

IMMACULATE CONCEPTION HIGH SCHOOL

SPANISH SYLLABUS

GRADE 10 2017-2018

GENERAL AIMS OF THE GRADE 10 SYLLABUS

1. To continue to develop the four skills – listening, reading, speaking and writing.
2. To continue to expose students to the language and culture of the Spanish-speaking world so as to develop an appreciation for the similarities and differences between them.
3. To develop the acquisition and accurate use of the grammar rules of the language.
4. To encourage vocabulary acquisition and the acquisition of a wide base of idioms and an appreciation for their usage and the differences between English and Spanish forms of expressions.
5. To encourage the appreciation of the Spanish language through their knowledge of and involvement in cultural activities.
6. To use the language in practical daily situations using skits and role-play.
7. To practice the skills and techniques integral to the CXC syllabus, e.g. responses to oral and written situations, reading, conversation, listening comprehension with multiple choice type responses and reading comprehension with written responses. The writing of essays, letters, dialogues and the use of translations and picture series to promote good writing skills.

GENERAL GUIDELINES

1. Be mindful of the fact that students learn in different ways and have a variety of talents. With this in mind, try to vary methodology and activities to allow all students a chance to excel.

2. Convey your enthusiasm and love for Spanish and its culture. This will generate in the students a willingness and love for learning and for expanding their horizons.
3. Games continue to be a useful way of reinforcing what has been taught and should be used frequently. Games such as 'hang-man, tic-tac-toe, battleships, boggle, bingo, stepping stones and verb relays' among others are useful activities for practicing structures or vocabulary in an exciting way.
4. Tests should be given fairly frequently. It is not necessary to wait until a unit is finished before testing. Set grammatical accuracy as a goal from the onset, taking care with accents, pronunciation etc.
5. Ongoing practice of the tenses through the writing letters, dialogues, compositions, short messages is essential at this level and focus on the accuracy of language and good use of vocabulary is key.
6. Encourage the students to strive for excellence at all times.

TEXTS: VIVA Book 3 Units 5, 6,7, 8, 11, Pupil's Book;

VIVA 3 – Practice Book;

VIVA 4 – Units 1 - 5

SPANISH TWO YEARS New Edition

CUAL ES?

CXC PRACTICE PAPERS Bankay and Ramsay

RESOURCE TEXTS:

It is advisable that the sessions timetabled be organized so as to cover the content and skills on the syllabus. Texts and skills should be scheduled for each session. For example. Writing and Grammar/Viva 3 / SPANISH TWO YEARS – 2 sessions; Reading and Listening – 2 sessions; Speaking /Cual es? CXC Practice Papers – 1 session. This does not have to be followed slavishly but, each teacher must organize use time so as to cover the material in a systematic way while developing all the language skills.

TERM 1

TEXTS: Viva 3, Units 6 - 8

Viva 3, Practice Book, Units 6 - 8

TOPICS/THEMES	FUNCTIONS	GRAMMAR	VOCABULARY	CULTURE
<p>FIRST LESSON</p> <p>PREPARING FOR THE YEAR</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Speak about the things they used to do during the holidays / activities they did on Emancipation / Independence holidays 2. Write short paragraphs explaining what they did / used to do during their holidays 3. Use vocabulary relating to vacations 	<p>Revision of regular preterite tense and <i>ir, hacer, ser, estar, venir, tener</i></p>	<p>Vocabulary relating to vacations</p> <p>Common <i>-ar, -er, -ir</i> verbs of the Preterite Tense</p>	<p>1. Places of interest in Spanish-speaking countries</p>
<p>MY COUSINS WEDDING</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Say what happened at the event 2. Describe what was happening at a family event 3. Read and understand invitations to weddings/birthdays/anniversary celebration, death announcements, 	<ol style="list-style-type: none"> 1. Preterite of regular verbs (re-entry) 2. Imperfect (re-entry) – emphasis should be on expressing what was happening 3. Irregular preterites – <i>ir, ser, hacer</i> (re-entry) 4. Irregular preterites – <i>dar, decir, poner, estar, andar, tener, venir, -gar, -zar, conducir, traer, oír, leer</i> 5. <i>Ser</i> and <i>estar</i> + adjectives and <i>tener</i> – describing in the past 	<p>Wedding vocabulary</p> <p>Expressions for wishes given at various family events – weddings, funerals, baptisms, anniversaries</p>	<p>Spanish Wedding traditions compare and contrast with what we know</p>

