

Spanish III

Coursebook



Oak Meadow

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Introduction

Welcome to *Spanish III!* In this course, you will use all you have learned in Spanish I and Spanish II, and continue to develop your reading, writing, and conversational skills. Your first task is to read this introduction in full, as it will serve as a good refresher for those who have previously taken Oak Meadow Spanish courses and provide important information for those new to Oak Meadow.

Course Materials

This coursebook contains all the instructions and assignments for Spanish III. In addition to this coursebook, the following materials are included with this course package:

- *¡Avancemos! Level 3* (Houghton Mifflin Harcourt, 2018)
- blank journal

As you complete your assignments, you will be using a blank journal to record ideas, questions, and sketches inspired by your readings. Writing down new vocabulary words and phrases in your study journal will help you remember them more easily. You can jot down grammar rules and terms, draw places you read about or would like to visit, and doodle images to help with vocabulary memorization. This journal will become a valuable study tool.

You will find journal suggestions throughout this coursebook. Use your journal every time you study to help you retain knowledge, organize your thoughts, and shape your projects. Students enrolled in Oak Meadow School will share their journal with their teacher at the end of each semester.

What to Expect in This Course

In this course, there are 36 lessons divided equally into two semesters. Each lesson represents one week of study (approximately five hours of work). Read each lesson in its entirety before beginning work on the assignments or textbook reading. This will give you a sense of how to pace yourself and organize your time.

Each lesson is divided into sections to guide your studies and deepen your understanding of the material:

An **Assignment Summary** is included at the beginning of each lesson; you can see at a glance what is required and check off assignments as you complete them. Assignments are fully explained in the lesson.

Learning Objectives outline the main goals of the lesson and give you an idea of what to expect.

Assignments include the reading and writing you will be doing. These assignments highlight key concepts and give you an opportunity to apply your knowledge.

Háblame (Talk to Me) speaking exercises are included every few lessons, giving you the opportunity to practice your pronunciation and receive feedback. You will be recording short audio tracks using the free and easy-to-use online tool at Vocaroo.com.

Study Journal guidelines are listed in each lesson. You will often be writing notes in your own words rather than copying textbook information verbatim; using your own words will help you remember the material more easily.

Cositas Culturales (Cultural Tidbits) sections offer information about traditions, current events, and items of interest that will help you expand your understanding of Spanish-speaking cultures.

Extend Your Learning activities are optional and offer additional ways to explore the topics you are studying.

For Enrolled Students provides reminders and information for students who are enrolled in Oak Meadow School and submitting work to their Oak Meadow teacher.

The **Appendix** contains important material that you will be expected to know, use, and demonstrate mastery of throughout the year. Take some time to read through the appendix, paying particular attention to the sections on academic expectations, original work guidelines, plagiarism, and citing your sources.

You are encouraged to make a set of flash cards to help you study the vocabulary words from each unit. Write each vocabulary word in Spanish on one side of an index card and in English on the other side. You can test yourself by looking at the Spanish word first and translating it into English, or you can have the English appear first to test your recall of the Spanish words. Spending just a few minutes a day or 15 minutes a week quizzing yourself with homemade flash cards can boost your retention and recall, and make learning Spanish easier, more effective, and more enjoyable.

Online Resources

Throughout the course, you will be using articles, videos, and other resources that will enhance your understanding of the material. All of these online resources can be found under the Spanish III tab at <https://www.oakmeadow.com/curriculum-links/>. You can bookmark this webpage for easy reference.

Throughout both the textbook and this coursebook, you will be referred to online resources from the my.hrw.com website. Use the login information in the textbook to access the online site. You can access many of the activities in the textbook, including audio and video resources. In order to take advantage of all the interactive elements on the website, make sure your plug-ins are updated (you'll see a list of what you need when you click on the textbook). If you choose to work from the online site, remember you still need to share your work with your teacher.

For Enrolled Students

If you are enrolled in Oak Meadow School, you will be reminded to submit your work to your Oak Meadow teacher after every two lessons. Continue working on your next lessons while you are waiting for your teacher to send lesson comments. After you have submitted the first 18 lessons, you will receive an evaluation and grade for the first semester. At the end of 36 lessons, you will receive a final evaluation and grade.

All your work will be shared with your teacher via a shared Google course doc, which will be sent to you by your teacher. If you choose to do the textbook assignments online (using the Holt website), you can submit a PDF, screenshot, or scan of your online work by linking it to your Google course doc.

