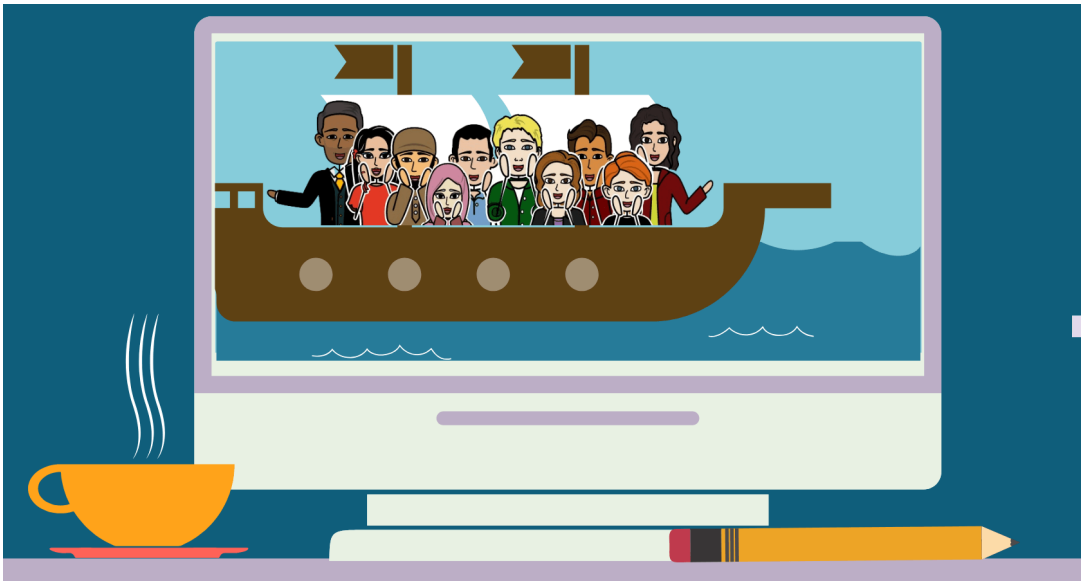
¡NAVEGUEMOS JUNTOS!



M. Barrio De Mendoza, K Gutiérrez, H.Ho, C. Lin, & A Stere Lugo
ASCCC Open Educational Resources Initiative

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¡Naveguemos Juntos!

An Introductory Spanish OER

Levels 1 and 2

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M. Barrio De Mendoza, K. Gutiérrez, H. Ho, C. Lin, A. Stere-Lugo

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About Naveguemos Juntos!

Naveguemos Juntos! Navigate with Us! welcomes you to the Spanish-speaking world and its language. This OER is designed to provide students access to interactive activities in order to reinforce the acquired knowledge of basic Spanish vocabulary and grammatical points. The activities presented in each chapter are contextualized and interconnected through the Spanish language and culture.

Naveguemos Juntos! was created for students taking the first year of Spanish. It is intended as an introductory Spanish course that covers levels 1 and 2 at community colleges. All resources found here are free! Instructors can use it as is, download a PDF of all the activities, or incorporate it in the LMS of their college (including Canvas). Furthermore, instructors have the option to adapt, edit, modify, and create their own version by using the LibreTexts' Remixer tool.

The goal of this OER is to help students access these free activities while saving them hundreds of dollars in costly homework platforms offered by commercial textbooks.

It is with great hope that the content provided in *Naveguemos Juntos!* fulfills the academic expectations across the community colleges in California.

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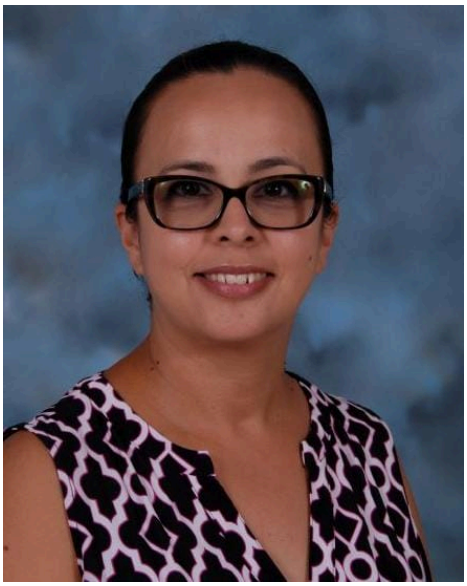
About the Authors

María Barrio De Mendoza



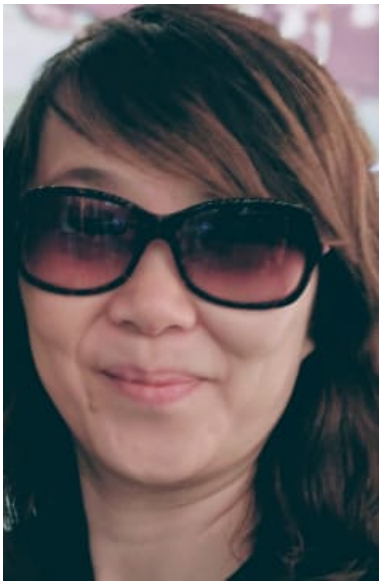
María Barrio De Mendoza was born and raised in Peru, South America. She is a third generation of educators in her family. She attended Peru's Nacional Mayor de San Marcos University, where she earned a bachelor's degree in Education with a concentration in biology and chemistry. In the U.S., she earned her master's degree in Spanish literature and linguistics from California State University, Long Beach. Throughout the years, she has taught at various institutions in the United States and abroad. In California, she has taught Spanish at nine community colleges, as Pasadena College, Long Beach City College, Glendale College, Santa Monica College, and several community colleges that form part of the California Community College District. She has also taught at California State University Long Beach. She has truly enjoyed working with the diverse population of students in Southern California. At El Camino College where she works as a full-time professor, she has been teaching different levels of Spanish. She feels so blessed to continue serving a community she calls home. She is also very pleased to make available *Naveguemos juntos!*, a no- cost OER to the Californian community college students.

Karla Gutiérrez



Karla Gutiérrez was born in Mexicali, Mexico and lived in the Mexicali-Calexico border area the first part of her life. She attended the Imperial Valley College where she started as an English as a Second Language student. She obtained an Associate's Degree and transferred to San Diego State University-Imperial Valley Campus where she got her Bachelor's Degree in Spanish. She then completed a Master's Degree in Spanish-American Literature at San Diego State University, San Diego Campus. After completing her Master's Degree, she earned a Spanish/English Translation Certificate from the University of California, San Diego. From 2001 to 2016, she worked as a part-time instructor at different community colleges and universities in San Diego County. In 2016 she was hired as a full-time instructor at Cuyamaca College where she is currently the World Languages Department Chair. During her time at Cuyamaca College, she has completed different trainings on equity-minded practices and served as the Open Educational Resources Initiative (OERI) Liaison. During her time as OERI Liaison, she took multiple trainings that prepared her to lead the *Naveguemos Juntos!* project.

Hsing Ho



Hsing Ho was born in Taiwan but her family is from Buenos Aires, Argentina and Sao Paulo, Brazil, South America. Since she was little, she fell in love with Romance languages. As a young child, she was curious about Spanish and Portuguese linguistics,

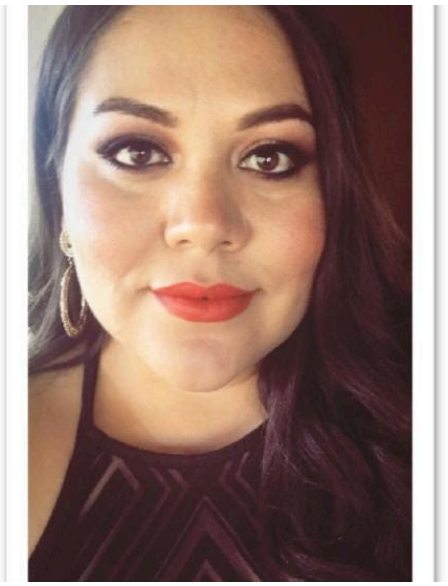
literature, and culture. Hsing Ho is an instructor of Spanish and Portuguese. She is currently teaching at Chaffey College and Rio Hondo College. She was a lecturer at California State University Long Beach for Spanish and Portuguese, and she has taught at Fullerton College. She got her BA in Spanish and Portuguese at UCLA and masters in Spanish Literature and Linguistics at California State University Long Beach. She has been teaching in higher education for over 15 years. Hsing strongly believes that access to resources should not be an obstacle for students in their educational journey. She applauds that OER allows all students to relieve the financial burden that the traditional textbooks bring. Lastly, she is very thankful to work alongside her amazing colleagues, and is super excited to share this Spanish 1 and 2 OER textbook *Naveguemos Juntos!* with everyone.

Ching Ping D. Lin



Ching Ping D. Lin was born in Singapore but her family moved to La Paz, Bolivia when she was 10 years old and learned how to speak Spanish within two months while helping waitressing at a Chinese restaurant where her family ate and learned the restaurant business. In junior high, she chose French as a second language requirement class instead of English (because her strong British accent displeased her teachers -being her first language); and discovered her passion and talent for languages. After completing her M.A. from CSUF, Ching Ping started teaching Spanish at the University of Redlands and San Bernardino Valley College in 1996. She has also taught at La Sierra University, Scripps College (The Claremont Colleges), Crafton Hills College, and currently teaches at Chaffey College and San Bernardino Valley College. It has been a privilege to be able to share all the classroom teachings she has acquired and employed by embarking on this Spanish OER textbook *Naveguemos Juntos!* with her colleagues.

Anaid Stere Lugo



Anaid Stere Lugo was born in Guasave, Sinaloa, Mexico, a city considered by locals to be the agricultural heartland of Mexico. In 2001, she moved to San Diego, California and has lived there since then. Anaid has over 10 years experience teaching at the community college and high school levels. She has taught at Cuyamaca and Southwestern Colleges. Anaid has completed PhD work in Spanish Linguistics at the University of Arizona. She has taught all levels of Spanish for beginners and heritage speakers. Anaid is committed to bringing to her classroom (online and face-to-face) more equitable practices. She completed the 2019-2020 Equity-Minded Teaching and Learning Institute (EMTLI) at Cuyamaca College. Anaid believes in creating a classroom environment in which her students feel welcomed, cared for, valued, and respected. She received the 2021 Outstanding Faculty Member Award. Anaid was among hundreds nominated by students for her teaching excellence and judged by the college Academic Senate Faculty Awards Committee. She also believes that this OER will benefit students from different community colleges across California. Anaid is very excited to embark on the "*Naveguemos juntos!*" journey with her students!

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Accessibility Information

Accessibility Considerations

As part of providing an accessible text, the authors have used several techniques to support all learners, including users of assistive technology.

- Content is organized with headings.
- Lists are used for examples and to emphasize content.
- Data tables are used to present verb conjugations and other grammatical examples.
  - Tables include meaningful captions.
  - Tables are labeled with column and row headers, depending on the content.
- When "bold" text is used for emphasis, the purpose is described in the text.
  - Before "bold" is used, it is described in the text so users of screen reading software can turn on the feature that announces changes in font styles.
- Meaningful images include alt text and captions while complex images are completely described in the page text.

General Accessibility Concerns

Page Language

LibreTexts does not currently support setting the page language to Spanish.

- Screen reading software may not recognize the correct language for all types of content in the text.
- Some English content may be mispronounced as Spanish language content, including
  - heading levels
  - "bold" text
  - table captions
  - image captions.

Activities

The interactive activities are H5P content which is different than LibreTexts. These activities do not currently support any language setting other than English. Users of screen reading software may have a better experience by changing the synthesizer language to Spanish. This will allow the screen reading software to pronounce the activities as Spanish language content.

JAWS with *Naveguemos Juntos!*

JAWS Language

Users may find that JAWS pronounces Spanish language content more consistently by setting the JAWS language to Spanish. This involves two steps.

Turn off JAWS Automatic Language Detection

1. Open the *Naveguemos Juntos!* page in the browser of your choice.
2. Type the JAWS Key + v to open the Quick Settings dialog box.
3. Type "language detect".
4. Type F6. JAWS should announce "Language Detect Change check box checked" if the setting is turned on.
5. Type the space bar to uncheck the option and turn off the automatic language detection.
6. If the check box is already unchecked, you do not need to change the setting.

7. Type Enter to close the JAWS Quick Settings dialog box.

Set the JAWS Language to Spanish

1. Type Windows Key + CTRL + L to open the Select a Language dialog box.
2. Choose a Spanish language option, such as Spanish (Mexico).
3. Type Enter to close the Select a Language dialog box.

Known Issues for JAWS and Chrome with *Naveguemos Juntos!*

- JAWS announces image caption text twice, the first time when initially navigating to the figure, then a second time after reading the image alt text.
  - Both times the image caption is announced with incorrect English pronunciation.
- JAWS announces table caption text twice, once with incorrect pronunciation and once with correct pronunciation.
- JAWS does not pronounce Spanish language hyperlinks correctly.
  - After reading a hyperlink, JAWS mispronounces the rest of the Spanish language content in a paragraph.
- JAWS announces list structure information in English instead of Spanish.
  - The list structure information is pronounced correctly in English.
- JAWS mispronounces some punctuation in Spanish language content, such as "colon" in headings.
- JAWS announces heading levels in English but mispronounces the information as Spanish language content when navigating by heading level.
- JAWS correctly pronounces heading levels in English when navigating with JAWS reading keys.
- JAWS does not read content consistently when the software feature to announce "bold" text is enabled.
- JAWS correctly pronounces "bold" in English instead of announcing it in Spanish ("en negrita").
  - After announcing some "bold" text, JAWS mispronounces the rest of the Spanish language content in a paragraph.

Known Issues for JAWS and FireFox with *Naveguemos Juntos!*

- JAWS announces image caption text twice, the first time when initially navigating to the figure, then a second time after reading the image alt text.
  - The first time the caption is announced with incorrect English pronunciation.
  - The second time the caption is announced with correct Spanish pronunciation.
- JAWS mispronounces the table caption as a label for the table.
  - The table caption text is pronounced correctly as Spanish language content.
- JAWS does not pronounce Spanish language hyperlinks correctly.
  - After reading a hyperlink, JAWS mispronounces the rest of the Spanish language content in a paragraph.
- JAWS announces list structure information in English instead of Spanish.
  - The list structure information is pronounced correctly in English.
- JAWS mispronounces some punctuation in Spanish language content, such as "colon" in headings.
- JAWS announces heading levels in English but mispronounces the information as Spanish language content when navigating by heading level.
- JAWS correctly pronounces heading levels in English when navigating with JAWS reading keys.
- JAWS does not read content consistently when the software feature to announce "bold" text is enabled.
  - Some "bold" text is not recognized by JAWS.
- JAWS correctly pronounces "bold" in English instead of announcing it in Spanish ("en negrita").
  - After announcing some "bold" text, JAWS mispronounces the rest of the Spanish language content in a paragraph.

NVDA with *Naveguemos Juntos!*

Known Issues for NVDA and Chrome with *Naveguemos Juntos!*

- NVDA announces list structure information in English instead of Spanish.
  - The list structure information is mispronounced in English.
- NVDA announces table captions twice.
- NVDA announces table column and row headers twice.

    - "Column" and "row" are announced in English but mispronounced in Spanish.
- NVDA announces heading levels in English but mispronounces the information as Spanish language content.
- NVDA moves the focus to the "Page settings" button unexpectedly.
    - When reading a paragraph that contains a hyperlink, navigating with Tab moves to the "Page settings" button instead of the next hyperlink on the page.

Known Issues for NVDA and Firefox with *Naveguemos Juntos!*

- NVDA announces list structure information in English instead of Spanish.
    - The list structure information is mispronounced in English.
- NVDA announces table captions twice.
- NVDA announces table "column" and "row" information in English but mispronounces it as Spanish language content.
- NVDA announces heading levels in English but mispronounces the information as Spanish language content.
- NVDA moves the focus to the "Contents" button unexpectedly.
    - When reading a paragraph that contains a hyperlink, tab moves to the "Contents" button instead of the next hyperlink on the page.

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1: CAPÍTULO 1- HOLA, ¿CÓMO ESTÁS?

1.1: Vocabulario 1- Saludos y despedidas

1.2: El alfabeto (el abecedario)

1.2.1: Práctica- El alfabeto (el abecedario)

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1.6.1: Práctica- La hora con el verbo "ser"

1.7: Lectura- Nota de Pedro

1.8: Video- Los saludos de los países latinos

1.9: Chile

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1.1: Vocabulario 1- Saludos y despedidas

Hola, ¿cómo estás?

Vocabulario

In the video below, you will find the vocabulary from this chapter. Watch the video and repeat the vocabulary after each slide. Download the vocabulary list.

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

Figure 1.1.1*Video*.1.1.1: Hola ¿Cómo estás? (CC-BY-NC 4.0; Anaid Stere Lugo via YouTube)

Ejemplo

In the video below, you will see Keiko and Omar greeting each other in Spanish. Pay attention to the greetings and farewells and how they ask each other for personal information.

YouTube Video

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View this YouTube Video online

Figure 1.1.2*Video*.1.1.2: Una conversación: ¿Cómo te llamas? ¿De dónde eres? (CC-BY-NC 4.0; Anaid Stere-Lugo via YouTube)

Actividades

Complete this activity based on the previous video.

Interactive Content

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View this Interactive Content online

Now complete the following activities based on the vocabulary list.

Interactive Content

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1.2: El alfabeto (el abecedario)

The alphabet

Pronunciation

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Alphabet chart

Letra	Nombre	Ejemplo	Pronunciación
A	a	Argentina, América	“ah” in “aloha”
B	be	Bolivia, Belén	bebé
C	ce	Carlos, Cecilia	C + a/o/u/consonante = *kuh* & C + e/i = *suh*
Ch	che	China, chico	"ch" (like "chair", "chin")
D	de	Dolores, Dinamarca	“d” sound, softens between two vowels
E	e	Elena, elefante	“ay” (like “may”)
F	efe	Francia, Fabio	
G	ge	Gustavo, gato, gente	G + a/o/u/consonante = *guh* & G + e/i = *hey, Himalaya*
H	hache	Humberto, hola	The ‘h’ is SILENT, thus “hola” sounds the same as “ola”
I	i	Isabel, iglesia	“ee” (like “me”, “see”, “pea”)
J	jota	Japón, jalapeño	Like the sound “h” in English (as “home”)
K	ka	Keiko, Kodac	
L	ele	Laura, Lupita	
Ll	elle	lleno, llanta	The Ll makes a “y” sound
M	eme	Marta, Martín	
N	ene	Nicaragua, nada	
Ñ	eñe	piña, años	ñ = “ny” as in “opinion”
O	o	Octavio, Olga	“o” as in “Ohio”
P	pe	Pablo, pasta	

Letra	Nombre	Ejemplo	Pronunciación
Qu	cu	queso, quince	The vowel “u” goes with letter Q but not pronounced. The vowel(s) after ‘qu' is pronounced as in “keso” for "queso".
R, RR	ere, erre	Ricardo, caro, carro	The R is rolled if a word begins with R or if RR
S	ese	Sergio, Suzana	
T	te	Teresa, Tomás, té	
U	u	Uruguay, último	“oo” sound like “moon”
V	ve	Valencia, verde	“b” sound, some countries a little softer
W	doble ve	Washington	
X	equis	México, examen	"h" sound as in México ("mé-hee-co"); and “ks” sound, like “ek-samen”
Y	i griega	yogur, ya	
Z	zeta	Zacatecas, lápiz	“s” sound

Some Variations

As with any language, there are regional variations within the Spanish language.

- The letter V can be pronounced “ve” or “uve”;
- The letter W can be “doble ve”, “ve doble”, “doble uve” or “uve doble”
- The letter Y can be “ye” or “i griega”
- Some countries say the double R as “erre” while others say “doble ere”
- The Y and LL are pronounced like a “shuh” or “zhuh” in Argentina and Uruguay.
- For the letter X there are a few words that make a “huh” sound instead of the KS. They are older words (usually names Xavier = Javier, Ximena = Jimena), like México and Don Quixote.
- In Spain, the letters Z and “ce” and “ci” make a “thuh” sound instead of the “S” sound. Thus “cinco” in Spain is pronounced as “thinko” (not as “sinko”).

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Pronunciación de las vocales

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The key to your Spanish pronunciation and comprehension is mastery of the vowels.

There is only one way to pronounce each of these letters.

A – ah (in "**a**loha")

E – eh (in "**e**lephant")

I – ee (in "**ea**gle")

O – oh (in "**O**hio")

U – oo (in "s**ou**p")

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1.2.1: Práctica- El alfabeto (el abecedario)

The alphabet

Now that you have reviewed the information about the alphabet, complete the following activities.

Actividades

Practice Spanish words and sounds as you listen to the audio recording. Write down the words you hear.

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Figure 1.2.1.1.2.1.1: Spanish Alphabets 1. (CC-BY-NC 4.0; Hsing Ho via YouTube)

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Figure 1.2.1.1.2.1.2: Spanish Alphabets 2. (CC-BY-NC 4.0; Hsing Ho via YouTube)

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1.3: 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 there is a masculine noun is a mixed-gender group:

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.

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1.3.1: Práctica- Los sustantivos y los artículos

Nouns and articles

Now that you have reviewed the information about nouns and articles, complete the following activities.

Actividades

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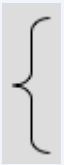
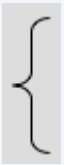
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1.4: Pronombres personales y el verbo "ser"

Subject pronouns and the verb "ser"

Subject Pronouns

In Spanish, pronouns are used to clarify or emphasize the subject. In most cases, they are optional because you can tell what the subject is by looking at the verb conjugation (ending).

		Singular					**Plural**
1st		yo		I	1st		nosotros, n
2nd		tú, vos*		you (familiar)	2nd		vosotros, v
3rd		usted (Ud.) él ella		you (formal) he she	3rd		ustedes (U ellos ellas

Observations

(In the following list of observations, all subject pronouns are in **bold**.)

- **Tú** is a familiar pronoun used for people you address by first name or whom you know well. ***Vos** is used instead of tú in Argentina, Costa Rica, El Salvador, Paraguay, Uruguay, and elsewhere in Spanish Speaking countries.
- **Usted (Ud.)** is a formal pronoun used for people you address by title, by last name, a figure with authority, or whom you don't know well.
- **Vosotros and vosotras** is a familiar plural pronoun used only in Spain for people you address by first name.
- **Ustedes (Uds.)** is a formal plural pronoun in Spain. In other Spanish speaking countries, it is formal or informal and designates only the plural.
- **Nosotros, vosotros,** and **ellos** are used when referring to all male groups or groups that have at least one male person.
- **Nosotras, vosotras,** and **ellas** are used when referring to all female groups.

SER

Conjugation

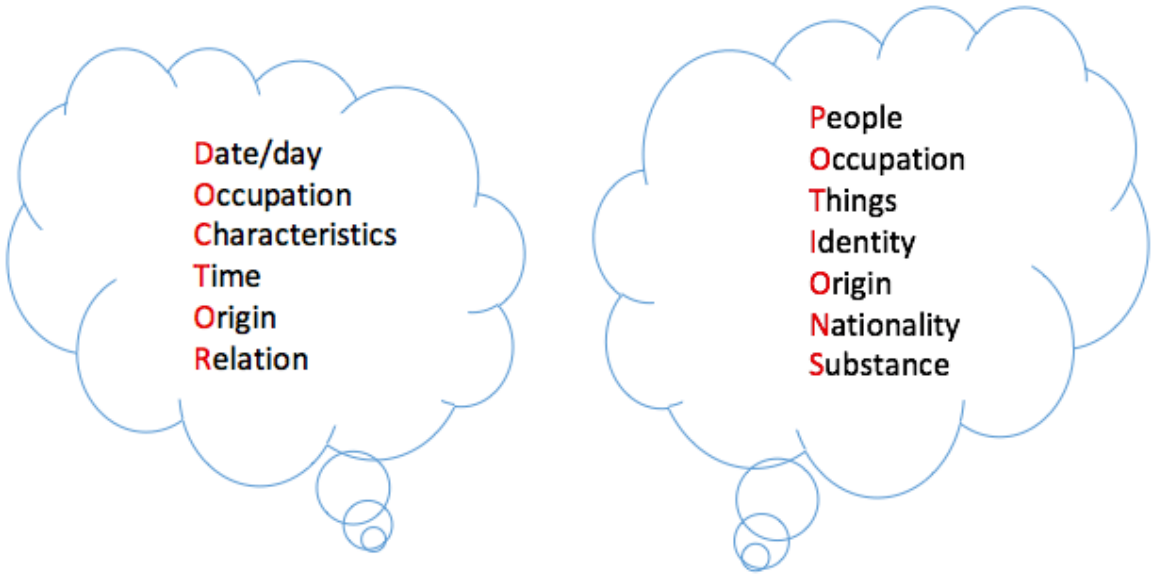
This is the term used to emphasize who is the "doer" of the action. Unlike English, all Spanish verbs have six conjugations.

		Singular						**Plural**
1st		yo		soy	*I am*	1st		nosotros
2nd		tú		eres	*you are*	2nd		vosotros

3rd	{	usted él ella	}	es	*you are* *he is* *she is*	3rd	{	ustedes ellos ellas

Uses

There are two different mnemonic devices to help you remember the uses of "ser". Use the acronyms DOCTOR, or POTIONS to remember the different uses of the verb "ser".



In the following list, all the words referring to the acronyms above are in **bold**.

- **Date and day:** "Hoy es el veinte de mayo." "Mañana es martes." ("Today is May 20th." "Tomorrow is Tuesday.")
- **Occupation:** "Juan es estudiante." "Daniel es profesor." ("Juan is a student." "Daniel is a professor.")
- **Characteristics** (how someone is like): "Hugo es alto." ("Hugo is tall."), **People, Substance** (what something is made of)**:** "La computadora es de plástico." ("The computer is made of plastic.")
- **Time:** "Es la una en punto." "Son las cuatro menos cuarto." ("It is one o'clock." "It is three forty five.")
- **Origin or Nationality:** "Yo soy del Perú." "Ellos son ecuatorianos." ("I am from Peru." "They are Ecuadorians.")
- **Relation:** "Ella es mi madre." "El señor Pérez es mi profesor de español." ("She is my mother." "Mr. Pérez is my Spanish professor.")
- **Things:** "El libro es nuevo." "La clase de español es importante." ("The book is new." "Spanish Class is important.")
- **Identity:** "-¿Eres Mauro? -No, soy Sergio." ("-Are you Mauro? -No, I am Sergio.")
- When describing someone or something with more than one adjective, the adjectives are connected with "y" (*and*). "Tito es guapo y alto." ("Tito is handsome and tall.")
- If the word "y" appears before a word that starts with "i-" or "hi-", "y" changes to "e". " "Alicia es bonita e inteligente." ("Alicia is pretty and intelligent.")
- **Possession:** The verb ser is also used to talk about something that belongs to someone. The preposition used is "de". When used with the masculine article "el": "de + el" will contract to "del". **Example:** "Los libros son del profesor Martínez." BUT "Los libros son de la profesora Jiménez." To ask to whom something belongs to in Spanish, we say: "¿De quién/quiénes son los libros?"

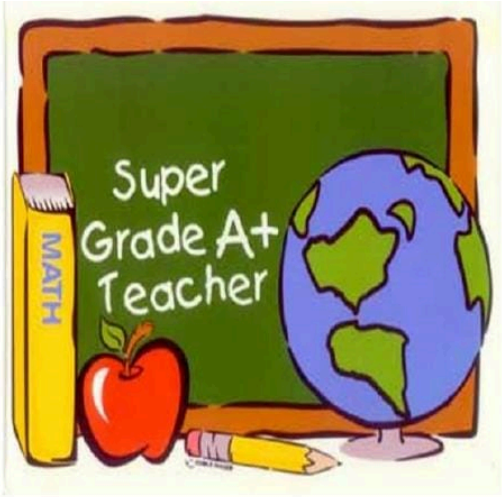
¡Ojo! Unlike English, Spanish does not use the article (definite or indefinite) with a profession. The indefinite article is only used when there is an adjective describing the profession. Compare the following two sentences:



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Figure 1.4.1: Elisa es profesora de matemáticas.

Elisa is a Mathematics professor.



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Figure 1.4.2: Elisa es una profesora excelente.

Elisa es an excellent professor.



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Figure 1.4.3: Arturo es estudiante.

Arturo is a student.



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Figure 1.4.4: Arturo es un estudiante inteligente.

Arturo is an intelligent student.

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1.4.1: Práctica- Pronombres personales y el verbo "ser"

Subject pronouns and the verb "ser"

Now that you have reviewed the information about subject pronouns and the verb "ser", complete the following activities.

Actividades

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1.5: Los números 0-199

Numbers 0-199

In this lesson, we will be going over numbers 0-199. In addition, we are going to use question words “cuántos/cuántas” (*how many*) and the expression “hay” and “no hay” (*there is/are, there isn’t/aren’t*).

Números 0-10

0 cero
1 uno (when counting a noun, use: un/una)
2 dos
3 tres
4 cuatro
5 cinco
6 seis
7 siete
8 ocho
9 nueve
10 diez

Números 11-15

11 once
12 doce
13 trece
14 catorce
15 quince

Números 16-19

16 dieciséis
17 diecisiete
18 dieciocho
19 diecinueve

Números 20-29

20 veinte
21 veintiuno (veintiún/ventiuna)
22 veintidós
23 veintitrés
24 veinticuatro
25 veinticinco
26 veintiséis
27 veintisiete
28 veintiocho
29 veintinueve

Números 30-90

30 treinta

40 cuarenta
50 cincuenta
60 sesenta
70 setenta
80 ochenta
90 noventa

Números 30+

Using “y” between the tenths and the ones when expressing numbers 30+-99.

