BCC FL107 OER



Amanda Hadley and Kelsey Harper
Butler Community College



Voces en camino: Voces nuevas

Beginning Spanish 1

by Dr. Kelsey Harper and Amanda Hadley

Professors of Spanish at Butler Community College



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About Butler Community College

Butler Community College is a public, two-year, co-educational institution located in El Dorado, Kansas. Established in 1927 as El Dorado Junior College, Butler now stands as the second largest community college in Kansas and the sixth largest educational institution in the state. Butler Community College is accredited by the Higher Learning Commission and the Kansas State Board of Regents. With a proud tradition in academics, athletics and service to the communities it serves, Butler touches the lives of more than 13,000 students annually. Butler students have access to more than 90 different academic programs across 24 learning sites which includes 2 main campuses, numerous high schools in the area, and online classes.


Butler´s mascot is Grizwold the grizzly bear. The photos you will see for each chapter are in homage of Grizwold.

Mission

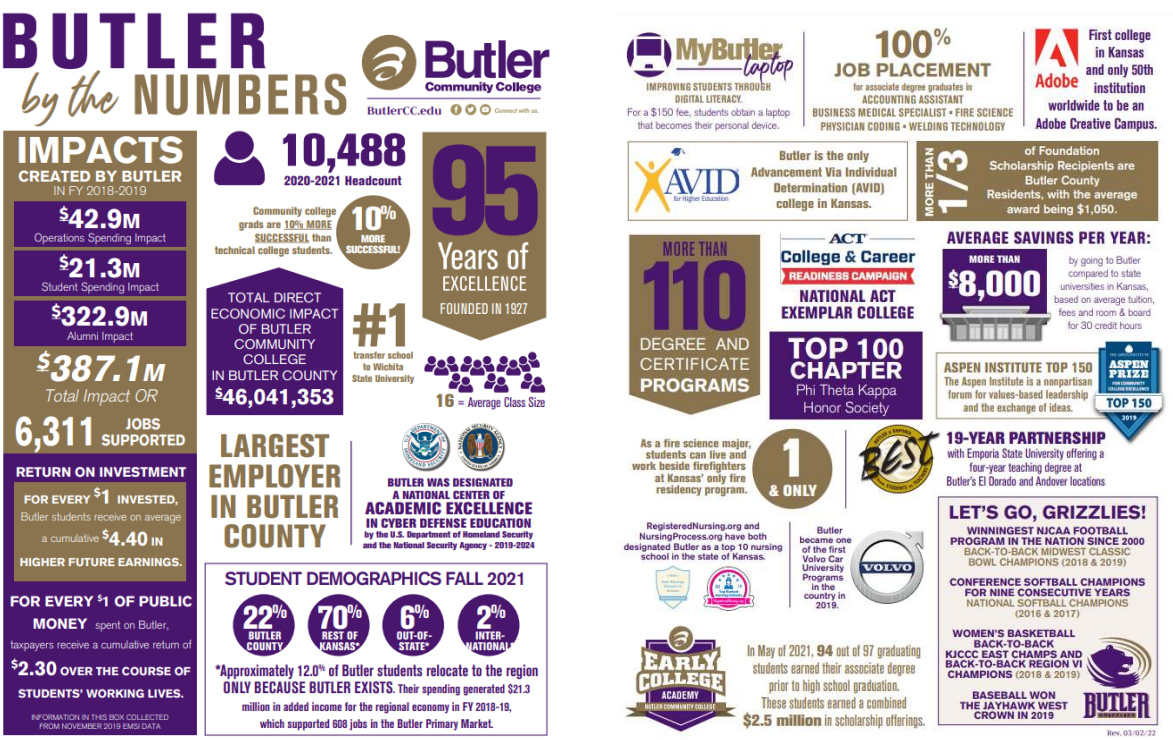
Butler Community College inspires and prepares students for lifetime success through inclusive, innovative, affordable, quality education while advancing community vitality.

Vision

Butler Community College will be an innovator in shaping the future for students, faculty, staff, and the community in a caring environment through dynamic instruction, programs, and support services.

Timeless Institutional Values

- Quality
- Integrity
- Service
- Caring



Butler By The Numbers

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How to use this book

Introduction Module

This foundational module sets students up for success by exploring what it truly means to become proficient in a language.

- **What is Proficiency? -** This section covers the important distinction between language proficiency and performance, the natural progression of language acquisition, and the three core modes of communication that will shape a student´s learning experience.
- **Why Study Spanish? -** This section discusses the numerous benefits of language learning – from cognitive advantages to cultural connections as well as informs students of Butler´s Spanish Certificates.
- **Tips to Studying Spanish -** This section equips students with strategies for effective language study.
- **Class Expectations -** This section educates students on the reccommended course load while in college as well gives important information on having a growth mindset, the required class materials, and the department´s academic honesty policy.
- **Class Resources -** This section presents the many resources available to Butler students.

Page Types

With the exception of the Introduction Unit, each subsequent unit follows a similar pattern that students can work through in sequential order:

- **Objetivos:** Learning objectives are presented in measurable terms, outlining the specific linguistic competencies and cultural understanding students will demonstrate upon the completion of the unit. These objectives align with ACTFL standards and guide instructional focus.
- **En contexto:** Authentic input is designed to facilitate contextual learning through guided discovery. Students engage with target structures and vocabulary through interactive questioning, developing critical thinking skills while inferring linguistic functions and meaning from contextualized examples.
- **Vocabulario:** A structured introduction to new vocabulary is organized thematically with a focus on building student´s word banks with useful, relevant terms they can use in conversation.
- **Gramática:** Content progression follows established principles of second language acquisition, moving from receptive understanding to productive use.
- **Pronunciación:** Studens will find audio input, visual reinforcement, and structured practice in this section. Interactive elements like clickable audio for key vocabulary, pronounciation practices, and self-paced review through digital flashcards promote autonomous practice.
- **Práctica:** Formative assessment opportunities utilizing H5P technology provide immediate feedback. These adaptive exercises support scaffolded learning while allowing students to self-assess their mastery of target structures and vocabulary.
- **Conversación:** These guided interpersonal activities are designed for classroom implementation. The structured exchanges promote authentic communication while reinforcing unit objectives through meaningful peer interaction.
- **Repaso:** Comprehensive review materials can be found here including vocabulary lists and communicative practice questions.

Example Pacing Guide

The following is a sample pacing guide for a 16 week class that meets twice a week.

Week	Topic
1	Unidad Introductoria
2	1.1 Los saludos y las despedidas 1.2 Describing yourself and others using SER
3	1.3 Las preguntas 1.4 Los sonidos del español
4	1.5 Hay y los números del 0 a 30
5	2.1 Somos estudiantes universitarios
6	2.2 Artículos definidos e indefinidos 2.3 Nouns: El género y número de los sustantivos
7	2.4 Los verbos -AR 2.5 El calendario (months, days, age)
8	2.6 La hora
9	3.1 La familia
10	3.2 Los adjetivos descriptivos 3.3 Los adjetivos posesivos
11	3.4 Los verbos -ER e -IR
12	3.5 Los números de 30 a 100
13	4.1 La casa 4.2 Los quehaceres
14	4.3 Gustar 4.4 Los números de 100 a 1.000
15	4.5 Verbos irregulares en la forma ¨yo¨ 4.6 Estar + prepositions

Learning Outcomes

Course Description

This course will enable the student to demonstrate cultural and communicative competence at the novice-mid level in Spanish in the presentational (writing and speaking), interpersonal (writing and speaking), and interpretative (listening and reading) modes of communication. The student will develop a critical awareness of differences and similarities between the home culture(s) and the target language culture(s).

Butler-Assessed Outcomes

The intention is for the student to be able to do the following:

1. Interpret with cultural and communicative competence what is heard, read, or viewed at the novice-mid level in Spanish.

2. Communicate in written and oral formats in presentational and interpersonal modes at the novice-mid level in Spanish.

Learning Units

Unidad Introductoria

- Contrast language proficiency and performance
- Describe the path to proficiency
- Recognize the three modes of communication
- Set personal language goals
- Recognize the benefits of language learning
- Identify strategies to effectively study another language
- Recognize class expectations

Unidad 1

- Greet others and respond to simple greetings
- Provide basic personal information (e.g., your name, country/city of origin)
- Ask simple questions
- Spell out words when needed and ask others how to write something
- Pronounce Spanish consonants and vowels
- Ask about what someone is like and describe yourself
- Find out about and describe the physical and personality traits of others
- Ask and answer simple questions about quantity

Unidad 2

- Describe common classroom items
- Talk about your life as a university student: Classes, activities, places, and people in your life
- Talk about activities you and others do (-ar verbs)
- Talk about when your classes and other activities take place (date and time)
- Ask for and give the date
- Ask for and tell the current time
- Ask for others' age, tell your age

Unidad 3

- Describe your and others' families, including names, quantity and physical/personality attributes
- Talk about activities you do with friends and family
- Use numbers between 30 and 100
- Express possession

Unidad 4

- Describe household rooms and furniture

- Talk about chores in and outside the house and activities you like or don’t like
- Use numbers 100 to 1.000.000
- Use the prepositions of location to describe where things and people are located in a house

Pedagogy / Theory

Voces was created out of a commitment to accessibility, real-world communication, and alignment with ACTFL proficiency standards. As a community college Spanish program, we serve a diverse population of learners, and our goal is to provide them with practical language skills they can begin using immediately, whether in class, in their communities, or beyond. At the same time, we aim to lower costs and eliminate barriers created by expensive, publisher-owned materials.

Voces follows a proficiency-based approach grounded in the ACTFL World-Readiness Standards and Proficiency Guidelines. We want our students to engage in meaningful, contextualized communication from the very beginning, with a consistent focus on what they can do with the language at each stage of their development. Although designed with Butler Community College students in mind, these materials are adaptable. Whether used in full or in part, we hope they serve as a flexible framework for anyone seeking to teach or learn Spanish in a way that is authentic, communicative, and grounded in proficiency.

We are deeply grateful to Butler Community College for supporting this initiative, and to the many educators who have paved the way by creating high-quality Open Educational Resources, especially *Trayectos* from Texas A&M University, the University of Kansas Open Language Resource Center, and the World Languages program at Colorado State University Pueblo. Their work has inspired us and made it possible for us to adapt and remix materials in ways that best serve our students and our teaching context.

Saludos,

Dr. Kelsey Harper
Department Chair, Foreign Language
Assistant Professor of Spanish
Butler Community College, Kansas
316.323.6145
Kharper3@butlercc.edu

CHAPTER OVERVIEW

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- 0.0: Unidad Introductoria - Objetivos
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0.0: Unidad Introductoria - Objetivos



Learning Objectives

By successfully completing this module, the student will be able to:

- Contrast language proficiency and performance
- Describe the path to proficiency
- Recognize the three modes of communication
- Set personal language goals
- Recognize the benefits of language learning
- Identify strategies to effectively study another language
- Recognize class expectations

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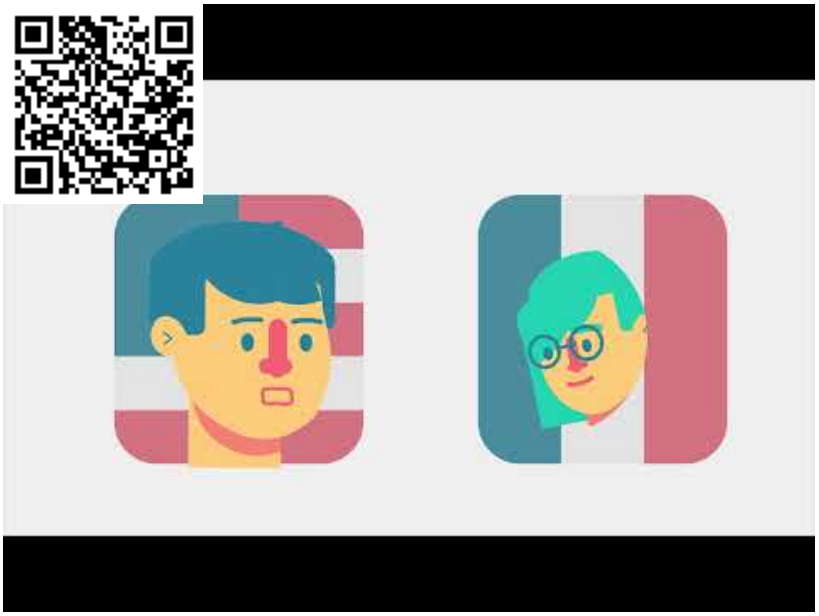
0.1: What is Proficiency?

According to the Center on Advanced Research for Language Acquisition (CARLA), there are three components to proficiency:

- **CONTENT:** the topic(s) of communication
- **FUNCTION:** the task to be completed; the purpose for communicating
- **ACCURACY:** correctness or appropriateness of the language for the context

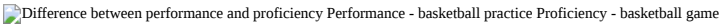
Proficient language learners can communicate about something in a spontaneous setting (i.e. not a prepared speech) .... and get their point across!

Watch the short video below to understand the difference between proficiency and performance:



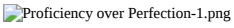
Comprehension Check

Can you explain the difference between proficiency and performance? Use the image below to help you.



A Proficiency Mindset

Don't get caught up with **perfect** speech; you haven't had as much experience with the target language (Spanish!) as your native language. Your Spanish is **NOT** on par with English (or your native language). And that's ok! In class, we want to strive for proficiency ***over*** perfection! So don't be afraid to speak. It doesn't have to be perfect for you to get your point across!



Works Cited:

Granite Schools. "How DLI Students Progress Toward Language Proficiency." *YouTube*, 28 May 2021, youtu.be/27nemTNmMy4?si=T7AUkGdM4EhHBiGn. Accessed 22 Dec. 2023.

Regents of the University of Minnesota, editor. "Characteristics of Proficiency-Oriented Language Instruction." *The Center for Advanced Research on Language Acquisition (CARLA)*, 9 Apr. 2019, carla.umn.edu/articulation/MNAP_polia.html. Accessed 22 Dec. 2023.

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0.1.0: Three Modes of Communication

How do you measure proficiency? The ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines has the following proficiency levels:

- Novice
- Intermediate
- Advanced
- Superior
- Distinguished

Each of these levels are defined in three subsets of communications skills: Interpersonal, Interpretive, and Presentational.

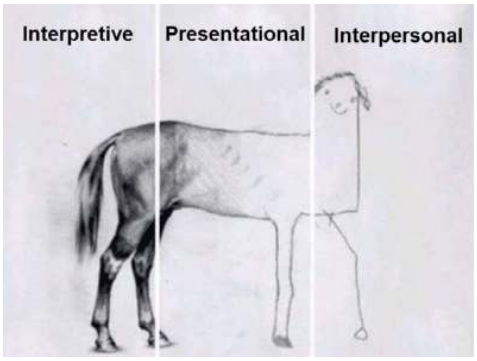
Understanding the three modes of communication will help you understand the variety of activities you will complete in Spanish class this semester. Watch the short video on the three modes of communication.



Interpersonal	Interpretive	Presentational
Active negotiation of meaning among individuals	Interpretation of what the author, speaker, or producer wants the receiver of the message to understand	Creation of messages to inform, explain, persuade, or narrate
Participants observe and monitor one another to see how their meanings and intentions are being communicated	One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer	One-way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists
Adjustments and clarifications are made accordingly	Interpretation differs from comprehension and translation in that interpretation implies the ability to read (or listen or view) "between the lines," including understanding from within the cultural mindset or perspective	To ensure the intended audience is successful in its interpretation, the "presenter" needs knowledge of the audience's language and culture
Speaking and listening (conversation); reading and writing (text messages or via social media)	Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials	Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)

ACTFL Modes of Communication

Because of the very nature of each mode of communication, you will feel the most comfortable with the interpretive mode right away in your language journey. *Receiving* a message will be easier than *creating* your own message in the beginning. You might feel like your proficiency is skewed like the image below:



That's ok! Interpersonal communication is spontaneous and can therefore be the most difficult when called to use Spanish in action. In class this semester, you will be asked to participate in activities that will strengthen your communication skills.

Comprehension Check:

Can you describe and give examples of the three different modes of communication?

- Interpersonal:
- Interpretive:
- Presentational:

Works Cited:

The American Council on the Teaching of Foreign Languages. "ACTFL Performance Descriptors for Language Learners." *ACTFL*, 2015, www.actfl.org/uploads/files/general/ACTFLPerformance_Descriptors.pdf. Accessed 22 Dec. 2023.

"Unfinished Horse Drawing / Flaming Horse Rating." *Know Your Meme*, 18 Mar. 2019, https://knowyourmeme.com/memes/unfinished-horse-drawing-flaming-horse-rating. Accessed 29 Jun. 2024.

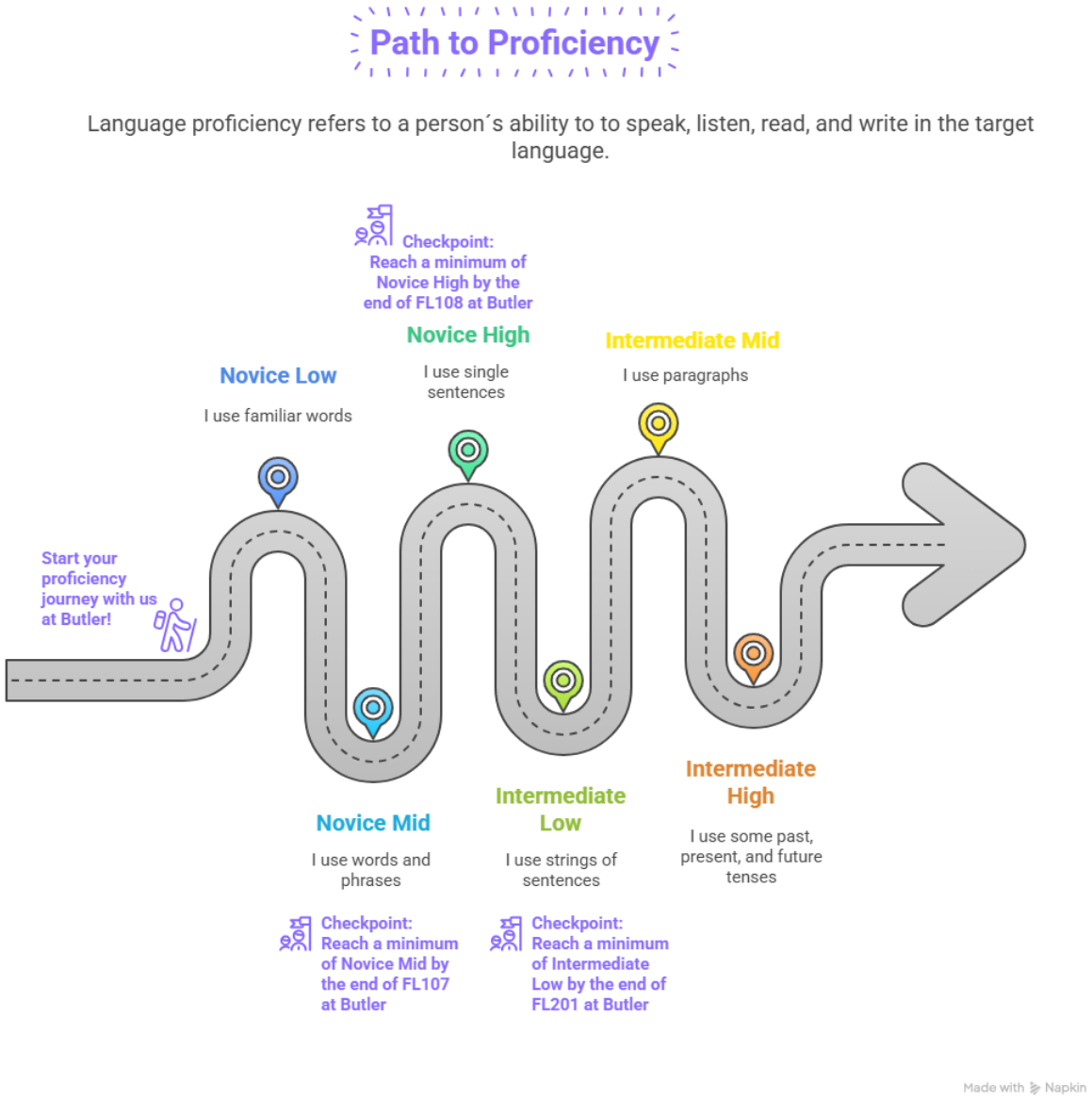
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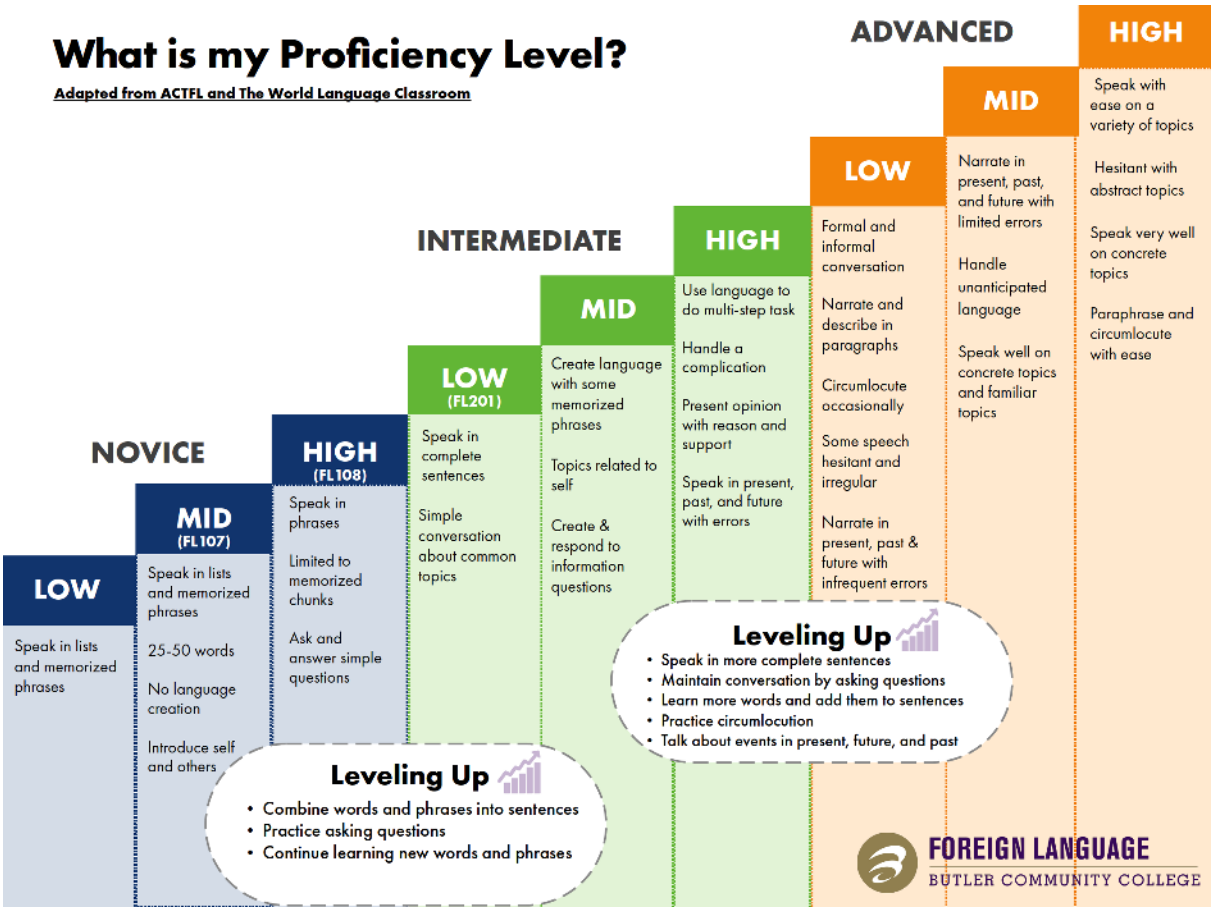
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0.1.1: Path to Proficiency

Why is it called a ***path*** to proficiency? Just like any trip you take, there is a starting point, an end destination, and a journey in between. You don't magically wake up at your desired destination. The same is true with learning a foreign language. You will not be fluent after one semester of Spanish. However, there will be many things you can do at a novice level! It's important to think about your goal for learning a new language (career, family, friends, travel, etc) and know what it will take to achieve that goal.

Take a look at the path you will travel during your classes here at Butler Community College:





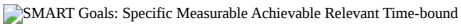
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In summary, you should be at a minimum Novice Mid level by the end of FL107, Novice High by the end of FL108, and Intermediate Low by the end of FL201.

Remember that these are *minimums*, and that with effort and dedication, you can surpass the recommended levels in any given class.

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0.1.2: Goal Setting



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Now that we've looked at proficiency, the three modes of communication, and the proficiency path here at Butler, it's important for you to set a goal for the semester and your Spanish career.

Learning a language is a journey and every step of the way can be embraced. Awareness of the journey can help us focus and achieve our goals. We can set achievable goals and improve our language proficiency.

? Stop and think:

What are your goals for Spanish class this semester? What are your proficiency goals

S - Specific- What do you want to achieve? (Ex: Proficiency level, class grade, ability to _____)

M - Measurable- How will you know when you have achieved it?

A - Attainable- How will you achieve it?

R - Relevant- Why is this important to you right now? Why is it worthwhile?

T - Time-bound- By when?

Works Cited:

Wikipedia contributors. "SMART criteria." *Wikipedia, The Free Encyclopedia*. Wikipedia, The Free Encyclopedia, 12 Nov. 2023. Web. 23 Dec. 2023.

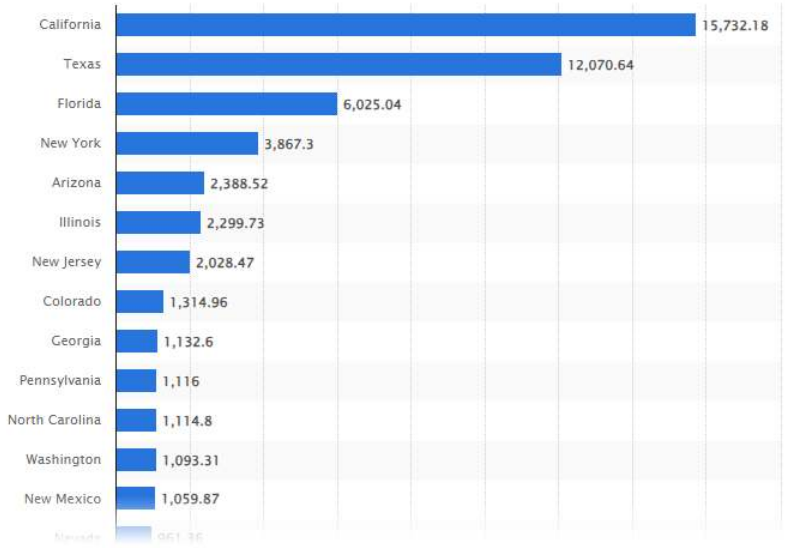
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0.2: Why Study Spanish?

There are many reasons to learn another language. In this module, you will recognize the the prevalence of Spanish in your community, state, and country, the benefits of language learning, and the increasing demand for Spanish skills in the workplace.

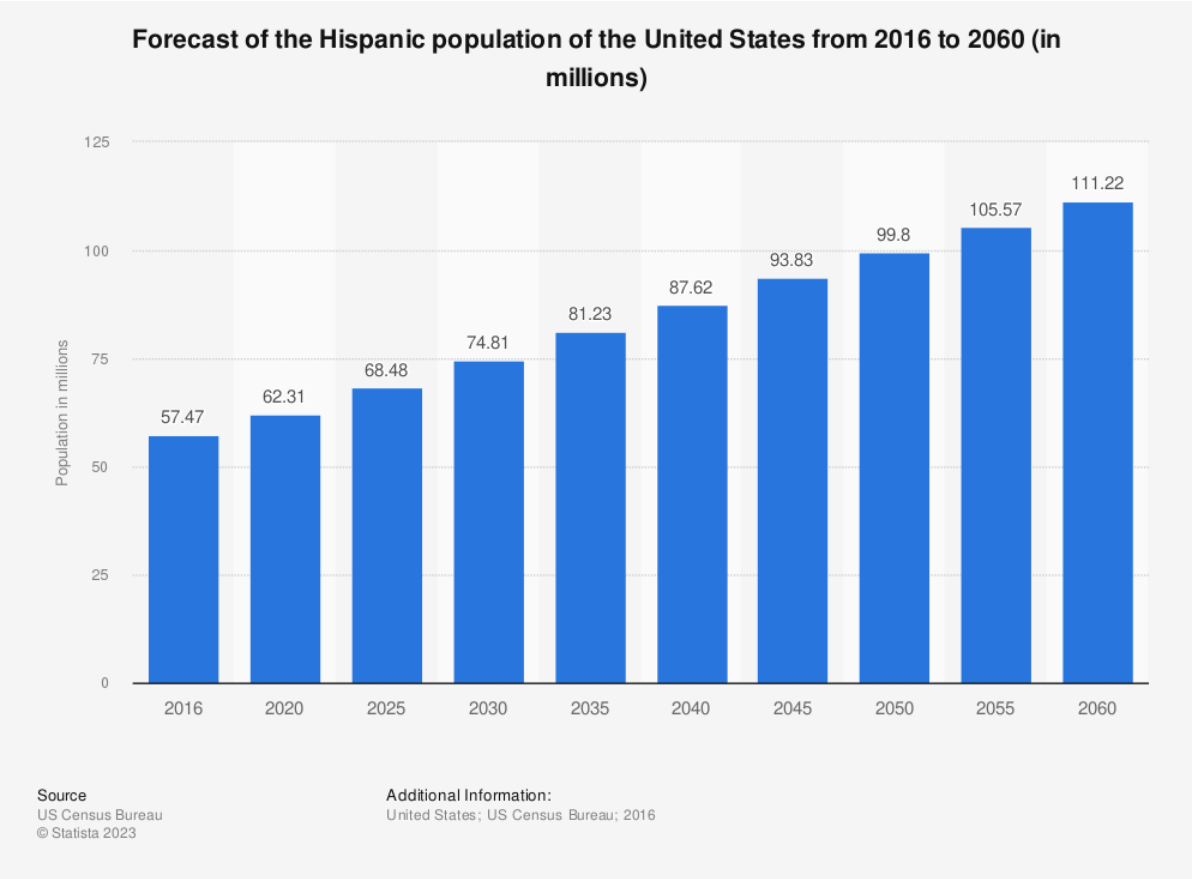
Spanish in United States

Click on the link to view the Hispanic population of the United States in 2022 by state. What is the population where you live? Does this fact surprise you?



Duffin, Erin. "Hispanic population of the United States in 2021, by state." 14 Nov. 2022. Statista, www.statista.com/statistics/259850/hispanic-population-of-the-us-by-state/. Accessed 4 May 2023.

Now look at the projected forecast of the Hispanic population of the United States. Does the forecast surprise you?



Duffin, Erin. "Forecast of the Hispanic population of the United States from 2016 to 2060." 5 Oct. 2022. Statista, www.statista.com/statistics/251238/hispanic-population-of-the-us/. Accessed 4 May 2023.

Spanish in Kansas



Adobe Stock Image

- Kansas is 12.3% Hispanic/Latino.
- Kansas is the 18th most Hispanic/Latino state in the United States.
- The 10 Cities In Kansas With The Largest Hispanic Population For 2023:

City - Percentage (%) of Population that is Hispanic

1. Liberal - 65.08%
2. Dodge City - 64.58%
3. Garden City - 53.09%
4. Ulysses - 52.24%

5. Kansas City - 31.19%
6. Emporia - 27.72%
7. Great Bend - 23.59%
8. Arkansas City - 19.26%
9. Newton - 18.8%
10. Wichita - 17.63%

Kolmar, Chris. "The 10 Kansas Cities With The Largest Latino Population For 2023." *HomeSnacks*, 5 Oct. 2023, www.homesnacks.com/most-hispanic-cities-in-kansas/. Accessed 23 Dec. 2023.

Spanish at Butler Community College

Did you know that nearly 20% of Butler's student population identifies as Hispanic/Latino?

In the spring of 2023, the Foreign Language Department at Butler Community College conducted a survey of the Hispanic faculty, staff, and students in our very own Butler community. We compiled their stories and insights into a project called ¨Voces de Butler¨ (Butler Voices). When asked why the Spanish language was important to them, we received the following words and phrases to show the impact their native language has in their lives:



- conexiones - connections
- herramientas - tools
- países hispanohablantes - Hispanic countries
- lengua materna - native language
- aprender - to learn
- ayudar - to help
- viajar - to travel
- hablar - to talk
- amistades - friendships
- aventura - adventure
- relaciones - relationships
- conseguir trabajo - getting a job
- abrir la mente - opening your mind
- evitar prejuicios - avoiding prejudices
- cultura - culture

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0.2.0: Benefits of Language Learning

Research shows that there are many benefits to learning another language! Even if you are taking this class to fulfill a degree requirement, you can still benefit from the many advantages of learning a language this semester.

The ACTFL (American Council on the Teaching of Foreign Languages) highlights three major areas where students will benefit. Explore the links below to see the benefits evidenced by data:

- Language learning correlates with higher academic achievement on standardized test measures.



- Language learning provide cognitive benefits



- Research suggests that language learners develop a more positive attitude toward the target language and/or the speakers of that language.



Which benefit is most important to you?

Works Cited:

ACTFL Language Connects. "What the Research Shows." *ACTFL Language Connects*, www.actfl.org/research/what-the-research-shows. Accessed 23 Dec. 2023.

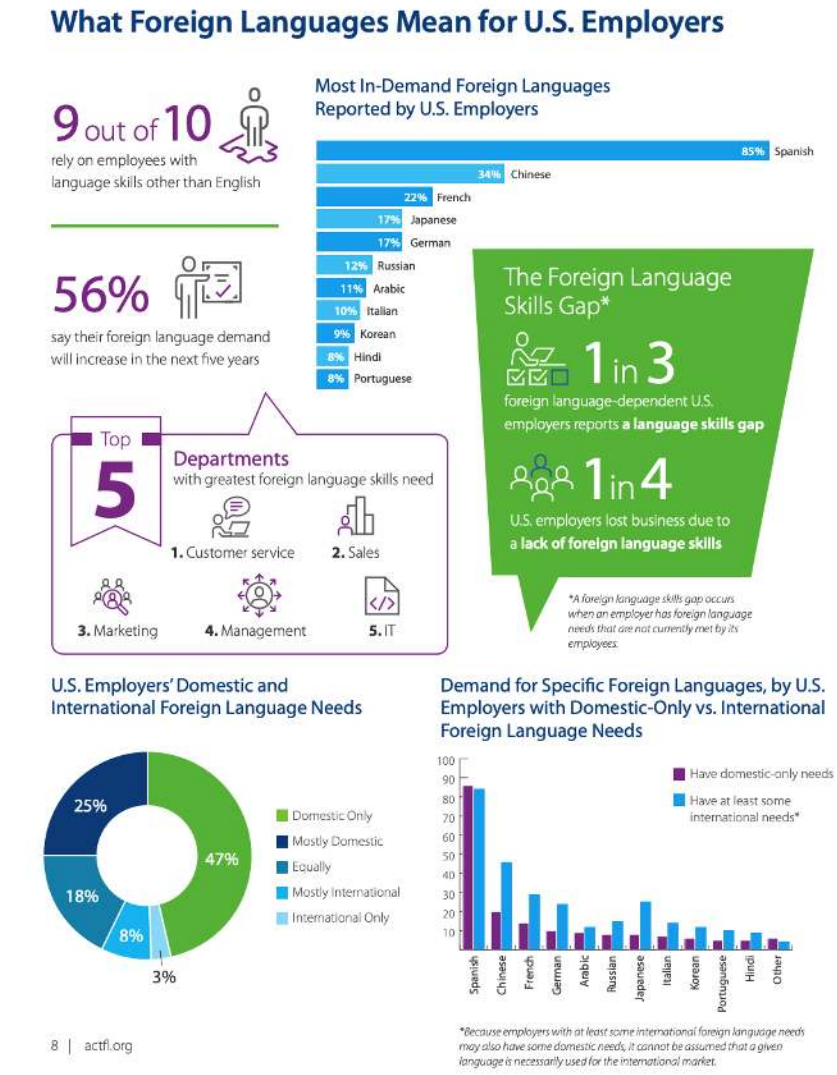
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0.2.1: Spanish in the Workforce

Research also shows that language skills are in high demand among U.S. employers regardless of industry and that these demands are on the rise.

ACTFL commissioned a research survey of 1,200 U.S. employers to determine the demand for language skills in the workplace. Here are a few highlights:



Which statistic is the most surprising to you? Why?

Works Cited:

Making Languages Our Business: Addressing Foreign Language Demand Among U.S. Employers (ACTFL, 2019)

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0.2.2: Spanish Certificates at Butler

With the increase in demand of Spanish skills in the workplace, a Certificate of Proficiency in Spanish at Butler can help you stand out in the job market with ***practical*** language skills you can list ***confidently*** on your resume! The Certificate of Proficiency is open to any Butler student, regardless of major.

Get started in three easy steps:

1. Take the required classes
2. Apply for your certificate
3. Take the proficiency exit test



Certificate Track (5-15 credit hours depending on previous Spanish language experience*): Successful completion of FL107 Beginning Spanish I, FL108 Beginning Spanish II, and FL201 Intermediate Spanish.

*Students with prior Spanish experience, e.g. heritage speakers, Seal of Biliteracy recipients, or those with beyond beginning Spanish proficiency may place directly into FL201, receiving 15 credit hours total in retroactive credit upon completion of only FL201. Contact any Butler Spanish instructor for more information about placement!

Sign Up Now!

Retroactive Credit applies toward the completion of the Certificate!

Certificates in Spanish website

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0.3: Tips to Studying Spanish

There are many different strategies you can use to learn a foreign language.

In this section we will talk about several important strategies that you should use throughout the semester:

- Cognates
- Context Clues
- Auditory studying
- Scheduling

It will be important for you to use these strategies from the very beginning of the semester to help you start the semester out successfully.



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0.3.0: Cognates



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When you are learning a language, **cognates** are an important tool! A **cognate** is a word that looks like and means the same things as a word you already know. Cognates help us understand the new language by using information we **already** know.

For example, you can probably figure out parts of this sentence: "Cognados son importantes."

If you guess that means "Cognates are important", you were right!

Whenever you read or listen to a new language, pay special attention for cognates, and it will help you successfully understand the message.

? Exercise 0.3.0.1

Which words are cognates?

1. Música
2. Lápiz
3. Instrumento
4. Profesor
5. Libro
6. Compañía
7. Comida
8. Información

Answer

Música, Instrumento, Profesor, Compañía, and Información are all cognates!

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0.3.1: Context Clues



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Another important strategy when reading in another language is to look for context clues.

Here are a few things you can do whenever you encounter a new reading:

- Look at any images near the text. What do they show you?
- Are there any titles, headings, bolded, or italicized text? If so, what are they trying to emphasize?

Is there a word you don't understand? Here are a few strategies you can use to determine the meaning:

- Look at the text around the words. The definition might be close by.
- Look for an example close to the word.
- Look for antonyms (words with the opposite meaning).
- Look for synonyms (words with a similar meaning).
- What other words in the sentence do you understand? What can you infer about the meaning?

Note

It's OK to not understand ALL of the words in the sentence. You can still understand the main idea!

? Exercise A

El leon le dio un **golpe** tan fuerte que necesitó ir al hospital.

What does golpe mean?

1. A kiss 💋
2. A strike / blow 🥊
3. A shoe 👞
4. A hug 🫂

Answer

2. A strike / blow 🥊

? Exercise B

How did you know? What other words in the sentence helped you understand the meaning of **golpe**?

Answer

Did you see the cognate ¨hospital¨? This world lets you know that a ¨golpe¨ might hurt!

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0.3.2: Auditory Studying



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In an online class, it will be incredibly important that you incorporate ways to ***listen*** to Spanish while you study. It's easy to get caught reading through the Canvas modules without hearing the pronunciation of the words.

This semester you will meet with a native coach in LinguaMeeting once a week. The danger of studying that way will come when you are talking to someone and either don't pronounce the word correctly, or you don't understand the word when someone else says it. It can be incredibly frustrating when you spend time reading through vocabulary lists. Make sure to devote time to hearing the words as well!

Here are a few ways that you can listen to Spanish while studying:

- Review the Pronunciation sections for each module frequently. There are many vocabulary words with clickable audio that you can use. Practice repeating the words out loud after you hear them.
- Listen to any lecture videos or EdPuzzle videos that your teacher uses in the course.
- All of the Quizlet flashcards have a pronunciation button.
- There is **free** tutoring at Butler - you can use these sessions as practice conversation partners! Use the unit Repasos to think of conversations topics with your tutor.

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0.3.3: Study Schedule



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Having a consistent study schedule is vital to your success this semester. While in-person classes have rigid class times, online classes are more flexible...but that means you will need to be intentional about your study schedule and make sure you put in the required time and effort.

Shorter (but focused) sessions tend to be more effective than long hours at a time. For most people, 30 minutes a day is a lot more effective than cramming 3 hours once a week in terms of retention. While most students tend to wait till the weekend to finish all of their assignments, spending a short amount of time reviewing vocabulary and completing the Práctica sections of each module everyday will be helpful.

Did we mention vocabulary? When learning a new language, there will be a lot of new vocabulary. There's no way around it - you need words to say in Spanish! Download the Canvas and Quizlet apps on your mobile devices - review vocabulary during work breaks, while waiting in line at a store, etc. Breaking up vocabulary throughout the week will help keep you from feeling overwhelmed.

Example Study Schedule:

Here's an example study schedule for:

Monday (or Day 1): 1. Read the En contexto and Vocabulario pages in your book. Watch any videos provided by your teacher and take notes (20-30 min) 2. Use the Pronunciación pages that have vocabulary practices with clickable audio to listen to your vocabulary words (10-15 min) 3. Practice Quizlet flashcards (10-15 min)

Tuesday (or Day 2): 1. Review notes (5-10 min) 2. Review the Vocabulario pages in your book (10-15 min) 3. Use the Pronunciation Practices to listen and practice speaking your vocabulary (10-15 min) 4. Start working on the activities on the Práctica pages (20-30 min)

Wednesday (or Day 3): 1. Review notes (5-10 min) 2. Review vocabulary (10-15 min) 3. Continue working on the activities on the Práctica pages (20-30 min) 4. Go through the Conversación practices (20-30 min)

Thursday (or Day 4): 1. Read the En contexto and Gramática pages in your book. Watch any videos provided by your teacher and take notes (20-30 min) 2. Use the vocabulary practices with clickable audio to listen to your vocabulary words (10-15 min) 3. Practice Quizlet flashcards (10-15 min) 4. Start working on the activities on the Práctica pages (20-30 min)

Friday (or Day 5): 1. Review notes (5-10 min) 2. Review the Gramática pages in your book (10-15 min) 3. Use the Pronunciation Practices on Canvas to listen and practice speaking your vocabulary (10-15 min) 4. Continue working on the activities on the Práctica pages (20-30 min) 5. Practice Quizlet flashcards (10-15 min) 6. Go through the Conversación practices (20-30 min)

Saturday (or Day 6): 1. Practice Quizlet flashcards (10-15 min) 2. Double check the Unit Objectives (can you do all of the ¨I can...¨ statements?) and the Unit Repaso (can you answer all of the questions in the Comunicación section of the Review page?) (15-20 min) 3. Complete any summative assignments at the bottom of the module - ex: Bongo speaking activity (These assignments are meant to be completed after you've reviewed the information all week and are used to show what you know!), essays, discussion posts, etc. (time will vary)

Note: Remember that you are always free to meet with your teacher for extra help. Butler also has Spanish tutors - and it's ***free***! These two options would also be great things to incorporate into your study schedule as well.

Again, this is just an example schedule - create one of your own to fit your schedule. Remember this is a 5 credit hour class and face-to face classes have 5 hours of seat time listening and practicing Spanish ***in addition to*** studying at home and completing homework.

Research suggests that students should spend approximately **2-3 hours, per credit hour**, studying in order to be successful in their courses.

Don't try to cram the week´s lesson into a few hours at the end of the week. Make a habit of spreading out your studying habits to get more frequency. Watch the video below about the ¨Forgetting Curve¨ and how you must regularly reinforce vocabulary to be able to retain it.



What is the Forgetting Curve? By Growth Engineering

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0.4: Class Expectations

What does your teacher expect of you this semester?

4 Ps to be a successful Spanish student:

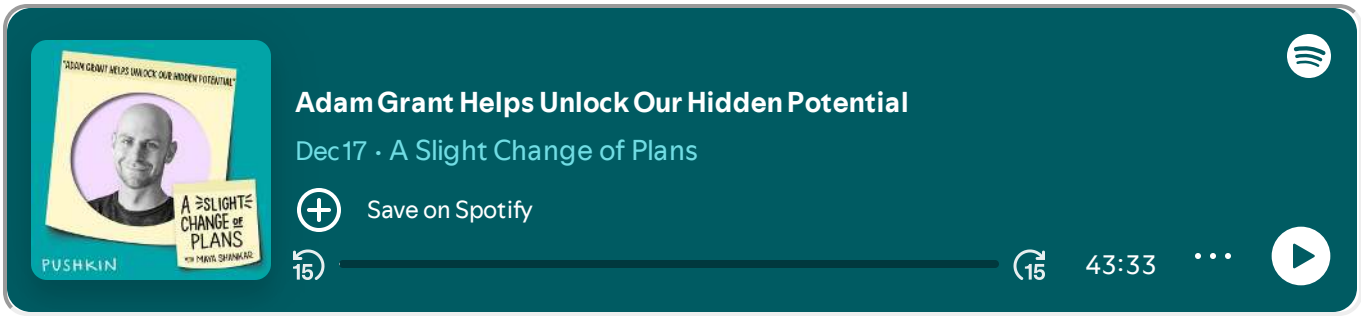
- **Presence**: You can't acquire Spanish if you're not present in class! For in-person classes, show up to class on time! For online classes, participate in discussion boards, attend your LinguaMeeting sessions, and complete the practice activities!
    - Don't try to cram the week's lesson into a few hours at the end of the week. Make a habit of spreading out your studying habits to get multiple repetitions with the language each week.
- **Participation**: ***Actively*** participate! You will get better at speaking Spanish the more you practice. Take every advantage in class to speak, listen, and use Spanish!
- **Proficiency**: Proficiency is the reward/consequence of Presence and Participation. If you're fully present and participating, you will see your proficiency increase. Even if you already have a high level of proficiency, there's always room for improvement!
- **Perseverance**: Learning a new language takes time, effort, and persistence. When you are confronted with a hard task or completely fail an exercise, don't give up! Ask for help! Try again! Keep at it!

Presence, Participation, and Perseverance will lead to Proficiency. ¡Sí se puede! *You can do it!*

Listen to the podcast ¨Adam Grant Helps Unlock Our Hidden Potential¨, where Maya Shankar, the host, and Adam Grant talk about unlocking potential. Start at 4 minutes, 28 seconds and end at 14 minute and 7 seconds for the language-specific content, but listen to the whole thing if you get the chance!

? Exercise:

- Adam talks about learning how to dive. Where can you see Presence, Participation, Perseverance, and Proficiency in his example?
- Maya talks about learning Mandarin. Where can you see Presence, Participation, Perseverance, and Proficiency in her example?



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0.4.0: Course Load Recommendations

Many students have to work while attending college and it is important not to become overwhelmed. Time is a main source of stress for today´s multitasking college students. Butler recommends the following course load scenarios:

Hours Working	College Credit Hours
40+	3
30-39	6
20-29	9
1-19	12 or more

**Information can be found in Butler´s Student Handbook.*

It is important that you are honest about the amount of things you can juggle in a semester. For every hour in class, Butler recommends that a student should have 3 hours available to study. This means that a student who is taking 12 credit hours should have 36 hours available for study each week. Attending school full time is the equivalent to having a full-time job.

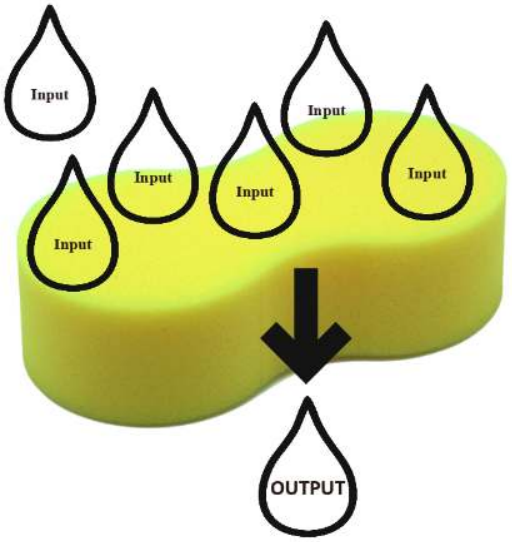
> FL107 is a 5 credit hour class. Based on the college´s course load recommendation, that means you should have 15 hours available for study each week.

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0.4.1: Growth Mindset

Having a growth mindset is important for any class you might be taking, but it´s especially important to have when learning a foreign language!

Language acquisition is a gradual process and you must learn to be patient during the process. You will need a lot of input in order to create some drops of output (speech or written language). The amount of effort and attention you towards in-class input activities (participation, attention, etc.) and at-home input activities (studying vocab, watching video lectures, etc.) all go towards your own personal output ability.



Explore the presentation below, reading through the information and watching any videos.

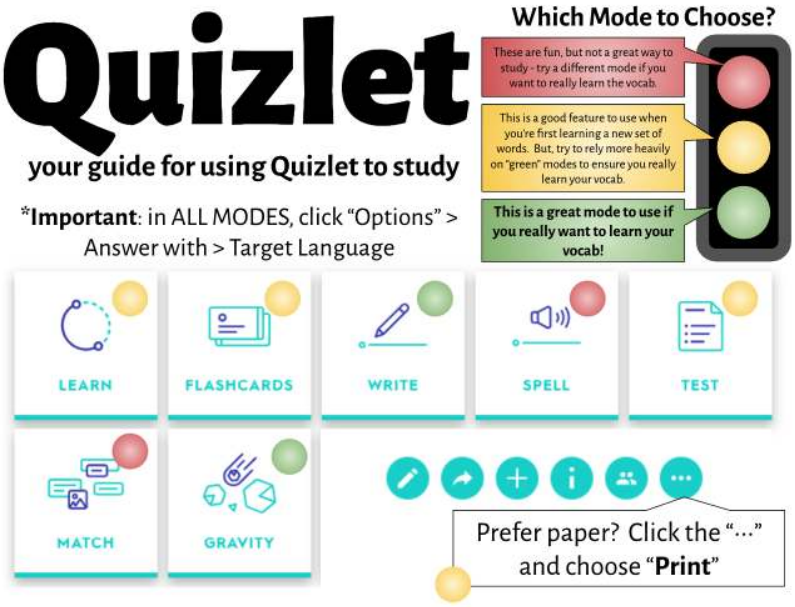
Sources:
Second Language Acquisition by Profesora Delgadillo

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0.4.2: Required Class Materials

Required Class Materials

1. OER Textbook - the textbook for this course is an Open Educational Resource, which means it is accessible right in Canvas! You won´t need to purchase any books for this course!
2. LinguaMeeting Account (Online Students only!)- LinguaMeeting is included in your student fees. You will receive a code from the Butler bookstore.
   - LinguaMeeting uses Zoom to talk with a native-speaking "coach". You are required to have working headphones and camera for all LinguaMeeting sessions.
3. Quizlet - Quizlet flashcards and review games are provided throughout the course. It is recommended to create a free account as Quizlet may ask you to sign in.



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0.4.3: Academic Honesty Policy (Use of Online Translators and Artificial Intelligence)

Academic Integrity

This is a Spanish course; therefore, a large portion of it will be taught in Spanish. To benefit from this course and to acquire a greater understanding of the language, students are expected to use Spanish as much as possible when interacting in the class.

Students are required to use their own abilities in any writing or speaking activity or assignment. Dictionaries are allowed (ie looking up single words), but online translators or generative artificial intelligence programs are not allowed (ie translating entire sentences or paragraphs or generating entire sentences or paragraphs).

Academic integrity is the development of knowledge and/or skills without any form of cheating or plagiarism. All Butler students, faculty, staff, and administrators are responsible for upholding academic integrity.

Examples of cheating include, but are not limited to:

- Giving, receiving, or using unauthorized help on individual and group academic exercises such as papers, quizzes, tests, and presentations through any delivery system in any learning environment
- Impersonating another student
- Sharing content without authorization
- Fabricating data
- Altering academic documents including records, with or without the use of personal and college electronic devices
- Utilizing an AI-content generator (such as ChatGPT), language translators (such as Google translate), or computer algebra systems (such as Photomath) to complete coursework without proper attribution or authorization

Examples of plagiarism include but are not limited to:

- Representing or turning in someone else's work without proper citation of the source
- Unacknowledged paraphrase, quotation, or complete use of someone else's work in any form
- Citing work that is not used
- Taking credit for a group project without contributing to it
- Permitting another person and/or organization to write or contribute to any portion of an assignment, which includes hiring a person or a company to author essays and drafts and/or other assignments (research-based or otherwise)
- Utilizing ChatGPT and/or other artificial intelligence without proper attribution or authorization
- Submitting the same written assignment for more than one class without securing prior permission from instructors
- Failing to cite oneself as a source when using work submitted in other assignments at Butler Community College or other educational institutions, including high school.

Faculty members have discretion in handling student violations of the academic integrity policy, but faculty members must consult with their deans or administrators prior to removing a student from a course. Faculty members must inform students of violations and their consequences in writing. Students who violate the academic integrity policy will sustain academic consequences set by faculty members.

The consequences may include, but are not limited to, any of the following actions and may be imposed in any order or sequence:

1. A warning.
2. A zero or failing grade on the academic exercise with repetition of the exercise allowed for reduced or the same amount of original credit.
3. A zero or failing grade on the exercise with no repetition allowed.
4. A failing grade in the course and removal from it.
5. Students who violate the academic integrity policy are also subject to administrative consequences, which may include, but are not limited to:
    1. Reduction or cancellation of a college scholarship.
    2. Suspension from college activities.
    3. Being barred from the course and/or program for a set time.

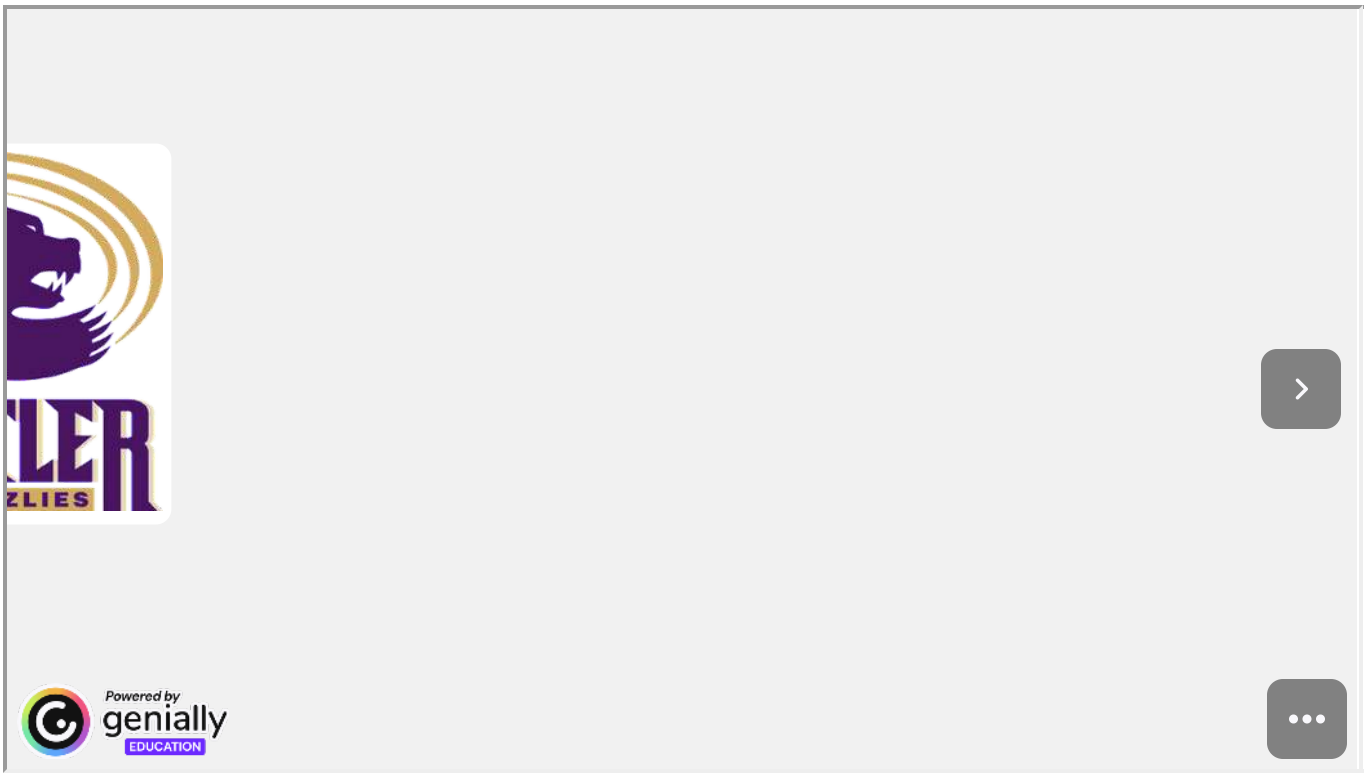
4. Being barred from the course and/or program permanently.
5. Suspension from the college for a set time.
6. Expulsion from the college.

Students will be informed of administrative consequences in writing. Students have the right to appeal any decision or disciplinary action as outlined in the Academic Appeal Process.

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0.5: Class Resources

There are a lot of resources available to you as a Butler student! Take a look at the educational resources on page 1 and the health and financial resources on page 2.



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0.5.0: Using Accents Online and the Spanish Keyboard

Accents are important! They help you pronounce words, placing the stress of the word on the proper syllable. Sometimes, having (or not having) an accent can change the entire meaning of a word! Make sure you are familiar with how to use accents on the device you will be using this semester!

There are several different ways to type an accent mark using your device:

1. To type accents in Spanish on the computer, check out this website and locate the instructions for the device(s) you will be using most this semester: https://studyspanish.com/typing-spanish-accents
2. If you use Google Chrome as a web browser, there are various Spanish accent extensions you can add in the Chrome Store.
3. You can download an international/Spanish keyboard on your computer. If you choose to download the keyboard, follow the directions for your device(s) on the following website. Once you have properly downloaded the Spanish keyboard, you may toggle on the Spanish keyboard to type accents.

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0.5.1: Viewing Instructor Feedback

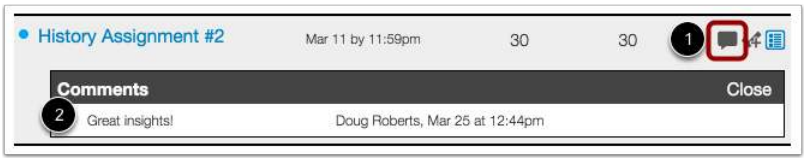
View Instructor Comments

Your instructors may be leaving comments on your assignment submissions either as overall comments or annotations. To access these in Canvas, follow the instructions below.

