

# Spanish 1

## Coursebook



**Oak Meadow**

Oak Meadow, Inc.

Post Office Box 615

Putney, Vermont 05346

[oakmeadow.com](http://oakmeadow.com)



# Table of Contents

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|                               |    |
|-------------------------------|----|
| <b>Introduction</b> .....     | ix |
| Course Materials              |    |
| What to Expect in This Course |    |
| Online Resources              |    |
| Share Your Work               |    |

## *Preliminar*

---

- Greetings
- Alphabet/pronunciation
- Where are you from?
- Numbers 1–10
- Days of the week
- Weather

|                            |   |
|----------------------------|---|
| <b>Lesson 1: Uno</b> ..... | 1 |
| <b>Lesson 2: Dos</b> ..... | 5 |

## *Unidad 1: Estados Unidos*

---

- Vocabulary
- Subject pronouns and the verb *ser*
- Gustar* with infinitive
- Definite/indefinite articles
- Noun/adjective agreement

|                               |    |
|-------------------------------|----|
| <b>Lesson 3: Tres</b> .....   | 9  |
| <b>Lesson 4: Cuatro</b> ..... | 13 |
| <b>Lesson 5: Cinco</b> .....  | 17 |

## Unidad 2: México

---

Vocabulary  
 Numbers 11–100  
 Verb *tener*, *estar*, and *ir*  
 Present tense *-ar* verbs

|  |    |
|--|----|
| <b>Lesson 6: Seis</b> .....            | 21 |
| <b>Lesson 7: Siete</b> .....           | 25 |
| <b>Lesson 8: Ocho</b> .....            | 29 |
| <b>Lesson 9: Nueve</b> .....           | 33 |
| Oral Discussion and Multimedia Project |    |

## Unidad 3: Puerto Rico

---

Vocabulary  
*Gustar* with nouns  
 Present tense of *-er* and *-ir* verbs  
 Possessive adjectives  
 Comparatives

|                               |    |
|-------------------------------|----|
| <b>Lesson 10: Diez</b> .....  | 37 |
| <b>Lesson 11: Once</b> .....  | 41 |
| <b>Lesson 12: Doce</b> .....  | 45 |
| <b>Lesson 13: Trece</b> ..... | 49 |
| Mini-Project                  |    |

## Unidad 4: España

---

Vocabulary  
 Stem changing *e* to *ie*  
 Direct object pronouns  
 Stem changing *o* to *ue*  
 Stem changing *e* to *i*

|   |    |
|---|----|
| <b>Lesson 14: Catorce</b> .....                 | 51 |
| <b>Lesson 15: Quince</b> .....                  | 55 |
| <b>Lesson 16: Dieciséis</b> .....               | 59 |
| <b>Lesson 17/18: Diecisiete/Dieciocho</b> ..... | 63 |
| Oral Discussion and Semester Project            |    |

## *Unidad 5: Ecuador*

---

Vocabulary  
 Verbs *ser* and *estar*  
 Ordinal numbers  
 Irregular verbs  
 Affirmative *tú* commands

|                                    |    |
|------------------------------------|----|
| <b>Lesson 19: Diecinueve</b> ..... | 69 |
| <b>Lesson 20: Veinte</b> .....     | 73 |
| <b>Lesson 21: Veintiuno</b> .....  | 77 |
| <b>Lesson 22: Veintidós</b> .....  | 81 |
| Collaboration                      |    |

## *Unidad 6: La República Dominicana*

---

Vocabulary  
 Verbs *jugar*, *saber*, and *conocer*  
 Preterite of regular *-ar* verbs  
 Preterite of *-car/-gar/-zar* verbs

|                                      |    |
|--------------------------------------|----|
| <b>Lesson 23: Veintitrés</b> .....   | 83 |
| <b>Lesson 24: Veinticuatro</b> ..... | 87 |
| <b>Lesson 25: Veinticinco</b> .....  | 91 |
| <b>Lesson 26: Veintiséis</b> .....   | 95 |
| Oral Discussion and Mini-Project     |    |

## Unidad 7: Argentina

---

Vocabulary  
 Preterite of *-er/-ir* verbs  
 Affirmative and negative words  
 Preterite of *ir, ser, and hacer*  
 Pronouns after prepositions

|                                     |     |
|-------------------------------------|-----|
| <b>Lesson 27: Veintisiete</b> ..... | 97  |
| <b>Lesson 28: Veintiocho</b> .....  | 101 |
| <b>Lesson 29: Veintinueve</b> ..... | 105 |
| <b>Lesson 30: Treinta</b> .....     | 107 |
| Mini-Project                        |     |

