

ABRE EL MUNDO



Annette M. Gillum
Angelina College

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Abre el mundo

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Introduction to the book and its methodology for students and instructors

Thanks

I wish to thank my colleagues and students at Angelina College for all of their support and encouragement. I also wish to thank all those who have shared their knowledge and insights with me throughout the years, in Spanish and otherwise. So many have been an inspiration to me and the reason why my greatest endeavors in life are focused on the sharing of knowledge and understanding.

Background and preliminary notes

The author believes that products should be released with a statement of both their strengths and weaknesses with an eye towards continual improvement.

This book was created to fulfill the need for a beginning Spanish language OER. Although I received a lot of encouragement and support, I have created it as a single author with a full-time teaching load without a budget. Due to these factors, it does not live up to all of the expectations that one would have of a book published by an editing company. It is being released to the public as a work in progress that will be continually improved upon.

The author recognizes the importance of addressing the 5 C's in any language program: Communication, Cultures, Connections, Comparisons, and Communities. However, due to the limitations under which this textbook was created, the main focus upon its initial release is that of communication. Ideally, the 5 C's would be fully integrated in the textbook and the author will continue to edit the book with this in mind.

Language laboratory and other practice

Up until this point, the language laboratory has consisted of learning logs that guide students to meet the learning objectives through the use of outside sources. The main disadvantage to this is that students have to take more independent responsibility for their own learning journeys. This is also the principal advantage. Admittedly, it is much easier for students to go to a publisher's lab and just do exactly as they are told every day. However, each individual's learning needs and styles are different. A more open homework arrangement allows students to experiment and find what works best for them.

Another disadvantage is that the instructor can't easily verify that the student has done everything he or she was supposed to. One can rely on the honor system and emphasize to students that if they do not put in the effort, they will not get the results they are looking for. Students may feel at first that filling out the learning log is busy work, but the instructor can make it clear that if they use it to their advantage in a reflective and critical way, it should serve them well. Not only should their grades reflect the work they put in, but their confidence with engaging with the language according to their personal goals and preferences should as well.

Language teaching methodology and teaching philosophy

The author first wants to mention that she will now be using first person in this introduction, as is accepted practice in professional work in Spain. I am adopting this practice to show that the work comes from my personal perspective. I am aware of this and I want this awareness to be clear in my writing.

Immersion

I am inclined towards learning languages through immersion. I attended Middlebury College in Vermont and appreciate how much the language pledge contributed to my learning of the Spanish language. When I began teaching university classes as a teaching assistant at the University of Houston, my evaluators remarked that I conducted my classes 99% in Spanish. I still prefer the immersion method. However, I think that it works best the more time one spends with the language. If students are only in class two days a week for an hour and fifteen minutes each time, I find the complete immersion method more challenging. I also find it more difficult in the online environment. Due to these considerations, I do use more English in the classroom than I used to, although students still comment on how much they appreciate our use of the target language. I would like to progress towards getting closer to the immersive method again, but this textbook is not 100% in the target language. I use only Spanish when I think students will be likely to be able to guess the meaning from cognates, context, or prior knowledge. I use English when I feel like it is needed for clarity or to keep students from becoming overwhelmed. In this iteration of the book, I have placed the English

translations at a distance from the Spanish words so that students can give themselves a chance to guess at the translation or check their recall of prior learning before verifying the translation.

Inductive framework

This textbook is intended to help students learn more through the use of illustrative examples than through the use of detailed explanations. This should guide them to question and hypothesize. Thinking about the language in this way so that they come to conclusions about the rules before being told what they are should help them focus on the learning process and remember the material. Some brief explanations are given, but for those who prefer more in depth grammatical explanations, I have provided links to other sources.

Communicative framework

I believe in a communicative framework to language learning. The purpose of learning a language is communication. Being able to fill in blanks with the correct conjugation of verbs fulfills no real-world purpose. Of course, learning conjugations is important to being able to communicate one's message accurately and effectively, but it should not be confused with the end goal. Each lesson is tied directly to communicative tasks which students will use to get to know each other in the target language.

Diversity and inclusion

I have too often encountered students who have been misled or even traumatized to some extent by the limited views of language expressed by instructors and other people in positions of power. Such views include those that see some dialects as being better than others, even to the extent of viewing one dialect as the only correct one. Some may dismiss words that come from indigenous languages as being incorrect Spanish. Some instructors go to the damaging extreme of literally telling students that their language is trash. They may also tell them that they should already know the material being taught, presumably due to nothing more than their last name or the color of their skin. Students may even have had family members laugh at them because their Spanish is different (influenced by English). The student is taught to have a negative view of the way they speak and may be uncomfortable using Spanish, at least in certain environments.

My goal is to counteract the negative results of these harmful practices with knowledge and a supportive environment. In order to receive positive results in both affect and attitude towards the language, students should understand that there is no "bad" language except that language which is employed to bring about harmful results. Otherwise, language should not be attached, as it often seems to be, to some ideal looked at from a perspective which approaches morality. All dialects are valid. I will continue to look for more ways to validate what students already know. My desire is for students to appreciate their dialects and idiolects while they also understand the benefits of expanding their language knowledge and use in order that they can feel comfortable speaking and writing in a variety of contexts and environments. They can be comfortable knowing that the language they use at home and with friends is correct according to the rules of that dialect and also confident that they can employ a different prescriptively correct grammar and vocabulary when they choose to do so.

Just as each person's first language idiolect is individual to them, so will each of their additional language idiolects be. We each have our own language learning journey. While they have many things in common, they are also distinctly shaped by our unique interests, goals, desires, and connections. I want students to be aware that we all have choices to make along our learning journeys, which is another reason to allow the space for students to explore in the learning of the objectives.

As I continue to integrate culture with communication, I will keep a focus on diversity and inclusion as I search for materials.

Permission to edit book

If you have any ideas for how to make this textbook better, I would welcome your collaboration. I do want to make sure that any adaptations to the original do not contradict the perspectives of language and learning that I see as essential components to the intent of the original. Principally I am dedicated to being respectful of language and cultural variety. If you wish to help in editing this source textbook according to these goals please don't hesitate to contact me at agillum@angelina.edu. Of course, you may edit your own copy, adaptation, or remix of the body of the textbook as you see fit, without prior permission, according to the stipulations in the [Creative Commons License](#).

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CHAPTER OVERVIEW

1: Lección 1- ¿Quiénes somos? - Presentaciones

- 1.1: Learning Log
- 1.2: Introducing ourselves and showing levels of formality
- 1.3: Más conversación básica - More basic conversation- Greetings and important phrases for the classroom environment
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1.1: Learning Log

Learning Log – Ventanas – Lessons 1 and 2

This is a list of topics / objectives you are responsible for in lessons 1 and 2 with suggested learning activities. Lesson 1 and 2

For each topic, list at least two activities you did to learn the material and write a reaction to the activity (what you learned and how the activity worked for you) of at least one sentence. Be aware that you may need many more than two for some of the topics. Do as many as you need to until you are confident that you know the material well enough to reach the stated objective and to get the grade you would like on the lesson test. Use this learning log along with your textbook on libretexts. It includes links to helpful resources and self-check quizzes. You may also practice using other methods you find. Practicing with friends and family is wonderful! Just make sure you use that along with the textbook, so that you know what we are focusing on in this course for each topic. I recommend that you print this page or copy it into a document. That way, you can use the book to familiarize yourself with a topic, then come back to the learning log for practice and write down what you did to practice. Then, you can move onto the next page in the textbook. Note that you are unlikely to have time to engage with everything posted here. I have posted a variety of resources so that you can make your learning path according to your needs, preferences, and interests.

1) I can use Spanish **greetings and leave takings** with my instructor and classmates and also outside of class. (possibilities: [loecsen2](#), [Duolingo](#) Greetings, [Learn Spanish | SpanishDictionary.com](#), [Polite Phrases for Conversational Spanish - EasySpanish](#) - level 1, [Spanishdict - Abre el mundo vocab 1](#) (I made the Spanishdict vocab lists based on the vocab in our lessons. Note that you can click on the dropdown arrow next to Start the Quiz and then click on Open Input, Multiple Choice, or Conjugation Drill. What you choose will depend on what you are working on at the moment. You may need all three, depending on your objectives. One exercise may count for more than one of the objectives here).

Extra: You do not need to learn all of these. If you already know some Spanish, or want more options to sound more natural, you might want to check these out. Note that language varies by region, so you may want to focus on listening to speakers from a particular region and copying their speech. It is also good to listen to speakers from a variety of regions in order to get your ear familiar to different accents. [STOP saying "Cómo estás", Say THIS Instead - Spring Spanish](#), [11 Ways to Respond to "¿Cómo estás?" in Spanish - Lingo Mastery Spanish](#)

Write down what you did to practice this topic here (For example, did you use any of these websites, flashcards, other websites, practice with friends, etc.):

2) I know the **personal subject pronouns** in Spanish and can use them when speaking. (flash cards, imagining the person as you say the subject in Spanish, [studyspanish](#), [Spanishdict - Abre el mundo vocab 1](#),

Extra: Note: The following links have explanations of when to use formal and informal. They also have explanations of vosotr@s and vos. I won't test you over those, but you do need to know that nothing is wrong with using them or not using them. It just depends on the dialect you are speaking or writing. [Spanish Subject Pronouns - Teacher Catalina](#) (good for if you need a review of subject pronouns in English and in Spanish). [Learn the Difference Between Vosotros and Ustedes - SuperEasySpanish](#) (If you just listen to 1:20 for the explanation, that is fine.) [5 Spanish Words for You - Spanish by Fede](#), [Tú vs Vos in Spanish - Bilingue Blogs](#)

3) I can conjugate **the verb "estar"** correctly to match with the subject in order to tell how I and others are doing and in order to inquire about how others are doing. ([Spanishdict - Abre el mundo vocab 1](#) - Be sure to click on the arrow next to Start the Quiz and then click Conjugation Drill. Under tenses, have only Present checked. Under categories - stem-changing and irregular, since estar is an irregular verb. Pronouns - all except vosotros and vos. It is your choice whether or not you want to learn those for this course. I am annoyed that this site has now made those premium though.) [El verbo ESTAR en español - Profes por el Mundo](#)

4) I can conjugate **the verb "ser"** correctly to match with the subject. (possibilities [studyspanish.com](#), [conjugemos.com](#) (Go to the Present tense irregular verbs activity and click on Graded Practice, click on settings and then choose the verb "ser" only), make flashcards, practice with a classmate, [Spanishdict - Abre el mundo vocab - lección 2](#) - Click on Conjugation drill, present tense, Stem-changing and irregular and all subjects besides vos and vosotros), [Verbo SER en español - Profes por el Mundo](#) (Note: In this video, the teacher says the verb ser is used for permanent characteristics. However, will he always be dark haired? Not necessarily.

He is likely to get white or gray hair. It is more helpful to think that the verb *ser* is used for describing how you see someone as a person, or how you see an object. It may change at some point, but this is how you see its nature.)

After you have learned the conjugations of “*ser*” and “*estar*,” take the quiz on Blackboard.

5) I can use **descriptive adjectives to describe** myself, the ideal professor, the ideal student, and the ideal friend. ([conjuguemos – Spanish vocab – characteristics](#), do the actividades comunicativas from this section of the book), [Spanish Vocabulary / Common Adjectives in Spanish - Aprender Español: Idioma PRO](#), [Describiendo el Carácter y la Personalidad en Español - Spanish Learning Lab](#)

6) I can conjugate **regular –ar verbs** in the present tense and use the most common ones. [How to Conjugate Spanish Regular Verbs in the Present Tense - Spanish Learning Log](#) (This site has basic explanations in English and a comparison of English and Spanish grammar), [Presente de los Verbos Regulares en Español - Profes por el Mundo](#), [Conjugation of Spanish Regular Verbs Explained - Easy Spanish](#) (This video includes *vos* and *vosotr@s*, which I won’t test you over. However, it is good to at least be familiar with them and know that it is fine if you use them.), (study spanish verb drills –[ar](#); [conjuguemos.com](#), Spanish Language and Culture – [ar](#), [Spanishdict - Abre el mundo vocab - lección 2](#) - Conjugation drill, present, Regular -AR only, all conjugations besides *vos* and *vosotr@s*), [Learn 44 Common AR Verbs in Spanish - BaseLang](#) (only watch through 5:30)

Once you know these conjugations, take the quiz on Bb.

Extra Note: If you want to practice all vocab from lesson 2, you can go [here](#) and click on open input or multiple choice.

Part II

Lesson 1 and Lesson 2

1. Listening – 5 activities for lección 1 and 2.A. – please list them (recommendation – [studyspanish.com Vowels](#)); Check out the listening exercises on this [page](#) of the book.
2. Speaking – Pronunciation – 2 activities – Choose a listening activity and repeat what you hear. (Recommendation – see above)
3. Reading – 1 reading of at least one paragraph in Spanish, a fill in the blank exercise can count. Just make sure you are paying attention to the meaning as well as the conjugations. (recommendation – Spanish Language and Culture – [El Presente – Regular – AR Verbs](#))
3. Writing – at least ten complete sentences in Spanish. Suggestions for topics: Introducing yourself and others. Telling what an ideal friend, instructor, student is like. Describing your friends. Describing your favorite actors or other people. Some lyrics to a love song describing your beloved. Ask questions about what others do? Answer questions about what you do. Tell how often you do different things. Ask how often someone else does different things.
4. Culture 1 - Look up general information about the Spanish language and / or the Spanish speaking world. Write at least five sentences about what you learned and your reactions to it. Here are some ideas, but you can also do your own research. These are posted for you to get to know different ideas from the Spanish speaking world. There is some factual information presented in the cultural section, but there are also opinions presented. You are encouraged to use these to expand your knowledge, but of course you are not expected to agree with all opinions represented. Your instructor does not necessarily share all experiences or viewpoints represented.

<https://www.9news.com/video/news/community/hispanic-heritage/extended-interview-with-dr-devin-jenkins/73-ade298eb-54e8-417d-b44b-f572a541cdaf> [The Spanish Speaking Countries of the World and Amazing facts!](#)

[Guide to the Languages of Texas](#)

5. Culture 2– Look up something about Hispanic culture and summarize your findings in at least 5 sentences. Then write your observations, comparisons, analysis, perception, or opinion about the information. Please write about a specific topic instead of just listing random, unrelated facts. (some possibilities – [Latinos learning Spanish in the US: 'I really wanted to discover my heritage and reclaim it'](#) San Antonio, [SAN ANTONIO: la ciudad de TEXAS fundada por los españoles](#) 🇪🇸 [¿qué visitar?](#) 🇺🇸 | [GLADYS SEARA](#)- This video is in Spanish, but you can put subtitles in English, Rosa Rolanda, [The fantastical self: Mexico and Surrealism](#) (Rosa Rolanda, [Self-Portrait](#)) [SPANISH IN MIAMI](#) | [DO YOU NEED TO SPEAK ENGLISH?](#), [The Debate Over Latino Identity](#)

[And The Spanish Language](#), [👁️ What's going on with SPANISH in the USA? \[Advanced Spanish VLOG\]](#) - This video is completely in Spanish, but you can put closed captioning and then go to settings and have it translate automatically, [A lifetime without Spanish | The Latinos who lost their language and the fight to recover it](#), [Spanish dialect unique to portions of Colorado and New Mexico is fading away](#), [Linguist Dr. Devin Jenkins sits down with Jeremy Jojola to talk about the unique Spanish dialect in northern New Mexico and Southern Colorado](#). These are just some ideas. Look up anything that interests you. One of my goals is to find more YouTubers that speak Spanish and produce videos that may be of interest to students. Let me know if you find anything!)