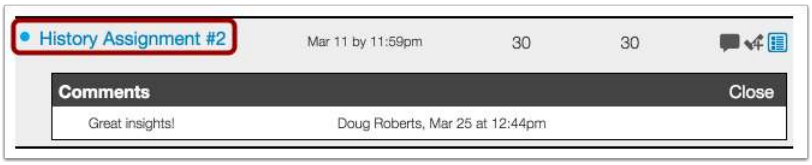
1. Go to the desired course.
2. Click on **Grades.**



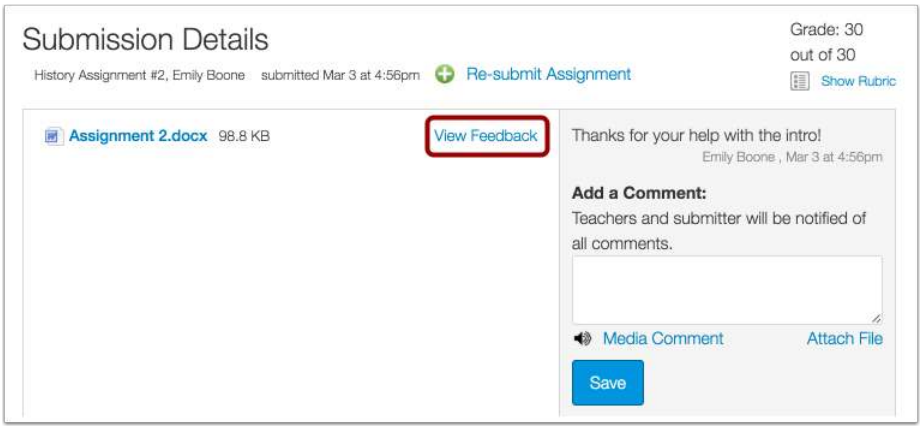
3. Find the assignment in the list. To view overall comments, click on the **comment icon** [1]. This will show you the overall comments underneath the assignment title [2]. You can also view these comments by clicking on the Assignment Title.



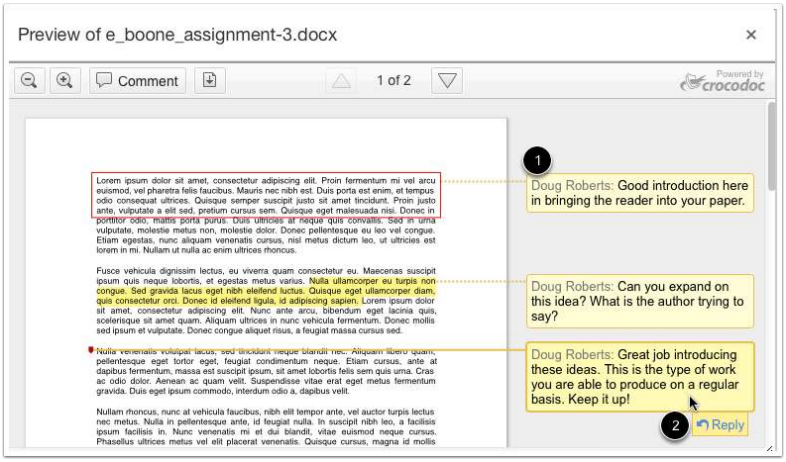
4. To view annotations, click on the **Assignment Title**.



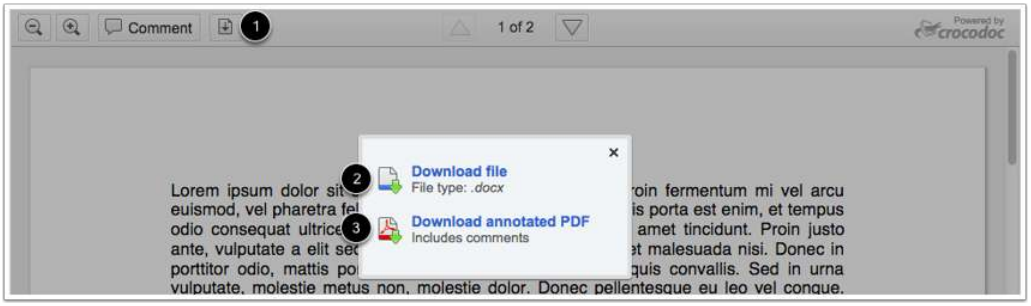
5. Click on **View Feedback**.



6. View the annotated comments from your instructor [1]. To reply to a comment, hover over the comment and click the **Reply** button [2].



7. To download the annotated comments, click on the **Download icon** [1]. Then choose to download the original file [2], which is the original submission without your comments, or the **annotated PDF file [3]**, which will show all your comments and/or annotations.



8. **To view the comments on the annotated pdf, you must open it using Adobe Reader. If you just click on the downloaded document in your browser, the comments will not show.**

Open Adobe Reader on your computer first, then select the File > Open button and find the annotated pdf you just downloaded.

Additional Instructions

How do I view assignment comments from my instructor?

How do I view assignment feedback/annotations that my instructor made on my paper?

Works Cited:

'View Instructor Comments." *Canvas Student Orientation Course*, ursinus.instructure.com/courses/2839/pages/view-instructor-comments?module_item_id=87880. Accessed 23 July 2024.

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0.5.2: "What If" Score using Canvas Grade Book

This video shows you how to use the "What If" scores feature in the Canvas grade book so you can calculate grades if you get X% on your final or X% grade on a particular assignment. This feature does the math for you with the different class categories weighted correctly.



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0.5.3: Quizlet Course Links

FL107 Quizlet Course Links

1.1 A conocernos

1.2 Subjct pronouns and ¨Ser¨

1.3 Question Words

1.5 Los números 0 a 30

2.1 Vocabulario: Somo estudiantes universitarios

2.4 Los verbos de AR

2.5 El calendario

2.6 La hora

3.1 La familia

3.2 Adjetivos descriptivos

3.3 Adjetivos posesivos

3.4 Los verbos de ER/IR

3.5 Los números del 30 al 100

4.1 La casa

4.2 Los quehaceres

4.4 Los números de 100 a 1,000,000

4.5 Verbos irregulares en la forma ¨yo¨

4.6 Las preposiciones

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CHAPTER OVERVIEW

1: Unidad 1 - Los saludos y despedidas

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1.1: En contexto- Los saludos y las despedidas
1.1.0: Vocabulario
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1.5.1: Pronunciación
1.5.2: Práctica
1.5.3: Conversación
1.6: Unidad 1 Repaso

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1.0: Unidad 1 Objetivos



Photo made with Adobe Firefly

Objetivos en este módulo

Comunicación

*In this instructional module, you will learn how to…*1.1 Introduce yourself

- 1.1 Greet friends and people you don't know very well
- 1.2 Provide some personal information (e.g., your name, country/city of origin)
- 1.3 Ask simple questions
- 1.4 Spell names and words in Spanish (the alphabet)
- 1.4 Pronounce Spanish consonants and vowels
- 1.5 Use numbers 0 - 30 to talk about quantities

Lengua

- 1.2 Subject pronouns
- 1.2 The present tense of the verb ser
- 1.3 Question words
- 1.5 The present tense of the verb haber

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1.1: En contexto- Los saludos y las despedidas

Learning Objectives

- Introduce yourself
- Greet friends and people you don't know very well

A leer y escuchar:

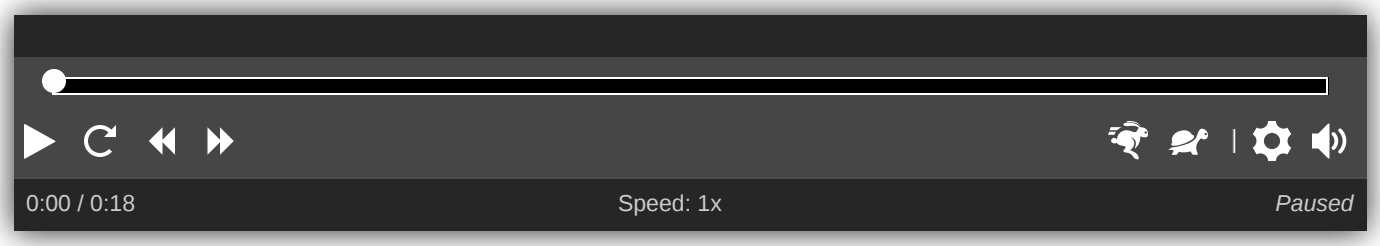
In this section, we will learn how to greet friends and family members, and people we may not know very well. Think about how you greet people in English. Do you use different expressions depending on who the person is? What social cues (e.g., age) do you rely on? Do you think greetings in English differ from greetings in Spanish? Let's have a look… Pay attention to the following conversations and see if you can notice some social patterns.

Situación 1



Attribution: Public domain

Rosy and her boyfriend Ramón are having lunch with Rosy's mother. Ramón and Rosy's mother are meeting for the first time.



Rosy: ¡Hola, mamá! ¿Cómo estás?

Mamá de Rosy: ¡Hola, hijita! Bastante bien, gracias. ¿Y tú?

Rosy: Muy bien, gracias. Mami, este es mi novio. [Rosy looks at her boyfriend.]

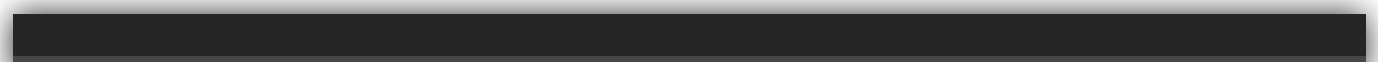
Mamá de Rosy: Buenos días, joven. ¿Cuál es su nombre?

Ramón: Buenos días, Señora González. Me llamo Ramón. Mucho gusto.

Mamá de Rosy: El gusto es mío, Ramón.

Situación 2

Mariana and Kareza are students at Butler and are very good friends. Mariana is with her new friend Jessica. On their way to class, they see Mariana's good friend Kareza. Kareza and Jessica meet for the first time.



0:00 / 0:21 Speed: 1x *Paused*

Kareza: ¡Mariana! ¿Qué tal la clase de español con la Señorita Ribota?

Mariana: Hola, Kareza. Muy bien. La clase es interesante.

Jessica: ¡Howdy! Soy Jessica. ¿Y tú? ¿Cómo te llamas?

Kareza: Mi nombre es Kareza. Mucho gusto.

Jessica: Encantada. Y, ¿de dónde eres?

Kareza: Soy de Houston. ¿Y tú?

Jessica: Yo soy de Laredo.

Mariana: OK, chicas. ¡Vamos que llegamos tarde a clase! (Come on! We'll be late for class)

Antes de continuar:

As the previous dialogues show, in the Spanish-speaking world, when you greet someone or you introduce yourself, there are two types of situations: formal and informal. In order to use socially-appropriate forms, it is important to know the difference between the expressions and structures you need in these two types of situations. Let's have a look…

Definition: Informal Greetings

- Introductions in an informal situation: When you meet someone who is your same age or younger than you, you can ask these questions:
  - To ask someone's name: *¿Cuál es tu nombre? / ¿Cómo te llamas?*
  - To ask where someone is from: *¿De dónde eres?*

Definition: Formal Greetings

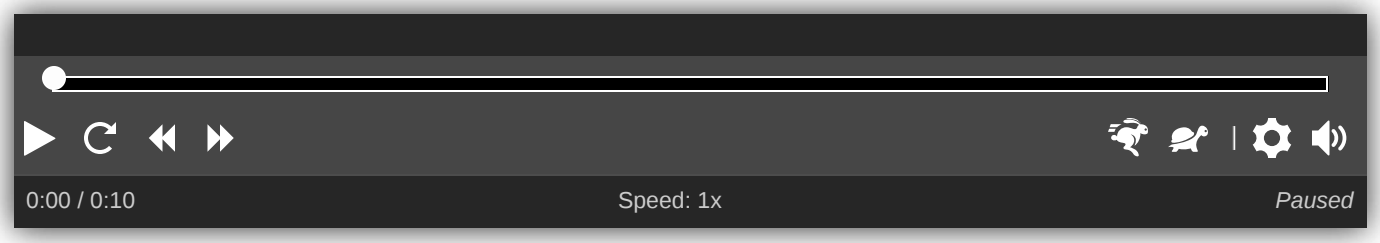
- Introductions in a formal situation:
  - When you meet someone who is older than you or you are in a professional situation, you can ask these questions:
    - To ask someone's name: *¿Cuál es su nombre? / ¿Cómo se llama?*
    - To ask where someone is from: *¿De dónde es usted?*

Situación 3



Attribution: Public Domain

Dr. Suárez and Dr. Campos are new colleagues at Butler and will both be teaching Spanish courses this semester. They introduce themselves.



Dr. Suárez: Buenas tardes, Doctora Campos. ¿Cómo está usted?

Dra. Campos: Bien, gracias. ¿Y usted?

Dr. Suárez: Bastante bien. ¿De dónde es usted?

Dra. Campos: Soy de Perú. ¿Y usted?

Dr. Suárez: Yo soy de Puerto Rico.

¿Comprendiste?

The objective of this section is to check for your understanding of the dialogues/texts presented in each of the modules. This section helps you analyze critically and appropriately the multimodal text presented.

? Exercise A

Is Situación 1 *formal* or *informal*? How can you tell whether the conversation is *formal* or *informal*? What expressions led you to this conclusion? Would you have changed the register in this situation? Why or why not?

Answer

Rosy and her mom are informal with each other - you probably are informal with your family members as well! Notice the phrases ¨¿Cómo estás?¨ and ¨¿Y tú?.

Ramón and Rosy´s mom are formal with each other - this is the first time they are meeting. Notice the phrases ¨su¨ and ¨Señora¨.

? Exercise B

Situación 2: Why is the conversation informal when Jessica and Kareza meet for the first time? What does this tell you about the use of *informal* expressions in Spanish? What are the similarities and differences between this exchange and the one that you would have had in English?

Answer

Jessica and Kareza are peers - they are both college students. When you meet someone who is your same age or younger than you, you can use informal expressions.

? Exercise C

Compare Situación 2 and Situación 3 and write a few examples of *formal* and *informal* greetings. Why did Dr. Suarez and Dr. Campos use a different register than Kareza and Jessica?

Answer

- ***Informal greetings***: ¿Qué tal...?, ¿Y tú?, ¿Cómo te llamas?, ¿De dónde eres?

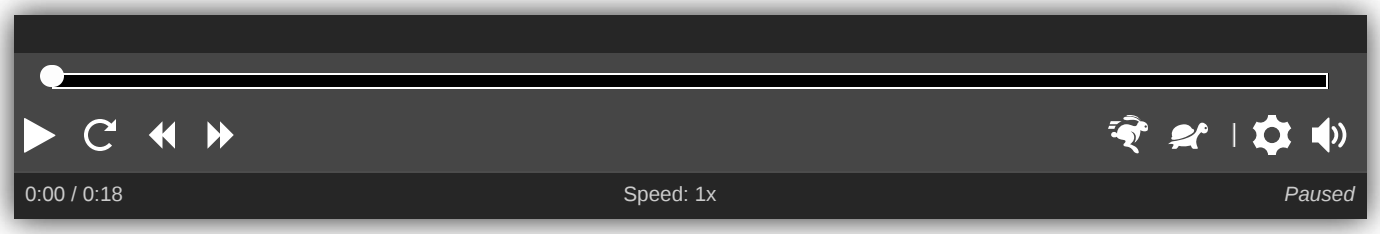
- ***Formal greetings***: Doctora, ¿Cómo está usted?, ¿Y usted?, ¿De dónde es usted?
- Dr. Suarez and Dr. Campos used a formal register because they were in a professional setting.

Based on your newly-gained knowledge, what are some ways you can tell a conversation will be formal or informal? What social cues are important?

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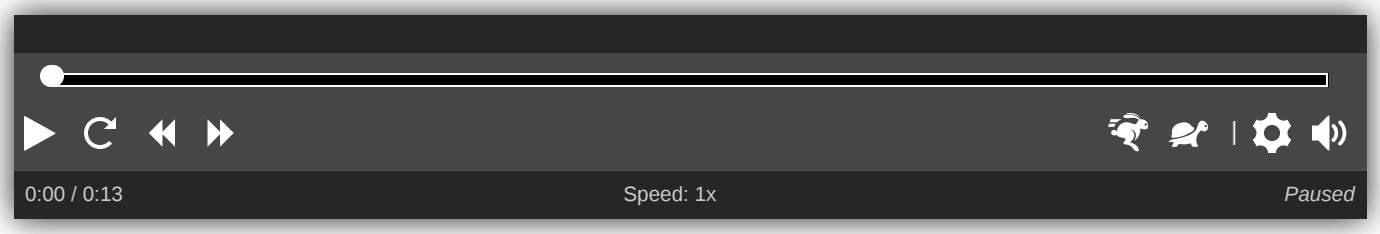
1.1.0: Vocabulario

Saludamos (We greet people)



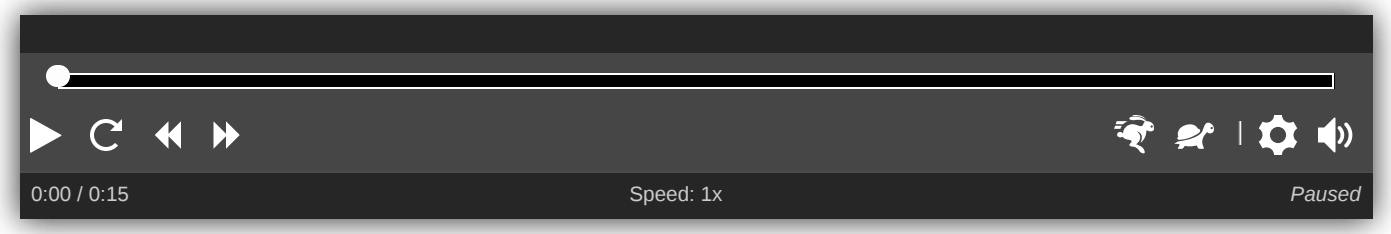
Buenos días.	Good morning.
Buenas tardes.	Good afternoon.
Buenas noches.	Good evening / night.
¡Hola!	Hi! / Hello! (*informal*)
¿Qué tal?	What's up? (*informal*)
¿Qué hay de nuevo?	What's new? (*informal*)
¿Cómo te va?	How's it going?
¿Cómo estás?	How are you? (*informal*)
¿Cómo está usted?	How are you? (*formal*)

Contestamos los saludos (We answer people's greetings)



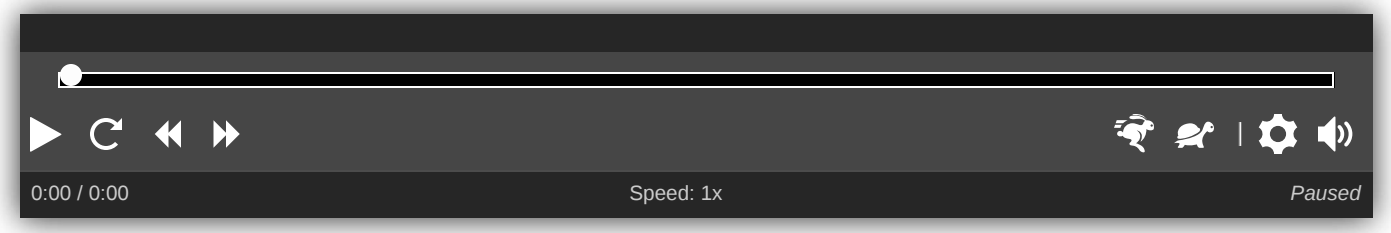
(Muy) Bien, gracias.	(Very) well, thanks.
Bastante bien, gracias.	Pretty well, thanks.
Más o menos.	So-so
¿Y tú?	And you? (*informal*)
¿Y usted?	And you? (*formal*)

Nos despedimos (We say goodbye)



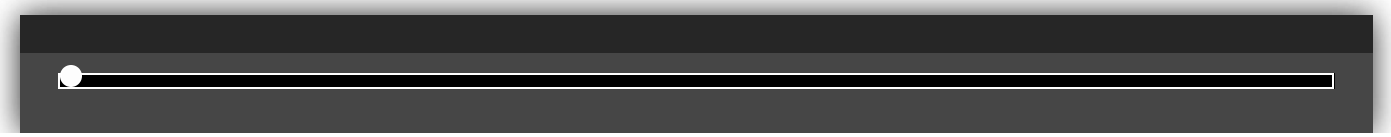
Chau.	Bye! (*informal*)
Adiós.	Goodbye.
Hasta luego.	See you later.
Hasta mañana.	See you tomorrow.
Hasta pronto.	See you soon.
Buenas noches.	Good night.
Nos vemos.	See you later.

Conocemos a la gente (We get to know people)



¿Cómo te llamas?	What's your name? (*informal*)
¿Cómo se llama usted?	What's your name? (*formal*)
¿Cuál es tu nombre?	What's your name? (*informal*)
¿De dónde eres?	Where are you from? (*informal*)
¿De dónde es usted?	Where are you from? (*formal*)

Nos presentamos (We introduce ourselves)



0:00 / 0:00 Speed: 1x Paused

Me llamo _____. / Mi nombre es _____.	My name is…
(Yo) Soy…	I am…
(Yo) Soy de…	I'm from
Mucho gusto.	Nice to meet you.
El gusto es mío. / Igualmente.	The pleasure is mine. / Likewise.
Encantado/a.	Nice to meet you.

Remember that at your current novice proficiency level, there are lots of memorized words and phrases. Use the following ¨Chat Mats¨ to help you as you memorize vocabulary chunks!



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1.1.1: Pronunciación

Pronunciación 1

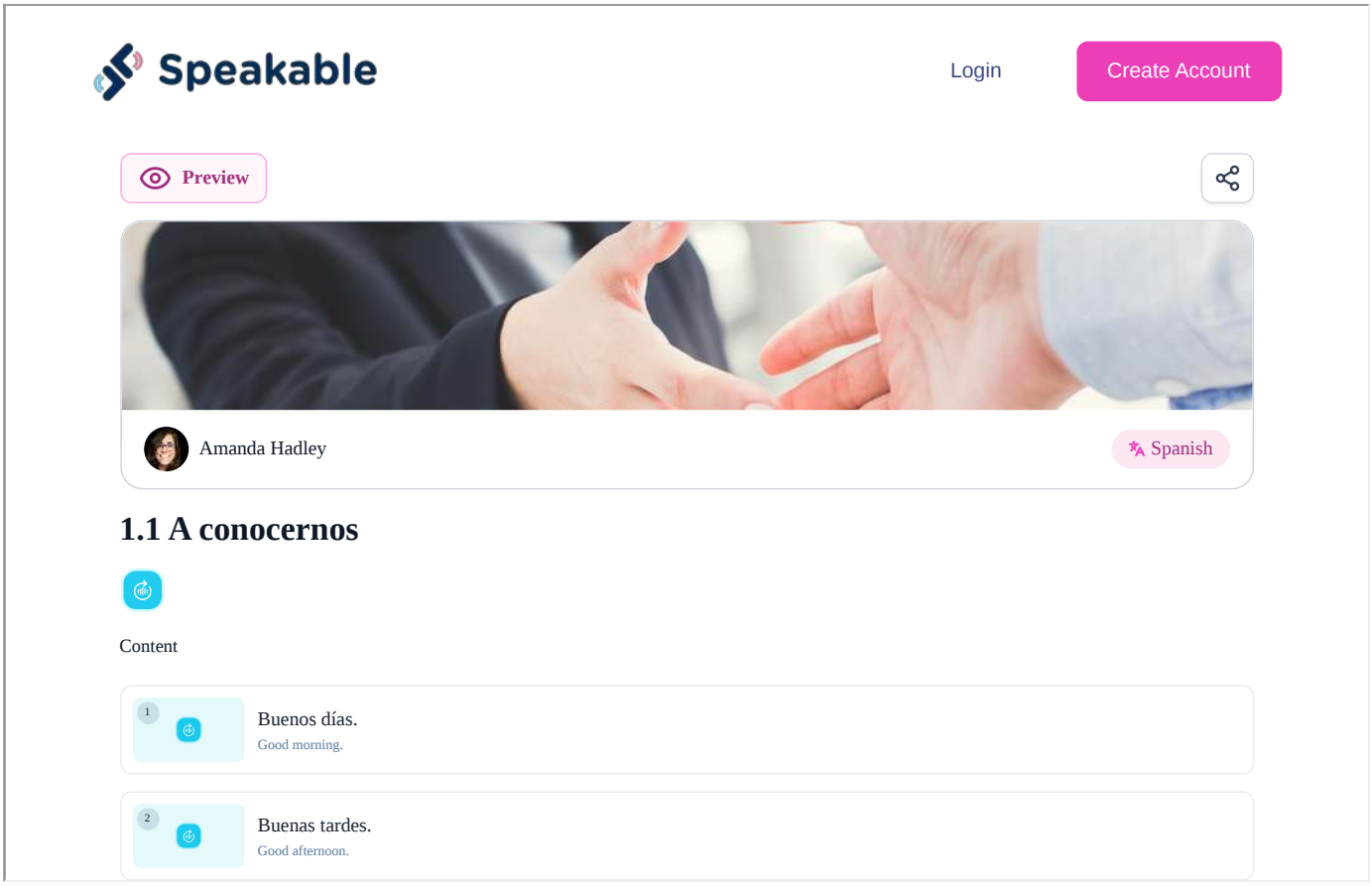
Access Quizlet Flashcards here.

Pronunciación 2

Pronunciación 3



Pronunciación 4



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1.1.2: Práctica

Práctica 1

At the Languages Department in your university, you overhear a conversation between two new students that are getting out of a class. From the word bank, choose the correct expression to show what was said or asked based on the responses given. Remember that students probably used the informal forms of address.

Y usted **Nos vemos** **Cómo te llamas** **Cómo se llama usted** **De dónde es**

Cómo está usted **Y tú** **De dónde eres** **Cómo estás**

Matías: Hola, ¿ [ ] ? Mucho gusto. Soy Matías.

Liliana: Igualmente. Me llamo Liliana. ¿ [ ] ?

Matías: Muy bien, gracias. ¿ [ ] ?

Liliana: Pues soy de Cienfuegos, Cuba, ¿ [ ] ?

Matías: ¡No me digas! (*You don't say!*) Mi mamá es de Cuba, de la Habana, pero yo soy de Fort Worth, Texas.

Liliana: ¡Qué bien, Matías! Encantada de conocerte. ¡ [ ] !

Matías: Adiós, Liliana. Nos vemos mañana en clase.

Práctica 2

Choose the most appropriate answer to complete the sentence.

Señor Sánchez: Buenos días.

Señor Ramírez: Buenos días, _____ Martín Ramírez.

("cómo se llama", "me llamo", "mi nombre", "te llamas")

Señor Sánchez: Mucho gusto, me llamo Pedro Sánchez.

Señor Ramírez: _____.

("¿Cómo estás?", "Buenos días", "El gusto es mío", "¿De dónde eres?")

Check

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Práctica 3

Fill in the blanks with the appropriate word(s) from the vocabulary list.

Rasima: Hola, Clarissa. Te presento a mi amiga, Felipa.

Clarissa: (Shaking hands with Felipa) _____. (Nice to meet you)

Check

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Choose the appropriate response to each audio. Copy and paste from the options given.

"Muy bien, ¡gracias! ¿Y tú?", "Me llamo Marcos.", "Soy de Lima Perú." or "Igualmente."

"Bien, ¡gracias! ¿Y usted?", "Igualmente, ¡gracias!", "Encantada, ¡gracias!" or "Muy bien, ¡gracias! ¿Y tú?"

"No muy bien. Muy mal.", "Me llamo Marta.", "Igualmente, ¡gracias!" or "Mucho gusto."

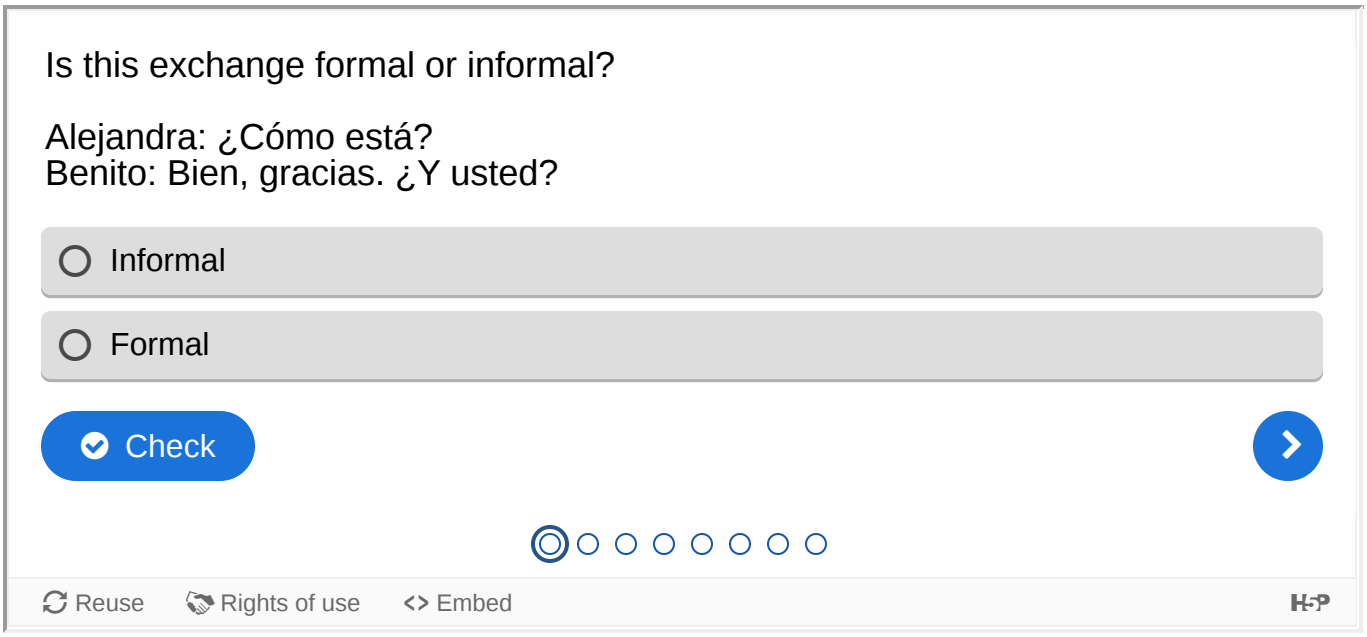
"Este es Keiko.", "Me llamo Jada.", "Soy de España." or "Muy bien."

"Me llamo Nikolai.", "Esta es Julia.", "Muy bien." or "Soy de Puerto Rico."

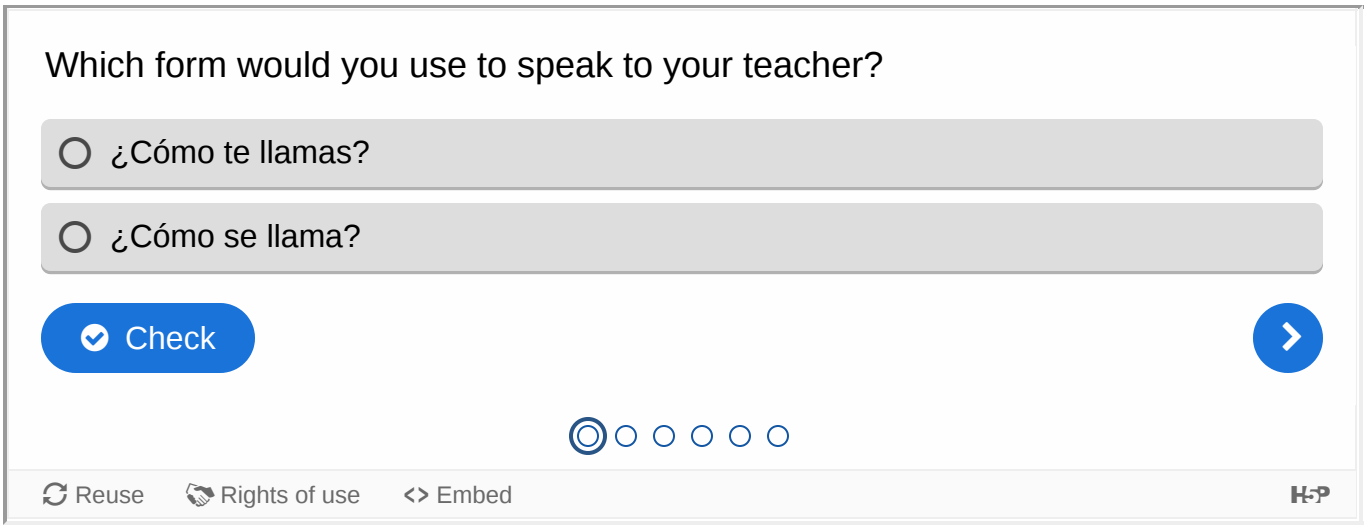
"¡Nos vemos!", "Te presento a Roberto.", "El gusto es mío" or "Muy bien, ¡gracias! ¿Y tú?"

"Bien, gracias. ¿Y usted?", "Mi nombre es Ana.", "¡Chao!" or "¿De dónde eres?"

Práctica 5



Práctica 6



1.7: Ejercicios- ¡Bienvenidos a la clase! by Erica Brown, Alejandra Escudero, María Cristina Montoya, & Elizabeth Small (OER SUNY) / License: CC BY 4.0 Attribution 4.0 International (CC BY)

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1.1.3: Conversación

Preparación comunicativa 1

Paso 1. Have a look at the following situations, and decide whether you would use a formal or informal register. Justify your answers. In some case, both registers would be appropriate. Explain why.

1. Two strangers holding a conversation on the street.
2. A patient talking with their doctor.
3. You are being interviewed for a new job by your future employer.
4. A young boy is having a conversation with his best friend.
5. A father is talking with his daughter/son.
6. Two neighbors are talking to each other.

Paso 2. With a classmate, create short dialogues for each of the situations in **Paso 1**. Use **Situations 1-3** and the information in **tu vocabulario** as guidance (e.g., imagine that people are greeting each other and/or introducing themselves for the first time).

Preparación comunicativa 2

Paso 1. Look at the image below and, with a classmate, create two different dialogues: Introductions (meeting for the first time) and greetings (having already met and seeing each other again). Use **Situations 1-3** and the information in the **vocabulario** as guidance.



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Paso 2. What register did you choose for your conversation? Why? Is this the same way you greet your friends? What other expressions can you use in Spanish? Are your classmates' dialogues similar to yours?

Preparación comunicativa 3

In this section, you will apply what you've learned so far to communicate with your peers.

Conversación 1. Imagine that you and your classmate meet on campus. Greet each other using the informal forms. Ask each other how you are doing. Conclude the conversation with a goodbye.

Conversación 2. You are meeting your instructor on the first day of class. **Estudiante 1** (*Student 1*) will play the role of the student and **Estudiante 2** (*Student 2*) will be the instructor. Greet each other using formal and/or informal forms, depending on your role. Make sure you:

1. ask the other person how they are doing;
2. introduce yourself;
3. say where you are from and answer each other's questions.

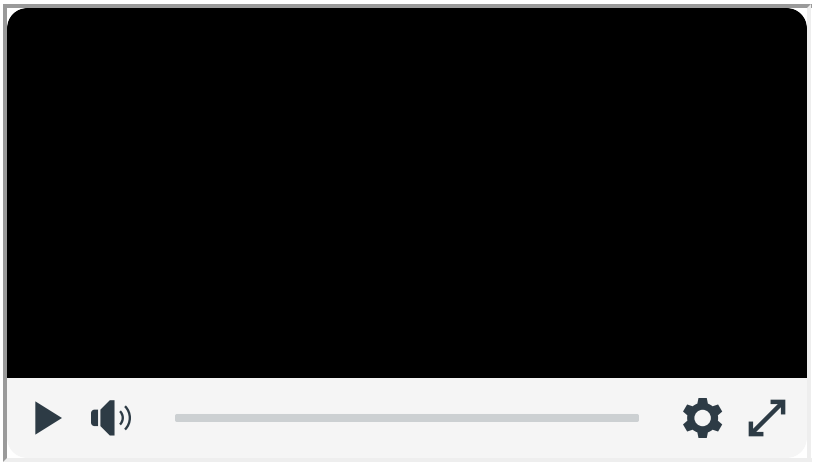
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1.2: En contexto- Describing yourself and others using "ser"

Learning Objectives

- Subject pronouns
- The present tense of the verb ser
- Provide some personal information (e.g., your name, country/city of origin)

Marlenie is a university student in Texas. Here she introduces herself and her favorite building on her campus.



Transcripto: ¡Hola! ***Yo soy*** *Marlenie.* ***Yo soy*** *tu guía (your guide).* ***Yo soy*** *tu compañera en la clase de español. Este* ***es*** *el edificio (building) académico.*

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¿Comprendiste? *Did you understand?*

Exercise A

In the video above, how does Marlenie introduce herself?

1. Mi nombre es Marlenie.
2. Es un edificio.
3. Yo soy Marlenie.

Answer

Yo soy Marlenie.

Exercise B

Using the video and transcript, fill in the chart with the missing information.

Using the verb "ser"

Subject	Yo (I)	Tú (You, informal)	Él/Ella; Usted (He/She; You, formal; it)	Nosotros/Nosotras (We)	Ellos/Ellas; Ustedes (They; You all)
ser (to be)		**eres**		**somos**	**son**

Answer

Using the verb "ser"

Subject	Yo (I)	Tú (You, informal)	Él/Ella; Usted (He/She; You, formal; it)	Nosotros/Nosotras (We)	Ellos/Ellas; Ustedes (They; You all)
ser (to be)	**soy**	**eres**	**es**	**somos**	**son**

Exercise C

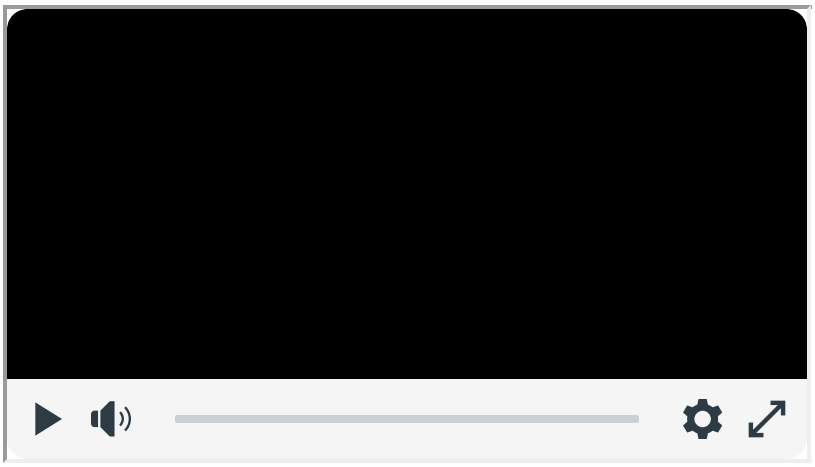
Based on what you have just seen, *ser* means _____. *Soy* means _____.

Answer

Ser means ¨to be¨. *Soy* means ¨I am¨.

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1.2.0: Gramática



Transcripto: ¡Hola! **Yo soy** Marlenie. **Yo soy** tu guía (*your guide*). **Yo soy** tu compañera en la clase de español. Este **es** el edificio (*building*) académico.

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In the video of Marlenie, you heard that she uses the verb **ser** in the first person to talk about herself. A **verb** is a word that describes an action (e.g., write, eat, etc.) or a state of being (e.g., feel, is, etc.). In Spanish, verbs have different forms, **conjugaciones** (conjugations), depending on who or what is doing an action, which are called the subjects of the verb. A subject can be expressed through a **noun** (a person, animal, or thing; e.g., Sean, Marlenie, the dog, the car, etc.) or a **pronoun** (e.g., I, he, they, etc.). The pronouns that indicate who is doing an action are called subject pronouns.

Definition: Verb

A **verb** is a word that describes an action (e.g., write, eat, etc.) or a state of being (e.g., feel, is, etc.).

Definition: Noun

A **noun** is a person, animal, or thing; (e.g., Sean, Marlenie, the dog, the car, etc.).

Definition: Pronoun

A pronoun is a word that replaces a noun in a sentence to avoid repetition. (e.g., I, he, she, they, etc.)

Subject pronouns in Spanish are both similar to and different from English. For example, like in English, subject pronouns have singular and plural forms, but, unlike English, some of the pronouns have gender (feminine and masculine).

¡Ojo!

Some of the Spanish pronouns have gender (feminine and masculine). The pronoun you use will need to match according to the **gender of the noun.**

Have a look at this table and compare subject pronouns in both languages. What other similarities/differences do you notice?

Subject Pronouns in Spanish and English

Number	Subject pronouns in Spanish	Subject pronouns in English
Singular	yo	*I*
	tú	*you* (informal)
	vos	*you* (informal). Used predominantly in Argentina and Uruguay, but also in other South and Central American countries. More information: http://bit.ly/PronombreVos
	usted/Ud.	*you* (formal)
	él/ella	*he/she*
Plural	nosotros (masc.)/nosotras (fem.)	*we*
	vosotros (masc.)/vosotras (fem.)	*you* (plural; informal–only used in Spain)
	ustedes/Uds.	*you* (plural: Both informal and formal in Latin America; formal in Spain)
	ellos (masc.)/ellas (fem.)	*they*

One important difference between Spanish and English is that, while subject pronouns are obligatory in English, ***they are optional*** in Spanish unless there is ambiguity with respect to who is doing the action, or you want to emphasize the subject. Why do you think this is the case? Have a look at the next table. Pay attention to the different **conjugaciones** (conjugations) of **ser**. What do you notice?

Subject Pronouns and the verb "ser"

Number	Subject Pronoun	Forms of “ser”	
Singular	yo	soy	*I am*
	tú	eres	*you are* (informal)
	vos	sos	*you are* (informal). Used predominantly in Argentina and Uruguay, but also in other South and Central American countries. More information: http://bit.ly/PronombreVos
	usted/Ud.	es	*you are* (formal)
	él/ella	es	*he/she is*
Plural	nosotros (masc.) / nosotras (fem.)	somos	*we are*
	vosotros (masc.) / vosotras (fem.)	sois	*you are* (plural; informal--used only in Spain).
	ustedes/Uds.	son	*you are* (plural; Both informal and formal in Latin America; formal in Spain).
	ellos (masc.) / ellas (fem.)	son	*they are*

Key concept: Ser

You can use these forms of the verb **ser** (*to be*) to introduce and describe yourself (what you are like, where you are from) and others, and also to describe things/animals/places.

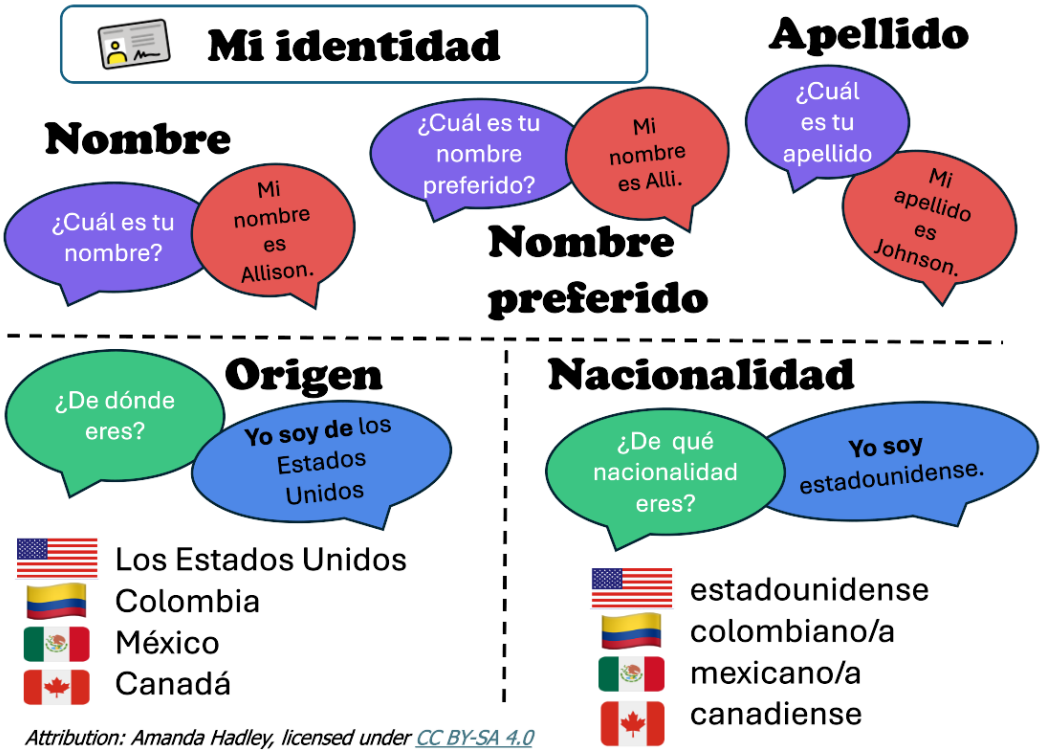
- To describe yourself: SER conjugation + adjective
- To say where you are from: SER conjugation + de + place

- Efraín **es** carismático y **(él) es** de Wichita, Kansas.
- **Ellas son** Bailey y Carolina y **(ellas) son** responsables y estudiosas.

If you want to use **ser** in a negative sentence, it is super easy! Just place the word **no** before the conjugated verb:

- Efraín **no es** carismático. **No es** de Wichita.
- Bailey y Carolina **no son responsables.**

Use this chat mat as you converse with others:



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Check your understanding!

It is the first day of class. What are these students talking about? Complete the dialogue with the correct conjugation of the verb "ser."

Mckenzie: Daniel, te presento a Ramón. Ramón _____ nuevo (new) en la universidad.

Daniel: Hola, Ramón. ¿De dónde _____ ?

Ramón: Yo _____ de Guatemala. Y ustedes, ¿ _____ de aquí (from here)?

Daniel: No, yo no _____ de aquí. Yo _____ de Tamaulipas, México.

Ramón: Mackenzie, ¿de dónde _____ tú?

Mckenzie: Pues yo _____ de Houston.

Ramón: ¡Mi compañero de cuarto (roommate) _____ de Houston también!

Daniel: Y la profesora, ¿de dónde _____ ?

Mckenzie: Ella _____ de San Antonio.

Ramón: ¡Qué bien! San Antonio _____ mi ciudad favorita.

Check

Sugerencia:

If you want to learn more about **ser** and **subject pronouns**, you can consult the following pages:

- **Subject Pronouns:** http://bit.ly/SubjectPron
- **Ser:** http://bit.ly/VerboSer

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1.2.1: Pronunciación

Pronunciación 1

Pronunciación 2

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Spanish

1.2 Subject Pronouns and SER

Content

1 yo soy
I am

2 tú eres
you are (informal)

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1.2.2: Práctica

Práctica 1



Práctica 2

It is the first day of class. What are these students talking about? Complete the dialogue with the correct conjugation of the verb "ser."

Mckenzie: Daniel, te presento a Ramón. Ramón _____ nuevo (new) en la universidad.

Daniel: Hola, Ramón. ¿De dónde _____ ?

Ramón: Yo _____ de Guatemala. Y ustedes, ¿ _____ de aquí (from here)?

Daniel: No, yo no _____ de aquí. Yo _____ de Tamaulipas, México.

Ramón: Mackenzie, ¿de dónde _____ tú?

Mckenzie: Pues yo _____ de Houston.

Ramón: ¡Mi compañero de cuarto (roommate) _____ de Houston también!

Daniel: Y la profesora, ¿de dónde _____ ?

Mckenzie: Ella _____ de San Antonio.

Ramón: ¡Qué bien! San Antonio _____ mi ciudad favorita.

Check

Práctica 3

Práctica 4

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Fill in the blanks

¡Hola! Nosotras _____ Carolina y María.

Yo _____ de Colombia.

Farah _____ de Alemania.

Nosotras _____ amigas de la universidad.

Farah _____ una estudiante muy buena.

El papá de Farah _____ profesor en nuestra universidad.

Él _____ muy simpático.

Sus clases _____ muy interesantes pero también muy difíciles.

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2.13: Ejercicios- Los pronombres de sujeto / El verbo ser by Erica Brown, Alejandra Escudero, María Cristina Montoya, & Elizabeth Small (OER SUNY) / License: CC BY 4.0 Attribution 4.0 International (CC BY)

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1.2.3: Conversación

Preparación comunicativa 1: A describirnos *(Let's describe ourselves)*

Can you introduce yourself? Can you describe yourself and your classmates? Well, you already know how the verb **ser** works. Let's now help you with some easy words you can use. These are forms that are very similar in English and Spanish. They are called **cognados** (*cognates*). You will encounter cognados throughout this textbook. These are your first tools for communication. Here are some examples:

Cognates

inteligente	**elegante**	**optimista**
paciente	**pesimista**	**admirable**
interesante	**responsable**	**independiente**
importante	**sentimental**	**materialista**
flexible	**liberal**	**arrogante**
idealista	**tolerante**	**rebelde**
extravagante	**informal**	**realista**

Paso 1. Try to describe yourself like Marlenie did. Find a classmate that you haven't met yet. First, greet them, and introduce yourself (remember to also use the expressions you learned in el vocabulario.

Paso 2. Next, say what you, your instructor, and your classmates (**mis compañeros**) are like. Use different cognates for each description.

¡Ojo! (*Pay attention!*)

In Spanish, adjectives have number, so, if you are talking about your classmates in the plural, you need to add an "s" to the words above (e.g., pacientes).

Preparación comunicativa 2: ¿De dónde son?

Talk with a partner to figure out the origen of each person.

Modelo

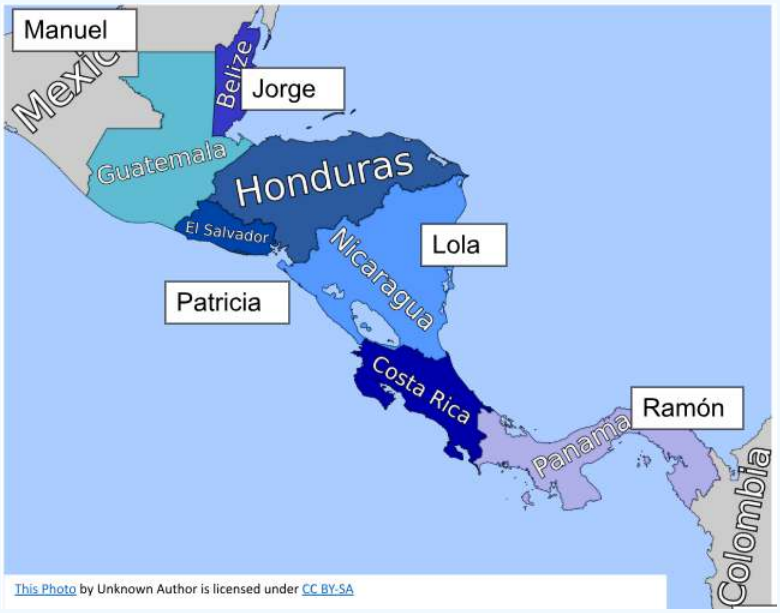
Estudiante 1: ¿De dónde es Jorge?

Estudiante 2: Es de Belize.

Estudiante 1

Nombre	País
Jorge	***Belice***
Óscar	
Victoria	
Karina	
Tomás	

Click here to see Student 1´s information



Estudiante 2

Nombre	País
Jorge	***Belice***
Manuel	
Lola	
Ramón	
Patricia	

Click here to see Student 2´s information



Attribution: Averigua: ¿De dónde son? by Community College of Baltimore County is licensed under CC BY-NC 4.0

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Preparación comunicativa 3: Más sobre mí… (*More about me…*)

Paso 1. This activity will allow you to talk about more aspects of your ideas, personality, and interests. You will first develop some ideas using the verb **ser** and **los cognados** we learned in the previous activity and some others that we give you below. Prepare some ideas. Complete the sentences with the appropriate form of the verb **ser** and the words necessary to convey your meaning.

Modelos:

Mis lugares (places) favoritos… *Mis lugares favoritos son Wichita y San Antonio.*

Mi hombre (man)/mujer (woman) ideal… *Mi hombre/mujer ideal es inteligente*.

Más cognados: profesión, estudiante, actor, artista, atleta, extrovertido (masc.), extrovertida (fem.), honesto (masc.), honesta (fem.), generoso (masc.), generosa (fem.), serio (masc.), seria (fem.), profesor (masc.), profesora (fem.).

Otras expresiones útiles: Mis amigos (*my friends*), Mis padres (*my parents*), de Kansas (from Texas), de los Estados Unidos (from the United States)

1. Mi profesión ideal…
2. Los profesores ideales…
3. Mis padres y yo… / Mis profesores y yo…
4. El estudiante ideal…
5. Yo…
6. Mi (*my*) artista favorito…
7. Mis amigos y yo…
8. Los estudiantes ideales…

Paso 2. Now find a classmate that you haven't met yet. First, greet them, and introduce yourself (use the expressions you learned in el vocabulario). Ask how they are doing. Then exchange the information you develop in **Paso 1**.

Modelo:

Estudiante 1: ¿Cómo son los estudiantes ideales?

Estudiante 2: Los estudiantes ideales son.....

Paso 3. Now think of two simple yes/no questions to ask your partner using the verb ser and the words in **Paso 1** and **Preparación comunicativa 1: A describirnos.** Follow the model, and ask questions to find out information you still do not know about your classmate. Answer your partner's questions too.

Modelo:

Estudiante 1: ¿Eres de Wichita?

Estudiante 2: Sí, (yo) soy de Wichita. / No, no soy de Wichita. Soy de Kansas City.

Paso 4. Present some of the information you gathered about your partner to the rest of the class. Follow the model, and ask your instructor for help!

Modelo:

El nombre de mi compañero/a es…

Él/Ella… es de…

Sus padres y él/ella…

Su profesión ideal… etc.

Preparación comunicativa 4: ¡Adivina la persona! *(Guess the Person!)*

Paso 1. Think of a "mystery person" you'd like to describe. Try to choose someone most of your classmates might know. Write down clues about this person, using ***ser*** to describe their origin, personality, physical appearance, and profession.

? Sample professions:

Cantante – Singer

Actor / Actriz – Actor / Actress

Atleta – Athlete

Escritor/a – Writer

Artista – Artist

Profesor/a – Teacher

Médico/a – Doctor

Político/a – Politician

Científico/a – Scientist

Músico/a – Musician

Paso 2: Pair up with a classmate. Take turns reading your clues out loud, one by one, to see if your partner can guess who your mystery person is. If your partner guesses after the first or second clue, great! If not, give them your last clue.

Modelo:

Estudiante 1: Es de los Estados Unidos. Es morena. Es cantante.

Estudiante 2: ¿Es Beyonce?

Paso 3: Once both of you have shared and guessed, introduce each other's mystery person to the class using simple sentences for the whole class to guess.

Modelo:

La persona de mi compañero/a es de los Estados Unidos. Es morena y es cantante.

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1.3: En contexto- Las preguntas

Learning Objectives

- Ask simple questions
- Recognize question words

Carolina es una estudiante universitaria. She is talking to some of her fellow students. What is she asking? Pay attention to the answers to see if you can discover what each question word she uses means. What do you notice about question words in Spanish?



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Carolina: ¡Los estudiantes preguntan! ¿**Quiénes** son?

Los estudiantes: ¡Somos estudiantes!

Carolina: ¿**Cuántas** personas están en tu clase de español?

Estudiante 1: Hay trece personas en mi clase de español.

Carolina: ¿**Cuántas** clases estás tomando?

Estudiante 2: Estoy tomando cinco y tres son de español.

Carolina: ¿**Quién** es tu profesor de español?

Estudiante 3: La Doctora Moyna. Es una de mis favoritas.

Carolina: ¿**Cómo** es tu clase de español?

Estudiante 4: Mi clase de español es muy interesante y aprendemos mucho sobre la cultura española.

Carolina: ¡Muchas gracias!

Exercise A

Did you discover what each question word means? Question words in Spanish and English work in similar ways, but there are also differences. Have you noticed any differences?

Answer

Did you notice that Spanish questions begin with ¿ and end with ?
Did you notice that all Spanish question words have an accent mark?

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1.3.0: Gramática

Question words that work in similar ways in both languages

Question words	Examples
¿Cómo? *How? / What (to be) like?*	¿**Cómo** estás? (*How are you?)* ¿**Cómo** es tu clase de español? (*What is your Spanish class like?)*
¿Cuándo? *When?*	¿**Cuándo** es tu clase de español? (*When is your Spanish class?*)
¿De dónde? *From where?*	¿**De dónde** eres? (*Where are you from?)*
¿Dónde? *Where?*	¿**Dónde** es la clase de español? (*Where is the Spanish class?)*
¿Por qué? *Why?*	¿**Por qué** es interesante la clase? (*Why is the class interesting?)*

As you can see, like in English, these words are always placed at the beginning of the question, and they never change, regardless of the noun or verb that follows them.

Question words that are different in Spanish

Question words	Examples
¿Cuánto? (masc.) / **¿Cuánta?** (fem.) *How much?*	¿**Cuánto** jug**o** hay? (*How much juice is there?*) ¿**Cuánta** harin**a** hay? (*How much flour is there?*)
¿Cuántos? (masc.) / **¿Cuántas?** (fem.) *How many?*	¿**Cuántos** hombres hay en la clase? (*How many men are there in the class?*) ¿**Cuántas** profesor**as** hay en el departamento? (*How many female professors are there in the department?)*
¿Quién? (sing.) *Who?*	¿**Quién es** tu instructor de español? (*Who is your Spanish instructor?)*
¿Quiénes? (plural) *Who?*	¿**Quiénes son** tus amigos? (*Who are your friends?)*
¿Cuál? (sing.) *Which?*	¿**Cuál** es tu clase favorita? (*Which is your favorite class?)*
¿Cuáles? (plural) *Which?*	¿**Cuáles** son tus clases favoritas? (*Which are your favorite classes?)*

As you can see, most of these question words change their ending depending on the gender and number of the noun that follows them.

¡Ojo!

1. **Quién** and **cuál**, which ***are always followed by a verb***, only change their ending for number. ***These two question words can never be followed by a noun***.
2. Notice that questions in Spanish always start with an obligatory inverted question mark [**¿**]. Also, ***all*** Spanish question words (when used in a question) ***always have accents***.