		https://121spanish.com/preterite-irregular-verbs		
LIFE WITH THE NEWLY WED – ORGANIZING THEIR GIFTS , AND NEW CAR UNIT 6 AND 7	Students should be able to: 1. Express themselves in a variety of situations using object pronouns, double object pronoun problem 2. Give instructions / commands in a variety of contexts using object pronoun with command 3. Make suggestions	Direct object pronouns (re-entry) Indirect object pronouns Double object pronouns with negative and positive commands and other tenses Suggestion structure – nosotros form of the verb in subjunctive or porque no+ indicative Algo / nada	Household articles Gift items – clothing, jewellery, money Parts of the car	Gift giving practice in Hispanic countries at weddings, traditions of newly weds Driving in a Hispanic country – At what age do young people learn to drive? What side of the road do you drive on?
WHAT HAPPENED: REPORTING A STRANGE EVENT	Students should be able to: 1. Use all interrogatives to construct questions to find out what	Revision and practice of the preterite and imperfect compared	Interrogatives	Places the young people /families like to visit in Spanish speaking countries.

<p>UNIT 8</p>	<p>happened/was happening/ where things are/ who is</p> <p>2. Interpret and design signs communicating services rendered and opening hours in a variety of shops</p> <p>3. Read and understand reported speech</p>	<p>True passive</p> <p>Impersonal 'se' to avoid the passive, also in exercises or contexts to practice passive in Unit 9 pg 142</p> <p>Ordinals Unit 9</p>	<p>Vocabulary related to robbery /fire : ladrón, robar, agarrar etc.</p> <p>Después, después de, antes, antes de, al principio, primero, luego/entonces, al (poco) rato, por último, al día siguiente, a la mañana siguiente, además, al fin y al cabo, a pesar de, sin en primer/Segundo lugar</p> <p>Pescadería, bomba de gasolina, peluquería, frutería, farmacia,</p>	<p>Suggested activity – jeopardy for interrogatives</p>
<p>CAR PROBLEMS</p> <p>UNIT 11</p>	<p>Students will be able to:</p> <p>1. Communicate about needs/maintenance of the car</p> <p>2. Interpret traffic signs</p> <p>3. Form adverbs</p> <p>[focus here is on situations to do with service station and car problems getting help etc]</p>	<p>Adverbs</p> <p>Future - If sentences present + future</p> <p>Preterite/Imperfect</p> <p>Conditional tense</p>	<p>Vocabulary and expressions related to car maintenance: llenar – llenarlo – fill it up, echar gasolina – to buy gas, falta aceite/agua, un pinchazo a puncture, tener un pinchazo, inflar la rueda – to blow up the tyre, cambiar la rueda – change a tyre, neumático/rueda – tyre</p> <p>Weather elements: relámpago, trueno, etc</p> <p>Vocabulary and expressions related to traffic signs</p>	<p>Road signs</p> <p>Road rules in Hispanic countries</p>

<p>Celebrating Special Occasions</p> <p>Unit 1</p>	<p>Describe preparations for and activities at a celebration</p> <p>Give instructions for preparations</p> <p>Make requests for preparations/favors to be done</p> <p>Accept or decline requests made</p> <p>Give appropriate greetings wishes on special occasions</p> <p>Say what you want/insist that others do</p> <p>Describe family members</p>	<p>Revision of familiar commands</p> <p>Poder + inf/Permitame/permiteme + infinitive/ dejame/dejeme + inf</p> <p>Present subjunctive – Querer que, Pedir que, rogar que, exigir que, mandar que, ordenar que , insistir que + subj</p>	<p>Vocabulary related to organizing functions ; decorar, preparar, limpiar, quitar polvo, comida, colgar cortinas etc.</p> <p>Family vocabulary – hermanastra, etc/</p>	
		<p>TERM 2</p> <p>TEXTS: Viva 4, Units 1 - 3</p> <p>Viva 4, Practice Book, Units 1 - 3</p>		
<p>TOPICS</p>	<p>OBJECTIVES</p>	<p>GRAMMAR</p>	<p>VOCABULARY</p>	<p>CULTURE</p>

