ABRE EL MUNDO



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Abre el mundo

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Introduction to the textbook 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 created it as a single author with a full-time teaching load without a budget. Due to these factors, it definitely did not live up to all of the expectations that one would have of a book published by an editing company when it was first released. It was released to the public as a work in progress that would be improved upon frequently.

The author recognizes the importance of addressing the 5 C´s in any language program: Communication, Cultures, Connections, Comparisons, and Communities. Ideally, the 5 C´s will be fully integrated in the textbook and the author will continue to edit the book with this in mind. Please send any suggestions, or requests to contribute, to the author at agillum@angelina.edu

Language laboratory and other practice

Each lesson in this book begins with a learning log 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.

In addition to the learning log, I included links to practice of each grammatical topic within the corresponding section of the textbook. I have also integrated self-check practice exercises for many of the grammar and vocabulary topics. I will continue to add more.

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 immersion method more difficult. 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 in the classroom. I would like to progress towards getting closer to the immersive method again, but his textbook is not 100% in the target language. I use only Spanish when I think students will be likely 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. Students can be reminded that they will not *acquire* the language if they only learn *about* the language. They must spend a lot of time *with* the language as it is used to accomplish communicative tasks. YouTube is now an excellent resource for students to get a lot of this immersive experience of natural, or near natural, language use. Of course, guided conversation practice also plays an important role.

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. I did not want to duplicate what they can already get in many places.

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 telling students that their language is trash, just because they use a dialect different from that of the teacher´s. 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 that 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 so 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 and encourage student exploration in their 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

While I like the idea of each instructor being able to adapt the book as they see fit, 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 please don’t hesitate to contact me at agillum@angelina.edu. I recognize that what I am releasing lacks a lot and I would be grateful to have help in making this textbook better. Of course, you may edit your own copy, adaptation, or remix of the body of the textbook as you see fit, without prior permission. I would just ask that if the underlying values behind your methodology are substantially different from those stated here, that you replace my introduction with your own introduction to your version of the book.

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CHAPTER OVERVIEW

7: La vida diaria (Daily life) y la ropa

7.1: Learning Log
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7.1: Learning Log

Learning Log – **Ventanas – chapter 7**

This is a list of topics you are responsible for in chapter 7 and what you need to be able to do with them. You should use it to guide you through this lesson in the textbook. For each topic under Part I, list at least two activities you did to learn the material. Write at least one sentence about what you learned or about your learning experience with the activity. 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. On part II, just follow the instructions.

Part I

1) Yo puedo (I can) use verbs dealing with daily activities so that I can talk about the self-care activities I do every day. (Spanishdict (This is the vocab from the textbook) (Select multiple choice or open input. You may want to do multiple choice and then open input.), EasySpanish 342) (2 pts)

2) Reflexive situations – conjugations with pronouns – Yo puedo… fill in blanks with the correct conjugations of reflexive verbs and can use reflexive pronouns in the sentences I create (possibilities: Spanishdict Grammar: spanishdict you only need 1 and 2 right now, Spanishdict (Select Conjugation Drill in the drop down menu by Start the Quiz)Spanish Language & Culture), Butterfly Spanish If you want to continue to something more advanced, you can do more of the lessons, but they have information we are not looking at yet as a class. studyspanish.com Unit 5 Lesson 59, (This one has good explanations of how we do this in English), Lesson 60 (This one explains where to place the pronouns when used with two verbs working together). Spanish Language & Culture)(2 pts)

3) The preterit - Yo puedo usar (use) the preterit to talk and write about the past. In order to make sure that I can do this, yo puedo fill in blanks with the correct conjugation of verbs in the preterit. (studyspanish.com (various under grammar unit 6: Note that we aren´t learning many irregular verbs yet and we aren´t learning the imperfect yet either. I don´t recommend adding those until you know the regular and stem changing verbs really well.), studyspanish verb drills, https://conjuguemos.com/verb/138, SpanishLanguage&Culture) You will probably need to complete a lot of drills in order to learn the preterite! (2 pts)

4) I can correctly conjugate stem changing verbs in the preterit tense. (studyspanish (various under grammar unit 6), studyspanish verb drills, https://conjuguemos.com/verb/139, SpanishLanguage&Culture) (2 pts)

5) Know clothing - I can describe my clothing and tell what I usually wear in different environments. Spanishdict, What´s Barcelona Style? Easy Spanish (2 pts)

4) Know colors - I can use the names of colors in my descriptions of clothing and other things. Spanishdict, How to Say All the Colors in Spanish (Same as above). (2 pts)

5) Shopping - I can complete tasks helpful for shopping. Phrases You Need to Go Shopping - EasySpanish, Spanishdict (2 pts)

Part II

Lesson 7

1. El escuchar – 5 activities for lección 7 or at least 20 minutes total – please list them (recommendation – studyspanish.com consonant l, consonant ll, https://studyspanish.com/pronunciation/listen-and-repeat/diphthongs_ia, https://www.loecsen.com/en, There are so many options for listening! Radio, TV, podcasts, etc. You can find many options in other places in this learning log and in the textbook. (5 pts)

2. El hablar (speaking) o pronunciación – 5 activities – (Recommendation – see above) Make sure to use at least two activities for repeating what you hear. I recommend using the shadowing strategy at least once. (5 pts)

2. La lectura (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 – 1st paragraph of https://laene.blog/2015/04/12/texto-usando-verbos-reflexivos/ , https://lingua.com/es/espanol/lectura/dia/) (5 pts)

3. Escritura (Writine) – Yo puedo escribir sobre lo que (about what) hago todos los días. Suggestions for topics: Telling what you do every day, telling what someone else does every day. Pay attention to whether or not you need to use a reflexive pronoun or not for each situation. (10 pts)

4. La cultura – Yo puedo reflexionar sobre (reflect about) la cultura hispana. Do **two** of these and follow these instructions for **each** one. 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 in at least two sentences. If you would like to research another topic, please let me know (2 paragraphs - 7 sentences each) (14 pts.)

The face of the Southern Border that nobody shows - Chiapas and Guatemala This is a YouTube episode done by Jorge de Leon, a YouTuber I just found out about recently. His videos are great! This one is about a community on the border of Mexico and Guatemala. You will definitely not understand everything if you are truly at the 1412 level, but you will hear natural speech and you can also choose to have subtitles in English or Spanish. You may hear some indigenous languages as well, although I don´t remember if they are in this particular video. You can also learn so much just by what you see.

Here is another one. The secret of the Mexican desert - Tula, a pueblo mágico in Tamaulipas

And another: The never conquered of Oaxaca - Mixe Nation

Duolingo Podcasts: The Spanish in these podcasts are for intermediate level learners. However, the people speak slowly compared to natural speech and the host gives you the main idea in English every so often. Listening, even if you don´t understand everything, can help you get used to different accents and give you practice listening for the gist of what you hear. If you understand some words, you can feel good about it at this point. You can also follow along with the transcripts. I have not listened to all of these, I just tried to post ones that in some way go with the topic of the lesson.

Episode 103: Costumbres - Siestas in Spain

Episode 98: Hilos de cambio

Episode 76: Terapia de tatuajes

Episode 74: El nopal es el nuevo cuero

Episode 56: Tejiendo un legado

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7.2: ¿Qué haces todos los días?

A: ¿Qué haces todos los días?

B: Me levanto, me visto, desayuno y me cepillo los dientes? (I get up, get dressed, eat breakfast, and brush my teeth.)

Thinking about the grammar:

Why is there a ¨me¨ before ¨levanto¨, ¨visto¨ y ¨cepillo¨, but no ¨me before ¨desayuno¨?

Look at these two sentences:

1. María se despierta a las cinco de la mañana.

2. María despierta a sus hijos a las seis de la mañana.

Why is the ¨se¨ used in the first sentence, but not in the second?

It is because in the first sentence, María is waking herself up, but in the second, she is waking up someone else.

Note that the reflexive pronoun is placed before the conjugated verb. However, if there are two verbs together, the pronoun can be placed before the conjugated verb or attached to the infinitive.

ejemplos:

Necesitamos levantar**nos** para (by) las cinco y media para llegar a tiempo.

Nos necesitamos levantar para las cinco y media para llegar a tiempo.

Note that if we are communicating that an action is necessary, important, healthy, unhealthy, good, bad, etc. in general and we are not specifying for whom specifically, we don´t conjugate the verb.

ejemplos:

Es importante estudiar mucho. We aren´t saying it is important for anyone in particular to study. It is important in general.

Es bueno levantarse temprano.

Es necesario vestirse en ropa (clothing) apropiada al clima.

La gramática: Situaciones Reflexivas

- A reflexive situation is one in which the subject is the same as either the direct object or the indirect object.
- In the previous two examples under Thinking About the Grammar, who is the subject? Who is doing the action? **María**.
- In the first example, who is having the action done to them? Also **María**. This is a reflexive situation.
- In the second example, who is having the action done to them? María´s **children**. This is not a reflexive situation.

Pronombres reflexivos

me nos

te (os)

se se

- A subject pronoun can be used in addition to the reflexive pronoun, but is not necessary. When used, it is often emphasizing the subject for the purpose of comparison or contrasting.

ejemplos: **Yo** me levanto a las cinco y media. / Me levanto a las cinco y media. In the first case, perhaps someone just told you they get up at 9:30 and you are emphasizing that you, on the other hand, get up a lot earlier.

Real world language note

Many people say María despierta without the ¨se¨, likely because in that case it is understood that María is waking herself up in that sentence.

Language awareness and testing skills

An infinitive with a ¨se¨ at the end is referred to as a reflexive verb. Many verbs can be used reflexively or non reflexively.

ejemplos: mirar - to look at / to watch - Miro la televisión un poco todos los días. (not reflexive)

mirarse - to look at oneself - Me miro en el espejo (the mirror) antes de salir al trabajo. (reflexive)

ojo (atención): If you see a ¨se¨ at the end of a verb on a conjugation test, be sure to use the reflexive pronoun.

ejemplo: Marta y Juan _____(despertarse) tarde los sábados. You should fill in the blank with ¨se despiertan¨. We just saw that in real life it may be acceptable to use this verb without the reflexive pronoun, even in a reflexive situation. However, you know by the ¨se¨ at the end of the infinitive that it is a reflexive situation and you are expected to use the reflexive pronoun on a test. In real life, you will most often use the pronoun based on whether or not the situation is reflexive. You will have to make that decision. There are some cases when a ¨se¨ is used for other purposes, but we will look at those later.

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7.3: Algunos verbos reflexivos

As you can saw on the previous page, many verbs can be used both reflexively and not reflexively.

Here are some verbs that are often used to talk about daily activities, many of which describe reflexive situations. When expected to be used reflexively, remember that the reflexive pronoun ¨se¨ is attached to the end of the infinitive.

acostarse (ue) – to lie down / go to bed ejemplo: Teresa se acuesta a las diez de la noche.	acostar - to lay down (something or someone else) ejemplo: Mimi acuesta a sus nietos a las ocho.
afeitarse / razurarse – to shave (oneself) ejemplo: Me afeito antes de ponerme shorts.	afeitar / razurar - to shave ejemplo: El barbero afeita al cliente.
bañarse – to bathe (oneself) Manuel se baña antes de acostarse.	bañar - to bathe La madre baña a su hijita antes de acostarla.
cepillarse – to brush los dientes / el pelo, etc. Juan se cepilla los dientes dos veces al día.	cepillar - to brush El padre cepilla los dientes a su hijo de dos años.
despertarse (ie) – to wake up Nosotras nos despertamos temprano (early).	despertar (ie) Los gatos despiertan a la familia cuando tienen hambre.
dormirse (ue) – to go to sleep (reflexive here refers to the process, as opposed to just ¨to sleep.¨) Cuando estoy muy cansada, me duermo en el sofá.	dormir (ue) - to sleep Yo duermo por lo menos siete horas cada noche.
ducharse / bañarse – to shower (oneself) Liam prefiere ducharse.	duchar / bañar - to shower Yo no ducho a mis gatos con frecuencia.
levantarse - to get up Necesitamos levantarnos antes de las seis para salir a tiempo.	levantar - to lift Gabriel levanta pesas tres veces por semana.
lavarse – to wash las manos / los dientes / el pelo, etc. Es importante lavarnos las manos antes de comer.	lavar Es importante lavar el carro cada quince días.
maquillarse – to put makeup on oneself Las chicas se maquillan antes de ir al club.	maquillar - to put makeup on another person Maquillar a otra persona es un arte.
quedarse – to stay Me quedo en casa cuando hay una tormenta.	
salirse can also be used. We won´t worry about this right now. ¿Por qué te saliste del comité?	salir(g) de la casa – to leave home Salgo de la casa a las siete para llegar al trabajo a tiempo.
vestirse (i) – to get dressed Me visto antes de desayunar.	vestir (i) - to dress La hija mayor viste a su hermanito.
	llevar / traer (yo irregular - traigo) - to wear Yo traigo pantalones cómodos (comfortable) con playera.
ponerse (g) - to put on Necesitas ponerte la chaqueta.	poner (g) - to put Tienes que poner tus cosas en su lugar. (You have to put your things in their place.)
	volver (ue) a casa / regresar a casa – to return home Regreso a casa antes de ir a mi clase de danza.

