

Spanish II

Coursebook



Oak Meadow

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Introduction

Welcome to Spanish II! In this course, you will build on the solid foundation of grammar, vocabulary, and sentence structure you learned in Spanish I. You'll also learn more about the culture, history, and geography of a variety of Spanish-speaking countries.

Please read this introduction in its entirety. It will help you get the most out of this course. It explains the requirements for this course, and informs students enrolled in Oak Meadow School about the best way to submit work and communicate with their Oak Meadow teacher.

Course Materials

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

- *¡Avancemos! Level 2* (Houghton Mifflin Harcourt, 2018)
- blank journal

As part of your assignments, you will be using a blank journal to create a valuable study tool. It will become an excellent resource as you fill its pages with 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, illustrate places you read about or would like to visit, and doodle images to help with vocabulary memorization.

You will find journal suggestions throughout this coursebook. Use your journal every time you study, and it will slowly evolve into a powerful tool that will help you retain knowledge, organize your thoughts, and shape your projects. Students enrolled in Oak Meadow School will send their journal (or a copy of it) to 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.

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 II tab at <https://www.oakmeadow.com/curriculum-links/>. You can bookmark this webpage for easy reference.

Online Resources

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 submit your work to your Oak Meadow teacher via the Google course document or postal mail if you are enrolled in Oak Meadow School.

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 or screenshot 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 mistakes 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 the use of definite and indefinite articles.
- Review subject pronouns.
- Review adjectives.
- Demonstrate the use of *ser*, *tener*, and *gustar*.

The study of language is ongoing and needs continuous revisiting. As you continue your Spanish studies, it's important to review some material. The first two lessons will provide some practice on familiar topics to help strengthen your foundation before moving on to new material. If you find information you are unfamiliar with in the first two lessons, please contact your teacher.

Assignments

1. In your textbook, read “Why Study Spanish” (xxx–xxxii). Which reason for learning resonates most with you? Why are you studying Spanish?
2. In your textbook, read the letter to the student and information about communication (xxxii–xxxvii). This contains important information to keep in mind as you continue your Spanish journey.
3. Read C1–C25; these pages introduce a variety of dances from the Spanish-speaking world. Browse these and read or do further investigation as desired. The more Spanish exposure you get, the quicker your language skills will develop, and one way to do this is by playing music in Spanish as you work, or any time!
4. Read the dialogue on pages 2–3. Hopefully some of these words and phrases are familiar.
5. Use the Spanish you know to write a brief introductory paragraph about yourself. Consider describing yourself, things you like, where you live, who is in your family, etc.

ASSIGNMENT SUMMARY

- Complete assignments about articles, subject pronouns, adjectives, and the verbs *ser*, *tener*, and *gustar*.
- Practice speaking by answering questions.
- Take notes in your journal.
- Extend Your Learning (optional): Watch *Cuba and the Cameraman*.

6. On page 4, you'll see a review of definite and indefinite articles. Make note of these and practice using them with exercise 1 (4).
7. Review the verb *ser* and subject pronouns on page 5 and practice using them with exercise 3 (5). These are both key concepts in Spanish, so you'll see them often.
8. On pages 6–7, read the dialogue containing a variety of adjectives. You'll see the definitions of these adjectives on page 29.
9. Review the information regarding matching adjectives in gender and number with subjects on page 8. Practice this skill with exercise 5.
10. Review the verb *tener* on page 9. Practice using *tener* with exercise 7 (9). Instead of working with a partner, do both the question and answer portions yourself. See the bubbles A and B for an example using the *modelo*. Respond to the questions in complete Spanish sentences.
11. On page 12, you're presented with a review of the verb *gustar*. Review how this verb is used and then complete exercise 10 (12).
12. Practice the grammar you've learned by responding to the following questions in complete Spanish sentences:
 - a. ¿Cómo eres?
 - b. ¿Como es tu familia?
 - c. ¿Cuántos años tienes?
 - d. ¿Tienes perros o gatos? ¿Cómo se llaman?
 - e. ¿Te gusta viajar?
 - f. ¿Te gusta el café?
 - g. ¿Te gustan los deportes?