32 treinta y dos
43 cuarenta y tres
54 cincuenta y cuatro
65 sesenta y cinco
76 setenta y seis
87 ochenta y siete
99 noventa y nueve

Número 100

100 cien

Números 101+-199

For more than 100 and less than 200, the word “ciento” is used to refer to “100+”.

Cuántos, cuántas, hay and no hay

- ¿Cuántos días hay en una semana? (use “cuántos” with masculine nouns, like “días”)
  - Hay siete días en una semana.
- ¿Cuántas horas hay en un día? (use “cuántas” with masculine nouns, like “horas”)
  - Hay veinticuatro horas en un día.
- ¿Hay cien personas en el concierto?
  - No hay cien personas en el concierto. Hay muchas personas más.

Counting numbers vs. Counting a noun with number “one”

“Uno” is used to count numbers, as in 1, 2, 3 etc. (uno, dos, tres, etc.). When counting a noun with “one”, "uno" needs to be modified to “un” or “una” depending on the gender of the noun that you are counting. Look at the examples.

- ¿Hay treinta y un días en el mes de febrero? (use treinta y “un” días -"días" is a masculine noun)
  - No hay treinta y un días en el mes de febrero. Hay veintiocho días.
- ¿Cuántas sillas hay en el salón de clase? (91 sillas) (use noventa y “una” sillas -"sillas" is a feminine noun)
  - Hay noventa y una sillas en el salón de clase.
- ¿Cuántos coches hay en este estacionamiento (parking)? (181 coches)
- Hay ciento ochenta y un coches en este estacionamiento.

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1.5.1: Práctica- Los números 0-199

Numbers 0-199

Now that you have reviewed the information about numbers from 0 to 199, complete the following activities.

Actividades

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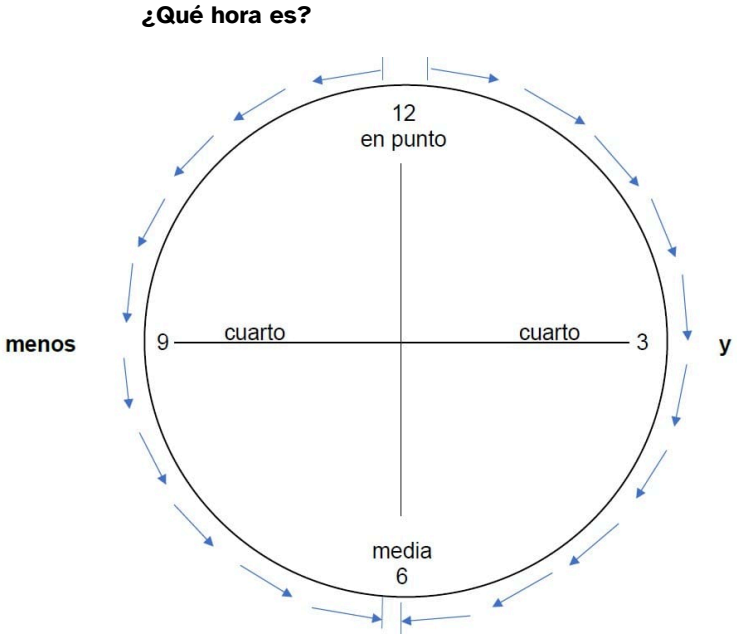
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1.6: La hora con el verbo "ser"

Telling the time with the verb "ser"

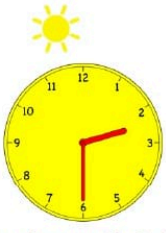


The clock above shows the different use of "y" and "menos" depending on where the minute hand is on the clock. "Y" is used for the first 30 minutes, and "menos" is used after that. Moreover, the word "cuarto" is used to indicate 15 minutes, and the word "media" to indicate thirty minutes. Lastly, "en punto" is used when the minute hand is on the twelve, as the translation to the English "o'clock".


Es la una de la tarde.


Son las doce y cuarto de la mañana.


Es mediodía.


Son las dos y media de la tarde.


Son las doce menos cinco de la noche.

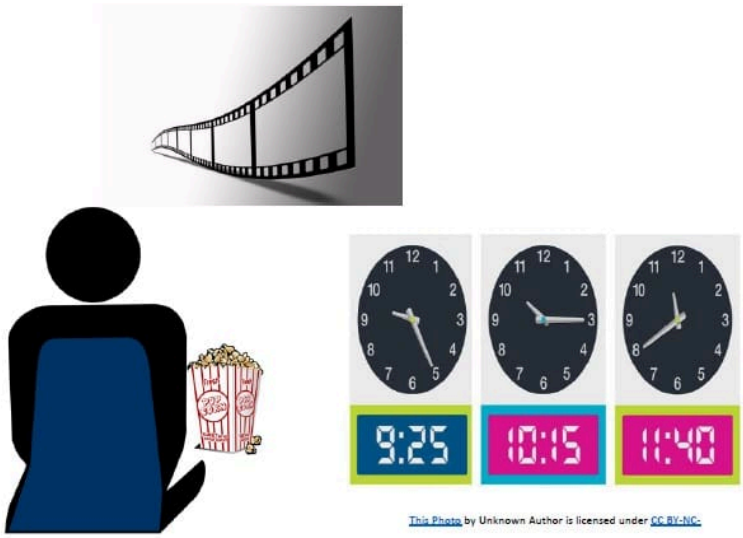
To tell the time

- The verb "ser" is used to express what time it is. To say "o'clock" use "en punto".

- "La hora" is feminine, therefore, when using "1", say "Es la una" or "Es la una y..." or "Es la una menos..."
- Starting from "2-12", use "Son las dos, tres, cuatro... doce"
- The arrows show that minutes 1-30 passed the hour is expressed by using "y".
- The arrows also show that minutes 31-59 before the hour is expressed by using " next hour + menos + minutes".
- Instead of using 15 (on either side of the clock), use "cuarto" (quarter).
- Instead of using 30, use "media" (half).
- 12:00 p.m. (noon) can also be expressed by saying: "Es el mediodía".
- 12:00 a.m. (midnight) can also be expressed by saying: "Es la medianoche".
- "de la mañana", "de la tarde", and "de la noche" are used to expressed specific time.
- "en la mañana" or "por la mañana", "en la tarde" or "por la tarde", and "en la noche" or "por la noche" are used to express general time period.
- In many Spanish speaking countries, "¿Qué horas son?" is also used colloquially.

Other time expressions

- "¿A qué hora es...?" is used to express "at what time an event takes place". This is different than telling the time as it refers to a single event and the verb "ser" will be conjugated in the third-person-singular-form: "¿A qué hora es la clase de español?" "¿A qué hora es la fiesta?"
- To answer the question or to express "at what time an event is", use: "es + a + la/las + hour": "La clase de español es a la una de la tarde." "La fiesta es a las siete de la noche." Note: a + el = al; therefore, when telling that an event takes place at noon: "es al mediodía."
- In daily life, a 12-hour format is usual in the Spanish speaking countries. However, a 24-hour timetable is expressed on transportation itineraries, movie schedules, official events, social invitations. "El tren sale a las 23:35 horas." "La película es a las 14:00 horas."



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1.6.1: Práctica- La hora con el verbo "ser"

Telling time with the verb "ser"

Now that you have reviewed the information on how to tell the time in Spanish, complete the following activities.

Actividades

Interactive Content

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1.7: Lectura- Nota de Pedro

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 del colegio comunitario. 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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Escritura

On a separate paper or document, reply to Pedro's note by greeting him, providing information about yourself (name, place of origin, nationality, your favorite class). Make sure to answer the two questions at the end of his note. Write at least 30 words in Spanish using a variety of vocabulary words and phrases. Once you finish, submit it to your instructor.

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1.8: Video- Los saludos de los países latinos

Spanish speaking countries and their greetings

There are twenty countries that have Spanish as their official language. There are nineteen Spanish speaking countries in Latin America and one in Europe (Spain). In addition to the countries that have Spanish as their official language, in the United States more than 40,000,000 people speak Spanish.

Spanish speaking countries and their nationalities

Here is the list of the twenty 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.

Countries and Nationalities

País (country)	Nacionalidad (versión masculina)	Nacionalidad (versión femenina)
Argentina	argentino	argentina
Bolivia	boliviano	boliviana
Chile	chileno	chilena
Colombia	colombiano	colombiana
Costa Rica	costarricense	costarricense
Cuba	cubano	cubana
Ecuador	ecuatoriano	ecuatoriana
El Salvador	salvadoreño	salvadoreña
España	español	española
Guatemala	guatemalteco	guatemalteca
Honduras	hondureño	hondureña
México	mexicano	mexicana
Nicaragua	nicaragüense	nicaragüense
Paraguay	paraguayo	paraguaya
Panamá	panameño	panameña
Perú	peruano	peruana
Puerto Rico	puertorriqueño	puertorriqueña
República Dominicana	dominicano	dominicana
Uruguay	uruguayo	uruguaya
Venezuela	venezolano	venezolana

Actividades

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

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El saludo de cada país latino

There are twenty 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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Figure 1.8.1.7.2: 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.

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

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1.9: Chile

Chile

Map



"South America Location CHI", by David Liuzzo, Wikimedia Commons is licensed under CC0 1.0

General Information

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 en los Andes y en el sur de Chile



"Ci-map-es", by CIA World Factbook, Wikimedia Commons is licensed under CC0 1.0

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.

El Parque Nacional Torres del Paine. Torres del Paine National Park is a popular tourist destination were visitors could admire its glaciers, lakes, and rivers in southern Chilean Patagonia. The Cordillera Paine is the centerpiece of the park. 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 “Moai”.

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 and the famous poet Pablo Neruda.

Actividad

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

Actividad

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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 icefield. 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 Hosteria 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 Los 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.

Actividad

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2: CAPÍTULO 2- LA UNIVERSIDAD Y EL COLEGIO COMUNITARIO

2.1: Vocabulario 2- La universidad

2.2: Verbos regulares "-ar"

2.2.1: Práctica- Verbos regulares "-ar"

2.3: Palabras interrogativas

2.3.1: Práctica- Palabras interrogativas

2.4: El verbo "gustar"

2.4.1: Práctica- El verbo "gustar"

2.5: "Estar" con preposiciones y adjetivos

2.5.1: Práctica- "Estar" con preposiciones y adjetivos

2.5.2: Práctica- "Estar" con preposiciones y adjetivos

2.6: Los números 200+

2.6.1: Práctica- Los números 200+

2.7: Lectura- Las clases de Mariela

2.8: Video- La UNAM

2.9: España

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2.1: Vocabulario 2- La universidad

La universidad y el colegio comunitario

Vocabulario

In the video below, you will find the vocabulary from this chapter. Watch the video and repeat the vocabulary after each slide. Download the vocabulary list.

YouTube Video

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Figure 2.1.1*Video*.2.1.1: Capítulo 2: La universidad y el colegio comunitario. (CC-BY-NC 4.0; Anaid Stere-Lugo via YouTube)

In the video below, you will find the vocabulary for the months of the year from this chapter. Watch the video and repeat the vocabulary. Download the vocabulary list.

YouTube Video

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Figure 2.1.2*Video*.2.1.2: Capítulo 2: Los meses del año. (CC-BY-NC 4.0; C. Lin via YouTube)

Ejemplo

In the video below, you will see Mariela and Álex talking about their classes. Pay attention to the classes they take and how they ask each other questions related to college.

YouTube Video

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Figure 2.1.3*Video*.2.1.3: Capítulo 2: La universidad y el colegio comunitario. (CC-BY-NC 4.0; Anaid Stere-Lugo via YouTube)

Actividades

Complete the activity below based on the previous video.

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Now complete the following activities based on the vocabulary list.

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2.2: Verbos regulares "-ar"

Regular "-ar" verbs

Verbs are words that show action or a state of being. In Spanish, the basic form of a verb, or "the infinitive form", has three endings which are "-ar", "-er", and "-ir". In the chart below, the infinitive endings are indicated in blue.

Infinitive form
bailar
comer
escribir

To make a sentence, a verb must be paired with a subject pronoun. In the chart below, all subject pronouns are in blue.

Singular	Plural
yo	nosotros/nosotras
tú	vosotros/vosotras
usted, él/ella	ustedes, ellos/ellas

When a verb is paired with a subject pronoun or noun, the infinitive ending changes. This is called "conjugating the verb". In the example below, the infinitive ending and the new ending are in blue.

Example
bailar

Yo bailo

To conjugate a regular "-ar" ending verb in the present tense, first remove the "-ar" ending.

After removal of "-ar"
Yo bail-

Then, replace the "-ar" ending with the following conjugated endings for regular "-ar" verbs. All endings are labeled in blue, as well as the subject they are conjugated to.

Subject Pronoun (Singular)	Conjugation of -ar (bailar)	Subject Pronoun (Plural)	C
Yo	bailo	nosotros, nosotras	ba
tú	bailas	vosotros, vosotras	ba
usted, él, ella	baila	ustedes, ellos, ellas	ba

In Spanish, the present tense is used to talk about three present tense meanings in English:

English		Spanish
1. Carlos listens to music. 2. Carlos is listening to music. 3. Carlos does listen to music.	}	Carlos escucha música.

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. The subject pronoun and their corresponding endings are labeled in blue.

Examples
Yo necesito **practicar** el español. Yo **no** dibujo mucho.

Common regular "-ar" verbs

List of common "-ar" verbs:
bailar - *to dance*
buscar - *to look (for) (as in "searching" for something/someone)*
caminar - *to walk*
cantar - *to sing*
cenar - *to have/eat dinner; (Spanish does not use "have/eat" dinner)*
comprar - *to buy*
contestar - *to answer*
conversar - *to converse; to chat*
desayunar - *to have/eat breakfast (Spanish does not use "have/eat" breakfast)*
descansar - *to rest*
desear - *to desire; to wish*
dibujar - *to draw*
enseñar - *to teach*

List of common "-ar" verbs:
escuchar - *to listen (to)*
esperar - *to wait (for); to hope*

¡Ojo! In Spanish, the verbs "buscar, escuchar, esperar", and "mirar" do not require the additional prepositions "at", "for" or "to" like English does, as they are already part of the verb.

Ejemplos:

-Yo busco unos libros en la biblioteca. -Nosotros esperamos el autobús de la escuela.

I look for some books at the library. We wait for the school bus.

-Los chicos escuchan la música de Juanes. -Sebastián mira los videos de la gramática para su clase de español.

The boys listen to Juanes' music. Sebastián watches the grammar videos for his Spanish class.

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2.2.1: Práctica- Verbos regulares "-ar"

Regular "-ar" verbs

Now that you have reviewed the information about "-ar" ending verbs, complete the following activities.

Actividades

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2.3: Palabras interrogativas

Forming questions in Spanish

In Spanish, when writing a question, an upside-down question mark (**¿**) is necessary at the beginning of the question and a regular question mark (**?**) is used at the end. There are two types of questions that we use:

1. Yes/No questions.
2. Questions that require information.

Yes/No Questions

There are four ways to ask a yes/no question:

By adding the question marks to a statement, and raising the pitch of your voice at the end of the sentence:

Statement	Question
	
Raquel estudia en la biblioteca.	¿Raquel estudia en la biblioteca?

By placing the subject pronoun after the verb:

Statement	Question
subject verb	**verb subject**
Raquel estudia en la biblioteca.	¿Estudia Raquel en la biblioteca?

By placing the subject pronoun at the end of the sentence:

Statement	Question
subject verb	**subject**
Raquel estudia en la biblioteca.	¿Estudia en la biblioteca Raquel?

By adding "¿no?" or "¿verdad?" at the end of a statement:

Statement	Question
Raquel estudia en la biblioteca.	Raquel estudia en la biblioteca, ¿no?
	Raquel estudia en la biblioteca, ¿verdad?

Questions that require information

Interrogative words are used to ask questions that require information. These words always carry a written accent mark.

List of interrogative words

Interrogative word	English	Interrogative word	Eng
¿Adónde?	*Where (to)?*	¿De dónde?	*Fro*
¿Cómo?	*How?*	¿Dónde?	*Wh*
¿Cuál?, ¿Cuáles?	*Which?, Which one(s)?*	¿Por qué?	*Wh*
¿Cuándo?	*When?*	¿Qué?	*Wh*
¿Cuánto/a?	*How much?*	¿Quién?	*Wh*
¿Cuántos/as?	*How many?*	¿Quiénes?	*Wh*



¿Qué música escuchas?

¿Cuándo escuchas música?

"Women's break" by eommina, Pixabay is licensed under CC0 1.0



¿Adónde viajan ellas?

¿Quiénes viajan?

"Women" by RoadLight, Pixabay is licensed under CC0 1.0

¡Ojo! "Why?" in Spanish is two words with a written accent: ¿por qué?. The answer "because", is written as one word without the written accent: porque.

¡Un poquito más! Some prepositions are attached to the question word or at the beginning of the question word. These prepositions are: "a" means "to", "para" means "for", "de" means "of" or "from". For examples: "quién/quiénes" mean "who", by adding "de" to "quién/quiénes" --> "de quién(es)" means "whose"; "a quién(es)" means "to whom"; and "para quién(es)" means "for whom".

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2.3.1: Práctica- Palabras interrogativas

Forming questions in Spanish

Now that you have reviewed the information on how to ask questions in Spanish, complete the following activities.

Actividades

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2.4: El verbo "gustar"

The verb "gustar"

Observations

- In the expression: "El gusto es mío", the noun "gusto" means "pleasure".
- As a verb, "gustar" means "to please" or "to be pleasing (to someone)".
- Spanish does not have a verb that directly means "to like". The closest verb for expressing likes and dislikes is the verb "gustar".
- Since "gustar" means "to please", a sentence in Spanish using a direct "subject-verb" conjugation like in English would be:

English		Spanish
I like Spanish.	≠	Yo gusto español.
		↓ ↓
		I please Spanish.
		↓
		As you can see, this sentence is incorrect.

To express likes in Spanish using "gustar", we will have to invert the subject pronoun and the direct object:

- The "someone" doing the action of liking is now receiving the action of being pleased.
- The "something" being liked is now doing the action of pleasing.
- The following chart shows the change of the "someone" as subject pronoun (crossed out) to "someone" as the receiver of the action (indirect object pronoun=IOP).
- The clarifier is the indirect object (IO). It clarifies who the IOP refers to.

(In the chart below, all words in blue reflect the replacement of the normal subject pronouns that are now the IOP and the clarifier (IO)).

subject pronoun	IOP	clarifier	subject pronoun	IOP	clarifier
~~yo~~	→ **me**	= a mí	~~nosotros, nosotras~~	→ **nos**	= a nosotros/as
~~tú~~	→ **te**	= a ti	~~vosotros, vosotras~~	→ **os**	= a vosotros/as
~~usted~~	→ **le**	= a usted	~~ustedes~~	→ **les**	= a ustedes
~~él~~	→ **le**	= a él	~~ellos~~	→ **les**	= a ellos
~~ella~~	→ **le**	= a ella	~~ellas~~	→ **les**	= a ellas

- The indirect object nouns (a + prepositional pronoun/noun) are added to emphasize or clarify who it is pleasing to.
- You will only use the verb "gustar" in the 3rd person singular or plural: "gusta" or "gustan".

Six key things that are different with the verb "gustar"

1. It always uses an indirect object pronoun.

2. It may also use and IO as clarifier: "a + name or prepositional pronoun or noun".
3. The clarifier goes in front of the sentence.
4. It only has two conjugations: "gusta" for actions (verbs in the infinitive -whether there is one or more than one verb) or for a singular noun; or "gustan" for plural nouns.
5. It is conjugated based on what comes after it.
6. If it is followed by a noun, it must include the definite article. If it is followed by a verb, the verb is not conjugated (infinitive) and the definite article is not used.

Complete conjugation

(In the chart below, all words in blue are used in sentences with the verb "gustar" in replacement of the normal subject pronouns.)

With verbs:

clarifier	IOP	verb	subject pronoun (verb)	clarifier
A mí	**me**	gust**a**	estudiar español.	A nosotros, a nos
A ti	**te**	gust**a**	estudiar español.	A vosotros, a vos
A usted	**le**	gust**a**	estudiar español.	A ustedes
A él	**le**	gust**a**	estudiar español.	A ellos
A ella	**le**	gust**a**	estudiar español.	A ellas

With singular nouns:

clarifier	IOP	verb	subject pronoun (sing. noun)	clarifier
A mí	**me**	gust**a**	la clase de español.	A nosotros, a n
A ti	**te**	gust**a**	la clase de español.	A vosotros, a v
A usted	**le**	gust**a**	la clase de español.	A ustedes
A él	**le**	gust**a**	la clase de español.	A ellos
A ella	**le**	gust**a**	la clase de español.	A ellas

With plural nouns:

clarifier	IOP	verb	subject pronoun (pl. noun)	clarifier
A mí	**me**	gust**an**	los idiomas.	A nosotros, a n
A ti	**te**	gust**an**	los idiomas.	A vosotros, a v
A usted	**le**	gust**an**	los idiomas.	A ustedes
A él	**le**	gust**an**	los idiomas.	A ellos
A ella	**le**	gust**an**	los idiomas.	A ellas

To express dislike, simply place the "no" directly in front of the IOP:

clarifier	*no*	IOP	verb	subject pronoun	clarifier	*no*	IOP	verb	subject pronoun
A Elsa	*no*	**le**	gust**a**	la música clásica.	A ellos	*no*	**les**	gust**a**	la música Reggaetón.

clarifier	*no*	IOP	verb	subject pronoun	clarifier	*no*	IOP	verb	subject pronoun
A ti	*no*	**te**	gust**a**	cenar tarde.	A nosotros	*no*	**nos**	gust**a**	cantar.
A mí	*no*	**me**	gust**an**	las matemáticas.	A vosotros	*no*	**os**	gust**an**	los problemas.

When expressing that you like something very much, the word "mucho" is always placed directly after the verb "gustar":

clarifier	IOP	verb	subject pronoun	clarifier	IOP	verb	subject pronoun
A Tito	**le**	gust**a**	*mucho* la fruta.	A nosotros	**nos**	gust**a**	*mucho* la fruta.
A mí	**me**	gust**a**	*mucho viajar*.	A las chicas	**les**	gust**a**	*mucho* viajar.
A usted	**le**	gust**an**	*mucho* los chocolates.	A ustedes	**les**	gust**an**	*mucho* los chocolates.

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2.4.1: Práctica- El verbo "gustar"

The verb "gustar"

Now that you have reviewed the information about "gustar", complete the following activities.

Actividades

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2.5: "Estar" con preposiciones y adjetivos

"Estar" with prepositions and adjectives

In 1.4.0 you learned how to conjugate the verb "ser" (*to be*). Unlike English, Spanish has a second verb that translates as "to be": "estar".

Conjugation

While it looks like a regular "-ar" verb, "estar" is an irregular verb because the "yo" form is irregular; and the endings of "tú, usted, él, ella, ustedes, ellos, ellas" require a written accent.

Singular	Conjugation	Plural	Conjugation
yo	estoy	nosotros/nosotras	estamos
tú	estás	vosotros/vosotras	estáis
usted, él/ella	está	ustedes, ellos/ellas	están

Uses of "estar"

The acronym used to help you remember the uses of "estar" is PLACE:



In the following list, the words that refer to the acronym PLACE are indicated in **bold**.

- **Position:** "El libro está encima de la mesa." "El lápiz está en la mochila." ("The book is on top of the table." "The pencil is in the backpack.")
- **Location:** "Ramiro está en la oficina." "Inés está en casa." ("Ramiro is at the office." "Inés is at home.")
- **Action:** "Ellos están hablando". "Beto está caminando." ("They are talking." "Beto is walking.")
- **Condition:** "Estoy enfermo." "Laura está preocupada." ("I am sick (ill)." "Laura is worried.")
- **Emotion:** "Tú estás feliz." "Vosotros estáis tristes." ("You are happy." "You are sad.")



Inés está en casa.

"laptop" by Hatice EROL, Pixabay is licensed under CC0 1.0



Beto está caminando.

"Walking" by ijmaki, Pixabay is licensed under CC0 1.0



Estoy enfermo.

"Catch a cold" by Conmongt, Pixabay is licensed under CC0 1.0

Common prepositions and adverbs used with location are:

al lado de	*next to*	**delante de**	*in front of (not facing)*
a la derecha de	*to the right of*	**detrás de**	*behind*
a la izquierda de	*to the left of*	**en**	*in; on; at*
allá	*over there*	**encima de**	*on top of*
allí	*there*	**en frente de**	*in front of (facing)*
aquí	*here*	**entre**	*between*
cerca de	*near*	**lejos de**	*far from*
con	*with*	**sin**	*without*
debajo de	*below*	**sobre**	*on; over*

Common adjectives of condition and emotion are:

abierto/a	*open*	**contento/a**	*content*	**listo/a**	*ready*
aburrido/a	*bored*	**desordenado/a**	*messy; disorderly*	**nervioso/a**	*nervous*
alegre	*happy*	**enamorado/a (de)**	*in love (with)*	**ocupado/a**	*busy*
avergonzado/a	*embarrassed*	**enojado/a**	*angry*	**ordenado/a**	*tidy; orderly*
cansado/a	*tired*	**enfermo/a**	*sick (ill)*	**preocupado/a (por)**	*worried (about)*
cerrado/a	*closed*	**equivocado/a**	*wrong*	**seguro/a**	*sure*
cómodo/a	*comfortable*	**feliz**	*happy*	**sucio/a**	*dirty*
confundido/a	*confused*	**limpio/a**	*clean*	**triste**	*sad*

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2.5.1: Práctica- "Estar" con preposiciones y adjetivos

"Estar" with prepositions and adjectives

Now that you have reviewed the information about the verb "estar", complete the following activities.

Actividades

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2.5.2: Práctica- "Estar" con preposiciones y adjetivos

"Estar" with prepositions and adjectives

Now that you have reviewed the information about the verb "estar", complete the following activities.

Actividades

Query

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2.6: Los números 200+

Numbers 200+

In this lesson, we will be going over numbers 200 and above.

Números: Hundreds

You have learned in the previous chapter that "cien" is used for 100 and "ciento" is used for 101-199. Numbers starting with 200-900 will used the plural form of "ciento". Note the word "**o**" in "cient**os**" can be changed to "cient**a**s" when counting the nouns that are feminine; but there is no difference when counting only numbers or nouns that are masculine.

Number	Counting only	Masculine	Feminine
200	doscientos	doscientos	doscientas
300	trescientos	trescientos	trescientas
400	cuatrocientos	cuatrocientos	cuatrocientas
500	quinientos	quinientos	quinientas
600	seiscientos	seiscientos	seiscientas
700	setecientos	setecientos	setecientas
800	ochocientos	ochocientos	ochocientas
900	novecientos	novecientos	novecientas

Ejemplos

The nouns and the gender agreement of the numbers will be highlighted in bold in the chart below.

Number	Counting only	Counting using masculine nouns	Counting using feminine nouns
251	doscientos cincuenta y uno	doscient**o**s cincuenta y **un libros**	doscient**a**s cincuenta y **una plumas**
575	quinientos setenta y cinco	quinient**o**s setenta y cinco **libros**	quinient**a**s setenta y cinco **plumas**
762	setecientos sesenta y dos	setecient**o**s sesenta y dos **libros**	setecient**a**s sesenta y dos **plumas**
999	novecientos noventa y nueve	novecient**o**s noventa y nueve **libros**	novecient**a**s noventa y nueve **plumas**

Números: Thousands

1.000 mil

2.000 dos mil

5.000 cinco mil

10.000 diez mil

17.000 diecisiete mil

50.000 cincuenta mil

100.000 cien mil

170.000 ciento setenta mil

200.000 doscientos mil

500.000 quinientos mil

900.000 novecientos mil

- Unlike English, in Spanish, 1.000-9.999 are not expressed as pair of two-digit numbers nor has teen-hundreds. Modelo:
  - 1987 - nineteen eighty-seven: mil novecientos ochenta y siete
  - 2500 - twenty-five hundred: dos mil quinientos
- Unlike English, Spanish uses the period (.) instead of comma (,); and a comma (,) instead of a period (.)
  - thousand and beyond, a period is used. Modelo:
    - 1.000 - mil
    - 10.000 - diez mil
    - 100.000 - cien mil
    - 1.000.000 - un millón
  - decimals or cents, a comma is used. Modelo:
    - US $30,25 - treinta dólares y veinticinco centavos
    - US $0,99 - noventa y nueve centavos

Números: Millions

When counting millions in Spanish, the preposition "**de**" is used after the million (shown in **bold**). Look at the chart below. Note that there are no thousands, hundreds, tens nor ones after "millón" or "millones" when using "**de**".

Number	Counting only	Counting nouns
1.000.000	un millón	un millón **de** dólares
2.000.000	dos millones	dos millones **de** personas
12.000.000	doce millones	doce millones **de** carros
100.000.000	cien millones	cien millones **de** casas
1.000.000.000	mil millones	mil millones **de** estrellas

Modelo:

- ¿Cuántas personas hay en la ciudad de México, D.F.?
  - Hay ocho millones ochocient**a**s cincuenta y cinco mil person**a**s en la ciudad de México D.F. (8.855.000 personas).
- ¿Cuántas personas hay en Madrid, España?
  - Hay tres millones doscient**a**s veintitrés mil person**a**s en Madrid, España (3.223.000 personas).

Note that when counting nouns and expressing "hundreds", it needs to agree in gender with the noun used. The examples provided (above) are shown in **bold**.

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2.6.1: Práctica- Los números 200+

Numbers 200+

Now that you have reviewed the information about the numbers above 200, complete the following activities.

Actividades

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2.7: 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 computación en el colegio comunitario. Este semestre tomo cuatro clases: español, computación, 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 delante de los estudiantes y el pizarrón 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

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).

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Click on the sentence that best answers the question.

