¡HOLA! ESPAÑOL 1



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¡HOLA!

SPANISH 1



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TABLE OF CONTENTS

About the Authors

About this ¡HOLA! Textbook

Licensing

1: Capítulo 1

1.1: Introducción musical - ¡Hola! ¿Cómo te llamas?

1.2: Introducción- Tips on learning vocabulary

1.3: Vocabulario- Los saludos y las presentaciones

1.4: Vocabulario- El alfabeto (abecedario)

1.5: Vocabulario- Los números 0-30

1.6: Vocabulario- Los números 30-100

1.7: Vocabulario- Los colores

1.8: Vocabulario- En el salón de clase

1.9: Vocabulario- Los mandatos en el salón de clase

1.10: Gramática- ¿Formal o informal?

1.11: En contexto- ¿Cuántos libros hay?

1.12: Gramática- El género y el número de los sustantivos

1.13: Gramática- Los sustantivos y los artículos

1.14: En contexto- Los artículos indefinidos y definidos / Hay

1.15: Gramática- Los artículos indefinidos y definidos / Hay

1.16: Lectura- Una nota de Pedro

1.17: Cultura- Chile

1.18: Cultura- Los hispanos en los Estados Unidos

1.19: Video- Los saludos y la nacionalidad de los países latinos

1.20: Video- ¿Cómo te llamas? Adiós

1.21: Video- ¿Cómo estás?

1.22: Discusión escrita- Una entrevista sobre colores

1.23: Discusión escrita u oral- Preguntas con números

1.24: Discusión oral- Todo sobre mí

1.25: Sinopsis- ¡Hola! ¿Cómo te llamas?

2: Capítulo 2

2.1: Introducción musical- ¿Eres estudiante? ¿Dónde está tu universidad?

2.2: Vocabulario- Los días, los meses y las expresiones de tiempo

2.3: Vocabulario- Los adjetivos descriptivos (físico y personalidad)

2.4: Vocabulario- Los países y las nacionalidades

2.5: Vocabulario- Los números 101+

2.6: Gramática- Los pronombres de sujeto

2.7: Gramática- El verbo ser y Ser + de

2.8: Gramática- La concordancia de adjetivos
2.9: Gramática- Los posesivos
2.10: Gramática- La fecha y ¿Cuándo es tu cumpleaños?
2.11: Gramática- El verbo estar + preposiciones / ¿Dónde?
2.12: Lectura- Nos presentamos
2.13: Lectura- Los aimaras
2.14: Cultura- Bolivia
2.15: Video- ¿Cuántos años tienes? ¿Cuál es la fecha?
2.16: Video- ¿Cómo eres? ¿Cómo es tu amigo?
2.17: Video- ¿Cómo eres en casa, en el trabajo, y con los amigos?
2.18: Actividad escrita- Una carta a Manuel
2.19: Discusión oral- Fechas
2.20: Actividad colaborativa- El zodíaco chino
2.21: Sinopsis- ¿Eres estudiante?

3: Capítulo 3

3.1: Introducción musical- ¿Qué clases tomas? ¿A qué hora?
3.2: Introducción musical- Bailar, creer y compartir
3.3: Vocabulario- Los verbos regulares en -ar
3.4: Vocabulario- Los verbos regulares en -er/-ir
3.5: Vocabulario- La universidad
3.6: Vocabulario y gramática- Todas las preguntas
3.7: En contexto- La hora
3.8: Gramática- ¿Qué hora es?
3.9: En contexto- El verbo tener
3.10: Gramática- El verbo tener
3.11: En contexto- Las expresiones con tener
3.12: Gramática- Expresiones con tener y tener + que
3.13: Gramática- La conjugación de los verbos regulares en -ar
3.14: En contexto- Los verbos regulares en -er/-ir
3.15: Gramática- La conjugación de los verbos regulares en -er/-ir
3.16: Gramática- Repaso de los verbos regulares "-ar", "-er", "-ir"
3.17: Lectura- Las clases de Mariela
3.18: Lectura- Estudio en el extranjero
3.19: Cultura- Ecuador
3.20: Cultura- Las universidades UNAM y Complutense
3.21: Video- La UNAM
3.22: Video- ¿Qué hora es? ¿Qué haces cada día?
3.23: Discusión- Una entrevista- ¿A qué hora?
3.24: Discusión- Tu vida y tus preferencias
3.25: Discusión- Mi vida universitaria

3.26: Actividad colaborativa- En un restaurante
3.27: Actividad escrita- Una entrevista
3.28: Sinopsis- ¿Qué clases tomas? ¿Qué hora es?

4: Capítulo 4

4.1: Introducción musical- ¿Cómo pasas tu tiempo libre?
4.2: Vocabulario- Los lugares en la comunidad
4.3: Vocabulario- Los pasatiempos
4.4: Vocabulario- Los adverbios de frecuencia
4.5: Vocabulario- Las palabras de secuencia, indefinidas y negativas
4.6: Gramática- El verbo gustar + infinitivo
4.7: Gramática- El verbo gustar + sustantivos
4.8: Gramática- El verbo ir y las contracciones al y del
4.9: Gramática- Ir + a + infinitivo y vocabulario para hablar del futuro
4.10: Gramática- Los verbos irregulares en la forma de “yo”
4.11: Lectura- El reportaje de Sebastián
4.12: Lectura- El fútbol es más que un deporte para mi familia
4.13: Cultura- Argentina
4.14: Cultura- El fútbol y el dominó
4.15: Video- ¿Qué hay en tu comunidad? ¿Cómo es tu ciudad?
4.16: Video- ¿Qué haces en tu tiempo libre?
4.17: Video- ¿Qué vas a hacer?
4.18: Video- Las vacaciones
4.19: Discusión- Mis gustos y preferencias
4.20: Discusión- ¿Qué te gusta hacer?
4.21: Discusión- Preguntas y respuestas usando verbos irregulares
4.22: Discusión- ¿Qué hábitos tienes?
4.23: Presentación oral- Mi pasatiempo/deporte favorito
4.24: Actividad escrita- Mi música latina favorita
4.25: Actividad colaborativa- Los pasatiempos
4.26: Sinopsis- ¿Cómo pasas tu tiempo libre?

5: Capítulo 5

5.1: Introducción musical- ¿Qué haces todos los días?
5.2: Vocabulario- La familia y las mascotas
5.3: Vocabulario- Las partes del cuerpo
5.4: Vocabulario- La rutina diaria y los verbos reflexivos
5.5: Vocabulario- Los objetos de la rutina diaria
5.6: Gramática- Los verbos reflexivos (I)
5.7: Gramática- Los verbos reflexivos (II)
5.8: Más práctica- Los verbos reflexivos
5.9: Gramática- Los verbos con cambio de raíz (e-ie)

5.10: Gramática- Los verbos con cambio de raíz (e-i)
5.11: Gramática- Los verbos con cambio de raíz (o-ue)
5.12: Lectura- La familia de Álex
5.13: Lectura- La diversidad en las familias
5.14: Cultura- Panamá
5.15: Video- ¿Cómo es tu familia?
5.16: Video- Háblame de tu familia
5.17: Video- La familia de Álex (y de Lula)
5.18: Video- Mi rutina diaria
5.19: Video- ¿Cuál es tu rutina diaria?
5.20: Video- La rutina diaria de otras personas
5.21: Video- Los objetos de la rutina diaria
5.22: Discusión- Mi familia
5.23: Discusión- Mis mascotas
5.24: Discusión- Tu rutina diaria
5.25: Sinopsis- ¿Qué haces todos los días?

6: Capítulo 6

6.1: Introducción musical- Carnaval y fiestas
6.2: Introducción musical- Comidas y emociones
6.3: Vocabulario- La comida
6.4: Vocabulario- La comida y las fiestas
6.5: Vocabulario- Las celebraciones tradicionales
6.6: Vocabulario- Las celebraciones de hoy
6.7: Vocabulario- Los adjetivos de emoción y condición
6.8: Gramática- Los objetos directos y los pronombres de los objetos directos
6.9: Gramática- El verbo estar + emociones
6.10: Gramática- Ser y estar
6.11: Gramática- El presente progresivo
6.12: Lectura- Mi fiesta de quinceañera
6.13: Lectura- Preparando tamales mexicanos para mi familia
6.14: Cultura- España
6.15: Cultura- Las comidas típicas y rápidas
6.16: Cultura- El Camino de Santiago
6.17: Cultura- Carnavales, ferias y fiestas en España
6.18: Video- ¿Qué están haciendo?
6.19: Video- ¿Cuáles son tus hábitos cada semana?
6.20: Video- ¿Cómo estás y por qué?
6.21: Video- En el supermercado
6.22: Discusión- Fiesta para la clase de español
6.23: Discusión- ¿Cómo celebras las fiestas?

6.24: Sinopsis- Comida y emociones
6.25: Sinopsis- ¡Nos vamos de fiesta!

Index

Glossary

Detailed Licensing

5.5: Vocabulario- template

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About the Authors

IRVINE VALLEY COLLEGE

SPANISH DEPARTMENT



Karla Lemari was born in Ecuador and began teaching Spanish in 2002 in her native country. In 2006, she moved to San Diego, California. She is a Spanish instructor with extensive experience in teaching at institutions such as California State University San Marcos, Palomar College, and Irvine Valley College. She holds a master's degree in Spanish and has presented at various academic symposiums and professional development events, focusing on language instruction, technology integration, and the development of Open Educational Resources (OER) to enhance accessibility and affordability in education. Passionate about fostering cultural exchange, Karla draws from her own experiences as a language learner to inspire and connect with her students. In her free time, she enjoys exploring new cities, dancing to Latin music, and learning from people of diverse cultural backgrounds.



Beatrice Tseng was born in Taiwan but lived in Brazil, Colombia, and Panama before moving to California. At UCLA, she obtained her BA in Spanish and Portuguese and her MA in Spanish Literature. She has been teaching Spanish at Irvine Valley College (IVC) since 1991 and is currently the Chair of the Languages Department. Beatrice is the co-author of the "Instructors' Resource Kit" which accompanies the Spanish textbook *Dos mundos* and has presented numerous workshops on the "Natural Approach", *Dos mundos*, and the usage of technology and games in foreign language classes. She has a certificate in E-Learning and Online Teaching from the University of Wisconsin @ Stout and continues to take courses and workshops on online teaching to stay current. Beatrice has been recognized as IVC's Teacher of the Year and the Most Inspiring Professor of the Year and was honored with the 2024 Faculty Award for Excellence. She has traveled extensively in many Spanish-speaking countries and loves teaching Spanish and sharing with her students her passion and knowledge of both of her heritages: the Hispanic and the Chinese.

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- **Raquel Romero Zanjas**, IVC Spanish Instructor, creator of the flashcards

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About this ¡HOLA! Textbook

About this ¡*HOLA!* Textbook

The ¡*HOLA!* textbook was authored by Spanish professors Beatrice Tseng and Karla Lemari of Irvine Valley College (California, USA) with the goal of promoting equitable and accessible education for all students. As a Zero Textbook Cost (ZTC) resource, this textbook removes financial barriers by providing students with immediate access to course materials from the first day of class. By eliminating cost-related obstacles, it supports greater student retention, reduces withdrawal rates, and contributes to overall academic success.

¡*HOLA! Spanish 1* is the first half of a comprehensive introductory Spanish sequence. It offers structured guidance and practice in the four foundational language skills: reading, writing, listening, and speaking. Each module includes thematic vocabulary, sequenced grammar instruction, numerous self-assessment activities, open-ended communicative tasks, scaffolded writing assignments, and curated videos and readings that highlight diverse aspects of life and culture throughout the Spanish-speaking world.

¡*HOLA! Spanish 1, 2,* and *3* are compiled from five Open Educational Resources (OER) textbooks:

- ¡*Chévere!* by Brown, Escudero, Montoya, and Small
- *SPA1* and *SPA2* by Christina Moon
- ¡*Naveguemos juntos!* by Mendoza, Gutiérrez, Ho, Lin, and Lugo
- *PLUMA: Historias en español* by Pilar Hernández
- *Acceso* by Amy Rossomondo

This ¡*HOLA!* textbook has an OER Universal Canvas Shell course available for instructors in Canvas Commons where every chapter contains:

- paired and whole-class communicative activities
- discussion questions
- oral activities
- video clips
- cultural readings
- PowerPoints presenting vocabulary, grammar and/or culture
- homework assignments
- vocabulary list
- flashcards to review the chapter vocabulary
- online assessments

Recommended Use for In-Person Courses

- *Libreta de actividades* with paired and whole-class activities
- video clips and comprehension exercises for additional comprehensible input
- cultural reading selections
- PowerPoints presenting vocabulary and grammar
- homework assignments for vocabulary and grammar practice
- flashcards and chapter vocabulary lists for exam preparation

Recommended Use for Online and Hybrid Courses

- *Libreta de actividades* for paired and group oral and written activities to be completed online with one or more students
- written and video-based discussion questions
- video clips and comprehension exercises for additional comprehensible input
- cultural reading selections
- homework assignments for vocabulary and grammar practice
- flahscards and chapter vocabulary lists for exam preparation
- online exams

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1: CAPÍTULO 1

Learning Objectives

- Greet others, introduce yourself, and say good bye
- Identify formal and informal greetings
- Use vocabulary related to the classroom
- Learn the classroom commands
- Use numbers 0-100
- Learn the alphabet in Spanish
- Use vocabulary related to colors
- Learn the nationality of Spanish-speaking countries
- Use definite and indefinite articles and the gender of nouns
- Learn how to make nouns plural
- Learn some interesting facts about Chile and famous Hispanics in the USA

1.1: Introducción musical - ¡Hola! ¿Cómo te llamas?

1.2: Introducción- Tips on learning vocabulary

1.3: Vocabulario- Los saludos y las presentaciones

1.4: Vocabulario- El alfabeto (abecedario)

1.5: Vocabulario- Los números 0-30

1.6: Vocabulario- Los números 30-100

1.7: Vocabulario- Los colores

1.8: Vocabulario- En el salón de clase

1.9: Vocabulario- Los mandatos en el salón de clase

1.10: Gramática- ¿Formal o informal?

1.11: En contexto- ¿Cuántos libros hay?

1.12: Gramática- El género y el número de los sustantivos

1.13: Gramática- Los sustantivos y los artículos

1.14: En contexto- Los artículos indefinidos y definidos / Hay

1.15: Gramática- Los artículos indefinidos y definidos / Hay

1.16: Lectura- Una nota de Pedro

1.17: Cultura- Chile

1.18: Cultura- Los hispanos en los Estados Unidos

1.19: Video- Los saludos y la nacionalidad de los países latinos

1.20: Video- ¿Cómo te llamas? Adiós

1.21: Video- ¿Cómo estás?

1.22: Discusión escrita- Una entrevista sobre colores

1.23: Discusión escrita u oral- Preguntas con números

1.24: Discusión oral- Todo sobre mí

1.25: Sinopsis- ¡Hola! ¿Cómo te llamas?

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1.1: Introducción musical - ¡Hola! ¿Cómo te llamas?

Welcome to the first chapter of Spanish 1! The *¡HOLA!* Spanish 1 text is divided into 6 chapters, covering vocabulary, grammar, and culture. In Chapter 1, we'll be learning the basics of saying hello, saying goodbye, and sharing some information in between. We will also learn colors, numbers 0-100, the alphabet, and the classroom commands.

¡Hola! This first section is all about introductions.

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

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

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

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

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

YouTube Video

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Daymé Arocena – **La rumba me llamo yo**

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

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

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

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

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Motel – **Uno dos tres**
Motel is a Mexican rock band formed in 2002

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SPCMN – **Cuatro**
Spaceman is an indie-rock band from Honduras.

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

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

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Nicola Cruz – **Siete**
Nicola Cruz is an Ecuadorian musician and producer. (Wikipedia page for Nicola Cruz)

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

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1.2: Introducción- Tips on learning vocabulary



las carpetas

In this section, we'll learn new vocabulary. Many of the vocabulary words in this chapter will be right in front of you: they're the common objects in a classroom or office. We'll also be learning the numbers from 0 through 100, colors and the alphabet.

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

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

Here are some more techniques for learning new vocabulary:

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- 7 Insanely Effective Techniques to Memorize Vocabulary in a New Language. **Authored by**: Luca Lampariello. **Located at**: https://www.youtube.com/watch?v=TZYOScgVc3g#action=share. **License**: *All Rights Reserved*. **License Terms**: Standard YouTube License

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1.3: Vocabulario- Los saludos y las presentaciones

Objetivos

Identify and use common greetings and goodbyes.

Read and listen to the following conversations.



A typical familiar conversation:

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



This same conversation might include some variations:

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



Look at the differences if one person introduces two others:

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



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

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



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



Now that you know how to say hello and introduce yourself, how do you end a conversation? As with greetings and introductions, farewells can be more or less informal. Here are two friends ending a conversation:
...
Miguel: Pues... nos vemos.
Paulino: ¡Chao, hasta luego!



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

...
Estudiante: Bueno, profesora, adiós.
Profesora: Muy bien, hasta mañana.



El nuevo estudiante

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

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

Actividad 1.3.A

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View this Interactive Content online

Click here for text-only version of questions

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

Vocabulario: Saludos, respuestas, presentaciones y despedidas

Saludos y respuestas (*Greetings and Responses*)

Hola *Hello*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online 
Estoy muy bien. *I am very well.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online 
Buenos días *Good morning*	
Estoy bastante bien. *I am quite well.*	
Buenas tardes *Good afternoon*	
Buenas noches *Good evening*	
Estoy más o menos. *I am ok.*	
Estoy regular. *I am ok.*	
Estoy mal. *I'm sick / I'm not doing well.*	
¿Cómo está (usted)? (formal) *How are you?*	
¿Cómo estás (tú)? (informal) *How are you?*	
¿Qué tal? (informal) *How's it going?*	
Gracias, ¿y usted? (formal) *Thank you, and you?*	
Gracias, ¿y tú? (informal) *Thank you, and you?*	
Estoy bien. *I am well.*	

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

Presentaciones (*Introductions*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
¿Cómo se llama usted? (formal) *What is your name?*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
¿De dónde es usted? (formal) *Where are you from?*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
¿Cómo te llamas? (informal) *What is your name?*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
¿De dónde eres? (informal) Where are you from?	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Esta es... *This is...* (introducing a female)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Este es... *This is...* (introducing a male)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

Este es Pablo y esta es María. *This is Pablo and this is María.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

Soy de...*I am from...*

Soy de Perú. *I am from Peru.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Me llamo... *My name is / I call myself...*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Mi nombre es... *My name is...*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Te presento a... (informal) *May I present...*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Pedro, te presento a Pablo. *Pedro, may I present Pablo. / Pedro, I'd like to introduce Pablo.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

Encantado *Delighted / Nice to meet you.* (say if you are male.)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
Encantada *Delighted/Nice to meet you.* (say if you are female.)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
Encantada de conocerte. (informal) *Nice to meet you.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
El gusto es mío. *The pleasure is mine.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
Mucho gusto *Nice to meet you.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
Igualmente *Same / Likewise*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
Sra. (**señora**) *Mrs.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

Sr. (**señor**) *Mr.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Srta. (**señorita**) *Miss*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Sr. López, le presento a Pablo. *Mr. Lopez, may I present Pablo / let me introduce you to Pablo.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

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

Despedidas (*Farewells*)

Adiós *Goodbye*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Chao (sometimes spelled **chau**) *'Bye*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Hasta luego *See you later*		
Hasta mañana *See you tomorrow*		
Hasta pronto *See you soon*		
¡Nos vemos! *See you (later)*		

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1.4: Vocabulario- El alfabeto (abecedario)

Objetivo

- Recognize the sounds of letters in Spanish

EL ALFABETO

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View this Audio online

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



a (a)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
b (be)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
c (ce)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

d (de)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
e (e)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
f (efe)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
g (ge)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
h (hache)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
i (i)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
j (jota)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

k (ka)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
l (ele)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
m (eme)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
n (ene)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
ñ (eñe)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
o (o)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
p (p)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

q (cu)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
r (erre)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
s (ese)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
t (te)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
u (u)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
v (ve)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
w (doble v)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

x (equis)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
y (ye)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
z (zeta)		

Digraphs

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

ch (ce-hache)

ll (doble ele)

qu (cu-u)

rr (doble erre)

Accent marks

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

¡Ajá!

bebé

quiquiriquí

¡Achú!

An important question

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

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

Click here to find out how to type special characters available at the end of this section.

Práctica

Copy and paste the accented vowels á é í ó ú and the ñ for the exercise below and capitalize each proper name.

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Answers

EL ALFABETO

Add texts here. Do not delete this text first.

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

Most programs will have a menu option to Insert Special Character, and you can scroll through until you find the one you want to use. The Windows operating system lets you toggle between different language keyboards, and the one for Spanish has keys for the ñ, for example (it's where the semicolon is on the qwerty keyboard), and shortcuts for putting accent marks on vowels (tap the apostrophe and then e to produce é, for example). Here's a youtube video explaining how it works: https://youtu.be/tHx20SBc4jI. The Apple operating systems have similar keyboard shortcuts (hold down option and e, then tap e, to produce é, for example). Newer macOS computers also let you press and hold a vowel to choose the accented version. Here's a youtube video explaining how to type special characters on a Mac: https://youtu.be/VaeqmJi2kAw. On an iOS device, you tap and hold the character to bring up a menu of special characters.

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

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

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1.5: Vocabulario- Los números 0-30

Objetivos

- Form numbers up to 30

Los números 0-30












0 cero	
1 uno	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
2 dos	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

3 tres	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
4 cuatro	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
5 cinco	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
6 seis	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
7 siete	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
8 ocho	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
9 nueve	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

10 diez	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
11 once	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
12 doce	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
13 trece	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
14 catorce	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
15 quince	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
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17 diecisiete	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
18 dieciocho	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
19 diecinueve	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
20 veinte	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
21 veintiuno	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
22 veintidós	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
23 veintitrés	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

24 veinticuatro	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
25 veinticinco	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
26 veintiséis	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
27 veintisiete	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
28 veintiocho	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
29 veintinueve	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
30 treinta	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	



Los burros de Don Tomás

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

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

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

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

A Practicar

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1.6: Vocabulario- Los números 30-100

Objetivos

- Form numbers 30 to 100

Los números de 30-100









30 treinta	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
31 treinta y uno	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

32 treinta y dos	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
33 treinta y tres	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
34 treinta y cuatro	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
35 treinta y cinco	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
36 treinta y seis	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

37 treinta y siete	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
38 treinta y ocho	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
39 treinta y nueve	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
40 cuarenta	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
43 cuarenta y tres	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

49 cuarenta y nueve	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
50 cincuenta	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
51 cincuenta y uno	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
55 cincuenta y cinco	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
60 sesenta	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

62 sesenta y dos	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
66 sesenta y seis	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
70 setenta	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
73 setenta y tres	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
77 setenta y siete	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

80 ochenta	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
84 ochenta y cuatro	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
88 ochenta y ocho	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
90 noventa	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
99 noventa y nueve	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

100 cien	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

- To form the numbers from thirty to one hundred, you take the multiple of ten below it, then put *y*, then put the units value:
  - 31 = 30 + 1: treinta y uno

    Audio
    This interactive element is not available in this format. Visit the link or scan the QR code to access it online.
    View this Audio online
  - 54 = 50 + 4: cincuenta y cuatro

    Audio
    This interactive element is not available in this format. Visit the link or scan the QR code to access it online.
    View this Audio online
  - 72 = 70 + 2: setenta y dos

    Audio
    This interactive element is not available in this format. Visit the link or scan the QR code to access it online.
    View this Audio online
  - 87 = 80 + 7: ochenta y siete

Audio

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Objetivos

- Form numbers up to 100

A. Los números

Actividad 1.6.A

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B. Los números

Actividad 1.6.B

Copy and paste the accented vowels á é í ó ú and the ñ for the exercise below.

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A. Los números

1. Which is the correct written form of the number 27?
   - diecisiete
   - veintisiete
   - veintiséis
   - setenta y siete
2. Which is the correct written form of the number 16?
   - diecisiete
   - diecinueve
   - dieciocho
   - dieciséis
3. Which is the correct written form of the number 95?
   - noventa y cinco
   - treinta y cuatro
   - cincuenta y nueve
   - sesenta y cinco
4. Which is the correct written form of the number 43?
   - treinta y cuatro
   - treinta y tres
   - cuarenta y tres
   - veintitrés
5. Which is the correct written form of the number 90?
   - sesenta
   - ochenta
   - noventa
   - setenta
6. Which is the correct written form of the number 30?
   - tres
   - veintitrés
   - trece
   - treinta
7. Which is the correct written form of the number 53?
   - cuarenta y tres
   - treinta y cinco
   - cincuenta y tres
   - sesenta y tres
8. Which is the correct written form of the number 66?
   - cincuenta y seis
   - setenta y siete
   - setenta y seis
   - sesenta y seis
9. Which is the correct written form of the number 76?
   - sesenta y siete
   - sesenta y seis
   - setenta y seis

- setenta y siete

B. Los números

1. Which is the correct written form of the number 82? _____
2. Which is the correct written form of the number 67? _____
3. Which is the correct written form of the number 91? _____
4. Which is the correct written form of the number 74? _____
5. Which is the correct written form of the number 38? _____
6. Which is the correct written form of the number 26? _____
7. Which is the correct written form of the number 55? _____
8. Which is the correct written form of the number 13? _____

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1.7: Vocabulario- Los colores

Adjectives

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

- the ball
- the **red** ball

or a description:

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

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

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

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

As we’ll see, adjectives in Spanish behave slightly differently from those in English:

- They’re often placed after the noun they modify: the **white** house, *la casa **blanca***.
- The endings of adjectives have to match the gender and number of the noun: *la cas**a** blanc**a**, el libr**o** blanc**o,** los libr**os** blanc**os,** las cas**as** blanc**as***.

Objetivos

- Identify the color of things

Vocabulario: descripciones



Biomuseo, Panamá

Los colores

Audio

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rojo

Audio

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amarillo

Audio

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 azul

Audio

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 verde

Audio

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morado

Audio

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anaranjado

Audio

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rosado

Audio

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blanco

Audio

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negro

Audio

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marrón

Audio

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gris

Audio

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 azul oscuro

Audio

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 azul claro

Audio

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 claro (*clear or light*)

Audio

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oscuro (*dark*)

Audio

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colorido (*colorful*)

Audio

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descolorido (*colorless*)

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opaco (*dull, opaque*)

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Los colores

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

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1.8: Vocabulario- En el salón de clase

Objetivos

- Identify common objects in the classroom

Vocabulario

Audio

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

Audio

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1.**la mochila** (*backpack*)	
2. **el diccionario** (*dictionary*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online 
3. **la computadora** (*computer*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online 
4. **la calculadora** (*calculator*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online 
5. **el teléfono** (*telephone*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online 

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7. **el marcador** (*marker*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
8. **el cuaderno** (*notebook*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
9. **el bolígrafo** (*pen*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
10. **el lápiz** (*pencil*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

11. **la carpeta** (*folder/ binder*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
12. **el papel** (paper), **la hoja de papel** (*piece of paper*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
13. **el escritorio** (*desk*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online



En la clase (*in the class*)

Audio

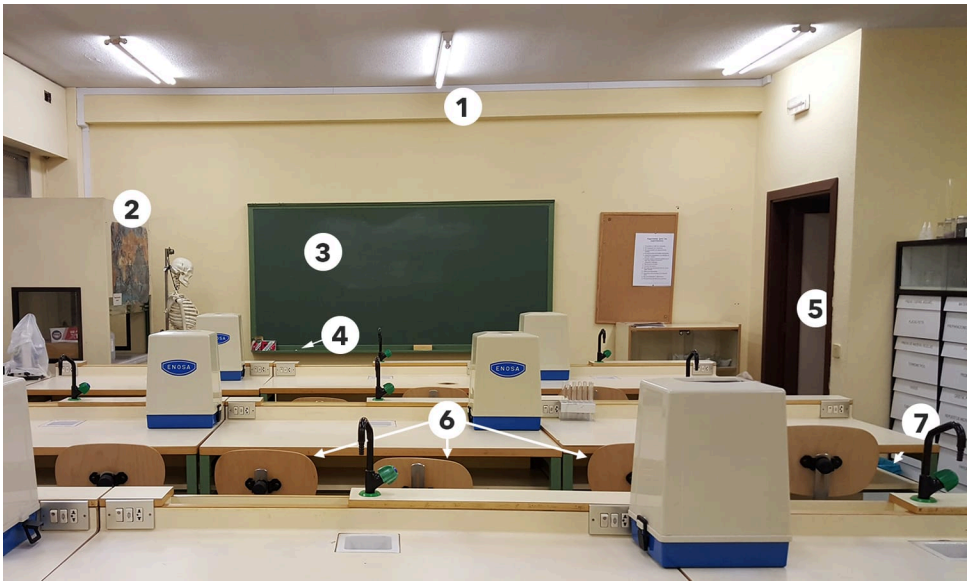
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1. **la pared** (*wall*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
2. **el estudiante** (*student, m*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
3. **la estudiante** (*student, f*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
4. **el reloj** (*clock*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

5. **el proyector** (*projector*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
6. **la mesa** (*table*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
7. **el pupitre** (*student's desk*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
8. **la cortina** (*curtain*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
9. **la ventana** (*window*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

10. **el profesor**, **la profesora** (*professor, m, f*)	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online



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

1. **la luz** (*light*)	
2. **el mapa** (*map*)	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

3. **la pizarra** (*chalkboard/ whiteboard*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
4. **la tiza** (*chalk*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
5. **la puerta** (*door*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
6. **la silla** (*chair*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
7. **la basura** (*trash*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

Una palabra útil (*a useful word*):

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

A Practicar

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1.9: Vocabulario- Los mandatos en el salón de clase

Objetivo

- Recognize the classroom commands

Los mandatos en el salón de clase



Abran el libro
(open the book)

Audi

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Caminen *(walk)*

Audi

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V i e w t h i s A u d i o o n l i n e



Cierren el libro
(close the book)

Audi

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form
Visit
the
link
or
scan
the
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code
to
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Cuenten *(count)*

Audi

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V i e w t h i s A u d i o o n l i n e



Escriban *(write)*

Audi

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or
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V i e w t h i s A u d i o o n l i n e



Escuchen *(listen)*

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V i e w t h i s A u d i o o n l i n e



Hablen *(talk)*

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V i e w t h i s A u d i o o n l i n e



Lean *(read)*

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Levanten la mano *(raise your hand)*

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Pónganse de pie
(stand up)

Audi

Th
int
ele
is
no
av
in
this
form
Visit
the
link
or
scan
the
QR
code
to
acce
it
onlin

V i e w t h i s A u d i o o n l i n e



Saquen un bolígrafo *(take out a pen)*

Audi

Th int ele is no av in this form Visit the link or scan the QR code to acce it onlin

V i e w t h i s A u d i o o n l i n e



Siéntense *(sit down)*

Audi

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1.10: Gramática- ¿Formal o informal?

Objetivos

- Identify formal and informal greetings

What differences do you notice between these two dialogues?



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



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

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

YouTube Video

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Alejandro Octavio Aguilera
México, Monterrey, N.L.

Sr. Aguilera explains:

Sí es muy importante esto del "usted" y el "tú." En primer lugar (*first*) el "usted" es una forma de hablar con respeto. Se le dirige

de “usted” a (*the “usted” is addressed to*) una persona mayor (*older, more senior*). Yo a veces (*sometimes*) por ejemplo a mi padre (*to my father*) le digo de “usted”. Al rector (*director / Provost*) de la universidad yo no me imagino hablándole de “tú” (*I can’t imagine speaking to him with “tú”*)...

Click here to read the full transcript

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

A Practicar

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1.11: En contexto- ¿Cuántos libros hay?

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

Conversación

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

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

Actividad 1.11.A

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Click here for the text version of questions

Preguntas de análisis:

1. Look at the nouns in bold. How do you know if they are singular or plural?

2. Look at the plural nouns. How do you think you form a plural noun in Spanish?

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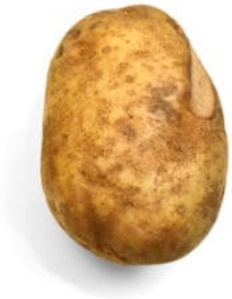
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1.12: Gramática- El género y el número de los sustantivos

Objetivos

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

 el Papa	 la papa

El género de los sustantivos (Gender of Nouns)

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

1. The gender of nouns:

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

la chic**a**

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la sill**a**

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la tiz**a**

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

  la televi**sión**

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la educa**ción**

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la dificul**tad**

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la universi**dad**

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la l**umbre**

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

el chic**o**

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el libr**o**

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el cuaderno

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

el problema

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el clima

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el idioma

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

la clas**e**

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el dient**e**

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el coch**e**

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

el honor

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el hospital

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el hotel

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

el pupitre

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el lápiz

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el reloj

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la luz

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la pared

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

  el día

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el mapa

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la mano

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la foto (short for *la fotografía*)

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la moto (short for *la motocicleta*)

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2. People:

- When referring to people, the biological sex of a person will determine a word's gender regardless of the rules described above. However, as society has become more sensitive to sexism, as well as questions of gender and sexual identity, people have begun experimenting with ways to adjust the traditional binary-gendered structure of the Spanish language. Click here to explore some of the experiments in gender-neutral language that Spanish speakers have been developing.
- Some nouns for people will be identical except for the -o or -a ending.

el muchacho (*boy*)

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la muchacha (*girl*)

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el niño (*male child*)

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la niña (*female child*)

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el maestro (*male teacher*)

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la maestra (*female teacher*)

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el compañero de clase (*male classmate*)

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la compañera de clase (*female classmate*)

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el amigo (*male friend*)

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la amiga (*female friend*)

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

el hombre (*man*)

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la mujer (*woman*)

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

el estudiante (*male student*)

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la estudiante (*female student*)

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el dentista (*male dentist*)

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la dentista (*female dentist*)

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

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

- el caso (*case*)

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  la casa (*house*)

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- el puerto (*port*)

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  la puerta (*door*)

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- el Papa (*the Pope*)

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la papa (*potato*)

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- el libro (*book*)

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la libra (*pound*)

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Objetivos

- Change nouns from singular to plural

El número de los sustantivos (*Number of Nouns*)



un perro



muchos perros

How to make a noun plural:

- If a word ends in a vowel, add **–s** (cuaderno – cuaderno**s**

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) (chica – chica**s**

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)

- If a word ends in a consonant, add an **–es** (marcador – marcador**es**

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) (reloj – reloj**es**

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)

- If a word ends in **-z**, change the “z” to **c** and add **–es** (lápiz- lápic**es**

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) (luz – luc**es**

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)

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

A Practicar

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1.13: Gramática- Los sustantivos y los artículos

Nouns and Articles

Nouns

Nouns identify people, animals, places, and things. In Spanish, all nouns have gender (masculine or feminine), and number (singular or plural).

Nouns referring to people who are males or females are easy to categorize by gender:

Masculine	English	Feminine	English
el hombre	*man*	la mujer	*woman*
el chico	*boy*	la chica	*girl*
el muchacho	*boy*	la muchacha	*girl*
el profesor	*professor*	la profesora	*professor*
el señor	*Mr.; sir*	la señora	*Mrs.; Madam*

Some nouns referring to people have identical masculine and feminine forms. The article indicates the gender of these words:

Masculine	English	Feminine	English
el joven	*young man*	la joven	*young woman*
el estudiante	*student (male)*	la estudiante	*student (female)*
el turista	*tourist (male)*	la turista	*tourist (female)*

Some nouns referring to animals by default will use either the masculine or feminine definite article ("el" or "la"). In this case, to specify whether we are referring to a male or female "animal", we need to use the words "macho" (male), and "hembra" (female):

Default	English	Default	English
el chimpancé	*chimpanzee*	la abeja	*bee*
el canguro	*kangaroo*	la araña	*spider*
el gusano	*worm*	la ardilla	*squirrel*
el gorila	*gorilla*	la ballena	*whale*
el pez	*fish*	la mariposa	*butterfly*
el rinoceronte	*rhinoceros*	la serpiente	*serpent*
el sapo	*toad*	la jirafa	*giraffe*
el tiburón	*shark*	la rana	*frog*

Examples:
el canguro macho; el canguro hembra; los canguros machos; los canguros hembras
la ballena macho; la ballena hembra; las ballenas machos; las ballenas hembras

It is harder to understand nouns that refer to places and things. Here are some guidelines that may help, but they do not apply to all of the nouns; they all have exceptions. Because of this, it is best to always learn the noun with its corresponding article to remember whether it is masculine or feminine.

General guidelines for nouns referring to places and things

In the following list of examples, the endings of nouns are in **bold**.

1. Most nouns that end in **-o, -ma, -pa, -ta, -l, -n, -r** and **-s,** are masculine.
2. Most nouns that end in **-a, -ción, -sión, -dad, -tad, -sis**, **-itis,** and **-z** are feminine.
3. Nouns that end in **-e** can be either masculine or feminine.

Masculine	English	Feminine	English	Exceptions
el libro	*book*	la escuela	*school*	la mano
el problema	*problem*	la lección	*lesson*	la foto
el mapa	*map*	la televisión	*television (station)*	la suma
el planeta	*planet*	la comunidad	*community*	la sopa
el estante	*shelf*	la clase	*class*	la chaqueta
el papel	*paper*	la libertad	*liberty*	la miel
el examen	*exam*	la dosis	*dose*	la imagen
el color	*color*	la artritis	*arthritis*	la flor
el autobús	*bus*	la luz	*light*	la tos

Some nouns have a different meaning depending on whether they are masculine or feminine:

Masculine	English	Feminine	English
el capital	*capital (money)*	la capital	*capital (city)*
el cólera	*cholera*	la cólera	*anger*
el coma	*coma*	la coma	*comma*
el cometa	*comet*	la cometa	*kite*
el corte	*cut (fabric)*	la corte	*court (judicial; king's/queen's)*
el cura	*priest*	la cura	*cure*
el frente	*front*	la frente	*forehead*
el mañana	*tomorrow*	la mañana	*morning*
el orden	*order (arrangement)*	la orden	*order (command)*
el papa	*pope*	la papa	*potato*
el parte	*message, report*	la parte	*part, portion*
el pendiente	*earring; errand*	la pendiente	*hill or slope*
el pez	*fish*	la pez	*tar*
el radio	*radius, radium*	la radio	*radio (some say 'el radio')*

Articles

As mentioned above, it is best to learn the nouns with its corresponding article. There are four forms that are equivalent to the English definite article "the". The same goes for the indefinite article: a, an, or some.

Definite Articles: Indefinite Articles:

Number	Masculine	Feminine	Masculine	Feminine
singular	**el** papel	**la** clase	**un** papel	**una** clase
plural	**los** papeles	**las** clases	**unos** papeles	**unas** clases

Plural of Nouns

To form the plural of a noun that ends in a vowel by simply adding "-s".

For nouns ending in a consonant, add "-es". If the consonant is the letter "z", change the "z" to "c" before adding "-es".

Singular	→	Plural
la clase	→	las clases
el papel	→	los papeles
la luz	→	las luces

In general, the accent mark of a singular noun must be also used when forming into a plural noun unless the accent mark is on the last syllable of the singular noun.

Singular	→	Plural
el lápiz	→	los lápices
el autobús	→	los autobuses
la lección	→	las lecciones

The masculine plural form is also used when the group is a mixed-gender group (there is a masculine noun):

1 muchacho + 2 muchachas = 3 muchachos *OR* los muchachos

Gender-neutral individuals

Spanish has always been viewed as a highly gendered language because it is a "Romance Language" (mostly derived from Latin). This is not to say that it denies the existence of gender-neutral identities rather the nature of the language itself makes it hard to adapt systematically to account them. While there is a movement to use terms such as Latinx, the “x” is not currently used in sentence structures and is not yet widely used outside of the United States. Some Spanish-speaking communities have also adopted the use of –e endings instead of –o or –a endings on gendered nouns, articles, and adjectives but this is not a unanimously accepted solution since this would mean a total change for the language itself. This is an ongoing conversation, therefore if you identify yourself as a gender-neutral individual, it would be beneficial for you to initiate a conversation with your instructor to discuss ways that you can use the language to best describe yourself.

A Practicar

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1.14: En contexto- Los artículos indefinidos y definidos / Hay

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

Conversación

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

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

Preguntas de análisis:

Actividad 1.14.A

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Preguntas de análisis:

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

Definite article	Indefinite article	Noun
		facultad
		mochilas
		mapas
		profesor

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1.15: Gramática- Los artículos indefinidos y definidos / Hay

Objetivo

- Select the appropriate definite or indefinite article for the context







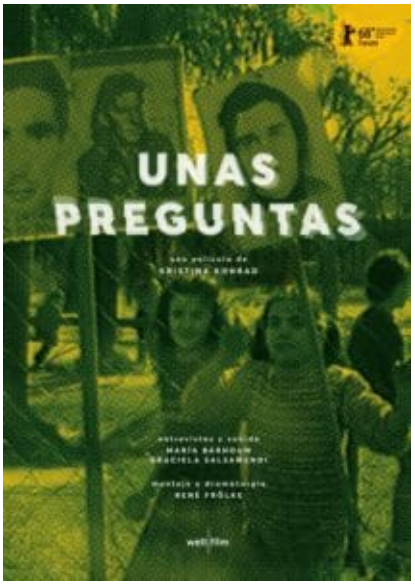
Definite articles (*the*) are used with **specific** nouns. They also tell us whether a noun is masculine or feminine AND plural or singular. They can be expressed in four ways:

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

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







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

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

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

El verbo HAY

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



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

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

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

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

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

Here's a quick video to help you explore the use of "hay" further:

YouTube Video

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A Practicar

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1.16: Lectura- Una nota de Pedro

Una nota de Pedro

Read a note Pedro left you to introduce himself. Pay attention to the use of vocabulary phrases used to greet you, to talk about nationalities and about college.

Lectura

Buenos días, ¿cómo estás? Yo estoy muy bien. Me llamo Pedro y soy de California. Mi nacionalidad es estadounidense. Soy estudiante de la Universidad Irvine Valley. Mi clase favorita es matemáticas. La profesora de matemáticas es una mujer joven. Se llama Lorena. La profesora es de El Salvador. Ella es salvadoreña.

Y tú, ¿cómo te llamas? ¿De dónde eres?

Now that you have read Pedro's note, complete the activities below.

Actividades

As you complete the activities below, copy and paste the following special characters as needed: á, é, í, ó, ú, ñ, ¿, ¡

Mark the following sentences as "Cierto" (True) or "Falso" (False).

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Query

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1.17: Cultura- Chile

Chile

Mapa



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Información general

La capital: Santiago de Chile

La ubicación (*location*): Está en Sudamérica

La lengua (*language*): El español y la lengua indígena: el mapuche

La moneda (*currency*): El peso chileno

La economía (*economy*): La minería, la agricultura y recursos marinos (*sea resources*)

El clima (*weather*): Hace mucho frío (*It's very cold*) en los Andes y en el sur de Chile



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Datos interesantes (*Interesting Facts*)

Chile is the longest and most narrow country in the world.

The oldest mummies in the world were found in Chile. These mummies were found in the **Atacama Desert** and have been dated to be from 5050 and 3000 BC, People from this tribe were mummifying their dead up to two thousand years before the Egyptians. Atacama is the driest desert in the planet and has many natural resources: copper, iron, gold, silver, potassium, sodium nitrate, magnesium salt among others.

El Parque Nacional Torres del Paine. Torres del Paine National Park is a popular tourist destination were visitors can admire its glaciers, lakes, and rivers in southern Chilean Patagonia. The Cordillera Paine is the centerpiece of the park, famous for its three granite peaks. Paine means "blue" in the native *Tehuelche* language. Visitors hike in the high mountains, kayak the Grey Glacier, camp and take amazing pictures of the breathtaking natural panorama.

La Isla de Pascua. Easter Island is a special territory of Chile in the southeastern Pacific Ocean, at the southeastern most point of the Polynesian. Easter Island is famous for its nearly 900 monumental statues called “moái”. In 1995 it was declared a UNESCO World Heritage Site.

El Archipiélado de Chiloé. Chiloé Archipelago is known for its unique *palafito* houses, stilts built above the water at the end of the 19th century. The *palafitos* have colorful walls and are made of wood from the Chilean myrtle trees. The wood piles on the water are made from luma trees because they're more resistant to rotting.

Valparaíso. This second largest Chilean city is also known as the "Little San Francisco" for its many hills dotted with colorful houses. In 1883, almost 30 funicular elevators called *ascensores* transported people from one area to the other; nowadays, only 15 remain functional. Valparaíso has a very active port, exporting fruits and copper, and was named a UNESCO World Heritage Site in 2003.

Chile is known as **El país de los poetas** (*The Country of Poets*). There are two Nobel Prize winners in Literature from Chile: Gabriela Mistral (1945) and the famous poet Pablo Neruda (1971).

Comprehension questions

Query

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La Isla de Pascua (Easter Island)

Watch the video below (or read its summary) to answer the questions below.

YouTube Video

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Figure 1.8.0: Mysterious Moai: The Giant Heads of Easte Island for Kids. (Free School via YouTube)

Comprehension questions

Query

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La Patagonia: Torres del Paine Solo Travel Guide

Welcome to Patagonia, this South American site is known for its mountains, glaciers, and forest. The guide is at Torres del Paine, and will be doing some of the most popular hikes and exploring the best sites. There is one site that stands head and shoulder above the rest of the attraction in the park, *Los Cuernos* (The Horns). One of these spots is called *Mirador Condor* where you could get unrivaled views of The Horns. Here is the highest mountain in the entire Torres del Paine National Park as well. The very top of the mountains is a glacier. Another ideal spot to get that perfect shot of The Horns is in *Mirador Los Cuernos*. The hike begins at the largest waterfall in the park called Salto Grande. The rest of the park does also offer you terrific views of The Horn.

The Grey Glacier is part of the southern Patagonia ice field. It is not everyday that you could see a glacier this up close. It is really one of the most spectacular sights in the entire park. You will be impressed by its striking blue color. Unfortunately, this glacier is slowly dissolving which is tragic. The guide stays at *Hostería Pehoe*. The hotel lies in the most unique and probably the neatest location of any hotel in any part of this national park, or maybe any national park. The hotel is located just in the middle of Pehoe Lake. One of the most beautiful lakes in the entire park. The hotel gives you beautiful views of L*os Cuernos*. Paine Towers (Torres del Paine) is the most popular attraction in the park. This mountain range is a UNESCO biosphere reserve. If you want to view these impressive sites, click to watch the video.

Comprehension questions

Query

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1.18: Cultura- Los hispanos en los Estados Unidos

Objetivos

In this section, you will...

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

La población (*population*) hispana* en los Estados Unidos (EE.UU.) es muy diversa. Hay aproximadamente 68 millones de hispanos en los EE.UU. desde (*since*) el año 2025. Esto representa un 20% de la población total de los Estados Unidos que es de 342,7 millones de personas (en el 2026). Esto es 61,3 millones más que (*more than*) en el año 2000. Hay muchos estados donde hay una presencia hispana muy grande. Los estados donde hay más hispanos en los Estados Unidos son: California, Tejas, Arizona y Nuevo México.

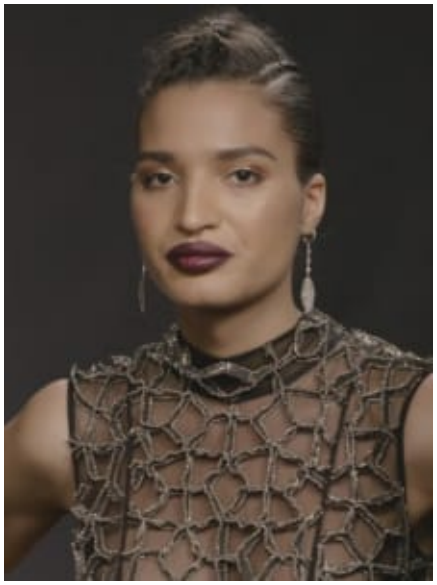
Hay muchos hispanos-americanos que tienen mucha influencia en la cultura de los Estados Unidos. La cultura hispana está presente en momentos importantes de la cultura de los EE.UU. Un ejemplo es el medio tiempo (*half-time*) del Super Bowl del año 2020. Jennifer López, cantante (*singer*) "Nuyorican" y Shakira, cantante de Barranquilla, Colombia, son las estrellas *(stars)* del medio tiempo. Ellas saludan en español y enseñan (*show*) a todos en los Estados Unidos cómo bailar (*how to dance*) "champeta" y "salsa".



Los padres *(parents)* de **Shakira** son del Líbano y ella baila danza árabe y también bailes (*dances*) afrocolombianos; ella canta (*sings*) música Rock y toca (*plays*) la guitarra también *(also)*. Esta es la mezcla cultural (*cultural mix*) en los Estados Unidos. Aquí *(Here)* hay muchas etnias, razas *(race)*, herencias *(heritage)* y la hispana es muy importante.

Jennifer López es del Bronx, Nueva York, donde (where) hay muchas personas de Puerto Rico desde los años 1950. JLo es segunda generación (*second generation*). En Puerto Rico bailan salsa igual que (*the same as*) en Barranquilla, Colombia. Jennifer López baila con un grupo que se llama "Swing Latino". Ellos son bailarines *(dancers)* de Colombia.

Hay otras personas latinas* importantes e influyentes *(influencial)* en el cine *(cinema)*, la política, el deporte *(sports)*, la cocina *(cuisine)* y la ciencia. La influencia de los hispanos en Estados Unidos está en muchos lugares *(places)* y cubre (*covers*) muchos aspectos en la vida *(life)* de la gente (*people*). Aquí hay una lista de algunos *(some)* de ellos:

	**Lin-Manuel Miranda** Lin-Manuel Miranda (Nueva York, 16 de enero de 1980) es un compositor, actor, cantante, dramaturgo y productor (*producer*) estadounidense, creador (*creator*) y protagonista de los musicales de Broadway *In the Heights* y *Hamilton*. Lin-Manuel Miranda nació (*was born*) en el barrio neoyorquino de Washington Heights en Manhattan. Es de origen puertorriqueño. (More about Lin-Manuel Miranda on Wikipedia)
	**Indya Moore** Indya Adrianna Moore (Nueva York, 17 de enero de 1995) es una actriz, modelo y activista por los derechos (*rights*) de las personas trans estadounidense. Es conocida por su papel (*she's known for her role*) de Angel Evangelista en la serie de televisión de la cadena FX Pose. La revista (*magazine*) *Time* la nombró (*named her*) una de las 100 personas más influyentes del mundo (*influential in the world*) en 2019. Originaria del Bronx, la madre de Indya Moore es puertorriqueña y su padre es haitiano y dominicano. Moore es una persona transgénero y no binaria. (More about Indya Moore on Wikipedia)

	**Ellen Ochoa** Ellen Ochoa (Los Ángeles, California; 10 de mayo de 1958) es una física, científica y una astronauta de la NASA. Sus abuelos paternos (*her father's parents*) eran mexicanos. Fue la primera mujer (*first woman*) de origen hispano en haber viajado al espacio (*to travel to space*). (More about Ellen Ochoa on Wikipedia)
	**Teoscar Hernández** Teoscar José Hernández (Cotuí, República Dominicana, 15 de octubre de 1992), es un beisbolista profesional que juega en las Grandes Ligas (MBL) para los Dodgers de Los Ángeles. Anteriormente, él jugó (played) para los Houston Astros, Toronto Blue Jays y Seattle Mariners. (More about Teoscar José Hernández on Wikipedia)



Sonia Sotomayor

Sonia Sotomayor (Nueva York, Estados Unidos, 25 de junio de 1954) es una Juez Asociada en la Corte Suprema (*Associate Justice of the Supreme Court*) de los Estados Unidos. Sotomayor es hija (*daughter*) de padres puertorriqueños. (More about Sonia Sotomayor on Wikipedia)

* Note: ¿Quiénes somos los latinos o hispanos?

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

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

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

Hispanics and Identity

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

Source: Pew Research Center: Hispanic Identity.

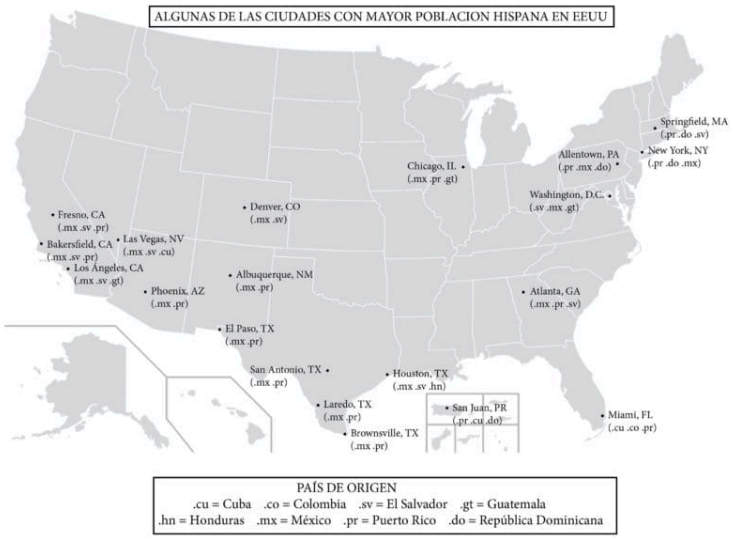
Actividades

Paso 1: Interactive activity

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

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

Paso 2: Analysis and comparative activities



Algunas de las ciudades con mayor población hispana en EEUU

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

A. Letras del alfabeto

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

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

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

B. Números

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

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

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

Lista de códigos de área de teléfono:

- Albuquerque, NM: 505
- Allentown, PA: 484, 610

- Atlanta, GA: 470, 678, 404
- Bakersfield, CA: 661
- Brownsville, TX: 956
- Chicago, IL: 872, 773, 312
- Denver, CO: 303, 720

- El Paso, TX: 915
- Fresno, CA: 559
- Houston, TX: 281, 346, 713, 832
- Laredo, TX: 956
- Las Vegas, NV: 702, 725

- Los Angeles, CA: 747, 818, 310, 424, 213, 323
- Miami, FL: 305, 786
- New York, NY: 917, 347, 718, 929, 212, 332, 646
- Phoenix, AZ: 602, 623, 480
- San Antonio, TX: 210, 726

- San Juan, PR: 787, 939
- Springfield, MA: 413
- Washington, DC: 202

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1.19: Video- Los saludos y la nacionalidad de los países latinos

Spanish speaking countries and their greetings

There are twenty one countries that have Spanish as their official language. There are nineteen Spanish speaking countries in Latin America, one in Europe (Spain), and one in Africa (Equatorial Guinea). In addition to the countries that have Spanish as their official language, in the United States more than 50,000,000 people speak Spanish.

Spanish speaking countries and their nationalities

Here is the list of the twenty one Spanish speaking countries and the nationality of their people. Note that nationalities in Spanish do not require a capital letter at the beginning. Moreover, most nationalities have a masculine and feminine version.

>

País (country)	Nacionalidad
Argentina	argentino/a
Bolivia	boliviano/a
Chile	chileno/a
Colombia	colombiano/a
Costa Rica	costarricense
Cuba	cubano/a
Ecuador	ecuatoriano/a
El Salvador	salvadoreño/a
España	español(a)
Guatemala	guatemalteco/a
Guinea Ecuatorial	ecuatoguineano/a
Honduras	hondureño/a
México	mexicano/a
Nicaragua	nicaragüense
Paraguay	paraguayo/a
Panamá	panameño/a
Perú	peruano/a
Puerto Rico	puertorriqueño/a
República Dominicana	dominicano/a
Uruguay	uruguayo/a
Venezuela	venezolano/a

Actividades

As you complete the activities below, copy and paste the following special characters as needed: á, é, í, ó, ú, ñ, ¿, ¡

Query

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View this Interactive Content online

Query

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View this Interactive Content online

El saludo de cada país latino

There are twenty one Spanish speaking countries. Although all of them speak Spanish, they have different ways to greet their friends. Watch the video below to learn how friends greet each other in different Spanish speaking countries. Have you heard any of these greetings? Do you know any one who uses any of the greetings mentioned in the video? (Video Transcript)

YouTube Video

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View this YouTube Video online

Figure 1.19.1.7.2: El saludo de cada país latino. (Criticalandia via YouTube)

Now, complete the activities below based on the information in the video.

Actividades

Complete the sentences by choosing the greeting (saludo) for each of the nationalities.

Query

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Query

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Mark each sentence as "Cierto" (True) or "Falso" (False).

Query

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1.20: Video- ¿Cómo te llamas? Adiós

YouTube Video

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Ahora tú! ***[****Now you!]*

Saludos (greetings)

Pick a greeting for the time of day it is right now.

How do you greet people first thing in the morning?

Which goodbye do you prefer?

¿Cómo te llamas? Say these out loud to yourself with your name **three times each.**

YouTube Video

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View this YouTube Video online

NOTICE! We never put "ES" after me llamo.

1. Me llamo _____ (I call myself…)
2. Soy _____ (I am…)
3. Mi nombre es _____(My name is…)

Vocabulario

Get into the habit of writing the words you hear in the videos, then looking up and adding any additional words relevant to your daily life to create your personalized vocabulary resource.

Resumen (summary)

- Hola, buenos días, buenas tardes, buenas noches.
- ¿Cómo te llamas? (informal) ¿Cómo se llama usted? (formal)
- Me llamo…., Mi nombre es…, Soy….
- Other people: Te llamas….., Se llama…., Él es…., Ella es…, su nombre es……
- Adiós, Chao, hasta luego (later!), nos vemos (see you), hasta mañana (see you tomorrow) hasta pronto (see you soon), que te vaya bien (be well), que pases un buen día/una buena tarde/ una buena noche (have a good…..) mucho gusto (it's a pleasure). **Formales**: que le vaya bien, que pase buenas noches/un buen día/una buena tarde.

¿Puedes hacerlo? (can you do it?)

- I can understand and exchange formal or informal greetings and goodbyes.
- I can ask for and exchange names and say someone else's name.

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1.21: Video- ¿Cómo estás?

YouTube Video

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View this YouTube Video online

YouTube Video

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View this YouTube Video online

YouTube Video

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

Ahora tú!

¿Cómo estás?

Make a list of the answers you hear to this question in all three videos. You may use captions to assist:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Tú (you)

1. ¿Cómo estás ahora (*right now*)?

Estoy _____

2. ¿Cómo estás cuando estás en una clase (*when you're in class*)?

Estoy _____

3. ¿Cómo estás cuando estás en tu casa (*at home*)?

Estoy _____

Otra persona

4. ¿Cómo está tu mejor amigo/a (*best friend)* en este momento?

Mi amigo/a está _____

Vocabulario útil (*useful*)

- **Informal**: ¿cómo estás? ¿qué tal? (*how are you?*) ¿Cómo te va? *or* ¿Cómo va? (*how's it going?*) ¿Qué te cuentas? (*what's up?*) ¿Todo bien? (*everything OK?*)
- **Formal**: ¿cómo está usted? ¿Cómo le va?
- **Respuestas** (*responses*): Estoy muy bien, gracias (I'*m very well, thanks*), Bien (*well*), mal (*bad, poorly*), Más o menos (*so-so, OK)*. Estoy fenomenal, nervioso/a, cansado/a (*tired*), ocupado/a (*busy*), preocupado/a (*worried*)... ¿y tú/usted?

¿Puedes hacerlo?

- I can ask for and exchange basic info about how people are doing.

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1.22: Discusión escrita- Una entrevista sobre colores

Purpose: You will practice your written conversation skills in Spanish by participating in a discussion board in Spanish. You will share information about colors with your classmates, and you will engage in asking and answering follow-up questions.

Task: This activity has three parts:

1. An initial response to the prompt
2. A follow up interaction with two classmates
3. A final remark to your peers who comment on your initial response

Part 1. Read and respond to the following questions in Spanish. Use complete sentences, and be sure to change possessive adjectives as necessary [mi(s) = my]. Post your response to the discussion board.

1. ¿Cuál es tu color favorito?
2. ¿De qué color (o colores) es tu animal favorito?
3. ¿De qué color son tus ojos *(eyes)*?
4. ¿De qué color es tu bolígrafo preferido?
5. ¿De qué color es tu libro favorito?
6. ¿De qué color es tu flor *(flower)* favorita?

Part 2. You will read the responses of two classmates and post a follow-up question in Spanish for each of them about one of the questions they answered. Be creative and authentic! If you need some help perpetuating the conversation, there are some ideas listed below.

Part 3. Just as you have read and responded to the posts of two of your peers, some of your peers have read and responded to your post. Finish up the conversations by responding to each peer who commented on your original post. Answer their questions in Spanish, and politely thank them for their time and sign off in Spanish.

Criteria: The components of this activity add up to 100%.

> Part 1. 40% will be earned for posting your initial response in Spanish to the discussion board.
>
> Part 2. 30% will be earned for interacting with two peers on their initial posts: you are to ask two peers a follow-up question in Spanish about one of their answers, so each question that perpetuates the conversation is worth 15%.
>
> Part 3. 30% will be earned for responding to your peers on your original post: you are to answer the follow-up questions in Spanish that your peers asked about your original post (10% each answer) and politely thank them and sign off in Spanish (5% each).

In the following example, Erin responds to the initial post. Her peers, Danny and Mark, write a comment and question. Erin responds to their question and politely wraps up the conversation. Erin still needs to comment and ask a question to two other peers on the discussion board.

Ejemplo:

Erin: Hola. Me llamo Erin. Mi color favorito es el rojo. Mi animal favorito es negro o marrón. Mis ojos son marrones. Mi bolígrafo preferido es rosado. Mi libro favorito es azul con la imagen de un pájaro. Mi flor favorita, la margarita, es blanca.		
	Danny: Hola Erin. ¿Cuál es tu animal favorito?	
		Erin: Hola Danny. El oso es mi animal favorito. Gracias por tu pregunta :) Adiós.
	Mark: Hola Erin. ¿Qué significa “con la imagen de un pájaro?”	
		Erin: Hola Mark. La palabra “pájaro” significa “bird.” “Con la imagen de un pájaro” significa “with the image of a bird.” Gracias por trabajar conmigo. Hasta luego.