Háblame (Talk to Me)

Record your responses to the questions in assignment #12 using *Vocaroo.com*. Copy and paste the link to your recording into your Google course doc.

Study Journal

Be sure you've noted information about the following grammar and vocabulary words in your journal:

definite and indefinite articles (4)

tener (9)

ser and subject pronouns (5)

gustar (12)

adjectives (8)

Cositas Culturales (Cultural Tidbits)

Miami is one of the most Latino-influenced cities in the United States. Watch the following video, which highlights Little Havana, *Calle Ocho*, and the Cuban presence. (You can access the link from <https://www.oakmeadow.com/curriculum-links/>)

Miami's Latino Culture



Calle Ocho, Little Havana Dominos Park (Image credit: Inforgmation)

Extend Your Learning

If you're interested in Cuba, a documentary to consider is *Cuba and the Cameraman* (available on Netflix). It shows one man's many visits to three families in Cuba, over a span of four decades. It gives a lot of Cuban history, as well as some impactful visuals of the country. An interesting Cuban film is *Viva Cuba*, which takes a look at Cuba through the eyes of two children. (All Extend Your Learning activities are optional.)

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.

Many Spanish words have accents over certain letters. When writing by hand, it is easy to include accents. 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, 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 copying 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 the use of *ir* to discuss location.
- Review the difference between *ser* and *estar*.
- Practice expressions related to the daily routine.
- Demonstrate the use of present tense and stem-changing verbs.
- Practice using the future tense with *ir*.

Assignments

1. On page 16, review how to use the verb *ir* to discuss where someone is going. Practice this structure with exercise 13 (16)
2. Continue to practice conjugating *ir* by completing exercise 16 (17)
3. Read the dialogue on pages 18 and 19. You'll see expressions with *ser*, *estar*, and *tener*. Note the *mas vocabulario* box on page 18 and review how we use *estar* and *tener* to describe various states. In some cases, in English we may use the verb *to be* but in Spanish we use the verb *tener*.
Practice using these expressions with exercises 17 and 18 on page 20.
4. On page 21 is a review of the verbs *ser* and *estar* and when each is used. Here is a short rhyme that can help you to remember the difference:

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.
5. Draw, photograph, or find images that represent the feelings and states of being from the *mas vocabulario* box on page 18. Ideally these will be pictures of you acting out these conditions, but they can also be drawings.

ASSIGNMENT SUMMARY

- Complete assignments about present tense conjugations, *ser* and *estar*, and stem-changing verbs.
- Practice speaking by answering questions.
- Take notes in your journal.
- Extend Your Learning (optional): Watch the series *Destinos*.

6. Look at the review of how to conjugate present tense verbs on page 24. Remember verbs end in either *-ar*, *-er*, or *-ir* and to conjugate them we remove those endings and add different endings depending on the subject of the sentence. Practice these conjugations with exercise 22 on page 24.
7. On page 25, you'll see a review of stem-changing verbs. Remember stem-changing verbs are ones that not only change the ending when conjugated, but often change in the first part of the verb (the stem) as well. These are also sometimes called "boot verbs" because when we make a verb chart with the conjugations and draw a line around the conjugations that change the stem, it forms the shape of a boot (with a bit of imagination!).

YO	vuelvo	nosotros	volvemos
TÚ	vuelves	vosotros	volvéis
ÉL ELLA USTED	vuelve	ellos ellas ustedes	vuelven

Practice using stem-changing verbs with exercises 24 and 25 (25).

8. Read the dialogue on pages 26–27. You'll see the conjugated verb *ir* quite a bit, as well as other verbs that may look familiar. Note that the verb *ir* is often used to discuss what is going to happen in the future. See the structure for this in the *Nota Gramatical* on page 28. Practice this with exercises 26 and 27 on page 28.
9. Use the grammar you've learned to respond to the following questions in complete Spanish sentences:
- ¿De dónde eres?*
 - ¿Dónde estás?*
 - ¿Tienes hambre?*
 - ¿Puedes bailar? ¿Te gusta?*
 - ¿Qué vas a hacer este fin de semana?*

Háblame (Talk to Me)

Record your responses to #9 above using *Vocaroo.com*. Copy and paste the link to your recording in your Google course doc.

