

## **Course Outline SPANISH V**

**1<sup>st</sup> semester (chapters 1-5)**

**Grammar: Textbook Encuentros Maravillosos**

**Chapter 1: Review of regular and irregular preterite/simple past tense from Spanish 3, passive voice with “se”, review of regular and irregular present tense from Spanish 2.**

**Chapter 2: Review of regular and irregular imperfect tense from Spanish 3, you will learn to choose between preterite vs imperfect, review present perfect and pluperfect from Spanish 3, you will learn to choose present perfect vs pluperfect, review uses of “ser” and “estar” from Spanish 2 & 3, you will learn to choose between “ser” vs “estar” in a paragraph.**

**Chapter 3: Review reflexive verbs concepts from Spanish 2, will learn new reflexive and reciprocal verbs, review of indirect and direct object pronouns with one and two verbs from Spanish 3. You will learn to use direct and indirect object pronouns with positive and negative commands, and why some verbs like “gustar” require the use of indirect object.**

**Chapter 4: Review of regular and irregular present tense from Spanish 2, review of the subjunctive in noun clauses expressing (volition, doubt, negation and emotion), and review of present perfect subjunctive from Spanish 3. You will learn the application of a sequence of tenses (present tense, infinitive, present subjunctive and present perfect subjunctive) in a paragraph.**

**Chapter 5: Review of future tense from Spanish 3. You will learn the future perfect, the conditional, the conditional perfect and the use of “se” plus indirect objects to express unexpected events.**

**Readings & cultural activities:**

- Chapter 1 “ El Otro”, Jorge Luis Borges; argentino p. 4,5
- Chapter 2 “ Un perro ha muerto”, Pablo Neruda; chileno p. 24, 25
- Chapter 3 “ Viajes”, Julio Cortázar; argentino p. 46, 47
- Chapter 4 “ Nada menos que todo un hombre”, Miguel de Unamuno; español p. 76, 77

- Chapter 5 “ El niño que se le murió el amigo”, Ana María Matute; española p. 94,
- “ La Casa de Bernarda Alba”, Federico García Lorca, español (packet)
- History and cuisine of Argentina, Chile and Spain.

#### Listening:

- Class instruction and directions
- Short and long dialogues
- Radio broadcast
- Songs
- Video: “La Casa de Bernarda Alba”

#### Speaking:

- Teacher and student daily interaction in Spanish
- Peer to peer daily interaction in Spanish
- Weather report on Wednesdays (Power-Point presentation)  
Check for your due date on classroom website!
- Class discussions on textbook readings
- Committee presentations on Mondays
- Skits

#### Writing:

- Classroom notes
- Reading essay questions
- Reading summaries
- Journals about assigned topic

#### Cultural festivities:

- Día de los muertos ( November 1st)
- Navidad/Christmas/International cultural fest (December 16)

**Chapter 6: Review regular and irregular preterite verbs from Spanish 3. You will learn the past subjunctive (imperfect subjunctive), pluperfect subjunctive, if clause, as if clause, etc.**

**Chapter 7: You will learn to formulate positive and negative commands, the use of the subjunctive in adjective and adverbial clauses**

**Chapter 8: Review of the present and past progressive from Spanish 2 and 3. You will learn the use of the infinitive, and “por” & “para”.**

**Chapter 9: You will learn the most common false cognates for example: Embarazado/to be pregnant, tener vergüenza /to be embarrassed, idiomatic expressions, transitional words, etc.**

**Chapter 10: You will learn the meaning of verbs with prepositions, the subjunctive with indefinite expressions, such as: Whatever, whenever, wherever, whoever, no matter what, no matter how, etc.**

**Readings & cultural activities:**

- Chapter 6 “ La peste del insomnio”, Gabriel García Marquez; colombiano p.116- 119
- Chapter 7 “ Como agua para chocolate”, Laura Esquivel; Mexicana p. 136-138
- Chapter 8 “ Romance de luna, luna, Federico García Lorca; español p. 158, 159
- Chapter 9 “ La casa de los espíritus”, Isabel Allende; chilena p. 182-184
- Chapter 10 “ Cajas de Cartón” Francisco Jiménez; mexicano (packet)
- History and cuisine of Colombia and México

**Listening:**

- Class instruction and directions
- Short and long dialogues
- Radio broadcast
- Songs
- Video: “Stand and Deliver”

**Speaking:**

- Teacher and student daily interaction
- Peer to peer daily interaction
- Weather report on Wednesdays (power point presentation)
- Reading class discussions
- Committee presentations on Mondays
- Skits

**Writing:**

- Classroom notes
- Reading essay question
- Reading summaries

- **Journals about assigned topic**