SPANISH 101 (NWTC)



Northeast Wisconsin Technical College

Spanish 101 (NWTC)

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1: About This Course

Pedagogical Foundations and Features:

Spanish 101 offers a comprehensive introductory Spanish sequence, providing guidance and practice in reading, writing, listening to, and speaking Spanish. Each module includes thematic vocabulary, sequenced grammar instruction, numerous self-check drills and exercises, open-form communicative activities, scaffolded writing assignments, and reading passages exploring various aspects of life and culture in the Spanish-speaking world. Each grammar section is introduced by a short reading passage to highlight new structures and patterns within their linguistic context. Within each lesson, self-grading practice activities with targeted feedback allow students to learn by doing and track their level of mastery. The text is accompanied by engaging images and videos throughout, and all vocabulary and reading passages include audio files to practice pronunciation and listening comprehension.

About Our Team:

Spanish 101 was designed and developed by the Spanish department at SUNY Oneonta in cooperation with Lumen Learning. This project was supported by SUNY OER Services with funds from New York State's 2018-2019 budget allocation for Open Educational Resources.

Senior Contributors and Pedagogical Design:

Erica Brown, SUNY Oneonta
Alejandra Escudero, SUNY Oneonta
María Cristina Montoya, SUNY Oneonta
Elizabeth Small, SUNY Oneonta

Faculty Contributors:

Deborah Edson, Tidewater Community College
Diamond Wilson, Spokane Community College
Viridiana Garcia Choy, SUNY Oneonta
Liz Rangel Arriola, Pima Community College
Mayra Cortes-Torres, Pima Community College
Elena Grajeda, Pima Community College
Carlos A. Joloy Carballo

Other Contributors:

Freedom Learning Group, Colton Klein, Latisha Nelson, Tasha West, Fabiola Weiss-Cortes, Jesse Douglas, Sandi Norman, Samuel Bennett, Hailey Moehlmann

Special Thanks To:

Ed Beck, SUNY Oneonta
Spencer de Vries, Lumen Learning
SUNY OER Services

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You can also make an appointment for OER Office Hours to connect virtually with a live Lumen expert about any question you may have.

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Northeast Wisconsin Technical College Spanish 101 (NWTC)Edit

Erica Brown, Alejandra Escudero, María Cristina Montoya, & Elizabeth Small

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TABLE OF CONTENTS

1: About This Course

Licensing

1: Course Contents at a Glance

1: Learning Outcomes

Licensing

1: Additional Attributions

About the Authors

1: ¡Hola! ¿Cómo te llamas?

- 1.1: Why It Matters- ¡Hola! ¿Cómo te llamas?
- 1.2: Introduction to Encantado
- 1.3: En contexto- ¡Bienvenidos a la clase!
- 1.4: Vocabulario- ¡Bienvenidos a la clase!
- 1.5: Vocabulario- El alfabeto
- 1.6: Gramática- ¿Formal o informal?
- 1.7: Introduction to En la clase
- 1.8: Vocabulario- En el salón de clases
- 1.9: Vocabulario- Números 0-31
- 1.10: Introduction to ¿Cuántos libros hay?
- 1.11: En contexto- Género y número de sustantivos
- 1.12: Gramática- Género de sustantivos
- 1.13: Gramática- Número de sustantivos
- 1.14: Introduction to ¿Qué hay en la clase?
- 1.15: En contexto- Artículos indefinidos y definidos / Hay
- 1.16: Gramática- Artículos indefinidos y definidos / Hay

2: ¿Eres estudiante?

- 2.1: Why It Matters- ¿Eres estudiante?
- 2.2: Introduction to ¿Qué día es hoy?
- 2.3: Vocabulario- Días y meses
- 2.4: Introduction to ¿Cuál es la fecha hoy?
- 2.5: En contexto- La fecha / ¿Cuándo?
- 2.6: Gramática- La fecha / ¿Cuándo?
- 2.7: Introduction to ¿El lápiz es de ella?
- 2.8: En contexto- Los pronombres de sujeto / El verbo ser
- 2.9: Gramática- Los pronombres de sujeto
- 2.10: Gramática- El verbo ser / Ser + de
- 2.11: Introduction to ¿El estudiante es inteligente?
- 2.12: Vocabulario- Colores, algunos adjetivos
- 2.13: En contexto - Concordancia de adjetivos
- 2.14: Gramática- Concordancia de adjetivos
- 2.15: Introduction to Cultura- Los hispanos en los Estados Unidos

- 2.16: Cultura- Los hispanos en los Estados Unidos

3: ¿Qué clases tomas?

- 3.1: Why It Matters- ¿Qué clases tomas?
- 3.2: Introduction to ¿Estudias en la biblioteca?
- 3.3: Vocabulario- Verbos en -ar
- 3.4: Vocabulario- Números 30-100
- 3.5: Introduction to ¿Qué idiomas hablas tú?
- 3.6: En contexto- Conjugación de verbos en -ar
- 3.7: Gramática- Conjugación de verbos en -ar
- 3.8: Introduction to ¿Caminas a la universidad?
- 3.9: En contexto- Verbos regulares con –ar
- 3.10: Gramática- Verbos regulares con –ar
- 3.11: Introduction to ¿A qué hora es tu primera clase?
- 3.12: En contexto- La hora
- 3.13: Gramática- ¿Qué hora es?

4: ¿Tienes prisa?

- 4.1: Why It Matters- ¿Tienes prisa?
- 4.2: Introduction to ¿Descansas en la residencia estudiantil?
- 4.3: Vocabulario- La universidad
- 4.4: Introduction to ¿Tienes una clase por la noche?
- 4.5: En contexto- El verbo tener
- 4.6: Gramática- El verbo tener
- 4.7: En contexto- El verbo ir
- 4.8: Gramática- El verbo ir
- 4.9: Introduction to Cultura- La universidad
- 4.10: Cultura- La universidad

5: ¿Quiénes son los miembros de una familia?

- 5.1: Why It Matters- ¿Quiénes son los miembros de una familia?
- 5.2: Introduction to El árbol de familia
- 5.3: Vocabulario- La familia
- 5.4: Introduction to Mi casa es tu casa
- 5.5: En contexto- Los posesivos
- 5.6: Gramática- Los posesivos
- 5.7: Introduction to ¿Qué aprendemos ahora?
- 5.8: En contexto- Verbos regulares de -er/-ir
- 5.9: Vocabulario- Verbos regulares de -er/-ir
- 5.10: Gramática- Conjugación de verbos regulares en -er/-ir
- 5.11: Introduction to Mi perro es bonito y pequeño
- 5.12: Vocabulario- Adjetivos descriptivos
- 5.13: Gramática- Los países y las nacionalidades

6: ¿Necesito un suéter?

- 6.1: Why It Matters- ¿Necesito un suéter?
- 6.2: Introduction to ¿Qué ropa llevas?
- 6.3: Vocabulario- La ropa
- 6.4: Introduction to ¿Qué tiempo hace hoy?
- 6.5: En contexto- El clima

- 6.6: Vocabulario- El clima

7: ¿Dónde están mis llaves?

- 7.1: Why It Matters- ¿Dónde están mis llaves?
- 7.2: Introduction to En la casa
- 7.3: Vocabulario- En la casa
- 7.4: Introduction to ¿Dónde está el gato?
- 7.5: En contexto- El verbo estar + preposiciones
- 7.6: Gramática- El verbo estar + preposiciones / ¿Dónde?
- 7.7: Introduction to ¿Adónde vas a ir este fin de semana?
- 7.8: En contexto- Ir + a + infinitivo
- 7.9: Gramática- Ir + a + infinitivo
- 7.10: Introduction to ¡Sí, podemos!
- 7.11: En contexto- Verbos con cambio de raíz (o-ue)
- 7.12: Gramática- Verbos con cambio de raíz (o-ue)

8: Como pasas tu tiempo libre

- 8.1: Why It Matters- ¿Cómo pasas tu tiempo libre?
- 8.2: Introduction to ¿Cuál es tu pasatiempo favorito?
- 8.3: Vocabulario- Los pasatiempos
- 8.4: Introduction to ¿Te gustan los deportes?
- 8.5: En contexto- El verbo gustar + sustantivos
- 8.6: Gramática- El verbo gustar + sustantivos
- 8.7: Gramática- Querer y gustar
- 8.8: Introduction to ¿Prefieres patinar o esquiar?
- 8.9: En contexto- Verbos con cambio de raíz (e-ie)
- 8.10: Gramática- Verbos con cambio de raíz (e-ie)
- 8.11: Introduction to ¿Corres rápidamente?
- 8.12: Introduction to Cultura- El fútbol y el dominó
- 8.13: Cultura- El fútbol y el dominó

9: Estas triste Por que

- 9.1: Why It Matters- ¿Estás triste? ¿Por qué?
- 9.2: Introduction to ¿Estás contento hoy?
- 9.3: Vocabulario- Adjetivos de emoción y condición
- 9.4: Introduction to ¿Cómo estás?
- 9.5: En contexto- Estar + emociones
- 9.6: Gramática- Estar + emociones
- 9.7: Introduction to ¿Cómo eres? ¿Cómo estás?
- 9.8: En contexto- Ser y Estar I
- 9.9: Gramática- Ser y Estar I / ¿Cómo?
- 9.10: Introduction to ¿Estás cansada o estás enferma?
- 9.11: En contexto- Conjunciones coordinadas
- 9.12: Gramática- Conjunciones coordinadas/ Porque and ¿por qué?

10: Cual es tu comida favorita

- 10.1: Why It Matters- ¿Cuál es tu comida favorita?
- 10.2: Introduction to ¿Qué te gusta comer?
- 10.3: Vocabulario- Comida
- 10.4: Introduction to ¿El restaurante sirve papas fritas?

- 10.5: En contexto- Verbos con cambio de raíz (e-i)
- 10.6: Gramática- Verbos con cambio de raíz (e-i)
- 10.7: Introduction to ¿Salgo con ustedes?
- 10.8: En contexto- Verbos irregulares en la forma de “yo”
- 10.9: Gramática- Verbos irregulares en la forma de “yo”
- 10.10: Introduction to ¿Qué es esto?
- 10.11: En contexto- Todas las preguntas
- 10.12: Gramática- Todas las preguntas
- 10.13: Introduction to Cultura- Las comidas típicas y rápidas
- 10.14: Cultura- Las comidas típicas y rápidas

11: ¿Traigo un mapa?

- 11.1: Why It Matters- ¿Traigo un mapa?
- 11.2: Introduction to ¿Dónde está el banco?
- 11.3: Vocabulario- Navegando la ciudad
- 11.4: Introduction to ¿Estás caminando ahora?
- 11.5: En contexto- El presente progresivo
- 11.6: Gramática- El presente progresivo
- 11.7: Introduction to ¿Conoces la ciudad?
- 11.8: En contexto- Saber y conocer
- 11.9: Gramática- Saber y conocer
- 11.10: Introduction to ¿Dónde estás? ¿De dónde eres?
- 11.11: En contexto- Ser y Estar II
- 11.12: Gramática- Ser y Estar II

Detailed Licensing

Index

Glossary

Detailed Licensing

1: Course Contents at a Glance

The following list shows a summary of the topics covered in this course. To see all of the course pages, visit the Table of Contents.

Module 1 ¡Hola! ¿Cómo te llamas?

Encantado

- Saludos y respuestas
- ¿Formal o informal?
- El alfabeto

En la clase

- En el salón de clases
- Números 0-31

¿Cuántos libros hay?

- Género de sustantivos
- Número de sustantivos

¿Qué hay en la clase?

- Artículos indefinidos y definidos
- ¿Qué hay?

Module 2 ¿Eres estudiante?

¿Qué día es hoy?

- Días y meses

¿Cuál es la fecha hoy?

- La fecha

¿El lápiz es de ella?

- Los pronombres de sujeto
- El verbo ser
- Ser + de

¿El estudiante es inteligente?

- Colores
- Concordancia de adjetivos

Cultura U2

- Cultura: Los hispanos en los Estados Unidos

Module 3 ¿Qué clases tomas?

¿Estudias en la biblioteca?

- Verbos -ar (2)

¿Qué idiomas hablas tú?

- Conjugacion (verbos -ar)

¿Caminas a la universidad?

- Verbos regulares con –ar
- Preguntas: Verbos regulares con –ar

¿A qué hora es tu primera clase?

- ¿Qué hora es?

Module 4 ¿Tienes prisa?

¿Descansas en la residencia estudiantil?

- Los lugares y cursos de la universidad

¿Tienes una clase por la noche?

- El verbo tener

¿Tienes que estudiar hoy?

- Expresiones con tener

¿Adónde vas?

- El verbo ir

Cultura U4

- Cultura: La universidad

Module 5 ¿Quiénes son los miembros de una familia?

El árbol de familia

- La familia

Mi casa es tu casa

- Los posesivos

¿Qué aprendemos ahora?

- Verbos regulares de -er/-ir
- Conjugación (verbos -er/-ir)

Mi perro es bonito y pequeño

- Adjetivos descriptivos
- Los países, las nacionalidades y más

Module 6 ¿Necesito un suéter?

¿Qué ropa llevas?

- La ropa

¿Qué tiempo hace hoy?

- El clima

Module 7 ¿Dónde están mis llaves?

En la casa

- La casa

¿Dónde está el gato?

- El verbo estar
- El verbo estar + preposiciones

¿Adónde vas a ir este fin de semana?

- Ir + a + infinitivo
- Making Plans or Going Places?

¡Sí, podemos!

- Verbos con cambio de raíz (o-ue)

Module 8 ¿Cómo pasas tu tiempo libre?

¿Cuál es tu pasatiempo favorito?

- Los pasatiempos

¿Te gustan los deportes?

- El verbo gustar + sustantivos
- Querer and gustar

¿Prefieres patinar o esquiar?

- Verbos con cambio de raíz (e-ie)

Cultura: U8

- Cultura: El fútbol y el dominó

Module 9 ¿Estás triste? ¿Por qué?

¿Estás contento hoy?

- Adjetivos de emoción y condición
- Algunas respuestas

¿Cómo estás?

- Estar + emociones

¿Cómo eres? ¿Cómo estás?

- Ser y Estar I

Module 10 ¿Cuál es tu comida favorita?

¿Que te gusta comer?

- Comida

¿El restaurante sirve papas fritas?

- Verbos con cambio de raíz (e-i)

¿Salgo con ustedes?

- Verbos irregulares en la forma de “yo”

¿Qué es esto?

- Todas las preguntas

Cultura

- Cultura: Las comidas típicas y rápidas

Module 11 ¿Traigo un mapa?

¿Dónde está el banco?

- Navegando la ciudad

¿Estás caminando ahora?

- El presente progresivo
- El presente y el presente progresivo

¿Conoces la ciudad?

- Saber y conocer

¿Dónde estás? ¿De dónde eres?

- Ser y Estar II

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1: Learning Outcomes



The content, assignments, and assessments for Spanish 1 are aligned to the following learning outcomes.

1. Use patterned phrases to provide and understand basic personal information
    - 1.1 Use common greetings and goodbyes
        - 1.1.1 Identify common greetings and goodbyes
        - 1.1.2 Identify appropriate responses to spoken greetings and goodbyes
        - 1.1.3 Identify formal and informal greetings
        - 1.1.4 Recognize the sounds of letters in Spanish
    - 1.2 Recognize and use classroom vocabulary
        - 1.2.1 Identify common objects in the classroom
        - 1.2.2 Form numbers up to 31
        - 1.2.3 Recognize spoken numbers
    - 1.3 Identify the gender and number of nouns
        - 1.3.1 Identify the gender of nouns
        - 1.3.2 Change nouns from singular to plural
    - 1.4 Use definite and indefinite articles and the verb hay
        - 1.4.1 Select the appropriate definite or indefinite article for the context
        - 1.4.2 Identify whether there is or there are different items based on spoken questions
2. Use subject pronouns, the verb ser, adjectives, and dates
    - 2.1 Use the vocabulary of months and days
        - 2.1.1 Identify months and days
    - 2.2 Use dates and the question word ¿cuándo?
        - 2.2.1 Tell the date
        - 2.2.2 Understand spoken dates
    - 2.3 Use subject pronouns and the verb ser to give and ask for information
        - 2.3.1 Change personal nouns into subject pronouns
        - 2.3.2 Identify the correct conjugations of the verb ser (to be)
        - 2.3.3 Recognize possession indicated by ser + de
    - 2.4 Use adjectives to describe things using the correct position, gender and number of adjectives
        - 2.4.1 Identify the color of things
    - 2.4.2 Recognize the correct position, gender and number of adjectives
        - 2.4.3 Identify things based on spoken descriptions
    - 2.5 Read and understand information about Latino, Latina, and Latinx identity in the US
        - 2.5.1 Identify written information about Latino, Latina, and Latinx identity in the US
3. Use verbs ending in -ar, numbers up to 100 and telling time to talk about when things are happening
    - 3.1 Talk about locations at the university and numbers up to 100
        - 3.1.1 Identify the meanings of common -ar verbs
        - 3.1.2 Form numbers up to 100

- 3.2 Use correct conjugations of select verbs ending in -ar
  - 3.2.1 Identify the correct conjugations of select verbs ending in -ar
- 3.3 Use verbs ending in -ar
  - 3.3.1 Identify the correct conjugations of verbs ending in -ar
  - 3.3.2 Answer questions using -ar verbs
  - 3.3.3 Recognize the subject of a sentence (personal pronoun) based on verb conjugation (with -ar verbs)
- 3.4 Use numbers and time-related vocabulary to describe activities on various days and times
  - 3.4.1 Tell the time
  - 3.4.2 Recognize and understand spoken time

4. Use the vocabulary of courses at the university and the verbs tener and ir to talk about studying at university
   - 4.1 Use the vocabulary of courses and locations at the university
     - 4.1.1 Recognize the vocabulary of locations and courses at the university
   - 4.2 Use expressions with the verb tener
     - 4.2.1 Recognize the use of the irregular verb tener
     - 4.2.2 Recognize the subject of a spoken sentence based on the conjugation of tener
   - 4.3 Use the irregular verb ir to talk about going places
     - 4.3.1 Recognize the correct conjugation of the verb ir
   - 4.4 Learn about two universities in the Spanish-speaking world
     - 4.5.1 Identify information from a written text about universities in the Spanish-speaking world
5. Use the vocabulary of family relations, possessive adjectives, and regular -er/-ir verbs, and adjectives of physical and mental traits
   - 5.1 Use the vocabulary of family relations
     - 5.1.1 Recognize vocabulary of family relations
     - 5.1.2 Understand spoken information about the members of a family
     - 5.1.3 Recognize possession indicated by possessive adjectives
   - 5.2 Use verbs ending in -er and -ir
     - 5.2.1 Recognize the meaning of verbs in the present tense that end in -er & -ir
     - 5.2.2 Identify the correct conjugation of verbs in the present tense that end in -er & -ir
     - 5.2.3 Recognize the subject of a sentence based on the conjugation of verbs ending in -er and -ir
   - 5.3 Use adjectives describing physical and mental traits and nationality
     - 5.3.1 Recognize adjectives describing physical and mental traits
     - 5.3.2 Identify people based on spoken descriptions
     - 5.3.3 Recognize adjectives of nationality used to describe people
6. Talk about clothing and the weather and use gustar + infinitive and numbers past 100
   - 6.1 Use the vocabulary of clothing to talk about what people are wearing
     - 6.1.1 Recognize the vocabulary of clothing
     - 6.1.2 Identify articles of clothing based on spoken descriptions
   - 6.2 Use numbers past 100
     - 6.2.1 Recognize numbers past 100
   - 6.3 Describe the weather
     - 6.3.1 Recognize the vocabulary of weather
     - 6.3.2 Understand spoken descriptions of the weather
7. Use the vocabulary of domestic spaces, the verb estar, and ir + a to talk about where people are and what they are going to do
   - 7.1 Use the vocabulary of rooms and furniture to describe domestic spaces
     - 7.1.1 Recognize the vocabulary of rooms and furniture in the home
   - 7.2 Use the verb estar and prepositions of location to indicate location

        - 7.2.1 Recognize the correct conjugations of the verb estar
        - 7.2.2 Use the prepositions of location to describe where things and people are located in a house
        - 7.2.3 Identify locations from spoken text
    - 7.3 Use ir + a + infinitive to describe what people are going to do
        - 7.3.1 Recognize statements about plans and future events which use the infinitive after ir + a
        - 7.3.2 Identify plans and future events from spoken text
        - 7.3.3 Distinguish the use of ir with destinations and the use of ir with infinitives
    - 7.4 Use o-ue stem-changing verbs
        - 7.4.1 Recognize the correct conjugations of o-ue stem-changing verbs
        - 7.4.2 Understand spoken statements using o-ue stem-changing verbs
8. Use verbs and nouns related to pastimes, sports and other activities
    - 8.1 Use the vocabulary of pastimes and sports
        - 8.1.1 Identify verbs and nouns related to pastimes, sports and other activities
        - 8.1.2 Understand spoken statements about pastimes, sports and other activities
    - 8.2 Use the correct form of gustar + nouns to say what things you and others like and don't like
        - 8.2.1 Recognize the correct pronouns and correct forms of gustar to say what things you and others like and don't like
        - 8.2.2 Distinguish what things are pleasing to different people based on spoken text
        - 8.2.3 Use "querer" and "gustar" to explain your wants and likes
    - 8.3 Understand and use e-ie stem-changing verbs
        - 8.3.1 Recognize the correct conjugation of e-ie stem-changing verbs
        - 8.3.2 Understand spoken questions using e-ie stem-changing verbs
    - 8.4 Discuss important pastimes and sports in the Hispanic world
        - 8.4.1 Identify some important pastimes and sports in the Hispanic world
9. Use estar with adjectives of condition and emotion, along with coordinating conjunctions and the question words ¿como? and ¿por qué?
    - 9.1 Use adjectives of condition and emotion
        - 9.1.1 Recognize adjectives of condition and emotion
        - 9.1.2 Give an appropriate response to someone's condition or emotion
    - 9.2 Use estar with adjectives to describe conditions and emotions
        - 9.2.1 Identify how estar is used with adjectives to describe conditions and emotions
        - 9.2.2 Describe conditions and emotions based on spoken prompts
    - 9.3 Differentiate between uses of ser and estar and use the question word ¿como?
        - 9.3.1 Recognize different uses of ser and estar
10. Use e-i stem-changing verbs, irregular yo-verbs, and the vocabulary of food to talk about cooking and eating
    - 10.1 Use the vocabulary of foods, cooking, and eating
        - 10.1.1 Recognize the vocabulary of foods, cooking, and eating
    - 10.2 Use e-i stem-changing verbs
        - 10.2.1 Recognize the correct conjugations of e-i stem-changing verbs
    - 10.3 Understand and use verbs that have irregularities in the yo form
        - 10.3.1 Recognize the correct conjugations of verbs that have irregularities in the yo form
        - 10.3.2 Understand spoken sentences using irregular verbs
    - 10.4 Use all question words
        - 10.4.1 Review and practice use of all question-words
    - 10.5 Discuss some typical dishes of the Hispanic World
        - 10.5.1 Identify information about some typical dishes of the Hispanic World
11. Discuss places in the community and use the present progressive, saber, and conocer

- 11.1 Use the vocabulary of places in the community
  - 11.1.1 Recognize the vocabulary of places in the community
  - 11.1.2 Identify where people are going based on spoken text
- 11.2 Use the present progressive tense
  - 11.2.1 Recognize correct forms of the present progressive
  - 11.2.2 Distinguish present progressive from present tense
- 11.3 Distinguish between what you know and what you are familiar with
  - 11.3.1 Recognize the appropriate uses of the verbs saber and conocer
- 11.4 Distinguish between ser and estar
  - 11.4.1 Distinguish ser and estar in their unique uses (time, definition, origin, location, present progressive)

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4-2-2

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About the Authors

Senior Contributors and Pedagogical Design

Erica Brown, SUNY Oneonta
Alejandra Escudero, SUNY Oneonta
María Cristina Montoya, SUNY Oneonta
Elizabeth Small, SUNY Oneonta

Faculty Contributors

Iliana Alcántar
Mayra Cortes-Torres, Pima Community College
Deborah Edson, Tidewater Community College
Elena Grajeda, Pima Community College
Liz Rangel Arriola, Pima Community College

Other Contributors

Freedom Learning Group

Special Thanks To

Ed Beck, SUNY Oneonta
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SUNY OER Services

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CHAPTER OVERVIEW

1: ¡Hola! ¿Cómo te llamas?

1.1: Why It Matters- ¡Hola! ¿Cómo te llamas?
1.2: Introduction to Encantado
1.3: En contexto- ¡Bienvenidos a la clase!
1.4: Vocabulario- ¡Bienvenidos a la clase!
1.5: Vocabulario- El alfabeto
1.6: Gramática- ¿Formal o informal?
1.7: Introduction to En la clase
1.8: Vocabulario- En el salón de clases
1.9: Vocabulario- Números 0-31
1.10: Introduction to ¿Cuántos libros hay?
1.11: En contexto- Género y número de sustantivos
1.12: Gramática- Género de sustantivos
1.13: Gramática- Número de sustantivos
1.14: Introduction to ¿Qué hay en la clase?
1.15: En contexto- Artículos indefinidos y definidos / Hay
1.16: Gramática- Artículos indefinidos y definidos / Hay

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1.1: Why It Matters- ¡Hola! ¿Cómo te llamas?

Welcome to the first module of Spanish 101! The Spanish 101 text is divided into modules and sections, each grouped loosely around a vocabulary topic or grammar concept. In Module 1, we'll be learning the basics of saying hello, saying goodbye, and sharing some information in between.

At the beginning of each module, we'll offer some music to set the tone and preview the content of the chapter. See if you can figure out what the song titles have in common! Then, if you're interested, listen to any of the songs that catch your eye. Note: the lyrics aren't important for now, but if you want to see the lyrics, just search the band, song, and the word *letra* (lyrics).

No Te Va Gustar – **Chau**
No Te Va Gustar, also known by their initials NTVG (English: You Won't Like It), are a rock band from Uruguay. (Wikipedia page for NTVG)



Daymé Arocena – **La Rumba Me Llamo Yo**



Daymé Arocena is an award-winning Afro-Cuban jazz singer from Havana, who has been described as Cuba's "finest young female singer." (Daymé Arocena's official website)

Take a look at the song titles below. Any guess what else we're covering in this module?

Edmundo Rivero – **Uno**
Leonel Edmundo Rivero (June 8, 1911 – January 18, 1986) was an Argentine tango singer, composer, and impresario.



Yahir – **Entre Nosotros Dos**
Yahir Othón Parra, commonly known as Yahir, is a Mexican singer and actor from Hermosillo, Sonora.



Motel – **Uno Dos Tres**
Motel is a Mexican rock band created in 2002



SPCMN – **Cuatro**
Spaceman is an indie-rock band from Honduras. Click here for an interview with Spaceman.



Anakena – **Cinco**
Anakena is a Caribbean alt-folk/pop band from Venezuela.
Click here to read an article about the Anakena.



KIKASBAN – **Seis (esta música viene del alma)**
Kikasban is a Peruvian hard rock band formed in 2011.



Nicola Cruz – **Siete**
Nicola Cruz is an Ecuadorian musician and producer. Link to Cruz's official website.



Of course, to count things, we also have to know how to form the plural in Spanish. And to do that, we need to learn about the gender of nouns. All of this (and more) is coming up next!

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1.2: Introduction to Encantado



¡Hola!

¡Hola! Welcome to the first section of the course! As you might expect, this section is all about introductions.

When you are introducing yourself – or even when you are introducing one person to another person – there are some standard phrases that we typically use. First, you usually give your name or the name of the person you are introducing. Then, you usually indicate in some way that you are pleased to meet the other person.

With greetings and goodbyes in Spanish, the conversation will vary somewhat depending upon the relationship you have or will have with the person you are meeting. This relationship ranges from being very familiar to very formal. For example, if you are introducing yourself to someone your own age or with whom you would be considered a peer, to children, or to friends of friends, you would likely use a more informal greeting. If you are greeting someone with more of a social distance, such as an authority figure (professor, doctor, boss, an elder, or a potential employer), you would use a more formal greeting.

As you learn the phrases for introductions and goodbyes, you might find that there are words or grammatical points you don't understand. Don't worry that you don't know **why***¿Cómo se llama?* and *¿Cómo te llamas?* are different– for the time being, just focus on learning the phrases and patterns. Most importantly, make sure you **listen** to the audio clips and repeat them aloud.

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1.3: En contexto- ¡Bienvenidos a la clase!



El Nuevo Estudiante

Read the conversation between Profesora Rivera and Marco. Then answer the questions below.

Marco:	Hola, buenos días, Profesora. Me llamo Marco Reyes. Soy un estudiante nuevo en la universidad.
Prof. Rivera:	Bienvenido a la Uni. Me llamo Graciela Rivera, encantada.
Marco:	Igualmente. ¿Cómo está usted?
Prof. Rivera:	Bien, gracias. ¿y tú?
Marco:	Más o menos, gracias.
	…
Marco:	¡Adiós!
Prof. Rivera:	Nos vemos el lunes.

Text-only version of questions

1. What are the different greetings used?
2. How do the two people introduce themselves?
3. How does Marco ask the teacher how she is? What is her response?
4. How do they say goodbye?

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1.4: Vocabulario- ¡Bienvenidos a la clase!

Objetivos

Identify and use common greetings and goodbyes



A typical familiar conversation:

Juana: ¡Hola! Me llamo Juana. Y tú, ¿cómo te llamas?
Sarita: Me llamo Sarita.
Juana: Encantada. (*typically shaking hands*)
Sarita: El gusto es mío.

0:00 / 0:10



This same conversation might include some variations:

Juana: ¡Hola! Me llamo Juana. Y tú, ¿cómo te llamas?
Sarita: Me llamo Sarita.
Juana: Mucho gusto. (*typically shaking hands*)
Sarita: Igualmente.

0:00 / 0:09



Look at the differences if one person introduces two others:

Ava: Hola, Jasmín. Te presento a mi amiga, Naíja.
Jasmín: Mucho gusto.
Naíja: Encantada.
Ava: ¡Chao, nos vemos!

0:00 / 0:09



As you can see, there are variations in the way people typically respond. A formal conversation will have some differences, but there can also be many similarities:

Profesora: ¡Hola! Yo soy la Profesora Hernández. ¿Cómo se llama usted?
Julio: Me llamo Julio García, soy estudiante en la clase.
Profesora: Mucho gusto.
Julio: Igualmente.

0:00 / 0:12



Profesor: Profesora Hernández, le presento a mi estudiante Caspar.
Caspar: Mucho gusto.
Profesora: El gusto es mío.

0:00 / 0:07



Now that you know how to say hello and introduce yourself, how do you end a conversation? As with greetings and introductions, farewells can be more or less informal. Here are two friends ending a conversation:

…

Miguel: Pues… nos vemos.

Paulino: ¡Chao, hasta luego!

0:00 / 0:03



And here are two people with a more formal relationship saying goodbye:

…

Estudiante: Bueno, profesora, adiós.

Profesora: Muy bien, hasta mañana.

0:00 / 0:04

Vocabulario: Saludos y respuestas

Saludos y respuestas (*Greetings and Responses*)

Hola *Hello*	0:00 / 0:00
Estoy muy bien. *I am very well.*	0:00 / 0:00

Buenos días *Good morning*	0:00 / 0:01
Estoy bastante bien. *I am quite well.*	0:00 / 0:01
Buenas tardes *Good afternoon*	0:00 / 0:01
Buenas noches *Good evening*	0:00 / 0:01
Estoy más o menos. *I am ok.*	0:00 / 0:01
Estoy regular. *I am ok.*	0:00 / 0:01
Estoy mal. *I'm sick / I'm not doing well.*	0:00 / 0:00
¿Cómo está (usted)? (formal) *How are you?*	0:00 / 0:01
¿Cómo estás (tú)? (informal) *How are you?*	0:00 / 0:01
¿Qué tal? (informal) *How's it going?*	0:00 / 0:01
Gracias, ¿y usted? (formal) *Thank you, and you?*	0:00 / 0:01
Gracias, ¿y tú? (informal) *Thank you, and you?*	0:00 / 0:01
Estoy bien. *I am well.*	0:00 / 0:00

*Note: "**así así**" (*so-so*) is an expression commonly heard in American movies where Spanish speaking characters are portrayed. However, this expression is not accurate. The accurate way to say that you are "so-so" or "ok" is "**más o menos**" or "**regular**".

Presentaciones (*Introductions*)	0:00 / 0:01
¿Cómo se llama usted? (formal) *What is your name?*	0:00 / 0:01
¿De dónde es usted? (formal) *Where are you from?*	0:00 / 0:01
¿Cómo te llamas? (informal) *What is your name?*	0:00 / 0:01
¿De dónde eres? (informal) Where are you from?	0:00 / 0:01
Esta es… *This is…* (introducing a female)	0:00 / 0:01
Este es… *This is…* (introducing a male)	0:00 / 0:01
Este es Pablo y esta es María. *This is Pablo and this is María.*	0:00 / 0:03

Soy de…*I am from…*

Soy de Perú. *I am from Peru.*	0:00 / 0:01
Me llamo… *My name is / I call myself…*	0:00 / 0:00
Mi nombre es… *My name is…*	0:00 / 0:01

Te presento a… (informal) *May I present…*	0:00 / 0:01
Pedro, te presento a Pablo. *Pedro, may I present Pablo. / Pedro, I'd like to introduce Pablo.*	0:00 / 0:02
Encantado *Delighted / Nice to meet you.* (say if you are male.)	0:00 / 0:01
Encantada *Delighted/Nice to meet you.* (say if you are female.)	0:00 / 0:01
Encantada de conocerte. (informal) *Nice to meet you.*	0:00 / 0:02
El gusto es mío. *The pleasure is mine.*	0:00 / 0:01
Mucho gusto *Nice to meet you.*	0:00 / 0:01
Igualmente *Same / Likewise*	0:00 / 0:01
Sra. (**señora**) *Mrs.*	0:00 / 0:01
Sr. (**señor**) *Mr.*	0:00 / 0:01
Srta. (**señorita**) *Miss*	0:00 / 0:01
Sr. López, le presento a Pablo. *Mr. Lopez, may I present Pablo / let me introduce you to Pablo.*	0:00 / 0:03

Le presento a … (formal) *May I present… / Let me introduce you to…*

Despedidas (*Farewells*)

Adiós *Goodbye*	0:00 / 0:00
Chao (sometimes spelled **chau**) *'Bye*	0:00 / 0:00
Hasta luego *See you later*	0:00 / 0:01
Hasta mañana *See you tomorrow*	0:00 / 0:01
Hasta pronto *See you soon*	0:00 / 0:01
¡Nos vemos! *See you (later)*	0:00 / 0:01

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1.5: Vocabulario- El alfabeto

Objetivos

- Recognize the sounds of letters in Spanish

EL ALFABETO

0:00 / 0:01

These are the 27 letters in the alphabet as established by the Spanish Royal Academy of the Spanish Language:



a (a)	0:00 / 0:00
b (be)	0:00 / 0:00
c (ce)	0:00 / 0:01
d (de)	0:00 / 0:01
e (e)	0:00 / 0:01
f (efe)	0:00 / 0:01
g (ge)	0:00 / 0:01
h (hache)	0:00 / 0:01
i (i)	0:00 / 0:01

j (jota)	0:00 / 0:01
k (ka)	0:00 / 0:01
l (ele)	0:00 / 0:00
m (eme)	0:00 / 0:01
n (ene)	0:00 / 0:01
ñ (eñe)	0:00 / 0:01
o (o)	0:00 / 0:01
p (p)	0:00 / 0:01
q (cu)	0:00 / 0:01
r (erre)	0:00 / 0:01
s (ese)	0:00 / 0:01
t (te)	0:00 / 0:01
u (u)	0:00 / 0:01

v (ve)	0:00 / 0:01
w (doble v)	0:00 / 0:01
x (equis)	0:00 / 0:01
y (ye)	0:00 / 0:01
z (zeta)	0:00 / 0:01

Digraphs

There are several consonant clusters in Spanish that you will need to know how to pronounce:

ch (ce-hache)

ll (doble ele)

qu (cu-u)

rr (doble erre)

Accent marks

Spanish only uses the acute accent mark, and when it appears, it makes that syllable receive the stress in the word, making that syllable louder.

¡Ajá!

bebé

quiquiriquí

¡Achú!

An important question

¿Cómo se escribe ____? (*How do you spell ____?)*

____ se escribe **__-__-__-__.** (____ *is spelled* __-__-__-__.)

How do I type special characters?

Add texts here. Do not delete this text first.

The tilde over the letter ‘n’, the accent marks that are sometimes needed over vowels, and the upside-down question mark and exclamation point are all symbols that don’t appear in the standard English-language qwerty keyboard. How can you type them? There are several ways, depending on your device and the program you’re using.

Most programs will have a menu option to Insert Special Character, and you can scroll through until you find the one you want to use. The Windows operating system lets you toggle between different language keyboards, and the one for Spanish has keys for the ñ, for example (it’s where the semicolon is on the qwerty keyboard), and shortcuts for putting accent marks

on vowels (tap the apostrophe and then e to produce é, for example). Here's a youtube video explaining how it works: https://youtu.be/tHx20SBc4jI. The Apple operating systems have similar keyboard shortcuts (hold down option and e, then tap e, to produce é, for example). Newer macOS computers also let you press and hold a vowel to choose the accented version. Here's a youtube video explaining how to type special characters on a Mac: https://youtu.be/VaeqmJi2kAw. On an iOS device, you tap and hold the character to bring up a menu of special characters.

Click here to see the access codes for your device: https://sip.la.psu.edu/blp/tech-support/accents .

Exploring things you never knew your devices could do will be part of the fun of learning Spanish!

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1.6: Gramática- ¿Formal o informal?

Objetivos

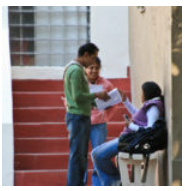
- Identify formal and informal greetings

What differences do you notice between these two dialogues?



— Buenos días, señorita.
— Buenos días, señor.
— ¿Cómo se llama usted?
— Me llamo Verónica, ¿y usted?
— Soy el profesor González-Aboah.
— Encantado de conocerle.
— El gusto es mío.
— ¿Cómo está usted?
— Bien, gracias, ¿y usted?
— Muy bien, gracias.
— Adiós, Verónica.
— Hasta luego, profesor.

0:00 / 0:22



— ¡Hola!
— ¡Hola!
— ¿Cómo te llamas?
— Me llamo Esteban, ¿y tú?
— Soy Rebeca.
— Encantado.
— Un placer.
— ¿Qué tal?
— Bien, gracias, ¿y tú?
— Muy bien.
— ¡Chao!
— ¡Hasta luego!

0:00 / 0:14

As you can see from the above examples, some of the differences between formal and informal conversations are clearly defined, such as the use of the pronoun *usted* instead of *tú*, while others are more subtle or contextual. In the exercises on the next page, we'll work on the more explicit differences between formal and informal Spanish.



Alejandro Octavio Aguilera
México, Monterrey, N.L.

Sr. Aguilera explains:

Sí es muy importante esto del “usted” y el “tú.” En primer lugar (*first*) el “usted” es una forma de hablar con respeto. Se le dirige de “usted” a (*the “usted” is addressed to*) una persona mayor (*older, more senior*). Yo a veces (*sometimes*) por ejemplo a mi padre (*to my father*) le digo de “usted”. Al rector (*director / Provost*) de la universidad yo no me imagino hablándole de “tú” (*I can’t imagine speaking to him with “tú”*)…

Read the full transcript

> Sí es muy importante esto del “usted” y el “tú.” En primer lugar el “usted” es una forma de hablar con respeto. Se le dirige de “usted” a una persona mayor. Yo a veces por ejemplo a mi padre le digo de “usted.” Al rector de la universidad yo no me imagino hablándole de “tú,” aún cuando él me diga por cortesía “háblame de tú,” no me sentiría a gusto hablándole de “tú.” Yo tendría que hablarle de “usted” porque es una persona mayor, de unos 50, 55 años, ¿no? Al inicio de una relación, si uno se encuentra con personas de su edad, posiblemente sea mejor hablar de “tú” pero cuando se encuentra uno con una persona de mayor de edad es muy importante dirigirse de “usted”. Esto no quiere decir otra cosa más que establecer una relación de respeto mutuo.

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1.7: Introduction to En la clase



las carpetas

In this section, we'll learn some new vocabulary. Assuming you're working with this course in the context of a Spanish class, many of these vocabulary words will be right in front of you: they're the common objects in a classroom or office. We'll also be learning the numbers from 0 through 30.

