

# Spanish 2

## Coursebook



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# Introduction

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Welcome to *Spanish 2*! In this course, you will build on the solid foundation of grammar, vocabulary, and sentence structure you learned in Spanish 1. 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 2. 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 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 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.

**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 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 2 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 to your Oak Meadow teacher 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 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.

## ASSIGNMENT CHECKLIST

- ☐ 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*.

## Assignments

1. In your textbook, read “Why Study Spanish” (xxx–xxxi). 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.

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

### **SHARE YOUR WORK**

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

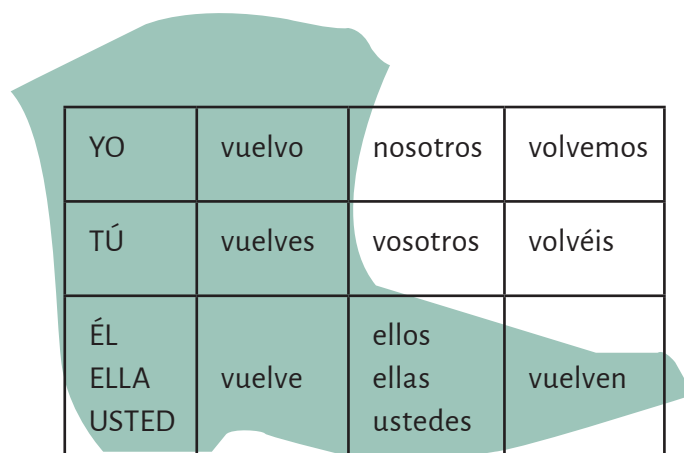
5. Draw, photograph, or find images that represent the feelings and states of being from the *mas vocabulario* box on page 18. Ideally these will be pictures of you acting out these conditions, but they can also be drawings.

### ASSIGNMENT CHECKLIST

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



**SHARE YOUR WORK**

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

# 6

## Seis

### Learning Objectives

In this lesson, you will:

- Learn vocabulary related to sports and health.
- Review the preterite tense of regular *-er* and *-ir* verbs.
- Become familiar with the use of adverbs.

### Assignments

1. Read the material on pages 86–87 about Argentina. What did you already know about Argentina? What is something interesting you learned from the reading?
2. Read, listen to, and make note of the vocabulary about health-related activities on pages 90–91. Remember that you can listen to the pronunciation and see a full glossary via the online edition of the textbook. Practice using these vocabulary words with exercises 1 and 2 (92).
3. Read, watch, and listen to the *Telehistoria escena 1* on page 93. Use the audio and video resources in the online textbook, and make note of the strategies included. Complete exercise 3 (94).
4. Read the *Nota Gramatical* on page 40 regarding adverbs. Practice using these words with exercise 4, but instead of doing it with a partner, create sentences with the activities in the *Estudiante A* column and the adjectives (which you'll turn into adverbs) in *Estudiante B* column. See the blurb B (*Practico deportes seriamente*) for an example.
5. On page 95, you're presented with a review of how to form the preterite tense of *-er* and *-ir* verbs. Practice these conjugations with exercises 5 and 6. For exercise 6, state whether or not you did the activities listed, using complete sentences.
6. Complete exercises 7 and 8 (97) to practice using the preterite tense of *-er* and *-ir* verbs and your listening comprehension skills.

### ASSIGNMENT CHECKLIST

- ☐ Complete assignments using health-related vocabulary, adverbs, and the preterite tense of regular *-er* and *-ir* verbs.
- ☐ Practice speaking aloud by reading a paragraph you've written.
- ☐ Take notes in your journal.
- ☐ Extend Your Learning (optional): Read a poem by Argentine poet Douglas Wright.

7. Read, watch, and listen to the *Telehistoria escena 2* on page 98.
8. Practice forming the preterite tense of all the verbs you've learned so far by writing a paragraph about what you and others close to you did last week. Use the preterite of *-ar* verbs (65) and irregular verbs (70) in addition to the preterite of the *-er* and *-ir* verbs you learned this lesson. Also use the vocabulary from the past few lessons where you can.

