>*Unit 8. Nuevo Prisma A1*. Human body chart, symptom cards, images of remedies, self-assessment sheet, audio or reading with /r/ and /rr/.</i>

Wednesday & Thursday

Content	Wednesday	Thursday
Functional contents	- Suggest a plan: <i>¿Quedamos? ¿Vamos a...? ¿Te apetece...?</i> - Accept or refuse a plan: <i>Vale, de acuerdo / Lo siento, no puedo</i> . - Arrange an appointment: day, time and place. - Talk about ongoing actions: <i>Estoy estudiando / Estamos tomando algo</i> .	- Talk about plans and intentions: <i>Voy a estudiar español / Vamos a ir al bar</i> . - Express the way of doing something: <i>Estudio escuchando música / Aprendo escribiendo palabras</i> . - Order in a bar: <i>Quería un café / Para mí, una tapa</i> . - Give advice: <i>Puedes escuchar canciones / Tienes que practicar cada día</i> .
Grammar contents	- <i>*Gerund, forms and uses: hablando, comiendo, viviendo. - Estar + gerund for ongoing actions. - Verb quedar: quedar con alguien / quedar en un lugar / quedar a una hora*</i> .	- <i>*Poder + infinitive to express suggestions or proposals: Podemos quedar a las seis. - Ir + a + infinitive for plans and intentions. - Integrated review: Estoy estudiando porque voy a hacer una entrevista.*</i>
Text types & lexicon	- Informative text about activities, plans or meeting places. - Questionnaire to find	- Short interview about plans, study methods and leisure. - Food and drink in

Content	Wednesday	Thursday
	out learning habits. - Vocabulary related to language learning: <i>escuchar, repetir, leer, escribir, practicar, memorizar, repasar.</i>	a Spanish bar: <i>café, caña, tapa, bocadillo, refresco, agua, menú, cuenta.</i> - Formulas for ordering and paying in a bar.
Strategic component	- Guidelines for defining learning goals and objectives: what I want to learn, why, when and how. - Resources for setting and comparing different learning methods: listening to audios, reading, repeating, writing, conversing, using apps.	- Strategies for asking for clarification or help: <i>¿Puedes repetir? ¿Qué significa? ¿Cómo se dice...?</i> - Strategies for refusing a proposal politely. Attention to ways of saying "no" without being abrupt.
Cultural contents	- Free time, social plans and ways of meeting up in Spain. - Approximate times for going out and seeing friends. - The role of social plans in everyday life.	- Bars and cafés as social spaces in Spain. - Music as a learning resource: songs by groups such as Calle 13. - Hispanic eating habits in cafés and bars.
Spelling / Phonetics	- Sounds /ch/ and /y/. - Spelling <i>*y as a vowel and consonant.</i> - <i>Examples:</i> chico, coche, ya, yo, mayo*. - Listening and repetition.	- Practice of /ch/ and /y/ in ordering situations. - Short pronunciation work with words from the bar context: <i>bocadillo, caña, churros.</i>
Sociocultural knowledge	- Social conventions for arranging plans: punctuality, suitable times, accepting and refusing politely. - Differences between formal and informal contexts. - Comparison with conventions of making plans in the student's culture.	- Behaviour in bars and cafés: how to ask, how to pay, tipping, greetings. - The bar as a social and intergenerational space. - Comparison with similar spaces in the student's culture.
Intercultural skills & attitudes	- Show interest in other ways of making plans and socialising. - Respect different rhythms and punctuality habits. - Reflect on how language learning is shaped by social contexts.	- Compare ways of consuming food and drink in different cultures. - Show openness to new flavours and customs. - Act as a basic mediator: explain a custom from one's country to a classmate.
Learning procedures	- Planning: identify what I need to suggest a plan or arrange an appointment. - Memorisation of expressions of agreement, refusal and time. - Self-monitoring: did I use <i>estar + gerund</i> and <i>quedar</i> correctly?	- Strategy transfer: use ordering formulas in real or simulated situations. - Recording useful expressions for the bar in a personal table. - Correction: improve pronunciation through repetition and recording.
Final class task / Assessment criteria	<i>*Making a plan with a classmate. The student suggests a real or imagined plan, agrees on day, time and place, and writes a short message confirming it. - Suggests, accepts or refuses a plan with appropriate formulas. - Uses estar + gerund and verb quedar* correctly. - Writes a clear, polite confirmation message.</i>	<i>*Bar simulation: "Today I'm ordering in Spanish". In pairs, students role-play a real bar scene: greet, order, ask the price, pay and say goodbye. They include at least one piece of advice for a classmate: Puedes probar... / Tienes que pedir... - Orders food and drink with appropriate formulas. - Uses ir + a + infinitive and poder + infinitive*. - Pronounces /ch/ and /y/ acceptably. - Shows openness to Hispanic culinary culture.</i>
Grading criteria	- Oral participation in proposals and appointments: *25 %. - <i>Use of estar + gerund and verb quedar:</i> 25 %. - <i>Vocabulary of learning and leisure:</i> 20 %. - <i>Questionnaire / table of learning</i>	- Final bar simulation: *30 %. - <i>Use of ir + a + infinitive and poder + infinitive:</i> 25 %. - <i>Bar, food and drink vocabulary:</i> 15 %. - <i>Pronunciation of /ch/, /y/ and spelling y:</i>

Content	Wednesday	Thursday
	<i>methods: 15 %.</i> - Cooperative attitude and respect in interaction: 15 %*.	10 % - Sociocultural and intercultural competence: 20 %*.
Materials	*Unit 9. Nuevo Prisma A1*. Plan cards, schedule cards, learning questionnaire, images of activities, board, short audios.	*Unit 9. Nuevo Prisma A1*. Real or adapted bar menus, role cards, images of food and drink, audio/song by Calle 13, self-assessment sheet.

Friday

Content	Friday
Functional contents	- Give / ask for opinions. - Express agreement and disagreement. - Forms for expressing negation. - Examples: <i>Creo que..., pienso que..., para mí..., estoy de acuerdo / no estoy de acuerdo, no, nunca, nada.</i>
Grammar contents	- *Creo que / pienso que / para mí + opinion. - Verb <i>parecer</i> : Me parece interesante / aburrido / importante. - <i>Yo estoy de acuerdo con... / No estoy de acuerdo con... + opinion*</i> .
Text types & lexicon	- Short article on public holidays, holidays or social causes. - Messages and opinions in a forum. - Vocabulary of holidays and celebrations: <i>fiesta, vacaciones, puente, celebración, día internacional, campaña, causa solidaria.</i>
Strategic component	- Resources for reflecting on language-learning habits. - Identifying tools and strategies that facilitate learning: reading short articles, underlining ideas, noting vocabulary, comparing opinions.
Cultural contents	- Public holidays and holidays in Spain. - International days dedicated to specific causes: health, childhood, environment, equality, peace, human rights.
Spelling / Phonetics	- The *seseo*: basic recognition of varieties of Spanish. - Varieties of Spanish: Spain and Latin America. - Listening to simple examples with different pronunciations.
Sociocultural knowledge	- Basic knowledge of public holidays and holidays in Spain: Christmas, Easter, local festivals, long weekends and school/work holidays. - Social conventions when talking about celebrations: congratulating, respecting others' celebrations, asking without intruding. - International days as a form of social awareness.
Intercultural skills & attitudes	- Compare one's own holidays and celebrations with those in Spain without making judgements of superiority. - Show curiosity for celebrations in other countries. - Recognise that the same social cause may be experienced differently depending on the cultural context.
Learning procedures	- Planning: identify what I need to give an opinion on an article. - Comprehension: underline key words, locate the main idea and new vocabulary. - Learning log: note useful expressions for giving opinions and showing agreement/disagreement.
Final class task / Assessment criteria	*Reading and opinion on an article. The student reads a short article about a public holiday or international day, identifies the main idea and expresses their opinion using <i>creo que, pienso que, para mí, me parece.</i> - Understands the main idea of a short article. - Gives a simple opinion using <i>creo que, pienso que, para mí.</i> - Uses the verb <i>parecer*</i> comprehensibly. - Expresses agreement or disagreement respectfully. - Recognises basic vocabulary about holidays and social causes.
Grading criteria	- Comprehension of the article: *20 %.
Materials	*Unit 10. Nuevo Prisma A1*. Short adapted article, opinion cards, agreement/disagreement cards, calendar of holidays, list of international days, board.

Weekly evaluation

Oral production — 40 %

The student is assessed on whether they:

- Express likes and preferences using gustar, encantar and preferir.
- Describe symptoms and parts of the body.
- Suggest, accept and refuse social plans.
- Order in a bar or restaurant using appropriate formulas.
- Give a simple opinion on a short article and express agreement or disagreement respectfully.

Written production — 30 %

The student is assessed on whether they:

- Write a survey or menu of likes.
- Draft messages to arrange an appointment.
- Write a brief opinion using creo que, pienso que, para mí or me parece.
- Use indirect object pronouns and basic opinion structures.

Learning procedures — 20 %

The student is assessed on whether they:

- Use gestures, images and questions to resolve vocabulary doubts.
- Note expressions for giving advice and ordering in a bar.
- Underline key words in a short article before giving an opinion.
- Record expressions of agreement and disagreement.

Intercultural attitude — 10 %

The student is assessed on whether they:

- Show curiosity for traditional Hispanic dishes.
- Avoid offensive remarks about different tastes.
- Compare celebrations, holidays or social causes respectfully.
- Recognise different ways of celebrating or taking part socially.

Final student self-assessment

Mark with ✓:

I can now...	Yes	Partly	Not yet
Say what I like and don't like.			
Express agreement and disagreement: yo también / yo tampoco.			
Say which part of my body hurts.			
Invite someone out or arrange to meet up.			
Order something in a bar or restaurant.			
Give basic advice on health or study.			
Give my opinion on a celebration or social cause.			
Use creo que, pienso que, para mí and me parece.			

Final sentence

This week I can say: _____

Week 5 · A1 Level · Time: 8:30–10:00 / 10:30–12:00

Monday & Tuesday

Content	Monday	Tuesday
Functional contents	- Give instructions. - Reinforce opinion, agreement and disagreement in interaction. - Use negation in answers and short messages. - Examples: <i>Lee el artículo, escribe tu opinión, no uses traductor, participa en el foro.</i>	- Talk about completed actions in a time frame connected to the present. - Habitual actions in contrast with completed actions in a time frame connected to the present. - Examples: <i>Hoy he visitado Madrid / Esta semana he leído una entrevista / Normalmente leo por la noche, pero hoy he leído por la mañana.</i>
Grammar contents	- *Negation: no, nunca, nada, nadie. - Affirmative imperative: regular forms and some frequent irregulars. - Integrated review: No estoy de acuerdo. Lee el mensaje y responde con respeto.*	- Morphology of the present perfect: regulars and irregulars. - Formation: haber + past participle. - Regular participles: <i>hablado, comido, vivido</i> . - Some irregulars: <i>hecho, visto, escrito, dicho, puesto, vuelto, abierto</i> .
Text types & lexicon	- Opinion forum: reading and replying to messages. - Simple instructions for taking part in an activity or campaign. - Lexicon of participation: <i>opinar, responder, respetar, ayudar, colaborar, participar, compartir</i> .	- The journalistic interview. - Lexicon related to habitual actions: <i>leer, escribir, visitar, trabajar, estudiar, viajar, conocer, hablar, entrevistar</i> . - Basic vocabulary about Hispanic writers.
Strategic component	- Strategies for expressing disagreement without conflict: <i>Entiendo tu opinión, pero... / Yo pienso diferente porque...</i> - Resources for reviewing and improving written messages: check vocabulary, negation, connectors and respect in the opinion.	- Inferring the use of a verb tense from context. - Observe time markers to decide when to use the present perfect. - Strategies for learning from errors in written production: locate, correct and rewrite.
Cultural contents	- Comparison between Spanish public holidays and public holidays in the student's country of origin. - The social meaning of some campaigns or international days. - Basic civic participation: campaigns, volunteering, awareness messages.	- Hispanic writers. - Introduction to authors and literary figures from the Hispanic world. - Relationship between language, literature and cultural identity.
Spelling / Phonetics	- Review of varieties of Spanish in words related to celebrations, opinions and social causes. - Attention to clear pronunciation when reading opinions. - Respect for different valid pronunciations of Spanish.	- The diacritical accent. - Basic differentiation: <i>el / él, tu / tú, mi / mí, si / sí, te / té</i> . - Observation in short texts.
Sociocultural knowledge	- Behaviour in opinion spaces: respecting turns, not ridiculing opinions, justifying disagreement. - Basic rules for participating in forums: greeting, replying respectfully, not writing offensive messages. - Relationship between celebrations, collective identity and social coexistence.	- Social value of the interview as a way to learn about experiences, opinions and personal paths. - Basic courtesy in an interview: greeting, asking respectfully, thanking and saying goodbye. - First approach to Hispanic writers as shared cultural references.

Content	Monday	Tuesday
Intercultural skills & attitudes	- Listen to different opinions with respect. - Express agreement and disagreement politely. - Develop empathy with social causes and international days. - Act as a basic mediator by explaining a celebration or cause from their culture to other classmates.	- Show curiosity for writers, personal stories and cultural experiences from other Hispanic countries. - Listen to interviews without judging another person's path, tastes or customs. - Recognise that literature and culture can express different ways of seeing the world.
Learning procedures	- Production and review: write a short opinion, review and improve it. - Self-assessment: check whether I use opinion, agreement/disagreement, negation and imperative. - Correction and repair: rephrase unclear or disrespectful sentences.	- Planning: identify what I need to talk about actions performed today or this week. - Observation of context: locate time markers that trigger the present perfect. - Recording regular and irregular participles in a personal table. - Use of model examples before producing my own sentences.
Final class task / Assessment criteria	<i>*Class forum: "A meaningful day to change something". The student writes and presents a short forum message about a celebration or international day, gives an opinion, replies to a classmate, expresses agreement/disagreement and adds an instruction or recommendation. - Writes a short opinion message in forum format. - Uses negation appropriately. - Uses the affirmative imperative in simple instructions. - Replies to another opinion with respect. - Recognises and respects varieties of Spanish, including seseo*.</i>	<i>*Preparing a cultural interview.* The student writes questions to interview a classmate about recent actions: what they have read, visited, studied, seen or done today / this week. - Recognises and uses the present perfect for completed actions linked to the present. - Forms regular participles and some frequent irregulars correctly. - Distinguishes habitual actions from recently performed actions. - Understands the basic structure of a journalistic interview. - Participates by asking simple and respectful questions.</i>
Grading criteria	- Final forum message: *30 %. - Use of negation and imperative: 25 %. - Reply to a classmate with agreement/disagreement: 15 %. - Sociocultural and intercultural competence: 15 %. - Pronunciation / recognition of varieties of Spanish: 15 %*.	- Use of the present perfect: *30 %. - Regular and irregular participles: 20 %. - Comprehension and design of interview questions: 20 %. - Lexicon of habitual actions and culture: 15 %. - Participation, respect and intercultural attitude: 15 %*.
Materials	<i>*Unit 10. Nuevo Prisma A1*. Forum model, instruction cards, self-assessment sheet, examples of varieties of Spanish, short audios, images of campaigns or celebrations.</i>	<i>*Unit 11. Nuevo Prisma A1*. Interview models, participle cards, present perfect table, images of Hispanic writers, short texts, board.</i>

Wednesday

Content	Wednesday
Functional contents	- Talk about whether planned actions have been carried out or not. - Express whether an action has already been done or not yet. - Examples: <i>Ya he terminado la entrevista / Todavía no he escrito el texto / Esta mañana he buscado información.</i>
Grammar contents	- Time markers: <i>hoy, esta mañana, esta tarde, este mes, este año, ya, todavía no.</i> - Contrast between habitual action and completed action in a time frame connected to the present. - Integrated review: <i>Normalmente visito museos los fines de semana, pero hoy he visitado el Museo del Prado.</i>

Content	Wednesday
Text types & lexicon	- Short journalistic interview about a writer, a city or a cultural experience. - Lexicon of places of tourist and cultural interest: <i>museo, plaza, palacio, biblioteca, monumento, parque, barrio, teatro</i> . - Specific vocabulary about Madrid as a cultural city.
Strategic component	- Guided review of one's own texts: check auxiliary verb, participle and time marker. - Compare correct and incorrect sentences. - Use of errors as a learning resource: identify what I wrote wrong and why.
Cultural contents	- Madrid: places of tourist and cultural interest. - Museums, squares, monuments and literary or cultural spaces of the city. - Madrid as a cultural capital and meeting point of people from various Spanish-speaking countries.
Spelling / Phonetics	- Use of the diacritical accent in written production. - Review of interviews and short answers. - Attention to clear pronunciation and reading of present-perfect forms.
Sociocultural knowledge	- Basic knowledge of Madrid as a cultural space: museums, monuments, squares and neighbourhoods. - Appropriate behaviour in cultural spaces: respecting rules, opening hours, queues, silence and care of heritage. - Comparison between cultural sites in Madrid and cultural sites in the student's country or city.
Intercultural skills & attitudes	- Compare Madrid with other cities without assuming cultural superiority. - Value cultural heritage as a shared space. - Explain a familiar cultural site in a simple way and listen to other classmates' explanations. - Develop an open attitude towards different varieties of Spanish and ways of narrating experiences.
Learning procedures	- Production and review: write interview answers using the present perfect. - Self-assessment: check whether I use <i>he / has / ha / hemos / habéis / han</i> and the participle correctly. - Error correction: underline the error, correct it and write a new sentence. - Transfer: apply the present perfect to talk about real cultural experiences.
Final class task / Assessment criteria	<i>*Journalistic interview: "Today I have discovered..." The student conducts an oral or written interview about a recent cultural experience related to Madrid, a Hispanic writer or a place of interest. They must use the present perfect, time markers and at least one form with a diacritical accent correctly. - Uses appropriate time markers: hoy, esta mañana, este mes, este año, ya, todavía no*. - Expresses whether they have carried out planned actions or not. - Produces a short interview with a comprehensible structure. - Applies strategies for reviewing and correcting written errors. - Recognises and uses some cases of the diacritical accent correctly.</i>
Grading criteria	- Final oral or written interview: *30 %. - Use of time markers and contrast <i>ya / todavía no</i> : 20 %. - Grammatical accuracy and error review: 20 %. - Appropriate use of the diacritical accent: 10 %. - Integration of cultural content about Madrid or Hispanic writers: 20 %*.
Materials	<i>*Unit 11. Nuevo Prisma A1*</i> . Map or images of Madrid, cards on cultural places, interview template, self-assessment sheet, examples of the diacritical accent, audios or short readings.

Thursday & Friday

Content	Thursday	Friday
Functional contents	- Talk about the weather. - Narrate actions in the past. - Describe places geographically. - Examples: <i>Ayer hizo frío / El verano pasado viajé a Uruguay / Lanzarote está en Canarias</i> .	- Narrate past actions within a trip. - Describe a tourist or cultural destination. - Talk about climate, seasons and months of the year. - Examples: <i>El año pasado visité Guanajuato / En invierno hizo mucho frío / Fuimos a una playa preciosa</i> .
Grammar contents	- Preterite (<i>pretérito indefinido</i>): morphology and uses. - Regular forms: <i>vijé, visité, comí, viví</i> . - Introduction to	- Time markers: <i>ayer, anoche, anteayer, el otro día, la semana pasada, el mes pasado, el año pasado</i> . - Use of the

Content	Thursday	Friday
	some frequent irregulars: <i>fui, hice, estuve, tuve</i> .	preterite for completed actions at a past moment. - Integrated review: short narration of a trip.
Text types & lexicon	- The travel report. - The travel blog. - Travel vocabulary: <i>viajar, visitar, llegar, salir, volver, hotel, maleta, excursión, guía, mapa</i> . - Geography vocabulary: <i>país, ciudad, isla, montaña, río, costa, playa, interior</i> .	- The travel blog as a personal and descriptive text. - The weather: <i>hace sol, llueve, nieva, hace frío, hace calor, está nublado, hay viento</i> . - Months of the year. - Seasons of the year. - Place vocabulary: <i>Lanzarote, Guanajuato, Honduras, Uruguay, Andalucía</i> .
Strategic component	- Techniques for memorising vocabulary through the senses: associating climate, colours, images, sounds and memories. - Inferring meaning from context in travel reports and blogs.	- Strategies for giving an oral presentation. - Resources for narrating past actions: ordering events, using time markers, supporting oneself with images and maps. - Prior rehearsal of the presentation to improve pronunciation and confidence.
Cultural contents	- Uruguay: tradition and culture. - Basic introduction to Uruguayan customs, landscapes and cultural references. - A trip through Andalusia: location, landscapes and cultural diversity.	- Lanzarote, Guanajuato and Honduras. - Comparison of Hispanic destinations: climate, landscape, heritage and tourist experiences. - Relationship between travel, culture, geography and personal memory.
Spelling / Phonetics	- Contrast between /n/ and /ñ/. - Examples: <i>ano/año, pena/peña, cana/caña, sonar/soñar</i> . - Auditory discrimination and controlled repetition.	- Oral practice of the /n/ and /ñ/ contrast in travel narratives. - Reading sentences with months, seasons and geographical places. - Attention to clear pronunciation in the oral presentation.
Sociocultural knowledge	- Basic knowledge of Hispanic destinations: Uruguay and Andalusia as cultural and geographical spaces. - Usual ways of talking about trips: telling where one went, when, with whom, what the weather was like and what one visited. - Social conventions when listening to travel stories: showing interest, asking and respecting different experiences.	- Basic knowledge of other places in the Hispanic world: Lanzarote, Guanajuato and Honduras. - Relationship between climate, landscape, tourism and way of life. - Appropriate behaviour in travel and tourist spaces: respect for heritage, care for the environment, basic rules of coexistence and courtesy.
Intercultural skills & attitudes	- Show curiosity for landscapes, climates and traditions of other countries or regions. - Compare places without making judgements of superiority. - Recognise that travel experiences may vary according to culture, climate, economy or way of life.	- Value the geographical and cultural diversity of the Spanish-speaking world. - Listen to classmates' stories with respect and interest. - Explain a familiar or known place in a simple way. - Act as a basic mediator: present a destination and help others understand its cultural features.
Learning procedures	- Planning: identify what I need to narrate a trip in the past. - Vocabulary organisation by fields: climate, transport, places, activities, sensations. - Memorisation through images, maps, colours and sensory experiences. - Recording preterite verbs in a personal table.	- Production and review: prepare a short oral presentation about a trip. - Ordering the discourse: opening, place, date, weather, activities and final assessment. - Self-assessment: check whether I use the preterite, time markers and travel vocabulary. - Pronunciation correction, especially /n/ and /ñ/.

Content	Thursday	Friday
Final class task / Assessment criteria	<i>*Preparing a travel blog.*</i> The student chooses a destination covered in class —Uruguay, Andalusia, Lanzarote, Guanajuato or Honduras— and writes short sentences about where they went, when, what the weather was like and what they visited. - Talks about the weather comprehensibly. - Recognises and uses basic forms of the preterite. - Understands basic information in a travel report or blog. - Describes geographical places with simple vocabulary. - Participates showing respect for different destinations and cultures.	<i>*Oral presentation: "My trip in the past".</i> The student presents a real or imagined trip using the preterite, time markers, climate and geography vocabulary, and a supporting image or map. - Narrates past actions using the preterite. - Uses appropriate time markers: ayer, anoche, la semana pasada, el año pasado*. - Presents a trip orally with order and clarity. - Pronounces the /n/–/ñ/ contrast acceptably. - Integrates cultural and geographical information about a Hispanic destination.
Grading criteria	- Use of the preterite: *25 % . - Vocabulary of travel, geography and climate: 20 % . - Comprehension of a travel report or blog: 20 % . - Initial written production of the blog: 20 % . - Intercultural attitude and participation: 15 %*.	- Final oral presentation: *30 % . - Use of time markers and past narration: 25 % . - Description of climate and place: 15 % . - Pronunciation of /n/ and /ñ/: 10 % . - Cultural content and organisation of discourse: 20 %*.
Materials	<i>*Unit 12. Nuevo Prisma A1*.</i> Maps, images of Uruguay and Andalusia, climate cards, preterite verb cards, travel blog model, board.	<i>*Unit 12. Nuevo Prisma A1*.</i> Images of Lanzarote, Guanajuato and Honduras, oral presentation template, time marker cards, self-assessment sheet, audios or exercises on /n/ and /ñ/.

Weekly evaluation

Oral production — 40 %

The student is assessed on whether they:

- Express opinions on festive or social topics.
- Narrate past actions and recent trips.
- Describe the climate and geography of a place.

Written production — 30 %

The student is assessed on whether they:

- Write messages on forums or travel blogs.
- Use the present perfect and preterite correctly.
- Apply negation and the imperative in instructions.

Learning procedures — 20 %

The student is assessed on whether they:

- Distinguishes past time markers (hoy/ayer).
- Reviews and rewrites texts to correct participles.

Intercultural attitude — 10 %

The student is assessed on whether they:

- Values cultural heritage and others' celebrations.
- Listens with interest to other people's travel stories.

Final student self-assessment

Mark with ✓:

I can now...	Yes	Partly	Not yet
Give my opinion (creo que..., me parece...).			
Say what I have done today or this week.			
Use participles (hecho, visto, dicho...).			
Tell about a trip I took in the past.			

I can now...	Yes	Partly	Not yet
Talk about the weather (llueve, hace sol...).			
Give simple instructions (lee, escribe...).			

Final sentence

This week I can say: _____

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SPANISH GENERAL COURSE · A2 LEVEL · WEEKS 1–6

ACARFAX

Spanish Language School

Week 1 · A2 Level · Time: 8:30–10:00 / 10:30–12:00

Monday & Tuesday

Content	Monday	Tuesday
Functional contents	- Greet, respond to greetings and say goodbye. - Introduce oneself and introduce others. - Ask for and give information about reasons for learning. - Ask for and give personal information.	- Express opinions, attitudes and knowledge about learning. - Make recommendations about learning. - Ask about preferences and express likes. - Evaluate. - Organise discourse.
Grammar contents	- Review of A1 content. - Review of present tense, <i>ser/estar</i> , <i>tener</i> , <i>gustar</i> , <i>ir</i> , present perfect and basic preterite.	- Connectors for textual coherence and cohesion. - Basic connectors: <i>primero</i> , <i>después</i> , <i>además</i> , <i>también</i> , <i>pero</i> , <i>porque</i> , <i>por eso</i> , <i>finalmente</i> .
Text types & lexicon	- Dialogic texts: interactions with people one doesn't know. - Informal face-to-face conversations. - Short public presentations. - Vocabulary about transport.	- Radio interview. - Press article. - Vocabulary about language learning. - Expressions for organising a presentation: <i>en mi opinión</i> , <i>para mí</i> , <i>creo que</i> , <i>recomiendo</i> , <i>prefiero</i> .
Strategic component	- Relating the task to one's own communication needs. - Motivation for learning. - Initial observation of one's own level.	- Systematic observation of one's own learning. - Strategies for learning Spanish: planning, selecting resources, recording errors and self-assessment.
Cultural contents	- Leisure time of young people and adults in Spain. - Ways of greeting, introducing oneself and starting a conversation in social contexts.	- Pollution in major Latin American cities. - Comparison between leisure habits, urban mobility and environmental awareness in different countries.
Spelling / Phonetics	- Vowel phonemes of Spanish. - Clear pronunciation in personal presentations.	- Diphthongs and triphthongs. - Practice with frequent words: <i>estudiáis</i> , <i>cambiáis</i> , <i>ciudad</i> , <i>radio</i> , <i>lengua</i> , <i>aprendéis</i> .
Sociocultural knowledge	The student recognises usual ways of greeting, introducing oneself and exchanging personal information in formal and informal contexts. Social-contact situations with strangers are practised: introducing oneself, asking about reasons for learning, talking about origin, occupation, transport and communicative needs.	The student identifies cultural practices related to language learning, leisure, transport and urban life in Spain and Latin America. Reflection on current social problems, such as pollution in big cities, is introduced at A2 level.
Intercultural skills & attitudes	The student compares ways of introducing oneself, starting a conversation and talking about oneself in different cultures. They practise active listening, respect for different accents, personal paths and reasons for learning Spanish.	The student expresses opinions and preferences without imposing their point of view. They develop openness towards different ways of learning, getting around the city, organising leisure and assessing urban problems. They work on cultural relativisation: "in my country it's different", "in Spain...", "I prefer...".
Learning procedures	The student starts or updates their A2 learning notebook: personal goals, communicative needs, difficulties carried	The student applies learning strategies: plans goals, records vocabulary, observes errors, uses connectors to organise

Content	Monday	Tuesday
	over from A1 and resources available. This connects with the ANA document, where the learner appears as an autonomous learner, able to plan, observe and regulate their own process.	discourse and reflects on which techniques help them most. The learner is also approached as a social agent — able to interact in real situations — and as an intercultural speaker — able to compare cultures without judging.
Final class task / Assessment criteria	<i>*A2 personal presentation:*</i> each student gives a short oral presentation saying who they are, where they come from, why they study Spanish, what they need to improve and what real situations they want to handle in Spanish. The student introduces themselves and another person comprehensibly, provides personal information, explains their reasons for learning and takes part in a short interaction using appropriate formulas of greeting, farewell and politeness.	<i>*Mini interview about learning:*</i> in pairs, one student interviews another about how they learn Spanish, what difficulties they have, what resources they use and what they recommend. They then write a short summary using connectors. The student expresses opinions, likes, preferences and recommendations about learning Spanish, organises their discourse with basic connectors and produces a coherent oral or written summary based on an interview.
Grading criteria	- Greets, says goodbye and introduces themselves appropriately: *20 %. - Gives clear personal information: 20 %. - Explains reasons for learning: 20 %. - Reuses basic A1 content: 20 %. - Interacts with respect and active listening: 20 %*.	- Expresses opinions and preferences: *20 %. - Uses vocabulary of language learning: 20 %. - Uses basic cohesion connectors: 20 %. - Formulates comprehensible recommendations: 20 %. - Presents an orderly oral/written summary: 20 %*.
Materials	<i>*Unit 1. Nuevo Prisma A2.*</i> Personal-presentation sheet, question cards, map of communicative needs, A1 review chart.	<i>*Unit 1. Nuevo Prisma A2.*</i> Model interview, short article, connectors template, self-assessment sheet and learning diary.

Wednesday & Thursday

Content	Wednesday	Thursday
Functional contents	- Establish phone communication and react. - Talk about specific actions in the past. - Evaluate a past experience or trip. - Examples: <i>¿Diga? / ¿Está Ana? / Ayer llamé a un hotel / El viaje fue muy interesante.</i>	- Establish similarities and differences. - Use verbal and non-verbal language to express feelings. - Evaluate cities, trips or experiences. - Examples: <i>Madrid es más grande que... / Guanajuato me pareció precioso / Me sentí muy bien.</i>
Grammar contents	- Preterite: review and expansion of forms and uses. - Time markers: <i>ayer, anoche, la semana pasada, el mes pasado, el año pasado.</i> - Direct questions to ask for information: <i>¿Dónde estuviste? ¿Qué visitaste? ¿Cuándo viajaste?</i>	- Prepositions <i>a, en, de.</i> - Use in contexts of travel and location: <i>fui a Granada, estuve en México, soy de Jaén.</i> - Review of the preterite in short stories. - Forming nouns and adjectives from verbs: <i>viajar → viaje, visitar → visita, comunicar → comunicación.</i>
Text types & lexicon	- Formal and informal phone conversation. - Social networks. - Vocabulary to describe cities: <i>grande, pequeña, moderna, antigua, tranquila, ruidosa, turística, bonita.</i>	- Tourist brochure. - Vocabulary to describe cities. - Forming nouns and adjectives from verbs. - Vocabulary on travel, accommodation, tourist information and experiences.
Strategic component	- Strategies for reflecting on learning. - Observing which structures recur in a phone conversation. - Identifying useful formulas for asking for information.	- Inferring lexicon from the infinitive. - Using known words to understand new ones: <i>viajar / viaje / viajero.</i> - Reviewing one's own oral discourse before presenting it.
Cultural contents	- Gestures and expressions related to communicative functions. - Differences between verbal and non-verbal	- Some cities of Spain and Latin America. - Cities as cultural, tourist and social spaces.

Content	Wednesday	Thursday
	communication in calls, greetings and farewells.	- Basic comparison between Spanish and Latin American cities.
Spelling / Phonetics	- The hiatus. - Recognition in frequent words: <i>país, día, María, fotografía, turismo</i> .	- Reading and pronunciation practice of words with hiatus. - Attention to pronunciation of names of cities, countries and tourist expressions.
Sociocultural knowledge	- Basic conventions in formal and informal phone calls: greeting, identifying oneself, asking to speak with someone, leaving a message, saying goodbye. - Differences between calling, writing on social networks or asking for information in person. - Politeness rules: tone of voice, formal/informal address, waiting and thanking.	- Basic knowledge of cities in Spain and Latin America as cultural references. - Usual behaviours of a visitor in a city: asking for information, finding one's way, respecting rules, valuing heritage and looking after public spaces. - Social use of tourist brochures, reviews and social-media posts to share travel experiences.
Intercultural skills & attitudes	- Observe cultural differences in the way of talking on the phone, greeting, saying goodbye or asking for information. - Interpret gestures and non-verbal expressions cautiously, avoiding generalisations. - Show courtesy and flexibility when a communicative reaction is not understood.	- Compare cities and travel experiences without judging superiority. - Value different ways of experiencing the city: tourism, everyday life, transport, leisure and heritage. - Express feelings about a trip while respecting different experiences. - Mediate at a basic level: explain to a classmate how to ask for information or how to interpret a simple cultural expression.
Learning procedures	- Planning: identify what I need to make a simple phone call. - Use of models: listen to phone conversations and extract useful formulas. - Recording expressions: <i>¿Diga?, ¿puedo hablar con...?, llamo para..., muchas gracias</i> . - Self-observation: detect what is hardest for me when speaking on the phone.	- Lexical inference: relate infinitives to nouns and adjectives. - Organising discourse: order a past experience with beginning, middle and final evaluation. - Self-assessment: check whether I use the preterite, time markers, prepositions and descriptive vocabulary. - Repair: rephrase if I'm not understood, ask for repetition or clarify a word.
Final class task / Assessment criteria	<i>*Phone call to request tourist information.*</i> The student carries out a formal or informal phone conversation to ask for information about a city, accommodation, transport or cultural visit. They must greet, explain the reason for the call, ask direct questions and say goodbye properly. - Holds a simple phone conversation with appropriate formulas. - Asks for information using direct questions. - Uses the preterite for specific past actions. - Uses basic time markers. - Recognises formal and informal communication formulas.	<i>*Tourist brochure and evaluation of a past experience. The student prepares a short presentation or social-media post about a city in Spain or Latin America. They describe the city, narrate what they did in the past, establish a comparison and evaluate the experience. - Describes a city with appropriate vocabulary. - Uses prepositions a, en, de* in travel and location contexts. - Evaluates a past experience with comprehensible sentences. - Establishes similarities and differences between cities or trips. - Recognises and pronounces words with hiatus. - Shows respect for different cultural ways of travelling, communicating and evaluating a city.</i>
Grading criteria	- Phone conversation: *25 % - Use of the preterite and time markers: 25 % - Direct questions to ask for information: 20 % - Vocabulary of communication, travel and city: 15 % - Politeness, pronunciation and communicative attitude: 15 %*.	- Final brochure/presentation: *30 % - City description and experience evaluation: 20 % - Use of prepositions a, en, de: 15 % - Comparison of similarities and differences: 15 % - Sociocultural and intercultural competence: 10 % - Hiatus and comprehensible pronunciation: 10 %*.

Content	Wednesday	Thursday
Materials	<i>*Unit 2. Nuevo Prisma A2.*</i> Phone-conversation models, role cards, call audios, question-word cards, images of cities, board.	<i>*Unit 2. Nuevo Prisma A2.*</i> Real or adapted tourist brochures, images of Spanish and Latin American cities, maps, brochure templates, examples of social-media posts, self-assessment sheet.

Friday

Content	Friday
Functional contents	- Talk about the recent past. - Talk about past actions in a present time frame. - Give information and talk about actions and experiences where the moment in time is not relevant. - Examples: <i>Hoy he hablado con mi familia / Esta semana he escrito en mi diario / He vivido una experiencia especial.</i>
Grammar contents	- Morphology of the present perfect. - Formation: <i>haber</i> + past participle. - Regular participles: <i>hablado, comido, vivido</i> . - Frequent irregular participles: <i>hecho, visto, escrito, dicho, puesto, vuelto, abierto</i> .
Text types & lexicon	- Blog: personal diary. - Expository text. - Vocabulary related to family types: <i>familia nuclear, monoparental, extensa, pareja, hijos, abuelos, hermanos</i> . - Vocabulary related to feelings and sensations: <i>alegría, tristeza, miedo, sorpresa, nervios, tranquilidad</i> .
Strategic component	- Strategies for one's own learning. - Discourse markers as a strategy for argumentative presentations: <i>primero, después, además, por eso, finalmente</i> . - Identifying main and secondary ideas in a blog or diary.
Cultural contents	- The family in present-day Spain. - Diversity of family models and social changes.
Spelling / Phonetics	- The /r/ sound. - Discrimination between soft /r/ and strong /rr/ in frequent words: <i>pero / perro, caro / carro, coral / corral</i> .
Sociocultural knowledge	- Family models in present-day Spain: family diversity, coexistence, intergenerational relations and changes in family organisation. - Usual ways of talking about family: closeness, information shared and privacy limits. - Social conventions when telling personal experiences: listening, showing interest, not interrupting and respecting emotions.
Intercultural skills & attitudes	- Recognise the diversity of family models without making negative judgements. - Compare one's own family with other family models respectfully. - Show empathy with personal experiences, emotions and difficult situations. - Avoid stereotypes about how a family "should be".
Learning procedures	- Planning: identify what vocabulary I need to talk about family, experiences and feelings. - Self-observation: recognise which present-perfect forms I use well and which I need to reinforce. - Recording new vocabulary in lexical fields: family, emotions, activities and experiences. - Using blog or diary models before writing my own text.
Final class task / Assessment criteria	<i>*Personal blog entry: "This week I have..."*</i> The student writes a short personal-diary or blog entry recounting recent actions, talking about their family or a personal experience and expressing at least one sensation or feeling. - Uses the basic morphology of the present perfect correctly. - Talks about past actions linked to the present. - Understands and produces a short blog or personal-diary entry. - Uses basic vocabulary of family, activities and feelings. - Organises the text with simple connectors.
Grading criteria	- Use of the present perfect: <i>*25 %</i> . - <i>Blog or personal-diary entry: 25 %</i> . - <i>Vocabulary of family, activities and feelings: 20 %</i> . - <i>Use of connectors and text organisation: 15 %</i> . - <i>Respectful attitude towards different family models: 15 %*</i> .
Materials	<i>*Unit 3. Nuevo Prisma A2.*</i> Blog or personal-diary model, present-perfect sheets, participle cards, family tree, images of family models, list of feelings, board.

Weekly evaluation

Oral production — 40 %

The student is assessed on whether they:

- Introduces themselves and others, giving personal information and reasons for learning.
- Expresses likes, preferences and recommendations on studying Spanish.
- Makes a phone call to ask for tourist information appropriately.

Written production — 30 %

The student is assessed on whether they:

- Writes a personal blog entry recounting recent actions with the present perfect.
- Writes a tourist brochure describing a city and evaluating a past experience.
- Organises discourse using basic connectors (primero, después, también, porque).

Learning procedures — 20 %

The student is assessed on whether they:

- Updates their learning diary with goals and error log.
- Deduces new vocabulary from images or from the relation between verbs and nouns.

Intercultural attitude — 10 %

The student is assessed on whether they:

- Compares leisure and transport habits between their country and Spain or Latin America without judging.
- Shows respect for phone-call and social politeness norms in Hispanic contexts.

Final student self-assessment

Mark with ✓:

I can now...	Yes	Partly	Not yet
Introduce myself and explain why I study Spanish.			
Give recommendations and express my preferences.			
Ask for information on the phone politely.			
Describe a city and compare it with another.			
Tell what I have done today or this week.			
Use participles such as "hecho", "visto" or "escrito".			

Final sentence

This week I can say: _____

Week 2 · A2 Level · Time: 8:30–10:00 / 10:30–12:00

Monday

Content	Monday
Functional contents	- Recount recent personal experiences. - Talk about feelings and sensations. - Give an oral presentation of a personal or family experience. - Examples: <i>Me he sentido feliz / He conocido a una familia española / He aprendido algo importante.</i>
Grammar contents	- Time markers: <i>hoy, esta semana, este mes, este año, últimamente, alguna vez, nunca.</i> - Direct and indirect object pronouns: <i>lo, la, los, las / le, les.</i> - Use in context: <i>Lo he visto / Le he escrito / Les he contado mi experiencia.</i>
Text types & lexicon	- Short oral presentation. - Vocabulary related to daily activities: <i>estudiar, trabajar, salir, comprar, cocinar, visitar, hablar, descansar.</i> - Vocabulary related to thefts: <i>robar, perder, denunciar, comisaría, cartera, bolso, móvil, documentación.</i> - Expressions to recount experiences: <i>me ha pasado..., he vivido..., nunca he..., alguna vez he...</i>
Strategic component	- Strategies for an oral presentation: organising ideas, using connectors, rehearsing, speaking clearly and looking at the audience. - Using the dictionary for self-correction. - Reviewing frequent errors in the present perfect and pronouns.
Cultural contents	- ERASMUS grant. - Academic mobility, intercultural coexistence and student experiences in other countries.
Spelling / Phonetics	- Oral practice of the /r/ sound in personal narratives. - Short reading of texts with words related to family, feelings, experiences and thefts.
Sociocultural knowledge	- Mobility and study experiences: ERASMUS as a way of coming into contact with other languages, cultures and ways of living together. - Basic behaviour in the event of a theft or loss: ask for help, go to the police, report it, protect documents and communicate the situation. - Rules of coexistence in intercultural contexts: respect, cooperation, adaptation and personal responsibility.
Intercultural skills & attitudes	- Value international mobility as an opportunity for language and cultural learning. - Show openness towards different ways of living together, studying and relating socially. - Express personal feelings and experiences while respecting those of others. - Mediate at a basic level: explain to a classmate what to do if they lose something or are robbed in a Spanish-speaking country.
Learning procedures	- Production and review: prepare a short oral presentation with introduction, development and closing. - Strategic use of the dictionary to check meaning, gender, pronunciation and use of new words. - Self-assessment: check whether I use the present perfect, time markers, pronouns and connectors. - Correction and repair: rephrase sentences, correct participles and improve discourse clarity.
Final class task / Assessment criteria	<i>*Oral presentation: "An experience I have lived".*</i> The student gives an oral presentation about a recent experience related to family, a daily activity, an unexpected situation or a mobility/ERASMUS experience. They must use the present perfect, time markers, vocabulary of feelings and some direct or indirect object pronoun. - Gives a short, clear and orderly oral presentation. - Uses appropriate time markers. - Uses direct and indirect object pronouns in simple sentences. - Expresses feelings and evaluates personal experiences. - Uses self-correction strategies with the help of a dictionary. - Pronounces the /r/ sound comprehensibly.
Grading criteria	- Final oral presentation: <i>*30 %.</i> - <i>Use of time markers and DO/IO pronouns: 25 %.</i> - <i>Expression of feelings and evaluation of experiences: 15 %.</i> - <i>Vocabulary of daily activities, ERASMUS or loss/theft situations: 15 %.</i> - <i>Pronunciation of the /r/ sound and self-correction: 15 %*.</i>
Materials	<i>*Unit 3. Nuevo Prisma A2.*</i> Oral-presentation template, time-marker cards, DO/IO pronoun sheets, dictionary, images about ERASMUS, cards on loss or theft situations, self-assessment sheet.

Tuesday & Wednesday

Content	Tuesday	Wednesday
Functional contents	- Talk about historical events. - Narrate important moments in personal life. - Relate past actions. - Examples: <i>Los árabes influyeron en la arquitectura española / Gaudí nació en Reus / Estudié arquitectura y después trabajé en...</i>	- Talk about whether planned actions and life experiences have taken place or not. - Ask for and give information about CVs. - Apply for a job. - Examples: <i>He enviado mi currículum / Todavía no he escrito la carta / Me gustaría solicitar el puesto.</i>
Grammar contents	- Preterite. - Time markers of the past: <i>ayer, el año pasado, en 1992, hace diez años, después, más tarde.</i> - Linking actions in a biography or historical event.	- Contrast between preterite and present perfect. - Time markers of frequency: <i>siempre, nunca, alguna vez, varias veces, normalmente.</i> - Applied review: <i>Trabajé en una empresa en 2020 / He trabajado como dependiente varias veces.</i>
Text types & lexicon	- The biography. - Vocabulary related to architecture, history and biography. - Vocabulary: <i>nacer, estudiar, construir, diseñar, morir, obra, edificio, arquitecto, influencia, etapa, época.</i>	- Job offers on the internet. - The CV. - The cover letter for a job application. - Vocabulary of the workplace: <i>puesto, experiencia, formación, estudios, empresa, contrato, jornada, disponibilidad, entrevista.</i>
Strategic component	- Strategies for understanding and writing a biography: ordering dates, selecting important data and using time connectors. - Inferring meaning from context in historical or biographical texts.	- Strategies for writing a cover letter. - Techniques for creating a CV: organising personal information, training, experience and skills. - Reviewing one's own text before submitting it.
Cultural contents	- Arab influence on Spain: architecture. - Antonio Gaudí: life and work. - The workplace.	- Non-verbal communication: postures and gestures in a job interview. - The workplace in Hispanic contexts. - Relation between personal image, politeness, body language and job interview.
Spelling / Phonetics	- Use of Roman numerals: <i>siglo VIII, siglo XV, siglo XX.</i> - Application in historical dates, centuries and biographies.	- Contrast between /p/ and /b/. - Practice with workplace and biographical vocabulary: <i>puesto, profesión, biografía, experiencia, empresa, preparado.</i>
Sociocultural knowledge	- Recognition of the Arab historical presence in Spain and its influence on buildings, cities, vocabulary and heritage. - Basic knowledge of Antonio Gaudí as a cultural reference of Spanish architecture. - Social use of biographies to present personal, artistic or professional paths. - Respect for historical and artistic heritage as part of cultural identity.	- Basic conventions of the workplace in Spain: job search, online offers, CV, cover letter and interview. - Politeness rules in an interview: punctuality, greeting, posture, listening, farewell and thanks. - Differences between personal information, training, experience and skills in a CV. - Importance of verbal and non-verbal communication in professional contexts.
Intercultural skills & attitudes	- Value Spain's historical and cultural diversity without simplifying it or reducing it to stereotypes. - Compare cultural influences on Spanish architecture and on one's own culture. - Show curiosity for cultural figures such as Gaudí and for the heritage of different eras. - Relate past, art and cultural identity respectfully.	- Compare ways of looking for work and presenting oneself professionally in different countries. - Recognise cultural differences in interviews: distance, gestures, eye contact, formality and address. - Adapt to professional norms of the Hispanic context without losing one's own identity. - Mediate at a basic level: explain to a classmate how to prepare a CV or how to behave in an interview.
Learning procedures	- Planning: identify what information I need to write a biography. - Chronological organisation of data: birth, education, works, stages and death. - Using timelines to relate historical and personal events. - Recording time markers and connectors: <i>primero, después, más tarde, finalmente.</i>	- Planning of a work-related task: analyse an offer, select relevant information and adapt the CV. - Strategic use of CV and cover-letter models. - Self-assessment: check whether the text has clear, ordered information suited to the position. - Correction and repair: revise verb tenses,

Content	Tuesday	Wednesday
		work vocabulary, spelling and formal presentation.
Final class task / Assessment criteria	<i>*Cultural biography: "A life and a work"*</i> The student writes a short biography of Antonio Gaudí or another historical/cultural figure, linking important moments of their life with works or historical events. They must use the preterite, time markers and some Roman numerals. - Narrates historical or biographical events using the preterite. - Orders important moments of a life chronologically. - Uses appropriate time markers. - Understands basic information about Arab influence on Spain and Gaudí's work. - Uses some Roman numerals correctly in centuries or historical dates.	<i>*Complete job application.*</i> The student looks for or reads a job offer, prepares a basic CV and writes a short cover letter. Then they role-play a job interview, paying attention to verbal and non-verbal language. - Distinguishes the use of the preterite and the present perfect in work-related or personal experiences. - Understands a simple job offer. - Produces a basic CV with clear information. - Writes a short cover letter appropriate to the position. - Takes part in a simulated interview using politeness and appropriate non-verbal communication.
Grading criteria	- Use of the preterite: *25 % . - Chronological organisation of the biography: 20 % . - Vocabulary of history, architecture and biography: 20 % . - Cultural content on Arab influence or Gaudí: 20 % . - Use of Roman numerals and written presentation: 15 %* .	- Basic CV: *25 % . - Cover letter: 25 % . - Preterite/present-perfect contrast and frequency markers: 20 % . - Simulated interview and non-verbal communication: 20 % . - Pronunciation of /p/ and /b/, accuracy and professional attitude: 10 %* .
Materials	<i>*Unit 4. Nuevo Prisma A2.*</i> Biographical texts, images of Arab architecture in Spain, images of Gaudí's works, timeline, preterite cards, Roman numeral cards.	<i>*Unit 4. Nuevo Prisma A2.*</i> Adapted online job offers, CV models, cover-letter template, interview cards, non-verbal communication rubric, /p/ and /b/ exercises.

Thursday & Friday

Content	Thursday	Friday
Functional contents	- Identify and define. - Describe people, objects and places. - Make comparisons. - Talk about new products. - Examples: <i>Es una aplicación que sirve para... / Esta cámara es más moderna que la otra / Esta red social es tan útil como...</i>	- Express obligation, permission and prohibition. - Talk about social norms. - Describe preparations and celebrations. - Examples: <i>Hay que apagar el móvil / Se puede hacer fotos / Está prohibido llegar tarde / En una boda se debe vestir de forma adecuada.</i>
Grammar contents	- <i>Ser / estar</i> : general uses. - Relative clauses with the indicative: <i>que / donde</i> . - Comparatives of equality, inferiority and superiority. - Irregular comparatives: <i>mejor, peor, mayor, menor</i> .	- <i>Poder, deber</i> + infinitive. - <i>Se puede, se debe</i> + infinitive. - <i>Está permitido / prohibido</i> + infinitive. - Review of comparisons applied to rules, tech objects and celebrations.
Text types & lexicon	- Leisure-magazine article. - Descriptive text. - Vocabulary to describe technological novelties: <i>móvil, tableta, aplicación, cámara, pantalla, red social, mensaje, dispositivo, moderno, útil, rápido, lento</i> . - Vocabulary to communicate feelings about learning: <i>me cuesta, me ayuda, me motiva, me frustra, me interesa</i> .	- Normative text. - Vocabulary related to weddings and celebrations: <i>boda, ceremonia, banquete, invitado, regalo, vestido, traje, despedida de soltero/a</i> . - Vocabulary of social norms: <i>permitido, prohibido, obligatorio, recomendable, adecuado, puntualidad, respeto</i> .
Strategic component	- Inferring lexicon from illustrations. - Activating auditory awareness through specific questions to single out information. - Using images of objects, places or technologies to infer meaning.	- Reflecting on the benefits of cooperative work in learning. - Comparing answers with classmates to correct and expand vocabulary. - Using normative-text models to produce one's own rules.

Content	Thursday	Friday
Cultural contents	- New technologies. - Use of technology in everyday life, leisure and learning. - Generational differences in the use of devices and social networks.	- Weddings in Spain and Latin America. - Preparing a stag/hen party. - Social norms in Spain. - Comparison of celebrations, rituals and social behaviour.
Spelling / Phonetics	- Contrast between /t/ and /d/. - Examples: <i>todo / dedo, dato / dado, tarde / darte</i> . - Auditory discrimination in technology and celebration words.	- Practice of the /t/-/d/ contrast in normative and descriptive sentences. - Reading aloud of social-norms and wedding texts.
Sociocultural knowledge	- Usual use of new technologies in Spain and Latin America: mobile, social networks, messaging, digital leisure and learning. - Basic rules of digital politeness: replying to messages, respecting privacy, not using the mobile in certain contexts and looking after language. - Ways of describing technological novelties in everyday contexts: usefulness, price, advantages, comparison and opinion. - Differences in tech use according to age, social context or purpose.	- Weddings and celebrations in Spain and Latin America: invitations, ceremony, banquet, gifts, dress code and farewell parties. - Frequent social norms at celebrations: punctuality, greetings, treatment of guests, appropriate dress and respectful behaviour. - Conventions about permission and prohibition in social spaces: what one can do, what one should do and what is frowned upon. - Social value of celebrations as a space for family and community life.
Intercultural skills & attitudes	- Compare the use of technologies in different countries without generalising or judging. - Recognise that digital norms may vary depending on age, culture, context and personal relation. - Show curiosity about how other classmates use technology to learn or communicate. - Express feelings about learning respectfully: difficulty, motivation, frustration or progress.	- Compare one's own weddings and celebrations with those of Spain and Latin America without assuming cultural superiority. - Interpret social norms with flexibility and respect. - Accept that gestures, dress, gifts or farewell rituals may have different meanings depending on culture. - Mediate at a basic level: explain to a foreign person what is allowed, expected and prohibited in a celebration or social situation.
Learning procedures	- Planning: identify what vocabulary I need to describe objects, places, people or technologies. - Inference: deduce new words from illustrations, context and known words. - Auditory awareness: listen with a specific goal and answer specific questions. - Recording comparatives and relative structures in a personal table.	- Production and review: write clear rules using <i>se puede, se debe, está permitido/prohibido</i> . - Cooperation: work in pairs or groups to review texts and improve wording. - Self-assessment: check whether I use comparatives, relatives and obligation/prohibition structures. - Correction and repair: rephrase unclear rules, correct <i>ser/estar</i> errors and improve pronunciation of /t/ and /d/.
Final class task / Assessment criteria	<i>*Descriptive article: "A useful technological novelty". The student describes an object, application or place related to technology and leisure. They must identify it, define it with a relative clause, compare it with another object and express how it helps them or affects their learning. - Identifies and defines objects, people or places with comprehensible sentences. - Uses ser / estar appropriately in basic descriptions. - Uses relative clauses with que / donde*. - Makes comparisons of equality, superiority and inferiority. - Understands basic vocabulary of technological novelties and leisure. - Infers lexicon through illustrations or context.</i>	<i>*Social-norms guide: "How to behave at a wedding or celebration". The student writes a short guide with rules for a wedding, stag/hen party or celebration in Spain or Latin America. They must use obligation, permission and prohibition, and compare at least one rule with that of their own culture or experience. - Expresses obligation, permission and prohibition with appropriate structures. - Uses poder / deber + infinitive, se puede / se debe and está permitido / prohibido* + infinitive. - Understands and produces a simple normative text. - Talks about social norms and celebrations with intercultural respect. - Pronounces the /t/-/d/ contrast comprehensibly. - Participates cooperatively in text review.</i>

Content	Thursday	Friday
Grading criteria	- Use of <i>ser / estar</i> and descriptions: *20 %. - <i>Relative clauses with que / donde</i> : 20 %. - <i>Regular and irregular comparatives</i> : 20 %. - <i>Vocabulary of technology, leisure and learning</i> : 15 %. - <i>Descriptive article and text organisation</i> : 15 %. - <i>Pronunciation of /t/ and /d/, participation and attitude</i> : 10 %*.	- Final normative guide: *30 %. - <i>Use of obligation, permission and prohibition</i> : 25 %. - <i>Vocabulary of weddings, celebrations and social norms</i> : 15 %. - <i>Intercultural comparison of celebrations</i> : 15 %. - <i>Cooperative work, review and correction</i> : 10 %. - <i>Pronunciation of /t/ and /d/</i> : 5 %*.
Materials	*Unit 5. Nuevo Prisma A2. Leisure-magazine article, images of tech objects, comparative cards, que / donde* relative cards, short audios, board.	*Unit 5. Nuevo Prisma A2.* Normative texts, images of weddings and celebrations, social-norms cards, guide template, /t/ and /d/ exercises, self-assessment sheet.

Weekly evaluation

Oral production — 40 %

The student is assessed on whether they:

- Presents a personal experience of mobility or daily life clearly.
- Takes part in a simulated job interview using appropriate verbal and non-verbal language.
- Pronounces the soft /r/ and strong /rr/ contrast correctly (pero/perro).

Written production — 30 %

The student is assessed on whether they:

- Produces a chronological biography of a historical or cultural figure (e.g. Gaudí).
- Prepares a basic CV and a cover letter for a job offer.
- Uses the contrast between preterite and present perfect correctly.

Learning procedures — 20 %

The student is assessed on whether they:

- Uses timelines to organise historical and personal data.
- Uses the dictionary strategically for self-correction.

Intercultural attitude — 10 %

The student is assessed on whether they:

- Recognises Arab influence on Spanish culture and architecture.
- Adapts to professional and politeness norms of the Hispanic work context.

Final student self-assessment

Mark with ✓:

I can now...	Yes	Partly	Not yet
Tell about an important experience I have lived.			
Use object pronouns (lo, la, le...).			
Write a biography ordered by dates.			
Prepare my own CV in Spanish.			
Behave appropriately in a job interview.			
Write centuries with Roman numerals.			

Final sentence

This week I can say: _____

Week 3 · A2 Level · Time: 8:30–10:00 / 10:30–12:00

Monday

Content	Monday
Functional contents	- Describe people and habitual actions in the past. - Evoke memories. - Talk about events, habits and customs of the past compared to the present. - Examples: <i>Antes jugábamos en la calle / De pequeño veía dibujos por la tarde / Antes no había móviles.</i>
Grammar contents	- Morphology and use of the imperfect. - Regular forms: <i>jugaba, comía, vivía.</i> - Irregular forms: <i>era, iba, veía.</i> - Time markers: <i>antes, de pequeño/a, cuando era niño/a, en aquella época, normalmente.</i>
Text types & lexicon	- Informative text. - Discussion forum. - Synonyms and antonyms. - Different meanings of a word. - Vocabulary related to mobile phones: <i>llamar, mensaje, pantalla, batería, aplicación, contacto, cobertura.</i>
Strategic component	- Contrasting the structural way of conveying information in Spanish with that of one's first language. - Strategies to infer several meanings of a word from context. - Identifying polysemous words.
Cultural contents	- Traditional games and objects in Spain. - Technical advances in computing: the mobile. - Changes in everyday life before and after mobile technology.
Spelling / Phonetics	- Contrast between /k/ and /g/. - Examples: <i>casa / gasa, quiso / guiso, boca / boga.</i> - Auditory discrimination in words related to memories, games and technology.
Sociocultural knowledge	- Traditional games and objects in Spain as part of collective memory: street games, simple toys and non-digital forms of leisure. - Changes in communication habits: from the landline and letters to mobile phones, messages and apps. - Usual ways of talking about personal memories: childhood, family, school, neighbourhood, games and routines. - Generational differences in ways of communicating, playing and relating to others.
Intercultural skills & attitudes	- Compare childhood games, objects and customs of different cultures without ridiculing or idealising. - Listen to other classmates' personal memories respectfully. - Recognise that technological changes affect people differently depending on generation, country and social context. - Avoid simplistic judgements such as "things were better before" or "everything is worse now".
Learning procedures	- Planning: identify what vocabulary I need to talk about memories, games and past habits. - Linguistic observation: recognise when the imperfect is used to describe habits. - Lexical inference: deduce meanings from context, images and known words. - Recording synonyms, antonyms and polysemous words.
Final class task / Assessment criteria	<i>*Memory forum: "When I was little..."*</i> The student writes a short forum post describing what their life was like before, what games or objects they used, what they did regularly and how they communicated. They must use the imperfect, time markers and vocabulary of games or technology. - Describes people, habitual actions and customs of the past using the imperfect. - Evokes personal memories with comprehensible sentences. - Uses appropriate time markers. - Understands an informative text or forum about memories, games or technology. - Infers meanings from context and identifies synonyms and antonyms.
Grading criteria	- Use of the imperfect: <i>*30 %.</i> - <i>Written forum post: 25 %.</i> - <i>Vocabulary of games, memories and mobiles: 15 %.</i> - <i>Use of time markers and text organisation: 15 %.</i> - <i>Synonyms, antonyms, lexical inference and respectful attitude: 15 %*.</i>
Materials	<i>*Unit 6. Nuevo Prisma A2.*</i> Informative text, images of traditional games, old objects, imperfect-tense sheets, time-marker cards, model forum, images of old and current mobiles.

Tuesday

Content	Tuesday
Functional contents	- Compare qualities and actions and establish differences. - Evoke memories and contrast them with the present. - Talk about social, technological and cultural changes. - Examples: <i>Antes la gente llamaba por teléfono fijo, ahora usa el móvil / En los años 80 se salía más a la calle.</i>
Grammar contents	- <i>Recordar / acordarse de.</i> - Contrast between imperfect and present indicative. - <i>Soler + infinitive:</i> <i>Antes solía jugar en la calle / Ahora suelo usar el móvil.</i> - Review of time markers to compare past and present.
Text types & lexicon	- Discussion forum about memories and social changes. - Vocabulary about the <i>movida madrileña: música, grupos, juventud, noche, libertad, cultura urbana, fiesta, cambio social.</i> - Vocabulary of traditional games and objects: <i>canicas, cromos, peonza, cuerda, muñeca, balón, cartas.</i>
Strategic component	- Inferring how the meaning of a paragraph changes through the use of antonyms and synonyms. - Reformulating ideas using synonyms. - Comparing one's own texts and classmates' texts to improve clarity and precision.
Cultural contents	- The 1980s in Spain: the <i>movida madrileña.</i> - The 1980s in Chile. - Comparison of youth, music, leisure and social context in different Hispanic countries.
Spelling / Phonetics	- Spelling rules for <i>c / q / k.</i> - Examples: <i>casa, queso, kilo, parque, máquina.</i> - Reading short texts about games, mobiles and the 1980s.
Sociocultural knowledge	- The <i>movida madrileña</i> as a cultural phenomenon linked to youth, music, freedom, urban leisure and social change in 1980s Spain. - Approach to the 1980s in Chile from a cultural and social perspective. - Relation between music, youth, historical context and ways of living. - Respect for different personal and collective memories according to country, age or family experience.
Intercultural skills & attitudes	- Compare the 1980s in Spain and Chile avoiding generalisations. - Value music and youth culture as expressions of an era. - Show curiosity for different historical and social experiences. - Mediate at a basic level: explain to a classmate what the <i>movida madrileña</i> was or how life was lived before mobile phones.
Learning procedures	- Production and review: write a short forum post for a discussion. - Comparison: review differences between past and present in a table. - Self-assessment: check whether I use the imperfect, present, <i>soler + infinitive</i> and contrast connectors. - Correction and repair: rephrase sentences, replace repetitions with synonyms and revise <i>c / q / k</i> spelling.
Final class task / Assessment criteria	* <i>Cultural comparison: "Before and now". The student prepares a short presentation or comparative text on changes between past and present: games, mobiles, leisure, music or youth in the 1980s. They must use the imperfect, present, soler + infinitive, synonyms/antonyms and a cultural reference. - Contrasts past and present using the imperfect and present indicative. - Uses recordar / acordarse de and soler + infinitive correctly. - Compares qualities, actions and social changes. - Integrates cultural information about the movida madrileña or the 1980s in Chile. - Applies basic rules of c / q / k* and pronounces /k/ and /g/ comprehensibly.</i>
Grading criteria	- Final comparative text or presentation: *30 %. - <i>Imperfect/present contrast and use of soler + infinitive:</i> 25 %. - <i>Cultural content on the 1980s, the movida madrileña or Chile:</i> 20 %. - <i>Vocabulary, synonyms and antonyms:</i> 10 %. - <i>C / q / k spelling, pronunciation of /k/ and /g/ and participation:</i> 15%*.
Materials	* <i>Unit 6. Nuevo Prisma A2. Texts or images about the movida madrileña, 1980s music, adapted information about Chile in the 1980s, comparative before/now template, c / q / k* exercises, self-assessment sheet.</i>

Wednesday & Thursday

Content	Wednesday	Thursday
Functional contents	- Talk about the circumstances in which an event took place. - Narrate real or fictitious events and stories. - Describe physical and character traits of people, animals and	- Express surprise and disappointment. Lament. - Pay and respond to compliments. - Narrate a story with conversational reactions. - Examples: <i>¡Qué sorpresa! / Me</i>

Content	Wednesday	Thursday
	things. - Examples: <i>Era de noche, hacía frío y el personaje caminaba por el bosque.</i>	<i>da pena / ¡Qué bonito! / Gracias, es muy amable.</i>
Grammar contents	- Contrast between imperfect and preterite. - <i>Estar</i> in imperfect + gerund: <i>estaba caminando, estaba mirando, estaban hablando.</i> - Linguistic resources for narrating: <i>entonces, de repente, luego, al final.</i>	- Linguistic resources to react in conversation. - <i>Es de / Está hecho de</i> + material: <i>Es de madera / Está hecho de cristal.</i> - <i>Procede de</i> + article + noun: <i>procede de la tradición oral.</i> - <i>Sirve para</i> + infinitive: <i>sirve para proteger, contar, explicar.</i>
Text types & lexicon	- Newspaper headline. - Narrative text. - Informative text: news. - Radio interview. - Vocabulary related to tales: <i>personaje, protagonista, narrador, bosque, magia, aventura, final, moraleja.</i>	- Vocabulary related to magical characters and objects. - Adjectives for physical and character description: <i>alto, bajo, fuerte, débil, valiente, tímido, generoso, egoísta, misterioso.</i> - Vocabulary to express reactions: <i>sorpresa, desilusión, pena, alegría, admiración.</i>
Strategic component	- Identifying communicative expressions in a dialogue and applying them to a task. - Valuing the playful component as part of the learning process. - Fixing elements of a discourse as a strategy for determining order and aiding comprehension.	- Strategies for organising a narrative: initial situation, problem, reaction, outcome. - Use of connectors and markers to maintain narrative coherence. - Cooperative review of the narrative text before presenting it.
Cultural contents	- The tale. - Traditional tales and their origin. - Social function of the tale: transmitting values, norms, fears, desires and collective learning.	- Traditional tales from different Hispanic cultures. - Magical objects, symbolic characters and morals. - Comparison between tales from Spanish, Latin American and the student's own tradition.
Spelling / Phonetics	- Contrast between /c/ and /z/. - The <i>ceceo</i> and <i>seseo</i> . - C and z spelling rules.	- Oral practice of /c/ and /z/ in tale and description words. - Respectful recognition of varieties of Spanish: <i>seseo, ceceo</i> and standard pronunciation.
Sociocultural knowledge	- The tale as a cultural product and traditional form of oral transmission. - Presence of tales in childhood, family, school and community. - Basic conventions of oral narrative: capturing attention, ordering facts, modulating voice and closing with an ending. - Habitual characters in traditional tales: heroes, villains, animals, magical objects and protective figures.	- Traditional tales as reflections of social values, rules of coexistence, collective fears and models of behaviour. - Cultural differences in characters, endings, morals and magical elements. - Social norms when listening to or telling stories: not interrupting, showing interest, reacting respectfully and valuing creativity. - Varieties of Spanish in oral narration: recognising <i>seseo</i> and <i>ceceo</i> as legitimate features of pronunciation.
Intercultural skills & attitudes	- Compare tales from different cultures without ridiculing characters, beliefs or morals. - Recognise that the same story may have different versions according to country or oral tradition. - Show curiosity for family, popular or traditional stories from other classmates. - Interpret simple cultural symbols: forest, path, animal, magical object, hero or test.	- Value the cultural diversity present in tales and legends. - Avoid stereotypes when talking about characters, accents or narrative traditions. - Mediate at a basic level: explain to a classmate the meaning of a character, magical object or moral of one's own tale. - Listen to other people's narratives with empathy, attention and respect.
Learning procedures	- Planning: identify what I need to narrate a tale or event. - Discourse organisation: order events into beginning, development and ending. - Use of narrative models to recognise verb tenses and connectors. - Recording useful expressions for narrating	- Production and review: write or prepare orally a short story. - Self-assessment: check whether I use the imperfect for circumstances and preterite to advance the action. - Correction and repair: revise connectors, agreement, verb tenses and

Content	Wednesday	Thursday
	and reacting: <i>de repente, entonces, al final, ¡qué sorpresa!, qué pena.</i>	c/z spelling. - Cooperation: review the narrative with a classmate and improve clarity, order and expressiveness.
Final class task / Assessment criteria	<i>*Reconstruction of a tale or news narrative.*</i> The student orders a short story, identifies circumstances and main actions, describes characters or objects and marks the verbs in the imperfect and preterite. - Distinguishes the use of the imperfect (circumstances) and preterite (main actions). - Narrates real or fictitious events with basic order. - Describes people, animals or objects with appropriate adjectives. - Understands headlines, news or short narrative texts. - Uses narrative connectors to order discourse.	<i>*Oral or written narration: "A tale with a twist". The student creates or adapts a short real or fictitious tale. They must include description of characters, circumstances, main actions, a reaction of surprise or disappointment, a compliment with response and at least one object with es de / está hecho de / sirve para. - Produces a short oral or written narrative with beginning, development and ending. - Uses resources to react in conversation: surprise, disappointment, regret, compliment and response. - Uses es de / está hecho de / procede de / sirve para correctly in simple sentences. - Recognises and respects tales and traditions from different cultures. - Applies basic rules of c/z and recognises seseo/ceceo* as varieties of Spanish.</i>
Grading criteria	- Imperfect/preterite contrast: *30 %. - Narrative organisation and use of connectors: 20 %. - Description of characters, animals and objects: 20 %. - Comprehension of headlines, news or narrative text: 15 %. - Participation, playful component and intercultural attitude: 15 %*.	- Final oral or written tale: *30 %. - Use of reaction resources, compliments and replies: 20 %. - Use of es de / está hecho de / procede de / sirve para: 20 %. - Vocabulary of tales, magical objects and physical/character description: 15 %. - C/z spelling, pronunciation, respect for varieties and cooperation: 15 %*.
Materials	<i>*Unit 7. Nuevo Prisma A2.*</i> Headlines, short news, adapted traditional tales, character cards, magical objects, narrative connectors, imperfect/preterite sheets.	<i>*Unit 7. Nuevo Prisma A2. Tale template, oral reaction cards, compliment examples, images of characters and magical objects, c/z* exercises, self-assessment sheet.</i>

Friday

Content	Friday
Functional contents	- Talk about future actions. - Talk about present or future actions that depend on a condition. - Make predictions and conjectures. - Examples: <i>Mañana iremos al parque natural / Si hace buen tiempo, haremos una ruta / Creo que lloverá.</i>
Grammar contents	- Future tense. - Regular forms: <i>viajaré, comeré, viviré.</i> - Frequent irregular forms: <i>haré, tendré, podré, pondré, saldré, vendré, diré.</i> - Time expressions of the future: <i>mañana, la semana que viene, el próximo mes, dentro de unos días.</i>
Text types & lexicon	- Competition announcement. - Short travel ads. - Vocabulary related to outdoor activities: <i>senderismo, acampada, ruta, excursión, montaña, playa, bosque, parque natural.</i> - Vocabulary related to the weather: <i>llover, nevar, hacer sol, hacer viento, estar nublado, tormenta, calor, frío.</i>
Strategic component	- Grouping irregular verb forms for memorisation. - Learning planning: aims and goals. - Identifying patterns in irregular future verbs: <i>tener → tendré, poder → podré, salir → saldré.</i>
Cultural contents	- Ecology and the environment. - Responsible consumption and recycling. - The Amazon as a natural space of great ecological importance.
Spelling / Phonetics	- Sounds /f/ and /j/. - Examples: <i>futuro, feria, frío, jefe, viaje, paisaje.</i> - Auditory discrimination in travel, nature and weather words.