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1.2: Introducing ourselves and showing levels of formality

Asking someone's name and telling them ours:

• ¡Hola, clase! Me llamo Annette Gillum.

• ¿Cómo te llamas tú?

► Follow my example to tell us your name.

► How do we tell each other our names? In addition to the above structure there are other possibilities.

- Yo soy Annette.
- Mi nombre es Annette.

Escuchar

Let's listen to some native speakers introducing themselves in Spanish. Just listen through minute 1:00 for now.



Thinking about the grammar: El verbo llamarse; formality

What does "Me llamo Annette" literally mean?

- It is not "My name is Annette", but rather "I call myself Annette." That is why there is no verb "to be" used in the structure.

Is "¿Cómo te llamas?" formal or informal?

- It is informal.

How do you ask the question more formally?

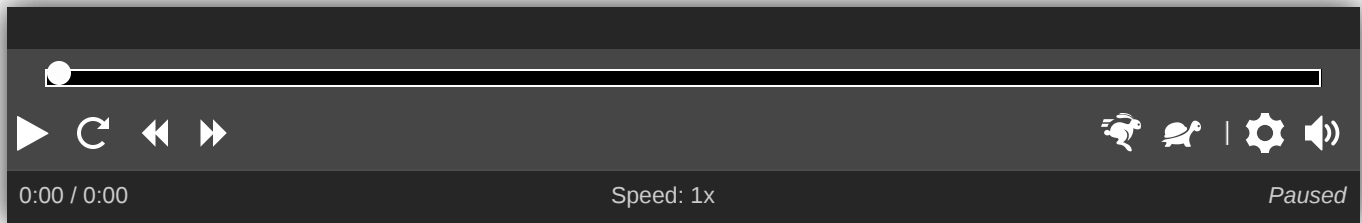
- ¿Cómo se llama usted?

Nota cultural

How do you know whether to speak formally or informally?

- It depends on the culture and the context. Some cultures (Spain, for example) are less formal than others. A general rule is to speak formally with anyone whom you would address with a title (Mr., Mrs, Dr., etc.) and with anyone you don't know yet. When in doubt, use formal until you are asked to do otherwise or until you are on a first name basis. Do we use formal or informal in this class?
- I believe in creating an informal, comfortable classroom environment in which we can get to know each other and begin to form friendships using Spanish. For this reason, I would say the "tú" form is appropriate among classmates.

- In most countries students would speak formally with their instructors. In Spain, students are more likely to speak informally with them and use their first names. I don't mind either way, but you may want to use "tú" with classmates and "usted" with your instructor, so that you get practice using both formal and informal. In any case, be aware that in some cultures it may be considered inappropriate to speak informally with your instructors. I would recommend you ask your instructor what they prefer at the beginning of the semester.



Conversación

Watch the following video through 0:40



¿De dónde somos? - Where are we from?

Yo soy de Los Estados Unidos.

¿De dónde eres tú? (¿Eres de Los Estados Unidos? ¿De México? ¿De Canadá? ¿De España? ¿Eres de California? ¿De Tejas? ¿De Florida?)

Listen to the following video through 4:45. You won't understand everything, but it is important to hear people from different accents from different places from the beginning of your language learning journey.



Meeting each other politely

- How can you say, "Nice to meet you"?
 - Mucho gusto en conocerte. (informal)
 - Mucho gusto en conocerlo/la. (formal) ("Lo" if you are talking to a male and "la" if you are talking to a female.)
 - Encantado/a. (End it in "o" if you are male and "a" if you are female.)
- How can you reply?
 - El gusto es mío. (The pleasure is mine).
 - Encantado/a. (Enchanted.)
 - Igualmente. (literally – Equally. We would say "Likewise" in English.)

Actividad comunicativa: Meeting each other

Ask three different students their names and where they are from. Be sure to say that it is nice to meet them, or reply to them saying that to you.

En línea - If you are taking the class online, you may want to arrange to practice with a classmate, join an online session to practice with your instructor and other classmates, or find someone outside of class with whom to practice.

1.2: [Introducing ourselves and showing levels of formality](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

1.3: Más conversación básica - More basic conversation- Greetings and important phrases for the classroom environment

Saludos, despedidos y frases importantes

Saludos	Greetings
• Buenos días.	• Good morning.
• Buenas tardes.	• Good afternoon.
• Buenas noches.	• Good night.
Despedidos	Leave takings
• Adiós.	• Good bye.
• Hasta luego.	• See you later. (lit. Until later.)
• Chau.	• Later.
Frases importantes	Important phrases
Since I want to create as much of a Spanish speaking environment as possible, what might you need to say in class?	
• ¿Cómo se dice "book" en español?	• How do you say "book" in Spanish?
• "Libro."	
• ¿Cómo se dice "libro" en inglés? "Book."	• How do you say "libro" in English?



1.3: Más conversación básica - More basic conversation- Greetings and important phrases for the classroom environment is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

1.4: Introducing another person

We have told about ourselves and asked someone questions about themselves. Now we will learn how to tell about someone else.

¿Cuál es su nombre? / ¿Cómo se llama él / ella?

1) Se llama Rubén. / Se llama María.

2) Este es Rubén. / Esta es María. - Note the use of "este" to refer to a male and "esta" to refer to a female.

3) Este es mi amigo Rubén. / Esta es mi amiga María.

¿De dónde es?

1) Él es de Colombia. / Ella es de México.



Actividad comunicativa: Introducing someone else

Introduce someone to another person or group. Include telling where they are from.

If you are introduced to someone, make sure you tell them it is nice to meet them. When someone tells you, make sure to respond.

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1.5: Asking and telling how we are doing using the verb "estar"

informal	formal
¿Cómo estás?	¿Cómo está usted?

The verb "estar" (to be):

We use the verb "estar" when we want to talk about the state or condition of someone or something.

Some adjectives used to talk about states of being:

bien – well mal – bad

You can say "regular" or "más o menos" if you are just O.K.

More adjectives used to describe how you feel:

Where I put the @ symbol, put an "o" if you are describing a male and an "a" if you are describing a female.

cansad@ - tired

aburrid@ - bored

triste – sad

content@ - content

enojad@ - angry

emocionad@ - excited

Personal subject pronouns

singular	plural
yo - I	nosotros / nosotras - we
tú - you (informal)	vosotros / vosotras - you / y'all (informal, plural)
usted - you (formal)	ustedes - you / you all (formal, plural)
él - he	ellos - they (masculine)
ella - she	ellas - they (feminine)

Thinking about the vocabulary

- Note that nosotros and vosotros are masculine or mixed and nosotras and vosotras are feminine.
- Note that "vos" is another pronoun used to refer to "you" in some countries such as Argentina, Costa Rica, and El Salvador. While I have not included the "vos" conjugations in this book, they are perfectly acceptable and you will want to use them in some regions. One reason I have not included them is that their use varies by region.

conjugaciones del verbo "estar"

(yo) - estoy	(nosotr@s) - estamos
(tú) - estás	((vosotr@s) - estáis)
(usted) - está	(ustedes) - están
(él) - está	(ellos) - están
(ella) - está	(ellas) - están

Actividad comunicativa: ¿Cómo estamos? - Talking about how we are feeling

ejemplos:

¿Cómo estás?	Estoy bien, Gracias.
¿Cómo está Milagros?	Está contenta.
¿Cómo está Miguel?	Está triste.
¿Cómo están Miguel y Martín?	Están contentos.
¿Cómo están Araceli y Teresa?	Están aburridas.

1.5: Asking and telling how we are doing using the verb "estar" is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

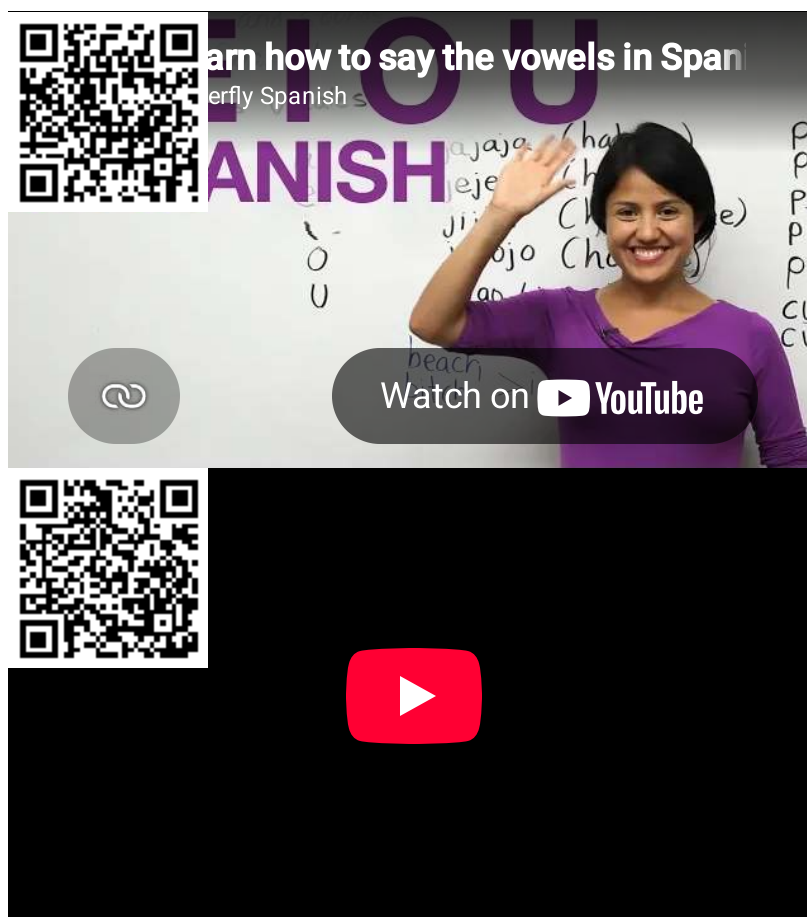
1.6: El alfabeto y pronunciación

When you are spelling Spanish words, I believe it is best to start from the beginning pronouncing the names of the letters in Spanish. My main reason for this is that vowels in Spanish are pronounced exactly as their names indicate. If you say the names of the letters in English, you are not helping yourself with the pronunciation and you are going through an extra step. If you learn the names of the letters from the beginning, especially the vowels, it should help you.

Notice that the vowel sounds in Spanish are generally of shorter duration than they are in English and just one sound. Many times in English, we pronounce vowels by drawing them out and changing sounds throughout the pronunciation.

[El alfabeto en studyspanish.com](https://studyspanish.com)

Here are some videos with explanations and examples. I provide them because I think it is very important that you listen to a variety of Spanish speakers. I also aim to provide explanations for a variety of different learning styles and preferences. There is no need to listen to every video all the way through. You can make decisions based on your own needs and preferences. Everyone is different!



1.6: El alfabeto y pronunciación is shared under a [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license and was authored, remixed, and/or curated by LibreTexts.

1.7: Thoughts on Language Learning

1.7: Thoughts on Language Learning is shared under a [not declared](#) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

2: Lección 2- ¿Cómo eres?

- 2.1: Learning Log
- 2.2: Personal subject pronouns and the verb "ser"
- 2.3: "Ser" y "estar" - una introducción
- 2.4: Adjetivos
- 2.5: Eres tú - Una canción de amor
- 2.6: Describing more than one person
- 2.7: Los verbos
- 2.8: Verbos que terminan en -ar
- 2.9: Actividad comunicativa 2- Asking about or telling how often someone does something
- 2.10: Actividades de práctica

2: Lección 2- ¿Cómo eres? is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

2.1: Learning Log

This material is in the first lesson's learning log.

[2.1: Learning Log](#) is shared under a [not declared](#) license and was authored, remixed, and/or curated by LibreTexts.

2.2: Personal subject pronouns and the verb “ser”

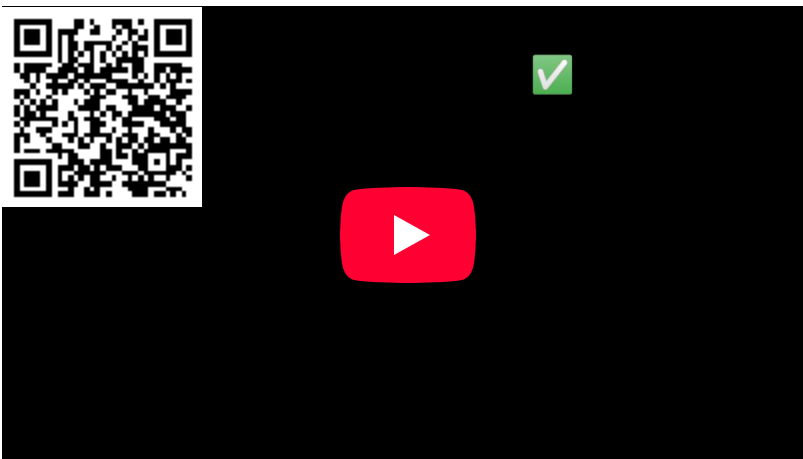
Repaso: Personal subject pronouns

singular	plural
yo - I	nosotros / nosotras - we
tú - you (informal)	vosotros / vosotras - you / y'all (informal, plural)
usted - you (formal)	ustedes - you / you all (formal, plural)
él - he	ellos - they (masculine)
ella - she	ellas - they (feminine)

El verbo “ser” - to be

ser

(yo) soy	(nosotr@s) somos
(tú) eres	(vosotr@s) sois
(él, ella, usted) es	(ellos, ellas, ustedes) son



📌 Thinking about the grammar

Remember that él / ella / usted use the same conjugation and ellos / ellas / ustedes use the same conjugation. However, they do not stand for the same subject. For example, “ellos” and “ustedes” do not mean the same thing.

✓ Práctica

Spanish.language&culture

–los adjetivos

2.2: Personal subject pronouns and the verb “ser” is shared under a [not declared](#) license and was authored, remixed, and/or curated by LibreTexts.

2.3: "Ser" y "estar" - una introducción

In the first chapter, we saw that the verb "estar" is translated as "to be" in English.

- In this chapter, we have just been introduced to the verb "ser" that is also translated as "to be" in English.
- We decide which one of these verbs to use based on context and on what we want to communicate.
- Let's take a quick look at the basics of both of these verbs before we go on to practice one of the contexts in which "ser" is often used:

Estar

Ubicación (location) – not of an event

¿Dónde estás? – Where are you?

Estoy en clase. – I'm in class.

Estado o condición (state or condition)

¿Cómo estás?

Estoy bien.

En el presente progresivo (in the present progressive, to describe actions in progress)

¿Qué estás haciendo? – What are you doing?