Additional follow up questions and statements for students who need support perpetuating the conversation:

- ¿Qué tipo de animal es? (*What type of animal is it?*)
- ¿De qué color son los ojos de tu mejor (*best*) amigo(a)? (*What color are your best friend's eyes?*)
- El mío/Los míos/La mía/Las mías también. (*Mine too*)
- ¿Prefieres usar un bolígrafo o un lápiz? (*Do you prefer using a pen or a pencil?*)
- ¿Tienes muchos libros? (*Do you have lots of books?*)
- ¿Dónde está en este momento? (*Where is it right now?)*
- ¿Qué significa...?" (*What does ... mean?*)
- Gracias por trabajar conmigo. (*Thanks for working with me.)*
- Gracias por tu pregunta. (*Thanks for your question.*)
- ¡Muchas gracias! (*Thanks a lot!*)

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1.23: Discusión escrita u oral- Preguntas con números

Purpose: You will practice writing about how many things you have in Spanish by participating in a written discussion board in Spanish. You will use the question word ¿Cuántos(as)...?, classroom vocabulary, and the verb tener to form and answer questions.

Task: This activity has three parts.

1. An initial post to the discussion board
2. A follow up interaction with two classmates
3. A final remark to your peers who commented on your initial response

Paso 1. Choose three questions from the following list that you want your classmates to answer.
Post your three questions to the discussion board.

1. ¿Cuántos años tienes?
2. ¿Cuántos libros tienes en total?
3. ¿Cuántos lápices hay en tu mochila?
4. ¿Cuántos papeles hay en tu mochila?
5. ¿Cuántos teléfonos tienes en total?
6. ¿Cuántos cuadernos hay en tu mochila?
7. ¿Cuántos relojes hay en tu casa (your home)?
8. ¿Cuántos profesores tienes?
9. ¿Cuántas clases tienes?
10. ¿Cuántas carpetas hay en tu mochila?

Paso 2. You will respond to the original posts of two classmates by answering their question and asking them ¿y tú?

Paso 3. Just as you have responded to the questions of two of your peers and asked them *¿y tú?*, some of your peers have responded to your questions and asked you *¿y tú?* on your original post. Finish up the conversations by responding to each peer who commented on your original post. Answer their questions, and politely thank them for their time and sign off. If you need some help wrapping up the conversation, there are some ideas listed below.

Criteria: The components of this activity add up to 100%.

> Part 1. 30% of your grade will be earned for posting your initial three questions in Spanish to the discussion board on time, 10% for each question.
>
> Part 2. 35% of your grade will be earned for interacting with two peers on their initial posts: you are to answer the three questions on the posts of two peers, so each answer is worth 5% and responding with ¿y tú? after each question is worth a total of 5%.
>
> Part 3. 35% of your grade will be earned for responding to your peers on your original post: you are to answer the ¿y tú? questions that your peers asked on your original post (5% each) and politely thank them and sign off (2.5% each).

In the following example, Joanna posts three questions. Her peers, Ted and Alan, answer the questions and ask ¿y tú?. Joanna responds to their ¿y tú? questions and politely wraps up the conversation. Joanna still needs to respond to the questions of two other peers on the discussion board and ask them ¿y tú? to earn full points.

Ejemplo:

Joanna: ¿Cuántas clases tienes? ¿Cuántos cuadernos tienes en tu mochila? ¿Cuántos profesores tienes?
Ted: Hola, Joanna. Tengo tres clases. ¿Y tú? Tengo un cuaderno en mi mochila. ¿Y tú? Tengo tres profesores. ¿Y tú?

		Joanna: Hola, Ted. Tengo tres clases también. Tengo dos cuadernos en mi mochila. Como tú, tengo tres profesores. Hasta la próxima vez.
	Alan: Hola Joanna. Tengo una clase. ¿Y tú? No tengo ningún cuaderno en mi mochila. ¿Y tú? Tengo una profesora. ¿Y tú?	
		Joanna: Hola Alan. Yo tengo tres clases. ¿En serio no tienes ningún cuaderno en tu mochila? Tengo dos cuadernos en mi mochila. Tengo tres profesores. Gracias, Alan. Hasta luego.

Additional comments students can use to wrap up the conversation:

- ¡Qué lástima! / ¡Qué pena! (*What a pity / That's too bad*)
- También (*As well*)
- Como tú (*Like you*)
- ¿En serio? / ¿Verdad? (*Really?*)
- ¡Qué bueno! ¡Qué bien! (*That's great!*)
- ¡Gracias! (*Thank you!*)
- Adiós (*Goodbye*)
- Hasta luego (*Later*)
- Cuídate (*Take care*)
- Nos vemos (*See you later*)

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1.24: Discusión oral- Todo sobre mí

Purpose: You will practice your speaking skills and your ability to introduce yourself to others in Spanish through a video presentation. You will practice your listening skills by watching a Spanish instructor introduce herself and then by watching and responding to the introductions of two peers.

Task: This activity has three parts.

1. An observation of the activity modeled by a Spanish instructor
2. A video recording introducing yourself to your peers
3. A final video response to two peers' video posts

Paso 1. Watch a Spanish instructor introduce herself and spell her name. She will then ask you five questions: ¿Cómo te llamas? ¿Cómo se escribe tu nombre? ¿De dónde eres? ¿Cuántos años tienes? ¿Cuántas clases tienes?

YouTube Video

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View this YouTube Video online

Paso 2. Use a computer or a smartphone to record a short video in which you introduce yourself in Spanish. You will introduce yourself by answering in Spanish the five questions the Spanish instructor asked you in the video prompt.

Paso 3. Watch the video introductions of two of your peers. Respond with a video comment in Spanish that includes the following: 1. An appropriate greeting for the time of day 2. A brief self-introduction (your name) 3. A "nice to meet you" comment

Criteria: The components of this activity add up to 100%.

> Paso 1 & 2. 50% of the grade is earned in this portion of the activity. Watch the video example of a Spanish instructor introducing herself and asking you questions about yourself. Record your own video introducing yourself in Spanish by answering her five questions in a single video file (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Each response in the video is worth 10%.
>
> Paso 3. 50% of the grade is earned in this portion of the activity. Choose two peers and watch their introductions. After watching your peers' introductions, record and upload a video in Spanish in which you 1. Greet your peer 2. Tell your peer your name 3. Tell your peer "nice to meet you" (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Each video response to your peers is worth 25%.

Ejemplo:

Taylor watches the video of the Spanish instructor introducing herself and spelling her name. He records a single video in which he answers the five questions the Spanish instructor asked. Even though he made a few mistakes, he earned 50% of the points for this activity by successfully finishing and posting his original video on time. Taylor watches the introductions of two peers in his class. He can't understand one of them at all, so he sends his instructor an email to let them know. He then finds a different peer on the discussion board and watches their introduction. Taylor records a **unique** video response to each of his two peers in which he uses Spanish to greet them by name and introduce himself; he says "mucho gusto" and "encantado" respectively to close out the conversation. Taylor earns 25% for each polite video response to his peers because he answers on time and includes a greeting, self-introduction, and a "nice to meet you" in Spanish.

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1.25: Sinopsis- ¡Hola! ¿Cómo te llamas?

See the review summaries below of the vocabulary and grammar covered in this chapter.

Vocabulario: Saludos, respuestas, presentaciones y despedidas

Saludos y respuestas (*Greetings and Responses*)

Hola *Hello*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online 
Estoy muy bien. *I am very well.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online 
Buenos días *Good morning*	
Estoy bastante bien. *I am quite well.*	
Buenas tardes *Good afternoon*	
Buenas noches *Good evening*	
Estoy más o menos. *I am ok.*	
Estoy regular. *I am ok.*	
Estoy mal. *I'm sick / I'm not doing well.*	
¿Cómo está (usted)? (formal) *How are you?*	
¿Cómo estás (tú)? (informal) *How are you?*	
¿Qué tal? (informal) *How's it going?*	
Gracias, ¿y usted? (formal) *Thank you, and you?*	
Gracias, ¿y tú? (informal) *Thank you, and you?*	
Estoy bien. *I am well.*	

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

Presentaciones (*Introductions*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
¿Cómo se llama usted? (formal) *What is your name?*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
¿De dónde es usted? (formal) *Where are you from?*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
¿Cómo te llamas? (informal) *What is your name?*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
¿De dónde eres? (informal) Where are you from?	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Esta es... *This is*... (introducing a female)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

Este es... *This is...* (introducing a male)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
Este es Pablo y esta es María. *This is Pablo and this is María.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

Soy de...*I am from...*

Soy de Perú. *I am from Peru.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
Me llamo... *My name is / I call myself...*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
Mi nombre es... *My name is...*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
Te presento a... (informal) *May I present...*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

Pedro, te presento a Pablo. *Pedro, may I present Pablo. / Pedro, I'd like to introduce Pablo.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Encantado *Delighted / Nice to meet you.* (say if you are male.)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Encantada *Delighted/Nice to meet you.* (say if you are female.)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Encantada de conocerte. (informal) *Nice to meet you.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
El gusto es mío. *The pleasure is mine.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Mucho gusto *Nice to meet you.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Igualmente *Same / Likewise*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

Sra. (**señora**) *Mrs.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Sr. (**señor**) *Mr.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Srta. (**señorita**) *Miss*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Sr. López, le presento a Pablo. *Mr. Lopez, may I present Pablo / let me introduce you to Pablo.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

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

Despedidas (*Farewells*)

Adiós *Goodbye*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Chao (sometimes spelled **chau**) *'Bye*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Hasta luego *See you later*		

Hasta mañana *See you tomorrow*	
Hasta pronto *See you soon*	
Nos vemos! *See you (later)*	

Vocabulario: En el salón de clase

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

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View this Audio online



1.**la mochila** (*backpack*)	
2. **el diccionario** (*dictionary*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

3. **la computadora** (*computer*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
4. **la calculadora** (*calculator*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
5. **el teléfono** (*telephone*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
6. **el libro** (*book*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
7. **el marcador** (*marker*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
8. **el cuaderno** (*notebook*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
9. **el bolígrafo** (*pen*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

10. **el lápiz** (*pencil*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
11. **la carpeta** (*folder/ binder*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
12. **el papel** (paper), **la hoja de papel** (*piece of paper*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
13. **el escritorio** (*desk*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	



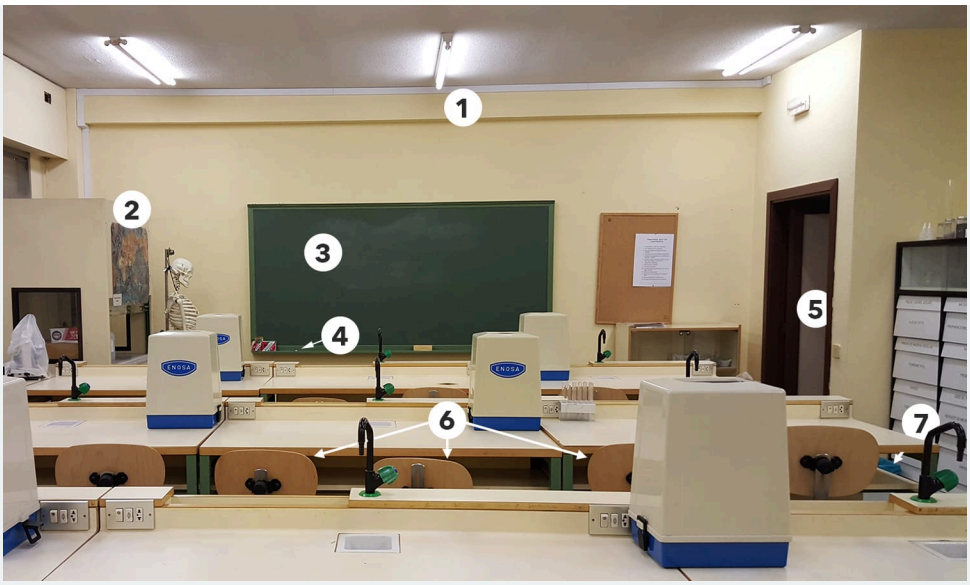
En la clase (*in the class*)

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1. **la pared** (*wall*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
2. **el estudiante** (*student, m*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
3. **la estudiante** (*student, f*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
4. **el reloj** (*clock*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
5. **el proyector** (*projector*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
6. **la mesa** (*table*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

7. **el pupitre** (*student's desk*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
8. **la cortina** (*curtain*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
9. **la ventana** (*window*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
10. **el profesor**, **la profesora** (*professor, m, f*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online



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

1. **la luz** (*light*)	
2. **el mapa** (*map*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
3. **la pizarra** (*chalkboard/ whiteboard*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
4. **la tiza** (*chalk*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
5. **la puerta** (*door*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

6. **la silla** (*chair*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
7. **la basura** (*trash*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

Una palabra útil (*a useful word*):

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

Los colores

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

Vocabulario: Números 0-100

0 cero	
1 uno	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

2 dos	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
3 tres	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
4 cuatro	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
5 cinco	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
6 seis	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
7 siete	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
8 ocho	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

9 nueve	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
10 diez	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
11 once	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
12 doce	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
13 trece	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
14 catorce	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
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17 diecisiete	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
18 dieciocho	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
19 diecinueve	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
20 veinte	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
21 veintiuno	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
22 veintidós	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

23 veintitrés	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
24 veinticuatro	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
25 veinticinco	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
26 veintiséis	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
27 veintisiete	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
28 veintiocho	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
29 veintinueve	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

30 treinta	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
31 treinta y uno	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
32 treinta y dos	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
33 treinta y tres	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
34 treinta y cuatro	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
35 treinta y cinco	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
36 treinta y seis	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

37 treinta y siete	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
38 treinta y ocho	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
39 treinta y nueve	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
40 cuarenta	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
43 cuarenta y tres	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
49 cuarenta y nueve	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
50 cincuenta	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

51 cincuenta y uno	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
55 cincuenta y cinco	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
60 sesenta	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
62 sesenta y dos	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
66 sesenta y seis	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
70 setenta	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
73 setenta y tres	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

77 setenta y siete	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
80 ochenta	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
84 ochenta y cuatro	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
88 ochenta y ocho	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
90 noventa	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
99 noventa y nueve	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
100 cien	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

Using definite and indefinite articles

Definite articles:

	masculino	femenino
singular	el	la
plural	los	las

Indefinite articles:

	masculino	femenino
singular	un	una
plural	unos	unas

Nouns and Articles

Nouns

Nouns identify people, animals, places, and things. In Spanish, all nouns have gender (masculine or feminine), and number (singular or plural).

Nouns referring to people who are males or females are easy to categorize by gender:

Masculine	English	Feminine	English
el hombre	*man*	la mujer	*woman*
el chico	*boy*	la chica	*girl*
el muchacho	*boy*	la muchacha	*girl*
el profesor	*professor*	la profesora	*professor*
el señor	*Mr.; sir*	la señora	*Mrs.; Madam*

Some nouns referring to people have identical masculine and feminine forms. The article indicates the gender of these words:

Masculine	English	Feminine	English
el joven	*young man*	la joven	*young woman*
el estudiante	*student (male)*	la estudiante	*student (female)*
el turista	*tourist (male)*	la turista	*tourist (female)*

Some nouns referring to animals by default will use either the masculine or feminine definite article ("el" or "la"). In this case, to specify whether we are referring to a male or female "animal", we need to use the words "macho" (male), and "hembra" (female):

Default	English	Default	English
el chimpancé	*chimpanzee*	la abeja	*bee*
el canguro	*kangaroo*	la araña	*spider*
el gusano	*worm*	la ardilla	*squirrel*
el gorila	*gorilla*	la ballena	*whale*
el pez	*fish*	la mariposa	*butterfly*
el rinoceronte	*rhinoceros*	la serpiente	*serpent*
el sapo	*toad*	la jirafa	*giraffe*
el tiburón	*shark*	la rana	*frog*

Examples:
el canguro macho; el canguro hembra; los canguros machos; los canguros hembras
la ballena macho; la ballena hembra; las ballenas machos; las ballenas hembras

It is harder to understand nouns that refer to places and things. Here are some guidelines that may help, but they do not apply to all of the nouns; they all have exceptions. Because of this, it is best to always learn the noun with its corresponding article to remember whether it is masculine or feminine.

General guidelines for nouns referring to places and things

In the following list of examples, the endings of nouns are in **bold**.

1. Most nouns that end in **-o, -ma, -pa, -ta, -l, -n, -r** and **-s,** are masculine.
2. Most nouns that end in **-a, -ción, -sión, -dad, -tad, -sis**, **-itis,** and **-z** are feminine.
3. Nouns that end in **-e** can be either masculine or feminine.

Masculine	English	Feminine	English	Exceptions	English	Exceptions	English
el libro	*book*	la escuela	*school*	la mano	*hand*	el día	*day*
el problema	*problem*	la lección	*lesson*	la foto	*photo*	el alerta	*alert*
el mapa	*map*	la televisión	*television (station)*	la suma	*sum*	el camión	*truck*
el planeta	*planet*	la comunidad	*community*	la sopa	*soup*	el césped	*grass (lawn)*
el estante	*shelf*	la clase	*class*	la chaqueta	*jacket*	la análisis	*analysis*
el papel	*paper*	la libertad	*liberty*	la miel	*honey*	el lápiz	*pencil*
el examen	*exam*	la dosis	*dose*	la imagen	*image*	el arroz	*rice*
el color	*color*	la artritis	*arthritis*	la flor	*flower*		
el autobús	*bus*	la luz	*light*	la tos	*cough*		

Some nouns have a different meaning depending on whether they are masculine or feminine:

Masculine	English	Feminine	English
el capital	*capital (money)*	la capital	*capital (city)*
el cólera	*cholera*	la cólera	*anger*
el coma	*coma*	la coma	*comma*
el cometa	*comet*	la cometa	*kite*
el corte	*cut (fabric)*	la corte	*court (judicial; king's/queen's)*
el cura	*priest*	la cura	*cure*
el frente	*front*	la frente	*forehead*
el mañana	*tomorrow*	la mañana	*morning*
el orden	*order (arrangement)*	la orden	*order (command)*
el papa	*pope*	la papa	*potato*
el parte	*message, report*	la parte	*part, portion*
el pendiente	*earring; errand*	la pendiente	*hill or slope*
el pez	*fish*	la pez	*tar*
el radio	*radius, radium*	la radio	*radio (some say 'el radio')*

Articles

As mentioned above, it is best to learn the nouns with its corresponding article. There are four forms that are equivalent to the English definite article "the". The same goes for the indefinite article: a, an, or some.

Definite Articles: Indefinite Articles:

Number	Masculine	Feminine	Number	Masculine	Feminine
singular	**el** papel	**la** clase	**singular**	**un** papel	**una** clase
plural	**los** papeles	**las** clases	**plural**	**unos** papeles	**unas** clases

Plural of Nouns

To form the plural of a noun that ends in a vowel by simply adding "-s".

For nouns ending in a consonant, add "-es". If the consonant is the letter "z", change the "z" to "c" before adding "-es".

Singular	→	Plural
la clase	→	las clases
el papel	→	los papeles
la luz	→	las luces

In general, the accent mark of a singular noun must be also used when forming into a plural noun unless the accent mark is on the last syllable of the singular noun.

Singular	→	Plural
el lápiz	→	los lápices
el autobús	→	los autobuses
la lección	→	las lecciones

The masculine plural form is also used when the group is a mixed-gender group (there is a masculine noun):

1 muchacho + 2 muchachas = 3 muchachos *OR* los muchachos

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2: CAPÍTULO 2

Learning Objectives

- Use vocabulary related to days of the week and months of the year
- Learn how to express age, time, and birthday
- Introduce numbers 100+
- Use vocabulary on descriptive adjectives (physical and personality)
- Learn vocabulary related to countries and nationalities
- Learn the subject pronouns
- Use the verb "ser" and the expression "ser + de"
- Use the verb "estar" and "estar + preposición" to express location
- Use possessive adjectives
- Learn some interesting facts about Bolivia

2.1: Introducción musical- ¿Eres estudiante? ¿Dónde está tu universidad?

2.2: Vocabulario- Los días, los meses y las expresiones de tiempo

2.3: Vocabulario- Los adjetivos descriptivos (físico y personalidad)

2.4: Vocabulario- Los países y las nacionalidades

2.5: Vocabulario- Los números 101+

2.6: Gramática- Los pronombres de sujeto

2.7: Gramática- El verbo ser y Ser + de

2.8: Gramática- La concordancia de adjetivos

2.9: Gramática- Los posesivos

2.10: Gramática- La fecha y ¿Cuándo es tu cumpleaños?

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

2.12: Lectura- Nos presentamos

2.13: Lectura- Los aimaras

2.14: Cultura- Bolivia

2.15: Video- ¿Cuántos años tienes? ¿Cuál es la fecha?

2.16: Video- ¿Cómo eres? ¿Cómo es tu amigo?

2.17: Video- ¿Cómo eres en casa, en el trabajo, y con los amigos?

2.18: Actividad escrita- Una carta a Manuel

2.19: Discusión oral- Fechas

2.20: Actividad colaborativa- El zodíaco chino

2.21: Sinopsis- ¿Eres estudiante?

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2.1: Introducción musical- ¿Eres estudiante? ¿Dónde está tu universidad?

El verbo ser

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

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

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

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

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Julieta Venegas — **Eres para mí**

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

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

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Los colores

In this chapter, we’ll learn how to describe things with adjectives, starting with the adjectives of color. Which colors are these songs about?

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

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J. Balvin – **Blanco**

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

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Shakira – **Amarillo**

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El verbo estar

In this module, we will also learn another word for "to be": *estar*. **We'll use *estar* to talk about being in a location and to describe emotions.**

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

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

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Shakira – **Estoy Aquí**

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

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Shakira – **¿Dónde están los ladrones?**

YouTube Video

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

YouTube Video

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2.2: Vocabulario- Los días, los meses y las expresiones de tiempo

Objetivos

Identify months of the year, days of the week, and expressions of time

Días y meses

Los días de la semana *(Days of the* week):

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2. martes

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3. miércoles

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4. jueves

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5. viernes

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6. sábado

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7. domingo

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Los meses del año (*Months of the year*)

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1. enero

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2. febrero

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3. marzo

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4. abril

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5. mayo

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6. junio

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7. julio

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8. agosto

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9. septiembre

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10. octubre

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11. noviembre

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12. diciembre

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Months are usually not capitalized in Spanish unless they begin a sentence.

Days of the week are not capitalized in Spanish either.

Expresiones de tiempo (*Expressions of time*)

hoy (*today*)

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

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Hoy es ... (*Today is...*)

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ayer (*yesterday*)

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anteayer (*the day before yesterday*)

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mañana (*tomorrow*)

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pasado mañana (*the day after tomorrow*)

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en tres días (*in three days*)

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que viene (*next, coming*)

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el lunes que viene (*next Monday*)

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siempre (*always*)

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

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A. Los meses del año

Actividad 2.2.A

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B. Los días de la independencia

Use the following table of independence days to complete the questions below.

¡OJO! In Spanish, dates are written with the day before the month, DD/MM, the opposite of English.

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 **3/11**	

In the blanks below, please write out the month in Spanish. Example: 16/9 = septiembre

Actividad 2.2.B

C. Los días de la semana

Actividad 2.2.C

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Text Only

A. Los meses del año

1. ¿Qué mes es el más corto (*shortest*)? El mes más corto es _____
2. ¿Qué mes tiene el día más largo (*longest*)? (solsticio de verano) El día más largo es en el mes de _____
3. ¿Qué mes tiene el día más corto? (solsticio de invierno) El día más corto es en el mes de _____
4. ¿En qué mes se celebra (*is celebrated*) Halloween? Halloween se celebra en _____
5. ¿En qué mes se celebra el Año Nuevo? El Año Nuevo se celebra en _____

B. Los días de la independencia

Use the following table of independence days to complete the questions below.

¡OJO! In Spanish, dates are written with the day before the month, DD/MM, the opposite of English.

Día(s) de la independencia (DD/MM)		
 Argentina **9/7**	 El Salvador **15/9**	 Paraguay **14/5** y **15/5**
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 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 y 24/5**	 Nicaragua **15/9**	 Venezuela **5/7**
 Ecuador **10/8**	 Panamá **3/11**	

1. ¿En qué mes es el día de la independencia de la República Dominicana? En _____.
2. ¿En qué mes es el día de la independencia de Costa Rica, El Salvador, Guatemala, Honduras, México, y Nicaragua? En _____.
3. ¿En qué mes es el día de la independencia de Panamá? En _____.
4. ¿En qué mes es el día de la independencia de Paraguay? En _____.
5. ¿En qué mes es el día de la independencia de Argentina, Perú y Venezuela? En _____.
6. ¿En qué mes es el día de la independencia de Bolivia y Uruguay? En _____.
7. ¿En qué meses son los días de la independencia de Colombia? En _____ y _____.
8. ¿En qué meses son los días de la independencia de Ecuador? En _____ y _____.

C. Los días de la semana

1. Si hoy es jueves, ¿qué día es mañana?
   - Mañana es martes
   - Mañana es sábado
   - Mañana es miércoles
   - Mañana es viernes
2. Si hoy es lunes, ¿qué día es pasado mañana?
   - Pasado mañana es jueves
   - Pasado mañana es martes
   - Pasado mañana es domingo
   - Pasado mañana es miércoles
3. Si hoy es domingo, ¿qué día es mañana?
   - Mañana es viernes
   - Mañana es lunes
   - Mañana es jueves
   - Mañana es sábado
4. Si hoy es viernes, ¿qué día es pasado mañana?
   - Pasado mañana es lunes
   - Pasado mañana es domingo
   - Pasado mañana es miércoles
   - Pasado mañana es jueves
5. Si hoy es domingo, ¿qué día es pasado mañana?
   - Pasado mañana es martes
   - Pasado mañana es viernes
   - Pasado mañana es sábado

    - Pasado mañana es domingo
6. Si pasado mañana es viernes, ¿qué día es hoy?
    - Hoy es sábado
    - Hoy es viernes
    - Hoy es lunes
    - Hoy es miércoles
7. Si mañana es domingo, ¿qué día es hoy?
    - Hoy es miércoles
    - Hoy es viernes
    - Hoy es martes
    - Hoy es sábado
8. Si pasado mañana es sábado, ¿qué día es hoy?
    - Hoy es domingo
    - Hoy es lunes
    - Hoy es miércoles
    - Hoy es jueves

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2.3: Vocabulario- Los adjetivos descriptivos (físico y personalidad)

Objetivos

- Recognize adjectives describing physical and personality traits

Vocabulario: Adjetivos descriptivos

El aspecto físico



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alto/a



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bajo/a



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bonito/a



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guapo/a



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feo/a



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delgado/a



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gordo/a



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grande



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pequeño/a



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joven



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viejo/a



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moreno/a (*dark-haired)*



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pelirrojo/a (*red-haired*)



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rubio (*blond-haired*)

La personalidad



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aburrido/a
[*boring* (with s*er)]*



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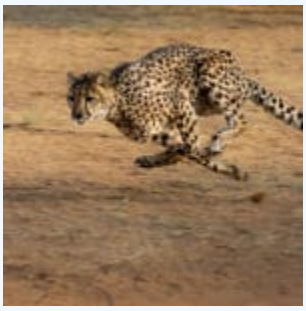
amable



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antipático/a



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atlético/a



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bueno/a



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cariñoso/a



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cómico/a



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egoísta



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famoso/a



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generoso/a



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honesto/a (*honest*)



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impaciente



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or scan the QR code to access it online.

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inteligente



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interesante



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malo/a



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paciente



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perezoso/a



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pobre (poor)



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rico/a



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serio/a



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simpático/a (*nice*)



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sociable



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tímido/a



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tonto/a



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trabajador/a

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El aspecto físico (*physical aspect*)

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

La personalidad (*personality*)

- aburrido/a (*boring* [w. ser])
- amable (*nice, amiable*)
- antipático/a (*unfriendly*)
- atlético/a (*athletic*)
- bueno/a (*good*)
- cariñoso/a (*caring*)
- cómico/a (*funny*)
- egoísta (*selfish*)
- famoso/a (*famous*)
- generoso/a (*generous*)
- honesto/a (*honest*)
- impaciente (*impatient*)
- inteligente (*intelligent*)
- interesante (*interesting*)
- malo/a (*bad*)

- paciente (*patient*)
- perezoso/a (*lazy*)
- pobre (*poor*)
- rico/a (*rich*)
- serio/a (*serious*)
- simpático/a (*nice*)
- sociable (*sociable*)
- tímido/a (*timid*)
- tonto/a (*foolish, silly*)
- trabajador/a (*hard-working*)

A Practicar

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2.4: Vocabulario- Los países y las nacionalidades

Objetivos

- Recognize adjectives of nationality used to describe people
- Use the expression "ser + de" to find out where someone is from

Los países y las nacionalidades

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

- Soy de Panamá. (*I am from Panama.*)
- Soy panameña. (*I am Panamanian.*)
- Mis padres son de Colombia. (*My parents are from Colombia.*)
- Son colombianos. (*They are Colombian.*)

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

The following is a list of countries and corresponding nationalities. **Bolded are all the Spanish speaking countries.** You'll have a chance to practice below.

América

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

Europa

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

África

Angola, angolana/o
Argelia, argelina/o
Benin, beninés(a)
Botswana, botsuana/o
Cabo Verde, caboverdiana/o
Camerún, camerunés(a)
Congo, congoleña/o
Costa de Marfil, marfileña/o
Egipto, egipcia/o
Eritrea, eritrea/o
Etiopía, etíope
Ghana, ghanés(a)
Guinea Ecuatorial, equatoguineana/o
Kenia, keniata
Lesoto, lesotense
Marruecos, marroquí
Nigeria, nigeriana/o

República Centroafricana, centroafricana/o
Senegal, senegalés(a)
Sierra Leona, sierraleonés(a)
Somalia, somalí
Sudáfrica, sudafricana/o
Túnez, tunecina/o
Zimbabue, zimbabuense

Asia

Afganistán, afgana/o
Arabia Saudita, saudí
Armenia, armenia/o
Baréin, bareiní
Camboya, camboyana/o
Catar, catarí
China, chino/a
Corea, coreana/o
Emiratos Árabes Unidos, emiratí
Filipinas, filipina/o
India, hindú
Indonesia – indonesia/o
Irak / Iraq, irakí / iraquí
Irán, iraní
Japón, japonés(a)
Líbano, libanés(a)
Malasia, malaya/o
Omán, omaní
Paquistán / Pakistán, paquistaní / pakistaní
Singapur, singapurense
Sri Lanka, srilanqués(a) / ceilanés(a)
Tailandia, tailandés(a)
Taiwán, taiwanés(a)
Uzbekistán, uzbeka/o
Vietnam, vietnamita
Yemen, yemení

Oceanía

Australia, australiana/o
Nueva Zelanda, neozelandés(a)

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Los países y las nacionalidades

¿De dónde son estos fanáticos del fútbol?

1.  Él es de Argentina. Él es _____ .
2.  Ella es de Chile. Ella es _____.
3.  Ellos son de Colombia. Ellos son _____.

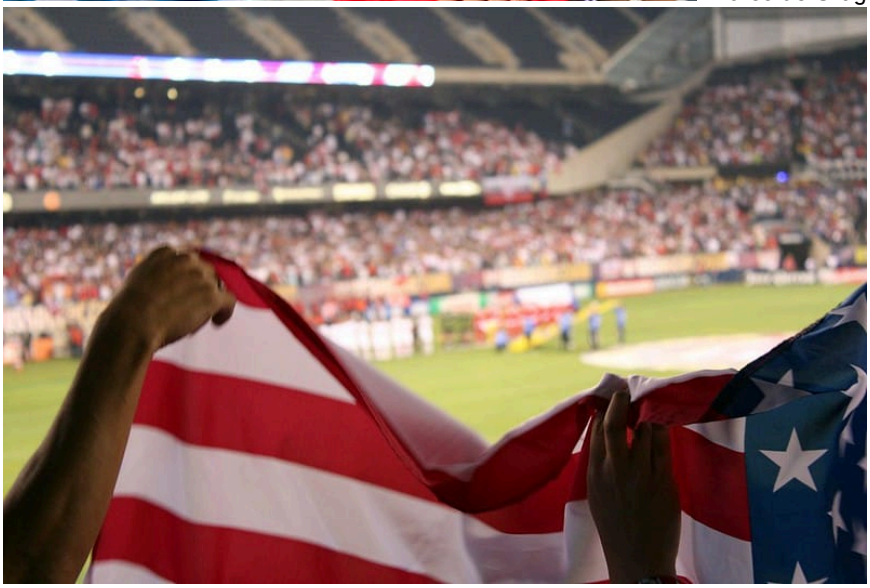
4. 

Él es de Costa Rica. Él es _____.

5. 

Ellas son de Ecuador. Ellas son _____.

6. 
Ellos son de México. Ellos son _____.

7.  Ellos son de España. Ellos son _____.
8.  Ella es de Uruguay. Ella es _____.
9.  Ellos son de los Estados Unidos. Ellos son _____.

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2.5: Vocabulario- Los números 101+

Objetivos

- Recognize numbers past 100

Vocabulario: Los números 101-1000+










We've already learned to count to 100:
...

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98 noventa y ocho

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99 noventa y nueve

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100 cien

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101 ciento uno

Note how the pattern changes slightly: we're not using ***y*** anymore.

That's just to separate the tens place from the ones place.

So "one hundred one," **not** "one hundred ***and*** one."

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102 ciento dos

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110 ciento diez

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120 ciento veinte

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134 ciento treinta y cuatro **(the *y* is separating the tens place from the ones place)**

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200 doscientos

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300 trescientos

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400 cuatrocientos

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500 quinientos

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600 seiscientos

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700 setecientos

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800 ochocientos

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900 novecientos

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1000 mil **(Note: Not “un mil,” just “mil“)**

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1500 mil quinientos

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2000 dos mil

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4000 cuatro mil

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100.000 cien mil

1.000.000 un millón
11.000.000 once millones

Note: you must use *mil* to talk about years (this is different from the English way of splitting years into two-digit clusters)

- (in)

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  1950 = (en) mil novecientos cincuenta
- (in)

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  1821 = (en) mil ochocientos veintiuno
- 2026 = dos mil veintiséis

Note: Most Spanish-speaking countries use a comma to mark the decimal point, and a period or dot to mark the thousands position in long numbers. This is beginning to change somewhat as the English way of punctuating numbers is spreading via the Internet. So you'll need to be careful not to mistake decimals for thousands!

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$123.456,78 = ciento veintitrés mil cuatrocientos cincuenta y seis dólares con setenta y ocho centavos

A Practicar

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2.6: Gramática- Los pronombres de sujeto

Objetivos

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

Ser, o no ser, es la cuestión! As this famous line shows, “to be” might be the most important verb out there, which is why it’s the first verb we’ll cover. **The phrase “to be” is in the infinitive, the basic or uninflected form of a verb.** In English the infinitive is a phrase that includes “to”: “to speak,” “to write,” “to live,” “to be.” A Spanish infinitive is only one word, and it ends in -ar, or -er, or -ir.

When you use verbs in both languages, you will use **the form that matches the subject**. This i**s called conjugating a verb**. In English, many of the verb conjugations do not change when different subjects are used. For example, “to write”: “I write, you write, they write, we write.” However: “she writes.” **In Spanish, the conjugation is more elaborate, with six different verb endings to choose from depending on who is doing the action.** The Spanish ser, like the English “to be,” is irregular. This means that the conjugation doesn’t follow the typical pattern. “I am, you are, he is; soy, eres, es“.

With irregular verbs, you just have to memorize all the forms. In order to understand verb conjugation in Spanish, you’ll also have to learn the subject pronouns. **The subject of a sentence is the person, place, or thing performing the action of the sentence.** Subject pronouns are words that can be used as the subject of a sentence rather than repeating the noun or name. In the following section, we’ll work on subject pronouns and the verb *ser*.



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

La fecha: Hoy **es** el 11 de febrero.

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

Preguntas de análisis:

Actividad 2.6.A

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Preguntas de análisis:

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

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

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

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

Objetivos

- Change personal nouns into subject pronouns



Pronombres de sujeto

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

In Spanish, the singular subjects are:

yo Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*I*
tú Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*you (informal)*
usted Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*you (formal)*

él Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*he*
ella Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*she*

The plural subjects are:

nosotros Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **/ nosotras *** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*we*

vosotros Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **/ vosotras **** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*you (informal in Spain)*
ellos Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **/ ellas** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*they*

ustedes Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*you (formal in Spain; formal and informal elsewhere)*

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

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

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

More detailed explanation of the subject pronouns in Spanish

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

First Person

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

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

Second Person

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

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

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

The familiar or informal forms *tú* (singular) and *vosotros/as* (plural) are used with anyone that you are on close terms with, for example your family, friends, children, pets, or anyone that you would feel comfortable in calling by their first name only. The

vosotros/as form is utilized strictly in Spain and is not used in Latin America; in its place the Latin Americans use the *ustedes* form. *Vosotros* like “nosotros” also has to agree in gender based on the composition of the group.

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

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

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

Third Person

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

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

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2.7: Gramática- El verbo ser y Ser + de

Objetivos

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

El verbo *ser*



aumento = increase; las aulas: classrooms

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

Examples of conjugating with singular subjects:

- Yo **soy** (*I am*)

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- Tú **eres** (*You are*)

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- él **es**

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- / ella **es**

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- / usted **es**

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

Examples of conjugating with plural subjects:

- nosotros **somos** (*We are*)

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- vosotros **sois*** (*You are*)

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- ellos **son**

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- / ellas **son**

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- / ustedes **son**

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

SER (*to be*)	
singular	**plural**
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tú eres Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	vosotros sois* Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

él es

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ellos son

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/ ustedes son

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



lo que = what/ that which;

ver (tú ves) = to watch, see

Using *ser*

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

- to identify someone/something
  - Yo **soy** Manuel.

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  - **Es** mi cuaderno.

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- to ask or say where someone is from (origin)
  - A: ¿De dónde **son** ustedes?

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  - B: Nosotros **somos** de los Estados Unidos.

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- To ask and say your profession

- A: ¿**Eres** profesor?

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- B: No, yo **soy** estudiante.

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- To describe something or someone.

  El cuaderno **es** rojo.

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- La profesora **es** inteligente.

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- To ask and answer about dates.
  - ¿Cuándo es tu cumpleaños?
  - Es el primero de marzo.

Possession with *ser*

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

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

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2.8: Gramática- La concordancia de adjetivos

Objetivos

- Recognize the correct position, gender and number of adjectives



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

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

Preguntas de análisis:

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

Preguntas de análisis:

1. Underline all of the adjectives in the text.

2. What verb do we use with these adjectives? Where do we put the adjective in the sentence?

3. What are the two things that change when adding an adjective? (Hint: Look at the ending)

Objetivos

- Recognize the correct position, gender and number of adjectives

Concordancia de adjetivos (*Adjective agreement*)

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

- el hombre (the man)

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- los hombres (the men)

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- la niña (the girl)

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- unas niñas (some girls)

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

Four-form adjectives

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

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

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

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

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

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

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

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

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

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Two-form adjectives

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

- el documento importante (the important document)

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- la clase importante (the important class)

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- los documentos importantes (the important documents)

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- las clases importantes (the important classes)

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

- Roberto es optim**ista** y Carmela es optim**ista** también. (*Roberto is optimistic and Carmela is optimistic also.*)
- Ellos son real**istas** y ellas son real**istas** también. (*They* (masculine) *are realistic and they* (feminine) *are realistic also.*)

Pluralization of adjectives

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



- el marcador verde (the green marker)

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- los marcadores verdes (the green markers)

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- la bandera blanca (the white flag)

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- las banderas blancas (the white flags)
- la luz débil (the weak light)

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- las luces débiles (the weak lights)

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Position of adjectives

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

- Mi mamá cocina comida rica. (My mom cooks delicious food.)

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- Los médicos son inteligentes. (The doctors are intelligent.)

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Indefinite adjectives, such as *mucho* (a lot, many)

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, *alguno* (some)

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, *ningun* (any)

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, *cada* (every)

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and numbers, both cardinal and ordinal, precede the noun.

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

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

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

- Alto (top or high / tall)

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  : Pagamos un alto precio (We pay a high price)

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. Es un hombre alto (He is a tall man)

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.

- Único (only / unique): Compramos la única marca (We buy the only brand)

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. Tengo una mochila única (I have a unique backpack)

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

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

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

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

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

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2.9: Gramática- Los posesivos

Los posesivos

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

Objetivos

- Recognize possession indicated by possessive adjectives

Mi familia inmediata

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

Juanita Sánchez
8.4.2019

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

Preguntas de análisis:

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Juanita Sánchez
8.4.2019

Primero, tengo una familia muy grande. En **mi** casa, yo vivo con **mis** padres, **mis** hermanos y **mi** abuela. No parece tan grande, pero tengo cinco hermanos. Todos **mis** hermanos son mayores, y yo soy la hermana menor. **Mi** hermano mayor se llama Juan y **su** esposa vive en la casa también. Además, ellos tienen dos hijos, **mis** sobrinos. **Sus** hijos se llaman Pablo y Juan. Además, **mi** familia tiene dos mascotas: **nuestro**

perro, que se llama Ricky y **nuestra** tortuga, que se llama Margarita. Entre todas las personas en mi familia, **mi** persona favorita es **mi** abuela. Ella cocina para todos y **su** comida es deliciosa. Aunque **mi** abuela es **mi** persona favorita, **mi** familia es muy importante en **mi** vida. ¿Tienes una persona favorita en **tu** familia?

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

Objetivos

- Recognize possession indicated by possessive adjectives

Posesión con ser + de

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

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El libro es de María. (*The book is María's. / The book belongs to María.*)



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El libro de María explica la gramática. (*María's book explains grammar.*)

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  Las mochilas son de los muchachos. (*The backpacks are the boys' ./ The backpacks belong to the boys.)*

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  La casa es del Sr. Rodríguez. (*The house is Mr. Rodríguez's. / The house belongs to Mr. Rodríguez.*)

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

Los adjetivos posesivos

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

singular possessor	**plural possessor**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online mi *(my)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nuestro *(our)*

Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tu *(your)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vuestro *(your)*
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online su *(his, her, your)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online su *(their, your)*

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

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

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

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

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mi libro *(my book)*

- Audio

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mis libro**s** *(my book**s**)*

- Audio

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mi familia *(my family)*

- Audio

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mis familia**s** *(my families)*

- Audio

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nuestro libr**o** (*our book)*

- Audio

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nuestros libr**os** (*our book**s**)*

- Audio

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nuestra famili**a** (*our family)*

- Audio

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nuestras famili**as** (*our familie**s**)*

- Audio

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tu libro *(your book)*

- Audio

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tus libro**s***(your book**s**)*

- Audio

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tu casa *(your house)*

- Audio

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tus casa**s** *(your house**s**)*

- Audio

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vuestro libr**o** (*your book)*

- Audio

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vuestros libr**os** (*your book**s**)*

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vuestra cas**a** (*your house)*

- Audio

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vuestras cas**as** (*your house**s**)*

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  su libro *(his book, her book,* or *your book)*

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  sus libro**s** *(his book**s**, her book**s**,* or *your book**s**)*

- Audio

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  su casa *(his house, her house,* or *your house)*

- Audio

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  sus casa**s** *(his house**s**, her house**s**,* or *your house**s**)*

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  su libro *(their book* or *your book)*

- Audio

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  sus libro**s** *(their book**s** or your book**s**)*

- Audio

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  View this Audio online

  su casa *(their house or your house)*

- Audio

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  sus casa**s** *(their house**s** or your house**s**)*

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

A Practicar

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2.10: Gramática- La fecha y ¿Cuándo es tu cumpleaños?

¿Cuál es la fecha? What is the date?*



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

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



Two students in Spanish 1 are practicing a basic conversation of introduction. Read the conversation with a partner.

Sam:	Hola, me llamo Sam. ¿Cómo te llamas?
David:	¡Hola Sam! Me llamo David. ¿Cómo estás hoy?
Sam:	Muy bien, ¿y tú?

David:	Bien también. Pero (but), ¿qué día es hoy?
Sam:	Hoy es lunes, ¿no?
David:	Sí, es lunes. No hay un examen en historia hoy.
Sam:	¿Cuándo es el examen?
David:	El examen es el catorce de febrero.
Sam:	Pero... hoy es el catorce de febrero, lunes.
David:	Uh-oh, necesito estudiar. ¡Adiós, Sam!
Sam:	¡Chao, David!

Objetivos

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

La fecha

The verb *ser* is used to give dates:

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

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

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

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

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

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

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More about using dates in Spanish:

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

- Es el 4 de julio **de** 1776.

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

You may also spell out numbers when writing dates:

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

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

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

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

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

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

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

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

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

Cuándo

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

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

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

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

Objetivos

- Tell the date
- Understand spoken dates

A. La fecha

Actividad \(\PageIndex{A}\)

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B. La fecha

Actividad \(\PageIndex{B}\)

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C. La fecha

Actividad \(\PageIndex{C}\)

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D. Escuchar: La fecha

Actividad \(\PageIndex{D}\)

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Text Only

Tell the date

1. 

    - Es el veintidós de marzo.
    - Es el veintidós de abril.
    - Es el veintidós de mayo.
    - Es el doce de mayo.
2. 

    - Es el veintitrés de abril.
    - Es el trece de marzo.
    - Es el trece de abril.
    - Es el tres de abril.

3. 

   - Es el veintisiete de junio.
   - Es el veintisiete de mayo.
   - Es el diecisiete de mayo.
   - Es el veintiséis de mayo
4. 

   - Es el primero de agosto.
   - Es el uno de julio.
   - Es el primero de junio.
   - Es el primero de mayo.

5. 

   - Es el cinco de julio.
   - Es el quince de julio.
   - Es el quince de junio.
   - Es el quince de agosto.
6. 

   - Es el treinta de agosto.
   - Es agosto treinta.
   - Es el treinta de julio.
   - Es el treinta de septiembre.
7. 

   - Es el doce de enero.
   - Es el doce de octubre.
   - Es el doce de septiembre.
   - Es el doce de noviembre.

8. 

   - Es el tres de enero.
   - Es el trece de marzo.
   - Es el trece de junio.
   - Es el trece de enero.
9. 

Hoy es el diecisiete de _____.
   - junio
   - enero
   - julio
   - mayo

10. 

Hoy es ____ veinticuatro de diciembre.
    - la
    - el
    - los
    - las

11. 

Hoy es el ____ de noviembre.
    - veintisiete
    - veintiséis
    - diecisiete
    - dieciséis

12. 

Hoy es el cinco ____ noviembre.
    - de
    - y
    - en
    - por

13. 

Es el nueve de ____.
    - septiembre
    - noviembre
    - diciembre
    - octubre

14. 

Es el ____ de octubre.
    - treinta
    - dos
    - diez
    - veinte

15. 

Es el ocho de ____.
    - enero
    - octubre
    - diciembre
    - febrero

16. 

Es el ____ de enero.
    - tres y uno
    - treinta y uno
    - último
    - treintiuno

Tell the date

1. 

Es el catorce de _____.

2. 

Hoy es el veintitrés _____ septiembre.

3. 

Es el _____ de agosto.

4. 

Hoy es _____ veintinueve de julio.

5. 

Es el dieciocho de _____.

6. 

Es el _____ de marzo.

7. 

Hoy es el veinticinco de _____.

8. 

Hoy es el cuatro de _____.

Understand spoken dates

1. Which date is the speaker talking about?









2. Which date is the speaker talking about?









3. Which date is the speaker talking about?









4. Which date is the speaker talking about?









5. Which date is the speaker talking about?









6. Which date is the speaker talking about?









7. Which date is the speaker talking about?









8. Which date is the speaker talking about?









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

Objetivos

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

Estar

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

ESTAR *(to be)*		
	singular	**plural**
1ª persona	yo **estoy**	nosotros **estamos**
2ª persona	tú **estás**	vosotros **estáis**
3ª persona	él ella usted **está**	ellos ellas ustedes **están**

Notice that ***estar*** has an **irregular *yo* form** along with accented endings in all but the *nosotros* form.

Estar y la localización

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

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a la derecha de (*to the right of*)

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a la izquierda de (*to the left of*)

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al lado de (*beside, next to*)

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alrededor de (*around*)

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cerca de (*close to*)

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con (*with*)

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debajo de (*under*)

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dentro de (*inside*)

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detrás de (*behind*)

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en (*on, in, at*)

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encima de (*on, above*)

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enfrente de (*in front of*)

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entre (*between*)

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fuera de (*outside*)

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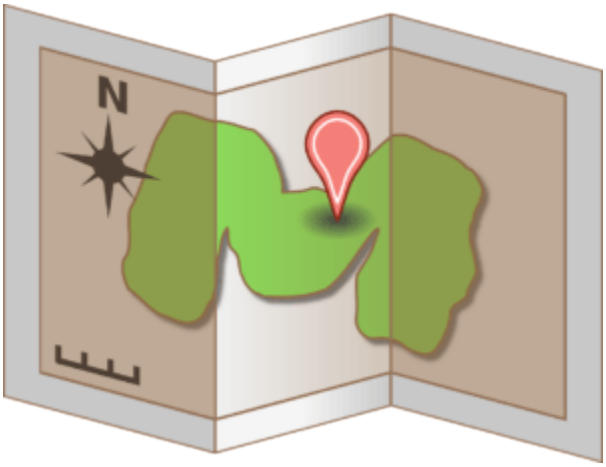
lejos de (*far from*)

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sin (*without*)



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Alegría está en su dormitorio. *(Alegría is in her bedroom.)*

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¿Dónde está tu restaurante favorito? *(Where is your favorite restaurant?)*

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Los padres de Benjamín están de vacaciones en Cancún. *(Ben's parents are in Cancún on vacation.)*

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Ay de mí, ¿dónde están mis llaves? *(Good grief, where are my keys?)*

Audio

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La cafetería está enfrente de la librería. *(The cafeteria is in front of the bookstore.)*

Audio

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No estoy en clase ahora porque estoy enfermo. *(I'm not in class right now because I'm sick.)*

Audio

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Nosotros estamos cerca del museo pero no podemos encontrarlo. *(We're close to the museum, but we can't find it.)*

¿Dónde?

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

- ¿**De dónde** eres? (*Where are you from?*)
- Soy de Irvine, California. (*I am from Irvine, California.*)
- Ah, y ¿**dónde está** Irvine? (*Ah, and where is Irvine?*)
- Irvine está en el Condado de Naranja; está cerca de Disneylandia. (*Irvine is in Orange County; it close to Disneyland.*)

A Practicar

Interactive Content

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2.12: Lectura- Nos presentamos

Nos presentamos: ¡Hola! ¿Cómo te llamas y de dónde eres?



Yo soy estudi
español; me
Erika y soy
asistente
profesora
clase. Mis p
son de Gal
España



En el programa de

1. Tania es de Mé
2. Samuel es de l
3. Julissa es de E
4. Nani y Aida so
5. Victoria es de
6. Yeimi es de Gu

En la universidad

7. Pathy es admin
8. Ana Laura es p
9. Daniel es un pr
10. Ana es de Bra
11. Sara es profes
mexicano y ella h

A. Comprehension exercise

Actividad 2.12.A

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Text only

Cierto – Falso | Hay dos profesoras de los Estados Unidos.

Cierto – Falso | Hay tres asistentes de la profesora y son de España.

Cierto – Falso | Hay dos profesoras de Venezuela.

Cierto – Falso | Hay estudiantes de Bolivia.

Cierto – Falso | Hay una estudiante de dos países, Chile y Paraguay.

B. Interactive activity

Converse with a partner; answer in complete sentences.

1. ¿Cómo te llamas?
2. ¿De dónde eres?
3. ¿De dónde es tu profesor(a) de español?
4. ¿Hay estudiantes latinos en tu clase?
5. ¿De dónde son los estudiantes latinos en tu clase?
6. En el mapa, ¿hay una estudiante de Guatemala? sí/no, ¿cómo se escribe su nombre?
7. No hay estudiantes latinos de _____, _____ y _____.
8. No hablan (*they don't speak*) español en _____.

C. Analysis activity – On the map

Using the lists and maps above, locate the countries where there are no (*no hay*) estudiantes o profesores who come from those places. Look up the names of the countries if you don't know them!



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2.13: Lectura- Los aimaras



Hay más de quinientos grupos indígenas en América Latina, cada *(each)* uno con su propia *(his own)* historia y cultura, y muchos todavía *(still)* hablan las lenguas de sus antepasados *(ancestors)* precolombinos. Un grupo muy reconocido *(well known)* es el Aimara. Los aimaras habitan una gran parte de la región andina, que incluye partes de Bolivia, Perú, y Chile. Su lengua es aimara, pero los aimaras que conviven *(live together)* con poblaciones *(population)* no muy indígenas también hablan español. Ellos se conocen *(are known)* por sus rituales tradicionales, el uso de la medicina natural en que se emplea *(employs)* el uso de hierbas *(herbs)* y chamanes, y por su textilería. Su ropa suele ser (usually is) de colores brillantes, de tejidos *(fabric)* de las lanas *(wool)* de alpaca.





Preguntas de comprensión:

1. ¿Cuántos (How many) grupos de indígenas hay en América Latina?

2. ¿Dónde habitan los aimaras?

3. ¿Cómo se llama el idioma de los indígenas aimara?

4. Los aimaras son famosos por _____, _____ y _____.

5. ¿Cuál animal usan los aimaras para su tetilería?

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2.14: Cultura- Bolivia

Bolivia

Mapa

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El Salar de Uyuni

YouTube Video

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Figure 2.14.3.8.0: Fui a comprobar si este mágico lugar existe. (Luisito Comunica via YouTube)

Preguntas de comprensión

Query

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2.15: Video- ¿Cuántos años tienes? ¿Cuál es la fecha?

¿Cuántos años tienes?

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¿Cuál es la fecha?

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Ahora tú

Write out all the numbers and months that you will need to talk about your life and those of your friends and family.

Ahora tú!

Resumen: Edad, teléfono y fecha (write out the numbers)

1. ¿Cuántos años tienes? Tengo _____ años.
2. ¿Cuál es tu número de teléfono? Es _____.
3. ¿Cuándo es tu cumpleaños? (birthday) Es el _____ de _____.
4. ¿Cuál es la fecha de hoy? (today's date) Es el _____ de _____.
5. ¿Cuándo es el cumpleaños de tu mejor amigo/a? Es el _____ de

¿Puedes hacerlo?

- I can ask for and exchange ages.
- I can provide a telephone number.
- I can say the date.

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2.16: Video- ¿Cómo eres? ¿Cómo es tu amigo?

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115 words to describe personality

¡Ahora tú! [*Now you!*]

¿Cómo eres y cómo es tu mejor amiga/o? Una lista de 5 características físicas y 5 de personalidad.

1. Físicamente soy _____
   _____
2. De personalidad soy _____
   _____
3. Mi mejor amigo/a es _____
   _____ y físicamente es
   _____

¿Puedes hacerlo?

- I can give a basic physical description and personality description of family, friends and other noteworthy people.

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2.17: Video- ¿Cómo eres en casa, en el trabajo, y con los amigos?

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Ahora tú

1. **¿Cómo es tu personalidad?** (adjective agreement at min. 1:09.)

En la casa soy _____

Con mis amigos soy _____

En el trabajo (o escuela) soy _____

2. **¿Cómo es la personalidad de tu mejor amiga/o?**

Con su familia mi mejor amiga/o es _____

Con sus amigos es _____

En el trabajo (o escuela) es _____

Make a list of the words you hear people use to describe Mexican women:

_____

Vocabulario - Personalidad/carácter (Personality/character)

soy...	***I am...***	activo/a	*active*
es ...	***He or she or Usted is...***	perezoso/a	*lazy*
Son...	***they/y'all are...***	estricto/a	*strict*
aburrido/a	*boring*	trabajador/a	*hard working*
agradable	*pleasant*	generoso/a	*generous*
amable	*friendly, kind*	egoista	*selfish*
atrevido/a	*daring, bold*	callado/a	*quiet*
celoso/a	*jealous*	tranquilo/a	*calm, tranquil*
curioso /a	*curious*	energético/a	*energetic*
honesto/a	*honest*	responsable	*responsible*
inteligente	*intelligent*	difícil	*difficult*
simpático/a	*nice, likeable*	cooperativo/a	*cooperative*
antipático/a	*unfriendly, unpleasant*	comprensivo/a	*understanding*
respetado/a	*respected*	relajado/a	*relaxed*
cómico/a	*funny*	sociable	*social*
serio/a	*serious*	cariñoso/a	*affectionate*

¿Puedes hacerlo?

- I can understand, ask for and exchange a brief description of personalities in our different daily roles at school, work, home, and with friends and family.

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2.18: Actividad escrita- Una carta a Manuel

Earlier in this chapter Manuel wrote you a letter introducing himself. Now you are going to write a paragraph-length (60 – 75 words) letter back to him.

Paso 1: Re-read the letter from Manuel:

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

As you are reading his letter, write down some notes:

- How does he introduce himself?
- What information does he include about himself?
- What type of questions did he ask you?
- What verb did he use to:
  - describe something/someone
  - identify someone/something
  - ask or say where someone is from
  - ask and say his or someone's profession

Paso 2: Write the letter. Be sure to include the date at the top of your letter (¿Qué día es hoy?). Write an introduction sentence similar to Manuel's (¿Cómo te llamas?). Develop information about yourself and your friends and classmates (¿De dónde eres? ¿Cómo eres tú? ¿Y tus amigos? etc.). Lastly, your conclusion sentences should have new questions for Manuel.

¡A editar!

1. Do you properly introduce yourself?
2. Did you use the correct form of the verb "ser" with its respective subjects?
3. Do your adjectives and articles coordinate with your nouns? (masculine and feminine)
4. Have you looked at combining short sentences together with "y" (*and*) or "pero" (*but*)?
5. Did you check your punctuation and accent marks?
6. Did you write a paragraph with 60-75 words?

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2.19: Discusión oral- Fechas

Purpose: You will practice your listening and speaking skills in Spanish by listening to a recording about important dates and responding to the questions in Spanish. You will get exposure to different months, days, and numbers, and you will share information about your own life and preferences with your classmates. You will also show your understanding of meaning by writing summaries of the information you learn about your classmates in English.

Task: This activity has four parts.

1. An initial listening activity
2. An audio recording based on the prompts in the listening portion
3. A written list of things summarizing your peers' responses in Spanish.
4. A "fact check" on the written summaries your peers made of your audio recording

Part 1. Listen to the following recording about important dates.

Part 2. Using a computer or a voice memo function on a smartphone, record your answers to the questions in Spanish, and post your responses in Spanish to the discussion board. Others will be able to hear your responses in Spanish, just as you can hear theirs.

Part 3. Listen to the responses of two peers in your class. Then, write a list in Spanish summarizing the information you gathered from your peers' recordings and post them under their original post.

Part 4. Read the summaries your peers share on your original post and fact check them before making a closing remark in Spanish. If they made an error, graciously correct the error and thank them for their time in listening to your post. If their summary is correct, let them know that and thank them for their time in listening to your post.

Criteria: The components of this activity add up to 100%.

Parts 1 & 2. 50% of the grade is earned in this portion of the activity. You will hear a Spanish instructor tell information about herself and her preferences. She will then ask you 5 questions in Spanish. Record 5 responses in Spanish to those questions in a single audio file (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Each response is worth 10%.

Part 3. 30% of the grade is earned in this portion of the activity. Choose two peers and listen to their responses. After listening to your peers' responses, you will write a list of things that they shared with you in Spanish as a comment under their original post. Each summary is worth 15% and should include information about all five questions they answered.

Part 4. 20% of the grade is earned in this portion of the activity. After you read the summaries your peers wrote about your Spanish recording, fact check them. In a written response in Spanish, let each peer know if their summary is correct, or if they misunderstood parts of your response (if so, graciously correct the errors). Thank them for their time in listening to your post. Each closing remark is worth 10% and must include a comment about their summary and a thank you.

Ejemplo:

Tabitha listens to the recording of the Spanish instructor. She then records her responses in Spanish to the 5 questions and uploads them to the discussion board. She has earned 50% of the points for this assignment.

She then finds two peers, Cari and Tim, and she listens to their responses to the original prompt. She takes notes, and writes a summary list in Spanish under each of their recordings. She has earned 30% of the points for this assignment.

To wrap up, Tabitha reads the summaries that two peers left for her. One of her peers understood everything perfectly, so she writes, "Gracias, Alan. Es correcto." The other peer misunderstood her birthday information. Tabitha writes, "Hola Cari. Mi cumpleaños es el cuatro de junio, no el cuatro de Julio. Muchas gracias." She has earned 20% of the points for this assignment for her closing remarks.

Script

There are two parts to this listening activity. First, I will tell you information about dates, months, and days that is true for me, and then I will ask you questions about the same information. I will repeat each segment.

Hoy es nueve de mayo. Mi cumpleaños es el dieciocho de octubre. El sábado es mi día favorito. El mes de junio es mi favorito. Prefiero el Día de Acción de Gracias en noviembre.

¿Cuál es la fecha de hoy? ¿Cuándo es tu cumpleaños? ¿Cuál es tu día favorito? ¿Cuál es tu mes favorito? ¿Prefieres el Día de Acción de Gracias en noviembre o el Día de la Independencia el cuatro de julio?

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2.20: Actividad colaborativa- El zodíaco chino

Purpose: You will meet with a classmate in person, over Zoom, or via a phone call to practice using information in Spanish with a partner about you and your loved ones' birth years to determine if there is any correlation between birth years and personalities. The collaboration part of this activity will take approximately 10 minutes, so plan accordingly. You will each have access to the same Chinese Zodiac chart, but you will be talking about different people in your lives and applying their information to the chart.

After you work with your partner through the questions, you will independently write a *Reportaje* (report) based on the activity you did with your partner.

Task: Download or print the following PDF. El zodíaco chino. Inside, you will find information about the Chinese Zodiac. Start off by reading the instructions and finding your birth year on the chart.

