

Syllabus

Spanish 2, Semester A

Course Overview

Learning a language is a multi-faceted experience in which you are introduced to a whole new set of words and ways of expressing yourself with words, along with new cultures formed by people who have been speaking that language for centuries. The Spanish-speaking world is vast and rich, spanning Spain in the Iberian Peninsula and many parts of North, Central, and South America, all with varied ethnic and political histories and cultures.

In Spanish 2A, you'll be reintroduced to Spanish in common situations, beginning with describing classes, school friends, teachers, and school supplies. You'll discuss different styles of dressing, housing and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. You'll also describe daily personal routines and schedules, household chores and family responsibilities. Finally, you'll discuss different types of cuisine, dining establishments, and dining etiquette. You'll build on what you learned in Spanish 1B to communicate by listening, speaking, reading, and writing in Spanish as you internalize new vocabulary and grammar. You'll also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. You will build on this semester's work as you advance in your Spanish studies: everything that you learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Goals

By the end of this course, you will be able to do the following:

- Use subject pronouns correctly in speech and writing.
- Use regular present tense verb endings of **-ar**, **-er**, **-ir** verbs and **go/yo** verbs: **hacer**, **poner**, **tener**, **decir**, **salir**, and **venir**.
- Use correct masculine and feminine definite and indefinite articles.
- Use correct gender and number with nouns and adjectives.
- Use interrogative words and question formation, including tag questions, negation, and inversion.

- Use time order words and phrases: **la semana pasada** (last week), **el verano pasado** (last summer), **la noche antes de ayer** (yesterday evening), and **anteayer** (the day before yesterday).
- Make comparisons of equality and inequality.
- Correctly place object pronouns in commands.
- Use verbs and phrases for ordering food (**pedir**, **servir**, **freír**, **repetir**, **reservar**, and **me gustaria**).
- Use spell changers in the present tense (**zco** in the **yo** verbs, **-ger** verbs that spell change to **j** in the **yo** form).
- Use cooking terms in the imperative (**medir**, **hervir**, **añadir**, **cocinar**, **cortar**, **preparar**, and **hornear**).
- Use frequency words (**una vez**, **muchas veces**, **con frecuencia**, **a menudo**, and **nunca**).
- Use correct verbs to form idioms/idiomatic expressions.

Language Skills

Spanish 1B is a prerequisite course for Spanish 2A. The following fundamental concepts and skills will be helpful.

- a basic knowledge of parts of speech, such as noun, verb, subject, adjective, and adverb
- the ability to read and speak English and compose paragraphs or lines of dialogue that form a coherent whole
- a basic understanding of world geography

General Skills

To participate in this course, you should be able to do the following activities:

- Work with word processing software such as Microsoft Word or Google Docs.
- Work with presentation software such as Microsoft Power Point.
- Do online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document.

Credit Value

Spanish 2A is a 0.5-credit course.

Tips for Language Learning

- Relax and enjoy yourself: To continue learning a new language, you will build on what you have already learned and incorporate new vocabulary and grammar concepts with the old, increasing your ability to communicate by listening, speaking, reading, and writing as you progress. To foster your progress, concentrate on communicating, not on using a new language beyond your current abilities. You will make errors, so look for improvement in your ability to communicate rather than perfect replication of the language you are learning.
- Immerse yourself in the language as much as you can. Replay audio, especially extended audio passages, to gain familiarity with the sound and meanings of the language. Look for opportunities to learn songs and watch multimedia content in the language.
- Use the mobile games that are packaged with this course to increase your fluency and comprehension of the language.
- Take advantage of and create additional opportunities besides those offered in the course to communicate in the language in everyday situations.
 - Use the audio recorder device provided with this course package (or any other recording device installed on your PC) to practice speaking, and play back your recordings to check for vocabulary and grammar usage and clarity of pronunciation (not perfection).
 - Practice reading the language aloud.
 - Use the discussion forums provided to practice communicating in written form with other learners.
 - Look for online language practice chat forums and real-life situations in which you can use the language, at whatever level you are comfortable with.
- Use the opportunities offered in the course to compare your responses with the sample answers provided in written form or as audio files. Your responses need not be exactly the same as the sample answers; rather, you should check for correctness of vocabulary, grammar, and pronunciation. If you're in doubt, you may consult your teacher (or anyone else you know who is proficient in Spanish).
- Learn the language in the context of the words and the situations in which they are used, instead of learning by a process of translation between Spanish and English.

Mobile Games for Language Learning

Each lesson in this language course includes a game that is available on mobile devices and is designed to help you practice your listening and comprehension skills, whether you're in class or on the go.

Each game is based on one of these three game “engines”.

- **Word Swat.** You will see a question prompt, and then answer options will start to float from the top of the screen to the bottom. You must tap the correct option before it hits the bottom of the screen. This game is intended to reinforce grammar and vocabulary.
- **Stop that Snake.** You will hear or see a question or a prompt and fill in the blank boxes by typing on a QWERTY keypad within a specified time limit. This game helps you work on vocabulary and grammatical concepts.
- **Word Pop.** You will hear a series of words forming a sentence. Then floating bubbles will appear on screen, each with a word or phrase in it. You must tap to pop the bubbles that contain words that were part of the sentence you heard. For each correct bubble that is tapped, you gain points. You lose points for each incorrect bubble you tap. This is a fast-paced game that helps you focus on your listening skills and comprehension.

To gain access to the language games, you will need to use one of the following types of devices:

Apple iPads, iPhones, or iPod Touch devices using iOS 4 or later, tablets or phones running the Android OS v2.3 or later.

Here are the steps and requirements for getting to the games:

For IOS devices: Visit the [Apple Mobile App store](#) in iTunes or on your device. Find the Plato World Languages Games app that matches your language and semester. Download the app, launch it, and use your PLE credentials to log in.

For Android devices: Visit [Google PLAY](#) on your PC or device. Find the Plato World Languages Games app that matches your language and semester. Download the app, launch it, and use your PLE credentials to log in.

The first time you launch the installed app for a certain semester on a certain mobile device, you must establish that you are a Plato customer and are part of a district or school with licenses for the semester of languages at hand. To do this, you will enter your normal PLE login credentials, including *Account Login*, *Plato Name*, and *Password*. Then you will be able to open and play games directly on a designated device for one semester's worth of games. This access will last for one year from the date of authentication. If you continue to be a PLE user and your school continues to license the language courses, you can re-authenticate to unlock the games for an additional year.

Course Materials

- Notebook
- Presentation software
- Computer with Internet connection and speakers or headphones
- Recording device on your computer for practicing and for teacher-submitted audio tasks
- Microsoft Word or equivalent
- Microsoft Excel or equivalent

Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: Back to School

Summary

In this unit, you will be reintroduced to Spanish in common situations, beginning with describing classes, school friends, teachers, and school supplies. Then, you will ask and answer questions about teachers, classmates, school, and things and places around town. Next, you will share personal information like nationalities and interests. Finally, you will describe a summer holiday in the recent past and the activities enjoyed.

Day	Activity/Objective	Type
1 day: 1	Syllabus and Plato Student Orientation <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
4 days: 2-5	New Faces, New Places <i>Describe classes, teachers, friends at school, and school supplies.</i> Grammar Objectives: <ul style="list-style-type: none">• Use subject pronouns correctly in speech and writing.• Use regular present tense verb endings of -AR, -ER, -IR verbs and GO/YO verbs: HACER, PONER, TENER, DECIR, SALIR, and VENIR.	Tutorial

	<ul style="list-style-type: none"> • Review the irregular verbs SER and ESTAR in the present tense. • Use correct gender and number with nouns and adjectives. • Use correct masculine and feminine definite and indefinite articles. 	
4 days: 6-9	<p>At School and Around Town Ask and answer questions about school, teachers, classmates, and things around town.</p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Use interrogative words and question formation, including tag questions, negation, and inversion. • Review regular verbs plus SER/ESTAR (TO BE), IR (TO GO), and HAY (THERE IS/THERE ARE). • Describe the importance of intonation in question formation. 	Tutorial
3 days: 10-12	<p>Exchanging Personal Information Ask and answer questions about national origin and other personal information.</p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Use correct adjective agreement (with gender and number). • Use contractions AL and DEL. 	Tutorial
3 days: 13-15	<p>Last Summer Describe summer holidays and activities.</p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Use regular PRETERITE past tense verb endings. • Use irregulars IR (TO GO) and SER (TO BE) in the PRETERITE (past) tense. • Use time order words and phrases: LA SEMANA PASADA (LAST WEEK), EL VERANO PASADO (LAST SUMMER), LA NOCHE ANTES DE AYER (YESTERDAY EVENING), and ANTEAYER (THE DAY BEFORE YESTERDAY). 	Tutorial
3 days: 16-18	Unit Activity and Discussion—Unit 1	Unit Activity Discussion
1 day:	Posttest—Unit 1	Assessment

Unit 2: Lifestyles

Summary

In this unit, you will discuss lifestyles in terms of clothing and housing preferences, and shopping and managing money. Then, you will describe and compare different styles of dressing, current or modern and traditional. Next, you will express opinions about different kinds of housing and neighborhoods. Finally, you will learn about online shopping and different currencies and exchange rates.