<p>Travel Arrangement Unit 2</p> <p>Travel continued</p>	<p>Describe and write contextual announcements about travel arrangements: flights available, a tourist destination, making reservation at a hotel, making complaints</p> <p>Talk about what you will do in Grade 11/ or after Grade 11</p> <p>Explain what activities you did X time ago</p> <p>Give instructions to someone on how to arrive at a destination</p> <p>Talk about hopes/desires for others</p>	<p>Revision of the future – include habrá</p> <p>Hacer X anos que +preterito</p> <p>Querer que/Me gustaria que etc + subj [irregular verb in subjunctive ir dar, saber</p> <p>Polite commands – (re-entry)</p>	<p>Vocabulary related to holiday trips and destinations eg paquetes especiales, ida y vuelta etc. to making reservations, making complaints</p> <p>Vocabulary related to directions and location e.g doblar, cruzar, seguir etc</p>	
<p>Unit 3 Eating out and food preparation</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Make an order in a restaurant 2. Ask what food is recommended / recommend a variety of dishes 3. Suggest foods 	<ol style="list-style-type: none"> 1. Asking someone else to do something pedir que + subjunctive, rogar que insistir que, 2. Making recommendations – recomendar + noun and recomendar que + subjunctive 	<p>Verbs of recommending and suggesting</p> <p>Expressions related to dining out – exclamations on dishes positive and negative</p>	<p>Hispanic dishes</p>

	<p>4. Suggest that someone does something – sugerir + subjunc.</p> <p>5. Make a request of the waiter using pedir que, request bill</p> <p>6. Interpret a recipe</p> <p>7. Write a recipe</p>	<p>3. Spelling change verbs in the preterite</p> <p>4.. Revision of object pronouns / double object pronouns with negative and positive commands in the context of following / creating a recipe</p>	<p>Range of foods</p> <p>Actions related to recipes cortar, mezclar etc</p> <p>Expressions of amounts of foods</p>	
		<p>TERM 3</p> <p>VIVA 4 Unit 4</p>		
TOPICS	OBJECTIVES	GRAMMAR	VOCABULARY	CULTURE
<p>Entertainment and Recreation</p> <p>Unit 4</p>	<p>Interpret ads/announcements/articles about events or stars</p> <p>Express how they feel/their opinion about an event</p> <p>Express emotions about what is going to/has happen/ed</p> <p>Speak about what you do in your spare time</p> <p>Talk about what is showing at the cinema</p>	<p>Revision of perfect tense</p> <p>Introduction of perfect subjunctive</p> <p>Alegrarse de que etc + subj</p> <p>Lamentarse de que etc. + subj</p> <p>Qué + adj e.g Qué pesado/divertido</p>	<p>Vocabulary recreation e.g types of events, music, musical instruments, movies</p> <p>Cartelera, interpreter etc</p> <p>Adjectives describing feelings / or condition pesado / decepcionado etc</p>	<p>Hispanic stars and traditional music and festivals</p>

	Describe different types of movies Discuss a movie, plot and the actors etc.			
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THE FOUR SKILLS – SPEAKING, WRITING, LISTENING, READING

Throughout the delivery of the curriculum, all four skills are to be practiced on a regular basis, in class activities, homework exercises and tests. The following are suggested activities to be used to practice the four skills.

SPEAKING

1. Giving appropriate responses to situations arising from topics/themes.
2. Answering questions
3. Role-playing in situations arising from topics/themes.
4. Asking and giving directions, issuing invitations, giving explanations, excuses, transacting business in bank, travel agency etc
5. Expressing opinions orally – *a mi ver, me parece que...*
6. Making comparisons
7. Understanding instructions and telling people what to do (Use of the familiar commands)

WRITING

1. Giving responses to situations arising from topics/themes.
2. Letter-writing continued, using simple past and future tenses. Focus on format – date, opening lines, closing words.
3. Responses to situations described in English – preferences, accepting and declining invitations, information on signs e.g cancelations etc.
4. Writing of compositions, focusing on coherence – use of linking words and organizing narrative, setting
5. Contextual announcements

LISTENING

1. Listening to short selections of songs, dialogues etc based on the lesson and answering questions.
2. Use of Spanish by teacher to manage class.
3. Giving answers to oral questions.
4. Multiple choice items for listening comprehension.

READING

1. Reading aloud for correct pronunciation and intonation
2. Reading short passages and answering questions in both Spanish and English for Comprehension, without translating word for word
3. Multiple choice items based on grammar and vocabulary covered.