# Unit 2: In the Airport & Hotel

Content Area: **World Languages**
Course(s): **Spanish 2 CP, Spanish 2 Honors**
Time Period: **Marking Period 1**
Length: **10 blocks**
Status: **Published**

## Transfer Skills

Part 1: TLW discuss travel preparations and things they do at an airport

Part 2: TLW identify where they went and what they did while on vacation

## Enduring Understandings

Learning a different language/culture leads to greater understanding of one's own language and culture.

Language learning involves acquiring strategies to fill communication gaps.

Cultural perspectives are gained by using the language and through experience with its products and practices.

One can learn about another culture and language and understand its beliefs and customs through traveling there.

## Essential Questions

How can I become a more effective reader, writer, speaker and listener in languages other than English?

How does the language I'm studying help me to better understand my native language?

What can I already communicate in my new language?

How do we get from one place to another?

How are common travel practices in my country similar and/or different to the travel practices in other countries?

## Content

***Content for Part 1 can be found in Unit 1.1 in Avancemos 2 textbook***

***Content or Part 2 can be found in Unit 1.2 in Avancemos 2 textbook***

**Vocabulary**:

Part 1:Planning a trip & Airport vocab-travel agent, ticket, etc. (p. 36 Avancemos 2 textbook)

Part 2:Hotels & Activities - lodging, to camp, to hike, etc. (p.60 Avancemos 2 tetbook) & words associated with the preterite tense (ayer, la semana pasada, etc)

**Structure**:

Part 1:

-Reinforcement of direct object pronouns (p. 41 Avancemos 2 textbook)

-Indirect object pronouns (p. 46 Avancemos 2 textbook)

Part 2:

-Preterite tense of -ar verbs (p. 65) and preterite -CAR, -GAR, & -ZAR verbs) (p. 227)

-Irregular preterite tense conjugations of IR, SER, HACER, VER, and DAR verbs. (p.70)

**Recall:**

Part 1: Prepositions of location, places around town, food, days of the week, time & interrogative words, and possessive adjectives, present tense regular and irregular verbs, & the present progressive tense

Part 2: Daily activities, places around town, and present tense regular and irregular verbs, & the present progressive tense

**Suggested Readings:**

Part 1: Telehistoria Escena 1 (p. 39), Comparacion cultural: Pura Vida (p. 42), Telehistoria Escena 2 (p. 44), Comparacion cultural: La naturaleza de Costa Rica (p. 48), Telehistorica Completa (p. 49) & Un Parque Tropical de Costa Rica p. 52-53)

Part 2: Telehistoria Escena 1 (p. 63), Comparacion cultural: la familia y sus costumbres (p. 66), Telehistoria Escena 2 (p. 68), Comparacion cultural: Parques nacionales (p. 72), Telehistorica Completa (p. 73) & De vacaciones: Costa Rica y Chile p. 76-77)

## Skills

Part 1:

1. Identify vocabulary dealing with preparing for a vacation

2. Identify vocabulary dealing with plane travel

3. Ask for and obtain a plane ticket and information about travel

4. the common travel practices in the United States with other countries

5. Use direct and indirect object pronouns to describe travel plans and trips.

Part 2:

1. Identify the forms of some verbs in the past tense to discussion past actions and events

2. Describe a past vacation

3. Identify vocabulary to describe vacation activities

4. Identify vocabulary dealing with a hotel and its accommodations

5. Inquire about hotel accommodations and make a reservation

6. Expresses preferences in hotel rooms and accommodations

## Resources

Textbook Avancemos 2

Ancillary Sources: Avancemos 2 website; Avancemos 2 cuaderno, lecturas para todos, audio (CDs)

Going on a trip & Airport Vocabulary (p. 36 in Avancemos 2 Textbook)

Hotel and activity vocabulary (p.60 in Avancemos 2 Textbook)

Direct object pronouns (p. 41 Avancemos 2 textbook)

Indirect object pronouns (p. 46 Avancemos 2 textbook)

Preterite tense of -ar verbs (p. 65) and preterite -CAR, -GAR, & -ZAR verbs) (p. 227)

Irregular preterite tense conjugations of IR, SER, HACER, VER, and DAR verbs. (p. 70)

Google Classroom

Google Slides

Google Docs

Chromebooks

Graphic Organizers

Document Camera

YouTube

Maps

Student Notebooks

## Standards

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| 7.1.NM.IPRET.1 | Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. |
| 7.1.NM.IPRET.2 | Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. |
| 7.1.NM.IPRET.3 | Identify familiar people, places, objects in daily life based on simple oral and written descriptions. |
| 7.1.NM.IPRET.4 | Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. |
| 7.1.NM.IPRET.5 | Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. |
| 7.1.NM.IPERS.2 | Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. |
| 7.1.NM.IPERS.3 | Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. |
| 7.1.NM.IPERS.4 | Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. |
| 7.1.NM.IPERS.5 | Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. |
| 7.1.NM.PRSNT.2 | State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. |
| 7.1.NM.PRSNT.5 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |