SPANISH SYLLABUS

2 Unit Z

BOARD OF STUDIES
NEW SOUTH WALES

Board of Studies NSW 1985
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RATIONAL

Spanish is the first language of more than 200 million people in Spain and Latin America. As one of the major languages of the world, it is not only the official language of twenty countries, but also one of the five official languages of the United Nations. In addition, there are approximately 75,000 Spanish speakers in Australia, and as such, Spanish is one of the major languages in Australia's multicultural society.

This course is specifically intended for students who wish to begin the study of Spanish as a foreign language in Year 11. Students with some knowledge of Spanish may be better directed towards the 2/3 Unit Spanish course, which would be more appropriate for such students.

Spanish 2 Unit Z will lead to a separate examination, different from those of 2/3 Unit courses.

The emphasis of this course is to develop comprehension and communication skills in situations typical of those often encountered by the visitor to a Spanish-speaking country. This will largely be done through language work that will develop in the student basic reading, writing, listening and speaking skills. At the same time, the course will foster an appreciation of Hispanic culture and civilisation.

Given that the aims of this syllabus are to acquire essentially practical skills, it is recommended that the study of the language be in functional/notional terms. That is to say, students should from the very beginning and at every stage learn to be able to do something practical with what they learn. This can be achieved largely by introducing the language in real or simulated real-life situations, and subsequently practising it in similar situations.

Whereas the functional aspect is concerned with the social purpose of utterances, the content of utterances, or form of words, is their notional aspect. In other words, the notional aspect describes more what is communicated and not so much how (the old grammatical approach) or when and where (the situational approach).
AIMS

Through the study of Spanish language and civilisation it is intended that students will:

1. acquire and develop the practical skills of speaking, listening, reading and writing in Spanish, in order to enable students to communicate simply but effectively in the language;

2. obtain an understanding of the culture and societies to which a knowledge of the Spanish language provides access;

3. have the opportunity to experience the personal satisfaction and enjoyment derived from the attainment of realistic objectives.

STUDENT OBJECTIVES

Within the scope of the topics, language functions and grammatical concepts set out on pages 8–13, students will learn:

1. to pronounce Spanish clearly;

2. to understand simple Spanish spoken at near-normal speed;

3. to express themselves in simple, everyday conversational Spanish (Castilian and Latin American pronunciations are equally acceptable);

4. to read basic Spanish;

5. to write simple letters or dialogues in Spanish.

To enhance their appreciation of the Spanish language, students will also learn:

6. about the way of life of Spanish-speaking people as described in the Civilisation section;

7. to communicate with Spanish-speaking people in Australia and abroad, using basic communication skills and knowledge of the way of life of Spanish-speaking people.

TEACHER OBJECTIVES

In the context of supporting students in realising the objectives set above, the teacher should:

1. use spoken and written Spanish in the classroom as much as is practical;

2. employ a wide range of teaching materials;

3. adapt such materials to the requirements of the syllabus where necessary;

4. encourage students to apply their knowledge of Spanish outside the classroom.
NOTES ON OBJECTIVES

Study of the four basic skills must be thoroughly integrated. Integration should occur through the use of common material, such as situational topics, to reinforce all four skills. For example, within a given topic a reading comprehension exercise may serve as a basis for the development of dialogues for oral or written practise.

A higher level of achievement should be sought in the receptive skills of reading comprehension and listening than in the productive skills of speaking and writing.

With respect to listening skills, teachers should expose students to as wide a variety of styles of spoken Spanish as possible. Teachers should avoid expressing judgements about the acceptability of different varieties of Spanish.

With respect to speaking skills, students should be encouraged to adopt one consistent style of pronunciation and usage. In the practice of reading aloud and speaking Spanish, conventions of stress, phrasing and intonation must be observed.

Speaking and listening skills should be practised in the context of everyday situations, such as those at home, with family and friends, at school, travelling, shopping, eating and drinking, and other activities of daily life.

With respect to listening, speaking and writing skills, students should be able to both use and understand the language in terms of the grammatical structures specified. It is important that the study of "grammar" be used to support and extend confidence in communicating.

Students will be expected to read and understand written material based on everyday situations, as well as simple accounts of the societies and life-styles of the various Spanish-speaking regions of the world. Students will not be expected to understand complex historical, sociological, economic, or literary texts in Spanish. Written material will be in terms of the grammatical structures, vocabulary and language functions set out in the Content section.

