

# LECCIÓN 1

## LA CARTA

### OBJETIVOS

Whereas the materials in the Textbook all had to do primarily with the video episode, the materials in the Workbook/Study Guide 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*) (**Gramática 1**)
- more about cognates, how to pronounce them, and about false cognates (**Vocabulario del tema, Pronunciación**)

Remember to listen to the audio program for Lección 1 when you see the headphones symbol and to check your answers in Appendix 1.

5

### MÁS ALLÁ DEL EPISODIO\*

The information you will learn in these repeating sections of *Destinos* will help to “round out” the personalities and the background of characters and places in the series. The activities will also give you additional practice in reading Spanish. In this section, as when you were watching Episodio 1, you do not have to understand every word in the readings and activities.

#### Actividad A. La Gavia

In Episodio 1 of *Destinos*, you saw a number of scenes shot at La Gavia, the hacienda of the Castillo Saavedra family. What else can you *guess* or *infer* about the hacienda? Here is a series of statements about aspects of La Gavia. Based on what you know now, decide whether the following statements are **Cierto** (*True*) or **Falso** (*False*). Before doing this activity, you might want to look at the photographs that accompany the reading.

- C F 1. Don Fernando Castillo Saavedra es el propietario actual (*current*) de La Gavia.  
C F 2. La Gavia es una hacienda moderna.

\*The main sections of every chapter are consecutively numbered beginning with the student textbook. This *Más allá del episodio* section has the number 5 because it follows the last numbered section (4—Un poco de gramática) in Lección 1 of the student text.

- C F 3. La Gavia es una hacienda pequeña (*small*).  
 C F 4. En la hacienda hay (*there is*) una biblioteca muy grande (*a large library*).  
 C F 5. La religión no tiene importancia en la historia de La Gavia.

The answers you have given are based completely on the very small amount of information about La Gavia that you have at this point. The following reading passage offers more information. Read it and see whether you wish to change any answers.

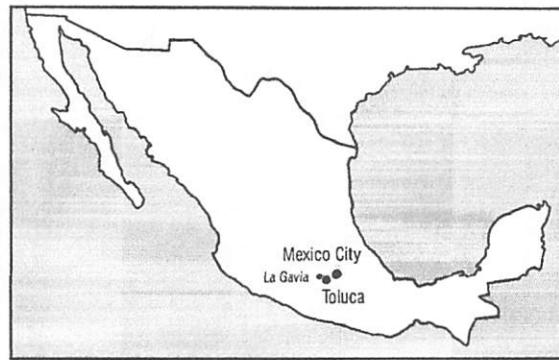
Don't be intimidated by the reading. Scan through it once, getting what you can; then go through it a second time and check your answers against **Actividad A** in Appendix 1. And relax! You will have a chance to work through the reading again later on in this lesson of the Workbook/Study Guide.



La entrada de La Gavia



La capilla de la familia Castillo Saavedra



**L**a Gavia es el nombre de una hacienda mexicana. Es la residencia principal de don Fernando Castillo Saavedra, el patriarca de la familia Castillo. Es una hacienda de la época colonial. Está situada<sup>1</sup> al suroeste de la Ciudad de México, cerca de<sup>2</sup> la ciudad industrial de Toluca.

Don Fernando compró<sup>3</sup> La Gavia en ruinas con la idea de restaurar la hacienda. Es un lugar histórico, pero también es muy importante para don Fernando.

La Gavia es una hacienda muy grande. Tiene una entrada majestuosa y una capilla muy bonita. En la hacienda hay también un patio muy agradable y una biblioteca impresionante.

<sup>1</sup>Está... It is located   <sup>2</sup>cerca... close to   <sup>3</sup>bought



### Actividad B. Los lugares de La Gavia

Follow along as the speaker lists places, and indicate the ones you would expect to find at La Gavia based on what you now know about it. You should be able to recognize the meaning of all of the place names, which are preceded by **un** or **una** (Spanish words for *a* or *an*).

- |         |                |          |                 |
|---------|----------------|----------|-----------------|
| 1. ____ | un patio       | 7. ____  | un restaurante  |
| 2. ____ | un hospital    | 8. ____  | un establo      |
| 3. ____ | una capilla    | 9. ____  | una farmacia    |
| 4. ____ | una biblioteca | 10. ____ | un hotel        |
| 5. ____ | un aeropuerto  | 11. ____ | un garaje       |
| 6. ____ | una entrada    | 12. ____ | un supermercado |

## VOCABULARIO DEL TEMA

This repeating section of the Workbook/Study Guide provides aural and written practice with the vocabulary themes presented in this section of the Textbook.



### Actividad A. ¿De qué hablan? (What are they talking about?)

Listen to the following sentences. Each sentence contains a cognate of one of the English words from the list. You won't understand every word you hear, but you should be able to understand the general topic of the statement. Write the corresponding word from the list as you listen to each sentence. You will hear each sentence twice.

active  
elephant

history  
leader

mysterious  
problem

professor  
university

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Actividad B.