Más recursos

Otras explicaciones

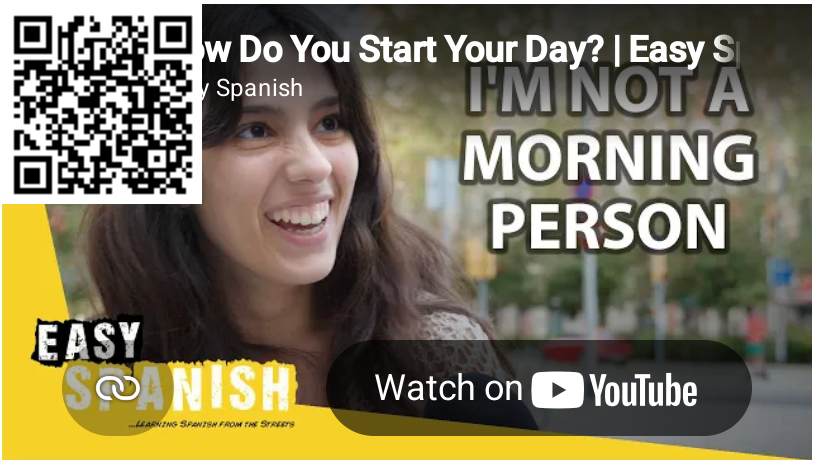
- studyspanish.com
  - Reflexive Verbs Part I
  - Reflexive Verbs Part II

Práctica

- spanish.language&culture
  - verbos reflexivos exercis

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7.4: Hablando de la rutina diaria



Actividad comunicativa

- Ask others about their daily activities. Make sure to pay attention to whether you are talking about a reflexive or non reflexive situation. Notice that the people in the video above did not always speak in complete sentences. This is completely normal and fine, however, for language practice, you will want to use complete sentences so that you are practicing the conjugations.
- Examples: A: ¿A qué hora te despiertas?

B. Me despierto a las seis de la mañana.

A: ¿Te levantas inmediatamente o te quedas en cama un rato (a while)?

B: Normalmente me quedo en cama unos diez minutos.

A: ¿Prefieres bañarte por la mañana o por la noche?

B: Prefiero bañarme por la noche y después de hacer ejercicio.

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7.5: Hablando del pasado (Talking about the past) - The preterit

Besides talking about your daily routine, you may want to tell what you did yesterday. In order to do this, you need to use el pretérito indefinido. (Most textbooks just call it the preterit, even though the preterit actually just means past and there are different kinds of past tense conjugations). Here are the conjugations of the pretérito indefinido of regular verbs.

hablar		**comer**		**escribir**	
habl**é**	habl**amos**	com**í**	com**imos**	escrib**í**	escrib**imos**
habl**aste**	(habl**asteis**)	com**iste**	(com**isteis**)	escrib**iste**	(escrib**isteis**)
habl**ó**	habl**aron**	com**ió**	com**ieron**	escrib**ió**	escrib**ieron**

What do you notice about these conjugations?

The nosotr@s form for –ar and –ir verbs is the same in the preterit as in the present tense. You tell by context whether it is present or past. Note that for –er verbs the, it is ¨emos¨ for present and ¨imos¨ for preterit.

Para hablantes de herencia (Note to heritage speakers)

•¿Qué (comer) tú ayer?

–How would you conjugate this verb in this sentence?

–The form accepted as ¨correct¨ is ¨comiste.¨

–However, many speakers would ask, ¨¿Qué comistes ayer? This is fine for informal speech, but in formal contexts, ¨comiste¨ may be the form that people expect to hear. You may want to practice this in class so that you can choose the formal register when called for. In writing in the educational or work setting, using the formal register is recommended, unless imitating speech for fiction or reporting what someone has said.

•Why do you think that ¨comistes¨ is so common?

•It is because every other ¨tú¨ conjugation ends in ¨s.¨ Our brains pick up that rule and put an ¨s¨ on the preterit ¨tú¨ conjugation as well.

Información adicional

You may be asking... What about stem changing verbs? –ar and –er verbs do not stem change in any of the conjugations. –ir verbs do. We will learn how soon.

vocabulario: words that refer to the past

Some useful words to talk about the past:

ayer	yesterday
anoche	last night
esta mañana	this morning
anteayer	the day before yesterday
la semana pasada	last week
el fin de semana pasado	last weekend

Nota gramatical

After ¨antes de¨ or ¨después de,¨ the verb isn´t conjugated if the subject is the same as the other subject in the sentence. However, if the verb is reflexive, you still have to make sure the reflexive pronoun matches the subject of the verb.

ejemplos:

presente	pasado
Normalmente me ducho inmediatamente después de hacer ejercicio.	Ayer, después de hacer ejercicio fui a casa para (in order to) ducharme.
Antes de ir al campus, voy a un café para trabajar un rato.	Antes de ir a mi oficina, fui al café en el campus para trabajar un rato.
Después de estudiar y practicar, María toma las pruebas para ver su nivel de comprensión.	Después de estudiar y practicar, María tomó pruebas para ver su nivel de comprensión.
Siempre desayuno antes de cepillarme los dientes.	Esta mañana no desayuné antes de cepillarme los dientes.
Manuel corre antes de ducharse, tomarse un café y mirar la televisión un ratito antes de comenzar a trabajar.	El lunes, Manuel corrió antes de ducharse, tomarse un café y mirar la televisión un ratito antes de comenzar a trabajar.

Thinking about the grammar

Look at the two sentences at the bottom of the above chart. Did you notice anything unexpected? Did you notice that ¨tomarse¨ is used reflexively? How can that be? Manuel isn´t doing the action to himself. He is having a cup of coffee. However, he is doing it for himself. This is similar to if we say in English: ¨I´m going to have myself a cup of coffee.¨ In order to do this, we have to have a direct object. We couldn´t use ¨tomarse¨ without the direct object because it would not make sense.

¡Escuchemos!



Actividad comunicativa: ¿Qué hiciste ayer?

•¿Qué hiciste ayer (yesterday)?

•Me levanté, desayuné y asistí a mis clases.

•Ask several students what they did at several times in the past. You will need the verb ¨hacer,¨ which is irregular in the preterit. You may also need the verb ¨ir¨, which is irregular as well. Before you begin, look below for their conjugations.

hacer

hice	hicimos
hiciste	(hicisteis)
hizo	hicieron

•Here is another common verb that is irregular in the preterit.

ir

fui	fuimos
fuiste	(fuisteis)
fue	fueron

7.5: Hablando del pasado (Talking about the past) - The preterit is shared under a CC BY-NC-SA license and was authored, remixed, and/or curated by LibreTexts.

7.6: Verbos que cambian de raíz

gramática: verbos que cambian de raíz (stem changing verbs)

una comparación - presente / pretérito

jugar (to play) - presente		**jugar - pretérito**	
j**ue**go	jugamos	jugué	jugamos
j**ue**gas	(jugáis)	jugaste	(jugasteis)
j**ue**ga	j**ue**gan	jugó	jugaron

Note that -ar verbs do not stem change in the preterit.

volver (to return) - presente		**volver - pretérito**	
v**ue**lvo	volvemos	volví	volvimos
v**ue**lves	(volvéis)	volviste	(volvisteis)
v**ue**lve	v**ue**lven	volvió	volviernon

Note that -er verbs do not stem change in the preterit.

dormir (to sleep) - presente		**dormir - pretérito**	
d**ue**rmo	dormimos	dormí	dormimos
d**ue**rmes	(dormís)	dormiste	(dormisteis)
d**ue**rme	d**ue**rmen	d**u**rmió	d**u**rmieron

Note that -ir verbs do stem change in the preterit, but only in the él / ella / Usted and ellos / ellas / ustedes conjugations and instead of changing o--> ue they change o-->u.

divertirse (to have fun) - presente		**divertirse - pretérito**	
me div**ie**rto	nos div**e**rtimos	me divertí	nos divertimos
te div**ie**rtes	(os divertís)	te divertiste	(os divertís)
se div**ie**rte	se div**ie**rten	se div**i**rtió	se div**i**rtieron

Note that -ir verbs do stem change in the preterit, but only in the él / ella / Usted and ellos / ellas / ustedes conjugations and instead of changing e--> ie they change e-->i.

pedir (to ask for or to order (food)) - presente		**pedir - pretérito**	
p**i**do	pedimos	pedí	pedimos
p**i**des	(pedís)	pediste	(pedisteis)
p**i**de	p**i**den	p**i**dió	p**i**dieron

Note that -ir verbs do stem change in the preterit, but only in the él / ella / Usted and ellos / ellas / ustedes conjugations. When they change e-->i in the present, they also change e-->i in the preterit.

Verbos con cambios ortográficos - Verbs with spell changes

apagar - to turn off apag**u**é apagamos apagaste (apagasteis) apagó apagaron	Why is the ¨u¨ added in the yo conjugation? What would the pronunciation be if it were not added? You can either remember that the ¨u¨ is added in the yo conjugation for verbs that end in -gar, or you can remember that the pronunciation of the ¨g¨ needs to stay the same as in the infinitive, and spell accordingly.
tocar - to touch, to play toqué tocamos tocaste (tocasteis) tocó tocaron	Why does the ¨c¨ change to a ¨qu¨ in the yo conjugation? What would the pronunciation be if that change were not made? You can either remember that this spell change happens in the yo conjugation of the preterite for verbs that end in -car, or you can remember that the pronunciation of the ¨c¨ needs to stay the same as in the infinitive, and spell accordingly.
almorzar - to eat lunch almorcé almorzamos almorzaste (almorzasteis) almorzó almorzaron	This spell change isn´t as easy to remember based on pronunciation rules. You may just want to remember that for words that end in -zar, the ¨z¨ changes to a ¨c¨ in the ¨yo¨ conjugation. As far as general spelling / pronunciation goes, the ¨ze¨ and ¨zi¨ combinations are not commonly used. The ¨ce¨ and ¨ci¨ are used instead. So, we have: za, ce, ci, zo, zu

7.6: Verbos que cambian de raíz is shared under a CC BY-NC-SA license and was authored, remixed, and/or curated by LibreTexts.

7.7: Repaso - algunos verbos que cambian de raíz

Nota gramatical

Remember that only -ir verbs change in the preterit. They are in bold in the below list.

repaso de algunos verbos que cambian de raíz

o--> ue, u

- recordar - to remember
- poder (inf) - to be able to
- volver - to return
- acostar(se) - to lay down / to lie down, to go to bed
- almorzar (ue) - used by some for to eat breakfast and by others to eat lunch
- **dormir(se)** - to sleep / to go to sleep

u--> ue

jugar - to play (This is the only verb that changes this way.)

e --> ie, i

comenzar / empezar (a inf.) - to begin

pensar - to think

recomendar - to recommend

despertar(se) - to wake / to wake up

entender - to understand

perder - to lose

querer - to want / to love

mentir - to lie (as in to tell a falsehood)

preferir - to prefer

divertir(se) - to amuse / to have fun

e --> i, i

pedir - to ask for

repetir - to repeat

Only some -ir verbs change this way in the present tense. You just have to memorize them.

7.7: Repaso - algunos verbos que cambian de raíz is shared under a CC BY-NC-SA license and was authored, remixed, and/or curated by LibreTexts.