With respect to writing skills, students will be expected to communicate simple ideas and everyday experiences consistent with the topics (vocabulary), language functions and grammatical concepts set out on pages 8–13.

Teachers should, wherever possible, seek ways to integrate Hispanic culture into other areas of study in the school.
CONTENT

METHODOLOGY

The functional/notional approach to teaching suggested by this syllabus can be used within the framework of the situational topics listed. An example follows of the relationship between function, notion and topic (from van Ek, *The Threshold Level for Modern Language Learning in Schools*, Longman, 1976).

<table>
<thead>
<tr>
<th>Function category</th>
<th>Notion</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressing want:</td>
<td>número catorce</td>
<td>De compras</td>
</tr>
<tr>
<td></td>
<td>un biftec</td>
<td>En un restaurant</td>
</tr>
<tr>
<td>Me gustaria ...</td>
<td>una habitación doble</td>
<td>En un hotel</td>
</tr>
<tr>
<td></td>
<td>un billete de ida y vuelta</td>
<td></td>
</tr>
</tbody>
</table>

In each communicative act, the student will need to generate or comprehend certain language functions. As illustrated above, the function is concerned with the social purpose of the utterance, such as expressing want, seeking information, etc. Notions, such as quantities, times, clothing sizes, types of food, etc will be determined by the conditions under which the act of communication takes place (situation/topic).

The functional/notional approach of this syllabus assumes that the teaching of Spanish will not proceed on the basis of a checklist of grammatical topics and isolated vocabulary items. An aspect of the functional/notional approach is to encourage the creative expression of ideas, approximating 'realistic' discourse.

FUNCTIONS

Within the context of the situational topics, skill in using the following language functions should be developed (see van Ek, *The Threshold Level for Modern Language Learning in Schools*, op cit).

*Imparting and seeking factual information*

- identifying people and things
- asking about/describing: people/places/activities/events/situations (past, present, future)
- describing physical features (colour, dimension, number, quantity)
- asking for/giving the time, the date, cost and directions, telephone numbers, address
- giving instructions
- counting
Expressing and finding out intellectual attitudes
- expressing ignorance/agreement/disagreement
- inquiring about/expressing opinions (in a simple way)
- inquiring about/expressing capability

Expressing and finding out emotional and moral attitudes
- inquiring about/expressing pleasure and displeasure, preference, approval and disapproval, intention, wants and needs
- expressing gratitude, sympathy
- apologising

Getting things done
- asking for/giving advice
- inviting
- requesting help, things (goods), and something to be done
- asking for/giving permission

Socialising
- greetings
- introducing people
- leave-taking
- expressing gratitude
TOPICS AND VOCABULARY

1. The following situational topics are prescribed contexts for learning the basic communicative skills. All topics must be dealt with during the course, but it is not intended that they be treated in any particular order, nor that particular topics be studied in certain years. It is envisaged that many of the topics will be treated in each year, increasing the range of vocabulary and structures successively. These situational topics should be seen as a means of defining vocabulary areas and should further provide a context for practising language functions and basic grammatical structures.

   a. Encounters, meetings and presentations
   b. At the airport, trainstation, etc.
   c. Discussion of home and daily routine
   d. Making arrangements and telephoning
   e. Shopping
   f. Eating at home and in restaurants
   g. Leisure activities and ticket purchases
   h. Discussion of school activities
   i. Health and accidents
   j. Holidays and travel
   k. Discussion of weather, time, dates, days, seasons, and numbers

2. Keniston, *A Standard List of Spanish Words and Idioms* (Heath, Lexington, K.Y Heath) should be used as a guide to basic vocabulary acquisition. The Keniston list will provide teachers with a framework for selecting and adapting teaching materials, and will provide students with a 'store' that should enable them to master the topics, functions and grammatical structures prescribed in the course and to be adequately equipped for the examination.

   In addition, students should be encouraged to keep a 'personal vocabulary list' of words that extend the ability to express personal preferences or ideas in the situational context. Such a list may contain, for example, the names of foods, places, sports and hobbies, that do not appear in the Standard List. This 'extension' vocabulary will not be directly examined.
GRAMMAR AND ORTHOGRAPHY

Grammar should not be approached as a discrete unit to be studied in isolation from practical situations. The following may be used as a checklist of points with which the student will need to be familiar in order to achieve the level of basic communication required by this course.