## Unidad 8: Costa Rica

---

Vocabulary  
 Reflexive verbs  
 Present progressive  
 Indirect object pronouns  
 Demonstrative adjectives

|   |     |
|---|-----|
| <b>Lesson 31: Treinta y uno</b> .....                       | 109 |
| <b>Lesson 32: Treinta y dos</b> .....                       | 113 |
| <b>Lesson 33: Treinta y tres</b> .....                      | 117 |
| <b>Lesson 34/35: Treinta y cuatro/Treinta y cinco</b> ..... | 121 |
| Final Project   |     |
| <b>Lesson 36: Treinta y seis</b> .....                      | 123 |
| Oral Discussion and Course Reflection                       |     |

## Appendix

---

|                                 |     |
|---------------------------------|-----|
| Academic Expectations .....     | 126 |
| Original Work Guidelines .....  | 126 |
| Finding Reputable Sources ..... | 127 |
| Citing Your Sources .....       | 128 |
| Elements of Good Writing .....  | 131 |
| The Writing Process .....       | 134 |



# Introduction

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Welcome to *Spanish 1!* 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 Checklist** 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.

**Share Your Work** 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 1 tab at [www.oakmeadow.com/curriculum-links](http://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.

## Share Your Work

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. You can see the definitions of the phrases and words shown throughout this chapter on page 25 of your textbook.

## ASSIGNMENT CHECKLIST

- 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. Use phonetic spelling to write 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](http://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

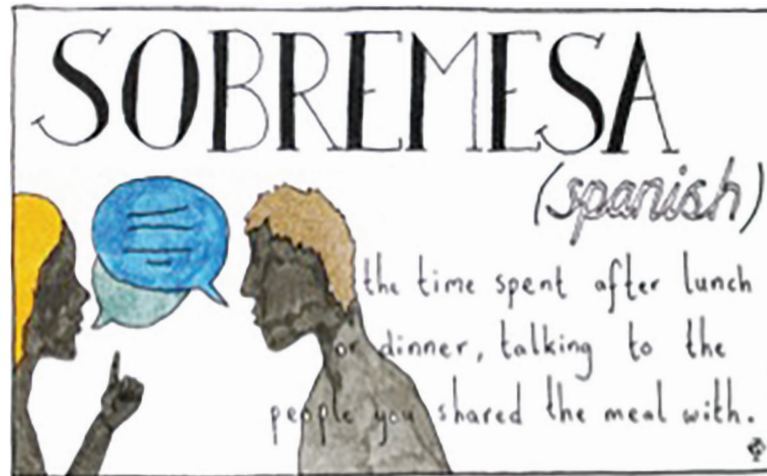
This is the first verb you're learning, and one of the most important! A useful tool for you as you study will be a **Master Verb Chart**, which you'll create in your journal. It will have the verb in Spanish, its meaning in English, and how you conjugate or change it for each subject (person doing the 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/<br>usted | nosotros     | vosotros    | ellos/ellas/<br>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](http://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.

### **SHARE YOUR WORK**

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

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## 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 [www.oakmeadow.com/curriculum-links](http://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 CHECKLIST

- 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](http://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 [www.oakmeadow.com/curriculum-links](http://www.oakmeadow.com/curriculum-links).

**SHARE YOUR WORK**

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

# 6

# Seis

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## Learning Objectives

In this lesson, you will:

- Become familiar with vocabulary related to daily schedules and time.
- Learn the numbers 11–100.
- Become familiar with the verb *tener* and its conjugations.

## Reading, Writing, and Viewing

1. Read the information and look at the maps and pictures on pages 82–83. What new information did you learn here? What else do you know about Mexico?
2. Read and listen to the information about school and schedules presented on pages 86–87. Pay particular attention to the numbers on page 87. (Remember you can hear these words pronounced in the online textbook by clicking on the word and then on the audio symbol.) You can see the definitions of these on page 105. See also the *Nota Gramatical* on page 88 regarding numbers.
3. Write your responses by spelling out the numbers in Spanish to the following questions.
  - a. What time do you wake up?
  - b. What time do you go to sleep?
  - c. What time do you have dinner?
  - d. What time is your favorite time of day?
4. Read/watch/listen to *Telehistoria* on page 89. Remember the verb *hay* means *there is* or *there are*.
5. Complete exercise 3 on page 90.
6. Make note of the *Nota Gramatical* regarding vocabulary related to time on page 90.

## ASSIGNMENT CHECKLIST

- Complete assignments about *tener* and vocabulary related to time.
- Take notes in your journal.
- Extend Your Learning (optional): Watch a documentary on *Día de los Muertos*.