Write the corresponding English word for each of the following cognates.

1. sincero \_\_\_\_\_
2. meticulosa \_\_\_\_\_
3. cualidad \_\_\_\_\_
4. sistema \_\_\_\_\_
5. delicioso \_\_\_\_\_

6. miembro \_\_\_\_\_
7. combinación \_\_\_\_\_
8. honesta \_\_\_\_\_
9. esquemático \_\_\_\_\_
10. jardín \_\_\_\_\_

## GRAMÁTICA

This repeating section of the Workbook/Study Guide presents more detailed explanations of the structures you have heard in the video episode and used in the Textbook. The grammar topics are sequentially numbered throughout the Workbook/Study Guide for ease of reference.

### 1. YO SOY...: THE VERB *ser*

RAQUEL: **Soy** abogada. Don Fernando **es** mi cliente.  
RAMÓN: Carlos, Juan y yo **somos** hijos de don Fernando.

RAQUEL: *I'm* a lawyer. *Don Fernando* is my client.  
RAMÓN: *Carlos, Juan, and I* are *don Fernando's* sons.

#### Forms

*Ser* is one Spanish verb that means *to be* in English. The forms of this Spanish verb do not follow a regular pattern.

ser ( <i>to be</i> )			
SINGULAR		PLURAL	
<b>soy</b>	I am	<b>somos</b>	we are
<b>eres</b>	you are	<b>sois</b>	you are
<b>es</b>	you are he/she/it is	<b>son</b>	you are they are

Note in particular the four different Spanish equivalents for *you are*. One of the reasons for this phenomenon is that Spanish uses a different word for *you* in formal and informal situations. Another reason is that, as you can see, Spanish verbs also differ for singular *you* and plural *you* (the equivalent of English *you all*). You will learn more about these aspects of Spanish in upcoming lessons.

### Uses

Forms of **ser** are used . . .

- to equate one thing with another

Raquei **es** abogada.  
Don Fernando **es** cliente.

Raquei = abogada  
don Fernando = cliente

- to tell where someone or something is from, with **de** (*from*)

Raquel **es de** los Estados Unidos.  
Don Fernando **es de** España.



### Actividad A. ¿Quién habla? (*Who is speaking?*)

Which of the following *Destinos* characters is describing himself or herself? Follow along in the Workbook/Study Guide as you listen to the audio program. Choose characters from this list: don Fernando, Mercedes, Raquel, Ramón.



1. \_\_\_ Soy abogada. Don Fernando es mi cliente.
2. \_\_\_ Soy de España. Ahora (*Now*) soy propietario de La Gavia.
3. \_\_\_ Mercedes y yo somos miembros de la familia Castillo.
4. \_\_\_ Soy hija (*daughter*) de don Fernando.
5. \_\_\_ Carlos, Juan y yo somos hijos de don Fernando.



### Actividad B. ¿Quiénes son?

Complete the following descriptions with the appropriate forms of the verb **ser**. The first item has been done for you. Then identify the characters described.

(Yo) **Soy** <sup>1</sup> de México. Vivo (*I live*) en La Gavia. Don Fernando <sup>2</sup> mi padre. Carlos, Juan y yo <sup>3</sup> hijos de don Fernando. Soy...

(Yo) <sup>4</sup> abogada. (Yo) <sup>5</sup> de Los Ángeles y <sup>6</sup> mexicanoamericana. Don Fernando <sup>7</sup> mi cliente en un caso especial. Soy...

### Actividad C. ¿Y tú? (*And you?*)

Describe yourself briefly by completing the following description with the appropriate forms of the verb **ser** and the necessary information. (Worksheet)

(Yo) \_\_\_ estudiante de español. (Yo) \_\_\_ de \_\_\_ (lugar). Vivo (*I live*) ahora en \_\_\_ (lugar).

### Actividad D. ¿Y tus amigos? (And your friends?)

Where are some of your friends from? Describe several of them, following the models. Write at least one sentence of each type found in the models, using your friends' names. (Worksheet)

MODELOS: Johnny es de Kansas.

Carlos y yo, somos de Nueva York.

Claire y Elena son de California.

8

## PRONUNCIACIÓN: PRONOUNCING COGNATES

Even though Spanish and English cognates look alike, they do not usually sound alike. If you have heard cognates, you will be better able to identify them when you see them. For this reason, this section and the section that follows provide pronunciation practice with cognates. At this point you will probably not understand why words are pronounced a certain way. The rules of Spanish pronunciation are explained in this section in the chapters that follow. For the moment, just try to imitate the pronunciation of the speaker you hear on the audio program.



### Actividad A. La serie *Destinos*

Listen to the following brief description of *Destinos*, the TV series. It contains many cognates and is based on Raquel's description of the story in this episode. Then the description will be repeated, with pauses for you to repeat what you have heard.