Content	Friday
Sociocultural knowledge	- Ecological awareness in Hispanic contexts: recycling, water saving, waste reduction and respect for natural spaces. - Responsible consumption habits: reusing bags, sorting waste, avoiding unnecessary plastics and looking after the surroundings. - Social use of announcements and competitions as a form of civic or school participation. - Common outdoor activities: excursions, hikes, visits to natural parks and rural tourism.
Intercultural skills & attitudes	- Compare recycling and responsible consumption habits in different countries without judging. - Recognise that environmental problems have global causes and local solutions. - Show curiosity for natural spaces in Spain and Latin America. - Value nature as common heritage, not only as a tourist resource.
Learning procedures	- Planning: set specific aims for learning the future tense and talking about plans. - Memorisation: group irregular verbs by endings and create study cards. - Lexical organisation: weather, travel, nature, recycling. - Use of announcement and competition models to produce one's own texts.
Final class task / Assessment criteria	<i>*Competition announcement: "A responsible trip". The student designs a competition announcement or short travel ad for a natural space. They must include destination, outdoor activities, weather forecast and conditions: Si hace buen tiempo..., si llueve...*</i> . - Uses the future tense to talk about future actions. - Recognises and uses time expressions of the future. - Makes simple predictions and conjectures. - Understands a competition announcement or short travel ad. - Uses vocabulary of outdoor activities and weather. - Groups irregular verbs to make learning easier.
Grading criteria	- Use of the future tense: <i>*30 %</i> . - <i>Predictions, conjectures and time expressions: 20 %</i> . - <i>Competition announcement or travel ad: 20 %</i> . - <i>Vocabulary of outdoor activities and weather: 15 %</i> . - <i>Memorisation strategies and participation: 15 %*</i> .
Materials	<i>*Unit 8. Nuevo Prisma A2.*</i> Announcement models, short travel ads, irregular future cards, images of outdoor activities, maps, weather forecasts, weather sheets.

Weekly evaluation

Oral production — 40 %

The student is assessed on whether they:

- Describes and compares tech objects using relative clauses (*que/donde*).
- Describes habits and customs of their childhood using the imperfect.
- Pronounces the contrast between /t/ and /d/ and between /k/ and /g/.

Written production — 30 %

The student is assessed on whether they:

- Writes a social-norms guide (permission, obligation and prohibition).
- Writes a forum post of memories about their life as a child.
- Uses synonyms and antonyms to avoid repetition.

Learning procedures — 20 %

The student is assessed on whether they:

- Infers the meaning of tech words from context.
- Records comparison structures and irregular verbs.

Intercultural attitude — 10 %

The student is assessed on whether they:

- Compares celebrations (weddings) and traditional games respectfully.
- Values social and technological changes without making judgements of superiority.

Final student self-assessment

Mark with ✓:

I can now...	Yes	Partly	Not yet
Describe what an application or device is for.			
Use comparatives such as "mejor", "peor", "mayor" and "menor".			

I can now...	Yes	Partly	Not yet
Say what is allowed or prohibited in a place.			
Express memories of my childhood and school years.			
Talk about what my life was like before and what I used to do.			

Final sentence

This week I can say: _____

Week 4 · A2 Level · Time: 8:30–10:00 / 10:30–12:00

Monday

Content	Monday
Functional contents	- Make promises. - Talk about the weather. - Formulate commitments related to the environment. - Examples: <i>Prometo reciclar más / No tiraré basura / Si puedo, usaré menos plástico.</i>
Grammar contents	- <i>Si</i> + present indicative + present / future: <i>Si llueve, me quedo en casa / Si hace sol, iremos al campo.</i> - <i>Creo / imagino / supongo</i> + <i>que</i> + future. - <i>No sé si / cuándo / dónde</i> + future. - Applied review with weather and recycling.
Text types & lexicon	- Environmental campaign poster or ad. - Vocabulary related to recycling: <i>reciclar, reutilizar, reducir, contenedor, vidrio, papel, plástico, residuos, consumo responsable.</i> - Vocabulary of ecology and environment: <i>naturaleza, contaminación, energía, agua, ahorro, planeta, protección.</i>
Strategic component	- The Language Portfolio to evaluate the learning process. - Self-assessment of goals: what I can do, what I need to improve and which strategies help me. - Use of outlines to prepare a promise or environmental campaign.
Cultural contents	- Vernacular architecture: the "black villages" (<i>pueblos negros</i>). - Natural parks: Picos de Europa, Sierra Nevada and Doñana. - Relation between landscape, heritage, responsible tourism and conservation.
Spelling / Phonetics	- Oral practice of /f/ and /j/ in predictions, promises and landscape descriptions. - Short reading of travel ads and ecological campaigns.
Sociocultural knowledge	- Basic knowledge of relevant natural spaces: Amazon, Picos de Europa, Sierra Nevada and Doñana. - Vernacular architecture and landscape: the <i>pueblos negros</i> as an example of the relation between materials, environment and way of life. - Norms of behaviour in natural spaces: not littering, respecting paths, not disturbing animals, looking after water and preventing fires. - Social value of responsible tourism and protection of natural heritage.
Intercultural skills & attitudes	- Interpret environmental norms of different contexts with respect and flexibility. - Explain to another person how to behave in a natural park or in a recycling campaign. - Develop personal commitment to caring for the environment. - Mediate at a basic level: compare an ecological practice of one's own with a common practice in Spain or Latin America.
Learning procedures	- Self-assessment using the Portfolio: check whether I can talk about the future, make predictions, promises and conditions. - Production and review: write a clear ecological campaign or promise. - Correction and repair: revise the future, conditional sentences with <i>si</i> , vocabulary and pronunciation of /f/ and /j/. - Cooperation: review environmental proposals in groups and choose the most realistic ones.
Final class task / Assessment criteria	<i>*Ecological campaign: "Promises to look after the planet". The student prepares a poster, oral ad or short text with environmental commitments. They must use the future, promises, recycling vocabulary and a cultural or natural reference: Amazon, Picos de Europa, Sierra Nevada, Doñana or pueblos negros. - Formulates conditions with si + present + present/future. - Uses creo / imagino / supongo que + future and no sé si / cuándo / dónde* + future. - Makes environmental promises and commitments. - Uses vocabulary of recycling, responsible consumption and environment. - Integrates cultural information about natural spaces or vernacular architecture. - Evaluates their own learning using a sheet or Portfolio.</i>
Grading criteria	- Final ecological campaign: *30 %. - Use of conditional structures with <i>si</i> and future: 25 %. - Environmental promises and commitments: 15 %. - Vocabulary of recycling, responsible consumption and nature: 15 %. - Sociocultural competence, Portfolio, pronunciation of /f/ and /j/ and cooperation: 15 %*.
Materials	<i>*Unit 8. Nuevo Prisma A2. Images of the Amazon, Picos de Europa, Sierra Nevada, Doñana and pueblos negros*</i> ; ecological-poster templates, recycling cards, Portfolio sheet, audios or reading with /f/ and /j/.

Tuesday & Wednesday

Content	Tuesday	Wednesday
Functional contents	- Make hypotheses or express probability about the past. - Ask for and give advice and suggestions. - Express politeness. - Examples: <i>Habrá tenido fiebre / Deberías descansar / ¿Podría darme cita?</i>	- Express a present or future wish. - Express a future action with respect to a past one. - Ask about health and express physical states. - Ask for an appointment. - Examples: <i>Me gustaría sentirme mejor / Cuando llegué, ya habría llamado / ¿Qué le duele? / Quería pedir una cita médica.</i>
Grammar contents	- Simple conditional: morphology and uses. - Uses for politeness, advice, suggestions and wishes: <i>podría, debería, me gustaría</i> . - Review of the verb <i>doler</i> : <i>me duele, me duelen, le duele, le duelen</i> .	- Discourse markers: connectors and information structurers. - Connectors for organising advice: <i>primero, después, además, por eso, finalmente</i> . - Use of the conditional in health contexts: <i>deberías descansar, podrías beber agua, sería conveniente pedir cita</i> .
Text types & lexicon	- Social networks. - Forums. - Conversational texts. - Vocabulary related to health: <i>dolor, fiebre, tos, mareo, cansancio, alergia, medicamento, consulta, médico, cita</i> .	- Descriptive texts. - Specific vocabulary to give advice and suggestions: <i>deberías, podrías, te recomiendo, sería bueno, conviene, es mejor</i> . - Vocabulary for booking medical appointments: <i>consulta, horario, disponibilidad, tarjeta sanitaria, especialista, revisión</i> .
Strategic component	- Inferring the meaning of words or expressions from speakers in a dialogue by observing the speakers' attitude. - Identifying tone, politeness, concern, surprise or annoyance in health conversations.	- Using connectors to order advice and explain symptoms. - Selecting relevant information from a health forum or social network. - Reformulating advice to sound more polite and appropriate.
Cultural contents	- Public and private healthcare in Spain and Latin America. - Basic differences between consultations, A&E, appointment booking, specialist and pharmacy.	- Health-related behaviour. - Prevention, self-care, rest, eating, hygiene and medical-consultation habits.
Spelling / Phonetics	- Sounds <i>/n/, /ñ/, /ch/ and /y/</i> . - Examples: <i>niño, noche, ayuda, mañana, chequeo, inyección</i> .	- The digraphs <i>ch</i> and <i>ll</i> . - The letters <i>y</i> and <i>ll</i> . - Practice with health and conversation words: <i>llamar, llevar, yodo, ayuda, inyección, cuello</i> .
Sociocultural knowledge	- Basic functioning of healthcare in Spain: booking appointments, attending the health centre, pharmacy, A&E and specialist consultation. - General differences between public and private healthcare in Spain and Latin America. - Politeness in health contexts: greeting, explaining symptoms clearly, respecting turns, asking for help and thanking. - Use of social networks and forums to look for experiences or recommendations, with a critical attitude towards non-professional health information.	- Habitual health-care behaviours: rest, hydration, follow medical instructions, avoid self-medication and go to the doctor when needed. - Social ways of asking about health and showing concern: <i>¿Cómo estás? ¿Qué te pasa? Espero que te mejores</i> . - Cultural differences in expressing pain, illness and self-care. - Importance of privacy and respect when discussing health.
Intercultural skills & attitudes	- Compare healthcare systems and care habits without idealising or dismissing either. - Recognise that ways of expressing pain or discomfort may vary by culture, age and context. - Show empathy with a person who is ill or worried about their health. - Interpret advice found on social networks or forums prudently.	- Adapt language to a formal health situation: book an appointment, talk to reception or explain symptoms. - Use polite formulas to give advice without imposing. - Respect personal experiences related to health. - Mediate at a basic level: explain to another person how to book a medical appointment or what to do if they need healthcare.

Content	Tuesday	Wednesday
Learning procedures	- Planning: identify what vocabulary I need to talk about health, book an appointment and give advice. - Inference: deduce meanings from context, tone, gestures and the speakers' attitude. - Recording useful expressions: <i>me duele, tengo fiebre, debería, podría, me gustaría pedir cita</i> . - Use of healthcare dialogue models to prepare one's own conversations.	- Production and review: prepare a formal dialogue to book an appointment and explain symptoms. - Self-assessment: check whether I use the conditional, the verb <i>doler</i> , connectors and politeness formulas. - Correction and repair: rephrase advice that is too direct to make it more polite. - Cooperation: practise patient–reception or patient–doctor dialogues in pairs.
Final class task / Assessment criteria	<i>*Health forum: "What do you recommend?" The student reads or writes a short forum/social-network entry about an everyday health problem. They must explain symptoms, ask for advice and reply to a classmate using the simple conditional and polite formulas. - Uses the simple conditional to express politeness, advice, suggestions or wishes. - Reviews and uses the verb <i>doler</i>* correctly. - Understands short forum or social-network texts about health. - Asks for and gives advice appropriately. - Infers the meaning of expressions from context and speakers' attitude.</i>	<i>*Simulation: "Booking a medical appointment". The student role-plays a real situation: calling or going to a health centre, explaining symptoms, asking for an appointment, receiving advice and saying goodbye properly. They must use <i>doler</i>, the simple conditional, connectors and health vocabulary. - Asks for a medical appointment using clear, polite formulas. - Asks about health and expresses physical states comprehensibly. - Uses connectors to organise information. - Applies basic health vocabulary in an oral interaction. - Pronounces /n/, /ñ/, /ch/, /y/ comprehensibly and recognises ch, ll, y*.</i>
Grading criteria	- Use of the simple conditional: *25 %. - Use of <i>doler</i> and health vocabulary: 20 %. - Participation in forum or conversational text: 20 %. - Advice, suggestions and politeness: 20 %. - Meaning inference and intercultural attitude: 15 %*.	- Medical-appointment simulation: *30 %. - Use of connectors and discourse organisation: 20 %. - Expression of symptoms, physical states and wishes: 20 %. - Health vocabulary and appointment formulas: 15 %. - Pronunciation, ch / ll / y spelling and cooperation: 15 %*.
Materials	<i>*Unit 9. Nuevo Prisma A2. Forum models, social-network messages, symptom cards, simple-conditional sheets, <i>doler</i>* verb table, images of medical situations.</i>	<i>*Unit 9. Nuevo Prisma A2. Patient–reception–doctor role cards, medical-appointment models, connector sheets, short audios, ch / ll / y* exercises, self-assessment sheet.</i>

Thursday & Friday

Content	Thursday	Friday
Functional contents	- Write short press news. - Narrate past events describing the circumstances. - Tell how two people met in the past. - Tell real or invented anecdotes. - Examples: <i>Ayer ocurrió un accidente cuando llovía / Se conocieron en una fiesta mientras estudiaban en Madrid.</i>	- Express surprise and disbelief. - Express probability in future and past. - Show interest. - React to news, interviews or anecdotes. - Examples: <i>¡No me digas! / ¡Qué fuerte! / A lo mejor fue un malentendido / Seguramente llegará tarde.</i>
Grammar contents	- Contrast of past tenses, review. - Use of the preterite for main actions. - Use of the imperfect for circumstances, descriptions and actions in progress. - Review of the present perfect when there is a relation with the present.	- Interjections and expressions of surprise and disbelief: <i>¡Anda! ¡No me digas! ¡Qué raro! ¡Increíble! ¿De verdad?</i> - Future and conditional to express probability, review: <i>Estará en casa / Serían las diez. - A lo mejor + indicative: A lo mejor tiene razón / A lo mejor llegó tarde.</i>
Text types & lexicon	- News, press. - Newspaper format and organisation of sections and content. - Digital press and other internet resources. -	- Radio programming. - Surveys and interviews. - Vocabulary related to anecdotes: <i>me pasó, ocurrió, de repente, al</i>

Content	Thursday	Friday
	Vocabulary related to the press: <i>titular, entradilla, sección, fuente, noticia, reportero, actualidad, suceso, entrevista.</i>	<i>final, resulta que, casualidad, sorpresa, malentendido.</i> - Biographies of Spanish and Latin American singers and actors.
Strategic component	- Strategies for analysing a reading method. - Locating headline, main idea, relevant data and key words. - Distinguishing primary and secondary information in a news item.	- Strategies for reflecting on one's own errors. - Strategies for applying linguistic content according to sociocultural behaviour in a conversation. - Reviewing whether reactions are appropriate to the context: surprise, interest, disbelief or politeness.
Cultural contents	- Main newspapers and radio stations of Hispanic countries. - The press as a means of information and opinion. - Basic differences between print press, digital press and radio.	- Some popular festivities of Spain and Latin America. - Biographies of Spanish and Latin American singers and actors. - Interaction in Spain: behaviour in a conversation.
Spelling / Phonetics	- The full stop and the comma. - Basic use of the full stop to separate complete ideas. - Use of the comma in enumerations and simple clarifications.	- Application of full stop and comma in news, anecdotes and interviews. - Review of punctuation to improve text clarity and comprehension.
Sociocultural knowledge	- Basic knowledge of media in the Hispanic world: newspapers, digital press, radio and interviews. - Usual organisation of a newspaper: front page, sections, headlines, news, opinion, culture, sports and society. - Social conventions of information: cross-check data, distinguish facts from opinions and cite sources simply. - Social value of the press and radio as ways of learning about current affairs and the culture of Hispanic countries.	- Habitual behaviours in conversations in Spain: showing interest, reacting, not interrupting excessively, using surprise formulas and maintaining active listening. - Popular festivities as part of collective identity: local celebrations, music, food, traditions and social participation. - Biographies of artists as shared cultural references: singers, actors, personal and professional paths. - Differences between telling a piece of news, telling an anecdote and taking part in an interview.
Intercultural skills & attitudes	- Interpret news from Hispanic countries avoiding hasty conclusions or stereotypes. - Compare one's own media with those of Spain and Latin America. - Show a critical attitude towards digital information: check source, date and context. - Respect different ways of narrating events according to country, register or medium.	- Listen to anecdotes, interviews and personal accounts respectfully and with interest. - Recognise that reactions of surprise, disbelief or interest may vary culturally. - Value festivals, artists and traditions from other countries without ridiculing or simplifying. - Mediate at a basic level: explain a festivity, news item or cultural biography to a classmate who does not know it.
Learning procedures	- Planning: identify what information I need to write a short news item: what, who, when, where, how and why. - Strategic reading: analyse headlines, locate key words and order information. - Discourse organisation: headline, lead, body and closing. - Recording press lexicon and time connectors for narrating events.	- Production and review: prepare an interview, survey or anecdote with a clear structure. - Self-assessment: check whether I use past tenses, probability expressions and conversational reactions well. - Correction and repair: revise errors of punctuation, verb tenses and sociocultural adequacy. - Cooperation: listen, ask, react and give feedback on classmates' anecdotes or interviews.
Final class task / Assessment criteria	<i>*Writing a short news item: "A curious event"*</i> The student writes a short press news article about a real or invented event. They must include headline, lead, body, past-time circumstances and contrast of verb tenses. - Writes a short news item with basic structure: headline, lead and body. -	<i>*Radio programme: "News, interviews and anecdotes". The student takes part in a radio simulation with a news item, an interview or survey and an anecdote. They must react with surprise or disbelief, show interest and use the future/conditional to express probability. - Takes part in an</i>

Content	Thursday	Friday
	Narrates past events using the preterite, imperfect and present perfect appropriately. - Describes circumstances of an event. - - Uses basic vocabulary of press and media. - Applies the full stop and comma correctly in a short text.	<i>interview, survey or radio programme with comprehensible sentences. - Tells real or invented anecdotes with order and clarity. - Uses expressions of surprise, disbelief and interest appropriately. - Expresses probability with the future, conditional and a lo mejor* + indicative. - Shows respect and sociocultural adequacy in conversation.</i>
Grading criteria	- Short written news item: *30 %. - <i>Contrast of past tenses: 25 %. - Organisation of the press text and press vocabulary: 20 %. - Correct use of full stop and comma: 10 %. - Reading strategies, review and critical attitude: 15 %*</i> .	- Radio / interview / survey programme: *30 %. - <i>Use of expressions of surprise, disbelief and interest: 20 %. - Expression of probability with future, conditional and a lo mejor: 20 %. - Vocabulary of anecdotes, biographies and culture: 15 %. - Interaction, active listening and intercultural competence: 15 %*</i> .
Materials	<i>*Unit 10. Nuevo Prisma A2.*</i> Models of short news, newspaper front pages, headlines, past-tense sheets, news template, adapted digital press, punctuation exercises.	<i>*Unit 10. Nuevo Prisma A2.*</i> Radio audios or models, interview cards, surveys, short biographies of singers and actors, surprise-expression cards, radio-programme template and self-assessment.

Weekly evaluation

Oral production — 40 %

The student is assessed on whether they:

- Formulates environmental promises and commitments.
- Makes predictions about the weather, the future or a campaign.
- Asks for a medical appointment with polite formulas.
- Gives health advice with the simple conditional.
- Takes part in an interview, survey or radio programme reacting with surprise or disbelief.

Written production — 30 %

The student is assessed on whether they:

- Writes an ecological campaign or commitment poster.
- Writes a health-forum entry with advice.
- Writes a short news item with headline, lead and body.
- Prepares an anecdote or interview using past tenses and probability.

Learning procedures — 20 %

The student is assessed on whether they:

- Uses the Portfolio or self-assessment sheet to check future, conditional and connectors.
- Organises a news item with what, who, when, where, how and why.
- Reviews full stop, comma, verb tenses and sociocultural adequacy.
- Rephrases overly direct advice to make it more polite.

Intercultural attitude — 10 %

The student is assessed on whether they:

- Compares recycling, health and healthcare-system habits respectfully.
- Values natural spaces and responsible behaviour.
- Shows a critical attitude towards information from networks or media.
- Respects different ways of reacting in a conversation.

Final student self-assessment

Mark with ✓:

I can now...	Yes	Partly	Not yet
Make promises to look after the environment.			
Use the future tense for predictions.			

I can now...	Yes	Partly	Not yet
Ask for a medical appointment politely.			
Give advice with podría, debería or sería conveniente.			
Explain symptoms and physical states.			
Write a short news item.			
React to an anecdote or news.			
Express probability with the future, conditional or a lo mejor.			

Final sentence

This week I can say: _____

Week 5 · A2 Level · Time: 8:30–10:00 / 10:30–12:00

Monday

Content	Monday
Functional contents	- Ask for and grant permission. - Give orders. - Give advice. - Examples: <i>¿Puedo usar el móvil? / Sí, claro / Ordena tu habitación / Deberías comer mejor.</i>
Grammar contents	- Affirmative and negative imperative. - Frequent forms: <i>haz, pon, ven, sal, ten, di, ve.</i> - Use of the imperative for orders, advice and instructions.
Text types & lexicon	- Vocabulary of household chores: <i>limpiar, ordenar, fregar, barrer, cocinar, planchar, poner la mesa, sacar la basura.</i> - Informative text. - Advertising text.
Strategic component	- Strategies to infer lexicon through images. - Relating images of chores, foods or products to new vocabulary. - Identifying communicative intent in advertising texts: informing, recommending or persuading.
Cultural contents	- Division of household chores in Spain. - Social changes in family and household organisation. - Shared responsibility at home.
Spelling / Phonetics	- Question and exclamation marks. - Mandatory use of opening and closing: <i>¿...? / ¡...!</i> - Examples: <i>¿Puedes ayudarme? / ¡Qué oferta tan buena!</i>
Sociocultural knowledge	- Organisation of household chores in Spain: distribution among family members, coexistence, co-responsibility and social changes. - Politeness rules when asking for help or giving an order at home: use <i>por favor</i> , thank, soften and negotiate. - Difference between ordering, asking for a favour and advising depending on the relationship between speakers. - Use of informative and advertising texts related to home and everyday consumption.
Intercultural skills & attitudes	- Compare the division of household chores in different countries or families without judging. - Recognise that household rules depend on age, culture, family relationships and context. - Ask for help, give orders or advice respectfully and appropriately. - Avoid stereotypes about who "should" do certain household chores.
Learning procedures	- Planning: identify what vocabulary I need to talk about chores, permissions and orders. - Lexical inference: deduce meaning from images, context and known words. - Recording frequent imperatives and permission expressions in a personal table. - Use of models of informative or advertising texts before producing one's own messages.
Final class task / Assessment criteria	<i>*Organising the house: rules and division of chores. The student writes a list of household chores and writes orders, permissions and pieces of advice for organising shared living. They must use affirmative and negative imperative, household vocabulary and question/exclamation marks. - Asks for and grants permission appropriately. - Gives orders and advice using the affirmative and negative imperative. - Uses basic vocabulary of household chores. - Understands simple informative or advertising texts. - Infers vocabulary from images. - Uses ¿...? and ¡...!* correctly in short sentences.</i>
Grading criteria	- Use of the affirmative and negative imperative: *30 %. - Permissions, orders and advice appropriate to the context: 20 %. - Vocabulary of household chores: 15 %. - Short informative/advertising text: 15 %. - Question/exclamation marks, lexical inference and cooperative attitude: 20 %*.
Materials	<i>*Unit 11. Nuevo Prisma A2.*</i> Images of household chores, imperative cards, informative-text models, simple ads, permission and order sheets, question/exclamation-mark exercises.

Tuesday

Content	Tuesday
Functional contents	- Persuade. - Ask for permission, give orders and advice in shopping, food and household-chore contexts. - Examples: <i>Compra productos saludables / No compres demasiado / Te conviene comparar precios / Hazlo hoy, por favor.</i>

Content	Tuesday
Grammar contents	- Direct and indirect object pronouns. - Combination of object pronouns: <i>dámelo, cómpraselo, no se lo digas, ponlo ahí</i> . - Position of pronouns with affirmative and negative imperatives: <i>cómpralo / no lo compres</i> .
Text types & lexicon	- The language of SMS / WhatsApp. - The language of advertising. - Vocabulary of healthy eating and online shopping: <i>carrito, pedido, oferta, descuento, entrega, producto fresco, dieta equilibrada</i> .
Strategic component	- Mechanisms for softening permission: <i>¿Podría...?, ¿Te importa si...?, ¿Puedo...?, si no te importa...</i> - Reflection on the application of strategies for writing a text. - Reviewing a persuasive message before sending or publishing it.
Cultural contents	- Healthy eating habits. - Online shopping. - Responsible consumption, advertising and product choice.
Spelling / Phonetics	- Basic intonation pattern of Spanish. - Intonation in orders, advice, questions and exclamations. - Expressive reading of WhatsApp, ads and advertising texts.
Sociocultural knowledge	- Healthy eating habits in Spain: balanced diet, fresh products, meal times and responsible consumption. - Online shopping: advantages, risks, payment methods, delivery, returns and critical reading of offers. - Social use of WhatsApp/SMS to ask favours, organise tasks, confirm purchases or send reminders. - Influence of advertising on purchasing decisions and the need to compare information.
Intercultural skills & attitudes	- Compare eating and shopping habits in different cultures respectfully. - Interpret advertising messages with a critical eye. - Show responsibility towards consumption, health and digital shopping. - Mediate at a basic level: explain to another person how to shop online safely or how to organise household chores fairly.
Learning procedures	- Production and review: write a WhatsApp message, ad or persuasive text with a clear structure. - Self-assessment: check whether I use the imperative, pronouns, question/exclamation marks and polite formulas. - Correction and repair: revise pronoun placement, intonation and tonal adequacy. - Cooperation: review in pairs whether the message persuades without being brusque or aggressive.
Final class task / Assessment criteria	<i>*Persuasive campaign/WhatsApp: "Shop well and eat better".*</i> The student creates a WhatsApp message, ad or short advertising text to persuade someone to make a healthy or responsible online purchase. They must use the imperative, object pronouns, advice, softening and vocabulary of healthy eating/online shopping. - Uses direct and indirect object pronouns in simple sentences. - Combines pronouns with affirmative and negative imperatives. - Writes a short comprehensible WhatsApp, SMS or advertising text. - Persuades with politeness and appropriate tone. - Uses vocabulary of healthy eating and online shopping. - Applies basic intonation in questions, orders and exclamations.
Grading criteria	- Final persuasive message: *30 %. - Use of DO/IO pronouns and pronoun combinations: 25 %. - Vocabulary of healthy eating and online shopping: 15 %. - Politeness, softening and tonal adequacy: 15 %. - Intonation, review and sociocultural/intercultural competence: 15 %*.
Materials	<i>*Unit 11. Nuevo Prisma A2.*</i> WhatsApp/SMS models, advertising ads, online-shopping images, DO/IO pronoun sheets, healthy-food cards, campaign template, self-assessment sheet.

Wednesday & Thursday

Content	Wednesday	Thursday
Functional contents	- Talk about aspirations and wishes. - Ask for, offer and grant help. - Express knowledge and lack of knowledge. - Examples: <i>Quiero ayudar / Me gustaría colaborar / ¿Necesitas ayuda? / No sé cómo hacerlo</i> .	- Ask about the ability to do something. - Express wishes related to solidarity, sport and health. - Take part in an interview or forum on help, NGOs and healthy habits. - Examples: <i>¿Sabes organizar una campaña? / Espero que podamos colaborar / Quiero aprender a alimentarme mejor</i> .

Content	Wednesday	Thursday
Grammar contents	- Present subjunctive. - Uses of the subjunctive to express wishes: <i>Espero que..., quiero que..., deseo que...</i> - Pronouns as objects of prepositions: <i>para mí, contigo, sin él, con nosotros</i> .	- Infinitive verbal periphrases: <i>ir a, volver a, acabar de, empezar a, tener que</i> . - Contrast <i>saber / conocer</i> : <i>Sé hacer una entrevista / Conozco una ONG</i> . - Review of the present subjunctive in expressions of wishes and help.
Text types & lexicon	- Informative text. - Forum. - Vocabulary related to solidarity and NGOs: <i>ayudar, colaborar, donar, voluntario, campaña, asociación, necesidad, proyecto, apoyo</i> . - Vocabulary related to sports: <i>entrenar, competir, equipo, selección, deportista, partido, esfuerzo, superación</i> .	- Interview. - Vocabulary related to food: <i>dieta, energía, proteínas, fruta, verdura, hidratos, hidratación, saludable, equilibrado</i> . - Contrast <i>saber / conocer</i> in sport, NGO and food contexts. - Expressions for interviewing: <i>¿Sabes...? ¿Conoces...? ¿Qué opinas de...?</i>
Strategic component	- Strategies for deductive learning: studying forms, tense and mood through comparison. - Associating words in lexical schemata: solidarity, NGO, sport and food. - Identifying key words in informative texts and forums.	- Key words and connectors as strategies for organising an interview and improving comprehension. - Preparing questions before interviewing. - Using connectors to organise answers: <i>primero, además, por eso, finalmente</i> .
Cultural contents	- The Spanish national football teams: <i>la Roja</i> and <i>la Rojita</i> . - Fundación <i>Dame Vida. Deportistas Solidarios en Red</i> . - Relation between sport, solidarity and social participation.	- Food and sport. - Synchronised swimming: Marga Crespi. - Athletes as role models of effort, discipline, health and social commitment.
Spelling / Phonetics	- The syllable and stress. - Identification of stressed and unstressed syllables. - Basic classification of words by stress.	- Review of syllable and stress in vocabulary of sport, food and solidarity. - Expressive reading of interviews and informative texts.
Sociocultural knowledge	- Basic knowledge of NGOs, foundations and solidarity networks as forms of social participation. - Solidarity in Hispanic contexts: volunteering, campaigns, donations, community help and cooperation. - Sport as a space for collective identity, personal improvement and solidarity action. - The Spanish football teams <i>la Roja</i> and <i>la Rojita</i> as sporting and cultural references.	- Relation between food, sport and health in everyday life. - Healthy habits linked to sport: rest, hydration, balanced eating and perseverance. - Athletes as social role models: effort, discipline, teamwork and commitment. - Synchronised swimming and Marga Crespi as a Spanish female sporting reference.
Intercultural skills & attitudes	- Compare forms of solidarity and volunteering in different countries without claiming superiority. - Show empathy with situations of need or inequality. - Recognise that help should be given with respect, listening and without paternalism. - Value sport as a common language between cultures and a tool for inclusion.	- Compare eating and sport-practice habits with cultural respect. - Avoid judgements about bodies, diets or physical abilities. - Recognise different forms of sporting and personal success. - Mediate at a basic level: explain to another person how to volunteer with an NGO, take part in a campaign or improve healthy habits.
Learning procedures	- Planning: identify what structures I need to express wishes, ask for help and offer cooperation. - Grammatical comparison: observe differences between indicative and subjunctive in wish expressions. - Lexical organisation: create word maps about NGOs, solidarity, sport and help. - Recording useful expressions: <i>Espero que..., quiero que..., ¿te ayudo?, no sé cómo...</i>	- Production and review: prepare an interview with clear, ordered questions. - Self-assessment: check whether I use the subjunctive, periphrases, <i>saber/conocer</i> , connectors and specific vocabulary. - Correction and repair: revise stress, agreement, question order and answer clarity. - Cooperation: interview, listen, rephrase and help a classmate improve their oral or written production.

Content	Wednesday	Thursday
Final class task / Assessment criteria	<i>*Solidarity forum: "I want to help".*</i> The student takes part in a forum or short text in which they explain a solidarity aspiration, ask for or offer help and express wishes using the present subjunctive. They must include vocabulary of NGOs, sport or solidarity. - Expresses aspirations and wishes with comprehensible structures. - Uses the present subjunctive in basic wish formulas. - Asks for, offers and grants help appropriately. - Uses vocabulary related to solidarity, NGOs and sport. - Understands informative texts or short forums about solidarity campaigns. - Organises vocabulary through lexical schemata.	<i>*Interview: "Sport, food and solidarity".</i> The student prepares and conducts an interview with a classmate about sporting habits, healthy eating and solidarity actions. They must use <i>saber/conocer</i> , verbal periphrases, connectors and a wish expression with subjunctive. - Asks about abilities using appropriate structures. - Distinguishes <i>saber</i> and <i>conocer</i> in simple contexts. - Uses infinitive verbal periphrases: <i>ir a</i> , <i>volver a</i> , <i>acabar de</i> , <i>empezar a</i> , <i>tener que*</i> . - Conducts a clear, orderly interview. - Uses vocabulary of food, sport and health. - Applies basic syllable and stress rules.
Grading criteria	- Use of the present subjunctive to express wishes: *25 %. - <i>Help functions: ask for, offer and grant help: 20 %</i> . - <i>Forum or solidarity text: 20 %</i> . - <i>Vocabulary of solidarity, NGOs and sport: 15 %</i> . - <i>Deductive learning strategies, lexical schemata and intercultural attitude: 20 %*</i> .	- Final oral or written interview: *30 %. - <i>Use of saber/conocer and verbal periphrases: 25 %</i> . - <i>Vocabulary of food, sport and health: 15 %</i> . - <i>Organisation with connectors and comprehension of key words: 10 %</i> . - <i>Stress, cooperation and sociocultural/intercultural competence: 20 %*</i> .
Materials	<i>*Unit 12. Nuevo Prisma A2. Informative texts about NGOs, model forum, images of solidarity campaigns, subjunctive sheets, help cards, lexical schemata, adapted information on la Roja, la Rojita*</i> , Fundación Dame Vida and Deportistas Solidarios en Red.	<i>*Unit 12. Nuevo Prisma A2. Interview model, question cards, saber/conocer*</i> sheets, periphrasis cards, images of healthy food and sport, adapted information on Marga Crespí, stress sheet and self-assessment.

Friday

Content	Friday
Functional contents	- Integrate the unit's contents: ask for and grant permission, give orders, advise and persuade. - Express rules of coexistence at home, in shopping and in food. - Use polite formulas to soften orders or requests. - Persuade another person to act responsibly. - Examples: <i>¿Puedo comprarlo por internet? / Sí, pero compara precios / No lo compres todavía / Haz la lista de la compra / Cómpraselo a tu madre / Deberías elegir productos saludables.</i>
Grammar contents	- Review of the affirmative and negative imperative. - Review of direct and indirect object pronouns. - Combination of object pronouns: <i>dámelo, cómpraselo, no se lo digas, ponlo ahí</i> . - Position of pronouns with affirmative and negative imperatives: <i>cómpralo / no lo compres / dáselo / no se lo des</i> . - Formulas of permission and softening: <i>¿Puedo...?, ¿Podría...?, ¿Te importa si...?</i>
Text types & lexicon	- WhatsApp/SMS message. - Short advertising text. - List of rules or pieces of advice. - Vocabulary of household chores: <i>limpiar, ordenar, fregar, barrer, cocinar, poner la mesa, sacar la basura</i> . - Vocabulary of healthy eating: <i>fruta, verdura, dieta equilibrada, producto fresco, azúcar, grasa, agua, saludable</i> . - Vocabulary of online shopping: <i>pedido, carrito, oferta, descuento, entrega, devolución, comparar precios</i> .
Strategic component	- Plan a message before writing it: addressee, intent, tone and content. - Check whether the message persuades without sounding brusque. - Use images or ads to infer vocabulary. - Apply politeness and softening strategies. - Review pronouns, imperatives, question/exclamation marks and intonation.
Cultural contents	- Division of household chores in Spain. - Healthy eating habits. - Online shopping. - Advertising and its influence on consumption. - Co-responsibility at home and responsible consumption.

Content	Friday
Spelling / Phonetics	- Review of question and exclamation marks: ¿...? / ¡...! - Basic intonation in questions, orders, advice and exclamations. - Expressive reading of short messages: WhatsApp, ads and rules. - Punctuation review in persuasive texts.
Sociocultural knowledge	- The organisation of household chores as a shared responsibility. - Difference between asking a favour, giving an order, advising and persuading depending on the relationship between speakers. - Politeness at home: ask for help, thank, negotiate and avoid impositions. - Healthy eating and responsible consumption habits in everyday life. - Online shopping: price comparison, critical reading of offers, safety and returns. - Influence of advertising on purchasing decisions and the need to act with discernment.
Intercultural skills & attitudes	- Compare the division of household chores in different families and cultures without judging. - Avoid stereotypes about who should clean, cook or shop. - Show respect for different eating and consumption habits. - Interpret advertising messages with a critical eye. - Mediate at a basic level: explain how to organise chores, shop responsibly or write a polite message.
Learning procedures	- Planning: choose a real communicative situation: home, online shopping or healthy eating. - Production: write a message, ad or short guide. - Review: check imperatives, pronouns, politeness, punctuation marks and clarity. - Self-assessment: check whether the text persuades, advises or instructs appropriately. - Cooperation: review a classmate's message and suggest improvements.
Final class task / Assessment criteria	<i>*Final project: "Live together, shop and look after your health". The student creates a WhatsApp message, ad or short guide to organise an everyday situation: division of chores, healthy online shopping or rules of coexistence at home. It must include: - At least two imperatives, one affirmative and one negative. - At least two direct or indirect object pronouns. - A combination of pronouns: dáme-lo, cómpraselo, no se lo digas... - A formula of permission or politeness. - Vocabulary of household chores, healthy eating or online shopping. - Correct use of ¿...? or ¡...!* - Asks for and grants permission appropriately. - Gives orders and advice using affirmative and negative imperatives. - Uses direct and indirect object pronouns in simple sentences. - Combines pronouns comprehensibly. - Writes a short message with persuasive intent. - Uses vocabulary of household chores, healthy eating and online shopping. - Applies question and exclamation marks correctly. - Shows respect, cooperation and a critical attitude towards advertising and consumption.</i>
Grading criteria	- Final written or oral project: <i>*30 %</i> . - <i>Use of the affirmative and negative imperative: 20 %</i> . - <i>Use of DO/IO pronouns and pronoun combinations: 20 %</i> . - <i>Vocabulary of household chores, food and online shopping: 10 %</i> . - <i>Politeness, softening and tonal adequacy: 10 %</i> . - <i>Spelling, intonation, cooperation and intercultural competence: 10 %*</i> .
Materials	<i>*Unit 11. Nuevo Prisma A2.*</i> WhatsApp/SMS models, advertising ads, images of household chores, imperative cards, DO/IO pronoun sheets, images of healthy food, online-shopping examples, persuasive message template, self-assessment sheet and final rubric.

Weekly evaluation

Oral production — 40 %

The student is assessed on whether they:

- Evokes memories using the imperfect.
- Compares past and present with the imperfect, present and *soler* + infinitive.
- Narrates a tale or event with beginning, development and ending.
- Reacts to a story with surprise, disappointment or interest.
- Formulates plans, predictions or conjectures with the future.

Written production — 30 %

The student is assessed on whether they:

- Writes a forum post about childhood memories.
- Writes a comparative text *before*/*now*.
- Reconstructs or creates a short tale using the imperfect and preterite.
- Prepares a competition announcement or responsible travel ad.

Learning procedures — 20 %

The student is assessed on whether they:

- Uses tables to contrast imperfect/preterite.
- Orders a narrative into beginning, development and ending.
- Records synonyms, antonyms and polysemous words.
- Groups irregular future verbs for memorisation.
- Reviews narrative connectors and c/z/q/k spelling.

Intercultural attitude — 10 %

The student is assessed on whether they:

- Compares games, tales and memories from different cultures without ridiculing.
- Values music, memory and traditions as cultural expression.
- Shows respect for different narratives, accents and versions.
- Compares environmental habits without judging superiority.

Final student self-assessment

Mark with ✓:

I can now...	Yes	Partly	Not yet
Talk about childhood memories.			
Compare how things were before and how they are now.			
Use soler + infinitive to talk about habits.			
Narrate a short tale with order.			
Basically distinguish the imperfect and the preterite.			
React with surprise or interest.			
Make predictions with the future.			
Talk about a responsible trip or a natural space.			

Final sentence

This week I can say: _____

Week 6 · A2 Level · REVIEW WEEK · Time: 8:30–10:00 / 10:30–12:00

Monday

Content	Monday
Functional contents	- Integrate the unit's contents: talk about aspirations, wishes, help, solidarity, sport and health. - Ask for, offer and grant help in a real communicative situation. - Ask about abilities and knowledge. - Express personal wishes and commitments. - Present a solidarity proposal clearly. - Examples: <i>Espero que podamos ayudar / Quiero que participemos todos / ¿Sabes organizar una campaña? / Conozco una asociación / Vamos a preparar una actividad solidaria.</i>
Grammar contents	- Review of the present subjunctive to express wishes: <i>Espero que..., quiero que..., deseo que...</i> - Review of <i>saber / conocer</i> : <i>Sé preparar una entrevista / Conozco una ONG.</i> - Review of infinitive verbal periphrases: <i>ir a, volver a, acabar de, empezar a, tener que.</i> - Pronouns as objects of prepositions: <i>para mí, contigo, sin él, con nosotros.</i> - Use of connectors to organise the presentation: <i>primero, además, por eso, finalmente.</i>
Text types & lexicon	- Short oral presentation. - Poster, forum or solidarity proposal. - Final interview. - Vocabulary of solidarity and NGOs: <i>voluntariado, campaña, ayuda, colaboración, donación, asociación, proyecto, apoyo.</i> - Vocabulary of sport and food: <i>entrenamiento, esfuerzo, equipo, dieta equilibrada, hidratación, energía, salud.</i> - Vocabulary to express commitment: <i>me comprometo a..., quiero colaborar en..., podemos ayudar con...</i>
Strategic component	- Select key words to organise a presentation. - Use lexical schemata to link solidarity, sport and food. - Prepare a script before speaking. - Check whether the subjunctive, periphrases, <i>saber/conocer</i> and connectors are used correctly. - Listen to classmates and ask a final question.
Cultural contents	- Review of cultural references of the unit: <i>la Roja</i> and <i>la Rojita</i> , <i>Fundación Dame Vida</i> , <i>Deportistas Solidarios en Red</i> and <i>Marga Crespi</i> . - Sport as a space for solidarity, effort, inclusion and healthy life. - Food, health and sport as wellbeing habits. - NGOs and solidarity campaigns as forms of social participation.
Spelling / Phonetics	- Review of the syllable and stress. - Identifying the stressed syllable in unit words: <i>solidaridad, alimentación, deportista, campaña, asociación, energía, saludable.</i> - Expressive reading of the final presentation. - Stress correction in the poster, forum or written text.
Sociocultural knowledge	- Solidarity as a form of social participation: campaigns, volunteering, donations and community help. - Sport as a tool for inclusion, health and teamwork. - Healthy habits linked to food, rest, hydration and physical activity. - The importance of communicating a solidarity proposal respectfully, realistically and clearly. - Social value of sporting figures as references of effort, discipline and commitment.
Intercultural skills & attitudes	- Present a solidarity proposal avoiding paternalism or superiority. - Listen to classmates' proposals respectfully. - Compare ways of helping, doing sport or eating in different cultures without judging. - Value cooperation as a learning and coexistence tool. - Mediate at a basic level: explain a solidarity campaign or healthy proposal to another person.
Learning procedures	- Planning: decide the topic of the final proposal and organise ideas. - Production: prepare a poster, forum, interview or short presentation. - Review: check grammar, vocabulary, stress and clarity. - Self-assessment: assess which structures of the unit have been used correctly. - Cooperation: work in pairs or groups to improve the final proposal.
Final class task / Assessment criteria	*Final project: "A solidarity and healthy campaign". Individually or in pairs, the student designs and presents a campaign related to solidarity, sport or healthy eating. They must explain what they want to achieve, whom they want to help, what activities will be carried out and what skills or resources they need. It must include: - At least one wish expression with the subjunctive: <i>Espero que..., quiero que...</i> - A sentence with <i>saber</i> and another with <i>conocer</i> . - A verbal periphrasis: <i>vamos a..., tenemos que..., empezamos a...</i> - Vocabulary of solidarity, sport or food. - A cultural reference from the unit: <i>la Roja, la Rojita, Fundación Dame Vida, Deportistas Solidarios en Red</i> or <i>Marga Crespi</i> . - Expresses wishes and aspirations using present-subjunctive formulas. - Asks for, offers or

Content	Monday
	<i>grants help appropriately.</i> - Distinguishes <i>saber</i> and <i>conocer</i> * in simple contexts. - Uses infinitive verbal periphrases to talk about plans, obligations or recent actions. - Presents a campaign or solidarity proposal with order and clarity. - Uses vocabulary of solidarity, sport, food and health. - Applies basic syllable and stress rules. - Shows respect, active listening and a cooperative attitude.
Grading criteria	- Final oral or written project: *30 %. - Use of the present subjunctive to express wishes: 20 %. - Correct use of <i>saber/conocer</i> and verbal periphrases: 20 %. - Vocabulary of solidarity, sport, food and health: 10 %. - Organisation with connectors and communicative clarity: 10 %. - Stress, cooperation and intercultural attitude: 10 %*.
Materials	*Unit 12. <i>Nuevo Prisma A2. Solidarity-campaign template, cardboards or digital format, subjunctive cards, saber/conocer sheets, periphrasis cards, images of sport and healthy food, adapted information on la Roja, la Rojita*</i> , Fundación Dame Vida, Deportistas Solidarios en Red and Marga Crespí, self-assessment sheet.

Tuesday, Wednesday, Thursday & Friday — Review

Content	Tuesday	Wednesday	Thursday	Friday
Functional contents	- Describe people, places, objects, the city and transport. - Talk about existence and location. - Compare places, objects and services.	- Talk about recent experiences. - Narrate completed actions. - Place events on a personal timeline.	- Talk about memories and past habits. - Compare <i>before</i> and <i>now</i> . - Describe childhood, school, games, family and technology.	- Narrate a short story. - Tell an anecdote or biography. - Contrast main actions, circumstances and outcomes.
Grammar contents	- Review of <i>ser / estar / hay / está</i> . - Use of adjectives for describing. - Comparatives: <i>más... que, menos... que, tan... como</i> .	- Present perfect: <i>he ido, he visto, he estudiado</i> . - Preterite: <i>fui, vi, estudié</i> . - Time markers: <i>hoy, esta semana, ayer, el año pasado</i> .	- Imperfect tense. - Contrast between <i>antes</i> and <i>ahora</i> . - Structures: <i>cuando era pequeño/a..., antes jugaba..., ahora uso...</i>	- Contrast of past tenses: present perfect, preterite and imperfect. - Narrative use: context in imperfect, action in preterite and experience in present perfect.
Text types & lexicon	- Description of a city, neighbourhood or known place. - Vocabulary of city, transport, services, objects and public spaces.	- Personal timeline. - Recent experiences and completed actions. - Vocabulary of travel, studies, work, leisure and personal life.	- Oral or written forum. - Short autobiographical text. - Vocabulary of childhood, games, school, family, objects and technology.	- Short biography. - Anecdote. - Short news item. - Sequencing vocabulary: <i>primero, después, entonces, al final, mientras</i> .
Strategic component	- Organise the description from the general to the specific. - Use images or maps to describe. - Select key words before writing.	- Order events chronologically. - Differentiate present-perfect and preterite markers. - Use a visual timeline for support.	- Compare two life moments using a <i>before/now</i> table. - Activate vocabulary through personal memories.	- Plan a narrative in three parts: context, main action and ending. - Review connectors and verb tenses before presenting.
Cultural contents	- The city, the neighbourhood and transport in Spain and Latin America. - Differences between urban life, central and peripheral neighbourhoods.	- Common personal experiences in Hispanic contexts: travel, studies, work, leisure and social relationships.	- Childhood, games, school and family life in different generations. - Technological and social changes.	- Biographies and anecdotes of known people or those close to the student. - Ways of telling personal experiences in social contexts.

Content	Tuesday	Wednesday	Thursday	Friday
Spelling / Phonetics	- Intonation in description and comparison. - Pronunciation of <i>hay</i> / <i>está</i> / <i>están</i> .	- Pronunciation of preterite endings: -é, -í, -ó, -aron, -ieron.	- Pronunciation of the imperfect: -aba, -ía. - Attention to stress in verb forms.	- Narrative intonation. - Pauses, connectors and rhythm in the oral presentation of a story.
Sociocultural knowledge	The student recognises the city and the neighbourhood as spaces of social life: transport, services, shops, leisure areas, meeting places and ways of getting around. The description of real spaces and respectful comparison between cities is practised.	The student relates personal experiences to common social practices: travel, studies, employment, leisure, mobility and personal relationships. The idea is reinforced that telling experiences is part of everyday social interaction.	The student identifies changes in everyday life across generations: games, school, family, household objects, use of technology and forms of communication.	The student recognises biography, anecdote and short news as social ways of conveying experiences, personal memory and relevant events.
Intercultural skills & attitudes	Observes differences between cities, neighbourhoods and transport without making simplistic judgements. Compares their own environment with Hispanic cities using expressions such as: <i>en mi ciudad...</i> , <i>en España...</i> , <i>en mi país...</i>	Listens to classmates' experiences and respects differences of age, origin, studies, work, travel or personal situation.	Compares their own childhood with that of other people or cultures. Avoids labelling a way of experiencing the past as "better" or "worse".	Shows empathy when listening to personal stories. Distinguishes facts, opinions and evaluations. Respects others' biographies, memories and experiences.
Learning procedures	The student prepares a vocabulary list by fields: city, neighbourhood, transport, places and objects. Uses a map or image as support to organise the description.	The student builds a timeline with past markers. Classifies sentences as present perfect or preterite and reviews frequent errors.	The student creates a <i>before/now</i> contrast table. Records vocabulary of childhood, technology and habits. Practises self-observation of errors with the imperfect.	The student plans a narrative with the scheme: initial situation — main event — ending. Reviews connectors, verb tenses and clarity before presenting.
Final class task / Assessment criteria	<i>*Description of my city or neighbourhood. The student writes and presents a short description using ser, estar, hay, está* and comparisons. Describes a city, neighbourhood or known place comprehensibly, locating elements, expressing</i>	<i>*My A2 timeline.*</i> The student creates a timeline of things they have done this week and things they did last year. Narrates recent experiences and completed actions, distinguishing the basic use of the present perfect and the preterite	<i>*Text: "When I was little..."*</i> The student writes or presents a short text comparing childhood, school, games, family and technology before and now. Describes memories and past habits using the imperfect and clearly compares before/now situations.	<i>*Short anecdote or biography.*</i> The student reconstructs a story with context, main actions and outcome using past tenses. Produces a short coherent narrative, using connectors and contrasting present perfect, preterite and imperfect.

Content	Tuesday	Wednesday	Thursday	Friday
	existence and comparing basic features.	according to time markers.		
Grading criteria	10 points: - Uses <i>ser / estar / hay / está</i> : 2 p. - Uses city and transport vocabulary: 2 p. - Uses basic comparisons: 2 p. - Organises the description clearly: 2 p. - Participates orally with comprehensible pronunciation: 2 p.	10 points: - Uses the present perfect: 2 p. - Uses the preterite: 2 p. - Uses appropriate time markers: 2 p. - Orders events on a timeline: 2 p. - Presents clearly and listens to others: 2 p.	10 points: - Uses the imperfect: 2 p. - Contrasts before and now: 2 p. - Uses vocabulary of childhood, family, school and technology: 2 p. - Organises the text coherently: 2 p. - Respects cultural experiences and differences: 2 p.	10 points: - Uses the three past tenses functionally: 3 p. - Organises the story with beginning, development and ending: 2 p. - Uses narrative connectors: 2 p. - Presents orally clearly: 2 p. - Corrects or improves an error after review: 1 p.
Materials	Image or map of city, description sheet, transport and services cards.	Timeline template, time-marker cards, examples of present perfect and preterite.	<i>Before/now</i> table, images of games, school, old objects and current technology.	Narrative template, connectors, biography and short anecdote models.

Weekly evaluation

Oral production — 40 %

The student is assessed on whether they:

- Fluently combines the different past tenses (Present perfect, Preterite and Imperfect) to narrate stories.
- Manages everyday-life situations successfully (shopping, health, travel, work).
- Expresses future plans and personal opinions confidently.

Written production — 30 %

The student is assessed on whether they:

- Writes a coherent text (letter, blog or news item) using sequence and cause connectors.
- Applies the reviewed stress and punctuation rules correctly.
- Demonstrates control over agreement and personal pronouns.

Learning procedures — 20 %

The student is assessed on whether they:

- Is able to identify and correct their own errors (self-correction).
- Uses circumlocution strategies (defining a word they don't know) to keep the communication going.

Intercultural attitude — 10 %

The student is assessed on whether they:

- Shows a global view of varieties of Spanish and Hispanic customs.
- Participates actively in intercultural exchange with classmates.

Final student self-assessment

Mark with ✓:

I can now...	Yes	Partly	Not yet
Tell anecdotes distinguishing past tenses.			
Give advice and instructions clearly.			
Write texts organised with connectors.			
Express my plans and wishes for the future.			
Understand the main ideas of audios and readings.			
Correct my own errors when speaking or writing.			

Final sentence

This week I can say: _____

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Level B1— Week 1 — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday
Functional content	- Telling and describing anecdotes about the past in oral and written form. - Talking about the past. - Locating an action prior to another in the past. - Expressing an action immediately following another.	- Telling about something that happens for the first time. - Telling and describing experiences of learning Spanish. - Talking about expectations regarding the Spanish course. - Talking about experiences in the learning of Spanish. - Becoming familiar with the projection of Spanish in the world.
Grammatical content	- Review of A2 contents. - Revision of past tenses: pretérito perfecto, indefinido and imperfecto. - Functional introduction to anteriority and posteriority: antes de que, después de, al poco tiempo, enseguida, más tarde.	- Review of A2 contents applied to learning experiences. - Use of past tenses to narrate personal experiences. - Structures for expectations: espero mejorar, me gustaría aprender, quiero ser capaz de...
Text types and vocabulary	- Social networks. - Personal questionnaires. - Narrative text. - Expository text. - Vocabulary related to anecdotes. - Homographs.	- Vocabulary related to language learning. - Vocabulary related to moods linked to experiences. - Personal questionnaire on learning. - Expository text on Spanish in the world.
Strategic component	- Anticipating the content of a text through development of the lexical field. - Identifying key words before reading or listening to an anecdote. - Organising a narrative with beginning, middle and end.	- Development of oral competence through the construction of dialogues. - Linking the task to one's own communication needs. - Self-observation of difficulties: vocabulary, verb tenses, fluency and pronunciation.
Cultural content	- Spanish around the world. - Social use of personal anecdotes in informal conversations, social media and introductory contexts.	- The varieties of Spanish. - International projection of Spanish. - Linguistic and cultural diversity of the Spanish-speaking world.
Spelling / Phonetics	- Spanish punctuation: colons and ellipsis. - Use of the colon to introduce explanations or enumerations in an anecdote.	- Accentuation: oxytone and paroxytone words (agudas / llanas). - Clear pronunciation in words related to learning and moods.
Sociocultural knowledge	The student recognises the anecdote as a habitual form of social interaction: telling experiences, sharing memories, explaining a past situation and building bonds in informal conversations or social media. Basic rules of appropriateness are worked on: what is told, how much detail is given and how to respect one's own and others' privacy.	The student identifies Spanish as an international language and recognises the existence of varieties of Spanish in different countries. The idea is worked on that learning Spanish involves coming into contact with different ways of speaking, expressing oneself, relating and understanding culture.
Intercultural skills and attitudes	The student listens to classmates' anecdotes without judging personal experiences, lifestyles, age, origin or trajectory. Distinguishes between objective account and personal evaluation. Practises empathy and active listening.	The student compares learning experiences and varieties of Spanish without considering one variety as "better" or "worse". Develops openness towards diverse accents, lexical uses and cultural forms.
Learning procedures	The student plans the narrative before producing it: selects vocabulary, orders the events, marks temporal connectors and reviews the use of past tenses. Records in their notebook frequent narrative errors: verb tenses, connectors, punctuation and accentuation.	The student formulates personal learning objectives for the course, identifies useful resources and evaluates which strategies have worked before.

Contents	Monday	Tuesday
Final classroom task / Assessment criterion	Personal anecdote, written and oral The student writes a short anecdote about a past experience and tells it orally using temporal connectors, appropriate punctuation and past tenses. The student narrates a past anecdote intelligibly, in an orderly and coherent way, using past tenses, temporal connectors and basic punctuation resources.	My experience learning Spanish The student completes a questionnaire, holds a dialogue with a classmate and presents orally their experiences, moods, difficulties, strategies and expectations for the course. The student talks about their learning experiences, expresses expectations, describes moods and recognises the diversity of Spanish in the world in a respectful and intelligible way.
Grading criteria	- Uses past tenses appropriately: 25%. - Orders the anecdote with beginning, middle and end: 20%. - Uses temporal connectors: 15%. - Uses vocabulary related to anecdotes and experiences: 15%. - Uses colons, ellipsis and basic accentuation correctly: 10%. - Presents orally with clarity and active listening: 15%. Total: 100%.	- Explains personal learning experiences: 20%. - Expresses expectations about the course: 15%. - Uses vocabulary of learning and moods: 15%. - Takes part in the dialogue with fluency and respect: 15%. - Recognises varieties of Spanish without value judgements: 15%. - Formulates personal learning objectives and strategies: 20%. Total: 100%.
Materials	Unit 1. Nuevo Prisma B1. Personal questionnaires, narrative texts, examples of anecdotes, temporal-connector cards, punctuation sheet.	Unit 1. Nuevo Prisma B1. Learning questionnaire, map of Spanish in the world, audios or videos with varieties of Spanish, personal-objectives sheet.

Level B1— Week 1 — Time: 8:30–10:00 / 10:30–12:00

Contents	Wednesday	Thursday
Functional content	- Expressing opinion. - Evaluating actions and opinions. - Expressing agreement, partial agreement, disagreement and scepticism.	- Taking a position for or against something. - Defending one's own position. - Qualifying an opinion on social issues.
Grammatical content	- Present subjunctive: morphology. - Verbs of opinion + indicative / subjunctive. - Structures: creo que + indicative, no creo que + subjunctive, pienso que, no me parece que.	- Expressions of evaluation + infinitive / subjunctive. - Discourse connectors. - Structures for expressing agreement and disagreement. - Opinion intensifiers.
Text types and vocabulary	- Opinion texts. - Short interventions in a debate. - Opinion vocabulary: creo, pienso, opino, me parece, estoy de acuerdo, no estoy de acuerdo, tengo dudas.	- Short argumentative text. - Vocabulary related to NGOs, humanitarian aid, living in another country, solidarity and social participation. - Expressions to take a position: a favor de, en contra de, desde mi punto de vista, por una parte, por otra parte.
Strategic component	- Strategies for recognising the grammatical structures that form part of a given communicative function. - Identifying when a structure expresses certainty, doubt, evaluation or opinion.	- Selecting strategies that facilitate the learning of new vocabulary. - Classifying vocabulary by theme: NGOs, volunteering, aid, host country, integration, rights, duties and coexistence.
Cultural content	- NGOs. - 150th anniversary of the Red Cross.	- Living in another country: sociological reflections. - Social participation, solidarity and forms of aid in Spain and Hispanic countries.
Spelling / Phonetics	- Accentuation: proparoxytone and superproparoxytone words (esdrújulas y	- Application of accentuation in opinion texts. - Reading aloud with attention to

Contents	Wednesday	Thursday
	sobresdrújulas). - Revision of the general rules of accentuation.	pauses, argumentative intonation and emphasis on intensifiers.
Sociocultural knowledge	The student recognises the social function of NGOs and entities such as the Red Cross in contexts of aid, emergency, cooperation and volunteering. Citizen participation is introduced as a social practice linked to solidarity, responsibility and organised aid.	The student reflects on living in another country: adaptation, paperwork, coexistence, cultural differences, social norms, support networks and difficulties of integration. Solidarity is worked on through real situations of mobility, migration and intercultural coexistence.
Intercultural skills and attitudes	The student compares forms of aid, volunteering and social participation in different countries, avoiding oversimplifications. Practises active listening and respect for different opinions about cooperation, institutional aid and individual responsibility.	The student develops empathy towards people living outside their country. Relativises their own cultural norms, recognises possible intercultural misunderstandings and formulates opinions without prejudice.
Learning procedures	The student identifies the relationship between communicative intention and linguistic form: confident opinion → indicative; denied opinion, doubt or evaluation → subjunctive. Records personal examples and frequent errors in the learning notebook.	The student plans an argumentative intervention: defines a position, selects vocabulary, organises arguments and reviews connectors.
Final classroom task / Assessment criterion	Guided mini-debate: “Is it important to collaborate with an NGO?” Each student must express an opinion, show agreement or disagreement with a classmate and use at least one structure with the indicative and another with the subjunctive. The student expresses opinions and evaluations intelligibly, distinguishes agreement, disagreement and scepticism, and uses opinion structures with indicative and subjunctive in a functional way.	Short argumentative text: “Living in another country: advantages, difficulties and forms of aid” The student writes and presents a position for or against an idea, using connectors, intensifiers and new vocabulary. The student takes a position for or against a social issue, organises arguments, uses connectors and intensifiers and employs vocabulary related to NGOs, solidarity and life in another country.
Grading criteria	- Expresses a clear opinion: 20%. - Uses opinion structures with the indicative: 15%. - Uses structures of doubt, denial or evaluation with the subjunctive: 20%. - Expresses agreement, disagreement or scepticism with respect: 15%. - Uses vocabulary related to NGOs and solidarity: 15%. - Respects turns and takes part in the mini-debate: 15%.	- Defends a clear position for or against: 20%. - Organises the text with connectors: 15%. - Uses evaluation expressions + infinitive/subjunctive: 20%. - Uses opinion intensifiers: 10%. - Uses vocabulary of life in another country, NGOs and social aid: 15%. - Presents orally with clarity and corrects errors after revision: 20%.
Materials	Unit 2. Nuevo Prisma B1. Short texts on NGOs, opinion sheet, agreement/disagreement cards, indicative/subjunctive table.	Unit 2. Nuevo Prisma B1. Text on living in another country, connector sheet, argumentative-text template, list of intensifiers and self-assessment rubric.

Level B1— Week 1 — Time: 8:30–10:00 / 10:30–12:00

Contents	Friday — Final project Units 1 and 2: Project “My experience, my opinion and my commitment”
Functional content	- Telling a personal anecdote related to learning Spanish or to an intercultural experience. - Talking about the past and locating earlier or later actions. - Expressing opinions, agreement, disagreement and partial agreement. - Taking a position for or against

Contents	Friday — Final project Units 1 and 2: Project “My experience, my opinion and my commitment”
	collaborating with an NGO or helping people who live in another country. - Expressing expectations about the Spanish course.
Grammatical content	- Revision of past tenses: pretérito perfecto, indefinido and imperfecto. - Temporal connectors: primero, después, más tarde, al poco tiempo, enseguida, finalmente. - Verbs of opinion + indicative/subjunctive: creo que + indicative, no creo que + subjunctive, me parece que, no me parece que. - Evaluation expressions + infinitive/subjunctive: es importante ayudar, es necesario que las personas colaboren. - Argumentation connectors: por una parte, por otra parte, además, sin embargo, desde mi punto de vista.
Text types and vocabulary	- Short narrative text: personal anecdote. - Short argumentative text: opinion on solidarity, NGOs or living in another country. - Oral presentation. - Learning vocabulary: dificultad, fluidez, pronunciación, vocabulario, estrategia, mejorar, aprender. - Vocabulary of NGOs and solidarity: ayuda, voluntariado, cooperación, integración, derechos, convivencia, apoyo, país de acogida.
Strategic component	- Planning before speaking or writing. - Ordering a narrative with beginning, middle and end. - Distinguishing personal narrative from argued opinion. - Using a template to organise: anecdote + learning + opinion + proposal. - Reviewing connectors, past tenses, use of indicative/subjunctive and clarity of the message.
Cultural content	- Spanish in the world and its varieties. - NGOs and social participation. - Living in another country: adaptation, coexistence, language learning and support networks. - Linguistic and cultural diversity of the Spanish-speaking world.
Spelling / Phonetics	- Use of colons and ellipsis in narration. - Revision of accentuation: agudas, llanas, esdrújulas and sobresdrújulas. - Oral reading with appropriate pauses. - Argumentative intonation for expressing opinion, agreement and disagreement.
Sociocultural knowledge	The student understands that telling personal experiences serves to create social bonds and share learning. They also recognise that learning Spanish involves coming into contact with different linguistic varieties and cultural forms. In addition, they identify NGOs and solidarity as social practices linked to organised aid, citizen responsibility and intercultural coexistence.
Intercultural skills and attitudes	The student listens to classmates' experiences without judging. Compares ways of learning, living in another country or collaborating socially without imposing their own model. Respects accents, varieties of Spanish and different opinions. Develops empathy towards migrants, language learners and people in need of social support.
Learning procedures	The student drafts a working version, selects useful vocabulary, organises the information and reviews their production. Records in their notebook the most frequent errors: past tenses, connectors, use of subjunctive, accentuation and pronunciation. At the end, completes a brief self-assessment on what they can already do and what they need to improve.
Final classroom task / Assessment criterion	Final product: oral presentation + written text titled “An experience that taught me something” Must include: 1. A personal anecdote in the past. 2. A reflection on learning Spanish. 3. An opinion on the importance of helping, collaborating with an NGO or supporting people who live in another country. 4. A personal proposal or commitment for the course. Assessment criterion: the student narrates a past experience intelligibly, expresses an argued opinion, uses past tenses, connectors, opinion structures with indicative/subjunctive and shows respect towards cultural and linguistic diversity.
Grading criteria	100% - Narrates an anecdote with beginning, middle and end: 15%. - Uses pretérito perfecto, indefinido and imperfecto appropriately: 20%. - Expresses opinion, agreement or disagreement with clarity: 15%. - Uses opinion structures with indicative/subjunctive correctly: 15%. - Uses vocabulary of learning, NGOs, solidarity and coexistence: 15%. - Presents orally with clarity, pauses and appropriate intonation: 10%. - Shows a respectful intercultural attitude: 10%.
Materials	- Units 1 and 2. Nuevo Prisma B1. - Project template. - Cards of temporal and argumentative connectors. - Map of Spanish in the world. - Opinion sheet: creo que / no creo que / estoy de acuerdo / no estoy de acuerdo. - Short texts on NGOs, Red Cross or experiences of living in another country. - Assessment and self-assessment rubric.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Tells a personal or intercultural anecdote in the past clearly and in an orderly way.
- Uses the past tenses correctly: pretérito perfecto, indefinido and imperfecto.
- Talks about their experiences learning Spanish.
- Expresses expectations about the course with appropriate formulas: me gustaría..., espero..., quiero ser capaz de...
- Expresses opinions, agreement, disagreement or partial agreement.
- Uses opinion structures with indicative and subjunctive: creo que..., no creo que..., me parece que..., no me parece que...
- Takes part in a mini-debate on NGOs, solidarity or living in another country.
- Presents their final project orally with clarity, appropriate pauses and respect towards classmates.

Written production — 30 %

It is assessed whether the student:

- Writes a short anecdote with beginning, middle and end.
- Uses temporal connectors to order the story: primero, después, más tarde, al poco tiempo, finalmente...
- Drafts a reflection on their experience learning Spanish.
- Expresses an argued opinion on helping, collaborating with an NGO or living in another country.
- Uses vocabulary related to learning, emotions, solidarity, coexistence and intercultural experiences.
- Applies the punctuation worked on correctly: colons and ellipsis.
- Reviews basic accentuation: agudas, llanas, esdrújulas and sobresdrújulas.
- Presents a coherent, intelligible text appropriate to the B1 level.