Estoy estudiando. – I am studying.

Ser

Equivalencias

Yo soy estudiante. – I am a student.

Miguel es argentino. – Miguel is Argentinian.

Carlos y Pedro son profesores. – Carlos and Pedro are professors.

Marta y Teresa son amigas. – Marta and Theresa are friends.

Hoy es martes, el 11 de mayo. – Today is Tuesday, the eleventh of May.

Son las once de la mañana. – It is eleven in the morning.

Características inherentes (Inherent characteristics)

Martín es inteligente.

Milagros es creativa.

Hannah y Alejandra son artísticas.

Ubicación (location) de eventos (con el significado de ocurrir) en el espacio y / o el tiempo.

¿Dónde es el concierto?

Es en Houston.

¿Cuándo es?

Es mañana.

Many books give long lists of which contexts to use "ser" in and many of these are contexts in which there is a noun or pronoun as the subject which is equal to a noun and pronoun in the predicate. For example, "I am a teacher." Books will tell you that we use "ser" for professions. However, that is not the reason for its use, but rather the fact that "I" is a pronoun that is equated with the noun "teacher." This can be helpful to keep in mind because it reduces the number of rules we have to memorize.

Another rule that students often learn is that "ser" is for permanent and "estar" is for temporary. This is not completely accurate. For example, "Miguel y Anita son novios." Will they always be boyfriend and girlfriend? Perhaps not, but we still use "ser" because Miguel y Anita are nouns equated with the noun "novios." Another example, "El pájaro está muerto." (The bird is dead.) Is that temporary? Perhaps not, but we use "estar" because "muerto" is not an inherent characteristic. Rather, it is a state or condition.

2.3: "Ser" y "estar" - una introducción is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

2.4: Adjetivos

In this section, you will see many adjectives useful in describing personality or other similar inherent characteristics using the verb “ser.”

Translations are not included for most of them, because they are cognates (words that look similar in two languages and have similar meanings.) Practice making guesses as to what the words mean. If you cannot think of a similar word in English, look the word up at www.wordreference.com or spanishdict.com You may also expand your English vocabulary in the process.

In the below list of adjectives, notice how some of the words end in @. This is because in Spanish, adjectives must match gender and number with what they describe. The @ symbol lets you know that the word can end in either “o” or “a”. The @ symbol is not used in formal writing. It can be used informally and is used here as a teaching tool. “O” is for masculine and “a” is for feminine. Notice that words that end in “or” have an “a” added at the end to make them feminine. Notice that some adjectives do not change form based on gender. Examples of words that do not change are “liberal” and “optimista.” Adjectives that end in “ista” do not change. To make an adjective plural: – If it ends in a vowel, add and “s.” – If it ends in a consonant, add “es.” – If it ends in a “z,” change the “z” to a “c” and add “es.”

Pronunciación

The following video will use the words in the next vocabulary section to help you with some of the basics of pronunciation. We will specifically look at the five vowels, and the letters G and C.



Descripciones de personalidad

arrogante	humilde
inteligente	estúpid@, tont@
simpátic@, agradable, amable	antipátic@
compasiv@	cruel, malicios@
creativ@, imaginativ@, soñador/a	
normal	abnormal
conservador/a	liberal
trabajador/a	perezos@
activ@	inactiv@
informal	formal
cómic@	seri@
honest@	deshonest@
extrovertid@, gregari@	introvertid@, tímida, reservad@
tranquil@, calmad@	ansios@, nervios@, explosiv@
leal	desleal
alegre, feliz	triste
optimista realista	pesimista
atlétic@, fuerte	débil
aburrid@	interesante, estimulante, divertid@
apasionad@	indiferente,
ambicios@	desinteresad@
caótic@	metódic@
desorganizad@	organizad@, precis@
discret@	indiscret@, chismos@
excéntric@	normal
egoísta	generos@
valiente	cobarde

Using adjectives in sentences with the verb "ser" in descriptions of inherent characteristics

✓ Ejemplos 2.4.1

Ana María: Yo soy creativa y generosa. ¿Cómo eres tú?

Miguel: Yo soy cómico y extrovertido.

📌 Thinking about the grammar

Note that Ana María uses the feminine form of the adjectives to refer to herself, while Miguel uses the masculine.

What verb is used with descriptions of inherent characteristics. Notice the "soy" and "eres." They are forms of the verb "ser" (to be)

✓ Ejemplos 2.4.2

1. María y Juan son simpáticos.
2. Martín y Miguel son inteligentes.
3. Teresa y Abigail son extrovertidas.
4. Nosotros somos creativos.
5. Y ustedes, ¿son creativos?

📌 Thinking about the grammar

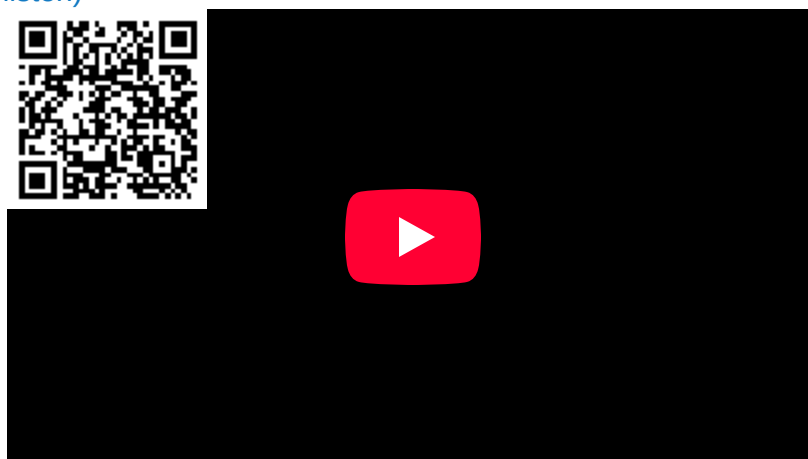
The adjective becomes plural when it describes something plural.

The adjective is in the masculine form when it refers to either a group of males or to a mixed group. (ejemplos 1, 2, 4 y 5)

The adjective is feminine when it refers to a group of females. (ejemplo 3)

For examples 4 and 5, the adjectives would have been feminine if all of the people in the groups being referenced were female.

Escuchemos (Let's listen)



👏 Actividad comunicativa

- Go back to this section and look over the list of adjectives. Find three that describe you and three that do not describe you.
- Opción 1:
- Get with a partner. Take turns describing yourselves. Tell something about yourself and then ask your partner if that description also applies to him / her.

👏 Ejemplos

A: Yo soy creativa. ¿Y tú? ¿Eres creativo?

B: Sí yo soy creativo. // No, yo no soy creativo.

 Ojo:

Be sure to match the gender of the adjective with the person whom you are describing.

- Opción 2:
- make your own video to introduce yourself. Tell your name, where you are from, and use at least three adjectives from 2.3 to tell what you are like. You might also want to tell what you are not like. That is up to you. Three short sentences are fine. Note that the people in the above video do not always answer in complete sentences, but I want you to answer in complete sentences here. Although it isn't always necessary in everyday conversations, you do need to have that ability in order to complete many language tasks in real life.

 Actividad Comunicativa

Go back to the list of adjectives. Look over them in order to answer the following questions with your opinions. Please start your question with "es" and then the appropriate adjectives changed to match gender and number as necessary. Do not use a translator or get help so that you can answer in a more complex way. These activities are for you to learn by using the structures we are working on right now to communicate. If you go above this level, it is likely not to be as helpful to you.

- ❖ ¿Cómo es el profesor / la profesora ideal?
- ❖ ¿Cómo es el estudiante / la estudiante ideal?
- ❖ ¿Cómo es el héroe / la heroína ideal?
- ❖ ¿Cómo es el villano / la villana ideal?
- ❖ ¿Cómo es el amigo / la amiga ideal?

2.4: Adjetivos is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

2.5: Eres tú - Una canción de amor

Una canción para practicar el verbo "ser" con adjetivos

[Eres tú - Mocedades - con actividad de escuchar](#)

Notas:

como	like - when used to make comparisons
eres	the "tú" conjugation of "ser" - The singing voice is comparing the listener "you" to many beautiful things.
translation of the first two lines	"You are like a promise like a summer morning..."

Thinking about vocabulary: Cognados (cognates)

What words do you notice that remind you of English words in the following list of words from the song? See if you can guess what they mean before you look at the translation. This is an important skill to develop for language learning.

promesa	promise
poema	poem
horizonte	horizon
brisa	breeze
guitarra	guitar

más vocabulario

mañana	morning
esperanza	hope
agua	water
fuego	fire
hoguera	bonfire
noche	night
verano	summer
manos	hands
fuelle	fountain / spring
hogar	home
vida	life

2.5: Eres tú - Una canción de amor is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

2.6: Describing more than one person

✓ Ejemplos

1. María y Juan son simpáticos.
2. Martín y Miguel son inteligentes.
3. Teresa y Abigail son extrovertidas.
4. Nosotros somos creativos.
5. Y ustedes, ¿son creativos?

📌 Thinking about the grammar

The adjective becomes plural when it describes something plural.

The adjective is in the masculine form when it refers to either a group of males or to a mixed group. (ejemplos 1, 2, 4 y 5)

The adjective is feminine when it refers to a group of females. (ejemplo 3)

For examples 4 and 5, the adjectives would have been feminine if all of the people in the groups being referenced were female.

2.6: Describing more than one person is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

2.7: Los verbos

En español, hay tres tipos de verbos: verbos que terminan en -ar, verbos que terminan en -er, and verbos que terminan en -ir. (In Spanish there are three types of verbs: verbs that end in -ar, verbs that end in -er, and verbs that end in -ir.



Note that the order of the conjugations is the same as was given for the verb “[ser](#).” The pronouns will no longer be given with the conjugations, so make sure you have the order memorized.

hablar		comer		escribir	
hablo	hablamos	como	comemos	escribo	escribimos
hablas	(habláis)	comes	(coméis)	escribes	(escribís)
habla	hablan	come	comen	escribe	escriben

✓ Otras explicaciones (other explanations)

- [studyspanish - regular verbs i](#)
- [studyspanish - regular verbs ii](#)
- [studyspanish - regular verbs iii](#)
- [spanishdict – Present](#) – We are just working on regular verbs for now.

2.7: Los verbos is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

2.8: Verbos que terminan en -ar

In this unit, we will focus on verbs that end in -ar. We will work on verbs that end in -er and -ir in the next unit. Here are some verbs that end in -ar.

hablar	to speak	viajar	to travel
mirar	to watch	pintar	paint
escuchar	to listen (note: escuchar does not have "to" after it like it does in English.	bailar	to dance
tocar	to play (a musical instrument)	descansar	to rest
tomar	to drink, to take (medicine)/(photographs)	trabajar	to work
calificar	to grade	llamar	to call
enseñar	to teach	cocinar	to cook
cantar	to sing	estudiar	to study
dibujar	to draw	nadar	to swim
practicar	to practice	visitar	to visit
caminar	to walk	necesitar (inf)	to need

¡Escuchemos! (Let's listen!)

Listen through minute 1:58



Thinking about the grammar

What does the (inf.) mean after the verb "necesitar"? It means that often times an infinitive (non conjugated verb) is used after the conjugated form of the verb "necesitar." For example: "Necesito estudiar." I need to study. These two verbs are working together as a team. We only conjugate the first one.

¿Qué hacemos? What do we do?

✓ Example 2.8.1

¿Bailas? Do you dance?

Sí, yo bailo. No, no bailo.

📌 Thinking about the grammar

Why are there two no's here?

It is the same in English... "**No**, I do **not** dance."

📌 Exercise 2.8.1

Looking at the example above...

How do you ask a yes or no question in Spanish?

Answer

Note that all you do is conjugate the verb correctly for the subject and either write question marks or put the sound of a question in your voice.

👤 Actividad comunicativa

Get with a partner and take turns asking each other whether you do some of the different activities in the list of verbs above. Make sure to use complete sentences to ask and to answer.

2.8: Verbos que terminan en -ar is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

2.9: Actividad comunicativa 2- Asking about or telling how often someone does something

✓ Example 2.9.1

¿Con qué frecuencia bailas?

Yo bailo mucho.

? Exercise 2.9.1

- What do you think the above question is asking?
- Do you see any words that remind you of English words?

Answer

literally - With what frequency do you dance?

In other words... How often do you dance?

Vocabulario

Do you know any frequency words in Spanish?

Here are a few:

siempre	always
a veces	sometimes
de vez en cuando	once in a while
nunca	never
casi nunca	almost never
todos los días	everyday
cada dos días	every other day

👋 Actividad comunicativa 2 - ¿Con qué frecuencia...?

With a partner, and using the list of common -ar verbs take turns asking each other how often you do different activities.

👋 Thinking about the grammar

Note about nunca:

ejemplos:

Nunca dibujo.

No dibujo nunca.

You can put "nunca" either before or after the verb. If you put it after, you have to put "no" before the verb. This is called a double negative

and is considered incorrect in some dialects of English. However, it is correct in Spanish

Más ejemplos (More examples):

A: ¿Con qué frecuencia estudias?

B: Estudio casi todos los días.

A: ¿Con qué frecuencia dibujas?

B: No dibujo casi nunca.

A: ¿Con qué frecuencia cantas en el carro?

B: Canto de vez en cuando en el carro.

2.9: Actividad comunicativa 2- Asking about or telling how often someone does something is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

2.10: Actividades de práctica

? Sugerencias para práctica (Suggestions for practice)

I recommend you drill yourself on the conjugation of verbs. Two good websites for this are conjuguemos.com and studyspanish.com

They are both great for practice. The advantage of conjuguemos.com is that you can break down your practice more. For example, you can drill yourself on just the "yo" conjugations, then just the "tú." Then you can do both together. You can keep adding in conjugations of different subjects until you are comfortable with all of them.

Drills:

[Just -ar verbs study spanish](#)

más info - I would not put more than ten at a time on a quiz. That way you can get more frequent feedback. It is up to you whether or not to include the "vosotros" form. It is only used in Spain. You will not be tested over it.

[Regular verbs conjuguemos](#)

más info - Click on Graded Practice. Click on Settings. Click on the drop down box under Verbs and make sure that only the verbs you want to practice are clicked. At this point you may only want to practice -ar verbs. Choose which pronouns you want to practice.

You can also choose from many games using the link above. It can be a fun way to practice. Ojo, some of them go super fast!

En contexto personal - It is important to practice language in a context that has meaning to you. Come up with your own sentences using the verbs from this lesson. What do you do, what do your best friends do... Make guesses about what your favorite famous people or your professors do...

Actividad creativa

Thinking back to the song *Eres tú*, come up with statement you might say to a beloved to describe him or her. Write down the descriptions as if they were part of a new version of the song.

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CHAPTER OVERVIEW

3: Lección 3- La familia

3.1: Learning Log

3.2: Verbos -er / -ir

3.3: Vocabulario- La familia

3.4: Descripciones físicas

3.5: Comparaciones

3.6: Adjetivos posesivos y repaso, integración y comunicación

3.7: Los números (1-100)

3.8: La comunicación- Asking about and telling age

3.9: Más números- 101-2.000.000

3: Lección 3- La familia is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

3.1: Learning Log

3.1: Learning Log is shared under a [not declared](#) license and was authored, remixed, and/or curated by LibreTexts.