7.8: La ropa y los colores

Ejercicios de vocabulario: la ropa

- Remember that ver-taal has a lot of detailed vocabulary. At this point, you should focus on learning the words you are most likely to use to describe the clothing you wear.

Colores

Note that I have put the adjective forms of these words and many of them change both gender and number. The noun forms are masculine.

roj@	red
negr@	black
blanc@	white
amarill@	yellow
anaranjad@	orange
morad@	purple
café / marrón / pardo	brown
gris	gray
azul	blue
verde	green
violet@ The noun is el violeta.	violet



Actividad comunicativa

Ask and answer the following question.

A: ¿Cuál es tu color favorito? / ¿Cuáles son tus colores favoritos?

B: Es el verde. / Son el verde y el violeta.



Actividad comunicativa: ¿Qué ropa llevas / traes (puesto)?

¿Qué prefieres llevar al trabajo?

¿Qué prefieres llevar en casa?

¿Qué llevas a la playa o a la piscina?

¿Qué llevas cuando hace frío?

¿Qué llevas cuando hace calor?

En tus vacaciones de sueños, ¿qué ropa necesitas llevar (to take)?

¿Con qué frecuencia llevas tacones?

¿Con qué frecuencia llevas traje?

¿Qué traes puesto ahora?

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7.9: ¡Vamos de compras! - Let´s go shopping!

vocabulario

ir de compras – to go shopping

comprar – to buy

probarse – to try on

quedar bien / mal – To fit well / badly. To suit well / badly.

- No me queda bien el vestido.

pagar – to pay

- tarjeta de crédito / tarjeta de débito
- cheque – pagar con cheque
- efectivo (cash) – pagar en efectivo

dependiente/a – store clerk

vendedor/a - salesperson

cliente

pronombres demonstativos

este suéter - this sweater **esta** playera - this tshirt **estos** zapatos - these shoes **estas** botas - these boots

ese suéter - that sweater **esa** playera - that tshirt **esos** zapatos - those shoes **esas** botas - those boots

aquel suéter - that sweater over there **aquella** playera - that tshirt over there **aquellos** zapatos - those shoes over there **aquellas** botas - those boots over there



Actividad comunicativa

A: ¿Te gusta ir de compras?

B: Depende. A veces me gusta.

A: ¿Prefieres ir a las tiendas o hacer compras en Internet?

B: Normalmente prefiero comprar en Internet.

A: ¿Cómo prefieres pagar?

B: Prefiero comprar con PayPal.

Actividad comunicativa

Make a skit with one or more other people of an Interaction in a clothing store.

Más comunicación

A: ¿Cuáles son las ventajas (advantages) de hacer compras online?

B: Es conveniente y hay de todo.

A: ¿Cuáles son las desventajas?

B: Quita negocios (it takes away business) de las tiendas locales. No se puede probar la ropa antes de comprarla.

7.9: ¡Vamos de compras! - Let´s go shopping! is shared under a not declared license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

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8.8: Repaso de pronombres - Pronoun Review

Lección 8
La comida y el restaurante



Photo taken in San Miguel de Allende, Guanajuato, México

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8.1: Learning Log

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8.2: Verbos irregulares

•With the irregular verbs on the following pages, the stem changes in a way different to any of the stem changes we have previously looked at. The vowel may change differently and there may be a consonant change as well.

•With these verbs, the conjugations are also slightly different. Note that there are no accents on the first person ending or the 3rd person singular ending. In addition, if the changed stem ends in a ¨j,¨ there is no ¨i¨ in the 3rd person plural conjugation.

tener (tuv-)		**querer (quis-)**	
tuve	tuvimos	quise	quisimos
tuviste	(tuvisteis)	quisiste	(quisisteis)
tuvo	tuvieron	quiso	quisieron

decir (dij-)			
dije	dijimos		
dijiste	(dijisteis)		
dijo	dijeron		

Here is a list of irregular verbs that work this way:

tener	tuv-	to have
andar	anduv-	to walk
estar	estuv-	to be
poder	pud-	to be able to
poner	pus-	to put
saber	sup-	to know
querer	quis-	to want
hacer	hic-	to do / to make
venir	vin-	to come
traer	traj-	to bring
conducir	conduj-	to drive
decir	dij-	do say / to tell

Four more irregular verbs that you just have to memorize:

ir / ser

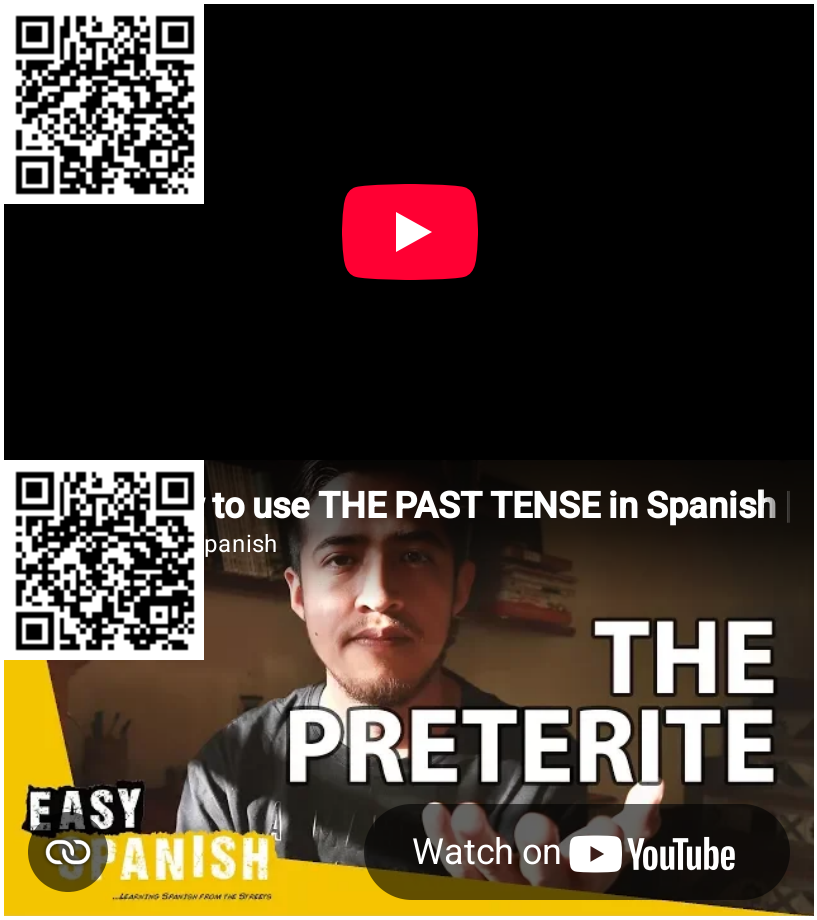
fui	fuimos
fuiste	(fuisteis)
fue	fueron

ver - to see

vi	vimos
viste	(visteis)
vio	vieron

dar - to give

di	dimos
diste	(disteis)
dio	dieron



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8.3: vocabulario - la comida

I can tell what foods I like and dislike. I can tell what I normally eat or prefer to eat for breakfast, lunch, and dinner. I can make a menú del día (daily special)for a restaurant.

Vocabulario: La fruta

las fresas	strawberries
las manzanas	apples
las peras	pears
las bananas / los plátanos	bananas
las cerezas	cherries
la sandía	watermelon
los arándanos	blueberries
los arándanos rojos	cranberries
las naranjas	oranges
el limón / la lima (depende del dialecto)	lemon
el limón / la lima (depende del dialecto)	lime
la toronja / el pomelo	grapefruit
el tomate	tomato

Vocabulario: Las verduras

las judías verdes	green beans
las espinacas	spinach
la lechuga	lettuce
las zanahorias	carrots
la col (Think of a side dish type of salad you can get that has mayonnaise in it.)	cabbage
las papas / las patatas (en España)	potatos
el maíz / el elote	corn

Vocabulario: La carne y los productos lácteos

el pollo	chicken
el pavo / el guajalote	turkey
la carne de res	beef
bistek	steak
fajitas	
chorizo / salchicha	sausage
los huevos	eggs
la leche	milk
el yogur	yoghurt
el queso	cheese

Vocabulario: Los carbohidratos

la pasta	
el pan	bread
los cereales	

Vocabulario: Los condimentos

la mostaza	mustard
la mayonesa	mayonnaise
la salsa de tomate	ketchup
la sal	salt
la pimienta	pepper
el azúcar	sugar
el aceite	oil
el vinagre	vinagre

Vocabulario: El postre y las bebidas

el pastel	
las galletas	
el helado	
el flan	
el agua - sin gas - con gas	water - flat - sparkling / mineral
el jugo / el zumo (en España)	juice
el vino	wine
la cerveza	beer

Vocabulario: Las comidas - Meals

el desayuno / el almuerzo (depende del dialecto)	**breakfast**
los panqueques	pancakes
los huevos	eggs
la tortilla española	
churros con chocolate	
el café	coffee
el té	tea
el pan tostado	toast
el almuerzo / lunch (depende del dialecto)	**lunch**
el sándwich / el bocadillo	sandwich
la hamburguesa	hamburger
las papas fritas / las patatas fritas	french fries
el gazpacho	
el refresco / la soda / la gaseosa	soda / coke / pop
la merienda	snack
la cena	dinner
los tacos	
las enchiladas	
el bistek	
la paella	
los espaguetis	

¡Escuchemos para repasar! (Let´s listen to review).

In this video you will hear the narrator use the preterit to talk about what she did yesterday. What reflexive situations do you notice? What food vocabulary do you understand?



Repaso

Do you remember how to use the verb ¨gustar¨ to talk about your likes and dislikes? If you need a review, you can go back to Abre el mundo: Ventanas and find it in the following places: 5.3: El verbo ¨gustar¨ to tell our likes and dislikes, 5.5: El verbo ¨gustar¨-más información

Un poco más

Remember that if you really like something, you can use the verb ¨encantar¨ to express that.

Actividad comunicativa

First, watch the following video through at least minute 5:36.



Did you notice how the interviewer said ¨cool¨? Note that this is slang and varies among dialects. Do you know any other expressions for ¨cool¨ in Spanish?

Now, tell us in Spanish what you cook at home. Make sure to answer in complete sentences. For example, ¨I cook...¨ Of course, we don´t have to always use complete sentences in real life, but it is a necessary skill to have available in order to be able to meet all of our communicative needs.

Now, contribute with at least five more sentences realating to your food preferences. You can submit a video or voice recording. Please write your sentences as well.

If you need help figuring out what to write about, you may want to answer some of the following sentences.

¿Qué comidas te gustan? ¿Cuáles no te gustan?

¿Te gusta la fruta? ¿Cuál es tu fruta favorita?

¿Te gustan las comidas dulces (sweet)?

¿Qué prefieres tomar por la mañana?

¿Con qué frecuencia tomas el café?

¿Siempre desayunas? ¿Qué desayunas normalmente?

¿Prefieres almorzar en casa o en un restaurante?

¿Cuál es tu restaurante favorito?

¿A qué hora acostumbras cenar?

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8.4: Vocabulario - Más vocabulario relacionado con la comida (More food related vocabulary) y cómo pedir (order) en un restaurante

I can order in a restaurant.

Vocabulario: Más vocabulario relacionado con la comida

el restaurante	restaurant
la mesa	table
la silla	chair
el camarero / la camarera / el mesero / la mesera	waiter / waitress
el plato	plate
el bol / el cuenco	bowl
el tenedor	fork
la cuchara	spoon
el cuchillo	knife
el mantel	table cloth
el cocinero / la cocinera	cook
el menú	menu

Vocabulario: Verbos

comer	to eat
desayunar / almorzar (depende del dialecto)	to eat breakfast
almorzar	to eat lunch
cenar	to eat dinner
merendar	to snack
beber / tomar	to drink
pedir /ordenar	to order







Actividad comunicativa

Write a script of a scene that occurs in a restaurant. Then get together with classmates or friends to memorize it and perform it.

8.4: Vocabulario - Más vocabulario relacionado con la comida (More food related vocabulary) y cómo pedir (order) en un restaurante is shared under a CC BY-NC-SA license and was authored, remixed, and/or curated by LibreTexts.

8.5: Pronombres de complemento indirecto - Indirect object pronouns

A: ¿Con qué frecuencia **te** prepara la cena tu madre?

B: Ella **me** prepara la cena dos veces por semana.

What do you notice?