Learning procedures — 20 %

It is assessed whether the student:

- Plans their anecdote before writing or telling it.
- Selects useful vocabulary to talk about experiences, learning and solidarity.
- Uses connectors to organise their ideas.
- Identifies frequent errors in past tenses, connectors, accentuation and use of indicative/subjunctive.
- Uses strategies to understand texts or audios about Spanish in the world, NGOs or life in another country.
- Records new expressions in their notebook.
- Revises and improves their production before submitting it.
- Takes part in the final self-assessment of the week.

Intercultural attitude — 10 %

It is assessed whether the student:

- Listens to classmates' anecdotes and experiences without judging.
- Respects different ways of learning Spanish.
- Recognises that different varieties of Spanish exist.
- Values the linguistic and cultural diversity of the Spanish-speaking world.
- Talks about NGOs, solidarity and life in another country without prejudice.
- Shows empathy towards people living outside their country.
- Expresses agreement or disagreement with respect.
- Takes part in class with an open and cooperative attitude.

Student final self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Tell a personal anecdote in the past			
Use pretérito perfecto, indefinido and imperfecto			
Order a story with temporal connectors			
Talk about my experiences learning Spanish			
Express my expectations for the course			
Say what I find difficult and what I want to improve in Spanish			
Recognise that different varieties of Spanish exist			
Express my opinion with clarity			
Use creo que + indicative			
Use no creo que + subjunctive			
Show agreement or disagreement with respect			
Talk about NGOs, solidarity or social aid			
Talk about living in another country			
Write a short text with opinion and personal experience			
Review my errors before submitting the work			

Closing sentence

This week I can say:

Level B1— Week 2 — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday
Functional content	- Advising and recommending. - Expressing wishes. - Expressing requests and commands. - Apologising.	- Talking about personal relationships. - Writing an opinion on a forum. - Expressing advice, wishes and recommendations on social media.
Grammatical content	- Te recomiendo / te aconsejo + que + subjunctive / infinitive / noun. - Espero / deseo / quiero... + que + subjunctive / infinitive / noun. - Ojalá / Que + subjunctive.	- Te ruego / pido / prohíbo... + que + subjunctive / infinitive / noun. - Discourse connectors. - Diminutives. - Colloquial expressions.
Text types and vocabulary	- Journalistic expository text. - Vocabulary related to household chores. - Vocabulary related to social behaviour.	- Social media. - Colloquial expressions. - Vocabulary of personal relationships, cultural habits and the employment situation of young Spaniards.
Strategic component	- Strategies for ordering the paragraphs that make up a text. - Using the dictionary to infer the meaning of set expressions.	- Development of oral skill through comparison of personal situations. - Organising discourse on a forum: opinion, example, advice and closing.
Cultural content	- Cultural diversity through comparison of habits. - Spanish cultural habits related to social behaviour.	- The employment situation of young Spaniards. - Social behaviour on networks, coexistence, personal relationships and digital participation.
Spelling / Phonetics	- Accentuation: diphthongs, triphthongs and hiatuses. - Practical review in subjunctive verb forms.	- The diacritical tilde. - Review of frequent forms: sé/se, tú/tu, él/el, mí/mi, más/mas, sí/si.
Sociocultural knowledge	The student recognises social norms and cultural habits related to coexistence: division of household chores, ways of asking for help, apologising, advising and expressing wishes appropriately. Everyday behaviours linked to respect, courtesy and shared responsibility are worked on.	The student analyses personal relationships, social networks and the youth employment situation in Spain as current sociocultural realities. Forms of digital interaction, expression of opinions, disagreements, public advice and norms of behaviour in virtual spaces are observed.
Intercultural skills and attitudes	The student compares household habits and social-behaviour norms between cultures without imposing their own model. Develops flexibility regarding different ways of organising coexistence, apologising, giving advice or expressing wishes.	The student observes how age, social context, employment situation and digital culture influence personal relationships. Practises empathy, avoids stereotypes about young people or lifestyles, and learns to formulate opinions on forums with respect.
Learning procedures	The student identifies the communicative function of each structure: advice, wish, command, request or apology. Records in their notebook useful formulas with the subjunctive and personal examples. Uses the dictionary to interpret set expressions and colloquial expressions within a text.	The student plans a written forum intervention: selects a main idea, orders arguments, uses connectors and reviews the tone. Applies self-assessment strategies: checks whether they have used subjunctive, connectors, new vocabulary and a respectful stance.
Final classroom task / Assessment criterion	Coexistence guide Draw up a list of recommendations and wishes to improve coexistence at home, in class or in a shared flat. Must include at least: two pieces of advice, one wish, one request, one apology and one expression with the subjunctive. The student advises, recommends, expresses wishes, requests and apologies intelligibly, using structures with subjunctive, infinitive or noun depending on the communicative intention.	Opinion forum Write a short forum post on personal relationships, household chores, social media or the youth employment situation. Must include opinion, advice, example, connector and a respectful closing. The student writes an opinion on a forum clearly and respectfully, uses connectors, appropriate colloquial expressions, social vocabulary and structures of command, request or recommendation.

Contents	Monday	Tuesday
Grading criteria	- Uses structures of advice and recommendation: 20%. - Uses structures of wish with the subjunctive: 20%. - Formulates requests, commands or apologies appropriately: 15%. - Uses vocabulary of household chores and social behaviour: 15%. - Orders the text in coherent paragraphs: 15%. - Applies accentuation of diphthongs, triphthongs and hiatuses: 15%.	- Writes a clear opinion in forum format: 20%. - Uses discourse connectors: 15%. - Uses colloquial expressions and diminutives appropriately: 15%. - Integrates vocabulary of social media, personal relationships and the employment situation: 15%. - Uses structures with the subjunctive to ask, forbid or advise: 20%. - Applies the diacritical tilde and reviews their own errors: 15%.
Materials	Unit 3. Nuevo Prisma B1. Journalistic expository text, advice cards, subjunctive sheet, list of household chores, dictionary.	Unit 3. Nuevo Prisma B1. Forum model, simulated social-media screenshots, table of connectors, revision rubric and diacritical-tilde sheet.

Level B1— Week 2 — Time: 8:30–10:00 / 10:30–12:00

Contents	Wednesday	Thursday
Functional content	- Drafting an advert for a web page. - Expressing personal tastes and those of people around oneself. - Talking about likes and dislikes. - Asking for information about whether something is known or someone is known.	- Describing objects, places and people. - Describing a city, a building or a cultural space. - Posing and solving riddles. - Asking for information to identify places, objects or people.
Grammatical content	- Verbs of sensations and feelings with infinitive and subjunctive. - Me gusta que... / Me gusta + infinitive. - Me molesta que... / Me encanta... / Me interesa... - Relative pronouns que and donde with indicative and subjunctive.	- Discourse connectors. - Indefinite pronouns to ask about the existence of something or someone: alguien, algo, alguno/a, nadie, nada, ningún/ninguna. - Relative pronouns que and donde applied to the description of places and heritage.
Text types and vocabulary	- Web adverts. - Press article. - Vocabulary related to leisure. - Vocabulary for expressing tastes, preferences, interests and dislikes.	- Riddles. - Vocabulary related to architecture. - Vocabulary of Spanish and Latin American cities. - World Heritage. - Contemporary Spanish architecture.
Strategic component	- Cooperative-work strategies for carrying out a task. - Role distribution: writer, proofreader, spokesperson and design lead for the advert. - Selecting relevant information for a digital advert.	- Cooperative-work strategies to describe and present a place. - Use of clues, inferences and key words to solve riddles. - Organising the description: location, function, characteristics and evaluation.
Cultural content	- Leisure and habits of participation on websites. - Ways of recommending cultural, social or recreational activities in digital contexts.	- Spanish and Latin American cities. - World Heritage. - Contemporary Spanish architecture. - Cultural value of urban and monumental spaces.
Spelling / Phonetics	- Voiceless and voiced stop consonants: contrast /p/ /b/. - Practice with words: página, publicar, barrio, visitar, biblioteca, público.	- Voiceless and voiced stop consonants: contrasts /t/ /d/, /k/ /g/. - Practice with words: ciudad, tradición, arquitectura, antiguo, grande, cultura.
Sociocultural knowledge	The student recognises leisure as a space for social participation: cultural, sporting, recreational and digital activities. Web adverts, recommendations and habitual ways of presenting an activity to other people are worked on. Likewise, how tastes, interests and dislikes are expressed in social contexts is observed.	The student identifies the city, heritage and architecture as cultural references. Spanish and Latin American cities, World Heritage sites and examples of contemporary architecture are worked on as part of cultural and tourist life.

Contents	Wednesday	Thursday
Intercultural skills and attitudes	The student compares tastes, forms of leisure and digital habits between cultures without judging others' preferences. Learns to listen to different interests, negotiate a common proposal and formulate appropriate recommendations for a varied audience.	The student develops curiosity and respect towards the heritage of different cities. Compares urban and monumental spaces of Spain, Latin America and their own country, avoiding reducing a culture to tourist stereotypes.
Learning procedures	The student plans the cooperative task: identifies the aim of the advert, selects the target audience, distributes roles, chooses useful vocabulary and reviews whether the text is clear, attractive and correct. Records expressions of taste and subjunctive structures in their notebook.	The student uses inference, classification and self-assessment strategies: groups architecture vocabulary, formulates clues for riddles, reviews connectors and checks whether the description allows the place or object to be correctly identified.
Final classroom task / Assessment criterion	Leisure web advert In pairs or groups, draft an advert for a web page recommending a cultural, sporting or social activity. Must include: title, description, tastes it caters to, place, target audience and one sentence with the subjunctive. The student drafts a clear and appropriate web advert, expresses likes and dislikes, uses verbs of feeling with infinitive or subjunctive and cooperates in producing a common output.	Heritage riddle Create and present a riddle about a city, building, monument or World Heritage site. Must include description, clues with relatives que/donde, indefinite pronouns and connectors. The student describes objects, places or people precisely, uses relatives, connectors and indefinite pronouns, and presents an intelligible riddle related to cities, heritage or architecture.
Grading criteria	- Drafts a clear and complete web advert: 20%. - Expresses tastes, interests and dislikes correctly: 15%. - Uses verbs of feeling with infinitive/subjunctive: 20%. - Uses relative pronouns que/donde functionally: 15%. - Integrates vocabulary related to leisure: 15%. - Cooperates and fulfils their role within the group: 15%.	- Describes a place, object or person precisely: 20%. - Uses indefinite pronouns correctly: 15%. - Uses discourse connectors: 15%. - Integrates vocabulary of architecture, city and heritage: 20%. - Formulates a coherent and solvable riddle: 15%. - Pronounces the consonant contrasts worked on clearly: 15%.
Materials	Unit 4. Nuevo Prisma B1. Web advert models, press article, leisure cards, likes/dislikes sheet, advert template.	Unit 4. Nuevo Prisma B1. Images of cities, buildings and heritage; riddle cards; connector sheet; list of architectural vocabulary.

Level B1— Week 2 — Time: 8:30–10:00 / 10:30–12:00

Contents	Friday — Final project Units 3 and 4: “Living together, recommending and discovering the city”
Functional content	- Advising and recommending. - Expressing wishes. - Formulating requests, commands and apologies. - Talking about personal relationships and coexistence. - Expressing tastes, interests and dislikes. - Drafting an advert for a web page. - Describing objects, places, people, cities or cultural spaces. - Formulating clues so others can identify a place or activity.
Grammatical content	- Te recomiendo / te aconsejo + que + subjunctive / infinitive / noun. - Espero / deseo / quiero + que + subjunctive / infinitive / noun. - Ojalá / Que + subjunctive. - Te ruego / te pido / te prohíbo + que + subjunctive / infinitive / noun. - Verbs of feeling and taste: me gusta que / me gusta + infinitive, me molesta que, me encanta, me interesa. - Relative pronouns que and donde with indicative and subjunctive. - Indefinite pronouns: alguien, algo, alguno/a, nadie, nada, ningún/ninguna. - Discourse connectors to order recommendations and descriptions.
Text types and vocabulary	- Coexistence guide. - Forum post. - Web advert. - Heritage riddle. - Vocabulary of household chores, social behaviour and personal relationships. - Vocabulary of social

Contents	Friday — Final project Units 3 and 4: “Living together, recommending and discovering the city”
	media and colloquial expressions. - Vocabulary of leisure, tastes, interests and dislikes. - Vocabulary of architecture, city, heritage, cultural spaces and urban activities.
Strategic component	- Ordering paragraphs in a short text. - Using the dictionary to understand set or colloquial expressions. - Planning a written forum intervention: opinion, advice, example and closing. - Distributing roles in a cooperative task: writer, proofreader, spokesperson and design lead. - Selecting relevant information for a digital advert. - Using clues, inferences and key words to solve or create riddles.
Cultural content	- Spanish cultural habits related to social behaviour. - Employment situation of young Spaniards. - Social behaviour on networks. - Leisure and participation on web pages. - Spanish and Latin American cities. - World Heritage. - Contemporary Spanish architecture.
Spelling / Phonetics	- Accentuation: diphthongs, triphthongs and hiatuses. - Diacritical tilde: sé/se, tú/tu, él/el, mí/mi, más/mas, sí/si. - Contrast of voiceless and voiced stop consonants: /p/ /b/, /t/ /d/, /k/ /g/. - Clear oral reading of adverts, advice and descriptions of places.
Sociocultural knowledge	The student recognises coexistence as a social practice regulated by norms, responsibilities, courtesy, apologies and appropriate ways of asking for help or giving advice. Also identifies leisure, social media and the city as spaces of social participation. Heritage, architecture and urban spaces are worked on as cultural references that allow an understanding of the social, tourist and cultural life of Spain and the Hispanic world.
Intercultural skills and attitudes	The student compares household habits, forms of coexistence, leisure tastes and ways of participating in social media without imposing their own model. Learns to formulate advice and recommendations without sounding authoritarian. Also develops respect towards cities, monuments and heritage spaces, avoiding reducing a culture to tourist clichés.
Learning procedures	The student plans the final product in a group: chooses a place or activity, defines the target audience, selects vocabulary, formulates advice, tastes and coexistence rules, organises the text and reviews accuracy. Records useful subjunctive structures, expressions of taste, relatives and indefinite pronouns in their notebook. At the end, completes a self-assessment on their participation, language use and intercultural attitude.
Final classroom task / Assessment criterion	Final product: creation of a publication entitled “The perfect plan for living together and discovering the city” Must include: 1. A web advert for a cultural, social or leisure activity. 2. A brief coexistence guide to take part in that activity. 3. Advice, wishes, requests or apologies. 4. Expression of tastes or dislikes. 5. Description of a place, building, neighbourhood or heritage space. 6. A small final riddle so classmates can discover the place or activity. Assessment criterion: the student recommends, advises, expresses wishes, tastes and coexistence rules; describes a place or activity clearly; uses structures with subjunctive, relatives, indefinites and connectors; and shows respect towards different social habits, tastes and cultural references.
Grading criteria	100% - Formulates advice, recommendations, wishes, requests or apologies accurately: 20%. - Uses subjunctive structures functionally: 20%. - Expresses tastes, interests and dislikes clearly: 15%. - Describes a place, activity or heritage space using relatives and indefinites: 15%. - Organises the advert/guide with coherence, connectors and appropriate format: 10%. - Integrates vocabulary of coexistence, leisure, networks, city and heritage: 10%. - Takes part in cooperative work and shows a respectful intercultural attitude: 10%.
Materials	- Units 3 and 4. Nuevo Prisma B1. - Forum, web advert and short guide models. - Cards of advice, wishes and requests. - Subjunctive sheet. - List of household chores and coexistence rules. - Images of cities, buildings, neighbourhoods and heritage. - Web advert template. - Riddle cards. - Assessment and self-assessment rubric.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Advises and recommends clearly and appropriately.
- Expresses wishes, requests, commands and apologies using polite formulas.
- Takes part in conversations on coexistence, personal relationships and social behaviour.
- Expresses tastes, interests, preferences and dislikes.
- Describes objects, people, places, cities or cultural spaces.
- Formulates oral clues so others can identify a place, object or activity.
- Uses discourse connectors to order their interventions.
- Takes part in cooperative tasks respecting turns, roles and classmates' opinions.

Written production — 30 %

It is assessed whether the student:

- Drafts a coexistence guide with advice, wishes, requests and apologies.
- Writes a short forum post with opinion, advice, example and closing.
- Drafts a web advert that is clear and appropriate to the recipient.
- Produces an intelligible heritage riddle or description.
- Uses vocabulary related to household chores, personal relationships, leisure, architecture, city and heritage.
- Uses structures with subjunctive, infinitive or noun depending on the communicative intention.
- Uses indefinite pronouns correctly: alguien, algo, alguno/a, nadie, nada, ningún/ninguna.
- Reviews spelling, accentuation and diacritical tildes worked on during the week.

Learning procedures — 20 %

It is assessed whether the student:

- Plans their texts before writing them.
- Uses the dictionary to understand set and colloquial expressions.
- Organises paragraphs and connectors so the text is coherent.
- Selects relevant information for adverts, forums and descriptions.
- Works in a group with role distribution: writer, proofreader, spokesperson or design lead.
- Uses inference strategies to solve riddles and understand descriptions.
- Reviews their errors of subjunctive, connectors, indefinite pronouns and accentuation.
- Takes part in the final self-assessment of the week.

Intercultural attitude — 10 %

It is assessed whether the student:

- Compares household habits and coexistence rules without imposing their own model.
- Respects different ways of asking for help, apologising, advising or expressing wishes.
- Observes personal and social relationships without falling into stereotypes.
- Values different uses of social media, forums and digital participation.
- Shows curiosity about cities, heritage and cultural spaces of other countries.
- Avoids reducing a culture to tourist clichés.
- Cooperates with classmates in a respectful way.
- Formulates opinions, advice and criticism without aggressiveness.

Student final self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Give advice and recommendations			
Express wishes using the subjunctive			
Formulate requests, commands or prohibitions			
Apologise appropriately			
Talk about coexistence rules			
Write a short coexistence guide			
Give my opinion on a forum			
Use connectors to order my ideas			
Express tastes, interests and dislikes			
Draft a web advert			
Describe a city, building or cultural place			
Use indefinite pronouns such as alguien, algo, nadie, nada			
Create clues for a riddle			
Talk about heritage and architecture			
Work in a group respecting roles and turns			
Review my errors before submitting the work			

Closing sentence

This week I can say:

Level B1— Week 3 — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday
Functional content	- Expressing positive and negative feelings. - Expressing complaints through digital platforms. - Reacting through feelings to a situation or an object.	- Expressing joy, sadness, envy and fear. - Evaluating products, places, customs and gastronomic experiences. - Commenting on emotions in response to texts, blogs or digital publications.
Grammatical content	- Verbs of feelings with infinitive and subjunctive. - Structures: me alegra que..., me molesta que..., me da miedo que..., me preocupa que..., me gusta + infinitive.	- Adjectives that change meaning with ser and estar. - Contrasts: ser bueno / estar bueno, ser malo / estar malo, ser rico / estar rico, ser listo / estar listo. - Review of verbs of feeling with the subjunctive.
Text types and vocabulary	- Social media: platforms. - Narrative text. - Digital text: blog. - Vocabulary of feelings. - Adjectives and nouns related to feelings.	- Digital journalistic article. - Vocabulary of feelings applied to evaluation. - Products with Designation of Origin. - Colombia: places of interest, customs and gastronomy.
Strategic component	- Strategies for lexical acquisition: semantic field of feelings — nouns, adjectives and verbs. - Use of the dictionary to consolidate comprehension.	- Inferring the meaning of words from context. - Classifying gastronomic and emotional vocabulary. - Distinguishing literal meaning, subjective evaluation and cultural use.
Cultural content	- Platforms on social media: attitudes and behaviour of society in the face of problems. - Habitual ways of expressing complaints, support, disagreement or discontent in digital spaces.	- Products with Designation of Origin. - Colombia: places of interest, customs and gastronomy. - Relationship between food, cultural identity, territory and emotions.
Spelling / Phonetics	- Stop consonants 2: spellings g/j. - Practice: queja, alegría, gente, gesto, injusto, digital.	- Stop consonants 2: spellings c/qu/k and b/v. - Practice: queso, café, Colombia, variedad, vino, bueno, vaca, producto.
Sociocultural knowledge	The student recognises social media as a space for public expression of feelings, complaints and reactions to everyday problems. Norms of digital courtesy, communicative responsibility, forms of protest and ways of expressing discontent without aggressiveness are worked on.	The student identifies gastronomy and products with Designation of Origin as part of cultural identity. Products, places, customs and emotions are related: tasting food, evaluating flavours, talking about gastronomic experiences and recognising cultural diversity.
Intercultural skills and attitudes	The student compares how emotions, complaints and disagreements are expressed in different cultures and digital environments. Practises empathy, avoids verbal aggressiveness and distinguishes between reasoned criticism, legitimate complaint and personal attack.	The student compares gastronomic customs of Colombia, Spain and other countries without falling into stereotypes. Develops cultural curiosity, respect for different tastes and the ability to evaluate products or food without imposing their own criterion.
Learning procedures	The student organises emotional vocabulary by fields: positive feeling, negative feeling, reaction, complaint and evaluation. Uses the dictionary to distinguish nouns, adjectives and verbs: alegría / alegre / alegrarse. Records personal examples with infinitive and subjunctive.	The student infers new vocabulary from context, reviews the ser/estar + adjective contrast, classifies gastronomic vocabulary and produces a self-assessment of the final text.
Final classroom task / Assessment criterion	Responsible digital complaint Write a short post for a digital platform where the student expresses a complaint or reaction to an everyday problem. Must include: feeling, cause, request or proposed	Gastronomic-cultural blog post Write a short post on a product with Designation of Origin or on a gastronomic experience from Colombia, Spain or another country. Must include description,

Contents	Monday	Tuesday
	solution and one structure with the subjunctive. The student expresses positive and negative feelings, formulates a clear and appropriate digital complaint and uses verbs of feeling with infinitive or subjunctive according to the communicative structure.	emotion, evaluation with ser/estar and a respectful cultural comparison. The student evaluates products, customs or gastronomic experiences, uses adjectives with ser/estar correctly, infers vocabulary from context and produces a coherent digital text with intercultural sensitivity.
Grading criteria	- Expresses positive and negative feelings clearly: 20%. - Formulates an appropriate and respectful digital complaint: 20%. - Uses verbs of feeling with infinitive/subjunctive: 20%. - Uses varied emotional vocabulary: 15%. - Uses dictionary or resources to improve lexical accuracy: 10%. - Applies g/j spellings correctly: 15%.	- Drafts a clear and coherent digital post: 20%. - Uses ser/estar with meaning-changing adjectives correctly: 20%. - Integrates gastronomic and emotional vocabulary: 15%. - Relates product, place, custom and culture: 15%. - Infers vocabulary from context and reviews errors: 10%. - Applies c/qu/k and b/v spellings appropriately: 20%.
Materials	Unit 5. Nuevo Prisma B1. Social-media post models, short complaint texts, feeling cards, dictionary and digital-complaint template.	Unit 5. Nuevo Prisma B1. Digital journalistic article, gastronomic blog, images of products with Designation of Origin, ser/estar sheet, map or images of Colombia.

Level B1— Week 3 — Time: 8:30–10:00 / 10:30–12:00

Contents	Wednesday	Thursday
Functional content	- Expressing an action simultaneous with another. - Expressing an action immediately following another. - Expressing the limit of an action. - Expressing an action that happens whenever another action takes place.	- Expressing the beginning of an action. - Expressing the period of time that separates two events. - Expressing an action prior to / following another. - Talking about personal experiences in the field of education.
Grammatical content	- Temporal clauses with indicative and subjunctive. - Temporal connectors: cuando, mientras, en cuanto, hasta que, siempre que. - Use of the indicative for habitual or known actions. - Use of the subjunctive for future or unrealised actions.	- Temporal connectors: antes de que, después de que, desde que, hasta que, al empezar, al terminar, nada más + infinitive. - Contrast between prior, simultaneous and subsequent actions. - Revision of the use of indicative/subjunctive in temporal subordinates.
Text types and vocabulary	- Informative texts: news, speech, diary, blog. - Literary text: poem. - Vocabulary related to education.	- Informative texts: news, speech, diary, blog. - Text commentary. - Colloquial expressions related to studies.
Strategic component	- Strategies for understanding a text through its analysis with a view to producing a text commentary. - Identification of theme, main ideas, key words and temporal structure of the text.	- Strategies for producing a text commentary: selecting relevant information, ordering ideas, justifying interpretations and relating the text to personal educational experiences.
Cultural content	- University degrees with the best prospects. - Symbols associated with university life. - The Spanish education system.	- Poem by Antonio Machado. - Song by Pablo Alborán. - Education as a cultural, personal and social experience.
Spelling / Phonetics	- Fricative consonants: /s/, /z/, /f/, /j/. - Spellings g/j, h. - Practice with educational vocabulary: gestión, joven, examen, instituto, asignatura, universidad.	- Homophones. - Revision of g/j, h spellings in written texts. - Expressive reading of a poem or extract with attention to pauses, rhythm and pronunciation.

Contents	Wednesday	Thursday
Sociocultural knowledge	The student recognises education as a social sphere: educational stages, university, degrees, professions of the future, study habits and symbols associated with academic life. The education system is worked on as part of the social organisation of Spain.	The student identifies education as a cultural and personal experience: school memories, educational paths, access to studies, professional expectations and the presence of education in literary texts, songs and public discourses.
Intercultural skills and attitudes	The student compares education systems, ways of studying and academic expectations of different countries without establishing simplistic hierarchies. Develops respect for different educational paths, career changes, training interruptions or access difficulties.	The student interprets educational experiences from an intercultural perspective. Listens to personal accounts of studies, effort, failure, success or expectations without judging. Relates cultural texts — poem, song, news item — to their own and others' experiences.
Learning procedures	The student organises temporal connectors in a functional table: simultaneity, immediate posteriority, limit, repetition and anteriority. Records personal examples and marks whether they require indicative or subjunctive.	The student applies text-commentary strategies: global reading, underlining of key ideas, identification of connectors, vocabulary analysis, preliminary outline, drafting and revision. Also carries out self-assessment of the use of temporal connectors and correction of errors.
Final classroom task / Assessment criterion	Educational timeline Draw up a personal or fictional timeline of an educational path using at least five temporal connectors. Example: “Cuando terminé el instituto, empecé un ciclo. Mientras estudiaba, trabajaba. En cuanto aprobé, busqué prácticas.” The student expresses temporal relations between actions intelligibly, using temporal connectors with indicative or subjunctive depending on the value of the action, and applies educational vocabulary in a coherent timeline.	Short commentary on an educational text Draft and present a commentary on a news item, poem, blog or song related to education. Must include summary, opinion, temporal reference and a connection with personal experience. The student understands a text on education, identifies main ideas, organises a short commentary and relates the content to personal or cultural experiences using temporal connectors and appropriate vocabulary.
Grading criteria	- Uses varied temporal connectors: 20%. - Distinguishes indicative/subjunctive in temporal clauses: 25%. - Expresses simultaneity, posteriority, limit and repetition: 20%. - Uses vocabulary related to education: 15%. - Presents a clear and orderly timeline: 10%. - Applies g/j, h spellings and the pronunciation worked on: 10%.	- Understands the text and extracts main ideas: 20%. - Drafts an organised commentary: 20%. - Uses temporal connectors accurately: 20%. - Relates the text to personal or cultural educational experiences: 15%. - Uses educational vocabulary and appropriate colloquial expressions: 10%. - Reviews homophones, spellings and final presentation: 15%.
Materials	Unit 6. Nuevo Prisma B1. Informative texts on education, table of temporal connectors, sheets on the education system, university-degree cards.	Unit 6. Nuevo Prisma B1. News item, speech, diary, blog, poem by Antonio Machado, song by Pablo Alborán, text-commentary template.

Level B1— Week 3 — Time: 8:30–10:00 / 10:30–12:00

Contents	Friday — Final project Units 5 and 6: “An experience that made me feel and learn”
Functional content	- Expressing positive and negative feelings. - Expressing complaints through digital platforms. - Reacting emotionally to a situation, object, product or experience. - Evaluating products, places, customs and gastronomic experiences. - Talking about personal experiences in the educational sphere. - Expressing temporal relations: anteriority, simultaneity, posteriority, limit, repetition and beginning of an action.

Contents	Friday — Final project Units 5 and 6: “An experience that made me feel and learn”
Grammatical content	- Verbs of feeling with infinitive and subjunctive: me alegra que, me molesta que, me preocupa que, me da miedo que, me gusta + infinitive. - Contrast ser / estar with meaning-changing adjectives: ser bueno / estar bueno, ser malo / estar malo, ser rico / estar rico, ser listo / estar listo. - Temporal clauses with indicative and subjunctive. - Temporal connectors: cuando, mientras, en cuanto, hasta que, siempre que, antes de que, después de que, desde que, al empezar, al terminar, nada más + infinitive.
Text types and vocabulary	- Digital post or responsible complaint. - Gastronomic-cultural blog. - Educational testimony. - Short commentary on an experience. - Vocabulary of feelings: alegría, tristeza, miedo, enfado, sorpresa, preocupación, ilusión, decepción. - Gastronomic vocabulary: sabor, olor, textura, producto, receta, tradición, denominación de origen, plato típico. - Educational vocabulary: colegio, instituto, universidad, asignatura, examen, prácticas, carrera, esfuerzo, aprendizaje, profesor, alumno.
Strategic component	- Organising emotional vocabulary by fields: positive feelings, negative feelings, reactions, complaints and evaluations. - Inferring gastronomic or educational vocabulary from context. - Ordering an experience with temporal connectors. - Identifying main ideas in an educational or gastronomic text. - Reviewing the use of ser/estar, verbs of feeling and temporal connectors before submitting the final product.
Cultural content	- Social media as spaces for public expression of feelings and complaints. - Products with Designation of Origin. - Colombia: places of interest, customs and gastronomy. - Education system in Spain. - Education as a personal, social and cultural experience.
Spelling / Phonetics	- Spellings g/j: gente, alegría, queja, gesto, digital. - Spellings c/qu/k and b/v: queso, café, Colombia, variedad, vino, bueno, producto. - Fricative consonants: /s/, /z/, /f/, /j/. - Spellings g/j and h in educational vocabulary. - Expressive reading with pauses, rhythm and clear pronunciation.
Sociocultural knowledge	The student recognises that expressing emotions and complaints on social media requires courtesy, responsibility and respect. They also identify gastronomy as part of cultural identity, related to products, flavours, territory and memory. In addition, they understand education as a social and cultural experience linked to personal paths, school memories, professional expectations and different ways of learning.
Intercultural skills and attitudes	The student compares ways of expressing emotions, complaints and disagreements in different cultures without aggressiveness. Respects different gastronomic tastes and avoids ridiculing other people's food, products or customs. Listens to different educational experiences without judging paths, difficulties, successes or failures.
Learning procedures	The student plans the project before writing: chooses an educational, gastronomic or cultural experience; selects emotional vocabulary; orders the events with temporal connectors; decides whether to include a complaint, a recommendation or a final reflection; and reviews ser/estar, verbs of feeling, temporal connectors, spelling and pronunciation.
Final classroom task / Assessment criterion	Final product: oral and written publication entitled “An experience that made me feel and learn” Must include: 1. An educational, gastronomic or cultural experience. 2. A positive or negative emotion. 3. An evaluation using ser/estar. 4. A temporal sequence with at least four connectors. 5. A complaint, recommendation or final reflection. 6. A respectful cultural comparison. Assessment criterion: the student expresses feelings and evaluations intelligibly, uses verbs of feeling with infinitive or subjunctive, applies ser/estar correctly, organises an experience with temporal connectors and shows respect for different educational, gastronomic or cultural experiences.
Grading criteria	100% - Expresses positive or negative feelings clearly: 15%. - Uses verbs of feeling with infinitive or subjunctive: 15%. - Applies the ser/estar contrast correctly in evaluations: 15%. - Organises the experience with varied temporal connectors: 20%. - Integrates gastronomic, educational and emotional vocabulary: 15%. - Produces a coherent text with complaint, recommendation or final reflection: 10%. - Shows a respectful intercultural attitude towards tastes, customs and educational experiences: 10%.
Materials	- Units 5 and 6. Nuevo Prisma B1. - Models of digital posts and responsible complaints. - Gastronomic blog or article on products with Designation of Origin. - Images of products, dishes or places from Colombia/Spain. - Short texts on education, the education system or school experiences. - Poem, song or educational testimony. - Ser/estar + adjectives

Contents	Friday — Final project Units 5 and 6: “An experience that made me feel and learn”
	table. - Feeling cards. - Temporal-connectors sheet. - Assessment and self-assessment rubric.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Expresses positive and negative feelings clearly.
- Reacts orally to situations, objects, texts, blogs or digital publications.
- Formulates complaints or evaluations with an appropriate and respectful tone.
- Evaluates products, places, customs and gastronomic experiences.
- Uses feeling structures correctly: me alegra que..., me molesta que..., me preocupa que..., me da miedo que...
- Distinguishes orally between uses of ser and estar in evaluations.
- Narrates educational experiences using temporal relations.
- Comments on an educational text, poem, song, news item or blog.
- Presents their final experience orally with clarity, pauses and appropriate pronunciation.

Written production — 30 %

It is assessed whether the student:

- Writes a responsible and intelligible digital complaint.
- Drafts a gastronomic-cultural blog post.
- Produces an educational timeline with temporal connectors.
- Writes a short commentary on an educational text.
- Uses vocabulary related to feelings, gastronomy and education.
- Correctly uses verbs of feeling with infinitive or subjunctive.
- Uses ser/estar with meaning-changing adjectives.
- Organises an experience with temporal connectors: cuando, mientras, en cuanto, hasta que, antes de que, después de que...
- Reviews spelling, the spellings worked on and homophones.

Learning procedures — 20 %

It is assessed whether the student:

- Organises emotional vocabulary by fields: positive feelings, negative feelings, complaints and evaluations.
- Uses the dictionary to distinguish nouns, adjectives and verbs.
- Infers new vocabulary from context.
- Classifies gastronomic, emotional and educational vocabulary.
- Organises temporal connectors according to their function: simultaneity, anteriority, posteriority, limit and repetition.
- Applies text-commentary strategies: global reading, underlining, identification of key ideas, outline and revision.
- Reviews the use of ser/estar, the subjunctive, connectors and spelling.
- Takes part in the final self-assessment of the week.

Intercultural attitude — 10 %

It is assessed whether the student:

- Expresses emotions, complaints and disagreements without aggressiveness.
- Distinguishes between reasoned criticism, legitimate complaint and personal attack.
- Respects different gastronomic tastes.
- Compares customs from Colombia, Spain and other countries without falling into stereotypes.
- Evaluates products, food and cultural experiences without imposing their own criterion.
- Listens to different educational experiences without judging.
- Respects educational paths, difficulties, successes or failures of other classmates.
- Relates cultural texts to their own and others' experiences respectfully.

Student final self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Express positive and negative feelings			
Formulate a digital complaint respectfully			
Use verbs of feeling with the subjunctive			
Say sentences such as me alegra que or me molesta que			
Evaluate products, places or gastronomic customs			
Distinguish ser and estar in evaluations			
Write a gastronomic-cultural blog post			
Talk about products with Designation of Origin			
Compare gastronomic customs respectfully			
Use temporal connectors to order an experience			
Distinguish anteriority, simultaneity and posteriority			
Talk about personal educational experiences			
Comment on a short educational text			
Identify main ideas in a text			
Review my errors before submitting the work			

Closing sentence

This week I can say:

Level B1— Week 4 — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday	Wednesday
Functional content	- Narrating a personal educational experience. - Ordering events in time. - Expressing anteriority, simultaneity and posteriority.	- Explaining the causes of a situation. - Justifying a decision or a result. - Correcting a false cause.	- Commenting on a short text about education. - Identifying theme, main ideas and opinion. - Relating the text to personal experiences.
Grammatical content	- Temporal clauses. - Connectors: cuando, mientras, antes de que, después de que, en cuanto, hasta que, siempre que. - Indicative for habitual or known facts. - Subjunctive for future or unrealised facts.	- Causal clauses. - Connectors: porque, como, ya que, debido a que, a causa de que, por eso. - Correction structures: No es que + subjunctive, sino que + indicative / es porque + indicative.	- Review of temporal and causal connectors in texts. - Formulas for commenting: el texto trata de..., según el autor..., en mi opinión..., la idea principal es...
Text types and vocabulary	- Timeline. - Personal testimony. - Short diary. - Vocabulary of education: colegio, instituto, universidad, asignatura, examen, carrera, profesor, alumno, aprobar, suspender, prácticas, título.	- Explanatory text. - Short justification. - Apology email or message. - Vocabulary of cause: motivo, razón, consecuencia, problema, solución, error, resultado.	- News item, blog post, speech or informative text on education. - Short commentary. - Vocabulary of studies, professional future and school experiences.
Strategic component	- Ordering a narrative through a temporal sequence. - Drawing up a table of connectors according to their function. - Preparing a short oral presentation with a prior outline.	- Distinguishing real cause, apparent cause and false cause. - Underlining causal connectors. - Checking whether the explanation actually answers the “why”.	- Understanding a text through analysis: title, theme, key words, main ideas and conclusion. - Producing a commentary following a template.
Cultural content	- Education as part of social organisation. - Educational stages, training and professional expectations.	- Ways of justifying, apologising and explaining causes in personal, school and social contexts.	- Education, equal opportunities and learning experiences. - Differences between education systems.
Spelling / Phonetics	- Review of punctuation in temporal sequences. - Pauses in reading narratives aloud.	- Clear pronunciation of causal connectors. - Use of the comma in simple causal explanations.	- Expressive reading of a short commentary. - Intonation to introduce opinion.
Sociocultural knowledge	The student recognises education as a social practice: studying, choosing a course of training, changing path, overcoming difficulties and talking about school experiences.	The student understands that explaining causes and justifying actions is part of coexistence: it is not enough to say “porque sí” — clear reasons appropriate to the context must be given.	The student identifies texts on education as a means of conveying information, values, professional expectations and social problems.
Intercultural skills and attitudes	Compares educational experiences without judging. Respects different paths: dropping out, change of studies, difficulties, success or failure.	Listens to other people's explanations without ridiculing errors or personal decisions. Formulates disagreements respectfully.	Relates the text to their own experience but avoids imposing their educational model as the only valid one.
Learning procedures	- Plans a timeline. - Selects connectors before writing. - Reviews the use of indicative/subjunctive.	- Underlines causes in a text. - Classifies connectors. - Corrects a badly formulated explanation.	- Reads globally. - Underlines key ideas. - Makes an outline. - Drafts and reviews a commentary.
Final classroom task / Assessment criterion	Personal or fictional educational timeline Must include an ordered sequence of educational stages, use of appropriate temporal connectors, coherence between events, vocabulary related to education and a clear explanation of the evolution of the process.	Written explanation entitled “It wasn't because of that, it was because...” Must include a specific situation, a false or apparent cause, the real cause, appropriate causal connectors such as porque, como, ya que, debido a que, and a coherent explanation justifying the change of interpretation.	Short commentary on an educational text Must include identification of the text's topic, main ideas, a personal evaluation, connection to one's own or someone else's educational experience and use of connectors to organise the explanation.
Grading criteria	- Temporal connectors: 25%. - Indicative/subjunctive: 25%. - Order of the narrative: 20%. - Educational vocabulary: 15%. - Oral clarity: 15%.	- Clear causal explanation: 25%. - Use of causal connectors: 25%. - Correction of false cause: 20%. - Appropriateness of tone: 15%. - Linguistic revision: 15%.	- Comprehension of the text: 25%. - Organisation of the commentary: 25%. - Use of connectors: 20%. - Connection to personal/cultural

Contents	Monday	Tuesday	Wednesday
			experience: 15%. - Accuracy and presentation: 15%.
Materials	Timeline template. Cards of temporal connectors. Sheet of educational experiences.	Cards of false and true causes. Sheet of causal connectors. Models of justification.	Short text on education. Commentary template. Opinion markers.

Level B1— Week 4 — Time: 8:30–10:00 / 10:30–12:00

Contents	Thursday	Friday
Functional content	- Describing flora, fauna or natural spaces. - Talking about cultural stereotypes. - Contrasting prior ideas with data.	- Formulating hypotheses or probabilities about a cultural or mysterious phenomenon. - Confirming or refuting information. - Taking part in a short debate.
Grammatical content	- Description with ser, estar, haber, tener. - Use of causal connectors to explain natural or cultural data. - Evaluative vocabulary without generalisations.	- Expressions of hypothesis: quizá, tal vez, probablemente, posiblemente. - Puede que / es posible que / es probable que + subjunctive. - A lo mejor / igual / lo mismo + indicative.
Text types and vocabulary	- Informative text on nature or culture. - Information sheet. - Vocabulary of flora and fauna: especie, hábitat, clima, paisaje, proteger, conservar, extinción, parque natural. - Vocabulary of stereotypes: tópico, prejuicio, generalización, dato, realidad, creencia.	- Enigma, legend, curious news item, short story or forum. - Vocabulary of mystery: fenómeno, leyenda, sueño, explicación, prueba, duda, hipótesis, aparición, realidad, imaginación.
Strategic component	- Inferring information from images. - Activating vocabulary before reading. - Comparing data with prior ideas to dismantle stereotypes.	- Classifying expressions by degree of certainty: certainty, probability, possibility and doubt. - Defending a hypothesis with a reason. - Checking whether the indicative or subjunctive is used depending on the certainty.
Cultural content	- Flora and fauna of Hispanic countries. - Natural parks, biodiversity and the relationship between territory and identity. - Cultural stereotypes and the need to contrast them.	- Legends, dreams, mysterious phenomena and popular stories from the Hispanic world. - Difference between fact, belief, interpretation and hypothesis.
Spelling / Phonetics	- Pronunciation of names of animals, plants and places. - Contrast of sounds that are problematic depending on the group.	- Intonation of doubt, hypothesis and probability. - Recognition of phonetic varieties of Spanish: seseo, ceceo or yeísmo as valid features, not as errors.
Sociocultural knowledge	The student understands that nature, fauna, flora and landscapes are part of the cultural identity of a community. They also learn that stereotypes simplify reality.	The student recognises that legends, dreams and mysteries are part of cultural imagination, but learns to distinguish between fact, belief, hypothesis and opinion.
Intercultural skills and attitudes	Contrasts stereotypes with real information. Avoids absolute phrases such as "all of them are...", "they always do...", "in that country nobody...".	Respects popular stories and beliefs but maintains critical thinking. Accepts that the same reality can be interpreted in different ways depending on the culture.
Learning procedures	- Observes images. - Activates vocabulary. - Contrasts initial hypotheses with information. - Records new vocabulary in semantic fields.	- Formulates hypotheses. - Reviews degree of certainty. - Takes part in peer assessment. - Completes the final self-assessment.
Final classroom task / Assessment criterion	Mini informative sheet on flora, fauna or a cultural stereotype Must include clear information on the chosen topic, brief description, relevant data, contrast between prior ideas and actual data, specific vocabulary and a conclusion that avoids generalisations or stereotypes.	Final weekly task: presentation and debate "What could have happened?" Must include an initial hypothesis, an explanation with temporal and causal relations, arguments to confirm or rule out possibilities, use of expressions of probability and a clear, respectful and argued oral intervention.
Grading criteria	- Clear description: 20%. - Vocabulary of flora/fauna/stereotypes: 20%. - Contrast data/stereotype: 25%. - Use of causes: 15%. - Intercultural attitude: 20%.	- Hypothesis and probability: 25%. - Temporal and causal sequence: 20%. - Use of indicative/subjunctive: 20%. - Cultural or natural vocabulary: 15%. - Participation in debate: 10%. - Self-assessment: 10%.

Contents	Thursday	Friday
Materials	Images of animals, plants, landscapes and customs. Sheets of data vs stereotypes.	Images or short texts of legends, dreams or mysteries. Probability scale. Final rubric and self-assessment.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Orally organises a narrative or explanation following a clear temporal sequence.
- Uses temporal connectors to express anteriority, simultaneity and posteriority.
- Explains the causes of a situation using appropriate connectors.
- Corrects a false cause and expresses the true cause.
- Orally comments on a short text about education, flora, fauna or stereotypes.
- Formulates hypotheses or probabilities about cultural or mysterious phenomena.
- Takes part in the final self-assessment of the week.

Written production — 30 %

It is assessed whether the student:

- Writes a timeline or short narrative in a logical order.
- Uses temporal and causal connectors correctly.
- Drafts a clear explanation of causes and consequences.
- Produces a short text commentary identifying topic and main ideas.
- Produces an informative sheet on flora, fauna or stereotypes.
- Writes hypotheses using expressions of probability.
- Uses vocabulary related to education, nature, stereotypes and mysterious phenomena.
- Reviews the coherence, punctuation and grammatical accuracy of the text.

Learning procedures — 20 %

It is assessed whether the student:

- Plans before speaking or writing.
- Classifies temporal and causal connectors according to their function.
- Identifies key words in educational or informative texts.
- Uses images to infer information.
- Distinguishes real cause, apparent cause and false cause.
- Organises their ideas using outlines or tables.
- Reviews the use of indicative and subjunctive.

Intercultural attitude — 10 %

It is assessed whether the student:

- Compares educational experiences without judging.
- Respects different school or personal paths.
- Avoids stereotypes about countries, people, customs, flora or fauna.
- Contrasts prior ideas with data.
- Respects beliefs, legends or popular stories without ridiculing them.
- Distinguishes critical thinking from mockery or prejudice.
- Accepts different varieties of Spanish as valid forms of communication.
- Distinguishes between fact, opinion, belief and hypothesis.
- Takes part in the final debate respecting turns and different opinions.

Student final self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Order a narrative with temporal connectors			

I can already...	Yes	So-so	Not yet
Express anteriority, simultaneity and posteriority			
Use cuando, mientras, antes de que and después de que			
Explain the cause of a situation			
Use porque, como, ya que and debido a que			
Correct a false cause			
Comment on a short text about education			
Identify the topic and main ideas of a text			
Talk about flora, fauna or nature			
Recognise and avoid stereotypes			
Formulate hypotheses or probabilities			
Use puede que, quizá, tal vez and a lo mejor			
Distinguish between fact, opinion, belief and hypothesis			
Take part in a debate respectfully			
Review my errors before submitting the work			

Closing sentence

This week I can say:

Level B1— Week 5 — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday
Functional content	- Explaining the motive or cause of an action. - Denying the cause of a fact or situation and expressing the true cause. - Describing.	- Thanking and apologising. - Evaluating a presentation or conference. - Explaining difficulties of learning a language and their causes.
Grammatical content	- Causal clauses. - Causal connectors: porque, como, ya que, debido a que, a causa de, gracias a. - No es que + subjunctive, sino que / es porque + indicative.	- Structures for expressing thanks and apology: te agradezco que..., perdona que..., siento que..., disculpa por... - Review of causals with indicative and subjunctive. - Use of structures to justify an evaluation.
Text types and vocabulary	- Riddles and enigmas. - Descriptive text. - Email. - Vocabulary related to flora and fauna.	- Expository text: the report. - Short informative articles. - Vocabulary related to flora, fauna, stereotypes and language learning.
Strategic component	- Deducing the meaning of words in a text through an image. - Using visual and linguistic clues to solve riddles and enigmas. - Recognising explicit and implicit causes in a text.	- Reflecting on the difficulties of learning a language. - Strategies for evaluating a presentation or conference: identifying topic, clarity, data, examples, language and conclusion.
Cultural content	- The magazine Muy interesante. - Flora and fauna of some Hispanic countries. - First approach to cultural stereotypes through informative texts.	- Stereotypes. - Fauna and flora of some Hispanic countries. - Scientific and cultural informative writing as a way of getting to know the Hispanic world.
Spelling / Phonetics	- Palatal consonants: contrast /ch/, /y/. - Abbreviations. - Practice: chico, Chile, lluvia, yema, yacimiento.	- Acronyms and initialisms. - Review of abbreviations in reports, articles and emails. - Pronunciation of words related to fauna, flora and informative writing.
Sociocultural knowledge	The student recognises the explanation of causes, apologies and thanks as habitual communicative practices in personal, academic and digital contexts. The genre of informative writing is also introduced as a social form for explaining natural phenomena, curiosities, flora and fauna of Hispanic countries.	The student identifies stereotypes about countries, languages, cultures, animals, landscapes or customs and learns to contrast them with real information. Flora and fauna of Hispanic countries are worked on as part of cultural and geographical knowledge of the Hispanic world.
Intercultural skills and attitudes	The student observes how actions, errors or difficulties are justified in different cultures and avoids interpreting an explanation as an automatic excuse. Practises courtesy when apologising and thanking, and distinguishes between real cause, apparent cause and misunderstanding.	The student critically analyses stereotypes, compares prior ideas with data and avoids generalisations about countries or people. Develops curiosity towards the natural and cultural diversity of Hispanic countries and learns to reformulate prejudices into contrasted observations.
Learning procedures	The student organises causal connectors according to their use: direct cause, cause introduced at the beginning, denied cause and corrected cause. Uses images to anticipate vocabulary of flora and fauna, deduces meaning from context and records examples in their notebook.	The student plans and reviews a short presentation: selects reliable information, organises causes and consequences, prepares key vocabulary, rehearses the presentation and self-assesses clarity, pronunciation and use of connectors.
Final classroom task / Assessment criterion	Email of apology or thanks with a cause Write a short email in which the student apologises or thanks someone for something, explains the cause and corrects a false cause with no es que..., sino que...	Mini informative presentation Prepare and give a short presentation on an animal, plant, natural place or stereotype of a Hispanic country. Must include description, cause, cultural fact and

Contents	Monday	Tuesday
	The student explains causes intelligibly, denies a false cause and expresses the true cause using causal clauses, appropriate connectors and apology or thanking structures in a functional email.	final evaluation. The student presents informative content in an orderly way, describes flora/fauna or cultural stereotypes, uses causal connectors and evaluates a presentation with clear arguments and intercultural respect.
Grading criteria	- Uses varied and appropriate causal connectors: 20%. - Correctly uses <i>no es que + subjunctive</i> , <i>sino que / es porque + indicative</i> : 25%. - Drafts a clear email of apology or thanks: 20%. - Integrates vocabulary of description, flora or fauna: 10%. - Deduces vocabulary from image/context: 10%. - Applies abbreviations and /ch/ /y/ pronunciation: 15%.	- Organises a clear and coherent presentation: 20%. - Uses causal connectors to explain facts or difficulties: 20%. - Describes flora, fauna or stereotypes with appropriate vocabulary: 15%. - Contrasts stereotypes with real information: 15%. - Evaluates a presentation or conference with arguments: 15%. - Uses acronyms/initialisms and takes care with pronunciation: 15%.
Materials	Unit 7. Nuevo Prisma B1. Riddles, enigmas, images of flora and fauna, email models, table of causal connectors.	Unit 7. Nuevo Prisma B1. Short informative articles, examples from <i>Muy interesante</i> , sheets on Hispanic flora/fauna, presentation template and evaluation rubric.

Level B1— Week 5 — Time: 8:30–10:00 / 10:30–12:00

Contents	Wednesday	Thursday
Functional content	- Expressing hypothesis or probability. - Confirming or refuting a reality. - Expressing agreement or disagreement with the hypothesis expressed by another person.	- Expressing probability in a past related to the present. - Interpreting strange phenomena, dreams or events. - Formulating possible explanations in debates or social media.
Grammatical content	- Quizás, tal vez, posiblemente, probablemente + indicative / subjunctive. - Puede ser que, es posible que, es probable que + subjunctive. - A lo mejor, igual, lo mismo + indicative.	- Expressions to confirm or refute a reality + indicative / subjunctive. - Use of the verb <i>ser</i> to express the place of an event. - Review of probability: <i>puede que haya sido...</i> , <i>probablemente ha sido...</i> , <i>quizá fuera...</i>
Text types and vocabulary	- Descriptive and opinion text. - Social media: blog and chat. - Vocabulary related to paranormal phenomena and dreams.	- Descriptive and opinion text. - Comments on blog or chat. - Vocabulary on mysterious events, places, occurrences, dreams and interpretations.
Strategic component	- Compensation strategies for developing reading comprehension: importance of key words. - Identifying words that guide a hypothesis: <i>parece</i> , <i>quizá</i> , <i>señales</i> , <i>sueño</i> , <i>misterio</i> , <i>explicación</i> , <i>testigo</i> .	- Reflection strategies on the presentation of grammatical exponents in this unit. - Classifying structures according to degree of certainty: certainty, high probability, possibility, doubt or refutation.
Cultural content	- The faces of <i>Bélmez</i> and the Nazca lines. - Mysterious phenomena in the popular Hispanic imagination.	- Seseo and ceceo in Spain and Latin America. - The meaning of dreams. - Popular beliefs, superstitions and cultural interpretation of the inexplicable.
Spelling / Phonetics	- Seseo, ceceo and <i>rehilada yeísmo</i> . - Aural recognition of variants: <i>casa/caza</i> , <i>pollo/poyo</i> , pronunciations of <i>ll/y</i> .	- Review of <i>seseo</i> , <i>ceceo</i> and <i>rehilada yeísmo</i> in audio recordings or dramatised reading. - Attention to pronunciation in the words: <i>quizás</i> , <i>sueño</i> , <i>señales</i> , <i>fenómeno</i> , <i>Nazca</i> , <i>Bélmez</i> .

Contents	Wednesday	Thursday
Sociocultural knowledge	The student recognises that mysterious phenomena, legends, dreams and paranormal stories are part of popular culture and the collective imagination. References such as the faces of Bélmez and the Nazca lines are worked on as examples of social narratives that generate hypotheses, debate and public opinion.	The student identifies the linguistic diversity of Spanish through seseo, ceceo and rehilada yeísmo, and understands that phonetic variants are not errors but features of different Spanish-speaking areas. They also reflect on popular beliefs and cultural ways of interpreting dreams or events.
Intercultural skills and attitudes	The student compares beliefs, legends and explanations about strange phenomena in different cultures without ridiculing others' interpretations. Practises critical distance: distinguishes between fact, belief, hypothesis and opinion.	The student develops respect for varieties of Spanish and for different ways of interpreting dreams, signs or events. Learns to debate without imposing a single explanation and to formulate disagreements respectfully.
Learning procedures	The student underlines key words in mystery texts or social media to infer meaning and formulate hypotheses. Organises a probability scale in their notebook: seguro que / probablemente / posiblemente / puede que / no creo que.	The student reviews the relationship between grammatical form and communicative intention: indicative for greater certainty, subjunctive for doubt, possibility or unconfirmed hypothesis. Self-assesses their production by checking whether they have used varied exponents and whether they have distinguished certainty, doubt and probability.
Final classroom task / Assessment criterion	Hypothesis debate From an image, short news item or mysterious case, the student formulates hypotheses, confirms or refutes information and responds to other classmates' hypotheses. The student expresses hypothesis and probability intelligibly, using indicative or subjunctive depending on the degree of certainty, and takes part in an oral exchange confirming, refuting or qualifying information.	Blog or chat post: "What could have happened?" The student writes a short post about a dream, strange phenomenon or mysterious event. Must include description, hypothesis, degree of probability, confirmation/refutation and final opinion. The student produces a short opinion or digital-comment text on a phenomenon, dream or event, using structures of probability, specific vocabulary and resources for confirming or refuting a reality.
Grading criteria	- Uses varied expressions of hypothesis and probability: 20%. - Distinguishes indicative/subjunctive depending on certainty or doubt: 25%. - Confirms or refutes information clearly: 15%. - Takes part in the debate with respect and coherence: 15%. - Uses vocabulary of paranormal phenomena and dreams: 10%. - Recognises basic features of seseo, ceceo and yeísmo: 15%.	- Drafts a clear and orderly blog/chat post: 20%. - Expresses probability in past related to present: 20%. - Uses structures to confirm or refute a reality: 15%. - Correctly uses the verb ser to locate events: 10%. - Integrates cultural references or popular beliefs with respect: 15%. - Reviews grammatical exponents and the pronunciation worked on: 20%.
Materials	Unit 8. Nuevo Prisma B1. Images or texts on the faces of Bélmez and the Nazca lines, hypothesis cards, probability scale, simulated blog/chat.	Unit 8. Nuevo Prisma B1. Texts on dreams and mysterious phenomena, audio recordings with phonetic variants, sheet on seseo/ceceo/yeísmo, blog-post template.

Level B1— Week 5 — Time: 8:30–10:00 / 10:30–12:00

Contents	Friday — Final project Units 7 and 8: "Causes, mysteries and explanations"
Functional content	- Explaining the motive or cause of an action. - Denying a false cause and expressing the true cause. - Describing people, places, animals, plants or phenomena. - Thanking and apologising. - Evaluating a presentation or explanation. - Expressing hypothesis or

Contents	Friday — Final project Units 7 and 8: “Causes, mysteries and explanations”
	probability. - Confirming or refuting a reality. - Expressing agreement or disagreement with another person's hypothesis.
Grammatical content	- Causal clauses. - Causal connectors: porque, como, ya que, debido a que, a causa de, gracias a. - Structures for correcting a cause: No es que + subjunctive, sino que / es porque + indicative. - Structures of thanks and apology: te agradezco que..., perdona que..., siento que..., disculpa por... - Expressions of hypothesis and probability: quizás, tal vez, posiblemente, probablemente + indicative/subjunctive. - Puede ser que, es posible que, es probable que + subjunctive. - A lo mejor, igual, lo mismo + indicative.
Text types and vocabulary	- Email of apology or thanks. - Descriptive text. - Riddles and enigmas. - Expository or informative text. - Blog or chat on mysterious phenomena. - Vocabulary related to flora and fauna. - Vocabulary related to stereotypes, dreams, paranormal phenomena and mysteries. - Vocabulary for confirming, refuting and qualifying: es verdad que, no está claro, puede que, no creo que, seguramente, parece que.
Strategic component	- Deducing the meaning of words from images. - Using visual and linguistic clues to solve enigmas. - Recognising explicit and implicit causes in a text. - Distinguishing real cause, apparent cause and false cause. - Identifying key words in mystery or informative texts. - Classifying expressions according to degree of certainty: certainty, high probability, possibility, doubt or refutation.
Cultural content	- The magazine Muy interesante as a model of informative writing. - Flora and fauna of some Hispanic countries. - Cultural stereotypes and the need to contrast them with real information. - The faces of Bélmez and the Nazca lines. - Mysterious phenomena in the popular Hispanic imagination. - Dreams, popular beliefs and cultural ways of interpreting the inexplicable.
Spelling / Phonetics	- Palatal consonants: contrast /ch/ and /y/. - Abbreviations. - Acronyms and initialisms. - Seseo, ceceo and rehilada yeísmo. - Aural recognition of variants: casa/caza, pollo/poyo, pronunciations of ll/y. - Clear pronunciation in words related to hypothesis, dreams, mysteries, flora and fauna.
Sociocultural knowledge	The student recognises that explaining causes, apologising, thanking and justifying an action are frequent communicative practices in personal, academic and digital contexts. They also identify informative writing as a social way of explaining natural phenomena, curiosities, flora and fauna. In addition, they understand that mysteries, dreams, legends and paranormal stories are part of popular imagination and generate hypothesis, debate and public opinion.
Intercultural skills and attitudes	The student critically analyses stereotypes, compares prior ideas with data and avoids generalisations about countries, people, animals, landscapes or customs. Respects different ways of interpreting dreams, legends or strange phenomena, but maintains critical distance: distinguishes between fact, belief, hypothesis and opinion. Also accepts phonetic varieties of Spanish without considering them errors.
Learning procedures	The student plans the project by selecting a case, image, phenomenon, animal, plant, natural place or mystery. Organises the information into four parts: description, possible causes, hypotheses and conclusion. Uses causal connectors, expressions of probability and structures to confirm or refute. Reviews whether they have used indicative or subjunctive depending on the degree of certainty and completes a self-assessment on clarity, vocabulary, connectors and intercultural attitude.
Final classroom task / Assessment criterion	Final product: oral and written presentation entitled “What could have happened? Causes and hypotheses” Must include: 1. An image, mysterious case, natural phenomenon, animal, plant or cultural stereotype. 2. A clear description. 3. At least three possible causes. 4. A false cause corrected with No es que..., sino que... / es porque... 5. Three hypotheses with different degrees of probability. 6. A confirmation or refutation. 7. A respectful final evaluation. Assessment criterion: the student explains causes, formulates hypotheses, confirms or refutes information and describes phenomena intelligibly, using causal connectors, structures of probability and indicative/subjunctive depending on the degree of certainty.
Grading criteria	- Describes the case, phenomenon, image or situation clearly: 15%. - Uses varied and appropriate causal connectors: 20%. - Corrects a false cause with No es que + subjunctive, sino que / es porque + indicative: 15%. - Formulates hypotheses and

Contents	Friday — Final project Units 7 and 8: “Causes, mysteries and explanations”
	probabilities with indicative or subjunctive: 20%. - Confirms or refutes information coherently: 10%. - Integrates vocabulary of flora, fauna, stereotypes, dreams or mysterious phenomena: 10%. - Shows a critical and respectful intercultural attitude: 10%.
Materials	- Units 7 and 8. Nuevo Prisma B1. - Images of flora and fauna of Hispanic countries. - Short informative texts of the Muy interesante kind. - Images or texts on the faces of Bélmez and the Nazca lines. - Hypothesis cards and probability scale. - Table of causal connectors. - Models of apology or thanking emails. - Simulated blog/chat on mysteries. - Sheet on seseo, ceceo and yeísmo. - Assessment and self-assessment rubric.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Explains causes of an action, situation or problem clearly.
- Denies a false cause and expresses the true cause.
- Describes people, places, animals, plants or phenomena.
- Thanks and apologises using appropriate formulas.
- Evaluates a presentation, conference or explanation by a classmate.
- Formulates hypotheses and probabilities about mysterious or cultural phenomena.
- Confirms or refutes a reality with arguments.
- Expresses agreement or disagreement with classmates' hypotheses.
- Takes part in debates and presentations with respect, clarity and coherence.

Written production — 30 %

It is assessed whether the student:

- Writes an email of apology or thanks with a clear cause.
- Uses causal connectors: porque, como, ya que, debido a que, a causa de, gracias a...
- Corrects a false cause using structures such as No es que..., sino que... / es porque...
- Drafts a short informative presentation on flora, fauna, stereotypes or cultural phenomena.
- Writes a blog or chat post about a mysterious phenomenon, dream or strange event.
- Formulates hypotheses with different degrees of probability.
- Uses vocabulary related to flora, fauna, stereotypes, dreams, paranormal phenomena and mysteries.
- Reviews the abbreviations, acronyms, initialisms and spellings worked on.

Learning procedures — 20 %

It is assessed whether the student:

- Deduces the meaning of words from images, visual clues or context.
- Recognises explicit and implicit causes in a text.
- Distinguishes real cause, apparent cause and false cause.
- Uses key words to understand informative or mystery texts.
- Classifies expressions according to the degree of certainty: certainty, high probability, possibility, doubt or refutation.
- Reviews whether to use indicative or subjunctive depending on the degree of certainty.
- Organises a presentation with description, causes, hypotheses and conclusion.
- Takes part in the final self-assessment of the week.

Intercultural attitude — 10 %

It is assessed whether the student:

- Critically analyses stereotypes.
- Avoids generalisations about countries, people, animals, landscapes or customs.
- Contrasts prior ideas with real information.
- Respects different ways of interpreting dreams, legends, beliefs or strange phenomena.
- Distinguishes between fact, belief, hypothesis and opinion.
- Accepts the phonetic varieties of Spanish — seseo, ceceo and yeísmo — without considering them errors.
- Expresses disagreements respectfully.
- Shows curiosity towards the cultural and linguistic diversity of the Hispanic world.

Student final self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Explain the cause of an action or situation			
Use connectors such as porque, como, ya que			
Deny a false cause and state the true one			
Write an email of apology or thanks			
Thank and apologise appropriately			
Describe animals, plants, places or phenomena			
Talk about flora and fauna of Hispanic countries			
Recognise and question stereotypes			
Formulate hypotheses or probabilities			
Use quizá, tal vez, probablemente, puede que			
Confirm or refute a piece of information			
Talk about dreams, legends or mysterious phenomena			
Distinguish between fact, belief, hypothesis and opinion			
Recognise seseo, ceceo and yeísmo as varieties of Spanish			
Review my errors before submitting the work			

Closing sentence

This week I can say:

Level B1— Week 6 — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday
Functional content	- Expressing hypothesis, wishes and regrets in the past. - Indicating an action in the past prior to another. - Expressing impossible or hard-to-fulfil wishes.	- Establishing imaginary similarities. - Expressing possible and unlikely conditions in the present and the future, and unreal conditions in the past. - Expressing the minimum essential condition or the only condition for an action to be fulfilled.
Grammatical content	- Past pluperfect subjunctive: morphology and uses. - Compound conditional. - Unreal past conditional clauses: si hubiera/hubiese + participle, habría + participle. - Structures of regret: ojalá hubiera..., me habría gustado..., qué pena que...	- Real and unreal conditional clauses. - Conditional connectors: si, siempre que, siempre y cuando, a condición de que, con tal de que, salvo que, excepto que. - Establishing imaginary similarities: como si + imperfect / pluperfect subjunctive.
Text types and vocabulary	- Informative text. - Blog. - Proverbs. - Vocabulary related to social relations. - Vocabulary related to personal experiences.	- Vocabulary related to history. - Biographies. - Latin American historical events. - Sayings and proverbs in Spanish. - Short opinion text on past decisions or historical situations.
Strategic component	- Inferring information from an image. - Reading-comprehension strategies: the importance of giving a text a title. - Anticipating the topic of a blog or informative text from images, key words and proverbs.	Development of oral skill through comparison of personal situations. Comparing one's own and others' experiences without invading privacy. - Using hypothesis to interpret biographical or historical facts.
Cultural content	- Different lifestyles. - Biographies. - Events of world history.	- Latin American historical events. - Sayings and proverbs in Spanish as a reflection of collective experiences, popular advice and cultural memory.
Spelling / Phonetics	- Graphic accentuation: the tilde in compound words. - Adapted loanwords. - Expressive reading of hypotheses, wishes and regrets.	- Review of the tilde in compound words within historical or biographical texts. - Intonation for expressing condition, regret, reproach or unreal hypothesis.
Sociocultural knowledge	The student recognises that biographies, personal blogs and informative texts allow them to talk about decisions, missed opportunities, lifestyles, regrets and lessons learned. The relationship between personal experiences and social ways of interpreting the past is worked on: what was done, what was not done and what could have been done.	The student identifies historical events and proverbs as forms of collective memory. Understands that proverbs condense values, warnings, beliefs and social experiences.
Intercultural skills and attitudes	The student compares lifestyles, personal decisions and biographical paths without judging from a single cultural model. Learns to express regret, hypothesis or impossible wish with tact, especially when speaking about other people's experiences.	The student analyses Latin American historical events avoiding simplifications. Distinguishes between historical fact, interpretation, cultural memory, proverb and personal opinion.
Learning procedures	The student anticipates the content of a text from an image, title or proverb; underlines key words; formulates hypotheses before reading; and records useful structures for expressing impossible wishes and regrets. Also checks whether they correctly use the pluperfect subjunctive and compound conditional.	The student prepares an oral intervention comparing personal or historical situations: selects information, orders arguments, formulates conditions and reviews connectors.

