



Spanish I

In this introductory-level course, students are introduced to grammar, vocabulary, and sentence structure while learning about the culture, history, and geography of a wide range of Spanish-speaking countries. Students learn details about traditional and modern life, food, art and music, and cultural traditions. The course incorporates a wide range of online cultural and language-learning resources to deepen the student's learning. The course is designed to engage students right from the start of each lesson and to have them feel confident in communicating in Spanish at this beginning level. Each lesson includes elements of vocabulary, grammar, culture, writing, and review exercises. The student has access to the Holt textbook website, which provides audio comprehension narratives and dialogues that complement the textbook, in addition to interactive exercises, learning resources, and cultural activities. The following books are included with this course:

- Oak Meadow Spanish I coursebook
- *Spanish 1 ¡Expresate!* (Holt)
- set of three blank books (for use as main lesson books)

Spanish I

Oak Meadow Coursebook

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Lesson



Capítulo 2: Puerto Rico, parte tres

As you add definite articles (*el* and *la*) and the preposition *de*, your ability to construct sentences will improve. In this lesson, you'll have the chance to create a visual or verbal presentation to introduce yourself and two other people. You'll also complete your work in *Capítulo 2* by taking test 2.

Lesson Objectives

- Begin using definite articles
- Describe characteristics, likes, and dislikes
- Examine a painting by a Spanish artist and answer questions

Lesson



Assignments

Writing

1. Read “Nouns and definite articles” (60) and complete exercise 25, *Son así...* (61). Definite articles *el* and *la* are like *the* in English—in Spanish the definite article you use depends on whether the noun you are using is masculine or feminine.
2. Create your own sentences with exercise 26, *En mi opinión* (61). The *modelo* shows you how to create your sentences. Make sure to have the noun, article, verb, and adjective agree in both number (is it singular or plural?) and gender (is it masculine or feminine?).
3. Study carefully “The verb *gustar*, *¿por qué?*, and *porque*” (62), and then listen to exercise 28 (62) and answer the four questions.

ASSIGNMENT SUMMARY

- ☐ Read “Nouns and definite articles” (60) and complete exercise 25 (61).
- ☐ Create your own sentences with exercise 26 (61).
- ☐ Study “The verb *gustar*, *¿por qué?*, and *porque*” (62), listen to exercise 28 (62), and answer the questions.
- ☐ Write about your likes and dislikes as well as those of your family and/or friends.
- ☐ Read “The preposition *de*” (64) and practice using it with exercise 32 (64).
- ☐ Listen to *¿Qué color prefieres?* (68), and complete exercise B (69).
- ☐ Complete a verbal or visual introduction of yourself and two other people.
- ☐ Review the material from *Capítulo 2* in *Prepárate para el examen* (70–73) and complete exercise 7.
- ☐ Look at the painting titled “*Día lluvioso en El Viejo San Juan*” (75) and answer questions.
- ☐ Take Test 2.
- ☐ Complete MLB assignments.

Lesson 6

(continued)

4. Using the vocabulary from this chapter, write about your likes and dislikes as well as those of your family and/or friends. Use at least three different pronouns, as in the example below:

Me gustan las hamburguesas.

A mi mamá no le gusta la pizza.

A mi mamá y papá le gustan las películas de terror.

5. Read “The preposition de” (64) and practice using it with exercise 32, *¿Como son?* (64). Use the *modelo* as a guideline for your responses. It is important to understand that there is no apostrophe in Spanish; the preposition *de* is used to show possession. Listen to exercise 34 (65) to hear *de* being used in a variety of sentences.
6. Listen to the audio for *¿Qué color prefieres?* (68), following along with the reading, and then complete exercise B (69). Make sure your answer states your own opinion. Do you agree with the results? Why or why not?
7. Complete a verbal or visual introduction of yourself and two other people. You might choose to introduce a family member, a community member, or a character from a favorite book or movie. You will create three introductions in all, and include the following information for each person:
- What is the person’s name?
 - Where is the person from?
 - What is the person like? (Use adjectives and the verb *ser*)
 - What are the person’s likes and dislikes?

Your introductions will be done entirely in Spanish. You can choose one of the following options:

- Record the introductions on *Vocaroo.com*.
- Create a poster showing pictures of the people you are introducing with the answers to the questions accompanying them.
- Create a visual presentation in a slide show format using Powerpoint, Vimeo, Prezi, etc.

