

Syllabus

Spanish 2, Semester B

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 2B, you'll be reintroduced to Spanish in common situations, beginning with various professions and career plans for the future. You'll discuss traveling to different regions and the flora and fauna found in each region and describe different types of trips, including road trips, camping, and ecotourism. You'll also describe different hobbies, activities, and crafts that people enjoy. Finally, you'll discuss about different medical specialists, including dentists and veterinarians, and describe symptoms related to illness and injury. You'll build on what you learned in the Spanish 2A course 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 different verbs to talk about sightseeing.
- Use direction words appropriately e.g., north (**norte**), south (**sur**), east (**este**), west (**oeste**), to the right (**a la derecha**), to the left (**a la izquierda**), distance (**distancia**), legend on map (**signos**).
- Correctly use the two past tenses to narrate a visit to the doctor, including when it was (preterite) and why the person went (imperfect—wasn't feeling well, felt sick, etc.).
- Use augmentative suffixes (**-on**, **-ona**, etc.) and diminutive endings (**-ito**, **-cito**, etc.).

- Use present subjunctive with stem-changing verbs such as **cerrar** (to close), **pedir** (to ask for), **perder** (to lose), **encontrar** (to find), **recordar** (to remember), **divertirse** (to have fun), and **dormir** (to sleep).
- Use commands related to giving directions, including irregular affirmative **tú** commands—put (**pon**), have (**ten**), leave (**sal**), come (**ven**), say (**di**), do (**haz**), be (**sé**), go (**ve**).
- Introduce gerunds (present participles) to form the present progressive tense: swimming (**nadando**), playing (**jungando**), eating (**comiendo**), and growing (**creciendo**).
- Use prepositions of place to describe relative locations of geographic features, including next to (**al lado de**), on top of (**encima de**), behind (**detrás de**), in front of (**delante de**).

Language Skills

Spanish 2A is a prerequisite course for Spanish 2B. 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 2B 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.
- 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.
- The language you are learning in this course uses symbols, such as accents. Use these [instructions](#) to learn how to enter these symbols using your keyboard.

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: Around Town

Summary

In this unit, you will describe various professions and career plans for the future. Then, you will learn about retail services available in a community, like grocers, farmers' markets, and drug stores. Next, you will discuss commercial services available, such as laundrettes, drycleaners, hair salons, tailors, and repair shops or service centers. Finally, you will describe public services, such as modes of transportation, postal services, emergency services, and law enforcement.

| 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 |
| 3 days: 2-4 | Career Opportunities <i>Describe various jobs or careers and plan for the future.</i> Grammar Objectives: <ul style="list-style-type: none"> • Review and expand upon capitalization rules (with days of the week and months of the year). • Review future tense using ir a + infinitive and simple future tense (IRÉ, TRABAJARÉ, etc.). • Review verbs of necessity: DEBER (TO OWE, OUGHT), TENER QUE (TO HAVE TO), NECESITAR (TO NEED), and HAY QUE (ONE MUST). | Tutorial |
| 3 days: | Retail Shops | Tutorial |

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| 5-7 | <p>Describe retail shops and their role in the community.</p> <p>Grammar Objective: Use irregular future tense: SABER (TO KNOW), PONER (TO PUT), VENIR (TO COME), SALIR (TO LEAVE), HACER (TO DO, TO MAKE), DECIR (TO SAY), and QUERER (TO WANT).</p> | |
| 3 days: 8-10 | <p>Commercial Services</p> <p>Describe various commercial services available in a community.</p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Use the conditional tense with regular and irregular verbs such as SABER (TO KNOW), PONER (TO PUT), VENIR (TO COME), SALIR (TO LEAVE), HACER (TO DO), and DECIR (TO SAY). • Review coordinating and subordinating conjunctions, including PERO, DONDE, Y, ENTONCES, AHORA, NI, PARA, POR, QUE, CUANDO, COMO, DESDE, PORQUE. • Review pronunciation based changes of conjunctions y (and) and o (or). | Tutorial |
| 3 days: 11-13 | <p>Public Services</p> <p>Describe public services available within a community.</p> <p>Grammar Objective: Use subjunctive with emotions and expressions including I want (Quiero que...), I need (Necesito que), It's possible that (Es posible que...), It's important that (Es importante que...), and so on.</p> | Tutorial |
| 3 days: 14–16 | Unit Activity and Discussion—Unit 1 | Unit Activity Discussion |
| 1 day: 17 | Posttest—Unit 1 | Assessment |

Unit 2: Traveling

Summary

In this unit, you will discuss traveling to different regions and the flora and fauna found in each. Then, you will describe a trip to the countryside, the weather and the plants and animals found there. Next, you will describe a trip to the beach and the kind of weather, plants, and animals found at and around coastal areas. Finally, you will discuss

environmental protection and conservation, and how to stay safe in the event of a natural disaster.