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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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2.8: 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 2.8.2.7.2: 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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2.9: España

España

Map



"EU location ESP", by David Liuzzo, CC BY-SA 4.0, Wikimedia Commons is licensed under CC0 1.0

General Information

La capital: Madrid

La ubicación: Europa en la península Ibérica

La moneda: el euro

Ciudades importantes: Barcelona, Sevilla y Valencia

La economía: industria de automóviles, productos químicos y farmacéuticos

El clima: hace mucho frío en el invierno y mucho calor en el verano.



"Sp-map-es", by CIA World Factbook, Wikimedia Commons is licensed under CC0 1.0

Interesting Facts

El flamenco es un baile tradicional muy conocido en España. Se origina en el sur de España sus raíces son una mezcla 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 gente se tira tomates todo el día. Los españoles usan toneladas de tomates en la celebración y todos se divierten lanzándose 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. La Sagrada Familia está en la ciudad de Barcelona. Gaudí es el arquitecto famoso que lo diseñó *(designed)*. La catedral está todavía en construcción desde el año 1882. La construcción tiene diseños espectaculares y la catedral va a ser inaugurada en el año 2026.

Actividades

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

Query

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Las Tapas

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

YouTube Video

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Figure 2.9.2.8.0: Es las mejores tapas de España. (Ruben y el mundo via YouTube)

Actividades

Query

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La Sagrada Familia

First review the word bank at the bottom of the paragraph.

La Sagrada Familia es el **edificio** más **emblemático** de Barcelona. La catedral del **arquitecto** Antonio 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** solo cuatro personas y ahora son 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 lo reúne la fundación de La Sagrada Familia. **Se financia** únicamente con **donativos** y **venta de entradas, ni** el estado español ni la iglesia como institución **contribuyen**. Para terminar la obra de Gaudí, se necesitan 25 millones de euros **anuales**. Gaudí y sus colaboradores **construyeron** la fachada del nacimiento para dejarlo como muestra para el futuro. Gaudí **era** un arquitecto más bien intuitivo a menudo sus ideas surgían en plena fase de construcción. La iglesia tiene una longitud de 90. La torre **más alta** es de 162 metros de altura**.** La Sagrada Familia va a tener **el campanario** más alto del mundo, sin embargo, Gaudí no **dejó** plano**s** de ejecución a sus sucesores pues él **empleaba modelos en yeso**, pero estos **fueron destruidos** en su mayoría durante la **guerra civil** española en los años treinta.

Maquetas y animaciones en computadoras sirven ahora para completar los huecos del plan maestro de Gaudí**.** El **objetivo** es construir del modelo de Gaudí con máxima **fidelidad** a sus ideas. Por lo tanto, el primer objetivo del equipo de construcción, al empezar cualquier parte, es estudiar a fondo la información original de Gaudí y hacer esta información realidad. **Seguir** con las obras de construcción de La Sagrada Familia siempre **creó controversia**. En los años 50, un grupo de arquitectos pidieron dejarla incompleta, representantes del ámbito artístico y arquitectónico español apoyaron esta postura en el año 2008 también. Actualmente las protestas cesaron con excepción de vecinos del lugar que **temen** grandes **aglomeraciones** de personas. Jordi Faulí, opina que evidentemente es un edificio **conocido** y por tanto es lógico que haya opiniones diversas. El exterior acabado será un conjunto arquitectónico extraordinario con la visión de las 18 torres que **tendrán** distintos puntos de vistas dependiendo de donde se mire. El objetivo es terminar la construcción en el año 2026 para **celebrar el centenario de la muerte** de Gaudí.

Information based on video "Obra incompleta: La Sagrada Familia, Euromaxx"

Word bank

edificio = building

emblemático = emblematic

arquitecto = architect

construcción = construction

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

contribuyen = to contribute

anualmente = annually

construyeron = they built

era = was/were

más alta = the highest

el campanario = bell tower

dejó = left

planos = architectonic drawings

él empleaba modelos en yeso = he used cast models

fueron destruidos = were destroyed

guerra civil = civil war

objetivo = goal

fidelidad = fidelity

seguir = to continue

controversia = controversy

temen = afraid

aglomeraciones = agglomerations

conocido = known

tendrán = will have

celebrar el centenario de la muerte = to celebrate the centenary of death

Actividades

Query

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3: CAPÍTULO 3- MI FAMILIA

3.1: Vocabulario 3- Mi familia

3.2: Los verbos regulares "-er", "-ir"

3.2.1: Práctica- Los verbos regulares "-er", "-ir"

3.3: Los adjetivos descriptivos y de nacionalidad

3.3.1: Práctica- Los adjetivos descriptivos y de nacionalidad

3.4: Los adjetivos posesivos

3.4.1: Práctica- Los adjetivos posesivos

3.5: Tener y venir

3.5.1: Práctica- Tener y venir

3.6: Saber y conocer

3.6.1: Práctica- Saber y conocer

3.7: Lectura- La familia de Álex

3.8: Video- La familia de Álex (y de Lula)

3.9: Bolivia

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3.1: Vocabulario 3- Mi familia

Mi familia

Vocabulario

In the video below, you will find the vocabulary from this chapter. Watch the video and repeat the vocabulary after each slide. Download the vocabulary list.

YouTube Video

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Figure 3.1.1*Video*.3.1.1: Capítulo 3: Mi familia. (CC-BY-NC 4.0; Anaid Stere-Lugo via YouTube)

Ejemplo

In the video below, you will see Samira and Pedro talking about their family.

YouTube Video

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Figure 3.1.2*Video*.3.1.2: Una conversación: ¿Tu familia es grande o pequeña?. (CC-BY-NC 4.0; Anaid Stere-Lugo via YouTube)

Actividades

Complete the activity below based on the previous video.

Query

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Now complete the following activities based on the vocabulary list.

Query

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3.2: Los verbos regulares "-er", "-ir"

Regular "-er", "-ir" ending verbs

In 2.2.9 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 Pron
Yo	bailo	nosotros/nos
tú	bailas	vosotros/vos
usted, él/ella	baila	ustedes, ellos

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 Pron
Yo	como	nosotros/nos
tú	comes	vosotros/vos
usted, él/ella	come	ustedes, ellos

Subject Pronoun (Singular)	Conjugation of -ir (abrir)	Subject Pron
Yo	abro	nosotros/nos
tú	abres	vosotros/vos
usted, él/ella	abre	ustedes, ellos

¡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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3.2.1: Práctica- Los verbos regulares "-er", "-ir"

Regular "-er", "-ir" ending verbs

Now that you have reviewed the information about regular verbs ending in "-er" and "-ir", complete the following activities.

Actividades

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3.3: Los adjetivos descriptivos y de nacionalidad

Descriptive Adjectives and Adjectives of Nationality

Descriptive Adjectives

1. Adjectives are words that describe nouns *(people, places, and things).*
2. Since nouns have gender and number, adjectives also have a gender and number that must agree with the noun they describe.
3. The verb "ser" is used with descriptive adjectives.

Rules

(In the rules below, all different ending options are noted in **bold**.)

- For adjectives ending in **-o** there are four forms (masculine, feminine, singular, plural). To form the plural, simply add "-**s**" to the vowel: **-o, -os, -a, -as**. Examples: alt**o**, alt**os**, alt**a**, alt**as**.
- For adjectives ending in **-e** or **-ista**, there are only two forms (singular and plural, as they do not change in gender). To form the plural, simply add "**-s**" to the vowel: **-e, -es, -ista, -istas**. Examples: inteligent**e**, inteligent**es**, ideal**ista**, ideal**istas**.
- For adjectives ending in a **consonant**, there are only two forms (singular and plural, as they do not change in gender). To form the plural, simply add "-**es**" to the consonant: **-l, -les, -n, -nes**. Examples: fáci**l**, fáci**les**, joven, jóve**nes**.
- For adjectives ending in **-or**, there are four forms (masculine, feminine, singular, plural). To form the plural, add "**-s**" if the singular form ends in a vowel; but add "**-es**" if the singular form ends in a consonant: **-or, -ores, -ora, -oras**. Examples: trabajad**or**, trabajad**ores**, trabajad**ora**, trabajad**oras**.

List of common descriptive adjectives

aburrido/a = *boring*	difícil = *difficult*	importante = *important*	pequeño/a = *small*
activo/a = *active*	extrovertido/a = *extrovert; outgoing*	inteligente = *intelligent*	perezoso/a = *lazy*
alto/a = *tall*	fácil = *easy*	interesante = *interesting*	pesimista = *pesimistic*
amable = *kind*	feo/a = *ugly*	introvertido/a = *introvert*	pobre = *poor*
antipático/a = *unpleasant*	flaco/a = *thin; skinny*	joven = *young*	realista = *realistic*
atractivo/a = *attractive*	flojo/a = *lazy*	liberal = *liberal*	rico/a = *rich*
bajo/a = *short*	gordo/a = *fat*	malo/a = *bad*	rubio/a = *blond; blonde*
bonito/a = *pretty*	grande = *big; large*	mismo/a = *same*	simpático/a = *nice*
bueno/a = *good*	gran = *great*	moreno/a = *brunette; dark-skinned; tanned*	tímido/a = *shy; timid*
calvo/a = *bald*	guapo/a = *good-looking*	negro/a* = *black*	tonto/a = *foolish*
conservador/a = conservative	hermoso/a = *beautiful*	optimista = *optimistic*	trabajador/a = *hard-working*
delgado/a = thin; skinny	idealista = *idealistic*	pelirrojo/a = *red-headed*	viejo/a = *old*

*For native English speakers, the word "negro" is often confusing. While it is the word for the color black in Spanish, it is a racial slur in English. For this reason, in the United States, many Spanish speakers use " afroamericano" and "afroamericana" or "moreno" and "morena" instead. Please note that "afroamericano" and "afroamericana" do not work for other nationalities, as each country has its own nationality. Other cultures do use the prefix "afro" with nationalities and regional identities, but it is currently

used more often to describe elements of culture rather than to describe individuals (example: la cultura afroperuana, la música afrocubana, la gastronomía afrocaribeña). When talking about race, it is important that people and communities of color get to determine what is acceptable language; and it is also important to note that what is accepted may differ by individual, culture, and/or moment in time.



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Adjectives of Nationality

1. These are also descriptive adjectives but they are formed slightly different.
2. Adjectives of nationality are not capitalized in Spanish.
3. The verb "ser" is used with adjectives of nationality.

Rules

(In the rules below, all different ending options are noted in **bold**.)

- For adjectives ending in **-o** there are four forms (masculine, feminine, singular, plural). To form the plural, simply add "-**s**" to the vowel: **-o, -os, -a, -as**. Examples: peruan**o**, peruan**os**, peruan**a**, peruan**as**.
- For adjectives ending in **-e**, there are only two forms (singular and plural, as they do not change in gender). To form the plural, simply add "**-s**" to the vowel: **-e, -es**. Examples: estadounidens**e**, estadounidens**es**.
- For adjectives ending in **-ú**, there are only two forms (singular and plural, as they do not change in gender). To form the plural, keep the written accent, and "**-es**" to it: **-u, -úes**. Examples: hind**ú**, hind**úes**.
- For adjectives ending in a consonant, there are four forms (masculine, feminine, singular and plural). The masculine singular has a written accent on the vowel of the last syllable. The feminine singular is formed by adding an "**-a**" to it without the written accent. To form the plural, add "**-es**" to the masculine singular noun and remove the written accent; add "**-s**" to the feminine singular noun: **-és, -eses, -esa, -esas**. OR **-án, -anes, -ana, -anas**. Examples: ingl**és**, ingles**es**, ingles**a**, ingles**as**. OR alem**án**, alema**nes**, alemana, alema**nas**.

List of common adjectives of nationality

alemán, alemana = *German*	chino/a = *Chinese*	español/a = *Spaniard*
árabe = *Arab*	colombiano/a = *Colombian*	estadounidense = *from the U.S.*
argentino/a = *Argentine*	coreano/a = *Korean*	filipino/a = *Filipino*
boliviano/a = *Bolivian*	costarricense = *Costa Rican*	francés, francesa = *French*

brasileño/a = *Brazilian*	cubano/a = *Cuban*	guatelmalteco/a = *Guatemalan*
canadiense = *Canadian*	dominicano/a = *Dominican*	hondureño/a = *Honduran*
chileno/a = *Chilean*	ecuatoriano/a = *Ecuadorian*	hindú = *Hindu*

Placement of the adjectives

In the examples below, all adjectives are noted in bold. Pay attention to the placement in the sentence and their endings.

Unlike English, both descriptive adjectives and adjectives of nationality are normally placed after the noun in Spanish.

Es mi amiga **venezolana**. Es una chica **bonita** y **simpática**.

Exception: **Bueno** and **malo** can be placed either before or after the noun. If placed before a masculine noun, they will both need to change to **buen** and **mal**.

Un amigo **bueno** = Un **buen** amigo Un libro **malo** = Un **mal** libro

¡Ojo! The adjective **grande** always means large or big and is always placed after the noun. When **grande** is changed to **gran**, it means "great" (both masculine and feminine), and is always placed before the noun to express "great".

Es un amigo **grande** con un **gran** corazón.

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3.3.1: Práctica- Los adjetivos descriptivos y de nacionalidad

Descriptive Adjectives and Adjectives of Nationality

Now that you have reviewed the information about the adjectives, complete the following activities.

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3.4: Los adjetivos posesivos

Possessive Adjectives

Possessive adjectives agree with the nouns they modify. That is, they agree with what is possessed, not the possessor.

In the following examples, the singular and plural endings are noted in **bold**.

Spanish	English	Spanish	English
m**i** cuaderno	my notebook	s**u** silla	your, his, her, their chair
tu**s** cuadernos	your notebooks	su**s** silla**s**	your, his, her, their chairs

Possessive Adjectives

Before singular nouns	Before plural nouns	English
mi	mis	my
tu	tus	your (singular, familiar)
su	sus	your (singular, formal), his, her
nuestro, nuestra	nuestros, nuestras	our
vuestro, vuestra	vuestros, vuestras	your (plural, familiar)
su	sus	your (plural, formal), their (masculine, feminine)

Notice that in addition to agreeing in number, "nuestro, nuestra, nuestros, nuestras**"** and "vuestro, vuestra, vuestros, vuestras" also change to agree with the noun they modify in gender (masculine or feminine).

In the following examples, the masculine and feminine endings are noted in **bold**.

Gender and Number Agreement	Spanish Masculine	English	Spanish Feminine	English
Spanish Singular	nuestr**o** libr**o**	our book	vuestr**a** cas**a**	your house
Spanish Plural	nuestr**os** libr**os**	our books	vuestr**as** cas**as**	your houses

Phrases with "de"

Unlike English, Spanish does not use "apostrophe + s" construction to express possession. Instead, we use "article + noun + de + subject pronoun or noun" to express possession.

English:	Spanish:
María's mom	La madre de María
Pedro's cousins	Los primos de Pedro

Since the possessive adjective "su" and "sus" can refer to several owners (usted, él, ella, ustedes, ellos, ellas), the phrase "article + noun + de + subject pronoun" is often used to avoid confusion on who the owner is. Observe the difference between the following two sentences:

Owner not specified:

Su casa es bonita.

Owner specified:

Ud.

él

La casa de **ella** es bonita.

Uds.

ellos

ellas

On the examples for "owner specified" above, any of the subject pronouns in **bold** can be used.

As you learned previously, when the preposition "de" precedes the article "el", they contract to "del". Note that it does not form a contraction with the subject pronoun "él" as it is not an article.

The formula "ser + de + subject pronoun or noun" is normally used to express possession:

- La casa grande **es de Vanessa y Carlos**.
- El cuaderno **es de él**.
- La calculadora **es de Ud**.
- Los diccionarios **son de las chicas**.

The examples above use **bold** to highlight the use of the formula "ser + de + subject pronoun or noun".

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3.4.1: Práctica- Los adjetivos posesivos

Possessive Adjectives

Now that you have reviewed the information about possessive adjectives, complete the following activities.

Actividades

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3.5: Tener y venir

Verbs "tener" and "venir"

Before we review "tener" and "venir", let us review "-er" and "-ir" regular verbs conjugations.

Present tense of regular "-er" and "-ir" ending verbs

"-er" ending verbs		"-ir" ending verbs	
Yo	-o	Yo	-o
Tú	-es	Tú	-es
Usted, Él, Ella	-e	Usted, Él, Ella	-e
Nosotros, Nosotras	-**e**mos	Nosotros, Nosotras	-**i**mos
Vosotros, Vosotras	-**éi**s	Vosotros, Vosotras	-**í**s
Ustedes, Ellos, Ellas	-en	Ustedes, Ellos, Ellas	-en

It is important to be aware that "tener" (to have) and "venir" (to come) are "-er" and "-ir" ending verbs respectively. Thus, their conjugations will have regular endings. In addition, they have an irregular "yo" form, and stem-changes in the conjugations of "tú, él, ella, usted; and ellos, ellas, ustedes". The chart below, indicates the irregularities in the conjugations of "tener" and "venir" in **bold**.

Present tense of "tener" and "venir"

Tener		Venir	
Yo	teng**o**	Yo	veng**o**
Tú	t**ie**nes	Tú	v**ie**nes
Usted, Él, Ella	t**ie**ne	Usted, Él, Ella	v**ie**ne

Tener		Venir	
Nosotros, Nosotras	tenemos	Nosotros, Nosotras	venimos
Vosotros, Vosotras	tenéis	Vosotros, Vosotras	venís
Ustedes, Ellos, Ellas	t**ie**nen	Ustedes, Ellos, Ellas	v**ie**nen

Idiomatic expressions with the verb "tener"

Besides meaning “to have”, the verb "tener" is used in some idiomatic expressions in Spanish that in English translate as "to be". We do not use "estar" or "ser" with these idiomatic expressions. Let us look at the chart:

Spanish	English
Tener____ años	To be _____ years old
Tener (mucho) calor	To be (very) hot
Tener celos	To be jealous
Tener (mucho) cuidado	To be (very) careful
Tener (mucho) éxito	To be (very) successful
Tener (mucho) frío	To be (very) cold
Tener (mucha) hambre	To be (very) hungry
Tener (mucho) miedo	To be (very) afraid/scared
Tener (mucha) prisa	To be in a hurry
Tener razón	To be right
No tener razón	To be wrong

Spanish	English
Tener (mucha) sed	To be (very) thirsty
Tener (mucho) sueño	To be (very) sleepy
Tener (mucha) suerte	To be (very) lucky

Other expressions

"Tener que" (to have to) **+** [infinitive] is used to express obligation.

Tengo que trabajar esta tarde.
I have to work this afternoon.

"Tener ganas de" (to feel like) **+** [infinitive] is used to ask people if they feel like doing something.

Nosotros no tenemos ganas de hacer nada ahora.
We do not feel like doing anything right now.

¡Ojo! These idiomatic expressions of "tener" do not change except for the conjugation of its verb. Thus the verb "tener" matches with the subject but the expression is fixed and it does not change. For example: Yo **tengo mucha sed**, y mis amigos **tienen mucha sed** también. The idiomatic expression is noted in **bold**, analyze the conjugation of "tener" in both parts of the sentence.

Prepositions used with "venir"

Like the verb "ir" (to go), "venir" uses prepositions such as "a" (to), "de" (from), "para" (for) and "con" (with).

In the examples below, all prepositions in Spanish and their English counterpart are in **bold**.

Anita viene **al** mercado con su mamá los sábados por la mañana.
Anita comes **to the** market with her mom on Saturdays in the morning.

¿Tú vienes **del** aeropuerto?
Do you come **from the** airport?

Nosotros venimos **para** ayudarte.
We come **to** help you.

Los niños vienen **con** sus padres a la reunión.
The children come **with** their parents to the meeting.

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3.5.1: Práctica- Tener y venir

Verbs "tener" and "venir"

Now that you have reviewed the information about "tener and "venir", complete the following activities.

Actividades

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3.6: Saber y conocer

Verbs "saber" and "conocer" (to know)

Conjugation

In the present tense, both "saber" and "conocer" have an irregular conjugation in the "yo" form. The rest of the verb is conjugated as a regular verb. The irregular conjugations of these verbs and their corresponding subject pronoun are noted in blue in the chart below.

Subject Pronoun	Saber	Conocer
yo	**sé**	**conozco**
tú	sabes	conoces
usted, él/ella	sabe	conoce
nosotros/as	sabemos	conocemos
vosotros/as	sabéis	conocéis
ustedes, ellos/ellas	saben	conocen

Observations

- In Spanish, "to know" can translate to both "saber" and "conocer" and they are not interchangeable. Knowing which verb to choose depends on what it is that you "know".
- To avoid confusion with "saber" and "conocer", change the way you think about the translation of these verbs as follows:

    English: To know = Español: saber

    English: To meet, have been to, to be familiar with = Español: conocer

- If can you replace the word "know" in an English sentence with "to meet", "to have been to", or "to be familiar with", use "conocer".

Saber: facts, information, how to do something.

- If you "know" about something or about someone that actually exists; or something concrete used as a basis for further interpretation (truth), use "saber + que" since it is a fact. Example: Ella sabe que Paris está en Francia.
- If you "know" information about something that someone did (an invention, an event), use "saber + que" since it is now a piece of information. Example: Tú sabes que la fiesta es por la noche.
- If you "know" that someone knows how to do something (an action) --> "saber + [infinitive]", use "saber" since it is a skill. Example: Yo sé tocar la guitarra.

Conocer: people, places, things.

- If you "know" a person (a friend or someone famous), use "conocer" since it means "to be familiar with" that person. Example: Conozco a mi mejor amigo muy bien.
- If you "know" a person by having met them, use "conocer" since it means "to meet" someone. Example: Conocí a un artista ayer. ("Conocí" is conjugated in past tense: I met.)
- If you "know" a place by having visited and experienced it (a store, a city, a state, or a country), use "conocer" since it means "to have been to" that location. Example: Conozco mi universidad.
- If you "know" a particular thing by experiencing it (music, someone's writing, a play, a movie), use "conocer" since it means 'to have experienced' it. Example: Conozco la tragedia Romeo y Julieta.

Other verbs conjugated like "conocer"

The following verbs are conjugated irregularly in the "yo" form like the verb "conocer". Note that their irregular conjugations are noted in blue.

subject pronoun	agradecer *(to thank)*	ofrecer *(to offer)*	parecer *(to seem)*	conducir *(to drive)*	traducir *(to translate)*
yo	**agradezco**	**ofrezco**	**parezco**	**conduzco**	**traduzco**
tú	agradeces	ofreces	pareces	conduces	traduces
usted, él, ella	agradece	ofrece	parece	conduce	traduce
nosotros, nosotras	agradecemos	ofrecemos	parecemos	conducimos	traducimos
vosotros, vosotras	agradecéis	ofrecéis	parecéis	conducís	traducís
ustedes, ellos, ellas	agradecen	ofrecen	parecen	conducen	traducen

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3.6.1: Práctica- Saber y conocer

Verbs "saber" and "conocer" (to know)

Actividades

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3.7: 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 el colegio comunitario.

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 notas. 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" (true) or "falso" (false).

Interactive Content

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Click on the correct answer for each of the questions below.

Interactive Content

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3.8: 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 3.8.3.7.2: 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" (true) or "falso" (false).

Interactive Content

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3.9: Bolivia

Bolivia

Map

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Salar de Uyuni

YouTube Video

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Figure 3.9.3.8.0: Fui a comprobar si este mágico lugar existe. (Luisito Comunica via YouTube)

Actividad

Query

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4: CAPÍTULO 4- LOS PASATIEMPOS Y LAS VACACIONES

4.1: Vocabulario 4- Los pasatiempos y las vacaciones

4.2: El verbo "ir"

4.2.1: Práctica- El verbo "ir"

4.3: Los verbos con cambios radicales

4.3.1: Práctica- Los verbos con cambios radicales

4.4: Los verbos irregulares en el "yo"

4.4.1: Práctica- Los verbos irregulares en el "yo"

4.5: El presente progresivo

4.5.1: Práctica- El presente progresivo

4.6: Lectura- Reportaje de Sebastián

4.7: Video- Las vacaciones

4.8: Ecuador

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4.1: Vocabulario 4- Los pasatiempos y las vacaciones

Los pasatiempos y las vacaciones

Vocabulario

In the video below, you will find the vocabulary from this chapter. Watch the video and repeat the vocabulary after each slide. Download the vocabulary list.

YouTube Video

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Figure 4.1.1*Video*.4.1.1: Capítulo 4: Los pasatiempos y las vacaciones. (CC-BY-NC 4.0; Anaid Stere-Lugo via YouTube)

In the video below, you will find the vocabulary for the seasons and the weather expressions from this chapter. Watch the video and repeat the vocabulary. Download the vocabulary list.

YouTube Video

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Figure 4.1.2*Video*.4.1.2: Capítulo 4: Las estaciones y el clima. (CC-BY-NC 4.0; C. Lin via YouTube)

Ejemplo

In the video below, you will see Mariela and Álex talking about their favorite pastimes and their future vacations. Pay attention to how they ask each other for their favorite pastimes and future vacations.

YouTube Video

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View this YouTube Video online

Figure 4.1.3*Video*.4.1.3: Una conversación: ¿Cuál es tu pasatiempo favorito?. (CC-BY-NC 4.0; Anaid Stere-Lugo via YouTube)

Actividades

Complete the activity below based on the previous video.

Query

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Now complete the following activities based on the vocabulary list.

Query

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Query

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4.2: El verbo "ir"

The verb "ir"

Conjugation

Subject pronoun	Conjugation
yo	voy
tú	vas
Ud., él, ella	va
nosotros, nosotras	vamos
vosotros, vosotras	vais
Uds., ellos, ellas	van

Observations

- The verb "ir" is irregular in all the forms.
- Conjugations do not have accent marks.
- Often used with the preposition "a" (*to*). If followed by the definite article "el", they combine to form the contraction "al".

Examples:

Los estudiantes van "a" la biblioteca a estudiar.

Nosotros vamos "al" estadio a ver el partido de básquetbol.

Uses

The construction "ir + a + [article + noun]" is used to talk about the present. It refers to something that usually happens or to something happening at a specific time.

Examples:

La chica **va a la clase** los lunes. (The girl goes to class on Mondays.)

La chica **va a la clase** en este momento. (The girl is going to class right now.)

The construction "ir + a + [infinitive]" is used to talk about actions that are going to happen in the near future.

Examples:

Voy a esquiar este fin de semana con mis amigos. (I'm going skiing this weekend with my friends.)

¿**Vais a ir** de excursión el sábado? (Are you going on a hike on Saturday?)

In the nosotros form, "vamos + a + [infinitive]" can also express the idea of "let's" (do something).

Examples:

Vamos a ver una película! (Let's watch a movie!)

Vamos a comer en el centro! (Let's eat downtown!)

(In the examples above, all the constructions used with "ir" are in **bold**.)



Juan va a esquiar

"Alpine" by Adnan Syed, Pixabay is licensed under CCO 1.0



Nosotros vamos a escalar montañas.

"Mountain climbing" by deMysticWay, Pixabay is licensed under CCO 1.0



Ustedes van a salir con sus familias.

"Family" by geralt, Pixabay is licensed under CCO 1.0

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4.2.1: Práctica- El verbo "ir"

The verb "ir"

Now that you have reviewed the information about the verb "ir", complete the following activities.

Actividades

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4.3: Los verbos con cambios radicales

Stem-changing verbs

Stem-changing verbs are those verbs with changes only in the stem (root).

Observations

The conjugation endings remain the same as those of regular verbs:

- Verbs that end in "-ar" have the following endings when conjugated: -o, -as, -a, -amos, -áis, -an
- Verbs that end in "-er" have the following endings when conjugated: -o, -es,-e, -emos, -éis, -en
- Verbs that end in "-ir" have the following endings when conjugated: -o, -es,-e, -imos, -ís, -en

There are 3 types of stem-changing verbs

- Verbs that stem change from "e → ie"
- Verbs that stem change from "o → ue"
- Verbs that stem change from "e → i"

Observations

- The change is on the last vowel of the stem. This will help you avoid confusion with stem-changing verbs like "com**e**nzar" and "enc**o**ntrar" as the last vowel of the stem for each verb is "e" and "o" respectively. Note that the vowel in **bold** is the one that must change. Moreover, the endings that need to change in conjugated versions are in blue.
- They are also known as "boot verbs" because this change is only for the subject pronouns "yo, tú, Ud., él, ella, Uds., ellos, ellas". The subject pronouns "nosotros, vosotros" do not have this stem-change. The conjugations that are shaded in the following chart show the stem-change. Note that the shaded area looks like a boot.

e → ie, verb "cerrar"

Singular Conjugations	Plural Conjugations
yo c**ie**rro	nosotros cerramos
tú c**ie**rras	vosotros cerráis
Ud., él, ella c**ie**rra	Uds., ellos, ellas, c**ier**ran

o → ue, verb "volver"

Singular Conjugations	Plural Conjugations
yo v**ue**lv**o**	nosotros, nosotras volvemos
tú v**ue**lves	vosotros, vosotras volvéis
Ud., él, ella v**ue**lve	Uds., ellos, ellas v**ue**lven

e → i, verb "pedir"

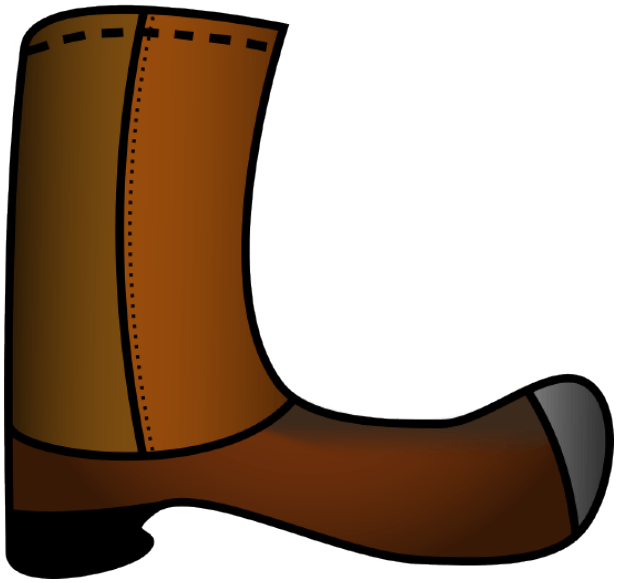
Singular Conjugations	Plural Conjugations
yo p**i**do	nosotros, nosotras pedimos

tú p**i**des	vosotros, vosotras ped**í**s
Ud., él, ella p**i**de	Uds., ellos, ellas p**i**den

List of common stem-changing verbs

List of stem-changing verbs: E→IE	List of stem-changing verbs: O→UE	List of stem-changing verbs: E→I
c**e**rrar - *to close*	alm**o**rzar - *to eat lunch; to have lunch*	p**e**dir - *to ask for something; to request*
com**e**nzar - *to start; to begin*	c**o**star - *to cost*	rep**e**tir - *to repeat*
emp**e**zar - *to start; to begin*	dev**o**lver - *to return (something taken)*	s**e**rvir - *to serve*
ent**e**nder - *to understand*	d**o**rmir - *to sleep*	*cons**e**guir - *to get; to obtain*
m**e**ntir - *to lie*	enc**o**ntrar - *to find; to meet up with someone*	*s**e**guir - *to follow; to continue*
p**e**nsar - *to think*	p**o**der - *to be able to; can*	^d**e**cir - *to say; to tell*
p**e**rder - *to lose; to miss*	rec**o**rdar - *to remember*	
pref**e**rir - *to prefer*	v**o**lar - *to fly*	*The "yo" form has an additional stem change: drop the "u": consigo, sigo.
qu**e**rer - *to want; to love*	v**o**lver - *to return (to a location)*	^The "yo" form has an additional stem change: "c"→"g": digo.
	j**u**gar **[u→ue]** - *to play (a sport; a game; a match)* This is the only verb that stem-changes from "u → ue".	

