

**SPANISH 2**  
**Phases 3,4,5**

**Text: Buen Viaje 2**

**Overall goal for course:** Students will be able to build on skill learned in Spanish 1 to be more proficient in reading, writing, listening, and speaking Spanish. Students will master the use of different tenses and learn to describe, narrate, and express opinions while learning to make connections and comparisons between other cultures and their own.

Evaluations based on quizzes, test, writing assignments, class participations, homework, projects, and group work.

**All units in this course meet the Standards for Foreign Language Learning:**

**Standard 1: *Communication:*** listening, speaking, reading and writing.

**Standard 2: *Culture:*** literature, music, art, news.

**Standard 3: *Connections:*** geography, history, math, art.

**Standard 4: *Comparison:*** with native language and culture.

**Standard 5: *Communities:*** communicating with each other using the language for personal enjoyment and enrichment.

**REPASO**

Objectives:

- Students will be able to introduce self, talk about school, nationality, families, sports, and travel
- Students will review VOCABULARIO: *la escuela, la familia, los deportes, el viaje, la rutina y la salud, el verano y el invierno*
- Students will review GRAMATICA: present tense: – *ar, -er, -ir verbs, irregular verbs, stem changing verbs, yo-go verbs reflexive verb;, ser vs. estar; el presente progresivo; past tense: verbos regulares/irregulares; los pronombres de complemento.*

**UNIT 1: Un viaje en tren**

Objectives:

- Students will be able to talk, about travel related to train
- Students will be able to purchase a train ticket and request information about arrival, departure, ect.
- Students will be able to talk about more past events and activities.
- Students will be able to write about an interesting trip.

Grammar: the present of *decir*, and the preterit of irregular verbs

Reading: *En el AVE, De Cuzco a Machu Picchu*

Writing: Un viaje excelente – write about a trip you took to a place you love.

**UNIT 2: En el restaurante**

Objectives:

- Students will be able to order food or a beverage at a restaurant
- Students will be able to identify eating utensils and dishes
- Students will be able to make a reservation at a restaurant
- Students will describe some cuisines of the Hispanic World
- Student will talk about present and past events using irregular, and stem changing verbs

Grammar: more stem changing verbs in the present (e-i), stem changing verb in the preterite (e-i, o-u).

Reading: *La comida mexicana, La comida española, La comida del Caribe*

Writing: Write a letter to a restaurant you went recently complaining about the food and the service.

### **UNIT 3: Telecomunicaciones**

Objectives:

- Students will be able to talk about computer, e-mail, the Internet, faxes, and telephones
- Students will be able to talk about past habitual and routine actions
- Students will be able to describe people and events in the past
- Students will be able to make and receive telephone calls in Spanish

Grammar: imperfect of “-ar, -er, -ir” verbs, imperfect of “*se* , and *ir*” , the use of imperfect

Reading: *Futura Ingeniera, La tarjeta telefónica – una innovación popularísima, La solución a un problema de comunicaciones*

Writing: Un trabajo interesante – describe your summer job at the Hispanic community center.

### **UNIT 4: De tiendas**

Objectives:

- Students will be able to shop for apparel and food in Spanish speaking countries.
- Students will be able to ask for prices, quantities, and sizes they want.
- Students will be able to talk about different type of past actions.
- Students will be able to talk about general terms about what is done.
- Students will be able to discuss shopping habit in Spanish speaking countries.

Grammar: Preterite vs. Imperfect, narrating a sequence of events, expressing feelings in the past with “*querer* and *creer*”, passive voice with “*se*”.

Reading: *De compras, El mercado de Chichicastenango*

Writing: Compare the shopping habits of the Hispanic countries and your family.

FIRST QUARTER PROJECT: debate about the use of cell phones

ARTICLES: students summarize in Spanish two articles (from newspaper, magazines, Internet) related to Spanish speaking countries.

DIARY: Students write a diary in Spanish 2-3 times a week, 5-6 sentences. (all year long)

## **UNIT 5: Los pasatiempos**

Objectives:

- Students will be able to talk about popular hobbies and games.
- Students will be able to talk about activities in the park.
- Students will be able to give details about location.
- Students will be able to talk about what will happen in the future.
- Students will be able to compare objects and people.
- Students will be able to describe their favorite pastime.
- Students will be able to talk about hobbies in Spanish –speaking countries.

Grammar: Future of regular verbs, comparatives and superlatives of adjectives.

Reading: *El domingo en el parque, Las salas de juegos, El dominó*

Writing: Predictions of the future.

## **UNIT 6: En el hotel**

Objectives:

- Students will be able to check into and out of a hotel.
- Students will be able to ask for things you may need while at a hotel.
- Students will be able to talk about future events.
- Students will be able to refer to previously mentioned people or things.
- Students will be able to talk about lodging in the Hispanic world.

Grammar: Future of irregular verbs, direct and indirect object pronouns.

Reading: *Los paradores de España, Los albergues.*

Writing: Prepare an advertisement of a hotel, list its best features.

