

IMMACULATE CONCEPTION HIGH SCHOOL

SPANISH SYLLABUS

GRADE 9

2017-2018

GENERAL AIMS OF THE GRADE 9 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. Writing letters, dialogues, compositions are emphasized 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 2 Units 9 - 12, Pupil's Book; VIVA Book 3, Units 1 - 4

VIVA 2 – Practice Book; VIVA 3 – Practice Book

PRIMER LIBRO

| TERM 1 TEXTS: Viva 2, Units 9 - 12 Viva 2, Practice Book, Units 9 - 12 | | | | |
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| TOPICS/THEMES | FUNCTIONS | GRAMMAR | VOCABULARY | CULTURE |
| LESSON 1 MY SUMMER HOLIDAYS | Students should be able to: <ol style="list-style-type: none"> 1. Speak about the things they did during the holidays 2. Write short paragraphs in Spanish describing their holidays 3. Use vocabulary relating to vacations | Revision of Regular Preterite tense Introduction of the preterite <i>of hacer, ir</i> | Vocabulary relating to vacations Common <i>-ar, -er, -ir</i> verbs of the Preterite Tense | 1. Places of interest in Spanish-speaking countries |
| TALKING ABOUT ACTIVITIES/SUBJECTS/MUSIC THAT YOU AND YOUR FRIENDS LIKE | Students should be able to: <ol style="list-style-type: none"> 1. Talk and write about what their friend/friends like to do, what school subjects and activities they like and | Le gusta/gustan, les gusta/gustan A quién le/les gusta/n Nos gusta/n | School subjects [include the subjects they actually do at ICHS, e.g teatro] Prepositions: al lado de, a la izquierda de/a la derecha de, cerca de, lejos de, | |

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| Unit 8 | dislike 2. Ask what other people like/dislike 3. State where places in town are 4. Talk and write about the activities they know how to do | Estar + prepositions Saber Saber vs conocer | frente al, entre, etc | |
| TALKING ABOUT VACATIONS UNIT 9 | Students should be able to: 1. Talk about vacations – Easter, Summer, Christmas – what they do and what they did 2. Speak about dates and events 3. Make comparisons and give opinions 4. Write letters | | Future time expressions – la semana que viene, el verano próximo 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 – <u><i>De colores</i></u> |
| CELEBRATING WITH FAMILY UNIT 10 | Students should be able to: 1.Describe what they do when celebrating special occasions with family 2.Talk about the extended family 3. Use exclamations to describe how they are feeling. | Present Continuous Tense, including irregular present participles Present tense of –go verbs – traer <i>salir, decir, hacer</i> , etc Revision Preterite tense continued – dar | Vocabulary related to special occasions: Birthday, Los Quince años, Christening, Wedding | Merengue Los Quince años |
| WORKING IN THE HOUSE UNIT 11 | Students should be able to: 1. Instruct a friend/relative to do an action using the different structures 2. Interpret instructions in recipes, 3. Express what one has to do 4. Give instructions about what to do or not to do to maintain a healthy, | Positive commands of regular verbs, reflexive verbs – tú form Tener que + inf Querer + inf Infinitive Stem-changing Verbs – Textbook and | Vocabulary relating to household chores, instructions teacher might give in the class room, instructions in the gym etc. Adverbs: despacio, de prisa, enseguida Leaflet on environmental issues and the | Recipies Spanish dishes |

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| | <p>happy environment</p> <p>4. Give opinions</p> | <p>Primer Libro – review</p> <p>Me parece que/Te parece que....?</p> | | |
| <p>TRAVELLING BY PLANE AND CAR</p> <p>Unit 12</p> | <p>1. Students should be able to express the following</p> <p>a. Travelling around their city / town.</p> <p>2. Travelling abroad</p> <p>a. At the airline counter/travel agent: book a flight,. Ask for information on the flight – when it leaves/arrives</p> <p>b. In immigration: express where and how long they will stay in a country</p> <p>c. At the cambio: ask to exchange money/travelers cheques</p> <p>d. On the plane: interpret instructions/information given by airline personnel</p> <p>e. In Customs</p> <p>2. Talk about a journey they took – when flight took off, landed</p> <p>3. Interpret travel documents immigration card, airline ticket</p> <p>4. Talk about where they will travel to and what they will do there</p> | <p>Preposition ‘por’</p> <p>Preterite</p> <p>Future tense of regular verbs</p> <p>Como vienes a la escuela?</p> <p>Questions about travel in local context, taking the bus,</p> | <p>Vocabulary relating to travel:</p> <p>Places in an airport, expressions used by airhostess, pilot, immigration officer, customs officer, traveler, travel agent</p> <p>hacer escala, abróchense el cinturón, Cuántos días va a estar en.....? Tiene usted algo que declarar etc.</p> | <p>Money in Hispanic countries</p> |