Remember to label the assignments in your course doc carefully. Your Oak Meadow teacher will make notes and corrections right in your course doc, which makes it easier to see where mistakes are and to make corrections.

Please stay in touch with your Oak Meadow teacher throughout this course to share your comments, ideas, questions, and challenges. Your teacher is eager to help you have a successful learning experience.

¡Buena suerte! ¡Empecemos!

(Good luck! Let's begin!)

Lesson

1

Uno

Learning Objectives

In this lesson, you will:

- Review present tense verb conjugations with regular and irregular verbs.
- Review irregular verbs in the *yo* form.
- Review the conjugation of stem-changing verbs.

Assignments

1. Read the information on pages xxx–xxxvii of your textbook. These tips and strategies will be helpful to keep in mind as you continue your Spanish language journey. While exciting and satisfying, the process of mastering a language can also feel long and frustrating. The information given here will be useful to keep in mind as you move forward. Pages C1–C25 provide a variety of information about cultural aspects of the countries you'll study throughout the course.
2. Read and listen to Lucía's blog on pages 2–3. You likely recognize many of these words. After reading through the blog once, look up any words you don't know, and make note of them in your journal.
3. Read the information about the present tense of regular verbs presented on page 5. Practice these conjugations with exercise 3 (5).
4. Read and listen to the brief biographies about well-known Spanish speakers on pages 6–7. Look up any words you don't know, and add them to your journal.

When looking up unfamiliar words, remember to use a reputable dictionary. If you don't have one handy, you can use the dictionary link found under the Spanish III tab at <https://www.oakmeadow.com/curriculum-links/>. Online translators (such as Google Translate) are not good options when

ASSIGNMENT SUMMARY

- Complete assignments about the present tense of regular and irregular verbs, verbs with irregular *yo* forms, and stem-changing verbs.
- Practice pronouncing words using the letter *b* and *v*.
- Take notes in your journal.
- Extend Your Learning: Learn about common Spanish gestures.

learning a language, as they don't provide context for the language. For example, the word *shot* could be gunshot, injection, a chance at success, etc.

5. Practice your listening comprehension by completing the *¡A Responder!* section at the bottom of page 7. For each number, just write *cierto* if the statement is true and *falso* if the statement is false.
6. Review the explanation of the present tense of irregular verbs on page 8. These are important to be very familiar with as the verbs *ser*, *estar*, and *ir* are some of the most commonly used verbs in Spanish. Practice these conjugations with exercises 4 and 5 (8).
7. Review the explanation on page 9 of verbs with irregular *yo* forms in the present tense, and then complete exercise 6 (9).
8. Review the explanation of stem-changing verbs on page 10. Remember, stem-changing verbs are sometimes called “boot verbs” because if we draw a line around the subjects in a verb chart that change in the stem when conjugated, it makes the general shape of a boot. Practice conjugating stem-changing verbs with exercise 8 (10).

querer to want	
quiero	queremos
quieres	queréis
quiere	quieren

9. Read the information about the irregular verbs *decir*, *tener*, and *venir* on page 11.
10. Practice all the verbs from this lesson by responding to the questions below in complete sentences.
 - a. ¿Qué dices cuando es el cumpleaños de tu amigo?
 - b. ¿Cuántos años tienes?
 - c. ¿De dónde eres?
 - d. ¿Con quién estás?
 - e. ¿Adónde vas los fines de semana?
 - f. ¿Puedes nadar? ¿Dónde nadas?
 - g. ¿Qué sirven en tu restaurante favorito?

Háblame (Talk to Me)

Read the pronunciation note about the letters *b* and *v* on page 5. Record yourself saying the words and tongue twisters (*trabalenguas*) listed. Use *Vocaroo.com* to record yourself. Once you've made your recording, you'll see a Save button and many options for formatting. The best choice is to copy the link to your recording and paste the link into your Google course doc. You'll complete many recordings like this throughout the course. The goal is for you to get used to hearing yourself speak Spanish and for your teacher to give you any needed pronunciation feedback.