After you have glanced through the chart, you will take turns reading the six questions about yourself and your loved ones with your partner. Each partner should have the opportunity to ask and answer each of the six questions. Make sure you take notes on your partner's responses so you can use that information in your *Reportaje*.

After you complete the activity with your partner, you will write a report in Spanish '*Reportaje*' based on your interaction with your partner. Your report needs to answer the following questions in paragraph form.

1. ¿Cómo se llama tu compañero(a) (partner)?
2. ¿Cuál animal es tu signo según (according to) el zodíaco chino? ¿Cuál animal es el signo del zodíaco chino de tu compañero(a)?
3. ¿Cómo es tu personalidad según el zodíaco chino? ¿Cómo es la personalidad de tu compañero(a) según el zodíaco chino?
4. ¿Cuál es el signo del zodíaco chino de tu mamá o de tu papá? ¿Cómo es su personalidad?
5. ¿Cómo es la personalidad de tu mamá o tu papá según el zodíaco chino? ¿Estás de acuerdo o no estás de acuerdo?
6. ¿Cómo es la personalidad de la mamá de tu compañero(a) según el zodíaco chino? ¿Tu compañero(a) está de acuerdo o no está de acuerdo?

Criteria: 100% of the grade for this activity comes from your *Reportaje* addressing questions 1-6 on the previous Task portion above. If you are unsure about how your instructor wants you to submit this assignment (i.e. upload a word processing file, respond to a prompt, etc.), please ask for clarification before beginning.

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2.21: Sinopsis- ¿Eres estudiante?

See below for a review summary to help you complete the assignments and prepare for the quiz to demonstrate your mastery of the objectives.

Los días y los meses

Los días de la semana *(Days of the* week):

Audio

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View this Audio online

1. lunes

   Audio

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2. martes

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3. miércoles

Audio

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4. jueves

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5. viernes

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6. sábado

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7. domingo

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Los meses del año (*Months of the year*)

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1. enero

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2. febrero

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3. marzo

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4. abril

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5. mayo

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6. junio

Audio

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7. julio

Audio

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8. agosto

Audio

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9. septiembre

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10. octubre

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11. noviembre

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12. diciembre

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Palabras útiles (expresiones de tiempo)

hoy (*today*)

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

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Hoy es ... (*Today is...*)

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ayer (*yesterday*)

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anteayer (*the day before yesterday*)

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mañana (*tomorrow*)

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pasado mañana (*the day after tomorrow*)

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en tres días (*in three days*)

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que viene (*next, coming*)

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el lunes que viene (*next Monday*)

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siempre (*always*)

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

Audio

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La fecha

- The verb *ser* is used to give dates:
  - Hoy **es** el 20 de mayo.
- To expand dates to include years, use the preposition **de** (of):
  - Es el 4 de julio **de** 1776.
- On the first day of the month use the ordinal number “el primero” (*first*) and not “el uno”.
  - Es el primero de enero de 2020.
- Remember that masculine forms of the numbers are always used with dates, and months are not capitalized unless they begin a sentence:
  - Enero es mi mes favorito.
- Also remember, to say “in a certain month” use the preposition **en** (*in*):
  - Voy a Guatemala **en abril**.
- However, to say “on a certain day” / “on certain days” use the definite article **el / los:**
  - Me voy **el lunes**.

Singular subject pronouns:

yo Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*I*
tú Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*you (informal)*
usted Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*you (formal)*
él Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*he*

ella Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*she*

Plural subjects:

nosotros Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **/ nosotras *** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*we*

vosotros Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **/ vosotras **** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*you (informal in Spain)*
ellos Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **/ ellas** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*they*

/ ustedes	*you (formal in Spain; formal and informal elsewhere)*

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

** In Latin America, *vosotros* is almost unheard of (it's mainly used in Spain), and *ustedes* is exclusively used for the plural "you" in both formal and informal speaking.

ser (*to be*)	
singular	**plural**
yo soy	nosotros somos
tú eres	vosotros sois*

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él es

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ellos son

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/ ella es

Audio

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/ ellas son

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/ usted es

Audio

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/ ustedes son

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Los adjetivos descriptivos

El aspecto físico (*physical aspect*)

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

- pelirrojo (*red-haired*)
- rubio (*blond-haired*)

La personalidad (*personality*)

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

Más adjetivos:

- difícil (*difficult*)
- fácil (*easy*)
- importante (*important*)

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3: CAPÍTULO 3

Learning Objectives

- Learn vocabulary related to the university
- Learn how to ask the time
- Use interrogative words to ask questions
- Use the verb "tener" and expressions with "tener"
- Use and conjugate the regular verbs ending in -ar, -er, -ir
- Read about studying abroad
- Learn some interesting facts about Ecuador

3.1: Introducción musical- ¿Qué clases tomas? ¿A qué hora?

3.2: Introducción musical- Bailar, creer y compartir

3.3: Vocabulario- Los verbos regulares en -ar

3.4: Vocabulario- Los verbos regulares en -er/-ir

3.5: Vocabulario- La universidad

3.6: Vocabulario y gramática- Todas las preguntas

3.7: En contexto- La hora

3.8: Gramática- ¿Qué hora es?

3.9: En contexto- El verbo tener

3.10: Gramática- El verbo tener

3.11: En contexto- Las expresiones con tener

3.12: Gramática- Expresiones con tener y tener + que

3.13: Gramática- La conjugación de los verbos regulares en -ar

3.14: En contexto- Los verbos regulares en -er/-ir

3.15: Gramática- La conjugación de los verbos regulares en -er/-ir

3.16: Gramática- Repaso de los verbos regulares "-ar", "-er", "-ir"

3.17: Lectura- Las clases de Mariela

3.18: Lectura- Estudio en el extranjero

3.19: Cultura- Ecuador

3.20: Cultura- Las universidades UNAM y Complutense

3.21: Video- La UNAM

3.22: Video- ¿Qué hora es? ¿Qué haces cada día?

3.23: Discusión- Una entrevista- ¿A qué hora?

3.24: Discusión- Tu vida y tus preferencias

3.25: Discusión- Mi vida universitaria

3.26: Actividad colaborativa- En un restaurante

3.27: Actividad escrita- Una entrevista

3.28: Sinopsis- ¿Qué clases tomas? ¿Qué hora es?

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3.1: Introducción musical- ¿Qué clases tomas? ¿A qué hora?

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

What do these song titles have in common?

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

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

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

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

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Por Instinto – **La mala educación**
Por Instinto is a punk/rock band from Madrid.

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

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La hora

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

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

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Shakira – **Antes de las seis**

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

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3.2: Introducción musical- Bailar, creer y compartir

-AR verbs

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

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

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

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

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Ella Baila Sola – **Cuando los sapos bailen flamenco**
Ella Baila Sola (English: She dances alone) is a Spanish musical group formed by Marta Botía Alonso and Marilia Andrés Casares. (Wikipedia page for Ella Baila sola).

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-ER and -IR verbs

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

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

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

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

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

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3.3: Vocabulario- Los verbos regulares en -ar

Verbos en -ar

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

In this vocabulary section, we won't be working on the conjugations yet (that comes in the grammar section). For now, we'll just learn the meaning of the verbs.

Objetivos

- Identify the meanings of common -ar verbs

verbos regulares con –AR:



ayudar

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bailar

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buscar (*to look for*)

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caminar

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cantar

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cocinar

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comprar

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descansar (*to rest*)

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desear (*to wish*)

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enseñar

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escuchar

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esquiar

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estudiar

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ganar

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to access it online.

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hablar

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llamar

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llegar

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mandar

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mirar

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nadar

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necesitar (*to need*)

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practicar

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preguntar

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regresar

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tomar

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trabajar

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usar (*to use*)

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viajar

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Answers

verbos regulares con –AR:

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

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3.4: Vocabulario- Los verbos regulares en -er/-ir

Objetivos

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



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

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

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

-er verbs

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aprender (*to learn*)

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beber (*to drink*)

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comer (*to eat*)

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comprender (*to understand*)

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correr (*to run*)

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creer (*to believe*)

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deber (*must, should*)

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leer (*to read*)

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vender (*to sell*)

-ir verbs

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abrir (*to open*)

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compartir (*to share*)

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cumplir (*to fulfill*)

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decidir (*to decide*)

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describir (*to describe*)

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escribir (*to write*)

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recibir (*to receive*)

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vivir (*to live*)

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3.5: Vocabulario- La universidad

Objetivos

- Recognize the vocabulary of locations and courses at the university

Vocabulario: La universidad

Lugares de la universidad



El auditorio

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La biblioteca

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La cafetería

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El centro estudiantil

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El estadio

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El gimnasio

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El laboratorio

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La residencia estudiantil

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La librería

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Vocabulario de la universidad

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el curso (*course*)

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el examen

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la prueba (*test, exam*)

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el horario (*schedule*)

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el semestre (*semester*)

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el trabajo (*assignment*)

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el compañero de clase /

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la compañera de clase (*classmate*)

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la calificación

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la nota (*grade*)

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la especialización (*major*)

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la tarea (*homework*)

Los cursos en la universidad

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El arte (*Art*)



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Las artes escénicas (*Performing Arts*)



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La biología (*Biology*)



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Las ciencias políticas (*Political science*)



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Las ciencias sociales (*Social Sciences*)



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La comunicación (*Communications*)



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La criminología (*Criminal justice*)



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La economía (*Economics*)



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La educación (*Education*)



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La educación física (*Physical Education*)



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La educación primaria (*Elementary education*)



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La enfermería (*Nursing*)



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La filosofía (*Philosophy*)



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Las finanzas (*Finance*)



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La historia (*History*)



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La historia de la música (*Music History*)



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La informática (*Computer science*)



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La ingeniería (*Engineering*)



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El inglés (*English*)



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Las lenguas (*Languages*)



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La literatura (*Literature*)



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El márketing

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La mercadotecnia (*Marketing*)



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Las matemáticas (*Mathematics*)



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La música (*Music*)



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Los negocios (*Business*)



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



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La psicología (*Psychology*)



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La química (*Chemistry*)



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La religión comparada (*Religion*)



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La sociología (*Sociology*)

Text only version:

Lugares de la universidad (*Places at the University*)

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

Vocabulario de la universidad (*Vocabulary on University*)

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

- la tarea (*homework*)

Los cursos en la universidad (*Courses at the University*)

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

A Practicar

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3.6: Vocabulario y gramática- Todas las preguntas

Objetivos

- Review and practice the use of all question-words

Do you remember that questions without question words (*palabras interrogatorias*) are yes-no questions? Good! If you want to ask for specific information you'll need to use the right question word. In previous chapters you have learned the different question words to use in greetings, asking about place of origin, asking the time, inquiring about different things, frequencies, likes and dislikes...etc. Let's summarize all of question words.

Palabra para preguntar ¡Atención a la acentuación!	**Question word**	**Ejemplo**	**Explicación**
¿Qué?	What?	¿Qué es esto?	Pide definición de un sustantivo.
¿Cuál? / ¿Cuáles?	Which one/ ones?	¿Cuál es tu nombre? ¿Cuáles prefieres?	Singular / Plural. Pide una o unas de alguna categoría.
¿Cómo?	How?	¿Cómo te llamas?	Pide descripción de un verbo.
¿Dónde?	Where?	¿Dónde vives?	Pide lugar. Generalmente usado con el verbo "estar" para pedir locación.
¿De dónde?	From where?	¿De dónde vienes?	Pide lugar de origen.
¿A dónde?	To where?	¿A dónde vas?	Pide destino. Generalmente se usa con el verbo "ir" (irregular).
¿Quién? / ¿Quiénes?	Who?	¿Quién eres tú? ¿Quiénes son ellos?	Singular / Plural. Pide identificación de personas.
¿Cuándo?	When?	¿Cuándo es tu cumpleaños?	Pide el momento, la hora o la época.
¿Cuánto? / ¿Cuánta? / ¿Cuántos? / ¿Cuántas?	How many?	¿Cuántos años tienes?	Singular / Plural / Femenino / Masculino. Pide cantidades de cosas o personas.
¿Por qué?	Why?	¿Por qué piensas esto?	Pide razones.

¡Atención a la acentuación!

All question words have an accent mark on one of the strong vowels—a, e, o—but never on the weak vowels: i, u.

¿Por qué "por qué" lleva la tilde y "porque" no la lleva?

Don't confuse the question word "¿por qué? (two words, accent mark) with the conjunction "porque" (one word and no accent mark), which means "because".

¡Atención a la estructura y composición de oraciones!

When these words are used to link clauses in a sentence, they do not carry accent marks. Examples:

1. Pienso **que** hablas español muy bien. (*I think **that** you speak Spanish very well.*)
2. La ciudad **en la cual** vivimos es pequeña. (*The city **in which** we live is small.*)
3. Me gusta **como** cocinas. (*I like **how** you cook.*)

4. El país **donde** vives tiene muchas ventajas, aunque tenga problemas. (*The country **where** you live has many advantages, though it may have problems.*)
5. Pedimos la cena **cuando** no queremos cocinar. (*We order dinner **when** we don't want to cook.*)
6. Gertrudis no entiende la lección **porque** está mirando su celular mucho en clase. (*Gertrude doesn't understand the lesson **because** she is looking at her cell phone constantly in class.*)
7. Benito sirve en su plato de comida **cuanto** sus ojos le dicen que puede comer. (*Benito serves on his dinner plate **as much as** his eyes tell him that he can eat.*)

Objetivos

- Review and practice use of all question-words

A. Todas las preguntas

Actividad 3.6.A

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B. Todas las preguntas

Actividad 3.6.B

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Text only

A. Todas las preguntas

1. ¿_____ años tiene Raúl?
   - Cómo
   - Cuántos
   - Qué
   - Cuáles
2. ¿_____ te llamas?
   - Qué
   - Cuántos
   - Cómo
   - Como
3. ¿De _____ color es la manzana?
   - cuándo
   - por qué

   - cómo
   - qué
4. ¿____ tiempo hace hoy?
   - Como
   - Que
   - Cómo
   - Qué
5. ¿____ es tu número de teléfono?
   - Cual
   - Cuanto
   - Cuánto
   - Cuál
6. ¿____ prefieres el helado de vainilla?
   - Porque
   - Cómo
   - Por qué
   - Qué
7. ¿____ kilos pesa el caballo?
   - Qué
   - Por qué
   - Cómo
   - Cuántos
8. ¿____ se llama el profesor de español?
   - Cuál
   - Cuánto
   - Por qué
   - Cómo
9. ¿____ color prefieres: azul o amarillo?
   - Por qué
   - Qué
   - Cómo
   - Cuánto
10. ¿____ es tu música favorita?
   - Por qué
   - Cuál
   - Porque
   - Cual
11. ¿____ es la profesora de Historia?
   - Qué
   - Cuánto
   - Por qué
   - Cómo
12. ¿____ me hablas así?
   - Qué
   - Que
   - Por qué
   - Porque

B. Todas las preguntas

1. ¿De _____ tipo de raza *(race)* de es tu perro?
2. ¿_____ quieres *(want)* hacer este fin de semana?
3. ¿_____ quieres ir al cine?
4. ¿_____ se llama la novia *(girlfriend)* de Alberto?
5. La chaqueta está disponible *(available)* en azul o amarillo. ¿_____ color prefieres tú?
6. ¿_____ copas de vino *(wine glasses)* vas a beber esta noche?
7. ¿_____ hijos tiene la señora García?
8. Mi madre va a cocinar la cena. ¿_____ prefieres: pescado *(fish)* o lomo *(tenderloin steak)*?

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3.7: En contexto- La hora

Objetivos

- Recognize times of day



¿Qué hora es?

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

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

Preguntas de comprensión:

Actividad 3.7.1

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Preguntas de comprensión:

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

Preguntas de análisis:

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

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3.8: Gramática- ¿Qué hora es?

Objetivos

- Tell the time

La hora



Time is constructed using the following structure:

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

2:10 a.m. →

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Son las dos y diez de la mañana. (*It is two-ten in the morning.*)

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

¿Qué hora es?

5:00 →

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Son las cinco **en punto.** (*It's five o'clock sharp / on the dot.*)
3:15 →

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Son las tres **y cuarto.** (*It's a quarter past three. – i.e. three-fifteen.*)
4:30 →

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Son las cuatro **y media.** (*It's half past four. – i.e. four-thirty.*)
1:40 →

Audio

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Son las dos **menos** veinte.*(*It's twenty to/of two. – i.e. one-forty.*)
6:50 →

Audio

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Son las siete **menos** diez.* (*It's seven minus ten.*)
1:00 →

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Es la **una.**** (*It's one o'clock.*)
12:00 am →

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

Audio

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Es mediodía / Es el mediodía. (*It's noon / midday.*)

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

** *Son* means "they are", so *son las...* only works for numbers greater than one. To say "it's one o'clock", you have to say

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Es la una. (or

Audio

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Es la una en punto.).

La hora de eventos

The question

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

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



¿Qué hora es 19:00h?

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

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

A Practicar

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3.9: En contexto- El verbo tener

El verbo tener

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



¿Cómo están tus clases?

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

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

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

Preguntas de análisis:

Actividad 3.9.A

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Preguntas de análisis:

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

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

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3.10: Gramática- El verbo tener

Objetivos

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

Verbo tener

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

tener (*to have*)	
(stem: ten; irregular yo-form; stem-vowel change)	
singular	plural
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online yo ten**go**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nosotros ten**emos**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tú **tienes**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vosotros ten**éis**

tener (*to have*)	
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
él **tiene**	ellos **tienen**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
ella **tiene**	ellas **tienen**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
usted **tiene**	ustedes **tienen**



(Note: “hablar” is in the present subjunctive here because it’s a command which will be covered in Spanish 2)



miedo = fear, porque = because

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María **tiene** una clase de psicología a las dos de la tarde. (*María has a psychology class at 2 p.m.*)

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¿Cuántos lápices **tienes** en tu mochila? (*How many pencils do you have in your backpack?*)

Tener años

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

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¿Cuántos años tienes? (*How old are you?*)

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  Tengo 22 años. (*I am 22 years old.*)

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  Tengo trece años. (*I'm 13.*)
- ¿Cuántos años tiene él? (*How old is he?*)

- Audio

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  Tiene ochenta y siete años. (*He's 87.*)

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  ¿Cuántos años tienen? (*How old are they?*)

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

A. El verbo tener

Actividad 3.10.A

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B. El verbo tener

Actividad 3.10.B

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C. Escuchar: El verbo tener

Actividad 3.10.C

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3.11: En contexto- Las expresiones con tener

Expresiones con tener

In this section, we'll look at some expressions with the verb *tener*. Some of these will translate pretty directly from English, and others will seem more counter-intuitive. As always, the best strategy is to try not to translate, but instead to memorize the phrases in the context of a sentence.

Objetivos

- Recognize and understand the common expressions with the verb *tener*

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

Preguntas de análisis:

Actividad 3.11.A

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Preguntas de análisis:

1. Based on the context above, what do all of the underlined expressions mean?
2. Look at the context of “tener + que,” Does this expression imply:
   - Something the speaker has already done?
   - Something the speaker has to do?
   - Something the speaker is doing right now?

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3.12: Gramática- Expresiones con tener y tener + que

Objetivos

- Recognize and understand the common expressions with the verb *tener*
- Use *tener* + *que* + infinitive to describe things one has to do

Tener + noun for physical conditions

There are a number of idiomatic expressions that combine forms of *tener* with certain nouns to express some physical conditions of people; these are expressed with "to be" in English, so you'll have to pay close attention to remembering the Spanish way of saying them.

- Tener calor = *to be/feel hot* (literally, "to have heat")
- Tener frío = *to be/feel cold*
- Tener hambre = *to be hungry*
- Tener miedo = *to be afraid*
- Tener prisa = *to be in a hurry*
- Tener sed = *to be thirsty*
- Tener vergüenza = *to be embarrassed*
- Tener ganas de = *to be in the mood for*
- Tener sueño = *to be sleepy*
- Tener suerte = *to have luck, be fortunate*
- tener # años = *to be # years old*

Tener + *que* + infinitive: *to have to*

The verb *tener* doesn't just mean "to have" in the sense of possession: it is also used when we try to convey something that we have to do or need to do, following the structure: ***tener* + *que* + infinitive**. This is an example of a modal verb construction where "tener" is conjugated and the other verb is not; it's different from English in that you need the word "que" to complete the meaning.

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  Este semestre **tengo que estudiar** mucho. (*This semester I have to study a lot.*)

Audio

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Esteban **tiene que hacer** la tarea para su clase de literatura. (*Esteban has to do the homework for his literature class.*)

Audio

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Nosotros **tenemos que hablar** con nuestra profesora de español. (*We have to speak with our Spanish professor.*)

Objetivos

- Recognize and understand the common expressions with the verb *tener*
- Use *tener* + *que* + infinitive to describe things one has to do

A. Expresiones con tener

Actividad 3.12.A

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B. Tener + que

Actividad 3.12.B

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C. Tener + que

Actividad 3.12.C

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Text only

A. Expresiones con tener

Recognize and understand the common expressions with the verb *tener*

1. El niño ____ a las abejas (*bees*).
   - tiene hambre
   - tiene sed
   - tiene miedo
   - tiene sueño
2. Nosotros siempre ____ después de la práctica de fútbol *(soccer)*.
   - tenemos frío
   - tenemos miedo
   - tenemos hambre
   - tenemos vergüenza
3. En general los bebés ____ después de comer.
   - tienen sueño
   - tienen prisa
   - tienen años
   - tienen vergüenza
4. ¡Qué calor, la temperatura es de 108 grados! ¡Yo ____!
   - tengo sed
   - tengo ganas de
   - tenemos prisa
   - tengo frío
5. Usted no lleva suéter y la temperatura es de 45 grados, ¡Usted ____!
   - tiene frío
   - tiene sed
   - tiene miedo
   - tiene calor
6. Nosotros no ____ de hablar español en público.
   - tenemos calor
   - tenemos sed
   - tenemos sueño
   - tenemos vergüenza
7. Para Alma, el chocolate es delicioso; ella siempre ____ comer chocolate.
   - tiene prisa
   - tiene vergüenza
   - tiene ganas de
   - tiene miedo
8. ¡Son las 9:50 AM y la clase es a las 10 AM, yo ____ por llegar a tiempo!
   - tengo sed

- tengo años
- tengo prisa
- tengo que

B. Tener + que

1. Él ____ consultar al médico.
   - tiene que
   - tiene
2. Ellos ____ buscar a su perro.
   - tienen que
   - tienen
3. Los triángulos ____ tres lados.
   - tienen
   - tienen que
4. Yo ____ hacer mi tarea
   - tengo
   - tengo que
5. Él ____ una chaqueta azul.
   - tiene
   - tiene que
6. Ellos ____ caminar a la escuela.
   - tienen que
   - tienen
7. Vosotros ____ regresar antes de medianoche.
   - tenéis
   - tenéis que
8. Nosotros ____ tres días de vacaciones en mayo.
   - tenemos
   - tenemos que

C. Tener + que

1. Él _____ cocinar la cena (*dinner*).
2. ¿Qué _____ tú hoy para el almuerzo (*lunch*) hoy?
3. Vosotros _____ hablar con la profesora.
4. Todos los estudiantes _____ teléfonos móviles.
5. Yo _____ un hermano.
6. Yo _____ venir a las horas de oficina.
7. Nosotros _____ viajar a San Francisco para una graduación.
8. Elena _____ practicar inglés.

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3.13: Gramática- La conjugación de los verbos regulares en -ar

Conjugación de verbos en -ar

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

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

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

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

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

En contexto

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

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


Preguntas de análisis:

Actividad 3.13.A

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Preguntas de análisis:

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

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

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

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

Objetivos

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

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

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

Let’s start with the regular verb “hablar” – to speak.

HablAR:

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(yo) habl**o**

Audio

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(nosotros) habl**amos**

Audio

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(tú) habl**as**

Audio

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(vosotros) habl**áis***

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(él / ella / usted) habl**a**

Audio

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(ellos / ellas / ustedes) habl**an**

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

Ejemplos

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:

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

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- Yo **hablo** español y francés. (*I speak Spanish and French.*)

Audio

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- ¿Qué idiomas **hablan** tus amigos? (*What languages do your friends speak?*)

Audio

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

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A short list of -ar verbs:

- ayudar (*to help*)
- bailar (*to dance*)
- buscar (*to look for*)
- caminar (*to walk*)
- cantar (*to sing*)
- cocinar (*to cook*)

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

Objetivos

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

A Practicar

Actividad 3.13.A

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3.14: En contexto- Los verbos regulares en -er/-ir

Objetivos

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



¿Decidimos comprar el bolso rojo o el rosado?

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

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

Preguntas:

Actividad 3.14.A

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Actividad 3.14.B

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Actividad 3.14.$C1$

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Actividad 3.14.$C2$

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Actividad 3.14.$D1$

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Actividad 3.14.$D2$

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Click here for text-only version of questions

1. What is the subject pronoun for the verb forms “debo” and “abro”? What are their infinitives?

2. What is the subject pronoun for the verb forms “debes” and “abres”? What are their infinitives?

3. What is the subject pronoun for the verb forms “vende” and “recibe”? What are their infinitives?

4. What is the subject pronoun for the verb forms “debemos” and “abrimos”? What are their infinitives?

5. What is the subject pronoun for the verb forms “venden” and “descubren”? What are their infinitives?

6. Compare the different verb endings for these ER and IR verbs... when are they the same and when are they different?

7. Compare the verb endings for these ER and IR verbs with the endings for the AR verbs that you have already learned... how are they similar and how are they different?

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3.15: Gramática- La conjugación de los verbos regulares en -er/-ir

Objetivos

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

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





"History is won by those who write it."

bebER *(to drink)*	
(stem: beb)	
singular	**plural**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
yo beb**o**	nosotros beb**emos**

Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  tú beb**es**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  vosotros beb**éis**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  él/ella/usted beb**e**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ellos/ellas/ustedes beb**en**

vivIR *(to live)*	
(stem: viv)	
singular	**plural**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  yo viv**o**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  nosotros viv**imos**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  tú viv**es**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  vosotros viv**ís**

Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
él/ella/usted viv**e**	ellos/ellas/ustedes viv**en**

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

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

A Practicar

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3.16: Gramática- Repaso de los verbos regulares "-ar", "-er", "-ir"

Earlier we mentioned that in Spanish, the basic form of a verb, or the infinitive form, always ends in either "-ar", "-er", OR "-ir".

(In the examples below, all infinitive endings are in blue.)

Infinitive form
bailar
estudiar
comer
beber
escribir
vivir

As a review, to conjugate "-ar" ending verbs, remove the "-ar" ending and replace it with the following endings:

(In the charts below, the subject pronouns and their conjugation endings are noted in blue.)

Subject Pronoun (Singular)	Conjugation of -ar (bailar)	Subject Pronoun (Plural)	Conjugation of -ar (bailar)
Yo	bailo	nosotros/nosotras	bailamos
tú	bailas	vosotros/vosotras	bailáis
usted, él/ella	baila	ustedes, ellos/ellas	bailan

Regular verbs ending in "-er", "-ir" will follow the same conjugation pattern as regular "-ar" ending verbs, but with the following new endings:

Subject Pronoun (Singular)	Conjugation of -er (comer)	Subject Pronoun (Plural)	Conjugation of -er (comer)
Yo	como	nosotros/nosotras	comemos
tú	comes	vosotros/vosotras	coméis
usted, él/ella	come	ustedes, ellos/ellas	comen

Subject Pronoun (Singular)	Conjugation of -ir (abrir)	Subject Pronoun (Plural)	Conjugation of -ir (abrir)
Yo	abro	nosotros/nosotras	abrimos
tú	abres	vosotros/vosotras	abrís
usted, él/ella	abre	ustedes, ellos/ellas	abren

¡Ojo! The endings for "-er" and "-ir" are almost the same, except for the "nosotros, nosotras" and the "vosotros, vosotras" form.

When two verbs are used together in a sentence with no change of subject pronoun or noun, the second verb is not conjugated (infinitive). In a negative sentence, place the "no" before the conjugated verb:

Examples
Yo debo barrer el piso hoy. Yo no asisto a muchos conciertos.

Common regular "-er", "-ir" verbs

-er verbs	-ir verbs
aprender (a) - to learn	abrir - to open
barrer - to sweep	asistir (a) - to attend (a place/event)
beber - to drink	compartir - to share
comer - to eat	consumir - to consume
comprender - to understand	decidir - to decide
correr - to run	definir - to define
creer - to believe (in)	describir - to describe
deber - should	escribir - to write
leer - to read	insistir - to insist
meter - to put in; to insert	permitir - to allow
prender - to catch; to turn on	persistir - to persist
romper - to break	prohibir - to prohibit; to forbid
temer - to fear; to dread	recibir - to receive
vender - to sell	vivir - to live

¡OJO!

- **Aprender**: The "a" is required only when used with another verb in the infinitive:

Aprendo el español. (but) Aprendo "a" hablar el español.

- **Asistir**: Is not to be confused with the verb 'to assist' (helping someone). The "a" is required in the sentence when used with a "noun of place or event". When "a" is used with the masculine singular definite article "el", "a + el" combine to "al":

Asisto "al" partido de fútbol los domingos. Asistimos "a" la universidad.

- **Prohibir**: Requires a written accent on the letter "i" for all the conjugations except the "nosotros, nosotras" and the "vosotros, vosotras" form: prohíbo, prohíbes, prohíbe, prohibimos, prohibís, prohíben. All conjugations that require an accent on letter "i" are noted in **bold**.

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3.17: Lectura- Las clases de Mariela

Las clases de Mariela

Read Mariela's introduction. As you read, pay attention to the classes she takes and the activities she does in her college. Do you take any of the classes she takes? Do you like visiting the same places she visits in her college? Do you do any of the activities she mentions?

Lectura

¡Hola!

Me llamo Mariela y soy estudiante de informática en el colegio comunitario. Este semestre tomo cuatro clases: español, informática, inglés y matemáticas. Tomo clases los lunes, miércoles y viernes. Los martes y jueves generalmente estoy en la biblioteca o en la cafetería con mis compañeros de clase. Allí estudiamos para las clases. Los sábados y domingos descanso, escucho mi música favorita y bailo.

En este momento estoy en la clase de español. En la clase hay veintiocho estudiantes. La profesora está enfrente de los estudiantes y la pizarra está detrás de la profesora. A la derecha de los estudiantes hay una puerta y dos ventanas. A la izquierda de los estudiantes hay tres mapas. Al lado de los mapas hay un reloj. En mi mochila hay un cuaderno, una pluma y un libro.

¿Y tú? ¿Qué hay en tu universidad? ¿Cuántas clases tomas este semestre? ¿Cuál es tu clase favorita? ¿Cuántos estudiantes hay en la clase? ¿Qué hay en tu salón de clase?

Now that you have read about Mariela's classes, complete the activities below.

Actividades

Mark each sentence as "Cierto" or "Falso".

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Query

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Click on the sentence that best answers the question.

Interactive Content

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Escritura

On a separate paper or document, write a paragraph in Spanish in response to Mariela's message. Mention your name and answer all the questions at the end of her message. Write at least 30 words in Spanish using a variety of vocabulary words and phrases from this chapter. Once you finish, submit it to your instructor.

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3.18: Lectura- Estudio en el extranjero

Estudio en el extranjero

Kyle is student from New York who is currently studying in Costa Rica for one semester as part of an exchange program. He does not speak a lot of Spanish, but he is learning. Today he is in a video conference with the Office of International Education in his home institution in the US, presenting about his life abroad.

Presentación de Kyle

Hola a todos, ¡qué gusto verlos por mi computador!

Estoy bien y muy contento. Las personas de Costa Rica son muy amables y alegres, “Pura Vida”.

Vivo con una familia de Costa Rica. En esta familia hay un chico de mi edad (*my age*) que también toma clases en la universidad. Él se llama Pablo y vamos juntos (*together*) a la universidad en el autobús y unos días vamos (*we go*) en nuestras bicicletas. Pablo tiene otros amigos y son mis amigos también. Nosotros practicamos fútbol en el estadio de la universidad. Vamos a la práctica todas las tardes, excepto los viernes. Hay mucha naturaleza (*nature)* y camino por los bosques lluviosos (*rain forest*) con mis compañeros de clase todos los viernes.

También tengo amigas. Mi amiga Lucia es muy linda; ella estudia en la biblioteca todas las noches y yo llamo a Lucia para repasar la tarea de biología. Esta clase es muy difícil; no escucho muy bien a la profesora, ella habla muy suave (*soft*) y enseña (*she teache*s) los conceptos muy rápido (*quickly*).

Tengo otros dos amigos Camilo y Sofía. Ellos viven (*live*) en sus casas también porque aquí en la universidad no hay residencias estudiantiles. Ellos llegan a la universidad temprano (*early*). Estudian teatro y cantan y bailan en el club estudiantil que se llama “Rumba”. Yo voy a sus presentaciones para verlos cantar y bailar. También camino al gimnasio o a la piscina. Los martes nado y los miércoles levanto pesas (*lift weights*); soy una persona muy atlética.

Los fines de semana llamo a mis amigos, vamos a la casa de uno de ellos para cocinar y mirar series en Netflix. Los días en la universidad son buenos y pasan rápido, pero extraño (*I mis*s) a mi familia y mis perros. Deseo (*I wish*) estar en casa pronto e ir a esquiar con mi familia y viajar a lugares cálidos (*warm place*s) fuera de Nueva York.

Paso 1: Ejercicio de interpretación

Fill in the blanks with the appropriate verb and conjugation; look at the reading to guide your content comprehension.

1. Kyle _____ de Nueva York y no _____ mucho español. (ser / hablar)
2. Kyle _____ español y ciencias del ambiente en Costa Rica. (estudiar)
3. Las ciencias del ambiente_____ muy importantes en Costa Rica porque_____ mucha naturaleza. (ser / haber)
4. Kyle y sus compañeros de clase _____ por los bosques lluviosos *(rain forest*) todos los viernes. (caminar)
5. Las personas de Costa Rica se _____ “ticos”. (llamar)
6. Pablo y Kyle _____ futbol todas las tardes. (practicar)
7. Lucía _____ la clase de biología con Kyle en la biblioteca. (estudiar)
8. La profesora de bilogía de Kyle _____ la clase muy rápido. (enseñar)
9. Los amigos de Kyle, Camilo y Sofía, _____ y _____ en el club estudiantil “Rumba”. (bailar / cantar)
10. Kyle _____ muy atlético; él _____ en la piscina, _____ pesas en el gimnasio y _____ futbol todas las tardes en el estadio. (ser / nadar / levantar / practicar)
11. Los fines de semana, los amigos de Kyle _____ y _____ series en Netflix. (cocinar / mirar)
12. Kyle extraña a su familia, él desea _____ con ellos y _____ a lugares calientes fuera de Nueva York.

(esquiar / viajar)

Paso 2: Actividad de interacción

Talk with your partner and answer the questions in complete sentences about yourselves.

1. ¿Qué estudias en la universidad?
2. ¿Practicas deportes? ¿Cuál(es)?
3. ¿Eres atlético/a?
4. ¿A dónde vas para estudiar?
5. ¿Hablas español con tus amigos?
6. ¿Hay personas hispanas en tus clases y hablas español con ellos?
7. ¿Hay profesores que enseñan muy rápido en tus clases?
8. ¿Cocinas con tus amigos?
9. ¿Bailas o cantas?
10. ¿Viajas con tu familia?

Paso 3: Actividad de análisis y creación

Write a different sentence for each day, describing an important activity you do on that day.

Día de la semana	Actividad importante
lunes	estudio español.
martes	
miércoles	
jueves	
viernes	
sábado	
domingo	

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3.19: Cultura- Ecuador

Ecuador

Mapa

Interactive Content

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3.20: Cultura- Las universidades UNAM y Complutense

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



¿Qué hay en la Biblioteca Central de la UNAM?

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



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

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

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

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

Audio

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Paso 1: Ejercicios de interpretación

Decide si la oración es **cierta** o **falsa**.

1. Cierto o Falso: El bachillerato en México es igual al 'bachelors degree' en EEUU.
2. Cierto o Falso: En la ciudad universitaria de la UNAM, en Coyoacán, los estudiantes practican fútbol en el estadio olímpico.
3. Cierto o Falso: La Facultad de Filología en la Complutense es para estudiar las ciencias.
4. Cierto o Falso: La UNAM tiene 41 programas de posgrado y 127 carreras o especializaciones de licenciatura o pregrado.
5. Cierto o Falso: Los estudiantes extranjeros en España solamente toman clases con crédito académico.
6. Cierto o Falso: Los cursos en España sólo son posibles en el verano.

Paso 2: Actividades de interacción

A. Facultades

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

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

B. ¿Cuándo viajan?

Mire el calendario académico de los programas en la table y conteste las preguntas.

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

Calendarios	**AIP Instituto de Idiomas (Valencia, España)**	**ECELA Escuela de Lenguas (Mendoza, Argentina)**	**Academia Latinoamericana de Español (Quito, Ecuador)**
Invierno	No hay	30/12 – 19/01	No hay

Primavera	09/01 – 11/05	20/01 – 04/05	07/01 – 06/05
Verano	01/07 – 26/07	23/06 – 03/08	No hay
Otoño	30/08 – 21/12	11/08 – 30/11	20/08 – 17/12

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

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

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

Paso 3: Actividades de creación y comparación

A. ¿Qué clases tomas? Tu horario

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

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

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

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

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

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

Hora	Lunes	Martes	Miércoles	Jueves	Viernes
09:00-11:00					

12:00-14:00					
16:00-18:00					

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

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

Now in your current university:

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

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3.21: Video- La UNAM

La Universidad Autónoma de México (UNAM)

Some students from a Spanish class are planning to study abroad in Mexico City. They are considering attending UNAM, one of the most famous universities in Latin America. Listen as they plan their trip and pay attention to the interests of each of the students. Do the students have anything in common with you? Is UNAM similar to your campus? (Video Transcript)

YouTube Video

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Figure 3.21.2.7.2: Deseamos estudiar en la UNAM. (CC BY-NC 4.0; Karla Gutiérrez via YouTube)

Now that you have watched the video, complete the following activities.

Actividades

As you complete the activities below, copy and paste the following special characters as needed: á, é, í, ó, ú, ñ, ¿, ¡

Mark each sentence as "Cierto" (True) or "Falso" (False).

Query

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Query

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3.22: Video- ¿Qué hora es? ¿Qué haces cada día?

YouTube Video

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YouTube Video

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Ahora tú! ***[****Now you!]*

1. **¿Qué hora es?** *Son las ... Es la...* 12:10pm _____ 1:50pm _____ 4:45pm _____ 8:30am _____ 12:15am _____

2. **¿Cuándo tienes clase?** (days and times).

Example: Tengo clase de (from) dos a (to) cuatro los (every) lunes y miércoles.
Tengo clase de _____ a _____ los _____.

Tambien tengo clase de _____ a _____ los _____.

3. **¿Qué tienes que hacer de 12 a 1 los martes?** *Tengo que...*

Vocabulario

La semana	***(the week)***	**La hora**	***(time)***
el día	*day*	¿Qué hora es?	*What time is it?*
el lunes	*on Monday (just 1)*	Son las dos, tres...	*It's two, three...*
los lunes	*every Monday*	Es la una	*It's one o'clock*
martes	*Tuesday*	y...cuarto, media	*quarter after, half past*
miércoles	*Wednesday*	Desde las 7 hasta las	*from 7 to ...*
jueves	*Thursday*	*Or* - de 7 a 8	*from 7 to 8*
viernes	*Friday*	El mediodía	*noon*
sábado	*Saturday*	la medianoche	*midnight*
domingo	*Sunday*	2 de la mañana	*2 in the morning ('de' for specific time)*

La semana	*(the week)*	La hora	*(time)*
la semana	*the week*	de la tarde	*evening/afternoon*
el fin de semana	*weekend*	de la noche	*night (w/ specific time)*
toda la semana	*all week*	Por la mañana	*(in the morning -no specific time)*
durante	*during*	Por la tarde	*(no specific time,afternoon/evening)*
todos los días	*every day*	Por la noche	*(no specific time, night)*
cada día	*each day*	En la madrugada	*between midnight & sunrise*

List of classes

¿Puedes hacerlo? (can you do it?)

- I can tell time.
- I can understand and exchange information about what I do on certain days and times.

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3.23: Discusión- Una entrevista- ¿A qué hora?

Purpose: You will practice your conversation skills in Spanish by listening to a recording and responding to the questions about your schedule in Spanish. You will get exposure to different -ar verbs, and you will practice changing them based on the subject of the sentence. You will also need to answer the question *¿A qué hora…?* with *a la* or *a las* depending on the time at which you do these activities. You may use the Entrevista PDF to help you prepare your answers before recording.

Click here to download the Entrevista PDF.

Task: This activity has four parts.

1. An introductory listening portion modeling questions and answers
2. An original audio post to the discussion board answering and asking questions
3. An audio response to your peers
4. A final audio post to those who commented on your original posts

Part 1. Listen to the following questions about student schedules and norms. The Spanish instructor includes an example answer after each question to model the activity.

Part 2. Pick five questions you want to answer and three questions you want to ask your fellow students (these may be the same or different, but they need to be from the 7 options modeled in the original audio file by the Spanish instructor). Using a computer or a voice memo function on a smartphone, in a single audio file record your answers to the 5 questions you selected to answer in Spanish, along with the 3 questions you chose to ask you peers (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Post the audio file including your three responses and three questions in Spanish to the discussion board in Canvas. Others will be able to hear your responses and questions in Spanish, just as you can hear theirs.

Part 3. You will respond to the original posts of two classmates by answering the three questions they asked you and asking them ¿y tú? to 1 of their questions.

Part 4. Just as you have responded to the three questions of two of your peers and asked them ¿y tú?, some of your peers have responded to your questions and asked you ¿y tú? on your original post. Finish up the conversations by responding to each peer who commented on your original post. Answer their questions, and politely thank them for their time and sign off. If you need some help wrapping up the conversation, there are some ideas listed below.

Criteria: The components of this activity add up to 100%.

> Parts 1 & 2. 40% of the grade will be earned from this portion of the activity. You will hear 7 questions, and you will choose 5 questions that you would like to answer and 3 questions you would like to pose to your classmates. Record your 5 responses plus your 3 questions in Spanish in a single audio file (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Each response is worth 5% and each question for your peers is worth 5%.
>
> Part 3. 40% of the grade will be earned for interacting with two peers on their initial posts: you are to answer the three questions on the posts of two peers, so each answer is worth 5% and responding with ¿y tú? after one question is worth 5%.
>
> Part 4. 20% of your grade will be earned for responding to your peers on your original post: you are to answer the ¿y tú? question that your two peers asked on your original post (5% each) and politely thank them and sign off (5% each).

Ejemplo:

Sally listens to the recording. She looks at the Entrevista PDF and follows along with the Spanish instructor as she hears the questions asked and the responses given. Sally then chooses which five questions she wants to answer and which three she wants to ask to her classmates. She then records her responses in Spanish to the five questions she chooses to answer and she ends by asking three questions to her classmates. She uploads this single audio file to the discussion board. She has earned 40% of the points for this activity.

She then finds two peers, Tom and Rebecca, and she listens to their responses to the original prompt, as well as the questions they ask her. She looks at the Entrevista PDF and circles the questions that she needs to answer for each peer. She then prepares her responses, carefully changing the verb endings and being sure to include *a la* or *a las* in her responses. She records a single file for each peer in which she answers the three questions they asked her and she follows up with *¿y tú*? on one of the three questions her peers asked. She has earned 40% of the points for this activity.

Sally goes back to her original post and sees that two of her classmates have answered the questions she asked. She listens to their responses carefully and takes note of what they are asking her when they ask their *¿y tú*? question. She records a final audio file for each peer in which she answers their *¿y tú*? question, thanks them by name, and signs off.

Additional comments students can use to wrap up the conversation:

- Yo también (*I as well/ Me too*)
- Como tú (*Like you*)
- ¡Gracias! (*Thank you!*)
- Adiós (*Goodbye*)
- Hasta luego (*See you later*)
- Cuídate (*Take care*)
- Nos vemos (*See you!*)

Click here for the script

You will hear 7 questions and 7 responses in this recording. Each new question will be introduced by the number of the question and the answer will immediately follow.

¿A qué hora estudias español?
- Estudio español a las 10 de la noche.

¿A qué hora es tu clase favorita?
- Mi clase favorita es a las 9 de la mañana.

¿A qué hora miras la televisión?
- Miro la televisión a las cinco de la tarde.

¿A qué hora caminas con el perro o caminas para hacer ejercicio?
- Camino con el perro a las 7 de la mañana.

¿A qué hora bailas con tus amigos?
- Bailo con mis amigos a medianoche.

¿A qué hora llegas a tu primera clase?
- Llego a mi primera clase a las 8 de la mañana.

¿A qué hora regresas a tu casa o dormitorio?
- Regreso a mi dormitorio a la una de la tarde.

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3.24: Discusión- Tu vida y tus preferencias

Purpose: You will practice your conversation skills in Spanish by listening to a recording and responding to the questions about your life and preferences in Spanish, as well as asking questions to your fellow classmates. You will get exposure to different questions that start with ¿Qué? and ¿Cuál?, and you will respond to these questions changing verb endings as necessary.

Task: This activity has four parts.

1. An initial listening activity
2. An audio recording based on the prompts in the listening portion
3. An audio response to your peers and an additional question.
4. A final audio post to those who commented on your original post.

Part 1. Listen to the following questions about your life and preferences.

Part 2. Pick five questions you want to answer and three questions you want to ask your fellow students (these may be the same or different, but they need to be from the 10 questions presented in the original audio file by the Spanish instructor). You may write down the questions you choose to answer and ask your peers if you would like to reference them for your recording. Using a computer or a voice memo function on a smartphone, in a single audio file record your answers to the 5 questions you selected to answer in Spanish, along with the 3 questions you chose to ask you peers (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Post the audio file including your five responses and three questions in Spanish to the Discussion Board in Canvas. Others will be able to hear your responses and questions in Spanish, just as you can hear theirs.

Part 3. You will respond to the original posts of two classmates by answering the three questions they asked you and asking them one question in return. This question must be a complete question from the original 10 presented; it cannot be *¿y tú*? for this activity.

Part 4. Just as you have responded to the three questions of two of your peers and asked them an additional question, some of your peers have responded to your questions and asked you a question on your original post. Finish up the conversations by responding to each peer who commented on your original post. Answer their questions, and politely thank them for their time and sign off. If you need some help wrapping up the conversation, there are some ideas listed below:

- ¡Qué lástima! / ¡Qué pena! (*What a pity / That's too bad*)
- También (*As well*)
- Como tú (*Like you*)
- ¿En serio? / ¿Verdad? (*Really?*)
- ¡Qué bueno! ¡Qué bien! (*That's great!*)
- ¡Gracias! (*Thank you!*)
- Adiós (*Goodbye*)
- Hasta luego (*See you later!*)
- Cuídate (*Take care*)
- Nos vemos (*See you!*)

Criteria: The components of this activity add up to 100%.

Parts 1 & 2. 40% of the grade for this activity comes from this portion. You will hear 10 questions, and you will choose 5 questions that you would like to answer and 3 questions you would like to pose to your classmates. Record your 5 responses plus your 3 questions in Spanish in a single audio file (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Each response is worth 5% and each question for your peers is worth 5%.

Part 3. 40% of your grade will be earned for interacting with two peers on their initial posts: you are to answer the three questions on the posts of two peers, so each answer is worth 5% and responding with one follow up question per peer is worth 5%.

Part 4. 20% of your grade will be earned for responding to your peers on your original post: you are to answer the follow up

question that your two peers asked on your original post (5% each) and politely thank them and sign off (5% each).

Ejemplo:

Tom listens to the recording. He then chooses which five questions he wants to answer and which three he wants to ask to his classmates. He writes the questions down so that he can reference them while he is recording the audio file. Tom then records his responses in Spanish to the five questions he chooses to answer and he ends by asking three questions to his classmates. He uploads this single audio file to the discussion board. He has earned 40% of the points for this activity.

Tom then finds two peers, Sally and Tim, and he listens to their responses to the original prompt, as well as the questions they ask him. He then prepares his responses, carefully changing the verb endings and being sure to answer each question completely. He records a single file for each peer in which he answers the three questions they asked him, and he follows up with one additional question that was on the Spanish instructor's recording. He has earned 40% of the points for this activity.

Tom goes back to his original post and sees that two of his classmates have answered the questions he asked. He listens to their responses carefully and listens to their additional questions. He records a final audio file for each peer in which he answers their additional question, thanks them by name, and signs off.

Script

1. ¿Cuál es tu clase favorita?
2. ¿Cuál es tu cafetería favorita / café favorito?
3. ¿Qué clases tomas este semestre?
4. ¿Cuáles son las especializaciones más populares en tu universidad?
5. ¿Qué hay en tu mochila?
6. ¿Cuál es el código de área (*area code*) de tu teléfono?
7. ¿Cuál es tu especialización?
8. ¿Qué lenguas hablas?
9. ¿Cuál es tu clase más difícil este semestre?
10. ¿Necesitas música o silencio para estudiar?

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3.25: Discusión- Mi vida universitaria

Purpose: You will practice your conversation skills in Spanish by listening to a recording and responding to the questions in Spanish. You will get exposure to different -er and -ir verbs, and you will practice changing them based on the subject of the sentence. You will also need to change the possessive pronouns as necessary so that your responses make sense. You may use the Encuesta PDF to help you prepare your answers before recording. Click here to download the Encuesta PDF.

Task: This activity has three parts.

Part 1. Listen to the following recording about student life.

Audio

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Part 2. Using a computer or a voice memo function on a smartphone, record your answers to 5 of the questions in Spanish, and post your responses in Spanish to the discussion board. Others will be able to hear your responses in Spanish, just as you can hear theirs.

Part 3. Listen to the responses of two peers in your class. Then, prepare some general statements about you and your peers in Spanish using the "nosotros" form. Be sure to change possessive pronouns as necessary, too [nuestro/a(s)]! You will choose three statements using the nosotros form and post them as a written comment on the discussion board.

Criteria: The components of this activity add up to 100%.

> Parts 1 & 2. You will hear 10 questions, and you will choose 5 questions that you would like to answer. Record 5 responses in Spanish to those questions in a single audio file (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Each response is worth 17%.
>
> Part 3. Choose two peers and listen to their responses. After listening to your peers' responses, you will make generalizations using the "nosotros" form. You will type in three generalizations and post them to the discussion board as a written comment in Spanish. You must include the names of your peers in these generalizations. Each written statement in the "nosotros" form is worth 5%.

Ejemplo:

Mark listens to the recording. He looks at the Encuesta PDF and uses Paso 1 to prepare his responses to the recorded prompt. He then records his responses in Spanish to the 5 questions he chooses to answer and uploads them to the discussion board. He has earned 85 points.

He then finds two peers, Andy and Rebecca, and he listens to their responses to the original prompt. He takes notes, and finds that he and Andy are a lot alike, but that he and Rebecca share few similarities. He looks at the Encuesta PDF and uses Paso 4 to prepare three statements, carefully changing the verb endings and possessive pronouns. He posts them as a written comment on the discussion board. He has earned 15 points. Here are his statements:

1. Andy, Rebecca y yo vivimos con un compañero de cuarto.
2. Andy y yo recibimos buenas notas en nuestras clases, pero Rebecca no recibe buenas notas en sus clases.
3. Andy y yo comemos en la cafetería todos los días, pero Rebecca no come en la cafetería con frecuencia. Ella come en casa.

Script

1. ¿Aprendes mucho en tus clases?
2. ¿Lees mucho pero no lees demasiado para tus clases?
3. ¿Escribes mucho en la clase de composición?
4. ¿Crees que tus profesores son buenos?
5. ¿Comprendes la mayoría de la información que estudias?
6. ¿Recibes buenas notas?
7. ¿Bebes mucho café?
8. ¿Comes en la cafetería todos los días?
9. ¿Vives con una compañera o un compañero de cuarto?
10. ¿Compartes responsabilidades con tu compañera o compañero de cuarto?

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3.26: Actividad colaborativa- En un restaurante

Purpose: You will meet with a classmate in person, over Zoom, or via a phone call to practice using information in Spanish with a partner about dollars and cents in Spanish. The collaboration part of this activity will take approximately 20 minutes, so plan accordingly. You will each have access to different information, and working together, you will both be able to fill in the information gaps on your respective charts.

After you work with your partner through the questions, you will independently write a reflection about your experience doing this activity.

Task: Download or print the following PDF. En un restaurante. Inside, you will find information about a scenario in which five diners who have paid their tabs have to separate the change they are each due. Determine who will be ***Estudiante 1*** and who will be ***Estudiante 2***. Start off by reading the scenario and instructions for Paso 1. After you have completed each chart, check your answers by completing Paso 2.

After you complete the activity with your partner, you will write a report in Spanish 'Reportaje' based on your interaction with your partner. Your report needs to answer the following questions in paragraph form. Make sure to write out the numbers in letters.

1. ¿Cuánto dinero paga (*pays*) cada (each) persona?
2. ¿Cuánto cambio (*change*) recibe (receives) cada persona?
3. You will need to provide proof of your interaction with your partner to your instructor. Please upload a photo or screenshot of your portion of the completed PDF activity so that your instructor can see the work you did.

Criteria: 50% of the grade for this activity comes from your thoughtful reflection addressing questions 1-5 on the previous Task portion above. The other 50% of the grade will come from point 3, the "proof" you submit to your instructor through a photo or screenshot of your portion of the completed activity. If you are unsure about how your instructor wants you to submit this assignment (i.e. upload a word processing file, respond to a prompt, etc.), please ask for clarification before beginning.

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3.27: Actividad escrita- Una entrevista

Your partner in class has won a spotlight in the University's newsletter as the top student of the semester and it is your job to interview him/her for the 75-100 word article. Follow the steps below to complete the task.

Paso 1: Talk to a classmate using the following guided questionnaire as well as adding **3 more questions** you would like to ask. Be sure to take notes on what your partner says.

1. ¿Cómo te llamas?
2. ¿Cómo se escribe tu nombre? ¿Y tu apellido?
3. ¿Cuál es la fecha de tu cumpleaños?
4. ¿Cuántas clases tomas este semestre?
5. ¿Cuántos créditos tomas este semestre?
6. ¿Qué clases tomas los lunes, martes, ...etc?
7. ¿Cuál es tu clase más difícil?
8. ¿Cuál es tu clase más fácil?
9. ¿Cuál es tu clase favorita?
10. ¿Qué clases vas a tomar el próximo semestre?
11. ¿Cuál es tu especialidad académica?
12. ¿Cuál es tu día favorito de la semana?
13. ¿Cuál es tu peor (*worst*) día de la semana?
14. ¿Trabajas? ¿Dónde?
15. ¿Cuántas horas trabajas por semana?
16. ¿Cuáles son tus actividades favoritas?
17. ¿Qué planes tienes para las próximas vacaciones?
18. _____
19. _____
20. _____

Paso 2: Using the information you have collected from the interview, write a logical and organized paragraph. Be sure to title your writing: "La vida de mi compañero como estudiante universitario"

¡A editar!

1. Do you properly introduce your partner as an introduction sentence?
2. Do your -ar, -er, -ir verbs agree with the subject?
3. Did you check your spelling, punctuation, and capitalization?
4. Have you looked at combining short sentences together with "y" or "pero"?
5. Have you tried transition words at the beginning of sentences such as "también" (*also*) or "después de (infinitive)" (*after*)?
6. Did you write a paragraph with 75-100 words?

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3.28: Sinopsis- ¿Qué clases tomas? ¿Qué hora es?

Telling time

Time is constructed using the following structure:

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

¿Qué hora es?

5:00 →

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Son las cinco **en punto.** (*It's five o'clock sharp / on the dot.*)
3:15 →

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Son las tres **y cuarto.** (*It's a quarter past three. – i.e. three-fifteen.*)
4:30 →

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Son las cuatro **y media.** (*It's half past four. – i.e. four-thirty.*)
1:40 →

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Son las dos **menos** veinte.*(*It's twenty to two. – i.e. one-forty.*)
6:50 →

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Son diez **para** las siete.* (*It's ten to seven.*—more common in Latin America)
1:00 →

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Es la **una.**** (*It's one o'clock.*)
12:00 am →

Audio

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

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Es mediodía / Es el mediodía. (*It's noon / midday.*)

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

** *Son* means "they are", so *son las...* only works for numbers greater than one.

To say "it's one o'clock", you have to say

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Es la una.

or

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Es la una en punto.

Regular verbs ending in -ar

- ayudar (*to help*)
- bailar (*to dance*)
- buscar (*to look for*)
- caminar (*to walk*)
- cantar (*to sing*)
- cocinar (*to cook*)
- comprar (*to buy*)

- descansar (*to rest*)
- desear (*to wish*)
- enseñar (*to teach*)
- escuchar (*to listen*)
- esquiar (*to ski*)
- estudiar (*to study*)
- ganar (*to win*)
- hablar (*to talk*)
- llamar (*to call*)
- llegar (*to arrive*)
- mandar (*to send*)
- mirar (*to look at*)
- nadar (*to swim*)
- necesitar (*to need*)
- practicar (*to practice*)
- preguntar (*to ask*)
- regresar (*to return*)
- tomar (*to take*)
- trabajar (*to work*)
- usar (*to use*)
- viajar (*to travel*)

Conjugation

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

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

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

Hablar

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:

(yo) habl**o** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	(nosotros) habl**amos** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
(tú) habl**as** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	(vosotros) habl**áis*** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
(él / ella / usted) habl**a** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	(ellos / ellas / ustedes) habl**an** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

Verbos regulares de -er/-ir

-ER VERBS

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

-IR VERBS

- abrir (*to open*)

- compartir (*to share*)
- cumplir (*to fulfill*)
- decidir (*to decide*)
- describir (*to describe*)
- escribir (*to write*)
- recibir (*to receive*)
- vivir (*to live*)

Verbo tener

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

tener (*to have*)	
(stem: ten; irregular yo-form; stem-vowel change)	
singular	plural
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online yo ten**go**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nosotros ten**emos**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tú **tienes**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vosotros ten**éis**

tener (*to have*)	
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  él **tiene**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ellos **tienen**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ella **tiene**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ellas **tienen**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  usted **tiene**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ustedes **tienen**

Lugares de la universidad

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

Vocabulario de la universidad

- el curso (*course*)

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

Los cursos en la universidad

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

All question words

Palabra para preguntar ⍰Atención a la acentuación!	**Question word**	**Ejemplo**	**Explicación**
¿Qué?	*What?*	¿Qué es esto?	Pide definición de un sustantivo.
¿Cuál? / ¿Cuáles?	*Which one/ ones?*	¿Cuál es tu nombre? ¿Cuáles prefieres?	Singular / Plural. Pide una o unas de alguna categoría.
¿Cómo?	*How?*	¿Cómo te llamas?	Pide descripción de un verbo.

Palabra para preguntar ¡Atención a la acentuación!	Question word	Ejemplo	Explicación
¿Dónde?	*Where?*	¿Dónde vives?	Pide lugar. Generalmente usado con el verbo “estar” para pedir locación.
¿De dónde?	*From where?*	¿De dónde vienes?	Pide lugar de origen.
¿A dónde?	*To where?*	¿A dónde vas?	Pide destino. Generalmente se usa con el verbo “ir” (irregular).
¿Quién? / ¿Quiénes?	*Who?*	¿Quién eres tú? ¿Quiénes son ellos?	Singular / Plural. Pide identificación de personas.
¿Cuándo?	*When?*	¿Cuándo es tu cumpleaños?	Pide el momento, la hora o la época.
¿Cuánto? / ¿Cuánta? / ¿Cuántos? / ¿Cuántas?	*How many?*	¿Cuántos años tienes?	Singular / Plural / Femenino / Masculino. Pide cantidades de cosas o personas.
¿Por qué?	*Why?*	¿Por qué piensas esto?	Pide razones.

Basic sentence structure: statements

The basic structure of simple sentences in Spanish is the same as in English: subject – verb – object.

Basic sentence structure: yes-no questions

Either they have the same word order as a simple sentence and are spoken with a rising intonation instead of falling, or the verb and subject are reversed (verb – subject – object).

Note that Spanish does NOT use an auxiliary or helping verb like English (*do/does*).

- ¿Estudiamos el español? (*Do we study / are we studying Spanish?*)

Basic sentence structure: negation

Answering affirmatively: say “sí” (*yes*) and state your answer.

- Sí, estudiamos el español.

Answering negatively: put the word “no” before the verb (subject – no – verb – object). The Spanish word “no” means both “no” and “not”.

- No estudiamos el francés. (*We do not study French.*)

Modal verbs

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

- **Deseo estudiar** un idioma de cada continente. (***I want to study*** *one language from each continent.*)

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4: CAPÍTULO 4

Learning Objectives

- Use vocabulary related to leisure activities
- Use vocabulary related to places in the city
- Learn adverbs of time and frequency
- Learn sequence, indefinite, and negative words
- Use the verb "ir" with going to places and to indicate future actions
- Use the contractions "al" and "del"
- Use the verb "gustar" with an infinitive and a noun
- Use irregular verbs in the "yo" form in the present indicative
- Read about el fútbol
- Learn some interesting facts about Argentina

4.1: Introducción musical- ¿Cómo pasas tu tiempo libre?

4.2: Vocabulario- Los lugares en la comunidad

4.3: Vocabulario- Los pasatiempos

4.4: Vocabulario- Los adverbios de frecuencia

4.5: Vocabulario- Las palabras de secuencia, indefinidas y negativas

4.6: Gramática- El verbo gustar + infinitivo

4.7: Gramática- El verbo gustar + sustantivos

4.8: Gramática- El verbo ir y las contracciones al y del

4.9: Gramática- Ir + a + infinitivo y vocabulario para hablar del futuro

4.10: Gramática- Los verbos irregulares en la forma de “yo”

4.11: Lectura- El reportaje de Sebastián

4.12: Lectura- El fútbol es más que un deporte para mi familia

4.13: Cultura- Argentina

4.14: Cultura- El fútbol y el dominó

4.15: Video- ¿Qué hay en tu comunidad? ¿Cómo es tu ciudad?

4.16: Video- ¿Qué haces en tu tiempo libre?