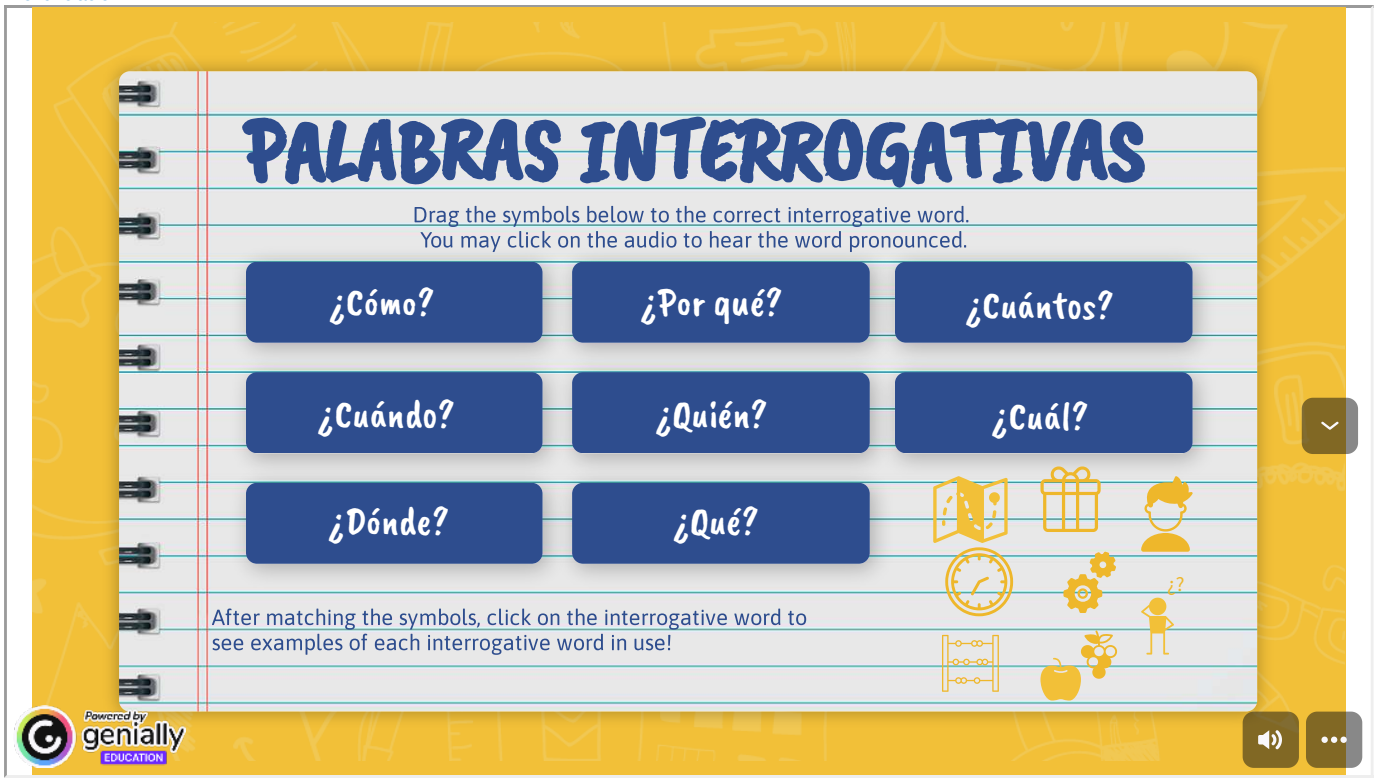
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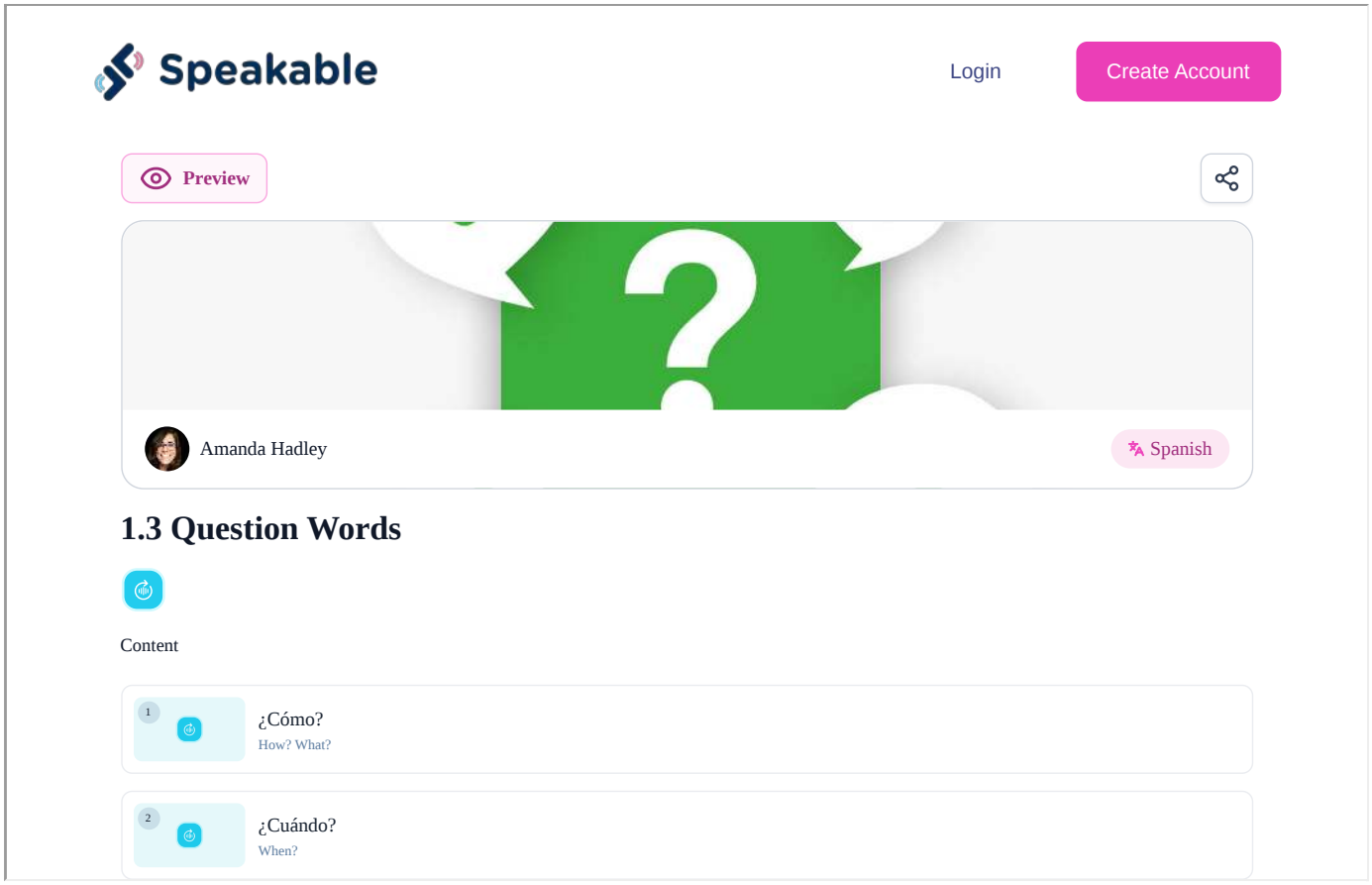
1.3.1: Pronunciación

Pronunciación 1

Access Quizlet Flashcards here.

Pronunciación 2





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1.3.2: Práctica

Práctica 1

Las preguntas de Mariana. Remember Mariana, the international student you wrote to in the previous module? She has replied to your message, and she has some questions. What is she asking? Fill in the blanks with the appropriate question words depending on the context.

Hola, Chicos. ¡Muchas gracias por el mensaje! Su español es fenomenal. 1. ¿_____ están? Yo estoy muy bien.

Tengo (*I have*) unas preguntas para ustedes. 2. ¿_____ son los profesores en la universidad? ¿Son serios? ¿Son difíciles?

3. ¿ _____ libros (*books*) hay para la clase de Biología 101? ¿Uno? ¿Dos? Y
4. ¿ _____ son los partidos (*matches*) de fútbol americano? ¿Son todos (*all*) en el estadio de la universidad?
5. ¿ _____ son los exámenes finales? ¿En diciembre?
6. ¿ _____ es una ciudad interesante en Tejas? ¿Austin? ¿Houston?
7. ¿ _____ es José Antonio Navarro? ¿Es un profesor?
8. ¿ _____ son la mayoría de los estudiantes de la universidad? ¿De Tejas?

¡Muchas gracias por la información!

Saludos, Mariana

Práctica 2

Una invitación. Your Spanish-speaking friend asks you some questions about an invitation to a wedding (**una boda**) you have received. What is she asking? Using the information in the following invitation and the answers provided, ask appropriate questions. Remember to use the conjugated forms of the verb **ser** you learned in 1.2 En contexto: Describing yourself and others using "ser" and the verb *hay.*

Useful words:

- **la boda** (*the wedding*)
- **los novios** (*bride and groom*)
- **invitados** (*guests*)
- **iglesia** (*church*)



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Amiga: 1. ¿_____

Tú: Es una invitación para una boda.

Amiga: 2. ¿ _____?

Tú: Los novios son mis amigos, Sandra y Stephen.

Amiga: 3. ¿Sandra y Stephen? ¿ _____?

Tú: Son de New York.

Amiga: Sí, ahora recuerdo… (*now I remember*) Tus amigos de la escuela secundaria (*high school*). 4. Y ¿ _____?

Tú: La boda es el 9 de noviembre. Es una boda muy importante.

Amiga: 5. ¿ _____?

Tú: Porque Sandra es mi mejor amiga (*my best friend*) de la escuela secundaria.

Amiga: Ah! 6. ¿ _____?

Tú: La boda es en una iglesia en Astoria.

Amiga: 7. ¿ _____?

Tú: La iglesia es St. Andrew's Roman Catholic Church.

Amiga: 8. ¿ _____?

Tú: Hay 30 invitados en la boda. Es una boda íntima.

Drag the words into the correct boxes.

1. ¿ _____ se dice pencil en español?
- Se dice lápiz.

2. ¿ _____ es tu profesora de español?
- Es la Dra. Etxebarría.

3. ¿ _____ está el libro de español?
- Está en la mochila.

4. ¿ _____ es el examen?
- Es mañana.

5. ¿ _____ es tu número de teléfono?
- Es el 979-555-5555.

6. ¿ _____ te llamas?
- Me llamo Elena, mucho gusto.

Quién
Dónde
Cómo
Cuál
Cuándo
Cómo

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What is the question? Rearrange the words in the questions in the this structure: ¿ question word verb subject?

son	amigos	tus	Quiénes	?	¿

Son Pete, Andy y Marta.

la	es	¿	profesora	Cómo	?

Ella es responsable y ordenada

clase	?	Dónde	de	¿	la	es

Está en el edificio (building) Rogers.

número	es	?	¿	teléfono	Cuál	

Mi número es 512- 333-5555

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1.3.3: Conversación

Preparación comunicativa 1

Seguimos conociendo a nuestros compañeros de clase (*We continue getting to know our classmates*).

Through this activity, you will continue to get to know your classmates. You need to work with two classmates you still do not know very well.

Paso 1. Think of six different questions you can ask them. Use the examples in previous sections, and the questions we have already practiced. You need to use the verbs **ser** and **hay**. For example, you can ask what their name is, of course; where they are from; who their favorite professor or class is; etc. But you can always be more adventurous and try to use new words! Remember that you can always ask your instructor for help! Also, you can watch this video to get more information about ways in which you can get to know another person.



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Paso 2. Now interact with your two classmates and get to know them better! Take turns asking and answering one another's questions. Are you guys similar or different?

Preparación comunicativa 2: ¿Qué es?

In this activity, you'll practice using question words to guess a "mystery item" your partner is thinking of.

Paso 1. ¿Qué cosas hay en la maleta? Watch the video and guess what is inside the suitcase. Take note of how the chica in the video describes items.



Learn Spanish with this GAME // Guess WHAT'S IN THE BAG 🇪🇸💡 by Spanish After Hours

Paso 2. Now it´s your turn! Think of an everyday object you use or see frequently (for example: a book, a pen, a backpack, etc.). Don't tell your partner what it is!

Paso 3. Take turns asking questions to guess the mystery item. Use question words like "qué," "dónde," "cuántos," and **hay** in your questions.

Modelo:

- ¿Qué color es?
- ¿Dónde está normalmente?
- ¿Cuántos hay en la clase?
- ¿Hay uno en tu mochila?

Paso 4. After a few questions, try to guess your partner's item! Then switch roles, and let your partner guess your mystery item.

Preparación comunicativa 3: Encuesta de la clase

In this activity, you'll ask simple questions to learn more about your classmates.

Paso 1. Choose three questions from this list to ask your classmates:

- ¿Cuál es tu color favorito?
- ¿Cuál es tu comida favorita?
- ¿Cuál es tu restaurante favorito?
- ¿Dónde estudias?
- ¿Dónde vives?
- ¿Qué día te gusta más?

Paso 2. Find two classmates and ask them your questions. Write down their answers in one or two words.

Paso 3. Share one interesting thing you learned with the class. Do any of your classmates have the same favorites as you?

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1.4: En contexto- Los sonidos del español

Learning Objectives

- Spell names and words in Spanish (the alphabet)
- Pronounce Spanish consonants and vowels

Watch the video and repeat the letters:

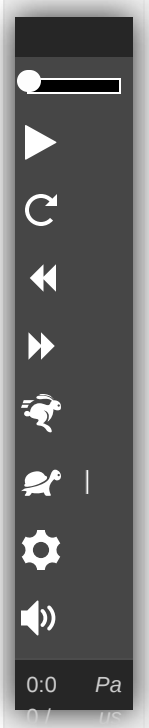
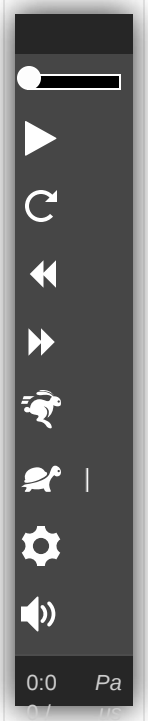


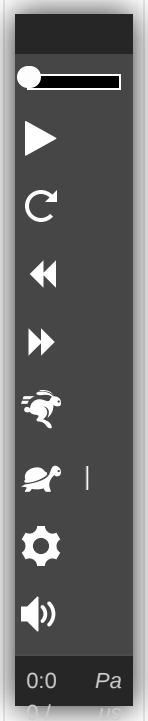
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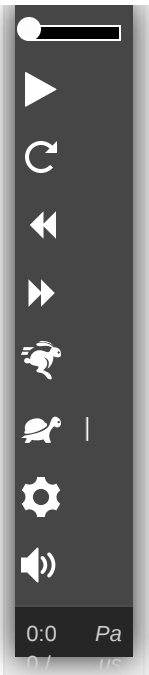
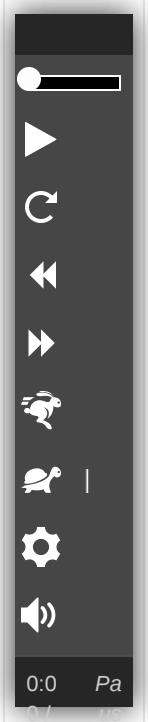
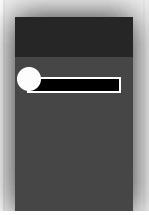
BASHO & FRIENDS. “Learn Spanish Alphabet and Vowels with BASHO & FRIENDS - El Alfabeto.” *YouTube*, 31 Aug. 2010, www.youtube.com/watch?v=9LT9ltzFJTQ. Accessed 13 Oct. 2020.

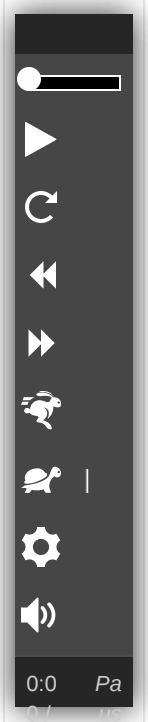
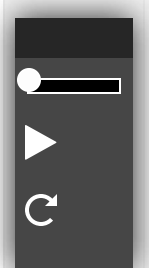
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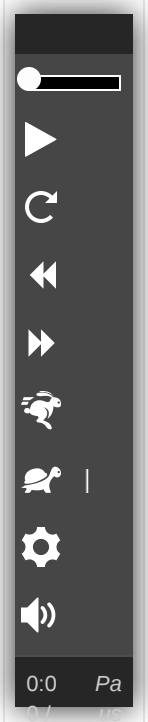
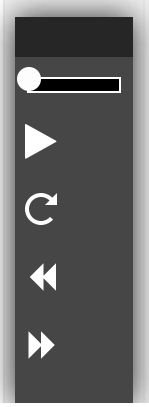
Spanish Alphabet

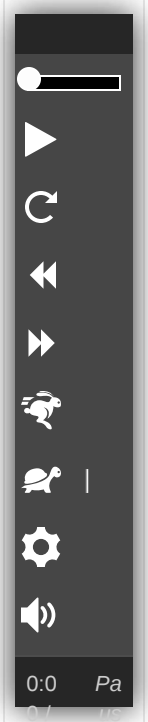
	Letters	Names of Letters in Spanish	Examples		
	a	a	**a**rma**a**dillo	Á**la**mo	S**a**n A**n**tonio
	b	be, be larga	**b**ota	**b**urro	**b**ailar

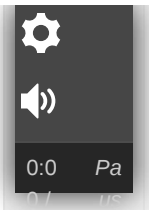
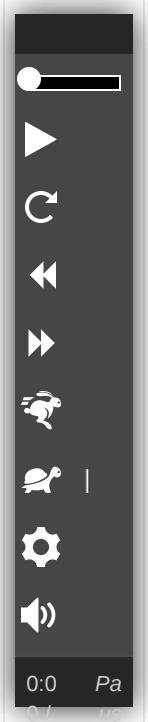
	c	ce	**c**aballo	**c**actus	**c**asería
	d	de	**D**allas	Río Gran**d**e	**d**isparo
	e	e	**e**xtenso	**e**xplorar	**E**ldorado

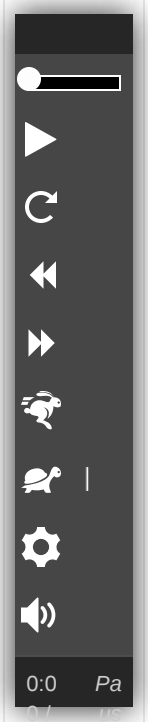
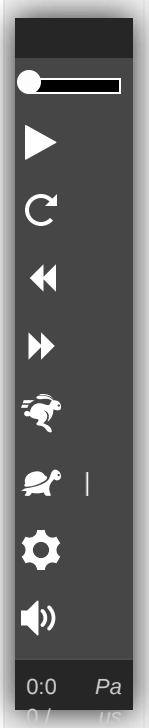
 0:00 / 0:12 Paused					
 0:00 / 0:06	f	efe	**f**ábrica	**f**lor	**f**amilia
	g	ge	**g**eneroso	**g**ente	**G**eneral Santa Ana

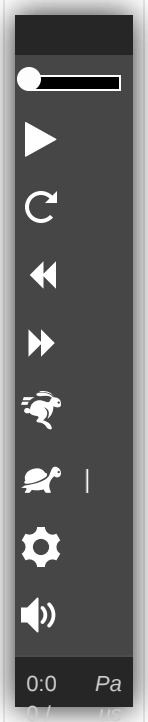
					
	h	hache	**h**eno	**h**uerto	co**h**ete
	i	i	**i**guana	**i**ndependenc**i**a	**I**rene

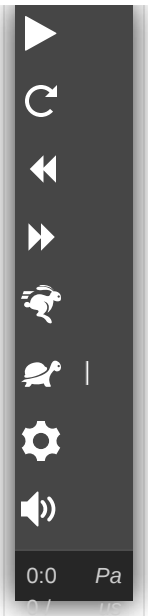
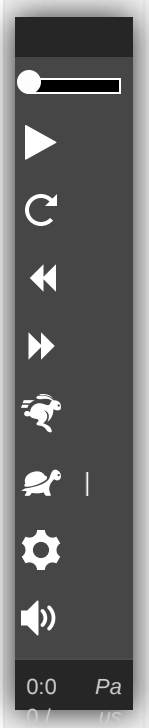
					
	j	jota	**j**aripeo	**j**inete	**j**ornalero
	k	ca (ka)	bi**k**ini	**K**arina	**k**ilo

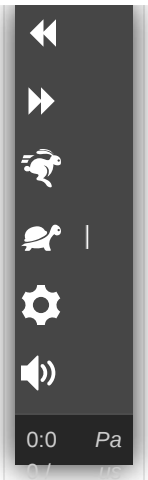
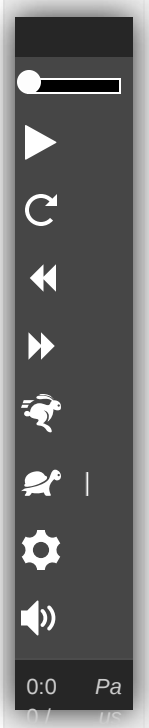
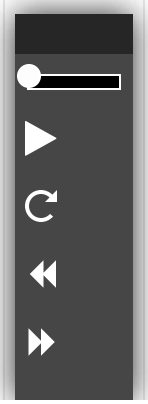
					
	l	ele	**L**ibé**l**u**l**a	**L**aredo	**l**ibreta
	m	eme	**m**argarita	ca**m**pesino	**m**aestro

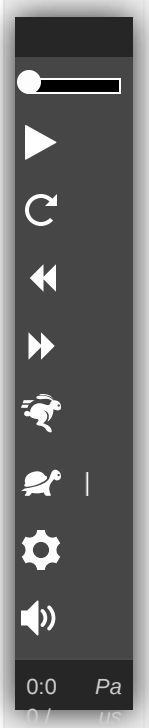
					
	n	ene	**N**evada	**N**atalia	**N**avarro
	ñ	eñe	ni**ñ**o	**ñ**andú	espa**ñ**ol

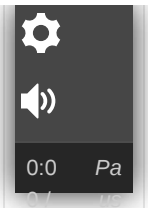
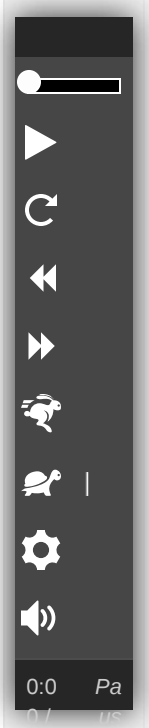
0:0 Pa 0:0 4					
 0:0 Pa 0:0 4	o	o	**O**desa	petr**ó**le**o**	r**o**de**o**
 0:0 Pa 0:0 5	p	pe	El **P**aso	**p**escador	**p**atriota

	q	cu	**q**ueso	Ra**q**uel	**Q**uemado
	r	erre	ba**rr**il	bece**rr**o	co**rr**al
	s	ese	**S**arita	**S**alado	**S**an Benito

 0:0 Pa 0:0 8					
 0:0 Pa 0:0 4	t	te	**T**ejas	**t**aco	**t**ornado
	u	u	**U**valde	**ú**nico	**u**niversidad

					
	v	uve, ve, *or* ve corta	**v**aca	**v**aquero	**v**enado
	w	uve doble, doble ve, *or* ve doble	**W**ildorado	**W**eslaco	ki**w**i

					
	x	equis	anexar	xilofón	Extremadura
	y	i griega *or* ye	yegua	Yucatán	yacaré

					
	z	zeta	**z**oológico	**z**acate	cora**z**ón

More information on the pronunciation of Spanish letters

Most letters in Spanish have only one pronunciation, and thus, spelling can be said to be easier in Spanish than in English. However, there are some exceptions:

- When **c** appears before **a**, **o**, **u** and the consonants **l** and **r**, it sounds like **/k/** (e.g., **carismático**, **Costa Rica**, **cultura**, **clima**, **crema**). When **c** is followed by **e** or **i**, it sounds like **/s/** (e.g., **centro**, **emocional**) in Latin America, but like **/th/** in some parts of the world, when **c** is followed by **h**, it is pronounced like the **ch** in *cheese* (e.g., **China**).
- When **g** appears before **a**, **o**, **u** and the consonants **l** and **r,** it sounds like an English hard **/g/** (e.g., **arrogante**, **amigo**, **gusto**, **globo**, **gracias**). When **g** is followed by **e** or **i**, it sounds like the English **/h/** (e.g., **generoso**, **ágil**). However, if a **u** is between **g** and **e** or **i**, **g** is pronounced like a hard **/g/**, and the **u** is NOT pronounced (e.g., **guía**, **espagueti**). Sometimes, in the combinations **gue** and **gui**, the **u** is pronounced if it is marked with a **diéresis** (the two dots above the **ü**). In these cases, the **g** in combination with the **u** is pronounced **/w/**. Examples: **bilingüe**, **lingüística**.
- Double **l** (**ll**) is pronounced like English **/y/** in *yes (e.g.*, **me llamo**, **amarillo**, **pollo**, **calle***)*. In some parts of Argentina and Uruguay, this sound is pronounced like **/sh/**.
- **Q** can only be found in the combinations **que** and **qui**. In these cases, the **u** is silent, and the **q** is pronounced **/k/** (e.g., ¿**qué**?, **quinto** [*fifth*]). **Q *cannot*** be followed by **a**, **o**, or **u** (unless **u** is followed by **e** or **i**).
- When **r** is at the beginning or in the middle of a word and appears as a double **r** (**rr**), it is pronounced like a rolling **r** (e.g., **Río Grande, Rosa**, **guitarra**).

Click below to hear the different pronunciations of each letter.



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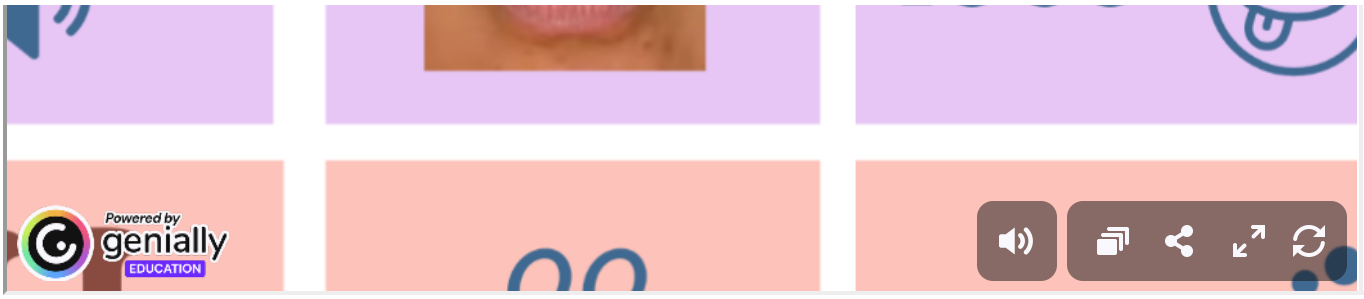
1.4.1: Pronunciación

Pronunciación 1



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papa
eh
ella
elefante
ee
iglesia
chico
oh
oso
loco


Powered by
genially
EDUCATION

1.4.2: Práctica

Práctica 1

What words are these? Write them down taking into account how they are spelled.

- pe-i-zeta-a-erre-erre-a
- ele-i-be-erre-o
- eme-o-ce-hache-i-ele-a
- e-ese-te-u-de-i-a-ene-te-e
- hache-o-erre-erre-i-be-ele-e
- erre-e-ese-pe-o-ene-ese-a-be-ele-e

Check

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¡A escuchar y a escribir! Spelling with Spanish words and sounds. Practice Spanish words and sounds as you listen to the audio recording. Write down the words you hear.

Modelo	What you hear:	ce-a-efe-e (acento) /kafé/
	What you write:	c - a - f - é, café
	Accent Code Alternative:	café --> cafe'

Copy and paste these special characters as needed: á é í ó ú ñ.

1. [ ] [ ] [ ] [ ] [ ] , [ ]

2. , ,

Práctica 3

Listen to the spelling of the following words and write them down.

Check

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1.4.3: Conversación

Preparación comunicativa 1: Los nombres y los apellidos

One of the most common situations when spelling comes in handy is when we make a reservation by phone (e.g., a restaurant, a room, etc.), and we have to spell our name. Imagine that you are in this situation with a Spanish-speaking employee (**empleado**). The employee is asking you to spell your full name. Can you do it? Interact with a classmate, and exchange roles.

Vocabulario importante: nombre (first name), apellido (last name)

Modelo:

E1 (empleado): Perfecto. Para continuar la reserva, necesito (*I need*) su nombre. ¿Cómo se llama?

E2 (estudiante): Me llamo/ Mi nombre es Sam Heughan.

E1 (empleado): ¿Cómo se escribe su nombre? (*How do you spell/write it?)*

E2 (estudiante): Ese-a-eme

E1 (empleado): ¿Y cómo se escribe su apellido?

E2 (estudiante): Hache-e-u-ge-hache-a-ene

Preparación comunicativa 2: Las palabras de alta frecuencia

In this activity, you'll practice listening and writing high-frequency Spanish words.

Paso 1. Decide who will say the words first (*el lector/la lectora*) and who will be *el escritor/la escritora* (the person writing down the words they hear).

Paso 2. The *lector/lectora* will spell the words from the list below and say each one slowly and clearly in Spanish. The *escritor/escritora* should not look at the list! Check with your instructor to make sure you are pronouncing them correctly!

Paso 3. After all words are written, check with your partner to see if they spelled each word correctly. Then, switch roles and repeat.

Lector 1:

Click here to view the first list.

1. año
2. ella
3. llama
4. niño
5. mañana
6. sueño
7. millón

Lector 2:

Click here to view the second list.

1. calle
2. allá

3. español
4. compañero
5. silla
6. pequeño
7. llave

Preparación comunicativa 3: La influencia española

Paso 1. Spanish-language influence in Kansas might be more prevalent than you think, and it's not a recent thing! Did you know that Southwest Kansas was a part of Spain, Mexico, and the Republic of Texas until the end of the Mexican-American War in 1848? Many different places have Spanish names and reflect part of the history of the state. The same can be said about the Hispanic community. Have a look at the names on the list below. Spell these names aloud in Spanish, and then Google them to tell where they are/who they are. Work with a partner/group. Your instructor can help you!

1. El Dorado
2. De Soto
3. Havana
4. Botero (artista)
5. Leon
6. GLeo (artista)
7. Penalosa
8. Coronado

Paso 2. Choose the names of 5 different places in your city or state. Spell the names aloud for your partner(s) to listen and write.

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1.5: En contexto- Hay y los números del 0 a 30

Learning Objectives

- Use numbers 0 - 30 to talk about quantities
- The present tense of the verb haber

La palabra "hay"

Kansas en números: Uso y forma

In this section, we will use Spanish to talk about numbers (**los números**). To introduce the topic, we will focus on sociocultural and geographical/historical aspects of our state, Kansas. What aspects do you think are the most interesting about the state? What does the information in the poster tell you about Kansas?

While you are looking at the data, also pay attention to the verb **hay**. What do you think it means and how do we use it?



0:00 / 0:00 Speed: 1x *Paused*

"En Kansas, hay una flor oficial, 6 universidades estatales, 3 equipos profesionales, 19 universidades comunitarias, 5 animales oficiales y 5 apodos estatales."

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1.5.0: Gramática

Hay y los números del 0 - 30

Have you discovered what **hay** means and how we use it in Spanish? We use **hay** followed by a number to express the existence of people, animals, things, and places. It is equivalent to "there is/there are" in English, but **hay** is used on its own in Spanish: *It is not followed by any other verb* (as you can see in the examples we have just seen).

Definition: Hay

Hay is equivalent to "there is / there are" in English.

Let's see how we ask questions using **hay**. It's very easy.

Modelo:

¿**Hay** tres equipos profesionales en Kansas? Sí, **hay** tres (3) equipos.

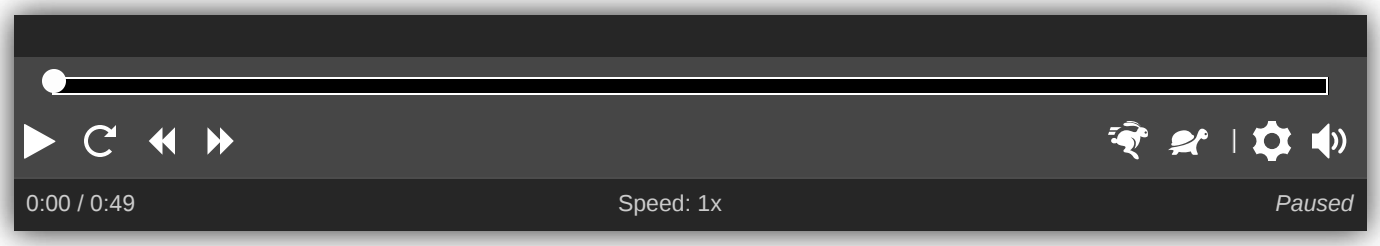
¿Cuántas flores *(flowers)* oficiales **hay** en Kansas? **Hay** una (1).

If we want to use hay in a negative sentence, simply say **no hay** (e.g., **No hay** jirafas en Kansas.)

Los números del 0 al 30

Listen to the audio as you follow along.

Listen multiple times and try to pronounce the numbers along with the speaker.



Los números 0-30					
0	cero				
1	uno	11	once	21	veintiuno
2	dos	12	doce	22	veintidós
3	tres	13	trece	23	veintitrés
4	cuatro	14	catorce	24	veinticuatro
5	cinco	15	quince	25	veinticinco
6	seis	16	dieciséis	26	veintiséis
7	siete	17	diecisiete	27	veintisiete
8	ocho	18	dieciocho	28	veintiocho
9	nueve	19	diecinueve	29	veintinueve
10	diez	20	veinte	30	treinta

The number one has several forms in Spanish. When we are counting, we use the form **uno** (e.g., **uno**, **dos**, **tres**…). The forms **una** and **un** are used before nouns (e.g., **una** profesora, **un** profesor). How do you know which form to use? It will depend on the gender of the noun (feminine or masculine). We will talk about this in more detail in future lessons.

Another interesting number is twenty-one. It works like the number one. When we are counting, we say **veintiuno**. But we use **veintiún** before masculine nouns (e.g., **veintiún** profesores) and **veintiuna** before feminine nouns (e.g., **veintiuna** profesoras).

More practice:

Numbers 1-10





Works Cited:

LanguagesOnlineNow. “20 Tortugas Spanish Numbers 11 - 20.” *YouTube*, 9 Dec. 2011, www.youtube.com/watch?v=ohx0-3q5JF8. Accessed 13 Oct. 2020.

Learn Spanish Through Music. “Spanish Numbers Song La Canción de Los Números Contar Del 1 al 10.” *YouTube*, 7 June 2015, www.youtube.com/watch?v=SgXoVMzKW9Y&feature=youtu.be. Accessed 13 Oct. 2020.

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1.5.1: Pronunciación

Pronunciación 1

Access Quizlet Flashcards here.

Pronunciación 2



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1.5.2: Práctica

Práctica 1

How many are there? Listen to the audios and match with the pictures.

https://human.libretexts.org/@go/page/280865





















Práctica 2

Answer the following questions using hay and the number indicated in the bracket. Use complete sentences. Ejemplo: ¿Cuántas puertas hay en la clase? (1) *Hay una puerta en la clase de español.*

¿Cuántos estudiantes hay en la clase de español? (25) _____.

¿Cuántas chicas hay en la clase de español? (17) _____.

¿Cuántos profesores hay en la clase de español? (2) _____.

¿Cuántas computadoras hay en la clase? (13) _____.

Check

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1.5.3: Conversación

Preparación comunicativa 1: Inventario de la clase

In this activity, you'll work with a partner to count and describe items in your classroom using "hay" and numbers.

Paso 1. With your partner, look around the classroom and complete the table below with classroom items that you see. For each item, discuss with your partner and answer the question: *¿Cuántos hay?* Count and write down the number. Practice saying each answer out loud, using "*hay*" plus the number and item.

Modelo:

E1: ¿Hay un libro?

E2: Sí, hay tres libros. ¿Hay ventanas?

E1: No, no hay ventanas.

	Sí / No	**Número**
un cuaderno 📒		
un reloj 🕐		
una computadora portátil 💻		
un escritorio		
un lápiz con borrador ✏️		
una mochila 🎒		
una ventana 🪟		
un marcador 🖍️		
un bolígrafo 🖊️		
una pizarra		
¿?		
¿?		
¿?		

Paso 2. Share your findings with another pair of classmates. Do you all have the same numbers, or are they different? If there's a difference, check again to see who counted correctly.

Preparación comunicativa 2: ¿Cuánto cuesta?

With a partner, take turns asking how much each item costs. Your partner has the prices different items. Use Spanish numbers when answering.

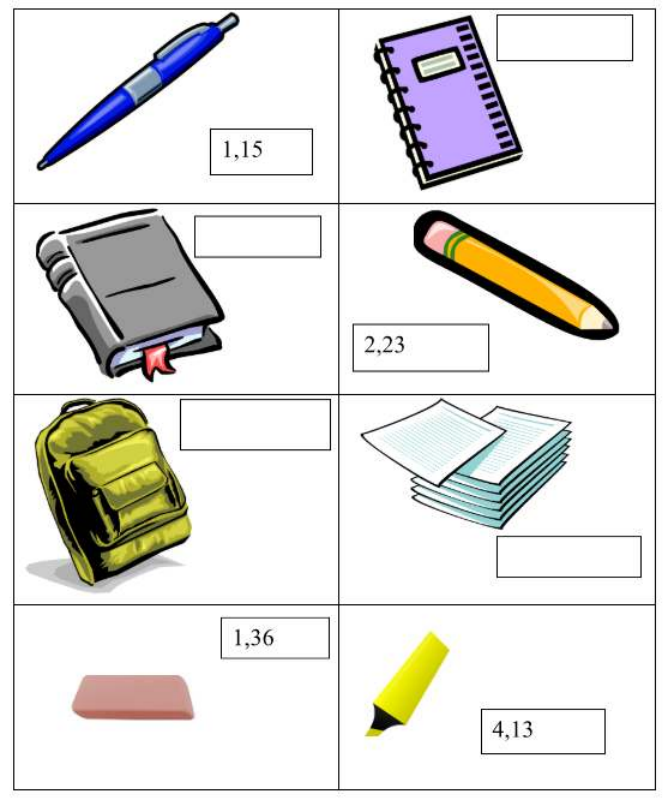
Modelo:

Estudiante 1: ¿Cuánto cuesta el libro?

Estudiante 2: Quince dólares y veinticinco centavos *(15,25)*

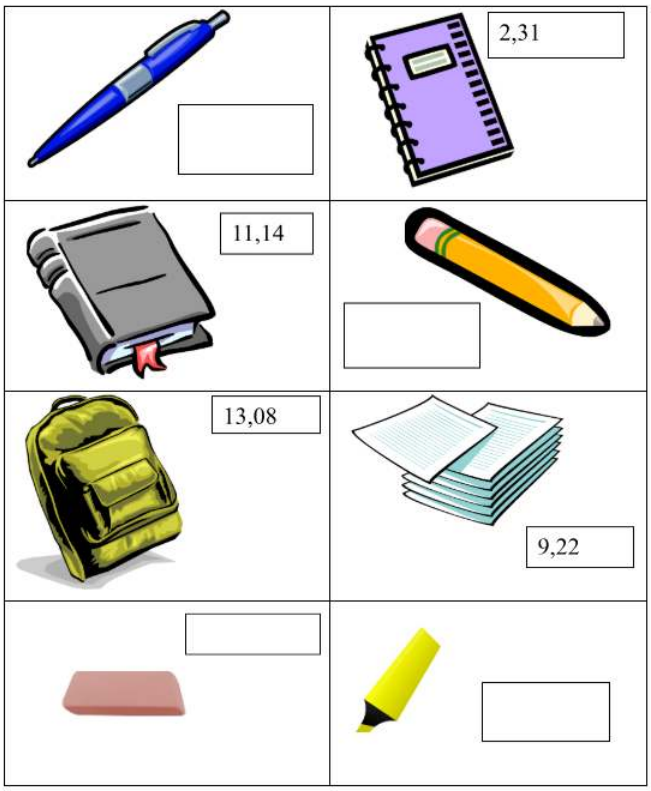
Estudiante 1

Click here to see Student 1´s information



Estudiante 2

Click here to see Student 2´s information



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Preparación comunicativa 3: La clase ideal

In this activity, you'll imagine and describe your "ideal classroom" using "hay" and numbers.

Paso 1. With a partner, think about what your ideal classroom would look like.

- ¿Cuántos estudiantes hay?
- ¿Qué hay en la clase?

Create a few questions for other things that would help make the ideal classroom.

Paso 2. For each item, decide how many you would want in the classroom. Use "hay" and numbers to create a sentence describing each item.

Modelo:

- Hay doce estudiantes.
- Hay veinte sillas.
- Hay dos pizarras.
- Hay una computadora para cada estudiante.

Paso 3. Share your ideal classroom with another pair and listen to their description. Compare your classrooms and see if there are any items you both included.

Paso 4: Expansion

As a class, create a list of the most popular items mentioned. Which items and quantities do most people think belong in the "ideal classroom"?

Preparación comunicativa 4: Las clases y los Estados Unidos

Paso 1. Imagine that a prospective international student from a Spanish-speaking country, Mariana, wants to know more about universities in the United State and the country itself. With a partner, answer the following questions about the typical college class, your college, and the United States. Take turns asking and answering questions.

1. ¿Cuántos (*How many*) estudiantes hay en una clase típica de la universidad? ¿Cuántos días (*days*) de clase hay? ¿Cuántos días de vacaciones hay en el semestre de otoño (*fall*)? ¿Y en el semestre de primavera (*spring*)?
2. En esta universidad comunitaria *(community college)*, hay muchos lugares (*many places*). Pero (*But*), ¿hay una cafetería? (Sí, .. / No, no hay…) ¿Un teatro? ¿Un restaurante? ¿Una clínica? ¿Un hospital? ¿Un museo? ¿Una galería de arte? ¿Muchos estudiantes? ¿Muchos profesores?
3. ¿Cuántos estados hay en el sur/norte/este/oeste de los Estados Unidos? ¿Cuántos parques nacionales y/o provinciales hay en Kansas/en tu estado? ¿Cuántos feriados (*holidays*) hay en los Estados Unidos? ¿Cuántos bares o restaurantes buenos (*good bars or restaurants*) hay en esta ciudad (*this city*)? ¿Y cuántas discotecas buenas?

Paso 2: Now imagine that your partner and you write to Mariana with the information you gathered in Paso 1. You want to brag about the Spanish you know, so you decide to use this language to communicate with her. Draft the email you could send her. Include the following information:

1. Greet the student;
2. Introduce yourselves and say where you are from (use **yo** if you are from different places and **nosotros** if you are from the same place);
3. Mention the name of the institution where you are university students (use **nosotros**);
4. Describe the information you gathered.

Use the template below and the answers to the questions in **Paso 1**. Use the verb **ser** (don't forget to conjugate it depending on the subject!). Use subject pronouns (e.g., **yo**, **tú**, etc.) when appropriate. Also, connect your ideas with **y** (*and*), **o** (*or*), **también** (*also*), **además** (*also*), and **pero** (*but*).

Texto modelo:

Estimada Mariana:

[Greeting]. Mi nombre [ser] [Nombre] y mi amigo [ser] [Nombre]… En nuestra universidad, hay… en una clase típica. Las clases [ser] [number] o [number] días por semana… etc.

¡Hasta luego! [Nombre] y [Nombre]

Paso 3. Listen to your classmates' emails. Do they have the same information as you and your partner? Does the class agree? Do you all know the college well?

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1.6: Unidad 1 Repaso

Vocabulario

- 1.1 Introduce yourself
- 1.1 Greet friends and people you don’t know very well

Greetings, Responses, and Goodbyes

https://human.libretexts.org/@go/page/280867

	Spanish	English
Saludamos (We greet people)	**Buenos días.**	Good morning.
	Buenas tardes.	Good afternoon.
	Buenas noches.	Good evening / night.
	¡Hola!	Hi! / Hello! (informal)
	¿Qué tal?	What's up? (informal)
	¿Qué hay de nuevo?	What's new? (informal)
	¿Cómo te va?	How's it going?
	¿Cómo estás?	How are you? (informal)
	¿Cómo está usted?	How are you? (formal)
Contestamos los saludos (We answer people's greetings)	**(Muy) Bien, gracias.**	(Very) well, thanks.
	Bastante bien, gracias.	Pretty well, thanks.
	Más o menos.	So-so
	¿Y tú?	And you? (informal)
	¿Y usted?	And you? (formal)
Nos despedimos (We say goodbye)	**Chau.**	Bye! (informal)
	Adiós.	Goodbye.
	Hasta luego.	See you later.
	Hasta mañana.	See you tomorrow.
	Hasta pronto.	See you soon.
	Buenas noches.	Good night.
	Nos vemos.	See you later.
Conocemos a la gente (We get to know people)	**¿Cómo te llamas?**	What's your name? (informal)
	¿Cómo se llama usted?	What's your name? (formal)
	¿Cuál es tu nombre?	What's your name? (informal)
	¿De dónde eres?	Where are you from? (informal)
	¿De dónde es usted?	Where are you from? (formal)
Nos presentamos (We introduce ourselves)	**Me llamo [Tu nombre].**	My name is [Your name].

	Spanish	English
	(Yo) Soy [Tu nombre].	I am [Your name].
	(Yo) Soy de [Tu lugar].	I'm from [Your place].

- 1.4 Pronounce Spanish consonants and vowels
- 1.5 Use numbers 0 - 30 to talk about quantities

Los números 0-30					
0	cero				
1	uno	11	once	21	veintiuno
2	dos	12	doce	22	veintidós
3	tres	13	trece	23	veintitrés
4	cuatro	14	catorce	24	veinticuatro
5	cinco	15	quince	25	veinticinco
6	seis	16	dieciséis	26	veintiséis
7	siete	17	diecisiete	27	veintisiete
8	ocho	18	dieciocho	28	veintiocho
9	nueve	19	diecinueve	29	veintinueve
10	diez	20	veinte	30	treinta

Gramática

- 1.2 Subject pronouns and the present tense of the verb ser

Subject Pronouns and the verb "ser"

Number	Subject Pronoun	Forms of “ser”	
Singular	yo	soy	*I am*
	tú	eres	*you are* (informal)
	vos	sos	*you are* (informal). Used predominantly in Argentina and Uruguay, but also in other South and Central American countries. More information: http://bit.ly/PronombreVosLinks to an external site..
	usted/Ud.	es	*you are* (formal)
	él/ella	es	*he/she is*
Plural	nosotros (masc.) / nosotras (fem.)	somos	*we are*
	vosotros (masc.) / vosotras (fem.)	sois	*you are* (plural; informal--used only in Spain).
	ustedes/Uds.	son	*you are* (plural; Both informal and formal in Latin America; formal in Spain).
	ellos (masc.) / ellas (fem.)	son	*they are*

- 1.5 The present tense of the verb haber
- 1.3 Question words

Question words that work in similar ways in both languages

Question words	Examples
¿Cómo? *How? / What (to be) like?*	¿**Cómo** estás? (*How are you?)* ¿**Cómo** es tu clase de español? (*What is your Spanish class like?)*
¿Cuándo? *When?*	¿**Cuándo** es tu clase de español? (*When is your Spanish class?*)
¿De dónde? *From where?*	¿**De dónde** eres? (*Where are you from?)*
¿Dónde? *Where?*	¿**Dónde** es la clase de español? (*Where is the Spanish class?)*
¿Por qué? *Why?*	¿**Por qué** es interesante la clase? (*Why is the class interesting?)*

Question words that are different in Spanish

Question words	Examples
¿Cuánto? (masc.) / **¿Cuánta?** (fem.) *How much?*	¿**Cuánto** jug**o** hay? (*How much juice is there?*) ¿**Cuánta** harin**a** hay? (*How much flour is there?*)
¿Cuántos? (masc.) / **¿Cuántas?** (fem.) *How many?*	¿**Cuántos** hombres hay en la clase? (*How many men are there in the class?*) ¿**Cuántas** profesor**as** hay en el departamento? (*How many female professors are there in the department?*)
¿Quién? (sing.) *Who?*	¿**Quién es** tu instructor de español? (*Who is your Spanish instructor?*)
¿Quiénes? (plural) *Who?*	¿**Quiénes son** tus amigos? (*Who are your friends?*)
¿Cuál? (sing.) *Which?*	¿**Cuál** es tu clase favorita? (*Which is your favorite class?*)
¿Cuáles? (plural) *Which?*	¿**Cuáles** son tus clases favoritas? (*Which are your favorite classes?*)

Comunicación

Unidad 1: A conocernos

By the end of Unit 1, you should be able to:	Preguntas (ejemplos)	Respuestas (ejemplos)
Greet others and respond to simple greetings	¡Hola! / Buenos días. / Buenas tardes. / Buenas noches.	¡Hola! / Buenos días. / Buenas tardes. / Buenas noches.
Ask how someone is doing and say how you are doing	¿Cómo estás? ¿Qué tal? / ¿Qué hay de nuevo?	Estoy bien. 😊 No estoy bien. 😕 / Estoy mal. 😕 Estoy más o menos.
Spell out words when needed and ask others how to write something	¿Cómo se escribe tu nombre? ¿Cómo se escribe tu apellido?	Se escribe... (letters in Spanish).
Ask for someone's name and give your name	¿Cómo te llamas?	Me llamo _____.
Ask where someone is from and say where you are from	¿De dónde eres?	Soy de _____.
Ask about what someone is like and describe yourself	¿Cómo eres (físicamente y personalidad)?	Yo soy (adjectives).
Find out about and describe the physical and personality traits of others	¿Cómo son tus profesores? / ¿Cómo son tus amigos?	Mis profesores son (adjectives). Mis amigos son (adjectives).
Ask and answer simple questions about quantity	¿Cuántos estudiantes hay en tus clases?	Hay # estudiantes.
Reciprocate after answering something	¿Y tú? / ¿Y usted?	

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CHAPTER OVERVIEW

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  - 2.6.3: Conversación
- 2.7: Unidad 2 Repaso

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2.0: Unidad 2- Objetivos

En este módulo, vamos a hablar (*talk*) de las clases y los estudiantes universitarios.

Antes de comenzar: ¿Es tu universidad una institución importante? ¿Cómo son las clases? ¿Hay tradiciones? ¿Cuál es tu tradición favorita? You can answer these questions in English, but try to use some of the Spanish you already know! Remember los cognados!



Objetivos en este módulo

Comunicación

In this instructional module, you will learn how to…

- 2.1 Talk about your life as a university student: Classes, activities, places, and people in your life
- 2.5 Ask and give the date
- 2.5 Talk about when your classes and other activities take place
- 2.5 Ask for and give the date
- 2.5 Ask for others' age, tell your age
- 2.6 Tell the current time and time of future events or activities

Lengua

- 2.2 Indefinite and definite articles
- 2.3 Nouns: Gender and number
- 2.4 The present tense of regular *-ar* verbs

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2.1: En contexto- Somos estudiantes universitarios

Learning Objectives

- Talk about your life as a university student: Classes, activities, places, and people in your life

Compañeras de cuarto: Carolina es una estudiante de México. Es su primer (*first*) semestre en una universidad de Butler. Bailey, su nueva compañera de cuarto, la espera (*is waiting for her*) en el aeropuerto. Escucha (*listen to*) el diálogo y responde estas preguntas: ¿qué estudian Carolina y Bailey en la universidad?



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Bailey: ¡Hola! Soy Bailey, tu nueva compañera de cuarto…¡Bienvenida a Tejas! ¿Cómo estás?

Carolina: ¡Hola, Bailey! Mucho gusto. Encantada de conocerte. (*She shakes hands with Bailey.*)

Bailey: Igualmente, Carolina… Yo soy de San Antonio. Y tú, ¿de dónde eres?

Carolina: Soy de Coahuila, México. ¿Qué estudi**as** aquí?

Bailey: Estudi**o geografía**, **literatura, historia** y **lingüística**. ¿Y tú?

Carolina: Dese**o** (*I want to*) estudiar **sicología, teatro**, **lingüística** y **literatura inglesa**.

Bailey: ¡Guau! Tú necesit**as** (*You need*) la **biblioteca** para estudiar mucho.

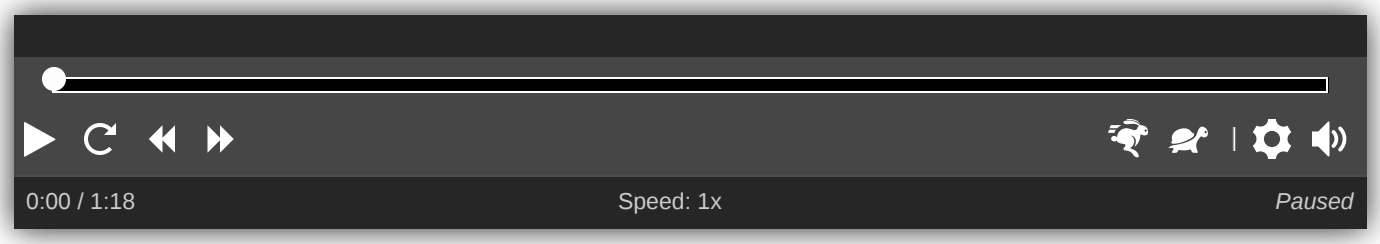
Carolina: ¡Sí! También yo necesit**o** ir a la **librería** de la universidad para comprar (*to buy*) mis (*my*) **libros**, **cuadernos**, un **diccionario** y cuatro **bolígrafos**.

Bailey: ¡Vamos! (*Let's go!*) Te llevo (*I'll take you to*) a la **librería** y también puedo mostrarte (*I can show you*) el campus y tu **salón de clase**. ¿Quién es tu **profesor** de **lingüística**?

Carolina: La doctora Moyna. ¿Tienes (*do you have*) clases con la doctora Moyna, también?

Bailey: ¡Sí! Sus clases me encantan (*I love her clases*). Para la clase de lingüística, nosotras necesita**mos** el libro "El español en los Estados Unidos".

Carolina: Perfecto. Bailey, ¿dónde está (*is*) la **cafetería**? ¡Tengo hambre! (*I'm hungry!)*



Lengua

Look at the verb forms in the dialogue. Pay attention to the verbs **estudiar, desear**, **tomar**, and **necesitar**. Write down the different forms of the verb in the dialogue. Can you guess how we conjugate verbs that end in **-ar** in Spanish?

Exercise A

What subject pronouns (e.g., **yo**) do Carolina and Bailey use in this dialogue?

Would you say this is an informal or formal conversation? Justify your answer.

Answer

Tú is used by both girls so this conversation is informal.

Exercise B

Have a look at the title of the book Carolina and Bailey need for their linguistics class (“El español en los Estados Unidos”). What do you notice about the way titles are written in Spanish?

Answer

Every word is not capitalized in Spanish titles like it is in English.

¿Comprendiste? Contesta (*answer*) las siguientes preguntas de comprensión.

Exercise C

¿De dónde es Carolina?

Answer

Carolina es de México.

Exercise D

¿De dónde es Carolina?

Answer

Carolina es de Coahuila, México.

Práctica E

¿Las dos chicas tom**an** una clase juntas (*together)*?

¿Qué clase es?

¿Quién es la profesora?

Answer

Sí, las dos chicas toman lingüística con la doctora Moyna.

Práctica F

¿Qué útiles escolares (*school supplies*) necesit**a** Carolina?

Answer

Carolina necesita libros, cuadernos, un diccionario y cuatro bolígrafos.

Práctica G

¿Qué lugar busc**a** Carolina?

Answer

Carolina busca la cafetería.

Práctica H

¿Qué clases toma Carolina?

¿Y Bailey?

Answer

Carolina toma sicología, teatro, lingüística y literatura inglesa.

Bailey toma geografía, literatura, historia y lingüística.

El primer día

Read and/or listen to the conversation between Bailey and Carolina in this section again, and decide if the following statements are true or false.

Start Quiz

https://human.libretexts.org/@go/page/281844

¿Qué necesita Carolina? Drag to the box only the things Carolina needs for h

Carolina



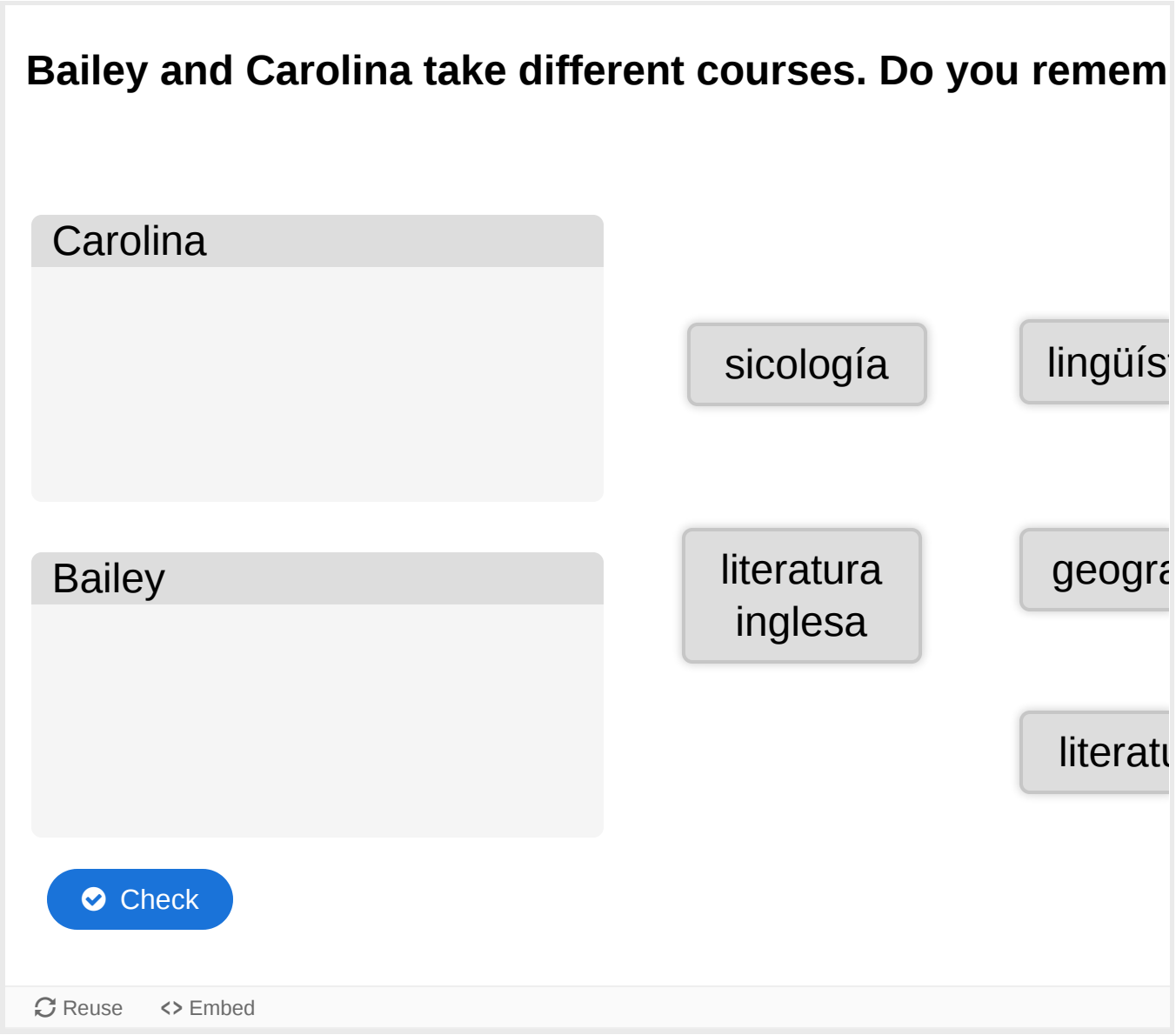






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2.1.0: Vocabulario

¿Cómo son las diversas clases en la universidad? ¿Qué hay en las clases? Look at these photographs, and discover how many of these words you already know. Again, **los cognados** will help you!

Definition: Cognados

Cognates are words in Spanish and English that share the same Latin and/or Greek root, are very similar in spelling and have the same or similar meaning.

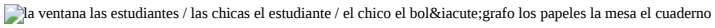
Example:

- Spanish: inteligente
- English: intelligent

Nota cultural

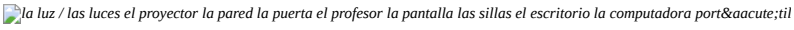
Education systems are different around the world. In many Latin American countries, the concept of a community college does not exist. While ¨universidades comunitarias¨ or ¨colegios comunitarios¨ are popular in the United States, it is more common to hear ¨institutos¨ (ejemplo: Instituto Tecnológico de las Américas) or ¨escuelas técnicas¨ for two-year educational settings after high school.

En el aula: La clase de español



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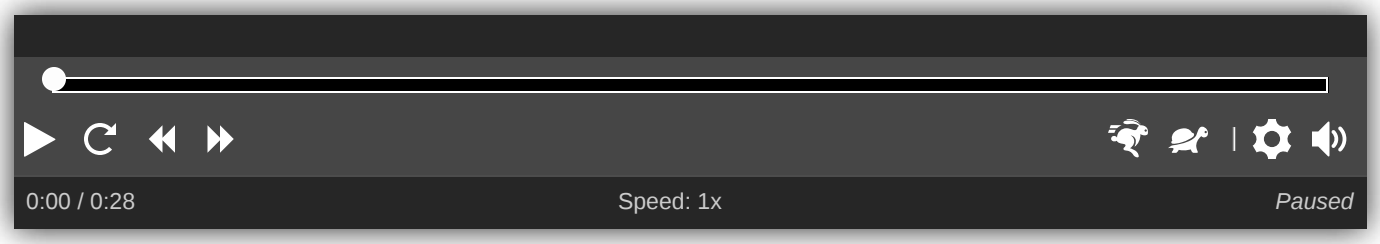
En el salón de clase: La clase de sociología



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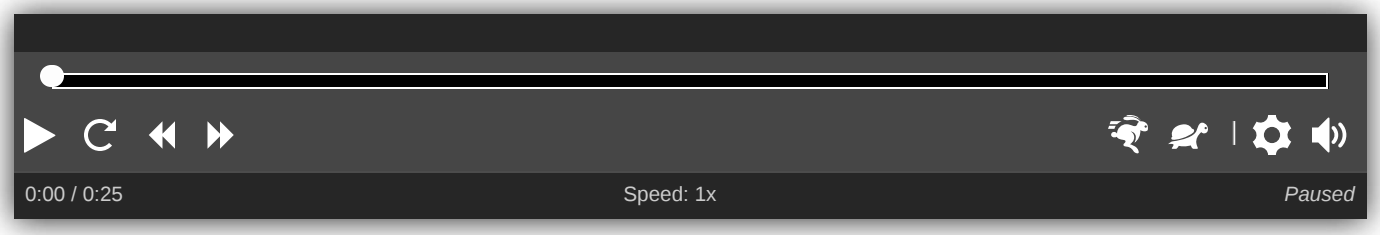
Vocabulario

Los objetos de la clase



la pizarra/el pizarrón	*the blackboard*
el borrador	*the eraser (for the blackboard)*
la tiza	*chalk*
la tableta	*the tablet*
el libro (de texto)	*the book / the textbook*
el lápiz /los lápices	*the pencil / pencils*
la pluma	*the ink pen*
el reloj	*the clock*
la mochila	*the backpack*
la cola (de pegar)	*Elmer glue*
el pegamento	*the glue stick*

Las personas en la universidad



el bibliotecario	*the (male) librarian*
la bibliotecaria	*the (female) librarian*
el compañero (de clase)	*the (male) classmate*
la compañera (de clase)	*the (female) classmate*
el compañero de cuarto	*the (male) roommate*
la compañera de cuarto	*the (female) roommate*
el consejero	*the (male) advisor*
la consejera	*the (female) advisor*
el hombre	*the man*
la mujer	*the woman*
el novio	*boyfriend*
la novia	*girlfriend*

Los lugares (places) en la universidad



el salón de clase/ el aula	*the classroom*
la biblioteca	*the library*
el edificio	*the building*
la librería	*the bookstore*
la papelería	*A place where only school and office supplies are sold.*
la residencia	*the dormitory*
el baño	*the bathroom*
mi cuarto	*my room/ my bedroom*

Los cognados

These words are very similar in Spanish and English. What do they mean? Write the meaning in the right column.