7. Create a schedule for yourself. List at least five academic topics you study, and at what time you study them. Try to use a variety of times during the day (half past, quarter of, etc.) and write out the words in Spanish.
8. Read and review the information regarding the verb *tener* on page 91. You'll see the word *conjugation* a lot as you continue your Spanish studies. To conjugate a verb means to change it from its infinitive (whole form of the verb) to a version that agrees with the subject. You'll see conjugations for the verb *tener* on page 91.
9. Practice conjugating *tener* with exercise 5 (page 92).
10. Read the blurb about school uniforms at the bottom of page 92. What are your thoughts about school uniforms? What are advantages and drawbacks of these?
11. Make note of the adverbs of frequency in the *Nota Gramatical* on page 93.
12. Read/watch/listen to the *Telehistoria* episode on page 94.
13. Complete exercise 8 on page 95.

### Curiosidades (Trivia)

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.

## Study Journal

Take notes on the information on pages 88 (numbers), 90 (vocabulary related to time), 91 (verb *tener*), 93 (adverbs of frequency), and 105 (summary of vocabulary).

Add the verb *tener* to your Master Verb Chart.

### Cositas Culturales

Depending on where you are in your studies and when you started this course, *Día de los Muertos* (Day of the Dead) may be near. This holiday is enjoyed in many countries in Central and South America on November 1 and 2. *Día de los Muertos* celebrates and remembers loved ones who have died, oftentimes by cooking their favorite food and creating offerings in their honor.



Day of the Dead celebrations honor the memories of loved ones who have died.  
(Image credit: Wikipedia)

## Extend Your Learning

Watch the following BBC documentary:

Feasts, Mexico 2 of 3: *Día de los Muertos*

How does this holiday compare to holidays in the United States? What are similarities and differences between Day of the Dead and Halloween? There are many craft activities associated with Day of the Dead—feel free to research activities and try some.

### SHARE YOUR WORK

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

# Lesson 17 / 18

# Diecisiete/Dieciocho Oral Discussion and Semester Project

## Learning Objectives

In this lesson, you will:

- Demonstrate conversational skills.
- Research a Spanish cultural area of interest.
- Use Spanish grammar and vocabulary authentically and organically.
- Learn new vocabulary related to a cultural area of interest.

## ASSIGNMENT CHECKLIST

- Converse with your teacher in Spanish.
- Create a project in Spanish on a topic of your choice.

## Oral Discussion

Set up a time to talk with your instructor to discuss the questions below.

1. You've learned conjugations of verbs ending in *-er*, *-ir*, and *-ar*. They have slightly different endings, but some similarities. What patterns do you see in the conjugations (endings) of the words below?

| COMER                            | HABLAR                            |
|----------------------------------|-----------------------------------|
| <i>Yo como</i>                   | <i>Yo hablo</i>                   |
| <i>Tú comes</i>                  | <i>Tú hablas</i>                  |
| <i>Él/ella come</i>              | <i>Él/ella habla</i>              |
| <i>Nosotros comemos</i>          | <i>Nosotros hablamos</i>          |
| <i>Vosotros comeis</i>           | <i>Vosotros habláis</i>           |
| <i>Ellos/ellas/ustedes comen</i> | <i>Ellos/ellas/ustedes hablan</i> |

2. Consider the verb *servir* in this sentence: *¿Qué sirven en tu restaurante favorito?* How is the verb *servir* one of many you learned that vary from regular *-ar*, *-er*, and *-ir* verbs?

Hint:

*Servir: Yo sirvo.*

*Beber: Yo bebo.*



3. *¿Que traes a la fiesta?* Answer this question using a complete sentence, and then rephrase your sentence using a direct object pronoun. Translate both of your sentences into English. What is a direct object pronoun?
4. Answer this question: *¿Vas a comer pizza hoy?* How would you say your friend is going to eat pizza?
5. Respond to the following questions in complete sentences. Explain when we add the *n* to *gusta*.
  - a. *¿Te gusta tu casa?*
  - b. *¿Te gustan las frutas de tu pueblo?*

## Semester Project

For your semester project, you will research and write about a topic of your choice related to a Spanish-speaking culture.

Begin by choosing a country or region of interest to you, and then pick a cultural aspect of that area to explore. You might consider the subjects presented in the *Cositas Culturales* for inspiration or jumping-off points. For example, maybe you enjoyed learning about cumbia music and dancing, and you decide to do some research on Latin American dances. Perhaps you'd like to give an overview of the many styles, and then focus on one, for example, the tango.