3.2: Verbos -er / -ir

verbos -er / -ir

In the last section, you saw the conjugations of all regular verbs. In this section, you will practice using some -er / -ir verbs. First, click to open [2.6](#) to review the conjugations, then learn the - er / -ir verbs listed below and use the exercise to check your understanding of how to conjugate them. You can always scroll back up here to review the conjugations again. Note that I have also posted links at the bottom of this page that you can use if you would like other explanations and / or practice.

abrir	to open
aprender (a)(inf)	to learn
asistir (a)	to attend
beber	to drink
comer	to eat
comprender	to understand
correr	to run
deber (inf)	to owe / should
decidir	to decide
escribir	to write
leer	to read
vivir	to live

✓ Ejemplos

- 1) With "asistir," the "a" goes before what you attend. ex. Siempre asisto a clase.
- 2) deber - a) Debo \$20. b) Debo estudiar.
- 3) Aprendo a tocar el violín. Aprendo las matemáticas.

✓ Otras explicaciones

Otras explicaciones:

[studyspanish - regular verbs i](#)

[studyspanish - regular verbs ii](#)

[studyspanish - regular verbs iii](#)

[spanishdict – Present](#) – We are just working on regular verbs for now.

? Práctica

Remember:

[conjuguemos.com](#)

[studyspanish -er verbs](#)

[studyspanish -ir verbs](#)

[studyspanish all regular verbs](#)

Another good site: [spanish.language&culture](#)

[regular -ar verbs](#)

[regular -er and -ir verbs](#)

3.2: Verbos -er / -ir is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

3.3: Vocabulario- La familia

family relationships

How many of these words do you already know? - Click on the arrow to see the translations. Masculine words are on the left and the feminine equivalents on the right.

This section is repeated below in a format that will show in print

padre	father	madre	mother
padrino	godfather	madrina	godmother
padrastro	stepfather	madrastra	stepmother
hijo	son	hija	daughter
hijastro	stepson	hijastra	stepdaughter
hermano	brother	hermana	sister
hermanastro	stepbrother	hermanastra	stepsister
abuelo	grandfather	abuela	grandmother
bisabuelo	great-grandfather	bisabuela	great-grandmother
nieto	grandson	nieta	granddaughter
tío	uncle	tía	aunt
primo	cousin (male)	prima	cousin (female)
sobrino	nephew	sobrina	niece
suegro	father-in-law	suegra	mother-in-law
yerno	son-in-law	nuera	daughter-in-law
cuñado	brother-in-law	cuñada	sister-in-law
esposo / marido	husband	esposa / mujer	wife
exesposo / exmarido	ex-husband	exesposa	ex-wife

States of relationships or living.

Están casados. They are married Están separados. They are separated. Están divorciados. They are divorced. Es soltero@. He / she is single.		
Está vivo@. He / she is alive.		Ha fallecido. He / she has passed away.

? Práctica

Spanishdict

[family terms 1](#)

[family terms 2](#)

[family terms 3](#) (some of these words are more advanced and aren't in the book.

3.3: Vocabulario- La familia is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

3.4: Descripciones físicas

la cabeza	head
el pelo	hair
los dientes	teeth
los ojos	eyes
la nariz	nose
la boca	mouth
los labios	lips
las orejas	ears
la barba	beard
el bigote	moustache
rubi@	blond
moren@	dark haired / dark skinned
pelirroj@	red headed
calv@	bald
Tiene canas.	He / she has grey / white hair.
Lleva bigote.	He has (wears) a mustache.
Lleva barba.	He has (wears) a beard.
Tiene el pelo largo / corto.	He / she has long / short hair.
Tiene los ojos verdes / azules / castaños.	He / she has green / blue / brown eyes.
Es...	He / she is...
de estatura mediana	of medium height
alt@	tall
baj@ / chaparr@	short
gord@	fat
flac@ / delgad@	skinny / thin
joven	young
viej@ / major	old

✓ Práctica

A good place to practice vocabulary is ver-taal.com [la cabeza](#); [descripciones físicas](#); [el pelo](#) Note that it is a website focused on the Spanish from Spain and some words may be different than those commonly used in your area. They are mostly the same though. I don't mind which words you use in this class. As long as they are in the dictionary, I accept them.



3.4: Descripciones físicas is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

3.5: Comparaciones

A step further...

Study this chart to see how we make comparisons in Spanish. Especially pay attention to how we make comparisons with adjectives and adverbs since we have been practicing adjectives and verbs. I have also included making comparisons with nouns, but this is looking ahead a bit. We have just begun looking at the gender and number of nouns. For now, it is something to become aware of, but you will not be tested over it in this lesson. This information is to help you add more detail to your descriptions if you wish.

con adjetivos	con adverbios	con sustantivos (nouns)
Martín es más inteligente que Miguel.	Manuel corre más rápido que yo.	Milagros tiene más hermanos que yo.
Miguel es menos inteligente que Martín.	Yo corro menos rápido que Manuel.	Cynthia tiene menos gatos que yo.
Carlos es tan inteligente como Martín.	Cyndra corre tan rápido como Manuel.	Araceli tiene tantos hermanos como Milagros.
		Yo no tengo tanto dinero (money) como mi hermana.
traducciones (translations) - más - more, menos - less / fewer, que - than, tan - as, como - as		¿Teresa tiene tantas clases como tú?
		¡Tú no tienes tanta tarea como yo!

? Práctica 3.5.1

<https://personal.colby.edu/~bknelson/SLC/comparisons1.html>

¡Escuchemos!

Listen through 3:10



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3.6: Adjetivos posesivos y repaso, integración y comunicación



👋 Actividad comunicativa

Usando el vocabulario de la sección 2.A, contesta a las siguientes preguntas. (Using the vocabulary from section 2.A, answer the following questions.) Make sure to match gender and number.

- ¿Cómo es la madre ideal?
- ¿Cómo es el padre ideal?
- ¿Cómo es el esposo ideal?
- ¿Cómo es la esposa ideal?
- ¿Cómo son los hijos ideales?
- ¿Cómo son los abuelos ideales?

Adjetivos posesivos (Possessive Adjectives)

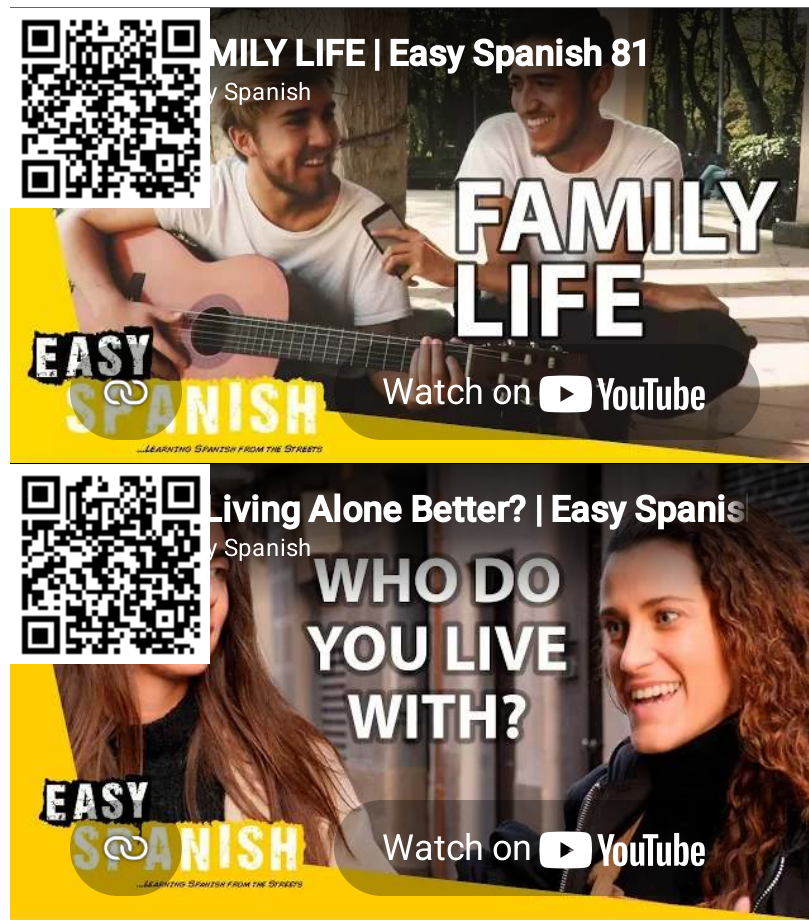
📌 Más gramática

	mi(s)	nuestr@(s)
	tu(s)	(vuestr@(s))
	su(s)	su(s)

Note that they all have a singular and a plural form. "Nuestro" and "vuestro" also changes gender. Gender and number matches with the noun that comes after it, not with the person who has ownership.

✓ Otras explicaciones

[studyspanish - possessive adjectives](#)



👋 Actividad comunicativa

👋 Actividad comunicativa 2

Work with a partner to practice family descriptions. One student will describe their family in Spanish, while the other will draw a family tree based on that description.

Note: You may need to use the possessive adjectives that were given above for this activity. For example, “**Mi** madre se llama Bárbara.”

3.6: [Adjetivos posesivos y repaso, integración y comunicación](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

3.7: Los números (1-100)

números 1-20

uno	1	once	11
dos	2	doce	12
tres	3	trece	13
cuatro	4	catorce	14
cinco	5	quince	15
seis	6	diez y seis (dieciséis)	16
siete	7	diez y siete (diecisiete)	17
ocho	8	diez y ocho	18
nueve	9	diez y nueve	19
diez	10	veinte	20

? Práctica

[spanishdict 1-10](#)

[1-20](#)

más números (21-100)

veinte y uno (veintiuno)	21	sesenta	60
veinte y dos (veintidós)	22	setenta	70
treinta	30	setenta y cinco	75
treinta y uno	31	ochenta	80
treinta y dos	32	ochenta y nueve	89
cuarenta	40	noventa	90
cincuenta	50	cien	100

📌 Nota

The number one and numbers that end in one change gender when they come before a noun.

Ejemplos:

- Tengo un libro.
- Tengo una revista.
- Hay veintiún gatos.
- Hay veintiuna sillas.

? Práctica

numbers 1-30

counting by tens

3.7: Los números (1-100) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

3.8: La comunicación- Asking about and telling age

Asking about age

A: ¿Cuántos años tiene Juan?

B: Tiene 16 años.

literally - How many years does Juan have?

El verbo "tener"

tengo	tenemos
tienes	(tenéis)
tiene	tienen

Nota

Note that "tener" is an irregular verb.

Conversación

A: ¿Cuántos años tienes?

B: Tengo cuarenta y cuatro años.

Actividad comunicativa

Describe a una familia famosa sin decirnos quien es. Debes incluir suficientes descripciones para que podamos adivinar de qué familia hablas. (Describe a famous family without telling us who it is. You should include enough descriptions so that we can guess what family you are describing. You may want to include physical characteristics and personality characteristics along with relationships and ages. You can also include professions or hobbies.)

3.8: La comunicación- Asking about and telling age is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

3.9: Más números- 101-2.000.000

más números 101-999

ciento uno	101	seiscientos	600
ciento cinco	105	setecientos	700
ciento veinte	120	ochocientos	800
doscientos	200	novecientos	900
trescientos	300		
cuatrocientos	400		
quinientos	500		

Notas

- 1) There is no "y" between ciento and the added number.
- 2) Hundreds match gender with the noun they modify. Hay doscientos libros. Hay quinientas sillas.

más números 1.000-2.000.000

1.000	mil	Hay mil estudiantes.	
1.5000	mil quinientos	Hay miles de animales.	
2.000	dos mil	Hay un millón de personas.	
1.000.000	un millón	Hay millones de insectos.	
1.000.001	un millón uno		
2.000.000	dos millones		

? Práctica

[hundreds and more](#)

¡Escuchemos!

Watch the following video starting at 3:10 to hear how we make comparisons with numbers.



3.9: Más números- 101-2.000.000 is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

4.01: Front Matter

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4.1: Photo of the examination room in La Universidad de Alcalá



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4.2: Learning Log

Learning Log – Ventanas – Lesson 4

This is a list of topics you are responsible for in lesson 4. For each one, list at least two things you did to learn the material. You can use the same thing twice if that works for you. I just want you to make sure to have at least two study sessions for each topic. Be aware that you may need many more than two for some of the topics. Do as many as you need to until you are confident that you know the material well enough to get the grade you would like on the exam and to reach the stated objective. There are often links in the book to websites that have exercises to help you practice the topic on that page. There are two parts to this assignment. **Part I**

Lesson 4

- 1) Know classroom vocabulary. (possibilities: [ver-taal casa8](#), [ver-taal casa 8b](#), [ver-taal casa8c](#); [Spanishdict - Abre el mundo](#))
- 2) Know nouns and articles. Know the definite and indefinite articles and how to match them gender and number with the nouns they modify. (possibilities: [spanishdict - articles](#), [spanishdict - nouns](#), [Study Spanish un1:5](#), [language and culture](#).)
- 3) Be able to use the verb "haber" in the conjugation "hay" to talk about the existence of things. (textbook – Write your own examples in the format of the examples given. Be able to answer the question, "¿Qué hay en la clase?" For example, "Hay una profesora, 15 estudiantes y una computadora.;" [studyspanish Unit 1:6](#)).
- 4) Be able to talk about courses and areas of study and to identify the course from multiple choice options when a description is read. (Practice this using the textbook as a guide. Practice the vocabulary by reading the definition of courses and seeing if you know the course being described. There is now a [quizlet](#) set that goes with this.)
- 5) Know the days of the week and be able to tell what you do on different days of the week. ([studyspanish](#), [quizlet](#))
- 6) Be able to tell what time it is and what time you usually do things. ([studyspanish](#), [language&culture](#), [quizlet](#)(li))

Part II

Lesson 4

1. Listening – 3 activities – please list them (recommendation – [studyspanish.com – Intonation](#): Statements, Consonant: d, Consonant: r)
2. Speaking – Pronunciation – 1 activity – Repeat what you hear. (Recommendation – see above)
2. Reading – 1 reading of at least one paragraph in Spanish, a fill in the blank exercise can count. Just make sure you are paying attention to the meaning as well as the conjugations. (recommendations – [Ilingua](#), [Spanish Language and Culture – El Presente -](#)

[only regular verbs - this can help you review the conjugation](#))

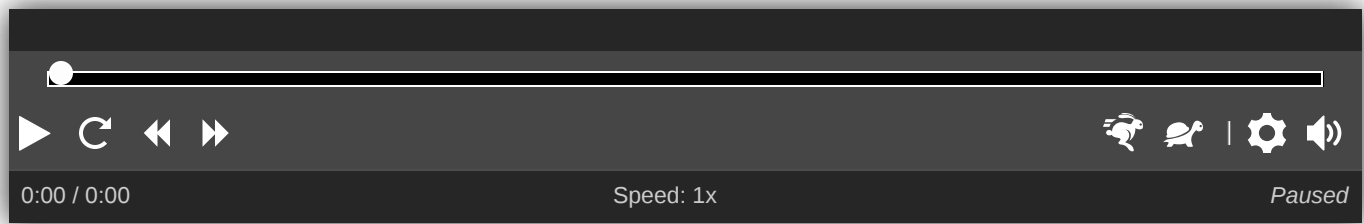
3. Writing – at least ten complete sentences in Spanish. Suggestions for topics: Write about your classes: how many you have, what time and day, how you feel about them, etc. What subject areas do you like / dislike? What is your major? Write about what times and days you do different activities. Write about what objects exist in different places: your classroom / your office... (Try to write based on what we are working on in class without looking things up. Just use your book as a guide. Instead of writing it in English first, just think about the message you want to convey and write it in simple Spanish.)