Cognados en la clase

la calculadora	
el marcador	
el examen	
la lección	
la actividad	
el ejercicio	
el diccionario	
el calendario	
el mapa	

Cognados para los lugares en la universidad

la cafetería	
el centro estudiantil	
el estadio	
el gimnasio	
el laboratorio	
la oficina	

Las clases y las especializaciones: Las lenguas extranjeras

el chino	
el francés	
el inglés	
el griego	
el italiano	
el portugués	
el ruso	

la antropología	
la arquitectura	
el arte	
la biología	
las ciencias biomédicas	
la ciencias políticas	
la comunicación	
la estadística	
la educación bilingüe	
la geografía	
la historia	
la ingeniería	
la lingüística	
la literatura	
las relaciones internacionales	
la música	
la psicología	
el teatro	

Nota

Words for classes or majors (e.g., **la sociología**, **la historia**, etc.) are not capitalized in Spanish.

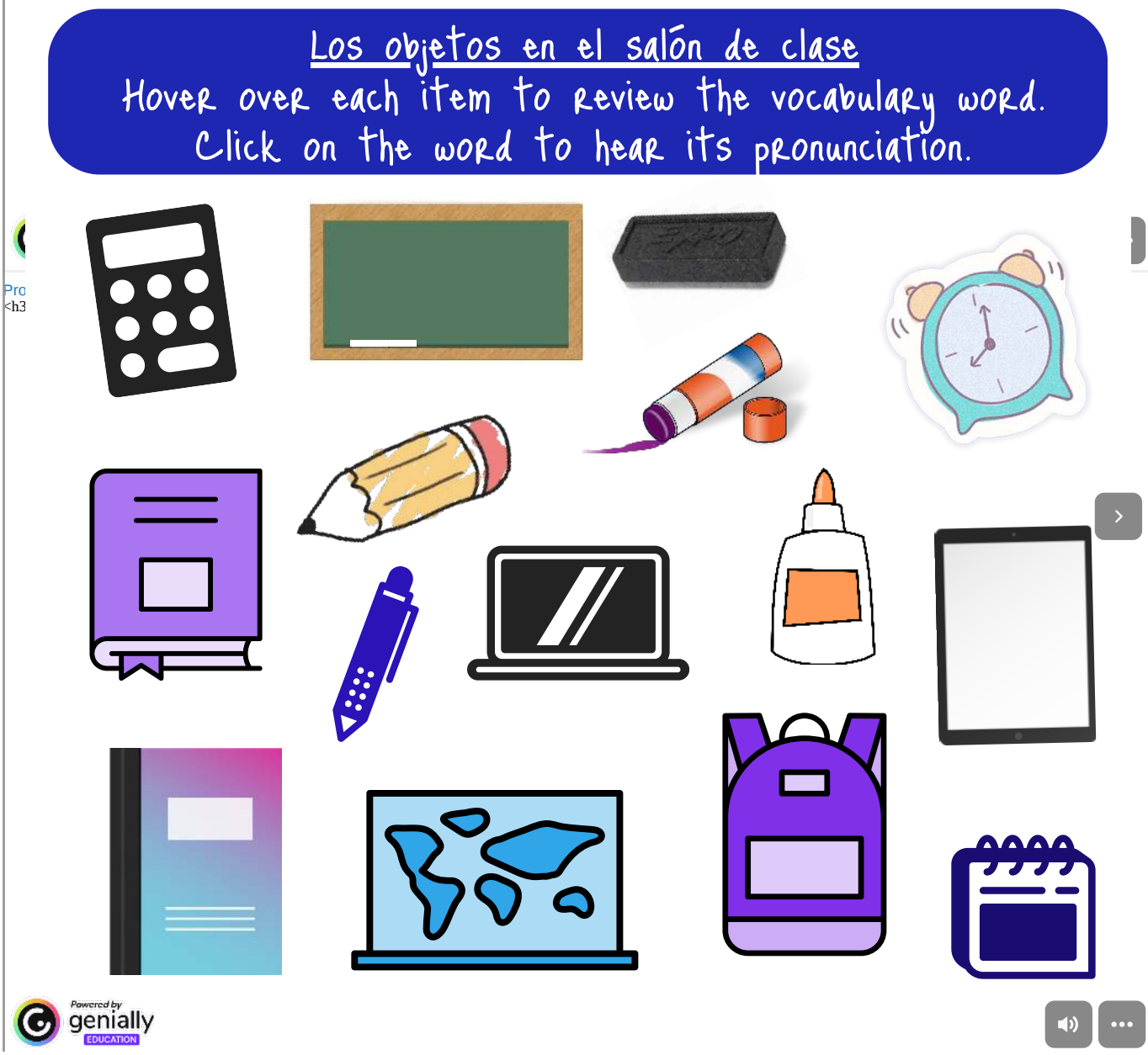
To talk about majors, you can say ¨especialización¨, ¨concentración¨ or ¨carrera¨.

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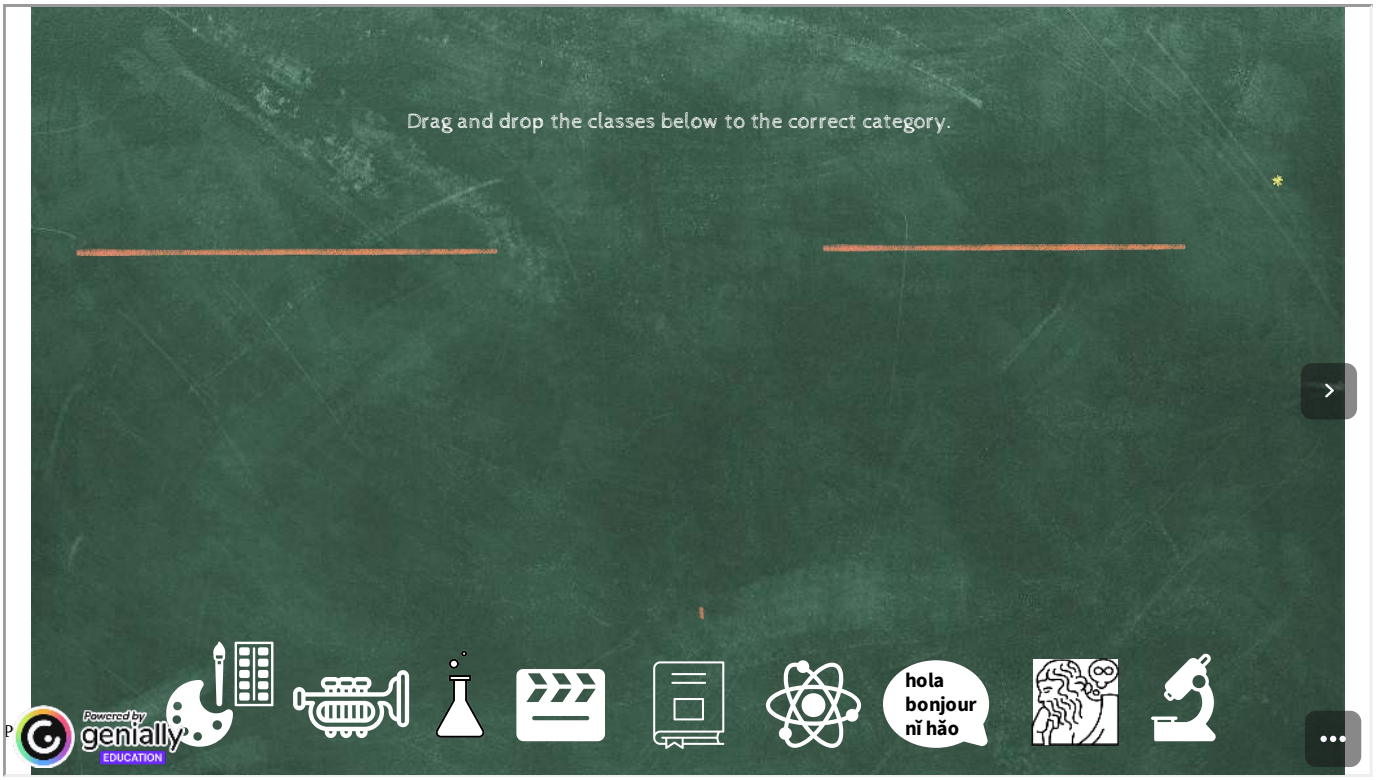
2.1.1: Pronunciación

Pronunciación 1





Pronunciación 3



Pronunciación 4

Access Quizlet Flashcards here.

Speakable

Login Create Account

Preview



Amanda Hadley Spanish

2.1 Vocabulario: Somos estudiantes universitarios

Content

1 la pizarra
blackboard

2 el borrador
eraser

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2.1.2: Práctica

Práctica 1

Who are they? Read the definitions, and write the Spanish word for it. Use the definite articles "el" and "la."

The person that recommends what classes to take is _____

The female person that sits next to you in class is _____

The male person that lends you book at the library _____

The female person you share an apartment with _____

Your friend's boyfriend _____

The woman _____

Check

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Choose the classes that belong to the following m
cognates if you need help figuring out what some

Las ciencias sociales

Las ciencias

Las lenguas y la literatura

Las relaciones internacio…

Los negocios en América Latina

la novela moderna

las ciencias políticas

la fotografía

la astronomía

portugués

Práctica 3

intermedio

Contesta si (Answer if…) es lógico o ilógico. (Note: *en* means "in" or "on")

Hay una mesa en mi mochila.

- lógico
- ilógico

Check

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Práctica 4

Which word does not belong?

- La carpeta
- El lápiz
- El bolígrafo
- El marcador

Check

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Works Cited

1.11: Ejercicios- En el salón de clases y los números by Erica Brown, Alejandra Escudero, María Cristina Montoya, & Elizabeth Small (OER SUNY) / License: CC BY 4.0 Attribution 4.0 International (CC BY)

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2.1.3: Conversación

Preparación comunicativa 1: Las clases en su especialización

¿Qué clases son necesarias para las siguientes profesiones (*the following professions*)? Escribe 2-3 para cada uno (*each one*).

1. El doctor:
2. El maestro:
3. El hombre de negocios:
4. El músico:
5. El trabajador social:

Preparación comunicativa 2: Las materias de los miembros del Club Internacional

Paso 1. Work with a partner to complete the table and find out about the opinions of the students in the International Club.

Modelo:

Estudiante 1: ¿Cuál es la materia favorita de Dalila?

Estudiante 2: Es la anatomía.

Estudiante 1

Click here to see Student 1´s information:

	Dalila	**Paulina**	**Víctor**	**Luis**	**Édgar**	**Julia**
La materia favorita	***anatomía***	economía			psicología	arte
La materia que menos prefiere (*that he/she prefers least*)	literatura		historia de arte	física		
La materia más fácil	biología		matemáticas	comunicación		música
La materia más difícil		filosofía			geografía	

Estudiante 2

Click here to see Student 2´s information:

	Dalila	**Paulina**	**Víctor**	**Luis**	**Édgar**	**Julia**
La materia favorita	***anatomía***		economía	literatura		
La materia que menos prefiere (*that he/she prefers least*)		sociología			historia	ciencias
La materia más fácil		matemáticas			expresión oral	
La materia más difícil	comunicación		inglés	francés		química

Paso 2. Now use the same table to ask about your classmates´ preferences.

Modelo:

Estudiante 1: ¿Cuál es tu materia favorita?

Estudiante 2: Mi materia favorita es.....

	Yo	Compañero/a _____	Compañero/a _____	Compañero/a _____
Tu materia favorita				
La materia que menos prefieres (*that you least prefer)*				
La materia más fácil para ti				
La materia más difícil para ti				

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Preparación comunicativa 3: Las clases este semestre

Paso 1. ¿Y este semestre? ¿Qué clases hay en Butler? Visit the schedule of classes for this semester, and find examples of the following courses. Fill in the blanks with the information required in the table provided. ¿Tomas alguna de (*any of*) las clases? ¿Cuál?

Las clases este semestre

Clase	Nombre de la clase	Instructor/a	¿Cuántos estudiantes hay?	Edificio
Antropología				
Arte				
Comunicación				
Historia				
Relaciones internacionales				
Psicología				
Trabajo social				
Inglés				
Música				

Paso 2. Now talk with a partner. What clases are they taking this semster? Find out more information about their classes.

Clase	Nombre de la clase	Instructor/a	¿Cuántos estudiantes hay?	Edificio

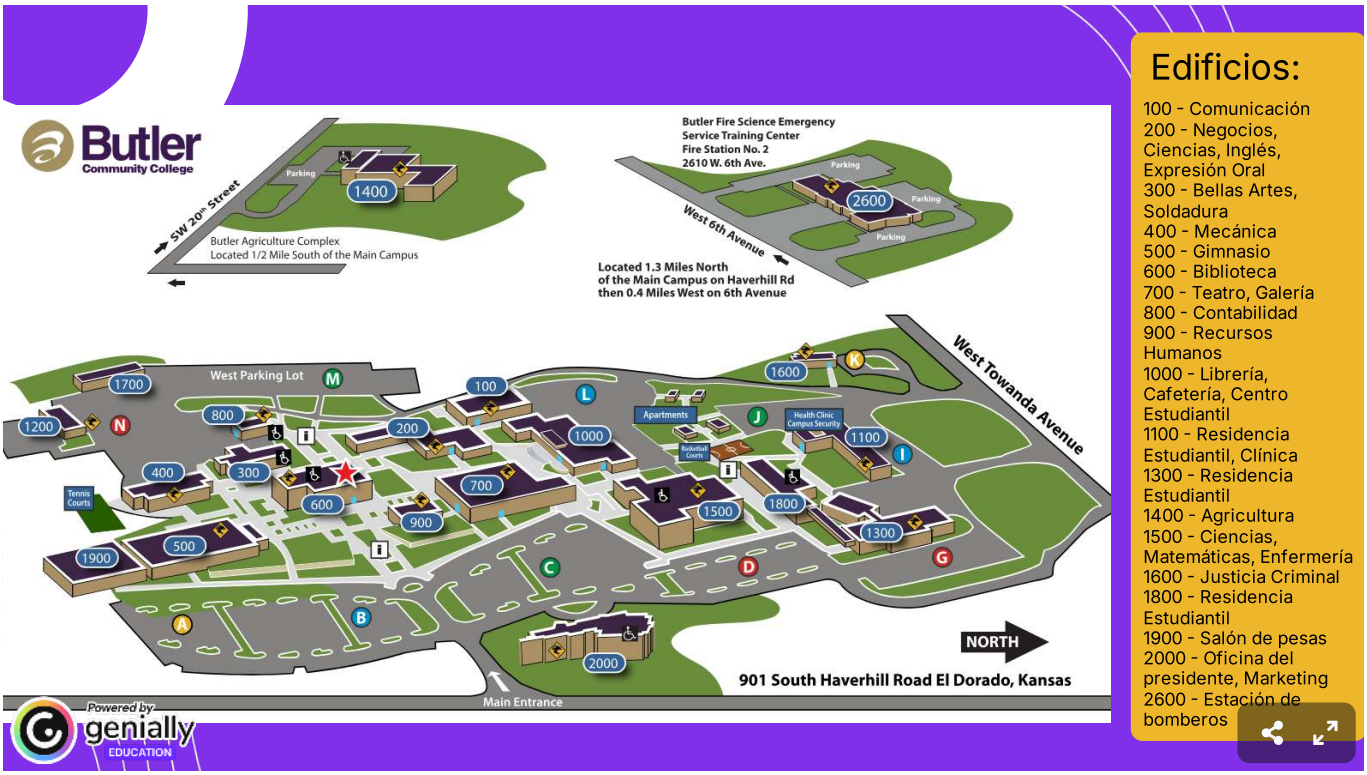
Paso 3. Use the information from the table above to compare your semester to your partner´s. What do you have in common? What classes are different?

> Modelo:
>
> **Sara y yo tomamos** español con la Señora Martínez.
>
> **Yo tomo** matemáticas con el profesor Smith pero **Sara toma** matemáticas con la profesora Johnson.

Preparación comunicativa 4: Tu campus

Soy un/una estudiante nuevo/nueva (*new*)

Paso 1. To do this activity, you will need a map of your campus (you may use the El Dorado map below or find an online version of a satellite campus map).



Paso 2. With a classmate, prepare a conversation. You will need to use the verbs **ser** and **hay**, and the vocabulary and structures you learned in **Módulo introductorio** and in this module. Include the following information:

Estudiante 1:

You are a new student at the university, and you do not know where some of the buildings are located. You talk to a fellow student.

- Introduce yourself, and ask your classmate's
- Say where you are from, and that you are a new student (**un/una estudiante nuevo/a**).
- Ask where the following buildings are:
  - La biblioteca
  - La cafetería
  - El edificio de _____ (ejemplo: sicología, biología, etc.)
- (When your classmate gives you the information, react appropriately [e.g., say "thank you" or "oh, ok".)
- Answer your classmate's question, and ask where their (**tus**) classes
- Answer your classmate's question, and ask what their phone number (**tu número de teléfono**) is.
- Say thanks and goodbye.

Estudiante 2:

You meet a new student on campus.

- Answer your classmate's question, and say where you are Ask your classmate where they are from.
- Answer your classmate's On the digital map, show your classmate where the buildings they are asking about are.
- Ask your classmate what their (**tus**) classes
- Answer your classmate's question, and ask what their phone number (**tu número de teléfono**) is.
- Answer your classmate's question, and say goodbye.

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2.2: En contexto- Artículos definidos e indefinidos

Learning Objectives

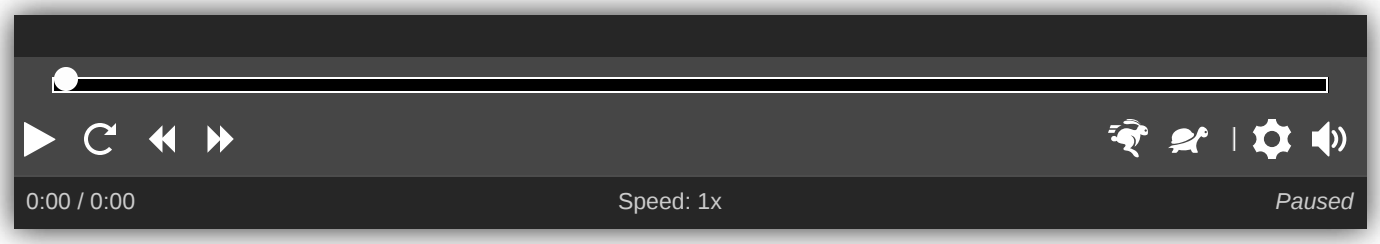
- Recognize indefinite and definite articles
- What do **el** and **la** mean?
- What is the difference between **un** and **el** and **una** and **la**?

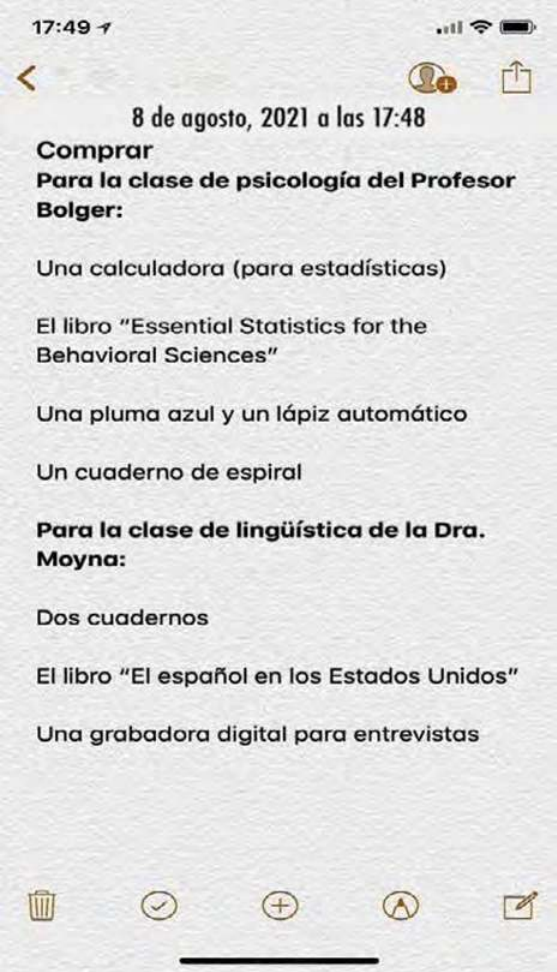
Identifying People, Places, Things, and Ideas: La lista de Carolina

Carolina, the student we met in the first section of this module, has made a list of the school supplies she needs some of her classes this semester. What does she need? Have a look at her list.

¿Es tu lista similar a la lista de Carolina?

En el **Módulo introductorio**, we learned the words for *one* or *a* (**un** or **una**). Have a look at Carolina's list.





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¿Comprendiste?

Responde las preguntas a continuación sobre la lista de Carolina.

? Exercise A

¿Quién es el profesor de la clase de sicología?

Answer

El profesor Bolger

? Exercise B

¿Qué necesita Carolina para el curso de la Moyna?

Answer

Carolina necesita dos cuadernos, un libro y una grabadora digital.

Exercise C

¿Qué compra (*buys*) Carolina para las entrevistas?

Answer

Ella compra una grabadora digital.

Exercise D

¿Hay un libro en la clase de sicología? ¿Cuál es el nombre?

Answer

El libro se llama ¨Essential Statistics for the Behavioral Sciences¨.

¿Es tu lista similar o diferente? ¿Por qué? ¿Qué útiles escolares hay en tu lista? Usa **un/una** and **el/la** to talk about your list.

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2.2.0: Gramática

In the **Módulo introductorio**, we saw that we use nouns (**los sustantivos**) to talk about people, animals, places, things, and ideas, and we learned that **los sustantivos** have gender (**género--femenino *o* masculino**). Of course, this does not mean that Spanish speakers believe that all things have gender. In Spanish, gender is a grammatical feature. Sometimes, the ending in a noun can tell you if it has feminine or masculine gender. For example, most nouns ending in **-a** are feminine, and most nouns ending in **-o** are masculine. When a noun is accompanied by an indefinite article (**un** *o* **una**) or by a definite article (**el** *o* **la**), the article will match the gender of the noun. Have a look at these examples.

Masculine Nouns

Masculine Nouns		
Definite Articles	**el niño** **el escritorio**	the boy the desk
Indefinite Articles	**un niño** **un escritorio**	a (one) boy a (one) desk

Nota

Most nouns ending in **-o** are masculine.

Feminine Nouns

Feminine Nouns		
Definite Articles	**la niña** **la puerta**	the girl the door
Indefinite Articles	**una niña** **una puerta**	a (one) girl a (one) door

Nota

Most nouns ending in **-a** are feminine.

Unfortunately, with some endings, it is difficult to determine gender (e.g., those that end in a consonant, such as **lápiz**, which is masculine, or in other vowels, such as **clase**, which is feminine).

¡Ojo!

We recommend that when you learn a new word, you also learn the definite article that accompanies it. That way, you will remember the gender of the noun, and it will also be easy to figure out what the indefinite articles is when you need it.

Let's take a closer look at the two types of articles in Spanish:

Differences between definite and indefinite articles

Definite Articles	Indefinite Articles
• Definite articles are used with **a specific item**. • The English equivalent is “The.” • There is a “the” for each **Gender** (**Masculine** or **Feminine**) and **Number** (**Singular or Plural**) combination: · **el -** el profesor (Masculine & Singular) · **los -** los profesores (Masculine & Plural) · **la -** la profesora (Feminine & Singular) · **las -** las profesoras (Feminine & Plural)	• Indefinite articles are **not used with a specific item**. They are used with generic items. • The English equivalent is “**a/an**” for singular nouns and “**some**” for plural nouns. • There is an indefinite article or each **Gender** (**Masculine** or **Feminine**) and **Number** (**Singular** or **Plural**) combination: · **un** – un libro (Masculine & Singular) · **unos** – unos libros (Masculine & Plural) · **una** – una pluma (Feminine & Singular) · **unas** – unas plumas (Feminine & Plural)

¡Ojo!

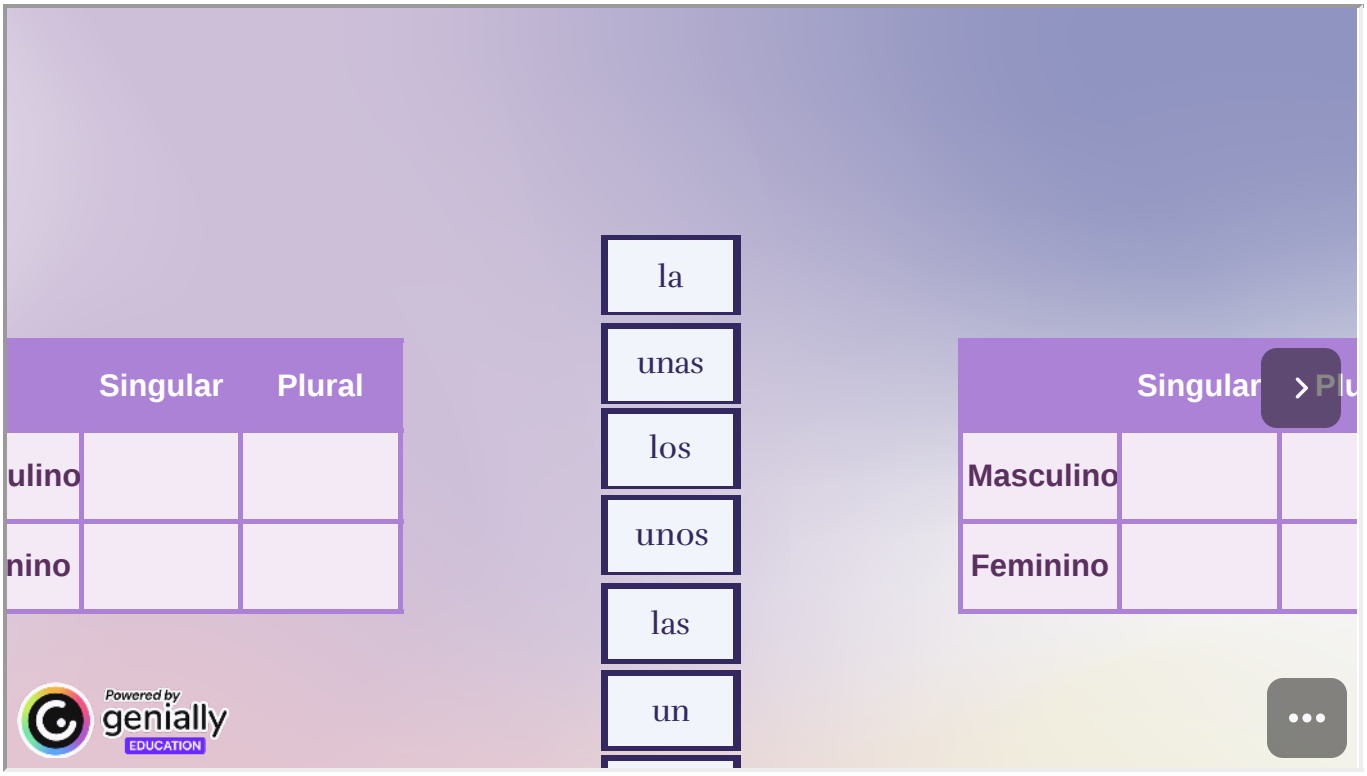
When a noun is accompanied by an indefinite article (**un** *o* **una**) or by a definite article (**el** *o* **la**), the article will match the noun in number and gender.

- **el** cuaderno / **un** cuaderno
- **la** mochila / **una** mochila

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2.2.1: Práctica

Práctica 1



Práctica 2

Drag and drop the word(s) that come before each of the following nouns in the text.

_____ universidad, _____ salón de clase, _____ pupitre, _____ diccionario, _____ cuaderno, _____ carpetas, _____ papeles, _____ computadora, _____ librería

un
el
los
un
unas
la
un
una
la

Práctica 3

Click to highlight the correct definite or indefinite article

Ana es (la / una) estudiante en (la / una) Universidad de Seville. Tiene (she has) (el / un) profesor muy simpático. Sus clases son grandes y (el / un) salón de clases es grande también. En (el / un) salón de clases hay (la / una) mesa con (la / una) silla. En (la / una) mesa hay (la / una) computadora y (la / una) calculadora.

Check

Práctica 4

Choose the most appropriate answer to complete the sentence.

En _____ hay muchos salones de clases.

- un universidad
- la universidad

Check

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Works Cited

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2.2.2: Conversación

Preparación comunicativa 1: Una encuesta

Paso 1 ¿Qué hay...? Use “hay” to ask at least five classmates about what things are in different places.

¿Qué hay...

1. ...en tu mochila?
2. ...en el aula?
3. ...en tu carro?
4. ...en tu cuarto (room)?
5. ...en _____?

Paso 2 Next, report to the class:

1. ¿Cuál es la respuesta más común?
2. ¿Cuál es la respuesta menos común?
3. ¿Cuál es la respuesta más sorprendente (surprising)?

Preparación comunicativa 2: Los materiales necesarios

¿Qué materiales son necesarios para la clase de ……? Use ¨Necesitas¨ with indefinite articles to talk about necessary school supplies for each class.

1. matemáticas?
2. español?
3. biología?
4. inglés?
5. arte?

Preparación comunicativa 3: La universidad comunitaria de Butler

Paso 1 Underline the definite and indefinite articles that you see. Why do you think the definite or indefinite article was used?

1. Butler tiene un estadio de fútbol americano.
2. La biblioteca está en el centro del campus.
3. Un horario de tiempo completo (full time) es de 5 horas.
4. Un semestre dura 10 semanas en Butler.
5. Hay un gimnasio en el campus de Andover.

Paso 2 Then indicate whether the following statements are Cierto or Falso. Rewrite the false so they are true.

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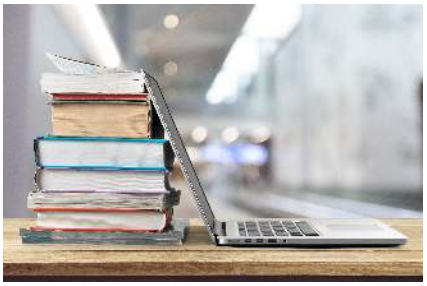
2.3: En contexto- El género y número de los sustantivos

Learning Objectives

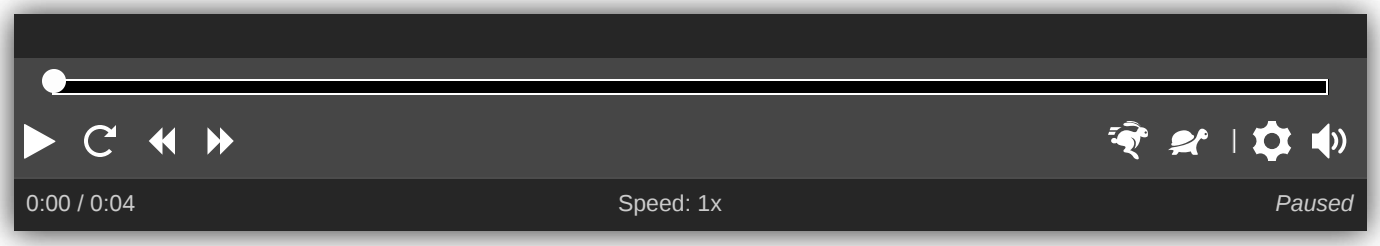
- Recognizing gender of nouns
- Making nouns plural

Like English, all nouns in Spanish are either singular or plural. But unlike English, all nouns in Spanish also have a gender.

¿Qué ves? *What do you see?*



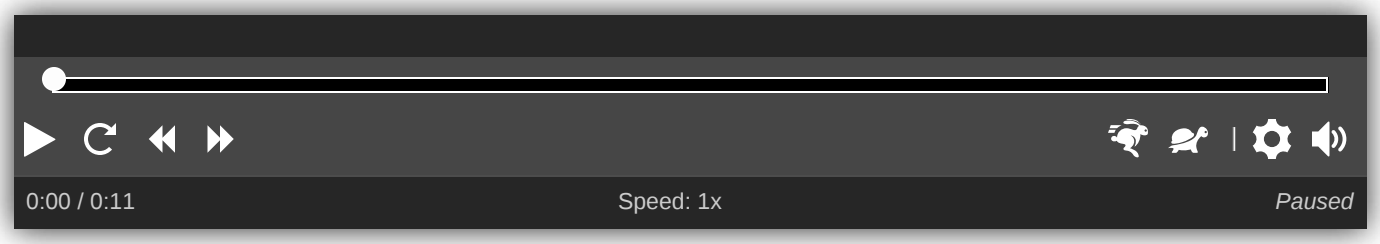
Hay unos libros y una computadora.



Attribution: Carolina Salinas (CC-BY-SA)



Hay unos papeles, un gato, una taza de café, un teléfono, unos lápices y una computadora.



Attribution: Carolina Salinas (CC-BY-SA)

¿Comprendiste?

Exercise A

Use the nouns that you see in the two images above and group them into the following categories:

Singular Feminine Nouns:

Answer

- una computadora
- una taza de café

Exercise B

Use the nouns that you see in the two images above and group them into the following categories:

Singular Masculine Nouns:

Answer

- un gato
- un teléfono

Exercise C

Use the nouns that you see in the two images above and group them into the following categories:

Plural Feminine Nouns:

Answer

There are no plural feminine nouns!

Exercise D

Use the nouns that you see in the two images above and group them into the following categories:

Plural Masculine Nouns:

Answer

- unos libros
- unos papeles
- unos lápices

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2.3.0: Gramática

Gender of Nouns

In Spanish, all nouns have a gender.

Nouns that that end in **-a, -ión, -tad,** and **-dad**, or end in other consonants and refer to beings with female attributes are *feminine* in gender.

Modelo:

- **People with feminine attributes**: la mujer, la chica, la profesora
- **-a:** la casa, la pluma, la mochila
- **-ión:** la canción (the song), la nación (the nation), administración (the administration), la educación (the education)
- **-tad:** la amistad (friendship), la dificultad (the difficulty)
- **-dad:** la ciudad (the city), la verdad (the truth), la libertad (the freedom)

Many nouns that end in **-o, -ta** or **-ma** or refer to beings with male attributes are *masculine* in gender.

Modelo:

- **People with masculine attributes:** el hombre, el chico, el profesor
- **-o:** el libro, el cuaderno, el escritorio
- **-ta:** el cometa, el planeta, el tema (the theme, the topic)
- **-ma:** el poema, el programa, el diagrama

Some nouns that refer to people have a single form; therefore, they can be both masculine and feminine, and gender is indicated by the article chosen to refer to them. You already know one of these nouns, **estudiante** (**el/la estudiante**).

Modelo:

- el/la paciente (the patient)
- el/la dentista
- el/la periodista (the journalist, the reporter)
- el/la deportista (the athlete)

¡OJO!

There are some words that do not follow the rules discussed above, and thus, you need to follow our recommendation: **Learn the article with the word to remember their gender**.

Some of the words in this category are:

- **La mente** (*the mind*)
- **la gente** (*[the] people*)

- **la clase**
- **el mapa**
- **el día**
- **la mano** (*the hand*)
- **el agua** (*water*)

Number of Nouns

¿Y el plural? What happens if we need to talk about people, things, places, etc. in the *plural*? Well, it is quite easy.

If we need an article to refer to them, we need to transform the singular form of the indefinite or the definite articles into the plural forms.

Modelo:

- Indefinite articles: **un** --> **unos**; **una** --> **unas**
- Definite articles: **el** --> **los; la** --> **las**

We also need to use the plural form of the noun.

> As in English, when a noun ends in a **vowel**, to make the plural form, you only need to add **-s** to the singular noun

> ## Modelo:
>
> **un/el libro** --> **unos/ los libros**

> If a noun ends in a **consonant**, you need to add **-es**

> ## Modelo:
>
> **una/la universidad** --> **unas/las universidades**

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2.3.1: Práctica

Práctica 1

Click to highlight the correct definite or indefinite article

Ana es (la / una) estudiante en (la / una) Universidad de Seville. Tiene (she has) (el / un) profesor muy simpático. Sus clases son grandes y (el / un) salón de clases es grande también. En (el / un) salón de clases hay (la / una) mesa con (la / una) silla. En (la / una) mesa hay (la / una) computadora y (la / una) calculadora.

Check

Práctica 2

¿El, la, los o las? Drag the right definite article for each of the following words. ¡Ojo! Remember that some words have special endings.

	biblioteca
	libro
	tiza
	mapa
	ciudad
	tema
	estudiantes
	clases
	sillas
	computadoras

la
las
la
los
las
el
el
el
la
las

Check

Práctica 3

Identificación

Identify the following items using the indefinite articles "un," "una," "unos" y "unas."

Start Quiz

Práctica 4

Choose the correct article for the gender of the noun (El or La)

[ ] reloj es nuevo.

Check

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Práctica 5

When the noun given is feminine, give the masculine form and when the noun given is masculine, give the feminine form. ¡OJO! Include the article.

el maestro →

Check

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Práctica 6

Choose the correct plural form of the noun in parentheses.

_____ son nuevos. (El profesor)

- La profesor
- El profesor
- Las profesores
- Los profesores

Check

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Listen to the audio and write down the objects you hear with their definite or indefinite articles and the verb "hay."

Check

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2.3.2: Conversación

Preparación comunicativa 1: Snapchat en universidad

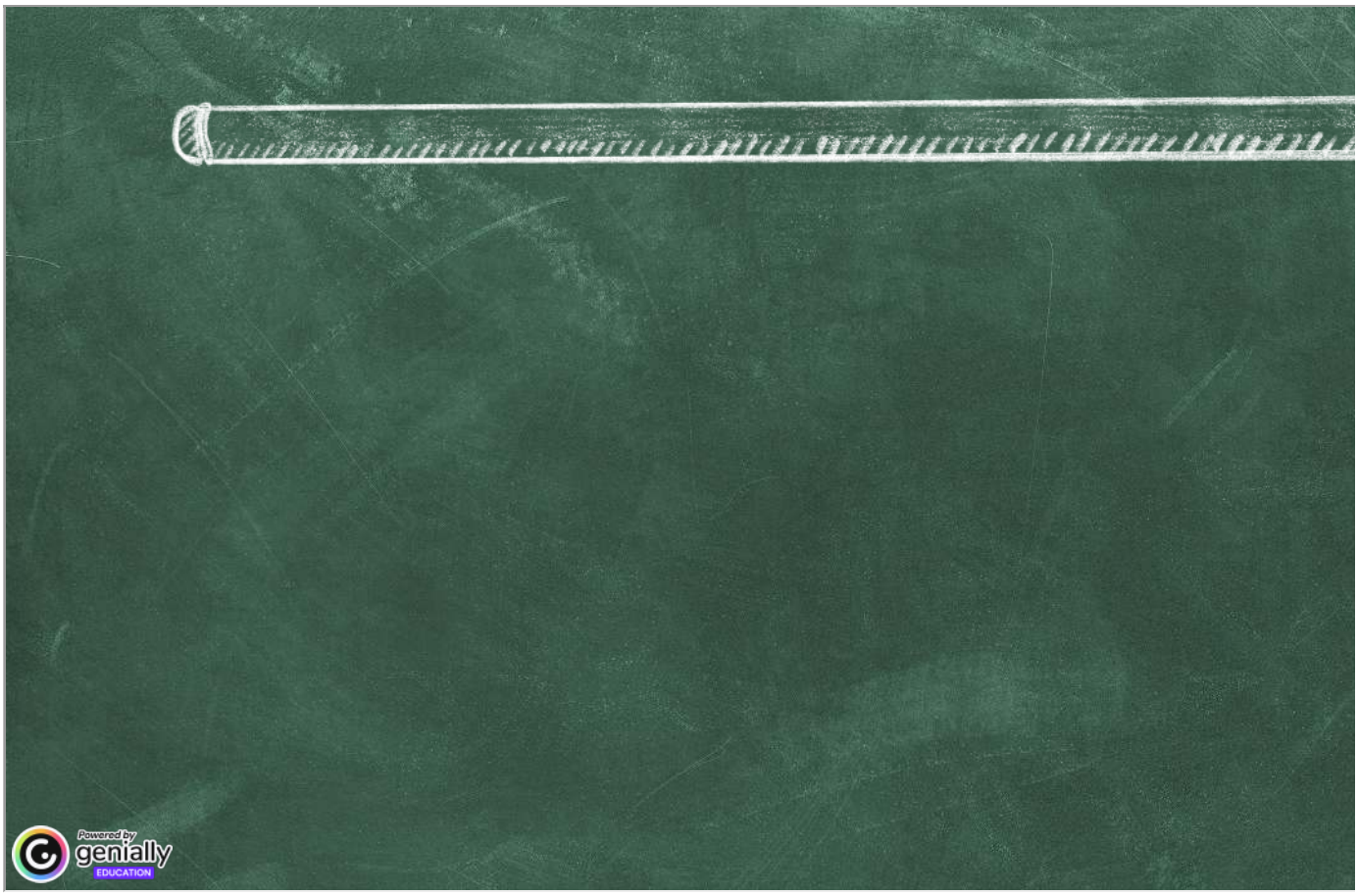
¡La vida (*life*) en la universidad es muy interesante! ¿O no?

Paso 1. With three or four classmates, look at the photos below, and describe what you see in them in as much detail as possible. Usa el vocabulario de este módulo y los artículos indefinidos (**un**, **una**, **unos**, **unas**) y definidos (**el**, **la**, **los**, **las**). Let's see which of the class groups gets the highest number of details.

Modelo:



Hay *unos* libros en *la* librería. *Los* libros son de temas de ficción, historia y biología y son *los* libros favoritos del personal de *la* librería. Hay *unos* autores internacionales como Slavoj Zizek y *unas* autoras nacionales como Sally Jenkins.



Paso 2. ¿Con qué fotos te identificas? ¿Por qué? Would you post photos like these? What would you upload to show your life as a university student? Try to use as much Spanish as possible to answer these questions!

Preparación comunicativa 2: Mariana en la universidad

Remember Mariana, the international student we met in **Módulo introductorio**? She is finally on campus, and she wants to know more about the university. What information are you going to give her? With two or three classmates, take turns using the cues to give Mariana information about the university. Usa el vocabulario y los artículos definidos e indefinidos en este módulo. Which class group knows the university the most?

Modelo:

biblioteca → *En la universidad hay una librería. Se llama L.W. Nixon.*

presidente → *En la universidad la Doctora Krull es la presidenta.*

En la universidad…

1. librería
2. profesor(a) de (subject--you can ask your instructor!)
3. edificio de (subject--you can ask your instructor!)
4. biblioteca
5. cafetería
6. edificio de clases

Preparación comunicativa 3: Mi universidad comunitaria

What does your university offer to students (e.g., **cafeterías**, **librerías**, etc.). With a classmate, make sentences using the definite and indefinite articles and the verb **hay**.

> **Modelo:**
>
> *En mi universidad comunitaria hay un estadio de fútbol americano en el campus en El Dorado pero no hay un estadio en el campus en Andover.*

Andover Campus map.pdf

El Dorado Campus map.pdf



Preparación comunicativa 4: Nuestra (*Our*) universidad ideal

Now you and three or four classmates need to create your ideal university. Do the following:

1. Describe the buildings and places you want in your university. Use the verbs **hay** and **ser**, the words learned in this module and the previous one, and the indefinite and definite
2. Develop a map like the one in activity 2.3c. Draw the map and write a reference section.
3. Create a logo for your university and give it a name. Be creative! And remember, you can always ask your instructor for help!
4. Each member of the group will be responsible for presenting parts of the activity to the rest of the classmates.

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2.4: En contexto- Los verbos -AR

Learning Objectives

- Recognize high frequency AR verb vocabulary
- Talk about daily activities
- Recognize and use the present tense of regular *-ar* verbs

Los *verbos en presente (present tense of regular "-ar" verbs)*

Carolina en la biblioteca

Carolina, the new student we met in this module, is still learning how to do things at the university. Today Eileen and Amy are helping her at the library. ¿Qué necesita Carolina? Listen to their conversation and look at the transcript below. Pay attention to the verbs. What do you notice about the endings?



Carolina: ¡Hola, compañeras! Necesit**o** un libro para mi clase de lingüística. ¿Me ayud**an** (*help*) a busc**ar** (*to look for*) el libro?

Eileen: ¡Sí, claro!

Amy: Es fácil. Lo busc**as** en la computadora.

Eileen: Aquí busc**as** el título.

Carolina: ¡Oh! ¡Aquí está!

Eileen: Y ahora reserv**as** el libro.

Amy: Luego us**as** tu tarjeta de estudiante (*student card*) y busc**as** el libro en el escritorio principal (*front desk*). ¡Y ya!

Carolina: ¡Gracias, amigas!

¿Comprendiste?

Responde estas preguntas sobre la conversación.

Let's talk about verbs first. See if you can find an example of the following in the dialogue:

Definition: Infinitivo

An infinitive verb does not have a conjugation. (E.g., to talk, to write) In Spanish, infinitives end in *-ar*, *-er*, or *-ir*.

Exercise A

Find an example of an infinitive in the dialogue above.

Answer

Buscar

? Exercise B

Now find verbs conjugated in second person singular (**tú** form):

Answer

Buscas, reservas, usas

? Exercise C

Now find verbs conjugated in second person plural (**ustedes** form):

Answer

Ayudan

What do these verbs share? What do you already know about these verbs' endings?

Now let's talk about the content of the dialogue (continue paying attention to the verb endings):

? Exercise D

¿Qué necesit**a** Carolina en la biblioteca?

Answer

Carolina necesita un libro para la clase de lingüística.

? Exercise E

¿Quiénes ayud**an** a Carolina?

Answer

Eileen y Amy ayudan.

All the conjugated verbs that appear in the dialogue are in the present tense (**el tiempo presente**). In this section, we will learn how to conjugate verbs with the **-ar** ending in the present tense.

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2.4.0: Gramática

The present Tense of *–ar* Verbs

Infinitives and Conjugations

Definition: Infinitive

An infinitive verb does not have a conjugation. (E.g., to talk, to write) In Spanish, infinitives end in *-ar*, *-er*, or *-ir*.

When you study verbs, you will need to know the difference between the *infinitive* form of the verb and the *conjugated* forms. In English, infinitives are verbs preceded by the word ***to***. In Spanish, infinitives end in **-ar**, **-er**, or **-ir**.

Modelo:

- **tomar** (*to drink, to take classes*)
- **comer** (*to eat*)
- **vivir** (*to live*)

These verbs are called ***infinitives*** because, like the concept of infinity, they are not bound by time. From the infinitive, we derive the conjugated forms of the verb. Of the three verb groups (**-ar**, **-er**, **-ir**), **–ar** verbs are the most numerous. To conjugate, drop the **–ar** from the infinitive. Next, add endings to the stem. The ending will depend on who is doing the action (remember *the subject)*. Have a look at this example:

Ayudar (to help)

yo	ayud**o**	*I help*
tú	ayud**as**	*you* (informal) *help*
usted, Ud., él, ella	ayud**a**	*you* (formal) *help*, *he/she helps*
nosotros(as)	ayuda**mos**	*we help*
vosotros(as)	ayud**áis**	*y'all* (informal: Spain) *help*
ustedes, Uds., ellos/ellas	ayud**an**	*y'all help*, *they help*

Usos del tiempo presente

As in English, in Spanish we use the present tense to talk about what people do every day or in a general sense.

Modelo:

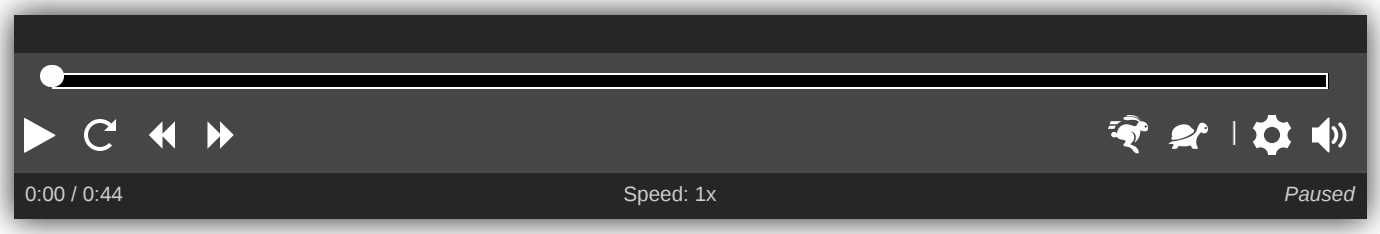
Bailey **toma** la clase de lingüística de la Dra. Moyna.

English, the present tense in Spanish can be used to talk about actions that are happening right now or that will happen in the future. Compare the two languages:

Modelo:

- Amy y Eileen **ayudan** a Carolina. (*Amy and Eileen are helping Carolina*.)
- Carolina **trabaja** mañana en la biblioteca. (*Carolina will work in the library tomorrow*.)

Verbos en -ar en las actividades de la universidad



bailar	*to dance*
buscar	*to look for*
caminar	*to walk*
cantar	*to sing*
comprar	*to buy*
contestar	*to answer*
desear	*to want*
dibujar	*to draw*
diseñar	*to design*
enseñar	*to teach*
entrar	*to enter*
esperar	*to hope; to wait for; to expect*
hablar	*to talk; to speak*

llamar	*to call; to phone*
mirar	*to watch, to look at*
necesitar	*to need*
pagar	*to pay for*
pasar tiempo	*to spend time with*
practicar	*to practice*
preguntar	*to ask a question*
reservar	*to reserve*
terminar	*to finish*
tocar	*to touch; to play an instrument*
usar	*to use*
viajar	*to travel*
visitar	*to visit*

Unas notas:

As you can see in the examples above, in Spanish the meaning of the English word *for* is included in the verbs **buscar** (*to look for*), **esperar** (*to wait for*), and **pagar** (*to pay for*). Also, *to* is included in the verb **escuchar** (*to listen to*).

¡Ojo!

As in English, when you use two Spanish verbs together with the same subject, the second verb is usually in the infinitive.

This is common with the verbs **desear**, **esperar**, and **necesitar**. See the examples below:

Modelo:

- Carolina y Efraín **desean estudiar** en el edificio Académico.
- Yo **espero trabajar** en la biblioteca.
- Bailey **necesita llamar** a su familia.

Remember that when you want to use a conjugated verb in the negative form, the word **no** is placed before the conjugated verb. It's easy!

Modelo:

- Mi compañera de cuarto **no habla** español.
- No, chicos, ustedes **no necesitan comprar** un libro de texto para la clase.
- Carolina **no baila** en la discoteca.

Use the following chat mat to help you talk about activities that you normally do:

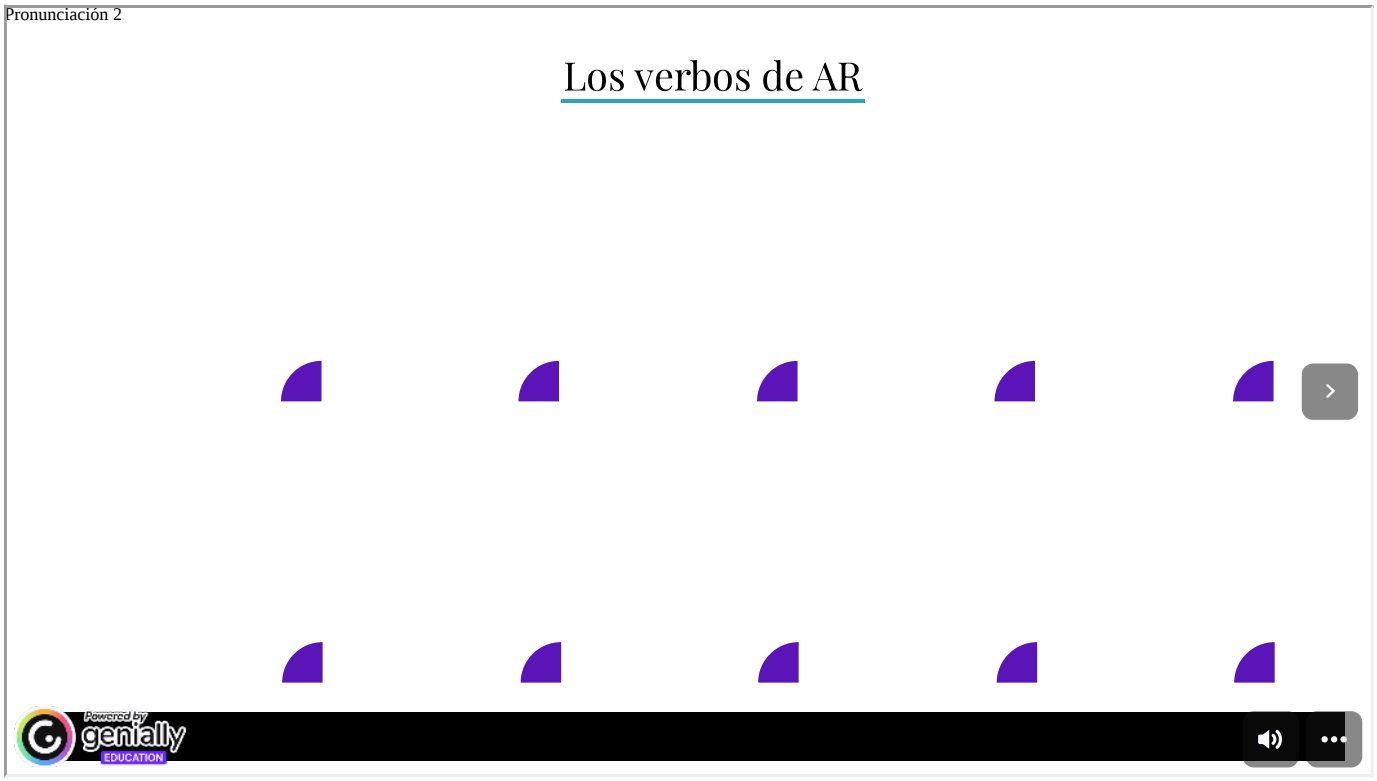


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2.4.1: Pronunciación

Pronunciación 1

Pronunciación 2



Pronunciación 2

Access Quizlet Flashcards here.



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2.4.2: Práctica

Práctica 1

What do the following people do when they are not at the university? Example: Joyce____ (bailar) bien → Joyce baila muy bien

Natalia y Robert _____ (estudiar) español. Patrick _____ (tocar) la guitarra. El profesor _____ (descansar) por la noche. Mi amigo _____ (mirar) la televisión. Yo _____ (caminar) por el parque central. Nosotros _____ (comprar) libros de texto.

Check

https://human.libretexts.org/@go/page/282534

Complete the following paragraph with a verb from the work bank. Do not forget to conjugate it! Each verb will be used once.

estudiar mirar comprar hablar llamar regresar caminar esperar

El primer día de clase, Raquel _____ sus libros en la librería y _____ a clase. Después (after) ella _____ a su compañera de clase Mónica. Raquel y Mónica _____ unos minutos. Después de la clase de historia, Raquel y los compañeros de clase _____ el autobús. Raquel _____ a casa. Por la tarde, Raquel y Mónica _____ . Más tarde, _____ televisión un rato (a little bit).

Check

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2.4.3: Conversación

Preparación comunicativa 1: Nuestras actividades

Paso 1: In the first column, indicate which activities you do or don´t do.

Paso 2: Then, talk with a partner to find out what activities they do.

Modelo:

Estudiante 1: *¿Tomas café?*

Estudiante 2: *Sí, tomo café. ¿Y tú?*

Estudiante 1: *Yo no tomo café.*

	Yo (sí o no)	**Mi compañero/a (sí o no)**
Tomar café		
Cantar karaoke		
Dibujar bien		
Practicar un deporte		
Bailar bien		
Tocar un instrumento		
Viajar mucho		
Cocinar		
Manejar una motocicleta		
Tomar muchas fotos		
Trabajar los fines de semanas (*on weekends*)		
Caminar por el parque		

Paso 2: ¿Qué tienen en común? Reporta a la clase.

Modelo:

Pat y yo no cocinamos.

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Preparación comunicativa 2: ¿Quién participa en las actividades?

Mingle with your classmates and try to find three people who do each of the following activities.

Modelo:

Estudiante 1: ¿Limpias la casa?

Estudiante 2: Sí yo limpio la casa. -or -No, no limpio la casa.

¿Quién…?	Compañero/a	Compañero/a	Compañero/a
Estudiar matemáticas o biología			
Limpiar la casa			
Hablar en el teléfono mucho			
Trabajar			
Nadar			
Pasar mucho tiempo con su familia			
Comprar comida en Dillon´s o Walmart			
Escuchar música cuando estudia			
Mirar muchos videos en YouTube			

Preparación comunicativa 3: ¿Qué necesitan hacer?

Work with a partner and take turns asking what the following people need to do during the week or during the weekend.

Modelo:

Estudiante 1: ¿Qué necesita hacer Juan durante de la semana?

Estudiante 2: Juan necesita trabajar.

Nota

Remember that in Spanish, an infinitive (or unconjugated verb) follows a conjugated verb.

Ex: Juan necesit**a** trabaj**ar**.

Estudiante 1

Click here to see Student 1´s information

	Durante de la semana	Durante el fin de semana
Juan	***trabajar***	
María y Pedro	regresar de vacaciones	
La profesora		calificar (*to grade*) un examen
Los estudiantes	tomar un examen	
La amiga		estudiar libro de español
Manolo y Olga		tocar el piano
Carla	escuchar la radio	

Estudiante 1

Click here to see Student 2´s information

	Durante de la semana	Durante el fin de semana
Juan	***trabajar***	***limpiar la casa***
María y Pedro		pasear al perro
La profesora	enseñar una clase de historia	
Los estudiantes		bailar
La amiga	llamar a sus amigos	
Manolo y Olga	mandar mensajes	
Carla		llegar a sus clases

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Preparación comunicativa 4: Las actividades de los estudiantes en el mundo hispano

In this activity, you will learn about an international student studying Spanish in Barcelona. Before you do the activities, let's learn more about the place.

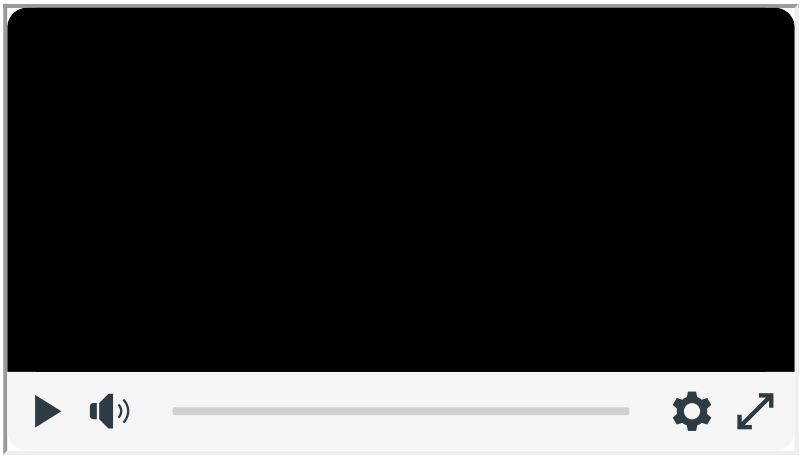
Paso 1. Antes de ver

Contesta las preguntas a continuación.