What is being prepared? La cena. That is the direct object. For whom? For me. That is the indirect object. Notice that the indirect object pronouns are the same pronouns you use with the verb ¨gustar.¨ With the verb ¨gustar,¨ someone is receiveing good feelings from something.

In the answer above, you can also replace ¨la cena,¨ but will will practice using indirect and direct object pronouns together a bit later.

pronombres de complemento indirecto

me	nos
te	(os)
le (se)	les (se)

Note: The ¨se¨ is only used as an indirect object pronoun when both the direct and indirect object pronouns are used together. We will go over this soon.

Más ejemplos:

A: ¿Con qué frecuencia **les** preparas comida a **tus amigos**?

B: **Les** preparo comida a veces.

Ojo

Notice that the above question includes an indirect object and also an indirect object pronoun that represents the same thing. This sentence in English would be, ¨How often do you prepare food for **your friends**. We would not use the indirect object pronoun ¨them,¨ although we could use it in the answer to the question. ¨I prepare **them** food once in a while.¨ However, in Spanish, when there is an indirect object in the sentence, we almost always use the indirect object pronoun as well.

A: ¿Con qué frecuencia **te** preparan tus amigos comida?

B: **Me** preparan comida de vez en cuando.

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main object pronoun page

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8.6: Los pronombres de complemento directo - Direct object pronouns

Los pronombres de complemento directo

Pretend you are at a party with great food and you are asking where the host / hostess gets the different food items.

A: ¿Dónde compras **la pizza**?

B: Compro **la pizza** en Ópera Pizza.

What do you notice?

Notice that there is repetition of the word *pizza*. Do you know what you can do to avoid that repetition?

A: ¿Dónde compras **la pizza**?

B: **La** compro en Ópera Pizza.

Thinking about the grammar

What is being bought? The pizza. That is the direct object. We can replace direct objects with direct object pronouns to avoid repetition.

Los pronombres de complemento directo - Direct object pronouns

me	nos
te	(os)
lo / la	los / las

Más ejemplos:

A: ¿Dónde compras **los tacos**?

B: **Los** compro en El Ranchero.

A: ¿Dónde compras **las margaritas**?

B: **Las** compro en La Fuente.

A: ¿Dónde compras **el pastel**?

B: **Lo** compro en Taquería Arandas.

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Direct Object Pronouns I

Direct Object Pronouns II

Direct Object Pronouns III

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main page - object pronouns

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8.7: Usando pronombres de complemento indirecto y directo juntos - Using indirect and direct object pronouns together

A: ¿Con qué frequencia ***te*** prepara **la cena** tu madre?

B: Ella ***me*** **la** prepara dos veces por semana.

Thinking about the grammar

Note that when using both indirect and direct object pronouns, the indirect comes first. You can put the subject first, but you don´t have to have it. Then comes the indirect object pronoun, the direct object pronoun, and the verb. You may put the answer first or last. The order that is important is that of indirect object pronoun / direct object pronoun / verb.

A: ¿Con qué frecuencia ***les*** preparas **comida** a tus amigos?

B: ~~***Les***~~ **Se la** preparo a veces.

Thinking about the grammar

Note that if both object pronouns begin with the letter ¨l,¨ the first one must be changed to ¨se.¨

A: ¿Con qué frecuencia ***les*** preparas preparas **comida *a tus amigos***?

B: ***Se*** **la** preparo a veces.

A: ¿Con qué frecuencia ***te*** preparan tus amigos **comida**?

B: ***Me*** **la** preparan de vez en cuando.

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Direct and Indirect Object Pronouns Together

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main object pronoun page

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8.8: Repaso de pronombres - Pronoun Review

Repaso de pronombres

(Review of pronouns)

sujeto (subject)		**posesivo (posessive)**	
yo	nosotr@s	mi(s)	nuestr@(s)
tu	(vosotr@s)	tu(s)	(vuestr@(s))
él / ella / usted	ellos / ellas / ustedes	su(s)	su(s)

reflexivo (reflexive)		**indirecto (indirect)**		**directo (direct)**	
me	nos	me	nos	me	nos
te	(os)	te	(os)	te	(os)
se	se	le (se)	les (se)	lo / la	los / las

8.8: Repaso de pronombres - Pronoun Review is shared under a CC BY-NC-SA license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

9: Lección 9- Los días festivos y las celebraciones

Topic hierarchy

9.1: Learning Log

9.2: ¿Qué hacías cuando eras niñ@? - What did you do when you were a child?

9.3: Los meses y las celebraciones

9.4: Narrando en el pasado - Narrating in the past

9.5: Investigaciones culturales - La hoguera de San Juan en Alicante, España y Las Fallas en Valencia, España

9.6: Escritura- Mi día festivo favorito



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9.1: Learning Log

Learning Log – *Puentes* – lesson 9

This is a list of topics you are responsible for in lesson 9. For each one, list at least **two** things you did to learn the material. Please be specific. For example, if you use a website, don´t just list the name of the site, but rather also the name of the particular activity. 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. I recommend these steps: go through the weekly folder on BlackBoard, whenever you come to a link to a page in the book, read it and do the self-check exercise using the book as a reference if necessary, look at the topic here in the learning log and use the links or other resources to practice. Finally, when you feel you know the topic well enough, take the quiz over it on Bb, if there is one.

Part I

Lección 9

1) Yo puedo… usar **las conjugaciones del imperfecto** para tell how things used to be, what I used to do, and what I used to like. – (textbook, studyspanish (grammar unit 6), studyspanish verb drills, conjuguemos) (2 puntos)

2) Yo puedo… utilizar el **vocabulario relacionado con los días festivos** para comunicar si celebro o no los varios días festivos. Yo puedo contar cuál es mi día festivo favorito y por qué. Yo puedo comunicar si no me gusta un día festivo particular y por qué. I can tell which holiday is being described either out loud or in writing. (recommendations – book, vocab on spanishdict, Holidays in Latin America, Repaso opcional: Months of the Year)(2 puntos)

3) opcional - **verbos como "gustar."** Yo puedo… usar estos verbos para contar (tell) how different things make me and others feel, using indirect object pronouns correctly. For example, "La televisión me aburre." I can use them in the imperfect to tell how things used to make me feel. Por ejemplo, ¨No me gustaba limpiar mi cuarto. Me gustaba jugar en el parque. (recommendations – studyspanish, Spanish Language and Culture review of gustar and verbs like gustar, vocab on spanishdict, writing sentences) (2 puntos crédito extra)

4) Yo puedo… **narrar en el pasado (the past) using el preterito y el imperfecto**. - (libro de texto, studyspanish (grammar unit 6), Spanish Language and Culture y más y más y más y más) (6 puntos - Because this will probably take a lot of work!)

Part II

Lesson 9

1. **Escuchar** – 5 activities or 40 min total for lección 9 (You can break this time into shorter periods!) – please list them (some possibilites – easier – loecsen.com, more difficult - Duolingo Spanish Podcast, ver-taal, I have also added many videos to the textbook that you can use for listening. Scroll down to the cultural section for some more specific options for listening.) (10 puntos)

2. **Hablar - Pronunciación** – 1 activity – Repeat what you hear. (Recommendation – repeat

pronunciation activities on studyspanish, repeat select lines from ver-taal exercises

(easier – loecsen; more difficult- trailers, for example, using the transcripts) (2 puntos)

2. **Lectura** – 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 – ver-taal – any of the transcripts of the reports about holiday topics, There are also two links in this lesson of the textbook that have pages you can read about some celebrations. If you did any of the preterit / imperfect exercises on Spanish Language and Culture, those count! You might also want to check out some children´s books in Spanish. Your local library should have some options!) (10 puntos)
3. **Escritura** – at least ten complete sentences in Spanish. Suggestions for topics: What you did yesterday, or at any other time in the past, a holiday different from the one you are writing your composition over. What you used to do when you were a child or

an adolescent (if you are now an adult). (10 puntos)

4. **Cultura** – Look up two things about Hispanic culture and summarize your findings on each one 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 – Here are three YouTube videos by Jorge de León. Remember that you can turn on subtitles in English or Spanish. ¿Cómo eran Las Posadas Antes en México?, Así es una Posada MexicanaThe Day of the Dead in Michoacán, México**,** Where does the amaranth we eat come from? Day of the Dead in the Central Valleys of Oaxaca, The Inhabitants of the Sierra Mixe and their Ritual of the Machucado on The Day of the Dead - Oaxaca, Papá Ruso vive su primer Día de Muertos en México, We Spend the Day of the Dead with a lady with no family, My first Day of the Dead in Mexico, Día de Muertos spent like a Mexican and NOT a tourist, Visitamos la isla de Janitzio en Día de Muertos, Acabamos llorando en fiesta de XV años, Montamos el Altar familiar para Día de Muertos, Vivimos el Grito de Independencia de México, Así es La Navidad en México) (10 puntos)

I also have videos by various YouTubers on several different festivals in this lesson of the textbook.

Possible questions to answer: (These are just ideas. You can respond in a variety of ways.)

1. What did you already know about this topic?
2. Did you find anything surprising, interesting, beautiful…?
3. What appealed to you? What did not appeal to you? Why?
4. Is there anything similar in your culture? What are some cultural differences you noticed?
5. We talk about Hispanic Culture, but in reality, while there are commonalities, there are so many Hispanic Cultures. Did this video show any examples of this? If so, what makes this particular culture unique within Hispanic Culture?
6. How do the cultural practices you learned about contribute to the community / society?
7. Do you do anything in your culture or personal life that accomplishes something similar?
8. Would you like to visit this area, celebrate this festival, try this food, etc.? Why or why not?

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9.2: ¿Qué hacías cuando eras niñ@? - What did you do when you were a child?

Thinking about the grammar

You already know one verb form you can use to talk about what you did in the past. – the preterit. In this lesson you will learn another one. What do you think the difference is between these two sentences.

1) ¿Qué hiciste ayer?

2) ¿Qué hacías para celebrar La Navidad cuando eras niñ@?

What would the difference be that is conveyed between the different conjugations?

1) The first sentence is referring to something done once at a specific time. – The preterit is used.

2) The second sentence is referring to something done habitually. - Another form is used. It is called the imperfect. It is used in various contexts in the past. Right now we will focus on its use to talk about habitual actions in the past and what things used to be like.

El imperfecto

hablar		**comer**		**escribir**	
habl**aba**	habl**ábamos**	com**ía**	com**íamos**	escrib**ía**	escrib**íamos**
habl**abas**	(habl**abais**)	com**ías**	(com**íais**)	escrib**ías**	(escrib**íais**)
habl**aba**	habl**aban**	com**ía**	com**ían**	escrib**ía**	escrib**ían**

Hay tres verbos irregulares en el imperfecto:

ser		**ir**		**ver**	
era	éramos	iba	íbamos	veía	veíamos
eras	(erais)	ibas	(ibais)	veías	(veíais)
era	eran	iba	iban	veía	veían



Actividad comunicativa: ¿Cómo era tu niñez? - What was your childhood like?

Thinking about the grammar

> What aspect of the past tense should you use to talk about how things used to be and what you used to do when you were little?
>
> We use the imperfect for this.

¿Qué hacías los sábados cuando eras niñ@?

¿Qué hacías los domingos?

¿Qué hacías después de la escuela?

¿Qué te gustaba hacer?

¿Qué no te gustaba hacer?

¿Te portabas bien o mal en la escuela?

¿Obedecías a tus padres y maestr@s (teachers)?

Ask some yes or no questions about what other students did as children using the vocabulary already given in this chapter or other vocabulary you know.

¿Jugabas en el parque?

¿Mirabas las caricaturas animadas los sábados por la mañana?

¿Con qué frecuencia olvidabas tu tarea en casa?

¿Mantenías organizados tu cuarto y pupitre?

9.2: ¿Qué hacías cuando eras niñ@? - What did you do when you were a child? is shared under a CC BY-NC-SA license and was authored, remixed, and/or curated by LibreTexts.