Study Journal

Be sure you've noted the following grammar and vocabulary information in your journal:

ir (16) and *ir* to discuss the future (28)

estar and *tener* expressions (18)

stem-changing verbs (25)

vocabulary related to people, locations, activities, and food

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

Learning something new is exciting, but it can also be challenging. Sometimes this challenge can push us to use resources that may be convenient but not necessarily helpful. Online translators are prevalent and are useful in certain situations. If you're in a country where you don't speak any of the language, and you want to communicate in a rudimentary way, an online translator can sometimes work. However, if you're learning a language, translators are not helpful. They don't give you context, and don't allow you to understand the grammar and how and why the words are being used. And using translators is a violation of academic integrity policies, as the computer is doing the work, not you. Also, translators are often incorrect!

See the examples below. In the first example, a high school student sings mistranslated lyrics from the movie *Frozen*. The second example shows how a Google translation mistake caused far too many eggs to be ordered at the Olympics. (Links to all online resources for this course can be found at <https://www.oakmeadow.com/curriculum-links/>.)

“Let It Go” from *Frozen* according to Google Translate

Norway's Olympic team (translation error)

Extend Your Learning

If you're looking for additional Spanish practice via audio and video, *Destinos* is a great choice. It is a *telenovela* that follows a lawyer around the world as she solves a mystery. While a bit dated, this *telenovela* is for Spanish language learners and is accessible and interesting. The website has a variety of additional resources to help you practice and interact with the language.

Destinos: An Introduction to Spanish

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 your work 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:

- Practice using vocabulary related to travel.
- Become familiar with direct object pronouns.

Assignments

1. Read the material on pages 32–33. You'll note most of this is in Spanish. You'll likely be familiar with most of this material, but probably not all of it. That's okay! Aim to understand the gist of the reading. Remember that learning a language is a lengthy process; sometimes you might feel like you're taking two steps forward and one step back. After reading through the material on pages 32–33 once, go back and look up any words you're not sure of. Afterward, answer the questions below.
 - a. What did you find interesting?
 - b. What information was new to you?
 - c. How was the process of reading the Spanish? Did you feel confident? Nervous? Like you understood most of it? Very little of it? (There are no wrong answers here!)
2. Read, listen to, and make note of the travel vocabulary on pages 36–37. Remember that you can listen to the pronunciation and see a full glossary using the online edition of the textbook. Practice using this new vocabulary with exercise 1 (38).
3. Read, watch, and listen to the *Telehistoria escena 1* on page 39. Remember you'll access the audio and video resources using the online textbook. Make note of the strategies included. Complete exercise 4 on page 40.
4. Read the *Nota Gramatical* on page 40. This is called the "personal *a*." Practice it by identifying which of the following sentences would need it.
 - a. *Veo un carro en el garaje.*

ASSIGNMENT SUMMARY

- Complete assignments about the personal *a*, direct object pronouns, and travel-related vocabulary.
- Choose a cultural topic for your semester project.
- Practice the pronunciation of words with *l* and *ll*.
- Take notes in your journal.
- Extend Your Learning (optional): Learn about Costa Rica's blue zones.