1. ¿Dónde está Barcelona? Busca esta ciudad en un mapa.
2. ¿Cómo es Barcelona? Consulta un sitio de y busca fotos. ¿Qué lugares hay? Escribe dos.
3. ¿Qué actividades hay en Barcelona para un estudiante? Escribe 3. Use the verbs that you learned in the previous section.

Paso 2. A ver

Ahora mira este video sobre una estudiante en Barcelona. Check if the activities that you mentioned appear in the video. Mira el vídeo en Exchange Barcelona y contesta esta pregunta: ¿Las actividades de Caroline son similares o diferentes a tus actividades?



Paso 3. Después de ver

Ahora mira el vídeo otra vez y completa las siguientes actividades. Trabaja con un@ compañer@.

Actividad A. Main idea

Using the information and images in the video, describe its main purpose. Who is the audience the filmmakers had in mind? Why? What meaning-making resources (e.g., images, music, etc.) have the filmmakers used to attract the attention of their intended audience?

Actividad B. Supporting details

Circle the number of each detail that is mentioned/shown in the video (not all are included!).

1. Caroline no estudia español en una clase.
2. Caroline estudia una maestría.
3. La familia de Caroline es de España.
4. Las personas caminan en Barcelona.
5. Caroline es estudiante en la Facultad de Ciencias de la Comunicación de la Universidad Autónoma de Barcelona.
6. Hay treinta estudiantes en cada clase en la facultad.
7. Caroline camina a la biblioteca.
8. Caroline estudia para sus clases en la biblioteca.
9. Caroline pasa tiempo en el “tandem” por la noche.
10. En el “tandem” los estudiantes hablan diferentes idiomas.
11. Los estudiantes bailan en el “tandem”.
12. Caroline mira la ciudad de Barcelona desde los búnkers del Carmel.

Actividad C. More details

Now read the following sentences, and choose the option that appears in the video.

1. Caroline tiene (this refers to her age)
    - 20 años.
    - 22 años.
    - 21 años.
2. Caroline es de

- Belize.
- Bélgica.
- Boston.

3. Carolina estudia en la biblioteca porque
   - hay estudiantes.
   - hay libros buenos.
   - hay una cafetería.
4. Para llegar al “tandem”, Carolina
   - toma el metro.
   - toma el autobús.
   - camina.
5. Carolina lee (*reads*) en
   - la residencia.
   - el búnker.
   - el laboratorio.

Actividad D. Análisis

Contesta estas preguntas sobre el vídeo. Use as much Spanish as you can.

1. What are the aspects of Barcelona that Caroline seems to enjoy the most?
2. Are her activities typical of those of a university student?
3. Why do you think the filmmakers have focused on Caroline? What kind of message do they want to convey?
4. What are the similarities/differences between studying in Barcelona and at your university? You can focus on buildings, activities, cultural aspects, etc.
5. Would you like to study in Barcelona? Why? / Why not?

Paso 4.

Ahora con tres o cuatro compañer@s, create a table comparing your activities and Caroline’s. Talk about at least 3 different activities **en la mañana**, **en la tarde** y **en la noche**. Talk about yourselves individually (**yo** forms), two of you (**ellos/ellas**), one of you in third person (**él/ella**), and you all (**nosotros**).

> **Modelo:**
>
> ¿Qué haces (*do you do*) en la mañana?

¿Qué hacemos?

	En la mañana	En la tarde	En la noche
Caroline			
Yo			
Compañero: _____			
Compañero: _____			
Compañero: _____			
Ellos / ellas			
Nosotros			

Preparación comunicativa 5: Caroline y yo

Imagine that you are on vacation in Barcelona, and you go to a party. You see Caroline, and you start a conversation with her. Work with a partner. One of you is going to be Caroline, and is going to use the information in the video to do this activity. Greet each other and get to know each other better:

1. First introduce yourselves. Provide names and talk about where you are from.
2. Ask and answer questions about your studies (what your especialización is, the classes that you take, where you study, etc.).
3. Talk about your routine and your activities during the weekend (e.g., En la mañana, yo…; Los fines de semana, mis amigos y yo…).

You will share your conversation with other classmates.

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2.5: En contexto- El calendario

Learning Objectives

- Ask and give the date
- Talk about when your classes and other activities take place
- Ask for others' age, tell your age

¿Cuál es la fecha? Los *días de la semana y los meses*

El horario de Carolina

Carolina thinks about her schedule for the months of *agosto* y *septiembre*. Pay attention to the way in which she lists dates and activities in Spanish. What do you notice?

Horario de Carolina para los meses de agosto y septiembre

domingo	lunes	martes	miércoles	jueves	viernes	sábado
21 - Mudanza al campus	22	23	24	25	26	27
28	29 - Comienzo de clases 8:00-8:50 Teatro 10:20-11:00 Estadística 11:30-12:30 Practicar yoga con Gailey (gimnasio)	30 9:35-10:50 Lingüística 11:10-12:20 Literatura 13:00-17:00 Trabajar en la biblioteca	31 8:00-8:50 Teatro 10:20-11:00 Estadística 11:30-12:30 Practicar yoga con Gailey (gimnasio)	1 9:35-10:50 Lingüística 11:10-12:20 Literatura 13:00-17:00 Trabajar en la biblioteca	2 8:00-8:50 Teatro 10:20-11:00 Estadística 11:30-12:30 Practicar yoga con Gailey (gimnasio)	3 21:00 Fiesta Comienzo del semestre (en casa)
4 10:00-14:00 Estudiar (biblioteca) 16:00-18:00 Fútbol (estadio)	5 Día del trabajo ¡No hay clases!	6 9:35-10:50 Lingüística 11:10-12:20 Literatura 13:00-17:00 Trabajar en la biblioteca	7 8:00-8:50 Teatro 10:20-11:00 Estadística 11:30-12:30 Practicar yoga con Gailey (gimnasio)	8 9:35-10:50 Lingüística 11:10-12:20 Literatura 13:00-17:00 Trabajar en la biblioteca	9 8:00-8:50 Teatro 10:20-11:00 Estadística 11:30-12:30 Practicar yoga con Gailey (gimnasio)	10 Visitar a mi familia (Corpus Christi)

¿Comprendiste?

Have a look at the photo of Carolina's schedule above. What do you notice about the way in which she expresses dates?

Exercise A

How do you write days in Spanish? Is it the same as in English?

Answer

Days of the week are not capitalized in Spanish like they are in English.

Exercise B

¿Qué días toma Carolina su clase de literatura?

Answer

Los martes y los jueves

Exercise C

¿Cuándo viaja Carolina a Corpus Christi?

Answer

El 10 de septiembre

Exercise D

¿Cuándo estudia Carolina en la biblioteca? ¿Con quién estudia?

Answer

Estudia el 4 de septiembre a las 10 de la mañana.

Estudia con Amy.

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2.5.0: Vocabulario

Los días de la semana



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To ask for the date in Spanish, you can use **¿Qué día es hoy?** (meaning *What day is today*?). To answer this question, you can say **Hoy es _____.**

Modelo:

Estudiante 1: ¿Qué día es hoy?

Estudiante 2: Hoy es martes.

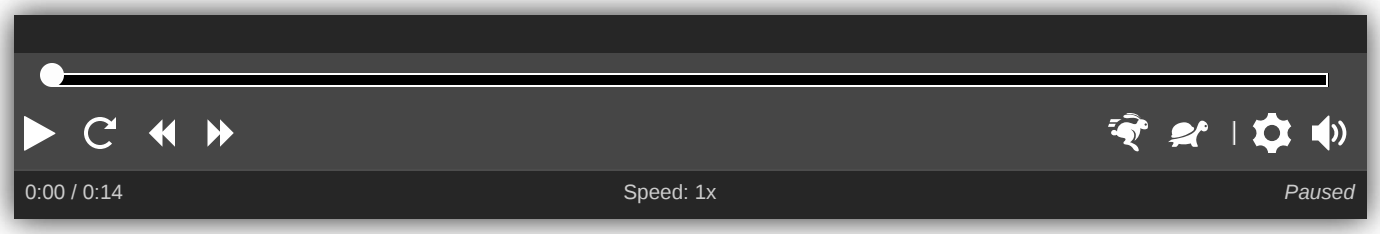
¡Ojo!

- The days of the week are NOT capitalized in Spanish.
- The masculine form of the definite article (**el lunes, el martes, etc.**) are used to refer to specific days.

To talk about habitual or reoccurring actions:

- Use the plural form of the definite article to refer to habitual actions (ie - actions that take place every week. (**los lunes** - every Monday, **los martes** - every Tuesday, etc.)
  - Notice that there is not a plural form for most days of the week. (**el lunes, los lunes**)
  - Exceptions: Saturday (**el sábado, los sábados**) and Sunday (**el domingo, los domingos**).

Los días de la semana



el lunes	*Monday*
el martes	*Tuesday*
el miércoles	*Wednesday*
el jueves	*Thursday*
el viernes	*Friday*
el sábado	*Saturday*
el domingo	*Sunday*

La fecha



Attribution: Adobe Stock Image

To ask for the date in Spanish, you can use **¿Cuál es la fecha?** (meaning *What is the date?*). To answer this question, you can say **Hoy es {*un número*} de {*un mes*}.**

Modelo:

Hoy es el cinco de mayo. (Today is May 5th.)

Hoy es el catorce de febrero. (Today is February 14th.)

¡Ojo!

- The months of the year are NOT capitalized in Spanish. (**e**nero, **f**ebrero, etc.)
- The first of the month is ¨**el primero**¨.
  - Modelo: Hoy es **el primero** de abril. (Today is April 1st.)

Los meses del año

enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December

To talk about your birthday:


Now that you can give dates, you can tell your birthday to others!

There are several ways to ask when someone´s birthday is:

- ¿Cuál es la fecha de tu cumpleaños?
- ¿Cuándo es tu cumpleaños?

To respond, simply use the formula we learned above: **Mi cumpleaños es {*un número*} de {*un mes*}.**

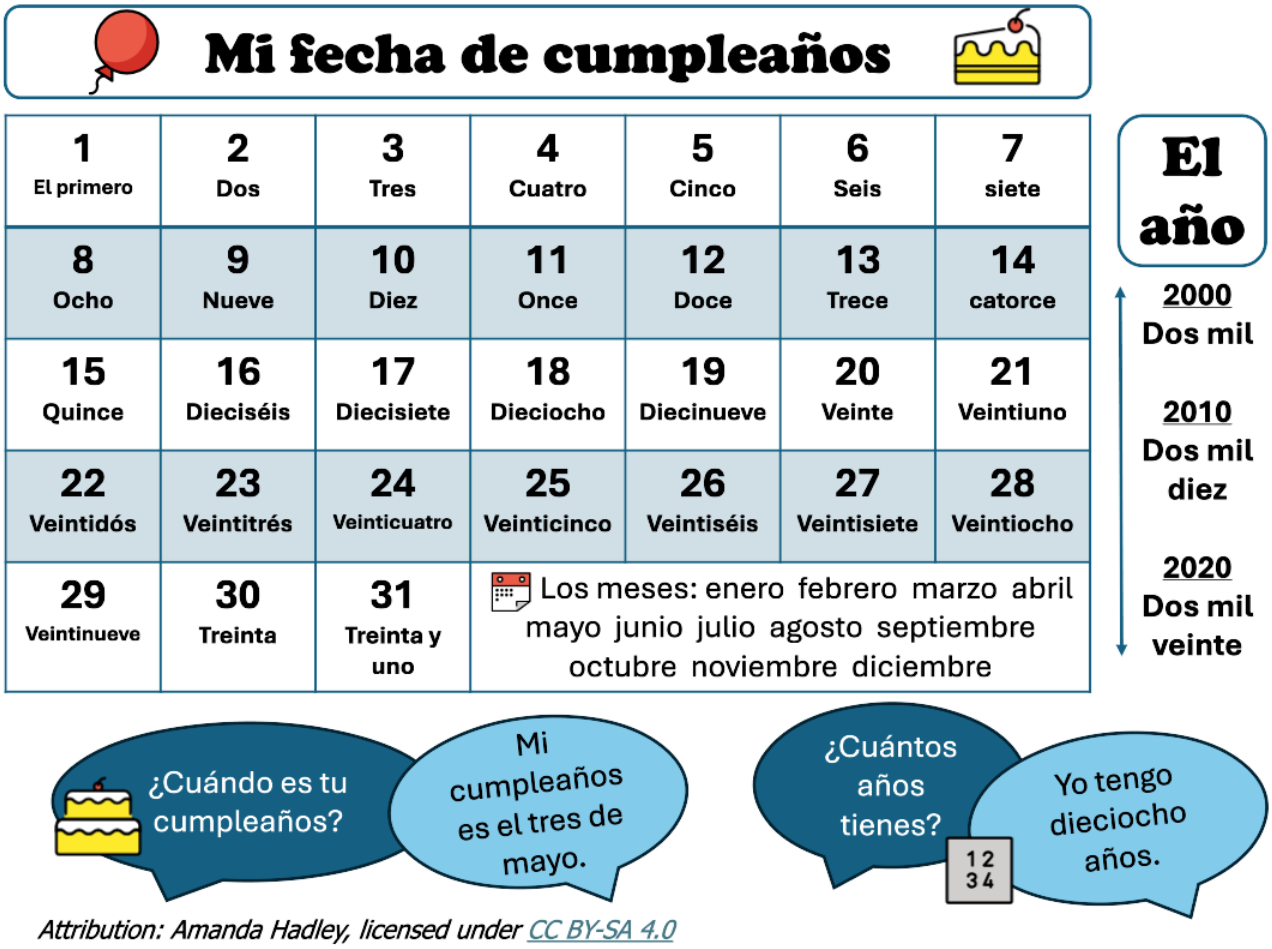
Nota

A question that can naturally arise after talking about birthdays is ¨How old are you?¨.

In Spanish, you use the verb TENER (to have) to talk about age. We will learn about the verb TENER more formally in Unit 4. For right now, use the following phrases to talk about someone´s age:

- **¿Cuántos años tienes tú?** (*How old are you?*)
- **Yo tengo {*un número*} años.** (*I am # years old.*)
- **Él / Ella tiene {*un número*} años.** (*He/she is # years old.*)

Use this chat mat as you converse with others:



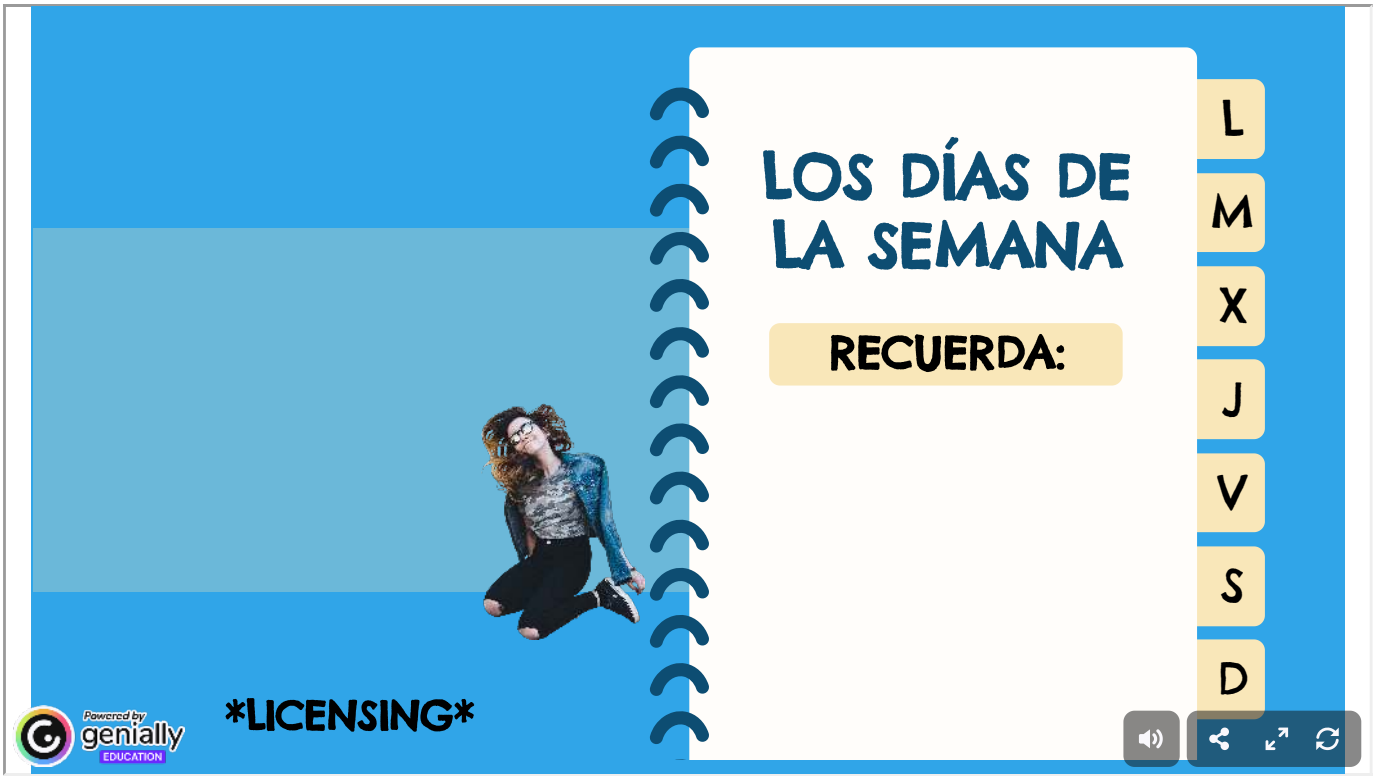
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2.5.1: Pronunciación

Pronunciación 1



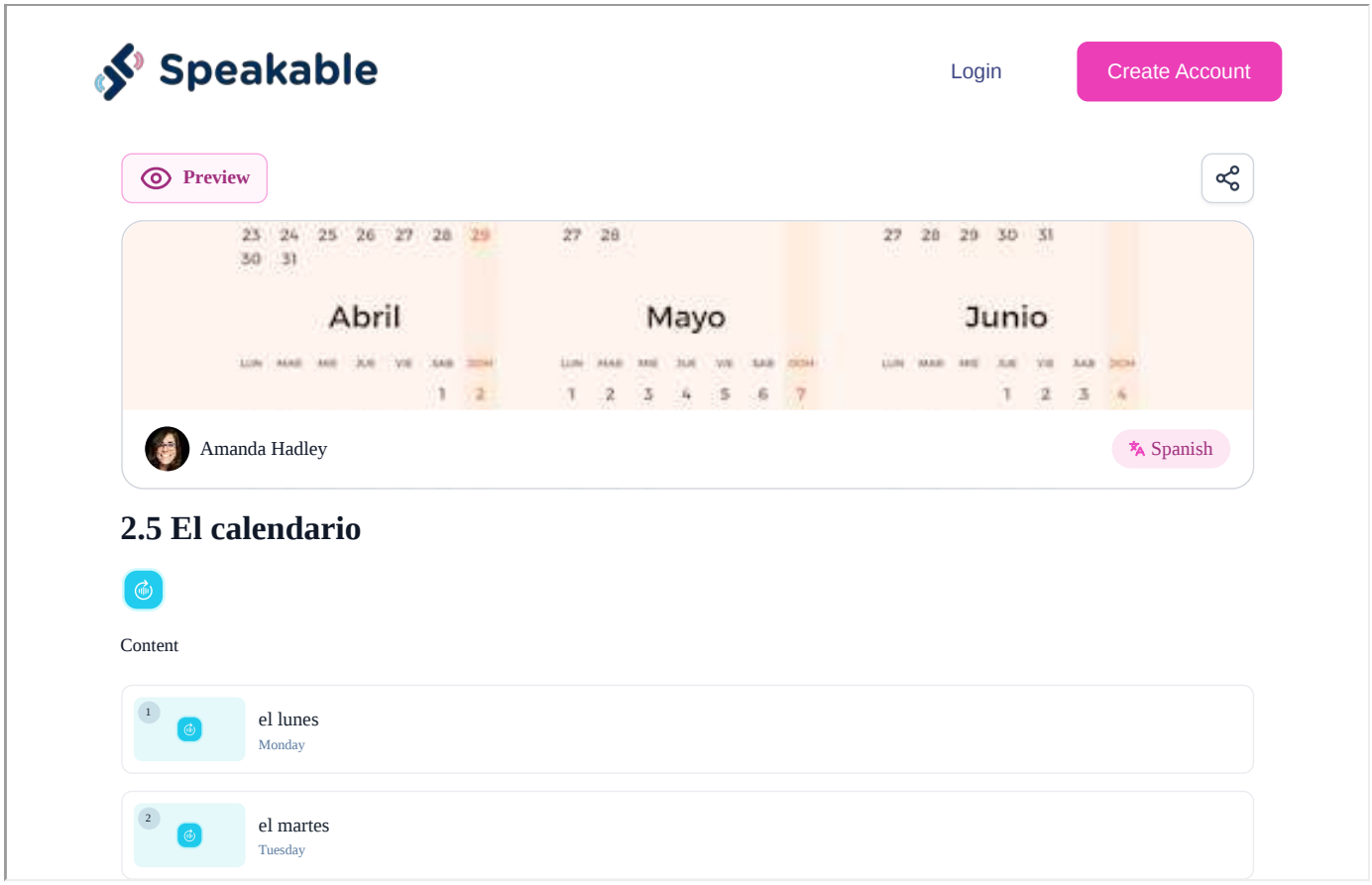
Pronunciación 2



Pronunciación 3

Access Quizlet Flashcards here.

Pronunciación 4



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2.5.2: Práctica

Práctica 1

¿Qué mes es el más corto (shortest)?

- El mes más corto es agosto.
- El mes más corto es marzo.
- El mes más corto es febrero.
- El mes más corto es mayo.

Check

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Práctica 2

Si *(if)* hoy es jueves, ¿qué día es mañana?

- Mañana es viernes.
- Mañana es miércoles.
- Mañana es martes.
- Mañana es sábado.

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Práctica 3

Días de la independencia

Día(s) de la independencia (DD/MM)		
☐ Argentina **9/7**	☐ El Salvador **15/9**	☐ Paraguay **14/5** y **15/5**
☐ Bolivia **6/8**	☐ Guatemala **15/9**	☐ Perú **28/7**
☐ Chile **12/2**	☐ Honduras **15/9**	☐ República Dominicana **27/2**
☐ Colombia **20/7** y **7/8**	☐ México **16/9**	☐ Uruguay **25/8**
☐ Costa Rica **15/9**	☐ Nicaragua **15/9**	☐ Venezuela **5/7**
☐ Ecuador **10/8** y **24/5**	☐ Panamá **28/11**	

Fill in the blanks

¿En qué mes es el día de la independencia de la República Dominicana? En ☐.

¿En qué mes es el día de la independencia de Costa Rica, El Salvador, Guatemala, Honduras, México, y Nicaragua? En ☐.

¿En qué mes es el día de la independencia de Panamá? En ☐.

¿En qué mes es el día de la independencia de Paraguay? En ☐.

¿En qué mes es el día de la independencia de Argentina, Perú y Venezuela? En ☐.

¿En qué mes es el día de la independencia de Bolivia y Uruguay? En ☐.

¿En qué meses son los días de la independencia de Colombia? En ☐ y ☐.

¿En qué meses son los días de la independencia de Ecuador? En ☐ y ☐.

Works Cited

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2.5.3: Conversación

Preparación comunicativa 1: La rutina

Paso 1. Pretend you are looking for roommates to share an apartment. Interview your classmates to find out about their routines and fill in the table below. Add a few activities of your own at the bottom.

Modelo:

Estudiante 1: ¿Cuándo trabajas?

Estudiante 2: Trabajo los lunes y los miércoles.

Nota

Use the plural form of the definite article to refer to habitual actions (ie - actions that take place every week. (**los lunes** - every Monday, **los martes** - every Tuesday, etc.)

	Compañero/a 1	Compañero/a 2	Compañero/a 3
trabajar			
estudiar			
mirar televisión			
limpiar la casa			
¿?			
¿?			

Paso 2. Look through the information you collected. Are there any similarities in the class? What are the main differeneces?

Preparación comunicativa 2: Nuestros horarios

Paso 1.

Taking Carolina's schedule as an example, create your own. List the classes that you are taking in the same way she did, and include two extracurricular activities (e.g., a part time job, plans to study, etc.) during the week and on the weekend. Draw your calendar, and prepare to share it with your classmates.

Horario de Carolina para los meses de agosto y septiembre

domingo	lunes	martes	miércoles	jueves	viernes	sábado
21 - Mudanza al campus	22	23	24	25	26	27
28	29 - Comienzo de clases 8:00-8:50 Teatro 10:20-11:00 Estadística 11:30-12:30 Practicar yoga con Gailey (gimnasio)	30 9:35-10:50 Lingüística 11:10-12:20 Literatura 13:00-17:00 Trabajar en la biblioteca	31 8:00-8:50 Teatro 10:20-11:00 Estadística 11:30-12:30 Practicar yoga con Gailey (gimnasio)	1 9:35-10:50 Lingüística 11:10-12:20 Literatura 13:00-17:00 Trabajar en la biblioteca	2 8:00-8:50 Teatro 10:20-11:00 Estadística 11:30-12:30 Practicar yoga con Gailey (gimnasio)	3 21:00 Fiesta Comienzo del semestre (en casa)
4 10:00-14:00 Estudiar (biblioteca) 16:00-18:00 Fútbol (estadio)	5 Día del trabajo ¡No hay clases!	6 9:35-10:50 Lingüística 11:10-12:20 Literatura 13:00-17:00 Trabajar en la biblioteca	7 8:00-8:50 Teatro 10:20-11:00 Estadística 11:30-12:30 Practicar yoga con Gailey (gimnasio)	8 9:35-10:50 Lingüística 11:10-12:20 Literatura 13:00-17:00 Trabajar en la biblioteca	9 8:00-8:50 Teatro 10:20-11:00 Estadística 11:30-12:30 Practicar yoga con Gailey (gimnasio)	10 Visitar a mi familia (Corpus Christi)

Paso 2. Talk with a partner and describe your schedule. Go back and forth with your partner about what you do on different days of the week.

Modelo:

Estudiante 1: Mi clase de matemáticas es **los lunes y los miércoles**.

Estudiante 2: No tengo una clase de matemáticas, pero mi clase de música es **los lunes**.

Paso 3.

Ahora con tres o cuatro compañer@s, compare your classes and activities and fill in the table below. Find similarities. Talk about yourselves individually (**yo** forms), two of you (**ellos/ellas**), one of you in third person (**él/ ella**), and you all (**nosotros**). Create a summary of your discussion to present to your classmates.

¡Conversemos!

	Clases	Actividades
Yo		
Compañero: _____		
Compañero: _____		
Compañero: _____		
Ellos / ellas		
Nosotros		

Preparación comunicativa 3: Los cumpleaños

Paso 1.

Walk around the room to find out your classmates´ birthdays and ages. Fill in the table.

Modelo:

Sara: ¿Cuándo es tu cumpleaños?

David: Mi cumpleaños es el nueve de abril.

Sara: ¿Cuántos años tienes?

David: Yo tengo 22 años.

Los cumpleaños

enero	**febrero**	**marzo**	**abril** David - 9 de abril (22 años)
mayo	**junio**	**julio**	**agosto**
septiembre	**octubre**	**noviembre**	**diciembre**

Paso 2.

Fill in the blank according to the information you found in the table above.

Helpful vocabulary:

- mayoría: majority
- mayor: older
- menor: younger

1. La mayoría de la clase tiene _____ años.
2. La mayoría de la clase es mayor que _____ años.
3. La mayoría de la clase es menor que _____ años.
4. Los meses populares con muchos cumpleaños son _____ y _____.
5. Los meses poco populares sin (*without*) cumpleaños son _____ y _____.

Paso 3. Write several sentences comparing the ages and birthdays of students based on the information in the table above. Are there any similarities? What are the differences?

Modelo:

Raúl es mayor que (*older*) José.

José es menor que (*younger*) Raúl.

Raúl y José tienen veinte años.

Mary y Susan tienen cumpleaños en diciembre.

Preparación comunicativa 4: Unas conversaciones

Paso 1.

With a classmate, prepare a conversation. You will need to use the vocabulary and structures you have learned so far. Include the following information.

Estudiante 1

You are conducting a survey about classes and buildings on campus. Interview a volunteer about the classes that they take (What are they? What days do they take place? What are they like? Etc.). Also, ask them about some of the buildings where they spend more time (**pasar más tiempo**) while on campus (Where are the buildings? What do they have inside? Etc.).

Estudiante 2

You are being interviewed about the classes that you are taking this semester and some of the buildings around campus. Answer the questions providing as much information as possible.

Paso 2.

When you are done, work with another classmate. Reverse your roles.

Preparación comunicativa 5: Las clases de Butler

It has been a week since classes started. Work with a partner to write an email to your high school Spanish teacher telling them about the classes that you are taking. Tell them about your schedule (talk about days of the week for different activities) and what the professors who teach them are like. Don't forget to start and finish the email with a proper salutation and goodbye.

Estimado/a Prof. García:

¿Cómo está? Yo…

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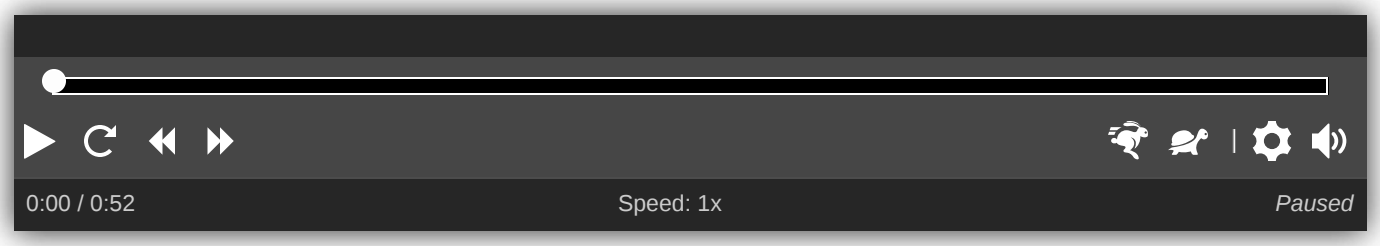
2.6: En contenxto- La hora

Learning Objectives

- Ask for and tell the current time
- Talk about the time of future events or activities

¿Qué hora es?

Before organizing their party, Bailey and Carolina had to agree on a day. Bailey asked Carolina about her schedule. Listen to their dialogue and read the transcript below. Pay attention to the way in which they talk about dates and times in Spanish. What do you notice?



Bailey: Hey, Caro, ¿cuándo es tu clase de teatro?

Carolina: Hmm… Dejame ver mi calendario (*let me look at my schedule*). La clase de teatro es los **lunes**, **miércoles** y **viernes**.

Bailey: **¿Y a qué hora es?**

Carolina: **Es a las ocho de la mañana.**

Bailey: Hmm… So you need to get up early **los viernes**…

Carolina: Sí. ¿Por qué?

Bailey: I want to have a party para celebrar el semestre. I had thought of Thursday…

Carolina: Oh… No, el **sábado** es el mejor (*best*) día. **Por la noche**. **Alrededor (*Around*) de las nueve de la noche**. El **domingo** estudio en la biblioteca con Amy y hay un partido de fútbol **a las seis de la tarde** en Ellis Field.

Bailey: Cool. La fiesta es el **sábado**. By the way, **¿qué hora es?**

Carolina: **Son las nueve y cuarto.** ¡Uy! La clase de lingüística de la Dra. Moyna **es a las nueve y treinta y cinco**. ¡Vamos (*let's go*), chica!

¿Comprendiste?

Have a look at the photo of Carolina's schedule above. What do you notice about the way in which she expresses time?

Exercise A

What article do you use to express time? ¿**El**, **la**, **los**, or **las**?

Answer

La and ***las*** are used to express *la hora* (the hour).

Exercise B

What word do we use to express *at a certain time*? Do you need that word when you just ask what time it is?

Answer

¨*A*¨ is used to express *at a certain time*.

You do not need it to ask what time it is - ¿*Qué hora es*?

Exercise C

¿Quién enseña la clase de lingüística?

Answer

Doctora Moyna**?**

Exercise D

¿Qué hora es en el diálogo?

Answer

Son las 9:15 de la mañana.

Exercise E

¿A qué hora es la clase de lingüística?

Answer

Es a las 9:35 de la mañana.

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2.6.0: Vocabulario

1. ¿Qué hora es?



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You use this question to ask for the time ***right now***. As you saw in Carolina's schedule, in the Spanish-speaking world (except for the United States), the 24-hour system is the most common. However, in informal settings (for example, with family or friends), the 12-hour system is preferred, and you use the expressions **de la mañana** (a.m.), **de la tarde** (early p.m.) y **de la noche** (late p.m.) to clarify what time of the day you are referring to.

Vocabulario:

- de la mañana (a.m.)
- de la tarde (early p.m.)
- de la noche (late p.m.)

Have a look at these examples.

Modelo:

- La recepción para los estudiantes nuevos es **el jueves 23 a las diecinueve treinta horas (19:30).** (Formal)
- La recepción para los estudiantes es **el jueves 23 a las siete y treinta / a las siete y media de la noche.** (Informal)

Unas notas:

- To talk about time, you always use the verb **ser**. For all times of the day, you use **son** (**Son las once de la noche.**).

¡Ojo!

Son is used for all times of the day except for the following exceptions, when you will use ***es***:

- When you ask for the time. **¿Qué hora es?**
- Time expressed between 1:00 and 1:59. (**Es la una y veinte**.)

- To refer to minutes after the hour, use ¨y¨.

Modelo:

Es la una y veinte. (1:20)

Son las tres y cuarto. (3:15)

Son las nueve y treinta y cinco. (9:35)

Vocabulario: Y cuarto / Y media

There are different ways to express on the quarter or half hour:

- 9:15 Son las nueve **y cuarto**. / Son las nueve y quince.
- 9:30 Son las nueve **y media**. / Son las nueve y treinta.

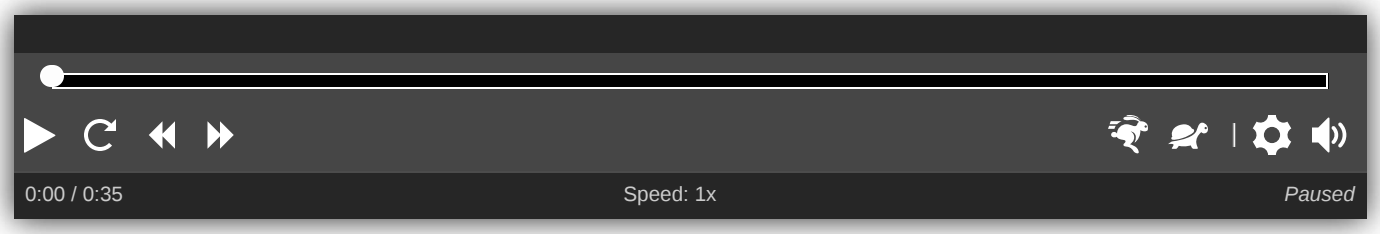
- To refer to minutes before the hour, use ¨menos¨.

Modelo:

Son las cinco **menos** diez. (4:50).

Son las ocho **menos** cuarto. (7:45)

Las expresiones de tiempo



Vocabulario	Definición	Ejemplos
en punto	on the dot	La Profesora Dexter enseña su clase a las ocho en punto de la mañana.
a tiempo	on time	Carolina y Bailey llegan a la clase de lingüística a tiempo.
la medianoche	midnight	Efraín estudia hasta (*until*) la medianoche.
el mediodía	noon	Yo regreso a casa al mediodía.
todos los días	every day	¿Tú tomas clases todos los días?
mañana	tomorrow	¿Usted viaja a San Antonio mañana?
hoy	today	Hoy tengo la clase de español.
por la mañana / por la tarde / por la noche	in the morning / afternoon / evening (*used for general time frames*)	Tomo café por la mañana.
de la mañana / de la tarde / de la noche	in the morning / afternoon / evening (*used with specific times*)	Tomo la clase de mañana a las ocho de la mañana.

2. ¿A qué hora es...?

You use this question to ask ***at what time*** something takes place ***in the future***. As we saw in the dialogue, you need the word ¨***a***¨ to introduce the time phrase.

Modelo:

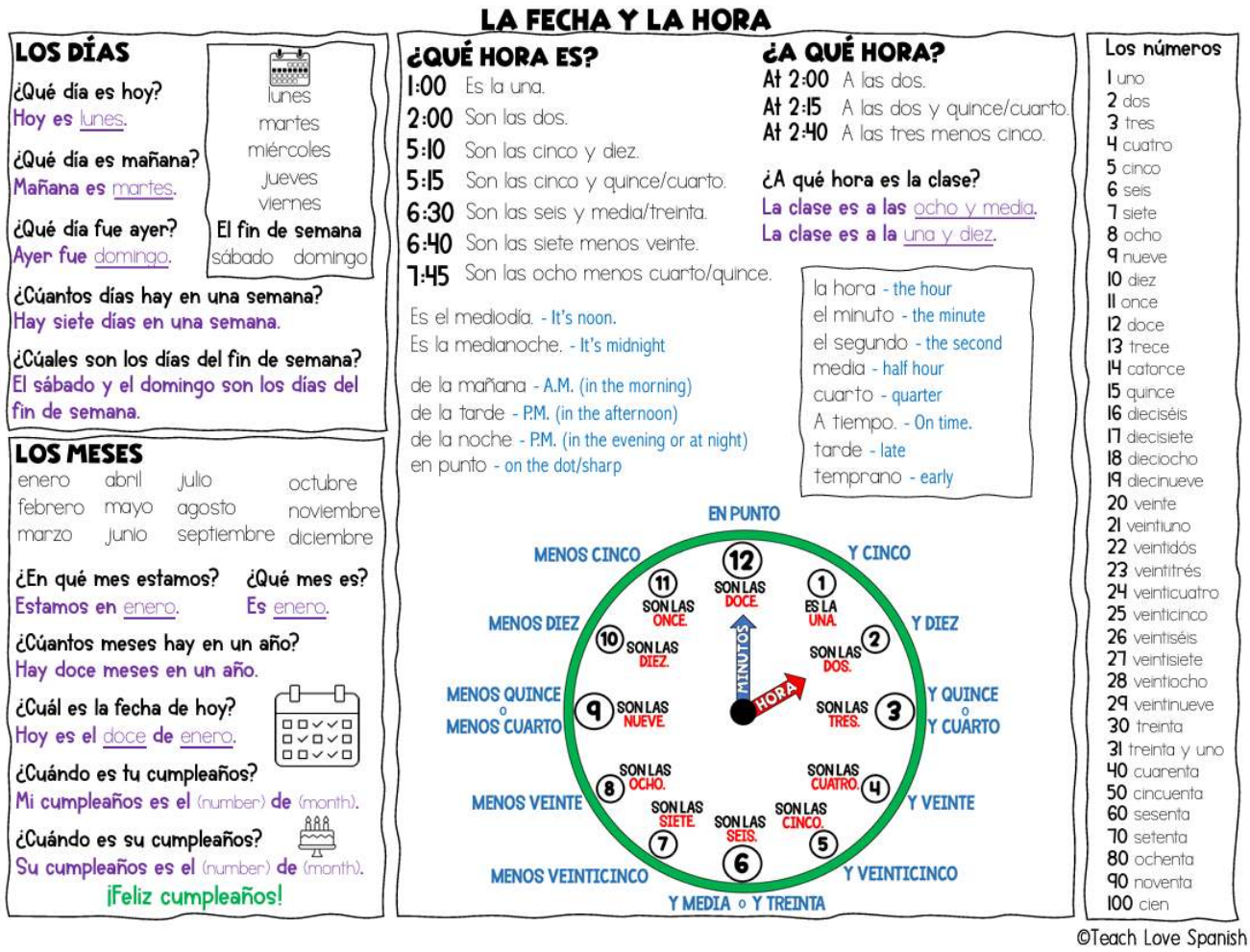
Estudiante 1: ¿**A** qué hora es la clase de la Dra. Moyna?

Estudiante 2: Es **a** las nueve y treinta y cinco de la mañana.

Estudiante 1: ¿**A** qué hora es la fiesta el viernes?

Estudiante 2: Es **a** las diez de noche.

Use the following chat mat as you converse with others:

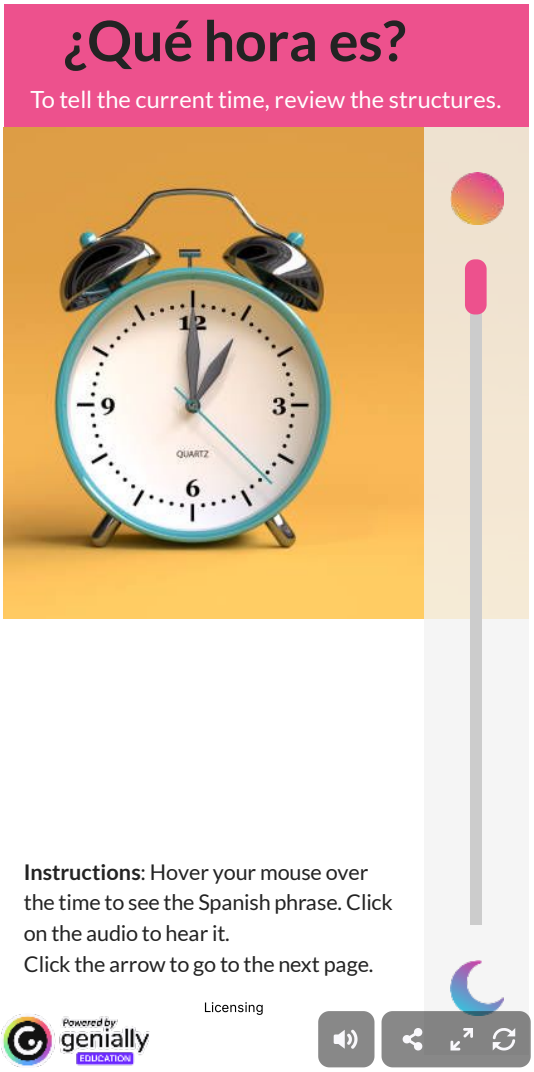


Teach Love Spanish: Chat Mat: El tiempo y la hora (Weather & Time)

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2.6.1: Pronunciación

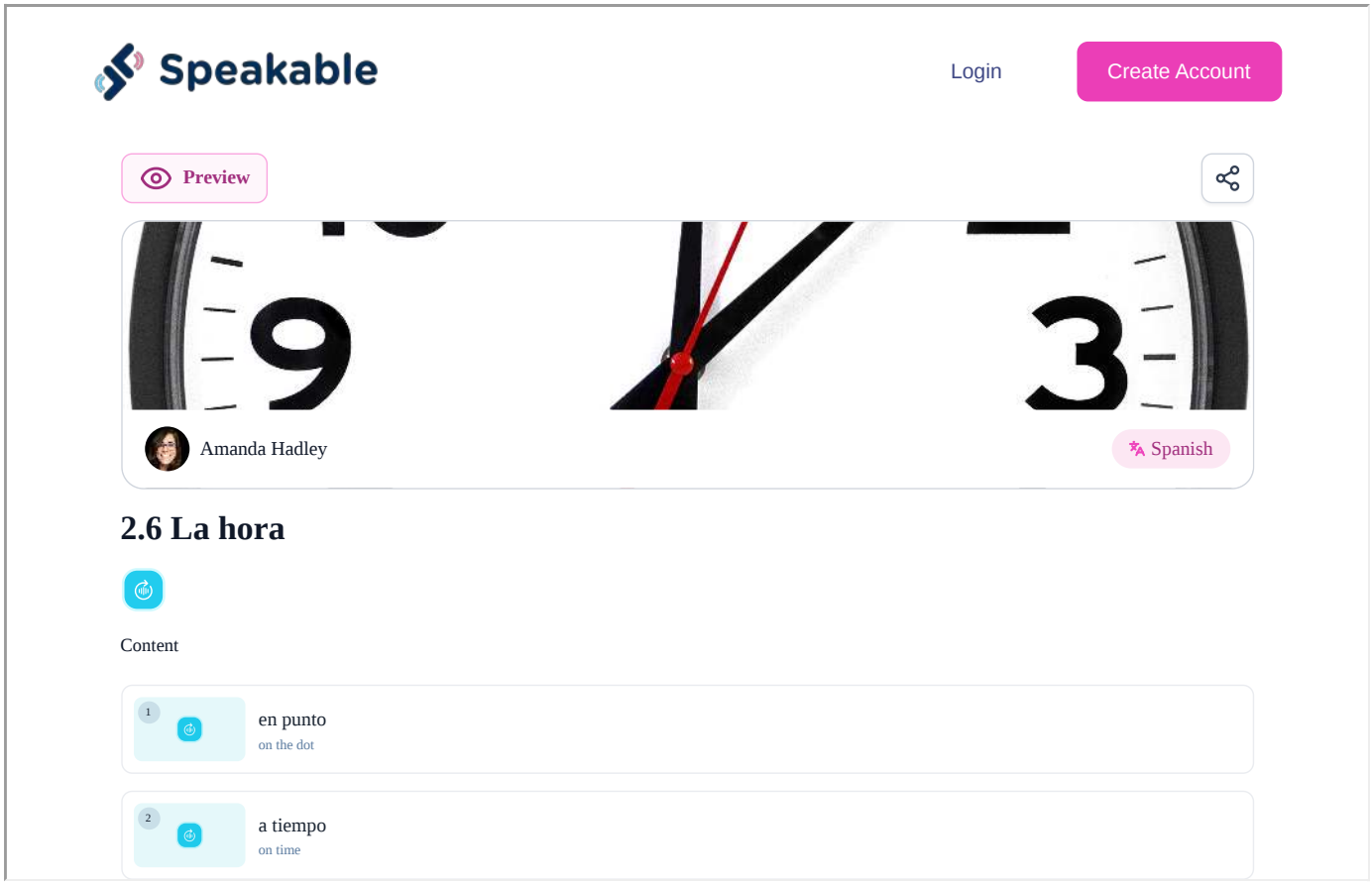
Pronunciación 1



Pronunciación 2

Access Quizlet Flashcards here.

Pronunciación 3



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2.6.2: Práctica

Práctica 1

https://human.libretexts.org/@go/page/283742

Práctica 2

Choose the most appropriate answer from the dropdown to complete the sentence.

Yo voy al parque a ___ siete y media.

- los
- el
- las
- la

Check

Práctica 3

Fill in the blanks

Son las siete y _____. 7:15

Check

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Works Cited

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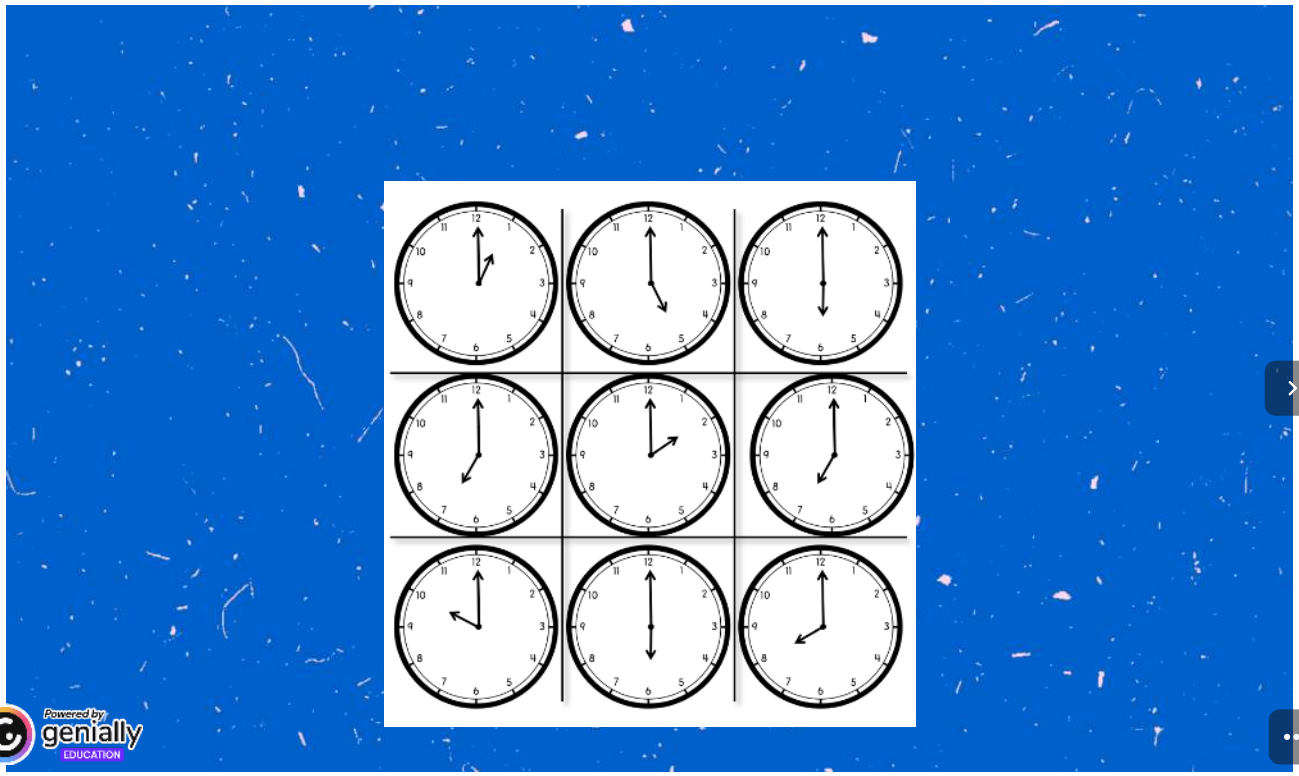
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2.6.3: Conversación

Preparación comunicativa 1: ¡A jugar!

Choose a partner. Each player chooses a shape (O or X). At each turn each player may move their shape to a spot if they can correctly say the time in Spanish. The player who manages to place 3 pieces in a row in a horizontal, vertical or diagonal line wins the game. Once all the available spaces are filled, if nobody manages to place 3 pieces in a row, the game ends in a draw.

There are 4 games to scroll through - choose a new partner for each game!



Preparación comunicativa 2: ¿Qué hora es alrededor del mundo?

With a partner, use the following World Time Clock to ask each other what time it is in different cities around the world.

> **Modelo:**
>
> Estudiante 1: ¿Qué hora es en Paris?
>
> Estudiante 2: Son las dos de la mañana en Paris *ahora* (*right now*).

Hint: You can type a city name in the search box on the map to quickly find a city!

Access the World Time Map in full screen here.

World Time Clock — what time is it around the world?

Customizable world clock with seconds & World time zones



Preparación comunicativa 3: El día típico de la familia Duarte

With a partner, ask each other questions to find out what the Duarte siblings typically do at different times of the day. Complete the table with their activities.

Modelo:

Estudiante 1: ¿Qué hace Darío a las ocho de la mañana?

Estudiante 2: Él toma un café.

Estudiante 1

Click here to see Student 1´s information

	Darío	Valeria	Rubén y Paula
8:00 de la mañana	**tomar un café**	practicar yoga	
2:45 de la tarde		pasear al perro en el parque	
8:50 de la noche	escuchar un audiolibro		estudiar biología

Estudiante 2

Click here to see Student 2´s information

	Darío	Valeria	Rubén y Paula
8:00 de la mañana	**tomar un café**		manejar a la universidad
2:45 de la tarde	mirar una película con un amigo		tomar notas en la clase de biología
8:50 de la noche		hablar por teléfono con su mamá	

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Preparación comunicativa 4: El horario de clases

Your instructor will tell you which student you are below so you can see a schedule with the classes you must take this semester. You will need to ask your classmates for the day and time of your scheduled classes and they will need to ask you for theirs. Remember to note when your classes are, so that you can share your schedule with the class.

Modelo:

Estudiante 1: ¿A qué hora es la clase de matemáticas?

Estudiante 2:

> ***If you have the class they need**:* La clase de matemáticas es **desde** (*from*) las diez **hasta** (*til*) las doce de la mañana **los viernes**.
>
> ***If you do not have the class they need**:* ¡Lo siento! (*I´m sorry!*) No tengo la clase de matemáticas.

Estudiante 1: ¡Gracias!

¡Ojo!

Your teacher will assign you one of the estudiantes below. Only click to reveal the schedule for the estudiante you are assigned. Work to find your classes and fill in the table with the correct days and times of the classes you need (listed at the top).

Estudiante 1:

Clases que necesitas: matemáticas, geografía, comunicación, economía y lenguas extranjeras

Click here to see the classes you know about:

Hora	lunes	martes	miércoles	jueves	viernes	sábado	domingo
8-10	biología						
10-12							
12-2			literatura				
2-4		lingüística					
4-6							

Estudiante 2:

Clases que necesitas: lingüística, arte, psicología, español, música

Click here to see the classes you know about:

Hora	lunes	martes	miércoles	jueves	viernes	sábado	domingo
8-10							
10-12					física		
12-2		comunicación				historia	
2-4	inglés						
4-6							

Estudiante 3:

Clases que necesitas: biología, historia, química, literatura y humanidades

Click here to see the classes you know about:

Hora	lunes	martes	miércoles	jueves	viernes	sábado	domingo
8-10		matemáticas					
10-12			geografía		lenguas extranjeras		
12-2							música
2-4							
4-6							

Estudiante 4:

Clases que necesitas: relaciones internacionales, inglés, física, sociología y arte

Click here to see the classes you know about:

Hora	lunes	martes	miércoles	jueves	viernes	sábado	domingo
8-10				español		ciencias	
10-12	psicología						
12-2				economía			
2-4							
4-6							

Estudiante 5:

Clases que necesitas: ciencias, literatura, geografía, estadística y psicología

Click here to see the classes you know about:

Hora	lunes	martes	miércoles	jueves	viernes	sábado	domingo
8-10			sociología				
10-12				química			
12-2							
2-4					arte		
4-6							

Estudiante 6:

Clases que necesitas: inglés, historia, matemáticas, química y sociología

Click here to see the classes you know about:

Hora	lunes	martes	miércoles	jueves	viernes	sábado	domingo
8-10							
10-12		humanidades					
12-2	relaciones internacionales						
2-4							
4-6				estadística			

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2.7: Unidad 2 Repaso

Vocabulario

- 2.1 Talk about your life as a university student: Classes, activities, places, and people in your life

Los objetos de la clase

la pizarra/el pizarrón	*the blackboard*
el borrador	*the eraser (for the blackboard)*
la tiza	*chalk*
la tableta	*the tablet*
el libro (de texto)	*the book / the textbook*
el lápiz /los lápices	*the pencil / pencils*
la pluma	*the ink pen*
el reloj	*the clock*
la mochila	*the backpack*
la cola (de pegar)	*Elmer glue*
el pegamento	*the glue stick*

Las personas en la universidad

el bibliotecario	*the (male) librarian*
la bibliotecaria	*the (female) librarian*
el compañero (de clase)	*the (male) classmate*
la compañera (de clase)	*the (female) classmate*
el compañero de cuarto	*the (male) roommate*
la compañera de cuarto	*the (female) roommate*
el consejero	*the (male) advisor*
la consejera	*the (female) advisor*
el hombre	*the man*
la mujer	*the woman*
el novio	*boyfriend*
la novia	*girlfriend*

Los lugares (places) en la universidad

el salón de clase/ el aula	*the classroom*
la biblioteca	*the library*
el edificio	*the building*
la librería	*the bookstore*
la papelería	*A place where only school and office supplies are sold.*
la residencia	*the dormitory*
el baño	*the bathroom*
mi cuarto	*my room/ my bedroom*

- 2.5 Talk about when your classes and other activities take place

Los días de la semana

el lunes	*Monday*
el martes	*Tuesday*
el miércoles	*Wednesday*
el jueves	*Thursday*
el viernes	*Friday*
el sábado	*Saturday*
el domingo	*Sunday*

Los meses del año

enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December

- 2.6 Tell the current time and time of future events or activities

Las expresiones de tiempo

Vocabulario	Definición	Ejemplos
en punto	on the dot	La Profesora Dexter enseña su clase a las ocho en punto de la mañana.
a tiempo	on time	Carolina y Bailey llegan a la clase de lingüística a tiempo.
la medianoche	midnight	Efraín estudia hasta (*until*) la medianoche.
el mediodía	noon	Yo regreso a casa al mediodía.
todos los días	every day	¿Tú tomas clases todos los días?
mañana	tomorrow	¿Usted viaja a San Antonio mañana?
hoy	today	Hoy tengo la clase de español.
por la mañana / por la tarde / por la noche	in the morning / afternoon / evening (*used for general time frames*)	Tomo café por la mañana.
de la mañana / de la tarde / de la noche	in the morning / afternoon / evening (*used with specific times*)	Tomo la clase de mañana a las ocho de la mañana.

Gramática

- 2.2 Indefinite and definite articles

Definite Articles

	Singular	Plural
Masculino	el	los
Femenino	la	las

Indefinite Articles

	Singular	Plural
Masculino	un	unos
Femenino	una	unas

- 2.3 Nouns: Gender and number
- 2.4 The present tense of regular *-ar* verbs

Los verbos de AR

ayudar	to help
bailar	*to dance*
buscar	*to look for*
caminar	*to walk*
cantar	*to sing*
comprar	*to buy*
contestar	*to answer*
desear	*to want*
dibujar	*to draw*
diseñar	*to design*
enseñar	*to teach*
entrar	*to enter*
escuchar	to listen
esperar	*to hope; to wait for; to expect*
hablar	*to talk; to speak*
llamar	*to call; to phone*
mirar	*to watch, to look at*
necesitar	*to need*
pagar	*to pay for*
pasar tiempo	*to spend time with*
practicar	*to practice*
preguntar	*to ask a question*
reservar	*to reserve*
terminar	*to finish*
tocar	*to touch; to play an instrument*
tomar	to take (a class)
trabajar	to work
usar	*to use*
viajar	*to travel*
visitar	*to visit*

Comunicación

Unidad 2: Somos estudiantes universitarios

By the end of Unidad 2, you should be able to:	Preguntas (ejemplos)	Respuestas (ejemplos)
Describe common classroom items and their quantities	¿Qué necesitas para la clase de español?	Un cuaderno, computadora, etc...
Talk about activities you and others do (know the -ar verbs!)	¿Cocinas/trabajas/caminas mucho?	Yo cocino mucho/Mis padres cocinan mucho/Nosotros trabajamos, etc.
Describe and discuss your and others' classes, including majors, favorite and least favorite classes, and where you take/study for classes	¿Qué clases tienes este semestre? ¿Tienes una especialización o concentración? ¿Qué estudias? ¿Qué clases son difíciles para ti? ¿Y cuáles son fáciles para ti? ¿Cuál es tu clase favorita? ¿Dónde estudias normalmente?	Tengo las clases de español, literatura, etc... Yo estudio _____(carrera/programa). La clase de _____ es difícil. La clase de _____ es fácil. La clase de _____ es (adjectives). Mi clase favorita es la clase de _____. Yo estudio en mi oficina/en la escuela/en mi casa/etc.
Tell the date and time	¿Cuál es la fecha de hoy? ¿Cuándo es tu cumpleaños? ¿Qué hora es?	Hoy es el veinticuatro de octubre. Mi cumpleaños es el quince de junio. Son las cuatro y diez de la tarde. Es la una y media de la mañana.
Ask for others' age, tell your age	¿Cuántos años tienes?	Yo tengo _____ años.
Tell the time and days of future events	¿A qué hora es la clase de biología? ¿Cuándo es la clase de psicología?	La clase de biología es a las ocho de la mañana. La clase de psicología es los lunes y los miércoles a las dos de la tarde.