Once you have settled on your topic, begin your research. Plan to include at least three different sources from at least two different types of media (print, online articles, video, music or art, etc.). Be sure to use reputable sources—consult the appendix of this coursebook for information on validating a source. While you can use *Wikipedia* to get a sense of your topic, you cannot use it as one of your sources.

Your project will have three elements: written, interactive, and visual.

- Written element

The written portion of your project has two parts. First, you will present your research by writing one or two pages in English. Your goal is to interest your reader in your topic, so don't just report the basics, but quickly focus on what is unique or unusual about your subject. What did you find most fascinating? What do you think others might not know about? Dig a little deeper and find out things that will make your paper interesting and fun to read.

The second portion of your written element will be in Spanish and provide very basic information about your topic. The Spanish portion will be one paragraph, approximately four or five sentences. Remember this should be in your own words, using grammar you have learned so far. For example, with the topic of tango, you might write something like this:

*Las personas en Argentina bailan el tango. Buenos Aires está en Argentina. El tango es muy bonito. Me gusta bailar tango, y no me gusta bailar waltz. El tango es interesante.*

In addition, you will find ten new Spanish vocabulary words that are related to your topic. For example, with the topic of tango some words might be:

*vestido* (dress)

*tacones* (heels)

*pista de baile* (dance floor)

If possible, use these words in your Spanish paragraph, or use them in the English portion of your paper, like this:

Visitors to show palaces in Buenos Aires are often treated to spectacular exhibitions of the dance, viewed from a dining table just inches away from the *pista de baile* (dance floor).

Make sure to use each of your ten new vocabulary words at least once.

Since this is a substantial research and writing project, it is a good idea to create an outline for your work to help you stay organized and focused. Remember to keep track of all your sources as you do your research so you don't have to track down your sources later. Write your citations in MLA format.

Once you have written a rough draft, have someone else read it and give you suggestions on how to improve it. Revise it, and then proofread it and make any final corrections.

- Interactive element

In addition to your research and written report, you will interact with the material in a physical way. For instance, if you choose a food subject, you might cook a traditional dish and serve it in a traditional way. If you choose an athletic endeavor, you might teach your family to play the game and play it with them. If you choose a cultural tradition, you might sew or create a traditional dress or costume. You will report on your interactive experiences, both in writing and in a visual presentation.

- Visual element

The way that you present your topic visually is up to you. You can do a slide presentation, a video, create a scrapbook, draw illustrations, etc. Images in some form should be part of your presentation, and if possible, include more than one type of visual.

For example, if your project focuses on the tango, you might create a short video of you and a friend dancing a bit of tango and giving the basics of the dance steps, and then include a painting of Spanish dancers.

Spend time on the creative aspects of your project, finding ways to interact with the material and present it visually in a manner that is engaging. Look for ways to bring all three elements together in an effective way.



**Tango painting on a wall in Buenos Aires  
(Image credit: Frank Kovalcheck)**



Take your time to review all elements of your project to make sure you have done your best work. Below you will find the grading rubric that will be used to assess the quality of your work. Use it as a checklist to ensure that you have paid attention to all the necessary details.

### Grading Rubric for Semester Project

#### A (90–100)

- Student writes a well-organized and detailed paper providing relevant information about the topic of choice. Paper has a clear beginning, middle, and end and is grammatically correct with no spelling errors. Sources are varied and multiple, and are correctly cited.
- Student writes five original sentences in Spanish, using grammar and vocabulary correctly. Writing is accurate and relevant.
- Student lists ten new vocabulary words related to topic and uses them in the written material in a relevant way.
- Student creates an outstanding visual that shows substantial time, effort, and creativity.

#### B (80–90)

- Student writes a paper presenting information related to the topic researched. Paper may have some organizational, grammatical, or spelling errors. Paper may not be of adequate length. Sources may be limited or incorrectly cited.
- Student writes sentences in Spanish. Sentences may not be accurate.
- Student writes new vocabulary words. There may be fewer than ten vocabulary words, or not used appropriately in written material.
- Student creates a visual that has images. Visual may be minimal or have minor errors in presentation.

#### C (70–79)

- Student writes a paper that is lacking in length, substance, and/or accuracy. Sources are not noted or are cited incorrectly.
- Student writes fewer than four sentences in Spanish, and/or sentences are not relevant or accurate.
- Student either does not include new vocabulary words, or words are not relevant and accurate.
- Student creates a visual that is lacking in substance, creativity, and/or effort.
- Work that does not meet this criteria will not be given a passing grade.