- b. *Traigo mi hermano a la fiesta.*
- c. *¿Conoces Shakira?*
- d. *¿Llevas las frutas a la escuela?*
5. On page 41, you're presented with a review of direct object pronouns, which refer to the item being "verbed" in the sentence. Practice using direct object pronouns with exercise 7.
6. Rewrite the following sentences with the appropriate direct object pronouns.
- Example: *Yo oigo la música: yo la oigo.*
- a. *Yo tengo la fruta.*
- b. *Tu traes el chocolate.*
- c. *Ellos ven las películas.*
- d. *Ella lleva su amiga.*
7. Read the *Comparacion cultural* at the bottom of page 42. *¿Te gusta el cuadro?*
8. Do your best to respond to the questions in *Compara con tu mundo*. Remember, you may not yet be able to say exactly what you want to say, but you can convey the general idea. Use the verbs and tenses you've learned so far.
9. Read, watch, and listen to the *Telehistoria escena 2* on page 44. Read the strategies and notice the *También se dice* section at the bottom of page 44. Just like in English (with words like *soda* and *pop*), in Spanish there are often many different words for the same item.
10. Continue to practice using direct object pronouns by responding to the *Para y Piensa* questions at the bottom of page 45.
11. You will be completing a culturally based project in each semester of this course. The project will serve as a common thread throughout each semester.

You will begin your semester project by choosing a cultural topic to look at in more depth. You'll research this topic as it relates to various countries and regions. Some possible topics to consider:

- food
- music
- literature
- visual arts
- dance
- sports

Submit a paragraph (in English) that describes the topic you chose and explains why you've decided to look at this in further detail.

Háblame (Talk to Me)

Read and listen to the information about *l* and *ll* in the *Pronunciación* section at the bottom of page 45. While the book explains that *ll* has a *y* sound, in some parts of the world (Argentina and Uruguay, for example) *ll* is pronounced more like a *zsh* sound, like the *s* in *measure*. Using *Vocaroo.com*, record yourself saying the words and sentences in the *Pronunciación* section.

Cositas Culturales (Cultural Tidbits)

Costa Rica is one of the most biodiverse countries in the world. It is home to more than 5% of the world's biodiversity even though it takes up just .03% of the planet's land mass. Costa Rica has worked hard to implement ecotourism in the country. See the videos below for more information (see <https://www.oakmeadow.com/curriculum-links/>).

What is Ecotourism?

(This is a great example of a student project that is well-organized and informative, and could serve as inspiration for your project.)

Costa Rica Ecotourism



This map of Costa Rica shows its mountain range and many rivers.
(Image credit: Zakuragi)

Study Journal

In your journal, take notes from the following sections:

travel vocabulary (36–37)

personal *a* (40)

direct object pronouns (41)

Extend Your Learning

Blue zones are those in which inhabitants regularly live active lives beyond the age of 100. Nicoya, Costa Rica, is one of the top five blue zones in the world. Read the links below for more information about these places. What do you think of the life habits that people in blue zones have in common? Do you follow any of them?

“Nicoya, Costa Rica: A Latin American Blue Zone” (bluezones.com)

“Blue Zone Photos: Nicoya Peninsula, Costa Rica” (nationalgeographic.com)

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:

- Practice using indirect object pronouns.
- Demonstrate the preterite tense of regular *-ar* verbs.

Assignments

1. On page 46 you're presented with a review of indirect object pronouns, which represent to whom or for whom the verb is happening. Practice this structure with exercises 12 and 13 (47).
2. Read, watch, and listen to the *Telehistoria completa* on page 49. Complete exercise 17 on page 50.
3. Complete the *Para y Piensa* section at the bottom of page 51 to practice using travel-related vocabulary.
4. Practice using direct and indirect object pronouns with exercises 3 and 4 on page 57.
5. Read the material about vacation activities and lodging on pages 60–61. Practice using these vocabulary words with exercise 1 on page 62.
6. Read, watch, and listen to the *Telehistoria escena 1* on page 63. Complete exercise 1 (64).
7. Review the *Nota Gramatical* regarding interrogatives (64). Write appropriate questions for the following responses:

Example: *Mi madre es simpática y alta.* Question: *¿Cómo es tu madre?*
 - a. *Vivo en Vermont.*
 - b. *Tengo 16 años.*
 - c. *Voy a dormir a las 10 de la noche.*
 - d. *Estudio español porque me gusta hablar con personas de otros países.*

ASSIGNMENT SUMMARY

- Complete assignments about indirect object pronouns, interrogatives, and the preterite tense of regular *-ar* verbs.
- Practice the pronunciation of words with *h* and *ch*.
- Take notes in your journal.
- Extend Your Learning (optional): Learn about Costa Rica's history and geography.