Note that the verbs above, indicate the vowel that must change in **bold**. Moreover, the endings that need to change in conjugated versions are in blue.



"Boots" by OpenClipartVectors, Pixabay is licensed under CC0 1.0



"Snow boots" by Conmongt, Pixabay is licensed under CC0 1.0

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4.3.1: Práctica- Los verbos con cambios radicales

Stem-changing verbs

Now that you have reviewed the information about stem-changing verbs, complete the following activities.

Actividades

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4.4: Los verbos irregulares en el "yo"

Irregular verbs in the "yo" (form)

Observations

- The conjugation is only irregular in the "yo" form.
- They are also known as "-go" verbs.
- The conjugations in all the other forms remain regular.

List of irregular verbs in the "yo" form

Note that the chart below indicates the irregular "yo" endings in blue.

hacer - *to do*	**poner - *to put; to place***	**salir - *to leave***	**suponer - *to suppose***
hago	pongo	salgo	supongo
haces	pones	sales	supones
hace	pone	sale	supone
hacemos	ponemos	salimos	suponemos
hacéis	ponéis	salís	suponéis
hacen	ponen	salen	suponen

- "Traer" has an additional change in the stem of the "yo" form: add the letter "i" before adding the "g". (It is indicated in bold in the chart above.)
- "Poner" can also mean "to turn on" a household appliance.
- "Salir de" means to leave "from" a particular place.
- "Salir para" means to leave "for" a particular destination.
- "Salir con" means to leave "with" something or someone; or to date someone.
- "Salir" can also mean to go out.

Examples:

Salgo mucho los fines de semana.

No salgo mucho ahora porque no puedo.

No salimos ahora porque no podemos.

"Oír" has an irregular "yo" form and the spelling change "i→y" in the "tú, usted, él, ella, ustedes, ellos, ellas" forms. The "nosotros" and "vosotros" forms have an accent mark. Note that all irregularities have been marked in **bold**:

oi**g**o

o**y**es

o**ye**

o**í**mos

o**í**s

o**y**en

"Ver" is only irregular in the "yo" form because you keep the "-e" or the ending. You only drop the letter "-r". There are no accent marks in its conjugations. The irregularity is marked in **bold**:

veo

ves

ve

vemos

veis

ven

"Dar" is only irregular in the "yo" form. There are no written accent marks in its conjugations. The irregularity is marked in **bold**:

doy

das

da

damos

dais

dan

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4.4.1: Práctica- Los verbos irregulares en el "yo"

Verbs with irregular "yo" forms

Now that you have reviewed the information about verbs with irregular "yo" forms, complete the following activities.

Actividades

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4.5: El presente progresivo

The present progressive

Observations

- It is used only to emphasize an action is in progress at the time of speaking.
- There is no indication of beginning or end of the action.

Examples

In the examples below, the present progressive conjugations are in blue.



Los señores Pérez están bailando Tango.

"Tango" by witt_digital, Pixabay is licensed under CC0 1.



Manuel está pidiendo una hamburguesa.

"Restaurants online" by mohamed_hasan, Pixabay is licensed under CC0 1.0



Yo estoy abriendo mi regalo de cumpleaños.

"Surprised face" by LillyCantabile, Pixabay is licensed under CC0 1.0

Formation of the present progressive

Spanish uses the present tense of the verb "estar" with a verb in the "present participle".

In the chart below, the endings of the present participle are in blue.

Estar Present Participle

estoy estás está estamos estáis están		+	camin**ando** beb**iendo** escrib**iendo**

To form the present participle, replace the infinitive ending with:

(All verb ending changes are in blue.)

	-ar	→	**ando**	
	-er, -ir	→	**iendo**	
Infinitive		**Stem**		**Participle**
habl**ar**	→	habl	→	habl**ando**
com**er**	→	com	→	com**iendo**
abr**ir**	→	abr	→	abr**iendo**

Irregular present participles:

- stem-changing verbs that end in -ir:

e → i: pref**e**rir → pref**i**riendo

e → i: p**e**dir → p**i**diendo

o → u: d**o**rmir → d**u**rmiendo

- stem of verbs that end in -er, -ir whose stem ends in a vowel:

iendo → **y**endo: l**e**er → le**y**endo

iendo → **y**endo: tr**a**er → tra**y**endo

iendo → **y**endo: **o**ír → o**y**endo

- The verb "ir" is irregular: **y**endo

(All spell changes have been identified in blue.)

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4.5.1: Práctica- El presente progresivo

The present progressive

Now that you have reviewed the information about the present progressive, complete the following activities.

Actividades

Interactive Content

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Query

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4.6: Lectura- 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!

Now that your have read Sebastián's report, complete the following activities based on the information you read.

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 statements as "cierto" (true) or "falso" (false).

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4.7: 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)

YouTube Video

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Figure 4.7.4.7.2: Las vacaciones. (CC BY-NC 4.0; Karla Gutiérrez via YouTube)

Now, complete the activities below. Base your answers in 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" (true) or "falso" (false).

Interactive Content

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4.8: Ecuador

Ecuador

Map

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5: CAPÍTULO 5- DE COMPRAS

5.1: Vocabulario 5- De compras

5.2: Ser y estar

5.2.1: Práctica- Ser y estar

5.3: Los objetos directos y los pronombres de los objetos directos

5.3.1: Práctica- Los objetos directos y los pronombres de los objetos directos

5.4: Los objetos indirectos y los pronombres de los objetos indirectos

5.4.1: Práctica- Los objetos indirectos y los pronombres de los objetos indirectos

5.5: Los demostrativos- adjetivos y pronombres

5.5.1: Práctica- Los demostrativos- adjetivos y pronombres

5.6: El pretérito de los verbos regulares

5.6.1: Práctica- El pretérito de los verbos regulares

5.6.2: Práctica- El pretérito de los verbos regulares

5.7: Lectura- Keiko y Mariela

5.8: Video- De compras con Keiko y Mariela

5.9: Argentina

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5.1: Vocabulario 5- De compras

De compras

Vocabulario

In the video below, you will find the vocabulary from this chapter. Watch the video and repeat the vocabulary after each slide. Download the vocabulary list.

YouTube Video

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Figure 5.1.1*Video*.5.1.1: Capítulo 5: De compras. (CC-BY-NC 4.0; Anaid Stere-Lugo via YouTube)

Ejemplo

In the video below, you will see Álex help Samira at the clothing store where he works. Pay attention to how they ask each other questions related to shopping.

YouTube Video

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Figure 5.1.2*Video*.5.1.2: Una conversación: ¿Cuál es el precio de este vestido?. (CC-BY-NC 4.0; Anaid Stere-Lugo via YouTube)

Actividades

Complete the activity below based on the previous video.

Query

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Now complete the following activities based on the vocabulary list.

Interactive Content

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Interactive Content

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Query

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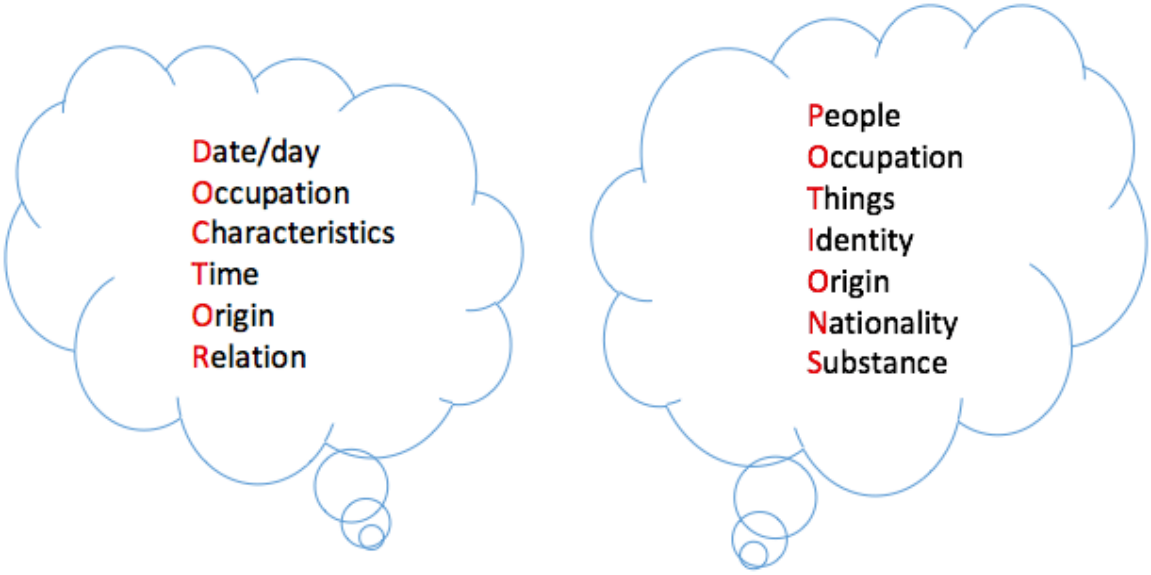
5.2: Ser y estar

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:

Ser



Estar



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).

Ser	Estar
La fruta es **verde.** The fruit is green (characteristic).	La fruta está **verde**. The fruit is not ripe (condition). *While the word "maduro" in Sp is not used for "not ripe".
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.

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5.2.1: Práctica- Ser y estar

Verbs "ser" and "estar"

Now that you have reviewed the information about "ser" and "estar", complete the following activities.

Actividades

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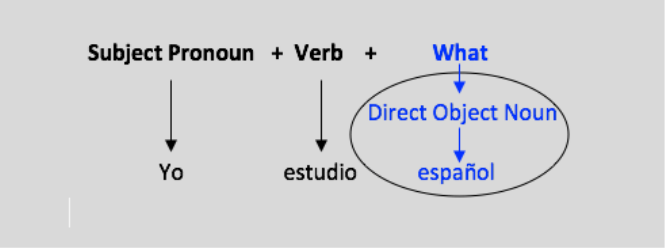
5.3: Los objetos directos y los pronombres de los objetos directos

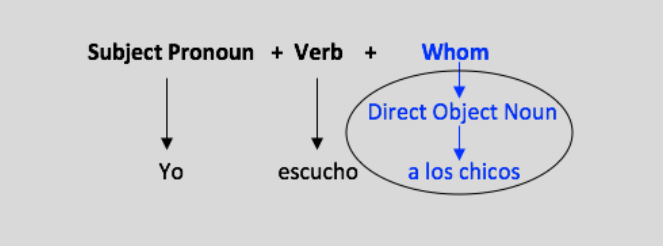
Direct object nouns and direct object pronouns

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]

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5.3.1: Práctica- Los objetos directos y los pronombres de los objetos directos

Direct object nouns and direct object pronouns

Actividades

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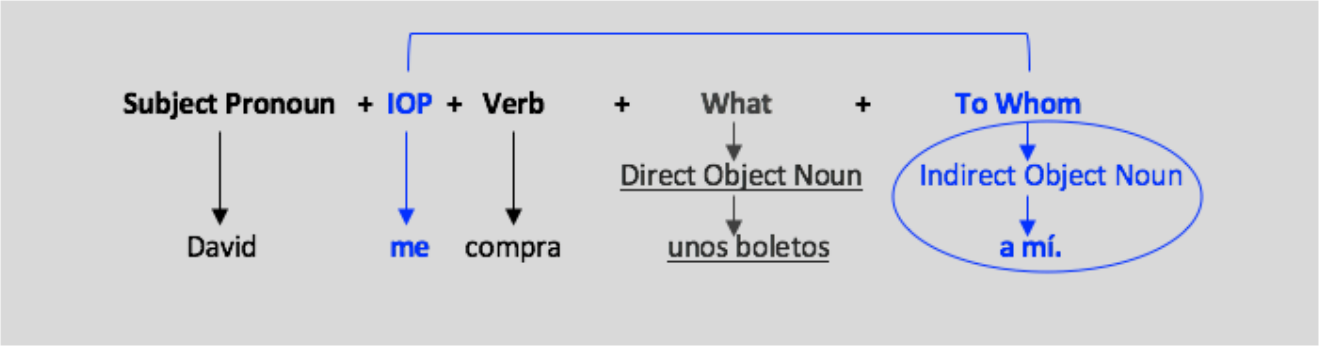
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5.4: Los objetos indirectos y los pronombres de los objetos indirectos

Indirect object nouns and indirect object pronouns

Indirect object nouns

In a sentence, an "indirect object noun" is the "receiver" of an action. It answers the question "to whom or for whom" the action is done. In the example shown in the photo below, the indirect object answers this question: ¿A quién le compra David unos boletos? (To whom does David buy tickets?), which is "a mí". The indirect object pronoun is marked in blue and **bold** in the photo.



Indirect object pronouns

- "Indirect object pronouns" are words that replace "indirect object nouns". Spanish speakers often use the indirect object pronoun and the indirect object noun in the same sentence. The indirect object noun is used to emphasize or clarify "to whom" the pronoun refers. The indirect object pronoun is often used without the indirect object noun when the person for whom the action is being done is known. The chart below shows the indirect object pronouns marked in blue. The indirect object pronouns that refer to the indirect object nouns are:

Singular	Plural
me = (to, for) me	nos = (to, for) us
te = (to, for) you (familiar)	os = (to, for) you all (familiar)
le = (to, for) you (formal); him; her	les = you all (formal); them

- Since "le" and "les" have multiple meanings, "a" + [noun] or "a" + [pronoun] is often used to clarify to whom the indirect object pronouns refer. The clarifiers are marked in blue in the charts below and the IOP equivalent to the clarifiers are marked in blue and **bold.** Note that the direct object noun is underlined.

Clarifier (Singular)	IOP	Clarifier (Plural)	IOP
a mí	**me**	a nosotros; a nosotras	**nos**
a ti	**te**	a vosotros; a vosotras	**os**
a usted	**le**	a ustedes	**les**
a él	**le**	a ellos	**les**
a ella	**le**	a ellas	**les**

Unclear	Clearer
Ella **les** vende ropa. She sells clothing (to them or to you all?).	Ella **les** vende ropa a ellos. She sells clothing to them.
Yo **le** presto una camisa. I loan a shirt (to you or to him or to her?).	Yo **le** vendo una camisa a Luis. I loan a shirt to Luis.

Placement of the indirect object pronouns

- Indirect object pronouns usually precede the conjugated verb. In negative sentences, place the pronoun between "no" and the conjugated verb. Note: The IOP is marked in blue and **bold**, the indirect object noun is marked in blue, and the direct object noun is underlined.

Te compro un abrigo. = I buy you a coat.

No **te** compro nada. = I don't buy you anything.

- When the infinitive or present participle is used, there are two options for indirect 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: The IOP is marked in blue and bold, the indirect object noun is marked in blue, and the direct object noun is underlined.

¿Vas a comprar**le** un regalo a Carla? OR ¿**Le** vas a comprar un regalo a Carla? = Are you going to buy a gift for Carla?

Estoy mostrándo**les** las fotos a ellos. OR ¿**Les** estoy mostrando las fotos a ellos. = I am showing the photos to them.

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5.4.1: Práctica- Los objetos indirectos y los pronombres de los objetos indirectos

Indirect object nouns and indirect object pronouns

Actividades

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5.5: Los demostrativos- adjetivos y pronombres

Demonstrative adjectives and pronouns

Demonstrative adjectives and pronouns are used to point out the proximity of a noun in relation to the speaker.

Demonstrative adjectives

A "demonstrative adjective" is a word used with a noun in a sentence to point out its proximity in relation to the speaker. Since nouns in Spanish have gender and number, "demonstrative adjectives" will also have gender and number to "agree with the noun". Observe the following that shows the perspective of the speaker in relation to the proximity of the object:

SPEAKER →	Aquí - here: (closest to speaker) →	Allí - there: (further from speaker) →	Allá - over there: (furthest from speaker)
Singular, masculine	**este** libro - this book	**ese** libro - that book	**aquel** libro - that book over there
Singular, femenine	**esta** silla- this chair	**esa** silla - that chair	**aquella** silla - that book over there
Plural, masculine	**estos** libros - these book	**esos** libros - those books	**aquellos** libros - those books over there
Plural, femenine	**estas** sillas - these chairs	**esas** sillas - those chairs	**aquellas** sillas - those chairs over there

Note: the demonstrative adjective is in **bold**.

Demonstrative pronouns

A "demonstrative pronoun" is the word that "replaces the noun" once it is known. They are the same in Spanish as the demonstrative adjectives. Observe the following chart that shows the perspective of the speaker in relation to the proximity of the object:

SPEAKER →	Aquí - here: (closest to speaker) →	Allí - there: (further from speaker) →	Allá - over there: (furthest from speaker)
Singular, masculine	**este** - this one	**ese** - that one	**aquel** - that one over there
Singular, femenine	**esta** - this one	**esa** - that one	**aquella** - that one over there
Plural, masculine	**estos** - these ones	**esos** - those ones	**aquellos** - those ones over there
Plural, femenine	**estas** - these ones	**esas** - those ones	**aquellas** - those ones over there

Note: the demonstrative pronoun is in **bold**.

Neuter demonstrative pronouns

The neuter demonstrative pronouns are used to point out a situation, idea, concept, or noun that is unknown to the speaker. ¡Ojo! Do not confuse these with the singular masculine demonstrative pronouns, the ending is different:

SPEAKER →	Aquí - here: (closest to speaker) →	Allí - there: (further from speaker) →	Allá - over there: (furthest from speaker)
Neutral	**esto:** ¡Esto es muy interesante!	**eso:** ¡Me gusta eso!	**aquello:** ¿Qué es aquello?

Note: the neuter demonstrative pronoun is in **bold**.

Query

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5.5.1: Práctica- Los demostrativos- adjetivos y pronombres

Demonstrative adjectives and pronouns

Now that you have reviewed the information about demonstrative adjectives, complete the following activities.

Actividades

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5.6: El pretérito de los verbos regulares

Preterite tense of regular verbs

To talk about events in the past, Spanish uses two simple tenses: the preterite and the imperfect. We will start with the preterite tense.

Uses

- To talk about actions or states completed in the past
- To express the beginning or the end of a past action
- To narrate a series of past completed actions
- To express an action that had a specific duration

Conjugation of regular verbs

In the following conjugations, the endings that must be modified are in **bold**.

Subject Pronoun:	-AR ending verb: Hablar	-ER, -IR ending verbs: Comer, Escribir
Yo	habl**é**	com**í**, escrib**í**
Tú	habl**aste**	com**iste**, escrib**iste**
Ud., él, ella	habl**ó**	com**ió**, escrib**ió**
Nosotros, nosotras	habl**amos**	com**imos**, escrib**imos**
Vosotros, vosotras	habl**asteis**	com**isteis**, escrib**isteis**
Uds., ellos, ellas	habl**aron**	com**ieron**, escrib**ieron**

- A written accent is needed on the last syllable of the conjugation of "yo" and "Ud., él, ella" form.
- The preterite endings for regular "-er" and "-ir" verbs are identical.
- The "nosotros" forms of regular "-ar" and "-ir" verbs in the preterite are identical to the present tense form. Context will help you determine which tense is being used.

Ejemplos:

En invierno "compramos" suéteres. (In the winter we buy sweaters.)

Anoche "compramos" unas sandalias. (Last night we bought some sandals.)

"Escribimos" poemas en clase. (We write poems in clase.)

Ya "escribimos" dos veces al presidente. (We already wrote to the president twice.)

- "-ar" and "-er" ending verbs that have a stem change in the present tense do not have a stem change in the preterite.

Present	Preterite	Present	Preterite
e → ie	no stem change	o → ue	no stem change
cerrar	**cerrar**	**volver**	**volver**
c**ie**rro cerramos	cerré cerramos	v**ue**lv**o** volvemos	volví volvimos
c**ie**rras cerráis	cerraste cerrasteis	v**ue**lves volvéis	volviste volvisteis
c**ie**rra c**ie**rran	cerró cerraron	v**ue**lve v**ue**lven	volvió volvieron

Verbs with spelling changes

- Verbs that end in -CAR, -GAR, and -ZAR have a spelling change only in the "*yo*" form. Note: The spelling change is underline and the conjugated endings are in **bold.**

Subject Pronoun	-CAR: Sacar	-GAR: Pagar	-ZAR: Abrazar
Yo	sa**qué**	pa**gué**	abra**cé**
Tú	sac**aste**	pag**aste**	abraz**aste**
Ud., él, ella	sac**ó**	pag**ó**	abraz**ó**
Nosotros, nosotras	sac**amos**	pag**amos**	abraz**amos**
Vosotros, vosotras	sac**asteis**	pag**asteis**	abraz**asteis**
Uds., ellos, ellas	sac**aron**	pag**aron**	abraz**aron**

Words commonly used with the preterite

Spanish	English	Spanish	English
anoche	last night	desde... hasta...	from... until...
anteayer	the day before yesterday	pasado, pasada	last; past (adjective)
el año pasado	last year	la semana pasada	last week
ayer	yesterday	una vez; dos veces	once; twice (two times)
de repente	suddenly	ya	already

Ayer compré una camisa. Miré la televisión **anoche.**

Yesterday, I bought a shirt. I watched TV last night.

Useful phrases

Spanish	English
¿Qué hiciste?	What did you (singular, familiar) do?
¿Qué hizo usted?	What did you (singular, formal) do?
¿Qué hicieron ustedes?	What did you all (formal) do?
¿Qué hizo él? ¿Qué hizo ella?	What did he do? What did she do?

Spanish	English
¿Que hicieron ellos? ¿Qué hicieron ellas?	What did they do?

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5.6.1: Práctica- El pretérito de los verbos regulares

Preterite tense of regular verbs

Now that you have reviewed the information about the preterite, complete the following activities.

Actividades

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5.6.2: Práctica- El pretérito de los verbos regulares

Preterite of regular verbs

Now that you have reviewed the information about the preterite, complete the following activities.

Actividades

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5.7: Lectura- Keiko y Mariela

Keiko y Mariela

Keiko and Mariela are planning to go shopping to take advantage of the weekend sales. As you read, pay attention to the different clothing items they mention and their descriptions. Analyze the sentence structure- article, noun, adjective placement - and gender and number agreement in all their sentences.

Lectura

A Keiko y a Mariela les gusta mucho ir de compras. Este fin de semana desean ir al centro comercial porque los comerciales de la televisión dicen que hay muchas rebajas en las tiendas de ropa. Las chicas son muy modernas y no usan dinero en efectivo. Keiko va a usar su tarjeta de débito y Mariela su tarjeta de crédito. En las tiendas del centro comercial no pueden regatear, por eso buscan ropa buena, bonita y barata. Ellas son estudiantes y no quieren gastar mucho dinero.

El color favorito de Keiko es el morado y desea buscar unos zapatos de tenis morados. También quiere comprar camisetas de diferentes colores para ir a la escuela, unos jeans y unas sandalias rosas. Necesita buscar una chaqueta negra y unas botas cafés para el invierno, pero las chaquetas y las botas son muy caras.

A Mariela le gusta mucho el color rojo. Ella necesita un vestido elegante para la graduación de su hermana Jimena. Mariela desea un vestido rojo, pero su mamá dice que un vestido negro y largo es más elegante. Su mamá dice que ella debe usar medias, pero a Mariela no le gustan las medias. Ella piensa buscar una bolsa y unos zapatos rojos para usarlos en la graduación. También le quiere comprar un regalo a Jimena, pero no sabe que comprarle. A Jimena le gustan mucho los accesorios y sus colores favoritos son el verde y el amarillo. Mariela puede comprarle unos lentes amarillos o un cinturón verde... no sabe que hacer.

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

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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5.8: Video- De compras con Keiko y Mariela

De compras con Keiko y Mariela

After you read about Keiko and Mariela's plans to go shopping, watch the video to find out the things they ended up buying. Did they buy all the things they wanted? Did they buy things they did not originally planned to buy? (Video Transcript)

YouTube Video

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Figure 5.8.5.7.2: De compras con Keiko y Mariela. (CC BY-NC 4.0; Karla Gutiérrez via YouTube)

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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5.9: Argentina

Argentina

Map



"Location Argentina", by Rei-artur, CC BY-SA 3.0, Wikimedia Commons is licensed under CC0 1.0

General information

La capital: Buenos Aires

La ubicación: Sudamérica

La moneda: el peso

Ciudades importantes: Córdoba, Rosario, La Plata

La economía: La agricultura, la ganadería, industria de procesamiento de alimentos, industria de electrónica y electrodomésticos.

El clima: cálido, templado y frío.



"Ar-map-es", by Poroa, Wikimedia Commons is licensed under CC0 1.0

Interesting facts

Las Cataratas del Iguazú. Es considerado una de las 7 maravillas naturales del mundo. Son unas cataratas impresionantes que se encuentran entre Argentina, Brasil y Paraguay. Tiene 275 caídas de agua. Dos tercios 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 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 2,837 ft. de altura. Gente de todas partes del mundo llegan hasta la cordillera de los Andes en Argentina para subir el Aconcagua. La altura y el frío son dos grandes desafíos para escalar esta montaña tan alta.

El tango. El tango es una danza muy romántica y apasionada que nació en Argentina. Este baile no fue muy popular entre las altas clases sociales su inicio por ser considerada vulgar, pero al ver que muchas personas en muchos otros países lo bailaban, los argentinos empezaron a practicarlo en todos los niveles sociales hasta hoy en día. Este baile ahora es emblemático de Argentina. Las parejas bailan muy unidas y sincronizadamente. El hombre dirige los movimientos y la mujer sigue al hombre en cada movimiento muy de cerca.

El mate. Es una bebida hecha de la infusión de hojas de yerba mate. El mate contiene cafeína y es la bebida nacional de Argentina. El Mate no es sólo popular en Argentina, sino que otros países sudamericanos como Uruguay y Paraguay también la beben. Muchos amigos y familiares se reúnen para conversar y tomar la bebida juntos. El mate se toma de unos recipientes de calabaza *(calabash gourd)* y una bombilla *(metal straw)* de metal. Esta costumbre es muy antigua, proviene de los indígenas Guaraná que son los habitantes precolombinos de esta zona.

Actividades

Query

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Las Cataratas de Iguazú

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

Video 5.8.9: Cómo visitar las Cataratas de Iguazú? (La Bitácora de Carlos y Eli via YouTube)

Actividades

Query

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6: CAPÍTULO 6- LA RUTINA DIARIA

6.1: Vocabulario 6- La rutina diaria

6.2: Los pretéritos irregulares, parte 1

6.2.1: Práctica- Los pretéritos irregulares, parte 1

6.3: Pronombres de los objetos directos e indirectos

6.3.1: Práctica- Los pronombres de los objetos directos e indirectos

6.4: Los verbos reflexivos

6.4.1: Práctica- Los verbos reflexivos

6.4.2: Práctica- Los verbos reflexivos

6.5: Los verbos recíprocos

6.5.1: Práctica- Los verbos recíprocos

6.5.2: Práctica- Los verbos recíprocos

6.6: Los verbos similares a "gustar"

6.6.1: Práctica- Los verbos similares a "gustar"

6.7: Palabras indefinidas y negativas

6.7.1: Práctica- Palabras indefinidas y negativas

6.8: Lectura- El diario de Samira

6.9: Video - ¡Un buen día!

6.10: México

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6.1: Vocabulario 6- La rutina diaria

La rutina diaria

Vocabulario

En el siguiente video vas a encontrar la lista de vocabulario de este capítulo. Mira el video y repite el vocabulario después de cada diapositiva (*slide*). Descarga (download) la lista del vocabulario.

YouTube Video

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Figure 6.1.1*Video*.6.1.1: Capítulo 6: La rutina diaria. (CC-BY-NC 4.0; Anaid Stere-Lugo via YouTube)

Ejemplo

En el siguiente video vas a ver a Mariela y a Samira hablando sobre la rutina diaria. Presta atención a las preguntas que hacen relacionadas con su rutina diara.