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CHAPTER OVERVIEW

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- 3.6: Unidad 3 Repaso

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3.0: Unidad 3- Objetivos

En este módulo, hablamos de tu vida (*life*) más allá (*beyond*) de las clases. Hablamos de tu vida familiar.

Antes de comenzar: ¿Cómo es tu familia? ¿Cuántas personas hay en tu familia?



Objetivos en este módulo

Comunicación

In this instructional module, you will learn how to…

- 3.1 and 3.2 Describe your family
- 3.4 Talk about activities you do with friends and family
- 3.5 Use numbers between 30 and 100

Lengua

- 3.2 Descriptive adjectives
- 3.3 Possessive adjectives
- 3.4 Present tense of regular *-er* and *-ir* verbs

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3.1: En contexto- La familia

Learning Objectives

- Describe family relationships

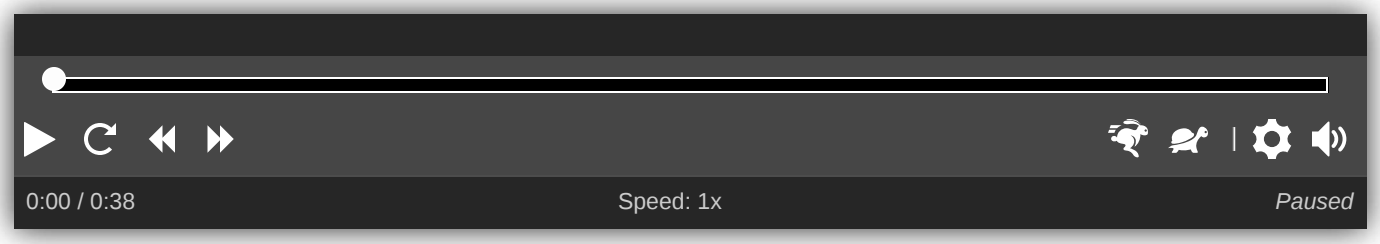
La familia de Mariana

Dylan es un estudiante de intercambio en Oaxaca, México. Él estudia español en la Universidad de Oaxaca.

Mariana's family is hosting Dylan during his stay. In the following conversation, Dylan asks Mariana about his new host family.



Attribution: By Mariana Salazar and Dylan Man- shack, licensed under CC BY-SA 4.0.



Dylan: ¡Hola, Mariana! ¿Qué tal?

Mariana: ¡Hola, Dylan! Muy bien. ¡Bienvenido a México!

Dylan: Muchas gracias. ¿Cómo es tu **familia**?

Mariana: Mi familia es muy grande (*big*). Somos ocho en mi familia. Tengo *(I have)* cinco **hermanos**. Mi **padre** se llama Ramón y mi **madre** se llama Margarita.

Dylan: ¡Tienes (*you have*) una familia muy grande! ¿Quién es tu hermano favorito?

Mariana: Mi hermano favorito es mi **hermano menor**. Su nombre es Santiago, pero lo llamo Santi.

Dylan: ¿Cuántos años tiene Santi? ¿Por qué es tu favorito?

Mariana: Santi tiene dos años. Él es mi favorito porque es cómico, dramático y gordo (chubby).

¿Comprendiste?

Decide si las oraciones a continuación son Ciertas (C) o Falsas (F) de acuerdo al contexto en el diálogo y el blog.

Exercise A

Dylan estudia arquitectura en México.

Answer

Falso. Dylan estudia español.

Exercise B

Mariana es hija única.

Answer

Falso. Ella tiene 5 hermanos.

Exercise C

En la familia de Mariana hay muchas personas.

Answer

Cierto. Hay 8 personas.

Exercise D

Santi es el compañero de cuarto de Dylan.

Answer

Falso. Santi es su hermano menor.

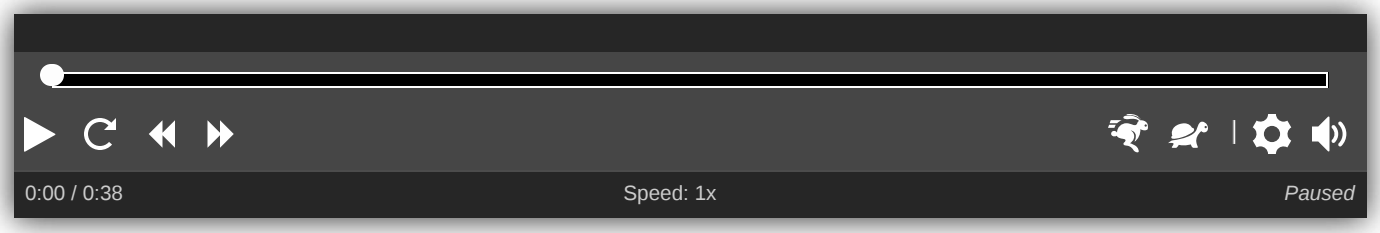
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3.1.0: Vocabulario

In this module, we will learn how to describe our families as well as learn about other people's families. Think about your family and how you would describe it in English.

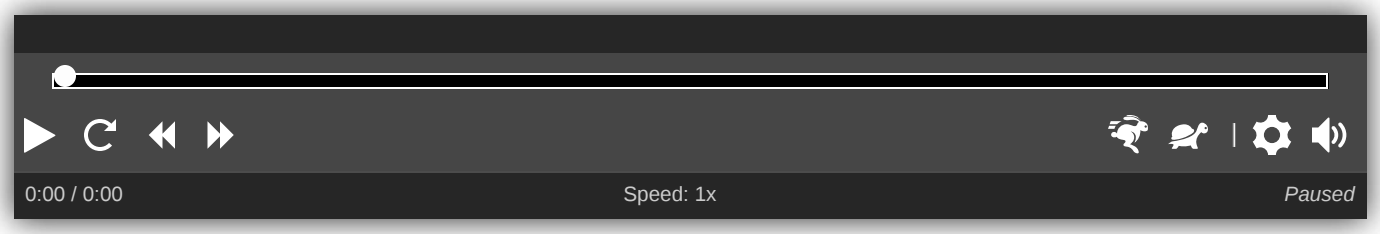
Vocabulario

El núcleo familiar



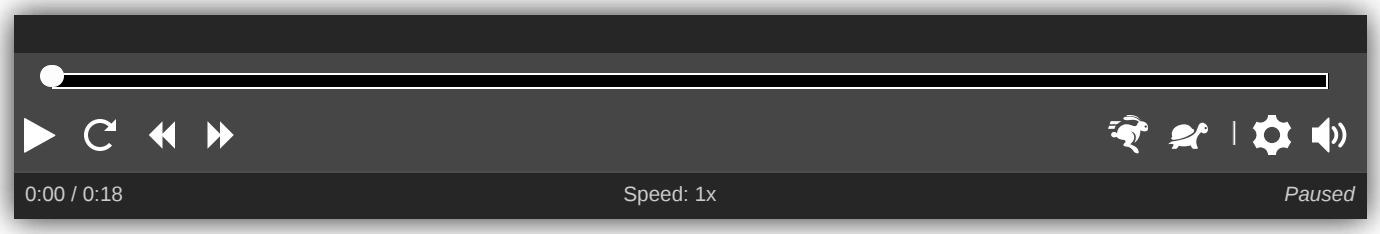
el padre	*father*
la madre	*mother*
el hermano	*brother*
la hermana	*sister*
el esposo	*husband*
la esposa	*wife*
la pareja	*partner*
el hijo	*son*
la hija	*daughter*
el padrastro	*stepfather*
la madrastra	*stepmother*
el hermanastro	*stepbrother*
la hermanastra	*stepdaughter*
el medio hermano	*half-brother*
la media hermana	*half-sister*
la mascota	*pet*

Los parientes (relatives)



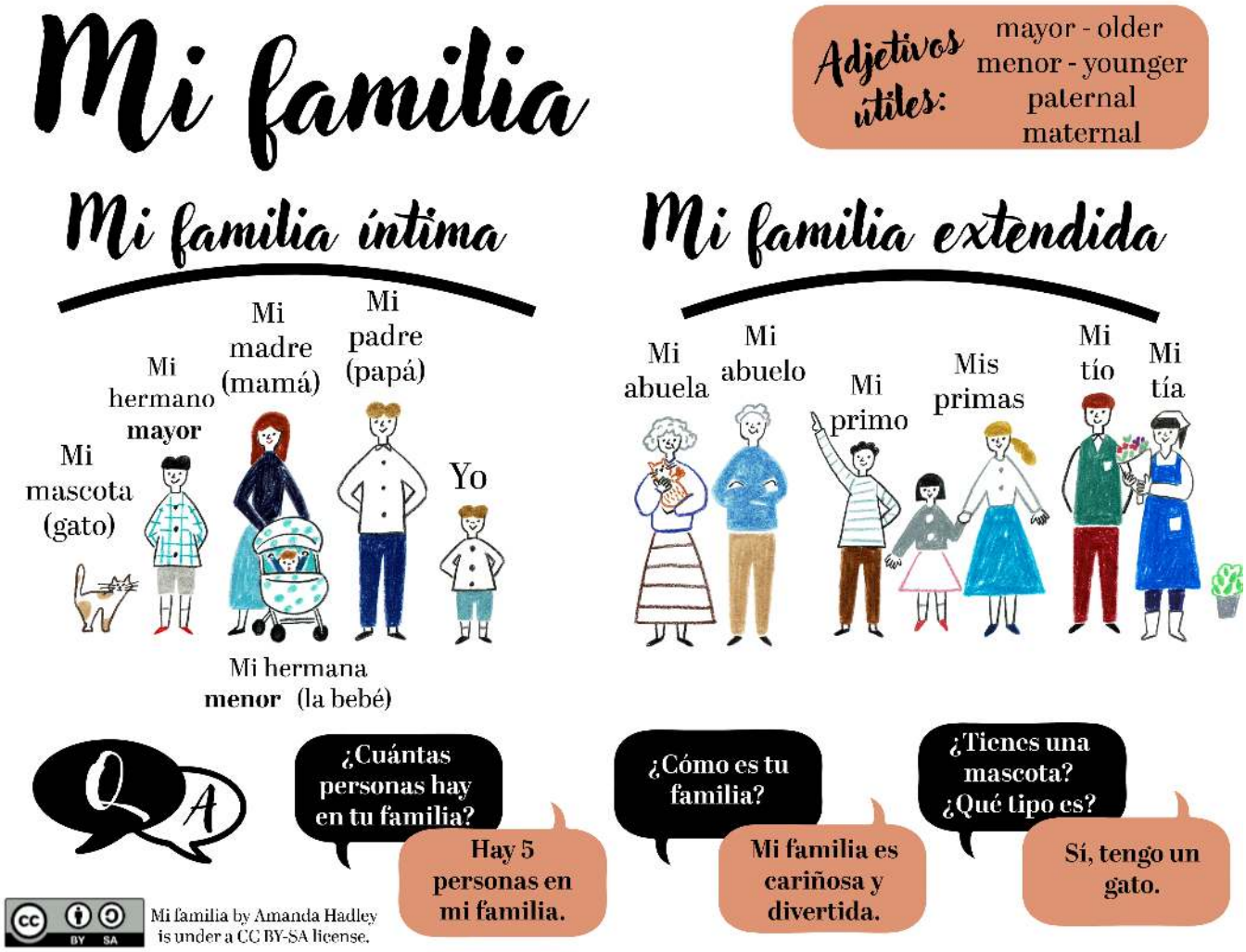
el tío	*uncle*
la tía	*aunt*
el sobrino	*nephew*
la sobrina	*niece*
el primo	*cousin m.*
la prima	*cousin f.*
el abuelo	*grandfather*
la abuela	*grandmother*
el suegro	*father-in-law*
la suegra	*mother-in-law*
el yerno	*son-in-law*
la nuera	*daughter-in-law*
el bisabuelo	*great grandfather*
la bisabuela	*great grandmother*

Más palabras para describir la familia



el hijo único	*only child/son*
la hija única	*only daughter*
(el/la) menor	*(youngest) younger*
(el/la) mayor	*(eldest) older*
los ancestros/los antepasados	*ancestors*

Use the following chat mat as you converse with others:



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3.1.1: Pronunciación

Pronunciación 1



Pronunciación 2

Access Quizlet Flashcards here.

Speakable

Login Create Account

Preview



Amanda Hadley Spanish

3.1 La familia

Content

1 la familia
family

2 el abuelo
grandfather

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3.1.2: Práctica

Práctica 1

Read each sentence, and write a noun that describes the member of the family the speaker is referring to.

La hija de mi hermana es mi _____ .

La madre de mi padre es mi _____ .

El hijo de mi abuelo es mi _____ .

Yo soy _____ de mis padres.

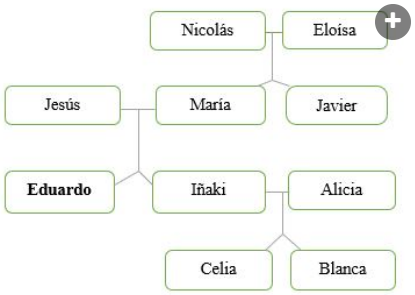
Yo soy _____ de mis abuelos.

El padre de mi prima es mi _____ .

Check

Reuse Embed

Práctica 2



Complete the sentences about Eduardo's family based on the information in his family tree.

Nicolás y Eloísa son los _____ de Eduardo.

María y Jesús son los _____ de Eduardo.

Javier es el _____ de Eduardo.

Alicia es la _____ de Eduardo.

Eduardo es el _____ de Javier.

Celia y Blanca son las _____ de María y Jesús.

Nicolás es el _____ de Celia.

Check

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Práctica 3

Práctica 4

Práctica 5

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Works Cited

5.4: Ejercicios- La familia by Erica Brown, Alejandra Escudero, María Cristina Montoya, & Elizabeth Small (OER SUNY) is shared under a CC BY 4.0 license .

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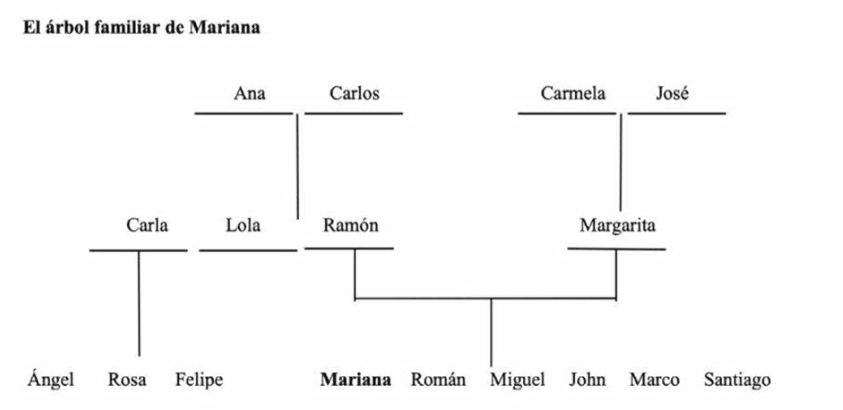
3.1.3: Conversación

Preparación comunicativa 1: La familia de Mariana

Paso 1.

The following is Mariana's family tree. Describe each person's relationship to Mariana. Follow the example provided**.**

> **Modelo:**
>
> Carlos → *Carlos es el abuelo de Mariana.*



Paso 2.

Ahora observa el árbol familiar de Mariana y decide si las oraciones a continuación son Ciertas (C) o Falsas (F). **If the statements are false, explain why**.

¿Comprendiste?

1. Los hijos de Carla son los primos de Mariana.	C	F
2. Carmela y José son los tíos de Marco.	C	F
3. Ana es la suegra de Margarita.	C	F
4. Lola es la tía de Felipe.	C	F
5. José es un pariente de Rosa.	C	F
6. Santiago es el menor de los hijos de Carla.	C	F
7. John tiene seis hermanos y dos hermanas.	C	F
8. Ramón es el yerno de José y Carmela.	C	F
9. Margarita es la hija única de sus padres.	C	F
10. Margarita es la tía de Ángel, Rosa y Felipe.	C	F

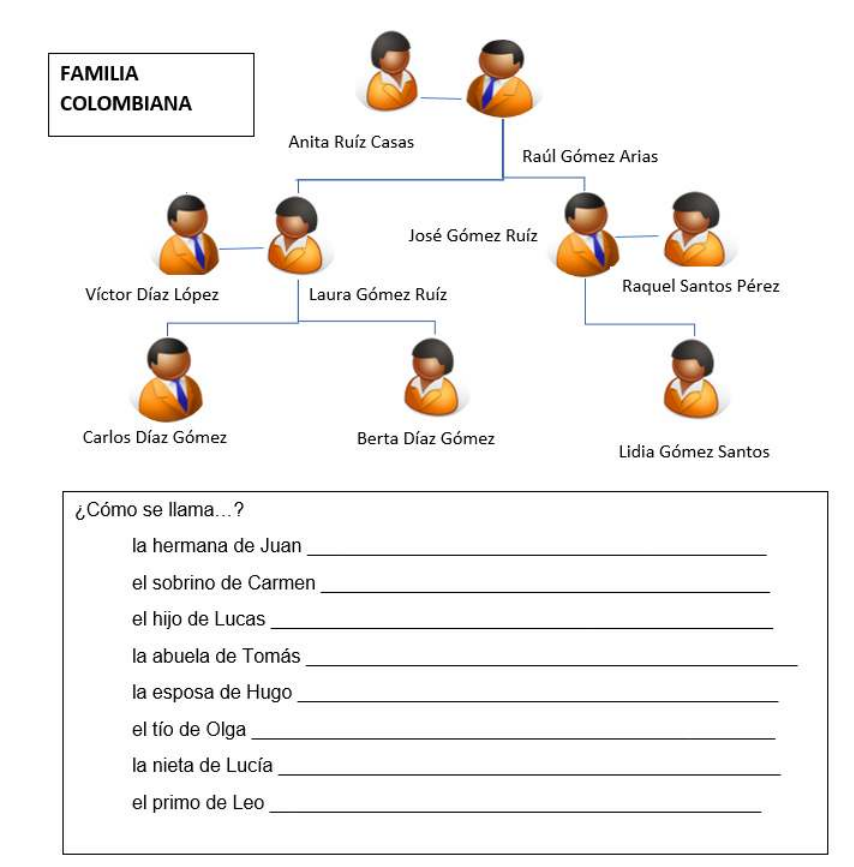
Preparación comunicativa 2: Unas familias colombianas y argentinas

Mira las familias y responde las preguntas de tu compañero.

Estudiante 1

La familia colombiana

Click here to see Student 1´s information:

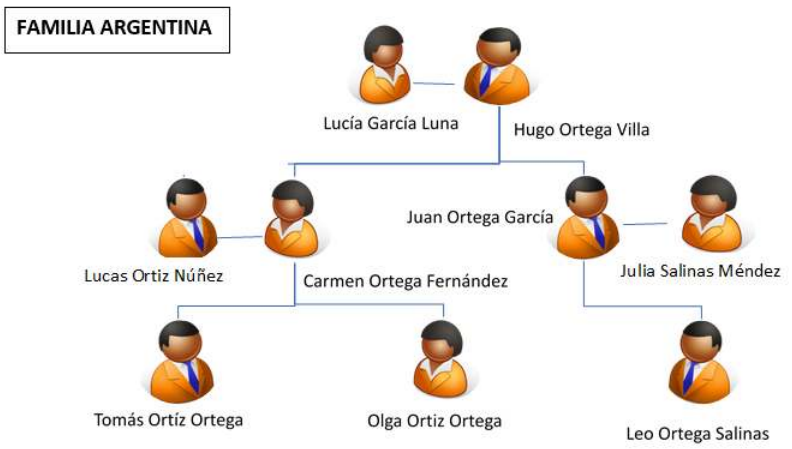


Add texts here. Do not delete this text first.

Estudiante 2

La familia argentina

Click here to view Student 2´s information:



¿Cómo se llama…?

la tía de Berta _____

el abuelo de Lidia _____

la prima de Carlos _____

el hermano de Laura _____

la hija de Raquel _____

el esposo de Anita _____

la sobrina de Víctor _____

el nieto de Raúl _____

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Preparación comunicativa 3: Tu árbol genealógico

Paso 1.

Work with a classmate to construct each other's family trees (real or imagined). Each partner creates the other's tree based on the information provided by the partner. Make sure to include names and each person's relation to your partner. While working together, try to use as much Spanish as possible.

Modelo:

Estudiante 1: ¿Tienes hermanos?

Estudiante 2: Sí, tengo dos hermanos. Se llaman Patrick y Robert.

Paso 2.

How does your partner's family tree compare to Mariana's? How does it compare to your family tree? Are there any similarities? Are there any differences? If so, explain. Be ready to present your work to the rest of the class.

Preparación comunicativa 4: ¿Hay una persona en tu familia?

When we describe our families in Spanish, we often use the verb **ser** accompanied by one or more adjectives. Below you will find a list of adjectives appropriate for describing people. Use this list to ask your partner if these adjectives describe anyone in their family. Use as much Spanish as possible and take turns asking each other about your families.

Modelo:

E1: ¿Hay una persona **simpática** en tu familia?

E2: Sí, mis primos son **simpáticos**. Se llaman Alfredo y Gloria.

Cognados útiles: admirable, elegante, importante, inteligente, materialista, pesimista, responsable, arrogante, flexible, independiente, interesante, optimista, realista, sentimental, extravagante, idealista, informal, liberal, paciente, rebelde, tolerante

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3.2: En contexto- Los adjetivos descriptivos

Learning Objectives

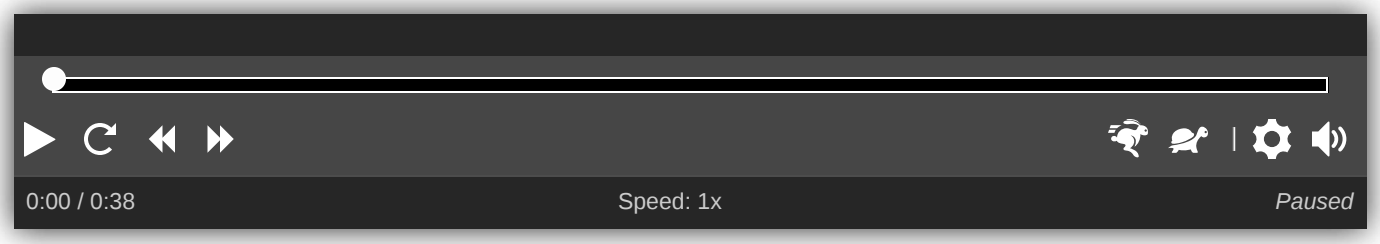
- Use descriptive adjectives to describe family members

La familia de Mariana

Let's revisit Dylan and Mariana´s conversation.



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Dylan: ¡Hola, Mariana! ¿Qué tal?

Mariana: ¡Hola, Dylan! Muy bien. ¡Bienvenido a México!

Dylan: Muchas gracias. ¿Cómo es tu familia?

Mariana: Mi familia es muy **grande**. Somos ocho en mi familia. Tengo *(I have)* cinco hermanos. Mi padre se llama Ramón y mi madre se llama Margarita.

Dylan: ¡Tienes (*you have*) una familia muy **grande**! ¿Quién es tu hermano **favorito**?

Mariana: Mi hermano **favorito** es mi hermano **menor**. Su nombre es Santiago, pero lo llamo Santi.

Dylan: ¿Cuántos años tiene Santi? ¿Por qué es tu favorito?

Mariana: Santi tiene dos años. Él es mi favorito porque es **cómico**, **dramático** y **gordo** (chubby).

¿Comprendiste?

Exercise A

In the dialogue and blog, what two verbs are used to describe Mariana's family (e.g., what the family is like)?

Answer

- As we saw in **Módulo introductorio**, in Spanish, the verb **ser** is used with adjectives to describe people, places, things, etc.

- The verb tener (to have) is also used - we will learn this later in the semester!

? Exercise B

What are some of the adjectives (e.g., **grande**) used in the dialogue?

Answer

Other adjectives: favorito, menor, cómico, dramático, gordo

? Exercise C

What adjectives would you use to describe your own family? Remember los cognados.

Answer

Modelo: Mi familia es cariñosa, cómica y grande.

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3.2.0: Gramática

Los adjetivos descriptivos

Let's talk about the words we can use to describe nouns --**los adjetivos descriptivos** (*descriptive adjectives*).

Definition: Adjetivo

An adjective describes a noun - this unit we will learn a lot of ***adjetivos descriptivos***, descriptive adjectives, to describe physical appearance and personality traits.

What do you notice about adjectives in these examples?

Modelo:

- ¡La familia de Mariana es muy **amable**!
- Ellos son muy **divertidos** y **graciosos**.
- La familia **lejana** de Mariana es grande.
- Mi familia **mexicana** es muy **cariñosa**.

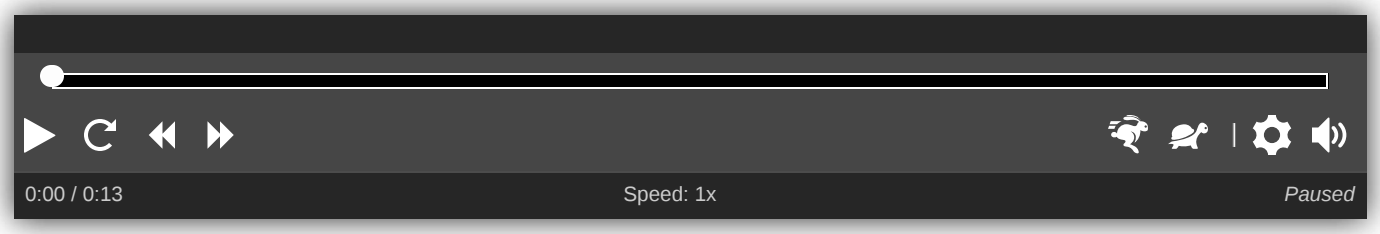
Yes! You guessed! Descriptive adjectives in Spanish must agree with the **gender** and **number** of the noun they describe. This is different from English. Another difference is that adjectives are usually placed ***after*** the noun they describe (e.g., la familia lejana).

Important rules for adjectives:

- Gender and number (plurality) agreement: adjectives must match the noun they describe in gender (***masculino o feminino***) and number (***singular o plural***)
- Placement: descriptive adjectives go ***after*** the noun they describe

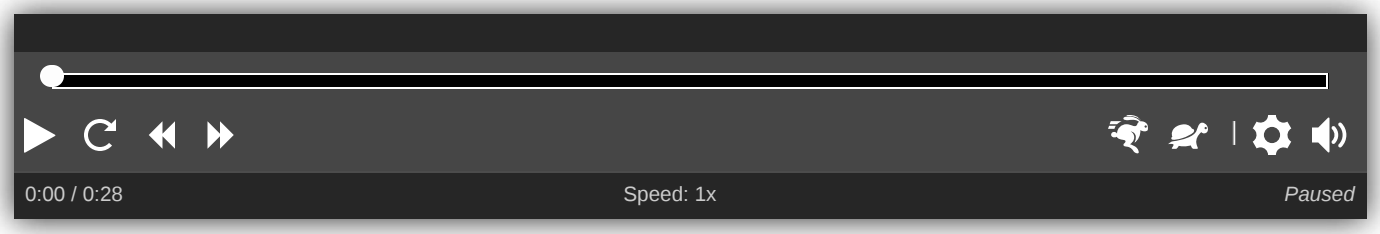
You already know some descriptive adjectives in the first module. And here we offer you more!

Describimos la apariencia física



alto	*tall*
bajo	*short (height)*
pequeño	*small*
grande	*big*
delgado/flaco	*thin*
gordo	*fat*
moreno	*with dark hair/dark-skinned*
güero/rubio	*blonde or light-skinned*
pelirrojo	*red headed*
calvo	bald

Describimos la personalidad



abierto/a	*open-minded/open*
aburrido/a	*boring*
amable	*nice*
antipático/a	*unfriendly*
cómico/gracioso/a	*funny/witty*
cariñoso/a	*loving, affectionate*
divertido/a	*fun*
grosero/a	*rude*
perezoso/a	*lazy*
simpático/a	*friendly*
tímido/a	*shy*
trabajador/a	*hard-working*

Los cognados: These words are very similar in Spanish and English. What do they mean? Write the meaning next to the word in Spanish.

ansioso/a	
complicado/a	
difícil	
energético/a	
extrovertido/a	
introvertido/a	
liberal	
conservador/a	
moderno/a	
nervioso/a	
optimista	
pesimista	
perfeccionista	
sociable	

Ser and Tener

You have already learned the verb Ser in Unit 1. You may use Ser conjugations with any of the descriptive adjectives we have learned so far.

Modelo:

- Yo soy morena.
- Él es rubio.
- Ellos son altos.
- Nosotros somos inteligentes.

¡Ojo!

There are a few exceptions that will use Tener conjugations when you describe **hair** (color and length) and **eyes** (color). We will learn the verb Tener more formally in Unit 4. For right now, become familiar with the following phrases:

- Hair:
  - Yo tengo pelo moreno.
  - Él tiene pelo rubio.
  - Ella tiene pelo corto.
- Eyes:
  - Yo tengo ojos azules.
  - Tú tienes ojos marrones.
  - Élla tiene ojos verdes.

Use this chat mat as you converse with others:

Mi Identidad

¿Cómo se describe tu personalidad?

Yo soy....

Amable	kind/friendly
Antipático	mean
Artistico	artistic
Atletico	athletic
Atrevido	daring
Comico	funny
Curioso	curious
Cariñoso	caring
Chismoso	gossipy
Considerado	considerate
Desordenado	disorganized
Egoista	self-centered
Generoso	generous
Honesto	honest
Impaciente	impatient
Loco	crazy
Ordenado	organized, neat
Perezoso	lazy
Serio	serious
Sociable	sociable
Sincero	sincere
Talentoso	talented
Timido	shy
Trabajador	hard-working



¿De qué color es tu pelo?

Yo tengo pelo....

Castaño	Brown
Moreno	Dark haired
Rubio	Blonde
Pelirrojo	Red haired



¿De qué color son tus ojos?

Yo tengo ojos....

Castaños	Brown
Azules	Blue
Verdes	Green
Avellanas	Hazel



¿Cómo eres?

Yo soy....

Alto	Tall
Bajo	short (height)
Pequeño	small
Grande	big
Delgado/flaco	skinny
Gordo	fat



Yo tengo...

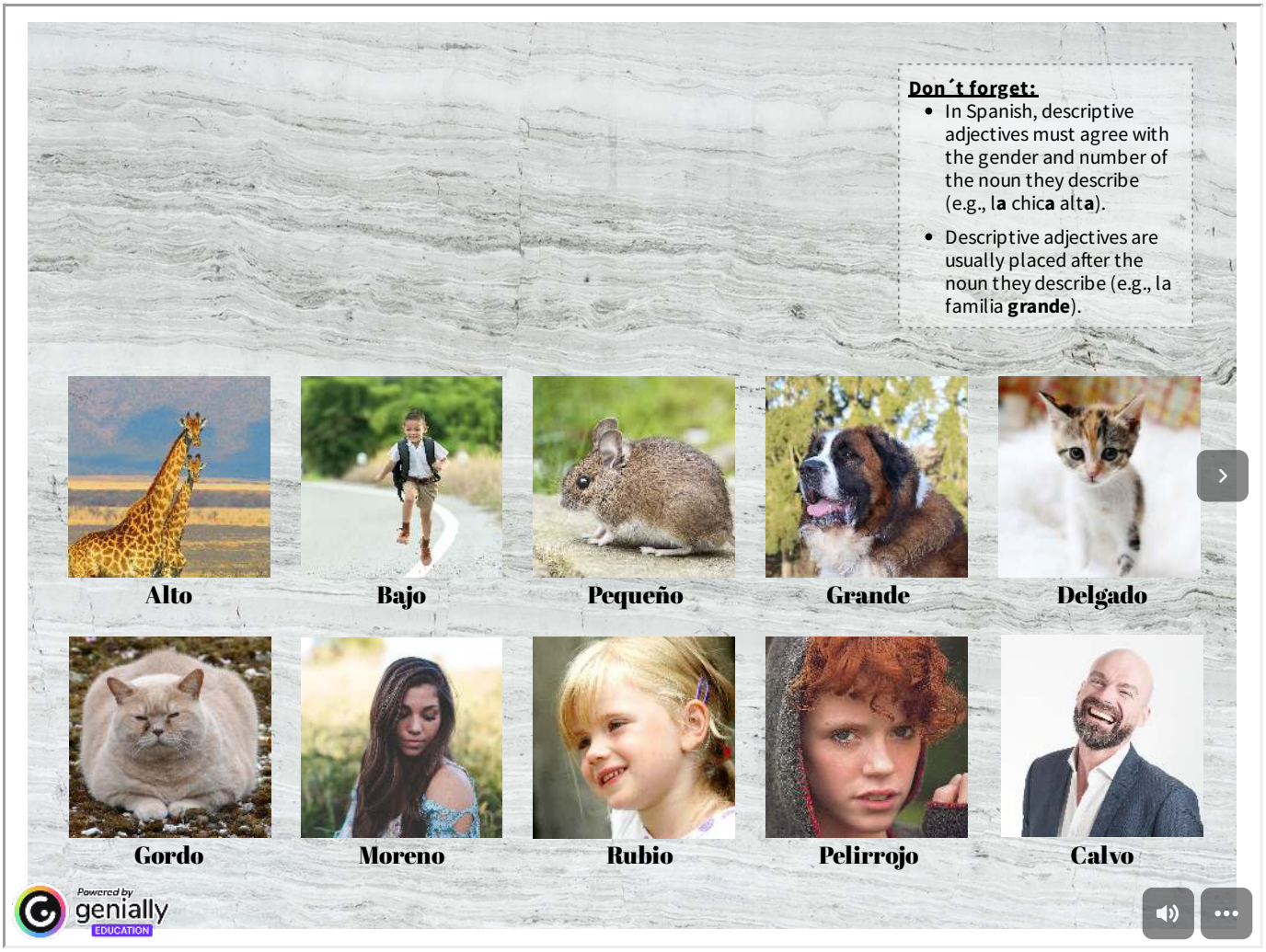
Las gafas	Glasses
Pelo Corto/largo	short/long hair
Las pecas	freckles
Pelo lacio/rizado	straight/curly hair

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3.2.1: Pronunciación

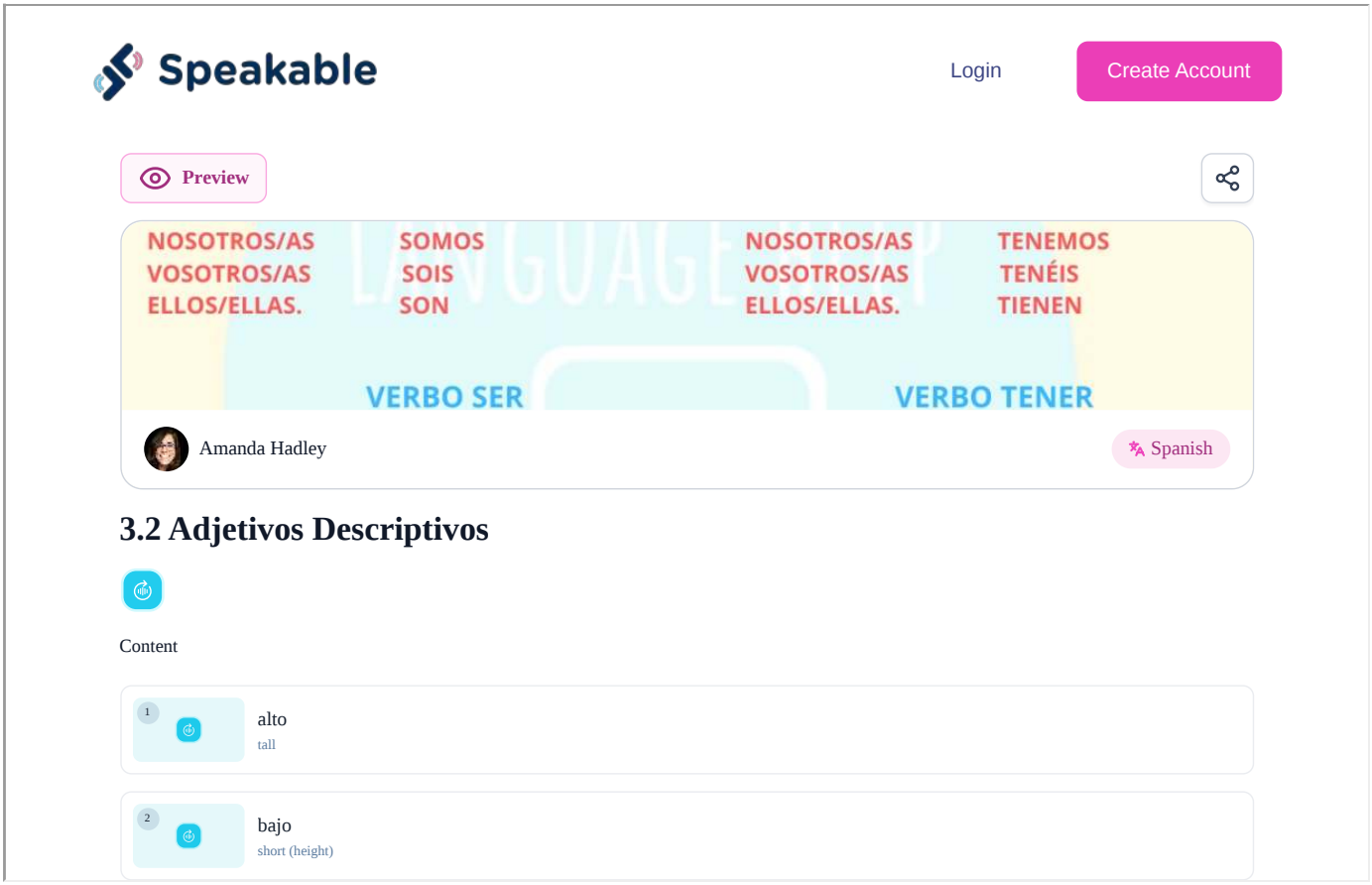
Pronunciación 1



Pronunciación 2

Access Quizlet Flashcards here.

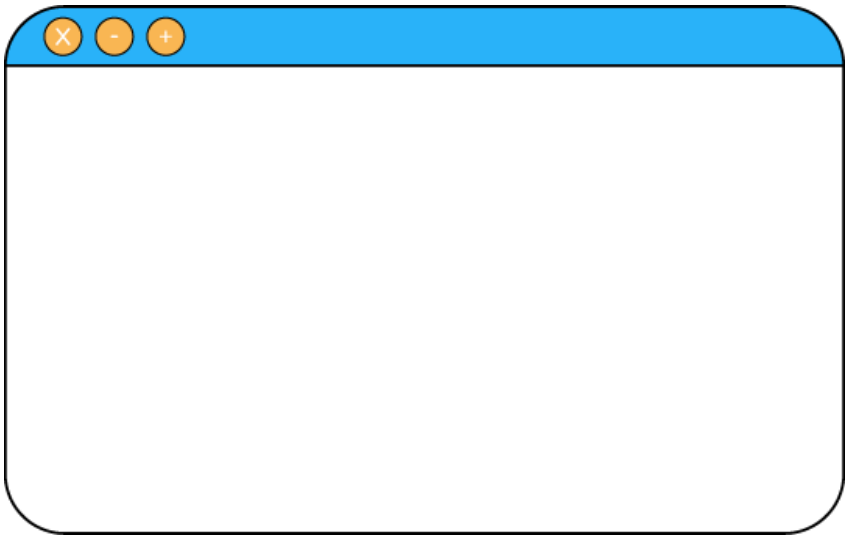
Pronunciación 3



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3.2.2: Práctica

Práctica 1



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Práctica 2

Drag the words to the correct spaces

Una persona que juega al tenis es _____.
Una persona que tiene mucho dinero es _____.
Una persona que no tiene dinero es _____.
Una persona que es modelo (a model) es muy _____.
Una persona que roba (steals) es _____.
Una persona que no le gusta compartir (share) es _____.

pobre
guapa
rica
mala
atlética
egoísta

Check

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The following picture depicts Loli's family. Loli is the girl on the left. Describe her family using the descriptive adjectives you learned in this section. They are given to you in English.

Loli es (tall) _____ y (funny) _____ .

(Her) _____ padre es (thin) _____ y (hard-working) _____ .

(Her) _____ madre es (with dark hair) _____ y (nice) _____ .

(Her) _____ hermano es (short) _____ y (shy) _____ .

Es una familia (nice) _____ y (small) _____ .

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Práctica 4

Práctica 5

Fill in the missing words

Una persona que trabaja mucho es _____.

Check

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3.2.3: Conversación

Preparación comunicativa 1: Háblame de tu familia

Watch the video and then fill in the table below. Try to come up with at least 2 adjectives for each person.



Háblame de tu familia

Persona	**¿Quién es el pariente? ¿Cómo se llama?**	**¿De dónde es?**	**¿Cuántos años tiene?**	**¿Cómo es?**
1. Carla				
2. Macarena				
3. Sergio				
4. Mar				
5. Juan				
6. Victoria				

Preparación comunicativa 2: Las familias famosas

Choose a famous celebrity or cartoon family with your partner and complete the following to present to your class:

- Number of people in the family
- Identify each person's name and describe the family relationships
- Describe each family member's personality and physical appearance

Modelo:



Answer

Hay tres personas y una mascota en la familia Picapiedra *(Flintstones!)* Fred es el padre de Pebbles y el esposo de Wilma. Fred es gordo y bajo.....

Preparación comunicativa 3: Nuestras familias

Paso 1.

Use the table below to interview classmates and record their answers.

Nuestras familias

Nombre	¿Cómo es la familia? (grande, pequeña, loca, divertida, etc)	¿Cuántas personas hay en la familia?	¿Quiénes son? (madre, hermano, etc.)	(Pick one person) ¿Cómo es _____? (give descriptions)

Paso 2.

After recording the information in Paso 1, now take some time to compare and contrast your own family with your classmates´ families.

1. Describe unas similitudes entre tu familia y las otras familias.

> **Modelo:**
>
> Mi familia y la familia de Sara tienen cuatro personas.

2. Describe unas diferencias entre tu familia y las otras familias.

> **Modelo:**
>
> La madre de John es seria pero mi madre es cómica.

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3.3: En contexto- Los adjetivos posesivos

Learning Objectives

- Express possession with ¨de¨
- Express possession using possessive adjectives

El Blog de Dylan

Dylan is blogging about his experiences in Mexico. The following is a blog post in which he describes Mariana's family.

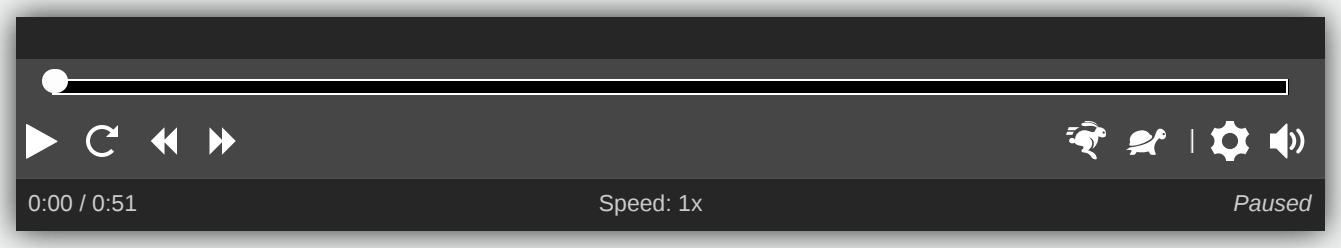


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El blog de Dylan

Mi familia mexicana

¡**La familia de Mariana** es muy amable! Me siento como parte de **su** familia al instante. Todos son muy divertidos y graciosos. Toman muchas fotos, como **mi** familia. Como ves en la foto, **la familia de Mariana** es enorme. Hoy vamos a comer a la casa de **sus** primos. **La familia lejana (*extended*) de Mariana** incluye **sus** tíos, abuelos, primos, sobrinos y amigos. Mariana y **su** familia mexicana siempre comen juntos (*eat together*). ¡Tenemos mucha hambre! (*We're very hungry!*) Para comer, **su** tío cocina chilaquiles. ¡Son muy deliciosos!



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¿Comprendiste?

Decide si las oraciones a continuación son Ciertas (C) o Falsas (F) de acuerdo al contexto en el blog.

Exercise A

En la familia de Mariana hay muchas personas.

Answer

Cierto. The text says ¨*la familia de Mariana es enorme*¨.

Exercise B

La familia de Mariana es antipática.

Answer

Falso. The text says ¨*La familia de Mariana es muy amable*¨.

Exercise C

Una actividad favorita de la familia de Mariana es comer juntos (*together*).

Answer

Cierto. The text says ¨*Mariana y su familia mexicana siempre comen juntos*¨.

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3.3.0: Gramática

Expressing Possession

There are several ways to express possession in Spanish.

1. Possession with *de*

In English, we express possession by using an apostrophe (') + the letter "s" (e.g., *Dylan's blog*). But what happens in Spanish? Have a look at these examples from Dylan's blog:

- La familia **de Mariana**
- La familia lejana **de Mariana**

As you can see in these examples, in Spanish we show possession by using the preposition **de + the name of the person or thing to whom/which something belongs**.

Also notice that there is a change in word order. In English, the person whose possessions we are talking about comes first, followed by the object they possess (e.g., *Dylan's family*).

This is reversed in Spanish: The object comes first, and it is followed by **de**, and the person or thing whose possessions we are talking about (e.g., **la familia de Mariana**).

Key concept: Expressing possession

Object + de + owner (the person or thing whose possessions we are talking about)

- Modelo: La mochila de Ramón (*Ramon´s backpack*)

¡Ojo!

In the examples above we used people's names, but if we have the article **el** before the person/thing whose possessions we are talking about, we must combine **de** and **el** to form ***del***.

Modelo:

- El libro **del** [de + el] estudiante
- La computadora **del** profesor

Note that the articles **la**, **las**, and **los** are not combined with **de**.

Modelo:

- El libro **de la** profesora
- Las computadoras **de las** niñas
- La clase **de los** estudiantes

2. Using adjectives to express possession

In Dylan's blog, we can also notice possession can be expressed with possessive adjectives. What are these words? Have a look at these examples:

Modelo:

- **Mi** familia mexicana

- **Su** tío.

Words like **mi** (*my*) and **su** (*her*) are possessive adjectives. We have them in English too, but in Spanish they work in a slightly different way. First, let's have a look at them. What do you notice that is different from English?

Possessive Adjectives

Adjetivo posesivo	English
mi(s)	my
tu(s)	your
su(s)	his/her/your (formal)
nuestro/a(s)	our
vuestro/a(s)	your (plural; Spain)
su(s)	their / your (plural)

As you can see, possessive adjectives in Spanish have plural and singular forms. This is different from English. Why is this the case? Well, in Spanish, all possessive adjectives agree in number (singular or plural) ***with the object being possessed*** (**NOT** with the person whose possession we are talking about).

Also notice that **nuestro/a(s)** and **vuestro/a(s)** have gender, which means that their form will agree in ***both gender and number*** with the noun they're referring to. Have a look at these examples:

Modelo:

- Carlos busca **su libro**/**sus libros**.
- **Mis profesoras** son muy amables.
- **Nuestra aula** es muy cómoda. vs. **Nuestras aulas** son muy cómodas.
- **Los hijos** de Carmen estudian en Tejas. **Sus hijos** son muy inteligentes.
- Gabriela, ¿tú hablas por teléfono con **tu madre**/**tus padres** todos los días?

Key concepts: Possessive Adjectives

- All possessive adjectives agree ***with the object being possessed*** (**NOT** with the person whose possession we are talking about)
  - All possessive adjectives agree in ***number*** (singular or plural)
  - Nuestro/a(s) and vuestro/a(s) must also agree in ***gender*** (masculine or feminine)

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3.3.1: Pronunciación

Pronunciación 1

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Pronunciación 2



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3.3.2: Práctica

Práctica 1

Choose the correct possessive adjective from the pair in parentheses.

Yo tengo dos hermanos, un hermano y una hermana. (Mi / Su) hermano es simpático. (Tu / Mi) hermana es inteligente. Tenemos algunas mascotas. (Nuestra / Nuestro) perro es de (mi / tu) hermano, (mi / su) nombre es Pepe. (Nuestra / Nuestro) gato es de (mi / tu) hermana, (mi / su) nombre es Chocolate. ¿Cómo es (mi / tu) familia?

Check

Práctica 2

Choose the correct possessive adjective to complete the sentence.

___ madre se llama María.

- Mi
- Mis
- Tus
- La

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Fill in the blank with the correct possessive adjective.

— ¿Cómo se llama tu madre?

- _____ madre se llama Juanita.

Check

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In Spanish we use the preposition "de" to indicate posse say the following expressions in Spanish? Drag the word sentences.

She is Paco's sister

hermana | Paco | la | es | Ella

We are Marc's parents.

padres | los | Marc | de | Somo

They are Daniel's friends.

Daniel | de | los | Son | amigos

These are Stacy's books

los | son | Estos | Stacy | de

That's my grandmother's house.

la | de | es | Esa | ab

Práctica 5

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3.3.3: Conversación

Preparación comunicativa 1: La reunión familiar de Mariana

Mariana is writing an entry in Dylan's blog. She is describing a road trip with her family. La familia viaja para visitar unos parientes en Oaxaca, México. How is Mariana using her possessive adjectives?

Complete the following paragraph with the appropriate possessive adjective.

1. (My) padres, 2. (my) hermanos, 3. (their) gato y yo vivimos (live) en Houston, pero 4. (our) parientes son de Oaxaca, México. Nosotros viajamos en el auto de 5. (my) padre desde Houston a Oaxaca. 6. (His) auto es muy viejo y entonces (*so*) 7. (our) viaje dura cinco días! Primero, pasamos la frontera (*border*). Después, viajamos a San Luis Potosí. Allí está la casa de 8. (my) tíos, Carla y Fernando. 9. ¡_(Their) perros ladran (*bark*) mucho! Finalmente, llegamos a Oaxaca y pasamos mucho tiempo con 10. (our) abuela y otros parientes. ¿Tú visitas a 11. (your) familia seguido (often)? ¿De dónde son 12. (your) padres? Deja (*leave*) un comentario.

Preparación comunicativa 2: Las obligaciones

Pregúntale a tu compañero/a qué obligaciones tienen estas personas y con quién va a cumplirlas. Completa la tabla.

Modelo:

Estudiante 1: ¿Qué necesita hacer Juan el lunes?

Estudiante 2: El lunes Juan trabaja con ***sus*** amigos.

Estudiante 1

Click here to see Student 1´s information:

	el lunes	**el martes**
Juan	***trabajar - amigos***	limpiar la casa - padres
Ximena	hablar - padrastro	
Los estudiantes		responder - padres
Rafael y Carla	escribir - amigo	
Esteban		llamar - abuelo
Antonio y María		escuchar - hija
Verónica	ayudar - hermano	

Estudiante 2

Click here to see Student 2´s information:

	el lunes	el martes
Juan	***trabajar*** - ***amigos***	
Ximena		pasear - perro
Los estudiantes	vivir - sus compañeros de casa	estudiar - compañeros de clase
Rafael y Carla		beber café - prima
Esteban	llamar - novia	
Antonio y María	limpiar - hermanos	
Verónica		comer en un restaurante - nieta

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Preparación comunicativa 3: Una familia

Con un/a compañero/a, mira la ilustración y habla sobre las posesiones: **¿De quién son las cosas en la lista?** Follow the model and use your creativity. Take turns asking and answering questions.

Modelo:

E1: ¿De quién son los barcos (*the boats*)?

E2: Son de los turistas.



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1. La casa
2. Las plantas
3. El libro

4. Los gatos
5. Los autos
6. La soga de saltar (*jump rope*)

Preparación comunicativa 4: ¿De quién son estas cosas?

Conversa con tu compañero y escribe de quién son estas cosas.

Modelos:

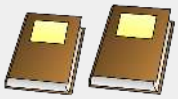
Estudiante 1: ¿De quién ***son*** *los lápices*?

Estudiante 2: (*Los lápices*) ***Son*** *de Osvaldo. ¿De quién* ***es*** *el marcador?*

Estudiante 1: *(El marcador)* ***Es*** *de María.*

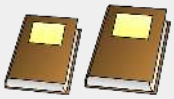
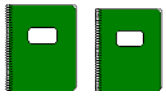
Estudiante 1

Click here to see Student 1´s information:

	¿De quién es/son?
	Osvaldo
	Paulina
	Luis
	
	Gabriel
	
	la profesora López
	

Estudiante 2

Click here to see Student 2´s information:

	¿De quién es/son?
	Leonardo
	Paulina
	
	José Roberto
	
	Elena
	
	Ximena y Leticia

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Preparación comunicativa 5: La posesión

The following sentences aren't very clear. Be more specific and tell who the owner is by replacing the possessive adjective with the following structure: **Noun + de + owner**

Modelo:

Sus parientes son altos. (Juan's) ➡ **Los parientes de Juan** son altos.

1. Sus primos tienen los libros. (Rodrigo's)

2. Su casa es muy grande. (their)
3. ¿Cómo se llama su hermano? (Ana's)
4. Sus mochilas son nuevas. (The students')
5. Su familia es muy loca. (Your – formal)

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3.4: En contexto- Los verbos -ER e -IR

Learning Objectives

- Present tense of regular *-er* and *-ir* verbs
- Talk about activities you do with friends and family

Las actividades de Carolina

Do you remember Carolina? Today she is writing an email to a member of her family in México.

¿Cuáles son las actividades de Carolina? Read the email below, paying attention to the verbs in bold. What do you notice about the endings?

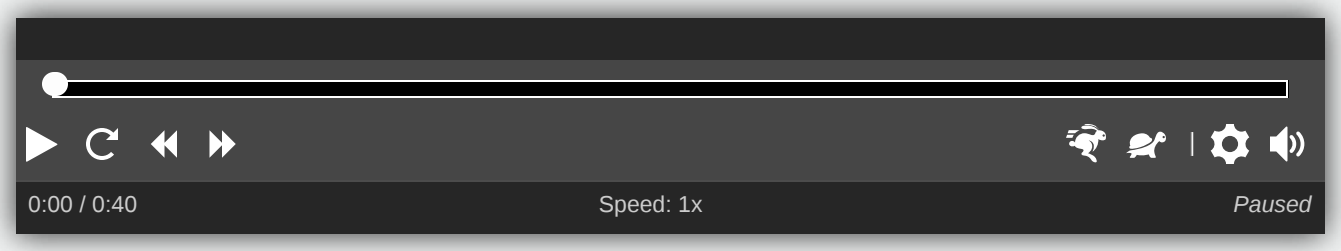


La abuelita de Carolina lee el email. Attribution: Public domain.

El correo electrónico de Carolina

Hola, abuelita.

¿Cómo estás? ¡Espero que muy bien! La universidad es difícil, pero muy interesante. En general, los estudiantes **asisten** (attend) a clase todos los días. En mis clases, **leo** muchos libros y **escribo** muchos ejercicios y ensayos (essays). Bailey y yo **aprendemos** mucho sobre el español en los Estados Unidos en la clase de la Dra. Moyna. Extraño (I miss) mucho tus chilaquiles. Siempre **como** comida rápida. También **corro** 3 millas en el parque tres veces por semana…



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¿Comprendiste?

Responde estas preguntas sobre el email.

1. Let’s talk about verbs first. See if you can find an example of the following in the email:

Exercise A

Find verbs conjugated in first person singular (**yo** form):

Answer

Espero, leo, escribo, extraño, como, corro

What do you notice about the verb endings in the answer above?

Exercise B

Find verbs conjugated in first person plural (**nosotros** form):

Answer

Aprendemos

How does the verb ending change in the answer above compared to the first person singular (yo) forms in Exercise A?

Exercise C

Find verbs conjugated in third person plural (**ellos** form):

Answer

Asisten

What do these verbs share? What do you already know about these verb endings?

2. Now let’s talk about the content of the email (continue paying attention to the verb endings):

Exercise D

¿A quién escrib**e** Carolina?

Answer

Carolina escribe a su abuela.

Exercise E

¿Cuándo asist**en** a clase los estudiantes? Y tú, ¿cuándo asist**es** a clase?

Answer

Ellos asisten todos los días.

Exercise F

¿Qué escrib**e** Carolina en sus clases?

Answer

Carolina escribe muchos ejercicios y ensayos (essays).

Exercise G

¿Qué comida com**e** Carolina?

Answer

Carolina come comida rápida.

Exercise H

¿Cuántas millas corr**e** Carolina? Y tú, ¿corr**es**?

Answer

Carolina corre 3 millas en el parque tres veces por semana.

Sí/no corro.....

All the conjugated verbs that appear in the dialogue are in the present tense (**el tiempo presente**). In this section, we will learn how to conjugate verbs with the **-er** and **-ir** endings in the present tense.

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3.4.0: Gramática

Present tense of “-er” and “-ir” verbs

Infinitives and Conjugations

-ER verbs: To conjugate, drop the –er from the infinitive. Next, add endings to the stem. The ending will depend on who is doing the action (remember the subject). Have a look at this example:

Comer (to eat)

yo	**como**	I eat
tú	**comes**	you (informal) eat
vos	**comés**	you (informal) eat; mostly Argentina & Uruguay
usted, Ud., él, ella	**come**	you (formal) eat, he/she eats
nosotros(as)	**comemos**	we eat
vosotros(as)	**coméis**	y’all (informal: Spain) eat
ustedes, Uds., ellos/ellas	**comen**	y’all eat, they eat

-IR verbs: IR verbs follow a similar pattern. Take a look at this example:

Vivir (to live)

yo	**vivo**	I live
tú	**vives**	you (informal) live
vos	**vivís**	you (informal) eat; mostly Argentina & Uruguay
usted, Ud., él, ella	**vive**	you (formal) live, he/she lives
nosotros(as)	**vivimos**	we live
vosotros(as)	**vivís**	y’all (informal: Spain) live
ustedes, Uds., ellos/ellas	**viven**	y’all live, they live

> Takeaway: A conjugated verb gives a lot of information:
>
> - What?: What is the action being performed? (Ex: Aprender - to learn)
> - Who?: Who is the subject / Who is performing the action? (Ex: Aprendo - I learn)
> - When?: When does the action take place? (All of the verb conjugations on this page are in the present tense - they refer to things happening right now in time)

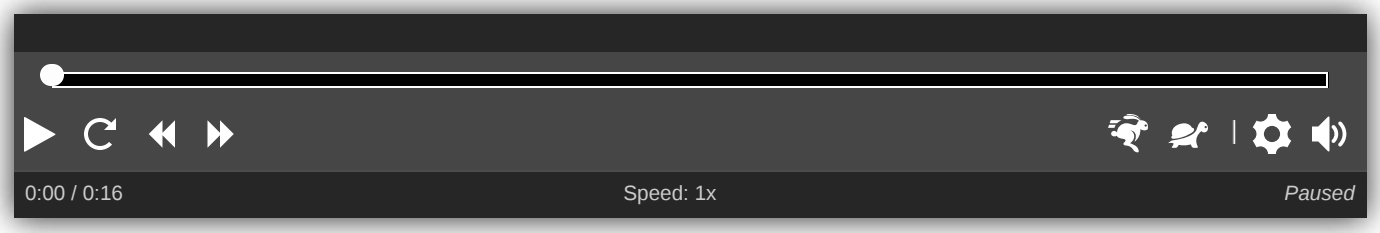
The following video summarizes the information discussed in this section, and it reviews what we already know about -ar verbs.



Attribution: Presente regular en español – Spanish Regular Verbs in Present Tense. By ProfeDeELE.es, licensed under CC BY 3.0.

Take a look at other -er and -ir verbs that follow the same conjugation patterns as listed above.