4.17: Video- ¿Qué vas a hacer?

4.18: Video- Las vacaciones

4.19: Discusión- Mis gustos y preferencias

4.20: Discusión- ¿Qué te gusta hacer?

4.21: Discusión- Preguntas y respuestas usando verbos irregulares

4.22: Discusión- ¿Qué hábitos tienes?

4.23: Presentación oral- Mi pasatiempo/deporte favorito

4.24: Actividad escrita- Mi música latina favorita

4.25: Actividad colaborativa- Los pasatiempos

4.26: Sinopsis- ¿Cómo pasas tu tiempo libre?

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4.1: Introducción musical- ¿Cómo pasas tu tiempo libre?

Ozuna – **Dile que tú me quieres**
Juan Carlos Ozuna Rosado, known simply by his surname Ozuna, is a Puerto Rican Latin rap and reggaeton singer. (Wikipedia page on Ozuna)

YouTube Video

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

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

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

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

YouTube Video

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4.2: Vocabulario- Los lugares en la comunidad

Objetivos

- Recognize the vocabulary of places in the community

Vocabulario

Los lugares en la comunidad (*places in the community*)



el aeropuerto

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el banco

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el bar

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el barrio

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el café

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la calle

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la casa

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el centro comercial

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el cine

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la ciudad

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el club

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el correo

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la discoteca

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el edificio

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la escuela

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la estación de metro

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la farmacia

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el hospital

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el hotel

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la iglesia

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el mercado

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el museo

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el negocio (*business*)

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la parada de autobús

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el parque

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la piscina

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la plaza

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el restaurante

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el supermercado

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el teatro

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la tienda

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el zoológico

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Text only list

Los lugares en la comunidad (*places in the community*)

- el aeropuerto (*airport*)
- el banco (*bank*)
- el bar (*bar, pub*)
- el barrio (*neighborhood*)
- el café (*cafe, coffee shop*)
- la calle (*street*)
- la casa (*house*)
- el centro comercial (*mall, shopping center*)
- el cine (*cinema, movie theater*)
- la ciudad (*city*)
- el club (*club*)
- el correo (*post office*)
- la discoteca (*disco, dance hall*)
- el edificio (*building*)
- la escuela (*school*)
- la estación de metro (*subway station*)
- la farmacia (*pharmacy, drug store*)
- el hospital (*hospital*)
- el hotel (*hotel*)
- la iglesia (*church*)
- el mercado (*market*)
- el museo (*museum*)
- el negocio (*business*)
- la parada de autobús (*bus stop*)
- el parque (*park*)
- la piscina (*pool*)
- la plaza (*plaza, city square*)
- el restaurante (*restaurant*)
- el supermercado (*supermarket*)
- el teatro (*theater*)
- la tienda (*store, shop*)
- el zoológico (*zoo*)

Objetivos

- Recognize the vocabulary of places in the community

A. Navegando la ciudad

Actividad 4.2.A

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B. Navegando la ciudad

Actividad 4.2.B

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C. Escuchar: Navegando la ciudad

Actividad 4.2.C

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Text only

A. Navegando la ciudad

1. Mona quiere ver pinturas así que va al ...
   - hotel
   - museo
   - café
   - correo
2. ¿Dónde puedes comprar un chocolate caliente? En un ....
   - hospital
   - club
   - café
   - edificio

3. ¿Dónde hay mucho dinero? En el ....
    - teatro
    - banco
    - cine
    - parque
4. ¿A dónde va la gente los domingos? A ....
    - la parada de autobús
    - la farmacia
    - la iglesia
    - la escuela
5. Pablo necesita leche y manzanas. Tiene que ir al ....
    - supermercado
    - parada de autobús
    - restaurante
    - zoológico
6. A Marta le gustan los animales y por eso va al ....
    - correo
    - negocio
    - restaurante
    - zoológico
7. Vamos al _____ para tomar un café con leche.
    - hotel
    - parque
    - café
    - negocio
8. Vamos al _____ para comprar frutas frescas.
    - parque
    - teatro
    - restaurante
    - mercado
9. Para ver una película vas al _____ .
    - mercado
    - supermercado
    - cine
    - hotel
10. Cuando tienes hambre vas a _____ .
    - un restaurante
    - un parque
    - una parada de autobús
    - un banco
11. Los animales están en _____.
    - el supermercado
    - el zoológico
    - la piscina
    - la escuela
12. María va a _____ para nadar.
    - el correo
    - la escuela
    - el supermercado
    - la piscina

B. Navegando la ciudad

1. Para tomar el tren tienes que ir a la _____ del metro.
2. Para tomar una cerveza vas a un _____ .
3. Cuando necesitas una camiseta vas al _____ _____.
4. Antonio vive en un _____ nuevo. (neighborhood)
5. La familia de Jesús tiene una _____ grande.

6. Madrid es una _____ en España.
7. Hay aviones en el _____.
8. En el centro de la _____ (*town square*) hay un pozo (*well*).

C. Navegando la ciudad

1. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? A ...

   - la tienda
   - la calle
   - la farmacia
   - la estación del metro
2. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? A ...

   - un restaurante
   - un correo
   - un parque
   - la calle
3. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? A un ...

   - supermercado
   - parque
   - café
   - correo
4. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? A ...

   - un restaurante
   - un edificio
   - una farmacia
   - un parque
5. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? A ...

   - un barrio
   - un café
   - un correo
   - un parque
6. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? A ...

   - un hospital
   - un restaurante
   - un café
   - un correo
7. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? Al ...

   - correo

- mercado
- hotel
- club

8. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? A ...

   - la escuela
   - la calle
   - la parada de autobús
   - la farmacia

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4.3: Vocabulario- Los pasatiempos

Objetivos

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

Vocabulario: Los pasatiempos

Los pasatiempos (*Pastimes*)



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charlar



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jugar un juego de mesa



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dibujar



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jugar a los bolos



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dar una vuelta / dar un paseo / ir de paseo



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jugar videojuegos



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navegar el internet



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pasar el tiempo



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salir



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tejer



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tocar el piano



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tocar la guitarra



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trepar árboles

Los deportes (*Sports*)



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el alpinismo



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andar en bicicleta



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el atletismo



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el básquetbol



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el béisbol



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esquiar (en la nieve)



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esquiar en la tabla



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el fútbol



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el fútbol americano



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el golf



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levantar pesas



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la natación



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pescar



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access it online.

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el tenis



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el vóleibol

Text only

Los pasatiempos (*pastimes*)

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

- trepar árboles (*to climb trees*)

Los deportes (*sports*)

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

Objetivos

- Identify verbs and nouns related to pastimes, sports and other activities
- Understand spoken statements about pastimes, sports and other activities

A. Los pasatiempos: ¿Qué actividad les gusta hacer? See next section (4.4) to review the "gustar" verb

Actividad $4.3.A$

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B. Los pasatiempos

Actividad $4.3.B$

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C. Los pasatiempos

Actividad 4.3.C

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D. Los pasatiempos

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E. Los pasatiempos

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F. Los pasatiempos

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G. Los pasatiempos

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Text only

A. Los pasatiempos: ¿Qué actividad les gusta hacer?

navegar en internet • jugar un juego de mesa • pescar • tejer • jugar videojuegos • dar un paseo • levantar pesas • charlar • andar en bicicleta • tocar el piano • tocar la guitarra

1. A mi hermano le gusta _____ como Super Mario.
2. A nosotros nos gusta la música, entonces _____.
3. A Elisa le gusta _____ porque es más rápido que caminar.
4. Me gusta _____ porque como pescado fresco.
5. A Juan le gusta _____ en el gimnasio.
6. A Luna le gusta mucho _____ con sus amigas por teléfono.
7. Me encanta la música, entonces me gusta _____.
8. A mi madre y a mí nos gusta _____ en la calle.
9. Quiero saber mucho de los actores. Me gusta _____ para leer sobre ellos.

B. Los pasatiempos

1. Me gusta hacer cosas con las manos.
   - charlar
   - tejer
   - esquiar
   - la natacíon
2. A ella le encanta la nieve.
   - ir de paseo
   - tocar el piano
   - dibujar
   - esquiar
3. ¿Qué prefieres hacer en el gimnasio?
   - dibujar
   - levantar pesas
   - tejer
   - pescar
4. Cuando toda la familia está en casa.
   - hacer alpinismo
   - jugar al béisbol
   - jugar un juego de mesa
   - esquiar
5. Las chicas lo hacen en Starbucks.
   - esquiar
   - charlar
   - jugar al golf

    - jugar al vóleibol
6. Después de cenar, nos gusta...
    - ir de paseo
    - trepar árboles
    - esquiar en tabla
    - jugar a los bolos

C. Los pasatiempos

1. A ellos les gusta _____ en casa.
    - jugar videojuegos
    - trepar árboles
    - dar una vuelta
    - esquiar
2. Mi abuela es una persona mayor. A ella le gusta sentarse en una silla y _____.
    - ir de paseo
    - tejer
    - andar en bicicleta
    - levantar pesas
3. A ustedes les gusta _____ en el mar.
    - nadar
    - dibujar
    - tejer
    - hacer alpinismo
4. Se puede _____ para buscar información.
    - pasar el tiempo
    - navegar en internet
    - levantar pesas
    - tocar la guitarra
5. Juegan al _____ con las manos y no con los pies.
    - golf
    - fútbol
    - fútbol americano
    - pesca
6. El niño de 5 años aprende a _____ con su padre en el parque.
    - andar en bicicleta
    - tocar el piano
    - esquiar
    - tejer

D. Los pasatiempos

1. Después de _____ (*fishing*), puede comer los pescados.
2. A los niños les gusta _____ (*to climb trees*) en el jardín.
3. A Juan le gusta _____ (*mountaineering*) porque a él le gustan las montañas.
4. A mi madre le encanta ver a Venus Williams *[the tennis player]* jugar al _____.
5. A Julia le gusta la música. Ella sabe (*knows how*) _____ (*to play the piano*).
6. María es artista. Ella sabe _____ (*to draw*) bien.
7. A mis amigos y a mí nos gusta _____ (*to chat*) en un café.

E. Los pasatiempos

1. Tam:

Audio

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¿Qué le gusta hacer a Tam en su tiempo libre?

- Trepar árboles
- Dar un paseo
- Navegar en internet
- Jugar al tenis

2. Luna:

Audio

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¿Qué hace Luna los viernes?

- Pasar el tiempo
- Andar en bicicleta
- Jugar al fútbol
- Dar un paseo

3. Juan:

Audio

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¿Qué hace Juan en su tiempo libre?

- jugar al fútbol
- jugar al béisbol
- jugar al tenis
- jugar al fútbol americano

4. Elisa:

Audio

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¿Qué hace Elisa en su tiempo libre?

- dibujar
- tejer
- salir
- dar un paseo

5. Antonio:

Audio

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¿Qué hace Antonio cuando no tiene clases?

- jugar al béisbol
- jugar al fútbol
- esquiar
- jugar a los bolos

6. María:

Audio

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View this Audio online

¿Qué hace María en su tiempo libre?

- ir de excursión
- tejer
- trepar árboles
- dar un paseo

F. Los pasatiempos

1. Lupe:

Audio

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View this Audio online

¿Qué le gusta jugar en su tiempo libre?









2. Roberta:

Audio

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View this Audio online

¿Qué hace Roberta en su tiempo libre?









3. Alberto:

Audio

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View this Audio online

¿Qué le gusta a Alberto?









4. Rosa:

Audio

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View this Audio online

¿Qué le gusta hacer a Rosa?









5. Belén:

Audio

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¿Qué le gusta hacer a Belén en su tiempo libre?


MACHERIO
30
VETERINARIO







6. Daniel:

Audio

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¿Qué le gusta hacer a Daniel en su tiempo libre?









G. Los pasatiempos

1. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

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View this Audio online

En mi tiempo libre me gusta _____ con mis amigos. Vamos a restaurantes, bares, y cafés juntos.

2. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

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En mi tiempo libre me gusta _____. Me gustan los deportes.

3. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this Audio online

Voy a las montañas con mis amigos cada invierno. Nos gusta _____ en la nieve.

4. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

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A mis amigos y a mí nos gusta _____ en nuestro tiempo libre. Charlamos en un café y también por teléfono.

5. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

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Me voy al mar este fin de semana porque me gusta _____.

6. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this Audio online

Me gusta mucho _____ (volleyball). Juego con un equipo a la universidad. Es muy divertido.

7. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

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Me gusta la música. En mi tiempo libre me gusta _____.

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4.4: Vocabulario- Los adverbios de frecuencia

Objetivos

Identify the correct adverb of time for the context

Adverbios de frecuencia

Con frecuencia (*frequently*)	**Sin frecuencia** (*Less frequently*)
usualmente (*usually*) constantemente (*constantly*)	nunca (*never*) jamás (*never*)
generalmente (*generally*), por lo general (*in general*)	rara vez (*rarely*) pocas veces (*few times*) poco (*a little bit*)
a menudo (*frequently*) regularmente (*regularly*)	a veces (*sometimes*) casi nunca (*almost never*) de vez en cuando (*from time to time, once in a while*)

Con frecuencia (*frequently*)	**Sin frecuencia** (*Less frequently*)
cada semana (*each week*) semanalmente (*weekly*)	apenas (*hardly ever*)
todos los días (*every day*) diariamente (*daily*)	por lo menos (*at least*)
muchas veces (*many times*) bastante (*quite often*) mucho (*a lot*)	
siempre (*always*)	

In Spanish, word order may be more flexible than it is in English. These adverbs of time and frequency may be used at the

beginning or end of the sentence. However it is more common to see them at the beginning.

To say what someone does before or after another activity, use the expressions “antes de” + infinitive and “después de” + infinitive.

-  **Antes de cepillarme los dientes**, yo tomo café.

  (*Before brushing my teeth, I drink coffee.*)

-  Tengo que ducharme **después de hacer ejercicio**.

  (*I need to shower after exercising.*)

Without the preposition “de”, “antes” and “después” change to mean “beforehand” and “afterwards”. They are followed by the conjugated verb.

-  Usualmente hago ejercicio y **después trabajo**.

  (*Usually I exercise and afterwards I work.*)

-  Tengo que hacer mi tarea pero **antes voy a echarme una siesta**.

  (*I have to do my homework but beforehand, I am going to take a nap.*)

To express that you do something once, many times, or a couple of times you use the word “vez” (*time, instance*). Below are a few ways to use this expression, and it comes after the verb or at the end of the sentence.

-  Me lavo el pelo **tres veces a la semana**. (*I wash my hair three times a week.*)

-  Mi novio se afeita la barba **una vez a la semana**. (*My boyfriend shaves his beard once a week.*)

- Celebramos tu cumpleaños **una vez al año**. (*We celebrate your birthday once a year.*)

“Cada” + a day of the week, month, or another time expression also expresses “every”.

- **Cada año**, celebro el día de San Valentín (*Every year I celebrate Saint Valentine’s day.*)
- **Cada fin de semana**, voy a la casa de mis padres. (*Every weekend I go to my parents’ house.*)

Objetivos

- Identify the correct adverb of time for the context
- Understand spoken sentences using adverbs of time

A. Ordenar las palabras

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4.5: Vocabulario- Las palabras de secuencia, indefinidas y negativas

LAS PALABRAS DE SECUENCIA

(Sequence words)

antes [de] (*before*)

después (*afterward; then*)

después [de] (*after*)

durante (*during*)

entonces (*then, so*)

luego (*then*)

más tarde (*later [on]*)

por último (*finally*)

LAS PALABRAS INDEFINIDAS Y NEGATIVAS

(Indefinite and negative words)

algo (*something; anything*)

alguien (*someone; somebody; anyone*)

alguno/a(s), algún (*some; any*)

jamás (*never; not ever*)

nada (*nothing; not anything*)

nadie (*no one; nobody; not anyone*)

ni...ni (*neither...nor*)

ninguno/a, ningún (no; none; not any)

nunca (*never; not ever*)

o...o (*either...or*)

siempre (*always*)

también (*also; too*)

tampoco (*neither; not either*)

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4.6: Gramática- El verbo gustar + infinitivo

Objetivos

- Recognize phrases using gustar+infinitive to express what someone likes to do

The verb *gustar* is used to indicate things or activities that you like, but it is a little different in Spanish than in English. You'll learn more about how *gustar* and other verbs like it work later, but for now you can see how it is used with infinitives:

	singular	**plural**
1ª *(1st)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online me gusta	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nos gusta
2ª *(2nd)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online te gusta	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online os gusta
3ª *(3rd)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online le gusta	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online les gusta

As you see, instead of conjugating *gustar* to match the subject as you do with most verbs, only the third person ending is used along with different pronouns (me, te, le, nos, os, les). *Gustar* is frequently used in Spanish with infinitives to indicate likes (and dislikes):



Al gato no le gusta nadar.

- **Audio**

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  View this Audio online

¿Qué te gusta hacer? *(What do you like to do?)*

- **Audio**

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Me gusta comer en restaurantes buenos. *(I like to eat in good restaurants.)*

- **Audio**

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Te gusta cantar y bailar, ¿no? *(You like to sing and dance, right?)*

- Audio

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  View this Audio online

Nos gusta correr todos los días. *(We like to run every day.)*

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Le gusta escuchar música. *(He likes to listen to music.)* or *(She likes to listen to music.)* or *(You [formal] like to listen to music.)*

- Audio

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A usted no le gusta nadar. (You don't like to swim.)

Useful phrases when talking about things you like or dislike:

- A mí me gusta... (*I like to...*; the "a mí" phrase is added for emphasis or clarification.)
- Me gusta ( ) más. [*I like to (activity) more.]*

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Me gusta mucho. (*I like it a lot.*)

- Audio

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A mí también. (*Me too / I do too.*)

- Audio

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  View this Audio online

No me gusta... (*I don't like to...*)

- Audio

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  View this Audio online

No me gusta nada ( ). [*I don't like to (activity) at all.]*

- Audio

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A mí tampoco. (*Me neither / I don't either.*)

- Audio

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¿Qué te gusta hacer? (*What do you like to do?*)

- **Audio**

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  View this Audio online

¿Te gusta...? (*Do you like to...?*)

- **Audio**

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  View this Audio online

¿Y a ti? (*And you?*)

- **Audio**

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  View this Audio online

ni (*neither, nor*)

- **Audio**

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  View this Audio online

o (*or*)

- **Audio**

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sí (*yes*)

- **Audio**

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con (*with*)

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y (*and*)

- **Audio**

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pero (*but*)

Objetivos

- Recognize phrases using gustar+infinitive to express what someone likes to do
- Comprehend spoken sentences expressing what someone likes to do

A. Gustar + infinitive

Actividad 4.6.A

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B. Gustar + infinitive

Actividad 4.6.B

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C. Escuchar: Gustar + infinitive

Actividad 4.6.C

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A. Gustar + infinitive

1. — A mí me gusta nadar. ¿Y a ti?— No ____ gusta nadar.
   - te
   - os
   - le
   - me
2. A mi madre ____ gusta pintar.
   - nos
   - os
   - le
   - te

3. A mis hermanas ____ gusta dormir.
    - les
    - le
    - te
    - me
4. ¿A vosotras ____ gusta leer?
    - me
    - te
    - os
    - nos
5. A nosotros ____ gusta ir a la playa.
    - le
    - te
    - me
    - nos
6. A mis padres ____ gusta leer el periódico por la mañana.
    - les
    - me
    - nos
    - os
7. A mí ____ gusta ver películas en el cine.
    - le
    - te
    - me
    - les
8. A Antonia ____ gusta dibujar.
    - os
    - les
    - le
    - me

B. Gustar + infinitive

1. A mí _____ _____ dormir.
2. A mis hermanos _____ _____ jugar al baloncesto.
3. A mis amigas _____ _____ ir al cine.
4. A nosotros _____ _____ trabajar juntos.
5. A mi padre _____ _____ cocinar.
6. ¿A vosotras _____ _____ bailar?
7. A mi perro _____ _____ comer mucho.
8. A mis abuelos _____ _____ andar.

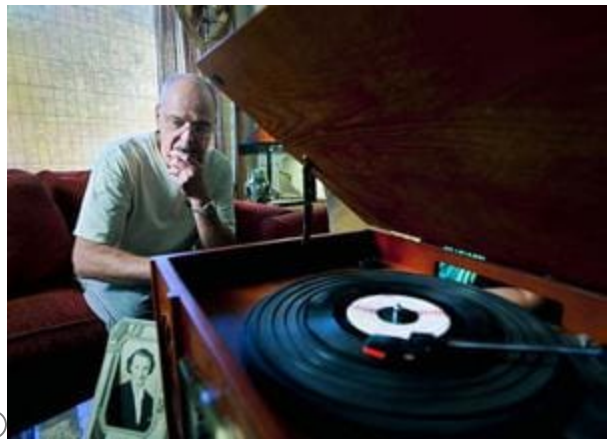
C. Gustar + infinitive

1. Which picture corresponds to the spoken description?

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2. Which picture corresponds to the spoken description?

Audio

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3. Which picture corresponds to the spoken description?

Audio

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4. Which picture corresponds to the spoken description?

Audio

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5. Which picture corresponds to the spoken description?

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6. Which picture corresponds to the spoken description?

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8. Which picture corresponds to the spoken description?

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4.7: Gramática- El verbo gustar + sustantivos

Objetivos

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

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

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

forms for different people liking a singular thing		
	persona singular	persona plural
primera (1a) persona	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online me gusta (*I like*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nos gusta (*We like*)
segunda (2a) persona	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online te gusta (*You like*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online os gusta (*You all like*)
tercera (3a) persona	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online le gusta (*He/She likes*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online les gusta (*They like*)

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

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

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  (A mí) me gusta la casa. (*I like the house. Literally: The house pleases me.*)

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  (A ti) te gusta la salsa picante. (*You—informal singular—like hot sauce.*)

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  (A usted) le gusta la comida. (*You—formal singular—like the food.*)

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  (A él) le gusta el libro. (*He likes the book.*)

Audio

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(A ellas) les gusta el coche. (*They like the car.*)

Audio

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(A nosotros) nos gusta el café. (*We like coffee.*)

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

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(A mí) me gustan las casas. (*I like the houses. Literally: The houses please me.*)

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(A ti) te gustan las manzanas. (*You—informal singular—like the apples.*)

- Audio

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  (A usted) le gustan las comidas. (*You—formal singular—like the foods.*)

- Audio

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  (A él) le gustan los libros. (*He likes the books.*)

- Audio

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  (A ellas) les gustan los coches. (*They like the cars.*)

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  (A nosotros) nos gustan los animales. (*We like animals.*)

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

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(A mí) me gusta cantar mucho. (*I like to sing a lot. Literally: It pleases me a lot to sing.*)

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(A tí) te gusta recibir y escribir cartas. (*You–informal singular– like to receive and write letters.*)

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(A usted) le gusta escuchar la música. (*You–formal singular– like to listen to music.*)

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(A él) le gusta comer y bailar. (*He likes to eat and dance.*)

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(A ellas) les gusta aprender el español. (*They like to learn Spanish.*)

Audio

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(A nosotros) nos gusta correr. (*We like to run.*)

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

Some other words that work the same way as *gustar*:

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Doler (*to hurt; literally: to be painful*) —

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Me duelen los pies. (*My feet hurt / are hurting me.*)

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Encantar (*to love; literally: to be enchanting*) —

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View this Audio online

A los mexicanos les encantan los dramas coreanos. (*Mexicans love Korean dramas.*)

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Molestar (*to mind; literally: to be irritating, bothersome*) —

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

Objetivos

- Recognize the correct pronouns and correct forms of gustar to say what things you and others like and don't like
- Distinguish what things are pleasing to different people based on spoken text
- Use "gustar" to explain your likes

A. El verbo gustar + sustantivos

Actividad 4.7.A

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B. El verbo gustar + sustantivos

Actividad 4.7.B

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View this Interactive Content online

C. El verbo gustar + sustantivos

Actividad 4.7.C

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D. Escuchar: El verbo gustar + sustantivos

Actividad 4.7.D

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Text only

A. El verbo gustar + sustantivos

1. A Marta le _____ los animales.
   - gusta
   - gustar
   - gustan
   - gusto
2. A los chicos les _____ la película nueva.
   - gusta
   - gustar
   - gustan
   - gusto
3. A vosotros os _____ las películas graciosas.
   - gusta
   - gustar
   - gustan
   - gusto
4. A los profesores les _____ las conferencias.
   - gusta
   - gustar
   - gustan
   - gusto
5. A Marcos le _____ la novia de su hermano.
   - gusta
   - gustar
   - gustan
   - gusto

B. El verbo gustar + sustantivos

1. A los estudiantes _____ gustan las clases fáciles.
   - les
   - le
   - me
   - nos
2. A ellos _____ gusta la amiga de Pablo.
   - te
   - les
   - me
   - le
3. A tí no _____ gusta la mejor amiga de María.
   - te
   - me
   - le
   - nos
4. A vosotras _____ gustan los zoológicos.
   - os
   - nos
   - le
   - me
5. A Maite y Pablo _____ gusta el pelo largo y negro de Antonia.
   - le
   - me
   - les

- nos

6. A tí ____ gustan los perros.
   - te
   - le
   - les
   - me
7. A nosotras ____ gusta la clase de Biología.
   - nos
   - me
   - le
   - les

C. El verbo gustar + sustantivos

1. A mí me _____ tu sobrino.
2. A tí _____ gustan los gatos negros.
3. A ellos _____ gusta el básquetbol.
4. A Ana _____ gustan los deportes.
5. A nosotros _____ gusta el juego nuevo de María.
6. A tí te _____ tu familia.
7. A ellos les _____ las comidas corridas (*fast food*).
8. A ellas les _____ el chico nuevo de la clase.

D. El verbo gustar + sustantivos

1. **Audio**

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   ¿Qué has oído? (*What did you hear?*)

   - les gusta
   - le gustan
   - le gusta
   - les gustan

2. **Audio**

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   ¿Qué has oído? (*What did you hear?*)

   - le gustan
   - les gustan

- le gusta
- les gusta

3. **Audio**

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¿Qué has oído? (*What did you hear?*)

- le gustan
- les gustan
- le gusta
- les gusta

4. **Audio**

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¿Qué has oído? (*What did you hear?*)

- nos gusta
- os gustan
- nos gustan
- os gusta

5. **Audio**

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¿Qué has oído? (*What did you hear?*)

- me gustan
- te gustan
- te gusta
- me gusta

6.

Audio

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¿Qué has oído? (*What did you hear?*)

- le gusta
- le gustan
- les gusta
- les gustan

7. **Audio**

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   ¿Qué has oído? (*What did you hear?*)

   - le gustan
   - les gusta
   - les gustan
   - le gusta

8. **Audio**

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   View this Audio online

   ¿Qué has oído? (*What did you hear?*)

   - les gustan
   - le gustan
   - le gusta
   - les gusta

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4.8: Gramática- El verbo ir y las contracciones al y del

Objetivos

- Recognize the correct conjugations of the verb ir

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

ir (*to go*)

Singular	Plural
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online yo **voy**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nosotros **vamos**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tú **vas**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vosotros **vais**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online él / ella / usted **va**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online ellos / ellas / ustedes **van**



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

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

Audio

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- No voy a la fiesta esta noche porque hay un examen mañana. (*I’m not going to the party tonight, because there’s a test tomorrow.*)

Audio

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- Ellos van al gimnasio todos los días. (*They go to the gym every day.)*



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

Contracciones

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

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

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

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Vamos **al** parque con el perro. (*We go to the park with the dog.*)

- Audio

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Vamos **a los** negocios locales. (*We go to the local businesses.*)

Audio

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Los científicos llegan **del** Instituto de Salud Pública. (*The scientists come from the Institute of Public Health.*)

Audio

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Los maestros llegan **de la** Universidad Complutense de Madrid. (*The teachers come from the Complutense University of Madrid.*)

Objetivos

- Recognize the correct conjugations of the verb ir
- Identify where people are going based on spoken text

A. El verbo ir

Actividad 4.8.A

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View this Interactive Content online

B. El verbo ir

Actividad 4.8.B

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Text only

A. El verbo ir

1. Yo ____ al cine con Felipe.
   - vas
   - vais
   - voy
   - vamos
2. Tú ____ a la escuela a las ocho de la mañana.
   - vas
   - vamos
   - va
   - vais
3. Nosotros ____ al zoológico para ver los tigres.
   - vamos
   - vais
   - voy
   - va
4. Los amigos ____ a la piscina para nadar.
   - van
   - vamos
   - va
   - voy
5. La profesora ____ a la escuela para trabajar.
   - va
   - vais
   - vamos
   - voy
6. Tú ____ al café para tomar un chocolate caliente.
   - vas
   - va
   - vais
   - voy

B. El verbo ir

1. María _____ a la escuela para estudiar.
2. Jesús y Antonio _____ al parque para jugar básquetbol.
3. El chico _____ a un partido de fútbol con su padre.
4. Nosotros _____ a un restaurante caro para cenar.
5. Vosotras _____ a un restaurante caro para cenar.

6. Yo _____ a un correo con una carta.
7. El profe _____ a un restaurante caro para cenar.
8. Los niños _____ al supermercado para comprar unas manzanas.

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4.9: Gramática- Ir + a + infinitivo y vocabulario para hablar del futuro

Objetivos

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

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



¿Va usted a comer conmigo?

Audio

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View this Audio online

- **Audio**

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  Yo **voy a estudiar** esta noche. (*I'm going to study tonight.*)

Audio

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Tú no **vas a ganar** mucho dinero aquí. (*You are not going to earn much money here.*)

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Ella **no va a comprar** el libro. (*She's not going to buy the book.*)

Audio

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Ustedes **van a mirar** la tele, ¿verdad? (*You all are going to watch TV, right?*)

Vocabulario útil para hablar del futuro

Audio

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Esta tarde (*this afternoon*)

Audio

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  View this Audio online

Esta noche (*tonight*)

Audio

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Esta semana (*this week*)

Audio

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Este año (*this year*)

Audio

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Mañana (*tomorrow*)

Audio

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Pasado mañana (*the day after tomorrow*)

- **Audio**

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La semana que viene (*next week*)

- **Audio**

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El próximo año (*next year*)

Objetivos

- Recognize statements about plans and future events which use the infinitive after ir + a
- Identify plans and future events from spoken text
- Distinguish the use of ir with destinations and the use of ir with infinitives

A. Ir + a + infinitivo

Actividad 4.9.A

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View this Interactive Content online

B. Ir + a + infinitivo

Actividad 4.9.B

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C. ¿Qué frase habla del futuro?

Actividad 4.9.C

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View this Interactive Content online

D. Making Plans or Going Places?

Actividad 4.9.D

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E. Escuchar: Making Plans or Going Places?

Actividad 4.9.E

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this Interactive Content online

Text only

A. Ir + a + infinitivo

1. Nosotros _____ fútbol esta tarde.
   - vamos a jugar
   - vais a jugar
   - voy a jugar
   - van a jugar
2. Vosotros _____ una película nueva.
   - van a ver
   - ir a ver
   - vais a ver
   - vamos a ver
3. Ellos _____ en la biblioteca.
   - vais a estudiar
   - voy a estudiar
   - vamos a estudiar
   - van a estudiar
4. Ellas _____ mucho al restaurante italiano.
   - va a comer
   - voy a comer
   - vamos a comer
   - van a comer
5. Él _____ el tren a Madrid esta tarde.
   - va a tomar
   - van a tomar
   - voy a tomar
   - vamos a tomar
6. Yo _____ mucha agua hoy.
   - vas a beber
   - va a beber
   - vamos a beber
   - voy a beber

B. Ir + a + infinitivo

1. El chico _____ _____ _____ el autobús a Valencia mañana por la mañana. (tomar)
2. La madre _____ _____ _____ el libro nuevo a su hijo. (leer)
3. Las niñas _____ _____ _____ en el mar. (nadar)
4. Nosotras _____ _____ _____ al cine.
5. Vosotros _____ _____ _____ a la compañera de clase en el hospital.
6. Yo _____ _____ _____ en mi cama nueva.

C. ¿Qué frase habla del futuro?

1. ¿Qué frase habla del futuro?
   - Yo voy al cine.
   - ¿Vas tú con nosotros?
   - Nosotros vamos a la playa.
   - Yo voy a estudiar esta noche.
2. ¿Qué frase habla del futuro?
   - ¿Vais vosotros al cine?
   - Yo voy a la piscina.
   - Ellos van al centro comercial.
   - Tú vas a cocinar con tu madre.

3. ¿Qué frase habla del futuro?
    - ¿Vais a comer con nosotras?
    - Ellos van a un restaurante para comer.
    - ¿Vas tú a la tienda conmigo?
    - María va al teatro.
4. ¿Qué frase habla del futuro?
    - Vamos a estudiar para el examen.
    - Ellas van a una discoteca para bailar
    - Ella va a la parada de autobús.
    - Él va al café para tomar un chocolate caliente.
5. ¿Qué frase habla del futuro?
    - Ellos van a la playa.
    - La chica va a la tienda de zapatos.
    - Voy a ver a mi abuela este fin de semana.
    - Nosotros vamos al teatro para ver la obra.
6. ¿Qué frase habla del futuro?
    - ¿Vais vosotros a tomar un café?
    - Ellas van al aeropuerto para ir a Francia.
    - ¿Va tu amiga a la playa?
    - Ellos van al correo.

D. Making Plans or Going Places?

1. Ellos van a ir a España el verano próximo.
    - Future plans
    - Going places
    - Both future plans and going places (planning to go somewhere).
2. El niño va a mirar la tele mañana.
    - Future plans
    - Going places
    - Both future plans and going places (planning to go somewhere).
3. Ellos van a la iglesia (church) todos los domingos.
    - Future plans
    - Going places
    - Both future plans and going places (planning to go somewhere).
4. ¿Vamos a cenar a las siete y media la semana próxima?
    - Future plans
    - Going places
    - Both future plans and going places (planning to go somewhere).
5. Nosotros vamos a jugar fútbol esta tarde.
    - Future plans
    - Going places
    - Both future plans and going places (planning to go somewhere).
6. ¿Por qué no vas a la playa?
    - Future plans
    - Going places
    - Both future plans and going places (planning to go somewhere).
7. Van a ir a Tailandia en noviembre. Les gusta probar comidas nuevas y experimentar culturas diferentes.
    - Future plans
    - Going places
    - Both future plans and going places (planning to go somewhere).
8. Vamos a la Ciudad de México.
    - Future plans
    - Going places
    - Both future plans and going places (planning to go somewhere).

E. Making Plans or Going Places?

1. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

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   - Future plans
   - Going plans

2. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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View this Audio online



   - Future plans
   - Going plans

3. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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   - Future plans
   - Going plans

4. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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   - Future plans

- Going plans

5. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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- Future plans
- Going plans

6. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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- Future plans
- Going plans

7. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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- Future plans
- Going plans

8. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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View this Audio online

- Future plans
- Going plans

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4.10: Gramática- Los verbos irregulares en la forma de “yo”

Objetivos

- Recognize the correct conjugations of verbs that have irregularities in the yo form

You have learned so far that there are some regular verbs that simply add the ending to suit their subject, other verbs with changes in the stem vowel, and other totally irregular verbs. In addition to these conjugations, there is a group of verbs that may be regular, irregular, stem changers *and* have an irregularity in their *yo* (first person singular) form.

Vamos a ver cuáles son esos verbos...

Tener (*to have*) ‘Yo’ and stem changer	**Hacer** (*to make/to do*) Regular other than ‘yo’	**Salir** (*to leave, to go out*) Regular other than ‘yo’	**Traer** (*to bring*) Regular other than ‘yo’	**Venir** (*to come*) ‘Yo’ and stem changer	**Valer** (*to be worth*) Regular other than ‘yo’	**Poner** (*to put*) Regular other than ‘yo’	**Seguir** (*to follow*) ‘Yo’ and stem changer	**Decir** (*to say, to tell*) ‘Yo’ and stem changer
tengo	hago	salgo	traigo	vengo	valgo	pongo	sigo	digo
tienes	haces	sales	traes	vienes	vales	pones	sigues	dices
tiene	hace	sale	trae	viene	vale	pone	sigue	dice
tenemos	hacemos	salimos	traemos	venimos	valemos	ponemos	seguimos	decimos
tenéis	hacéis	salís	traéis	venís	valéis	ponéis	seguís	decís
tienen	hacen	salen	traen	vienen	valen	ponen	siguen	dicen

Oír (*to hear*) Irregular, has “y” in some forms because of three vowels together: “i” in the middle becomes a “y” sound, and an accent mark is needed at other times to separate the weak and strong vowels.	**Ver** (*to see*) Regular other than ‘yo’, but note that accent mark is not needed for vosotros form, since it is one syllable.	**Dar** (*to give*) Regular other than ‘yo’, but note that accent mark is not needed for vosotros form, since it is one syllable.
oigo	veo	doy
oyes	ves	das
oye	ve	da
oímos	vemos	damos
oís	veis	dais
oyen	ven	dan

Objetivos

- Recognize the correct conjugations of verbs that have irregularities in the yo form
- Understand spoken sentences using irregular verbs

A. Verbos irregulares en la forma de “yo”

Actividad 4.10.A

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B. Verbos irregulares en la forma de “yo”

Actividad 4.10.B

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C. Escuchar: Verbos irregulares en la forma de “yo”

Actividad 4.10.C

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Text only

A. Verbos irregulares en la forma de “yo”

1. Yo voy a una fiesta. Yo _____ un postre y vino.
   - traemos
   - traigo
   - traes
   - trae
2. Yo tengo mucho que hacer hoy. Primero, _____ mis deberes.
   - hago
   - hace
   - hacemos
   - haces

3. Yo ____ las manos encima de la mesa.
    - pongo
    - pone
    - ponéis
    - pones
4. Yo me tengo que ir. Yo ____ del restaurante para caminar a mi casa.
    - sale
    - salimos
    - salgo
    - sales
5. Yo uso lentes porque yo no ____ muy bien.
    - ve
    - ves
    - vemos
    - veo
6. Yo soy maestra y ____ buenas notas a todos mis estudiantes.
    - doy
    - da
    - dais
    - das
7. Yo ____ mis deberes en la cafetería.
    - pongo
    - hago
    - traigo
    - veo
8. Yo ____ la mochila en la silla a lado de mí.
    - veo
    - hago
    - salgo
    - pongo
9. Es viernes y yo ____ con mis amigos.
    - traigo
    - hago
    - pongo
    - salgo
10. Yo ____ a mis perros al parque cada sábado.
    - salgo
    - pongo
    - hago
    - traigo
11. Hoy hace sol pero yo ____ algunas nubes en el cielo.
    - veo
    - pongo
    - doy
    - hago
12. Yo ____ la basura afuera.
    - salgo
    - hago
    - traigo
    - doy

B. Verbos irregulares en la forma de “yo”

1. Yo _____ (hacer) los deberes de la clase de Inglés.
2. Después de tres días de lluvia, yo _____ (ver) el sol.
3. Yo _____ (poner) los anillos encima de la mesa.
4. Yo _____ (salir) de la casa para dar un paseo.
5. Yo voy a la casa de una amiga, así que _____ (traer) una botella de vino.

6. A mis niños les encanta el helado (*ice cream*). Yo les _____ (dar) un poco después de la escuela.
7. Es la una de la madrugada y yo no _____ (ver) ningún taxi.
8. Yo _____ (poner) los pies encima de la silla.

C. Verbos irregulares en la forma de “yo”

1. What is the infinitive of the verb you heard here?
    - traer
    - hacer
    - ver
    - dar
2. What is the infinitive of the verb you heard here?
    - hacer
    - decir
    - ver
    - dar
3. What is the infinitive of the verb you heard here?
    - ver
    - oír
    - salir
    - seguir
4. What is the infinitive of the verb you heard here?
    - traer
    - dar
    - hacer
    - ver
5. What is the infinitive of the verb you heard here?
    - valer
    - venir
    - ver
    - decir
6. What is the infinitive of the verb you heard here?
    - seguir
    - hacer
    - ver
    - oír
7. What is the infinitive of the verb you heard here?
    - hacer
    - traer
    - dar
    - poner

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4.11: Lectura- El reportaje de Sebastián

Reportaje de Sebastián

Sebastián is a student of journalism. He is recording a report on the activities students in his community college do during their free time. As you read, think about your community college and the activities that students commonly do in your city. Do students in your community college do similar activities as the ones interviewed by Sebastián?

Lectura

¡Buenos días! Mi nombre es Sebastián Ponce y soy estudiante de comunicación. Tengo veinte años y soy puertorriqueño. De lunes a viernes asisto a mis clases por la mañana, después voy a mi casa para estudiar y hacer la tarea. Cuando tengo tiempo, juego videojuegos por la tarde y veo la televisión antes de dormir. Los fines de semana son muy diferentes, todo es diversión. Me gusta pasear con mis amigos, jugar un partido de fútbol, ir al cine a ver películas y muchas actividades más.

Vamos a ver que les gusta hacer a otros estudiantes.

Sebastián: Hola, ¿cómo te llamas?

Keiko: Hola, me llamo Keiko Ito.

Sebastián: ¿De dónde eres, Keiko?

Keiko: Soy de Osaka, Japón.

Sebastián: ¡Qué interesante! Dime (tell me), ¿qué haces en tu tiempo libre?

Keiko: En mi tiempo libre yo visito monumentos y museos, paseo por el centro y la plaza, y veo películas y documentales en la televisión.

Sebastián: Gracias, Keiko. Hasta luego.

Keiko: Adiós.

Aquí viene otro estudiante, vamos a ver cuáles son sus pasatiempos favoritos.

Sebastián: Hola. Soy Sebastián, estudiante de periodismo, y tú, ¿cómo te llamas?

Omar: Hola, me llamo Omar.

Sebastián: Mucho gusto, Omar. Necesito investigar sobre las actividades favoritas de los estudiantes. Dime, ¿cuáles son tus pasatiempos favoritos?

Omar: A mí me gusta nadar en la piscina y andar en bicicleta en mi tiempo libre. Por las tardes, generalmente voy a un café para conversar con mis amigos.

Sebastián: Gracias, Omar. Que tengas un buen día.

Omar: Gracias. Nos vemos.

Ahora voy a entrevistar a esta chica.

Sebastián: Hola, ¿cómo estás?

Lucía: Hola, estoy bien, ¿y tú?

Sebastián: Estoy muy bien, gracias. ¿Puedo hacer unas preguntas?

Lucía: Sí, dime.

Sebastián: ¿Cómo te llamas?

Lucía: Me llamo Lucía.

Sebastián: Lucía, ¿qué te gusta hacer en tu tiempo libre?

Lucía: En mi tiempo libre generalmente practico deportes. Todas las mañanas practico el ciclismo antes de mis clases. Por las tardes, después de terminar mi tarea, juego baloncesto con mis amigos del colegio comunitario. Los fines de semana practico con mi equipo de hockey y a veces voy a jugar golf. Durante las vacaciones de invierno me gusta ir a las montañas a escalar o a esquiar. En el verano, voy a la playa a nadar o bucear. Siempre estoy ocupada.

Sebastián: Muchas gracias, Lucía.

Lucía: Hasta la vista.

Sebastián: Adiós.

Así terminamos este reportaje sobre los pasatiempos de los estudiantes del colegio comunitario. ¡Hasta la próxima!

Actividades

As you complete the activities below based on the reading, copy and paste the following special characters as needed: á, é, í, ó, ú, ñ, ¿, ¡

Mark the following statements as "cierto" or "falso".

Interactive Content

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Query

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4.12: Lectura- El fútbol es más que un deporte para mi familia

El fútbol es más que un deporte para mi familia

Por A.M, Hablante de español por herencia



En México el fútbol es un deporte muy grande y hermoso para mucha gente. El fútbol es una manera de representarse para los mexicanos. Mis hermanos incluso dicen que es una tradición que se pasa entre generaciones. Ellos también lo describen como una necesidad para estar bien. Yo pienso que el fútbol realmente es más que un deporte, es como una manera de unión familiar. El fútbol fue traído *(was brought)* a México durante el siglo XIX desde las colonias inglesas y desde ese entonces la historia y la tradición nos dicen que el fútbol es muy importante para nosotros los mexicanos y que es más que un deporte.

Desde que yo recuerdo, mi familia y yo vamos a muchos partidos y campeonatos (*championships*) de fútbol. Algunos campeonatos o partidos a los que asistimos son el fútbol de la liga mexicana, el fútbol en la escuela y los partidos entre la familia. Mi familia también viaja a muchos otros lugares para poder jugar. En mi familia mis primos, tíos y mi padre, con mis hermanos, juegan al fútbol por más de 30 años.

Uno de mis hermanos ahora tiene 17 años y juega desde los siete años de edad, y mi hermano menor desde los seis años también empieza a jugar al fútbol. Ahora ellos son parte del equipo de fútbol de la escuela y también son los capitanes del equipo (*team*). Yo los veo jugar y a ellos no les importa si se lastiman (*get hurt*): lo único que quieren es ganar el partido. Ellos empezaron (*started*) a jugar porque mi papá siempre manda (*orders*) a hacer un deporte y ellos escogen (*choose*) el fútbol porque ellos ven a mi padre jugar con sus amigos y compadres. Mis hermanos a veces no van a reuniones (*gatherings*) familiares o la as fiestas de cumpleaños por jugar un partido. Ellos realmente aman el fútbol.

https://www.mexicodesconocido.com.mx/historia-del-futbol-en-mexico-todo-empezo-con-el-juego-de-pelota.html

Paso 1: ejercicios de comprensión

1. ¿Qué es el fútbol para los mexicanos?
   a. Una manera de representarse
   b. Una práctica de unión familiar
   c. Una tradición que se pasa a nuevas generaciones
   d. a, b, c
2. El fútbol llega a las Américas desde:
   a. Inglaterra
   b. Alemania
   c. España
3. ¿Quiénes juegan el fútbol en la casa del autor de la historia?
   a. Sus primos, tíos, padre y hermanos por más de 30 años.
   b. Sus abuelos por más de 30 años.
   c. Sus hermanas y su madre por más de 30 años.
4. ¿Qué tipo de partidos de fútbol mira la familia del autor de la historia?
   a. Partidos de la liga mexicana

   b. Partidos de la escuela
   c. Partidos entre la familia
   d. a, b, c
5. ¿Por qué el autor de la historia explica que sus hermanos realmente aman el fútbol?
   a. Porque se lastiman y no les importa.
   b. Porque no van a las reuniones familiares por jugar al fútbol.
   c. Porque sólo quieren ganar el partido
   d. a, b, c

Paso 2: actividades de interacción

Habla con tu compañero y contesta en oración completa:

1. ¿Juegas al fútbol? ¿En tu familia alguien *(someone)* juega al fútbol?
2. ¿En tu país, las mujeres juegan al fútbol o es un deporte más popular para los hombres?
3. ¿Qué deporte te gusta?
4. ¿Quieres ver un partido (*game*) en un estadio de fútbol de la liga de un país? ¿De cuál?
5. ¿Prefieres los deportes en equipo (*team*) o los deportes individuales?
6. ¿Tienes un jugador de fútbol favorito?

Paso 3: actividades de investigación y escritura

Research about the best soccer (fútbol) teams in Latin America and Europe and share what you learned:

1. ¿Cada cuántos años se juega el campeonato mundial de fútbol [la Copa Mundial (World Cup)]?
2. ¿Cuál es el país que más gana campeonatos mundiales de fútbol en el continente americano? ¿Y en Europa?
3. ¿Cuáles son los rivales del fútbol más importantes en España?
4. ¿Hay campeonatos de fútbol femenino? ¿Cuándo?
5. ¿Cuál es un equipo femenino de fútbol muy bueno en todo el mundo?
6. ¿Cuáles son algunas reglas básicas para jugar al fútbol?
7. Busca una foto muy importante o famosa que te guste sobre el juego del fútbol y describe la foto: ¿Quién es?, ¿Cómo se llama el equipo?, ¿De qué país es el equipo?

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4.13: Cultura- Argentina

Argentina

Mapa



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Información general

La capital: Buenos Aires

La ubicación: Sudamérica

La moneda: el peso

Ciudades importantes: Córdoba, Rosario, La Plata

La economía: La agricultura, la ganadería, la industria de procesamiento de alimentos, la industria de electrónica y electrodomésticos.

El clima: cálido, templado y frío.



"Ar-map-es", by Poroa, Wikimedia Commons is licensed under CC0 1.0

Datos interesantes

Las Cataratas del Iguazú. Es considerada una de las 7 maravillas (*wonder*) naturales del mundo. Son unas cataratas impresionantes que se encuentran entre Argentina, Brasil y Paraguay. Tiene 275 caídas de agua. Dos tercios (2/3) de las cataratas están en el lado argentino. Muchos turistas llegan hasta el Parque Nacional Iguazú para apreciar estas maravillosas cataratas que tienen hasta 85 metros de altura. En el parque también puedes ver mucha vegetación tropical y animales muy exóticos.

La Patagonia. Es un área localizada en Sudamérica muy cerca al Polo Sur. El clima en esta zona es muy frío. Esta zona pertenece (*belongs*) a Argentina y a Chile. La Cordillera de los Andes divide la Patagonia de Argentina y la de Chile. Esta zona es muy hermosa por sus altas montañas, ríos y lagos. **El Glaciar Perito Moreno** es un impresionante glaciar que se encuentra en el Parque Nacional Los Glaciares en la región de la Patagonia. Muchos turistas llegan hasta aquí para apreciar esta maravilla de la naturaleza.

El Aconcagua. Esta montaña es la más alta del continente americano y del hemisferio occidental; forma parte de la cordillera de los Andes. La montaña mide 22,837 pies de altura. Gente de todas partes del mundo llega hasta la cordillera de los Andes en Argentina para subir el Aconcagua. La altura (*height*) y el frío son dos grandes desafíos (*challenges*) para escalar esta montaña tan alta.

El tango. El tango es una danza muy romántica y apasionada que nació (*born*) en Argentina. Al principio, este baile no fue (*was not*) muy popular entre las altas clases sociales por ser considerada vulgar, pero al ver que muchas personas en muchos otros países lo bailaban, los argentinos empezaron (*started*) a practicarlo en todos los niveles sociales hasta hoy en día. Este baile ahora es emblemático de Argentina. Las parejas (*couples*) bailan muy unidas y sincronizadamente. El hombre dirige los movimientos y la mujer sigue (*follows*) al hombre en cada movimiento muy de cerca.

El mate. Es una bebida hecha de la infusión de hojas (*leaves*) de yerba mate. El mate contiene cafeína y es la bebida nacional de Argentina. El mate no es sólo popular en Argentina; en Uruguay y Paraguay también lo beben. Muchos amigos y familiares se reúnen (*get together*) para conversar y tomar la bebida juntos. El mate se toma de un recipiente de calabaza *(gourd)* y una bombilla *(straw)* de metal. Esta costumbre es muy antigua; proviene de los indígenas guaraná que son los habitantes precolombinos de esta zona.

La Casa Rosada. En la Casa Rosada trabaja el Presidente de Argentina. Dentro de la Casa Rosada hay también un museo con objetos de los ex-presidentes argentinos. Enfrente de la Casa Rosada está la **Plaza de Mayo**. Esta plaza fue formada en 1884 y es el lugar más importante del país para celebraciones y protestas.

La Avenida 9 de julio. El nombre de esta avenida es en honor al Día de la Independencia de Argentina, el 9 de julio. Esta avenida cruza el centro Buenos Aires y tiene 7 carriles (*lanes*) en cada lado; es la avenida más amplia (*widest*) del mundo.

Preguntas de comprensión

Query

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Las Cataratas de Iguazú

Mira el video (o lee el summary) para contestar las preguntas.

Video 5.8.0: ¿Cómo visitar las Cataratas de Iguazú? (La Bitácora de Carlos y Eli via YouTube)

Preguntas de comprensión

Query

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4.14: Cultura- El fútbol y el dominó

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

El fútbol



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

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



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

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

similares o diferentes estas reglas, en comparación con deportes populares en otras culturas, como el rugby o el básquetbol?

El béisbol



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

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

El dominó



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

¿No te gustan los deportes? El dominó es un juego de mesa muy popular en el Caribe, Centroamérica y la costa caribeña de Sudamérica. Jugamos el dominó con fichas rectangulares que tienen de 0-6 puntos y el objetivo es conectar fichas con puntos similares hasta llegar a cierta puntuación. Hay muchas frases idiomáticas asociadas con el dominó, por ejemplo el acto de

mezclar o revolver las fichas antes de jugar se llama “fregar” o “hacer la sopa”.

Actividades

A. Preguntas de comprensión

Contesta las preguntas sobre las tres lecturas.

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

B. Conversación sobre el deporte

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



Unos jóvenes en una plaza de la Ciudad de México.

1. ¿Cómo pasan el tiempo estos jóvenes? ¿Dónde están ellos? ¿Cuántas personas hay en cada equipo? ¿Qué tiempo hace en la foto?
2. ¿Juegas al fútbol? ¿Entiendes las reglas del fútbol? ¿Cuáles deportes te gustan?
3. ¿Qué ropa te pones para jugar al fútbol? ¿Para jugar otros deportes?
4. ¿Prefieres jugar los deportes, asistir a juegos como espectador, o mirar en televisión? ¿Por qué?
5. ¿Miras la competición de algún deporte esta semana? ¿Quién está ganando?
6. ¿Tiene tu universidad equipos que juegan deportes? ¿Cuáles? ¿Son equipos exitosos (*successful*)?
7. ¿Cómo juegan los jugadores al comienzo de un partido? ¿Cómo juegan si ganan? ¿Y si pierden? ¿Son los deportes buenas experiencias para los niños? ¿Por qué?

C. Recomendaciones

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

1. una persona que quiere correr mucho

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

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4.15: Video- ¿Qué hay en tu comunidad? ¿Cómo es tu ciudad?

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¡Ahora tú! [*Now you!*]

1. **¿Cómo es tu ciudad?** ("**la** ciudad" is feminine)
   a. Mi ciudad es (3 feminine descriptors) _____, _____ y _____.
2. **¿Qué hay en tu comunidad?**
   a. En mi comunidad hay (3 lugares, eventos, o celebraciones de interés) _____
   _____
   b. No hay _____ ni _____.
3. **¿Qué hay en tu barrio** *(neighborhood)***?** En mi barrio hay _____ y _____.
4. **¿Qué te gusta de tu comunidad?** Me gusta(n) _____, _____ y _____.

Vocabulario

Lugares	***Places***
la comunidad	*the Community*
el parque...	*the park*
el parque de atracciones	*the amusement park*
el estadio	*the stadium*
el museo	*the museum*
la oficina de correos	*the post office*
el aeropuerto	*the airport*
el hospital	*the hospital*
el super	*the supermarket*

Lugares	*Places*
el hotel/el motel	*the hotel/motel*
la biblioteca	*the library*
el departamento de policía	*the police dept*
la cárcel	*the jail*
el taller mecánico	*the auto repair shop*
el gimnasio	*the gym*
la sala de concierto	*the concert hall*
el acuario	*the aquarium*
el zoológico	*the zoo*
la gasolinera	*the gas station*
la estación de tren	*the train station*
el metro	*the subway*
a estación de autobuses	*the bus station*
el templo	*the temple*
la sinagoga	*the synagogue*
la mezquita	*the mosque*
la capilla	*the chapel*
la catedral	*the cathedral*

Celebraciones	*Celebrations*
el Año Nuevo	*New Year*
la boda	*the wedding*
el Día de Acción de Gracias	*Thanksgiving*
el Día de las Brujas	*Halloween*
Día de la Independencia	*Independence*
el Día de los Padres	*Father's Day*
el Día de las Madres	*Mother's Day*
el Día de los Muertos	*Day of the Dead*
el Día de San Valentín	*Valentine's Day*
la graduación	*graduation*
la Navidad	*Christmas*
la Nochebuena	*Christmas Eve*
la Pascua	*Easter*
la quinceañera	*15th birthday*
un festival	*a festival*

¿Puedes hacerlo?

- I can describe communities and list the places of interest, activities, celebrations and what I like.

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4.16: Video- ¿Qué haces en tu tiempo libre?

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¡Ahora tú!

Brainstorm a list of activities that you and people you know do.

1. **¿Qué haces en tu tiempo libre?**

En mi tiempo libre...

_____

_____

_____

_____

2. **¿Qué hace tu amigo/a en su tiempo libre?**

En su tiempo libre...

_____

_____

_____

_____

3. **¿Cuál es tu deporte favorito?**

Mi deporte favorito es _____

4. **¿Cuál es el deporte favorito de tu mejor amiga/o?**

Su deporte favorito es _____

Vocabulario

Preguntas útiles

¿Ves la tele?	*Sí la veo. No la veo.*
¿Qué programas ves?	*Veo...*
¿Vas al cine?	*Sí, voy al cine. No, no voy.*
¿Qué películas prefieres?	*Prefiero....*
¿Usas las redes sociales?	*(social media) Uso...*
¿Públicas/comentas/subes...?	*Do you post/comment/upload?*
¿Mandas mensajes?	*Do you send messages?*
¿Qué te gusta comer?	*What do you like to eat?*
¿Qué quieres comer?	*What do you want to eat?*
¿Qué deseas tomar?	*(to drink)* Deseo...
¿Tienes hambre?	*Are you hungry?*

Posesión

mi/s - my	nuestro/a/os/as - *our*
tu/s - *your informal*	
su/s - *his/her/your formal*	su/s - *their, your pl. formal*

Para hablar sobre los deportes

¿Cuál es tu deporte preferido/favorito?

¿Qué haces en tu tiempo libre?

¿Qué prefieres hacer en tu tiempo libre?

Prefiero *I prefer*

Prefiere *he/she/Usted prefers*

Deportes: cazar (*to hunt*), correr, esquiar (en el hielo), luchar (to *wrestle*), nadar, patinar, pescar (*to fish*)

Jugar o practicar al ...ajedrez (*chess*), baloncesto, béisbol, billar, fútbol, fútbol americano, golf, pin pon, rugby, tenis, voleibol

Hacer o practicar.... artes marciales, atletismo, boxeo, ciclismo, equitación (*horseback riding*), esquí acuático, lucha libre (*wrestling*), motociclismo, natación (s*wimming*), patinaje (s*kating*), piragüismo (*kayaking*), senderismo (*hiking*), snowboard, surf, tiro (*archery*)

¿Puedes hacerlo? (can you do it?)

- I can ask for and exchange a list of what I and others do in our free time.

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4.17: Video- ¿Qué vas a hacer?

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¡Ahora tú!

1. **¿Cómo estás hoy y por qué?**

Estoy _____ porque (because) _____.

2. **¿Cómo está tu mejor amiga/o hoy?**

Mi amigo/a está _____ porque _____.

3. **¿Qué vas a hacer este fin de semana?**

Voy a _____ y_____, y también voy a _____, pero no voy a _____.

4. **¿Qué va a hacer tu amigo/a o un familiar este fin de semana?**

Mi _____ va a _____ y_____, y también va a _____, pero no va a _____.

5. **¿Qué te gusta hacer cuando estás contento/a (happy)?**

Cuando estoy contento/a, me gusta _____, _____ y _____.

6. **¿Qué haces para relajarte?**

Para relajarme, yo _____, _____ y _____.

Vocabulario

Los sentimientos	Feelings
¿Cómo te sientes?	*How do you feel?*

Los sentimientos	Feelings
¿Cómo estás?	*How are you?*
¿Cómo andas?	*How are you doing?*
¿Te sientes cansado/a?	*Do you feel tired?*
¿Qué te pasa?	*What's wrong?*
Nada	*Nothing*
Me siento mal	*I feel bad*
Estoy bien	*I'm well*
Estoy entusiasmada/o	*I'm excited*
Estoy contenta/o	*I'm happy*
Estoy cansada/o	*I'm tired*
Estoy preocupada/o	*I'm worried*
Estoy aburrida/o	*I'm bored*
Estoy nerviosa/o	*I'm nervous*
Estoy relajada/o	*I'm relaxed*
Estoy enferma/o	*I'm sick*

Lugares	*Places*
Voy a...	I go or I'm going to...
...al cine	*to the movie theater*
...al café	*to the coffee*
...a la playa	*to the beach*
...al centro comercial	*to the shopping mall*
...a la tienda	*to the store*
...a la escuela	*to the school*
...a casa	*home*
...al supermercado	*to the supermarket*
...al museo	*to the museum*

Ir + a + verbos	*to go to + verbs*
Yo voy a... Él/Ella/Usted va a...	*I am going... he/she/usted is going*
...comprar un libro	*to buy a book*
...bailar	*to dance*
...estudiar	*to study*
...leer	*to read*

¿Puedes hacerlo? (can you do it?)

- I can describe how I and others are doing and why?
- I can ask for and exchange a list of what I and others are going to do; our plans.

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4.18: Video- Las vacaciones

Las vacaciones

Professor López and his students are talking about their plans for their next vacation. Some plan to travel to many interesting places of different Spanish speaking countries. Pay attention to the places they mention. Have you heard of these places? Have you visited any of these places? Do you know anyone from these places? (Video Transcript)

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Figure 4.18.4.7.2: Las vacaciones. (CC BY-NC 4.0; Karla Gutiérrez via YouTube)

Now, complete the activities below. Base your answers on the video.

Actividades

As you complete the activities below, copy and paste the following special characters as needed: á, é, í, ó, ú, ñ, ¿, ¡

Mark each statement as "cierto" or "falso".

Interactive Content

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Query

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4.19: Discusión- Mis gustos y preferencias

Purpose: You will practice your listening and speaking skills in Spanish by listening to a recording about a Spanish instructor's preferences and experiences. All of the topics will use verbs that function like gustar. You will then ask about others and share information about your own life and preferences with your classmates.

Task: This activity has four parts.

1. An initial listening activity
2. An audio recording of questions for your peers
3. An audio response to two peers
4. Written summaries in Spanish of your peers' answers

Paso 1. Listen to the following recording about the Spanish instructor's preferences and experiences.

Paso 2. Choose three questions from the options below that you would like to ask your classmates. Using a computer or a voice memo function on a smartphone, record your questions in Spanish in a single audio file (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording), and post your questions in Spanish to the discussion board. Others will be able to hear your questions in Spanish, just as you can hear theirs.

