

Spanish I

Oak Meadow Coursebook

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Introduction

Welcome to *Spanish I*! In this course, you will be introduced to grammar, vocabulary, and sentence structure while learning about the culture, history, and geography of a wide range of Spanish-speaking countries. You will learn details about traditional and modern life, food, art and music, and traditions, and you will see photos of the people and places that make these countries special. With so many Spanish-speakers around the world, learning Spanish will open doors to many different opportunities for you.

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 this full-year course. In addition to this coursebook, the following books are included with the course package:

- *¡Avancemos!* (Houghton Mifflin Harcourt, 2018)
- *Webster's New World Pocket Spanish Dictionary* (Houghton Mifflin Harcourt, 2016)
- blank journal

In addition to 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, terms, illustrate places you read about or would like to visit, and doodle images to help with vocabulary memorization.

You will be reminded to use your journal in each lesson, and you will find suggestions throughout this coursebook for using it to its fullest advantage. Use this 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 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) and **Curiosidades (Trivia)** offer information about traditions, current events, and items of interest that will help you expand your understanding of Spanish-speaking cultures.

Extend Your Learning sections 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 stage. 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 find articles and resources that will enhance your understanding of the material. All of these online resources can be found under the Spanish I 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 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 a first-semester evaluation and grade. 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. In addition to the assignments you find in this coursebook, you will be completing assignments in the Holt textbook. If you choose to do these 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.

Please remember to label the assignments in your course doc carefully. Unless otherwise specified by the instructions in the textbook or coursebook, you can write your answers using the following format:

Lesson 1

assignment #5: Exercise 14

1. *ella*

2. *él*

etc.

Your Oak Meadow teacher will make notes and corrections right in your course doc, which makes it easy to see where mistakes are and to make corrections.

Please remember to 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.

Opening the Door to a New World

We hope you are now well prepared to get the most out of this course. Whatever your background and interests, we hope that you will approach the study of Spanish with an open, engaged mind.

¡Buena suerte! ¡Empecemos!

(Good luck! Let's begin!)

Lesson

1

Uno

Learning Objectives

In this lesson, you will:

- Learn basic greetings and introductions in Spanish.
- Become familiar with Spanish alphabet and pronunciation.
- Discuss where you're from.
- Identify a local example of Spanish cultural influence.

What intrigues you about the Spanish language and culture? Have you ever visited a Spanish-speaking country? In this course, you'll learn more than just the Spanish language—you'll also get to know a little about the history, food, geography, and customs of Spanish-speaking countries around the world. In our first lesson, you'll become familiar with the textbook and various resources that you'll be using in this course as you explore the rich culture of the Spanish and Latino people.

Before You Begin

Write a paragraph explaining your experience and interest in the Spanish language. Answer the following questions:

- What is your experience with Spanish?
- Why are you taking this course?
- What interests you about the Spanish language and culture? What would you like to know more about?

Reading, Writing, and Viewing

1. Read *Hola, ¿qué tal?* (pages 2–3) in your textbook.

ASSIGNMENT SUMMARY

- ☐ Write about your interest in the Spanish language.
- ☐ Complete assignments about the alphabet, greetings, and countries.
- ☐ Practice speaking by reading alphabet letters and dialogue.
- ☐ Take notes in your journal and begin your Master Verb Chart.
- ☐ Extend Your Learning (optional): Learn about the resources in your print and online textbook.

2. Complete exercise 1, *Muy Bien*, and exercise 2, *Cómo estás?* (4). Feel free to practice these expressions aloud and use them when greeting family and friends (and pets!).
3. Make note of the explanation *Nota* on page 5, and listen to the online audio about the letter *h* in Spanish. Read the grammar about greetings (6–7) and the *Nota* on page 9.
4. Practice greetings by completing exercise 4, *¿Cómo te llamas?*, and exercise 5, *Conversación* (8).
5. Read and listen to the alphabet pronunciation (10). Practice your listening with exercise 8, *Lista* (11).
6. Write the letters of the following words in Spanish:
 - a. Your name
 - b. Your favorite actor/singer/musician/band
 - c. Where you live
7. Look at the map on page 12 and see how many countries you can name. Then read the information on pages 12 and 13, and the *Nota* at the top of page 15.
8. Complete exercise 11, *Es de . . .* (14) and respond to the questions below (in complete sentences). You can see more information about these phrases on page 25 of your textbook.
 - a. *¿De dónde eres?*
 - b. *¿De dónde es la profesora* (teacher)?
 - c. *¿De dónde es tu familia* (your family)?
9. Photograph and describe an example of Spanish culture and/or language in your community. Look for the Spanish language in your community in restaurants, churches, doctors' offices, museums, the post office, supermarkets, etc. While you are outside, pay attention to signs, advertisements, and billboards that may also include the Spanish language. Take a photograph and describe what you saw and where. Translate the Spanish text, if you can. Was it difficult or easy to find examples? What is the Spanish influence in your community? Do a little research. Find out the Hispanic population of your town, county, and state. You may be able to find this on the internet, or you might call the town offices. Add this to your description.

