

IMMACULATE CONCEPTION HIGH SCHOOL
SPANISH SYLLABUS
GRADE 11 2012

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:**
1. Viva 4
 2. Viva 4, Practice Book
 3. Spanish Two years
 4. Practice Book for CXC Spanish – Ramsay and Bankay
 5. ¿Cuál es? New Edition. Charran Educational Publishers
 6. A Spanish Dictionary – Oxford or Collins
 7. GCSE Spanish Vocabulary – Buckley & Hall

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 4 / 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.

The Viva 4 covers with more depth,[additional vocabulary, more complex structures] themes that the students did earlier on in the programme. The teacher will not be able to do everything in class. The teacher must organize the students to work outside of the classroom especially in the areas of reading the dialogues and comprehension items and listing and studying the vocabulary.

Students must be consistently engaged in writing the types of items that they will do in the examination.

Students are encouraged to access information from Spanish TV, the Computer and to listen to Latin music

TERM 1				
TEXTS: Viva 4, Units 4 - 8				
Viva 4, Practice Book, Units 1 - 8				
THEME/TOPIC	FUNCTIONS	GRAMMAR	VOCABULARY	CULTURE
WEEK 1 Orientation and motivational exercises: Timetable – check for inconsistencies or problems Indicate what text(s) you will want students to bring each day Homework and its presentation (folder paper, notebooks etc.) Study habits, – the need for daily study or reading over, etc. Reporting on the summer vacation	Students will describe/relate what they did/used to do during the summer vacation	Preterite tense / imperfect tense review	Vocabulary associated with holiday activities, daily routine, travel etc	
Entertainment and Recreation Unit 4	Interpret ads/announcements/articles about events or stars Write announcements about events Express how they feel/their opinion about an event Express emotions about what is going to/has happen/ed Issue invitations to an event Decline or accept invitations with reason in writing or orally Speak about what you do in your spare time	Revision of perfect tense Introduction of perfect subjunctive Alegrarse de que etc + subj Lamentarse de que etc. + subj Qué + adj e.g Qué pesado/divertido	Vocabulary recreation e.g types of events, music, musical instruments, movies Adjectives describing feelings / or condition pesado / decepcionado etc	Hispanic stars and traditional music and festivals
Shopping and Sales FNO Unit 5	Interpret ads and signs announcing sales	Exclamations – Que + noun + adj Superlative	Vocabulary related to shopping: items – jewellery, digital items	

	<p>Give opinions on items Communicate in shopping context – prices sizes returning items Compare items Make recommendations for others to follow</p>	<p>Comparison tan ____ como ma/menos _____ que Recomendar que tu + subjunctive</p>	<p>Expressions related to items being on sale</p>	
<p>Crime and security Unit 6 Crime and security continued</p>	<p>Describe what an individual looked like Describe what the individual was doing and how he/she was doing it Ask questions to elicit information about an incident Give advice Interpret posters and signs giving advice Describe what was seen/heard Express disappointment</p>	<p>Imperfect + adj review and practice Imperfect – was happening practice Interrogatives Aconsejar que + subjunctive Oir/ver + infinitive Linking words sino</p>	<p>Vocabulary and expressions related to a robbery, to security</p>	
<p>On the road Unit 7</p>	<p>Interpret road signs and instructions Explain what happened in an accident Taking / denying responsibility for an incident Accusing others</p>	<p>Negative structures Prepositional pronouns</p>	<p>Vocabulary associated with driving: frenar, manejar etc</p>	<p>Road signs, rules in Hispanic societies, when young people can get a licence etc</p>
<p>Unit 8 Health</p>	<p>Communicate with a health care worker how you are feeling Make recommendations about what you should/should not do re health Express concern for others Offer well wishes Give encouragement Express sympathy</p>	<p>Subjunctive: Expressing feelings Siento que; me alegro de que, estoy content/a de que Making recommendations: Recomiendo que Se prohíbe que Siento oír que + indicative</p>	<p>Vocabulary and expressions associated with health issues: Illnesses, weight, dental problems, skin problems, diet</p>	<p>Healthcare system in one Spanish speaking country</p>

TERM 2 TEXTS: Viva 4, Units 9 - 11 Viva 4, Practice Book, Units 9 - 11				
<p>School and your plans for the future Unit 9</p> <p>In each Unit students should be set readings to do on their own and guided to the useful vocabulary lists to make. It is advisable that all the situations are completed Students should practice appropriate oral questions connected to the theme of each Unit Listening material available on text CD</p>	<p>Students should be able to :</p> <ol style="list-style-type: none"> 1. Interpret dialogues about aspect of school life 2. Use 'en cuanto' etc + subjunctive to express future events 3. Use 'ojalá + subjunctive 4. Use verbs of telling etc + subjunctive 5. Talk about what they do at school 6. Talk about what studying they will do after school 7. Interpret readings/advertisements about on-line learning 	<p>en cuánto + subjunctive ojalá + subjunctive decir/mandar etc que + subjunctive Imperfect subjunctive If clauses</p>	<p>Vocabulary related to talking writing about aspects of school life and studying after the secondary level, e.g. school reports, passing exams, studying on line</p>	<p>Names of exams and degrees in Spanish</p>
<p>How do you spend your free time? Unit 10</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Interpret dialogues and readings about young people and leisure time activities 2. Talk and write about when events take place 3. Express orally and in writing the postponement / cancelation of an event 4. Design flyers advertising sports clubs, games activities etc 	<p>Expressions of doubt + subjunctive</p>	<p>Vocabulary and expressions related to sporting activities: list of sports and activities list of games list of hobbies</p>	<p>Sporting events and sportsmen/women in Spanish speaking societies</p>
<p>A world with no boundaries Unit 11</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Interpret readings, advertisement and dialogues about new 	<p>Conditional tense Si yo fuera + conditional</p>	<p>Vocabulary related to cellular phones, using the internet, computers, laptops</p>	<p>Internet and Cable in Spanish American</p>

	technologies – cell phones, chat rooms 2. Express what they would if.....			
Units 12 – 15 Teachers should use the chapters for reading and choose the most useful activities for production and exam practice e.g. compose a flyer about an environmental event or from disasters – a paragraph about a hurricane during a trip				
Unit 12 -Disasters	Students should be able to: 1. Interpret readings and dialogues about natural disasters 2. Express weather conditions 3. Compose a report on a disaster	Imperfect subjunctive revisited	Vocabulary related to natural disasters: the different kinds of natural disasters, the conditions in these disasters, items needed in these situations	Spanish speaking countries which have suffered disasters –e.g. earthquake in Venezuela 2006
The environment Unit 13	Students should be able to: 1. Interpret readings, dialogues and ads 2. Design a flyer advertising an environmental event / project	If clauses revisited	Vocabulary related to environmental activities and problems targeted	Environmental issues, practices in Spanish speaking countries
Hispanic Culture Unit 14	Student should be able to: 1. Interpret readings, dialogues and articles based on culture 2. Describe the celebrations which take place in some Hispanic societies 3. Write an account of a celebration	cuyo/a cuyos/as	Vocabulary related to celebrations and festivals	Holidays and festivals in Spanish speaking societies
The business world Unit 15	Students should be able to: 1. Interpret ads seeking to employ or advertising services 2. Interpret dialogues covering aspects of communication in the business world e.g, a protest, manager employee discussion,	If clauses	Vocabulary related to the work place, jobs, business transactions	Banking customs, trade unions role in Spanish speaking societies

	manager client discussion 3. Carry out simple business transactions at the cambio, post office, bank			
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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 about self, family, pastimes, daily routine, holidays and travel
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

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.