| Day | Activity/Objective | Type |
|------------------|---|----------|
| 3 days 18-20 | <p>In the Country <i>Describe a visit to the countryside.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> • Use time-related expressions, including HACE + time expression in present and preterite. • Use weather-related expressions, including HACE + weather conditions. • Use prepositions of place to describe relative locations of geographic features, including AL LADO DE (NEXT TO), ENCIMA DE (ON TOP OF), DETRÁS DE (BEHIND), DELANTE DE (IN FRONT OF). • Use verbs describing animal sounds including LADRAR (BARK), MAULLAR (MEOW), CANTAR (SING), etc. | Tutorial |
| 3 days: 21-23 | <p>At the Beach <i>Describe a trip to the beach.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> • Use imperative verbs such as TRAER (TO BRING), VERIFICAR (TO CHECK), and LLEVAR (TO WEAR). • Use obligation phrases using verb + infinitive, including TENER QUE (TO HAVE TO), HAY QUE (ONE MUST), DEBER (SHOULD), and NECESITAR (TO NEED). • Introduce gerunds (present participles) to form the present progressive tense, including NADANDO (SWIMMING), JUGANDO (PLAYING), COMIENDO (EATING), and CRECIENDO (GROWING). • Use verbs and phrases to describe weather. • Use irregular conditional tense. | Tutorial |
| 4 days: 24-27 | <p>Taking a Road Trip <i>Describe the experience of taking a road trip.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> • Use commands related to giving directions, including irregular affirmative TÚ commands—PON (PUT), TEN (HAVE), SAL (LEAVE), VEN (COME), DI (SAY), HAZ (DO), SÉ (BE), and VE (GO). • Use past tense to describe a trip (preterite and | Tutorial |

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| | <i>imperfect</i>). | |
| 3 days: 28-30 | <p>Environmental and Personal Safety <i>Discuss environmental protection and safety issues associated with natural disasters.</i></p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • <i>Use expressions with subjunctive and apply to concerns of safety: ES NECESARIO QUE (IT IS NECESSARY THAT), ES IMPORTANTE QUE (IT IS IMPORTANT THAT), ES POSIBLE QUE (IT IS POSSIBLE THAT), etc.</i> • <i>Review the use of adverbs as they relate to safety and environmental issues.</i> | Tutorial |
| 3 days: 31-33 | Unit Activity and Discussion—Unit 2 | Unit Activity Discussion |
| 1 day: 34 | Posttest—Unit 2 | Assessment |

Unit 3: Leisure Time

Summary

In this unit, you will hobbies, activities, and crafts that people enjoy. Then, you will describe types of live and recorded entertainment, such as plays, movies, concerts, television shows, etc. Next, you will describe outdoor activities, such as professional and recreational sports, and other activities enjoyed outside. Finally, you will discuss the holidays, celebrations, and rites of passage specific to a culture, and myths, fables, and other storytelling traditions of that culture.

| Day | Activity/Objective | Type |
|------------------|--|----------|
| 3 days: 35-37 | <p>Personal Pastimes <i>Discuss personal interests and leisure activities.</i></p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • <i>Use the present progressive to describe actions in progress.</i> • <i>Use verbs of preference (GUSTAR and INTERESAR).</i> | Tutorial |

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| <p>4 days: 38-41</p> | <p>Entertainment <i>Describe various forms of entertainment, live and recorded.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> • Differentiate between active and passive voice. • Use present subjunctive with stem-changing verbs such as CERRAR (TO CLOSE), PEDIR (TO ASK FOR), PERDER (TO LOSE), ENCONTRAR (TO FIND), RECORDAR (TO REMEMBER), DIVERTIRSE (TO HAVE FUN), and DORMIR (TO SLEEP). • Use present subjunctive with “go yo verbs” including SALGA, PONGA, DIGA, and HAGA (leave, put, say, and do). • Review demonstrative adjectives. • Use demonstrative pronouns (replacing the phrase). | <p>Tutorial</p> |
| <p>4 days: 42-45</p> | <p>Recreation <i>Discuss preferred forms of outdoor activities.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> • Use present tense -U to -UE stem-changing verbs (JUGAR) with sports. • Use present subjunctive with emotion words such as hope, pity, joy, fear. • Identify cognates between English and Spanish. | <p>Tutorial</p> |
| <p>3 days: 46-48</p> | <p>Customs and Traditions <i>Discuss how a culture’s stories and rites of passage shape that culture.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> • Use imperfect with fables. • Use ordinal numbers/sequencing. • Use augmentative suffixes (-ON, -ONA, etc.) and diminutive endings (-ITO, -CITO, etc.). | <p>Tutorial</p> |
| <p>3 days: 49-51</p> | <p>Unit Activity and Discussion—Unit 3</p> | <p>Unit Activity Discussion</p> |
| <p>1 day: 52</p> | <p>Posttest—Unit 3</p> | <p>Assessment</p> |

Unit 4: Healthy Living

Summary

In this unit, you will discuss medical specialists, including dentists and veterinarians, and symptoms related to illness and injury. Then, you will describe healthy habits, such as good nutrition and fitness regimes, and regular self-examinations. Next, you will learn about treatment of injuries and illnesses. Finally, you will learn about alternative and traditional medical practices.