1. ¿Qué tipo de música te gusta mucho? ¿Qué tipo de música no te gusta para nada (*at all*)?
2. ¿Te duelen frecuentemente los pies (*feet*)? ¿Te duelen los ojos (*eyes*) al final del día? ¿Por qué?
3. ¿Qué te encanta hacer en las vacaciones? ¿Por qué?
4. ¿Qué te molesta más de tu universidad o tu trabajo? ¿Por qué?
5. ¿Te gusta la casa o residencia donde vives ahora? ¿Por qué?

Paso 3. Listen to the questions of two peers in your class. Then, record a single audio file for each peer in which you answer their questions in Spanish (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording).

Paso 4. Listen to the responses your peers share to the questions you asked on your original post. Write a summary of the information that they shared with you in Spanish as a comment to their post under your original post. Since you will be taking about your peers, don't forget to change the indirect object pronoun that go with verbs like "gustar" (*me/ te/ le/ nos/ os/ les*).

Criteria: The components of this activity add up to 100%.

> Pasos 1 & 2. 30% of the grade from this activity will be earned here. You will hear a Spanish instructor tell information about her preferences and experiences. You will then choose three questions from the list to ask your peers in Spanish. Record 3 questions in Spanish in a single audio file and post it to the discussion board (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Each question is worth 10%.
>
> Paso 3. 40% of the grade from this activity will be earned here. Choose two peers and listen to the questions they asked you. After listening to your peers' questions, you will record unique responses in a single audio file, one file for each peer. You will then post your responses to the three questions as a response to two peers' original posts. Each recording is worth 20% and should include information about all three of the questions they asked.
>
> Paso 4. 30% of the grade from this activity will be earned here. After you listen to the responses of your peers uploaded to your original post, you will write a summary in Spanish under their comment to your original post. Each summary in Spanish is worth 15%. Don't forget to change the indirect object pronoun that go with verbs like "gustar" (me/ te/ le/ nos/ os/ les) when you are writing your summaries on your peers' posts.

Ejemplo:

Hasan listens to the recording of the Spanish instructor. He then records the three questions he has chosen in Spanish and uploads them to the discussion board. He has earned 30% of the points for this assignment.

Hasan then finds two peers, Cari and Ayesha, and he listens to the three questions they each chose to ask. He takes notes and

prepares his responses to those questions. He then records two audio files, one for Cari and one for Ayesha, in which he answers their questions. He posts each as a response to their original comment. He has earned 40% of the points for this assignment.

To wrap up, Hasan listens to the responses that two of his peers, Bedour and Cari, left under his original post. He then writes a summary in English about what he heard. He understood Bedour perfectly and was able to write a summary, but he was confused about some of the things Cari said. Hasan writes a summary about Cari's response to the best of his ability and also asks for clarification. He writes, "Hi Cari. Thanks for answering my questions. I learned that you like to go to the beach for vacation and that you like your apartment, but I didn't understand what bothers you most about your job. Can you clarify that for me?" Hasan has earned 30% of the points for this assignment for his summaries.

Click here to read the script

1. A mí, me gusta la música en español, especialmente el reguetón y las bachatas. No me gusta para nada el bluegrass.

2. Me duelen frecuentemente los pies porque camino mucho. Me duelen los ojos al final del día, especialmente si uso demasiado mi computadora.

3. Me encanta viajar en las vacaciones. Me encanta ir al extranjero para practicar mi español.

4. No me molesta nada de mi universidad ni de mi trabajo. Casi todo es perfecto en mi institución.

5. No me gusta el apartamento donde vivo yo. Hay poco espacio y mi vecinos hacen mucho ruido.

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4.20: Discusión- ¿Qué te gusta hacer?

Purpose: You will practice your listening and speaking skills in Spanish by posing five questions to your classmates about their likes and dislikes, and responding to the questions they ask you in Spanish as well. You will share information about how much you like or dislike certain activities by using the following words: *odio* (I hate it), *no me gusta*, *soy indiferente*, *me gusta*, and *me gusta mucho* followed by the activities in question.

Task: This activity has four parts.

1. An introductory writing portion preparing questions and answers
2. An original audio post to the discussion board in Canvas answering and asking questions
3. An audio response to your peers
4. A final audio post to those who commented on your original posts

Paso 1. Download or print the following PDF: 'Gustar' + infinitivo. Look at the chart in Paso 1 and put a checkmark in the box that represents your feelings for each of the eight activities listed. Choose five activities from the same list on the chart that you want to ask your classmates about. Using *el verbo gustar + infinitivo*, prepare five questions for your classmates regarding what they like to do.

Paso 2. Using a computer or a voice memo function on a smartphone, record your questions in Spanish in a single audio file (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording) and post this voice recording to the discussion board in Canvas. Others will be able to hear your five questions in Spanish, just as you can hear theirs.

Paso 3. Listen to the questions of two peers in your class. Take notes as you listen so that you can remember what they asked you, as each person will ask you five questions. Then, record your responses to their questions in a single audio file for each peer (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Be sure to use the following phrases: *odio*, *no me gusta*, *soy indiferente*, *me gusta*, and *me gusta mucho* followed by the activities in question. You may use the chart you completed in Paso 1 to guide you through your responses. Ask them about their own preference on one of the questions they asked you by saying *¿y a ti?* directly after your answer.

Ejemplo:

Original question: *¿Te gusta bailar?*

Student response + follow-up question: *Sí, me gusta mucho bailar. ¿Y a ti?*

Paso 4. Just as you have responded to the five questions of two of your peers and asked them *¿y a ti?* to one question, some of your peers have responded to your questions and asked you *¿y a ti?* on one of your questions from your original post. Finish up the conversations by responding to each peer who asked you a follow up question on your original post. Answer their questions, incorporating one of the following phrases: odio, no me gusta, soy indiferente, me gusta, and me gusta mucho followed by the activities in question.

Criteria: The components of this activity add up to 100%.

Pasos 1 & 2: 25% of the grade will be earned from this portion of the activity. Answer the questions so they are true for you, then prepare five questions based on the PDF chart for your peers using the el verbo gustar + infinitivo construction. Record a single audio file that includes these five questions and post the file to the discussion board in Canvas. Each question is worth 5%.

Paso 3: 60% of the total grade. Choose two peers and listen to their questions. After listening to your peers' questions, you will answer their five questions in Spanish using the following phrases: odio, no me gusta, soy indiferente, me gusta, and me gusta mucho followed by the activities in question. You will then ask *¿y a ti?* as a follow-up question to one of the questions they asked you. **You will need to make two audio files, one for each peer.** Each audio file should include the answers to the questions your peer asked you as well as the follow-up question. Post this file to the discussion board in Canvas as a response to your peer. Each answer is worth 5% and your *¿y a ti*? question to each peer is worth 5%.

Paso 4: 15% of your grade will be earned for responding to your peers on your original post: you are to answer the *¿y a ti?* question that your two peers asked on your original post (7.5% each) using the following words: odio, no me gusta, soy indiferente, me gusta, and me gusta mucho followed by the activities in question.

Ejemplo:

Cari downloads the PDF '*Gustar*' + *infinitivo* and draws an X on the chart for each activity listed based on how much she likes to do it. She then chooses the verbs *bailar*, *pintar*, *beber Coca-Cola*, *cantar karaoke,* and *hacer tarea* to use in sentences to ask her classmates about what they like to do. She records a single audio file in which she asks those five questions and she posts it to the discussion board in Canvas. She has earned 25% of the total grade for this activity.

She then finds two peers, Tabitha and Tim, and she listens to the questions they created. She takes notes, and then she records an audio file responding to Tabitha's questions (asking one follow up *¿y a ti?*) and an audio file responding to Tim's questions (asking one follow up *¿y a ti?*). She posts these responses under Tabitha and Tim's original post, and she has earned 60% of the points for this assignment.

To wrap up, Cari goes back to her original post and listens to the responses of her peers. As she listens, she takes notes so that she can be sure to know what the *¿y a ti?* follow up question was referring to. She records and posts a final response to each peer in which she answers their follow up question. She has earned the remaining 15% of the points for this assignment.

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4.21: Discusión- Preguntas y respuestas usando verbos irregulares

Purpose: You will practice your written sentence building skills in Spanish by participating in a discussion board in Spanish. In this activity, you will focus on the ***tú*** and ***yo*** forms of certain stem-changing verbs, particularly on those with irregular *yo* forms.

Task: This activity has three parts:

1. An initial post where you ask your peers 4 of the questions below.
2. A response in Spanish to two questions in two of your classmates' posts with a follow up question.
3. A follow-up response in Spanish answering the questions your classmates asked you on your original post.

Paso 1. Choose four of the following questions in Spanish and conjugate the verbs shown in parentheses. Be sure to pay attention to both stem changes and endings! Post your completed four questions, written in Spanish, to the discussion board.

1. ¿Qué música _____ (oír – tú) normalmente?
2. ¿Qué cosa _____ (ver – ustedes) por la ventana?
3. ¿Qué _____ (tener – los niños) en el plato?
4. ¿Qué _____ (hacer – tú) los fines de semana?
5. ¿A qué hora _____ (venir – tus compañeros) a la clase de español?
6. ¿Qué cosas _____ (traer – tú) en tu mochila?
7. ¿A qué hora _____ (salir – tus amigos) de su trabajo?
8. ¿Qué cosas les _____ (dar – tú) de comer a tus amigos en una fiesta?

Paso 2. You will read the four questions of two classmates and choose two questions to answer. Follow up your responses with *¿y tú?*

Paso 3. Just as you have read and responded to two of your peers, some of your peers have read and responded to you. Answer the two follow up questions your peers posed on your original post, thank them and sign off.

Criteria: The components of this activity add up to 100%.

> Part 1. 20% of the points for this activity will be earned by filling in the blanks and posting four questions in Spanish to the discussion board (5% each question).
>
> Part 2. 40% of the points for this activity will be earned for interacting with two peers on their initial posts. You are to read and answer two of the four questions that two of your peers posted, and follow up with a '¿y tú? question. Each answer and follow up question is worth 10%.
>
> Part 3. 40% of the points for this activity will be earned by reading your peers' responses to your original questions, making sure you answer their follow up '¿y tú?' questions, thank them for writing and sign off.

In the following example, Ida posts four questions from the list to the discussion board after filling in the blanks with each verb. She then goes to two of her classmates' posts and reads their questions. Ida chooses to answer the two questions and follows up her responses with *¿y tú?* Ida then goes to her original post and sees that Maaya and Ali have answered her questions and followed up with *¿y tú?* She then answers their follow up questions, thanks them for writing to her and signs off.

– **Ejemplo**: This is an example using a question that is not on the list of options.

Ida: 1) ¿Qué _tienes_ que hacer hoy?		
	Maaya: ¡Hola, Ida! Hoy yo tengo que ir al supermercado a comprar la comida para la cena. ¿Y tú?	
		Ida: ¡Hola Maaya! ¡Qué aburrido! Yo hoy tengo que llevar a mi perro al veterinario. Gracias por escribir. Nos vemos pronto.
	Ali: ¡Buenos días, Ida! ¿Cómo estás? Esta tarde yo tengo que llamar a mi mamá. ¿Y tú?	

		Ida: ¿Qué tal, Ali? Hoy yo tengo que estudiar para mi examen de matemáticas. Gracias por hablar conmigo. Hasta pronto.

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4.22: Discusión- ¿Qué hábitos tienes?

Purpose: You will practice your conversation skills in Spanish by listening to a recording and responding to the questions about your life and habits in Spanish, as well as asking questions to your fellow classmates. You will get exposure to different stem-changing and irregular verbs in the questions, and you will respond to these questions in the yo form, changing the verbs as necessary. Hint: many of these are "yo-go" verbs.

Task: This activity has four parts.

1. An initial listening activity
2. An audio recording based on the prompts in the listening portion
3. A written response in Spanish to two peers' questions
4. A final written response in Spanish to peers' follow up questions

Paso 1. Listen to the following questions about your life and habits in Spanish. You may read along with the Spanish instructor. Notice the spelling and pronunciation of the stem-changing verbs presented in this activity.

1. ¿Tienes tarea todos los días? ¿Dónde haces las tareas para tus clases?
2. ¿Haces deportes? ¿Cuál(es)? ¿Qué días?
3. ¿Pones atención (*pay attention*) en clase a las explicaciones de tus profesores? ¿Cuál clase es más difícil para ti?
4. ¿Traes los libros contigo (*with you*) en tu mochila todos los días?
5. ¿Sales con tus amigos los fines de semana? ¿Adónde van?
6. ¿Dices la verdad (*the truth*) siempre? O ¿a veces dices mentiras (*lies*)? ¿Cuándo? ¿A quién?
7. ¿Ves "YouTube" todos los días? ¿Qué ves en "YouTube"?
8. ¿Oyes conversaciones ajenas (*Do you eavesdrop/hear other people's conversations*) a veces? ¿Cuándo? ¿De quién?
9. ¿Das dinero a los pobres (*poor*) necesitados *(in need)?* ¿Cuándo? ¿A quiénes? ¿Dónde?

Paso 2. Pick five questions you want to answer and three questions you want to ask your fellow classmates (these may be the same or different, but they need to be from the 9 questions presented in the original audio file by the Spanish instructor). Using a computer or a voice memo function on a smartphone, in a single audio file record your answers to the 5 questions you selected to answer in Spanish, along with the 3 questions you chose to ask you peers (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Post the audio file including your three responses and three questions in Spanish to the discussion board in Canvas. Others will be able to hear your responses and questions in Spanish, just as you can hear theirs.

Paso 3. You will respond to the original posts of two classmates by answering the three questions they asked you and asking them one question in return. This question must be a complete question from the original 9 presented; it cannot be *¿y tú?* for this activity.

Paso 4. Just as you have responded to the three questions of two of your peers and asked them an additional question, some of your peers have responded to your questions and asked you a question on your original post. Finish up the conversations by responding to each peer who commented on your original post. Answer their questions, and politely thank them for their time and sign off.

Criteria: The components of this activity add up to 100%.

> Parts 1 & 2. 40% of the grade for this activity is earned in this portion of the activity. You will hear 9 questions, and you will choose 5 questions that you would like to answer and 3 questions you would like to pose to your classmates. Record your 5 responses plus your 3 questions in Spanish in a single audio file (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Each response is worth 5% and each question for your peers is worth 5%.
>
> Part 3. 40% of your grade will be earned for interacting with two peers on their initial posts: you are to answer the three questions on the posts of two peers, so each answer is worth 5% and responding with one follow up question per peer is worth 5%.
>
> Part 4. 20% of your grade will be earned for responding to your peers on your original post: you are to use Spanish to answer

the follow up question that your two peers asked on your original post (5% each) and politely thank them and sign off (5% each).

Ejemplo:

Rashon listens to the recording. He then chooses which five questions he wants to answer and which three he wants to ask to his classmates. Rashon then records his responses in Spanish to the five questions he chooses to answer and he ends by asking three questions in Spanish to his classmates. He uploads this single audio file to the discussion board in Canvas. He has earned 40% of the points for this activity.

Rashon then finds two peers, Elie and Rebecca, and he listens to their responses to the original prompt, as well as the follow up questions they ask him. He then prepares his responses, paying careful attention to the changes to the verbs and being sure to answer each question completely. He writes his answers to each of his peers' three questions, and he follows up with one additional question that was on the Spanish instructor's recording. He has earned 40% of the points for this activity.

Rashon goes back to his original post and sees that two of his classmates have answered the questions he asked. He reads their responses and their follow up questions carefully. He writes a final message for each peer in which he answers their follow up question, thanks them by name, and signs off.

Click here to read the script

In this activity, you will hear a series of questions to elicit conversation using irregular and stem-changing verbs. There are nine conversation points, and each conversation point will have additional follow up questions. A new conversation point will be introduced by a number. Feel free to pause the recording as necessary and to take notes about what you hear so that you can prepare a response.

1. ¿Tienes tarea todos los días? ¿Dónde haces las tareas para tus clases?

2. ¿Haces deportes? ¿Cuál(es)? ¿Qué días?

3. ¿Pones atención en clase a las explicaciones de tus profesores? ¿Cuál clase es más difícil para ti?

4. ¿Traes los libros contigo en tu mochila todos los días?

5. ¿Sales con tus amigos los fines de semana? ¿Adónde van?

6. ¿Dices la verdad siempre? O ¿a veces dices mentiras? ¿Cuándo? ¿A quién?

7. ¿Ves "YouTube" todos los días? ¿Qué ves en "YouTube"?

8. ¿Oyes conversaciones ajenas (*other people*'s) a veces? ¿Cuándo? ¿De quién?

9. ¿Das dinero a los pobres necesitados? ¿Cuándo? ¿A quiénes? ¿Dónde?

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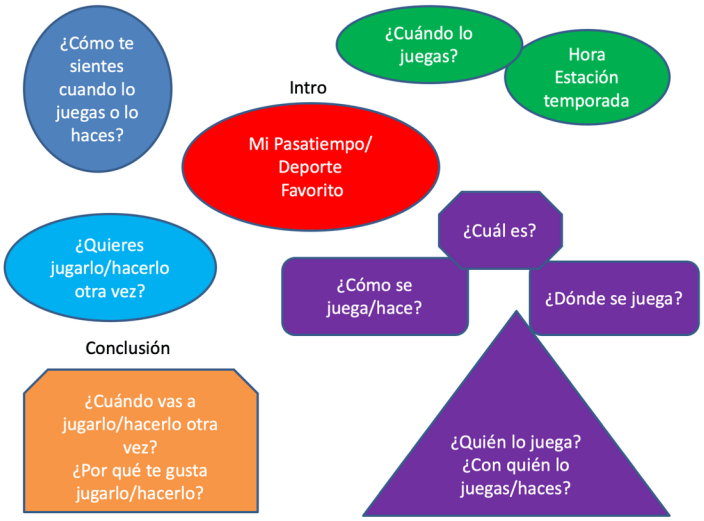
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4.23: Presentación oral- Mi pasatiempo/deporte favorito

Paso 1: Prepara una presentación de PowerPoint o programa similar con UNA sola diapositiva (*slide*). La diapositiva necesita tener muchas imágenes (*images*) y muy pocas (*very few*) palabras.

Paso 2: Usa el mapa conceptual abajo para preparar una presentación oral o grabación (*recording*) de 3 minutos. Puedes escribir palabras claves (*key words*) en tus apuntes, pero no oraciones completas. HABLA, NO LEAS (*SPEAK, DON'T READ*).



download pdf version

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4.24: Actividad escrita- Mi música latina favorita

Objetivos

Use *gustar* to say what things you like and dislike.

¿Te gusta la música hispana? Escribe 100-120 palabras con los pasos abajo:

Paso 1: Investigación

Pulsa en el siguiente enlace para explorar una variedad de la música hispana, según el programa de la radio NPR, "Alt Latino". Busca una variedad de música y encuentra una que te gusta. Toma apuntes sobre el nombre del cantante/grupo, tipo de música y por qué te gusta o no te gusta.

NPR "Alt Latino"

Paso 2: Conversación

Conversa con un compañero de la clase sobre la música en el enlace.

1. ¿Escuchas mucha música hispana? ¿Tienes experiencia con alguna de estas bandas?
2. ¿Cuáles canciones (*songs*) te gustan más? ¿Cuáles te gustan menos? ¿Por qué prefieres esas canciones?
3. A tu compañero, ¿le gustan las mismas (*same*) canciones?
4. ¿Pueden ustedes comparar esta música con otra música que escuchan?

Paso 3: Escritura

Ahora escribe un ensayo de 100-120 palabras sobre tu investigación y conversación de la música hispana.

Paso 4: Revisión

Vuelve a leer tu ensayo: ¿Usas *gustar* con los pronombres correctos y las terminaciones correctas? ¿Usas una buena variedad de verbos, conjugados correctamente? Los adjetivos y artículos que usas, ¿concuerdan en género y número con sus sustantivos?

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4.25: Actividad colaborativa- Los pasatiempos

Purpose: You will meet with a classmate in person, over Zoom, or via a phone call to practice using information in Spanish with a partner to talk about popular activities and when the best time is to participate in them, using a PDF worksheet to guide you. The collaboration part of this activity will take approximately 20 minutes, so plan accordingly. You will each have different information about activities and weather scenarios.

After you work with your partner through the information, you will independently write a *Reporte* based on the activity you did with your partner.

Task: With your partner, decide who will be Estudiante 1 and who will be Estudiante 2. Download or print the following PDF.

PDF download: Los pasatiempos

Inside, you will find two different packets, one for Estudiante 1 and one for Estudiante 2. Take a moment to preview the activity before beginning, as Paso 1 can be done independently. Instructions are broken down step by step for each of you as you work together to complete the missing information in each of your packets.

After you complete the activity with your partner, you will write a *Reporte* based on the activity you did with your partner. Your Reporte should be in Spanish, and should include the answers to the following questions, written in a cohesive paragraph:

1. ¿Qué actividades te gusta hacer normalmente en tu tiempo libre?
2. ¿Qué actividades no te gusta hacer regularmente en tu tiempo libre?
3. ¿Qué recomendaciones de tu compañero/a vas a seguir (follow)? ¿Por qué?
4. ¿Qué recomendaciones de tu compañero/a no vas a seguir? ¿Por qué?
5. You will need to provide proof of your interaction with your partner to your instructor. Please upload a photo or screenshot of your portion of the completed PDF activity so that your instructor can see the work you did.

Criteria: 50% of the grade for this activity comes from your thoughtful *Reporte* addressing questions 1-4 on the previous Task portion above. The other 50% of the grade will come from point 5, the “proof” you submit to your instructor through a photo or screenshot of your portion of the completed activity. If you are unsure about how your instructor wants you to submit this assignment (i.e. upload a word processing file, upload media, etc.), please ask for clarification before beginning.

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4.26: Sinopsis- ¿Cómo pasas tu tiempo libre?

Below is a review summary to help you complete the assignments and prepare for the quiz to demonstrate your mastery of the objectives.

Vocabulario: Los pasatiempos, los deportes y los lugares en la comunidad

Los pasatiempos

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

Los deportes

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

Los lugares en la comunidad

- el aeropuerto (*airport*)
- el banco (*bank*)
- el bar (*bar, pub*)
- el barrio (*neighborhood*)
- el café (*cafe, coffee shop*)
- la calle (*street*)
- la casa (*house*)
- el centro comercial (*mall, shopping center*)

- el cine (*cinema, movie theater*)
- la ciudad (*city*)
- el club (*club*)
- el correo (*post office*)
- la discoteca (*disco, dance hall*)
- el edificio (*building*)
- la escuela (*school*)
- la estación de metro (*subway station*)
- la farmacia (*pharmacy, drug store*)
- el hospital (*hospital*)
- el hotel (*hotel*)
- la iglesia (*church*)
- el mercado (*market*)
- el museo (*museum*)
- el negocio (*business*)
- la parada de autobús (*bus stop*)
- el parque (*park*)
- la piscina (*pool*)
- la plaza (*plaza, city square*)
- el restaurante (*restaurant*)
- el supermercado (*supermarket*)
- el teatro (*theater*)
- la tienda (*store, shop*)
- el zoológico (*zoo*)

Ir + a + infinitive

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

- Audio

  This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

  View this Audio online

  Yo **voy a estudiar** esta noche. (*I'm going to study tonight.*)

- Audio

  This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

  View this Audio online

  Tú no **vas a ganar** mucho dinero aquí. (*You are not going to earn much money here.*)

- Audio

  This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

  View this Audio online

Ella **no va a comprar** el libro. (*She's not going to buy the book.*)

- Audio

  This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

  View this Audio online

Ustedes **van a mirar** la tele, ¿verdad? (*You all are going to watch TV, right?*)

Gustar + nouns

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

forms for different people liking a singular thing		
	persona singular	persona plural
primera (1a) persona	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online me gusta (*I like*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nos gusta (*We like*)

forms for different people liking a singular thing		
	persona singular	persona plural
segunda (2a) persona	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online te gusta (*You like*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online os gusta (*You all like*)
tercera (3a) persona	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online le gusta (*He/She likes*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online les gusta (*They like*)

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

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

- (A mí) me gusta la casa. (*I like the house. Literally: The house pleases me.*)

The verb form *gustan* is always in the plural when the noun is plural or there are two nouns, because *they* please the person:

- (A mí) me gusta**n** la**s** casa**s**. (*I like the houses. Literally: The houses please me.*)

Some other words that work the same way as *gustar*:

- **Doler** (*to hurt; literally: to be painful*) — Me duelen los pies. (*My feet hurt / are hurting me.*)
- **Encantar** (*to love; literally: to be enchanting*) — A los mexicanos les encantan los dramas coreanos. (*Mexicans love Korean dramas.*)
- **Molestar** (*to mind; literally: to be irritating, bothersome*) — ¿Le molesta la música? No, estoy bien. (*Do you mind the music? No, I'm fine.*)

Gustar + verb

The verb *gustar* is used to indicate things or activities that you like, but it is a little different in Spanish than in English. As you see, instead of conjugating *gustar* to match the subject as you do with most verbs, only the third person ending is used along with different pronouns (me, te, le, nos, os, les). *Gustar* is frequently used in Spanish with infinitives to indicate likes (and dislikes):

Audio

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¿Qué te gusta hacer? *(What do you like to do?)*

Audio

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Me gusta comer en restaurantes buenos. *(I like to eat in good restaurants.)*

Audio

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Te gusta cantar y bailar, ¿no? *(You like to sing and dance, right?)*

Audio

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Nos gusta correr todos los días. *(We like to run every day.)*

Audio

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Le gusta escuchar música. *(He likes to listen to music.) or (She likes to listen to music.)* or *(You [formal] like to listen to music.)*

Audio

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A usted no le gusta nadar. (You don't like to swim.)

Irregular verbs in the "yo" form

Tener (*to have*) 'Yo' and stem changer	**Hacer** (*to make/to do*) Regular other than 'yo'	**Salir** (*to leave, to go out*) Regular other than 'yo'	**Traer** (*to bring*) Regular other than 'yo'	**Venir** (*to come*) 'Yo' and stem changer	**Valer** (*to be worth*) Regular other than 'yo'	**Poner** (*to put*) Regular other than 'yo'	**Seguir** (*to follow*) 'Yo' and stem changer	**Decir** (*to say, to tell*) 'Yo' and stem changer
tengo	hago	salgo	traigo	vengo	valgo	pongo	sigo	digo
tienes	haces	sales	traes	vienes	vales	pones	sigues	dices
tiene	hace	sale	trae	viene	vale	pone	sigue	dice
tenemos	hacemos	salimos	traemos	venimos	valemos	ponemos	seguimos	decimos
tenéis	hacéis	salís	traéis	venís	valéis	ponéis	seguís	decís
tienen	hacen	salen	traen	vienen	valen	ponen	siguen	dicen

Oír (*to hear*) Irregular, has "y" in some forms because of three vowels together: "i" in the middle becomes a "y" sound, and an accent mark is needed at other times to separate the weak and strong vowels.	**Ver** (*to see*) Regular other than 'yo', but note that accent mark is not needed for vosotros form, since it is one syllable.	**Dar** (*to give*) Regular other than 'yo', but note that accent mark is not needed for vosotros form, since it is one syllable.
oigo	veo	doy
oyes	ves	das
oye	ve	da
oímos	vemos	damos
oís	veis	dais
oyen	ven	dan

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5: CAPÍTULO 5

Learning Objectives

- Use vocabulary related to family and pets
- Use vocabulary related to the human body
- Use vocabulary related to the daily routine and its objects
- Use stem-changing verbs (verbos de bota) in the present indicative
- Use reflexive verbs
- Read about la familia
- Learn some interesting facts about Panama

5.1: Introducción musical- ¿Qué haces todos los días?

5.2: Vocabulario- La familia y las mascotas

5.3: Vocabulario- Las partes del cuerpo

5.4: Vocabulario- La rutina diaria y los verbos reflexivos

5.5: Vocabulario- Los objetos de la rutina diaria

5.6: Gramática- Los verbos reflexivos (I)

5.7: Gramática- Los verbos reflexivos (II)

5.8: Más práctica- Los verbos reflexivos

5.9: Gramática- Los verbos con cambio de raíz (e-ie)

5.10: Gramática- Los verbos con cambio de raíz (e-i)

5.11: Gramática- Los verbos con cambio de raíz (o-ue)

5.12: Lectura- La familia de Álex

5.13: Lectura- La diversidad en las familias

5.14: Cultura- Panamá

5.15: Video- ¿Cómo es tu familia?

5.16: Video- Háblame de tu familia

5.17: Video- La familia de Álex (y de Lula)

5.18: Video- Mi rutina diaria

5.19: Video- ¿Cuál es tu rutina diaria?

5.20: Video- La rutina diaria de otras personas

5.21: Video- Los objetos de la rutina diaria

5.22: Discusión- Mi familia

5.23: Discusión- Mis mascotas

5.24: Discusión- Tu rutina diaria

5.25: Sinopsis- ¿Qué haces todos los días?

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5.1: Introducción musical- ¿Qué haces todos los días?

In this chapter, we'll learn the vocabulary of family relationships, body parts and your daily routine.

Here is a salsa song about family:

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

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

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La Dame Blanche – **Dos caras** (feat. Celso Piña & Serko Fu)
With her explosive mix of hip hop, cumbia, dancehall and reggae, the Cuban singer, flautist and percussionist Yaite Ramos Rodriguez, aka La Dame Blanche delivers a powerful and compelling sound which summons the spirits. (More about La Dame Blanche)

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T3R Elemento — **En boca de todos**
T3R Elemento pays homage to their humble neginnings in the music video for their new single, "En boca de todos". Regional Mexican band, T3R Elemento have captured the attention and admiration of fans and industry alike with their alternative take on the traditional since they exploded onto the scene a little over a year ago. (YouTube description) (More about T3R Elemento)

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Cable Head – **Cierro los ojos**
Cable Head is a performing artist and activist. As a modern superhero, its superpower is to change consciousness through sound & technology and the cables around its head are a representation of human interconnections. The music is Electro-Pop produced with advanced and vintage technology, featuring the trademarked vocals of Cable Head singing in different languages. (Spotify description)

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Devendra Banhart – **Abre las manos**
Devendra Obi Banhart is a Venezuelan American singer-songwriter and visual artist. Banhart was born in Houston, Texas and was raised by his mother in Venezuela, until he moved to California as a teenager. Banhart's music is often associated with the New Weird America genre, along with Vetiver and Joanna Newsom. (More about Devendra Banhart at Wikipedia)

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Juan Luis Guerra — **Lámpara pa' mis pies**
Juan Luis Guerra Seijas is a Dominican musician, singer, composer, and record producer. Guerra is one of the most internationally recognized Latin artists of recent decades. His popular style of merengue and Afro-Latin fusion has garnered him considerable success throughout Latin America. He is also credited for popularizing bachata music on a global level and is often associated with the genre, although his distinct style of bachata features a more traditional bolero rhythm and aesthetic mixed with bossa-nova influenced melodies and harmony in some of his songs. (Wikipedia entry on Juan Luis Guerra)

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In this module, we'll also be working on reflexive verbs. Here are a few:

Julieta Venegas – **Me voy**
Julieta Venegas is an American-born Mexican singer, songwriter, instrumentalist and producer who sings pop-rock in Spanish.

YouTube Video

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Sech, Ozuna – **Si te vas**
Carlos Isaías Morales Williams, better known as Sech, is a Panamanian singer. Juan Carlos Ozuna Rosado, known simply by his surname Ozuna, is a Puerto Rican Latin trap and reggaeton singer.

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Debi Nova, Pedro Capó – **Quédate**
Deborah Nowalski Kader, better known by her stage name Debi Nova, is a Costa Rican singer-songwriter who resides in Los Angeles. Pedro Capó is a Puerto Rican musician, singer, songwriter and actor.

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Fania All Stars ft Oscar D'Leon, Milly Quezada, El Canario and others – **Quítate tú** (Yo soy la salsa)
The Fania All-Stars is a musical group formed in 1968 as a showcase for the musicians on Fania Records, the leading salsa music

record label of the time.

YouTube Video

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The Delirians – **Quítate tú**
The Delirians are the heavy hitters of Californias ever growing traditional ska and reggae scene.

YouTube Video

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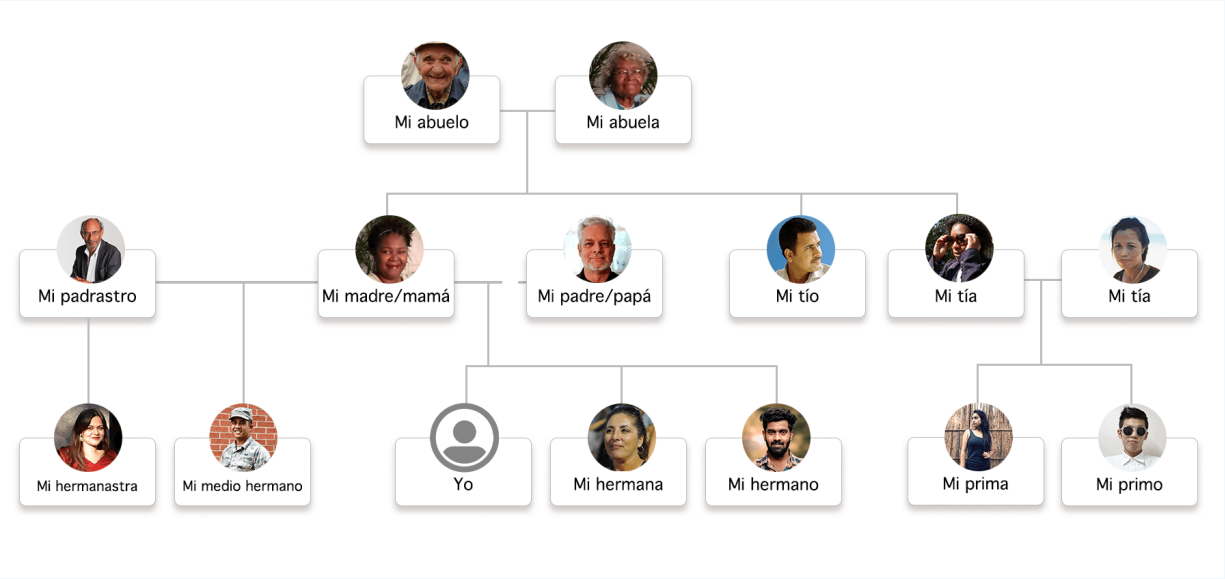
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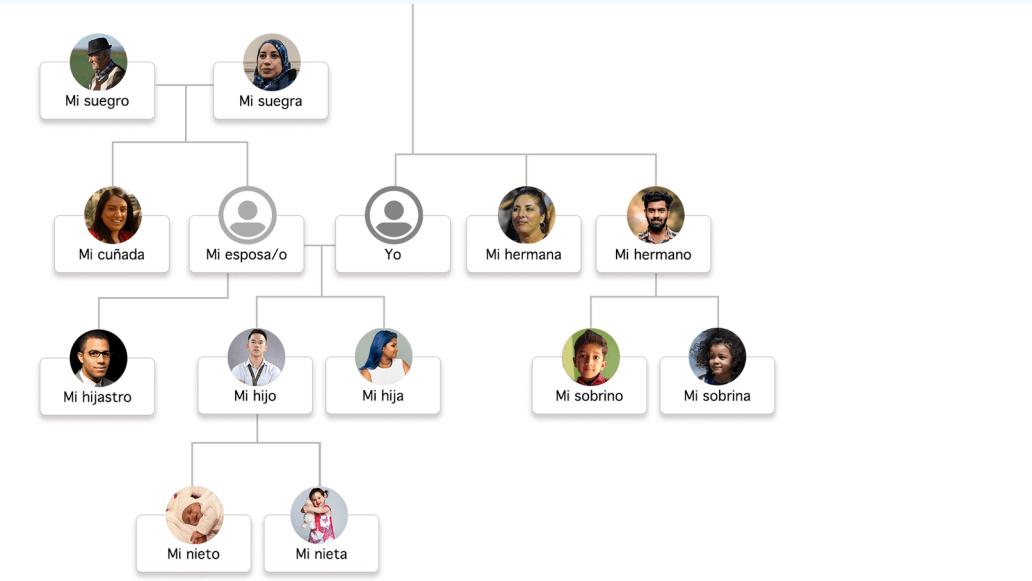
Objetivos

- Recognize vocabulary of family relations

Vocabulario

La familia





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

Text version of the family tree (with audio):

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El abuelo / La abuela (*grandfather / grandmother*)

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El esposo / La esposa (*husband / wife*)

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El hermano / La hermana (*brother / sister*)

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El hijo / La hija (*son / daughter*)

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La madre, mamá (*mother, mom*)

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El nieto / La nieta (*grandson / granddaughter*)

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El novio / La novia (*boyfriend / girlfriend*)

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El padre, papá (*father, dad*)

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La pareja (*couple*)

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El pariente (*relative*)

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El primo / La prima (*cousin*)

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El sobrino / La sobrina (*nephew / niece*)

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El tío / La tía (*uncle / aunt*)

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La cuñada / el cuñado (*sister-in-law / brother-in-law*)

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Los medio hermanos / el medio hermano/ la media hermana (*half-siblings / half-brother / half-sister*)

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Los hermanastros / el hermanastro / la hermanastra (*stepsiblings / stepbrother / stepsister*)

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El hijastro / La hijastra (*stepson / stepdaughter*)

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La madrastra / El padrastro (*stepmother / stepfather*)

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La suegra / el suegro (*mother-in-law / father-in-law*)

Tipos de familias:

- Familia nuclear o pequeña
- Familia extendida o grande
- Primera, segunda, tercera generación
- La familia política
- La familia moderna
- La familia tradicional

Mascotas



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el conejo



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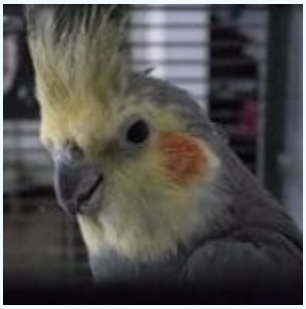
el cuy



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el gato / la gata



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el pájaro



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el perro / la perra



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el pez



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la tortuga

Objetivos

- Recognize vocabulary of family relations
- Understand spoken information about the members of a family

A. La familia real

Actividad 5.2.A

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B. Escuchar: La familia

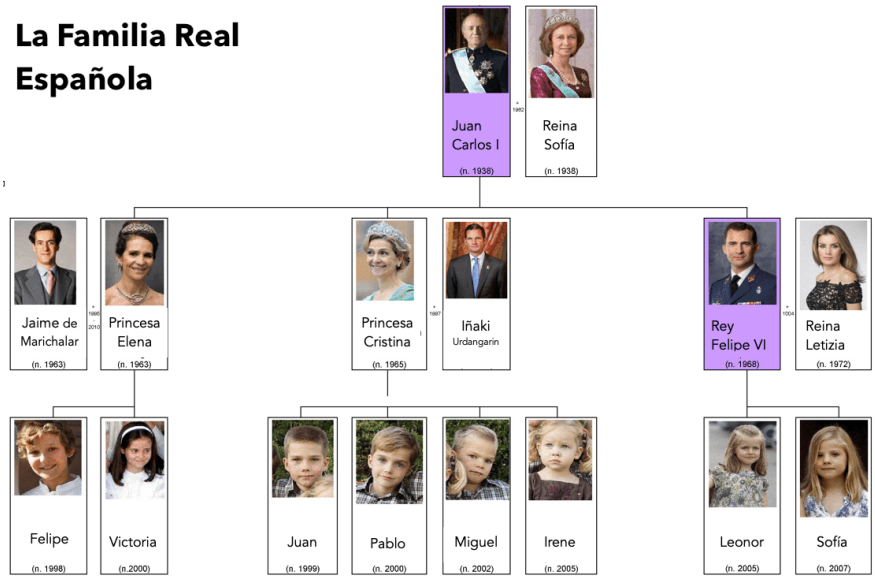
Actividad 5.2.B

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Text only

A. La familia real



1. Juan Carlos 1 es ____ de Felipe y Victoria.
2. La Reina Letizia es la ____ de Miguel.
3. Pablo y Juan son ____ de Miguel e Irene.
4. Leonor es ____ de Victoria.
5. La Reina Letizia es ____ de la Princesa Cristina.
6. Juan Carlos 1 es el ____ de Iñaki.
7. Leonor es la ____ de la Princesa Elena.
8. Filipe es el ____ de Elena y Jaime.

B. La familia

1. ¿De quién habla la persona? (Who is the person talking about?) De ____ .

Audio

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   - su primo
   - su hermana
   - su padre
   - su tío
2. ¿A quién visita ella en Nueva York? A ____ .

Audio

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- su hermano
- su tía
- su abuela
- su hermana

3. ¿Quién tiene 2 años? ____ .

Audio

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- su padre
- su nieto
- su primo
- su sobrino

4. ¿De quién habla la persona? De ____ .

Audio

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- sus tíos
- sus abuelos
- su tía
- su madre

5. ¿De quién habla la persona? De ____ .

Audio

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- su marido
- su hermano
- su cuñado
- su nieto

6. ¿Quién es la nueva mujer de su padre? _____ .

Audio

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- su hermana
- su madrastra
- su madre
- su hijastra

7. ¿Quiénes tienen 12 años? _____ .

Audio

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- sus padres
- su abuela
- sus hermanastros
- sus sobrinos

8. ¿Quién cumple 90 años en abril? _____ .

Audio

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- su madre
- su tía
- su nieto
- su abuela

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5.3: Vocabulario- Las partes del cuerpo

Objetivos

Recognize vocabulary related to parts of the body

La cara y la cabeza



la frente



la piel



los ojos



la nariz



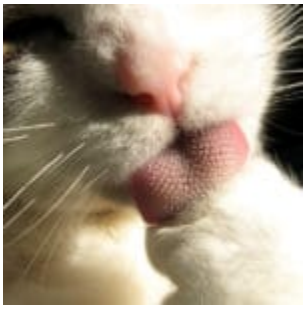
la boca



los dientes



los labios



la lengua



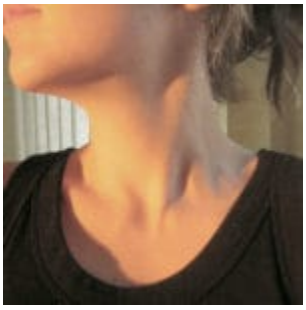
el oído



la oreja



el cerebro



el cuello

El torso y las extremidades



la espalda



el pecho



el estómago



las piernas



los pies



las manos



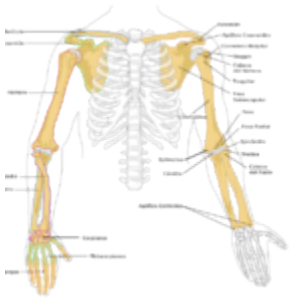
los dedos (de las manos)



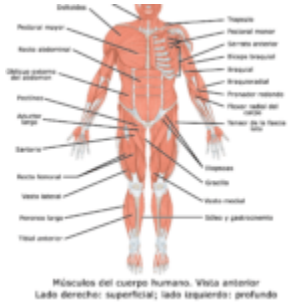
los dedos de los pies



los brazos



los huesos



los músculos

Text only

La cara y la cabeza

- la frente (*forehead*)
- la piel (*skin*)
- los ojos (*eyes*)
- la nariz (*nose*)
- la boca (*mouth*)
- los dientes (*teeth*)
- los labios (*lips*)
- la lengua (*tongue*)
- el oído [*ear (inside)*]
- la oreja [*ear (outside)*]
- el cerebro (*brain*)
- el cuello (*neck*)

El torso y las extremidades

- la espalda (*back*)
- el pecho (*chest*)
- el estómago (*stomach*)
- las piernas (*legs*)
- los pies (*feet*)
- las manos (*hands*)
- los dedos (de las manos) (*fingers*)
- los dedos de los pies (*toes*)
- los brazos (*arms*)
- los huesos (*bones*)

- los músculos (*muscles*)

Objetivos

- Recognize vocabulary related to parts of the body
- Understand spoken sentences related to parts of the body

Práctica A. Fuera de lugar

https://assess.lumenlearning.com/pra...f-850b8628f4eb

Práctica B. Definiciones

https://assess.lumenlearning.com/pra...b-2a350a758388

Práctica C. Nombrar las partes

https://assess.lumenlearning.com/pra...b-e33077262338

Práctica D. Partes del cuerpo

https://assess.lumenlearning.com/pra...9-ec8c5114526a

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5.4: Vocabulario- La rutina diaria y los verbos reflexivos

Objetivos

- Recognize reflexive verbs that refer a daily routine or habitual actions
- Use the correct reflexive pronouns



Reflexive verbs are special in Spanish because they signal actions that are done by the subject to him/her/themself. In other words the subject and the object of the sentence is doing and receiving the action at the same time. You can recognize reflexive verbs by the “se” attached to the infinitive.

Verbos reflexivos



despertarse (*to wake up*)



levantarse (*to get up*)

arreglarse (*to get ready* / to *ready oneself*)



bañarse (*to bathe*)



ducharse (*to shower*)



lavarse (*to wash*)



limpiarse (*to clean*)



cepillarse los dientes (*to brush teeth*)



cepillarse el pelo (*to brush hair*)



peinarse (*to comb*)



afeitarse (*to shave*)



vestirse (*to get dressed*), ponerse (*to put on*), probarse (*to try on*)



maquillarse (*to put on makeup*)

Otros verbos reflexivos



acostarse (*to lie down*), relajarse (*to relax*)



caerse (*to fall down*)



cansarse (*to get tired*)



irse (*to go away, to leave*)



lastimarse (*to hurt oneself*)



olvidarse (*to forget*)



quitarse (*to remove, take away*)



sentarse (*to sit*)

The following are some more common reflexive verbs and their non-reflexive equivalents:

Forma reflexiva	Forma no reflexiva
afeitarse (*to shave oneself*)	afeitar (*to shave someone or something*)

Forma reflexiva	Forma no reflexiva
arreglarse (*to get ready/ready oneself*)	arreglar (*to arrange someone or something*)
caerse (*to fall down*)	caer (*to fall, go down*)
cansarse (*to get tired)*	cansar (*to tire out)*
cepillarse (*to brush oneself*)	cepillar (*to brush someone or something*)
ducharse (*to shower oneself/take a shower*)	duchar (*to shower/give someone a shower*)
irse (*to go away, to leave*)	ir (*to go*)
lastimarse (*to hurt oneself*)	lastimar (*to hurt someone or something*)
lavarse (*to wash oneself*)	lavar (*to wash someone or something*)

Forma reflexiva	Forma no reflexiva
levantarse (*to get up*)	levantar (*to lift someone or something*)
llamarse (*to be called, named*)	llamar (*to call someone or something*)
maquillarse (*to put make-up on oneself*)	maquillar (*to put make-up on someone else*)
ponerse (*to put on*)	poner (*to put*)
probarse (*to try on*)	probar (*to try, to taste*)
quemarse (*to burn oneself*)	quemar (*to burn someone or something*)
quitarse (*to take off, e.g. clothing*)	quitar (*to take away from someone or something*)

Forma reflexiva	Forma no reflexiva
relajarse (*to relax oneself*)	relajar (*to relax someone or something*)

Note that the meaning changes when the verb is reflexive or not.

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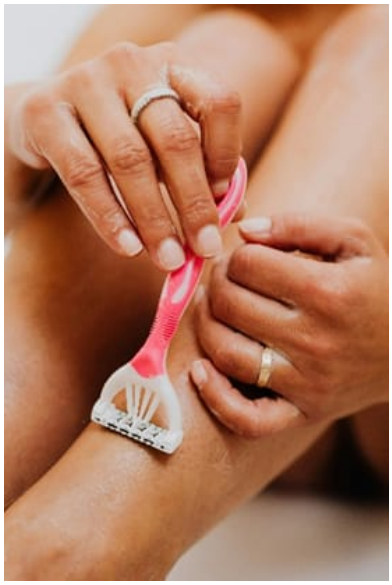
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5.5: Vocabulario- Los objetos de la rutina diaria

Los objetos de la rutina diaria

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	la afeitadora eléctrica *(electric razor)*	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

	la afeitadora manual *(razor)*	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

	el cepillo *(hair brush)*	**Audio** *Th int ele is no av in this format. Visit the link or scan the QR code to access it online.* View this Audio online



el cepillo de dientes *(toothbrush)*

Audio

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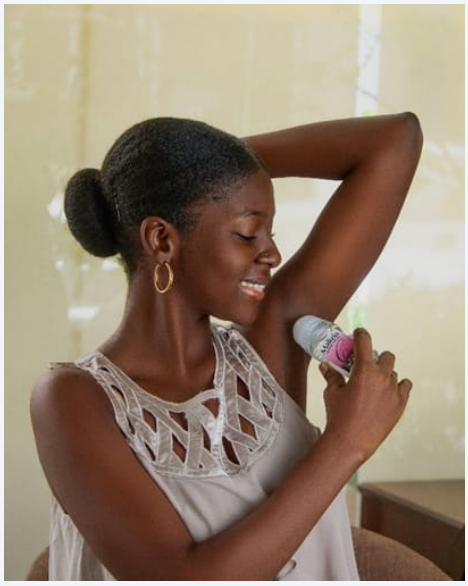
la colonia
(cologne)

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	el champú *(shampoo)*	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

	el desodorante (*deodorant*)	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

	el espejo *(mirror)*	**Audio** *Th int ele is no av in this format. Visit the link or scan the QR code to access it online.* View this Audio online



el jabón *(soap)*

Audio

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la pasta dental o la pasta de dientes *(toothpaste)*

Audio

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	el peine *(comb)*	**Audio** *Th int ele is no av in this format. Visit the link or scan the QR code to access it online.* View this Audio online

	el perfume	Audio *Th int ele is no av in this format. Visit the link or scan the QR code to access it online.* View this Audio online

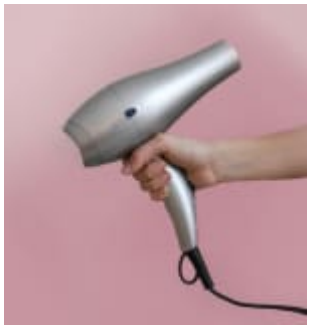


el pijama
(pajama)

Audio

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	el secador *(hair dryer)*	**Audio** *Th int ele is no av in this format. Visit the link or scan the QR code to access it online.* View this Audio online

	la toalla *(towel)*	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

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5.6: Gramática- Los verbos reflexivos (I)

Objetivos

- Recognize reflexive verbs that refer a daily routine or habitual actions
- Use the correct reflexive pronouns

Los verbos reflexivos

A **reflexive verb** is a verb used with a **reflexive pronoun** to link the action of the verb to the subject of the verb. We use **reflexive pronouns**, words that end in *-self* or *-selves*, to show that the action of the verb is done to the subject. The word **reflexive** gives us a clue that the action of the verb is "reflected" back to the subject. In other words, the subject is both the doer and the receiver of the action. Here are some examples that illustrate this concept:

- *I burned myself* on the stove.
- *We congratulated ourselves* on a job well done.
- *Helooked* at *himself* in the mirror.

In Spanish, as we'll see, there are number of verbs that are usually used reflexively, and need to be memorized along with their reflexive pronoun. We'll discuss this in more detail next section. In the meantime, let's listen to a song by the classic Puerto Rican salsa orchestra El Gran Combo on his daily routine with a grammar explanation on reflexives animated by El señor Lafontant.



¿Cómo se conjugan los verbos reflexivos?

To conjugate reflexive verbs, reflexive pronouns are used that match the verb ending; as usual in Spanish, you may specify the subject pronoun, especially for clarification, but subject pronouns may be left out of these sentences because the reflexive pronoun and verb ending should be clarification enough.

You probably noticed in the vocabulary list above that all reflexive infinitives end with the pronoun "se". This ending is a reflexive pronoun, and is placed *before* a conjugated verb. This indicates that the subject of the sentence is doing the action to him/herself. The ending of the verb matches the subject (and the reflexive pronoun) according to the tense, and in this case we are still in the present tense. See the table that follows:

Subject Pronoun	Reflexive Pronoun	bañar**se**	vestir**se**	cepillar**se**	dormir**se**
yo	**me**	me baño	me visto	cepillo	duermo
tú	**te**	bañas	vistes	cepillas	duermes
él, ella, usted	**se**	baña	viste	cepilla	duerme
nosotros, nosotras	**nos**	nos bañamos	nos vestimos	cepillamos	dormimos
vosotros, vosotras	**os**	bañáis	vestís	cepilláis	dormís
ellos, ellas, ustedes	**se**	bañan	visten	cepillan	duermen

¡OJO! The reflexive pronoun “nos” and the subject pronoun “nosotros” are two different words, with different functions. Never

think that “nos” is an abbreviation of “nosotros”!

To recap, **in reflexive verbs the subject is acting on itself**: this is the most common use of the reflexive, though there are others. **Essentially reflexives are verbs where the subject and object are the same.** Here’s a summary table with the reflexive pronouns:

	Singular	Plural
1a persona	**me** (*myself*)	**nos** (*ourselves*)
2a persona	**te** (*yourself – informal*)	**os** (*yourself – formal*)
3a persona	**se** (*himself, herself, itself*)	**se** (*themselves*)

Why is this so complicated for English speakers? Because there is no exact translation of the reflexive verbs into English. The reflexive usage is often translated in a non-reflexive way, as you have seen since the start of this course: “Ella se llama Carmen” literally translates to “She calls herself Carmen”, but it is translated into English as “Her name is Carmen.”

Pronoun placement

To make the reflexive form complete you must add the appropriate reflexive pronoun and put it in the appropriate place. When the reflexive verb is conjugated, the reflexive pronoun must agree with the subject and it must **precede** the conjugated verb.

sujeto + **pronombre** + verbo conjugado

-  Ella **se** levanta temprano. (*She gets up early.*)

As pointed out above, the reflexive pronoun must precede a conjugated verb. However, when the infinitive follows a conjugated verb or is part of a construct the reflexive pronoun may go either in front of the conjugated verb or attached to the infinitive at the end of the construct.

sujeto + **pronombre** + verbo conjugado + verbo infinitivo

-  Ella **se** tiene que levantar temprano. (*She has to get up early.*)

sujeto + verbo conjugado + verbo infinitivo+**pronombre**

-  Ella tiene que **levantarse** temprano. (*She has to get up early.*)

Similarly, in the present progressive the reflexive pronoun may go either in front of the conjugated verb “estar”, or attached to the gerund. When attaching to the end of the gerund care must be taken to ensure that any required written accents are added.

sujeto + **pronombre** + verbo conjugado + verbo gerundio

-  Ella **se** está levantando temprano. (*She is getting up early.*)

sujeto + verbo conjugado + verbo gerundio+**pronombre**

-  Ella está **levantándose** temprano. (*She is getting up early.*)

Objetivos

- Recognize reflexive verbs that refer a daily routine or habitual actions
- Use the correct reflexive pronouns

A. ¿Cómo funcionan los verbos reflexivos?

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B. Los verbos reflexivos

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C. Los verbos reflexivos (comprensión escrita)

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D. Los pronombres reflexivos

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E. Los pronombres reflexivos (comprensión escrita)

https://assess.lumenlearning.com/pra...4-d7ae9321e3f6

F. Los verbos reflexivos (comprensión auditiva)

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F. Una carta a los padres

Completa el siguiente párrafo con la forma apropiada del verbo. **¡OJO!** Unos verbos son reflexivos y otros no.

Hola papá y mamá:

Ya los niños (1.) _____ (estar) en el colegio y yo (2.) _____ (tener) más tiempo para escribirles un poco más. No es fácil, queridos padres: tener una carrera profesional e hijos en casa es un reto (*challenge*) cada día. Yo (3.) _____ (levantarse) muy temprano en la madrugada, como a las cuatro generalmente. Yo (4.) _____ (prepararse) seis tazas de café que (5.) _____ (tomarse) despacio hasta las seis de la mañana que es la hora cuando mis hijos (6.) _____ (despertarse) para ir a la escuela. Estas primeras dos horas del día son mías para preparar las clases y calificar tareas. Esto yo no lo (7.) _____ (poder) hacer mientras la familia está despierta y activa por toda la casa. Además, desde (*since*) que tenemos el perro, mis mañanas (8.) _____ (hacerse) más cortas porque Shiro siempre necesita salir a las 5:30 para hacer sus necesidades y correr un poco.

Lo bueno es que ahora yo (9.) _____ (hacer) ejercicio temprano en la mañana con un poco de frío y niebla en el campo. No te preocupes (*don't worry*), mamá, yo siempre (10.) _____ (ponerse) mi gorro para cubrir las orejas del frío; también guantes para proteger mis manos. Yo (11.) _____ (abrigarse) muy bien porque comienza a hacer frío aquí en Nueva York. Bueno, un beso y esta noche los llamo (*I'll call you*) por teléfono. Por favor escríbanme (*write to me*)—me gusta saber cómo están.

—Vicky.

G. Una carta de los padres

Completa el siguiente párrafo con la forma apropiada del verbo. ¡OJO! Unos verbos son reflexivos y otros no.

Querida hija:
Nosotros (1.) _____ (alegrarse) de oír de ti sobre nuestros nietos y por supuesto el perro, Shiro. Los vecinos (2.) _____ (acordarse) mucho de ti y de los niños y ellos (3.) _____ (preguntar) por ustedes todos los días. Nosotros (4.) _____ (estar) bien, no te preocupes; tu padre no (5.) _____ (perderse) ninguna de sus citas médicas y yo no (6.) _____ (faltar) a mis ejercicios con mi grupo de la tercera edad. Esta semana nosotros (7.) _____ (hacer) ejercicios muy fuertes y me duelen todos los músculos, pero yo (8.) _____ (seguir) activa y esto es bueno para la circulación de la sangre. Yo siempre (9.) _____ (hacer) los ejercicios con cuidado para no torcerme un tobillo o lastimarme algún hueso.

A tu padre no le gusta asistir a los ejercicios, tú sabes, él dice que eso es para "viejitos" y que él no es uno de ellos. Pero no te preocupes tampoco, pues él (10.) _____ (mantenerse) muy activo en la finca (*the farm*) cortando el pasto (*mowing the lawn*) y trabajando con los árboles frutales. Mientras yo estoy en los ejercicios él (11.) _____ (despertarse), (12.) _____ (bañarse), y (13.) _____ (afeitarse); cuando regreso de los ejercicios, él ya está listo para salir.

Cuéntanos un poco más de los niños (*Tell us some more about the kids*); ¿María Paula todavía (*still*) (14.) _____ (pintarse) la boca y (15.) _____ (maquillarse) como una artista? Ah, ¿y ella (16.) _____ (cortarse) y (17.) _____ (limarse *to file*) las uñas (*fingernails*) largas que tiene? Y Juan Pablo, ¿cuándo piensa cortarse el pelo? Imaginamos que ya hace frío. Por favor, deben secarse el pelo antes de salir a la escuela o van a enfermarse. ¿Los niños (18.) _____ (abrigarse) y (19.) _____ (abrocharse *to button up*) las chaquetas bien antes de salir? Pueden enfermarse, cuídalos mucho (*take good care of them*). ¿Ah y siguen hablando español? No dejes que se olviden (*Don't let them forget*) de su español ni de sus abuelos.

Te queremos mucho, saluda a tu esposo de nuestra parte (*say hello to your husband for us*). Un beso.

—Mamá y Papá.

H.  Una mañana loca

Primero selecciona los verbos apropiados. Luego completa el párrafo con la forma necesaria de cada verbo. **¡OJO!** Unos verbos deben ser reflexivos y otros no.

Juan Camilo _____ (despertar/despertarse) y _____ (mirar/mirarse) su teléfono. ¡Ya es tarde! Rápidamente _____ (levantar/levantarse) y de repente su novia Gina _____ (despertar/despertarse) también. Los dos _____ (levantar/levantarse) y van al baño. Mientras Juan Camilo _____ (duchar/ducharse), Gina _____ (preparar/prepararse) el café para los dos. Cuando Juan Camilo entra en la cocina para desayunar, Gina corre al baño y empieza a _____ (arreglar/arreglarse). Ella _____ (maquillar/maquillarse) y _____ (cepillar/cepillarse) los dientes. Después Juan Camilo _____ (llamar/llamarse) a Gina, “Mi amor, hoy es sábado, no tenemos trabajo hoy.” Los dos se ríen y después _____ (acostar/acostarse) para tomar una siesta.

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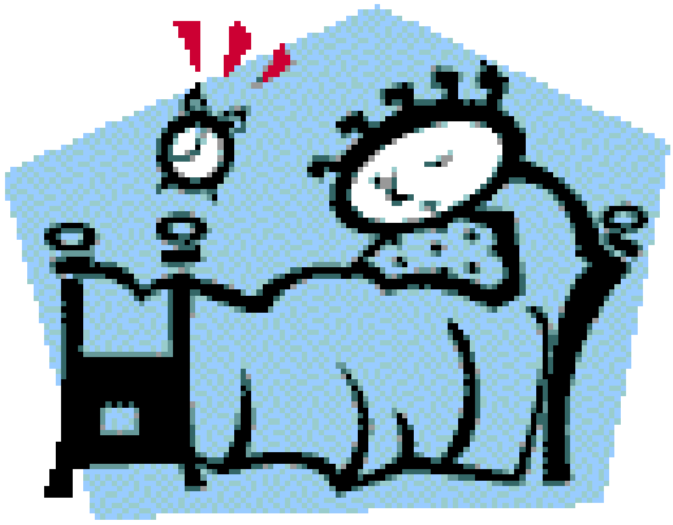
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5.7: Gramática- Los verbos reflexivos (II)

Reflexive verbs

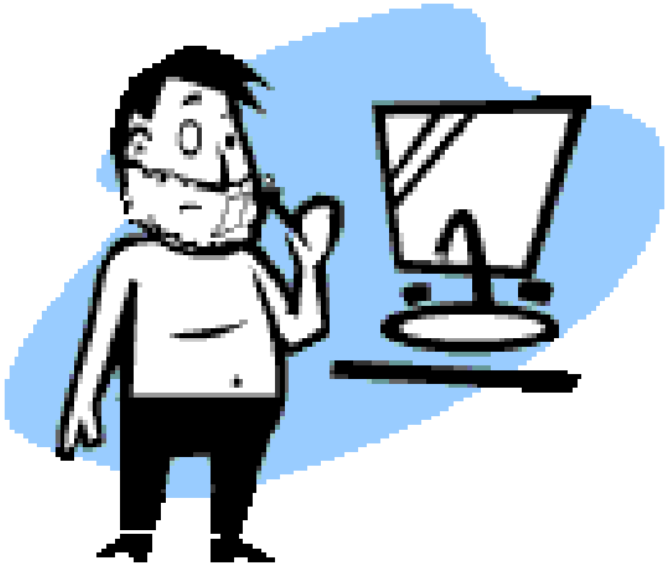
In the examples below, pay special attention to the reflexive pronouns and the conjugation endings noted in blue.