4. Culture – Look up something about Hispanic culture and summarize your findings in at least 5 sentences. Then write your observations, comparisons, analysis, perception, or opinion about the information. Please write about a specific topic instead of just listing random, unrelated facts. (recommendations – La Universidad de Alcalá, school or university in Hispanic Countries) (Here are some possible resources. I have not read them, but in any case, my links do not constitute my endorsement of any opinions. Think about who is writing the material and if there may be missing information or differing viewpoints. Try to explore different perspectives.) [Schools in Mexico](#). [Schools in Spain](#). [University of Alcalá - history](#), [Alegria Village](#) - En Costa Rica, [Del Mar Academy](#) - en Costa Rica, Duolingo podcast: [Episode 130: El héroe de libros \(The Book Hero\)](#), [Episode 102: El don del lenguaje \(The Gift of Language\)](#), [Episode 59: Libros tras las rejas \(Books Behind Bars\)](#), [Episode 51: Una maestra en botas \(A Teacher in Army Boots\)](#), [Episode 27: Leímos y cantamos juntos \(We Read and Sang Together\)](#), [Shakespeare in la montaña](#), [Episode 12: Sin vergüenza](#)

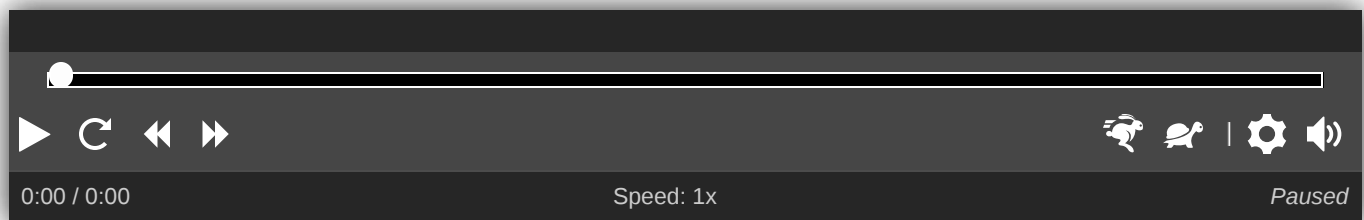
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4.3: Vocabulario- ¿Qué hay en el salón de clase?

Click to hear the audio with the English and Spanish. I recommend you listen while reading the list of words below. At some point, you may want to just listen to test yourself.



Click to hear the audio without the English. Each word is repeated twice. Listen once and then repeat with me.



la pared	wall	la computadora / el computador / el ordenador	computer
el piso	floor	la pantalla	screen
el cielo	ceiling	el papel	paper
la puerta	door	una hoja de papel	a sheet of paper
la ventana	window	el lápiz	pencil
la luz	light	el bolígrafo / la pluma	pen
el escritorio / el pupitre	desk	la mochila	backpack
la mesa	table	el libro	book
la silla	chair	el libro de texto	textbook
el diccionario	dictionary	la papelera	wastepaper basket
las tijeras	scissors	la cinta adhesiva	adhesive tape
la estantería	bookshelf	la impresora	printer
la pizarra	chalkboard	la carpeta	folder
la regla	ruler	el marcatextos	highlighter
el sujetapapeles	paperclip	la grapadora	stapler

? Práctica

office supplies

Use "hay" to ask and tell about the existence of things.

ejemplos:

A: ¿Qué hay en la clase?

B: Hay una mesa. Hay una profesora y treinta estudiantes.

📌 Nota

When this verb is used to talk about the existence of things, its form is the same, whether it is singular or plural.

✓ Más explicaciones

Studyspanish

[The verb form "hay"](#)

4.3: Vocabulario- ¿Qué hay en el salón de clase? is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

4.4: Los sustantivos (Nouns)

Los sustantivos / nombres (Nouns)

Thinking about the grammar

What do you notice about the words in these two columns?

el libro	la pantalla
el cielo	la computadora
el piso	la mochila
el bolígrafo	la pluma
el niño (the boy)	la niña (the girl)
el gato (the cat, male)	la gata (the cat, female)

Answer:

These words have "el" before them and end in "o".

These words have "la" before them and end in "a".

Más información:

- The division of these words is based on something called gender. Of course, objects do not have gender. It is just a category of words when it comes to objects. When referring to people or animals, the gender of the word matches the gender of the person or animal. The number one rule for gender of words is that words that end in "o" are masculine and those that end in "a" are feminine. This is not 100%. There are exceptions. However, if you do not know the gender of the word, you can make a guess based on the ending of "o" or "a" and be quite likely to get it right.
- Note that some words do not end in either "o" or "a". There are still guidelines to follow, but they are not as likely to be accurate as the "a" / "o" determinant. Looking at the following columns, what do you think these guidelines are?

el problema	la nación
el poema	la televisión
	la universidad
	la diversidad
	la libertad
	la actitud
	la costumbre

Answer: Words that end in -ma are usually masculine. Words that end in -ión, -dad, -tad, -tud, and -umbre are usually feminine.

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4.5: Los artículos y sustantivos- gender and number (Articles and nouns and number)

Thinking about the grammar

In the following chart, notice the difference between the singular and the plural.

el libro	los libros	un libro	unos libros
la mesa	las mesas	una mesa	unas mesas

What is the difference between el/la/los/las and un/una/unos/unas?

Answer: El / la / los / las are definite articles. They refer to specific things. Un / una / unos / unas are indefinite articles. They refer to non specific things. For example, "Necesito el libro." (I need the book.) "Quiero un libro." (I want a book).

la pared	las paredes	una pared	unas paredes
el lápiz	los lápices	un lápiz	unos lápices

When the noun ends in a "z," change the "z" to a "c" and add "-es."

? Prácticas

[Colby - artículos 1](#)

[Colby - artículos 2](#)

? Otras explicaciones

[Spanishdict](#)

[masculine and feminine nouns](#)

[el / la definite / indefinite and masculine / feminine](#)

[Studyspanish](#)

[Gender of nouns I](#)

[Gender of nouns II](#)

[Plural forms of nouns](#)

[Definite and indefinite articles](#)

4.5: Los artículos y sustantivos- gender and number (Articles and nouns and number) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

4.6: Expressing possession

Ejemplos:

A: ¿De quién es el libro?

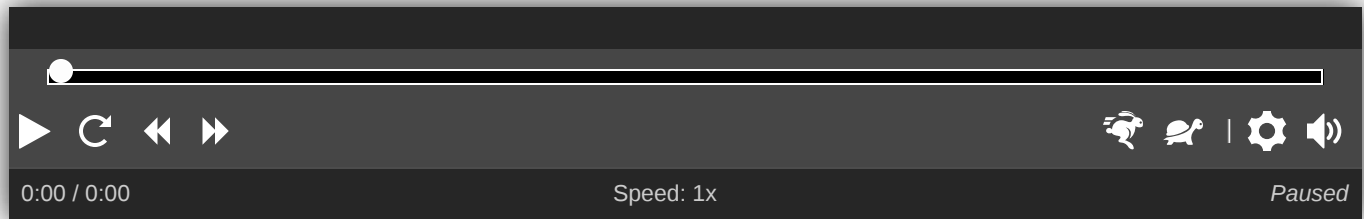
B: Es de Miguel.

Nota: We use the verb "ser" to express possession.

4.6: Expressing possession is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

4.7: Cursos, materias, asignaturas

I can guess as to the meaning of words based on cognates with English. **I can** figure out what courses are being described. Read over and listen to the following descriptions of the class and see if you can guess what they are, based on the cognates. Click on the arrow to see the answer. Pause the recording in order to give yourself a chance to think of the answer. Read them aloud and practice your pronunciation, with particular attention to the vowels. (Note that words that look like English words may be more difficult for you to pronounce since you have the English pronunciation in mind.)



Actividad comunicativa: ¿Cómo son tus clases?

Instrucciones: Work with a partner or a small group to find out about each others' classes this semester. Here are some examples to help you.

A: ¿Cuántas clases tienes este semestre?

B: Tengo cinco.

A: ¿Qué clases tienes?

B: Tengo música, baile, español, zoología marina e historia.

A: ¿Cuál es tu clase favorita?

B: Es la clase de baile.

A: ¿Cuál es tu clase más interesante?

B: Es la clase de zoología.

A: ¿Cuál es tu clase más difícil?

B: Es la clase de música.

You may want to ask questions using these adjectives as well: fácil (easy), divertida (fun), y aburrida(boring).

Nota

Note that "clase" is a feminine noun.

A: ¿Cuál es tu materia favorita (en general)?

B: Es el español.

A: ¿Cuál es tu especialidad?

B: Es la literatura hispana.

Más vocabulario

Spanishdict

[school verbs](#) – Some of these are review and some are additional verbs you may want to use when talking about what you do in school.

4.7: [Cursos, materias, asignaturas](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

4.8: Los días de la semana y la hora

¿Cuántos días hay en una semana?

Hay siete.

lunes	martes	miércoles	jueves	viernes
sábado		domingo		
el fin de semana				

Nota

Monday is considered the first day of the week on many calendars from other countries and in the below exercise from ver-taal.

Práctica

Spanishdict.com

[days of the week](#)

ver-taal.com

[día y semana](#)

Actividad comunicativa: Mis actividades

Talk to each other about what you do on at least two different days of the week. Make sure to list at least three things you do on each of those days.

¿Qué hora es? / ¿Qué horas son?

Ejemplos:

8:00 am – Son las ocho de la mañana.

8:05 – Son las ocho y cinco.

9:10 – Son las nueve y diez.

9:30 – Son las nueve y media.

9:55 – Son las diez menos cinco.

10:15 – Son las diez y cuarto.

4:00 pm – Son las cuatro de la tarde.

8:45 pm – Son las nueve menos cuarto de la noche.

1:00 – Es la una.

12:00 pm – Es el mediodía.

12:00 am – Es la medianoche.

4:00 am – Son las cuatro de la madrugada.

✓ Otras explicaciones

studyspanish – [telling time](#)

? Práctica

[Colby - la hora 1](#)

[Colby - la hora 2](#)

¿A qué hora es...?

¿A qué hora es la clase de español?

Es a las ocho de la mañana.

? Práctica

[Colby - la hora 3](#)

¿Cuándo...? Sample questions and answers about when a class is

📌 Thinking about the grammar

Note the difference between telling what time it is and telling at what time something happens.

- ¿Cuándo tienes las clases de español?

Tengo la clase de español los lunes y miércoles a las ocho de la mañana.

- ¿Qué días tienes la clase?

Tengo la clase los lunes y miércoles.

- ¿A qué hora tienes la clase?

Tengo la clase a las ocho de la mañana.

👏 Actividad comunicativa

Ask several students what classes they have and then ask them when they have specific classes.

- ¿Qué clases tienes?

Tengo la danza y la literatura.

- ¿A qué hora tienes la clase de danza?

La tengo a las nueve de la mañana. (Grammar Note: We can use “la” so that we don’t have to repeat “la clase de...” in our answer.)

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4.9: Nuestro horario de actividades (Our weekly schedule of activities)

El verbo "hacer" - un verbo irregular

hacer

	hago	hacemos
	haces	(hacéis)
	hacen	hacen

Actividad comunicativa

Ask others what they do at certain times during the week.

ejemplos:

- ¿Qué haces normalmente los martes a las seis de la noche?

Normalmente ceno con mi familia.

- ¿Qué haces después de la escuela?

Hago la tarea.

Actividad comunicativa 2

Ask someone what day or days they do a specific activity.

- ¿Qué días estudias?
 - Estudio todos los días de la semana. (I study everyday of the week).

Ask someone at what time they do a specific activity.

- ¿A qué hora asistes a la clase de español?
 - Asisto a la clase de español a las ocho de la mañana.

Actividad comunicativa 3

Imagine a day and a time and tell another student what you imagine. Ask them what they are doing at that imagined moment.

- Son las ocho de la mañana el miércoles. ¿Qué haces?

Practico el español en la clase de español.

4.9: Nuestro horario de actividades (Our weekly schedule of activities) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

5: Lección 5- El ocio y las actividades (Free time and activities)

5.1: Image- Baseball in Remedios, Cuba

5.2: Learning log / study guide

5.3: El verbo "gustar" to tell our likes and dislikes

5.4: Vocabulario- Deportes y equipo (Sports and equipment)

5.5: El verbo "gustar"- más información

5.6: Vocabulario- Otras actividades

5.7: El verbo "jugar" y otros verbos que cambian de raíz (The verb "jugar" and other verbs that stem change)

5.8: Palabras interrogativas (Interrogative words)

5.9: Using two verbs together

5.10: Escritura- Una carta a otro estudiante

5.11: Ventanas culturales / lectura- Béisbol- El deporte nacional de Cuba

5: Lección 5- El ocio y las actividades (Free time and activities) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

5.1: Image- Baseball in Remedios, Cuba



5.1: Image- Baseball in Remedios, Cuba is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

5.2: Learning log / study guide

Learning Log – Ventanas – Lesson 5

You can use this learning log to guide you through your learning journey.

This is a list of can do statements that you will be working towards checking off in this lesson. For each one, list two things you did to learn the material. Be aware that you may need many more than two for some of the topics. Do as many as you need to until you are confident that you know the material well enough to get the grade you would like on the exam and to reach the stated objective. There are often links in the book to websites that have exercises to help you practice the topic on that page. There are two parts to this assignment.

