

Hecho en Texas

HECHO EN TEXAS

A textbook for learners of Spanish in Texas

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MODULE I (VOLUME 1 MÓDULO 0) INTRODUCTORIO: INTERACCIONES



En este módulo introductorio, vamos a conocer (*get to know*) a nuestros compañeros de clase.

Antes de comenzar (*Before you begin*), review the instructional goals below. Then record what YOU want to accomplish in personal terms. Be specific by applying particular themes in the Comunicación and Lengua sections to your real life. You will review your reflection at the end of the module to align on your general outcomes and personal achievements.

Objetivos en este módulo

Comunicación

In this instructional module, you will learn how to...

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

- Pronounce Spanish consonants and vowels
- Use classroom expressions in Spanish

Lengua

- Subject pronouns
- The present tense of the verb **ser**
- The present tense of the verb **haber**
- Question words

Cultura

- El mundo tejano: Introduction of Hispanic Texas
- El español y sus protagonistas

Mis metas

In your Spanish notebook, describe what you want to accomplish in this instructional module in personal terms.

MODULE I (VOLUME 1 MÓDULO 1) SOMOS ESTUDIANTES UNIVERSITARIOS



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

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

Now review the instructional goals below. Then record what YOU want to accomplish in personal terms. Be specific by applying particular themes in the Comunicación and Lengua sections to your real life. You will review your reflection at the end of the module to align on your general outcomes and personal achievements.

Objetivos en este módulo

Comunicación

In this instructional module, you will learn how to...

- Talk about your life as a university student: Classes, activities, people in your life
- Tell time
- Talk about when your classes and other activities take place (time and days)

Lengua

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

Cultura

- El mundo tejano: San Antonio
- Trayectos hispanos: Educadores
- México

Mis metas

In your Spanish notebook, describe what you want to accomplish in this instructional module in personal terms.

Let's talk about our classes!

1.

INTRODUCCIÓN COMUNICATIVA



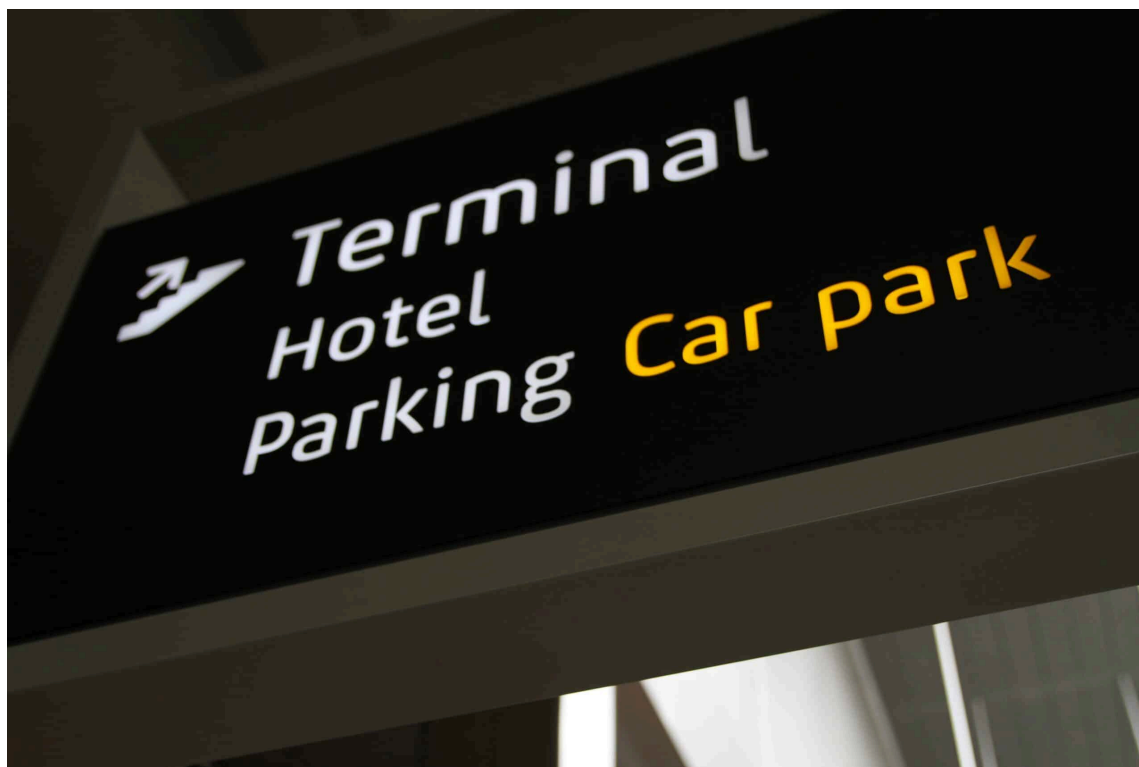
Compañeras de cuarto

Carolina es una estudiante de México. Es su primer (*first*) semestre en una universidad de Tejas. Bailey, su nueva compañera de cuarto, la espera (*is waiting for her*) en el aeropuerto. Escucha (*listen to*) el diálogo y responde estas preguntas: ¿qué estudian Carolina y Bailey en la universidad? Usa el vocabulario en [Hablemos más](#) para ayudarte (*help you*).



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Bailey:

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

Carolina:

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

Bailey:

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

Carolina:

Soy de Coahuila, México. ¿Qué estudias aquí?

Bailey:

Estudio **geografía, literatura, historia y lingüística**. ¿Y tú?

Carolina:

Deseo (*I want to*) estudiar **sicología, teatro, lingüística y literatura inglesa**.

Bailey:

¡Guau! Tú necesitas (*You need*) la **biblioteca** para estudiar mucho.

Carolina:

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

Bailey:

¡Vamos! (*Let's go!*) Te llevo (*I'll take you to*) a la **librería** y también puedo mostrarte (*I can show you*) el campus y tu

salón de clase. ¿Quién es tu **profesor** de **lingüística**?

Carolina:

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

Bailey:

¡Sí! Sus clases me encantan (*I love her clases*). Para la clase de lingüística, nosotras **necesitamos** el libro “El español en los Estados Unidos”.

Carolina:

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

¿Comprendiste?

Contesta (*answer*) las siguientes preguntas de comprensión.

1. ¿De dónde es Carolina?
2. ¿Las dos chicas **toman** una clase juntas (*together*)? ¿Qué clase es? ¿Quién es la profesora?
3. ¿Qué útiles escolares (*school supplies*) **necesita** Carolina?
4. ¿Qué lugar **busca** Carolina?

Lengua

1. Look at the verb forms in the dialogue. Pay attention to the verbs **estudiar**, **desear**, **tomar**, and **necesitar**. Write down the different forms on the verb in the dialogue. Can you guess how we conjugate verbs that end in **-ar** in Spanish?
2. What subject pronouns (e.g., **yo**) do Carolina and Bailey use in this dialogue? Would you say this is an informal or formal conversation? Justify your answer.
3. Have a look at the title of the book Carolina and Bailey need for their linguistics class (“El español en los Estados Unidos”). What do you notice about the way titles are written in Spanish?

2.

PRÁCTICA INDIVIDUAL: INTRODUCCIÓN COMUNICATIVA



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3.

HABLEMOS MÁS: LAS CLASES EN LA UNIVERSIDAD



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

En el aula: La clase de español



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Estudiantes en una clase.

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En el salón de clase: La clase de sociología



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Estudiantes en una clase.

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Los objetos de la clase



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

Las personas en la universidad



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

Los lugares (places) en la universidad



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

Los cognados



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

En la clase	
la calculadora	
el marcador	
el examen	
la lección	
la actividad	
el ejercicio	
el diccionario	
el calendario	
el mapa	
Los lugares en la universidad	
la cafetería	
el centro estudiantil	
el estadio	
el gimnasio	
el laboratorio	
la oficina	
Las clases y las especializaciones: Las lenguas extranjeras	
el chino	
el francés	
el inglés	
el griego	
el italiano	
el portugués	
el ruso	
Otras clases y especializaciones	
la antropología	
la arquitectura	
el arte	

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



¡Ojo!

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



Manos a la obra!



Actividad 1-1. Las clases de verano (*summer*).

En las universidades en los Estados Unidos, hay clases de verano. The same happens at universities in the Spanish-speaking world. But are the same classes offered? Watch the video on <https://www.youtube.com/watch?v=paIsktPm2Lo> and answer the following questions.

1. ¿Cómo se llama la universidad?
 2. ¿De dónde es la universidad?
 3. ¿Cuándo son las clases? ¿En mayo, junio o julio?
 4. ¿Dónde son? Nombra (*Name*) dos lugares.
 5. ¿Qué clases hay en la universidad? Nombra (*Name*) dos clases.
 6. ¿Cuántas clases de verano hay en la universidad?
 7. ¿Son las clases similares a las clases en tu universidad?
 8. ¿Cuáles son tus clases de verano?
-

Actividad 1-2. Las clases este semestre.

¿Y este semestre? ¿Qué clases hay? Visit the schedule of classes for this semester, and find examples of the following courses. Fill in the blanks with the information required in the table provided. Are any classes similar to the ones offered by the university we have just talked about? ¿Tomas alguna de (*any of*) las clases? ¿Cuál?

Clase	Nombre de la clase	Instructor/a	¿Cuántos estudiantes hay?	Edificio
Antropología				
Arte				
Comunicación				
Historia				
Relaciones internacionales				
Sicología				



Conversemos. Soy un/una estudiante nuevo/ nueva (new).

Paso 1. To do this activity, you will need a map of your campus (e.g., [the one online](#)). Prepare it before you start the activity.

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

Estudiante 1. You are a new student at the university, and you do not know where some of the buildings are located. You talk to a fellow student.

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

Estudiante 2. You meet a new student on campus:

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

Answer your classmate's question, and say goodbye.

4.

PRÁCTICA INDIVIDUAL: HABLEMOS MÁS: LAS CLASES EN LA UNIVERSIDAD

Instructions:

Complete the following interactive activities multiple times until you feel comfortable with the content. If these activities are assigned as homework on Canvas, then please complete them directly on Canvas. Only your best score will be recorded.

To prepare for these activities, please review the information shared in the previous page/section of the textbook (the first half of that page until “Manos a la obra”).



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5.

HABLEMOS DE GRAMÁTICA: ESTRUCTURA 1

Identifying **People, Places, Things, and Ideas: Gender, Number, and Definite and Indefinite Articles: Uso y forma**

La lista de Carolina

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

En el **Módulo introductorio**, we learned the words for one or a (**un** or **una**). Have a look at Carolina's list. What do **el** and **la** mean? What is the difference between **un** and **el** and **una** and **la**?

17:49 ↗



8 de agosto, 2021 a las 17:48

Comprar

Para la clase de psicología del Profesor Bolger:

Una calculadora (para estadísticas)

El libro "Essential Statistics for the Behavioral Sciences"

Una pluma azul y un lápiz automático

Un cuaderno de espiral

Para la clase de lingüística de la Dra. Moyna:

Dos cuadernos

El libro "El español en los Estados Unidos"

La lista de Carolina.

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¿Comprendiste? Responde las preguntas a continuación sobre la lista de Carolina.

1. ¿Es tu lista similar o diferente? ¿Por qué? ¿Qué útiles escolares hay en tu lista? Usa **un/una** and **el/la** to talk about your list.
2. ¿Quién es **el** profesor de **la** clase de psicología?
3. ¿Qué necesita Carolina para **el** curso de la Dra. Moyna?
4. ¿Qué compra (*buys*) Carolina para **las** entrevistas?
5. ¿Hay **un** libro en **la** clase de psicología? ¿Cuál es **el** nombre?