Pedro **se** **despierta** a las ocho de la mañana.



Después **se** **ducha**.



Finalmente **se afeita**.

In Spanish, to talk about some of the actions that describe daily routine or personal care (getting up, taking a shower, getting dressed, etc.), we use reflexive verbs. The pronoun "se" (in blue) attached to an infinitive verb (levantar**se**, peinar**se**, despertar**se**...), indicates that a verb is reflexive.

Conjugation

Reflexive verbs require reflexive pronouns to indicate that the subject of the sentence receives the action of the verb (oneself): me, te, se, nos, os, se. The reflexive pronoun and the conjugation ending must agree. Analyze the conjugations below paying special attention to the reflexive pronouns and conjugation endings in blue.

despertarse (e:ie) **vestir**se (e:i)



me despierto nos despertamos me visto nos vestimos

te despiertas os despertáis te vistes os vestís

se despierta se despiertan se viste se visten

Both the verb ending and the reflexive pronoun agree with the subject.



Yo me pongo **los** zapatos. Vosotros os despertáis temprano.

I put on my shoes (myself). You (all) wake up early (yourselves).

¡Ojo!: Unlike English, parts of the body or clothing are not used with the possessive pronouns, instead, use definite or indefinite articles instead.

Common reflexive verbs

In the chart below, the "se" ending in blue indicates that the verb is reflexive.

Verbo	Inglés	Verbo	Inglés
acordarse (de) (o:ue)	*to remember*	llamarse	*to be named*
acostarse (o:ue)	*to go to bed*	maquillarse	*to put on makeup*
afeitarse	*to shave*	peinarse	*to comb one's hair*
bañarse	*to bathe; to take a bath*	ponerse (+noun)	*to put on (+item)*
cepillarse (los dientes, el pelo)	*to brush (one's teeth, hair)*	ponerse (+adj.)	*to become (+adj.)*
despertarse (e:ie)	*to wake up*	probarse (o:ue)	*to try on*
dormirse (o:ue)	*to fall asleep*	quedarse	*to remain; to stay*
ducharse	*to take a shower*	quitarse	*to take off (something)*
enojarse	*to get angry*	secarse (las manos, el pelo)	*to dry (one's hands, one's hair)*
irse	*to go away; to leave*	sentarse (e:ie)	*to sit down*
lavarse (las manos, el pelo)	*to wash (one's hands, hair)*	sentirse (e:ie)	*to feel*
levantarse	*to get up*	vestirse (e:i)	*to get dressed*

¡Ojo!: Many of the reflexive verbs can be also used as a non-reflexive verb. The meaning will change. Study the following pairs of sentences and the change in meaning created by the addition of the reflexive pronouns. In the example below, non-reflexive verbs are indicated in bold, and the reflexive verbs are in bold with the reflexive pronouns and conjugation endings in blue.



Carlos **lava** su coche.

Carlos washes his car.



Carlos **se** **lava** **las** manos.

Carlos washes his hands.



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Yo le **seco** el pelo a Helga.

I dry Helga's hair.



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Yo **me** **seco** **el** pelo.

I dry my hair.

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5.8: Más práctica- Los verbos reflexivos

Reflexive verbs

Now that you have reviewed the information about reflexive verbs, complete the following activities.

Actividades

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5.9: Gramática- Los verbos con cambio de raíz (e-ie)

Verbos con cambio de raíz (e-ie)

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



Objetivos

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

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

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

Enrique:	Ok, muchas gracias.
Médico:	Ok y mientras tanto, necesitas buscar un pasatiempo para hacer ejercicio.
Enrique:	Vale, muchas gracias, señor.

Preguntas de análisis:

Actividad 5.9.A

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Preguntas de análisis:

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

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

Objetivos

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

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

Comenzar (*to start, to begin*)		
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1a	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comienzo	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comenzamos

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3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comienza	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comienzan

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

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

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Querer (*to want*)

	Singular	Plural

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3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online quiere	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online quieren

Venir

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

	venir (*to come*)	
	singular	plural

	venir (*to come*)	
1a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online yo ven**go**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nosotros ven**imos**
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	venir (*to come*)	
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	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ella **viene**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ellas **vienen**
	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  usted **viene**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ustedes **vienen**

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  Ellos vienen a la universidad todos los días. (*They come to the university every day.*)

Audio

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¿A qué hora vienes a la clase de español? (*At what time do you come to Spanish class?*)

Vocabulario: algunos verbos con cambio de raíz e – ie

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Cerrar (*to close*)

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Comenzar (*to start, to begin*)

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Empezar (*to start, to begin*)

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Entender (*to understand*)

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Pensar (*to think*)

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Preferir (*to prefer*)

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Perder (*to lose*)

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Querer (*to want*)

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Sentir (*to feel*)

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Tener (*to have*) (yo tengo, tú tienes...)

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Venir (*to come*) (yo vengo, tú vienes...)

Práctica

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5.10: Gramática- Los verbos con cambio de raíz (e-i)

Objetivos

- Recognize the correct conjugations of e-i stem-changing verbs



Emilio y Nuño organizan la comida para una conferencia en su trabajo. Lee su conversación y contesta las preguntas de análisis que siguen.

Emilio:	Bueno, por la mañana necesitamos café por lo menos. Y fruta con pan dulce, ¿qué piensas?
Nuño:	El jefe dice que no debemos gastar *(spend)* tanto dinero, entonces yo digo que mejor ahorramos dinero en el desayuno para tener un almuerzo mejor.
Emilio:	De acuerdo. Servimos café no más por la mañana. ¿Cuáles son nuestras opciones para el almuerzo?
Nuño:	O salimos al restaurante El Toro, o todos traemos nuestro almuerzo de la casa.
Emilio:	¡Qué horror! Yo no traigo mi almuerzo a una conferencia. Pero si todos salen a almorzar no vamos a tener tiempo para las sesiones por la tarde. ¿Por qué no pedimos sándwiches del Café Delicias?
Nuño:	¿Pides sándwiches de ese café con frecuencia? ¿Cuánto cuestan? ¿Cómo son?
Emilio:	Salgo a almorzar allí con la familia los domingos. Sirven sándwiches muy buenos, siempre en pan horneado en el café mismo. Creo que los precios son razonables, pero debemos comparar los menús. ¿Cuándo tenemos que decidir?
Nuño:	El jefe quiere un plan completo para el viernes; necesitamos hablar otra vez mañana. ¿Quién va a investigar los menús, tú o yo?
Emilio:	Yo investigo los menús, no te preocupes. ¿A qué hora hablamos mañana?
Nuño:	Yo puedo a las once y media, ¿está bien?
Emilio:	Sí, está bien. Hasta entonces.

Preguntas de análisis:

Actividad 5.10.A

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Preguntas de análisis:

1. Busca las formas de los verbos que siguen: decir, servir, pedir
2. ¿Cuáles formas de estos verbos tienen un cambio en la vocal de su raíz, y cuáles formas no tienen cambio? ¿Cuál verbo tiene una forma con una irregularidad adicional?

Objetivos

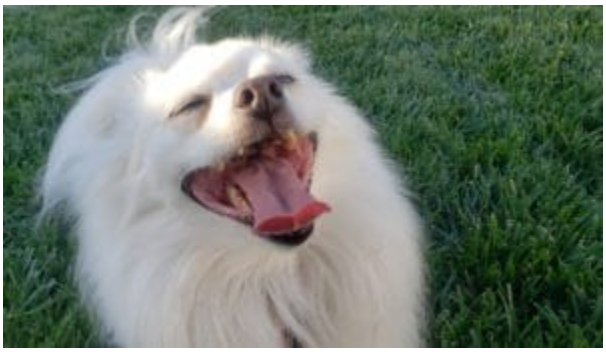
- Recognize the correct conjugations of e-i stem-changing verbs

Here we'll be learning the verbs with stem vowels that change from **e** to **i**. Interestingly, all the verbs in this group are -IR verbs.

Pedir (*to ask for, to request*)		
	Singular	Plural
1a	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pido**	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pedimos**

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3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pide**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **piden**

Vocabulario: algunos verbos con cambio de raíz e – i



"El que ríe de último ríe mejor" (The one that laughs last, laughs better.)

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  Decir (*to say, to tell*) (yo digo, tú dices, él dice, nosotros decimos, vosotros decís, ellos dicen)

Audio

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Reír (*to laugh*) (yo río, tú ríes, él ríe, nosotros reímos, vosotros reís, ellos ríen)

Audio

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Repetir (*to repeat*)

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Seguir (*to follow, to continue*)

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Servir (*to serve*)

Audio

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Sonreír (*to smile*) (yo sonrío, tú sonríes...)

Objetivos

- Recognize the correct conjugations of e-i stem-changing verbs
- Understand spoken questions using e-i stem-changing verbs

A. Verbos con cambio de raíz (e-i)

Actividad 5.10.A

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B. Verbos con cambio de raíz (e-i)

Actividad 5.10.B

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Text only

A. Verbos con cambio de raíz (e-i)

1. Repetir – Usted ____
   - repetimos
   - repites
   - repite
   - repetís
2. Decir – Ustedes ____
   - decimos
   - decís
   - dices
   - dicen
3. Sonreír – Ellas ____
   - sonríes
   - sonreís
   - sonríen

    - sonreímos
4. Reír – Yo ____
    - ríen
    - ríe
    - reímos
    - río
5. Seguir – Él ____
    - sigue
    - sigo
    - seguís
    - seguimos
6. Pedir – Ellos ____
    - piden
    - pide
    - pides
    - pedimos
7. Servir – Yo ____
    - sirves
    - sirven
    - sirve
    - sirvo

B. Verbos con cambio de raíz (e-i)

1. Decir – Él _____
2. Pedir – Tú _____
3. Reír – Ellos _____
4. Repetir – Yo _____
5. Seguir – Nosotros _____
6. Servir – Ustedes _____
7. Sonreír – Tú _____

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5.11: Gramática- Los verbos con cambio de raíz (o-ue)

Objetivos

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

Lee la conversación entre Javier y Silvia de nuevo. Luego, contesta las preguntas de análisis.



Vamos a almorzar en un lugar nuevo.

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

Preguntas de análisis:

Actividad 5.11.A

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Text only version of questions

1. Finish the conjugation charts for the following verbs:

Verbo	Yo	Tú	Él/ Ella/ Usted	Nosotros	Ellos/Ellas/Ustedes
Almorzar					
Dormir					
Jugar					
Poder					

2. Which subject form does not have stem change?

Objetivos

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

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

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

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

Dormir (*to sleep*)		
	Singular	Plural
1a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **duermo**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online dormimos

2a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **duermes**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online dormís
3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **duerme**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **duermen**

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

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  Almorzar (*to eat lunch*)

- Audio
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  View this Audio online

  Costar (*to cost*)

Audio

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Devolver (*to return a thing, to give back*)

Audio

- *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.*

  View this Audio online

Encontrar (*to find*)

Audio

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Jugar (*to play*) (u-ue: juego, juegas, juega, jugamos, jugáis, juegan)

Audio

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Poder (*to be able*)

Audio

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Recordar (*to remember*)

- Audio

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Volver (*to return, to come back*)

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

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

Objetivos

- Recognize the correct conjugations of o-ue stem-changing verbs
- Understand spoken statements using o-ue stem-changing verbs

A. Verbos con cambio de raíz (o-ue)

Actividad 5.11.A

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B. Verbos con cambio de raíz (o-ue)

Actividad 5.11.B

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C. Escuchar: Verbos con cambio de raíz (o-ue)

Actividad 5.11.C

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A. Verbos con cambio de raíz (o-ue)

1. Jugar – Él ____
   - jugamos
   - jugáis
   - juega
   - juegas
2. Dormir – Ellos ____
   - duerme
   - dormís
   - duermen
   - dormimos
3. Devolver – Yo ____
   - devuelven
   - devolvemos
   - devolvéis
   - devuelvo
4. Recordar – Tú ____
   - recuerdas
   - recuerdo
   - recordáis
   - recordamos
5. Volver – Él ____
   - volvemos
   - vuelvo
   - volvéis
   - vuelve
6. Encontrar – Yo ____
   - encuentra
   - encontráis
   - encuentro
   - encontramos
7. Costar – Ésto ____
   - cuestas
   - cuesto
   - costamos
   - cuesta
8. Poder – Nosotros ____
   - podemos

- pueden
- puede
- puedo

B. Verbos con cambio de raíz (o-ue)

1. Lorena y Margarita _____ (encontrar) el perro perdido (lost).
2. Las muchachas _____ (poder) cantar muy bien.
3. Yo _____ (volver) muy tarde (*late*) a casa los lunes.
4. Nosotros _____ (jugar) videojuegos todos los días.
5. Normalmente yo _____ (almorzar) al mediodía en un restaurante barato. (*cheap*)
6. Tú _____ hablar muchos idiomas.
7. Kira _____ (volver) a su casa muy tarde.
8. Ellos _____ (recordar) un evento importante.

C. Verbos con cambio de raíz (o-ue)

1. What is the infinitive of the verb that you hear?

Audio

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- costar
- dormir
- devolver
- poder

2. What is the infinitive of the verb that you hear?

Audio

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- volver
- jugar
- almorzar
- devolver

3. What is the infinitive of the verb that you hear?

Audio

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- devolver
- encontrar
- almorzar
- recordar

4. What is the infinitive of the verb that you hear?

Audio

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- poder
- devolver
- recordar
- dormir

5. What is the infinitive of the verb that you hear?

Audio

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- devolver
- volver
- dormir
- poder

6. What is the infinitive of the verb that you hear?

Audio

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- recordar
- almorzar
- devolver
- poder

7. What is the infinitive of the verb that you hear?

Audio

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- encontrar
- volver
- costar
- recordar

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5.12: Lectura- La familia de Álex

La familia de Álex

Álex is a student who enjoys spending time with his family. Read his introduction where he talks about his family and the activities they enjoy together. As you read, pay special attention to the names mentioned. Names in Spanish are longer because they include two last names, the first one is always the fathter's family name and the second one is the mother's family name. If you lived in a Spanish speaking country, what would your name be?

Lectura

Hola, ¿qué tal? Me llamo Álex Quispe González. Soy de Perú y tengo 27 años. Soy moreno, bajo, guapo, inteligente y simpático. Estudio psicología en la universidad.

Mis padres son peruanos también. Ellos son viejos y morenos. Mi madre se llama Perla María González de Quispe. Ella es bonita, delgada y antipática. Mi padre se llama Alejandro Gabriel Quispe Pérez. Él es gordo, inteligente y muy trabajador. Él es contador y le gustan mucho los números y las matemáticas. Mis padres tienen tres hijos: mis dos hermanas gemelas y yo. Mis hermanas gemelas se llaman Lola y Lula. Ellas tienen 25 años y son muy tontas.

Por las mañanas, mi familia y yo desayunamos y bebemos café. Después yo asisto a mis clases. Antes de la clase, yo abro mi libro, leo y escribo las cosas importantes. Debo estudiar mucho para ser un buen psicólogo. Yo tengo una novia muy guapa, joven, simpática y muy inteligente. Cuando no comprendo la lección, ella viene a la biblioteca y comparte sus apuntes (*notes*). Nosotros aprendemos juntos.

Nota cultural: Los nombres en español son más largos. Generalmente usamos dos apellidos, primero el apellido de nuestro padre y después el apellido de nuestra madre. Por ejemplo, mi nombre es Álex “Quispe González”. Mi padre es Alejandro “Quispe” y mi madre es Perla María “González”. Mis dos apellidos son Quispe González, Quispe es de mi padre y González es de mi madre. Muchos hispanos usan también dos nombres completos, no usan un nombre y una inicial. Por ejemplo, mi madre es Perla María, no es Perla M.

Now that you haver read about Álex's family, complete the activities below.

Actividades

As you complete the activities below, copy and paste the following special characters as needed: á, é, í, ó, ú, ñ, ¿, ¡

Mark each statement as "cierto" or "falso".

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Click on the correct answer for each of the questions below.

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5.13: Lectura- La diversidad en las familias

La diversidad en las familias

La familia de Mónica

Padres separados y viven en una zona rural del estado de Nueva York

Yo vivo en un pueblo llamado White Creek y vivo con mi mamá y mis hermanos, sin mi papá, porque mis padres están divorciados, pero también veo a mi papá frecuentemente porque él vive en el mismo pueblo. Vivir en el campo es bueno porque no hay tanto ruido y puedo salir a correr, jugar fútbol y baloncesto sin preocuparme que pase un carro por la calle. Voy a la cosechadora con mi papá a cortar pasto y maíz. En el rancho trabajan muchos hispanos guatemaltecos y unos americanos.

La familia de Luke

Un hijo adoptado por dos hombres que son sus padres

Yo soy de Búfalo, Nueva York, pero ahora vivo en Brooklyn, Nueva York con mis dos papás y mi hermana melliza (*fraternal sister*). Mi hermana y yo somos adoptados. Nuestra historia es un poco complicada, pero tenemos una vida muy normal. Mis dos papás son maestros, uno ayuda a los niños que tienen problemas para hablar en una escuela primaria y el otro enseña diseño de moda en el "Fashion Institute of Technology." Tengo la suerte de tener unos padres tan buenos. Ellos son amables, divertidos y muy cariñosos. Recientemente, comencé a hablar con miembros de mi familia biológica. Es un poco difícil pero también es muy interesante.

La familia de Erika

Sus padres son casados y ella es hija única, viven en una zona suburbana muy cerca de la gran ciudad de Nueva York, entre ricos y pobres.

Yo vivo en Westchester, Nueva York, en un pueblo muy diverso llamado Ossining. Soy hija única y toda la atención está enfocada en mí. Mis padres son Manuel y Reina. Ellos son de un pueblo llamado Esteiro, en Galicia, España. Mis padres son muy estrictos, pero poco a poco cambian y son más flexibles y permisivos. En Nueva York, vivimos entre los ricos y los pobres. Los ricos viven en una sección lejos del centro del pueblo, los pobres viven en el centro del pueblo y los de clase media viven entre los dos. Observo las ventajas que unos tienen y las desventajas de los otros. Mis padres trabajan muchas horas al día en las casas de los ricos de mi pueblo para pagar mi universidad.

La familia de Witman

Familia separada en dos países. Su madre vive en Colombia y su padre en los EE.UU.

Mi papá vive en los EE.UU desde el año 2003. Él viaja para cambiar la vida de su familia. Mi padre trabaja en Long Island, NY, en una fábrica de papel, casi todos los días y por largas horas, pero jamás está triste porque mi hermana y yo vivimos con él desde el año 2012. Mi mamá y mi papá se separan y mi mamá no viaja con nosotros. Ella está con mi hermano mayor en Colombia, pero sabe que mi hermana y yo tenemos muchas oportunidades en los EE.UU. Mi papá cancela todos los programas de la televisión en español; entonces mi hermana y yo aprendemos inglés. Mi papá está contento porque mi hermana y yo estudiamos en la universidad.

La familia de Hales

Familia con hijos adoptados y biológicos

Originalmente soy de china y soy una hija adoptada por una familia de raza blanca en los EE.UU. Mis hermanos no son como

yo. Yo me veo diferente a ellos. Mis padres adoptivos son muy buenos. Ellos van hasta China por mí y pagan mucho dinero por mi adopción. Un día yo voy a regresar a China con ellos para conocer el país. No hablo el chino y no practico las tradiciones chinas, pero amo mucho a mi familia adoptiva. Mis hermanos y yo somos felices y yo soy otra hermana como de sangre (*blood*). No aprendo el chino ahora, pero estudio español.

Paso 1: Interpretación

Write whose family it's describing:

1. La familia de _____ tiene hijos adoptados y biológicos.
2. La familia de _____ vive entre ricos y pobres.
3. La familia de _____ tiene dos papás y no tiene mamá.
4. La familia de _____ vive en el campo en un rancho.
5. La familia de _____ tiene los padres separados en dos países diferentes.

Match the description with the term related to diversity within type of families

Cuando un padre está solo en la casa con los hijos y no está la madre.	a) Hijo único
Cuando no hay hermanos en una familia, solo un hijo.	b) Padres divorciados
Cuando todos los hijos en una familia son de una madre y un padre por sangre (*by blood)*	c) Padres del mismo género
Cuando papá y mamá tienen problemas y no viven juntos *(together)*	d) Padre soltero
Cuando en una familia dos papás viven juntos y no hay mamá	e) Hijos biológicos

Paso 2: Interacción

Talk to your classmate about your family composition and its members

1. ¿Tienes una familia tradicional, moderna, diferente?
2. ¿Cuántas personas hay en tu familia? (nuclear y/o extendida)
3. ¿Cómo se llaman las personas en tu familia nuclear?
4. ¿Tienes hermanos?
5. ¿Cuántos años tienen?
6. ¿Cómo son? (*use adjectives your learned*)
7. ¿Dónde están? ¿Dónde viven?
8. ¿Dónde trabajan?
9. ¿Quién es una persona especial en tu familia? (madre, padre, tía, prima, abuelo, abuela)
10. ¿Cómo se llama esa persona especial en tu familia?
11. ¿Cuántos años tiene esa persona especial en tu familia?
12. ¿Tienes mascotas? (pets)
13. ¿Cómo se llama? ¿Llaman?
14. ¿Cuántos años tiene? ¿Tienen?

Paso 3: Análisis y comparación

¿Qué tipo de familia tienes?

I. Draw a family tree to describe the different types of families you have (nuclear, extended, in laws, traditional, modern, chosen family...etc). Write their role in the family: mamá, papá, hermano, abuelo, suegro, cuñada, yerno...etc

II. When you are done illustrating the type of family you have, describe it to your classmate orally, talk for a minimum of 2 minutes. You may repeat sentences describing each member's information (name, age, place of residence, personal and physical characteristics...etc)

¿Cómo se llama?

¿Cuántos años tiene?

¿Dónde vive?

¿Cómo es?'

III. Then answer the questions below comparing your family and your classmate's family, in writing, and paying attention to your sentence construction:

1. ¿Quién tiene la familia más grande?
2. ¿Quién tiene una familia más tradicional?
3. ¿Quién tiene padrastro o madrastra?

4. ¿Quién tiene un abuelo favorito o una abuela favorita?
5. ¿Quién tiene muchos primos?
6. ¿Quién tiene sobrinos?

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5.14: Cultura- Panamá

Panamá

Mapa



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Información general

La capital: la Ciudad de Panamá

La ubicación: Centro América

La lengua: El español

La moneda: El balboa y el dólar

La economía: la agricultura y el Canal de Panamá

El clima: tropical; llueve mucho



"Pm-map", by Platonides, CIA World Factbook, Wikimedia Commons is licensed under CC0 1.0

Datos interesantes

El **Canal de Panamá** es una obra de ingeniería (*engineering work*) admirada en todo el mundo. Su construcción empezó en el año 1880 y terminó en 1914. Los Estados Unidos financió la construcción del canal. Fue un gran logro (*accomplishment*) para la economía internacional ya que acorta (*shortens*) el viaje de los barcos que traen carga al continente americano. El Canal de Panamá conecta el Océano Pacífico y el Atlántico. Los barcos y cruceros que pasan a través del Canal de Panamá tienen que pagar una tarifa (*toll rate*).

Panamá es un país con una rica diversidad de flora y fauna. Muchos turistas llegan para disfrutar (*enjoy*) de sus parques y sus playas hermosas. Si visitas Panamá, puedes hacer excursiones guiadas para recorrer los bosques lluviosos (*rain forests*), pero si te gusta el mar, hay muchas playas bonitas. Las playas más conocidas están en la isla **Contadora** o en el archipiélago de **Bocas del Toro**. En estas islas puedes disfrutar de días tranquilos bajo el sol y nadar en el mar. A muchas personas les gusta practicar el buceo en estas playas porque también hay una gran diversidad de peces y arrecifes de corales (*coral reefs*).

Hay varios grupos de indígenas en Panamá, pero uno de los más conocidos son los **kunas** que habitan en las islas de San Blas. Ellos elaboran unos textiles llamados **mola**. Estas telas se caracterizan por sus colores vivos y formas geométricas. Estos tejidos (*textiles*) los puedes encontrar en muchos mercados artesanales (*handicraft markets*). Los tejidos requieren muchas horas de trabajo y es una tradición muy antigua, por eso cuestan mucho dinero.

La ciudad de **Portobelo** fue fundada en 1597 por el explorador español Francisco Velarde y Mercado. Los españoles construyeron una fortificación para proteger la ciudad porque llegó a ser (*became*) el puerto principal (*main port*) para la exportación de plata (*silver*). En esta bahía (*bay*) del Atlántico está enterrado el famoso explorador Sir Francis Drake. En la **Iglesia de San Felipe** de Portobelo podemos ver al **Cristo Negro**, venerado por sus milagros (*miracles*). En el mes de octubre hay una peregrinación (*pilgrimage*) donde muchas personas caminan largas distancias; los más devotos hasta recorren (*travel*) la última milla (*mile*) de rodillas para llegar a Portobelo y honrar al Cristo Negro. Esta peregrinación es una celebración religiosa muy importante en Panamá.

Preguntas de comprensión

El Canal de Panamá

Repasa la lista de palabras antes de leer sobre el canal.

El Canal de Panamá es el núcleo que mueve la economía de este país. Se recomienda llegar a las 8:00 de la mañana para tener una mejor vista del canal y también **conseguir visitas guiadas** para aprender sobre el sistema del Canal de Panamá.

El canal funciona a través de un sistema de **esclusas** que elevan al barco hasta el lago Gatún que **desemboca** al Océano Atlántico o el Océano Pacífico. Este sistema funciona con una sorprendente precisión. Las **locomotoras eléctricas de remolque** llamadas **mulas** tienen el trabajo de controlar de manera lateral el **frenado** de los barcos. Las mulas pueden costar hasta $2.3 millones de dólares. Por el canal pasan de 35 a 40 **embarcaciones** diarias. Hay un **peaje** a base de la capacidad de carga. El costo promedio es de $500,000 mil dólares usando el sistema nuevo de esclusas. Entre dos mil a cuatro mil personas visitan el canal por día y un **promedio** de ochocientos mil turistas llegan cada año. Hay dos centros de información para los visitantes, Miraflores, la más antigua, y Aguas Claras, para ver la parte nueva del canal. Los turistas pueden llegar al centro de visitantes por medio de taxis o en autobús. Es muy económico visitar el canal usando el autobús. Si quieres ver esta maravilla de ingeniería, haz clic en el enlace.

Información basada en el video "El Canal de Panamá: historia y cómo funciona"

Lista de palabras

conseguir visitas guiadas = *get on tours*

esclusas = *locks*

desembocar = *fall into*

locomotoras eléctricas de remolque = *electric locomotives*

mulas = *mules*

frenado = *brake*

embarcaciones = *ships*

promedio = *average*

peaje = *toll*

Preguntas de comprensión

Completa las siguientes actividades basadas en el video.

Query

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Las molas

Repasa la lista de palabras antes de leer sobre las molas.

Las molas son textiles **hechas a mano** por muchas generaciones de indígenas kunas de Panamá. Estos **tejidos** tienen **colores llamativos** y figuras geométricas que representan la **naturaleza** ente otros diseños. El gobierno panameño busca **inscribir** a las molas en la lista de Patrimonio Cultural Inmaterial de la Humanidad de UNESCO. El gobierno de Panamá reconoce la diversidad de su población: los grupos criollos, mestizos, afro-panameños y los grupos indígenas y **respalda** lo que ellos han **protegido** y

salvaguardado durante mucho tiempo.

Las molas tienen 50 o 60 años de **antigüedad** y son elaboradas por mujeres kunas que viven en San Blas, al noreste de Panamá en el Caribe, cerca de Colombia. La Sra. Edwards **entregó** al pueblo Kuna una donación de 50 molas que **su desaparecido esposo**, Martin Edwards, **tenía** en una colección privada en California. Para las artesanas indígenas, la preservación de la cultura kuna no depende de una **candidatura** a la UNESCO; las molas de la colección privada tienen mayor valor por el significado histórico y cultural de esos textiles.

La **divulgación** de las molas es importante en materia de género, para apreciar el trabajo de las mujeres dentro de las comunidades. La donación de las molas **rescatadas** se va a depositar en la sede del Congreso Kuna en la capital panameña, ya que en San Blas, las molas **podrían dañarse** a la exposición al sol y al agua salada. Haz clic para ver el video y conocer de cerca estos hermosos textiles.

Información basada en el video "Panamá inscribirá las molas indígenas como patrimonio a la UNESCO"

Lista de palabras

hechas a mano = *made by hand*

tejidos = *weaved textiles*

colores llamativos = *bright colors*

naturaleza = *nature*

inscribir = *register*

respalda = *support*

protegido = *protected*

salvaguardado = *safeguarded*

antigüedad = *antiquity*

entregó = *delivered*

su esposo desaparecido = *her late husband*

tenía = *had*

candidatura = *candidacy*

divulgación = *spreading, exposure*

rescatadas = *rescued*

podrían dañarse = *could be damaged*

Preguntas de comprensión

Completa la siguiente actividad basada en la lectura.

Query

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5.15: Video- ¿Cómo es tu familia?

YouTube Video

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¡Ahora tú!

Use this template to describe 2 family members.

Persona #1

Mi _____ se llama _____, tiene _____ años, es de _____, vive en _____, y es (occupation >) _____.

Es (relationship status>) _____ . Es (3 physical descriptions >) _____, _____, y _____. Es (3 personality or lifestyle traits >) _____, _____, y _____. Todas las semanas

él/ella (typical activities with él/ella verb ending >) _____, _____, y _____ . Para divertirse, a él/ella le gusta (hobbies, passtimes >) _____, _____, y _____.

Persona #2

Mi _____ se llama _____, tiene _____ años, es de _____, vive en _____, y es (occupation >) _____.

Es (relationship status>) _____ . Es (3 physical descriptions >) _____, _____, y _____. Es (3 personality or lifestyle traits >) _____, _____, y _____. Todas las semanas él/ella (typical activities with él/ella verb ending >) _____, _____, y _____ . Para divertirse, a él/ella le gusta

¿Puedes hacerlo?

- I can introduce and give basic information (name, age, origin, residence and occupation) about family, friends and other noteworthy people.
- I can describe and exchange information about how different people are related or connected.
- I can describe and exchange information about the lifestyles of family, friends and other noteworthy people (daily life, preferences, hobbies).

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5.16: Video- Háblame de tu familia

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Ahora tú!

Háblame de tu familia

List the questions you would need to ask someone else about someone they know: their name, age, origin, residence, occupation, physical description, personality, and favorite activities.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Using your work from the previous video on family (¿Cómo es tu familia?), write about two people who are important to you that answer the questions above.

_____

¿Puedes hacerlo?

- I can give basic descriptions of my family.
- I can ask others about their family.

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5.17: Video- La familia de Álex (y de Lula)

La familia Quispe González

In the previous reading, Álex introduces his family and describes his family members according to his point of view. In the video below, his sister Lula gives her own description about their family. Pay attention on the descriptions Lula makes of her family members. Do they both describe people using the same adjectives? Are there any differences? (Video Transcript)

YouTube Video

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Figure 5.17.3.7.2: La familia Quispe González. (CC-BY-NC 4.0; Karla Gutiérrez via YouTube)

Now that you know more about Álex's family, complete the activities below based on the video.

Actividades

As you complete the activities below, copy and paste the following special characters as needed: á, é, í, ó, ú, ñ, ¿, ¡

Mark each statement as "cierto" or "falso".

Interactive Content

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5.18: Video- Mi rutina diaria

YouTube Video

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¡Ahora tú!

En casa: List your morning routine to get ready and your afternoon routine before bed with times.

Por la mañana...

1. me despierto a las _____
2. _____
3. _____
4. _____
5. _____
6. _____

Por la tarde y noche

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Examples of actions we do to ourselves (reflexive):	Examples of actions we don't do to ourselves:
REGULARES: *levantarse, peinarse, cepillarse* los dientes, *bañarse, ducharse, arreglarse, afeitarse, maquillarse, mirarse* en el espejo, *quitarse* los zapatos, *quitarse* la ropa. **STEM-CHANGING** (irregularities to watch out for are in **bold**): • *despertarse* (me desp**ie**rto, te desp**ie**rtas, ella/él se desp**ie**rta, nos desp**e**rtamos) • *acostarse* (me ac**ue**sto, te ac**ue**stas, él se ac**ue**sta, nos ac**o**stamos, se ac**ue**stan) • *dormirse* (me d**ue**rmo, te d**ue**rmes, ella/él se d**ue**rme, nos d**o**rmimos, se d**ue**rmen) • *vestirse* (me v**i**sto, te v**i**stes, ella/él se v**i**ste, nos v**e**stimos, se v**i**sten) **YO -G VERB** • *ponerse* la ropa (yo- me pon**g**o la ropa) • *ponerse* los zapatos (yo-g) • *ponerse* los pijamas (yo-g)	desayunar, cenar, almorzar (**ue**), mirar la tele, caminar el/la perro/a, despertar (**ie**) o peinar a otra persona, preparar algo para otra persona, etc. **Exception:** COMERSE - COMER can use **SE** and a determinate like UN, UNAS, EL, etc. to mean "to eat it all up".

Click here for more vocabulary to talk about your daily routine.

¿Puedes hacerlo? (can you do it?)

- I can understand and exchange details about routine activities to start the day.
- I can understand and exchange details about routine activities to end the day.

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5.19: Video- ¿Cuál es tu rutina diaria?



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YouTube Video

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¡Ahora tú!

Contesta las siguientes preguntas sobre tu rutina.

1. ¿Eres madrugadora/madrugador?_____
2. ¿Eres noctámbulo/a? (también se dice trasnochador/trasnochadora)_____
3. ¿A qué hora te despiertas entre semana (*during the week*)? Me despierto a las _____
4. ¿A qué hora te levantas entre semana? Me levanto a las _____
5. ¿Te bañas todas las mañanas? _____
6. ¿Haces ejercicio por la mañana o por la tarde? “Lo hago” o “No lo hago”. _____
7. ¿A qué hora te despiertas los sábados? Me despierto a las _____
8. ¿A qué hora te levantas los sábados? Me levanto a las _____
9. ¿A qué hora te acuestas los fines de semana? Me acuesto a la/las _____

10. ¿A qué hora te acuestas entre semana *(during the week)*? Me acuesto a las _____

¿Puedes hacerlo?

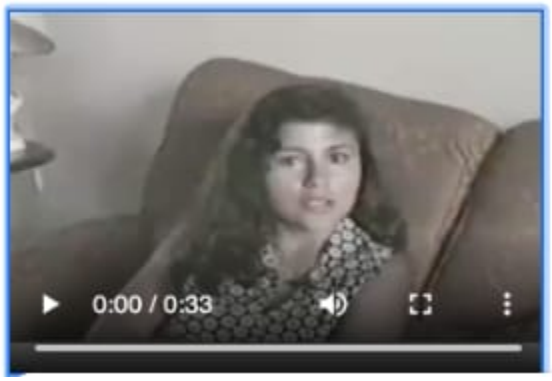
- I can understand and exchange details about routine activities to start the day.
- I can understand and exchange details about routine activities to end the day.

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5.20: Video- La rutina diaria de otras personas



Beginning, Task 15: María M., laits.utexas.edu



https://www.laits.utexas.edu/spe/vid/beg15b.html, laits.utexas.edu



Leonardo de México



Alberto de España



Medardo -República Dominicana

¡Ahora tú!

Choose a friend or a family member and describe their day by addressing the questions below.

Note the changes when you talk about different people: me despierto, te despiertas, se despierta, nos despertamos, se despiertan

Preguntas sobre su amigo/a o pariente:

1. ¿A qué hora se despierta y a qué hora se levanta? _____
2. ¿Toma café? ¿Desayuna? ¿Qué y dónde comes su desayuno? _____
3. ¿Qué días trabaja? _____
4. ¿De qué hora a qué hora trabaja? _____ _____
5. ¿Es difícil su trabajo? ¿por qué?_____ _____
6. ¿Qué hace para relajarse? _____ _____
7. ¿Qué actividades hace en su casa por la tarde? _____
8. ¿A qué hora se acuestas?_____ _____
9. ¿Mira la televisión o lee en la cama?_____ _____
10. ¿A qué hora se duerme?_____ _____

¿Puedes hacerlo?

- I can understand and describe other people's daily routine.
- I can understand and share details about daily routine.

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5.21: Video- Los objetos de la rutina diaria

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¡Ahora tú!

¿Qué objetos usas para estas actividades?

1. Para bañarme el cuerpo, yo uso _____
2. Para secarme el cuerpo, yo uso _____
3. Para lavarme el pelo, yo uso _____ y _____
4. Para secarme el pelo, yo uso _____
5. Para peinarme el pelo, yo uso _____
6. Para lavarme la cara y las manos, yo abro _____ y uso _____
7. Para cepillarme los dientes, yo uso _____ y _____
8. Para vestirme, yo me pongo _____ y me miro en _____

Vocabulario: Get into the habit of making personalized vocabulary lists with words that you'd need to use in your daily life. Watch the video, write the words you see and hear, then add any additional words that you'd need in order to talk about your daily life in and around your house. Here is a list started for you:

En el baño:
El lavabo, El grifo
El agua caliente y el agua fría
El jabón / jabón líquido
La ducha, la bañera
La pasta de dientes
El cepillo de dientes
El peine, el cepillo
El papel higiénico /papel del baño
El champú y el acondicionador
La esponja, la toalla, el espejo
El váter/el inodoro/la taza del baño
En el baño, me ducho, me seco el cuerpo, me lavo la cara, me peino el pelo y me lavo los dientes .
En el cuarto/ Me visto, me pongo la ropa, me miro en el espejo, me pongo los zapatos, me acuesto en la noche y duermo.

¿Puedes hacerlo?

- I can understand and describe other people's daily routine.

- I can understand and share details about daily routine.

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5.22: Discusión- Mi familia

Purpose: You will practice your presentation skills and your ability to describe others in Spanish by introducing a "family member" or "family members" through a video presentation. You will practice your listening skills by watching a Spanish instructor describe a member of her "*familia*" and then by watching and responding to the presentations of two peers.

Task: This activity has four parts:

Part 1. Watch a Spanish instructor introduce and describe her "family member and pet."

YouTube Video

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View this YouTube Video online

Part 2. Use a computer or a smartphone to record a short video in which you describe one "family member" in Spanish (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). This can be a real family member or a pretend family member. You will need to have a visual prop (photo, etc.) of this family member that is visible in your video as you describe them in Spanish.

Part 3. Watch the video presentations of two of your peers and respond with one follow up question in Spanish.

Part 4. Answer the questions your peers posed to you about your original video post, thank them, and sign off.

Criteria: The components of this activity add up to 100%.

> Parts 1 & 2. Watch the video example of a Spanish instructor introducing and describing her "family member and pet." Record your own video introducing and describing one "family member" in Spanish (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). You and the visual prop of this family member will need to be visible in the video. You must use at least 7 descriptive adjectives (5 % each/ 35% total) and you must identify the family member's relationship to you (25%).
>
> Part 3. Choose two peers and watch their presentations. After watching your your peers' presentations, record and upload one follow up question about the family member who you "met" in the video. The follow up is worth 20%.
>
> Part 4. Answer the questions your peers asked you about the person or pet you presented as a family member. Record a unique response to each peer as a video comment, thank them, and graciously end the conversation. Upload each video to the discussion board. Each video is worth 10%: 6% for answering the question, 2% for thanking each peer, and 2% for graciously ending the conversation.

Ejemplo:

John watches the video of the Spanish instructor introducing and describing her family member and pet. He notices that she uses the phrase *te presento a* to introduce her family members, and he decides to use that in his video. John records a video in which he introduces his peers to his father, Darth Vader, and his child, Chucky. John makes sure that both himself and the figurines of his "family members" are visible in the video he records. John uses *mi padre* and *mi hijo* to identify his family members and earns 25 points. He then uses *peligroso*, *espantoso*, and *fuerte* to describe his father and *malo*, *travieso*, *pequeño* and *joven* to describe his child. He earns 35 points. John watches the videos of two classmates and asks each classmate a follow up question: *¿Cuántos años tiene tu hermana?* and *¿Te llevas bien con tus padres?* and earns 20 points. He then watches the follow up questions his classmates left for him on his video and responds with a video in return. In his videos, he answers the questions, thanks each peer by name, and says *hasta luego*. He earns 20 more points. His grade for the assignment is 100/100, in spite of a couple of

errors he made during recording.

Contributors and Attributions

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5.23: Discusión- Mis mascotas

Purpose: You will practice your written conversation skills in Spanish by participating in a discussion board in Spanish. You will share information about pets with your classmates and you will engage in asking and answering follow up questions.

Task: This activity has three parts:

1. An initial response to the prompt
2. A follow up interaction with two classmates
3. A final remark to your peers who commented on your initial response

Part 1. Read and respond to the following prompt in Spanish. Post your response to the discussion board.

- ¿Tienes mascotas?
- Si (*if*) tu respuesta es sí: ¿Cómo se llama(n)? ¿Cuántas mascotas tienes? ¿Qué tipo de animales son?
- Si tu respuesta es no: ¿Deseas tener una mascota? ¿Por qué sí o por qué no?

Part 2. You will read the responses of two classmates and post a follow up comment and question in Spanish to these two classmates. Be creative and authentic! If you need some help perpetuating the conversation, there are some ideas listed below.

Part 3. Just as you have read and responded to two of your peers, some of your peers have read and responded to you. Finish up the conversations by responding to each peer who commented on your original post. Answer their questions, and politely thank them for their time and sign off. If you need some help wrapping up the conversation, there are some ideas listed below.

Criteria: The components of this activity add up to 100%.

> Part 1. 30% will be earned for posting your initial response in Spanish to the discussion board.
>
> Part 2. 40% will be earned for interacting with two peers on their initial posts: you are to comment and question on the posts of two peers, so each comment/question is worth 20%.
>
> Part 3. 30% will be earned for responding to your peers on your original post: you are to answer two follow up questions that your peers asked about your original post and politely thank them and sign off (15 % each) .

In the following example, Erica posts her response to the prompt. Her peers, Janelle and Becky, write a comment and question. Erica responds to their question and politely wraps up the conversation. Erica still needs to comment and ask a question to two other peers on the discussion board.

Ejemplo:

Erica: Hola. Me llamo Erica. Sí, tengo tres mascotas. Tengo un gato que se llama Cookie y dos perros que se llaman Tony y Tommy.		
	Janelle: Hola Erica. Me encantan los perros. ¿Cuántos años tienen tus perros?	
		Erica: Hola Janelle. Me encantan los perros también. Tony tiene 3 años y Tommy tiene 10 años. Gracias por conversar conmigo. Hasta la próxima vez.
	Becky: Hola Erica. No tengo mascotas, pero deseo tener un gato. ¿Es una buena idea tener un gato en tu opinión?	
		Erica: Hola Becky. En mi opinión es una buena idea tener un gato. Son muy fáciles de mantener y son buena compañía. Gracias por tu comentario y pregunta. Nos vemos.

Additional follow up questions for students who need support in the conversation:

- ¿Tu mejor amigo (*best friend*) tiene mascotas? ¿Qué tipo de animales son?
- ¿Qué tipo de mascota es tu favorito, los gatos/gatas o los perros?
- ¿Qué tipo de mascota es tu favorito, los peces o los pájaros?

- ¿Deseas tener una mascota más?

Additional comments students can use to perpetuate the conversation:

- Algo me dice que... (*Something tells me that...*)
- ¡Qué lástima! / ¡Qué pena! (*What a pity / That's too bad*)
- ¿En serio? / ¿Verdad? (*Really?*)
- ¡No me digas! (*No way!*)
- ¡Ay dios mío!/¡madre mía! (*Oh my goodness!*)
- ¡Qué bueno! ¡Qué bien! (*That's great!*)
- Chévere / Bacano / Qué padre (*Cool!*)

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5.24: Discusión- Tu rutina diaria

This discussion can be found in Google Docs: Tu rutina diaria

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5.25: Sinopsis- ¿Qué haces todos los días?

La familia

La familia

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

Tipos de familias

- Familia nuclear o pequeña
- Familia extendida o grande
- Primera, segunda, tercera generación
- La familia política
- La familia moderna
- La familia tradicional

Mascotas

- el conejo (*rabbit, bunny*)
- el cuy (*guinea pig*)
- el gato / la gata (*cat*)
- el pájaro (*bird*)
- el perro / la perra (*dog*)
- el pez (*fish*)
- la tortuga (*turtle*)

Las partes del cuerpo

La cara y la cabeza

- la frente (*forehead*)
- la piel (*skin*)
- los ojos (*eyes*)
- la nariz (*nose*)
- la boca (*mouth*)
- los dientes (*teeth*)
- los labios (*lips*)
- la lengua (*tongue*)
- el oído [*ear (inside)*]
- la oreja [*ear (outside)*]
- el cerebro (*brain*)
- el cuello (*neck*)

El torso y las extremidades

- la espalda (*back*)
- el pecho (*chest*)
- el estómago (*stomach*)
- las piernas (*legs*)
- los pies (*feet*)
- las manos (*hands*)
- los dedos (de las manos) (*fingers*)
- los dedos de los pies (*toes*)
- los brazos (*arms*)
- los huesos (*bones*)
- los músculos (*muscles*)

Los verbos reflexivos



despertarse (wake up)



levantarse (get up)

arreglarse (to get ready/ready oneself)



bañarse



ducharse



lavarse



limpiarse



cepillarse los dientes



cepillarse el pelo



peinarse



afeitarse



vestirse (to get dressed), ponerse (to put on), probarse (to try on)



maquillarse

Otros verbos reflexivos



acostarse (lie down), relajarse (to relax)



caerse (to fall down)



cansarse (to get tired)



irse (to go away, to leave)



lastimarse (to hurt oneself)



olvidarse (to forget)



quitarse (to remove, take away)



sentarse

The following are some more common reflexive verbs and their non-reflexive equivalents:

Forma reflexiva	**Forma no reflexiva**
afeitarse (*to shave oneself*)	afeitar (*to shave someone or something*)
arreglarse (*to get ready/ready oneself*)	arreglar (*to arrange someone or something*)
bañarse (*to bathe oneself*)	bañar (*to bathe someone or something*)
caerse (*to fall down*)	caer (*to fall, go down*)
cepillarse (*to brush oneself*)	cepillar (*to brush someone or something*)
ducharse (*to shower oneself/take a shower*)	duchar (*to shower/give someone a shower*)

Forma reflexiva	Forma no reflexiva
irse (*to go away, to leave*)	ir (*to go*)
lastimarse (*to hurt oneself*)	lastimar (*to hurt someone or something*)
lavarse (*to wash oneself*)	lavar (*to wash someone or something*)
levantarse (*to get up*)	levantar (*to lift someone or something*)
llamarse (*to be called, named*)	llamar (*to call someone or something*)
maquillarse (*to put make-up on oneself*)	maquillar (*to put make-up on someone else*)
ponerse (*to put on*)	poner (*to put*)
probarse (*to try on*)	probar (*to try, to taste*)
quemarse (*to burn oneself*)	quemar (*to burn someone or something*)
quitarse (*to take off, e.g. clothing*)	quitar (*to take away from someone or something*)
relajarse (*to relax oneself*)	relajar (*to relax someone or something*)

Adverbios de frecuencia

Con frecuencia	Sin frecuencia
usualmente, constantemente	nunca, jamás
generalmente, por lo general	rara vez, pocas veces, poco
a menudo, regularmente	a veces, casi nunca, de vez en cuando
cada semana, semanalmente	apenas (*hardly ever*)
todos los días, diariamente	por lo menos
muchas veces, bastante, mucho	
siempre	

Los posesivos

Posesión con ser + de

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

Los adjetivos posesivos

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

singular possessor	plural possessor

Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online mi *(my)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nuestro *(our)*
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tu *(your)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vuestro *(your)*
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online su *(his, her, your)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online su *(their, your)*

Verbs with stem-vowel change e-i

All the verbs in this group are -IR verbs.

Pedir (*to ask for, to request*)		
	Singular	Plural

1a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pido**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pedimos**
2a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pides**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pedís**
3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pide**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **piden**

- **Decir** (*to say, to tell*) (yo digo, tú dices, él dice, nosotros decimos, vosotros decís, ellos dicen)
- **Reír** (*to laugh*) (yo río, tú ríes, él ríe, nosotros reímos, vosotros reís, ellos ríen)
- **Repetir** (*to repeat*)
- **Seguir** (*to follow, to continue*)
- **Servir** (*to serve*)
- **Sonreír** (*to smile*) (yo sonrío, tú sonríes...)

Irregular verbs in the “yo” form

Tener (*to have*) ‘Yo’ and stem changer	**Hacer** (*to make/to do*) Regular other than ‘yo’	**Salir** (*to leave, to go out*) Regular other than ‘yo’	**Traer** (*to bring*) Regular other than ‘yo’	**Venir** (*to come*) ‘Yo’ and stem changer	**Valer** (*to be worth*) Regular other than ‘yo’	**Poner** (*to put*) Regular other than ‘yo’	**Seguir** (*to follow*) ‘Yo’ and stem changer	**Decir** (*to say, to tell*) ‘Yo’ and stem changer
tengo	hago	salgo	traigo	vengo	valgo	pongo	sigo	digo
tienes	haces	sales	traes	vienes	vales	pones	sigues	dices

tiene	hace	sale	trae	viene	vale	pone	sigue	dice
tenemos	hacemos	salimos	traemos	venimos	valemos	ponemos	seguimos	decimos
tenéis	hacéis	salís	traéis	venís	valéis	ponéis	seguís	decís
tienen	hacen	salen	traen	vienen	valen	ponen	siguen	dicen

Oír (*to hear*) Irregular, has “y” in some forms because of three vowels together: “i” in the middle becomes a “y” sound, and an accent mark is needed at other times to separate the weak and strong vowels.	**Ver** (*to see*) Regular other than ‘yo’, but note that accent mark is not needed for vosotros form, since it is one syllable.	**Dar** (*to give*) Regular other than ‘yo’, but note that accent mark is not needed for vosotros form, since it is one syllable.
oigo	veo	doy
oyes	ves	das
oye	ve	da
oímos	vemos	damos
oís	veis	dais
oyen	ven	dan

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6: CAPÍTULO 6

Learning Objectives

- Use vocabulary related to food and celebrations
- Use vocabulary related to emotion and condition
- Use direct object pronouns
- Use the verb "estar" with adjectives of emotion and condition
- Differentiate the usage of "estar" and "ser"
- Use the present progressive tense
- Read about food preparation and traditional celebrations
- Learn about some interesting facts about Spain and some Spanish festivities

6.1: Introducción musical- Carnaval y fiestas

6.2: Introducción musical- Comidas y emociones

6.3: Vocabulario- La comida

6.4: Vocabulario- La comida y las fiestas

6.5: Vocabulario- Las celebraciones tradicionales

6.6: Vocabulario- Las celebraciones de hoy

6.7: Vocabulario- Los adjetivos de emoción y condición

6.8: Gramática- Los objetos directos y los pronombres de los objetos directos

6.9: Gramática- El verbo estar + emociones

6.10: Gramática- Ser y estar

6.11: Gramática- El presente progresivo

6.12: Lectura- Mi fiesta de quinceañera

6.13: Lectura- Preparando tamales mexicanos para mi familia

6.14: Cultura- España

6.15: Cultura- Las comidas típicas y rápidas

6.16: Cultura- El Camino de Santiago

6.17: Cultura- Carnavales, ferias y fiestas en España

6.18: Video- ¿Qué están haciendo?

6.19: Video- ¿Cuáles son tus hábitos cada semana?

6.20: Video- ¿Cómo estás y por qué?

6.21: Video- En el supermercado

6.22: Discusión- Fiesta para la clase de español

6.23: Discusión- ¿Cómo celebras las fiestas?

6.24: Sinopsis- Comida y emociones

6.25: Sinopsis- ¡Nos vamos de fiesta!

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6.1: Introducción musical- Carnaval y fiestas

Since this chapter talks about traditional holidays, celebrations and festivals, it seems fitting to start with some Carnaval music. Traditionally, Carnival (or Carnaval) takes place during February or early March, just before the austere Christian liturgical season of Lent.

Celia Cruz – **La vida es un carnaval**
Celia Cruz was a Cuban singer and one of the most popular Latin artists of the 20th century. She became known internationally as the "Queen of Salsa" or "The Queen of Latin Music" due to her contributions to Latin music in the United States. (Wikipedia entry on Celia Cruz)

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Fernando Milagros (feat Christina Rosenvinge) – **Carnaval**
Fernando Milagros is a Chilean pop rock singer-songwriter and a part of the independent music scene in Santiago. (Wikipedia entry on Fernando Milagros)



Sonora Matancera (feat. Nelson Pinedo) **El carnaval**
La Sonora Matancera is a Cuban/Afro-Cuban band that played Latin American urban popular dance music. (Wikipedia entry on Sonora Matancera)

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Maluma – **Carnaval**
Juan Luis Londoño Arias, known professionally as Maluma, is a Colombian singer, songwriter, and actor. (Wikipedia entry on Maluma)



Carlos Vives – **Ella es mi fiesta** (ft. Maluma)
Carlos Alberto Vives Restrepo is a Colombian singer, songwriter and actor. (Wikipedia entry on Carlos Vives)

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Olga Tañon – **La gran fiesta**
Olga Teresa Tañón Ortíz is a grammy-winning Puerto Rican recording artist. (Wikipedia entry on Olga Tañon)

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Luis Miguel – **La fiesta del mariachi**
Luis Miguel Gallego Basteri is a Puerto Rican-born Mexican singer and icon in Latin America, often referred to as El Sol de México (The Sun of Mexico). He is widely regarded as the most successful artist in Latin American history, having successfully performed in a wide range of musical styles, including pop, ballads, boleros, tangos, jazz, big band and mariachi. (Wikipedia entry on Luis Miguel)

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(me llamo) Sebastián – **La fiesta**
(me llamo) Sebastián is an indie Chilean singer, composer, and musician (Click here for an article about his latest album).

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Rawayana – **Funky fiesta**
Rawayana is a Venezuelan rock/reggae band.

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6.2: Introducción musical- Comidas y emociones

Here are some songs to whet your appetite for the chapter ahead. What do they have in common?

El Gran Combo — **Arroz con habichuela**
El Gran Combo de Puerto Rico, commonly known as El Gran Combo, is a Puerto Rican salsa orchestra based in San Juan, Puerto Rico. Celebrating its 50th anniversary in 2012, it is often considered Puerto Rico's most successful musical group, and is considered "the most popular Salsa group that has ever existed".

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Grupo Fantasma — **Arroz con frijoles**
Grupo Fantasma is a nine-piece, Grammy Award-winning Latin funk orchestra from Austin, Texas.

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The Joe Cuba Sextet — **La tortilla**

Joe Cuba (April 22, 1931 – February 15, 2009), was an American conga drummer of Puerto Rican descent widely regarded as the "Father of Latin Boogaloo".

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Casi Creativo — **Come vegetales**
This one speaks for itself.

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Ondatrópica – **Tiene sabor, tiene sazón**

Ondatrópica is a multi-generational Colombian supergroup.

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Desconecte (The Sconek-T) – **Algodón de azúcar**

Desconecte (The Sconek-T or THESCONEK-T) is an ensemble from Mexico that combines string instruments with electronica. (Desconecte Facebook page)

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And here are some songs expressing varioius emotions

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

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Luis Fonsi – **Cansada**
Luis Alfonso Rodríguez López-Cepero, known by his stage name Luis Fonsi, is a Puerto Rican singer, songwriter and actor. (Wikipedia page on Luis Fonsi)

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

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

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

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

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

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

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6.3: Vocabulario- La comida

Objetivos

- Recognize the vocabulary of foods, cooking, and eating



Eso es pan comido.

Literally - “It’s eaten bread” meaning, "It’s a piece of cake".

Vocabulario: Comida

Las comidas

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	el desayuno

	el almuerzo
	la merienda
	la cena

Las frutas

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	el durazno *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

	la fresa *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
	la manzana *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
	el melón *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
	la naranja *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
	la piña *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

	la banana *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
	el plátano *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
	la sandía *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
	las uvas *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

Las verduras

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	el brócoli
	la cebolla
	la ensalada
	la lechuga
	el maíz

	el pepino
	el tomate
	la zanahoria

Los carbohidratos

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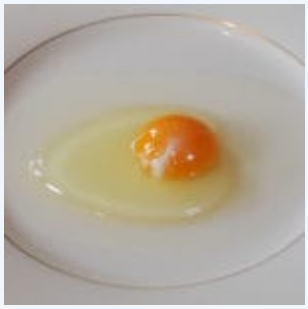
	el arroz

	el azúcar
	el cereal
	los frijoles
	el pan
	las papas, las patatas

Las proteínas, las grasas y los productos lácteos

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	el camarón
	la carne
	la crema
	el huevo

	la mantequilla
	el pavo
	el pescado
	el pollo
	el queso

	el yogur

Los condimentos

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	la salsa de tomate
	la mayonesa
	la mostaza

	el pepinillo
	la pimienta
	la sal
	la salsa picante

Las bebidas

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	la cerveza
	el jugo, el zumo
	la leche
	el refresco
	el vino tinto

	el vino blanco

Los postres

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	el flan
	el helado
	las galletas

	el pastel

Los platos

	las arepas
	el jamón ibérico
	la parrillada

Los utensilios

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	la copa
	la cuchara
	el cuchillo
	la olla
	el plato

	la servilleta
	la taza
	el tenedor
	el vaso

Text only list

Las comidas (*meals*)

- el desayuno (*breakfast*)
- el almuerzo (*lunch*)
- la merienda (*snack*)
- la cena (*dinner, supper*)

Las frutas

- el durazno (*peach*)
- la fresa (*strawberry*)
- la manzana (*apple*)

- el melón (*cantaloupe, melon*)
- la naranja (*orange*)
- la piña (*pineapple*)
- la banana (*banana*)
- la sandía (*watermelon*)
- las uvas (*grapes*)

Las verduras (*vegetables*)

- el brócoli (*broccoli*)
- la cebolla (*onion*)
- la ensalada (*salad*)
- la lechuga (*lettuce*)
- el maíz (*corn, maize*)
- el pepino (*cucumber*)
- el tomate (*tomato*)
- la zanahoria (*carrot*)

Los carbohidratos

- el arroz (*rice*)
- el azúcar (*sugar*)
- el cereal (*cereal*)
- los frijoles (*beans*)
- el pan (*bread*)
- las papas, las patatas (*potatoes*)

Las proteínas, las grasas (*fat*) y los productos lácteos

- el camarón (*shrimp*)
- la carne (*meat*)
- la crema (*cream*)
- el huevo (*egg*)
- la mantequilla (*butter*)
- el pavo (*turkey*)
- el pescado (*fish*)
- el pollo (*chicken*)
- el queso (*cheese*)
- el yogur (*yogurt*)

Los condimentos

- la salsa de tomate (*ketchup*)
- la mayonesa (*mayonnaise*)
- la mostaza (*mustard*)
- el pepinillo (*pickle*)
- la pimienta (*pepper*)
- la sal (*salt*)
- la salsa picante (*hot/spicy sauce*)

Las bebidas (*drinks*)

- la cerveza (*beer*)
- el jugo, el zumo (*juice*)
- la leche (*milk*)
- el refresco (*soda, pop*)
- el vino tinto [*(red) wine]*
- el vino blanco [*(white) wine]*

Los postres (*desserts*)

- el flan (*flan, custard*)
- el helado (*ice cream*)
- las galletas (*cookies*)
- el pastel (*cake, pie*)

Los platos (*dishes*)

- las arepas (*corn flour fritters*)
- el jamón ibérico (*Iberian ham*)
- la parrillada (*barbecued meat*)

Los utensilios

- la copa (*wine glass*)
- la cuchara (*spoon*)
- el cuchillo (*knife*)
- la olla (*pot*)
- el plato (*plate*)
- la servilleta (*napkin*)
- la taza [(*coffee or tea) cup]*
- el tenedor (*fork*)
- el vaso [(*water) glass]*

A Practicar

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6.4: Vocabulario- La comida y las fiestas

La comida y las fiestas

Vocabulario

En el siguiente video vas a encontrar la lista del vocabulario de este capítulo. Mira el video y repite el vocabulario después de cada diapositiva (slide). Descarga la lista del vocabulario.

YouTube Video

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Figure 7.1.1*Video*.7.1.1: Capítulo 7: La comida y las fiestas. (CC-BY-NC 4.0; Anaid Stere-Lugo via YouTube)

Ejemplo

En el siguiente video vas a ver a Keiko y a Omar hablando sobre la fiesta sorpresa de la hermana de Keiko. Presta atención a las preguntas relacionadas con la preparación de la fiesta.

YouTube Video

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Figure 7.1.2*Video*.7.1.2: Una conversación: ¿Qué comida puedo llevar?. (CC-BY-NC 4.0; Anaid Stere-Lugo via YouTube)

Preguntas de comprensión

Completa la siguiente actividad basada en el video anterior.

Query

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Ahora completa las siguientes actividades basadas en la lista del vocabulario.

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6.5: Vocabulario- Las celebraciones tradicionales

Objetivos

- Understand and use vocabulary related to traditional holidays and celebrations

In this section, we'll learn the vocabulary of traditional holidays, celebrations, and festivals.