### ***Curiosidades (Trivia)***

#### **Answer to trivia in lesson 16:**

The equator passes through Ecuador, Brazil, and Colombia.

### **SHARE YOUR WORK**

Stay in contact with your teacher as you begin working on your project. It's a good idea to touch base within the first few days of your work to confirm the topic you have chosen and to discuss your ideas with your teacher.

If you are unsure how to submit your final project, contact your teacher. When your project is complete, send it and notify your teacher that it has been submitted. Discuss with your teacher the review of your journal.

Begin working on lesson 19 while you wait for your semester evaluation.

## Lesson

# 23

# Veintitrés

## Learning Objectives

In this lesson, you will:

- Learn vocabulary related to sports.
- Become familiar with the verb *jugar*.
- Learn the difference between *saber* and *conocer*.

## Reading, Writing, and Viewing

1. Read the information about the Dominican Republic (DR) on pages 298–299. What did you know about the DR before reading this? What do you find interesting?
2. Read and listen to the information about vocabulary related to sports on pages 302–303. You can see the definitions for these on page 321.
3. Read/watch/listen to *Telehistoria escena 1* on page 305. Complete exercise 3 on page 306.
4. Continue to practice writing complete sentences using vocabulary related to sports and *gustar* with exercise 4. Instead of working with a partner, just state whether you do or don't like the sports shown.
5. On page 307 you're presented with information about the verb *jugar*. Remember you learned a bit about stem-changing verbs in lesson 14. Practice this verb with exercises 5 and 6 on page 308.
6. Read/watch/listen to *Telehistoria escena 2* on page 310.
7. On page 312 you're presented with information about *saber* and *conocer*. Both of these verbs mean *to know* but are used in different situations, as discussed in this grammatical explanation. Practice these verbs with exercises 12 and 13 on page 313.

## ASSIGNMENT CHECKLIST

- Complete assignments related to sports and the verbs *jugar*, *saber*, and *conocer*.
- Practice the pronunciation of words with the letter *g*.
- Take notes in your journal.
- Extend Your Learning (optional): Learn about the Dominican Republic by watching *Azucar*.

## Háblame (Talk to Me)

Make note of the pronunciation information about the letter *g* at the bottom of page 311. Listen to the pronunciation audio, and record yourself saying the sample words and the sentence given.

### Curiosidades (Trivia)

One of the most well-known Argentinians in modern times is Pope Francis. He was born in Buenos Aires, Argentina.

**Answer to trivia from lesson 22:**

*Cuerpo sano, mente sana* means “Healthy body, healthy mind.” Do you agree?

## Study Journal

Be sure the following material is in your journal:

- sports vocabulary (302–303)
- *jugar* (307)
- *saber* and *conocer* (312)

### Cositas Culturales

A very popular type of music in parts of Latin America is bachata. Bachata comes from the Dominican Republic, and some of the major bachata artists have Dominican roots. Prince Royce and Romeo Santos are both New York-born artists with Dominican parents. Romeo Santos was part of Aventura, the band largely credited with bringing bachata to the mainstream culture. One of their early hits, titled “Obsesion” (see the link at [www.oakmeadow.com/curriculum-links/](http://www.oakmeadow.com/curriculum-links/)) topped many international charts, and helped bring awareness to the bachata genre. The music is catchy, and the dancing beautiful!

“Aventura—*Obsesion*”



Romeo Santos  
(Image credit: Emiel Rodriguez)

## Extend Your Learning

*Azúcar* (Sugar) is a great movie that follows a young baseball player from the Dominican Republic as he tries to make it big in the United States. Mostly in English, there are scenes with Spanish dialogue, and it presents a good sense of the culture and values that surrounded his upbringing.



# Appendix

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|  |     |
|--|-----|
| <b>Academic Expectations</b> .....           | 126 |
| <b>Original Work Guidelines</b> .....        | 126 |
| Plagiarism                                   |     |
| <b>Finding Reputable Sources</b> .....       | 127 |
| <b>Citing Your Sources</b> .....             | 128 |
| In-text citations                            |     |
| Citing print, online, and film sources       |     |
| Citing images                                |     |
| <b>Elements of Good Writing</b> .....        | 131 |
| Varied sentences                             |     |
| Strong paragraphs                            |     |
| <b>The Writing Process</b> .....             | 134 |
| Prewriting activities                        |     |
| Writing the rough draft                      |     |
| Revising                                     |     |
| Editing                                      |     |
| Proofreading                                 |     |
| Publishing, submitting, or sharing your work |     |
| Five-paragraph essay                         |     |
| Comparative essay                            |     |
| Multimedia presentations                     |     |