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

	Masculine Nouns	Feminine Nouns
Definite Articles	el niño the boy el escritorio the desk	la niña the girl la puerta the door
Indefinite Articles	un niño a (one) boy un escritorio a (one) desk	una niña a (one) girl una puerta a (one) door

Unfortunately, with some endings, it is difficult to determine gender (e.g., those that end in a consonant, such as **lápiz**, which is masculine, or in other vowels, such as **clase**, which is feminine). Therefore, we recommend that when you learn a new word, you also learn the definite article that accompanies it. That way, you will remember the gender of the noun, and it will also be easy to figure out what the indefinite articles is when you need it. Here are other rules that might help you determine the gender of some nouns.

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

Modelo(s): la mujer, la canción (*the song*), la amistad (*friendship*), la ciudad (*the city*).

2. Many nouns that end in **-ta** or **-ma** are masculine.

Modelo(s): el cometa, el planeta, el tema (*the theme, the topic*), el poema

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

Modelo(s): el/la paciente (*the patient*), el/la dentista, el/la periodista (the journalist/reporter).



¡Ojo!

There are some words that do not follow the rules discussed above, and thus, you need to follow our recommendation: Learn the word and the article to remember their gender. Some of the words in this category are: **La mente** (*the mind*), **la gente** (*[the] people*), **la clase**, **el mapa**, **el día**, **la mano** (*the hand*), **el agua** (*water*). The following video summarizes the information discussed in this section.



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

1. If we need an article to refer to them, we need to transform the singular form of the indefinite (**un** → **unos**; **una** → **unas**) or the definite (**el** → **los**; **la** → **las**) articles into the plural.
 2. We need to use the plural form of the noun. As in English, when a noun ends in a vowel, to make the plural form, you only need to add **-s** to the singular noun (e.g., **un/el libro** → **unos/los libros**). If a noun ends in a consonant, you need to add **-es** (e.g., **una/la universidad** → **unas/las universidades**).
-



Nota importante

You can learn more about recent research on gender neutrality and Spanish via the following resources:

- In English:
 - [*Gender in Language Project*](#)
 - *A Language for All*: Article in the [Washington Post](#)
 - *A New Effort In Argentina Seeks To Make Spanish Nouns Gender Neutral*: Report on [NPR](#)
- En español:
 - Video sobre el tema: <https://www.youtube.com/watch?v=zHQVIsY3Wvs>
 - *Una guía para entender cómo el lenguaje inclusivo evolucionó alrededor del mundo*: Artículo del diario argentino “[La Nación](#)”
 - “*Todes*” en lugar de “*todos*”: Editorial a cargo de Jorge Ramos para [Univisión](#)

Now let’s actively use our new structures.



Manos a la obra!



Actividad 1-3. Snapchat en universidad.

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

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

Modelo(s): Hay *unos* libros en *la* librería. Los libros son de temas de ficción, historia y biología y son los libros favoritos del personal de la librería. Hay autores internacionales como ... y autores nacionales como



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Escena 1

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Escena 2

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Escena 3

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Escena 4

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Escena 5

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Escena 6

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



Actividad 1-4. Mariana en la universidad.

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

Modelo(s):

librería → En la universidad hay una librería. Se llama la Cooperativa de UT.

presidente → En la universidad [insert name] es el presidente.

En la universidad...

1. biblioteca principal
 2. profesor(a) de [insert subject]
 3. edificio de [insert subject]
 4. biblioteca
 5. restaurante (*masc.*)
 6. edificio de clases
-



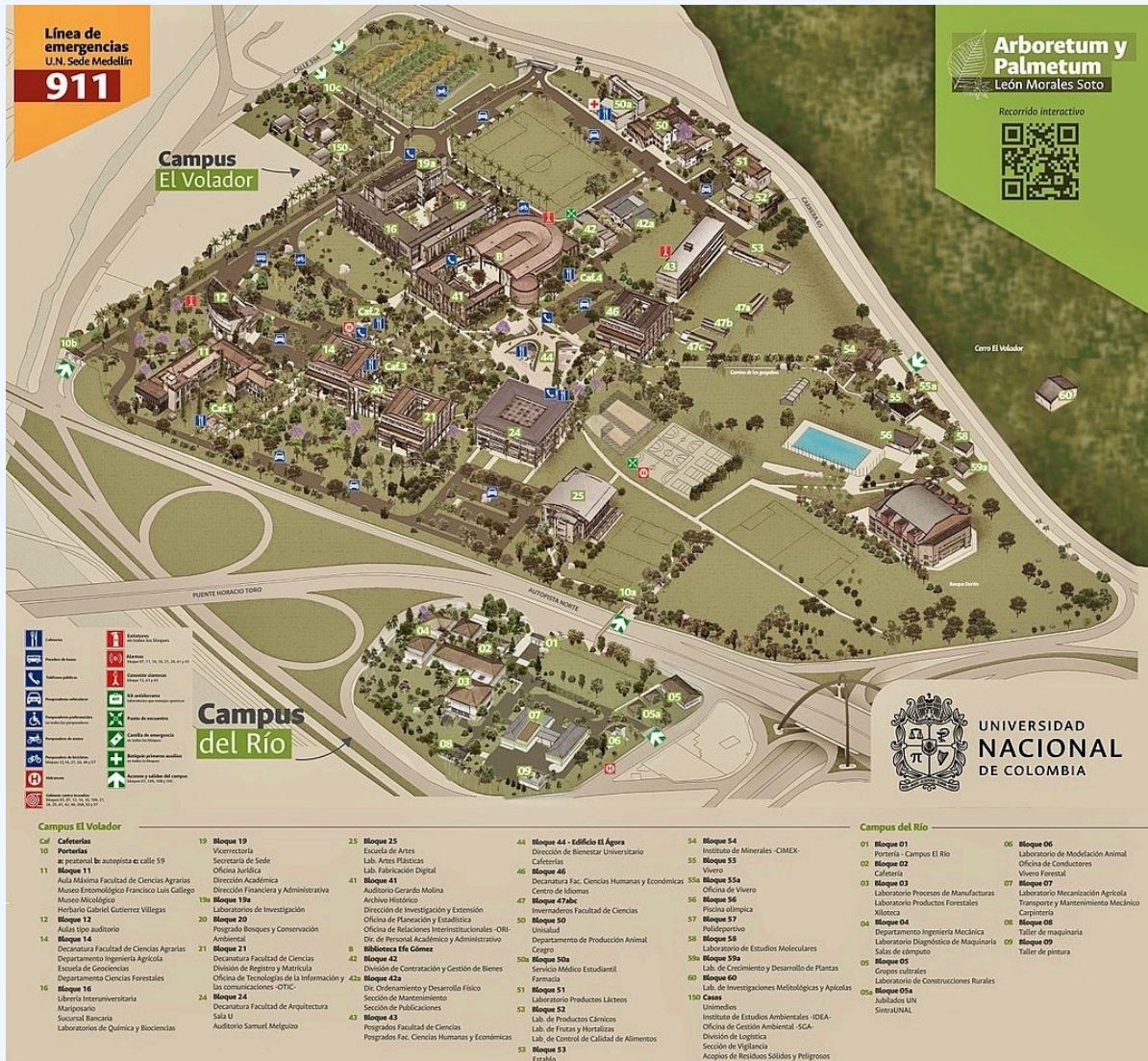
Actividad 1-5. Otra (*Another*) universidad.

Do you think campuses in other parts of the world are similar to campuses in the US? Look at the following map of a university in Colombia ([click here to see larger image of the map](#)) and compare it in terms of what your university offers students (e.g., cafeterías, librerías, etc.). With a classmate, make sentences using the definite and indefinite articles and the verb **hay**. Before you begin your work, look at the map below, and find out:

1. ¿De dónde es la universidad?
2. ¿En qué continente está (*is*)?
3. ¿Cómo se llama la universidad?

¿Es este campus similar o diferente a tu campus?

Modelo(s): En mi universidad hay un estadio de fútbol americano y en la universidad hay...



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Actividad 1-6. Nuestra (Our) universidad ideal.

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

1. Describe the buildings and places you want in your university. Use the verbs **hay** and **ser**, the words learned in this module and the previous one, and the indefinite and definite articles.
2. Develop a map like the one in activity 1-5. Draw the map and write a reference section.
3. Create a logo for your university and give it a name. Be creative!!! And remember, you can always ask your instructor for help!
4. Each member of the group will be responsible for presenting parts of the activity to the rest of the classmates.

6.

PRÁCTICA INDIVIDUAL: HABLEMOS DE GRAMÁTICA: ARTICLES AND AGREEMENT

Instructions:

Complete the following interactive activities multiple times until you feel comfortable with the content. If these activities are assigned as homework on Canvas, then please complete them directly on Canvas. Only your best score will be recorded.

To prepare for these activities, please review the information shared in the previous page/section of the textbook (the first half of that page until “Manos a la obra”).



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<https://utexas.pressbooks.pub/hechoentexas/?p=195#h5p-30>



An interactive HSP element has been excluded from this version of the text. You can view it online here:
<https://utexas.pressbooks.pub/hechoentexas/?p=195#h5p-31>

7.

Y DESPUÉS... USO, FORMA Y CULTURA: LOS MATERIALES DE ESTUDIO/LOS ÚTILES ESCOLARES



Attribution: El Rastro una tarde de entre semana. By manuel m. v., licensed under CC BY 2.0.

I. Antes de ver

In Spanish, name three items you always needed to have when you were a student in elementary school.



II. A ver

Now watch this video about school items for elementary school children in Latin America, and see if there are any similarities/differences with the school items you used to have.



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<https://utexas.pressbooks.pub/hecboentexas/?p=199#oembed-1>

III. Después de ver

Actividad 1-7. Are there any similarities/differences between your school items and the ones shown in the video? Name two.

Actividad 1-8. Now watch the video again, and do the following exercises.

Actividad A. What is the main idea of this video? What kind of information is this video providing?

Actividad B. Responde las preguntas or choose the best option.

The reporter mentions the month of “marzo” as the beginning of the academic year. What is the English word for “marzo”? What does this tell you about the location where this video takes place? ¿Es el hemisferio norte o el hemisferio sur?

1. ¿Dónde está Lima (city where the video takes place)?
 - a. México
 - b. Perú
 - c. Ecuador
2. ¿Cuál es la moneda (currency) en el video?
 - a. Dólares
 - b. Pesos
 - c. Soles
3. ¿Cuál es el precio de los lápices de colores?
 - a. Siete
 - b. Cinco
 - c. Seis

4. ¿Cuál es el precio de un cuaderno?
 - a. 2.50
 - b. 4.50
 - c. 3.50
5. A lady is interviewed as part of the report. ¿Cuántos hijos (children) tiene (does she have)?
 - a. Dos
 - b. Una
 - c. Tres
6. Which of these items are not discussed/do not appear in the video?
 - a. silla
 - b. escritorio
 - c. marcadores
 - d. tableta
 - e. libro
 - f. mochilas
 - g. bolígrafo

Actividad C. What kind of information do you think is given in the video? How is the information supported (e.g., talk about images, evidence, etc.)?

Actividad D. What are the cultural similarities and differences that you can think of when it comes to buying school supplies in the city featured in the video and the store in the photo above and in your city/town? What are some of the social/cultural aspects that you think might contribute to the differences?

8.