Study Journal

In your journal, take notes from the following sections:

- regular verb conjugations in the present tense (5)
- irregular verb conjugations in the present tense (8)
- irregular verb conjugations in the *yo* form (9)
- stem-changing verb conjugations (10)

***Cositas Culturales* (Cultural Tidbits)**

Learning a language has a variety of benefits, including some you may not have considered. Read the article below to learn about some of these benefits. (All online links can be found at <https://www.oakmeadow.com/curriculum-links/>.) What benefits are new to you? In your opinion, which benefit is the most important? Why?

“The Benefits of Learning a Second Language” (omniglot.com)

Extend Your Learning

While this course focuses on written and oral Spanish, there is a whole language of unspoken Spanish. Read the article below for some visuals and descriptions of gestures common to many Spanish speakers.

“Learn Spanish Gestures” (theguardian.com)

FOR ENROLLED STUDENTS

You will be sharing your work with your teacher at the end of the next lesson. If you have any questions about the readings or assignments, please let your teacher know right away.

Many Spanish words have accents over certain letters. When writing by hand, it is easy to include these accents, but when typing, you can still include them fairly easily. In your Google course doc, you'll find macrons in this way:

- Go to the Insert menu.
- Click on Special Characters.
- In the drop-down menu on the left side, choose Latin (because Spanish is a Latin-based language).
- Click on the desired letter, and then click Insert.
- When you've inserted the letter once, it will be stored right below the letter grid for easy retrieval.

This sounds complicated but it's not, and you'll quickly get the hang of it.

There are also keyboard shortcuts you can learn, which are explained in "How to Type Spanish Letters and Accents" on spanishdict.com. Another option is using spanish.typeit.org to write your assignments, then cutting and pasting your work into your Oak Meadow course doc.

You will find links to these resources and more at <https://www.oakmeadow.com/curriculum-links/>.

Lesson

2

Dos

Learning Objectives

In this lesson, you will:

- Review when to use *saber* and *conocer*, and *ser* and *estar*.
- Review using reflexive verbs.
- Review how to make comparisons.

Assignments

1. Read and listen to the dialogue on pages 12–13. You will likely recognize quite a few words here, and some will be new. Look up any unfamiliar words in a dictionary, and make note of them in your journal.
2. Make note of the information regarding *saber* and *conocer* on page 14. Practice conjugating these verbs with exercise 11 (14).
3. Continue to practice using *saber* and *conocer* by describing a famous person. Use the verb *conocer* to discuss people and places this person is familiar with and *saber* to describe what the person knows how to do. Don't name the person—your teacher will try to guess! See the example below:

Ella conoce a Marc Anthony y Alex Rodriguez. Ella sabe bailar y cantar. Ella también sabe actuar. Ella conoce muchos países en el mundo.

(¡Es Jennifer Lopez!)

4. On page 15, review the information about when to use *ser* and when to use *estar*. This is probably a topic you've been seeing since the start of your Spanish studies, and you'll continue to

ASSIGNMENT SUMMARY

- Complete assignments about *saber* and *conocer*, *ser* and *estar*, reflexive verbs, and comparisons.
- Practice speaking by describing a famous person.
- Take notes in your journal.
- Extend Your Learning: Learn about life in other countries, as seen through photography.

see it since these verbs are used very frequently in the language. The following rhyme can help you remember when to use each:

For how you feel and where you are,

Always use the verb estar.

For who you are and where you're from,

Then use ser, the other one.

Practice using these verbs with exercise 13 on page 15.

5. Read and listen to the description of Jimena's typical day on page 16. Look up any new words. You'll see a variety of reflexive verbs, as they are commonly used to describe daily routines.
6. Read the explanation of reflexive verbs on page 18. Remember, they are conjugated the same as regular verbs but are used with reflexive pronouns. Practice conjugating reflexive verbs with exercises 15 and 16 (18).
7. Continue to practice using reflexive verbs by completing exercise 18 on page 19. Respond to the questions in complete sentences.
8. Read and listen to the restaurant descriptions on pages 20–21. Look up any new words. *¿Cuál restaurante prefieres? ¿Por qué?*
9. Read about making unequal comparisons ("more than" and "less than") on page 22, and then complete exercise 19 (22).
10. Read about making equal comparisons ("the same as") on page 23, and then complete exercise 21 (23).
11. Continue to practice making comparisons by writing five phrases in which you compare yourself to your friends and family. Use the verbs in the box in exercise 23 for ideas, but feel free to use any vocabulary words or verbs you know.