The Article

1. The indefinite and definite articles, including contractions and agreements.
2. The use of the definite article:
   (a) before abstract nouns
   (b) before nouns used generically, that is, used to denote a class of persons or things
   (c) instead of a possessive adjective
   (d) in expressions of time, weights and measures
   (e) before an infinitive used as a noun
   (f) before names of countries, continents, etc
   (g) before a title or qualified proper noun
   (h) before the name of a language.
3. The omission of the indefinite article:
   (a) with otro, cierto, dicho, tal, tanto, medio, semejante, que (in exclamations), mil
   (b) before nouns denoting profession, nationality or rank.
4. The neuter article 'lo' employed before adjectives used as nouns.

The Noun

1. Gender and number
2. Basic word order.
3. Nouns describing material/content, or possession (ie un anillo de oro, un pastel demanzana, el libro de Juan).
4. The use of infinitive as a verbal noun.
The Adjective
1. Position and agreement.
2. Comparison.
3. Numbers.
4. Possessive.
5. Demonstrative.

The Verb
1. The indicative:
   
   Formation and use of the present, present continuous, perfect, future, preterite, imperfect, pluperfect and conditional of regular and common irregular verbs.
   
   The above to include radical-changing and reflexive verbs.
2. The subjunctive:
   
   The formation and use of the present subjunctive. Imperfect subjunctive (both forms) for recognition only.
3. Polite commands.
4. The formation of the present and past participles and their usage.
5. Government of the infinitive; common verbs requiring a preposition with the infinitive; verbs taking a, de, en, etc.
6. Common idiomatic uses of verbs such as hacer and tener.

Adverbs
1. Formation of adverbs from adjectives.
2. Comparison and superlative — regular and irregular.
3. Adverbs of degree and quantity.

The Preposition
1. All common prepositions.
2. The use of the personal ‘a’ before the direct object of a verb.
3. The essential differences between ‘por’ and ‘para’.
4. The use of ‘de’ after superlatives and in measurements, etc.
5. The use of ‘al’ plus the infinitive.
Pronouns
1. Personal pronouns, subject and object.
   Reflexive pronouns.
   Pronouns governed by prepositions.
   Relative pronouns.
   Interrogative pronouns.
   Demonstrative pronouns.
   Possessive pronouns.
2. Order and position of object pronouns.

The Conjunction

Interjections and Exclamations

Orthography
   Orthography, especially written accent marks.

CIVILISATION

In the context of an integrated approach to speaking, listening, reading, and writing, the following cultural material may be studied but specific cultural content will not be assessed. This material may be particularly useful for comprehension passages, role-playing situations and debates.

a. Geography of Spain and Latin America
b. Everyday life in Spanish-speaking countries
c. Customs and traditions
d. Major cultural figures, both classical and popular
e. Discovery and exploration of Latin America by Spanish people
f. Current political issues in Spain and Latin America
SUGGESTED COURSE MATERIAL

Some course materials that might prove suitable in achieving the objectives of this course are listed below. Other useful material exists, and teachers should feel free to choose that which they consider most suitable for their students.

Hakanson, Masoliver and Beeck, *Eso Es 1 and 2* (Longman).

*L M Spanish Level One* and parts of *Level Two* (Harcourt, Brace and World).

*Digame*, followed by *Por Aquí* (BBC).

*Entre Nosotros* (SCGEL).

*Viaje a Madrid* (Longman).

*Zarabanda*, followed by *Tal Como Es* (BBC).

For other useful materials, consult *Multicultural Education Papers No. 5, 1980* (Spanish) issued by the Directorate of Special Programs, Multicultural Education Centre, Department of Education.

EXAMINATION

1. Teachers should refer to the Specimen Examination Paper for details of the types and length of questions that may appear in the Higher School Certificate Examination.

2. OUTLINE OF EXAMINATION

Allocation of marks

<table>
<thead>
<tr>
<th>Skill</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>30</td>
</tr>
<tr>
<td>Reading</td>
<td>30</td>
</tr>
<tr>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td>Writing</td>
<td>20</td>
</tr>
</tbody>
</table>

Length of examination

<table>
<thead>
<tr>
<th>Test</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening tests</td>
<td>approximately 45 minutes</td>
</tr>
<tr>
<td>Speaking tests</td>
<td>approximately 10 minutes</td>
</tr>
<tr>
<td>Written paper</td>
<td>two hours</td>
</tr>
</tbody>
</table>