Contents	Monday	Tuesday
Final classroom task / Assessment criterion	<p>Personal blog: “If I had known what I know now...”</p> <p>The student writes a short post about a past decision, a personal experience or an imagined biography. Must include a past hypothesis, a regret, an action prior to another and a final reflection. Assessment criterion: the student expresses hypothesis, wishes and regrets about the past intelligibly, using the pluperfect subjunctive, the compound conditional and vocabulary of personal experiences.</p>	<p>Comparative debate: “What would have happened if...?”</p> <p>The student compares a personal situation with a historical or biographical event and formulates possible, unlikely or unreal conditions. Must use conditional connectors, proverbs or sayings and a critical conclusion. Assessment criterion: the student formulates real and unreal conditions, establishes imaginary similarities, compares personal or historical situations and appropriately uses proverbs or cultural references.</p>
Grading criteria	<p>- Uses the pluperfect subjunctive correctly: 20%. - Uses the compound conditional to express hypothetical consequences: 20%. - Expresses regret, impossible wish or reproach appropriately: 15%. - Organises the blog post with title, opening, development and closing: 15%. - Integrates vocabulary of social relations and personal experiences: 15%. - Infers information from image/title and reviews their text: 15%.</p>	<p>- Formulates real and unreal conditions correctly: 25%. - Uses varied conditional connectors: 20%. - Establishes imaginary similarities with como si: 15%. - Relates biography, history or personal experience with critical sense: 15%. - Integrates proverbs or sayings appropriately: 10%. - Takes part orally with clarity, respect and intercultural attitude: 15%.</p>
Materials	<p>Unit 9. Nuevo Prisma B2. Informative text, blog, proverbs, images for inference, pluperfect-subjunctive sheet, compound-conditional sheet and blog template.</p>	<p>Unit 9. Nuevo Prisma B2. Biographies, texts on Latin American historical events, list of conditional connectors, Spanish proverbs, cards of hypothetical situations and debate rubric.</p>

Level B1— Week 6 — Time: 8:30–10:00 / 10:30–12:00

Contents	Wednesday	Thursday
Functional content	<p>- Expressing cause and purpose. - Expressing the purpose of actions. - Talking about a conference.</p>	<p>- Writing a cover letter. - Talking about a conference. - Expressing greeting, opening of the body and farewell of a formal letter.</p>
Grammatical content	<p>- Contrast por / para. - Contrast cause / purpose. - Connectors of purpose: para, para que, con el fin de que, con el objetivo de. - Discourse connectors.</p>	<p>- Contrast qué / cuál. - Review of por / para in a formal letter. - Connectors for justifying motivation: porque, por eso, por este motivo, para, con el objetivo de.</p>
Text types and vocabulary	<p>- Explanatory text: conference. - Social media: forums. - Colloquial expressions. - Vocabulary related to music.</p>	<p>- Cover letter. - Expressions for greeting, opening of the body and farewell in formal letters. - Vocabulary related to music and cultural identity.</p>
Strategic component	<p>- Strategies for taking notes while listening to a text. - Strategies for improving extensive listening. - Deducing expressions from context.</p>	<p>- Reflection on the differences in oral comprehension between the mother tongue and the foreign language. - Selection of relevant information for writing a formal letter. - Review of formal register.</p>
Cultural content	<p>- Cuban music. - The origin of the letter ñ. - The conference as an academic-cultural genre.</p>	<p>- Cuban music. - The origin of the letter ñ. - The cover letter as an academic and professional practice in Hispanic contexts.</p>
Spelling / Phonetics	<p>- Nasal consonants: contrast n / ñ. - The spelling ñ: the identity of Spanish.</p>	<p>- Review of n / ñ in oral reading. - Attention to frequent words: año, sueño, español, campaña, compañía, música, motivación.</p>

Contents	Wednesday	Thursday
Sociocultural knowledge	The student recognises the conference as an academic and social communicative situation: listening, taking notes, identifying main ideas, formulating questions and evaluating information. Cuban music is also introduced as a cultural reference of the Hispanic world and the ñ as a graphic symbol associated with the identity of Spanish.	The student identifies the cover letter as a frequent formal text in academic and professional contexts: applications for grants, courses, internships, employment or participation in cultural projects. The appropriateness of register, written courtesy and the presentation of personal motives and objectives are worked on.
Intercultural skills and attitudes	The student compares musical expressions, ways of attending conferences and ways of taking part in forums without reducing Cuban or Hispanic culture to clichés. Listens with openness, distinguishes information from opinion and avoids interpreting colloquial expressions literally.	The student adapts their way of introducing themselves and arguing to a formal Hispanic context. Develops sensitivity to norms of written courtesy, differences in the presentation of personal merits and greeting/farewell formulas depending on the recipient.
Learning procedures	The student prepares for listening before the conference: activates vocabulary, predicts the topic, notes down key words, distinguishes main/secondary ideas and deduces expressions from context. Afterwards, compares notes with a classmate and reviews what they have understood and what they need to reinforce.	The student plans a formal letter: identifies recipient, objective, arguments, structure and register. Drafts a working version, reviews connectors, the por/para contrast, formal formulas and spelling. Applies final self-assessment before submitting the product.
Final classroom task / Assessment criterion	Notes from a short conference Listen to or read an explanatory text on Cuban music or the origin of the ñ, take notes and produce a short oral summary with cause and purpose. The student understands the main ideas of a conference or explanatory text, takes useful notes and expresses cause and purpose using por/para, connectors and vocabulary related to music or culture.	Cover letter Draft a formal letter to take part in a course, grant, musical/cultural project or conference. Must include greeting, presentation, motive, purpose, closing and formal farewell. The student drafts a clear, formal and coherent cover letter, justifying causes and purposes, using polite formulas, discourse connectors and the qué/cuál contrast when necessary.
Grading criteria	- Distinguishes cause and purpose: 20%. - Uses por / para correctly: 20%. - Takes relevant notes during listening: 20%. - Orally summarises a conference clearly: 15%. - Integrates vocabulary related to music and culture: 10%. - Recognises and correctly pronounces n / ñ: 15%.	- Respects the structure of a formal letter: 20%. - Explains motivation and purpose clearly: 20%. - Uses cause/purpose connectors: 15%. - Maintains formal register and polite formulas: 15%. - Correctly uses qué / cuál and reviews errors: 10%. - Takes care of spelling, the ñ and final presentation: 20%.
Materials	Unit 10. Nuevo Prisma B1. Explanatory text or conference audio, note-taking sheet, short forum, musical vocabulary, por/para sheet, words with n/ñ.	Unit 10. Nuevo Prisma B1. Cover-letter model, formal template, bank of connectors, examples of formal greetings/farewells, final-revision sheet.

Level B1— Week 6 — Time: 8:30–10:00 / 10:30–12:00

Contents	Friday — Final project Units 9 and 10: “I predict, I explain and I apply for a cultural project”
Functional content	- Expressing probability in present, past and future. - Making predictions and conjectures. - Expressing cause and purpose. - Talking about Hispanic literature, music, cinema or culture. - Taking notes from a conference or short presentation. - Writing a cover letter. - Orally presenting a cultural application.

Contents	Friday — Final project Units 9 and 10: “I predict, I explain and I apply for a cultural project”
Grammatical content	- Imperfect future to express probability: <i>estará, será, habrá</i> . - Perfect future to express probability in the past: <i>habrá sido, habrá tenido, habrá ocurrido</i> . - Simple conditional for hypothesis in the past: <i>sería, tendría, estaría</i> . - Contrast <i>por / para</i> . - Connectors of cause: <i>porque, ya que, puesto que, debido a que</i> . - Connectors of purpose: <i>para, para que, con el objetivo de, con el fin de que</i> . - Contrast <i>qué / cuál</i> in formal or informative questions.
Text types and vocabulary	- Newspaper column. - Comic strip. - Short narrative text. - Fragment of novel, poem or song. - Conference. - Cover letter. - Vocabulary related to literature, music, cinema, culture, awards and project participation. - Formal formulas: <i>me dirijo a ustedes, estoy interesado/a en, considero que, por este motivo, quedo a la espera de su respuesta</i> .
Strategic component	- Inferring information from an image, comic strip or title. - Ordering ideas before formulating predictions. - Distinguishing cause and purpose before writing. - Taking notes from a short presentation. - Selecting arguments to justify an application. - Reviewing formal register, connectors, <i>por / para</i> and probability tenses.
Cultural content	- Mafalda and Quino. - Literary prizes: Nobel, Cervantes and Príncipe de Asturias. - Literature, cinema and song as cultural expressions. - Cuban music. - The origin of the letter <i>ñ</i> . - The cover letter as a formal genre in academic, cultural or professional contexts.
Spelling / Phonetics	- Vibrant consonants: contrast <i>/r/, /rr/ and /l/</i> . - Spellings <i>r / rr</i> . - Nasal consonants: contrast <i>n / ñ</i> . - The <i>ñ</i> as a hallmark of Spanish identity. - Expressive reading of a comic strip, poem or narrative fragment. - Formal intonation in the presentation of an application.
Sociocultural knowledge	The student recognises literature, music, cinema, cultural awards and formal letters as social practices of cultural participation. Understands that a cover letter is used to introduce oneself, justify interests, explain objectives and adapt to norms of courtesy. Also identifies Hispanic cultural references such as Mafalda, Cuban music or the letter <i>ñ</i> as elements of linguistic and cultural identity.
Intercultural skills and attitudes	The student interprets cultural products without reducing them to clichés. Learns to express predictions, hypotheses and opinions about literature, music or cinema with respect. Also adapts their register when writing a formal letter and shows awareness of the communicative norms of the Spanish-speaking context.
Learning procedures	The student plans the project in phases: selects a cultural reference, formulates predictions or hypotheses, takes notes, organises causes and purposes, drafts a cover letter and reviews their production. Pays special attention to the use of future/conditional of probability, <i>por / para</i> , connectors and formal register.
Final classroom task / Assessment criterion	Final product: cultural application entitled “I want to take part in this cultural project” Must include: 1. Brief personal introduction. 2. A cultural reference: Mafalda, Quino, Cuban music, the letter <i>ñ</i> , a literary prize, a song, a novel or a film. 3. A prediction or hypothesis. 4. A cause: why they want to take part. 5. A purpose: what they want to take part for. 6. A short cover letter. 7. Oral presentation of the application. Assessment criterion: the student formulates predictions and hypotheses, expresses cause and purpose, drafts a cover letter with formal register and orally presents a cultural application clearly, coherently and appropriately.
Grading criteria	100% - Formulates predictions or hypotheses with future, perfect future or conditional: 20%. - Correctly uses <i>por / para</i> and cause/purpose connectors: 20%. - Drafts a cover letter with formal structure and register: 20%. - Integrates vocabulary and cultural references from Units 9 and 10: 15%. - Orally presents the application with clarity, pauses and intonation: 15%. - Shows a respectful intercultural attitude and avoids cultural clichés: 10%.
Materials	Units 9 and 10. Nuevo Prisma B1. - Mafalda strips or comics. - Short fragments of novel, poem or song. - Texts on literary prizes. Material on Cuban music and the letter <i>ñ</i> . - Cover-letter model. - <i>Por / para</i> sheet. - Cards of cause and purpose connectors. - Application template. - Assessment and self-assessment rubric.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Expresses hypotheses, wishes and regrets about the past.
- Uses the pluperfect subjunctive and the compound conditional to talk about unrealised situations.
- Formulates real, unlikely and unreal conditions.
- Establishes imaginary similarities using structures such as como si...
- Expresses cause and purpose in oral interventions.
- Takes notes from a conference or short presentation and summarises the main ideas.
- Talks about Hispanic literature, music, cinema or culture with appropriate vocabulary.
- Orally presents a cultural application clearly, in an orderly and formal way.
- Takes part in debates or exchanges respecting turns and different opinions.

Written production — 30 %

It is assessed whether the student:

- Writes a blog post about a past decision, an unfulfilled wish or a personal experience.
- Formulates past hypotheses using structures such as si hubiera..., habría...
- Drafts a short text comparing personal, biographical or historical situations.
- Uses conditional connectors: si, siempre que, siempre y cuando, con tal de que, salvo que, excepto que...
- Expresses cause and purpose using por, para, porque, para que, con el objetivo de...
- Writes a cover letter with formal structure: greeting, presentation, motive, purpose, closing and farewell.
- Uses vocabulary related to history, literature, music, culture, motivation and project participation.
- Reviews the spelling worked on: tilde in compound words, adapted loanwords, the ñ, r/rr and the n/ñ contrast.

Learning procedures — 20 %

It is assessed whether the student:

- Infers information from images, titles, comic strips or short texts.
- Anticipates the content of a text using key words, proverbs or cultural references.
- Underlines main and secondary ideas.
- Organises an oral intervention with introduction, development and closing.
- Takes notes during a conference or presentation.
- Distinguishes cause, purpose, condition, hypothesis and consequence.
- Selects arguments to justify a cultural application.
- Reviews the use of por/para, connectors, verb tenses and formal register.
- Improves their production after correction.
- Takes part in the final self-assessment of the week.

Intercultural attitude — 10 %

It is assessed whether the student:

- Compares lifestyles, personal decisions and biographical paths without judging.
- Analyses Latin American historical events avoiding simplifications.
- Recognises proverbs and sayings as part of cultural memory.
- Values cultural expressions such as literature, music, cinema, comics or literary prizes.
- Interprets cultural references such as Mafalda, Cuban music or the letter ñ without falling into clichés.
- Maintains respect when talking about personal experiences, missed opportunities, regrets or impossible wishes.
- Adapts the register to a formal situation, such as a cover letter.
- Shows interest in the linguistic and cultural diversity of the Hispanic world.

Student final self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Express hypotheses about the past			
Express impossible or difficult wishes			
Talk about missed opportunities or regrets			
Use si hubiera..., habría...			
Use the pluperfect subjunctive			
Use the compound conditional			
Formulate real and unreal conditions			
Use connectors such as si, siempre que, con tal de que			
Express cause with por and porque			
Express purpose with para and para que			
Take notes from a short conference			
Summarise the main ideas of a presentation			
Write a formal cover letter			
Talk about Hispanic literature, music, cinema or culture			
Present a cultural application			
Review my errors before submitting the work			

Closing sentence

This week I can say:

Level B1— Week 7 — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday
Functional content	Expressing an imminent action. - Expressing an obligation. - Expressing a supposition. Expressing the beginning and end of an action. - Expressing the repetition of an action. - Expressing the continuation of an action. - Expressing an action in progress.	- Expressing opinion and evaluating a film. - Commenting on television programmes, game shows or characters. - Taking part in a forum giving an argued opinion. - Using plural idiomatic expressions within a communicative context.
Grammatical content	- Verbal periphrases of infinitive and gerund. - Structures: ir a + infinitive, tener que + infinitive, deber de + infinitive, empezar a + infinitive, acabar de + infinitive, volver a + infinitive, seguir + gerund, estar + gerund. - Indefinite and definite article.	- Functional review of periphrases to evaluate films or programmes: acaba de estrenarse, sigue teniendo éxito, vuelve a aparecer, está funcionando muy bien. - Use of definite and indefinite article in audiovisual references: una serie, la película, el concurso, los personajes.
Text types and vocabulary	- Quotations. - Informative text. - Biographies. - Vocabulary related to television.	- Social media: forums. - Argumentative texts. - Vocabulary related to television. - Plural idiomatic expressions.
Strategic component	- Strategies for recognising grammatical structures through listening comprehension. - Identifying periphrases in audios, interviews, television fragments or informative texts.	- Translation as a strategy for learning idiomatic expressions. - Comparing Spanish idiomatic expressions with equivalents in the mother tongue. - Avoiding literal translations when they do not work in context.
Cultural content	- The game show Pasapalabra. - Famous television figures.	- Hispanic films. - Forums, social media and public opinion on cinema and television. - Television as a shared cultural reference.
Spelling / Phonetics	- Intonation: identification and production of declarative, interrogative and exclamatory melodic patterns. - Distinguishing: Va a empezar. / ¿Va a empezar? / ¡Va a empezar!	- Intonation applied to evaluation and opinion: surprise, doubt, enthusiasm, disagreement. - Expressive reading of short opinions on films or programmes.
Sociocultural knowledge	The student recognises television, game shows and media figures as references of Hispanic popular culture. Pasapalabra is worked on as an example of a television game show based on vocabulary, speed of response and cultural knowledge.	The student identifies Hispanic cinema, forums and social media as spaces for opinion, evaluation and cultural debate. Habitual ways of recommending, criticising or evaluating a film are worked on while respecting different tastes.
Intercultural skills and attitudes	The student compares television formats, game shows and media figures from different countries without ridiculing tastes or cultural consumption. Recognises that television reflects habits, humour, values and references shared by a community.	The student develops respect for different opinions on cinema, television and popular culture. Learns to express disagreement without disparaging and to interpret idiomatic expressions taking the cultural context into account.
Learning procedures	The student listens to fragments or reads short texts to locate verbal periphrases and classify them by function: obligation, immediacy, beginning, repetition, continuity or action in progress. Records examples in their notebook and creates a table of uses.	The student uses translation critically to understand idiomatic expressions: looks for equivalents, checks whether they are literal or not, creates their own examples and checks whether the expression fits a forum or opinion comment.
Final classroom task / Assessment criterion	Television sheet with periphrases Produce a sheet on a game show, programme or famous television figure. Must include at least five periphrases: one of obligation, one of immediacy, one of beginning, one of repetition and one of continuity. The student identifies and uses verbal periphrases of infinitive and gerund to express obligation, immediacy, supposition, beginning, end, repetition, continuation and action in progress in an intelligible information sheet.	Cinema or television forum Write a short post evaluating a Hispanic film, programme or series. Must include opinion, argument, recommendation, one verbal periphrasis and one plural idiomatic expression. The student evaluates a film, programme or series in forum format, argues their opinion, uses television or cinematographic vocabulary, applies verbal periphrases and uses idiomatic expressions in context.
Grading criteria	- Uses infinitive periphrases correctly: 25%. - Uses gerund periphrases correctly: 20%. - Distinguishes obligation, immediacy, repetition and continuity: 20%. - Integrates television vocabulary and data on programme/character: 15%. - Uses definite and indefinite articles	- Expresses and justifies an opinion on cinema or television: 20%. - Organises a short argumentative text in forum format: 20%. - Uses appropriate audiovisual and cultural vocabulary: 15%. - Uses verbal periphrases functionally: 15%. - Uses a plural idiomatic expression with

Contents	Monday	Tuesday
	accurately: 10%. - Produces declarative, interrogative and exclamatory intonation: 10%.	contextual sense: 15%. - Takes care of intonation, clarity and respect in interaction: 15%.
Materials	Unit 11. Nuevo Prisma B1. Fragments or sheets of television game shows, examples from Pasapalabra, informative texts, short biographies, table of verbal periphrases.	Unit 11. Nuevo Prisma B1. Forum model, short reviews of Hispanic films, sheets on series or programmes, bank of idiomatic expressions, argumentative-comment rubric.

Level B1— Week 7 — Time: 8:30–10:00 / 10:30–12:00

Contents	Wednesday	Thursday	Friday — B1 Review
Functional content	- Expressing consequence. - Relating facts, causes and effects in a short text. - Interpreting information from a blog or travel guide.	Describing the traditions of different countries. Interpreting and producing a travel guide. - Presenting a cultural route.	- Reviewing the main functions of B1: narrating experiences, expressing opinion, advising, formulating hypotheses, explaining causes and consequences, evaluating, describing and arguing.
Grammatical content	Consecutive clauses with indicative/subjunctive. Consecutive connectors: así que, por eso, por tanto, de modo que, de manera que, tan... que, tanto... que.	- Consecutive structures with intensifying value. - Uses of se: se puede, se habla, se recomienda, se construyó, se encuentra. - Review of consecutives in tourist texts.	- Integrated review: past tenses, subjunctive, imperative, temporal, causal and consecutive clauses, verbal periphrases, por/para, ser/estar, connectors and pronouns.
Text types and vocabulary	- Social media: blog. - News. - Vocabulary related to travel. - Vocabulary related to pre-Columbian cultures.	- Travel guides. - Travel blog. - Vocabulary of traditions, routes, monuments, heritage, landscapes, recommendations and pre-Columbian cultures.	- Varied B1 texts: forum, email, letter, guide, short news item, blog, commentary, biography, anecdote, review and short argumentative text.
Strategic component	- Strategies for reviewing the draft of a written text. - Deducing the meaning of an expression through images and key words.	- Obtaining information about the content of a text through its format. - Locating data in a guide: destination, route, duration, recommendations, traditions, consequences and warnings.	- Review strategies: error map, peer review, self-assessment grid, recovery of vocabulary by fields and planning of an oral/written production.
Cultural content	- The Quetzal Route. - Pre-Columbian constructions. - First approach to traditions linked to travel and heritage.	- Traditions of different countries. - Pre-Columbian constructions. - Relationship between travel, heritage, historical memory and cultural diversity.	- B1 cultural review: Hispanic world, varieties of Spanish, leisure, education, television, music, gastronomy, literature, travel, heritage and social participation.
Spelling / Phonetics	- Intonation: identification and production of melodic patterns corresponding to different speech acts. - Intonation of consequence: "Está lejos, así que vamos en autobús".	- Intonation in recommendations, warnings and evaluations of a travel guide. - Oral reading of fragments with pauses, emphasis and appropriate rhythm.	- B1 phonetic and spelling review: accentuation, problematic spellings, homophones, declarative/interrogative/exclamatory intonation and expressive reading.
Sociocultural knowledge	The student recognises travel as a social and cultural practice: planning, looking for information, reading blogs, using guides, interpreting news and understanding recommendations. The Quetzal Route and pre-Columbian constructions are introduced as references of heritage, history and cultural encounter.	The student identifies traditions of different countries and cultural manifestations linked to routes, monuments, celebrations, heritage and pre-Columbian cultures. The travel guide is worked on as a social text to inform, orient and recommend.	The student consolidates sociocultural knowledge of B1 level: everyday life, social relations, studies, work, leisure, social media, popular culture, gastronomy, music, television, literature, travel and heritage.
Intercultural skills and attitudes	The student compares destinations, traditions and heritage without reducing them to tourist clichés. Learns to distinguish contrasted information, personal opinion and cultural stereotype.	The student values pre-Columbian traditions and constructions from a position of respect, avoiding a superficial or folkloric view. Recognises that travelling involves observing,	The student reviews their progress as an intercultural speaker: listens to other experiences, accepts accents and varieties, avoids stereotypes, formulates respectful opinions and adapts their discourse to the context.

Contents	Wednesday	Thursday	Friday — B1 Review
		asking, interpreting and adapting to different cultural norms.	
Learning procedures	The student reviews a written draft checking: consecutive connectors, clarity of ideas, coherence, travel vocabulary, cause-consequence relation and grammatical accuracy. Uses images and key words to deduce meanings.	The student analyses the format of a travel guide to extract relevant information. Plans their own guide: destination, route, cultural data, recommendations, warnings, practical consequences and final revision.	The student carries out a global B1 self-assessment: identifies strengths, frequent errors, content they need to reinforce and effective strategies.
Final classroom task / Assessment criterion	Travel blog with consequences Write a short post about a cultural route or destination. Must include information about the place, an image or visual reference, travel vocabulary and at least four consecutive connectors. The student expresses consequences intelligibly, uses appropriate consecutive connectors and interprets basic information from blogs, news or travel texts related to heritage and pre-Columbian cultures.	Cultural travel guide Produce a short guide on a country, city, tradition or pre-Columbian construction. Must include description, recommendations, traditions, warnings and practical consequences for the traveller. The student produces a clear, organised and culturally respectful travel guide, using travel vocabulary, consecutive structures, uses of se and recommendations appropriate to the recipient.	Integrative B1 task Prepare an oral and written production entitled "My experience in B1 and my route through the Hispanic world". Must include narration in the past, opinion, recommendation, hypothesis, cause, consequence and cultural evaluation. The student demonstrates functional mastery of the essential contents of B1 through an integrated oral and written task, with sufficient accuracy, coherence, varied vocabulary and intercultural awareness.
Grading criteria	- Uses varied consecutive connectors: 25%. - Relates cause and consequence clearly: 20%. - Interprets information from blog/news/guide: 15%. - Integrates vocabulary of travel and pre-Columbian cultures: 15%. - Reviews the draft and improves the text: 15%. - Takes care of intonation and oral reading: 10%.	Produces a clear and well-organised guide: 20%. Describes traditions and heritage with cultural respect: 20%. - Uses consecutive and intensifying structures: 15%. - Correctly uses structures with se: 15%. - Includes useful recommendations and warnings: 15%. - Presents orally with appropriate intonation: 15%.	- Functionally integrates B1 grammatical content: 25%. - Organises a coherent oral and written production: 20%. - Uses varied vocabulary of B1 topics: 15%. - Expresses opinion, cause, consequence, hypothesis and evaluation: 20%. - Shows intercultural respect and avoids stereotypes: 10%. - Self-assesses errors and proposes improvements: 10%.
Materials	Unit 12. Nuevo Prisma B1. Travel blog, short news item, images of the Quetzal Route and pre-Columbian constructions, sheet of consecutive connectors.	Unit 12. Nuevo Prisma B1. Travel-guide models, maps, images of heritage, cultural-guide template, presentation rubric.	B1 review material: sheets from units 1-12, table of connectors, error map, global rubric, conversation cards and student portfolio.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Talks about television, game shows, media figures, cinema and programmes clearly.
- Expresses imminent actions, obligations, suppositions, beginnings, repetitions, continuity and actions in progress.
- Uses verbal periphrases of infinitive and gerund functionally: ir a, tener que, deber de, empezar a, volver a, acabar de, seguir + gerund, estar + gerund.
- Expresses opinion and evaluation about films, programmes, series or game shows.
- Takes part in an oral forum or short debate giving an argued opinion.
- Expresses consequences using appropriate connectors: así que, por eso, por lo tanto, de modo que, tan... que, tanto... que.
- Interprets information from a travel guide or cultural text.
- Presents recommendations, warnings and cultural norms clearly.
- Gives a final presentation integrating essential contents of B1.

Written production — 30 %

It is assessed whether the student:

- Produces a television sheet on a game show, programme or famous figure.
- Writes a short opinion on cinema or television with arguments.
- Drafts a travel-blog post explaining consequences.
- Produces a cultural travel guide with practical information and recommendations.
- Uses consecutive connectors to relate causes and consequences.
- Uses vocabulary related to television, cinema, travel, heritage, traditions and pre-Columbian cultures.
- Uses impersonal structures with se: se puede, se recomienda, se visita, se encuentra, se construyó.
- Integrates B1 review grammatical content: past tenses, subjunctive, imperative, temporal, causal, consecutive, periphrases, por/para, ser/estar, connectors and pronouns.
- Reviews spelling, accentuation, problematic spellings and punctuation before submitting the text.

Learning procedures — 20 %

It is assessed whether the student:

- Identifies verbal periphrases in audio recordings, interviews, programmes or informative texts.
- Classifies periphrases by function: obligation, immediacy, beginning, repetition, continuity or action in progress.
- Uses translation critically to understand idiomatic expressions.
- Reviews written drafts checking connectors, cohesion and grammatical accuracy.
- Deduces meanings from images, key words and context.
- Locates relevant data in a guide: destination, route, duration, recommendations, warnings and practical consequences.
- Produces a B1 error map.
- Recovers vocabulary and structures worked on during the course.
- Carries out a global self-assessment identifying strengths, frequent errors and content that needs reinforcing.

Intercultural attitude — 10 %

It is assessed whether the student:

- Compares television formats, game shows, cinema and cultural products without ridiculing other people's tastes.
- Recognises that television and cinema reflect values, humour, habits and references shared by a community.
- Respects different opinions on films, programmes or media figures.
- Interprets idiomatic expressions taking the cultural context into account.

- Compares destinations, traditions and heritage without reducing them to tourist clichés.
- Values pre-Columbian cultures with respect and curiosity.
- Formulates travel recommendations taking different cultural norms into account.
- Shows intercultural awareness in the final B1 closing task.

Student final self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Talk about television, game shows and famous figures			
Evaluate a film, series or programme			
Give my opinion on a forum or short debate			
Use periphrases such as ir a, tener que and empezar a			
Use periphrases such as seguir + gerund and estar + gerund			
Express obligation, supposition, repetition and continuity			
Use idiomatic expressions in context			
Express consequences with por eso, así que or por lo tanto			
Write a travel blog post			
Produce a cultural travel guide			
Give recommendations and warnings for travelling			
Use structures with se: se puede, se recomienda, se visita			
Talk about heritage, traditions and pre-Columbian cultures			
Integrate important B1 content in a final task			
Review my errors and know what I need to reinforce			

Closing sentence

This week I can say:

Level B1— Week 8 — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday	Wednesday
Functional content	- Talking about audiovisual habits. - Evaluating TV programmes, series or films. - Expressing tastes, preferences and opinions.	- Briefly narrating the plot of a film, series or programme. - Recommending or advising against audiovisual content. - Expressing intention, beginning, repetition, obligation and continuity.	- Expressing consequences. - Relating causes and effects in everyday, cultural or travel situations. - Explaining what happens as a result of an action.
Grammatical content	- Verbal periphrases of infinitive: tener que, hay que, ir a, empezar a, volver a, acabar de. - Review of opinion: creo que, me parece que, no creo que.	- Gerund periphrases: estar + gerund, seguir + gerund, llevar + gerund. - Participle periphrases: tener + participle, dejar + participle. - Review of past tenses for telling plots.	- Consecutive clauses. - Connectors of consequence: por eso, así que, por lo tanto, de modo que, tan... que, tanto... que. - Review of cause and consequence.
Text types and vocabulary	- Programme, series or film sheet. - Short opinion comment. - Audiovisual vocabulary: programa, serie, película, documental, concurso, personaje, escena, argumento, capítulo, espectador.	- Short synopsis. - Audiovisual review. - Evaluation vocabulary: interesante, aburrido, emocionante, previsible, original, lento, entretenido, recomendable.	- Short explanatory text. - Blog or opinion post. - Vocabulary of consequences: resultado, efecto, problema, solución, cambio, impacto, ventaja, inconveniente.
Strategic component	- Identifying key words in audiovisual texts. - Distinguishing personal opinion, argument and evaluation. - Preparing a sheet before speaking.	- Summarising without giving too many details. - Selecting relevant information about a film or programme. - Organising a synopsis: introduction, conflict and evaluation.	- Relating causes and consequences through outlines. - Checking whether connectors are used correctly. - Distinguishing cause, consequence and opinion.
Cultural content	- Cinema, television and platforms as forms of leisure and culture. - Differences between individual and social audiovisual consumption.	- Series, films and programmes as a reflection of values, customs and lifestyles. - Difference between personal taste and cultural evaluation.	- Social consequences of tourism, audiovisual media and cultural consumption habits.
Spelling / Phonetics	- Intonation for evaluating: surprise, enthusiasm, disappointment or doubt. - Pauses in an oral opinion.	- Clear pronunciation in a synopsis. - Intonation for recommending or advising against.	- Punctuation in explanatory texts: comma, full stop and connectors. - Clear reading of consequences.
Sociocultural knowledge	The student recognises that cinema, television and platforms are part of current cultural habits and serve to talk about tastes, values, lifestyles and forms of leisure.	The student understands that a film, series or programme can reflect customs, social relations, humour, conflicts and ways of communication of a community.	The student identifies that cultural, tourist or social actions have consequences: they can foster intercultural knowledge but also generate problems such as overcrowding, prejudice or superficial consumption.
Intercultural skills and attitudes	Respects different audiovisual tastes and avoids disparaging what others watch.	Distinguishes between reasoned criticism and offensive judgement. Understands that an audiovisual product can be interpreted in different ways depending on the culture.	Analyses consequences without oversimplifying. Avoids absolute statements about tourists, countries, customs or media.
Learning procedures	The student completes an audiovisual evaluation sheet and notes down useful periphrases.	The student prepares a synopsis and reviews whether they use periphrases correctly.	The student produces a cause-consequence map and reviews connectors.
Final classroom task / Assessment criterion	Critical sheet on a film, series or programme Must include a clear identification of the audiovisual product, a brief description of the content, an argued personal evaluation, vocabulary related to cinema or television, clear opinion and use of the verbal periphrases worked on.	Oral synopsis and recommendation Must include an intelligible summary of the plot, a personal evaluation, a justified recommendation, use of expressions to advise or advise against and at least several verbal periphrases used appropriately.	Short text: "This had consequences" Must include an initial situation, a clear cause, a well-explained consequence, consecutive connectors such as por eso, así que, por lo tanto or de modo que, and a coherent conclusion.
Grading criteria	- Expresses a clear opinion: 25%. - Uses infinitive periphrases: 25%. - Uses audiovisual vocabulary:	- Summarises the plot clearly: 25%. - Uses gerund/participle periphrases: 25%. - Recommends	- Explains consequences: 25%. - Uses consecutive connectors: 25%. - Distinguishes cause and

Contents	Monday	Tuesday	Wednesday
	20%. - Justifies their evaluation: 20%. - Appropriate intonation: 10%.	or advises against with arguments: 25%. - Uses evaluation vocabulary: 15%. - Pronunciation: 10%.	consequence: 20%. - Organises the text: 15%. - Reviews punctuation: 15%.
Materials	Audiovisual evaluation sheets. Short trailers, posters or images of films and programmes.	Synopsis template. Recommendation cards. Short audiovisual fragments.	Short texts on the consequences of tourism, television or social media. Cause-consequence map.

Level B1— Week 8 — Time: 8:30–10:00 / 10:30–12:00

Contents	Thursday	Friday
Functional content	- Producing a travel guide. - Recommending places, activities and cultural norms. - Giving advice for responsible travel.	- Integrating narration, opinion, hypothesis, cause, consequence and recommendation. - Presenting a cultural or audiovisual route. - Closing B1 level with a global task.
Grammatical content	Use of se in guide texts: se puede, se recomienda, se debe, se visita, se encuentra. Imperative and recommendation structures: visita, no olvides, es mejor que, te aconsejo que.	- Global B1 review: past tenses, opinion, hypothesis, cause, consequence, recommendation, periphrases and connectors.
Text types and vocabulary	- Travel guide. - Cultural itinerary. - Travel vocabulary: ruta, alojamiento, transporte, monumento, barrio, tradición, gastronomía, recomendación, visitante, plano, horario.	- Oral presentation. - Final B1 portfolio. - Integrative text: experience, opinion, hypothesis and recommendation.
Strategic component	- Organising practical information in guide format. - Selecting useful data for a traveller. - Adapting the language to the recipient.	- Reviewing one's own learning. - Selecting evidence of B1 progress. - Preparing a final presentation with visual support. - Self-assessing strengths and frequent errors.
Cultural content	- Travel, heritage, gastronomy and responsible tourism. - Rules of behaviour in cultural spaces.	- Diversity of the Spanish-speaking world. - Travel, audiovisual culture and intercultural awareness as B1 closing.
Spelling / Phonetics	- Use of capital letters in names of places, monuments and routes. - Pronunciation of place names.	- General review: pronunciation, pauses, intonation and expository clarity.
Sociocultural knowledge	The student recognises the travel guide as a useful social text to orient other people, recommend experiences and convey basic cultural norms.	The student consolidates the idea that learning a language involves narrating, expressing opinions, explaining, recommending and acting respectfully towards different cultural realities.
Intercultural skills and attitudes	Recommends travel from a respectful perspective: does not exoticise places, does not reduce cultures to clichés and considers norms of coexistence.	Shows openness towards cultural and linguistic diversity. Listens to classmates, accepts corrections and recognises their progress.
Learning procedures	The student plans a travel guide: recipient, places, advice, transport, norms and recommendations.	The student reviews their B1 portfolio, selects frequent errors, prepares their final presentation and completes self-assessment.
Final classroom task / Assessment criterion	Responsible travel guide Must include a specific destination, practical recommendations, proposed activities, norms of responsible behaviour, useful warnings, impersonal structures with se — se recomienda, se puede, se debe, se visita — and a respectful cultural evaluation.	Final weekly task: presentation “My B1 cultural route” The student recommends a route related to cinema, television, culture or travel. Must include narration, opinion, hypothesis, cause, consequence and recommendation. Criterion: integrates B1 content coherently, clearly and respectfully.
Grading criteria	- Organises a clear guide: 25%. - Uses structures with se: 20%. - Formulates recommendations: 20%. - Integrates travel and culture vocabulary: 20%. - Intercultural attitude: 15%.	- Oral production: 40%. - Written production: 30%. - Learning procedures: 20%. - Intercultural attitude: 10%.

Contents	Thursday	Friday
Materials	Travel-guide template. Maps, images of cities, monuments and cultural activities.	Final B1 rubric. Student portfolio. Self-assessment template. Visual support for presentation.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Orally evaluates a film, series, programme or cultural experience.
- Uses verbal periphrases to express obligation, intention, beginning, repetition, continuity or result.
- Summarises a story, plot or experience in an orderly way.
- Expresses consequences using appropriate connectors.
- Recommends a cultural route, activity or experience.
- Integrates narration, opinion, hypothesis, cause and consequence in a final presentation.
- Pronounces clearly and uses appropriate intonation.
- Listens to classmates and takes part respectfully.

Written production — 30 %

It is assessed whether the student:

- Writes a critical sheet or audiovisual review.
- Drafts a short synopsis with coherence.
- Produces an explanatory text with causes and consequences.
- Creates a clear and useful travel guide.
- Uses vocabulary related to cinema, television, travel, culture and recommendations.
- Uses temporal, causal and consecutive connectors.
- Reviews punctuation, spelling and organisation of the text.

Learning procedures — 20 %

It is assessed whether the student:

- Plans before speaking or writing.
- Uses outlines, sheets or templates to organise information.
- Identifies their frequent errors of B1 level.
- Reviews the use of periphrases, connectors and recommendation structures.
- Selects vocabulary appropriate to the topic.
- Improves their production after correction.
- Takes part in the final self-assessment.

Intercultural attitude — 10 %

It is assessed whether the student:

- Respects different audiovisual and cultural tastes.
- Avoids clichés when talking about places, cultures or ways of travelling.
- Distinguishes personal opinion and cultural evaluation.
- Recommends trips or activities with respect for the local community.
- Shows curiosity about other cultural realities.
- Takes part cooperatively and respectfully.

Student final self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Talk about a film, series or programme			
Evaluate an audiovisual content			
Use periphrases such as tener que, ir a, empezar a			

I can already...	Yes	So-so	Not yet
Use periphrases such as estar + gerund or seguir + gerund			
Summarise a story or plot			
Recommend or advise against a film or programme			
Explain consequences with por eso, así que or por lo tanto			
Distinguish cause and consequence			
Produce a simple travel guide			
Use structures such as se puede, se recomienda, se debe			
Give advice for responsible travel			
Express an opinion respectfully			
Formulate a simple hypothesis			
Integrate narration, opinion, cause, consequence and recommendation			
Review my errors before submitting the work			

Closing sentence

This week I can say:

Level B2— Week 1 — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday
Functional content	- Expressing wishes. - Talking about hypothesis and probability. - Expressing tastes, feelings, dislikes and emotions. - Giving an opinion and making evaluations.	- Talking about the lives of some people referring to their expectations, feelings and projects. - Formulating hypotheses about people, stories or situations. - Evaluating personal, social or cultural experiences.
Grammatical content	- Present subjunctive. - Past perfect subjunctive. - Review of some uses of the subjunctive: verb + que + subjunctive. - Quizá(s) + subjunctive. - Ojalá + subjunctive.	- Noun + ser/parecer + adjective/noun + que + subjunctive. - Expressions of probability or hypothesis. - Contrast between evaluation, wish, hypothesis and opinion.
Text types and vocabulary	- Documentary. - Interview. - Script with stage directions. - Vocabulary related to the expression of tastes and dislikes.	- Short story. - Vocabulary related to feelings, projects and expectations. - Expressions of probability or hypothesis.
Strategic component	- Reading-comprehension strategies: understanding new words from context or semantic fields. - Identifying vocabulary related to emotions, tastes and dislikes.	- Oral strategies: reading a script following the stage directions. - Intonation and reading aloud. - Use of stage directions to interpret intention, emotion and attitude.
Cultural content	- Volunteering: NGOs. - Cofrentes, Valencia. - Short films.	- The writer David Generoso. - Short films and short stories as cultural expression. - Personal and social projects linked to civic participation.
Spelling / Phonetics	- Alternative interrogatives. - Command intonation. - Practice of intonation in alternative questions: ¿Prefieres colaborar en una ONG o participar en un proyecto cultural?	- Expressive reading of script and short story. - Intonation of doubt, wish, hypothesis, emotion and command. - Attention to pauses, communicative intention and emotional nuances.
Sociocultural knowledge	The student recognises volunteering and NGOs as forms of social participation and civic commitment. Wishes, expectations, emotions and evaluations related to personal or collective projects are worked on. Cofrentes, Valencia, is also introduced as a local/cultural reference and short films as an audiovisual cultural product.	The student identifies the short story, the script and the short film as forms of cultural expression that allow them to represent emotions, wishes, conflicts, projects and life decisions. The lives of real or fictional people are worked on from the angle of their expectations, feelings and decisions.
Intercultural skills and attitudes	The student compares different forms of social participation, volunteering and community commitment without imposing their own cultural model. Develops empathy towards diverse personal motivations and learns to express tastes, dislikes or evaluations without disparaging the choices of others.	The student interprets emotions, projects and personal expectations from an intercultural perspective. Avoids simplistic judgements on life paths, personal decisions or ways of expressing feelings. Practises active listening and the reading of nuances in stories, interviews and scripts.
Learning procedures	The student organises vocabulary by semantic fields: tastes, dislikes, emotions, wishes, volunteering and projects. Deduces the meaning of new words from context, records useful subjunctive expressions and classifies examples by function: wish, hypothesis, evaluation or opinion.	The student prepares a dramatised reading: analyses stage directions, marks pauses, identifies emotions, selects appropriate intonation and rehearses with a classmate. Then carries out self-assessment on clarity, fluency, pronunciation, use of the subjunctive and expressive appropriateness.
Final classroom task / Assessment criterion	Interview about wishes and projects In pairs, prepare and act out an interview with a person who wants to take part in an NGO, cultural project or volunteering activity. Must include wishes, tastes,	Short script with hypothesis and emotions Write and read aloud a short scene inspired by a short story or short film. Must include stage directions, feelings, expectations, a hypothesis, an evaluation and structures

Contents	Monday	Tuesday
	emotions, hypothesis and at least four subjunctive structures. The student expresses wishes, tastes, emotions, opinions and hypotheses intelligibly, using the present and past perfect subjunctive in an oral interview related to personal or social projects.	with present or past perfect subjunctive. The student interprets and produces a short script or story, using stage directions, appropriate intonation, emotional vocabulary and structures of evaluation, hypothesis and subjunctive to talk about expectations, feelings and projects.
Grading criteria	- Expresses wishes and projects clearly: 15%. - Uses the present subjunctive correctly: 20%. - Uses the past perfect subjunctive functionally: 15%. - Expresses tastes, feelings, dislikes and emotions: 15%. - Formulates hypotheses or probabilities: 15%. - Takes part in the interview with fluency, active listening and appropriateness: 20%.	- Writes a coherent short script or story: 20%. - Uses evaluation structures with the subjunctive: 20%. - Integrates vocabulary of feelings, projects and expectations: 15%. - Uses stage directions usefully for the performance: 15%. - Reads aloud with expressive and appropriate intonation: 15%. - Formulates hypotheses or evaluations about characters/situations: 15%.
Materials	Unit 1. Nuevo Prisma B2. Documentary, interview, sheets on volunteering and NGOs, images of Cofrentes, subjunctive table, bank of expressions of wish and emotion.	Unit 1. Nuevo Prisma B2. Short story, script with stage directions, short film, expressive-reading sheet, intonation rubric and list of expressions of probability or hypothesis.

Level B2— Week 1 — Time: 8:30–10:00 / 10:30–12:00

Contents	Wednesday	Thursday
Functional content	- Getting to know each other: formal and informal introductions. - Asking for and giving information about whether one knows something or someone. - Asking about and denying the existence of something or someone.	- Raising objections. - Talking about something by highlighting it. - Presenting personal, academic or cultural information highlighting relevant features.
Grammatical content	- Explanatory relative clauses + indicative. - Restrictive relative clauses + indicative/subjunctive. - Contrast: Busco a una persona que sabe español / que sepa español.	Relative pronouns and adverbs: que, quien, donde, cuando, cuyo/a/os/as, el cual, la cual. - Use of relatives to expand, qualify or specify information. Resources for highlighting information: lo que más me interesa es..., precisamente..., sobre todo..., en particular...
Text types and vocabulary	- Decalogue. - Forum. - Vocabulary of character and personality. - Vocabulary related to learning Spanish or another language.	- Advertising texts. - Forum. - Decalogue. - Vocabulary related to learning, motivation, personality, study programmes and migration experiences.
Strategic component	- Interacting with teachers and classmates regarding the development of their own learning procedures through oral discourse. - Asking, clarifying, rephrasing and contrasting learning strategies.	- Reflecting on learning: styles, techniques, behaviours and preferences. - Motivation in the language classroom. - Comparing one's own procedures with those of other classmates.
Cultural content	- Programmes for studying Spanish or a foreign language. - Spanish migrants in the 1960s: contrast between Spain and Switzerland.	- The film Un franco, 14 pesetas, by Carlos Iglesias. - Migration experiences, cultural adaptation and language learning in real contexts.
Spelling / Phonetics	- Pronunciation of vowel structures: diphthong, triphthong, hiatus, syneresis and	- Pronunciation applied to longer oral texts. - Attention to vowel links in expressive reading and oral presentation.

Contents	Wednesday	Thursday
	synalepha. - Reading introductions and short fragments.	
Sociocultural knowledge	The student recognises formal and informal introductions as social practices that change depending on the context: academic, work-related, personal or intercultural. They also identify language-learning programmes, learner profiles and learning situations in Spain and other countries.	The student analyses Spanish emigration of the 1960s and the contrast between Spain and Switzerland as a social, work-related and cultural phenomenon. The migration experience, adaptation to another language and cultural shock are worked on from a historical and human perspective.
Intercultural skills and attitudes	The student compares ways of introducing oneself, asking about knowledge or talking about abilities in different cultures. Avoids judgements on accents, learning styles or linguistic levels. Practises active listening and respectful rephrasing.	The student develops empathy towards migrants and language learners. Contrasts experiences of mobility, adaptation and learning without oversimplifying or idealising. Learns to raise objections politely and to highlight information without imposing their view.
Learning procedures	The student identifies their own strategies for learning Spanish: how they memorise, how they ask, how they correct errors, how they use resources and how they take part. Records useful expressions in their notebook for asking, clarifying and evaluating their process.	The student reflects on their learning style, motivation and preferences. Draws up a list of effective techniques, compares strategies with classmates and reviews which procedures they can improve: planning, participation, correction, cooperation and self-assessment.
Final classroom task / Assessment criterion	B2 Learner profile Produce and present a personal learning profile. Must include a formal or informal introduction, information about what they know/are familiar with, a denial of existence and at least three relative clauses. The student introduces themselves appropriately to the context, asks for and gives information about knowledge, abilities or people they know, and uses relative clauses to describe profiles, experiences and learning needs.	Decalogue of the good intercultural learner Create a decalogue for learning Spanish or another language in an intercultural context. Must include objections, advice, relatives, vocabulary of personality/learning and a cultural reference to migration experiences or study programmes. The student formulates objections, highlights relevant information and produces a coherent decalogue on language learning, integrating relatives, specific vocabulary, intercultural reflection and cultural references.
Grading criteria	- Produces appropriate formal and informal introductions: 15%. - Uses structures for saber/conocer and existence/non-existence: 15%. - Uses relative clauses with indicative and subjunctive: 25%. - Integrates vocabulary of character, personality and learning: 15%. - Interacts with classmates/teacher clearly and respectfully: 15%. - Takes care of pronunciation of diphthongs, triphthongs, hiatus and vowel links: 15%.	- Formulates objections with courtesy and precision: 15%. - Highlights information effectively: 15%. - Uses relative pronouns and adverbs correctly: 20%. - Produces a coherent and useful decalogue: 20%. - Integrates intercultural reflection on emigration, learning and adaptation: 15%. - Presents orally with good intonation, vowel links and clarity: 15%.
Materials	Unit 2. Nuevo Prisma B2. Introduction models, forums, personality sheets, table of relatives, activities on language-study programmes.	Unit 2. Nuevo Prisma B2. Advertising texts, forums, fragments or sheet on the film Un franco, 14 pesetas, decalogue template and oral-presentation rubric.

Level B2— Week 1 — Time: 8:30–10:00 / 10:30–12:00

Contents	Friday
Functional content	- Giving an argued opinion for or against in writing and orally. - Expressing agreement, partial agreement and disagreement. - Expressions for giving an opinion and for showing agreement and disagreement.
Grammatical content	- Connectors of argumentation. - Review of past tenses. - Structures for taking a position: estoy a favor de..., estoy en contra de..., comparto parcialmente..., discrepo porque...
Text types and vocabulary	- Test. - Interview. - Opinion texts. - Argumentative text. - Expository text. - Vocabulary to talk about character. - Colloquial expressions.
Strategic component	- Ordering ideas in order to argue on a topic of some complexity. - Gathering information to be able to give a presentation clearly and well argued.
Cultural content	- Music in Spanish. - The Cuban National Ballet. - Music and dance as Hispanic cultural expressions.
Spelling / Phonetics	- Intonation: groups that do not normally allow pauses. - Argumentative-reading practice: complete phonic groups in connectors and opinion structures.
Sociocultural knowledge	The student recognises music and dance as cultural expressions that allow them to express identity, collective memory, belonging, aesthetic taste and social values. The Cuban National Ballet is worked on as a cultural institution and artistic reference of the Hispanic world.
Intercultural skills and attitudes	The student compares musical tastes, ways of evaluating dance and cultural references without imposing their own criteria. Learns to express agreement or disagreement with respect and to distinguish between personal taste, argument and cultural prejudice.
Learning procedures	The student plans an argumentation: defines a position, selects arguments, orders ideas, chooses connectors and prepares examples. Afterwards, checks whether their intervention is clear, respectful and sufficiently justified.
Final classroom task / Assessment criterion	Argued debate: "Are music and dance essential to learn a language and to know a culture?" The student must defend a position for or against, express partial agreement and respond to an objection. The student defends an opinion orally and in writing in an argued way, uses connectors, expresses agreement/disagreement with nuance and organises their ideas on a cultural topic of some complexity.
Grading criteria	- Formulates a clear position for or against: 20%. - Uses appropriate argumentative connectors: 20%. - Expresses agreement, partial agreement and disagreement with courtesy: 15%. - Orders ideas and gives relevant examples: 20%. - Integrates vocabulary of music, dance, character and colloquial expressions: 10%. - Uses appropriate intonation and pauses in the presentation: 15%.
Materials	Unit 3. Nuevo Prisma B2. Test, interview, opinion texts, argumentative text, expository text, videos or audios of music in Spanish, sheet of argumentative connectors.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Expresses wishes, feelings and dislikes with precise nuances.
- Formulates hypotheses about people or situations using different degrees of probability.
- Gives a dramatised reading of a script respecting the stage directions.

Written production — 30 %

It is assessed whether the student:

- Drafts an evaluative text on a personal or social experience.
- Correctly uses the present and past perfect subjunctive.

Learning procedures — 20 %

It is assessed whether the student:

- Deduces the meaning of new words from context or semantic fields.

Intercultural attitude — 10 %

It is assessed whether the student:

- Shows empathy and respect for the different ways of expressing emotions in other cultures.

Student final self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Express my wishes and hopes with "Ojalá" or "Espero que"			
Make hypotheses about why someone behaves in a certain way			
Evaluate facts using the subjunctive (Me parece bien que...)			
Read a theatre or film script with appropriate intonation			

Closing sentence

This week I can say:

Level B2— Week 2 (Review) — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday	Wednesday
Functional content	Expressing personal wishes, emotions and expectations.	Formulating hypotheses about personal and social projects.	Talking about volunteering and social participation.
Grammatical content	Present subjunctive with wishes and emotions.	Past perfect subjunctive: evaluation of recent events.	Relative clauses with indicative/subjunctive.
Text types and vocabulary	Personal interview. Vocabulary of emotions, projects and expectations.	Short script on future projects. Vocabulary of hypothesis.	Informative text on volunteering. Vocabulary of NGOs, aid and commitment.
Strategic component	Activating vocabulary before speaking.	Ordering ideas: wish, hypothesis, reason and example.	Distinguishing fact, experience and opinion.
Cultural content	Personal motivations for learning languages.	Life projects and international mobility.	Volunteering and civic participation.
Spelling / Phonetics	Intonation of wish and emotion.	Intonation of hypothesis.	Pauses in oral explanation.
Sociocultural knowledge	The student recognises that expressing emotions and expectations requires appropriateness to the context.	Understands that personal projects are conditioned by culture, opportunities and social context.	Identifies volunteering as a form of social participation.
Intercultural skills and attitudes	Listens to emotions and expectations without judging.	Avoids oversimplifying personal paths.	Values different forms of social commitment.
Learning procedures	Formulates personal objectives.	Plans an oral intervention.	Takes notes on new vocabulary.
Final task / Assessment criterion	Interview: "What I want to achieve" Must include questions and answers about personal, academic or professional goals, clear expression of wishes and objectives, use of opinion and future structures, vocabulary related to personal projects and a respectful interaction between interviewer and interviewee.	Script: "If I could change something..." Must include a clear hypothesis about a desired change, appropriate use of conditional structures such as <i>si pudiera...</i> , explanation of causes and consequences, a concrete proposal for improvement and a coherent personal conclusion.	Mini presentation on a solidarity initiative Must include presentation of a real or imagined solidarity initiative, explanation of the problem it addresses, objectives of the proposal, planned actions, beneficiaries and personal evaluation of its social usefulness.
Grading criteria	Wishes/emotions 30%, subjunctive 30%, vocabulary 20%, oral skill 20%.	Hypothesis 30%, organisation 20%, subjunctive 25%, vocabulary 15%, pronunciation 10%.	Social content 25%, relatives 25%, vocabulary 20%, clarity 20%, attitude 10%.
Materials	Cards of emotions and wishes.	Hypothesis template.	Short texts on volunteering.

Level B2— Week 2 (Review) — Time: 8:30–10:00 / 10:30–12:00

Contents	Thursday	Friday
Functional content	Introducing oneself formally and informally in academic or social contexts.	Integrating wishes, projects, learning and migration in a final presentation.
Grammatical content	Relative pronouns and adverbs: <i>quien, donde, lo que, cuyo</i> .	Review: subjunctive, relatives and basic argumentative connectors.
Text types and vocabulary	Personal or academic profile. Vocabulary of personality and learning.	Oral presentation and short text: "My project in Spanish".
Strategic component	Adapting formal/informal register.	Reviewing clarity, coherence and grammatical accuracy.
Cultural content	Migration and language learning.	Cultural and linguistic diversity in migratory contexts.

Contents	Thursday	Friday
Spelling / Phonetics	Clear pronunciation in formal presentation.	Review of intonation and fluency.
Sociocultural knowledge	Recognises differences between formal, informal, academic and work-related introduction.	Relates language learning, mobility and intercultural coexistence.
Intercultural skills and attitudes	Respects accents, paths and ways of learning.	Shows empathy towards migrants or language learners.
Learning procedures	Reviews register and appropriateness.	Self-assesses their presentation and their errors.
Final task / Assessment criterion	Formal and informal profile Must include two versions of an introduction of the same person or project: one in formal register and one in informal register, clear differences in tone, vocabulary and forms of address, and appropriateness to recipient and communicative context.	Final presentation: "My personal, social or intercultural project" It is assessed whether the student integrates wishes, hypotheses, relatives, opinion and intercultural awareness.
Grading criteria	Register 25%, relatives 25%, profile 20%, interaction 20%, accuracy 10%.	Oral 40%, written 30%, procedures 20%, intercultural attitude 10%.
Materials	Models of formal/informal profile.	Rubric and self-assessment.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Expresses wishes, emotions and hypotheses clearly.
- Uses the subjunctive in contexts of wish, emotion and evaluation.
- Talks about personal projects, learning and volunteering.
- Presents personal information in formal and informal register.
- Uses relatives to expand information.
- Takes part respectfully in exchanges about migration and diversity.

Written production — 30 %

It is assessed whether the student:

- Writes a coherent personal or academic profile.
- Drafts a short text on their projects.
- Uses basic connectors to argue.
- Uses vocabulary of emotions, learning, volunteering and migration.
- Uses relative clauses to give precise information.
- Reviews grammatical and register errors.

Learning procedures — 20 %

It is assessed whether the student:

- Plans their intervention before speaking.
- Formulates personal learning objectives.
- Selects useful vocabulary.
- Reviews the use of subjunctive and relatives.
- Takes part in self-assessment.

Intercultural attitude — 10 %

It is assessed whether the student:

- Listens to migration experiences without prejudice.
- Respects different life projects.
- Values language learning as a cultural experience.
- Shows openness towards different forms of social participation.

Student self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Express wishes and emotions			
Formulate hypotheses about my future			
Use the present subjunctive			
Use the past perfect subjunctive			
Talk about volunteering			
Introduce myself in a formal context			
Introduce myself in an informal context			

I can already...	Yes	So-so	Not yet
Use relative clauses			
Talk about language learning			
Talk about migration with respect			

Closing sentence

This week I can say:

Level B2— Week 3 — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday
Functional content	- Writing a biography. - Talking about life paths. - Arguing about an artistic or cultural figure. - Relating life, work, character and social context.
Grammatical content	- Review of past tenses applied to biography: pretérito indefinido, imperfecto, pluscuamperfecto and perfecto. - Connectors for organising a life path: nació, estudió, empezó, llegó a ser, durante, mientras, después, finalmente.
Text types and vocabulary	- Biography. - Expository text. - Vocabulary related to music and dance. - Vocabulary to talk about character. - Colloquial expressions contextualised in interviews or biographies.
Strategic component	- Reflecting on music as a resource for motivation and the learning of a foreign language in its linguistic and cultural dimension. - Selecting relevant information to build a coherent biography and not a list of data.
Cultural content	- Music in Spanish. - The Cuban National Ballet. - Artistic paths, cultural institutions and figures linked to music or dance.
Spelling / Phonetics	- Intonation applied to biography and oral presentation. - Appropriate pauses in narrative and expository sequences.
Sociocultural knowledge	The student identifies the biography as a social genre for presenting life paths, achievements, difficulties, character, historical context and cultural contributions. The lives of artists, musicians or dancers are related to the social and cultural environment in which they develop their work.
Intercultural skills and attitudes	The student interprets life paths from an intercultural perspective: avoids oversimplifying other people's lives, recognises social, historical and cultural conditioning factors, and shows empathy towards decisions, difficulties or successes of other people.
Learning procedures	The student gathers and organises information for a biography: basic data, stages, achievements, character, context and final evaluation. Reviews past tenses, cohesion and appropriateness of vocabulary.
Final classroom task / Assessment criterion	Cultural biography Write and present a short biography of a person related to music, dance or Hispanic culture. Must include life path, character, achievements, cultural context and argued personal evaluation. The student writes and presents a coherent biography, appropriately uses past tenses, integrates vocabulary of character, music and dance, and relates life path to cultural context.
Grading criteria	- Writes a structured and coherent biography: 20%. - Uses past tenses correctly: 20%. - Presents life path, achievements and cultural context: 20%. - Uses vocabulary of music, dance and character: 15%. - Provides an argued personal evaluation: 15%. - Presents orally with clarity, rhythm and appropriate pauses: 10%.
Materials	Unit 3. Nuevo Prisma B2. Model biographies, texts on the Cuban National Ballet, interviews, biography template, oral-presentation rubric.

Level B2— Week 3 — Time: 8:30–10:00 / 10:30–12:00

Contents	Tuesday	Wednesday
Functional content	- Expressing wishes and preferences. - Asking for and giving advice. - Asking or demanding formally. - Issuing value judgements and stating a reality.	- Talking about physical activities that can improve our health. - Giving an opinion and evaluating healthy habits, sport and the health system. - Drafting and defending a proposal related to health and well-being.
Grammatical content	- Past imperfect subjunctive: morphology. - Contrast present / imperfect subjunctive. -	- Value of impersonal clauses with ser / estar. - Structures: es necesario que, es

Contents	Tuesday	Wednesday
	Correlation of verb tenses in subordinate clauses with subjunctive.	importante que, es recomendable que, está claro que, es evidente que, es mejor que. - Review of temporal correlation with subjunctive in advice, demands and evaluations.
Text types and vocabulary	- Informative text. - Conversational text, formal and informal. - Digital text: web page. - Radio text: listener's enquiry. - Vocabulary on life and healthy sporting activities.	- Testimony. - Advertising text. - Vocabulary for expressing opinion and evaluating. - Vocabulary on medical advances. - Vocabulary related to sport, health system, healthy habits and well-being.
Strategic component	- Use of the monolingual dictionary: understanding and being able to write a definition. - Guidelines for drafting an argumentative text. - Guidelines for drafting a formal request.	- Knowing the relationship of verb tenses to construct sentences. - Reviewing drafts: coherence, register, connectors, specialised vocabulary and correctness of the subjunctive.
Cultural content	Lifestyles: healthy and active people. - Sports that are in fashion. The National Health System.	- Public versus private healthcare. - Fragments from Bécquer, Juan Ramón Jiménez and García Lorca. - Health, sport and literature as ways of representing well-being, body and emotions.
Spelling / Phonetics	- Reading and intonation of simple poems. - Pauses, rhythm and expressive intonation.	- Expressive reading applied to argumentative texts, testimonies and poetic fragments. - Intonation in advice, formal demands and evaluations.
Sociocultural knowledge	The student recognises healthy lifestyles as part of current social practices: sport, food, rest, prevention, medical consultation and self-care. Sport is worked on as a personal habit, social activity and cultural phenomenon.	The student identifies the National Health System and the contrast between public and private healthcare as relevant aspects of social organisation. They also relate health, body, emotions and literature through fragments by Hispanic authors.
Intercultural skills and attitudes	The student compares health, sport and self-care habits in different cultures without imposing a single model. Develops respect for different ways of understanding the body, well-being, prevention and physical activity.	The student reflects on cultural differences in access to healthcare, doctor-patient relationship and the perception of public or private health. Practises empathy towards personal testimonies and avoids simplistic judgements about habits or health systems.
Learning procedures	The student uses the monolingual dictionary to draw up their own definitions of terms related to health, sport and well-being. Plans a formal request: recipient, reason, request, justification and closing. Classifies subjunctive structures by function: wish, advice, demand or value judgement.	The student reviews the correlation of tenses in subordinate clauses and applies a checklist before submitting the text: use of subjunctive, argumentative coherence, formal register, connectors, lexical accuracy and cultural appropriateness.
Final classroom task / Assessment criterion	Formal enquiry about health and sport Draft an enquiry or formal request addressed to a sports centre, medical centre or health institution. Must include a preference, a piece of advice requested, a formal request and at least three subjunctive structures. The student expresses wishes, preferences, advice and formal requests appropriately, using the imperfect subjunctive and temporal correlation in a functional text related to health or sport.	Campaign "Get moving for your health" Produce a short argumentative or advertising text on a healthy physical activity. Must include evaluation, advice, argument, reference to the health system or social well-being, and an impersonal structure with ser/estar + que + subjunctive/indicative. The student argues and evaluates healthy habits, physical activities and aspects of the health system, using specific vocabulary, impersonal structures, connectors and a register appropriate to the requested text.

Contents	Tuesday	Wednesday
Grading criteria	- Expresses wishes and preferences clearly: 15%. - Formulates appropriate advice and formal requests: 20%. - Uses the past imperfect subjunctive correctly: 20%. - Applies temporal correlation in subordinate clauses: 15%. - Integrates vocabulary of health, sport and well-being: 15%. - Uses monolingual dictionary and defines terms with precision: 15%.	- Drafts a coherent argumentative/advertising text: 20%. - Uses impersonal structures with ser/estar correctly: 20%. - Evaluates healthy habits and physical activities with arguments: 15%. - Integrates vocabulary on health, sport and medical advances: 15%. - Shows intercultural sensitivity towards models of health and healthcare: 10%. - Presents orally with intonation, rhythm and clarity: 20%.
Materials	Unit 4. Nuevo Prisma B2. Informative texts, radio enquiry, web page on sport and health, monolingual dictionary, formal-request template.	Unit 4. Nuevo Prisma B2. Testimonies, advertising texts, texts on public/private healthcare, fragments by Bécquer, Juan Ramón Jiménez and García Lorca, argumentative-text rubric.

Level B2— Week 3 — Time: 8:30–10:00 / 10:30–12:00

Contents	Thursday	Friday
Functional content	- Talking about memories of the past. - Talking about the changes in life. - Debating about how social media have changed our lives. - Expressing that one remembers something or not.	- Reflecting on how the experience of travelling influences a person. - Talking about personal, social and cultural changes. - Summarising an experience or report related to travel, life changes or social transformation.
Grammatical content	- Modal and aspectual periphrases. - Verbs of change. - Time expressions to talk about an experience.	- Functional review of periphrases and verbs of change in oral and written texts. - Temporal expressions to organise an experience: desde entonces, con el tiempo, al principio, después, antes, ahora, a partir de ese momento.
Text types and vocabulary	- Informative text. - Informative text: report. - Press headline. - Testimony. - Radio programme. - Book review. - Interview. - Specific vocabulary on internet. - Vocabulary related to life stages and physical changes.	Informative text. - Informative text: report. - Testimony. - Interview. - Vocabulary related to people who travel. - Expressions with ponerse + colours. Vocabulary on social change, travel, identity, education and family.
Strategic component	- Understanding the elements of cohesion of a complex text and being able to order it. - Extracting relevant information from an oral text to make a summary.	- Deducing the functions corresponding to periphrases and verbs of change. - Selecting relevant information to construct an oral or written synthesis. - Reviewing temporal coherence and connection between ideas.
Cultural content	- Changes in today's society: internet, social media. - Changes in family and education models.	- The programme Españoles por el mundo. - Immigration in Spain. - Travel, mobility, cultural adaptation and personal transformation.
Spelling / Phonetics	- Style guide: writing of dates and times.	- Review of dates and times in testimonies, reports and travel experiences. - Oral reading taking care of pauses, rhythm and informative clarity.
Sociocultural knowledge	The student recognises recent social changes linked to internet, social media, family and education. The way technology	The student identifies the experience of travelling, emigrating or living in another country as a social and cultural

Contents	Thursday	Friday
	modifies forms of communication, personal relationships, memory, privacy, learning and family organisation is worked on.	phenomenon. Human mobility, immigration in Spain and travellers' accounts are worked on as spaces of contact between cultures, adaptation and personal change.
Intercultural skills and attitudes	The student critically analyses how social media transform everyday life without falling into simplistic visions of "everything better" or "everything worse". Compares generational, family and educational changes respecting different experiences.	The student develops empathy towards people who travel, migrate or undergo cultural adaptation processes. Compares ways of life, education, family and communication without judging from a single cultural model. Practises cultural relativisation and active listening.
Learning procedures	The student organises the information of complex texts through connectors, temporal markers and lexical fields. Produces a table with verbs of change and periphrases, classifying them by function: beginning, continuity, obligation, possibility, transformation or result.	The student listens to or reads a travel testimony, identifies main ideas, selects relevant data and drafts a summary. Afterwards, reviews whether they have used connectors, temporal expressions, verbs of change and an appropriate register.
Final classroom task / Assessment criterion	<p>Debate + written synthesis: "Have social media changed our lives for the better or for the worse?"</p> <p>The student must defend a position, use personal/social examples, include verbs of change and close with a brief synthesis.</p> <p>The student debates about social and personal changes, uses periphrases and verbs of change functionally, understands informative or testimonial texts and summarises relevant information with cohesion.</p>	<p>Testimony of transformation</p> <p>Draft and present a real or fictional testimony entitled "A trip that changed me". Must include experience, personal change, cultural reference, temporal markers and at least three verbs of change or periphrases.</p> <p>The student reflects on the influence of travelling or migrating on a person, produces a coherent testimony and uses vocabulary of travel, life changes, immigration and cultural adaptation.</p>
Grading criteria	- Expresses memories and life changes clearly: 15%. - Uses modal and aspectual periphrases correctly: 20%. - Uses verbs of change precisely: 20%. - Argues about social media, family or education with examples: 15%. - Summarises relevant oral or written information: 15%. - Takes care of cohesion, dates, times and text organisation: 15%.	Drafts a coherent and well-organised testimony: 20%. - Uses temporal markers and expressions of experience: 15%. - Integrates verbs of change and periphrases functionally: 20%. - Relates travel, immigration or mobility to personal change: 15%. - Shows intercultural sensitivity and avoids stereotypes: 15%. Presents orally with clarity, rhythm and accuracy: 15%.
Materials	Unit 5. Nuevo Prisma B2. Informative texts, reports, press headlines, testimonies, radio programme, book review, interview, sheet of verbs of change and periphrases.	Unit 5. Nuevo Prisma B2. Fragments or sheet on Españoles por el mundo, travel testimonies, texts on immigration in Spain, summary template, oral-presentation rubric.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Narrates biographies and anecdotes integrating complex temporal connectors.
- Debates about the importance of historical or cultural figures.

Written production — 30 %

It is assessed whether the student:

- Writes a coherent biographical account or personal portrait.
- Masters the contrast of past tenses and the past perfect subjunctive in relative structures.

Learning procedures — 20 %

It is assessed whether the student:

- Organises information chronologically and hierarchically in long texts.

Intercultural attitude — 10 %

It is assessed whether the student:

- Values the legacy of distinguished figures of the Hispanic world.

Student final self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Narrate the life of a person in detail and in order			
Use connectors such as "a medida que" or "tan pronto como"			
Describe past facts with grammatical precision			
Write an interesting and well-structured biography			

Closing sentence

This week I can say

Level B2— Week 4 (Review) — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday	Wednesday
Functional content	Arguing about music, dance and culture.	Narrating a biography.	Formulating formal advice and recommendations.
Grammatical content	Argumentative connectors: además, sin embargo, por una parte.	Review of past tenses in biography.	Imperfect subjunctive in advice and requests.
Text types and vocabulary	Cultural debate. Vocabulary of music, dance and entertainment.	Biography. Vocabulary of life, path and achievements.	Text of healthy advice. Vocabulary of sport and health.
Strategic component	Ordering arguments.	Selecting relevant data.	Distinguishing advice, obligation and recommendation.
Cultural content	Music and dance as cultural identity.	Relevant figures of the Hispanic world.	Healthy habits in different societies.
Spelling / Phonetics	Argumentative intonation.	Narrative pauses.	Intonation of advice.
Sociocultural knowledge	The student recognises musical and corporal culture as a form of identity.	Understands biography as a social genre for reconstructing life paths.	Identifies health as a social and cultural practice.
Intercultural skills and attitudes	Avoids disparaging musical or cultural tastes.	Interprets personal paths with respect.	Compares healthy habits without imposing models.
Learning procedures	Prepares arguments with examples.	Produces a biographical timeline.	Records advice formulas.
Final task / Assessment criterion	Debate: "Does music change a society?" Must include a clear position on the social influence of music, arguments for or against, examples of songs, artists or cultural movements, response to opposing opinions and appropriate use of connectors to nuance and defend the opinion.	Biography in writing and orally Must include essential data on the chosen person, chronological order of events, relevant events of their life, cultural or social contributions, correct use of past tenses and a clear and organised oral presentation.	Guide of healthy advice Must include concrete recommendations on health, sport, food or well-being, use of structures for advising and suggesting, organisation by sections, specific vocabulary of health and a brief justification for each piece of advice.
Grading criteria	Argumentation 30%, connectors 25%, cultural vocabulary 20%, interaction 15%, attitude 10%.	Past tenses 30%, biography 30%, vocabulary 15%, coherence 15%, oral skill 10%.	Advice 25%, imperfect subjunctive 25%, health vocabulary 20%, clarity 20%, attitude 10%.
Materials	Cultural audios or videos.	Short biographies.	Health infographics.

Level B2 Syllabus — Week 4 (Review) — Time: 8:30–10:00 / 10:30–12:00

Contents	Thursday	Friday
Functional content	Asking for information, help or an appointment in a healthcare context.	Integrating biography, health, culture and argumentation.
Grammatical content	Courtesy conditional and formal formulas.	Review: past tenses, subjunctive, conditional and connectors.
Text types and vocabulary	Formal enquiry or medical appointment. Healthcare vocabulary.	Argumentative-biographical text: "A life that inspires".
Strategic component	Using courtesy formulas.	Reviewing coherence, register and accuracy.
Cultural content	Health system and forms of care.	Culture, body, health and well-being.
Spelling / Phonetics	Formal intonation in a request.	Final expressive reading.