Example: *Mi madre es más alta que mi hermano. Mi amiga es tan cómica como yo.*

Háblame (Talk to Me)

Record the description of your famous person from assignment #3 above at Vocaroo.com, and include the link to your recording in your Google course doc.

Study Journal

In your journal, take notes from the following sections:

- *saber vs. conocer* (14)
- *ser vs. estar* (15)

- reflexive verbs (18)
- comparisons (22–23)

***Cositas Culturales* (Cultural Tidbits)**

While the grammar and vocabulary you learn through your Spanish courses are important and help you to master the language, there are some additional phrases that will help you make connections with Spanish speakers. See the list below for some you may not have thought of!

“15 Encouraging Phrases a Spanish Speaker Like Me Would Love for You to Learn” (upworthy.com)

Extend Your Learning

Pictures are some of the most effective tools to help understand what the rest of the world is like. Images can make us feel and know things not possible using words alone. See the article below for some amazing photography from around the world that gives us glimpses into the realities lived in communities far from our own. (Note: photos #5, 8, 9, 12, 15, 19, and 35 are all from Spanish-speaking countries.)

“Photos of the Week: 8/8–8/14” (2015) (theatlantic.com)

FOR ENROLLED STUDENTS

When your work for this lesson is complete, please add lessons 1 and 2 to your shared Google course doc. Remember to label all assignments carefully. Then use the “Email collaborators” command under the “File” menu of your doc to let your teacher know it is ready for review. If you are sending work through the mail, please send it directly to your teacher.

If you have any questions about your assignments now or in the future, please don’t hesitate to contact your teacher.

Lesson

3

Tres

Learning Objectives

In this lesson, you will:

- Review how and when to use the preterite tense.
- Practice conjugating regular verbs and irregular verbs.
- Practice using stem-changing verbs.
- Demonstrate the conjugation of verbs ending in *-car*, *-zar*, and *-gar*.

Assignments

1. Read the information about Mexico on pages 28–29. What did you already know about Mexico, and what did you learn? What did you find most interesting?
2. Read and listen to the vocabulary and phrases related to outdoor activities and camping on pages 32–33. The definitions of this vocabulary are on page 53, and you can also see word definitions via the glossary on the online site. Practice using this new vocabulary with exercises 1 and 3 (34).
3. Read the information presented on page 37 regarding the preterite tense of regular verbs and verbs ending in *-car*, *-gar*, and *-zar*. Practice these conjugations with exercises 6 (listening) and 7 on page 38.
4. Continue to practice forming the preterite of verbs ending in *-car*, *-gar*, and *-zar* by completing exercise 8 (39). Write a sentence stating whether you did or did not do the activity shown. If you're not quite sure what it is, take a guess!
5. Read the information presented on page 42 regarding irregular verbs in the preterite tense, and then complete exercise 14 (43).

ASSIGNMENT SUMMARY

- Complete assignments using the preterite tense with regular verbs, verbs ending in *-car*, *-gar*, and *-zar*, and stem-changing verbs.
- Practice pronouncing words with the letter *c* followed by vowels *a*, *o*, or *u*.
- Take notes in your journal.
- Extend Your Learning: Learn about one of the most famous Mexican foods: tacos.

6. Make note of the *Repaso gramatical* regarding stem-changing verbs in the preterite on page 43. These verbs are sometimes called “sandal verbs” because if we draw a line around the subjects where the verb stem changes when conjugated, it makes the basic shape of a sandal.

yo dormí	nosotros dormimos
tú dormiste	vosotros dormisteis
él/ella/ud. durmió	ellos . . . durmieron

7. Practice conjugating stem-changing verbs in the preterite by completing exercise 14 (43).
8. Practice with the preterite tense by writing a paragraph about your summer. Use a variety of verbs (regular, irregular, *-car/-gar/-zar*, and stem-changing) for a variety of subjects.

Háblame (Talk to Me)

Read and listen to the pronunciation note about the letter *c* on page 36. Using *Vocaroo.com*, record yourself saying the words and *trabalenguas*, and then copy and paste the recording into the Google course doc.

