

IMMACULATE CONCEPTION HIGH SCHOOL

SPANISH SYLLABUS

GRADE 8

2017- 2018

GENERAL AIMS OF THE GRADE 8 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 2 Units 1 – 8, Pupil's Book
VIVA 2 – Practice Book

TERM 1				
TEXTS: Viva 2, Units 1 – 4 Viva 2, Practice Book, Units 1 - 4				
TOPICS/THEMES	FUNCTIONS	GRAMMAR	VOCABULARY	CULTURE
WHOSE IS IT? UNIT 1	Students should be able to: 1. Ask whose something is 2. Ask and say what belongs to certain persons 3. Use the present tense to describe everyday activities	<i>¿De quién es? ¿De quién son? Es mío, son míos etc.</i> Possessive adjectives and pronouns – <i>Mi mis, tu, tus, su, sus, nuestro/a/os/as</i> etc	Locations (Continued) Everyday ítems Expressions relating to speaking on the telephone - <i>¡Diga!, ¡Aló!, ¡Bueno! A la orden, lo siento, número equivocado</i> etc. Vocabulary expressing everyday activities	1. Speaking on the telephone
WHAT AM I GOING TO DO? UNIT 2	Students should be able to: 1. Say what people are going to do 2. Say what they are going to do 3. Ask others what they are going to do 4. Ask and talk about the weather 5. Use numbers up to 500	<i>Ir + a + infinitive</i> Possessive pronouns continued More practice with possessions Uses of <i>ser and estar</i> (Primer Libro)	Future time expressions – <i>la semana que viene, el verano próximo</i> etc. Additional prepositions Seasons of the year, including <i>la estación seca, la estación de lluvias</i> Additional colours	1.The weather/seasons in Spanish –speaking countries and the Caribbean 2.El día del santo 3. Song – <i>De colores</i>
WHAT ARE YOU DOING? UNIT 3	Students should be able to: 1.Ask and say what people are doing 2.Ask and talk about nationalities and occupations 3. Ask and talk about daily activities 4. Use numbers up to 1000	Present Continuous Tense, including irregular present participles Present tense of –go verbs – <i>salir, decir, hacer, etc</i> (Using Primer Libro) Contrast of Present Tense and Present Continuous Tense	More occupations and nationalities More vocabulary on clothing and food Vocabulary expressing everyday activities	
SHOPPING UNIT 4	Students should be able to: 1.Ask about and tell prices of clothes and food when shopping 2. Talk about shops and shopkeepers 3. Express preferences 4. Make, accept and decline an invitation. 5. Use numbers up to 2000 6.Express distances in Spanish	Stem-changing Verbs – Textbook and Primer Libro <i>Preferir</i> with infinitive Demonstrative adjectives continued – <i>ese, esa, esos, esas</i> Demonstrative pronouns – <i>ése</i> etc. Agreement of nouns and adjectives (additional exercises in Primer Libro) <i>Me gusta, me gustan, te gusta, te gustan. Gustar</i> with infinitives	Vocabulary relating to shopping – <i>A la orden, ¿ Cuánto cuesta/n?, barato, caro, algo más, etc</i> Vocabulary for fruits, vegetables and ítems of clothing Word-building – <i>zapato, zapatero, zapatería, pan panadero, panadería</i> Adverbs – <i>nunca, siempre</i>	Places in the Caribbean

TERM 2				
TEXTS: Viva 2, Units 5 - 7 Viva 2, Practice Book, Units 5 - 7				
WEEKS 1 AND 2 The Christmas holidays	1. Students should be able to talk about what they did or what they and their friends did during the holidays 2. Student should be able to understand when asked what they did	Preterite yo and nosotros forms of –ar –ir and –er verbs, fui a and fuimos a Hiciste, hicieron	Vocabulary linked to holiday activities	Christmas holiday activities in Venezuela
MEALS AND EATING OUT Unit 5	Students should be able to: 1. Interpret a menu 2. Order a meal 3. Ask and give the prices of meals 4. Request the bill 5. Comment on the meal 6. State times a which meals take place 7. Ask permission to do activities	Stem changing verbs o – ue poder + infinitive	Meats e.g. chuletas de puerco, carne de vaca, pollo, Wide variety of fruits and vegetables of Spanish American and the Spanish Caribbean Foods: arroz, harina, pan, queso, huevos, etc Drink: jugo de naranja, de uva, de fresa, de toronja	Meal times in Hispanic Countries Popular dishes in Hispanic countries
DESCRIBING PEOPLE AND PLACES Unit 6	Students should be able to: 1. Talk about where countries are located [to the north of etc.] 2. Interpret a description of a people and a country 3. Compose a description of their country and their people, include basic comments on the environmental issues of a country of choice 5. Use direct object pronouns appropriately 6. Give the dates of important historical events in Spanish American and Spanish Caribbean	Conocer – to know a place Direct object pronouns estar + position Saber vs conocer	Vocabulary related to the topography and demographics of a country. e.g. desierto, montaña, lengua, raza etc. Prepositions: al norte de etc. Adjectives: describing places e.g. maravilloso, hermoso etc.	Sequence of Columbus' arrivals in the New World
TERM 3				
TEXTS: Viva 2, Unit 8 Viva 2, Practice Book, Unit 8				
DAILY ROUTINE Unit 7	Students should be able to: 1. Talk and write about their daily routine, what they do and they time at	Reflexive Verbs Preterite yo and tú Le duele/les duele le/les duelen	Vocabulary relating to daily routine The parts of the body Adjectives	The daily routine of young people in Hispanic societies,

<p>DAILY ROUTINE Unit 7</p>	<p>which they do it 2. Talk and write about what they did yesterday and at what time 3. State the parts of the body 4. Tell the doctor what part of the body is hurting [Material must be sourced from other texts, e.g Dime] 5. Interpret dialogue between doctor and patient [Material must be sourced from other texts, e.g Dime] 6. Describe family / friends with additional physical detail, hair type and colour</p>	<p>Y to e</p>		
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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. Asking and saying what belongs to me and to you.

2. Speaking on the telephone.
3. Speaking about future plans using *ir a* + infinitive.
4. Role –play – The weatherman – describing the weather of a country or a region on the map
5. Inviting someone out – accepting and declining the invitation(giving a reason)
6. Shopping – role-play, skits
7. Dialogues on likes, dislikes and preferences
8. Report on daily activities and those of others
9. Describe what a person is doing – based on pictures or through charades
10. Information Gap activities – who ate what for breakfast

WRITING

1. Short paragraphs on daily activities.
2. Short paragraph or dialogue on future plans.
3. Responses to situations described in English – preferences, accepting and declining invitations.
4. Creating a map with weather symbols for oral presentation.
5. Dialogues on shopping.
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.