YouTube Video

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Figure 6.1.2*Video*.6.1.2: Una conversación: ¿Cuál es tu rutina diaria?. (CC-BY-NC 4.0; Anaid Stere-Lugo via YouTube)

Actividades

Completa la siguiente actividad basada en el video anterior.

Query

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Ahora completa las siguientes actividades basadas en la lista del vocabuario.

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6.2: Los pretéritos irregulares, parte 1

Irregular preterites, part 1

The preterite tense is the most difficult tense to learn in terms of conjugation. First review what you learned in 5.6.0.

Now we will continue with the conjugations of some irregular verbs in preterite tense.

Stem-changing verbs ending in -ir

- In 4.3.0 you learned the 3 types of stem-changing verbs in the present tense: "e → i, o → ue, and e → i".
- In 5.6.0 you learned that stem-changing verbs ending in "-ar" and "-er" are conjugated as regular verbs in the preterite.
- You will now learn that stem-changing verbs ending in "-ir" have a stem-change only in the conjugations of "usted, él, ella" and "ustedes, ellos, ellas" (3rd person singular and plural). This stem-change is also different from the present tense. In preterite, you need to change "e → i, o → u". In the examples below, the preterite endings are in blue and the stem-change in the preterite conjugation is indicated in **bold**.

Present	Preterite	Present	Preterite
e → ie	e → i	o → ue	o → u
preferir	**preferir**	**dormir**	**dormir**
pref**ie**ro preferimos	preferí preferimos	d**ue**rm**o** dormimos	dormí dormimos
pref**ie**res preferís	preferiste preferisteis	d**ue**rmes dormís	dorrmiste dormisteis
pref**ie**re pref**ie**ren	pref**i**rió pref**i**rieron	d**ue**rme d**ue**rmen	d**u**rmió d**u**rmieron



Figure 1: Ayer Blanca se divirtió mucho en la cocina.



Figure 2: El gato d**u**rmió muy bien anoche.



Figure 3: El sábado pasado los camareros s**i**rvieron comida deliciosa.

List of stem-changing verbs ending in "-ir"

Stem change "e" → "i"

The vowel highlighted in bold will have change "**e**" → "i" in the the conjugations of "usted, él, ella" and "ustedes, ellos, ellas" (3rd person singular and plural) in the preterite tense.

Spanish	English
adv**e**rtir	to warn
cons**e**guir	to get; to obtain
conv**e**rtir	to convert
conv**e**rtirse en	to become
desp**e**dir	to fire (job dismissal)

Spanish	English
despedirse	to say goodbye
divertirse	to have fun
medir	to measure
mentir	to lie
pedir	to ask for (something)
preferir	to prefer
repetir	to repeat
seguir	to follow; to continue
sentir	to feel (regret)
sentirse	to feel
servir	to serve
vestir	to dress someone
vestirse	to get dressed

Stem change "o" → "u"

The vowel highlighted in bold will have change "**o**" → "u" in the the conjugations of "usted, él, ella" and "ustedes, ellos, ellas" (3rd person singular and plural) in the preterite tense.

Spanish	English
dormir	to sleep
dormirse	to fall asleep
morir	to die
morirse	to die off (of something, ie: of love)

Stems that end in a vowel for verbs ending in "-er" and "-ir"

- Observe that the stem of "-er" and "-ir" ending verbs of the verbs "leer", "caer", "oír" and "huir" end in a vowel.
- A written accent is needed on the "í" for the conjugations of "yo", "tú", "nosotros", and "vosotros".
- The vowel "i" of the ending in the conjugations of "usted, él, ella" and "ustedes, ellos, ellas" will change to "y". This is because the endings for "-er" and "-ir" are "ió" and "ieron" (whereas, verbs ending in "-ar" are just "-o" and "-aron").

Leer - to read	Caer - to fall	Oír - to hear	Huír - to flee
le**í** le**ímos**	ca**í** ca**ímos**	o**í** o**ímos**	hu**í** hu**ímos**
le**íste** le**ísteis**	ca**íste** ca**ísteis**	o**íste** o**ísteis**	hu**íste** hu**ísteis**
le**yó** le**yeron**	ca**yó** ca**yeron**	o**yó** o**yeron**	hu**yó** hu**yeron**

Note that in the conjugations above, the endings are in **bold** and the spelling change is indicated in blue.

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6.2.1: Práctica- Los pretéritos irregulares, parte 1

Irregular preterites, part 1

Now that you have reviewed the information about irregular preterites, complete the following activities.

Actividades

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6.3: Pronombres de los objetos directos e indirectos

Direct and indirect object pronouns

In Chapter 5 you learned about direct and indirect object pronouns and the sentence structure used when only one of these pronouns appears in a sentence. This time, you learn how to use both direct and indirect object pronouns in one sentence. If you need to reivew these pronouns, go to Direct Object Pronouns and Indirect Object Pronouns.

Review all the information on double object pronouns by clicking on the arrow next to the "1/5" at the bottom of the slides. There are 5 slides to review.

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6.3.1: Práctica- Los pronombres de los objetos directos e indirectos

Direct and indirect object pronouns

Now that you have reviewed the information about direct and indirect object pronouns, complete the following activities.

Actividades

Interactive Content

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Completa las 5 preguntas de esta actividad dándole clic a la flecha (arrow) que está a la derecha de "1/6". Dale clic hasta el final para obtenter tus resultados.

Interactive Content

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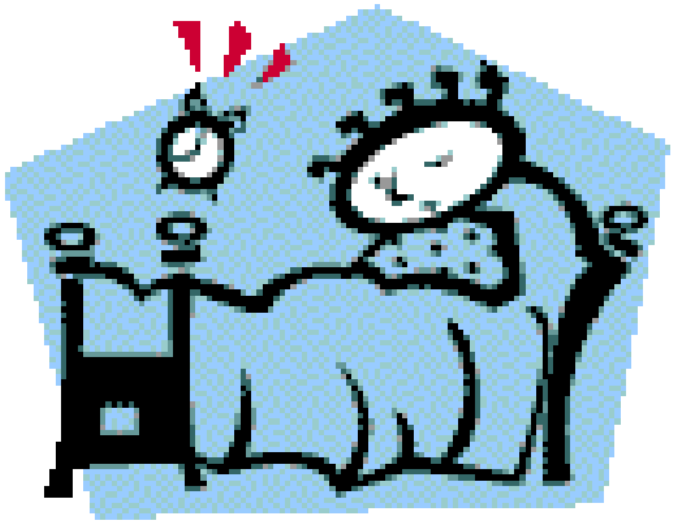
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6.4: Los verbos reflexivos

Reflexive verbs

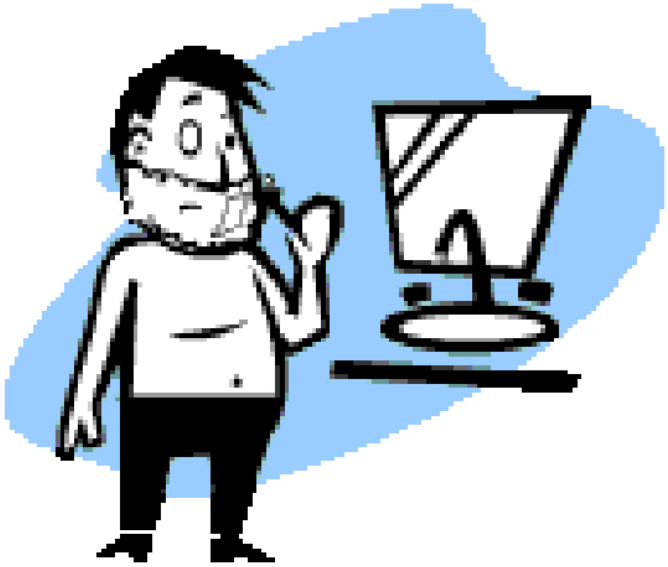
In the examples below, pay special attention to the reflexive pronouns and the conjugation endings noted in blue.



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

Note: Reflexive verbs can be conjugated in any other tense. For example, the same verbs above in the preterite tense would be:

me desperté nos despertamos me vestí nos vestimos

te despertaste os despertasteis te vestiste os vestisteis

se despertó se despertaron se vistió se vistieron

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
acordarse (de) (o:ue)	*to remember*	llamarse
acostarse (o:ue)	*to go to bed*	maquillarse
afeitarse	*to shave*	peinarse
bañarse	*to bathe; to take a bath*	ponerse (+noun)
cepillarse (los dientes, el pelo)	*to brush (one's teeth, hair)*	ponerse (+adj.)
despertarse (e:ie)	*to wake up*	probarse (o:ue)
dormirse (o:ue)	*to fall asleep*	quedarse
ducharse	*to take a shower*	quitarse
enojarse	*to get angry*	secarse (las manos, el pelo)
irse	*to go away; to leave*	sentarse (e:ie)
lavarse (las manos, el pelo)	*to wash (one's hands, hair)*	sentirse (e:ie)
levantarse	*to get up*	vestirse (e:i)

¡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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6.4.1: 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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6.4.2: Práctica- Los verbos reflexivos

Reflexive verbs

Now that you have reviewed the information about reflexive verbs, complete the following activities. Pay special attention to the tense needed in the instructions. Some acativities require the verbs to be conjugated in the **present tense** and others in the **preterite tense**.

Actividades

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6.5: Los verbos recíprocos

Reciprocal verbs

Review all the information on reciprocal verbs by clicking on the arrow next to the "1/2" at the bottom of the slides. There are 2 slides to review.

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6.5.1: Práctica- Los verbos recíprocos

Reciprocal verbs

Now that you have reviewed the information about reciprocal verbs, complete the following activities.

Actividades

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6.5.2: Práctica- Los verbos recíprocos

Reciprocal verbs

Now that you have reviewed the information about reciprocal verbs, complete the following activities.

Actividades

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6.6: Los verbos similares a "gustar"

Verbs like "gustar"

In section 2.4.0 you learned how to express likes and dislikes using the verb "gustar"(to please). Use "gustar" with infinitive verbs to express what people like or dislike to do. Use "gustar" followed by a noun for things that people like or dislike.

What you have learned about "gustar"?

Remember that to express likes in Spanish using "gustar", we will have to invert the subject pronoun and the direct object:

- The "someone" doing the action of liking is now receiving the action of being pleased.
- The "something" being liked is now doing the action of pleasing.
- The following chart shows the change of the "someone" as subject pronoun (crossed out) to "someone" as the receiver of the action (indirect object pronoun=IOP).
- The clarifier is the indirect object (IO). It clarifies who the IOP refers to.

(In the chart below, all words in blue reflect the replacement of the normal subject pronouns that are now the IOP and the clarifier (IO)).

subject pronoun	IOP	clarifier	subject pronoun	IOP	clarifier
~~yo~~	→ **me**	= a mí	~~nosotros, nosotras~~	→ **nos**	= a nosotros/as
~~tú~~	→ **te**	= a ti	~~vosotros, vosotras~~	→ **os**	= a vosotros/as
~~usted~~	→ **le**	= a usted	~~ustedes~~	→ **les**	= a ustedes
~~él~~	→ **le**	= a él	~~ellos~~	→ **les**	= a ellos
~~ella~~	→ **le**	= a ella	~~ellas~~	→ **les**	= a ellas

- The indirect object nouns (a + prepositional pronoun/noun) are added to emphasize or clarify who it is pleasing to.
- You will only use the verb "gustar" in the 3rd person singular or plural: "gusta" or "gustan". Remember the following formula:

1. IOP+ gusta + subject pronoun that are infinitive verbs (this formula can be used when "gustar" is followed by just one verb or when it is followed by a list of verbs).
2. IOP+ gusta + subject pronoun that is a singular noun.
3. IOP+ gustan + subject pronoun that are plural nouns.

Ejemplos

Review the use of "gusta" (singular form) and "gustan" (plural form) in the examples below.

With verbs:

clarifier	IOP	verb	subject pronoun (verb)	clarifier
A mí	**me**	gust**a**	estudiar español.	A nosotros, a
A ti	**te**	gust**a**	ir a las tiendas y comprar ropa.	A vosotros, a
A Ud., a él, a ella	**le**	gust**a**	nadar y practicar deportes.	A Uds., a ello

With singular nouns:

clarifier	IOP	verb	subject pronoun (sing. noun)	clarif
A mí	**me**	gust**a**	esta clase.	A nos
A ti	**te**	gust**a**	el perro.	A vos
A Ud., a él, a ella	**le**	gust**a**	la hamburguesa.	A Uds

With plural nouns:

clarifier	IOP	verb	subject pronoun (pl. nouns)	clarifie
A mí	**me**	gust**an**	estas clases.	A nosot
A ti	**te**	gust**an**	los chocolates de leche.	A vosot
A Ud., a él, a ella	**le**	gust**an**	los perros y los gatos.	A Uds.,

To express dislike, the negative word “no” is placed before the indirect object pronouns. Review the examples paying special attention to the placement of the word "no" in blue.

clarifier	*no*	IOP	verb	subject pronoun	clarifier	*no*	IOP	verb	subject pronoun
A Elsa	*no*	**le**	gust**a**	estudiar.	A ellos	*no*	**les**	gust**a**	la música Reggaetón.
A ti	*no*	**te**	gust**a**	ir a las tiendas y comprar ropa.	A nosotros	*no*	**nos**	gust**a**	cantar.
A mí	*no*	**me**	gust**an**	las matemáticas.	A vosotros	*no*	**os**	gust**an**	los problemas.

Verbs like "gustar"

The following verbs (below) are conjugated like the verb "gustar". These verbs have two forms: 3rd person singular and 3rd person plural (either present or preterite tense) and they use indirect object pronouns (me, te, le, nos, os, les). In the chart below, verbs that are conjugated like "gustar" are in **bold**.

Verb	English	Present tense	Preterite tense
aburrir	To bore	aburr**e,** aburr**en**	aburr**ió,** aburr**ieron**
encantar	To like a lot, to love (inanimate objects)	encant**a,** encant**an**	encant**ó,** encant**aron**
faltar	To be lacking, to be missing	falt**a,** falt**an**	falt**ó,** falt**aron**
fascinar	To fascinate, to like very much	fascin**a,** fascin**an**	fascin**ó,** fascin**aron**
importar	To be important to, to matter to, to mind	import**a,** import**an**	import**ó,** import**aron**
interesar	To interest, to be interesting to	interes**a,** interes**an**	interes**ó,** interes**aron**
molestar	To bother	molest**a,** molest**an**	molest**ó,** molest**aron**
quedar	To have left, to fit (clothing)	qued**a,** qued**an**	qued**ó,** qued**aron**

Ejemplos

- A Keiko le **fascinan** las matemáticas.
- Nos **importa** llegar a tiempo al trabajo y a la universidad.
- A los niños les **interesan** los dulces.

- A ti y a mí nos **faltó** una clase para graduarnos.
- A Carlos le **quedan** cinco dólares en su cartera.
- A ti te **molesta** la gente grosera.
- A vosotros os **aburrió** estar en casa todo el día.
- Me **encantan** las pinturas de Monet!



"Monet, Impression, Sunrise"" by Joaquín Martínez Rosado is licensed under CC BY 2.0

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6.6.1: Práctica- Los verbos similares a "gustar"

Verbs like "gustar"

Now that you have reviewed the information about the verbs that are conjugated like "gustar", complete the following activities.

Actividades

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6.7: Palabras indefinidas y negativas

Indefinite and negative words

In Spanish, indefinite words are opposite in meaning to its negative words. Let us look at these common indefinite and negative words:

Indefinida	Indefinite	Negativa	Negative
Algo	Something	Nada	Nothing
Alguien	Someone	Nadie	No one
Siempre	Always	Nunca, jamás	Never
También	Also	Tampoco	Neither, nor
Algún, alguno, alguna, algunos, algunas	Some	Ningún, ninguno, ninguna (in singular only)	None, not any
O... o	Either.... or	Ni... ni	Neither... nor

There are two ways to form negative sentences in Spanish. Let us compare them:

No + verb + **negative word**

Review the following examples. Note that all negative words, including the word "no", are indicated in **bold**.

- Yo **no** peleo **nunca** con mi hermanito.
- **No** se acuesta **nadie** temprano en mi casa.
- **No** quiero salir **tampoco**.

Negative word + verb

- **Nunca** peleo con mi hermanito.
- **Nadie** se acuesta temprano en mi casa.
- **Tampoco** quiero salir.

The indefinite word "algún" has four different forms that will agree in gender and number with the noun they modify. It's counterpart "ningún" also agrees in gender with the noun it modifies. However, in the negative form, "ningún" and "ninguna" are never used in the plural form since there is no plural of "none".

In questions using indefinite words: "algún", "algunos", "algunas", and "alguna", while there are different ways to answer, it is common to use these negative words: "ningún", "ninguno", "ninguna" and "nadie".

Note that "alguno" and "ninguno" are used as masculine pronouns. Thus, they cannot be followed by the masculine noun they refer to. There needs to be a previous context indicating what they refer to. If the masculine noun is needed after, use "algún" or "ningún" instead. The first two questions below can be responded by using "ninguno" or "ningún" since the question provide the context needed to knwo what they refer to.

Ejemplos

- ¿Tienes algún diccionario de francés?
  - No, no tengo ningún diccionario de francés.
  - No, no tengo ninguno.
- ¿Les mandas algunos mensajes a tus amigos cuando estás trabajando?
  - No, no les mando ningún mensaje a mis amigos cuando estoy trabajando;
  - No, no les mando ninguno cuando estoy trabajando.
- ¿Tienes algunas pastillas en tu bolsa?
  - No, no tengo ninguna pastilla en mi bolsa;
  - No, no tengo ninguna en mi bolsa.
- ¿Viste a *alguna amiga en la cafetería?
  - No, no vi a ninguna amiga en la cafetería.
  - No, no vi a ninguna en la cafetería.
  - No, no vi a nadie en la cafetería.

*****Use the personal “a” before "alguna", just like with "alguien" and "nadie", when referring to people, . This is the same when using "alguno", "alguna", "algunos", "algunas", "ninguno" and "ninguna".

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6.7.1: Práctica- Palabras indefinidas y negativas

Indefinite and negative words

Now that you have reviewed the information about indefinite and negative words, complete the following activities.

Actividades

Haz clic en las fotos para ver la palabra oculta. Encuentra la palabra opuesta para hacer pares.

Query

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6.8: Lectura- El diario de Samira

El diario de Samira

Lee el diario de Samira sobre el fin de semana pasado. Pon atención a sus actividades de la mañana y a las de la noche. También pon atención al uso de los verbos reflexivos. ¿Haces algunas actividades similares los fines de semana?

Lectura

Querido diario:

Ayer me desperté a las siete de la mañana, pero no me levanté hasta las ocho y media de la mañana. Los sábados no tengo clases, entonces no necesito levantarme temprano y no pongo el despertador, pero algunas veces me despierto temprano. Hoy decidí mirar un documental de la civilización Maya en la televisión antes de levantarme. Me interesa mucho la historia de las civilizaciones antiguas. Cuando terminó el documental me levanté, me vestí y me lavé la cara. No me bañé porque siempre me baño por la noche. Luego desayuné, me cepillé los dientes y salí a caminar al parque. Más tarde visité un museo y almorcé en un café que está cerca del museo con mi amigo Omar. Luego Omar me invitó a un festival de música del Medio Oriente (Middle Eastern). ¡Nos divertimos mucho! A Omar le fascina la música en general y cuando hay eventos del Medio Oriente siempre me invita. Después del festival, volví a mi casa, me duché, cené, me cepillé los dientes y me acosté. Por último, miré las noticias en la televisión y me dormí.

Los sábados son muy divertidos. Siempre hago cosas que me interesan y nunca estudio, todo es diversión.

¡Hasta el próximo fin de semana!

Samira

Actividades

Copia los acentos y otros símbolos si es necesario: á, é, í, ó, ú, ñ, ¿, ¡

Decide si las oraciones son ciertas o falsas.

Query

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6.9: Video - ¡Un buen día!

¡Un buen día!

Mira el video de las actividades del fin de semana de Omar. Escucha con atención la narración de Omar y descubre qué tienen en común Samira y Omar. (Video transcript)

YouTube Video

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Figure 6.9.1: Un buen día. (CC-BY-NC 4.0; Karla Gutierrez via YouTube)

Ahora, completa las actividades de acuerdo (according) con el video.

Actividades

Copia los acentos y otros símbolos si es necesario: á, é, í, ó, ú, ñ, ¿, ¡

Decide si las oraciones son ciertas o falsas.

Query

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Query

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6.10: México

México

Mapa

Query

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Query

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7: CAPÍTULO 7- LA COMIDA Y LAS FIESTAS

Close message

Learn more

Welcome to your new guide!

Click on "New" to build out your guide.

7.1: Vocabulario 7- La comida y las fiestas

7.2: Los pretéritos irregulares, parte 2

7.2.1: Práctica- Pretéritos irregulares, parte 2

7.3: Pretérito de dar, ser, ver, ir

7.3.1: Práctica- Pretérito de dar, ser, ver, ir

7.4: Verbos que cambian de significado en el pretérito

7.4.1: Práctica- Verbos que cambian de significado en el pretérito

7.5: "Se" impersonal y "se" accidental

7.5.1: Práctica- "Se" impersonal y "se" accidental

7.6: Lectura- La quinceañera de Mariela

7.7: Video- En el supermercado

7.8: Perú

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7.1: Vocabulario 7- 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)

Actividades

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.

Interactive Content

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7.2: Los pretéritos irregulares, parte 2

Irregular preterites, part 2

In the preterit tense, there are a few verbs with irregular stem. These irregular verbs do not have written accent on the verb conjugation (as compared to the regular verbs in the preterit tense). The irregular stem can be categorized by:

- The -u- stem
- The -i- stem
- The -j- stem

Irregular stems in the preterit tense

In the charts below, the irregular stems are in **bold**.

-u- stem

Verb	Irregular stem
andar	and**u**v- p**u**d-
estar	est**u**v-
haber	h**u**b-
poder	p**u**d-
poner, suponer, proponer	p**u**s-, sup**u**s-, prop**u**s-
saber	s**u**p-
tener	t**u**v-

-i- stem

Verb	Irregular stem
hacer	h**i**c- , h**i**z- (Use "z", instead of "c", in the conjugations of "usted", "él", and "ella".)
querer	qu**i**s-
venir	v**i**n-

-j- stem

Verb	Irregular stem
conducir	condu**j**-
decir	di**j**-
producir	produ**j**-
reducir	redu**j**-
traducir	tradu**j**-
traer	tra**j**-

Verb conjugations in the preterite tense

All verbs with irregular stems in the preterite, have the same set of endings when cojugated. Moreover, none of them need an accent mark. The verb conjugation for -u- stem and the -i- stem differs from the -j- stem in the 3rd person plural: "ustedes", "ellos", and "ellas" form, since verbs with -j- stem do not have an "i" in their ending. This spelling change is noted in **bold** in the chart below. Let's review the chart below:

Subject	The -u- and -i- stem	The -j- stem	Examples of verb conjugations
Yo	e	e	Yo: pude, hice, traje (poder, hacer, traer)
Tú	iste	iste	Tú: supiste, hiciste, condujiste (saber, hacer, conducir)
Él/Ella/Usted	o	o	Ud., Él, Ella: *hubo (pretérite for "hay"), (haber) hi**z**o (hacer), condujo (conducir)
Nosotros/as	imos	imos	Nosotros/as: tuvimos, vinimos, produjimos (tener, venir, producir)
Vosotros/as	isteis	isteis	Vosotros/as: estuvisteis, quisisteis, tradujisteis (estar, querer, traducir)
Ellos/Ellas/ Ustedes	**ie**ron	**e**ron	Ellos/Ellas/Uds.: pus**ie**ron, hic**ie**ron (poner, hacer) Ellos/Ellas/Uds.: traj**e**ron, conduj**e**ron, produj**e**ron, tradu**je**ron, redu**je**ron, di**je**ron (traer, conducir, producir, traducir, reducer, decir)

Ejemplos

Hubo una fiesta de cumpleaños en la casa de Mariela.

Mi amiga Gabriela quiso ir pero no pudo. Ella tuvo que trabajar.

Anoche Mateo hizo ejercicios en el gimnasio.

Los amigos de Mariela le trajeron regalos para ella.

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7.2.1: Práctica- Pretéritos irregulares, parte 2

Irregular preterites, part 2

Now that you have reviewed the information about irregular preterites, complete the following activities.

Actividades

Query

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7.3: Pretérito de dar, ser, ver, ir

Irregular preterites of verbs "dar", "ser", "ver", "ir"

There are four additional verbs that have irregular conjugations. They are: "dar" (to give), "ver" (to see/to watch), "ser" (to be) and "ir" (to go). One thing these verbs have in common is that they do not need an accent on the conjugation of "yo" or "él", even if some of the endings resemble those of regular verbs. The verbs "ir" and "ser" have the same conjugation; the context tells you the verb being used when conjugated.

Subject	Dar (endings like -er/-ir verb)	Ver (no accent marks)	Ser, Ir (same conjugation)
Yo	Di	Vi	Fui
Tú	Diste	Viste	Fuiste
Él/Ella/Usted	Dio	Vio	Fue
Nosotros/as	Dimos	Vimos	Fuimos
Vosotros/as	Disteis	Visteis	Fuisteis
Ellos/Ellas/Ustedes	Dieron	Vieron	Fueron



La semana pasada nosotros **fuimos** a la fiesta de cumpleaños de Mariela.

Keiko le **dio** un regalo a Mariela.

Yo **vi** a todos mis compañeros en la fiesta.

Fue una fiesta maravillosa!

(All irregular verbs from this lesson are in **bold**.)

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7.3.1: Práctica- Pretérito de dar, ser, ver, ir

Irregular preterites of verbs "dar", "ser", "ver", "ir"

Now that you have reviewed the conjugation of "dar", "ser", "ver", and "ir", complete the following activities.

Actividades

Query

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7.4: Verbos que cambian de significado en el pretérito

Verbs that change in meaning in the preterite

We are going to study the verbs that change its meaning from "present" to "preterite" tense in Spanish. These are the following verbs:

Saber

Subject pronoun	Present tense	Preterite tense
Yo	sé	supe
Tú	sabes	supiste
Usted, él, ella	sabe	supo
Nosotros, nosotras	sabemos	supimos
Vosotros, vosotras	sabéis	supisteis
Ustedes, ellos, ellas	saben	supieron

In the present tense, "saber" is used to express "to know something" (knowledge, fact) and "to know how to do something" (skill).

- Yo sé la capital de los Estados Unidos. Es Washington DC.
- Nosotros sabemos bailar tango.

In the preterite tense, "saber" is used to express "to find out about something" (found out, realized). The preterite tense of "saber" are highlighted in **bold**.

- El sábado pasado en la reunión familiar, **supe** que mi prima Elizabeth va a casarse en la primavera.
  Last Saturday in the family gathering, I **found out** that my cousin Elizabeth is going to get married in the Spring.

Conocer

Subject pronoun	Present tense	Preterite tense
Yo	conozco	conocí
Tú	conoces	conociste
Usted, él, ella	conoce	conoció
Nosotros, nosotras	conocemos	conocimos
Vosotros, vosotras	conocéis	conocisteis
Ustedes, ellos, ellas	conocen	conocieron

In the present tense, "conocer" is used to express "to know or to be acquainted or familiar with a person, a place, or a thing".

- Yo conozco bien la capital de los Estados Unidos. Viví en esta ciudad por varios años.
- Leticia conoce a todos los padres de sus estudiantes.

In the preterite tense, "conocer" is used to express "to meet someone for the first time" (met). Personal "a" is used after the verb conocer. The preterite tense of "conocer" are highlighted in **bold**.

- Anoche en la casa de Arturo, nosotros **conocimos** a sus abuelitos.
  Last night at Arturo's house, we **met** his grandparents.

Poder

Subject pronoun	Present tense	Preterite tense
Yo	puedo	pude
Tú	puedes	pudiste
Usted, él, ella	puede	pudo
Nosotros, nosotras	podemos	pudimos
Vosotros, vosotras	podéis	pudisteis
Ustedes, ellos, ellas	pueden	pudieron

In the present tense, "poder" means "to be able to" or "can", and "no poder" means "not be able to" or "cannot".

- ¿Puedes ir al concierto con nosotros la próxima semana?
  - Lo siento, no puedo ir. Tengo que trabajar.

In the preterite tense, "poder" means "managed or succeeded in doing something", while "no poder" means "failed after attempting to do something". The preterite tense of poder are highlighted in **bold**.

- Anoche **pude** entregar mis tareas antes de la medianoche. ¿Y Carlos?
  Last night I **managed** to turn in my homework before midnight. How about Carlos?
  - Desafortunadamente, Carlos **no pudo** entregarlas a tiempo.
    Unfortunately Carlos **failed** to turn them in on time.

Querer

Subject pronoun	Present tense	Preterite tense
Yo	quiero	quise
Tú	quieres	quisiste
Usted, él, ella	quiere	quiso
Nosotros, nosotras	queremos	quisimos
Vosotros, vosotras	queréis	quisisteis
Ustedes, ellos, Ellas	quieren	quisieron

In the present tense, "querer" means "to want" or "to love", and "no querer" means "do not want".

- ¿Qué quieren hacer esta noche?
  - Esta noche no queremos hacer nada. Preferimos estar en casa.
- Mami, te queremos mucho.

In the preterite tense, "querer" means "tried to", while "no querer" means "refused". The preterite tense of "querer" are highlighted in **bold**.

- Arturo **quiso** ir a la fiesta de Mariela, pero tuvo que trabajar.
  Arturo **tried** to go to Mariela's party, but he had to work.
- Paola y Laura **no quisieron** salir con Fabio y Daniel.
  Paola and Laura **refused** to go out with Fabio and Daniel.