8. Review the material from Capítulo 2 by reading all the exercises in *Prepárate para el examen* (70–73), and completing exercise 7. You may write or use *Vocaroo* to record your responses for exercise 7. Practice your pronunciation and comprehension with the audio file for exercise 6 (71). You should feel comfortable with all the exercises in *Prepárate para el examen*. If not, make sure to review the earlier reading and assignments, or ask for help from your Spanish teacher or tutor.
9. Look at the painting titled “*Día lluvioso en El Viejo San Juan* (75) and answer the following questions, in Spanish. Remember that *hay* means “there is/there are.”
 - a. Cuántas personas hay en el centro?
 - b. Cuántos niños hay?
 - c. Cómo son los niños?
 - d. Cómo es el hombre?
 - e. Te gusta la pintura?
10. Take Test 2 found in the appendix of this coursebook. Make sure you have reviewed all of the material on pages 70–73 and in your MLB before taking your test.

Lesson 6

(continued)

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Main Lesson Book

Summarize the following information in your MLB, and list some examples to help you:

- “Nouns and definite articles” (60)
- “The verb *gustar*, *¿por qué?*, and *porque*” (63)
- “The preposition *de*” (64)

Practice your vocabulary and grammar topics using your MLB, *Quizlet*, or your flash cards.

Cositas Culturales

Doing meaningful work within a community is the best way to make strong connections and bridge any cultural divides (not to mention learn the language!). There are many opportunities to get involved,



Lesson 6

(continued)

Curiosidades

What are the top four states in the United States with the highest Hispanic population (by percentage of total population)?

Answer to trivia from lesson 5:

Pasta is not a food staple in South America.

both in the United States and around the world. Below is a picture of high school students collaborating with townspeople in a small town in Ecuador to carry rocks from the river to the town center for the building of a school. Ask your parents or teacher for guidance if this type of experience interests you.

Extend Your Learning

Check out the BBC's online video series entitled *Mi Vida Loca* for a great way to practice your comprehension and pronunciation (see the link below). This is an interactive mystery that takes place in Spain and is targeted toward beginning learners. Watch the first few episodes, and then explore the site's resources. Watch additional episodes as you continue through the course. You'll learn a great deal about Madrid's culture and pick up a lot of practical travel tips from this fun video series.

Listen carefully in the videos for how the people in the video say certain words. Spaniards tend to pronounce the *c* sound as a *th*, for instance pronouncing *gracias* as *grathias*. (Latin Americans sometimes poke fun at Spaniards because of this difference.) The other main language difference between Spain and Latin America is the use of *vosotros* in Spain compared to *ustedes* in Latin America to indicate the plural form of *you* or "all of you."

www.bbc.co.uk/languages/spanish/mividaloca/

FOR ENROLLED STUDENTS

When you are reviewing the material for Test 2, let your teacher know if you are unclear about anything in the review pages or in your assignments. If you made a *Vocaroo* recording for assignment #8, place a link in your course doc and label it.

When your work is completed for lessons 5 and 6, make sure all assignments are clearly labeled and in your course doc. Notify your teacher when your lessons are ready for review.

Lesson



Capítulo 5: Chile, parte uno

In the next three lessons, you'll learn about a typical Chilean family and find out how to talk about family relationships. You'll be making a family tree that shows how you are related to others in your family.

Lesson Objectives

- Develop a vocabulary of words indicating family relationships
- Demonstrate correct use of possessive adjectives
- Practice conjugating stem-changing verbs

Lesson



Assignments

Reading

Read the information in *Geocultura Chile* (152–155) and study the map to become familiar with this geographically unique country. Look at the map of South America on page R6 to get a sense of Chile's unusual shape and location and to see the neighboring countries.

Writing

1. Study the family-related vocabulary words on pages 158–159, and then practice using them with exercise 2, *¿Quién es quién?* (160). Notice how the family photos on page 158 are arranged into a family tree—this will help you determine the meaning of some of the new words. You can use the *Quizlet* flashcards for chapter 5 to help you, and you can listen to the audio for exercise 1 to become familiar with how the words are pronounced.