First, a quick word about learning vocabulary in a foreign language. There are lots of tips and tricks out there, and the most important thing is to find the strategy that works for you. A few things to consider:

- Since Spanish nouns, as we'll see, have masculine or feminine gender, it's important to remember the word and its article, rather than just the word itself: *La mochila* (the backpack) rather than just *mochila*. If you like to use paper flashcards, it can be helpful to use different colored paper for masculine and feminine nouns. That way even if you can't remember the article, you might associate the word with the corresponding color.
- There are lots of apps and websites out there to help you learn vocabulary. Quizlet, StudyBlue, Flashcards+, Brainscape, and Anki are some of the most popular flashcard services.
- It's more effective to learn words in context than in isolation. Rather than trying to cram lists of random words into your memory, try to remember the words in the context of sentences or phrases. Is there a song featuring the word you're trying to remember? (For instance, it turns out that there are a lot of songs about "la mochila" on YouTube. Many of which you'll *never* get out of your head. You've been warned.)
- However you decide to memorize new words, **the most important thing is to set aside time regularly to work on memorization**. Frequent, short sessions are better than one long session before the test.

Here are some more techniques for learning new vocabulary:



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1.8: Vocabulario- En el salón de clases

Objetivos

- Identify common objects in the classroom

Vocabulario

0:00 / 0:01

0:00 / 0:01

En la mochila del estudiante (*in the student's backpack*)



1.**la mochila** (*backpack*)	0:00 / 0:01
2. **el diccionario** (*dictionary*)	0:00 / 0:02
3. **la computadora** (*computer*)	0:00 / 0:02

4. **la calculadora** (*calculator*)	0:00 / 0:01
5. **el teléfono** (*telephone*)	0:00 / 0:01
6. **el libro** (*book*)	0:00 / 0:01
7. **el marcador** (*marker*)	0:00 / 0:02
8. **el cuaderno** (*notebook*)	0:00 / 0:01
9. **el bolígrafo** (*pen*)	0:00 / 0:01
10. **el lápiz** (*pencil*)	0:00 / 0:01
11. **la carpeta** (*folder/ binder*)	0:00 / 0:01
12. **el papel** (paper), **la hoja de papel** (*piece of paper*)	0:00 / 0:01
13. **el escritorio** (*desk*)	0:00 / 0:01

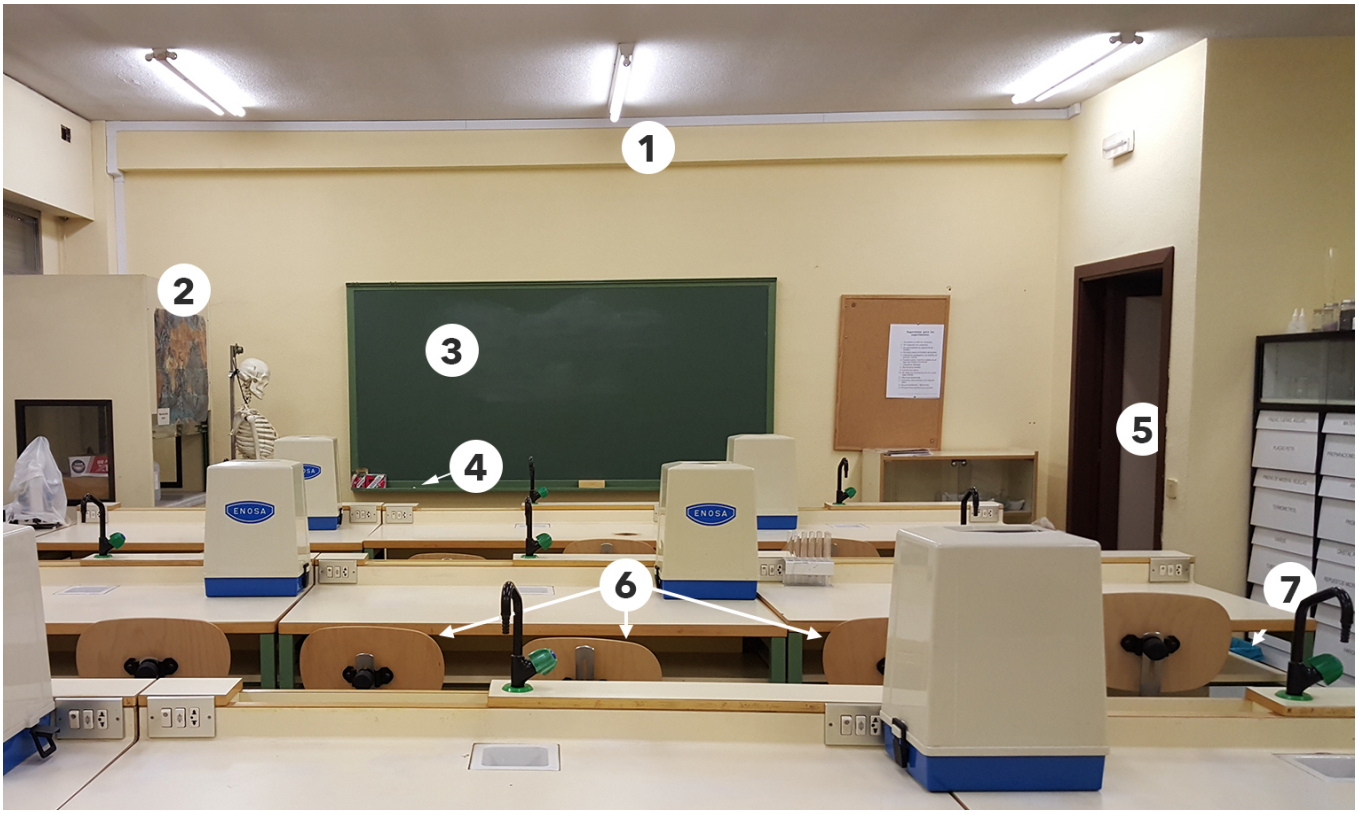


0:00 / 0:01

En la clase (*in the class*)

1. **la pared** (*wall*)	0:00 / 0:01
2. **el estudiante** (*student, m*)	0:00 / 0:01
3. **la estudiante** (*student, f*)	0:00 / 0:01
4. **el reloj** (*clock*)	0:00 / 0:01
5. **el proyector** (*projector*)	0:00 / 0:01

6. **la mesa** (*table*)	0:00 / 0:01
7. **el pupitre** (*student's desk*)	0:00 / 0:01
8. **la cortina** (*curtain*)	0:00 / 0:01
9. **la ventana** (*window*)	0:00 / 0:01
10. **el profesor**, **la profesora** (*professor, m, f*)	0:00 / 0:01 0:00 / 0:01



En el salón de clase (*in the classroom*)

1. **la luz** (*light*)	0:00 / 0:00
2. **el mapa** (*map*)	0:00 / 0:00
3. **la pizarra** (*chalkboard/ whiteboard*)	0:00 / 0:01
4. **la tiza** (*chalk*)	0:00 / 0:01
5. **la puerta** (*door*)	0:00 / 0:01
6. **la silla** (*chair*)	0:00 / 0:01
7. **la basura** (*trash*)	0:00 / 0:01

Una palabra útil (*a useful word*):

hay (*there is / there are;* "hay" *is an invariable verb that is only used to talk about the existence or presence, or the quantity of things.*)

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1.9: Vocabulario- Números 0-31

Objetivos

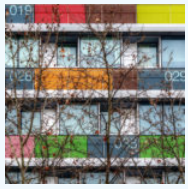
- Form numbers up to 31

Los números 0-31









0 cero	0:00 / 0:01 — 0:00 / 0:01 — 0:00
1 uno	0:00 / 0:01 — 0:00 / 0:01 — 0:00
2 dos	0:00 / 0:01 — 0:00 / 0:01 — 0:00
3 tres	0:00 / 0:01 — 0:00 / 0:00 — 0:00
4 cuatro	0:00 / 0:01 — 0:00 / 0:01 — 0:00
5 cinco	0:00 / 0:01 — 0:00 / 0:01 — 0:00
6 seis	0:00 / 0:01 — 0:00 / 0:01 — 0:00
7 siete	0:00 / 0:01 — 0:00 / 0:01 — 0:00
8 ocho	0:00 / 0:00 — 0:00 / 0:01 — 0:00
9 nueve	0:00 / 0:01 — 0:00 / 0:01 — 0:00

30 treinta	0:00 / 0:00 0:00 / 0:01

Note: The numbers 16-19 and 21-29 are most commonly spelled as shown above, however, they can also be written as three words. For example “diecisiete” can also be written “diez y siete” according to the Real Academia Española.



Los burros de Don Tomás

Don Tomás compra (*buys*) **cuatro** burros. Monta en (*he rides on*) **uno** y regresa (*returns*) a su casa.

Por el camino (*along the road*) los cuenta (*he counts them*): **uno**, **dos** y **tres**. No cuenta el que monta (el que monta = *the one he's riding*).

Ya en su casa, dice a su mujer (*he says to his wife*):

— ¡Mira!, he comprado (*I've bought*) **cuatro** burros y cuento (*I count*) sólo **tres**; me han robado (*someone has stolen*) **uno**.
— ¡Qué raro! (*How strange*) Dice la mujer. ─Tú no ves más que (*you only see*) **tres**, pero yo veo (*I see*) **cinco**.

0:00 / 0:32

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1.10: Introduction to ¿Cuántos libros hay?

In this section, we'll learn about the gender and number of nouns. In Spanish, all nouns have a grammatical gender: masculine or feminine. Note that the grammatical gender of inanimate objects is a convention of language, not an inherent quality of the thing (a table, for instance, is feminine in Spanish, but masculine in Italian and German. It's totally arbitrary). There are some rules of thumb to guess the gender of an unfamiliar word, but the best strategy is to memorize the gender along with the noun. Learning "computadora" isn't enough; you need to know "la computadora." If you're someone who uses flashcards to memorize vocabulary, you might even consider using color-coded cards to remember noun gender.

Once we've established the rules (or rules of thumb) of noun gender, we can look at how singular nouns become plural in Spanish.

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1.11: En contexto- Género y número de sustantivos

Objetivos

- Identify the gender of nouns
- Change nouns from singular to plural

Marco Reyes is a new student at the university and he needs to enroll in Professor Rivera's Spanish class. Read the conversation and answer the questions that follow:

Marco:	Hola, buenos días, Profesora. Me llamo Marco Reyes. Soy un nuevo estudiante en la universidad.
Profesora Rivera:	Bienvenido a la Universidad. Me llamo Graciela Rivera, encantada.
Marco:	Igualmente. ¿Cómo está usted?
Prof. Rivera:	Bien, gracias. ¿Y tú?
Marco:	Más o menos, gracias. Tengo una pregunta, ¿hay espacio en su clase de español?
Prof. Rivera:	Bueno, hay veinticinco estudiantes y solamente hay veinticinco pupitres.
Marco**:**	Perdón, pero, ¿no hay espacio para un pupitre más?
Prof. Rivera:	Vamos a ver. El salón de clase es muy grande. Hablo con los profesores de español para ver si hay un pupitre en otro salón de clases.
Marco:	Muchas gracias, Profesora Rivera. ¿También, hay un libro para la clase?
Prof. Rivera:	Sí, el libro se llama "Chévere Spanish 1". También necesitas un diccionario, un cuaderno y unas carpetas para los papeles.
Marco:	OK, ¿necesito una computadora en clase?
Prof. Rivera:	No, no hay computadoras en mi clase.
Marco:	Entiendo, muchas gracias, Profesora. ¿Hay tarea para clase el lunes?
Prof. Rivera:	Sí por favor, lee las primeras treinta páginas del libro.
Marco:	Necesito el libro. Voy a la librería ahora. ¡Adiós!
Prof. Rivera:	Nos vemos el lunes.

Text only version of questions

Preguntas de análisis:

1. Look at the nouns in bold. How do you know if they are singular or plural?
2. Look at the plural nouns. How do you think you form a plural noun in Spanish?

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1.12: Gramática- Género de sustantivos

Objetivos

- Identify the gender of nouns

¡OJO! (*Watch out!*) ¡El género de los sustantivos es importante!



el Papa



la papa

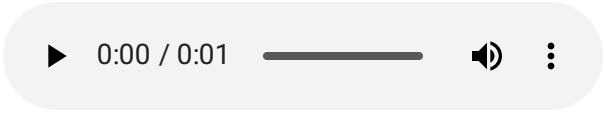
Género de los sustantivos (Gender of Nouns)

All nouns in Spanish have a gender: masculine or feminine. Except in the case of people or animals, linguistic gender is a convention of language, not a property of the noun. For this reason, you won't be able to guess the gender of a noun based on the object itself; you need to learn the gender along with the noun. However, there are some rules that can help you guess the gender of an unknown word:

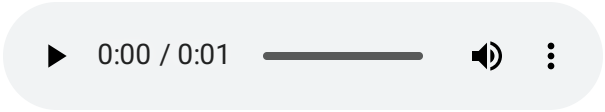
1. The gender of nouns:

- The definite article meaning "the" is ***la*** for feminine singular nouns.
  - Most words ending in **–a** are feminine

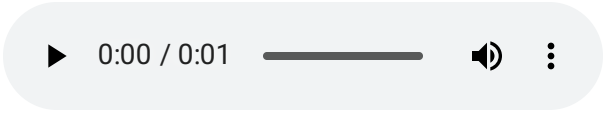
la chic**a**



la sill**a**

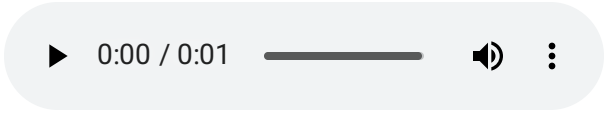


la tiz**a**

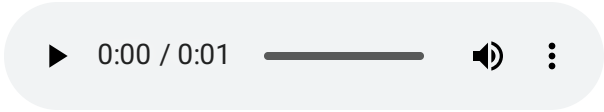


  - All words ending in **-sión**, **-ción**, **-tad**, **-dad**, and **–umbre** are feminine.

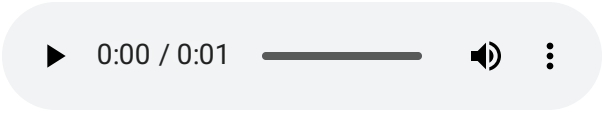
la televi**sión**



la educa**ción**



la dificul**tad**



la universi**dad**

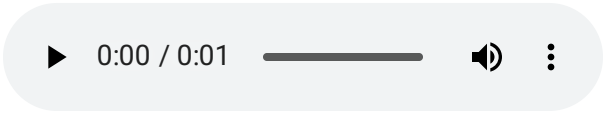


la l**umbre**

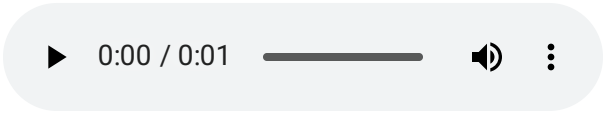


- The definite article meaning "the" is ***el*** for masculine singular nouns. Notice that *el* without the accent mark is the article… what does *él* mean? That's right, it means "he". Don't confuse *el* and *él!*
  - Most words ending in **–o** are masculine.

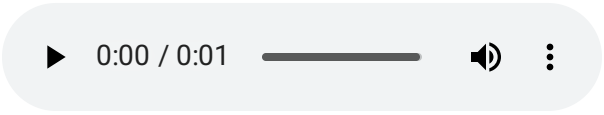
el chic**o**



el libr**o**

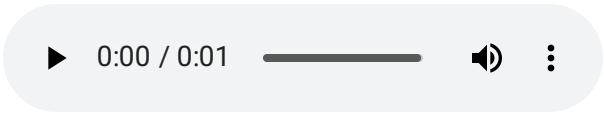


el cuaderno**o**

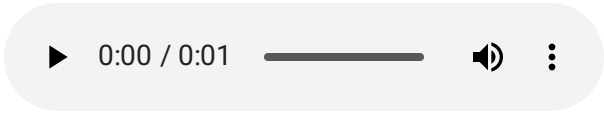


  - Many but not all words ending in **–ma** are masculine (the ones that originated from the Greek language are the masculine ones).

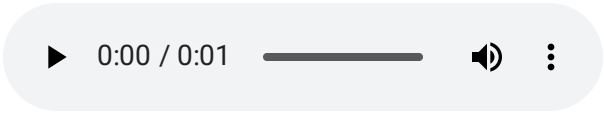
el proble**ma**



el cli**ma**

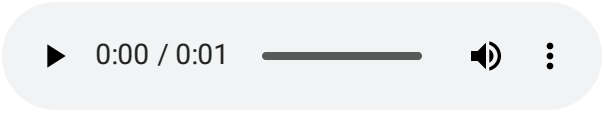


el idio**ma**

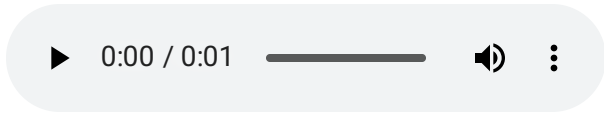


- Many nouns end in *–e*. While statistically more are masculine than feminine, there is no firm rule for these and you need to memorize their gender when learning their meaning.

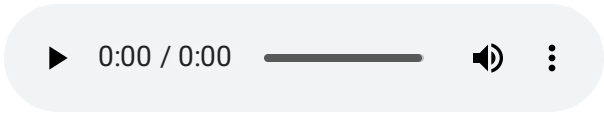
la clas**e**



el dient**e**



el coch**e**



- Many nouns that end in consonants other than -d or -z are masculine, but again this is not a firm rule and you must memorize their gender.

el honor

el hospital

el hotel

- There are other nouns that do not clearly reveal their gender, so it is important that you memorize them.

el pupitre

el lápiz

el reloj

la luz

la pared

- There are also some exceptions to the above patterns that you have to remember.

el día

el mapa

la mano

la foto (short for *la fotografía*)

la moto (short for *la motocicleta*)

2. People:

- When referring to people, the biological sex of a person will determine a word's gender regardless of the rules described above. However, as society has become more sensitive to sexism, as well as questions of gender and sexual identity, people have begun

experimenting with ways to adjust the traditional binary-gendered structure of the Spanish language. Click here to explore some of the experiments in gender-neutral language that Spanish speakers have been developing.

- Some nouns for people will be identical except for the -o or -a ending.

el muchacho (*boy*) 0:00 / 0:01 la muchacha (*girl*) 0:00 / 0:01

el niño (*male child*) 0:00 / 0:00 la niña (*female child*) 0:00 / 0:01

el maestro (*male teacher*) 0:00 / 0:01 la maestra (*female teacher*) 0:00 / 0:01

el compañero de clase (*male classmate*) 0:00 / 0:01 la compañera de clase (*female classmate*) 0:00 / 0:01

el amigo (*male friend*) 0:00 / 0:01 la amiga (*female friend*) 0:00 / 0:01

- However, other nouns are completely different for masculine and feminine forms.

el hombre (*man*) 0:00 / 0:00 la mujer (*woman*) 0:00 / 0:00

- Some nouns for people are identical, and the gender is shown only in the definite article. **¡OJO!** A large number of words that identify members of professions or groups end in “-ista” and only distinguish gender by the article; these words end in “-ista” even if masculine.

el estudiante (*male student*) la estudiante (*female student*)

el dentista (*male dentist*) la dentista (*female dentist*)

el optimista (*male optimist*) la optimista (*female optimist*)
el anarquista (*male anarchist*) la anarquista (*female anarchist*)

Remember! The gender of nouns that do not refer to people is an inherent characteristic that cannot be changed. If you change the gender ending of an inanimate object, you can be changing the meaning of the noun to another legitimate word in Spanish.

- el caso (*case*) la casa (*house*)
- el puerto (*port*) la puerta (*door*)
- el Papa (*the Pope*) la papa (*potato*)
- el libro (*book*) la libra (*pound*)

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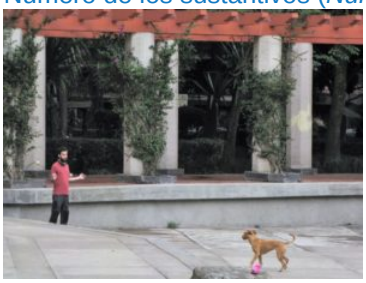
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1.13: Gramática- Número de sustantivos

Objetivos

- Change nouns from singular to plural

Número de los sustantivos (*Number of Nouns*)



un perro



muchos perros

How to make a noun plural:

- If a word ends in a vowel, add **–s** (cuaderno – cuaderno**s**) (chica – chica**s**)
- If a word ends in a consonant, add an **–es** (marcador – marcador**es**)
- (reloj – reloj**es**)
- If a word ends in **-z**, change the "z" to **c** and add **–es** (lápiz- lápic**es**)
- (luz – luc**es**)

The plural of the feminine singular article "la" (*the*) is therefore "las". The plural of the masculine singular article "el" (*the*) is irregular: "los".

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1.14: Introduction to ¿Qué hay en la clase?

In this section we'll be looking at **definite** and **indefinite articles** in Spanish. First, let's consider what **articles** are. There are three articles in the English language: "the", "a", and "an". These are divided into two types of articles: definite (the) and indefinite (a, an). The definite article indicates a level of specificity that the indefinite does not. "An apple" could refer to any apple; however "the apple" is referring back to a specific apple. Thus, when using the definite article, the speaker assumes the listener knows the identity of the noun's referent (because it is obvious, because it is common knowledge, or because it was mentioned in the same sentence or an earlier sentence). Use of an indefinite article implies that the speaker assumes the listener does not have to be told the identity of the referent. (Click here for more on definite and indefinite articles in English).

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1.15: En contexto- Artículos indefinidos y definidos / Hay

Read the conversation between Marco and Profesora Rivera again. Then answer the questions below.

Marco:	Hola, buenos días, Profesora. Me llamo Marco Reyes. Soy un nuevo estudiante en la **universidad**.
Profesora Rivera:	Bienvenido a la Universidad. Me llamo Graciela Rivera, encantada.
Marco:	Igualmente. ¿Cómo está usted?
Prof. Rivera:	Bien, gracias. ¿y tú?
Marco:	Más o menos, gracias. Tengo una pregunta ¿Hay espacio en su clase de español?
Prof. Rivera:	Bueno, hay veinticinco estudiantes y solamente hay veinticinco pupitres.
Marco:	Perdón, pero ¿No hay espacio para un pupitre más?
Prof. Rivera:	Vamos a ver. El **salón de clases** es muy grande. Hablo con los profesores de español para ver si hay un **pupitre** en otro salón de clases.
Marco:	Muchas gracias, Profesora Rivera. ¿También, hay un libro para la clase?
Prof. Rivera:	Sí, el libro se llama “Chévere Spanish 1”. También necesitas un **diccionario**, un **cuaderno** y unas **carpetas** para los **papeles**.
Marco:	OK, ¿necesito una **computadora** en clase?
Prof. Rivera:	No, no hay computadoras en mi clase.
Marco:	Entiendo, muchas gracias Profesora. ¿Hay tarea para clase el lunes?
Prof. Rivera:	Sí, por favor, lee las primeras treinta páginas del libro.
Marco:	Necesito el libro. Voy a la **librería** ahora. ¡Adiós!
Prof. Rivera:	Nos vemos el lunes.

Preguntas de análisis:

Preguntas de análisis:

1. Circle the definite articles and underline indefinite articles in the text.
2. Which article comes after **hay**? What if the noun is singular or plural?
3. Following the information above, write the definite and indefinite articles that correspond to the following nouns:

Definite article	Indefinite article	Noun
		facultad
		mochilas
		mapas
		profesor

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1.16: Gramática- Artículos indefinidos y definidos / Hay

Objetivos

- Select the appropriate definite or indefinite article for the context







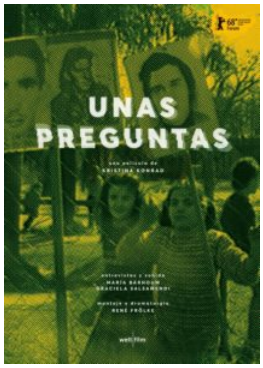
Definite articles (*the*) are used with **specific** nouns. They also tell us whether a noun is masculine or feminine AND plural or singular. They can be expressed in four ways:

	masculino	femenino
singular	**el**	**la**
plural	**los**	**las**

- ¿Quién es **la** profesora de español? (*Who is **the** Spanish professor?*)
- Necesito **el** libro de español. (*I need **the** Spanish book.*)







Indefinite articles (*a / an / some*) are used with nouns that are not specific or have not been previously mentioned. Their forms also reveal whether a noun is masculine or feminine AND plural or singular. Indefinite articles can be expressed in four ways:

	masculino	femenino
singular	**un**	**una**
plural	**unos**	**unas**

- Hay **una** pizarra en el salón de clase. (*There is **a** chalkboard in the classroom.*)
- Hay **unos** papeles en mi mochila. (*There are **some** papers in my backpack.*)

El verbo hay

Hay comes from the verb ***haber*** and it means “there is.” However, ***hay*** is the only form used in the present tense for both singular and plural descriptions, so it also means “there are.”



- **Hay** una profesora en la clase. (***There is*** *one professor in the class.*)
- **Hay** treinta estudiantes en la clase. (***There are*** *30 students in the class.*)
- **Hay** un reloj en la pared. (***There’s*** *a clock on the wall.*)
- **Hay** dos pizarras. (***There are*** *two blackboards.*)
- ¿Qué **hay** en tu mochila? (*What* ***is*** *in your backpack?*)

When making negative statements, the article is usually not included after the verb:

- En mi cuarto, **no hay** cortinas. (*In my bedroom* ***there aren’t*** *any curtains.*)
- **No hay** una cartera en su mochila. (***There’s no*** *wallet in her backpack.*)

Hay is never followed by the definite article (*el*, *la*, *los*, *las)*, only by indefinite articles, numbers or adjectives of quantity, or just nouns.

- **Hay** un papel en mi pupitre. (*There is a paper on my desk.*)
- **Hay** 20 estudiantes en la clase de español. (*There are 20 students in the Spanish class.*)
- **Hay** muchas chicas y pocos chicos en la clase. (*There are a lot of girls and few boys in the class.*)
- **Hay** problemas con el Wifi. (*There are problems with the Wifi.*)

Here’s a quick video to help you explore the use of “hay” further:



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CHAPTER OVERVIEW

2: ¿Eres estudiante?

2.1: Why It Matters- ¿Eres estudiante?
2.2: Introduction to ¿Qué día es hoy?
2.3: Vocabulario- Días y meses
2.4: Introduction to ¿Cuál es la fecha hoy?
2.5: En contexto- La fecha / ¿Cuándo?
2.6: Gramática- La fecha / ¿Cuándo?
2.7: Introduction to ¿El lápiz es de ella?
2.8: En contexto- Los pronombres de sujeto / El verbo ser
2.9: Gramática- Los pronombres de sujeto
2.10: Gramática- El verbo ser / Ser + de
2.11: Introduction to ¿El estudiante es inteligente?
2.12: Vocabulario- Colores, algunos adjetivos
2.13: En contexto - Concordancia de adjetivos
2.14: Gramática- Concordancia de adjetivos
2.15: Introduction to Cultura- Los hispanos en los Estados Unidos
2.16: Cultura- Los hispanos en los Estados Unidos

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2.1: Why It Matters- ¿Eres estudiante?

El verbo ser

In this module, we'll learn the most important verb there is: "to be." See if you can find a form of the verb *ser* in each title below!

Bomba Estéreo — **Soy yo**
Bomba Estéreo is a Colombian band founded in the capital, Bogotá, in 2005 by Simón Mejía. Their music has been described as "electro tropical" or "psychedelic cumbia". (More about Bomba Estéreo on Wikipedia)



Las Cafeteras — **Mujer Soy**
Las Cafeteras is a Chicano band from East Los Angeles, California. Their music fuses spoken word and folk music, with traditional Son Jarocho, Afro-Mexican music and zapateado dancing.



Ana Tijoux (Feat. Shadia Mansour) — **Somos sur**
Anamaría Tijoux Merino, commonly known by her stage name Ana Tijoux or Anita Tijoux, is a French-Chilean musician. She became famous in Latin America as the MC of hip-hop group Makiza during the late 1990s. In 2006, she crossed over to the mainstream of Latin pop after her collaboration with Mexican songstress Julieta Venegas in the radio hit "Eres para mí". (More about Ana Tijoux on Wikipedia)



Julieta Venegas — **Eres para mí**
Julieta Venegas Percevault is an American-born Mexican singer, songwriter, instrumentalist and producer who sings pop-rock in Spanish. The Los Angeles Times praised “Her lyrics of wounded idealism and wrecked love affairs [which] extend a rich Mexican tradition of popular music imbued in bitter fatalism.” (More about Julieta Venegas on Wikipedia)



Café Tacvba — **Eres**
Café Tacuba (stylized Café Tacvba) is a band from Ciudad Satélite, Mexico. Their musical style covers a wide variety of genres, though it is most commonly labeled as Latin Alternative/Rock en Español. Their music has been heavily influenced by Mexico’s indigenous population and folk music traditions, but also by punk and electronic music and other bands on the Mexico City scene. (More about Café Tacvba on Wikipedia)



Los colores

In the second half of the module, we'll learn how to describe things with adjectives, starting with the adjectives of color. Which colors are these songs about?

Rodrigo y Gabriela – **Diablo Rojo**
Rodrigo y Gabriela (Rodrigo and Gabriela) are a Mexican acoustic guitar duo whose music is influenced by a number of genres including nuevo flamenco, rock, and heavy metal.(More about Rodrigo y Gabriela on Wikipedia)



J. Balvin – **Blanco**



Zoé – **Azul**
Zoé is a Grammy Award and Latin Grammy Award-winning Mexican rock band.



Shakira – **Amarillo**



X Alfonso – **No hay azul sin ti**
X Alfonso is a Cuban hip hop and afro-rock musician. (Wikipedia page for X Alfonso)



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2.2: Introduction to ¿Qué día es hoy?

Soon you'll learn how to tell the date in Spanish.

Before we get to calendar dates, though, we need to learn a few other useful words: the months and days. And, of course, you'll need to refresh your memory of the numbers from one to thirty-one. If you're shaky on those, you might want to go back and review.

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2.3: Vocabulario- Días y meses

Objetivos

Identify months and days

Días y meses

0:00 / 0:01

Días de la semana *(Days of the* week):

1. lunes

0:00 / 0:01

2. martes

0:00 / 0:01

3. miércoles

0:00 / 0:01

4. jueves

0:00 / 0:01

5. viernes

0:00 / 0:01

6. sábado

0:00 / 0:01

7. domingo

0:00 / 0:01

0:00 / 0:01

Meses del año (*Months of the year*)

1. enero

0:00 / 0:01

2. febrero

0:00 / 0:01

3. marzo

0:00 / 0:01

4. abril

0:00 / 0:01

5. mayo

0:00 / 0:01

6. junio

0:00 / 0:00

7. julio

0:00 / 0:01

8. agosto

0:00 / 0:01

9. septiembre

0:00 / 0:01

11. noviembre

0:00 / 0:01

10. octubre

0:00 / 0:01

12. diciembre

0:00 / 0:01

Y cómo se llama ese mes

0:00 / 0:04

que está entre Diciembre y Enero?
-Pablo Neruda

Note: Despite Neruda's example here, months are usually not capitalized in Spanish unless they begin a sentence. Days of the week are not capitalized in Spanish either.

Palabras útiles

hoy (*today*)

0:00 / 0:01

¿Qué día es hoy? (*What day is today?*)

0:00 / 0:00

Hoy es … (*Today is…*)

0:00 / 0:00

ayer (*yesterday*)

0:00 / 0:01

anteayer (*the day before yesterday*)

0:00 / 0:01

mañana (*tomorrow*)

0:00 / 0:01

pasado mañana (*the day after tomorrow*)

0:00 / 0:01

en tres días (*in three days*)

0:00 / 0:01

que viene (*next, coming*)

el lunes que viene (*next Monday*)

siempre (*always*)

Los sábados siempre nadamos. (*On Saturdays we always swim.*)

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2.4: Introduction to ¿Cuál es la fecha hoy?



¿Cuál es la fecha? What is the date?*

In this section, you'll learn how to tell the date in Spanish. It's a good thing to know, since otherwise you're likely to miss flights, appointments, and, yes, dates.**

* "¿Cuál?" means "which", not "what," so we might want to think of *¿Cuál es la fecha?* as meaning: "Of the many dates out there, which one is this?"
** If you ask someone out on a *fecha*, however, they won't know what you're talking about. For that, try *una cita*…and ¡Buena Suerte!

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2.5: En contexto- La fecha / ¿Cuándo?



Two students in Spanish 101 class are practicing a basic conversation of introduction. Read the conversation with another partner and then answer the questions below.

Sam:	Hola, me llamo Sam. ¿Cómo te llamas?
David:	¡Hola Sam! Me llamo David. ¿Cómo estás hoy?
Sam:	Muy bien, ¿y tú?
David:	Bien también. Pero (but), ¿qué día es hoy?
Sam:	Hoy es lunes, ¿no?
David:	Sí, es lunes. No hay un examen en historia hoy.
Sam:	¿Cuándo es el examen?
David:	El examen es el catorce de febrero.
Sam:	Pero… hoy es el catorce de febrero, lunes.
David:	Uh-oh, necesito estudiar. ¡Adiós, Sam!
Sam:	¡Chao, David!

Preguntas para analizar la gramática:

Preguntas para analizar la gramática:

1. How does Sam answer the question "¿Qué día es hoy?"
2. How would you answer the question "¿Cuándo es tu cumpleaños?"
3. Can you re-create the conversation between Sam and David with a partner in class?

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2.6: Gramática- La fecha / ¿Cuándo?

Objetivos

- Tell the date
- Ask and answer questions with the word ¿cuándo?

La fecha

The verb *ser* is used to give dates:

Carmen: ¿Cuál **es** la fecha de hoy? (*What is today's date?*)

0:00 / 0:01

Ramón: Hoy **es** el 20 de mayo. (*Today is the 20th of May.*)

0:00 / 0:01

Carmen: ¿Qué día **es** hoy? (*What day is today?*)
Ramón: Hoy **es** miércoles, 20 de mayo. (*Today is Wednesday, the 20th of May.*)

0:00 / 0:01

Carmen: ¿Cuándo **es** tu cumpleaños? (*When is your birthday?*)

0:00 / 0:02

Ramón: **Es** el 16 de diciembre. (*It's the 16th of December.*)

0:00 / 0:02

More about using dates in Spanish:

To expand dates to include years, use the preposition **de** (of):

- Es el 4 de julio **de** 1776.
- Es el 15 de septiembre **de** 1821.
- Es el 7 de diciembre **de** 1941.

You may also spell out numbers when writing dates:

- Es el cuatro de julio de 1776.
- Es el quince de septiembre de 1821.
- Es el siete de diciembre de 1941.

On the first day of the month use the ordinal number "el primero" (*first*) and not "el uno". Only the first day of the month can be expressed with an ordinal number:

- Es el primero de enero de 2020. OR
- Es el 1º de enero de 2020.

Remember that masculine forms of the numbers are always used with dates, and months are not capitalized unless they begin a sentence:

- Enero es mi mes favorito. (*January is my favorite month.*)

Also remember, to say "in a certain month" use the preposition **en** (*in*):

- Voy a Guatemala **en abril**. (*I'm going to Guatemala **in April.***)

However, to say "on a certain day" / "on certain days" use the definite article **el / los:**

- Me voy **el lunes**. (*I leave **on Monday**.*)
- Me voy **el tres de abril**. (*I leave **on April 3rd**.*)
- Tomo el tren **los sábados**. (*I take the train **on Saturdays.***)

Cuándo

The interrogative (question word) "cuándo" means "when."

- ¿Cuándo es tu cumpleaños? (*When is your birthday?*)

Unlike some interrogatives, cuándo does not change for gender and number. However, you do need to pay attention to the difference between the question word "cuándo"—with an accent mark—and the relative pronoun "cuando" (no accent mark).

- ¿Cuándo vamos a bailar? (*When are we going to dance?*) [interrogative]
- Bailamos cuando tenemos tiempo. (We dance *when we have time.*) [relative pronoun]

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2.7: Introduction to ¿El lápiz es de ella?

¡Ser, o no ser, es la cuestión! As this famous line shows, “to be” might be the most important verb out there, which is why it’s the first verb we’ll cover.

The phrase “to be” is in the **infinitive**, the basic or uninflected form of a verb. In English the infinitive is a phrase that includes “to”: “to speak,” “to write,” “to live,” “to be.” A Spanish infinitive is only one word, and it ends in -ar, or -er, or -ir.

When you use verbs in both languages, you will use the form that matches the subject. This is called **conjugating** a verb. In English, many of our verb conjugations do not change when different subjects are used. For example, “to write”: “I write, you write, they write, we write.” However: “she writes.” In Spanish, the conjugation is more elaborate, with six different verb endings to choose from depending on who is doing the action.

The Spanish *ser*, like the English “to be,” is **irregular**. This means that the conjugation doesn’t follow the typical pattern. “I am, you are, he is; *soy*, *eres*, *es*“. With irregular verbs, you just have to memorize all the forms. We’ll work on that in this section.

In order to understand verb conjugation in Spanish, you’ll also have to learn the subject pronouns. The **subject** of a sentence is the person, place, or thing performing the action of the sentence. **Subject pronouns** are words that can be used as the subject of a sentence rather than repeating the noun or name (Click here for an explanation of pronouns in English).

In the following section, we’ll work on subject pronouns and the verb *ser.*

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2.8: En contexto- Los pronombres de sujeto / El verbo ser

Objetivos

- Change personal nouns into subject pronouns
- Identify the correct conjugations of the verb ser (*to be*)



Your new friend, Manuel, is introducing himself and his family and friends. After reading his introduction, answer the questions below.

La fecha: Hoy **es** el 11 de febrero.
¡Hola! Me llamo Manuel y **soy** de Perú. Mi familia no **es** muy grande. Mi mamá se llama Teresa y ella **es** de Lima, la capital de Perú y una ciudad grande. Mi papá se llama Roberto y **es** de Chiclayo, una ciudad pequeña al norte de Lima. Mi mamá **es** amable y mi papá **es** generoso. Mis hermanos **son** Lucas y Marisol, ellos **son** inteligentes. **Somos** una familia muy unida (close-knit). Mis mejores amigos **son** Juan y Rodolfo, ellos **son** chicos tontos. Ellos **son** de Cuzco, cerca de Machu Picchu. Pero ahora, nosotros **somos** estudiantes en la Universidad de Lima. Las clases **son** difíciles. ¿Cómo **es** tu familia? ¿De dónde **son** tus amigos? ¿**Eres** estudiante también? ¿Cómo **son** tus clases?

Preguntas de análisis:

Preguntas de análisis:

1. Write down the following forms of the verb “ser”:

Yo:	nosotros:
Tú:	vosotros: sois
él/ella/usted:	ellos/ellas/ustedes:

2. Based on the text, fill the blanks with the corresponding subject pronouns. **¡OJO!** Some of the pronouns are in the text, some you will have to infer.

1. Mi mamá: _____
2. Mi papá: _____
3. Juan y Rodolfo: _____
4. Manuel (the writer of the piece): _____
5. Manuel, Juan y Rodolfo (we): _____
6. You (the person being addressed): _____

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2.9: Gramática- Los pronombres de sujeto

Objetivos

- Change personal nouns into subject pronouns



0:00 / 0:03

Pronombres de sujeto

Subject pronouns are words that can be used as the subject of a sentence rather than repeating the noun or name of the thing or person who is doing the action. (Click here for an explanation of pronouns in English)

In Spanish, the singular subjects are:

yo 0:00 / 0:00	*I*
tú 0:00 / 0:00	*you (informal)*
usted 0:00 / 0:00	*you (formal)*
él 0:00 / 0:00	*he*
ella 0:00 / 0:00	*she*

Plural subjects are:

nosotros 0:00 / 0:01 / **nosotras** * 0:00 / 0:01	*we*
vosotros 0:00 / 0:01 / **vosotras** ** 0:00 / 0:01	*you (informal in Spain)*
0:00 / 0:00 **ellos** / **ellas** 0:00 / 0:01	*they*
ustedes 0:00 / 0:01	*you (formal in Spain; formal and informal elsewhere)*

**Nosotros* (we) has a feminine *nosotras* that is used when the entire group is composed of females. Likewise, *vosotros* and *ellos* have feminine forms *vosotras* and *ellas*.

** In Latin America, *vosotros* is almost unheard of, and *ustedes* is exclusively used for the plural "you" in both formal and informal speaking.

As society has become more sensitive to questions of gender and sexual identity, people have begun experimenting with ways to adjust the traditional binary-gendered structure of the Spanish language. For now, you should begin by learning the pronouns as used in standard Spanish, as detailed above; click here to explore some of the experiments in gender-neutral language that Spanish speakers have been developing.

More detailed explanation of the subject pronouns in Spanish

English subject pronouns are divided into the following categories: **first person** – the person speaking, **second person** – the person spoken to, and **third person** – the person spoken about. These categories are further divided into singular and plural. While a similar structure is used in Spanish, there are differences in the way that certain subject pronouns are used.

First Person

While the first person singular *yo* works very much like the "I" in English, the first personal plural "we" has two forms in Spanish based on the gender composition of the group. If the group and speaker are all females then the *nosotras* form is used, but if there is

a single male in the group, then the *nosotros* form is required. While the Spanish Academy of Languages has suggested recently that this be changed to agree with the gender of the majority, adoption of this will likely take some time in mainstream culture.

- **Yo** soy director. (*I am a director.*)
- **Yo** soy canadiense. (***I** am Canadian.*)
- **Nosotros** somos directores. (***We*** (male or male+female) *are directors.*)
- **Nosotras** somos directoras. (***We*** (all female) *are directors.*)

Second Person

Unlike English, Spanish has four forms for "you" based on number and the speaker's familiarity with the person or persons who are being addressed.