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7.4.1: Práctica- Verbos que cambian de significado en el pretérito

Verbs that change in meaning in the preterite

Now that you have reviewed the information about verbs that change in meaning in the preterite, complete the following activities.

Actividades

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7.5: "Se" impersonal y "se" accidental

Constructions with "se": Impersonal "se" and accidental "se"

"Se" impersonal

"Se" for general and impersonal information is used to express general and impersonal information in which the subject is not given or is unspecified. "Se" impersonal is used for signs and ads. The “se” construction is used as follow:

Singular

Se + verb (present in 3rd person singular) + singular noun

Se **habla español**.

Se **alquila apartamento**.

Note that in the examples above the verb in present tense and the singular noun are in **bold**.

Plural

Se + verb (present in 3rd person plural) + plural noun

Se **venden los periódicos** aquí.

Se **buscan meseros** en este restaurante.

Note that in the examples above the verb in present tense and the plural noun are in **bold**.

Se + verb (present in 3rd person singular) + adverb or preposition

Se **ve mejor** con estos lentes.

Se **maneja con** alegría en este coche.

Note that in the examples above the verb and the adverb or preposition are in **bold**.

"Se" accidental

"Se" for accidental or unplanned events: In order to imply that no one is directly responsible for an accidental or unplanned event, Spanish uses the following “Se" construction:

Se	IOP	Verb (preterite)	Subject
Se	me te le nos os les	cayó	el plato.

In this construction, the indirect object pronoun indicates to whom the accidental or unplanned event affects. What normally is the direct object of the sentence (what is lost, forgotten, and so on,) is now the subject and the verb is now conjugated to this new subject (normally the 3rd person singular or plural). Because the event has already occurred, the verb tense used is normally the preterite.

Se	IOP	Verb (preterite)	Subject
Se	me	cayeron	los libros.
	te	descompuso	la televisión.
	le	olvidaron	las bebidas para la fiesta.
	nos	perdió	el dinero.
	os	quedaron	los boletos en casa.
	les	rompió	el vaso.

List of verbs often used with se to describe accidental or unplanned events

Spanish	English	Spanish	English
caer	to fall; to drop	dañar	to damage; to break down
descomponer	to break down (appliances, electronic devices & transportation)	olvidar	to forget
perder (ie)	to lose	quebrar	to break
quedar	to be left behind	romper	to break

To clarify or emphasize whom the action happened to (the indirect object pronoun), use "a + [noun]" or "a + [prepositional pronoun]".

Al conductor se le perdió la llave. (The driver lost his key.)

A mí se me cayó el pastel. (I dropped the cake.)

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7.5.1: Práctica- "Se" impersonal y "se" accidental

Constructions with "se": Impersonal "se" and accidental "se"

Now that you have reviewed the information about constructions with "se", complete the following activities.

Actividades

Query

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7.6: Lectura- La quinceañera de Mariela

La quinceañera de Mariela

La profesora de matemáticas, Lorena López, le pidió a Mariela ayuda para organizar la quinceañera (15th birthday party) de su sobrina. Mariela está muy emocionada mientras escribe en su diario y recuerda su propia (her own) quinceañera. Mientras lees los detalles de la quinceañera de Mariela, piensa en las fiestas de cumpleaños de Estados Unidos. ¿Hay una fiesta de cumpleaños en Estados Unidos similar a las quinceañeras? ¿Hay otro tipo de celebración en Estados Unidos similar a una quinceañera? ¿Alguna vez (have you ever) fuiste a una quinceañera? ¿Te gustó? ¿Fue tu experiencia similar a la quinceañera de Mariela?

Lectura

Querido diario:

La profesora de matemáticas, Lorena López, me pidió ayuda para organizarle una quinceañera a su sobrina Teresa. ¡Estoy muy contenta! Es la primera vez que ayudo a organizar una quinceañera.

Recuerdo mi quinceañera con mucha emoción. Un año antes de mi fiesta, mi mamá empezó a preparar todo. Me compró un vestido rosa, largo, elegante y muy bonito, y reservó un salón de eventos muy grande porque invitamos a mucha gente.

El día de la fiesta fueron más de doscientas personas. Hubo un pastel muy grande, tan grande como el pastel de una boda. Mi abuela y mi mamá pusieron mesas con diferentes comidas para los invitados. Los invitados caminaron a las mesas de comida, leyeron el menú de cada mesa y se sirvieron de todo un poco. En una mesa mi abuela puso todas las carnes: bistec, pescado y pavo. En otra mesa sirvió en unos pequeños platos todos los postres: el flan de caramelo, las galletas, los dulces y el pastel. ¡Esta fue mi mesa favorita! En otra mesa mi mamá decidió poner las frutas y las verduras: fresas, plátanos, manzanas, lechuga, tomate, zanahorias, papas, ensaladas de frutas y ensaladas de verduras. Finalmente, pusieron una mesa con todas las bebidas: jugos de fruta, refrescos, té helado, café y vino. ¡Todo estuvo delicioso!

Ese día lo pasé muy bien con mi familia y mis amigos. Los invitados me dieron muchos regalos, escuché mi música favorita, bailé, platiqué, reí, comí y me divertí mucho. Recuerdo que cuando entré a la fiesta todas las personas me dijeron: ¡Feliz cumpleaños!

¡Mi quinceañera fue el mejor día de mi vida!

¡Mañana va a ser un día muy divertido!

Hasta la próxima.

Mariela

Now that you have read Mariela's diary entry, complete the activities below.

Actividades

Copia los acentos y otros símbolos si es necesario: á, é, í, ó, ú, ñ, ¿, ¡

Decide si las oraciones son ciertas o falsas.

Query

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7.7: 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 7.7.7.6.2: El Supermercado. (CC BY-NC 4.0; Karla Gutiérrez via YouTube)

Ahora que ya viste el video, completa las actividades siguientes.

Actividades

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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7.8: Perú

Perú

Mapa

Query

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8: CAPÍTULO 8- EL CONSULTORIO MÉDICO

Close message

Learn more

Welcome to your new guide!

Click on "New" to build out your guide.

8.1: Vocabulario- El consultorio

8.2: El imperfecto

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8.2.2: Práctica- El imperfecto

8.3: El pretérito y el imperfecto

8.3.1: Práctica- El pretérito y el imperfecto

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8.4: Pronombres después de las preposiciones

8.4.1: Práctica- Pronombres después de las preposiciones

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8.5: ¿Qué? ¿Cuál? ¿Cuáles?

8.5.1: Práctica- ¿Qué? ¿Cuál? ¿Cuáles?

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8.8: Costa Rica

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8.1: Vocabulario- El consultorio

El consultorio

Vocabulario

En el siguiente video vas a encontrar la lista de 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 8.1.1Video.8.1.1: Capítulo 8: El consultorio. (CC-BY-NC 4.0; Anaid Stere-Lugo via YouTube)

En el siguiente video vas a ver a Samira y a Álex hablando sobre la salud de Samira. Presta atención a las preguntas que hace Álex relacionadas con el dolor de cabeza de Samira.

YouTube Video

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Figure 8.1.2Video.8.1.2: Una conversación: ¿Qué haces en la clínica? (CC-BY-NC 4.0; Anaid Stere-Lugo via YouTube)

Actividades

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.

Query

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8.2: El imperfecto

The imperfect

You have learned to use past tense using "pretérito". Now, you are going to learn a different way to talk about past actions using "imperfecto".

Verb conjugation

We are going to learn the conjugation of:

- Regular verbs;
- Stem changing verbs; and
- Irregular verbs (there are only three: ir, ser y ver)

Regular verbs

In the chart below, you will see the verbs "-ar", "-er and -ir" ending in the imperfect tense in **bold**. Verbs "tomar", "leer" and "escribir" are conjugated in the imperfect tense shown in **bold**.

Subject Pronoun	"-ar" ending	Verb "tomar"	"er" and "ir" ending	Verb "leer"	Verb "escribir"
Yo	**-aba**	toma**ba**	**-ía**	le**ía**	escrib**ía**
Tú	**-abas**	toma**bas**	**-ías**	le**ías**	escrib**ías**
Usted, él, ella	**-aba**	toma**ba**	**-ía**	le**ía**	escrib**ía**
Nosotros, nosotras	**-ábamos**	tom**ábamos**	**-íamos**	le**íamos**	escrib**íamos**
Vosotros, vosotras	**-abais**	toma**bais**	**-íais**	le**íais**	escrib**íais**
Ustedes, ellos, ellas	**-aban**	toma**ban**	**-ían**	le**ían**	escrib**ían**

Stem changing verbs

There is no stem changing verb in the imperfect tense. The stem changing verbs are conjugated like a regular "-ar" or "-er", "-ir" verb. Note that all verbs conjugated in imperfect tense shown below are highlighted in **bold**.

- "Tener" (e: ie) and "almorzar" (o: ue): Cuando los niños **tenían** hambre, **almorzaban** en la cafetería de la escuela.
- "Pedir" (e: i): Marisela siempre le **pedía** al mesero un vaso de agua y un café.
- "Jugar" (u: ue): Nosotros **jugábamos** al fútbol en el parque cada domingo.

Irregular verbs

Subjet Pronoun	Ir (to go)	Ser (to be)	Ver (to see, to watch)
Yo	iba	era	veía
Tú	ibas	eras	veías
Usted, él, ella	iba	era	veía
Nosotros, nosotras	íbamos	éramos	veíamos
Vosotros, vosotras	ibais	erais	veíais
Ustedes, ellos, ellas	iban	eran	veían

Expressions of time used with the imperfect tense

Spanish	English
Siempre	Always
(Casi) siempre	(Almost) always
Frecuentemente, con frecuencia, a menudo	Frequently
Mientras	While
Generalmente	Generally

Spanish	English
Todos los (días, meses, años, domingos, etc.)	Every day, month, year, Sundays, etc.
Todas las semanas	Every week
Nunca, jamás	Never
(Casi) nunca	(Almost) never
Una vez, dos veces (# veces por día, semana, mes, año, etc.)	Once, twice (# of times per day, week, month, year, etc.)
De vez en cuando, a veces	Sometimes
Normalmente	Normally
Cada día, semana, mes, año, primavera, verano, etc	Each day, week, month, year, Spring, Summer, etc.

Uses of imperfect tense

Here are the uses of imperfect tense with examples. Note that all verbs conjugated in imperfect tense are in **bold**.

1. Habitual or repeated actions
    - **Nos levantábamos** a las siete todos los días.
      We used to get up at seven every day.
2. Age
    - Carlitos **tenía** 5 años en esta foto.
      Carlitos was 5 years old in this photo.
3. Physical characteristics
    - Lucía **era** alta y bonita. Y siempre **tenía** una sonrisa.
      Lucía was tall and pretty. And always had a smile.
4. Mental or Emotional states
    - Lucía **era** muy lista y trabajadora. Nunca **estaba** triste ni enojada.
      Lucía was very smart and hard-working. She was never sad nor angry.
5. Telling time
    - **Era** la una de la madrugada. **Eran** las once.
      It was one in the morning. It was eleven.
6. Describing weather
    - **Era** una noche de tempestad. **Llovía** y **había** relámpagos.
      It was a stormy night. It was raining and there were lightning.
7. Events or actions that were on-going in the past/progressing
    - Yo **tomaba** el café mientras **escuchaba** la música.
      I was drinking the coffee while listening to the music.
    - Yo **hacía** la tarea mientras mi mamá **preparaba** la cena.
      I was doing the homework while my mom was preparing the dinner.

- Nosotros **estábamos** cantando la canción mientras ustedes **estaban** bailando al ritmo.
  We were singing the song while you were dancing to the rhythm

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8.2.1: Práctica- El imperfecto

The imperfect

Now that you have reviewed the information about the imperfect, complete the following activities.

Actividades

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8.2.2: Práctica- El imperfecto

The imperfect

Now that you have reviewed the information about the imperfect, complete the following activities.

Actividades

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8.3: El pretérito y el imperfecto

The preterite and the imperfect

In this lesson, we will be combining both past tenses together, "el pretérito" and "el imperfecto". These two tenses are not interchangeable, and the decisions to use one versus the other depend on the context that is given and the point of view of the speaker. Let's review the expressions used in each tense and the situations in which each tense is used.

Common expressions

used with preterite	used with imperfect
anoche ayer anteayer pasado, pasada (la semana pasada, el mes pasado, el año pasado, el verano pasado)	Todos los, todas las (todos los días, años, todas las semanas) Cada (día, semana, mes, año, primavera, verano, otoño, invierno)
Hace + time period (hace dos días, hace tres meses, hace diez años)	De niño, de niña De joven Cuando era (niño, niña, joven)
Por + time period (por dos años, un mes, dos semanas, una hora) durante + time period (durante un año, cinco meses, tres días, diez minutos)	Siempre Nunca Frecuentemente, a menudo, con frecuencia
De repente	Mientras

Comparison

In the examples below, all common expressions and the conjugated verbs are in **bold**.

Preterite	Imperfect
Action happened at one specific time in the past. Ejemplos: **Ayer empecé** mi proyecto. Yesterday I began my project. **Anoche cenamos** con nuestra familia en un restaurante italiano. Last night we had dinner with our family in an Italian restaurant.	A habitual or a recurring action of the past. Ejemplos: **De niña**, **jugaba** con los niños de la vecindad. As a child, I used to play with the kids from the neighborhood. **Cada sábado**, **visitábamos** a nuestros abuelos en San Diego. Every Saturday, we would visit our grandparents in San Diego.
Action took place at a specific moment in time and it is now over. Ejemplos: **La semana pasada**, los estudiantes **entregaron** su ensayo. Last week the students turned in their essay. Lucía y Pedro **vieron** una película **anteayer**. Lucía and Pedro watched a movie the day before yesterday.	On-going actions of the past (with no specific beginning nor end). Ejemplos: Tú **escuchabas** la música **mientras hacías** tu tarea. You were listening to the music while doing your homework. En la clase los estudiantes **escuchaban** a la profesora mientras **hacía**n las preguntas. In the classe the students were listening to the professor while they were asking questions.
A series of actions that happened right after another. Ejemplos: **A las seis de la mañana**, **me levanté**, **me duché** y **me vestí** enseguida. Después **me maquillé** y **salí** de la casa. At six in the morning, I got up, I showered, and dressed right away. Then I put on makeup and left home.	Background description of time, location, weather, and physical and emotional description of a person, character, and/or situation. Ejemplos: **Era** la medianoche. **Llovía** fuertemente y Mariela **estaba** sola en su casa. Mariela **era** una niña de seis años. Ella **era** valiente y no **tenía** miedo de nada. It was midnight. It was raining heavily and Mairela was alone in her house. Mariela was a six year old little girl. She was brave and was not afraid of nothing.

Preterite and imperfect in the same sentence

When the preterite and the imperfect appear in the same sentence, the imperfect tense is used for the action describes what was happening (ongoing). The preterite tense is used to describe the action that interrupted the ongoing activity.

Ejemplos:

Yo leía un libro cuando mi teléfono sonó.
I was reading a book when my phone rang.



Nosotros estábamos preparando unos sándwiches cuando alguién tocó la puerta.
We were preparing some sandwiches when someone knocked on the door.



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8.3.1: Práctica- El pretérito y el imperfecto

Preterite and imperfect

Now that you have reviewed the information about the preterite and imperfect tenses, complete the following activities.

Actividades

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8.3.2: Práctica- El pretérito y el imperfecto

Preterite and imperfect

Now that you have reviewed the information about the preterite and imperfect tenses, complete the following activities.

Actividades

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8.4: Pronombres después de las preposiciones

Pronouns after prepositions

You have learned what is a subject or personal pronoun, direct object and indirect object pronouns, and reflexive pronouns. In this lesson, we will go over pronouns that are used after the prepositions. They are called “prepositional pronouns” and they are the object of the preposition.

Example: Los diccionarios son para mí y para ti.

- "para" = preposition “for"or "to”
- "mí" = pronoun “me”
- "ti" = pronoun "you" (inform, sing.)

Prepositions

Spanish	English
a	to
con	with
contra	against
de	from, of
entre	between
para	for
por	for
sin	without

Pronombres preposicionales

Pronouns used after preposition in Spanish	Pronouns in English
mí	me
ti	you (fam./inform; sing.)
usted él ella	you (form.; sing.) him her
nosotros, nosotras	us

Pronouns used after preposition in Spanish	Pronouns in English
vosotros, vosotras	you (fam./inform; plural, in Spain)
ustedes	you (plural)
ellos	them (masc.)
ellas	them (fem.)

Important note

Except for "mí" and "ti", the rest of the prepositional pronouns are identical to our subject pronouns. Note that prepositional pronoun "**mí**" (me) has an accent mark and it is different than possessive adjective "mi" (my).

- Los refrescos son para ti y para **mí**.
  The drinks are for you and for me.
- Mi clase de español es a las ocho de la mañana.
  My Spanish class is at eight in the morning.

Exceptions

The preposition "entre" is followed by subject or personal pronouns "tú" and "yo", instead of "mí" and "ti". The prepositional phrase is highlighted in **bold** in the sentences below.

- **Entre tú y yo**, no tenemos secretos.
  Between you and me, we do not have secrets.
- ¿Quién está sentado **entre tú y yo**?
  Who is seated between you and me?

The preposition "con + mí" becomes "**conmigo**" (with me), and "con + ti" becomes "**contigo**" (with you (inform, sing). Prepositional phrases are shown in **bold**.

- ¿Quieres ir a la fiesta **conmigo**?
  Do you want to go to the party with me?
- Claro que sí, quiero ir **contigo**.
  Of course, I want to go with you.

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8.4.1: Práctica- Pronombres después de las preposiciones

Pronouns after prepositions

Now that you have reviewed the information about pronouns after prepositions, complete the following activities.

Actividades

Interactive Content

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8.4.2: Práctica- Pronombres después de las preposiciones

Pronouns after prepositions

Now that you have reviewed the information about pronouns after prepositions, complete the following activities.

Actividades

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8.5: ¿Qué? ¿Cuál? ¿Cuáles?

What? Which? Which ones?

We have learned that "qué" and "cuál" or "cuáles" are used as interrogative words that mean "what" or "which" in English. However, they are not used interchangeably.

Uses

"Qué" is used to ask for an explanation, definition, or an identification.

- ¿Qué estás haciendo ahora? (What are you doing now?)
- ¿Qué es el amor? (What is love?)
- ¿Qué es esto? (What is this?)

"Cuál" and "cuáles" are used when there is more than one option or possibility to choose from.

- ¿Cuál de estas películas quieres ver? (Which of these movies do you want to watch?)
- ¿Cuáles son tus clases favoritas este semestre? (Which are your favorite classes this semester?)

"Cuál" is never used before a noun, "qué" is used instead.

- ¿Qué clases vas a tomar el próximo semestre? (What classes are you going to take next semester?)
- ¿Qué tipo de música te gusta? (What type of music do you like?)
- ¿Qué hora es? (What time is it?)
- ¿Qué tiempo hace? (What is the weather like?)

Otras palabras interrogativas

Spanish	English
¿Adónde?	(To) where?
¿De dónde?	(From) where?
¿Dónde?	Where?
¿A qué hora?	At what time?
¿Cuál?, ¿cuáles?	What?, which?
¿Qué?	What?, which?
¿Cuándo?	When?
¿Cuánto?	How much?
¿Cuántos?, ¿Cuántas?	How many?
¿Para qué?	For what?
¿Por qué?	Why?
¿Quién?, ¿Quiénes?	Who?
¿A quién?, ¿A quiénes?	To whom?
¿Con quién?, ¿Con quiénes?	With whom?
¿De quién?, ¿De quiénes?	Whose?

Spanish	English
¿Para quién?, ¿Para quiéenes?	For whom?

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8.5.1: Práctica- ¿Qué? ¿Cuál? ¿Cuáles?

What? Which? Which ones?

Now that you have reviewed the information about what, which, and which ones, complete the following activities.

Actividades

Interactive Content

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8.5.2: Práctica- ¿Qué? ¿Cuál? ¿Cuáles?

What? Which? Which ones?

Now that you have reviewed the information about what, which, and which ones, complete the following activities.

Actividades

Query

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8.6: Lectura- El accidente

El accidente

Lucía tuvo un accidente y tuvieron que llevarla en ambulancia al hospital. Lee la conversación que tuvieron Lucía y Omar después de que Lucía salió del hospital. Presta atención al uso del pretérito y del imperfecto. Recuerda, el pretérito se usa con acciones que pasaron una vez o en la acción principal de una historia. Por otro lado (on the other hand), el imperfecto te da todos los detalles, descripciones, sentimientos y emociones en la historia.

Lectura

Lucía: Hola, Omar, ¿cómo estás?

Omar: Estoy bien, gracias, Lucía. ¿Cómo estás tú?

Lucía: No muy bien. Estoy en el hospital.

Omar: ¡En el hospital! ¿Qué te pasó?

Lucía: No lo vas a creer. Hoy, después de mi partido de golf, decidí caminar por mi vecindario. Mientras caminaba, escuchaba música, para relajarme. Estaba muy contenta porque el partido de golf fue excelente. ¡Gané por muchos puntos! Tenía muchas ganas de celebrar, entonces saqué mi teléfono para invitar a mis amigos a un bar, pero no pude llamar a nadie. Cuando iba a marcar tu número de teléfono un automóvil me atropelló y se fue. Me dejó tirada en la calle. Por suerte, una mujer que caminaba por allí me vio y llamó al 911. Poco después llegó una ambulancia y me llevó a la sala de emergencias del hospital. Me dolía todo el cuerpo y no podía mover mis piernas. Estaba muy preocupada porque a mí me encanta practicar deportes y tenía miedo de tener una pierna rota y no poder caminar más. Tenía mucho miedo y no entendía nada de lo que me decían los paramédicos. Sólo recuerdo que me subieron en la ambulancia, me pusieron una inyección y me trajeron al hospital. En el hospital, no recuerdo qué pasó. Se me olvidó todo y me duele mucho la cabeza. Además, tengo mucho miedo de contraer el coronavirus. Todas las personas traen cubrebocas, pero hace un momento vino una enfermera que tosía mucho y me puse muy nerviosa, no me quiero morir en un hospital sola. Omar, ¿puedes venir por mí?

Omar: Sí, claro, Lucía. En un momento salgo para el hospital, pero calma. Tú eres una mujer muy fuerte y saludable, estoy seguro de que pronto vas a estar bien.

Después de leer, completa las actividades basadas en la lectura.

Actividades

Copia los acentos y otros símbolos si es necesario: á, é, í, ó, ú, ñ, ¿, ¡

Decide si las oraciones son ciertas o falsas.

Query

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8.7: Video- En el hospital

En el hospital

Ahora, mira el video para escuchar le qué pasó a Lucía en el hospital de acuerdo (according) con una de las enfermeras. Presta atención al uso del preterito y del imperfecto, especialmente a cómo se usan estos tiempos (pretérito e imperfecto) con el vocabulario de los problemas de salud de este capítulo. (Video Transcript)

YouTube Video

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Figure 8.7.8.6.2.1: En el hospital. (CC-BY-NC 4.0; Karla Gutiérrez via YouTube)

Después de terminar el video, completa las actividades basadas en el video.

Actividades

Decide si las oraciones son ciertas o falsas.

H5P Interactive Activity

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8.8: Costa Rica

Costa Rica

Mapa



"LocationCostaRica", by Rei-artur, CC BY-SA 3.0, Wikimedia Commons is licensed under CC0 1.0

Información general

La capital: San José

La ubicación: está en Centroamérica

La lengua: español y lenguas indígenas

La moneda: el colón

La economía: la agricultura y el turismo

El clima: dos estaciones seca y lluviosa



"Cs-map-EN", by Hégésippe Cormier, CIA World Factbook, Wikimedia Commons is licensed under CC0 1.0

Datos interesantes

Costa Rica no tiene un ejército militar desde el año 1948. Son muy pocos los países que no tienen ejército en el mundo.

Es un país con gente muy amable, alegre y hospitalaria. Los costarricenses reciben a sus visitantes con mucha alegría y siempre ayudan al foráneo a que su experiencia en Costa Rica sea muy buena y muchas veces inolvidable.

Los costarricenses tienen un dicho muy popular: “Pura Vida” La gente saluda y responde el saludo con esta frase. La traducción al inglés sería “pure life” pero lo que transmite es alegría y positivismo al enfrentar el día.

Costa Rica es conocido por su ecoturismo y por tener una conciencia ambiental muy fuerte entre los ciudadanos. Muchos turistas llegan a Costa Rica para disfrutar de la naturaleza. Hay muchos parques nacionales donde mucha gente hace largas caminatas y aprende de la gran variedad de su flora y fauna. También hay muchas playas hermosas que son muy populares. Tortuguero es una de las playas más conocidas. Hay muchos ríos y canales que pasan por el bosque. Aquí viven muchas tortugas. El mejor tiempo para visitar es entre abril y mayo. En sus playas los turistas surfean, pescan, nadan y disfrutan días de sol.

En este país hay muchos volcanes y todavía puedes encontrar algunos activos. El volcán Arenal es uno de los más famosos. Los turistas llegaban aquí para apreciar pequeñas erupciones volcánicas con lava incandescente que se apreciaba desde lejos. Toda el área circundante al volcán es El Parque Nacional Volcán Arenal, este parque es muy bello y tiene mucha tierra volcánica y aguas subterráneas. Debido a todos estos factores naturales, hay muchos hoteles de lujo con aguas termales. Los turistas que llegan a este parque disfrutan de la tranquilidad de su ambiente natural y alejados del ruido de las grandes ciudades, y por supuesto de sus aguas termales con poderes medicinales.

Monteverde es una de las reservas biológicas más conocidas en Costa Rica. Este bosque lluvioso es único. En esta hermosa reserva nacional puedes encontrar muchas especies de plantas y animales singulares. Monteverde tiene un microclima muy especial ya que se encuentra en el área más elevada de Costa Rica. Si vas a visitar el parque se recomienda traer ropa más abrigadora y zapatos con resistencia para el agua porque es muy húmedo. Puedes observar muchas especies de aves de lindos colores, perezosos y monos, también hay una increíble cantidad de insectos entre otros animales. La vegetación es espectacular con una gran variedad de helechos, orquídeas y plantas exóticas de la región.

Actividades

Completa las oraciones con una de las opciones.

Descubre Costa Rica

Primero, repasa la lista de palabras que está debajo de la información.

Costa Rica es un **tesoro** de la naturaleza. Este video es un recorrido por los puntos más importantes de este maravilloso país. San José es una capital moderna y alegre que ofrece a sus turistas infinidad de atracciones como museos donde se pueden apreciar importantes colecciones de **orfebrería** indígena y arte. Muy cerca a San José puedes visitar varios parques nacionales y volcanes como el Irazú y el Boas. Al lado del Océano Pacifico, se encuentran dos sitios de conservación natural más importantes de Costa Rica. El Parque Nacional Corcovado, definido por la revista *National Geographic*, como el lugar biológicamente más rico del planeta y la reserva de la biosfera declarada patrimonio de la humanidad. Este es el lugar ideal para los que les gusta el **ecoturismo** porque aquí encontrarán manglares, paisajes, fauna, flora, y donde se pueden practicar también la pesca deportiva, el **surfeo** y hacer caminatas en los **senderos** de los parques nacionales. El Pacífico Norte es el territorio más antiguo de Costa Rica. Es un bosque seco tropical con playas y cultura popular muy turística. Punta Arenas, Quepos y Manuel Antonio son algunos de los lugares tropicales muy famosos también. La Isla del Coco **nominada** en una de las maravillas del planeta, con historias de piratas y tesoros y que encierra importante patrimonio natural con especies marinas muy diversas. La zona norte es otra área **protegida** que tiene lagos, lagunas, ríos y cataratas. El Parque Nacional Volcán Arenal es otro maravilloso lugar donde se puede apreciar el volcán que está activo y ver las erupciones volcánicas sin peligro. A los **alrededores** del volcán, se encuentran numerosos ríos de aguas termales. Esta zona es un excelente lugar para realizar turismo de aventura como *canopy, rafting* y otros deportes extremos. Monteverde Un bosque en las nubes, La Reserva Biológica Bosque Nuboso de Monteverde es lugar de la conservación de la naturaleza por excelencia. En el parque de reserva puedes caminar por senderos y puentes colgantes entre los árboles y te ponen en contacto con este tesoro natural. En el Caribe Costarricense, se encuentra una mezcla de herencia afrocaribeña, naturaleza, playa e historia. En el Parque Nacional Cahuita y la reserva Gandoca -Manzanillo son lugares reconocidos por la variedad de especies de animales y vegetales que se encuentran en este lugar. Limón es una ciudad con mucha historia y tradición por ser la ciudad- puerto más importante del Caribe costarricense. Al norte de Limón, se encuentra el Parque Nacional Tortuguero, sitio de **desove** de la tortuga verde. Muy cerca del **refugio** nacional de vida silvestre Barra del Colorado se hace pesca deportiva y se observa una variedad inmensa de animales. Si quieres apreciar toda esta maravilla que ofrece Costa Rica, haz clic aquí para ver el video.

Information based on video “Costa Rica en español -Discovery Travel Costa Rica”

Lista de palabras

tesoro = treasure

orfebrería = jewelry

ecoturismo = ecoturism

surfeo = surfing

senderos = path/ trails

nominda = nominated

protegida = protected

alrededores = surroundings

desove = spawning

refugio = refuge

Actividades

Query

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9: CAPÍTULO 9- LA TECNOLOGÍA

Close message

Learn more

Welcome to your new guide!

Click on "New" to build out your guide.

