

IMMACULATE CONCEPTION HIGH SCHOOL

SPANISH SYLLABUS

GRADE 7

2017-2018

GENERAL AIMS OF THE GRADE 7 SYLLABUS

1. To develop in pupils a familiarity with Spanish as a spoken language, developing progressive control of the four language skills: listening, speaking, reading and writing.
2. To introduce the students to the written language by way of its spoken form and to teach them to write what they can express orally.
3. To present the language as an essential element of the foreign culture and show how that culture is similar to and different from their own.

GENERAL GUIDELINES

1. Make every effort to create a 'fun' environment for the learning of Spanish.
2. As a rule, every effort should be made to introduce topics, vocabulary etc. orally before exposing the students to the written word. When vocabulary is given, make every effort to ensure that the students write it down correctly.
3. At the beginners' level, repetition and reinforcement play a significant role in the learning process. It is therefore essential to begin each class with a review of what was taught in the last class, as well as going over some of the earlier concepts on a regular basis.
4. It is also important that each student get the opportunity to practice orally what is being taught. To facilitate this it will be useful to put the students in pairs so that they can converse with their partner.
5. Role-playing, games, scrapbooks, pictures, tapes, etc. are also important in the beginners' Spanish class.
6. Games are 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 practising structures or vocabulary in an exciting way.
7. 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.
8. Encourage the students to strive for excellence at all times.

TEXTS: VIVA Book 1 – Pupil's Book
VIVA 1 – Practice Book
PRIMER LIBRO

TERM 1

TEXTS: Viva 1, Units 1 – 6 Viva 1, Practice Book, Units 1 - 6

TOPICS/THEMES	FUNCTIONS	GRAMMAR	VOCABULARY	CULTURE
<p>UNITS 1 & 2 MEETING ME AND MY FAMILY</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Greet and welcome others using different registers, respond to greetings 2. Expressing pleasure 3. Introducing oneself 4. Introducing others: 5. Asking about others 6. Identify/point out others and self 	<p>Sounds of vowels and consonants, the alphabet, accents, tildes Numbers 1 – 20 Exclamation, question signs in Spanish Agreement – bienvenido/s; -a/s; Definite articles – el, la los, las Soy, eres, es De – possession ; es la madre de Ana Mi, mis; tu, tus ; su, sus</p>	<p>Buenos días, hola, bienvenido, mucho gusto, etc. Estoy bien, muy bien, gracias, muy mal etc. ¡Qué alegría! ¡Qué bien! ¡Estupendo! Etc. Me llamo, soy, mi nombre es etc. ‘éste/ésta es ..., se llama, su nombre es, etc ¿Cómo te llamas?; ¿Cómo se llama?; ¿Quién es/eres? Etc. The Family La madre; el padre tío/tía sobrino/sobrino, abuelo/abuela, hermano/hermana etc. ¿Cómo estás? ¿Qué tal?</p>	<p>1. Our Hispanic neighbours</p>
<p>WHAT DO I WANT TO EAT UNIT 3</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Express what they want/do not want to eat 2. Ask and express what others want to eat/wear 3. Express hunger, thirst 4. Express flavours 5. Use of <i>¡Qué+adj.!</i> to describe 6. Continue expressing how you/others are feeling; 7. tú vs usted (in dialogue 4 p 30) 	<p>Indefinite articles – un, una Querer Verb forms of yo, tú, usted, él/ella Subject pronouns yo, tú, usted, él/ella, nosotros, vosotros, ellos/ellas ustedes of the verbs – querer ser, estar Qué + adj Pluralization of nouns</p>	<p>Foods Flavours Clothing ¡Qué hambre ! ¡Qué sed ! etc. !Qué rico ! etc</p>	<ol style="list-style-type: none"> 1. Foods eaten in Venezuela 2. Usted vs tú 3. Spanish Surnames
<p>WHAT ARE YOU/IT LIKE? EXPRESSING LIKES, DISLIKES UNIT 4</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Describe their house, the rooms, the garden, 2. Describe themselves, people, things and places 3. Ask for a description of places people and things 	<p>Agreement of Adjectives The verb Gustar - me gusta, no me gusta Demonstrative adjectives este, esta, estos, estas ¿Cómo es?, ¿Cómo son? Use of <i>¡Qué+adj.!</i> to describe</p>	<p>Common Nouns and Adjectives Adjectives describing physical characteristics, personality characteristics – lindo, feo, pequeño, grande, simpático, add to adjectives used in text, Español para la vida ¿Cómo es?</p>	<p>Housing in Hispanic countries: What is it like?</p>

- 4. Express likes and dislikes
- 5. Say what they want or do not want

GRADE 7 SPANISH SYLLABUS, TERM 1 CONTINUED

TOPICS/THEMES	FUNCTIONS	GRAMMAR	VOCABULARY	CULTURE
MY NEIGHBOURS, MY NEIGHBOURHOOD AND I. MY COUNTRY UNIT 5	Students should be able to: 1. Introduce themselves and say where they live 2. Give names, addresses and occupation 3. Say where they are from	Expressing addresses Question Words - ¿Dónde? ¿Qué? ¿Cuántos/as? Etc Numbers 21 – 30 Pluralization of nouns and adjectives Subject pronouns continued Ser – soy eres es, somos, sois son Vivir – vivo, vives, vive, vivimos, vivís, viven Use of <i>hay</i> ¿De dónde eres? Soy de.... Expressing occupations – soy profesor, soy taxista, etc.	Occupations Neighbourhood, Common adjectives continued	Expressing addresses in Spanish
¡FELIZ NAVIDAD! UNIT 6	Students should be able to: 1. Say where someone or something is 2. Express customary activities at Christmas, using the present tense	Estar – estoy, estás, está, estamos, estáis, están Question word -¿Dónde? Prepositions of position – delante de, detrás de, debajo de etc. Numbers 31 – 50 Present Tense of –AR verbs, - comprar, cocinar, visitar, invitar, preparar, decorar, etc.	Christmas Vocabulary – greetings and activities Places in towns, (shops)	Christmas traditions in Spanish-Speaking countries Countries and cities Traditional Christmas dishes in Spanish-speaking countries