Háblame (Talk to Me)

Practice reciting the letters of the names you wrote for assignment #6. When you feel comfortable with your pronunciation, go to the website Vocaroo.com. Record yourself reading the names and letters. When you are satisfied, copy the link to your recording and include it in your Google course document.

Curiosidades (Trivia)

Wonder why it's a good idea to learn Spanish? In the 2012 census, it was estimated that 14% of the U.S. population were native Spanish speakers, and this number is growing. Projections anticipate the U.S. having 138 million native Spanish speakers in 2050, which would make it the biggest Spanish-speaking country in the world!

Journal

In your journal, take notes from the following sections in *En resumen* (25):

- Greet People and Say Goodbye
- Make Introductions
- Say Where You Are From

This lesson introduces the verb *ser*, which you'll see more of as you go. *Ser* means *to be*, and we use it when we talk about permanent characteristics, such as where we're from.

Yo soy: I am

Tú eres: you are

él/ella es: he/she is

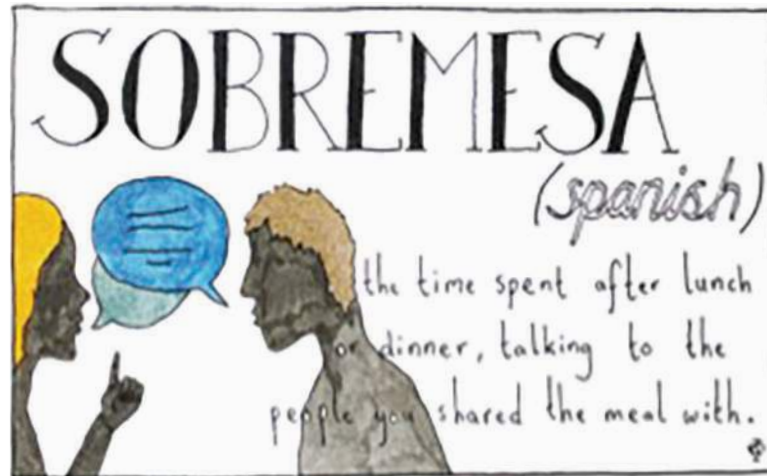
This is the first verb you're learning, and one of the most important! A useful tool for you as you study will be a **Master Verb Chart**, which you'll create in your journal. It will have the verb in Spanish, its meaning in English, and how you conjugate or change it for each subject (person doing the verb). Your Master Verb Chart might look something like the table below. You'll add new verbs to it as you learn them.

Master Verb Chart

VERB	MEANING	Yo	Tú	él/ella/ usted	nosotros	vosotros	ellos/ellas/ ustedes
<i>Ser</i>	To be	<i>soy</i>	<i>eres</i>	<i>es</i>	<i>somos</i>	<i>sois</i>	<i>son</i>

Cositas Culturales

You'll learn throughout your Spanish studies that some words just can't be translated easily. One such word in Spanish is *sobremesa*. It's one of the best parts of the meal!



(Image credit: Ella Frances Sanders)

Extend Your Learning

Your textbook is full of great resources, such as the tips about language learning at the beginning of the book. The my.hrw.com website referred to in the upper right corner of many of the pages provides you with an easy way to practice the material you are learning and get instant feedback about whether or not your answers are correct.