Actividades de la universidad y de la familia

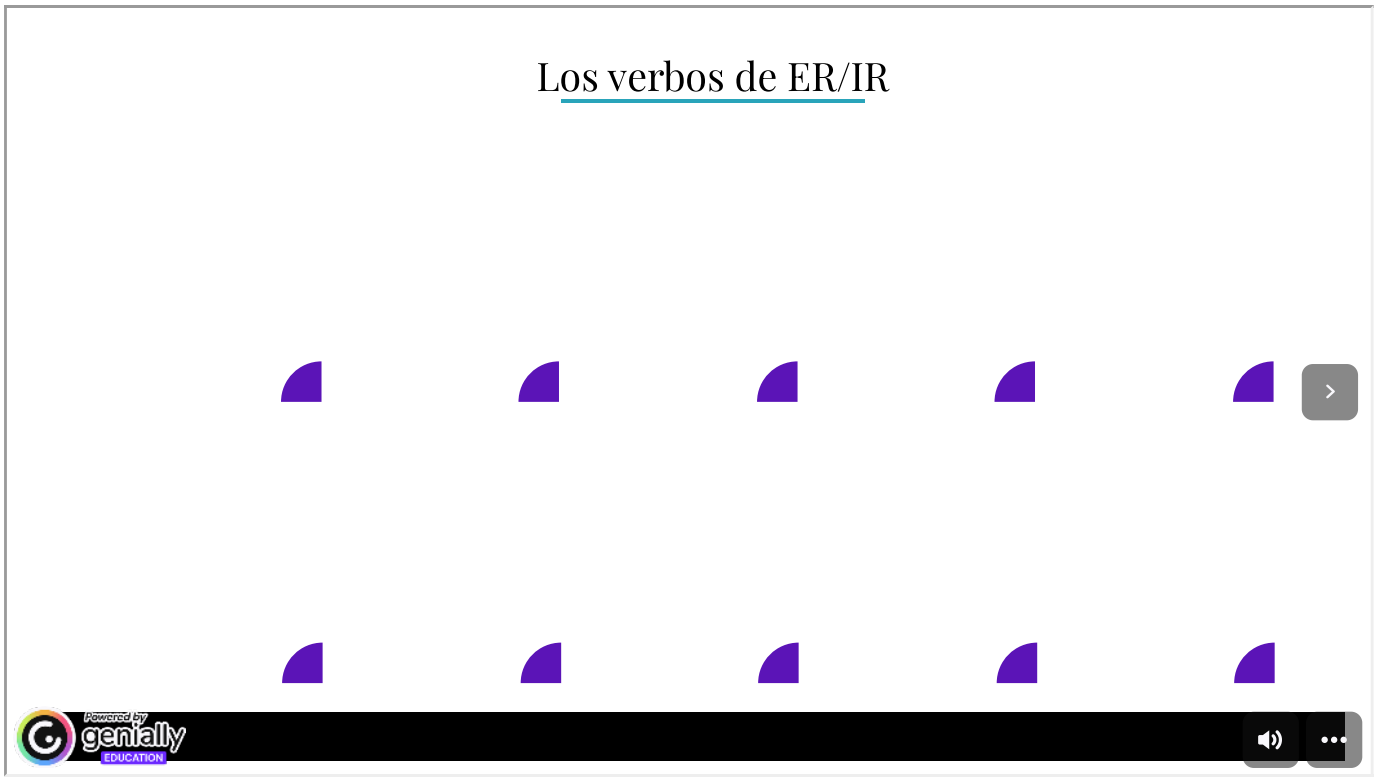


aprender	to learn
asistir	to attend
beber	to drink
compartir	to share
correr	to run
escribir	to write
imprimir	to print
leer	to read
ver	to see/watch
vender	to sell
vivir	to live

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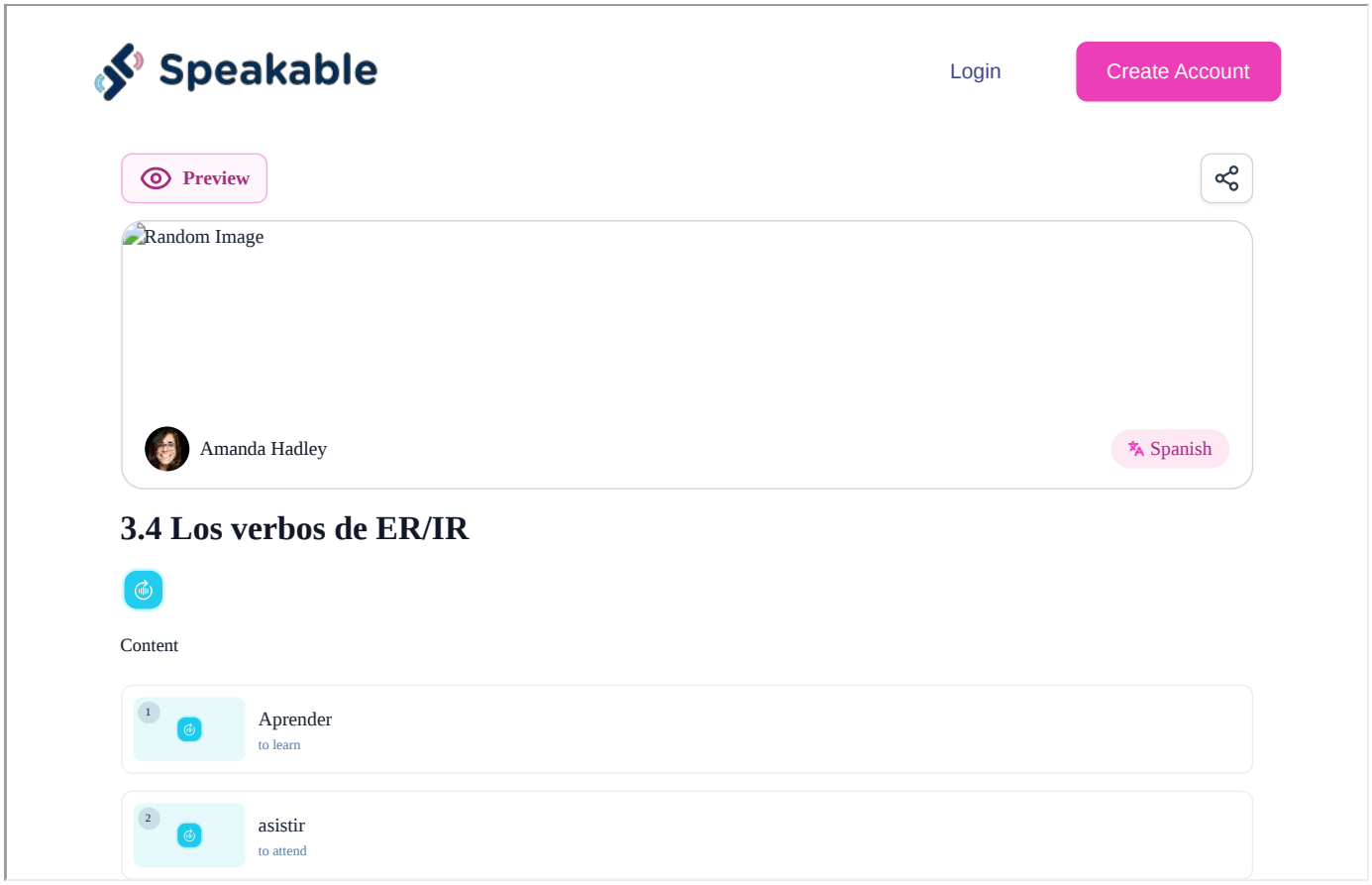
3.4.1: Pronunciación

Pronunciación 1



Pronunciación 2

Access Quizlet Flashcards here.



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3.4.2: Práctica

Práctica 1

Read the following text about Carolina's abuela, and fill in the blanks to find out what kind of person she is. Use a word from the word bank.

La abuela de Carolina _____ muy amable. Ella _____ para Carolina comida deliciosa. Pero su abuela _____ la vida loca y es muy moderna. Por las mañanas _____ dos millas con sus amigas. Después _____ correos electrónicos y _____ novelas de ciencia ficción. También _____ su casa con veinte gatos. Por las noches _____ la televisión mientras _____ whiskey.

corre
comparte
escribe
cocina
ve
lee
vive
es
bebe

Check

What do the following people do at the university or at home? Conjugate the verbs according to the subject in each sentence.

Nosotros _____ (correr) todas las mañanas.

Alicia _____ (leer) artículos interesantes en la biblioteca.

El profesor Sevilla _____ (imprimir) los exámenes.

Los estudiantes _____ (asistir) a las clases de matemáticas y español.

Yo _____ (aprender) a escribir textos en español.

Tú _____ (beber) mucha agua después del gimnasio.

Mi abuela _____ (ver) la telenovela por las tardes.

Mis primos y yo _____ (comer) enchiladas suizas.

Mis padres _____ (compartir) su auto.

Los niños _____ (vender) limonada.

Check

What do the following people do at the university or at home? Conjugate the verbs according to the subject in each sentence.

Nosotros _____ (correr) todas las mañanas.

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Yo _____ (aprender) a escribir textos en español.

Tú _____ (beber) mucha agua después del gimnasio.

Mi abuela _____ (ver) la telenovela por las tardes.

Mis primos y yo _____ (comer) enchiladas suizas.

Mis padres _____ (compartir) su auto.

Los niños _____ (vender) limonada.

Check

Práctica 4

Fill in the missing words

Pedro _____ (aprender) japonés en la universidad.

Check

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Práctica 5

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Works Cited:

5.14: Ejercicios- Verbos regulares de -er/-ir by Erica Brown, Alejandra Escudero, María Cristina Montoya, & Elizabeth Small (OER SUNY) / License CC BY 4.0

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3.4.3: Conversación

Preparación comunicativa 1: ¿Dónde?

Find a Google map of your city. Con un@ compañer@, habla de tus lugares favoritos to do the following activities. Take turns asking and answering questions. Don't forget to point out the locations on the map.

> **Modelo:**
>
> Estudiante 1: ¿Dónde **beben** tú y tus amigos?
>
> Estudiante 2: **Bebemos** café en Starbucks.

1. aprender
2. bailar
3. comprar
4. correr
5. escribir
6. estudiar
7. imprimir
8. trabajar
9. vivir
10. ver películas *(movies)*

Preparación comunicativa 2: Las familias de la clase

Con tres o cuatros compañer@s, you will need to create a summary of the main characteristics that can be used to describe **las familias de Kansas** as represented by students' families.

Paso 1.

You will need to ask and answer questions in Spanish (use the vocabulary and structures you have learned so far) to find out the following information:

> **Modelo:**
>
> Estudiante 1: ¿De dónde son tus padres?
>
> Estudiante 2: Son de Topeka.

1. Place where the family lives
2. Number of family members and names
3. Professions (your instructor can help you with vocabulary)
4. Common activities among the members of the family (include at least three different verbs; your instructor can help you with vocabulary)

Paso 2.

Write a summary of your results to present to the rest of the class. ¿Cuáles son las similitudes?

> **Modelo:**
>
> En las familias de Keri y Megan, sus padres viven en Wichita.

Preparación comunicativa 3: ¿Quién hace en la familia?

Talk with several classmates and determine who does different activities in their family. Put a checkmark in the boxes to show what each relative does.

> **Modelo:**
>
> Estudiante 1: ¿Quién en tu familia cocina?
>
> Estudiante 2: Mi madre cocina.

	Estudiante 1	Estudiante 2	Estudiante 3	Estudiante 4
correr				
estudiar				
cocinar				
leer				
ver deportes en la televisión				
beber café				
asistir a la escuela				

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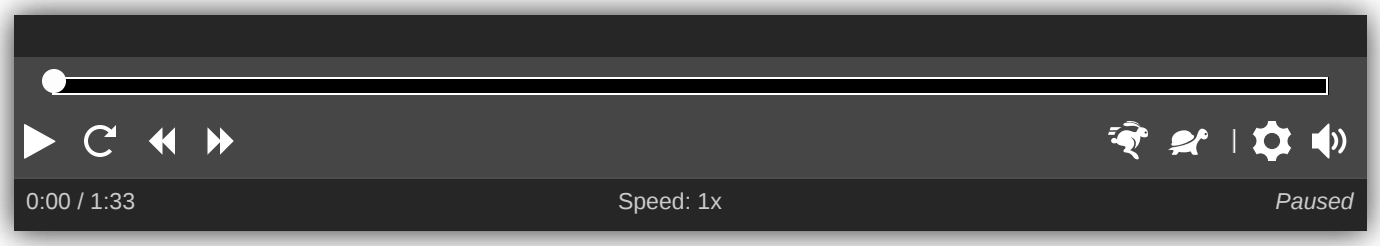
3.5: En contexto- Los números 30-100

Learning Objectives

- Use numbers between 30 and 100

Los países hispanohablantes en números

En este cuadro, hay algunos números de los países que hablan español. Lee la información a continuación:



Attribution: Audio by Esteban Almengor and Dayra González is licensed under a Creative Commons Attribution-ShareAlike (CC-BY-SA)

LOS 21 PAÍSES HISPANOHABLANTES

· LAS BANDERAS Y EL PORCENTAJE DE LA POBLACIÓN QUE HABLA ESPAÑOL

Las estadísticas están tomadas de 2022 por *El español en el Mundo Anuario del instituto Cervantes.*



Adapted from Alvarado, Elisabeth. The 21 Spanish-Speaking Countries.
https://docs.google.com/presentation/d/1mVnwufulJYMXqVzv_Qa8hVmITC6lz5GE6O0KJ9sN1Jg/edit#slide=id.p

Para hablar de esta información, necesitamos expresar los números del 30 al 100.

Los números del 30 al 100

30	treinta
31	treinta y uno
32	treinta y dos
33	treinta y tres
34	treinta y cuatro
35	treinta y cinco
36	treinta y seis
37	treinta y siete
38	treinta y ocho
39	treinta y nueve
40	cuarenta
50	cincuenta
60	sesenta
70	setenta
80	ochenta
90	noventa
100	cien

In Spanish, decimals are usually expressed with a comma (e.g., 10,4%). However, in recent years, both, a dot (un punto) and a comma, are accepted.

¿Comprendes?

Ahora, practica con un compañero de la clase y lee los porcentajes en español de cada país hispanohablante.

> **Modelo:**
>
> Estudiante 1: ¿Cuál es el porcentaje de hispanohablantes en **Perú**?
>
> Estudiante 2: **Ochenta y ocho punto seis por ciento (88.6%)** de la población habla español en Perú.

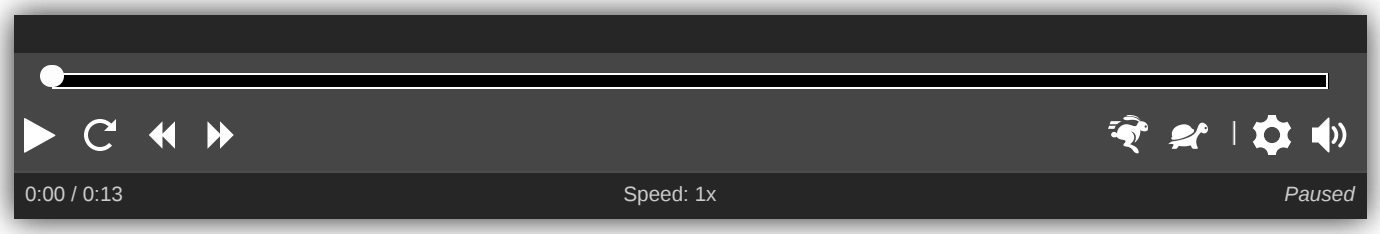
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3.5.0: Vocabulario

Look back at 1.5 Gramática to review numbers 1-30. Remember that numbers less than 30 are only one word. In this section we will learn how to form numbers 31-100.

It is important to memorize the tens digits in Spanish.

Las decenas (Tens digits)



30	treinta
40	cuarenta
50	cincuenta
60	sesenta
70	setenta
80	ochenta
90	noventa
100	cien

To form a double digit number, simply use ¨y¨ (*and*) after your tens digit.

Modelo:

- 81 – ochenta y uno
- 55 – cincuenta y cinco
- 73 - setenta y tres



Count to 100 in Spanish by Jack Hartmann Kids Music Channel

Nota

Cien is used for 100 on the dot. Any number past 100 changes to ¨*ciento*....¨ and follows the pattern with the tens and ones digits.

Modelo:

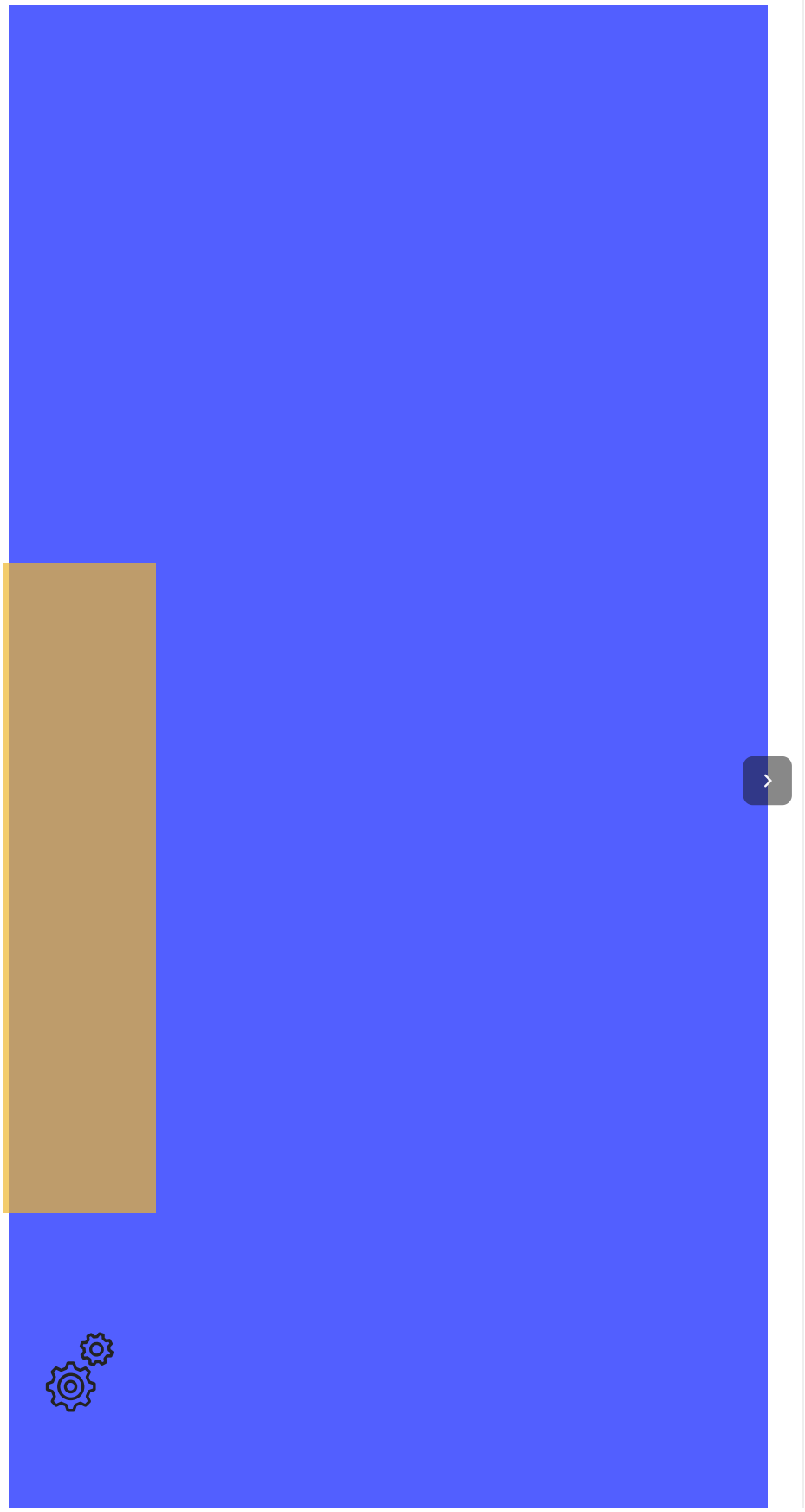
- 101 – ciento uno
- 137 - ciento treinta y siete

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3.5.1: Pronunciación

Pronunciación 1

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Pronunciación 3



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3.5.2: Práctica

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Carolina is playing a game of Lotería with her abuela. Listen to the audio and write down the numbers that you hear numerically.

Check

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Write out in words the results for the following math equations. Follow this example: 30 x 3 = noventa

15 + 56 = ____

86 – 46 = ____

40 x 2 = ____

50 + 15 = ____

60 + 35 = ____

95 – 35 = ____

100 / 2 = ____

40 + 59 = ____

90 – 55 = ____

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3.5.3: Conversación

Preparación comunicativa 1: Dylan va al mercado

Dylan is helping his host mother organized a family dinner. Complete the following paragraph with the numbers in parenthesis.

Dylan tiene 1. _____ (99) pesos para comprar la comida para la cena familiar con los parientes de Mariana en Oaxaca. Primero, compra 2. _____ (27) limones para el agua fresca (lee más aquí) 3. _____ (33) aguacates (*avocados*) para la salsa, 4. _____ (40) kilos de pollo (*chicken*) y 5. _____ (77) duraznos (peaches) para el postre (*dessert*). El costo de la comida es 6. _____ (84) pesos. Dylan quiere (*wants*) tomar un taxi, pero necesita 7. _____ (21) pesos. ¿Cuánto dinero extra necesita Dylan para el taxi? 8. _____.

Preparación comunicativa 2: Abre la caja fuerte

Try to open a safe (la caja fuerte). Write a safe combination using 4 double-digit numbers. Read the numbers to your partner. Your partner will write the numbers down without showing you.
Compare to see if your partner can open the safe!

Modelo:

23 51 76 85

veintitrés - cincuenta y uno - sesenta y seis - ochenta y cinco

Preparación comunicativa 3: Los números de teléfono

You and your partner are organizing el club internacional. You have phone numbers for half of the members and your partner has the other half. Share information so that you both have the numbers of all the members.

Modelo:

Estudiante 1: ¿Cuál es el número de teléfono de Ximena?

Estudiante 2: siete-veinte-seis-cincuenta y cinco-doce-cero-seis *(720-655-1206)*

Estudiante 1

Click here to view Student 1´s information

Nombre	**Número de teléfono**
Fernando	825-438-1809
Dalila	303-714-2175
Paulina	
Víctor	215-960-8693
Luis	
Édgar	843-234-6857
Julia	

Estudiante 2

Click here to view Student 2´s information

Nombre	Número de teléfono
Fernando	
Dalila	
Paulina	816-499-8312
Víctor	
Luis	202-847-3556
Édgar	
Julia	913-361-2990

Attribution: Averigua: Números de teléfono by Community College of Baltimore County is licensed under CC BY-NC 4.0

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Preparación comunicativa 4: Los números locales

With a partner, look up the following information about your university / city / state.

1. Número de estudiantes en la banda de música de la universidad
2. Número de profesores en
   - La facultad de humanidades
   - La facultad de ciencias
   - La facultad de educación
   - La facultad de negocios
   - La facultad de _____
3. Número de habitantes en tu estado y ciudad (usa el número + millones o mil (*thousand*); (e.g., cuarenta millones; treinta y tres mil)
4. Número de museos en tu estado y ciudad
5. Número de restaurantes en tu ciudad
6. Número de condados (counties) en tu estado
7. Otros números interesantes

Preparación comunicativa 5: MadLib Story

Create a MadLib called ¨Mi familia¨. Start by brainstorming a list of words below. Make sure to watch number and gender!

When you are finished, click on the MadLib Story tab to read your completed story!

Exercise 3.5.3.1

(1) adjetivo femenino

(2) adjetivo femenino

(3) número entre 4-8

(4) número entre 1-5

(5) adjetivo plural y masculino

(6) número entre 1-3

(7) número entre 1-3

(8) adjetivo femenino

(9) adjetivo masculino

(10) adjetivo plural y masculino

(11) número entre 10-100

(12) número entre 1-5

(13) número entre 5-20

(14) sustantivo plural

(15) número entre 3-10

(16) número entre 10-100

(17) número entre 10-30

(18) número entre 60-100

(20) número entre 5-15

(21) adjetivo plural y masculino

(22) adjetivo femenino

MadLib Story

Mi familia _____ (1) (adjetivo femenino)

Vivo con mi familia _____ (2) (adjetivo femenino) de _____ (3) (número entre 4-8) personas. Somos mi mamá, mi papá, mis _____ (4) (número entre 1-5) hermanos y yo. Mis hermanos son muy _____ (5) (adjetivo plural y masculino). Tengo _____ (6) (número entre 1-3) hermanas y _____ (7) (número entre 1-3) hermanos.

Mi mamá es _____ (8) (adjetivo femenino) y mi papá es _____ (9) (adjetivo masculino). Ellos son padres _____ (10) (adjetivo plural y masculino) , pero a veces establecen muchas _____(11) (número entre 10-100) reglas (*rules*) para nosotros, los niños.

Por ejemplo, tenemos que hacer (*we have to do*) _____ (12) (número entre 1-5) tareas domésticas (*chores*) todos los días. Yo siempre limpio los _____ (13) (número entre 5-20) _____ (14) (sustantivo plural) de nuestra casa.

Cada mañana, mi mamá se levanta temprano (*wakes up early*) para preparar un desayuno de _____ (15) (número entre 3-10) platos diferentes antes de ir (*before going*) a trabajar. ¡Ella prepara _____ (16) (número entre 10-100) panqueques! Pero tenemos que llegar (*we have to arrive*) _____ (17) (número entre 10-30) minutos antes al desayuno o se acaban (*run out*).

Los fines de semana nos gusta jugar (*like to play*) deporte todos juntos por _____ (18) (número entre 60-100) minutos. Formamos dos equipos (*teams*) de _____ (20) (número entre 5-15) jugadores cada uno para tener partidos (*games*) amables. ¡Nuestros partidos pueden ser muy _____ (21) (adjetivo plural y masculino)!

Aunque a veces discutimos (*we argue*), me encanta mi familia _____ (22) (adjetivo femenino). ¡Son los mejores (*They are the best*)!

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3.6: Unidad 3 Repaso

Vocabulario

- 3.1 Describe your family relationships

El núcleo familiar

el padre	*father*
la madre	*mother*
el hermano	*brother*
la hermana	*sister*
el esposo	*husband*
la esposa	*wife*
la pareja	*partner*
el hijo	*son*
la hija	*daughter*
el padrastro	*stepfather*
la madrastra	*stepmother*
el hermanastro	*stepbrother*
la hermanastra	*stepdaughter*
el medio hermano	*half-brother*
la media hermana	*half-sister*
la mascota	*pet*

Los parientes (relatives)

el tío	*uncle*
la tía	*aunt*
el sobrino	*nephew*
la sobrina	*niece*
el primo	*cousin m.*
la prima	*cousin f.*
el abuelo	*grandfather*
la abuela	*grandmother*
el suegro	*father-in-law*
la suegra	*mother-in-law*
el yerno	*son-in-law*
la nuera	*daughter-in-law*
el bisabuelo	*great grandfather*
la bisabuela	*great grandmother*

Más palabras para describir la familia

el hijo único	*only child/son*
la hija única	*only daughter*
(el/la) menor	*(youngest) younger*
(el/la) mayor	*(eldest) older*
los ancestros/los antepasados	*ancestors*

- 3.2 Describe your family member´s personality and appearance

Describimos la apariencia física

alto	*tall*
bajo	*short (height)*
pequeño	*small*
grande	*big*
delgado/flaco	*thin*
gordo	*fat*
moreno	*with dark hair/dark-skinned*
güero/rubio	*blonde or light-skinned*
pelirrojo	*red headed*
calvo	bald

Describimos la personalidad

abierto/a	*open-minded/open*
aburrido/a	*boring*
amable	*nice*
antipático/a	*unfriendly*
cómico/gracioso/a	*funny/witty*
cariñoso/a	*loving, affectionate*
divertido/a	*fun*
grosero/a	*rude*
perezoso/a	*lazy*
simpático/a	*friendly*
tímido/a	*shy*
trabajador/a	*hard-working*

- 3.4 Talk about activities you do with friends and family

Actividades de la universidad y de la familia

aprender	*to learn*
asistir	*to attend*
beber	*to drink*
compartir	*to share*
correr	*to run*
escribir	*to write*
imprimir	*to print*
leer	*to read*
ver	*to see/watch*
vender	*to sell*
vivir	*to live*

- 3.5 Use numbers between 30 and 100

Los números del 30 al 100

30	treinta
31	treinta y uno
32	treinta y dos
33	treinta y tres
34	treinta y cuatro
35	treinta y cinco
36	treinta y seis
37	treinta y siete
38	treinta y ocho
39	treinta y nueve
40	cuarenta
50	cincuenta
60	sesenta
70	setenta
80	ochenta
90	noventa
100	cien

Gramática

- 3.2 Descriptive adjectives
- 3.3 Possessive adjectives
- 3.4 Present tense of regular *-er* and *-ir* verbs

Comunicación

Unidad 3: La familia

By the end of Unidad 3, you should be able to:	Preguntas (ejemplos)	Respuestas (ejemplos)
Ask about what someone is like and describe yourself	¿Cómo eres? (físicamente y personalidad)	Yo soy (adjetivos).
Find out about and describe the physical and personality traits of others.	¿Cómo son tus profesores? / ¿Cómo son tus amigos?	Mis profesores son (adjetivos). Mis amigos son (adjetivos).
Describe your and others'families, including names,quantity andrelationships.	¿Cómo es tu familia?¿Cuántas personas hay en tu familia?	Mi familia espequeña/grande/(adjetivos)Mi esposo se llama Alex...etc.Hay 4 personas en mi familia.
Express possession.	¿De quién es el perro?	Es mi perro. Es el perro de mi hermana.

Talk about activities you and others do (know the -ER and -IR verbs!)	¿Quién corre mucho en tu familia?¿Con quién vives?	Mi hermano mayor corre todos los días.Yo vivo con mis padres y mis hermanos.

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CHAPTER OVERVIEW

4: Unidad 4 - La casa

- 4.0: Unidad 4 Objetivos
- 4.1: En contexto- La casa
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  - 4.1.1: Pronunciación
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4.0: Unidad 4 Objetivos



Objetivos en este módulo

Comunicación

In this instructional module, you will learn how to…

- 4.1 Describe household rooms and furniture
- 4.2 Talk about chores in and outside the house and activities you like or don't like
- 4.4 Use numbers 100 to 1.000.000
- 4.6 Use the prepositions of location to describe where things and people are located in a house

Lengua

- 4.3 **Gustar** + infinitive & **gustar** + noun
- 4.5 Irregular verbs in the *yo* form
- 4.6 Estar + prepositions

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4.1: En contexto- La casa

Learning Objectives

- 4.1 Describe household rooms and furniture

Introducción comunicativa: **Busco *un apartamento***

In this unit, we will learn how to talk about our rooms, apartments, or houses. Think about your room and the place where you live. *¿Cómo es una casa típica de estudiante?* Now, read the following conversation and see if you can find similarities between the place where you live and the one that is mentioned in the dialogue.

> Kate es una estudiante universitaria de Tejas. Ahora estudia español en Madrid y busca un apartamento nuevo con su amiga Lauren. Kate llama a la agencia inmobiliaria (*real estate agency*) para preguntar por el apartamento en el anuncio (*advertisement*).

Puedes usar el vocabulario en **Hablemos más** para leer el diálogo.



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Agente: Dígame

Kate: Buenos días. Necesito información sobre **un apartamento** en Casa de Campo-Moncloa.

Agente: Ah, sí. **Tenemos** un **piso** allí.

Kate: ¿Cuál es la dirección?

Agente: Está en la calle Santa Fe 15. Es un **piso** en la **segunda planta**.

Kate: ¿Cuánto es **la renta** al mes?

Agente: El **alquiler** es de **€950 (novecientos cincuenta euros) al mes.**

Kate: ¿Hay **muebles** en el apartamento? Por ejemplo, ¿un **sofá**?

Agente: En las **habitaciones**, hay una **cama** y dos **mesitas de noche**. En el **salón-comedor** no hay **muebles**. En la **cocina** hay un **lavaplatos**, una **refrigeradora**, **una estufa** y un **horno de microondas**.

Kate: ¿**Tiene lavadora el apartamento**?

Agente: Sí, hay una **lavadora** pequeña en la **cocina**.

Kate: Otra pregunta. ¿Quién **limpia** (cleans) el **apartamento**?

Agente: El **inquilino (the person who rents the apartment)**. Usted y su compañera **hacen** las tareas domésticas: **pasan la aspiradora**, **limpian el baño, sacan la basura, lavan las ventanas y sacuden los muebles**.

Kate: Muy bien. Gracias por la información. **A mí me gusta (I like) el apartamento**.

¿Comprendiste?

Ahora contesta estas preguntas sobre el diálogo.

Exercise A

¿Dónde está el apartamento?

Answer

Está en la calle Santa Fe 15.

Exercise B

Kate habla del apartamento. ¿Qué otra palabra usa el agente para hablar del apartamento?

Answer

Un piso

Exercise C

¿Para cuántas personas es el apartamento?

Answer

Es para 2 personas - Kate y una compañera.

Exercise D

¿Cuál es el precio del apartamento por mes?

¿Qué dos palabras usan Kate y el agente para hablar del precio?

Answer

Cuesta €950 (novecientos cincuenta euros) al mes.

Usan ¨la renta¨ y ¨el alquiler¨

Exercise E

¿Hay muebles en el apartamento? ¿Cuáles son?

Answer

Sí, hay una cama y dos mesitas de noche. En la cocina hay un lavaplatos, una refrigeradora, una estufa y un horno de microondas.

? Exercise F

¿Qué hacen (*do*) Kate y Lauren si (*if*) viven en el apartamento?

Answer

Las chicas limpian el apartamento.

¿Es tu apartamento similar al apartamento del diálogo?

Previewing lessons to come:

1. In this module, you will learn how to use the verb **gustar** to talk about things you like and dislike. Kate uses this structure in the dialogue:

A mí me gusta el apartamento**.**

What do you notice about it? Is there a **yo** in the sentence? What does this tell you about the verb? How do we know she is talking about her own preferences?

2. Another verb we will use in this module is **tener.** You used the first person form of this verb in previous modules to talk about your age **([Yo] tengo 20 años).** Have a look at the dialogue again, and look for uses of **tener.** What are the forms used? What is the meaning of **tener** in the dialogue?

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4.1.0: Vocabulario

Las habitaciones de una casa

Explore the interactive vocabulary practices below. Hover your mouse over a word to see the translation. Click on a word to hear its pronunciation.

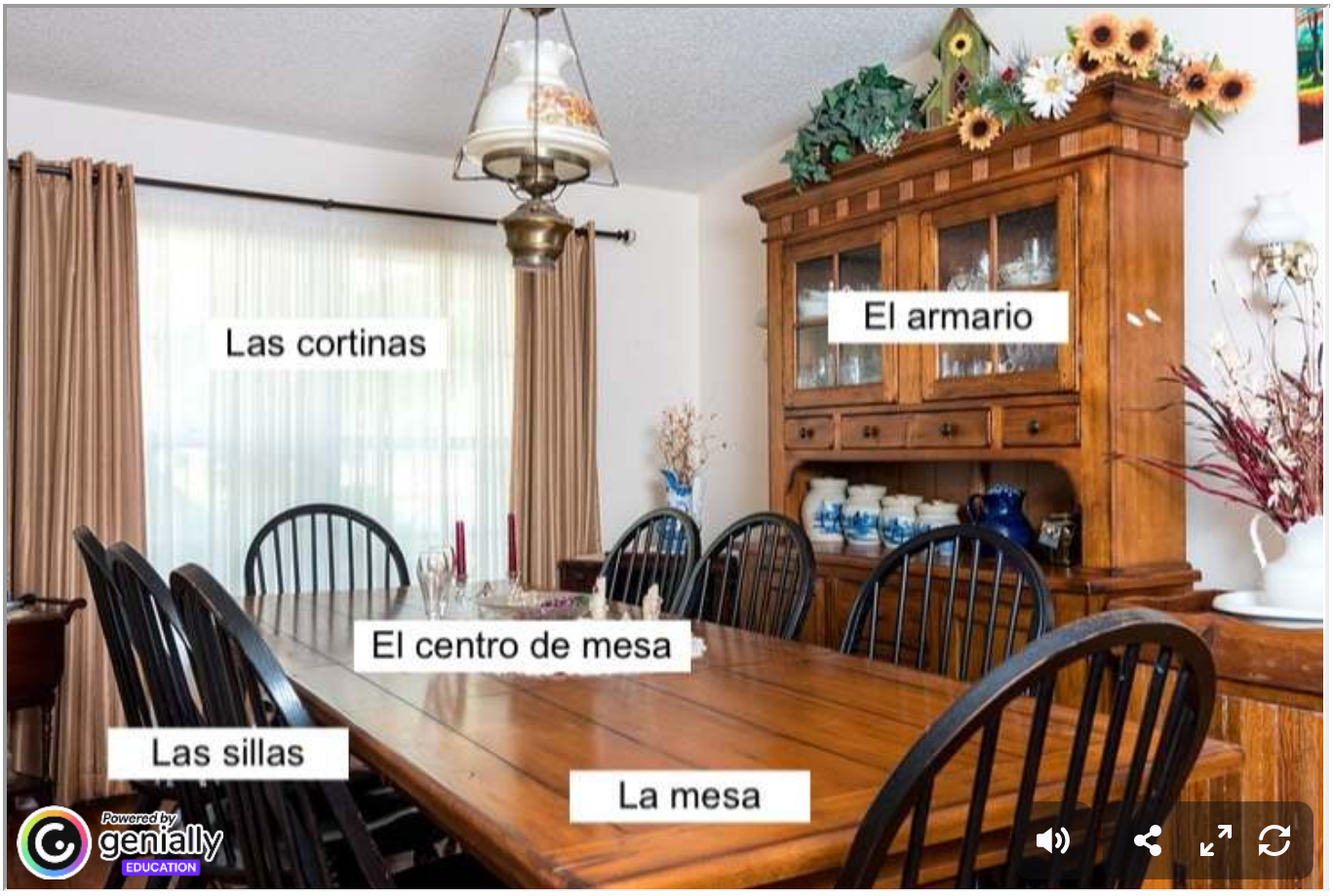
El salón/La sala



En la sala

Spanish	English
la sala	living room
el cuadro	painting
el reloj	clock
la escultura	sculpture
la cómoda	dresser
la alfombra	rug
las mesitas	side tables
el florero	vase
los cojines	cushions
el sofá	sofa

El comedor



En el comedor

Spanish	English
el comedor	dining room
el armario	cupboard/cabinet
las cortinas	curtains
el centro de mesa	center piece
la mesa	table
las sillas	chairs

La cocina



En la cocina

Spanish	English



En el dormitorio

Spanish	English
El dormitorio, La habitación, La recámara	bedroom
el ventilador	fan
el armario	wardrobe
la lámpara	lamp
las repisas	shelves
las almohadas	pillows
la cama	bed
la mesita de noche	nightstand


ha
el espej
el lavab
el papel higiénico
la bañera
el inodoro
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En el baño

Spanish	English
el baño	bathroom
el techo	ceiling
la ducha	shower
el espejo	mirror
el lavabo	sink
la bañera	bathtub
el inodoro	toilet
el papel higiénico	toilet paper

Works Cited:

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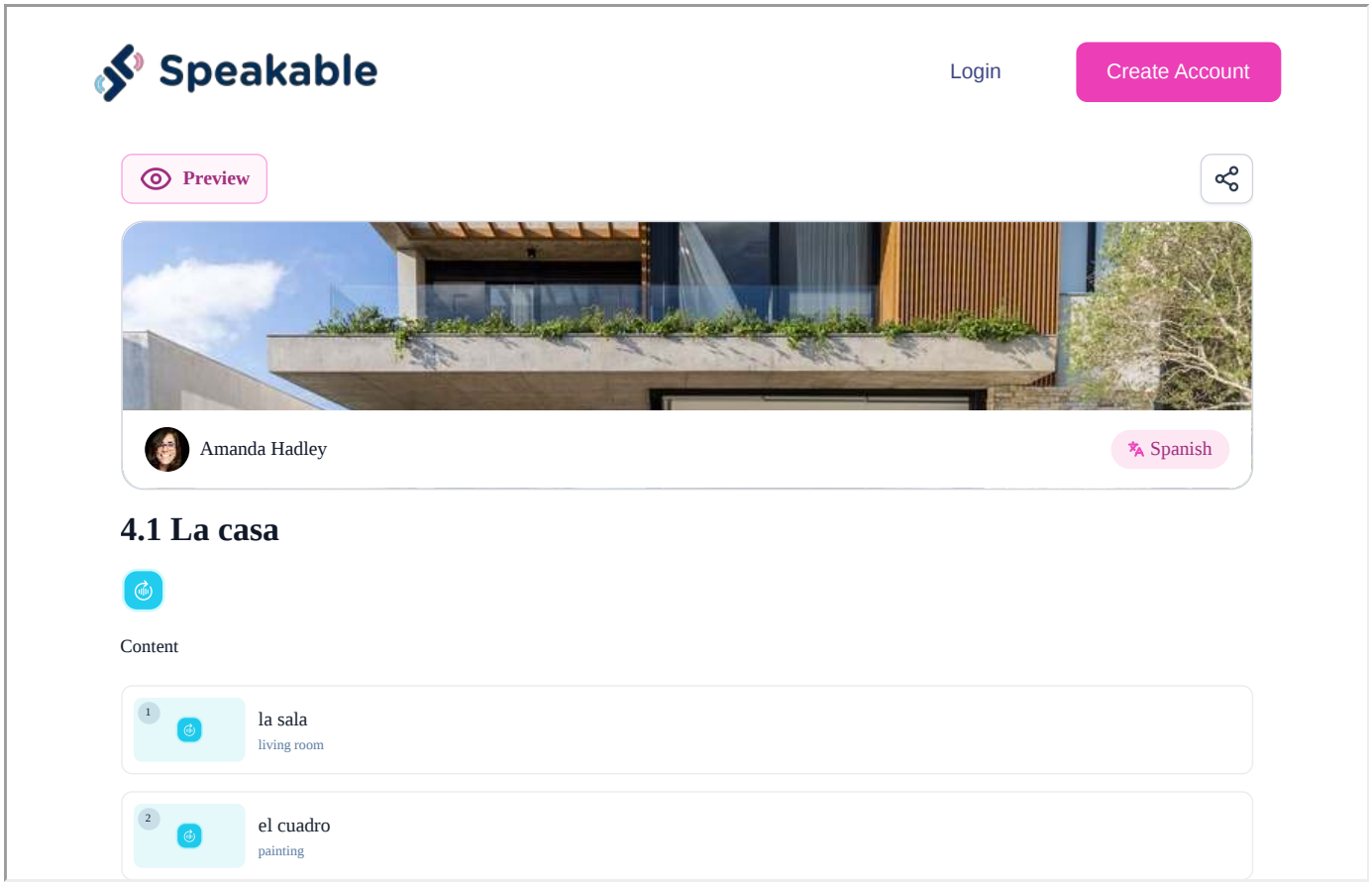
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4.1.1: Pronunciación

Pronunciación 1

Access Quizlet Flashcards here.

Pronunciación 2



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4.1.2: Práctica

https://human.libretexts.org/@go/page/282964

	aspiradora	la lavadora

la plancha

licuadora			a nevera

	batidora		lavaplatos

Práctica 2

Answer the questions by indicating the most logical place for each object. Example: ¿Dónde está la bañera? → La bañera está en el baño.

¿Dónde está la licuadora? La licuadora está en _____ .

¿Dónde está la mesita de noche? La mesita de noche está en _____ .

¿Dónde están las flores? Las flores están en _____ .

¿Dónde está el sofá? El sofá está en _____ .

¿Dónde está el horno? El horno está en _____ .

¿Dónde está la mesa? La mesa está en _____ .

Check

Práctica 3

Cristina es una amiga de Kate en España. En este segmento, Cristina habla de su casa. ¿Cómo es la casa?

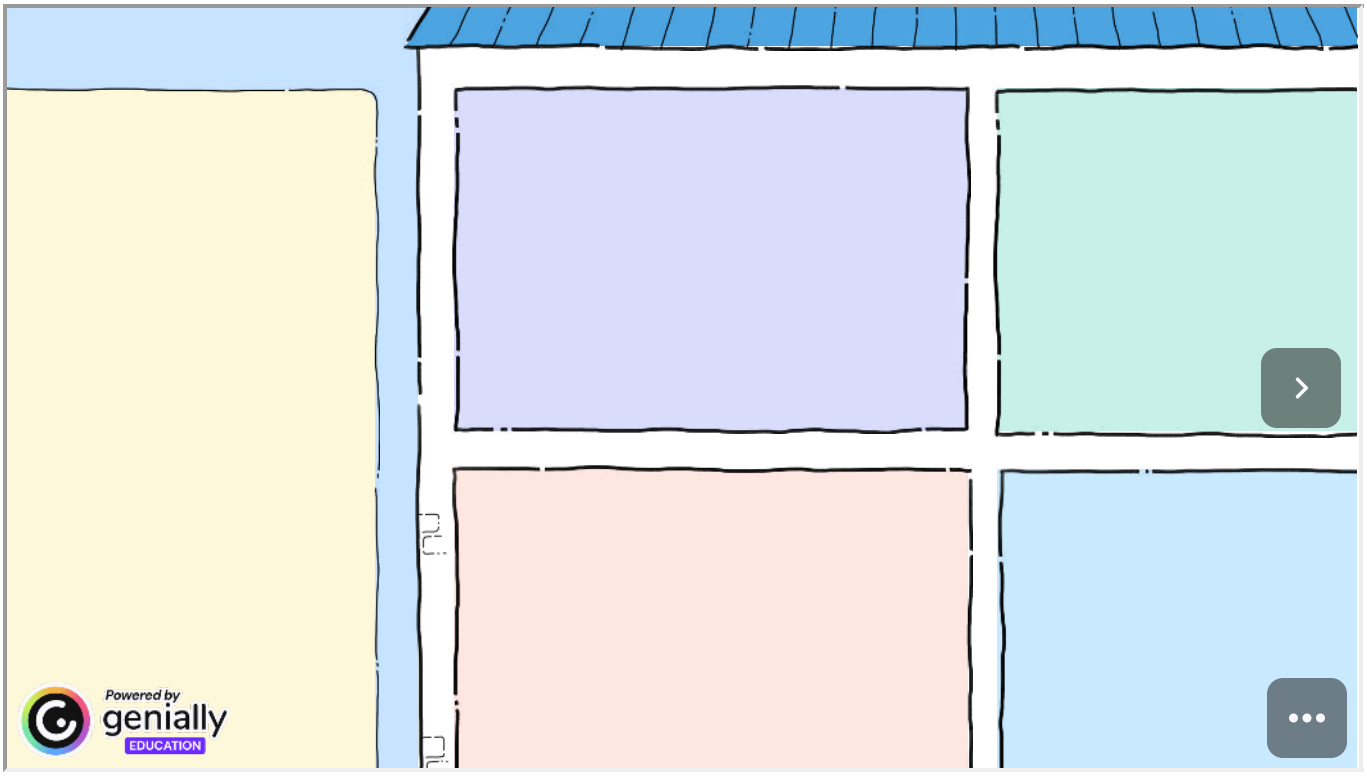
Paso 1. Escucha a Cristina (by Orlando R. Kelm, licensed under CC BY 3.0) y decide si estas afirmaciones son **ciertas (C)** (*true*) o **falsas (F)**. ¿Es la casa de Cristina similar a la casa de Kate?

¿Cierto o falso?

1. Cristina vive en Madrid.	C	F
2. En la casa de Cristina hay un jardín.	C	F
3. La familia de Cristina probablemente mira programas de televisión.	C	F
4. En la familia de Cristina hay cuatro hermanos.	C	F
5. En la casa de Cristina hay cuatro dormitorios.	C	F
6. La cocina es pequeña.	C	F
7. El papá de Cristina limpia la casa.	C	F

Paso 2. In the audio, Cristina describes her house as “una casa típica andaluza”. She is referring to an architectural style in Spain. What is it like? Search the Internet for photos of Andalusia house styles from Spain and write a list of features that characterize the style. Find photos of houses built in this style to share with your classmates. Remember to use the Creative Commons search page to find your photos (https://search.creativecommons.org/). ¿Dónde está la región de Andalucía en España?

Práctica 4



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4.1.3: Conversación

Preparación **comunicativa 1: La casa de Kate en los Estados Unidos**

¿Y cómo es la casa de la familia de Kate en los Estados Unidos? ¿Es similar al piso de España*? Con un/a compañero/a, mira los planos (*blueprints*) y las fotos a continuación y escribe una lista de similitudes y diferencias. ¿Y tu casa? ¿Es similar?

Modelo:

Similitud: *En la sala hay un sofá.*

Diferencia: *Hay dos dormitorios en el piso y hay cuatro en la casa.*

Nota

*In Spanish, the ground floor of a house or building (the *first floor* in English) is called **planta baja**. El **primer piso** is used to refer to what in English we call *second floor.*

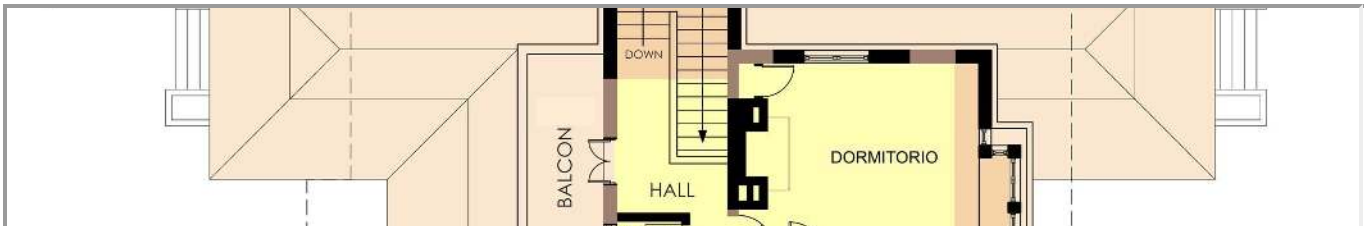
Plan A

d to hear its
n

ny word to see its

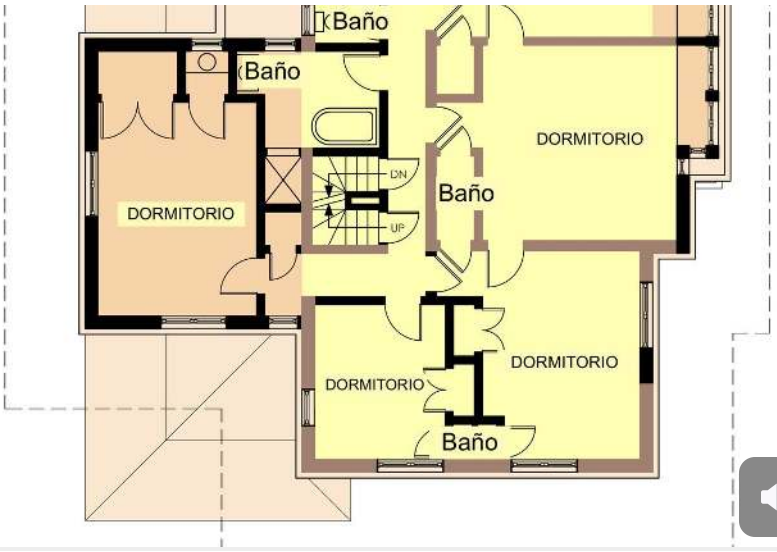
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Plan B



d to hear its
n

ny word to see its



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Estudiante 1

Click here to see Student 1´s information:

	¿Dónde prefiere vivir?	¿Cómo es su casa ideal?
el profesor Torres	***cerca de la playa***	***una casa con un jardín***
Dalia		una casa con una cocina grande
Luis y Laura	en una ciudad grande	
Fernando		una casa con un patio
Gabriel	cerca de la universidad	
Ximena y Pablo		una casa grande
Paulina	cerca de un parque	
tu compañero/a		

Estudiante 2

Click here to see Student 2´s information:

	¿Dónde prefiere vivir?	¿Cómo es su casa ideal?
el profesor Torres	***cerca de la playa***	***una casa con un jardín***
Dalia	en las montañas	
Luis y Laura		un apartamento con una piscina
Fernando	en un área tranquila	
Gabriel		un apartamento con un balcón
Ximena y Pablo	en una ciudad pequeña	
Paulina		una casa moderna
tu compañero/a		

Paso 2. Ahora, pregúntale a un compañero de clase.

Modelo

¿Dónde prefieres vivir tú?

¿Cómo es tu casa ideal?

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Preparación **comunicativa 3: Piso en venta**

Paso 1. Imagina que tú y tu compañero/a son agentes inmobiliarios. You have been hired by Kate's family to sell their house. Write an ad for it, including information about rooms, furniture, and appliances. Use the blueprints, photos, and vocabulary from this lesson. Here is an example to help you:

Modelo:

Piso en venta. Piso en Málaga, Camino de la Térmica, 28-30, segundo piso. Se vende estupendo piso de 114 (ciento catorce) m2 (metros cuadrados). 3 habitaciones; 2 baños (con espejos); salón independiente; cocina con isla y armarios y equipada con horno microondas, estufa a gas y lavadora. Aire acondicionado en toda la casa. Armarios en todas las habitaciones y entrada. A tan solo 100 metros de la playa (*beach*), 5 minutos del aeropuerto y centro de Málaga en coche, con 3 líneas de autobuses y a 50 metros del Hospital de Salud. Cámaras de seguridad en áreas comunes. Parque para niños y piscina (*swimming pool*) comunitaria. Estado: totalmente nuevo. Teléfono de contacto: 600-456-789. Sr. Carlos Tapia.

Paso 2. Share your ad with another pair of classmates. Compare your work. What are some of the similarities and differences between your ads? Are real estate ads in the US similar to those in Spain? Discuss these questions and be ready to share the answers with your classmates.

Preparación **comunicativa 4: Las casas de las celebridades**

Paso 1. ¿Cómo son las casas de las celebridades? Celebrity houses can be *extravagante*! Work with a partner and pick a celebrity. Then Google what their house or apartment looks like. Choose one room in their house. (*Nota*: there are many different magazines, newspaper articles, and videos online about celebrity houses like Open Door by Architectural Digest). Make sure to include several complete sentences including:

- ¿De quién es la casa?
- ¿Dónde está la casa?
- ¿Qué habitación es?
- ¿Cómo es la habitación? (Don´t forget cognates!)
- ¿Qué muebles o electrodomésticos hay? Menciona por lo menos 3-4.
- ¿Qué te gusta en la habitación? ¿Qué no te gusta?

Nota

Remember the high frequency verbs you have learned so far:

- Ser (can be used to identify or describe)
- Hay (there is/there are)
- Tener (to have)
- Gustar (to like)

Paso 2. Be ready to share your image with the class or other groups. Share the information you brainstorm in Paso 1 with another group. Then listen about the house of the celebrity they chose. Write down 2 similarities and 2 differences that you notice.

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4.2: En contexto- Los quehaceres

Learning Objectives

- Talk about chores in and outside the house and activities you like or don't like

¿Quién hace qué?

Kate y Lauren rentan el piso de la calle Santa Fe en Madrid. Las dos amigas limpian el apartamento. ¿Qué hace cada una? Mira el calendario.

Kate and Lauren's Chore List

Persona	El quehacer	lunes	martes	miércoles	jueves	viernes	sábado	domingo
Kate	cocinar	X	X		X		X	
	lavar los platos			X		X		X
	limpiar el baño						X	
	regar las plantas							X
Lauren	cocinar			X		X		X
	lavar los platos	X	X		X			
	quitar el polvo						X	
	pasar la aspiradora						X	





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¿Comprendiste?

? Exercise A

Who cooks on Mondays, Tuesdays, and Thursdays?

Answer

Kate cooks on Mondays, Tuesdays, and Thursdays.

? Exercise B

Which chores do the roommates do on the weekends?

Answer

Kate cooks, cleans the bathroom, washes dishes, and waters the plants on the weekend. Lauren cooks, dusts and vacuums on the weekend.

? Exercise C

Who has to dust the house?

Answer

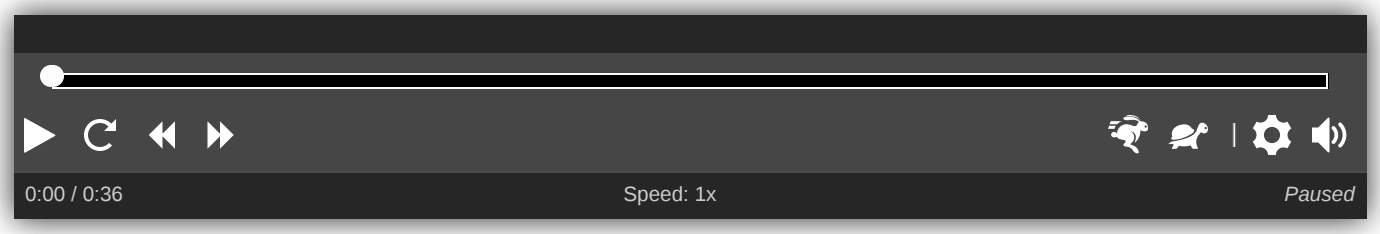
Lauren dusts.

Now think about your routine: ¿Cuáles son tus responsabilidades en tu casa?

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4.2.0: Vocabulario

Las tareas domésticas / Los quehaceres de la casa



Spanish	English
los quehaceres	chores
barrer (el piso)	to sweep (the floor)
cocinar / hacer la comida	to cook
cortar el césped	to mow the lawn
limpiar (el piso)	to clean (the floor)
lavar los platos	to wash the dishes
hacer la cama	to make the bed
lavar la ropa / poner la lavadora	to do laundry
limpiar el baño	to clean the bathroom
limpiar los cristales/los vidrios	to clean the windows
pasar la aspiradora	to vacuum
planchar	to iron
poner agua a las plantas	to water the plants
poner la mesa / recoger la mesa	to set the table/to clear the table
quitar el polvo	to dust the furniture
tirar/sacar la basura	to take out the trash

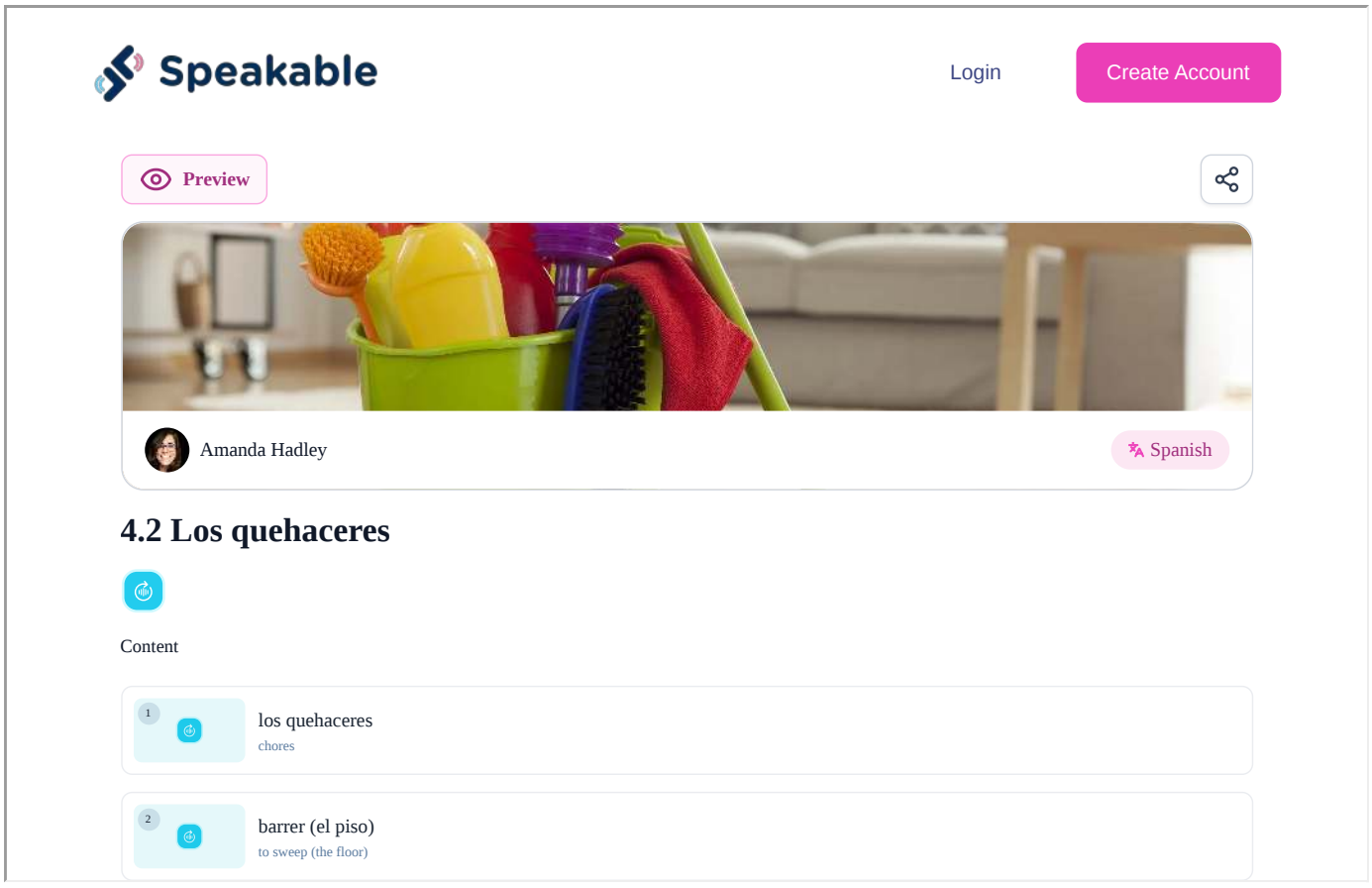
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4.2.1: Pronunciación

Pronunciación 1

Access Quizlet Flashcards here

Pronunciación 2



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4.2.2: Práctica

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Look at the following pictures and write the chor to do today.



lavar la ropa

barrer



planchar la ropa





sacar la basura



cortar el césped



lavar los

https://human.libretexts.org/@go/page/282970

What are the following people doing? Complete the sentences about each person with a conjugated verb.