The formal forms *usted* and *ustedes* are used to address anyone who you don't know well or individuals for whom you should show respect or deference based on their age, seniority, or position (for example doctors, lawyers, your boss or a new acquaintance).

- **Usted** es el presidente. (***You*** (formal singular) *are the president.*)
- **Usted** es muy inteligente. (***You*** (formal singular) *are very intelligent.*)
- **Ustedes** hablan inglés. (***You*** (formal plural) *speak English.*)
- ¿**Ustedes** son ingenieros? (*Are **you*** (formal plural) *engineers?*)

The familiar or informal forms *tú* (singular) and *vosotros/as* (plural) are used with anyone that you are on close terms with, for example your family, friends, children, pets, or anyone that you would feel comfortable in calling by their first name only. The *vosotros/as* form is utilized strictly in Spain and is not used in Latin America; in its place the Latin Americans use the *ustedes* form. *Vosotros* like "nosotros" also has to agree in gender based on the composition of the group.

- **Tú** eres mi amigo. (***You*** (familiar singular) *are my friend.*)
- **Tú** eres muy inteligente. (***You*** (familiar singular) *are very intelligent.*)
- **Vosotros** habláis inglés. (***You*** (familiar plural: Spain) *speak English.*)
- ¿**Vosotros** sois ingenieros? (*Are **you*** (familiar plural: Spain) *engineers?*)
- **Ustedes** hablan inglés. (***You*** (familiar plural:LA) *speak English.*)
- ¿**Ustedes** son ingenieros? (*Are **you*** (familiar plural:LA) *engineers?*)

There are circumstances when you will choose to break the formal vs. informal conventions, however, these alter the meaning of what you are saying.

In corporate settings it is always a good idea to use the formal until the individual requests that you use the informal with them. Unlike in the U.S., business interactions in the Spanish speaking world are formal. The use of first name as a sign of friendliness in U.S. and Canadian business interactions is often seen as a sign of disrespect in the Spanish speaking world.

Third Person

The third person always agrees in gender and number with the person being talked about. Like *nosotros/as*, the masculine plural *ellos* is used with groups that include a male, while *ellas* is used with groups made up of entirely females.

- **Él** es mi amigo. (***He** is my friend.*)
- **Ella** es mi amiga. (***She** is my friend.*)
- **Ellos** son mis amigos. (***They*** (at least one male) *are my friends.*)
- **Ellas** son mis amigas. (***They*** (all female) *are my friends.*)

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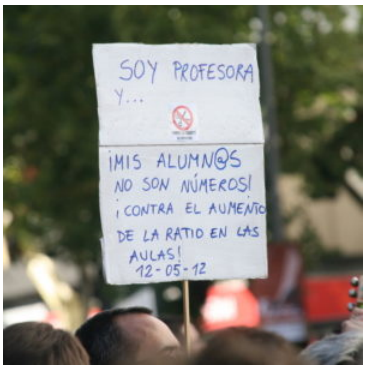
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2.10: Gramática- El verbo ser / Ser + de

Objetivos

- Identify the correct conjugations of the verb ser (*to be*)
- Recognize possession indicated by ser + de

El verbo *ser*



aumento = increase; las aulas: classrooms

The verb ***ser*** means "to be". Just as "to be" has an irregular conjugation in English *(I am, you are, he/she is…)*, the verb ***ser*** is very irregular in Spanish. Therefore, it is important that you memorize it! When you change the verb depending on the subject, like the example below, you are *conjugating* the verb. In Spanish to conjugate verbs, you will give them a different form for each of the six subject pronouns.

Examples of conjugating with singular subjects:

- Yo **soy** (*I am*) 0:00 / 0:01
- Tú **eres** (*You are*) 0:00 / 0:01
- él **es** 0:00 / 0:01 / ella **es** 0:00 / 0:01 / usted **es**

  (*He is / she is / you* (formal) *are*)

Examples of conjugating with plural subjects:

- nosotros **somos** (*We are*) 0:00 / 0:01
- vosotros **sois*** (*You are*) 0:00 / 0:01

- ellos **son** / ellas **son**

/ ustedes **son**

(*They are* / *They* (feminine) *are* / *You* (plural) *are*)

ser (*to be*)	
singular	**plural**
yo soy	nosotros somos
tú eres	vosotros sois*
él es / ella es / usted es	ellos son / ellas son / ustedes son

* Remember that the “vosotros” form is only used in Spain. The Latin American equivalent is *ustedes son.*



lo que = what/ that which; ver (tú ves)=to watch, see

Using *ser*

Up to this point, you have seen *ser* used in the following ways:

- to identify someone/something
  - Yo **soy** Manuel.
  - **Es** mi cuaderno.
- to ask or say where someone is from (origin)
  - A: ¿De dónde **son** ustedes?
  - B: Nosotros **somos** de los Estados Unidos.
- To ask and say your profession
  - A: ¿**Eres** profesor?
  - B: No, yo **soy** estudiante.
- To describe something or someone.
  - El cuaderno **es** rojo.
  - La profesora **es** inteligente.
- To ask and answer about dates.
  - ¿Cuándo es tu cumpleaños?
  - Es el primero de marzo.

Possession with *ser*

Ser is also used to ascribe ownership, in combination with the preposition **de** (*of*). Be careful! English uses an apostrophe to say who something belongs to, but in Spanish we have to use a phrase with "de".

- El cuaderno azul **es de Raúl**. (*The blue notebook* ***is Raúl's***.)
- **El cuaderno de Raúl** es azul. (***Raúl's notebook*** *is blue.*)

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2.11: Introduction to ¿El estudiante es inteligente?

Adjectives

An adjective modifies a noun; that is, it provides more detail about a noun or pronoun. It might provide a color:

- the ball
- the **red** ball

or a description:

- the house
- the **magnificent** house
- the house is **magnificent** (adjective following the linking verb “is”)

Note: adjectives only modify **nouns** or **pronouns**. To modify verbs, we use adverbs. Compare:

- You speak **well.** (adverb modifying the verb *speak*)
- That was a **good** speech. (adjective modifying the noun *speech*)

We’ll get to Spanish adverbs in later chapters. For more about adjectives and adverbs in English, you can visit the style guide here.

As we’ll see, adjectives in Spanish behave slightly differently from those in English. First, they’re often placed after the noun they modify: the **white** house, *la casa **blanca***. Also, the endings of adjectives have to match the gender and number of the noun: *casa blanc**a**, el libro blanc**o,** los libros blanc**os,** casas blanc**as***. We’ll get to all that in the pages ahead!

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2.12: Vocabulario- Colores, algunos adjetivos

Objetivos

- Identify the color of things

Vocabulario: descripciones



Biomuseo, Panamá

0:00 / 0:01

Los colores

 rojo

0:00 / 0:00

 rosado

0:00 / 0:01

 azul claro

0:00 / 0:01

 amarillo

0:00 / 0:00

 blanco

0:00 / 0:00

 claro (*clear or light*)

0:00 / 0:00

 azul

0:00 / 0:00

 negro

0:00 / 0:00

 oscuro (*dark*)

0:00 / 0:00

 verde

0:00 / 0:00

 marrón

0:00 / 0:00

 colorido (*colorful*)

0:00 / 0:01

 morado

0:00 / 0:00

 gris

0:00 / 0:00

 descolorido (*colorless*)

0:00 / 0:01

 anaranjado

0:00 / 0:01

 azul oscuro

0:00 / 0:01

 opaco (*dull, opaque*)

0:00 / 0:00

Algunos adjetivos:

interesante (*interesting*)

inteligente

importante

grande (*big*)

amable (*nice*)

feliz (*happy*)

alegre (*joyful*)

fácil (*easy*)

difícil (*difficult*)

paciente/ impaciente

idealista/realista

optimista/pesimista

sociable

egoísta (*selfish*)

Text Only

Los colores

- rojo (*red*)
- amarillo (*yellow*)
- azul (*blue*)
- verde (*green*)
- morado (*purple*)
- anaranjado (*orange*)
- rosado (*pink*)
- blanco (*white*)
- negro (*black*)
- marrón (*brown*)
- gris (*gray*)
- azul oscuro (*dark blue*)
- azul claro (*light blue*)
- claro (*clear or light*)
- oscuro (*dark*)
- colorido (*colorful*)
- descolorido (*colorless*)
- opaco (*dull, opaque*)

Algunos adjetivos:

- interesante (*interesting*)
- inteligente (*intelligent*)
- importante (*important*)
- grande (*big*)
- amable (*nice*)
- feliz (*happy*)
- alegre (*joyful*)
- fácil (*easy*)
- difícil (*difficult*)
- paciente/ impaciente (*patient/impatient*)
- idealista/realista (*idealistic/realistic*)
- optimista/pesimista (*optimistic/pessimistic*)
- sociable (*sociable*)
- egoísta (*selfish*)

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2.13: En contexto - Concordancia de adjetivos

Objetivos

- Recognize the correct position, gender and number of adjectives



Read the letter from Manuel again and answer the questions that follow.

La fecha: Hoy es el 11 de febrero.
¡Hola! Me llamo Manuel y soy de Perú. Mi familia no es muy grande. Mi mamá se llama Teresa y ella es de Lima, la capital de Perú y una ciudad grande. Mi papá se llama Roberto y es de Chiclayo, una ciudad pequeña al norte de Lima. Mi mamá es amable y mi papá es generoso. Mis hermanos son Lucas y Marisol, ellos son inteligentes. Somos una familia muy unida (close-knit). Mis mejores amigos son Juan y Rodolfo, ellos son chicos tontos. Ellos son de Cuzco, cerca de Machu Picchu. Pero ahora, nosotros somos estudiantes en la Universidad de Lima. Las clases son difíciles. ¿Cómo es tu familia? ¿De dónde son tus amigos? ¿Eres estudiante también? ¿Cómo son tus clases?

Preguntas de análisis:

Text Only

¡Hola! Me llamo Manuel y soy de Perú. Mi familia no es muy grande. Mi mamá se llama Teresa y ella es de Lima, la capital de Perú y una ciudad grande. Mi papá se llama Roberto y es de Chiclayo, una ciudad pequeña al norte de Lima. Mi mamá es amable y mi papá es generoso. Mis hermanos son Lucas y Marisol, ellos son inteligentes. Somos una familia muy unida (close-knit). Mis mejores amigos son Juan y Rodolfo, ellos son chicos tontos. Ellos son de Cuzco, cerca de Machu Picchu. Pero ahora, nosotros somos estudiantes en la Universidad de Lima. Las clases son difíciles. ¿Cómo es tu familia? ¿De dónde son tus amigos? ¿Eres estudiante también? ¿Cómo son tus clases?

Preguntas de análisis:

1. Underline all of the adjectives in the text.
2. What verb do we use with these adjectives? Where do we put the adjective in the sentence?
3. What are the two things that change when adding an adjective? (Hint: Look at the ending)

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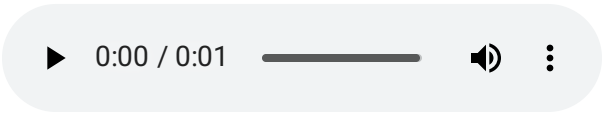
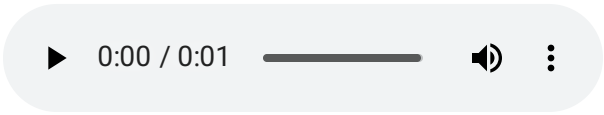
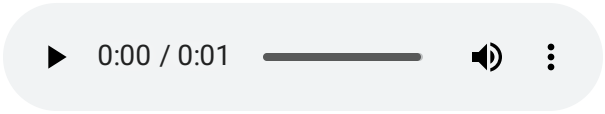
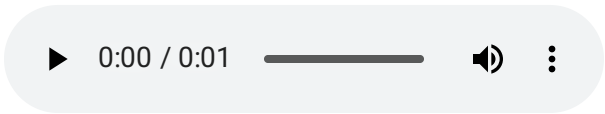
2.14: Gramática- Concordancia de adjetivos

Objetivos

- Recognize the correct position, gender and number of adjectives

Concordancia de adjetivos (*Adjective agreement*)

You learned in previous lessons that nouns and articles in Spanish must agree in both gender (masculine or feminine) and number (singular or plural):

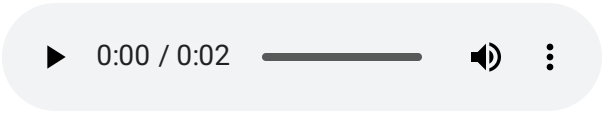
- el hombre (the man) 
- los hombres (the men) 
- la niña (the girl) 
- unas niñas (some girls) 

This same agreement must occur in Spanish when adjectives are used to describe nouns. If the noun you are using is masculine singular, the adjective must be masculine singular as well. It's important to note that while the gender of nouns is an inherent property, adjectives do not have this inherent characteristic. The gender of an adjective will change according to the noun that it describes.

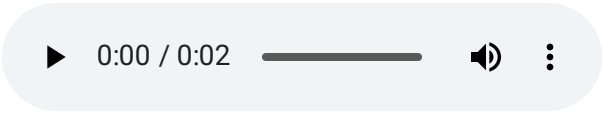
Four-form adjectives

If an adjective ends in -o for the masculine singular form, it generally will have four forms, agreeing in both gender and number with its noun as seen below.

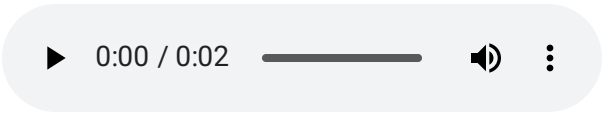
If the noun is masculine and singular, the adjective that describes the noun will also be masculine and singular:

- **el** chic**o** generos**o** (the generous boy) 

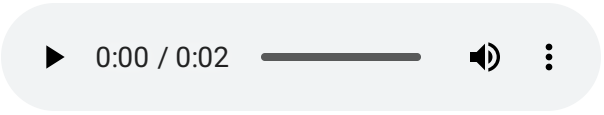
If the noun is feminine and singular, the adjective that describes the noun will also be feminine and singular:

- **la** chic**a** generos**a** (the generous girl) 

If the noun is masculine and plural, the adjective that describes the noun will also be masculine and plural:

- **los** chic**os** generos**os** (the generous boys) 

If the noun is feminine and plural, the adjective that describes the noun will also be feminine and plural:

- **las** chic**as** generos**as** (the generous girls) 

Two-form adjectives

If a masculine singular adjective ends in a consonant or a vowel other than -o (most commonly -e), such as *importante*, it does not change for gender but it will change for number:

- el documento importante (the important document)
- la clase importante (the important class)
- los documentos importantes (the important documents)
- las clases importantes (the important classes)

There is a common subset of two-form adjectives ending in "-ista", which do not change for the gender of their nouns but do change for number:

- Roberto es optimista y Carmela es optimista también. (*Roberto is optimistic and Carmela is optimistic also.*)
- Ellos son optimistas y ellas son optimistas también. (*They* (masculine) *are optimistic and they* (feminine) *are optimistic also.*)

Pluralization of adjectives

The plurals of adjectives are formed in the same way that you learned in previous lessons for nouns. Add an -s if the word ends in a vowel; add an -es if the word ends in a consonant:



- el marcador verde (the green marker)
- los marcadores verdes (the green markers)
- la bandera blanca (the white flag)
- las banderas blancas (the white flags)
- la luz débil (the weak light)

- las luces débiles (the weak lights)

Position of adjectives

Adjectives are usually placed **after the noun** they are describing, or after the verb *ser*.

- Mi mamá cocina comida rica. (My mom cooks delicious food.)
- Los médicos son inteligentes. (The doctors are intelligent.)

Indefinite adjectives, such as *mucho* (a lot, many) , *alguno* (some) , *ningun* (any) , *cada* (every) and numbers, both cardinal and ordinal, precede the noun.

- Hay **muchos libros** en la oficina. (*There are **many books** in the office*.)
- Hay **siete días** en **una semana**. (*There are **seven days** in **one week***.)

The adjectives **mejor** (better, best), **peor** (worse, worst), **menor** (younger, less, least) usually come before the noun (we'll get to the comparatives and superlatives in a later lesson!)

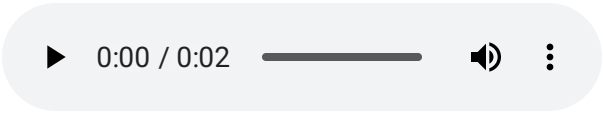
Note: There are a few exceptions to this placement that you will learn in future lessons. Also, some adjectives mean something slightly different when used before a noun instead of after. Here are just a few examples:

- Alto (top or high / tall) : Pagamos un alto precio (We pay a high price) . Es un hombre alto (He is a tall man) .
- Único (only / unique): Compramos la única marca (We buy the only brand) . Tengo una mochila única (I have a unique backpack)

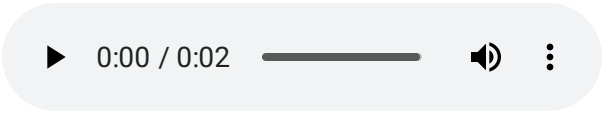


.

- Gran (great) or grande (big, large): Ella es una gran líder (She's a great leader)



. Ella lidera un país grande (She leads a large country)



.

Another note: The word *grande* doesn't just change meaning when used before a noun, it's also shortened to *gran*. Other words do not change meaning and only get shortened before a masculine singular noun, including: bueno (buen), malo (mal), alguno (algún) and ninguno (ningún). For example:

- No tenemos ningún libro (We don't have a book). Notice the singular masculine noun "libro". Whereas with a feminine noun: No tenemos ninguna falda (We don't have a skirt), still uses the feminine version of the adjective "ninguna".
- Tenemos un buen tiempo (We have a good time). Notice the singular masculine noun "tiempo". Whereas with a feminine noun: Compramos una buena casa (We bought a good house), still uses the feminine version of the adjective "buena".

One more note: When you look up an unfamiliar adjective in the dictionary, only the masculine singular form will be shown. You must make the change yourself according to the gender and/or number of the noun you are using if it is not a masculine singular noun.

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2.15: Introduction to Cultura- Los hispanos en los Estados Unidos

The *Cultura* sections offer an opportunity to learn about a variety of themes and topics in the Spanish-speaking world. You may find that the *Cultura* sections have vocabulary or structures you don't know yet. If that's the case, don't worry! The point of these sections is to practice inferring meaning from context.

As Janet Swaffar and Katherine Arens point out:

> Reading experts assert that only about half of what people understand when they read in any language has to do with knowing that language's vocabulary and its grammar. The other half involves factors such as:
>
> • background knowledge about the topic or the medium (e.g. what kind of a hero Batman is, and what an action movie looks like)
> • knowledge of a genre (e.g. what information is in a movie review and what importance is attached to who writes the review and where it's published)
> • strategies for guessing and working with uncertainty ("I don't know this term, but it has been mentioned twice so it's probably important and I'll continue reading to see if I can figure it out.")
> • strategies for identifying cognates and other textual clues (illustrations, subtitles, etc.).
>
> https://coerll.utexas.edu/methods/modules/reading/02/
>
> Whether in your native language or in a language you're just learning, reading is as much about context as it is about content. So the first time you read through the *Cultura* text (or any text in Spanish), try to note the words and phrases you already understand. Once you've read it through once this way, consider which words or phrases you would need to look up in order to understand the text more thoroughly. Look up these words and see how this knowledge changes your understanding of the text. Finally, think about whether there are any formulations or structures you still don't understand. Ask your teacher (or a native speaker) to explain what's going on in these passages.

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2.16: Cultura- Los hispanos en los Estados Unidos

Objetivos

In this section, you will…

- Learn about Hispanic* culture in the United States
- Review what you have learned in this module

La población (*population*) hispana* en los Estados Unidos es muy diversa. Hay aproximadamente 58,9 millones de hispanos en los EE.UU. desde (*since*) el año 2017. Esto representa un 18,1% de la población total de los Estados Unidos que es de 327,2 millones de personas (en el 2018). Esto es 21 millones más que (*more than*) en el año 2000. Hay muchos estados donde hay una presencia hispana muy grande. Los estados donde hay más hispanos en los Estados Unidos son: California, Tejas, Arizona y Nuevo México.

Hay muchos hispanos-americanos que tienen mucha influencia en la cultura de los Estados Unidos. La cultura hispana está presente en momentos importantes de la cultura de los EE.UU. Un ejemplo es el medio tiempo (*half-time*) del Super Bowl del año 2020. Jennifer López, cantante "Nuyorican" y Shakira, cantante de Barranquilla, Colombia, son las estrellas del medio tiempo.



Ellas saludan en español y enseñan (*show*) a todos en los Estados Unidos cómo bailar (*how to dance*) "Champeta" y "Salsa". Los padres de Shakira son del Líbano y ella baila danza árabe y también bailes afrocolombianos; ella canta (*sings*) música Rock y toca (*plays*) la guitarra también. Esta es la mezcla cultural (*cultural mix*) en los Estados Unidos. Aquí hay muchas etnias, razas, herencias y la hispana es muy importante. Jennifer López es del Bronx, Nueva York. Aquí hay muchas personas de Puerto Rico desde los años 1950 y ella es segunda generación (*second generation*). En Puerto Rico bailan salsa igual que (*the same as*) en Barranquilla y Cali, Colombia. Jennifer López baila con un grupo que se llama "Swing Latino". Ellos son bailarines de Colombia.

Hay otras personas latinas* importantes e influyentes en la actuación, la política, el deporte, la cocina y la ciencia. La influencia de los hispanos en Estados Unidos está en muchos lugares y cubre (*covers*) muchos aspectos en la vida de la gente (*people*). Aquí hay una lista de algunos de ellos, te los presento:



Julia Álvarez
Julia Álvarez (Nueva York; 27 de marzo de 1950) es una poeta, novelista, y ensayista estadounidense de origen dominicano. Escribe en inglés por haberse formado como escritora fuera del territorio dominicano. Su obra más conocida es *How the García Girls Lost Their Accents* (De cómo las muchachas García perdieron el acento), aunque también es autora de las novelas *Antes de ser libres*, *En el tiempo de las mariposas*, que dio origen a la película del mismo título, y *Cuando tía Lola vino (de visita) a quedarse*. (More about Julia Álvarez on Wikipedia)

Luchita Hurtado
Luchita Hurtado (Caracas, Venezuela, 28 de octubre de 1920) es una pintora venezolana, cuyo estilo artístico ha estado inmerso entre el surrealismo, y la abstracción informalista. (More about Luchita Hurtado on Wikipedia) Click here to read an article about Hurtado in the L.A. Times



Gwen Ifill

Gwendolyn L. Ifill (/ˈaɪfəl/ EYE-fəl; September 29, 1955 – November 14, 2016) was an American journalist, television newscaster, and author. In 1999, she became the first woman of African descent to host a nationally televised U.S. public affairs program with Washington Week in Review.

Ifill was born in the Queens neighborhood of Jamaica in New York City, the fifth of six children of African Methodist Episcopal (AME) minister (Oliver) Urcille Ifill, Sr., a Panamanian of Barbadian descent who emigrated from Panama, and Eleanor Ifill, who was from Barbados. (More about Gwen Ifill on Wikipedia)



Lin-Manuel Miranda

Lin-Manuel Miranda (Nueva York, 16 de enero de 1980) es un compositor, letrista, actor, cantante, dramaturgo y productor estadounidense, creador y protagonista de los musicales de Broadway In the Heights y Hamilton. Lin-Manuel Miranda nació en el barrio neoyorquino de Washington Heights en Manhattan y creció en Inwood. Es de origen puertorriqueño. (Wikipedia)



Mario J. Molina

José Mario Molina Pasquel y Henríquez (Ciudad de México , 19 de marzo de 1943)1 es un ingeniero químico mexicano. Mario Molina recibió junto con Sherwood Rowland el Premio Nobel de Química por ser los pioneros en establecer la relación entre el agujero de ozono y los compuestos de cloro y bromuro en la estratosfera. (More about Mario J. Molina on Wikipedia)



Indya Moore

Indya Adrianna Moore (Nueva York, 17 de enero de 1995) es una actriz, modelo y activista por los derechos de las personas trans estadounidense. Es conocida por su papel de Angel Evangelista en la serie de televisión de la cadena FX Pose. La revista Time la nombró una de las 100 personas más influyentes del mundo en 2019. Originaria del Bronx, la madre de Indya Moore es puertorriqueña y su padre también es originario del Caribe. Moore es una persona transgénero y no binaria. (More about Indya Moore on Wikipedia)

	**Ellen Ochoa** Ellen Ochoa (Los Ángeles, California; 10 de mayo de 1958) es una física, científica y una astronauta de la NASA. Sus abuelos paternos eran mexicanos. Fue la primera mujer de origen hispano en haber viajado al espacio.
	**David Ortiz** David Ortiz (Santo Domingo, República Dominicana; 18 de noviembre de 1975), es un exjugador profesional de béisbol dominicano. Jugaba como bateador designado y primera base y desarrolló su carrera en los Minnesota Twins y en los Boston Red Sox de las Grandes Ligas de Béisbol (MLB). (More about David Ortiz on Wikipedia)
	**Sonia Sotomayor** Sonia Sotomayor (Nueva York, Estados Unidos, 25 de junio de 1954) es una Juez Asociada en la Corte Suprema de los Estados Unidos. Sotomayor es hija de padres puertorriqueños.

* Note: ¿Quiénes somos los latinos o hispanos?

"Hispano" o "latino" se refiere a una persona de origen cubano, mexicano, puertorriqueño, centro- o suramericano o de otra cultura u origen español, independientemente de la raza. La diferencia entre los dos está en el origen de las palabras. La palabra "hispano" conecta a la persona con España por su historia colonial en Latinoamérica y por su lengua: el español. La palabra "latino" conecta a la persona con su origen de Latinoamérica o la cultura latina de Europa, pero no con la lengua española necesariamente.

Being Hispanic or Latino can be viewed as a matter of heritage, nationality group, lineage, or country of birth of the person or the person's parents or their ancestors before their arrival in the United States. People who identify their origin as Hispanic, Latino or Spanish may be any race. The difference between "Hispanic" and "Latino" is connected the origin of the words. The word "Hispanic" connects the person with Spain by the colonial history in Latin America and by the person's language: Spanish. The word "Latino" connects the person with their origins in Latin America or the Latin cultures of Europe, but not necessarily with the Spanish language.

Source: U.S. Census Bureau's definition of Hispanic origin.

Hispanics and Identity

- When it comes to describing their identity, most Hispanics prefer their family's country of origin over pan-ethnic terms. Half (51%) say that most often they use their family's country of origin to describe their identity. That includes such terms as "Mexican" or "Cuban" or "Dominican," for example. Just one-quarter (24%) say they use the terms "Hispanic" or "Latino" to most often describe their identity. And 21% say they use the term "American" most often.
- "Hispanic" or "Latino"? Most don't care—but among those who do, "Hispanic" is preferred. Half (51%) say they have no preference for either term. When a preference is expressed, "Hispanic" is preferred over "Latino" by more than a two-to-one margin—33% versus 14%.
- Click here to see A Conversation With Latinos on Race, a New York Times opinion-documentary.

Source: Pew Research Center: Hispanic Identity.

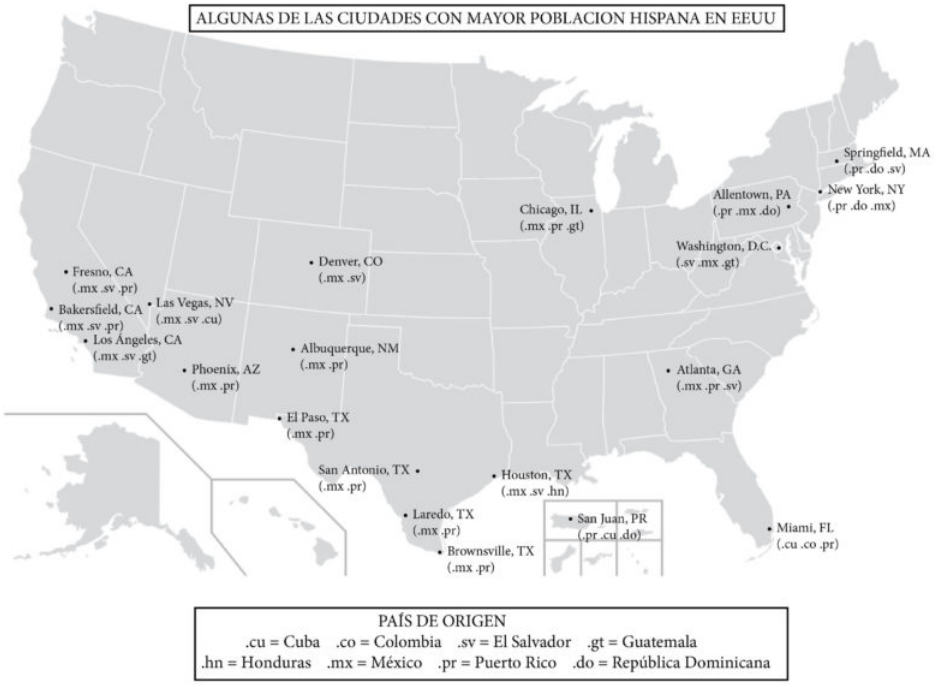
Actividades

Paso 1: Interactive activity

Talk to your classmates and answer in complete sentences, at your proficiency level.

1. ¿Cuáles son tres estados en los Estados Unidos donde hay muchos hispanos?
2. ¿Cuál es la población aproximada de hispanos en los Estados Unidos?
3. ¿Cuál es la población total de los Estados Unidos?
4. ¿Quiénes son tres hispanos famosos en los Estados Unidos y de dónde son?
5. ¿Hay personas hispanas en tu familia? ¿Hay personas hispanas entre (*among*) tus amigos?

Paso 2: Analysis and comparative activities



Algunas de las Ciudades con Mayor Población Hispana en EEUU

Bakersfield, CA: .mx, .sv, .pr
Fresno, CA: .mx, .sv, .pr
Los Angeles, CA: .mx, .sv, .gt
Los Vegas, NV: .mx, .sv, .cu
Phoenix, AZ: .mx, .pr
El Paso, TX: .mx, .pr
Albuquerque, NM: .mx, .pr
Denver, CO: .mx, .sv
San Antonio, TX: .mx, .pr
Laredo, TX: .mx, .pr
Houston, TX: .mx, .sv, .hn
Brownsville, TX: .mx, .pr
Chicago, IL: .mx, .pr, .gt
Atlanta, GA: .mx, .pr, .sv
Washington, DC: .sv, .mx, .gt
Miami, FL: .cu, .co, .pr
Allentown, PA: .pr, .mx, .do
New York, NY: .pr, .do, .mx
Springfield, MA: .pr, .do, .sv

A. Letras del alfabeto

Which Internet code corresponds with each country? See them below the map above. Practice the letters of the alphabet by reading out loud the codes and the countries that you see on the map above.

Modelo: .cu = Cuba … "punto-ce-u es Cuba."

1. .co = Colombia
2. .sv = El Salvador
3. .gt =
4. .hn =
5. .mx =
6. .pr =
7. .do =

B. Números

Now practice your numbers: Consult the list of telephone area codes below, and the U.S. map above, and say out loud the cities where there are a lot of Hispanics and what their telephone area codes are, as prompted in the following five questions:

Modelo: —¿Dónde hay muchos puertorriqueños?
— Hay muchos puertorriqueños en Springfield; en Springfield el código telefónico es cuatro-uno-tres.

1. ¿Dónde hay muchos colombiano-americanos?
2. ¿Dónde hay muchos dominicano-americanos?
3. ¿Dónde hay muchos mexicano-americanos?
4. ¿Dónde hay muchos hondureño-americanos?
5. ¿Dónde hay muchos cubano-americanos?

Lista de códigos de área de teléfono:

- Albuquerque, NM: 505
- Allentown, PA: 484, 610
- Atlanta, GA: 470, 678, 404
- Bakersfield, CA: 661
- Brownsville, TX: 956
- Chicago, IL: 872, 773, 312
- Denver, CO: 303, 720
- El Paso, TX: 915
- Fresno, CA: 559
- Houston, TX: 281, 346, 713, 832
- Laredo, TX: 956
- Las Vegas, NV: 702, 725
- Los Angeles, CA: 747, 818, 310, 424, 213, 323
- Miami, FL: 305, 786
- New York, NY: 917, 347, 718, 929, 212, 332, 646
- Phoenix, AZ: 602, 623, 480
- San Antonio, TX: 210, 726
- San Juan, PR: 787, 939
- Springfield, MA: 413
- Washington, DC: 202

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CHAPTER OVERVIEW

3: ¿Qué clases tomas?

3.1: Why It Matters- ¿Qué clases tomas?
3.2: Introduction to ¿Estudias en la biblioteca?
3.3: Vocabulario- Verbos en -ar
3.4: Vocabulario- Números 30-100
3.5: Introduction to ¿Qué idiomas hablas tú?
3.6: En contexto- Conjugación de verbos en -ar
3.7: Gramática- Conjugación de verbos en -ar
3.8: Introduction to ¿Caminas a la universidad?
3.9: En contexto- Verbos regulares con –ar
3.10: Gramática- Verbos regulares con –ar
3.11: Introduction to ¿A qué hora es tu primera clase?
3.12: En contexto- La hora
3.13: Gramática- ¿Qué hora es?

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3.1: Why It Matters- ¿Qué clases tomas?

-AR verbs

In this module, we'll learn to conjugate regular verbs that end in -ar. One of those verbs is "bailar," to dance. How many different conjugated forms do you see below?

Enrique Iglesias – **Bailamos**
Enrique Miguel Iglesias Preysler is a Spanish-Filipino singer, songwriter, composer, actor, record producer and model. (Wikipedia page for Enrique Iglesias)



Macaco – **Bailo la Pena**
Macaco is a band from Barcelona, Spain.



Gran Rah – **Bailas?**
Sergio Miranda, known as Gran Rah, is a Chilean M.C.



Ella Baila Sola – **Cuando Los Sapos Bailen Flamenco**
Ella baila sola (English: She dances alone) is a Spanish musical group formed by Marta Botía Alonso and Marilia Andrés Casares. (Wikipedia page for Ella baila solo).



La hora

In this module we'll also learn how to tell time in Spanish.

Jesse & Joy, Gente de Zona – **3 A.M.**
Jesse & Joy is a Mexican pop duo formed in 2005 by brother and sister Jesse and Joy, from Mexico City. (More about Jesse & Joy on Wikipedia) Gente de Zona is a Cuban reggaeton band made up of musicians Alexander Delgado and Randy Malcom. (More about Alexander Delgado and Randy Malcom on Wikipedia)



Shakira – **Antes De Las Seis**



No Te Va Gustar – **A las nueve**
No Te Va Gustar, also known by their initials NTVG (English: You Won't Like It), are a rock band from Uruguay. (Wikipedia page for NTVG)



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3.2: Introduction to ¿Estudias en la biblioteca?

Now that's we've learned to **be** (*ser*), let's get up and moving a bit. In this section, we'll learn the meaning of a number of regular verbs that end in -ar, including "caminar" (to walk), "bailar" (to dance), and "nadar" (to swim).

In this vocabulary section, we won't be working on the conjugations yet (that comes in the next section). For now, we'll just learn the meaning of the verbs. And, in order to tell time in the section after that, we'll learn to count to 100 now.

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3.3: Vocabulario- Verbos en -ar

Objetivos

- Identify the meanings of common -ar verbs

verbos regulares con –AR:



ayudar

0:00 / 0:01



bailar

0:00 / 0:00



buscar (*to look for*)

0:00 / 0:01



caminar

0:00 / 0:01



cantar



cocinar



comprar



descansar (*to rest*)



desear (*to wish*)



enseñar



escuchar



esquiar



estudiar



ganar



hablar



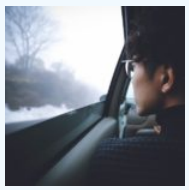
llamar



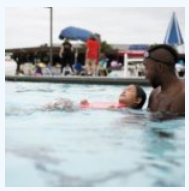
llegar



mandar

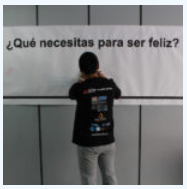


mirar



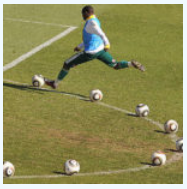
nadar

0:00 / 0:00



necesitar (*to need*)

0:00 / 0:01



practicar

0:00 / 0:01



preguntar

0:00 / 0:01



regresar

0:00 / 0:01



tomar



trabajar



usar (*to use*)



viajar

Text only (with translations)

ayudar (*to help*)

bailar (*to dance*)

buscar (*to look for*)

caminar (*to walk*)

cantar (*to sing*)

cocinar (*to cook*)

comprar (*to buy*)

descansar (*to rest*)

desear (*to wish*)

enseñar (*to teach*)

escuchar (*to listen*)

esquiar (*to ski*)

estudiar (*to study*)

ganar (*to win*)

hablar (*to talk*)

llamar (*to call*)

llegar (*to arrive*)

mandar (*to send*)

mirar (*to look at*)

nadar (*to swim*)

necesitar (*to need*)

practicar (*to practice*)

preguntar (*to ask*)

regresar (*to return*)

tomar (*to take*)

trabajar (*to work*)

usar (*to use*)

viajar (*to travel*)

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3.4: Vocabulario- Números 30-100

Objetivos

- Form numbers up to 100

Los Números de 30-100





16 dieciséis

0:00 / 0:01

y seis

0:00 / 0:01

0:00 / 0:01

ticinco

17 diecisiete

0:00 / 0:01

y siete

0:00 / 0:01

0:00 / 0:01

tiséis

18 dieciocho

0:00 / 0:01

y ocho

0:00 / 0:01

0:00 / 0:01

nta

19 diecinueve

0:00 / 0:01

0:00 / 0:00

y nueve

0:00 / 0:01

nta y uno

20 veinte

0:00 / 0:01

0:00 / 0:01

0:00 / 0:01

ta

nta y dos

21 veintiuno

0:00 / 0:01

0:00 / 0:01

0:00 / 0:01

ta y tres

nta y tres

22 veintidós

0:00 / 0:01

0:00 / 0:01

0:00 / 0:01

ta y nueve

nta y cuatro

23 veintitrés

0:00 / 0:01

0:00 / 0:01

0:00 / 0:01

nta

nta y cinco

24 veinticuatro

0:00 / 0:01

nta y uno

https://human.libretexts.org/@go/page/236931

55 cincuenta y cinco

60 sesenta

62 sesenta y dos

66 sesenta y seis

- The numbers 16-19 and 21-29 are most commonly spelled as shown above, however, they can also be written as three words. For example *diecisiete* can also be written *diez y siete* according to the *Real Academia Española*.
- However, this does not extend to the numbers from 31 to 99, which *must* be written as three words. To form the numbers from thirty to one hundred, you take the multiple of ten below it, then put *y*, then put the units value:
  - 31 = 30 + 1: treinta y uno
  - 54 = 50 + 4: cincuenta y cuatro
  - 72 = 70 + 2: setenta y dos
  - 87 = 80 + 7: ochenta y siete



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3.5: Introduction to ¿Qué idiomas hablas tú?

Soon you'll be able to talk about what you actually *do* at the university, since you'll be learning more verbs than just *ser* and *hay*.

In order to make sure that you communicate correctly using verbs, there are some terms you need to know if you don't know them already. A verb infinitive in English is a phrase that includes "to": "to speak," "to write," "to live," "to be." A Spanish infinitive is only one word, and it ends in *-ar*, or *-er*, or *-ir*. When you use verbs in both languages, you will use the form that matches the subject. This is called **conjugating** a verb.

The following section will focus on conjugating -ar verbs by working with just a few verbs. After learning the basic patterns, we'll move on to the full list.

In Spanish, verb conjugations are particularly important because they often indicate the subject of the verb's action. If we didn't know the conjugations, we wouldn't know who is studying philosophy from the phrase *estudio la filosofía* (I study philosophy). In this section, we'll be learning the conjugations for regular verbs that end in -ar.

When memorizing verb conjugations, it can be helpful to learn short sentences or phrases using the different conjugations, rather than trying to stamp the conjugation table into your memory. Bits of songs, poetry, signs, slogans, or phrases that have personal meaning to you can help lock in the various endings. It can be a frustrating process at first, but before long, conjugation will be so automatic you won't even notice you're doing it!

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3.6: En contexto- Conjugación de verbos en -ar

en contexto

Juan has written an email to his older brother. Read the email, then answer the questions below. You may not understand every word of the text, but try to understand what you can!

¡Hola!

juan.fernandez@dqx.pe

¡Hola!

Juan,
¡Hola! ¿Cómo estás? ¿Cómo es la universidad? ¿Estudias mucho? Estudio poco en el instituto. Muchos de mis amigos estudian juntos en la biblioteca, pero yo no; la biblioteca es muy tranquila. Mi amigo, Miguel, y yo estudiamos en un café, donde hay ruido. Mi amiga Sara estudia en su casa enfrente de la televisión. ¡Necesito estudiar ahora!
Chao,
Daniel.