HABLEMOS DE CULTURA: MÉXICO



San Miguel de Allende

Hoy vamos a San Miguel de Allende. ¿Dónde está esta ciudad pequeña? Busca en este [mapa interactivo](#). Why do we want you to know more about this town? Well, it is one of the most beautiful places in the world, and it is also a place where you can broaden your knowledge of Mexico and its culture. Why do you think this is the case? Let's read!



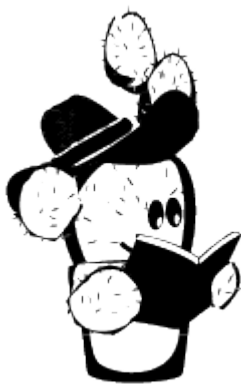
San Miguel de Allende

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¡Ojo!

Remember los cognados? You will not know all the words in the text, so you can rely on cognados to understand the main ideas of the text. Also, always look at the context around a particular word. Usually, the context surrounding a word can help you figure out what it means. Trust us: Language learning is our business!



A leer: San Miguel de Allende

San Miguel de Allende es una ciudad pequeña del estado mexicano de Guanajato. Está localizada a una altitud de 1910 (mil novecientos diez) metros y a 274 (doscientos setenta y cuatro) kilómetros de la Ciudad de México. En 2008 (dos mil ocho) la ciudad se transforma en Patrimonio Cultural de la Humanidad de la UNESCO por su cultura y arquitectura tradicional de estilo colonial y barroco. En 2017 (dos mil diecisiete) San Miguel de Allende recibe el título de mejor (*best*) ciudad del mundo (*world*) por la publicación *Travel + Leisure* por la calidad de su servicio turístico, su gastronomía, la belleza (*beauty*) de sus calles tradicionales y sus lugares de diversión (*fun*).



Calle tradicional de San Miguel de Allende

Attribution: The Streets of San Miguel de Allende. By cezzie901, licensed under CC BY 2.0

San Miguel de Allende es también (also) famoso por su clima templado y sus aguas termales. Por eso (That's why), hay una gran comunidad de residentes extranjeros (foreign) (especialmente de los Estados Unidos) en la ciudad. En San Miguel, hay iglesias católicas de arquitectura tradicional barroca como la Parroquia San Miguel Arcángel, construida en el siglo XVIII (18th century). Este edificio es símbolo de la ciudad y un modelo de la gran riqueza (richness) arquitectónica de México.



Una novia entra a la Parroquia de San Miguel Arcángel

Attribution: By Silvia Ruth Perez Salas, licensed under CC BY-SA 4.0

San Miguel de Allende y la región de Guanajuato en general son famosos por su industria vinícola (*wine industry*). Hay una fiesta muy popular todos los años (*every year*). La fiesta se llama “Fiesta de la vendimia” y es en agosto. Una de las actividades populares es **pisar las uvas**. ¿Cómo es la actividad de **pisar las uvas**? Mira (Look at) la foto a continuación.



Viñedos San Miguel Vendimia 2016

Attribution: By Eugenio Gonzalez, licensed under CC BY 2.0

¿Qué otras (*other*) actividades y cosas hay en San Miguel de Allende y Guanajuato? Mira este (*this*) video de unos estudiantes y responde las preguntas.



San Miguel de Allende y Guanajuato



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<https://utexas.pressbooks.pub/beckoentexas/?p=209#oembed-1>

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Actividad 1-9. Mi opinión.

¿Qué opinas (*what do you think*) de San Miguel de Allende y Guanajuato? Responde las preguntas.

1. Now that you know more about San Miguel de Allende, would you like to study there? What places of the ones you read about and you saw in the video would you like to visit? What would you like to do there?
2. What aspects of Mexican culture and Mexico have you discovered in this section? Are there any areas in Texas or the United States that are similar to the region in Mexico we have talked about? Explain your answer with examples. Compare what you learned about Mexico with the US.

9.

PRÁCTICA INDIVIDUAL: HABLEMOS DE CULTURA: MÉXICO



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://utexas.pressbooks.pub/hechoentexas/?p=211#h5p-32>



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://utexas.pressbooks.pub/hechoentexas/?p=211#h5p-33>

Watch the following video about the wine industry in San Miguel de Allende and answer the following questions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://utexas.pressbooks.pub/hechoentexas/?p=211#h5p-34>

10.

HABLEMOS DE GRAMÁTICA: ESTRUCTURA 2

Los verbos en presente (*present tense of regular -ar verbs*): Uso y forma



Carolina en la biblioteca

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



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<https://utexas.pressbooks.pub/hechoentexas/?p=224#audio-224-1>



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Carolina:

¡Hola, compañeras! Necesito un libro para mi clase de lingüística. ¿Me ayudan (*help*) a buscar (*to look for*) el libro?

Eileen:

¡Sí, claro!

Amy:

Es fácil. Lo buscas en la computadora.

Eileen:

Aquí buscas el título.

Carolina:

¡Oh! ¡Aquí está!

Eileen:

Y ahora reservas el libro.

Amy:

Luego usas tu tarjeta de estudiante (*student card*) y buscas el libro en el escritorio principal (*front desk*). ¡Y ya!

Carolina:

¡Gracias, amigas!

¿Comprendiste? Responde estas preguntas sobre la conversación.

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

Un verbo en infinitivo (An infinitive verb that does not have a conjugation. E.g., to talk, to write):

Unos verbos conjugados:

- Verbs conjugated in second person singular (**tú** form):
- Verbs conjugated in second person plural (**ustedes** form):

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

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

2. ¿Qué necesita Carolina en la biblioteca?
3. ¿Quiénes ayudan a Carolina?
4. Si tú necesitas un libro, ¿dónde buscas el libro?

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

The present tense of **-ar** verbs

I. Infinitives and Conjugations

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

Modelo(s): **tomar** (to drink, to take classes); **comer** (to eat); **vivir** (to live)

These verbs are called **infinitives** because, like the concept of infinity, they are not bound by time. From the infinitive, we derive the conjugated forms of the verb. Of the three verb groups (**-ar**, **-er**, **-ir**), **-ar** verbs are the most numerous.

To conjugate, drop the **-ar** from the infinitive. Next, add endings to the stem. The ending will depend on who is doing the action (remember *the subject*, discussed in [Módulo introductorio](#)). Have a look at this example.

Ayudar (to help)		
yo	ayudo	<i>I help</i>
tú	ayudas	<i>you (informal) help</i>
vos	ayudás	<i>you (informal) help; mostly Argentina & Uruguay</i>
usted, él, ella	ayuda	<i>you (formal) help, he/she helps</i>
nosotros(as)	ayudamos	<i>we help</i>
vosotros(as)	ayudáis	<i>y'all (informal: Spain) help</i>
ustedes, ellos/ellas	ayudan	<i>y'all help, they help</i>

II. Usos del tiempo presente

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

Modelo(s): Efraín **estudia** en la biblioteca todos los días (*every day*).

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

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

Modelo(s):

Amy y Eileen **ayudan** a Carolina. (*Amy and Eileen are helping Carolina.*)

Carolina **trabaja** mañana en la biblioteca. (*Carolina will work in the library tomorrow.*)



III. Ejemplos de verbos en -ar en las actividades de la universidad



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://utexas.pressbooks.pub/hechoentexas/?p=224#audio-224-2>

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



IV. Frases útiles para hablar de actividades de la universidad



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://utexas.pressbooks.pub/hechoentexas/?p=224#audio-224-3>

hablar por teléfono	<i>to talk on the phone; to call</i>	Efraín habla por teléfono con su mamá todos los fines de semana (<i>every weekend</i>).
descansar por unos minutos/ por una hora	<i>to rest for a couple of minutes/ for an hour</i>	Los profesores descansan por unos minutos entre (<i>between</i>) sus clases.
escuchar música	<i>to listen to music</i>	Carolina y Amy escuchan música en el gimnasio.
esperar el autobús	<i>to wait for the bus</i>	¿Dónde esperarás (vos) el autobús?
estudiar en la biblioteca	<i>to study in the library</i>	Mis compañeros de clase y yo estudiamos para el examen en la biblioteca.
llegar a la clase/a la universidad	<i>to arrive at class/at the university</i>	(Yo) llego a la universidad a las 8:00 de la mañana.
mandar un correo electrónico/ un texto	<i>to send an email/a text message</i>	Dra. Moyna, ¿usted manda textos a sus estudiantes?
regresar a casa	<i>to return home</i>	¿(Tú) regresas a casa en autobús?
tomar clases/un examen/el autobús	<i>to take classes/exams/the bus</i>	¿Vosotros tomáis el examen de antropología mañana?
trabajar por la mañana/por la tarde/por la noche	<i>to work in the morning/in the afternoon/at night</i>	Las estudiantes trabajan por la tarde en el Starbucks en el centro estudiantil.



¡Ojo!

- As you can see in the examples above, in Spanish the meaning of the English word *for* is included in the verbs **buscar** (*to look for*), **esperar** (*to wait for*), and **pagar** (*to pay for*). Also, *to* is included in the verb **escuchar** (*to listen to*).
- As in English, when you use two Spanish verbs together with the same subject, the second verb is usually in the infinitive. This is common with the verbs **desear**, **esperar**, and **necesitar**.

Modelo(s):

Carolina y Efraín **desean estudiar** en el edificio Académico.

Yo **espero trabajar** en la biblioteca.

Bailey **necesita llamar** a su familia.

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

Modelo(s):

Mi compañera de cuarto **no habla** español.

No, chicos, **ustedes no necesitan** comprar un libro de texto para la clase.

Carolina **no baila** en la discoteca.

Now it's time to use our new vocabulary and structures.



Manos a la obra!

Actividad 1-10. La fiesta de Bailey y Carolina.

Paso 1. Bailey and Carolina decide to organize a party to celebrate the beginning of the semester. Carolina writes about it in her blog. What is she saying? First read the paragraph to get a general sense of its content. Then fill in the blanks with the correct present tense conjugation of the numbered infinitives. ¿Son tus fiestas similares o diferentes?

El blog de Carolina



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¡Hola, amigos! Esta noche hay una fiesta en mi apartamento. Mi amiga Bailey y yo 1. (desear) _____ celebrar el comienzo del semestre.

Nuestros (*Our*) amigos Efraín y Amy 2. (bailar) _____ y 3. (cantar) _____ mientras (*while*) Marlenie 4. (tocar) _____ la guitarra y otros estudiantes 5. (escuchar) _____ la música.

Verónica 6. (llamar) _____ a su novio por teléfono y Mauro y yo 7. (tomar) _____ unas Coca Colas.

Claro (*of course*), todos nosotros 8. (mirar) _____ nuestros teléfonos y 9. (mandar) _____ textos.

La fiesta es fenomenal.

Mis amigos 10. (descansar) _____ de las clases y la rutina de la universidad. Es importante el relax.

OK. Yo 11. (terminar) _____ mi blog. Es hora de bailar. ¿Tú 12. (pasar) _____ tiempo con tus amigos también? ¿Tú 13. (esperar) _____ descansar este fin de semana (*this weekend*)?

¿Ustedes 14. (visitar) _____ a sus amigos este fin de semana? Deja (*Leave*) tus comentarios. ¡Nos vemos! Chau.



Paso 2

¿Son tus fiestas similares? Con un@ compañer@, describe tu fiesta. Write a blog similar to the one written by Carolina. Describe what happens at **your** party. Use at least 10 different verbs. You guys will need to present your party to the class! And, if you have photos, you can show them too!

Actividad 1-11. Las actividades de los estudiantes en el mundo hispano

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

Paso 1. Antes de ver

Contesta las preguntas a continuación.