Study Journal

In your journal, take notes from the following sections:

- vocabulary and phrases related to outdoor activities and camping (32–33)
- preterite tense of regular verbs and verbs ending in *-car*, *-gar*, and *-zar* (37)
- irregular verbs in the preterite (42)
- stem-changing verbs in the preterite (43)

Cositas Culturales (Cultural Tidbits)

Mexico City is a fascinating place where the ruins of the societies of ancient Mexico are side by side with the structures of the modern world. Just outside Mexico City is Teotihuacan, a city originally inhabited by the Teotihuatecos, and then by the Aztecs. One of the main structures there is the Pyramid of the Sun, standing 216 feet tall and thought to be built in 100 CE.



Pyramid of the Sun, Teotihuacan
(Image credit: Sara Molina)

Extend Your Learning

Perhaps the most emblematic food of Mexico is the taco. There are hundreds of types of tacos, and the making of a good taco is an art! A Netflix documentary titled *Taco Chronicles* gives an insightful glimpse into this art, as well as the culture and people of Mexico. You are encouraged to watch it. Also, see the YouTube video below to learn about some of the most popular tacos in Mexico: *tacos al pastor*.

Tacos al pastor, classic Mexican Tacos



Tacos (Image credit: Sara Molina)

FOR ENROLLED STUDENTS

Remember, the purpose of learning a new language is to communicate with others, so don't be shy about practicing your Spanish.

Lesson

4

Cuatro

Learning Objectives

In this lesson, you will:

- Read poetry from Mexican authors.
- Review when to use and how to conjugate the preterite tense of *saber* and *conocer*.
- Demonstrate the use of the imperfect tense.

Assignments

1. On page 48, you'll prepare to read and listen to some Mexican poetry. Note the new vocabulary words, and read about the author and nature in the *Nota cultural*.
2. Look at the image on page 49. Based on this image, what do you think the poem "*Hermanidad*" will be about?
3. Read and listen to the poem on page 49. Answer the questions under the *Reflexiona* section.
4. Look at the image on page 50. Based on this image, what do you think the poem "*Viento, Agua, Piedra*" will be about?
5. Read the poem "*Viento, Agua, Piedra*" on pages 50–51. Respond to the question in the *Reflexiona* section (51) and then respond in Spanish to the following: *¿Cuál poema te gusta más? ¿Por qué?*
6. Practice your listening and vocabulary skills by completing exercise 1 (54).
7. Read and listen to the vocabulary and phrases related to family gatherings on page 59, and then complete exercise 1 (60).
8. Create a family tree for your family (or a famous or cartoon family). Include extended family and note their relationships to one another. Include some phrases about what this family does when they get together. Use the vocabulary from page 59.

ASSIGNMENT SUMMARY

- Complete assignments about Mexican poetry, vocabulary related to family gatherings, the preterite tense of *saber* and *conocer*, and the imperfect tense.
- Take notes in your journal.
- Extend Your Learning: Read or watch Laura Esquivel's *Like Water for Chocolate*.

9. Read the *Repaso gramatical* regarding the preterite of *saber* and *conocer* on page 62. Note how those verbs change meaning in the preterite tense. Practice conjugating these verbs with exercise 5 (62).
10. On page 63, you're presented with information regarding the imperfect tense. Remember there are only three irregular verbs in the imperfect tense: *ir*, *ser*, and *ver*. It may be helpful to remember that regular *-ar* verbs have a base ending of *aba* in their conjugations, and regular *-er/-ir* verbs have a base ending of *ía*. Practice using the imperfect tense with exercises 6 (listening) and 7 on page 64.
11. Continue to practice using the imperfect tense by completing exercise 8 (65).

Study Journal

In your journal, take notes from the following sections:

- family gatherings (59)
- preterite of *saber* and *conocer* (62)
- imperfect tense (63)

Cositas Culturales (Cultural Tidbits)

This lesson briefly discusses the amazing monarch butterflies. Every year, millions of these butterflies make a trek of 2,000 miles from the United States to Mexico. However, they are in danger. See the three National Geographic videos below for more information about the life and perils of the monarch butterflies and how you can help them on their journey by creating a rest stop. (All online links can be found at <https://www.oakmeadow.com/curriculum-links/>.)

Growing Up Butterfly

Monarch Butterflies

How to Create Your Own Monarch Butterfly Rest Stop

Extend Your Learning

One of Mexico's most celebrated authors is Laura Esquivel, who is also a politician. Her most well-known work is *Like Water for Chocolate (Como Agua para Chocolate)*, a love story with a variety of food references. The huge success of this novel was followed by a movie adaptation. Read and/or watch!