Enviar

Preguntas de análisis:

Text Only

Preguntas de análisis:

1. Write down the following forms of the verb “estudiar”:

Yo:	nosotros:
Tú:	vosotros: estudiáis
él/ella/usted:	ellos/ellas/ustedes:

2. Do you always need a subject before the verb in Spanish?

3. When two verbs are next to each other, what form is the second verb in?

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3.7: Gramática- Conjugación de verbos en -ar

Objetivos

- Identify the correct conjugations of select verbs ending in -ar

In Spanish, the conjugation of a regular verb depends on the ending of its infinitive. (The infinitive is the basic form of the verb that you find in the dictionary; for example, English infinitives are always written with *to*, like the verbs *to run* or *to speak*. Click here to read more about infinitives in English.)

Spanish verbs conjugate depending on the verb's subject; that is, their ending changes depending on who is doing the action. This occurs in the English verb to be (e.g. I am, you are, he is, etc.), but in Spanish this occurs for all persons in all verbs (click here to learn more about verb conjugation in English).

Let's start with the regular verb "hablar" – to speak.

0:00 / 0:00

Hablar:

(yo) habl**o** 0:00 / 0:00	(nosotros) habl**amos** 0:00 / 0:00
(tú) habl**as** 0:00 / 0:01	(vosotros) habl**áis*** 0:00 / 0:01
(él / ella / usted) habl**a** 0:00 / 0:00	(ellos / ellas / ustedes) habl**an** 0:00 / 0:01

* Note: This second-person plural form (vosotros) is only used in the variety of Spanish used in Spain. In other Spanish dialects the third person plural form (ustedes) is used in both formal and informal plural direct-address situations.

0:00 / 0:01

Ejemplos :

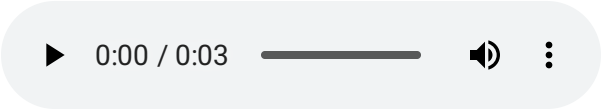
0:00 / 0:02

- ¿Qué idiomas **hablas** tú? (*What languages do you speak?*)

0:00 / 0:02

- Yo **hablo** español y francés. (*I speak Spanish and French.*)
- ¿Qué idiomas **hablan** tus amigos? (*What languages do your friends speak?*)

0:00 / 0:02



- Ellos **hablan** inglés y chino. (*They speak English and Chinese.*)

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3.8: Introduction to ¿Caminas a la universidad?



Here's where we learn to conjugate a whole list of -ar verbs. It may seem daunting at first, but remember: once you've learned the pattern, it's just a matter of substitution.

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3.9: En contexto- Verbos regulares con –ar

Objetivos

- Identify the correct conjugations of verbs ending in -ar

Juan has written an email back to his younger brother. Read the email, then answer the questions that follow. You may not understand every word of the text, but try to understand what you can!

¡Hola!

daniel.fernandez@dqx.pe

¡Hola!

Daniel,
¡Hola! ¿Qué tal? Esta universidad y mis clases son muy buenas. El único problema es que es difícil estudiar en la residencia estudiantil, por eso normalmente voy a la biblioteca.
Hoy trabajo mucho, no hay tiempo para descansar. ? Necesito comprar un libro de $75 de la librería y mi novia paga $100 por un libro. Después, mis amigos y yo necesitamos una mesa para estudiar en la biblioteca; siempre estudio por la tarde. Luego practico fútbol con mis amigos en el gimnasio. Finalmente, descanso por la noche. Escucho música mientras (while) tomo té.
¿Qué tal tu horario? ¿Practicas fútbol mucho? o ¿Bailas cada noche con tu novia? ? Yo llamo a mamá por la noche.
¡Necesito irme! ¿Vas a escribirme pronto?
¡Vamos a hablar pronto!
Juan

Enviar

Preguntas de análisis:

Text only version of the questions

Preguntas de análisis:

1. Underline all of the “-ar” verbs in the text.
2. Fill out a conjugation chart of the verbs you underlined.

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3.10: Gramática- Verbos regulares con –ar

Objetivos

- Identify the correct conjugations of verbs ending in -ar
- Answer questions using -ar verbs

Here's that list of verbs again:

- ayudar (*to help*)
- bailar (*to dance*)
- buscar (*to look for*)
- caminar (*to walk*)
- cantar (*to sing*)
- cocinar (*to cook*)
- comprar (*to buy*)
- descansar (*to rest*)
- desear (*to wish*)
- enseñar (*to teach*)
- escuchar (*to listen*)
- esquiar (*to ski*)
- estudiar (*to study*)
- ganar (*to win*)
- hablar (*to talk*)
- llamar (*to call*)
- llegar (*to arrive*)
- mandar (*to send*)
- mirar (*to look at*)
- nadar (*to swim*)
- necesitar (*to need*)
- practicar (*to practice*)
- preguntar (*to ask*)
- regresar (*to return*)
- tomar (*to take*)
- trabajar (*to work*)
- usar (*to use*)
- viajar (*to travel*)

Infinitives

The verbs in the list above are in their infinitive form. That's why the English translation usually starts with "to" (to help, to dance, etc.).

All Spanish infinitives end in the letter *r*, and the three regular conjugation patterns are classified into *-ar*, *-er*, and *-ir* verbs. We'll learn about *-er* and *-ir* verbs in the next chapter. For now, let's look at the *-ar* verbs.

Conjugation

Regular verbs ending in –AR are conjugated in the present tense by removing the -AR infinitive ending and adding one of the following personal endings:

Regular -ar Verbs

	Singular	**Plural**
First	(yo) **-o**	(nosotros) **-amos**
Second	(tú) **-as**	(vosotros) **-áis ***
Third	(él / ella / usted) **-a**	(ellos / ellas / ustedes) **-an**

* Note: This second-person plural form (vosotros) is only used in the variety of Spanish used in Spain. In other Spanish dialects the third person plural form (ustedes) is used in both formal and informal plural direct-address situations.

Now that we can conjugate some verbs, let's be sure we understand how to put them into complete sentences.

Basic sentence structure: statements

The basic structure of simple sentences in Spanish is the same as in English: subject – verb – object. Since the verb will be conjugated differently according to the different subjects, the verb ending will often make it perfectly clear who is doing the action and you can leave the subject off unless you want to clarify or emphasize who is doing the action.

- Estudiamos el español. (*We study Spanish.*)
- La profesora explica la gramática. (*The professor explains the grammar.*)

Basic sentence structure: yes-no questions

Yes-no questions are also quite simple in Spanish, and there are two ways of expressing them: either they have the same word order as a simple sentence and are spoken with a rising intonation instead of falling, or the verb and subject are reversed (verb – subject – object). Just be sure to put the upside-down question mark at the beginning and the upside-right question mark at the end of each question. Also note that Spanish does NOT use an auxiliary or helping verb like English (*do/does*).

- ¿Estudiamos el español? (*Do we study / are we studying Spanish?*)
- ¿Explica la profesora la gramática? (*Does the professor explain the grammar?*)

Basic sentence structure: negation

Answering affirmatively is easy, you just say “sí” (*yes*) and state your answer. To make a negative sentence, just put the word “no” before the verb (subject – no – verb – object). The Spanish word “no” means both “no” and “not”. And remember that Spanish does NOT use the auxiliary or helping verb (*do/does*).

- No estudiamos el francés. (*We do not study French.*)
- La profesora no explica la tecnología. (*The professor doesn’t explain the technology.*)
- No, los estudiantes no escuchan música en la clase. (*No, the students do not listen to music in class.*)

Modal verbs

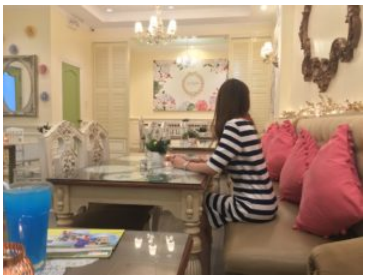
Some verbs can have another verb as their object; these are called modal verbs. The same person needs to be doing both actions, and the second verb is *not* conjugated.

- **Necesito ir** al baño. (***I need to go*** *to the bathroom.*)
- **Deseo estudiar** un idioma de cada continente. (***I want to study*** *one language from each continent.*)

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3.11: Introduction to ¿A qué hora es tu primera clase?



Since you learned to say dates in Unit 2, you could arrange with your friends to meet at a restaurant on Tuesday the 3rd. It's unlikely you'd be eating together, though. For that, we need to learn to tell the time!

And it's very convenient that you learned the numbers up to 100 in a previous section (though for telling time you'll only need up to 60).

Telling time in Spanish is relatively straightforward, but there are some tricky bits. One tip: make sure you pay attention to the conjugation of the verb *ser*: "It **is** two-twenty" becomes "**Son** las dos y veinte" (because after one, the hours are plural).

It takes some practice, but as they say, "No se ganó Zamora en una hora" (Zamora wasn't won in an hour — here's why).

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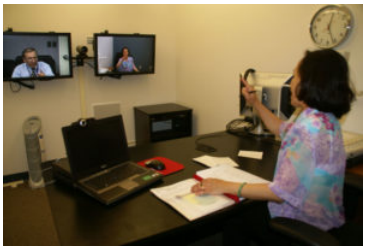
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3.12: En contexto- La hora

Objetivos

- Recognize times of day



¿Qué hora es?

Read the following text of a video-chat between Joaquín and Profesora Lai and then answer the following comprehension questions.

Joaquín:	¿Me recuerda (remind me) qué hora es allá?
Profesora Lai:	Son las doce y veinticinco de la tarde.
Joaquín:	Vale, es la una y veinticinco de la mañana aquí.
Profesora Lai:	¡Es muy tarde!
Joaquín:	Estoy acostumbrado. Vivo en Manila y todas mis clases son por la noche. ¡Mi clase de psicología empieza a las dos de la mañana!
Profesora Lai:	Podemos (we could) hablar más temprano la semana que viene. Tengo tiempo libre a las diez y media de la mañana.
Joaquín:	*Mira su calendario*. Lo siento, no puedo llamar a esa hora (at that time). Tengo la clase de biología hasta (until) las once de la noche.
Profesora Lai:	Vale, hablamos a las once y media. ¡Hasta entonces!

Preguntas de comprensión:

Preguntas de comprensión:

1. Profesora Lai está en Chicago. ¿Dónde está Joaquín?
2. En Chicago, ¿Qué hora es?
3. En Manila, ¿Qué hora es?
4. ¿Cuántas horas de diferencia hay entre (*between*) Chicago y Manila?
5. ¿A qué hora los dos van a hablar?

Preguntas de análisis:

1. When telling the time, Profesora Lai says “son las doce y veinticinco,” while Joaquín says “es la una y veinticinco.” Why do you think these formulations look different?
2. Write down the answer to ¿Qué hora es?

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3.13: Gramática- ¿Qué hora es?

Objetivos

- Tell the time

La hora



Time is constructed using the following structure:

Es la / Son las + (hora) + y / menos + (minutos) + de la mañana / de la tarde / de la noche

2:10 a.m. → 0:00 / 0:02 Son las dos y diez de la mañana. (*It is two-ten in the morning.*)

The word *hora* is feminine in Spanish, and that is why we use the article *la/las* when referring to time. Now note that there are certain times that commonly use fractions of an hour instead of minutes, and certain hours have special names:

¿Qué hora es?

5:00 → 0:00 / 0:01 Son las cinco **en punto.** (*It's five o'clock sharp / on the dot.*)

3:15 → 0:00 / 0:01 Son las tres **y cuarto.** (*It's a quarter past three. – i.e. three-fifteen.*)

4:30 → 0:00 / 0:01 Son las cuatro **y media.** (*It's half past four. – i.e. four-thirty.*)

1:40 → 0:00 / 0:02 Son las dos **menos** veinte.*(*It's twenty to/of two. – i.e. one-forty.*)

6:50 → 0:00 / 0:01 Son las siete **menos** diez.* (*It's seven minus ten.*)

1:00 → 0:00 / 0:01 Es la **una.**** (*It's one o'clock.*)

12:00 am → **Es medianoche** / Es la medianoche. (*It's midnight.*)

12:00 pm → **Es mediodía** / Es el mediodía. (*It's noon / midday.*)

* Note that once the time passes the 30-minute mark, we generally go up to the next hour and subtract the number of minutes before that hour.

** *Son* means "they are", so *son las…* only works for numbers greater than one. To say "it's one o'clock", you have to say *Es la una.* (or *Es la una en punto.*).

La hora de eventos

The question **¿Qué hora es?** is used when we want to find out what time it is right now. However, if we want to know at what time something occurs, the question is **¿A qué hora es…?** (*At what time is… / When is ..?*).

> **Tomás**: Cristóbal, ¿a qué hora es tu clase de español?
> **Cristóbal**: Mi clase de español es a la una y cuarto de la tarde. ¿A qué hora es tu clase de biología?
> **Tomás**: Mi clase de biología es a las ocho y media de la mañana.



¿Qué hora es 19:00h?

Many digital clocks and printed schedules in Spanish-speaking countries use a 24-hour time format to avoid the need for "AM" or "PM":

English:		Spanish:
9:30 AM 9:30 PM	→	09:30 21:30

Practicar

Type the time shown on the clock (or the digital readout) at the link below. Then press "submit." You can do this as many times as you want to practice telling time.
Modelo:
4:15
Son las cuatro y cuarto.

12:50
Es la una menos diez.
Son diez para la una.

https://s3-us-west-2.amazonaws.com/course-building/Spanish/clock/clock.html

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CHAPTER OVERVIEW

4: ¿Tienes prisa?

4.1: Why It Matters- ¿Tienes prisa?
4.2: Introduction to ¿Descansas en la residencia estudiantil?
4.3: Vocabulario- La universidad
4.4: Introduction to ¿Tienes una clase por la noche?
4.5: En contexto- El verbo tener
4.6: Gramática- El verbo tener
4.7: En contexto- El verbo ir
4.8: Gramática- El verbo ir
4.9: Introduction to Cultura- La universidad
4.10: Cultura- La universidad

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4.1: Why It Matters- ¿Tienes prisa?

Earlier in the course, we learned vocabulary about the classroom. In this module we'll extend out a level and work on themes related to the university: classes, majors, and locations in higher education.

What do these song titles have in common?

Bomba Estéreo – **Química**
Bomba Estéreo is a Colombian band founded in the capital, Bogotá, in 2005 by Simón Mejía. Their music has been described as "electro tropical" or "psychedelic cumbia". (More about Bomba Estéreo on Wikipedia)



Wil Campa – **Mi Filosofía**
Wil Campa is a Cuban vocalist and bandleader.



Sociología Animal – SOM ft Man (Vadebo) y Veroniké (Frida)
Sociología Animal is a socially-focused rap group from Valencia, Spain.



Sin Fin De Lucro – **Mala educación**
Sin Fin De Lucro is a Dominican punk/hardcore band.



Por Instinto – **La Mala Educación**
Por Instinto is a punk/rock band from Madrid.



Banda de Turistas – **Química**
Banda de Turistas is a rock and pop band from Buenos Aires, Argentina.



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4.2: Introduction to ¿Descansas en la residencia estudiantil?

By now you've built up a substantial vocabulary of phrases, numbers and verbs, and you know the names of objects that you find in the classroom. It's time to expand our horizons—just a little—to the different subjects you can study in those classrooms, and also to different locations on campus!

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4.3: Vocabulario- La universidad

Objetivos

- Recognize the vocabulary of locations and courses at the university

Vocabulario: La universidad

0:00 / 0:02

Lugares de la universidad



El auditorio

0:00 / 0:01



La biblioteca

0:00 / 0:01



La cafetería

0:00 / 0:01



El centro estudiantil

0:00 / 0:01



El estadio

0:00 / 0:01



El gimnasio

0:00 / 0:01



El laboratorio

0:00 / 0:01



La residencia estudiantil

0:00 / 0:01



La librería

0:00 / 0:01

0:00 / 0:02

Vocabulario de la universidad

0:00 / 0:01 el curso (*course*)

0:00 / 0:01 el examen,

0:00 / 0:01 la prueba (*test, exam*)

0:00 / 0:01 el horario (*schedule*)

0:00 / 0:01 el semestre (*semester*)

0:00 / 0:01 el trabajo (*assignment*)

0:00 / 0:01 el compañero de clase / la compañera de clase (*classmate*)

0:00 / 0:01 la calificación, la nota (*grade*)

0:00 / 0:01 la especialización (*major*)

0:00 / 0:01 la tarea (*homework*)

0:00 / 0:02

Los cursos en la universidad



0:00 / 0:00 El arte (*Art*)



0:00 / 0:01 Las artes escénicas (*Performing Arts*)



0:00 / 0:01 La biología (*Biology*)



0:00 / 0:01 Las ciencias políticas (*Political science*)



0:00 / 0:01

Las ciencias sociales (*Social Sciences*)



0:00 / 0:01

comunicación (*Communications*)



0:00 / 0:01

criminología (*Criminal justice*)



0:00 / 0:01

economía (*Economics*)



0:00 / 0:01

educación (*Education*)



0:00 / 0:01

educación física (*Physical Education*)



0:00 / 0:01

educación primaria (*Elementary education*)



0:00 / 0:01

enfermería (*Nursing*)



0:00 / 0:01

filosofía (*Philosophy*)



0:00 / 0:01

Las finanzas (*Finance*)



0:00 / 0:01

historia (*History*)



0:00 / 0:01

historia de la música (*Music History*)



0:00 / 0:01

informática (*Computer science*)



0:00 / 0:01

ingeniería (*Engineering*)



0:00 / 0:01

inglés (*English*)



0:00 / 0:01

Las lenguas (*Languages*)



0:00 / 0:01

literatura (*Literature*)



0:00 / 0:01

márketing,

0:00 / 0:01

mercadotecnia (*Marketing*)



0:00 / 0:01

Las matemáticas (*Mathematics*)



0:00 / 0:01

música (*Music*)



0:00 / 0:01

Los negocios (*Business*)



0:00 / 0:02

Las profesiones médicas y de salud (*Medical and health professions*)



0:00 / 0:01

psicología (*Psychology*)



0:00 / 0:01

química (*Chemistry*)



0:00 / 0:01

religión comparada (*Religion*)



0:00 / 0:01

sociología (*Sociology*)

El

la

La

La

La

La

La

Text only version:

Lugares de la universidad (Places at the University)

- El auditorio (auditorium)
- La biblioteca (library)
- La cafetería (cafeteria)
- El centro estudiantil (student center)
- El estadio (stadium)
- El gimnasio (gymnasium)
- El laboratorio (laboratory)
- La residencia estudiantil (dormitory)
- La librería (bookstore)

Vocabulario de la universidad (Vocabulary of University)

- el curso (course)
- el examen, la prueba (test, exam)
- el horario (schedule)
- el semestre (semester)
- el trabajo (assignment)
- el compañero de clase / la compañera de clase (classmate)
- la calificación, la nota (grade)
- la especialización (major)
- la tarea (homework)

Los cursos en la universidad (Courses at the University)

- El arte (Art)
- Las artes escénicas (Performing Arts)
- La biología (Biology)
- Las ciencias políticas (Political science)
- Las ciencias sociales (Social Sciences)
- La comunicación (Communications)
- La criminología (Criminal justice)
- La economía (Economics)
- La educación (Education)
- La educación física (Physical Education)
- La educación primaria (Elementary education)
- La enfermería (Nursing)
- La filosofía (Philosophy)
- Las finanzas (Finance)
- La historia (History)
- La historia de la música (Music History)
- La informática (Computer science)
- La ingeniería (Engineering)
- El inglés (English)
- Las lenguas (Languages)
- La literatura (Literature)
- El márketing, la mercadotecnia (Marketing)
- Las matemáticas (Mathematics)
- La música (Music)
- Los negocios (Business)
- Las profesiones médicas y de salud (Medical and health professions)
- La psicología (Psychology)
- La química (Chemistry)
- La religión comparada (Religion)
- La sociología (Sociology)

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4.4: Introduction to ¿Tienes una clase por la noche?

In this section, you'll be introduced to a really important verb: *tener*. As with so many of the really useful verbs, *tener* has an irregular conjugation. But you just have to *(tienes que)* learn it, because without *tener*, you can't have anything. And as they say: "Bueno es tener, para no haber menester." (Literally: "It's good to have, so as not to lack," or "better something than nothing.")

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4.5: En contexto- El verbo tener



¿Cómo están tus clases?

Roberto and Cristina ran into each other on campus and they are discussing their busy schedules. Read the following conversation between the two and answer the questions that follow.

Roberto:	¡Hola, Cristina! ¿Cómo están tus clases?
Cristina:	¡Hola, Roberto! Este semestre es muy difícil. Tengo que hacer mucha tarea para todas mis clases, siempre tengo sueño porque no descanso.
Roberto:	¿En serio? ¿Qué clases tomas este semestre?
Cristina:	Este semestre tomo cinco clases. Los lunes, miércoles y viernes voy al laboratorio porque tengo la clase de matemáticas a las diez de la mañana. Mis compañeros de la clase tienen miedo de sacar malas notas y yo también. A las once de la mañana, vamos tú y yo a la biblioteca porque tenemos la clase de historia. A la una de la tarde siempre tengo hambre y voy a la cafetería con mis compañeras de clase y después tenemos la clase de física a las dos de la tarde. ¿Vas a la cafetería a la una hoy?
Roberto:	No, mis amigos y yo vamos al mediodía.
Cristina:	Dale, voy a la clase de español a esa hora. Es mi clase favorita pero tengo vergüenza de hablar en español. Pero si no hablo, no gano puntos de participación. También algunas veces la clase va a la cafetería para comer comida hispana.
Roberto:	¿Y tienes que estudiar mucho para tus clases?
Cristina:	¡Sí! Tengo que ir a la biblioteca todos los días y tengo que hablar con mis profesores en sus horas de oficina, especialmente el profesor de matemáticas.
Roberto:	¿Tienes que comprar muchos libros para tus clases?

Cristina:	Sí, tengo que pagar mucho dinero por mis libros en la librería. Mi amiga tiene suerte y no tiene que comprar ningún libro. Roberto, ¿qué hora es?
Roberto:	Son las diez menos cuarto de la mañana.
Cristina:	¡Es tarde y tengo prisa para llegar a mi clase de matemáticas! Nos vemos en historia, Roberto.
Roberto:	¡Nos vemos, Cristina!

Preguntas de análisis:

Preguntas de análisis:

1. Based on the reading above, what does “tener” mean?
2. Write down the following forms of the verb “tener”:

Yo:	nosotros:
Tú:	vosotros: tenéis
él/ella/usted:	ellos/ellas/ustedes:

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4.6: Gramática- El verbo tener

Objetivos

- Recognize and use the irregular verb “tener”
- Use “tener” for saying people’s age

Verbo tener

The verb *tener* (to have) is special in the sense that it has an irregular *yo* form and also has a change of e>ie in the stem.

tener (*to have*)

(stem: ten; irregular yo-form; stem-vowel change)

singular	plural
yo **tengo**	nosotros **tenemos**
tú **tienes**	vosotros **tenéis**
él **tiene**	ellos **tienen**
ella **tiene**	ellas **tienen**
usted **tiene**	ustedes **tienen**



(Note: “hablar” is in the present subjunctive here because it’s a command. That will come in a later course…)



miedo = fear, porque = because

- 0:00 / 0:03 María **tiene** una clase de psicología a las dos de la tarde. (*María has a psychology class at 2 p.m.*)
- 0:00 / 0:02 ¿Cuántos lápices **tienes** en tu mochila? (*How many pencils do you have in your backpack?*)

Tener años

To give age in Spanish, use the correct conjugation of the verb *tener* + number + *años:*

- 0:00 / 0:01 ¿Cuántos años tienes? (*How old are you?*)
- 0:00 / 0:02 Tengo 22 años. (*I am 22 years old.*)
- 0:00 / 0:01 Tengo trece años. (*I’m 13.*)
- ¿Cuántos años tiene él? (*How old is he?*)
- 0:00 / 0:02 Tiene ochenta y siete años. (*He’s 87.*)
- 0:00 / 0:01 ¿Cuántos años tienen? (*How old are they?*)

Note: in English you can leave off “years old” and just say “I’m 22,” but in Spanish you must include the word *años*.

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4.7: En contexto- El verbo ir

Objetivos

- Recognize the correct conjugations of the verb ir

Re-read the conversation between Roberto and Cristina again and answer the questions below.

Roberto:	¡Hola, Cristina! ¿Cómo están tus clases?
Cristina:	¡Hola, Roberto! Este semestre es muy difícil. Tengo que hacer mucha tarea para todas mis clases, siempre tengo sueño porque no descanso.
Roberto:	¿En serio? ¿Qué clases tomas este semestre?
Cristina:	Este semestre tomo cinco clases. Los lunes, miércoles y viernes voy al laboratorio porque tengo la clase de matemáticas a las diez de la mañana. Mis compañeros de la clase tienen miedo de sacar malas notas y yo también. A las once de la mañana, vamos tú y yo a la biblioteca porque tenemos la clase de historia. A la una de la tarde siempre tengo hambre y voy a la cafetería con mis compañeras de clase y después tenemos la clase de física a las dos de la tarde. ¿Vas a la cafetería a la una hoy?
Roberto:	No, mis amigos y yo vamos al mediodía.
Cristina:	Dale, voy a la clase de español a esa hora. Es mi clase favorita pero tengo vergüenza de hablar en español. Pero si no hablo, no gano puntos de participación. También algunas veces la clase va a la cafetería para comer comida hispana.
Roberto:	¿Y tienes que estudiar mucho para tus clases?
Cristina:	¡Sí! Tengo que ir a la biblioteca todos los días y tengo que hablar con mis profesores en sus horas de oficina, especialmente el profesor de matemáticas.
Roberto:	¿Tienes que comprar muchos libros para tus clases?
Cristina:	Sí, tengo que pagar mucho dinero por mis libros en la librería. Mi amiga tiene suerte y no tiene que comprar ningún libro. Roberto, ¿qué hora es?
Roberto:	Son las diez menos cuarto de la mañana.

Cristina:	¡Es tarde y tengo prisa para llegar a mi clase de matemáticas! Nos vemos en historia, Roberto.
Roberto:	¡Nos vemos, Cristina!

Preguntas de análisis:

Preguntas de análisis:

1. Based on the reading above, what does “ir” mean?
2. Write down the following forms of the verb “ir”:

yo:	nosotros:
tú:	vosotros: vais
él/ella/usted:	ellos/ellas/ustedes:

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4.8: Gramática- El verbo ir

Objetivos

- Recognize the correct conjugations of the verb ir

Like the verb *ser*, the conjugation of *ir* in the present tense is irregular:

ir (*to go*)

Singular	Plural
0:00 / 0:00 yo **voy**	0:00 / 0:01 nosotros **vamos**
0:00 / 0:00 tú **vas**	0:00 / 0:01 vosotros **vais**
0:00 / 0:02 él / ella / usted **va**	0:00 / 0:03 ellos / ellas / ustedes **van**



A sign in support of the Osasuna soccer team from Pamplona, Navarre. Because they originally wore red jerseys, they got the nickname “Los Rojillos.”

The verb *ir* is used to express destinations and will need a preposition to follow it. Add the preposition *a* after *ir* to indicate your destination (where you’re going to).

- 0:00 / 0:05 No voy a la fiesta esta noche porque hay un examen mañana. (*I’m not going to the party tonight, because there’s a test tomorrow.*)
- 0:00 / 0:03 Ellos van al gimnasio todos los días. (*They go to the gym every day.)*



The story goes (though it's probably not true) that this Chevy model didn't sell well in Mexico. Can you imagine why? (Hint: How do you say in Spanish "The car doesn't go"?)

Contracciones

There are only two contractions in the whole Spanish language, and they're frequently used with *ir* and other verbs of motion.

A + el = **al** (*to the*)
De + el = **del** (*from the*)

Be careful, the prepositions *a* and *de* only contract with the masculine singular definite article; if you need the feminine or plural form of "the", it will remain a separate word.

- 0:00 / 0:02 Vamos **al** parque con el perro. (*We go to the park with the dog.*)
- 0:00 / 0:02 Vamos **a los** negocios locales. (*We go to the local businesses.*)
- 0:00 / 0:05 Los científicos llegan **del** Instituto de Salud Pública. (*The scientists come from the Institute of Public Health.*)
- 0:00 / 0:05 Los maestros llegan **de la** Universidad Complutense de Madrid. (*The teachers come from the Complutense University of Madrid.*)

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4.9: Introduction to Cultura- La universidad

The following reading introduces two major universities in the Spanish-speaking world: the Universidad Nacional Autónoma de México (UNAM) and the Universidad Complutense de Madrid. In the questions that follow, you'll have a chance to think about academic calendars and courses of study. Maybe you'll find a practical application for this knowledge by signing up to study abroad!

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4.10: Cultura- La universidad

Cultura: Las universidades en el extranjero; los estudios en países de habla hispana.



¿Qué hay en la Biblioteca Central de la UNAM?

La Universidad Nacional Autónoma de México (UNAM) es la universidad principal de México. En la Ciudad Universitaria (en Coyoacán, México D.F.), los estudiantes practican el fútbol en el Estadio Olímpico, bailan y cantan en el Centro Cultural Universitario, estudian en la Biblioteca Central y caminan en los jardines. La UNAM tiene 41 programas de posgrado (graduate-level) y 127 carreras o especializaciones de licenciatura (*undergraduate-level*). Incluso hay 3 programas de bachillerato (*high-school level*). ¡Es muy grande!



¿Qué estudian en esta facultad de la Universidad Complutense de Madrid?

La Universidad Complutense de Madrid en España es otra universidad grande. Los profesores investigan muchas ciencias diferentes y enseñan a estudiantes de licenciatura y posgrado en 26 facultades. En la Facultad de Filología hay 7 departamentos de lenguas y literatura, por ejemplo el Departamento de Estudios Ingleses y el Departamento de Lengua Española y Teoría de la Literatura.

Pero no necesitas estudiar en una universidad. Hay muchos institutos de español para estudiantes extranjeros en España y en toda Latinoamérica. Es posible estudiar español con crédito académico o sin crédito y es posible tomar cursos en otoño, primavera, verano—¡o por un año entero!

Es muy buena idea viajar a donde las personas practican la cultura y usan la lengua todo el tiempo, no solamente en la clase. En Madrid, por ejemplo, si estudias arte, visitas el Museo del Prado. O si estudias literatura, visitas la casa-museo de Miguel de Cervantes.

0:00 / 1:59

Paso 1: Ejercicios de interpretación

Decide if each sentence is **falso** (*false*) or **cierto** (*true*).

1. Cierto o Falso El bachillerato en México es igual al ‘bachelors degree’ en EEUU.
2. Cierto o Falso En la ciudad universitaria de la UNAM, en Coyoacán, los estudiantes practican futbol en el estadio olímpico.
3. Cierto o Falso La Facultad de Filología en la Complutense es para estudiar las ciencias.
4. Cierto o Falso La UNAM tiene 41 programas de posgrado y 127 carreras o especializaciones de licenciatura o pregrado.

5. Cierto o Falso Los estudiantes extranjeros en España solamente toman clases por crédito académico.
6. Cierto o Falso Los cursos en España solo son posibles en verano.

Paso 2: Actividades de interacción

A. Facultades

With a classmate, review the vocabulary related to the academic disciplines and match each specialization with its department.

	la biología
	la economía
Facultad de Bellas Artes	la educación de adolescentes
Facultad de Ciencias Físicas y Matemáticas	la enfermería
Facultad de Ciencias Sociales y Psicología	la bioquímica
Facultad de Filología	el arte digital
Facultad de Medicina	la música
Facultad de Pedagogía y Educación	la lengua española
	las ciencias políticas
	la literatura inglesa

B. ¿Cuándo viajan?

Look at the academic calendars for these programs in the table below and answer the questions.

¡OJO! Dates in Spanish come with the day first: DD/MM.

Calendarios	**AIP Instituto de Idiomas (Valencia, España)**	**ECELA Escuela de Lenguas (Mendoza, Argentina)**	**Academia Latinoamericana de Español (Quito, Ecuador)**
Invierno	No hay	30/12 – 19/01	No hay
Primavera	09/01 – 11/05	20/01 – 04/05	07/01 – 06/05
Verano	01/07 – 26/07	23/06 – 03/08	No hay
Otoño	30/08 – 21/12	11/08 – 30/11	20/08 – 17/12

Modelo: Luis viaja a Valencia, España en la primavera. ¿En qué fechas estudia?

–Luis estudia del nueve de enero al once de mayo.

1. Juan viaja a Mendoza, Argentina, en la primavera. ¿En qué fechas estudia?
2. Graciela viaja a Quito, Ecuador en el otoño. ¿En qué fechas estudia?
3. Mario viaja a Valencia, España, en el verano. ¿En qué fechas estudia?
4. Maite viaja a Mendoza, Argentina, en el invierno. ¿En qué fechas estudia?
5. ¿Y tú? ¿En qué fechas/estación deseas estudiar y en qué país? ¿Qué clases tomas?

Paso 3: Actividades de creación y comparación

A. ¿Qué clases tomas? Tu horario

You are abroad in Spain and need to decide your schedule for your semester. Look at the information below and create your schedule.

Select your classes for the semester. You must have one language class and two culture or special topics courses.

Clases de lengua (6 créditos): seleccionar *un curso*

1. Gramatica y Escritura → En la mañana (lunes + martes + miércoles + jueves + viernes, 09:00-11:00)
2. Conversacion y Lectura → Al mediodía (lunes + martes + miércoles + jueves +viernes, 12:00-14:00)
3. Lectura y Composición → En la tarde (lunes + martes + miércoles + jueves +viernes, 16:00-18:00)

Clases de cultura especializada (3 créditos cada una): seleccionar *dos cursos*

- El arte moderno de España (en inglés, martes + jueves, 09:00-11:00)
- La historia de España (en inglés, lunes + miércoles, 12:00-14:00)
- La música de España (en español, lunes + miércoles, 12:00-14:00)
- La política de España (en inglés, martes + jueves, 12:00-14:00)
- Economía de la Unión Europea (en inglés, martes + jueves, 12:00-14:00)
- El cine en español (en inglés, lunes + miércoles, 16:00-18:00)
- La geografía y cultura de España (en español, lunes + miércoles, 16:00-18:00)
- La literatura de Miguel de Cervantes (en inglés, martes + jueves, 16:00-18:00)

Hora	**Lunes**	**Martes**	**Miércoles**	**Jueves**	**Viernes**
09:00-11:00					
12:00-14:00					
16:00-18:00					

When you finish your schedule, compare it with a group of classmates (3-4 people):

1. ¿A qué hora es la clase de Lengua Española de cada persona? ¿Tienen la clase a una hora igual o diferente?
2. ¿Qué días y a qué hora son las clases de cultura? ¿Son iguales o diferentes?
3. ¿Cuáles clases de cultura en la lista arriba (*in the above list*) son populares? ¿Cuáles no son populares?
4. ¿Cuáles horas de clase no son populares?

Now in your current university:

1. ¿Cuáles clases son populares en tu universidad? ¿Cuáles no son populares?
2. ¿Cuáles horas de clase no son populares en tu universidad y cuáles horas de clase son populares?

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CHAPTER OVERVIEW

5: ¿Quiénes son los miembros de una familia?

5.1: Why It Matters- ¿Quiénes son los miembros de una familia?
5.2: Introduction to El árbol de familia
5.3: Vocabulario- La familia
5.4: Introduction to Mi casa es tu casa
5.5: En contexto- Los posesivos
5.6: Gramática- Los posesivos
5.7: Introduction to ¿Qué aprendemos ahora?
5.8: En contexto- Verbos regulares de -er/-ir
5.9: Vocabulario- Verbos regulares de -er/-ir
5.10: Gramática- Conjugación de verbos regulares en -er/-ir
5.11: Introduction to Mi perro es bonito y pequeño
5.12: Vocabulario- Adjetivos descriptivos
5.13: Gramática- Los países y las nacionalidades

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5.1: Why It Matters- ¿Quiénes son los miembros de una familia?

In this chapter, we'll learn the vocabulary of family relationships.

Here are two salsa songs about families:

Ruben Blades – **Amor y Control**
Rubén Blades Bellido de Luna (born July 16, 1948), known professionally as Rubén Blades is a Panamanian musician, singer, composer, actor, activist, and politician, performing musically most often in the Afro-Cuban, salsa, and Latin jazz genres. (More about Ruben Blades on Wikipedia)



Hansel y Raul – **Maria Teresa y Danilo**
Hansel y Raul are a Miami-born Salsa duo who are best known for popularizing the Cuban "Charanga" rhythm.



We'll also learn the regular verbs ending in -er and -ir. Here are a few songs featuring those verbs:

Carla Morrison – **Compartir**
Carla Patricia Morrison Flores (Tecate, Baja California, 19 July 1986), known professionally as Carla Morrison, is a Mexican indie-pop singer and composer. She has won two Latin Grammys for her album, Déjenme llorar, which has also been certified Gold in Mexico. (More about Carla Morrison on Wikipedia)



Akil Ammar – **Comprendo**
Akil Ammar is an MC and urban poet born in Mexico City.



Ana Tijoux (con Juan Ayala) – **Creo en Ti**
Anamaría Tijoux Merino, commonly known by her stage name Ana Tijoux or Anita Tijoux, is a French-Chilean singer and musician. She became famous in Latin America as the MC of hip-hop group Makiza during the late 1990s. (More about Ana Tijoux Wikipedia)



Gusttavo Lima Part. Gente de Zona – **Lo Que Tú y Yo Vivimos**
Nivaldo Batista Lima, better known by his stage name Gusttavo Lima, is a Brazilian singer. Gente de Zona is a Cuban reggaeton band made up of musicians Alexander Delgado and Randy Malcom.



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5.2: Introduction to El árbol de familia



In this section, we'll learn the vocabulary of family relationships.