Contents	Thursday	Friday
Sociocultural knowledge	Recognises courtesy norms in healthcare contexts.	Relates life, culture, body, well-being and personal change.
Intercultural skills and attitudes	Respects differences in health systems.	Argues without cultural generalisations.
Learning procedures	Simulates a formal enquiry.	Self-assesses their oral and written production.
Final task / Assessment criterion	Role-play: formal healthcare request Must include a clear healthcare communicative situation, courtesy formulas, formal request for an appointment, information about symptoms or medical need, appropriate response from the interlocutor and use of formal register.	Final product: "Healthy and cultural biography" It is assessed whether the student argues, narrates and recommends with precision.
Grading criteria	Formal register 25%, request 25%, healthcare vocabulary 20%, interaction 20%, pronunciation 10%.	Oral 40%, written 30%, procedures 20%, intercultural attitude 10%.
Materials	Models of formal enquiry.	Weekly rubric.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Argues about culture, music, dance, health and sport.
- Presents a biography in an orderly way.
- Formulates advice and formal requests.
- Takes part in a healthcare role-play.
- Uses connectors to organise their discourse.
- Respects different opinions on lifestyle habits.

Written production — 30 %

It is assessed whether the student:

- Writes a coherent biography.
- Drafts healthy advice with appropriate register.
- Writes a formal request.
- Uses past tenses, conditional and imperfect subjunctive.
- Uses cultural, healthcare and sport vocabulary.
- Reviews the text before submitting it.

Learning procedures — 20 %

It is assessed whether the student:

- Selects relevant information.
- Plans a biography.
- Uses outlines to argue.
- Records courtesy formulas.
- Corrects errors of verb tenses.

Intercultural attitude — 10 %

It is assessed whether the student:

- Respects different life paths.
- Avoids prejudices about health, body or sport.
- Compares health systems with prudence.
- Values different cultural expressions.

Student self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Argue about music or culture			
Write a biography			
Use past tenses			
Formulate advice			
Use the imperfect subjunctive			
Ask for an appointment or formal information			
Talk about healthy habits			

I can already...	Yes	So-so	Not yet
Talk about sport and well-being			
Use argumentative connectors			
Compare habits without judging			

Closing sentence

This week I can say:

Level B2— Week 5 — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday
Functional content	- Defining and describing. - Evaluating people, actions, states and things positively or negatively. - Judging situations.	- Talking about different artistic expressions. - Making an art review. - Defending a personal evaluation of a work, artist or exhibition.
Grammatical content	- Uses of ser and estar — review. - Adjectives that change meaning with ser and estar. - Reflexive passive and passive with direct object + pronoun.	- Passive clauses of process and of result. - Reflexive impersonal clauses. - Review of ser / estar applied to artistic evaluation: es original / está bien construida / es oscura / está expuesta.
Text types and vocabulary	- Quotations. - Forum. - Interview. - Informative article. - Vocabulary related to art.	- Quotations. - Forum. - Informative article. - Vocabulary related to art. - Artistic expressions: painting and photography.
Strategic component	- Making summaries by extracting essential information from a text. - Developing an attitude of curiosity and openness towards the art of the language being studied.	- Activating skills that allow understanding of cultural products through observation, comparison, association and inference. - Organising an art review: description, interpretation, evaluation and conclusion.
Cultural content	- Artistic expressions: painting and photography. - Visual arts.	- The Casa Azul and the Picasso Museum. - Painting, photography, museums and cultural spaces of the Hispanic world.
Spelling / Phonetics	- Style guide: writing of quotations. - Use of quotation marks, authorship and punctuation in short quotations.	- Review of quotations in critical and informative texts. - Expressive reading of a short review respecting pauses and evaluative emphasis.
Sociocultural knowledge	The student recognises art as a social and cultural practice: museums, exhibitions, painting, photography, artists, cultural criticism and forms of participation in forums. The quotation is worked on as a resource for supporting an evaluation or introducing an authoritative voice.	The student identifies Hispanic cultural spaces such as the Casa Azul and the Picasso Museum, and understands that museums are not only tourist places, but spaces of memory, identity, interpretation and cultural debate.
Intercultural skills and attitudes	The student observes works, photographs or artistic texts without reducing them to “I like it / I don’t like it”. Learns to distinguish objective description, personal interpretation and value judgement. Develops curiosity and openness towards the artistic manifestations of the target culture.	The student compares works, museums and ways of representing reality from an intercultural perspective. Avoids superficial or ethnocentric judgements and justifies their opinion with respect, data and cultural sensitivity.
Learning procedures	The student summarises informative texts on art extracting essential information: topic, author, work, technique, context and evaluation. Reviews the use of ser/estar, reflexive passive and artistic vocabulary in a checklist.	The student prepares an art review following phases: observation, description, interpretation, comparison, evaluation and revision. Uses quotations correctly, selects precise vocabulary and checks whether their text distinguishes facts, opinions and inferences.
Final classroom task / Assessment criterion	Critical sheet of a work Choose a painting or photograph and produce a sheet with description, positive or negative evaluation, a short correctly written quotation and at least three contrasted uses of ser/estar. The student defines, describes and evaluates a work or cultural product with precision, uses ser/estar appropriately, summarises	Art review for a cultural forum Write and orally defend a short review on a work, exhibition, museum or photograph. Must include description, interpretation, evaluation, a passive structure and a quotation or cultural reference. The student produces a coherent art review, justifies evaluations, uses passives and impersonal clauses, integrates artistic vocabulary and

Contents	Monday	Tuesday
	essential information and uses quotations correctly.	shows intercultural openness towards cultural products.
Grading criteria	Describes and defines the work clearly: 15%. - Evaluates people, actions, states or objects with arguments: 15%. - Uses ser/estar and adjectives of meaning change correctly: 20%. - Uses reflexive passive or passive with pronoun: 15%. Summarises essential information from an artistic text: 15%. - Writes quotations in correct format: 20%.	- Drafts a coherent art review: 20%. - Distinguishes description, interpretation and evaluation: 15%. - Uses process/result passives and impersonals: 20%. - Integrates vocabulary of art, painting and photography: 15%. - Relates the work to a Hispanic cultural reference: 15%. - Presents orally with clarity, respect and intercultural sensitivity: 15%.
Materials	Unit 6. Nuevo Prisma B2. Quotations, forum, interview, informative article, images of works of art, ser/estar sheet, style guide for quotations.	Unit 6. Nuevo Prisma B2. Texts on the Casa Azul and Picasso Museum, informative articles, art-review models, images of painting/photography, cultural-forum rubric.

Level B2— Week 5 — Time: 8:30–10:00 / 10:30–12:00

Contents	Wednesday	Thursday
Functional content	- Talking about appearances and resemblances. - Evaluating information and giving opinions. - Making comparisons or establishing differences.	- Describing through imaginary comparisons. - Talking about neighbourhoods, housing and lifestyles. - Evaluating options for buying or renting a home.
Grammatical content	- Verbs parecer and parecerse. - Degrees of comparison. - Uses of como si / ni que + imperfect / pluperfect subjunctive.	- Verbs with prepositions. - Review of comparative structures applied to descriptions of people, places and housing. - Use of imaginary comparisons to nuance evaluations: como si fuera..., ni que viviera..., como si hubieran diseñado...
Text types and vocabulary	- Radio report. - Descriptions of people. - Colloquial conversations. - Expository text. - Vocabulary for physical description.	- Vocabulary for talking about a place. - Types of housing. - Vocabulary related to buying or renting a home. - Colloquial conversations about neighbourhoods, prices, areas and preferences.
Strategic component	- Describing through comparisons. - Working on pronunciation being aware of correct articulation. - Leaving out vocabulary that does not belong to the lexis presented.	- Selecting pertinent vocabulary to describe neighbourhoods and housing. - Organising a comparison between areas, houses or lifestyles. - Reviewing whether the description distinguishes objective data, personal impression and subjective evaluation.
Cultural content	- Neighbourhoods with their own personality. - Popular festivals in the Hispanic world.	- Renting or buying a home in Spain. - Neighbourhoods with their own personality. - Neighbourhood life, housing, coexistence and social perception of urban space.
Spelling / Phonetics	- Emphatic, expressive or oratorical accent. - Intonation for comparing, evaluating and expressing surprise or disbelief.	- Emphatic accent applied to descriptions and evaluations. - Oral reading of housing advertisements or descriptions with a persuasive intention.
Sociocultural knowledge	The student recognises that describing people, appearances and resemblances is conditioned by social norms of courtesy,	The student identifies housing and the neighbourhood as spaces of social life: types of housing, renting, buying,

Contents	Wednesday	Thursday
	sensitivity and register. Appropriate ways of comparing without being offensive and of evaluating information about people or places with precision are worked on.	coexistence, urban areas, prices, transport, services and popular festivals. The relationship between urban space, collective identity and ways of life in Spain and the Hispanic world is worked on.
Intercultural skills and attitudes	The student learns to describe appearances and resemblances avoiding physical, social or cultural stereotypes. Compares ways of talking about physical appearance, age, personality or origin in different cultures, with respect and prudence.	The student compares neighbourhoods, housing and lifestyles without idealising or disparaging different models. Develops sensitivity towards economic, family and cultural differences linked to access to housing, neighbourhood life and popular festivals.
Learning procedures	The student classifies vocabulary of physical description and personality, selects pertinent vocabulary and discards words that do not belong to the field worked on. Practises articulation and emphatic accent to express evaluation, doubt, surprise or comparison.	The student plans a comparative description: defines the object of comparison, selects criteria — price, location, size, light, transport, services, atmosphere —, organises arguments and reviews connectors, verbs with prepositions and structures with subjunctive.
Final classroom task / Assessment criterion	Comparative portrait Produce and present a description of a fictional person, character or public figure using parecer / parecerse, degrees of comparison and a structure with como si / ni que + subjunctive. Must include a respectful evaluation. The student describes appearances and resemblances appropriately, establishes comparisons and differences, evaluates information and uses comparative and imaginary structures with sufficient accuracy for B2 level.	Comparative advertisement of housing or neighbourhood Create an oral and written sheet to rent, buy or recommend a home/neighbourhood. Must include description, comparison, advantages, disadvantages, an imaginary comparison and housing vocabulary. The student describes and compares housing or neighbourhoods, uses specific buying/renting vocabulary, organises an argued evaluation and shows sociocultural awareness of housing and neighbourhood life.
Grading criteria	- Uses parecer / parecerse correctly: 15%. - Establishes comparisons and differences precisely: 20%. - Uses como si / ni que + subjunctive functionally: 20%. - Uses vocabulary of physical description and evaluation: 15%. - Avoids offensive or stereotyped descriptions: 15%. - Uses emphatic accent and clear articulation: 15%.	- Describes housing or neighbourhood with specific vocabulary: 20%. - Compares buying/renting options with clear criteria: 20%. - Uses verbs with prepositions and comparative structures: 15%. - Integrates an imaginary comparison correctly: 15%. - Relates neighbourhood, housing and culture critically: 15%. - Presents orally with expressive accent and clarity: 15%.
Materials	Unit 7. Nuevo Prisma B2. Radio report, descriptions of people, colloquial conversations, expository text, comparison sheet and bank of physical vocabulary.	Unit 7. Nuevo Prisma B2. Housing advertisements, neighbourhood maps, buying/renting sheets, texts on popular festivals, comparison template and oral rubric.

Level B2— Week 5 — Time: 8:30–10:00 / 10:30–12:00

Contents	Friday
Functional content	- Reproducing a conversation. - Conveying and summarising information or a conversation. - Expressing surprise, indifference or disbelief.
Grammatical content	- Reported speech or indirect style. - Correlation of tenses in reported speech or indirect style. - Other transformations in reported speech: pronouns, determiners, temporal markers.

Contents	Friday
Text types and vocabulary	- Film script. - Technical sheet and synopsis of a film. - Vocabulary related to cinema. - Expressions to show surprise, indifference and disbelief. - Vocabulary related to lies.
Strategic component	- Reflecting on and evaluating the resources that cinema can bring to the learning of a foreign language. - Acquisition of vocabulary through cinema in the original version.
Cultural content	- Current Spanish and Latin American cinema: actors and directors. - Film festivals and awards.
Spelling / Phonetics	- Graphic accentuation: the diacritical tilde in direct and indirect interrogative and exclamatory pronouns. - Examples: qué, quién, cuál, dónde, cuándo, cómo.
Sociocultural knowledge	The student recognises cinema as a cultural and social practice: conversations about films, exchange of opinions, festivals, awards, actors, directors and viewing in the original version. The way conversations and testimonies are reproduced in journalistic contexts, interviews or forums is also worked on.
Intercultural skills and attitudes	The student compares ways of expressing surprise, disbelief, indifference or courtesy in different cultures, avoiding literal interpretation of all responses. Develops attention to pragmatic nuances: when a reaction is authentic, evasive, ironic or polite.
Learning procedures	The student listens to or reads a cinematographic conversation, identifies essential information and transforms it into indirect style. Records changes of verb tenses, pronouns, possessives, demonstratives and temporal markers.
Final classroom task / Assessment criterion	Interview transformed into indirect style From a conversation or interview about a film, the student must summarise what the participants have said using reported speech and expressions of surprise, disbelief or indifference. The student transmits and summarises conversations or information clearly, applies the temporal correlation of indirect style and correctly transforms pronouns, determiners and temporal markers.
Grading criteria	Reproduces and summarises information clearly: 20%. - Applies the correlation of tenses in indirect style: 25%. - Transforms pronouns, determiners and temporal markers: 20%. - Uses cinema vocabulary and reaction expressions: 15%. - Distinguishes surprise, indifference and disbelief with pragmatic appropriateness: 10%. Correctly uses tildes in indirect interrogatives/exclamatives: 10%.
Materials	Unit 8. Nuevo Prisma B2. Film script, technical sheet, synopsis, short interview, indirect-style cards and expressions of surprise/disbelief.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Expresses agreement and disagreement in a nuanced way in a debate.
- Presents arguments for and against current social topics.

Written production — 30 %

It is assessed whether the student:

- Drafts a well-organised opinion article or letter to the editor.
- Uses argumentative and concessive connectors (aunque, a pesar de que).

Learning procedures — 20 %

It is assessed whether the student:

- Identifies the communicative intention and irony in opinion texts.

Intercultural attitude — 10 %

It is assessed whether the student:

- Shows a critical but respectful attitude towards divergent opinions.

Student final self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Argue my point of view in a social debate			
Use concessive sentences to rebut arguments			
Express disagreement politely and diplomatically			
Write an opinion text with a logical structure			

Closing sentence

This week I can say:

Level B2— Week 6 (Review) — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday	Wednesday
Functional content	Describing an artistic work.	Evaluating and criticising a work, photograph or cultural space.	Describing people, neighbourhoods and housing.
Grammatical content	Ser/estar in description and evaluation.	Reflexive and impersonal passive: se ve, se representa, se considera.	Parecer/parecerse and comparatives.
Text types and vocabulary	Artistic sheet. Vocabulary of art and photography.	Cultural review. Evaluative vocabulary.	Advertisement or description of housing. Vocabulary of home, neighbourhood and city.
Strategic component	Observing before interpreting.	Separating description, interpretation and opinion.	Organising spatial information.
Cultural content	Museums, art and cultural memory.	Art criticism as social practice.	Housing and neighbourhood as social identity.
Spelling / Phonetics	Descriptive pauses.	Evaluative intonation.	Pronunciation of urban vocabulary.
Sociocultural knowledge	The student recognises the artistic work as a cultural product.	Understands criticism as argued evaluation, not as taste without justification.	Identifies housing and the neighbourhood as social spaces.
Intercultural skills and attitudes	Avoids superficial judgements about works or styles.	Distinguishes personal taste and cultural evaluation.	Respects different forms of housing.
Learning procedures	Completes an observation sheet.	Uses a bank of evaluative adjectives.	Classifies vocabulary of housing and neighbourhood.
Final task / Assessment criterion	Descriptive sheet of a work Must include identification of the work, author or context if known, objective description of the main elements, appropriate artistic vocabulary, brief evaluation and justification of why the work is relevant or interesting.	Short art or photography review Must include a clear opinion on the work or image, analysis of composition, colour, intention or message, arguments to support the evaluation, specific art or photography vocabulary and a coherent personal conclusion.	Description of housing/neighbourhood Must include location, main characteristics of the housing or neighbourhood, nearby services, atmosphere, advantages and disadvantages, use of urban and descriptive vocabulary, and a reasoned personal evaluation.
Grading criteria	Description 30%, ser/estar 25%, art vocabulary 20%, clarity 15%, attitude 10%.	Review 30%, passives 25%, evaluation 20%, coherence 15%, oral skill 10%.	Housing description 25%, comparatives 20%, urban vocabulary 20%, organisation 20%, accuracy 15%.
Materials	Images of works.	Review models.	Maps or housing advertisements.

Level B2— Week 6 (Review) — Time: 8:30–10:00 / 10:30–12:00

Contents	Thursday	Friday
Functional content	Comparing urban and social realities.	Integrating art, housing, city and cultural criticism.
Grammatical content	Como si + imperfect subjunctive.	Review: ser/estar, passives, comparisons and evaluation.
Text types and vocabulary	Comparative text. Vocabulary of social reality and urbanism.	Presentation: “A city, a work, a way of living”.
Strategic component	Using comparison with argumentative purpose.	Reviewing lexical accuracy and coherence.
Cultural content	Urban models in different cultures.	Art and city as a reflection of society.
Spelling / Phonetics	Contrastive intonation.	Careful oral presentation.

Contents	Thursday	Friday
Sociocultural knowledge	Recognises that cities reflect inequalities, habits and values.	Relates art, housing, neighbourhood and way of life.
Intercultural skills and attitudes	Compares neighbourhoods and cities without stereotypes.	Defends an evaluation with respect.
Learning procedures	Plans a comparison.	Self-assesses description, evaluation and vocabulary.
Final task / Assessment criterion	Comparison of two urban spaces Must include description of both spaces, clear similarities and differences, use of comparatives and contrast connectors, evaluation of social, cultural or aesthetic aspects, and an argued conclusion.	Final project: "My cultural and social map" It is assessed whether the student describes, evaluates, compares and argues. Must include description of an urban or cultural environment, comparison between spaces, critical evaluation of its characteristics, social or cultural references, precise vocabulary and an argued oral or written defence.
Grading criteria	Comparison 30%, como si 20%, social argument 20%, vocabulary 15%, respect 15%.	Oral 40%, written 30%, procedures 20%, intercultural attitude 10%.
Materials	Photos of neighbourhoods.	Presentation template.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Describes works, people, neighbourhoods and housing.
- Evaluates and criticises with arguments.
- Compares social and cultural realities.
- Uses ser/estar and comparative structures.
- Presents a cultural interpretation clearly.
- Avoids stereotypes about neighbourhoods, housing or art.

Written production — 30 %

It is assessed whether the student:

- Writes an artistic sheet.
- Drafts a cultural review.
- Describes a home or neighbourhood.
- Produces a comparative text.
- Uses specific vocabulary of art, housing and city.
- Reviews coherence and lexical accuracy.

Learning procedures — 20 %

It is assessed whether the student:

- Observes before giving an opinion.
- Distinguishes description, interpretation and evaluation.
- Organises vocabulary by fields.
- Uses text models.
- Corrects errors of ser/estar and comparisons.

Intercultural attitude — 10 %

It is assessed whether the student:

- Respects different artistic styles.
- Avoids disparaging neighbourhoods or forms of housing.
- Compares urban cultures without clichés.
- Distinguishes personal judgement and cultural analysis.

Student self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Describe an artistic work			
Evaluate a photograph or painting			
Use ser and estar with precision			
Write a short review			
Use the reflexive passive			
Describe a home			
Describe a neighbourhood			

I can already...	Yes	So-so	Not yet
Compare two social realities			
Use como si + subjunctive			
Avoid stereotypes when comparing			

Closing sentence

This week I can say:

Level B2— Week 7 — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday
Functional content	- Writing a film review. - Evaluating a film, a performance or a scene. - Expressing opinion on current Spanish and Latin American cinema.
Grammatical content	- Review of indirect style applied to film reviews and interviews. - Transformation of statements: "Me sorprendió la película" → Dijo que le había sorprendido la película. - Use of resources to express surprise, indifference and disbelief.
Text types and vocabulary	- Film review. - Specialised film magazines. - Vocabulary related to cinema: direction, cast, script, editing, soundtrack, performance, photography, rhythm, plot and outcome.
Strategic component	- Learning vocabulary and extracting information from reading film magazines. - Organising a review: technical details, brief synopsis, evaluation, arguments and final recommendation.
Cultural content	- Specialised film magazines. - Polite lies. - Cinema as a cultural product and space of social debate.
Spelling / Phonetics	- Comparison with relative pronouns without an accent: que, quien, cual, donde, cuando, como. - Application in indirect style: Me preguntó qué había pasado / La escena que vimos fue excelente.
Sociocultural knowledge	The student identifies the film review as a specialised social genre: it informs, interprets, evaluates and guides the audience. Specialised magazines, awards, festivals and the social function of cinema as a reflection of conflicts, values, identities and forms of courtesy are worked on.
Intercultural skills and attitudes	The student interprets films and reviews from an intercultural perspective: distinguishes aesthetic evaluation, cultural context and personal prejudice. Analyses "polite lies" as a pragmatic phenomenon and avoids judging a culture solely on the basis of isolated communicative behaviours.
Learning procedures	The student reads a review or film magazine, extracts relevant data, organises specialised vocabulary and writes their own review. Reviews the use of indirect style, diacritical tilde, argumentative coherence and appropriateness of register.
Final classroom task / Assessment criterion	Film review Write and present a short review of a Spanish or Latin American film. Must include technical sheet, brief synopsis, argued evaluation, a quotation or statement in indirect style and final recommendation. The student writes a coherent film review, uses cinematographic vocabulary, evaluates with arguments and correctly applies indirect style and the diacritical tilde in direct and indirect interrogatives and exclamatives.
Grading criteria	- Drafts a complete and coherent film review: 20%. - Includes technical sheet and synopsis without revealing too much: 15%. - Uses specialised cinematographic vocabulary: 15%. - Evaluates with arguments, not only with personal tastes: 20%. - Integrates indirect style correctly: 15%. - Applies diacritical tilde and distinguishes relatives/interrogatives: 15%.
Materials	Unit 8. Nuevo Prisma B2. Film reviews, specialised magazines, sheets of Spanish and Latin American films, review template and oral-presentation rubric.

Level B2— Week 7 — Time: 8:30–10:00 / 10:30–12:00

Contents	Tuesday	Wednesday
Functional content	- Expressing hypothesis, wishes and regrets in the past. - Indicating an action in the past prior to another. - Establishing imaginary similarities.	- Expressing possible and unlikely conditions in the present and the future, and unreal conditions in the past. - Expressing the minimum essential

Contents	Tuesday	Wednesday
		condition or the only condition for the action to be fulfilled.
Grammatical content	- Past pluperfect subjunctive: morphology and uses. - Compound conditional. - Structures: ojalá hubiera..., me habría gustado que..., si hubiera sabido..., como si hubiera...	- Real and unreal conditional clauses. - Conditional connectors: si, siempre que, siempre y cuando, con tal de que, a condición de que, salvo que, excepto si, en caso de que. - Contrast: si + imperfect subjunctive + conditional / si + pluperfect subjunctive + compound conditional.
Text types and vocabulary	- Informative text. - Blog. - Proverbs. - Vocabulary related to personal experiences. - Vocabulary related to history.	- Blog. - Proverbs. - Vocabulary of social relations. - Vocabulary related to historical events, lifestyles and biographies.
Strategic component	- Inferring information from an image. - Reading-comprehension strategies: the importance of giving a text a title. - Anticipating content from images, dates, proper names and key words.	- Developing oral skill through the comparison of personal situations. - Formulating alternative hypotheses on past facts. - Organising an oral intervention with condition, consequence and final evaluation.
Cultural content	- Different lifestyles. - Biographies. - Events of world history.	- Latin American historical events. - Sayings and proverbs in Spanish. - Relationship between historical memory, personal biography and cultural vision of the past.
Spelling / Phonetics	- Graphic accentuation: tilde in compound words. - Review in words such as histórico-social, político-cultural, teórico-práctico, físico-químico.	- Graphic accentuation in Latin and adapted forms. - Review in historical texts, blogs and cultural quotations.
Sociocultural knowledge	The student recognises that biographies, personal memories and historical events form part of the construction of individual and collective memory. Lifestyles, personal experiences and historical facts are worked on as references that influence the way the present is interpreted.	The student identifies Latin American historical events, sayings and proverbs as forms of cultural transmission. They analyse how a community explains the past, expresses popular wisdom and makes judgements about decisions, errors, missed opportunities or historical consequences.
Intercultural skills and attitudes	The student compares life paths, lifestyles and historical events without judging from a single cultural perspective. Learns to distinguish personal experience, historical interpretation, collective memory and opinion.	The student develops a critical view towards historical facts and proverbs: avoids generalisations, contrasts information, respects different memories and recognises that the same situation can be interpreted differently depending on the cultural context.
Learning procedures	The student infers information from images, titles and key words before reading. Classifies structures for regrets, wishes and hypotheses in the past, and records their own examples with the pluperfect subjunctive and the compound conditional.	The student plans an oral intervention comparing personal or historical situations: selects a condition, presents a consequence, uses conditional connectors and reviews whether the hypothesis is real, unlikely or unreal. Self-assesses grammatical accuracy, coherence and cultural appropriateness.
Final classroom task / Assessment criterion	Personal or historical memory blog Write a short entry entitled "If I had...". Must include a personal experience or historical event, a regret, a hypothesis in the past and an imaginary similarity. The student expresses wishes, hypotheses and regrets in the past in an intelligible way, uses the	Hypothetical debate Take part in a debate about a personal or historical decision: "What would have happened if...?". Must include an unreal condition, a consequence, a Spanish proverb or saying and a final evaluation. The student formulates real, unlikely and

Contents	Tuesday	Wednesday
	pluperfect subjunctive and the compound conditional, and interprets images or texts related to experiences and history.	unreal conditions, uses varied conditional connectors, compares personal or historical situations and argues consequences coherently.
Grading criteria	- Uses the past pluperfect subjunctive correctly: 25%. - Uses the compound conditional functionally: 20%. - Expresses hypothesis, wishes or regrets in the past: 20%. - Integrates vocabulary of personal experiences and history: 10%. - Infers information from image, title and context: 10%. - Applies tildes in compound words: 15%.	- Formulates real and unreal conditionals correctly: 25%. - Uses varied and appropriate conditional connectors: 20%. - Expresses minimum or only condition for an action: 15%. - Compares personal or historical situations with arguments: 15%. - Integrates proverbs, historical events or Latin American references: 10%. - Takes care of accentuation of Latin/adapted forms and presentation: 15%.
Materials	Unit 9. Nuevo Prisma B2. Informative text, blog, historical images, biographies, proverbs, sheet of pluperfect subjunctive and compound conditional.	Unit 9. Nuevo Prisma B2. Blog, proverbs, texts on Latin American historical events, hypothetical-debate cards, conditional-connectors table and oral rubric.

Level B2— Week 7 — Time: 8:30–10:00 / 10:30–12:00

Contents	Thursday	Friday
Functional content	- Expressing feelings, tastes and emotions. - Talking about experiences related to travel. - Talking about smells and tastes, and memories associated with them.	- Expressing purpose and finality. - Evaluating gastronomic experiences. - Recommending places, dishes or culinary experiences. - Relating gastronomy, memory, travel and culture.
Grammatical content	- Verbs of feeling. - Structures: me emociona que, me encanta que, me molesta que, me sorprendió que, me recuerda a, me sabe a, me huele a. - Contrast between infinitive and subjunctive with verbs of feeling.	- Final clauses and connectors. - Para / para que, con el fin de que, con el propósito de, a fin de que, con la intención de. - Review of verbs of feeling applied to gastronomic review and testimony.
Text types and vocabulary	- Gastronomic review. - Cooking recipe. - Forum. - Testimony. - Vocabulary related to travel and geography. - Vocabulary related to gastronomy and the senses.	- Lecture. - Gastronomic review. - Testimony. - Forum. - Idiomatic expressions related to food. - Evaluative gastronomic vocabulary: textura, aroma, sabor, presentación, producto, tradición, fusión, temporada, elaboración.
Strategic component	- Expressing feelings from the visualisation of images. - Knowing the key words of a text as a strategy for listening comprehension. - Carrying out a reading with the aim of summarising a text.	- Promoting an attitude of curiosity towards Spanish gastronomy. - Selecting relevant information from a review, recipe, forum or lecture. - Organising a gastronomic evaluation: description, emotion, memory, purpose and recommendation.
Cultural content	- Chile. - Famous restaurants. - Gastronomy, territory and travel.	- Latin American literary authors. - Spanish gastronomy. - Famous restaurants. - Relationship between literature, sensory memory and gastronomic culture.
Spelling / Phonetics	- Alphabetisable and non-alphabetisable symbols in Spanish. - Use of symbols in recipes, reviews and gastronomic texts: kg, g, ml, %, °C, €, #.	- Review of alphabetisable and non-alphabetisable symbols in formal and informal texts. - Expressive reading of gastronomic review with attention to pauses, emphasis and evaluative intonation.

Contents	Thursday	Friday
Sociocultural knowledge	The student recognises gastronomy as a social and cultural practice: ways of eating, travelling, remembering, recommending and evaluating. Smells and tastes are worked on as elements linked to personal memory and cultural identity. Chile is also introduced as a geographical and cultural reference within the Hispanic world.	The student identifies famous restaurants, recipes, gastronomic reviews and lectures as spaces for cultural diffusion. Spanish and Latin American gastronomy is related to territory, product, tradition, innovation, literature and travel experiences.
Intercultural skills and attitudes	The student compares smells, tastes, recipes and food customs without ridiculing others' tastes. Learns to distinguish between personal preference, cultural habit and value judgement. Develops curiosity about different foods, ingredients and ways of eating.	The student values gastronomy as a way of intercultural knowledge. Avoids stereotypes of the type "Spanish food is..." or "Latin American food is...", and justifies their opinions with description, context and cultural respect.
Learning procedures	The student activates prior knowledge from images, identifies key words before listening or reading, groups vocabulary by senses — smell, taste, texture, sight — and records personal expressions with verbs of feeling.	The student plans a gastronomic review: selects place or dish, organises information, incorporates final connectors, reviews sensory vocabulary, checks the coherence of the text and self-assesses whether they have expressed emotion, purpose and evaluation clearly.
Final classroom task / Assessment criterion	Sensory travel testimony Write and orally tell a travel experience associated with a smell, taste or dish. Must include emotion, memory, place, sensory description and at least three verbs of feeling. The student expresses feelings, tastes and emotions related to travel, smells, tastes and memories, using verbs of feeling and sensory vocabulary in an intelligible oral and written testimony.	Gastronomic review with purpose Write a short review of a restaurant, dish or recipe. Must include sensory description, evaluation, an idiomatic expression related to food, a final clause and an argued recommendation. The student writes a coherent gastronomic review, uses final connectors, gastronomic vocabulary and idiomatic expressions, and evaluates a culinary experience from a cultural and communicative perspective.
Grading criteria	Expresses feelings, tastes and emotions with precision: 20%. - Uses verbs of feeling with infinitive/subjunctive correctly: 20%. - Describes smells, tastes and memories with sensory vocabulary: 20%. - Relates experience, travel and culture: 15%. Identifies key words and summarises relevant information: 10%. - Correctly uses symbols in gastronomic texts: 15%.	- Writes a clear and structured gastronomic review: 20%. - Uses final clauses and connectors correctly: 20%. - Integrates gastronomic vocabulary and idiomatic expressions: 20%. - Formulates an argued recommendation: 15%. - Shows intercultural curiosity and respect towards gastronomy: 10%. - Presents orally with evaluative intonation and clarity: 15%.
Materials	Unit 10. Nuevo Prisma B2. Images of travel and dishes, recipes, short gastronomic reviews, experience forum, map of Chile, sheet of verbs of feeling.	Unit 10. Nuevo Prisma B2. Gastronomic review models, short lecture, texts on famous restaurants, idiomatic food expressions, review template and revision rubric.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Describes professional projects and future plans with conviction.
- Takes part in simulations of work meetings or complex interviews.

Written production — 30 %

It is assessed whether the student:

- Drafts short reports or project proposals.
- Correctly uses the future perfect and conditional clauses.

Learning procedures — 20 %

It is assessed whether the student:

- Expands their specialised vocabulary in the field of work and business.

Intercultural attitude — 10 %

It is assessed whether the student:

- Understands the differences in work and business etiquette in the Spanish-speaking world.

Student final self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Talk about my long-term professional plans			
Express conditions with "si", "siempre que" or "a condición de que"			
Cope in a meeting or formal context			
Write a proposal or project in a professional way			

Closing sentence

This week I can say:

Level B2— Week 8 (Review) — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday	Wednesday
Functional content	Conveying information said by another person.	Writing a film review.	Expressing hypothesis, wishes and regrets in the past.
Grammatical content	Indirect style: changes of tense, pronouns and markers.	Evaluative vocabulary and review structures.	Pluperfect subjunctive and compound conditional.
Text types and vocabulary	Interview and summary. Vocabulary of communication.	Cinematographic review. Cinema vocabulary.	Blog of regrets or hypotheses. Vocabulary of personal history.
Strategic component	Transforming direct discourse into indirect.	Separating plot, opinion and evaluation.	Formulating hypotheses about past facts.
Cultural content	Interviews and the media.	Cinema as a cultural product.	Personal and historical memory.
Spelling / Phonetics	Intonation when quoting or rephrasing.	Review intonation.	Intonation of regret.
Sociocultural knowledge	The student recognises the importance of conveying information faithfully.	Understands film review as a cultural genre.	Relates memory, regret and learning.
Intercultural skills and attitudes	Avoids manipulating other people's words.	Interprets cinema from its context.	Speaks of errors or losses with tact.
Learning procedures	Table of changes from direct to indirect style.	Outline of a film review.	List of past hypothesis structures.
Final task / Assessment criterion	Transforming an interview into a summary Must include the main ideas of the interview, the relevant selected information, correct use of reported speech, logical order of the data, removal of repetitions or secondary details and fidelity to the original message without changing its meaning.	Review of a scene or film Must include a brief contextualisation of the film or scene, argued evaluation, analysis of characters, theme or conflict, justified personal opinion, vocabulary specific to film criticism and a clear conclusion.	Blog: "If I had..." Must include an unreal hypothesis about the past, appropriate use of structures such as si hubiera... habría..., expression of possible consequences, personal reflection, textual coherence and connection with a cultural, historical or personal experience.
Grading criteria	Indirect style 35%, fidelity 25%, vocabulary 15%, clarity 15%, accuracy 10%.	Review 30%, film vocabulary 20%, argumentation 25%, coherence 15%, oral skill 10%.	Past hypothesis 30%, pluperfect subjunctive 25%, conditional 20%, vocabulary 15%, tone 10%.
Materials	Short interviews.	Film fragments or posters.	Blog template.

Level B2— Week 8 (Review) — Time: 8:30–10:00 / 10:30–12:00

Contents	Thursday	Friday
Functional content	Formulating real and unreal conditions.	Evaluating a gastronomic, historical or cultural experience.
Grammatical content	Real and unreal conditionals: si + indicative/subjunctive.	Review: indirect style, conditionals, hypothesis and evaluation.
Text types and vocabulary	Hypothetical debate. Vocabulary of condition and consequence.	Gastronomic-cultural review. Vocabulary of flavours, memory and culture.
Strategic component	Building chains: condition → consequence.	Integrating experience, description and critical judgement.
Cultural content	History and collective decisions.	Gastronomy as cultural identity.
Spelling / Phonetics	Conditional intonation.	Expressive reading of evaluation.
Sociocultural knowledge	Recognises that decisions have personal and historical consequences.	Identifies food, history and culture as linked experiences.

Contents	Thursday	Friday
Intercultural skills and attitudes	Debates historical hypotheses without simplifying.	Respects gastronomic tastes and cultural memories.
Learning procedures	Condition-consequence map.	Final self-assessment of critical production.
Final task / Assessment criterion	Debate: "What would have happened if...?" Must include a clear initial hypothesis, arguments about possible consequences, correct use of unreal conditional structures, response to other classmates' ideas, nuancing of the opinion and respectful participation in the oral exchange.	Final product: complete cultural review It is assessed whether the student conveys, criticises, formulates hypotheses and evaluates with precision. Must include synthesis of information or interview, faithful transformation of the content, reasoned criticism, formulation of hypotheses, precise cultural evaluation, use of argumentative connectors and sufficient command of formal or informative register.
Grading criteria	Conditionals 35%, debate 20%, consequences 20%, clarity 15%, respect 10%.	Oral 40%, written 30%, procedures 20%, intercultural attitude 10%.
Materials	Condition cards.	Cultural-review rubric.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Orally summarises a conversation or interview about cinema.
- Conveys other people's words using indirect style.
- Expresses surprise, disbelief or indifference with pragmatic appropriateness.
- Comments on a film, scene or character with cinematographic vocabulary.

Written production — 30 %

It is assessed whether the student:

- Transforms a direct interview into reported speech.
- Applies changes of verb tenses, pronouns, possessives, demonstratives and temporal markers.
- Correctly uses indirect interrogatives and exclamatives.
- Organises the interview summary with coherence and precision.

Learning procedures — 20 %

It is assessed whether the student:

- Records in a table the changes from direct to indirect style.
- Reviews temporal correlation and personal references.
- Corrects transformation errors before submitting.
- Uses a checklist to verify tildes, pronouns and temporal markers.

Intercultural attitude — 10 %

It is assessed whether the student:

- Interprets pragmatic reactions without taking them literally.
- Respects different ways of expressing surprise, courtesy or indifference.
- Comments on cultural products from a critical and respectful attitude.

Student self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Summarise an interview about cinema			
Transform direct style into indirect style			
Change verb tenses correctly			
Change pronouns, possessives and temporal markers			
Use expressions of surprise, disbelief or indifference			
Comment on a film with appropriate vocabulary			
Review indirect interrogatives and exclamatives			

Closing sentence

This week I can say:

Level B2— Week 9 — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday
Functional content	- Expressing concession. - Arguing to convince. - Raising objections to what others have said. - Grasping the speaker's intention in certain conversations.	- Discussing different types of professions and professional profiles. - Arguing about the advantages and disadvantages of technological changes. - Recognising the intention conveyed in an unknown communication.
Grammatical content	- Concessive clauses and connectors: aunque + indicative / subjunctive. - Por más mucho/a/os/as que, muy que, a pesar de que, pese a que. - Circumstantial gerund.	- Reduplicative structures with concessive value: diga lo que diga, sea como sea, pase lo que pase, trabaje donde trabaje. - Review of concessive connectors applied to texts on work and technology.
Text types and vocabulary	- Expository article. - Radio talk show. - Interview. - Report. - Definitions. - Colloquial dialogues. - Vocabulary related to new technologies.	- Vocabulary related to work and professions. - Idiomatic expressions related to work. - Expository and argumentative texts on old professions, new professions and social changes.
Strategic component	- Taking notes from a listening text to understand relevant aspects. - Making an outline from a written text. - Working with definitions, synonyms and antonyms as a learning strategy.	- Reflecting on the advantages and disadvantages of linguistic differences between Hispanic variants. - Recognising whether information conveyed is known or unknown. - Interpreting a text according to the speaker's intonation.
Cultural content	- The positive and negative changes that technology has brought about in our lives. - Old professions on the verge of disappearing.	- New professions. - Mexico vis-à-vis ICT. - Relationship between technology, the world of work, professional identity and social changes.
Spelling / Phonetics	- Special punctuation marks: (?), (¡), [...], (a)*. - Use in interviews, articles, transcriptions and dialogues.	- Review of special punctuation marks in argumentative texts and transcriptions. - Intonation to interpret intention: irony, objection, doubt, concession, disagreement or emphasis.
Sociocultural knowledge	The student recognises the world of work as a social space in transformation: traditional professions, professions disappearing, impact of ICT, changes in professional communication and new ways of working. The talk show, interview and report are worked on as social genres where one argues, nuances and disagrees.	The student identifies new professions and professional profiles linked to technology, digitalisation and social changes. The case of Mexico vis-à-vis ICT is analysed as a reference to reflect on digital inequality, job opportunities and professional adaptation.
Intercultural skills and attitudes	The student compares the impact of technology in different societies and generations without simplifying it as absolute progress or total threat. Learns to listen to objections, recognise nuances and respect different positions on work, technology and social change.	The student observes linguistic differences between Hispanic variants without treating them as errors. Develops flexibility regarding accents, different professional vocabulary and diverse forms of expressing courtesy, disagreement or communicative intention.
Learning procedures	The student takes notes from a talk show or interview, identifies main ideas, objections, concessions and arguments. Then transforms their notes into an outline with concessive connectors, synonyms, antonyms and useful definitions.	The student prepares an argumentative intervention: defines a position, selects data, anticipates objections, uses concessive connectors and reviews whether their discourse is convincing. They also analyse intonation and the speaker's intention to interpret complex oral messages.
Final task / Assessment criterion	Argumentative talk show Take part in a talk show about "Technology and work: progress or threat?". Each student must defend a position, use at least three concessive connectors, present an objection and respond to a classmate's opinion. The student argues to convince, expresses concession, presents objections and understands the intention of other speakers in a talk show, using concessive connectors and vocabulary of technology and work.	Professional profile of the future Create and present a profile of a new or transforming profession. Must include definition, functions, advantages, disadvantages, technological impact, a work-related idiomatic expression and a reduplicative concessive structure. The student describes and evaluates current or future professions, uses professional and technological vocabulary, interprets variants and communicative intentions and produces a coherent oral/written text with concessive structures.
Grading criteria	- Uses concessive connectors with indicative/subjunctive correctly: 25%. - Argues clearly to convince: 20%. - Presents and	- Presents a clear and complete professional profile: 20%. - Uses reduplicative concessive structures correctly: 20%. - Explains advantages

Contents	Monday	Tuesday
	responds to objections with respect: 15%. - Takes notes and organises a useful outline: 15%. - Integrates vocabulary of new technologies and work: 10%. - Interprets intention and intonation of the speaker: 15%.	and disadvantages of technological change: 20%. - Integrates work and technological vocabulary and idiomatic expressions: 15%. - Recognises Hispanic variants without linguistic prejudice: 10%. - Uses special punctuation marks and appropriate intonation: 15%.
Materials	Unit 11. Nuevo Prisma B2. Expository article, radio talk show, interview, report, concessive-connector cards, note-taking sheet.	Unit 11. Nuevo Prisma B2. Texts on old and new professions, examples of Mexico and ICT, bank of work-related idiomatic expressions, professional-profile template and oral rubric.

Level B2— Week 9 — Time: 8:30–10:00 / 10:30–12:00

Contents	Wednesday	Thursday	Friday — B2 Review
Functional content	- Highlighting or intensifying negative aspects of people's character. - Speaking ill of someone using positive adjectives. - Talking about others while softening criticism.	- Toning down one's own opinion. - Evaluating behaviours, quirks and ways of acting. - Taking part in conversations in colloquial register.	- Reviewing main B2 functions: giving an opinion, arguing, nuancing, expressing concession, hypothesis, finality, consequence, criticism, evaluation, objection, agreement and disagreement.
Grammatical content	- Temporal clauses. - General review of the different types of subordinate clauses. - Lexical collocations of verbs + adverbs in - mente.	- Lexical collocations of verbs + nouns. - General review of subordinates applied to criticism, colloquial conversation and short story. - Linguistic resources to attenuate or intensify opinion.	- Integrated B2 review: subjunctive, indicative/subjunctive in subordinates, conditionals, concessives, temporals, finals, causals, consecutives, indirect style, passives, periphrases, connectors and thematic vocabulary.
Text types and vocabulary	- Conversations, colloquial register. - Radio document. - Dialogues in a film script. - Vocabulary to describe people's character.	- Informative article. - Enneagram. - Short story. - Vocabulary related to quirks and ways of behaving.	- B2 review texts: article, interview, forum, review, script, report, talk show, blog, short story, argumentative text and oral exposition.
Strategic component	- Strategies for understanding and relating contents. - Reflecting on the combination of words in Spanish. - Identifying direct criticism, softened criticism and irony in conversations.	- Analysis of the short story and techniques for writing one. - Strategies to improve fluency and naturalness in conversation. - Reflecting on the importance of knowing other cultures to avoid prejudices and stereotypes.	- Review strategies: B2 error map, peer review, self-assessment, lexical recovery by fields, preparation of an oral intervention and review of connectors.
Cultural content	- Enneagram. - Customs and traditions in Spain. - Cultural ways of describing personality, character and social behaviour.	- Short story: El coleccionista, by David Generoso. - Curiosities of geniuses. - Customs and traditions in Spain.	- B2 cultural review: volunteering, migration, art, cinema, music, health, travel, gastronomy, housing, technology, professions, history, literature and varieties of Spanish.
Spelling / Phonetics	- Pragmatics in pronunciation: pragmatic resources. - Intonation for softening criticism, being ironic or toning down an opinion.	- Pragmatic resources in pronunciation: pauses, emphasis, descending/ascending intonation and markers of doubt or attenuation.	- B2 phonetic and spelling review: accentuation, special punctuation, quotations, symbols, expressive intonation, dramatised reading and pronunciation with pragmatic intention.
Sociocultural knowledge	The student recognises that the description of character, criticisms and comments about other people are regulated by social norms of courtesy, prudence and register. Colloquial ways of talking about character, irony and indirect criticism are worked on without falling into communicative aggressiveness.	The student identifies customs, traditions and ways of behaving in Spain as frameworks that influence the interpretation of character, quirks and social relations. The short story and the enneagram are worked on as cultural tools for observing personality, behaviour and social perception.	The student consolidates B2 sociocultural knowledge: social life, world of work, technology, popular culture, health, education, travel, gastronomy, art, cinema, literature, housing, migration, personal relationships and forms of social participation.

Contents	Wednesday	Thursday	Friday — B2 Review
Intercultural skills and attitudes	The student learns to interpret criticisms, ironies and comments about character without automatically transferring the values of their own culture. Distinguishes between description, judgement, humour, prejudice and stereotype.	The student develops sensitivity to avoid prejudices and stereotypes when talking about customs, quirks or ways of behaving. Practises cultural relativisation: a behaviour that seems strange in one culture can make sense in another.	The student reviews their competence as an intercultural speaker: observes, compares, relativises, avoids generalisations and adapts their discourse to the context.
Learning procedures	The student analyses frequent lexical combinations: criticar duramente, hablar francamente, reaccionar bruscamente, comportarse correctamente, opinar sinceramente. Classifies adverbs in -mente according to their value: intensity, attitude, manner or nuance.	The student plans a short story: character, quirk, minimal conflict, final twist and meaningful title. Reviews whether they have used character vocabulary, subordinates, natural collocations and resources of attenuation or intensification.	The student carries out a global B2 self-assessment: identifies mastered contents, frequent errors, effective strategies and objectives for the next level.
Final task / Assessment criterion	Colloquial dialogue with softened criticism Create and perform a short dialogue between two people who comment on the character or behaviour of another. Must include indirect criticism, at least three adverbs in -mente, a temporal subordinate clause and pragmatic intonation. The student uses linguistic and pragmatic resources to describe character, soften criticisms, interpret irony or intention and take part in colloquial conversations with B2 appropriateness.	Character short story Write a short story inspired by a quirk, a personality from the enneagram or a social custom. Must include character description, subordinates, natural lexical collocations and an ending with a twist or double reading. The student writes a coherent short story, employs vocabulary of character and behaviour, uses subordinates and natural collocations, and reflects on prejudices, stereotypes and cultural differences.	Integrative B2 task Prepare an oral and written production entitled "Gazes, prejudices and changes". Must include nuanced opinion, argument, cultural example, softened criticism, hypothesis, concession and final self-assessment. The student demonstrates functional mastery of B2 contents through an integrated oral and written task, with sufficient correctness, lexical variety, cohesion, nuancing and clear communicative intention.
Grading criteria	- Describes character and behaviour with precision: 15%. - Softens or intensifies criticisms appropriately: 20%. - Uses temporal clauses and subordinates correctly: 20%. - Uses collocations with adverbs in -mente: 15%. - Interprets intention, irony and colloquial register: 15%. - Uses appropriate pragmatic intonation: 15%.	Writes a short story with effective structure: 20%. - Uses vocabulary of character, quirks and behaviour: 15%. - Employs collocations of verbs + nouns/adverbs naturally: 15%. - Integrates varied subordinates correctly: 20%. - Avoids prejudices and stereotypes in cultural evaluation: 15%. - Presents or reads the text with clear pragmatic intention: 15%.	- Integrates B2 grammatical content functionally: 25%. - Organises a coherent oral and written production: 20%. - Uses varied and precise B2 vocabulary: 15%. - Nuances opinions, criticisms and arguments: 15%. - Shows intercultural awareness and avoids stereotypes: 15%. - Self-assesses errors and proposes improvements: 10%.
Materials	Unit 12. Nuevo Prisma B2. Colloquial conversations, radio document, film script, sheet of adverbs in -mente, bank of character adjectives and dialogue rubric.	Unit 12. Nuevo Prisma B2. Enneagram, informative article, short story El coleccionista, texts on geniuses, sheet of short-story techniques and writing template.	B2 review material: sheets from units 1-12, table of connectors, error map, conversation cards, global rubric and student portfolio.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Explains scientific or technological processes in an informative way.
- Expresses doubts, advice and ethical judgements about technological advances.

Written production — 30 %

It is assessed whether the student:

- Writes a short story or article on the impact of technology.
- Correctly uses indirect style to convey other people's information.

Learning procedures — 20 %

It is assessed whether the student:

- Uses collocations of verbs with nouns and adverbs in -mente.

Intercultural attitude — 10 %

It is assessed whether the student:

- Recognises the scientific contribution of the Hispanic world to humanity.

Student final self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Tell what another person has said (indirect style)			
Use adverbs ending in "-mente" to nuance actions			
Talk about scientific topics or current technological affairs			
Write a short and creative text such as a short story			

Closing sentence

This week I can say:

Level B2— Week 10 (Review) — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday	Wednesday
Functional content	Arguing with concession.	Presenting objections and nuancing opinions.	Talking about technology, work and new professions.
Grammatical content	Concessives: aunque, a pesar de que, pese a que.	Connectors of objection and nuance: ahora bien, sin embargo, de todos modos.	Vocabulary and structures for defining professions.
Text types and vocabulary	Opinion article. Vocabulary of technology.	Talk show or debate. Vocabulary of objection.	Professional profile. Vocabulary of work and ICT.
Strategic component	Distinguishing concession and opposition.	Nuancing without contradicting aggressively.	Defining, rephrasing and exemplifying.
Cultural content	Technology and everyday life.	Social debate and public opinion.	Emerging professions and labour changes.
Spelling / Phonetics	Concessive intonation.	Nuancing intonation.	Pronunciation of technical terms.
Sociocultural knowledge	The student recognises that technology transforms relationships, work and habits.	Understands that arguing requires respecting nuances and objections.	Identifies changes in the professional world and their social consequences.
Intercultural skills and attitudes	Avoids extreme positions on technology.	Listens to objections without taking them as an attack.	Respects different professional paths.
Learning procedures	Outline of concession.	Table of nuancing connectors.	Glossary of professions.
Final task / Assessment criterion	Article: "Although technology helps..." Must include a clear thesis on the role of technology, at least two developed arguments, a concession introduced with structures such as aunque, a pesar de que or si bien, concrete examples and a coherent conclusion.	Debate with objections Must include a defined initial position, arguments to defend it, at least one objection to the opposing position, a reasoned response to the objections received and appropriate use of formulas to nuance, concede and counter-argue.	Profile of a profession of the future Must include the description of an emerging or future profession, its main functions, necessary skills, advantages and risks, relationship with technology or social changes, and a justified personal evaluation.
Grading criteria	Concessives 30%, article 25%, vocabulary 20%, argument 15%, revision 10%.	Objection 25%, nuancing 25%, interaction 20%, connectors 20%, respect 10%.	Profile 30%, definition 20%, ICT/work vocabulary 20%, clarity 20%, attitude 10%.
Materials	Short technology articles.	Debate cards.	Infographics on professions.

Level B2— Week 10 (Review) — Time: 8:30–10:00 / 10:30–12:00

Contents	Thursday	Friday
Functional content	Softening criticism and describing social behaviour.	Carrying out the integrative final B2 task.
Grammatical content	Resources for softening: quizá, un poco, no es que..., pero...	Global B2 review: subjunctive, relatives, passives, conditionals, indirect style, concessives.
Text types and vocabulary	Colloquial dialogue and short story. Vocabulary of character and behaviour.	Final portfolio: argumentative text + oral presentation.
Strategic component	Interpreting colloquial register and intention.	Reviewing achievements, errors and strategies of B2.
Cultural content	Conversational norms and indirect criticism.	Social, labour and linguistic diversity.
Spelling / Phonetics	Colloquial and ironic intonation.	Final oral presentation.

Contents	Thursday	Friday
Sociocultural knowledge	Recognises that criticism is not expressed in the same way in all contexts.	Integrates language, culture and autonomy as the closing of B2 level.
Intercultural skills and attitudes	Softens criticism to avoid conflicts.	Recognises their progress and listens to that of others.
Learning procedures	Rewriting direct criticisms as softened criticisms.	Global self-assessment and improvement plan.
Final task / Assessment criterion	Short story on social behaviour Must include a specific social situation, a conflict or misunderstanding, recognisable characters, an implicit reflection on norms of behaviour, appropriate register and a meaningful or surprising closing.	Final B2 task: "The changing society" It is assessed whether the student argues, nuances, criticises, narrates and reflects with B2 competence. Must include argumentation, criticism, narration and personal reflection on social, technological or labour changes; use of contrast and consequence connectors; vocabulary appropriate to B2 level; a nuanced position; and intercultural awareness when comparing different ways of experiencing those changes.
Grading criteria	Short story 25%, softened criticism 25%, register 20%, character vocabulary 15%, oral skill 15%.	Oral 40%, written 30%, procedures 20%, intercultural attitude 10%.
Materials	Colloquial dialogues.	Portfolio, final rubric and self-assessment.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Argues with concessions and objections.
- Nuances opinions without sounding aggressive.
- Talks about technology, professions and social changes.
- Interprets colloquial registers.
- Softens criticism in interaction.
- Presents a final reflection of their own appropriate to B2 level.

Written production — 30 %

It is assessed whether the student:

- Writes an opinion article.
- Drafts a professional profile.
- Produces a coherent short story.
- Uses concessive and nuancing connectors.
- Integrates vocabulary of technology, work and social behaviour.
- Reviews cohesion, register and precision.

Learning procedures — 20 %

It is assessed whether the student:

- Plans argumentative texts.
- Uses connectors with communicative intention.
- Rephrases direct criticisms.
- Reviews frequent errors of B2 level.
- Completes portfolio and final self-assessment.

Intercultural attitude — 10 %

It is assessed whether the student:

- Respects opinions on technology and work.
- Avoids prejudices about professions.
- Uses polite criticism.
- Recognises different registers and conversational norms.
- Shows autonomy and responsibility in their learning.

Student self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Argue using aunque			
Use a pesar de que and pese a que			
Present an objection			
Nuance an opinion			
Talk about current technology			
Describe new professions			
Soften a criticism			

I can already...	Yes	So-so	Not yet
Understand colloquial registers			
Write a short story			
Integrate B2 contents in a final task			
Review my frequent errors			
Value my progress in B2			

Closing sentence

This week I can say:

GENERAL SPANISH COURSE · LEVEL C1 · WEEKS 1–3

(First quarter of four — first 3 weeks of 12)

ACARFAX

Spanish language school

Week 1 · Level C1 · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday and Tuesday

Contents	Monday	Tuesday
Functional contents	- Appraise and emphasize someone's attitude or behavior. - Tell an anecdote. - Characterize. - Describe in detail: the portrait.	- Describe through comparisons. - Refer to an action as a process or as a result. - Interpret and produce short humorous texts.
Grammatical contents	- <i>Ser / estar</i> contrast. - Expressions with <i>ser / estar + prepositions</i> . - Idiomatic expressions with <i>ser</i> and <i>estar</i> .	- Emphatic structures with <i>ser</i> . - The passive voice. - Uses of the passive to present processes and results: <i>fue escrito, está basado en, ha sido interpretado como, se considera</i> .
Text types and lexicon	- Humorous text: joke, caricature, comic strip and monologue. - Lexicon related to humor. - Lexicon to characterize people, attitudes and behaviors.	- Humorous text: joke, caricature, comic strip and monologue. - The formal application. - Dictionary abbreviations. - Homophones.
Strategic component	- Use of the dictionary. - Resources for understanding the meaning of extended oral texts. - Guidelines for understanding humorous texts.	- Use of the dictionary to interpret abbreviations, lexical nuances and homophones. - Strategies for identifying irony, double meaning, exaggeration, ambiguity and the breaking of expectations.
Cultural contents	- Humor in the Hispanic world: the joke, the <i>tebeo</i> , the comic strip, the caricature. - <i>Maitena</i> . - <i>El club de la comedia</i> .	- <i>Dalí</i> . - "Eungenio" Salvador Dalí by the musical group <i>Mecano</i> . - Humor, art, music and popular culture as forms of social representation.
Spelling / Phonetics	- Homophones. - Recognition of double meanings in oral speech. - Humorous intonation: pauses, emphasis and punchline.	- Dictionary abbreviations. - Expressive reading of jokes, monologues or comic strips. - Pronunciation and intonation to mark irony, surprise or contrast.
Sociocultural knowledge	The student recognizes humor as a social and cultural practice of the Hispanic world: jokes, <i>tebeos</i> , comic strips, caricatures and monologues. The way humor allows criticizing behaviors, exaggerating character traits, presenting social stereotypes and generating complicity with the interlocutor is worked on.	The student identifies cultural references such as <i>Maitena</i> , <i>El club de la comedia</i> , <i>Dalí</i> and the <i>Mecano</i> song as cultural products related to humor, irony, public image, art and popular culture. How humor may depend on historical, social and linguistic context is analyzed.
Intercultural skills and attitudes	The student interprets humor with critical distance: distinguishes between joke, irony, caricature, mockery, prejudice and social criticism. Compares forms of humor from different cultures without assuming that what is funny in one language must work the same way in another.	The student develops sensitivity toward the cultural limits of humor: avoids reproducing offensive jokes, detects stereotypes and analyzes when a caricature or monologue criticizes a behavior and when it reinforces a prejudice. Practices cultural relativization and mediation when a humorous text may be misinterpreted.
Learning procedures	The student uses the dictionary to clarify meanings, consult abbreviations, record idiomatic expressions with <i>ser/estar</i> and differentiate homophones. Before listening to or reading a humorous text, anticipates topic, characters, situation and possible double meanings.	The student reviews their productions checking whether the portrait is precise, whether comparisons add nuance, whether emphatic structures work and whether the humorous text has a setup, tension and punchline. Self-assesses comprehension,

Contents	Monday	Tuesday
		fluency, pronunciation and cultural adequacy of humor.
Final classroom task / Assessment criterion	<i>*Humorous portrait. Write and present orally a short portrait of a real or fictional character. Must appraise their attitude or behavior, include an anecdote, use the ser/estar contrast, an idiomatic expression and a comparison. The student characterizes and describes a person in detail, appraises attitudes and behaviors, tells an anecdote and uses ser/estar*, idiomatic expressions and humor-related lexicon with precision.</i>	<i>*Monologue or short comic strip. Create a humorous text about an everyday situation. Must include an emphatic structure with ser*, a passive, at least one homophone or pun and an understandable punchline. The student interprets and produces a short humorous text, uses comparisons, emphatic structures, the passive and lexical resources such as homophones or double meanings, while showing awareness of cultural context.</i>
Grading criteria	- Characterizes and describes with lexical richness: *20%. - Tells a clear, well-structured anecdote: 15%. - Uses the ser/estar contrast correctly: 20%. - Integrates idiomatic expressions with ser/estar: 15%. - Uses the dictionary and recognizes abbreviations/homophones: 10%. - Interprets humor without falling into offensive stereotypes: 20%*.	- Produces a coherent monologue, joke or comic strip: *20%. - Uses emphatic structures with ser: 15%. - Uses the passive for process or result: 15%. - Employs comparisons and humorous devices: 20%. - Handles homophones, double meaning or humorous punchline: 15%. - Presents orally with intonation, pauses and cultural adequacy: 15%*.
Materials	<i>*Unit 1. Nuevo Prisma C1. Jokes, caricatures, comic strips, monologues, monolingual dictionary, ser/estar* worksheet, examples of Maitena and monologue fragments.</i>	<i>*Unit 1. Nuevo Prisma C1.* Humorous texts, cartoon panels, monologues, songs by Mecano, materials on Dalí, comic strip or monologue template, oral expression rubric.</i>

Wednesday and Thursday

Contents	Wednesday	Thursday
Functional contents	- Evoke a memory: introductory formulas. - Narrate and describe in the past. - Recall the memory of a deceased character. - Argue for and against with specific examples.	- Take part in a debate. - Use resources to keep oral communication going. - Defend an opinion on theater, subsidies, cultural memory or stage figures.
Grammatical contents	- The historical present. - Use and relationship between the different past tenses in the indicative. - The simple conditional with past value.	- Functional review of past tenses in narratives and debates. - Use of the historical present to add liveliness to the narration. - Simple conditional with future-in-the-past value: <i>dijo que actuaría, pensó que sería recordado.</i>
Text types and lexicon	- Informative text. - Radio interview. - Eulogy. - Theater review. - Lexicon and idiomatic expressions linked to the world of show business.	- Digital text: an actor's blog. - Argumentative text: theater subsidies. - Theater posters. - Synopses of theater plays: <i>La katarsis del tomatazo, Garrick.</i>
Strategic component	- Strategies for developing oral competence: tone of the conversation, relationship between interlocutors, asking for the interlocutor's cooperation, confirming understanding, asking for clarification, help and repetitions.	- Self-regulating verbally and rephrasing to make oneself better understood. - Using pauses, fillers or fixed formulas to gain time or link discourse. - Holding the floor in a debate without blocking communication.
Cultural contents	- Theater festivals. - The <i>corral de comedias</i> in Almagro and the Roman amphitheater of Mérida. - Spanish actors: José Sacristán, Fernando Fernán Gómez, <i>El Brujo.</i>	- Theater festivals. - Theater criticism, actors' blogs and posters as cultural products. - Debate on theater subsidies and the social function of theater.
Spelling / Phonetics	- Narrative intonation to evoke memories and pay tribute to a character. - Expressive pauses in past narratives and eulogies.	- Argumentative intonation in debate. - Oral resources to show agreement, disagreement, nuance, doubt, irony or emphasis.
Sociocultural knowledge	The student recognizes theater as a cultural space of collective memory, tribute and artistic transmission. The eulogy, the radio	The student identifies festivals, posters, actors' blogs, synopses and debates on subsidies as cultural practices linked to

Contents	Wednesday	Thursday
	interview and the theater review are worked on as social genres where one remembers, appraises and constructs the public image of actors, authors and works.	theater. References such as the <i>corral de comedias</i> in Almagro, the Roman amphitheater of Mérida and Spanish theater figures are worked on.
Intercultural skills and attitudes	The student compares ways of remembering, paying tribute and appraising cultural figures in different societies. Learns to distinguish personal memory, public memory, praise, criticism and mythologizing. Develops respect for cultural references that may not belong to their own tradition.	The student takes part in cultural debates avoiding simplistic positions. Analyzes theater as cultural good, industry, heritage and space of social criticism. Practices intercultural mediation by explaining a play, poster or festival to people unfamiliar with the reference.
Learning procedures	The student listens to radio interviews or fragments identifying tone, relationship between interlocutors, intention and relevant data. Notes down formulas to evoke memories: <i>recuerdo que...</i> , <i>jamás olvidaré...</i> , <i>por aquel entonces...</i> , <i>siempre decía que...</i>	The student prepares for a debate: defines a position, selects arguments, anticipates objections, jots down concrete examples and rehearses rephrasings. Then self-assesses fluency, clarity, reactivity, use of floor-holding formulas and precision in past tenses.
Final classroom task / Assessment criterion	<i>*Theatrical eulogy.*</i> Write and present orally a short tribute to a deceased or fictional actor, actress, director or theater character. Must include a personal or cultural memory, a past narrative, the historical present and an argued appraisal. The student evokes memories, narrates and describes in the past, recalls the memory of a character and builds a coherent eulogy using past tenses, the historical present and the simple conditional with past value.	<i>*Cultural debate. Take part in a debate on a theatrical issue:</i> « ¿Debe subvencionarse el teatro? », « ¿El teatro sigue siendo necesario? » or « ¿Qué aporta un festival de teatro a una ciudad? ». Must include arguments, concrete examples, rephrasings and formulas for keeping the interaction going. The student takes part in a cultural debate, argues for and against with examples, keeps oral communication going, rephrases ideas and uses specialized lexicon from the world of show business.
Grading criteria	- Evokes memories with adequate introductory formulas: <i>*15%.</i> - <i>Narrates and describes in the past with precision: 20%.</i> - <i>Uses the historical present with expressive value: 15%.</i> - <i>Uses the simple conditional with past value: 15%.</i> - <i>Integrates show-business lexicon and theatrical references: 15%.</i> - <i>Delivers the eulogy with adequate intonation and solemnity: 20%*.</i>	- Defends a clear position in the debate: <i>*20%.</i> - <i>Argues with specific examples: 20%.</i> - <i>Uses resources to keep oral communication going: 20%.</i> - <i>Rephrases, asks for clarification or confirms understanding when needed: 15%.</i> - <i>Integrates theatrical lexicon and cultural references: 15%.</i> - <i>Respects turns, listens and nuances without blocking the interaction: 10%*.</i>
Materials	<i>*Unit 2. Nuevo Prisma C1.*</i> Radio interview, eulogies, theater reviews, texts on festivals and theatrical references, past-tenses worksheet.	<i>*Unit 2. Nuevo Prisma C1.*</i> Actor's blog, theater posters, play synopses, argumentative text on theater subsidies, debate cards and oral rubric.

Friday

Contents	Friday
Functional contents	- Express wishes and curses. - Express feelings. - React to something. - Express will, wish, prohibition, order or request with the intention of influencing others.
Grammatical contents	- Noun subordinate clauses. - Verbs and expressions of feeling, influence, mental activity, communication, perception and certainty. - <i>Ser + adjective + que.</i> - <i>Ojalá, así + subjunctive.</i>
Text types and lexicon	- Survey. - Personality test. - Thesis excerpt. - Lexicon related to happiness and shopping. - Words derived from Greek and Latin. - Prefixes and suffixes.
Strategic component	- Acquisition of lexicon through derivation. - Reading comprehension: compensation strategies and use of keywords. - Intercultural communicative interaction: communicative models and the value of silence.
Cultural contents	- Famous quotations. - The Spanish communicative model. - Money and happiness.
Spelling / Phonetics	- Review of words derived from Greek and Latin. - Attention to frequent prefixes and suffixes: <i>hiper-, hipo-, anti-, inter-, -dad, -ción, -ismo, -ista.</i>

Contents	Friday
Sociocultural knowledge	The student recognizes that the expression of wishes, curses, requests, orders and feelings is governed by social norms of politeness, register and communicative intention. The Spanish communicative model is worked on, including expressiveness, the value of silence, emotional reaction and the way of influencing others through language.
Intercultural skills and attitudes	The student compares different communicative models without judging them as "cold", "exaggerated", "direct" or "incorrect". Learns to interpret silences, reactions, requests, orders and emotional expressions according to cultural context, the relationship between interlocutors and communicative intention.
Learning procedures	The student expands their lexicon through derivation: identifies root, prefix, suffix, grammatical category and semantic nuance. Before reading, locates keywords; while reading, infers meanings; afterwards, notes down word families and useful expressions with the subjunctive.
Final classroom task / Assessment criterion	<i>*Survey + interpretive commentary.*</i> Design a mini-survey about happiness, money, shopping or personal relationships. Then write a short commentary interpreting the results and including wishes, feelings, reactions and at least four noun subordinate clauses. The student expresses wishes, feelings, reactions, requests, orders or prohibitions adequately, using noun subordinate clauses and derivational lexical resources to interpret a survey or test.
Grading criteria	- Expresses wishes, feelings and reactions with precision: <i>*15%.</i> - <i>Uses noun subordinate clauses with indicative/subjunctive correctly: 25%.</i> - <i>Uses structures of influence, order, prohibition or request: 15%.</i> - <i>Applies lexical derivation with prefixes/suffixes: 15%.</i> - <i>Interprets survey/test using keywords: 15%.</i> - <i>Respects register and cultural adequacy when expressing emotions: 15%*.</i>
Materials	<i>*Unit 3. Nuevo Prisma C1.*</i> Survey, personality test, thesis excerpt, bank of prefixes and suffixes, quotations on happiness, noun subordinate clauses chart.

Weekly assessment

Oral production — 40%

It is assessed whether the student:

- Tells anecdotes clearly.
- Presents a humorous portrait.
- Reads or interprets humorous texts with adequate intonation.
- Evokes memories and recalls the memory of a character.
- Takes part in a cultural debate.
- Uses resources to keep oral communication going.

Written production — 30%

It is assessed whether the student:

- Writes a detailed portrait.
- Produces a monologue, joke or short comic strip.
- Writes a theatrical eulogy.
- Organizes arguments in a cultural text.
- Uses lexicon of humor, show business and theater.
- Uses past tenses with precision.

Learning procedures — 20%

It is assessed whether the student:

- Uses the dictionary for lexical nuances.
- Recognizes homophones, double meanings and irony.
- Identifies tone and intention in oral texts.
- Rephrases to make themselves understood.
- Self-assesses fluency, precision and cultural adequacy.

Intercultural attitude — 10%

It is assessed whether the student:

- Distinguishes humor, mockery, irony and prejudice.
- Respects theatrical cultural references.
- Avoids offensive or stereotyped jokes.
- Listens and debates without blocking the interaction.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Tell an anecdote.			
Describe a detailed portrait.			
Use <i>ser</i> / <i>estar</i> with precision.			
Understand a joke or humorous text.			
Create a comic strip or short monologue.			
Evoke memories.			
Write a eulogy.			
Use the historical present.			
Take part in a cultural debate.			
Keep oral communication going.			