| Day | Activity/Objective | Type |
|------------------|---|----------|
| 3 days: 53-55 | <p>Medical Care <i>Discuss how to seek medical care and describe symptoms to a medical professional.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> • <i>Use definite articles with parts of the body.</i> • <i>Use indirect object pronouns with the verbs DOLER, ME DUELE, LE DUELEN, etc.</i> • <i>Correctly use the two past tenses to narrate a visit to the doctor, including when it was (preterite) and why the person went (imperfect—wasn't feeling well, felt sick, etc.).</i> | Tutorial |
| 4 days: 56-59 | <p>Healthy Habits <i>Discuss healthy habits and prevention of illness.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> • <i>Review reflexive verbs such as ENTRENARSE (to train), SENTIRSE (TO FEEL), LEVANTARSE (TO GET UP), SENTARSE (TO SIT DOWN), and ESTIRARSE (TO STRETCH).</i> • <i>Review attaching reflexive pronouns to infinitives and commands, both affirmatively and negatively.</i> • <i>Use transitive and intransitive verbs of motion.</i> | Tutorial |
| 3 days: 60-62 | <p>Injuries and Ailments <i>Discuss treatment of injuries and ailments.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> • <i>Talk about feelings and symptoms (including use of SENTIRSE and HABER + past participle).</i> | Tutorial |

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| | <ul style="list-style-type: none"> • Use irregular past participles to describe past emotions. • Identify body parts using the definite article. | |
| 4 days: 63-66 | <p>Alternative Medicine</p> <p><i>Discuss various cultural attitudes toward medical practices.</i></p> <p>Grammar Objective: Use subjunctive with expressions of doubt and negation contrasted with expressions that do not require subjunctive (ES POSIBLE QUE vs. ES CIERTO QUE, CREER QUE vs. DUDAR QUE).</p> | Tutorial |
| 3 days: 67-69 | Unit Activity and Discussion—Unit 4 | Unit Activity Discussion |
| 1 day: 70 | Posttest—Unit 4 | Assessment |

Unit 5: On the Road Again

Summary

In this unit, you will discuss types of trips, including road trips, camping, and ecotourism. Then, you will explain how to keep track of location while traveling by using geographical tools like GPS and a compass. Next, you will learn how to plan an itinerary for a trip, tourist destinations, and modes of transportation used for travel. Finally, you will learn about how to share details about and photos of a trip taken, using online blogs and photo albums.

| Day | Activity/Objective | Type |
|------------------|---|----------|
| 3 days: 71-73 | <p>Choosing a Vacation</p> <p><i>Discuss different types of trips or vacations.</i></p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Use conditional to make requests and plans. • Review future with IR + A and the simple future tense. • Review idiomatic expressions (applied to travel) such as COSTARLE UN OJO DE LA CARA (TO PAY THROUGH THE NOSE), etc. • Introduce additional travel-related verbs such as RESERVAR, VIAJAR, PLANEAR, ABORDAR, and FACTURAR. | Tutorial |

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| <p>3 days: 74-76</p> | <p>Where Am I? <i>Discuss how to track location while traveling.</i> Grammar Objective: Use direction words appropriately: NORTE (NORTH), SUR (SOUTH), ESTE (EAST), OESTE (WEST), A LA DERECHA (TO THE RIGHT), A LA IZQUIERDA (TO THE LEFT), DISTANCIA (DISTANCE), and SIGNOS(LEGEND ON MAP).</p> | <p>Tutorial</p> |
| <p>4 days: 77-80</p> | <p>Taking a Trip <i>Describe how to plan an itinerary for a trip.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> • Use the prepositions POR (used for length of time or distance, movement through, along or around, exchange of one thing for another, to indicate reason or motive, to indicate means of communication or transportation, etc.) versus PARA (used for destination, recipient, purpose, etc.). • Use verbs to talk about sightseeing: VER (TO SEE), VISITAR (TO VISIT), IR (TO GO), SEÑALAR (TO POINT OUT), MANEJAR (TO DRIVE), QUEDAR (TO BE LOCATED), etc. | <p>Tutorial</p> |
| <p>4 days: 81-84</p> | <p>Travel Blog <i>Describe methods of sharing details about a trip with others.</i> Grammar Objective: Review past tenses (preterite and imperfect).</p> | <p>Tutorial</p> |
| <p>3 days: 85–87</p> | <p>Unit Activity and Discussion—Unit 5</p> | <p>Unit Activity Discussion</p> |
| <p>1 day: 88</p> | <p>Posttest—Unit 5</p> | <p>Assessment</p> |
| <p>1 day: 89</p> | <p>Semester Review</p> | |
| <p>1 day: 90</p> | <p>End-of-Semester Exam</p> | <p>Assessment</p> |

Course Map

You will achieve course level objectives by completing each lesson's instruction, assignments, and assessments. For a detailed look at how the materials meet these objectives, review the [course map for Semester B](#).