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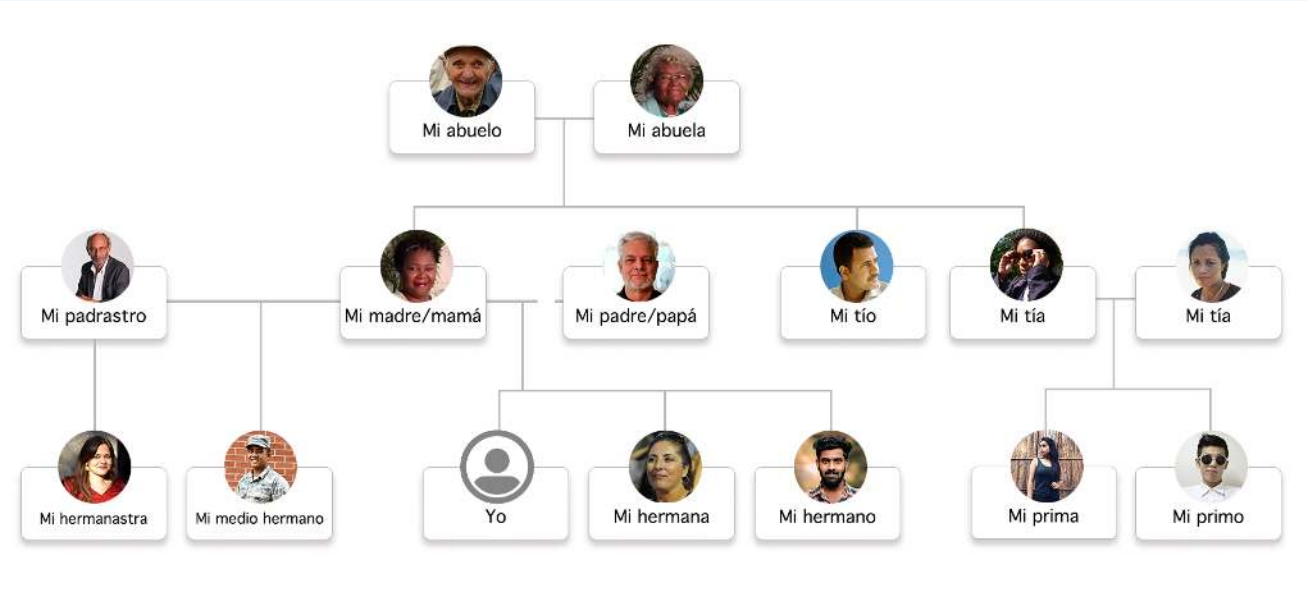
5.3: Vocabulario- La familia

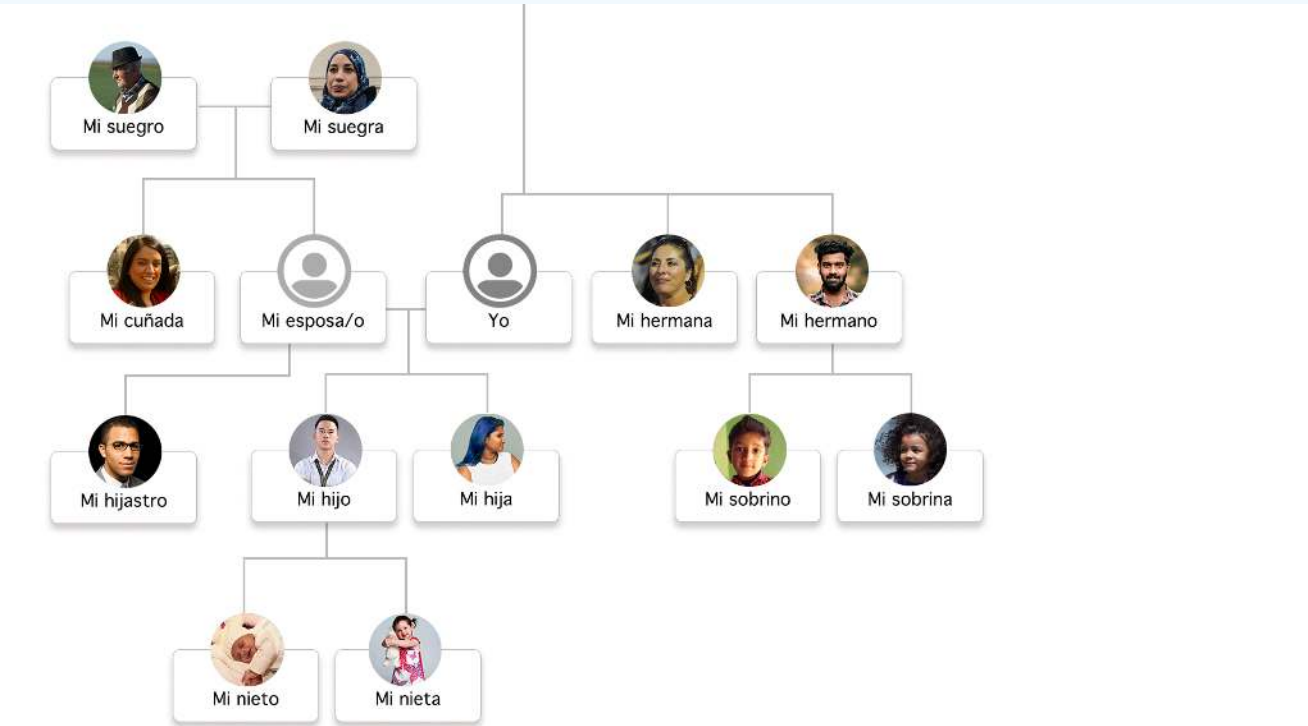
Objetivos

- Recognize vocabulary of family relations

Vocabulario

La familia





- La pareja (*couple*)
- El pariente (*relative*)

Text version of the family tree (with audio):

- 0:00 / 0:02
- El abuelo / La abuela (*grandfather / grandmother*)
- 0:00 / 0:02
- El esposo / La esposa (*husband / wife*)
- 0:00 / 0:02
- El hermano / La hermana (*brother / sister*)
- 0:00 / 0:02
- El hijo / La hija (*son / daughter*)
- 0:00 / 0:01
- La madre, mamá (*mother, mom*)
- 0:00 / 0:02
- El nieto / La nieta (*grandson / granddaughter*)
- 0:00 / 0:02
- El novio / La novia (*boyfriend / girlfriend*)
- 0:00 / 0:01
- El padre, papá (*father, dad*)
- 0:00 / 0:01
- La pareja (*couple*)
- 0:00 / 0:01
- El pariente (*relative*)
- 0:00 / 0:02
- El primo / La prima (*cousin*)
- 0:00 / 0:02
- El sobrino / La sobrina (*nephew / niece*)
- 0:00 / 0:02
- El tío / La tía (*uncle / aunt*)
- 0:00 / 0:02
- La cuñada / el cuñado (*sister-in-law / brother-in-law*)
- 0:00 / 0:05
- Los medio hermanos / el medio hermano/ la media hermana (*half-siblings / half-brother / half-sister*)
- 0:00 / 0:04
- Los hermanastros / el hermanastro / la hermanastra (*stepsiblings / stepbrother / stepsister*)
- 0:00 / 0:02
- El hijastro / La hijastra (*stepson / stepdaughter*)
- 0:00 / 0:02
- La madrastra / El padrastro (*stepmother / stepfather*)
- 0:00 / 0:02
- La suegra / el suegro (*mother-in-law / father-in-law*)

Tipos de familias:

- Familia nuclear o pequeña
- Familia extendida o grande
- Primera, segunda, tercera generación

- La familia política
- La familia moderna
- La familia tradicional

Mascotas



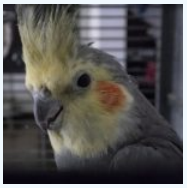
el conejo



el cuy



el gato / la gata



el pájaro



el perro / la perra



el pez



la tortuga

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5.4: Introduction to Mi casa es tu casa

In this section we'll learn about possessive adjectives, which are used to describe to whom or to what something belongs. These forms are similar to English, for example: *Mi hermana es pelirroja* (My sister is a redhead). Both mi/my here indicate that the sister belongs to me. However, in Spanish there are also plural forms if I have more than one of the thing, for example: *Mis hermanos son inteligentes* (My brothers are intelligent). And there are masculine and feminine forms for *nuestro/nuestra* (our) and *vuestro/vuestra* (your – *vosotros*). Remember when we learned about masculine and feminine nouns and their articles and adjectives? When learning Spanish as a second language, it is important to practice this feature and make sure the nouns and their articles and adjectives are matching.

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5.5: En contexto- Los posesivos

Objetivos

- Recognize possession indicated by possessive adjectives

Mi familia inmediata

Juanita Sánchez escribe un párrafo sobre su familia inmediata. Después de leer el texto, contesta las preguntas. (Juanita Sánchez writes a paragraph about her immediate family. After reading her text, answer the questions that follow.)

Juanita Sánchez
8.4.2019

Primero, tengo una familia muy grande. En mi casa, yo vivo con mis padres, mis hermanos y mi abuela. No parece tan grande, pero tengo cinco hermanos. Todos mis hermanos son mayores, y yo soy la hermana menor. Mi hermano mayor se llama Juan y su esposa vive en la casa también. Además, ellos tienen dos hijos, mis sobrinos. Sus hijos se llaman Pablo y Juan. Además, mi familia tiene dos mascotas: nuestro perro, que se llama Ricky y nuestra tortuga, que se llama Margarita. Entre todas las personas en mi familia, mi persona favorita es mi abuela. Ella cocina para todos y su comida es deliciosa. Aunque mi abuela es mi persona favorita, mi familia es muy importante en mi vida. ¿Tienes una persona favorita en tu familia?

Preguntas de análisis:



Text-only version

Juanita Sánchez
8.4.2019

Primero, tengo una familia muy grande. En **mi** casa, yo vivo con **mis** padres, **mis** hermanos y **mi** abuela. No parece tan grande, pero tengo cinco hermanos. Todos **mis** hermanos son mayores, y yo soy la hermana menor. **Mi** hermano mayor se llama Juan y **su** esposa vive en la casa también. Además, ellos tienen dos hijos, **mis** sobrinos. **Sus** hijos se llaman Pablo y Juan. Además, **mi** familia tiene dos mascotas: **nuestro** perro, que se llama Ricky y **nuestra** tortuga, que se llama Margarita. Entre todas las personas en mi familia, **mi** persona favorita es **mi** abuela. Ella cocina para todos y **su** comida es deliciosa. Aunque **mi** abuela es **mi** persona favorita, **mi** familia es muy importante en **mi** vida. ¿Tienes una persona favorita en **tu** familia?

1. Look for the bolded word that means “my”: How many different forms does “my” have? What are the nouns after each reference to “my”?
2. Look for the bolded word that means “our”: how many different forms does “our” have? What are the nouns after each reference to “our”?
3. From the text above, what are the meanings of the bolded word “su”? How about “tu”?

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5.6: Gramática- Los posesivos

Objetivos

- Recognize possession indicated by possessive adjectives

Posesión con ser + de

There are two ways to indicate possession in Spanish. As you may recall, one way is to use the verb *ser* in the following pattern: object(s) + *ser de* + person who has the object(s)

- 0:00 / 0:01 El libro es de María. (*The book is María's.*)



- 0:00 / 0:02 El libro de María explica la gramática. (*María's book explains grammar.*)
- 0:00 / 0:02 Las mochilas son de los muchachos. (*The bookbags are the boys'.*)
- 0:00 / 0:02 La casa es del Sr. Rodríguez. (*The house is Mr. Rodríguez's.*)

Note that the apostrophe+s construction used in English does not exist in Spanish!

Los adjetivos posesivos

A more common way to express possession, especially when it is clear to whom something belongs, is to use possessive adjectives:

singular possessor	**plural possessor**
0:00 / 0:00 mi *(my)*	0:00 / 0:00 nuestro *(our)*
0:00 / 0:00 tu *(your)*	0:00 / 0:00 vuestro *(your)*
0:00 / 0:00 su *(his, her, your)*	0:00 / 0:00 su *(their, your)*

Remember that in Spanish, *tú* and *usted* both mean "you". Therefore, the possessive adjective for "your" needs to follow the correct register: Tú – tu/tus; Usted – su/sus.

Atención a la acentuación (Pay attention to accent marks):

Tú, with the accent mark, is the subject pronoun referring to the person "you". *Tu*, without the accent mark, is the possessive adjective "your". For example: **Tú** tienes **tu** libro. (***You****have* ***your*** *book.*)

The chart above, however, only shows the basic form. Possessive adjectives in Spanish—like all adjectives!—must agree in number with the noun that they modify. In the case of *nosotros* and *vosotros*, they also must agree in gender with what is owned:

0:00 / 0:00 **mi** libro *(my book)* 0:00 / 0:01 **mis** libros *(my books)* 0:00 / 0:01 **mi** familia *(my family)* 0:00 / 0:01 **mis** familias *(my families)*	0:00 / 0:01 **nuestro** libro (*our book)* 0:00 / 0:01 **nuestros** libros (*our books)* 0:00 / 0:01 **nuestra** familia (*our family)* 0:00 / 0:01 **nuestras** familias (*our families)*
0:00 / 0:00 **tu** libro *(your book)* 0:00 / 0:01 **tus** libros*(your books)* 0:00 / 0:00 **tu** casa *(your house)* 0:00 / 0:01 **tus** casas *(your houses)*	0:00 / 0:01 **vuestro** libro (*your book)* 0:00 / 0:01 **vuestros** libros (*your books)* 0:00 / 0:01 **vuestra** casa (*your house)* 0:00 / 0:01 **vuestras** casas (*your houses)*

- 0:00 / 0:01
- **su** libro *(his book, her book,* or *your book)*
- 0:00 / 0:01
- **sus** libros *(his book**s**, her book**s**,* or *your book**s**)*
- 0:00 / 0:00
- **su** casa *(his house, her house,* or *your house)*
- 0:00 / 0:01
- **sus** casas *(his house**s**, her house**s**,* or *your house**s**)*

- 0:00 / 0:01
- **su** libro *(their book* or *your book)*
- 0:00 / 0:01
- **sus** libros *(their book**s*** or *your book**s**)*
- 0:00 / 0:00
- **su** casa *(their house or your house)*
- 0:00 / 0:01
- **sus** casas *(their house**s*** or *your house**s**)*

Remember: The adjective will be singular or plural (and feminine or masculine for *nosotros* and *vosotros*) based on the object(s) owned, *not* the person who owns the object. Choose which possessive to use based on the owner, but the ending you give to the possessive does not have anything to do with the number of people who have the object or the gender of the owner. Note that since the 3rd person possessive adjectives could cause some confusion, the use of *ser+de* is common in these instances for clarification. Context clues can also be used to clarify to whom an object belongs.

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5.7: Introduction to ¿Qué aprendemos ahora?



Just when you were getting the hang of conjugating -ar verbs in the present tense, along comes another set of conjugations that you have to learn! The good news about regular -er and -ir verbs is that they're regular. Which means that once you get the pattern down, you can conjugate any regular -er or -ir verb you might come across. Here again, though, it's a good idea to memorize **phrases**, rather than trying to recreate the whole conjugation chart when you need a verb.

All these verbs might make you want to run away, but remember: you can't run without the -er verbs. And, as you'll see, you can't live without the -ir verbs.

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5.8: En contexto- Verbos regulares de -er/-ir

Objetivos

- Identify the correct conjugation of verbs in the present tense that end in -er & -ir



¿Decidimos comprar el bolso rojo o el rosado?

Elena y Sara están en El Rastro de Madrid, un mercado de cosas usadas (Elena and Sara are in the Rastro Flea Market of Madrid).

Elena:	¿Debo comprar este bolso (handbag) rojo?
Sara:	No, debes comprar el bolso rosado. Tienes una chaqueta (jacket) de color similar.
Elena:	¿Este puesto no vende un bolso más grande? El bolso rosado es un poco pequeño.
Sara:	El puesto de bolsos usados solamente vende lo que recibe. Y los bolsos pequeños son elegantes.
Elena:	Bien, compro el bolso rosado. Los puestos (stalls) del Rastro venden las cosas a precios muy bajos.
Sara:	¿No abres el bolso antes de comprarlo? Yo siempre abro los bolsos que compro. A veces hay objetos o incluso dinero dentro.
Elena:	Bueno, sí, las personas a veces descubren cosas interesantes en El Rastro.
Sara:	Los vendedores cumplen con la promesa de tener un poco de todo. Ahora debemos buscar el paraguas (umbrella).
Elena:	Y definitivamente abrimos el paraguas antes de comprarlo.

0:00 / 1:05

Preguntas:

Text-only version of questions

1. What is the subject pronoun for the verb forms “debo” and “abro”? What are their infinitives?
2. What is the subject pronoun for the verb forms “debes” and “abres”? What are their infinitives?
3. What is the subject pronoun for the verb forms “vende” and “recibe”? What are their infinitives?
4. What is the subject pronoun for the verb forms “debemos” and “abrimos”? What are their infinitives?
5. What is the subject pronoun for the verb forms “venden” and “descubren”? What are their infinitives?
6. Compare the different verb endings for these ER and IR verbs… when are they the same and when are they different?
7. Compare the verb endings for these ER and IR verbs with the endings for the AR verbs that you have already learned… how are they similar and how are they different?

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5.9: Vocabulario- Verbos regulares de -er/-ir

Objetivos

- Recognize the meaning of verbs in the present tense that end in -er & -ir



aprobar = to pass (e.g. an exam)

You have already learned how to conjugate regular –ar verbs. In this lesson, you will learn the conjugations of the other two classes of verbs, those that end in -er and those that end in -ir.

There are many common and useful *-er* and *-ir* verbs that will enable you to describe your regular activities and actions:

-er verbs

- 0:00 / 0:01 aprender (*to learn*)
- 0:00 / 0:00 beber (*to drink*)
- 0:00 / 0:00 comer (*to eat*)
- 0:00 / 0:01 comprender (*to understand*)
- 0:00 / 0:00 correr (*to run*)
- 0:00 / 0:00 creer (*to believe*)
- 0:00 / 0:00 deber (*must, should*)
- 0:00 / 0:00 leer (*to read*)
- 0:00 / 0:00 vender (*to sell*)

-ir verbs

- 0:00 / 0:00 abrir (*to open*)
- 0:00 / 0:01 compartir (*to share*)
- 0:00 / 0:00 cumplir (*to complete*)
- 0:00 / 0:01 decidir (*to decide*)
- 0:00 / 0:01 describir (*to describe*)
- 0:00 / 0:01 escribir (*to write*)
- 0:00 / 0:01 recibir (*to receive*)
- 0:00 / 0:00 vivir (*to live*)

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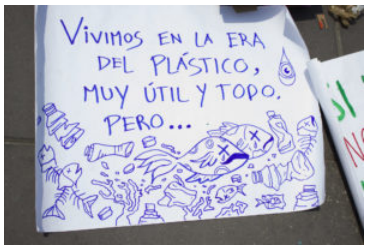
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5.10: Gramática- Conjugación de verbos regulares en -er/-ir

Objetivos

- Identify the correct conjugation of verbs in the present tense that end in -er & -ir

These verbs are conjugated similarly to –ar verbs, but with different characteristic vowels. In order to form the present tense—just as you did with –ar verbs—remove the –er or –ir ending from the infinitive, and then add the following endings to the stem:





"History is won by those who write it."

0:00 / 0:00

beber *(to drink)*

(stem: beb)	
singular	**plural**
0:00 / 0:00 yo bebo	0:00 / 0:01 nosotros beb**emos**
0:00 / 0:01 tú bebes	0:00 / 0:01 vosotros beb**éis**
0:00 / 0:02 él/ella/usted beb**e**	0:00 / 0:03 ellos/ellas/ustedes beb**en**

vivir *(to live)*

(stem: viv)	
singular	**plural**
0:00 / 0:01 yo vivo	0:00 / 0:01 nosotros viv**imos**

0:00 / 0:01 tú viv**es**	0:00 / 0:01 vosotros viv**ís**
0:00 / 0:02 él/ella/usted viv**e**	0:00 / 0:03 ellos/ellas/ustedes viv**en**

Notice that the only differences between the endings of *-er* and *-ir* verbs in the present tense occur in the *nosotros* and *vosotros* forms.

- Yo vivo con mis compañeros de cuarto, pero yo bebo con otros amigos. (*I live with my roommates, but I drink with other friends.*)
- Vivimos en una residencia ecológica y comemos comida vegetariana. (*We live in an ecological dorm and we eat vegetarian food.*)

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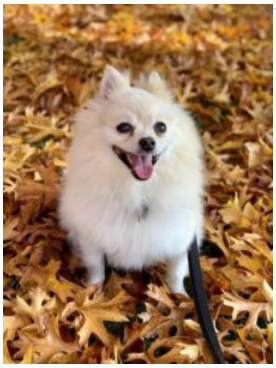
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5.11: Introduction to Mi perro es bonito y pequeño



Mi perro es bonito y pequeño.

In this section you will learn how to describe people both physically and mentally. Now, what verb did we learn in the beginning of the text to describe attributes? To identify someone/something? To indicate where something is from? If you guessed the verb *ser* then you are correct! Remember that *ser* is one of the verbs in Spanish that means “to be.” You will now use this to describe people and things, for example: *Mi perro es bonito y pequeño.* (My dog is beautiful and small). Again, something very important to consider is the gender and number of the adjectives. In the example above you can see that *perro* is masculine and singular and the adjectives that follow are also masculine and singular. As mentioned in Unidad 1, society has become more aware and sensitive to questions about gender and sexuality. If you or someone you want to describe would like to change their gender form of adjectives from their biological sex, inform your instructor so they are aware.

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5.12: Vocabulario- Adjetivos descriptivos

Objetivos

- Recognize adjectives describing physical and mental traits

Vocabulario: Adjetivos descriptivos

El aspecto físico



0:00 / 0:00

alto/a



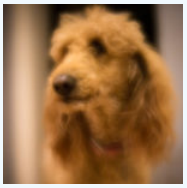
0:00 / 0:00

bajo/a



0:00 / 0:00

bonito/a



0:00 / 0:00

guapo/a



0:00 / 0:00

feo/a



0:00 / 0:00

delgado/a



0:00 / 0:00

gordo/a



0:00 / 0:00

grande



0:00 / 0:00

pequeño/a



0:00 / 0:00

joven



0:00 / 0:00

viejo/a



0:00 / 0:00

moreno/a (*dark-haired or dark-skinned*)



0:00 / 0:03

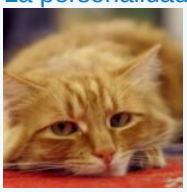
pelirrojo/a (*red-haired*)



0:00 / 0:00

rubio (*blond-haired*)

La personalidad



0:00 / 0:00

aburrido/a (*boring* [w. *ser*])



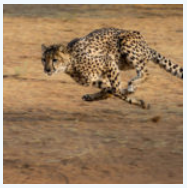
0:00 / 0:00

amable



0:00 / 0:03

antipático/a



0:00 / 0:01

atlético/a



0:00 / 0:00

bueno/a



0:00 / 0:00

cariñoso/a



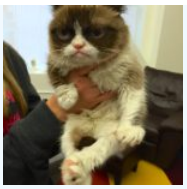
0:00 / 0:00

cómico/a



0:00 / 0:00

egoísta



famoso/a



generoso/a



honesto/a (*honest*)



impaciente



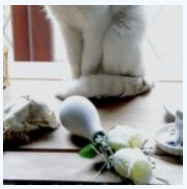
0:00 / 0:01

inteligente



0:00 / 0:01

interesante



0:00 / 0:00

malo/a



0:00 / 0:00

paciente



0:00 / 0:03

perezoso/a



0:00 / 0:01

pobre (poor)



0:00 / 0:00

rico/a



0:00 / 0:00

serio/a



0:00 / 0:01

simpático/a (*nice*)



0:00 / 0:02

sociable



0:00 / 0:00

tímido/a



0:00 / 0:00

tonto/a



0:00 / 0:03

trabajador/a

Text-only version with translations

El aspecto físico (*physical aspect*)

- alto/a (*tall*)
- bajo/a (*short*)
- bonito/a (*pretty*)
- guapo/a (*handsome*)
- feo/a (*ugly*)
- delgado/a (*thin, skinny*)
- gordo/a (*fat*)
- grande (*large, big*)
- pequeño/a (*small*)
- joven (*young*)
- viejo/a (*old*)
- moreno/a (*dark-haired or dark-skinned*)
- pelirrojo (*red-haired*)
- rubio (*blond-haired*)

La personalidad (*personality*)

- aburrido/a (*boring* [w. ser])
- amable/a (*nice, amiable*)
- antipático/a (*unfriendly*)
- atlético/a (*athletic*)
- bueno/a (*good*)
- cariñoso/a (*caring*)
- cómico/a (*funny*)
- egoísta (*selfish*)
- famoso/a (*famous*)
- generoso/a (*generous*)
- honesto/a (*honest*)
- impaciente (*impatient*)
- inteligente (*intelligent*)
- interesante (*interesting*)
- malo/a (*bad*)
- paciente (*patient*)
- perezoso/a (*lazy*)
- pobre (*poor*)
- rico/a (*rich*)
- serio/a (*serious*)
- simpático/a (*nice*)
- sociable (*sociable*)
- tímido/a (*timid*)
- tonto/a (*foolish, silly*)
- trabajador/a (*hard-working*)

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5.13: Gramática- Los países y las nacionalidades

Objetivos

- Recognize adjectives of nationality used to describe people

Los países, las nacionalidades y más

To answer the question "¿De dónde eres?" *(Where are you from*), one can either answer with a country or with a nationality:

- Soy de Puerto Rico. (*I am from Puerto Rico.*)
- Soy puertorriqueña. (*I am Puerto Rican.*)
- Mis primos son de Colombia. (*My cousins are from Colombia.*)
- Son colombianos. (*They are Colombian.*)

A description of nationality is an adjective, so its ending has to correspond to the gender and number of the subject. Note also that while place-names are capitalized in Spanish as they are in English, adjectives of nationality are not capitalized in Spanish.

The following is a list of countries and corresponding nationalities. **You don't need to memorize all of these—just the ones in bold print*.** You'll have a chance to practice below.

América

Argentina, argentina/o
Belice, beliceña/o
Bolivia, boliviana/o
Brasil, brasileña/o
Canadá, canadiense
Chile, chilena/o
Colombia, colombiana/o
Costa Rica, costarricense
Cuba, cubana/o
Ecuador, ecuatoriana/o
El Salvador, salvadoreña/o
Estados Unidos, estadounidense
Guatemala, guatemalteca/o
Haití, haitiana/o
Honduras, hondureña/o
Jamaica, jamaicana/o
México, mexicana/o
Nicaragua, nicaragüense
Panamá, panameña/o
Paraguay, paraguaya/o
Perú, peruana/o
República Dominicana, dominicana/o
Surinam, surinamés
Uruguay, uruguaya/o
Venezuela, venezolana/o

Europa

Albania, albana/o
Alemania, alemán/ alemana
Austria, austríaca/o
Bélgica, belga
Bielorrusia, bielorusa/o
Bulgaria, búlgara/o
Croacia, croata
Dinamarca, Danés
Eslovenia, eslovena/o
España, español/ española
Estonia, estonia/o
Finlandia, finés
Francia, francés
Grecia, griega/o
Hungría, húngara/o
Irlanda, irlandés
Islandia, islandés
Italia, italiana/o
Lituania, lituana/o
Moldavia, moldava/o
Mónca, monaqués
Noruega, noruega/o
Países Bajos, neerlandés
Polonia, polaca/o
Portugal, portugués
Reino Unido, británica/o
República Checa, checa/o
Rusia, rusa/o
Serbia, serbia/o
Suecia, sueca/o
Suiza, suiza/o
Turquía, turca/o

África

Angola, angolana/o
Argelia, argelina/o
Benin, beninés
Botswana, botsuana/o
Cabo Verde, caboverdiana/o
Camerún, camerunés
Congo, congoleña/o
Costa de Marfil, marfileña/o
Egipto, egipcia/o
Eritrea, eritrea/o
Etiopía, etíope
Ghana, ghanés
Kenia, keniata
Lesoto, lesotense
Líbano, libanés
Marruecos, marroquí
Nigeria, nigeriana/o
República Centroafricana, centroafricana/o
Senegal, senegalés
Sierra Leona, sierraleonés
Somalia, somalí
Sudáfrica, sudafricana/o
Túnez, tunecina/o
Zimbabue, zimbabuense

Asia

Afganistán, afgana/o
Armenia, armenia/o
Baréin, bareiní
Camboya, camboyana/o
Catar, catarí
China, chino/a
Corea del Norte, norcoreana/o
Filipinas, filipina/o
India, india/o
Indonesia – indonesia/o
Irak / Iraq, irakí / iraquí
Japón, japonés
Malasia, malaya/o
Omán, omaní
Paquistán / Pakistán, paquistaní /

pakistaní
Singapur, singapurense
Sri Lanka, srilanqués / ceilanés
Tailandia, tailandés
Uzbekistán, uzbeka/o
Vietnam, vietnamita
Yemen, yemení

Oceanía

Australia, australiana/o
Nueva Zelanda, neozelandés

* As an organizing principle, all of the Spanish-speaking countries are in bold, along with the U.S. and Canada.



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CHAPTER OVERVIEW

6: ¿Necesito un suéter?

6.1: Why It Matters- ¿Necesito un suéter?
6.2: Introduction to ¿Qué ropa llevas?
6.3: Vocabulario- La ropa
6.4: Introduction to ¿Qué tiempo hace hoy?
6.5: En contexto- El clima
6.6: Vocabulario- El clima

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6.1: Why It Matters- ¿Necesito un suéter?

Here are a few songs to try on before you step out into the module—can you see what these titles have in common?

Rosalía — **Aute cuture**

Rosalía Vila Tobella, known mononymously as Rosalía, is a Spanish singer, songwriter and record producer. Initially known for her modern interpretations of flamenco music, Rosalía crossed language boundaries after receiving praise from international influencers and after several collaborations with artists such as J Balvin, Pharrell Williams, and James Blake. “Aute Cuture” was released as a single on 30 May 2019. (English translation of Aute cuture)



Juanes — **La camisa negra**

Juan Esteban Aristizábal Vásquez (born August 9, 1972), known professionally as Juanes, is a Colombian musician. (https://en.Wikipedia.org/wiki/La_Camisa_Negra)



Monsieur Periné — **La tienda de sombreros**

Monsieur Periné is a Bogotá-based musical ensemble from Colombia with an Afro-Colombian sound that mixes Latin and European flavors. Their style mixes elements of cumbia, tango, danzón, bolero and pop music, according to the San Diego Union Tribune. At the Latin Grammy Awards, the ensemble was named best new artist of 2015. (English translation of La Tienda de Sombreros)



Kevin Johansen — **S. O. S. tan fashion**
Kevin Johansen (born 21 June 1964 in Fairbanks, Alaska) is a songwriter who mixes several rhythms and languages in his musical work. He naturally switches from English to Spanish or from Cumbia to Rock. He is seen as an artist who is not afraid to experiment, since he has not settled with one specific genre he usually calls his work “de genre-ate”.



Jose Conde – **El Vestido**
Jose Conde is a Cuban American singer, songwriter, arranger, multi instrumentalist, and producer based in Brooklyn, NY who leads the genre bending Latin band OLA FRESCA and his own solo project.



In this module, we'll also learn how to talk about the weather. The following song titles contain meteorological references: can you spot them?

Juan Gabriel – **Have You Ever Seen The Rain? (Gracias al Sol)**
Alberto Aguilera Valadez, known professionally as Juan Gabriel, was a Mexican singer, songwriter and actor. (More about Juan Gabriel on Wikipedia)



Juan Luis Guerra – **Ojalá que llueva café**
Juan Luis Guerra Seijas (born June 7, 1957), is a Dominican musician, singer, composer, and record producer. His popular style of merengue and Afro-Latin fusion has garnered him considerable success throughout Latin America. (Wikipedia)



Santiago Vazquez – **Nublado**
Santiago Vazquez is a musician from Argentina who works in a variety of genres, including tango, jazz, electronic, and Afro beat. Click here to read more about Santiago Vazquez.



Jorge González & Los Bunkers – **LLueve sobre la ciudad**
Jorge Humberto González Ríos (born 6 December 1964) is a Chilean singer, who's best known for being the leader, vocalist, writer and bassist of the band "Los Prisioneros", considered by many to be the most popular rock band in the country. Los Bunkers was an alternative rock band from Concepción, Chile.



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6.2: Introduction to ¿Qué ropa llevas?



In this section we'll be talking about clothing. With your new clothing vocabulary, you'll be *como un niño con zapatos nuevos* (≈ like a kid in a candy store). Since we'll also be talking about the cost of clothing, we'll need numbers past 100—that's for the next section. But by now the numbers should be old hat. (In Spanish, *con la gorra* [with a hat] = easy)

If you feel like *no te llega la camisa al cuello* (you can't get the shirt over your neck; you're struggling), hang in there! We've been in your shoes (*Hemos estado en tus zapatos*). And if you feel like Spanish *queda como un guante* (fits like a glove), *¡Nos quitamos el sombrero!* (We tip our hat to you).

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6.3: Vocabulario- La ropa

Objetivos

Recognize and describe articles of clothing

Vocabulario: La ropa

0:00 / 0:02

Las prendas de ropa (*articles of clothing*)



0:00 / 0:01

el abrigo



0:00 / 0:01

el bolso



0:00 / 0:01

las botas



la bufanda



0:00 / 0:02

los calcetines



0:00 / 0:01

la camisa



0:00 / 0:02

la camiseta



0:00 / 0:01

la chaqueta



0:00 / 0:01

la falda



la gorra



0:00 / 0:01

el gorro



0:00 / 0:01

los guantes



el impermeable



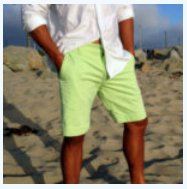
0:00 / 0:01

los lentes



0:00 / 0:02

los pantalones



0:00 / 0:02

los pantalones cortos



0:00 / 0:01

el paraguas



el pijama



0:00 / 0:01

el sombrero

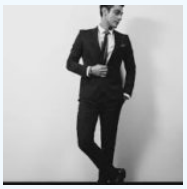


el suéter



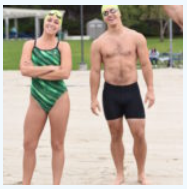
0:00 / 0:01

los tenis



0:00 / 0:01

el traje



0:00 / 0:02

el traje de baño



0:00 / 0:01

el vestido



0:00 / 0:01

los zapatos

0:00 / 0:01

Un verbo útil (*a useful verb*):

0:00 / 0:01

Llevar (*to wear; also means to carry and to bring*)

Text only list

Las prendas de ropa (articles of clothing)

- el abrigo (coat)
- el bolso (bag / purse)
- las botas (boots)
- la bufanda (scarf)
- los calcetines (socks)
- la camisa (shirt)
- la camiseta (t-shirt)
- la chaqueta (jacket)
- la falda (skirt)
- la gorra (baseball cap)
- el gorro (hat)
- los guantes (gloves)
- el impermeable (raincoat)
- los lentes (eyeglasses)
- los pantalones (pants / trousers)
- los pantalones cortos (shorts)
- el paraguas (umbrella)
- el pijama (pyjamas)
- el sombrero (hat)
- el suéter (sweater)
- los tenis (sneakers)
- el traje (suit)
- el traje de baño (swimsuit)
- el vestido (dress)
- los zapatos (shoes)

Un verbo útil (a useful verb):

- Llevar (to wear; also means to carry and to bring)

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6.4: Introduction to ¿Qué tiempo hace hoy?



In this section you'll learn to talk about the weather in Spanish. You may notice that descriptions of the weather in Spanish are often formed quite differently from those in English or other languages you may know. For one thing, in Spanish the weather "does" more than in English: rather than the verb "to be" (It **is** hot. The weather **is** good), many weather phrases in Spanish use the verb *hacer:* "to do" or "to make" (**Hace** calor. **Hace** buen tiempo). Note also that when the weather "is" in Spanish, the verb *estar* is used, rather than the verb *ser* : **Está** nublado. **Está** soleado (We'll learn why in future chapters). It's important to learn the weather expressions as complete phrases—not just *niebla* (fog), but *Hay niebla* (it's foggy; there is fog).

You may be tired of memorizing, but as they say, *Al mal tiempo, buena cara* (To bad weather turn a good face).

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6.5: En contexto- El clima

Objetivos

- Recognize the vocabulary of weather



Lee la conversación entre Gael y Antonio. Luego contesta las preguntas. (*Read the conversation between Gael and Antonio. Then answer the questions.*)

Gael:	¡Hola, Antonio! ¿Qué tal?
Antonio:	Muy bien. Mi mujer y yo vamos a dar un paseo esta tarde. Nos gusta caminar cuando hace muy buen tiempo. Y a ella le gusta ver personas caminando con sus perros.
Gael:	A mí también pero hace mal tiempo por aquí.
Antonio:	Qué pena. Por aquí, hace sol y está despejado.
Gael:	¡Anda! Hay niebla y está lloviendo. No me gusta estar en casa todo el día, pero qué puedo hacer.
Antonio:	Pues, tienes que venir a Granada con nosotros. Llevamos pantalones cortos con camisetas. Te gusta viajar y ver el Alhambra, ¿no?
Gael:	Sí, por supuesto me gusta viajar. Es una buena idea, porque aquí en San Sebastián llevamos suéteres y pantalones con chaquetas encima.
Antonio:	Tengo que irme. Vamos a caminar ahora pero avísame sobre tus planes.
Gael:	Vale. ¡Que lo paséis bien!
Antonio:	Gracias. Hasta luego.
Gael:	Adiós.

Preguntas:

Text-only version of questions

1. Antonio says: “Vamos a dar un paseo esta tarde.” (*We’re taking a walk this afternoon.*) Why?
2. Who is having nicer weather, Antonio or Gael?

3. What clothing is Antonio wearing, and is it appropriate to his weather?

4. What about Gael's clothing?

5. Granada and San Sebastián are in Spain– judging by their weather, which do you think is in the north of Spain, and which is in the south?

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6.6: Vocabulario- El clima

Objetivos

- Recognize the vocabulary of weather

Vocabulario: El clima y las estaciones

Weather expressions in Spanish are different from those in English, particularly in the way they are constructed.

A: 0:00 / 0:01 ¿Qué tiempo hace hoy? (*What is the weather like today?*)

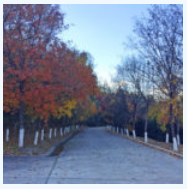
B: Hoy hace frío y hace viento. (*Today it is cold and windy.*)

Most weather expressions in Spanish are built with ***hace***, such as:



Hace mucho calor.

0:00 / 0:01



Hace fresco.

0:00 / 0:01



Hace frío.

0:00 / 0:01



Hace sol.



Hace buen tiempo.



Hace mal tiempo.

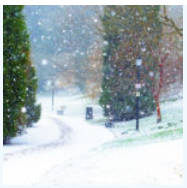


Hace viento.

There are some weather expressions that are different and are not built with ***hace***, such as:



Hay niebla.



Nieva / está nevando.

0:00 / 0:00



Está despejado.

0:00 / 0:01



Está nublado.

0:00 / 0:01



Está húmedo.

0:00 / 0:01



Está soleado

0:00 / 0:01



Hay relámpagos. (There's lightning)

0:00 / 0:01



Truena. (It's thundering)

0:00 / 0:00



Llovizna.

0:00 / 0:00

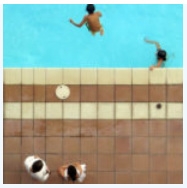


Llueve mucho / está lloviendo.

0:00 / 0:01

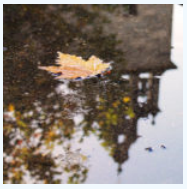
0:00 / 0:01

Las estaciones del año (*The seasons of the year*)



El verano

0:00 / 0:01



El otoño

0:00 / 0:01



El invierno

0:00 / 0:01



La primavera

0:00 / 0:01

Text only

Most weather expressions in Spanish are built with ***hace:***

- Hace mucho calor. (It's hot)
- Hace fresco. (It's cool)
- Hace frío. (It's cold)
- Hace sol. (It's sunny)
- Hace buen tiempo. (The weather is good)
- Hace mal tiempo. (The weather is bad)

- Hace viento. (It's windy)

There are some weather expressions that are different and are not built with hace, such as:

- Hay niebla. (It's foggy)
- Nieva / está nevando. (It's snowing)
- Está despejado. (It's clear)
- Está nublado. (It's cloudy)
- Está húmedo. (It's humid)
- Está soleado. (It's sunny)
- Hay relámpagos. (There is lightning)
- Truena. (There is thunder)
- Llovizna. (It's raining)
- Llueve mucho (It's raining a lot)
- Está lloviendo. (It's raining)

Las estaciones del año (The seasons of the year)

- El verano (summer)
- El otoño (fall)
- El invierno (winter)
- La primavera (spring)

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CHAPTER OVERVIEW

7: ¿Dónde están mis llaves?

7.1: Why It Matters- ¿Dónde están mis llaves?
7.2: Introduction to En la casa
7.3: Vocabulario- En la casa
7.4: Introduction to ¿Dónde está el gato?
7.5: En contexto- El verbo estar + preposiciones
7.6: Gramática- El verbo estar + preposiciones / ¿Dónde?
7.7: Introduction to ¿Adónde vas a ir este fin de semana?
7.8: En contexto- Ir + a + infinitivo
7.9: Gramática- Ir + a + infinitivo
7.10: Introduction to ¡Sí, podemos!
7.11: En contexto- Verbos con cambio de raíz (o-ue)
7.12: Gramática- Verbos con cambio de raíz (o-ue)

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7.1: Why It Matters- ¿Dónde están mis llaves?

Up until now, we've only learned one of the two words for "to be" (*ser*). So we could say "I am a kitchen," but not "I am **in** the kitchen." In this module, we'll learn another word for "to be": *estar*. We'll use *estar* to talk about being in a location and, as we'll see next module, to describe emotions.

As always, here's a playlist to get in the right place to work with *estar*.

Cami — **Aquí estoy**
Camila Constanza Silva Ojeda (born 17 February 1994) is a Chilean pop singer and composer, known for winning the first season of the TV series *Talento chileno*.



Shakira – **Estoy Aquí**



Shakira – **Dónde Estás Corazón**
Shakira Isabel Mebarak Ripoll (born 2 February 1977) is a Colombian singer-songwriter, record producer, dancer, actress and philanthropist. (More about Shakira on Wikipedia)



Shakira – **Dónde Están Los Ladrones?**



Pink Martini **¿Dónde estás Yolanda?**
Pink Martini is a musical group that was formed in 1994 by pianist Thomas Lauderdale in Portland, Oregon. Members of the band call it a little orchestra that crosses the genres of classical music, classic pop, Latin music, and jazz.



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7.2: Introduction to En la casa



In this section you will learn about the household using the verb *estar* with prepositions of place.

Prepositions are relation words; they can indicate location, time, or other more abstract relationships. “Under,” “over,” “in,” “on,” and “behind” are all prepositions of place. Follow this link to learn more about prepositions (in English).