## Háblame (Talk to Me)

Record your paragraph from exercise 8 above using *Vocaroo.com*. Copy and paste the link to your recording in your Google course doc.

## Study Journal

In your journal, take notes from the following sections:

health-related vocabulary (90–91)

preterite tense of *-er* and *-ir* verbs (95)

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

Tango is a very common dance in Argentina. Read the article below about the history of tango, then watch the video of street dancing. One of the wonderful things about Buenos Aires is that one can find very talented dancers on city sidewalks and plazas! What do you see in the dance that you recognize from what you read in the article?

“The Untold Story of  
How Argentinian Tango  
Evolved”

*Street Argentine Tango*



**Couple dancing the tango**  
(Image credit: Michael Clarke Stuff)

## Extend Your Learning

Douglas Wright is an Argentine poet. See one of his poems below. What do you appreciate about it? What do you understand the message to be? Read it through once without using a dictionary, and then a second time looking up any individual words as needed.

*“Bien tomados de la mano”*

by Douglas Wright

*Qué lindo que es caminar,  
bien tomados de la mano,  
por el barrio, por la plaza,  
¿qué sé yo?, por todos lados.  
Qué lindo es mirar los árboles,  
bien tomados de la mano,  
desde el banco de la plaza,  
en el que estamos sentados.  
Qué lindo es mirar el cielo  
bien tomados de la mano;  
en nuestros ojos, volando,  
dos pájaros reflejados.  
Qué lindo que es caminar  
bien tomados de la mano;  
¡qué lindo, andar por la vida  
de la mano bien tomados!*

### SHARE YOUR WORK

When your work is complete 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

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## Learning Objectives

In this lesson, you will:

- Practice your Spanish conversational skills.
- Design a project with an interactive element.

## ASSIGNMENT CHECKLIST

- ☐ Converse in Spanish with your teacher.
- ☐ Present a project on a cultural topic of interest.

## Assignments

1. Contact your instructor to discuss a time to complete your next oral discussion. These discussions serve as an opportunity to practice what you've learned so far and to clarify any questions you might have on the material. This is not a test but rather an opportunity to connect with your teacher and practice your conversation skills. Review what you've learned in this semester ahead of time, and be prepared to discuss the following:
  - a. What makes a verb irregular? What does this term mean?
    - ¿Dónde estuviste ayer?
    - ¿Qué ropa te pusiste esta mañana?

- b. Compare the preterite tense to the present tense in the table below. What patterns do you see in both conjugations (endings)?

Verb	Present tense	Preterite tense
<i>comer</i>	<i>Yo como</i>	<i>Yo comí</i>
	<i>Tú comes</i>	<i>Tú comiste</i>
	<i>Él/ella come</i>	<i>Él comió</i>
	<i>Nosotros comemos</i>	<i>Nosotros comimos</i>
	<i>Vosotros comeis</i>	<i>Vosotros comisteis</i>
	<i>Ellos/ellas/ustedes comen</i>	<i>Ellos/ellas/ustedes comieron</i>
<i>hablar</i>	<i>Yo hablo</i>	<i>Yo hablé</i>
	<i>Tú hablas</i>	<i>Tú hablaste</i>
	<i>Él/ella habla</i>	<i>Él/ella habló</i>
	<i>Nosotros hablamos</i>	<i>Nosotros hablamos</i>
	<i>Vosotros habláis</i>	<i>Vosotros hablasteis</i>
	<i>Ellos/ellas/ustedes hablan</i>	<i>Ellos/ellas/ustedes hablaron</i>

- c. What is the difference between the preterite and the imperfect tense?

- ¿Qué hiciste el fin de semana pasado?
- ¿Qué hacías los fines de semana cuando eras niño/a?