Part I

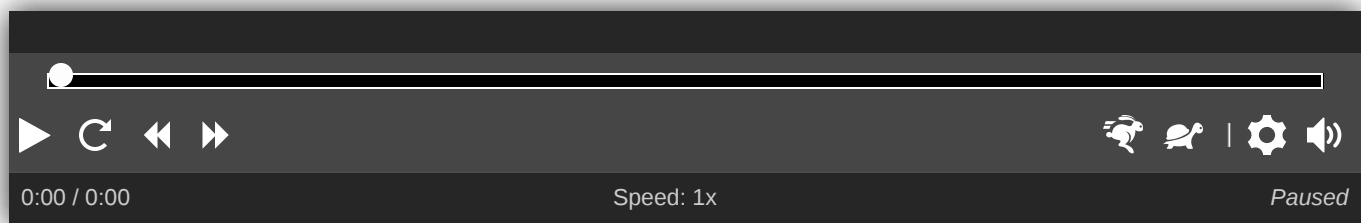
- 1) I can tell what I and others like and dislike using the verb "gustar". ([studyspanish](#), [language&culture](#), [Me gustas tú](#))
- 2) I can identify sports and the equipment needed to play them. I can identify a sport from a description. ([ver-taal.com – ocio \(under deportes\)](#), [Abre....spanishdict](#))
- 3) vocabulario y gramática – otras actividades (slide 11) – I can talk and write about the activities I do and how often. I can tell which I like and dislike. - ([ver-taal act de ocio1](#), [act de ocio2](#), [Abre... spanishdict](#))
- 4) gramática – I can conjugate the verb "jugar" and other stem-changing verbs ([studyspanish3:28](#) (note that it says there are three groups, but there is also the u>ue that we only see with the verb "jugar," [studyspanish3:29](#), [spanishlanguage&culture](#), [Abre....spanishdict](#))
- 5) I can use question words to ask a variety of questions. (textbook – Come up with your own examples, [studyspanish1:20](#), [Abre el mundo...spanishdict](#))

Part II

1. Listening – 3 activities – please list them (recommendation – [studyspanish.com](#) – Consonant: rr, Stress, Intonation: Information Questions)
2. Speaking – Pronunciation – 1 activity (recommendation: repeat what you hear in exercises above)
3. Reading – 1 reading of at least one paragraph in Spanish, a fill in the blank exercise can count. Just make sure you are paying attention to the meaning as well as the conjugations. (recommendation – *Abre el Mundo – Ventanas culturales- Béisbol: El deporte nacional de Cuba*, Flango - José Altuve)
3. Writing – at least ten complete sentences in Spanish. I can write about sports and free time activities. Suggestions for topics:
Do you like sports? Which is your favorite? Do you play any? Do you watch them in person or on TV? What other things do you do in your free time? What do you like and dislike? Use some stem-changing verbs in contexts that have meaning to you.
4. Culture – I can write about Hispanic Culture. Look up something about Hispanic culture and summarize your findings in at least 5 sentences. Then write your observations, comparisons, analysis, perception, or opinion about the information. Please write about a specific topic instead of just listing random, unrelated facts. (recomendaciones – deportes y otras actividades) Here are some duolingo podcasts on the topic of sports: [Episode 135: Una victoria en la cancha](#), [Episode 133: Las cholitas de hoy](#), Episode 112: [Climate Heroes - Biking in Spain](#), [Episode 97: El ciclista nómada](#), [Episode 95: Un viaje en ruedas](#), [Episode 81: La lucha libre de hoy](#), [Episode 73: Una cancha para ellas](#), [Episode 52: Otro camino hacia la victoria](#), [Episode 44: Estar en las nubes](#), [Episode 34: Igualdad en la pista](#),

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5.3: El verbo "gustar" to tell our likes and dislikes



ejemplos:

- ¿Te gustan los deportes?

Sí me gustan. / No, no me gustan.

- ¿Te gusta el béisbol?

Sí me gusta. / No, no me gusta.

- ¿Te gusta bailar?

Sí, me gusta. / No, no me gusta.

Thinking about the grammar

Why do you think "gustan" is used in the first exchange and "gusta" is used in the second? What are the subjects of the sentences? It is helpful to think of "gustar" as "to please" instead of "to like" if you want an equivalent structure in the two languages.

"Los deportes" is the subject and is plural. "El béisbol" is the subject and is singular. Note the use of "me" and "te" for the person pleased. Note that the singular conjugation is used when another verb comes after "gustar." The other verb is not conjugated.

✓ Más explicaciones

[studyspanish](#) [spanishdict](#)



Thinking about the grammar

Notice that "encantar" works like the verb "gustar", but "amar" works like the other verbs we have learned up until now. With "amar", we do the loving. With "gustar" and "encantar", it is another person or thing that is pleasing to us. The subject is

different. With "gustar" and "encantar", the subject is whatever or whoever is producing the good feelings for someone. With "amar", the subject is the person who loves who is the subject.

Actividad comunicativa

Answer the following questions in complete sentences in Spanish. Please use the underlined verb in your answer.

¿Qué te gusta?

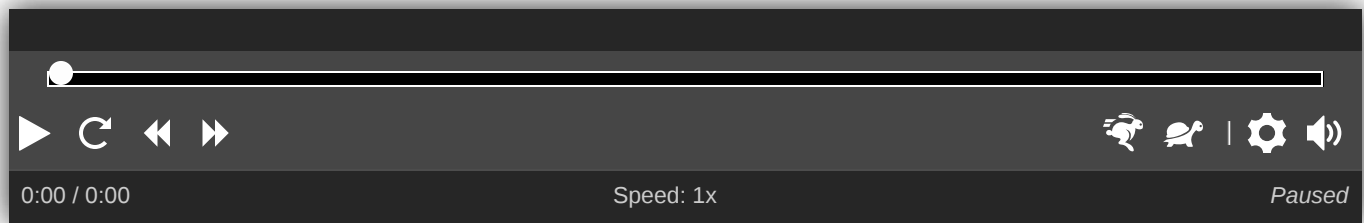
¿Qué no te gusta?

¿Qué te encanta?

¿Qué amas?

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5.4: Vocabulario- Deportes y equipo (Sports and equipment)



Vocabulario			
el atletismo	track and field	el hockey	
la pista	track	disco, puck, el hielo palo, stick	ice
el básquetbol / el baloncesto		el karate	
balón, cesto, cancha	ball, basket, court	el levantamiento de pesos / la halterofilia	weightlifting
el béisbol		las pesas	weights
bate pelota	ball	la natación	swimming
el boxeo		la piscina / la alberca	swimming pool
el ciclismo		el patinaje	skating
la bicicleta (la bici)		los patines	skates
el esquí		el senderismo	hiking
los esquís, la nieve	skis, snow	el snowboard	snowboarding
la equitación	equestrianism	la tabla de snowboard	snowboard
el caballo	horse	el tenis	
el fútbol	soccer	la raqueta, la pelota la red	net
el fútbol americano	American Football	el voleibol	
la gimnasia	gymnastics	el jugador / la jugadora	player
el golf		el equipo	un grupo de personas que juega a un deporte
		árbitro	referee

Práctica

- ver-taal

[deporte 1](#)

deporte 2

deporte 3

deporte 4

deporte 5

- [spanisdict](#)

[sports](#)

¡Escuchemos!



Ask each other about interests using the verb “gustar.” Ask about sports, other activities, and about things.

ejemplos:

A: ¿Te gusta mirar el fútbol americano en la televisión?

B: No, no me gusta. Prefiero ver el baloncesto.

A: ¿Te gusta el tenis?

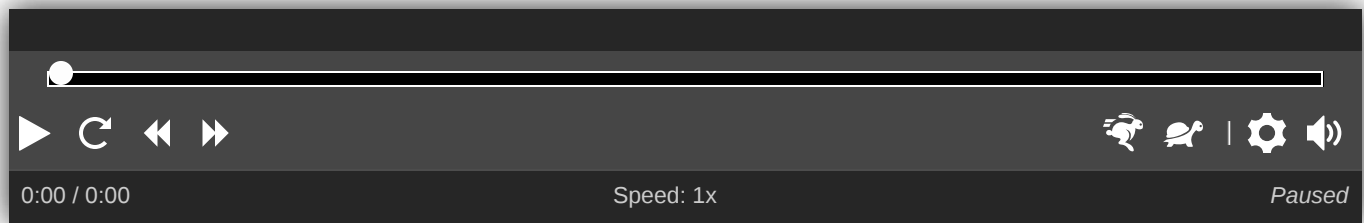
B: Sí. Me gusta jugar al tenis con mi novio.

A: ¿Te gustan los caballos?

B: Sí, me gustan mucho.

5.4: Vocabulario- Deportes y equipo (Sports and equipment) is shared under a [not declared](#) license and was authored, remixed, and/or curated by LibreTexts.

5.5: El verbo "gustar"- más información



los pronombres (de objeto indirecto) que se usan con el verbo gustar

	(a mí) me	(a nosotr@s) nos	
	(a ti) te	((a vosotr@s) os)	
	(a él, a ella, a usted) le	(a ellos, a ellas, a ustedes) les	

Nota

What is in parenthesis is never needed grammatically. However, it may be needed for clarification with "le / les" and it can also be used for emphasis.

? Práctica

[spanish. language and culture 1](#)

En conversación...

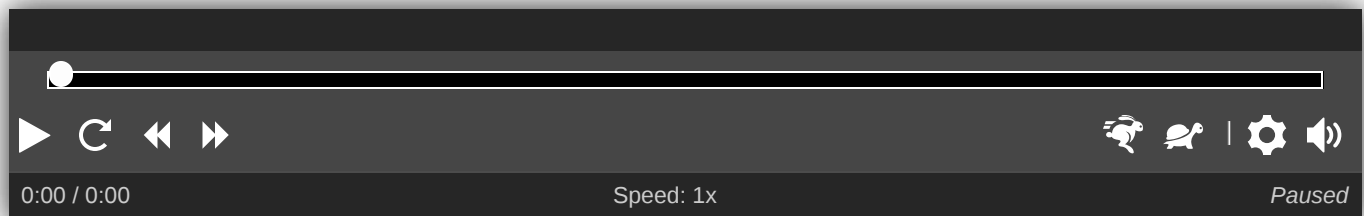
- If you are comparing and contrasting your interests, you may want to put emphasis on you or the other person. In English, we do this with our voice. In Spanish, it is a little different.

A: No me gusta el chocolate. ¿A ti te gusta?

B: Sí, a mí me gusta mucho.

- The "a mí" and "a ti" are not necessary. They are just used for emphasis.
- If you don't like something at all, you may wish to say: "No me gusta para nada."
- If you really, really like something, you might say: "Me gusta muchísimo."
- Sometimes in English we say we love something with the meaning that we like it very much. In Spanish, you can use the verb "encantar." It works just like the verb "gustar." This is the verb recommended if you want to say you love something that is not a person or an animal.

ej.: Me encantan los churros con chocolate.



Actividad comunicativa: Comunicando los intereses de otros

Tell what several other people like or dislike.

- A mi madre le gusta el café.
- A Manuel le gusta correr.
- A mi sobrino le gustan las medusas (jellyfish).
- A mis hermanas les gusta el maquillaje (makeup).

Actividad comunicativa: Hablando de nuestros intereses

Example questions:

¿Te gustan los deportes?

¿Por qué sí o por qué no?

¿Cuál es tu deporte favorito?

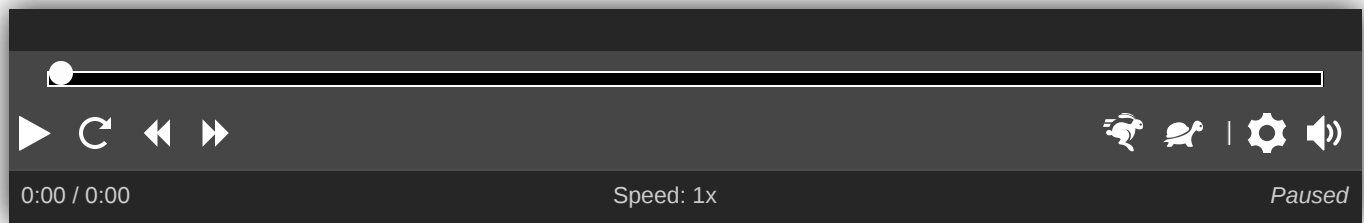
¿Practicas tú algún deporte?

¿Qué deporte(s) practicas?

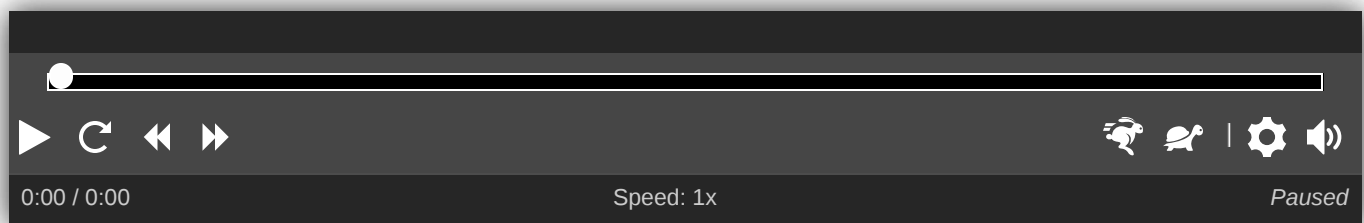
¿Miras algunos deportes? ¿Cuáles? ¿En persona o en la televisión?

5.5: El verbo "gustar"- más información is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

5.6: Vocabulario- Otras actividades



mirar la televisión / películas*	movies	ir de compras	to go shopping
de horror, comedias, dramas, de misterio, documentales		pasear	to go for a walk
ver* (to see) la televisión / películas	irregular en la forma de "yo" - veo	lugares	places
escuchar música		el cine	the movie theater
jugar a las cartas*	cards	el teatro	
jugar a videojuegos		el centro comercial	the mall
cantar		el museo	
bailar		el parque	
ir a fiestas	to go to parties	el zoológico	
descansar	to rest	el parque de atracciones	the amusement park
no hacer nada	to do nothing		
tocar un instrumento musical	to play a musical instrument		
el piano, el clarinete, la guitarra, la flauta, los tambores*, la batería*,	drums, drumset		





Actividad comunicativa: Deportes y otras actividades del tiempo libre

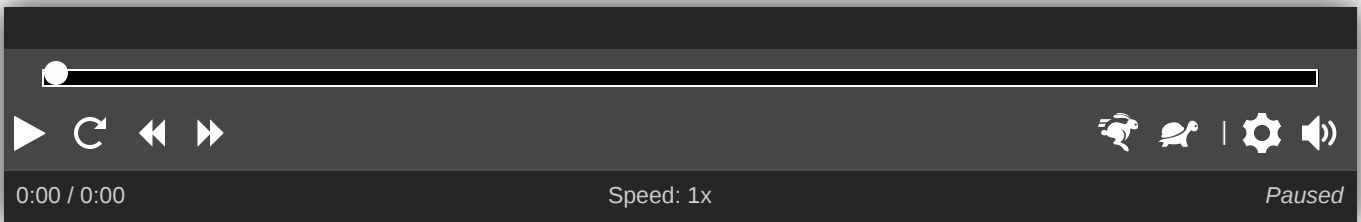
- ¿Te gusta jugar a videojuegos?
- ¿Cuál es tu favorito?
- ¿Tocas un instrumento musical?
- ¿Dibujas? ¿Pintas?
- ¿Con qué frecuencia miras la televisión?
- ¿Cuál es tu programa favorito?
- ¿Con qué frecuencia descansas?
- ¿Cantas? ¿Bailas?