In Unidad 1 you briefly learned the verb *estar* in questions like “¿Cómo estás?” to ask “How are you?”. In this unit we will use the verb to describe the location of things in a household and further conjugate the verb. Something very important that seems to always get left out are the “tildes” or diacritical marks in Spanish. You may have noticed that unlike English, Spanish may use a variety of diacritical marks on the vowels (á, é, í, ó, ú, ü) and on the ñ. Accent marks are important for pronunciation as well as distinguishing the meaning of one word from another. You will notice when we conjugate *estar* there is always an accent mark on the “a” except for the *nosotros* form, and this reflects the different pronunciation of the conjugated verb, as opposed to the word “this.” For example: Marta **está** aquí. (Marta is here.) **Esta** es Marta. (This is Marta). As you can see these words look almost the same but a single “tilde” changes the entire meaning from the verb “is” to “this.” Here are some other words that change meaning when they have or don’t have an accent mark:

- aun = *even* / aún = *yet*
- el = *the* / él = *he*
- mas = *but* / más = *more*
- mi = *my* / mí = *me*
- si = *if* / sí = *yes*
- tu = *your* / tú = *you*

Objetivos

By the end of this section you will be able to:

- Use the verb estar and the vocabulary of rooms and furniture to discuss where people and things are located

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7.3: Vocabulario- En la casa

Objetivos

- Recognize the vocabulary of rooms and furniture in the home

En la casa



0:00 / 0:01

el baño (*bathroom*)

1. 0:00 / 0:00

el inodoro (*toilet*)

2. 0:00 / 0:00

la bañera (*bathtub*)

3. 0:00 / 0:00

la ducha (*shower*)

4. 0:00 / 0:00

el espejo (*mirror*)

5. 0:00 / 0:00

el lavabo (*sink*)

0:00 / 0:01

el dormitorio (*bedroom*)

1. 0:00 / 0:00

la cama (*bed*)

2. 0:00 / 0:01

la mesita de noche (*night stand*)

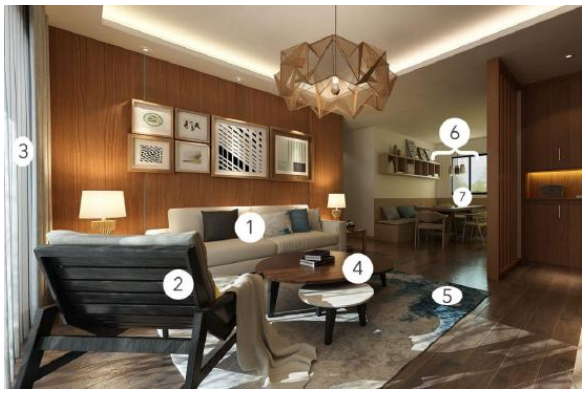
3. 0:00 / 0:00

la lámpara (*lamp*)

4. 0:00 / 0:01

el armario (*closet*)





0:00 / 0:00

la sala (*living room*)

0:00 / 0:00

1. el sofá (*sofa/couch*)

0:00 / 0:01

2. el sillón (*armchair*)

0:00 / 0:01

3. la cortina (*curtain*)

0:00 / 0:01

4. la mesita (*little table*)

0:00 / 0:01

5. la alfombra (*carpet*)

0:00 / 0:01

6. el comedor (*dining room*)

0:00 / 0:00

7. La mesa (*table*)

0:00 / 0:01

la cocina (*kitchen*)

1. 0:00 / 0:01

el refrigerador

2. 0:00 / 0:00

la nevera / el congelador (*freezer*)

3. 0:00 / 0:01

el fregadero (*sink*)

4. la estufa (*stove*)

5. 0:00 / 0:01

el microondas (*microwave*)

6. 0:00 / 0:00

el horno (*oven*)

7. 0:00 / 0:00

el patio (*patio*)

8. 0:00 / 0:00

el jardín (*garden*)



Text only

el baño (bathroom)

- el inodoro (toilet)
- la bañera (bathtub)
- la ducha (shower)
- el espejo (mirror)
- el lavabo (sink)

el dormitorio (bedroom)

- la cama (bed)
- la mesita de noche (night stand)
- la lámpara (lamp)

- el armario (closet)

la sala (living room)

- el sofá (sofa/couch)
- el sillón (armchair)
- la cortina (curtain)
- la mesita (little table)
- la alfombra (carpet)

el comedor (dining room)

- La mesa (table)

la cocina (kitchen)

- el refrigerador
- la nevera / el congelador (freezer)
- el fregadero (sink)
- la estufa (stove)
- el microondas (microwave)
- el horno (oven)

el patio (patio)

el jardín (garden)

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7.4: Introduction to ¿Dónde está el gato?



¿Dónde está el gato?

Do you remember when you learned the question *¿Cómo estás?*: "How are you?" Once you learned the conjugations of *ser*, you may have been puzzled. How **are** you? Shouldn't that use *eres*? As you may have figured out then, there are two ways to say "to be": *ser* and *estar*. While *ser* is used to describe physical characteristics and personality traits and to indicate place of origin (*¿De dónde eres?*), among other things, *estar* is used to indicate how someone is feeling (thus *¿cómo estás?*) and **to indicate location**, among other things. We'll get to *estar* with emotions in a future section. Here, we'll be exploring *estar* with locations. So when we ask *¿Dónde está el gato?*, we're asking "Where is the cat (located)?" (using *estar*).

In order to answer that question, we'll need to use a preposition of place. The cat is **under** the blankets. Prepositions are relation words; they can indicate location, time, or other more abstract relationships. The words "under," "on," "around," and "at" are all prepositions. (Click here to learn more about prepositions in English.) In this section we'll learn some of the prepositions of place in Spanish.

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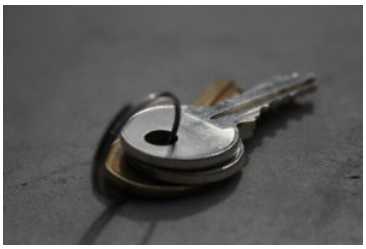
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7.5: En contexto- El verbo estar + preposiciones

Objetivos

- Recognize the correct conjugations of the verb estar
- Use the prepositions of location to describe where things and people are located in a house



¿Dónde están mis llaves?

Lee la conversación abajo entre Javier y su esposa, Silvia. Luego contesta las preguntas que siguen. (*Read the conversation below between Javier and his wife Silvia. Then answer the questions that follow.*)

Javier:	Oye Silvia, ¿sabes dónde están mis llaves?
Silvia:	Tus llaves están encima de la mesita de noche en el dormitorio, ¿no?
Javier:	No, son tus llaves.
Silvia:	¿Quizás están debajo del sofá en la sala?
Javier:	*Camina a la sala y mira debajo del sofá.* No, no están aquí tampoco.
Silvia:	Mira enfrente del televisor, ¿están allí?
Javier:	*Mira enfrente, al lado, y detrás del televisor.* ¡Ay de mí, no están! ¿Dónde están mis llaves?
Silvia:	¿Normalmente dónde están tus llaves?
Javier:	Normalmente mis llaves están encima de la mesa en la cocina cerca de la lámpara.
Silvia:	*Tiene una idea y abre la nevera.* ¡Aquí están! Tus llaves están dentro de la nevera cerca de mi helado de chocolate. … ¿Te comiste mi helado ayer? (Did you eat my ice cream yesterday?)
Javier:	¡Qué raro! No tengo idea por qué están allí. ¡Bueno ya estoy retrasado, me voy! Gracias, mi amor.

Preguntas:

0:00 / 1:05

Text-only version

Preguntas:

1. Underline all the prepositions of place in the text above.
2. Make a list of prepositions of place that are opposites, e.g. “above” and “below”.

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7.6: Gramática- El verbo estar + preposiciones / ¿Dónde?

Objetivos

- Recognize the correct conjugations of the verb estar
- Use the prepositions of location to describe where things and people are located in a house

Estar

You have already learned the verb *ser*, and you've used it to: introduce yourself and others, to describe physical characteristics and personality traits, to indicate place of origin or nationality, to tell time, and to give dates. Spanish has another verb that also means "to be" – *estar*. You used *estar* at the beginning of this course to indicate how you are feeling *(¿Cómo estás? Estoy bien, gracias)*. In addition to indicating how you and others are feeling (which we'll discuss in a future chapter), *estar* is used to express location. So, if you are talking about where a person or a thing is located, you will use *estar*:

estar *(to be)*		
	singular	**plural**
1ª	0:00 / 0:01 yo **estoy**	0:00 / 0:01 nosotros **estamos**
2ª	0:00 / 0:01 tú **estás**	0:00 / 0:01 vosotros **estáis**
3ª	0:00 / 0:02 él ella usted **está**	0:00 / 0:02 ellos ellas ustedes **están**

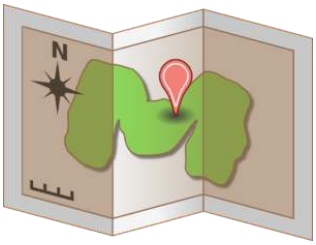
As you should notice, e*star* has an irregular *yo* form along with accented endings in all but the *nosotros* form.

Estar y la localización

To use *estar* to express the locations of people and things, you'll need to know some prepositions of location as well:

- alrededor (*around*)
- 0:00 / 0:01 al lado de (*beside, next to*)
- 0:00 / 0:01 enfrente de (*in front of*)
- 0:00 / 0:01 a la derecha de (*to the right of*)
- 0:00 / 0:01 a la izquierda de (*to the left of*)
- 0:00 / 0:01 debajo de (*under*)
- 0:00 / 0:00 en (*on, in*)
- 0:00 / 0:00 encima de (*on, above*)
- 0:00 / 0:01 detrás de (*behind*)
- 0:00 / 0:00 cerca de (*close to*)

- 0:00 / 0:01 lejos de (*far from*)



- 0:00 / 0:02 Alegría está en su dormitorio. *(Alegría is in her bedroom.)*
- 0:00 / 0:02 ¿Dónde está tu restaurante favorito? *(Where is your favorite restaurant?)*
- 0:00 / 0:03 Los padres de Benjamín están de vacaciones en Cancún. *(Ben's parents are in Cancún on vacation.)*
- 0:00 / 0:02 Ay de mí, ¿dónde están mis llaves? *(Good grief, where are my keys?)*
- 0:00 / 0:02 La cafetería está enfrente de la librería. *(The cafeteria is in front of the bookstore.)*
- 0:00 / 0:03 No estoy en clase ahora porque estoy enfermo. *(I'm not in class right now because I'm sick.)*
- 0:00 / 0:04 Nosotros estamos cerca del museo pero no podemos encontrarlo. *(We're close to the museum, but we can't find it.)*

¿Dónde?

The question word used to ask about locations is **¿Dónde?** (where?). It can be combined with prepositions to ask more specific questions, for example: **¿De dónde?** (from where?) and **¿Adónde?** (to where?). Remember that question words always need an accent mark, and don't forget to put the upside-down question mark at the beginning of the question with the upside-right question mark at the end of the question.

- ¿**De dónde** eres? (*Where are you from?*)
- Soy de Oneonta, Nueva York. (*I am from Oneonta, New York.*)
- Ah, y ¿**dónde está** Oneonta? (*Ah, and where is Oneonta?*)
- Oneonta está en las montañas; no está cerca de la ciudad de Nueva York. (*Oneonta is in the mountains; it's not close to New York City.*)

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7.7: Introduction to ¿Adónde vas a ir este fin de semana?

The nice thing about the verb *ir* is that it does double duty: not only can you use it to describe **where** you're going, you can also use it to talk about **what** you're going **to do**. To do this, we need to add the preposition *a* and an infinitive.

- Ella va a comprar el libro. (*She is going to buy a book.*)

This might seem confusing, since we just learned that *ir* + *a* describes where you're going. The trick is to look for the infinitive verb. If it's there, we're talking about **what** we're **going to do**, if it's not, we're talking about **where** we're **going**.

- *ir* + *a* + infinitive:
  Yo voy a estudiar esta noche. (*I am going to study tonight.*)
- *ir* + *a* (no infinitive):
  Yo voy al cine esta noche. (*I am going to the cinema tonight.*)

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7.8: En contexto- Ir + a + infinitivo

Objetivos

- Recognize statements about plans and future events which use the infinitive after ir + a



Vamos a almorzar en un lugar nuevo.

Javier y Silvia hablan sobre sus planes para almorzar durante la cuarentena. Lee la conversación y contesta las preguntas de análisis. (*Javier and Silvia are talking about their lunch plans during the quarantine. Read the conversation and answer the analysis questions.*)

Javier:	Hola mi amor, ¿**vas a almorzar** conmigo?
Silvia:	¿Dónde **vas a comer**?
Javier:	¿Dónde **voy a comer**? **Voy a almorzar** en la cocina como siempre.
Silvia:	Cada día almuerzo en la cocina. **Vamos a almorzar** en un lugar nuevo.
Javier:	¿Dónde? ¿En la sala?
Silvia:	No, los niños juegan en la sala. Ellos **van a molestarnos** (bother us).
Javier:	¿En el dormitorio?
Silvia:	No, el gato duerme en el dormitorio. Nosotros **vamos a molestarlo** (bother him).
Javier:	Solamente queda (is left) el baño. ¿**Vas a almorzar** encima del inodoro?
Silvia:	Quizás almuerzo en el garaje donde puedo imaginar que **voy a viajar**.
Javier:	Vale mi amor, ¡buen viaje!

Preguntas de análisis:

Text only

Preguntas de análisis:

1. Look at the underlined phrases; do these phrases express the past, present or future?
2. What verb is needed to form these expressions?

3. How do you conjugate that verb? Is it conjugated in the past, present, or future tense?

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7.9: Gramática- Ir + a + infinitivo

Objetivos

- Recognize statements about plans and future events which use the infinitive after ir + a

The verb *ir* is used as a way to describe future plans when used in the following manner: *ir* + *a* + infinitive. It's important to remember that you only need to conjugate *ir* in this kind of sentence. Another way of looking at it is the rule that after a preposition (like *a*), a verb will always be in the infinitive.



¿Va usted a comer conmigo?

0:00 / 0:01

- 0:00 / 0:02 Yo **voy a estudiar** esta noche. (*I'm going to study tonight.*)
- 0:00 / 0:02 Tú no **vas a ganar** mucho dinero aquí. (*You are not going to earn much money here.*)
- 0:00 / 0:02 Ella **no va a comprar** el libro. (*She's not going to buy the book.*)
- 0:00 / 0:03 Ustedes **van a mirar** la tele, ¿verdad? (*You all are going to watch TV, right?*)

Vocabulario útil para hablar del futuro

- 0:00 / 0:01 Esta tarde (*this afternoon*)
- 0:00 / 0:01 Esta noche (*tonight*)
- 0:00 / 0:01 Esta semana (*this week*)
- 0:00 / 0:01 Este año (*this year*)

- 0:00 / 0:01 Mañana (*tomorrow*)
- 0:00 / 0:01 Pasado mañana (*the day after tomorrow*)
- 0:00 / 0:01 La semana que viene (*next week*)
- 0:00 / 0:01 El próximo año (*next year*)

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7.10: Introduction to ¡Sí, podemos!

You've learned the three regular conjugation patterns in the present tense, and a few of the most common irregular verbs, but there's another three very common patterns in the present tense: the stem-changing verbs. Don't be daunted by learning these new irregularities– ¡Si quieres, puedes! (*If you want, you can!*)

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7.11: En contexto- Verbos con cambio de raíz (o-ue)

Objetivos

- Recognize the correct conjugations of o-ue stem-changing verbs

Lee la conversación entre Javier y Silvia de nuevo. Luego, contesta las preguntas de análisis. (*Read the conversation between Javier and Silvia again. Then answer the analysis questions.*)



Vamos a almorzar en un lugar nuevo.

Javier:	Hola mi amor, ¿vas a **almorzar** conmigo?
Silvia:	¿Dónde vas a comer?
Javier:	¿Dónde voy a comer? Voy a almorzar en la cocina como siempre.
Silvia:	Cada día **almuerzo** en la cocina. Vamos a almorzar en un lugar nuevo.
Javier:	¿Dónde? ¿En la sala?
Silvia:	No, los niños **juegan** en la sala. Ellos van a molestarnos (bother us).
Javier:	¿En el dormitorio?
Silvia:	No, el gato **duerme** en el dormitorio. Nosotros vamos a molestarlo (bother him).
Javier:	Solamente queda (is left) el baño. ¿Vas a almorzar encima del inodoro?
Silvia:	Quizás **almuerzo** en el garaje donde **puedo** imaginar que voy a viajar.
Javier:	Vale mi amor, ¡buen viaje!

Preguntas de análisis:

Text only version of questions

1. Finish the conjugation charts for the following verbs:

Verbo	Yo	Tú	Él/ Ella/ Usted	Nosotros	Ellos/Ellas/Ustedes

Almorzar					
Dormir					
Jugar					
Poder					

2. In which subject form is there no stem change?

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7.12: Gramática- Verbos con cambio de raíz (o-ue)

Objetivos

- Recognize the correct conjugations of o-ue stem-changing verbs

Remember that infinitives, the dictionary form of verbs, end in -ar, -er, or -ir in Spanish; the part of the verb that remains when you remove the infinitive ending is called the verb's stem. There are three categories of **stem-changing verbs**, which all follow a similar pattern of changing the last vowel of their stem in the conjugated forms where that vowel is stressed. The verb endings are the same ones that we've learned already, according to whether it's an -ar, -er or -ir verb.

Notice that the stem vowel in the infinitive changes in all three singular forms, as well as the third-person plural, but not in the first- or second-person plural. That is to say that when the verb's subject is *yo*, *tú*, *él*, *ella*, *usted*, *ellos*, *ellas*, or *ustedes*, then the stem vowel will change. But the stem vowel in the *nosotros*, *nosotras*, *vosotros* and *vosotras* forms is the same as the infinitive.

We'll start with the verbs that change from **o** to **ue**. Here's an example of an o-ue verb, followed by a list of verbs that are conjugated with this pattern:

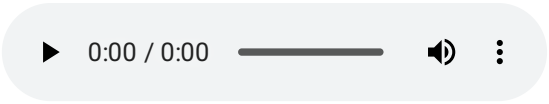
0:00 / 0:00

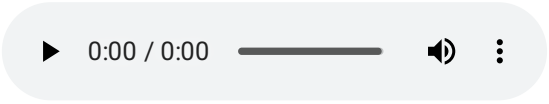
Dormir (*to sleep*)

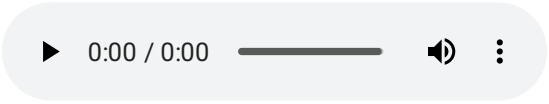
	Singular	Plural
1a	0:00 / 0:00 **duermo**	0:00 / 0:01 dormimos
2a	0:00 / 0:00 **duermes**	0:00 / 0:00 dormís
3a	0:00 / 0:00 **duerme**	0:00 / 0:00 **duermen**

Verbos con cambio de raíz (*stem-changing verbs*) o – ue

- 0:00 / 0:00 **Almorzar** (*to eat lunch*)
- 0:00 / 0:00 **Costar** (*to cost*)
- 0:00 / 0:00 **Devolver** (*to return a thing, to give back*)
- 0:00 / 0:01 **Encontrar** (*to find*)
- 0:00 / 0:00 **Jugar** (*to play*) (u-ue: juego, juegas, juega, jugamos, jugáis, juegan)

- 

Poder (*to be able*)
- 

Recordar (*to remember*)
- 

Volver (*to return, to come back*)

Some examples of stem-changing vowels used in complete sentences:

- ¿Puedes hablar español? (*Can you speak Spanish?*)
- Sí, puedo hablar un poco. (*Yes, I can speak a little.*)
- ¿A qué hora vuelven ustedes a casa? (*What time do you -plural- return home?*)
- Volvemos a casa a las cinco y media de la tarde. (*We return home at 5:30 pm.*)

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CHAPTER OVERVIEW

8: Como pasas tu tiempo libre

8.1: Why It Matters- ¿Cómo pasas tu tiempo libre?
8.2: Introduction to ¿Cuál es tu pasatiempo favorito?
8.3: Vocabulario- Los pasatiempos
8.4: Introduction to ¿Te gustan los deportes?
8.5: En contexto- El verbo gustar + sustantivos
8.6: Gramática- El verbo gustar + sustantivos
8.7: Gramática- Querer y gustar
8.8: Introduction to ¿Prefieres patinar o esquiar?
8.9: En contexto- Verbos con cambio de raíz (e-ie)
8.10: Gramática- Verbos con cambio de raíz (e-ie)
8.11: Introduction to ¿Corres rápidamente?
8.12: Introduction to Cultura- El fútbol y el dominó
8.13: Cultura- El fútbol y el dominó

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8.1: Why It Matters- ¿Cómo pasas tu tiempo libre?

Ozuna – **Dile Que Tú Me Quieres**
Juan Carlos Ozuna Rosado, known simply by his surname Ozuna, is a Puerto Rican Latin trap and reggaeton singer. (Wikipedia page on Ozuna)



Manu Chao – **Me Gustas Tu**
Manu Chao is a French musician of Spanish descent. He sings in French, Spanish, English, Italian, Arabic, Catalan, Galician, Portuguese, Greek and occasionally in other languages.



Zenet – **Me Gustas**
Zenet is a Spanish jazz vocalist and actor.



Los Amigos Invisibles – **La Que Me Gusta**
Los Amigos Invisibles is a Venezuelan band that plays a blend of disco, acid jazz and funk mixed with Latin rhythms.



El Kanka – **Me gusta**
Juan Gómez Canca, known artistically as El Kanka, is a Spanish singer-songwriter, composer and musician



We'll also be learning adverbs with -mente. Like this one:

Elvis Crespo – **Suavemente**
Elvis Crespo Díaz (born July 30, 1971 in New York City) is an American singer and songwriter of the Merengue genre. He has won multiple awards, including a Grammy and a Latin Grammy Award in merengue.



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8.2: Introduction to ¿Cuál es tu pasatiempo favorito?

¿Cuál es tu pasatiempo favorito? In this vocabulary section, we'll learn how to talk about pastimes and sports.



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8.3: Vocabulario- Los pasatiempos

Objetivos

- Identify verbs and nouns related to pastimes, sports and other activities

Vocabulario: Los pasatiempos

0:00 / 0:01

Los pasatiempos



0:00 / 0:00

charlar



0:00 / 0:01

jugar un juego de mesa



0:00 / 0:01

dibujar



0:00 / 0:01

jugar a los bolos



0:00 / 0:01

0:00 / 0:01

0:00 / 0:01

dar una vuelta / dar un paseo
/ ir de paseo



0:00 / 0:01

jugar videojuegos



0:00 / 0:01

navegar el internet



0:00 / 0:01

pasar el tiempo



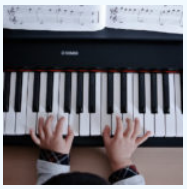
0:00 / 0:00

salir



0:00 / 0:00

tejer



0:00 / 0:01

tocar el piano



0:00 / 0:01

tocar la guitarra



0:00 / 0:01

trepar árboles

0:00 / 0:01

Los deportes



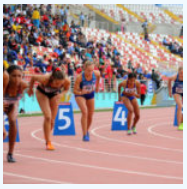
0:00 / 0:01

el alpinismo



0:00 / 0:01

andar en bicicleta



0:00 / 0:01

el atletismo



0:00 / 0:01

el básquetbol



0:00 / 0:01

el béisbol



0:00 / 0:02

esquiar (en la nieve)



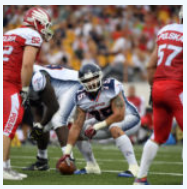
0:00 / 0:02

esquiar en la tabla



0:00 / 0:01

el fútbol



0:00 / 0:01

el fútbol americano



0:00 / 0:00

el golf



0:00 / 0:01

levantar pesas



0:00 / 0:01

la natación



0:00 / 0:00

pescar



0:00 / 0:01

el tenis



0:00 / 0:01

el vóleibol

Text only

Los pasatiempos

- charlar (chat)
- jugar un juego de mesa (play a board game)
- dibujar (draw)
- jugar a los bolos (go bowling)
- dar una vuelta / dar un paseo / ir de paseo (go for a walk)
- jugar videojuegos (play videogames)
- navegar el internet (surf the web)
- pasar el tiempo (pass time, hang out)
- salir (go out)
- tejer (knit)
- tocar el piano (play piano)
- tocar la guitarra (play the guitar)
- trepar árboles (climb trees)

Los deportes

- el alpinismo (mountaineering, mountain climbing)
- andar en bicicleta (to go on a bike ride)
- el atletismo (track and field)
- el básquetbol (basketball)
- el béisbol (baseball)
- esquiar (en la nieve) (ski [in the snow])
- esquiar en la tabla (snowboard)
- el fútbol (soccer)
- el fútbol americano (American football)
- el golf (golf)
- levantar pesas (lift weights)
- la natación (swimming)
- pescar (fishing)
- el tenis (tennis)
- el vóleibol (volleyball)

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8.4: Introduction to ¿Te gustan los deportes?

We've already seen how to say we like doing things—*gustar* + infinitive does the trick: *Me gusta trepar árboles* (I like to climb trees). As you'll see, liking *things* in Spanish is a little trickier than liking to *do things* (*gustar* + infinitive). That's because we have to conjugate *gustar* for the thing or things liked, rather than the one liking them. In the next section, we'll learn how to do that.

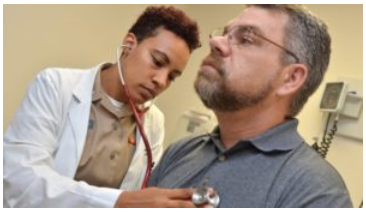
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8.5: En contexto- El verbo gustar + sustantivos

Objetivos

- Recognize the correct pronouns and correct forms of gustar to say what things you and others like and don't like



Enrique va al médico para hablar sobre su salud mental.

Médico:	Hola, Enrique. ¿Cómo estás hoy?
Enrique:	Bien. ¿Y usted?
Médico:	Muy bien, gracias. ¿Cómo puedo ayudarte?
Enrique:	Quiero mejorar mi salud mental. Me siento perezoso todo el tiempo.
Médico:	Ok. ¿Tienes un pasatiempo que te gusta hacer frecuentemente?
Enrique:	Normalmente, me gusta andar en bicicleta. Pero estamos en invierno y no me gusta el frío.
Médico:	Pienso que necesitas un deporte para el invierno. ¿Te gusta la nieve?
Enrique:	No mucho, por eso me gustan los videojuegos durante el invierno.
Médico:	Te entiendo
Enrique:	Tristemente me gusta la comida chatarra como papas fritas y pizza. No me gustan los vegetales.
Médico:	Si quieres sentirte mejor, necesitas comer mejor comida. Te voy a poner en contacto con una nutricionista. ¿Qué piensas?
Enrique:	Ok, muchas gracias.
Médico:	Ok y mientras tanto, necesitas buscar un pasatiempo para hacer ejercicio.
Enrique:	Vale, muchas gracias, señor.

Preguntas de análisis:

Text only

Preguntas de análisis:

Underline all of the uses of “gustar” in the conversation. How is “gustar” conjugated? Why would someone say “Me gusta la banana pero no me gustan las naranjas”? To whom do the verbs refer? What is the difference between “gustar” and “querer”?

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8.6: Gramática- El verbo gustar + sustantivos

Objetivos

- Recognize the correct pronouns and correct forms of gustar to say what things you and others like and don't like

In Unit 4 we saw how to say that I or you like to do something, using *me/te gusta* + infinitive. Of course, it's possible to say that you like things, too, just a little more complicated.

The Spanish equivalent of "I like" is *me gusta*, which literally means "it pleases me". To indicate whether someone else likes something, you change the indirect object pronoun so the thing is pleasing to that person:

forms for different people liking a singular thing		
	persona singular	persona plural
primera (1a)	0:00 / 0:01 0:00 / 0:01	
	me gusta (*I like*)	nos gusta (*We like*)
segunda (2a)	0:00 / 0:01 0:00 / 0:01	
	te gusta (*You like*)	os gusta (*You all like*)
tercera (3a)	0:00 / 0:01 0:00 / 0:01	
	le gusta (*He/She likes*)	les gusta (*They like*)

When you use the verb *gustar,* the verb form you choose will depend on whether what you like is a singular noun, a plural noun, or a verb.

The verb form *gusta* is always in the singular when the noun that is liked or disliked is singular, because *it* is pleasing to the person:

- 0:00 / 0:02 (A mí) me gusta la casa. (*I like the house. Literally: The house pleases me.*)
- 0:00 / 0:03 (A ti) te gusta la salsa picante. (*You—informal singular—like hot sauce.*)
- 0:00 / 0:02 (A usted) le gusta la comida. (*You—formal singular—like the food.*)
- 0:00 / 0:02 (A él) le gusta el libro. (*He likes the book.*)
- 0:00 / 0:03 (A ellas) les gusta el coche. (*They like the car.*)
- 0:00 / 0:03 (A nosotros) nos gusta el café. (*We like coffee.*)

What if plural things are pleasing to you? The verb form *gustan* is always in the plural when the noun is plural or there are two nouns, because *they* please the person:

- 0:00 / 0:02 (A mí) me gustan las casas. (*I like the houses. Literally: The houses please me.*)
- 0:00 / 0:03 (A ti) te gustan las manzanas. (*You—informal singular—like the apples.*)
- 0:00 / 0:03 (A usted) le gustan las comidas. (*You—formal singular—like the foods.*)
- 0:00 / 0:02 (A él) le gustan los libros. (*He likes the books.*)
- 0:00 / 0:03 (A ellas) les gustan los coches. (*They like the cars.*)
- 0:00 / 0:04 (A nosotros) nos gustan los animales. (*We like animals.*)

As we saw in Unit 4, the verb form *gusta* is always in the singular when it is followed by a verb, even if there are many verbs listed, because *it* pleases the person *to do* the actions:

- 0:00 / 0:02 (A mí) me gusta cantar mucho. (*I like to sing a lot. Literally: It pleases me a lot to sing.*)
- 0:00 / 0:03 (A tí) te gusta recibir y escribir cartas. (*You–informal singular– like to receive and write letters.*)
- 0:00 / 0:03 (A usted) le gusta escuchar la música. (*You–formal singular– like to listen to music.*)
- 0:00 / 0:02 (A él) le gusta comer y bailar. (*He likes to eat and dance.*)
- 0:00 / 0:03 (A ellas) les gusta aprender el español. (*They like to learn Spanish.*)
- 0:00 / 0:02 (A nosotros) nos gusta correr. (*We like to run.*)

Note: In all of the above examples, the sentences are written with a prepositional phrase (a mí, a ti, etc.) at the beginning of the sentence. This is optional and most Spanish-speakers will omit this phrase, but they may use it for emphasis in much the way we might emphasize in English by stressing a word or putting it in bold in writing: "**You** don't like beets? Well, **I** do!" Another use is for clarification in the third person. Since *Le gusta comer y bailar* could have several translations ("He likes to eat and dance" or "She likes to eat and dance" or "You <formal> like to eat and dance" or "<Any named person> likes to eat and dance"), the clarifying phrase is used more often with *le* or *les*.

Some other words that work the same way as gustar:

- 0:00 / 0:00 Doler (*to hurt; literally: to be painful*) —

  0:00 / 0:01 Me duelen los pies. (*My feet hurt / are hurting me.*)
- 0:00 / 0:01 Encantar (*to love; literally: to be enchanting*) —

  0:00 / 0:04 A los mexicanos les encantan los dramas coreanos. (*Mexicans love Korean dramas.*)
- 0:00 / 0:01 Molestar (*to mind; literally: to be irritating, bothersome*) —

  0:00 / 0:03 ¿Le molesta la música? No, estoy bien. (*Do you mind the music? No, I'm fine.*)

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8.7: Gramática- Querer y gustar

Objetivos

- Use “querer” and “gustar” to explain your wants and likes

In English both of the following sentences use the basic subject-verb-object sentence structure: “I want a vacation” and “I like vacations.” They’re not the same in Spanish!

To contrast these thoughts we’ll need to learn the conjugation of *querer* (to want). For now, just memorize it as if it were irregular. But you may notice that it has a stem-vowel change that’s similar to *tener*—that’s actually a fairly common pattern in Spanish and you will learn more about it in the next section.

QUERER (*to want*)		
	singular	plural
primera persona	**quiero**	**queremos**
segunda persona	**quieres**	**queréis**
tercera persona	**quiere**	**quieren**

- Yo quiero una vacación. (*I want a vacation.*)
- Juanito y yo queremos salir y jugar en el jardín. (*Johnny and I want to go outside and play in the garden.*)
- ¿Quiere usted unos juguetes de madera? (*Do you want some wooden toys?*)

But in Spanish as we learned in the previous section, “to like” (*gustar*) is used in a different structure: in Spanish a person does not like a thing, but rather the thing is pleasing to the person.

- A mi me gustan las vacaciones de invierno y a ti te gusta las vacaciones de verano. (*I like the winter vacation and you like the summer vacation.*)
- A Juanito y a mí nos gusta salir y jugar en el jardín. (*Johnny and I like to go outside and play in the garden.*)
- ¿Le gustan a usted los juguetes de madera? (*Do you like wooden toys?*)

Can you spot the differences in the sentence structure? Sentences with *querer* (to want) use the subject pronouns or just the nouns to say who wants the thing. But sentences with *gustar* (to like) use the indirect object pronouns (me – te – le – nos – os – les) to identify the person being pleased, and if you further specify the person being pleased, you need to use the preposition “a” (“a mí”, “A Juanito”, etc.).

Also, in sentences with *querer* the verb needs to agree with the person who wants the thing, whereas in sentences with *gustar* the verb needs to agree with the thing that is pleasing to the person.

- Me gustan los rompecabezas. Quiero estos rompecabezas, por favor. (*I like puzzles. / Puzzles are pleasing to me. I want these puzzles, please.*)
- Los niños quieren jugar el béisbol cada día. A los niños les gusta mucho jugar el béisbol. (*The children want to play baseball every day. They children like playing baseball a lot. / Playing baseball is very pleasing to the children.*)

It’s important not to confuse these two very common sentence structures!

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8.8: Introduction to ¿Prefieres patinar o esquiar?

Continuing our journey through the stem-vowel changes, we're going to work on verbs that change from e-ie. This particular stem-vowel change might look familiar, since we just learned one of the verbs: querer. For example, *Ella quiere un helado* (She wants an ice cream). Incidentally, verbs with a stem-vowel change are sometimes called "verbos de bota" because in the conjugation chart, the stem-vowel change fits into a boot shape (all the forms except *nosotros* and *vosotros*).



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8.9: En contexto- Verbos con cambio de raíz (e-ie)

Objetivos

- Recognize the correct conjugation of e-ie stem-changing verbs

Lee la conversación entre el médico y Enrique de nuevo. Luego, contesta las preguntas de análisis.

Médico:	Hola, Enrique. ¿Cómo estás hoy?
Enrique:	Bien. ¿Y usted?
Médico:	Muy bien, gracias. ¿Cómo puedo ayudarte?
Enrique:	Quiero mejorar mi salud mental. Me siento perezoso todo el tiempo.
Médico:	Ok. ¿Tienes un pasatiempo que te gusta hacer frecuentemente?
Enrique:	Normalmente, me gusta andar en bicicleta. Pero estamos en invierno y no me gusta el frío.
Médico:	Pienso que necesitas un deporte para el invierno. ¿Te gusta la nieve?
Enrique:	No mucho, por eso me gustan los videojuegos durante el invierno.
Médico:	Te entiendo
Enrique:	Tristemente me gusta la comida chatarra como papas fritas y pizza. No me gustan los vegetales.
Médico:	Si quieres sentirte mejor, necesitas comer mejor comida. Te voy a poner en contacto con una nutricionista. ¿Qué piensas?
Enrique:	Ok, muchas gracias.
Médico:	Ok y mientras tanto, necesitas buscar un pasatiempo para hacer ejercicio.
Enrique:	Vale, muchas gracias, señor.

Preguntas de análisis:

Text only

Preguntas de análisis:

Write down all the infinitives of the verbs with stem changes e-ie that appear in the conversation.

Which subjects need a stem vowel change in these verbs and which subjects do not need a stem vowel change?

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8.10: Gramática- Verbos con cambio de raíz (e-ie)

Objetivos

- Recognize the correct conjugation of e-ie stem-changing verbs

With this group of verbs, the stem vowel **e** changes to an **ie** in all of the forms except the first and second person plural.

0:00 / 0:00

Comenzar (*to start, to begin*)

	Singular	Plural
1a	0:00 / 0:00 comienzo	0:00 / 0:01 comenzamos
2a	0:00 / 0:00 comienzas	0:00 / 0:01 comenzáis
3a	0:00 / 0:00 comienza	0:00 / 0:00 comienzan

Note that the *nosotros* and *vosotros* forms do not change their 'e' to 'ie', because the stress in those forms falls on the next syllable.

And remember that the stem-changing vowel does not affect the personal ending for the verb, which depends on who the subject is and whether the verb is in the -AR, -ER, or -IR conjugation group. Here's an example of a familiar -ER verb that has the e-ie stem change:

0:00 / 0:00

Querer (*to want*)

	Singular	Plural
1a	0:00 / 0:00 quiero	0:00 / 0:00 queremos
2a	0:00 / 0:00 quieres	0:00 / 0:00 queréis
3a	0:00 / 0:00 quiere	0:00 / 0:00 quieren

Venir

The verb *venir* means "to come", and it has the same irregularities as *tener* when conjugated in the present tense. But it doesn't have so many idiomatic uses!

venir (*to come*)		
	singular	plural
1a	0:00 / 0:01 yo ven**go**	0:00 / 0:01 nosotros ven**imos**
2a	0:00 / 0:01 tú **vienes**	0:00 / 0:02 vosotros ven**ís**
3a	0:00 / 0:01 él **viene**	0:00 / 0:01 ellos **vienen**
	0:00 / 0:01 ella **viene**	0:00 / 0:01 ellas **vienen**
	0:00 / 0:01 usted **viene**	0:00 / 0:01 ustedes **vienen**

- 0:00 / 0:03 Ellos vienen a la universidad todos los días. (*They come to the university every day.*)
- 0:00 / 0:03 ¿A qué hora vienes a la clase de español? (*At what time do you come to Spanish class?*)

Vocabulario: algunos verbos con cambio de raíz e – ie

- 0:00 / 0:00 **Cerrar** (*to close*)
- 0:00 / 0:00 **Comenzar** (*to start, to begin*)
- 0:00 / 0:00 **Empezar** (*to start, to begin*)
- 0:00 / 0:00 **Entender** (*to understand*)
- 0:00 / 0:00 **Pensar** (*to think*)

- 0:00 / 0:00 **Preferir** (*to prefer*)
- 0:00 / 0:00 **Perder** (*to lose*)
- 0:00 / 0:00 **Querer** (*to want*)
- 0:00 / 0:00 **Sentir** (*to feel*)
- 0:00 / 0:00 **Tener** (*to have*) (yo tengo, tú tienes…)
- 0:00 / 0:00 **Venir** (*to come*) (yo vengo, tú vienes…)

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8.11: Introduction to ¿Corres rápidamente?

By now we've learned quite a lot of verb conjugation patterns to say that people do actions, so now it's time to learn how to make adverbs, which let us say **how** people do those actions. Don't know much about adverbs? Click here for an explanation of adverbs in English, and how they are different from adjectives. And soon instead of just studying, you will be able to study *eficazmente*, and instead of just learning, you can learn *rápidamente*!

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8.12: Introduction to Cultura- El fútbol y el dominó

In this Cultura reading, we'll learn about two important pastimes in the Spanish-speaking world. One is the game of dominoes, the other the sport of soccer—or fútbol, as most of the world would say.

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8.13: Cultura- El fútbol y el dominó

Vamos a imaginar que vives en un país hispano. ¿Cómo vas a pasar tu tiempo libre? Puedes quedarte en casa jugando en internet—y muchos hispanos hacen eso. O puedes salir a participar en un deporte para mantener tu salud y conectarte con la comunidad.

El fútbol



El final del torneo “Superclásico” entre el River Plate y los Boca Juniors en 2010, con el estadio completamente lleno.

De todos los deportes, el fútbol—que jugamos con los pies, no como el fútbol norteamericano—es el más popular en el mundo hispano. También los equipos y jugadores hispanos son entre los más exitosos. Por ejemplo, la Copa Mundial de FIFA es el campeonato de fútbol entre equipos de todo el mundo (juegan por la Copa cada cuatro años) y sólo Brasil, Alemania e Italia tienen más títulos que el equipo nacional de Argentina (que tiene dos). Argentina también tiene algunos de los equipos regionales mejores y más populares: el Club Atlético River Plate y el Club Atlético Boca Juniors, por ejemplo. ¿Tiene tu comunidad un equipo de fútbol profesional o semi-profesional? ¿Prefieres un equipo nacional en particular para la Copa Mundial?



El “saque de meta” ocurre cuando la pelota sale del campo por el lado de la meta y el jugador patea el balón desde la esquina del campo.

Si quieres jugar el fútbol, debes comprender algo de las reglas: juegan en un campo rectangular de césped natural o artificial, con una meta o portería en cada extremo del campo. El partido tiene dos períodos de cuarenta y cinco minutos. Como máximo, once personas juegan en un equipo, y como mínimo, siete personas; este número incluye el portero. El portero es el único jugador que puede tocar el balón o la pelota con las manos, excepto cuando el balón sale fuera de juego por el lado del campo—se llama el “saque de banda” y para hacerlo un jugador se para en la línea y tira el balón sobre la cabeza con las dos manos. ¿Cómo son similares o diferentes estas reglas, en comparación con deportes populares en otras culturas, como el rugby o el básquetbol?

El béisbol



Mariano Rivera cierre un partido para los Yankees de Nueva York.

El béisbol es particularmente popular en Cuba y la República Dominicana, y algunos de los mejores jugadores de béisbol en Estados Unidos son hispanos. Roberto Clemente, un jardinero derecho para los Piratas de Pittsburgh y originalmente de Puerto Rico, es el primer hispano para entrar en el Baseball Hall of Fame. Y el panameño Mariano Rivera es considerado el mejor lanzador de cierre de todos los tiempos. ¿Puedes tú jugar el béisbol?

El dominó



Un partido de dominó. ¿Cuáles juegos de mesa tienes en tu cultura?

¿No te gustan los deportes? El dominó es un juego de mesa popularísimo en el Caribe, Centroamérica y la costa caribeña de Sudamérica. Jugamos el dominó con fichas rectangulares que tienen de 0-6 puntos, y el objetivo es conectar fichas con puntos similares hasta llegar a cierta puntuación. Hay muchas frases idiomáticas asociadas con el dominó, por ejemplo el acto de mezclar o revolver las fichas antes de jugar se llama “fregar” o “hacer la sopa”.