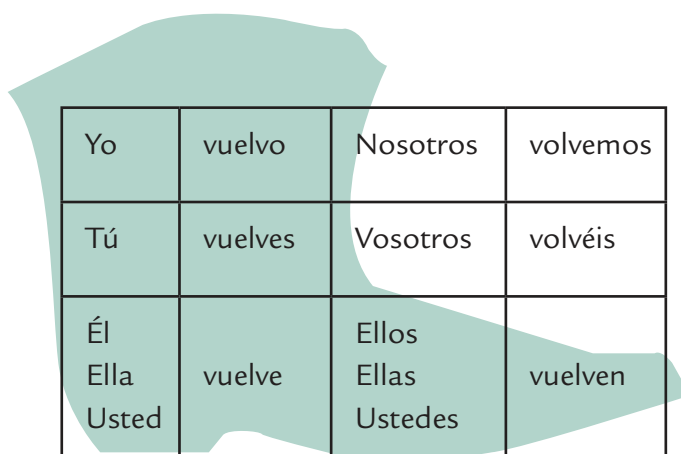
ASSIGNMENT SUMMARY

- ☐ Read the information about Chile and study the maps (152–155).
- ☐ Use family-related vocabulary words to complete exercise 2 (160).
- ☐ Create a family tree that labels your relationships to at least five family members.
- ☐ Complete exercise 4 (161).
- ☐ Read “Possessive adjectives” (162) and complete exercise 7 (162).
- ☐ Complete exercise 9 (163).
- ☐ Read “Stem-changing verbs: *o→ue*” (164) and do exercise 11 (164).
- ☐ Answer questions using complete sentences and correct verb conjugations.
- ☐ Read “Stem-changing verbs: *e→ie*” (166) and do exercise 14 (166).
- ☐ Complete exercise 15 (167).
- ☐ Complete MLB assignments.

Lesson 14

(continued)

2. Create a family tree that labels your relationships to at least five family members. Use real photos or drawings to represent your family members and use Spanish words to describe relationship.
3. Complete exercise 4, *¿Cómo son?* (161), writing sentences that describe each family member included in the family tree you created for assignment #2. You are welcome to use the words in the three boxes in exercise 4, or use any of the vocabulary words found on pages 158–159.
4. Read “Possessive adjectives” (162) and complete exercise 7, *Nuestras cosas* (162). Try to translate the sample sentences in “Possessive adjectives.”
5. Complete exercise 9, *En mi familia* (163) to practice working with possessives.
6. Read “Stem-changing verbs: *o*→*ue*” (164) and put this information to use in exercise 11, *Su rutina diaria* (164). There are many sets of stem-changing verbs. The ones discussed here are verbs where the *o* changes to a *ue* when conjugated (except in the *nosotros* and *vosotros* forms). These are also called “boot” verbs, because if you draw a line around the conjugations in which the stem changes, the image is that of a boot, as the diagram below shows.



Yo	vuelvo	Nosotros	volvemos
Tú	vuelves	Vosotros	volvéis
Él Ella Usted	vuelve	Ellos Ellas Ustedes	vuelven

7. Answer the following questions in complete sentences, paying particular attention to your verb conjugations:
 - a. *¿Tus amigos y tú jugáis al fútbol?*

b. ¿Duermes 8 horas por la noche?

c. ¿Almuerzas en tu casa?

d. ¿Llueve mucho donde vives?

8. Read “Stem-changing verbs: $e \rightarrow ie$ ” (166) and practice these conjugations with exercise 14, *Después de clases* (166). Notice again that all forms of the root verb change except the *nosotros* and *vosotros* forms, making these stem-changing (or boot) verbs. In addition to the verbs listed, *cerrar* (to close) is also a common verb in this $e \rightarrow ie$ category—add it to your Master Verb Chart based on what you know about stem-changing verbs. Some verbs in this category have multiples of the letter *e* (such as *merendar* and *entender*), and it can be hard to know which *e* to change to an *ie*. In these cases, the second *e* is where the change occurs.
9. Complete exercise 15, ¿A qué hora? (167). This exercise will help you become more comfortable using a variety of stem-changing verbs.

Main Lesson Book

Add the stem-changing verbs from pages 164 and 166, plus the verbs in “¿Te Acuerdas?” (164), to your Master Verb Chart. Also add *cerrar*, *merendar*, and *entender*, based on what you’ve learned. Review regular verb conjugations in the “¿Te Acuerdas?” box on page 164, and review your MLB notes on regular verbs and add to it, as needed.

Add MLB notes regarding this information:

- family-related vocabulary words (158–159)
- “Possessive adjectives” (162)
- “Stem-changing verbs: $o \rightarrow ue$ ” (164)
- “Stem-changing verbs: $e \rightarrow ie$ ” (166)

Copy the boot diagram into your MLB to help you remember the exceptions of the *nosotros* and *vosotros* forms.

Lesson 14

(continued)

Lesson 14

(continued)

Curiosidades

On what day do most Spanish people open gifts during the Christmas season?

Answer to trivia from lesson 13:

Equatorial New Guinea is the only African country with Spanish as its official language.

Cositas Culturales

The Patagonia Lake District is a spectacular area in the Andes of Chile and Argentina. The glacier-fed lakes and stunning snow-capped mountains impress visitors to the region. Visitors can cross between Bariloche,

Argentina, and Puerto Montt, Chile, on a combination of bus/boat transport and soak in the beautiful sights.



FOR ENROLLED STUDENTS

Add a description of your family members to the *Introducciones* form linked to your course doc. Submit lessons 13 and 14 to your teacher as soon as they are complete.