Day	Activity/Objective	Type
3 days: 20-22	<p>Ways of Dressing Describe and compare types of clothing, both traditional and modern.</p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Use comparisons of equality: <ul style="list-style-type: none"> ○ TANTO, -a + noun + COMO = as much + noun + as ○ TANTOS, -as + noun + COMO = as many + noun + as ○ TAN + adjective + COMO = as + adjective + as • Use comparisons of inequality including more than, less than (MÁS QUE...MENOS QUE....) and quantitative references (MÁS DE...MENOS DE...). • Use superlatives (the most) including a definite article + MÁS, BUENO/MALO, and irregulars like MEJOR and PEOR. • Review regular present tense verb endings of -AR, -ER, -IR verbs (COMPRAR - to buy, VENDER - to sell). • Review common adjectives from year 1. 	Tutorial
3 days: 23-25	<p>Living Arrangements Express opinions about neighborhoods and living arrangements.</p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Express likes and dislikes using GUSTAR and similar verbs (ENCANTAR, APASIONAR, CHIFLAR, INTERESAR and ABURRIR). 	Tutorial

	<ul style="list-style-type: none"> • Use negation appropriately (NO, NUNCA, and NADIE). • Use indirect object pronouns (ME, TE, LE, NOS, and LES). 	
4 days: 26-29	<p>Browsing and Buying Describe online browsing and shopping experiences.</p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Use present tense stem-changing verbs O to UE (PODER, COSTAR, and ENCONTRAR). • Use present tense stem-changing verbs E to IE (QUERER, CERRAR, ENTENDER, ADVERTIR, CONVERTIR, PENSAR, PERDER, EMPEZAR, and PREFERIR). • Use present tense stem-changing verbs E to I (PEDIR, SERVIR, and REPETIR). • Use irregular preterite (past tense) verbs of -IR stem-changers (PREFERIR, PEDIR, DORMIR, etc.). • Use direct object pronouns (with correct placement). 	Tutorial
4 days: 30-33	<p>Exchanging Money Ask and answer questions about currencies and exchange rates of various countries.</p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Review and apply use of stem-changing verbs in the present and past tenses. • Use interrogatives (¿QUIÉN?, ¿QUÉ?, ¿CUÁNTO? ¿DÓNDE?). • Use irregular preterite verbs (HACER, SER, IR, DAR, ESTAR, TENER, QUERER, PONER, PODER, CONDUCIR, TRAER, etc.). 	Tutorial
3 days: 34-36	Unit Activity and Discussion—Unit 2	Unit Activity Discussion
1 day: 37	Posttest—Unit 2	Assessment

Unit 3: Relationships

Summary

In this unit, you will describe the relationships between family members and friends, students and teachers, and between employees and employers. Then, you will describe

community celebrations and relationships with community members. Finally, you will discuss online communities, their advantages and disadvantages.

Day	Activity/Objective	Type
3 days: 38-40	<p>Friends and Family <i>Describe relationships between family members and friends.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> • Use possessive adjectives correctly. • Use demonstrative adjectives. • Use the imperfect past tense. • Use words related to the descriptive past, such as: FREQUENTLY (FRECUENTEMENTE), OFTEN (A MENUDO), ONCE IN A WHILE (DE VEZ EN CUANDO), MANY TIMES (MUCHAS VECES), ALWAYS (SIEMPRE), NEVER (NUNCA), etc. 	Tutorial
3 days: 41-43	<p>School and Work Associates <i>Describe relationships between students and teachers and between employees and employers.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> • Compare uses of past tenses, preterite and imperfect, with verbs (SABER, TRABAJAR, ESTUDIAR, and ENTREGAR). • Use words related to the length of relationships (POR VS. PARA, DESDE). 	Tutorial
4 days: 44-47	<p>Community Customs <i>Describe relationships among members of a community and community celebrations.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> • Use the imperative form in the affirmative correctly. • Give advice or direction using the imperative forms. • Compare formal and informal forms of imperative. • Differentiate between types of knowing (SABER versus CONOCER). 	Tutorial
3 days: 48-50	<p>Online Communities <i>Discuss online relationships and communication.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> • Use the imperative in the negative to give instructions. • Use expressions when giving advice to indicate point of 	Tutorial

	<i>view: PARA MÍ, EN MI OPINION, LO MEJOR ES + INFINITIVO (IT'S BEST TO + INFINITIVE), LO MEJOR ES NO COMER MUCHOS POSTRES Y HACER MÁS DEPORTE (IT'S BEST TO QUIT EATING DESSERTS AND EXERCISE MORE).</i>	
3 days: 51–53	Unit Activity and Discussion—Unit 3	Unit Activity Discussion
1 day: 54	Posttest—Unit 3	Assessment

Unit 4: Managing Life

Summary

In this unit, you will describe daily personal routines and schedules. Then, you will describe some household chores and family responsibilities. Next, you will be aware of the laws of a country and of a community. Finally, you will handle personal finances and banking.

Day	Activity/Objective	Type
3 days: 55-57	<p>Day Planner <i>Describe daily personal routines and activities.</i></p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Use reflexive verbs in the present tense related to daily routine (DUCHARSE, PEINARSE, LAVARSE etc.). • Form idiomatic expressions with TENER. • Review telling time and expressing at what time specific events occur. 	Tutorial
3 days: 58-60	<p>Managing Chores <i>Describe household and family responsibilities.</i></p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Use verbs of necessity (NECESITAR, TENER QUE, DEBER, HAY QUE). • Verbs related to household chores (LIMPIAR, TENER QUE). • Review future tense with IR A + infinitive to talk about future events 	Tutorial

	<ul style="list-style-type: none"> • Use frequency words (UNA VEZ, MUCHAS VECES, CON FRECUENCIA, A MENUDO, and NUNCA). • Use conjunctions (PORQUE and CUANDO). 	
3 days: 61-63	<p>In the Community Discuss responsibilities and obligations to the community. Grammar Objectives:</p> <ul style="list-style-type: none"> • Use verbs of necessity correctly (NECESITAR, TENER QUE, DEBER, and HAY QUE). • Use affirmative and negative words (ALGO/NADA, ALGUIEN/NADIE, TAMBIÉN/TAMPOCO, Y/NI... O..O /NI...NI, and SIEMPRE/NUNCA). 	Tutorial
3 days: 64-66	<p>Managing Money Describe personal finances and banking. Grammar Objectives:</p> <ul style="list-style-type: none"> • Review verbs related to banking and finance (DEPOSITAR, GANAR, etc.). • Use and form adverbs (FÁCILMENTE, RÁPIDAMENTE). • Review subjunctive mood (ES IMPORTANTE QUE, EL BANCO NECESITA QUE DEPOSITES DINERO). 	Tutorial
3 days: 67–69	Unit Activity and Discussion—Unit 4	Unit Activity Discussion
1 day: 70	Posttest—Unit 4	Assessment

Unit 5: Types of Cuisine

Summary

In this unit, you will learn about types of cuisine, dining establishments, and dining etiquette. First, you will discuss types of foods and ways to prepare different dishes, including recipes and the metric system of measurement used in cooking. Then, you will learn about kinds of foods like ethnic dishes and street food, and peoples' attitudes towards different cuisines. Next, you will describe different dining establishments like food courts, fast food restaurants, and fine-dining, and the experience of dining out and the dining etiquette expected at different establishments. Finally, you will describe what

goes into running a restaurant, such as hiring and training people, advertising, good service, and good-tasting and quality food.

Day	Activity/Objective	Type
3 days: 71-73	<p>Preparing Food <i>Discuss ways of preparing food, including recipes and units of measurement</i> Grammar Objectives:</p> <ul style="list-style-type: none"> • Review direct and indirect object pronouns; rules for object pronoun placement. • Use demonstrative pronouns. • Use cooking terms in imperative (MEDIR, HERVIR, AÑADIR, COCINAR, CORTAR, PREPARAR, and HORNEAR). • Review verbs and expressions related to measurements, foods, and recipes. 	Tutorial
3 days: 74-76	<p>Trying New Foods <i>Discuss ethnic foods and street food.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> • Use verbs with spelling changes in PRETERITE tense (CAR/BUSCAR, GAR/PAGAR, ZAR/ALMORZAR). • Use other spell changing verbs I to Y in third-person singular and plural (CAER, LEER, POSEER, and HUIR). • Use spell changers in the present tense (Zco in the Yo verbs, -Ger verbs that spell change to J in the Yo form). • Use comparatives and superlatives. 	Tutorial
4 days: 77-80	<p>Dining Out <i>Describe various dining establishments and the experience of dining out.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> • Express preferences, suggestions using the present tense subjunctive (ESPERAR, PREFERIR, and RECOMENDAR). • Use verbs and phrases for ordering (PEDIR, SERVIR, FREÍR, REPETIR, RESERVAR, and ME GUSTARIA). • Soften commands using the present subjunctive. 	Tutorial
4 days:	Running a Restaurant	Tutorial

81-84	<p><i>Describe activities related to working in or running a restaurant.</i></p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • <i>Use prepositions on top of (ENCIMA DE), behind (DETRÁS DE), between (ENTRE), etc.</i> • <i>Use the irregular YO form as basis for formal commands (HACER, PONER, SALIR, VENIR, DECIR, INTRODUCIR).</i> • <i>Use irregular command forms (IR, SER, SABER, ESTAR, DAR, and HACER).</i> • <i>Use correct placement of object pronouns in commands (attached to affirmative, preceding negative).</i> • <i>Use double object pronouns correctly.</i> 	
3 days: 85–87	Unit Activity and Discussion—Unit 5	Unit Activity Discussion
1 day: 88	Posttest—Unit 5	Assessment
1 day: 89	Semester Review	
1 day: 90	End-of-Semester Exam	Assessment