9.1: Vocabulario- La tecnología

9.2: Por y para

9.2.1: Práctica- Por y para

9.2.2: Práctica- Por y para

9.3: Los comparativos de desigualdad e igualdad

9.3.1: Práctica- Los comparativos de desigualdad e igualdad

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9.6: Lectura- La videollamada

9.7: Video- La tecnología y el coronavirus

9.8: Panamá

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9.1: Vocabulario- La tecnología

La tecnología

Vocabulario

En el siguiente video vas a poder ver la lista de 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 9.1.1Video9.1.1: Capítulo 9: La tecnología. (CC-BY-NC 4.0; Anaid Stere-Lugo via YouTube)

Ejemplo

En el siguiente video vas a ver a Samira y a Mariela hablando sobre algunos temas de tecnología y otras cosas. Presta atención a las preguntas que hacen relacionadas con la computadora portátil de Mariela.

YouTube Video

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Figure 9.1.2Video.9.1.2: Una conversación: ¿Usas muchas aplicaciones? (CC-BY-NC 4.0; Anaid Stere-Lugo via YouTube)

Actividades

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.

Query

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9.2: Por y para

"Por" and "para"

"Por" and "para" might be both translated to the word "for" in English, but they are not used interchangeably in Spanish. Let's look at the uses of "por" and "para" indicated in **bold**.

Por	Para
Motion (movement – by, through, around, along) Conduzco **por** la autopista 5 todos los días.	Destination (A to B) Salgo **para** San Diego mañana.
Duration of time Anoche practiqué la presentación **por** dos horas.	Due date Tengo que hacer una presentación **para** el martes.
Substitution (in place of, on behalf of) Hoy Keiko trabaja **por** Mariela porque está enferma.	Employment Keiko y Mariela trabajan **para** Starbucks.
Transportation or communication (by means of) Llamo a mis abuelos **por** teléfono todos los fines de semana. Raúl va a Nueva York **por** avión.	Intent, purpose, use Ellos vinieron temprano **para** ayudarnos. Este cuadro es **para** la sala.
Measurement (per) Las naranjas cuestan cincuenta centavos **por** kilo. Conduzco a 65 millas **por** hora en la autopista.	Recipient Los regalos son **para** los niños. Cociné la cena **para** mi familia.
A reason or a cause ¡Muchas gracias **por** su ayuda! Estoy contenta **por** el viaje.	Comparison, in one's opinion **Para** una niña de siete años, Luciana es muy lista. **Para** mí, el problema es muy fácil.
In exchange Te pago diez dólares **por** esta calculadora.	In order to: Para + infinitive **Para** llegar a tiempo, es importante salir temprano.

Idiomatic expressions with "por" (only!)

- Por aquí
- Por casualidad
- Por ejemplo
- Por eso
- Por favor
- Por fin
- Por lo menos
- Por lo tanto
- Por otra parte
- Por si acaso
- Por supuesto
- Por último

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9.2.1: Práctica- Por y para

"Por" and "para"

Now that you have reviewed the differences of "por" and "para", complete the following activities.

Actividades

Query

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9.2.2: Práctica- Por y para

"Por" and "para"

Now that you have reviewed the differences of "por" and "para", complete the following activities.

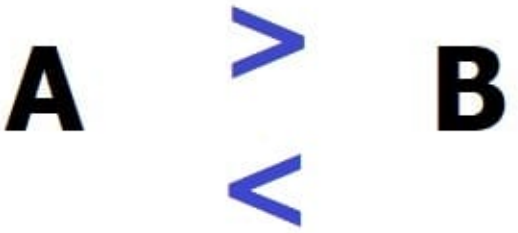
Actividades

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9.3: Los comparativos de desigualdad e igualdad

Comparisons of inequality and equality

Comparisons of inequality



Más (more) más + adjetivo; sustantivo; adverbio + que	Menos (less) menos + adjetivo; sustantivo; adverbio + que
Yo soy más alta que tú.	Tú eres menos bajo que yo.
Mi padre tiene más años que mi mamá.	Mi mamá tiene menos años que mi padre.
Tú corres más rápido que yo.	Yo corro menos rápido que tú.

Más (more) verbo + más que	Menos (less) verbo + menos que
Yo trabajo más que tú.	Tú comes menos que yo.
Mi padre corre más que mi mamá.	Mi mamá cocina menos que mi padre.
Tú duermes más que yo.	Yo leo menos que tú.

Irregular comparison words

English	Incorrect comparison word	Correct comparison word
Better	~~más bueno (adjetivo), más bien (adverbio)~~	mejor (singular), mejores (plural)

English	Incorrect comparison word	Correct comparison word
Worse	~~más malo (adjetivo), más mal (adverbio)~~	peor (singular), peores (plural)
Older	~~más viejo (adjetivo)~~	mayor (singular), mayores (plural)
Younger	~~más joven (adjetivo)~~	menor (singular), menores (plural)

Note that "grande" and "pequeño" can be used to compare size, but not age. For example, "más grande" refers to a bigger person, not to an older person. Likewise, "más pequeño" refers to a smaller person, not to a younger person.

Comparisons of equality



Tan + adjetivo; adverbio + como	Tanto; tanta; tantos; tantas; + sustantivo + como	verbo + tanto como
Tú eres tan inteligente como yo.	Yo tengo tanto calor como tú.	Mi mamá cocina tanto como mi tía.
Yo soy tan trabajadora como tú.	Lucía tiene tanta ropa como Samira.	Mi padre trabaja tanto como mi mamá.
Pedro canta tan bien como Omar.	Nosotros tenemos tantos amigos como Keiko y Mariela.	Tú lees tanto como yo.
Omar baila tan mal como Tomás.	Mis amigas toman tantas clases como ustedes.	Yo estudio tanto como mi hermano.

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9.3.1: Práctica- Los comparativos de desigualdad e igualdad

Comparisons of inequality and equality

Now that you have reviewed the information about comparisons, complete the following activities.

Actividades

Query

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9.3.2: Práctica- Los comparativos de desigualdad e igualdad

Comparisons of inequality and equality

Now that you have reviewed the information about comparisons, complete the following activities.

Actividades

Query

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9.4: El superlativo y el superlativo absoluto

Superlatives and absolute superlatives

Superlatives

Superlatives compare one versus all or the most and the least. Use the following constructions with superlatives:

Article + más + adjective + de + group being compared to. (Article and adjective must agree with gender and number of the subject of the sentence.)

Article + menos + adjective + de + group being compared to. (Article and adjective must agree with gender and number of the subject of the sentence.)

- El más inteligente de la clase. (The most intelligent in the class. This example refers to a male student because it uses the article "el".)
- María es la más bonita de su familia. (María is the most beautiful in her family. Use "la" since María is a female.)
- Juan y José son los más cómicos de su familia. (Juan and José are the most funny in their family. Use "los" to refer to Juan and José.)
- María y Mariela son las más bonitas de su clase. (María and Mariela are the most beautiful in their class. Use "las" to refer to María and Mariela.)

The absolute superlative

Absolute Superlative (in Spanish, "superlativo absoluto") is used with adjectives to express someone or something is extremely [+ adjective].

How to form absolute superlative

- Drop the last vowel of the adjective and add the ending “-ísimo", "-ísima", "-ísimos", "-ísimas" (depending on the gender and number of the noun it describes).
- If the adjective ends in the consonant “L”, just add “-ísimo”, "-ísima", "-ísimos", "-ísimas" to the adjective.
- If the adjective ends in the consonants “n” or “r”, add “-císimo", “-císima", “-císimos", “-císimas" to the adjective.
- If the original adjective has an accent mark, it must be transferred to the first "-í-" of "-ísimo".

Ejemplos

Note that all superlative endings and spell changes are indicated in **bold**.

English	Spanish
large	grande
My cell phone is extremely large.	Mi celular es grand**ísimo**.
My purse is extremely large.	Mi bolsa es grand**ísima**.

English	Spanish
intelligent We are extremely intelligent. nice My friends are extremely nice. long My dress is extremely long.	inteligente Somos inteligent**ísimos**. simpático ("c" changes to "qu") (same for rico, rica, poco, poca) Mis amigas son simpati**quísimas**. largo ("g" changes to "gu") Mi vestido es lar**guísimo**.
difficult These classes are extremely difficult.	difícil Estas clases son dificil**ísimas**.
hard-working Mis parents are extremely hard-working young Your parents are extremely young.	trabajador Mis padres son trabajador**císimos**. joven Tus padres son joven**císimos**.

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9.4.1: Práctica- El superlativo y el superlativo absoluto

Superlatives and absolute superlatives

Now that you have reviewed the information about the superlatives, complete the following activities.

Actividades

Query

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9.4.2: Práctica- El superlativo y el superlativo absoluto

Superlatives and absolute superlatives

Now that you have reviewed the information about the superlatives, complete the following activities.

Actividades

Query

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9.5: Los mandatos informales- afirmativos y negativos

Informal commands: affirmative and negative

Informal commands are commands that you give to someone you address using the "tú" form. The informal commands are very different when conjugated in the affirmative and negative forms. Let's start with the affirmative form.

Affirmative commands

Regular verbs

To form affirmative informal commands (tú), conjugate regular verbs in the present tense of "él" form of the indicative.

Infinitive	Present indicative "él" form	Ejemplos
Abrir	Abre	Abre las ventanas. Hace mucho calor aquí.
Comprar	Compra	Compra una computadora nueva.
Leer	Lee	Lee las primeras 5 páginas del libro, por favor.
Pedir	Pide	Pide ayuda si no entiendes.
Volver	Vuelve	Vuelve a casa antes de las diez.

Irregular verbs

There is no conjugation pattern to follow to conjugate irregular affirmative "tú" commands. Just memorize the list of commands in the chart below.

Verbs	Irregular affirmative "tú"	Ejemplos
Decir	Di	Di la verdad.
Hacer	Haz	Haz la cama.

Verbs	Irregular affirmative "tú"	Ejemplos
Ir	Ve	¡Ve a tu cuarto!
Poner	Pon	Pon tu mochila en tu cuarto.
Salir	Sal	¡Sal de mi cuarto ahora!
Ser	Sé	Sé sincero.
Tener	Ten	Ten cuidado cuando manejes en la autopista.
Venir	Ven	Ven conmigo a la fiesta de Mariela.

Note: The irregular affirmative "tú" command for "ser", "sé", is identical to the verb "saber", "yo sé". In addition, the irregular affirmative "tú" command for "ir", "ve", and the verb "ver", "él ve" are identical as well. The context will tell which of the verbs is used.

Affirmative commands used with pronouns

Reflexive pronouns, indirect object and direct object pronouns are often used with commands. When pronouns are used with affirmative commands, attach the pronoun at the end of the command. The pronouns in the charts below are in **bold** as well as the the accented vowel needed on the verbs.

Ejemplos

Verb	Placement of direct object pronoun
Comprar los boletos	¡Cómpra**los**!
Escribir la carta	¡Escríbe**la**!

Verb	Placement of indirect object pronoun
Pedirle ayuda a el/la profesor(a)	Píde**le** ayuda
Darme un abrazo	¡Da**me** un abrazo!

Verb	Placement of direct and indirect object pronoun
Explicar el proyecto a tus compañeros de clase	¡Explíca**selo**!
Entregar la tarea a tu profesor(a)	¡Entréga**sela**!

Verb	Placement of reflexive pronouns
Despertarse (e: ie) ahora	¡Despiértate ahora!
Sentarse (e: ie) aquí	¡Siéntate aquí!
Dormirse (o: ue)	¡Duérmete!
Vestirse (e: i) rápido	¡Vístete rápido!

Negative commands

Regular verbs

Follow these steps to form negative commands:

1. Conjugate the verb in the present tense of “yo” and drop the “o”
2. For "-ar" ending verbs, add “-es”. For "-er" and "-ir" ending verbs, add “-as”

Reflexive verbs use the reflexive pronoun “te”, since it is an informal command in "tú" form.

Do not forget to add the negative word “no” before the verb, since it is a negative command.

"-ar" verbs

Infinitive "-ar"	Present tense - indicative yo	Stem of the verb	Add "-es"	Do not forget to add “no” to your informal negative commands
Comprar	compro	compr-	compres	No compres esta computadora.
Sacar	saco /k/	sac-	saques /k/	No saques foto en el cine.
Jugar	juego /g/	jueg-	juegues /g/	No juegues en la calle.
Empezar	empiezo ('s' or 'th' sound)	empiez-	empieces ('s' or 'th' sound)	No empieces a escribir.

"-er" and "-ir" verbs

Infinitive "-er" and "-ir"	Present tense - Indicative yo	stem of the verb	Add "-as"	Do not forget to add “no” to your informal negative commands
Abrir	abro	abr-	abras	No abras la puerta.
Volver	vuelvo	vuelv-	vuelvas	No vuelvas tarde.

Infinitive "-er" and "-ir"	Present tense - Indicative yo	stem of the verb	Add "-as"	Do not forget to add “no” to your informal negative commands
Poner	pongo	pong-	pongas	No pongas tus libros en el piso.
Traer	traigo	traig-	traigas	No traigas comida a la clase.
Decir	digo	dig-	digas	No digas mentiras.

*When conjugating reflexive verbs in the negative informal commands, it is important to note that the reflexive pronouns used is "te" and it is placed before the verb.

Irregular verbs

Verbs	Irregular negative commands	Examples
Dar	No des	No le des tu tarjeta de crédito a nadie.
Estar	No estés	No estés preocupada por mí.
Ser	No seas	No seas insincera.
Saber	No sepas	No sepas la verdad.
Ir	No vayas	No vayas tan pronto.

Negative commands used with pronouns

Reflexive pronouns, indirect object and direct object pronouns are often used with negative commands. When pronouns are used with negative commands, place the pronouns after the word "no" and before the command. The pronouns in the charts below are in **bold**.

Ejemplos

Verb	Placement of direct object pronoun
No comprar los boletos	No **los** compres

Verb	Placement of indirect object pronoun
No escribir el mensaje de texto a ella ahora	No **le** escribas el mensaje de texto ahora

Verb	Placement of direct and indirect object pronoun
No explicar el proyecto a tus compañeros de clase	No **se lo** expliques
No entregar la tarea a tu profesor(a)	No **se la** entregues

Verb	Placement of reflexive pronouns
Despertarse (e: ie) tarde	No **te** despiertes tarde
Sentarse (e: ie) aquí	No **te** sientes aquí
Dormirse (o: ue)	No **te** duermas
Vestirse (e: i) lentamente	No **te** vistas lentamente

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9.5.1: Práctica- Los mandatos informales- afirmativos y negativos

Affirmative and negative informal commands

Now that you have reviewed the information about negative commands, complete the following activities.

Actividades

Query

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9.5.2: Práctica- Los mandatos informales- afirmativos y negativos

Affirmative and negative informal commands

Now that you have reviewed the information about negative commands, complete the following activities.

Actividades

Query

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9.6: Lectura- La videollamada

La videollamada

Pedro está tratando de encontrar la mejor manera de estar en contacto con sus padres durante la pandemia del Covid-19. No quiere visitarlos para no contagiarlos (infect them), pero sus padres no se sienten muy cómodos usando la tecnología nueva. Vamos a ver lo que tiene que hacer Pedro para comunicarse con sus padres con frecuencia. Presta atención al uso de los mandatos que usa Pedro para darles instrucciones a sus padres.

Lectura

A Pedro le encanta visitar a sus padres los fines de semana, pero ya no puede hacerlo a causa del coronavirus. Sus padres tienen más de 65 años y deben cuidarse más que los jóvenes porque pueden tener consecuencias más graves. ¡Pedro está preocupadísimo por sus padres! No sabe cuándo los va a poder visitar otra vez.

Los padres de Pedro no saben usar la computadora, pero tienen un teléfono inteligente que él les regaló. Para que sus padres se sientan más cerca de él, Pedro le enseña a su madre a hacer una videollamada.

Pedro: Mamá, primero descarga la aplicación de Zoom en tu celular.

Mamá de Pedro: ¿Dónde está esa aplicación, Pedro?

Pedro: Ve al sitio web de Zoom.us

Mamá de Pedro: ¡Sí, ya la encontré! ¿Qué hago ahora?

Pedro: Crea una cuenta. Necesitas un nombre de usuario y una contraseña. Después, vas a ver un mensaje que te pregunta si deseas descargar la aplicación de Zoom. Dale clic a “sí”.

Mamá de Pedro: Ya lo hice. ¿Qué más hago?

Pedro: Ya tienes una cuenta. Mándame un mensaje de texto para empezar la videollamada. Yo voy a comenzar la videollamada para hacerlo más fácil. Te voy a enviar un enlace (link) antes de cada videollamada. Tú solamente hazle clic al enlace para empezar el video.

Mamá de Pedro: Yo creo que no es muy difícil, pero si no puedo hacerlo mándame las instrucciones otra vez por medio de un mensaje de texto.

Pedro: Sí, claro. Yo te voy a ayudar. En muy poco tiempo vas a ser experta en videollamadas.

Mamá de Pedro: Gracias, hijo. Llámame pronto y mándame muchos mensajes de texto también para no sentirme tan sola.

Pedro: Claro que sí, mamá. Yo tampoco quiero extrañarte ni a ti, ni a papá.

Mamá de Pedro: Cuídate mucho, Pedro.

Pedro: Tú también cuídate y cuida a mi papá también.

Mamá de Pedro: Hasta pronto.

Pedro: Adiós.

Después de leer, completa las siguientes actividades basadas en la lectura.

Actividades

Copia los acentos y otros símbolos si es necesario: á, é, í, ó, ú, ñ, ¿,

Decide si las oraciones siguientes son ciertas o falsas basado en la lectura.

Query

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9.7: Video- La tecnología y el coronavirus

La tecnología y el coronavirus

Debido a la pandemia del Covid-19, la mayoría de las clases en los colegios comunitarios ahora son en línea. El profesor García está conversando con sus estudiantes para saber lo que piensan sobre las clases en línea. ¿Te identificas con alguno de ellos? ¿Prefieres tomar clases en línea o en persona? En tu opinión, ¿cuáles son las ventajas y desventajas de tomar clases en línea? (Video Transcript)

YouTube Video

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Figure 9.7.1: Las clases virtuales. (CC BY-NC 4.0; Karla Gutiérrez via YouTube)

Después de terminar el video, completa las actividades basadas en el video.

Actividades

Copia los acentos y otros símbolos si es necesario: á, é, í, ó, ú, ñ, ¿, ¡

Decide si las oraciones siguientes son ciertas o falsas basado en el video.

Query

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Query

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9.8: 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: Balboa

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 para la economía internacional ya que acorta (shorten) el viaje de los barcos que traen carga al continente americano. El Canal de Panamá conecta el Océano Pacífico y 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. Tiene parques nacionales y zonas protegidas. Muchos turistas llegan para disfrutar de sus parques y sus playas hermosas. Si visitas Panamá, puedes hacer excursiones guiadas para recorrer los bosques lluviosos. Pero si te gusta el mar, hay muchas playas que puedes conocer. Las playas más conocidas están en las islas de San Blas o en el archipiélago de Boca del Toro. En estas islas puedes disfrutar de días tranquilos bajo el sol y nadar en el mar Caribe. 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. Ellos elaboran unos textiles llamados Mola. Estas telas se caracterizan por sus colores vivos y formas geométricas. Estos tejidos los puedes encontrar en muchos mercados artesanales. Los tejidos requieren de muchas horas de trabajo y es una tradición muy antigua, por eso cuestan mucho dinero.

Actividad

Escoge la respuesta correcta.

H5P Interactive Activity

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View this H5P Interactive Activity online

El Canal de Panamá

Primero, repasa la lista de palabras que está debajo de la información.

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 de todo el sistema del Canal de Panamá. El canal funciona a través de un sistema de **esclusas** que elevan al barco hasta un lago que se llama Catú que **desemboca** al Océano Atlántico o el Océano Pacífico. Este sistema funciona con una sorprendente precisión. Las **locomotoras eléctricas de remolque** son llamadas **mulas**. Las mulas tienen el trabajo de controlar de manera lateral el frenado de los barcos. Las mulas son muy costosas y pueden llegar a costar hasta 2.3 millones de dólares. Por el canal pasan de 35 a 40 **embarcaciones** diarias y además de 8 a 10 embarcaciones mediante un sistema de esclusas nuevo. Hay un **peaje** en base a 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 al 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.

Information based on video "El Canal de Panamá Historia y Cómo Funciona"

Lista de palabras

visitas guiadas= tours

esclusas = locks

desembocar= fall into

locomotoras eléctricas de remolque= electric locomotives

mulas= mules

embarcaciones=ships

peaje= toll

Actividades

Completa las siguientes actividades basadas en el video.

Query

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Las molas

Primero, repasa la lista de palabras que está debajo de la información.

Las Molas son textiles con diseños coloridos indígenas del pueblo Kuna de Panamá. Las molas son **tejidas** con técnicas artesanales hechas a mano por muchas generaciones. Las molas tienen **colores llamativos** y destacan figuras geométricas que representan la riqueza de la naturaleza entre otros motivos. Con un **inventario** desde el año 2011, el gobierno panameño busca

inscribir a las molas en la lista de patrimonio cultural inmaterial de la humanidad de la organización de las Naciones Unidas para la Educación y la Ciencia y la Cultura, UNESCO. En la entrevista a Emma Gómez, **integrante** del Proyecto de Salvaguardar la Propiedad Inmaterial, nos dice que lo primero es que cada país reconozca el patrimonio cultural inmaterial que lo identifica y que tenga la voluntad de incluir la diversidad cultural. En el caso de Panamá, que tanto los grupos criollos, mestizos, afro-panameños y los grupos indígenas se vean ante el mundo que el gobierno panameño los reconoce. Es una forma de **respaldar** lo que ellos han **protegido** y **salvaguardado** durante mucho tiempo. Las molas tienen 50 o 60 años de **antigüedad** y fueron elaboradas por mujeres Kunas que vivían al noreste de Panamá en el Caribe y cerca del área fronteriza con Colombia. La Mola es reconocida mundialmente y en el marco del anuncio, 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, aunque valoran el reconocimiento del organismo internacional a su trabajo. Para las indígenas el rescate de las molas de la colección privada de la Sra. Edwards tiene gran valor por el significado histórico y cultural de esos textiles. La **divulgación** de las molas, delicadísimas artesanías, es importante en materia de género, al apreciar el trabajo de las mujeres dentro de las comunidades. La donación de las molas **rescatadas** se depositará en la sede del congreso Kuna de la capital panameña, ya que en la **comarca podrían dañarse** a la exposición al sol y al agua salada. Haz clic para ver el video y conocer de cerca estos hermosos textiles.

Information based on video "Panamá Inscribirá La Molas indígenas como Patrimonio a la UNESCO"

Lista de palabras

tejidas= weaved

colores llamativos= bright colors

inventario= inventory

integrante=member

respaldar =support

protegido=protected

salvaguardado= safeguarded

antigüedad =antiquity

su esposo desaparecido (her late husband)

divulgación (spreading)

rescatadas =rescued

comarca= county

podrían dañarse = could be damaged

Actividad

Completa la siguiente actividad basada en el video.

Query

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10: CAPÍTULO 10- LA VIVIENDA

Close message

Learn more

Welcome to your new guide!

Click on "New" to build out your guide.

10.1: Vocabulario- La vivienda

10.2: Los mandatos formales- afirmativos y negativos

10.2.1: Práctica- Los mandatos formales- afirmativos y negativos

10.2.2: Práctica- Los mandatos formales- afirmativos y negativos

10.3: Los mandatos de nosotros- afirmativos y negativos

10.3.1: Práctica- Los mandatos de nosotros

10.3.2: Práctica- Los mandatos de nosotros

10.4: Las conjugaciones del presente del subjuntivo

10.4.1: Práctica- Las conjugaciones del presente del subjuntivo

10.4.2: Práctica- Las conjugaciones del presente del subjuntivo

10.5: El subjuntivo con verbos de voluntad e influencia

10.5.1: Práctica- El subjuntivo con verbos de voluntad e influencia

10.5.2: Práctica- El subjuntivo con verbos de voluntad e influencia

10.6: Lectura- Planes para la mudanza

10.7: Video- La mudanza

10.8: República Dominicana

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10.1: Vocabulario- La vivienda

La vivienda

Vocabulario

En el siguiente video vas a encontrar la lista de 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 10.1.1*Video*.10.1.1: Capítulo 10: La vivienda. (CC-BY-NC 4.0; Anaid Stere-Lugo via YouTube)

Ejemplo

En el siguiente video vas a ver a Mariela y a Samira hablando sobre la casa de Samira y otros temas. Presta atención a las preguntas que hacen relacionadas con la casa de Samira.

YouTube Video

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Figure 10.1.2*Video*.10.1.2: Una conversación: ¿Vives cerca de la escuela o vives en las afueras de la ciudad? (CC-BY-NC 4.0; Anaid Stere-Lugo via YouTube)

Actividades

Completa la actividad basándote en el video anterior.

Query

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Ahora completa las siguientes actividades basadas en la lista del vocabulario.

Query

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10.2: Los mandatos formales- afirmativos y negativos

Formal affirmative and negative commands

Formal commands are used to give an order to someone who you would address formally, such as "usted" or "ustedes".

Follow the steps below to form the "usted" and "ustedes commands".

1. Conjugate the verb in the yo form in the present tense of the indicative mood.
2. Drop the final “-o”.
3. Add new endings. (For "-ar" verbs, add “-e” and “-en”. For "-er" and "-ir" verbs, add “-a” and “-an”.)

Review the examples below. Note that all the conjugation endings are in **bold**.

Infinitive	Present tense Yo form	Stem (raíz)	Ud. command	Uds. command
estudiar	estudi**o**	estudi-	(No) estudi**e**	(No) estudi**en**
leer	le**o**	le-	(No) le**a**	(No) le**an**
abrir	abr**o**	abr-	(No) abr**a**	(No) abr**an**

Stem-changing verbs

Stem change with "usted" and "ustedes" commands

Subject	Stem change (e → ie)	Stem change (o →ue)	Stem change (e → i)
Usted	Cierre la puerta.	No vuelva tarde.	Sirva la comida.
Ustedes	No empiecen el trabajo.	Cuenten los números de 0 al 30.	Repitan, por favor.

Verbs with an irregular "yo" form in the present tense

Verbs that have irregular conjugation in the "yo" form in the present tense will take its irregular stem in the command forms. Some verbs include "hacer", "tener", "poner", "traer", "salir", "decir", "venir", "oír", "conocer", "ofrecer", "conducir", and "producir". Here are some examples:

- Pongan sus libros en la mesa. (Put your books on the table.)

- Venga a las dos de la tarde. (Come at 2 in the afternoon.)
- Conduzca lentamente. (Drive slowly.)
- Traigan bebidas para el viaje. (Bring drinks for the trip.)

Verbs ending in "-car", "-gar", "-zar"

Verbs that end in "-car", "-gar", "-zar" have spelling change in the command form. Review the following chart. Note that spelling changes are noted in **bold**.

Infinitive ending in:	Present tense Yo form	Spelling change	"Usted" and "ustedes" commands
-car sacar, secar, colocar, pescar, tocar, destacar, atacar	marcar → mar**c**o	**c** changes to **qu** mar**c** → mar**qu**	Mar**que,** mar**quen** la fecha.
-gar jugar, regar, pegar, pagar, agregar, apagar, colgar, entregar	llegar → lle**g**o	**g** changes to **gu** lle**g** → lle**gu**	Lle**gue**, Lle**guen** a tiempo.
-zar abrazar, almorzar, cruzar, comenzar, rezar, danzar	empezar → empie**z**o	**z** changes to **c** empie**z** → empie**c**	Empie**ce**, empie**cen** a leer.

Irregular verbs in formal commands

The following six verbs are conjugated irregularly. The acronym D.I.S.H.E.S. are used to remember these six verbs.

Infinitive	"Usted" command	"Ustedes" command
dar	dé	den
ir	vaya	vayan
saber	sepa	sepan
haber	haya	hayan

Infinitive	"Usted" command	"Ustedes" command
estar	esté	estén
ser	sea	sean

Affirmative commands

In the affirmative command, the direct, indirect, reflexive or double pronouns are always attached to the end of the verb. In the examples below, the pronoun placement is in **bold**.

- Despiérten**se** temprano.
- Léan**lo** con atención.
- Díganme**la**.
- Levánte**se**, por favor.

¡Ojo! When the command has two or more syllables, the written accent is needed when attaching pronouns to preserve the original stress of the verb. The accent mark goes on the second to last syllable of the command (do not count the pronouns), as noted in **bold** in the examples below.

- Entré**gue**nmela.
- Mué**stre**nmelos.
- Pí**da**selo.
- Sié**nte**se, por favor.

Negative commands

In negative commands, place the word "no" before the verb.

In negative commands, the direct, indirect, reflexive or double pronouns are placed after the negative word "no" and before the verb, as indicated in **bold** in the examples below.

- **No se** despierten temprano.
- **No lo** lean rápidamente.
- **No me la** digan ahora.
- **No se** levante, por favor.

For a more formal tone, "usted" and "ustedes" is added after the command verb.

- Siga usted estas instrucciones del médico.
- Hablen ustedes conmigo después de la reunión.

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10.2.1: Práctica- Los mandatos formales- afirmativos y negativos

Formal commands

Now that you have reviewed the information about formal commands, complete the following activities.

Actividades

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10.2.2: Práctica- Los mandatos formales- afirmativos y negativos

Formal commands

Now that you have reviewed the information about formal commands, complete the following activities.

Actividades

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10.3: Los mandatos de nosotros- afirmativos y negativos

"Nosotros" affirmative and negative commands

You have learned to give commands affirmatively and negatively to someone you address:

- Informally (tú)
- Formally (usted and ustedes)

In this lesson, you will learn the “nosotros” commands. "Nosotros" commands happen when the speaker and other people are included in the command. This is the equivalent to the English "Let’s + [verb]".

Vamos a...

"Vamos a + [infinitive]" can be used for the English "let’s + [verb]". However, it can also mean "we’re going to + [verb]. The tone and the context will tell you if it is a command or a statement.