Final sentence

This week I can say: _____

Week 2 · Level C1 · REVIEW WEEK · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday to Friday — Integrated review

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Functional contents	Interpret humorous texts and jokes.	Describe people through physical, psychological and social portraits.	Narrate significant anecdotes with expressive intent.	Compose a eulogy or tribute.	Take part in a cultural debate on humor, memory and identity.
Grammatical contents	<i>Ser/estar</i> contrast with appraisal nuances.	Reflexive and impersonal passives.	Advanced review of past tenses.	Historical present and emphasis devices.	Conditional with past value and argumentative nuance.
Text types and lexicon	Joke, comic strip, short monologue. Humor lexicon.	Portrait, profile, caricature. Character lexicon.	Personal or cultural anecdote. Memory lexicon.	Eulogy, praise, tribute. Appraisal lexicon.	Cultural debate. Lexicon of identity, tradition and criticism.
Strategic component	Infer irony, double meaning and presuppositions.	Differentiate objective description, appraisal and interpretation.	Select relevant details to narrate effectively.	Organize a tribute: introduction, merits, example and closing.	Formulate arguments, counter-arguments and nuances.
Cultural contents	Humor in the Hispanic world.	Public figures and cultural portraits.	The anecdote as shared memory.	Tributes and public speeches.	Humor, identity and cultural limits.
Spelling / Phonetics	Humorous intonation.	Descriptive pauses.	Narrative rhythm.	Solemn intonation.	Argumentative intonation.
Sociocultural knowledge	Humor works as a form of social criticism, group cohesion and cultural expression.	The portrait reflects social values about appearance, personality and prestige.	Anecdotes convey memory, experience and belonging.	The public tribute responds to social norms of recognition.	The cultural debate requires distinguishing expressive freedom, respect and social sensitivity.
Intercultural skills and attitudes	Avoids ridiculing forms of humor that are not one's own.	Does not reduce a person to physical or social stereotypes.	Listens to personal stories without invading privacy.	Recognizes different forms of tribute.	Argues about the limits of humor without imposing a single cultural framework.
Learning procedures	Notes down humorous devices: irony, exaggeration, double meaning.	Builds a bank of adjectives with nuances.	Plans an anecdote with a narrative focus.	Revises tone, register and adequacy.	Self-assesses clarity, precision and capacity for nuance.
Final classroom task / Assessment criterion	<i>*Analysis of a humorous text.*</i> Must include the identification of devices such as irony, exaggeration, ambiguity, double meaning or contrast, and explain their	<i>*Written portrait of a person or character.*</i> Must include the drafting of a complete and nuanced portrait combining physical, psychological, social and	<i>*Cultural anecdote narrated orally.*</i> Must include the oral narration of a cultural anecdote in a clear, fluent and expressive way, organizing the facts coherently,	<i>*Short eulogy.*</i> Must include a tribute text with an adequate tone, clear structure and appraisal vocabulary, highlighting qualities, merits or contributions	<i>*Final debate: « ¿Tiene límites el humor? ».*</i> Comprehension of humor, descriptive precision, narration and argumentation are assessed.

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
	communicative effect within a given cultural context.	cultural traits, with lexical precision, textual cohesion and avoiding stereotyped descriptions.	using past tenses adequately and keeping the listener's interest.	of a person or cultural figure with respect.	
Grading criteria	Humor and inference: *30%. Ser/estar: 25%. Lexicon: 20%. Oral skills: 15%. Attitude: 10%*.	Portrait: *30%. Passives: 20%. Lexical precision: 25%. Coherence: 15%. Attitude: 10%*.	Narration: *30%. Past tenses: 30%. Expressiveness: 15%. Cohesion: 15%. Attitude: 10%*.	Eulogy: *35%. Historical present: 20%. Appraisal lexicon: 20%. Tone: 15%. Revision: 10%*.	Oral: *40%. Written: 30%. Procedures: 20%. Intercultural attitude: 10%*.
Materials	Jokes, cartoon panels, monologues.	Photographs, literary portraits, adjective worksheets.	Anecdote models.	Short tribute speeches.	Debate rubric.

Weekly assessment

Oral production — 40%

It is assessed whether the student:

- The student interprets humor.
- Narrates anecdotes.
- Describes people with precision.
- Takes part in cultural debates and nuances opinions.

Written production — 30%

It is assessed whether the student:

- Writes portraits, anecdotes and eulogies with cohesion, rich lexicon and adequate use of past tenses, *ser/estar* and appraisal devices.

Learning procedures — 20%

It is assessed whether the student:

- Plans, revises, selects expressive devices, distinguishes description and appraisal, and corrects their production.

Intercultural attitude — 10%

It is assessed whether the student:

- Respects different forms of humor, avoids stereotypes and listens to others' accounts or appraisals without ridiculing them.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Understand a humorous text.			
Recognize irony or double meaning.			
Describe a person with nuances.			
Use <i>ser</i> and <i>estar</i> with precision.			
Narrate an anecdote expressively.			
Write a portrait or profile.			
Compose a short tribute.			
Take part in a cultural debate.			
Nuance my opinion.			
Respect different forms of humor.			

Final sentence

This week I can say: _____

Week 3 · Level C1 · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday

Contents	Monday
Functional contents	- Express one's point of view on something. - Interact in a forum on love or happiness. - Argue about communicative models, money, happiness and personal relationships.
Grammatical contents	- Verbs with double meaning. - Review of noun subordinate clauses with indicative/subjunctive according to intention, certainty, feeling, influence or appraisal. - Contrast: <i>creo que / no creo que, siento que / siento que no, digo que / digo que no</i> .
Text types and lexicon	- Digital text: a forum on love. - Personal account. - Famous quotations. - Lexicon of feelings, personal relationships, happiness, money, desire and appraisal.
Strategic component	- Use of keywords to interpret personal accounts, forums and quotations. - Analysis of prefixes, suffixes and word families to expand vocabulary. - Rephrasing opinions to avoid intercultural misunderstandings.
Cultural contents	- The Spanish communicative model. - Digital forums on love, happiness and relationships. - Famous quotations as a way of condensing cultural values, beliefs and views of life.
Spelling / Phonetics	- Expressive reading of quotations and personal accounts. - Intonation to express wish, order, request, emotion, surprise or disagreement.
Sociocultural knowledge	The student analyzes happiness, money, love and shopping as social and cultural topics present in surveys, forums, personal accounts and famous quotations. Reflection on how different societies appraise success, well-being, consumption, affective relationships and personal fulfillment is encouraged.
Intercultural skills and attitudes	The student relativizes their own ideas about happiness, money, love and consumption. Learns to distinguish personal opinion, cultural belief, stereotype and argument. Practices intercultural mediation by rephrasing messages that might sound too direct, intense or ambiguous for other speakers.
Learning procedures	The student plans a forum intervention: defines a position, selects arguments, uses quotations or personal accounts as support, reviews noun subordinate clauses and checks whether the message respects register, clarity, politeness and intercultural sensitivity.
Final classroom task / Assessment criterion	<i>*Argumentative forum on love and happiness. Write and defend orally a forum post entitled « ¿El dinero ayuda a ser feliz? ». Must include point of view, famous quotation, short personal account, verbs of feeling/influence/communication and an intercultural reflection on silence or the communicative model. The student expresses and argues their point of view on happiness, love, money or shopping, interacts in a forum, uses noun subordinate clauses with precision and shows intercultural awareness regarding communicative models.</i>
Grading criteria	- Defends a clear and nuanced point of view: <i>*20%</i> . - <i>Uses double-meaning verbs and subordinate clauses precisely: 20%</i> . - <i>Integrates lexicon of happiness, love, shopping and money: 15%</i> . - <i>Uses a famous quotation or personal account as argumentative support: 15%</i> . - <i>Interacts in the forum with politeness and adequate rephrasing: 15%</i> . - <i>Reflects on communicative models and the value of silence: 15%*</i> .
Materials	<i>*Unit 3. Nuevo Prisma C1.*</i> Forum on love, personal accounts, famous quotations, texts on money and happiness, double-meaning verbs worksheet and argumentative forum rubric.

Tuesday and Wednesday

Contents	Tuesday	Wednesday
Functional contents	- Influence others. - Give orders in a direct way and in an attenuated way. - Grant permission. - Repeat an order. - Give advice and instructions.	- Influence others through advertising and argumentative texts. - Write an article with persuasive intent. - Analyze commercial, institutional advertisements and social campaigns.
Grammatical contents	- The imperative. - Direct and indirect object pronouns. - Object pronoun doubling.	- Structures for giving orders and instructions: <i>presente de indicativo, a + infinitive/noun, se ruega + infinitive, se ruega que + subjunctive,</i>

Contents	Tuesday	Wednesday
		<i>que + subjunctive, he dicho / te digo que...</i> - Review of the imperative and pronouns in advertising texts.
Text types and lexicon	- Commercial advertisement. - Advertisement with sociocultural implications. - Radio interview. - Lexicon related to advertising.	- Specialized report. - Digital text: reading forum. - Literary text: excerpt from a novel. - Advertising language. - Lexicon of persuasion, consumption, social impact and institutional communication.
Strategic component	- Reading comprehension of a long text. - Written expression: composing a summary. - Identify communicative intention, addressee and influence strategy.	- Guidelines for writing an article to influence others. - Select arguments, examples, tone and persuasive devices. - Review clarity, coherence and argumentative strength.
Cultural contents	- The NGO <i>Publicitarios Implicados</i> . - 1399 by Frédéric Beigbeder. - Marketing.	- Advertising: advantages and disadvantages. - Institutional advertising. - Relationship between advertising, consumption, social responsibility, critical reading and contemporary culture.
Spelling / Phonetics	- Intonation of direct and attenuated orders. - Emphatic pronunciation in instructions, warnings and orders.	- Persuasive intonation in advertisements, campaigns and articles. - Use of pauses, emphasis and rhythm to influence without sounding aggressive.
Sociocultural knowledge	The student recognizes advertising as a social practice that not only informs but also persuades, shapes behaviors and constructs desires, needs or values. Commercial advertisements and advertisements with sociocultural implications are worked on, paying attention to addressee, tone and intention.	The student analyzes marketing, institutional advertising and social campaigns as cultural products that influence public opinion. Reflection on the advantages and disadvantages of advertising, responsible consumption and the ethical responsibility of persuasive messages is encouraged.
Intercultural skills and attitudes	The student compares ways of giving orders, advice, permissions and instructions in different cultures, distinguishing direct order, attenuated request, formal request and recommendation. Learns that politeness does not work the same in every context.	The student interprets advertisements and campaigns from a critical and intercultural perspective. Distinguishes legitimate persuasion, manipulation, stereotype, humor, exaggeration and social pressure. Avoids accepting advertising messages without analyzing values, addressees and interests.
Learning procedures	The student reads a long text identifying keywords, intention of the sender, addressee and influence devices. Summarizes the essential information and classifies order structures according to degree of force: direct order, instruction, request, advice or prohibition.	The student plans a persuasive article: defines thesis, addressee, purpose, arguments, counter-arguments, examples and closing. Reviews use of the imperative, attenuated structures, pronouns, textual cohesion and cultural adequacy of the message.
Final classroom task / Assessment criterion	<i>*Advertisement analysis.*</i> Analyze a commercial or institutional advertisement. The student must identify addressee, intention, linguistic devices, direct or attenuated orders, object pronouns and sociocultural values present in the message. The student understands and analyzes advertisements or advertising texts, identifies resources to influence others and uses the imperative, object pronouns and structures of order, permission, advice or instruction with C1 adequacy.	<i>*Persuasive article. Write a short article entitled « La publicidad: ¿información, manipulación o responsabilidad social? ».</i> Must include thesis, arguments, examples, an instruction or attenuated order, a reference to institutional advertising and a conclusion. The student writes a clear and well-structured persuasive article, argues about advertising and marketing, integrates specific lexicon and uses linguistic strategies of influence in a critical and adequate way.
Grading criteria	- Identifies intention, addressee and persuasive strategy: *20%. - Uses the imperative correctly: 20%. - Places direct and indirect object pronouns precisely: 15%. - Distinguishes direct order, attenuated order,	- Writes a coherent persuasive article: *20%. - Formulates thesis, arguments and conclusion clearly: 20%. - Uses varied and adequate influence structures: 20%. - Integrates lexicon of advertising, marketing and institutional

Contents	Tuesday	Wednesday
	<i>permission, advice and instruction: 20%. - Integrates advertising lexicon: 10%. - Analyzes sociocultural values of the advertisement: 15%*.</i>	<i>communication: 15%. - Appraises advantages and disadvantages of advertising with a critical eye: 15%. - Takes care of register, cohesion, accuracy and final presentation: 10%*.</i>
Materials	<i>*Unit 4. Nuevo Prisma C1.* Commercial and institutional advertisements, radio interview, imperative and pronouns worksheets, texts on Publicitarios Implicados.</i>	<i>*Unit 4. Nuevo Prisma C1.* Specialized report, reading forum, novel excerpt, texts on marketing, institutional advertising and argumentative article template.</i>

Thursday and Friday

Contents	Thursday	Friday
Functional contents	- Express relations of contemporaneity and sequentiality between actions. - Establish relations of anteriority and posteriority between actions. - Express manner and attitude. - Make unreal comparisons.	- Give an opinion and write a review of a film in conversation and in writing. - Describe the features of certain fantastic beings. - Take part in a debate on superstitions, fantasy, legends and cinema.
Grammatical contents	- Temporal links and connectors. - Modal links and connectors. - Adverbial phrases of time and manner. - Unreal comparative structures.	- Linguistic elements of formal and informal register. - Review of temporal and modal connectors applied to film criticism. - Unreal comparisons to describe fantastic beings: <i>como si fuera...</i> , <i>como si hubiera salido de...</i> , <i>igual que si...</i>
Text types and lexicon	- Instructional text: the legend. - Technical sheet of the film <i>Ágora</i> . - Lexicon related to magic, fantasy and superstitions.	- Digital text: superstitions blog. - Argumentative text: review and personal account; speech. - Lexicon related to cinema and film criticism.
Strategic component	- Analysis of informal/formal, oral/written language. - Lexical deduction through contextualization. - Identification of temporal sequences in legends, technical sheets and narrative texts.	- Guidelines for participating in a debate. - Organization of a film review: technical sheet, summary, appraisal, arguments, comparison and conclusion. - Selection of the appropriate register according to context: conversation, blog, review or debate.
Cultural contents	- Aztec legend on the origin of chocolate. - <i>Tocamadera</i> , by Joan Manuel Serrat. - Ana María Matute and her acceptance speech at the RAE.	- Technical sheet of the film <i>Ágora</i> . - Superstitions in the Hispanic world. - Cultural misunderstandings. - The figure of King Philip II.
Spelling / Phonetics	- Narrative intonation in legends and fantastic stories. - Pauses to mark anteriority, posteriority and sequence of facts.	- Argumentative intonation in review and debate. - Difference between formal, informal, ironic, skeptical or appraisal tone.
Sociocultural knowledge	The student recognizes legend, superstition and fantasy as cultural forms for explaining the world, transmitting beliefs and constructing collective identity. The Aztec legend on the origin of chocolate is worked on as a story linked to memory, tradition and food.	The student identifies cinema, cultural criticism, blogs and public speeches as spaces where historical facts, beliefs, cultural misunderstandings and important figures such as Philip II are interpreted. <i>Ágora</i> is analyzed as a cinematic product that allows debate on history, science, power and cultural representation.
Intercultural skills and attitudes	The student compares beliefs, superstitions and legends without ridiculing them or accepting them uncritically. Distinguishes between popular belief, tradition, myth, historical explanation and literary representation.	The student analyzes cultural misunderstandings and superstitions with a critical and respectful attitude. Learns to debate without imposing their own cultural framework, distinguishing between facts, interpretations, prejudices and cinematic fictions.
Learning procedures	The student deduces the meaning of new words from context, semantic fields and	The student plans a film review or oral intervention: selects thesis, arguments,

Contents	Thursday	Friday
	temporal relations. Organizes the information of a legend by means of a timeline: <i>antes, durante, después, simultáneamente, posteriormente, entretanto.</i>	examples, connectors, register and conclusion. Reviews whether they have used temporal/modal connectors, cinema lexicon and unreal comparison adequately.
Final classroom task / Assessment criterion	<i>*Rewriting of a legend.*</i> Write a short version of a legend or superstition from the Hispanic world. Must include relations of anteriority, contemporaneity and posteriority, temporal connectors and at least one unreal comparison. The student expresses complex temporal relations, uses temporal and modal connectors, deduces lexicon from context and produces a coherent legend or fantastic story with C1-level resources.	<i>*Review/debate on Ágora or a fantasy/historical film.*</i> Write a short review and take part in a debate. Must include a minimal technical sheet, an argued opinion, cinema lexicon, a cultural reference and a contrast between formal and informal register. The student gives an opinion and writes an argued film review, takes part in a debate, uses cinema and fantasy lexicon, distinguishes registers and shows intercultural awareness toward superstitions and cultural misunderstandings.
Grading criteria	- Uses temporal connectors with precision: <i>*20%.</i> - <i>Expresses anteriority, posteriority and contemporaneity: 20%.</i> - <i>Uses modal connectors and adverbial phrases: 15%.</i> - <i>Integrates lexicon of magic, fantasy and superstitions: 15%.</i> - <i>Deduces lexicon from context and organizes the legend: 15%.</i> - <i>Includes a correct unreal comparison: 15%*.</i>	- Writes a coherent film review: <i>*20%.</i> - <i>Argues an opinion with examples: 20%.</i> - <i>Uses cinema and film criticism lexicon: 15%.</i> - <i>Distinguishes formal/informal register according to context: 15%.</i> - <i>Takes part in the debate with clarity and respect: 15%.</i> - <i>Integrates cultural references and avoids stereotypes: 15%*.</i>
Materials	<i>*Unit 5. Nuevo Prisma C1. Aztec legend on the origin of chocolate, song Tocamadera*, texts on superstitions, temporal and modal connectors worksheet.</i>	<i>*Unit 5. Nuevo Prisma C1. Technical sheet of Ágora*, superstitions blog, critical texts, fragments on Ana María Matute, Philip II and cultural misunderstandings, debate rubric.</i>

Weekly assessment

Oral production — 40%

It is assessed whether the student:

- Expresses wishes, feelings and reactions.
- Influences others with orders, advice or requests.
- Takes part in an oral forum or debate.
- Analyzes advertisements and campaigns.
- Defends an opinion on happiness, money or advertising.
- Uses persuasive or emotive intonation.

Written production — 30%

It is assessed whether the student:

- Writes a survey or interpretive commentary.
- Composes an argumentative forum post.
- Summarizes and analyzes an advertisement.
- Writes a persuasive article.
- Uses noun subordinate clauses.
- Applies derived lexicon with prefixes and suffixes.

Learning procedures — 20%

It is assessed whether the student:

- Uses keywords to understand texts.
- Expands vocabulary through derivation.
- Summarizes long texts.
- Identifies addressee and communicative intention.
- Plans a persuasive article.

Intercultural attitude — 10%

It is assessed whether the student:

- Compares communicative models without judging them.
- Interprets silence according to context.
- Analyzes advertising with a critical eye.
- Avoids accepting persuasive messages without reflection.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Express wishes and feelings.			
React to a situation.			
Use noun subordinate clauses.			
Talk about happiness, money or love.			
Write a forum post.			
Analyze an advertisement.			
Give orders or instructions.			
Use the imperative and pronouns.			
Write a persuasive article.			
Reflect on communicative models.			

Final sentence

This week I can say: _____

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GENERAL SPANISH COURSE · LEVEL C1 · WEEKS 4–6

(Second quarter of four — next 3 weeks of 12)

ACARFAX

Spanish language school

Week 4 · Level C1 · REVIEW WEEK · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday to Friday — Integrated review

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Functional contents	Express complex wishes and feelings.	Give orders, requests and attenuated commands.	Influence others through advice and arguments.	Analyze communicative models in advertising.	Debate on happiness, money, love and consumption.
Grammatical contents	Noun subordinate clauses with indicative/subjunctive.	Affirmative and negative imperative with pronouns.	Verbs of influence: <i>exigir, rogar, aconsejar, impedir</i> .	Persuasive devices: intensification, mitigation, repetition.	Argumentative connectors and rephrasers.
Text types and lexicon	Personal account. Lexicon of emotions.	Instructions, rules, requests. Politeness lexicon.	Opinion article. Lexicon of influence.	Advertisement. Lexicon of consumption and persuasion.	Debate and short essay. Lexicon of happiness, money and love.
Strategic component	Distinguish emotion, wish and appraisal.	Mitigate commands to avoid imposition.	Identify the speaker's intention.	Analyze slogan, image, addressee and strategy.	Organize arguments with thesis, reasons and conclusion.
Cultural contents	Happiness and well-being in different societies.	Politeness and authority in Hispanic contexts.	Interpersonal communication and social norms.	Advertising and consumption models.	Money, love and success as cultural values.
Spelling / Phonetics	Emotional intonation.	Intonation of command and request.	Persuasive pauses.	Advertising prosody.	Debate intonation.
Sociocultural knowledge	Emotions and wishes are expressed differently according to age, context and social relationship.	Orders may sound authoritarian if not mitigated.	Communicative influence is part of family, professional and social life.	Advertising reflects and creates desires, models of beauty, success and consumption.	Happiness, money and love are concepts loaded with cultural meaning.
Intercultural skills and attitudes	Respects different ways of expressing emotions.	Adapts orders and requests to the degree of familiarity.	Recognizes influence without manipulating.	Critically analyzes persuasive messages.	Debates values without imposing their personal model.
Learning procedures	Notes down structures with the subjunctive.	Transforms direct orders into attenuated requests.	Classifies verbs of influence.	Uses an advertising analysis template.	Self-assesses their argumentation.
Final classroom	*Text: « Lo que deseo y lo que temo	*Order rephrasing.* Must	*Persuasive letter or	*Advertisement analysis.* Must	*Final debate: « ¿Qué nos

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
task / Assessment criterion	». * Must include wishes, fears and feelings expressed clearly and with nuance, using adequate structures with the subjunctive and organizing ideas in a coherent, personal text.	include the transformation of direct orders into requests, petitions or recommendations that are more polite, adjusting register, communicative intention and degree of imposition to the context.	<i>message.</i> * Must include the drafting of a message intended to influence the addressee, using arguments, politeness formulas, persuasive devices and a tone suited to the communicative situation.	include the analysis of an advertisement identifying the target audience, the main message, the linguistic and visual devices used, and the persuasive strategy employed to influence the consumer.	vende la felicidad? ». * Expression of wishes, influence, persuasive analysis and argumentation are assessed.
Grading criteria	Wishes: *30%. Subjunctive: 30%. Lexicon: 20%. Coherence: 10%. Attitude: 10%*.	Imperative: *25%. Pronouns: 20%. Politeness: 25%. Oral skills: 20%. Attitude: 10%*.	Influence: *30%. Register: 20%. Arguments: 25%. Lexicon: 15%. Revision: 10%*.	Analysis: *35%. Advertising lexicon: 20%. Critical thinking: 25%. Presentation: 10%. Attitude: 10%*.	Oral: *40%. Written: 30%. Procedures: 20%. Intercultural attitude: 10%*.
Materials	Personal accounts, emotion cards.	Rules and communicative situations.	Persuasive messages.	Graphic or audiovisual advertisements.	Debate rubric.

Weekly assessment

Oral production — 40%

It is assessed whether the student:

- Expresses wishes, feelings, requests and orders; persuades with respect; analyzes advertising and takes part in debates.

Written production — 30%

It is assessed whether the student:

- Writes opinion texts, persuasive messages and advertising analyses with subordinate clauses, imperatives and adequate connectors.

Learning procedures — 20%

It is assessed whether the student:

- Plans, rephrases, reviews mitigation, classifies persuasive devices and improves their production.

Intercultural attitude — 10%

It is assessed whether the student:

- Respects different values about happiness, money, love, authority, consumption and advertising.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Express complex wishes.			
Express feelings with nuance.			
Use noun subordinate clauses.			
Give orders adequately.			
Formulate attenuated requests or petitions.			
Analyze an advertisement.			

I can already...	Yes	Partly	Not yet
Recognize persuasive strategies.			
Argue about happiness or money.			
Debate on love and consumption.			
Avoid imposing my personal values.			

Final sentence

This week I can say: _____

Week 5 · Level C1 · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday and Tuesday

Contents	Monday	Tuesday
Functional contents	- Refer to something. - Highlight something. - State that one partially agrees. - Try to convince someone: argue and counter-argue. - Express insistence and intensity without obtaining the desired results.	- Express the minimum intensity that brings about the desired results. - Express reproach. - Express the inevitability of the fulfillment of an action and/or the knowledge we have about something. - Present or take into account a fact that does not prevent another fact. - Take an idea into account but not let oneself be influenced by it.
Grammatical contents	- Concessive connectors. - Structures to nuance agreement and disagreement: <i>aunque, si bien, aun así, pese a que, a pesar de que, por mucho que, por más que</i> . - Resources for highlighting information: <i>lo cierto es que, conviene recordar que, no hay que olvidar que, precisamente</i> .	- Concessive connectors with argumentative value: <i>por poco que, por mínimo que, aun cuando, aun sabiendo que, pese a todo, con todo y con eso</i> . - Structures for reproach and counter-argumentation: <i>ya podrías haber..., mira que te lo dije..., por más que insistas...</i>
Text types and lexicon	- Argumentative text. - Journalistic genre: the article. - Conversational text: dialogue and interview to gather data for a survey. - Lexical field related to memory. - Fixed expressions.	- Descriptive text. - Political rally. - Newspaper article. - Conversational text. - Lexicon of memory, politics, public opinion, insistence, reproach and concession.
Strategic component	- Strategies to develop listening comprehension: analyze the speaker's intention. - Grasp the tone of the discourse. - Discriminate irrelevant information.	- Look for what is not said explicitly. - Keys for writing a description. - Distinguish literal, inferred, insinuated and manipulated information.
Cultural contents	- <i>El silencio y el caos</i> , article by Rosa Montero. - Some Hispanic American politicians. - The figure of Eva Perón.	- <i>No llores por mí, Argentina</i> , from the musical <i>Evita</i> . - Political speeches, rallies and collective memory. - Cultural representation of political figures.
Spelling / Phonetics	- Intonation of concession and nuance: partial agreement, objection and counter-argumentation. - Pauses to highlight relevant information.	- Political and argumentative intonation: emphasis, insistence, reproach, intensity and appeal to the audience.
Sociocultural knowledge	The student recognizes the newspaper article, interview and dialogue as genres where public opinion, social memory and ideological positioning are constructed. The way one partially concedes the point, nuances a position and counter-argues without breaking the interaction is worked on.	The student identifies the political rally, the public figure and the song/musical as cultural products that intervene in the construction of collective memory. Eva Perón is analyzed as a historical and symbolic reference, avoiding reducing her to a single or propagandistic image.
Intercultural skills and attitudes	The student interprets political opinions, articles and interviews from a critical perspective: distinguishes facts, appraisals, silences, insinuations and persuasion strategies. Develops tolerance toward different positions without giving up rigorous discourse analysis.	The student compares forms of leadership, political memory and public representation in different Hispanic cultures. Avoids stereotypes about Hispanic America, analyzes speeches in context and recognizes that a historical figure can be read in contradictory ways.
Learning procedures	The student listens to or reads argumentative texts identifying thesis, objections, concessions, tone and intention. Takes notes separating relevant ideas from secondary information and records concessive connectors with personal examples.	The student plans a critical description: selects traits, data, context, tone, implicit information and final appraisal. Reviews whether their text uses concessives, avoids generalizations and distinguishes between objective description and personal judgment.
Final classroom task /	<i>*Short counter-argumentation article.*</i> Write an opinion article on memory, politics or	<i>*Critical description of a public figure.*</i> Write and present a description of a political or

Contents	Monday	Tuesday
Assessment criterion	society. Must include a thesis, a partial concession, two counter-arguments, concessive connectors and a nuanced conclusion. The student argues and counter-argues clearly, uses concessive connectors precisely, grasps the intention and tone of oral or written texts and discriminates relevant and irrelevant information.	cultural figure from the Hispanic world. Must include data, traits, context, a concession, a reproach or argued criticism and a cultural reference. The student critically describes a public figure or cultural phenomenon, interprets implicit information, expresses reproach or concession and builds a coherent discourse with intercultural sensitivity.
Grading criteria	- Formulates clear thesis and position: *15%. - Uses concessive connectors correctly: 25%. - Expresses partial agreement and counter-argues solidly: 20%. - Analyzes tone and intention of the speaker: 15%. - Discriminates relevant/irrelevant information: 10%. - Integrates lexicon of memory, politics and fixed expressions: 15%*.	- Writes a well-structured critical description: *20%. - Presents relevant data, context and traits: 15%. - Uses concessives to nuance judgment and appraisal: 20%. - Expresses reproach, inevitability or minimum intensity with adequacy: 15%. - Interprets implicit information and avoids simplifications: 15%. - Links the figure to cultural or political memory: 15%*.
Materials	*Unit 6. Nuevo Prisma C1. Article El silencio y el caos*, interviews, survey dialogues, argumentative texts, concessive connectors worksheet and memory lexicon.	*Unit 6. Nuevo Prisma C1. Descriptive text, political rally, materials on Eva Perón, song No llores por mí, Argentina*, critical description worksheets and oral rubric.

Wednesday and Thursday

Contents	Wednesday	Thursday
Functional contents	- Characterize and identify people, places and things. - Ask and answer about the existence or non-existence of something or someone. - Describe natural spaces, species, environmental problems and protection actions.	- Characterize and identify people, places and things in journalistic and informative texts. - Ask and answer about the existence or non-existence of something or someone in research, debate or information-seeking contexts. - Appraise the relationship between environment, society and culture.
Grammatical contents	- Specifying and non-specifying (defining and non-defining) relative clauses. - Relative clauses with indicative/subjunctive. - Relative pronouns and adverbs.	- Functional review of relatives in complex texts. - Use of relatives to specify, expand, nuance or identify information: <i>que, quien, quienes, el cual, la cual, cuyo/a/os/as, donde, cuando, como</i> . - Contrast: <i>Buscamos especies que viven en Doñana / que viven en zonas protegidas</i> .
Text types and lexicon	- Informative text. - Newspaper news item. - Fable. - Song. - Idiomatic expressions with animals. - Lexicon related to the environment.	- Specialized newspaper article. - Informative text. - Newspaper news item. - Song. - Environmental lexicon: biodiversity, protected species, natural park, conservation, pollution, sustainability, fauna, flora, habitat.
Strategic component	- Lexical acquisition. - Use of the dictionary: searching for fixed expressions. - Textual coherence and cohesion.	- Use of the dictionary to check idiomatic expressions with animals and specialized lexicon. - Organization of a specialized newspaper text: headline, lead, data, explanation, examples and closing. - Cohesion review: referents, relatives, connectors and thematic progression.
Cultural contents	- Miguel Delibes. - Natural parks: the Doñana Natural Park. - Celebrities engaged in environmental causes.	- <i>¿Dónde jugarán los niños?</i> , by Maná. - The environment in Hispanic culture. Literature, music, press and ecological awareness as forms of social intervention.
Spelling / Phonetics	- Expressive reading of informative texts, news items and fables. - Pauses to mark non-defining relative clauses.	- Intonation when reading a specialized article and a song. - Oral differentiation between explanatory parentheticals and essential data.

Contents	Wednesday	Thursday
Sociocultural knowledge	The student recognizes natural parks as spaces of ecological, social and cultural value. Doñana Natural Park is worked on as a reference for biodiversity, conservation, responsible tourism and the conflict between environmental protection and human uses of the territory.	The student identifies the defense of the environment as a topic present in literature, the press, music and public action. Miguel Delibes, Maná and figures known for their environmental commitment are linked to the construction of an ecological awareness in the Hispanic world.
Intercultural skills and attitudes	The student compares the relationship between society and nature in different cultural contexts without falling into simplistic discourses. Distinguishes between conservation, exploitation, tradition, tourism, economic development and ecological responsibility.	The student interprets environmental messages from a critical and intercultural perspective. Avoids stereotypes about countries, rural areas or lifestyles, and learns to appreciate how each community responds to ecological problems according to its resources, history and priorities.
Learning procedures	The student expands lexicon through semantic fields: animals, natural spaces, environmental problems, conservation actions and idiomatic expressions. Uses the dictionary to check meaning, register and use of fixed expressions.	The student plans and revises a specialized text: selects reliable information, organizes ideas, uses relatives to avoid repetition, controls coherence and cohesion, and self-assesses lexical precision, clarity and register adequacy.
Final classroom task / Assessment criterion	<i>*Informative fact sheet on a natural space.*</i> Produce a fact sheet on Doñana or another natural park of the Hispanic world. Must include location, species, environmental problems, protection measures, expressions with relatives and at least one idiomatic expression with animals. The student characterizes and identifies people, places, species or environmental problems using relative clauses, environmental lexicon and fixed expressions in a clear and cohesive informative fact sheet.	<i>*Specialized newspaper article. Write a short article entitled « Naturaleza en peligro: ¿quién la protege? ».</i> Must include environmental information, cultural reference, specialized lexicon, explanatory/specifying relatives and a final appraisal. The student writes a coherent specialized article, uses relatives with indicative/subjunctive according to meaning, integrates cultural references and shows critical awareness of environmental protection.
Grading criteria	- Characterizes places, species and environmental problems with precision: *20%. - Uses specifying and non-specifying relative clauses correctly: 25%. - Uses adequate environmental lexicon: 15%. - Uses the dictionary for fixed and idiomatic expressions: 15%. - Maintains textual coherence and cohesion: 15%. - Integrates a cultural reference to Doñana, Delibes or the environment: 10%*.	- Writes a well-structured specialized article: *20%. - Uses relatives with indicative/subjunctive precisely: 25%. - Integrates environmental lexicon and relevant data: 15%. - Relates environment to Hispanic culture: 15%. - Argues a critical and respectful final appraisal: 15%. - Takes care of register, cohesion, punctuation and presentation: 10%*.
Materials	<i>*Unit 7. Nuevo Prisma C1.*</i> Informative texts, news items, fables, song, dictionary, bank of idiomatic expressions with animals, texts on Miguel Delibes and Doñana.	<i>*Unit 7. Nuevo Prisma C1. Specialized newspaper article, environmental news, song ¿Dónde jugarán los niños?*, materials on celebrities committed to the environment and article rubric.</i>

Friday

Contents	Friday
Functional contents	- Transmit what another person has said. - Interpret and reproduce others' words. - Convey information taking into account different pragmatic elements.
Grammatical contents	- Introductory elements of the speech act that disappear in reported speech. - Expressive elements of the speech act that must be interpreted in reported speech. - Meanings of the verb <i>conquistar</i> .
Text types and lexicon	- Conversational text: the interview, the quotation. - Argumentative text: the newspaper article. - Informative text: the concept of <i>donjuanismo</i> . - The usage dictionary: handling and symbols.

Contents	Friday
Strategic component	- Interpret pragmatic elements before reproducing others' words: tone, intention, irony, politeness, emotion or distance. - Use the usage dictionary to check meanings, senses and symbols.
Cultural contents	- <i>Donjuanismo</i> . - Hernán Cortés and the conquest of Mexico. - Quotations by famous figures.
Spelling / Phonetics	- Punctuation of direct and indirect quotations. - Use of quotation marks, colon and reporting verbs. - Intonation to reproduce others' words without exaggerating or distorting the intention.
Sociocultural knowledge	The student recognizes the quotation, the interview, the newspaper article and the informative text as genres where others' voices are reproduced, information is interpreted and authority is constructed. The concept of <i>donjuanismo</i> is worked on as a cultural reference linked to literature, models of masculinity, seduction and the social representation of the character.
Intercultural skills and attitudes	The student learns to reproduce others' words without distorting their intention. Distinguishes between quoting, interpreting, summarizing, manipulating and giving an opinion. Develops sensitivity toward pragmatic elements that change the meaning of a message: irony, distance, politeness, emotion or criticism.
Learning procedures	The student analyzes an interview or quotation, identifying who speaks, what they say, with what intention and in what context. Then transforms direct speech into reported speech, reviewing pronouns, tenses, determiners and temporal markers. Uses the usage dictionary to differentiate meanings of <i>conquistar</i> .
Final classroom task / Assessment criterion	<i>*Transformed interview.*</i> From an interview, quotation or conversation, the student writes a summary in reported speech. Must interpret tone and intention, correctly transform tenses and pronouns, and include at least three different reporting verbs. The student conveys others' words with precision, interprets pragmatic elements of the speech act and correctly applies the transformations of reported speech in conversational and journalistic texts.
Grading criteria	- Conveys others' information faithfully: <i>*20%.</i> - <i>Uses reported speech correctly: 25%.</i> - <i>Transforms pronouns, determiners and temporal markers: 20%.</i> - <i>Interprets tone, intention and pragmatic elements: 15%.</i> - <i>Uses the usage dictionary and distinguishes meanings: 10%.</i> - <i>Takes care of punctuation and presentation of quotations: 10%*.</i>
Materials	<i>*Unit 8. Nuevo Prisma C1. Interviews, quotations, newspaper article, informative text on donjuanismo*</i> , usage dictionary, reported-speech worksheet and reporting verbs.

Weekly assessment

Oral production — 40%

It is assessed whether the student:

- Argues and counter-argues.
- Nuances agreement and disagreement.
- Presents a public or cultural figure.
- Debates on politics, memory or environment.
- Transmits others' words faithfully.
- Uses intonation of concession, reproach or nuance.

Written production — 30%

It is assessed whether the student:

- Writes a counter-argumentation article.
- Composes a critical description.
- Produces an informative environmental fact sheet.
- Writes a specialized newspaper article.
- Uses relative clauses.
- Transforms interviews or quotations into reported speech.

Learning procedures — 20%

It is assessed whether the student:

- Identifies thesis, objections and concessions.
- Distinguishes explicit and implicit information.
- Uses the dictionary for fixed expressions.
- Reviews coherence and cohesion.
- Interprets tone, irony or pragmatic intention.

Intercultural attitude — 10%

It is assessed whether the student:

- Analyzes political discourses without simplifying.

- Avoids stereotypes about Hispanic America.
- Appreciates the environment with responsibility.
- Reproduces others' words without manipulating them.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Nuance an opinion.			
Counter-argue.			
Use concessive connectors.			
Critically describe a public figure.			
Talk about memory or politics.			
Use defining and non-defining relative clauses.			
Talk about the environment.			
Write a specialized article.			
Transmit others' words.			
Interpret tone and intention.			

Final sentence

This week I can say: _____

Week 6 · Level C1 · REVIEW WEEK · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday to Friday — Integrated review

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Functional contents	Argue on a social topic.	Nuance an opinion.	Counter-argue with respect.	Critically describe a historical or political topic.	Debate on environment, memory and society.
Grammatical contents	Concessive and adversative connectors.	Hedging markers: <i>en parte, hasta cierto punto, no exactamente</i> .	Reported speech.	Defining and non-defining relative clauses.	Rephrasers and closing connectors.
Text types and lexicon	Opinion article. Social lexicon.	Critical column. Hedging lexicon.	Interview or statement. Reported speech lexicon.	Historical-political text. Specialized lexicon.	Debate and argumentative text. Environmental lexicon.
Strategic component	Identify thesis and arguments.	Soften absolute statements.	Quote and rephrase without manipulating.	Distinguish fact, interpretation and judgment.	Integrate sources and arguments.
Cultural contents	Current social debates.	Public opinion and the media.	Political and social statements.	Historical memory and collective discourses.	Environment and civic responsibility.
Spelling / Phonetics	Argumentative intonation.	Hedging pauses.	Intonation when quoting.	Formal reading.	Debate intonation.
Sociocultural knowledge	Social topics demand precision and discursive responsibility.	Hedging avoids simplifications.	Reporting others' words demands faithfulness.	History can be interpreted from different perspectives.	The environment requires informed and ethical debate.
Intercultural skills and attitudes	Listens to different positions without caricaturing them.	Avoids generalizations.	Does not distort others' opinions.	Respects different collective memories.	Debates with critical thinking and respect.
Learning procedures	Thesis-arguments outline.	List of hedgers.	Table of changes in reported speech.	Critical analysis worksheet.	Debate self-assessment.
Final classroom task / Assessment criterion	<i>*Social opinion article.*</i> Must include the drafting of an opinion article on a social topic, defending a clear, organized and argued position, with adequate connectors, relevant examples and a coherent conclusion.	<i>*Hedged rewriting.*</i> Must include the rephrasing of a text or an initial opinion, softening absolute statements, incorporating nuance, lexical precision and expressions that allow a more balanced and argued position.	<i>*Summary of an interview in reported speech.*</i> Must include the summary of an interview correctly transforming direct speech into reported speech, maintaining faithfulness to the original content,	<i>*Historical critical commentary.*</i> Must include the analysis of a text or historical fact distinguishing between data, interpretation and opinion, contextualizing the information and formulating a well-founded and respectful critical appraisal.	<i>*Final debate: « Sociedad, memoria y medioambiente ».*</i> The student takes part in a complex debate on social, historical and environmental topics, defending a reasoned position, nuancing arguments,

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
			organizing relevant information and avoiding distortion of the interviewee's words.		responding to objections and showing respect toward different perspectives.
Grading criteria	Argumentation: *30%. Connectors: 25%. Lexicon: 20%. Coherence: 15%. Attitude: 10%*.	Hedging: *30%. Precision: 25%. Lexicon: 15%. Revision: 20%. Attitude: 10%*.	Reported speech: *35%. Faithfulness: 20%. Cohesion: 20%. Oral skills: 15%. Attitude: 10%*.	Relatives: *25%. Analysis: 30%. Lexicon: 20%. Structure: 15%. Attitude: 10%*.	Oral: *40%. Written: 30%. Procedures: 20%. Intercultural attitude: 10%*.
Materials	Social articles.	Opinion columns.	Short interviews.	Historical texts.	Debate rubric.

Weekly assessment

Oral production — 40%

It is assessed whether the student:

- Argues, nuances, counter-argues, quotes, rephrases and debates complex topics.

Written production — 30%

It is assessed whether the student:

- Writes articles, commentaries and summaries with connectors, reported speech and specialized lexicon.

Learning procedures — 20%

It is assessed whether the student:

- Identifies thesis, selects arguments, reviews sources, corrects simplifications and self-assesses.

Intercultural attitude — 10%

It is assessed whether the student:

- Respects different political, historical, social and environmental positions.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Defend a complex opinion.			
Nuance an assertion.			
Counter-argue with respect.			
Use concessive connectors.			
Use reported speech.			
Rephrase others' words.			
Comment on a historical text.			
Talk about the environment with precision.			
Distinguish fact and interpretation.			
Avoid cultural simplifications.			

Final sentence

This week I can say: _____

GENERAL SPANISH COURSE · LEVEL C1 · WEEKS 7–9

(Third quarter of four — next 3 weeks of 12)

ACARFAX

Spanish language school

Week 7 · Level C1 · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday

Contents	Monday
Functional contents	- Justify and support an opinion with weighty or authoritative arguments. - Quote authoritative voices. - Interpret historical, literary or cultural discourses.
Grammatical contents	- Reported speech: indirect style. - Grammatical transformations: pronouns, determiners, temporal markers, verbal moods and tenses. - Resources for attributing authority: <i>según afirma...</i> , <i>como señala...</i> , <i>en palabras de...</i> , <i>tal y como sostiene...</i>
Text types and lexicon	- Quotations by famous figures. - Argumentative and informative text. - Lexicon related to history, conquest, cultural identity, seduction, power, literature and art. - Lexical improvement and expansion.
Strategic component	- Justify an opinion with authoritative arguments. - Select relevant quotations and not use them as ornament. - Integrate others' voices into one's own text without losing coherence or argumentative responsibility.
Cultural contents	- Carlos Fuentes. - Octavio Paz. - <i>Vista de Tenochtitlán</i> , mural by Diego Rivera. - Relationship between history, literature, art and Mexican cultural memory.
Spelling / Phonetics	- Expressive reading of quotations and argumentative fragments. - Intonation of authority, contrast, nuance and critical appraisal.
Sociocultural knowledge	The student identifies the conquest of Mexico, Hernán Cortés, Tenochtitlán, Carlos Fuentes, Octavio Paz and Diego Rivera's mural as complex cultural references. How history can be narrated from different voices — chronicle, art, literature, political discourse, collective memory and cultural criticism — is analyzed.
Intercultural skills and attitudes	The student interprets the conquest of Mexico and Mexican cultural references avoiding simplistic readings. Compares historical and artistic discourses, recognizes opposing points of view and avoids reducing Hispanic American culture to colonial, folkloric or heroic clichés.
Learning procedures	The student plans an argumentative text: defines a thesis, selects an authoritative quotation, summarizes another's idea, integrates a cultural reference and reviews whether reported speech maintains faithfulness, coherence and precision. Self-assesses errors in grammatical transformation and use of quotations.
Final classroom task / Assessment criterion	<i>*Argumentative article with authority. Write a short article on a cultural issue: donjuanismo*, conquest of Mexico, historical memory or artistic representation. Must include a famous quotation, a reference to Cortés/Fuentes/Paz/Rivera and reported speech correctly integrated. The student justifies an opinion with weighty or authoritative arguments, integrates quotations and cultural references coherently, and shows critical capacity toward historical, literary and artistic discourses.</i>
Grading criteria	- Formulates a clear, argued thesis: <i>*20%</i> . - <i>Integrates authoritative quotations relevantly: 20%</i> . - <i>Uses reported speech with grammatical correctness: 20%</i> . - <i>Relates history, literature and art with cultural precision: 15%</i> . - <i>Avoids simplifications and shows an intercultural perspective: 15%</i> . - <i>Writes with cohesion, C1 register and lexical richness: 10%*</i> .
Materials	<i>*Unit 8. Nuevo Prisma C1. Famous quotations, texts on Hernán Cortés and the conquest of Mexico, fragments or references from Carlos Fuentes and Octavio Paz, image of the mural Vista de Tenochtitlán* by Diego Rivera, argumentative article rubric.</i>

Tuesday and Wednesday

Contents	Tuesday	Wednesday
Functional contents	- Express what is considered possible or probable. - Express what is considered possible but distant. - Evoke fictitious situations.	- Express unreal wishes and sensations. - Express impossible or hard-to-fulfill wishes. - Formulate hypotheses about dreams, biographies, profiles and the oneiric world.
Grammatical contents	- Future tense as an indicator of probability in the present. - Future perfect as an indicator of probability in the past related to the present. - Simple conditional / imperfect indicative to express utopian wishes, with present or future value.	- Simple conditional as an indicator of probability in the past. - Expressions to formulate hypotheses and wishes. - Contrast between probability, unreal wish, hypothesis and fictitious situation.
Text types and lexicon	- Narrative text: biography and profile. - Conversational text: test, interview, radio. - Lexical field related to the oneiric world.	- Digital text: forum on insomnia. - Meanings of the word <i>sueño</i> and its lexical field. - Lexicon related to dreams, insomnia, surrealism, desire, imagination, the subconscious and personal profile.
Strategic component	- Guidelines for writing a biography. - Reflection on inductive/deductive grammar learning. - Deduction of tense use from context.	- Review of hypotheses, wishes and probabilities in oral and written texts. - Organization of an interpretive profile or biography. - Self-assessment of grammar errors in the expression of probability and wish.
Cultural contents	- Surrealism. - Salvador Dalí. - Freud.	- Surrealism as an artistic and cultural movement. - Dalí and the representation of the oneiric. - Freud and the interpretation of dreams as a psychological and cultural phenomenon.
Spelling / Phonetics	- Expressive reading of biographies and profiles. - Intonation of hypothesis, doubt and probability.	- Intonation of unreal wish, conjecture and imaginative evocation. - Pauses and emphasis in narrative texts and opinion forums.
Sociocultural knowledge	The student recognizes the dream and the oneiric world as topics present in culture, literature, art and psychology. Surrealism is worked on as a movement that explores the irrational, the imaginary, the unconscious and the symbolic.	The student identifies Salvador Dalí and Freud as cultural references linked to the representation and interpretation of dreams. How different cultures and disciplines — art, psychology, literature and everyday life — explain dreams, desire and insomnia is analyzed.
Intercultural skills and attitudes	The student compares different ways of interpreting dreams, imagination and the unconscious without ridiculing beliefs or cultural explanations. Distinguishes between scientific explanation, artistic interpretation, cultural symbol and personal experience.	The student develops a critical view of dream and desire interpretations. Avoids imposing a single cultural or psychological reading and learns to express hypotheses about personal experiences with respect, prudence and nuance.
Learning procedures	The student applies inductive and deductive grammatical reflection: observes examples, formulates hypotheses on the use of the future, future perfect and conditional, checks rules and creates personal examples. Also prepares a biography following phases: data, stages, traits, context and appraisal.	The student reviews their productions using a checklist: use of probability, unreal wish, tenses, oneiric lexicon, cohesion and adequacy. Records frequent errors and proposes a reasoned correction, following the approach of self-monitoring and adjustment of one's own learning.
Final classroom task / Assessment criterion	<i>*Interpretive biography.*</i> Write a short biography of a real or fictional character related to art, psychology or the world of dreams. Must include biographical data, personal profile, hypotheses about their life and at least three ways of expressing probability. The student expresses possibilities and probabilities in the present and past, uses future, future perfect and conditional with hypothetical value, and writes	<i>*Forum on dreams and insomnia. Write and defend orally a forum post entitled « Si pudiera controlar mis sueños...* ».</i> Must include unreal wishes, sensations, hypotheses, a cultural reference to Dalí/Freud/surrealism and oneiric-world lexicon. The student expresses unreal wishes, sensations and complex hypotheses, takes part in a forum on dreams or insomnia

Contents	Tuesday	Wednesday
	a coherent biography or profile with oneiric-world lexicon.	and relates personal experience to cultural references such as surrealism, Dalí or Freud.
Grading criteria	- Expresses probability in the present with the future tense: *20%. - <i>Expresses probability in the past with the future perfect: 20%</i> . - <i>Uses conditional/imperfect for utopian wishes: 15%</i> . - <i>Writes a coherent biography or profile: 20%</i> . - <i>Integrates oneiric-world lexicon: 10%</i> . - <i>Applies inductive/deductive grammatical reflection: 15%*</i> .	- Formulates unreal or hard-to-fulfill wishes: *20%. - <i>Expresses sensations and hypotheses with precision: 20%</i> . - <i>Uses the simple conditional with past probability value: 15%</i> . - <i>Takes part in a forum with coherence and adequate register: 15%</i> . - <i>Integrates cultural references: surrealism, Dalí or Freud: 15%</i> . - <i>Reviews and corrects grammar errors autonomously: 15%*</i> .
Materials	*Unit 9. Nuevo Prisma C1.* Biographies, profiles, test, interview, radio audio, worksheet on future/conditional with probability value, surrealist images and oneiric-world lexical bank.	*Unit 9. Nuevo Prisma C1.* Forum on insomnia, texts on Dalí, Freud and surrealism, examples of forum posts, unreal-wishes worksheet and oral/written production rubric.

Thursday and Friday

Contents	Thursday	Friday
Functional contents	- General expression of condition. - Condition with the value of warning or advice and threat. - Minimum essential condition for something to occur. - Sufficient condition with which it is enough for something to occur.	- Condition presented as the unique obstacle to something occurring. - Condition that implies a forecast of what may happen. - Condition expressing an exchange of actions. - Apply complex conditions to economy, solidarity, scholarships, volunteering and work.
Grammatical contents	- Conditional clauses with <i>si</i> . - Conditionals with <i>de + infinitive</i> . - Conditionals with gerund. - Uses with the value of warning, advice or threat: <i>Si sigues así...</i> , <i>De no cambiar...</i> , <i>Ahorrando más...</i>	- Complex conditional connectors: <i>siempre que, siempre y cuando, solo si...</i> - Sufficient condition: <i>con que...</i> - Minimum condition: <i>por poco que...</i> - Condition as obstacle: <i>a no ser que, salvo que, excepto que...</i> - Condition of exchange: <i>yo te ayudo siempre que tú...</i>
Text types and lexicon	- Journalistic genres: the opinion column. - Conclusions of a survey. - Lexicon of money and economy. - Lexicon of the world of solidarity.	- Interview. - The job offer. - Lexicon related to academic and professional qualifications. - Lexicon of ethical banking, microcredit, volunteering, cooperation, employment and development.
Strategic component	- Reading comprehension: skimming and scanning techniques. - Locate general topic, thesis, key data and author's opinion in columns or surveys. - Differentiate main information, examples and secondary data.	- Apply skimming and scanning to job offers, interviews and texts on cooperation. - Extract academic/professional requirements. - Formulate conditions of access, participation or collaboration.
Cultural contents	- Ethical banking: <i>Triodos Bank</i> . - Muhammad Yunus and microcredit. - The Spanish Agency for International Development Cooperation — AECID.	- NGOs and volunteering. - International cooperation, solidarity economy and professional profiles linked to development. - Relationship between economy, ethics, employment and social responsibility.
Spelling / Phonetics	- Expressive reading of conditions with the value of warning, advice or threat. - Intonation to distinguish advice, threat, neutral condition and warning.	- Argumentative intonation in interviews, offers and opinion columns. - Pauses to mark condition, consequence and nuance.
Sociocultural knowledge	The student recognizes economy, money and banking as social domains that are not neutral: they can be linked to consumption, inequality, savings, credit, ethical responsibility and solidarity. Ethical banking and microcredit are introduced as alternative forms of economic organization.	The student identifies international cooperation, NGOs, volunteering and organizations such as AECID as spaces of social and professional participation. The relationship between academic training, professional profile, solidarity and employment opportunities is worked on.

Contents	Thursday	Friday
Intercultural skills and attitudes	The student compares economic models, forms of aid and credit systems without falling into simplifications. Critically analyzes concepts such as poverty, development, loan, solidarity and aid, avoiding paternalistic or stereotyped views.	The student develops an intercultural perspective on cooperation: distinguishes aid, collaboration, volunteering, professional intervention and dependency. Learns to appraise solidarity projects according to impact, sustainability, ethics, local context and participation of the communities involved.
Learning procedures	The student applies skimming to identify topic and overall position of a column, and scanning to locate concrete data in a survey. Then classifies conditional structures by value: warning, advice, threat, sufficient condition or minimum condition.	The student analyzes job offers and interviews: locates requirements, competencies, training and conditions. Plans a short reply or application, reviews complex conditional connectors and self-assesses clarity, grammatical precision and professional adequacy.
Final classroom task / Assessment criterion	<i>*Opinion column. Write a short column entitled « Economía y solidaridad: ¿puede el dinero cambiar el mundo?* ». Must include a thesis, data from a survey, economic/solidarity lexicon and at least four different conditional structures. The student interprets columns and surveys through fast and selective reading, formulates varied conditions and produces a coherent written opinion on economy, money and solidarity.</i>	<i>*Conditioned solidarity application.* Compose a reply to a job, scholarship or volunteering offer in an NGO or cooperation project. Must include academic/professional profile, conditions of participation, motivation, requirements and a reference to ethical banking, microcredit or AECID. The student understands offers or professional interviews, extracts relevant requirements, uses complex conditional connectors and writes an application or solidarity proposal adequate to the context.</i>
Grading criteria	- Uses conditionals with <i>si</i> correctly: *15%. - Uses <i>de + infinitive and gerund with conditional value</i> : 15%. - Expresses warning, advice, threat or minimum condition with precision: 20%. - Applies skimming and scanning to extract information: 15%. - Integrates lexicon of money, economy and solidarity: 15%. - Writes a coherent and argued column: 20%*.	- Uses complex conditional connectors correctly: *25%. - Expresses sufficient condition, obstacle, forecast and exchange of actions: 20%. - Extracts academic/professional requirements from offers or interviews: 15%. - Integrates lexicon of cooperation, volunteering and professional profiles: 15%. - Relates ethical economy and solidarity with a critical perspective: 10%. - Writes a clear, formal and adequate application: 15%*.
Materials	<i>*Unit 10. Nuevo Prisma C1. Opinion column, survey conclusions, texts on money, economy, ethical banking, Triodos Bank* and microcredit.</i>	<i>*Unit 10. Nuevo Prisma C1.* Interview, job offer, texts on AECID, NGOs, volunteering, ethical banking, microcredit and application template.</i>

Weekly assessment

Oral production — 40%

It is assessed whether the student:

- Justifies opinions with authoritative arguments.
- Presents hypotheses and unreal wishes.
- Takes part in forums on dreams or insomnia.
- Formulates complex conditions.
- Presents a solidarity application.
- Uses argumentative and nuanced intonation.

Written production — 30%

It is assessed whether the student:

- Writes an article with authoritative quotations.
- Composes an interpretive biography.
- Produces a forum post on dreams.
- Writes an opinion column.
- Composes an application for NGO or cooperation.
- Uses conditionals with precision.

Learning procedures — 20%

It is assessed whether the student:

- Integrates quotations without losing coherence.
- Applies inductive and deductive grammatical reflection.
- Uses skimming and scanning.
- Extracts requirements from offers or interviews.
- Self-assesses errors of probability, wish and condition.

Intercultural attitude — 10%

It is assessed whether the student:

- Avoids simplistic readings of history.
- Respects cultural interpretations of the dream.
- Analyzes economy and solidarity without paternalism.
- Distinguishes aid, cooperation, volunteering and dependency.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Use authoritative quotations.			
Integrate reported speech.			
Express probability in the present and past.			
Formulate unreal wishes.			
Talk about the world of dreams.			
Use conditionals with <i>si</i> .			
Use <i>de + infinitive</i> and conditional gerund.			
Read a survey or opinion column.			
Talk about solidarity economy.			
Write a formal application.			

Final sentence

This week I can say: _____

Week 8 · Level C1 · REVIEW WEEK · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday to Friday — Integrated review

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Functional contents	Justify opinions with authoritative arguments.	Formulate unreal hypotheses.	Express impossible or difficult wishes.	Interpret dreams and symbols.	Debate on economy, solidarity and employment.
Grammatical contents	Authority markers: <i>según, tal como afirma, de acuerdo con.</i>	Unreal conditionals.	Pluperfect subjunctive and conditional perfect.	<i>Como si + subjunctive.</i>	Complex connectors of cause, condition and consequence.
Text types and lexicon	Argumentative essay. Authority lexicon.	Hypothetical debate. Conditional lexicon.	Reflective blog. Lexicon of wish and regret.	Dream interpretation. Oneiric lexicon.	Round table. Lexicon of economy, cooperation and employment.
Strategic component	Cite sources with precision.	Build logical hypotheses.	Distinguish wish, regret and reproach.	Interpret symbols without asserting them as facts.	Integrate data, examples and personal position.
Cultural contents	Authority, knowledge and public opinion.	Individual and collective decisions.	Social wishes and frustrations.	Dreams, symbols and culture.	Solidarity, cooperation and labor market.
Spelling / Phonetics	Formal intonation.	Hypothetical intonation.	Intonation of regret.	Interpretive intonation.	Round-table intonation.
Sociocultural knowledge	A solid opinion needs support and not just personal impression.	Hypotheses allow analyzing social alternatives.	Unreal wishes express expectations and frustrations.	Dreams are interpreted culturally, not universally.	Economy and employment are linked to inequality, cooperation and dignity.
Intercultural skills and attitudes	Respects sources and avoids false authority.	Analyzes alternative realities without simplifying.	Talks about frustrations with tact.	Respects symbolic beliefs without confusing them with data.	Debates on employment and solidarity with social sensitivity.
Learning procedures	Authority-arguments worksheet.	Condition-consequence map.	Table of unreal hypotheses.	Diary of symbols.	Self-assessment of argumentative intervention.
Final classroom task / Assessment criterion	<i>*Mini essay with source.*</i> Must include the drafting of a short essay in which the student defends an opinion drawing on a reliable source, integrates the reference adequately and clearly differentiates between	<i>*Debate « ¿Qué pasaría si...? ».*</i> Must include participation in a hypothetical debate formulating unreal or possible conditions, developing logical consequences, responding to others' ideas and maintaining	<i>*Text « Ojalá hubiera... ».*</i> Must include the production of a reflective text on wishes, regrets or unrealized situations, using structures of unreal hypothesis and wish with correctness, coherence and an adequate tone.	<i>*Cultural interpretation of a dream.*</i> Must include the interpretation of a dream or symbol from a cultural perspective, explaining possible meanings without presenting them as absolute truths and	<i>*Round table: « Economía, solidaridad y futuro laboral ».*</i> The student takes part in a round table defending an argued position on economy, cooperation, employment or solidarity, using examples, data or experiences, and showing the

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
	external information, personal interpretation and one's own argument.	a clear, nuanced and respectful argumentation.		relating them to beliefs, imaginaries or social values.	ability to nuance, listen and respond with respect.
Grading criteria	Authority: *30%. Argumentation: 30%. Lexicon: 15%. Register: 15%. Attitude: 10%*.	Conditionals: *35%. Hypothesis: 25%. Coherence: 20%. Oral skills: 10%. Attitude: 10%*.	Unreal wishes: *30%. Pluperfect: 25%. Tone: 20%. Lexicon: 15%. Revision: 10%*.	Interpretation: *25%. Como si: 25%. Lexicon: 20%. Caution: 20%. Oral skills: 10%*.	Oral: *40%. Written: 30%. Procedures: 20%. Intercultural attitude: 10%*.
Materials	Fragments by experts.	Hypothesis cards.	Reflective texts.	Symbolic images.	Simple data on employment and cooperation.

Weekly assessment

Oral production — 40%

It is assessed whether the student:

- Justifies opinions, formulates hypotheses, interprets symbols and takes part in a round table.

Written production — 30%

It is assessed whether the student:

- Writes essay, blog or hypothetical text with conditionals, arguments and connectors.

Learning procedures — 20%

It is assessed whether the student:

- Cites sources, plans arguments, reviews conditional structures and self-assesses.

Intercultural attitude — 10%

It is assessed whether the student:

- Respects perspectives on dreams, economy, employment, solidarity and cooperation.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Justify an opinion with a source.			
Use authoritative arguments.			
Formulate unreal hypotheses.			
Use the conditional perfect.			
Use the pluperfect subjunctive.			
Express impossible wishes.			
Interpret a symbol with caution.			
Talk about economy and solidarity.			
Debate on employment.			
Avoid absolute statements.			

Final sentence

This week I can say: _____

Week 9 · Level C1 · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday and Tuesday

Contents	Monday	Tuesday
Functional contents	- Express cause as a justification and with an emphatic nuance. - Express cause in a formal and informal way. - Express cause with positive and negative connotations. - Express purpose in a formal and informal way.	- Express the purpose of a movement. - Ask about purpose with negative nuances or expressing reproach. - Avoid a possible event understood as a threat. - Compare qualities, events or actions performed, quantity of different objects.
Grammatical contents	- Causal clauses. - Final (purpose) clauses. - Cause/purpose contrast. - Uses of <i>por / para</i> .	- Idiomatic expressions with <i>por / para</i> . - Review of causal and final clauses in informative and narrative texts. - Structures with emphatic, reproach or warning nuance: <i>¿Para qué...?, ¿Por qué demonios...?, no vaya a ser que..., para que luego...</i>
Text types and lexicon	- Informative text. - Legends about the origin of the world. - Narrative text. - Scientific language. - Literary language.	- Informative text. - Narrative text. - Lexicon related to myths and legends. - Scientific lexicon applied to the origin of the world, theories, explanation and causality.
Strategic component	- Read with a concrete purpose. - Skimming technique. - Lexical compensation strategies. - Deduce idiomatic expressions through context and contrastive learning with L1.	- Evaluate and self-evaluate in oral expression. - Guidelines for public speaking. - Select essential information to explain a theory, myth or legend. - Compare scientific, religious, mythical and cultural explanations without confusedly mixing them.
Cultural contents	- Legends of Spain and Hispanic America. - Pre-Columbian cultures. - Machu Picchu.	- The Bible. Genesis. - The Big Bang Theory. - Intangible Heritage of Humanity: flamenco.
Spelling / Phonetics	- Causal and explanatory intonation. - Pauses to differentiate cause, justification and purpose. - Clear pronunciation in informative explanation.	- Intonation for public speaking: emphasis, rhythm, pauses and closing. - Intonation of reproach, warning or negative nuance in questions about purpose.
Sociocultural knowledge	The student recognizes that cultures explain the origin of the world through different narratives: legends, myths, religious texts, scientific discourses and literary narrations. Legends of Spain and Hispanic America and pre-Columbian cultures are worked on as forms of transmitting memory, identity and worldview.	The student identifies diverse cultural references — Machu Picchu, the biblical Genesis, the Big Bang theory and flamenco as intangible heritage — and understands that each belongs to different domains: heritage, religion, science, history, art and popular culture.
Intercultural skills and attitudes	The student compares origin narratives, myths and legends without ridiculing them or treating them as mere “mistakes” in the face of scientific explanation. Learns to distinguish between cultural, religious, symbolic, historical and scientific explanation.	The student develops a critical intercultural perspective: respects beliefs and narratives of different communities, but differentiates cultural respect from lack of conceptual rigor. Avoids mixing science, faith, myth and heritage as if they were the same type of knowledge.
Learning procedures	The student applies skimming to grasp the general topic of informative and narrative texts. Then locates causes, purposes and markers with <i>por/para</i> . Uses lexical compensation strategies: context, word family, comparison with L1 and deduction of idiomatic expressions.	The student prepares a short oral presentation: selects a myth, legend or theory; organizes introduction, cause, purpose, comparison and closing; rehearses pauses and emphasis; and self-assesses with a checklist on clarity, grammatical precision, lexicon and oral communication.
Final classroom task /	<i>*Comparative commentary. Read two short texts on the origin of the world — one mythical or legendary and another</i>	<i>*Oral presentation. Present a legend, myth, theory or cultural manifestation related to origin, heritage or identity. Must include</i>

Contents	Monday	Tuesday
Assessment criterion	<i>informative/scientific — and write a commentary explaining causes, purposes and differences of approach using por/para and causal/final connectors. The student understands informative or narrative texts through purpose-driven reading, distinguishes cause and purpose, uses por/para* with precision and explains differences between cultural narratives and scientific explanations.</i>	<i>cause, purpose, comparison, an idiomatic expression with por/para* and an intercultural appraisal. The student delivers a clear and structured oral presentation, formulates causes and purposes with nuance, compares cultural and scientific references and shows critical respect toward myths, legends, religion, science and heritage.</i>
Grading criteria	- Distinguishes cause and purpose correctly: *20%. - Uses por/para with precision: 20%. - Uses formal and informal causal and final clauses: 15%. - Applies skimming and purpose-driven reading: 15%. - Deduces lexicon and idiomatic expressions through context: 15%. - Compares myth, legend and scientific explanation rigorously: 15%*.	- Delivers an oral presentation with clear structure: *20%. - Expresses purpose, reproach or warning with adequate nuance: 15%. - Uses idiomatic expressions with por/para correctly: 15%. - Compares qualities, actions or events with precision: 15%. - Integrates cultural references relevantly: 20%. - Self-assesses and improves oral expression: 15%*.
Materials	*Unit 11. Nuevo Prisma C1. Informative texts, legends about the origin of the world, narrative texts, por/para* worksheets, texts on pre-Columbian cultures and Machu Picchu.	*Unit 11. Nuevo Prisma C1.* Texts on Genesis, Big Bang, flamenco as intangible heritage, Hispanic American legends, oral presentation template and self-assessment rubric.

Wednesday, Thursday and Friday — C1 Review

Contents	Wednesday	Thursday	Friday — C1 Review
Functional contents	- Express when an action started to develop. - Express that someone has started doing something for which they are not prepared. - Express the sudden start of an action, underlining whether the start is abrupt. - Express a finished action.	- Express the end of a recent event. - Express the duration of an action, indicating whether that duration is a slow, continuous or interrupted process. - Express the result of an action indicating the quantity carried out.	- Review C1 functions: appraise, argue, nuance, counter-argue, express cause/purpose, condition, concession, probability, hypothesis, reported speech, temporal relations, periphrases, criticism, description, exposition and debate.
Grammatical contents	- Verbal periphrases of infinitive, gerund and participle. - Beginning of an action: <i>empezar a, ponerse a, echarse a, romper a, meterse a</i> . - Sudden or unexpected start: <i>echarse a llorar, romper a reír, ponerse a gritar</i> .	- Periphrases of completion, duration and result: <i>acabar de, dejar de, terminar de, llevar + gerund, seguir + gerund, venir + gerund, tener + participle, llevar + participle</i> . - Contrast between process, result and quantity carried out.	- Integrated C1 review: <i>ser/estar</i> , passives, reported speech, concessives, conditionals, causals/finals, relatives, temporals, subjunctive, connectors, <i>por/para</i> , periphrases, formal/informal register and pragmatic resources.
Text types and lexicon	- Instructional text: WHO objectives; the Declaration of the Rights of the Child. - Informative text: alternative therapies; stress. - Lexicon related to health: parts of the body, illnesses, institutions and stages of life.	- Journalistic text: letter to the editor. - Interview. - Lexicon of Latin American Spanish: Argentina. - Idiomatic expressions related to parts of the body.	- C1 review of genres: opinion article, letter to the editor, interview, informative text, narrative text, argumentative text, review, debate, oral presentation, forum, blog, news item and comparative commentary.
Strategic component	- Cooperative work to carry out a task. - Strategies for deducing fixed expressions. - Understand instructional and informative texts with social or health purposes.	- Recommendations and strategies for writing a letter to the editor of a newspaper. - Select thesis, arguments, tone, data and final proposal. - Review register, politeness, cohesion and argumentative strength.	- Strategic review: fast reading, selective reading, lexical deduction, summary, note-taking, oral planning, draft revision, dictionary use, self-assessment and correction of frequent errors.