| <p style="text-align: center;">TERM 2</p> <p style="text-align: center;">TEXTS Viva 3 Units 1 – 4</p> <p style="text-align: center;">Practice Book Viva 3</p> | | | | |
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| <p>WEEKS 1 AND 2 THE CHRISTMAS VACATION AND THE NEW TERM</p> | <p>Students should be able to:</p> <p>Say what they and their family/friends did over the vacation</p> <p>Say what they will do in the New Year: New Year resolutions</p> | <p>Preterite: Nosotros form</p> <p>Future tense</p> | <p>Vocabulary related to Christmas vacation and holiday activities</p> <p>Vision Board</p> | |
| <p>SPORTS</p> <p>Unit 1 [Book 3]</p> | <p>Students should be able to:</p> <ol style="list-style-type: none"> Describe a football match that is taking place Say what happened during a match State which sports you/a friend like[s] or dislike[s] Give positive commands, usted/ustedes form Introducing people - revision | <p>Te gusta [n]/ Me gusta[n]/le gusta[n]</p> <p>Te/me/le gusta+ inf - revisión</p> <p>Commands</p> <p>Preterite</p> <p>Saber vs Conocer – revisión</p> <p>Demonstrative Adjs - revision</p> | <p>Vocabulary : Extended list of sports, expressions and vocabulary related to a football match – team, attackers, defenders, to score etc.</p> | <p>Sports in Spanish America [Jai-lai, bull fights] and the Spanish Caribbean</p> |
| <p>WHAT USED TO HAPPEN</p> <p>Unit 2</p> <p>WHAT USED TO HAPPEN cont</p> <p>Unit 2</p> | <p>Students should be able to:</p> <ol style="list-style-type: none"> Interpret what used to happen on holidays Use imperfect to express what used to happen/was happening Describe what was happening at an event while on holiday Describing in the past | <p>Introduction of the imperfect</p> <p>Negative commands</p> <p>Imperfect + adjectives</p> <p>Imperfect to tell weather in past</p> | <p>Vocabulary related to holiday activities</p> <p>Public signs – road signs, signs on doors</p> | |

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| | <p>5. Past continuous tense</p> <p>6. Instruct friends and others not to do an action</p> | | | |
| <p>EXPRESSING WHAT USED TO HAPPEN – EN MACHU PICCHU</p> <p>Unit 3</p> | <p>Students should be able to:</p> <p>1. Describe what used to happen in the past/was happening</p> <p>2. Interpret what things were like in the past</p> <p>2. Write a letter about what you used to do while on a trip/vacation</p> | <p>Imperfect</p> <p>Estar in imperfect + adjectives to describe that condition that was</p> <p>Negatives: nadie and nada</p> <p>Past continuous tense</p> | <p>Vocabulary related to activities while on vacation and description of a historical site</p> | <p>Machu Picchu Inca civilization in Peru</p> |
| <p>AN ACCIDENT</p> <p>Unit 4</p> | <p>Students should be able to:</p> <p>1. State what events/actions happened</p> | <p>Consolidation of Preterite Tense</p> | | |
| <p>TERM 3</p> <p>TEXTS Viva 3 Units 4</p> <p>Practice Book Viva 3</p> | | | | |
| <p>AN ACCIDENT contd</p> <p>Unit 4</p> | <p>2. Compose an account of what was happening when an event occurred</p> <p>3. Interpret me/te/le/nos les [not produce]</p> <p>4. Interpret your report card,</p> <p>5. Express how you feel about grades you get, expressing feelings</p> | <p>Preterite vs Imperfect</p> <p>Indirect object pronouns – for recognition only [will be done in more detail in Grade 10]</p> <p>estar + adjectives</p> <p>future tense</p> | <p>Vocabulary related to a report card: calificaciones,</p> | |

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| | 6. What you will do during the summer holidays/ to prepare for the upcoming examinations | | | |
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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. Describing pictures
3. Role-playing in situations arising from topics/themes.
4. Asking and giving directions
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)
8. Information Gap activities

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.
4. Introduction to the writing of compositions in past and including concept of coherence of a written piece

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, without translating word for word
3. Multiple choice items based on grammar and vocabulary covered.