- Vamos a leer ahora. (Let’s read now.)
- Vamos a estudiar en la biblioteca mañana. (We’re going to study in the library tomorrow.)

We use the present indicative of the verb "ir" (to go) to express "let’s + verb" as in "vamos al cine" (let’s go to the movie). "Vamos" is only used in affirmative commands. In negative "nosotros" commands with the verb "ir" (to go), use the subjunctive form instead: no vayamos al cine (let’s not go to the movies).

“Let’s” with the present subjunctive

The same rules used to conjugate informal negative (tú) and formal commands are used to conjugate the “nosotros” commands.

Follow these steps to conjugate "nosotros" commands:

1. Conjugate the verb in the "yo" form in the present tense of the indicative mood.
2. Drop the final “-o”.
3. Add new endings. (For "-ar" verbs, add “-emos”. For "-er" and "-ir" verbs, add “-amos”.)

Conjugation of "nosotros" commands

Look at the examples of conjugations in "nosotros" commands in the chart below. Note that all command endings are in **bold**.

Infinitive	Present tense "Yo" form	Stem (raíz)	"Nosotros" command
estudiar	estudi**o**	estudi-	(No) estudi**emos**
cerrar (ie) (no stem change)	cierr**o**	cierr → cerr-	(No) c**erremos**

Infinitive	Present tense "Yo" form	Stem (raíz)	"Nosotros" command
leer	leo	le-	(No) le**amos**
volver (ue) (no stem change)	vuelv**o**	vuelv → volv	(No) v**o**lv**amos**
abrir	abr**o**	abr-	(No) abr**amos**
servir (i)* (stem change)	sirv**o**	sirv-	(No) s**i**rv**amos**
hacer	hag**o**	hag-	(No) hag**amos**
traducir	traduzc**o**	traduzc-	(No) traduzc**amos**
ver	ve**o**	ve-	(No) ve**amos**

*There is a stem change in nosotros, nosotras command only with "-ir" ending verbs. There are two types of stem change: "e→i"; and "o→u".

Stem change in "nosotros" commands

Verb ending in -ar (no stem change)	Verb ending in -er (no stem change)	Verb ending in -ir (Stem-change from "e→i" or "o→u")
Pensar, contar	Entender, volver	Pedir, dormir
P**e**nsemos Let's think	Ent**e**nd**a**mos Let's understand	P**i**damos Let's ask (for), order
C**o**ntemos Let's count (tell)/Let's not count (tell)	V**o**lvamos Let's return	D**u**rmamos Let's sleep

Verbs that end in -car, -gar, -zar

Infinitive ending in:	Present tense "yo" form	Spelling change	"Nosotros" commands
-car sacar, secar, colocar, pescar, tocar, destacar, atacar	sacar – sa**c**o	**c** changes to **qu** sa**c** → sa**qu**	Sa**quemos** fotos Let's take photos
-gar jugar, regar, pegar, pagar, agregar, apagar, colgar, entregar	llegar – lle**g**o	**g** changes to **gu** lle**g** → lle**gu**	Lle**gue**mos a tiempo Let's arrive on time
-zar abrazar, almorzar, cruzar, comenzar, rezar, danzar	empezar – empie**z**o	**z** changes to **c** empie**z** → empie**c** **(no stem change for nosotros)** emp**e**c-	Emp**ece**mos a leer Let's begin to read

Irregular verbs in "nosotros" commands

"Nosotros" commands have the same six irregular verbs as formal commands. Remember the acronym D.I.S.H.E.S. To make negative nosotros commandas with irregular verbs, add "no" before the verb.

Infinitive	Nosotros commands
Dar	(No) demos
Ir	(No) vayamos
Saber	(No) sepamos
Hacer	(No) hagamos
Estar	(No) estemos
Ser	(No) seamos

Affirmative commands

In the affirmative commands, the direct, indirect, reflexive, or double pronouns are always attached to the end of the verb. In the following examples, all pronouns are in **bold**.

- Leámos**lo** con atención. (Let's read it with attention.)

- Escribámos**les** unas tarjetas postales. (Let's write them some postal cards.)

When "se" or "nos" are attached to the affirmative "nosotros" command, the final "s" in "-emos" or "-amos" is dropped from the verb. In the examples below, the extra "s" of the incorrect version of the command is noted in **bold**. The second version of the command indicates the correct ending in **bold**.

- Digámo**s**sela → Digá**mose**la (Let's tell them about it.)
- Levantémo**s**nos → Levanté**monos** (Let's get up.)

In negative commands, the word "no" must be placed before the verb.

Negative commands

To express negative command in nosotros form, we add the negative word "no" before the verb in **bold** shown in the examples below.

- **No** hablemos ahora (Let's not talk/chat right now.)
- **No** lleguemos tarde a la reunión. (Let's not arrive late to the meeting.)
- **No** durmamos en clase (Let's not sleep in class.)

Pronouns must be placed after the word "no" and before the verb in negative commands. In the examples below, note the placement of "no" in **bold**.

- **No** se la digamos. (Let's not tell them about it.)
- **No** nos levantemos. (Let's not get up.)
- **No** nos acostemos tarde. (Let's not go to bed late.)

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10.3.1: Práctica- Los mandatos de nosotros

"Nosotros" commands

Now that you have reviewed the information about "nosotros" commands, complete the following activities.

Actividades

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10.3.2: Práctica- Los mandatos de nosotros

"Nosotros" commands

Now that you have reviewed the information about "nosotros" commands, complete the following activities.

Actividades

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10.4: Las conjugaciones del presente del subjuntivo

Conjugations of the present subjunctive

The grammatical tenses that we have studied so far are in the indicative mood, except all the commands. The indicative mood is used to discuss facts or real information and to present them objectively. However, the subjunctive mood is used to express attitudes towards events and actions.

Like the indicative mood, the subjunctive mood has tenses: present, past, and future. In this lesson, we are going to learn how the present subjunctive is formed. We are going to conjugate regular verbs, stem-changing verbs, and irregular verbs in the present subjunctive.

Regular Verbs

Follow these steps to conjugate in the present subjunctive:

1. Conjugate the verb in the "yo" form in the present tense of the indicative.
2. Drop the final “-o”.
3. Add new endings.

"-ar" verbs

New endings for "-ar" verbs: -e, -es, -e, -emos, -éis, -en. In the chart below, the verb "hablar" is used as an example of how to conjugate verbs ending in "-ar". Note that all new endings are indicated in **bold**.

Subject pronoun	New endings	Conjugated verb
Yo	**-e**	habl**e**
Tú	**-es**	habl**es**
Ud., él, ella	**-e**	habl**e**
Nosotros, nosotras	**-emos**	habl**emos**
Vosotros, vosotras	**-éis**	habl**éis**
Uds., ellos, ellas	**-en**	habl**en**

"-er" verbs and "-ir" verbs

New endings for "-er" and "-ir" verbs: -a, -as, -a, -amos, -áis, -an. In the chart below, the verbs "comer" and "abrir" are used as examples of how to conjugate verbs ending in "-er" and "-ir". Note that all new endings are indicated in **bold**.

Subject pronoun	New endings	Conjugation of "-er" ending verbs	Conjugation of "-ir" ending verbs
Yo	**-a**	com**a**	abr**a**
Tú	**-as**	com**as**	abr**as**
Ud., él, ella	**-a**	com**a**	abr**a**
Nosotros, nosotras	**-amos**	com**amos**	abr**amos**
Vosotros, vosotras	**-áis**	com**áis**	abr**áis**
Uds., ellos, ellas	**-an**	com**an**	abr**an**

Verbs that end in "-car", "-gar", "-zar"

Verbs ending in "-car", "-gar", and "-zar" have a spelling change when conjugated in the present subjunctive: -car → -que, -gar → -gue, -zar → -ce

Note: "Empezar" is a verb that ends in "-zar" and it is also a stem-changing verb. The stem-change occurs in all conjugations, except in the "nosotros" and "vosotros" forms. Note that the stem-change in the conjugations of "empezar" is noted in blue.

Subject pronouns	New endings	Conjugation: verbs ending in "-car"	Conjugation: verbs ending in "-gar"	Conjugation: verbs ending in "-zar"
Yo	-e	sa**qu**e	lle**gu**e	empi**ec**e
Tú	-es	sa**qu**es	lle**gu**es	empi**ec**es
Ud., él, ella	-e	sa**qu**e	lle**gu**e	empi**ec**e
Nosotros, nosotras	-emos	sa**qu**emos	lle**gu**emos	empe**c**emos
Vosotros, vosotras	-éis	sa**qu**éis	lle**gu**éis	empe**c**éis
Uds., ellos, ellas	-en	sa**qu**en	lle**gu**en	empi**ec**en

Stem-changing verbs with "-ar" and "-er" verbs

Stem-changing verbs ending in "-ar" and "-er" have the same stem-change as the present indicative conjugations. All stem-changes are indicated in blue in the conjugation chart below.

Subject pronoun	Subjunctive endings for "-ar"	Cerrar Cierr-	Contar Cuent-	Subjunctive endings for "-er"	Querer Quier-	Poder Pued-
Yo	-e	cierre	cuente	-a	quiera	pueda
Tú	-es	cierres	cuentes	-as	quieras	puedas
Ud., él, ella	-e	cierre	cuente	-a	quiera	pueda
Nosotros, nosotras	-emos	cerremos	contemos	-amos	queramos	podamos
Vosotros, vosotras	-éis	cerréis	contéis	-áis	queráis	podáis
Uds., ellos, ellas	-en	cierren	cuenten	-an	quieran	puedan

Stem-changing verbs ending in "-ir"

Stem-changing verbs ending in "-ir" will undergo a stem-change from “e” to “i”, and “o” to “u” in the "nosotros" and "vosotros" conjugations, as shown in the chart below in the conjugations of "preferir" and "dormir". All stem-changes are indicated in blue in the conjugation chart below.

Subject pronoun	Subjunctive endings for "-ir"	Preferir Prefier- Prefier- Prefir-	Dormir Duerm- Duerm- Durm-	Pedir Ped- Pid-	Seguir Segu- Sig- ("sigo")	Decir Dec- Dig- ("digo")
Yo	-a	prefiera	duerma	pida	siga	diga
Tú	-as	prefieras	duermas	pidas	sigas	digas
Ud., él, ella	-a	prefiera	duerma	pida	siga	diga

Subject pronoun	Subjunctive endings for "-ir"	Preferir Prefier- Prefier- Prefir-	Dormir Duerm- Duerm- Durm-	Pedir Ped- P'd-	Seguir Segu- S'g- ("s'go")	Decir Dec- D'g- ("d'go")
Nosotros, nosotras	-amos	prefiramos	durmamos	pidamos	sigamos	digamos
Vosotros, vosotras	-áis	prefiráis	durmáis	pidáis	sigáis	digáis
Uds., ellos, ellas	-an	prefieran	duerman	pidan	sigan	digan

Irregular verbs

There are six irregular verbs in the present subjunctive. To remember these verbs use the mnemonic device DISHES.

Subject pronoun	Dar	Ir	Ser	Haber	Estar	Saber
Yo	dé	vaya	sea	haya	esté	sepa
Tú	des	vayas	seas	hayas	estés	sepas
Ud., él, ella	dé	vaya	sea	haya	esté	sepa
Nosotros, nosotras	demos	vayamos	seamos	hayamos	estemos	sepamos
Vosotros, vosotras	deis	vayáis	seáis	hayáis	estéis	sepáis
Uds., ellos, ellas	den	vayan	sean	hayan	estén	sepan

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10.4.1: Práctica- Las conjugaciones del presente del subjuntivo

Conjugations in present subjunctive

Now that you have reviewed the information about the present subjunctive, complete the following activities.

Actividades

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10.4.2: Práctica- Las conjugaciones del presente del subjuntivo

Conjugations in present subjunctive

Now that you have reviewed the information about the present subjunctive, complete the following activities.

Actividades

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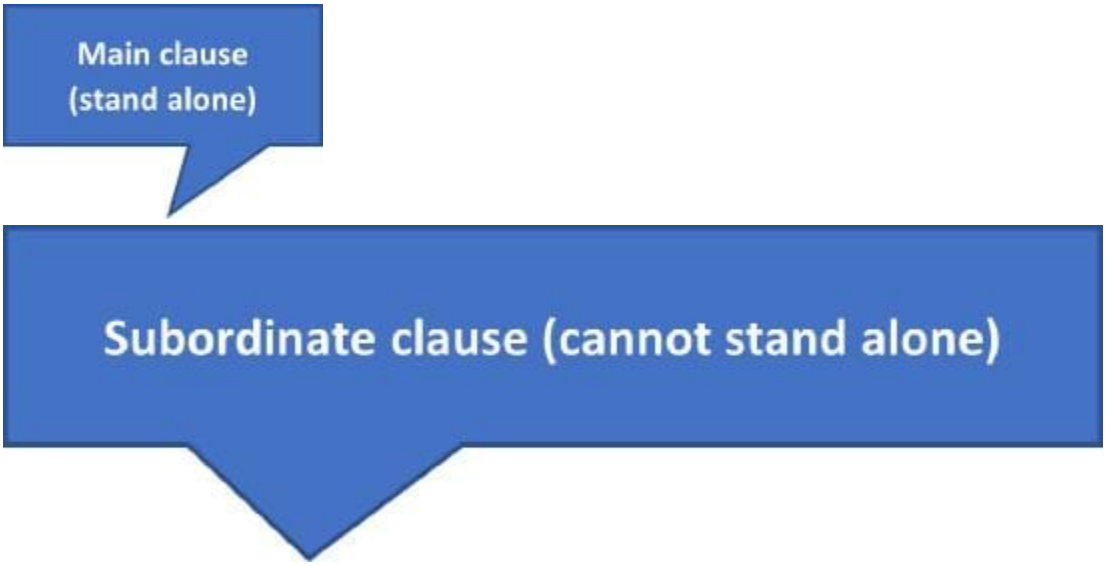
10.5: El subjuntivo con verbos de voluntad e influencia

The subjunctive with verbs of will and influence

Understanding different clauses

- Independent clause: A sentence or phrase that has a verb and can stand alone as a complete sentence. Ejemplo: Ustedes estudian español.
- Dependent clause: A phrase that has a verb but cannot stand alone as a complete sentence. Ejemplo: que ustedes estudien español.
- Complex sentence: has an independent clause (called the main clause) and a dependent clause (called the subordinate clause).

Ejemplos:



(1) [Estoy segura] [que mis amigos estudian español este semestre.]
I am sure that my friends study Spanish this semester.

(2) [Es bueno] [que mis amigos estudien español este semestre]
It's good that my friends study Spanish this semester.

Understanding tense and mood

We can find out when an action takes place in present, past or future through the verb tense used in a sentence. Therefore, the verb tense indicates when the action takes place.

Mood refers to a verb form that expresses attitudes towards events and actions. It expresses the speaker's attitudes (such as wishes, hopes, desires, opinions, doubts, hypothetical and uncertainties) towards someone or something.

There are three moods in Spanish:

- Indicative mood – used to ask questions, make statements – objectively and factual/real information.
- Imperative mood – used to give commands (informal commands (tú), Nosotros commands, and formal commands (Ud. and Uds.))

- Subjunctive mood – used to express subjective attitudes of a speaker to someone or something else.

Like the indicative mood, the subjunctive mood has tenses. The present subjunctive views the actions that happen in the present tense through a “subjective” lens of a speaker’s attitudes and opinions. The examples in the chart below indicate the conjugated verb in **bold**. Moreover, the examples in present subjunctive indicate the expressions that trigger the subjunctive in **bold**.

Present Indicative	Present Subjunctive
Tú **tomas** tres clases.	Tus padres **desean que** tú **tomes** tres clases.
Ana **busca** un diccionario de español.	**Es importante que** Ana **busque** un diccionario de español.
Mis compañeros **terminan** su tarea.	**Ojalá que** mis compañeros **terminen** su tarea.

Verbs and phrases that trigger the subjunctive

In this lesson, we are going to learn and focus the uses of the present subjunctive using "trigger verbs" of will and influence; impersonal expressions and "ojalá" that trigger the use of the subjunctive.

Verbs of will and influence

Spanish	English
aconsejar	to advise
desear	to wish, to desire
importar	to be important, to matter
insistir (en)	to insist (on)
mandar	to order
necesitar	to need
pedir (e: i)	to ask for
preferir (e: ie)	to prefer
querer (e: ie)	to want
recomendar (e: ie)	to recommend
rogar (o: ue)	to beg
sugerir (e: ie)	to suggest

Impersonal expressions

Spanish	English
Es bueno que...	It’s good that...
Es horrible que...	It's horrible that...
Es importante que...	It’s important that...

Spanish	English
Es interesante que...	It's interesting that...
Es malo que...	It's bad that...
Es mejor que...	It's better that...
Es necesario que...	It's necessary that...
Es ridículo que...	It's ridiculous that...
Es terrible que...	It's terrible that...
Es urgente que...	It's urgent that...

Other expressions

"Ojalá" – means (I wish, I hope) – is a word of Arabic origin meaning “May Allah grant”. The use of “que” is optional with "ojalá", but is used to point out that what follows “que” will be a dependent/subordinate clause.

Sentence Structure

Complex sentence: Sentence structure with subjunctive

Subject 1 + verb 1 (trigger verb, in present indicative) + que + subject 2 + verb 2 (in present subjunctive). "Trigger” verbs are shown in blue and the present subjunctive verbs (V2) are in **bold**.

[independent clause] [main clause: S1 + V1]	(connector) que	Dependent clause [subordinate clause: S2
Tú quieres	que	yo **vaya** al cine contigo
Es bueno	que	**estudiemos** juntos en la
El profesor me sugiere	que	(yo) **venga** a su hora de o

- Tú quieres que yo **vaya** al cine contigo.
  You want that I go to the movies with you.
- Es bueno que **estudiemos** juntos en la biblioteca mañana.
  It’s good that we study together in the library tomorrow.
- El profesor me sugiere que **venga** a su hora de oficina esta tarde.
  The professor suggests to me that I come to his office hours this afternoon.

Complex sentence: Sentence structure with infinitive

In situations, where there is no use of “que” and there is no change in subject (only subject 1), we **do not** use subjunctive, but **infinitive** instead. "Trigger” verbs are shown in blue and the infinitive verbs (V2) are in **bold**.

Subject 1 + V1[conjugated in the Indicative mood] + V2

[independent clause] [main clause: S1 + V1]	(no connector) ~~que~~	Dependent clause [~~no subject 2~~ V2]
Tú quieres		ir al cine conmigo este fin de sema
Es bueno		estudiar en la biblioteca.
Marco necesita		venir a mi casa esta tarde.

- Tú quieres **ir** al cine conmigo este fin de semana.
  You want to go to the movies with me this weekend.
- Es bueno **estudiar** en la biblioteca.
  It's good to study in the library.
- Marco necesita **venir** a mi casa esta tarde.
  Marcos needs to come to my house this afternoon.

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10.5.1: Práctica- El subjuntivo con verbos de voluntad e influencia

The subjunctive with verbs of will and influence

Now that you have reviewed the structure of the subjunctive, complete the following activities.

Actividades

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10.5.2: Práctica- El subjuntivo con verbos de voluntad e influencia

The subjunctive with verbs of will and influence

Now that you have reviewed the structure of the subjunctive, complete the following activities.

Actividades

Query

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10.6: Lectura- Planes para la mudanza

Planes para la mudanza

Pedro y Sebastián decidieron mudarse de sus apartamentos, que son muy caros, y alquilar un apartamento juntos para ahorrar dinero. Lee sus planes para el día de la mudanza. Presta atención al uso de los mandatos y del presente del subjuntivo.

Lectura

Pedro y Sebastián decidieron alquilar un apartamento juntos para ahorrar un poco de dinero. Antes de mudarse, necesitan hablar y hacer planes para el día de la mudanza (move).

Sebastián: Es importante que decidamos quién va a hacer cada uno de los quehaceres domésticos.

Pedro: Estoy de acuerdo. Hagamos un horario de quehaceres domésticos.

Sebastián: Sí, hagámoslo.

Pedro: Es necesario que decidamos los muebles que vamos a llevar al apartamento nuevo. Podemos llevar los muebles de nuestros dormitorios porque el apartamento tiene dos, pero no podemos llevar muebles de dos salas ni todo lo que tenemos en el garaje.

Sebastián: Tampoco podemos llevar las mesitas y las sillas que teníamos en nuestros balcones. Veamos qué muebles están en mejores condiciones.

Pedro: Tienes razón. Algunos muebles me los regaló mi mamá y ya están muy viejos.

Sebastián: ¿Sabes si el apartamento tiene refrigerador? Yo tengo un refrigerador pequeño en mi garage.

Pedro: No sé. ¿Quieres que pregunte?

Sebastián: Sí, necesito saber las cosas que no necesito antes de mudarme. Es posible que las done o que haga una venta de garaje para obtener un poco de dinero.

Pedro: Yo deseo llevar mi cafetera, es muy buena y me costó mucho dinero. Tiene la opción de hacer una taza de café o de hacer una cafetera completa de hasta doce tazas.

Sebastián: Sí, tráela, yo no tengo cafetera.

Pedro: Ojalá que nuestros vecinos sean agradables.

Sebastián: ¡Ojalá!

Pedro: Ya vámonos. Tenemos muchas cosas que hacer y muy poco tiempo.

Sebastián: Sí, vámonos. Nos vemos el fin de semana.

Pedro: Adiós.

Después de leer los planes de Pedro y Sebastián, completa las siguientes actividades basadas en la lectura.

Actividades

Copia los acentos y otros símbolos si es necesario: á, é, í, ó, ú, ñ, ¿, ¡

Decide si las oraciones son ciertas o falsas basado en la lectura.

Query

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10.7: Video- La mudanza

La mudanza

Ahora, mira el video para saber qué pasó el día de la mudanza. Mientras ves el video, pon atención a las palabras del vocabulario e identifícalas en las imágenes del video. (Video Transcript)

YouTube Video

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View this YouTube Video online

Figure 10.7.1: La mudanza. (CC BY-NC 4.0; Karla Gutiérrez via YouTube)

Ahora, completa las actividades siguientes basadas en el video.

Actividades

Copia los acentos y otros símbolos si es necesario: á, é, í, ó, ú, ñ, ¿, ¡

Decide si las oraciones siguientes son ciertas o falsas basado en el video.

Query

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Query

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10.8: República Dominicana

República Dominicana

Mapa



“Karibik Dominikanische Republik Position”, by Raimond Spekking, CC BY-SA 3.0, Wikimedia Commons is licensed under CC0 1.0

Información general

La capital: Santo Domingo

La ubicación: En el Mar Caribe

La moneda: el peso dominicano

La economía: el turismo y la minería

El clima: tiene dos estaciones: lluviosa y seca



" Dominican republic sm03", by Maksim, CIA World Factbook, Wikimedia Commons is licensed under CC0 1.0

Datos interesantes

La República Dominicana está localizada en una hermosa isla en el mar Caribe. La isla la comparte (share) con Haití. Históricamente la República Dominicana es muy importante porque en esta isla fue donde Cristóbal Colón (Christopher Columbus) pisó tierra americana en su primer viaje. Cristóbal Colón la llamó La Española. Por esta razón, parte de los restos (remains) de Colón están en el Faro Colón en la ciudad de Santo Domingo.

Santo Domingo, la capital es la primera ciudad fundada (founded) en 1496 por los europeos en América. En esta ciudad también se fundaron las primeras instituciones gubernamentales (government), educativas y religiosas en América. La arquitectura colonial en la ciudad de Santo Domingo está muy bien conservada y fue declarada Patrimonio de la Humanidad por la UNESCO por su valor histórico y su belleza arquitectónica colonial.

La República Dominicana tiene una buena relación con el país hermano de Haití. Debido a la mala situación económica de Haití, muchos haitianos trabajan en La República Dominicana. Los dos países hablan español y criollo haitiano que proviene del francés. La isla fue también colonia francesa y por eso en Haití tienen dos idiomas oficiales, el criollo haitiano y el francés.

El turismo es una fuente económica muy importante en La República Dominicana. Es un destino turístico muy popular para los que quieren disfrutar de días de sol y playa. Punta Cana es una de las ciudades más famosas por sus playas. Aquí puedes hospedarte (lodge) en uno de los muchos hoteles grandes y bonitos para pasar unas vacaciones inolvidables. En las playas de La República Dominicana, el mar es de color turquesa y tiene una temperatura exquisita y la arena es de color blanca; ¡es un verdadero paraíso! Hay muchos arrecifes de corales (coral reefs) en estas playas y muchos turistas bucean o alquilan botes para navegar. Otro de los atractivos turísticos es la visita al santuario de las ballenas jorobadas (humpback whales) en Samaná. Se pueden realizar excursiones para ver a las ballenas que vienen a aparearse a las aguas del Caribe en los meses de diciembre, enero, febrero y marzo solamente. Otras actividades muy populares para los turistas son los paseos en bicicleta, ir de excursión, jugar al golf y por supuesto, tomar muchas fotografías de la naturaleza.

Los dominicanos son gente muy alegre y les gusta mucho la música y el béisbol. El béisbol es el deporte nacional de los dominicanos. Hay muchos jugadores famosos dominicanos que juegan en equipos internacionalmente. El merengue es un ritmo muy popular que se originó (originated) en La República Dominicana. Su estilo sensual y alegre de esta música hace bailar a grandes y chicos. El merengue es muy popular en los países hispanos y no puede faltar en ninguna celebración o fiesta en cualquier parte de Latinoamérica.

Actividades

Decide si las oraciones son ciertas o falsas.

Query

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El merengue

Primero, repasa la lista de palabras que está debajo de la información.

La República Dominicana además del azúcar y el café exporta al mundo la alegría a través de su música. El merengue es un género musical que viene sonando desde el siglo XIX y, se dice que este **ritmo** se bailó por primera vez en 1844, en una región cerca de la frontera con Haití. Aquí nace el merengue típico que se toca con el acordeón, la tambora y la güira. El merengue también tiene una característica muy importante que es su capacidad de adaptarse y evolucionar según el tiempo y las circunstancias. Una de sus adaptaciones más notables fue la que dio origen a lo que hoy se conoce como el merengue Pambiche. Esta variación muy poderosa nace durante la primera ocupación de los Estados Unidos en la República Dominicana en el año 1916. En esta época, en la República dominicana había mucha **pobreza** y **la deuda externa** no se podía pagar. Entonces, Estados Unidos compra la deuda y como garantía toma el control de las aduanas de donde venía el **mayor ingreso** de los dominicanos y luego viene la invasión de los EE. UU. a la isla. En ese tiempo, el ritmo del merengue era muy rápido para los estadounidenses y no podían bailarlo, así que los dominicanos tuvieron la idea de bajarle la velocidad del ritmo para que las **tropas** estadounidenses pudieran bailarla. Toño Abreu fue un acordeonista compositor famoso que fue el primero en bajarle la velocidad al merengue cuando tocaba para las tropas americanas y también fue el que le **acuñó** el nombre de Pambiche que proviene de la palabra Palm Beach en inglés. Otro dato curioso es que el dominicano también "habla en merengue". Si quieres escuchar como los dominicanos hablan en merengue, haz clic para ver el video y recuerda, no hay excusa para no bailar.

Information based on video "Los Dominicanos y El Merengue Pambiche"

Lista de palabras

ritmo = rhythm

pobreza = poverty

la deuda externa= external debt

mayor ingreso = higher income

las tropas= troops

le acuñó=coined

Actividad

Decide si las oraciones son ciertas o falsas.

Query

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Santo Domingo

Primero, repasa la lista de palabras que está debajo de la información.

En el video unos turistas pasan unos días en Santo Domingo, la capital de la República Dominicana. Los turistas visitan primero una tienda de tabaco y disfrutan fumando unos puros, y luego van a visitar la famosa Plaza Colón. Esta plaza es un lugar emblemático de Santo Domingo con la estatua de Cristóbal Colón. Cristóbal Colón llegó a la isla el 5 de diciembre de 1492.

El dominó es un deporte muy popular para los dominicanos. Es tan popular que ha sido oficializado como **deporte nacional**, así como también el béisbol; son los únicos deportes naciones de la República Dominicana. En todas las **esquinas** se ven personas jugando al dominó, que ellos lo llaman "el deporte de los pobres." Mamajuana es una bebida muy popular en la República Dominicana y que a los turistas les gusta probar porque contiene ingredientes muy exóticos. Al caminar por la ciudad, los turistas observan que hay mucho graffiti en las calles de Santo Domingo. Otro dato histórico importante es que en Santo Domingo se fundó el primer virreinato (viceroyalty) de España en América. En Santo domingo existió un jardín botánico que servía de laboratorio. Todas las **plantas** que venían de España pasaban un tiempo para ver si se adaptaban al clima, así como las plantas que iban a ser exportadas a España, también pasaban un tiempo en ese laboratorio. Uno de los platos más típicos de la isla se llama mofongo. El mofongo tradicional está hecho de plátano, mantequilla, ajo, sal y chicharrón. A quince minutos de Santo Domingo está Boca Chica, que es una playa donde van las personas locales a disfrutar de la playa. También hay un parque nacional llamado Los Tres Ojos, este parque tiene mucha vegetación tropical y **lagos.** Los turistas pasan la última noche en un colmadón, que es una especie de bar donde hay música bailable también. Si quieres ver en detalle la hermosa ciudad de Santo Domingo y disfrutar del video, haz clic aquí.

Information based on video "¿Qué hacer en Santo Domingo, República Dominicana 2020? 3 Bloggers"

Lista de palabras

deporte nacional = national sport

esquinas = corners

probar= to taste

plantas= plants

lagos = lakes

Actividades

Decide si las oraciones son ciertas o falsas.

Query

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GLOSSARY

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Sample Word 1 | Sample Definition 1

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