¿Dónde está Barcelona? Busca esta ciudad en un mapa

1. ¿Cómo es Barcelona? Consulta el sitio de web en <https://www.lonelyplanet.com/spain/barcelona>, y mira las

fotos. ¿Qué lugares hay? Escribe dos.

2. ¿Qué son los “bunkers del Carmel”? Busca esta información en <https://irbarcelona.org/barcelona-viewpoints/bunkers-carmel-turo-rovira/>.
3. ¿Qué actividades hay en Barcelona para un estudiante? Escribe 3. Usa los verbos that you learned in the previous section.



Paso 2. A ver

Ahora mira este video sobre una estudiante en Barcelona. Check if the activities that you mentioned appear in the video.

Mira el vídeo y contesta esta pregunta: ¿Las actividades de Caroline son similares o diferentes a tus actividades?



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<https://utexas.pressbooks.pub/hechoentexas/?p=224#oembed-1>



Paso 3. Después de ver

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

Actividad A. Main idea. Using the information and images in the video, describe its main purpose. Who is the

audience the filmmakers had in mind? Why? What meaning-making resources (e.g., images, music, etc.) have the filmmakers used to attract the attention of their intended audience?

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

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

Actividad C. More details. Now read the following sentences, and choose the option that appears in the video.

1. Caroline tiene (this refers to her age)
 - a. 20 años.
 - b. 22 años.
 - c. 21 años.
2. Caroline es de
 - a. Belize.
 - b. Bélgica.
 - c. Boston.
3. Caroline estudia en la biblioteca porque
 - a. hay estudiantes.
 - b. hay libros buenos.
 - c. hay una cafetería.
4. Para llegar al “tandem”, Caroline
 - a. toma el metro.
 - b. toma el autobús.
 - c. camina.
5. Caroline lee (reads) en
 - a. la residencia.
 - b. los bunkers.

c. el laboratorio.

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

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



Paso 4.

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



Actividad 1-12. Caroline y yo.

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

1. First introduce yourselves. Provide names and talk about where you are from.
2. Ask and answer questions about your studies (what your **especialización** is, the classes that you take, where you

study, etc.).

3. Talk about your routine and your activities during the weekend (e.g., En la mañana, yo...; Los fines de semana, mis amigos y yo...).

You need to use the vocabulary and questions in the previous sections and exercises in this module and in **Módulo introductorio**. You will share your conversation with other classmates.

11.

MÁS COMUNICACIÓN: ¿CUÁNDO? LA HORA Y LOS DÍAS DE LA SEMANA



Uso y forma

El horario de Carolina

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



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A G O S T O

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SÁBADO
21 <i>Mudanza al campus</i>	22	23	24	25	26	27
28	29 <i>Comienzo de clases</i> 8:00-8:50 Teatro 10:20-11:00 Estadística 11:30-12:30 Practicar yoga con Bailey (gimnasio)	30 9:35-10:50 Lingüística 11:10-12:20 Literatura 13:00-17:00 Trabajar en la biblioteca	31 8:00-8:50 Teatro 10:20-11:00 Estadística 11:30-12:30 Practicar yoga con Bailey (gimnasio)	1 9:35-10:50 Lingüística 11:10-12:20 Literatura 13:00-17:00 Trabajar en la biblioteca	2 8:00-8:50 Teatro 10:20-11:00 Estadística 11:30-12:30 Practicar yoga con Bailey (gimnasio)	3 21:00 Fiesta: Comienzo del semestre (en casa)
4 10:00-14:00 Estudiar (biblioteca) 16:00-18:00 Fútbol (estadio)	5 <i>Día del trabajo: ¡No hay clases!!!</i> 🤖	6 9:35-10:50 Lingüística 11:10-12:20 Literatura 13:00-17:00 Trabajar en la biblioteca	7 8:00-8:50 Teatro 10:20-11:00 Estadística 11:30-12:30 Practicar yoga con Bailey (gimnasio)	8 9:35-10:50 Lingüística 11:10-12:20 Literatura 13:00-17:00 Trabajar en la biblioteca	9 8:00-8:50 Teatro 10:20-11:00 Estadística 11:30-12:30 Practicar yoga con Bailey (gimnasio)	10 <i>Visitar a mi familia (Corpus Christi)</i> ❤️

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Bailey:

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

Carolina:

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

Bailey:

¿Y a qué hora es?

Carolina:

Es a las ocho de la mañana.

Bailey:

Hm... So you need to get up early **los viernes**...

Carolina:

Sí. ¿Por qué?

Bailey:

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

Carolina:

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

Bailey:

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

Carolina:

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

¿Comprendiste?

1. First, we're going to discover what you do in Spanish to express days and times.

1. Have a look at the photo of Carolina's schedule. What do you notice about the way in which she expresses time?
 2. What article do you use to express time? **¿El, la, los, or las?**
 3. What word do we use to express at a certain time? Do you need that word when you just ask what time it is?
 4. How do you write days in Spanish? Is it the same as in English?

2. Now answer these questions taking both the photo and dialogue into account.

1.
 1. ¿Qué días toma Carolina su clase de literatura?
 2. ¿Quién enseña la clase de lingüística?
 3. ¿A qué hora es la clase de estadística?
 4. ¿Cuándo viaja Carolina a Corpus Christi?
 5. ¿Cuándo estudia Carolina en la biblioteca? ¿Con quién estudia?
 6. ¿Qué hora es en el diálogo?

I. Los días de la semana

To ask for the date in Spanish, you can use **¿Cuál es la fecha?** or **¿Qué día es hoy?** (meaning *What is the date?* or *What day is today?*). To answer this question, you can say **Hoy es day of the week** and *date of the month*.

Modelo(s): Hoy es **jueves diecisiete (de agosto)**.



¡Ojo!

1. The days of the week are NOT capitalized in Spanish.
2. The masculine forms of the definite article (**el lunes, los lunes**) are used to refer to specific days. Notice that there is not a plural form for most days of the week. Exceptions: Saturday (**el sábado, los sábados**) and Sunday (**el**

domingo, los domingos).



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<https://utexas.pressbooks.pub/hechoentexas/?p=236#audio-236-2>

Los días de la semana	
el lunes	Monday
el martes	Tuesday
el miércoles	Wednesday
el jueves	Thursday
el viernes	Friday
el sábado	Saturday
el domingo	Sunday

II. ¿Qué hora es?

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

Modelo(s):

La recepción para los estudiantes nuevos es **el jueves 23 a las diecinueve treinta horas (19:30)**. (*Formal*)

La recepción para los estudiantes es **el jueves 23 a las siete y treinta / a las siete y media de la noche**. (*Informal*)

2. To talk about time, you always use the verb **ser**. For all times of the day, you use **son** (**Son las once de la noche**). Exceptions: You use **es** when: 1. You ask for the time (**¿Qué hora es?**), and 2. You express any time between 1:00 and 1:59 (e.g., **Es la una y veinte**.)

3. As you have seen, there are different ways to express on the quarter or half hour:

9:15 Son las nueve y cuarto.
Son las nueve y quince.

9:45 Son las diez menos cuarto.
Son las nueve cuarenta y cinco.

9:30 Son las nueve y media.
Son las nueve y treinta.

These examples also show you that when you refer to minutes after the hour, you need the word **y** (e.g., **Es la una y veinte [1:20]**), and when you talk about minutes before the hour, you need the word **menos** (e.g., **Son las dos menos veinte [1:40]**).

III. ¿A qué hora es?

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

Modelo(s): **¿A qué hora es la clase de la Dra. Moyna? Es a las nueve y treinta y cinco de la mañana. / Es a las diez menos veinticinco de mañana.**

IV. Algunas expresiones importantes



Las expresiones de tiempo



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://utexas.pressbooks.pub/hechoentexas/?p=236#audio-236-3>

Las expresiones de tiempo		
en punto	on the dot	La Profesora Dexter enseña su clase a las ocho en punto de la mañana.
a tiempo	on time	Carolina y Bailey llegan a la clase de lingüística a tiempo.
la medianoche	midnight	Efraín estudia hasta (<i>until</i>) la medianoche.
el mediodía	noon	Yo regreso a casa al mediodía.
todos los días	every day	¿Tú tomas clases todos los días?
mañana	tomorrow	¿Usted viaja a San Antonio mañana?

The following video summarizes the information discussed in this section:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://utexas.pressbooks.pub/hechoentexas/?p=236#oembed-1>

Attribution: La hora en español. By ProfeDeELE.es, licensed under CC BY 3.0

Now it's time to use our new vocabulary and structures:



Manos a la obra!



Actividad 1-13. Tomamos el autobús.

Remember Caroline, the student studying in Barcelona? She, a group of friends, and you, decide to visit the area of Toledo, Spain (google Toledo to find out where it is).

Paso 1. You want to visit **at least four** different districts. Have a look at the following schedule, and choose four different towns to visit. Answer the following questions about each of them. En esta actividad, trabajas con tres o cuatro compañer@s.

1. ¿A dónde viajan?
2. ¿A qué hora toman el autobús?
3. ¿A qué hora sale (leaves) el autobús de lunes a viernes?
4. ¿A qué hora sale el autobús los sábados y domingos?

HORARIO DE AUTOBUSES

MÉNTRIDA - TOLEDO

		De lunes a viernes				Sábados
	-	6:30	7:15	-	14:45	7:15
La Torre de Esteban Hambrán	-	6:40	7:25	-	14:55	7:25
Quismondo	6:45	-	-	-	-	-
Santa Cruz de Retamar	6:50	6:50	7:30	10:00	15:00	7:30
Novés	-	-	7:35	10:05	15:05	-
Portillo de Toledo	6:55	6:55	7:40	10:10	15:10	7:40
Fuensalida	7:00	7:00	7:45	10:15	15:15	7:45
Huecas	7:05	7:05	7:50	10:25	15:25	7:50
Villamiel de Toledo	7:15	7:15	8:00	10:35	15:35	8:00
Toledo	7:35	7:35	8:20	10:55	15:55	8:20

TOLEDO - MÉNTRIDA

		De lunes a viernes			Sábados
Toledo	12:00	13:00	15:00	18:45	13:30
Villamiel de Toledo	12:20	13:20	15:20	19:05	13:50
Huecas	12:30	13:30	15:30	19:15	14:00
Fuensalida	12:35	13:35	15:35	19:20	14:05
Portillo de Toledo	12:40	13:40	15:40	19:25	14:10
Novés	12:45	-	-	19:30	-
Santa Cruz de Retamar	12:50	13:50	15:50	19:35	14:20
Quismondo	-	13:55	-	-	-
La Torre de Esteban Hambrán	12:55	-	15:55	19:40	14:25
Méntrida	13:05	-	16:05	19:50	14:35

INFORMACIÓN: 91 539 31 32

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Attribution: El horario de autobuses. Attribution: By Huecanito, licensed under CC BY-SA 3.0

Paso 2. Busca fotos de los cuatro municipios que tus compañer@s y tú visitan. ¿Dónde están? Busca un mapa de España, and be ready to show the rest of your classmates the result of your search. ¿Cómo son? Describe the municipalities. Habla de dos o tres características.



Actividad 1.14. Nuestros horarios.

En esta actividad, trabajas con tres o cuatro compañer@s.

Paso 1. Taking Carolina's schedule as an example, create your own. List the classes that you are taking in the same way she did, and include two extracurricular activities (e.g., a part time job, plans to study, etc.) during the week and on the weekend. Draw your calendar, and prepare to share it with your classmates.

