

DESTINOS

AN INTRODUCTION TO SPANISH

Episodes 1-26



The story begins at La Gavia, a historic estate near Toluca, Mexico . . .



STUDY GUIDE

LECCIÓN

1

Follow these simple steps as you work your way through **Lección 1** in the materials that accompany *Destinos*: the Textbook and the Workbook.

STEP 1 USING THE TEXTBOOK

BEFORE VIEWING . . .

Be sure to complete the preview section (called **Preparación**) in **Lección 1** before viewing **Episodio 1** (the video segment that corresponds to **Lección 1**). Check off the preview section here after you have completed it.

_____ **Preparación**

AFTER VIEWING . . .

The rest of the materials in **Lección 1** of the Textbook and the Workbook will help you better understand the video episode you have just seen and take you beyond it, giving you additional information about places and characters in the series. The Textbook will also help you to develop skill in using the Spanish language. In this lesson you will learn

- about cognates (words that look alike in English and Spanish and mean the same thing)
- about some simple Spanish verb forms.

Be sure to work through all parts of the lesson. When you see a cassette symbol in the margin, listen to the tape for **Lección 1**. Answers or hints for many activities are given

in Appendix 1. Be sure to check your answers for each activity before going on to the next one.

Check off the following sections of the lesson here as you complete them.

_____ ¿Tienes buena memoria? _____ Un poco de gramática
_____ Vocabulario del tema

Now scan the words in the **Vocabulario** list to be sure that you understand the meaning of most of them.

STEP 2 USING THE WORKBOOK

Now turn to the Workbook and complete all the activities for **Lección 1**. Whereas the materials in the Textbook all had to do with the video episode, the materials in the Workbook will help you expand your knowledge of the Spanish language in general, as well as give you opportunities for self-expression in Spanish. In this lesson you will learn

- more about **ser** (one Spanish verb that means *to be*)
- more about cognates (how to pronounce them) and about false cognates.

Remember to listen to the tape for **Lección 1** when you see the cassette symbol, and to check your answers in Appendix 1.

Check off the following sections of the lesson here as you complete them.

_____ Más allá del episodio _____ Pronunciación
_____ Gramática _____ ¡Aumenta tu vocabulario!

Now scan the words in the **Vocabulario** list to be sure that you understand the meaning of most of them.

STEP 3 WRAPPING THINGS UP

Now that you have worked through Steps 1–2, here are some of the things you have accomplished in Spanish.

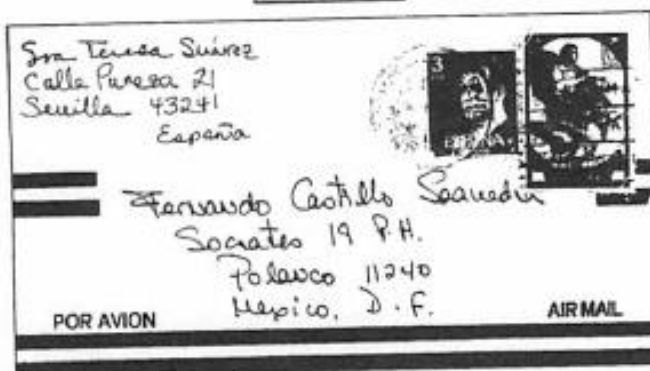
- You can recognize many cognates, and you are aware that not every Spanish word that looks like an English word has exactly the same meaning.
- You know some basic information about one Spanish verb, **ser**.
- You have listened to, seen, and understood some spoken and written Spanish—in the video episode and on the cassette tape—and you have a sense of how much you are expected to understand when working with the *Destinos* materials.

After you have followed these steps in working your way through **Lección 1**, you will be ready to continue on with **Lección 2** in the Textbook.

LECCIÓN

1

LA CARTA



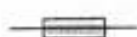
OBJETIVOS

The materials in **Lecclón 1** of the Textbook and the Workbook will help you better understand the video episode and take you beyond it, giving you additional information about places and characters in the series. The Textbook will also help you to develop skill in using the Spanish language. In this lesson you will learn

- about cognates (words that look alike in English and Spanish and mean the same thing)
- about some simple Spanish verb forms.