If you're interested in reading more about this topic, here's a link to a Spanish-language list of the top 17 *mejores fiestas del mundo* from the blog *Viajar sin rumbo*.

Palabras asociadas con tradiciones y celebraciones tradicionales

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- El Año Nuevo (*New Year's*)

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- Las artesanías (*handicrafts*)

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- El carnaval (*Carnival*)

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- La cocina (*cuisine*)

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- La costumbre (*habit, tradition, custom*)

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- La creencia (*belief*)

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- El desfile (*parade*)

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- El Día de los Muertos (*Day of the Dead*)

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- El día de Independencia (*Independence Day*)

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- El Día de San Patricio (*Saint Patrick's Day*)

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- La fiesta / El día feriado (*holiday*)

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- El folclor (*folklore*)

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- El hábito (*habit*)

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- La herencia cultural (*cultural heritage*)

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- La identidad (*identity*)

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- El Janucá (*Hanukkah*)

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- El legado (*legacy*)

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- El nacionalismo (*nationalism*)

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- La Navidad (*Christmas*)

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- La Noche de las Brujas (*Halloween*)

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- La ofrenda (*offering / altar*)

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- La Pascua (*Easter*)

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- La práctica (*practice*)

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- El pueblo (*people*)

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- Las relaciones (*relationships*)

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- El valor (*value*)

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Verbos

- Conmemorar (*to commemorate*)

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- Disfrazarse (*to wear a disguise or costume*)

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- Festejar (*to celebrate*)

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- Heredar (*to inherit*)

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- Recordar (*to remember*)

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- Respetar (*to respect*)

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Objetivos

- Understand and use vocabulary related to traditional holidays and celebrations

A. El día festivo

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B. Definiciones

https://assess.lumenlearning.com/pra...e-66895cec83a9

C. Celebraciones tradicionales

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A. El día festivo

Completa los siguientes elementos con el día festivo apropiado.

Ejemplo: Los fuegos artificiales + celebrar = el Día de la Independencia

1. Los dulces + disfrazarse = _____
2. La ofrenda + recordar + respetar = _____
3. Las velas + el pastel + conmemorar = _____
4. Festejar + Irlanda + el color verde = _____
5. La Nochevieja (31 de diciembre) + fuegos artificiales = _____
6. Los huevos colorados + conejo + catolicismo = _____

B. Definiciones

Usa el vocabulario de las celebraciones tradicionales para dar las definiciones correctas.

La ofrenda • La creencia • Los antepasados • El Jánuca • El Día de Muertos • El Año Nuevo • La herencia cultural / el legado • La Navidad • El desfile • La costumbre

1. Es algo que se cree por tradición, dogma o religión. _____
2. Es otra palabra para hábito o tradición. _____
3. Se celebra el 2 de noviembre. _____
4. Los cristianos la celebran el 25 de diciembre. _____
5. Es un tipo de procesión por la calle. _____
6. Es otra palabra para los ancestros. _____
7. Es algo que se regala para honrar, agradecer o reconocer. _____
8. Es una fiesta judía que dura ocho días. _____
9. Es algo que se recibe, se conserva y se trasmite de generación en generación. _____
10. Es el día del primero de enero. _____

C. Asociaciones

Completa los espacios en blanco con la palabra correcta de la lista a continuación. **¡OJO!** No vas a usar todas las opciones.

recordar • el hábito • la identidad • la herencia cultural • La Pascua • la cocina • conmemorar

1. el pueblo	el nacionalismo	_____
2. el valor	el legado	_____
3. heredar	respetar	_____
4. festejar	celebrar	_____
5. la práctica	la costumbre	_____

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6.6: Vocabulario- Las celebraciones de hoy

Objetivos

Understand and use vocabulary related to modern holidays and celebrations

Las celebraciones de hoy

- Los globos (*balloons*)

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- Los dulces (*candies*)

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- Las velas (*candles*)

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- El pastel (*cake*)

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- El champán (*champagne*)

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- Los bocadillos (*appetizers; sandwiches in Spain*)

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- Los regalos (*presents, gifts*)

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- La invitación (*invitation*)

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- Los invitados (*guests, invited people*)

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- El aniversario (*anniversary*)

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- El bautizo (*baptism*)

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- La boda (*wedding*)

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- La graduación (*graduation*)

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- Los quince años (*a girl's 15th birthday celebration*)

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- La quinceañera (*girl celebrating her 15th birthday*)

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- El día de tu santo / Tu santo (*your saint's day*)

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- El brindis (*toast*)

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- El festejo (*party/celebration*)

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- Los fuegos artificiales (*fireworks*)

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- Los novios (*bride and groom*)

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Verbos

- Besar (*to kiss*)

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- Brindar (*to make a toast*)

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- Casarse con (*to marry, to get married to*)

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- Cumplir años (to have a birthday)

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- Celebrar (*to celebrate*)

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- Decorar (*to decorate*)

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- Divertirse (*to have fun*)

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- Escoger (*to choose*)

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- Recoger (*to pick up*)

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- Romper (*to break*)

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- Terminar (*to end*)

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Objetivos

Understand and use vocabulary related to modern holidays and celebrations

A. Definiciones

https://assess.lumenlearning.com/pra...4-93ce101c0f08

B. Sinónimos

https://assess.lumenlearning.com/pra...4-344a78661896

C. Un día para celebrar

https://assess.lumenlearning.com/pra...f-7e2ab623063f

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A. Definiciones

Usa el vocabulario de las celebraciones para dar las definiciones correctas.

Los invitados • Los regalos • Cumplir años / el cumpleaños • La quinceañera • El festejo • Los bocadillos • Decorar • El pastel • El champán • Divertirse

1. Es la chica que cumple sus quince años. _____
2. Es otra palabra para fiesta o celebración. _____
3. Es el postre que se come en una boda o fiesta de cumpleaños. _____
4. Son las personas que asisten a una fiesta o celebración. _____
5. Es la comida que sirven en las fiestas o celebraciones. _____
6. Son las cosas que se reciben en un cumpleaños, por ejemplo: _____.
7. Es una bebida que se toma cuando se celebra algo especial. _____
8. Es lo opuesto de pasarlo mal. _____
9. Colocar adornos en un lugar para crear un ambiente festivo. _____
10. Es el aniversario del nacimiento de una persona. _____

B. Sinónimos

Escribe la letra de la definición o el sinónimo que mejor describe la palabra.

1. ____ romper 2. ____ graduación 3. ____ casarse 4. ____ fuegos artificiales 5. ____ escoger	a. regalar b. elegir, seleccionar c. el acto de abrir una piñata d. faltar a una fiesta e. el día en que naciste f. brindar por alguien o algo en especial g. una persona cuya profesión consiste en coser h. contraer matrimonio i. celebración al obtener un título académico j. juegos pirotécnicos

C. Un día para celebrar

Completa los espacios en blanco con la palabra más apropiada de las siguientes opciones. **¡OJO!** Hay más opciones de las necesarias.

brindis • bautizo • velas • aniversario • graduación • invitados • besar • fuegos artificiales

Este año es el _____ de boda de mis padres. Para celebrar, nosotros vamos a tener una fiesta con muchos _____ que van a asistir de muchas partes del país. En esa ocasión también vamos a festejar la _____ de mi hermana, ella acaba de obtener su título de arquitecta. Yo estoy un poco nervioso pues por ser el hijo mayor, soy responsable de hacer el _____ y voy a tener que hablar frente a muchas personas. A mi mamá le gustan mucho las _____ por eso, pensamos decorar el salón de fiestas con muchas de ellas, de color blanco y con aroma a gardenias. A papá le encantan los _____ por eso planeamos contratar una empresa especializada en pirotecnia. El show va a ser fabuloso y todos la vamos a pasar muy bien.

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6.7: Vocabulario- Los adjetivos de emoción y condición

Objetivos

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

Vocabulario: Adjetivos de emoción y condición



interesado/a (*interested*)



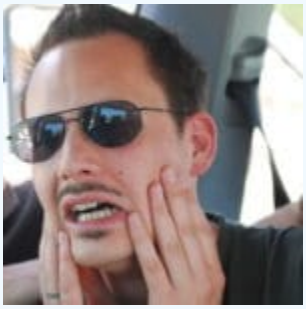
aburrido/a (*bored*)



sorprendido/a (*surprised*)



emocionado/a (*excited*)



asustado/a (*frightened*)



despierto/a (*awake*)



dormido/a (*sleeping*)



cansado/a (*tired*)



borracho/a (*drunk*)



confundido/a (*confused*)



alegre (*happy*)



contento/a (*happy*)



feliz (*happy*)



triste (*sad*)



deprimido/a (*depressed*)



enamorado/a (*in love*)



enojado/a (*angry*)



en forma (*fit*, *in good shape*)



sano/a (*healthy*)



enfermo/a (*sick*)



tranquilo/a (*tranquil, calm*)



preocupado/a (*worried*)



estresado/a (*stressed*)



nervioso/a (*nervous*)



frustrado/a (*frustrated*)



ocupado/a (*busy*)



limpio/a (*clean*)



sucio/a (*dirty*)



vivo/a (*alive*)



muerto/a (*dead*)



abierto/a (*open*)



cerrado/a (*closed*)



orgulloso/a (*proud*)



avergonzado/a
(*embarrassed*)

Algunas respuestas (*some answers*)

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¡Felicitaciones! (*Congratulations!*)

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

- Lo siento. (*I'm sorry.*)

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

  Oye, ¿estás bien? (*Hey, are you OK?*)

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  No, estoy enfermo. (*No, I'm sick*)

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  Lo siento. ¿Puedes ir a casa a descansar? (*I'm sorry. Can you go home to rest?*)

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  Hola, pareces feliz hoy. (*You seem happy today.*)

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  Sí, estoy muy contento con mi nota en el examen. (*Yes, I'm very happy with my exam grade.*)

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¡Qué bien! ¡Felicitaciones! (*Great! Congratulations!*)

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Hola, ¿cómo estás? (*Hi, how are you?*)

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Estoy muy ocupada hoy. (*I'm very busy today.*)

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Ah, ¿sí? ¿Qué tienes que hacer? (*Oh, really? What do you have to do?*)

Answer available at the end of this section.

A. Adjetivos de emoción y condición

Actividad 6.7.A

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B. Adjetivos de emoción y condición

Actividad 6.7.B

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C. Adjetivos de emoción y condición

Actividad 6.7.C

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A. Adjetivos de emoción y condición

1. Julieta está muy ____ porque no entiende los deberes.
   - frustrada
   - alegre
   - enamorada
   - frustrado
2. Juan está muy ____. Siempre come verduras.
   - celoso
   - sano
   - borracho
   - sana
3. Estoy muy ____ hoy. Tengo que trabajar y además tengo deberes.
   - sorprendida
   - ocupada
   - celosa
   - enamorada
4. Vosotros estáis relajados. Vosotros estáis muy ____.
   - tranquilos
   - locos
   - confundidos
   - enojados
5. Estás ____. Vas al gimnasio cada día.
   - confundido
   - deprimido
   - enojado
   - en buena forma

6. Está llorando. Está _____.
    - contenta
    - en buena forma
    - feliz
    - deprimida
7. Julia está muy _____ porque perdió su sombrero favorito.
    - contenta
    - alegre
    - triste
    - feliz
8. Bebiste mucho alcohol y ahora estás _____.
    - borracho
    - alegre
    - enamorado
    - celoso
9. Los estudiantes están _____ porque hoy hay un examen en su clase de Historia.
    - nerviosos
    - alegres
    - locos
    - felices
10. A Juan le gustan los idiomas. Él está _____ en aprender español.
    - interesado
    - enamorado
    - deprimido
    - enojado
11. El ladrón robó mis cosas. Estoy _____.
    - sana
    - tranquila
    - alegre
    - enojada
12. Los niños no se sienten bien. Están _____.
    - enfermos
    - emocionados
    - enojados
    - sorprendidos

B. Adjetivos de emoción y condición

1. Roberto sonríe. Él está _____. (*content*)
2. Elizabeth no entiende las instrucciones. Ella está _____. (confused)
3. No sabíamos de la fiesta. Estamos _____. (surprised)
4. Vosotros bebéis mucho alcohol. Estáis _____. (drunk)
5. No me gusta la oscuridad. Estoy _____. (scared)
6. Tú lloras. Tú estás _____. (sad)
7. La madre está _____ (*frustrated*) porque su hija siempre le dice “no”.
8. Nosotros ganamos el partido de fútbol. Estamos muy _____. (*happy*)

C. Adjetivos de emoción y condición

1. Estamos emocionados porque encontramos un nuevo apartamento. Está muy cerca del metro.
    - Lo siento.
    - Oh, ¡qué horror!
    - ¿Qué pasa?
    - ¡Felicitaciones!
2. Estoy frustrado. Saqué malas notas en la clase de Inglés.
    - ¡Felicitaciones!
    - ¡Qué bien!

    - Lo siento.
    - ¡Muy bien!
3. ¡Tengo muy buenas noticias! Estoy enamorada de mi novio y nos vamos a casar.
    - ¡Felicitaciones!
    - ¿De veras?
    - Lo siento.
    - Oh, ¡qué horror!
4. Mi padre está muy enojado porque perdí su sombrero.
    - ¡Muy bien!
    - ¡Felicitaciones!
    - Lo siento.
    - ¡Qué bien!
5. ¡Estoy muy feliz porque voy a ser mamá!
    - ¿Qué pasa?
    - ¡Felicitaciones!
    - Oh, ¡qué horror!
    - Lo siento.
6. No saqué una buena calificación (*grade*) en el examen de francés.
    - ¡Qué bien!
    - ¡Muy bien!
    - Lo siento.
    - ¡Felicitaciones!
7. Estoy muy ocupada. Tengo mucho que hacer pero no tengo suficiente tiempo.
    - ¡Muy bien!
    - ¡Felicitaciones!
    - ¡Qué bien!
    - ¿Qué pasa?
8. Hoy vamos a comprar un coche nuevo.
    - ¡Qué pena!
    - ¡Felicitaciones!
    - Lo siento.
    - Oh, ¡qué horror!

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Answers

Vocabulario: Adjetivos de emoción y condición

interesado/a (*interested*)
aburrido/a (*bored*)
sorprendido/a (*surprised*)
emocionado/a (*excited*)
asustado/a (*frightened*)
despierto/a (*awake*)
dormido/a (*asleep*)
cansado/a (*tired*)
borracho/a (*drunk*)
confundido/a (*confused*)
alegre (*happy*)
contento/a (*content/happy*)
feliz (*happy*)
triste (*sad*)
deprimido/a (*depressed*)
enamorado/a (*in love*)
enojado/a (*angry*)
en forma (*fit, in good shape*)
sano/a (*healthy*)
enfermo/a (*sick*)
tranquilo/a (*tranquil, calm*)
preocupado/a (*worried*)
estresado/a (*stressed*)
nervioso/a (*nervous*)
frustrado/a (*frustrated*)
ocupado/a (*busy*)
limpio/a (*clean*)
sucio/a (*dirty*)
vivo/a (*alive*)
muerto/a (*dead*)
abierto (*open*)
cerrado/a (*closed*)
orgulloso/a (*proud*)
avergonzado/a (*embarrassed*)

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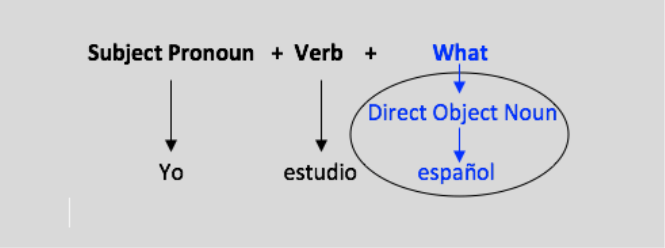
6.8: Gramática- Los objetos directos y los pronombres de los objetos directos

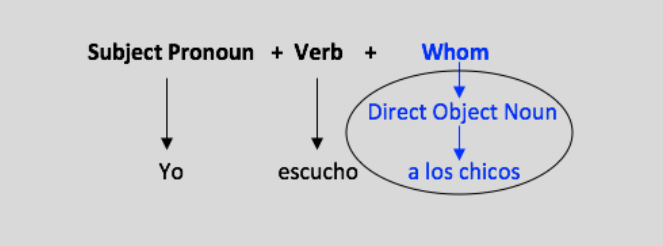
Direct object nouns and direct object pronouns

Direct object nouns

In a sentence, the "direct object noun" is what/whom the verb affects "directly". A direct object can be "people, animals, things, ideas, or events".

The photos below show that: A sentence in Spanish usually begins with a subject pronoun, followed by a verb. If there is a direct object in the sentence, it usually follows the verb. To identify a direct object in a sentence, answer the question "verb (affecting) what?" (left photo) or "verb (affecting) whom?" (right photo). In Spanish, if the direct object noun is a person or a pet, it is preceded by the word "a" which is called the "personal **a**"; there is no English equivalent for this construction.





Direct object pronouns

"Direct Object Pronouns" are words that replace "direct object nouns" to avoid repeating a noun already mentioned. The direct object pronouns for replacing the direct object nouns are:

Singular	Plural
me = me	nos = us
te = you	os = you
lo = you (m.); him; it (m.)	los = you (m.); them (m.)
la = you (f.); her; it (f.)	las = you (f.); them (f.)

Placement of the direct object pronouns (DOP)

What can be confusing is the place where the direct object pronoun is placed in the sentence in Spanish. Observe the differences between English and Spanish below:

English:	Spanish:
Subject Pronoun + **Conjugated verb** + DOP	Subject Pronoun + DOP + **Conjugated verb**
I **study** it. [Spanish]	Yo lo **estudio**. [lo = español]
I **hear** them. [the boys]	Yo los **escucho**. [los = los chicos]

As shown in the chart, the direct object pronoun (DOP) marked in blue, is placed before the **conjugated verb** in **bold** (but after the subject pronoun). If the sentence is negative, the negative word "no" precedes the DOP:

Subject Pronoun + DOP + **Conjugated verb**

Yo (no) lo **estudio**. [lo = español]

Yo (no) los **escucho**. [los = los chicos]

When the infinitive or present participle is used, there are two options for direct object pronoun placement: before the conjugated verb, or attached to the infinitive or present participle. When a pronoun is attached to a present participle, an accent mark is added. Note that the direct object pronoun and the explanation of the direct object being replaced is marked in blue in the chart.

Subject Pronoun + DOP + Conjugated verb	OR	Subject Pronoun + Verb in the infinitive+DOP
Yo lo **voy** a estudiar. [lo = español]	OR	Yo voy a **estudiar**lo. [lo = español]
Yo los **voy** a escuchar. [los = los chicos]	OR	Yo voy a **escuchar**los. [los = los chicos]

Subject Pronoun + DOP + Conjugated verb	OR	Subject Pronoun + Verb in the present participle+DOP
Yo lo **estoy** estudiando. [lo = español]	OR	Yo estoy **estudiándo**lo. [lo = español]
Yo los **estoy** escuchando. [los = los chicos]	OR	Yo estoy **escuchándo**los. [los = los chicos]

Preguntas de comprensión

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6.9: Gramática- El verbo estar + emociones

Objetivos

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

Gramática: “Estar” con emociones

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

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

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

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

¿Cómo estás hoy?

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



El gato está tranquilo.



Los gatos están enérgicos.

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

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

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

Objetivos

- Identify how *estar* is used with adjectives to describe conditions and emotions
- Describe conditions and emotions based on spoken prompts

A. Estar + emociones

Actividad 6.9.A

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B. Estar + emociones

Actividad 6.9.B

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C. Escucha: Estar + emociones

Actividad 6.9.C

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Text only

A. Estar + emociones

1. Tofique ____ muy frustrado. Su ordenador *(computadora)* no funciona.
   - estoy
   - está
   - estamos
   - estás
2. Los novios *(The boyfriend and girlfriend)* ____ enamorados.
   - estás
   - estáis
   - están
   - está
3. El estudiante ____ muy nervioso antes del examen.
   - estoy
   - está
   - están
   - estás
4. Vosotros ____ en buena forma. ¿Vais al gimnasio?
   - estáis
   - está
   - están
   - estamos
5. Nosotros trabajamos *(work)* mucho. ____ cansados.
   - Estoy
   - Estamos
   - Estáis
   - están
6. Recibí muy buenas notas *(I received good grades)* en la clase de Español. ____ muy contenta.
   - Están
   - Estoy
   - Está
   - Estás
7. A él le gusta más el coche de su vecino *(his neighbor's car)*. ____ celoso.
   - Estás
   - Está
   - Están
   - Estáis
8. Los chicos ____ tranquilos.
   - estoy
   - están
   - estamos
   - estáis

B. Estar + emociones

1. Elisa _____ feliz. Encontró *(She found)* un nuevo trabajo.
2. Yo _____ nerviosa. Tengo un examen hoy.
3. Los niños _____ muy alegres porque no hay clases hoy.
4. Mis padres _____ muy sanos *(healthy)*. Caminan en el parque cada noche.
5. Lupe _____ enamorada de Juan.
6. Tú _____ preocupado por los terremotos *(earthquakes)*.
7. Juan y yo _____ muy contentos.
8. El perro _____ asustado por los fuegos artificiales *(fireworks)*.

C. Estar + emociones

1. (Llorar = to cry)

   Ella está muy _____ .

   - feliz
   - contenta
   - triste
   - alegre

2. Él está muy _____ .

   - enojado
   - nervioso
   - contento
   - loco

3. El hombre está _____ .

   - borracho
   - en buena forma
   - triste
   - sorprendido

4. El bebé está _____ .

   - enojado
   - tranquilo
   - sorprendido
   - loco

5. (Se casan = get married)

   Ellos están _____ .

   - asustados
   - enamorados
   - nerviosos
   - enojados

6. Él está _____ .

   - sorprendido
   - nervioso
   - contento
   - alegre

7. (entender = to understand)

   Ellos están _____ .

   - celosos
   - confundidos
   - alegres
   - felices

8. Él está _____ .

   - emocionado

- enfermo
- enojado
- enamorado

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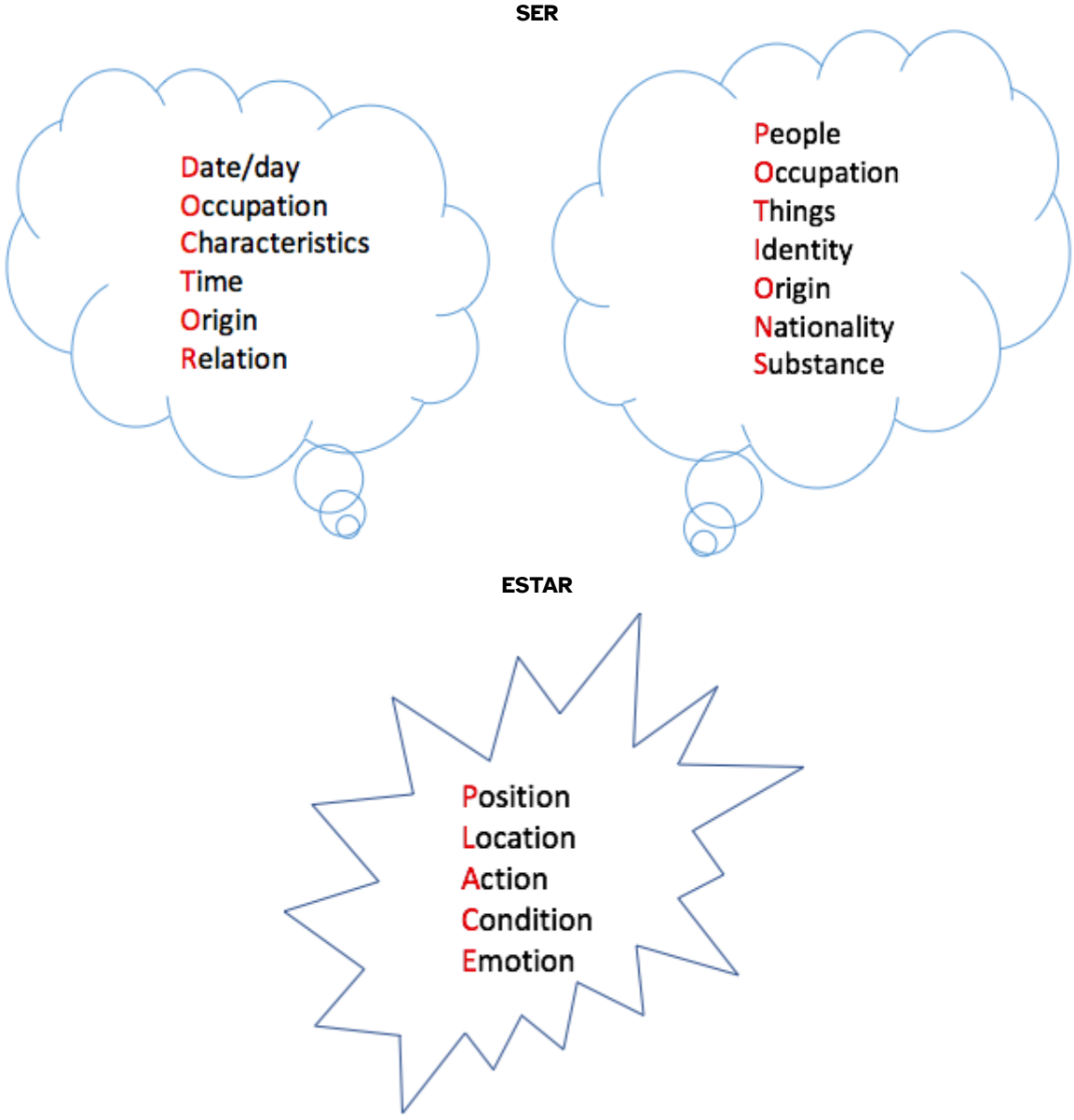
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6.10: Gramática- Ser y estar

Verbs "ser" and "estar"

Review

As you have learned in 1.4.0 and 2.5.0, Spanish has two verbs that translate as "to be" and they are not interchangeable. You also learned several acronyms for the use of each verb to help you remember their usage. Go over the acronyms again:



Acronyms for "ser"

DOCTOR: Date and Day, Occupation, Characteristics, Time, Origin, Relation

POTIONS: People, Occupation, Things, Identity, Origin, Nationality, Substance

Acronym for "estar

PLACE: Position, Location, Action, Condition, Emotion

Here is a summary of when to use "ser" and when to use "estar":

Uses of "ser"

- Identity: María y Gisela son hermanas.
- Origin and nationality: Soy de Bolivia. Soy boliviano.
- Occupation/Profession: Helga y Fabiana son estudiantes.
- Characteristics of people and places (if describing fundamental qualities/personality): Los chicos son bajos y son un poco gordos. Son simpáticos.
- Possession: Fido es su perro. Es mi diccionario.
- Time of day and dates: Son las cuatro de la tarde. Hoy es lunes.
- Intentions: Este consejo es para ustedes.
- Impersonal statements (general): Es importante comer fruta.
- Substance (what something is made of): La mesa es de madera.
- Mathematical equations: tres más tres son seis.
- Location of events: Las consultas son en el hospital.

Uses of "estar"

- Position of people, places, things: El libro está en mi mochila. Diego está entre Susana y Ariel.
- Location of people, places, things* (*not events): Estamos en la casa de Juan. La universidad está en el centro.
- Condition: Physical (think "state of being"): Estáis muy guapos hoy. Paco está enfermo.
- Emotions (think "transitory" condition): Estamos tristes ahora.
- Actions in progress (present progressive): Pedro está hablando con Ana por teléfono.
- Weather expressions: Está nublado hoy.

"Ser" and "estar" with adjectives

While certain adjectives can be used with both verbs, they communicate different ideas (the choice in verbs radically changes the meaning of the sentence). Let's look at the following examples. Note that all adjectives are in bold.

SER	ESTAR
Carlos es **guapo.** Carlos is handsome (characteristic).	Carlos está muy **guapo** hoy. Carlos looks very handsome today (physical condition).
Sara es **aburrida.** Sara is boring (personality).	Sara está **aburrida**. Sara is bored (emotion).
La fruta es **verde.** The fruit is green (characteristic).	La fruta está **verde**. The fruit is not ripe (condition). *While the word "maduro" in Spanish is used for "ripe", it is not used for "not ripe".

SER	ESTAR
Olga es **lista.** Olga is smart (characteristic).	Olga está **lista**. Olga is ready (physical condition).
El ratón es **vivo.** The mouse is clever (characteristic).	El ratón está **vivo**. The mouse is alive (physical condition: "state of being").
Paula es una mujer **segura.** Paula is a confident woman (personality).	Paula está **segura**. Paula is sure (emotion).

¡OJO!

When the adjectives "seguro, segura" are used with objects and the verb "ser", the meaning changes "to be safe": *El elevador es seguro.*

When "seguro, segura" are used with the ver "estar", the mearning changes to "I'm sure": *Yo estoy segura que él se llama Carlos.*

Preguntas de comprensión

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6.11: Gramática- El presente progresivo

Objetivos

- Recognize correct forms of the present progressive

The present progressive (or continuous) is a compound construction of two verbal forms that cannot be separated by any other word: the auxiliary verb + the gerund. The progressive may be used in different tenses by changing the conjugation of the verb *estar* (past, present or future) and leaving the gerund in its intact form. For now let's focus on the present progressive:

Subject Pronoun + *estar* (conjugated) **+ gerund**



bajar = to go down

What's a gerund? In English, gerunds all end in *-ing*: *reading*, *dancing*, *singing*, etc. (For more on gerunds in English, see the entry on gerunds in the Guide to Writing.)

In Spanish, the ending of the gerund depends on the kind of verb:

- for **-ar** verbs: drop the "-ar" and add → **-ando**
- for **-er** and **-ir** verbs: drop the "-er" or "-ir" and add → **-iendo**
- Stem-changing -ir verbs (not -ar or -er verbs!) change their stem vowels as follows: o-u, e-i. Note: verbs that change from e-ie and e-i in the present tense both change e-i in the gerund form.
- The gerund of the **verb *ir* is irregular: *yendo***.



sigan = *keep, continue* (plural imperative of “seguir”); subir = *to go up*

Ejemplos:

- **-ar verbs**:
  - tom**ar** → tom**ando** (*taking*)
  - cant**ar** → cant**ando** (*singing*)
  - comenz**ar** → comenz**ando** (*starting*) **¡OJO!** Though this has a stem-change in the presentb it’s an -ar verb so its gerund is regular.
- **-er verbs:**
  - beb**er** → beb**iendo** (*drinking*)
  - v**er** → v**iendo** (*watching*)
  - volv**er** → volv**iendo** (*returning*)
  - **¡OJO!** Though “volver” has a stem-change in the present, it’s an -er verb so its gerund is regular.
  - le**er** → le**yendo** (*reading*)
  - **¡OJO!** When there are three vowels together like in "l**eie**ndo", we replace the "i" with the "y".
- **-ir verbs:**
  - escrib**ir** → escrib**iendo** (*writing*)
  - sal**ir** → sal**iendo** (*going out or leaving*)
- stem-changing -ir verbs:
  - dorm**ir** → d**u**rm**iendo** (*sleeping*)
  - prefer**ir** → pref**i**r**iendo** (*preferring*)
  - serv**ir** → s**i**rv**iendo** (*serving*)

	singular	**plural**
1ª persona	estoy escribiendo	estamos escribiendo
2ª persona	estás escribiendo	estáis escribiendo
3ª persona	está escribiendo	están escribiendo

Note: To form a negative sentence in the present progressive, place the *no* in front of the form of *estar*:

- No estoy escribiendo *(I am not writing*).

Remember that the present progressive is used to express an action in progress at the moment of expression. Note the differences in meaning:

- Estudio español. *(I study Spanish/I am studying Spanish,* a general description of the situation over a period of time: you are taking Spanish as part of your studies this semester.)
- Estoy estudiando español. (*I am studying Spanish,* an action in progress right now: you have your book out or a site open, and you are actively studying a lesson or preparing right now.)

Note also: Although in English the present progressive tense can refer to events in the future ("We are going to the movies tonight"), in Spanish the present progressive always refers to ongoing action. For future actions, Spanish uses the present tense or the future tenses.

- Vamos al cine este fin de semana. (*We're going to the movies this weekend.*)

Preguntas de comprensión

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6.12: Lectura- Mi fiesta de quinceañera

Mi fiesta de quinceañera

La celebración de los quince años es especial en las familias hispanas. Representa un gran día para soñar despiertas en vestidos largos de princesas y acompañadas de todos sus amigos. La familia se prepara para la ocasión con gran anticipación. El día marca una transición en sus vidas de adolescentes. Jasmine nos cuenta sobre la preparación para su gran día de quinceañera:

Para mí, mi época de adolescente comienza cuando cumplo mis quince años. En México es una celebración muy grande cuando una muchacha cumple quince años porque es el paso de niña a mujer.

Es bonito tener una fiesta grande con un vestido y chambelanes (dance partners). Para mis quince años tengo que ensayar varios valses y bailes para la fiesta. Todos los días, después de trabajar, mi mamá me lleva a la cancha de básquetbol con mis amigos para practicar. Los ensayos (rehearsals) son difíciles porque hay muchos pasos que memorizar. Al final de tantos ensayos, llegó (arrived) el gran día de mis quince años.

Recuerdo (I remember) que mi mamá y mis tías se levantaron temprano para hacer mole poblano, mi platillo favorito. El mole poblano es una comida popular en el estado de Puebla. El mole es salsa de chocolate con pollo y arroz. Mi hermana me ayudó (helped) a poner el vestido. Mi vestido era rosado y esponjado (puffy) como un vestido de princesa.

Fue un día inolvidable (unforgettable). Gracias a mis padres pude (I was able) celebrar un día importante para cada mujer de México: "sus quince años" aunque (although) ya llevaba un par de años asumiendo responsabilidades de una niña grande.

Paso 1: Interpretación

Contesta las siguientes preguntas según la lectura:

1. ¿Qué representa para una mujer latina su fiesta de quince años?
2. ¿Cómo se prepara la familia para celebrar la fiesta de quince de su hija?
3. ¿Qué son "chambelanes", según lo que entendemos de la lectura? ¿Para qué va Jasmine con sus amigos a la cancha de básquetbol?
4. ¿Qué es el mole poblano? ¿Y por qué fue (*was*) la comida de la fiesta?
5. ¿Hay una fiesta similar en los EEUU para la niñas adolescentes?

Paso 2: Interacción

Habla con un compañero usando las preguntas como guía, pero puedes expandir tu conversación.

1. ¿Tienes experiencia con una celebración grande, por ejemplo una fiesta de cumpleaños? ¿Cuándo?
2. Cuando cumples años, ¿qué pides generalmente? ¿Una fiesta? ¿Un viaje? ¿Un regalo? ¿Una comida especial? ¿Nada?
3. ¿Estás de acuerdo (*Do you agree*) que se debe gastar (*spend*) mucho dinero en una gran fiesta familiar? ¿Cuáles son las ocasiones o los eventos familiares que se deben celebrar con una gran fiesta y gastar mucho dinero?
4. ¿Hay un tipo de comida especial que siempre encuentras en las grandes fiestas familiares?
5. ¿Sueñas con una gran fiesta de cumpleanos algún día? ¿O alguna otra ocasión o evento?

Paso 3: Análisis y producción

Con un compañero van a imaginar que están encargados (*in charge*) de planear una gran fiesta de cumpleaños para su madre (ella va a cumplir 50 años).

En la siguiente tabla van a completar listas de todo lo que necesitan.

Tareas por hacer	**Acciones por completar antes**	**Personas que pueden ayudar**	**Qué hacer el día de la fiesta**
Invitados			
Vestidos			
Lugar de la fiesta			
Comida y la torta (el pastel)			
Entretenimiento			
Decoración			
Horarios y actividades			
Discursos, palabras para el homenajeado (*the honoree*), brindis			
Regalos			

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6.13: Lectura- Preparando tamales mexicanos para mi familia

Preparando tamales mexicanos para mi familia

Recuerdo que desde los ocho años ayudo a mi mamá a hacer tamales para la Navidad. Los tamales son un plato latino que se origina en los tiempos de Mesoamérica por los aztecas. El tamal es un compuesto de masa de maíz, carne, queso, salsa y está envuelto en una hoja de maíz. Hay una variedad de tamales, por ejemplo: tamales de salsa verde, mole, dulce, comino (*cumin*), rajas o de frijol. Normalmente los tamales que contienen carne son de pollo y también pueden ser de cerdo. El proceso de hacer los tamales es largo y por esta razón los tamales sólo se hacen cuando hay fiestas de cumpleaños o de aniversario, o días festivos como el Día de los Muertos, la Navidad o el Año Nuevo.



Para mí la Navidad en particular siempre es emocionante. Desde niña, siempre quiero ayudar a mi mamá a preparar los tamales para este día. En diciembre yo siempre voy con mi mamá al mercado y compramos todos los ingredientes. Primero agarramos un paquete de masa, luego la manteca, sal, pollo y las hojas de maíz. Cuando volvemos a la casa, mi mamá pone las hojas de maíz en una olla llena de agua para ablandar *(to soften)*. Luego ella saca otra olla para cocinar el pollo. Mientras, ella prepara la salsa verde, yo le paso el aguacate, los tomates verdes, cilantro y chiles serranos; los ponemos en la licuadora y yo presiono el botón hasta tener buena consistencia. A nosotros nos gustan los tamales de salsa verde y de rajas porque son los más deliciosos en mi opinión.

Terminamos la salsa verde y comenzamos a cortar el tomate rojo, los chiles serranos y el queso en rodajas para preparar los tamales de rajas. Cuando el pollo ya está listo, lo dejamos enfriar un poco y luego lo desmenuzamos (*shred*). Tenemos todos los rellenos listos y nos movemos para hacer la masa. Yo abro el paquete de masa y lo volteo (*I turn it*) en la olla. Mi mamá usa el caldo del pollo y lo voltea en la olla. Ahora metemos nuestras manos para mezclar la masa hasta que no vemos más bolitas de masa; tiene que estar espeso y suave. Cuando tenemos esta consistencia, el proceso de poner todo junto comienza. Agarramos una hoja, luego una cuchara grande de masa y lo ponemos en medio de la hoja. Después ponemos los rellenos, si es un tamal de salsa verde solamente lleva la salsa y el pollo. Si es un tamal de rajas, solamente lleva una rodaja de tomate rojo, chile serrano, también queso y pollo. Con todos los ingredientes en el tamal, el último paso es enrollarlo (roll it). Cuando todos los tamales están hechos, se cocinan al vapor por una hora y media.

Aunque preparar tamales es un proceso agotador, ayudar a mi mamá con música de fondo y riéndonos mientras hacemos los tamales, es un momento que nunca olvido. También el placer de cocinar con mi mamá al lado mío, para toda mi familia, es un tiempo de unidad que aprecio. Esos pequeños momentos significan mucho en mi casa.

Paso 1: Preguntas de comprensión:

1. La masa del tamal es de:

   a. plátano
   b. queso
   c. maíz
2. Los tamales llevan por dentro, el relleno, de:
   a. plátano, queso y carne
   b. carne, queso y salsa
   c. frijoles, queso y carne
3. Los tamales se preparan para los días....
   a. festivos especiales como la Navidad
   b. sólo para el Día de los Muertos
   c. todos los días

Llena los espacios en blanco con los ingrediente necesarios:

1. La salsa verde lleva: _____, _____, _____ y _____. el aguacate, los tomates verdes, cilantro y chiles serranos
2. Un tamal de salsa verde lleva: _____ y _____, la salsa y el pollo
3. Un tamal de rajas lleva: _____, _____, _____ y _____, una rodaja de tomate rojo, chile serrano, queso y pollo.

Empareja los verbos usados en la preparación del tamal con el vocabulario de ingredientes:

Ejemplo: cocinar el pollo

1. Comprar
2. Mezclar
3. Desmenuzar
4. Rellenar
5. Enrollar
6. Cortar

a) el tamal

b) con los ingredientes

c) el pollo

d) los tomates

e) la masa

f) los ingredientes

Paso 2: Actividades de interacción

Conversa con tu compañero:

1. ¿Piensas que te gusta el tamal? ¿Cuál es tu favorito?
2. ¿Comes carne o prefieres un tamal sin pollo o cerdo?
3. ¿Hay en tu familia una tradición de un plato que cocinan para una fecha especial? ¿cuál? Si tienen esa tradición, ¿quién concina este plato?
4. ¿Qué comen en tu familia para la fiesta de la Independencia de los EE.UU., el 4 de julio?
5. ¿Quién prepara la comida más deliciosa en tu familia?
6. ¿Ayudas a cocinar? ¿Cuándo ayudas?
7. ¿Te gusta cocinar? ¿O prefieres comer y lavar los platos?

Paso 3: Actividades de creatividad en la cocina

Escribe una receta especial para tu familia, una básica usando las preguntas que siguen:

1. ¿Como se llama la receta? _____
2. Escribe una lista de todos los ingredientes para preparar el plato especial:
   _____, _____
   _____, _____
   _____, _____
   _____, _____
3. Escribe el verbo y el ingrediente que necesitas en orden (primero, segundo, tercero, cuarto, quinto, sexto, séptimo ... por último.
   Ejemplo: cortar el tomate.
   Algunos verbos útiles son: cocinar, mezclar, amasar, cortar, fritar, licuar, picar, poner, rellenar, envolver, enrollar, servir, ...etc. and look for more, you may need a dictionary; you do not need to conjugate the verbs.
4. ¿Cuándo comen este plato en tu familia?
5. ¿Sirven el plato caliente o frio?
6. Busca o toma una foto del plato ya listo.

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6.14: Cultura- España

España

Mapa



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Información general

La capital: Madrid

La ubicación: Europa, en la península Ibérica

La moneda: el euro

Ciudades importantes: Barcelona, Sevilla y Valencia

La economía: turismo, energía renovable y productos químicos y farmacéuticos

El clima: hace mucho frío en el invierno y mucho calor en el verano.



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Datos interesantes

El flamenco es un baile tradicional muy conocido en España. Se origina en el sur de España; sus raíces (*roots*) son una mezcla (*mix*) de culturas de gitanos *(gypsy)*, árabes, judíos.

La siesta es una costumbre española muy común. Muchas personas descansan después del almuerzo. Muchas ciudades conservan esta costumbre y cierran todos los negocios *(business)* para descansar.

En España hay **cinco lenguas oficiales**. En España, además del español, también hablan el catalán, el valenciano, el gallego y el euskera.

"Don Quijote de la Mancha" se considera la primera novela moderna en la historia. El autor es Miguel de Cervantes Saavedra.

La Tomatina es una fiesta donde se celebra la cosecha *(harvest)* de tomates. La celebración es de una semana pero la gente se tira (*throw to each other*) tomates por una hora el último miércoles de agosto. Los españoles usan toneladas de tomates en la celebración y todos se divierten tirándose tomates en las calles.

Ir de tapas para los españoles es ir a un restaurante con amigos para tomar bebidas y comer tapas *(appetizers)*. Muchas personas, después de trabajar, van a los restaurantes de la ciudad a disfrutar de estos platos pequeños pero muy deliciosos. Hay mucha variedad de tapas, pero las tapas más tradicionales son de jamón *(ham)*, huevo y patata. Los españoles llaman a la papa, patatas.

La Sagrada Familia es una catedral muy famosa en la ciudad de Barcelona. Antoni Gaudí es el arquitecto famoso que lo diseñó *(designed)*. La catedral está en construcción desde el año 1882. La construcción tiene diseños espectaculares; la catedral va a ser terminada (*will be finished*) en el año 2034.

En la ciudad de **Segovia** está uno de los **acueductos** romanos mejor preservados con 167 arcos *(arches)*. Su construcción de granito data del siglo II. También está el **Alcázar de Segovia**, un palacio real donde La Reina Isabel, la Católica, fue coronada (was crowned) reina de Castilla. La **catedral de Segovia** también es conocida como la "Dama de las catedrales" por su obra maestra de arquitectura gótica. El centro de Segovia fue declarado Patrimonio de la Humanidad por la UNESCO en 1985.

La Alhambra, en la ciudad de Granada, al sur de España, se considera la octava maravilla del mundo. Situada en lo alto de una colina (*hill*), la Alhambra es un palacio y una fortaleza (*fortress*) con muchos jardines; fue (*was*) residencia de los sultanes árabes entre los siglos XIII y XV. Es uno de los monumentos más visitados en España por su espléndida arquitectura musulmana (*Muslim*) muy bien preservada. Su nombre árabe significa “la fortaleza roja” y se debe (*due to*) al color de su muralla (*wall*) originalmente hecha (*made*) de arcilla (*clay*) roja. La Alhambra ha sido declarada Patrimonio de la Humanidad por la UNESCO.

Preguntas de comprensión

Escoja "Cierto" o "Falso".

Query

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

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Las Tapas

Mira el video (o lee el summary) para contestar las preguntas.

YouTube Video

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View this YouTube Video online

Figure 6.14.2.8.0: Es las mejores tapas de España. (Ruben y el mundo via YouTube)

Preguntas de comprensión

Query

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La Sagrada Familia

Repasa la lista de palabras antes de leer sobre la Sagrada Familia.

La Sagrada Familia es el **edificio** más **emblemático** de Barcelona. La catedral del **arquitecto** Antoni Gaudí está en construcción **desde hace** 134 años. Muchos la consideran “la eterna incompleta” (*the eternally incomplete*). Jordi Faulí es

el séptimo arquitecto después de Gaudí. Jordi **dirige** los trabajos de construcción desde el 2012 y pertenece al equipo desde 1990. Él trabaja en una oficina donde **había** sólo cuatro personas y ahora hay casi 50 personas. La catedral completa va a tener 18 **torres** y 4 **fachadas**. Gaudí **trabajó** durante 40 años en su **obra maestra** hasta su **muerte** en 1926.

Desde la muerte de Gaudí, arquitectos de todo el mundo construyen la iglesia. Los **fondos** para la construcción los reúne la Fundación de La Sagrada Familia. **Se financia** únicamente con **donativos** y **venta de entradas, ni** el estado español ni la iglesia **contribuyen**. Para terminar la obra de Gaudí, se necesitan 25 millones de euros **anualmente**. Gaudí y sus colaboradores **construyeron** la fachada del nacimiento para dejarlo como **muestra** para el futuro. Gaudí **era** un arquitecto intuitivo; frecuentemente sus ideas surgían en plena fase de construcción. La iglesia tiene una longitud de 110 metros (360') y una **anchura** de 80 metros (262'). La torre más alta es de 162 metros (531')**.** La Sagrada Familia va a tener **el campanario** más alto del mundo.

Seguir con las obras de construcción de La Sagrada Familia siempre **creó controversia**. En los años 50 y también en el 2008, un grupo de arquitectos **pidieron dejarla** incompleta. También hay protestas por los vecinos del área porque **temen** grandes **aglomeraciones** de personas. Jordi Fauli opina que evidentemente es un edificio muy **conocido** por todo el mundo y por lo tanto es lógico que haya opiniones diversas. El objetivo es terminar la construcción en el año 2026 para **celebrar el centenario de la muerte** de Gaudí pero no fue posible. Ahora se proyecta la terminación para el año 2034.

Información basada en el video "Obra incompleta: La Sagrada Familia, Euromaxx"

Lista de palabras

edificio = *building*

emblemático = *emblematic*

arquitecto = *architect*

desde hace = *from XX ago*

dirige = *leads (verb)*

había = *there was/there were*

torre = *tower*

fachada = *facade*

trabajó = *worked*

obra maestra = *masterpiece*

muerte = *death*

fondos = *funds*

se financia = *is financed*

donativos = *donations*

venta de entradas = *ticket sales*

ni... contribuyen = *do not contribute*

anualmente = *annually*

construyeron = *they built*

muestra = *sample*

era = *was/were*

anchura = *width*

el campanario = *bell tower*

seguir = *to continue*

creó controversia = *created controversy*

pidieron dejarla = *asked to leave it*

temen = *afraid*

aglomeraciones = *agglomerations*

conocido = *known*

celebrar el centenario de la muerte = *to celebrate the centenary of death*

Preguntas de comprensión

Query

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6.15: Cultura- Las comidas típicas y rápidas



¿Prefieres mojar (*dip*) tus churros en chocolate o en café?

¿Quieres explorar la cultura hispana, pero no puedes viajar al extranjero? ¿Por qué no vas de excursión en el mundo de las comidas y recetas hispanas? Y no debes limitar tu experiencia a leer recetas y mirar fotos—vas a encontrar muchísimos ingredientes latinoamericanos en el supermercado de tu propio barrio, entonces puedes cocinar estos platos para tus compañeros de clase y tus amigos.

Algunas cosas son comunes a toda Latinoamérica, como por ejemplo, la tradición de tomar café para el desayuno (bueno, el café es ahora el desayuno normal en casi todo el mundo), pero en España también es tradicional desayunar **churros y chocolate**: los churros son rosquillas largas, fritas y cubiertas con azúcar y canela, y los mojamos (*we dip them*) en una taza de chocolate caliente, o a veces, en una una taza de café.



¿Quieres intentar cocinar una tortilla española?

Una comida un poco diferente entre España y Latinoamérica es la tortilla. La **tortilla española** básica consiste en patatas y cebollas picadas, mezcladas con ajo y huevos y la cocinamos en una sartén. Puedes mezclar otros vegetales con los huevos en tu tortilla si prefieres. Vas a tener que practicar cómo voltear (*turn over*) la tortilla, pero vale la pena intentar y la tortilla española es deliciosa incluso si la rompes. Curiosamente, en España comen la tortilla más para una merienda, y en Latinoamérica frecuentemente la tortilla española es para el desayuno. ¡Y no debemos confundir la tortilla española con la **tortilla de maíz** o la **tortilla de harina**! En México y Centroamérica preparan pequeños círculos de masa de maíz o de harina, y estas tortillas sirven para envolver los tacos y burritos, etc., o sirven como sustituto al pan.



¿Quieres probar estas tortillas de maíz con arroz y frijoles?

En casi todo el mundo hispano sirven el **arroz** con cada comida, frecuentemente combinado con los frijoles. Pero en el Caribe también comen mucho la **mandioca** o yuca, un tubérculo muy nutritivo que se prepara de manera similar a las **patatas**. Y en los Andes el arroz es sustituido frecuentemente por las patatas, porque las patatas se originan en esas montañas y tienen una larga tradición de cultivarlas allí.

El **maíz** es un ingrediente nativo a las Américas que usan en comidas tradicionales de casi todos los países hispanos. Además de las tortillas de maíz, en el norte de Sudamérica (Colombia y Venezuela), cocinan pequeños pasteles de una masa de maíz llamados **arepas**. Y en Chile tienen un plato llamado **pastel de choclo**, que tiene una masa de maíz sobre una mezcla de carne y otros ingredientes.



Estas son arepas tradicionales, simples. ¿Quieres comer tus arepas con crema fresca o con queso encima? ¿O unas salchichas adentro?

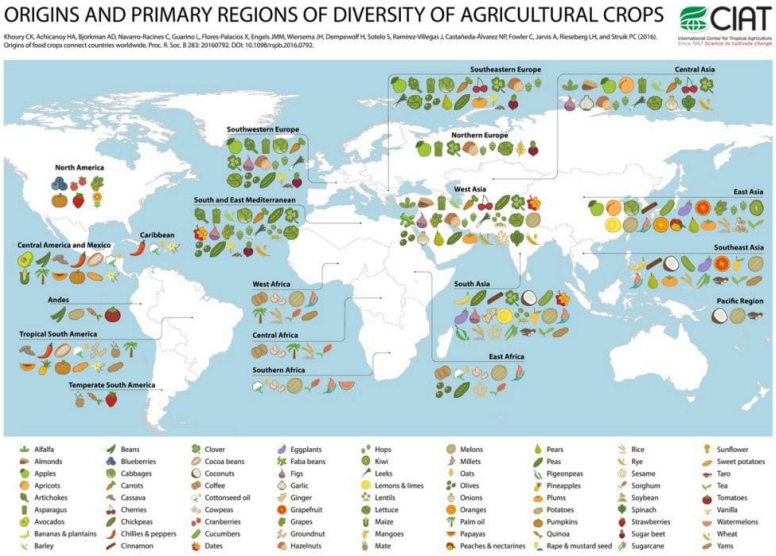
No vamos a olvidar el sur de Sudamérica, donde crían mucho ganado en las Pampas. En Argentina y Uruguay les gusta mucho hacer una **parrillada** o un **asado**, o sea una fiesta para cocinar una cantidad de carne excelente sobre un fuego abierto. Un asado argentino es más que simplemente una comida, es un evento social—¡para eso realmente vas a necesitar viajar allí!

Preguntas de comprensión

1. ¿Cuáles son unos ingredientes comunes en diferentes países hispanos?
2. ¿Cuál es una comida tradicional en el norte de Sudamérica? ¿En Chile? ¿En el sur de Sudamérica?
3. ¿Cuáles de las comidas mencionadas arriba pueden ser buenas para el desayuno? ¿Cuáles comidas mencionadas pueden ser buenas para una merienda? ¿Cuáles pueden servir para el almuerzo o la cena?

Orígenes de las comidas

Observa el siguiente mapa sobre los orígenes de algunas comidas y contesta las preguntas.



1. ¿De dónde son las fresas? ¿Y el maíz? ¿Y los tomates? ¿Y las manzanas? ¿Y las naranjas? ¿Y las cebollas? ¿Y el arroz? ¿Y la lechuga? ¿Y el azúcar? ¿Y las patatas?
2. ¿Cuáles de las comidas en el mapa te gustan y cuáles no te gustan?
3. ¿Cuáles de las comidas en el mapa vas a comer hoy o en los próximos días? ¿En cuáles platos o recetas vas a comer esas comidas? (e.g. Voy a comer patatas en papas fritas.)

Actividad de exploración y conversación

Paso 1: Primero busca en el Internet la receta para uno de los siguientes platos tradicionales y responde a las preguntas con oraciones completas.

- gazpacho (de Andalucía, España)
- el mole poblano (de Puebla, México)
- las sopapillas (de México)
- los nacatamales (de Honduras)
- las carimañolas (de Panamá)
- el mofongo (de la República Dominicana)
- el ceviche (del Perú)
- los alfajores (del Perú, Chile, y Argentina)

1. ¿Cuál es el ingrediente principal de tu receta? ¿Puedes encontrar el ingrediente en el supermercado de tu barrio?
2. ¿Te gustan todos los ingredientes de la receta? ¿Te va a gustar ese plato?
3. ¿Tienes un plato similar en la comida tradicional de tu pueblo?
4. El plato que investigas, ¿es picante? ¿Prefieres la comida picante o suave?
5. Imagina que vas a tener una fiesta en tu clase de español. ¿Quieres servir este plato en la fiesta?

Paso 2: Ahora compara tu receta y tus opiniones con las de un compañero/una compañera.

Comida callejera rápida

Observa las siguientes imágenes de comida callejera rápida en el mundo hispano, y conversa con un compañero de clase.



Un puesto callejero de arepas.



Un puesto de panes dulces y empanadas en la Feria del Mole, México.



Un puesto peruano de salchichas y papas, “Salchipapas”.

1. Compara estos puestos de comida callejera rápida con la comida rápida en tu pueblo. ¿Cuál es más similar? ¿Cuándo comes este tipo de comida? ¿Hay días feriados o eventos cuando comes más comida callejera?

2. Juego de roles (*role-play*): Imagina que tú trabajas en uno de estos puestos de comida, y tu compañero de clase viene a comprar algo de comer. Necesitan hablar de qué quiere, cómo quiere su comida, si quiere algo más y cuánto cuesta. Intenta no usar nada de inglés al hacer la transacción. Entonces tú vas a comprar algo de tu compañero de clase de otro puesto de comida.

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6.16: Cultura- El Camino de Santiago

Objetivos

- Learn about the Catholic pilgrimage tradition through northern Spain to Santiago de Compostela
- Practice what you have learned so far.



Un mapa del Camino de Santiago. Busca (*look for*) un mapa físico o político de España para comparar.

The following *Cultura* reading is about the *Camino de Santiago*, an ancient pilgrimage route in Northern Spain. If you want to kn more about the *Camino,* there are many websites devoted to the route, and any number of videos detailing the many sights alc the way. Here, for example, is a video about the *Camino* by travel writer Rick Steves.

YouTube Video

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¿Qué es el Camino de Santiago? Es una ruta (*route*) de peregrinaje (*pilgrimage*) que los católicos toman para visitar la tumba del Apóstol Santiago el Mayor en la ciudad de Santiago de Compostela, en la región de Galicia, España. Un peregrinaje es un viaje religioso, y el Santiago de Compostela es la tercera destinación de peregrinaje más importante a los católicos, después de Jerusalén y Roma.

Hoy en día hay aviones y autobuses, pero a muchas personas les gusta caminar la ruta a Santiago de Compostela por razones espirituales o en honor de la tradición, que data de la época (*era*) medieval. El norte de España está a 43° de latitud; la ruta principal pasa al lado de las montañas Cantábricas y cruza (*crosses*) las sierras gallegas a una altitud máxima de 1250 metros. En invierno (*winter*), hace bastante frío y hay tormentas (*storms*); llueve (*rains*) mucho e incluso nieva (*snows*) en las montañas. Por eso, la mayoría de las personas decide caminar el Camino de Santiago en la primavera (*spring*) o verano (*summer*).



¿Qué ropa debemos llevar para caminar a Santiago de Compostela en la primavera?

Desde Pamplona a Santiago de Compostela son 665 kilómetros, y es normal tomar 28 días para completar el peregrinaje a pie. En los pueblos pequeños por la ruta, muchos peregrinos (*pilgrims*) pasan la noche en albergues (*hostals*) especiales, donde comen, beben y comparten información sobre la ruta y sobre sus países de origen.



El albergue de peregrinos en San Juan de Villapañada. ¿Qué deseas preguntar a los otros peregrinos que vienen al albergue?



La Catedral de Santiago de Compostela. ¿Qué emociones tiene el peregrino al finalmente llegar a su destino?

El Camino de Santiago pasa por varias ciudades muy viejas en el norte de España y cada ciudad tiene su catedral. Pero al final los peregrinos llegan a la Catedral de Santiago de Compostela, que data de 1100-1211 y representa diferentes estilos de arquitectura.

Cada año celebran un festival en honor a Santiago el Mayor, las Fiestas del Apóstol, en las dos últimas semanas de julio, y hay fuegos artificiales, conciertos, desfiles, y misas especiales para el santo patrón de la ciudad.

A. Preguntas de comprensión

Contesta las preguntas.

1. ¿Qué es un peregrinaje? ¿Qué es un peregrino?
2. ¿Cuál es la destino final del Camino de Santiago?
3. ¿Qué tiempo hace en el Camino de Santiago en invierno? ¿Y en verano?
4. ¿Qué hay de interesante en la ruta del Camino?

B. La concha de vieira

La concha de vieira (*scallop seashell*) es el símbolo tradicional del Camino de Santiago, y usan una concha dibujada con rayas (*a shell drawn with rays or lines*) para marcar la ruta. Describe y compara las diferencias entre estas dos fotos.





C. Una tarjeta postal

Imagina que eres peregrino/a en el Camino de Santiago; escoge una de las fotos arriba y escribe una tarjeta postal a un amigo/a sobre cómo es. Necesitas estas frases para abrir y para terminar tu tarjeta: Querido/a — (*Dear* —), y Un abrazo, de — (*A hug, from* —). ¿Cuántas millas (*miles*) caminas por día? ¿Te gusta caminar? ¿Cuántas horas caminas al día? ¿Con quién caminas? ¿Es bonito? ¿Cuáles pueblos o ciudades visitas? ¿A dónde vas a llegar? ¿En cuántos días vas a llegar?

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6.17: Cultura- Carnavales, ferias y fiestas en España

Objetivos

- Become familiar with the various public festivities that are celebrated in Spain.

Carnavales, ferias y fiestas en España

El mundo hispanohablante está lleno de alegría y celebración. Hay muchos días festivos en el calendario y los motivos son muchos: religiosos, nacionales, históricos, agrícolas y ganaderos (*for ranching*) según la región y la época (*time*) del año. Durante estas fiestas se adoran dioses del agua, del fuego, del vino; se veneran (*worship*) vírgenes y santos; se comen los productos de la región y se beben los vinos y las sidras que emborrachan la alegría. Carlos, un documentalista latinoamericano que emigró a España, viajó a Nueva York por unos días, y de pura casualidad se encontró con una compañera de estudio de la universidad que ahora es fotógrafa, Catalina. Aprovechando el encuentro, Carlos y Catalina planean una gira (*tour*) extensa por España parando en cada fiesta, carnaval, romería (*religious pilgrimage*) y procesión.

Este es el plan que le propone Carlos:

–**Carlos**: Mira Cata, España es maravillosa y su gente es una locura, ya vas a ver. Te propongo un viaje por toda España recorriendo las fiestas más populares.

–**Catalina**: ¿Bueno y dónde vives ahora?

–**Carlos**: Vivo en el sur, en Málaga.

–**Catalina**: ¿Y tienes tiempo para este viaje?

–**Carlos**: ¡Claro, mujer! Será *(it will be)* una aventura recorrer España a tu lado. Este es el plan: empezamos por el sur en la primavera que está más fresco y vamos luego viajando hacia el norte. Te espero en Sevilla dos semanas después de Semana Santa para vivir (1) **la Feria de abril.** Allí vamos a ver desfiles por el río Guadalquivir con sevillanas hermosas en sus vestidos de lunares, mucho flamenco y si te animas vamos a una corrida de toros (*bull fight*), que no me gustan mucho, pero yo soy documentalista y tú fotógrafa y vamos a encontrar material interesante.

–**Catalina**: Bien, entonces compro mi boleto para la segunda semana de abril directo a Sevilla.

–**Carlos**: Después de Sevilla, recorremos el sur entre abril y junio, en tren, antes de seguir nuestro camino al norte.

–**Catalina**: ¡Qué rico! Voy a poder ver los campos de aceituna (*olive groves*). ¿Y adónde vamos en el norte?