A G O S T O						
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SÁBADO
21 <i>Mudanza al campus</i>	22	23	24	25	26	27
28	29 <i>Comienzo de clases</i> 8:00-8:50 Teatro 10:20-11:00 Estadística 11:30-12:30 Practicar yoga con Bailey (gimnasio)	30 9:35-10:50 Lingüística 11:10-12:20 Literatura 13:00-17:00 Trabajar en la biblioteca	31 8:00-8:50 Teatro 10:20-11:00 Estadística 11:30-12:30 Practicar yoga con Bailey (gimnasio)	1 9:35-10:50 Lingüística 11:10-12:20 Literatura 13:00-17:00 Trabajar en la biblioteca	2 8:00-8:50 Teatro 10:20-11:00 Estadística 11:30-12:30 Practicar yoga con Bailey (gimnasio)	3 21:00 Fiesta: Comienzo del semestre (en casa)
4 10:00-14:00 Estudiar (biblioteca) 16:00-18:00 Fútbol (estadio)	5 <i>Día del trabajo: ¡No hay clases!!!</i> 😞	6 9:35-10:50 Lingüística 11:10-12:20 Literatura 13:00-17:00 Trabajar en la biblioteca	7 8:00-8:50 Teatro 10:20-11:00 Estadística 11:30-12:30 Practicar yoga con Bailey (gimnasio)	8 9:35-10:50 Lingüística 11:10-12:20 Literatura 13:00-17:00 Trabajar en la biblioteca	9 8:00-8:50 Teatro 10:20-11:00 Estadística 11:30-12:30 Practicar yoga con Bailey (gimnasio)	10 <i>Visitar a mi familia (Corpus Christi)</i> ❤️

Attribution: El horario de Carolina. Attribution: By Gabriela C. Zapata, licensed under CC BY-SA 4.0

Paso 2. Ahora con tres o cuatro compañer@s, compare your classes and activities. Find similaries. Talk about yourselves individually (**yo** forms), two of you (**ellos/ellas**), one of you in third person (**él/ella**), and you all (**nosotros**). Create a summary of your discussion to present to your classmates.



Conversemos!

Paso 1. With a classmate, prepare a conversation. You will need to use the vocabulary and structures you learned in **Módulo introductorio** and in this module. Include the following information.

Estudiante 1. You are conducting a survey about students' classes and preferred buildings on campus. Interview a volunteer about the classes that they take (Which classes? What time and what days do the classes take place? What are the classes like? Etc.). Also, ask the person about some of the buildings where they spend more time (**pasar más tiempo**) while on campus (Where are the buildings? What do they have inside? Etc.).

Estudiante 2. You are being interviewed about the classes that you are taking this semester and some of the buildings around campus. Answer the questions providing as much information as possible.

Paso 2. When you are done, work with another classmate. Reverse your roles.

Actividad 1-15. Mis clases. It has been a week since classes started. You are going to write an email to your high school Spanish teacher/university instructor telling him/her about the classes that you are taking. Tell him/her about your schedule (talk about times and days of the week), how many people are in each class, where you take them, and what the professors who teach them are like. Don't forget to start and finish the email with a proper salutation and goodbye.

Estimado/a Prof. García:

¿Cómo está? Yo...

12.

PRÁCTICA INDIVIDUAL: MÁS COMUNICACIÓN: ¿CUÁNDO? LA HORA Y LOS DÍAS DE LA SEMANA

Instructions:

Complete the following interactive activities multiple times until you feel comfortable with the content. If these activities are assigned as homework on Canvas, then please complete them directly on Canvas. Only your best score will be recorded.

To prepare for these activities, please review the information shared in the previous page/section of the textbook (the first half of that page until “Manos a la obra”).



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<https://utexas.pressbooks.pub/hechoentexas/?p=238#b5p-37>

13.

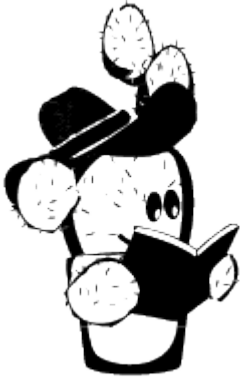
TRAYECTOS HISPANOS: EDUCADORES

Introducción: Gente, arte, historias, lugares

In these sections of *Trayectos*, we will learn more about people, artistic manifestations, stories, and places connected to this country's Hispanic/Latinx heritage. In this module, our focus is on our studies (classes, places, activities, etc.). Therefore, we will start with some notable teachers...



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Gloria Anzaldúa ¹



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Gloria Evangelina Anzaldúa (1942 –2004) es una profesora, escritora (*writer*) y académica de Texas. Sus estudios se enfocan en la teoría cultural chicana y las teorías feminista y *queer*. Su libro más conocido (*well-known*), *Borderlands/ La Frontera: The New Mestiza*, está basado en parte en su vida (*life*) en la frontera entre México y Texas. En sus escritos

(*written works*), Anzaldúa explora sus emociones sobre la marginación social y cultural. Esta escritora también (*also*) desarrolló (*developed*) teorías sobre las culturas marginales e híbridas de las fronteras.

After obtaining a Bachelor of Arts in English from the then Pan American University (now University of Texas Rio Grande Valley), Anzaldúa worked as a preschool and special education teacher. In 1977, she moved to California, where she supported herself through her writing, lectures, and occasional teaching stints about feminism, Chicano studies, and creative writing at San Francisco State University, the University of California, Santa Cruz, Florida Atlantic University, and other universities. She authored many fictional and poetic works.

Anzaldúa died on May 15, 2004, at her home in Santa Cruz, California, from complications due to diabetes. At the time of her death, she was working toward the completion of her dissertation to receive her doctorate in Literature from the University of California, Santa Cruz. It was awarded posthumously in 2005. Several institutions now offer awards in memory of Anzaldúa.

Nepantla

Un concepto importante en los escritos de Anzaldúa es el de **nepantla**. **Nepantla** es una palabra náhuatl y significa (*means*) “tierra de en medio” (*land in-between*). Anzaldúa habla sobre (*talks about*) este concepto:

“Bridges are thresholds to other realities, archetypal, primal symbols of shifting consciousness. They are passageways, conduits, and connectors that connote transitioning, crossing borders, and changing perspectives. Bridges span liminal (threshold) spaces between worlds, spaces I call *nepantla*, a Nahuatl word meaning *tierra entre medio*. Transformations occur in this in-between space, an unstable, unpredictable, precarious, always-in-transition space lacking clear boundaries. *Nepantla* es tierra desconocida [*unknown land*], and living in this liminal zone means being in a constant state of displacement—an uncomfortable, even alarming feeling. Most of us dwell in nepantla so much of the time it’s become a sort of ‘home.’ Though this state links us to other ideas, people, and worlds, we feel threatened by these new connections and the change they engender.”²

Mi nepantla

Now you are going to take into account Anzaldúa’s concept of **nepantla**, and you will create your own. Your work can be completed in different ways. It can be:

- A visual representation with or without text;
- A video with images and a narrative and/or text;
- A text-based representation (e.g., a word cloud);
- A conceptual map; or
- A bilingual poem (you can use some of the words you already know in Spanish)

If you want to know more about this concept, you can consult this Wikipedia entry: <https://en.wikipedia.org/wiki/Nepantla>.

Paso 1. Explore the following examples from Anzaldúa herself and university students like you.

- Gloria Anzaldúa’s poem *To Live in the Borderlands* (<http://www.revistascisan.unam.mx/Voces/pdfs/7422.pdf>).

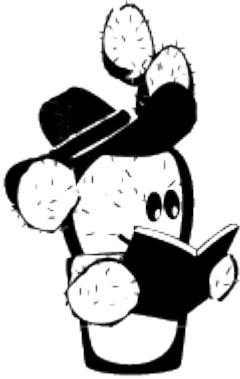
Ejemplos de estudiantes:

- **Ejemplo #1:**



Attribution: Mi nepantla. By J.R., licensed under CC BY-SA 4.0.

- **Ejemplo #2:**



Francisco Jiménez³



Attribution: Prof. Francisco Jiménez during a lecture at Stanford University in 2018. By Effeitsanders, licensed under CC BY-SA 4.0.

Otro profesor importante es el Dr. Francisco Jiménez (1943). El Dr. Jiménez es originariamente de México y por muchos años enseñó (*taught*) en la Universidad de Santa Clara en California. También (*Also*) es un escritor muy importante. Sus libros son autobiográficos y su historia de vida es muy interesante:

Up until he was four years old, Dr. Jiménez lived in a town in the state of Jalisco, Mexico. His family then immigrated without documents to California to work as migrant farm workers. When he was six years old, he had already started

working in the fields with his family. Growing up, his family would move with the seasons of crops, causing him to miss months of school every year.

When Dr. Jiménez was in eighth grade, his family was deported back to Mexico. A few months later, they returned and settled down in a migrant labor camp in Santa Maria, California, called Bonetti Ranch. His father could not work anymore because of severe back problems, so they would no longer move from place to place. Throughout high school, Dr. Jiménez and his older brother, Roberto, worked as janitors to support their family.

After high school, Dr. Jiménez went on to attend Santa Clara University, getting a B.A. in Spanish in 1966. He became a US citizen during his junior year at Santa Clara. Then, he went to Columbia University to get his Master's and Ph.D. in Latin American Literature.

In 1997, Dr. Jiménez published his first autobiographical novel, *The Circuit: Stories from the Life of a Migrant Child* [https://en.wikipedia.org/wiki/The_Circuit:_Stories_from_the_Life_of_a_Migrant_Child] (*Cajas de cartón* in the Spanish version). This book documents his early life, from crossing the border as a child to attending elementary school and working in the fields. There are three sequels to this book, which continue documenting his life through its next few stages. *Breaking Through* (*Senderos fronterizos*) is about his time in high school, *Reaching Out* (*Más allá de mí*) is about his time attending Santa Clara University, and *Taking Hold: From Migrant Childhood to Columbia University* documents his years in graduate school.

Jiménez has also written some autobiographical picture books, including *La mariposa* (1998) and *The Christmas Gift/El regalo de Navidad* (2000). In *La mariposa*, Jiménez writes about the challenges of not speaking English during his year in first grade.



Now watch this video of Dr. Jiménez talking about his first book, *The Circuit*, and the play that was written based on it.



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<https://utexas.pressbooks.pub/hechoentexas/?p=249#oembed-1>

- Why is this play important?
- What topics did it bring to the forefront?
- Why was Dr. Jiménez's writing so important in his life? What role did it play?
- How can Gloria Anzaldúa's and Francisco Jiménez's work contribute to our understanding of some of the issues

that affect the Hispanic/Latinx communities in the United States?



Investigación (*Research*)

Now you will do some research on other important teachers that belong to the Hispanic/Latinx communities in the United States.



Paso 1. You and the classmates in your group will gather information on the following for each of the people in the list. You can distribute the research tasks among the members of the group.

Información	Personas
1. Year of birth and place of origin	—Gloria Anzaldúa Página de Wikipedia: https://en.wikipedia.org/wiki/Gloria_Anzald%C3%Ba
2. Information about family/childhood (e.g., if they were migrant workers)	—Francisco Jiménez Página de Wikipedia: https://en.wikipedia.org/wiki/Francisco_Jim%C3%A9nez_(writer) Living and Writing a Migrant's Life (video)
3. Education	
4. Contributions to the United States	—Tomás Rivera Página de Wikipedia: https://en.wikipedia.org/wiki/Tom%C3%A1s_Rivera Tomás Rivera: Social Mobility Through Education (video)
5. Activism (what topics they brought to the forefront in connection to their community)	—Carmen Tafolla Página de Wikipedia: https://en.wikipedia.org/wiki/Carmen_Tafolla <i>Carmen Tafolla – A Life in Letters Documentary</i> (video)

Paso 2. Now, with the information you have gathered, create a conceptual map (https://en.wikipedia.org/wiki/Concept_map) that highlights the similarities among these educators.