2. It's now time to bring together the pieces of your cultural topic that you worked on in lessons 3 and 9. You will be creating some type of presentation. How you present your material is up to you. Plan to include an interactive element in your project. For example, if you researched food, you might create a meal for your friends or family. If you learned about art, you might try to recreate a piece of art in the style of a Spanish-speaking artist. Feel free to contact your teacher if you need help with ideas.

Your project also needs a written component (it should have some Spanish but doesn't need to be entirely in Spanish). The best part to have in Spanish would be when you report on something related to this topic that happened in the past; use the preterite and imperfect tenses to discuss these past happenings.

Here is an example:

*El nombre de salsa originó en Nueva York. Muchos artistas salseros tocaron esta música en la ciudad . . .*

**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, talk to 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:

- Practice using vocabulary related to movies and moviemaking.
- Become familiar with affirmative *tú* commands.

### Assignments

1. Read the information about the Latino presence in the U.S. on pages 306–307. What do you know about this topic already? What did you see in the reading that was interesting to you?
2. Read, listen to, and make note of the vocabulary related to movies and moviemaking on pages 310–311. Remember that you can listen to the pronunciation and see a full glossary via the online edition of the textbook. Practice this new vocabulary with exercise 1 (312).
3. Read, watch, and listen to the *Telehistoria escena 1* (313).
4. Read the *Nota Gramatical* on page 314. This grammatical structure should look familiar to you, as it is how we talk about things in the future using the equivalent of “going to” in English. In Spanish, when we want to say “Let’s . . . (do something),” we use the *nosotros* conjugation of *ir* + *a* + the verb we want to do. Practice this structure with exercise 4 (314).
5. On page 315 you’re presented with information about affirmative *tú* (informal) commands. Commands are used to tell people what to do. In previous lessons you learned about *usted* (formal) commands. Remember that, in general, we refer to someone in the *tú* form if we’re treating them informally, and we refer to someone in the *usted* form if we’re treating them formally. An easy way to remember this is that anyone you would refer to as Mr., Ms., or Mrs. you would refer to as *usted*. If you would call someone by their first name, you’d refer to them as *tú*.

### ASSIGNMENT CHECKLIST

- ☐ Complete assignments about expressing future actions, informal affirmative commands, and vocabulary related to movies.
- ☐ Practice the pronunciation of words with *f*.
- ☐ Take notes in your journal.
- ☐ Extend Your Learning (optional): Learn about notable Hispanic Americans.



Practice with affirmative *tú* commands with exercises 5 and 6 (316). For exercise 5, rewrite each sentence into a command. If you know a Spanish speaker, give them commands and have them act them out, or try it with a pet!

6. Continue to practice forming informal commands with exercise 8 (317), where you'll give a friend advice about how to be a movie star.
7. Read, watch, and listen to the *Telehistoria escena 2* (318).
8. Continue to practice with informal commands by completing exercise 10 (319). In this exercise, you'll read about the problems the youths have and give them advice.

## Háblame (Talk to Me)

Read and listen to the note about pronunciation regarding the letter *f*. Record yourself saying the words, and copy and paste your recording into your Google course doc.

## Study Journal

In your journal, take notes from the following sections:

vocabulary related to movies and moviemaking (310–311)

how to say “Let’s . . . (do something)” (314)

affirmative *tú* commands (315)

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

Individuals who want to become citizens of the United States must pass a citizenship test. Test yourself with some of the questions on the exam. How did you do?

Civics Practice Test ([uscis.gov](http://uscis.gov))

## Extend Your Learning

There are a great number of people of Spanish/Latino heritage making a positive impact in the United States in a wide range of fields. See the list in the links below. Were there any surprises for you? Do some more research on one or two people of interest. What did you learn? (All resource links are found at [www.oakmeadow.com/curriculum-links](http://www.oakmeadow.com/curriculum-links).)

Notable Hispanic Americans



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