9.3: Los meses y las celebraciones

vocabulario: los meses y las celebraciones

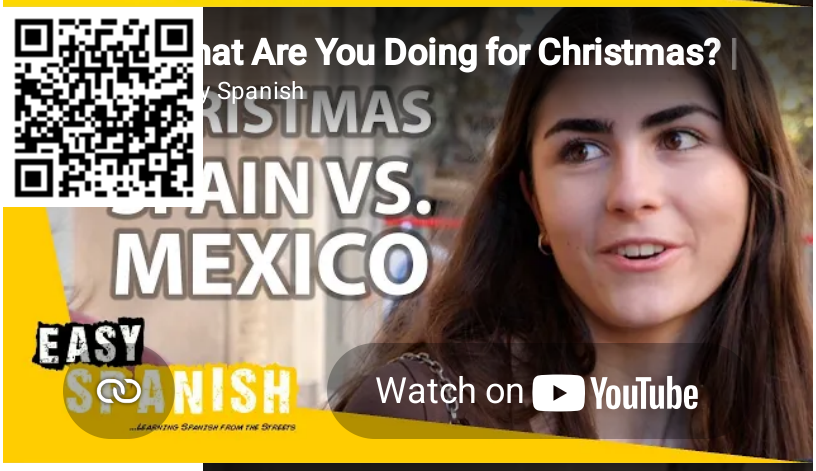
Atención

Note: The links go to vocabulary practices and cultural info. You do not need to memorize all of the vocabulary from the links. Remember that this is your language learning journey. What might you want to talk about? What interests you? Focus on that. You will not be able to understand everything that is said in the videos. See if you can pick up some words. If so, that is great! These videos were first made for native speakers. They will give you a chance to hear the Spanish accent and get used to Spanish spoken at a normal speed by native speakers from Spain. I also recommend that you start looking for authentic videos with native speakers from other countries. Some will be added here, but it is also good for you to start to explore language and culture on your own.

What should you be able to do after studying this section? You should be able to pick the correct holiday from multiple choice when you hear or read a description of one of these holidays. You should also be able to describe your favorite holiday and tell why it is your favorite. Did I leave any holidays or celebrations out that are important to you? What are they? What are associated with them?

meses	celebraciones	Lo que se asocia con la celebración (What ´s associated with the celebration.)
enero	El Año Nuevo - el 1 de enero el Día de Los Reyes Magos - el 6 de enero	fuegos artificiales (fireworks), doce uvas (12 grapes), champán (champagne) la cabalgata de Reyes, el roscón de reyes, la comida y las celebraciones, la lotería de Navidad
febrero	El Día de San Valentín (El Día de Los Enamorados) (El Día de Amor y Amistad) - el 14 de febrero	corazones (hearts), flores / rosas, tarjetas (cards), chocolates
marzo		
abril	La Pascua (Florida) - depende del año	la mona de pascua, la resurrección de Jesucristo, los huevos pintados (painted eggs), los cascarones (confetti eggs), el conejo (the rabbit)
mayo	el 5 de mayo (La batalla de Puebla)	
junio		
julio	El Día de La Independencia (Estados Unidos) - el 4 de julio	fuegos artificiales, cohetes
agosto		
septiembre	El Día de La Independencia de México - el 16 de septiembre	
octubre	Halloween - el 31 de octubre	disfraces (costumes), dulces, las casas encantadas (haunted houses), películas de horror / terror
noviembre	El Día de Los Muertos (entre el 31 de octubre y el 3 de noviembre) El Día de La Acción de Gracias (el 3er jueves)	calaveras (skulls), el cementerio, los fallecidos (the deceased) la familia, la gratitud, mucha comida – el pavo / el guajalote; puré de papas / patatas con jugo de carne
diciembre		La Misa de Gallo (midnight mass) el árbol navideño (de Navidad) (The Christmas Tree) regalos (gifts), decoraciones, las tarjetas navideñas, luces el belén (el nacimiento / los pesebres) (the nativity), los ángeles;







Actividad comunicativa: los días festivos y otras celebraciones

- ¿Cuál es tu día festivo favorito?
- ¿Por qué?
- ¿Qué te gusta hacer para celebrarlo?
- ¿Hay un día festivo que no te guste?
- ¿Por qué?

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9.4: Narrando en el pasado - Narrating in the past

Thinking about the grammar

You now know two past tense forms, the preterit and the imperfect. These two forms are different aspects of the past tense. The preterit is used to show that an action is completed. The imperfect does not give such a firm idea of completion. It is used to refer to repeated actions, but it is also used for actions in progress in the past and for anything else that can be seen as background information.

Read on for more information.

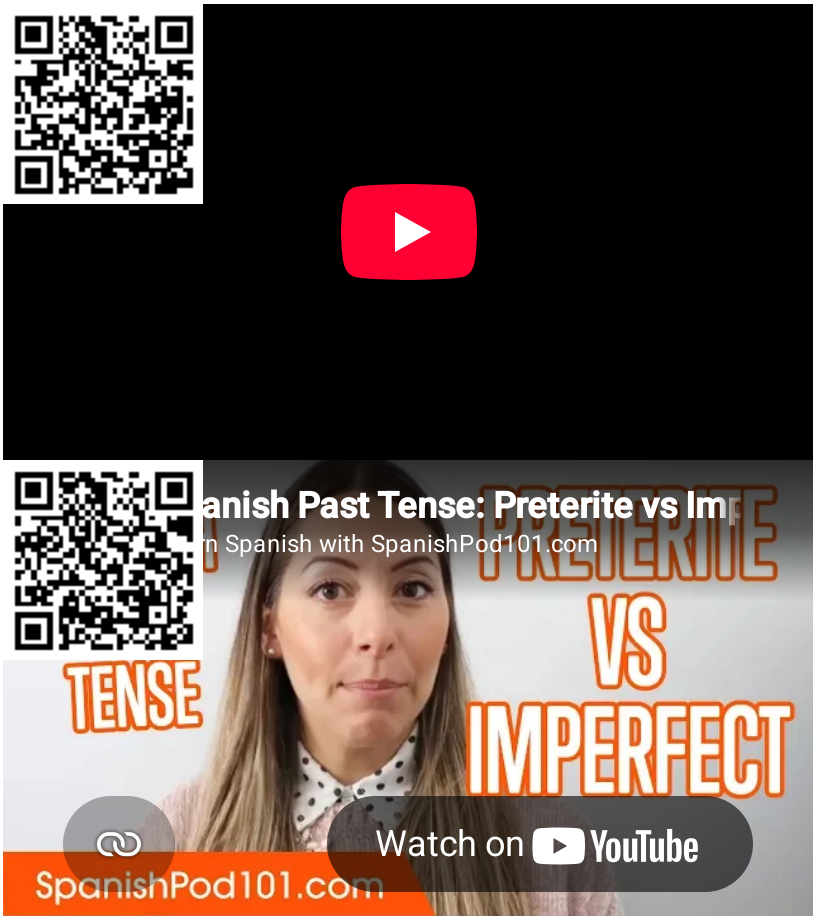
Usos del pretérito

• COMUNICAR QUE UN EVENTO OCURRIÓ EN UN MOMENTO EN EL PASADO	• To communicate that an event took place at a particular moment in the past.
• Ramón llegó temprano.	• Ramón arrived on time.
• Empecé a estudiar a las siete.	• I began to study at seven.
• ¿Ustedes terminaron su tarea anoche?	• Did you all finish your homework last night?
• COMUNICAR QUE UN EVENTO ESTÁ LIMITADO EN TIEMPO.	• To communicate that an event is limited in time
• Leí cinco horas ayer.	• I read five hours last night.
• COMUNICAR UNA SERIES DE EVENTOS	• To communicate a series of events.
• Me levanté, desayuné, me cepillé los dientes y salí de la casa.	• I got up, ate breakfast, brushed my teeth, and left the house.
• COMUNICAR UN EVENTO QUE OCURRIÓ MIENTRAS OTRO ESTABA EN PROGRESO	• To communicate an event that took place while another was in progress.
• Yo estudiaba cuando Emilia me llamó.	• Yo estudiaba cuando Emilia me llamó.

Usos del imperfecto

•COMUNICAR ACCIONES HABITUALES EN EL PASADO Y DESCRIBIR CÓMO ERAN LAS COSAS	• To communicate habitual actions in the past and describe how things used to be
• Cuando **era** niño, me **gustaban** los sábados. Siempre **miraba** las caricaturas animadas, **comía** panqueques e **iba** al parque. **Eran** días muy divertidos.	• When I was little, I liked Saturdays. I always watched cartoons, ate pancakes, and went to the park. They were very fun days.
• COMUNICAR QUE DOS EVENTOS ESTABAN EN PROGRESO A LA VEZ	• To communicate that two events were in progress at the same time.
• ¿Mirabas la televisión mientras estudiabas?	• Did you watch TV while you were studying?
• COMUNICAR INFORMACIÓN DE TRASFONDO (HORA, DÍA, FECHA, TIEMPO ATMOSFÉRICO, EDAD, CARACTERÍSTICAS MENTALES Y FÍSICAS)	• To communicate background information (hour, day, date, weather, age, mental and physical characteristics)
• Cuando me desperté, eran las siete de mañana. Hacía sol, los pájaros (birds) cantaban y yo estaba muy feliz.	• When I woke up, it was seven in the morning. It was sunny, the birds were singing, and I was very happy.
• COMUNICAR UN EVENTO QUE ESTABA EN PROGRESO CUANDO OTRO OCURRIÓ.	• To communicate at event that was in progress when another ocurred.
• Juan andaba en el parque cuando vio un camello caminando con su dueño.	• Juan was walking in the park when he say a camel walking with its owner.

Watch the following video through 3:06







studyspanish.com – All of grammar unit 6

Spanish Language & Culture

Varios ejercicios

Un viaje al Ecuador

La fiesta de San Fermím

Ofrendas: Nichos en el cementerio

9.4: Narrando en el pasado - Narrating in the past is shared under a CC BY-NC-SA license and was authored, remixed, and/or curated by LibreTexts.

9.5: Investigaciones culturales - La hoguera de San Juan en Alicante, España y Las Fallas en Valencia, España

Investigaciones culturales



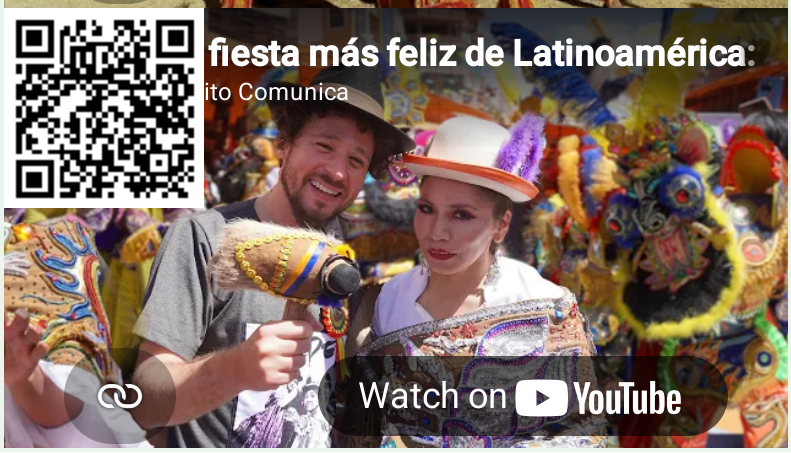


•https://www.alicanteout.com/fiestas-populares/las-hogueras-de-san-juan-en-alicante/



•https://www.visitvalencia.com/agenda-valencia/fiestas/las-fallas-de-valencia





Preguntas posibles a contestar: (Estas sólo son algunas ideas. Puedes responder de varias maneras.)

1. ¿Qué sabías ya del tema?
2. ¿Qué encontraste interesante, sorprendente, bonito, etc.?
3. ¿Qué te gustó y qué no? ¿Por qué?
4. ¿Hay algo similar en tu cultura? ¿Cuáles son algunas diferencias que hayas notado?
5. Hablamos de la cultura hispana, pero en realidad, aunque tengan cosas en común, hay muchas culturas hispanas. ¿Este video mostró un ejemplo de este hecho? Si es así, qué hace esta cultura particular única dentro la cultura hispana más amplia?
6. ¿Cómo contribuyen esas prácticas culturales a la comunidad o a la sociedad?
7. ¿Conoces algo en tu cultura o tu vida personal que cumpla algo similar?
8. ¿Te gustaría visitar esta área, celebrar este festival, probar esta comida, etc.? ¿Por qué sí o por qué no?

9.5: Investigaciones culturales - La hoguera de San Juan en Alicante, España y Las Fallas en Valencia, España is shared under a CC BY-NC-SA license and was authored, remixed, and/or curated by LibreTexts.