Actividades

A. Preguntas de comprensión

Contesta las preguntas sobre la lectura arriba.

1. ¿Cuáles son algunos equipos populares de fútbol en Latinoamérica y de dónde son?
2. ¿Bajo cuáles circunstancias es permitido tocar el balón con la mano en un juego de fútbol?
3. ¿Quiénes son algunos beisbolistas hispanos famosos?
4. ¿En cuáles regiones hispanas juegan mucho el dominó?

B. Conversación sobre el deporte

Mira la siguiente foto y contesta las preguntas con un compañero de clase.



Unos jóvenes en una plaza de la Ciudad de México.

1. ¿Cómo pasan el tiempo estos jóvenes? ¿Dónde están ellos? ¿Cuántas personas hay en cada equipo? ¿Qué tiempo hace en la foto?
2. ¿Puedes jugar el fútbol? ¿Entiendes las reglas del fútbol? ¿Cuáles deportes te gustan?
3. ¿Qué ropa te pones para jugar el fútbol? ¿Para jugar otros deportes?
4. ¿Prefieres jugar los deportes, asistir a juegos como espectador, o mirar en televisión? ¿Por qué?

5. ¿Miras la competición en algún deporte esta semana? ¿Quién está ganando?
6. ¿Tiene tu escuela equipos que juegan algunos deportes? ¿Cuáles? ¿Son equipos exitosos?
7. ¿Cómo juegan los jugadores al comienzo de un partido? ¿Cómo juegan si ganan? ¿Y si pierden? ¿Son los deportes buenas experiencias para los niños? ¿Por qué?

C. Recomendaciones

¿Cuál deporte o pasatiempo (¡usa tu imaginación!) recomiendas para las siguientes personas, y por qué? ¿Cuál deporte no debe jugar? Conversa con un compañero de clase sobre sus recomendaciones.

1. una persona que quiere correr mucho
2. una persona que no tolera estar en el sol brillante
3. una persona a quien le gusta colaborar con otras personas
4. una persona bastante solitaria
5. una persona que está delicada de salud (*in poor health* or *at risk of illness*)
6. una persona muy intelectual a quien le gusta la estrategia

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CHAPTER OVERVIEW

9: Estas triste Por que

9.1: Why It Matters- ¿Estás triste? ¿Por qué?
9.2: Introduction to ¿Estás contento hoy?
9.3: Vocabulario- Adjetivos de emoción y condición
9.4: Introduction to ¿Cómo estás?
9.5: En contexto- Estar + emociones
9.6: Gramática- Estar + emociones
9.7: Introduction to ¿Cómo eres? ¿Cómo estás?
9.8: En contexto- Ser y Estar I
9.9: Gramática- Ser y Estar I / ¿Cómo?
9.10: Introduction to ¿Estás cansada o estás enferma?
9.11: En contexto- Conjunciones coordinadas
9.12: Gramática- Conjunciones coordinadas/ Porque and ¿por qué?

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9.1: Why It Matters- ¿Estás triste? ¿Por qué?

Fidel Nadal – **Emocionado**

Fidel Nadal is an Afro-Argentinian Reggae musician, songwriter and pioneer of Latin American Reggae and the underground punk/hardcore movement of Argentina. (Wikipedia page on Fidel Nadal)



Luis Fonsi – **Cansada**

Luis Alfonso Rodríguez López-Cepero, known by his stage name Luis Fonsi, is a Puerto Rican singer, songwriter and actor.



Fanny Lu – **Feliz**

Fanny Lucía Martínez Buenaventura, better known professionally as Fanny Lu, is a Colombian singer, songwriter and actress from Santiago de Cali, Colombia. (Wikipedia page for Fanny Lu)



Ramona – **Tristes Ojos**
Ramona is an indie-rock band from Tijuana, Mexico.



José José – **El triste**
José Rómulo Sosa Ortiz, known by his stage name José José, was a Mexican musician, singer and occasional actor. This recreation of José José's big break at the at *Festival de la Canción Latina* is from the Telemundo series *José José, el príncipe de la canción*.



Pedro Infante – **Enojada conmigo**
Pedro Infante Cruz was a Mexican actor and singer. Hailed as one of the greatest actors of the Golden Age of Mexican cinema, he is considered an idol in Mexico and other Latin American countries such as Venezuela, Guatemala and Peru. (Wikipedia page on Infante)



Julio Jaramillo – **Avergonzado**
Julio Alfredo Jaramillo Laurido was a notable Ecuadorian singer and recording artist who performed throughout Latin America, achieving great fame for his renditions of boleros, valses, pasillos, tangos, and rancheras. (Wikipedia entry on Jaramillo)



El Bomby Ft DonkiRap — **Estamos melos**
El Bomby is a Colombian singer, dancer, and clarinetist. “Estamos Melos” (melos = well, calm, mellow) became the unofficial anthem of the Colombian national soccer team at the 2018 World Cup in Russia.



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9.2: Introduction to ¿Estás contento hoy?

In this section we'll learn words to talk about emotions, states, and conditions. Whether that makes you happy or anxious, at least you'll be able to describe these feelings.

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9.3: Vocabulario- Adjetivos de emoción y condición

Objetivos

- Recognize adjectives of condition and emotion
- Give an appropriate response to someone's condition or emotion

Vocabulario: Adjetivos de emoción y condición



interesado/a (interested)

0:00 / 0:02



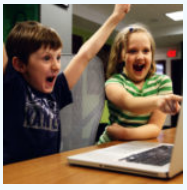
aburrido/a (bored)

0:00 / 0:02



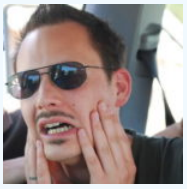
sorprendido/a

0:00 / 0:02



emocionado/a

0:00 / 0:02



asustado/a (frightened)

0:00 / 0:02



despierto/a (awake)

0:00 / 0:03



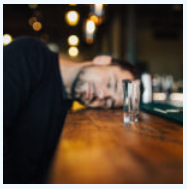
dormido/a

0:00 / 0:02



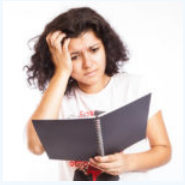
cansado/a

0:00 / 0:02



borracho/a

0:00 / 0:02



confundido/a

0:00 / 0:02



alegre

0:00 / 0:00



contento/a

0:00 / 0:02



feliz

0:00 / 0:01



triste (sad)

0:00 / 0:00



deprimido/a (depressed)

0:00 / 0:02



enamorado/a

0:00 / 0:02



enojado/a

0:00 / 0:02



en forma

0:00 / 0:01



sano/a

0:00 / 0:01



enfermo/a

0:00 / 0:02



tranquilo/a

0:00 / 0:02



preocupado/a

0:00 / 0:02



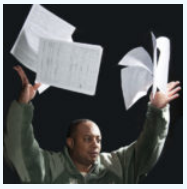
estresado/a

0:00 / 0:02



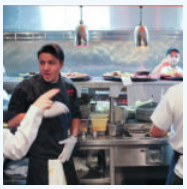
nervioso/a

0:00 / 0:02



frustrado/a

0:00 / 0:02



ocupado/a (busy)

0:00 / 0:02



limpio/a

0:00 / 0:02



sucio/a

0:00 / 0:03

 vivo/a
(alive)

0:00 / 0:02


muerto/a

0:00 / 0:02


abierto/a

0:00 / 0:02


cerrado/a

0:00 / 0:02



orgulloso/a (proud)

0:00 / 0:03



avergonzado/a
(embarrassed)

0:00 / 0:03

Algunas respuestas (*some answers*)

- 0:00 / 0:01
- 0:00 / 0:01 ¡Felicitaciones! (*Congratulations!*)
- 0:00 / 0:02 ¡Qué bien! (*That's great!*)
- 0:00 / 0:01 ¿De veras? ¿Qué pasa? (*Really? What's going on?*)
- 0:00 / 0:01 Lo siento. (*I'm sorry.*)

Oh, ¡qué horror! (*Oh, that's terrible!*)

¿Cómo se usan en conversación? (*How are they used in conversation?*)

- — 0:00 / 0:01 Oye, ¿estás bien?
- — 0:00 / 0:01 No, estoy enfermo.
- — 0:00 / 0:02 Lo siento. ¿Puedes ir a casa a descansar?
- — 0:00 / 0:02 Hola, pareces feliz hoy. (*You seem happy today.*)
- — 0:00 / 0:03 Sí, estoy muy contento con mi nota en el examen.
- — 0:00 / 0:02 ¡Qué bien! ¡Felicitaciones!
- — 0:00 / 0:01 Hola, ¿cómo estás?
- — 0:00 / 0:01 Estoy muy ocupada hoy.
- — 0:00 / 0:01 Ah, ¿sí? ¿Qué tienes que hacer?

Text List

interesado/a (interested)

aburrido/a (bored)

sorprendido/a (surprised)

emocionado/a (excited)

asustado/a (frightened)

despierto/a (awake)

dormido/a (asleep)

cansado/a (tired)

borracho/a (drunk)

confundido/a (confused)

alegre (happy)

contento/a (content/happy)

feliz (happy)

triste (sad)

deprimido/a (depressed)

enamorado/a (in love)

enojado/a (angry)

en forma (fit, in good shape)

sano/a (healthy)

enfermo/a (sick)

tranquilo/a (tranquil and calm)

preocupado/a (worried)

estresado/a (stressed)

nervioso/a (nervous)

frustrado/a (frustrated)

ocupado/a (busy)

limpio/a (clean)

sucio/a (dirty)

vivo/a (alive)

muerto/a (dead)

abierto (open)

cerrado/a (closed)

orgulloso/a (proud)

avergonzado/a (embarrassed)

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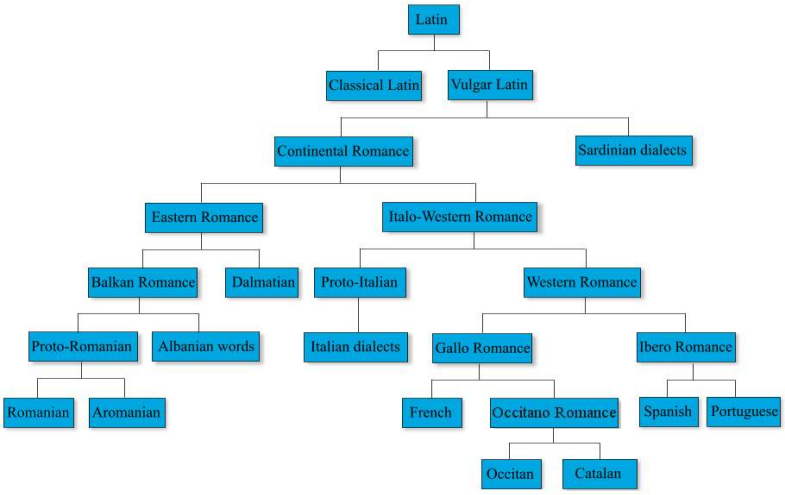
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9.4: Introduction to ¿Cómo estás?

As we have already seen, Spanish has two verbs that translate to the English "to be": *ser* and *estar.* In this section, we'll look at one of the most common uses of *estar*: to describe conditions and emotions.



Why are there two verbs? Romance languages (Spanish, Catalan, Galician, Portuguese, French, Italian, and Romanian) derive from Latin, and Latin had three main verbs that could function like "to be": **sedēre** "to sit", **esse** "to be", and **stāre** "to stand" or "to stay". The first two, **sedēre** and **esse**, combined eventually into ***essere**, which came to mean "to be (permanently or essentially)", in contrast to **stāre,** which meant "to be (temporarily or incidentally)." Do you see where we're going here? ***Essere** = *ser*; **stāre** = *estar*.

Note: although English has only one form of "to be," we still get to join in the fun with words that take on qualities from their etymological roots. **Esse** gives us essence, essential, presence, and absence (among others), while **stāre** gives us instance, instant, state, status, station, and substitute. See the pattern?

So does that help you understand the difference between *ser* and *estar*?

No? OK, how about this: "For how you feel or where you are, always use the verb *estar*."

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9.5: En contexto- Estar + emociones

Objetivos

- Identify how estar is used with adjectives to describe conditions and emotions



Luz y Jesús toman la misma clase de estudios latinoamericanos y tienen que preparar una presentación oral. Lee su conversación y contesta las preguntas de análisis después.

Jesús:	Hola, Luz, ¿cómo estás?
Luz:	Regular. Estoy cansada porque mis compañeras son ruidosas y no puedo dormir bien. Y tú, ¿cómo estás?
Jesús:	Estoy bien, pero estoy un poco preocupado por nuestra presentación en la clase de Estudios Latinoamericanos.
Luz:	¿No estamos listos? Es una presentación bastante breve.
Jesús:	La parte visual está terminada, pero la parte oral es más importante y necesitamos organizar eso.
Luz:	¿Cómo quieres organizar la parte oral? ¿Comienzo yo o comienzas tú?
Jesús:	Yo voy a estar nervioso y tú eres muy buena en las presentaciones. Tú puedes comenzar con la introducción y yo puedo continuar con los datos de nuestra investigación.
Luz:	Sí, los números son más fáciles para ti y siempre estoy confundida por las estadísticas. ¿Cuándo quieres practicar la presentación?
Jesús:	¿Podemos reunirnos mañana después de clase?
Luz:	Sí, es una hora conveniente. Muy bien, hasta luego.
Jesús:	Gracias, hasta entonces.

Preguntas de análisis:

Text only

Preguntas de análisis:

1. Busca las instancias en la conversación donde una forma de “estar” tiene un adjetivo después. ¿Qué tipo de descripción comunican esos adjetivos? (*condiciones y emociones* as opposed to *características esenciales*)
2. Mira los adjetivos usados con “estar” para decidir: ¿es Luz un hombre o una mujer? ¿Es Jesús un hombre o una mujer?

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9.6: Gramática- Estar + emociones

Objetivos

- Identify how estar is used with adjectives to describe conditions and emotions

Gramática: "Estar" con emociones

In this lesson you will learn to describe emotions and states using adjectives after *estar*.

Before we go forward, let's take a quick refresher on the present indicative conjugation of this irregular verb.

Estar (*to be*)		
1a	**estoy**	**estamos**
2a	**estás**	**estáis**
3a	**está**	**están**

Like the adjectives used with *ser*, these adjectives must agree with the noun that they modify and will require appropriate changes for gender and number.

¿Cómo estás hoy?

Estar is used with descriptive adjectives to talk about **emotional conditions** and **states of being**.



El gato está tranquilo.



Los gatos están enérgicos.

- Ana está muy content**a** y tranquil**a**. (*Ana is very happy and calm.*)

Note the changes based on gender and number in the following:

- Tomás está content**o** y tranquil**o.** (*Tomás is happy and calm.*)
- Nosotros estamos content**os** y tranquil**os**. (*We are happy and calm* [if we keep saying it, it'll come true…])
- Tomás y su hermano están sorprendid**os**. (*Tomás and his brother are surprised.*)
- ¿Por qué estáis vosotras preocupad**as**? (*Why are you worried?* – asking a group of all females, informally, in Spain)

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9.7: Introduction to ¿Cómo eres? ¿Cómo estás?

The different ways of saying **to be** in Spanish are one of the aspects that differ most from English. Now that we've seen some uses of **ser** and **estar** separately, it's time start contrasting them side-by-side in terms of how they are used with adjectives. *¡Es difícil! ¡Pero tú estás preparado/a!*

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9.8: En contexto- Ser y Estar I

Objetivos

- Recognize different uses of *ser* and *estar*



Luz y Jesús toman la misma clase de estudios latinoamericanos y tienen que preparar una presentación oral. Vuelve a leer su conversación y contesta las preguntas de análisis después.

Jesús:	Hola, Luz, ¿cómo estás?
Luz:	Regular. Estoy cansada porque mis compañeras son ruidosas y no puedo dormir bien. Y tú, ¿cómo estás?
Jesús:	Estoy bien, pero estoy un poco preocupado por nuestra presentación en la clase de Estudios Latinoamericanos.
Luz:	¿No estamos listos? Es una presentación bastante breve.
Jesús:	La parte visual está terminada, pero la parte oral es más importante y necesitamos organizar eso.
Luz:	¿Cómo quieres organizar la parte oral? ¿Comienzo yo o comienzas tú?
Jesús:	Yo voy a estar nervioso y tú eres muy buena en las presentaciones. Tú puedes comenzar con la introducción y yo puedo continuar con los datos de nuestra investigación.
Luz:	Sí, los números son más fáciles para ti y siempre estoy confundida por las estadísticas. ¿Cuándo quieres practicar la presentación?
Jesús:	¿Podemos reunirnos mañana después de clase?
Luz:	Sí, es una hora conveniente. Muy bien, hasta luego.
Jesús:	Gracias, hasta entonces.

Preguntas de análisis:

Text only version of questions

Preguntas de análisis:

1. Compara las instancias de “estar” + adjetivo con las instancias de “ser” + adjetivo. ¿Cuál verbo usamos en español para describir las personalidades? ¿Cuál verbo usamos para describir la emoción que siente una persona? ¿Cuál verbo usamos para describir las características permanentes de las cosas? ¿Cuál verbo usamos para describir la condición de las cosas?

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9.9: Gramática- Ser y Estar I / ¿Cómo?

Objetivos

- Recognize different uses of ser and estar
- Ask and answer questions with ¿Cómo?

Ser and *estar* both mean "to be", and both can be followed by adjectives, but they're not the same! We use different adjectives with each one, to convey different kinds of "being".

Adjetivos usados con *ser:* Personality, general lifestyle, or qualities

You might remember that we used *ser* to talk about the inherent, essential or identifying qualities or characteristics of a person or thing:

- alto/a (*tall*) – bajo/a (*short*)
- amable/a (*nice, amiable*) – antipático/a (*unfriendly*)
- honesto/deshonesto (*honest/dishonest*)
- inteligente (*intelligent*)

Adjetivos usados con *estar:* Conditions or states

And in a previous section we used *estar* to talk about the temporary, relative, or contingent condition of a person or thing:

- contento (*happy, content*) – triste (*sad*)
- sano (*healthy*) – enfermo (*sick*)
- tranquilo (*calm*) – preocupado (*worried*)
- cansado (*tired*) – enérgico (*energetic*)

When trying to decide between *ser* and *estar*, ask yourself: is this a **characteristic** of the person/thing (use *ser*), or is it a **condition** or state (use *estar*)? For this reason, emotions usually go with *estar*, while personality traits go with *ser*.



This sidewalk closure is a temporary state, not a permanent characteristic (hopefully). So the sign reads "La acera está cerrada."

Adjetivos usados con *ser* y *estar*

With some adjectives, the meaning of the same word changes depending on whether you are trying to describe a characteristic or a condition. For instance: *Él es aburrido* (he is **boring** [quality or characteristic]) vs. *Él está aburrido* (he is **bored** [state or condition]).



Él es aburrido. (*He is boring.*) / Él está aburrido. (*He is bored.*)

Examples of change in meaning for specific adjectives:

- Vivo
  El abuelo está vivo. (*still alive*)
  El abuelo es vivo. (*clever, alert*)
- Listo
  El niño es listo. (H*e's clever*: personality)
  El niño está listo. (H*e is ready to do some activity.*)
- Verde
  La fruta está verde. (*The fruit is green, immature, not ripe.*)
  La fruta es verde. (*permanent color of the fruit*)
- Joven
  La abuela está joven para su edad. (*comparative, she is old in age, but looks young*)
  Tienes diez años, eres muy joven para mirar esa película. (*age as defining characteristic*)
- Rico
  La mujer es rica. (*wealthy*)
  La comida está rica. (*delicious*)
  ¡OJO! Using *está rico/a* to refer to people has a sexual connotation, and can be offensive. "He/she is hot looking."

A few notes to consider:

- Muerto
  El abuelo está muerto. (*The grandfather is dead.* Even though when a person is dead it is a permanent condition, "estar" is used because becoming "dead" only takes a second to change from "estar vivo".)
- Embarazada
  Mi compañera está embarazada. (*My roommate is pregnant.* This adjective is only used with women. In English sometimes it is common to hear that the couple or the man is "pregnant" also, implying that both are parenting; however, in Spanish a man is never "embarazado".)

¿Cómo?

Now it's time for a closer look at a question word that you have been using ever since the very start of this course. *¿Cómo?* literally means "how?", but is not always translated that way in English. Notice in the following examples how the difference between *ser* and *estar* drives a different translation of *¿cómo?*.

- "¡Hola! ¿Cómo estás?" "Estoy bien, gracias." (*"Hi! How are you?" "I'm fine, thanks."*)
- "¿Cómo es tu novio?" "Es cómico y muy inteligente." (*"What is your boyfriend like?" "He's funny and very intelligent."*)
- "¿Cómo vamos a aprender todo esto?" "Vamos a estudiar gradualmente, un poco cada día." (*"How are we going to learn all of this?" "We are going to study gradually, a little bit every day."*)

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9.10: Introduction to ¿Estás cansada o estás enferma?

Up to now we have been creating only the simplest sentences: one subject, one verb, one object. This is fine for simple situations, but what if you want to combine ideas into longer sentences? You'll need a conjunction such as "and", "or", "but" or "because"!

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9.11: En contexto- Conjunciones coordinadas

Objetivos

- Recognize coordinating conjunctions

Luz y Jesús toman la misma clase de estudios latinoamericanos y tienen que preparar una presentación oral. Lee su conversación y contesta las preguntas de análisis después.

Jesús:	Hola, Luz, ¿cómo estás?
Luz:	Regular. Estoy cansada porque mis compañeras son ruidosas y no puedo dormir bien. Y tú, ¿cómo estás?
Jesús:	Estoy bien, pero estoy un poco preocupado por nuestra presentación en la clase de Estudios Latinoamericanos.
Luz:	¿No estamos listos? Es una presentación bastante breve.
Jesús:	La parte visual está terminada, pero la parte oral es más importante y necesitamos organizar eso.
Luz:	¿Cómo quieres organizar la parte oral? ¿Comienzo yo o comienzas tú?
Jesús:	Yo voy a estar nervioso y tú eres muy buena en las presentaciones. Tú puedes comenzar con la introducción y yo puedo continuar con los datos de nuestra investigación.
Luz:	Sí, los números son más fáciles para ti y siempre estoy confundida por las estadísticas. ¿Cuándo quieres practicar la presentación?
Jesús:	¿Podemos reunirnos mañana después de clase?
Luz:	Sí, es una hora conveniente. Muy bien, hasta luego.
Jesús:	Gracias, hasta entonces.

Preguntas de análisis:

Text only version of questions

Preguntas de análisis:

1. Busca los usos de las conjunciones “y”, “o”, “pero” y “porque”. En cada caso, identifica el verbo conjugado antes y el verbo conjugado después de la conjunción.
2. ¿Cuál de estas conjunciones expresa una razón o una causa? ¿Cuál expresa una opción o alternativa? ¿Cuál expresa una acción adicional? ¿Cuál de estas conjunciones expresa un contraste o una excepción?

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9.12: Gramática- Conjunciones coordinadas/ Porque and ¿por qué?

Objetivos

- Recognize coordinating conjunctions
- Recognize the difference between porque and ¿por qué?

Conjunciones coordinadas

Coordinating conjuctions are the easiest way to join two simple sentences into one longer one. Usually when you use a coordinating conjunction no changes need to be made to the original simple sentences, though you may want to use pronouns to avoid repeating words. The four main coordinating conjunctions in Spanish are: **y** (*and*), **o** (*or*), **pero** (*but*), and **porque** (*because*).

- Hablo el inglés. Comprendo el español. → Hablo el inglés y comprendo el español. (*I speak English and understand Spanish.*)
- Por la tarde tomo una siesta. A veces doy un paseo. → Por la tarde tomo una siesta o a veces doy un paseo. (*In the afternoon I take a nap or sometimes I go for a walk.*)
- Mis hermanos son artísticos. Yo no dibujo bien. → Mis hermanos son artísticos pero yo no dibujo bien. (*My siblings are artistic but I don't draw well.*)
- Estudio idiomas extranjeros. Los idiomas extranjeros abren oportunidades internacionales. → Estudio idiomas extranjeros porque abren oportunidades internacionales. (*I study foreign languages because they open up international opportunities.*)

Porque vs. ¿por qué?

These two words are frequently confused in Spanish because of their similarities in spelling and pronunciation, but they are really completely different words! Once you remember that all question words have accent marks in Spanish and the connecting words (conjunctions and relative pronouns) do not, then you should be able to tell these apart. Then you'll just need to remember that the question is the one written as two words.

- ¿¿Por qué me haces esto?? (*Why are you doing this to me??*)
- Lo hago porque me preocupo por ti. (*I do it because I worry about you.*)

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CHAPTER OVERVIEW

10: Cual es tu comida favorita

10.1: Why It Matters- ¿Cuál es tu comida favorita?
10.2: Introduction to ¿Qué te gusta comer?
10.3: Vocabulario- Comida
10.4: Introduction to ¿El restaurante sirve papas fritas?
10.5: En contexto- Verbos con cambio de raíz (e-i)
10.6: Gramática- Verbos con cambio de raíz (e-i)
10.7: Introduction to ¿Salgo con ustedes?
10.8: En contexto- Verbos irregulares en la forma de “yo”
10.9: Gramática- Verbos irregulares en la forma de “yo”
10.10: Introduction to ¿Qué es esto?
10.11: En contexto- Todas las preguntas
10.12: Gramática- Todas las preguntas
10.13: Introduction to Cultura- Las comidas típicas y rápidas
10.14: Cultura- Las comidas típicas y rápidas

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10.1: Why It Matters- ¿Cuál es tu comida favorita?

Here are some songs to whet your appetite for the module ahead. What do they have in common?

El Gran Combo — **Arroz con habichuela**
El Gran Combo de Puerto Rico, commonly known as El Gran Combo, is a Puerto Rican salsa orchestra based in San Juan, Puerto Rico. Celebrating its 50th anniversary in 2012, it is often considered Puerto Rico's most successful musical group, and is considered "the most popular Salsa group that has ever existed".



Grupo Fantasma — **Arroz con frijoles**
Grupo Fantasma is a nine-piece, Grammy Award-winning Latin funk orchestra from Austin, Texas.



The Joe Cuba Sextet — **La tortilla**

Joe Cuba (April 22, 1931 – February 15, 2009), was an American conga drummer of Puerto Rican descent widely regarded as the "Father of Latin Boogaloo".



Casi Creativo — **Come vegetales**
This one speaks for itself.



Ondatrópica – **Tiene sabor, tiene sazon**

Ondatrópica is a multi-generational Colombian supergroup.



Desconecte (The Sconek-T) – **Algodón de Azúcar**

Desconecte (The Sconek-T or THESCONEK-T) is an ensemble from Mexico that combines string instruments with electronica. (Desconecte Facebook page)



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10.2: Introduction to ¿Qué te gusta comer?



Eso es pan comido.

At this point we need some food vocabulary— otherwise we'll be stuck eating cognates like *pizza*, *chocolate*, and *dónuts*. That's what we'll work on in this section.

At this point you must be used to memorizing vocabulary- *Eso es pan comido* (Lit. "It's eaten bread": It's a piece of cake).

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10.3: Vocabulario- Comida

Objetivos

- Recognize the vocabulary of foods, cooking, and eating

Vocabulario: Comida

0:00 / 0:18

Frutas



el durazno

0:00 / 0:00



la fresa

0:00 / 0:00



la manzana

0:00 / 0:00



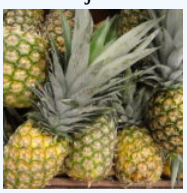
el melón

0:00 / 0:00



0:00 / 0:00

la naranja



la piña

0:00 / 0:00



la banana



el plátano



la sandía

0:00 / 0:00



las uvas

0:00 / 0:01

Verduras

0:00 / 0:01



el brócoli

0:00 / 0:00



el cebolla

0:00 / 0:00



la ensalada

0:00 / 0:00



la lechuga

0:00 / 0:00



el maíz

0:00 / 0:01



el pepino

0:00 / 0:00



el tomate

0:00 / 0:00



la zanahoria

0:00 / 0:01

Carbohidratos

0:00 / 0:01



el arroz

0:00 / 0:00



el azúcar

0:00 / 0:00



el cereal

0:00 / 0:00



los frijoles

0:00 / 0:01



el pan

0:00 / 0:00



las papas, las patatas

0:00 / 0:01

0:00 / 0:03

Proteínas, grasas y productos lácteos



el camarón

0:00 / 0:00



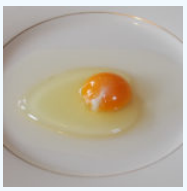
la carne

0:00 / 0:00



la crema

0:00 / 0:00



el huevo



la mantequilla



el pavo



el pescado



el pollo



el queso

0:00 / 0:00



el yogur

0:00 / 0:00

Condimentos

0:00 / 0:01



la salsa de tomate



la mayonesa

0:00 / 0:00



la mostaza

0:00 / 0:00



el pepinillo

0:00 / 0:01



la pimienta

0:00 / 0:01



la sal

0:00 / 0:00



la salsa picante

0:00 / 0:01

Bebidas

0:00 / 0:01



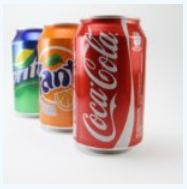
la cerveza



el jugo, el zumo



la leche



el refresco



el vino tinto



el vino blanco

0:00 / 0:01

Postres

0:00 / 0:01



el flan

0:00 / 0:00



el helado

0:00 / 0:00



las galletas

0:00 / 0:01



el pastel

0:00 / 0:01

Platos



las arepas

0:00 / 0:01



el jamón ibérico

0:00 / 0:01



la parrillada

Utensilios

0:00 / 0:01



la copa

0:00 / 0:00



la cuchara

0:00 / 0:00



el cuchillo

0:00 / 0:00



la olla

0:00 / 0:00



el plato

0:00 / 0:00



la servilleta

0:00 / 0:01



la taza

0:00 / 0:00



el tenedor

0:00 / 0:00



el vaso

0:00 / 0:00

Comidas

0:00 / 0:01



el desayuno

0:00 / 0:01



el almuerzo

0:00 / 0:00



la merienda

0:00 / 0:00



la cena

0:00 / 0:00

Text only list

Frutas

- el durazno (peach)
- la fresa (strawberry)
- la manzana (apple)
- el melón (cantaloupe, melon)
- la naranja (orange)
- la piña (pineapple)
- la banana (banana)
- la sandía (watermelon)
- las uvas (grapes)

Verduras (vegetables)

- el brócoli (broccoli)
- la cebolla (onion)
- la ensalada (salad)
- la lechuga (lettuce)
- el maíz (corn, maize)
- el pepino (cucumber)
- el tomate (tomato)
- la zanahoria (carrot)

Carbohidratos

- el arroz (rice)
- el azúcar (sugar)
- el cereal (cereal)
- los frijoles (beans)
- el pan (bread)
- las papas, las patatas (potatoes)

Proteínas, grasas y productos lácteos

- el camarón (shrimp)
- la carne (meat)
- la crema (cream)
- el huevo (egg)

- la mantequilla (butter)
- el pavo (turkey)
- el pescado (fish)
- el pollo (chicken)
- el queso (cheese)
- el yogur (yogurt)

Condimentos

- la salsa de tomate (ketchup)
- la mayonesa (mayonnaise)
- la mostaza (mustard)
- el pepinillo (pickle)
- la pimienta (pepper [black pepper])
- la sal (salt)
- la salsa picante (hot/spicy sauce)

Bebidas (drinks)

- la cerveza (beer)
- el jugo, el zumo (juice)
- la leche (milk)
- el refresco (soda, pop)
- el vino tinto ([red] wine)
- el vino blanco ([white] wine)

Postres (desserts)

- el flan (flan, custard)
- el helado (ice cream)
- las galletas (cookies)
- el pastel (cake, pie)

Platos (dishes)

- las arepas (corn flour fritters)
- el jamón ibérico (Iberian ham)
- la parrillada (barbecued meat)

Utensilios

- la copa (wine glass)
- la cuchara (spoon)
- el cuchillo (knife)
- la olla (pot)
- el plato (plate)
- la servilleta (napkin)
- la taza (coffee or tea cup)
- el tenedor (fork)
- el vaso (water glass)

Comidas (meals)

- el desayuno (breakfast)
- el almuerzo (lunch)
- la merienda (snack)
- la cena (dinner, supper)

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10.4: Introduction to ¿El restaurante sirve papas fritas?

In this section, we'll learn our last group of stem-vowel changing verbs: the ones that shift from **e** to **i**.

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10.5: En contexto- Verbos con cambio de raíz (e-i)

Objetivos

- Recognize the correct conjugations of e-i stem-changing verbs



Emilio y Nuño organizan la comida para una conferencia en su trabajo. Lee su conversación y contesta las preguntas de análisis que siguen.

Emilio:	Bueno, por la mañana necesitamos café por lo menos. Y fruta con pan dulce, ¿qué piensas?
Nuño:	El jefe dice que no debemos gastar tanto dinero, entonces yo digo que mejor ahorramos dinero en el desayuno para tener un almuerzo mejor.
Emilio:	De acuerdo. Servimos café no más por la mañana. ¿Cuáles son nuestras opciones para el almuerzo?
Nuño:	O salimos al restaurante El Toro, o todos traemos nuestro almuerzo de la casa.
Emilio:	¡Qué horror! Yo no traigo mi almuerzo a una conferencia. Pero si todos salen a almorzar no vamos a tener tiempo para las sesiones por la tarde. ¿Por qué no pedimos sándwiches del Café Delicias?
Nuño:	¿Pides sándwiches de ese café con frecuencia? ¿Cuánto cuestan? ¿Cómo son?
Emilio:	Salgo a almorzar allí con la familia los domingos. Sirven sándwiches muy buenos, siempre en pan horneado en el café mismo. Creo que los precios son razonables, pero debemos comparar los menús. ¿Cuándo tenemos que decidir?
Nuño:	El jefe quiere un plan completo para el viernes; necesitamos hablar otra vez mañana. ¿Quién va a investigar los menús, tú o yo?
Emilio:	Yo investigo los menús, no te preocupes. ¿A qué hora hablamos mañana?
Nuño:	Yo puedo a las once y media, ¿está bien?
Emilio:	Sí, está bien. Hasta entonces.

Preguntas de análisis:

Text only

Preguntas de análisis:

1. Busca las formas de los verbos que siguen: decir, servir, pedir

2. ¿Cuáles formas de estos verbos tienen un cambio en la vocal de su raíz, y cuáles formas no tienen cambio? ¿Cuál verbo tiene una forma con una irregularidad adicional?

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10.6: Gramática- Verbos con cambio de raíz (e-i)

Objetivos

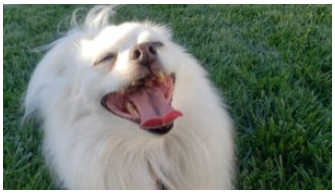
- Recognize the correct conjugations of e-i stem-changing verbs

Here we'll be learning the verbs with stem vowels that change from **e** to **i**. Interestingly, all the verbs in this group are -IR verbs.

Pedir (*to ask for, to request*)

	Singular	Plural
1a	**pido**	**pedimos**
2a	**pides**	**pedís**
3a	**pide**	**piden**

Vocabulario: algunos verbos con cambio de raíz e – i



"El que ríe de último ríe mejor" (The one that laughs last, laughs better.)

- **Decir** (*to say, to tell*) (yo digo, tú dices, él dice, nosotros decimos, vosotros decís, ellos dicen)
- **Reír** (*to laugh*) (yo río, tú ríes, él ríe, nosotros reímos, vosotros reís, ellos ríen)
- **Repetir** (*to repeat*)
- **Seguir** (*to follow, to continue*)
- **Servir** (*to serve*)

- 0:00 / 0:01 **Sonreír** (*to smile*) (yo sonrío, tú sonríes…)

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10.7: Introduction to ¿Salgo con ustedes?

In this section, we'll look at a group of verbs that may be regular, irregular, stem changers *and* have an irregularity in their *yo* (first person singular) form. Don't hold their eccentricity against them, though; these are very worthwhile verbs. In fact, without them (*valer*, in particular), everything is worthless.

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10.8: En contexto- Verbos irregulares en la forma de “yo”

Objetivos

- Recognize the correct conjugations of verbs that have irregularities in the yo form



Emilio y Nuño organizan la comida para una conferencia en su trabajo. Vuelve a leer su conversación y contesta las preguntas de análisis que siguen.

Emilio:	Bueno, por la mañana necesitamos café por lo menos. Y fruta con pan dulce, ¿qué piensas?
Nuño:	El jefe dice que no debemos gastar tanto dinero, entonces yo digo que mejor ahorramos dinero en el desayuno para tener un almuerzo mejor.
Emilio:	De acuerdo. Servimos café no más por la mañana. ¿Cuáles son nuestras opciones para el almuerzo?
Nuño:	O salimos al restaurante El Toro, o todos traemos nuestro almuerzo de la casa.
Emilio:	¡Qué horror! Yo no traigo mi almuerzo a una conferencia. Pero si todos salen a almorzar no vamos a tener tiempo para las sesiones por la tarde. ¿Por qué no pedimos sándwiches del Café Delicias?
Nuño:	¿Pides sándwiches de ese café con frecuencia? ¿Cuánto cuestan? ¿Cómo son?
Emilio:	Salgo a almorzar allí con la familia los domingos. Sirven sándwiches muy buenos, siempre en pan horneado en el café mismo. Creo que los precios son razonables, pero debemos comparar los menús. ¿Cuándo tenemos que decidir?
Nuño:	El jefe quiere un plan completo para el viernes; necesitamos hablar otra vez mañana. ¿Quién va a investigar los menús, tú o yo?
Emilio:	Yo investigo los menús, no te preocupes. ¿A qué hora hablamos mañana?
Nuño:	Yo puedo a las once y media, ¿está bien?
Emilio:	Sí, está bien. Hasta entonces.

Preguntas de análisis:

Text only version of questions

Preguntas de análisis:

1. Busca las formas de los verbos que siguen: decir, traer, salir
2. ¿Cuáles formas de estos verbos tienen una irregularidad? ¿Cuál consonante aparece en esas formas irregulares?

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10.9: Gramática- Verbos irregulares en la forma de “yo”

Objetivos

- Recognize the correct conjugations of verbs that have irregularities in the yo form

You have learned so far that there are some regular verbs that simply add the ending to suit their subject, other verbs with changes in the stem vowel, and other totally irregular verbs. In addition to these conjugations, there is a group of verbs that may be regular, irregular, stem changers *and* have an irregularity in their *yo* (first person singular) form.

Vamos a ver cuáles son esos verbos…

Tener (*to have*) ‘Yo’ and stem changer	**Hacer** (*to make/to do*) Regular other than ‘yo’	**Salir** (*to leave, to go out*) Regular other than ‘yo’	**Traer** (*to bring*) Regular other than ‘yo’	**Venir** (*to come*) ‘Yo’ and stem changer	**Valer** (*to be worth*) Regular other than ‘yo’	**Poner** (*to put*) Regular other than ‘yo’	**Seguir** (*to follow*) ‘Yo’ and stem changer	**Decir** (*to say, to tell*) ‘Yo’ and stem changer
tengo	hago	salgo	traigo	vengo	valgo	pongo	sigo	digo
tienes	haces	sales	traes	vienes	vales	pones	sigues	dices
tiene	hace	sale	trae	viene	vale	pone	sigue	dice
tenemos	hacemos	salimos	traemos	venimos	valemos	ponemos	seguimos	decimos
tenéis	hacéis	salís	traéis	venís	valéis	ponéis	seguís	decís
tienen	hacen	salen	traen	vienen	valen	ponen	siguen	dicen

Oír (*to hear*) Irregular, has “y” in some forms because of three vowels together: “i” in the middle becomes a “y” sound, and an accent mark is needed at other times to separate the weak and strong vowels.	**Ver** (*to see*) Regular other than ‘yo’, but note that accent mark is not needed for vosotros form, since it is one syllable.	**Dar** (*to give*) Regular other than ‘yo’, but note that accent mark is not needed for vosotros form, since it is one syllable.
oigo	veo	doy
oyes	ves	das
oye	ve	da
oímos	vemos	damos
oís	veis	dais
oyen	ven	dan

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10.10: Introduction to ¿Qué es esto?

You've learned all the question words individually, now it's time to put them all together. ¿Estás listo/a? ¡Sí! ¿Qué esperamos?

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10.11: En contexto- Todas las preguntas

Objetivos

- Review and practice use of all question-words

Emilio y Nuño organizan la comida para una conferencia en su trabajo. Vuelve a leer su conversación y contesta las preguntas de análisis que siguen.