Contents	Wednesday	Thursday	Friday — C1 Review
Cultural contents	- Conventional medicine and alternative medicine. - 21st-century illnesses. - The Declaration of the Rights of the Child. - The NGO <i>Aldeas Infantiles SOS España</i> .	- Hispanic cinema. - Argentine cinema: <i>El hijo de la novia</i> , by Juan José Campanella. - Health, family, aging, care and rights as social and cultural topics.	- C1 cultural review: humor, theater, advertising, legends, environment, politics, history, Mexico, dreams, solidarity economy, myths, health, rights, Hispanic cinema and varieties of Spanish.
Spelling / Phonetics	- Intonation in instructional and informative texts: clarity, segmentation and emphasis. - Pronunciation of fixed and idiomatic expressions with parts of the body.	- Argumentative intonation in letter to the editor and interview. - Pauses to formulate criticism, proposal, complaint or recommendation.	- C1 orthographic and phonetic review: punctuation, quotations, special signs, accentuation, expressive reading, pragmatic intonation, pauses, emphasis and register adequacy.
Sociocultural knowledge	The student recognizes health as a social, institutional and cultural domain: conventional medicine, alternative medicine, stress, contemporary illnesses, international organizations and children's rights. WHO and the Declaration of the Rights of the Child are worked on as references for health, protection and global citizenship.	The student identifies the letter to the editor and the interview as genres of social participation. Health, family, care, rights, aging and Hispanic cinema are linked through <i>El hijo de la novia</i> , where family conflicts, memory, affection and responsibility appear.	The student consolidates C1 sociocultural knowledge linked to social life, health, institutions, rights, culture, media, consumption, economy, science, heritage, memory, identity and public participation.
Intercultural skills and attitudes	The student compares different ways of understanding health, illness, stress, alternative medicine and child care without ridiculing others' practices or accepting them without judgment. Distinguishes between belief, evidence, tradition, institution and right.	The student interprets discourses on health and family from an intercultural perspective: avoids simplistic judgments about care, old age, disability, illness or family models. Recognizes lexical and cultural differences in the Spanish of Argentina.	The student reviews their intercultural competence: observes, compares, relativizes, mediates and avoids stereotypes.
Learning procedures	The student works cooperatively: distributes functions, gathers information, deduces idiomatic expressions through context, classifies periphrases according to value — beginning, abruptness, duration, result — and records personal examples related to health.	The student plans a letter to the editor: identifies problem, addressee, thesis, arguments, examples, proposal and closing. Reviews periphrases, health lexicon, fixed expressions, cohesion, formal register and argumentative adequacy.	The student carries out a global C1 self-assessment: identifies mastered contents, persistent errors, effective strategies and objectives for C2.
Final classroom task / Assessment criterion	<i>*Cooperative health report.*</i> Produce in a group an informative fact sheet on a 21st-century illness, stress or an alternative therapy. Must include definition, symptoms, institutions involved, related rights and at least five periphrases of beginning, process or result. The student understands instructional and informative texts on health and rights, uses infinitive, gerund and	<i>*Letter to the editor.*</i> Write a letter to the editor on health, childhood, stress, alternative medicine or children's rights. Must include a clear position, arguments, proposal, health lexicon, an idiomatic expression with parts of the body and varied periphrases. The student writes a coherent and persuasive letter to the editor, uses health lexicon and idiomatic expressions, applies periphrases with	<i>*C1 integrative task. Prepare an oral and written production entitled « Salud, derechos y sociedad* ». Must include the summary of a text, an argued opinion, a social proposal, a cultural reference, periphrases, C1 connectors and a final self-assessment. The student demonstrates functional mastery of C1 through an integrated oral and written task, with grammatical correction,</i>

Contents	Wednesday	Thursday	Friday — C1 Review
	participate periphrases to express beginning, process and result, and cooperates effectively in a group task.	precision and formulates a social proposal adequate to the context.	lexical richness, cohesion, intercultural awareness, autonomy and capacity for revision.
Grading criteria	- Uses periphrases of beginning, abruptness, process and result correctly: *25%. - <i>Understands and summarizes texts on health/rights</i> : 15%. - <i>Integrates health and institutional lexicon</i> : 15%. - <i>Deduces fixed expressions through context</i> : 15%. - <i>Cooperates in the group with real task distribution</i> : 15%. - <i>Relates health, childhood and rights rigorously</i> : 15%*.	- Writes a structured letter to the editor: *20%. - <i>Formulates thesis, arguments and clear proposal</i> : 20%. - <i>Uses varied periphrases with precision</i> : 20%. - <i>Integrates lexicon of health, life stages and idiomatic expressions</i> : 15%. - <i>Maintains formal register and adequate tone</i> : 15%. - <i>Relates the topic to cinema, family, rights or Hispanic culture</i> : 10%*.	- Integrates C1 grammatical contents functionally: *25%. - <i>Produces a coherent and cohesive oral and written text</i> : 20%. - <i>Uses varied and precise C1 lexicon</i> : 15%. - <i>Argues with nuance and social/intercultural awareness</i> : 15%. - <i>Applies revision and self-assessment strategies</i> : 15%. - <i>Presents with clarity, rhythm and adequacy</i> : 10%*.
Materials	*Unit 12. Nuevo Prisma C1.* WHO objectives, Declaration of the Rights of the Child, texts on alternative therapies and stress, periphrasis worksheets, idiomatic expressions with parts of the body.	*Unit 12. Nuevo Prisma C1. Letters to the editor, interviews, texts on conventional/alternative medicine, materials on Aldeas Infantiles SOS España and fragments of El hijo de la novia*.	*C1 review materials.* Units 1-12, connectors chart, error map, global C1 rubric, student portfolio, debate cards and short texts for selective reading.

Weekly assessment

Oral production — 40%

It is assessed whether the student:

- Explains causes and purposes with nuance.
- Presents a legend, myth or theory.
- Delivers a cooperative health report.
- Defends a position on rights or healthcare.
- Uses periphrases for beginning, process and result.
- Carries out a C1 integrative task.

Written production — 30%

It is assessed whether the student:

- Writes a comparative commentary.
- Composes a letter to the editor.
- Uses *por / para* correctly.
- Uses causal and final clauses.
- Integrates lexicon of health, rights and myths.
- Produces a coherent and cohesive final text.

Learning procedures — 20%

It is assessed whether the student:

- Reads with a concrete purpose.
- Uses skimming.
- Deduces idiomatic expressions.
- Cooperates in group tasks.
- Self-assesses their global C1 progress.

Intercultural attitude — 10%

It is assessed whether the student:

- Respects myths, religions and scientific theories, differentiating them.
- Avoids mixing science, faith and heritage without criterion.
- Analyzes health and rights with rigor.
- Recognizes cultural differences in care, childhood and family.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Express formal and informal cause.			
Express formal and informal purpose.			
Differentiate <i>por</i> and <i>para</i> .			
Compare myths and scientific theories.			
Give an oral presentation.			
Use beginning periphrases.			
Use process and result periphrases.			
Talk about health and rights.			
Write a letter to the editor.			
Review my C1 errors.			

Final sentence

This week I can say: _____

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GENERAL SPANISH COURSE · LEVEL C1 · WEEKS 10–12

(Fourth and last quarter — last 3 weeks of 12: review + 2 final projects)

ACARFAX

Spanish language school

Week 10 · Level C1 · REVIEW WEEK · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday to Friday — Integrated review

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Functional contents	Express cause and purpose with precision.	Explain complex conditions.	Describe processes and results.	Debate on science, health and rights.	Present the final C1 integrative task.
Grammatical contents	Complex causal and final clauses.	Mixed conditionals and conditional connectors.	Periphrases and passives for processes.	Connectors of consequence and contrast.	Global C1 review.
Text types and lexicon	Short report. Cause/purpose lexicon.	Normative or argumentative text. Rights lexicon.	Informative scientific text. Process lexicon.	Ethical debate. Health and science lexicon.	Essay + oral presentation.
Strategic component	Distinguish cause, purpose and consequence.	Assess necessary or sufficient conditions.	Order the phases of a process.	Use examples, data and objections.	Review the C1 portfolio.
Cultural contents	Culture and social responsibility.	Rights and social norms.	Science and informative writing.	Health, ethics and society.	Intercultural closing of C1 level.
Spelling / Phonetics	Punctuation in complex texts.	Argumentative pauses.	Pronunciation of technical terms.	Contrastive intonation.	Final oral presentation.
Sociocultural knowledge	Cause and purpose allow explaining collective decisions.	Rights are interpreted within cultural and institutional frameworks.	Science needs clear popularization.	Health and rights demand ethical responsibility.	C1 implies arguing with precision and intercultural awareness.
Intercultural skills and attitudes	Avoids explaining social phenomena with a single cause.	Respects different legal or social traditions.	Translates technical terms into understandable language.	Debates sensitive topics without aggressiveness.	Recognizes achievements and limits of their competence.
Learning procedures	Cause-purpose-consequence outline.	Conditions table.	Process diagram.	Ethical-debate script.	Global self-assessment and improvement plan.
Final classroom task / Assessment criterion	<i>*Causal report.*</i> Must include a complex problem or situation, identifying main and secondary causes, establishing	<i>*Normative proposal.*</i> Must include the drafting of a clear and viable proposal, formulating rules, recommendations or justified	<i>*Process explanation.*</i> Must include the description of a process in a sequenced and understandable way, indicating phases, conditions, results	<i>*Ethical debate.*</i> Must include participation in a debate on a sensitive topic, defending a reasoned position,	<i>*Final C1 project: «</i> Comprender, explicar y actuar ». <i>* The oral and written integration of the level is</i>

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
	logical relations between them and using causal connectors with precision and coherence.	measures, with formal register, ordered structure and attention to possible addressees.	and possible consequences using adequate linguistic resources.	responding to objections, nuancing arguments and maintaining a respectful attitude.	assessed. The student integrates causal explanation, normative proposal, process description and ethical argumentation in a complete oral and written production, demonstrating clarity, linguistic precision, critical thinking and intercultural awareness.
Grading criteria	Cause/purpose: *30%. Report: 25%. Lexicon: 20%. Coherence: 15%. Revision: 10%*.	Conditions: *30%. Argumentation: 25%. Rights lexicon: 20%. Structure: 15%. Attitude: 10%*.	Process: *30%. Passives/periphrases: 25%. Scientific lexicon: 20%. Clarity: 15%. Oral skills: 10%*.	Debate: *30%. Arguments: 25%. Contrast: 20%. Lexicon: 15%. Attitude: 10%*.	Oral: *40%. Written: 30%. Procedures: 20%. Intercultural attitude: 10%*.
Materials	Informative texts.	Cases on rights.	Scientific infographics.	Ethical dilemmas.	Final C1 rubric.

Weekly assessment

Oral production — 40%

It is assessed whether the student:

- Explains causes, processes, results and conditions; debates scientific, health, legal and cultural topics with precision.

Written production — 30%

It is assessed whether the student:

- Writes report, proposal, informative text or essay with complex structures and specialized lexicon.

Learning procedures — 20%

It is assessed whether the student:

- Plans, revises, schematizes processes, corrects connectors and evaluates their final progress.

Intercultural attitude — 10%

It is assessed whether the student:

- Debates sensitive topics with respect, avoids simplifications and recognizes different cultural frameworks.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Explain complex causes.			
Express purpose with precision.			
Formulate complex conditions.			
Describe a process.			
Explain results.			

I can already...	Yes	Partly	Not yet
Use scientific or health lexicon.			
Talk about rights with respect.			
Take part in an ethical debate.			
Write a C1 integrative text.			
Appraise my progress in C1.			

Final sentence

This week I can say: _____

Week 11 · Level C1 · PROJECT 1 · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday to Friday — Project 1: « Humor, memoria e identidad »

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Functional contents	Analyze humor and irony.	Compose cultural portraits.	Narrate a significant anecdote.	Prepare a tribute or eulogy.	Defend a position on humor and identity.
Grammatical contents	<i>Ser/estar</i> with subjective value.	Passives and impersonals.	Past tenses and historical present.	Conditional with past value.	Debate and nuance connectors.
Text types and lexicon	Comic strip, monologue, joke.	Portrait, caricature, profile.	Cultural anecdote.	Eulogy.	Short essay and debate.
Strategic component	Infer implicit meanings.	Separate description and judgment.	Order the narrative and select details.	Adapt tone and register.	Nuance, counter-argue and close.
Cultural contents	Hispanic humor and cultural diversity.	Characters and collective identities.	Personal and social memory.	Public tribute.	Limits of humor.
Spelling / Phonetics	Humorous intonation.	Descriptive pauses.	Narrative rhythm.	Solemn tone.	Argumentative intonation.
Sociocultural knowledge	Humor reflects values, tensions and taboos.	Portraits construct a public image.	Anecdotes convey memory.	Tribute recognizes social prestige.	Cultural debate requires respect and precision.
Intercultural skills and attitudes	Does not ridicule others' humor.	Avoids stereotypes.	Listens to personal stories.	Recognizes different forms of praise.	Debates cultural limits without imposing.
Learning procedures	Gathers humorous devices.	Creates a lexical bank.	Plans the narrative.	Reviews tone.	Self-assesses the debate.
Final classroom task / Assessment criterion	<i>*Humor analysis.*</i> Must include the interpretation of a humorous text identifying devices such as irony, exaggeration, double meaning or contrast, and explain its communicative effect taking cultural context into account.	<i>*Cultural portrait.*</i> Must include the composition of a clear and nuanced portrait of a person, character or group, combining physical, psychological, social and cultural description without falling into stereotypes.	<i>*Oral anecdote.*</i> Must include the narration of an anecdote in a fluent, orderly and expressive way, using past tenses, temporal markers and resources to keep the listener's attention adequately.	<i>*Written eulogy.*</i> Must include the drafting of a tribute text with adequate tone, coherent structure and appraisal lexicon, highlighting merits, qualities or contributions of the person or figure chosen.	<i>*Final product: short essay + debate « Humor, memoria e identidad ».*</i> The student integrates humor analysis, cultural memory, portrait and argumentation in an oral and written production, defending a position on the role of humor in identity with precision, nuance and intercultural respect.
Grading criteria	Analysis: *30%. Inference: 25%. Lexicon: 20%.	Portrait: *30%. Precision: 25%. Passives: 15%. Coherence:	Narration: *30%. Tenses: 25%. Expressiveness: 20%. Cohesion:	Eulogy: *35%. Tone: 25%. Lexicon: 20%.	Oral: *40%. Written: 30%. Procedures: 20%.

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
	<i>Oral skills: 15%. Attitude: 10%*.</i>	<i>20%. Attitude: 10%*.</i>	<i>15%. Attitude: 10%*.</i>	<i>Revision: 10%. Attitude: 10%*.</i>	<i>Intercultural attitude: 10%*.</i>
Materials	Comic strips, monologues, jokes.	Photographs and biographical texts.	Short personal accounts.	Tribute models.	Final rubric and self-assessment.

Final assessment — Project 1

Oral production — 40%

It is assessed whether the student:

- Interprets humor, irony and implicit meanings.
- Narrates an anecdote fluently.
- Defends a position on humor and identity.
- Nuances opinions and responds to objections.
- Respects cultural sensitivities.

Written production — 30%

It is assessed whether the student:

- Writes a coherent portrait or eulogy.
- Composes a short essay with thesis, arguments and closing.
- Uses precise lexicon and advanced structures.
- Reviews cohesion, register and accuracy.

Learning procedures — 20%

It is assessed whether the student:

- Plans the final product.
- Selects expressive devices.
- Reviews tone and adequacy.
- Corrects errors after feedback.
- Completes the self-assessment.

Intercultural attitude — 10%

It is assessed whether the student:

- Avoids mockery and stereotypes.
- Recognizes different humorous codes.
- Listens to stories and opinions with respect.
- Distinguishes cultural criticism and personal attack.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Analyze a humorous text.			
Recognize irony and implicit meanings.			
Create a cultural portrait.			
Narrate a meaningful anecdote.			
Write a short eulogy.			
Debate the limits of humor.			
Nuance my opinions.			
Listen to different cultural sensitivities.			
Review my final text.			
Appraise my learning.			

Final sentence

This week I can say: _____

Week 12 · Level C1 · PROJECT 2 · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday to Friday — Project 2: « Explicar para actuar »

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Functional contents	Present a current problem.	Explain causes and purposes.	Describe processes and results.	Formulate conditions and solutions.	Defend a final proposal.
Grammatical contents	Introductory and organizing connectors.	Complex causal and final clauses.	Passives, impersonals and process periphrases.	Complex conditionals.	Global C1 review.
Text types and lexicon	Diagnosis of a problem.	Argumentative report.	Informative text.	Normative or social proposal.	Oral presentation + final essay.
Strategic component	Delimit topic and addressee.	Differentiate cause, purpose and consequence.	Order the phases of the process.	Assess the viability of solutions.	Defend, nuance and respond to questions.
Cultural contents	Global and local problems.	Rights, health and culture.	Science and social popularization.	Cooperation and social responsibility.	Intercultural citizenship.
Spelling / Phonetics	Formal register.	Punctuation in argumentative text.	Pronunciation of technical terms.	Proposal intonation.	Public presentation.
Sociocultural knowledge	Current problems require contextual analysis.	Social causes are usually not single.	Popularizing means making the complex understandable.	Solutions depend on rules, values and resources.	Acting socially requires language, critical thinking and respect.
Intercultural skills and attitudes	Avoids simplistic explanations.	Respects different cultural frameworks.	Adapts technical terms to the interlocutor.	Listens to objections to their proposal.	Mediates between different perspectives.
Learning procedures	Formulates a guiding question.	Builds a cause-purpose-consequence map.	Designs a process diagram.	Reviews conditions and solutions.	Self-assesses the final product.
Final classroom task / Assessment criterion	<i>*Diagnosis of the problem.*</i> Must include the clear identification and delimitation of a current problem, the explanation of its context, who it affects and why it deserves to be analyzed from a social, scientific, cultural or ethical perspective.	<i>*Causal report.*</i> Must include the analysis of the main and secondary causes of the problem, establishing logical relations between factors, avoiding simplistic explanations and using causal connectors with precision.	<i>*Informative explanation.*</i> Must include the transformation of complex information into a clear and accessible explanation, using examples, definitions and rephrasings that facilitate understanding without losing rigor.	<i>*Solution proposal.*</i> Must include the formulation of a viable and argued solution, explaining its objectives, conditions of application, possible effects and limitations, showing critical capacity and practical sense.	<i>*Final product: presentation + essay « Explicar para actuar ».*</i> The student integrates diagnosis, causes, informative explanation and solution proposal in a coherent, rigorous and well-structured oral and written production, demonstrating linguistic precision, critical

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
					thinking and social and intercultural awareness.
Grading criteria	Formulation: *25%. Precision: 25%. Lexicon: 20%. Structure: 20%. Attitude: 10%*.	Cause/purpose: *30%. Arguments: 25%. Connectors: 20%. Coherence: 15%. Revision: 10%*.	Process: *30%. Popularization: 25%. Lexicon: 20%. Clarity: 15%. Oral skills: 10%*.	Conditions: *30%. Viability: 25%. Nuance: 20%. Interaction: 15%. Attitude: 10%*.	Oral: *40%. Written: 30%. Procedures: 20%. Intercultural attitude: 10%*.
Materials	News items, infographics, simple data.	Report templates.	Informative texts.	Proposal template.	Final rubric and self-assessment.

Final assessment — Project 2

Oral production — 40%

It is assessed whether the student:

- Presents a problem clearly.
- Explains causes, consequences and conditions.
- Defends a viable proposal.
- Responds to questions and objections.
- Uses a formal register and precise lexicon.

Written production — 30%

It is assessed whether the student:

- Writes a structured essay or report.
- Uses complex connectors.
- Describes processes and results.
- Integrates lexicon of science, health, rights, economy or culture.
- Reviews accuracy, cohesion and precision.

Learning procedures — 20%

It is assessed whether the student:

- Plans the project.
- Uses diagrams and concept maps.
- Reviews sources and vocabulary.
- Corrects the final text.
- Evaluates their own progress.

Intercultural attitude — 10%

It is assessed whether the student:

- Avoids simplistic explanations.
- Respects different cultural perspectives.
- Listens to objections.
- Proposes solutions sensitive to context.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Present a complex problem.			
Explain causes.			
Express purposes.			
Describe processes.			
Explain consequences.			
Formulate conditions.			

I can already...	Yes	Partly	Not yet
Defend a proposal.			
Respond to objections.			
Use specialized lexicon.			
Debate with intercultural respect.			

Final sentence

This week I can say: _____

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GENERAL SPANISH COURSE · LEVEL C2 · WEEKS 1–4

(First quarter — first 4 weeks of 15 · Complete sublevel C2.1 + start of C2.2)

ACARFAX

Spanish language school

Week 1 · Level C2 · Sublevel C2.1 · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday and Tuesday

Contents	Monday	Tuesday
Functional contents	- Write a tourist brochure. - Produce and record an audio guide. - React to a work of art and praise an artist.	- Express tastes and appraisals. - Write the rules of an artistic competition. - Compare architectural and pictorial styles. - Appraise a work or a heritage space according to aesthetic, historical and cultural criteria.
Grammatical contents	- Values of the pronoun <i>se</i> . - Values of the pronoun <i>lo</i> . - Use of the indicative future in normative texts.	- Review of <i>se</i> and <i>lo</i> in descriptive, appraisal and normative texts. - Indicative future with normative value in competition rules: <i>podrán participar, se valorará, deberán presentar, quedarán excluidas</i> .
Text types and lexicon	- Tourist brochure: linguistic resources. - Analysis of a pictorial work. - Production of an audio guide. - Lexicon related to architecture. - Lexicon related to cultural heritage.	- Rules of competitions and contests. - Lexicon related to competitions and contests. - Lexicon related to painting. - Lexicon related to aesthetic categories.
Strategic component	- Look for textual models to compare them and extract their main features. - Locate and selectively use resources: books, encyclopedias, Internet.	- Self-assessment of written texts. - Select reliable and relevant information. - Review lexical precision, register, coherence, cohesion and adequacy to the textual genre.
Cultural contents	- Artistic and architectural movements in Spain. - Cultural and artistic heritage of Spain: Romanesque, Early Christian, Córdoba and the architecture of Bilbao.	- Different pictorial styles and formats. - Some important cultural competitions in Spain. - Relationship between heritage, cultural tourism, art, city and collective identity.
Spelling / Phonetics	- Audio-guide intonation: clarity, rhythm, pauses, emphasis and careful pronunciation. - Expressive reading of heritage descriptions.	- Appraisal and normative intonation. - Oral reading of competition rules with formal clarity. - Precise pronunciation of proper names, artistic styles and technical terms.
Sociocultural knowledge	The student recognizes cultural and artistic heritage as part of collective identity and public projection of a city or country. Artistic and architectural movements of Spain, the Romanesque, the Early Christian, Córdoba and the architecture of Bilbao are worked on as cultural references that allow understanding history, territory, art and tourism.	The student identifies competitions, contests, tourist brochures, audio guides and analyses of works as social practices of cultural dissemination. The way an institution presents, protects, promotes and appraises artistic heritage through normative, descriptive and persuasive texts is worked on.
Intercultural skills and attitudes	The student interprets works, buildings and heritage spaces avoiding superficial or purely touristic perspectives. Compares styles, symbols and social uses of heritage from a critical, respectful and documented perspective.	The student learns to culturally mediate: explains a work, a building or a competition to an audience that may not share the same references. Distinguishes between personal taste, aesthetic appraisal, historical fact, cultural interpretation and tourist promotion.
Learning procedures	The student looks for and compares models of tourist brochures, audio guides and artistic analyses. Extracts common features: structure, tone, lexicon, invitation formulas, historical data, spatial description and appraisal devices.	The student plans and reviews their texts: defines addressee, purpose, genre, structure, register and quality criteria. Uses books, encyclopedias and Internet selectively; then self-assesses their production with a checklist: precision, clarity, lexical richness,

Contents	Monday	Tuesday
		grammatical correction and cultural adequacy.
Final classroom task / Assessment criterion	<i>*Brochure + heritage audio guide: produce a short tourist brochure about a building, neighborhood, museum or Spanish heritage space and record an audio guide of 1 to 2 minutes. Must include architectural description, cultural appraisal, historical data and functional use of se and lo*. The student produces a cultural brochure and audio guide adequate to C2 level, selects reliable information, describes heritage with precision, praises a work or an artist and uses grammatical and lexical resources with naturalness.</i>	<i>*Rules of an artistic competition.* draft the rules of a painting, photography, architecture or heritage competition. Must include subject of the competition, participants, requirements, aesthetic categories, appraisal criteria, deadlines, prizes and use of the normative indicative future. The student drafts clear, complete and formally adequate competition rules, uses artistic and normative lexicon, applies the indicative future in regulatory texts and shows cultural awareness in the appraisal of works and styles.</i>
Grading criteria	- Writes a coherent and attractive tourist brochure: <i>*20%</i> . - Records a clear, fluent and well-structured audio guide: <i>20%</i> . - Uses the values of se and lo precisely: <i>15%</i> . - Integrates architecture and cultural heritage lexicon: <i>15%</i> . - Selects reliable and relevant information: <i>10%</i> . - Appraises a work, an artist or a space with cultural depth: <i>20%*</i> .	- Drafts complete and orderly competition rules: <i>*20%</i> . - Uses the indicative future with normative value: <i>20%</i> . - Integrates lexicon of competitions, painting and aesthetic categories: <i>15%</i> . - Formulates participation and appraisal criteria with precision: <i>15%</i> . - Compares artistic styles and formats with rigor: <i>15%</i> . - Self-assesses and improves the final text: <i>15%*</i> .
Materials	<i>*Unit 1. Nuevo Prisma C2.*</i> Models of tourist brochures, cultural audio guides, images of Spanish architecture, resources on the Romanesque, the Early Christian, Córdoba and the architecture of Bilbao.	<i>*Unit 1. Nuevo Prisma C2.*</i> Real or adapted competition rules, texts on painting and aesthetic categories, models of work analysis, normative writing rubric and self-assessment checklist.

Wednesday and Thursday

Contents	Wednesday	Thursday
Functional contents	- Recommend and dissuade with emphasis. - Nuance opinion. - Tell an anecdote. - Specify details.	- Narrate, describe and appraise. - Recommend or dissuade from cultural, gastronomic or scientific experiences. - Appraise an experience based on the senses, memory and personal judgment.
Grammatical contents	- Position of the adjective: qualifying and epithet. - Agreements in complex lexical units. - Discourse markers to intensify and mitigate.	- Phraseological units: verb + noun collocations, noun + adjective collocations and idiomatic expressions. - Review of preposed and postposed adjectives with expressive value: <i>un pobre hombre / un hombre pobre, cierta experiencia / experiencia cierta</i> .
Text types and lexicon	- Argumentative text: newspaper column. - Poetry. - Radio interview: neuroscience. - Lexicon related to the senses.	- Digital text: travel blog. - Lexicon related to the senses, gastronomic tourism, taste, smell, sensory memory and scientific popularization.
Strategic component	- Predict the content of an oral text: format and context. - Resources for understanding the meaning of extended oral texts. - Inference of the speaker's attitudes. - Grasp and summarize the general ideas of a written text.	- Take notes and plan a written text. - Compare with the mother tongue. - Distinguish objective information, personal appraisal, ironic nuance, emphasis and mitigation. - Review lexical precision and phraseological naturalness.
Cultural contents	- Gastronomic tourism. - Scientific popularization programs and magazines in Spanish. - Concept of good and bad taste.	- Juan Ramón Jiménez. - Antonio Gala. - Eduard Punset. - Relationship between literature, scientific popularization, senses, taste and gastronomic culture.

Contents	Wednesday	Thursday
Spelling / Phonetics	- Intonation to recommend, dissuade, intensify and mitigate. - Pauses to nuance an opinion or introduce an anecdote.	- Expressive reading of appraisal and poetic texts. - Intonation of aesthetic appraisal, surprise, irony, praise or disapproval.
Sociocultural knowledge	The student recognizes taste, gastronomy and the senses as cultural constructions: the tasty, the elegant, the vulgar, the exquisite or the unpleasant are not appreciated the same way in all contexts. Gastronomic tourism is worked on as a social practice linked to leisure, local identity, sensory memory and cultural consumption.	The student identifies scientific popularization, literature and the travel blog as spaces where sensory and cultural experiences are interpreted. Authors and figures such as Juan Ramón Jiménez, Antonio Gala and Eduard Punset are linked to different ways of explaining, moving, persuading or popularizing.
Intercultural skills and attitudes	The student compares tastes, gastronomic habits and aesthetic appraisals without raising their preference to a universal norm. Learns to differentiate personal taste, social code, cultural custom, fashion, social class and reasoned appraisal.	The student interprets « good taste » and « bad taste » as culturally variable notions. Avoids discrediting others' gastronomic, literary or communicative practices. Develops a critical attitude toward scientific popularization and discourses of authority: distinguishes evidence, opinion, subjective experience and rhetorical strategy.
Learning procedures	The student anticipates the content of a radio interview from format, topic, voices and context. While listening, takes notes on main ideas, the speaker's attitude, emphasis and mitigation markers. Then summarizes the content and records useful collocations or expressions.	The student plans an appraisal text: defines addressee, purpose, thesis, anecdote, sensory lexicon, nuance markers and closing. Compares expressions with the mother tongue to detect false equivalents or unnatural combinations, and self-assesses precision, cohesion and lexical richness.
Final classroom task / Assessment criterion	<i>*Sensory column: write a short column entitled « El gusto también se educa* ». Must include an emphatic recommendation or dissuasion, an anecdote, sensory lexicon, intensification/mitigation markers and at least three adjectives placed with expressive intent. The student recommends and dissuades emphatically, nuances opinions, narrates an anecdote in detail, interprets extended oral texts and uses sensory lexicon, expressive adjectives and discourse markers with C2 precision.</i>	<i>*Gastronomic travel blog:* write a blog entry about a real or fictional gastronomic experience. Must narrate, describe and appraise; include a cultural or literary reference; use phraseological units; and close with a nuanced recommendation. The student produces a coherent, rich and natural narrative-appraisal text, uses phraseological units with naturalness, relates sensory experience and culture, and shows critical capacity toward notions such as good taste, bad taste, gastronomic tourism and scientific popularization.</i>
Grading criteria	- Recommends or dissuades with emphasis and adequacy: <i>*15%</i> . - <i>Nuances opinion through discourse markers: 20%</i> . - <i>Tells a precise and well-structured anecdote: 15%</i> . - <i>Uses the position of the adjective with expressive value: 20%</i> . - <i>Understands and summarizes extended oral texts: 15%</i> . - <i>Integrates sensory lexicon and cultural references: 15%*</i> .	- Writes a coherent, rich and natural blog entry: <i>*20%</i> . - <i>Uses collocations and phraseological units with precision: 20%</i> . - <i>Narrates, describes and appraises in detail: 20%</i> . - <i>Relates sensory experience, gastronomy and culture: 15%</i> . - <i>Compares with the mother tongue and avoids calques: 10%</i> . - <i>Presents a nuanced and argued final recommendation: 15%*</i> .
Materials	<i>*Unit 2. Nuevo Prisma C2.*</i> Newspaper column, poetry, radio interview on neuroscience, texts on gastronomic tourism, adjective worksheets and discourse markers.	<i>*Unit 2. Nuevo Prisma C2.*</i> Travel blog, texts on good/bad taste, fragments or references from Juan Ramón Jiménez, Antonio Gala and Eduard Punset, bank of phraseological units and appraisal text rubric.

Friday

Contents	Friday
Functional contents	- Narrate one's own and others' anecdotes. - Describe a social situation. - Express the manner of carrying out an action. - Expose the causes of a social phenomenon.

Contents	Friday
Grammatical contents	- Short adverbs. - Modal connectors. - Combinations of verb + short adverb. - Prepositions governed by verbs, participles, adjectives and nouns.
Text types and lexicon	- Radio monologues. - Press headlines. - Communication. - Summary. - Adjectives: qualities linked to success. - Phraseological units linked to success.
Strategic component	- Predict the content of oral and written texts. - Reflect on the different meanings of a word. - Involve students in the production of materials.
Cultural contents	- Social definition of success. - Traits that define successful people. - Presidents and governments of Spanish democracy.
Spelling / Phonetics	- Narrative intonation in anecdotes and monologues. - Pauses to introduce causes, consequences and social appraisal.
Sociocultural knowledge	The student recognizes that success and failure are not neutral concepts: they depend on social values, historical context, the working world, social class, prestige, public recognition and personal expectations. Headlines, monologues and talks are worked on as genres that construct public opinion on leadership, merit and achievement.
Intercultural skills and attitudes	The student compares different conceptions of success without imposing a single scale of value. Learns to distinguish between economic success, professional prestige, social recognition, personal fulfillment, political power and collective contribution.
Learning procedures	The student anticipates the content of oral and written texts from title, format, topic, register and keywords. Records different meanings of words such as <i>éxito</i> , <i>fracaso</i> , <i>líder</i> , <i>talento</i> , <i>mérito</i> and creates contextualized examples.
Final classroom task / Assessment criterion	<i>*Short argumentative monologue: prepare and record a monologue entitled « ¿Qué significa tener éxito hoy? ».</i> Must include an anecdote, a social situation, causes of a phenomenon, short adverbs, modal connectors and lexicon of success/failure. The student narrates anecdotes and describes social situations with C2 precision, expresses the manner of carrying out actions, explains causes of social phenomena and uses lexicon/phraseology of success with naturalness.
Grading criteria	- Tells a clear, meaningful and well-structured anecdote: <i>*15%</i> . - <i>Describes a social situation with precision: 15%</i> . - <i>Explains the causes of a social phenomenon: 15%</i> . - <i>Uses short adverbs and modal connectors correctly: 20%</i> . - <i>Integrates lexicon and phraseology of success/failure: 20%</i> . - <i>Predicts and summarizes the content of oral/written texts: 15%*</i> .
Materials	<i>*Unit 3. Nuevo Prisma C2.*</i> Radio monologues, press headlines, summary models, bank of success adjectives, phraseological units and short adverbs worksheet.

Weekly assessment

Oral production — 40%

It is assessed whether the student:

- Records a clear and precise audio guide.
- Praises a work or an artist.
- Recommends and dissuades with nuance.
- Narrates a sensory anecdote.
- Delivers an argumentative monologue.
- Defends a position on success and leadership.

Written production — 30%

It is assessed whether the student:

- Writes a tourist brochure.
- Drafts the rules of an artistic competition.
- Composes a sensory column.
- Produces a gastronomic blog entry.
- Writes an article or talk on leadership.
- Uses lexicon of heritage, senses and success.

Learning procedures — 20%

It is assessed whether the student:

- Looks for textual models.
- Selects reliable information.
- Takes notes on extended oral texts.
- Self-assesses their written texts.

- Reviews lexical and phraseological precision.

Intercultural attitude — 10%

It is assessed whether the student:

- Interprets heritage without superficial perspectives.
- Distinguishes personal taste and cultural appraisal.
- Avoids imposing their concept of good taste.
- Analyzes success models without stereotypes.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Write a tourist brochure.			
Record an audio guide.			
Use <i>se</i> and <i>lo</i> with precision.			
Draft the rules of a competition.			
Use the normative future.			
Recommend and dissuade with emphasis.			
Nuance an appraisal.			
Write about a gastronomic experience.			
Talk about success and leadership.			
Present a complex opinion.			

Final sentence

This week I can say: _____

Week 2 · Level C2 · Sublevel C2.1 · REVIEW WEEK · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday to Friday — Integrated review

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Functional contents	Present and appraise a heritage or artistic item.	Write a cultural brochure with informative and persuasive purpose.	Create an audio guide or popularization monologue.	Draft the rules of a cultural or artistic competition.	Orally defend a complex cultural project.
Grammatical contents	Values of the pronoun <i>se</i> : impersonal, reflexive passive, middle, lexicalized.	Values of the pronoun <i>lo</i> : neutral, emphatic, substitution of previous ideas.	Indicative future in normative and prospective texts.	Textual organization markers: <i>a tal efecto</i> , <i>conforme a</i> , <i>a tenor de</i> , <i>en virtud de</i> .	Review of structures of appraisal, precision and rephrasing.
Text types and lexicon	Descriptive-cultural text. Lexicon of heritage, architecture, art and aesthetics.	Tourist-cultural brochure. Persuasive and sensory lexicon.	Audio guide, popularization monologue. Lexicon of the senses, perception and aesthetic experience.	Competition rules, call, internal regulations. Basic legal-administrative lexicon.	Oral presentation + cultural dossier. Lexicon of leadership, success and recognition.
Strategic component	Select relevant information and hierarchize it.	Adapt cultural information for non-specialized visitors.	Transform a written text into an attractive oral discourse.	Adjust normative precision and clarity.	Integrate information, appraisal and persuasion.
Cultural contents	Cultural heritage, art and collective memory.	Cultural tourism and visitor responsibility.	Gastronomy, senses and cultural experience.	Competitions, prizes and cultural legitimation.	Cultural leadership, success and social recognition.
Spelling / Phonetics	Pauses in extended descriptions.	Punctuation in brochures: colon, semicolon, parentheticals.	Audio-guide intonation: clarity, rhythm and emphasis.	Capitalization in names of institutions, prizes and competitions.	Prosody of formal presentation.
Sociocultural knowledge	Heritage is not only a tourist object: it represents memory, identity and conflict of interpretation.	The cultural brochure conveys information and at the same time guides the visitor's gaze.	Gastronomy and the senses are part of cultural experience and identity construction.	Competition rules reflect norms, criteria, hierarchies and cultural values.	Leadership and success are interpreted differently according to social and cultural contexts.
Intercultural skills and attitudes	Avoids treating heritage as mere tourist scenery.	Does not exoticize customs, gastronomy or cultural practices.	Adapts explanations to diverse audiences.	Understands that cultural norms can vary.	Appraises different leadership models without imposing a single one.
Learning procedures	The student delimits topic, audience and purpose.	Plans the brochure with an outline: title, introduction,	Rehearses oral reading with rhythm control.	Reviews precision, coherence and normative register.	Self-assesses clarity, adequacy and communicative efficacy.

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
		information, recommendation.			
Final classroom task / Assessment criterion	<i>*Commented cultural fact sheet.*</i> Must include the presentation of a cultural item in a clear and documented way, explain its historical, artistic or social relevance, and add a justified personal appraisal with precise lexicon.	<i>*Cultural brochure.*</i> Must include the elaboration of an informative and attractive brochure, selecting relevant data, organizing it visually and adapting the language to the addressee.	<i>*2–3-minute audio guide.*</i> Must include the production of a well-structured oral audio guide, with understandable information, adequate rhythm, clear pronunciation and expressive resources that hold the listener's attention.	<i>*Rules of a competition.*</i> Must include the drafting of complete and orderly rules, specifying participants, requirements, deadlines, appraisal criteria and norms in a precise and formal way.	<i>*Weekly project:</i> « Cultura que se escucha, se ve y se vive ».* The student presents a cultural dossier with brochure, audio guide and oral defense.
Grading criteria	Cultural description: *25%. Lexicon: 25%. se: 20%. Coherence: 20%. Attitude: 10%*.	Brochure: *30%. Adequacy to audience: 20%. Sensory lexicon: 20%. Persuasion: 20%. Revision: 10%*.	Audio guide: *35%. Oral skills: 25%. Lexical precision: 20%. Rhythm: 10%. Attitude: 10%*.	Rules: *30%. Register: 25%. Structure: 20%. Correction: 15%. Adequacy: 10%*.	Oral: *40%. Written: 30%. Procedures: 20%. Intercultural attitude: 10%*.
Materials	Images of heritage, museums, monuments.	Brochure models.	Real or simulated audio guides.	Calls and rules of competitions.	Dossier model and rubric.

Weekly assessment

Oral production — 40%

It is assessed whether the student:

- Presents a cultural item with precision, produces a clear audio guide, adapts register to the audience, appraises heritage and gastronomy without clichés and defends a complex cultural project.

Written production — 30%

It is assessed whether the student:

- Writes a brochure, competition rules and a cultural text with cohesion, lexical precision, grammatical control and adequacy to genre.

Learning procedures — 20%

It is assessed whether the student:

- Plans, selects information, reviews register, rehearses orally, corrects production and improves after feedback.

Intercultural attitude — 10%

It is assessed whether the student:

- Interprets heritage, gastronomy and leadership with a respectful gaze, avoiding exoticization, simplifications or judgments of superiority.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Present a heritage item with precision.			
Write a cultural brochure.			
Create a clear and attractive audio guide.			
Draft the rules of a competition.			

I can already...	Yes	Partly	Not yet
Use the pronoun <i>se</i> with different values.			
Use <i>lo</i> to refer back or highlight ideas.			
Adapt my register to the addressee.			
Appraise art or gastronomy without clichés.			
Orally present a cultural project.			
Review my production before submitting it.			

Final sentence

This week I can say: _____

Week 3 · Level C2 · Sublevel C2.1 · PROJECT 1 · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday to Friday — Project 1: « Patrimonio vivo: una experiencia cultural completa »

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Functional contents	Present and justify the choice of a heritage, artistic or gastronomic item.	Write an informative and persuasive cultural brochure.	Produce an audio guide adapted to visitors.	Draft the rules of a cultural competition.	Orally defend the complete project.
Grammatical contents	Values of <i>se</i> : impersonal, reflexive passive, middle and lexicalized.	Values of <i>lo</i> : neutral, emphatic and summarizing.	Future with normative and prospective value.	Formal structures: <i>con arreglo a, conforme a, a tal efecto, en virtud de</i> .	Rephrasing and modalization: <i>conviene destacar, cabe señalar, resulta especialmente relevante</i> .
Text types and lexicon	Cultural fact sheet. Lexicon of heritage, art, architecture and gastronomy.	Cultural brochure. Sensory and persuasive lexicon.	Audio guide. Lexicon of perception, itinerary and experience.	Competition rules. Normative, administrative and cultural lexicon.	Cultural dossier + formal presentation.
Strategic component	Select topic, audience and purpose.	Hierarchize information: essential, complementary and persuasive.	Adapt a written text into oral discourse.	Adjust formal register and normative precision.	Integrate products in a coherent dossier.
Cultural contents	Tangible and intangible cultural heritage.	Responsible cultural tourism.	Museums, neighborhoods, itineraries, monuments and gastronomy.	Competitions, prizes and cultural recognition.	Culture as memory, identity and social transmission.
Spelling / Phonetics	Capitalization in official names, monuments and institutions.	Punctuation in brochures: colon, parentheticals and enumerations.	Audio-guide intonation: rhythm, pauses and emphasis.	Normative punctuation in competition rules.	Prosody of formal presentation.
Sociocultural knowledge	Heritage is understood as cultural memory, not as mere tourist resource.	The brochure selects and guides the visitor's gaze.	The audio guide mediates between heritage and audience.	Competition rules reflect norms, criteria and cultural values.	The cultural project communicates an interpretation of heritage.
Intercultural skills and attitudes	Avoids treating culture as exoticism or decoration.	Adapts the explanation to diverse visitors.	Respects symbolic meanings of practices and spaces.	Formulates norms without excluding or discriminating.	Defends culture with rigor, respect and openness.
Learning procedures	Delimits topic, addressee and objective.	Drafts and reviews the lexicon.	Rehearses orality and corrects rhythm.	Reviews register, precision and coherence.	Self-assesses clarity, adequacy and efficacy.
Final classroom task /	<i>*Initial project sheet.*</i> Must clearly include	<i>*Revised cultural brochure.*</i> Must	<i>*Audio-guide script.*</i> Must include the	<i>*Competition rules.*</i> Must include the	<i>*Final dossier « Patrimonio vivo ».*</i> brochure +

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Assessment criterion	the chosen heritage or cultural item, justify its relevance, identify the target audience and establish the communicative purpose of the project.	include the drafting of a clear, attractive and well-organized brochure, selecting relevant information, using precise cultural and sensory lexicon and adapting the content to the intended visitor or reader.	transformation of cultural information into an understandable and evocative oral discourse, with a logical sequence, clear indications, adequate rhythm and resources that facilitate listener attention.	drafting of complete and coherent rules, with formal register, clear norms, well-defined participation and evaluation criteria, and precision in practical information.	audio guide + rules + presentation. It is assessed whether the student produces complex cultural texts, adequate to genre and addressee, with lexical precision and intercultural awareness.
Grading criteria	Cultural selection and justification: *20%*.	Brochure: *20%*.	Audio guide: *20%*.	Competition rules: *15%*.	Oral presentation: *15%*. <i>Intercultural attitude: 10%*</i> .
Materials	Heritage images, maps, photographs.	Brochure models.	Real or simulated audio guides.	Cultural competition rules.	Dossier model, rubric and self-assessment.

Final assessment — Project 1

Oral production — 40%

It is assessed whether the student:

- Presents a cultural experience fluently.
- Adapts discourse to the visitor, uses precise heritage and sensory lexicon.
- Uses adequate intonation in the audio guide and responds to questions with confidence.

Written production — 30%

It is assessed whether the student:

- Drafts brochure, audio-guide script and competition rules with clear structure, adequate register, lexical precision and formal correction.

Learning procedures — 20%

It is assessed whether the student:

- Plans the project, selects relevant information, reviews drafts, rehearses orally, corrects errors and improves the final product.

Intercultural attitude — 10%

It is assessed whether the student:

- Avoids tourist clichés.
- Respects heritage.
- Does not exoticize customs.
- Adapts information to diverse audiences.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Present a heritage item with precision.			
Write a cultural brochure.			
Create a clear and attractive audio guide.			
Draft the rules of a competition.			
Use advanced cultural and sensory lexicon.			
Adapt my register to the addressee.			

I can already...	Yes	Partly	Not yet
Avoid cultural clichés.			
Orally defend a complex project.			
Review my production before submitting it.			

Final sentence

This week I can say: _____

Week 4 · Level C2 · Sublevel C2.2 · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday

Contents	Monday
Functional contents	- Argue one's own opinion. - Express abilities. - Appraise profiles of success, leadership and failure. - Defend a position on the traits that define a successful person.
Grammatical contents	- Argumentative connectors and markers. - Prepositions governed by verbs applied to opinion texts and talks. - Review of lexical combinations specific to success and failure: <i>triunfar plenamente, fracasar estrepitosamente, destacar claramente, responder bien, trabajar duro</i> .
Text types and lexicon	- Magazine article. - Professional and personal questionnaire. - Lexicon related to success and failure. - Lexicon related to the working world and abilities.
Strategic component	- Produce classroom materials: questionnaire, lexical bank and talk outline. - Synthesize ideas from a text and turn them into arguments. - Review lexical precision, cohesion and argumentative strength.
Cultural contents	- Perception of the traits that define a leader. - <i>El cielo de Madrid</i> , by Julio Llamazares. - Values associated with success. - Successful Hispanic figures.
Spelling / Phonetics	- Argumentative intonation in talks and debates. - Emphasis to defend a position, nuance or counter-argue.
Sociocultural knowledge	The student identifies the relationship between success, leadership, politics, work and public culture. Presidents and governments of Spanish democracy, successful Hispanic figures and values associated with leadership are analyzed to understand how a society constructs models of reference.
Intercultural skills and attitudes	The student interprets leadership profiles avoiding cultural stereotypes or simplifications such as « leaders are always... ». Develops a critical view of success models disseminated by the media, politics, business and popular culture.
Learning procedures	The student plans a talk or article: defines thesis, selects examples, organizes arguments, integrates connectors, reviews prepositional regimes and self-assesses clarity, precision and adequacy.
Final classroom task / Assessment criterion	<i>*Talk or opinion article: produce a short talk or article entitled « El líder que necesitamos* ». Must include thesis, arguments, examples of Hispanic figures or public leaders, argumentative connectors, working-world lexicon and expression of abilities. The student argues a complex opinion on leadership and success, expresses abilities, uses argumentative connectors and relates cultural, political or professional references to a critical and well-structured appraisal.</i>
Grading criteria	- Formulates a solid and argued thesis: <i>*20%</i> . - <i>Uses argumentative connectors and markers naturally: 20%</i> . - <i>Expresses abilities and professional profiles with precision: 15%</i> . - <i>Integrates relevant cultural or political references: 15%</i> . - <i>Masters governed prepositions and lexical combinations: 15%</i> . - <i>Presents a coherent, critical and well-reviewed talk/article: 15%*</i> .
Materials	<i>*Unit 3. Nuevo Prisma C2. Magazine article, professional and personal questionnaire, texts on leadership, presidents and governments of Spanish democracy, fragments from El cielo de Madrid*, talk rubric.</i>

Tuesday and Wednesday

Contents	Tuesday	Wednesday
Functional contents	- Evoke memories of literary experiences. - Express surprise, astonishment and wishes. - Express politeness. - Narrate fictional events.	- Confirm information. - Analyze and comment on a narrative text. - Compare literal and figurative language. - Appraise a literary or cultural experience.
Grammatical contents	- Use of the different past tenses of the indicative. - Relationship between the verb's semantics and past tenses: event / state. - The narrative imperfect. - Some cases of change in the verb's meaning according to the verbal tense.	- Modal verbs in the imperfect: politeness, surprise, fiction, etc. - Figurative language and rhetorical devices: metaphor. - Collocations with adverbs in <i>-mente</i> . - Review of past tenses applied to literary commentary.

Contents	Tuesday	Wednesday
Text types and lexicon	- The blog: experiences as readers. - The literary magazine: competitions and collaborations. - Poetry. - The literary tale. - Lexicon: literary genres.	- Literary conversations. - Terms and expressions to comment on a narrative text. - Lexicon related to literary analysis, style, narrative voice, tone, metaphor, plot, character, atmosphere and point of view.
Strategic component	- Stylistic effects in journalistic language. - Recognize how verbal tense modifies narrative perspective. - Identify tone, surprise, politeness or distance in uses of the imperfect.	- Analyze a narrative text paying attention to structure, voice, verb tenses, figurative devices and effect on the reader. - Compare literal and figurative uses. - Produce a coherent and nuanced literary commentary.
Cultural contents	- Religious beliefs. - The Spanish essayist José Ortega y Gasset. - Values and beliefs in the Hispanic world.	- Sociocultural elements in the Spanish-as-a-foreign-language classroom. - Literature as a space of memory, identity, beliefs, values and intercultural dialogue.
Spelling / Phonetics	- Expressive reading of narrative and poetic fragments. - Intonation to mark surprise, astonishment, wish or politeness.	- Commented reading of narrative texts. - Pauses, emphasis and rhythm to differentiate narration, commentary, quotation and personal appraisal.
Sociocultural knowledge	The student recognizes literature as a cultural and social practice: reading blogs, literary magazines, competitions, collaborations, tales and poetry. Reading experiences are worked on as ways of constructing identity, personal memory and belonging to cultural communities.	The student identifies the presence of beliefs, values, religion, thought and intellectual references in literary and essayistic texts. Ortega y Gasset is introduced as a cultural reference to reflect on thought, identity, perspective and social life in Spain and the Hispanic world.
Intercultural skills and attitudes	The student compares literary experiences, genres and ways of reading without imposing their cultural canon. Distinguishes between personal taste, literary value, cultural tradition, belief and prejudice. Develops an open attitude toward texts that express different values or sensibilities.	The student analyzes values and beliefs present in narratives, poems or essays avoiding simplifications. Practices cultural relativization: interprets symbols, metaphors and religious or social references according to context, not only from their own cultural framework.
Learning procedures	The student plans the reading: anticipates the topic from title, genre and context; records a literary vocabulary; identifies past tenses and observes their narrative effect. Then summarizes the reading experience and notes linguistic or cultural doubts.	The student prepares a literary commentary: selects meaningful fragments, formulates interpretive hypotheses, compares literal and figurative language, reviews collocations with adverbs in <i>-mente</i> and self-assesses coherence, lexical precision and depth of analysis.
Final classroom task / Assessment criterion	<i>*Reading-experience blog: write an entry entitled « Un texto que me dejó pensando* ».</i> Must evoke a literary experience, narrate a fictional or reading event, express surprise or wish, and use different past tenses with narrative intent. The student evokes literary experiences, narrates fictional events and expresses surprise, wish or politeness using past tenses of the indicative and the narrative imperfect with precision.	<i>*Narrative-literary commentary: comment on a tale, poem or narrative fragment. Must include analysis of past tenses, metaphor or figurative language, personal appraisal, sociocultural reference and at least three collocations with adverbs in -mente*.</i> The student analyzes and comments on a narrative text with C2 depth, compares literal and figurative language, recognizes rhetorical devices and relates the text to values, beliefs or cultural references of the Hispanic world.
Grading criteria	- Evokes a literary experience with expressive richness: <i>*15%</i> . - <i>Narrates fictional events with coherence and precision: 20%</i> . - <i>Uses past tenses of the indicative with stylistic value: 25%</i> . - <i>Uses the narrative imperfect and modal verbs with nuance: 15%</i> . - <i>Integrates literary-genre lexicon: 10%</i> . - <i>Expresses surprise, wish or politeness with adequacy: 15%*</i> .	- Produces a well-structured narrative commentary: <i>*20%</i> . - <i>Analyzes literal, figurative language and metaphor: 20%</i> . - <i>Uses literary terms with precision: 15%</i> . - <i>Relates text, values and sociocultural context: 15%</i> . - <i>Uses collocations with adverbs in -mente with naturalness: 15%</i> . - <i>Presents a critical and nuanced personal appraisal: 15%*</i> .

Contents	Tuesday	Wednesday
Materials	<i>*Unit 4. Nuevo Prisma C2.*</i> Reading-experience blog, literary magazine, competitions and collaborations, poetry, literary tale, past-tenses and narrative-imperfect worksheet.	<i>*Unit 4. Nuevo Prisma C2.*</i> Literary conversations, narrative texts, essay fragments, materials on Ortega y Gasset, metaphor worksheet and literary commentary rubric.

Thursday and Friday

Contents	Thursday	Friday
Functional contents	- Express categorical agreement and disagreement. - Express skepticism. - Express certainty or lack of certainty, possibility and lack of knowledge. - Understand and comment on statistics.	- Support argumentation with statistical data. - Refute using statistical data. - Debate on moral dilemmas, values, beliefs, luck and destiny.
Grammatical contents	- Linguistic elements that express certainty. - Indicative/subjunctive contrast in the expression of certainty or lack of certainty. - Rhetorical interrogative sentences.	- Agreement in partitive constructions. - <i>Ad sensum</i> agreement in pseudo-partitive constructions. - Review of resources to express possibility, doubt, lack of knowledge and skepticism.
Text types and lexicon	- Magazine article. - Tales and legends. - The essay. - Statistics. - Derivation. - Quantitative notions.	- Expository texts: structure and oral and written characteristics. - Lexicon related to moral dilemmas. - Phraseology related to luck. - Lexicon related to cultural aspects: values and beliefs.
Strategic component	- Anticipate the content of a text from textual genre and title. - Use of the combinatorial dictionary. - Mobilize vocabulary and contrast hypotheses on word derivation.	- Reflection on the treatment of sociocultural elements in class. - Interpret statistical data without manipulating them. - Differentiate datum, interpretation, belief, prejudice and argument.
Cultural contents	- Religious beliefs. - The Spanish essayist José Ortega y Gasset. - Values and beliefs in the Hispanic world.	- Sociocultural elements in the Spanish-as-a-foreign-language classroom. - Moral dilemmas, luck, destiny, beliefs and values as topics of intercultural debate.
Spelling / Phonetics	- Intonation to express certainty, doubt, skepticism, categorical disagreement or irony. - Pauses and emphasis when reading statistical data.	- Argumentative intonation in debate. - Use of pauses to introduce data, objections, rhetorical questions and counter-arguments.
Sociocultural knowledge	The student recognizes that beliefs, values, luck, destiny and moral dilemmas are part of the social interpretation of reality. How magazine articles, essays, tales, legends and statistics can present different visions of what a community considers true, probable, fair or debatable is worked on.	The student identifies the sociocultural elements present in the Spanish-as-a-foreign-language classroom: religious beliefs, social norms, collective values, ways of arguing, degree of certainty, perception of luck and treatment of sensitive topics. José Ortega y Gasset is introduced as a reference of Spanish thought to reflect on perspective, reason, circumstance and culture.
Intercultural skills and attitudes	The student interprets beliefs, values and statistics without considering their own cultural framework as universal. Distinguishes between empirical datum, belief, opinion, prejudice and argument. Practices debate of moral dilemmas with critical respect.	The student analyzes sensitive topics — luck, destiny, religion, values — without imposing a single cultural reading. Detects biases in statistics, possible manipulations and weak arguments, and formulates reasoned counter-arguments.
Learning procedures	The student anticipates the content of an article or essay from textual genre and title. Uses the combinatorial dictionary to check collocations, regimes and nuances. Mobilizes known vocabulary and contrasts hypotheses on derivation: <i>suerte</i> → <i>suertudo</i> , <i>afortunado</i> , <i>desafortunado</i> , <i>infortunio</i> .	The student plans a debate or argumentative text: selects statistical data, formulates rhetorical questions, prepares counter-arguments with data, reviews agreement in partitive and pseudo-partitive constructions, and self-assesses clarity, precision and argumentative rigor.

Contents	Thursday	Friday
Final classroom task / Assessment criterion	<i>*Commentary on an article or essay:*</i> comment on an article, essay, tale or legend related to values, beliefs, luck or destiny. Must include comprehension of statistics, indicative/subjunctive contrast in expressing certainty, at least one rhetorical question and a final appraisal. The student expresses categorical agreement and disagreement, skepticism, certainty or lack of certainty, understands and comments on statistics and uses rhetorical questions with C2 precision.	<i>*Debate on moral dilemmas: take part in a debate entitled « Suerte, destino y dilemas morales ».</i> Must include support based on statistical data, refutation through data, ad sensum* agreement in pseudo-partitives, lexicon of moral dilemmas and phraseology of luck. The student supports their argumentation with statistical data, refutes using data, debates moral dilemmas, values, beliefs, luck and destiny, and shows critical respect when facing sensitive topics.
Grading criteria	- Expresses categorical agreement/disagreement and skepticism with precision: <i>*20%.</i> - <i>Masters indicative/subjunctive contrast in certainty: 20%.</i> - <i>Uses rhetorical questions effectively: 15%.</i> - <i>Understands and comments on statistics: 15%.</i> - <i>Integrates lexicon of essay, tales and legends: 15%.</i> - <i>Anticipates the content of a text by genre and title: 15%*.</i>	- Supports argumentation with statistical data: <i>*20%.</i> - <i>Refutes with data and arguments: 20%.</i> - <i>Applies agreement in partitive and pseudo-partitive constructions: 15%.</i> - <i>Debates moral dilemmas with rigor and respect: 20%.</i> - <i>Integrates dilemma lexicon and luck phraseology: 15%.</i> - <i>Detects biases and weak arguments: 10%*.</i>
Materials	<i>*Unit 4. Nuevo Prisma C2.*</i> Magazine article, tales and legends, essays, statistics, derivation worksheet, combinatorial dictionary.	<i>*Unit 4. Nuevo Prisma C2.*</i> Expository texts, bank of lexicon on moral dilemmas, phraseology of luck, partitive/pseudo-partitive agreement worksheet, debate model and argumentation rubric.

Weekly assessment

Oral production — 40%

It is assessed whether the student:

- Defends an opinion on leadership and success.
- Comments on a narrative text with depth.
- Expresses agreement, disagreement, skepticism and certainty.
- Understands and comments on statistics.
- Debates moral dilemmas with critical respect.
- Uses argumentative and expressive intonation.

Written production — 30%

It is assessed whether the student:

- Writes a talk or article on leadership.
- Composes a reading-experience blog entry.
- Produces a narrative-literary commentary.
- Uses past tenses with stylistic value.
- Employs collocations with adverbs in **-mente**.
- Integrates rhetorical questions and statistical data.

Learning procedures — 20%

It is assessed whether the student:

- Synthesizes ideas and turns them into arguments.
- Uses the combinatorial dictionary.
- Analyzes literal and figurative language.
- Interprets statistics without manipulating them.
- Differentiates datum, belief, prejudice and argument.

Intercultural attitude — 10%

It is assessed whether the student:

- Interprets values and beliefs with nuance.
- Avoids imposing their literary canon.
- Debates sensitive topics with critical respect.
- Detects biases and weak arguments.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Evoke a literary experience.			
Narrate fictional events.			
Use past tenses with stylistic value.			
Comment on a metaphor.			
Compare literal and figurative language.			
Express certainty or lack of certainty.			
Comment on statistics.			
Use rhetorical questions.			
Debate a moral dilemma.			
Refute with data.			

Final sentence

This week I can say: _____

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GENERAL SPANISH COURSE · LEVEL C2 · WEEKS 5–8

(Second quarter — next 4 weeks of 15 · End of C2.2 + start of C2.3)

ACARFAX

Spanish language school

Week 5 · Level C2 · Sublevel C2.2 · REVIEW WEEK · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday to Friday — Integrated review

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Functional contents	Argue about leadership and success.	Comment on narrative texts with critical depth.	Analyze values and beliefs in literary or essayistic texts.	Interpret statistics and moral dilemmas.	Take part in a round table with advanced argumentation.
Grammatical contents	Short adverbs and appraisal collocations: <i>pensar claro, hablar alto, jugar limpio.</i>	Complex argumentative connectors.	Prepositions governed by verbs, nouns and adjectives.	Complex concessive, causal and consecutive structures.	Review of argumentative cohesion and modalization.
Text types and lexicon	Opinion article. Lexicon of leadership, success and failure.	Narrative text. Literary lexicon.	Short essay. Lexicon of values, beliefs and ethics.	Report with statistics. Lexicon of data, percentages, trend and dilemma.	Round table + argumentative text.
Strategic component	Identify thesis, arguments and counter-arguments.	Distinguish narrator, point of view and intention.	Relate text, values and cultural context.	Turn data into arguments.	Integrate data, examples, objections and conclusion.
Cultural contents	Leadership and social prestige.	Literature as a space of moral conflict.	Beliefs, values and worldviews.	Statistics, public opinion and ethics.	Moral debate and discursive responsibility.
Spelling / Phonetics	Intonation of argumentative authority.	Pauses in literary commentary.	Punctuation in essays.	Reading numbers and percentages.	Round-table intonation.
Sociocultural knowledge	Leadership is not universal: it depends on social values, expectations and cultural legitimacy.	Literature allows exploring human conflicts without reducing them to a single interpretation.	Values and beliefs organize forms of common life and moral judgment.	Data do not speak for themselves: they are selected, interpreted and can be manipulated.	Moral dilemmas require precision, listening and respect.
Intercultural skills and attitudes	Avoids imposing a single success model.	Respects different literary interpretations.	Recognizes that values change according to context.	Analyzes data with prudence.	Debates dilemmas without discrediting opposing positions.
Learning procedures	Produces an argumentative outline.	Underlines narrative voices and devices.	Creates a map of values and beliefs.	Interprets graphs and formulates conclusions.	Self-assesses argumentative quality and precision.

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Final classroom task / Assessment criterion	<i>*Article: « Qué significa liderar ».*</i> Must include the drafting of an opinion article with a clear thesis on leadership, develop coherent arguments, use adequate examples and show a critical view of success, responsibility and social influence.	<i>*Narrative commentary.*</i> Must include the commentary of a narrative text identifying the main conflict, the values present, the construction of characters and the relationship between the story and the topics of leadership, success or responsibility.	<i>*Essay on values and beliefs.*</i> Must include a structured essay that analyzes values and beliefs from a critical perspective, argues with depth, nuances ideas and avoids simplistic or absolute statements.	<i>*Data and dilemma analysis.*</i> Must include the interpretation of data or statistics related to a moral dilemma, explain their relevance, extract reasoned conclusions and use them to support an argued position without manipulating information.	<i>*Weekly project: round table « Éxito, valores y responsabilidad ».*</i> Participation in a round table is assessed, defending a solid position, linking leadership, success, values and responsibility, responding to objections with arguments and maintaining a respectful attitude toward different opinions.
Grading criteria	Thesis: *25%. Arguments: 25%. Lexicon: 20%. Connectors: 20%. Attitude: 10%*.	Commentary: *30%. Interpretation: 25%. Literary lexicon: 20%. Coherence: 15%. Attitude: 10%*.	Essay: *30%. Prepositions: 20%. Depth: 25%. Cohesion: 15%. Revision: 10%*.	Data: *25%. Interpretation: 25%. Dilemma: 20%. Clarity: 20%. Attitude: 10%*.	Oral: *40%. Written: 30%. Procedures: 20%. Intercultural attitude: 10%*.
Materials	Articles on leadership.	Short narratives.	Essay fragments.	Graphs and statistics.	Round-table rubric.

Weekly assessment

Oral production — 40%

It is assessed whether the student:

- Argues about leadership, values and dilemmas.
- Comments on narrative texts.
- Interprets data.
- Responds to objections and takes part in a round table with precision.

Written production — 30%

It is assessed whether the student:

- Writes articles, commentaries and essays with cohesion, critical depth, complex connectors and specialized lexicon.

Learning procedures — 20%

It is assessed whether the student:

- Plans a thesis, selects arguments, interprets data, reviews connectors and assesses their own argumentative capacity.

Intercultural attitude — 10%

It is assessed whether the student:

- Respects different visions of success, leadership, values, literature and morality.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Argue about leadership.			
Comment on a complex narrative text.			
Analyze values and beliefs.			
Interpret statistics.			

I can already...	Yes	Partly	Not yet
Debate moral dilemmas.			
Use complex argumentative connectors.			
Use governed prepositions with more confidence.			
Turn data into arguments.			
Respond to objections.			
Review the quality of my argumentation.			

Final sentence

This week I can say: _____

Week 6 · Level C2 · Sublevel C2.2 · PROJECT 2 · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday to Friday — Project 2: « Liderazgo, valores y dilemas morales »

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Functional contents	Formulate a thesis on leadership or success.	Comment on a narrative or essayistic text.	Interpret statistics and social data.	Prepare arguments, objections and nuances.	Take part in a round table.
Grammatical contents	Modalizers: <i>resulta evidente, cabe pensar, es discutible.</i>	Complex argumentative connectors.	Structures to interpret data: <i>se observa que, se desprende que.</i>	Concessives and adversatives: <i>aunque, si bien, no obstante, con todo.</i>	Rephrasing, nuance and argumentative closing.
Text types and lexicon	Opinion article. Lexicon of leadership, success and failure.	Narrative commentary. Literary and ethical lexicon.	Short report with data. Lexicon of statistics.	Round-table script. Lexicon of objection and nuance.	Argumentative text + oral debate.
Strategic component	Distinguish thesis, argument and example.	Relate text, values and context.	Turn data into arguments without manipulating them.	Anticipate objections and prepare responses.	Integrate thesis, data, literature and conclusion.
Cultural contents	Leadership models in different societies.	Literature as a space of moral conflict.	Statistics, public opinion and data manipulation.	Values, beliefs and social dilemmas.	Public debate and discursive responsibility.
Spelling / Phonetics	Thesis intonation.	Pauses in critical commentary.	Reading numbers and percentages.	Objection and nuance intonation.	Round-table intonation.
Sociocultural knowledge	Leadership and success depend on social values.	Literature allows exploring complex human conflicts.	Data need critical interpretation.	Moral dilemmas do not admit simple answers.	Debating requires precision, listening and respect.
Intercultural skills and attitudes	Avoids imposing a single success model.	Respects different literary interpretations.	Interprets data with prudence.	Listens to objections without discrediting.	Debates values without turning them into personal attacks.
Learning procedures	Produces an outline of thesis and arguments.	Underlines conflicts and values in the text.	Interprets graphs or percentages.	Drafts objections and responses.	Self-assesses intervention and final text.
Final classroom task / Assessment criterion	<i>*Initial thesis.*</i> Must include a clear, relevant and debatable position on leadership, values or moral dilemmas, delimiting the topic and anticipating the	<i>*Critical commentary.*</i> Must include the analysis of a narrative, essayistic or cultural text identifying relevant ideas, implicit values, the author's	<i>*Argumentative paragraph with data.*</i> Must include the integration of data, figures or examples in a coherent paragraph, interpreting them correctly	<i>*Round-table script.*</i> Must include the organization of the oral intervention with thesis, arguments, examples, possible objections and	<i>*Round table « Liderazgo, valores y dilemas morales » + argumentative text.*</i> It is assessed whether the student argues, interprets data,

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
	argumentative line to be developed.	intention and the relationship with the topic worked on, providing a well-founded personal appraisal.	and using them to support an idea, without manipulating them or presenting them in isolation.	responses, preparing a clear, nuanced discourse adequate to the debate.	comments on texts and nuances with rigor.
Grading criteria	Thesis and angle: *15%*.	Text commentary: *20%*.	Critical use of data: *15%*.	Arguments and counter-arguments: *20%*.	Round table: *20%*. <i>Intercultural attitude: 10%*</i> .
Materials	Articles on leadership.	Narrative or essayistic fragments.	Graphs, surveys or statistics.	Dilemma cards.	Round-table rubric.

Final assessment — Project 2

Oral production — 40%

It is assessed whether the student:

- Defends a thesis.
- Responds to objections.
- Interprets data orally.
- Takes part in the round table.
- Maintains a clear, nuanced and respectful discourse.

Written production — 30%

It is assessed whether the student:

- Writes a coherent argumentative text.
- Integrates cultural or literary references.
- Uses data without manipulating them.
- Adequately organizes thesis, arguments and conclusion.

Learning procedures — 20%

It is assessed whether the student:

- Plans arguments.
- Selects evidence.
- Reviews the logic of their text.
- Distinguishes datum/opinion/interpretation.
- Improves after feedback.

Intercultural attitude — 10%

It is assessed whether the student:

- Respects different models of leadership, success and morality, without imposing their cultural framework.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Defend a complex thesis.			
Comment on a narrative or essayistic text.			
Interpret data or statistics.			
Turn data into arguments.			
Formulate objections.			
Respond to counter-arguments.			
Nuance my position.			
Debate moral dilemmas with respect.			
Review the logic of my text.			