9.6: Escritura- Mi día festivo favorito

Composición

Rule: Do not use translators.

Make sure you have your spell check set to Spanish. Don't have it set to automatically make corrections, but rather only to underline your errors. Google Docs often asks if you might mean to use another conjugation. That doesn´t mean yours is wrong! Make sure to think about it before you make any changes.

Write about your favorite holiday or celebration. If you don´t celebrate holidays, or just wish to write about something else, that is fine. In that case, think of something you did when you were little that has continued through today. It could be participation in sports as a player or as an observer, a family tradition, religious services, a local festival, etc. If you have any questions, don´t hesitate to ask.

1st paragraph: Describe your favorite holiday, how it is celebrated, and why it is your favorite holiday. If you are writing about another topic, describe it in general terms. This paragraph should be written in present tense.

2nd paragraph: Write about how you used to celebrate this holiday as a child. If you are writing on another topic, tell how you participated in the activity as a child. What tense will you use here? It should be in the imperfect because you are writing about how things used to be. Be careful! If you do use a translator here, even though it is prohibited, you will likely have errors you would not have had if you had not.

3rd paragraph: Write about how you celebrated or participated a specific year. Can you think a a particular year in which this celebration or activity holds a special meaning for you.

You have some choice as to what you write.

In the last paragraph, make sure to include the following:

1. Background information for the narration of something that happened in the past.

2. A reaction to something that happened.

3. Two or more things that happened at the same time in the past.

4. One action interrupting another in progress in the past.

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CHAPTER OVERVIEW

10: Lección 10- La salud

10.1: Learning Log

10.2: Hábitos sanos

10.3: El verbo ¨doler¨

10.4: En la oficina del médico - imperativo de ustedes

10.5: ¡Hagamos cambios! - imperative of nosotros to give suggestions

10.6: Remedios caseros

10.7: ¨Se¨ con accidentes

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10.1: Learning Log

Learning Log – *Puentes* – lección 10

This is a list of topics you are responsible for in lesson 10 and what you need to be able to do with them. For each one, list at least two activities 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 two parts to this assignment. You may want to do a little bit from part one and a little bit from part two every day. Part one deals with vocabulary and grammar while part two focuses on using them in context through listening, speaking, reading, writing, and culture.

Part I

Lesson 7

1) Review body vocabulary. Know at least 15 words. Make sure at least five words are new to you. (recomendación - https://www.ver-taal.com/voc_cuerpo.htm) If no words in this section are new to you, let me know.

2) El verbo doler – Be able to use the verb doler with indirect object pronouns to tell what body parts are causing people pain. (recommendcaión - https://amspanish.com/how-to-express-pain-in-spanish-doler-explanation/)

3) Usted and ustedes commands - I can write commands a doctor might give a patient dealing with different ailments and write some commands I might give to a group of people trying to improve their health. (recomendaciones - https://studyspanish.com/grammar/lessons/formcomm, https://personal.colby.edu/~bknelson/SLC/commands_Ud1.html) Note that there are many ways to do this in real life that may or may not involve the imperative form. However, I want you to focus on the imperative at this moment.

4) Nosotros commands- Be able to give a health support group you are in suggestions, including yourself in those suggestions, using the nosotros commands. (recomendaciones - https://studyspanish.com/grammar/lessons/noscomm)

Part II

Lesson 7

1. Listening – 5 activities for lección 7 or at least 20 minutes total – please list them (recommendation – There are so many options for listening! Radio, TV, podcasts, etc.)

2. Speaking – Pronunciation – 1 activity – Do a listen and repeat what you hear exercise. (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. You may want to read a paragraph on health and just see how many words you know and how many words there are whose meaning you can guess. Here is one https://medlineplus.gov/spanish/mentalhealth.html Keep in mind that this is meant for native speakers, so if you are at the 1412 level, it is great if you know some words and guess at others and begin to get the gist of the paragraph.

3. Writing – at least ten complete sentences in Spanish. Suggestions for topics: What do you do to keep healthy? What goals do you have related to health? What do you do when you are feeling ill? What about other people you know?

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 –

Episode 137: Mi abuela la curandera (My Grandmother the Healer)

Episode 50: Lo que puede un cuerpo (What a body can do)

Episode 95: Un viaje en ruedas (A wheeled journey)

Episode 134: Las mamás del río Amazonas

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10.2: Hábitos sanos

¿Qué hacemos para mantenernos sanos?

Aquí hay algunas posibilidades:

- Hacemos ejercicio.
- Comemos comida sana.
- Dormimos lo suficiente.
- Meditamos o practicamos otras formas de atención plena.
- Trabajamos para mantener relaciones saludables.
- Mantenemos un equilibrio entre el trabajo, el descanso y la diversión.
- No fumamos.
- Usamos medicamentos de manera responsable.
- Bebemos alcohol de manera responsable.

¿Tienes otras recomendaciones?

¿Qué metas tienes tú en cuanto a la salud? ¿Qué haces para mantenerte san@? ¿Qué retos (challenges) tienes? ¿En qué aspectos quisieras (would you like to) mejorar?

Diálogos 10.2.1

A: Manny, ¿qué haces para mantenerte sano?

B: Voy a correr. Escucho música. Trabajo. Miro programas informativos en la televisión.

Lectura: Los hábitos de Ana María 10.2.1

Hola. Me llamo Ana María y tengo cuarenta y ocho años. Quiero mantenerme sana para disfrutar (enjoy) de la vida al máximo y no abrumarme (get overwhelmed) con emociones negativas. Para hacerlo, tomo en cuenta (I keep in mind) el ejercicio, la comida, el sueño (sleep), la espiritualidad, el trabajo y las relaciones personales. Por lo general, hago ejercicio tres a seis veces por semana. Normalmente, no lo encuentro muy difícil porque si no lo hago, siento las emociones más fuertes y la ansiedad me quita (takes away) la paz. Es la razón principal por la cual lo hago con tanta regularidad, pero claro que también quiero mantenerme fisicamente sana para poder seguir participando en las actividades que me gustan y también para tener menos dolor en la vida. En cuanto a (as far as) la comida, como más o menos bien creo, pero todavía (still) puedo mejorar. Necesito comer menos azúcar porque sé que el azúcar añadido es basicamente un veneno (poison) para el cuerpo. Eso es lo más difícil para mí. Mi meta es siempre dormir por lo menos siete horas por noche, pero a veces sólo duermo seis. A veces me levanto a las cuatro y media para poder llegar a una clase de ejercicio a las cinco y cuarto de la mañana para poder hacer algo físico antes de ir al trabajo. En cuanto a la espiritualidad, me reuno dos veces por mes con un grupo para hablar de temas relacionados. También estudio la meditación, pero me doy cuenta que paso demasiado tiempo leyendo acerca del tema en vez de practicarla. Sin embargo (nevertheless), ahora mismo estoy experimentando con el baile meditativo. Es muy importante para mí porque una de mis metas de la vida es aprender a no reaccionarme inmediatamente. Prefiero poder responder de una forma sabia (wise). Me doy cuenta de que (I recognize that) llevar una vida sana es un proyecto de toda la vida.



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10.3: El verbo ¨doler¨

vocabulario

la cabeza	head	los hombros	shoulders
los ojos	eyes	los brazos	arms
la nariz	nose	las manos	hands
la boca	mouth	los dedos	fingers
las orejas	ears (used more to refer to the outer part)	las piernas	legs
el oído	ears (used more to refer to the inner part)	los tobillos	ankles
el seno maxilar	sinuses	los dedos de pie	toes
la garganta	throat	el estómago	stomach
el pecho	chest		
los pulmones	lungs		

Using the verb ¨doler¨ to tell about what causes us pain.

The verb ¨doler¨ is a stem-changing verb o--->ue. When using it to talk about what body partes hurt us, we will only use the 3rd person singular or 3rd person plural. It functions like the verb ¨gustar.¨

ejemplos 10.3.1

¿Qué te duele?

Me duele la garganta.

¿Qué te duele?

Me duelen los ojos.

What are the subjects of the above sentences? Notice that the body part is the subject. It is causing the person pain. Also notice that while in English we use the possessive adjective, in Spanish we do not. Instead, we use the indirect object pronoun for the person who is receiving the pain signals. If you need a review of using the verb ¨gustar¨ with indirect object pronouns, refer to this page.



10.3: El verbo ¨doler¨ is shared under a not declared license and was authored, remixed, and/or curated by LibreTexts.

10.4: En la oficina del médico - imperativo de ustedes

Síntomas y enfermedades

dolor de cabeza	headache
dolor de estómago	stomacheache
dolor de garganta	sore throat
la fiebre	fever
las náuseas	nausea
la tos	cough
estar resfriad@ / acatarrad@ / constipad@ tener catarro / resfriado	to have a cold
resfriarse, acatarrarse, constiparse (reflexivos)	to catch a cold
tener la gripe	to have the flu
enfermarse (reflexivo)	to get sick
el COVID	

Accidentes

torcerse el tobillo	to twist one´s ankle
quemarse	to burn oneself
romperse / quebrarse un hueso	to break a bone
caerse	to fall

Tratamientos (treatments)

descansar	
tomar medicina	
comer bien	
tomar mucho líquido mantenerse hidratado	
poner una venda	to put a bandage on
poner una tirita	to put a band-aid on
tomarse la temperatura	to take one´s temperature

Diálogo 10.4.1

Doctor: ¿Cómo está Usted?

Paciente: No me siento muy bien.

Doctor: ¿Cuáles son sus síntomas?

Paciente: Tengo dolor de cabeza, me duele la garganta y tengo un poco de náuseas.

Doctor: ¿Hace cuánto tiempo que no se siente bien?

Paciente: Hace dos días.

Doctor: Vamos a ver si tiene fiebre usted... Sí. Tiene la temperatura un poco alta.

Es mejor que usted descanse unos días. Es importante tomar mucha agua y otros líquidos. Es probable que sea un virus. Tome aspirinas o Tylenol

para el dolor de cabeza. No necesita antibióticos en este momento, pero si no se siente mejor en tres dias, vuelva a poner otra cita.

Thinking about the grammar - commands - Formal Commands

When we go to the doctor, they will most probably give us some recommendations. They may even use the imperative (command forms) to tell us exactly what to do. If we look at the last two lines spoken by the doctor in the above dialogue, we can see two verbs in the formal (usted conjugation) of the imperative. They are the verbs, ¨tomar¨ and ¨volver.¨ What do you notice about the conjugations. If you were to conjugate them in the usted conjugation of the present tense you already know, we would have ¨toma¨ and ¨vuelve.¨ The first conjugations you learned (last semester) are called the indicative. To tell people what to do, we need the imperative. Here are some verbs and how they look different in the indicative and the imperative of the usted conjugation.

infinitivo	indicativo	imperativo
verbos regulares		Notice that the vowel flips from ¨a¨ to ¨e¨ or from ¨e¨ to ¨a¨
hablar	habla	hable
comer	come	coma
vivir	vive	viva
verbos que se cambian de raíz (stem changing verbs)		To get the imperative, first get the ¨yo¨ conjugation of the indicative. Write everything down except for the ¨o¨ and then add the new ending.
volver	vuelve	vuelva
dormir	duerme	duerma
pedir	pide	pida
algunos verbos irregulares (some irregular verbs)		
tener	tiene	tenga
Do you remember any other verbs that have the ¨go¨ in the ¨yo¨ conjugation of the indicative?	Here are some: salir, poner, venir, hacer	
The following verbs are completely irregular and just need to be memorized.		
ser	es	sea
ir	va	vaya

More thoughts about the grammar from the dialogue: When you tell someone it is better that they do something, you use a conjugation called the subjunctive. For the usted conjugations, it looks just like the imperative. The only difference is that it isn´t a direct command. You are telling them what you want them to do, or need them to do, but you are not directly telling them to do it.

Ejemplos:

Es mejor que usted **descanse** unos días. (It is better that you rest a few days.) We used the subjunctive of the verb ¨descansar.¨

We could have also said, ¨Es importante que tome mucha agua.¨ (It is important that you drink a lot of water.) Instead we said, ¨Es importante tomar mucha agua.¨ (It is important to drink a lot of water.) If we make it a general statement instead of specific to ¨you,¨ we don´t conjugate that verb. We just leave it in the infinitive.