- What do they have in common?
- What aspects of their lives are emphasized in their personal stories?
- With whom do you identify the most? Why?

Experiencias similares

In this section, you will listen to and view two children's books on the childhood experiences of Dr. Francisco Jiménez and Dr. Tomás Rivera. What did Francisco and Tomás have in common? Bear this question in mind when you watch the videos.

Libro #1: [La mariposa](#) (Autor: Francisco Jiménez). ¿Qué significa **mariposa**? Why do you think Jiménez chose this title for his book?

Libro #2: [Tomás and the Library Lady](#) (Autora: Pat Mora; <https://www.patmora.com/>)

Now fill out the following table and compare the two stories.

- What did Francisco and Tomás have in common?
- Why do you think the authors decided to write these stories?
- What message did they want to convey to children?

	<i>La mariposa</i>	<i>Tomás and the Library Lady</i>
Personajes (<i>characters</i>)		
Escenarios donde toman lugar las historias (<i>Places where the stories take place</i>)		
Eventos (eventos principales de la historia) (<i>Main events in the stories</i>)		
Temas (<i>topics</i>) importantes		
<i>Spanish words that you learned</i>		



Explora más (*more*) los temas

In this lesson, we learned how these Hispanic/Latinx teachers have used their words to highlight issues that affect migrant workers and their children, and people with bicultural/bilingual/diverse identities. If you want to learn more about these topics, we recommend you explore the following resources:

Nepantla:

Artist Santa Barraza (https://en.wikipedia.org/wiki/Santa_Barraza) has created her own representation of this concept in her work *Nepantla* (<https://www.santabarraza.com/portfolio-item/nepantla/>). Explore this work, and [listen to the artist talk about it](#). What aspects of Anzaldúa's concept are present in this work? How does this work connect to her identities?

Now visit the artist's website (<https://www.santabarraza.com/>). What topics does she focus on in her works? How is her art related to her identities? Write examples of elements that represent who she is. Do you identify with any of her works? Which one? Why?

Books:

- Treviño Hart, E. (1999). *Barefoot heart: Stories of a migrant child*. Tempe, AZ: Bilingual Press. ISBN:

978-0927534819

- Olivares, J. (2008). (Editor). *Tomás Rivera: The complete works*. Houston: Arte Público Press.

Children's Books:

- Medina, J. (1999). *My name is Jorge: On both sides of the river*. Honesdale, PA: Wordsong/Boyd's Mills Press.
- Herrera, J. P., & Simmons, E. (1995). *Calling the doves/El canto de las palomas*. New York: Children's Book Press.

Poem:

Conflict: A poem for America's migrant workers. <https://seattleglobalist.com/conflict-a-poem-for-americas-migrant-workers>

Notes

1. Text adapted from the original: Gloria E. Anzaldúa. By Wikipedia, licensed under CC BY-SA 3.0.
2. “(Un)natural Bridges, (Un)safe Spaces” from *This Bridge We Call Home: Radical Visions for Transformation* (2002), p. 1. By Wikiquotes, licensed under CC BY-SA 3.0.
3. Text adapted from the original: Francisco Jiménez. By Wikipedia, licensed under CC BY-SA 3.0.

14.

PARA TERMINAR... CARTELERA



Mighty Boy (España)

This section introduces you to short films developed in the Spanish-speaking world. You will watch the chosen productions, and you will work individually and collaboratively with a variety of comprehension and interpretation tasks. In this module we will watch the short film *Mighty Boy*, directed by the Spanish director Javier Yáñez.

I. Antes de ver

El nombre de este cortometraje (*short film*) es *Mighty Boy* y el slogan del film es “Un auténtico héroe no necesita superpoderes”. What do you think the film is about? Write two or three ideas.



Attribution: By Thibault, licensed under CC BY-SA 3.0.

II. A ver

Ahora mira el trailer. Chequea si tus ideas sobre el film son correctas:



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<https://utexas.pressbooks.pub/hecboentexas/?p=255#oembed-1>

¿Son tus ideas correctas? ¿Cuál es el tema del film? You can answer these questions in English.



III. Después de ver

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

Actividad A. Main idea

Using the information and images in the video, describe its main purpose. Who is the audience the filmmaker had in mind? Why? ¿Qué tipo de film es? ¿Cuál es el género?

Actividad B. Los personajes (*the characters*)

Describe cómo son los personaje e imagina una rutina diaria para cada uno (en la mañana, en la tarde, en la noche). ¿Cuál es tu personaje favorito? ¿Por qué? (You can answer this question in English). Usa los cognados. Also, ask your instructor for help!

Personajes	Profesión presente y pasada	¿Cómo es?	Rutina (en la mañana, en la tarde, en la noche)
Jaime			
Lucía, la novia de Jaime			
Aleska, la amiga de Jaime			

Actividad C. Análisis

Contesta estas preguntas sobre el vídeo.

1. ¿Cómo es el profesor de la universidad? Why do you think he is depicted in that way?
2. Do you identify with any of the characters? When you were a child, did you ever dream of being a superhero? Who was your favorite superhero? Why?
3. What kind of message do the filmmakers want to convey? Do you think they just want to entertain or is there something more to this movie?
4. What cultural aspects in the movie surprised you? Explain your answer.
5. Do you think American audiences would enjoy this short film? Why? Why not?



Actividad D. Nuestras rutinas

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

Modelo(s): Jaime trabaja en la mañana, pero nosotros tomamos clases en la universidad.



Actividad E. Cognados y lengua

Paso 1. Working on your own, busca tres cognados y tres verbos/palabras that you already know that appear in the film (the words **si**, **que**, and **no** do not count!).

Paso 2. Share your words with your partner. What new **cognados** have you guys learned?

15.

PRÁCTICA INDIVIDUAL: PARA TERMINAR... CARTELERA



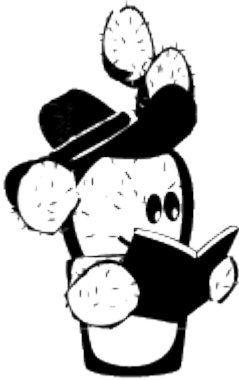
An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://utexas.pressbooks.pub/hechoentexas/?p=257#b5p-38>



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<https://utexas.pressbooks.pub/hechoentexas/?p=257#b5p-39>

16.

PARA TERMINAR... LECTURA



Cursos de español

I. Antes de leer

In this module, we have talked about different kinds of classes at your university and the Spanish-speaking world. In this section, we will read a short, digital text for immigrants who want to learn Spanish. What characteristics should a course for different kinds of immigrants have? Think of one or two ideas, and then read the text to see what such a course offers in Spain.

II. A leer

CURSOS GRATUITOS ONLINE PARA CIUDADANOS EXTRANJEROS

Los cursos tienen una duración de 6 meses y hay 600 lugares disponibles.

BENEFICIOS

- Entrar al sistema las 24 h al día, 7 días de la semana
- Estudiar desde PC, teléfonos celulares y tabletas
- El curso se adapta al nivel del estudiante. No es posible trabajar off-line.
- Un tutorial en vídeo enseña el sistema en varias lenguas (inglés, francés, alemán, italiano y español)
- Asistencia técnica en español, inglés y francés

REQUISITOS

- Ser ciudadano (*citizen*) extranjero en la provincia de Alicante.
- Una computadora con conexión de Internet y micrófono

Para estudiar en este curso, enviar (*send*) un email de interés a ciudadadanosextranjeros@diputacionalicante.es

(Text: Modified from 600 plazas. Cursos gratuitos de español online para ciudadanos extranjeros by Marca Empleo, licensed under CC BY 4.0.)



III. Después de leer.

Completa las siguientes actividades con un@ compañer@.

Actividad A. ¿Cierto (C) o falso (F)?

Decide si las siguientes oraciones son C o F teniendo en cuenta (*taking into account*) el contenido del texto.

1. Este curso es solamente (only) para estudiantes universitarios.	C	F
2. La gente toma el curso por un semestre.	C	F
3. El curso es en la universidad de Alicante	C	F
4. Las clases en el curso son en la mañana.	C	F
5. El curso es de lunes a domingo.	C	F
6. Los materiales para el curso son digitales.	C	F
7. Los estudiantes miran un video para saber (to know) cómo usar el sistema.	C	F
8. Los estudiantes de Madrid toman este curso.	C	F
9. En el curso, los estudiantes hablan.	C	F
10. La gente manda un mensaje de texto para tomar el curso.	C	F

Actividad B. Análisis.

Contesta estas preguntas.

1. What characteristics make this course ideal for an immigrant? Why? Do you believe this is a good alternative for newly-arrived immigrants? Why? Why not? What might be the problems an immigrant may encounter when enrolling in this course?

2. Does this state offer similar English courses for immigrants? Do some research online to find out.

Actividad C. Lengua.

Busca tres cognados. Did these words help you understand the text? What other strategies did you use to read it?



Actividad D. Curso de inglés para inmigrantes.

Ahora con tres o cuatro compañer@s, create an ad similar to the one we read to advertise an English course for immigrants from Spanish-speaking countries. You can add information on different types of classes (e.g., conversación, cultura, historia, etc.), and have a mixture of online (en línea) and face-to-face (en persona) classes. You need to have all the sections that appear in the original text. You can also add a logo to your course.

17.

PRÁCTICA INDIVIDUAL: PARA TERMINAR... LECTURA



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://utexas.pressbooks.pub/hechoentexas/?p=265#h5p-40>

18.

PARA TERMINAR... CONVERSEMOS!

Conversemos! 2: Mi Vida Académica

During this in-class ¡Conversemos! activity, you will imagine you are at a party and you meet people your age who happen to also be students at UT! Begin by greeting your new friends. After saying hello and introducing yourself, talk about the UT and its campus– even though talking about school at a party is not that cool. It does give you the opportunity to get to know your new friends a little bit more and to discuss topics you are all familiar with. **Before this in-class activity, please complete Pasos 1 through 5 below and submit them to Canvas.**



R Glow. By roanokecollege, licensed CC BY 2.0

[\[Copy pre-activity Google doc here\]](#)

Paso 1. Start this pre-activity by preparing a list of questions you will use in class to find out more about your classmates. Use the vocabulary in previous sections of our textbook, as well as present tense verbs. For example, you can ask what their major is, what classes they are taking this semester, the days, times and location of classes, the materials that are required, their favorite building on campus to study in, to name a few ideas. Feel free to be more adventurous and try to

use new words (especially cognates)! This is also a review of question formation so make sure to include a mix of yes/no questions (e.g., ¿Eres de Austin?) and information questions (e.g., ¿De dónde eres?).

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Paso 2. Now prepare a list of useful vocabulary words and phrases from previous sections of our textbook (and beyond) to share information about your own academic life. Importantly, do not write complete sentences here. You will lose points during the in-class ¡Conversemos! activity if you are simply reading your answers to your classmate's questions.