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5.7: El verbo "jugar" y otros verbos que cambian de raíz (The verb "jugar" and other verbs that stem change)

jugar (to play)

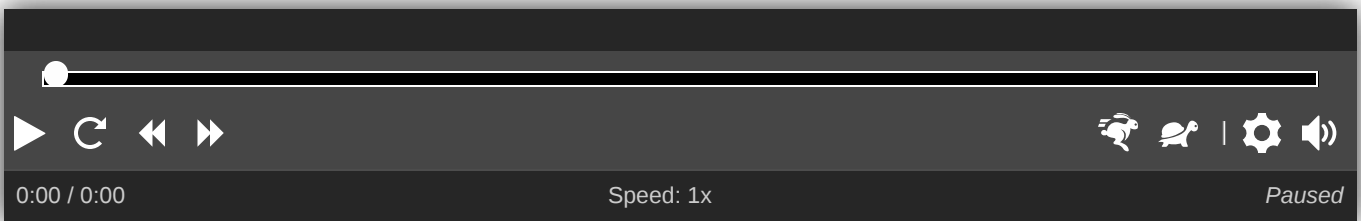
	juego	jugamos
	juegas	(jugáis)
	juega	juegan



Thinking about the grammar

What difference do you notice about the verb "jugar"?

It is what is called a stem changing verb. The "u" changes to "ue" in all of the forms except nosotros and vosotros. "Jugar" is the only u-->ue stem changing verb. We will learn about other stem changing verbs soon.



otros verbos que cambian de raíz (other stem changing verbs)

We already learned that the verb "jugar" changes u--> ue There are three other types of stem changes: o--> ue, e--> ie and e--> i

dormir (ue) - to sleep		preferir (ie) - to prefer		pedir (i) - to ask for	
duermo	dormimos	prefiero	preferimos	pido	pedimos
duermes	dormís	prefieres	(preferís)	pides	(pedís)
duerme	duermen	prefiere	prefieren	pide	piden

Nota

No verbs show a stem change in the nosotros or vosotros forms in the present tense indicative.

o--> ue	e--> ie	e--> i
poder (inf) – to be able to ¿Puedes nadar?	comenzar / empezar - to begin ¿A qué hora comienza la clase?	pedir - to ask for ¿Pides agua cuando comes en un restaurante?
recordar - to remember ¿Recuerdas el vocabulario?	entender - to understand ¿Entiendes francés?	repetir - to repeat ¿Repite la profesora las instrucciones?
volver - to return ¿A qué hora vuelves a casa?	mentir - to lie No es bueno mentir.	
	pensar - to think ¿Qué piensas de la clase?	
	perder - to lose Mi equipo favorito no pierde con frecuencia.	
	preferir (inf) - to prefer Prefiero leer por la noche.	
	querer - to want / to love Quiero comer helado.	
	recomendar - to recommend ¿Recomiendas estudiar en la biblioteca?	

? Práctica

- studyspanish

[o--> ue](#)

[e--> ie](#)

[e--> i](#)

- spanishdict

[all changes](#)

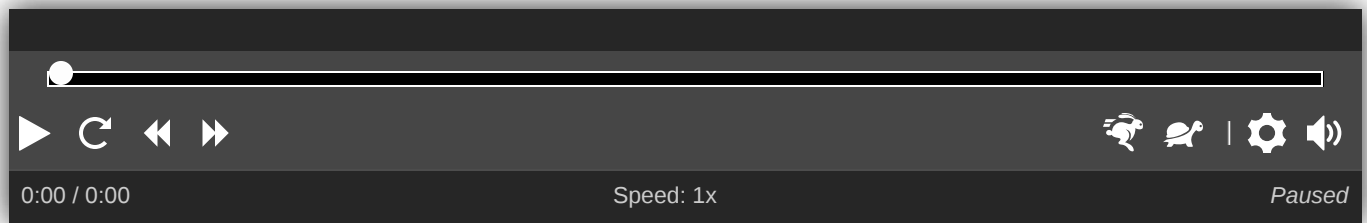
spanish language and culture

1

2

5.7: El verbo “jugar” y otros verbos que cambian de raíz (The verb “jugar” and other verbs that stem change) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

5.8: Palabras interrogativas (Interrogative words)



 Vocabulario: What question words can you think of? We have used a few already this semester

¿Qué? A: ¿Qué hora es? B: Son las ocho y media de la mañana. A: ¿Con qué frecuencia tomas café? B: Tomo café todos los días.		¿Dónde? A: ¿Dónde estás? B: Estoy en clase.	
¿Cuál? ¿Cuáles? A: ¿Cuál es tu día favorito? B: Es viernes. A: ¿Cuáles son tus clases favoritas? B: Mis clases favoritas son el español y la danza.		¿Cuánto? ¿Cuánta? ¿Cuántos? ¿Cuántas? A: ¿Cuántas clases tienes este semestre? B: Tengo cinco clases. A: ¿Cuánta tarea tienes? B: ¡Tengo mucha tarea!	
¿Cuándo? A: ¿Cuándo tienes la clase de español? B: Tengo la clase los lunes y miércoles a las ocho de la mañana.		¿Quién? A: ¿Quién es tu mejor amiga? B: Es Mila. A: ¿Quiénes son tus mejores amigos? B: Son Mila y Martín.	
¿Cómo? A: ¿Cómo te llamas? B: Me llamo Ana María. A: ¿Cómo estudias el vocabulario? B: Lo estudio con fotos.		¿Por qué? A: ¿Por qué estudias tanto*? B: Porque quiero sacar buenas notas.*	so much Because I want to get good grades.

✓ Más explicaciones

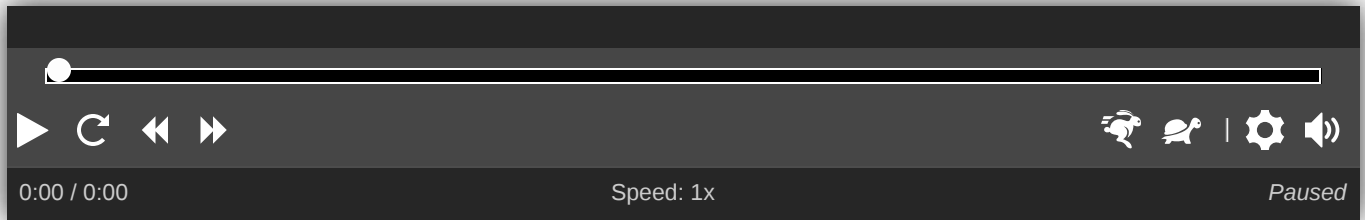
[studyspanish](#) (con traducciones – with translations)

✓ Práctica

Spanishdict – [question words](#)

📌 Nota: Formato de preguntas

- Notice that there is a question mark used to begin questions in Spanish. This is also true of exclamatory sentences. Spanish is the only language that does this.
- Also notice that all interrogative words have accent marks.



👋 Actividad comunicativa: Más preguntas

Look over interrogative words and stem changing words and ask each other questions. Have fun using Spanish to learn more about each other!

ejemplos:

- ¿Puedes hablar otras lenguas?

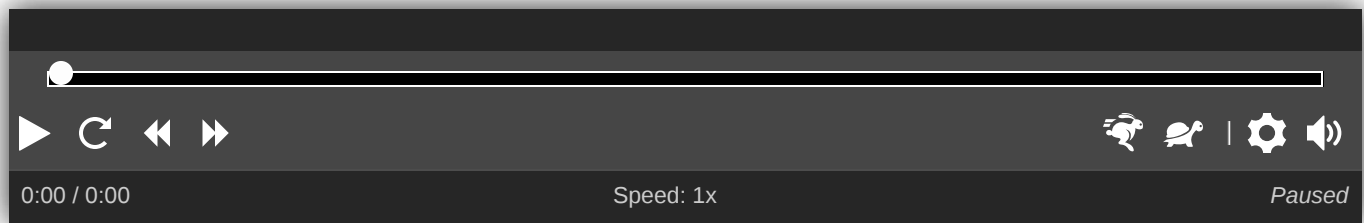
Sí, puedo hablar francés.

- ¿Con qué frecuencia pierdes tus llaves?

Pierdo mis llaves a veces.

5.8: Palabras interrogativas (Interrogative words) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

5.9: Using two verbs together



- querer

A: ¿Qué quieres hacer hoy?

B: Quiero hacer ejercicio.

- necesitar

A: ¿Qué necesitas hacer hoy?

B: Necesito trabajar.

- pensar
- pensar en - to think about (in general)

A: ¿Piensas mucho en el pasado o en el futuro?

B: Sí. Necesito estar más en el presente.

- pensar de - to think about (to ask for an opinion)

A: ¿Qué piensas de la comida de la cafetería?

B: Es buena a veces.

- pensar que - the think that (to give an opinion)

A: Pienso que debes estudiar más.

- pensar + infinitivo (to plan to do something)

A: ¿Qué piensas hacer hoy?

B: Pienso trabajar mucho.

Thinking about the grammar - Using two verbs together

Remember that when two verbs work together as a team, you only conjugate the first one. Conjugating tells who is doing the action, along with other information that we only need once. For example, we wouldn't say, "I need I study." We say, "I need to study."

Actividades comunicativas

- Ask several people what they want to do today or at a different time and also what they need to do.
- Ask someone their opinion about something.
- Ask several people what they plan to do at some time.

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5.10: Escritura- Una carta a otro estudiante

Imagine an exchange student from a Spanish speaking country is coming to stay with you next semester. It is your job to show him or her around when they get here. You should write them a letter introducing yourself and telling them about your life here. Tell them all the basics about yourself: name, age, origin, major, number of classes, job, hobbies, likes and dislikes, free time activities, etc. Make sure to also ask them questions about themselves to get this same basic info. This section will be one or two paragraphs.

In another paragraph, describe your family. Mention the number of members in your family, give their names, identify their relationships to you, and describe them. In your description, include a physical description, a description of personality, likes and dislikes, professions and hobbies, etc. If you would prefer to describe your friends instead of, or in addition to, your family, you can do that.

Remember to write this in letter form. Please use the following example. Note that there is a colon after the person's name in Spanish and remember that "querido" changes based on gender. Also decide whether it is more appropriate to address the person to whom you are writing formally or informally and make sure to stick to that throughout.

Ejemplo:

Querida Marta:

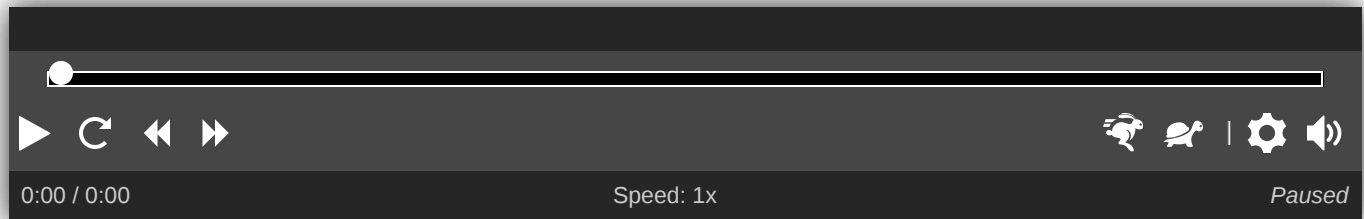
Body of letter.

Saludos,

Nombre

5.10: Escritura- Una carta a otro estudiante is shared under a [not declared](#) license and was authored, remixed, and/or curated by LibreTexts.

5.11: Ventanas culturales / lectura- Béisbol- El deporte nacional de Cuba



Béisbol: El deporte nacional de Cuba

- Los historiadores piensan que el béisbol llega a Cuba entre 1864 y 1866.
- Entre los años 1868 y 1869 los españoles prohíben el deporte por su asociación con el movimiento independentista.
- Antes del béisbol, los deportes más populares en Cuba son las corridas de toros, las peleas de gallos y el fútbol.
- Para el año 1868, se funda el Habana Base Ball Club.
- En 1871, Esteban Bellán es el primer latino en ingresar en las Grandes Ligas norteamericanas de béisbol con el Mutual Club de Nueva York.
- También es el primer cubano y latinoamericano en conectar tres jonrones en un encuentro.
- Comenzando con el encuentro entre los Clubs de Habana y Matanzas en Palmar de Junco el 27 de diciembre de 1874, el deporte comienza a ganar importancia en Cuba hasta el punto de que parece “imposible apartarlo de la vida del cubano. La semilla estaba sembrada, los inicios de lo que posteriormente sería uno de los países con mayor historia y tradición beisbolera en el mundo, solo había comenzado.” (The seed was sewn, the beginning of what would later be one of the countries with the most history and tradition of baseball, had only begun.)

Works cited:

Otero, Ray. “Antecedentes.” *Baseball de Cuba*. <http://www.baseballdecuba.com/Antecedentes.html>. Accessed 2019. Used by permission.

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6.01: Front Matter

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6.7: Algunos verbos irregulares (Some irregular verbs)

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6.9: La comunicación oral- Un repaso para una conversación básica

6.1: Learning log

Learning Log – Ventanas – Lesson 6

This is a list of topics you are responsible for in lesson 6. For each one in part 1, list at least two things you did to learn the material. Be aware that you may need many more than two for some of the topics. Do as many as you need to until you are confident that you know the material well enough to get the grade you would like on the exam and to reach the stated objective. There are often links in the book to websites that have exercises to help you practice the topic on that page. For part II, follow the instructions.

Part I

- 1) objetivo: I can... talk about different modes of transportation and my preferences. ([spanishdict](#), [studyspanish](#) public transportation, [ver-taal](#)) (2 pts)
- 2) objetivo: I can... write about making plans for vacation, what I do in the airport, and lodging. (textbook – Use to make your own sentences to tell your own preferences or to tell what one must do in the airport, [spanishdict](#) [studyspanish](#) airport) (2 pts)
- 3) objetivo: I can... talk about different places in the city and country, what you do there, and which you enjoy spending time in. ([spanishdict](#), [ver-taal ciudad1](#), [ver-taal ciudad2](#), [ver-taal ciudad3](#), [ver-taal ciudad4](#)) (2 pts)
- 4) objetivo: I can... use the verb “ir” to tell where I go and what I am going to do. (Use the textbook or Collaborate sessions to come up with your own sentences about where you go and what you are going to do in the future using the verb “ir.” Remember that we use “ir” + a + infinitive) (2 pts)
- 5) objetivo: I can... refer to the months of the year and the seasons in my writing and speaking and tell when my birthday is and the birthdays of other people. ([loecsen](#) – Note that days of the week should not be capitalized, [studyspanish](#), [spanishdict](#)) (2 pts)
- 6) objetivo: I can... talk about weather. ([ver-taal tiempo1](#), [ver-taal tiempo2](#), [spanishdict](#)) (2 pts)

Part II

3.C.