Be sure to work through all parts of the lesson. When you see a cassette symbol in the margin, listen to the tape for **Lecclón 1**. Answers or hints for many activities are given in Appendix 1. Be sure to check your answers for each activity before going on to the next one.

* The Letter



BEFORE VIEWING . . .

Be sure to complete the preview section (called **Preparación**) in **Lección 1** before viewing **Episodio 1** (the video segment that corresponds to **Lección 1**).



PREPARACIÓN

You are about to watch **Episodio 1** from *Destinos*. At times you will hear narration in English that will explain things and help you follow along, and you will also hear a lot of Spanish. Even though you probably have never studied Spanish before, you will be able to understand much of what you hear because several kinds of Spanish are used. There is

- Spanish spoken directly to you by the narrator, which you will learn to understand with relative ease
- Spanish spoken directly to you by a special character, who will review the highlights of the video episode for you at the end of each show
- Spanish spoken by the characters to one another, which at first will be more difficult for you to understand.

As you watch the video episodes, especially at the beginning of the series, you should focus in particular on the Spanish spoken to you by the narrator and the special character. Just relax and listen, and you'll be surprised by how much you can understand. As for the Spanish spoken by the characters to each other, just try to get the gist (general idea) of it. As you continue with the series, you will find yourself understanding more and more of that type of Spanish.

Throughout the Textbook, the **Preparación** section is intended to start you thinking about the program and speculating about what may happen in the next video episode. So now, even before you watch the first episode, take a few moments to speculate about what it may be about. Look at the cover of this Textbook, at the opening page of the main text (on page 1), and at the **Lección 1** opening page (with its titles and visual material). Think about what the series title, *Destinos*, might mean. If you guessed either *destinies* or *destinations*, you were right. The title of the series is a play on both words. Now complete the following activities.

Actividad A.

Where do you think the first episode of *Destinos* will take place?

- | | |
|-------------------------------|--------------------|
| 1. _____ in the United States | 3. _____ in Mexico |
| 2. _____ in Argentina | 4. _____ in Spain |

Actividad B.

What do you think the principal setting will be?

- | | |
|--|---|
| 1. <input type="checkbox"/> a restaurant | 3. <input type="checkbox"/> a university campus |
| 2. <input type="checkbox"/> a hacienda (an estate) | 4. <input type="checkbox"/> a hotel |

Actividad C.

What do you think will set the story in motion?

- | | |
|--|--|
| 1. <input type="checkbox"/> a letter | 3. <input type="checkbox"/> a telegram |
| 2. <input type="checkbox"/> a telephone call | 4. <input type="checkbox"/> a crime |

When you have finished watching **Episodio 1**, come back and see how accurate your first guesses were. Read through the activities again at that time and change your answers if you wish. Then check your answers in Appendix 1.

AFTER VIEWING . . .

¿TIENES BUENA MEMORIA?

In this repeating section of the Textbook you will review important information from the episode that you have just watched.

Actividad A. ¿Quiénes son? (Who are they?)

Now that you have watched **Episodio 1** of *Destinos*, look at the following photos and match them with the brief descriptions. As you do this activity, you will be reading brief, relatively easy sentences in Spanish. You should guess at the meaning of words you don't immediately understand.



a.



b.



c.

1. ☐ Raquel es abogada. Vive (*She lives*) en Los Ángeles.
2. ☐ Fernando es el paciente de Julio, el médico.
3. ☐ Es una persona muy misteriosa.

Actividad B. ¿Quién es don Fernando? (Who is don Fernando?)

The word **don** is a title of respect used with a man's first name. Which of the following statements describe don Fernando? Indicate **sí** or **no**, according to what you now know about the character.



- | | SI | NO | |
|----|-------|-------|---|
| 1. | _____ | _____ | Es profesor de literatura. |
| 2. | _____ | _____ | Es miembro de la familia Castillo Saavedra. |
| 3. | _____ | _____ | Necesita (<i>He needs</i>) un doctor. |
| 4. | _____ | _____ | Vive en La Gavia, una hacienda. |
| 5. | _____ | _____ | Tiene (<i>He has</i>) una carta importante. |

In statement 2 (and at various points in **Episodio 1**), did you notice that the full name of don Fernando's family has two words? You will learn more about this aspect of Hispanic names in **Lección 3**.