TERM 2				
TEXTS: Viva 1, Units 7 - 10 Viva 1, Practice Book, Units 1 - 6				
BACK TO SCHOOL UNIT 7	Students should be able to: 1. Express what they like to do, want to do 2. Ask and express occupation 3. Ask and express nationality 4. Use present tense of AR/ER/IR verbs to express what you and friends do	me gusta + infinitive querer + infinitive Present tense AR family ¿Cuál es su nacionalidad? / ¿De dónde es? Es jamaicano/Es de Jamaica ¿Qué quieres ser? /Cuál es tu/su profesión? Quiero/Quiere ser...../Soy/Es..... Ser	Professions: those found in Viva 1 p 74, 75, and 79: ingeniero, artista, plomero, and list from Primer Libro comer, correr, leer novelas, beber coca, escribir poemas, vivir en Venezuela	Famous Hispanic personalities: Gloria Estefan, Carlos Moya, Gabriel Garcia Marquez, Simón Bolívar; Suggestion Give a short presentation on one in Spanish, name, date of birth, what s/he does
FINDING OUT MORE ABOUT OUR FRIENDS AND FAMILY UNIT 8	Students should be able to: 1. Ask questions to gather information about what friends, do, like to do, want to do 2. Use –AR, -ER, -IR verbs to express what members of their families do 3. Count up to 100 4. Read and understand a short passage on a few things we do to keep school environment clean/healthy create a healthy environment using regular verbs	¿Te gusta + inf? ¿Quieres + inf? AR, ER, and IR verbs – el / ella, yo, tú Numbers 50 - 100 Colocar, limpiar, lavar, barrer, cultivar	comer hamburguesas, beber jugos, escribir poemas, correr rápido, descansar, trabajar....., jugar al tenis, and AR verbs on pg 87 Viva 1	Poem of Luis Pales Matos – Puerto Rican poet and one of the first Negrista poets
WHAT MY FRIENDS , FAMILY MEMBERS AND I DO UNIT 9	Students should be able to: 1. Express what family/friends do 2. Use questions to interview friends to get personal information 3	AR, ER and IR verbs – ellos/ellas, nosotros ¿Qué hacen/hacemos? Tener – Cuántos/Cuántas X tienes.... Tengo Ella/el tiene	Revision: Family members Classroom items Activities	Song Tres ovejas

<p>WHAT TIME IS IT AND AT WHAT TIME DO YOU GET UP? UNIT 10</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Ask what time it is 2. Tell the time 3. Say what you do in the morning 4. Say what time you do activities 5. Use idioms with tener 6. Identify the parts of the body 7. Express where you have a pain 	<p>¿Qué hora es? ¿A qué hora _____?</p> <p>Body Parts Tengo dolor de + body parts</p>	<p>levantarse, bañarse, lavarse, ducharse, peinarse, cepillarse tener hambre, tener frío, tener sueño, tener calor Qué hambre, qué frío etc.</p>	<p>Song 'Los quehaceres de la semana'</p>
<p>TERM 3 TEXTS: Viva 1, Units 11 - 12 Viva 1, Practice Book, Units 11 - 12</p>				
<p>WHERE ARE YOU GOING UNIT 11</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Express going to places using various modes of transport 2. Use usted to ask questions when appropriate and ustedes to speak to more than one person 3. Use colours to describe flags, uniforms, clothes 4. Use salir to express when you are leaving 5. Use ¿A cuánto estamos hoy? / Estamos a to ask answer date 	<p>IR SALIR en bicicleta, en carro en autobús en taxi a pie ¿De qué color es _____? adjectives of colour</p>	<p>Modes of transport rojo, anaranjado, rosado, amarillo, negro, pardo, blanco gris, verde, azul, marrón, morado</p>	
<p>WHAT ARE YOU GOING TO DO NEXT UNIT 12</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Talk and write about taking a trip 2. Talk and write about what you are going to do next 3. State the date of public holidays 	<p>IR A + infinitive Numbers 500 to 1000</p>	<p>Días Festivos</p>	<p>Some public holidays in Hispanic societies</p>

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. Question and answer – personal information
2. Role –play – Introducing friends and family,
3. Dialogues on meeting others, reporting personal information ...
4. Describe what a person is doing – based on pictures or through charades
5. Information Gap activity

WRITING

1. Short paragraphs on daily activities.
2. Short paragraph or dialogue on future plans.
3. Responses to situations described in English .
4. Dialogue creation
5. Dialogue completion
6. Written description of activities in a picture.

LISTENING

1. Listening to short selections of songs, dialogues etc based on the lesson and answering questions.
2. Use of Spanish by teacher in class for simple instructions.
3. Giving answers to oral questions based on large pictures.
4. Simple 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
3. Multiple choice items based on grammar and vocabulary covered.