1. Listening – objetivo: I associate letters with sounds. 3 activities – please list them (recommendation – [studyspanish.com](#) – Intonation: Choice questions, Linking Part 1, Consonant h) (3 pts)
2. Speaking – objetivo: I practice Spanish pronunciation by repeating what I hear.
Pronunciation – 1 activity (recommendation: repeat what you hear in exercises above) (3 pts)
2. Reading – objetivo: I can read and understand the gist of at least one paragraph in Spanish, a fill in the blank exercise can count. Just make sure you are paying attention to the meaning as well as the conjugations. (recommendation – [ver-taal.com](#) [buscador de temas](#), or [anuncios](#) (These are listening exercises. After you attempt the activity, you can click to see and read the transcript.) (5 pts)
3. Writing – at least ten complete sentences in Spanish. objetivo: I can... write about my ideal vacation. (Suggestions for topics: answer the questions in the book about your ideal vacation.) (10 pts)
4. Culture – objetivo: I am continuing to learn about Hispanic cultures from around the world. Look up something about Hispanic culture and summarize your findings in at least 5 sentences. Then write your observations, comparisons, analysis, perception, or opinion about the information. Please write about a specific topic instead of just listing random, unrelated facts. (recomendaciones – maybe find a place in the Hispanic World that you might like to go on vacation (I would like to go to Málaga, España) – [ver-taal.com](#)) (5 pts)

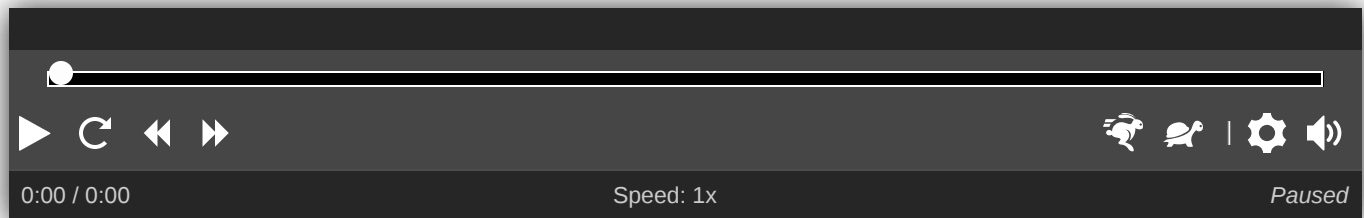
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6.2: Vocabulario- Las vacaciones

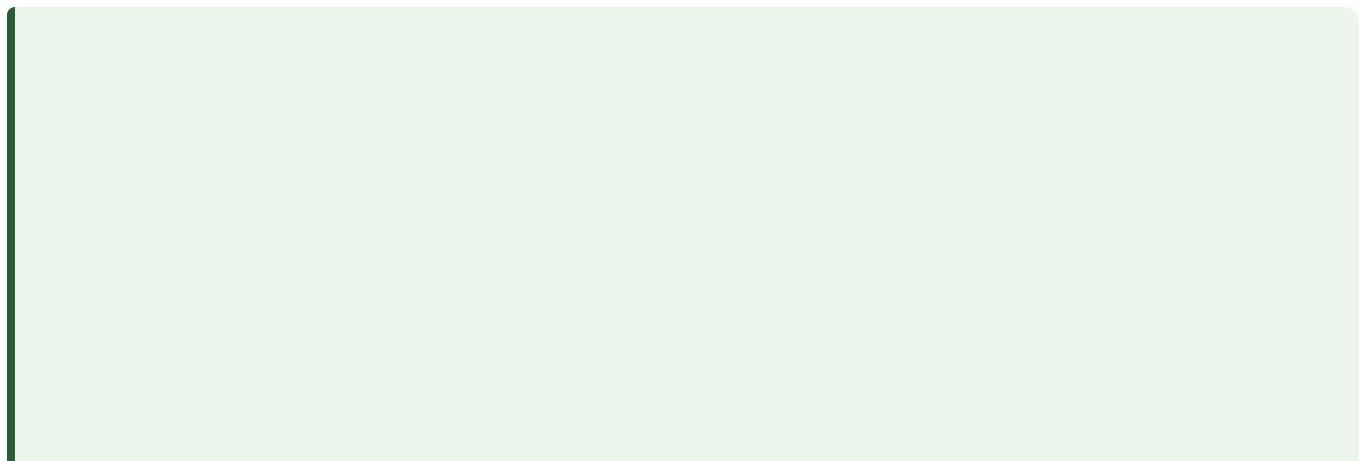
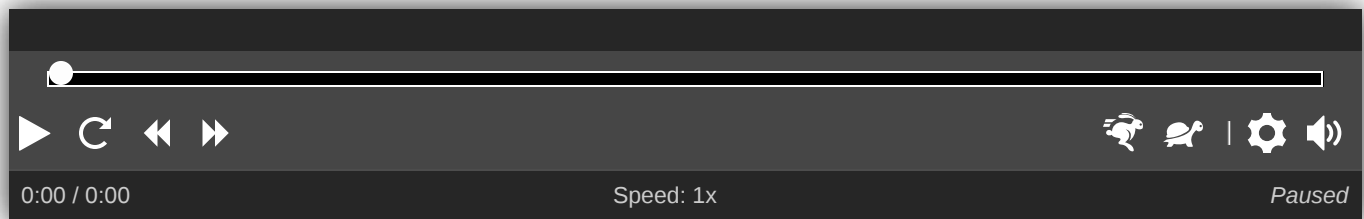
Primero, ¡Escuchemos! (First, let's listen!)



Click to hear the audio with the English and Spanish. I recommend you listen while reading the list of words below. At some point, you may want to just listen to test yourself.



Click to hear the audio without the English. Each word is repeated twice. Listen once and then repeat with me.



 Vocabulario: Modos de transporte

el avión	airplane
el barco	boat
el crucero	cruise ship
el tren	
el carro / el automóvil / el coche	
la motocicleta (la moto)	
la bicicleta (la bici)	
el caballo	
a pie	by foot

 Prácticaver-taal [transporte 1](#)

¡Escuchemos!

Listen to at least minut 3:49



Listen for a few minutes. You may not be able to understand everything, but listen for the words dealing with transportation and see if you can get the main ideal of how these people see public transportation.



Actividad comunicativa - modos de transporte

A: ¿Cómo prefieres viajar? ¿Por qué?

B: Yo prefiero viajar por tren en Europa porque es barato y conveniente.

Vocabulario: Haciendo planes (Making plans)

comprar boletos	to buy tickets
comprar entradas	to buy tickets (for entrance to an event)
hacer reservas	to make reservations
agencia de viajes	travel agencies
agente	agents
hacer las maletas	to pack the suitcases
comprar en Internet	to buy online

 Vocabulario: el aeropuerto (the airport)

hacer cola	to stand in line
facturarse	to check in
facturar las maletas	to check in your bags
el pasaporte	passport
pasar por la seguridad	to go through security
ir a la puerta de embarque	to go to the gate
esperar	to wait
pasar por las aduanas	to go through customs
embarcar	to board
despegar	to take off
aterrizar	to land
llegar / arribar	to arrive

 Práctica[Spanishdict – in the airport](#) El alojamiento: Lodging

el hotel	
el hostel	
la posada / el albergue	lodge
tienda de campaña / carpa	tent
casa de familia o amigos	

 Actividad comunicativa - El alojamiento

¿Dónde prefieres alojarte cuando vas de vacaciones?

¿Qué comodidades buscas?

 Vocabulario: Lugares (Places)

• En la ciudad...	In the city...	• En la naturaleza...	In nature...
el museo		la playa la arena nadar	the beach the sand
el restaurante		el / la mar	the sea / the ocean
el cine		el océano	
el teatro la obra de teatro	play	el río pescar	to fish
las tiendas ir de compras	stores	las montañas	the mountains
divertirse • divertirse is a reflexive verb • We will learn more about what that means in the next chapter. For now, note that it is used with "me" in the yo form. "(Yo) me divierto mucho en Madrid."	to have fun	el bosque cazar	the forest
		el lago	the lake

 Actividad comunitativa

¿Te gusta ir de vacaciones a las ciudades grandes? ¿Por qué sí o por qué no? ¿Tienes una ciudad favorita? ¿Qué lugares te gusta visitar en las ciudades?

¿Prefieres ir de vacaciones a la naturaleza? ¿Por qué sí o por qué no? ¿Qué lugares prefieres? ¿Qué haces allí (there)?

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6.3: El verbo "ir"

ir - to go

	voy	vamos
	vas	(vais)
	va	van

Actividad comunicativa - Preguntas sobre tiendas (Questions about stores)

preparación – Practica este vocabulario – ver-taal [ciudad 1](#)

Contesta a las siguientes preguntas (Answer the following questions.)

Vocabulario:

comprar	to buy
si	if

- Si quieres comprar comida (food), ¿a dónde vas?
- Si quieres comprar ropa (clothes), ¿a dónde vas?
- Si quieres comprar carne, ¿a dónde vas?
- ¿A dónde vas si quieres comprar zapatos?
- ¿A dónde vas si quieres comprar medicina / medicamentos?
- ¿A dónde vas si quieres comprar carne?
- Si quieres comprar flores, ¿a dónde vas?
- Si quieres comprar un libro, ¿a dónde vas?
- Si quieres comprar pan, ¿a dónde vas?

Actividad comunicativa: Más lugares

preparación – Practica este vocabulario – ver-taal [ciudad 2](#)

- Si queremos nadar, ¿a dónde vamos?
- Si queremos mirar una película, ¿a dónde vamos?
- ¿A dónde vamos si queremos ver una obra de teatro?
- ¿A dónde vamos si queremos hacer ejercicio (do exercise)?
- Si queremos comer fuera de (outside of) casa (home), ¿a dónde vamos?
- Si queremos tomar una cerveza (beer), ¿a dónde vamos?
- ¿A dónde vamos si queremos tomar un café con amigos?
- ¿A dónde vamos si estamos de vacaciones y necesitamos dormir?

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6.4: El verbo "ir" y el futuro

ejemplos:

A: ¿Qué vas a hacer mañana?

B: Voy a trabajar.

Thinking about the grammar

What do you notice about the above exchange? What structure is used to talk about the future?

We can use the verb "ir" to talk about the future. Note the structure in the above examples.

It is "ir" + "a" + infinitive

Note that you conjugate the verb "ir," but you do not conjugate the other verb.

Otras explicaciones

Actividad comunicativa: El futuro

Ask several people what they are going to do at different times.

ejemplos:

A: ¿Qué vas a hacer mañana?

B: Voy a trabajar.

A: ¿Qué vas a hacer esta noche?

B: Voy a mirar la televisión

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6.5: El año (The year)

A: ¿Cuántos meses hay en un año?

B: Hay doce.

enero	julio
febrero	agosto
marzo	septiembre
abril	octubre
mayo	noviembre
junio	diciembre

? Exercise 6.5.1

[ver-taal - los meses](#)

[ver-taal - los días y los meses](#)

Preguntas y adjetivos posesivos

A: ¿Cuándo es tu cumpleaños?

B: Es el 24 de diciembre.

A: ¿Cuándo es el cumpleaños de Marciela?

B: Su cumpleaños es el 4 de junio.

📌 Repaso: Adjetivos posesivos

Note the use of the possessive pronouns "tu," "mi," and "su." Remember that we went over them in lesson 3 when describing our families. Here is a review:

	mi(s)	nuestr@(s)
	tu(s)	(vustr@(s))
	su(s)	su(s)

Note that they all have a singular and a plural form. "Nuestro" and "vuestro" also changes gender. Gender and number matches with the noun that comes after it, not with the person who has ownership.

✓ Otras explicaciones

[studyspanish - possessive adjectives](#)

📌 Thinking about the grammar: Más posesión

What if you want to put the person's name in your sentence instead of using the possessive adjective? There is no apostrophe "s" to show possession in Spanish.

ejemplo:

El cumpleaños **de** Roberto es el 15 de mayo.

lit. The birthday **of** Robert is May 15th.

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6.6: Las estaciones y el tiempo atmosférico (Seasons and weather)

A: ¿Cuántas estaciones hay en un año?

B: Hay cuatro.

la primavera	marzo, abril, mayo
el verano	junio, julio, agosto
el otoño	septiembre, octubre, noviembre
el invierno	diciembre, enero, febrero

✓ Otra explicación

Studyspanish – [Months, Seasons, and Dates](#)

El tiempo atmosférico

- ¿Qué tiempo hace?

Aprende el vocabulario del tiempo atmosférico en ver-taal.com - [el tiempo \(1\)](#), [el tiempo \(2\)](#)

📌 Thinking of vocabulary

Don't get confused by "tiempo." In this context, it is talking about weather. Do you remember how to ask what time it is? "¿Qué hora es?" "Tiempo" can mean "time" in another context. Me gusta ir al cine, pero no tengo tiempo este semestre.

✓ Otra explicación

Studyspanish – [Weather Expressions](#)

👋 Actividad comunicativa

¿Cuál es tu mes favorito? ¿Por qué?

¿Cuál es tu estación favorita? ¿Por qué?

6.6: Las estaciones y el tiempo atmosférico (Seasons and weather) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

6.7: Algunos verbos irregulares (Some irregular verbs)

We have seen that the verbs “hacer” and “tener” are irregular in the “yo” conjugation. Here are some other verbs that share that same irregularity. One is also stem-changing.

salir (to leave, to go out)	poner (to put)	venir (to come)
-----------------------------	----------------	-----------------

salgo	salimos	pongo	ponemos	vengo	venimos
sales	(salís)	pones	(ponéis)	vienes	(venís)
sale	salen	pone	ponen	viene	vienen

Here is an exercise for practicing these verbs and for reviewing the verb “tener.”

En conversación...

A: ¿Cuándo vienes a visitarme?

B: Te puedo visitar este verano.

A: ¿Cuándo sale el avión?

B: Sale a las seis y veinticinco de la mañana.

A: ¿Dónde pongo mi mochila?

B: Puedes ponerla debajo de tu asiento.

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6.8: Las vacaciones ideales

Actividad comunicativa: Las vacaciones ideales

Plan your ideal vacation by answering the following questions, and then ask and answer these questions to share your ideas with a group.

- ¿A dónde vas?
- ¿Con quién(es) vas?
- ¿Cómo vas a llegar?
- ¿Por cuánto tiempo (time) vas?
- ¿Cuándo vas?
- ¿Qué tiempo hace normalmente en esa época del año?
- ¿Dónde te vas a quedar? (Where are you going to stay?) Voy a quedarme en...
- ¿Qué vas a hacer?

¡Escuchemos!



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6.9: La comunicación oral- Un repaso para una conversación básica

I can ask and answer basic questions about myself in Spanish and ask others questions about themselves.

After working through this book, you have the skills to answer basic questions about yourself and ask others basic questions about themselves in Spanish. Here are some of the questions we have practiced.

¿Cómo te llamas?

¿De dónde eres?

¿Cómo eres?

¿Cómo es tu madre, tu padre, tu mejor amigo, tu compañero de cuarto, tu persona favorita, etc.?

¿Cuántos años tienes?

¿Cuándo es tu cumpleaños?

¿Cuántas personas hay en tu familia? ¿Quiénes son?

¿Cuántas clases tienes este semestre?

¿Qué clases tienes?

¿Cuál es tu clase favorita?

¿Por qué?

¿Cuándo tienes esa clase? o, ¿Cuándo estudias para esa clase normalmente?

¿Con qué frecuencia bailas/ lees / escribes / estudias, etc.?

¿Dónde estudias / lees / bailas, etc.?

¿Bailas? ¿Tocas un instrumento musical? ¿Vas al gimnasio?

¿Qué haces normalmente los lunes, los viernes, los fines de semana, etc.?

¿Qué vas a hacer este fin de semana?

¿Qué te gusta hacer en tu tiempo libre?

¿Qué piensas hacer durante las vacaciones de primavera?

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