## **UNIT 7: El vuelo**

Objectives:

- Students will be able to make air travel arrangements.
- Students will be able to check in at the airport, and get their luggages after flight.
- Students will be able to discuss the influence of geography on travel in Latin America.
- Students will be able to talk about things that would happen under certain conditions.
- Students will learn about air travel in Hispanic countries.

Grammar: Conditional of regular/irregular verbs, two object pronouns in one sentence.

Reading: *Los alrededores de la Paz, Un héroe de la aviación Latinoamericana.*

Writing: What would you do with a million dollar?

## **UNIT 8: Emergencias médicas**

Objectives:

- Students will be able to talk about accidents, medical problems, and hospital stays.
- Students will be able to discuss things that they and others have done recently.
- Students will be able to compare things with like characteristics.

- Students will be able to discuss health care in various areas of the Spanish-speaking world.

Grammar: The present perfect, comparison of equal quantities and qualities.

Reading: *Practicantes, El hospital Buena vista, Problemas médicos de hoy.*

Writing: A newspaper article on a famous person what he/she has recently done.

SECOND QUARTER PROJECT: Poster on “The world in 3000”, and a 2-3 min oral presentation of the poster.

ARTICLES

DIARIES

### **UNIT 9: Ciudad y campo**

Objectives:

- Students will be able to talk about life in the city and in the country.
- Students will be able to describe things that were happening.
- Students will be able to refer to things already mentioned.
- Students will be able to indicate where things are located.
- Students will be able to talk about some cities in the Spanish-speaking world.

Grammar: The imperfect progressive, the use of object pronouns with present participle, demonstrative adjectives, and pronouns.

Reading: *Buenos Aires, Argentina; Lima, Peru; Una ciudad norteamericana con Profundas raíces hispanas.*

Writing: Compare two cities you have visited.

### **UNIT 10: La cocina hispana**

Objectives:

- Students will be able to talk about foods and food preparation.
- Students will be able to give commands.
- Students will be able to refer to people and things previously mentioned.
- Students will be able to prepare some regional specialties.
- Students will be able to discuss the origin of several foods.

Grammar: Formal (Ud., Uds.) command of regular and irregular verbs, the use of object pronouns with command.

Reading: *Una receta Española (la paella), El tomate, comida o veneno, El maíz y la papa, regalos de Las Americas.*

Writing: Write down your favorite recipe.

### **UNIT 11: El coche y la carretera**

Objectives:

- Students will be able to talk about cars and driving.
- Students will be able to give directions on the road.

- Students will be able to tell family and friends what to do and what not to do.
- Students will be able to have a discussion on highways in the Hispanic world.

Grammar: Familiar (tú) command, negative **tú** command.

Reading: *La carretera panamericana, El estacionamiento, Las señales de tránsito.*

Writing: Write directions to your house from the airport for your Spanish friend.

THIRD QUARTER PROJECT: Spanish cooking show with commercials. Students make a 10 min. DVD of a cooking show in which each member of the group a different role has.

ARTICLES

DIARIES

### **UNIT 12: Los servicios al público**

Objectives:

- Students will be able to go to the hairdresser/barber shop to have their hair done.
- Students will be able to have their clothes cleaned.
- Students will be able to use the services of the bank and the post office.
- Students will be able to talk about things that may or may not happen.
- Students will be able to express what you would like, wish, or hope others would do.
- Students will be able to have a discussion of the meaning of the hair in the Hispanic world.

Grammar: The present subjunctive, the subjunctive with wishes and orders, the subjunctive with impersonal expressions.

Reading: *Muchos quehaceres, La moneda: un edificio con mucha historia, El pelo y el Peinado.*

Writing: Write a short story about how you plan to spend a semester in Spain.

### **UNIT 13: Fiestas**

Objectives:

- Students will be able to describe and talk about parties and weddings.
- Students will be able to talk about some holidays.
- Students will be able to give advice and make recommendations.
- Students will be able to express doubt, uncertainty, or disbelief.
- Students will be able to express emotional reactions to what others do.
- Students will be able to talk about New Year's Eve in the Hispanic world.

Grammar: Subjunctive with stem-changing verbs, subjunctive with advice, suggestions, doubt/uncertainty, and emotions.

Reading: *Las doce uvas de la felicidad, La boda, Frijolada-Parada.*

Writing: Write about some of the holidays your family celebrates.

### **UNIT 14: Profesiones y oficios**

Objectives:

- Students will be able to talk about professions and occupations.
- Students will be able to interview for a job.
- Students will be able to state work qualifications.
- Students will be able to discuss future, and probable events.

Grammar: Infinitive vs. subjunctive, subjunctive with **ojalá**, and **quizá(s)**.

Reading: *Un muchacho que se llama Bobby*, *La importancia de las lenguas Extranjeras*.

Writing: Prepare a resumen en español.

FOURTH QUARTER PROJECT: Writing a story.

ARTICLES

DIARIES