Actividad C. ¡Un desafío! (A challenge!)

Raquel's story review at the end of **Episodio 1** contains a lot of information about the characters in *Destinos*. You will have the opportunity to hear and review this information again in upcoming episodes. For now, just focus on Raquel.

Listen again as Raquel describes herself. Then complete the sentences based on what you know about her.

- | | | |
|----|---|---------------------|
| 1. | _____ El nombre (<i>name</i>) completo de Raquel es | |
| | a. Raquel Gómez | b. Raquel Rodríguez |
| 2. | _____ Raquel es | |
| | a. cubanoamericana | b. mexicoamericana |
| 3. | _____ Raquel vive en | |
| | a. Los Ángeles | b. Miami |



Check your answers by listening to the cassette tape.

VOCABULARIO DEL TEMA

This repeating section of the Textbook generally focuses on families of words explicitly presented in the video episode. However, since the concept of cognates is so important for your success in working with the *Destinos* materials, it is the topic of this first **Vocabulario del tema** section.

Los cognados

As you have already noticed both from the video episode and the Textbook, you can understand much of the Spanish you have heard because there are many words that are similar in Spanish and English. These words, called *cognates*, look—and often sound—alike in both languages.

Sometimes cognates exist because one language has “borrowed” words from the other. English has acquired many words from Spanish, such as *patio*, *rodeo*, *canyon*, and so on. Likewise, Spanish has acquired words from English: *automóvil*, *computadora*, *radio*, . . .

Other cognates exist because English and Spanish are both Indo-European languages. You have already guessed the meaning of *destinos*, the Spanish cognate of English *destinies* or *destinations*. You will practice this type of guessing constantly as you work with the video and text materials for *Destinos*. This strategy involves *inferring* the meaning of words from context (the words that surround the “guess” word). Another useful strategy is to simply *skip* over words you do not understand.

Actividad. Más cognados

Some of the important words you have heard and used so far in **Lección 1** are cognates, and some are not. This activity will give you practice using both cognates and noncognate words.

Read the following sentences about **Episodio 1**. Then indicate which category the highlighted words belong to.

- a. Es un lugar (*place*).
- b. Es un concepto.
- c. Es una cosa (*thing*).
- d. Es una persona.

MODELO: La Gavia es **una hacienda**. →

- a. (**una hacienda**) Es un lugar.

1. _____ La Gavia tiene **una historia** muy importante.
2. _____ Don Fernando es **el patriarca** de la familia Castillo Saavedra.
3. _____ Raquel es **abogada**.
4. _____ Raquel es **mujer**. Mercedes es **mujer** también.
5. _____ Don Fernando es **hombre**. Ramón es **hombre** también.
6. _____ Don Fernando tiene **una carta**.
7. _____ En la carta hay (*there is*) **un secreto**.

UN POCO DE GRAMÁTICA

This repeating section of the Textbook presents information about Spanish grammar in an easy-to-understand fashion that you can put to use immediately to talk about the video episode, yourself, and others.

Expressing *is* and *are*

In this lesson you have heard and seen the Spanish equivalents of English *is* and *are*: **es** and **son**. Here are some examples of their use in context.

Mi historia es muy importante para la familia Castillo.	<i>My story is very important for the Castillo family.</i>
Juan es profesor de literatura.	<i>Juan is a literature professor.</i>
Dos personas en esta historia son importantes.	<i>Two people in this story are important.</i>

Actividad. La familia Castillo

In **Episodio 1** you have heard the names of many people and places associated with the Castillo family. You will become increasingly familiar with them as you continue to watch episodes of *Destinos*. This activity is a first step in that process.

Identify the following people and places in as many ways as you can, using **es** or **son** and the phrases below. Several answers are possible for each item. Be alert to **-s** endings, which often signal plurality (more than one) in Spanish, just as in English.

MODELO: Raquel... abogada → Raquel **es** abogada.