Emilio:	Bueno, por la mañana necesitamos café por lo menos. Y fruta con pan dulce, ¿qué piensas?
Nuño:	El jefe dice que no debemos gastar tanto dinero, entonces yo digo que mejor ahorramos dinero en el desayuno para tener un almuerzo mejor.
Emilio:	De acuerdo. Servimos café no más por la mañana. ¿Cuáles son nuestras opciones para el almuerzo?
Nuño:	O salimos al restaurante El Toro, o todos traemos nuestro almuerzo de la casa.
Emilio:	¡Qué horror! Yo no traigo mi almuerzo a una conferencia. Pero si todos salen a almorzar no vamos a tener tiempo para las sesiones por la tarde. ¿Por qué no pedimos sándwiches del Café Delicias?
Nuño:	¿Pides sándwiches de ese café con frecuencia? ¿Cuánto cuestan? ¿Cómo son?
Emilio:	Salgo a almorzar allí con la familia los domingos. Sirven sándwiches muy buenos, siempre en pan horneado en el café mismo. Creo que los precios son razonables, pero debemos comparar los menús. ¿Cuándo tenemos que decidir?
Nuño:	El jefe quiere un plan completo para el viernes; necesitamos hablar otra vez mañana. ¿Quién va a investigar los menús, tú o yo?
Emilio:	Yo investigo los menús, no te preocupes. ¿A qué hora hablamos mañana?
Nuño:	Yo puedo a las once y media, ¿está bien?
Emilio:	Sí, está bien. Hasta entonces.

Preguntas de análisis:

Text only version of questions

Preguntas de análisis:

1. Busca todas las preguntas en esta conversación y apunta las palabras interrogatorias.
2. Dos de las preguntas no tienen una palabra interrogatoria… ¿qué tipo de respuesta necesitas dar a una pregunta sin palabra interrogatoria? (*sí/no* rather than *información*)

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10.12: Gramática- Todas las preguntas

Objetivos

- Review and practice use of all question-words

Do you remember that questions without question words (*palabras interrogatorias*) are yes-no questions? Good! If you want to ask for specific information you'll need to use the right question word. In previous chapters you have learned the different question words to use in greetings, asking about place of origin, asking the time, inquiring about different things, frequencies, likes and dislikes…etc. Let's summarize all of question words.

Palabra para preguntar ¡Atención a la acentuación!	**Question word**	**Ejemplo**	**Explicación**
¿Qué?	What?	¿Qué es esto?	Pide definición de un sustantivo.
¿Cuál? / ¿Cuáles?	Which one/ones?	¿Cuál es tu nombre? ¿Cuáles prefieres?	Singular / Plural. Pide una o unas de alguna categoría.
¿Cómo?	How?	¿Cómo te llamas?	Pide descripción de un verbo.
¿Dónde?	Where?	¿Dónde vives?	Pide lugar. Generalmente usado con el verbo "estar" para pedir locación.
¿De dónde?	From where?	¿De dónde vienes?	Pide lugar de origen.
¿A dónde?	To where?	¿A dónde vas?	Pide destino. Generalmente se usa con el verbo "ir" (irregular).
¿Quién? / ¿Quiénes?	Who?	¿Quién eres tú? ¿Quiénes son ellos?	Singular / Plural. Pide identificación de personas.
¿Cuándo?	When?	¿Cuándo es tu cumpleaños?	Pide el momento, la hora o la época.
¿Cuánto? / ¿Cuánta? / ¿Cuántos? / ¿Cuántas?	How many?	¿Cuántos años tienes?	Singular / Plural / Femenino / Masculino. Pide cantidades de cosas o personas.
¿Por qué?	Why?	¿Por qué piensas esto?	Pide razones.

¡Atención a la acentuación!

All question words have an accent mark on one of the strong vowels—a, e, o—but never on the weak vowels: i, u.

¿Por qué este lleva la tilde y "porque" no la lleva?

Don't confuse the question word "¿por qué? (two words, accent mark) with the conjunction "porque" (one word and no accent mark), which means "because".

¡Atención a la estructura y composición de oraciones!

When these words are used to link clauses in a sentence, they do not carry accent marks. Examples:

1. Pienso **que** hablas español muy bien. (*I think **that** you speak Spanish very well.*)
2. La ciudad **en la cual** vivimos es pequeña. (*The city **in which** we live is small.*)
3. Me gusta **como** cocinas. (*I like **how** you cook.*)

4. El país **donde** vives tiene muchas ventajas, aunque tenga problemas. (*The country **where** you live has many advantages, though it may have problems.*)
5. Pedimos la cena **cuando** no queremos cocinar. (*We order dinner **when** we don't want to cook.*)
6. Gertrudis no entiende la lección **porque** está mirando su celular mucho en clase. (*Gertrude doesn't understand the lesson **because** she is looking at her cell phone constantly in class.*)
7. Benito sirve en su plato de comida **cuanto** sus ojos le dicen que puede comer. (*Benito serves on his dinner plate **as much as** his eyes tell him that he can eat.*)

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10.13: Introduction to Cultura- Las comidas típicas y rápidas

Food is the essence of culture, and the easiest thing to share—and you now know enough Spanish to keep the conversation going, whether it's over a bit of *churros y chocolate* or a full-on *parrillada*!

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10.14: Cultura- Las comidas típicas y rápidas



¿Prefieres mojar tus churros en chocolate o en café?

¿Quieres explorar la cultura hispana, pero no puedes viajar al extranjero? ¿Por qué no vas de excursión en el mundo de las comidas y recetas hispanas? Y no debes limitar tu experiencia a leer recetas y mirar fotos—vas a encontrar muchísimos ingredientes latinoamericanos en el supermercado de tu propio barrio, entonces puedes cocinar estos platos para tus compañeros de clase y tus amigos.

Algunas cosas son comunes a toda Latinoamérica, como por ejemplo la tradición de tomar café para el desayuno (bueno, el café es ahora el desayuno normal en casi todo el mundo), pero en España también es tradicional desayunar **churros y chocolate**: los churros son rosquillas largas, fritas y cubiertas con azúcar y canela, y los mojamos en una taza de chocolate caliente, o a veces, una taza de café.



¿Quieres intentar cocinar una tortilla española?

Una comida un poco diferente entre España y Latinoamérica es la tortilla. La **tortilla española** básica consiste en patatas y cebollas picadas, mezcladas con ajo y huevos y la cocinamos en una sartén. Puedes mezclar otros vegetales con los huevos en tu tortilla si prefieres. Vas a tener que practicar cómo voltear la tortilla, pero vale la pena intentar y la tortilla española es deliciosa incluso si la rompes. Curiosamente, en España comen la tortilla más para una merienda, y en Latinoamérica frecuentemente la tortilla española es para el desayuno. ¡Y no debemos confundir la tortilla española con la **tortilla de maíz** o la **tortilla de harina**! En México y Centroamérica preparan pequeños círculos de masa de maíz o de harina, y estas tortillas sirven para envolver los tacos y burritos, etc., o sirven como sustituto al pan.



¿Quieres probar estas tortillas de maíz con arroz y frijoles?

En casi todo el mundo hispano sirven el **arroz** con cada comida, frecuentemente combinado con los frijoles. Pero en el Caribe también comen mucho también la **mandioca** o yuca, un tubérculo muy nutritivo que se prepara de manera similar a las **patatas**. Y

en los Andes el arroz es sustituido frecuentemente por las patatas, porque las patatas originan en esas montañas y tienen una larga tradición de cultivarlas allí.

El **maíz** es un ingrediente nativo a las Américas que usan en comidas tradicionales de casi todos los países hispanos. Además de las tortillas de maíz, en el norte de Sudamérica (Colombia y Venezuela), cocinan pequeños pasteles de una masa de maíz, llamados **arepas**. Y en Chile tienen un plato llamado **pastel de choclo**, que tiene una masa de maíz sobre una mezcla de carne y otros ingredientes.



Estas son arepas tradicionales, simples. ¿Quieres comer tus arepas con crema fresca y/o queso encima? ¿O unas salchichas dentro?

No vamos a olvidar el sur de Sudamérica, donde crían mucho ganado en las Pampas. En Argentina y Uruguay les gusta mucho hacer una **parrillada** o un **asado**, o sea una fiesta para cocinar una cantidad de carne excelente sobre un fuego abierto. Un asado argentino es más que simplemente una comida, es un evento social—¡para eso realmente vas a necesitar viajar allí!

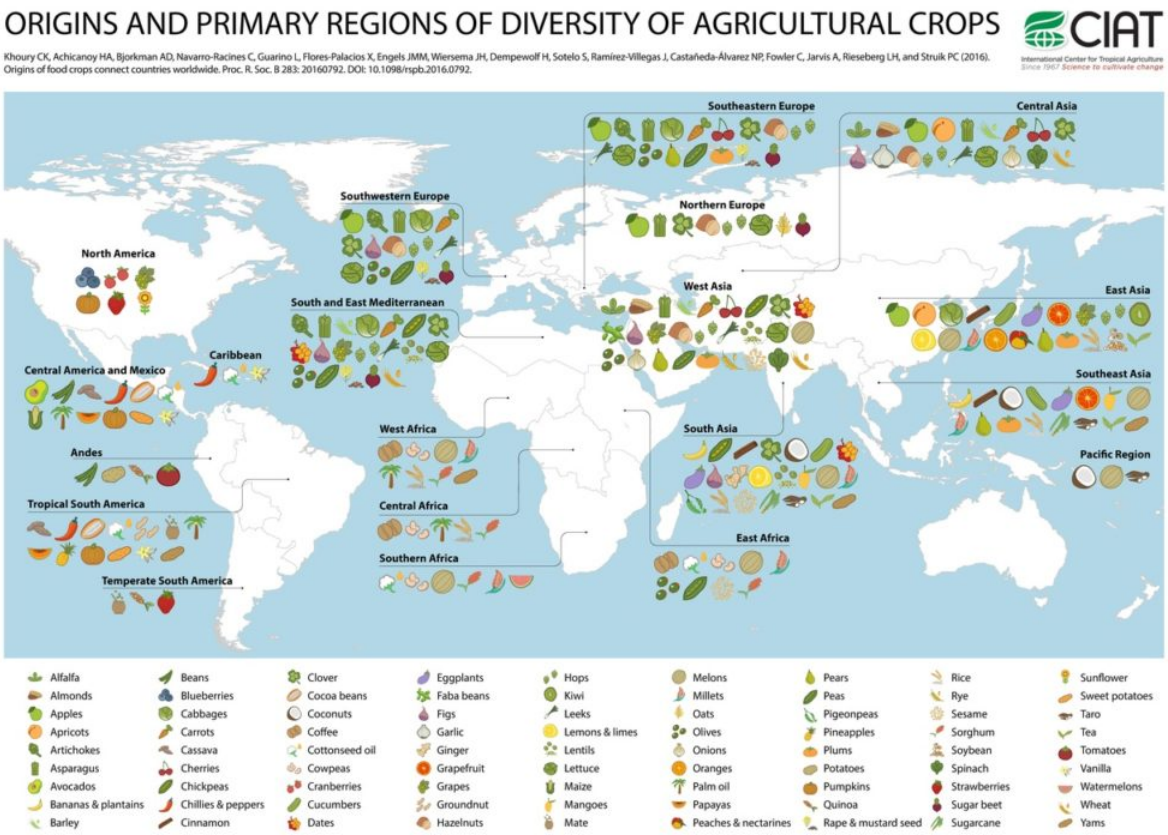
0:00 / 3:32

Preguntas de comprensión

1. ¿Cuáles son unos ingredientes comunes en diferentes países hispanos?
2. ¿Cuál es una comida tradicional en el norte de Sudamérica? ¿En Chile? ¿En el sur de Sudamérica?
3. ¿Cuáles de las comidas mencionadas arriba pueden ser buenas para el desayuno? ¿Cuáles comidas mencionadas pueden ser buenas para una merienda? ¿Cuáles pueden servir para el almuerzo o la cena?

Orígenes de las comidas

Observa el siguiente mapa sobre los orígenes de algunas comidas y contesta las preguntas.



1. ¿De dónde son las fresas? ¿Y el maíz? ¿Y los tomates? ¿Y las manzanas? ¿Y las naranjas? ¿Y las cebollas? ¿Y el arroz? ¿Y la lechuga? ¿Y el azúcar? ¿Y las patatas?
2. ¿Cuáles de las comidas en el mapa te gustan y cuáles no te gustan?
3. ¿Cuáles de las comidas en el mapa vas a comer hoy o en los próximos días? ¿En cuáles platos o recetas vas a comer esas comidas? (e.g. Voy a comer patatas en papas fritas.)

Actividad de exploración y conversación

Paso 1: Primero busca en internet la receta para uno de los siguientes platos tradicionales y responde a las preguntas con oraciones completas.

1. ¿Cuál es el ingrediente principal de tu receta? ¿Puedes encontrar el ingrediente en el supermercado de tu barrio?
2. ¿Te gustan todos los ingredientes de la receta? ¿Te va a gustar ese plato?
3. ¿Tienes un plato similar en la comida tradicional de tu pueblo?
4. El plato que investigas, ¿es picante? ¿Prefieres la comida picante o suave?
5. Imagina que vas a tener una fiesta en tu clase de español. ¿Quieres servir este plato en la fiesta?

- gazpacho (de Andalucía, España)
- el mole poblano (de Puebla, México)
- las sopapillas (de México)
- los nacatamales (de Honduras)
- el mofongo (de la República Dominicana)
- el ceviche (del Perú)
- los alfajores (del Perú, Chile, y Argentina)

Paso 2: Ahora compara tu receta y tus opiniones con las de un compañero/una compañera.

Comida callejera rápida

Observa las siguientes imágenes de comida callejera rápida en el mundo hispano, y conversa con un compañero de clase.



Un puesto callejero de arepas.



Un puesto de panes dulces y empanadas en la Feria del Mole, México.



Un puesto peruano de salchichas y papas, “Salchipapas”.

1. Compara estos puestos de comida callejera rápida con la comida rápida en tu pueblo. ¿Cuál es más similar? ¿Cuándo comes este tipo de comida? ¿Hay días feriados o eventos cuando comes más comida callejera?
2. Juego de roles (*role-play*): Imagina que tú trabajas en uno de estos puestos de comida, y tu compañero de clase viene a comprar algo de comer. Necesitan hablar de qué quiere, cómo quiere su comida, si quiere algo más y cuánto cuesta. Intenta no usar nada de inglés al hacer la transacción. Entonces tú vas a comprar algo de tu compañero de clase de otro puesto de comida.

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CHAPTER OVERVIEW

11: ¿Traigo un mapa?

11.1: Why It Matters- ¿Traigo un mapa?
11.2: Introduction to ¿Dónde está el banco?
11.3: Vocabulario- Navegando la ciudad
11.4: Introduction to ¿Estás caminando ahora?
11.5: En contexto- El presente progresivo
11.6: Gramática- El presente progresivo
11.7: Introduction to ¿Conoces la ciudad?
11.8: En contexto- Saber y conocer
11.9: Gramática- Saber y conocer
11.10: Introduction to ¿Dónde estás? ¿De dónde eres?
11.11: En contexto- Ser y Estar II
11.12: Gramática- Ser y Estar II

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11.1: Why It Matters- ¿Traigo un mapa?

In this module, we'll be learning the present progressive tense—the verb tense for ongoing actions: "I am walking," "I am dancing," or "I am learning."

The playlist for this module is challenging you to think about ongoing actions—and offering hints about how the present progressive tense is formed in Spanish.

Enrique Iglesias — **Bailando** (ft. Descemer Bueno & Gente de Zona)
Enrique Miguel Iglesias Preysler (born 8 May 1975) is a Spanish singer, songwriter, actor and record producer who is widely regarded as the King of Latin Pop. Descemer Bueno (born July 5, 1971) is a Cuban singer, songwriter, and record producer. Gente de Zona is a Cuban reggaeton band made up of musicians Alexander Delgado and Randy Malcom.



GTA and Jenn Morel — **Buscando**
Jenn Morel is a Dominican singer and songwriter. (Interview with Morel) GTA (acronym of Good Times Ahead) are an electronic music duo from Miami consisting of house, electro house, trap and hip hop producers Julio Mejia (born December 8, 1990) and Matt Toth (born August 22, 1990).



Julieta Venegas — **Algo está cambiando**

Julieta Venegas Percevault is an American-born Mexican singer, songwriter, instrumentalist and producer who sings pop-rock in Spanish.



El Langui — **Trabajando en el barrio**
El Langui is an actor, rapper, and disabilities activist from Madrid.



Orishas — **Tumbando y dando**
Orishas are a Cuban hip hop group from Havana, Cuba, founded in 1999. Los Orishas began as Cuban rap group Amenaza (“threat” or “menace”) in the early 1990s. Led by Joel Pando, Amenaza became the first rap group to address the issue of racial identity in Cuban society.



Francisca Valenzuela – **Flotando**
Francisca Valenzuela is an American-born Chilean singer, poet, and multi-instrumentalist.



Henry Cole & Villa Locura Feat Tego Calderon — **Caminando**
Henry Cole is a shape-shifting drummer whose versatile, multicultural style positions him at the forefront of a growing wave of jazz innovation and cross-cultural 21st-century rhythms. (Biography on the Henry Cole website)



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11.2: Introduction to ¿Dónde está el banco?



In this section, we'll learn the vocabulary for locations in a city.

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11.3: Vocabulario- Navegando la ciudad

Objetivos

- Recognize the vocabulary of places in the community

Vocabulario

0:00 / 0:02

Lugares en la comunidad (*places in the community*)



el aeropuerto

0:00 / 0:01



el banco

0:00 / 0:00



el bar

0:00 / 0:00



el barrio

0:00 / 0:00



el café

0:00 / 0:00



la calle

0:00 / 0:00



la casa

0:00 / 0:00



el centro comercial

0:00 / 0:01



el cine

0:00 / 0:00



la ciudad



el club



el correo



la discoteca



el edificio



la escuela



la estación de metro



la farmacia



el hospital



el hotel



la iglesia



el mercado



el museo



el negocio (*business*)



la parada de autobús



el parque

0:00 / 0:00



la piscina

0:00 / 0:00



la plaza

0:00 / 0:00



el restaurante

0:00 / 0:01



el supermercado

0:00 / 0:01



el teatro

0:00 / 0:00



la tienda

0:00 / 0:00



el zoológico

0:00 / 0:01

Text only list

Lugares en la comunidad (places in the community)

- el aeropuerto (airport)
- el banco (bank)
- el bar (bar, pub)
- el barrio (neighborhood)
- el café (cafe, coffee shop)
- la calle (street)
- la casa (house)
- el centro comercial (mall, shopping center)
- el cine (cinema, movie theater)
- la ciudad (city)
- el club (club)
- el correo (post office)
- la discoteca (disco, dance hall)
- el edificio (building)
- la escuela (school)
- la estación de metro (subway station)
- la farmacia (pharmacy, drug store)
- el hospital (hospital)
- el hotel (hotel)
- la iglesia (church)

- el mercado (market)
- el museo (museum)
- el negocio (business)
- la parada de autobús (bus stop)
- el parque (park)
- la piscina (pool)
- la plaza (plaza, city square)
- el restaurante (restaurant)
- el supermercado (supermarket)
- el teatro (theater)
- la tienda (store, shop)
- el zoológico (zoo)

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11.4: Introduction to ¿Estás caminando ahora?

When we talk about the present, people often refer to their present life using the present tense: “I work at the supermarket.” However, there is another verb tense for the continuous present, the **present progressive tense**, which is used to create a greater sense of continuity or ongoing action.

In English, the present progressive tense (or present continuous tense—it’s the same thing) is formed by combining the verb “to be” with the present participle: for instance, “I am working.”* So:

- Present tense: *I work.*
- Present progressive/continuous tense: *I am working.*

In Spanish, the present progressive tense functions similarly:

- Present tense: *Trabajo.*
- Present progressive tense: *Estoy trabajando.*

Note that Spanish always uses *estoy* with the present progressive. We’ll discuss that more in the section that follows.

*For more on the present progressive tense in English, see the entry on Advanced Verb Tenses in the Guide to Writing.

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11.5: En contexto- El presente progresivo

Objetivos

- Recognize correct forms of the present progressive

Rosa y Patricia están en el vestíbulo del albergue juvenil *(youthhostel*). Lee su conversación, y luego contesta las preguntas de análisis.

Rosa:	Hola, Patricia, ¿qué estás **leyendo**?
Patricia:	Es un guía de la ciudad. ¿Sabes dónde están las oficinas de información turística?
Rosa:	La verdad es que no sé dónde están. Sólo estoy **visitando** Oviedo y no conozco la ciudad bien.
Patricia:	Vamos a ver… el guía dice que las oficinas están en la Plaza de la Constitución. ¿Quieres venir conmigo?
Rosa:	Bueno, los otros de mi grupo están **durmiendo** una siesta pero yo no estoy cansada. ¿Qué hora es? Mi cita con Carlos en la Plaza del Fontán es a las tres y media.
Patricia:	Son las dos ahora, y la Plaza del Fontán está cerca de la Plaza de la Constitución, mira el mapa. ¡La coincidencia es perfecta! Y mientras estamos **caminando** allí, puedes explicarme cómo conoces a este Carlos.
Rosa:	¡Ay, Patricia! Realmente sabes improvisar los planes.

Preguntas de análisis:

Text only version of questions

Preguntas de análisis:

1. Busca los verbos en el presente progresivo que aparecen en la conversación. (pista: hay 4)
2. ¿Cuáles son los infinitivos de estos verbos? ¿Cómo es diferente la conjugación de los verbos de -ar y los verbos de -er/-ir?

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11.6: Gramática- El presente progresivo

Objetivos

- Recognize correct forms of the present progressive

The present progressive (or continuous) is a compound construction of two verbal forms that cannot be separated by any other word: the auxiliary verb + the gerund. The progressive may be used in different tenses by changing the conjugation of the verb *estar* (past, present or future) and leaving the gerund in its intact form. For now let's focus on the present progressive:

Subject Pronoun + *estar* (conjugated) + gerund



bajar = to go down

What's a gerund? In English, gerunds all end in *-ing*: *reading*, *dancing*, *singing*, etc. (For more on gerunds in English, see the entry on gerunds in the Guide to Writing.)

In Spanish, the ending of the gerund depends on the kind of verb:

- for -ar verbs: drop the "-ar" and add → -ando
- for -er and -ir verbs: drop the "-er" or "-ir" and add → -iendo
- Stem-changing -ir verbs (not -ar or -er verbs!) change their stem vowels as follows: o-u, e-i. Note: verbs that change from e-ie and e-i in the present tense both change e-i in the gerund form.
- The gerund of the verb *ir* is irregular: *yendo.*



sigan = *keep, continue* (plural imperative of "seguir"); subir = *to go up*

Ejemplos:

- -ar verb:
  - Tom**ar** → tom**ando** (*taking*)
  - Cant**ar** → cant**ando** (*singing*)
  - Comenz**ar** → comenz**ando** (*starting*) **¡OJO!** Though this has a stem-change in the present it's an -ar verb so its gerund is regular.
- -er verbs:
  - Beb**er** → beb**iendo** (*drinking*)
  - Volv**er** → volv**iendo** (*returning*)
  - **¡OJO!** Though "volver" has a stem-change in the present, it's an -er verb so its gerund is regular.

- -ir verb:
  - Escrib**ir** → escrib**iendo** (*writing*)
- stem-changing -ir verbs:
  - Dorm**ir** → d**u**rm**iendo** (*sleeping*)
  - Prefer**ir** → pref**i**r**iendo** (*preferring*)
  - Serv**ir** → s**i**rv**iendo** (*serving*)

	singular	**plural**
1ª	estoy escribiendo	estamos escribiendo
2ª	estás escribiendo	estáis escribiendo
3ª	está escribiendo	están escribiendo

Note: To form a negative sentence in the present progressive, place the *no* in front of the form of *estar*:

- No estoy escribiendo *(I am not writing*).

Remember that the present progressive is used to express an action in progress at the moment of expression. Note the differences in meaning:

- Estudio español. *(I study Spanish/I am studying Spanish.* a general description of the situation over a period of time: you are taking Spanish as part of your studies this semester.)
- Estoy estudiando español. (*I am studying Spanish.* an action in progress right now: you have your book out or a site open and you are actively studying a lesson or preparing right now.)

Note also: Although in English, the present progressive tense can refer to events in the future ("We are going to the movies tonight"), in Spanish the present progressive always refers to ongoing action. For future actions, Spanish uses the present tense or the future tenses.

- Vamos al cine este fin de semana. (*We're going to the movies this weekend.*)

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11.7: Introduction to ¿Conoces la ciudad?

By now, you know quite a bit of Spanish. Do you know any native Spanish speakers? Knowing things in Spanish can be a bit tricky, since there are two ways to say “to know”: *saber* and *conocer*. Do you know the difference? Read on to find out.

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11.8: En contexto- Saber y conocer

Objetivos

- Recognize the appropriate uses of the verbs saber and conocer

Rosa y Patricia están en el vestíbulo del albergue juvenil *(youthhostel*). Lee su conversación, y luego contesta las preguntas de análisis.

Rosa:	Hola, Patricia, ¿qué estás leyendo?
Patricia:	Es un guía de la ciudad. ¿Sabes dónde están las oficinas de información turística?
Rosa:	La verdad es que no sé dónde están. Sólo estoy visitando Oviedo y no conozco la ciudad bien.
Patricia:	Vamos a ver… el guía dice que las oficinas están en la Plaza de la Constitución. ¿Quieres venir conmigo?
Rosa:	Bueno, los otros de mi grupo están durmiendo una siesta pero yo no estoy cansada. ¿Qué hora es? Mi cita con Carlos en la Plaza del Fontán es a las tres y media.
Patricia:	Son las dos ahora, y la Plaza del Fontán está cerca de la Plaza de la Constitución, mira el mapa. ¡La coincidencia es perfecta! Y mientras estamos caminando allí, puedes explicarme cómo conoces a este Carlos.
Rosa:	¡Ay, Patricia! Realmente sabes improvisar los planes.

Preguntas de análisis:

Text only version of questions

Preguntas de análisis:

1. Busca los usos de “saber” y “conocer” en la conversación. ¿Cuáles formas son? ¿Es su conjugación completamente regular en el tiempo presente?
2. Mirando el contexto arriba, decide cuál verbo (“saber” o “conocer”) usamos para hablar de lugares o personas que son familiares. ¿Cuál verbo (“saber” o “conocer”) usamos para información y abilidades?

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11.9: Gramática- Saber y conocer

Objetivos

- Recognize the appropriate uses of the verbs saber and conocer

There are two verbs in Spanish that translate “to know” in English, similar to what you have observed with the English verb “to be”. The two ways of knowing in Spanish are *saber* and *conocer*.

0:00 / 0:00	0:00 / 0:01
Saber Irregular in the first person singular, regular in all other forms in the present tense..	**Conocer** Irregular in the first person singular, regular in all other forms in the present tense.
sé	conozco
sabes	conoces
sabe	conoce
sabemos	conocemos
sabéis	conocéis
saben	conocen

The distinction is not so difficult to remember:

Saber → to know a skill / how to do something, to be aware of some information, to have knowledge about some topic.

Conocer → to know a person, to be familiar with who they are because of a previous physical encounter. Also to know a place because you have been there.

Ejemplos:

Saber

0:00 / 0:02

Yo sé las tablas de multiplicación. (*I know the times tables.*) Tú sabes

0:00 / 0:04

hablar un poco de español. (*You know how to speak a bit of Spanish.*)
Nosotros sabemos a qué hora es el partido de fútbol. (*We know what time the soccer game is.*)

0:00 / 0:02

Ellos saben jugar dominó. (*They know how to play dominoes.*)

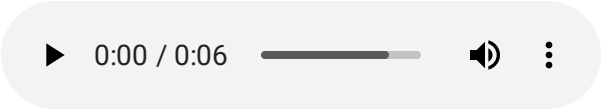
Conocer

0:00 / 0:04

Yo conozco a la presidenta de la universidad personalmente. (*I know the president of the university.*—personally, we’ve met)

0:00 / 0:02

¿Tú conoces la ciudad de Nueva York? (*Do you know / are you familiar with the city of New York?*)



Saber y Conocer Ellos conocen un lugar donde las personas que saben jugar dominó van los domingos. (*They know / are familiar with a place where the people who know how to play dominoes go on Sundays.*)

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11.10: Introduction to ¿Dónde estás? ¿De dónde eres?

In this chapter you're learning a special use of "estar" in the present progressive tense; that means it's time to finish our comparison of "ser" and "estar".

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11.11: En contexto- Ser y Estar II

Objetivos

- Distinguish ser and estar in their unique uses (time, definition, origin, location, present progressive)

Rosa y Patricia están en el vestíbulo del albergue juvenil *(youthhostel*). Lee su conversación, y luego contesta las preguntas de análisis.

Rosa:	Hola, Patricia, ¿qué estás leyendo?
Patricia:	Es un guía de la ciudad. ¿Sabes dónde están las oficinas de información turística?
Rosa:	La verdad es que no sé dónde están. Sólo estoy visitando Oviedo y no conozco la ciudad bien.
Patricia:	Vamos a ver… el guía dice que las oficinas están en la Plaza de la Constitución. ¿Quieres venir conmigo?
Rosa:	Bueno, los otros de mi grupo están durmiendo una siesta pero yo no estoy cansada. ¿Qué hora es? Mi cita con Carlos en la Plaza del Fontán es a las tres y media.
Patricia:	Son las dos ahora, y la Plaza del Fontán está cerca de la Plaza de la Constitución, mira el mapa. ¡La coincidencia es perfecta! Y mientras estamos caminando allí, puedes explicarme cómo conoces a este Carlos.
Rosa:	¡Ay, Patricia! Realmente sabes improvisar los planes.

Preguntas de análisis:

Text only version of questions

Preguntas de análisis:

1. Busca las veces donde aparecen formas de “estar” y “ser” en la conversación, y según su contexto decide cuál categoría corresponde:
   º característica esencial o permanente
   º condición temporaria
   º decir la hora
   º definición o identificación
   º locación
   º presente progresivo

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11.12: Gramática- Ser y Estar II

Objetivos

- Distinguish *ser* and *estar* in their unique uses (time, definition, origin, location, present progressive)
- Review the contrasting use of *ser* and *estar* with adjectives

In a previous section you studied the difference in usage and meaning between *ser* and *estar* when followed by adjectives:

- ¿Cómo es él? Es aburrido. (*What's he like? He's boring.*)
- ¿Cómo está él? Está aburrido. (*How's he doing? He's bored.*)

Now let's further review and contrast *ser* and *estar* by also remembering the ways we can use them that are unique to each one:

SER

1. definitions and identifications (ser + noun)
2. origins and materials (ser + de + noun)
3. telling time (son las # / es la #)
4. essential characteristics (ser + adjective)

ESTAR

1. location (estar + [preposition of place] + noun)
2. present progressive tense (estar + gerund)
3. conditions and emotions (estar + adjective)

Ejemplos:

- ¿Qué es eso? Es un pastel de chocolate. (*What is that? It's a chocolate cake.*—identification, material)
- ¿De dónde es tu profesora? Ella es de Venezuela. (*Where is your professor from? She is from Venezuela.*—origin)
- ¿Qué hora es en España? Son las nueve y media de la noche, unas seis horas antes de los Estados Unidos. (*What time is it in Spain? It's 9:30 pm, some six hours ahead of the US.*—telling time)
- ¿Dónde está mi diccionario? Es importante para la clase de español. (*Where is my dictionary? It's important for Spanish class.*—location, essential characteristic)
- ¿Dónde está Juanito? Ya son las ocho y estoy preocupada. (*Where's Johnny? It's eight o'clock already and I'm worried.*—location, telling time, condition/emotion)
- Está entrando en casa ahora, y está avergonzado por preocuparte. (*He's coming in the house now, and he's embarrassed for having worried you.*—present progressive, condition/emotion)

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    - 1.10: Introduction to ¿Cuántos libros hay? - *CC BY 4.0*
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    - 1.13: Gramática- Número de sustantivos - *CC BY 4.0*
    - 1.14: Introduction to ¿Qué hay en la clase? - *CC BY 4.0*
    - 1.15: En contexto- Artículos indefinidos y definidos / Hay - *CC BY 4.0*
    - 1.16: Gramática- Artículos indefinidos y definidos / Hay - *CC BY 4.0*
  - 2: ¿Eres estudiante? - *CC BY 4.0*
    - 2.1: Why It Matters- ¿Eres estudiante? - *CC BY 4.0*
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    - 3.1: Why It Matters- ¿Qué clases tomas? - *CC BY 4.0*
    - 3.2: Introduction to ¿Estudias en la biblioteca? - *CC BY 4.0*
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- 3.10: Gramática- Verbos regulares con –ar - *CC BY 4.0*
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Index

V

verb stems
7.12: Gramática- Verbos con cambio de raíz (o-ue)

Glossary

Sample Word 1 | Sample Definition 1

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    - 1.10: Introduction to ¿Cuántos libros hay? - *CC BY 4.0*
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    - 1.15: En contexto- Artículos indefinidos y definidos / Hay - *CC BY 4.0*
    - 1.16: Gramática- Artículos indefinidos y definidos / Hay - *CC BY 4.0*
  - 2: ¿Eres estudiante? - *CC BY 4.0*
    - 2.1: Why It Matters- ¿Eres estudiante? - *CC BY 4.0*
    - 2.2: Introduction to ¿Qué día es hoy? - *CC BY 4.0*
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    - 2.4: Introduction to ¿Cuál es la fecha hoy? - *CC BY 4.0*
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    - 2.16: Cultura- Los hispanos en los Estados Unidos - *CC BY 4.0*
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    - 3.1: Why It Matters- ¿Qué clases tomas? - *CC BY 4.0*
    - 3.2: Introduction to ¿Estudias en la biblioteca? - *CC BY 4.0*
    - 3.3: Vocabulario- Verbos en -ar - *CC BY 4.0*
    - 3.4: Vocabulario- Números 30-100 - *CC BY 4.0*
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    - 3.6: En contexto- Conjugación de verbos en -ar - *CC BY 4.0*
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- 3.10: Gramática- Verbos regulares con –ar - *CC BY 4.0*
- 3.11: Introduction to ¿A qué hora es tu primera clase? - *CC BY 4.0*
- 3.12: En contexto- La hora - *CC BY 4.0*
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- 4.3: Vocabulario- La universidad - *CC BY 4.0*
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- 5.2: Introduction to El árbol de familia - *CC BY 4.0*
- 5.3: Vocabulario- La familia - *CC BY 4.0*
- 5.4: Introduction to Mi casa es tu casa - *CC BY 4.0*
- 5.5: En contexto- Los posesivos - *CC BY 4.0*
- 5.6: Gramática- Los posesivos - *CC BY 4.0*
- 5.7: Introduction to ¿Qué aprendemos ahora? - *CC BY 4.0*
- 5.8: En contexto- Verbos regulares de -er/-ir - *CC BY 4.0*
- 5.9: Vocabulario- Verbos regulares de -er/-ir - *CC BY 4.0*
- 5.10: Gramática- Conjugación de verbos regulares en -er/-ir - *CC BY 4.0*
- 5.11: Introduction to Mi perro es bonito y pequeño - *CC BY 4.0*
- 5.12: Vocabulario- Adjetivos descriptivos - *CC BY 4.0*
- 5.13: Gramática- Los países y las nacionalidades - *CC BY 4.0*

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- 6.1: Why It Matters- ¿Necesito un suéter? - *CC BY 4.0*
- 6.2: Introduction to ¿Qué ropa llevas? - *CC BY 4.0*
- 6.3: Vocabulario- La ropa - *CC BY 4.0*
- 6.4: Introduction to ¿Qué tiempo hace hoy? - *CC BY 4.0*
- 6.5: En contexto- El clima - *CC BY 4.0*
- 6.6: Vocabulario- El clima - *CC BY 4.0*

7: ¿Dónde están mis llaves? - *CC BY 4.0*
- 7.1: Why It Matters- ¿Dónde están mis llaves? - *CC BY 4.0*
- 7.2: Introduction to En la casa - *CC BY 4.0*
- 7.3: Vocabulario- En la casa - *CC BY 4.0*
- 7.4: Introduction to ¿Dónde está el gato? - *CC BY 4.0*
- 7.5: En contexto- El verbo estar + preposiciones - *CC BY 4.0*
- 7.6: Gramática- El verbo estar + preposiciones / ¿Dónde? - *CC BY 4.0*
- 7.7: Introduction to ¿Adónde vas a ir este fin de semana? - *CC BY 4.0*
- 7.8: En contexto- Ir + a + infinitivo - *CC BY 4.0*
- 7.9: Gramática- Ir + a + infinitivo - *CC BY 4.0*
- 7.10: Introduction to ¡Sí, podemos! - *CC BY 4.0*
- 7.11: En contexto- Verbos con cambio de raíz (o-ue) - *CC BY 4.0*
- 7.12: Gramática- Verbos con cambio de raíz (o-ue) - *CC BY 4.0*

8: Como pasas tu tiempo libre - *CC BY 4.0*
- 8.1: Why It Matters- ¿Cómo pasas tu tiempo libre? - *CC BY 4.0*
- 8.2: Introduction to ¿Cuál es tu pasatiempo favorito? - *CC BY 4.0*
- 8.3: Vocabulario- Los pasatiempos - *CC BY 4.0*
- 8.4: Introduction to ¿Te gustan los deportes? - *CC BY 4.0*
- 8.5: En contexto- El verbo gustar + sustantivos - *CC BY 4.0*
- 8.6: Gramática- El verbo gustar + sustantivos - *CC BY 4.0*
- 8.7: Gramática- Querer y gustar - *CC BY 4.0*
- 8.8: Introduction to ¿Prefieres patinar o esquiar? - *CC BY 4.0*
- 8.9: En contexto- Verbos con cambio de raíz (e-ie) - *CC BY 4.0*
- 8.10: Gramática- Verbos con cambio de raíz (e-ie) - *CC BY 4.0*
- 8.11: Introduction to ¿Corres rápidamente? - *CC BY 4.0*
- 8.12: Introduction to Cultura- El fútbol y el dominó - *CC BY 4.0*
- 8.13: Cultura- El fútbol y el dominó - *CC BY 4.0*

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- 9.1: Why It Matters- ¿Estás triste? ¿Por qué? - *CC BY 4.0*
- 9.2: Introduction to ¿Estás contento hoy? - *CC BY 4.0*

- 9.3: Vocabulario- Adjetivos de emoción y condición - *CC BY 4.0*
- 9.4: Introduction to ¿Cómo estás? - *CC BY 4.0*
- 9.5: En contexto- Estar + emociones - *CC BY 4.0*
- 9.6: Gramática- Estar + emociones - *CC BY 4.0*
- 9.7: Introduction to ¿Cómo eres? ¿Cómo estás? - *CC BY 4.0*
- 9.8: En contexto- Ser y Estar I - *CC BY 4.0*
- 9.9: Gramática- Ser y Estar I / ¿Cómo? - *CC BY 4.0*
- 9.10: Introduction to ¿Estás cansada o estás enferma? - *CC BY 4.0*
- 9.11: En contexto- Conjunciones coordinadas - *CC BY 4.0*
- 9.12: Gramática- Conjunciones coordinadas/ Porque and ¿por qué? - *CC BY 4.0*

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- 10.1: Why It Matters- ¿Cuál es tu comida favorita? - *CC BY 4.0*
- 10.2: Introduction to ¿Qué te gusta comer? - *CC BY 4.0*
- 10.3: Vocabulario- Comida - *CC BY 4.0*
- 10.4: Introduction to ¿El restaurante sirve papas fritas? - *CC BY 4.0*
- 10.5: En contexto- Verbos con cambio de raíz (e-i) - *CC BY 4.0*
- 10.6: Gramática- Verbos con cambio de raíz (e-i) - *CC BY 4.0*
- 10.7: Introduction to ¿Salgo con ustedes? - *CC BY 4.0*
- 10.8: En contexto- Verbos irregulares en la forma de “yo” - *CC BY 4.0*
- 10.9: Gramática- Verbos irregulares en la forma de “yo” - *CC BY 4.0*
- 10.10: Introduction to ¿Qué es esto? - *CC BY 4.0*
- 10.11: En contexto- Todas las preguntas - *CC BY 4.0*
- 10.12: Gramática- Todas las preguntas - *CC BY 4.0*
- 10.13: Introduction to Cultura- Las comidas típicas y rápidas - *CC BY 4.0*
- 10.14: Cultura- Las comidas típicas y rápidas - *CC BY 4.0*

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- 11.1: Why It Matters- ¿Traigo un mapa? - *CC BY 4.0*
- 11.2: Introduction to ¿Dónde está el banco? - *CC BY 4.0*
- 11.3: Vocabulario- Navegando la ciudad - *CC BY 4.0*
- 11.4: Introduction to ¿Estás caminando ahora? - *CC BY 4.0*
- 11.5: En contexto- El presente progresivo - *CC BY 4.0*
- 11.6: Gramática- El presente progresivo - *CC BY 4.0*
- 11.7: Introduction to ¿Conoces la ciudad? - *CC BY 4.0*
- 11.8: En contexto- Saber y conocer - *CC BY 4.0*
- 11.9: Gramática- Saber y conocer - *CC BY 4.0*
- 11.10: Introduction to ¿Dónde estás? ¿De dónde eres? - *CC BY 4.0*
- 11.11: En contexto- Ser y Estar II - *CC BY 4.0*
- 11.12: Gramática- Ser y Estar II - *CC BY 4.0*

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