Final sentence

This week I can say: _____

Week 7 · Level C2 · Sublevel C2.3 · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday and Tuesday

Contents	Monday	Tuesday
Functional contents	- Argue about styles and ways of life. - Describe physical and character traits in detail. - Define people who appeal at first sight. - Deduce implicit information in a message.	- Give advice on relationship matters. - Speak colloquially. - Interpret conversational habits typical of the Hispanic world. - Appraise emotional and personal relationships from a cultural perspective.
Grammatical contents	- Pejorative suffixes. - Structures typical of colloquial conversation. - Comparatives with the subjunctive. - Presence and absence of the subject pronoun.	- Word division at the end of a line. - Echo constructions. - Review of colloquial structures to advise, nuance, joke or react. - Expressive use of adjectives applied to conversation.
Text types and lexicon	- The survey: opinions on emotional relationships. - Expressions about personal relationships. - Lexicon about body language. - Adjectives applied to conversation.	- Colloquial conversation: typical expressions. - <i>Dos mujeres de Praga</i> , Juan José Millás. - Lexicon of emotional relationships, affinity, attraction, rejection, gesture, advice, character and lifestyle.
Strategic component	- Deduce implicit information in a message. - Recognize the value of non-verbal language in interaction. - Identify gestures, silences, looks, interpersonal distance and tone as carriers of meaning.	- Recognize conversational strategies. - Maintain a colloquial conversation: react, rephrase, ask for clarification, nuance, soften advice and avoid impositions. - Interpret double meanings, insinuations and presuppositions.
Cultural contents	- Spanish reality regarding emotional and personal relationships. - Body language. - Conversational habits typical of the Hispanic world.	- Non-verbal communication. - <i>Dos mujeres de Praga</i> , Juan José Millás. - Personal relationships, lifestyle, politeness, communicative proximity and colloquial conversation in the Hispanic world.
Spelling / Phonetics	- Colloquial intonation to express interest, surprise, irony, disagreement or complicity. - Pauses, emphasis and rhythm in informal conversations.	- Word division at the end of a line. - Intonation of advice, warning, proximity, confidence or nuance in relationship matters.
Sociocultural knowledge	The student recognizes that emotional and personal relationships are interpreted not only from the linguistic, but also from gestures, distance, silences, looks, physical contact, tone and degree of confidence. The Spanish reality regarding personal relationships and lifestyles is worked on, avoiding presenting a single model of couple, family or coexistence.	The student identifies conversational habits of the Hispanic world: cooperative interruptions, expressive proximity, use of colloquial markers, advice formulas, jokes, irony and gesturing. How colloquial conversation builds confidence, proximity, complicity or social distance is analyzed.
Intercultural skills and attitudes	The student interprets body language and personal relationships without automatically projecting the codes of their own culture. Distinguishes between attraction, politeness, confidence, invasion of personal space, irony, affection and disagreement.	The student learns to advise on relationship matters without moralizing or imposing cultural models. Compares ways of talking about love, couple, family, friendship and coexistence, detecting stereotypes and avoiding simplistic judgments about « how Spaniards or Spanish speakers are ».
Learning procedures	The student analyzes surveys, conversations and literary fragments: anticipates the topic by title and genre, identifies explicit and implicit information, records colloquial expressions and classifies gestures or non-verbal marks according to their possible communicative function.	The student prepares a conversation or advice column: defines the problem, the relationship between interlocutors, the degree of confidence, the advice, the register, colloquial markers and softening strategies. Then reviews whether they used conversational resources with naturalness and avoided cultural stereotypes.

Contents	Monday	Tuesday
Final classroom task / Assessment criterion	<i>*Survey analysis and relational profile:*</i> interpret a survey on emotional relationships and describe a personal profile or lifestyle. Must include physical and character traits, body language, a comparative with the subjunctive, a pejorative suffix used with control and deduction of implicit information. The student argues about lifestyles and personal relationships, describes physical and character traits with C2 precision, deduces implicit information and uses grammatical and lexical resources of colloquial conversation with adequacy.	<i>*Colloquial advice column:*</i> represent or write a conversation of emotional advice. Must include colloquial register, nuanced advice, echo constructions, conversational expressions, reference to non-verbal language and closing adequate to the degree of confidence. The student gives emotional advice in a nuanced way, converses in colloquial register, interprets conversational strategies and non-verbal communication, and shows intercultural sensitivity toward models of relationship and emotional behavior.
Grading criteria	- Argues about styles and ways of life with depth: <i>*20%</i> . - <i>Describes physical and character traits with lexical precision: 15%</i> . - <i>Deduces implicit information in messages and gestures: 20%</i> . - <i>Uses comparatives with the subjunctive correctly: 15%</i> . - <i>Employs pejorative suffixes with pragmatic control: 10%</i> . - <i>Integrates lexicon of personal relationships and body language: 20%*</i> .	- Gives emotional advice adequate to the context: <i>*20%</i> . - <i>Uses colloquial conversation with C2 naturalness: 20%</i> . - <i>Employs echo constructions and conversational expressions: 15%</i> . - <i>Interprets non-verbal language and conversational habits: 15%</i> . - <i>Avoids stereotypes and moralizations about personal relationships: 15%</i> . - <i>Takes care of intonation, word division and final presentation: 15%*</i> .
Materials	<i>*Unit 6. Nuevo Prisma C2.*</i> Survey on emotional relationships, texts on lifestyles, bank of expressions on personal relationships, pejorative-suffix worksheet and comparatives with the subjunctive.	<i>*Unit 6. Nuevo Prisma C2. Colloquial conversations, fragments of Dos mujeres de Praga*</i> , materials on non-verbal communication, echo-constructions worksheet, advice column and oral rubric.

Wednesday and Thursday

Contents	Wednesday	Thursday
Functional contents	- Clarify and specify scientific and technical terms. - Describe and appraise innovations and scientific-technical discoveries. - Communicate through chat, SMS and short messages.	- Rephrase technical explanations for different addressees. - Critically appraise scientific, technological and media advances. - Take part in a technological conversation online with precision and adequacy.
Grammatical contents	- Prefixation. - Discourse markers: explanatory rephrasers. - Consecutive clauses with the subjunctive.	- Features of online technological conversation. - Review of rephrasers: <i>es decir, o sea, esto es, dicho de otro modo, en otras palabras, mejor dicho</i> . - Use of consecutives with the subjunctive to express an unfulfilled consequence or one with appraisal value.
Text types and lexicon	- Reports on scientific topics. - Scientific texts. - Scientific terminology. - Lexicon related to technology and the information society. - Lexicon related to technology and television.	- Technological conversation: the chat. - Short messages on the Internet: Twitter/X. - Terms related to social networks. - Style manual for writing on the Net: digital texts.
Strategic component	- Use of examples to memorize words. - Selection of keywords in a text. - Usefulness of style manuals. - Rewrite texts by introducing sentences with the terms that present difficulty.	- Rewriting and adaptation of technical texts for a non-specialized audience. - Selection of key terms, examples and rephrasings. - Register control in chat, SMS, scientific text and informative text.
Cultural contents	- Advances in medicine and genetics. - The role of social networks. - History of television in Spain.	- The socializing role of television: generational programs. - Fundéu — Fundación del Español Urgente. - Science, technology, media and language as spaces of social transformation.
Spelling / Phonetics	- Clear pronunciation of scientific and technological technical terms. - Explanatory	- Digital orthography: hashtags, mentions, links, acronyms, abbreviations and

Contents	Wednesday	Thursday
	intonation to clarify complex terms. - Use of abbreviations and numerical conventions with criterion.	punctuation in short messages. - Oral reading of informative texts with explanatory pauses and rephrasings.
Sociocultural knowledge	The student recognizes science, medicine, genetics, television and social networks as domains that transform daily life, public information, social relations and the way of accessing knowledge. Technology is worked on not only as a tool, but as a social and cultural phenomenon.	The student identifies television, generational programs, social networks and Fundéu as references of linguistic and cultural socialization. How the media create communicative habits, disseminate language models and condition the way of participating in the public sphere is analyzed.
Intercultural skills and attitudes	The student compares the impact of technology and science in different societies without falling into naive positions: neither uncritical technophilia nor automatic rejection. Distinguishes between scientific advance, media discourse, public opinion, risk, benefit and inequality of access.	The student develops a critical view of digital communication: interprets norms of online politeness, misunderstandings, brevity, irony, aggressiveness, digital identity and cultural differences in the use of networks.
Learning procedures	The student selects keywords in scientific texts, records prefixes and lexical families, uses examples to memorize technical terms and consults style manuals to resolve doubts about digital writing or terminology.	The student rewrites a technical text to make it understandable: identifies difficult terms, introduces rephrasers, adds examples, adapts the register and reviews clarity, precision and adequacy to the addressee.
Final classroom task / Assessment criterion	<i>*Scientific-informative glossary:*</i> produce a glossary of 8-10 scientific or technological terms related to medicine, genetics, television or social networks. Each entry must include clear definition, example, prefix if applicable, keyword and explanatory rephrasing. The student clarifies and specifies scientific and technical terms, selects keywords, uses prefixation and explanatory rephrasers, and produces an understandable and rigorous glossary.	<i>*Informative digital thread:*</i> create a short thread for Twitter/X or an informative chat conversation about a scientific or technological advance. Must include rephrasers, clarified technical terms, language adequate to the Net and a critical appraisal of social impact. The student adapts technical information to a digital format, uses technological conversation with precision, drafts adequate short messages and critically appraises the impact of science, television and social networks.
Grading criteria	- Clarifies scientific and technical terms with precision: <i>*20%</i> . - <i>Uses prefixation and lexical families correctly: 15%</i> . - <i>Selects relevant keywords: 15%</i> . - <i>Uses explanatory rephrasers naturally: 20%</i> . - <i>Integrates lexicon of technology, science and television: 15%</i> . - <i>Presents a clear, orderly and useful glossary: 15%*</i> .	- Drafts a coherent and adequate digital thread/chat: <i>*20%</i> . - <i>Rephrases technical terms for a non-specialized audience: 20%</i> . - <i>Uses consecutive sentences with the subjunctive correctly: 15%</i> . - <i>Applies basic norms of online writing: 15%</i> . - <i>Appraises scientific or technological advances with criterion: 15%</i> . - <i>Integrates sociocultural references: networks, television or Fundéu: 15%*</i> .
Materials	<i>*Unit 7. Nuevo Prisma C2.*</i> Scientific reports, texts on medicine/genetics, texts on television and social networks, style manual for the Net, prefixation worksheet and rephrasers.	<i>*Unit 7. Nuevo Prisma C2.*</i> Models of chat, SMS and Twitter/X, texts on Fundéu, history of television in Spain, generational programs, digital-writing rubric and technical glossary.

Friday

Contents	Friday
Functional contents	- Narrate historical events in a colloquial way. - Respond to formal consultations. - Express commitment.
Grammatical contents	- Use of the gerund. - Relationship between the two terms of a metonymy. - Particular meanings of terms from common language in History texts.
Text types and lexicon	- Texts of historical popularization. - Electronic encyclopedias. - Specialized dictionaries. - Lexicon related to forms of government, institutions, etc. - Legal and administrative lexicon.

Contents	Friday
Strategic component	- Search for usage examples on the Net. - Use of specialized dictionaries, monolingual and bilingual. - Planning and review of the writing process.
Cultural contents	- Characters and important moments of the History of Spain. - Famous phrases from the recent Spanish past. - Branches of Law.
Spelling / Phonetics	- Expressive reading of informative historical texts. - Colloquial intonation to narrate historical events without losing precision. - Pauses to explain metonymies and technical terms.
Sociocultural knowledge	The student recognizes history, institutions and forms of government as part of collective identity and social functioning. Relevant characters and moments of the History of Spain, as well as famous phrases from the recent Spanish past, are worked on not as isolated data, but as references that appear in the press, public debate, television and colloquial conversations.
Intercultural skills and attitudes	The student compares historical and institutional narratives avoiding simplistic interpretations. Distinguishes between historical fact, interpretation, collective memory, famous phrase, political discourse and informative writing. Learns to explain Spanish historical references to people who do not share that cultural context.
Learning procedures	The student looks for real examples on the Net and compares their use in different sources: monolingual dictionary, bilingual dictionary, specialized dictionary and electronic encyclopedia. Then records historical, legal or institutional terms with definition, example and possible metonymic use.
Final classroom task / Assessment criterion	<i>*Colloquial historical popularization: prepare a text or a short audio entitled « Un momento de la Historia de España explicado sin tecnicismos* ». Must narrate a historical event colloquially, include a famous phrase, a metonymy and at least three institutional terms correctly explained. The student narrates historical events with precision and naturalness, uses metonymies correctly, interprets specific meanings of common terms in historical texts and consults specialized sources to improve lexical accuracy.</i>
Grading criteria	- Narrates historical events clearly and colloquially: <i>*20%</i> . - <i>Uses the gerund correctly: 15%</i> . - <i>Identifies and explains metonymies: 15%</i> . - <i>Integrates institutional and historical lexicon: 15%</i> . - <i>Uses dictionaries and specialized sources with criterion: 15%</i> . - <i>Relates facts, characters and famous phrases with cultural context: 20%*</i> .
Materials	<i>*Unit 8. Nuevo Prisma C2.*</i> Texts of historical popularization, electronic encyclopedias, specialized dictionaries, texts on forms of government, institutions and famous phrases.

Weekly assessment

Oral production — 40%

It is assessed whether the student:

- Evokes literary experiences.
- Comments on narrative texts.
- Debates moral dilemmas.
- Expresses certainty, doubt or skepticism.
- Refutes with statistical data.
- Uses argumentative and critical intonation.

Written production — 30%

It is assessed whether the student:

- Writes a reading-experience blog entry.
- Drafts a literary commentary.
- Comments on statistics.
- Produces an expository or essayistic text.
- Uses metaphors, collocations and literary lexicon.
- Formulates critical conclusions.

Learning procedures — 20%

It is assessed whether the student:

- Anticipates content by genre and title.
- Analyzes literal and figurative language.
- Uses a combinatorial dictionary.
- Interprets statistics without manipulating them.
- Differentiates datum, belief, prejudice and argument.

Intercultural attitude — 10%

It is assessed whether the student:

- Interprets values and beliefs with nuance.
- Avoids imposing their literary canon.
- Debates sensitive topics with critical respect.
- Detects biases and weak arguments.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Argue about lifestyles.			
Describe physical and character traits.			
Deduce implicit information.			
Advise on relationship matters.			
Use colloquial conversation.			
Interpret non-verbal language.			
Clarify scientific terms.			
Use rephrasers.			
Communicate through chat and short messages.			
Narrate historical events colloquially.			

Final sentence

This week I can say: _____

Week 8 · Level C2 · Sublevel C2.3 · REVIEW WEEK · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday to Friday — Integrated review

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Functional contents	Interpret colloquial conversation and personal relationships.	Analyze non-verbal language and pragmatic nuances.	Explain scientific or technological advances.	Rephrase complex information for social networks or the general public.	Present a synthesis adapted to different addressees.
Grammatical contents	Structures typical of colloquial conversation.	Pragmatic markers: <i>hombre, vaya, anda, mira, pues.</i>	Rephrasers: <i>es decir, dicho de otro modo, en otras palabras.</i>	Nominalizations and syntactic simplification.	Review of style, register and rephrasing.
Text types and lexicon	Colloquial dialogue. Lexicon of personal relationships.	Transcription of conversation and non-verbal analysis.	Scientific-informative text. Lexicon of science and technology.	Network thread, infographic, informative summary.	Adapted presentation: expert / general public / networks.
Strategic component	Infer non-literal intention.	Observe gestures, silences and turns of speech.	Distinguish technicism, explanation and example.	Rephrase without losing precision.	Adjust content, tone and length.
Cultural contents	Personal relationships and colloquial politeness.	Body language and norms of interaction.	Science, technology and society.	Social networks as a space of popularization and simplification.	History, memory and public communication.
Spelling / Phonetics	Colloquial intonation.	Pauses, silences and emphasis.	Pronunciation of technical terms.	Clear digital writing.	Multimodal presentation.
Sociocultural knowledge	The colloquial is not incorrect: it responds to norms of trust, belonging and context.	Non-verbal language can change the meaning of an interaction.	Science and technology affect daily life and require linguistic mediation.	Networks simplify information, but can distort it.	Rephrasing implies responsibility: not manipulating or impoverishing ideas.
Intercultural skills and attitudes	Does not judge others' conversational styles.	Recognizes that gestures do not mean the same in all cultures.	Adapts scientific explanations to different audiences.	Avoids disinformation when simplifying.	Mediates between registers, cultures and knowledge levels.
Learning procedures	Analyzes transcripts.	Notes gestures and markers.	Creates a glossary of technical terms.	Produces three versions of the same content.	Self-assesses precision, clarity and adaptation.
Final classroom task / Assessment criterion	<i>*Dialogue analysis.*</i> Must include a dialogue identifying the relationship between interlocutors, the communicative	<i>*Pragmatic commentary.*</i> Must include the explanation of how context, turns of speech, gestures, silences and conversational	<i>*Informative summary.*</i> Must include the rephrasing of complex information into a clear and accessible summary,	<i>*Explanatory thread for the networks.*</i> Must include the adaptation of content to a brief and orderly digital format, using clear	<i>*Weekly project:</i> « Una información, tres públicos ». * The student demonstrates the ability to interpret complex

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
	intention, the tone, the implicit meanings and the traits typical of colloquial register.	markers influence the real meaning of the interaction.	selecting essential ideas and explaining difficult concepts without losing precision.	language, an attractive structure and informative responsibility to avoid incorrect simplifications.	information and adapt it to different addressees, modifying register, length and lexicon without altering the original meaning.
Grading criteria	Interpretation: *30%. Colloquialisms: 20%. Inference: 25%. Clarity: 15%. Attitude: 10%*.	Pragmatics: *30%. Non-verbal language: 25%. Register: 20%. Oral skills: 15%. Attitude: 10%*.	Popularization: *30%. Technical lexicon: 20%. Rephrasing: 25%. Clarity: 15%. Revision: 10%*.	Networks: *30%. Precision: 25%. Synthesis: 20%. Adequacy: 15%. Attitude: 10%*.	Oral: *40%. Written: 30%. Procedures: 20%. Intercultural attitude: 10%*.
Materials	Real or simulated dialogues.	Short videos without sound.	Informative articles.	Examples of threads and infographics.	Audience-adaptation template.

Weekly assessment

Oral production — 40%

It is assessed whether the student:

- Interprets colloquial nuances, explains non-verbal language.
- Popularizes scientific topics and adapts a presentation to different audiences.

Written production — 30%

It is assessed whether the student:

- Rephrases complex texts, creates summaries, threads and informative versions without losing precision.

Learning procedures — 20%

It is assessed whether the student:

- Analyzes registers, identifies technical terms, plans addressees, reviews precision and self-assesses.

Intercultural attitude — 10%

It is assessed whether the student:

- Respects different conversational styles and avoids misinterpreting others' gestures or registers.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Understand colloquial conversations.			
Interpret non-literal intention.			
Recognize pragmatic markers.			
Analyze non-verbal language.			
Explain scientific information.			
Rephrase complex information.			
Adapt a text to social networks.			
Adjust my register to the addressee.			
Avoid false simplifications.			
Mediate between different audiences.			

Final sentence

This week I can say: _____

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Level C2 (Project 3) — Week 9 — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Functional content	Analysing complex information.	Producing a specialised version.	Producing an informative-style version.	Producing a version for social media.	Comparing versions and justifying changes.
Grammatical content	Nominalisations and dense structures.	Technical register and terminological precision.	Reformulators: es decir, dicho de otro modo, en otras palabras.	Syntactic simplification and digital markers.	Comparison of registers and modalisation.
Text types and vocabulary	Specialised base text.	Expert version. Technical vocabulary.	Informative summary. Explanatory vocabulary.	Thread, post or textual infographic.	Comparative dossier + oral defence.
Strategic component	Identifying essential and secondary ideas.	Maintaining conceptual precision.	Explaining technical terms with examples.	Summarising without distorting.	Justifying reformulation decisions.
Cultural content	Science, technology, history or networks as fields of social knowledge.	Specialised communication.	Outreach for the general public.	Social media and informative responsibility.	Mediation between audiences and registers.
Spelling / Phonetics	Underlining and segmentation of ideas.	Punctuation in technical texts.	Clear punctuation in informative explanation.	Digital writing: enumerations, highlights, visual clarity.	Explanatory intonation.
Sociocultural knowledge	Complex information does not reach all audiences in the same way.	Technical language can include or exclude.	Outreach requires clarity without trivialisation.	Social media can inform or misinform.	Reformulating involves ethical responsibility.
Intercultural skills and attitudes	Respects different levels of knowledge.	Avoids using expert knowledge as a barrier.	Adapts to the interlocutor.	Avoids false simplifications.	Acts as linguistic and cultural mediator.
Learning procedures	Underlines key ideas and technical terms.	Drafts specialised version.	Drafts informative version.	Drafts digital version.	Self-assesses precision, clarity and appropriateness.
Final task / Assessment criterion	Analysed base text Must include the comprehension of the original text, identification of main and secondary ideas, recognition of technical terms or complex information and which content should be kept in the subsequent versions.	Expert version Must include a version aimed at a specialised audience, preserving conceptual precision, informative density, appropriate terminology and a formal register suitable to the field treated.	Informative-style version Must include an adaptation of the information for a general audience, explaining difficult concepts clearly, using examples and reformulations without losing rigour or altering the meaning of the original text.	Digital version Must include the content in a short, attractive and understandable format for social media or digital media, selecting the essential information and avoiding misleading simplifications.	Dossier: "One piece of information, three recipients" It is assessed whether the student interprets, reformulates and adapts complex information without distorting it.
Grading criteria	Comprehension of base text: 15%.	Specialised version: 15%.	Informative version: 20%.	Digital version: 15%.	Oral defence: 15%. Responsible reformulation: 10%. Mediating attitude: 10%.

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Materials	Specialised or informative articles.	Technical glossary.	Informative-style models.	Examples of threads or infographics.	Comparison-of-versions template.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Explains complex information with clarity, precision and control of register.
- Compares registers and justifies changes according to the recipient.
- Answers questions on precision, simplification, fidelity and appropriateness.
- Orally defends reformulation decisions.

Written production — 30 %

It is assessed whether the student:

- Produces three differentiated versions: specialised, informative and digital.
- Maintains essential information without distorting it.
- Adapts vocabulary, syntax, length and tone to the recipient.
- Avoids misleading simplifications or loss of nuance.

Learning procedures — 20 %

It is assessed whether the student:

- Identifies key ideas and technical terms of the base text.
- Creates a functional glossary.
- Plans recipients and communicative objectives.
- Reviews precision, fidelity and mediating responsibility.

Intercultural attitude — 10 %

It is assessed whether the student:

- Respects different levels of knowledge of the recipient.
- Avoids ridiculing or patronising the recipient.
- Communicates complex information with social and intercultural responsibility.
- Acts as linguistic mediator between different audiences.

Student self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Understand complex information			

I can already...	Yes	So-so	Not yet
Identify essential ideas and technical terms			
Reformulate without losing precision			
Adapt register to the recipient			
Write for an expert audience			
Write for a general audience			
Adapt information to digital format			
Explain the changes made			
Avoid misleading simplifications			
Act as a linguistic mediator			

Closing sentence

This week I can say:

Level C2— Week 10 — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Functional content	<ul style="list-style-type: none"> - Counter-arguing. - Expressing commitment in legal, administrative or social contexts. - Reformulating historical or legal information for different recipients. 	<ul style="list-style-type: none"> - Explaining the origin of words. - Formulating hypotheses about words. - Emphasising and highlighting information. 	<ul style="list-style-type: none"> - Giving a lecture. - Taking part in an oral communication situation. - Explaining linguistic and cultural phenomena before an audience. 	<ul style="list-style-type: none"> - Asking for a favour. - Responding affirmatively to a request. - Refusing to grant a favour or request. - Reasonably evaluating a current topic. 	<ul style="list-style-type: none"> - Debating and presenting arguments. - Narrating fantasy tales. - Counter-arguing about non-sexist communication, NGOs, solidarity and social campaigns.
Grammatical content	<ul style="list-style-type: none"> - Characteristics of legal and administrative language. - Phraseological units. - Review of the gerund in formal and informative texts. - Metonymies of common use in historical, legal and journalistic language: la Corona, la Moncloa, el Congreso, Madrid, Bruselas. 	<ul style="list-style-type: none"> - Grammar of politeness: attenuation. - Language levels and registers of speech. - Structures to express emphasis. 	<ul style="list-style-type: none"> - Review of emphatic and attenuating structures in oral exposition. - Appropriate use of formal, academic and informative register. - Resources to nuance hypotheses: probablemente, es posible que, todo parece indicar que, no sería descabellado pensar que... 	<ul style="list-style-type: none"> - The generic masculine: sexist and non-sexist uses. - Alternatives to the sexist generic masculine: barra, quienes, desdoblamientos, etc. - The pretérito anterior: form and uses. 	<ul style="list-style-type: none"> - Categorical negation: set phrases with the adverb ni and other structures. - Review of the generic masculine and inclusive alternatives in informative texts, blogs and campaigns. - Occasional use of the pretérito anterior in literary or fantasy narratives.
Text types and vocabulary	<ul style="list-style-type: none"> - Legal enquiries, video and web. - Court ruling. - Historical, legal and administrative vocabulary. - Formulas of commitment, formal response, clarification and counter-argument. 	<ul style="list-style-type: none"> - Etymological dictionaries. - Radio programmes. - Letters to the editor. - Vocabulary related to communicative styles. - Palindromes, parvocalic words, curious words. 	<ul style="list-style-type: none"> - Educational video. - The lecture: structure and characteristics. - Internet blogs and forums. - Idiomatic expressions. - Etymology of some words. 	<ul style="list-style-type: none"> - Blogs and Facebook. - Informative texts. - Journalistic texts. - Set phrases from literature and cinema. - Slogans. 	<ul style="list-style-type: none"> - Traditional tales and legends. - Journalistic texts. - Blogs and social media. - Vocabulary of solidarity, NGOs, social campaigns, equality, values and antivalues.
Strategic component	<ul style="list-style-type: none"> - Locating synonymous words and expressions between common and specialised language. - Comparing digital sources: encyclopaedia, dictionary, legal website, legal enquiry and administrative document. - Reviewing terminological precision, register and coherence of the final text. 	<ul style="list-style-type: none"> - Intercultural communication. - Uses of etymological dictionaries. - Mobilising prior knowledge of other languages. - Student involvement in producing material. 	<ul style="list-style-type: none"> - Draft for taking part in an oral communication situation. - Organisation of a lecture: opening, development, examples, reformulation, closing and Q&A. - Selecting curious linguistic examples to capture attention. 	<ul style="list-style-type: none"> - Adapting linguistic register to context and text type. - Selecting the main ideas of a text. - Identifying intention, recipient, tone and degree of formality in requests and refusals. 	<ul style="list-style-type: none"> - Selecting arguments for a debate. - Distinguishing argument, counter-argument, data, example, slogan and emotional resource. - Reviewing whether the language used is clear, inclusive, effective and appropriate to the context.
Cultural content	<ul style="list-style-type: none"> - Immigration norms in Spain. - The NEET generation. - TV programmes: Tengo una pregunta para usted. - CIS study: main problems of Spaniards. 	<ul style="list-style-type: none"> - Communicative styles. - Interest in linguistic questions in the media. - Crossing of cultures. 	<ul style="list-style-type: none"> - Crossing of cultures and contact between languages. - Language as cultural heritage and as a space of identity, change, loan, influence and creativity. 	<ul style="list-style-type: none"> - Non-sexist communication. - The NGO. - Values and antivalues in traditional and Hispanic tales. 	<ul style="list-style-type: none"> - Intercultural reflection on folklore. - Celebrities who get involved in solidarity campaigns. - Tales, legends, NGOs and campaigns as forms of transmission of social values.

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Spelling / Phonetics	- Formal intonation in administrative or legal responses. - Use of objective, clear and cautious tone in formal enquiries. - Reading fragments of rulings or enquiries with understandable rhythm.	- Precise pronunciation of linguistic terms and curious words. - Expressive reading of palindromes, parvocalic words and idiomatic expressions.	- Lecture intonation: emphasis, pauses, rhythm, clarity and control of turn-taking. - Use of voice to highlight relevant information without exaggeration.	- Use of slashes and doublings with criteria: los/las participantes, alumnos y alumnas, quienes participan. - Polite intonation when asking favours, accepting or refusing requests.	- Argumentative intonation in debate. - Narrative intonation in tales and legends. - Pauses to reinforce a slogan or main idea.
Sociocultural knowledge	The student identifies Law, administration, immigration, CIS surveys and citizen-participation programmes as spaces of relationship between language, institutions and citizenship. How legal-administrative language organises rights, duties, procedures, commitments and formal responses is analysed.	The student recognises that words have a history and that their origin can reflect cultural contacts, loans, social changes, historical influences and crossings between languages. Etymological dictionaries, radio programmes and letters to the editor are worked on as spaces where language becomes a topic of public interest.	The student identifies communicative styles, blogs, forums, educational videos and lectures as cultural practices of linguistic dissemination. They reflect on how each community values correctness, courtesy, verbal creativity, registers and linguistic changes.	The student recognises that ways of asking, accepting or refusing favours depend on the degree of trust, social relationship, register and communicative situation. Non-sexist communication is worked on as a social practice linked to institutions, media, education and public debate.	The student identifies traditional tales, legends, NGOs, solidarity campaigns and social media as spaces where values, antivalues, models of conduct and social representations are transmitted. They analyse how folklore and current campaigns can reinforce or question stereotypes of gender, power, heroism, poverty or aid.
Intercultural skills and attitudes	The student develops a critical attitude towards legal and administrative texts: recognises that they can be opaque for non-expert speakers or foreigners. Practises linguistic and intercultural mediation by reformulating a legal or administrative enquiry clearly, precisely and respectfully.	The student compares communicative styles without judging them in a simplistic way as "better" or "worse". Learns to observe differences in courtesy, attenuation, emphasis, register and forms of public intervention. Also recognises that languages are enriched by contact, loan and cultural exchange.	The student acts as an intercultural mediator when explaining the origin of a word or expression to people who do not share the same language or cultural tradition. Avoids naive purism and linguistic prejudices, differentiating linguistic change, error, loan, innovation, fashion and consolidated use.	The student observes and compares forms of courtesy, request, refusal and inclusive language in different communities. Learns not to reduce non-sexist communication to a mechanical formula: analyses recipient, context, clarity, expressive economy and social effect.	The student reflects critically on values and antivalues present in tales, legends and solidarity campaigns. Distinguishes between cultural tradition, reproduction of prejudices, critical reinterpretation and intercultural mediation. Avoids both the simplistic rejection of folklore and the uncritical acceptance of supposedly solidarity messages.
Learning procedures	The student plans a formal response: identifies recipient, problem, legal or administrative framework, possible commitment, limits of the response and appropriate tone. Reviews whether the text avoids ambiguities, uses precise terminology and maintains coherence	The student consults etymological dictionaries and contrasts information in several sources. Activates prior knowledge of other languages to formulate hypotheses about words, roots, prefixes or loans. Records curious words with origin, meaning, current use and contextualised example.	The student plans a short lecture: defines topic, recipient, purpose, examples, visual support and closing. Drafts a working version, rehearses the exposition, reviews clarity, register, courtesy, emphasis and ability to answer questions.	The student analyses digital and informative texts: locates main ideas, identifies register and recipient, underlines sexist/non-sexist language markers and rephrases sentences with inclusive alternatives. Also plans responses to requests taking into account courtesy, firmness and appropriateness.	The student prepares a debate or campaign: defines thesis, selects arguments, drafts slogans, anticipates objections, reviews register and incorporates self-assessment. The PCIC includes procedures such as task planning, execution, control, evaluation, correction and adjustment of the final product.

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
	between common and specialised language.				
Final task / Assessment criterion	Formal response to an enquiry Draft a response to a simple legal or administrative enquiry — immigration, rights, documentation, institution or procedure. Must include terminological clarification, institutional commitment, counter-argument where appropriate and reformulation of technical terms in understandable language. The student responds to a formal enquiry with appropriate register, handles legal-administrative vocabulary, counter-argues clearly, reformulates technical terms and demonstrates intercultural competence regarding institutions, rights and procedures.	Annotated etymological sheet Produce a sheet on 5 curious words, palindromes, parvocalic words or idiomatic expressions. Must include origin, current meaning, reasoned hypothesis, example of use, register and possible intercultural relationship. The student explains the origin of words and expressions, formulates reasoned linguistic hypotheses, uses etymological dictionaries with criteria and distinguishes register, communicative style and cultural value of words.	Mini linguistic lecture Prepare and deliver a 3-5 minute lecture entitled "The hidden history of a word". Must include etymological explanation, cultural example, clear structure, controlled emphasis, attenuation and closing with a question to the audience. The student delivers a clear and structured short lecture, adapts the register to the audience, uses resources of emphasis and courtesy, and demonstrates intercultural awareness about contact between languages and crossing of cultures.	Inclusive reformulation and formal response Analyse an informative text or digital publication and reformulate it with criteria of non-sexist communication. Then write two responses to a request: a polite acceptance and a firm but appropriate refusal. The student asks for favours, accepts and refuses requests with C2 appropriateness; selects main ideas of informative or digital texts; recognises sexist and non-sexist uses of the generic masculine and proposes reasoned linguistic alternatives.	Solidarity campaign with short narrative Create a campaign proposal for an NGO. Must include slogan, short text for social media, main argument, counter-argument to a criticism and a fantasy narrative or legend reinterpreted from current values. The student debates and presents solid arguments, uses slogans and persuasive resources, reinterprets tales or legends from a critical perspective and relates solidarity, NGOs and cultural values without falling into oversimplifications.
Grading criteria	- Drafts a clear and appropriate formal response: 20%. - Uses legal and administrative vocabulary with precision: 20%. - Counter-argues in an orderly and respectful way: 15%. - Reformulates specialised terms for a non-expert audience: 15%. - Integrates sociocultural references: immigration, CIS, institutions or citizenship: 15%. - Reviews coherence, register and final presentation: 15%.	- Explains the origin of words with precision: 20%. - Formulates reasoned linguistic hypotheses: 15%. - Uses etymological dictionaries correctly: 15%. - Integrates palindromes, parvocalic words or curious words: 15%. - Distinguishes language levels and speech registers: 15%. - Relates language and culture with an intercultural gaze: 20%.	- Structures a clear and coherent lecture: 20%. - Explains etymology with understandable examples: 20%. - Uses emphasis, attenuation and courtesy appropriately: 15%. - Adapts register to the oral context: 15%. - Answers or asks questions with confidence: 10%. - Integrates crossing of cultures, communicative styles and linguistic reflection: 20%.	- Asks for, accepts and refuses favours with courtesy and precision: 20%. - Distinguishes register, context and recipient: 15%. - Identifies sexist/non-sexist uses of the generic masculine: 20%. - Proposes clear and functional inclusive alternatives: 20%. - Selects main ideas of a text: 15%. - Uses pretérito anterior or narrative structures correctly when appropriate: 10%.	- Presents solid arguments and counter-arguments: 20%. - Designs a coherent and persuasive campaign: 20%. - Uses effective and appropriate slogans: 15%. - Reinterprets a fantasy narrative or legend with critical sense: 15%. - Integrates values, antivalues, NGOs and solidarity in depth: 15%. - Maintains intercultural appropriateness and avoids stereotypes: 15%.
Materials	Unit 8. Nuevo Prisma C2. Legal enquiries, video/web, court ruling, texts on immigration, CIS, NEET generation and the programme	Unit 9. Nuevo Prisma C2. Etymological dictionaries, radio programmes, letters to the editor, bank of curious words,	Unit 9. Nuevo Prisma C2. Educational video, lecture models, linguistic blogs and forums, sheets on courtesy, attenuation,	Unit 10. Nuevo Prisma C2. Blogs, Facebook, informative and journalistic texts, examples of non-sexist language, set phrases	Unit 10. Nuevo Prisma C2. Traditional tales and legends, NGO campaigns, solidarity slogans, journalistic texts, digital

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
	Tengo una pregunta para usted.	palindromes, parvocalic words and idiomatic expressions.	emphasis and oral-presentation rubric.	from literature and cinema, sheet on the generic masculine and inclusive alternatives.	publications and debate/campaign rubric.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Reformulates legal or administrative information.
- Explains the origin of words.
- Delivers a mini linguistic lecture.
- Asks for, accepts or refuses favours with appropriateness.
- Debates about non-sexist communication.
- Presents a solidarity campaign.

Written production — 30 %

It is assessed whether the student:

- Drafts a formal response to an enquiry.
- Produces an etymological sheet.
- Reformulates a text with inclusive language.
- Writes a formal acceptance and refusal.
- Designs a campaign for an NGO.
- Uses legal, administrative and linguistic vocabulary.

Learning procedures — 20 %

It is assessed whether the student:

- Compares specialised sources.
- Uses etymological dictionaries.
- Plans a lecture.
- Selects main ideas.
- Anticipates objections and reviews register.

Intercultural attitude — 10 %

It is assessed whether the student:

- Recognises the opacity of legal language.
- Mediates between specialised language and the general public.
- Avoids linguistic prejudices.
- Analyses folklore, NGOs and solidarity without oversimplifications.

Student final self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Respond to a formal enquiry			
Use legal-administrative vocabulary			
Counter-argue with respect			
Reformulate technical terms			
Explain the origin of a word			
Use etymological dictionaries			
Give a mini lecture			
Reformulate with non-sexist language			
Refuse a request politely			
Create a solidarity campaign			

Closing sentence

This week I can say:

Level C2— Week 11 — Time: 8:30–10:00 / 10:30–12:00

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Functional content	Responding to a formal enquiry.	Interpreting legal or administrative texts.	Explaining the origin of words and lexical changes.	Analysing social campaigns and persuasive language.	Debating about inclusive language and public communication.
Grammatical content	Correct and incorrect gerund in formal texts.	Passives, impersonals and nominalisations.	Word formation, prefixes, suffixes and cultisms.	Generic masculine, inclusive alternatives and reformulation.	Resources of courtesy, attenuation and precision.
Text types and vocabulary	Formal response, administrative email.	Legal enquiry, form, resolution.	Etymological-informative text.	Social campaign, poster, manifesto.	Debate and document of linguistic recommendations.
Strategic component	Identifying the request and responding with precision.	Distinguishing obligatory, optional and ambiguous information.	Relating form, origin and meaning.	Analysing recipient, purpose and persuasive effect.	Arguing without dogmatism.
Cultural content	Administration and citizenship.	Legal language as a form of institutional power.	History of language and cultural contact.	Solidarity campaigns, NGOs and social change.	Inclusive language, social conflict and representation.
Spelling / Phonetics	Forms of address and formal punctuation.	Institutional capital letters.	Pronunciation of cultisms.	Persuasive intonation.	Intonation of formal debate.
Sociocultural knowledge	Formal texts regulate rights, obligations and institutional relations.	Legal language may include or exclude depending on its clarity.	The history of words reflects cultural contacts.	Social campaigns seek to mobilise values and actions.	Inclusive language involves debates about norm, use, identity and social change.
Intercultural skills and attitudes	Responds with courtesy and clarity.	Detects institutional linguistic barriers.	Values the historical diversity of the lexicon.	Analyses campaigns without uncritical emotional manipulation.	Debates inclusive language with respect and rigour.
Learning procedures	Underlines request, data and response.	Creates legal-administrative glossary.	Investigates the origin of words.	Analyses persuasive resources.	Self-assesses precision and argumentative respect.
Final task / Assessment criterion	Formal response to enquiry Must include an appropriate response to a formal situation, understanding of what is being requested, the necessary information offered in an orderly manner and the use of courtesy formulas typical of administrative or institutional register.	Simplification of administrative text Must include a complex text in a more understandable version, preserving the fundamental ideas, avoiding loss of meaning and maintaining a formal and precise tone.	Etymological entry Must include a clear presentation of the origin and evolution of several words, explain their current meaning and relate these lexical changes to historical, cultural or social aspects.	Analysis of a social campaign Must include a social campaign, assessing its target audience, what it intends to achieve, what linguistic and visual resources it uses and whether the message is effective, inclusive and coherent.	Weekly project: clear and inclusive communication guide The student designs a well-organised final guide that brings together proposals for formal, clear and inclusive communication, demonstrating the ability to adapt language, explain terms, analyse public messages and argue with rigour and respect.
Grading criteria	Response 30%, register 25%, precision 20%,	Comprehension 30%, simplification 25%,	Etymology 25%, outreach 25%,	Analysis 30%, persuasion 20%,	Oral 40%, written 30%, procedures 20%,

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
	courtesy 15%, revision 10%.	vocabulary 20%, structure 15%, attitude 10%.	vocabulary 20%, clarity 20%, revision 10%.	criticism 25%, presentation 15%, attitude 10%.	intercultural attitude 10%.
Materials	Formal enquiries.	Adapted forms and resolutions.	Etymological dictionaries.	Social campaigns.	Debate rubric.

Weekly assessment

Oral production — 40 %

It is assessed whether the student:

- Explains formal registers.
- Analyses campaigns.
- Debates inclusive language and defends recommendations with precision.

Written production — 30 %

It is assessed whether the student:

- Drafts formal responses, simplifies administrative texts.
- Writes etymological entries and recommendation documents.

Learning procedures — 20 %

It is assessed whether the student:

- Identifies requests, investigates vocabulary, reviews register, simplifies information and self-assesses.

Intercultural attitude — 10 %

It is assessed whether the student:

- Respects sensitive linguistic debates and avoids mockery, impositions or oversimplifications.

Student final self-assessment

Tick with ✓:

I can already...	Yes	So-so	Not yet
Respond to a formal enquiry			
Understand an administrative text			
Simplify legal language			
Explain the origin of a word			
Use etymological resources			
Analyse a social campaign			
Recognise persuasive language			

I can already...	Yes	So-so	Not yet
Debate about inclusive language			
Maintain a formal register			
Argue with respect			

Closing sentence

This week I can say:

GENERAL SPANISH COURSE · LEVEL C2 · WEEKS 12–15

(Closing of C2 — Project 4 + final weeks · Project 5)

ACARFAX

Spanish language school

Week 12 · Level C2 · Sublevel C2.4 · PROJECT 4 · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday to Friday — Project 4: « Comunicación clara, inclusiva y responsable »

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Functional contents	Respond to a formal consultation.	Simplify a legal or administrative text.	Explain the origin and evolution of words.	Analyze a social campaign.	Present a guide for clear and inclusive communication.
Grammatical contents	Politeness formulas and mitigation.	Passives, impersonals, gerund and nominalizations.	Prefixes, suffixes, learned terms, loanwords and neologisms.	Generic masculine and inclusive alternatives.	Formal and persuasive rephrasing.
Text types and lexicon	Formal letter or administrative reply.	Simplified legal-administrative text.	Etymological fact sheet.	Social campaign commentary.	Guide of linguistic recommendations.
Strategic component	Identify the specific demand.	Simplify without losing precision.	Relate form, origin and meaning.	Analyze addressee, purpose and effect.	Argue without dogmatism.
Cultural contents	Administration and citizenship.	Institutional language and access to rights.	History of the language and cultural contact.	Social campaigns, NGOs and persuasion.	Inclusive language, norm, usage and identity.
Spelling / Phonetics	Forms of address, formulas and formal punctuation.	Capitalization in institutions and laws.	Pronunciation of learned terms and acronyms.	Punctuation in slogans and public messages.	Formal-debate intonation.
Sociocultural knowledge	Formal communication regulates relations between people and institutions.	Linguistic clarity facilitates access to rights.	Words preserve historical and cultural traces.	Campaigns try to mobilize values and actions.	Inclusive language is a social debate, not just a grammatical one.
Intercultural skills and attitudes	Responds with politeness and precision.	Detects institutional linguistic barriers.	Appraises the historical diversity of the lexicon.	Analyzes persuasion without uncritical manipulation.	Debates with respect, without mockery or imposition.
Learning procedures	Analyzes consultation and addressee.	Rewrites and verifies faithfulness.	Researches the origin of terms.	Applies a campaign-analysis template.	Self-assesses clarity, inclusion and register.
Final classroom task / Assessment criterion	<i>*Formal reply.*</i> Must include the reply to a formal consultation in a clear, polite and	<i>*Simplified text.*</i> Must include a complex legal or administrative text in a clearer	<i>*Etymological fact sheets.*</i> Must include the explanation of the origin,	<i>*Campaign commentary.*</i> Must include the analysis of a social campaign	<i>*Guide « Comunicación clara, inclusiva y responsable ».*</i> It is assessed

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
	precise way, identifying the main demand, using an adequate register and organizing the information in a way that is useful to the addressee.	and more accessible version, maintaining the essential information, the precision of the content and the adequacy to the formal context.	evolution and meaning of selected words, relating form, usage and cultural context, and using rigorous yet understandable informative language.	identifying addressee, communicative intention, persuasive devices, treatment of inclusive language and effectiveness of the message, with a critical and argued appraisal.	whether the student handles formal registers, simplifies, explains lexicon and argues on inclusion with rigor.
Grading criteria	Formal reply: *15%*.	Administrative simplification: *20%*.	Etymological fact sheets: *15%*.	Campaign analysis: *15%*.	Final guide: *20%. <i>Respectful attitude: 15%*</i> .
Materials	Simulated formal consultations.	Adapted administrative texts.	General and etymological dictionaries.	Social campaigns.	Guide template and rubric.

Final assessment — Project 4

Oral production — 40%

It is assessed whether the student:

- Explains linguistic decisions.
- Debates inclusive language.
- Analyzes campaigns.
- Defends recommendations with clarity and respect.

Written production — 30%

It is assessed whether the student:

- Writes formal replies.
- Simplifies complex texts.
- Produces etymological fact sheets and formulates clear recommendations.

Learning procedures — 20%

It is assessed whether the student:

- Identifies comprehension problems.
- Reviews register, compares alternatives.
- Simplifies with faithfulness.
- Self-assesses their product.

Intercultural attitude — 10%

It is assessed whether the student:

- Avoids dogmatisms.
- Recognizes the relationship between language, identity and citizenship.
- Respects linguistic sensitivities.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Respond to a formal consultation.			
Understand an administrative text.			
Simplify legal language.			
Explain the origin of words.			
Analyze a social campaign.			
Propose clearer language.			

I can already...	Yes	Partly	Not yet
Debate inclusive language.			
Maintain politeness on controversial topics.			
Review precision and register.			

Final sentence

This week I can say: _____

Week 13 · Level C2 · Sublevel C2.4 · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday and Tuesday

Contents	Monday	Tuesday
Functional contents	- Describe and compare actions and situations in a process. - Narrate a process of change. - Express regret, lamentation, reproach, etc., about a past situation.	- Express cause and consequence. - Present alternatives to past facts. - Appraise legal, historical and social changes related to marriage, partnership and history.
Grammatical contents	- Verbs and periphrases that express change. - Verbal periphrases with the compound infinitive. - The retrospective imperative.	- Causal and consecutive clauses: connectors and indicative/subjunctive alternation. - Collocations. - Review of structures to reproach, lament or propose alternatives to the past: <i>haberlo pensado antes, podrías haber..., deberías haber..., si lo hubieras sabido...</i>
Text types and lexicon	- Newspaper texts on changes in civil laws. - Lexicon on marriage and civil partnerships. - Lexicon related to History.	- Forum comments on relevant historical events. - Legal-social lexicon: civil marriage, civil partnership, rights, customs, tradition, legislation, social change, conquest, colonization, historical memory.
Strategic component	- Use of corpora and collocation dictionaries. - Autonomy in learning: self-correction. - Appraise differences in register.	- Review one's own productions detecting unnatural collocations, regime errors, calques and register mismatches. - Contrast historical and social data before arguing. - Differentiate historical fact, appraisal, interpretation and personal opinion.
Cultural contents	- Changes in customs and traditions on courtship and marriage. - The arrival of Columbus in America.	- <i>El jinete polaco</i> , by Antonio Muñoz Molina. - History, memory, emotional relationships, marriage, tradition and social change in the Hispanic world.
Spelling / Phonetics	- Narrative intonation to explain processes of change. - Intonation of lamentation, reproach, regret or consequence.	- Argumentative intonation in forums and debates. - Use of pauses to present cause, consequence, alternative and critical appraisal.
Sociocultural knowledge	The student recognizes that the forms of courtship, marriage, civil partnership and coexistence have changed according to the time, legal framework, religion, social class, gender and family organization. Changes in civil laws are worked on as a reflection of broader social transformations.	The student identifies relevant historical events — such as the arrival of Columbus in America — as events that should not be treated only as dates, but as processes with cultural, political, social and symbolic consequences. The literature of Antonio Muñoz Molina is also related to memory, identity and the reconstruction of the past.
Intercultural skills and attitudes	The student compares changes in marriage and family customs without turning a model into a universal norm. Distinguishes tradition, law, social pressure, individual choice, religion, custom and legislation.	The student analyzes historical events and social changes avoiding simplifications. It is not enough to say « each culture is different »: at C2 they must identify consequences, conflicts, silenced voices, changes in perspective and possible biases in historical narratives.
Learning procedures	The student uses corpora and collocation dictionaries to check natural combinations: <i>contraer matrimonio, constituer pareja de hecho, modificar una ley, asumir consecuencias, experimentar un cambio, lamentar una decisión</i> . Then self-corrects their text reviewing lexical precision, verbal regime and register.	The student plans a forum intervention: selects a historical event or legal change, formulates a thesis, distinguishes causes and consequences, anticipates objections, reviews connectors and assesses whether their position is sufficiently argued.

Contents	Monday	Tuesday
Final classroom task / Assessment criterion	<i>*Comparative commentary on social change: write a commentary entitled « Del noviazgo tradicional a las nuevas formas de pareja* ».</i> Must describe a process of change, compare two eras, use periphrases of change, legal-social lexicon and at least three verified collocations. The student describes and compares processes of social change with C2 precision, uses periphrases of change and the compound infinitive, expresses regret or reproach about the past and shows autonomy through the consultation of corpora, collocation dictionaries and self-correction.	<i>*Historical-critical forum:*</i> write a forum intervention about a relevant historical event — for example, the arrival of Columbus in America — or about a change in civil laws. Must include cause, consequence, hypothetical alternative in the past, critical appraisal and adequate register. The student argues about historical events or legal changes, expresses cause and consequence with indicative/subjunctive alternation, proposes alternatives to the past and takes part in a forum with historical rigor, adequate register and intercultural awareness.
Grading criteria	- Describes and compares processes of change with clarity: <i>*20%</i> . - <i>Uses verbs and periphrases of change correctly: 20%</i> . - <i>Employs periphrases with compound infinitive and retrospective imperative: 15%</i> . - <i>Integrates lexicon on marriage, civil partnerships and History: 15%</i> . - <i>Uses corpora/collocation dictionaries and improves the text: 15%</i> . - <i>Expresses lamentation, regret or reproach with adequacy: 15%*</i> .	- Formulates a critical and well-argued position: <i>*20%</i> . - <i>Uses causals and consecutives with indicative/subjunctive correctly: 20%</i> . - <i>Presents alternatives to past facts with precision: 15%</i> . - <i>Relates historical events or civil laws to social consequences: 20%</i> . - <i>Maintains an adequate register in the forum: 10%</i> . - <i>Avoids historical simplifications and shows intercultural awareness: 15%*</i> .
Materials	<i>*Unit 11. Nuevo Prisma C2.*</i> Newspaper texts on changes in civil laws, corpora, collocation dictionaries, materials on marriage, civil partnerships and social changes.	<i>*Unit 11. Nuevo Prisma C2. Forum comments on historical events, texts on the arrival of Columbus in America, fragments or references of El jinete polaco*</i> by Antonio Muñoz Molina, critical-forum rubric.

Wednesday, Thursday and Friday — C2 Review

Contents	Wednesday	Thursday	Friday — C2 Review
Functional contents	- Establish relations of anteriority, simultaneity and posteriority. - Express punctuality and anticipation. - Talk about the beginning and end of actions or events.	- Express continuation, repetition, duration and frequency. - Narrate a dream. - Relate dream, aesthetics, music, symbolism and culture.	- Review C2 functions: argue, nuance, counter-argue, narrate, describe, appraise, emphasize, rephrase, interpret complex texts, compare registers, mediate culturally and produce academic, informative and argumentative texts.
Grammatical contents	- Markers of anteriority, simultaneity and posteriority. - Temporal markers: actions in progress. - The use of the imperfect in narratives.	- Markers of continuation, repetition, duration and frequency. - Use of the imperfect in narrating dreams, memories and atmospheres. - Relationship between verbal tense, narrative rhythm and stylistic effect.	- Global C2 review: complex subordination, discourse connectors, periphrases, temporal values, formal/informal register, collocations, phraseology, specialized lexicon, rephrasing, mitigation, emphasis and textual cohesion.
Text types and lexicon	- The argumentative text: structure. - Scientific informative texts. - Lexicon related to parts of the day and sleep problems.	- Newspaper texts and blogs. - Songs. - Calligrams. - Lexicon related to aesthetics.	- Review of C2 genres: argumentative article, essay, blog, forum, letter to the editor, talk, conference, informative text, scientific text, review, audio guide, story, interview, column and cultural commentary.
Strategic component	- Deduction of words from syllabic structure and rhyme. - Identify keywords in	- Analyze rhyme, visual form and aesthetic value of a text. - Interpret cultural symbols,	- Strategic review: planning, selection of resources, draft revision, self-correction,

Contents	Wednesday	Thursday	Friday — C2 Review
	scientific informative texts. - Organize temporal information in a narrative line.	particularly the moon and the dream. - Relate form, content and effect in songs, visual poems or calligrams.	cooperation, dictionary use, selective reading, inference, synthesis, self-assessment and adjustment of the final product.
Cultural contents	- Famous figures of the Hispanic world. - Cosmetic surgery as a social phenomenon. - Spanish music.	- Symbolism of the moon in different cultures. - Types of dreams. - Relationship between dream, art, song, aesthetics, body and culture.	- C2 cultural review: heritage, literature, politics, history, science, technology, non-sexist communication, social relations, law, media, folklore, dream, aesthetics, music, art and cultural diversity.
Spelling / Phonetics	- Expressive reading of informative and argumentative texts. - Pauses to mark anteriority, simultaneity and posteriority. - Attention to rhythm, segmentation and clarity.	- Deduction of words by rhyme and syllabic structure. - Expressive reading of songs, calligrams and oneiric stories. - Intonation to create atmosphere, suspense or evocation.	- C2 phonetic review: argumentative, narrative, colloquial, formal, ironic, emphatic and mitigated intonation; control of pauses; expressive reading; careful pronunciation in expositions and debates.
Sociocultural knowledge	The student recognizes that sleep, rest, daily rhythms, health and cosmetic surgery are social and cultural phenomena, not only individual ones. Reflection is encouraged on how the media, science, advertising and beauty models influence the perception of the body, well-being and daily life.	The student identifies the moon, dreams, music, calligrams and aesthetics as cultural references loaded with symbolism. The moon is worked on as an element present in songs, literature, popular imaginaries, beliefs and artistic representations of different cultures.	The student consolidates C2 sociocultural knowledge linked to social life, art, science, media, institutions, heritage, personal relationships, history, values, beliefs and public participation. It is not a matter of memorizing cultural data, but of interpreting them critically and using them in complex communicative tasks.
Intercultural skills and attitudes	The student compares different ways of understanding rest, health, bodily beauty and cosmetic surgery without imposing a single cultural norm. Distinguishes between personal decision, social pressure, fashion, industry, well-being, health and stereotype.	The student interprets cultural symbols — such as the moon or dreams — avoiding simplistic readings. Learns to compare symbolic meanings in different cultures and to explain cultural references to people who do not share the same framework of knowledge.	The student reviews their C2 intercultural competence: observes, compares, relativizes, avoids stereotypes, mediates between cultural references and argues with critical respect. At this level they must be able to explain cultural nuances without reducing them to clichés.
Learning procedures	The student plans the reading of scientific informative and argumentative texts: identifies topic, thesis, data, examples and temporal connectors. Then organizes a chronological sequence with beginning, development, simultaneity, closing and appraisal.	The student prepares a dream narration or aesthetic analysis: selects images, symbols, verbal tenses, temporal markers, sensory lexicon and expressive resources. Reviews whether the narration maintains coherence, atmosphere and temporal precision.	The student carries out a final C2 self-assessment: identifies mastered contents, persistent errors, useful resources, effective strategies and subsequent objectives. They must review autonomy, cooperation, resource management, correction, lexical richness, textual adequacy and intercultural competence.
Final classroom task / Assessment criterion	<i>*Argumentative-informative text: write a text entitled « Dormir bien: ciencia, cuerpo y vida social* ». Must include argumentative structure, data or informative explanation,</i>	<i>*Oneiric story and aesthetic commentary:*</i> narrate a dream and accompany it with a short commentary on its symbolism. Must include narrative imperfect, markers	<i>*C2 integrative task: prepare an oral and written production entitled « Lengua, cultura y mirada crítica* ». Must include a summary, an argued opinion, a cultural</i>

Contents	Wednesday	Thursday	Friday — C2 Review
	temporal markers and lexicon on parts of the day and sleep problems. The student establishes complex temporal relations, understands scientific informative and argumentative texts, uses sleep-related lexicon and organizes a text with coherence, progression and C2 precision.	of simultaneity, duration and frequency, reference to the moon or a song, and aesthetic lexicon. The student narrates a dream with expressive richness, uses the imperfect and temporal markers with stylistic intent, interprets cultural symbols and relates aesthetics, music, moon and culture.	reference, a rephrasing, an intercultural element and a final self-assessment. The student demonstrates global mastery of C2 through an integrated oral and written task, with grammatical precision, lexical richness, cohesion, textual adequacy, critical thinking, autonomy and intercultural competence.
Grading criteria	- Establishes complex temporal relations with precision: *20%. - <i>Understands and summarizes scientific informative texts: 20%. - Uses the imperfect in narration with stylistic value: 15%. - Integrates sleep-related lexicon: 15%. - Organizes a coherent chronological sequence: 15%. - Presents a clear argumentative-informative exposition: 15%*.</i>	- Narrates a dream with expressive richness: *20%. - <i>Uses markers of continuation, duration and frequency: 20%. - Interprets cultural symbols with prudence: 15%. - Integrates aesthetic, musical and bodily lexicon: 15%. - Relates dream, moon, song and culture: 15%. - Reads or presents with appropriate rhythm and intonation: 15%*.</i>	- Integrates C2 contents in a global oral and written task: *25%. - <i>Uses varied and precise C2 lexicon: 20%. - Argues with nuance and intercultural awareness: 20%. - Applies revision and self-assessment strategies: 15%. - Maintains cohesion, register and precision: 10%. - Presents with clarity, rhythm and adequacy: 10%*.</i>
Materials	*Unit 12. Nuevo Prisma C2.* Argumentative and scientific informative texts, chronological-sequence models, temporal-markers worksheet and sleep-related lexicon.	*Unit 12. Nuevo Prisma C2.* Newspaper texts, blogs, songs, calligrams, materials on the moon and dreams, symbolism worksheet and oneiric-story rubric.	*C2 review materials.* Units 1-12, global connectors chart, error map, global C2 rubric, student portfolio, integrative-task models and final self-assessment.

Weekly assessment

Oral production — 40%

It is assessed whether the student:

- Describes processes of social change.
- Argues about historical events or civil laws.
- Establishes complex temporal relations.
- Narrates a dream with expressive richness.
- Presents a C2 integrative task.
- Uses argumentative, narrative and appraisal intonation.

Written production — 30%

It is assessed whether the student:

- Writes a comparative commentary on social change.
- Composes a historical-critical forum intervention.
- Produces an argumentative-informative text on sleep and health.
- Writes a commented oneiric story.
- Uses periphrases of change, temporal markers and narrative imperfect.
- Integrates legal-social, historical, aesthetic and oneiric lexicon.

Learning procedures — 20%

It is assessed whether the student:

- Uses corpora and collocation dictionaries.
- Self-corrects with criterion.
- Plans an argumentative intervention.
- Identifies keywords in informative texts.
- Carries out a global C2 self-assessment.

Intercultural attitude — 10%

It is assessed whether the student:

- Avoids historical simplifications.

- Respects different collective memories.
- Interprets cultural symbols with prudence.
- Distinguishes tradition, law, social pressure and individual choice.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Describe processes of social change.			
Use periphrases of change.			
Express regret or reproach about the past.			
Argue about history or civil laws.			
Use causals and consecutives with nuance.			
Establish complex temporal relations.			
Write an informative text.			
Narrate a dream.			
Interpret cultural symbols.			
Self-assess my C2 level.			

Final sentence

This week I can say: _____

Week 14 · Level C2 · Sublevel C2.4 · Schedule: 8:30 – 10:00 / 10:30 – 12:00

Monday to Friday — Integrated closing production

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Functional contents	Describe social and historical changes.	Argue about civil laws and memory.	Narrate dreams and symbolic experiences.	Produce an argumentative-informative text.	Present the global C2 closing project.
Grammatical contents	Verbs and periphrases of change: <i>llegar a ser, acabar siendo, irse transformando</i> .	Retrospective imperative and structures of historical reproach.	Temporal markers and expressions of simultaneity.	Complex causal and consecutive connectors.	Global C2 review: register, cohesion, rephrasing, argumentation.
Text types and lexicon	Historical chronicle. Lexicon of social change.	Opinion article on laws and memory.	Oneiric story. Lexicon of dream, symbol and interpretation.	Informative-argumentative text.	Final exposition + global essay.
Strategic component	Order phases of change.	Distinguish fact, memory, law and interpretation.	Interpret symbols without absolutizing.	Integrate data, examples and clear explanation.	Globally review precision, register and effectiveness.
Cultural contents	Social changes, customs and collective memory.	Civil laws, rights and social transformation.	Dreams, symbols and culture.	Popularization of historical and cultural processes.	C2 closing: language as social and intercultural action.
Spelling / Phonetics	Punctuation in chronicles.	Argumentative intonation.	Oneiric narrative rhythm.	Complex punctuation.	Formal oral presentation.
Sociocultural knowledge	Social changes are long, conflictive and non-linear processes.	Laws reflect tensions between memory, rights and collective values.	Dreams can have cultural, personal and literary readings.	Popularizing culture or history requires clarity and responsibility.	C2 level implies mastery, precision and advanced cultural mediation.
Intercultural skills and attitudes	Avoids presenting history as simple progress.	Respects different collective memories.	Does not universalize symbolic interpretations.	Adapts explanations for a non-expert audience.	Recognizes their role as linguistic and cultural mediator.
Learning procedures	Social-change timeline.	Fact-memory-law-opinion map.	Symbolic oneiric diary.	Informative outline.	Global C2 self-assessment and subsequent plan.
Final classroom task / Assessment criterion	<i>*Chronicle of social change.*</i> Must include the narration and description of a process of social change in an orderly way, contextualizing the facts, using adequate temporal markers and differentiating	<i>*Article on law and memory.*</i> Must include a critical argumentation on the relationship between a law, collective memory and its social effects, using data, examples, argumentative	<i>*Commented oneiric story.*</i> Must include a coherent and expressive oneiric story, commenting on it by explaining its possible symbolic, cultural or personal meanings without	<i>*Argumentative-informative text.*</i> Must include a clear, structured and rigorous text capable of explaining a complex topic to a broad audience, combining information, argumentation, examples and	<i>*Final project: « Cambio, memoria y futuro ».*</i> The student integrates narration, historical-social analysis, argumentation, popularization and intercultural reflection in a complete oral

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
	between event, evolution and consequence.	connectors and a clear and nuanced position.	presenting a single interpretation as absolute.	informative resources.	and written production, showing linguistic precision, coherence, nuance and respect toward different memories and perspectives.
Grading criteria	Change: *25%. <i>Historical lexicon: 25%. Cohesion: 20%. Precision: 20%. Attitude: 10%*</i> .	Argumentation: *30%. <i>Laws/memory: 25%. Connectors: 20%. Register: 15%. Attitude: 10%*</i> .	Story: *25%. <i>Symbolism: 25%. Lexicon: 20%. Interpretation: 20%. Oral skills: 10%*</i> .	Popularization: *30%. <i>Argumentation: 25%. Clarity: 20%. Register: 15%. Revision: 10%*</i> .	Oral: *40%. <i>Written: 30%. Procedures: 20%. Intercultural attitude: 10%*</i> .
Materials	Chronologies, historical photographs.	Articles on civil laws.	Literary texts on dreams.	Informative models.	C2 portfolio and final rubric.

Weekly assessment

Oral production — 40%

It is assessed whether the student:

- Describes historical processes.
- Argues about laws and memory.
- Narrates and interprets dreams.
- Presents a global project with discursive mastery.

Written production — 30%

It is assessed whether the student:

- Writes chronicles, articles, stories and argumentative-informative texts with precision, cohesion and advanced register.

Learning procedures — 20%

It is assessed whether the student:

- Plans, organizes processes.
- Distinguishes facts and interpretations, reviews the final product and assesses their progress.

Intercultural attitude — 10%

It is assessed whether the student:

- Respects diverse memories, avoids historical simplifications and acts as a cultural mediator.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Describe a process of social change.			
Argue about civil laws.			
Distinguish fact, memory and opinion.			
Narrate a dream with expressive richness.			
Interpret symbols with prudence.			
Produce a complex informative text.			
Use advanced connectors.			
Adapt register and style.			
Orally present a C2 project.			

I can already...	Yes	Partly	Not yet
Appraise my global progress.			

Final sentence

This week I can say: _____

**Week 15 · Level C2 · Sublevel C2.4 · PROJECT 5 — C2 CLOSING · Schedule:
8:30 – 10:00 / 10:30 – 12:00**

Monday to Friday — Project 5: « Cambio, memoria y futuro »

Contents	Monday	Tuesday	Wednesday	Thursday	Friday
Functional contents	Describe a process of social or historical change.	Argue about civil laws, memory and culture.	Narrate a dream, symbol or related testimony.	Write an argumentative-informative text.	Present and defend the global C2 project.
Grammatical contents	Verbs and periphrases of change: <i>llegar a ser, acabar siendo, irse transformando, pasar a ser.</i>	Causal, consecutive, concessive and conditional connectors.	Temporal markers: <i>a raíz de, desde entonces, conforme, a medida que.</i>	Passives, impersonals, nominalizations and modalization.	Global C2 review: register, cohesion, precision and rephrasing.
Text types and lexicon	Historical chronicle. Lexicon of social change.	Opinion article on laws and memory.	Symbolic or oneiric story.	Argumentative-informative text.	Formal oral exposition + final essay.
Strategic component	Order phases of change.	Distinguish fact, law, memory, interpretation and opinion.	Interpret symbols without universalizing.	Integrate narration, explanation and argumentation.	Defend, respond to questions and self-assess.
Cultural contents	Social and historical changes.	Civil laws and transformation of customs.	Dreams, symbols and culture.	Popularization of historical and cultural processes.	Language as social and intercultural action.
Spelling / Phonetics	Punctuation in chronicles.	Argumentative intonation.	Symbolic narrative rhythm.	Complex punctuation and connectors.	Formal oral presentation.
Sociocultural knowledge	Social changes are long, conflictive and non-linear processes.	Laws reflect tensions between rights, memory and collective values.	Symbols and dreams have cultural, personal and literary readings.	Popularizing history requires clarity and responsibility.	C2 demands precision, nuance and advanced cultural mediation.
Intercultural skills and attitudes	Avoids presenting history as simple progress.	Respects different collective memories.	Does not impose a single symbolic interpretation.	Adapts complex information for a non-expert audience.	Acts as an advanced cultural mediator.
Learning procedures	Produces a timeline.	Builds a fact-memory-law-opinion map.	Writes a symbolic story or testimony.	Reviews structure, cohesion and register.	Self-assesses global C2 progress.
Final classroom task / Assessment criterion	<i>*Timeline of the chosen process.*</i> Must include the main phases of a social, historical or cultural process in chronological order, select relevant facts, establish clear	<i>*Map of causes, laws and memory.*</i> Must include causes, consequences, laws, conflicts and collective memories linked to the chosen process, differentiating verifiable facts,	<i>*Commented symbolic story.*</i> Must include a symbolic story, dream, testimony or interpretive scene related to the process worked on, commenting on it by explaining	<i>*Argumentative-informative draft.*</i> Must include an organized, coherent and precise text in which the student explains the chosen process, argues a position,	<i>*Final project « Cambio, memoria y futuro ».*</i> It is assessed whether the student integrates analysis, narration, argumentation, popularization

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	temporal relations and distinguish between main and secondary events.	historical interpretations and personal opinions.	its cultural, historical or emotional meaning without imposing a single interpretation.	integrates historical or social information, uses advanced connectors and adapts the content for a non-specialized audience.	and intercultural awareness.
Grading criteria	Change analysis: *20%*.	Argumentation on laws and memory: *20%*.	Symbolic story: *10%*.	Argumentative-informative text: *25%*.	Oral exposition: *15%. <i>Intercultural attitude: 10%*</i> .
Materials	Chronologies, historical photographs.	Articles on civil laws.	Testimonies, stories, symbols or images.	Informative models.	C2 portfolio, rubric and global self-assessment.

Final assessment — Project 5 · C2-level closing

Oral production — 40%

It is assessed whether the student:

- Presents a historical or social process with discursive mastery, argues about memory and laws.
- Responds to questions and maintains a formal register.

Written production — 30%

It is assessed whether the student:

- Writes a complex, cohesive, nuanced argumentative-informative text with precise lexicon.

Learning procedures — 20%

It is assessed whether the student:

- Plans, organizes information, distinguishes facts and interpretations.
- Reviews sources.
- Corrects cohesion.
- Self-assesses their progress.

Intercultural attitude — 10%

It is assessed whether the student:

- Respects diverse memories.
- Avoids historical simplifications.
- Acts as a cultural mediator.

Final self-assessment for the student

Tick with ✓:

I can already...	Yes	Partly	Not yet
Describe complex social changes.			
Argue about civil laws.			
Distinguish fact, memory and opinion.			
Narrate or interpret symbols.			
Write a C2 informative text.			
Use advanced connectors.			
Adapt register and style.			
Orally present a complex project.			
Respond to difficult questions.			
Appraise my global progress.			

Final sentence

This week I can say: _____

Final closing sentence — C2

I am now able to: _____

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