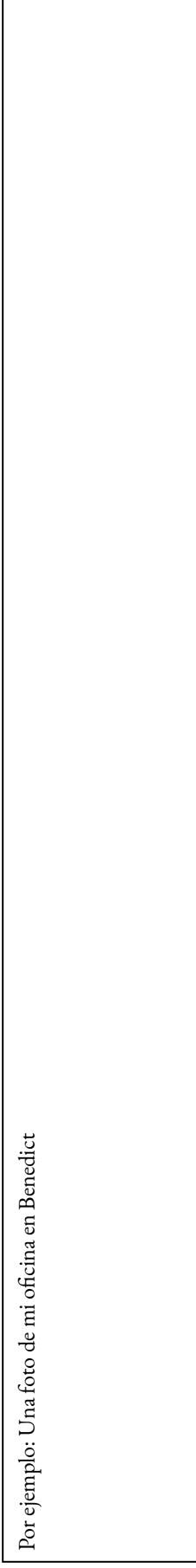
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Paso 3. Remember, cognates are a great tool for communication. Have you included any in sections (1) or (2) above? Go ahead and copy all the cognates you used above into the appropriate columns below. Columns two, three and four offer several examples but this is just a starting point. Practice pronouncing these words and make sure you are familiar with both the definite (provided) and the indefinite articles that accompany these words. In addition, find patterns for why the nouns are either assigned masculine or feminine gender (e.g., ends in -o is masc.).

Other	Places	Materials	Subjects
	la cafetería	la calculadora	la antropología
	el centro estudiantil	el marcador	la arquitectura
	el estadio	el examen	el arte
	el gimnasio	la lección	la biología
	el laboratorio	la actividad	las ciencias biomédicas
	la oficina	el ejercicio	la comunicación
		el diccionario	la estadística
		el calendario	
		el mapa	

Paso 4. At some point during the natural flow of the in-class conversation, get your phone out and share a picture of a place on campus or something about UT that is meaningful to you. Describe below in Spanish what image you will be sharing.

Por ejemplo: Una foto de mi oficina en Benedict

A large, empty rectangular box with a thin black border, intended for a photograph of the user's office in Benedict.

Paso 5. Finally, prepare a list of fillers (to hold the floor), expressions that show interest in the conversation (so that your new friends don't mistake silence with disinterest), and helpful expressions for sharing your opinion, expressing (dis) agreement, and getting others involved.

Fillers	Show interest	Share / request opinion	Express (dis)agreement
Mmmmmm, muy interesante...	¡Qué bien!	Creo/pienso que...	(No) Estoy de acuerdo contigo.
		¿Y tú?	
			.

Paso 6. Upload this pre-activity to Canvas before the in-class ¡Conversemos! activity.

19.

ANTES DE PARTIR...

Misión cumplida!

We have reached the end of **Módulo 1**. [Go back to the first part of the module](#), and review what you have accomplished. Check the outcomes you have achieved. What are you proud of? What aspects of your Spanish would you like to improve? ¡Buen trabajo!

Summary of Contents: Comunicación y Lengua

Comunicación

Here we highlight selected vocabulary from the module. The student is responsible for all the content in this module and for any supplemental information shared by their instructor (not only the information included below). The student should use the following information as a starting point for their review. In addition, they should highlight and expand on vocabulary lists to include terms that are most relevant to them. This will allow students to customize their language learning journey along the many relevant themes throughout the textbook. In addition, this will facilitate more personal end-of-module speaking and writing activities.

En el aula/En el salón de clase (In the classroom)

LA CLASE DE ... ESPAÑOL	
la estudiante/la chica	<i>the (female) student/the young woman</i>
el estudiante/el chico	<i>the (male) student/the young man</i>
el bolígrafo	<i>the pen</i>
el cuaderno	<i>the notebook/the composition book</i>
los papeles	<i>the sheets of paper</i>
la mesa	<i>the table</i>
la ventana	<i>the window</i>

LA CLASE DE ... SOCIOLOGÍA	
el profesor/la profesora	<i>the (male) instructor/the (female) instructor</i>
la computadora portátil	<i>the laptop</i>
el escritorio/pupitre	<i>the desk</i>
la luz/las luces	<i>the light/the lights</i>
la pantalla	<i>the projection screen</i>
la pared	<i>the wall</i>
la puerta	<i>the door</i>
las sillas	<i>the chairs</i>

LOS OBJETOS DE CLASE	
la pizarra/el pizarrón	<i>the blackboard</i>
el borrador	<i>the eraser (for the blackboard)</i>
la tiza	<i>chalk</i>
la tableta	<i>the tablet</i>
el libro (de texto)	<i>the book / the textbook</i>
el lápiz /los lápices	<i>the pencil / pencils</i>
la pluma	<i>the ink pen</i>
el reloj	<i>the clock</i>
la mochila	<i>the backpack</i>
la cola (de pegar)	<i>Elmer glue</i>
el pegamento	<i>the glue stick</i>
la cesta / el basurero	<i>the trash can</i>

Las personas en la universidad

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

Los lugares (*places*) en la universidad

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

Los cognados

LAS CARRERAS O ESPECIALIZACIONES (MAJORS) Y LAS MATERIAS/ASIGNATURAS (SUBJECTS OR COURSES)
Ciencias Biológicas: (la) biología, (la) zoología
Ciencias exactas: (la) astronomía, (el) cálculo, (la) física, (la) informática, (la) ingeniería, (las) matemáticas, (la) química, (la) arquitectura.
Economía y Finanzas: (la) contabilidad, (la) economía, (el) marketing
Humanidades: (la) antropología, (la) geografía, (la) historia, (la) literatura
Idiomas: (el) alemán, (el) español, (el) inglés, (el) francés, (el) latín, (el) chino, (el) griego, (el) italiano, (el) portugués, (el) ruso
Ciencias del Comportamiento (o Sociales): (las) ciencias políticas, (la) psicología, (la) sociología, (la) criminología, (la) antropología, la lingüística
El Arte: (la) arquitectura, la historia del arte, la fotografía

MÁS COGNADOS ÚTILES

la calculadora

el marcador

el examen

la lección

la actividad

el ejercicio

el diccionario

el calendario

el mapa

la cafetería

el centro estudiantil

el estadio

el gimnasio

el laboratorio

la oficina

la antropología

la arquitectura

el arte

la biología

las ciencias biomédicas

la ciencias políticas

la comunicación

la estadística

la educación bilingüe

la geografía

la historia

la ingeniería
la lingüística
la literatura
las relaciones internacionales
la música
la psicología
la sociología
el teatro

Frases útiles para hablar de actividades de la universidad

hablar por teléfono	<i>to talk on the phone; to call</i>
descansar por unos minutos/por una hora	<i>to rest for a couple of minutes/for an hour</i>
escuchar música	<i>to listen to music</i>
esperar el autobús	<i>to wait for the bus</i>
estudiar en la biblioteca	<i>to study in the library</i>
llegar a la clase/a la universidad	<i>to arrive at class/at the university</i>
mandar un correo electrónico/un texto	<i>to send an email/a text message</i>
regresar a casa	<i>to return home</i>
tomar clases/un examen/el autobús	<i>to take classes/exams/the bus</i>
trabajar por la mañana/por la tarde/por la noche	<i>to work in the morning/in the afternoon/at night</i>

Los días de la semana

el lunes	<i>Monday</i>
el martes	<i>Tuesday</i>
el miércoles	<i>Wednesday</i>
el jueves	<i>Thursday</i>
el viernes	<i>Friday</i>
el sábado	<i>Saturday</i>
el domingo	<i>Sunday</i>

Las expresiones de tiempo

en punto	<i>on the dot</i>
a tiempo	<i>on time</i>
la medianoche	<i>midnight</i>
el mediodía	<i>noon</i>
todos los días	<i>every day</i>
mañana	<i>tomorrow</i>

Lengua

The rules that govern our use of the language are presented in a communicative context throughout the module—grammar is always tied to use. Here we highlight selected grammar topics from the module. The student is responsible for all the content in this module and for any supplemental information shared by their instructor (not only the information included below). The student should use the following information as a starting point for their review.

Gender, Number, and Definite and Indefinite Articles

Los verbos

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

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

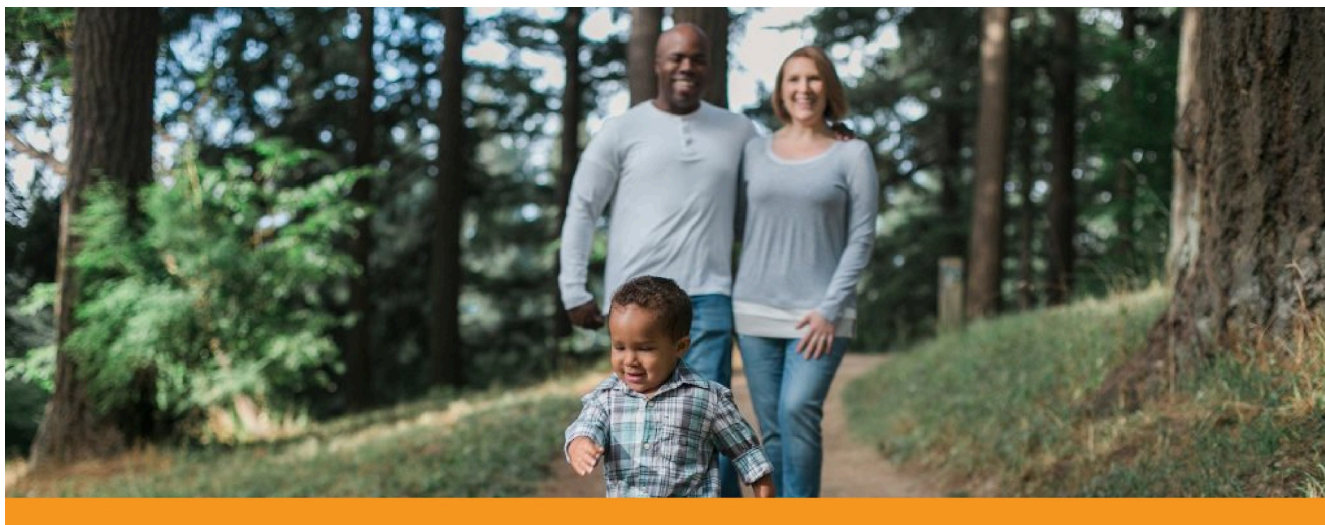
Mis propias palabras y frases

Write down other words and phrases that help you align the themes of this module with your own personal and professional life.

- Your life as a university student (Classes):
- Your life as a university student (Activities):
- Your life as a university student (People in your life):
- Tell time:
- When your classes take place (time and days):
- When other activities take place (time and days):

MODULE II

(VOLUME 1 MÓDULO 2) MI VIDA FUERA DE LA UNIVERSIDAD: MI FAMILIA



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

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

Now review the instructional goals below. Then record what YOU want to accomplish in personal terms. Be specific by applying particular themes in the Comunicación and Lengua sections to your real life. You will review your reflection at the end of the module to align on your general outcomes and personal achievements.

Objetivos en este módulo

Comunicación

In this instructional module, you will learn how to...

- Describe your family
- Ask questions about someone else's family
- Answer questions about your own family

- Talk about activities you do with friends and family
- Use numbers between 30 and 100.

Lengua

- Possessive and descriptive adjectives
- Nationalities
- Present tense of **-er** and **-ir** verbs
- Por y Para
- Los números del 30 al 100

Cultura

- El mundo tejano: Corpus Christi
- Colombia

Mis metas

In your Spanish notebook, describe what you want to accomplish in this instructional module in personal terms.