Kate _____ el baño.

Tim y yo _____ el césped.

Ustedes _____ los platos.

Tú _____ el piso.

Lauren y Kate _____ el polvo.

Yo _____ la aspiradora.

Check

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Works Cited

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4.2.3: Conversación

Preparación comunicativa 1: Los Rodríguez

Paso 1. The Rodríguez family is hosting a dinner party tonight and everyone needs to pitch in to get the house ready for guests - even grandma came over to help! Work with a partner to find out what chores each family member does to help and complete the table below:

	Por la mañana	Por la tarde
El padre		
La madre		
El hijo		
La hija		
La abuela		

Make sure to mention the room and/or furniture from Unidad 4.1 La casa.

Modelo:

Estudiante 1: ¿Qué limpia la madre por la tarde?

Estudiante 2: La madre está en la cocina y ella…..

Estudiante 1:

Los Rodríguez por la mañana:

Click here to reveal image.



Estudiante 2:

Los Rodríguez por la tarde:

Click here to reveal image.



Paso 2. Look at the table you filled in. What chores do you think Los Rodríguez missed completing before the party?

Modelo:

Los Rodríguez necesitan limpiar…..

Paso 3. Based on the information you collected, which member of the Rodríguez family had the easiest chores (los quehaceres más fáciles)? Which had the most difficult (los quehaceres más difíciles)? Which had the least enjoyable (menos divertido)?

Modelo:

- En mi opinión, el padre tiene los quehaceres más…..
- No me gustan los quehaceres de la hija porque….

Preparación comunicativa 2: Los quehaceres en tu casa

Paso 1. Think about your responsibilities where you live and create a cleaning schedule similar to the one Kate and Lauren made. You can change out the types of chores or add more.

Modelo:

Mamá - cocina - todos los días

Persona	El quehacer	lunes	martes	miércoles	jueves	viernes	sábado	domingo
	cocinar							
	lavar los platos							
	limpiar el baño							
	regar las plantas							
	quitar el polvo							
	pasar la aspiradora							
	*							
	*							

Paso 2. Now talk with a partner and then make comparison between the chores you are responsible for and your cleaning schedules.

Preparación comunicativa 3: Las habitaciones

Work with a partner and make a list of the rooms in your respective houses. Make a list of the chores that need to be completed for each room. Then add a frequency in which you should complete each chore.

Helpful vocabulary:

cada día - every day

una vez a la semana - once a week

una vez al mes - once a month

Modelo:

La cocina:

- Lavar los platos - cada día
- Limpiar el piso - una vez a la semana
- Etc.

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4.3: En contexto- El verbo gustar

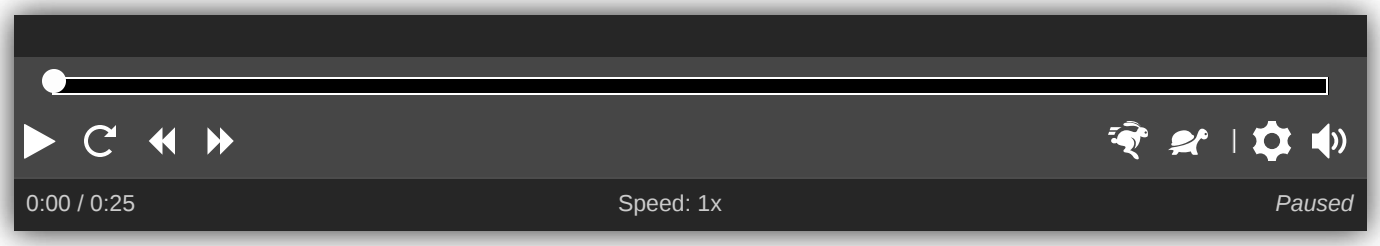
Learning Objectives

- Talk about activities you like or don't like
- Use gustar with nouns and infinitives

El verbo gustar + *infinitive* & gustar + noun: Uso y forma

Sábado de limpieza

Kate es de una familia bicultural. Su papá es de los Estados Unidos y su mamá es española. Kate usa el español con su mamá. Es sábado y Kate hace las tareas de la casa. Ella escribe un texto a su mamá en Arizona.





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¿Comprendiste?

Exercise A

¿Cómo está Kate? ¿Por qué?

Answer

Kate está horrible porque tiene que limpiar la casa.

Exercise B

¿Qué **hace Kate** *(does Kate do)* el sábado?

Answer

Ella limpia el baño.

Exercise C

What does Kate's mom mention that she likes to do?

Answer

She likes to iron.

En el mensaje de texto, Kate y su mamá usan el verbo **gustar**. Look at the forms of this verb. What do you notice about these forms? Pay attention to the words/phrases that come after the verb.

Modelo:

No **me gustan** *las tareas* de la casa.

No **me gusta**… *limpiar* el baño. **Me gusta** *planchar*.

Now let's look at the example we saw in the dialogue between Kate and the real estate agent:

Modelo:

A mí me gusta *el apartamento*

What can you hypothesize about this verb? What is important when we conjugate it? Again, the clue is in the words/phrases that come after it.

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4.3.0: Gramática

Gustar is a special verb that cannot be conjugated like other **-ar** verbs. As you have seen in previous examples, to say that you like something is **"me gusta"**, not **"yo gusto"**.

¡Ojo!

The conjugation of **gustar** does ***not*** depend on the person who likes or dislikes, but on ***what is liked***.

For example, if you talk about something that you like to do, you will need the singular form of **gustar (gusta) + the verb in the infinitive** that is used to refer to that activity

Key concept: Gusta

To tell what activities you like or dislike, use **gusta + Infinitives**

Modelo:

Me gusta planchar.

No me gusta cocinar.

The same is true if you refer to only one thing that you like or dislike.

Key concept: Gusta

To tell one thing you like or dislike, use **gusta + Singular noun**

Modelo:

Me gusta el apartamento.

No me gusta el fútbol americano.

If you want to talk about many things you like or dislike, you will need to use the plural form of **gustar**, **gustan.**

Key concept: Gustan

To tell many things you like or dislike, use **gustan + Plural nouns**

Modelo:

Me gustan los tacos.

No me gustan las tareas del hogar.

Also, in the examples, you must have noticed the pronoun **me** before **gustar**. Well, this is an example of ***indirect object pronoun***, which refers to the object or the person who receives the action of a verb indirectly (in English, ***to whom*** or ***for whom***). In Spanish,

we use *indirect object pronouns* with **gustar**. Have a look at this table. What do you notice about the use of **gustar** and *the indirect object pronouns* we need? What is the optional part?

El verbo gustar

Subject	Optional		Indirect object pronouns	Gustar
Singular	(A mí)	(NO)	**me**	**gusta** el apartamento.
	(A ti)		**te (informal)**	**gustan** las tareas del hogar.
	(A usted/Ud.)		**le (formal)**	**gusta** limpiar el piso.
	(A él/ella)		**le**	**gustan** los libros.
Plural	(A nosotros/nosotras)		**nos**	**gusta** la clase de español.
	(A vosotros/vosotras)		**os**	**gustan** los exámenes. (España)
	(A ustedes/Uds.)		**les**	**gusta** cocinar.
	(A ellos/ellas)		**les**	**gusta** lavar los vidrios.

Para más información:



Me gusta y no me gusta en español - I like and I don't like in Spanish by ProfeDeELE.es is under a CC BY 4.0

Use the following chat mat to help as you converse with others:



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4.3.1: Práctica

Práctica 1

Fill in the missing blank with the verb Gustar in the present tense. Use the clue given after *the blank space* to help you decide which form of the verb GUSTAR ("gusta" or "gustan") to use.

1. A vosotras os _____ tomar café.

2. A Lucía le _____ los libros de literatura.

3. A mí me _____ la clase de español.

4. A ellos les _____ viajar a Sudamérica.

5. A ti y a mí nos _____ hablar por teléfono y mirar películas (movies).

6. A ti te _____ las clases de matemáticas.

Check

Instrucciones

Complete con la forma correcta del verbo gustar o el pronombre.

A Victoria le _____ nadar en la piscina. No le _____ el océano.

A los niños _____ gusta viajar en avión.

¿A Ud. le _____ los hoteles de cinco estrellas?

¿A ti _____ gusta hacer las maletas?

A mí no me _____ los aeropuertos.

Comprobar Actividad

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Complete the following sentences with the correct pronoun (me, te, le, nos, os, les).

A Julia _____ gusta el chocolate.

A Pablo y a Darío _____ gusta cortar el césped.

A mí _____ gusta leer novelas.

A nosotras _____ gusta ver películas de terror.

A ustedes _____ gusta la música clásica.

A ti _____ gusta regar las plantas.

A vosotros _____ gusta correr en el parque.

Check

Read the following sentences, and decide if they should be completed with "gusta" or "gustan."

- A Lauren le _____ cocinar.
- A María y a Paco les _____ estudiar en la biblioteca.
- Al abuelo le _____ las manzanas.
- A Michael le _____ los gatos.
- A los chicos les _____ jugar al fútbol.
- A ustedes les _____ tomar café en el campus.
- A ti te _____ las flores.

gustan
gusta
gustan
gusta
gusta
gustan
gusta

Check

Reuse Embed

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4.3.2: Conversación

Preparación comunicativa 1: ¿Qué te gusta hacer?

Paso 1. Trabaja con un compañero. Usa las opciones a continuación y compara tus gustos y los gustos de tu compañero. You can also talk about other likes and dislikes. Remember to ask your instructor for help! Discuss 5 or 6 likes and dislikes.

Opciones: Usar Instagram, los mensajes de texto, estudiar, mi(s) clase(s) de..., tomar fotos, presentar en mis clases, leer, jugar videojuegos, escuchar música, mirar shows

Modelo:

E1: ¿Qué te gusta hacer?

E2: Me gusta twittear. ¿Y a ti?

E1: No me gusta twittear. Me gusta Instagram.

Paso 2. ¿Con quién?

Now write the persons with whom you like/dislike to do the activities in **Paso 1**. Use **con** *(with)* to help you formulate your responses.

Modelo:

E1: No me gusta twittear **con** mis padres.
E2: Me gusta usar Instagram **con** mis amigos.

Paso 3. ¿Por qué?

Now write a reason why you like or dislike the activities in **Paso 1**. Use **porque** to expand your sentences.

Modelo:

E1: No me gusta twittear con mis padres **porque** son aburridos.
E2: Me gusta usar Tik Tok con mis amigos **porque** es divertido.

Preparación comunicativa 2: BINGO

Paso 1. Create a 5x5 Bingo board with things or activities you think your classmates will like. An example is started below:

l o s p l r r o s	la música rock	tomar café

Paso 2. Now, go around the room and ask whether or not your classmates like the things you wrote down. Only write down their name if they like it. Try to get 5 in a row!

Modelo:

Estudiante 1: *¿Te gustan los gatos?*

Estudiante 2: *Sí, me gustan. ¿Te gustan los gatos?*

Estudiante 1: *No, no me gustan. ¿Te gusta la clase de español?*

Estudiante 2: *¿Te gusta la clase de español?*

Estudiante 1: *Sí me gusta. ¿Te gusta la clase de español?*

Estudiante 2: *Sí, me gusta mucho.*

Preparación comunicativa 3: El fin de semana

Habla con tu compañero/a para saber qué le gusta hacer durante el fin de semana.

Modelo:

los viernes por la noche

Estudiante 1: ¿Qué te gusta hacer los viernes por la noche?

Estudiante 2: Me gusta *comer en un restaurante con mis amigos*.

	Actividad
los viernes por la noche	
los sábados por la mañana	
los sábados por la tarde	
los sábados por la noche	
los domingos por la mañana	
los domingos por la tarde	
los domingos por la noche	

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Preparación comunicativa 4: Tres verdades y una mentira

Part 1. Write four sentences about things or activities that you like and dislike, as indicated below. Three of the sentences should be true and one should be false.

1. Something you like: _____
2. Something you like a lot: _____
3. Something you don't like: _____
4. Something you don't like at all: _____

Review the ways that you can express how much you like something below:



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Part 2. In a group of four or five people, take turns reading your four sentences. Your group members must determine which of your sentences is a lie. Use Spanish as much as possible. For instance, if you say "Me gusta levantar pesas," your group members can ask, "¿Realmente te gusta levantar pesas?" (*Do you really like to lift weights?*) or "¿De veras?" (*Really*?). Be ready to report on the likes and dislikes of your group to the class.

Preparación comunicativa 5: **Compañero de cuarto**

Trabaja con un compañero y practica tu español en esta situación social. You need to use the vocabulary and structures you have learned so far. Change roles and partners after practicing each situation once.

Estudiante 1. Call your best friend from high school and tell them about your new roommate and apartment off campus. Describe your roommate and apartment, including:

- Their age and appearance;
- Their personality (e.g., what they like and dislike);
- Why they are a good roommate (e.g., describe the household chores they do).
- Apartment: Talk about its location, number of rooms (describe each room—talk about furniture).
- Say why you like it. Ask questions and share as much information as possible.

Estudiante 2. Your best friend from high school calls you to tell you about their new roommate and apartment in college. Ask questions about:

- Your friend's roommate, and
- What they like about their new city and university.
- Their new apartment.
- Tell your friend about your new girlfriend/boyfriend or friend.
- Describe their age, personality, and appearance. Ask questions and share as much information as possible.

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4.4: En contexto- Los números de 100 a 1,000,000

Learning Objectives

- Use numbers 100 to 1.000.000

Los números de Kansas



Ahora aprendemos algunos números sobre esta ciudad. ¿Cómo decimos estos números?

Have a look at the following numbers, and write down what you notice about them. For example, how do we say 1,000? How do we form numbers in the hundreds? Do we use "and" in numbers such as **a hundred and two**? Do we use a comma, like in English? Let's see…



El área total de Kansas es ***82,278 (ochenta y dos mil doscientas setenta y ocho)*** millas cuadradas.

Mount Sunflower, cerca de la frontera con Colorado, es el punto más alto de Kansas con ***1.231 (mil doscientos treinta y un)*** metros.

Kansas se convirtió en el 34º estado el 29 de enero de ***1861 (mil ochocientos sesenta y uno)***.

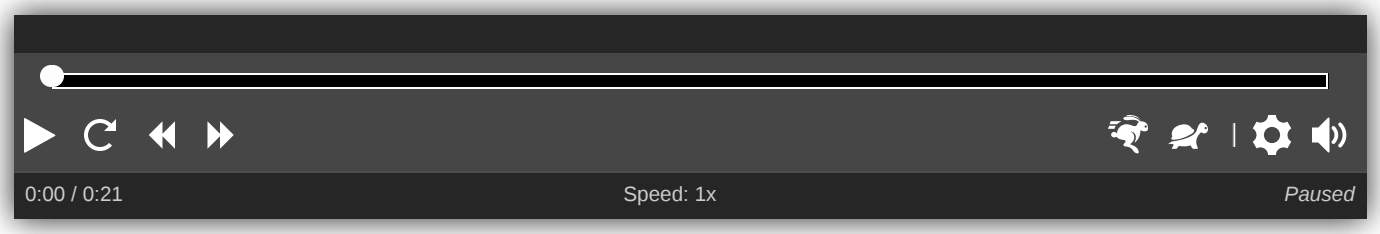
Wichita es la ciudad más grande de Kansas con una población de ***396,192 (trescientas noventa y seis mil ciento noventa y dos)*** personas.

As you can see in this short text on the state of Kansas, numbers in Spanish are similar to and different from English. What have you noticed? What are the similarities? What are the differences?

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4.4.0: Vocabulario

Los números de cien al millón



100	cien
101-199	ciento + número (ex: ciento uno)
200	doscientos(as)
300	trescientos(as)
400	cuatrocientos(as)
500	quinientos(as)
600	seiscientos(as)
700	setecientos(as)
800	ochocientos(as)
900	novecientos(as)
1.000	mil
1.000.000	un millón
2.000.000	dos millones

Here we offer you some rules that can help you use complex numbers in Spanish:

- **Unlike English, there is not an "y" directly after the number one hundred (ciento in combination with other numbers).**

Modelo:

101 (ciento uno)

133 (ciento treinta y tres)

- **Ciento** is used in combination with numbers from 1 to 99: **ciento uno**, **ciento dos**, **ciento ochenta**, and so on. **Cien** is used when counting and before numbers greater than 100: **cien mil (100.000), cien millones (100.000.000).**
- Like we saw in **Unidad Introductoria**, numbers agree in gender and number with the noun they modify: doscien**tos** cuaderno**s,** trescienta**s** computadora**s.**
- The word **mil** (1.000) does not have a plural form in counting. However, the word **millón** has the plural form **millones**. When followed directly by a noun, **millón** (1.000.000) (**dos millones**, and so on) must be followed by **de**.

Modelo:

$3000 –> **tres mil dólares**
$20.000.000 –> **veinte millones de habitantes**

Dates

When expressing dates, years are never written with a period or a comma. Also, the numbers 200-900 will be masculine and plural to agree with the implied or stated masculine plural noun **años.** Years must be spelled out (**1992: mil novecientos noventa y dos)** rather than broken into two-digit groups (nineteen ninety-two)

Modelo:

2019 –> **dos mil diecinueve**
1876 –> **mil ochocientos setenta y seis**

In many parts of the Spanish-speaking world, a period is used when English uses a comma, and a comma is used to indicate the decimal.

Modelo:

$1.600

$1.000.000

5,4%

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4.4.1: Pronunciación

Pronunciación 1

Click here to access Quizlet flashcards.

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Amanda Hadley

Spanish

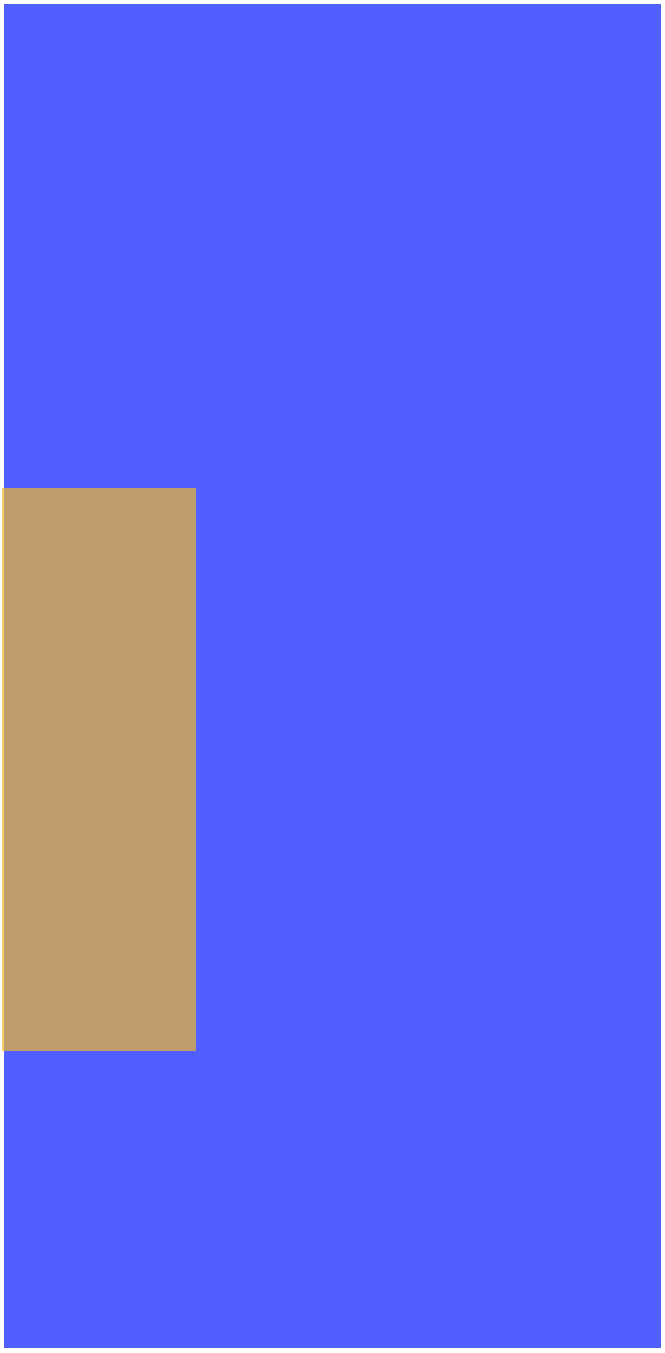
4.4 Los números de 100 a 1,000,000

Content

1 cien
100

2 doscientos(as)
200

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4.4.2: Práctica

Práctica 1

How much are the following items? Write the numbers in words.

Start Quiz

Práctica 2

Do the math operations and write the results. Ejemplo: novecientos - trescientos = 600

Doscientos x doscientos = ____

Sesenta mil + ochenta mil = ____

Noventa mil – cuarenta y cinco mil = ____

Cien mil + quinientos veinte mil ochocientos = ____

Ochenta mil x tres = ____

Quinientos + trescientos setenta y ocho = ____

Check

Práctica 3

Match the numerical numbers with the ones written in words.

- 150
- 300
- 843
- 2000
- 3500
- 4620
- 6790
- 110.000
- 300.600
- 999.999

trescientos | seis mil setecientos noventa | ciento diez mil | dos mil | trescientos mil seiscientos | ciento cincuenta | ochocientos cuarenta y tres | tres mil quinientos | cuatro mil seiscientos veinte | novecientos noventa y nueve mil novecientos noventa y nueve

Check

Práctica 4

Identifica cuál es la escritura correcta de: 519

- Quinientos nueve
- Quinientos diecinueve
- Quinientos noventa y uno
- Cincuenta y nueve

Check

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Práctica 5

Works Cited:

6.7: Ejercicios- Los números 101 + by Erica Brown, Alejandra Escudero, María Cristina Montoya, & Elizabeth Small (OER SUNY) / License: CC BY 4.0 Attribution 4.0 International (CC BY)

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4.4.3: Conversación

Preparación comunicativa 1: Fechas históricas

¿Qué pasó en estas fechas históricas? *What happened on these historic dates?* Take turns with a partner reading the year out loud in Spanish and then work together to guess what historical event happened that year using the event bank.

Event Bank:

A. El primer hombre estadounidense aterrizó (*landed*) en la Luna.

B. Estados Unidos declaró su independencia del Imperio británico.

C. Cristóbal Colón llegó a las Américas.

D. La Guerra Civil de los Estados Unidos terminó.

E. México declara su independencia de España.

F. Los árabes llegaron (*arrived*) a España.

G. La Segunda Guerra Mundial (WWII) terminó (*ended*).

1. 711
2. 1492
3. 1776
4. 1821
5. 1865
6. 1945
7. 1969

Comprehension Check:

Click here to reveal answers.

1. 711 - F. Los árabes llegaron (*arrived*) a España.
2. 1492 - C. Cristóbal Colón llegó a las Américas.
3. 1776 - B. Estados Unidos declaró su independencia del Imperio británico.
4. 1821 - E. México declara su independencia de España.
5. 1865 - D. La Guerra Civil de los Estados Unidos terminó.
6. 1945 - G. La Segunda Guerra Mundial (WWII) terminó (*ended*).
7. 1969 - A. El primer hombre estadounidense aterrizó (*landed*) en la Luna.

Preparación comunicativa 2: Fechas personales

Paso 1. Ya hablamos (*we already talked about*) de los cumpleaños en Unidad 2.5, pero ahora hablamos del año del nacimiento (*birth year*). Brainstorm a list of family members (including your own) and write their birth year. Practice saying the years out loud a few times.

Modelo:

Yo - 1989 (*mil novecientos ochenta y nueve*)

Mi esposo - 1988 (*mil novecientos ochenta y ocho*)

Mi hijo - 2018 (*dos mil dieciocho*)

Mis padres - 1950 (*mil novecientos cincuenta*)

Paso 2. Ahora habla con 3 compañeros de clase. Talk to at least 3 different classmates. Take turns asking and answering questions. Make sure to write down the years mentioned and verify with your partner that they are correct!

Nota: We haven't learned how to talk in the past tense yet, so use the following model to help you:

Modelo:

Estudiante 1: ¿En qué año **naciste tú**? (What year were **you** born?)

Estudiante 2: **Yo nací** en …. (I was born in……)

Estudiante 1: ¿En qué año **nació tu padre**? (*Nota*: change the underlined name for another singular family member!)

Paso 3. Las generaciones: Ahora organiza tu información según su título generacional y después contesta las preguntas.

- **Los Baby Boomers: 1946-1964**
  - *Modelo*: El padre de Rosa (1950)
- **Generación X: 1965-1980**
- **Los Millennials: 1981-1996**
  - *Modelo*: Yo (1989)
- **Generación Z: 1997-2012**
- **Generación Alfa: 213-presente**

Preguntas:

1. ¿A qué generación perteneces (*do you belong to*) tú?
2. ¿A qué generación pertenece (*belong to*) la mayoría de la clase?
3. ¿Cuántas generaciones diferentes hay en tu familia? ¿Y las familias de tus compañeros de clase?
4. ¿Cuál es la generación más antigua en tu familia? ¿Y las familias de tus compañeros de clase?

Preparación comunicativa 3: El presupuesto (*budget*)

Remember Mariana? We met her in **Unidad 1**. She has decided to attend your college, and she needs help preparing her budget. You want to give her an idea of the prices of things in your town.

Paso 1. Tell Mariana how much the following things cost. Prepara los números en español para su presupuesto (*budget*).

1. Alquilar un apartamento por un mes.
2. Alquilar un coche por dos semanas.
3. El costo de un galón de gasolina.
4. El costo de 5 galones de gasolina a usar durante una semana.

5. La matrícula de un curso de cuatro créditos.
6. Una computadora portátil de una buena marca (*brand*).
7. La factura (*bill*) mensual del gas y de la electricidad.
8. El costo total de la cuenta (*bill*) semanal del supermercado para dos personas.
9. Una cena en tu restaurante favorito.
10. El libro de una de tus clases (por ejemplo, historia, estadística, etc.)

Paso 2. Compara tus números con un compañero.

¿Tienen números similares? ¿Quién de ustedes tiene un presupuesto más barato (*cheaper*)?

Preparación comunicativa 4: ¿Es caro estudiar en tu estado?

En esta actividad trabaja con cuatro compañeros. You are going to find out how much it costs for a university student to study in your state. You and your partners will choose four different universities in the state. One of them should be your own institution.

Paso 1. Choose the institutions on which you want to focus. Distribute them among the members of the group.

Paso 2. Visit the universities' pages, and fill out the following table. Write the cost of each of the categories given. Each person should be responsible for one institution.

¿Es caro estudiar en tu estado?

Universidades	Universidad 1	Universidad 2	Universidad 3	Universidad 4
Matrícula (*Tuition and fees*)				
Libros y otros materiales				
Habitación y comidas				
Gastos personales				
Viajes (*Traveling*)				
Total				

Paso 3. Share the results of your research with your partners. ¡Usa el español! ¿Cuánto necesita un@ estudiante en cada universidad? ¿Qué universidad es la más barata (*cheapest*)? ¿Es tu universidad? ¿Cuál es la más cara (*expensive*)?

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4.5: En contexto- Verbos irregulares en la forma "yo"

Learning Objectives

- Identify and use irregular verbs in the *yo* form

Irregular verbs in the *yo* form: Uso y forma

Una fiesta en el apartamento de Kate

Kate, Lauren y su amiga mexicano-americana, Karina, organizan una fiesta en el apartamento de las chicas. ¿Qué hace cada una de ellas? Lee su conversación. Pay attention to the forms that they use in the first person (**yo**). Also, look at the **tener** forms. Use the list of verbs below to make sure you understand the content of the dialogue.



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*Lauren***:** OK, chicas. Entonces, ¿**tenemos** una fiesta este fin de semana?

*Kate***:** Uy, la fiesta… Me había olvidado (*I had forgotten!*). Sí, claro. Necesitamos limpiar y hacer varias cosas. Yo **hago** la comida, **pongo** la ropa en la lavadora y limpio el baño. **Tengo** unas recetas (*recipes*) para tapas de mi mamá.

*Lauren***:** Great! Yo paso la aspiradora y compro la comida en el supermercado. **Salgo** temprano de mis clases mañana y **traigo** los ingredientes**.** ¿Me **das** una lista**,** Kate?

*Kate***:** Sí, te **doy** la lista en un minuto…

*Karina***:** Perfecto, chicas. Yo **traigo** unas Coca-Colas y les **digo** a los chicos de la fiesta. ¿A quién invitamos?

Did you discover the differences in the conjugations of the bolded verbs in the **yo** form? These verbs have a different conjugation pattern in the first person singular than the verbs we've seen so far. They're ***irregular verbs***.

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4.5.0: Gramática

Have a look at the following tables. What do you notice about the verbs **tener and decir**? What happens for each of the different subjects?

Verbs with an irregular "yo" form

	Poner (*to put*)	**Hacer** (*to do/make*)	**Traer** (*to bring*)	**Salir** *(to get out/to go out)*	**Dar** *(to give)*
yo	pon**go**	ha**go**	tra**igo**	sal**go**	do**y**
tú	pones	haces	traes	sales	das
vos	ponés	hacés	traés	salís	das
usted/Ud./ él/ella	pone	hace	trae	sale	da
nosotros/nosotras	ponemos	hacemos	traemos	salimos	damos
vosotros/vosotras	ponéis	hacéis	traéis	salís	dais
ustedes/Uds./ellos/ellas	ponen	hacen	traen	salen	dan

There are some verbs that are irregular in other subjects. This verb has a stem-change of **e** –> **i**. What do you notice about its conjugation? Which subjects have conjugation irregularities?

"Decir" conjugations

	Decir (*to tell, to say*)
yo	d**igo**
tú	d**i**ces
vos	decís
usted/Ud./ él/ella	d**i**ce
nosotros/nosotras	decimos
vosotros/vosotras	decís
ustedes/Uds./ellos/ellas	d**i**cen

These verbs have a stem-change of **e** –> **ie**. What do you notice about their conjugation? Which subjects have conjugation irregularities?

"Tener" and "Venir" conjugations

	Tener (*to have***)**	**Venir** (*to come*)
yo	ten**go**	ven**go**
tú	t**ie**nes	v**ie**nes
vos	tenés	venís
usted/Ud./ él/ella	t**ie**ne	v**ie**ne
nosotros/nosotras	tenemos	venimos
vosotros/vosotras	tenéis	venís
ustedes/Uds./ellos/ellas	t**ie**nen	v**ie**nen

Ahora mira este video. It offers a summary of the ways in which we conjugate these verbs, and others that behave in a similar way.



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4.5.1: Práctica

Práctica 1

Spain is famous for its warm beaches (playas) in the Mediterranean. What do you usually do when you go on vacation to the beach? Drag the correct conjugated verb to the sentence it belongs.

Primero nado en el mar y _____ ejercicio en la piscina (pool) del hotel.
Por la tarde _____ un paseo por la avenida marítima.
Después mis amigos _____ al hotel.
Ellos _____ comida española y yo _____ música.
Por la noche _____ a un club a bailar con mis amigos.

salgo
vienen
hago
pongo
traen
doy

Check

Reuse <> Embed

Práctica 2

Complete the following statements about what students do in their daily life. Choose a verb from the bank, and conjugate it according to the subject. You can use each verb only once.

decir traer tener salir venir hacer

Yo estoy feliz porque _____ con mis amigos los fines de semana.

Mi compañero de cuarto _____ comida china (chinese food) los jueves.

Tú _____ ejercicio todos los días en el gimnasio.

Los estudiantes _____ mucha tarea todos los días.

Mi perro Max _____ a pasear conmigo por el campus por las tardes.

Algunas (some) personas _____ muchas tonterías (silly things) en clase.

Check

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Práctica 3

Click here to access Quizlet flashcards.

Práctica 4



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4.5.2: Conversación

Preparación comunicativa 1: **Una fiesta en casa**

Trabaja con un compañero. Ustedes son compañeros de apartamento y tienen una fiesta en su apartamento. Hablan y organizan la fiesta. Usan estos verbos: **tener**, **poner**, **traer**, **salir**, **hacer**, **venir**, **decir**, **dar** y el vocabulario de este módulo y los módulos anteriores. Usan el diálogo entre Kate y sus amigas como ejemplo. You need to decide when the party is going to be, what time, and who you're going to invite. ¿Qué música ponen en la fiesta?

Modelo:

E1: Yo hago la comida.
E2: Muy bien. ¿Qué haces?
E1: Hago hamburguesas. Y tú, ¿qué haces?

Preparación comunicativa 2: ¿Qué traes a....?

Habla con los compañeros de clase y llena la tabla.

¿Qué traes a...?

Nombre	...a la fiesta?	....a la clase?	....a la playa?
1.			
2.			
3.			
4.			
5.			

Preparación comunicativa 3: ¿A qué hora sales?

Piensa en la rutina de un estudiante universitario. Crea unas preguntas para aprender sobre el horario de un compañero de clase. (Revisa Unidad 2.5 El calendario y 2.6 La hora si es necesario.)

Modelo:

Estudiante 1: ¿A qué hora sales la clase de biología?

Estudiante 2: Yo salgo la clase de biología a las 4 menos quince los lunes.

Preparación comunicativa 4: ¿Qué haces?

Paso 1. First, fill in the blanks with the "yo" form of each verb in parentheses. Then, place an "X" in the column marked "yo" if you do these activities in each context provided in the most left column.

		Yo…	Mi compañero/a
Cuando no comprendo un concepto…	Le _____ (hacer) preguntas a un compañero.		
	_____ (hablar) con el profesor.		
	_____ (leer) el capítulo dos veces.		
La noche antes de un examen...	____ (estudiar) con un compañero.		
	____ (salir) con amigos.		
	____ (revisar) mis apuntes.		
Cuando tengo una clase muy difícil…	____ (poner) mucha atención en clase.		
	____ (tomar) muchos apuntes.		
	____ (tener) que estudiar mucho.		
Mientras *(While)* estudio…	____ (escuchar) música.		
	____ (ver) la televisión.		
	____ (necesitar) silencio.		
Normalmente	____ (venir) a la universidad todos los días.		
	____ (traer) una computadora a la universidad**.**		
	____ (tener) mucha tarea.		

Paso 2. Después, habla con tu compañero/a y indica sus respuestas con una X en la columna de "Mi compañero/a".

Modelos:

Estudiante 1: Cuando no comprendo un concepto hablo con el profesor. ¿Y tú?

Estudiante 2: Yo leo el capítulo dos veces y le hago preguntas a un compañero.

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4.6: En contexto- Estar + preposiciones

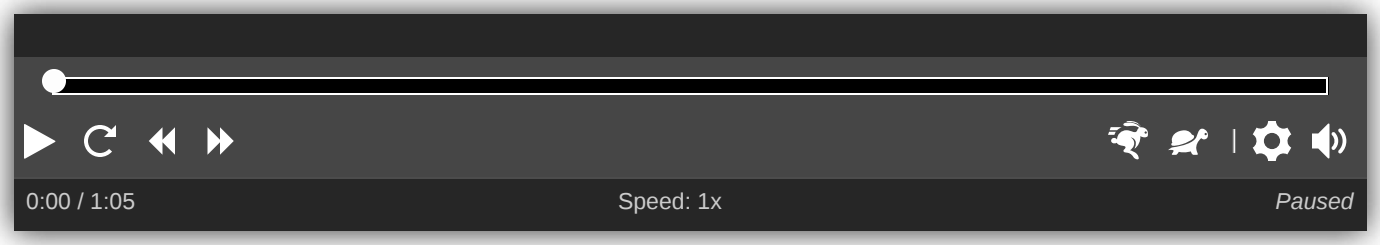
Learning Objectives

- Use the prepositions of location to describe where things and people are located in a house

¿Dónde están mis llaves?



Kate visita sus padres durante de las vacaciones. Durante de su visita, ella escucha la conversación entre su padre, Javier, y su madre, Silvia.



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.

¿Comprendiste?

Click to highlight all the prepositions of place in the passage below.
(Prepositions = on, next to, under, etc.) Hint: there are 8 prepositions of place.

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 .

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4.6.0: Gramática

Estar

You have already learned the verb *ser,* and you've used it to do the following:

- introduce yourself and others
- to describe physical characteristics and personality traits
- to indicate place of origin or nationality
- to tell time
- to give dates

Ser is a very flexible verb to have in your tool belt!

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, *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

Yo estoy	Nosotros/as estamos
Tú estás	Vosotros/as estáis
Él/Ella/Usted está	Ellos/Ellas/Ustedes están

¡Ojo!

Notice that e*star* has an irregular *yo* form along with accented endings in all but the *yo* and *nosotros* forms.

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:

Las preposiciones

a la derecha	to the right of
a la izquierda de	to the left of
al lado de	beside, next to
cerca de	close to
debajo de	under
dentro de	inside
detrás de	behind
en	on, in
encima de	on, above
enfrente de	in front of
entre	between
fuera de	outside
lejos de	far from

Nota: La preposición ¨de¨

In Spanish, contractions are not optional. When a masculine and singular noun comes after the preposition ¨de¨, it will combine to make ¨del¨.

de + el = del

- Las plantas están fuera **del** garaje. / Las plantas están fuera de la casa.
- El sofá está a la derecha **del** sillón. / El sofá está a la derecha de las sillas.
- El baño está cerca **del** dormitorio. / El baño está cerca de los dormitorios.

¿Dónde?

The question word used to ask about locations is **¿Dónde?** (*where?*).

Modelo:

- ¿Dónde está la lámpara? → La lámpara está encima de la mesita.
- ¿Dónde está la cocina? → La cocina está entre la sala y el dormitorio.

It can be combined with prepositions to ask more specific questions, for example: **¿De dónde?** (from where?) and **¿Adónde?** (to where?).

Modelo:

- ¿**De dónde** eres? (*Where are you from?*)
- Soy de El Dorado, Kansas. (*I am from El Dorado, Kansas.*)
- Ah, y ¿**dónde está** El Dorado? (*Where is El Dorado located?*)

- El Dorado está cerca de la ciudad de Wichita. (*El Dorado is near the city of Wichita*.)

¡Ojo!

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.

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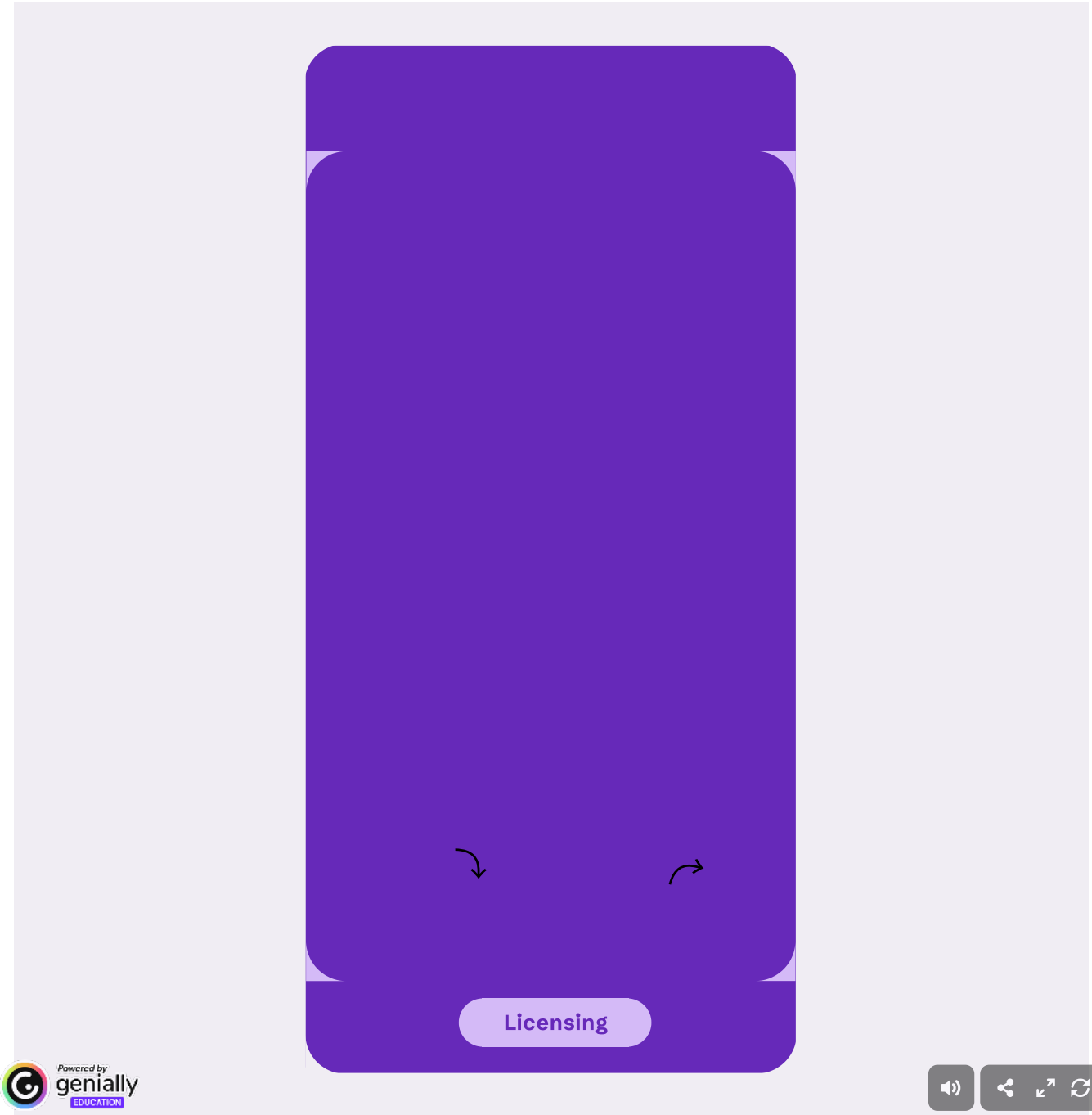
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4.6.1: Pronunciación

Pronunciación 1

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Amanda Hadley Spanish

4.6 Las preposiciones

Content

1 a la derecha
to the right of

2 a la izquierda de
to the left of

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4.6.2: Práctica

Práctica 1

Drag the words to the correct spaces to complete the sentences.

El baño _____ a la izquierda de la sala.

¿_____ Ustedes en Canadá o en los Estados Unidos?

Yo _____ en Georgia en este momento.

La biblioteca _____ cerca del parque.

Mis amigos y yo _____ en un partido de fútbol americano.

¿Tú _____ todavía (still) en la cama?

Los libros _____ en la mesita de noche.

Tu restaurante favorito _____ cerca del centro de la ciudad.

estoy
están
estás
está
está
está
estamos
están

Check

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Práctica 2

Llena el espacio en blanco con la forma apropiada del verbo estar.

La mesa _____ enfrente de las ventanas.

Check

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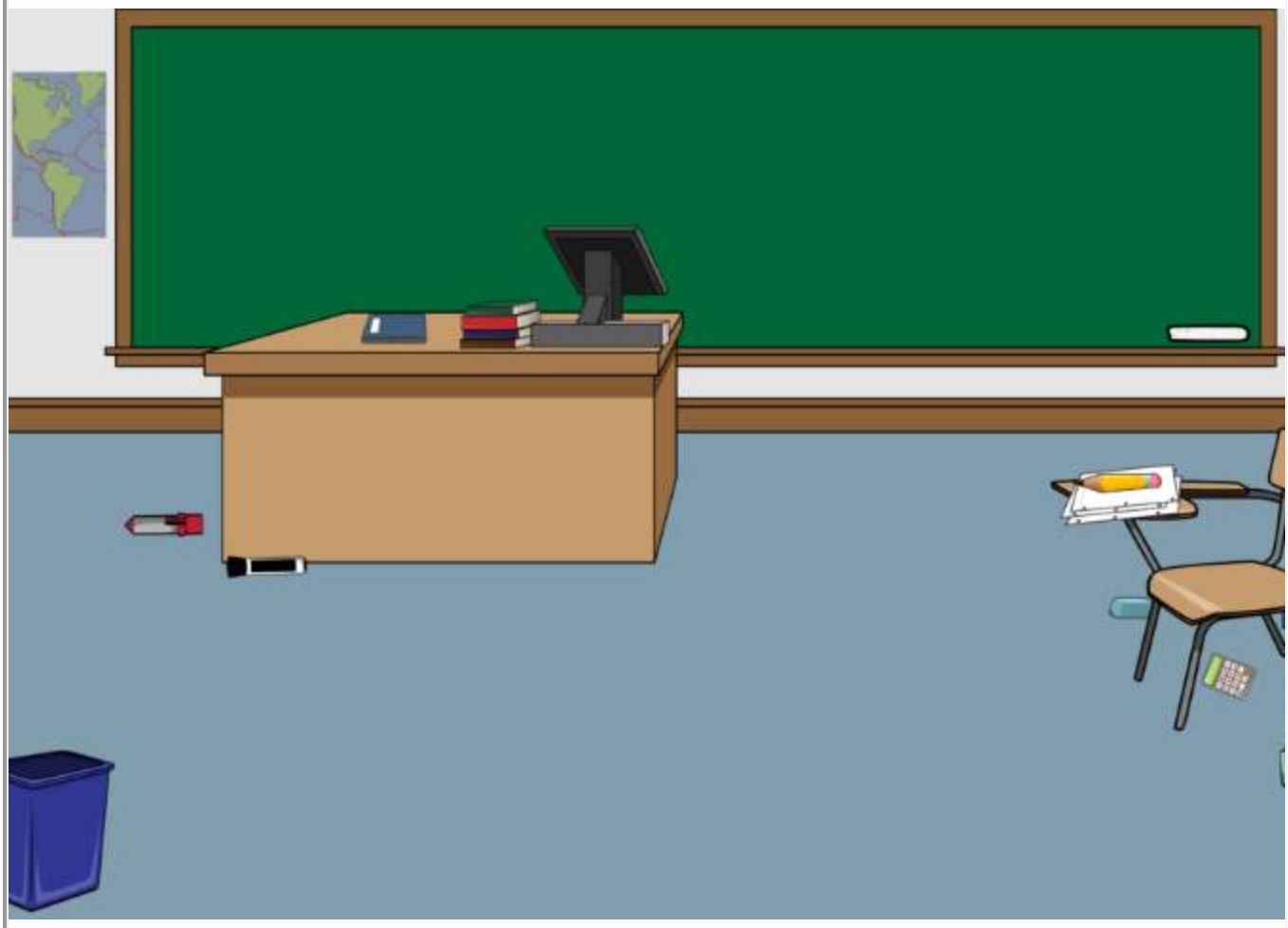
Práctica 3

Práctica 4

Práctica 5

https://human.libretexts.org/@go/page/282989

Click on the items on the picture that complete each sentence: 1. ___ están entre la computadora y el cuaderno. 2. ___ está a la derecha de la pizarra. 3. ___ está debajo de la silla. 4. ___ está detrás del escritorio. 5. ___ está encima de los papeles.



Works Cited

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4.6.3: Conversación

Preparación comunicativa 1: **El salón de clase**

Paso 1. Look around your classroom and create questions about the location of objects in the room.

Modelo:

¿Dónde está la bandera?

Paso 2. Now work with a partner and take turns asking and answering the questions you prepared in Paso 1.

Modelo:

Estudiante 1: ¿Dónde está la profesora?

Estudiante 2: La profesora está detrás del escritorio.

Paso 3. Practice asking your questions again, but use the photos below to answer.



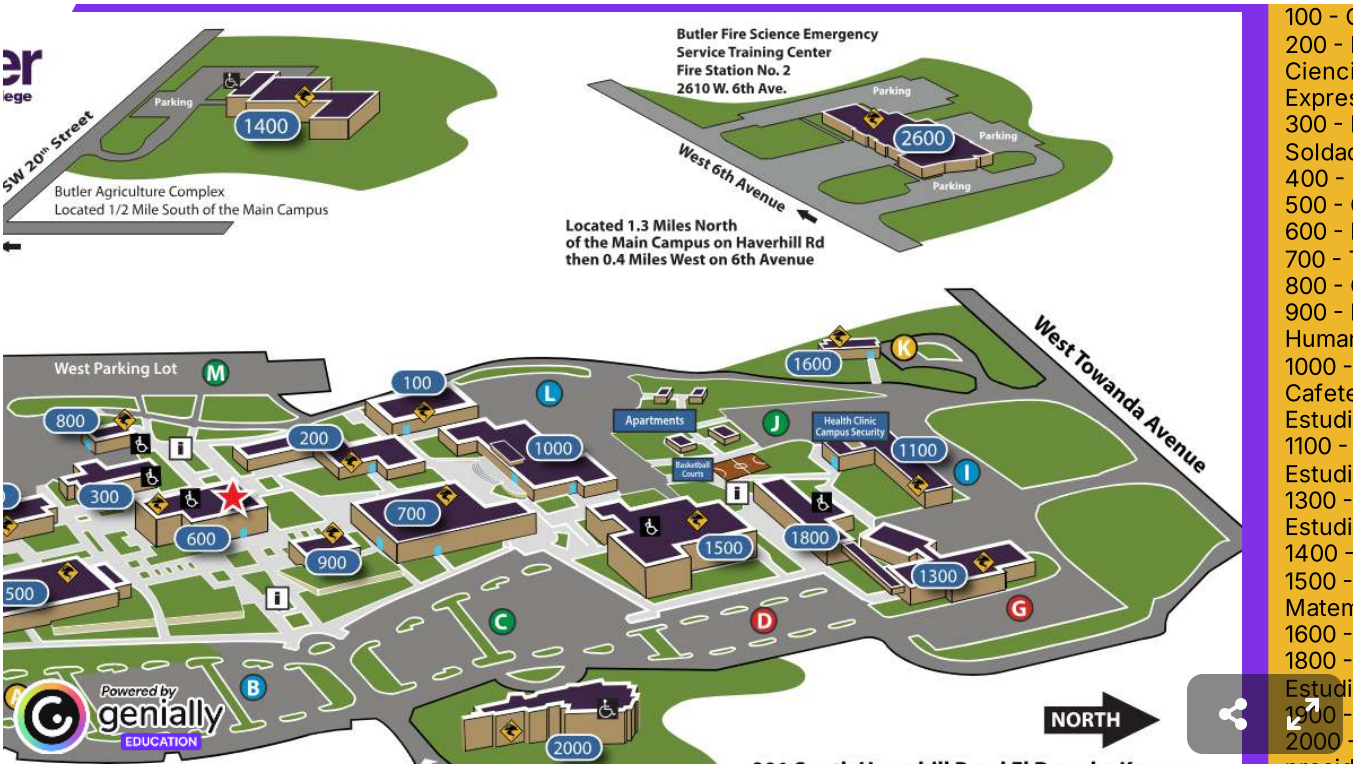
Preparación comunicativa 2: ¿Dónde está en el campus?

Use the map to talk about where different classes are located. Take turns giving the location of classes and telling what students generally do in those classes.

Modelo:

Estudiante 1: El salón de presas ***está al lado del*** gimnasio.

Estudiante 2: Los estudiantes ***corren*** en el gimnasio.



Preparación comunicativa 3: Tu casa

Paso 1. Take a few minutes and sketch out the floorplan for your house or apartment. It doesn´t need to be super detailed, but focus on where the rooms are located in your house.

Paso 2. Talk with a partner and start describing your house in Spanish. Your partner will sketch out a floor plan based on your descriptions. When you are finished, compare your drawings. Then switch roles.

Modelo:

Estudiante 1: La cocina está a la derecha de la casa. Está entre el comedor y la sala....

Preparación comunicativa 4: Busquen las diferencias

Find a partner and then look at ***one*** of the images. Go back and forth with your partner to find at least 10 differences in the room. Write them down so you don´t forget.

Modelo:

Estudiante 1: En mi sala hay una televisión a la derecha del sofá.

Estudiante 2: Sí también tengo una televisión a la derecha.... / No, no tengo una televisión en mi sala. / Tengo una sala, pero está a la izquierda....

Estudiante 1:

Click below to see the image for Estudiante 1.

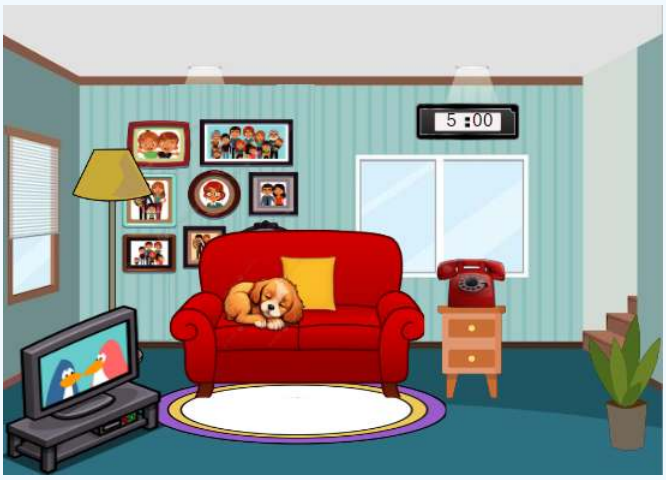
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Estudiante 2:

Click below to see the image for Estudiante 2.

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4.7: Unidad 4 Repaso

Vocabulario

- 4.1 Describe household rooms and furniture

En la sala

Spanish	English
la sala	living room
el cuadro	painting
el reloj	clock
la escultura	sculpture
la cómoda	dresser
la alfombra	rug
las mesitas	side tables
el florero	vase
los cojines	cushions
el sofá	sofa

En el comedor

Spanish	English
el comedor	dining room
el armario	cupboard/cabinet
las cortinas	curtains
el centro de mesa	center piece
la mesa	table
las sillas	chairs

En la cocina

Spanish	English
la cocina	kitchen
los armarios	cabinets
el horno microondas	microwave
la nevera, el refrigerador	refrigerator
la cafetera	coffee maker
la estufa	stove
el grifo	faucet
el lavaplatos	dishwasher
la isla	island (kitchen)
el horno	oven
la banqueta	stool

En el dormitorio

Spanish	English
El dormitorio, La habitación, La recámara	bedroom
el ventilador	fan
el armario	wardrobe
la lámpara	lamp
las repisas	shelves
las almohadas	pillows
la cama	bed
la mesita de noche	nightstand

En el baño

Spanish	English
el baño	bathroom
el techo	ceiling
la ducha	shower
el espejo	mirror
el lavabo	sink
la bañera	bathtub
el inodoro	toilet
el papel higiénico	toilet paper

- 4.2 Talk about chores in and outside the house and activities you like or don't like

Los quehaceres

Spanish	English
los quehaceres	chores
barrer (el piso)	to sweep (the floor)
cocinar / hacer la comida	to cook
cortar el césped	to mow the lawn
limpiar (el piso)	to clean (the floor)
lavar los platos	to wash the dishes
hacer la cama	to make the bed
lavar la ropa / poner la lavadora	to do laundry
limpiar el baño	to clean the bathroom
limpiar los cristales/los vidrios	to clean the windows
pasar la aspiradora	to vacuum
planchar	to iron
poner agua a las plantas	to water the plants
poner la mesa / recoger la mesa	to set the table/to clear the table
quitar el polvo	to dust the furniture
tirar/sacar la basura	to take out the trash

- 4.4 Use numbers 100 to 1.000.000

Los números de cien al millón

100	cien
101-199	ciento + número (ex: ciento uno)
200	doscientos(as)
300	trescientos(as)
400	cuatrocientos(as)
500	quinientos(as)
600	seiscientos(as)

700	setecientos(as)
800	ochocientos(as)
900	novecientos(as)
1.000	mil
1.000.000	un millón
2.000.000	dos millones

- 4.6 Use the prepositions of location to describe where things and people are located in a house

Las preposiciones

a la derecha	to the right of
a la izquierda de	to the left of
al lado de	beside, next to
cerca de	close to
debajo de	under
dentro de	inside
detrás de	behind
en	on, in
encima de	on, above
enfrente de	in front of
entre	between
fuera de	outside
lejos de	far from

Gramática

- 4.3 **Gustar** + infinitive & **gustar** + noun

El verbo gustar

Subject	Optional		Indirect object pronouns	Gustar
Singular	(A mí)	(NO)	**me**	**gusta** el apartamento.
	(A ti) **(NO)**		**te (informal)**	**gustan** las tareas del hogar.
	(A usted/Ud.)		**le (formal)**	**gusta** limpiar el piso.
	(A él/ella)		**le**	**gustan** los libros.
Plural	(A nosotros/nosotras)		**nos**	**gusta** la clase de español.
	(A vosotros/vosotras)		**os**	**gustan** los exámenes. (España)
	(A ustedes/Uds.)		**les**	**gusta** cocinar.
	(A ellos/ellas)		**les**	**gusta** lavar los vidrios.

- 4.5 Irregular verbs in the *yo* form

Verbs with an irregular "yo" form

	Poner	**Hacer** (*to do/make*)	**Traer** (*to bring*)	**Salir** *(to get out/to go out)*	**Dar** *(to give)*
yo	pon**go**	ha**go**	tra**igo**	sal**go**	do**y**
tú	pones	haces	traes	sales	das
vos	ponés	hacés	traés	salís	das
usted/Ud./ él/ella	pone	hace	trae	sale	da
nosotros/nosotras	ponemos	hacemos	traemos	salimos	damos
vosotros/vosotras	ponéis	hacéis	traéis	salís	dais
ustedes/Uds./ellos/ellas	ponen	hacen	traen	salen	dan

"Decir" conjugations

	Decir (*to tell, to say*)
yo	di**go**
tú	di**ces**
vos	decís
usted/Ud./ él/ella	di**ce**
nosotros/nosotras	decimos
vosotros/vosotras	decís
ustedes/Uds./ellos/ellas	di**cen**

- 4.6 El verbo **estar**

Estar

Yo estoy	Nosotros/as estamos
Tú estás	Vosotros/as estáis
Él/Ella/Usted está	Ellos/Ellas/Ustedes están

Comunicación

Unidad 4: La casa

By the end of Unidad 4, you should be able to:	Preguntas (ejemplos)	Respuestas (ejemplos)
Describe your home, including your favorite room(s) and what you like to do there.	¿Vives en una casa o un apartamento? ¿Cómo es? En tu casa/apartamento, ¿dónde pasas mucho tiempo? ¿Por qué?	Vivo en una casa/un apartamento. (Describe it) Paso mucho tiempo en _____(room of the house).
Talk about the chores you like / dislike.	¿Qué quehaceres (no) te gustan?	Me gusta _____. No me gusta _____.
Use numbers 100 to 1.000.000	¿Cuál es tu fecha de nacimiento? (*birth date*)	Es el cinco de noviembre de mil novecientos noventa y dos.
Use the prepositions of location to describe where things and people are located in a house	¿Dónde está el baño? ¿Dónde está la lámpara?	El baño está a la derecha de la sala. La lámpara está en la mesita de noche.

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