FOR ENROLLED STUDENTS

Please send all your work from lessons 3 and 4 to your teacher for review, and then begin working on lesson 5. Make sure to include all your assignments, and label each assignment in your Google course doc. Notify your teacher (using the “Email collaborators” function) when your completed work is posted in your Google doc and ready for review.

If you have any questions about your assignments, please let your teacher know.

Lesson

5

Cinco

Learning Objectives

In this lesson, you will:

- Review when to use the preterite vs. imperfect tense.

Assignments

1. On page 68, you're presented with information regarding when to use the preterite tense and when to use the imperfect tense. Sometimes acronyms can be helpful when remembering grammar rules. For this rule, try remembering SAFE (preterite) WATERS (imperfect).

SAFE: Preterite

- **Specific instance** (I called you three times yesterday.)
- **Action that interrupts** (He was reading when you called.)
- **Focuses on beginning or end** (The show started at 8:00.)
- **Enclosed period of time** (We were at the beach for three hours yesterday.)

WATERS: Imperfect

- **Weather** (It was raining.)
- **Age** (She was ten when she met the president.)
- **Time** (It was three o'clock.)
- **Emotions** (I was happy.)
- **Repetition** (I used to eat pizza every Friday.)
- **Setting descriptions** (My neighbor was very nice, the sky was dark, etc.)

Practice knowing when to use the preterite or the imperfect with exercises 12 and 13 (69).

ASSIGNMENT SUMMARY

- Complete assignments about using the preterite and imperfect tenses, and improving your listening and reading comprehension skills.
- Practice pronouncing words with the letter *c* followed by *e*, *i*, or *z*.
- Take notes in your journal.
- Extend Your Learning: Learn about *la danza de los tecuanes*.

2. Continue to practice using the imperfect tense by responding to the following questions in complete sentences:
 - a. *¿Qué hacías los fines de semana cuando eras niño/a?*
 - b. *¿Cómo eras cuando tenías 7 años?*
 - c. *¿Qué le gustaba hacer a tu familia cuando eras niño/a?*
 - d. *¿Qué tiempo hacía ayer?*
3. On pages 75–77, you'll find an excerpt of *Como Agua para Chocolate*. Read about the author in the *Nota cultural* on page 74. Skim pages 75–77. Based on the photos and words that stand out, what do you think this reading will be about?
4. Read and listen to the story on pages 75–77. Remember, you won't understand it all, and that's fine. See what you can deduce from context and cognates, and look up any words you need to. You might just get the general idea and feel that you still don't fully understand the story. Don't worry, with practice and exposure, your comprehension will improve!

Complete the *Para y Piensa* at the bottom of page 77. If you enjoyed this passage, you can read the full book (in Spanish or English) and/or watch the movie!
5. Complete the writing assignment on page 78. You're going to write about an unforgettable experience you had, using the preterite and imperfect tenses. Follow steps 1–3 on page 78 to submit a strong piece of writing.
6. Read about Juan and Diana on page 83. Respond to the following questions:
 - a. *¿Cómo son similares y diferentes las vidas de Juan y Diana?*
 - b. *¿Cómo son similares y diferentes las vidas de Juan y Diana y tu vida?*

Háblame (Talk to Me)

Read and listen to the pronunciation note regarding the letter *c* at the bottom of page 69. (You may remember seeing other pronunciations of the letter *c* on page 36.) Record yourself saying the letters and *refrán*. Copy and paste the link to your recording in your Google course doc.

Study Journal

In your journal, take notes from the following section:

- preterite vs. imperfect (68)

***Cositas Culturales* (Cultural Tidbits)**

One of the most delicious and emblematic sauces of Mexico is *mole*. This sauce, often used with chicken, fish, and vegetables, is rumored to have begun when a group of nuns had an unexpected visit from an archbishop, and didn't have anything to cook for him. So they created what they could from the ingredients they had, including chocolate, chili pepper, nuts, and fruit. A scrumptious, spontaneous invention!



The ingredients for mole sauce (Image credit: Leslie Seaton)

Extend Your Learning

Below you'll see an article about women and girls in New York dancing *la danza de los tecuanes*, a dance traditionally only performed by men. What is this dance about? What are your thoughts about the father who started his own dance group? What are other situations you've encountered in which women faced discrimination?

"Breaking a Mexican Tradition That Excludes Women, to Keep It Alive in Brooklyn"
(nytimes.com)