- | | |
|-----------------|----------------------|
| 1. Raquel | 4. Raquel y Mercedes |
| 2. don Fernando | 5. Juan y Ramón |
| 3. La Gavia | |
-
- | | |
|---------------------------------------|---------------------------------------|
| un lugar importante | el patriarca de la familia |
| una hacienda en México | abogada |
| un lugar histórico | mexicoamericana |
| mujeres hispanas | paciente de Julio (el doctor) |
| hombres mexicanos | hijos (<i>sons</i>) de don Fernando |
| de (<i>from</i>) los Estados Unidos | lugares en La Gavia |
| de México | personas importantes en la |
| de España | historia |

Have you completed the following sections of the lesson? Check them off here.

_____ Preparación

_____ Vocabulario del tema

_____ ¿Tienes buena memoria?

_____ Un poco de gramática

Now scan the words in the **Vocabulario** list to be sure that you understand the meaning of most of them. Then you will be ready to continue on with **Lección 1** in the Workbook.

VOCABULARIO

Note: This is a reference list of some words that appear frequently in **Lección 1** in the Textbook, and that are important for understanding and discussing the lesson. Be sure that you understand the meaning of most of them. Don't feel that you have to be able to use all of them right now. You will continue to work with them in upcoming lessons.

Las personas (People)

la abogada	lawyer
el doctor	doctor
el hombre	man
la mujer	woman
el patriarca	patriarch, male head of the family

Los lugares (Places)

la hacienda	estate, hacienda
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Las cosas (Things)

la carta	letter
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Los conceptos (Concepts)

la historia	story; history
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Los verbos (Verbs)

es	is
son	are
tiene	he/she has
vive	he/she lives

Las palabras adicionales (Additional Words)

¿quién?	who?
de	of; from
en	in
muy	very
no	no
para	for
sí	yes
también	also
y	and

Palabras del texto

Note: These words are used in headings in the Textbook and in the structure of the *Destinos* materials. Be sure that you understand their meaning.

la actividad	activity	la lección	lesson	buena	a good
el desafío	challenge	el modelo	model	memoria	memory
el episodio	episode	el objetivo	objective	cierto/falso	true/false
la gramática	grammar	la preparación	preparation	¿tienes...?	do you have...?
el idioma	(Spanish)	el tema	theme, topic	un poco de...	a bit of...
(español)	language	el vocabulario	vocabulary		

Note: In many of the **Preparación** sections, “prediction” activities encourage you to guess at the content of upcoming video episodes. The answers to these types of activities will be found not with the answers to other **Preparación** activities but at the end of the answers to the **¿Tienes buena memoria?** sections. This has been done to discourage you from checking your answers before you watch the video episode.

You should always go back and look at your answers to those activities *after* you have watched the video episode. If you are still unsure of an answer, that is the time to check it at the end of the **¿Tienes buena memoria?** section.

LECCIÓN 1

¿TIENES BUENA MEMORIA?

Actividad A. 1. c 2. b 3. a **Actividad B.** 1. No. Juan es profesor de literatura. La profesión de don Fernando no se sabe todavía (*is not known yet*). 2. Sí 3. Sí 4. Sí 5. Sí **Actividad C.** 1. b. El nombre completo de Raquel es Raquel Rodríguez. 2. b. Raquel es mexicoamericana. 3. a. Raquel vive en Los Ángeles.

Preparación. **Actividad A.** 3 **Actividad B.** 2 **Actividad C.** 1

VOCABULARIO DEL TEMA

Actividad. 1. b. Es un concepto. 2. d. Es una persona. 3. d. Es una persona. 4. d. Es una persona. 5. d. Es una persona. 6. c. Es una cosa. 7. b. Es un concepto.

UN POCO DE GRAMÁTICA

Actividad. *Possible answers:* 1. Raquel es de los Estados Unidos, es abogada, es mexicoamericana. 2. Don Fernando es de España, es el patriarca de la familia, es paciente de Julio (el doctor). 3. La Gavia es un lugar importante, es un lugar histórico, es una hacienda en México. 4. Raquel y Mercedes son mujeres hispanas, son personas importantes en la historia. 5. Juan y Ramón son hombres mexicanos, son de México, son hijos de don Fernando, son personas importantes en la historia.