MODULE II

(VOLUME 1 MÓDULO 3) MI VIDA FUERA DE LA UNIVERSIDAD: MI HOGAR



En este módulo, continuamos hablando de tu vida más allá de las clases. Hablamos de tu cuarto, apartamento o casa (*house*).

Antes de comenzar: ¿Cómo son las casas en tu ciudad/estado? ¿Hay casas históricas? ¿Qué estilos tienen? Miramos estas fotos. ¿Dónde están las casas? ¿Cómo es la arquitectura en estas casas?



Casa número 1

Attribution: Dietz-Castilla House, by Billy Hathorn, licensed under CC BY-SA 3.0.



Casa número 2

Attribution: Reeves-Womack House, by Billy Hathorn, licensed under CC BY-SA 3.0



Casa número 3

Attribution: Casa de adobe, Public domain



Casa número 4

Attribution: Steel House, Public domain

Now review the instructional goals below. Then record what YOU want to accomplish in personal terms. Be specific by applying particular themes in the Comunicación and Lengua sections to your real life. You will review your reflection at the end of the module to align on your general outcomes and personal achievements.

Objetivos en este módulo

Comunicación

In this instructional module, you will learn how to...

- Describe household rooms and furniture
- Talk about chores in and outside the house and activities you like or don't like
- Talk about emotions and temporary states
- Use numbers 100 to 1.000.000

Lengua

- **Gustar** + infinitive & **gustar** + noun
- Indirect objects and indirect object pronouns
- Irregular verbs in the **yo** form and beyond
- El verbo **tener**

Cultura

- El mundo tejano: El Paso
- España

Mis metas

In your Spanish notebook, describe what you want to accomplish in this instructional module in personal terms.

MODULE II

(VOLUME 2 MÓDULO 1) MI VIDA DIARIA



In the first volume, you started using Spanish to talk about personal aspects of your life, such as your educational experience (e.g., *clases*, *compañer@s*, *materias*, *actividades académicas*), tu familia y tu casa. In Volume 2, you will continue to use Spanish and to tie it to your life. ¿Estás listo para aprender más español? Pues, ¡continuemos con nuestro trayecto!

En este módulo, hablamos de tus lugares y actividades favoritas y de tu rutina diaria en tu ciudad natal (*hometown*) y en la ciudad de tu universidad.

Antes de comenzar tu trayecto. ¿Cuál es tu lugar favorito en tu ciudad natal y en la ciudad de tu universidad? ¿Qué actividades te gusta hacer en la escuela y en tu casa? ¿Qué rutinas diarias no te gustan? ¿Por qué? Try to answer all these questions in Spanish. Remember **los cognados**: you can resort to them para responder preguntas en español.

Now review the instructional goals below. Then record what YOU want to accomplish in personal terms. Be specific by applying particular themes in the Comunicación and Lengua sections to your real life. You will review your reflection at the end of the module to align on your general outcomes and personal achievements.

Objetivos de este módulo

Comunicación

In this instructional module, you will learn how to...

- Talk about your favorite places and leisure activities (e.g., sports, hobbies, etc.)
- Talk about your daily routines and activities in the near future

Lengua

- Uses of the verb **ir**
- Reflexive verbs
- Direct objects and direct object pronouns
- Direct and indirect object pronouns together
- Comparative and superlatives

Cultura

- El mundo tejano: Austin
- Argentina

Mis metas

In your Spanish notebook, describe what you want to accomplish in this instructional module in personal terms.

MODULE II

(VOLUME 2 MÓDULO 2) MI ESTILO DE VIDA



En este módulo, hablamos de tu comida y ropa favorita. También vamos a hablar de responsabilidades y a dar recomendaciones.

Antes de comenzar tu trayecto. ¿Cuál es tu comida favorita? ¿Te gustan las frutas y las verduras (por ejemplo, el brócoli)? ¿Cuáles son tus favoritas? ¿Cómo es tu estilo de ropa (por ejemplo, los jeans)? ¿Cuál es tu color favorito (por ejemplo, el **rojo**)? ¿Tienes mucha ropa de tu color favorito? ¿Qué actividades te gusta hacer para vivir feliz? Try to answer all these questions in Spanish. Remember **los cognados**: You can resort to them para responder preguntas en español.

Now review the instructional goals below. Then record what YOU want to accomplish in personal terms. Be specific by applying particular themes in the Comunicación and Lengua sections to your real life. You will review your reflection at the end of the module to align on your general outcomes and personal achievements.

Objetivos de este módulo

Comunicación

In this instructional module, you will learn how to...

- Talk about the kind of food and clothes you prefer.
- Talk about responsibilities and give recommendations/suggestions.

Lengua

- The present tense of stem-changing verbs (**e**→**ie**; **o**→**ue**; **u**→**ue**; **e**→**i**)
- The present tense of the verb **estar** and the present progressive (gerund)
- The verb **ser** in contrast to **estar**
- The verb phrase **tener que** (and **tener ganas de**)

Cultura

- El mundo tejano: Houston
- Trayectos hispanos: Tradiciones y herencias culinarias
- Perú

Mis metas

In your Spanish notebook, describe what you want to accomplish in this instructional module in personal terms.

MODULE II

(VOLUME 2 MÓDULO 3) MIS CELEBRACIONES



En este módulo vamos a hablar de las celebraciones. ¿Por qué? Pues, porque las celebraciones forman una parte importante de nuestras vidas, y cuando hablamos de ellas con otras personas, casi siempre nos sentimos bien. Así que ¡prepárate (*get ready*) para hablar de tus celebraciones!

Antes de comenzar tu trayecto. Vamos a contestar las siguientes preguntas para empezar a conceptualizar el tema. ¿Cuál es tu celebración favorita? ¿Cómo celebras tu cumpleaños? Try to answer these questions in Spanish. Remember **los cognados**: you can resort to them para responder preguntas en español.

Now review the instructional goals below. Then record what YOU want to accomplish in personal terms. Be specific by applying particular themes in the Comunicación and Lengua sections to your real life. You will review your reflection at the end of the module to align on your general outcomes and personal achievements.

Objetivos de este módulo

Comunicación

In this instructional module, you will learn how to...

- Talk about your favorite celebrations (e.g., birthdays, holidays)
- Talk about a past memorable celebration/activity

Lengua

- The preterit tense with regular verbs
- The preterit tense with stem changing and irregular verbs
- The imperfect tense
- The preterit in contrast to the imperfect

Cultura

- El mundo tejano: Las ciudades en la frontera
- Guatemala
- Trayectos hispanos: Año Nuevo en la comunidad hispana/latina

Mis metas

In your Spanish notebook, describe what you want to accomplish in this instructional module in personal terms.

MODULE II



MY SPANISH TEXAS

End-of-Semester My Spanish Texas Creative Project

Project Overview

At the end of each module, we have been completing critical tasks that relate to *El mundo tejano*. A task is defined as a communicative activity with a specific outcome that simulates a real-world scenario. The critical nature of the communicative activities we have been working on motivate us to reflect on the bilingual and bicultural reality of Texas and our relationship to it. Some of these tasks have included:

1. Composing an email to city council arguing for the importance of including Spanish language tours at the San Jose Mission in San Antonio;
2. Creating a logo and a slogan promoting the importance of developing bilingual programs in Corpus Christi;
3. Developing a brief presentation explaining the role that the arts play in highlighting the complexity of the border community in El Paso; and
4. Producing a podcast that highlights the “Pido la Palabra” project in Austin, which offers university-level creative writing classes to incarcerated people who speak Spanish.

In the *My Spanish Texas* final project, your group (two to three members total) will expand on your personal and/or professional relationship to Spanish in Texas by designing and completing your own critical task in Spanish. The *El mundo tejano* tasks should serve as models:

- They demonstrate some of the types of tasks that can form the basis of your project (e.g., a presentation, an ad or other marketing material, a podcast, an itinerary, a short story, a recipe). Be creative!
- They demonstrate how research will be required to adequately situate your task in a real-world scenario that promotes Spanish and bilingualism in a Texas community of interest to you (e.g., campus town, hometown, or other).
- They demonstrate how you have all the linguistic tools you need to design and complete your task IN SPANISH.

In summary, the *My Spanish Texas* project submission will be a critical task in Spanish that broadens your knowledge of– and explores real-world connections to– Spanish and the Hispanic community in Texas. The project will shed light on the importance and value of bilingualism in Texas and your relationship to it.

Submission Steps: During the last month of the semester, you will be working on your project in a step-by-step format

- **Step 1: In-class “Brainstorm”**
 - First you will submit a brainstorm assignment. Specifically you will align on (1) your personal/professional relationship to Spanish and bilingualism in different regions of Texas; (2) specific themes of interest in those

regions that highlight Spanish and bilingualism; and (3) creative communicative activities that can be applied to your specific themes in an authentic way. (See *¡Manos a la obra!* below for guidance.) This assignment will be submitted to your instructor for feedback.

- **Step 2: In-class “Proposal”**

- Then, you will submit a project proposal, where you consider in detail your most promising critical task. This step will also be submitted to your instructor for feedback.

- **Step 3: “In-class writing 7”**

- Every module concludes with an in-class writing activity. In the last module of the semester (Vol. 2 / Mod. 3), “In-class writing 7” will be themed around El Mundo Tejano and your My Spanish Texas project. The specific prompt will be shared on the day of the assignment.

- **Step 4: “Project submission”**

- Your My Spanish Texas project will be submitted at this time. This includes your critical task (in Spanish), in addition to a brief summary by each group member (in English) of (i) how they contributed to the project; (ii) their personal/professional relationship to the task; and (iii) what they learned from this project.

- **Step 5: “¡Conversemos! 7”**

- Every module concludes with an in-class ¡Conversemos! activity. In the last module of the semester (Vol. 2 / Mod. 3), “¡Conversemos! 7” will be themed around The My Spanish Texas project. Specifically, the class will be divided into two groups. Half the class will informally share their projects, while the other half will be the audience– imagine a poster presentation format at a conference or convention. Then the roles will be switched. As with all ¡Conversemos! activities, you will complete a pre-activity assignment that will help you prepare for your roles as both a presenter and an audience member.



Manos a la obra!

Personalization: Choose one of the following categories

- Spanish and bilingualism *in your campus town*

- Spanish and bilingualism *in your hometown*
- Spanish and bilingualism *in another location of interest*

Research: Research themes that are of interest to you and that highlight Spanish and bilingualism in your selected Texas community, in addition to any other topics that will help you situate your project in a real-world scenario. Below we include a few examples of research topics that were required to complete the design of the *El mundo tejano* tasks.

- San Antonio: San Jose Mission; The Alamo; and the logistics of their tours
- Corpus Christi: Bilingual programs in Corpus Christi schools
- El Paso: City demographics; Border Turner by Rafael Lozano-Hemmer; grants offered by the Texas Commission on the Arts
- Austin: The Pido la Palabra project; UT Austin's Teresa Lozano Long Institute of Latin American Studies (LLILAS); the Nettie Lee Benson Latin American Collection (LLILAS Benson); and the Texas Prison Education Initiative (TPEI)

Task: Choose a creative and relevant format for your project. As a reminder, your project will be to complete a communicative activity with a specific outcome that simulates a real-world scenario. It is “critical” in the sense that it should motivate you to reflect on the bilingual and bicultural reality of Texas and your relationship to it. Here are some examples of communicative activities that can be applied to your specific real-world scenarios. (Many other activities can be approved by your instructor.)

- A formal presentation
- An ad or other marketing material
- A podcast or short-form video content
- A short story or poem
- A website or blog
- Other (e.g., a travel itinerary, a recipe)