If you are giving commands to a group with which you use ¨ustedes,¨ you form the imperative in the same way as for ¨usted.¨ The only difference is that the conjugation will have an ¨n¨ on the end. Remember though, that if the infinitive has a ¨se¨ at the end, it means it is reflexive. You must place the ¨se¨ before the conjugated verb if it is a negative command. If it is a positive command, however, you must attach the ¨se¨ to the end of the command. Add a tilde (written accent mark) in order to keep the stress where it falls in the verb when the pronoun isn´t attached to the end.

10.4: En la oficina del médico - imperativo de ustedes is shared under a not declared license and was authored, remixed, and/or curated by LibreTexts.

10.5: ¡Hagamos cambios! - imperative of nosotros to give suggestions

A veces nos ayuda tener un grupo que nos da apoyo (support).

If we want to make suggestions to a group we are in and include ourselves in those suggestions, we can use the imperative of nosotros. It is formed in the same say as the ¨usted¨ and ¨ustedes¨ conjugations We flip the vowel from ¨a¨ to ¨e¨ or from ¨e¨ to ¨a.¨

Here are some examples. I will put the infinitive in parenthesis:

Practiquemos (practicar) la atención plena (mindfulness). Bailemos (bailar) para aleviar el estrés. Hagamos (hacer) ejercicio juntos. Andemos (andar) por los senderos en el bosque (trails in the forest).

There is a slight change that happens with the stem changing verbs in the imperative of nosotros. Remember that there is no stem change in the nosotros conjugation of the indicative. However, in the imperative there is for verbs that end in -ir, but the stem change is slightly different for o---> verbs and e--->ie verbs.

- Remember that the stem change for dormir is o ---> ue in the indicative. In the imperative of nosotros, it is o--->u.
  - Durmamos siete horas por noche.
- Remember that the stem change for mentir is e---> ie in the indicative. In the imperative of nosotros it is e--->i.
  - No nos mintamos cuando nos sentimos mal. Digamos (decir) la verdad.
- Remember that the stem change for pedir is e---> i. These stem changes are the same in the imperative of nosotros.
  - No pidamos bebidas azucaradas cuando salimos a comer.

10.5: ¡Hagamos cambios! - imperative of nosotros to give suggestions is shared under a not declared license and was authored, remixed, and/or curated by LibreTexts.

10.6: Remedios caseros

Ejercicios de escuchar de videos culturales. Note that you can turn on closed captioning in Spanish or subtitles in English.

Un remedio casero para la tos (cough)



Un caldo de arroz y pollo para convalecer



¿Ustedes usan remedios caseros? ¿Cuáles? ¿Qué prefieren tomar (comer, beber, etc.) cuando están enfermos?

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10.7: ¨Se¨ con accidentes

Ejemplos 10.7.1

Ana Luisa: ¿Qué te pasó?

Carlitos: Se me torció el tobillo.

Thinking about the grammar

What do you notice about the example above? What is the subject of the answer that Carlitos gives? It is similar to the ¨se¨ we use when the subject of the sentence isn´t important. In this case, we use it when we don´t want to accept responsibility for an occurence. Carlitos doesn´t say, ¨I twisted my ankle.¨ Instead, he says something like, ¨My ankle got twisted.¨ With this structure, after the ¨se¨ we use the indirect object pronoun to show who was affected by the accident.

Más ejemplos 10.7.1

Ethan se cayó de la bicicleta y se le rasguñó la rodilla.

Mi madre se cayó y se le torció el hombro.

Yo fui a la playa y se me quemó la espalda.

Hicimos el senderismo en el Gran Canyón y se nos cansaron mucho las piernas.

10.7: ¨Se¨ con accidentes is shared under a not declared license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

11: Lección 11- La casa y los quehaceres

Topic hierarchy

11.1: Learning Log

11.2: El vocabulario de la casa

11.3: Gramática- Un uso del subjuntivo; Las conjugaciones del subjuntivo

11.4: Gramática- Más subjuntivo - More subjunctive

11.5: El indicativo y el subjuntivo con cláusulas adjetivales - The indicative and the subjunctive with adjective clauses

11.6: El imperativo informal

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11.1: Learning Log

Learning Log – *Puentes* – lección 11

This is a list of topics you are responsible for in Lesson 11. For each one, list at least two things you did to learn the material. List the specific exercises, not just the name of the website. 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 11

1) Know rooms of the house, furniture, and chores. Be able to describe your ideal home with at least 15 vocabulary words (recommendation – ver-taa, spanishdict lesson 11)

2) The subjunctive: Be able to correctly conjugate verbs in the subjunctive. Be able to use the subjunctive to tell what kind of house or roommate you are looking for and to tell what you want or don´t want people to do. (recommendations – studyspanish.com - unit 7, spanishdict.com - present subjunctive (do lessons 1 and 4 and also scroll down to see all of the info on conjugating the subjunctive), Spanish Language and Culture, spanishdict lesson 11 - Click on the arrow next to Start the Quiz, click on conjugation drill, click on present subjunctive)

3) Review the formal imperative: Be able to correctly conjugate verbs in the formal imperative. Be able to give positive and negative commands to a group, both with and without pronouns. Spanishdict.com - imperative (lessons 3 and 4), studyspanish.com, conjuguemos.com, Spanish Language and Culture) Be able to give commands to a person in a formal situation. (Spanish Language & Culture | Command Forms Index) For example, a doctor giving commands to a patient. Be able to give suggestions to a group you are in using the nosotros imperative. (Spanish Language and Culture, spanishdict lesson 11 - Click on the arrow next to Start the Quiz, click on conjugation drill, click on affirmative and negative imperative and click on all of the pronouns except for tú, vos, and vosotros.)

4) gramática – Informal Imperative: Be able to correctly conjugate verbs in the informal imperative. Be able to give positive and negative commands to a friend, roomate, younger sibling, or pet both with and without pronouns. (studyspanish.com (unit 8:91), conjuguemos.com, Spanish Language and Culture, spanishdict (lessons 1 and 2)

Part II

Lesson 11

1. Listening – 5 activities or 10 min total for lección 11– please list them. This can include vocabulary / grammar in context, but it can also include ads, movie trailers, tv shows, songs, etc. Here are some suggestions, but you can also look for other options: vocab in context: Easy Spanish: Describe Your House,

2. Speaking – Pronunciation – 1 activity – Repeat what you hear. (Recommendation – repeat pronunciation activities on studyspanish, repeat select lines from ver-taal exercises

(trailers, for example, using the transcripts)

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. (recommendation – ver-taal – any of the transcripts of the reports about casa, hogar under buscar por tema)

3. Writing – at least ten complete sentences in Spanish. Suggestions for topics: Description of your ideal home, commands to a group of people, commands to one person in a formal situation, suggestions for a group of which you are a member, what you would want a roommate to be like, what chores should be done and how often)

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 – homes or living environment in any Hispanic area, The Moors in Spain, Granada, Arabic influences on Spanish, Indigenous languages in Latin America, Indigenous words in Spanish)

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11.2: El vocabulario de la casa

Learning the vocabulary

ver-taal

- las partes de la casa
- algunos muebles
- en el dormitorio
- el cuarto de baño
- en la cocina
- en el salón-comedor
- los electrodomésticos (1)
- tareas domésticas

Conversando

¿Cómo es tu vivienda?



Actividad comunicativa: ¿Dónde vives ahora?

Habla de dónde vives ahora.

- ¿Vives en la ciudad, en los suburbios, en el campo?
- ¿Cómo es tu casa? ¿Qué te gusta y qué no te gusta?

In the following video, notice that they use a conjugation that we haven´t learned yet. It is called the conditional. We are not going to study it yet, but you may want to go ahead and make use of it with the verbs ¨gustar¨ and ¨encantar¨. You can use it to talk about what you would like to do or what you would love to do if you were able to. In other words, the conditional is used to talk about what you would do in hypothetical situaltions. For example, if I had the money, ¨me **gustaría** vivir en Colorado¨. (I would like to live in Colorado. If I could change one thing about my house, ¨me **encantaría** tener un baño más grande¨. (I would love to have a bigger bathroom).



Actividad comunicativa: ¿Cómo es tu hogar ideal?

Conversa acerca de tu hogar ideal.

- ¿Dónde vives? En una ciudad grande o pequeña, en los suburbios, en el campo...?
  - ¿Por qué?
- ¿Vives en una casa o un apartamento? ¿Por qué?
- ¿Cuántos cuartos tiene? ¿Cómo son? ¿Qué muebles tienes? ¿Electrodomésticos?
- ¿Qué porción de tu salario estás dispuesto a gastar en una vivienda? ¿Por qué?

You can use the following video to review furniture vocabulary and prepositions of place.



Actividad comunicativa: Comprando para una casa - Buying for a house

Get with a group of four students. Pretend you are sharing an apartment or house and you have to buy things for the house. You only have $2,000 total to purchase things. The house does come with a refrigerator, stove, washer, and dryer. It does not come furnished though. In preparation go to a website in Spanish that sells household items . Here are some options:

IKEA

El Corte Inglés

Now, get with your group. Each student will share what they would like to buy. Then, you may have to compromise until everybody comes to an agreement. Make sure to stay in Spanish. You already know how to do this in English. If you need to ask how to say something in Spanish, ask: ¨¿Cómo se dice _____ en español? ¨ Then, repeat what you need to in Spanish. Pay attention to when you may need the subjunctive.

ejemplos: 1) Quiero que compremos un sofá.

2) Creo que debemos comprar cuatro camas. (I think we should buy four beds.)

3) No estoy de acuerdo. (I don´t agree.)

11.2: El vocabulario de la casa is shared under a CC BY-NC-SA license and was authored, remixed, and/or curated by LibreTexts.

11.3: Gramática- Un uso del subjuntivo; Las conjugaciones del subjuntivo

Thinking about the grammar

- Miguel **no estudia** mucho. (Miguel doesn´t study much).
  - The verb in bold is in the present indicative. These are the conjugations you learned first upon beginning your study of Spanish. It is used to give information. You maight want to think of it as being used to **indicate** how we see reality, or how we want others to think we see reality.

The subjunctive is used to refer to things that don´t necessarily refer to reality or to put emphasis on something other than our communication of that reality.

- Yo quiero que Miguel estudie más. (Here, the reality is not that Miguel studies more. It is just my desire that that happen.) Note that the verb that expresses that I have a desire is conjugated in the indicative. The fact that I desire this is reality. The verb that represents what I desire is conjugated in the subjunctive. I don´t know if that will happen or not.

Las conjugaciones del subjuntivo

hablar		comer		escribir	
hable	hablemos	coma	comamos	escriba	escribamos
hables	(habléis)	comas	(comáis)	escribas	(escribáis)
hable	hable	coma	coma	escriba	escriban

Thinking about the grammar

Note that in comparison to the indicative (the present tense you have already learned) the vowel of the ending flips from¨a¨ to ¨e¨ and from ¨e¨ to ¨a.¨

Where did you see this before? Remember that we did the same thing for the imperative (command forms) for Usted, ustedes, and nosotros. We have not learned tú commands yet because positive tú commands are different. We will learn them later on in this lesson.

For the subjunctive, the yo conjugation is the same as the él/ella/usted conjugation.

–ar and –er stem changing verbs show the same stem changes as in the indicative. –ir stem changing verbs show an additional stem change in the nosotros and vosotros forms. o>u or e>i

If a verb is irregular in the yo conjugation of the present indicative, it keeps that irregularity in all of the present tense subjunctive conjugations.

poder		dormir		divertir		pedir	
pueda	podamos	duerma	durmamos	divierta	divirtamos	pida	pidamos
puedas	(podáis)	duermas	(durmáis)	diviertas	(divirtáis)	pidas	(pidáis)
pueda	puedan	duerma	duerman	divierta	diviertan	pida	pidan

tener		poner		salir		venir	
tenga	tengamos	ponga	pongamos	salga	salgamos	venga	vengamos
tengas	(tengáis)	pongas	(pongáis)	salgas	(salgáis)	vengas	(vengáis)
tenga	tengan	ponga	pongan	salga	salgan	venga	vengan

Here are some other irregular verbs in the present subjunctive that you will just have to memorize.

ir		haber	
vaya	vayamos	haya	hayamos
vayas	(vayáis)	hayas	(hayáis)
vaya	vayan	haya	haya

Más información y práctica:

studyspanish:

- Subjunctive I: Introduction (This is a lot more information than you need right now. However, you may want to look over it. Then you will have a general idea, but can just focus on one point at a time afterwards. Don´t worry if it seems like a lot at first. There are semester long courses taught just over the subjunctive. We are just working on some of it this semester).
- Subjunctive II: Conjugating regular and stem-changing verbs
- Subjunctive III: Verbs that change orthographically

Spanish. Language & Culture

- fill in the blank conjugation chart

Please see studyspanish.com for the conjugations of irregular verbs in the subjunctive

- Subjunctive IV: Irregular verbs

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11.4: Gramática- Más subjuntivo - More subjunctive

Here, we will start out with a review of what we saw a few slides back and then continue from there.