FOR ENROLLED STUDENTS

Normally, you will be submitting your work after every two lessons, but when you complete lesson 1, please share your work with your teacher. This will give you feedback early in the course and help you get used to the technology used for submitting work. When your work for this lesson is complete, please add it to your shared Google course doc. 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.

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

Lesson

2

Dos

Learning Objectives

In this lesson, you will:

- Become familiar with the numbers 1–10.
- Discuss the days of the week.
- Practice using vocabulary related to the weather.

Reading, Writing, and Viewing

1. Read and listen to the information about numbers on page 16. You might also watch this video for more practice with the numbers 1–10:

Numbers Song in Spanish (*Cancion de los Numeros*)

(You can find this link on the Oak Meadow curriculum resource page online at <https://www.oakmeadow.com/curriculum-links/>.)

2. Practice numbers (mixed with math!) with exercise 14, *Matemáticas* (17). Write in words (in Spanish) all the numbers in the problem.
3. Write your phone number in Spanish.
4. Answer the following questions by writing your response in Spanish:
 - a. How many brothers or sisters do you have?
 - b. How many pets do you have?
 - c. How many countries have you visited?
5. Read and listen to the information about days of the week on page 18. Make note of the explanations under the Days of the Week heading on page 25.
6. Complete exercise 17, *Los Días*, to practice the days of the week.

ASSIGNMENT SUMMARY

- ☐ Complete assignments about numbers, days of the week, and the weather.
- ☐ Practice speaking by answering questions.
- ☐ Take notes in your journal.
- ☐ Extend Your Learning (optional): Create flash cards.

7. Respond to the following questions in Spanish:
 - a. What is your favorite day of the week?
 - b. What is your least favorite day of the week?
 - c. On what day of the week does your birthday fall this year?
 - d. What day is today?
8. Read and listen to the information on page 20 and make note of the explanation under the Describe the Weather section on page 25.
9. Practice describing the weather with exercise 20, *El tiempo*, and exercise 22, *¿Qué tiempo hace?* (21). For exercise 22, imagine that you are from each city listed. In Spanish, say where you are from, and what the weather is there.
10. Respond in Spanish to the following question for the weather where you are today: *¿Qué tiempo hace hoy?*

Háblame (Talk to Me)

Record yourself at [Vocaroo.com](https://www.vocaroo.com) giving the following responses (complete sentences are not needed):

- *¿Qué día es hoy?*
- *¿Qué tiempo hace hoy?*
- *¿Cuál es tu número de teléfono?*

Curiosidades (Trivia)

As of 2017, nearly 30 percent of the players in Major League Baseball were born outside the U.S., and the majority of those players are from Latin America. What Latin American country tops the list for these MLB players?

(See next lesson's *Curiosidades* for the answer.)

Journal

In your journal, take notes from the following sections of *En resumen* (25):

- Days of the Week
- Describe the Weather

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, 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.



(Image credit: Sara Molina)

Extend Your Learning

You will find flash card sets to be a helpful study tool. Make your own set of flash cards using index cards. Write the Spanish word on one side and the English word on the other. Practice with the days of the week, the months of the year, and the four seasons. For the next few weeks, review this vocabulary regularly so you will become familiar with the words.

You may frequently run across words and phrases that are unfamiliar to you for which you can't find a translation in the text or in this coursebook. Sometimes you'll be able to figure out the meaning from the context, just as a child does when learning to speak. Other times, you may want to look up the word in a Spanish/English dictionary, or in the back of the textbook. If using an online dictionary, good ones are *wordreference.com* or *spanishdict.com*. It is best to look up individual words rather than whole phrases.

These links and more helpful resources can be found at <https://www.oakmeadow.com/curriculum-links/>.

FOR ENROLLED STUDENTS

Please submit all your work from lesson 2 to your teacher for review, and then begin working on lesson 3. Remember to label all assignments carefully.

If you have questions about submitting your work, or about any of your assignments, contact your teacher.

Lesson

3

Tres

Learning Objectives

In this lesson, you will:

- Become familiar with *gustar* with infinitives.
- Practice using vocabulary related to activities and food.