*Destinos...* Es una historia muy interesante. Es una historia de aventuras... de secretos... y de amor. También es una historia muy importante para la familia Castillo.



### Actividad B.

The following brief sentences containing cognates describe *Destinos*, the TV series. Repeat them after the speaker. Then, based on what you know about *Destinos* and on what you learned in Actividad A, indicate whether the sentences are **Cierto** (True) or **Falso** (False). Make educated guesses if you don't know.

- C F 1. *Destinos* es una serie romántica.
- C F 2. Es una serie complicada.
- C F 3. No hay aventuras en *Destinos*.
- C F 4. No tiene elementos misteriosos.

Now listen as the speaker gives you the correct answers. Do you hear additional cognates? (You can also check your answers in Appendix 1.)

9

## ¡AUMENTA TÚ VOCABULARIO!

This repeating section of the Workbook/Study Guide occurs only in the first five lessons. In it you will learn more about cognates (words that are similar in form and meaning in two languages) and recognizing cognate patterns. Developing confidence in your ability to make intelligent guesses will help you throughout your study of Spanish.

In Lección 1 you learned that Spanish and English have many cognates. But . . . ¡OJO! (*Watch out!*) Some words that look alike in Spanish and English are not cognates but, rather, false cognates. Here are some examples.

\_\_\_\_\_ means \_\_\_\_\_, not \_\_\_\_\_, which is \_\_\_\_\_ in Spanish

<b>la librería</b>	=	<i>bookstore</i>	<i>library</i>	=	<b>la biblioteca</b>
<b>el colegio</b>	=	<i>high school</i>	<i>college</i>	=	<b>la universidad</b>

In general, however, if a Spanish word looks or sounds like an English word, you can assume that it probably has the same meaning. You will learn the meanings of false cognates like **librería** as you progress through the Textbook and Workbook/Study Guide.

### Actividad A.

Not all cognates are as close as those you have seen so far, but they are still “guessable,” especially in context. Can you match the following definitions or synonyms with the indicated words?

una persona    información    una condición mental

1. Los hijos de don Fernando están muy **preocupados**.
2. Carmen, la **esposa** de don Fernando, ya está muerta (*dead*).
3. Raquel tiene unos **datos** importantes.



### Actividad B.

Now that you know a great deal more about cognates, the reading passage on La Gavia with which you worked in the Workbook/Study Guide may seem easier to you. Here it is again, without the glosses but with a new section in the middle. Listen and follow along in your Workbook/Study Guide, circling the words you now think are cognates. The word **siglo** means *century*.

#### LA GAVIA, HACIENDA HISTÓRICA

**L**a Gavia es el nombre de una hacienda mexicana. Es la residencia principal de don Fernando Castillo Saavedra, el patriarca de la familia Castillo. Es una hacienda de la época colonial. Está situada al suroeste de la Ciudad de México, cerca de la ciudad industrial de Toluca.

##### La historia de La Gavia

Siglo XVI: Construcción de la hacienda.  
Siglo XVII: Período de gran esplendor.  
Siglo XVIII: Los jesuitas se instalan en La Gavia.  
Siglo XIX: Centro importante en el movimiento de la Independencia Nacional.  
Siglo XX: Destrucción parcial de La Gavia durante la Revolución Mexicana de 1910.

Don Fernando compró La Gavia en ruinas con la idea de restaurar la hacienda. Es un lugar histórico, pero también es muy importante para don Fernando.

La Gavia es una hacienda muy grande. Tiene una entrada majestuosa y una capilla muy bonita. En la hacienda hay también un patio muy agradable y una biblioteca impresionante.

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

- Más allá del episodio  
 Vocabulario del tema  
 Gramática

- Pronunciación  
 ¡Aumenta tu vocabulario!

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

# VOCABULARIO

This reference list supplements the list in the Textbook. It contains some words that appear frequently in **Lección 1** of the Workbook/Study Guide and that are important for understanding and discussing the lesson. Be sure that you can recognize all of them.

## Las personas (People)

el cliente client

somos we are  
sois you are  
son you are; they are

## Los verbos (Verbs)

ser to be

hay there is

soy I am

## Las palabras adicionales (Additional Words)

eres you are

yo I

es you are; he/she/it is

### la pronunciación

pronunciation  
(TV) series

### ¡Aumenta tu vocabulario!

Increase your vocabulary!

más allá

beyond

¡OJO!

be careful! pay close attention!

¿Y tú?

And you? What about you?

### PALABRAS DEL TEXTO

Now that you have worked through the Textbook and the Workbook/Study Guide, 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 audio program—and you have a sense of how much you are expected to understand when working with the *Destinos* materials.

You are now ready to continue on with **Lección 2** in the Textbook.

## WORKSHEET: LECCIÓN 1

### Gramática 1: Actividad C

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### Gramática 1: Actividad D

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