El indicativo se usa para indicar como uno ve la realidad:

Miguel no estudia mucho.

El subjuntivo se usa para referir a cosas que no se refieren necesariamente a la realidad o cuando se pone énfasis en otra cosa. En esta lección vamos a ver como se usa en la expresión de nuestros deseos o voluntad.

Yo quiero que Miguel estudie más. (Aquí, la realidad no es que Miguel estudie más. Es simplemente mi deseo.) Nota que el verbo que expresa el deseo va en el indicativo. El hecho de que yo deseo algo es realidad. El verbo que representa lo que deseo va en el subjuntivo.

Algunos verbos que expresan deseos: querer, desear, preferir, esperar (to hope).

Note that a common structure in which the subjunctive appears is that of two verb phrases joined by a conjunction.

Above: Yo quiero (verb phrase 1) que (conjunction) Miguel estudie más. (verb phrase 2)

The first verb is in the indicative.

Note that the verbs in each verb phrase have a different subject. If the same subject were used, the infinitive would be used instead of the subjunctive.

Yo quiero estudiar más.

Note that if the verb in the first verb phrase expresses the idea of reality, the indicative would also be used in the second verb phrase.

Yo sé que Miguel no estudia mucho. (I know that Miguel does not study much.)

¨Ojalá¨ siempre requiere el uso del subjuntivo porque se usa con el significado de ¨hopefully¨. Viene del árabe y significa ¨God willing¨.

? Práctica

studyspanish.com

Subjunctive V: Desire

spanish. language & culture

El subjuntivo con verbos de influencia

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11.5: El indicativo y el subjuntivo con cláusulas adjetivales - The indicative and the subjunctive with adjective clauses

¿Qué es una cláusula adjetival? Es una cláusula que se usa en lugar de un adjetivo. (What is an adjective clause? It is a clause used in place of an adjective.)

ejemplos:

1) Tengo una casa amarilla. (I have a yellow house.)

- ¨amarilla¨ es un adjetivo que describe ¨una casa.¨ (Yellow is an adjective that describes ¨house.¨

2) Tengo una casa que es amarilla. (I have a house that is yellow.)

- ¨que es amarilla¨ es una cláusula que se usa en lugar del adjetivo ¨amarilla.¨ Sirve de adjetivo. Si lo que uno describe con la cláusula es real y conocido, se usa el indicativo en la cláusula. (¨that is yellow¨ is a clause that is used in place of the adjective ¨yellow.¨ If what one describes with the clause is real and known, the indicative is used in the clause.)

3) Quiero una casa que sea amarilla. (I want a house that is yellow.)

- ¨que sea amarilla¨ es una cláusula que se usa en lugar del adjetivo ¨amarilla.¨ Sirve de adjetivo. Si lo que uno describe con la cláusula es de una existencia incierta , desconocida, inexistente, se usa el subjuntivo en la cláusula. (¨that is amarilla¨ is a clause that is used in place of the adjective ¨amarilla.¨ It serves as an adjective. If what one describes with the clause is of an unknown or denied existence or unknown, the subjunctive is used in the clause.

? Práctica: indicative / subjunctive adjetive clauses

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(Make sure you read the sentences carefully and understand them well before choosing the indicative or the subjunctive. Is the adjective describing a known or an unkown thing?)

Subjunctive / Indicative – Adjective Clauses

Actividad comunicativa: En busca de... - In search of...

1)Busco una casa que… (I´m looking for a house that…) Pretend you are looking for a house and you are telling the realtor what kind of house you are looking for. Start off with ¨Busco una casa que…¨ You will use the subjunctive after this phrase because the existence of the house you are looking for is unknown.

2)Busco un compañero / una compañera de cuarto / casa (roommate / house mate) that…

11.5: El indicativo y el subjuntivo con cláusulas adjetivales - The indicative and the subjunctive with adjective clauses is shared under a CC BY-NC-SA license and was authored, remixed, and/or curated by LibreTexts.

11.6: El imperativo informal

- We have seen the imperative of Usted, ustedes and nosotros. Now we are going to take a look at the informal imperative (informal (tú) command forms).
- The tú form is a little bit different from the other forms we have seen.
- The negative tú form works the same as the other imperative forms you have seen. Just flip the vowel in the indicative conjugation. For example, ¨No hables durante el examen.¨

Notice that it is the same as the subjunctive form. Because of this, you have to get the ¨yo¨ form of the indicative and then add the ending to that. For example, ¨No pongas tu mochila en el sofá.¨

todas las conjugaciones del imperativo

What do you notice about the positive tú conjugation?

limpiar		comer	
----------	limpiemos	----------	comamos
limpia / no limpies	(limpiad) / no limpiéis	come / no comas	(comed / no comáis)
limpie	limpien	coma	coman

- As you can see above, the positive form of the informal imperative is different. You can think of it in two different ways: take the ¨s¨ off of the indicative tú form, or use the él / ella / usted form of the indicative.
- Example: Habla español en clase, por favor.

- There are some irregular positive tú forms. Here are the positive and negatives of these verbs with sample sentences.

tener	ten	no tengas
	Ten cuidado, el piso está mojado. (Be careful, the floor is wet. Literally, Have care.)	No tengas miedo. (Don´t be afraid. Literally, Don´t have fear.)
poner	pon	no pongas
	Pon tu mochila en tu cuarto.	No pongas tu mochila en el sofá.
hacer	haz	no hagas
	Haz tu tarea.	No hagas ruido.
venir	ven	no vengas
	Ven a clase a tiempo (on time).	No vengas a clase tarde (late).
ir	ve	no vayas
	Ve a la biblioteca para estudiar si necesitas silencio. Vete. (Go away.)	No vayas a clase sin tu mochila. No te vayas. (Don´t go).
decir	di	no digas
	Di la verdad. (Tell the truth.)	No digas mentiras. (Don´t tell lies.)
salir	sal	no salgas
	Sal de la casa para las siete. (Leave the house by seven.)	No salgas tarde.
ser	sé	no seas
	Sé bueno.	No seas malo.

Los pronombres reflexivos con el imperativo informal

maestra: Siénta**te** en la silla. (Sit on the chair.)
No **te** sientes en el piso. (Don´t sit on the floor.)

Notice that the pronoun attaches to the verb with positive commands and that it goes before the verb with negative commands.

Here is a link to the first level textbook in case you need help reviewing reflexives situations, verbs, and / or pronouns. Notice though, that when you learned these in lesson seven, placement was a bit different. With all of the other conjugations we have learned, the pronouns go before the conjugated verb or attatch to the infinitive. However, with the imperative, the placement depends on whether it is a positive or a negative command. With a negative commant, the reflexive pronoun still goes before the conjugated verb, however, with a positive command, it attaches to the end.

Here is another example of both positive and negative commands withe reflexive pronouns.

hermano mayor: Levánta**te** a tiempo para que puedas salir conmigo para ir a la escuela.

No **te** levantes tarde.

El imperativo informal con pronombres de objeto indirecto

primo 1: ¿Qué **les** pongo a los tacos?

primo 2: Pon**les** queso, lechuga, tomate, acuaguate, frijoles y crema agria.

No **les** pongas cebolla, por favor.

Notice that the pronoun attaches to the verb with positive commands and it goes before the verb with negative commands.

Here is a link to the information of indirect object pronouns from lesson 8. Notice though again, that when you learned these in lesson eight, placement was a bit different. With all of the other conjugations we have learned, the pronouns go before the conjugated verb or attach to the infinitive. However, with the imperative, the placement depends on whether it is a positive or a negative command. With a negative command, the indirect object pronoun still goes before the conjugated verb, however, with a positive command, it attaches to the end.

Here is another example:

hijo: ¿Qué **le** pongo a la pizza?

padre: Pon**le** piña y jalapeño. No **le** pongas carne, por favor.

El imperativo informal con pronombres de objeto directo

hija: ¿Debo limpiar mi cuarto?

madre: Sí, límpia**lo**, pero no **lo** limpies antes de comer. (Yes, clean it, but don´t clean it before eating.)

Notice that the pronoun attaches to the verb with positive commands and it goes before the verb with negative commands.

Here is a link to lesson 8 for a review of direct object pronouns. Keep in mind the same difference in placement as with the reflexive and indirect object pronouns.

hijo: ¿Dónde pongo mis zapatos sucios? (Where do I put my dirty shoes?)

padre: Por favor, déja**los** afuera. (Please, leave them outside.)

No **los** pongas en la casa. (Don´t put them in the house.)

El imperativo con pronombres de objecto indirecto y directo juntos.

hermana mayor: Yo sé que no te sientes bien. ¿**Te** lavo la ropa?

hermana menor: Sí, por favor láva**mela**.

hermana mayor: ¿**Te** caliento el caldo?

hermana menor: No, no **me lo** calientes ahora. Todavía no tengo ganas de comer. Tal vez más tarde.

Notice that the indirect object pronoun goes before the direct object pronoun. If both pronouns start with an ¨l,¨ change the indirect object pronoun to ¨se.¨

niño: ¿Cuándo **le** escribo una carta a San Nicolás?

padres: Escríbe**sela** dos semanas antes de la Navidad.

No **se la** escribas antes de la última semana de noviembre.

Here is a link to lesson 8 for a review of both indirect and direct object pronouns being used together. Keep in mind the same difference in placement as with the other pronouns we have just gone over.

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CHAPTER OVERVIEW

12: Lección 13- La tecnología- Technology

Topic hierarchy

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CHAPTER OVERVIEW

13: Relaciones y emociones

13.1: Verbos como ¨gustar¨

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13.1: Verbos como ¨gustar¨

verbos como ¨gustar¨

See if you can guess what these words mean before you look at the meanings.

interesar	to interest
intrigar	to intrigue
fascinar	to fascinate
aburrir	to bore
molestar	to bother
irritar	to irritate

Note

These verbs work just like the verb ¨gustar.¨ Some of these work in a similar fashion in English. For example, a translation of ¨El universo me fascina.¨ or ¨Me fascina el universo¨ is ¨The universe fascinates me.¨ The subject of the sentence is ¨el universo¨ (¨the universe.¨) The person who is impacted is represented by the indirect object pronoun.

Actividades comunicativas

Usen los verbos como ¨gustar¨ para conocerse mejor. Each person should use at least three of the verbs like ¨gustar¨ to tell how different things make them feel. Compare your interests.

Ejemplo:

A: Me interesa la astronomía. ¿A ti te interesa?

B: No, no me interesa la astronomía. Me interesa la biología.

Más información

We can change the order of the elements in the sentence and still communicate the same thing.

ejemplos:

La astronomía no me interesa. La biología me interesa.

Recuerda

Many of these verbs work similarly in the English equivalents as far as the subject of the verb is concerned.

¨Astronomy doesn´t interest me. Biology interests me.¨ The subject area is provoking the interest and is therefor the

subject of the verb. The person who is impacted is represented by the indirect object pronoun. There are other ways to communicate the same idea, but practice this structure for now in order to become comfortable with it. Use these examples to help you make your sentences instead of depending on digital translators.

Más práctica: Practice telling and asking about what other people like and dislike using ¨gustar¨ and other verbs that work like ¨gustar.¨

Ojo

> As you look at the examples, notice and remember that the indirect object pronoun matches with the person receiving the feeling and the verb matches with whatever is causing the feeling.

ejemplos:

A mi sobrino le gustan las sirenas.

A mis hermanas les gusta el maquillaje.

¿A tus padres les interesa ir al cine?

¿Qué les interesa a tus amigos?

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