



Spanish II

Spanish II is an intermediate-level course which uses both textbook and online material. Students begin to develop strong vocabulary and grammar skills through a study of culture, cultural readings, and writing. The Holt website provides audio comprehension narratives and dialogues that compliment the textbook, in addition to interactive exercises, learning resources, and cultural activities.

Prerequisite: Spanish I.

The following materials are needed for this course:

Oak Meadow Spanish II Syllabus

Spanish 2 ¡Expresate! (Holt)

Internet access required

Outline of the Spanish II Syllabus:

Lesson 1: *Geocultura: La Ciudad de México*
Capítulo 1: *Familiares y Amigos*

Lesson 2: Capítulo 1 continued

Lesson 3: Capítulo 1 concluded

Lesson 4: *Geocultura: Cuzco*
Capítulo 2: *En el Vecindario*

Lesson 5: Capítulo 2 continued

Lesson 6: Capítulo 2 concluded

Lesson 7: *Geocultura: Santo Domingo*

Lesson 8: Capítulo 3: *Pueblos y Ciudades*

Lesson 9: Capítulo 3 continued

Lesson 10: Capítulo 3 concluded

Lesson 11: *Geocultura: Miami*
Capítulo 4: *¡Mantente en Forma!*

Lesson 12: Capítulo 4 continued

Lesson 13: Capítulo 4 concluded

Lesson 14: *Geocultura: San José*

Lesson 15: Capítulo 5: *Día a Día*

Lesson 16: Capítulo 5 continued

Lesson 17: Capítulo 5 concluded

Lesson 18: *Geocultura: Segovia*
First Semester Project

Lesson 19: Capítulo 6: *Recuerdos*

Lesson 20: Capítulo 6 continued

Lesson 21: Capítulo 6 concluded

Lesson 22: *Geocultura: El Viejo San Juan*
Capítulo 7: *¡Buen Provecho!*

Lesson 23: Capítulo 7 concluded

Lesson 24: *Geocultura: Santiago*

Lesson 25: Capítulo 8: *Tiendas y Puestos*

Lesson 26: Capítulo 8 concluded

Lesson 27: *Geocultura: El Paso*

Lesson 28: Capítulo 9: *A Nuestro Alrededor*

Lesson 29: Capítulo 9 concluded

Lesson 30: *Geocultura: Buenos Aires*

Lesson 31: Capítulo 10: *De Vacaciones*

Lesson 32: Capítulo 10 continued

Lesson 33: Capítulo 10 concluded

Lesson 34: Review

Lessons 35-36: Final Project

Lesson 15

Day 1

- a) Go to pp. 164-165, Chapter 5, *Día a día*. Where are these young people in the picture? What are they doing?
- b) Turn to pp. 166-167. List the new vocabulary in your notebook. Listen to the audio for the pronunciation of these new words.
- c) Practice your pronunciation.

Day 2

- a) Review the vocabulary from Day 1.
- b) Listen to the audio for exercise 1 on pg. 168.
- c) Practice with exercises 2 and 3.
- d) Read the *Nota cultural* on pg. 168.
- e) Listen to the audio for exercise 4 on pg. 169.
- f) For your writing assignment, follow the model example in exercise 5 and compose a question for each of the eight pictures.

Day 3

- a) On pg. 170, the grammar box gives the preterite forms for the verbs *poder* (“to be able”) and *traer* (“to bring”). Copy these forms in your notebook, with examples of their use. Study.
- b) Check the box *¿Te acuerdas?*
- c) Practice with exercise 7.
- d) For your writing assignment, compose a sentence for each of the pictures in exercise 9 on pg. 171.

Day 4

- a) On pg. 172, the grammar explanation reviews more uses of the reflexive pronouns with certain verbs. Make note of these verbs as well as examples in your notebook. Check the position of the reflexive and the direct object pronoun, as explained in #3.
- b) Practice with exercise 11.
- c) Listen to the audio for exercise 12 on pg. 173.
- d) For your writing assignment, follow the instructions for exercise 14. Tell what different members of the family are doing in the morning.

Day 5

- a) On pg. 174, read the *Nota cultural* about the quetzal bird. See if you can find what the bird symbolizes.
- b) On pg. 174, the grammar box presents the forms for the possessive pronouns. Copy this chart into your notes. Summarize the information outline in numbers 1-4. List some examples. Study these forms.
- c) Listen to the audio for exercise 16.
- d) On pg. 175, practice with exercise 17.
- e) For your writing assignment, compose a sentence for each of the pictures in exercise 18, using possessive pronouns.

Lesson 29

Day 1

- a) Go to pp. 338-339. Note the new vocabulary. List it in your notebook. Check all meanings of words and expressions.
- b) Listen to the audio for their pronunciation.
- c) Practice your pronunciation, until you are comfortable with all the sounds.

Day 2

- a) Review the new vocabulary from Day 1.
- b) On pg. 340, practice with exercises 21 and 22.
- c) Listen to the audio for exercise 23 on pg. 341.
- d) Practice with exercise 24.
- e) For your writing assignment, follow the instructions for exercise 25, but write out the conversation. Base the theme on any or all of the four pictures shown.

Day 3

- a) On pg. 342, *Gramática 2* presents the concept of the subjunctive mood. Outline carefully in your notes the explanations in all five points.
- b) The subjunctive is a mood. It includes a set of endings used for verbs when the statement is not a fact, but a wish or a hope. The subjunctive is used in the subordinate clause, after a main verb of hope or wish, followed by “that” (*que* in Spanish). Note explanations 1-3 in the grammar box.
- c) Check the examples given.
- d) Note the special endings for the present subjunctive in #4. Notice how the characteristic vowel changes.
- e) Copy in your notes the charts in #4 and 5. Study!
- f) On pg. 343, practice with exercises 26 and 27.

Day 4

- a) Review the concepts and endings of the subjunctive, as presented on Day 3.
- b) In your notebook, summarize the explanation in the grammar box on pg. 344. The charts outline the verb forms for stem-changing verbs. Summarize the charts. Study and review these endings.
- c) Check the box, *En inglés*. (See how in English we can use the infinitive form of the verb, when in Spanish we must use the subjunctive.)
- d) Practice with exercises 29-31 on pp. 344-345.
- e) For your writing assignment, compose six sentences based on the pictures in exercise 32. Use the subjunctive in the subordinate (secondary verb) clause.
- f) Read the *Nota cultural* on pg. 345.

Day 5

- a) On pg. 346, the grammar box presents the forms and endings for the future tense. The concept is obvious and factual. Summarize the explanations in your notes.
- b) Copy the charts for the future endings and for the irregular future stems. (This is particular to the future tense; i.e., some verbs have a special stem for the future.) Study the endings and the special verb stems.
- c) Listen to the audio for exercise 33.
- d) Practice with exercises 34 and 35 on pg. 347.
- e) For your writing assignment, compose two sentences for each of the three pictures in exercise 36.
- f) Read the *Nota cultural* on pg. 346.