–**Carlos**: Vamos a (2) **la Fiesta del fuego solsticio de verano en los Pirineos**; es el 23 de junio. En esta fiesta 60 pueblos de España, Andorra y Francia caminan con antorchas (*torches*) y entran por la noche para celebrar la fiesta del fuego con fogatas (*bonfires*), danzas y música.

–**Catalina**: ¡Qué bien! Quiero conocer los pueblos de los Pirineos; deben ser muy bonitos.

–**Carlos**: Desde allí podemos partir para (3) **la Batalla del vino en la Rioja**. Nunca he ido *(have gone)*, pero me dicen que es una locura. Todas las personas celebran con vino; se lo tiran encima.

–**Catalina**: Eso suena muy loco para mi edad, pero podemos volver a ser jóvenes universitarios. ¿Y en qué fecha es esto?

–**Carlos**: Es el 29 de junio. Justo nos da el tiempo para seguir a la popular (4) **Fiesta de San Fermín** en Pamplona, Navarra, para el 7 de julio, que no está muy lejos de la Rioja. En esta fiesta las personas corren delante de los toros.

–**Catalina**: Ah sí, he visto (*have seen*) muchas fotos de esta celebración; pienso que voy a tener mucho material para fotografiar en San Fermín.

–**Carlos**: ¿Y te gusta la sidra? Porque de Pamplona nos vamos para (5) el **Festival de la Sidra de Nava en Asturias**; este es el segundo fin de semana de julio.

–**Catalina**: Ay, para julio ya no voy a reconocerme de beber tanto vino y sidra. ¿Y dónde termina nuestra gira festiva?

–**Carlos**: Nada más y nada menos que dándonos tomatazos (*hitting each other with tomatoes*) en (6) **La Tomatina en Buñol**, Valencia; aquí vamos a llegar el último miércoles de agosto.

–**Catalina**: ¡Qué locura la que propones! ¡Pero listo, lo hacemos! ¿Entonces, cuándo puedo confirmar la fecha de regreso a casa?

–**Carlos**: Después de Buñol, te llevo al aeropuerto internacional de Alicante en Valencia y tomas un avión a Madrid y luego a tu casa. ¿Te parece?

–**Catalina**: Muy bien.

–**Carlos**: Te espero entonces. Por ahora terminemos esta cerveza y el mapa de nuestro recorrido con las fechas.

-**Catalina**: De acuerdo. ¡Salud! (Brindan y se ríen.)

You can also listen to this conversation.

Paso 1: Interpretación

1. Usa el mapa para trazar la ruta de Carlos y Catalina: ubica las seis celebraciones visitadas.



2. Expande tu conocimiento (tarea para la casa):

Conoce otros lugares en el sur de España visitados por Carlos y Catalina entre abril y junio, en tren, antes de comenzar su recorrido hacia el norte.

- Ellos pasan por Córdoba donde el mes de mayo se celebra (1) **la Fiesta de los patios.** La ciudad se llena de flores en los patios de las casas con arquitectura musulmana.
- También van a la casa de Carlos en Málaga unos días y allí él le enseña a Catalina su documental sobre (2) **La romería del Rocío en la provincia de Huelva** y salen el fin de semana del lunes de Pentecostés, la primera semana de junio, para participar en la romería.
- No visitan el (3) **El Paso del Fuego y Fiesta de las Móndidas, o Fiestas de San Juan,** donde unas personas pasan por

encima de un camino de brasas ardiendo (*burning embers*).
- Ellos descansan en un lugar muy tranquilo, la pequeña población Peroblasco, en la Rioja durante (4) **las Fiestas de humo** el último sábado de julio.

¿Y tú? ¿Adónde quieres viajar en España? ¿Qué quieres conocer?

Paso 2: Interacción

Habla con un compañero usando el siguiente cuestionario como guía.

1. ¿Hay alguna feria o carnaval en tu ciudad o pueblo? ¿Cuándo se celebra y qué celebran?
2. ¿Estuviste (*Have you been*) en alguna celebración popular recientemente? ¿Dónde? ¿Cuándo? ¿Con quién?
3. ¿Sabes sobre alguna fiesta popular en los EEUU o fuera del país que te interese ver? ¿Por qué? ¿Qué quieres ver? ¿Qué quieres hacer?
4. ¿Con quién quieres viajar a esa feria, carnaval o fiesta popular? ¿Por qué?
5. De las fiestas descritas arriba sobre España, ¿a cuál quieres ir y por qué?

Paso 3: Análisis e investigación

La clase se divide en parejas que van a escoger un lugar con una celebración popular adonde quieren ir. El lugar puede ser nacional o internacional, tal vez una de las celebraciones de España, pero no tiene que ser en un país de habla hispana.

1) van a completar la tabla con la información.

Fiesta	Lugar	Motivo	Fecha	Actividades

2) Como tarea en casa, los grupos van a realizar un volante/panfleto (*brochure*) turístico sobre este lugar y lo van a proponer a sus compañeros como destino turístico.

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6.18: Video- ¿Qué están haciendo?

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¡Ahora tú!

1. **Haz una lista de lo que tú y 3 personas en tu vida están haciendo ahora.**
   a. ***Yo estoy*** _____ ***y*** _____.
   b. ***(persona 1)*** _____ ***está*** _____ ***y*** _____.
   c. ***(persona 2)*** _____ ***está*** _____ ***y*** _____.
   d. ***(persona 3)*** _____ ***está*** _____ ***y*** _____.
2. **Busca fotografías y describe dos personas y lo que están haciendo.** *[Ejemplo: Es alto y simpático. Está sonriendo y comiendo]*
   a. **Persona #1**- Descripción: Es _____. ¿Qué está haciendo?: _____.
   b. **Persona #2**- Descripción: Es _____. ¿Qué está haciendo?: _____.

¿Puedes hacerlo?

- I can describe what I am doing.
- I can describe what other people are doing.

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6.19: Video- ¿Cuáles son tus hábitos cada semana?

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¡Ahora tú!

You can review more about how to avoid sounding repetitive here, then answer these questions about your daily routine with more than just a yes or a no, and don't repeat the underlined words in your answer. Use LO, LA, LOS, LAS to replace the underlined words, meaning "it" or "them". If you want to survey classmates in person, you may use this document.

1. ¿Comes desayuno todos los días? _____
2. ¿Tiendes tu cama *(do you make your bed)* todas las mañanas? _____
3. ¿Sacas la basura (*trash*) a diario?_____
4. ¿Usas pijamas para dormir?_____
5. ¿Miras la tele todas las noches?_____
6. ¿Haces ejercicio tres veces por semana?_____
7. ¿Te lavas el pelo todos los días? **No, *no me lo lavo todos los días*.**
8. ¿Te cepillas los dientes tres veces al día?_____
9. ¿Te duchas el cuerpo dos veces por día? _____
10. ¿Te lavas la cara antes de dormir?_____

¿Puedes hacerlo?

- I can answer questions about routine activities throughout the day and week without sounding repetitive.

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6.20: Video- ¿Cómo estás y por qué?

YouTube Video

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Ahora tú!

1. **¿Cómo estás hoy y por qué?**

Estoy _____ porque (because) _____.

2. **¿Cómo está tu mejor amiga/o hoy?**

Mi amigo/a está _____ porque _____.

3. **¿Qué vas a hacer este fin de semana?**

Voy a _____, y_____, y también voy a _____, pero no voy a _____.

4. **¿Qué va a hacer tu amigo/a o familiar?**

Va a _____, y_____, y también va a _____, pero no va a _____.

5. **¿Qué haces cuando estás triste?**

Cuando estoy triste, yo _____ y _____.

6. **¿Qué haces para relajarte?**

Para relajarme, yo _____, _____ y _____.

Vocabulario

Los sentimientos	Feelings
¿Cómo te sientes?	*How do you feel?*
¿Cómo estás?	*How are you?*
¿Cómo andas?	*How are you doing?*
¿Te sientes cansado/a?	*Do you feel tired?*
¿Qué te pasa?	*What's wrong?*
Nada	*Nothing*
Me siento mal	*I feel bad*
Estoy bien	*I'm well*

Los sentimientos	Feelings
Estoy entusiasmada/o	*I'm excited*
Estoy contenta/o	*I'm happy*
Estoy cansada/o	*I'm tired*
Estoy preocupada/o	*I'm worried*
Estoy aburrida/o	*I'm bored*
Estoy nerviosa/o	*I'm nervous*
Estoy relajada/o	*I'm relaxed*
Estoy enferma/o	*I'm sick*

Lugares	*Places*
Voy...	I go or I'm going to...
...al cine	*to the movie theater*
...al café	*to the coffee*
...a la playa	*to the beach*
...al centro comercial	*to the shopping mall*
...a la tienda	*to the store*
...a la escuela	*to the school*
...a casa	*home*
...al supermercado	*to the supermarket*
...al museo	*to the museum*

Ir + a + verbos	*to go to + verbs*
Voy a... Va a...	*I am going... he/she/usted is/are going*
...comprar un libro	*to buy a book*
...bailar	*to dance*
...estudiar	*to study*
...leer	*to read*

¿Puedes hacerlo? (can you do it?)

- I can describe how I and others are doing and why?
- I can ask for and exchange a list of what I and others are going to do; our plans.

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6.21: Video- En el supermercado

En el supermercado

Mariela y la profesora Lorena están preparando una quinceañera. Mira el video y presta atención (*pay attention*) a la comida que van a comprar. Basado en el video, ¿crees que van a tener una quinceañera grande? ¿Cómo sabes? (Video Transcript)

YouTube Video

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Figure 6.21.7.6.2: El Supermercado. (CC BY-NC 4.0; Karla Gutiérrez via YouTube)

Ahora que ya viste el video, completa las actividades siguientes.

Preguntas de comprensión

Copia los acentos y otros símbolos si es necesario: á, é, í, ó, ú, ñ, ¿, ¡

Decide si las oraciones son ciertas o falsas.

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6.22: Discusión- Fiesta para la clase de español

This discussion can be found in Google Docs: Fiesta para la clase de español

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6.23: Discusión- ¿Cómo celebras las fiestas?

This discussion can be found in Google Docs: ¿Cómo celebras las fiestas?

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- **If you want a PDF or Word file:** in the file menu of the open document, click “Download” and select the file type you would like to have (note: depending on the file type you select, the formatting could get jumbled).
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6.24: Sinopsis- Comida y emociones

Click on each link below for a review summary to help you complete the assignments and prepare for the quiz to demonstrate your mastery of the objectives.

Adjetivos de emoción y condición

interesado/a (interested)

aburrido/a (bored)

sorprendido/a (surprised)

emocionado/a (excited)

asustado/a (frightened)

despierto/a (awake)

dormido/a (asleep)

cansado/a (tired)

borracho/a (drunk)

confundido/a (confused)

alegre (happy)

contento/a (content/happy)

feliz (happy)

triste (sad)

deprimido/a (depressed)

enamorado/a (in love)

enojado/a (angry)

en forma (fit, in good shape)

sano/a (healthy)

enfermo/a (sick)

tranquilo/a (tranquil and calm)

preocupado/a (worried)

estresado/a (stressed)

nervioso/a (nervous)

frustrado/a (frustrated)

ocupado/a (busy)

limpio/a (clean)

sucio/a (dirty)

vivo/a (alive)

muerto/a (dead)

abierto (open)

cerrado/a (closed)

orgulloso/a (proud)

avergonzado/a (embarrassed)

Algunas respuestas (*some answers/responses*):

- ¡Felicitaciones! (*Congratulations!*)

- ¡Qué bien! (*That's great!*)

- ¿De veras? ¿Qué pasa? (*Really? What's going on?*)

- Lo siento. (*I'm sorry.*)

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

Estar + emotions

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

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

Ser vs estar with adjectives

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

Ser is used to talk about the inherent, essential or identifying qualities or characteristics of a person or thing:

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

Adjetivos usados con *estar:* Conditions or states

Estar is used to talk about the temporary, relative, or contingent condition of a person or thing:

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

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

¿Cómo?

¿Cómo? literally means "how?", but is not always translated that way in English.

Notice in the following examples how the difference between *ser* and *estar* drives a different translation of *¿cómo?*.

"¡Hola! ¿Cómo estás?" "Estoy bien, gracias." (*"Hi! How are you?" "I'm fine, thanks."*) "¿Cómo es tu novio?" "Es cómico y muy inteligente." (*"What is your boyfriend like?" "He's funny and very intelligent."*)

Conjunciones coordinadas

The four main coordinating conjunctions in Spanish are: **y** (and), **o** (or), **pero** (but), and **porque** (because).

Porque vs. ¿por qué?

These two words are frequently confused in Spanish because of their similarities in spelling and pronunciation, but they are really completely different words.

¿¿Por qué me haces esto?? (Why are you doing this to me??)
Lo hago porque me preocupo por ti. (I do it because I worry about you.)

Vocabulario: Comida

Frutas

- el durazno (*peach*)
- la fresa (*strawberry*)
- la manzana (*apple*)
- el melón (*cantaloupe, melon*)
- la naranja (*orange*)
- la piña (*pineapple*)
- la banana (*banana*)
- la sandía (*watermelon*)
- las uvas (*grapes*)

Verduras (*vegetables*)

- el brócoli (*broccoli*)
- la cebolla (*onion*)
- la ensalada (*salad*)
- la lechuga (*lettuce*)
- el maíz (*corn, maize*)
- el pepino (*cucumber*)
- el tomate (*tomato*)
- la zanahoria (*carrot*)

Carbohidratos

- el arroz (*rice*)
- el azúcar (*sugar*)
- el cereal (*cereal*)
- los frijoles (*beans*)
- el pan (*bread*)
- las papas, las patatas (*potatoes*)

Proteínas, grasas (*fat*) y productos lácteos

- el camarón (*shrimp*)
- la carne (*meat*)
- la crema (*cream*)

- el huevo (*egg*)
- la mantequilla (*butter*)
- el pavo (*turkey*)
- el pescado (*fish*)
- el pollo (*chicken*)
- el queso (*cheese*)
- el yogur (*yogurt*)

Condimentos

- la salsa de tomate (*ketchup*)
- la mayonesa (*mayonnaise*)
- la mostaza (*mustard*)
- el pepinillo (*pickle*)
- la pimienta (*pepper*)
- la sal (*salt*)
- la salsa picante (*hot/spicy sauce*)

Bebidas (*drinks*)

- la cerveza (*beer*)
- el jugo, el zumo (*juice*)
- la leche (*milk*)
- el refresco (*soda, pop*)
- el vino tinto [*(red) wine]*
- el vino blanco [*(white) wine]*

Postres (*desserts*)

- el flan (*flan, custard*)
- el helado (*ice cream*)
- las galletas (*cookies*)
- el pastel (*cake, pie*)

Platos (*dishes*)

- las arepas (*corn flour fritters*)
- el jamón ibérico (*Iberian ham*)
- la parrillada (*barbecued meat*)

Utensilios

- la copa (*wine glass*)
- la cuchara (*spoon*)
- el cuchillo (*knife*)
- la olla (*pot*)
- el plato (*plate*)
- la servilleta (*napkin*)
- la taza [(*coffee or tea) cup]*
- el tenedor (*fork*)
- el vaso [(*water) glass]*

Comidas (meals)

- el desayuno (*breakfast*)

- el almuerzo (*lunch*)
- la merienda (*snack*)
- la cena (*dinner, supper*)

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6.25: Sinopsis- ¡Nos vamos de fiesta!

Artículos para las fiestas

- Los globos (*balloons*)
- Los dulces (*candies*)
- Las velas (*candles*)
- El pastel (*cake*)
- El champán (*champagne*)
- Los bocadillos (*appetizers; sandwiches in Spain*)
- Los regalos (*presents, gifts*)
- La invitación (*invitation*)
- Los invitados (*guests, invited people*)
- El aniversario (*anniversary*)
- El bautizo (*baptism*)
- La boda (*wedding*)
- La graduación (*graduation*)
- Los quince años (*a girl's 15th birthday celebration*)
- La quinceañera (*girl celebrating her 15th birthday*)
- El día de tu santo / Tu santo (*your saint's day*)
- El brindis (*toast*)
- El festejo (*party/celebration*)
- Los fuegos artificiales (*fireworks*)
- Los novios (*bride and groom*)

Verbos

- Besar (*to kiss*)
- Brindar (*to make a toast*)
- Casarse con (*to marry, to get married to*)
- Cumplir años (to have a birthday)
- Celebrar (*to celebrate*)
- Decorar (*to decorate*)
- Divertirse (*to have fun*)
- Escoger (*to choose*)
- Recoger (*to pick up*)
- Romper (*to break*)
- Terminar (*to end*)

Palabras asociadas con tradiciones y celebraciones tradicionales

- Los antepasados (*ancestors*)
- El Año Nuevo (*New Year's*)
- Las artesanías (*handicrafts*)
- El carnaval (*Carnival*)
- La cocina (*cuisine*)
- La costumbre (*habit, tradition, custom*)
- La creencia (*belief*)
- El desfile (*parade*)
- El Día de los Muertos (*Day of the Dead*)
- El día de Independencia (*Independence Day*)
- El Día de San Patricio (*Saint Patrick's Day*)
- La fiesta / El día feriado (*holiday*)

- El folclor (*folklore*)
- El hábito (*habit*)
- La herencia cultural (*cultural heritage*)
- La identidad (*identity*)
- El Jánuca (*Hanukkah*)
- El legado (*legacy*)
- El nacionalismo (*nationalism*)
- La Navidad (*Christmas*)
- La Noche de las Brujas (*Halloween*)
- La ofrenda (*offering / altar*)
- La Pascua (*Easter*)
- La práctica (*practice*)
- El pueblo (*people*)
- Las relaciones (*relationships*)
- El valor (*value*)

Verbos

- Conmemorar (*to commemorate*)
- Disfrazarse (*to wear a disguise or costume*)
- Festejar (*to celebrate*)
- Heredar (*to inherit*)
- Recordar (*to remember*)
- Respetar (*to respect*)

Present Progressive (Gerund)

In Spanish, the ending of the gerund depends on the kind of verb:

- for **-ar** verbs: drop the "-ar" and add → **-ando**
- for **-er** and **-ir** verbs: drop the "-er" or "-ir" and add → **-iendo**
- Stem-changing -ir verbs (not -ar or -er verbs!) change their stem vowels as follows: o-u, e-i. Note: verbs that change from e-ie and e-i in the present tense both change e-i in the gerund form.
- The gerund of the **verb *ir* is irregular: *yendo***

The verb "estar" is the helping verb: Yo estoy hablando y escribiendo. Mis amigos están comiendo tacos y bebiendo agua.

Direct object pronouns

"Direct Object Pronouns" are words that replace "direct object nouns" to avoid repeating a noun already mentioned. The direct object pronouns for replacing the direct object nouns are:

Singular	Plural
me = me	nos = us
te = you	os = you
lo = you (m.); him; it (m.)	los = you (m.); them (m.)
la = you (f.); her; it (f.)	las = you (f.); them (f.)

Placement of the direct object pronouns (DOP)

What can be confusing is the place where the direct object pronoun is placed in the sentence in Spanish. Observe the differences between English and Spanish below:

English:	Spanish:
Subject Pronoun + **Conjugated verb** + DOP	Subject Pronoun + DOP + **Conjugated verb**
I **study** it. [Spanish]	Yo lo **estudio**. [lo = español]
I **hear** them. [the boys]	Yo los **escucho**. [los = los chicos]

As shown in the chart, the direct object pronoun (DOP) marked in blue, is placed before the **conjugated verb** in **bold** (but after the subject pronoun). If the sentence is negative, the negative word "no" precedes the DOP:

Subject Pronoun + DOP + **Conjugated verb**

Yo (no) lo **estudio**. [lo = español]

Yo (no) los **escucho**. [los = los chicos]

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INDEX

B

beginning spanish
¡HOLA! Spanish 1 (Tseng and Lemari)

E

español

1: Capítulo 1
1.1: Introducción musical - ¡Hola! ¿Cómo te llamas?
1.10: Gramática- ¿Formal o informal?
1.11: En contexto- ¿Cuántos libros hay?
1.12: Gramática- El género y el número de los sustantivos
1.13: Gramática- Los sustantivos y los artículos
1.14: En contexto- Los artículos indefinidos y definidos / Hay
1.15: Gramática- Los artículos indefinidos y definidos / Hay
1.16: Lectura- Una nota de Pedro
1.17: Cultura- Chile
1.18: Cultura- Los hispanos en los Estados Unidos
1.19: Video- Los saludos y la nacionalidad de los países latinos
1.2: Introducción- Tips on learning vocabulary
1.20: Video- ¿Cómo te llamas? Adiós
1.21: Video- ¿Cómo estás?
1.22: Discusión escrita- Una entrevista sobre colores
1.23: Discusión escrita u oral- Preguntas con números
1.24: Discusión oral- Todo sobre mí
1.25: Sinopsis- ¡Hola! ¿Cómo te llamas?
1.3: Vocabulario- Los saludos y las presentaciones
1.4: Vocabulario- El alfabeto (abecedario)
1.5: Vocabulario- Los números 0-30
1.6: Vocabulario- Los números 30-100
1.7: Vocabulario- Los colores
1.8: Vocabulario- En el salón de clase
1.9: Vocabulario- Los mandatos en el salón de clase
2: Capítulo 2
2.1: Introducción musical- ¿Eres estudiante? ¿Dónde está tu universidad?
2.10: Gramática- La fecha y ¿Cuándo es tu cumpleaños?
2.11: Gramática- El verbo estar + preposiciones / ¿Dónde?
2.12: Lectura- Nos presentamos
2.13: Lectura- Los aimaras
2.14: Cultura- Bolivia
2.15: Video- ¿Cuántos años tienes? ¿Cuál es la fecha?
2.16: Video- ¿Cómo eres? ¿Cómo es tu amigo?
2.17: Video- ¿Cómo eres en casa, en el trabajo, y con los amigos?
2.18: Actividad escrita- Una carta a Manuel
2.19: Discusión oral- Fechas
2.2: Vocabulario- Los días, los meses y las expresiones de tiempo
2.20: Actividad colaborativa- El zodíaco chino
2.21: Sinopsis- ¿Eres estudiante?
2.3: Vocabulario- Los adjetivos descriptivos (físico y personalidad)
2.4: Vocabulario- Los países y las nacionalidades
2.5: Vocabulario- Los números 101+
2.6: Gramática- Los pronombres de sujeto
2.7: Gramática- El verbo ser y Ser + de
2.8: Gramática- La concordancia de adjetivos
2.9: Gramática- Los posesivos
3: Capítulo 3
3.1: Introducción musical- ¿Qué clases tomas? ¿A qué hora?
3.10: Gramática- El verbo tener
3.11: En contexto- Las expresiones con tener
3.12: Gramática- Expresiones con tener y tener + que
3.13: Gramática- La conjugación de los verbos regulares en -ar
3.14: En contexto- Los verbos regulares en -er/-ir
3.15: Gramática- La conjugación de los verbos regulares en -er/-ir
3.16: Gramática- Repaso de los verbos regulares "-ar", "-er", "-ir"
3.17: Lectura- Las clases de Mariela
3.18: Lectura- Estudio en el extranjero
3.19: Cultura- Ecuador
3.2: Introducción musical- Bailar, creer y compartir
3.20: Cultura- Las universidades UNAM y Complutense
3.21: Video- La UNAM
3.22: Video- ¿Qué hora es? ¿Qué haces cada día?
3.23: Discusión- Una entrevista- ¿A qué hora?
3.24: Discusión- Tu vida y tus preferencias
3.25: Discusión- Mi vida universitaria
3.26: Actividad colaborativa- En un restaurante
3.27: Actividad escrita- Una entrevista
3.28: Sinopsis- ¿Qué clases tomas? ¿Qué hora es?
3.3: Vocabulario- Los verbos regulares en -ar
3.4: Vocabulario- Los verbos regulares en -er/-ir
3.5: Vocabulario- La universidad
3.6: Vocabulario y gramática- Todas las preguntas
3.7: En contexto- La hora
3.8: Gramática- ¿Qué hora es?
3.9: En contexto- El verbo tener
4: Capítulo 4
4.1: Introducción musical- ¿Cómo pasas tu tiempo libre?
4.10: Gramática- Los verbos irregulares en la forma de "yo"
4.11: Lectura- El reportaje de Sebastián
4.12: Lectura- El fútbol es más que un deporte para mi familia
4.13: Cultura- Argentina
4.14: Cultura- El fútbol y el dominó
4.15: Video- ¿Qué hay en tu comunidad? ¿Cómo es tu ciudad?
4.16: Video- ¿Qué haces en tu tiempo libre?
4.17: Video- ¿Qué vas a hacer?
4.18: Video- Las vacaciones
4.19: Discusión- Mis gustos y preferencias
4.2: Vocabulario- Los lugares en la comunidad
4.20: Discusión- ¿Qué te gusta hacer?
4.21: Discusión- Preguntas y respuestas usando verbos irregulares
4.22: Discusión- ¿Qué hábitos tienes?
4.23: Presentación oral- Mi pasatiempo/deporte favorito
4.24: Actividad escrita- Mi música latina favorita
4.25: Actividad colaborativa- Los pasatiempos
4.26: Sinopsis- ¿Cómo pasas tu tiempo libre?
4.3: Vocabulario- Los pasatiempos
4.4: Vocabulario- Los adverbios de frecuencia
4.5: Vocabulario- Las palabras de secuencia, indefinidas y negativas
4.6: Gramática- El verbo gustar + infinitivo
4.7: Gramática- El verbo gustar + sustantivos
4.8: Gramática- El verbo ir y las contracciones al y del
4.9: Gramática- Ir + a + infinitivo y vocabulario para hablar del futuro
5: Capítulo 5
5.1: Introducción musical- ¿Qué haces todos los días?
5.10: Gramática- Los verbos con cambio de raíz (e-i)
5.11: Gramática- Los verbos con cambio de raíz (o-ue)
5.12: Lectura- La familia de Álex
5.13: Lectura- La diversidad en las familias
5.14: Cultura- Panamá
5.15: Video- ¿Cómo es tu familia?
5.16: Video- Háblame de tu familia
5.17: Video- La familia de Álex (y de Lula)
5.18: Video- Mi rutina diaria
5.19: Video- ¿Cuál es tu rutina diaria?

5.2: Vocabulario- La familia y las mascotas
5.20: Video- La rutina diaria de otras personas
5.21: Video- Los objetos de la rutina diaria
5.22: Discusión- Mi familia
5.23: Discusión- Mis mascotas
5.24: Discusión- Tu rutina diaria
5.25: Sinopsis- ¿Qué haces todos los días?
5.3: Vocabulario- Las partes del cuerpo
5.4: Vocabulario- La rutina diaria y los verbos reflexivos
5.5: Vocabulario- Los objetos de la rutina diaria
5.6: Gramática- Los verbos reflexivos (I)
5.7: Gramática- Los verbos reflexivos (II)
5.8: Más práctica- Los verbos reflexivos
5.9: Gramática- Los verbos con cambio de raíz (e-ie)
6: Capítulo 6
6.1: Introducción musical- Carnaval y fiestas
6.10: Gramática- Ser y estar
6.11: Gramática- El presente progresivo
6.12: Lectura- Mi fiesta de quinceañera
6.13: Lectura- Preparando tamales mexicanos para mi familia
6.14: Cultura- España
6.15: Cultura- Las comidas típicas y rápidas
6.16: Cultura- El Camino de Santiago
6.17: Cultura- Carnavales, ferias y fiestas en España
6.18: Video- ¿Qué están haciendo?
6.19: Video- ¿Cuáles son tus hábitos cada semana?
6.2: Introducción musical- Comidas y emociones
6.20: Video- ¿Cómo estás y por qué?
6.21: Video- En el supermercado
6.22: Discusión- Fiesta para la clase de español
6.23: Discusión- ¿Cómo celebras las fiestas?
6.24: Sinopsis- Comida y emociones
6.25: Sinopsis- ¡Nos vamos de fiesta!
6.3: Vocabulario- La comida
6.4: Vocabulario- La comida y las fiestas
6.5: Vocabulario- Las celebraciones tradicionales
6.6: Vocabulario- Las celebraciones de hoy
6.7: Vocabulario- Los adjetivos de emoción y condición
6.8: Gramática- Los objetos directos y los pronombres de los objetos directos
6.9: Gramática- El verbo estar + emociones

I

Irvine Valley College

¡HOLA! Spanish 1 (Tseng and Lemari)

S

SPAN

1: Capítulo 1
1.1: Introducción musical - ¡Hola! ¿Cómo te llamas?
1.10: Gramática- ¿Formal o informal?
1.11: En contexto- ¿Cuántos libros hay?
1.12: Gramática- El género y el número de los sustantivos
1.13: Gramática- Los sustantivos y los artículos
1.14: En contexto- Los artículos indefinidos y definidos / Hay
1.15: Gramática- Los artículos indefinidos y definidos / Hay
1.16: Lectura- Una nota de Pedro
1.17: Cultura- Chile
1.18: Cultura- Los hispanos en los Estados Unidos
1.19: Video- Los saludos y la nacionalidad de los países latinos
1.2: Introducción- Tips on learning vocabulary
1.20: Video- ¿Cómo te llamas? Adiós
1.21: Video- ¿Cómo estás?
1.22: Discusión escrita- Una entrevista sobre colores
1.23: Discusión escrita u oral- Preguntas con números
1.24: Discusión oral- Todo sobre mí
1.25: Sinopsis- ¡Hola! ¿Cómo te llamas?
1.3: Vocabulario- Los saludos y las presentaciones
1.4: Vocabulario- El alfabeto (abecedario)
1.5: Vocabulario- Los números 0-30
1.6: Vocabulario- Los números 30-100
1.7: Vocabulario- Los colores
1.8: Vocabulario- En el salón de clase
1.9: Vocabulario- Los mandatos en el salón de clase
2: Capítulo 2
2.1: Introducción musical- ¿Eres estudiante? ¿Dónde está tu universidad?
2.10: Gramática- La fecha y ¿Cuándo es tu cumpleaños?
2.11: Gramática- El verbo estar + preposiciones / ¿Dónde?
2.12: Lectura- Nos presentamos
2.13: Lectura- Los aimaras
2.14: Cultura- Bolivia
2.15: Video- ¿Cuántos años tienes? ¿Cuál es la fecha?
2.16: Video- ¿Cómo eres? ¿Cómo es tu amigo?
2.17: Video- ¿Cómo eres en casa, en el trabajo, y con los amigos?
2.18: Actividad escrita- Una carta a Manuel
2.19: Discusión oral- Fechas
2.2: Vocabulario- Los días, los meses y las expresiones de tiempo
2.20: Actividad colaborativa- El zodíaco chino
2.21: Sinopsis- ¿Eres estudiante?
2.3: Vocabulario- Los adjetivos descriptivos (físico y personalidad)
2.4: Vocabulario- Los países y las nacionalidades
2.5: Vocabulario- Los números 101+
2.6: Gramática- Los pronombres de sujeto
2.7: Gramática- El verbo ser y Ser + de
2.8: Gramática- La concordancia de adjetivos
2.9: Gramática- Los posesivos
3: Capítulo 3
3.1: Introducción musical- ¿Qué clases tomas? ¿A qué hora?
3.10: Gramática- El verbo tener
3.11: En contexto- Las expresiones con tener
3.12: Gramática- Expresiones con tener y tener + que
3.13: Gramática- La conjugación de los verbos regulares en -ar
3.14: En contexto- Los verbos regulares en -er/-ir
3.15: Gramática- La conjugación de los verbos

regulares en -er/-ir
3.16: Gramática- Repaso de los verbos regulares "-ar", "-er", "-ir"
3.17: Lectura- Las clases de Mariela
3.18: Lectura- Estudio en el extranjero
3.19: Cultura- Ecuador
3.2: Introducción musical- Bailar, creer y compartir
3.20: Cultura- Las universidades UNAM y Complutense
3.21: Video- La UNAM
3.22: Video- ¿Qué hora es? ¿Qué haces cada día?
3.23: Discusión- Una entrevista- ¿A qué hora?
3.24: Discusión- Tu vida y tus preferencias
3.25: Discusión- Mi vida universitaria
3.26: Actividad colaborativa- En un restaurante
3.27: Actividad escrita- Una entrevista
3.28: Sinopsis- ¿Qué clases tomas? ¿Qué hora es?
3.3: Vocabulario- Los verbos regulares en -ar
3.4: Vocabulario- Los verbos regulares en -er/-ir
3.5: Vocabulario- La universidad
3.6: Vocabulario y gramática- Todas las preguntas
3.7: En contexto- La hora
3.8: Gramática- ¿Qué hora es?
3.9: En contexto- El verbo tener
4: Capítulo 4
4.1: Introducción musical- ¿Cómo pasas tu tiempo libre?
4.10: Gramática- Los verbos irregulares en la forma de “yo”
4.11: Lectura- El reportaje de Sebastián
4.12: Lectura- El fútbol es más que un deporte para mi familia
4.13: Cultura- Argentina
4.14: Cultura- El fútbol y el dominó
4.15: Video- ¿Qué hay en tu comunidad? ¿Cómo es tu ciudad?
4.16: Video- ¿Qué haces en tu tiempo libre?
4.17: Video- ¿Qué vas a hacer?
4.18: Video- Las vacaciones
4.19: Discusión- Mis gustos y preferencias
4.2: Vocabulario- Los lugares en la comunidad
4.20: Discusión- ¿Qué te gusta hacer?
4.21: Discusión- Preguntas y respuestas usando verbos irregulares
4.22: Discusión- ¿Qué hábitos tienes?
4.23: Presentación oral- Mi pasatiempo/deporte favorito
4.24: Actividad escrita- Mi música latina favorita
4.25: Actividad colaborativa- Los pasatiempos
4.26: Sinopsis- ¿Cómo pasas tu tiempo libre?
4.3: Vocabulario- Los pasatiempos
4.4: Vocabulario- Los adverbios de frecuencia
4.5: Vocabulario- Las palabras de secuencia, indefinidas y negativas
4.6: Gramática- El verbo gustar + infinitivo
4.7: Gramática- El verbo gustar + sustantivos
4.8: Gramática- El verbo ir y las contracciones al y del
4.9: Gramática- Ir + a + infinitivo y vocabulario para hablar del futuro
5: Capítulo 5
5.1: Introducción musical- ¿Qué haces todos los días?
5.10: Gramática- Los verbos con cambio de raíz (e-i)
5.11: Gramática- Los verbos con cambio de raíz (o-ue)
5.12: Lectura- La familia de Álex
5.13: Lectura- La diversidad en las familias
5.14: Cultura- Panamá
5.15: Video- ¿Cómo es tu familia?
5.16: Video- Háblame de tu familia
5.17: Video- La familia de Álex (y de Lula)
5.18: Video- Mi rutina diaria
5.19: Video- ¿Cuál es tu rutina diaria?
5.2: Vocabulario- La familia y las mascotas
5.20: Video- La rutina diaria de otras personas
5.21: Video- Los objetos de la rutina diaria
5.22: Discusión- Mi familia
5.23: Discusión- Mis mascotas
5.24: Discusión- Tu rutina diaria
5.25: Sinopsis- ¿Qué haces todos los días?
5.3: Vocabulario- Las partes del cuerpo
5.4: Vocabulario- La rutina diaria y los verbos reflexivos
5.5: Vocabulario- Los objetos de la rutina diaria
5.6: Gramática- Los verbos reflexivos (I)
5.7: Gramática- Los verbos reflexivos (II)
5.8: Más práctica- Los verbos reflexivos
5.9: Gramática- Los verbos con cambio de raíz (e-ie)
6: Capítulo 6
6.1: Introducción musical- Carnaval y fiestas
6.10: Gramática- Ser y estar
6.11: Gramática- El presente progresivo
6.12: Lectura- Mi fiesta de quinceañera
6.13: Lectura- Preparando tamales mexicanos para mi familia
6.14: Cultura- España
6.15: Cultura- Las comidas típicas y rápidas
6.16: Cultura- El Camino de Santiago
6.17: Cultura- Carnavales, ferias y fiestas en España
6.18: Video- ¿Qué están haciendo?
6.19: Video- ¿Cuáles son tus hábitos cada semana?
6.2: Introducción musical- Comidas y emociones
6.20: Video- ¿Cómo estás y por qué?
6.21: Video- En el supermercado
6.22: Discusión- Fiesta para la clase de español
6.23: Discusión- ¿Cómo celebras las fiestas?
6.24: Sinopsis- Comida y emociones
6.25: Sinopsis- ¡Nos vamos de fiesta!
6.3: Vocabulario- La comida
6.4: Vocabulario- La comida y las fiestas
6.5: Vocabulario- Las celebraciones tradicionales
6.6: Vocabulario- Las celebraciones de hoy
6.7: Vocabulario- Los adjetivos de emoción y condición
6.8: Gramática- Los objetos directos y los pronombres de los objetos directos
6.9: Gramática- El verbo estar + emociones

SPAN1

¡HOLA! Spanish 1 (Tseng and Lemari)

Spanish

¡HOLA! Spanish 1 (Tseng and Lemari)
1: Capítulo 1
1.1: Introducción musical - ¡Hola! ¿Cómo te llamas?
1.10: Gramática- ¿Formal o informal?
1.11: En contexto- ¿Cuántos libros hay?
1.12: Gramática- El género y el número de los sustantivos
1.13: Gramática- Los sustantivos y los artículos
1.14: En contexto- Los artículos indefinidos y definidos / Hay
1.15: Gramática- Los artículos indefinidos y definidos / Hay
1.16: Lectura- Una nota de Pedro
1.17: Cultura- Chile
1.18: Cultura- Los hispanos en los Estados Unidos
1.19: Video- Los saludos y la nacionalidad de los países latinos
1.2: Introducción- Tips on learning vocabulary
1.20: Video- ¿Cómo te llamas? Adiós
1.21: Video- ¿Cómo estás?
1.22: Discusión escrita- Una entrevista sobre colores
1.23: Discusión escrita u oral- Preguntas con números
1.24: Discusión oral- Todo sobre mí
1.25: Sinopsis- ¡Hola! ¿Cómo te llamas?
1.3: Vocabulario- Los saludos y las presentaciones
1.4: Vocabulario- El alfabeto (abecedario)
1.5: Vocabulario- Los números 0-30
1.6: Vocabulario- Los números 30-100
1.7: Vocabulario- Los colores
1.8: Vocabulario- En el salón de clase
1.9: Vocabulario- Los mandatos en el salón de clase
2: Capítulo 2
2.1: Introducción musical- ¿Eres estudiante? ¿Dónde está tu universidad?
2.10: Gramática- La fecha y ¿Cuándo es tu cumpleaños?
2.11: Gramática- El verbo estar + preposiciones / ¿Dónde?
2.12: Lectura- Nos presentamos
2.13: Lectura- Los aimaras
2.14: Cultura- Bolivia
2.15: Video- ¿Cuántos años tienes? ¿Cuál es la fecha?
2.16: Video- ¿Cómo eres? ¿Cómo es tu amigo?
2.17: Video- ¿Cómo eres en casa, en el trabajo, y con los amigos?
2.18: Actividad escrita- Una carta a Manuel
2.19: Discusión oral- Fechas
2.2: Vocabulario- Los días, los meses y las expresiones de tiempo
2.20: Actividad colaborativa- El zodíaco chino
2.21: Sinopsis- ¿Eres estudiante?
2.3: Vocabulario- Los adjetivos descriptivos (físico y personalidad)
2.4: Vocabulario- Los países y las nacionalidades
2.5: Vocabulario- Los números 101+
2.6: Gramática- Los pronombres de sujeto
2.7: Gramática- El verbo ser y Ser + de
2.8: Gramática- La concordancia de adjetivos
2.9: Gramática- Los posesivos
3: Capítulo 3
3.1: Introducción musical- ¿Qué clases tomas? ¿A qué hora?
3.10: Gramática- El verbo tener
3.11: En contexto- Las expresiones con tener
3.12: Gramática- Expresiones con tener y tener + que
3.13: Gramática- La conjugación de los verbos regulares en -ar
3.14: En contexto- Los verbos regulares en -er/-ir

3.15: Gramática- La conjugación de los verbos regulares en -er/-ir
3.16: Gramática- Repaso de los verbos regulares "-ar", "-er", "-ir"
3.17: Lectura- Las clases de Mariela
3.18: Lectura- Estudio en el extranjero
3.19: Cultura- Ecuador
3.2: Introducción musical- Bailar, creer y compartir
3.20: Cultura- Las universidades UNAM y Complutense
3.21: Video- La UNAM
3.22: Video- ¿Qué hora es? ¿Qué haces cada día?
3.23: Discusión- Una entrevista- ¿A qué hora?
3.24: Discusión- Tu vida y tus preferencias
3.25: Discusión- Mi vida universitaria
3.26: Actividad colaborativa- En un restaurante
3.27: Actividad escrita- Una entrevista
3.28: Sinopsis- ¿Qué clases tomas? ¿Qué hora es?
3.3: Vocabulario- Los verbos regulares en -ar
3.4: Vocabulario- Los verbos regulares en -er/-ir
3.5: Vocabulario- La universidad
3.6: Vocabulario y gramática- Todas las preguntas
3.7: En contexto- La hora
3.8: Gramática- ¿Qué hora es?
3.9: En contexto- El verbo tener
4: Capítulo 4
4.1: Introducción musical- ¿Cómo pasas tu tiempo libre?
4.10: Gramática- Los verbos irregulares en la forma de “yo”
4.11: Lectura- El reportaje de Sebastián
4.12: Lectura- El fútbol es más que un deporte para mi familia
4.13: Cultura- Argentina
4.14: Cultura- El fútbol y el dominó
4.15: Video- ¿Qué hay en tu comunidad? ¿Cómo es tu ciudad?
4.16: Video- ¿Qué haces en tu tiempo libre?
4.17: Video- ¿Qué vas a hacer?
4.18: Video- Las vacaciones
4.19: Discusión- Mis gustos y preferencias
4.2: Vocabulario- Los lugares en la comunidad
4.20: Discusión- ¿Qué te gusta hacer?
4.21: Discusión- Preguntas y respuestas usando verbos irregulares
4.22: Discusión- ¿Qué hábitos tienes?
4.23: Presentación oral- Mi pasatiempo/deporte favorito
4.24: Actividad escrita- Mi música latina favorita
4.25: Actividad colaborativa- Los pasatiempos
4.26: Sinopsis- ¿Cómo pasas tu tiempo libre?
4.3: Vocabulario- Los pasatiempos
4.4: Vocabulario- Los adverbios de frecuencia
4.5: Vocabulario- Las palabras de secuencia, indefinidas y negativas
4.6: Gramática- El verbo gustar + infinitivo
4.7: Gramática- El verbo gustar + sustantivos
4.8: Gramática- El verbo ir y las contracciones al y del
4.9: Gramática- Ir + a + infinitivo y vocabulario para hablar del futuro
5: Capítulo 5
5.1: Introducción musical- ¿Qué haces todos los días?
5.10: Gramática- Los verbos con cambio de raíz (e-i)
5.11: Gramática- Los verbos con cambio de raíz (o-ue)
5.12: Lectura- La familia de Álex
5.13: Lectura- La diversidad en las familias
5.14: Cultura- Panamá
5.15: Video- ¿Cómo es tu familia?
5.16: Video- Háblame de tu familia
5.17: Video- La familia de Álex (y de Lula)
5.18: Video- Mi rutina diaria
5.19: Video- ¿Cuál es tu rutina diaria?
5.2: Vocabulario- La familia y las mascotas
5.20: Video- La rutina diaria de otras personas
5.21: Video- Los objetos de la rutina diaria
5.22: Discusión- Mi familia
5.23: Discusión- Mis mascotas
5.24: Discusión- Tu rutina diaria
5.25: Sinopsis- ¿Qué haces todos los días?
5.3: Vocabulario- Las partes del cuerpo
5.4: Vocabulario- La rutina diaria y los verbos reflexivos
5.5: Vocabulario- Los objetos de la rutina diaria
5.6: Gramática- Los verbos reflexivos (I)
5.7: Gramática- Los verbos reflexivos (II)
5.8: Más práctica- Los verbos reflexivos
5.9: Gramática- Los verbos con cambio de raíz (e-ie)
6: Capítulo 6
6.1: Introducción musical- Carnaval y fiestas
6.10: Gramática- Ser y estar
6.11: Gramática- El presente progresivo
6.12: Lectura- Mi fiesta de quinceañera
6.13: Lectura- Preparando tamales mexicanos para mi familia
6.14: Cultura- España
6.15: Cultura- Las comidas típicas y rápidas
6.16: Cultura- El Camino de Santiago
6.17: Cultura- Carnavales, ferias y fiestas en España
6.18: Video- ¿Qué están haciendo?
6.19: Video- ¿Cuáles son tus hábitos cada semana?
6.2: Introducción musical- Comidas y emociones
6.20: Video- ¿Cómo estás y por qué?
6.21: Video- En el supermercado
6.22: Discusión- Fiesta para la clase de español
6.23: Discusión- ¿Cómo celebras las fiestas?
6.24: Sinopsis- Comida y emociones
6.25: Sinopsis- ¡Nos vamos de fiesta!
6.3: Vocabulario- La comida
6.4: Vocabulario- La comida y las fiestas
6.5: Vocabulario- Las celebraciones tradicionales
6.6: Vocabulario- Las celebraciones de hoy
6.7: Vocabulario- Los adjetivos de emoción y condición
6.8: Gramática- Los objetos directos y los pronombres de los objetos directos
6.9: Gramática- El verbo estar + emociones

Spanish 1

¡HOLA! Spanish 1 (Tseng and Lemari)

V

verb stems

5.11: Gramática- Los verbos con cambio de raíz (o-ue)

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S

Sample Word 1 | Sample Definition 1

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By Page

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    - About the Authors - *CC BY-NC-SA 4.0*
    - About this ¡HOLA! Textbook - *Undeclared*
    - Licensing - *CC BY-NC-SA 4.0*
  - 1: Capítulo 1 - *CC BY-NC-SA 4.0*
    - 1.1: Introducción musical - ¡Hola! ¿Cómo te llamas? - *CC BY-NC-SA 4.0*
    - 1.2: Introducción- Tips on learning vocabulary - *CC BY-NC-SA 4.0*
    - 1.3: Vocabulario- Los saludos y las presentaciones - *CC BY-NC-SA 4.0*
    - 1.4: Vocabulario- El alfabeto (abecedario) - *CC BY-NC-SA 4.0*
    - 1.5: Vocabulario- Los números 0-30 - *CC BY-NC-SA 4.0*
    - 1.6: Vocabulario- Los números 30-100 - *CC BY-NC-SA 4.0*
    - 1.7: Vocabulario- Los colores - *CC BY-NC-SA 4.0*
    - 1.8: Vocabulario- En el salón de clase - *CC BY-NC-SA 4.0*
    - 1.9: Vocabulario- Los mandatos en el salón de clase - *CC BY-NC-SA 4.0*
    - 1.10: Gramática- ¿Formal o informal? - *CC BY-NC-SA 4.0*
    - 1.11: En contexto- ¿Cuántos libros hay? - *CC BY-NC-SA 4.0*
    - 1.12: Gramática- El género y el número de los sustantivos - *CC BY-NC-SA 4.0*
    - 1.13: Gramática- Los sustantivos y los artículos - *CC BY-NC-SA 4.0*
    - 1.14: En contexto- Los artículos indefinidos y definidos / Hay - *CC BY-NC-SA 4.0*
    - 1.15: Gramática- Los artículos indefinidos y definidos / Hay - *CC BY-NC-SA 4.0*
    - 1.16: Lectura- Una nota de Pedro - *CC BY-NC-SA 4.0*
    - 1.17: Cultura- Chile - *CC BY-NC-SA 4.0*
    - 1.18: Cultura- Los hispanos en los Estados Unidos - *CC BY-NC-SA 4.0*
    - 1.19: Video- Los saludos y la nacionalidad de los países latinos - *CC BY-NC-SA 4.0*
    - 1.20: Video- ¿Cómo te llamas? Adiós - *CC BY-NC-SA 4.0*
    - 1.21: Video- ¿Cómo estás? - *CC BY-NC-SA 4.0*
    - 1.22: Discusión escrita- Una entrevista sobre colores - *CC BY-NC-SA 4.0*
    - 1.23: Discusión escrita u oral- Preguntas con números - *CC BY-NC-SA 4.0*
    - 1.24: Discusión oral- Todo sobre mí - *CC BY-NC-SA 4.0*
    - 1.25: Sinopsis- ¡Hola! ¿Cómo te llamas? - *CC BY-NC-SA 4.0*
  - 2: Capítulo 2 - *CC BY-NC-SA 4.0*
    - 2.1: Introducción musical- ¿Eres estudiante? ¿Dónde está tu universidad? - *CC BY-NC-SA 4.0*
    - 2.2: Vocabulario- Los días, los meses y las expresiones de tiempo - *CC BY-NC-SA 4.0*
    - 2.3: Vocabulario- Los adjetivos descriptivos (físico y personalidad) - *CC BY-NC-SA 4.0*
    - 2.4: Vocabulario- Los países y las nacionalidades - *CC BY-NC-SA 4.0*
    - 2.5: Vocabulario- Los números 101+ - *CC BY-NC-SA 4.0*
    - 2.6: Gramática- Los pronombres de sujeto - *CC BY-NC-SA 4.0*
    - 2.7: Gramática- El verbo ser y Ser + de - *CC BY-*

NC-SA 4.0
- 2.8: Gramática- La concordancia de adjetivos - *CC BY-NC-SA 4.0*
- 2.9: Gramática- Los posesivos - *CC BY 4.0*
- 2.10: Gramática- La fecha y ¿Cuándo es tu cumpleaños? - *CC BY-NC-SA 4.0*
- 2.11: Gramática- El verbo estar + preposiciones / ¿Dónde? - *CC BY-NC-SA 4.0*
- 2.12: Lectura- Nos presentamos - *CC BY-NC-SA 4.0*
- 2.13: Lectura- Los aimaras - *CC BY-NC-SA 4.0*
- 2.14: Cultura- Bolivia - *CC BY-NC-SA 4.0*
- 2.15: Video- ¿Cuántos años tienes? ¿Cuál es la fecha? - *CC BY-NC-SA 4.0*
- 2.16: Video- ¿Cómo eres? ¿Cómo es tu amigo? - *CC BY-NC-SA 4.0*
- 2.17: Video- ¿Cómo eres en casa, en el trabajo, y con los amigos? - *CC BY-NC-SA 4.0*
- 2.18: Actividad escrita- Una carta a Manuel - *CC BY-NC-SA 4.0*
- 2.19: Discusión oral- Fechas - *CC BY-NC-SA 4.0*
- 2.20: Actividad colaborativa- El zodíaco chino - *CC BY-NC-SA 4.0*
- 2.21: Sinopsis- ¿Eres estudiante? - *CC BY-NC-SA 4.0*

◦ 3: Capítulo 3 - *CC BY-NC-SA 4.0*
- 3.1: Introducción musical- ¿Qué clases tomas? ¿A qué hora? - *CC BY-NC-SA 4.0*
- 3.2: Introducción musical- Bailar, creer y compartir - *CC BY-NC-SA 4.0*
- 3.3: Vocabulario- Los verbos regulares en -ar - *CC BY-NC-SA 4.0*
- 3.4: Vocabulario- Los verbos regulares en -er/-ir - *CC BY-NC-SA 4.0*
- 3.5: Vocabulario- La universidad - *CC BY-NC-SA 4.0*
- 3.6: Vocabulario y gramática- Todas las preguntas - *CC BY-NC-SA 4.0*
- 3.7: En contexto- La hora - *CC BY-NC-SA 4.0*
- 3.8: Gramática- ¿Qué hora es? - *CC BY-NC-SA 4.0*
- 3.9: En contexto- El verbo tener - *CC BY-NC-SA 4.0*
- 3.10: Gramática- El verbo tener - *CC BY-NC-SA 4.0*
- 3.11: En contexto- Las expresiones con tener - *CC BY-NC-SA 4.0*
- 3.12: Gramática- Expresiones con tener y tener + que - *CC BY-NC-SA 4.0*
- 3.13: Gramática- La conjugación de los verbos regulares en -ar - *CC BY-NC-SA 4.0*
- 3.14: En contexto- Los verbos regulares en -er/-ir - *CC BY-NC-SA 4.0*
- 3.15: Gramática- La conjugación de los verbos regulares en -er/-ir - *CC BY-NC-SA 4.0*
- 3.16: Gramática- Repaso de los verbos regulares "-ar", "-er", "-ir" - *CC BY-NC-SA 4.0*
- 3.17: Lectura- Las clases de Mariela - *CC BY-NC-SA 4.0*
- 3.18: Lectura- Estudio en el extranjero - *CC BY-NC-SA 4.0*
- 3.19: Cultura- Ecuador - *CC BY-NC-SA 4.0*
- 3.20: Cultura- Las universidades UNAM y Complutense - *CC BY-NC-SA 4.0*
- 3.21: Video- La UNAM - *CC BY-NC-SA 4.0*
- 3.22: Video- ¿Qué hora es? ¿Qué haces cada día? - *CC BY-NC-SA 4.0*
- 3.23: Discusión- Una entrevista- ¿A qué hora? - *CC BY-NC-SA 4.0*
- 3.24: Discusión- Tu vida y tus preferencias - *CC BY-NC-SA 4.0*
- 3.25: Discusión- Mi vida universitaria - *CC BY-NC-SA 4.0*
- 3.26: Actividad colaborativa- En un restaurante - *CC BY-NC-SA 4.0*
- 3.27: Actividad escrita- Una entrevista - *CC BY-NC-SA 4.0*
- 3.28: Sinopsis- ¿Qué clases tomas? ¿Qué hora es? - *CC BY-NC-SA 4.0*

◦ 4: Capítulo 4 - *CC BY-NC-SA 4.0*
- 4.1: Introducción musical- ¿Cómo pasas tu tiempo libre? - *CC BY-NC-SA 4.0*
- 4.2: Vocabulario- Los lugares en la comunidad - *CC BY-NC-SA 4.0*
- 4.3: Vocabulario- Los pasatiempos - *CC BY 4.0*
- 4.4: Vocabulario- Los adverbios de frecuencia - *CC BY 4.0*
- 4.5: Vocabulario- Las palabras de secuencia, indefinidas y negativas - *Undeclared*
- 4.6: Gramática- El verbo gustar + infinitivo - *CC BY-NC-SA 4.0*
- 4.7: Gramática- El verbo gustar + sustantivos - *CC BY-NC-SA 4.0*
- 4.8: Gramática- El verbo ir y las contracciones al y del - *CC BY-NC-SA 4.0*
- 4.9: Gramática- Ir + a + infinitivo y vocabulario para hablar del futuro - *CC BY-NC-SA 4.0*
- 4.10: Gramática- Los verbos irregulares en la forma de “yo” - *CC BY-NC-SA 4.0*
- 4.11: Lectura- El reportaje de Sebastián - *CC BY-NC-SA 4.0*
- 4.12: Lectura- El fútbol es más que un deporte para mi familia - *CC BY-NC-SA 4.0*
- 4.13: Cultura- Argentina - *CC BY-NC-SA 4.0*
- 4.14: Cultura- El fútbol y el dominó - *CC BY-NC-SA 4.0*
- 4.15: Video- ¿Qué hay en tu comunidad? ¿Cómo es tu ciudad? - *CC BY-NC-SA 4.0*
- 4.16: Video- ¿Qué haces en tu tiempo libre? - *CC BY-NC-SA 4.0*
- 4.17: Video- ¿Qué vas a hacer? - *CC BY-NC-SA 4.0*
- 4.18: Video- Las vacaciones - *CC BY-NC-SA 4.0*
- 4.19: Discusión- Mis gustos y preferencias - *CC BY-NC-SA 4.0*
- 4.20: Discusión- ¿Qué te gusta hacer? - *CC BY-*

NC-SA 4.0
- 4.21: Discusión- Preguntas y respuestas usando verbos irregulares - *CC BY-NC-SA 4.0*
- 4.22: Discusión- ¿Qué hábitos tienes? - *CC BY-NC-SA 4.0*
- 4.23: Presentación oral- Mi pasatiempo/ deporte favorito - *CC BY-NC-SA 4.0*
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- 5.5: Vocabulario- Los objetos de la rutina diaria - *CC BY-NC-SA 4.0*
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- 5.7: Gramática- Los verbos reflexivos (II) - *CC BY-NC-SA 4.0*
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- 5.17: Video- La familia de Álex (y de Lula) - *CC BY-NC-SA 4.0*
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- 6.6: Vocabulario- Las celebraciones de hoy - *CC BY-NC-SA 4.0*
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Title of Vocab

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el arrecife *(reef)*

Aud

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la bahía *(bay)*

Auc

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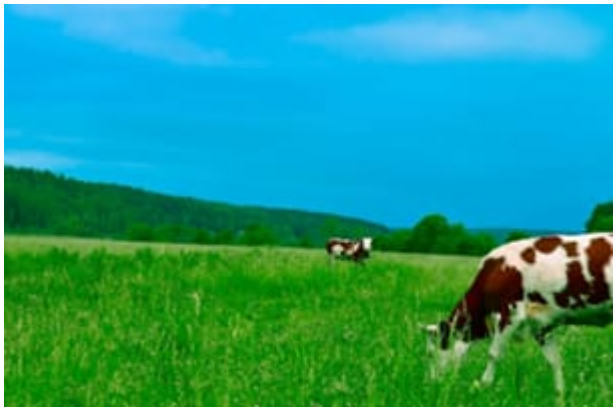


el bosque *(forest)*

Auc

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V i e w t h i s A u d i o o n l i n e

	el campo *(field, countryside)*	Auc *Th int ele is no av in thi for Vis the link or sca the QR coc to acc it onl* View this Audio online



la cordillera *(mountain range)*	

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V i e w t h i s A u d i o o n l i n e



la costa *(coast)*

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	el desierto *(desert)*	Aud *Th int ele is no ava in this for Vis the link or sca the QR cod to acc it onl* View this Audio online



la isla *(island)*

Auc

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V i e w t h i s A u d i o o n l i n e



el lago *(lake)*

Aud

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el mar *(sea)*

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la
montaña *(mountain)*

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la orilla *(seashore, riverbank)*

Auc

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la playa *(beach)*

Aud

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el río *(river)*

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la selva *(jungle)*

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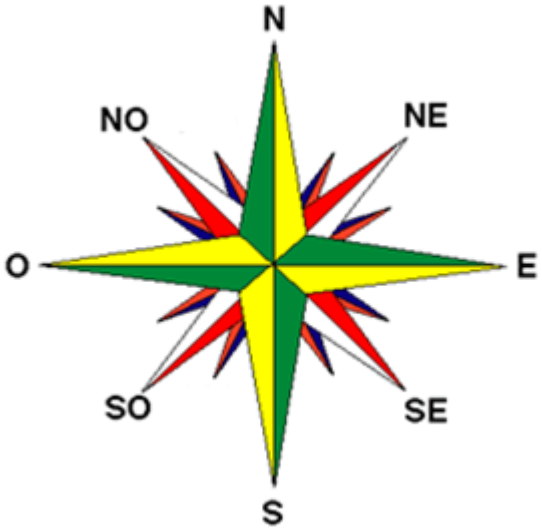
	los cuatro puntos cardinales: norte, sur, este, oeste *(four cardinal points: north, south, east, west)*	Auc *Th int ele is no av in thi for Vis the link or sca the QR coc to acc it onl* V i e w t h i s A u d i o o n l i n e

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    - 1.6: Vocabulario- Los números 30-100 - *CC BY-NC-SA 4.0*
    - 1.7: Vocabulario- Los colores - *CC BY-NC-SA 4.0*
    - 1.8: Vocabulario- En el salón de clase - *CC BY-NC-SA 4.0*
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    - 1.11: En contexto- ¿Cuántos libros hay? - *CC BY-NC-SA 4.0*
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    - 1.20: Video- ¿Cómo te llamas? Adiós - *CC BY-NC-SA 4.0*
    - 1.21: Video- ¿Cómo estás? - *CC BY-NC-SA 4.0*
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- 3.8: Gramática- ¿Qué hora es? - *CC BY-NC-SA 4.0*
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- 3.10: Gramática- El verbo tener - *CC BY-NC-SA 4.0*
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- 6.4: Vocabulario- La comida y las fiestas - *CC BY-NC-SA 4.0*
- 6.5: Vocabulario- Las celebraciones tradicionales - *CC BY-NC-SA 4.0*
- 6.6: Vocabulario- Las celebraciones de hoy - *CC BY-NC-SA 4.0*
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- 6.9: Gramática- El verbo estar + emociones - *CC BY-NC-SA 4.0*
- 6.10: Gramática- Ser y estar - *CC BY-NC-SA 4.0*
- 6.11: Gramática- El presente progresivo - *CC BY-NC-SA 4.0*
- 6.12: Lectura- Mi fiesta de quinceañera - *CC BY-NC-SA 4.0*
- 6.13: Lectura- Preparando tamales mexicanos para mi familia - *CC BY-NC-SA 4.0*
- 6.14: Cultura- España - *CC BY-NC-SA 4.0*
- 6.15: Cultura- Las comidas típicas y rápidas - *CC BY-NC-SA 4.0*
- 6.16: Cultura- El Camino de Santiago - *CC BY-NC-SA 4.0*
- 6.17: Cultura- Carnavales, ferias y fiestas en España - *CC BY-NC-SA 4.0*
- 6.18: Video- ¿Qué están haciendo? - *CC BY-NC-SA 4.0*
- 6.19: Video- ¿Cuáles son tus hábitos cada semana? - *CC BY-NC-SA 4.0*
- 6.20: Video- ¿Cómo estás y por qué? - *CC BY-NC-SA 4.0*
- 6.21: Video- En el supermercado - *CC BY-NC-SA 4.0*
- 6.22: Discusión- Fiesta para la clase de español - *CC BY-NC-SA 4.0*
- 6.23: Discusión- ¿Cómo celebras las fiestas? - *CC BY-NC-SA 4.0*
- 6.24: Sinopsis- Comida y emociones - *CC BY-NC-SA 4.0*
- 6.25: Sinopsis- ¡Nos vamos de fiesta! - *CC BY-NC-SA 4.0*

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