Reading, Writing, and Viewing

1. Read the information presented on pages 28–29.
2. Answer the questions in italics at the end of each paragraph on page 29.
3. Review the information presented on pages 32 and 33. This is a combination of verbs and nouns. (You can also see a list of this vocabulary on page 51). Review the explanation of how *gustar* works on page 42.
4. Practice using *gustar* with exercise 1, *El sábado*, and exercise 2, *¿Te gusta?*, on page 34.
5. Continue working with *gustar* with infinitives with exercise 13, *¿Les gusta o no?*, and exercise 14, *¿Qué les gusta hacer?*, on page 43.
6. Respond in Spanish to the following questions:
 - a. *¿Te gusta escribir poemas?*
 - b. *¿Te gusta leer libros de ficción* (fiction)?
 - c. *¿Te gusta escuchar musica rock?*
 - d. *¿Te gusta hablar por teléfono?*
 - e. *¿Te gusta mirar la televisión? ¿Qué programa?* (What program?)
7. On page 35, you're presented with the first episode of *Telehistoria*. In your online textbook, you can hear the audio and watch the video. Watch the video first, without following along with the written script. How much can you understand? Remember that listening comprehension takes

ASSIGNMENT SUMMARY

- ☐ Complete assignments about verbs, nouns, and *gustar*.
- ☐ Practice speaking by talking about what you like to read and listen to.
- ☐ Take notes in your journal.
- ☐ Extend Your Learning (optional): Learn about Hispanic Heritage Month.

practice and repetition, so it's okay if you don't understand much just yet! After you've watched it once, replay it while reading the script. Complete exercise 3 (36) and then respond to this question: What do you think will happen next in this *Telehistoria*?

Háblame (Talk to Me)

Record your responses to the questions in #6 at Vocaroo.com. Copy and paste the link to your recording in your Google course doc.

Curiosidades (Trivia)

In what month (*en qué mes*) is Hispanic Heritage Month celebrated? What is celebrated during this time? Look for the answer in next lesson's *Curiosidades*.

Answer to trivia from lesson 2:

In 2017, over ten percent of Major League Baseball players were from the Dominican Republic.

Study Journal

Take notes on the vocabulary presented on pages 32, 33, and 51. Take notes on the grammar information presented about *gustar* on page 42.

Cositas Culturales

You already know more Spanish than you think you do! Many Spanish and English words are similar, and both languages have adopted bits and pieces from each other. The suffix *-eria* usually indicates a store of some kind. The place indicated in the picture is a good example of the mixing of Spanish and English. Can you guess what this place is?



(Image credit: Sara Molina)

Extend Your Learning

Read and/or listen to this NPR program (found at <https://www.oakmeadow.com/curriculum-links/>):

Hispanic Or Latino? That Is the Question

What does the story say about the uses of the words *Hispanic* and *Latino*? What are the differences between them? Do you think one is better than the other?

FOR ENROLLED STUDENTS

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 left-hand drop-down menu, 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

4

Cuatro

Learning Objectives

In this lesson, you will:

- Become familiar with *ser* and subject pronouns.

Reading, Writing, and Viewing

1. Read the *Presentación de Gramática* on page 37 regarding subject pronouns and *ser*.
2. Practice subject pronouns and *ser* with exercises 6, 7, and 8 (38–39).
3. Answer the following questions in complete sentences:
 - a. *¿De dónde eres tú?*
 - b. *¿De dónde es tu mamá?*
 - c. *¿De dónde es tu actor favorito?*
4. On page 40 you're presented with *Telehistoria escena 2*. In your online textbook, you can hear the audio and watch the video. Watch the video first, without following along with the written script. How much can you understand? After you've watched it once, listen again while reading the script. Complete exercise 10 (41).
5. On page 45 you'll see the third episode of *Telehistoria*. Watch and listen, as you did with episodes 1 and 2, and complete exercise 18 (46).
6. Choose and complete one of the three projects presented on page 50.
7. Review the summary of grammar and vocab on page 51. Make sure your journal includes complete notes on this information.

ASSIGNMENT SUMMARY

- ☐ Complete assignments about grammar, vocabulary, and *ser*.
- ☐ Take notes in your journal.
- ☐ Extend Your Learning (optional): Watch and practice speaking with *Mi Vida Loca*.

Curiosidades (Trivia)

Is Puerto Rico part of the United States? Can residents of Puerto Rico vote in U.S. presidential elections?