- On page 65, you're presented with the preterite tense of regular *-ar* verbs. Practice these conjugations with exercises 5 and 6 (66).
- Read the *Comparación cultural* on page 66 and respond to the questions in *Compara con tu mundo*.

Háblame (Talk to Me)

Read and listen to the pronunciation information on page 67 regarding *h* and *ch*. Using *Vocaroo.com*, record yourself saying the words and sentences in this section, and include the link to your recording in your Google course doc.

Study Journal

In your journal, take notes from the following sections:

- indirect object pronouns (46)
- interrogatives (64)
- preterite tense of regular *-ar* verbs (65)

Cositas Culturales (Cultural Tidbits)

The article below describes Costa Rica's work to protect the environment. Often lauded as having some of the most far-reaching and protective environmental policies, Costa Rica embraces the idea that nature is deserving of rights, just like humans. What are your thoughts about this idea? Could the United States or other countries implement any of these policies? Should they?

"Costa Rica: Paving the Way for Rights of Nature?"

Extend Your Learning

Read the Costa Rica country profile. Choose an aspect that is of interest to you and do a bit of research. What did you choose? Why is this appealing? What did you learn?

Costa Rica Country Profile (BBC)

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 is 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:

- Practice using the preterite tense of regular *-ar* verbs.
- Become familiar with the preterite tense of irregular verbs (*ir, ser, hacer, ver, and dar*).

Assignments

1. Read, watch, and listen to the *Telehistoria escena 2* on page 68. Complete exercise 9 (69).
2. Continue to work with regular *-ar* verbs in the preterite tense by completing exercise 11 (69). Instead of asking a partner, just use the verbs in the box to note if you did or didn't do those activities in the last year. Example: *Yo descansé en mi casa ayer*.
3. On page 70, you're presented with the preterite tense of some irregular verbs: *ir, ser, hacer, ver, and dar*. Irregular verbs don't follow the established rules for conjugations. Practice conjugating these verbs with exercises 12 and 13 (71).
4. Complete exercise 14 (71) to practice irregular conjugations in the preterite tense as well as your listening comprehension skills.
5. Using the preterite tense of irregular verbs *ir, ser, hacer, ver, and dar* as well as regular *-ar* verbs, write a paragraph about the past week. Note where you went, what you did, who you saw, etc.
6. Read, watch, and listen to the *Telehistoria completa* on page 73. Complete exercise 18 (74).
7. Read the *Lectura Cultural* on page 76 regarding vacations in Costa Rica and Chile. Complete the *Para y Piensa* section at the bottom of page 77.
8. If possible, make one of the drinks shown on page 78 and write a sentence about your experience. What was challenging? What was enjoyable? How did your drink come out?

ASSIGNMENT SUMMARY

- Complete assignments about the preterite tense of regular *-ar* verbs and irregular verbs.
- Take notes in your journal.
- Extend Your Learning (optional): Learn about the Atacama Desert.

9. Practice your listening skills, using the preterite tense, and interrogatives with exercise 1 on page 80.
10. Read about the vacations of Laura, Lucas, and Francisco on page 83. Which vacation sounds most appealing to you? How do these compare to your vacations?

Study Journal

In your journal, take notes from the following sections:

preterite of irregular verbs (70)

En resumen vocabulary (79)

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

Easter Island is one of the most mysterious and magnificent locations in Latin America. See below for more info including a short video. What do you think the meaning is behind these statues? (See <https://www.oakmeadow.com/curriculum-links/> for links to all online resources.)

Discover the Mysteries of Easter Island (nationalgeographic.com)



Moai at Rano Raraku, Easter Island (Image credit: TravelingOtter)

Extend Your Learning

The Atacama Desert, located in northern Chile, is one of the driest deserts in the world. It is a magical place, and being there feels like being on another planet. Read the article below for more information about this desert, including the science behind what makes it so special.

“What’s So Special about the Atacama Desert?”



The Atacama Desert in Chile is one of the driest deserts on Earth. (Image credit: Sara Molina)