Answer to trivia from lesson 3:

Hispanic Heritage Month is celebrated from September 15 to October 15. This observation is to celebrate the histories, cultures, and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean, and Central and South America. The Latin American countries of Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Mexico, and Chile celebrate their independence from Spain in the month of September.

Study Journal

Take notes on the information regarding subject pronouns and the verb *ser* on page 37. Include the difference between *tú* and *usted* and when we would use each, as well as when and where we use *ustedes* and *vosotros*. Be sure the verb *ser* is in your Master Verb Chart.

Cositas Culturales

In Miami, Florida, there are many Spanish speakers. The area known as Little Havana is quite unique—a feel of Cuba in the U.S.! Popular Cuban customs like dominoes, baseball, and Cuban cigars are prevalent here.



(Image credit: Sara Molina)

Extend Your Learning

Check out this online video series from BBC:

Mi Vida Loca

It provides a great way to practice your comprehension and pronunciation. 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."

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 adjectives to describe people.
- Become familiar with subject/adjective agreement.
- Learn about definite and indefinite articles.

Reading, Writing, and Viewing

1. Read and listen to the information about adjectives presented on pages 56–57. You can see the definitions of these on page 75.
2. Complete exercise 2 (58) to practice using adjectives.
3. Which adjectives describe you? Describe yourself using the correct conjugation of the verb *ser* and the adjectives that fit. In English, this might look like, “I am tall.”
4. Watch *Telehistoria escena 1* (59), listening and reading along with the video.
5. Read the information about definite and indefinite articles on page 61. Make note of this in your journal.
6. Practice definite and indefinite articles with exercises 5 and 6 (audio) on page 62 and exercise 8 on page 63.
7. Watch, listen to, and read *Telehistoria escena 2* on page 64.
8. Read the information about noun-adjective agreement on page 66. Make note of this in your journal.
9. Practice noun-adjective agreement with exercise 12 (67).
10. Watch, listen to, and read the third scene of *Telehistoria* on page 69. Complete comprehension exercise 16 on page 70.

ASSIGNMENT SUMMARY

- ☐ Complete assignments about adjectives, articles, and noun-adjective agreement.
- ☐ Practice speaking by answering questions about yourself.
- ☐ Take notes in your journal.
- ☐ Extend Your Learning (optional): Create adjective flash cards.

11. Practice using *ser*, *gustar*, and adjectives with assignment 18. Instead of doing this with a partner, your instructor will guess who you're describing.
12. Respond to the following questions in complete sentences:
 - a. *¿Cómo eres tú? ¿Qué te gusta?*
 - b. *¿Cómo es tu mejor amigo/a? ¿Qué le gusta?*
 - c. *¿Cómo son las personas en tu familia? ¿Qué les gusta?*

Háblame (Talk to Me)

Record your response to #12 above at Vocaroo.com and copy and paste your link into your Google course doc.

Curiosidades (Trivia)

Which of the following is NOT a key food in South America:

- a. corn
- b. pasta
- c. potatoes
- d. yuca

Answer to trivia from lesson 4:

No, Puerto Rico is not a state. It is a Commonwealth of the United States. and Puerto Ricans are U.S. citizens. However, those who live in Puerto Rico cannot vote in U.S. presidential elections.

Study Journal

Take notes on the information about definite and indefinite articles presented on page 61. Include what they are and how they need to match in gender and number.

Cositas Culturales

At the end of this textbook lesson, your book will describe some Mexican and Cuban foods. One food very famous in the U.S. had its start in Cuba: the sloppy joe. Story has it that the sloppy joe was created in the 1960s by a man from the United States living in Cuba. His name was Joe, and he had a bar in Havana. He wanted to serve snacks along with his drinks, and so he used a traditional Mexican dish, *ropa vieja*, which literally means *old clothes*; it is small strips of meat in a tomato sauce. Joe combined it with a twist from the U.S.—the hamburger bun. And thus was born the sloppy joe!



(Image credit: Sara Molina)

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Refer to this helpful site to learn more adjectives that you can use to describe yourself and others:

Spanish Phrases: Basic Spanish Adjectives

Interact with the crossword, word search, and flash cards available on the website. Create your own flash card set with these adjectives. (Links to all online resources can be found at <https://www.oakmeadow.com/curriculum-links/>.)